

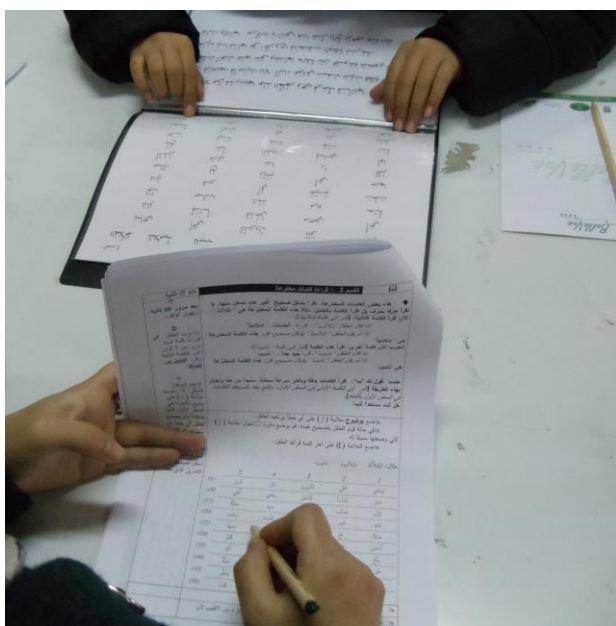
**Handout 3.2: EGRA Subtasks: Item Design Specs and Templates**  
**Session3: EGRA Adaptation and Content Development**



**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



**Education Data for Decision Making**  
**Contract Number BPA No. EHC-E-00-04-00004**  
**Task Order Number AID-OAA-12-BC-00004 (RTI Task 20)**  
**March 2015**

This publication was produced for review by the United States Agency for International Development. It was prepared by RTI International.

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

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## **Handout 3.2: EGRA Subtasks: Item Design Specs and Templates**

### **Session3: EGRA Adaptation and Content Development**

#### **Preface**

This document is the result of a collaborative effort by staff across the International Education Division at RTI International. The guidance was originally developed under the USAID Education Data for Decision Making (EdData II) program for use in a training workshop in the Philippines. For the most common subtasks, the document includes:

- A template for the paper-based version of the subtask, for assessors to use to capture Early Grade Reading Assessment (EGRA) data. These templates use the most up-to-date instructions (script) for the subtask, and have been vetted and agreed upon by frequent users of EGRA;
- Step-by-step guidelines for developing subtasks; and
- A quality-control checklist for reviewing EGRA instrument subtasks.

Some of the information in this guidance document may differ from what has previously been published (for example, in the 2009 *EGRA Toolkit*). These differences are based on the more than 5 years of experience conducting EGRA in dozens of countries and languages, and therefore have been revised to what is now considered to be the most appropriate design for a reliable and efficient experience. While there are many “rules” laid out in this document, many are recommendations based on experience in a variety of countries, most based on languages using alphabetic script. At times, however, only local context can determine the appropriate subtask design and item selection. As much as possible, specific circumstances, exceptions, and design considerations have been included. Additionally, while this document has design guidance for the most commonly used subtask types, the decision of which subtasks to include is also a very country-specific one, and is based on a number of factors, including research objectives, budget, and capacity. These considerations are not outlined in detail in this document. Some of the lesser-used subtasks have not been elaborated on here:

- print awareness
- dictation
- comprehension using cloze
- vocabulary

**Handout 3.2: EGRA Subtasks: Item Design Specs and Templates**  
**Session3: EGRA Adaptation and Content Development**

**Introduction and Assent – GENERAL CRITERIA**

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*(Example template and instructions follow)*

Every administration of the EGRA requires the assessor to introduce himself or herself to the child, and then seek the child's oral assent to proceed with the test.

The following example specifies the protocol for the introduction and the assent request, allows for the documentation of assent, and collects the administrative details that must be recorded for each assessment.

**LANGUAGE/COUNTRY** Early Grade Reading Assessment: Student Response Form  
Administrator Instructions and Protocol – **DATE**

**General instructions**

Establish a playful and relaxed rapport with the child through a short conversation (see example topics below). The child should perceive the assessment almost as a game to be enjoyed rather than a test. Use this time to identify in what language the child is most comfortable communicating. Read aloud slowly and clearly **ONLY** the sections in boxes.

**Good morning. My name is \_\_\_\_ and I live in \_\_\_\_\_. I'd like to tell you a little bit about myself.**  
[Number and ages of children; favourite sport, radio or television program, etc.] **1. What do you like to do when you are not in school?** [Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal assent]. **2. What games do you like to play?**

**Verbal Assent:** Read the text in the box clearly to the child.

- **Let me tell you why I am here today. I work with the Department of Education and we are trying to understand how children learn to read. You were picked by chance.**
- **We would like your help in this. But you do not have to take part if you do not want to.**
- **We are going to play a reading game. I am going to ask you to read letters, words and a short story out loud.**
- **Using this stopwatch/device/tablet, I will see how long it takes you to read.**
- **This is NOT a test and it will not affect your grade at school.**
- **I will also ask you other questions about your family, like what language your family uses at home and some of the things your family has.**
- **I will NOT write down your name so no one will know these are your answers.**
- **Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right.**
- **Do you have any questions? Are you ready to get started?**

Check box if verbal assent is obtained:  **YES**

*(If verbal assent is not obtained, thank the child and move on to the next child, using this same form)*

|  |   |                      |  |
|--|---|----------------------|--|
| A. Date of assessment:<br>(Example: 5 May 2013 =<br>5/03/2013) | Date: _____<br>Month: _____<br>Year: _____  | J. Class:            | <input type="checkbox"/> Grade X<br><input type="checkbox"/> Grade X                   |
| B. Geographic area 1 name                                      |   | K. Section:          |  |
| C. Geographic area 2 name:                                     |   | L. Pupil number:     |  |
| D. Geographic area code:                                       |   | M. Pupil birth date: | Mo_____ Yr_____  |
| E. Administrator name:   |   | N. Gender            | <input type="checkbox"/> Boy<br><input type="checkbox"/> Girl                          |
| F. Administrator code:   |   |                      |  |
| G: School name:  |   |                      |  |
| H: School EMIS code:   |   |                      |  |
| I. School shift:   | <input type="checkbox"/> = Full Day<br><input type="checkbox"/> = Morning<br><input type="checkbox"/> = Afternoon | <b>Start Time</b>    | _____ : _____<br><input type="checkbox"/> AM [Tick one]<br><input type="checkbox"/> PM |

## Listening Comprehension – GENERAL CRITERIA

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*(Example template and instructions follow)*

**Purpose of the task:** To determine whether children have basic oral proficiency in the language of the assessment. This can be used to help determine whether performance demonstrated on other tasks is due to a reading deficiency or a language barrier.

### **Development procedure:**

- Think of an activity, an event, or a situation that would be familiar to children.
- Develop a third-person narrative around that situation that involves a character, some kind of problem or confrontation, and a resolution to it. The narrative should capture something that happened, not a set of loosely connected sentences. Avoid having more than 2 proper nouns.
- Avoid violence or other themes that might be troubling to children. Use positive gender representations.
- The passage should be approximately 30–50 words. The purpose of keeping the passage short is to avoid problems with memory recall, since the story is only read once. Aim for 5 main ideas or about 5 sentences.
- Consider the language background of the children tested. For example, for assessments of mother tongue (first or home language) skills, the vocabulary and sentence structure can be slightly more difficult than in the oral reading fluency passage (discussed at the end of this document) because children will be listening to the story, not reading it. However, for an additional language (L2 or L3), the story should be limited to grade-level vocabulary, grammar, and topics covered in the curriculum.
- Develop 5 comprehension questions about the story to ask the child. At least one should be inferential (answer not found directly in the story), and the rest should be explicit (answer found directly in text). The questions should refer to the story, but do not need to be distributed evenly or aligned to sequential ideas (as they do in the oral reading fluency/reading passage).

### **Quality-control checklist for the story:**

- The passage is approximately 30–50 words long.
- Vocabulary is appropriate for the language background of the child and/or the curriculum.
- Vocabulary, place names, character names, and other elements of the story (for example, names of food, local fruits or animals, local customs) are geographically neutral and not specific to any subregion or dialect.
- Story content is appropriate for children, does not include violence, and includes positive gender representations.
- Comprehension questions are a mix of explicit and inferential questions.

### Quality-control checklist for questions:

- Questions must be answerable by listening to the story, not based on general prior background knowledge. For example, a child could correctly answer the question “*In what season did the monsoon rains come?*” without having heard the story.
- Avoid questions that require multiple correct responses in order to be scored as correct. For example, rather than asking “*What two items did the girl buy at the market?*” (“salt and meat” is the answer), ask: “*What did the girl buy at the market?*” (“salt,” “meat,” or “salt and meat” can all be considered correct responses).

### Specific circumstances and exceptions:

- **Subtask order.** Typically subtasks are ordered according to a developmental continuum that goes from beginning skills (phonemic awareness) to the more complex ones (reading connected text and writing). The listening comprehension task has been used as both the first and last subtask in the series. When placed first, it can help to put the children at ease and to establish clearly the language of the assessment (particularly important in multilingual contexts). When placed at the end, there is less chance that the child will confuse characters or items heard in the listening comprehension story with questions asked for the reading comprehension story.
- **Word length and number of questions.** The suggested word length of 30–50 words is a recommendation especially for beginning readers and in L2 or L3 contexts. This is to avoid poor test outcomes based on memory recall, particularly when children may not be actively taught listening skills in the classroom. In the past, listening comprehension stories have used only 3 questions, since it can be difficult to find more than 3 questions that pertain to such a short story; however, it has been found that limiting to 3 questions does not allow for a very strong distribution of skills. A slightly longer listening passage allows for more questions and answers, but this may be possible only in L1 environments. Pilot testing stories of different lengths in each context may be the best way to decide on appropriate story length.

Listening Comprehension – TEMPLATE

Subtask #. LISTENING COMPREHENSION

📖 X

🕒 X

💡 I am going to read you a short story aloud ONCE and then ask you some questions. Please listen carefully and answer the questions as best as you can. You can answer the questions in whichever language you prefer. Ready? Let’s begin.

Remove the pupil stimuli booklet from the child’s view.

**INSERT TEXT**

Do not allow the child to look at the passage or the questions.

If a child says “I don’t know,” mark as incorrect.

|                             | Correct | Incorrect | No response |
|-----------------------------|---------|-----------|-------------|
| <b>QUESTION</b><br>[ANSWER] |         |           |             |
| <b>QUESTION</b><br>[ANSWER] |         |           |             |
| <b>QUESTION</b><br>[ANSWER] |         |           |             |
| <b>QUESTION</b><br>[ANSWER] |         |           |             |
| <b>QUESTION</b><br>[ANSWER] |         |           |             |

Good effort! Let’s go on to the next section.



## Phonemic Awareness – GENERAL CRITERIA

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(Example template and instructions follow)

**Purpose of the task:** The process of reading requires an understanding that words are made up of sounds, and that one can separate and manipulate the sounds in a word. In some languages, phonemic awareness (PA) has been shown to be the number-one predictor of success in reading.<sup>1</sup> There are many ways to assess different levels of phonological awareness: segmenting a word into syllables is a method that addresses a larger unit of sound, while identifying the final or a medial sound is a higher level of phonemic awareness than identifying the beginning sound.

### Development procedure:

- Select simple one- or two-syllable words frequently occurring in learning textbooks or other reading materials. If a word-frequency list for the language exists, use words from that list, taking care to not use words that are selected for use in the familiar word reading subtask (described later in this document).
- Categorize the words according to initial sound type and point of articulation. For example, in English, phonemes can be categorized as follows :
  - Vowel: a, e, i, o, u
  - Fricative (voiced or unvoiced): v, f, s, z, th, sh, j, x
  - Plosive: b, p, d, t, k, g
  - Nasal: m, n
  - Semi-vowel, approximant, or other: h, y, w, r, l
- Choose one word representing each word type for the first five words, and one word representing each word type for the second five words in the grid. If two of each of these types of phonemes do not exist in the language, just try to ensure that a balanced range of phoneme types is used.

### Quality-control checklist:

- Initial sounds are not repeated across any of the 10 words.
- Among the first five and the second five words, the initial sound types include voiced and unvoiced consonants.
- If a word is multisyllabic, the consonants do not repeat within the word. For example, “bamu” is preferable to “babu” because the consonants are not repeated.
- Vowels in the words vary.
- There is one (and only one) word with an initial vowel in the first five words.

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<sup>1</sup> Share, David L., Anthony F. Jorm, Rod Maclean, and Russell Matthews. 1984. Sources of individual differences in reading acquisition. *Journal of Educational Psychology*, 76(6), 1309–1324.

- There is one (and only one) word with an initial vowel in the last five words.
- There are no blends (i.e., “st” or “pl”) as initial sound.

### **Specific considerations and exceptions:**

- Other types of PA exercises exist (e.g., differentiating initial sound, phoneme segmentation), but the type described here has proven to be the most straightforward to administer, easiest to score, and easiest for children in low-performing contexts.
- If the language has a lot of words that start with a vowel, you may not need to limit the number of words that start with a vowel to one per section. However, it is important to recognize that the sounds of vowels are often the same as the *name* of the letter, so a child could actually be spelling the word and giving the letter name, resulting in a false positive score.
- An important part of developing EGRA for a new language is the language analysis (required for the subsequent subtasks). This analysis should aim to use a digitized (i.e., in a word processor) corpus of about 5,000 words from grade-level texts (or the grade level before). However, if the number of available grade-level texts is not sufficient, or the texts seem to be of poor quality, or not representative of the language (specific to a certain subject like agriculture, or using outdated orthography), then extend the search to additional lower grades. Finally, if there is still not enough text at lower primary level, then use available texts from the language at large (newspapers, manuals, religious texts). Try to avoid technical terms and jargon.

**Subtask #. PHONEMIC AWARENESS**

This is a listening exercise. I want you to tell me the first sound of each word. For example, in the word “pot”, the first sound is /p/. I would like you to tell me the first sound you hear in each word. I will say each word two times. Listen to the word, then tell me the very first sound in that word.

Let’s practice. What is the first sound in “**mouse**”? “**mouse**”?

[If the child responds correctly, say:] **Very good, the first sound in “mouse” is /m/.**  
 [If the child does not respond correctly, say:] **Listen again: “mouse”. The first sound in “mouse” is /mmm/.**

Now let’s try another one: What is the first sound in “**day**”? “**day**”?

[If the child responds correctly, say:] **Very good, the first sound in “day” is /d/.**  
 [If the child does not respond correctly, say:] **Listen again: “day”. The first sound in “day” is /d/.**

Ready? Let’s begin.

(/) Mark the box that corresponds to the child’s answer. Accept as correct only the isolated sound.

( Ø ) Circle self-corrections if you already marked the letter incorrect

|    | Item   | Answer | Correct | Incorrect | No response |
|----|--|--------|---------|-----------|-------------|
| 1  | What is the first sound in “_____”? “_____”? | / /    |         |           |             |
| 2  | What is the first sound in “_____”? “_____”? | / /    |         |           |             |
| 3  | What is the first sound in “_____”? “_____”? | / /    |         |           |             |
| 4  | What is the first sound in “_____”? “_____”? | / /    |         |           |             |
| 5  | What is the first sound in “_____”? “_____”? | / /    |         |           |             |
| 6  | What is the first sound in “_____”? “_____”? | / /    |         |           |             |
| 7  | What is the first sound in “_____”? “_____”? | / /    |         |           |             |
| 8  | What is the first sound in “_____”? “_____”? | / /    |         |           |             |
| 9  | What is the first sound in “_____”? “_____”? | / /    |         |           |             |
| 10 | What is the first sound in “_____”? “_____”? | / /    |         |           |             |

Read the instructions to the child and conduct the examples.

Read the prompt and then pronounce the word a second time. Pronounce each word slowly.

If the child does not respond after 3 seconds, mark as “No response” and say the next prompt.

If the child responds incorrectly or does not respond to the first five words, say “Thank you!, discontinue this subtask, check the box at the bottom of the page, and go on to the next subtask.

Exercise discontinued because the child had no correct answers in the first line

Good effort! Let’s go on to the next section.

## Letter Sound Identification – GENERAL CRITERIA

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(Example template and instructions follow)

**Purpose of the task:** Understanding of the alphabetic symbols and what they represent has been shown to be a consistent predictor of reading development for native speakers of English, French, and other alphabetic languages.<sup>2</sup> This task measures knowledge of grapheme–phoneme correspondence, and helps determine whether children are learning to distinguish letters/graphemes by their corresponding sounds.

### Development procedure:

- Determine how many unique graphemes (i.e., letters; see “Specific circumstances and exceptions” below) there are in the alphabet (e.g., 26 for English).
- Analyze electronic version of texts to develop a letter-frequency list (see Annex 7 of the *EGRA Toolkit* for detailed instructions). Aim for a corpus of about 5,000 words from grade-level texts.
- Prepare a grid (empty table) with 10 columns and 10 rows.
- If your alphabet has 26 graphemes, within the first 26 spaces of the grid: write each letter once, in random order, in a mix of upper- and lowercase letters. If your alphabet has a different number of letters, use that number of cells in the grid to write each letter once.
- Within the second 26 spaces: place each letter, in random order, in the opposite case from how it appears the first time. If your alphabet has a different number of letters, use that number of cells in the grid to write each grapheme a second time. This procedure ensures that the child has an opportunity to read every letter in both upper- and lowercase forms before being asked to repeat more frequent letters.
  - If a grapheme would NEVER appear at the beginning of the word (e.g., “rr” or “ng”), then it is not necessary to include in uppercase letters. Digraphs would be capitalized as “LI.”
  - For English, use uppercase letter “L” throughout the test in order to distinguish lower case L (“l”) from uppercase i (“I”).
  - If, proportionally, a letter should not appear two times, it is not necessary to use both upper and lower case. Use only lower case.
- For the remaining spaces in the grid, enter, in random order, the letters proportionally to how they appear in the frequency list. For example, if 48 cells remain, and the letter-frequency calculation indicates that “E” appears 11% of

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<sup>2</sup> Chiappe, Penny, Linda S. Siegel, and Lesly Wade-Woolley. 2002. Linguistic diversity and the development of reading skills: a longitudinal study. *Scientific Studies of Reading*, 6(4), 369–400.

the time in the list of words, then “E” should appear 5 times (11% of 48). Enter “E” five times in a mix of upper- and lowercase letters.

- Choose practice letters that demonstrate different types of letters: voiced consonant, unvoiced consonant, and vowel. Write these at the top of the letter-grid worksheet.
- Modify letter placement if randomization results in any of the issues outlined in the checklist below.
- Update the instructions with practice letters (at least one vowel, one voiced consonant, and one unvoiced consonant).
- Prepare student stimuli sheet (one page that students will read from). It should be in a familiar font that is commonly used in student materials, with particular attention to how the **g**, the **a**, the **j**, and the **t** are represented. (For example, Century Gothic or Andika use the **a**, **g** and **t** forms of the letter which are usually used in early reading texts: [http://scripts.sil.org/cms/scripts/page.php?site\\_id=nrsi&id=andika](http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&id=andika)). The letters should be placed in 10 rows of 10 letters. Do not include gridlines or numbers that appear in the assessor marking sheet.

### Quality-control checklist:

- Each letter in the alphabet appears at least once before a letter is repeated.
- Each grapheme appears in both upper and lower case in the first half of the grid.
- Repeated items occur according to the frequency with which they appear in the language (according to the text sample analyzed).
- The first letter in the grid is not the first letter of the alphabet.
- The first letter in the grid is not a practice letter.
- Consecutive lines do not begin with the same letter.
- Identical letters do not appear next to each other.
- Order of letters does not result in a familiar acronym.
- Order of letters does not result in an obvious word spelled within the grid.
- All letters are legible and use the same font that is common in the official school reading materials. (e.g., the lowercase L is distinguishable from the uppercase i).

### Specific circumstances and exceptions:

- Note that for convenience we use the term “letter,” although the more accurate term is “grapheme,” which refers to individual letter sounds, or combinations of letters that make a unique sound. A grapheme can actually

be a digraph (two letters that make one sound), such as the “ng” which is common in many languages.

- While the general guidance is that letter repetition should be done proportionally to the letter’s frequency in the language, there are some cases where a very rare letter may appear only once in the whole grid. Likewise, if a certain letter appears more than 20% of the time, you may not want it to be 1 of every 5 letters in the test. Thus it is appropriate to balance the distribution with other letters of the alphabet.
- This guidance suggests that children should be allowed to try each letter of the alphabet before starting to repeat letters in the grid. This makes it more of a curriculum-based measure that can provide information about which letters are or are not being acquired at the period in time when the testing was done. This allows for more specific and actionable recommendations through item analysis. However, it also changes the measurement slightly from a pure fluency-related task. Therefore, in collaboration with your reading expert, you may choose either a fully random placement of letters throughout the grid, or the purposeful placement described here.

| Subtask #. LETTER SOUND IDENTIFICATION   | Page 4               | 60 seconds   |       |       |       |       |       |       |       |   |    |       |       |       |       |       |       |       |       |       |       |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |
|--|----------------------|--|-------|-------|-------|-------|-------|-------|-------|---|----|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|-------|--|--|--|--|--|--|--|--|--|--|
| <p> Here is a page full of letters of the <b>English</b> alphabet. Please tell me the <b>SOUNDS</b> of as many letters of the alphabet as you can. <b>Not their names, but their sounds.</b></p> <p><b>For example, the sound of this letter</b> [point to the letter <b>T</b>] <b>is /t/.</b></p> <p><b>Let’s practice: Tell me the sound of this letter</b> [point to the letter <b>M</b>]:<br/>                     [If the child responds correctly, say:] <b>Good, the sound of this letter is /m/.</b><br/>                     [If the child does not respond correctly, say:] <b>The sound of this letter is /m/.</b></p> <p><b>Now try another one: Tell me the sound of this letter</b> [point to the letter <b>S</b>]:<br/>                     [If the child responds correctly say:] <b>Good, the sound of this letter is /s/.</b><br/>                     [If the child does not respond correctly, say:] <b>The sound of this letter is /s/.</b></p> <p><b>When I say “Begin,” start here</b> [point to first letter] <b>and go across the page</b> [point]. <b>Point to each letter and tell me the sound of that letter in a loud voice. Read as quickly and carefully as you can. If you come to a letter you do not know, go on to the next letter. Put your finger on the first letter. Ready? Begin.</b></p> |                      | <p>Start the timer when the child reads the first letter.</p> <p> If a child hesitates or stops on a letter for <u>3 SECONDS</u>, point to the next letter and say “Go on”</p> <p> When the timer reaches 0, say “stop.”</p> <p> If the child does not provide a single correct response on the first line (10 items), say “Thank you!”, discontinue this subtask, check the box at the bottom, and go on to the next subtask.</p> <p>If the child provides the letter name rather than the sound, say: “Please tell me the <b>SOUND</b> of the letter”. This prompt may be given only once during the sub-task.</p> |       |       |       |       |       |       |       |   |    |       |       |       |       |       |       |       |       |       |       |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |
| <p> ( / ) Mark any incorrect letters with a slash<br/>                     ( Ø ) Circle self-corrections if you already marked the letter incorrect<br/>                     ( ] ) Mark the final letter read with a bracket</p> <p><i>Examples:</i>    T    m    S</p> <table border="1" data-bbox="97 1108 1294 1648"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td><td>_____</td><td>_____</td><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td colspan="10" style="text-align: right;">(10)</td></tr> <tr><td colspan="10" style="text-align: right;">(20)</td></tr> <tr><td colspan="10" style="text-align: right;">(30)</td></tr> <tr><td colspan="10" style="text-align: right;">(40)</td></tr> <tr><td colspan="10" style="text-align: right;">(50)</td></tr> <tr><td colspan="10" style="text-align: right;">(60)</td></tr> <tr><td colspan="10" style="text-align: right;">(70)</td></tr> <tr><td colspan="10" style="text-align: right;">(80)</td></tr> <tr><td colspan="10" style="text-align: right;">(90)</td></tr> <tr><td colspan="10" style="text-align: right;">(100)</td></tr> </tbody> </table>                         |                      | 1  | 2     | 3     | 4     | 5     | 6     | 7     | 8     | 9 | 10 | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | (10) |  |  |  |  |  |  |  |  |  | (20) |  |  |  |  |  |  |  |  |  | (30) |  |  |  |  |  |  |  |  |  | (40) |  |  |  |  |  |  |  |  |  | (50) |  |  |  |  |  |  |  |  |  | (60) |  |  |  |  |  |  |  |  |  | (70) |  |  |  |  |  |  |  |  |  | (80) |  |  |  |  |  |  |  |  |  | (90) |  |  |  |  |  |  |  |  |  | (100) |  |  |  |  |  |  |  |  |  |  |
| 1  | 2                    | 3  | 4     | 5     | 6     | 7     | 8     | 9     | 10    |   |    |       |       |       |       |       |       |       |       |       |       |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |
| _____  | _____                | _____  | _____ | _____ | _____ | _____ | _____ | _____ | _____ |   |    |       |       |       |       |       |       |       |       |       |       |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |
| (10)   |                      |  |       |       |       |       |       |       |       |   |    |       |       |       |       |       |       |       |       |       |       |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |
| (20)   |                      |  |       |       |       |       |       |       |       |   |    |       |       |       |       |       |       |       |       |       |       |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |
| (30)   |                      |  |       |       |       |       |       |       |       |   |    |       |       |       |       |       |       |       |       |       |       |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |
| (40)   |                      |  |       |       |       |       |       |       |       |   |    |       |       |       |       |       |       |       |       |       |       |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |
| (50)   |                      |  |       |       |       |       |       |       |       |   |    |       |       |       |       |       |       |       |       |       |       |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |
| (60)   |                      |  |       |       |       |       |       |       |       |   |    |       |       |       |       |       |       |       |       |       |       |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |
| (70)   |                      |  |       |       |       |       |       |       |       |   |    |       |       |       |       |       |       |       |       |       |       |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |
| (80)   |                      |  |       |       |       |       |       |       |       |   |    |       |       |       |       |       |       |       |       |       |       |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |
| (90)   |                      |  |       |       |       |       |       |       |       |   |    |       |       |       |       |       |       |       |       |       |       |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |
| (100)  |                      |  |       |       |       |       |       |       |       |   |    |       |       |       |       |       |       |       |       |       |       |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |
| <p> Time remaining on stopwatch at completion (number of SECONDS)</p>  | <input type="text"/> |  |       |       |       |       |       |       |       |   |    |       |       |       |       |       |       |       |       |       |       |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |
| <p> Exercise discontinued because the child had no correct answers in the first line</p>   | <input type="text"/> |  |       |       |       |       |       |       |       |   |    |       |       |       |       |       |       |       |       |       |       |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |

**Good effort! Let’s go on to the next section.**

## Familiar Word Reading – GENERAL CRITERIA

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*(Example template and instructions follow)*

**Purpose of the task:** Children’s decoding skills are often assessed using reading lists of unrelated words. This allows for a more direct measure of word recognition and decoding skills than does reading paragraphs, as children are unable to guess the next word from the context.

### **Development procedure:**

- Using curricular materials from grades 1, 2 and 3, analyze electronic texts and develop a word frequency list including all parts of speech. (See the *EGRA Toolkit*, Annex 7: How to Prepare Letter- and Word-Frequency Lists, for detailed instructions).
- Prepare a grid (empty table) with 5 columns and 10 rows.
- Use the word-frequency list to choose 50 words that represent the words most commonly found in the curricular materials that a child would be expected to have read.
- Enter items in random order (NOT in order of difficulty, length, alphabetic order, etc.) in the grid.
- Review words in the final list to ensure that the frequency of letters is approximately equivalent to the frequency with which they occur in the language.
- Choose three additional words to use as example words for assessors to practice with students. The words should be similar in level of difficulty to the words in the grid.
- Prepare student stimuli sheet (the page from which students will read). The text should be in a familiar font that is commonly used in student materials (for example, Century Gothic or Andika: [http://scripts.sil.org/cms/scripts/page.php?site\\_id=nrsi&id=andika](http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&id=andika)). Arrange the words in 10 rows of 5 words each. Do not include the gridlines or numbers that appear on the assessor marking sheet, but do include the example words, clearly separated from the assessment items.

### **Quality-control checklist:**

- Depending on language characteristics, items should include a balance between decodable familiar words (e.g., “cat”) and common sight words (e.g., “the”), as well as parts of speech. Focus is on equality of difficulty among the items.
- Word length and spelling patterns are representative of those found in early grade readers (i.e., consonant–vowel–consonant, for English words; one- and two-syllable words).
- Words are composed of a variety of letters, with none repeated disproportionately.



## Familiar Word Reading – GENERAL CRITERIA

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- None of the words has alternative or ambiguous pronunciation (for example, “read” or “record” in an English language test).
- None of the items is a word in any other language to which the children may be familiar. For example, in the Philippines, “man” is a word in English, Filipino, and Ilokano, three languages to which some children may be exposed.
- None of the words is specific to a subregion or dialect.
- Items do not include one-letter words, as these will already be included in the letter grid.

| Subtask #. FAMILIAR WORD READING   | Page 3 | 60 seconds   |   |   |   |      |   |  |  |  |  |  |  |  |     |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |
|--|--------|--|---|---|---|------|---|--|--|--|--|--|--|--|-----|--|--|--|--|--|--|------|--|--|--|--|--|--|------|--|--|--|--|--|--|------|--|--|--|--|--|--|------|--|--|--|--|--|--|------|--|--|--|--|--|--|------|--|--|--|--|--|--|------|--|--|--|--|--|--|------|--|--|--|--|--|--|------|--|
| <p> Here are some words in <b>ENGLISH</b>. I would like you to read as many words as you can. Do not spell the words, but read them. For example, this word is: “<b>cat</b>.”</p> <p><b>Let’s practice: Please read this word</b> [point to the word “<b>sick</b>”]:<br/>                     [If the child responds correctly say:] <b>Good, this word is “sick.”</b><br/>                     [If the child does not respond correctly say:] <b>This word is “sick.”</b></p> <p><b>Now try another one: Please read this word</b> [point to the word “<b>made</b>”]:<br/>                     [If the child responds correctly say:] <b>Good, this word is “made.”</b><br/>                     [If the child does not respond correctly say:] <b>This word is “made.”</b></p> <p><b>When I say “Begin,” start here</b> (point to first word) <b>and read across the page</b> (point). <b>Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.</b></p>  |        | <p>Start the timer when the child reads the first word.</p> <p> If a child hesitates or stops on a word for <u>3 SECONDS</u>, point to the next word and say “Go on”</p> <p> When the timer reaches 0, say “stop.”</p> |   |   |   |      |   |  |  |  |  |  |  |  |     |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |
| <p> ( / ) Mark any incorrect words with a slash<br/>                     ( Ø ) Circle self-corrections if you already marked the word incorrect<br/>                     ( ] ) Mark the final word read with a bracket</p> <p><i>Examples:</i>      cat              sick              made</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> <td></td> </tr> <tr> <td></td> <td colspan="5" style="border-top: 1px solid black;"></td> <td style="text-align: right;">(5)</td> </tr> <tr> <td></td> <td colspan="5" style="border-top: 1px solid black;"></td> <td style="text-align: right;">(10)</td> </tr> <tr> <td></td> <td colspan="5" style="border-top: 1px solid black;"></td> <td style="text-align: right;">(15)</td> </tr> <tr> <td></td> <td colspan="5" style="border-top: 1px solid black;"></td> <td style="text-align: right;">(20)</td> </tr> <tr> <td></td> <td colspan="5" style="border-top: 1px solid black;"></td> <td style="text-align: right;">(25)</td> </tr> <tr> <td></td> <td colspan="5" style="border-top: 1px solid black;"></td> <td style="text-align: right;">(30)</td> </tr> <tr> <td></td> <td colspan="5" style="border-top: 1px solid black;"></td> <td style="text-align: right;">(35)</td> </tr> <tr> <td></td> <td colspan="5" style="border-top: 1px solid black;"></td> <td style="text-align: right;">(40)</td> </tr> <tr> <td></td> <td colspan="5" style="border-top: 1px solid black;"></td> <td style="text-align: right;">(45)</td> </tr> <tr> <td></td> <td colspan="5" style="border-top: 1px solid black;"></td> <td style="text-align: right;">(50)</td> </tr> </table> |        |  | 1 | 2 | 3 | 4    | 5 |  |  |  |  |  |  |  | (5) |  |  |  |  |  |  | (10) |  |  |  |  |  |  | (15) |  |  |  |  |  |  | (20) |  |  |  |  |  |  | (25) |  |  |  |  |  |  | (30) |  |  |  |  |  |  | (35) |  |  |  |  |  |  | (40) |  |  |  |  |  |  | (45) |  |  |  |  |  |  | (50) | <p> If the child does not provide a single correct response on the first line (5 items), say “Thank you!”, discontinue this subtask, check the box at the bottom, and go on to the next subtask.</p> |
|  | 1      | 2  | 3 | 4 | 5 |      |   |  |  |  |  |  |  |  |     |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |
|  |        |  |   |   |   | (5)  |   |  |  |  |  |  |  |  |     |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |
|  |        |  |   |   |   | (10) |   |  |  |  |  |  |  |  |     |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |
|  |        |  |   |   |   | (15) |   |  |  |  |  |  |  |  |     |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |
|  |        |  |   |   |   | (20) |   |  |  |  |  |  |  |  |     |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |
|  |        |  |   |   |   | (25) |   |  |  |  |  |  |  |  |     |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |
|  |        |  |   |   |   | (30) |   |  |  |  |  |  |  |  |     |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |
|  |        |  |   |   |   | (35) |   |  |  |  |  |  |  |  |     |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |
|  |        |  |   |   |   | (40) |   |  |  |  |  |  |  |  |     |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |
|  |        |  |   |   |   | (45) |   |  |  |  |  |  |  |  |     |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |
|  |        |  |   |   |   | (50) |   |  |  |  |  |  |  |  |     |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |
| <p> Time remaining on stopwatch at completion (number of SECONDS)</p>  |        |  |   |   |   |      |   |  |  |  |  |  |  |  |     |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |
| <p> Exercise discontinued because the child had no correct answers in the first line</p>   |        |  |   |   |   |      |   |  |  |  |  |  |  |  |     |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |  |  |  |  |  |      |  |

## Nonword Reading – GENERAL CRITERIA

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*(Example template and instructions follow)*








**Purpose of the task:** Also called “pseudoword” or “invented” word decoding, this task measures decoding skills in a way that ensures children are actually decoding rather than reading words from memory. To be successful readers, children must combine decoding and sight-recognition skills; tests that do not include a decoding exercise can overestimate children’s ability to read unfamiliar words (as the words tested may be part of the sight-recognition vocabulary).

### **Development procedure:**

- Review the list of familiar words included in your EGRA. Choose 1–3 frequent orthographic patterns (i.e., CVC, or CVCV).
- Convert these real words into nonwords by replacing consonants and vowels in such a way that the new item becomes a “nonword.” The replacement of letters and the new words created should follow the orthographic rules of the language. For example, letters at the beginning of words should be letters that are normally used to start words.
- Use a range of letters to create the nonwords; do not use any consonant disproportionately to others.
- Enter items in random order (not in order of difficulty, length, or in the same order as the familiar words) in the grid.
- Develop three additional nonwords to include as example words, and update the directions.
- Prepare the student stimuli sheet (the one-page document from which students will read). Arrange the nonwords in 10 rows of 5 words each. Do not include the gridlines or numbers that appear on the assessor marking sheet, but do include the example words clearly separated from the assessment items.

### **Quality-control checklist:**

- All words follow the orthographic rules of the language.
- All words are nonwords (i.e., they do not have any meaning in the language assessed, or another language with which the children may be familiar), in written and spoken form. For example, “kat” would not be an appropriate nonword in English because it is a homophone of “cat.”
- Word lengths and spelling patterns are representative of those found in beginning readers (i.e., consonant–vowel–consonant).
- Words are composed of a variety of letters, occurring with approximately the same frequency as they do in the text analyzed.

| Subtask #. NON-WORD READING   | Page 5 | 60 seconds   |
|---|--------|--|
| <p> Here are some made-up words in <b>English</b>. I would like you to read as many as you can. Do not spell the words, but read them. For example, this made-up word is: “<b>ut</b>”.</p> <p><b>Let’s practise: Please read this word</b> [point to the word: dif].<br/>                     [If the child responds correctly]: “<b>Good, This word is “dif.”</b>”<br/>                     [If the child does not respond correctly, say]: <b>This made-up word is “dif.”</b></p> <p><b>Now try another one: please read this word</b> [point to the next word: mab].<br/>                     [If the child responds correctly, say]: “<b>Good, this made-up word is “mab.”</b>”<br/>                     [If the child does not respond correctly say]: <b>This made-up word is “mab.”</b></p> <p><b>When I say “Begin,” start here</b> [point to first word] <b>and read across the page</b> [point]. <b>Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.</b></p> |        | <p>Start the timer when the child reads the first word.</p> <p> If a child hesitates or stops on a non-word for <b>3 SECONDS</b>, point to the next word and say “Go on”</p> <p> When the timer reaches 0, say “stop.”</p> <p> If the child does not provide a single correct response on the first line (5 items), say “Thank you!”, discontinue this subtask, check the box at the bottom, and go on to the next subtask.</p> |
| <p> (/) Mark any incorrect words with a slash<br/>                     (∅) Circle self-corrections if you already marked the word incorrect<br/>                     ( ) Mark the final word read with a bracket</p> <p><i>Examples:</i>     [       ]         [       ]         [       ]</p> <p style="text-align: center;">1                    2                    3                    4                    5</p> <hr/> <p style="text-align: right;">(5)</p> <hr/> <p style="text-align: right;">(10)</p> <hr/> <p style="text-align: right;">(15)</p> <hr/> <p style="text-align: right;">(20)</p> <hr/> <p style="text-align: right;">(25)</p> <hr/> <p style="text-align: right;">(30)</p> <hr/> <p style="text-align: right;">(35)</p> <hr/> <p style="text-align: right;">(40)</p> <hr/> <p style="text-align: right;">(45)</p> <hr/> <p style="text-align: right;">(50)</p>  |        |  |
| <p> Time remaining on stopwatch at completion (number of SECONDS)</p>   |        |  |
| <p> Exercise discontinued because the child had no correct answers in the first line</p>  |        |  |

**Good effort! Let’s go on to the next section.**

## Oral Reading and Comprehension – GENERAL CRITERIA

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*(Example template and instructions follow)*

**Purpose of the task:** Reading words in isolation measures specific decoding and word-recognition skills, but reading sentences and paragraphs is a measure of overall reading competence. The oral reading fluency task involves many of the skills assessed earlier: translating letters into sounds, combining sounds into words, connecting words into a phrase, and making meaning out of text, which is the ultimate goal of reading. A slow rate of reading can interfere with comprehension, so the timed element is important for determining whether reading has become automatic. Using an oral reading test rather than a silent reading test allows us to know what the child actually read, to evaluate the child's accuracy at the word level, and to measure fluency (accuracy in relation to time). The task further allows us to measure on the effect of fluency on reading comprehension.

### **Development procedure:**

- Think of an activity, an event, or a situation that would be familiar to children.
- Develop a third-person narrative around that situation that involves a character, some kind of problem or confrontation, and a resolution to it. The narrative should be a story, not a series of loosely connected sentences.
- The story should be approximately 40 to 60 words long. (Depending on the average word length in the language being assessed, the story may be shorter or longer.)
- Sentence structure, grammar, and vocabulary should be grade-level appropriate. For early grade assessments, this usually means short, direct sentences. Avoid sentences with conjunctions, dependent clauses, or otherwise complicated grammar.
- Use the third person, and a consistent tense throughout the story; for example, do not switch between past and present tenses.
- Limit the number of characters in the story and do not use more than one proper noun (if any at all).
- Do not include dialogue with quotation marks, unless it is grade appropriate.
- Use a geographically neutral or fictitious location (for example, do not set the story in an actual town in the area).
- Do not include a story title or illustrations.
- Avoid violence or other themes that might be troubling to children; use positive gender representations.
- Develop 5 comprehension questions to ask about the story. At least one should be inferential, and the rest should be explicit (direct):
  - The first question should correspond to the first sentence (or approximately 7–10 words).

- Questions should be complete statements, and not “fill in the blank”: “Where did the boy go?” instead of “The boy went to the \_\_\_\_?”.
- Avoid questions with multiple correct responses. For example, ask: “*What did the girl buy at the market?*” (Answer: “rice” or “beans”) rather than “*What are two things the girl bought at the market?*”
- Develop questions to evenly correspond to text (for example, one question every 10–15 words).
- Use the worksheet to align comprehension questions to text. Count the number of words a child would need to read in order to answer each question. For inferential questions regarding the story overall, note that the child would need to read the entire story.
- Prepare the student stimuli sheet (page from which students will read from the story). Format the story as it would appear in a normal book, with sentences following one right after the other. The page that students read from should be in a familiar font that is commonly used in student materials (for example, Century Gothic or Andika [http://scripts.sil.org/cms/scripts/page.php?site\\_id=nrsi&id=andika](http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&id=andika)). The line breaks should not correspond to the layout of the text in the grid for the assessor stimuli; they should correspond to the norms of paragraph indentation, line breaks, spacing, etc. Do not include the questions in the student stimuli, only the reading passage.
- Include the correct answers next to the questions for easy reference for assessors.

### Quality-control checklist for the story:

- The story is appropriate for children (the content relates to familiar places and things, is interesting, evokes positive feelings, avoids violent or uncomfortable topics).
- The story contains the elements of an engaging short story: a main character, a setting, a beginning, a dilemma, and a resolution.
- It is original or new—not similar to common stories or legends with which children may be familiar.
- Character names are appropriate for the region but are not well-known characters from school texts or other media.
- The story contains about 40 to 60 words.
- It is composed of short sentences, using age-appropriate grammar and vocabulary.
- It does not contain direct dialogue.
- Vocabulary is appropriate to the region/dialect of the language of assessment.
- The first question corresponds to the first sentence.

- The story does not repeat many words from the Familiar Words subtask, if included in the assessment.
- Sentence structure is simple and grade-appropriate—not too literary or complex. (For example, indirect speech should not be included unless it is common at the grade level being tested.)
- The story allows for both explicit and inferential comprehension questions that are unambiguous and have clear correct responses.
- The passage includes words of various lengths, appropriate for the grade level and language tested.
- No more than one proper name is included.

### **Quality-control checklist for comprehension questions:**


- The list includes at least one inferential question (answer cannot be found directly in the text).
- There are no “yes or no” questions.
- The questions do not require the child to define a word.
- Questions require a child to have read the story in order to provide a correct answer. For example, a child could correctly answer the question “*What medicine did the child take to relieve her pain?*” (answer: aspirin) without having read the story.
- Answers do not require too much subjective interpretation by assessors to determine whether they are correct.
- Questions correspond to the entire text and are not biased toward the beginning or end of the story.


## Oral Reading and Comprehension – TEMPLATE

### Subtask 3a. ORAL READING PASSAGE

 Page 3

 60 seconds

 Here is a short story. I want you to read it aloud, quickly but carefully. When you finish, I will ask you some questions about what you have read. When I say “Begin,” read the story as best as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.

-  ( / ) Mark any incorrect words with a slash
- ( Ø ) Circle self-corrections if you already marked the word incorrect
- ( ] ) Mark the final word read with a bracket

After the child is finished reading, REMOVE the passage from in front of the child.


### SUB-TASK 3B: READING COMPREHENSION


Ask the child only the questions related to the text read. A child must read all the text that corresponds with a given question. If the child does not provide a response to a question after 10 seconds, mark “no response” and continue to the next question. Do not repeat the question.


**Now I am going to ask you a few questions about the story you just read. Try to answer the questions as well as you can. You can provide your answers in whichever language you prefer.**

|  | Cumulative # of words | Questions [Answers] | Correct | Incorrect | No Response |
|--|-----------------------|---------------------|---------|-----------|-------------|
|  | XX                    |                     |         |           |             |
|  | XX                    |                     |         |           |             |
|  | XX                    |                     |         |           |             |
|  | XX                    |                     |         |           |             |
|  | XX                    |                     |         |           |             |


Start the timer when the child reads the first word.


 When the timer reaches 0, say “stop.”

 If a child hesitates or stops on a word for 3 SECONDS, say “Go on”

 If the child does not provide a single correct word on the first line of text. Do not ask any comprehension questions.

If a child says “I don’t know,” mark as incorrect.

 Time remaining on stopwatch at completion (number of SECONDS)

 Exercise discontinued because the child had no correct answers in the first line

**Good effort! Let’s go on to the next section.**