

## **EDDATA II**

# **Early Grade Reading Assessment (EGRA) Plus: Liberia**

## **EGRA Plus: Liberia Student Report Card Manual**



**Early Grade Reading Assessment (EGRA) Plus: Liberia**

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# Early Grade Reading Assessment (EGRA) Plus: Liberia

## **EGRA Plus: Liberia Student Report Card Manual**

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July 2009

Prepared for  
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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 as many as four 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. This means that the average child in a poor country performs worse than 97 percent of students in wealthy countries. 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 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 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](mailto: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 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 1, end of period 2, end of period 4, end of period 6. The card is to be sent home with the students for parent's review 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 for each Grade 2 and 3 student at the end of period 1, end of period 2, end of period 4, end of period 6

Empty or blank report cards (both student and PTA cards) will be distributed to the teachers and principals along with other resources needed.

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. This is for teachers' use only. The EGRA team will use its own materials for external assessment. Thus, the EGRA team will not use stories in this manual for testing student reading performance.

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 1		Period 2		Period 4		Period 6	
<b>Your child</b>	<b>Goal</b>	Score	<b>Goal</b>	Score	<b>Goal</b>	Score	<b>Goal</b>	Score
Letter-reading (letters per minute)	30		40		65		80	
Story-reading (words per minute)	10		15		30		40	
Story understanding (5/5, 4/5, 3/5 and so on)	5/5		5/5		5/5		5/5	
<b>School average</b>	<b>Goal</b>	Score	<b>Goal</b>	Score	<b>Goal</b>	Score	<b>Goal</b>	Score
Letter-reading (letters per minute)	30		40		65		80	
Story-reading (words per minute)	10		15		30		40	
Story understanding (5/5, 4/5, 3/5 and so on)	5/5		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.

## GRADE 3: early grade reading supplementary report card for parents

Grade 3

School name: \_\_\_\_\_

Teacher's name: \_\_\_\_\_

Child's name: \_\_\_\_\_

	Period 1		Period 2		Period 4		Period 6	
<b>Your child</b>	<b>Goal</b>	Score	<b>Goal</b>	Score	<b>Goal</b>	Score	<b>Goal</b>	Score
Letter-reading (letters per minute)	60		70		80		80	
Story-reading (words per minute)	35		50		60		70	
Story understanding (5/5, 4/5, 3/5)	5/5		5/5		5/5		5/5	
<b>School average</b>	<b>Goal</b>	Score	<b>Goal</b>	Score	<b>Goal</b>	Score	<b>Goal</b>	Score
Letter-reading (letters per minute)	60		70		80		80	
Story-reading (words per minute)	35		50		60		70	
Story understanding (5/5, 4/5, 3/5)	5/5		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 1		Period 2		Period 4		Period 6	
<b>School average for Grade 2</b>	<b>Goal</b>	School average	<b>Goal</b>	School average	<b>Goal</b>	School average	<b>Goal</b>	School average
Letter-reading (letters per minute)	30		40		65		80	
Story-reading (words per minute)	10		15		30		40	
Story understanding (5/5, 4/5, 3/5)	5/5		5/5		5/5		5/5	
<b>School average for Grade 3</b>	<b>Goal</b>	School average	<b>Goal</b>	School average	<b>Goal</b>	School average	<b>Goal</b>	School average
Letter-reading (letters per minute)	60		70		80		80	
Story-reading (words per minute)	35		50		60		70	
Story understanding (5/5, 4/5, 3/5)	5/5		5/5		5/5		5/5	

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

Student Name	Period 1			Period 2			Period 4			Period 6		
	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp
	Goal: 30	Goal: 10	Goal: 100%	Goal: 40	Goal: 15	Goal: 100%	Goal: 65	Goal: 30	Goal: 100%	Goal: 80	Goal: 40	Goal: 100%
1												
2												
3												
4												
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14												
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16												
17												
18												



Student Name	Period 1			Period 2			Period 4			Period 6		
	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp
	Goal: 30	Goal: 10	Goal: 100%	Goal: 40	Goal: 15	Goal: 100%	Goal: 65	Goal: 30	Goal: 100%	Goal: 80	Goal: 40	Goal: 100%
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40												
21												
42												

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

Student Name	Period 1			Period 2			Period 4			Period 6		
	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp
	Goal: 60	Goal: 35	Goal: 100%	Goal: 70	Goal: 50	Goal: 100%	Goal: 80	Goal: 60	Goal: 100%	Goal: 80	Goal: 70	Goal: 100%
1												
2												
3												
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13												
14												
15												
16												
17												
18												

Student Name	Period 1			Period 2			Period 4			Period 6		
	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp
	Goal: 60	Goal: 35	Goal: 100%	Goal: 70	Goal: 50	Goal: 100%	Goal: 80	Goal: 60	Goal: 100%	Goal: 80	Goal: 70	Goal: 100%
19												
20												
21												
22												
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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).

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.

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.

Hello, my name is Kumba. I live in Vahun. My brother is Saa. I have a sister, too. Her name is Nanu. We go to the Vahun Public School. I love reading. Saa loves to play football. We both walk to school every morning. Our father is a Country Doctor. Our mother sells rice in the market. We help our parents.

James likes to play. One day he and his friend Tom ran into the bush to play. James hid and then Tom saw his head. The boys had a lot of fun with this game. Tom ran but James did not find him. Tom and James smiled. Soon it became too dark to play. Both boys went home for dinner.

## Period I

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

## Period 2

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

## Period 4

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

## Period 6

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



## 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 1

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

### Period 2

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

### Period 4

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

### Period 6

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

**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, ~~fish~~ing. 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 1
0	John had a little dog. The little dog was fat. One day John and the dog went out to play.
20	The little dog got lost. But after a while the little dog came back. John took the dog home.
39	When the got home John gave the dog a big bone. The little dog was happy so he slept.
50	John also went to sleep.
	Period 2
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.
	Period 4
0	Hello, my name is Kumba. I live in Vahun. My brother is Saa. I have
15	a sister, too. Her name is Nanu. We go to the Vahun Public School. I love
31	reading. Saa loves to play football. We both walk to school every morning. Our father
45	Is a Country Doctor. Our mother sells rice in the market. We help our parents.
	Period 6
0	James likes to play. One day he and his friend Tom ran into the bush to play. James hid and
20	then Tom saw his head. The boys had a lot of fun with this game. Tom ran but James did not find him.

43	Tom and James smiled. Soon it became too dark to play. Both boys went home for dinner.
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**Comprehension for Grade 2: instructions to the teachers.** In grade 2, toward the end of marking Periods 1, 2, 4, and 6 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 1	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.	Who had a dog? Was the dog big or little? Was the dog big or little? Where did John take the dog? Why was the dog happy?
Period 2	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.	What kind of legs did Ann have? What was Ann’s dog’s name? What did she do with the dog every day. Was the dog faster than Ann? In the end did Ann run faster than the Lucky?
Period 4	Hello, my name is Kumba. I live in Vahun. My brother is Saa. I have a sister, too. Her name is Nanu. We go to the Vahun Public School. I love reading. Saa loves to play football. We both walk to school every morning. Our father is a Country Doctor. Our mother sells rice in the market. We help our parents.	Where does Kumba live? What is Kumba’s brother’s name? How many sister does Kumba have? What school do they attend? What does Kumba’s father do?
Period 6	Ask the child to <b>READ</b> the story about James and his friend Tom, and ask the questions.	Who did James play with? Where did the boys like to play? What did Tom see after James hid in the bush? Why did the boys have to stop playing? What did the boys do at the end of the story?

**Comprehension for Grade 3: instructions to the teachers.** In grade 3, toward the end of each of the marking period (Period 2, 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 1	Ask the child to <b>READ</b> the story about Jon and the little dog and ask the questions.	Did John have a big or little dog? What happened to the dog? Where did John take the dog after he found him? What did he give the dog? What did the little dog feel at the end?
Period 2	Ask the child to <b>READ</b> the story about Ann and her dog Lucky and ask the questions.	What kind of legs did Ann have? What was Ann's dog's name? What did she do with the dog every day. Was the dog faster than Ann? In the end did Ann run faster than the Lucky?
Period 4	Ask the child to <b>READ</b> the story about Kumba, who lived in Vahun and ask the questions.	Where does Kumba live? What is Kumba's brother's name? How many sister does Kumba have? What school do they attend? What does Kumba's father do?
Period 6	Ask the child to <b>READ</b> the story about James and his friend Tom and ask the questions.	Who did James play with? Where did the boys like to play? What did Tom see after James hid in the bush? Why did the boys have to stop playing? What did the boys do at the end of the story?

## Examples on marking letter reading

Example for child who did not finish in one minute

Period I										
0	E	N	L	E	<del>Θ</del>	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	<del>T</del>	O	y	i	n
40	O	c	N	D	D	n	<del>j</del>	I	A	e
50	a	T	i	A	D	w	d	t	e	e
60	h	e	e	O	S	T	]	u	F	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 I										
0	E	N	L	e	O	X	r	o	i	p
10	m	B	<del>g</del>	i	E	R	t	f	R	s
20	L	e	h	U	M	u	<del>G</del>	r	O	R
30	E	h	L	S	R	T	O	y	i	n
40	O	c	N	d	D	<del>n</del>	j	I	A	e
50	a	T	<del>j</del>	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

$$100-4=96, 96 \times 60 / 55 = 105$$

In this example, Susan read all letters 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 96 letters in 55 seconds, you calculate

$\frac{96 \times 60}{55}$  and this is 105. So, if she had more letters to read, she would have read 105 correct letters 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	<del>decided</del> 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 the passage in only 60 seconds, then no more calculations are needed. He read 62 correct words per minute.

### Example for child who finished in less than ne 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 <del>lucky</del> . Then he caught one fish, but it swam away. But he
39	<del>decided</del> to keep <del>trying</del> . 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 <del>trying</del> .

You write:  
Susan Smith  
 $72 - 4 = 68, 68 \times 60 / 45 = 90$

Susan read all words (72) in 45 seconds, but made 4 mistakes (lucky, decided, cooked, and trying), so she read 68 correctly ( $72-4=68$ ). You then calculate  $68 \times 60 / 45 = 90$ , so she read 90 words correctly per minute. In other words, if she were had more words to read, she would have read 90 correct words in one 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.

Example. The child answered 3 questions correctly. So you mark down 3/5, which means that the child got 3 questions correctly out of 5 asked questions. For this example, in your tracker you would write 60% comprehension for this child.

			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 <hr/> 2. Incorrect <hr/> 3. Correct <hr/> 4. Correct <hr/> 5. Incorrect <hr/> 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 1

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

Total Correct:

### Period 2

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

Total Correct:

### Period 4

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

Total Correct:

### Period 6

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

Total Correct:

## Story reading: Grade 2

	Period 1
0	John had a little dog. The little dog was fat. One day John and the dog went out to play.
20	The little dog got lost. But after a while the little dog came back. John took the dog home.
39	When the got home John gave the dog a big bone. The little dog was happy so he slept.
50	John also went to sleep.
	Period 2
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.
	Period 4
0	Hello, my name is Kumba. I live in Vahun. My brother is Saa. I have
15	a sister, too. Her name is Nanu. We go to the Vahun Public School. I love
31	reading. Saa loves to play football. We both walk to school every morning. Our father
45	Is a Country Doctor. Our mother sells rice in the market. We help our parents.
	Period 6
0	James likes to play. One day he and his friend Tom ran into the bush to play. James hid and
20	then Tom saw his head. The boys had a lot of fun with this game. Tom ran but James did not find him.
43	Tom and James smiled. Soon it became too dark to play. Both boys went home for dinner.

## Comprehension for Grade 2:

			Score
Period 1	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.	Who had a dog? Was the dog big or little? Was the dog big or little? Where did John take the dog? Why was the dog happy?	_____ _____ _____ _____ _____ Total: _____
Period 2	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.	What kind of legs did Ann have? What was Ann's dog's name? What did she do with the dog every day. Was the dog faster than Ann? In the end did Ann run faster than the Lucky?	_____ _____ _____ _____ _____ Total: _____
Period 4	Hello, my name is Kumba. I live in Vahun. My brother is Saa. I have a sister, too. Her name is Nanu. We go to the Vahun Public School. I love reading. Saa loves to play football. We both walk to school every morning. Our father is a Country Doctor. Our mother sells rice in the market. We help our parents.	Where does Kumba live? What is Kumba's brother's name? How many sister does Kumba have? What school do they attend? What does Kumba's father do?	_____ _____ _____ _____ _____ Total: _____
Period 6	Ask the child to <b>READ</b> the story about James and his friend Tom, and ask the questions.	Who did James play with? Where did the boys like to play? What did Tom see after James hid in the bush? Why did the boys have to stop playing? What did the boys do at the end of the story?	_____ _____ _____ _____ _____ 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 1**

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

Total Correct:

**Period 2**

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

Total Correct:

**Period 4**

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

Total Correct:

**Period 6**

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

Total Correct:

### Story reading: Grade 3

	Period 1		
0	John had a little dog. The little dog was fat. One day John and the dog went out to play.		
20	The little dog got lost. But after a while the little dog came back. John took the dog home.		
39	When the got home John gave the dog a big bone. The little dog was happy so he slept.		
50	John also went to sleep.		
	Period 2		
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.		
	Period 4		
0	Hello, my name is Kumba. I live in Vahun. My brother is Saa. I have		
15	a sister, too. Her name is Nanu. We go to the Vahun Public School. I love		
31	reading. Saa loves to play football. We both walk to school every morning. Our father		
45	Is a Country Doctor. Our mother sells rice in the market. We help our parents.		
	Period 6		
0	James likes to play. One day he and his friend Tom ran into the bush to play. James hid and		
20	then Tom saw his head. The boys had a lot of fun with this game. Tom ran but James did not find him.		
43	Tom and James smiled. Soon it became too dark to play. Both boys went home for dinner.		

### Comprehension for Grade 3:

			Score
Period 1	Ask the child to <b>READ</b> the story about Jon and the little dog and ask the questions.	Did John have a big or little dog? What happened to the dog? Where did John take the dog after he found him? What did he give the dog? What did the little dog feel at the end?	_____ _____ _____ _____ Total: _____
Period 2	Ask the child to <b>READ</b> the story about Ann and her dog Lucky and ask the questions.	What kind of legs did Ann have? What was Ann's dog's name? What did she do with the dog every day. Was the dog faster than Ann? In the end did Ann run faster than the Lucky?	_____ _____ _____ _____ Total: _____
Period 4	Ask the child to <b>READ</b> the story about Kumba, who lived in Vahun and ask the questions.	Where does Kumba live? What is Kumba's brother's name? How many sister does Kumba have? What school do they attend? What does Kumba's father do?	_____ _____ _____ _____ Total: _____
Period 6	Ask the child to <b>READ</b> the story about James and his friend Tom and ask the questions.	Who did James play with? Where did the boys like to play? What did Tom see after James hid in the bush? Why did the boys have to stop playing? What did the boys do at the end of the story?	_____ _____ _____ _____ Total: _____