

## Webinar 2: Handout 8

# Processes and tools to support quality assurance of early grade reading materials

Quality assurance is an integral part of the EGR materials development process. It is something that must be explicitly planned for. This includes planning when, how and by whom quality assurance will be conducted at different—and multiple—stages of the development process.

### Processes to facilitate quality control

- **Develop materials in a workshop-like setting** – A technical specialist/materials development manager can provide guidance and address issues with all writers at the same time, and in a timely manner as issues arise. Developing materials in a workshop-like setting also creates comradery and “energizes” participants.
- **Conduct frequent technical reviews** – Build in time for language/reading specialists and/or those not involved in the materials development process to review material (all or a sample).
- **Define roles, responsibilities and process** – Establish who develops what content, who needs to give feedback and on what materials, how feedback will be provided, and a timeline for conducting work.
- **Include illustrators and graphic designers in materials development workshops**, at least some of the time, to facilitate communication between all team members and to expedite review and revisions. It can be much easier for modifications to be made if people are working with each other face-to-face.
- **Maintain dual-language versions of key documents**, as needed, depending on the language needs of those involved in materials production. This can greatly help to keep everyone “on the same page” and to ensure that nothing gets “lost in translation.”
- **Back-translate materials** to verify that they have been adapted/translated appropriately

#### **Case study: Quality assurance processes and tools in Northern Nigeria**

The Nigeria Reading and Access Research Activity (RARA) developed several tools and processes to support quality control during production of materials for a pilot reading program in Hausa. These included:

- ✓ A lesson plan template for writers that included instructions for each section of the lesson, for both the teacher’s guide and the student book
- ✓ Documents outlining story character traits and letter-sound movements, in both Hausa and English
- ✓ A clear protocol for multiple reviews of each lesson at different stages of development

Those involved in materials development also participated in a training on EGR so they were familiar with early grade reading terminology, concepts and tools (e.g., the scope and sequence for instruction of letters and letter sounds).

### **Tools to support quality control**

The tools that follow can help everyone to “stay on the same page” during the materials development process. Programs are encouraged to develop ones that are specific to their needs.

- Scope and sequence for content to be included
- Template and guidelines for each resource being developed (see Nigeria RARA and Ghana *Learning* examples on subsequent pages)
- Story character profiles (to guide story development)
- Resource design specifications (information on font, font size, color, spacing, etc.)
- Leveled or decodable text planning documents (see Nigeria RANA leveled text matrix example in separate handout)

### **Resources to consult**

- blueTree Group (2014). *Best Practices for Developing Supplementary Reading Materials*. JBS International. Available at <https://globalreadingnetwork.net/publications-and-research/best-practices-developing-supplementary-reading-materials>
- Davidson, M. (2014). *Books that Children CAN Read: Decodable Books and Book Leveling*. JBS International. Available at <https://globalreadingnetwork.net/publications-and-research/books-children-can-read-decodable-books-and-book-leveling>
- Robledo, A. & Pflapsen, A. (2016). *Nigeria Reading and Access Research Activity: Development of Teaching and Learning Materials for Early Grade Reading Instruction*. Presented for the Global Reading Network June 16, 2016. Available at <https://www.globalreadingnetwork.net/resources/mother-tongue-based-multilingual-education-mtb-mle>
- RTI International (2015). *A Guide for Strengthening Gender Equity and Inclusiveness in Materials*. Washington, D.C.: U.S. Agency for International Development. Available at <http://shared.rti.org/content/guide-promoting-gender-equality-and-inclusiveness-teaching-and-learning-materials-2>
- RTI International (2017). *A Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials in Asia*. Washington, D.C.: U.S. Agency for International Development. Available at <http://shared.rti.org/content/asia-adapted-guide-strengthening-gender-equality-and-inclusiveness-teaching-and-learning>
- USAID (2013). “Checklist for Conflict Sensitivity in Education Programs.” Available at <https://www.usaid.gov/what-we-do/education/conflict-sensitivity-checklist>