EGRA Toolkit Revision Recommendations

GAML
November 23, 2022

The Early Grade Reading Assessment (EGRA)

Uses
- Identify instructional needs
- Intervene with evidence-based instructional approaches
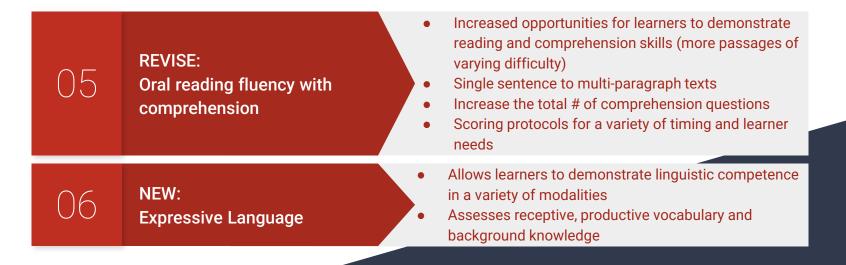- Monitor progress in foundational skills

- EGRA is one of many assessment surveys (SACMEQ, PASEQ, AMPL) in use since 2009

- Uniquely focuses on the foundational skills necessary for children to learn to read with comprehension

- Most often used in Low- and Middle Income Countries (LMICs) and by donors

- An entry-point to SDG 4.1.1a reporting
  - Used in countries that do not typically participate in regional or global assessments
  - Countries that have very low performance on those assessments if they participated

- EGRA is adapted for the context and skills that we seek to understand for better monitoring, identification and intervention in reading

What foundational reading skills does the EGRA measure?

01	**Listening Comprehension subtask**	- Listen to a locally-developed, grade- and age-appropriate story - Answer comprehension questions (direct, inferential)
02	**Letter Identification subtask**	- Be presented with a grid of letters - Identify as many letters as possible in a minute
03	**Phonological Awareness subtask**	- Be presented with a grid of words or letters - Identify initial or final sounds of words, or letter sound discrimination in one minute
04	**Decoding subtask**	- Be presented with non-sensical words that use age- and grade-appropriate letters or symbols - Decode as many non-sensical words in 1 minute
05	**Oral reading fluency with comprehension subtask**	- Be presented with a locally-developed, grade and age-appropriate reading passage - Read the passage - Answer comprehension questions (direct, inferential)

Forthcoming changes to the EGRA to improve alignment with Global Proficiency Framework and SDG 4.1.1a reporting

05

REVISE:
Oral reading fluency with comprehension

- Increased opportunities for learners to demonstrate reading and comprehension skills (more passages of varying difficulty)
- Single sentence to multi-paragraph texts
- Increase the total # of comprehension questions
- Scoring protocols for a variety of timing and learner needs

06

NEW:
Expressive Language

- Allows learners to demonstrate linguistic competence in a variety of modalities
- Assesses receptive, productive vocabulary and background knowledge

Overall: the revised EGRA Toolkit will embody:

1. Principles of UDL to accommodate assessments of learners with a range of difficulties (physical, cognitive, emotional)
2. Offer a variety of timing considerations - timed and untimed scoring, with and without reading stimuli, considering scoring alternatives for second-language learners

Next Steps & Timeline

Dec 2022

Determine all changes required

Pending completion of Policy Linking Toolkit

Mid 2023

Draft changes to EGRA and EGMA Toolkit 2.0

Late 2023

Offer training on revisions

Provide training to partners, implementers on new modules, changes

2023-2024

Continue to build capacity in Policy Linking, GPF use

Continue to offer training to partners, implementers on policy linking with revised EGRA, use of GPF for aligning system resources (such as curriculum, training)

Thank you

For additional questions, please contact Anne Angarola at aangarola@usaid.gov .