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EGRA Plus: Liberia

Overview of a Sustainable Reading Intervention

Early Grade Reading Assessment (EGRA) Plus: Liberia
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Prepared for
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Section 1: About the Intervention

Although the Early Grade Reading Assessment (EGRA) was developed as a measurement tool, many countries have shown an interest in using it as a springboard to improve reading, and have gone on to redesign their teacher training around reading.

Liberia is one such country that has decided to use EGRA to improve, and not just assess, reading. In fact, this was a clear mandate from the Liberian Ministry of Education and was requested of the U.S. Agency for International Development (USAID) under the Education Data for Decision Making (EdData II) project. The EGRA tool itself was first used (with World Bank funding), via a pilot assessment, to establish a reading baseline and to complete an overall system-level diagnosis and identify areas for improvement. USAID and the World Bank then funded a two-year follow-up task order, called EGRA Plus: Liberia, whose main purpose was to improve student reading skills by implementing evidence-based reading instruction.¹

In Liberia, the EGRA Plus project introduced a reading curriculum that incorporated tasks and activities that yielded information on causes of poor reading levels—similar to the opportunity-to-learn literature. Teachers received comprehensive professional development, support, and supervision, along with toolkits and plenty of reading materials for the students. The project also involved training and collaboration with Ministry staff in the areas of early grade assessment, development of skills in early grade reading improvement, and the use of data to drive teaching improvement. Thorough monitoring and evaluation also were part of the approach.

1.1 Purpose of This Intervention Overview

The process of implementing an intervention with multiple components (see *Exhibit 1*) requires systematic planning, organization, and professional development at several system levels. Along the way, we developed a number of forms, procedures, and checklists that facilitated the implementation process and resulted in feedback that assisted in improvements to the implementation process over the course of the two-year study that ended in October 2010. The purpose of this overview is to serve as a quick guide for those who are interested in learning about the most important components of USAID’s EGRA Plus: Liberia intervention program. Note that this overview does not provide details about the overall project implementation. The development of a full-scale manual or toolkit will take place during the successor projects to EGRA Plus: Liberia.

¹ EGRA Plus: Liberia was Task Order 6 of EdData II, led by RTI International. Additional information about the project implementation and results can be found in Piper and Korda (2009) and Korda and Piper (2011).

Exhibit 1. Components of an early grade reading intervention

Intervention Components	Component Description	Resources
System-Level Diagnostic Assessment	Early Grade Reading Assessment	EGRA Toolkit (Gove, 2009)
Reading Curriculum	Early grade learning-to-read curriculum. Explicit, systematic approach that provided instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension.	<i>Teacher Manual</i> , volumes 1 and 2 (Davidson, 2009a and 2009b)
Continuous Assessment and Report Cards	Teachers conducted “mini-EGRA” assessments to assess student progress toward the grade-level goal in passage reading and comprehension for four reporting periods and recorded the results on a student report card. Teachers also asked students to read for them to check on student progress at other times during the academic year.	Report Card Manual (RTI International, 2009)
Professional Development of Teachers and School-Based Support	Teachers received 5 days of professional development in early reading instruction. They also were given additional training on how to conduct the EGRA assessment and how to complete the report card for parents and for communities. Teachers were supported in their schools at least once per month via visits from their assigned coach (master trainer).	
Professional Development in a Training-of-Trainers Model	Instructional leaders/coaches received 5 days of professional development in early reading instruction and how to coach teachers. They received 3–5 additional days of instruction in how to conduct the EGRA assessment and how to complete the report card for parents and for communities. Instructional leaders/coaches were in frequent phone contact with their supervisor, with phone check-ins required at least once per week. The supervisor visited each coach in the field twice a year to assist with implementation and to provide modeling and other implementation support as needed.	Systematizing Coaches’ Support to EGRA Full Intervention and Light Intervention Schools (Annex A)

1.2 Overview of EGRA and Curriculum-Based Measures

There is substantial research support for the EGRA measures (see Gove, 2009), including the body of research on curriculum-based measures upon which the EGRA measures are based. Reading curriculum-based measurement (CBM) is a tool used to measure academic progress in reading through direct oral assessment with individual students. This measure is not the same as mastery measures in which a teacher creates tests on individual skills and tests students for mastery. A CBM focuses on a broader context than specific skills. It is designed to indicate general proficiency rather than serving as a mastery indicator for a specific skill.

Several important features define a CBM. First, the measure is always administered under standardized conditions. That means the assessor will always read the directions

to every student assessed in exactly the same way. Second, scoring rules are specific and consistent across students. Third, reading CBM tasks are based upon a long-term goal, often an end-of-grade-level goal. Fourth, rate is an important component of CBM tasks. Rate allows us to examine whether students have learned to read words automatically or whether they must sound out every word as they read. For example, if students are asked to read for one minute, the number of words they read correctly during that time reflects a level of proficiency in reading a passage at that difficulty level. The literature contains strong evidence for the relation between correct words read in one minute and reading comprehension. Hundreds of articles on reading CBMs are evidence of strong reliability and validity of the approach (e.g., see Deno, 1985; Fuchs, 2004; Fuchs, Fuchs, Hosp, & Jenkins, 2001).

The EGRA measure is based upon a reading curriculum-based measure and is closely linked to the reading approach as both a measure of student progress toward a reading fluency goal and an indicator of reading proficiency. EGRA was an integral component of EGRA Plus and an important source of continuous assessment data to inform teachers, parents, and communities about student progress in reading.

In designing a reading intervention for teachers in Liberia, we considered several important conditions that exist in many public schools across the country. First, teachers have limited training and some have no teacher education training or teaching certification. Second, there are many interruptions to the school schedule. In addition to frequent teacher absences, for example, students may leave school after the morning feeding program or participate in weekly Market Day rather than attend school. Third, class sizes range from 15 students to more than 100; teachers face significant challenges when class size is large. Fourth, there are very few resources for teachers. In many public schools, there are few or no books or any other learning materials for students. Fifth, teaching approaches often do not maximize time on task in the classroom, with typical teaching approaches focused on rote memorization and little opportunity for student engagement.

Since the intervention was designed to be sustainable, it was produced locally with minimal production costs and few supplemental materials. We developed lesson plans and used decodable books for students that were available at no cost online (see Teach the World to Read, n.d.) and were adequately aligned with the reading program. These books will be replaced with locally developed decodable books in the near future.

1.3 Brief Literature Review and Theoretical Framework for EGRA Plus

While we understand that the learning context in Liberia is quite different from that in the United States and Europe, we believe the data from studies in these countries are relevant to designing instruction in Liberia. To our knowledge, there are no randomized controlled field trials employing an experimental reading program on a large scale in developing countries other than EGRA Plus: Liberia. As we learn more from this study and its unique context, we may revise the guidelines we used to develop the intervention.

Several key premises laid the foundation for the reading intervention. The intervention focused on a “speech to print” (Moats, 2004) approach to reading instruction. A simple, evidence-based instructional routine is employed in the basic level of instruction, which is a direct/explicit instruction model (Carnine, Silbert, Kame’enui, & Tarver, 2004; Rosenshine, 1995; U.S. National Institute of Child Health and Human Development, 2000). The process is based upon a rather simplistic assumption that good teachers actually teach rather than expect students to learn primarily through discovery and maturation. Six instructional functions are considered the core steps in a direct/explicit model of instruction (Rosenshine & Stevens, 1995):

- *Review and check previous work.* In the EGRA Plus approach, the teacher began each lesson with a review of skills taught. These skills were selected from those introduced over the past few weeks. Teachers spent more time reviewing skills that were particularly difficult for students, based on student responses to the lesson in which the skill was initially introduced.
- *Present new material.* The teacher described the new skill students were to learn that day. If, for example, the new skill was learning the first sound in the word “mat,” the teacher stated that “today we will learn the first sound in the word ‘mat.’” Then, the teacher modeled the skill for students. “Listen, my turn. The first sound in the word ‘mat’ is /m/. Now, your turn.”
- *Provide guided practice.* The next step was to ask students to practice the skill just taught with the teacher. The teacher prompted students by saying, “Now, let’s try this together. Everyone, the first sound in the word ‘mat’ is.... (whole class responds) /m/.” Practice was part of the explicit instructional routine and the intervention incorporated three key components for designing practice activities that are considered most important to effective student practice (Rupley & Blair, 1987): (1) planning for practice, (2) delivering instruction for practice, and (3) evaluating effectiveness of the practice. Teachers always used a group-response format after modeling so that students had an opportunity to respond correctly with the teacher. Only when the teacher was confident that students knew the skill did he or she proceed to independent practice.
- *Provide feedback and corrections.* The teacher scanned the class to see who quickly and correctly responded to questions. If not all students answered correctly when they were asked to respond in unison, then the teacher modeled the skill again with the goal of providing feedback to correct any misunderstandings. For example, the teacher might say, “Lorpu, what is the first sound you hear in the word ‘man’?” If Lorpu’s answer was correct, the teacher praised him. If Lorpu did not know or responded incorrectly, the teacher immediately offered the correct response (“Lorpu, the first sound you hear in the word ‘man’ is /m/”) and asked Lorpu to repeat it.
- *Provide independent practice.* When the teacher was confident that students understood the new skill, he or she set up opportunities for students to practice the skill independently. That might mean asking them to write, complete a group activity, or participate in other independent-practice activities. While students

practiced the skill, the teacher walked among them to find out who might need more instruction in the skill just taught.

- *Provide weekly and monthly reviews.* The teacher reviewed the previous lesson at the beginning of each daily lesson. Each daily lesson included both reviews and frequent opportunities for students to reread books. A summary spelling test (mastery check) was given at the end of each month in the curriculum.

These functions were integral to the EGRA Plus program. The objectives of the initial 16-week/80-lesson program were to give children in Grades 2 and 3 skills-based explicit instruction in decoding, and explicit instruction plus teacher-guided scaffolded instruction in oral language, vocabulary, and comprehension. While all five key components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension; see below) were addressed in the program, there was particular focus on word identification skills or phonics in order to ensure that all students developed independent word reading skills as quickly as possible.

1.4 Instruction in the Five Key Components of Reading

Phonological/phonemic awareness and phonics. The EGRA Plus intervention emphasized word identification skills by providing explicit and systematic phonics instruction. This emphasis was carefully chosen because research has shown that good readers identify words with great efficiency and much more successfully than poor readers (Snow, Burns, & Griffin, 1998). Without a solid foundation in word identification, there can be no comprehension. Further, word identification and vocabulary acquisition are closely linked. Those who learn to read early read more and learn more new words, and gain knowledge from what they read. Ultimately, the question is “how can teachers help children gain enough skill to successfully enter this world so that, in a sense, children can read enough to become their own teachers (Juel & Minden-Cupp, 2000, p. 332)?”

Research supports the use of explicit instruction in teaching word identification strategies and some of the findings are summarized in an article by Blair, Rupley, and Nichols (2007). They noted that students who received planned and explicit instruction in word identification were able to use the code more successfully than students who did not receive such instruction. Further, good readers are always good decoders. Finally, although accuracy is critical to successful word reading, a good reader is also fluent at word reading and fluency is best developed by frequent teacher-directed practice in reading text (Samuels, 2006).

Fluency instruction. Ultimately, students must develop automaticity in word reading skills in order to become fluent and proficient readers. For EGRA Plus, a systematic explicit instructional model that included planned practice and review laid a solid foundation for students to achieve this all-important reading goal. In the initial early grade reading curriculum, fluency was developed by teaching automatic letter recognition, automatic recognition of learned word patterns and sight words, and fluent reading of simple connected text. As student skills increased, the emphasis on fluency in reading connected text became the primary focus.

Vocabulary instruction. In the beginning lessons of the early grade reading curriculum, vocabulary was taught through listening and high-frequency words. Each lesson addressed vocabulary words from the read-aloud passage and/or from a high-frequency sight word list. As students increased their reading skills, developing vocabulary knowledge through listening vocabulary gradually transitioned to increasing reading vocabulary. However, listening vocabulary continued to be developed as well.

Comprehension instruction. In the early lessons, comprehension skills were addressed through literal and inferential questions associated with the read-aloud stories and the decodable books that the students read independently. As students' reading skills advanced, the comprehension skills focused on more complex elements such as grammar, summarization, main idea, and other skills.

1.5 Teaching Higher-Level Reading Skills

After the initial 80 lessons, students were expected to have acquired basic word identification skills, increased their vocabulary and oral language skills, and learned to read simple texts fluently. The next steps in instruction, beyond EGRA Plus, will focus on reading more complex texts and will require teacher support in accessing meaning from a variety of text genres. For this series of lessons, direct instruction in some strategies will continue, with an equal emphasis on building background knowledge and developing metacognitive strategies that can advance self-teaching. For example, students will use think-aloud strategies with the teacher modeling these strategies initially.

The next steps will incorporate a combination of systematic instruction, instructional routines, and methods requiring that teachers scaffold instruction for a range of learners. Instruction that is aligned with individual student/learner needs requires substantial professional development and follow-up support.

Section 2: Training for Administering EGRA

In all, EGRA was administered three times during the project:

- Baseline, fall of Year 1 of the study (November 2008);
- Midterm assessment, end of Year 1 (May–June 2009);
- Final assessment, end of Year 2 (May–June 2010).

Enumerators were trained according to the English version of the *EGRA Toolkit* (Gove, 2009), which includes detailed information on developing and implementing EGRA. The following steps helped ensure that the training process was efficient and effective.

- Training sessions were organized to maximize opportunities to practice while being observed by experts. It was very helpful to have two to six trained/skilled enumerators assisting by supervising small groups of trainees during the training process.
- In every EGRA context, it is important always to train more individuals than are needed for implementation. In Liberia, trainees were told that only those who were the most accurate and effective at administering EGRA would be selected as enumerators. For every EGRA Liberia assessment, nearly double the number of required enumerators were trained. Enumerator trainees included individuals recommended by the Ministry of Education.
- Standard practice in EGRA assessor training is to conduct several interrater checks during the final section of training, in which two trainers role-play the assessment with planned errors. One of the trainers prepares a student sheet with marked errors and then role-plays a student who makes the same errors while another trainer plays the assessor role. Then, the correct scoring is reviewed with the trainees to see if all scored the errors correctly. For one of the checks, trainees are asked to submit their scores. Trainers rank trainee performance to assist in the selection of enumerators. For EGRA Plus assessments, interrater tasks were used to identify the trainees with the fewest scoring errors. Trainees were ranked according to the number of errors on these interrater tasks and the rankings were the primary tool for final selection of trainees.
- During pilot testing, trainee observers were given an enumerator checklist that included the required steps and behaviors. (*Annex B* is a sample enumerator checklist.) They could use it to check each behavior they observed during the assessments. This alerted them to the important required assessor behaviors. The EGRA Plus assessment pilots involved the trained enumerators and the trainers. Newly trained enumerators participated in assessing students on EGRA while being observed by trainers.
- Following the interrater and pilot or practice assessment administration, enumerators were selected to participate in the actual baseline assessment. Criteria

for selection were interrater scores during practice and effective assessment administration during the pilot.

- After the initial year of EGRA assessments, the most effective enumerators were invited to assist in new trainings. Their roles involved taking responsibility for working with approximately six trainees, practicing, and checking interrater reliability. These trainer-enumerators also provided excellent role-playing examples of testing situations from their extensive experiences in the schools.

Section 3: Key Features of the Intervention

The design of the EGRA Plus intervention encompassed the following key features, each discussed in detail in the forthcoming sections.

- Instructional approach and content: Scope and sequence of instruction; instructional routines, daily lesson plans, and daily reviews.
- Professional development of coaches: Coaches received regular face-to-face training, field-based support, and support using cell-phones. They were provided knowledge and skills on how to enhance teachers' skills to teach reading.
- Professional development of teachers: Teachers were trained by coaches in a cluster-based face-to-face training, as well as through school-based support provided by coaches once per month.
- Continuous assessment and tracking: Teachers were trained on how to assess student reading performance and issue student report cards to parents and communities. They also learned how to conduct continuous assessment of student skills using mastery checks.

3.1 Instructional Approach and Content

The notion of lesson plans for teaching reading and a sequence in which to instruct learners in the concepts was completely foreign to many educators in Liberia, although well aligned with the aforementioned established research on teaching reading. *Exhibit 2* shows how the reading instruction was charted.

Instructional Routines

Teachers learned to employ a simple instructional routine for teaching the sounds and names of letters and other skills. One section in the lesson plans was an explicit instructional routine that followed the daily review of skills. Teachers were required to learn this routine so that it would be automatic for them. The routine began with the teacher introducing the new skill directly so that students were told exactly what they would learn that day. Then, the teacher modeled exactly what students would say when asked. For example, the teacher would say, "The first sound in "top" is /t/." Then, the teacher would tell students that they were to respond with him or her. The teacher prompted the class to get ready. "Everyone! The first sound in "top" is (teacher waits a moment for class and then everyone responds) /t/!" Then, the teacher asked individuals to respond (and not just students with hands raised) to check for understanding so that they were practicing the skill independently. If a student answered incorrectly, the teacher immediately corrected the student and asked the same student to repeat the correct answer.

Exhibit 2. Sample scope and sequence of instruction

DAILY SEQUENCE: WEEKS 1 AND 2										
	Week 1					Week 2				
	M	T	W	TH	F	M	T	W	TH	F
Phonemic Awareness	a, t	s, o	m, b	e	c	f, r	d, l	n	k, p	i, h
Phonics	letter name: a, t	s, o	m, b	e	c	letter name: f, r	d, l	n	k, p	i, h
Vocabulary + Sight Words	next, and	on	the	a	Word Wizard	Word Wizard to	Word Wizard has	Word Wizard is	Word Wizard you	Word Wizard no
Fluency	Flash cards with letters	Flash cards with letters	Flash cards with letters	Flash cards with letters	Flash cards with letters	Flash cards with letters and words	Flash cards with letters and words: dad, let	Flash cards with letters and words: net, lad, bad, sad	Flash cards with letters and words: pat, pop	Flash cards with letters and words: it, fit, hat
Comprehension	Questions (Q) about read aloud	Q about read aloud	Q about read aloud	Q about read aloud	Q about read aloud	Q about read aloud. Decodable books	Q about read aloud. Decodable books	Q about read aloud. Decodable books	Q about read aloud. Decodable books	Q about read aloud. Decodable books

Daily Lessons

As noted in Exhibit 1 above, two-volume manual instructing teachers in how to present daily lessons was developed for EGRA Plus: Liberia (see Davidson 2009a and 2009b). A sample of the routine can be seen in *Exhibit 3*.

Exhibit 3. Sample daily lesson

Lesson Plan: Week 1: Day One

<p>Date: _____</p> <p>Instructional Model: Use the letter name/letter sound model to teach letter names and sounds. An example with “t” is provided. Use the model to teach the sound of “a” as in “apple.” Teach the sound of each letter first, then the name.</p> <p>Objectives:</p> <ol style="list-style-type: none"> (1) Teach letter sounds and names for <i>t</i> and <i>a</i> (2) Practice with flash cards (3) Introduce sight words: <i>next, and</i> (4) Read 2 stories: one during the class and the other 10 minutes before you send children home today 	<p>Materials:</p> <ol style="list-style-type: none"> (1) Letter cards for “t” and “a.” (2) Make word cards for “next” and “and” OR write the words on the chalk board. (3) Stories: <i>Toe, The Young Hunter</i> and another story you select.
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Phonemic Awareness (3-4 minutes)

New: Teach the sounds /t/ and /ă/ using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
Phonemic awareness	<p>The first sound in “top” is /t/. Listen, /t/.</p> <p>Next, the first sound in “apple” is /ă/.</p>	<p>Now, let’s say the first sound of “top” together. Everyone, the first sound of “top” is</p> <p>Drop your arm to cue class to respond with you. (whole class) /t/</p> <p>Now teach the first sound in “apple” with the whole class with you. /ă/ as in “apple.”</p>	<p>Your turn. Class, what sound do you hear at the beginning of “top”?</p> <p>Drop your arm to cue class to respond. (whole class together)</p> <p>What sound do you hear at the beginning of “apple”? (This time they respond alone.)</p>

Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /ă/ sound at the beginning of these words: (DO NOT WRITE THEM): at, am, take, sat, apple, look.
2. Call on students with hands raised to say a word that begins with an /ă/ sound. Correct any mistakes.
3. Ask students to put thumbs up if they hear the /t/ sound at the beginning of these words: (DO NOT WRITE THEM): take, top, at, apple, Tom, sat, look.

- Call on students with hands raised to say a word that begins with a /t/ sound: Correct any mistakes.

Phonics (3–4 minutes)

New: Teach the letter names for “t” and “a” using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
Alphabetic Principle Phonics	<i>This is the letter “t.” (Show students the “t”) The letter “t” makes the sound /t/.</i> Next, show students the letter “a.” <i>This is the letter “a.” The letter “a” makes the sound /ă/.</i>	<i>Now, everyone: this is the letter “t.” (Show students the “t.”)The letter “t” makes what sound, everyone?</i> Drop your arm to cue class to respond with you. (whole class) /t/ Now ask the whole class to say the name of the letter “a” WITH YOU when you show them the card.	<i>Your turn. Class, what letter? (Point to “t”)</i> Drop your arm to cue class to respond with you. (whole class) Now point to the letter “a.” <i>What letter? (Drop your arm)</i> <i>“What letter?” (class says “a”). Then ask, what sound does “a” make? (/ă/)</i>

Daily Review

Each daily lesson included a brief oral review of skills taught over the course of the semester. Teachers reviewed several of the skills recently taught (the current week and previous weeks) as well as a few random examples of skills taught to mastery over the past months. This review occurred each day and was incorporated directly into the lessons.

3.2 Professional Development for Coaches and Teachers

Cascade Teacher Training Model

Master trainers, or “coaches,” can be an effective and efficient vehicle for classroom teacher training. A cascade coach training model assumes that teachers will need ongoing follow-up support to ensure fidelity of the program’s implementation. The design of this cascade model requires that coaches be assigned a number of schools to support, preferably in a relatively tight geographical cluster. The ideal number of schools ranges from eight to 14, but no more than 14 because the quality of support is affected if one individual is responsible for too many schools. Fewer than eight schools results in a model that may be too expensive to sustain. The goal is to prepare all coaches for a complex assignment that includes learning to teach a new reading program, and learning to train teachers in how to teach the lessons. In other words, coaches must learn how to teach the program and also learn how to provide effective professional development to teachers so that they can competently teach the program to students. Coaches also learn strategies for effective support of teachers in the classroom, including modeling and direct teaching in the classroom.

For EGRA Plus, coaching support also included conducting periodic formative or progress monitoring assessments. Coaches randomly selected a few students once each report card period and administered a brief EGRA measure to determine whether student learning was improving. Coaches selected the students to test; they did not ask teachers to identify students. Coaches were also required to conduct classroom observations (see *Annex C* for a sample observation form) to identify areas in which teachers might need support and assistance, and also to recognize and acknowledge effective program implementation.

Training of Coaches and Teachers

Training for coaches followed the same schedule and content as the *Teacher Manual* later used for training teachers (Davidson, 2009a and 2009b). Coaches were to train teachers as they were trained. Since coaches had to go to individual schools and train teachers to implement the early grade reading curriculum, they had to learn how to teach it themselves. The following brief overview of the five days of training reflects the content of the initial training workshop for both coaches and teachers. The initial training included the following components:

- a foundation in how young children learn to read,
- practice in learning to pronounce the speech sounds of English,
- overview of the curriculum lessons, and
- specific instruction in how to teach each lesson, with an emphasis on the instructional routines.

As noted, coaches later provided the same training content to teachers. Follow-up training helped coaches recalibrate their skills, correct any errors or confusion, and improve the quality of their instructional examples. These follow-up trainings shifted emphasis from transferring core knowledge and skills in how to teach the curriculum to an emphasis on practicing how to more effectively implement the instructional routines and support struggling learners.

Below is a brief overview of the coaches' training; keep in mind that *coaches later used the identical approach to train teachers*.

Day One. Coach trainees were introduced to the speech sounds of English and the importance of understanding the structure of the language in teaching children to read. They learned that teaching students from “speech to print” or with the sounds of the language is more effective than beginning with letter names. All coaches practiced the sounds of the vowels and the consonants with expert modeling from presenters. The pronunciation of sounds was the most difficult skill in terms of both assessment (the phonological awareness EGRA task) and instruction (teaching the sounds in words and then mapping the sounds onto letters). One reason this was so challenging is that many coaches had been taught to read with a whole word approach and had never learned any phonics skills as students. EGRA training also taught coaches strategies for teaching the individual sounds in words, blending sounds into words, and segmenting words into sounds.

Day Two. Coaches learned to administer the EGRA measure. The trainers introduced each task and supplied an example. Then, coaches observed trainers role-playing an example of the complete administration. Coaches were paired up and took turns administering tasks, one by one. Trainers supervised these practice administrations. When available, experienced enumerators assisted by supervising a small group of “new” trainees. After sufficient practice, coach/enumerator trainees observed a role-play of a test administration by the trainers and scored the tasks; after the test was complete, the trainers gave the correct scores. The coaches identified the trainees’ scoring errors and continued to practice those subtests that caused confusion. After several practice tests, the facilitators led a role-play with planned errors in the test administration. Coaches were to observe and independently score the responses, as an example of interrater reliability. The facilitators defined the errors prior to role-playing the assessment for the trainees and then checked to see that all coach trainees scored the responses correctly. These interrater checks were invaluable in understanding where additional instruction was needed to eliminate confusion in scoring and administration. Periodically during the training, the coaches’ test protocols were collected for review to determine interrater reliability and to identify which coaches administered and scored tests with the fewest errors. Several interrater assessments could be administered to coaches over the course of a training session.

Coaches administered EGRA tasks to a few randomly selected students when they visited classrooms. Coaches were also responsible for training teachers to administer EGRA tasks. These classroom-level EGRA results yielded data for the reading report cards sent to students’ homes and the parent-teacher association (PTA) during the reporting periods scheduled four times a year.

Day Three. Coaches began to practice teaching the lessons. The facilitator modeled instruction and coaches practiced instruction in pairs. The facilitator moved among the pairs to provide feedback and suggestions. If there were common misunderstandings or errors, the facilitator intervened and modeled the correct response, then discussed the instructional component to clarify and give an effective teaching example during instruction.

Day Four. Coaches were introduced to continuous assessment, reviewed EGRA and, in pairs, practiced administration. They would train the teachers to implement EGRA as a progress monitoring technique and as a source of information for student report cards. Then, coaches reviewed the four-week mastery spelling tests in the *Teacher Manual*, vols. 1 and 2 (Davidson, 2009a and 2009b). These mastery tests were designed to be very quick, group-administered tests that allowed teachers to determine whether students were learning the decoding skills successfully.

Coach trainees were given lessons at the end of the day (a different lesson for each coach trainee) to practice and prepare during the evening and be ready to teach to colleagues or to students on Day Five.

Day Five. Coaches took turns teaching lessons to the group. Videotaping each coach’s lesson was very helpful and produced a baseline of skills as a reference. After each lesson, the group identified elements of the lesson that worked well, and made

recommendations to improve the lesson. If individual coaches needed more practice, they arranged to stay later in the afternoon.

Training to Administer EGRA for Reading Report Cards

As noted above, all coaches were trained as enumerators. They then trained teachers to administer the letter-naming subtest, the oral passage reading, and the comprehension tasks of EGRA for report cards and for continuous assessment. Coaches supported teachers in using assessment in the classroom to guide instruction. Teachers and principals needed to understand the concept of benchmarks or goals as they increased over the four reporting periods (in Liberia, there are six reporting periods and the Reading Report Card was used in periods 1, 2, 4, and 6). General procedures for training teachers on how to administer the informal assessments, how to score and obtain classroom and school averages, and how to inform parents and PTAs about the data can be found in the project's *Student Report Card Manual* (RTI International, 2009).

Visits to Teachers by Coaches

A key ingredient of the intervention was the school-based support that coaches provided to teachers, in part because so many teachers had low or no skills in teaching reading. In the first year, coaches visited schools that were receiving the full intervention two to three times per month, and light intervention schools once per month, usually timed around the exam periods. To ensure consistency of support, visits followed a schedule and scope of work determined by a work plan that all the coaches were asked to use. In the second year of the project, coaches were instructed to visit schools only once per month, but also were advised to follow up more often with schools that were behind schedule. To illustrate, Annex A contains the second-year work plan designed to systematize coaches' visits. Also, as described in Section 3.2 above, coaches administered a brief EGRA measure to a few students in each teacher's classroom, as well as conducting formal classroom observations.

Support for Coaches in the Field

The project coordinator arranged for each coach to have a cell phone and maintained weekly contact with coaches in the field. She advised and did troubleshooting during difficult situations, and advised coaches when decisions needed to be made. The project coordinator also made regular visits to the field to observe classrooms that coaches were supporting. Each coach was visited at least once per semester. During these visits the coordinator frequently volunteered to model a lesson by directly teaching students a component of the reading lesson for that day. This regular contact was essential to maintain good morale and to demonstrate ongoing support for the coaches.

The onsite visits with the coordinator modeling instruction in the classroom, along with regular phone-based support and twice-yearly, five-day coach retreats to review and improve coaching skills resulted in successful coaching experiences.

3.3 Continuous Assessment

Assessment strategies that gave teachers timely information about individual student progress also were important in the context of instruction. EGRA Plus incorporated both classroom mastery tests and progress monitoring measures to give teachers the tools they needed to ensure that students successfully transferred their skills into new learning.

Continuous Assessment in the Classroom Using EGRA Measures

The core EGRA was originally created to provide a system-level diagnostic to gauge national proficiency levels in reading in the early grades in developing countries. We modified the use of the original EGRA in the EGRA Plus: Liberia project, using EGRA-like reading assessments as part of a system of continuous assessment that teachers were taught to use to gauge the effectiveness of their reading instruction. The teacher-administered EGRA measures were reading passages that were variations of the passages used for the baseline, midterm, and final assessments. Teachers administered these assessments to all students along with comprehension questions prior to four of the six reporting periods. The scores were entered on a reading report card (as described below). A teacher could quickly see who was learning well and who needed additional instruction. Thus, this type of continuous assessment gave teachers important information on how to modify instruction to meet the needs of struggling students. Likewise it showed them which students needed to move more quickly through the curriculum. Teachers were also encouraged to administer these brief one-minute reading assessments more frequently to students who had performed poorly on the report card classroom assessments. The more frequent continuous assessments revealed important information on whether students who had been struggling at the time of the last reporting period were now making good progress.

Coaches conducted periodic continuous assessment with EGRA measures during their monthly classroom visits. During each visit, the coach selected a few students at random to check their reading progress. Assessing a few students during each coaching visit gave coaches feedback on whether the teacher was teaching reading effectively. If students performed poorly over time, the coach worked closely with the teacher to help improve teaching effectiveness.

Continuous Assessment Through Curriculum Mastery Checks

On the fifth day of every fourth week in the curriculum, students took a short spelling test of words with spelling patterns from that month's lessons. This quick assessment checked that all students had learned the key spelling patterns taught that month. This assessment was a mastery check because the goal was for all students to score 100%. Poor performance on the assessment indicated the need for remedial instruction on the skills represented by the spelling errors.

Student Report Cards: Communicating Student Progress in Reading to Families

Using continuous assessment data from EGRA measures, teachers informed parents about student progress in reading by providing a simple report card indicating an

individual child’s progress toward the goal (see RTI International, 2009). As described above, teachers obtained a benchmark of student progress by asking the student to read a passage developed for this purpose, following EGRA procedures. The student’s performance was compared to the goal for that grade level, and to the average classroom performance. This information was assembled in a report card form that included the standard performance (quantitative indicator) expected at each reporting period during the year. The student scores on the EGRA indicator measures (letter-naming, passage reading, and comprehension) were recorded on the report card form in either blue ink, for scores that met or exceeded the standard; or red ink, for scores that were below the standard (see *Exhibit 4* below).

Exhibit 4. Early grade reading supplementary report card for parents

Grade 3

School name: _____

Teacher’s name: _____

Child’s name: _____

	Term 1		Term 2		Term 4		Term 6 (end of year)	
Your child	Goal	Score	Goal	Score	Goal	Score	Goal	Score
Letter-reading (letters per minute)	80	82	80		80		80	
Story-reading (words per minute)	40	33	50		65		70	
Story understanding (5/5, 4/5, 3/5)	5/5	2/5	5/5		5/5		5/5	
School average	Goal	Score	Goal	Score	Goal	Score	Goal	Score
Letter-reading (letters per minute)	80	85	80		80		80	
Story-reading (words per minute)	40	36	50		65		70	
Story understanding (5/5, 4/5, 3/5)	5/5	3/5	5/5		5/5		5/5	

Note 5/5 means that the child was able to answer 5 questions out of 5 correctly, 4/5 that the child answered 4 correctly, and so on.

The Student Tracker form that teachers used to follow the progress of students on the EGRA informal assessments for four of the six reporting periods appears in *Annex D*.

Individual report cards with the scores from the informally administered EGRA continuous assessment probes gave parents clear information about their child’s progress in reading. Teachers implementing the early grade reading curriculum assessed all students during four of the six, 6-week annual reporting periods and recorded the results for each student as either blue (passing) or red (not passing).

An important feature of the EGRA Plus report card was the incremental goals that indicated gradual improvement in scores over time. Each report card included

different goals for each reporting period. These incremental standards over time were explained to parents so that they would understand the meaning of the different goals. Coaches worked with teachers to assist them in ways to talk to parents about report cards. Parents, in turn, saw the color of the scores on the report card and could ask the teacher questions about their child's rate of learning.

School-Level Report Cards

Along with the individual report cards, teachers and principals filled out PTA reading report cards at the end of Periods 4, 5, and 6 that presented averages for their school, and discussed them with parents and teachers at PTA meetings. Parents also were given tips at the meetings on what and how to support at home, and the schools told about their efforts to help children learn how to read.

3.4 Promoting Reading in Local Communities

To build local support and sustainability for the new reading program and assessments, coaches spent time working with PTAs to enhance or develop local libraries in order to encourage children's reading at home. Coaches also participated in radio shows (a sample script can be found in *Annex E*) in which they and the District Education Officer talked about teaching children to read in Liberia. One show focused on "tips for parents" to encourage families to support children's reading at home. Another show focused on "tips for teachers" to encourage reading in the classroom. The shows were only a few minutes in length, but the message were clear: everyone in the community needs to ensure that all children learn to read by grade 3.

Another source of community support and communication involved the reading competitions that occurred in each cluster of schools. Coaches and District Education Officers worked with the project coordinator to organize a community competition in which each school hosted a school-level reading competition. The winner from each school competed in the regional/cluster competition, resulting in a regional four-school cluster winner. See Korda (2010) for a presentation that describes the competition through one student winner's eyes, titled *Moses: The Story of a Boy Who Brought Pride to His Community*.

Finally, the EGRA Plus team developed three videos (available from <https://www.eddataglobal.org>). The first, titled "Reading for Learning and Future Success," features stories of two students who struggled with reading, but thanks to the EGRA Plus efforts, they learned how to read and are now shining stars in their communities. The second video features an EGRA Plus teacher, Mr. David Higgins, from Benla Community Public School in Kakata district, teaching a reading lesson. The third video features Ms. White conducting an EGRA assessment.

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Annex A: Systematizing Coaches' Support to EGRA Full Intervention and Light Intervention Schools

AUGUST/SEPTEMBER 2009 Work Plan		
Task	Completed	Comments
During the refresher training, give out the resource materials to the teachers and record this using the Resource Materials Tracker. Explain your role and support you will be giving to teachers during a given semester. Collect contact information for each principal and for teachers.		
<p>Conduct refresher training for teachers Grade 2 and Grade 3 teachers. Work with your District Education Officers (DEO) to organize this training for teachers and principals (both need to be present). Make sure that DEO and principals are present at the training.</p> <p>Day 1:</p> <ul style="list-style-type: none"> - Familiarize the teachers with the project. - Familiarize the teachers with the manual and 5 big skills (phonics, phonological awareness, fluency, comprehension, and vocabulary). - Explain how the manual works – the scheduling of lesson plans on daily basis. Describe the sequence of instruction. - Then go into each individual lesson to explain how it is organized. Show teachers how the pocket chart works and how to organize all of the letter/word cards. - Emphasize the importance of daily review and make sure that teachers tell students what skill they will be learning each day. - Tell teachers to take the description of the new skill or concept that will be taught that day directly from the manual instead of trying to describe it in their own words. - Review the components of a daily lesson plan and ways teachers can decide which letters, words, decodable books to review (NEVER review all of suggested letters, words or books!!). <p>Day 2:</p> <ul style="list-style-type: none"> - Present the instructional model by teaching a section of a lesson (for example, teach the phonics and phonemic awareness or teach the vocabulary and sight word sections) and 		

AUGUST/SEPTEMBER 2009 Work Plan		
Task	Completed	Comments
<p>then have each teacher practice teaching the same section of the lesson to the group. Provide coaching for them while they teach.</p> <ul style="list-style-type: none"> - Present another section of a lesson and ask teachers to practice teaching in front of the group (the other teachers are the students). Coaches will provide specific feedback to teachers. Continue providing teaching examples and having teachers practice teaching in front of the group with feedback. - HOMEWORK: Ask teachers to prepare a section of a new lesson for Day 3. Tell them they will teach to the group and receive feedback from the Coach. After the Coach's feedback, the group can provide supportive feedback to the teacher. <p>Day 3:</p> <ul style="list-style-type: none"> - On Day 3, ask teachers to provide feedback (no more than 30-45 minutes) on what went well in their teaching and with which skills they would like more assistance/support. - Continue to role play teaching lesson sections with Coaches selecting sections that include skills that teachers have requested help with. Coaches should teach a new skill first, then have teachers practice with them. When it is clear that they are having difficulty with a particular skill, Coaches need to provide a teaching demonstration for the teachers. <p>Day 4:</p> <ul style="list-style-type: none"> - Introduce the assessment tracker again and review with the teachers administration procedures and how to record the assessment results. - Have one teacher administer the assessment with the Coach as the student. See if the others get the correct score. Repeat this as many times as necessary until the Coach is confident that all teachers are proficient in administering the tracker . - Review why this assessment is so important. It helps the teacher know whether the children are learning what he/she is teaching. - Continue practice with lesson sections. For example, Coaches should conduct a read-aloud for teachers and explain why this is a wonderful opportunity to build vocabulary and model fluent reading. As Coaches read aloud, they should model how to teach 		

AUGUST/SEPTEMBER 2009 Work Plan		
Task	Completed	Comments
<p>fluency to students (echo reading, scooping the phrases with a pencil, etc.) and how to provide student-friendly definitions to new vocabulary words. The Coach should then select a new read-aloud and ask teachers to conduct a brief lesson with students with the selected read aloud.</p> <ul style="list-style-type: none"> - HOMEWORK: Teachers select a complete lesson to teach on Day 5 and prepare the lesson. Tell them that the Coach will collect their lesson materials for review on the morning of Day 5. <p>Day 5:</p> <ul style="list-style-type: none"> - Collect the teachers' materials prepared for the lesson they will teach. - Review the observation checklist with the teachers. Remind them that you will be using this checklist when you observe. - Ask one teacher to volunteer to be first to teach one section of the lesson that they prepared so their demonstration is only about 20 minutes or so (make sure there is time for each person to teach). The Coach should observe using the appropriate section of the observation checklist and then provide feedback to the teacher from that checklist. Additional feedback can also be provided. - After the demonstration, each teacher teaches a section of a comprehensive lesson and all others complete the observation checklist for that lesson. Discuss. - Discuss roles of teachers, principals, Coach, and DEO with local parent-teacher association (PTA). Emphasize the importance of becoming involved and soliciting the support of the PTA in an effort to improve reading instruction in the local school. - Summarize the week's training. 		
<p>At the beginning of the semester, organize a reading club between schools and PTAs first. Every month, once a month, organize the Reading Club event when parents and PTA members come to school to listen to their children read. Bring your <i>African Stories Book</i> and hand out to children to read. Record the attendance by passing around the sign-in sheet. If some parents are illiterate, their neighbor can write their name down. At the end of the session, tell parents that their children will bring books home and that whenever possible they should have their children read</p>		

AUGUST/SEPTEMBER 2009 Work Plan		
Task	Completed	Comments
aloud to them for at least 20 minutes every day.		
<p>Later in the month of September, conduct a classroom visit as follows:</p> <ol style="list-style-type: none"> 1. Use the observation checklist to determine if teachers are understanding the intervention. 2. Model as long and as much as it takes until teachers can do it on their own. <ol style="list-style-type: none"> a. Prior to the visit, choose a lesson that you will model and prepare. b. Ask the teacher to observe as you teach and complete the observation checklist. c. Then coach and work with the teacher so he/she is able to teach that lesson well. d. Spend time observing how the classroom is structured. Is it set up in a way that facilitates learning? Is it too crowded so that teachers need to check to make sure all students can see? Is there room for students to move around and work in groups? e. Work with the teachers to find a place to store the letter and word cards so that they can easily use them. How are they storing the materials so they are accessible but also not lost? f. Where are the decodable books and the read-aloud books? g. Is there evidence that the teacher teaches reading every day and includes all of the five components? h. If students are present, always ask a few to read aloud from their books. 		
During your visits to schools, meet with the principal for five minutes and remind him or her about the importance of his/her and parents' support in creating a reading culture in their community		
During your visits to schools, fill out Trackers as required.		
Write up a report about all of the events taking place in this month.		

OCTOBER 2009 Work Plan		
Task	Completed	Comments
<p>Proceed with classroom visit as follows:</p> <ol style="list-style-type: none"> 1. Use the observation checklist to determine if teachers are understanding the intervention. 2. Check the classroom and note whether all of the program materials are there. 		

OCTOBER 2009 Work Plan		
Task	Completed	Comments
3. Ask several children about the decodable books. Do they have them at school or at home? If at home, ask the child what the story is about. 4. Remember to ask a few children to read aloud from their books. 5. Ask the teacher to show you what lesson he/she is working on in the class. <ol style="list-style-type: none"> Ask the teacher how many children are successful in learning what is taught and how many are behind and need extra help. Ask the teacher if he/she is giving students homework and if yes, ask to see it. 6. Ask to see the teacher teaching a reading lesson. <ol style="list-style-type: none"> Where are the decodable books and the read aloud books? Is there evidence that the teacher teaches reading every day and includes all of the five components (phonemic awareness, phonics, fluency, vocabulary, comprehension)? Is the teacher using the pocket charts? Does he/she have the cards needed for the lesson available? 		
Conduct training in the use of student report card in both full intervention (FI) and light intervention (LI) schools before the end of 1 st period. Make sure that DEO, principal, and Grade 2 and 3 teachers in both LI and FI schools are present during this training.		
During your visits to schools, meet with the principal for five minutes and remind him or her about the importance of his/her and parents' support in creating a reading culture in their community.		
During your visits to schools, fill out FI and LI Trackers as required.		
Write up a report about all of the events taking place in this month.		

NOVEMBER 2009 Work Plan		
Task	Completed	Comments
Proceed with classroom observation as follows: <ul style="list-style-type: none"> ▪ Model instruction for teachers to remind them of the sequence of instruction and how the explicit instruction model works (“I do, we do, you do”) ▪ Review how to teach phonics skills such as digraphs, blends, “magic ‘e’” words. 		

NOVEMBER 2009 Work Plan		
Task	Completed	Comments
<ul style="list-style-type: none"> ▪ Observe how teachers are using pocket charts. If they are not being used effectively, consider asking the teacher to write on the board instead of using the pocket charts. ▪ Listen to how teachers are using the read aloud stories. Are they taking the time to teach vocabulary words from the stories? Are they asking comprehension questions? If not, Coaches need to demonstrate to teachers how to teach vocabulary: using student-friendly definitions; examples and non-examples when appropriate; asking students to provide a sentence with the vocabulary word; assigning a word as the “word wizard” word of the week and encouraging students to bring in examples or instances in which they used the word outside of class. ▪ Are teachers using the decodable books in their instruction? If not, demonstrate to teachers how these need to be part of daily instruction after the first week of instruction. Walk through a book and demonstrate how a teacher might use it in the classroom: Read aloud with students, have students read words, then the story. Check for fluency as they read individually, etc. ▪ How are teachers identifying students who need extra assistance? Is there any informal assessment occurring in the classroom? If no, provide examples of how teachers can informally assess: by asking individual students for responses, by asking students to do “thumbs up, thumbs down” in response to a yes/no question, etc. For example, create a poster with a passage and ask several students to come up and read the passage for one minute. Record their score (correct words per minute). ▪ Are teachers grouping students according to their skills? Are the groups mixed with each group including students needing help and students with more skills? ▪ Continue teaching/modeling lessons – “I do, we do, you do.” Practice and demonstrate as often as possible. ▪ List the skills that are taught each month (look at the manual for the skills) and check to see if children know how to read words with the phonics skills and know the sight words that should have been taught each month. Prepare this prior to your classroom visits. 		
<p>During your visits to schools, meet with the principal for five minutes and remind him or her about the importance of his/her and parents’ support in creating a reading culture in their</p>		

NOVEMBER 2009 Work Plan		
Task	Completed	Comments
community.		
For both FI and LI, determine if teachers have sent out student report cards to parents and PTAs.		
During your visits to schools, fill out FI and LI Trackers as required.		
Write up a report about all of the events taking place in this month.		

DECEMBER 2009 Work Plan		
Task	Completed	Comments
<p>Proceed with classroom observation:</p> <ul style="list-style-type: none"> ▪ Use the observation checklist to determine if teachers are following the scope and sequence and if teachers understand the intervention. ▪ Check the classroom to determine if all of the program materials are available and in plain sight. Take notes. ▪ Use the monthly follow-up checklist in Full Intervention schools to <ul style="list-style-type: none"> a. Update enrollment separated by Grade 2 and Grade 3 b. Determine if teachers are following the scope and sequence c. Determine if teachers are using the Teacher manual and teaching reading five times a week d. Determine if teachers ensure that students read at home to parents e. Determine if students are using library books. ▪ Ask a sample of students about the decodable books. Do they have them at school or at home? If at home, ask the child what stories they are now reading and what is the story is about. ▪ Ask students if they are using the reading-at-home trackers. ▪ Ask the teacher to show you what lesson he/she is working on in the class. <ul style="list-style-type: none"> a. Ask the teacher how many children are successful in learning what is taught and how many are behind and need extra help. b. Ask the teacher if he/she is giving students homework and if yes, ask to see it. ▪ Ask to see the teacher teaching a reading lesson. 		

DECEMBER 2009 Work Plan		
Task	Completed	Comments
<ul style="list-style-type: none"> a. Where are the decodable books and the read aloud books? b. Is the teacher using the pocket charts? Does he/she have the cards needed for the lesson available? ▪ Ask the teacher if he/she has attended a PTA meeting during the fall semester. If not, talk to him/her about the importance of becoming involved in the PTA as the organization can provide important support to teachers, children and schools in the community ▪ Debrief with the teacher after the observation. For feedback, always begin by providing genuine positive comments about what you have observed. Be thoughtful about criticism. Try to provide suggestions and not just negative comments. Show the teacher what you mean by demonstrating to the class. 		
Student Report Card. Conduct training and assist with the student report card in both FI and LI schools before the end of 1 st period. Make sure that DEO, principal, and Grade 2 and 3 teachers in both LI and FI schools are present during this training.		
Principal and PTAs. During your visits to schools, meet with the principal for five minutes and remind him or her about the importance of his/her and parents' support in creating a reading culture in their community.		
Trackers. During your visits to schools, fill out FI and LI Trackers as required.		
Reporting. Write up a report about all of the events taking place in this month.		

JANUARY 2010 Work Plan		
Task	Completed	Comments
Classroom observation. <ul style="list-style-type: none"> ▪ Use the observation checklist to determine if teachers are following the scope and sequence and if teachers understand the intervention. ▪ Check the classroom to determine if all of the program materials are available and in plain sight. Take notes. ▪ Ask the teacher to show you what lesson he/she is working on in the class. <ul style="list-style-type: none"> a. Ask the teacher how many children are successful in learning what is taught and how many are behind and need extra help. 		

JANUARY 2010 Work Plan		
Task	Completed	Comments
<ul style="list-style-type: none"> ▪ Ask the teacher if he/she is giving students homework and if yes, ask to see it. ▪ Use the monthly follow-up checklist in Full Intervention schools to <ul style="list-style-type: none"> a. Update enrollment separated by Grade 2 and Grade 3 b. Determine if teachers are following the scope and sequence c. Determine if teachers are using the Teacher manual and teaching reading five times a week d. Determine if teachers ensure that students read at home to parents. ▪ Determine if students are using library books. ▪ Ask a sample of students about the decodable books. Do they have them at school or at home? If at home, ask the child what stories they are now reading and what is the story is about. ▪ Ask students if they are using the reading-at-home trackers. Record data into your reading-at-home tracker. ▪ Ask the teacher to show you what lesson he/she is working on in the class. <ul style="list-style-type: none"> a. Ask the teacher how many children are successful in learning what is taught and how many are behind and need extra help. b. Ask the teacher if he/she is giving students homework and if yes, ask to see it. ▪ Debriefing with the teacher after the observation <ul style="list-style-type: none"> a. For feedback, always begin by providing genuine positive comments about what you have observed. Be thoughtful about criticism. Try to provide suggestions and not just negative comments. Show the teacher what you mean by demonstrating to the class. b. Remember to read from the manual sometimes to show the teacher that it is better to read from the manual than to try to create an explanation for children that may be confusing. 		
<p>At the beginning of semester, organize a reading club between schools and PTAs first. Every month, once a month, organize the Reading Club event when parents and PTA members come to school to listen to their children read. Bring your <i>African Stories Book</i> and hand out to children to read. Record the attendance by passing around the sign-in sheet. If some parents are illiterate,</p>		

JANUARY 2010 Work Plan		
Task	Completed	Comments
their neighbor can write their name down. At the end of the session, tell parents that their children will bring books home and that whenever possible they should have their children read aloud to them for at least 20 minutes every day.		
Follow the instructions and the schedule of use of radio that will be given to you. Make sure that you announce the show in your schools, in the community, and to whomever you meet so that they can listen to the radio show.		
During your visits to schools, meet with the principal for five minutes and remind him or her about the importance of his/her and parents' support in creating a reading culture in their community.		
For both FI and LI, determine if teachers have sent out student report cards to parents and PTAs for Period 2 (December 2009).		
During your visits to schools, fill out FI and LI Trackers as required.		
Write up a report about all of the events taking place in this month.		

FEBRUARY 2010 Work Plan		
Task	Completed	Comments
<p>Classroom observation.</p> <ul style="list-style-type: none"> ▪ Use the observation checklist to determine if teachers are following the scope and sequence and if teachers understand the intervention. ▪ Check the classroom to determine if all of the program materials are available and in plain sight. Take notes. ▪ Ask the teacher to show you what lesson he/she is working on in the class. <ul style="list-style-type: none"> a. Ask the teacher how many children are successful in learning what is taught and how many are behind and need extra help. ▪ Ask the teacher if he/she is giving students homework and if yes, ask to see it. ▪ Use the monthly follow-up checklist in Full Intervention schools to <ul style="list-style-type: none"> a. Update enrollment separated by Grade 2 and Grade 3 b. Determine if teachers are following the scope and sequence c. Determine if teachers are using the Teacher manual and teaching reading five 		

FEBRUARY 2010 Work Plan		
Task	Completed	Comments
<p>times a week</p> <p>d. Determine if teachers ensure that students read at home to parents.</p> <ul style="list-style-type: none"> ▪ Determine if students are using library books. ▪ Ask a sample of students about the decodable books. Do they have them at school or at home? If at home, ask the child what stories they are now reading and what is the story is about. ▪ Ask students if they are using the reading-at-home trackers. Record data into your reading-at-home tracker. ▪ Ask the teacher to show you what lesson he/she is working on in the class. <ul style="list-style-type: none"> a. Ask the teacher how many children are successful in learning what is taught and how many are behind and need extra help. b. Ask the teacher if he/she is giving students homework and if yes, ask to see it. ▪ Debriefing with the teacher after the observation <ul style="list-style-type: none"> a. For feedback, always begin by providing genuine positive comments about what you have observed. Be thoughtful about criticism. Try to provide suggestions and not just negative comments. Show the teacher what you mean by demonstrating to the class. Remember to read from the manual sometimes to show the teacher that it is better to read from the manual than to try to create an explanation for children that may be confusing. 		
<p>At the beginning of semester, organize a reading club between schools and PTAs first. Every month, once a month, organize the Reading Club event when parents and PTA members come to school to listen to their children read. Bring your <i>African Stories Book</i> and hand out to children to read. Record the attendance by passing around the sign-in sheet. If some parents are illiterate, their neighbor can write their name down. At the end of the session, tell parents that their children will bring books home and that whenever possible they should have their children read aloud to them for at least 20 minutes every day.</p>		
<p>Follow the instructions and the schedule of use of radio that will be given to you. Make sure that you announce the show in your schools, in the community, and to whomever you meet so that they can listen to the radio show.</p>		

FEBRUARY 2010 Work Plan		
Task	Completed	Comments
During your visits to schools, meet with the principal for five minutes and remind him or her about the importance of his/her and parents' support in creating a reading culture in their community.		
For both FI and LI, determine if teachers have sent out student report cards to parents and PTAs for Period 2 (December 2009).		
During your visits to schools, fill out FI and LI Trackers as required.		
Write up a report about all of the events taking place in this month.		

MARCH 2010 Work Plan		
Task	Completed	Comments
<p>Classroom observation.</p> <ul style="list-style-type: none"> ▪ Use the observation checklist to determine if teachers are following the scope and sequence and if teachers understand the intervention. ▪ Check the classroom to determine if all of the program materials are available and in plain sight. Take notes. ▪ Ask the teacher to show you what lesson he/she is working on in the class. <ul style="list-style-type: none"> a. Ask the teacher how many children are successful in learning what is taught and how many are behind and need extra help. ▪ Ask the teacher if he/she is giving students homework and if yes, ask to see it. ▪ Use the monthly follow-up checklist in Full Intervention schools to <ul style="list-style-type: none"> a. Update enrollment separated by Grade 2 and Grade 3 b. Determine if teachers are following the scope and sequence c. Determine if teachers are using the Teacher manual and teaching reading five times a week d. Determine if teachers ensure that students read at home to parents. ▪ Determine if students are using library books. ▪ Ask a sample of students about the decodable books. Do they have them at school or at home? If at home, ask the child what stories they are now reading and what is the story is about. 		

MARCH 2010 Work Plan		
Task	Completed	Comments
<ul style="list-style-type: none"> ▪ Ask students if they are using the reading-at-home trackers. Record data into your reading-at-home tracker. ▪ Ask the teacher to show you what lesson he/she is working on in the class. <ul style="list-style-type: none"> a. Ask the teacher how many children are successful in learning what is taught and how many are behind and need extra help. b. Ask the teacher if he/she is giving students homework and if yes, ask to see it. ▪ Debriefing with the teacher after the observation <ul style="list-style-type: none"> a. For feedback, always begin by providing genuine positive comments about what you have observed. Be thoughtful about criticism. Try to provide suggestions and not just negative comments. Show the teacher what you mean by demonstrating to the class. Remember to read from the manual sometimes to show the teacher that it is better to read from the manual than to try to create an explanation for children that may be confusing. 		
<p>At the beginning of semester, organize a reading club between schools and PTAs first. Every month, once a month, organize the Reading Club event when parents and PTA members come to school to listen to their children read. Bring your <i>African Stories Book</i> and hand out to children to read. Record the attendance by passing around the sign-in sheet. If some parents are illiterate, their neighbor can write their name down. At the end of the session, tell parents that their children will bring books home and that whenever possible they should have their children read aloud to them for at least 20 minutes every day.</p>		
<p>Follow the instructions and the schedule of use of radio that will be given to you. Make sure that you announce the show in your schools, in the community, and to whomever you meet so that they can listen to the radio show.</p>		
<p>During your visits to schools, meet with the principal for five minutes and remind him or her about the importance of his/her and parents' support in creating a reading culture in their community.</p>		
<p>For both FI and LI, determine if teachers have sent out student report cards to parents and PTAs for Period 2 (December 2009).</p>		
<p>During your visits to schools, fill out FI and LI Trackers as required.</p>		

MARCH 2010 Work Plan		
Task	Completed	Comments
Write up a report about all of the events taking place in this month.		

APRIL 2010 Work Plan		
Task	Completed	Comments
<p>Classroom observation.</p> <ul style="list-style-type: none"> ▪ Use the observation checklist to determine if teachers are following the scope and sequence and if teachers understand the intervention. ▪ Check the classroom to determine if all of the program materials are available and in plain sight. Take notes. ▪ Ask the teacher to show you what lesson he/she is working on in the class. <ul style="list-style-type: none"> a. Ask the teacher how many children are successful in learning what is taught and how many are behind and need extra help. ▪ Ask the teacher if he/she is giving students homework and if yes, ask to see it. ▪ Use the monthly follow-up checklist in Full Intervention schools to <ul style="list-style-type: none"> a. Update enrollment separated by Grade 2 and Grade 3 b. Determine if teachers are following the scope and sequence c. Determine if teachers are using the Teacher manual and teaching reading five times a week d. Determine if teachers ensure that students read at home to parents. ▪ Determine if students are using library books. ▪ Ask a sample of students about the decodable books. Do they have them at school or at home? If at home, ask the child what stories they are now reading and what is the story is about. ▪ Ask students if they are using the reading-at-home trackers. Record data into your reading-at-home tracker. ▪ Ask the teacher to show you what lesson he/she is working on in the class. <ul style="list-style-type: none"> a. Ask the teacher how many children are successful in learning what is taught and how many are behind and need extra help. b. Ask the teacher if he/she is giving students homework and if yes, ask to see it. 		

APRIL 2010 Work Plan		
Task	Completed	Comments
<ul style="list-style-type: none"> ▪ Debrief with the teacher after the observation. <ul style="list-style-type: none"> a. For feedback, always begin by providing genuine positive comments about what you have observed. Be thoughtful about criticism. Try to provide suggestions and not just negative comments. Show the teacher what you mean by demonstrating to the class. b. Remember to read from the manual sometimes to show the teacher that it is better to read from the manual than to try to create an explanation for children that may be confusing. 		
At the beginning of semester, organize a reading club between schools and PTAs first. Every month, once a month, organize the Reading Club event when parents and PTA members come to school to listen to their children read. Bring your <i>African Stories Book</i> and hand out to children to read. Record the attendance by passing around the sign-in sheet. If some parents are illiterate, their neighbor can write their name down. At the end of the session, tell parents that their children will bring books home and that whenever possible they should have their children read aloud to them for at least 20 minutes every day.		
Follow the instructions and the schedule of use of radio that will be given to you. Make sure that you announce the show in your schools, in the community, and to whomever you meet so that they can listen to the radio show.		
During your visits to schools, meet with the principal for five minutes and remind him or her about the importance of his/her and parents' support in creating a reading culture in their community.		
For both FI and LI, determine if teachers have sent out student report cards to parents and PTAs for Period 2 (December 2009).		
During your visits to schools, fill out FI and LI Trackers as required.		
Write up a report about all of the events taking place in this month.		

MAY 2010 Work Plan		
Task	Completed	Comments
<p>Classroom observation.</p> <ul style="list-style-type: none"> ▪ Use the observation checklist to determine if teachers are following the scope and sequence and if teachers understand the intervention. ▪ Check the classroom to determine if all of the program materials are available and in plain sight. Take notes. ▪ Ask the teacher to show you what lesson he/she is working on in the class. <ul style="list-style-type: none"> a. Ask the teacher how many children are successful in learning what is taught and how many are behind and need extra help. ▪ Ask the teacher if he/she is giving students homework and if yes, ask to see it. ▪ Use the monthly follow-up checklist in Full Intervention schools to <ul style="list-style-type: none"> a. Update enrollment separated by Grade 2 and Grade 3 b. Determine if teachers are following the scope and sequence c. Determine if teachers are using the Teacher Manual and teaching reading five times a week d. Determine if teachers ensure that students read at home to parents. ▪ Determine if students are using library books. ▪ Ask a sample of students about the decodable books. Do they have them at school or at home? If at home, ask the child what stories they are now reading and what is the story is about. ▪ Ask students if they are using the reading-at-home trackers. Record data into your reading-at-home tracker. ▪ Ask the teacher to show you what lesson he/she is working on in the class. <ul style="list-style-type: none"> a. Ask the teacher how many children are successful in learning what is taught and how many are behind and need extra help. b. Ask the teacher if he/she is giving students homework and if yes, ask to see it. ▪ Debriefing with the teacher after the observation <ul style="list-style-type: none"> a. For feedback, always begin by providing genuine positive comments about what you have observed. Be thoughtful about criticism. Try to provide suggestions and not just negative comments. Show the teacher what you mean by demonstrating to the class. 		

MAY 2010 Work Plan		
Task	Completed	Comments
b, Remember to read from the manual sometimes to show the teacher that it is better to read from the manual than to try to create an explanation for children that may be confusing.		
At the beginning of semester, organize a reading club between schools and PTAs first. Every month, once a month, organize the Reading Club event when parents and PTA members come to school to listen to their children read. Bring your <i>African Stories Book</i> and hand out to children to read. Record the attendance by passing around the sign-in sheet. If some parents are illiterate, their neighbor can write their name down. At the end of the session, tell parents that their children will bring books home and that whenever possible they should have their children read aloud to them for at least 20 minutes every day.		
Follow the instructions and the schedule of use of radio that will be given to you. Make sure that you announce the show in your schools, in the community, and to whomever you meet so that they can listen to the radio show.		
During your visits to schools, meet with the principal for five minutes and remind him or her about the importance of his/her and parents' support in creating a reading culture in their community.		
For both FI and LI, determine if teachers have sent out student report cards to parents and PTAs for Period 2 (December 2009).		
During your visits to schools, fill out FI and LI Trackers as required.		
Write up a report about all of the events taking place in this month.		

JUNE 2010 Work Plan		
Task	Completed	Comments
Classroom observation. <ul style="list-style-type: none"> ▪ Use the observation checklist to determine if teachers are following the scope and sequence and if teachers understand the intervention. ▪ Check the classroom to determine if all of the program materials are available and in plain sight. Take notes. 		

JUNE 2010 Work Plan		
Task	Completed	Comments
<ul style="list-style-type: none"> ▪ Ask the teacher to show you what lesson he/she is working on in the class. <ul style="list-style-type: none"> a. Ask the teacher how many children are successful in learning what is taught and how many are behind and need extra help. ▪ Ask the teacher if he/she is giving students homework and if yes, ask to see it. ▪ Use the monthly follow-up checklist in Full Intervention schools to <ul style="list-style-type: none"> a. Update enrollment separated by Grade 2 and Grade 3 b. Determine if teachers are following the scope and sequence c. Determine if teachers are using the Teacher manual and teaching reading five times a week d. Determine if teachers ensure that students read at home to parents. ▪ Determine if students are using library books. ▪ Ask a sample of students about the decodable books. Do they have them at school or at home? If at home, ask the child what stories they are now reading and what is the story is about. ▪ Ask students if they are using the reading-at-home trackers. Record data into your reading-at-home tracker. ▪ Ask the teacher to show you what lesson he/she is working on in the class. <ul style="list-style-type: none"> a. Ask the teacher how many children are successful in learning what is taught and how many are behind and need extra help. b. Ask the teacher if he/she is giving students homework and if yes, ask to see it. ▪ Debriefing with the teacher after the observation <ul style="list-style-type: none"> a. For feedback, always begin by providing genuine positive comments about what you have observed. Be thoughtful about criticism. Try to provide suggestions and not just negative comments. Show the teacher what you mean by demonstrating to the class. b. Remember to read from the manual sometimes to show the teacher that it is better to read from the manual than to try to create an explanation for children that may be confusing. 		
At the beginning of semester, organize a reading club between schools and PTAs first. Every month, once a month, organize the Reading Club event when parents and PTA members come to		

JUNE 2010 Work Plan		
Task	Completed	Comments
school to listen to their children read. Bring your <i>African Stories Book</i> and hand out to children to read. Record the attendance by passing around the sign-in sheet. If some parents are illiterate, their neighbor can write their name down. At the end of the session, tell parents that their children will bring books home and that whenever possible they should have their children read aloud to them for at least 20 minutes every day.		
Follow the instructions and the schedule of use of radio that will be given to you. Make sure that you announce the show in your schools, in the community, and to whomever you meet so that they can listen to the radio show.		
During your visits to schools, meet with the principal for five minutes and remind him or her about the importance of his/her and parents' support in creating a reading culture in their community.		
For both FI and LI, determine if teachers have sent out student report cards to parents and PTAs for Period 2 (December 2009).		
During your visits to schools, fill out FI and LI Trackers as required.		
Write up a report about all of the events taking place in this month.		

Annex B: Sample Enumerator Checklist

Enumerator Checklist

Complete one checklist each day with each enumerator

Supervisor's name: _____

Name of enumerator observed: _____

Date: _____

Checklist Items	Check if observed
GENERAL INSTRUCTIONS: DEVELOPING RAPPORT WITH THE CHILD	
1. Enumerator arranges chairs and materials for the assessment appropriately before child arrives.	
2. Enumerator reads aloud the consent text to the child, and obtains a verbal response from the child before making any mark on the response form. If child declines to participate, enumerator thanks the child and tells him / her to return to class.	
3. Enumerator is relaxed and makes the child feel comfortable	
SECTION 1: LETTER NAME KNOWLEDGE (Timed)	
1. Enumerator turns to correct page in the student sheets and places it before the child.	
2. Enumerator follows script of instructions to the child, without adding unnecessary words.	
3. Enumerator and child practiced with letters 'O', 'v', 'L' before starting assessment proper	
4. Enumerator uses stopwatch correctly. Does not encourage student during the exercise.	
5. If child could read no letters in the first line of the test, enumerator discontinued section and checked box at bottom of page	
6. If child hesitates for 3 seconds, enumerator reads the letter and points to the next letter.	
7. Enumerator marks errors promptly and legibly	
8. Enumerator marks a bracket after the last word read when stopwatch reaches 0	
9. If child completes page before stopwatch reaches 0, enumerator notes number of seconds left on stopwatch at bottom of page.	
SECTION 2: PHONEMIC AWARENESS	
1. All papers are removed from in front of the child during this section.	
2. Enumerator holds response sheet on clipboard outside of child's visual range.	
3. Enumerator follows script of instructions to the child, without adding unnecessary words.	
4. Enumerator and child practice with the examples as indicated.	
5. DURING EXAMPLES: Enumerator provides correct answer if child does not answer correctly.	
6. DURING ASSESSMENT: Enumerator states each word clearly, only once, with appropriate pacing. Does not provide correct answers, but simply moves to next item.	
SECTION 3. FAMILIAR WORD IDENTIFICATION (Timed)	
1. Enumerator turns to correct page in the student sheet and places it before the child.	
2. Enumerator follows script of instructions to the child, without adding unnecessary words.	
3. Enumerator and child practice with example words before starting assessment	
4. Enumerator uses stopwatch correctly. Does not encourage student during the exercise.	
5. Enumerator marks errors promptly and legibly	

Checklist Items	Check if observed
6. If child can read no words correctly in the first line of the test, enumerator discontinues section and checks box at bottom of page	
7. If child hesitates for 3 seconds, enumerator reads the word and points to the next word.	
8. Enumerator marks a bracket after the last word read when stopwatch reaches 0	
9. If child completes page before stopwatch reaches 0, enumerator notes seconds remaining at bottom of page	
SECTION 5. NON-FAMILIAR WORD RECOGNITION (Timed)	
1. Enumerator turns to correct page in the student sheet and places it before the child.	
2. Enumerator follows script of instructions to the child, without adding unnecessary words.	
3. Enumerator and child practice with example words before starting assessment	
4. Enumerator uses stopwatch correctly. Does not encourage student during the exercise.	
5. Enumerator marks all errors promptly and legibly	
6. If child can read no words correctly in the first line of the test, enumerator discontinues section and checks box at bottom of page	
7. If child hesitates for 3 seconds, enumerator reads the word and points to the next word.	
8. Enumerator marks a bracket at point reached by child when stopwatch reaches 0	
9. If child completes page before stopwatch reaches 0, enumerator notes seconds remaining at bottom of page	
SECTION 6. PASSAGE READING (Timed) AND COMPREHENSION	
1. Enumerator turns to correct page in the student sheet and places it before the child.	
2. Enumerator follows script of instructions to the child, without adding unnecessary words.	
3. Enumerator uses stopwatch correctly. Does not encourage student during the exercise.	
4. Enumerator marks errors promptly and legibly	
5. If child reads no words correctly in first line of passage, enumerator discontinues section and checks box at bottom of page	
6. If child hesitates for 3 seconds, enumerator marks word as incorrect, reads the word, and points to the next word.	
7. Enumerator marks a bracket after the last word read when stopwatch rings at 0 seconds	
8. If child completes page before stopwatch rings, enumerator notes seconds remaining at bottom of page	
9. Enumerator only asks questions on text up to & including line in which child stopped reading.	
SECTION 7. LISTENING COMPREHENSION	
1. All papers are removed from in front of child during this section	
2. Enumerator follows script of instructions to the child, without adding unnecessary words	
3. Enumerator reads listening comprehension text only once, clearly, with expression, at moderate pace.	
4. Enumerator asks all questions, clearly, and marks child's response appropriately.	
SECTION 8. PUPIL CONTEXT INTERVIEW	
1. Enumerator asks student all questions in a friendly way and records all responses	
2. Enumerator thanks pupil when finished	

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Annex C: Sample Classroom Observation Form

Classroom Lesson Observation Checklist: Grades 2 and 3

Date:

School:

Observer:

Lesson observed:

	Grade 2: Teacher name	Grade 2: Teacher name	Grade 3: Teacher name	Grade 3: Teacher name
Phonemic Awareness				
<i>Content</i>				
Syllable and phoneme segmentation				
Syllable and phoneme blending				
Beginning/middle/ending				
Sounds in words				
<i>Teacher Role</i>				
Giving directions				
Telling information				
Questioning				
Modeling				
Assessing				
<i>Student Response</i>				
Listening				
Group oral response				
Group response: raise hands, stand up, thumbs up/down				
Group written response				
Individual student response oral or written				
Phonics				
<i>Content</i>				
Introducing letter names				
Reviewing letter names				
Introducing letter sounds (looking at the letters)				
Reviewing letter sounds				
Using consonant sounds				
Using vowel sounds				
Consonant digraphs				

	Grade 2: Teacher name	Grade 2: Teacher name	Grade 3: Teacher name	Grade 3: Teacher name
Consonant blends				
Short-vowel words				
Vowel-consonant-“magic” e				
Vowel teams				
Word decoding				
Introducing new sight words				
Reviewing sight words				
<i>Teacher Role</i>				
Giving directions				
Telling information				
Questioning				
Modeling				
Assessing				
<i>Student Response</i>				
Listening				
Reading orally				
Individual oral response				
Group oral response				
Individual written response				
Group written response				
Group response: raise hands, stand up, thumbs up/down				
Fluency				
<i>Content</i>				
Flash cards with letter names				
Flash cards with letter sounds				
Flash cards with sight words				
Reading orally				
<i>Teacher Role</i>				
Giving directions				
Telling information				
Questioning				
Modeling				
Assessing				
<i>Student Response</i>				
Listening				
Reading orally				
Individual oral response				
Group oral response				
Individual written response				
Group written response				

	Grade 2: Teacher name	Grade 2: Teacher name	Grade 3: Teacher name	Grade 3: Teacher name
Group response: raise hands, stand up, thumbs up/down				
Vocabulary/Comprehension				
<i>Content</i>				
Learning new definitions				
Providing context for new words				
Using new words				
Setting a purpose				
Prediction				
Visualization				
Self-monitoring				
Using fix-up strategies				
Self-questioning				
Using prior knowledge				
Summarization				
Personal response				
Story elements				
Expository text structure				
<i>Teacher Role</i>				
Giving directions				
Telling information				
Questioning				
Modeling				
Assessing				
<i>Student Response</i>				
Listening				
Individual oral response				
Every pupil response				
Every pupil response, oral				
Every pupil response, written				

Other comments and observations:

GRADE <X>: Monthly follow-up to schools by Coaches, <dates of review>

TASK DESCRIPTION	September 2009		October 2009		November 2009		December 2009	
	Visit 1		Visit 2		Visit 3 and Assessment 1		Visit 4	
Region/District:								
School Name/Code:								
Principal:								
Date of Visit:								
Time of arrival/departure:								
Coach:								
	Grade 2	Grade 2	Grade 2	Grade 2				
A. General School Information								
Teacher names (write teacher names)								
Enrollment across all sections								
Attendance (day of visit) across all sections								
B. Teaching Reading								
Names of teachers who are using the <i>Teacher Manual</i>								
Are teachers using supplementary manuals								

GRADE <X>: Monthly follow-up to schools by Coaches, <dates of review>

TASK DESCRIPTION	September 2009		October 2009		November 2009		December 2009	
	Visit 1		Visit 2		Visit 3 and Assessment 1		Visit 4	
Do teachers follow the schedule of intervention (enter actual lesson plan, e.g. Week 4, Day 2)								
Do teachers teach reading 5 times a week, 45 minutes a day. If not, state how much by teacher								
Do teachers ensure that students read at home to parents at least 20 minutes a day (enter number of teachers using the read-at-home tracker)								
Total number of students who checked out books from the library - count on a monthly basis								
C. Student Report Card								
Teachers send student report cards to parents (as verified by trackers used by teachers)								
Principal shared student report card with PTAs and communities								
D. Assessment of student performance by Coaches								
Number of students assessed								
Date of assessment								
Date of analysis								
E. Reading culture								

GRADE <X>: Monthly follow-up to schools by Coaches, <dates of review>

TASK DESCRIPTION	September 2009		October 2009		November 2009		December 2009	
	Visit 1		Visit 2		Visit 3 and Assessment 1		Visit 4	
Ask children if they read at home								
Ask children if they read in class aloud								
Ask children if their teachers read to them aloud								
Ask children if the teacher is using pocket chart and letter cards								
Signature of Principal:								
Date:								

Annex D: Sample Student Tracker

This tracker was designed for Grade 2. The form for Grade 3 was identical except for higher goals expected at the next grade.

Student Progress Tracker – Grade 2	
District	
Settlement	
School/School Code	
Teacher:	

Student Name	Period 4			Period 5			Period 6		
	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp
	Goal: 40	Goal: 15	Goal: 100%	Goal: 65	Goal: 30	Goal: 100%	Goal: 80	Goal: 40	Goal: 100%
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

Student Name	Period 4			Period 5			Period 6		
	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp
	Goal: 40	Goal: 15	Goal: 100%	Goal: 65	Goal: 30	Goal: 100%	Goal: 80	Goal: 40	Goal: 100%
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
23									
24									
25									
26									
27									
28									
29									
30									
31									

Student Name	Period 4			Period 5			Period 6		
	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp	Letter reading	Story reading	Comp
	Goal: 40	Goal: 15	Goal: 100%	Goal: 65	Goal: 30	Goal: 100%	Goal: 80	Goal: 40	Goal: 100%
32									
33									
34									
35									
36									
37									
38									
39									

Annex E: Sample Radio Script

Fourth Radio Show, May 2010: Reviving Reading in Liberia

Time	Content	Who
40 secs	<p>Good day to all! As you know, my name is _____ and I am your radio host today. Today we are going have our final talk on our efforts to revive reading in Liberia. Remember, more reading in school, more reading at home, and more reading at every possible opportunity that you can find. As you all know, regardless of age, reading is the key to better education and a better future. Today, I have two very important guests who will talk about the importance of reading.</p> <p>Mr./Ms. _____ is our District Education Officer, or DEO. Mr./Ms. _____ is a reading specialist working in our districts. (allow DEOs and Coach to only say “good day”)</p>	Radio host
36 seconds	<p>My name is Mr./Ms. _____ and I am the DEO in District _____. I invite you all to listen carefully to this show. It will give you information about how you can help your kids read better both at school and at home. Why would you want them to? Here is the answer: When you ask parents why they send their children to school, they answer that they want their children to learn to read. But, in Liberia, and in our own district, our children spend 3 or 4 years and sometimes 5 years in school without learning how to read. If they don't learn to read early, they may always be “behind” in school. This is not acceptable and we need to change this. We need to make sure that our children learn how to read by the end of the first grade. This show is about reviving our reading culture in Liberia and ensuring that all children learn to read by the end of the first grade. And now I am going to ask our reading specialist, Mr./Ms. _____, to tell you more about some interesting activities that are going on now in our district in reading education.</p>	DEO
1 min 11 seconds	<p>Thank you. My name is _____. I am helping the DEO and teachers in District _____ in their efforts to improve kids' reading in Grades 2 and 3. Let me first of all say a word or two as to why getting going with reading EARLY (<i>emphasis</i>) is so important. It is simple. Not knowing how to read well and early enough will slow down all other reading-based learning. So if kids don't learn to read early, then they can't learn anything else. Children who can't read will have difficulties learning mathematics, as well as social studies and science. Then they will get discouraged and frustrated, and eventually drop out of school. And we don't want our children to drop out. We all want our children to be successful, to be doctors, nurses, business people, engineers, scientists, to work for the government, and so on. If they don't learn to read early and well, their dreams will never come true. But we can help them to be better readers, and in District _____, this change is already</p>	Coach

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	<p>happening. So, thank you for listening to this show and for learning more about how you can help your children read better.</p>	
1.58	<p>The Liberian Ministry of Education, with help from the United States Agency for International Development, or USAID, started a reading project called Early Grade Reading Assessment, or “EGRA” for short, in Liberia in November 2008. It is a two-year-long project and this is our last year. Now in June we are going to finish our work. The project is present in 15 districts, and its main goal is to improve reading in Grades 2 and 3 in a number of selected schools per district. Teachers in these schools have received training on how to teach reading. And they are also supported on a regular basis at their schools. Children in Grades 2 and 3 have received reading textbooks and other books. So, both teachers and students are receiving needed support to improve student reading. We are also working with parent-teacher associations and parents in getting everyone interested in reading in schools and at homes. And the District Education Office is also helping.</p> <p>And how do we know if teachers are making good changes? How do we know if our children are reading or getting better at reading? Unlike many other efforts, this project has a clear schedule for testing student performance during the two-year period. These tests are used to measure how much progress our teachers and kids are making. So far, we have conducted two assessments: one at the beginning of the project in 2008, to see how well our students are reading, and then at the end of the first year of the project, in June 2009, to see if kids improved. And we are proud to say that the participating schools in our districts have made an important progress in making sure that our children can read. This was last school year. Now we will do another test this June 2010 to see what progress was made in this school year. And as you know, we have one month left in this school year to make sure that our children learn even more, so let’s put all of our efforts into this final month!</p>	Coach
2 mins	<p>Now we will share a few tips on how to help your children. Let’s begin with tips for reading with children at home. If you have books at home, make sure you sit with your child each day and read together. If you are not able to read the words in the story, look at the pictures together and talk and ask questions about them, for example, “What do you think the boy is doing in that picture?” “Why do you think he has a smile on his face?” “Oh, why do you think the girl is carrying that basket on her head?” or “Do you think she is happy or sad? Why?” If you are able to read the story, make sure that you read with a lot of expression to make the story interesting and fun for your child. Stop often and ask questions to keep your child interested in the story.</p> <p>If you do not have books at home, tell your child your favorite Liberian stories. You can ask questions during the story (“What do you think will happen next?” or “The mother was very sad...why do you think she was sad?”)</p>	Coach

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	and make the story exciting and lots of fun for your child. Talking with your children helps them learn about language and strong language skills are important for children as they learn to read.	
2 mins	Next, have your child read to you every day. When your child is just learning to read, you can ask him to write the letters of the alphabet and tell you the sounds of the letters he learned that day. You can play games by asking your child what words begin with the sound of the letters he learned. Help your child learn to say the sounds in words and then which letters make those sounds. Your children can show you what letters and sounds they are learning in school. When your child has learned to read words, ask him to read a story from his school reading book of stories. Ask him to read to you and then ask him questions about the story. Look at the pictures in the story and talk about the pictures together. Always have fun when you are reading with or to your child. You want your child to love reading, so the time you spend together should be fun for both of you.	Coach
1 min	<p>Now, we can discuss what our PTAs can do to support children in our community learning to read successfully. In each of our communities, we must make sure we have a library that is near where our families live so that children can come there to check out and read books. Our PTAs can help us obtain books for our libraries and help by finding parent volunteers and teachers who will be willing to help check out books and make certain that they are returned. The PTAs can sponsor story reading or telling sessions each week inviting children and their families to come and listen to a story teller tell or read a Liberian story. It can be acted out, the reader can come in local costume, it can be told like a play in a theater. This can be an event for the whole village!</p> <p>PTAs can also provide support for parents who want to know more about what they can do to help their children learn to read well.</p>	Coach
54 seconds	This is (DEO say name) _____ speaking now, and as we are closing this talk, I would like to remind us that despite improvements made, in Liberia and in our district, some of children are not reading well, and they are mostly not understanding what they read. We need to change this and we need to work on improving student reading. Only in the past year in the schools where we are working, and thanks to this project, have we made some important progress. And while this is an important change, our children are still far below the desired level needed for reading with comprehension. They are barely halfway to being able to read with comprehension. So we need to do more and put more energy towards making sure that our children learn how to read. Use these tips that we shared with you, use them every day!	DEO
2 min 30 seconds	As the District Education Officer said, we must try hard to create as many chances as possible for our children to read every day, every SINGLE day (even Saturdays and Sundays and holidays). Here is a few more tips for teachers and principals . You can organize reading clubs at schools. You can organize reading competitions	Coach

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	<p>between grades—grade 1 competing with grade 2, with grade 3, or all grades with each other. The competition can be about the number of books read in a one-week period. You can organize reading competitions in the same grade about the same topic. All you have to do is form groups of children within the same grade and have them compete. Then you can recognize the winners at PTA meetings, or during classes. You can give the best readers an award and call them “Reading Wizards.” You can organize competitions with other schools, as well. It is important that you find every possible opportunity for your students to read every day at school. Reading aloud is important.</p> <p>Reading silently is also important. Also, you can read to your students every day for 10 minutes. Just create opportunities for children to read.</p> <p>And parents, you must ensure that your children read at home. What we are seeing in our schools is that when students read aloud at home for at least 20 minutes every day, they learn much better. If you have a second grader, and if you make sure that your second grader reads every day for 20 minutes, by the time the child reaches the end of Grade 2, she will be reading as if she were at the end of Grade 3. That is the power of reading at home for 20 minutes. Even if you can’t read, you can listen, and you can ask your child to retell you the story. They can retell it to you in English or in _____ (<i>say the dialect spoken in your district</i>). So, those were some of the tips for parents, PTAs, teachers and principals. I am grateful to be working in your district with your schools! Let’s revive our reading together!</p>	
1 min	<p>And for the end, I am your District Education Officer, and I call and urge all teachers and principals and parents to join me in this important effort, and that is to REVIVE READING IN LIBERIA. Let’s bring back what we once had, because our nation needs our children and our children need us now. We must do everything possible to make sure that our children’s dreams come true. Remember—READING WILL MAKE A PERSON SMARTER!</p> <p>If you need ideas as to how to move forward, or if you need stories for testing students’ reading, please contact me at _____ (<i>say the phone number</i>), again my number is _____. Or you can contact our Coach at _____, again _____.</p> <p>Thank you, God Bless, and at the end let’s listen to our little guest read to you.</p>	DEO
10 secs	Thank you all for such a great and important show. And to all of us listening today, and spread the word and help	Radio host or

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	<p>us in our efforts to revive reading in Liberia.</p> <p>Reading efforts and airing of this show in District _____ have been made possible with assistance from the American people and from the Presidential Initiative for Expanding Education. Thank you and until next time.</p>	Coach
Total time: 13 minutes (should not be longer than 15 minutes)		