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 |  |

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

|  |
| --- |
|   |
| 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

|  |  |
| --- | --- |
| 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 |
|  |  |  |  |  |

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| --- | --- |
|   | 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

|  |  |
| --- | --- |
| 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. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |

## 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***

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

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

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