

Learning Indicator Methodology - DRAFT

Short title	Number of DFID supported countries showing improvement in the proportion of children that can read with sufficient fluency for comprehension in early grades
Indicator type	Number of countries showing an increased proportion over time
Technical definition/ summary of methodology)	<p>This will be based on the number of countries that are measuring oral reading fluency and counts the number of countries showing improvements compared to their baseline assessment. This requires each country to report the underlying data on proportion of children that can read with sufficient fluency for comprehension in early grades (including numerator and denominator for samples of children tested). This data should be disaggregated by gender where-ever possible. The most commonly used methodology will be the Early Grade Reading Assessment (EGRA). This is based on the <u>connected text oral reading fluency</u> test which measures the children's ability to read a passage, about 60 words long, which tells a story created to be appropriate for particular regions and targeted at grade 2.</p> <p>However country offices do not have to use this methodology to be included in the result as decisions on what methodology is rolled out will be dependant on partner country plans. Other possible methodologies include;</p> <ul style="list-style-type: none"> • Government led 'National Learning Assessments' which may be G4 or later • Civil society led learning assessments (ASER, UWEZO, PRATHAM) • Written assessments of reading comprehension at G2 (being developed by FTI and likely to be piloted in 2012) <p>* In Ethiopia this required the development by education experts of 6 different language benchmarks. The highest expectation was for Amharic at 90 wpm and the lowest, 60wpm for two other languages. Tracking the decline in % of non-readers (gender disagg) does not require any setting of national benchmarks and is therefore easier to measure.</p>
Rationale	<p>Early grade reading is an indicator of the quality of an education system. Literacy is a pre-requisite for learning in all other subjects. Assessing literacy at Grade 2 is still early enough for governments to take remedial action to improve teaching and learning. For DFID, early grade reading can be used to demonstrate the value for money of investment in education.</p> <p>Early Grade Reading is not an internationally standardised education indicator and so the methodology will differ across countries.</p> <p>USAID intends to conduct nationally representative EGRA assessments at G2 in all USAID supported countries. There is an opportunity for DFID and USAID to collaborate in order to jointly support learning assessments and interventions in countries where DFID has a bilateral programme.</p>
Formula	<p>Countries will need to choose a suitable methodology based on national plans for this kind of assessment.</p> <p>For a country to be included in the result, they will have to carry out a sample based assessments repeated within a minimum of 2 years, this could be either through DFID could or other support. The second</p>

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	<p>assessment will be compared to the first and if an improvement is shown they will be included in the result.</p> <p>Additionally, country office must specify the following parameters for the assessments undertaken in the country:</p> <ul style="list-style-type: none"> • Type of assessment: • Assessing agency • Date of assessment (month and year) and frequency carried out or planned. • Domain – group assessed: national, geographic, regional states, socio-economic or other grouping (and sample size) • Language of assessment: language of instruction or language spoken at home • After two years of primary schooling – or if later specify grade (If after 3rd grade, consider encouraging assessment after 2 years). • Measurement basis: non-readers, fluency in words per minute, reading comprehension or competence based • Sampling and weighting averages for population* <p>* Setting national baseline: Where districts or regions have different languages as a medium of instruction, a <u>weighting framework</u> considering population size of each of the regions will need to be applied.</p>
Start date <u>Most recent baseline</u>	2009 (baseline data are available)
Latest data	2011 (PAC data collection)
Description of good performance (optional)	An increase in the number of countries with early reading assessment improvements compared to their baseline reading assessment
Comparability	
Collection frequency	At the global level, data will be collected yearly . Individual countries may only conduct assessments on a 2-5 year basis.
Time lag	
Data source	Country Offices will provide data which may be based on assessments by government or donor partners.
Type of data	Number
Robustness and data limitations	
Geographical coverage	Data for all countries in which DFID is delivering bilateral education programmes.
Collecting organisation	DFID
Return format	Numerator, denominator and proportion Percentage of <u>children that can read with sufficient fluency for comprehension in early grades for each year</u>
How data can be broken down <u>Data disaggregation</u>	Broken down by country <u>None</u>
Data availability	Once a country starts an assessment it will be included in the result.
Time period	

Comment [LM1]: Is there a specific source?

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Quality assurance measures	Country Office education adviser to determine whether process in country meets criteria for assessing early reading.
Additional comments/ Further guidance	<p><u>EGRA Tools</u>¹</p> <p>EGRA is an orally administered assessment targeted at measuring the pre-reading and reading skills foundational to later reading (and academic success). EGRA takes approximately 15 minutes to administer and is often combined with a questionnaire measuring a variety of student background variables to assist in explaining some of the reading outcome findings. The Ethiopian EGRA consisted of the following components, which have been found to be highly correlated with one another.</p> <ol style="list-style-type: none"> 1. Letter-naming (or fidel identification) fluency: ability to read the letters of the alphabet (or the fidel) without hesitation and naturally. This is a timed test that assesses automaticity and fluency of letter or fidel sounds. It is timed to 1 minute, which saves time and also prevents children having to spend time on something that is difficult for them. 2. Phonological awareness: awareness of how sounds work with words. This is generally considered a prereading skill, and can be assessed in a variety of ways. In some Ethiopian languages, this task might be designed to determine whether children could differentiate the first syllable (or fidel) in a word, or whether they could identify all of the fidels in a word. 3. Familiar word fluency: ability to read high-frequency words. This assesses whether children can process words quickly. The lists of words were derived from the 50 most frequently used words in Grade 2 and 3 textbooks in each language. It is timed to 1 minute. 4. Non-familiar or non-sense word fluency: ability to process words that could exist in the language in question, but do not. The words were derived from the list of familiar words and follow the common patterns of the language. This component assesses a child's ability to "decode" words fluently. It is timed to 1 minute. 5. Connected text oral reading fluency: ability to read a passage, about 60 words long, that tells a story. The stories were created to be appropriate for particular regions and targeted at Grade 2 and Grade 3 children. The component is timed to 1 minute. 6. Comprehension in connected text: ability to answer several comprehension questions based on the passage read. 7. Listening comprehension: being able to follow and understand a simple oral story. This assesses a child's ability to concentrate and focus to understand a very simple story, assessed by asking simple noninferential (factual) questions. It is considered a prereading skill. <p>Each EGRA task has to be adapted and essentially redesigned uniquely as per the local minimum learning competencies and to suit the languages/medium of instruction.</p>

¹ Ethiopia Early Grade Reading Assessment Data Analytic Report, October 2010

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Example presentation of EGRA benchmarks*			
	Average across children in a given country, middle of year, <u>grade 2</u>	Maximum <u>school-level</u> average in the same country, grade 2	Developed-country benchmarks for comparison purposes
Correct letters per minute	22.7	41	40 by end of kindergarten year*
Correct nonsense words per minute	7.5	25	50 in middle of grade 1
Correct words per minute	11.4	36	20 in middle of grade 1
Comprehension score	0.4	2	NA

*example only, not standards.