Actionable Data for a More Literate World: Using large-scale assessment to improve results

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A framework for assessments

- Classroom Assessment
- Examinations
- Large-Scale Assessment
<table>
<thead>
<tr>
<th>STUDY</th>
<th>GRADE/AGE</th>
<th>SUBJECT(S)</th>
<th>ASSESSMENT PERIOD</th>
<th>MENA PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIRLS</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; Grade</td>
<td>Reading</td>
<td>Every 5 years since 2001</td>
<td>Iran, Morocco, Oman, Qatar, Saudi Arabia, United Arab Emirates</td>
</tr>
<tr>
<td>TIMSS</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; and 8&lt;sup&gt;th&lt;/sup&gt; Grade</td>
<td>Math and Science</td>
<td>Every 4 Years since 1995</td>
<td>Algeria, Egypt, Iran, Israel, Jordan, Kuwait, Morocco, Oman, Palestinian National Authority, Qatar, Saudi Arabia, Tunisia, and Yemen</td>
</tr>
<tr>
<td>PISA</td>
<td>15 year olds</td>
<td>Reading, Mathematics, and Science</td>
<td>Every 3 Years since 2000</td>
<td>Jordan, Qatar, United Arab Emirates (Dubai), Mauritius and Tunisia</td>
</tr>
<tr>
<td>EGRA</td>
<td>Grades 1-3</td>
<td>Reading Mathematics Writing</td>
<td>At will</td>
<td>Egypt, Iraq, Jordan, Morocco, Yemen</td>
</tr>
</tbody>
</table>
PIRLS 2011 Results
Percentage of students below the Low International Benchmark

Morocco: 79%
Qatar: 40%
United Arab Emirates: 36%
Oman: 53%
Saudi Arabia: 35%
The videos show grade 3 Jordanian primary school students performing the Oral Reading Fluency subtask of the Early Grade Reading Assessment. (March 2012)
EGRA Characteristics

• Individual, oral assessment
• Quick (15 minutes)
• Foundation skills of reading
• Grades 1-3
• Measures of both oral and written language
• Predictive of later success
• Informs system level and classroom instructional decisions
• Publically available at: https://www.eddataglobal.org
MENA EGRA Results: How well are students reading?

<table>
<thead>
<tr>
<th>Country</th>
<th>Grade 2 (Avg wpm)</th>
<th>% Zero</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egypt</td>
<td>10 wpm</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td>22 wpm</td>
<td>22%</td>
</tr>
<tr>
<td>Morocco*</td>
<td>16 wpm</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>27 wpm</td>
<td>18%</td>
</tr>
<tr>
<td>Jordan</td>
<td>15 wpm</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>24 wpm</td>
<td>20%</td>
</tr>
<tr>
<td>Iraq</td>
<td>10 wpm</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>23 wpm</td>
<td>17%</td>
</tr>
<tr>
<td>Yemen*</td>
<td>6 wpm</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>12 wpm</td>
<td>27%</td>
</tr>
</tbody>
</table>
MENA EGRA Results: How does the diglossic nature of Arabic affect comprehension?

- Yemen*
- Morocco*
- Egypt
- Jordan
- Iraq

Reading Comprehension

Listening Comprehension
AME Data Tool—Beta Version
MOROCCO: 2011, Arabic

This tool facilitates the use of Early Grade Reading Assessment (EGRA) data to:

- Analyze existing levels of reading achievement and the factors that are associated with different levels of performance;
- Set reasonable standards for reading performance, given the baseline distribution of scores on various EGRA subtasks; and
- Consider scenarios for likely trajectories of improvement in that performance.

RESOURCES

- Reading Development
- About EGRA
- About the Data

Questions? info@nameoforg.org (link pending)

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Regions Included in Study

GROSS ENROLLMENT RATIO
Total enrollment in a education level, regardless of age, expressed as a percentage of the population of the official age for that level. Can exceed 100% due to inclusion of over-aged and under-aged students because of early or late school entrance and grade retention.

58% Pre-primary
115% Primary
70% Secondary
2012 Data Year

Resources

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www.eddataglobal.org
www.usaid.gov/what-we-do/education

http://ame.dewd.us/
User: AMEtoolreviewer
Password: AMEtool2013

**Please use Chrome, FireFox, or IE 9+.**