

# Subtask Design and Development Annex

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## What is in this annex

Now that you've determined the purpose, population, and language of the EGRA, it is time to select and adapt the instrument subtasks based on your previously determined purpose. This annex works across both the design and adaptation phases to provide guidance in selecting and developing subtasks for your EGRA instrument. It serves as a practical resource and tool to improve an existing EGRA or develop a new one—in both cases, use this annex to develop a fit-for-purpose instrument.

The Subtask design and development annex walks you through the following topics:

- Selecting Subtasks
- Construction of Subtasks
- Adapting Subtasks
- Language considerations for developing and translating subtasks
- Use of Early Stop Rules

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## Team members that will find this Annex useful

Subtask selection must be completed prior to the adaptation workshop and through consultation with key stakeholders to ensure the skills being measured are the ones they care about. **The process of selection and adaptation will fall on a team of experts, including:**



EGRA Manager



Reading Specialist



Language Expert



Psychometrician



Statistician/  
Analyst



Curriculum Expert



Sign language  
and/or Braille  
Expert

Look for these icons next to section headings — they flag the sections most useful to each team member.

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## How to use this Annex

This annex consists of three main components:

- Examples, which highlight best practices and can be adapted for different contexts
- Supplementary resources for additional information
- Links to relevant hubs for the most up to date resources on specific criteria

Annex resources include country examples, research articles, links to webinars, and templates. Some of the resources included in this annex have been developed specifically for this toolkit, while others are drawn more broadly from other EGRA and reading resources. The resources selected for this annex are appropriate for the design phase of conducting an EGRA and are applicable to country and field levels; for national assessments or local reading project evaluations.

This annex is intended to complement the EGRA Overview toolkit, which covers all aspects of conducting an EGRA more broadly. This resource is only to cover the initial phase of EGRA, the instrument subtasks. For more information on design, adaptation, implementation, analysis, or reporting, please see the EGRA Overview toolkit and the related annexes.

# 01 Selecting Subtasks

It is recommended that an EGRA consists of 5 to 8 subtasks. In some contexts, such as crisis and conflict settings, fewer subtasks may be warranted; in contexts where multiple languages need to be assessed, more subtasks may be needed. The principles below walk you through the decision of how many and which subtasks to include in the EGRA.

## 1.1 Principles of Subtask Selection

Now that you have determined the purpose, population, and language(s), you will need to determine the reading skills you want to measure and select the EGRA subtasks that will provide the appropriate data. In general, the selection of subtasks should reference existing EGRA data for a particular country and language (where available). Overall, there are four factors that affect the selection of subtasks and the same factors that you may want to review existing tools for relevance: the purpose of the EGRA, population of learners, language, and total length of the EGRA.

**Purpose of EGRA.** The purpose of the EGRA influences the selection of subtasks. An EGRA completed for a national assessment of foundational reading skills will likely cover at least one EGRA subtask per reading skill. Teachers using an EGRA as a classroom-based assessment would consider subtasks pertinent to the grade-level and reading curriculum. Therefore, the subtasks selected may cover a subset of the full range of subtasks and reading skills. The subtasks selected for donor indicator reporting would depend on reporting requirements. For example, reporting for SDG Indicator 4.1.1a means the EGRA should include listening comprehension, oral reading, and reading comprehension along with other skills relevant for the population, language and purpose. Meanwhile, an EGRA used for a project evaluation would select subtasks that measure reading skills aligned to the materials used in the project interventions.

**Population of Learners.** EGRA is typically used for learners in early grades, i.e., grades 1 to 3. However, there are instances when an EGRA has assessed learners at higher grade-levels, i.e., learners reading in a second language or overage learners who are behind in schooling. For all learners, the subtasks selected should provide a complete picture of performance across skills – whether it means the same subtask in different languages for second language learners; or a mix of grade- and age-appropriate skills for overage learners. The skills you need to measure for each population will influence subtask selection.

**Language.** The language of administration selected for the EGRA has implications for subtask selection because some subtasks will not be applicable due to the inherent characteristics of the language or how instruction is provided in the language. For example, in some languages, measuring syllable sounds is preferable to letter sounds. For languages with transparent orthographies, familiar word reading might have limited value because it is likely duplicative of nonword reading. In contrast, languages with opaque orthographies might use nonword reading and familiar word reading.

On the other hand, the EGRA can also facilitate multiple language choices: administering the subtasks in multiple languages to accommodate multi-lingual and language diverse contexts (including where the language of instruction differs from the language learners may speak at home), and providing instructions in a language different from the language being assessed. See Design Annex for recommendations for subtask usage for particular languages and guidance on how to conduct a Language Mapping exercise, which will inform how many languages (and with whom) the EGRA is most appropriate.

### **SELECTING SUBTASKS FOR CONFLICT AND CRISIS SETTINGS**

EGRAs administered for learners in crisis and conflict situations should consider including fewer subtasks than the recommended 5 to 8 subtasks. Therefore, the selection of subtasks should target essential skills alignment with the EGRA's purpose. The most likely purposes for an EGRA in crisis and conflict are donor indicator reporting and project evaluation. Donor indicator reporting usually needs to include listening comprehension, oral reading, and reading comprehension. Project evaluation subtasks will depend on the research questions they seek to address. It is possible that an EGRA for learners in crisis and conflict might want to choose to focus on subtasks for more basic reading skills if learners have experienced a significant disruption in schooling, e.g., receptive and expressive vocabulary, listening comprehension, initial sound identification, letter sounds or syllable segmentation, and familiar word reading. Moreover, if learners in crisis and conflict are provided an EGRA with an accommodation for additional time (e.g., due to trauma) on subtasks, then there is a consideration for selecting fewer subtasks to limit the overall assessment time.

**Total Length of EGRA.** The selection of subtasks should consider the total length of the EGRA. Adding too many subtasks to the EGRA will extend the time needed to administer the assessment, which can create fatigue among learners and has ethical implications. The average total administration time for an EGRA should fall within the range of **15 to 25 minutes for learners between Grades 1 and 3**. This means the EGRA should comprise roughly five to eight subtasks. This may include the same subtask in two languages if the goal is to assess learners' ability on that skill in both languages; alternatively, it may include 8 different subtasks or 2 specific subtasks based on the purpose of the EGRA.

## 1.2 Overview of EGRA Subtasks



Subtasks are divided into five reading skill domains: oral language, phonological awareness, alphabetic principle, fluency, and reading comprehension. Each domain has common and additional types of measurement. Common subtasks such as listening comprehension, letter sound identification, and sentence verification have a foundation in decades of research and are used for letter-based orthographies. However, the guidance is not absolute and the purpose of the EGRA and other factors can justify a more limited set of subtasks or include subtasks that are used less often like dictation, expressive vocabulary, and listening comprehension picture matching.

In this section, you can learn more about each subtask, how to construct the subtask, how its scored, how its administered, and see an example in English. During this phase, please work with a reading specialist to select the most appropriate subtasks to include in your instrument.

### — General Subtask Structure

The structure of a subtask is predictable: there is the Assessor-facing view and the learner-facing view. Below is an example of a subtask and how it appears for the Assessor. The learner will see a different view, which is called the Stimuli. The Assessor will see directions on how to conduct the subtask and how to score the subtask including directions that the Assessor must read to the learner. The learner will see the item itself on the stimuli, either on paper or on a tablet.

Directions to assessor

Directions to read to pupil

Items to score

1. (/) Mark any incorrect letters with a slash  
(Ø) Circle self-corrections if you already marked the letter incorrect  
(1) Mark the final letter read with a bracket

**Task 1. LETTER SOUND IDENTIFICATION – HAUSA** Page 1

● Ga shafi cika da bafafa na Hausa. Sai ki/ka fada mini SAUTIN bafafen da duk kiko/kake iya ganawa – ba wai nanzaru ba, a'a, yadda aka fadimzu dai.

Misali, sautin wannan baki [numa M] shi ne /m/.

To, bisimilla: fada mini sautin wannan baki [numa D]:  
Idan yarinya ta/yaro ya gano amrar, sai ki/ka ce: Da kyau, sautin wannan baki /d/.

To, bari mu gwada wani bakin: fada mini sautin wannan baki [numa a]:  
Idan yarinya ta/yaro ya gano amrar, sai ki/ka ce: Da kyau, sautin wannan baki /a/.

Idan yarinya/yaro bai gano amrar ba, sai ki/ka ce: sautin wannan baki /a/.

Kin/ka gane abin da aka son ki/ka ya?

In na ce "Fara", fara daga nan [numa baki na farko] ki/ka ci gaba a hakan [numa]. Numa mini ko wane baki ki/ka kuma gaye mini sautin bakin ki/ka kuma buɗa muɗa. Fadi sautin bafafen da haɗaɗi, da haɗaɗi, ki/ka kuma daga muɗa. Idan kin/ka zo a kan bafafin da ba ki/ka sani ba, sai ki/ka ja a kan baki na gaba. Aza yutsa a kan bakin farko. Kin/ka shirya? To bisimilla, fara.

| 1 | 2  | 3  | 4  | 5  | 6 | 7  | 8 | 9  | 10 |       |
|---|----|----|----|----|---|----|---|----|----|-------|
| Y | t  | A  | S  | b  | N | k  | u | i  | W  | (10)  |
| n | o  | ts | y  | A  | D | N  | G | s  | 6  | (20)  |
| m | kw | T  | i  | w  | m | Z  | K | u  | sh | (30)  |
| A | e  | S  | N  | k  | E | gy | d | k  | a  | (40)  |
| M | c  | A  | K  | E  | a | C  | I | kw | e  | (50)  |
| u | A  | R  | I  | gy | U | s  | U | a  | D  | (60)  |
| A | r  | g  | ky | M  | i | d  | L | n  | A  | (70)  |
| N | f  | y  | r  | K  | t | n  | i | I  | 'y | (80)  |
| j | N  | Y  | W  | A  | K | U  | H | Y  | s  | (90)  |
| F | B  | h  | I  | R  | n | T  | i | O  | i  | (100) |

60 seconds

Start the timer when the child reads the first letter.

⏸ If a child hesitates or stops on a letter for 3 SECONDS, say "ci gaba"

⏸ When the timer reaches 0, say "stop."

⏸ If the child does not provide a single correct response on the first line (10 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

Source. EGRA Administration: Marking & Scoring Guidelines & Best Practices. (2015). USAID.

## – Subtask Instruction Symbols (Icons)

-  • Indicates you should use the pupil stimuli.
-  • Indicates if the subtask is timed.
-  • Indicates if there is an “auto-stop” rule that applies to the subtask.
-  • Indicates that the pupil should be prompted to go to the next item after “X” seconds if s/he does not respond in any way (“nudging rule”).

Source: EGRA Administration: Marking & Scoring Guidelines & Best Practices. (2015). USAID. <https://educationworks.org/lib/WNEWRSPV?search=EGRA+Admin&referrer=%2Flib>

### ADDITIONAL RESOURCES

-  [Sample EGRA instrument with learner questionnaire](#)
-  [EGRA Subtask Specifications and Templates](#) for commonly used subtasks

## 1.3 Measures of Oral Language

| Reading Skill<br>(domain) | Subtask                    | Type   | Minimum Rec<br># Items | Skill Demonstrated by Learner's<br>Ability To:                                    |
|---------------------------|----------------------------|--------|------------------------|-----------------------------------------------------------------------------------|
| Oral language             | Listening<br>comprehension | Common | 10                     | Respond to comprehension questions<br>about a text the assessor reads out<br>loud |

Listening comprehension can be assessed at the sentence or text level.

A listening comprehension assessment involves a passage that is read out loud by the assessor, and then learners respond to oral comprehension questions. This subtask can be included at the beginning of the series to ease the children into the assessment process and orient them to the language of assessment.

Testing listening comprehension separately from reading comprehension is important because it provides information about what learners are able to comprehend without the challenge of decoding a text. Learners who are struggling or have not yet learned to decode may still have oral language, vocabulary, and comprehension skills and strategies that they can demonstrate apart from reading

text. This gives a much fuller picture of what learners are capable of when it comes to comprehension. Poor performance on a listening comprehension tool suggests either that children lack basic knowledge of the language in question, or that they have difficulty processing what they hear.

When poor performance on listening comprehension is due to lack of basic knowledge in the language of assessment, alternative subtask administration methods can be explored. For example, instead of reading a full story to the learner before asking the comprehension questions, the subtask could use unconnected sentences and ask comprehension questions after reading each sentence. This could be effective when testing in the early grades in a language that is not the learners' mother tongue.

Another adaptation refers to the number of times the story is read to the learner. Re-reading the story a second time before asking the questions may improve learners' comprehension and correspond to the class practice, where teachers often read stories to the class multiple times.

### **Scoring**

Learners are scored on the number of correct answers they give to the questions asked (out of the total number of questions).

### **Construction of Listening Comprehension Subtask**

Passage length depends on the level and first language of the children being assessed, although most passages need to be approximately 30 words in length to provide enough text to develop material for a minimum of five comprehension questions. To have a more reliable measure, ten questions are recommended, but this requires the development of two passages, each approximately 30 words in length. The story narrates a locally adapted activity or event that will be familiar to the children. The questions must be similar to the questions asked in the passage comprehension subtask. Most will be retrieval questions that can be answered directly from the text. Instrument designers avoid questions with only "yes" or "no" answers.

### **Sample Listening Comprehension Subtask (LOA:English)**

#### **SAMPLE**

This subtask is an example of assess an L2, where the language of assessment is English, however language of instruction is in Twi.

| Sub-test 5. LISTENING COMPREHENSION                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   | X |   | X                                                                      |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|------------------------------------------------------------------------|--|
| <p>🔊 Merebekenkan abasem tiawa bi baako pe dennennen akwere wo, na mabisabisa wo nsem kakra afa ho. Mesre wo tie no yiye na bua nsemmisa no senea wubetumi biara. Wubetumi de kasa biara a wope ayiyi nsemmisa no ano. Metumi afa ase? Yemfi ase. I am going to read you a short story aloud ONCE and then ask you some questions. Please listen carefully and answer the questions as best as you can. You can answer the questions in whichever language you prefer. Ready? Let's begin.</p> |   |   |   | <p>Remove the pupil stimuli booklet from the child's view.</p>         |  |
| <p>✓ 1 = Correct<br/>✓ 0 = Incorrect<br/>✓ . = No response.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                |   |   |   | <p>Do not allow the child to look at the passage or the questions.</p> |  |
| <p>Issa was very sad. He lost his grandfather's sheep. He could not go to look for them. Grandfather came to look for them. Soon he returned with the sheep. Issa is smiling now.</p>                                                                                                                                                                                                                                                                                                          |   |   |   | <p>If a child says "I don't know," mark as incorrect.</p>              |  |
| Why was Issa sad?                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1 | 0 | . |                                                                        |  |
| [he lost his sheep; he could not go to look for his sheep]                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |   |   |                                                                        |  |
| Who went to look for the sheep?                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1 | 0 | . |                                                                        |  |
| [Grandfather]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |   |   |                                                                        |  |
| Why is Issa smiling now?                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1 | 0 | . |                                                                        |  |
| [Grandfather returned with his sheep; his sheep are back; Grandfather found the sheep]                                                                                                                                                                                                                                                                                                                                                                                                         |   |   |   |                                                                        |  |
| <p><b>Mo! Woaye ade. Yenka ofa a edi so no so.</b> Good effort! Let's go on to the next section.</p>                                                                                                                                                                                                                                                                                                                                                                                           |   |   |   |                                                                        |  |

## Administering Listening Comprehension Subtask

No Stimuli needed since the learner is only listening to the story being read aloud by the Assessor. Typically, the story is intended to be read once at a pace that is familiar and appropriate for the learner. For the comprehension question portion of the subtask, the 3-second pause rule may be used, however this subtask is not timed.

### ADDITIONAL RESOURCES

- 🔊 [Listening Comprehension Template and quality control checklist](#), see pg. 4-6

## 1.4 Measures of Phonological Awareness

| Reading Skill (domain) | Subtask                      | Type       | Minimum Rec # Items | Skill Demonstrated by Learner's Ability To:                |
|------------------------|------------------------------|------------|---------------------|------------------------------------------------------------|
| Phonological awareness | Initial sound identification | Common     | 20                  | Identify the first sound in a common word                  |
|                        | Letter sound discrimination  | Common     | 10                  | Identify the first sound different from set of three words |
|                        | Phoneme segmentation         | Additional | 10                  | Identify and sound out each sound present in in a word     |

## — Initial Sound Identification Subtask

Initial sound identification assesses phonemic awareness by having learners identify the first sound in a selection of common words. The example below uses ten sets of simple words and asks learners to identify the initial sound in each of the words. The assessor reads each word out loud twice before asking the learner to identify the sound.

### Scoring

The assessor records the number of correct answers. This is not a timed segment of the assessment, nor does it use a learner stimulus sheet.

### Construction of Initial Sound Identification Subtask

Simple words are selected from grade 1 or grade 2 word lists. If feasible for a given language, only one-syllable words are used, to avoid overtaxing learners' working memory.

## Sample of Initial Sound Identification Subtask (LOA: English)

SAMPLE

| SUBTASK 2. PHONEMIC AWARENESS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                  |        |         |           | 📖 X                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ⌚ Untimed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|--------|---------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <p>🔊 This is a listening exercise. I want you to tell me the first sound of each word. For example, in the word "pot", the first sound is /p/. I would like you to tell me the first sound you hear in each word. I will say each word <u>two times</u>. Listen to the word, then tell me the very first sound in that word.</p> <p>Let's practice. What is the first sound in "mouse"? ... "mouse"?</p> <p>[If the child responds correctly, say:] <b>Very good, the first sound in "mouse" is /m/.</b><br/>           [If the child does not respond correctly, say:] <b>Listen again: "mouse". The first sound in "mouse" is /mmm/.</b></p> <p>Now let's try another one: What is the first sound in "day"? ... "day"?</p> <p>[If the child responds correctly, say:] <b>Very good, the first sound in "day" is /d/.</b><br/>           [If the child does not respond correctly, say:] <b>Listen again: "day". The first sound in "day" is /d/.</b></p> <p>Ready? Let's begin.</p> |                                                  |        |         |           | <p>Read the instructions to the child and conduct the examples.</p> <p>Read the prompt and then pronounce the word a second time. Pronounce each word slowly.</p> <p>⌚ If the child does not respond after 3 seconds, mark as "No response" and say the next prompt.</p> <p>👏 If the child responds incorrectly or does not respond to the first five words, say "Thank you!", discontinue this subtask, check the box at the bottom of the page, and go on to the next subtask.</p> |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Item                                             | Answer | Correct | Incorrect | No response                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |
| 1.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | What is the first sound in "at"? ... "at"?       | /a/    |         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |
| 2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | What is the first sound in "so"? ... "so"?       | /s/    |         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |
| 3.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | What is the first sound in "chalk"? ... "chalk"? | /ch/   |         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |
| 4.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | What is the first sound in "very"? ... "very"?   | /v/    |         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |
| 5.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | What is the first sound in "car"? ... "car"?     | /k/    |         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |
| 6.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | What is the first sound in "for"? ... "for"?     | /f/    |         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |
| 7.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | What is the first sound in "man"? ... "man"?     | /m/    |         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |
| 8.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | What is the first sound in "ox"? ... "ox"?       | /o/    |         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |
| 9.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | What is the first sound in "yes"? ... "yes"?     | /y/    |         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |
| 10.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | What is the first sound in "go"? ... "go"?       | /g/    |         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |
| <p>🛑 Exercise discontinued because the child had no correct answers in the first line</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                  |        |         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |

### Administering Initial Sound Identification

No stimulus needed. The time for this subtask is unlimited however it is usually completed within 1-2 minutes because the Assessor will keep moving through items and/or exercise the auto-stop rule. Specifically, if the learner takes more than 3 seconds to respond, the assessor should move on to the next item. If the learner does not respond or answers incorrectly to the first 5 items, the auto-stop rule may be observed.

#### ADDITIONAL RESOURCES

- 📌 [Initial Letter Sound quality Checklist and Template](#), See pg. 7-9

## **— Letter Sound Discrimination**

Letter sound discrimination involves asking learners to listen to a series of three words and to identify which word starts (or ends) with a sound that is different from the others in the series.

A typical design involves ten sets of three words each. In each set, two words begin with the same sound, and the initial sound for the third word is different. The position of the “different” word in the set varies. The assessor reads each group of three words out loud slowly, two times, and asks the child to choose the word that begins with a different sound. Because this type of task may be completely unfamiliar to children, the protocol for the subtask includes practice sets for the child to try before the assessor begins the actual test.

### **Scoring**

The assessor records the number of correct answers. This is not a timed segment of the assessment.

### **Construction of Letter Sound Discrimination Subtask**

Simple words are selected from grade 1 or grade 2 word lists. As with the initial letter sound approach, words with one or few syllables are used, to avoid overtaxing learners’ working memory.

Sample of Letter Sound Discrimination subtask (LOA: Bahasa, Indonesia)

SAMPLE

Bagian 2: Membedakan Bunyi Awal

Kegiatan ini tidak dihitung waktunya dan tidak ada lembar jawab siswa. Bacakan pertanyaannya terlebih dahulu, lalu bacakan masing-masing kelompok kata yang diteskan sebanyak dua kali. :

Sekarang kegiatan mendengarkan. Saya akan menyebutkan tiga kata. Satu dari ketiga kata tersebut diawali dengan bunyi yang berbeda. Sebutkanlah kata mana yang diawali dengan bunyi yang berbeda itu. Saya akan menyebutkan kata-katanya sebanyak dua kali.

Contoh: Kata manakah yang diawali dengan bunyi yang berbeda?

"main" "minum" "kursi".

"main" "minum" "kursi".

Jika benar: Bagus, "kursi" diawali dengan bunyi yang berbeda.

Jika salah: "Main" "minum" "kursi". "Kursi" diawali dengan bunyi yang beda dari "main" dan "minum".

Kata manakah yang diawali dengan bunyi yang berbeda?

"duku" "jambu" "jeruk".

"duku" "jambu" "jeruk".

Jika benar: Bagus, "duku" diawali dengan bunyi yang berbeda.

Jika salah: "Duku" "jambu" "jeruk". "Duku" diawali dengan bunyi yang beda dari "jambu" dan "jeruk".

Sekarang coba satu lagi: Kata manakah yang diawali dengan bunyi yang berbeda?

"nenek," "rumah" "nasi".

"nenek," "rumah" "nasi".

Jika benar: Bagus, "rumah" diawali dengan bunyi yang berbeda.

Jika salah: "Nenek" "rumah" "nasi". "Rumah" diawali dengan bunyi yang beda dari "nenek" dan "nasi".

Apakah kamu siap? Mari kita mulai!

- Ucapkan masing-masing kelompok kata dua kali dengan kecepatan sedang (1 kata per detik). Jika anak tidak menjawab dalam 3 detik, tandai dengan tidak menjawab dan lanjutkan.

**Berhenti:** Jika anak menjawab lima kelompok kata pertama dengan salah atau tidak menjawab, hentikan kegiatan ini, tandai kotak di bagian bawah, dan lanjutkan pada kegiatan berikutnya.

Katakan, Kata manakah yang dimulai dengan bunyi yang berbeda? (Untuk memulai setiap nomor!)

|    |        |        |        | Jawaban | Tanggapan |       |                |
|----|--------|--------|--------|---------|-----------|-------|----------------|
| 1  | sangat | semua  | dapur  | dapur   | benar     | salah | tidak menjawab |
| 2  | kulit  | galak  | kaget  | galak   | benar     | salah | tidak menjawab |
| 3  | buku   | padi   | bias   | padi    | benar     | salah | tidak menjawab |
| 4  | libur  | riuh   | ramai  | libur   | benar     | salah | tidak menjawab |
| 5  | kalah  | malas  | marah  | kalah   | benar     | salah | tidak menjawab |
| 6  | guru   | mangga | gigi   | mangga  | benar     | salah | tidak menjawab |
| 7  | jawab  | jumlah | cerdas | cerdas  | benar     | salah | tidak menjawab |
| 8  | bulan  | pesan  | pulang | bulan   | benar     | salah | tidak menjawab |
| 9  | tidak  | tabu   | sibuk  | sibuk   | benar     | salah | tidak menjawab |
| 10 | lapar  | lemas  | hari   | hari    | benar     | salah | tidak menjawab |

Tandai kotak ini jika kegiatan tidak dilanjutkan karena siswa tidak dapat memberikan jawaban yang benar pada lima kelompok kata pertama:

☐

Terima kasih, mari kita lanjutkan ke bagian berikutnya.

Bahasa Indonesia 4

Administering Letter Sound Discrimination

This subtask does not require stimuli and is untimed. The assessor should read each set of words aloud slowly two times. If the learner does not respond after a period of time (3-5 seconds), the assessor should mark the item as “no response” and move to the next item.

## ADDITIONAL RESOURCES

*Forthcoming*

### — Phonemic Segmentation (Additional Subtask)

Phoneme segmentation, which in this case means the division of words into phonemes, is one of the most complex skills of phonological awareness and should be emphasized in the early grades (Linan-Thompson & Vaughn 2007). It is also predictive of later learning skills. EGRA subtasks designed to test phoneme segmentation have been difficult to administer and have demonstrated large floor-effect problems (i.e., very few learners are able to complete the subtask).

The original EGRA subtask for phonemic awareness involved phoneme segmentation. For this portion of the assessment, the assessor would read out loud a list of ten simple, one-syllable words, one at a time. Learners were asked to identify and sound out each sound present in the word (because this was an auditory assessment, there was no handout). This task was later removed from the core list due to floor effects. It has been used in some contexts more recently where learners have more familiarity with phonemic awareness.

#### Scoring

The assessor records the number of correct phonemes as a proportion of total phonemes attempted. This is not a timed segment of the assessment.

#### Construction of Phonemic Segmentation Subtask

Simple one- or two-syllable words are selected. Words use common phoneme constructions that minimize the number of complex graphemes (i.e., phoneme constructs with more than one letter and with blends are avoided) and vary the beginning sounds between consonants and vowels.

#### Sample of Phonemic Segmentation Subtask (LOA: Portuguese, Timor-Leste)

##### SAMPLE

##### Sesaun 3b. Kualidade ba Fonema sira - 2

*Ida ne'e "LA'OS" ezersísui atu marka ho tempu NO LA EZISTE FORMULÁRIU BA LABARIK. Lee ho lian maka'as kada liafuan ida-idak dala rua hafoin husu labarik atu dehan ninia son sira.*

Ida ne'e ezersísíu kona-ba rona. Ó hatene katak kada letra iha nia son ida-idak. Ezemplu, "casa", "c"- "a"- "s" - "a" bele rona "/c/ - /a/ - /s/ - /a/". Ha'u sei temi liafuan ne'e dala rua, entaun rona didi'ak.

**Ita koko. Son saída mak iha liafuan "par" – "par"?**

*[sé labarik hatán loos, dehan]: Di'ak, son ba liafuan "par" mak /p/ /a/ /r/.*

*[sé labarik hatán laloos, dehan]: son ba liafuan "par" mak /p/ /a/ /r/.*

**Agora ó fali. Dehan mai ha'u son iha liafuan "par".** *[hein ba labarik to'o segundu 5 atu hatán].*

**Ita koko fali seluk. Son saída mak iha liafuan "mar" – "mar"?**

*[sé labarik hatán loos, dehan]: Di'ak, son ba liafuan "mar" mak /m/ /a/ /r/.*

*[sé labarik hatán laloos, dehan]: son ba liafuan "par" mak /m/ /a/ /r/.*

**Agora ita komesa. Ha'u sei temi liafuan ida – ida dala rua. Rona ba liafuan ida-ida no dehan mai ha'u liafuan ne'e nia son. Ó hatene ona atu halo saidá?**

*Pronunsia DALA RUA ho neineik kada liafuan ida-idak ninia konjuntu (liafuan ida segundu ida).*

*Marka ho barra (/) ba resposta ne'ebé laloos, no moos ba son ne'ebé sira la temi ou hakat liu.*

*Sé labarik la hatán ba liafuan ida iha segundu 5 nia laran, entaun marka son sira iha liafuan ne'e laloos no kontinua ba liafuan seluk.*

*Regra atu hapara ezersísíu: sé labarik la fó resposta ida ka rua ne'ebé loos iha liafuan 5 dahuluk, dehan "obrigada barak", keta kontinua ezersísíu ne'e, marka kaixa mamuk ida iha okos hafoin pasa fali ba ezersísíu tuir mai.*

Son saída mak iha \_\_\_\_\_? \_\_\_\_\_/

[repete liafuan ne'e dala rua]

|       |     |     |     |         |
|-------|-----|-----|-----|---------|
| “lar” | /l/ | /a/ | /r/ | _____/3 |
|-------|-----|-----|-----|---------|

|       |     |     |     |         |
|-------|-----|-----|-----|---------|
| “era” | /e/ | /r/ | /a/ | _____/3 |
|-------|-----|-----|-----|---------|

|       |     |     |     |         |
|-------|-----|-----|-----|---------|
| “paz” | /p/ | /a/ | /z/ | _____/3 |
|-------|-----|-----|-----|---------|

|       |     |     |     |         |
|-------|-----|-----|-----|---------|
| “sal” | /s/ | /a/ | /l/ | _____/3 |
|-------|-----|-----|-----|---------|

|       |     |     |     |         |
|-------|-----|-----|-----|---------|
| “mal” | /m/ | /a/ | /l/ | _____/3 |
|-------|-----|-----|-----|---------|

**Linha 5**

|         |     |     |     |     |         |
|---------|-----|-----|-----|-----|---------|
| “arroz” | /a/ | /r/ | /o/ | /z/ | _____/4 |
|---------|-----|-----|-----|-----|---------|

|        |     |     |     |     |         |
|--------|-----|-----|-----|-----|---------|
| “casa” | /c/ | /a/ | /s/ | /a/ | _____/4 |
|--------|-----|-----|-----|-----|---------|

|        |     |     |     |     |         |
|--------|-----|-----|-----|-----|---------|
| “fala” | /f/ | /a/ | /l/ | /a/ | _____/4 |
|--------|-----|-----|-----|-----|---------|

|         |     |     |     |     |         |
|---------|-----|-----|-----|-----|---------|
| “massa” | /m/ | /a/ | /s/ | /a/ | _____/4 |
|---------|-----|-----|-----|-----|---------|

|         |     |     |     |     |         |
|---------|-----|-----|-----|-----|---------|
| “carro” | /c/ | /a/ | /r/ | /o/ | _____/4 |
|---------|-----|-----|-----|-----|---------|

Marka X iha kaixa tuir mai ne'e sé ezersísiu la kontinua tanba labarik la hatán loloos iha

liafuan 5 dahuluk: ☐

**Servisu di'ak! Mai ita kontinua sesaun tuir mai.**

## Administering Phonemic Segmentation

This subtask does not require stimuli and is untimed. The assessor should read each item one at a time. If the learner does not respond after a period of time (3-5 seconds), the assessor should mark the item as “no response” and move to the next item.

### ADDITIONAL RESOURCES

*Forthcoming*

## 1.5 Measures of Phonics (Alphabetic Principle)

| Reading Skill (domain)         | Subtask                     | Type       | Minimum Rec # Items | Skill Demonstrated by Learner's Ability To:                                           |
|--------------------------------|-----------------------------|------------|---------------------|---------------------------------------------------------------------------------------|
| Alphabetic principle (phonics) | Letter name identification  | Common     | 50                  | Provide the name of letters                                                           |
|                                | Letter sound identification | Common     | 50                  | Provide the sound of letters.                                                         |
|                                | Syllable identification     | Common     | 50                  | Provide the sound of syllables                                                        |
|                                | Dictation                   | Additional | 10                  | Write down letter sounds, words, and/or a short sentence read out loud by an assessor |

### — Letter Name Identification Subtask

This subtask is very similar in structure and administration to the letter sound identification subtask described above. Although letter sound knowledge is a prerequisite to decoding, numerous studies conducted in the United States and European countries have found letter name knowledge to also be highly predictive of later reading achievement. In many countries, EGRA pilot tests of this subtask assessing children's knowledge of letter names have resulted in significant ceiling effects (i.e., almost all children receive high scores), so other subtasks are often used in the final version of the instrument.

### Scoring

As with the letter sound identification exercise, the learner's score for this subtask is calculated based on the number of correct letters named per minute.

### Construction of Letter Name Identification Subtask

The letter name version of the subtask is constructed based on the same letter-frequency analysis described above, except this version does not include digraphs and diphthongs. The learner stimulus sheet is a laminated page containing all the letters of the alphabet, distributed randomly, ten to a line in ten horizontal rows (100 letters total), and evenly distributed among upper- and lowercase letters. Most of the letters will be presented multiple times, based on the frequency with which letters are used in the language. The items within rows of the grid can be reordered (re-randomized) for preparing equivalent test forms, although testing for ordering effects is recommended. When creating the grids, researchers must follow some guidelines on the order of the items, such as avoiding placing

letters in the grid in the same position they hold in the alphabet (for example positioning letter “a” as the first one in the grid) and avoiding putting letters next to each other that could form a word (in the language of the assessment as well as in the language[s] spoken by the learners in the area).

**Sample of Letter Name Identification Subtask**

**SAMPLE**

See the letter sound identification sample below for an indication of the layout for the letter name version of the letter name identification subtask.

**Administering Letter Name Identification Subtask**

Similar to the letter sound identification subtask, stimuli will be needed. The learner has 1 minute to say as many letter names as possible. Start the timer once the learner says the first letter name. If the child does not say the first letter after 3 seconds, tell the child to go to the next item (3-second “nudging rule”). While the child reads, record responses on the subtask sheet. If the learner does not provide a correct response in the first 10 items (letters), please observe the auto-stop rule and move on to the next subtask. After the 1 minute is complete, mark the last item (letter) attempted. If the child reads all the letters BEFORE the allotted time is finished, record the time remaining.

**ADDITIONAL RESOURCES**

*Forthcoming*

**— Letter Sound Identification Subtask**

In this subtask, learners are asked to produce the sounds of all the letters, plus digraphs and diphthongs (e.g., in English: th, sh, ey, ea, ai, ow, oy), from the given list within a one-minute period.

For letters, the full set of letters of the alphabet is listed in random order, ten letters to a row, using a clear, large, and familiar font. For example, Century Gothic in Microsoft Word is similar to the type used in many children’s textbooks; SIL International has designed a font called Andika specifically to accommodate beginning readers. The number of times a letter is repeated is based on the frequency with which it occurs in the language in question (as an example, see the frequency table for English below. The complete alphabet (using a proportionate mixture of both upper and lower case) is presented based on evidence from European languages that learners’ reading skills advanced only after about 80 percent of the alphabet was known (Seymour, Aro & Erskine 2003).

Letter-frequency tables will depend on the text being analyzed (a report on X-rays or xylophones will necessarily show a higher frequency of the letter x than the average text). These tables are available for Spanish, French, and other international alphabetic languages. Test developers constructing

instruments in other languages sample 20–30 pages of a grade-appropriate textbook or supplementary reading material and analyze the frequency of letters electronically to develop similar letter-frequency tables.

**FREQUENCY OF USE FOR LETTERS IN ENGLISH LANGUAGE**

|   |        |   |       |   |       |
|---|--------|---|-------|---|-------|
| E | 12.02% | C | 2.70% | Y | 2.11% |
| A | 8.12%  | U | 2.88% | W | 2.09% |
| R | 6.02%  | D | 4.32% | K | 0.69% |
| I | 7.31%  | P | 1.82% | V | 1.11% |
| O | 7.68%  | M | 2.61% | X | 0.17% |
| T | 9.10%  | H | 5.92% | Z | 0.07% |
| N | 6.95%  | G | 2.03% | J | 0.10% |
| S | 6.28%  | B | 1.49% | Q | 0.11% |
| L | 3.98%  | F | 2.30% |   |       |

Source. “English letter frequency (based on a sample of 40,000 words).” Department of Mathematics, Cornell University. Retrieved February 6, 2024.

Developing a letter-frequency table requires typing the sampled pages into a word-processing program and using the “Find” command. Enter the letter “a” in the “Find what” search box and set up the search to highlight all items found in the document. Microsoft Word will highlight each instance of the letter “a” in the document and will report the number of times it appeared. The analyst will repeat this process for each letter of the alphabet, recording the total number for each letter until the proportion of appearances for each letter can be calculated as a share of the total number of letters in the document.

When measuring letter sound identification, diphthongs and digraphs to be included will vary by language and the curriculum expectations of each grade level in the country. Using the frequency analysis of sampled textbook pages, the developers identify the most common diphthongs and digraphs learners are expected to be able to read. Language experts are consulted to decide the most appropriate letters to include from the curriculum and language frequency analysis.

Pronunciation issues need to be handled with sensitivity in this and other subtasks. The issue is not to test for “correct” pronunciation. The assessment tests whether or not a child can state a letter sound, allowing for pronunciation that may be common in a given region or form of the language of the adaptation. Thus, regional accents are acceptable in judging whether a letter sound is pronounced

correctly. Using this subtask in contexts where letter sounds are not commonly taught, or have only recently been introduced in the curriculum, might produce an under-estimate of learners' actual alphabetic knowledge because they (and the assessors) might experience difficulties in pronouncing and recognizing the letter sounds (and scoring them correctly). In these cases, attention should be given during training to familiarize assessors with letter sounds and to create agreement on acceptable pronunciations. Thus, some letters that can represent more than one sound could have several acceptable answers. For a complete list of characters and symbols in international phonetic alphabets, please see the copyrighted [chart](#) created and maintained by the International Phonetic Association.

## **Scoring**

The child's score for this subtask is calculated as the number of correct letter sounds read per minute. If the child completes all of the letter sounds and digraphs/diphthongs before the time expires, the time of completion is recorded and the calculations are based on that time period.

## **Construction of Letter Sound Identification Subtask**

This subtask consists of 100 total items. Letters of the alphabet, plus any digraphs and diphthongs if appropriate, are distributed with ten letters to a line in horizontal rows, and evenly distributed among upper- and lowercase letters. Most of the characters will be presented multiple times. The percentages calculated in the exercise above act as a guide for the frequency with which the letters, diphthongs, and/or digraphs appear in the task sheet.

It is not uncommon that an existing EGRA instrument needs to be modified into one or more parallel versions, for example, for purposes of monitoring gains from baseline to midterm or endline. Under such scenarios, items in some subtasks are reordered, or re-randomized, to create new grids—e.g., ten rows of ten letters—without having to recalculate frequencies. In these cases, to ensure equivalent test forms, it is important that the reordering occur only within the individual rows (to retain relative subtask difficulty)<sup>1</sup>. Each item in the grid remains in the same row where it appeared in the previous instrument.

## Sample of Letter Sound Identification Subtask (LOA: Icibemba, Zambia)

SAMPLE

| Sub-test 2. LETTER SOUND IDENTIFICATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   | Page 1 | ⌚ 60 seconds |   |   |   |   |   |         |   |    |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |         |                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------|--------------|---|---|---|---|---|---------|---|----|---|---|---|---|---|---|---|---|---|--------|---|---|---|---|---|---|---|---|---|--------|---|---|---|---|---|---|---|---|---|--------|---|---|---|---|---|---|---|---|---|--------|---|---|---|---|---|---|---|---|---|--------|---|---|---|---|---|---|---|---|---|--------|---|---|---|---|---|---|---|---|---|--------|---|---|---|---|---|---|---|---|---|--------|---|---|---|---|---|---|---|---|---|--------|---|---|---|---|---|---|---|---|---|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>🔊 Ili ipepala nalikwata ifilembo ifili mu alufabeti wa Cibemba. Nomba njebako ifiunda fya ifi filembo, ulande fyonse ifyo wiishibe. Ibukisha ukuti temashina yalefwaikwa iyoo, leelo fiunda. Here is a page full of letters of the Cibemba alphabet. Please tell me the SOUNDS of as many letters of the alphabet as you can. Not their names, but their sounds.</p> <p>[point to the letter T] Icilangililo, iciunda ca cilembo ici t, ni /t/. For example, the sound of this letter is /t/.</p> <p>[point to the letter M] Natweshe ukucita ifi: Njebako iciunda ca cilembo ici: Let's practice: Tell me the sound of this letter.</p> <p>✓🔊 Eya cawama, iciunda ca cilembo ici ni /m/. Good, the sound of this letter is /m/.</p> <p>✗🔊 Iciunda ca cilembo ici ni /m/. The sound of this letter is /m/.</p> <p>[point to the letter S] Nomba natwesha icilembo cimbi: Njebako iciunda ca cilembo ici. Now let us try another one. Tell me the sound of this letter.</p> <p>✓🔊 Eya cisuma, iciunda ca cilembo ici ni /s/. Good, the sound of this letter is /s/.</p> <p>✗🔊 Iciunda ca cilembo ici ni /s/. The sound of this letter is /s/.</p> <p>[point to first letter] Nganati "tampa", utampe mpaka upwishe ipepala lyonse. uleesonta pali cila cilembo na ukunjeba iciunda ca cilembo mu kwikatisha ishiwi. Ubelenge mukwangufyanya kabili busaka-busaka. Ngawasanga icilembo ushishibe, wikokolapo konkanyapo ukwabula ukupoosa inshita kabiye pa cilembo cakonkapo. Biika umunwe pa cilembo ca kubalilapo. Nauipekanya? Tampako. When I say "Begin," start here and go across the page. Point to each letter and tell me the sound of that letter in a loud voice. Read as quickly and carefully as you can. If you come to a letter you do not know, go on to the next letter. Put your finger on the first letter. Ready? Begin.</p> <p>✂ ( / ) Mark any incorrect letters with a slash<br/>( Ø ) Circle self-corrections if you already marked the letter incorrect<br/>( ) Mark the final letter read with a bracket</p> <p>Examples: t m s</p> <table border="1"> <thead> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th></tr> </thead> <tbody> <tr> <td>e</td><td>F</td><td>u</td><td>t</td><td>W</td><td>a</td><td>p</td><td>b</td><td>L</td><td>a (10)</td></tr> <tr> <td>U</td><td>a</td><td>e</td><td>s</td><td>o</td><td>i</td><td>B</td><td>k</td><td>E</td><td>A (20)</td></tr> <tr> <td>N</td><td>F</td><td>P</td><td>Y</td><td>c</td><td>a</td><td>M</td><td>I</td><td>u</td><td>L (30)</td></tr> <tr> <td>i</td><td>A</td><td>K</td><td>η</td><td>a</td><td>L</td><td>i</td><td>a</td><td>s</td><td>M (40)</td></tr> <tr> <td>u</td><td>t</td><td>U</td><td>K</td><td>m</td><td>o</td><td>u</td><td>n</td><td>i</td><td>A (50)</td></tr> <tr> <td>b</td><td>a</td><td>n</td><td>a</td><td>E</td><td>a</td><td>O</td><td>u</td><td>s</td><td>E (60)</td></tr> <tr> <td>A</td><td>n</td><td>a</td><td>S</td><td>M</td><td>L</td><td>m</td><td>η</td><td>b</td><td>T (70)</td></tr> <tr> <td>u</td><td>t</td><td>i</td><td>w</td><td>I</td><td>u</td><td>B</td><td>c</td><td>N</td><td>I (80)</td></tr> <tr> <td>a</td><td>I</td><td>w</td><td>a</td><td>i</td><td>N</td><td>k</td><td>m</td><td>a</td><td>L (90)</td></tr> <tr> <td>y</td><td>P</td><td>M</td><td>A</td><td>U</td><td>O</td><td>A</td><td>n</td><td>a</td><td>A (100)</td></tr> </tbody> </table> |   | 1      | 2            | 3 | 4 | 5 | 6 | 7 | 8       | 9 | 10 | e | F | u | t | W | a | p | b | L | a (10) | U | a | e | s | o | i | B | k | E | A (20) | N | F | P | Y | c | a | M | I | u | L (30) | i | A | K | η | a | L | i | a | s | M (40) | u | t | U | K | m | o | u | n | i | A (50) | b | a | n | a | E | a | O | u | s | E (60) | A | n | a | S | M | L | m | η | b | T (70) | u | t | i | w | I | u | B | c | N | I (80) | a | I | w | a | i | N | k | m | a | L (90) | y | P | M | A | U | O | A | n | a | A (100) | <p>Start the timer when the child reads the first letter.</p> <p>⏸ If a child hesitates or stops on a letter for 3 SECONDS, point to the next letter and say "Go on"</p> <p>⌚ When the timer reaches 0, say "stop."</p> <p>✂ If the child does not provide a single correct response on the first line (10 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.</p> |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2 | 3      | 4            | 5 | 6 | 7 | 8 | 9 | 10      |   |    |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |         |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| e                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | F | u      | t            | W | a | p | b | L | a (10)  |   |    |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |         |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| U                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | a | e      | s            | o | i | B | k | E | A (20)  |   |    |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |         |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| N                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | F | P      | Y            | c | a | M | I | u | L (30)  |   |    |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |         |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| i                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | A | K      | η            | a | L | i | a | s | M (40)  |   |    |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |         |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| u                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | t | U      | K            | m | o | u | n | i | A (50)  |   |    |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |         |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| b                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | a | n      | a            | E | a | O | u | s | E (60)  |   |    |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |         |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | n | a      | S            | M | L | m | η | b | T (70)  |   |    |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |         |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| u                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | t | i      | w            | I | u | B | c | N | I (80)  |   |    |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |         |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | I | w      | a            | i | N | k | m | a | L (90)  |   |    |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |         |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| y                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | P | M      | A            | U | O | A | n | a | A (100) |   |    |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |         |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| ⌚ Time remaining on stopwatch at completion (number of SECONDS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |        |              |   |   |   |   |   |         |   |    |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |         |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| ✂ Exercise discontinued because the child had no correct answers in the first line                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |        |              |   |   |   |   |   |         |   |    |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |         |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Eya cawama waesha! Katuleya ku cipande cakonkapo. Good effort! Let's go on to the next section.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |        |              |   |   |   |   |   |         |   |    |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |         |                                                                                                                                                                                                                                                                                                                                                                                                                                |

## Administering Letter Sound Identification

**Stimuli Needed.** The learner has 1 minute to say as many letter sounds as possible. Start the timer once the learner says the first letter sounds. If the child does not say the first letter after 3 seconds, tell the child to go to the next item (3-second "nudging rule"). While the child reads, record responses on the subtask sheet. If the learner does not provide a correct response in the first 10 items (letters), please observe the auto-stop rule and move on to the next subtask. After the 1 minute is complete, mark the last item (letter) attempted. If the child reads all the letters BEFORE the allotted time is finished, record the time remaining.

## ADDITIONAL RESOURCES

- **Letter Sound quality checklist and template**, see pg. 11-13
- For more information on Letter frequency see the following resources
  - Rates for French, German, Spanish, Portuguese, and others are available at [SOCCR Letter Frequency Data](#)
  - **WordCalc Tool** to develop grade appropriate letter frequency rates and reading passages
  - **How to prepare a letter or word frequency list**, See RTI EGRA Guidance Note Annex 7
- For more about the Andika font for Latin and Cyrillic scripts, including how to download it, see [SIL Andika](#)

## — Syllable Identification

A syllable is a unit of spoken language that consists of one or more vowel sounds at a minimum and may also include consonant sounds. Being able to identify syllables and learning common syllable patterns can help learners to read longer words, among other benefits. The syllable identification subtask has been used in contexts where the language has primarily open (i.e., vowel-final) syllables and/or where the reading pedagogy stresses syllabic combinations, such as Bantu languages. This subtask is very similar in structure and administration to the letter sound identification subtask and letter name identification subtasks.

### Scoring

The learner's score for this subtask is calculated based on the number of correct syllables.

### Construction of Syllable Identification Subtask

The syllable identification subtask is constructed based on analysis of commonly used syllables in a language in which there are primarily open (i.e., vowel-final) syllables (e.g., mu/sic) or reading instruction focuses on syllabic combinations. The learner stimulus sheet contains selected syllables, distributed randomly, ten to a line in ten horizontal rows (100 syllables total). The items within rows of the grid can be reordered (re-randomized) for preparing equivalent test forms, although testing for ordering effects is recommended.

## Sample of Syllable Identification Subtask (LOA: Cinyanja, Zambia)

### SAMPLE

| Sub-test 3. Syllable Fluency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Page 2 | 60 seconds |      |      |      |     |      |     |       |       |  |    |    |     |    |    |     |    |    |    |    |      |     |    |     |    |    |    |    |    |    |    |      |    |     |    |     |    |    |    |     |    |    |      |    |     |    |    |    |      |     |    |    |     |      |    |    |    |    |    |     |    |    |    |    |      |    |    |    |     |    |      |     |    |    |       |      |     |     |    |    |     |      |    |    |    |    |      |    |    |    |    |    |    |    |     |     |    |      |     |    |    |      |    |     |    |    |   |     |      |    |    |     |    |      |     |    |      |    |      |       |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>🔊</b> Pano ndili ndi tsamba limene liri ndi masilabe ya m'Cinyanja. . Conde ndiwerengere masilabe amene ungakwanitse kuwerenga. Here is a page full of syllables. Please read as many syllables as you can.</p> <p>[point to the syllable /ma/] Mwacitsanzo, silabe ili ndi /ma/. For example, the sound of this syllable is /ma/.</p> <p>[point to the syllable /si/] Tiye tiyaserere: ndiuzesilabe ili /si/. Let's practice: Read this syllable.</p> <p>✓🔊 Cabwino, silabe ili ndi /si/. Good, this syllable is /si/.</p> <p>✗🔊 Silabe ili ndi /si/ This syllable is /si/.</p> <p>[point to the syllable /fu/] Tsopano tiye tiyese silabe lina. Ndiuzesilabe ili /fu/. Now let us try another one. Read this syllable.</p> <p>✓🔊 Cabwino, silabe ili ndi /fu/. Good, this syllable is /fu/.</p> <p>✗🔊 Silabe ili ndi /fu/. This syllable is /fu/.</p> <p>[point to first syllable] Ndikanena kuti "tiyambe", uyambire apa ndi kupitiriza mopingasa tsamba ili. Lata ku lembo lirilonse ndipo ndiuzesilabe limenelo mmaw okweza. Ngati wafika pa silabe limene sudziwa, pitiriza kupita kusilabe lotsatira. Ika cala cako pa silabe loyamba. Wakonzeka? Yamba. When I say "Begin," start here and go across the page. Point to each syllable and say that syllable in a loud voice. Read as quickly and carefully as you can. If you come to a syllable you cannot say, go on to the next one. Put your finger on the first syllable. Ready?</p> <p>⚠ (/) Mark any incorrect syllables with a slash</p> <p>(Ø) Circle self-corrections if you already marked the syllable incorrect.</p> <p>([]) Mark the final syllable read with a bracket.</p> <p>Examples: ma si fu</p> <table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th></th> </tr> </thead> <tbody> <tr> <td>le</td> <td>fi</td> <td>mwa</td> <td>se</td> <td>ye</td> <td>ndi</td> <td>ni</td> <td>fa</td> <td>zi</td> <td>da</td> <td>(10)</td> </tr> <tr> <td>dzi</td> <td>cu</td> <td>nyu</td> <td>ba</td> <td>zo</td> <td>la</td> <td>bu</td> <td>ka</td> <td>yu</td> <td>ti</td> <td>(20)</td> </tr> <tr> <td>vi</td> <td>tsi</td> <td>mi</td> <td>nze</td> <td>wa</td> <td>pe</td> <td>ki</td> <td>nya</td> <td>pi</td> <td>go</td> <td>(30)</td> </tr> <tr> <td>fu</td> <td>nda</td> <td>pa</td> <td>ga</td> <td>ri</td> <td>ntha</td> <td>nja</td> <td>be</td> <td>to</td> <td>nga</td> <td>(40)</td> </tr> <tr> <td>na</td> <td>de</td> <td>ma</td> <td>di</td> <td>co</td> <td>thi</td> <td>ra</td> <td>zu</td> <td>we</td> <td>mo</td> <td>(50)</td> </tr> <tr> <td>do</td> <td>za</td> <td>ne</td> <td>bwa</td> <td>bi</td> <td>ngwa</td> <td>ngi</td> <td>ku</td> <td>su</td> <td>nkhwa</td> <td>(60)</td> </tr> <tr> <td>mba</td> <td>ngu</td> <td>po</td> <td>wi</td> <td>mwa</td> <td>nsha</td> <td>le</td> <td>so</td> <td>gu</td> <td>si</td> <td>(70)</td> </tr> <tr> <td>nu</td> <td>ko</td> <td>li</td> <td>sa</td> <td>no</td> <td>ya</td> <td>du</td> <td>mpe</td> <td>nzi</td> <td>ce</td> <td>(80)</td> </tr> <tr> <td>nsa</td> <td>re</td> <td>ke</td> <td>ntho</td> <td>vu</td> <td>nye</td> <td>me</td> <td>te</td> <td>o</td> <td>nde</td> <td>(90)</td> </tr> <tr> <td>tu</td> <td>yo</td> <td>nsi</td> <td>mu</td> <td>mphu</td> <td>njo</td> <td>wu</td> <td>mtsi</td> <td>lu</td> <td>mtsu</td> <td>(100)</td> </tr> </tbody> </table> | 1      | 2          | 3    | 4    | 5    | 6   | 7    | 8   | 9     | 10    |  | le | fi | mwa | se | ye | ndi | ni | fa | zi | da | (10) | dzi | cu | nyu | ba | zo | la | bu | ka | yu | ti | (20) | vi | tsi | mi | nze | wa | pe | ki | nya | pi | go | (30) | fu | nda | pa | ga | ri | ntha | nja | be | to | nga | (40) | na | de | ma | di | co | thi | ra | zu | we | mo | (50) | do | za | ne | bwa | bi | ngwa | ngi | ku | su | nkhwa | (60) | mba | ngu | po | wi | mwa | nsha | le | so | gu | si | (70) | nu | ko | li | sa | no | ya | du | mpe | nzi | ce | (80) | nsa | re | ke | ntho | vu | nye | me | te | o | nde | (90) | tu | yo | nsi | mu | mphu | njo | wu | mtsi | lu | mtsu | (100) | <p>Start the timer when the child reads the first syllable.</p> <p>🕒 If a child hesitates or stops on a syllable for 3 SECONDS, point to the next syllable and say, "Go on."</p> <p>🕒 When the timer reaches 0, say "stop."</p> <p>🕒 If the child does not provide a single correct response on the first line (10 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.</p> |
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| ⚠ Time remaining on stopwatch at completion (number of SECONDS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |        |            |      |      |      |     |      |     |       |       |  |    |    |     |    |    |     |    |    |    |    |      |     |    |     |    |    |    |    |    |    |    |      |    |     |    |     |    |    |    |     |    |    |      |    |     |    |    |    |      |     |    |    |     |      |    |    |    |    |    |     |    |    |    |    |      |    |    |    |     |    |      |     |    |    |       |      |     |     |    |    |     |      |    |    |    |    |      |    |    |    |    |    |    |    |     |     |    |      |     |    |    |      |    |     |    |    |   |     |      |    |    |     |    |      |     |    |      |    |      |       |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| ⚠ Exercise discontinued because the child had no correct answers in the first line                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |            |      |      |      |     |      |     |       |       |  |    |    |     |    |    |     |    |    |    |    |      |     |    |     |    |    |    |    |    |    |    |      |    |     |    |     |    |    |    |     |    |    |      |    |     |    |    |    |      |     |    |    |     |      |    |    |    |    |    |     |    |    |    |    |      |    |    |    |     |    |      |     |    |    |       |      |     |     |    |    |     |      |    |    |    |    |      |    |    |    |    |    |    |    |     |     |    |      |     |    |    |      |    |     |    |    |   |     |      |    |    |     |    |      |     |    |      |    |      |       |                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Administering Syllable Identification

**Stimuli Needed.** The learner has 1 minute to read out loud as many syllables as possible. Start the timer once the learner says the first syllable. If the learner pauses on a syllable for 3 seconds, mark the syllable incorrect and tell the learner to go to the next syllable (3-second "nudging rule"). While the learner reads, record responses on the subtask sheet. If the learner does not provide a correct response in the first 10 syllables, please observe the auto-stop rule and move on to the next subtask. After the 1 minute is complete, mark the last syllable attempted. If the child reads all the syllables BEFORE the allotted time is finished, record the time remaining.

## ADDITIONAL RESOURCES

*Forthcoming*

### — Dictation (Additional)

Teachers frequently use dictation assessment to test both oral comprehension and writing skills. As discussed earlier, the reading process can also be tested in reverse: Learners' ability to hear sounds and correctly write the letters and words corresponding to the sounds they hear demonstrates their success with the alphabetic principle. A number of assessment packages offered by commercial test development specialists give teachers instructions on how to develop and score their own assessments. This particular subtask of the EGRA was inspired by models promoted in the early 2000s by the Educational Testing Service and the Children's Literacy Initiative (neither model remains available) and by research by the International Reading Association (Denton, Ciancio & Fletcher 2006). This subtask was part of the original core EGRA; however, it was later removed due to difficulties in standardization of scoring and implementation.

#### Scoring

Learners are scored on a simple scale that captures the learners' ability to correctly write letters. The capital and lowercase versions of the letter are both acceptable answers.

#### Construction of Dictation Subtask

Five of the most commonly occurring letters of the language being assessed are chosen for this subtask.

#### Sample of Dictation Subtask (LOA: Creole, Haiti)

##### SAMPLE

This is a sample dictation subtask in two parts that involved writing individual letters, then writing several short words (as opposed to sentences) in Creole, Haiti.

|                                 |                                                                                                       |                                                                                     |
|---------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>K-Seksyon 8 :<br/>Dictée</b> |  Fèy papye ak kreyon |  x |
|                                 |  x                   |  x |

(✓) Korèk / pa korèk / pa gen repons ditou

#### A. Lèt

Bay timoun nan yon kreyon ak yon fèy papye. Pa kite l gade lèt yo. Si timoun nan di : « Mwen pa konnen, » make repons sa a kòm enkòrèk.

**Mwen pra l di w kèk lèt. Se pou koute m avèk atansyon. Apre chak lèt mwen fin di w, m ap repete l yon lòt fwa pou ou, e w ap ekri lèt ou tande a sou papye a pou mwen. Eske w konprann sa m mande w fè a ? Oke, koute epi ann kòmanse.**

| [Li chak lèt 2 fwa] |                             |                                |                                     |
|---------------------|-----------------------------|--------------------------------|-------------------------------------|
| <b>b</b>            | <input type="radio"/> Korèk | <input type="radio"/> Pa Korèk | <input type="radio"/> Pa gen repons |
| <b>j</b>            | <input type="radio"/> Korèk | <input type="radio"/> Pa Korèk | <input type="radio"/> Pa gen repons |
| <b>m</b>            | <input type="radio"/> Korèk | <input type="radio"/> Pa Korèk | <input type="radio"/> Pa gen repons |
| <b>v</b>            | <input type="radio"/> Korèk | <input type="radio"/> Pa Korèk | <input type="radio"/> Pa gen repons |
| <b>z</b>            | <input type="radio"/> Korèk | <input type="radio"/> Pa Korèk | <input type="radio"/> Pa gen repons |

**Kounye a, mwen pra l di w kèk mo. Koute m avèk atansyon. Apre chak mo mwen fin di w, m ap repete l yon lòt fwa pou ou, e w ap ekri mo ou tande a sou papye a pou mwen. Eske w konprann sa m mande w fè a ? Oke, koute epi ann kòmanse.**

#### B. Mo

| [Li chak mo 2 fwa] |                             |                                |                                     |
|--------------------|-----------------------------|--------------------------------|-------------------------------------|
| <b>fil</b>         | <input type="radio"/> Korèk | <input type="radio"/> Pa Korèk | <input type="radio"/> Pa gen repons |
| <b>ten</b>         | <input type="radio"/> Korèk | <input type="radio"/> Pa Korèk | <input type="radio"/> Pa gen repons |
| <b>pay</b>         | <input type="radio"/> Korèk | <input type="radio"/> Pa Korèk | <input type="radio"/> Pa gen repons |

**Anfòm! Ou pare pou w fè pwochen aktivite a. Trè byen !**

### Administering dictation subtask

Note that the 2016 toolkit removed this subtask due to difficulties in standardization of scoring and implementation.

#### ADDITIONAL RESOURCES

- An Example Subtask for Dictation-letter writing, see pg. 7

## 1.6 Measures of Decoding (Alphabetic Principle)

| Reading Skill (domain)          | Subtask               | Type   | Minimum Rec # Items | Skill Demonstrated by Learner's Ability To:                                                       |
|---------------------------------|-----------------------|--------|---------------------|---------------------------------------------------------------------------------------------------|
| Alphabetic principle (decoding) | Familiar word reading | Common | 50                  | Read words which are randomly ordered and drawn from a list of frequent words                     |
|                                 | Nonword reading       | Common | 50                  | Make letter-sound (grapheme-phoneme correspondences) through the reading of simple nonsense words |

### — Familiar Word Reading

Children's reading skills are often assessed using reading lists of unrelated words. This allows for a purer measure of word recognition and decoding skills than reading connected text, because children are unable to guess the next word from the context when reading lists of unrelated words. For this assessment, familiar words are high-frequency words selected from grade-level reading materials and storybooks in the language and context.

### Scoring

Similar to the letter sound identification exercise and the other timed exercises, three variables are collected for calculating this result: total words read, total incorrect words, and time remaining.

### Construction of Familiar Word Reading Subtask

Word lists for this task are created from national reading textbooks for the grade levels that will be included in the study. Word-frequency analyses of these texts inform the selection of 50 common, familiar, and simple words representing different parts of speech (e.g. nouns, verbs, adjectives). To the extent feasible, the pronunciation of the words is unambiguous and familiar in the relevant language or dialect. Words are arranged horizontally with appropriate spacing and a clear, familiar (lowercase) font in ten rows with five words per line. Items appear in random order (not in order of difficulty, length, alphabetic order, etc.) in the grid. The items within rows can be reordered (re-randomized) for preparing equivalent test forms, although testing for ordering effects is recommended.

Depending on language characteristics, the selected words include a balance between decodable familiar words (e.g., "cat") and common sight-words (e.g., "the"), as well as parts of speech. Word length and spelling patterns are representative of those found in early grade readers, and words are composed of a variety of letters, with none repeated disproportionately. None of the items can be a word in any other language with which the children may be familiar. This task must not include one-

letter words, as these will already be included in the letter grid. Three additional words serve as example words for assessors to practice with learners. The words must have a similar level of difficulty to the words in the grid.

The font used in this subtask is similar in size and style to that used in the official reading textbooks or, if there is no official book, in the most common books available for purchase.

### Sample of Familiar Word Reading Subtask (LOA: Portuguese, Timor-Leste)

#### SAMPLE

#### Sesaun 4. Identifika Liafuan ne'ebé Familiar

*Hatudu ba labarik papél ida ho liafuan familiar sira iha pájina daruak (formuláriu ba labarik). Dehan:*

Iha ne'e iha liafuan balun. Ha'u hakarak ó atu lee mai ha'u liafuan sira ne'ebé mak ó bele lee (labele solettra maibé lee de'it). Ezemplu, liafuan ida ne'e: "gato".

Mai ita koko: favór lee liafuan ne'e [hatudu ba liafuan "encarnado"]:

Sé labarik hatán ho loos dehan: **Di'ak**, liafuan ida ne'e "encarnado"

Sé labarik hatán laloos dehan: **Liafuan ida ne'e "encarnado"**

Agora ita koko fali seluk: favór lee liafuan ne'e [hatudu ba liafuan "cantar"]:

Sé labarik hatán ho loos dehan: **Di'ak**, liafuan ida ne'e "cantar"

Sé labarik hatán laloos dehan: **Liafuan ida ne'e "cantar"**

Bainhira ha'u dehan "Hahú", favór temi sai letra nia naran hotu ne'ebé mak ó hatene. Lee letra sira iha pájina nia naruk, komesa husi risku dahuluk nia okos. [hatudu ba iha letra dahuluk iha liña dahuluk depois ezemplu].

Prontu? Komesa.



*Hahú ho kronómetru bainhira labarik komesa lee letra dahuluk.*

*Haree no dada tuir imi- nia lapis atu marka loloos letra ruma ne'ebé mak laloos ho barra (/).*

*Kuandu labarik kuriji, konta ida ne'e iha loos. **Nonok nafatin**, ezetu ho situasaun hanesan; bainhira labarik nonok liu segundu/detik 3, dehan sai letra nia naran no marka letra ne'e laloos, hafoin kontinua hatudu fali letra tuir mai no dehan "favór bá oin."*

**Depois segundu 60 ona dehan, "PARA".**

*Marka letra ne'ebé lee ikus ho kolxete (|).*

*Regra atu hapara ezersísiiu: sé labarik la fó resposta ida ka rua ne'ebé loos iha liña dahuluk, dehan "obrigada barak", ba ezersísiiu ne'e, marka kaixa ida iha okos hafoin pasa fali ba ezersísiiu tuir mai.*

*Exemplo : gato encarnado cantar*

| 1         | 2      | 3       | 4       | 5      |      |
|-----------|--------|---------|---------|--------|------|
| ir        | embora | azul    | amar    | vir    | (5)  |
| ajudar    | dois   | correr  | ver     | abaixo | (10) |
| encarnado | bola   | brincar | acima   | vaca   | (15) |
| dever     | querer | são     | agora   | baixo  | (20) |
| favor     | cedo   | gostar  | eles    | bom    | (25) |
| obrigado  | vindo  | quando  | saber   | ele    | (30) |
| pular     | gato   | uma     | voar    | poder  | (35) |
| porque    | verde  | cantar  | aqueles | sempre | (40) |
| várias    | qual   | sorriso | sentar  | limpar | (45) |
| sete      | beber  | casa    | eu      | junto  | (50) |

Marka X iha kaixa tuir mai ne'e sé ezersísiu la kontinua tanba labarik la hatán loloos iha liña dahuluk: □

Sé labarik lee kompletu letra hotu iha ezersísiu ne'e maibé menus husi segundu 60 entaun hakerek segundu hira mak sira uza ba lee: \_\_\_\_\_

Halo nota ba totál número letra sira durante tempu ezersísiu (segundu 60): \_\_\_\_\_

Halo nota ba letra ne'ebé LOOS durante tempu ezersísiu: \_\_\_\_\_

Halo nota ba letra ne'ebé LALOOS durante tempu ezersísiu: \_\_\_\_\_

**Servisu di'ak! Mai ita kontinua sesaun tuir mai.**

### Administering Familiar Word Reading Subtask

Stimuli needed. The learner has 1 minute to read out loud as many words as possible. Start the timer once the learner says the first word. If the learner pauses on a word for 3 seconds, mark the word incorrect and tell the learner to go to the next word (3-second “nudging rule”). While the learner reads, record responses on the subtask sheet. If the learner does not provide a correct response in the first 10 words, please observe the auto-stop rule and move on to the next subtask. After the 1 minute is complete, mark the last word attempted. If the child reads all the words BEFORE the allotted time is finished, record the time remaining.

## ADDITIONAL RESOURCES

 [Familiar Word Reading checklist and Template](#), see pg. 14-16

### — Nonword Reading

Nonword reading is a measure of decoding ability (i.e., the sublexical route of word processing) as distinct from whole-word recognition or memorization, i.e., the lexical route. Many children in the early grades learn to memorize or recognize by sight a broad range of words. Exhaustion of this sight-word vocabulary at around age 10 has been associated with the “fourth-grade slump” in the United States (Hirsch 2003). To be successful readers, children must combine both decoding and whole-word recognition skills; tests that do not include a decoding exercise can overestimate children’s ability to read unfamiliar words, because the words being tested may be part of the sight-recognition vocabulary.

The importance of sight-word recognition depends on the characteristics of the language. In agglutinated languages, sight-words are less prevalent, and reading is mainly based on decoding skills. In many contexts, results from the nonword reading subtask underestimate learners’ reading skills. This is mainly because nonwords are seldom taught (or assessed) in the classroom and learners are therefore exposed to this subtask for the first time during the assessment. Depending on the morphology of the language, other subtasks could be used to measure decoding skills (e.g., syllable reading) and produce more reliable results. For example, Arabic has a unique orthographic system and phonological features that may affect the suitability of nonword reading assessments. Additional languages where nonword reading may not be suitable include those with complex orthographic systems, such as logographic or syllabic writing systems, tonal languages, and languages with complex morphologies.

### Scoring

A child’s score is calculated as the number of correct nonwords per minute. The same categories of variables collected for the other timed exercises are electronically collected for nonword reading: total correct nonwords read, total incorrect responses, and time remaining.

### Construction of Nonword Reading Subtask

This portion of the assessment includes a list of 50 one- and two-syllable nonwords, five per row, with the patterns of letters within the words adjusted as appropriate by language. Nonwords follow the rules of the language, using letters in legitimate positions (e.g., in English, “wuj” does not follow the rules because “j” is not used as a final letter in English). They are also restricted to consonant-vowel combinations that are typical of the language and are not homophones of real words (e.g., in English,

“kat” cannot be used because it is a homophone of “cat”). The grid uses a clear, well-spaced font. The items within rows of the grid can be reordered (re-randomized) for preparing equivalent test forms, although testing for ordering effects is recommended.

### Sample of Nonword Reading Subtask (LOA: Ibibemba, Zambia)

#### SAMPLE

| Sub-test 3. NON-WORD READING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       | Page 2 | 60 seconds |       |       |   |   |  |      |       |      |     |      |      |      |      |       |      |       |      |      |       |      |      |     |      |      |      |      |      |     |      |      |       |      |        |      |      |      |      |     |      |     |      |      |      |      |     |     |      |     |      |       |       |       |      |     |      |      |      |      |      |      |      |      |      |      |       |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|------------|-------|-------|---|---|--|------|-------|------|-----|------|------|------|------|-------|------|-------|------|------|-------|------|------|-----|------|------|------|------|------|-----|------|------|-------|------|--------|------|------|------|------|-----|------|-----|------|------|------|------|-----|-----|------|-----|------|-------|-------|-------|------|-----|------|------|------|------|------|------|------|------|------|------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>🔊 Apa pali amashiwi aya kupangafye ayashilepilibula nangu cimo mu Cibemba. Ndefwaya ukuti ubelenge aya mashiwi yonse ayo wingabelenga. Wilalumbula ifilembo cimo-cimo iyoo kanofye ukubelenga ishiwi lyonse. Here are some made-up words in Ibibemba. I would like you to read as many as you can. Do not spell the words, but read them.</p> <p>[point to the word “opa”] Icilangililo: Ili shiwi lyapangwa ilyakuti: “opa”. For example, this made-up word is: “opa”.</p> <p>[point to the word “toti”] Natweshe nomba: belenga ili shiwi. Let’s practice: Please read this word.</p> <p>✓🔊 Eya cawama, ilishiwi ni “toti”. Good, This made-up word is “toti.”</p> <p>✗🔊 Ilishiwi lyakupangafye “toti” talipilibula nangu cimo. This made-up word is “toti.”</p> <p>[point to the word “maba”] Nomba esha nalimbi: Belenga nalimbi ishiwi ili. Now let us try another one. Please read this word.</p> <p>✓🔊 Ciusuma, ilishiwi lyaku pangafye ni “maba”. Good, This made-up word is “maba.”</p> <p>✗🔊 Ili shiwi lyaku pangafye ni “maba”. This made-up word is “maba.”</p> <p>[point to first word] Ilyo ndetila “Tampa” utampile apa no kubelenga yonse ayali pepapala lyonse. Uleesonta pali cila ishiwi na ukubelenga ukwikatisha ishiwi. Belenga mukwangufyanya kabili mu mutekatima. Ngawasanga ishiwi ushishibe wikokolapo uye palikonkelepo. Sonta peeshiwi lyaku balilapo. waipekanya? Tampako. When I say “Begin,” start here [point to first word] and read across the page [point]. Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.</p> <p>🔍 ( / ) Mark any incorrect words with a slash<br/> ( Ø ) Circle self-corrections if you already marked the word incorrect<br/> ( ) Mark the final word read with a bracket</p> <p>Examples: opa toti maba</p> <table border="1"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th></th> </tr> </thead> <tbody> <tr> <td>lebi</td> <td>ndite</td> <td>luti</td> <td>oya</td> <td>lusi</td> <td>(10)</td> </tr> <tr> <td>mibu</td> <td>kibe</td> <td>shuti</td> <td>tobe</td> <td>njolo</td> <td>(20)</td> </tr> <tr> <td>angi</td> <td>shipe</td> <td>nomi</td> <td>sani</td> <td>opu</td> <td>(30)</td> </tr> <tr> <td>nepa</td> <td>wipi</td> <td>tupu</td> <td>naye</td> <td>koi</td> <td>(40)</td> </tr> <tr> <td>tate</td> <td>shuma</td> <td>telu</td> <td>shingu</td> <td>yoba</td> <td>(50)</td> </tr> <tr> <td>seni</td> <td>nupa</td> <td>etu</td> <td>kika</td> <td>onu</td> <td>(60)</td> </tr> <tr> <td>sale</td> <td>pafu</td> <td>tawe</td> <td>ebi</td> <td>ewa</td> <td>(70)</td> </tr> <tr> <td>ipa</td> <td>ombi</td> <td>kendi</td> <td>ngopa</td> <td>ndika</td> <td>(80)</td> </tr> <tr> <td>afu</td> <td>yema</td> <td>mawe</td> <td>tebi</td> <td>folo</td> <td>(90)</td> </tr> <tr> <td>fimu</td> <td>yapo</td> <td>tibu</td> <td>bife</td> <td>lefu</td> <td>(100)</td> </tr> </tbody> </table> |       |        | 1          | 2     | 3     | 4 | 5 |  | lebi | ndite | luti | oya | lusi | (10) | mibu | kibe | shuti | tobe | njolo | (20) | angi | shipe | nomi | sani | opu | (30) | nepa | wipi | tupu | naye | koi | (40) | tate | shuma | telu | shingu | yoba | (50) | seni | nupa | etu | kika | onu | (60) | sale | pafu | tawe | ebi | ewa | (70) | ipa | ombi | kendi | ngopa | ndika | (80) | afu | yema | mawe | tebi | folo | (90) | fimu | yapo | tibu | bife | lefu | (100) | <p>Start the timer when the child reads the first word.</p> <p>⌚ If a child hesitates or stops on a letter for <u>3 SECONDS</u>, point to the next word and say “Go on”</p> <p>🔊 When the timer reaches 0, say “stop.”</p> <p>🔍 If the child does not provide a single correct response on the first line (5 items), say “Thank you!”, discontinue this subtask, check the box at the bottom, and go on to the next subtask.</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1     | 2      | 3          | 4     | 5     |   |   |  |      |       |      |     |      |      |      |      |       |      |       |      |      |       |      |      |     |      |      |      |      |      |     |      |      |       |      |        |      |      |      |      |     |      |     |      |      |      |      |     |     |      |     |      |       |       |       |      |     |      |      |      |      |      |      |      |      |      |      |       |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| sale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | pafu  | tawe   | ebi        | ewa   | (70)  |   |   |  |      |       |      |     |      |      |      |      |       |      |       |      |      |       |      |      |     |      |      |      |      |      |     |      |      |       |      |        |      |      |      |      |     |      |     |      |      |      |      |     |     |      |     |      |       |       |       |      |     |      |      |      |      |      |      |      |      |      |      |       |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| ipa                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ombi  | kendi  | ngopa      | ndika | (80)  |   |   |  |      |       |      |     |      |      |      |      |       |      |       |      |      |       |      |      |     |      |      |      |      |      |     |      |      |       |      |        |      |      |      |      |     |      |     |      |      |      |      |     |     |      |     |      |       |       |       |      |     |      |      |      |      |      |      |      |      |      |      |       |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| afu                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | yema  | mawe   | tebi       | folo  | (90)  |   |   |  |      |       |      |     |      |      |      |      |       |      |       |      |      |       |      |      |     |      |      |      |      |      |     |      |      |       |      |        |      |      |      |      |     |      |     |      |      |      |      |     |     |      |     |      |       |       |       |      |     |      |      |      |      |      |      |      |      |      |      |       |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| fimu                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | yapo  | tibu   | bife       | lefu  | (100) |   |   |  |      |       |      |     |      |      |      |      |       |      |       |      |      |       |      |      |     |      |      |      |      |      |     |      |      |       |      |        |      |      |      |      |     |      |     |      |      |      |      |     |     |      |     |      |       |       |       |      |     |      |      |      |      |      |      |      |      |      |      |       |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 🔍 Time remaining on stopwatch at completion (number of SECONDS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |        |            |       |       |   |   |  |      |       |      |     |      |      |      |      |       |      |       |      |      |       |      |      |     |      |      |      |      |      |     |      |      |       |      |        |      |      |      |      |     |      |     |      |      |      |      |     |     |      |     |      |       |       |       |      |     |      |      |      |      |      |      |      |      |      |      |       |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 🔍 Exercise discontinued because the child had no correct answers in the first line                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |        |            |       |       |   |   |  |      |       |      |     |      |      |      |      |       |      |       |      |      |       |      |      |     |      |      |      |      |      |     |      |      |       |      |        |      |      |      |      |     |      |     |      |      |      |      |     |     |      |     |      |       |       |       |      |     |      |      |      |      |      |      |      |      |      |      |       |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Eya cawama waesha! Katuleya kucipande cakonkapo. Good effort! Let’s go on to the next section.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |        |            |       |       |   |   |  |      |       |      |     |      |      |      |      |       |      |       |      |      |       |      |      |     |      |      |      |      |      |     |      |      |       |      |        |      |      |      |      |     |      |     |      |      |      |      |     |     |      |     |      |       |       |       |      |     |      |      |      |      |      |      |      |      |      |      |       |                                                                                                                                                                                                                                                                                                                                                                                                                                  |

### Administering Nonword reading Subtask

Stimuli Needed. The learner has 1 minute to say as many nonwords as possible. Start the timer once the learner says the first nonword. If the child does not say the first nonword after 3 seconds, tell the child to go to the next item (3-second “nudging rule”). While the child reads, record responses on the subtask sheet. A word must be pronounced correctly to be marked as correct. If the learner does not

provide a correct response in the first 5 items (nonwords), please observe the auto-stop rule and move on to the next subtask. After the 1 minute is complete, mark the last item (nonword) attempted. If the child reads all the nonwords BEFORE the allotted time is finished, record the time remaining.

**ADDITIONAL RESOURCES**

• [Nonword Reading Quality-Control checklist and template](#), see pg. 17-18

# 1.7 Measures of Fluency

| Reading Skill (domain) | Subtask              | Type   | Minimum Rec # Items | Skill Demonstrated by Learner's Ability To:                             |
|------------------------|----------------------|--------|---------------------|-------------------------------------------------------------------------|
| Fluency                | Reading accuracy     | Common | 2 to 3 passages     | Read a text out loud for accuracy                                       |
|                        | Oral reading Fluency | Common | 2 to 3 passages     | Read a text out loud at a sufficient rate (timed, typically one minute) |

## — Reading Accuracy

Although reading accuracy is included in the calculation of correct words per minute in the oral reading subtask, measuring accuracy using an untimed measure provides information on a learner's ability to decode or read words with or without automaticity, so it may be more appropriate for learners in grades 1 and 2, who are still developing automaticity in word reading. Reading accuracy is particularly important if the EGRA needs to align to the GPF at grade 2, since decoding is described as "accurately say or sign a grade-level continuous text" (UIS 2023a). A reading accuracy subtask measures the percentage of words in a text that a child can read correctly in 3 minutes. If the learner is reading the passage out loud, the assessor asks them to move to the next word if they hesitate for more than 3 seconds. If the learner misses five consecutive words, the assessor should end the subtask.

## Scoring

Learners are scored on the number of words read correctly in a text. Count the total number of words. Count the number of mistakes. Take the number of words minus the number of mistakes to find the number of words read correctly. Calculate the percent accuracy by dividing the number of words read correctly by the total number of words. There will be one learner score: the percentage of words read correctly out of the total number of words in a grade-appropriate text. For comprehension, accuracy in reading should range from 95 to 100 percent, meaning the learner reads with ease. A score between 90

and 94 percent indicates the learner reads with relative ease but does not recognize all the words. A score below 90 percent indicates that the learner does not know enough of the words, which undermines their comprehension (Levin et al. 2023).

### **Construction of Reading Accuracy Subtask**

To create the reading accuracy subtask, the instrument developers should be highly familiar with children's storybooks and grade-level reading textbooks. A narrative story has a beginning section where the characters are introduced, a middle section containing some dilemma, and an ending section with an action resolving the dilemma. It is not a list of loosely connected sentences. The length of the story is 40 words.

Character names that are frequently used in the school textbook are to be avoided, because learners may give automated responses based on the stories with which they are familiar. However, character names must be typical of the language and context. Likewise, the story has only one to two characters, to avoid the task becoming about memory recall; and the names and places reflect the local culture.

The story text contains some complex vocabulary (e.g., inflected forms, derivations) and sentence structures. A large, clear, familiar font and good spacing between lines are used to facilitate learner reading. No pictures are included.

When equivalent forms of this subtask are to be created for use across multiple implementations of the same instrument in the same language (e.g., baseline, midterm, and endline in country X), it is recommended to make simple changes in the story to limit the impact of test leakage, while retaining similar test difficulty. For example, the names of story subjects, actions, and adjectives can be replaced with similar grade-level alternatives.

Sample of Reading Accuracy Subtask (LOA: English, GPF Grade 2)

SAMPLE

| Reading Accuracy                                                                                                                                                                                                                                                                                                                                                                                |  | 🕒 3 minutes                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------|
| Show the child the sheet in the student stimulus booklet as you read the instructions.<br><b>Here is a short story. I want you to read it out loud as correctly as you can. When I say “Begin,” read the story as best as you can. You have 3 minutes. Ready? Begin.</b> [Start timer. Monitor children. At 3 minutes, stop the task.]<br>Do not remove the passage from in front of the child. |  | Start the timer after completing the example. |
| My name is Maya. After school, I always sweep the yard. Then I have a snack. Mum likes having a nice clean yard.                                                                                                                                                                                                                                                                                |  | 👉 When the timer reaches 0, say “stop.”       |
| 🗨️ There is no discontinuation rule for this subtask.                                                                                                                                                                                                                                                                                                                                           |  |                                               |

Administering Reading Accuracy Subtask

Stimuli needed. The learner has 3 minutes to read out loud a short story. Start the timer once the learner says the first word of the story. If the learner pauses on a word for 3 seconds, mark the word incorrect and tell the learner to go to the next word (3-second “nudging rule”). While the learner reads, record responses on the subtask sheet. If the learner does not read correctly 5 consecutive words, please observe the auto-stop rule and move on to the next subtask. After 3 minutes is complete, mark the last word attempted. If the child reads all the words in the story BEFORE the allotted time is finished, record the time remaining.

ADDITIONAL RESOURCES

*Forthcoming*

— Oral Reading Fluency

Oral reading fluency is a measure of overall reading competence because it requires the ability to translate letters into sounds, blend sounds into words, process connections, relate text to meaning, and make inferences to fill in missing information (Hasbrouck & Tindal 2006). Tests of oral reading fluency, which measure how many correct words per minute are read, have been shown to have a strong correlation (0.91) with the Reading Comprehension subtest of the Stanford Achievement Test (Fuchs et al. 2001; Piper & Zuilkowski 2015).

## Scoring

Learners are scored on the number of correct words per minute. There will be one learner score: the number of words read correctly in the time allotted. The same three categories of variables collected for the other timed subtasks are electronically collected: total correct words read, total incorrect words, and time remaining. Note that if the oral reading passage is also used for reading comprehension, then the Assessor must mark how far they read in one minute and then the learner should be given enough time to complete the passage.

## Construction of Oral Reading Fluency Subtask

To create the oral reading fluency subtask, the instrument developers should be highly familiar with children's storybooks and grade-level reading textbooks. A narrative story has a beginning section where the characters are introduced, a middle section containing some dilemma, and an ending section with an action resolving the dilemma. It is not a list of loosely connected sentences. The length of the story is about 60 words.

Character names that are frequently used in the school textbook are to be avoided, because learners may give automated responses based on the stories with which they are familiar. However, character names must be typical of the language and context. Likewise, the story has only one to two characters, to avoid the task becoming about memory recall; and the names and places reflect the local culture.

The story text contains some complex vocabulary (e.g., inflected forms, derivations) and sentence structures. A large, clear, familiar font and good spacing between lines are used to facilitate learner reading. No pictures are included.

When equivalent forms of this subtask are to be created for use across multiple implementations of the same instrument in the same language (e.g., baseline, midterm, and endline in a country), it is recommended to make simple changes in the story to limit the impact of test leakage, while retaining similar test difficulty. For example, the names of story subjects, actions, and adjectives can be replaced with similar grade-level alternatives.

## Sample of Oral Reading Fluency Subtask (LOA: English)

### SAMPLE

| Oral Reading Fluency with Comprehension - Form A                                                                                                                                                                                                                                                                                                                                               | 📖 I | ⌚ 60 Seconds                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------|
| <b>Here is a short story “Lama and the cats” [point to the title]. I want you to read it aloud, quickly but carefully. When I say “Begin,” read the story as best as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.</b>                                                                                              |     | ➡ If a child hesitates or stops on a word for <u>3 seconds</u> , point to the next word and say, “Go on”.                |
| Lama sees Sami’s cats next to her house.<br>Lama asks her mom, “Why are Sami’s cats on the streets?”<br>Mom says, “Sami traveled, and the cats do not have a home now”.<br>Lama decides to help the cats.<br>She takes her old toys to school and sells them to her friends.<br>With the money from the sale of her toys, Lama makes a small house for the cats.<br>Mom is very proud of Lama. |     | 👉 If the child doesn’t read a single correct word from the <u>first 8 items</u> , discontinue the task, say “Thank you!” |
| (74 words)                                                                                                                                                                                                                                                                                                                                                                                     |     |                                                                                                                          |

### Administering Oral reading Fluency

Stimulus is needed for this subtask. The Assessor marks how far the learner reads within the first minute. Studies have shown that the average fluency rate within the first minute and the average across three minutes is comparable; however, purpose and prior data should help you determine which fluency rates should be recorded.

Importantly, if the passage used in Oral Reading Fluency is also the basis for assessing Reading Comprehension, then the Assessor must mark the word attempted at the 1-minute mark but allow the learner to complete the passage.

For a learner to get a correct score, a word must be pronounced correctly.

Note that the auto-stop rule should only be applied if the passage is not being used for assessing Reading Comprehension. In this case, if the child has not finished reading in the allotted time the assessor will mark the last word attempted.

### ADDITIONAL RESOURCES

- 🔗 [Oral Reading Quality-Control Checklist and Template](#), see pg. 20-22
- 🔗 [Criteria for Oral Reading and Comprehension Stories](#), see RTI EGRA Guidance Note Annex 8

## 1.8 Measures of Reading Comprehension

| Reading Skill (domain) | Subtask                       | Type       | Minimum Rec # Items   | Skill Demonstrated by Learner's Ability To:                                            |
|------------------------|-------------------------------|------------|-----------------------|----------------------------------------------------------------------------------------|
| Reading comprehension  | Sentence verification         | Common     | 10                    | Respond to comprehension questions about sentences they have read silently or out loud |
|                        | Passage reading comprehension | Common     | At least 10 questions | Respond to comprehension questions about passages they have read silently or out loud  |
|                        | Maze                          | Additional | 10                    | Identify which of three words makes sense in a sentence                                |

### — Sentence Verification

Sentence comprehension measures learners' comprehension at the sentence level. A widely used and validated method is the sentence verification task (see Test of Silent Reading Efficiency and Comprehension [TOSREC; Wagner et al., 2010] & the Sentence Reading Fluency task of the Woodcock-Johnson IV Tests of Achievement [Schrank et al., 2014]), where individuals read a sentence with a simple syntactic structure (e.g., three words such as "Apples are blue") and indicate whether the sentence is true or false. This subtask typically has a time limit (e.g., 3 minutes). Previous studies, primarily conducted in high-income countries, have demonstrated high reliability indicating that chance performance due to guessing is minimal as guessing and associated chance performance manifest in low reliability. However, if there is a clear pattern of chance performance due to guessing, indicated by low reliability, the paired sentence approach (RTI, 2016) can be employed. In the paired sentence approach, each false sentence has a paired true sentence that varies by one word (e.g., Dogs lay eggs. / Chickens lay eggs.; RTI, 2016).

Sentence verification is very strongly correlated with text reading fluency, in particular, its correlation is 0.90 (Leachman, Wolters, & Kim 2024). Sentence verification is also strongly correlated with reading comprehension, e.g., 0.83 (Kim et al. 2011) and 0.67 to 0.84 (Ahmed et al. 2014). It was also shown to have high classification accuracy in identifying students who do not meet grade-level performance benchmarks (Johnson et al., 2011). In Ghana, the paired sentence approach is also fairly strongly correlated with reading comprehension, i.e., 0.67 (RTI, 2016).

### Scoring

A learner's score is the number of correctly answered items within the specified administration time in the acceptable language of response.

### Construction of Sentence Verification Subtask

Each item or sentence should have a simple sentence structure with a few words. For example, tasks used in English have employed a three-to-six word approach for learners in grades 1 and 2, but items used for grades 3 and 4 can include slightly longer sentences (e.g., 8 words). The longer sentences should appear later in the sequence of sentences in the subtask (assuming higher difficulty for longer sentences). The content is general knowledge that children in target contexts are expected to know and are familiar. Depending on the purpose of the EGRA, items and sentences should be developed with reference to the GPF, as well as the curriculum and textbooks specific to the target country or context.

### Sample of Sentence Verification Subtask (LOA: English)

**SAMPLE**

| Sentence Verification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                       | ⌚ 3 minutes                                                                                         |       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------|-------|
| <p>This paper has a list of English sentences. [Point to the page with sentences.] Some sentences are TRUE and some are FALSE. You will read them to yourself and decide. If the sentence is true, put a correct mark (✓) in the small box next to the sentence. If the sentence is false, put a wrong mark (X) in the small box next to the sentence. Let's do a few together.</p> <p>[Point to the sentence 'Goats live in the sky' with a box beside it on the stimulus.] For example: 'Goats live in the sky' [Point to the sentence.] Do goats live in the sky? No. This is false, because goats do not live in the sky, so we will put a wrong mark in the box. Put your finger on the sentence 'Goats live in the sky' at the top of your paper. [Check to see that they are in the correct spot.] Now put a wrong mark in the box next to 'Goats live in the sky'. [Check to see if they put a wrong mark (X) next to the sentence. Correct as needed.]</p> <p>[Point to the sentence 'Cats have tails' with a box beside it on the stimulus.] Let's do another example. 'Cats have tails' [Point to the sentence.] Do cats have tails? Yes. This sentence is true, because cats have tails, so we put a correct mark (✓) in the box. Put your finger on the sentence 'Cats have tails' at the top of your paper. [Check to see that they are in the correct spot.] Now put a correct mark (✓) in the box next to 'Cats have tails'. [Check to see if they put a correct mark (✓) next to the sentence. Correct as needed.]</p> <p>It is now time for you to do this on your own. When I say 'Start work' begin from number 1 and continue to number 5. Put your finger on box number 1. [Check to see if they are in the correct spot.] Read each sentence and decide if it is true or false. What do we write if the sentence is true? [Give children a chance to respond. Correct as needed.] What do we write if the sentence is false? [Give children a chance to respond. Correct as needed.] You have 3 minutes. Let's get ready. Start work. [Start timer. Monitor children. At 3 minutes, stop the task.]</p> |                       | <p>Start the timer after completing the example.</p> <p>👋 When the timer reaches 0, say "stop."</p> |       |
| No.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Sentence              | Learner's Response                                                                                  |       |
| 1.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Chickens lay eggs.    | True                                                                                                | False |
| 2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | An apple is blue.     | True                                                                                                | False |
| 3.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | A cow is an animal.   | True                                                                                                | False |
| 4.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | A fish lives on land. | True                                                                                                | False |
| 5.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Desks can walk        | True                                                                                                | False |
| 🔊 There is no discontinuation rule for this subtask.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |                                                                                                     |       |

Note. The sentences are short, consisting of 3 or 4 words, and the sentence structure is simple. The content is expected to be familiar to learners from various contexts. Items 1 and 5 (RTI 2016) and items 2, 3, and 4 (Wagner et al. 2010)

### Administering of Sentence Verification Subtask

The learner is asked to read each sentence out loud or silently and indicate whether the read sentence is true or false. As noted above, during the tools adaptation process, experts must decide if learners will read the passage out loud, silently, or will have a choice of the two. The decision will apply to all learners and should be included in the instructions that assessors provide at the beginning of the subtask. The learner has 3 minutes to complete the subtask.

The standardized administration of the sentence verification subtask requires clear guidance on how learners read the sentences and the language used to respond to the comprehension questions. During the tool adaptation process, it is important to decide if learners should read the sentences out loud or silently, or if they can decide which method they prefer. The decision must be communicated to assessors during training to ensure consistent, standardized administration of the subtask (i.e., either all learners read out loud, all learners read silently, or each learner chooses to read out loud or silently).

Evidence shows that learners with lower reading skills typically prefer to read out loud, whereas silent reading is typically preferred as learners improve their reading skills. Additionally, learners who read out loud tend to concentrate more on reading accuracy than on reading comprehension, whereas those who read silently read for understanding (Fuchs & Maxwell 1988; Kim, Petscher, & Vorstius 2019). Allowing learners to read out loud or silently provides them the opportunity to choose the mode that more closely matches their performance level.

Similarly, during the tools adaptation process, the experts should determine if learners can respond to the comprehension questions in a language other than the language of the assessment. The decision on the language of response must be applied to all learners. If learners are allowed to answer in a language other than the language of the assessment, assessors must have the linguistic skills needed to mark responses accurately. Furthermore, it is recommended that assessors indicate the preferred language of response used by learners when they have the option to choose the language of response. These data can later be used for additional analyses to better understand learners' language preferences and how language impacts performance.

#### ADDITIONAL RESOURCES

*Forthcoming*

### — Passage Reading Comprehension

Passage reading comprehension measures learners' comprehension of grade-level connected text. Passage reading comprehension is strongly correlated with text reading fluency with a correlation of 0.70 across reading comprehension tasks, but stronger in elementary grades than later grades (Leachman, Wolters, & Kim, 2024). An important change to the EGRA guidance is in the number of

items used to measure comprehension: the previous guidance recommended 5 questions linked to the oral reading fluency task; this resulted in few learners attempting all 5 questions in addition to having too few questions to assess this important skill.

This updated guidance recommends at least 10 comprehension questions based on text that the learner has the ability to read in full (i.e., without being auto-stopped at 1 minute if they are being asked questions on the same passage they were assessed for oral reading fluency).

Learners should be able to read the full text without being stopped and asked comprehension questions related to the text. In order to generate 10 comprehension questions of quality, it is also recommended to use at least 2 passages (each with 4-6 comprehension questions) so that sufficient variety of difficulty and content can be included.

### **Scoring**

A learner's score is the number of comprehension questions answered correctly. Results for each comprehension question are electronically recorded and entered into the database.

Field testing the EGRA tool before the operational data collection is essential to determine if the proposed reading passages are of comparable difficulty. When both passages are given to the same learners, common person equating can be used to determine passage equivalency.

When equivalent forms of this subtask are to be created for use across multiple implementations of the same instrument in the same language (e.g., baseline, midterm, and endline), it is recommended to make simple changes in the story to limit the impact of test leakage, while retaining similar test difficulty. For example, the names of story subjects, actions, and adjectives can replace similar grade-level alternatives. If, however, the content of the EGRA subtasks is changed between administrations, test equating will be needed to ensure that the EGRAs are of the same difficulty level between baseline, midline, and endline. Common item equating can be used for most EGRA subtasks, where up to 30% of the items in the initial EGRA tool are integrated into the new subtask content. For the reading passages, common person equating can be used either during the field testing of the new tool or during the operational data collection (note that conducting common person during the operational data collection will increase the test administration time since learners will need to complete more items for reading comprehension (e.g., two former passages plus two new passages). More information on equating is available in the Analysis Annex.

### **Construction of Passage Reading Comprehension**

#### **DEVELOPING READING PASSAGES**

When selecting different types of text for an EGRA, test developers must consider the grade level and learners' interests. Incorporating a variety of texts that appeal to more learner's interests increases motivation and engagement during the assessment.

Several factors affect learners' ability to comprehend a text. These include:

- Vocabulary
- Sentence structure
- Background knowledge

Regardless of the text type, reading passages in an EGRA should rely on simple vocabulary familiar to learners and minimize the use of unfamiliar and more complex words. Short, simple sentences are easier to read and should be prioritized over longer sentences that may present multiple ideas and put more demand on the learners' working memory. Learners should have prior knowledge about the topic of the reading passages to support their understanding of the explicit and inferential qualities of the text.

To create the passage reading comprehension subtask, the instrument developers should reference GPF guidelines and the children's storybooks and grade-level reading textbooks in a target country and context. Texts should have clear text structure for a given genre. For example, a narrative text has a beginning section where the characters and settings are introduced, a middle section containing some dilemma, and an ending section with an action resolving the dilemma. It is not a list of loosely connected sentences. Character names that are frequently used in the school textbook are to be avoided, because learners may give automated responses based on the stories with which they are familiar. However, character names must be typical of the language and context; the names and places reflect the local culture.

According to the GPF, grade 2 texts should be short (e.g., 20-30 words in English, but consider word lengths of a target language) with a highly familiar straightforward text content (e.g., everyday experiences, settings, topics) with very common vocabulary words and simple sentence structures and straightforward text structure. In the narrative genre, typical texts include a single character and a simple action. In the informational genre, the text is about simple descriptions. Grade 3 texts can have approximately 60-80 words (again considering linguistic characteristics such as word lengths) with familiar content (e.g., everyday experiences, settings, topics) with common vocabulary words and simple sentence structures and straightforward text structure. Grade 4 texts typically have longer and complex texts with more detail than Grade 3 texts. It should be noted that text length is not the same as text complexity. For example, short texts can have complex content, advanced vocabulary words and complex syntactic structures. [Annex B of the GPF](#) contains examples for passage reading comprehension starting at grade 2 along with explanations about features of the texts (i.e., length, familiarity, predictability, challenge, text structure, vocabulary, and sentence structure).

## DEVELOPING COMPREHENSION QUESTIONS

The comprehension questions include those that can be answered directly from the text (widely known as retrieval or literal questions) as well as inferential questions requiring learners to connect information in the text and/or combine knowledge and experience from outside the text to respond correctly. Retrieval questions can be answered using information that is explicitly stated. For example, in a sentence, “Chen went to the shop,” a retrieval comprehension question could be “Where did Chen go?” Answers to inferential questions are not explicitly provided in the text. Example inferential questions for the above Grade 3 narrative text example from GPF about Tadala include

- Why did the village chief call Tadala to speak with him?
- What can you infer about Tadala's character based on his actions in the story?
- How do you think Tadala felt when he received the gifts from the chief?

If passage reading comprehension needs to align to the GPF for global reporting purposes, only retrieval questions are required at grade 2 for the retrieve information construct, while retrieval and inferential questions are needed to cover the retrieved information and interpret information constructs for grades 3 and 4 (UIS 2023a). The protocol for the subtask will specify the types of answers that may be marked as “correct.” [Annex C of the GPF](#) contains example passage reading comprehension starting at Grade 2 along with comprehension questions linked to GPF subconstructs.

If using passage reading comprehension as the sole measure of reading comprehension, test developers must include at least two passages in the EGRA with a minimum of 10 comprehension questions. Test developers must propose different types of texts (e.g., narrative, informational, etc.) and ensure that the texts are of similar difficulty levels and require the same level of effort from learners.

A large, clear, familiar font and good spacing between lines are used to facilitate learner reading. During the tools adaptation process, it is essential to determine if an illustration of the passage will be included in the student stimuli. If one is to be included, it is helpful for the item developers to provide guidance on the illustration, what should be included and what should not be. Ideally, the item writers will approve the final illustration.

When developing the comprehension questions, writers should ensure that items are

- Transparent in the correct answer - only one correct or clearly best answer
- Unbiased with regard to gender, ethnicity, race, and religion
- Independent with no association to other questions (answers to one question should not provide clues for another question)

## Sample of Passage Reading Comprehension Subtask (LOA: English)

### SAMPLE

| Passage Reading Comprehension                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                         | ⌚ 3 minutes                                                                                                                                                          |   |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| <p>Show the child the sheet in the student stimulus booklet as you read the instructions.</p> <p>Here is a short story. I want you to read it out loud or silently. When you finish, you will answer some questions about what you have read. Try to answer the questions as well as you can. You can provide your answers in whichever language you prefer. When I say "Begin," read the story as best as you can and answer the questions. Ready? Begin.</p> <p>Do not remove the passage from in front of the child.</p> |                                                                                                                                                                         | <p>Start the timer after completing the example.</p> <p>🕒 When the timer reaches 0, say "stop."</p> <p>If a child says "I don't know," <u>mark</u> as incorrect.</p> |   |   |
| <p>⚡ (✓) 1 = Correct<br/>(✓) 0 = Incorrect<br/>(✓) . = No response.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                         |                                                                                                                                                                      |   |   |
| Passage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Questions (Answers)                                                                                                                                                     |                                                                                                                                                                      |   |   |
| <p>One day Tadala found a bag and he picked it up. He took the bag to the village chief. The next week, the chief called Tadala to come speak with him. The chief told him that the woman who owned the bag was very thankful Tadala returned the bag. The chief gave Tadala a football and a box of oranges from the woman to say thank you. Tadala loved football, he was so happy he found the bag.</p>                                                                                                                  | 1. What did Tadala find?<br>(A bag)                                                                                                                                     | 1                                                                                                                                                                    | 0 | . |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2. Who owned the bag?<br>(A woman)                                                                                                                                      | 1                                                                                                                                                                    | 0 | . |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3. What did the village chief tell Tadala?<br>(That the woman was very thankful [for returning the bag])                                                                | 1                                                                                                                                                                    | 0 | . |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 4. In, "The woman who owned the bag was very thankful," what does "thankful" mean?<br>(Refers to being grateful / appreciative / happy that something was done for you) | 1                                                                                                                                                                    | 0 | . |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 5. Why did the village chief call Tadala to come speak with him?<br>(To tell him the woman was thankful / to pass on the gifts from the woman )                         | 1                                                                                                                                                                    | 0 | . |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 6. Why did Tadala receive gifts?<br>(For returning the woman's lost bag)                                                                                                | 1                                                                                                                                                                    | 0 | . |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 7. What was Tadala's deed?<br>(Return a bag)                                                                                                                            | 1                                                                                                                                                                    | 0 | . |
| ⚡ Exercise discontinued: the child quits reading despite encouragement to continue                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                         |                                                                                                                                                                      |   |   |

## Administering Passage Reading Comprehension Subtask

Learners are asked to read a passage and are asked related comprehension questions. As noted above, during the adaptation process, experts must decide if learners will read the passage out loud, silently, or will have a choice of the two. The decision will apply to all learners and should be included in the instructions that assessors provide at the beginning of the subtask. As noted above, evidence shows that reading out loud or silently affects learners' reading comprehension and is associated with learners' reading performance levels: learners with lower reading skills typically prefer to read out loud, whereas silent reading is typically preferred as learners improve their reading skills. **The comprehension subtask is not timed, but the Assessor should move on to the next question in a reasonable timeframe if the learner has not responded.**

After reading the passage, learners answer all the questions about the passage. **Learners are permitted to refer to the passage, which is not removed from them.** All learners must respond following guidelines set for the language of response, i.e., in the language of the assessment only or if a response in an language will be accepted. Assessors must indicate the language of response as appropriate and requested.

If the reading comprehension subtask is also **used to measure reading accuracy**, all learners must read the passage out loud so that assessors can mark the words read correctly or incorrectly. As noted earlier, however, when reading out loud, learners focus more on accuracy than on comprehension. *Combining these two measures in one subtask may not provide an accurate measure of learners' comprehension skills.*

Sometimes it may not be appropriate to assess reading comprehension at all. For example, learners who have demonstrated low performance in precursor skills to comprehension may not be able to engage in the comprehension subtask. Examine prior data to determine if the following situations may warrant you to exclude a learner from having to attempt a reading comprehension subtask as part of their assessment:

- A learner scores zero in a word reading subtask (e.g., familiar word reading or nonword reading), or oral reading fluency subtask;
- A learner quits reading despite being encouraged to continue.

#### **ADAPTING CONTENT FOR CRISIS AND CONFLICT SETTING**

The subject matter of sentences and reading passages should be within the general scope of learners' knowledge, experience, and cultural understanding. In the case of crisis and conflict, when learners often experience trauma, designers must also ensure that EGRA content, including sentences and passages to assess reading comprehension, are also sensitive to learners' psychosocial wellbeing. Content may also need to be adjusted based on learners' evolving context as they experience the crisis or conflict, for example, presenting sentences or passages with content and ideas that are familiar to their context and experience. Designers should therefore work with psychologists, social workers, and other professionals to ensure that content does not trigger adverse responses from learners participating in assessments. This includes review and possible revision of current stories as well as the creation of new reading content. Safeguarding learners' emotional wellbeing during the assessment process is a key to the principle of "do no harm."

#### **ADDITIONAL RESOURCES**

- For more information on GPF passage reading standards, see [GPF for Reading](#)
  - For example passages, see [Appendix B](#) pg. 75-102
  - For example comprehension question items, see [Appendix C](#) pg. 103-145
- [Criteria for Passage and Oral Reading comprehension](#), refer to RTI EGRA Guidance Notes Annex 8

## — Maze (Additional)

A maze measure assesses learners' semantic and syntactic accuracy, which are skills needed to comprehend a passage. Maze is a multiple-choice cloze passage. Maze involves creating a brief paragraph of connected text that tells a short story; then replacing every seventh word with a multiple-choice type option of three possible words: the correct word, a word that could be correct (a close distractor that is the same part of speech), and one that is obviously incorrect (far distractor). Learners read silently or out loud and select one word (from the series of three words) that would best complete the sentence (University of Oregon 2020). To choose the appropriate word, the learner must understand how words are ordered in a sentence (syntax) and the meaning of the words (semantics) both in the text and in the options provided.

Maze is very strongly correlated with text reading fluency with a correlation of 0.80 (Leachman, Wolters, & Kim, 2024). It is moderately correlated with reading comprehension with a correlation of 0.59 (Shin & McMaster, 2019). Another review of the maze (Tzivinikou et al. 2020) indicates that it is a technically adequate measure of reading comprehension and it is highly correlated with reading achievement tests. Maze tends to rely on decoding skills more than on language comprehension skills (Muijselaar et al., 2017). Maze is a better predictor of reading for learners in grade 4 and beyond (Hosp, Hosp & Howell 2007).

### Scoring

A learner's score is based on the number of correct responses, with a mark for items correct out of the total number of items.

### Construction of Maze Subtask

The first and last sentence of the paragraph or narrative are complete (no missing words). For grade 2, it is recommended that the first, second, and last sentences are complete. For grade 3 and above, the first and last sentences are complete (DIBELS). Each of the remaining sentences has only one missing word or short phrase per sentence. It is also important that the missing item is not the first word/phrase of the sentence.

There are three response options for each missing word/phrase, one correct answer and two incorrect answers called distractors. The incorrect response options are plausible, but they are not responses that are possible. Compared to the correct answer, distractors cannot make contextual sense, cannot rhyme, cannot look or sound similar, and should be of a similar length. The length of each distractor must be within one letter of the correct answer and the distractors must all be words the learner knows. For example, in the sentence "The lake was big, and he saw the fish (swimming/receiving/digging)," a loose argument could be made that a fish can "dig" in sand, but the more plausible answer is "swimming."

## Sample of Maze Subtask

### SAMPLE

Jane does not like to do homework. When she gets home from school (**cat, she, fly**) only wants to play. Jane tells (**table, her, red**) mother that a full day of (**scary, school, house**) and homework is too much! Her (**hen, to, mother**) tells Jane she needs to do (**her, book, run**) homework before playing. Jane tells her (**goat, mother, work**) that she is just a little (**child, leg, three**), so she needs more time to (**eats, hat, play**).

One day, Jane decides she will (**under, never, dog**) do homework again. She does not (**bring, throw, with**) her books home from school anymore. (**She, Class, Jump**) feels that she is on a (**shop, holiday, on**). Jane is happy. After two full (**weeks, chairs, up**), she takes her exams. Jane gets (**dirty, ear, poor**) marks. Her mother is very angry, (**and, in, hot**) Jane is very sad. She cries (**to, for, walk**) a long time.

Her big brother (**on, pulls, comes**) to see her. She tells him (**in, pen, about**) her homework and her very poor (**marks, pigs, fear**). The brother tells her that doing (**shirt, have, homework**) will help her a lot. Now, (**box, run, Jane**) knows that homework can help her (**get, drink, bus**) good marks. She now wants to (**fall, work, pink**) hard and do her homework.

## Administering of Maze Subtask

The learner then reads the passage silently or out loud and selects the word (from the series three words) that best completes the sentence. Maze has a time limit within which learners are to complete the subtask (typically 3 to 5 minutes). The length of the paragraph depends on the number of missing words.

### ADDITIONAL RESOURCES

*Forthcoming*

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## 1.9 Optional Receptive and Expressive Language Module (RELM) Subtasks

The Receptive and Expressive Language Module (RELM)<sup>2</sup> contains four newly developed subtasks for oral language and vocabulary. The main objective of RELM is to assess pertinent aspects of receptive and expressive language skills in students in pre-primary and primary grades across low-and middle-income countries. The Module is designed to assess the extent to which students can speak and understand the language in which they are learning to read, measuring key competencies that are building blocks for reading acquisition. The need to measure various facets of language is critical in LMICs where millions of children learn to read in languages they may not speak or use at home. Without a strong empirical understanding of language abilities in such multilingual contexts, it is difficult to understand the reasons for low literacy rates and work toward solving the learning poverty crisis.

The RELM is grounded on the Simple View of Reading (SVR) Framework. This model postulates that reading is supported by two pillars: language comprehension, or “the ability to construct meaning from spoken representations of language” and decoding, or “the ability to recognize written representations of words” - and their sub-skills (Hoover and Gough, 1990). While most existing Early Grade Reading Assessment (EGRA) sub-tasks focus on the decoding pillar of the SVR, the RELM focuses primarily on the language comprehension pillar. The RELM operationalizes linguistic comprehension by measuring listening comprehension and vocabulary, in its receptive and expressive form. The intent is that the RELM will help users to disentangle floor effects (or zero scores) for EGRA and, thus, drill down on the key components affecting reading comprehension.

Initial piloting in Grades 3 and 4 suggests that RELM might be best used in contexts where learners have recently transitioned from an L1 to an L2 and, in its current form, might not be well-suited for educational spaces using a more familiar language as the LOI.

The RELM contains three core subtasks. The core subtasks are used primarily when there is a need to understand whether students’ challenges with reading are related to “decoding” or to “language comprehension”. In this case, students need only be assessed in their language(s) of instruction. In this case, the student must be assessed in language(s) other than the language of instruction.

- Receptive vocabulary (core)
- Expressive vocabulary (core)
- Listening comprehension (core)
  - Picture matching
  - Short story

For additional and detailed guidance on Scoring, Construction, Samples and additional resources for RELM, see this extensive [RELM User Guide](#) for more

| Reading Skill (domain) | Subtask               | Type | Number of Items | Skill Demonstrated by Learner's Ability To:              |
|------------------------|-----------------------|------|-----------------|----------------------------------------------------------|
| Vocabulary             | Receptive vocabulary  | RELM | 15              | Identify a single word in an image among the four images |
|                        | Expressive vocabulary | RELM | 15              | Identify a noun or verb that corresponds to an image     |

### — Receptive Vocabulary

For each item in this subtask, the assessor says a single word and shows a stimulus with four images to the learner. The assessor asks the learner to point to the picture that matches the verbally prompted word, from among the four images. The subtask is not timed. It measures the learner's receptive vocabulary skills in the language of assessment – i.e., the learner's ability to understand words and their meanings when they are encountered in spoken or written language. Poor performance on this subtask suggests that the learner may have difficulty understanding and recognizing the meanings of words in the language of assessment.

#### Scoring

The data consists of correct or incorrect responses. The variables collected for calculating the results include total items attempted and total correct items. The learner's score for this subtask is calculated as the total number of correct responses (out of the total number of items).

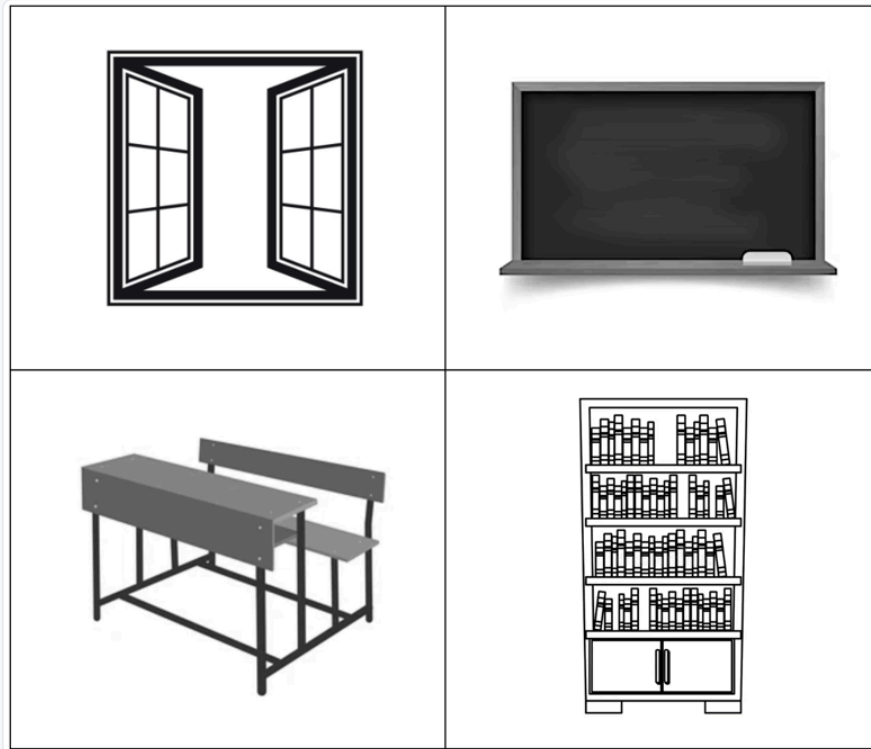
#### Construction of Receptive Vocabulary Subtask

The subtask contains 15 items, plus two practice items. Each item in this subtask consists of a target word and corresponding stimulus with four images. One image is the target (correct) image, and three images are the distractor (incorrect) images. Most (or all) distractors within the same stimulus sheet should be in the same semantic category (words that are in a similar meaning category, such as animals, mode of transportation, etc). It is acceptable to include one phonological distractor (another word that sounds like the right word or begins or ends with the same sound). The subtask requires 17 stimulus sheets, with 4 images on each. Items in the subtask should be ordered from the easiest to most difficult (5 easy, 5 medium and 5 difficult). Difficulty level is determined for each grade and age level being assessed. Two easy items should be used for the practice exercise.

## Sample of Receptive Vocabulary Subtask (LOA: English)

### SAMPLE

#### EXAMPLE OF RECEPTIVE VOCABULARY STIMULUS SHEET



#### SAMPLE OF RECEPTIVE VOCABULARY SUBTASK

Say, “In this activity, we are going to look at some pictures together. I will say a word in English and you will point to the picture that matches the word I say. Are you ready to practice?”

*[If the student says ‘yes,’ proceed with the example question. Show the first practice stimulus sheet with 4 images.]*

Say, “Let’s practice. If I say point to the duck, you point to the picture of the duck, like this [assessor points to duck image]. Now, you point to the cat.”

*[If the student points to the correct picture, say “Yes, that is it.” If the student points to the incorrect picture, show them the correct one.]*

Say, “Now let’s try another one”. *[Show the second practice stimulus sheet with 4 images.]* “Point to the banana.” *[If the student points to the correct picture, say “Yes, that is it.” If the student points to the incorrect picture, show them the correct one.]*

Say, “Now you will do some more by yourself. Try to point to the picture I ask. If you do not know the picture I ask, that is OK. I will not tell you if it is correct or incorrect.”

*[Go to question 1 and begin the assessment.]*

If the student points to one picture, and then changes to another one, please tell them to "pick one final answer" and treat the first one they say after that statement as their response.

 **Say: Point to the \_\_\_\_\_.**

|                 |         |           |                         |
|-----------------|---------|-----------|-------------------------|
| Q1. Bag         | Correct | Incorrect | No Response/ Don't know |
| Q2. Bed         | Correct | Incorrect | No Response/ Don't know |
| Q3. Pencil      | Correct | Incorrect | No Response/ Don't know |
| Q4. Dress       | Correct | Incorrect | No Response/ Don't know |
| Q5. Bone        | Correct | Incorrect | No Response/ Don't know |
| Q6. Flag        | Correct | Incorrect | No Response/ Don't know |
| Q7. Button      | Correct | Incorrect | No Response/ Don't know |
| Q8. Ring        | Correct | Incorrect | No Response/ Don't know |
| Q9. Pineapple   | Correct | Incorrect | No Response/ Don't know |
| Q10. Blackboard | Correct | Incorrect | No Response/ Don't know |
| Q11. Fence      | Correct | Incorrect | No Response/ Don't know |
| Q12. Stove      | Correct | Incorrect | No Response/ Don't know |

### Administering of Receptive Vocabulary Subtask

Stimulus needed. If the student does not point to a picture within 5 seconds, ask the question again. If there is still no response after 10 seconds, move to the next word. If the student asks you to repeat the target word, repeat one time.

#### ADDITIONAL RESOURCES

-  Receptive vocabulary subtask template, see [pg. 5-6](#)

### — Expressive Vocabulary

The assessor shows an isolated image to the learner and asks the learner to say the noun or verb that corresponds to the image. The subtask is not timed. It measures the learner's expressive vocabulary skills in the language of assessment – i.e., the learner's ability to produce and use words in their

communication. Poor performance on this subtask suggests that the learner may have difficulty using or incorporating words into their communication.

### **Scoring**

The data consist of correct or incorrect responses in the language of assessment. The variables collected for calculating the results include total items attempted and total correct items. The learner's score for this subtask is calculated as the total number of correct responses (out of the total number of items).

If the student cannot correctly name the picture in the language of assessment (incorrect response), the data describes the learner's response as: a) the learner incorrectly names the image in the language of assessment; b) the learner correctly names the image in another language; c) the learner incorrectly names the image in another language; d) the learner answers the question in another language not understood by the assessor

### **Construction of Expressive Vocabulary Subtask**

The subtask consists of 15 items (10 nouns and 5 verbs) plus two practice items (1 verb and 1 noun), and requires 17 stimulus sheets (with one image per sheet). Items in the subtask should be ordered from the easiest to most difficult (5 easy, 5 medium and 5 difficult). Difficulty level is determined for each grade and age level being assessed. Two easy items should be used for the practice exercise. For each item, include a list of all possible synonyms (if any), which should be marked as correct.

### ***Selecting nouns and verbs for receptive and expressive vocabulary subtasks***

The assessment team should select nouns and verbs for the item bank that are learned incidentally by most children, as they occur relatively frequently and children acquire their meanings in normal everyday activities (at home, in the market, schools, playground, etc). Verbs should be actions that the student may participate in during everyday life or observe people around them performing (examples may include to play, to eat, to sleep, to drive, etc). Nouns might be from familiar lexical categories such as animals, body parts, food/local cuisine, objects used within the school, clothes, modes of transport, household items and local tools. Nouns and verbs should be age and culturally appropriate across the different subgroups of learners who will take the assessment (area of residency - rural/urban; socioeconomic background; gender; disability status; etc).

Noun and verb difficulty level should be assessed based on two factors: 1) Subjective Estimations of Age of Acquisition (AoA), which refers to when children first learn a given word<sup>3</sup>; and 2) word complexity, based on phonological and morphological aspects<sup>4</sup>, such as: (i) number of syllables and phonemes (distinct sounds); and (ii) number of word stems. In multilingual settings, the use of phonologically identical cognates<sup>5</sup> should be avoided. Choose words at the age-level of the assessment as well as below and above age-level, to cover a range of difficulty.

### Sourcing images for receptive and expressive vocabulary subtasks

While learners who are blind or have severe vision disabilities will not be able to access the RELM without modifications and accommodations, it is important to select or create images with maximum visibility to allow access to most learners, including those with mild visual difficulties.

The selected images must not have a distracting background. They should only capture the target noun or verb. Visual complexity should also be considered. Images with a lot of detail are more difficult to visually access than simple images. Distinct color contrast between the background and drawing is the most accessible. If color is included, colors should be bold with contrast.

When choosing images of people, ensure adequate representation of the relevant learner sub-groups participating in the assessment (e.g., boys/girls, different ethnic groups, disability types, etc). Select images that visually represent the noun/verb in the local context (e.g., using images of local baskets, if the target noun is basket). Select contextually appropriate images across sub-groups and geographies of learners taking the assessment (e.g., if a target word is broom, ensure that the image of broom is one familiar to learners across sub-groups).

### Sample of Expressive Vocabulary Subtask (English)

#### SAMPLE

#### EXAMPLE STIMULUS OF EXPRESSIVE VOCABULARY SHEET



## EXAMPLE OF EXPRESSIVE VOCABULARY SUBTASK

 Say, “Now we are going to look at some more pictures together. I will show you the picture, and you tell me what you see in English . Are you ready to practice?”

*[If the student says ‘yes,’ proceed with the example question. Place the first practice stimulus sheet in front of the student.]*

 Point to the first practice picture and say, “I will ask you: What is this? You will say chair. Now you try.”

 Point to the second practice picture and ask, “What is this?”

*[Remember, you (the assessor) do not say the name of the picture. In this subtask, the student says the name of the picture. If the language is incorrect, responds in any language other than English, or does not respond at all after 5 seconds,  Say “This is a bed.”]*

 Point to the third practice picture and ask, “What is he doing?”

*If the language is incorrect, responds in any language other than English, or does not respond at all after 5 seconds,  Say “He is sleeping.”]*

 Say “Now you will do some more by yourself. Try to say the name of the picture I ask in English. If you do not know the name of the picture I show you, that is OK. I will not tell you if it is correct or incorrect.”

*[Go to question 1 and begin the assessment.]*

 Say, “What is this? OR Who is this? OR What is he/she doing?”

| If incorrect, which option best describes the student's answer? |         |           |                            |                    |                        |                          |                      |
|-----------------------------------------------------------------|---------|-----------|----------------------------|--------------------|------------------------|--------------------------|----------------------|
| Q1. Bird                                                        | Correct | Incorrect | No Response/<br>Don't know | Incorrect in [LOA] | Correct in other lang. | Incorrect in other lang. | Lang. not understood |
| Q2. Door                                                        | Correct | Incorrect | No Response/<br>Don't know | Incorrect in [LOA] | Correct in other lang. | Incorrect in other lang. | Lang. not understood |
| Q3. Cap                                                         | Correct | Incorrect | No Response/<br>Don't know | Incorrect in [LOA] | Correct in other lang. | Incorrect in other lang. | Lang. not understood |
| Q4. To write                                                    | Correct | Incorrect | No Response/<br>Don't know | Incorrect in [LOA] | Correct in other lang. | Incorrect in other lang. | Lang. not understood |
| Q5. Clouds                                                      | Correct | Incorrect | No Response/<br>Don't know | Incorrect in [LOA] | Correct in other lang. | Incorrect in other lang. | Lang. not understood |
| Q6. To jump                                                     | Correct | Incorrect | No Response/<br>Don't know | Incorrect in [LOA] | Correct in other lang. | Incorrect in other lang. | Lang. not understood |
| Q7. Corn                                                        | Correct | Incorrect | No Response/<br>Don't know | Incorrect in [LOA] | Correct in other lang. | Incorrect in other lang. | Lang. not understood |
| Q8. To cut                                                      | Correct | Incorrect | No Response/<br>Don't know | Incorrect in [LOA] | Correct in other lang. | Incorrect in other lang. | Lang. not understood |
| Q9. Feathers                                                    | Correct | Incorrect | No Response/<br>Don't know | Incorrect in [LOA] | Correct in other lang. | Incorrect in other lang. | Lang. not understood |
|                                                                 |         |           |                            |                    |                        |                          |                      |

|                  |         |           |                                  |                       |                                 |                                |                         |
|------------------|---------|-----------|----------------------------------|-----------------------|---------------------------------|--------------------------------|-------------------------|
| Q10. To<br>crawl | Correct | Incorrect | No<br>Response/<br>Don't<br>know | Incorrect<br>in [LOA] | Correct<br>in<br>other<br>lang. | Incorrect<br>in other<br>lang. | Lang. not<br>understood |
| Q11.<br>Stem     | Correct | Incorrect | No<br>Response/<br>Don't<br>know | Incorrect<br>in [LOA] | Correct<br>in<br>other<br>lang. | Incorrect<br>in other<br>lang. | Lang. not<br>understood |
| Q12.<br>Scissors | Correct | Incorrect | No<br>Response/<br>Don't<br>know | Incorrect<br>in [LOA] | Correct<br>in<br>other<br>lang. | Incorrect<br>in other<br>lang. | Lang. not<br>understood |

### Administering the Expressive Vocabulary Subtask

Stimulus needed. If the student does not point to a picture within 5 seconds, ask the question again. If there is still no response after 10 seconds, move to the next word. If the student responds in a language other than Language of Assessment (LOA), 🗣️ say “Can we try that in LOA?” If the student is not able to answer correctly in LOA after 10 seconds, move to the next item.

#### ADDITIONAL RESOURCES

- 🔗 Expressive vocabulary template, see [pg. 7-9](#)
- 🔗 For building a vocabulary item bank use the following:
  - 🔗 **RELM work bank**: This bank includes a list of potential nouns and verbs, in English, by semantic category. This is a resource for country teams to reference during vocabulary selection. The RELM word list was compiled from pilots done in Mozambique, Kenya, Rwanda, and the Philippines, the Cross-Linguistic Lexical Task (CLT), and the Peabody Picture Vocabulary Test (PPVT). (*Note: not all words will be relevant in every context; the adaptation team is responsible for selecting only those appropriate in their context.*)
  - 🔗 Use country and language specific age of acquisition rating lists, for example **Filipino Age of Acquisition word list**, by the Talk Together Project
- 🔗 For sourcing stimulus item images
  - 🔗 **RELM Image Inventory**. This inventory, like the word bank, offers potential images for the RELM subtasks.
  - 🔗 Open-source and Creative Commons images available from **Openverse**
  - 🔗 Open-source images available at **clipart library**
  - 🔗 AI Platforms, such as **Canva AI** or other AI platforms- these platforms create original images based off of text description. For example, you can specify gender, action, setting/context, emotion, etc.
    - 🔗 Due to some limitations in current AI image development software, these sources are typically more appropriate for Receptive and Expressive Vocabulary rather than dynamic, people-centered Listening Comprehension images.
  - 🔗 Engage a local illustrator to adapt or create images that reflect the local social and cultural context. Several free software platforms, such as **Canva**, **Sway**, **The Noun Project**, and **Storyboard that**, allow for simple and intuitive construction of images appropriate for assessing vocabulary.

## 1.10 Optional RELM Measures for Oral Language

| Reading Skill (domain) | Subtask                                  | Type | Number of Items                | Skill Demonstrated by Learner's Ability To:                                        |
|------------------------|------------------------------------------|------|--------------------------------|------------------------------------------------------------------------------------|
| Oral language          | Listening comprehension picture matching | RELM | 12                             | Select an image that matches a sentence or sentences read out loud by the assessor |
|                        | Listening comprehension short story      | RELM | 2 Passages; 5-6 questions each | Respond to comprehension questions about a text the assessor reads out loud        |

### WHICH LISTENING COMPREHENSION SUB-TASK SHOULD I USE?

The listening comprehension picture matching subtask is more appropriate for pre-primary and primary grades 1 and 2 because it: A) assesses comprehension through a variety of text lengths (from single sentences to short stories); and B) uses visual stimuli (pictures) to support understanding, which can be particularly beneficial for younger learners. This subtask is also advantageous in contexts where rapid testing is required, as it can be administered quickly in group settings. Conversely, for primary grades 3 and 4, the listening comprehension short-story multiple-choice subtask may be more suitable, given its capacity to pose deeper inferential questions in addition to explicit ones.

### — Listening Comprehension Picture Matching

The assessor reads out loud a single sentence, two to three sentences, or a short story on a familiar topic to the learner. The assessor provides the learner with a stimulus containing four pictures. The assessor asks the learner to select the image that matches the sentence, sentences, or short story read to them<sup>6</sup>. The subtask is not timed. This subtask is designed to assess a child's ability to comprehend/understand oral discourse, and covers language comprehension domains such as receptive vocabulary, syntactic knowledge, and inference making. Poor performance on this listening comprehension subtask suggests that the learner either has difficulty understanding and making sense of the language being assessed, or that they have difficulty processing what they hear.

### Scoring

The data consists of correct or incorrect responses. The variables collected for calculating the results include total items attempted and total correct items. The learner's score for this subtask is calculated as the total number of correct responses (out of the total number of items).

## Construction of Picture Matching Subtask

The subtask contains 12 total items of increasing complexity, plus two practice items.

- Two practice items (one at sentence level and one at the 2-3 sentence level)
- Four items at the single sentence level
- Four items at the 2-3 sentence level
- Four items at the short story level

Each item has a corresponding stimulus with four images. One image is the target (correct) image, and three images are the distractors (incorrect) images. The learner identifies the image that represents the sentence, sentences, or short story. The subtask requires 14 stimulus sheets, with 4 images on each. Items in the subtask should be ordered from the least to most complex (4 single sentence level, 4 2-3 sentence level and 4 short story level).

The images depict a scene or scenario that will be familiar to the learners and the sentence(s)/stories provide a narrative reflecting the target image. Images of people ensure adequate representation of the relevant sub-groups participating in the assessment (e.g., boys/girls, different ethnic groups, disability types, etc). Sentence(s)/stories contain nouns and verbs that the learner will be aware of and interact with very regularly. Single sentence items should be simple sentences with no passive or embedded clauses and approximately 5-8 words in length. Two to three sentence items should also be simple sentences, closely connected and approximately 8-25 words total. Length for short stories depends on the grade being assessed, although most stories need to be approximately 25 to 50 words.

**Sourcing Images for Listening Comprehension Picture Matching:** The same UDA considerations are relevant to the listening comprehension subtask as the receptive and expressive vocabulary. While sourcing images for this subtask, avoid unnecessary background distractions. For example, if the story is set in a park, a field of grass and sky would be less visually complex than multiple trees, people, animals, or activities irrelevant to the story content. Adobe has a free [background remover](#) that can isolate the central focus of an image.

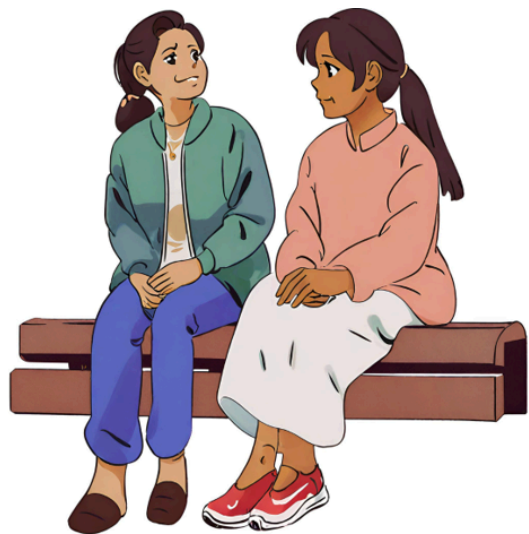
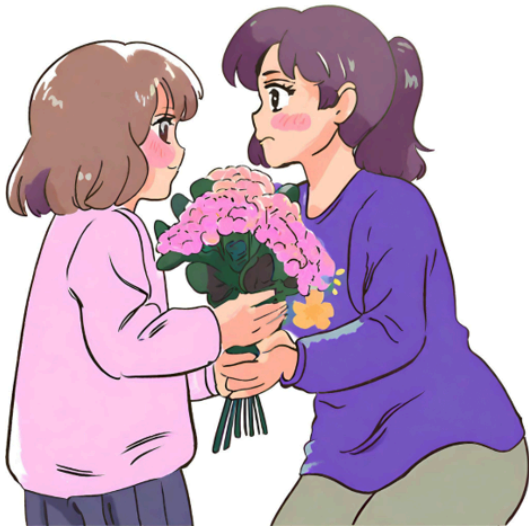
## Sample of Picture Matching Subtask

### SAMPLE

**Example Picture Matching Subtask (2 *sentence level*):** Mom has no work today. She stayed at home and listened to music.



**Example Picture Matching Subtask (*short-story*):** Lita has a small oven in her house. She loves to bake bread and cakes. One day, she baked a cake for her mom's birthday. The cake is a gift for her mother. When she gave the cake to her mother, her mother smiled with happiness.



 Say, “Now we are going to look at some more pictures together. First, I will read a sentence or a short story to you **TWO TIMES**. You will listen carefully. Then I will show you some pictures. You will point to the picture that shows what happened. Are you ready to practice?” *[If the student says ‘yes,’ proceed with the first practice example.]*

 Say, “Listen closely to what I will read.”

After reading the example sentence in English twice, show the stimulus sheet and say, “I will ask you to point to the picture that shows what I read to you, like this.” Point to the correct picture.

 Say, “Now you try. Listen closely to what I will read.”

After reading the example sentence in English twice, show the stimulus sheet and say, “Point to the picture that shows what I read to you.”

If the student points to the correct picture, say “Yes, that is it.” If the student points to the incorrect picture, show them the correct one.

 Say] “Now you will do some more by yourself. Try to point to the picture I ask. If you do not know the picture I ask, that is OK. I will not tell you if it is correct or incorrect.” *[Go to question 1 and begin the assessment.]*

 **Read story TWO TIMES, then show stimulus to student and say: “Point to the picture that shows the story.”**

|                                                                                                                                                                                                                                 |         |           |                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------|----------------------------|
| Q1. The girl brushes her teeth.                                                                                                                                                                                                 | Correct | Incorrect | No Response/<br>Don't know |
| Q2. The mother is smiling at the baby.                                                                                                                                                                                          | Correct | Incorrect | No Response/<br>Don't know |
| Q3. The goat jumps over the fence.                                                                                                                                                                                              | Correct | Incorrect | No Response/<br>Don't know |
| Q4. The mouse is under the bed.                                                                                                                                                                                                 | Correct | Incorrect | No Response/<br>Don't know |
| Q5. Mom has no work today. She stayed at home and listened to music.                                                                                                                                                            | Correct | Incorrect | No Response/<br>Don't know |
| Q6. The girl wakes up early. Her brother is sleeping. She makes her bed.                                                                                                                                                        | Correct | Incorrect | No Response/<br>Don't know |
| Q7. It is break time at Bondo Primary School. Achieng, Chege and Mary sit down in the shade to eat their lunch.                                                                                                                 | Correct | Incorrect | No Response/<br>Don't know |
| Q8. Chiumbo and Declan are friends. They went for a walk in the forest. They climbed on a large rock to see into the trees.                                                                                                     | Correct | Incorrect | No Response/<br>Don't know |
| Q9. Tom lives on a farm. He has a cow named Pendo. Everyday Tom makes many trips to the village pump. He fetches buckets of water. Pendo likes to drink a lot of water.                                                         | Correct | Incorrect | No Response/<br>Don't know |
| Q10. Sam lives in a house with his mom and a cat. Sam goes to play. Then his mother calls him. The cat is on top of the tree! The cat cannot get down. Sam climbs the tree and grabs the cat. The cat is safe.                  | Correct | Incorrect | No Response/<br>Don't know |
| Q11. Abike's most precious gift is a sleeping mat. Her grandmother made the sleeping mat for her. Abike is lying down on her mat. She is listening to her mother tell a story. Abike falls asleep while listening to the story. | Correct | Incorrect | No Response/<br>Don't know |
|                                                                                                                                                                                                                                 |         |           |                            |

Q12 Lisa has a bird and a monkey as pets. One day, the bird and the monkey came out. They roamed around the yard of the house and climbed a tree. They ate the fruits in the tree. When they finished eating, they stayed in the tree and rested.

Correct

Incorrect

No  
Response/  
Don't know

### Administering of Picture Matching Subtask

Stimulus needed. Not timed but if the student does not point to a picture within 5 seconds, ask the question again. If there is still no response after 10 seconds, mark “No Response” and move to the next item.

#### ADDITIONAL RESOURCES

- Picturing Matching Subtask template, see **pg. 10-11**
- The following sources can be considered in identifying images:
  - African Storybook Project, which has free illustrated storybooks online at [www.africanstorybook.org](http://www.africanstorybook.org), which are suitable for many different country contexts.
  - AI Platforms, such as
    - Note: If using AI sources for image development confer with local experts to decide on the appropriate style for the target context: if cartoon/animated style or photograph-like images.
  - Engage a local illustrator to adapt or create images that reflect the local social and cultural context. Several free software platforms, such as [Canva](#), [Sway](#), [The Noun Project](#), and [Storyboard that](#), allow for simple and intuitive construction of images appropriate for assessing vocabulary.

## — Listening Comprehension Short Story

The assessor reads out loud a story to the learner two times and asks five to six multiple choice questions (also presented aurally), based on the text, in increasing difficulty. For each question, the assessor reads out loud four response options two times and asks the learner to select the best answer. This subtask is designed to assess a child’s ability to comprehend/understand oral discourse, and therefore, indirectly, oral vocabulary on which it is built in part. High-quality listening comprehension stories and questions will mirror all aspects of reading comprehension (including explicit questions, implicit questions, and will be grade appropriate).

### Scoring

The data consists of correct or incorrect responses. The variables collected for calculating the results include total items attempted and total correct items. The learner’s score for this subtask is calculated as the total number of correct responses (out of the total number of items in BOTH stories).

## Construction of Short Story Subtask

This subtask contains two short stories between 40 and 60 words with 5-6 multiple choice questions associated with each story (10-12 items total) and one short story with two simple multiple-choice questions as practice items. Each set of questions should be ordered in increasing complexity.

- Two items at the explicit level
- Two items at the inter-sentential level
- One to two items at the inferential level (depending on student age/grade level).

Each story (two total) has 5-6 corresponding multiple-choice items. Within each item, one of the four multiple choice options is the target (correct) and three are distractors (incorrect). The learner orally identifies the option that is the best choice based upon the story read by the assessor. The subtask does not require any stimulus.

The story options should reflect a setting or scenario that will be familiar to the learners. Similarly, all corresponding questions and answer options should be familiar and accessible to the learners. To the extent possible, stories should include adequate representation of relevant sub-groups participating in the assessment (e.g., boys/girls, different ethnic groups, disability types, etc). Stories, questions, and answer options should contain nouns and verbs that the learner understands and interacts with regularly. The story should have the following items: clear narrative structure, no more than 2 to 3 characters, a familiar setting, and a clear inferential conclusion. See the table below for detailed instructions of how to select an appropriate story.

An example of a story that works well in many contexts follows:

Sam lives on a farm. He has goats. Sam likes the goats. They are funny. They eat anything! He feeds the goats after school. Sam puts his homework near the goats. He plays football. Then his sister calls him. His homework is gone! A goat is eating something white. Now he knows where his homework is.

## LISTENING COMPREHENSION SHORT STORY SELECTION/ADAPTATION CRITERIA

| Criteria for Selecting a Story                                                                         | Story Above                                                                                                         |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Has two or more people or animals                                                                      | Sam, sister, goats                                                                                                  |
| Has two or more actions                                                                                | Live, has, likes, eat, feed, put, play,                                                                             |
| Is set in a familiar location                                                                          | Farm                                                                                                                |
| Simple theme with single perspective                                                                   | Sam's perspective of leaving homework                                                                               |
| Basic inference based on common practice(s) in story setting.                                          | Homework is missing. Homework is probably white paper. Goat is eating something white. Goat is eating homework.     |
| Has a simple narrative structure with a beginning (situation), middle (problem), and end (resolution). | Sam & goats on farm. Sam's homework is gone. Goat is eating something white. Sam learns that goat ate his homework. |

## Sample of Listening Comprehension Short Story Subtask (English)

### SAMPLE

#### Listening Short Story: Multiple Choice

Not timed. No stimuli required. Do not allow the child to look at the passage or the questions.

Read the entire passage out loud to the student TWO TIMES. Read slowly. After reading the first, say that the story is finished and that you will read one more time.

Say “I am going to read you a short story out loud TWICE and then ask you some questions. Each question has four answers, but only one of these answers is correct. I will read the questions and answer options TWO times. You will tell me which one is correct. Remember there is only one correct answer among the four choices I give you. Are you ready to practice?”

[If the student says ‘yes,’ proceed with the practice story and items].

After reading the example short story in [LOA] twice, say, “Now I will ask you some questions, but do not answer the questions yet. First listen to the four answers I will tell you. Then, tell me which one among the four is correct.” Say the question and the four answers, beginning each one with a number (“Number 1... Number 2...etc.”). Repeat all options TWO TIMES before prompting the student for his/her response.

If the student indicates the correct answer, say “Yes, that is it.” If the student indicates the incorrect answer, tell them the correct one.

Say “Now I will read a story. Listen closely.”

Read questions and response options as they appear on the data collection device. You MUST read the question and options TWICE.

Give the child at most 10 seconds to answer the question, mark the child’s response, and move to the next question.

If the student does not respond within 10 seconds, read the question and the multiple choice options again.

If there is still no response after 10 seconds, mark no response and move to the next question.

If a student says “I don’t know,” mark it as “Incorrect” and move to the following item.

If the student gives one answer, and then changes to another one, please tell them to “pick one final answer” and treat the first one they say after that statement as their response.

#### FIRST STORY:

My name is Senga. I am 9 years old. I live on a farm with my mother, father, and sister Ana. Every year, the land gets very dry before the rains come. We watch the sky and wait. One afternoon as I sat outside, I saw dark clouds. Then something hit my head, lightly at first and then harder. I jumped up and ran towards the house. The rains had come at last.

**Listening Comprehension Questions for Senga Short Story**

| Question to be asked                                | Multiple choice:                                                                                              | Correct | Incorrect | No response |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------|-----------|-------------|
| 1. Where does Senga live?                           | 1. in the city<br>2. on a farm<br>3. in the forest<br>4. in a hotel                                           |         |           |             |
| 2. How old is Senga?                                | 1. 5 years old<br>2. 1 year old<br>3. 30 years old<br>4. 9 years old                                          |         |           |             |
| 3. What hit Senga on the head?                      | 1. a rock<br>2. a bird<br>3. rain<br>4. his friend                                                            |         |           |             |
| 4. Why does the land get dry?                       | 1. because it is dry season<br>2. because it is rainy season<br>3. because of Senga<br>4. because of the moon |         |           |             |
| 5. How do you think Senga felt when the rains came? | 1. scared<br>2. happy<br>3. confused<br>4. angry                                                              |         |           |             |
| 6. Why do Senga and his family watch the sky?       | 1. for elephants<br>2. to see their family<br>3. to check on the animals<br>4. for the rain                   |         |           |             |

**Administering of Listening Comprehension Short Story**

Not timed. No stimuli required. Do not allow the child to look at the passage or the questions. For more information see the Sample listening comprehension short story above.

#### ADDITIONAL RESOURCES

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- [Short Story Subtask template](#), see pg. 12-17

## 02 How to Order Subtasks

Historically, the order of administering EGRA subtasks started with subtasks measuring the easiest foundational reading skills and proceeded to subtasks measuring more difficult foundational reading skills. With the inclusion of the RELM, the approximate order is illustrated below. There are possible adjustments within the order of subtasks, based on which are selected for an EGRA administration.

Typically, subtasks are ordered according to a developmental continuum that goes from beginning skills (phonemic awareness) to the more complex ones (reading connected text and writing). The listening comprehension task has been used as both the first and last subtask in the series. When placed first, it can help to put the children at ease and to establish clearly the language of the assessment (particularly important in multilingual contexts). When placed at the end, there is less chance that the child will confuse characters or items heard in the listening comprehension story with questions asked for the reading comprehension story.

## SUGGESTED ORDER OF EGRA SUBTASKS

| Order | Reading Skill                                                     | Subtask                                                                             |
|-------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 1     | Vocabulary                                                        | Receptive vocabulary and expressive vocabulary                                      |
| 2     | Oral language                                                     | Listening comprehension picture matching or listening comprehension short story     |
| 3     | Oral language                                                     | Listening comprehension                                                             |
| 4     | Phonological awareness                                            | Initial sound identification, letter sound discrimination, or phoneme segmentation  |
| 5     | Alphabetic principle (letter- or syllable-sound correspondence)   | Letter name identification, letter sound identification, or syllable identification |
| 6     | Alphabetic principle (distinguish individual sounds) and spelling | Dictation                                                                           |
| 7     | Decoding (sub-lexical)                                            | Nonword reading                                                                     |
| 8     | Decoding (lexical)                                                | Familiar word reading                                                               |
| 9     | Fluency                                                           | Reading accuracy                                                                    |
| 10    | Fluency                                                           | Oral reading                                                                        |
| 11    | Reading comprehension                                             | Sentence verification, passage reading comprehension, and/or maze                   |

Increasingly, there is potential to deploy an adaptive EGRA using computer software. An adaptive EGRA would allow the software to make automatic shifts to different subtasks based on predetermined administration rules incorporated into the software. An adaptive EGRA could start with more difficult reading subtasks, for example nonword reading, familiar word reading, or oral reading, and proceed to a more difficult or easier subtask depending on learner performance. There is a potential benefit to reducing the administration time for learners, especially in cases of EGRA administrations with learners above grade 3, since an adaptive EGRA starts at a grade-appropriate level before determining what basic skills learners have instead of reporting a lot of zero-scores. It is critical to understand that an adaptive EGRA requires electronic administration that uses software to ensure consistency in administration.

In addition, the development of an EGRA using adaptive software should incorporate the [Guidelines for Technology-Based Assessment](#). The use of adaptive EGRA is an emerging application, so the evidence for its use is still under consideration. Implementation Annex provides more information on electronic data collection.

## 03 Adapting Subtasks

Once the subtasks have been selected, the EGRA instrument and subtasks will need to be refined using an expert review process called the Adaptation Workshop. For more information on this process and the workshop. Please see the Adaptation Annex. For RELM related subtasks, please refer RELM's adaptation guide.

## 04 Translation and Other Language Considerations



As EGRA has expanded into dozens of countries and even more languages, many lessons have been learned that are worth bearing in mind when planning and implementing both adaptation development and adaptation modification.

- **Instructions.** Debating the EGRA protocol, or the instructions the assessors are to follow, is unproductive. The instructions were carefully developed based on evidence from prior research and experience, and are never modified. Instead, time spent on accurately translating the instructions is critical for successful implementation.
- **Field testing and pilot testing.** Both of these steps are important parts of the process (see Adaptation Annex) and must be planned and budgeted.
- **Use of the same or nearly identical subtask items across multiple forms of an instrument.** Best practice is to limit the need for post-administration statistical equating whenever possible. Strong instrument design procedures can produce highly comparable forms that mitigate the need for equating.

### 4.1 Translations vs. Adaptation

The consensus among education experts is that when evaluators are developing or modifying EGRA instruments, it is not viable to simply translate either the words or the connected-text passage from a version in a different language. Quite simply, translation may result in the use of inappropriate words that are too difficult for the grade level. For example, translating a syllable-segmenting task from English to Spanish when the word being segmented is *yesterday* would result in comparing a three-syllable word with a two-syllable word (*ayer* in Spanish), which would reduce the reliability of the assessment instrument and the validity of the cross-linguistic comparisons of results. As discussed earlier in this section, careful work in an adaptation workshop results in original passages that are approximately equal in difficulty to the texts learners are expected to read at grade level in each context.

The instructions must be translated as closely as possible to the original EGRA instructions, capturing the meaning more than a verbatim version.

Early in EGRA's development, Penelope Collins (née Chiappe) noted in a 2006 personal communication relating her experience within the South Africa Department of Education:

Because of linguistic differences (orthographic and morphological), it is critical that the passages used are independently written. Equivalence between passages cannot be established by translating the English passage into the different languages.

This was clearly illustrated by the initial pilot of the isiZulu passage, which was a translation of the English passage. Although one would expect children's oral reading rate to be similar for the context-free word/nonword lists and the passage, isiZulu learners who could read 20–30 correct words per minute in the list could not read the passage at all. Closer inspection of the isiZulu passage revealed that the words were much longer than those in the isiZulu list and the words used in the English passage. Thus, the isiZulu passage was clearly too difficult for learners reading at a first-grade level.

*English:* “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.”

*IsiZulu:* “USipho wayenenja encane. Inja yakhe yayikhuluphele. Ngolunye usuku uSipho wayehamba nenja yakhe ukuyodlala. Inja yalahleka. Emva kwesikhathi inja yabuya. USipho waphindela ekhaya nenja yakhe. Emva kokufika ekhaya, uSipho wapha inja ekhaya ukudla okuningi. Inja yajabula kakhulu yaze yagcina ilele. NoSipho ngokunjalo wagcina elele.”

If the population includes learners who are deaf or hard of hearing and signers, researchers must also adapt and modify the EGRA for the national sign language (see the Adaptation Annex). This includes understanding the sign language(s) in use within the country; mapping the sign languages and regional variations; understanding how instruction of learners with sign language differs across classrooms, schools, and types of schools; and reviewing the curriculum for learners who are deaf or hard of hearing and signers to determine what content is delivered to learners and how it may or may not differ from the standard curriculum. These actions will allow the creation of subtasks that correspond to the skills taught to learners who are signers, identification of items that are appropriate for these learners based on what they are taught in their classrooms and understanding of the different types of scoring considerations needed based on language variation across different contexts in a country.

For more information on language considerations during design phase, see the Design Annex

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## 4.2 Cross-Language Comparison: Preparations and Considerations

The issue of comparability across languages and countries is challenging from an assessment perspective. EGRAs administered in different contexts or in different languages may use comparable test forms, meaning that the tests are intended to be judged in relationship to each other and thus are designed with the same constructs, subtasks, etc. The forms themselves have the same measurement purpose; however, there is no assumption of equivalence (i.e., identical item difficulty across different versions).

Research indicates the difference between languages may be primarily a matter of the rate at which the children achieve the first few steps toward reading acquisition (Seymour et al. 2003). Regardless of language, children who learn to read advance from being nonreaders (unable to read words) to partial readers (can read some items but not others) to readers (can read all or a majority of items). In languages with transparent or “shallow” orthographies (often called phonetically spelled languages), the progression through these levels is very rapid (just a few months of learning). In contrast, this process can take several years for languages with more complex or “deeper” orthographies. In English, for example, completing the foundational steps requires two or more years, with a rate gain of only a few new items per month of learning, but regular and transparent alphabetic languages such as Italian, Finnish, and Greek require only about a year of instruction for learners to reach a comparable level of reading proficiency (Seymour et al. 2003).

Because languages have different levels of orthographic transparency, it is difficult to definitively state that Country A (in which all children are reading with automaticity by grade 2) is outperforming Country B (where children only reach this level by grade 3) if Country A’s language has a far more transparent orthography than Country B’s language. In addition to transparency, the rate of acquisition of reading skills is also affected by orthographic complexity. Orthographic complexity includes the number of symbols that need to be learned and their visual complexity. For example, most South Asian and Southeast Asian orthographies have approximately 500 symbol combinations that must be acquired (Nag & Perfetti 2014), so the process of acquiring reading ability in these languages may take four to five years (Nag 2007). By comparison, acquisition of reading ability may only take two to three years in deep alphabetic orthographies and one year in shallow alphabetic orthographies (Seymour et al. 2003). Visual complexity is also an important factor in orthographic complexity, wherein letters are graphically presented nonlinearly and symbols physically appear below, above, to the left of, or to the right of the sound they sequentially follow. In some languages, such as Arabic, they do not appear visually, and are instead inferred through context. These factors also affect the rate of acquisition of various reading skills (e.g., Kandhadai & Sproat 2010; Karanth 2002) and must be considered for cross-language comparisons.

Another important factor in cross-language comparisons is differences in phonology. Because some languages represent sounds only as syllables, some only as phonemes, and some as a combination thereof (Perfetti 2003), it is important to determine which type of phonological awareness measure is most suitable for the phonological structure of the language.

Nonetheless, determining the grade level at which children are typically “breaking through” to reading in various countries, for example, and comparing these grades, could be a useful analytical and policy exercise. The need for this type of “actionable data” was one rationale behind the creation of the Early Grade Reading Barometer, an interactive tool developed with USAID funding. It uses actual EGRA datasets from dozens of countries to generate graphical displays of learners’ reading performance by country and is publicly available.

To make reasonable cross-linguistic comparisons, educators and policymakers must complete two steps.

First, to ensure the technical adequacy<sup>7</sup> of an EGRA instrument across languages specifically, one must adapt, rather than translate, the instrument to account for differences in the cultural or linguistic elements of a language.

Second, in the case that comparison across languages is desired, those adapting and analyzing the EGRA results must, at a minimum, conduct a thoughtful examination of:

- The technical adequacy of an assessment for its stated purpose;
- The features of the languages, such as orthographic depth or orthographic complexity; and
- Each subtask, to understand the overall and particular constructs they are attempting to capture.

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## 4.3 Recommendations and Considerations for Cross-Language Comparisons

### — Recommendations for the Nature of Writing Systems

To help make reasonable cross-linguistic comparisons, those adapting the EGRA tool must possess in-depth understanding of characteristics of the writing systems of the languages in question.

To improve the quality of cross-linguistic comparisons, one must know if the writing system is morphosyllabic, syllabic, alphasyllabic, or alphabetic (Latin or non-Latin alphabetic).

The following guidelines are recommended in accordance with the type of language.

### — Roman-Alphabetic Languages

Within Roman-alphabetic languages:

- Know if the orthographic depth of the language in question is shallow (transparent) or deep (opaque).
  - Research suggests that children who learn to read in shallow orthographies may learn to decode more quickly than those who learn to read in deep orthographies (Spencer & Hanley 2003). The depth of the orthography is also related to how quickly and easily comprehension is attained (e.g., Share 2008).
- Know the syllable structure of the language in question.
  - Languages with complex syllables (e.g., consonant-vowel combinations such as ccvcc, as in “starts”) take longer to learn to read than languages in which simple syllables (e.g., cv, as in “mesa”) predominate.
- Know that word length influences cross-linguistic comparisons.
  - Shorter words are recognized more quickly than longer words. For example, compare agglutinative languages, which connect several morphemes, with non-agglutinative languages.
- Know that the written markings for tonal languages can influence comprehension, while this is unimportant for non-tonal languages.

## — Alphasyllabic Languages

Within alphasyllabic languages (e.g., Hindi, Thai, Sinhala, Lao):

- Know that the number of vowel or consonant components (phonemic diacritics) within each syllable cluster (akshara) affects ability to read (Nag & Perfetti 2014).
- Know that the type of phonemic diacritic will affect the ability to read (Nag 2014).
- Know that the nonlinearity of the phonemic constituents within a syllable cluster will affect ease of reading ability.
- Know that because of the large orthographic set that has to be acquired, the number of years of instruction required to reach the same level of fluency in South and Southeast Asian alphasyllabaries is around five (compared to around three in English) (Nag 2007).

## — Non-Roman Alphabetic Languages

- Know whether the orthographic depth of the language in question is shallow (e.g., vowelized Arabic and Hebrew words) or deep (e.g., unvowelized Arabic and Hebrew words).
- Know that Arabic is a clear case of diglossia (Ferguson 1959).
  - *Diglossia* is the term used to describe a situation in which two varieties of a language are used for socially distinct functions. The sociolinguistic functional distinctness and the subsequent linguistic (phonological, syntactic, morpho-syntactic, and lexical) distance between the two

forms of Arabic are believed to impede, or at least to slow, initial acquisition of reading (Abu-Rabia 2000; Ayari 1996).

- The diglossic nature of Arabic is closely related to orthographic depth and to reading fluency.
- Know that vowels are perceived as naturally attached to the consonants.
- Know that research on the reading of unvoweled Arabic and Hebrew scripts has shown that reading comprehension in these languages is not related to reading accuracy (Saiegh-Haddad 2003).
- Know that letter shapes matter in some orthographies (e.g., Arabic), and children do not see many letter shapes separately.

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## 4.4 Recommendations for Oral Language

Regardless of the desire to make cross-linguistic comparisons, all adaptations of EGRA must consider multiple aspects of oral language, such as differences in dialects or the presence of diglossia, the clarity of directions, levels of difficulty of the content of the phonological awareness, listening, and vocabulary subtasks.

For those focusing on cross-linguistic comparisons, it is particularly important to:

- Ensure that oral reading passages in different languages have a similar level of difficulty.
- Ensure that vocabulary words are measuring the same word meaning or construct in both languages.

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## 4.5 Recommendations for Print and Orthographic Knowledge

The content for subtasks designed to measure print and orthographic knowledge can be controlled so that there is some comparability across languages.

Cross-linguistic comparisons would track the rate and accuracy with which learners being tested in different languages recognized items appropriate for that grade level, as determined by their frequency in existing grade-level texts.

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## 4.6 Recommendations for Reading Connected Text

Ensuring technical adequacy and basic comparability of connected-text reading passages in multiple-language administration requires several considerations:

- The passage is original writing prepared specifically for the assessment.

- The passage addresses an age-appropriate topic in a familiar text structure, to minimize the influence of background knowledge on comprehension.
- To best compare languages, texts in both languages contain common story elements and topics familiar in both language groups.
- The passage avoids the use of ambiguous words, such as:
  - A word that, spelled in one way, can represent more than one meaning (e.g., “wind” in English).
  - A word that can use more than one spelling to represent one meaning.

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## 4.7 Recommendations for Second Language/Multilingual Learners

- When comparisons are made between languages, ensure that they are made between the same “language classification.” For example, if a test is conducted among a group of English monolinguals or English first-language speakers, then comparisons are not made to English second-language (or later language) groups.
- Simultaneous language acquisition (or learning two or more languages from birth or an early age) is possible, so a child may have two first languages.
- There is potential for “transfer” of skills (that is, most decoding skills can be transferred among similar writing systems) when children are reading in an additional or non-native language.
- If a child is learning in a second (or later) language without adequate instruction in the first language, interpretation of results reflects this. It is likely to take children much longer to reach reading proficiency in these cases.

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## 4.8 Recommendations for Sign Languages

EGRAs administered to learners who are deaf and signers, and who interact with the assessment using a signed language, are not comparable to non-signed EGRAs. Learners who are signers demonstrate their ability to understand a print word and produce its corresponding sign; this bilingual EGRA measures different constructs than non-signed EGRAs.

Currently, it is not recommended to compare results of EGRAs for deaf learners and signers across countries or signed languages. This is primarily due to the need for more evidence on EGRAs’ ability to adequately measure signed language and reading skills; for more cross-linguistic comparability evidence on signed languages, especially in low- and middle-income countries; and for better standardization of assessments for learners who are deaf and signers.

## 05 Use of Early Stop Rules

### 5.1 Subtask Early Stop Rules

Historically, EGRA has used early stop rules to end the administration of individual subtasks. The early stop rules exist for two reasons: (1) they enforce greater consistency across assessors regarding when to stop a subtask so that learners have the same opportunity to answer items, and (2) they protect learners from being assessed with too many items that they cannot answer.

Originally, the format of pen and paper EGRAs informed the item at which an early stop rule was applied. Specifically, when the learner answered every item incorrectly on the first row of a subtask grid, the early stop rule was enforced at the end of the first row of the grid. The early stop rules were implemented in this way for simplicity, convenience, and uniformity in scoring for pen and paper EGRAs. With electronic administration on tablets, applying the early stop rules has become automatic in the software application, assuming the rule is coded into the software before administration.

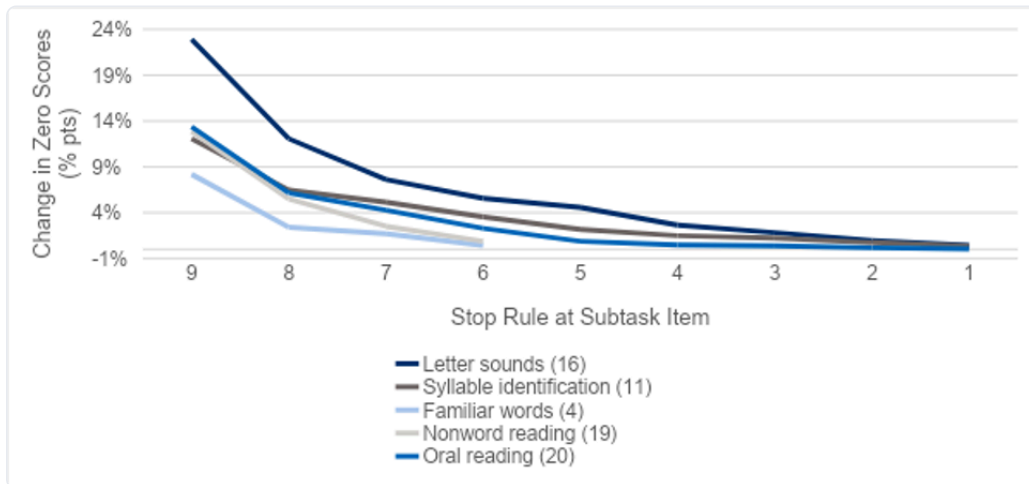
The prevailing early stop rules for EGRA subtasks are listed below.

## PREVAILING EARLY STOP RULES FOR COMMON EGRA SUBTASKS

| Subtask                      | Stop Rule at Item Number                                                                                                                                              |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Letter sound identification  | 10                                                                                                                                                                    |
| Letter name identification   | 10                                                                                                                                                                    |
| Initial sound identification | 5                                                                                                                                                                     |
| Phoneme segmentation         | 5                                                                                                                                                                     |
| Syllable identification      | 10                                                                                                                                                                    |
| Syllable segmentation        | 5                                                                                                                                                                     |
| Familiar word reading        | 5                                                                                                                                                                     |
| Nonword reading              | 5                                                                                                                                                                     |
| Reading accuracy             | none                                                                                                                                                                  |
| Oral reading                 | Varies depending on purpose and only when the passage is not used to measure reading comprehension.<br>When appropriate, stop rule typically applied between 5 and 10 |
| Reading comprehension        | None                                                                                                                                                                  |
| Listening comprehension      | None                                                                                                                                                                  |
| Dictation                    | None                                                                                                                                                                  |

Quantitative analysis of 20 EGRA datasets validated some of the prevailing early stop rules. The analysis examined learners' performance by moving the early stop rule forward, e.g., for a subtask with a ten-item stop rule, then they are looking at an early stop from the ninth to first item, to see if performance significantly changed for zero scores and mean scores. Focusing zero score increases of 3 percentage points or more, the change in zero scores suggests that letter sounds and syllable identification could move their early stop rules forward, but that would introduce inconsistency in early stop rules for subtasks with 100 items. Therefore, no change in early stop rule is recommended. For familiar words, nonword reading, and oral reading the zero scores indicate the early stop rule could move forward, but the early stop rules would occur too early in the subtask and learners would not have a sufficient chance to express their knowledge.

## CHANGE IN ZERO SCORES BY MOVING EARLY STOP RULE FORWARD



Source. Analysis by EnCompass, MSI, and RTI International

Similar to zero score, the results for changes in mean scores suggested moving early stop rules forward to items that were too early in the subtask for learners to have an opportunity to demonstrate their knowledge.

## 5.2 Assessment-level Early Stop Rules

EGRA administrations have used assessment early stop rules in limited instances. An assessment-level early stop rule ends the administration of the EGRA after the learner has an early stop on the first two or three reading subtasks (e.g., letter sounds, syllable identification, or nonword reading). After applying the early stop rule, the succeeding subtasks are assumed to be a zero score.

RTI International tested an assessment early stop rule in Tanzania. The application of the rule shortened the administration and did not subject learners to a lot of questions they could not answer on more difficult subtasks, such as oral reading and reading comprehension. Thus, the application of the assessment early stop rule likely reduced learners' frustration by decreasing administration time and reduced burden on assessors.

It is impossible to define a uniform assessment early stop rule for EGRA. The selection of subtasks used for an assessment early stop rule depends on two factors:

- **Instructional practices.** The EGRA assesses a reading skill that is not taught in the curriculum. Implementing partners using EGRA in Arabic experienced cases when learners were not explicitly taught letter sounds, so the subtask had limited predictive value of more difficult subtasks in nonword reading or oral reading.
- **Relationships of reading skills within a language.** The predictive ability of easier reading subtasks for more difficult reading subtasks is not the same across languages.

Quantitative analysis of 61 EGRA datasets examined the theoretical application of assessment early stop rules. For a theoretical early stop rule, analysts used the first two reading subtasks in the EGRA administration (i.e., letter sounds, syllable identification, or nonword reading). The analysis applied the theoretical assessment early stop rule to each dataset to see what share of learners were affected by the rule. For each successive reading subtask, the analysis examined the change in zero scores and mean scores based on the application of the early stop rule relative to the actual scores in the dataset. The table below shows how the application of the early stop rule changed zero scores and mean scores for nonword reading, oral reading, reading comprehension, and maze.

| <i>Change in Zero scores and raw scores after application of assessment early stop rule</i> |                 |                       |      |      |      |                      |      |      |      |
|---------------------------------------------------------------------------------------------|-----------------|-----------------------|------|------|------|----------------------|------|------|------|
| Subtask                                                                                     | Number of EGRAs | Changes in Zero Score |      |      |      | Changes in Raw Score |      |      |      |
|                                                                                             |                 | EGRAs w/ Change       | Min. | Max. | Mean | EGRAs w/ Change      | Min. | Max. | Mean |
| Nonword reading                                                                             | 39              | 25                    | 0.0  | 7.0  | 0.7  | 9                    | -1.2 | 0.0  | -0.1 |
| Oral reading                                                                                | 52              | 40                    | 0.0  | 14.8 | 1.5  | 23                   | -2.0 | 0.0  | -0.3 |
| Reading comprehension                                                                       | 61              | 33                    | 0.0  | 5.7  | 0.6  | 29                   | -1.3 | 0.0  | -0.2 |
| Maze                                                                                        | 7               | 4                     | 0.0  | 4.1  | 1.9  | 4                    | -1.2 | 0.0  | -0.5 |

Source. Analysis by EnCompass, MSI, and RTI International

Depending on the subtask and measure (zero score or mean score), the theoretical assessment early stop rule does not affect 25 percent to 75 percent of datasets. When there is a change in zero scores or mean scores, the changes to the subtasks are minimal, on average less than 2 percentage points for zero scores and half a word/question or less for mean scores.

Ultimately, the application of an assessment early stop rule depends on the EGRA’s purpose. An assessment-level early stop rule is possible to implement for an EGRA used as a classroom-based assessment or an EGRA used for donor indicator reporting and project evaluations. Using an assessment-level early stop rule for a system diagnostic, national assessment for foundational reading skills, or SDG reporting carries a level of risk, especially when there are national policy implications. In those instances, using the early stop rule and assuming zero scores for higher-order reading skills might undermine the partner government ministry’s confidence in the data and results. An assessment-level early stop rule is best proposed at the design stage of the EGRA in situations where there is sufficient historical EGRA data to demonstrate to stakeholders that applying it would achieve

results statistically similar to not applying it. For example, the historical data demonstrate that learners who scored zero on initial reading subtasks have a near 1 probability of scoring zero on oral reading and reading comprehension.

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## NOTES

- 1 While reordering within rows will limit significant changes in subtask difficulty, it is still recommended to test for order effects whenever possible. ↩
- 2 RELM incorporates principles of UDA. The UDA RELM tool has accommodations that make it accessible to most, but not all learners. A RELM tool that meets the needs of blind and deaf learners is currently being designed and will have both accommodations and modifications. Blind and deaf learners require modifications of the RELM to ensure access that allows them to demonstrate their knowledge fairly. ↩
- 3 For some countries/languages, age of acquisition studies may be available. If such studies are not available for the target languages-contexts, consider assessment developers' subjective ratings of AoA. Educators and linguists on the team can combine their experience and knowledge to collectively make these determinations. ↩
- 4 The criteria used to assess word complexity can and should be modified to address language-specific feature. ↩
- 5 “Cognates are words with the same origin that appear in two or more different languages. Cognates are similar and sometimes even identical in spelling, pronunciation, and/or meaning” ( Alupoice, 2021). ↩
- 6 This subtask uses pictures to minimize the need for the learner to employ expressive language skills when responding (since the focus of the subtask is on receptive understanding). ↩
- 7 A “technically adequate instrument” is one that has been demonstrated to produce reliable results, allows the generation of valid analyses, and therefore lends confidence. ↩