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FROM THE AMERICAN PEOPLE

Instructional Implications: EGRA and EGMA

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About the presentation

- This presentation was prepared for USAID's Worldwide Education and Training Workshop, Arlington, Virginia, August 17-21, 2009. The workshop was organized by the Bureau for Economic Growth, Agriculture and Trade (EGAT/ED). The purpose was for "the international development community to share best practices in addressing the growing challenges in the field of education for social and economic development."
- The Early Grade Math Assessment (EGMA) described in this presentation is being developed under the USAID EdData II project led by RTI International, Task Order 2, EHC-E-02-04-00004-00; Early Grade Reading Assessment (EGRA) activities take place under Task Order 3, EHC-E-03-04-00004-00.

An educational system describes necessary elements and the relationship among them

- National Level
 - Standards
 - Curriculum
- School Level
 - Connect and support implementation of national mandates
- Classroom/Teacher Level
 - Teacher preparation and in-service professional development
 - Classroom support
- Student Level
 - Opportunities to learn

How can assessment help?

If we know what children know and do not know we can address their needs appropriately;

we can moderate some early life experiences; and

we can increase their chances of being successful and decrease retention rates.

EGRA and EGMA

- Are quick to administer and score.
- Provide useful information of student attainment on the foundational skills that are predictive of later achievement.

But most of all, to be
valuable, the data have
to be used.

EGRA and EGMA

- Provide information that is useful in planning instruction.
- Provide information that is useful in planning teacher professional development.

EGRA and EGMA

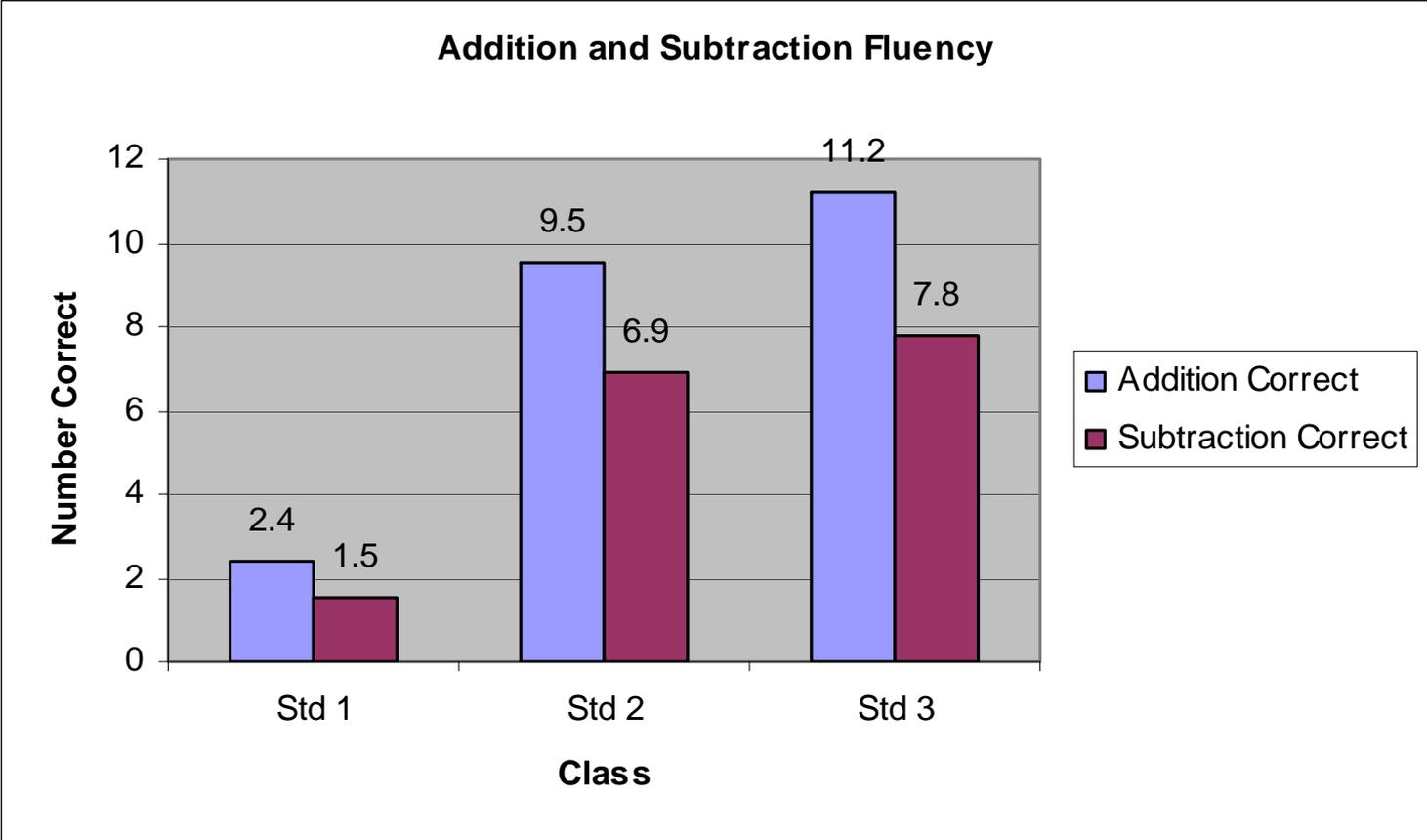
Provide a baseline which can be used to identify needs and to begin to make changes systematically.

Identify Gaps

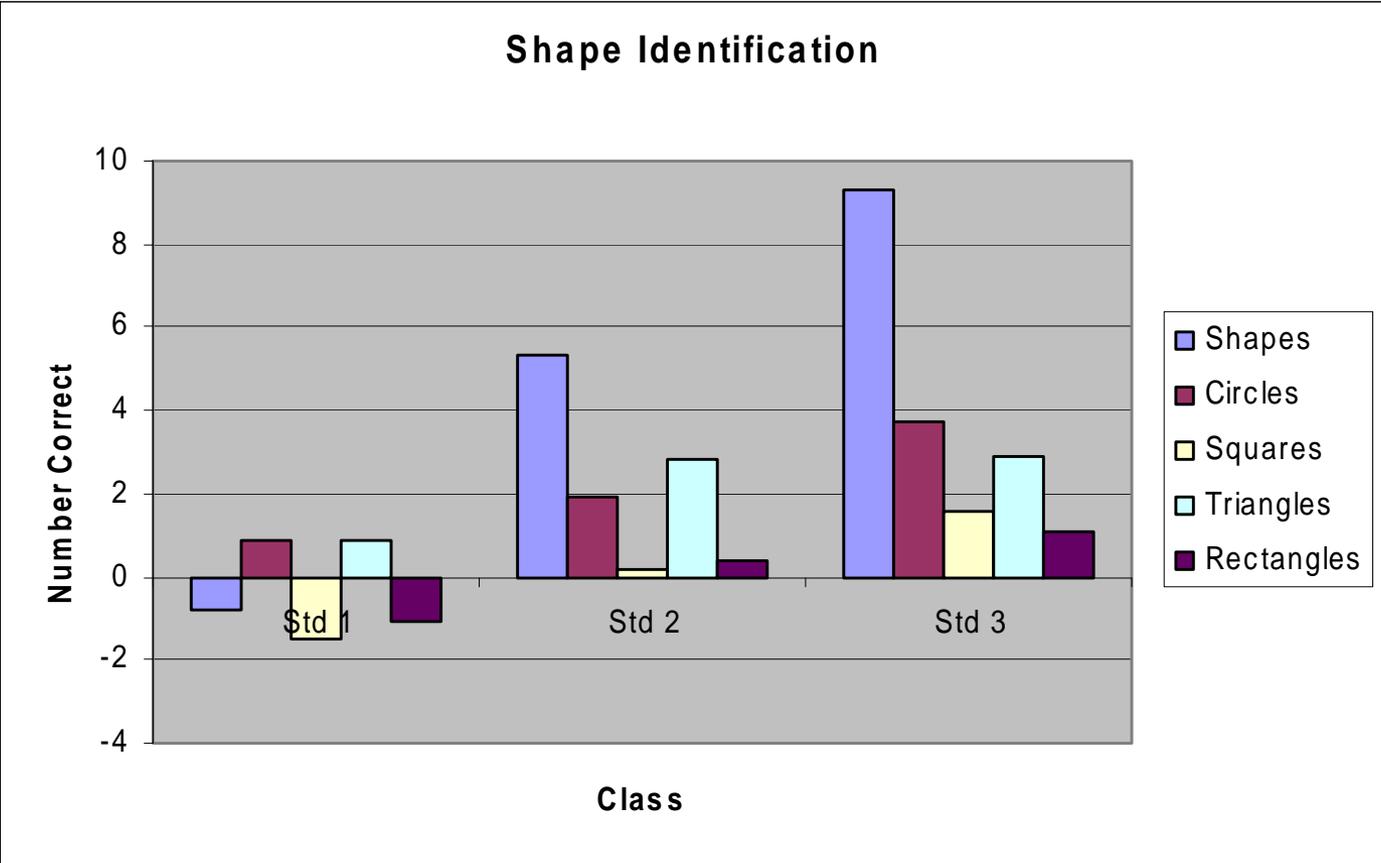
- Use these measures to identify areas where instruction has been missing or is not robust enough.

Task specific

Task 5: Addition and Subtraction Fluency

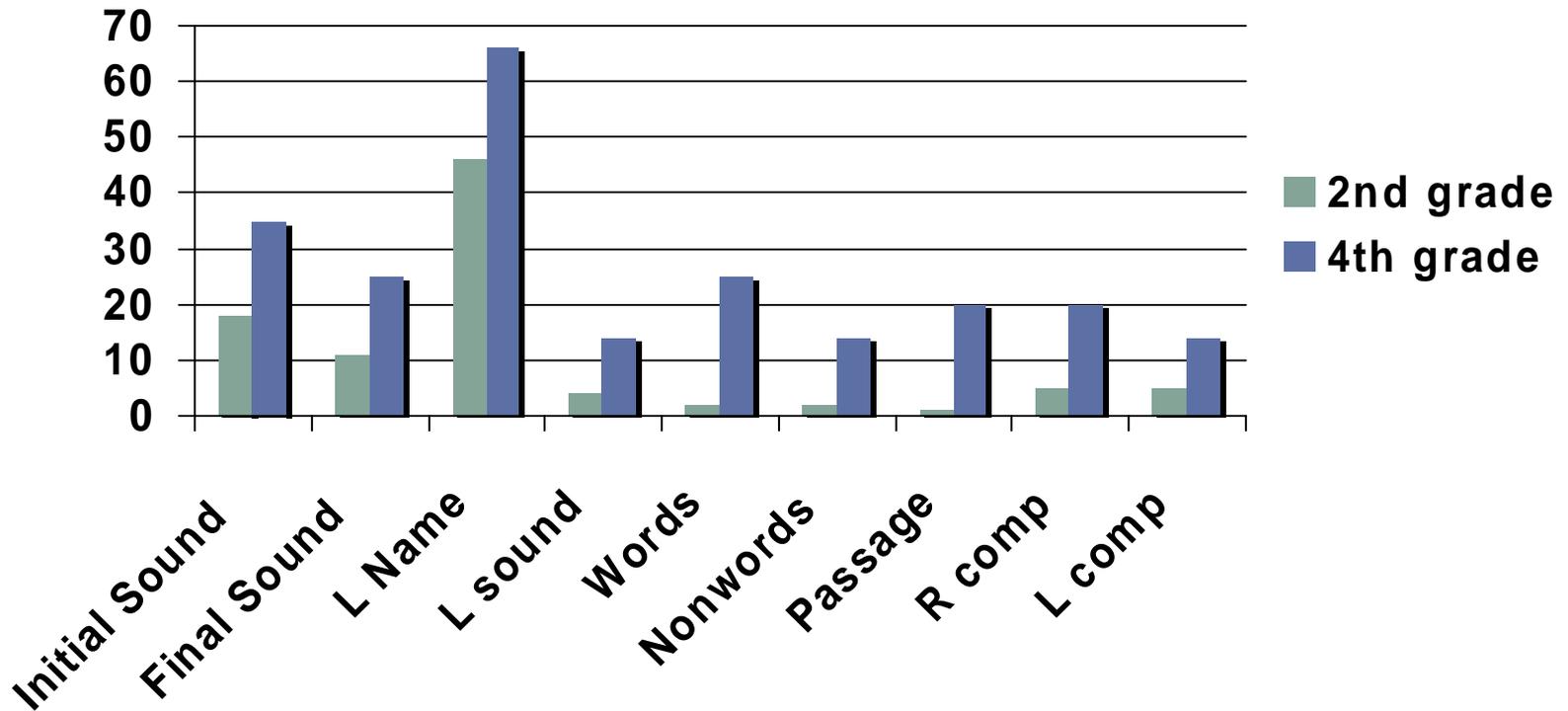


Task 6: Shape Recognition



General

Findings



What do the findings indicate?

- Children need to learn the sounds of letters.
- They need to learn to use that information to read and spell words.
- They need to practice reading words enough times that the process becomes automatic.

What do the findings indicate?

- They need to read and write every day.
- They need to learn comprehension strategies.

Modify Instruction

Review current instruction to determine whether or not it is consistent with country standards and with evidence-based instructional content and practices.

The task is to ensure that instruction

- is comprehensive;
- explicitly and systematically builds Arabic language skills during reading instruction;
- explicitly teaches Arabic letter/sound correspondences and spelling rules;
- introduces skills in isolation and practice in context;
- builds vocabulary and emphasizes the relationships between and among words to build oral language skills; and
- includes reading and discussion of text that targets comprehension and language development

Lesson Components

- Skill
- Objective
- Advance Organizer
- Model
- Guided Practice
- Independent Practice
- Application
- Corrective Feedback

Skill: Self-monitoring

Objective: While reading a text, students will self-monitor their comprehension using a self-questioning strategy.

Advance Organizer:

T: When we read, it is important that we understand what we read. Today we are going to learn to ask ourselves questions that will help us monitor or track our comprehension of what we read. After we read the first paragraph, we will stop and ask ourselves 4 questions.

Model:

Read a text aloud. Stop at the end of the first paragraph and say,

T: I just read this paragraph and I ask myself, does this make sense? If it does, I ask myself, what do I think will happen next? After I answer, I read on.

If I did not understand, I have to figure out why so I ask myself, can I make a picture in my mind? If I can, I ask myself, what do I think will happen next? After I answer, I read on.

If I did not understand, I have to figure out why so I ask myself, do I know what all the words mean?

Look over the text and identify one or two words to model figuring out the meaning and say,

I identify the words that I don't know, and I read the sentences again to try to figure out the meaning. Once I figure out the meaning, I reread and I ask myself again, does this make sense? If it does, I ask myself, what do I think will happen next? After I answer, I read on.

Guided Practice:

T: Now we are going to practice together.

T & S: Answer the question. If yes, write the answer on the organizer.

T: Now we will answer the second question. Does the title mention an event?

T & S: Answer the question. If yes, write the answer on the organizer.

T: Now we will make a prediction. Work with your partner/group to make a prediction.

Professional Development

- Areas for professional development based on results
 - How to evaluate student progress
 - How to teach reading
 - Effective teaching practices

Egypt

Professional development content:

1. Knowledge: reading content
2. Knowledge: delivery of instruction
3. Practice: routines
4. Application: practice implementing
5. Follow-up

Nicaragua

The four-day workshop:

1. Knowledge: the use of assessment for instructional planning
2. Knowledge: components of EGRA
3. Knowledge: components of beginning reading instruction
4. Application: using data to plan instruction and group students

Conclusion

- Modified instruction
 - Content
 - General
 - Specific areas
 - Pedagogical practices
 - Use of screening to plan instruction
- Professional development
 - In each area

Thank you!

- Comments
- Questions?