

Early Grade(s) Reading Assessments: Who is doing what, where?

Amber Gove, PhD

agove@rti.org

Brookings-CUE

June 2, 2010



All calculations and graphs are the author's own work.

Summary

- Who?
- Where?
- What?
- Results
- Challenges
- Opportunities



Funding Partners:
USAID, World Bank, William and Flora Hewlett Foundation,
Ministries of Education

Who?: Community of Practice

- AED
- AIR
- Amigos de Patzun
- BRAC
- CARE
- CEPP
- ChildFund International
- Concern International
- CIASES
- FDA
- IEP
- IRC
- Liberia Education Trust
- Molteno
- Plan International
- Pratham
- RTI International
- Room to Read
- Save the Children
- UWEZO
- VIA
- Governments of 40+ countries
- University researchers (US: Berkeley, Utah, Texas; France, UK, Spain, UAE, Egypt, South Africa, Chile, Mexico)

Where?: 43 countries, 58 languages (May 2010)



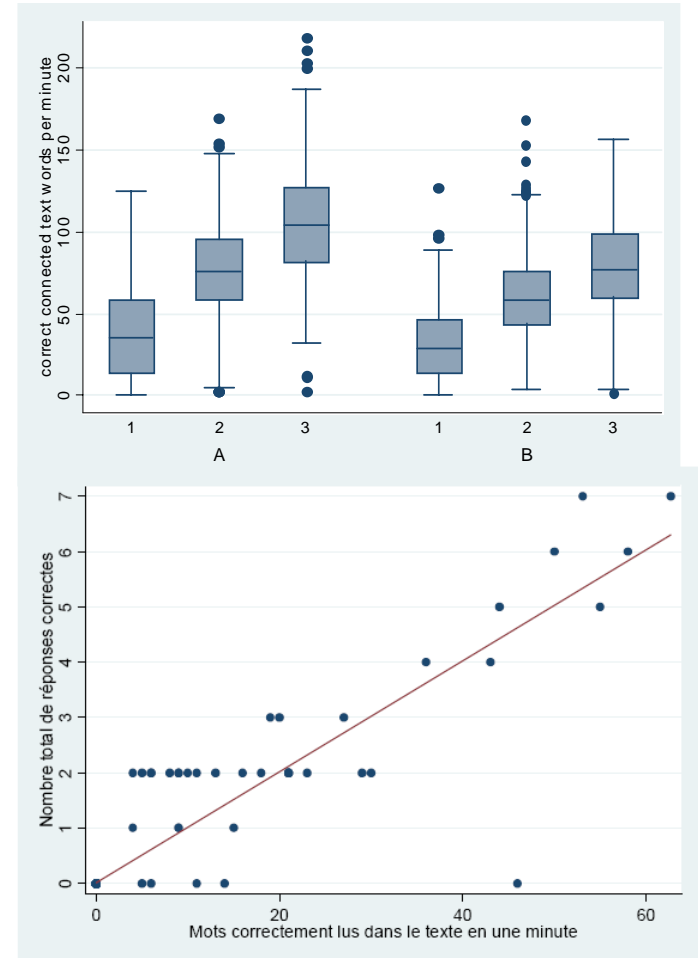
What do the Early Reading Assessments (typically) test?

- Concepts about print
- Alphabet knowledge
- Phonological awareness
- Fluency
- Vocabulary
- Comprehension



Results: What have we found so far?

- Basic skills lacking . . .
 - High zero scores (30-90%)
 - Large variation
 - Few students meeting goals
- . . .even in the upper grades (zero scores in Mali)
 - Letter naming Arabic: 17% in 6th
 - ORF French: 68% in 4th; 23% in 6th
- Comprehension correlated with fluency
 - Less so in transparent orthographies?

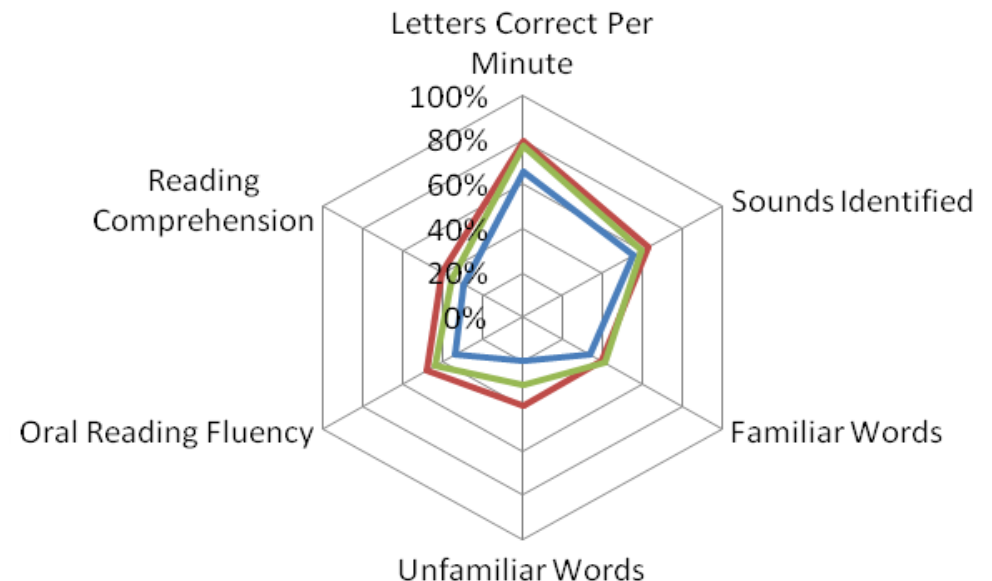


Results: What have we found so far?

- Teachers lack support and basic content knowledge of how to teach reading
- Instructional time is minimal
- Few interactions with print outside of school
 - Textbook is usually the only book
 - 25% of 2nd grade students have books in Mali
 - Among Gambian “readers”, 90% have books in the home (vs. 24% of students below benchmark)
- Gap between teacher and MOE expectations
 - 74% of Malian teachers think reading unfamiliar text is “inappropriate” before 4th grade

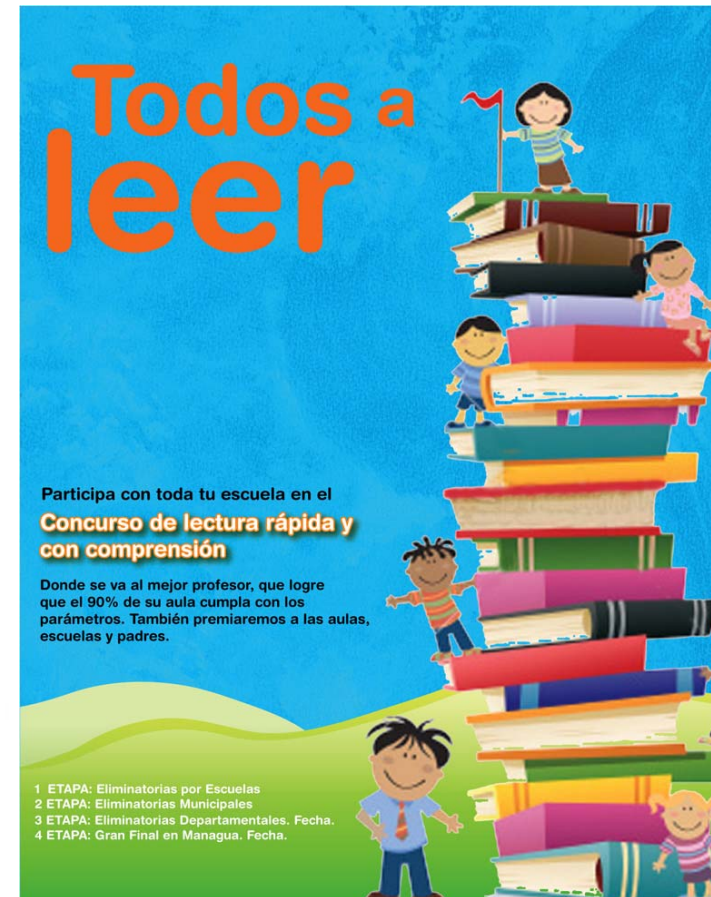
Challenges: What could be improved?

- Floor effects
- Establish goals and benchmarks with each country
- Move beyond the measure to higher level skills
- Communication and dissemination of results



Opportunities: What lies ahead?

- Reading is attracting attention, gaining momentum
- FTI Indicators: % of children reading (end of grade 2)
- Evidence for successful instructional models
- Low results in L2 leading to renewed focus on L1
- Concurrent validity good; still need predictive



For more information

- Amber Gove: agove@rti.org
- www.eddataglobal.org
- www.reading.org
- <http://www.educationfasttrack.org/themes/learning-outcomes/>

