Considerations EGRA: For who & how?

Presented at UNESCO Bangkok
Introduction to Large Scale Assessments of Learning
September 23-26, 2014
Guided Discussion

Step 1: Select a partner at your table.

Step 2: Tell that person the language that you learned to read in first.

Step 3: Think about a context you know well that you could use EGRA (national survey, intervention evaluation, district level).
Fold a piece of paper into four.
Number the eight boxes in the bottom of each box.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Box 1:
Write a research question: e.g., *What are the reading abilities in grade (K, 1, 2, 3) in language______?*
Box 1: List existing measures to answer this question in your context.
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Box 2: ABC; identify if you will assess letter names or letter sounds (or neither)</td>
<td></td>
</tr>
</tbody>
</table>
Box 3: Is phonological awareness important for your language? If yes, identify what you would use:

a. Initial sounds
b. Segment sounds
c. Segment syllables
Box 4: Nonwords: identify a orthographic pattern that would be common in text for your sample
CVC – cat
CVVC - mesa
Box 5: Identify the name of character (boy or girl) that will be in your passage. It should be common to the context.
Box 6:
Other subtasks considered:
a. vocabulary
b. syllable reading
c. dictation
d. concepts about print
Box 7: Identify adaptation participants.

a. Language expert
b. Reading specialist
c. A teacher
d. Assessment development
Box 8:
Identify potential concerns
Identify potential concerns