Reading Assessment-English

Adapted for Accelerated Learning Program ACTED

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| **Purpose/utilisation of this Tool:** |
| **The tool will assess learners’ current status of understanding & reading ability *for* basic English language at baseline stage. The assessment includes aspects such as listening comprehension, phonemic awareness (their ability to hear, identify, and manipulate individual sounds-phonemes--in spoken words, their awareness about how sounds in words work), familiarity with word reading, and reading fluency and comprehension. A similar tool will be administered at the end-line to measure the change brought through project interventions during learning course.** |

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| Section 1: Background Details | |
| Beneficiary Girl Name |  |
| Beneficiary Girl Code/ID |  |
| Beneficiary Girl Age |  |
| Name of Centre |  |
| Centre Code/ID |  |
| Name of Village |  |
| Village Code/ID |  |
| Union Council |  |
| Taluka/Tehsil |  |
| District |  |
| Date of Visit |  |
| Name of Enumerator |  |
| Consent: Is that acceptable and do you agree to take part in our research to help improve girl’s education? | Yes  No |
| Reason for refusal |  |

### LEAVE NO GIRL BEHIND ACTED ASSESSMENT INSTRUMENT

## Instructions:

* Establish a relaxed and playful rapport with the child.
* Ask him/her a few questions about subjects of interest to them.
* Explain to the child that the assessment is not a test, if she could not perform a task you can skip that task.
* Encourage the child. Say things like, *'Good job!'* and *'You are working very hard - keep it up!'*

## Preparation

* Keep a print of Child’s copy for each child read the instructions carefully to Child

EGRA+ Scoring Rules:

* **Right answer : 1**
* **Skipped item /Wrong answer : 0**
* ( **]** ) after the last letter/word is read
* Record time in the space provided when the child stopped
* If a child stops for 10 seconds on a given item, mark the item incorrect and ask the child to go on.
* If a child is unable to provide a correct answer on any item in the first row or section of a subtest, thank the child, and move on to the next subtest
* If a child corrects an answer within 3 seconds place a circle on answer

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| --- | --- | --- | --- |
| **STOP RULES FOR ALL TASKS** | | | |
| **Sub Tasks** | **Practice Items?** | **Timed** | **Stop Rule** |
| Sub Task 1: Listening Comprehension | No | No | No |
| Sub Task 2: Letter Name/sound Identification | Yes | No | First 10 consecutive errors |
| Sub Task 3: Familiar Word Reading | Yes | No | First 5 consecutive errors |
| Sub Task 4A: Oral Reading Fluency | No | 60 second | First sentence in consecutive error |
| Sub Task 4B: Reading Comprehension | No | No | No |
| Sub Task 5: Writing dictation | No | No | No |

## Sub Task 1: Listening Comprehension

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| Ask the child in mother tongue to:  * I am going to read a small passage in English, after reading the passage I will ask few questions from you, if you do not know the answer it is okay I will ask the next question. This is not a test and you can say no to any thing you do not like * Then read the Passage slowly ask the child if she can listen it | Untimed **Scoring:**  **Wrong : 0**  **Correct : 1** |
| Note:  * For each correct answer mark 1, for each wrong answer /skipped mark 0 * If the child is unable to answer any question, mark the last option on scoring grid and move to next item. | |

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| --- | --- | --- | --- | --- |
| **Passage** | | | | |
| Amna has a book.  Its color is red.  The storybook is about a cat.  Amna’s mother gave this book to her.  She read this book at night.  She read one story a night. | | | | |
| **Questions** | **Answer** | **Wrong/ Skipped** | **Correct** |  |
| 1. What is color of Amna’s book? | Red | 0 | 1 |  |
| 1. What is the story about? | Cat | 0 | 1 |  |
| 1. Who gave Amna this book? | Mother | 0 | 1 |  |
| 1. How many stories Amna read at night? | one | 0 | 1 |  |

|  |  |
| --- | --- |
|  | Total correct answers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Total Incorrect: \_\_\_\_\_\_\_\_\_\_\_\_ | Exercise was discontinued as child had no/correct answers in the first line. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |

## Sub Task 2: Phonemic Awareness

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| --- | --- | --- |
| Ask the child in mother tongue to:  * “*I am going to show you some letters in English, read as many as you can, if you cannot read any letter move to next letter*” * Place the child copy in front of child and say “*I am going to read few letter sounds with you so that you understand the task”* | Untimed **Scoring:**  **Wrong /skip: 0**  **Correct : 1**  **After the last word read: ( ] )** | |
| Note:  * For each correct answer mark 1, for each wrong answer /skipped mark 0 * If the child is unable to read any letter in the grid, mark the last option on scoring grid and move to next item. * If child cannot read any letter for 10 sec ask her to move to next letter * If the child do not read any letter in one rows, skip the section and move to next section | |

## Practice Items:

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| --- | --- |
| **Tell**  Here are some letters point to the letter “T”, For example, the sound of this letter is /t/ | **Show Child**  **T** |
| Repeat same for next practice item “s” For example, the sound of this letter is /s/ | **s** |

* Now please point your finger to the first letter in grid and start reading when I ask you to start, okay let’s start.

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| --- |
|  |
| Total Incorrect: \_\_\_\_\_\_\_\_\_\_\_\_ |
| Total correct answers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Total Skipped/no answer: \_\_\_\_\_\_\_\_\_\_\_\_ |
| Exercise was discontinued as child had no/correct answers in the first line.  \_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| a | C | i | L | e | N | o | E | p | t |
|  |  |  |  |  |  |  |  |  |  |
| o | s | M | o | C | R | L | d | n | s |
|  |  |  |  |  |  |  |  |  |  |
| R | t | K | a | e | D | A | c | n | A |
|  |  |  |  |  |  |  |  |  |  |
| I | q | i | p | R | U | s | N | E | w |
|  |  |  |  |  |  |  |  |  |  |
| e | k | E | t | i | R | e | l | b | S |
|  |  |  |  |  |  |  |  |  |  |
| S | O | n | g | c | s | a | i | Z | n |
|  |  |  |  |  |  |  |  |  |  |
| N | d | r | d | A | u | E | a | l | M |
|  |  |  |  |  |  |  |  |  |  |
| s | D | f | r | I | J | P | T | Y | W |
|  |  |  |  |  |  |  |  |  |  |
| B | V | a | F | H | O | p | G | K | M |
|  |  |  |  |  |  |  |  |  |  |
| X | E | f | h | O | t | I | r | I | T |
|  |  |  |  |  |  |  |  |  |  |

## Sub Task 3: Familiar Word Reading

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| --- | --- | --- |
| Ask the child in mother tongue to:  * “*I am going to show you some words in English, read as many as you can, if you cannot read any word move to next one*” * Place the child copy in front of child and say “*I am going to read few words with you so that you understand the task”* | Untimed **Scoring:**  **Wrong/skip : 0**  **Correct : 1**  **After the last word read: ( ] )** | |
| Note:  * If the child is unable to read any word in the first row, mark the last option on scoring grid and move to next item. * If the child do not read any word in one row, skip the section and move to next section * If child cannot read any word for 10 sec ask her to move to next word | |

## Practice Items:

|  |  |
| --- | --- |
| **Tell**  Here are some letters point to the word “fat”, For example, the sound of this word is /f/a/t/ | **Show Child**  **Fat** |
| Repeat same for next practice item “Nose” For example, the sound of this word is n/o/s/e/ | **Nose** |

* Now please point your finger to the first word in grid and start reading when I ask you to start, okay let’s start.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| an | make | the | But | also |
|  |  |  |  |  |
| water | its | try | Not | were |
|  |  |  |  |  |
| Boat | word | World | Do | her |
|  |  |  |  |  |
| Garden | said | call | Picnic | Grow |
|  |  |  |  |  |
| Magic | their | Party | Very | been |
|  |  |  |  |  |
| could | Justice | Playground | Punish | even |
|  |  |  |  |  |
| after | Worried | work | Stroll | Invite |
|  |  |  |  |  |
| Honest | Thirsty | Friendship | Activities | Punctual |
|  |  |  |  |  |
| Accidents | Height | Hungry | Invent | Stream |
|  |  |  |  |  |
| Excited | Mountain | Garbage | Environment | Dangerous |
|  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
|  | | Total correct answers: \_\_\_\_\_\_\_\_\_\_ |
| Total Incorrect: \_\_\_\_\_\_\_\_\_\_\_\_ | | Exercise was discontinued as child had no/correct answers in the first line. \_\_\_\_\_\_\_\_ |
|  |  | | |

## Sub Task 4A: Reading Fluency & Comprehension

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * Ask the child in mother tongue to: * “I am going to show you paragraph in English, read as many sentences as you can, if you cannot read any word move to next one” * Note: * If the child is unable to read any word in the passage, mark the last option on scoring grid and move to next item. * If child cannot read any word for 10 sec ask her to move to next word * If the child is unable to read first sentence, thank her and end the test here | | | | | | | | **60 seconds**  **Scoring:**  **Wrong/skip : 0**  **Correct : 1**  **After the last word read: ( ] )** | | | |
| * Now please point your finger to the first word in the passage and start reading when I ask you to start, okay let’s start. (Adjust your stopwatch to start) * Mark the child progress after 60s and ask her to stop * If a child cannot read passage do not ask her comprehension question * If a child read some story only ask relevant comprehension question | | | | | | | | | |
| Salma | is | a | doctor; | she | works | at | a | | Community | | hospital. |
|  |  |  |  |  |  |  |  | |  | |  |
| She | treats | children | with | health | problems. | She | is | | Very | | punctual |
|  |  |  |  |  |  |  |  | |  | |  |
| and | finishes | her | work | on | time. | Salma | loves | | Her | | job |
|  |  |  |  |  |  |  |  | |  | |  |
| and | wants | to | become | a | surgeon. | When | free | | She | | visits |
|  |  |  |  |  |  |  |  | |  | |  |
| beautiful | places | with | her | family. | She | went | to | | A | | nearby |
|  |  |  |  |  |  |  |  | |  | |  |
| river | for | picnic | last | Sunday | and | enjoyed | with | | Her | | family. |
|  |  |  |  |  |  |  |  | |  | |  |

|  |  |
| --- | --- |
| Time left on stopwatch if student completes  in LESS than 60 seconds \_\_\_\_\_\_\_\_\_\_\_\_ | Total correct answers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Total Incorrect: \_\_\_\_\_\_\_\_\_\_\_\_ | Exercise was discontinued as child had no/correct  answers in the first line. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## Sub Task 4B: Reading Fluency & Comprehension

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| --- | --- | --- |
| Ask the child in mother tongue to:  * “*I am going to ask you few questions about the passage you read. If you cannot answer its okay listen carefully*” | Untimed **Scoring:**  **Wrong/Skip : 0**  **Correct : 1** | |
| Note:  * Only ask questions related to the sentences that the child read. | |

|  |  |  |  |
| --- | --- | --- | --- |
| Sub **Questions** | **Answer** | **Wrong/Skip** | **Correct** |
| 1. Salma is a \_\_\_\_\_\_\_\_\_? | Doctor |  |  |
| 1. Where is Salma working? | Community hospital |  |  |
| 1. What does Salma wanted to become? | Surgeon |  |  |
| 1. What does Salma do when she is free? | Visit beautiful places |  |  |
| 1. What Salma did on last Sunday? | River |  |  |

|  |  |
| --- | --- |
|  | Total correct answers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Total Incorrect: \_\_\_\_\_\_\_\_\_\_\_\_ | Exercise was discontinued as child had no/correct answers. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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## Sub Task 5: Writing Dictation

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| --- | --- | --- |
| Ask the child in mother tongue to:  * “*I am going to ask you to please write a few sentences in English.* * If you do not understand a word I will repeat that word to you. When you are ready we will start | Untimed **Scoring:**  **Wrong/Skip : 0**  **Correct : 1** | |
| Note: please give pencil and paper to the child to write the sentences. | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Sentence | Total Score | Correct |
|  | I am very happy | 4 |  |
|  | We like to play | 4 |  |
|  | I am late for class | 5 |  |
|  | Pakistan is beautiful | 3 |  |
|  | He gave me a bag | 5 |  |

|  |  |
| --- | --- |
|  | Total correct answers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Total Incorrect: \_\_\_\_\_\_\_\_\_\_\_\_ | Exercise was discontinued as child had no/correct answers. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |

***Stimulus Sheet Child Copy Sub Task 2 -alphabet knowledge***

Example: t s

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| a | C | i | L | e | N | o | E | p | t |
| o | s | M | o | C | R | L | d | n | s |
| R | t | K | a | e | D | A | c | n | A |
| I | q | i | p | R | U | s | N | E | w |
| e | k | E | t | i | R | e | l | b | S |
| S | O | n | g | c | s | a | i | Z | n |
| N | d | r | d | A | u | E | a | l | M |
| s | D | f | r | I | J | P | T | Y | W |
| B | V | a | F | H | O | p | G | K | M |
| X | E | f | h | O | t | I | r | I | T |

***Stimulus Sheet Child Copy Sub Task 3 Familiar word reading- ask the child to read***

***Example:*** Fat, Nose

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| an | make | the | but | also |
| water | its | try | not | were |
| Boat | word | World | do | her |
| Garden | said | call | Picnic | Grow |
| Magic | their | Party | very | been |
| could | Justice | Playground | Punish | even |
| after | Worried | work | Stroll | Invite |
| Honest | Thirsty | Friendship | Activities | Punctual |
| Accidents | Height | Hungry | Invent | Stream |
| Excited | Mountain | Garbage | Environment | Dangerous |

***Stimulus Sheet Child Copy Sub Task reading fluency 4A – (please ask the child to read and record time)***

Salma is a doctor; she works at a community hospital. She treats children with health problems. She is very punctual and finishes her work on time. Salma loves her job and wants to become a surgeon. When free, she visits beautiful places with her family. She went to a nearby river for picnic last Sunday and enjoyed with her family.

***Stimulus Sheet Child Copy Sub Task 5 Dictation***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_