

**Administrator Instructions and Protocol:
EGR Assessment Pilot: Liberia, June 2008**



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 almost as a game to be enjoyed rather than a severe situation. It is important to read ONLY the sections in boxes aloud slowly and clearly. After you have finished, thank the child for their 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 :	
B. Assessor name/code :	
C. NAME and location of school :	
D. Unique School code :	
E. School shift :	<input type="radio"/> 1 = Full day <input type="radio"/> 2 = Morning <input type="radio"/> 3 = Afternoon
F. School Type:	<input type="radio"/> 0 = Control <input type="radio"/> 1 = Treatment 1 <input type="radio"/> 4 = Treatment 2
G. Time Started: ____ : ____ am / pm	
H. Unique student code :	
I. Student's grade level :	<input type="radio"/> 1 = 1st grade <input type="radio"/> 2 = 2nd grade <input type="radio"/> 3 = 3rd grade <input type="radio"/> 4 = 4th grade
J. Class section:	
K. Student's month and year of birth :	Month : _____ Year : _____
L. Student's gender	<input type="radio"/> 1 = girl <input type="radio"/> 2 = boy
M. Time Stopped: ____ : ____ am / pm	

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.

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 the child responds correctly say: **Good, the name of this letter is “VEE.”**

If the child does not respond correctly, say: **The name of this letter is “VEE.”**

Now try another one: tell me the name of this letter [point to L]:

If the child responds correctly say: **Good, the name of this letter is “ELL.”**

If the child does not respond correctly, say: **The name of this letter is “ELL.”**

Do you understand what you are 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.



Start the timer when the child reads the first letter. Follow along with your pencil 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.

AFTER 60 SECONDS 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 the line through the letters in the first row, discontinue this exercise, check the box at the bottom, and go on to the next exercise.*

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

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

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

Good effort! Let's go on.

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 another 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:
"lost", "map", "like". Which word begins with a different sound?
 [If the child responds correctly, say]: **Very good, "map" begins with a different sound.**
 [If the child does not respond correctly, say]: **"lost", "map", "like". "map" begins with a different sound than "lost" and "like."**

Now try another one: "train", "trip", "stop". Which word begins with a different sound?
 [If the child responds correctly, say]: **Very good, "stop" begins with a different sound.**
 [If the child does not respond correctly, say]: **"train", "trip", "stop". "stop" begins with a different sound than "train" and "trip."**

Do you understand what you are to do?

Pronounce each set of words once slowly (about 1 word per second). If the child does not respond after 3 seconds mark it incorrect and move on.

Early stop rule: If the child gets the first five sets of answers **incorrect**, 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] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response
2. sun	sit	hat	[hat] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response
3. ate	pot	pen	[ate] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response
4. boy	too	tap	[boy] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response
5. frog	fish	cat	[cat] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response
6. bean	sit	big	[sit] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response
7. ate	day	dog	[ate] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response
8. cold	girl	can	[girl] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response
9. run	race	and	[and] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response
10. leg	lay	make	[make] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response

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

Score: _____ / 10

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".

Now you try: [point to the word "mat" and say]**please read this word:**

If the child responds correctly say: **Good, this word is "mat."**

If the child does not respond correctly, say: **This word is "mat."**

Now try another one: [point to the word "top"] **please read this word :**

If the child responds correctly say: **Good, this word is "top."**

If the child does not respond correctly, say: **This word is "top."**

Do you understand what you are 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.

AFTER 60 SECONDS, 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.

sad	dog	red	do	eat	5
and	us	to	girl	then	10
as	pen	if	seem	get	15
house	sun	stop	little	ear	20
food	at	them	big	the	25
star	run	fly	we	on	30
how	walk	school	pencil	good	35
she	wall	chair	small	me	40
will	blue	grade	look	go	45
circle	read	man	her	was	50

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

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

Good effort! Let's go on.

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”.

Now you try: [point to the next word: “dif” and say] **please read this word**

[If the student says “dif”, say]: **“Very good: dif”**

[If the student does not say ‘dif’ correctly say]: **This made-up word is “dif.”**

Now try another one: [point to the next word: mab and say] **please read this word.**

[If the student says “mab”, say]: **“Very good: mab”**

[If the student does not say “mab” correctly say]: **This made-up word is “mab.”**

Do you understand what you are 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.

AFTER 60 SECONDS, 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.*

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

Time on stopwatch if student completes task 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 you are 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.

 **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. **AFTER 60 SECONDS 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 60 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.

- | | | |
|--|----|--|
| Hello, my name is Kumba. I live in Vahun. | 9 | Where does Kumba live?
[Vahun] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response |
| My brother is Saa. I have a sister, too. Her name is Nanu. | 22 | What is Kumba’s brother’s name?
[Saa] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response |
| We go to the Vahun Public School. I love reading. | 32 | How many sisters does Kumba have?
[One] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response |
| Saa loves to play football. We both walk to school | 42 | What school do they attend?
[Vahun] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response |
| every morning. Our father is a Country Doctor. | 50 | What does Kumba’s father do?
[Doctor] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response |
| Our mother sells rice in the market. We help our parents | 61 | |
| at home. | 63 | |

SCORE Passage: _____

SCORE Comprehension Questions: _____

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

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

Good effort! Let’s go on.

