EGRA Plus: Liberia

Student Instrument, Baseline Assessment, November 2008

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Early Grade Reading Assessment Plus: Liberia
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General Instructions

It is important to establish a playful and relaxed rapport with the children to be assessed, via some simple initial conversation among topics of interest to the child. The child should perceive the following assessment as a game to be enjoyed rather than a severe situation. After you have finished, thank the child for his/her time and effort.

Verbal Consent

Read the text in the box clearly to the child:

> **My name is _____. I work with the Ministry of Education in Liberia.**
>
> - **We are trying to understand how children learn to read. You were picked by chance, like in a raffle or lottery.**
>
> - **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, 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 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.**
>
> - **Can we get started?**

Check box if verbal consent is obtained : ☐ *YES*

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

A. Date of assessment :		H. Unique student code :	
B. Assessor name/code :		I . Student's grade level :	○ 1 = 1st grade ○ 2 = 2nd grade ○ 3 = 3rd grade ○ 4 = 4th grade
C. NAME and location of school :			
D. Unique School code :		J. Class section:	
E. School shift :	○ 1 = Full day ○ 2 = Morning ○ 3 = Afternoon	K. Student's month and year of birth :	Month : _____ Year : _____ Age: _____
F. School Type: (skip)	○ 0 = Control ○ 1 = Treatment 1 ○ 2 = Treatment 2	L. Student's gender	○ 1 = girl ○ 0 = boy
G. Teacher name *(important!)*			

Section 1. Orientation to Print

Show the child the paragraph segment on the last page of the student assessment (Section 6).

Read the instructions in the gray boxes below, recording the child's response before moving to the next instruction.

I don't want you to read this now. On this page, where would you begin to read? Show me with your finger.

[Child puts finger on the top row, left-most word]   ○ Correct   ○ Incorrect   ○ No Response

Now show me in which direction you would read next.

[Child moves finger from left to right]   ○ Correct   ○ Incorrect   ○ No Response

When you get to the end of the line, where would you read next?

[Child moves finger to left-most word of second line]   ○ Correct   ○ Incorrect   ○ No Response

Section 2. Letter Name Knowledge

Show the child the sheet of letters on the first page of the student assessment. Say,

Here is a page full of letters of the alphabet. Please tell me the NAMES of as many letters as you can--not the SOUNDS of the letters, but the names.

1. For example, the name of this letter [point to O] **is "OH".**
Now you try: tell me the name of this letter [point to V]**:**
> [If correct:] **Good, the name of this letter is "VEE."**
> [If incorrect:] **The name of this letter is "VEE."**

2. Now try another one: tell me the name of this letter [point to L]**:**
> [If correct:] **Good, the name of this letter is "ELL."**
> [If incorrect:] **The name of this letter is "ELL."**

Do you understand what you are supposed to do? When I say "begin," name the letters as best as you can. I will keep quiet and listen to you, unless you need help. Ready? Begin.

Set the timer on 1 minute. Start the timer when the child reads the first letter. Follow along with your pen and clearly mark any incorrect letters with a slash (✱). Count self-corrections as correct. **Stay quiet,** except when providing answers as follows: if the child hesitates for 3 seconds, provide the name of the letter, point to the next letter and say "**Please go on.**" Mark the letter you provide to the child as incorrect.

WHEN THE TIMER REACHES 0, SAY, "stop." *Mark the final letter read with a bracket (⌐).*
Early stop rule: *If the child does not give a single correct response on the first line, say "Thank you!", draw a line through the letters in the first row, discontinue this exercise, check the box at the bottom, and go on to the next exercise.*

A	a	S	F	C	p	c	E	N	T	10
C	n	y	O	Q	M	t	P	A	s	20
r	R	h	L	e	U	G	u	m	O	30
F	A	e	h	e	O	u	t	s	A	40
i	i	R	g	H	S	m	L	b	G	50
t	e	i	a	T	A	d	w	D	e	60
l	e	N	O	c	d	j	n	D	A	70
o	p	L	E	N	e	r	X	O	i	80
y	n	L	E	h	S	O	T	R	i	90
f	s	g	m	B	i	t	r	E	R	100

Time left on stopwatch if student completes in LESS than 60 seconds: _____

☐ Exercise was discontinued as child had no correct answers in the first line.

3. Phonemic Awareness

This is **NOT** a timed exercise and **THERE IS NO STUDENT SHEET**. Read aloud each set of words **once** and have the student say which word begins with a different sound. Read these instructions to the child:

This is listening exercise. I'm going to say THREE words. ONE of them begins with a different sound, and you tell me which word BEGINS WITH A DIFFERENT SOUND

1. For example:
      "lost", "map", "like". Which word begins with a different sound?
            [If correct:] **Very good, "map" begins with a different sound.**
            [If incorrect:] **"lost", "map", "like". "map" begins with a different sound than "lost" and "like."**
2. Now try another one: "train", "trip", "stop". Which word begins with a different sound?
            [If correct:] **Very good, "stop" begins with a different sound.**
            [If incorrect:] **"train", "trip", "stop". "stop" begins with a different sound than "train" and "trip."**

Do you understand what you are supposed to do?

Pronounce each set of words <u>once slowly</u> (about 1 word per second). If the child does not respond after 3 seconds mark it no response and move on.

Early stop rule: If the child gets the first five sets of answers **incorrect or no response,** draw the line through each of the 5 first rows, discontinue this exercise, check the box at the bottom of this page and go on to the next exercise.

Which word begins with a different sound? [repeat each set ONCE]									
1	moon	ball	mouse	[ball]	☐	Correct	☐	Incorrect	☐	No Response
2	sun	sit	hat	[hat]	☐	Correct	☐	Incorrect	☐	No Response
3	ate	pot	pen	[ate]	☐	Correct	☐	Incorrect	☐	No Response
4	boy	too	tap	[boy]	☐	Correct	☐	Incorrect	☐	No Response
5	frog	fish	cat	[cat]	☐	Correct	☐	Incorrect	☐	No Response
6	bean	sit	big	[sit]	☐	Correct	☐	Incorrect	☐	No Response
7	ate	day	dog	[ate]	☐	Correct	☐	Incorrect	☐	No Response
8	cold	girl	can	[girl]	☐	Correct	☐	Incorrect	☐	No Response
9	run	race	and	[and]	☐	Correct	☐	Incorrect	☐	No Response
10	leg	make	lay	[make]	☐	Correct	☐	Incorrect	☐	No Response

☐ Exercise was discontinued as child had no correct answers in **the first five sets** of words.

Section 4. Familiar Word Identification

Show the child the sheet of words on the second page of the student assessment. Say,

Here are some words. I would like you to read me as many words as you can (do not spell the words, but read them).
For example, this word is: "CAT".
1. Now you try: [point to the word "mat" and say]**please read this word:**
　　　　　　　　　　　[If correct]: **Good, this word is "mat."**
　　　　　　　　　　　[If incorrect]:**This word is "mat."**
2. Now try another one: [point to the word "top"] **please read this word :**
　　　　　　　　　　　[If correct]: **Good, this word is "top."**
　　　　　　　　　　　[If incorrect]: **This word is "top."**

Do you understand what are you supposed to do? When I say "begin," read the words as best as you can. I will keep quiet and listen to you, unless you need help. Ready? Begin.

Start the timer when the child reads the first word. Follow along with your pencil and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. **Stay quiet,** except when providing answers as follows: if the child hesitates for 3 seconds, read the word, point to the next word and say "**Please go on**." Mark the word you read to the child as incorrect.

WHEN THE TIMER REACHES 0, SAY, "*stop.*" *Mark the final word read with a bracket (⌐).*
__Early stop rule:__ If the child gives no correct answers on the first line, say, "Thank you!", discontinue this exercise, draw the line through the words in the first row, check the box at the bottom of the page, and go on to the next exercise.

into	not	time	your	work	5
very	been	could	like	back	10
before	were	what	there	you	15
just	in	for	he	well	20
even	is	on	we	does	25
water	must	came	and	a	30
place	around	which	make	word	35
of	three	the	another	to	40
little	called	if	after	an	45
their	words	because	but	most	50

Time on stopwatch if student completes in LESS than 60 seconds: _____
☐ Exercise was discontinued as child had no correct answers in the first line.

Section 5. Simple unfamiliar nonword decoding

Show the child the sheet of nonwords on the third page on the student form. Say,

Here are some made-up words. I would like you to read me as many made-up words as you can (do not spell the words, but read them).
For example, this made-up word is: "ut".

1. Now you try: [point to the next word: "dif' and say] **please read this word**
[If correct]: **"Very good: dif"**
[If incorrect]:**This made-up word is "dif."**

2. Now try another one: [point to the next word: mab and say] **please read this word**.
[If correct]: **"Very good: mab"**
[If incorrect]:**This made-up word is "mab."**

Do you understand what are you supposed to do? When I say "begin," read the words as best as you can. I will keep quiet and listen to you, unless you need help. Ready? Begin.

Start the timer when the child reads the first word. Follow along with your pencil and clearly mark any incorrect words with a slash (╱). Count self-corrections as correct. **Stay quiet,** except when providing answers as follows: if the child hesitates for 3 seconds, provide the word, point to the next word and say "**Please go on**." Mark the word you provide to the child as incorrect.

WHEN THE TIMER REACHES 0, SAY, "*Stop*." Mark the final word read with a bracket (⌐).
Early stop rule: If the child gives no correct answers on the first line, say "Thank you!", discontinue this exercise, draw the line through the words in the first row, check the box at the bottom of the page, and go on to the next exercise.

ep	bab	vif	uf	ral	5
yat	zam	tob	loz	ep	10
dek	zek	vok	wof	ib	15
bef	wab	hiz	pek	zel	20
dop	zac	ik	tig	pek	25
ik	vus	nux	wub	dod	30
mon	jaf	duz	zom	ras	35
zop	zar	jaf	lut	sig	40
ked	ig	el	tam	af	45
wab	ak	jep	ruz	huf	50

Time left on stopwatch if student completes in LESS than 60 seconds: _____
☐ Exercise was discontinued as child had no correct answers in the first line.

Section 6. Passage reading and Comprehension.

Show the child the story on the last page of the student form. Say,

Here is a short story. I want you to read this aloud. When you finish, I will ask you some questions about what you have read.
Do you understand what are you supposed to do? When I say "begin," read the story as best as you can. I will keep quiet and listen to you, unless you need help. Ready? Begin.

⏱**Set the timer on 1 minute. Start the timer when the child reads the first word.** Follow along with your pencil and clearly mark any incorrect words with a slash (✓). Count self-corrections as correct. **Stay quiet,** except when providing answers as follows: if the child hesitates for 3 seconds, provide the word, point to the next word and say "**Please go on**." Mark the word you provide to the child as incorrect. **WHEN THE TIMER REACHES 0, SAY,, "stop**." Mark the final word read with a bracket (⌐). If the child gets the entire first line incorrect, discontinue this exercise – both reading and comprehension questions -, check the box below and go on to the next exercise.

STOP THE CHILD AT 0 SECONDS AND MARK WITH A BRACKET (⌐).
Take **the text away** from the child after they read it. Read instructions to the child. Then read each question slowly and clearly. After you read each question, give the child at most 15 seconds to answer each question. Mark the answers to the questions as correct or incorrect.

Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.

John had a little dog. The little dog was fat.	10	**Who had a dog?** [John] ☐Correct ☐Incorrect ☐No Response
One day John and the dog went out to play.	20	**Was the dog thin or fat?** [Fat] ☐Correct ☐Incorrect ☐No Response
The little dog got lost. But after a while the	30	**Was the dog big or little?** [Little] ☐Correct ☐Incorrect ☐No Response
dog came back. John took the dog home.	38	**Where did John take the dog?** [To play] [Home] ☐Correct ☐Incorrect ☐No Response
When they got home, John gave the dog a	47	
big bone. The little dog was happy so he	56	**Why was the dog happy?** [Got a bone] ☐Correct ☐Incorrect ☐No Response
slept. John also went to sleep.	62	

Time left on stopwatch if student completes in LESS than 60 seconds: _____
☐ Exercise was discontinued as child did not read a single word correctly in the first line.

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Section 7. Listening Comprehension

This is NOT a timed exercise and **THERE IS NO STUDENT SHEET.** The administrator reads aloud the following passage **ONLY ONE TIME**, slowly (about 1 word per second). Say,

> **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.**
> **Do you understand what are you supposed to do?**

On Saturday, Tom and David went to play. They like to play in the fields. They play football. Tom and David run fast but do not kick very well yet.

1. **Tom and David went to play on what day?**

    [Saturday] ☐Correct ☐Incorrect ☐No Response

2. **Where do they like to play?**

    [Fields] ☐Correct ☐Incorrect ☐No response

3. **Do Tom and David kick well?** [No] ☐Correct ☐Incorrect ☐No Response

Section 8. Student Context Interview

Say to the child: *Thank you very much. Now, I am going to ask you some questions about your family and about reading.*

S1	What language/dialect does your family speak most frequently at home?	English = 1 Others = 2 **[Specify main one]**_____ Don't know = 88 Refuse/No Answer= 99	
S2	What language/dialect does your mother read or write in?	Cannot read and write = 0 English = 1 Others =2 **[Specify main one]**_____ Don't know = 88 Refuse/No Answer = 99	
S3	What language/dialect does your father read or write in?	Cannot read and write = 0 English = 1 Others = 2 **[Specify main one]**_____ Don't know = 88 Refuse/No Answer = 99	
S4	Did you attend any form of education before starting Grade 1?	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S5	If answer to S4 is yes, ask: What kind?	Nursery = 1 K1 = 2 K2 = 3 Other:_____ Don't know = 88	
S6	Do you have any reading books at home? (If no, skip to S8.)	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S7	If answer to S6 is Yes, in what language/dialects?	English = 1 Other = 2 **[Specify main one]**_____	
S8	Does anyone read aloud to you at home? (If No, skip to S10.)	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S9	If answer to S8 is Yes, in what language/dialects do they read to you?	English = 1 Other = 2 **[Specify main one]**_____	
S10	Do you practice reading aloud to someone at home? (If No, skip to S12.)	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S11	If answer to S10 is Yes, in what language(s) do you read?	English = 1 Other = 2 **[Specify main one]**_____ Don't know = 88 Refuse/No answer = 99	
S12	Have you ever repeated a grade? If yes, which ones? (**CIRCLE** the grades repeated.)	No = 0 Yes, Grade 1 = 1 Yes, Grade 2 = 2 Yes, Grade 3 = 3 Don't know = 88 Refuse/No answer = 99	
S13	Does your current teacher ever practice letter sounds with you? [Give student example of /k/ and /m/].	Never = 0 Often = 1 Always = 2 Refuse/No answer = 99	

S14	Do you ever practice reading aloud to your teacher or the other students?	Never = 0 Often = 1 Always = 2 Refuse/No answer = 99	
S15	Does your teacher ever read aloud to you?	Never = 0 Often = 1 Always = 2 Refuse/No answer = 99	
S16	Last week, did you ever study after school? (If NO, skip to S18.)	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S17	If answer to S16 is Yes, How many days?		
S18	Last week, did you ever study or do class-work with classmates or friends (at school or after school)? (If No, skip to S20.)	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S19	If answer to S18 is Yes, How many days?		
S20	Did you eat lunch at break time at school yesterday [or last school day]?	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S21	Did you miss any school days last week? (If No, skip to S23.)	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S22	If answer to S21 is Yes, How many days?		
S23	The last time you did not do well on a test or assignment in school, did your parent(s) find out? If yes, what did s/he do? (**CIRCLE** all that apply. Do not read the choices to the child.)	No/Never learned about it = 0 Learned but did nothing = 1 Helped/encouraged me to do better = 2 Punished me physically = 3 Criticized me verbally = 4 Discussed with the teacher = 5 Argued with the teacher = 6 Other (Don't specify) = 7 Don't know = 88 Refuse/No answer = 99	
S24	The last time you did well on a test or assignment in school, did your parent(s) find out? (If No, skip to S26.)	No/Never learned about it = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S25	If the answer to S24 is Yes, what did your parent(s) do?	Learned but did nothing = 0 Congratulated or encouraged me = 1 Other = 3_____	
S26	Do you have a library at your school?	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S27	Do you watch television at home?	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S28	Do you listen to radio at home?	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S29	Do you have electricity/current at home?	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S30	Do you have a refrigerator/icebox at home?	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S31	Is there a bicycle in your home?	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S32	Is there a motorbike in your home?	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	

S33	Is there a car in your home?	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S34	Does anyone in your family have a phone?	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S35	Do you practice silent reading in school?	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S36	Did you eat before coming to school today?	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S37	Do you have books at school that you can take home to read? (If No, skip to S39)	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S38	If the answer to S37 is Yes, "Do you take books from school to read at home?"	Never = 0 Often = 1 Always = 2 Refuse/No answer = 99	
S39	Does your teacher practice sounding out unfamiliar words? (These are the words that make no sense, for example: /ik/, /wab/)	Never = 0 Often = 1 Always = 2 Refuse/No answer = 99	
S40	Does your teacher make you practice silent reading in class?	Never = 0 Often = 1 Always = 2 Refuse/No answer = 99	
S41	Does your teacher make you practice reading out loud in class?	Never = 0 Often = 1 Always = 2 Refuse/No answer = 99	
S42	Does your teacher assign reading for you to do at home?	Never = 0 Often = 1 Always = 2 Refuse/No answer = 99	
S43	Does your teacher ever make you re-tell a story during class?	Never = 0 Often = 1 Always = 2 Refuse/No answer = 99	
S44	Does your teacher ever tell you the meaning of new words?	Never = 0 Often = 1 Always = 2 Refuse/No answer = 99	

Thank the student by shaking his/her hand!