

EDDATA II

Early Grade Reading Assessment (EGRA) Plus: Liberia

EGRA Plus: Liberia Student Report Card Manual



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November 2008

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Early Grade Reading Assessment (EGRA) in Liberia

The ability to read and understand a text is the most fundamental skill a child learns. Without literacy there is little chance a child will escape the inter-generational cycle of poverty. Yet, in many countries, students enrolled for four or as many as six years, are unable to read and understand even simple texts. Psychometric evidence indicates that learning to read both early and at a sufficient rate are essential for learning to read *well*. Acquiring literacy becomes more difficult as students grow older; children who do not learn to read in the first few grades are more likely to repeat and eventually drop out, or will fall behind others for the rest of their lives, and countries where the population cannot read well will tend to lag behind the more educated countries.

WHAT IS EGRA?

Concerned with the state of reading in early grades in developing nations, international agencies decided to fund an early-grade reading assessment (EGRA). Most national and international assessments are paper and pencil tests used in grades four and above; they essentially assume students already master the basics of reading. For the few low-income countries participating in international tests, the median child performs at about the 3rd or 4th percentile of a developed country distribution. From these results it is often difficult to tell whether the most basic skills are absent or present, so as to even understand the test, or whether the children cannot perform the tasks in the test. EGRA was designed to assess the foundation skills for literacy acquisition in grades 1 through 4 orally, including pre-reading skills such as listening comprehension.

The utility of EGRA (and its ramifications) lies in two areas. First, highlighting reading problems, drawing policy-maker attention to the issue, and helping teachers track performance. Second, early grade reading is a “leading indicator” for the functioning of a school or school system. If reading is not being taught well in a school or a district, it is a safe bet that other things are not being taught well. Moreover, lack of reading instruction and skill is relatively easy to detect, as opposed to a lack of appropriate instruction and skill in, say, social studies.

EGRA IN LIBERIA

While EGRA started out as a measurement tool, many countries have shown an interest in using it as a springboard to improving reading, and have gone on to re-do teacher training around reading. EGRA Plus: Liberia is a good case. The tool itself will be used to lay a baseline on reading. But the main emphasis of EGRA Plus: Liberia will be to improve student reading skills by implementing evidence-based reading instruction. The tasks and activities that would provide information on causes of poor reading levels similar to the opportunity-to-learn literature will be included. Systematic training, support, and supervision will be provided to teachers, along with toolkits and plenty of reading materials for the students. The project will also include training and collaboration with Ministry staff in areas of early grade assessment, development of skills in early grade reading improvement, and the use of data to drive teaching improvement. The project will work on a pilot basis using a thorough evaluation approach.

EGRA Plus: Liberia began in October 2008 and will end in October 2010. It is implemented by RTI International and Liberian Education Trust, with leadership from the Liberian Ministry of Education. EGRA Plus: Liberia has been funded by the World Bank and USAID/Liberia and the Presidential Initiative for Expanding Education. For further information, contact us at egraplusliberia@gmail.com

Instructions on student reading report card

The manual presented in this document will be used in participating schools. The instructions in this manual apply to the 2008/2009 school year only. Different instructions will be prepared for the 2009/2010 school year.

Grade 2 and 3 teachers and principals are requested to use the reading report cards as follows:

- Student Report Card: Teachers in Grades 2 and 3 are required to send the student report card for each Grade 2 and 3 student at the end of period 4, end of period 5, and end of period 6. The card is to be sent home with the students in the same way as the standard school report cards.
- Parent-Teacher Association/Community Card: Principals are required to distribute the Parent-Teacher Association/Community card to community members and parents at the PTA meetings at the end of period 4, end of period 5, and end of period 6.

Empty or blank cards, that can be filled out by teachers, will be distributed to the teachers and principals along with the teacher toolkit.

In addition to the instructions provided in this manual, the teachers and principals will be provided with instructions at an appropriate time on how to use these report cards.

The data for the report card must come from the Student Progress Tracker (see below).

Teachers are requested to keep this manual and marking sheets for students outside of students' reach. Your full cooperation in this matter is expected and appreciated.

There will be visits to schools to make sure that the teachers are sending the report cards and are using the data.

GRADE 2: early grade reading supplementary report card for parents

Grade 2

School name: _____

Teacher's name: _____

Child's name: _____

	Period 4		Period 5		Period 6/ end of year	
Your child	Goal	Score	Goal	Score	Goal	Score
Letter-reading (letters per minute)	40		65		80	
Story-reading (words per minute)	15		30		40	
Story understanding (5/5, 4/5, 3/5 and so on)	5/5		5/5		5/5	
School average	Goal	Score	Goal	Score	Goal	Score
Letter-reading (letters per minute)	40		65		80	
Story-reading (words per minute)	15		30		40	
Story understanding (5/5, 4/5, 3/5 and so on)	5/5		5/5		5/5	

Note 5/5 means that the child was able to answer 5 questions out of 5 correctly, 4/5 that the child answered 4 correctly, and so on.

GRADE 3: early grade reading supplementary report card for parents

Grade 3

School name: _____

Teacher's name: _____

Child's name: _____

	Period 4		Period 5		Period 6/ end of year	
Your child	Goal	Score	Goal	Score	Goal	Score
Letter-reading (letters per minute)	80		80		80	
Story-reading (words per minute)	45		60		70	
Story understanding (5/5, 4/5, 3/5)	5/5		5/5		5/5	
School average	Goal	Score	Goal	Score	Goal	Score
Letter-reading (letters per minute)	80		80		80	
Story-reading (words per minute)	45		60		70	
Story understanding (5/5, 4/5, 3/5)	5/5		5/5		5/5	

Note 5/5 means that the child was able to answer 5 questions out of 5 correctly, 4/5 that the child answered 4 correctly, and so on.

Early grade reading supplementary report card for the community
(PTA, other community leaders)

	Period 4		Period 5		Period 6/ end of year	
School average for Grade 2	Goal	School average	Goal	School average	Goal	School average
Letter-reading (letters per minute)	40		65		80	
Story-reading (words per minute)	15		30		40	
Story understanding (5/5, 4/5, 3/5)	5/5		5/5		5/5	
School average for Grade 3	Goal	School average	Goal	School average	Goal	School average
Letter-reading (letters per minute)	80		80		80	
Story-reading (words per minute)	45		60		70	
Story understanding (5/5, 4/5, 3/5)	5/5		5/5		5/5	

Student Progress Tracker – Grade 2	
District	
Settlement	
School/School Code	
Teacher	

Student Name	Period 4			Period 5			Period 6		
	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp
	Goal: 40	Goal: 15	Goal: 100%	Goal: 65	Goal: 30	Goal: 100%	Goal: 80	Goal: 40	Goal: 100%
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									

Student Name	Period 4			Period 5			Period 6		
	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp
	Goal: 40	Goal: 15	Goal: 100%	Goal: 65	Goal: 30	Goal: 100%	Goal: 80	Goal: 40	Goal: 100%
18									
19									
20									
21									
22									
23									
24									
25									
26									
27									
28									
29									
30									
31									
32									
33									
34									
35									
36									
37									
38									
39									
40									
41									
42									

Student Progress Tracker – Grade 3	
District	
Settlement	
School/School Code	
Teacher	

Student Name	Period 4			Period 5			Period 6		
	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp
	Goal: 80	Goal: 45	Goal: 100%	Goal: 80	Goal: 60	Goal: 100%	Goal: 80	Goal: 70	Goal: 100%
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									

Student Name	Period 4			Period 5			Period 6		
	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp
	Goal: 80	Goal: 45	Goal: 100%	Goal: 80	Goal: 60	Goal: 100%	Goal: 80	Goal: 70	Goal: 100%
18									
19									
20									
21									
22									
23									
24									
25									
26									
27									
28									
29									
30									
31									
32									
33									
34									
35									
36									
37									
38									
39									
40									
41									
42									

Teacher sheets

These sheets are to be used by teachers while testing students. They are provided here as an example and for understanding their use. These sheets are printed on cardboard (poster) so that they are durable and there is a line indicating where to cut them up for your easy use. Follow the instructions in student sheets to see what story needs to be asked of what student and in what period (see the last section of this document, student sheets for Grades 2 and Grades 3).

Toe went fishing one day at the river near his house. The river was full of water. He tried to fish many times, but he was not lucky. Then he caught one fish, but it swam away. But he decided to keep trying. Then he caught a big fish. He kept the fish, took it home, and his mother cooked it. Then he ate the fish. He was glad he had kept trying.

Sarah was a clever girl. She liked to play tricks. One day her mother was cooking and Sarah was playing in the house. She wanted to play a trick. She wanted to scare her mother. She said to her mother that she saw a snake in the house. The mother looked for the snake but could not find it. The mother was angry with Sarah.

Ann was a tall girl. She had long legs and she could run fast. She had a dog called Lucky. She raced the dog every day, to see who was faster. Ann was fast, but the dog was even faster. But Ann kept trying. She got better over time. She also grew. After many months she started running faster than Lucky.

Period 4

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

Period 5

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

Period 6

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

Instructions on how to assess students and mark the tests

Letter reading: instructions to the teacher. You will have one of these sheets for every child in your class. Toward the end of each of the marking periods (Period 4, Period 5, and Period 6), assess the children's ability to read the letters fluently. Have the child read the letters, in the sheets with the large letters, for the correct period. Let them read for 60 seconds. Put a strike-through on each letter not read properly, for example, ~~h~~. When 60 seconds are finished, stop the child and put a bracket like this **]** after the last letter read. Using the guideline numbers to the left in each table, count the number of letters read (for example, if the bracket is after the letter 'O' in the row with the number 50, that means that the child read 50 plus 4, so 54 letters). Subtract the letters read incorrectly from the total read (that is, subtract the letters with the strike-throughs), and that's the total read correctly per minute. Enter that in the Student Progress Tracker, under "Letter reading." If the child read all the letters in less than one minute, then you have to calculate $\frac{\text{letters read correctly} \times 60}{\text{seconds taken to read}}$ and write that down in the Student Progress Tracker. An example is provided in your examples sheet.

Once the child met the benchmarks set for letter knowledge (see the student report card for benchmarks), no need to continue assessing the child.

Period 4

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

Period 5

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

Period 6

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

Story reading: instructions to the teacher. You will have one of these sheets for every child in your class. Toward the end of each of the marking period (Period 4, Period 5, and Period 6), assess the children’s ability to read the stories fluently. Have the child read the story for the correct period. Let them read for 60 seconds. Put a strike through each letter not read properly, for example, ~~fishi~~ng. When 60 seconds are finished, stop the child and put a bracket like this **]** after the last word read. Using the guideline numbers to the left of each story, count the number of words read (for example, if the bracket is after the “to” in the third line of the Period 4 story, you can read off the number 39 at the left of the line, and then add 2 words that the child read (those are ‘got’ and ‘home’), and that gives you the total attempted words – that is 41. Now subtract the words read incorrectly, and that’s the total words read correctly per minute. Enter that in the Student Progress Tracker, under “Story reading.” then you have to calculate $\frac{\text{words read correctly} \times 60}{\text{seconds taken to read}}$ and write that down in the Student Progress Tracker. An example is provided in your examples sheet. Once the child met the benchmarks set for story reading, no need to continue assessing the child.

	Period 4
0	Toe went fishing one day at the river near his house. The river was full of water. He tried to
20	fish many times, but he was not lucky. Then he caught one fish, but it swam away. But he
39	decided to] keep trying. Then he caught a big fish. He kept the fish, took it home, and his
58	mother cooked it. Then he ate the fish. He was glad he had kept trying.
	Period 5
0	Sarah was a clever girl. She liked to play tricks. One day her mother was cooking and Sarah
18	was playing in the house. She wanted to play a trick. She wanted to scare her mother. She
36	said to her mother that she saw a snake in the house. The mother looked for the snake but
55	could not find it. The mother was angry with Sarah.
	Period 6
0	Ann was a tall girl. She had long legs and she could run fast. She had a dog called Lucky.
20	She raced the dog every day, to see who was faster. Ann was fast, but the dog was even faster.
40	But Ann kept trying. She got better over time. She also grew. After many months she started
57	running faster than Lucky.

Comprehension for Grade 2: instructions to the teachers. In grade 2, toward the end of marking Period 4 and 5, assess comprehension using ‘*listening* comprehension’ by using the passages provided below. Read the passage out loud to the child, ask the five questions, and mark how many the child could answer. Once the child met the benchmarks set for comprehension, no need to continue assessing the child. For the least marking period, period 6, ask the child to read story, ask the five questions, and mark how many the child could answer.

Period 4	James loved school and he went every day. But one day a new boy named Charles moved to the neighborhood. Charles did not like going to school. John asked him why he did not like school. Charles said that at his old school other boys scared him. James said that at their neighborhood school everyone was nice so Charles should not be scared.	Did James like going to school? Did he ever miss a day? Why was James afraid of going to school? Are the children at James’ school nice? Do you think Charles ended up going to school after James talked to him?
Period 5	Sarah and Ann were friends. Sarah always washed her hands before eating, but Ann would not. Ann said that her hands looked clean. Sarah told Ann that your hands can have germs even if they look clean. Germs can make you sick. Ann said “Maybe that is why I am always sick.” Ann tried washing her hands before eating, and now she is almost never sick.	What did Sarah always do before eating? Why did Sarah do that? Who was always getting sick? Did Sarah say that things you don’t see make you sick? What happened to Ann after she started washing her hands?
Period 6	Ask the child to <u>READ</u> the story about Toe the fishing boy and ask the questions.	Where did Toe go fishing? Was the river close or far from his house? Was the river full or empty? Did he give up fishing right away? What happened the first time he caught a fish?

Comprehension for Grade 3: instructions to the teachers. In grade 3, toward the end of each of the marked period (Period 4, Period 5, and Period 6), have the children read the same reading passages as for story reading (above) and then ask the five questions next to each story, and mark how many the child could answer. Once the child met the benchmarks set for comprehension, no need to continue assessing the child.

Period 4	Ask the child to <u>READ</u> the story about Toe the fishing boy and ask the questions.	Where did Toe go fishing? Was the river close or far from his house? Was the river full or empty? Did he give up fishing right away? What happened the first time he caught a fish?
Period 5	Ask the child to <u>READ</u> the story about Sarah the clever girl and ask the questions.	What is the clever girl's name? What was the girl's mother doing? Did Sarah play a trick on her mother? Did she scare her mother? What animal did she say she saw in the house?
Period 6	Ask the child to <u>READ</u> the story about Ann and her dog Lucky and ask the questions.	What is the tall girl's name? Was the girl a good runner? What was her dog's name? Who could run faster? Did Ann keep trying or give up?

Examples on marking letter reading

Example for child who did not finish in one minute

Period 1

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

Joseph Roberts

$$66 - 3 = 63$$

In this example, Joseph used all 60 seconds to read the letters. He read 66 (see the bracket] after the T in row 60), so you read off 60 and then count 6. But he made 3 mistakes (O, T, and j) so he read only 63 correctly. So his letter reading fluency is 63 letters read correctly per minute. Note that when children read less than all words you do not need to use the calculator as the calculation is very simple.

Example for child who finished in less than one minute

Period 1

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

Susan Smith

$$100 - 4 = 96, 100 \times 60 / 55 = 109$$

In this example, Susan read the passage in less than 60 seconds. She read all 100. She took only 55 seconds. She made 4 mistakes (g, G, n, and i). So the total read correctly was only 96. Since she read the 96 in 55 seconds, you calculate $\frac{100 \times 60}{55}$ and this is 109. So, she read 109 letters correctly per minute.

Examples on marking story reading

Example for child who did not finish in one minute.	
	Example 1: John Roberts
0	Toe went fishing one day at the river near his house. The river was full of water. He tried to
20	fish many times, but he was not lucky. Then he caught one fish, but it swam away. But he
39	decided to keep trying. Then he caught a big fish. He kept the fish, took it home, and his
58	mother cooked it. Then he ate the] fish. He was glad he had kept trying.

You write:

John Roberts

$65 - 3 = 62$

John read 65 words (read off the 58, then count off the words until the]. But he got 3 wrong (caught, decided, and caught). So he got 62 right. Since he read only 60 seconds, then no more calculations are needed. He read 62 correct words per minute.

Example for child who finished in less than one minute.

	Example 1: Susan Smith
0	Toe went fishing one day at the river near his house. The river was full of water. He tried to
20	fish many times, but he was not lucky. Then he caught one fish, but it swam away. But he
39	decided to keep trying. Then he caught a big fish. He kept the fish, took it home, and his
58	mother cooked it. Then he ate the fish. He was glad he had kept trying.

You write:

Susan Smith

$72 - 4 = 68, 68 \times 60 / 45 = 90$

Susan read all words (72) but made 4 mistakes (lucky, decided, cooked, and trying), so she read 68 correctly. You then calculate $68 \times 60 / 45 = 90$, so she read 90 words correctly per minute.

Example on marking comprehension

After the child heard or read a story, ask the five comprehension questions and for each answer mark either 'correct' or 'incorrect' depending on the student answer. Upon the completion of the exercise, count the number of correct answers and mark it where indicated by the word 'Total' as follows: if the child answered all of the five questions correctly, write down 5/5. This means that the child answered all 5 questions correctly. If the child answered 4 questions correctly, then write 4/5. For three correct answers, write 3/5. For two correct answers, write 2/5. For one correct answer, write 1/5. For no correct answers, write 0/5. See an example below – the child answered 3 correct questions out of 5 possible answers, and the total score was 3/5.

Once the exercise is completed, update the student tracker as follows: for 1. 0/5= 0% comprehension; 1/5 = 20% comprehension; 2/5= 40% comprehension; 3/5= 60% comprehension; 4/5 = 80% comprehension; and 5/5 = 100% comprehension.

			Score
Period 4	John had a little dog. The little dog was fat. One day John and the dog went out to play. The little dog got lost. But after a while the dog came back. John took the dog home. When they got home John gave the dog a big bone. The little dog was happy so he slept. John also went to sleep.	What kind of animal did John have? Was the animal big or little? Where did John and the dog they go one day? What happened to the dog? Did the dog ever come back?	1. Correct 2. Incorrect 3. Correct 4. Correct 5. Incorrect Total: 3/5

Tip on how to calculate school averages

The student report card requires that school average scores in reading be reported to parents and the community.

The principal should calculate these averages for the grade 2 and 3 classes.

The numbers for each child should come from the Student Progress Tracker.

Here is how to calculate the average. You will need a calculator.

List all the children, and then make three columns. Follow the example.

Note: for the reading comprehension just take the 5 in 5/5 or the 4 in 4/5 and so on.

	Letter-reading (letters per minute)	Story-reading (words per minute)	Story understanding (5/5, 4/5, 3/5 and so on)
Joe Green (these names are all invented, your school's children's names will be in here)	56	45	5
Susie Smith	23	20	4
James Brown	34	27	5
Grace Roberts	25	21	3
Tom White	17	10	2
And so on for all other kids...			
Sum of all children's scores (this will be different in your case)	155	123	19
Total number of children (this will be different in your case)	5	5	5
Average (sum divided by the total)	31 which is 155/5	24.6 which is 123/5	3.8 which is 19/5

Now you enter these numbers in the children's report cards under the "school average."

Student Marking Sheets

Each student in Grade 2 and Grade 3 will have her/his own marking sheets to be used at the time of the assessment and then for filling out student tracker and student report card. They are to be kept in teachers' files and never to be given or shown to either students or parents. The Marking Sheets are provided to teachers in their packets along with the blank student report cards.

Grade 2:

School name: _____

Teacher's name: _____

Child's name: _____

Marking SHEETS for Students – Use these to assess students, but keep them out of students' reach

Letter reading: Grade 2

Period 4

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

Total Correct:

Period 5

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

Total Correct:

Period 6

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

Total Correct:

Story reading: Grade 2

	Period 4
0	Toe went fishing one day at the river near his house. The river was full of water. He tried to
20	fish many times, but he was not lucky. Then he caught one fish, but it swam away. But he
39	decided to] keep trying. Then he caught a big fish. He kept the fish, took it home, and his
58	mother cooked it. Then he ate the fish. He was glad he had kept trying.
	Period 5
0	Sarah was a clever girl. She liked to play tricks. One day her mother was cooking and Sarah
18	was playing in the house. She wanted to play a trick. She wanted to scare her mother. She
36	said to her mother that she saw a snake in the house. The mother looked for the snake but
55	could not find it. The mother was angry with Sarah.
	Period 6
0	Ann was a tall girl. She had long legs and she could run fast. She had a dog called Lucky.
20	She raced the dog every day, to see who was faster. Ann was fast, but the dog was even faster.
40	But Ann kept trying. She got better over time. She also grew. After many months she started
57	running faster than Lucky.

Comprehension for Grade 2:

			Score
Period 4	James loved school and he went every day. But one day a new boy named Charles moved to the neighborhood. Charles did not like going to school. John asked him why he did not like school. Charles said that at his old school other boys scared him. James said that at their neighborhood school everyone was nice so Charles should not be scared.	Did James like going to school? Did he ever miss a day? Why was James afraid of going to school? Are the children at James' school nice? Do you think Charles ended up going to school after James talked to him?	_____ _____ _____ _____ Total:
Period 5	Sarah and Ann were friends. Sarah always washed her hands before eating, but Ann would not. Ann said that her hands looked clean. Sarah told Ann that your hands can have germs even if they look clean. Germs can make you sick. Ann said "Maybe that is why I am always sick." Ann tried washing her hands before eating, and now she is almost never sick.	What did Sarah always do before eating? Why did Sarah do that? Who was always getting sick? Did Sarah say that things you don't see make you sick? What happened to Ann after she started washing her hands?	_____ _____ _____ _____ Total:
Period 6	Ask the child to READ the story about Toe the fishing boy and ask the questions.	Where did Toe go fishing? Was the river close or far from his house? Was the river full or empty? Did he give up fishing right away? What happened the first time he caught a fish?	_____ _____ _____ _____ Total:

Grade 3:

School name: _____

Teacher's name: _____

Child's name: _____

Marking SHEETS for Students – Use these to assess students, but keep them out of students' reach

Letter reading: Grade 3

Period 4

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

Total Correct:

Period 5

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

Total Correct:

Period 6

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

Total Correct:

Story reading: Grade 3

	Period 4
0	Toe went fishing one day at the river near his house. The river was full of water. He tried to
20	fish many times, but he was not lucky. Then he caught one fish, but it swam away. But he
39	decided to] keep trying. Then he caught a big fish. He kept the fish, took it home, and his
58	mother cooked it. Then he ate the fish. He was glad he had kept trying.
	Period 5
0	Sarah was a clever girl. She liked to play tricks. One day her mother was cooking and Sarah
18	was playing in the house. She wanted to play a trick. She wanted to scare her mother. She
36	said to her mother that she saw a snake in the house. The mother looked for the snake but
55	could not find it. The mother was angry with Sarah.
	Period 6
0	Ann was a tall girl. She had long legs and she could run fast. She had a dog called Lucky.
20	She raced the dog every day, to see who was faster. Ann was fast, but the dog was even faster.
40	But Ann kept trying. She got better over time. She also grew. After many months she started
57	running faster than Lucky.

Comprehension for Grade 3:

			Score
Period 4	Ask the child to READ the story about Toe the fishing boy and ask the questions.	Where did Toe go fishing? Was the river close or far from his house? Was the river full or empty? Did he give up fishing right away? What happened the first time he caught a fish?	_____ _____ _____ _____ _____ Total:
Period 5	Ask the child to READ the story about Sarah the clever girl and ask the questions.	What was the clever girl's name? What was the girl's mother doing? Did Sarah play a trick on her mother? Did she scare her mother? What animal did she say she saw in the house?	_____ _____ _____ _____ _____ Total:
Period 6	Ask the child to READ the story about Ann and her dog Lucky and ask the questions.	What was the tall girl's name? Was the girl a good runner? What was her dog's name? Who could run faster? Did Ann keep trying or give up?	_____ _____ _____ _____ _____ Total: