



Education
Data and
Statistics
Commission

Technical Documentation Supporting Exemplar Early Grades Reading Items

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February 25, 2025



#25YearsOfDataInsights

SDG 1.1a Reporting

Reading: Minimum 20 points total

- Comprehension
 - Reading comprehension
 - Minimum 10 points but can be more
 - Only students who score 60% or more are included
- Precursor or foundational skills
 - Maximum 10 points
 - Must be correlated to reading comprehension
 - Skills: listening comprehension, oral reading accuracy, word reading, or sound/symbol correspondence

Learning to Read

- Reading is a language-based process.
- Proficient readers can read fluently and understand the meaning of what they read.
- To reach proficiency students must have adequate oral language and background knowledge and must have learned to read.
- The cognitive processes needed to learn to read are the same regardless of language.

Global Proficiency Framework

R1.2	Retrieve explicit information in a grade level text by direct or close word matching	<ul style="list-style-type: none"> Retrieve a single piece of explicit information from a grade 2-level text. It will generally be in response to a “who”, “What”, “when”, or “where” question. 	D1.1	Identify symbol/sound/fingerspelling and/or symbol/morpheme correspondences	If the grade level curriculum introduces new symbols accurately say or sign common grade 2-level symbol-sound/fingerspelling and/or symbol morpheme correspondences (language and country-specific)
C2.1	Retrieve explicit information in a short grade level continuous text read to or signed for the learner.	<ul style="list-style-type: none"> A short grade-2 level continuous text, Retrieve explicit information. It will generally be in response to a “who”, “What”, “when”, or “where” question. 	D1.2	Decode isolated words	Accurately say or sign common isolated grade-level words (language and country specific).
C3.1	Interpret information in a short grade-level continuous text read to or signed to a learner.	<ul style="list-style-type: none"> A short grade-2 level continuous text, Make simple inferences This will generally be in response to a “why” or “how” question. 	D2.1	Say or sign a grade level continuous text at pace and with accuracy	Accurately say or sign a grade 2 continuous text with a few errors (e.g. no more than 10% of the in the text).

Assessments

Reading Comprehension: The student reads a set of 5 short, simple unrelated sentences silently then responds by either verifying if the sentence is correct or by answering a single question about the content. The score is the number of correct responses.

Oral Reading Accuracy: This is an untimed task. Students are asked to read a 40 -50-word text. The score is the percentage of words read correctly out of the total words read.

Word Reading: An array of 50 common words are presented to students. They are asked to read the word. The score is the number of words read correctly in 1 minute.

Symbol/Sound Correspondences: An array of 100 graphemes or syllables is presented to students. They are asked to provide the sound. The score is the number of correct letter sound correspondences provided.

Listening Comprehension: After listening to a short text read to them, students answer 5 questions about the text asked orally. The score is the number of questions answered correctly.

Level of Difficulty: Reading Comprehension

Text	Question	Level of Difficulty
Masie was in Grade 2.	1. Who was in Grade 2? Masie	.19
Karekezi had two very beautiful chickens.	1. Who had two chickens? Karekezi	.91
The cleaner was cleaning the garden, so he greeted Zaid with a smile.	4. Who did Zaid meet in the garden? The cleaner	.72

Mid-range p-values (medium difficult)

	.4-.49	.5-.59	.6-.69
C2.1			2
C3.1			
D1.1 Sounds	1		
D1.1 Syllables			2
D1.2		1	5
D2.1		1	
R1.2		2	
Total	1	4	9

Conclusions

1. Learning to read is similar across languages therefore, skills assessed to determine student growth toward reading proficiency are similar.
2. The range in item difficulty and benchmarks within language groups indicates that more work is needed in determining the role of the student sample.
3. Although limited, there was enough data to begin to identify exemplar items for each of the tasks examined.

Next Steps

1. Need assessment booklets for the data sets to determine if they are aligned with the GPF.
2. A larger set of comprehension questions would allow us to determine if the differences we saw with this small set were due to the sample.

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