EARLY GRADE READING ASSESSMENT (EGRA)

FOLLOW UP REPORT

USING THE NIGERIAN MAJOR LANGUAGES

(YORUBA, HAUSA & IGBO)





FEDERAL MINISTRY OF EDUCATION
ABUJA, NIGERIA
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NIGERIA

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(HAUSA, IGBO &YORUBA)

Follow Up Assessment Report

November 2021

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ACRONYMS

B.Ed.	Bachelor of Education
B.Sc.	Bachelor of Science
CLSPM	Correct Letter Sound Per Minute
CNWPM	Correct Non-Word Per Minute
CM&MLA	Curriculum Monitoring & Monitoring of Learning Achievement
EGRA	Early Grade Reading Assessment
EPR&D	Educational Planning Research and Development
IQTE	Islamiyah, Quranic and Tsangaya Education
LC	Listening Comprehension
M.Sc.	Master of Science
NCE	National Certificate in Education
ORF	Oral Reading Fluency
P2	Primary 2
ssP3	Primary 3
P4	Primary 4
PGDE	Post Graduate Diploma in Education
WASH	Water Sanitation and Hygiene
RC	Reading Comprehension
NWR/D	Non-word Reading/Decoding
ECCDE	Early Childhood Care & Development Education
LSI	Letter Sound Identification

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ACKNOWLEDGEMENT

Early Grade Reading Assessment (EGRA) is a tool used to accurately measure what children know in specific context and language of assessment. In 2020, Federal Ministry of Education conducted EGRA using the Nigerian Major languages (Hausa, Igbo and Yoruba) in the 36 states and the Federal Capital Territory, to ascertain the language of instruction in the lower basic classes in accordance to the National Curriculum which stipulates the use of language of immediate environment.

The 2021 EGRA is a follow-up of the 2020 assessment with the aim of tracking the progressive performance of the learners who participated in the assessment in lower classes as they move into the upper primary classes as sample. The same sampled participants were used in the follow-up assessment of Primary 3 and Primary 4 learners. Based on the recommendations of the 2020 study, the assessment was similarly carried out in the three major languages (Hausa, Igbo and Yoruba).

It is pertinent to mention here that, the Honourable Minister of Education, Mallam Adamu Adamu, the Honourable Minister of State for Education, Hon. Chukwuemeka Nwajiuba, and the Permanent Secretary, Arch. Sonny Echono, had shown great interest and support in the project by ensuring that the report of EGRA was launched during the meeting of Head of parastatals/agencies, Directors and Heads of Departments on the 7th September, 2021. By this gesture, we remain grateful and inspired to put in more efforts to make learning more realistic and implement the outcome of the exercise.

The Federal Ministry of Education is grateful to the Consultants for their guidance and advises, Chairmen of State Universal Basic Education Boards, Education Secretaries of Local Education Boards, Head teachers, teachers and pupils across the country, who found time to participate in the follow-up exercise. To others, you are all appreciated for making this follow-up a success.



Mrs. Halima Lawal
CM & MLA Desk Officer March, 2022

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EXECUTIVE SUMMARY

The Early Grade Reading Assessment (EGRA) is designed to measure foundational and higher oral literacy skills. The assessment is sectioned into five sub-tasked that are each designed to ascertain the learner`s competency in a particular aspect of literacy. These subtasks are; the Letter Sound Identification (LSI), the Non-Word Reading/Decoding (NWR/D), Oral Reading Fluency (ORF), Reading Comprehension (RC), and Listening comprehension (LC).

The 2021 EGRA is a follow-up to the 2020 assessment to track the progressive performances of the learners who participated in the assessment in lower classes as they move into the upper primary classes. The assessment was carried out within Primary 3 and Primary 4 learners who had participated in the previous study. Based on the recommendations of the 2020 study, the assessment was similarly carried out in the three major languages (Hausa, Igbo, and Yoruba) with the participation of a total of 718 learners in 72 schools. The limited number of participants in the follow-up study was a result of the paucity of funds, the study was only conducted in 12 states across the six geopolitical zones as compared with the 31 states in the previous study.

The report is divided into three sections; the first section presents an introduction and methodology of the study, the second section showed the result of the study by subtask and language used and the final section is the summary of findings, recommendations, and conclusion.

The result from the study showed that there is a noticeable increase in learners' performance across subtasks when compared to the previous EGRA result, but the percentage of "correct responses" was still low in subtasks associated with reading (Sub-Task 1-4). This showed that most of the learners could easily understand the native language but were not able to read when presented with words or passages in the same language. This result was also observed across the 3 languages used in the study with slight variations.

This poor performance can be attributed to the methodology used in the teaching of the local languages in ECCDE and other factors such as the non-availability of teaching aids, a language guide, and language syllabus for the local languages in most of the schools. While most of the class teachers alluded to regularly teaching the local languages as a subject, they have neither used the languages as regular means of instruction nor have they received specific training in the use of teaching techniques such as jolly phonics, rhymes, and songs to teach the local languages as compared with techniques used to teach the English language.

External factors such as the reported low availability of WASH facilities and inadequate classroom furniture were also observed. This could result in absenteeism which also contributed to the poor performance of the learners.

To sufficiently address the low performance of learners in reading words and passages in their local languages, there is a need for a holistic review of the methodologies and curriculum used in teaching the languages. Adequate training on new teaching methodologies should be provided to teachers to better educate learners and adopt effective technics in teaching the native language. Other factors such as the provision of teaching aids, a language guide, and classroom furniture will improve the overall result, learning outcomes, and learning experience.

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INTRODUCTION

In December 2020, the Federal Ministry of Education conducted an Early Grade Reading Assessment (EGRA) that covered 31 states of the Federation. The EGRA was conducted in the three major Nigerian languages widely spoken in different sections of the country, these are; Hausa, Igbo, and Yoruba Languages are spoken predominantly in the North, East, and Southern parts of the country respectively. The assessment was done to ascertain the level of nationwide compliance with the National Policy on Education which states that the medium of classroom instruction in the early childhood/lower-primary education system should be the mother-tongue of the child or the language of the immediate child`s environment or community.

The rationale behind this policy is that the native language is usually the language of the immediate environment in early childhood development, most likely to be the mother tongue and also the language that is first understood in childhood. Promoting reading and learning in this native language enhance the interest of the child in learning new concepts and promotes better understanding. Learning often also continues at home outside of the school immediate environment as the child is comfortable sharing new knowledge at home with mother and other siblings who often can speak in the language of the immediate environment and therefore validates the learning skills of the child at an early age. These little factors encourage learning and promote schooling, attendance, and reduce absenteeism in the pre-primary and lower primary education system.

The Curriculum Monitoring & Monitoring of Learning Achievement (CM&MLA) Unit under the Educational Planning Research and Development (EPR&D) department of the Federal Ministry of Education is responsible for conducting research and field monitoring of learners in basic education and reviewing the curriculum following the results. With the support of the State Universal Basic Education Boards (SUBEB) and technical assistance from MPM Insight Nigeria (An Education Research, Monitoring, and Evaluation Consultancy Firm), the EGRA was conducted and a subsequent follow-up activity has just now been completed to study the learning progression and validate some of the assumptions that the students learn faster and better in higher classes once they have a solid foundation at the early childhood and lower primary classes.

The EGRA subtasks are based on research regarding a comprehensive approach to reading acquisition across languages. These skills are described below:

Phonemic awareness: The ability to identify sounds in words, separate words into sounds, and manipulate those sounds.

Alphabetic principle: The ability to understand and apply the knowledge of how letters are linked to sounds to form letter-sound correspondences and spelling patterns.

Fluency: The ability to read orally with speed, accuracy, and proper expression. EGRA measures oral reading fluency (ORF) because it has been shown to predict later skills in reading and comprehension.10

Comprehension: The ability to actively engage with, and derive meaning from, the texts that are read.

Study Objectives

This study is a follow up to the national EGRA

1. To study the learning progression of learners with respect to the use of the local language of a child`s immediate environment as a medium of instruction.
2. Provide data to inform national-level planning and curriculum management.

EGRA 2020 Study

The National EGRA conducted in 2020 was conducted in 31 states of the federation. Although the plan was for a nationwide assessment across all 36 States and the Federal Capital Territory, Assessors found that none of the three major languages are spoken as dominant languages in the five states. These include states like Akwa Ibom, Cross River, Edo, Benue, and Bayelsa States. The study recommended opportunities for the dominant local languages in those states for future consideration.

The 2020 assessment was conducted among primary 2 and Primary 3 learners from public primary schools in the state and a few from Government-Islamiyah and IQTE schools. It involved 7,946 learners in 281 schools with approximately 30 learners per school.

Results from the study according to each subtask are as follows;

1. **Sub-Task 1: Letter Sound Identification (LSI)**

In general, only 57% of students could give a response on this subtask. 55% of Primary 2 learners attempted the task with an average score of 13.6 out of 100 letters and 8.93 as the correct letter sound identified of the total attempted. In primary 3, 60% of the learner participated in the task and attempted an average of 16.4 out of 100 letters and 11.7 as the correct letter sound identified of the total attempted.

2. **Sub-Task 2: Non-Word Reading/Decoding (NWR/D)**

The 41% of the learner that participated in this activity attempted an average of 5.8 out of the 50 non-words of which 3.7 is the correct response. The average score for the attempt of this second task for P2 is 4.9 of which 3.1 words are correct and that of P3 6.6 of which 4.4 response was correct. Only 3% of learners were able to give 100% attempts and responses.

3. **Oral Reading Fluency (ORF)**

This appears to be the most challenging task for all learners across the three languages. Only a small percentage (11%) of learners were able to give a response in this subtask. The average score of the oral reading fluency task taken for P2 is 35 of the 75 (47%) words in the Igbo passage and 12 of the 36(33%) words in the Yoruba passage. For P3, the average score is 42 (56%) for Igbo and 16 (44%) for the Yoruba passages.

4. **Reading Comprehension (RC)**

Only 23% of learners tested in the study were able to attempt reading from the passage given. Out of the learners that read the passage, 39% answered the entire five subsequent questions correctly, 20% answered 4 questions, 19% answered 3 questions, 13% answered 2 questions and 7% answered only 1 question correctly.

5. **Listening Comprehension (LC)**

This subtask, as expected appears to be the easiest to attempt by the learners. Consequently, there was a high rate of response in this subtask (92%). After the passage was read to the learner, 56% of respondents answered all subsequent questions correctly, 19% answered 4 questions, 12% answered 3 questions, 7% answered 2 questions, and 4% answered only one question correctly.

The result from the study showed that there is a deficiency in the method that is used in teaching native languages within the school setting.



METHODOLOGY

To get a good quality report, most of the assessors used in this study were involved in the 2020 study. The study started with a one-day workshop and training of assessors that were already familiar with the EGRA processes. Four of the trained assessors were sent to each school. Learners from P3 and P4 that participated in the previous study (P2 and P3) were called out and a total of 10 learners (5 from P3 and 5 from P4) were randomly selected to participate in the 2021 EGRA. A total of 718 learners in 72 schools participated in the study.

The study was conducted in 12 states of the federation by selecting two states from each geopolitical zone.

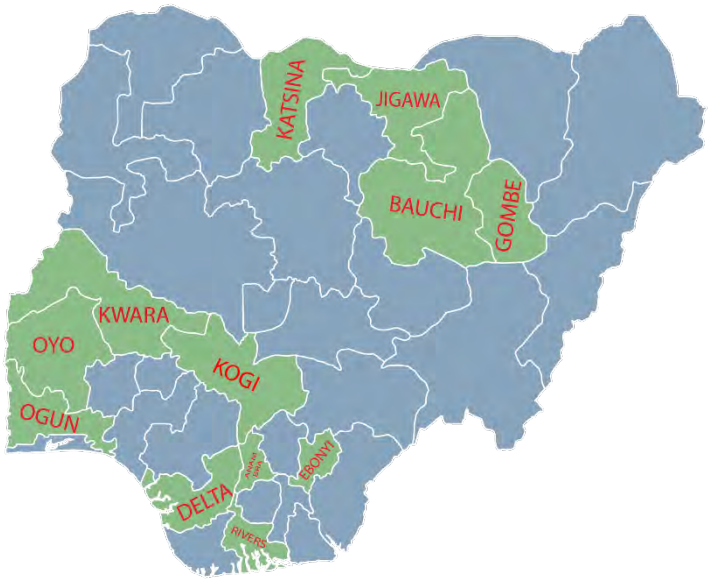


Figure 1: Coverage of the 2021 EGRA Study

Questionnaires were also admitted to the headteacher and class teacher to get their response on the present environmental and academic condition of the school. A classroom inventory was also performed.

EGRA Instrument and Questionnaires

The EGRA instrument was adapted from the 2013 EGRA[1] conducted under Nigeria Reading and Access Research Activity (RARA) of USAID and is following both USAID's and the Global Partnership for Education's (GPE's) reading goals. The instrument was reviewed[2] for the 2020 EGRA by language experts in line with the objective of the study. The early grade reading assessment (EGRA) used was developed to provide a way to measure a child's initial reading ability. Through a series of separate subtasks, the assessment measures various skills that are necessary building blocks for children to read fluently and comprehend text. The Instrument used for the 2020 study was adapted for this study since the key objective of the study is to observe the progression and performance of the student from the previous year.

- **Letter sound identification** assessed a child's ability to identify the sounds of the letters of the alphabet naturally, without hesitation. The subtask consisted of a page of 100 upper- and lowercase letters distributed in 10 rows of 10 letters. The 100 letters were listed in random order, and the number of times any given letter appears is determined by the frequency that letter appears in primary school texts. Learners were asked to say the sounds of as many letters as they could in 1 minute. The score for this subtest is the number of letters a pupil correctly named in 1 minute, a measure known as correct letter sounds per minute or CLSPM.
- **Non-word decoding** assessed a child's ability to decode words, rather than simply recognize them by sight. It included words that could exist (based on the orthographic structure of the language), but do not require children to use their decoding skills to properly read them. Learners were presented with a list of 50 "non-words" and asked to read as many as possible in 1 minute. The score for this subtask is the number of "non-words" read correctly in a minute (CNONWPM).
- **Oral reading fluency (ORF)** measured a child's ability to read aloud a short narrative text passage accurately and at a good rate. To measure ORF, learners were presented with a short fictional story (55 words long in Hausa and 36 in Yoruba, and 75 words in Igbo Languages) to read in 1 minute. The final oral reading fluency score is the number of words read aloud correctly in 1 minute.

[1]Early Grade Reading Assessment (EGRA) exercises conducted in Bauchi and Sokoto states in 2013 by Government of Nigeria and the U.S. Agency for International Development (USAID)

[2] The process of developing the instruments used was led by technical experts, including a reading specialist and a language linguist, and involved the collaboration of various education stakeholders. Subtasks and items included in the test were identified based on an analysis of the linguistic properties of the language.

- **Reading comprehension** measured a child's ability to comprehend what he or she has read. After the pupil has read for 1 minute, the assessor asked the child questions based on the amount of text read. Questions were both direct (i.e., based on facts provided in the story) and inferential (i.e., require the child to use information in the story, as well as his or her knowledge, to respond correctly). Pupils were not allowed to refer back to the text when answering the questions.
- **Listening comprehension** measured a child's ability to understand a short, narrative story read to them orally. After reading the story once time, the assessor then asked the pupil five questions about the story.

Just like the previous study, standard EGRA investigative tools were used in line with international guidelines for the study, followed by questionnaires administered on the headteacher, the class teacher, and classroom and school inventory were carried out to review and understand other factors affecting the learning in the classroom. This was also done to collect relevant information about the general demography and learning environment. Together with the EGRA, this information allows us to have a better idea of the characteristics of the population sampled, to conduct analysis regarding the relationship between contextual factors and learning outcomes, and to identify aspects of the learning environment that needed to be improved.

Study Limitations

While every effort was made to follow all scientific guidelines in this follow-up study, some limitations could affect the overall postulations. A key element of this study was the smaller number of learners that participated when compared to the previous study. In 2020, a total of 7,946 learners participated while only 718 learners (approximately 10% of the total number of learners who participated in the 2021 study. The previous study also covered 31 states of the federation as compared with the 12 states covered in this study. The limited coverage of this study is attributed to the paucity of funds available for the project.

A second factor that affected the study, especially in the Northern part of the country was the challenges imposed by the security situation in some of the states, the assessment could not be conducted in certain areas. In such a situation, the school that was initially selected for the assessment was replaced with another. Efforts were made to ensure that the replacement school had participated in the previous EGRA study.

STUDY RESULTS

Descriptive Findings

Numerous studies have shown that the learning environment has a great impact on learning outcomes. A conducive environment promotes enhanced learning ability, learners' interest, and concentration in learning. It also encourages school enrolment, attendance, and transition rate. Factors such as the availability of critical learning infrastructure, pupil-classroom ratio, pupil-teacher ratio, availability of WASH facilities, etc. are conditions that could affect learning outcomes.

Schools

Schools in this study were all Government primary schools. This study was conducted in 6 schools in each of the 12 states that were included in this study, making it a total of 72 schools involved. 2 schools were selected in each of the 3 senatorial districts of the state to get an even spread and fair representation of the learning situation of the states.

School Infrastructure

Results show that the general state of amenities in the 72 schools visited across 12 states from the 6 geo-political zones in the country are below average while most of the schools need urgent repairs or rehabilitation and may not be suitable for optimum learning outcomes. For instance, only 27% of schools have a reading room/library while 21% have access to electricity. Less than half of the schools (48%) were reported to have WASH[3] facilities despite the importance of Water, Sanitation, and Hygiene in the current covid-19 situation in the country and globally.

Table 1: School Facilities

Facilities	No. of Schools	Percentage
Library	19	27%
Electricity	15	21%
Drinking-Water	32	45%
Toilet	36	51%

Student Enrolment

In the 72 schools visited, a total of 7,144 learners were enrolled in Primary 3 (P3) with 5,709 P4 learners enrolled. There is an approximate equal number of male and female learners in both P3 and P4, thereby giving us an optimal gender parity index (GPI) value

[3]National Education Analysis reported an average pupil-to-toilet ratio of 280 to 1, significantly above the recommended ratio of 40 to 1.

of 1 which is the same as the value in the previous study (EGRA 2020)[4]and not far from the 0.94 recorded in the National Education Sector Analysis 2021[5]. This shows that male and female learners are given equal access to education in the earlier stages of education.

Table 2: Student Enrolment

Class	Male	Female	Total	GPI	No. of Pupil Per School
Primary3	3531	3613	7144	1.02	99
Primary 4	2810	2899	5709	1.03	79
Total	**6341**	**6512**	**12853**	**1.03**	**178**

Head Teacher and Class Teachers

The Head Teacher and class teacher questionnaires for this study were designed to get diagnostic information regarding the administrative components and other technical factors that play important roles in learning.

Such components include the headteacher/teacher qualifications, years of teaching experience, and the number of times the native language is taught per week or used generally as the language of instruction. This information allows us to have a better idea of the characteristics of the population sampled, to conduct analysis regarding the relationship between contextual factors and learning outcomes, and to identify aspects of the learning environment that need to be improved.

Head Teacher Attributes

Due to the large learner population in some of the schools visited, the majority of the headteachers (89%) reported playing additional roles in teaching the learners in the school. This is however not the standard practice as the position of the headteacher is mostly administrative and supervisory to ensure regular inspection of teaching techniques, review of lesson notes, teacher assessments, etc. The result shows that 38% of the headteachers have B.Ed. Qualification and 27% have NCE. Only 57% of the total respondent indicated that they receive a form of support to teach the native language in school.

[4]The 2020 EGRA was a nation-wide study conducted in the three major languages. In the schools visited it recorded a total enrolment of P2 and P3 learners which was 37,553 for male and 37,577 for female.

[5]In rural schools, there are more boys than girls, mostly in public schools where there are 90 girls for every 100 boys

Table 3: Head Teacher Attribute

Gender	Number	Percentage
Female	51	73%
Male	19	27%
Qualification		
NCE	27	39%
B.Ed	38	54%
M.Ed	3	4%
Other	2	3%
Also Teaches Students		
No	8	11%
Yes	63	89%
Receives support for local language		
No	30	43%
Yes	39	57%

Class Teacher Attributes

Learning efficiency and effectiveness is seriously dependent on the quality and availability of teachers. This is measured by the classroom experience of the teacher together with other factors such as pupil-teacher ratio and access to continuous professional development. The pupil-teacher ratio (PTR) recorded for P3 is 44:1 while that of P4 is 29:1. The data indicated that 61% of the teachers in P3 are female while only 39% of teachers of the P4 class are of that gender. The majority of the respondents (64%) are reported to have NCE as their highest qualification, followed by 27% with B.Ed qualification. A critical factor in learning outcomes is the teaching experience of teachers[6], the study showed that64% of the teachers have over 10 years of teaching experience, While the years of teaching is expected to impact positively on learning, it is also feared that older teachers may be ignorant of modern teaching techniques such as Jolly Phonics, Montessori models, etc which may reduce their effectiveness in teaching early grade learners. While none of the schools showed evidence of complete instruction in the language of the immediate environment, a good majority (79%) of the teachers teach native languages 2-3 times per week as a subject rather than a regular medium of instruction. This may justify the weak performance of the learners across languages in the country. On the teacher's awareness of the National Policy about the use of local languages as a medium of instruction in the lower primary classes, at least 69% of respondents now claim to be fully aware, a significant improvement over 57% in the previous study (EGRA 2020).

[6] The 2018 Annual School Census showed that at least 20% of teachers in public basic education schools are not qualified to teach, and this number is nearly double in private schools

Table 4: Class Teacher Attributes

Attribute	Count	Percentage
Population		
P3 Teacher	163	45%
P4 Teacher	196	55%
Pupil-Teacher Ratio		
P3	44	
P4	29	
Gender		
Female	219	61%
Male	140	39%
Qualification		
NCE	92	64%
B.Ed	38	27%
Others	13	9%
Years of Experience		
0-3	3	2%
4-7	17	12%
7-10	31	22%
10+	91	64%
Grade Level		
0-3	1	1%
4-7	2	1%
7-9	58	41%
10-12	32	23%
12+	48	34%
Language Period Per Week		
1	1	1%
2	38	27%
3	78	55%
4	7	5%
5	19	13%
Awareness of The Language Policy		
No	44	30.77%
Yes	99	69.23%

Classroom Condition

The classroom inventory showed that more than half of the classrooms do not have a native language guide, native language syllabus, or learning aid across all languages. These learning instruments are necessary to adequately prepare and guide the teacher through the learning part and improve the learning experience of the learners. Also, 93% of the classrooms do not have any electronic teacher aids.

Classroom furniture, teacher furniture, whiteboards, and the availability of writing materials can make the difference between high and low or average learning outcomes

in the classroom. The data shows that one in four learners do not have seats in the classroom (23.9%) while at least one in three teachers do not have teacher furniture (33.1%). Other results of the classroom inventory are shown in the table below.

Table 5: Classroom Inventory

Response	Language Guide	Language Syllabus	Writing Material	Learning Aid	Teacher's Furniture	Learner's Furniture	First Aid Box	Electronic Teaching Aid
No	52.82%	53.24%	1.4%	53.6%	33.1%	23.9%	43%	93%
Yes	47.18%	46.76%	98.6%	46.4%	66.9%	76.1%	57%	7%

Overall Reading Performance

The Early Grade Reading Assessment Study focused on the five sub-tasks required to measure the extent of learning achievement and reported by the ability of the child to carry out simple tasks such as letter-sound identification, non-word decoding, ability to read simple words with or without full comprehension, followed by simple sentences as well as listening comprehension. The results of the assessment in each of the sub-tasks are discussed in detail below.

Sub-task 1 – Letter Sound Identification

This is the first of five assessments that the selected learner was to partake in. It contained 100 letters in one of the assessment languages (Hausa, Igbo, or Yoruba). A learner is to identify the letter by their sound. The learner is scored based on the number of letters attempted and the number of correct responses.

Of the 718 respondents, 566 (79%) of them made an effort to attempt this subtask. The result shows that of the 100 letters presented to the learners, the average number of letter-sound attempts was 21 for P3 and 25 for P4 with a correct score of 16 and 19 respectively.

Table 6: Result for LSI

Class	Average of LSI attempted	% LSI Attempted	Average Of LSI Correct	% Correct of LSI attempted
P3	21	21%	16	73%
P4	25	25%	19	75%
Grand Total	**23**	**23%**	**17**	**74%**

Comparing the result to the previous EGRA study that was conducted, there is a slight improvement that can be observed. The previous EGRA was conducted on P2 and P3 learners which have now progressed to P3 and P4 respectively.

The result shows an increase of 3 points (13-16) for the P2-P3 learners while the P3-P4 and an increase of 4 points (16-19). There is also a corresponding increase in the

percentage of correct responses of the attempted as shown in the figure below.

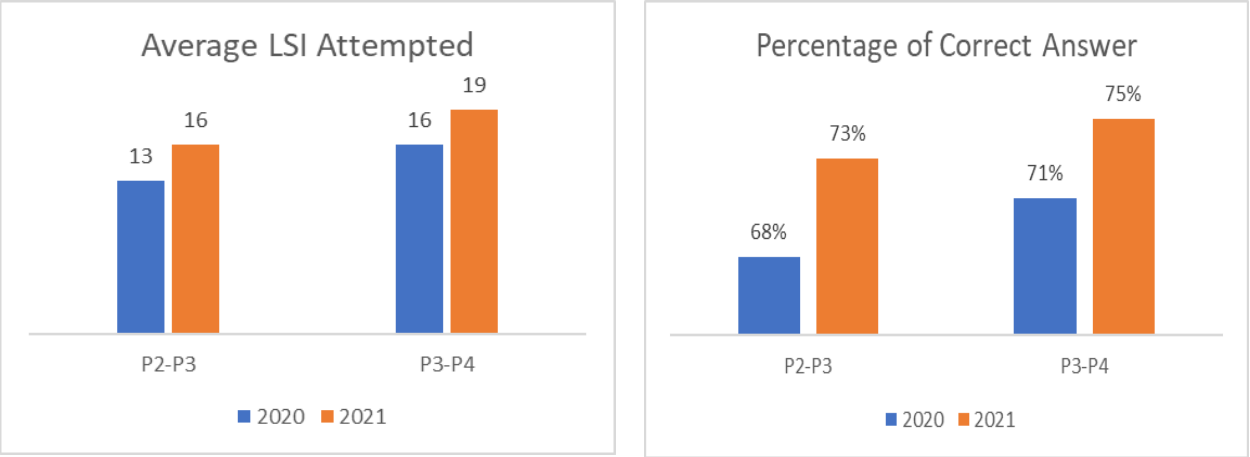


Figure 2: LSI 2020 and 2021 EGRA Result Comparison

Sub-Task 2 – Non-Word Reading/Decoding

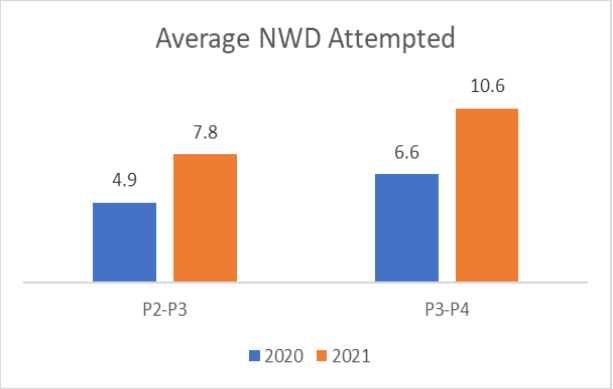
This sub-task measures the ability of the learner to decode unfamiliar words within a time frame, this test prevents a situation where a child may have memorized some words and can easily identify such words and be able to pronounce them without genuinely decoding the text.

67% of the learners made effort to attempt this subtask. Of a total of 50 non-words presented to the learners, P3 learners attempted an average of 7.8 of which 4.7 was the correct response, while P4 learners attempted 10.6 of which 7.3 was to correct response.

Table 7: Result for Non-Word Reading/Decoding

Class	Average of NWD attempted	% NWD Attempted	Average of NWD Correct	% of Correct of NWD attempted
P3	7.8	16%	4.7	60%
P4	10.6	21%	7.3	69%
Grand Total	**9.2**	**18%**	**6.0**	**65%**

When compared to the previous study, a higher percentage of learners attempted the subtask (67%) as opposed to the previous study (41%). The data shows a small increase of 2.9 (4.9 – 7.8) points and 4 (6.6 – 10.4) points for P2-P3 and P3-P4 classes respectively. There is a slight decrease in the percentage of correct responses of the attempted among the P2-P3 learners.



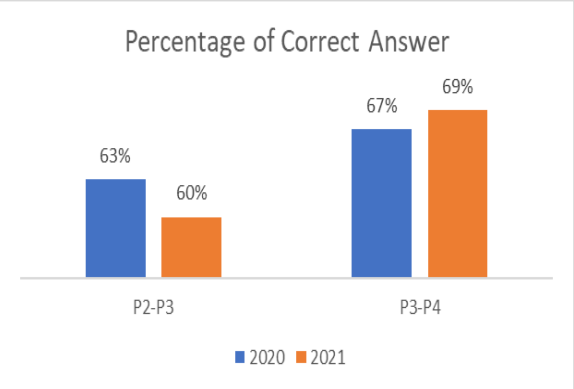


Figure 3: NWD 2020 and 2021 Result Comparison

Sub-Task 3 – Oral Reading Fluency

For this sub-task, a small passage is presented to the learner to read. For the Hausa language, a 55-word passage was presented, that of Igbo is 75 letters while that of Yoruba is a 36-word passage.

In P3, the average number of words attempted in the Hausa language assessment is 12 of which 10.3 is the correct words per minute while in P4 the average attempted is 15 of which 12.3 is correct. In the P3 of Igbo language assessment, the average number of words attempted is 22 of which 15.5 is the correct words per minute and P4 had 26 has attempted of which 19.1 is correct. In the Yoruba language, the average number of words attempted is 8 of which 7.4 is correct for P3 while that of P4 is 13 for attempted and 12.1 for correct.

Table 8: Result for Oral Reading Frequency (ORF)

	P3			P4		
Language	**Average of ORF attempted**	**Percentage Attempted**	**Average of ORF Correct**	**Average of ORF attempted**	**Percentage Attempted**	**Average of ORF Correct**
Hausa	12	22%	10.3	15	27%	12.3
Igbo	22	29%	15.5	26	35%	19.1
Yoruba	8	23%	7.4	13	37%	12.1

Comparing the results for the 2020 and 2021 EGRA for the ORF, shows a significant improvement across all languages and classes. This is shown in the figure below.

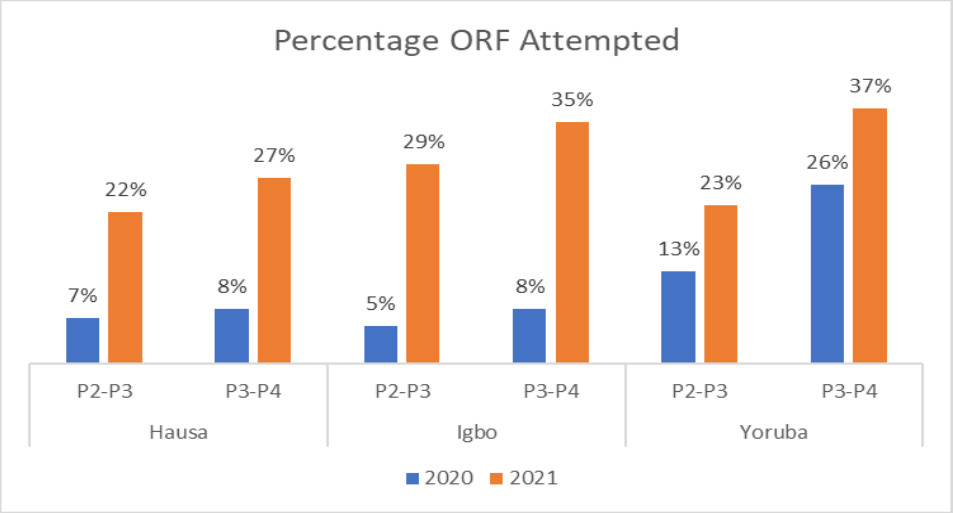


Figure 4: ORF 2020 and 2021 Result Comparison

Sub-task 4 – Reading Comprehension (RC)

In this subtask, the learner is asked to read a passage, thereafter, five (5) questions that are based on the passage read will be asked. The learners are scored based on the number of correct questions answered.

In general, 55% of the learners were able to attempt this sub-task which is an improvement from the 23% in the previous EGRA. The result shows that 39.3% of the learner in P3 were able to answer all five questions correctly while that of P4 is 41.6%. Over 50% of the learner answered more than 4 questions correctly.

Table 9: Result for Reading Comprehension

Total Number of Learners	**718**
Number of Response	402
Percentage of Response	56%
Percentage of No Response	44%

Table 10: Distribution of Correct Answer in Reading Comprehension

	P3		P4	
RC Score	**Count of Correct Response**	**Percentage**	**Count of Correct Response**	**Percentage**
1	11	6.0%	11	5.8%
2	25	13.7%	16	8.4%
3	35	19.1%	29	15.3%
4	40	21.9%	55	28.9%
5	72	39.3%	79	41.6%

There is an increase in the number of learners that could attempt this sub-task as they move to the next class. 22% - 54% in P2-P3 and 29% - 58% in P3-P4.

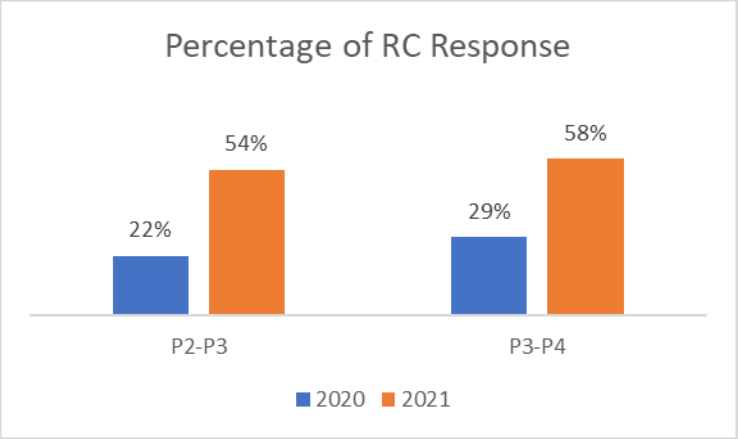


Figure 5: 2020 and 2021 RC Result Comparison

Sub-Task 5 – Listening Comprehension

The listening comprehension sub-task tests the ability of the learner to listen to a passage read aloud to him/her by the assessor. The learner is expected to listen to the passage and then respond to questions that were extracted from the passage read.

This sub-task had the highest number of responses from the learners. A total of 640 (89%) learners responded to this subtask. Analysis of the response shows that 47% of learners in P3 responded to all five (5) questions correctly and 49% of learners in P4 responded to all five questions correctly. Over 70% of learners responded correctly to 4-5 questions in this subtask.

Table 11: Result for Listening Comprehension

Total Number of Learners	**718**
Number of Response	640
Percentage of Response	89%
Percentage of No Response	11%

Table 12: Distribution of Correct Response in Listening Comprehension

	P3		P4	
LC Score	**Count of Correct Response**	**Percentage**	**Count of Correct Response**	**Percentage**
1	17	5.5%	13	4.2%
2	23	7.5%	24	7.7%
3	47	15.3%	36	11.6%
4	76	24.8%	85	27.4%
5	144	46.9%	152	49.0%

The result shows that there is a slight decrease in the percentage of learners that responded to this subtask. From 91% - 81% in P2-P3 and 92%-90% in P3-P4.

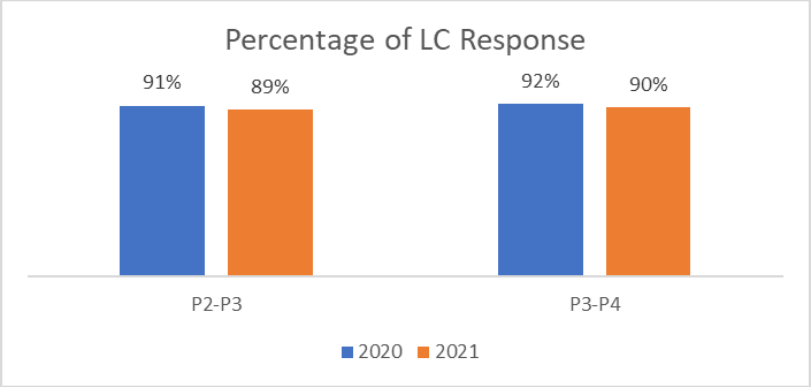


Figure 6: 2020 and 2021 LC Result Comparison

EGRA RESULTS BY LANGUAGE

Hausa language

The Hausa language Early Grade Reading Assessment (EGRA) Study was carried out in four states, two each from the North West and North East Geo-Political Zones respectively with the Hausa language dominantly spoken in those states (Bauchi, Gombe, Jigawa, and katsina). The assessment was attempted by 239 learners in 24classes of P3 and P4. The result of the assessment is presented below;

- In the LSI subtask, there was 79% and 75% participation among the P3 and P4 learners respectively. Of the 100 letters, the average number of letters attempted in P3 was 27 of which 19 was correct and in P4, the average attempted is 25 of which 18 was correct. When compared to the previous EGRA, there was an increase in the number of letters attempted from 12 to 27 for P2-P3 and 15 to 25 for P3-P4 classes. This may indicate familiarity with the process by the learners, including increased confidence, which is expected to further result in better outcomes for the subtask.
- In the NWR/D exercise, there was 66% participation in this subtask which is an improvement from 37% and 46% for P2 and P3 respectively recorded in the previous study. The average number attempted was 10.2 of which 66.2 was correct for P3 and 11.2 of which 8.3 was correct for P4. An improvement from the previous result was also recorded. From 5.3 to 10.2 for P2-P3 and 7.1 to 11.2 for P3-P4 classes.
- Result for ORF showed that 38% of learners in each class participated in this subtask. Of the 55 word passage presented to the Hausa learners, the average number of words read is 12.2 of which 10.3 was correct in P3 and 15 of which 12.3 is correct in P4. There is also a significant increase in words attempted when compared to the previous study. From 3.6 to 12.2 for P2-P3 and 4.3 to 15 for P-P4 classes.
- The result for the RC subtask showed that 33% and 37% of learners participated in this subtask in P3 and P4 respectively. Of the 5 questions asked, the P3 learners answered an average of 3.6 questions correctly while P4 learners answered an average of 4.1 questions correctly.
- The LC subtask had the highest participation among learners. 94% and 95% of P3 and P4 learners participated respectively. The P3 learners answered an

average of 4.5 of 5 questions correctly while P4 learners answered 4.7 of 5 questions correctly.

Table 13: Result for Hausa Language Assessment

	Primary 3			Primary 4		
Task	**Learner's Participation**	**Average Attempted**	**Average Correct**	**Learner's Participation**	**Average Attempted**	**Average Correct**
Letter Sound Identification	79%	27	19	75%	25	18
Non-Word Decoding	66%	10.2	6.2	66%	11.2	8.3
Oral Reading Fluency	38%	12.2	10.3	38%	15	12.3
Reading Comprehension	33%		3.6	37%		4.1
Listening Comprehension	94%		4.5	95%		4.7



EGRA Field Response (Hausa Language)

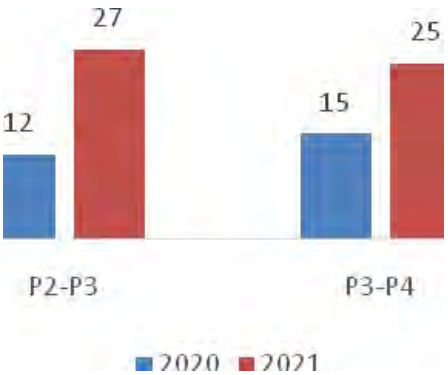


Figure 7: LSI Attempted



Figure 8: LSI Percentage Correct of Attempted



Figure 9: NWR/D Attempted

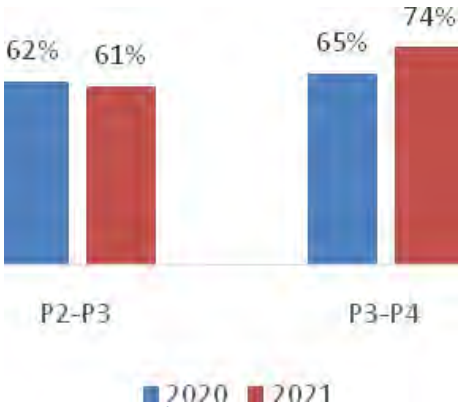


Figure 10: NWR/D Percentage Correct of Attempted

LSI – Letter sound Identification

NWR/D – Non-Word Reading/Decoding

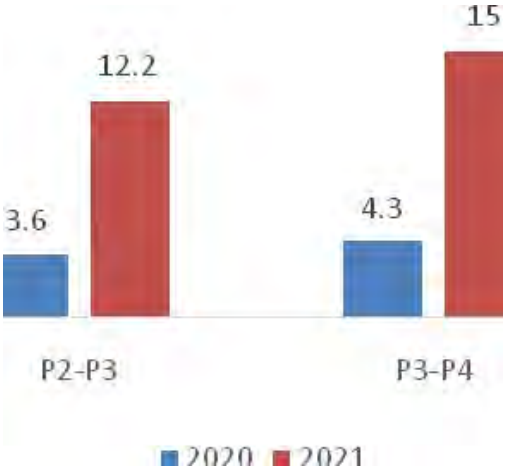


Figure 11: ORF Attempted

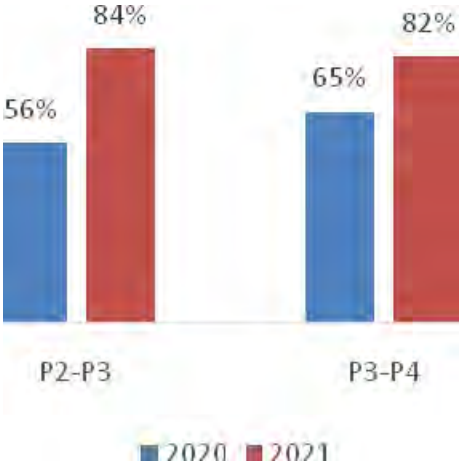


Figure 12: ORF Percentage Correct of Attempted



Figure 13: Result for RC

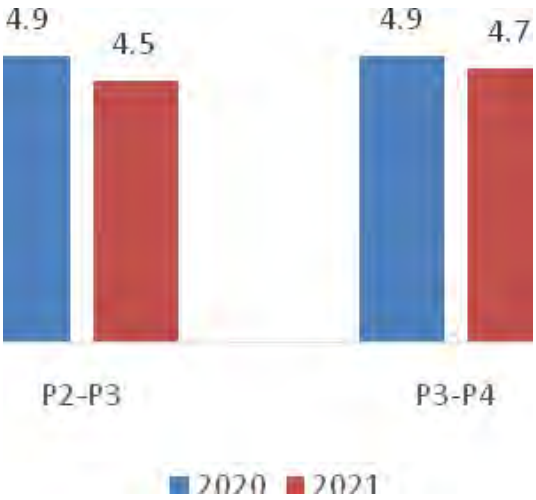


Figure 14: Result for LC

ORF – Oral Reading Fluency

RC – Reading Comprehension

LC – Listening Comprehension

Igbo Language

The 2022 follow-up Early Grade Reading Assessment (EGRA) Igbo language study was carried out in only four states, two each from the South East and South-South Geo-Political zones (Anambra, Delta, Ebonyi, and Rivers). A total of 239 learners in P3 and P4 participated in the study. The result of the assessment is presented below;

- In the LSI subtask, there was 80% participation among each of P3 and P4 learners. Of the 100 letters, the average number of letters attempted in P3 was 11 of which 6 was correct and in P4, the average attempted is 19 of which 12 was correct. When compared to the previous EGRA, there was a slight decrease in the number of letters attempted from 15 to 11 for P2-P3 and 20 to 19 for P3-P4 classes.
- In the NWR/D exercise, there was 71% and 75% participation in P3 and P4 in this subtask which is an improvement from 25% and 32% for P2 and P3 respectively recorded in the previous study. The average number attempted was 4.8 of which 1.9 was correct for P3 and 8.2 of which 3.9 was correct for P4. An improvement from the previous result was also recorded for P3-P4 from 5.8 to 8.2 number of words attempted while that of P2-P3 is 4.9 to 4.8.
- Result for ORF showed that 43% of learners in P3 and 51% in P4 participated in this subtask. Of the 75 words passage presented to the Igbo learners, the average number of words read is 22.1 of which 15.5 was correct in P3 and 26 of which 19.1 was correct in P4. There is also a significant increase in words attempted when compared to the previous study. From 4 to 22.1 for P2-P3 and 5.9 to 26 for P3-P4 classes.
- The result for the RC subtask showed that 57% and 62% of learners participated in this subtask in P3 and P4 respectively. Of the 5 questions asked, the P3 learners answered an average of 3 questions correctly while the P4 learners answered an average of 3.4 questions correctly.
- The LC subtask had the highest participation among learners. 88% and 90% of P3 and P4 learners participated respectively. The P3 learners answered an average of 3 of 5 questions correctly while P4 learners answered 3 of 5 questions correctly.

Table 14: Result for Igbo Language Assessment

	Primary 3			Primary 4		
Task	**Learner's Participation**	**Average Attempted**	**Average Correct**	**Learner's Participation**	**Average Attempted**	**Average Correct**
Letter Sound Identification	80%	11	6	80%	19	12
Non-Word Decoding	71%	4.8	1.9	75%	8.2	3.9
Oral Reading Fluency	43%	22.1	15.5	51%	26	19.1
Reading Comprehension	57%		3	62%		3.4
Listening Comprehension	88%		3	90%		3.4

EGRA Field Response (Igbo Language)

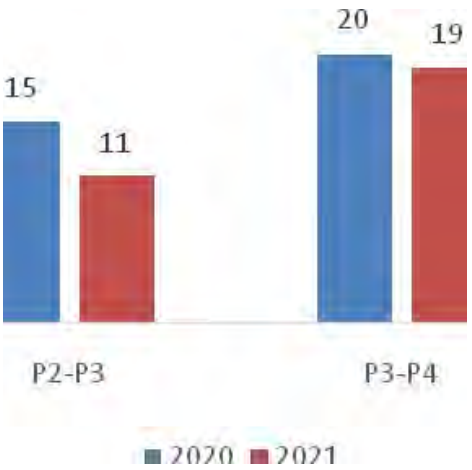


Figure 15: LSI Attempted

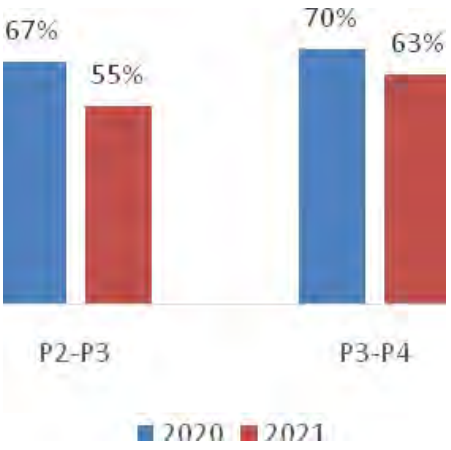


Figure 16: Percentage Correct of Attempted

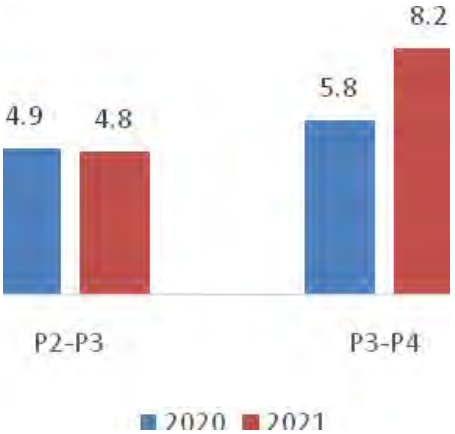


Figure 17: NWR/D Attempted

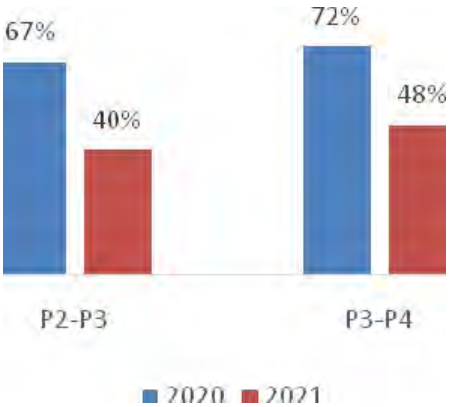


Figure 18: NWD/R Percentage Correct of Attempted

LSI – Letter sound Identification

NWR/D – Non-Word Reading/Decoding



Figure 19: ORF Attempted

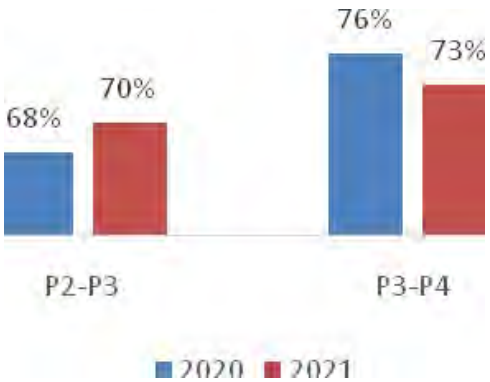


Figure 20: Percentage Correct of Attempted



Figure 21: Result for RC

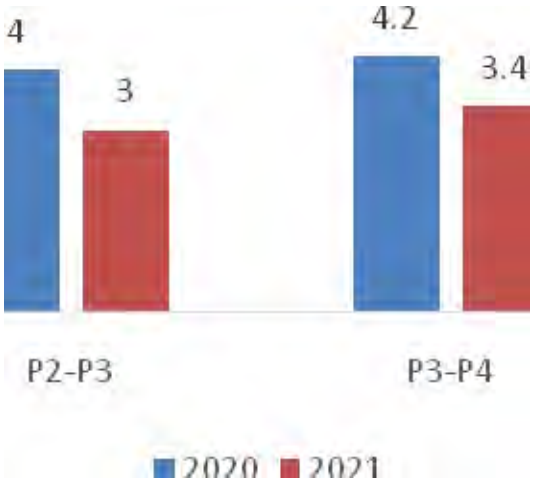


Figure 22: Result for LC

ORF – Oral Reading Fluency

RC – Reading Comprehension

LC – Listening Comprehension



Yoruba Language

The Yoruba language Early Grade Reading Assessment (EGRA) study was carried out in four states in the South West and North Central States with dominant Yoruba language speakers (Kogi, Kwara, Ogun, and Oyo). The assessment was attempted by 240 learners in 24 classes of P3 and P4. The result of the assessment is presented below;

- In the LSI subtask, there was 75% and 84% participation among the P3 and P4 learners respectively. Of the 100 letters, the average number of letters attempted in P3 was 25 of which 21 was correct and in P4, the average attempted was32 of which 27 was correct. When compared to the previous EGRA, there was an increase in the number of letters attempted from 12 to 25 for P2-P3 and 16 to 32 for P3-P4 classes. This may indicate familiarity with the process by the learners, including increased confidence, which is expected to further result in better outcomes for the subtask.
- In the NWR/D exercise, there was 58% and 69% participation in P3 and P4 in this subtask which is an improvement from 33% and 47% for P2 and P3 respectively recorded in the previous study. The average number attempted was 8.2 of which 5.7 was correct for P3 and 12.6 of which 10 was correct for P4. An improvement from the previous result was also recorded for P3-P4 from 5.9 to 12.6 number of words attempted while that of P2-P3 is 3.9 to 8.2.
- Result for ORF showed that 35% of learners in P3 and 44% in P4 participated in this subtask. Of the 36 words passage presented to the Yoruba learners, the average number of words read is 8.3 of which 7.4 was correct in P3 and 13 of which 12.1words was correct in P4. There is also a significant increase in words attempted when compared to the previous study. From 4.8 to 8.3 for P2-P3 and 9.3 to 13 for P3-P4 classes.
- The result for the RC subtask showed that 73% and 74% of learners participated in this subtask in P3 and P4 respectively. Of the 5 questions asked, the P3 learners answered an average of 4.3 questions correctly while P4 learners answered an average of 4.4 questions correctly.
- The LC subtask had the highest participation among learners. P3 and P4 learners each have 83% participation. The P3 learners answered an average of 4.2 of 5 questions correctly while P4 learners answered 4.3 of 5 questions correctly.

Table 15: Result for Yoruba Language Assessment

	Primary 3			Primary 4		
Task	**Learner's Participation**	**Average Attempted**	**Average Correct**	**Learner's Participation**	**Average Attempted**	**Average Correct**
Letter Sound Identification	75%	25	21	84%	32	27
Non-Word Decoding	58%	8.2	5.7	69%	12.6	10.0
Oral Reading Fluency	35%	8.3	7.4	44%	13	12.1
Reading Comprehension	73%		4.3	74%		4.4
Listening Comprehension	83%		4.2	83%		4.3



EGRA Field Result (Yoruba)



Figure 23: LSI Attempted

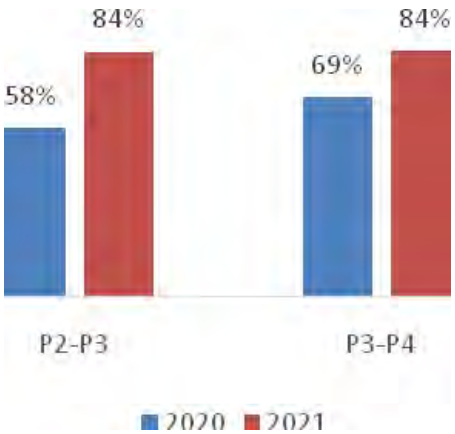


Figure 24: LSI Percentage Correct of Attempted

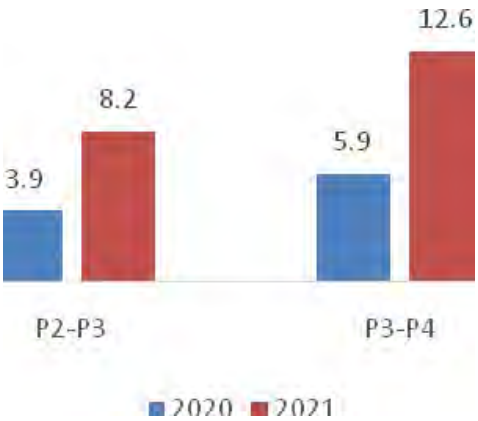


Figure 25: NWR/D Attempted

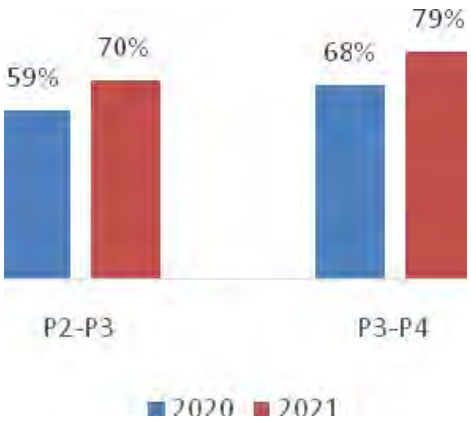


Figure 26:NWRDR Percentage Correct of Attempted

LSI – Letter sound Identification

NWR/D – Non-Word Reading/Decoding

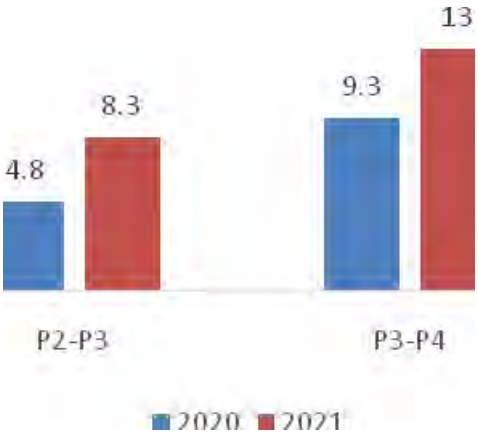


Figure 27: ORF Attempted

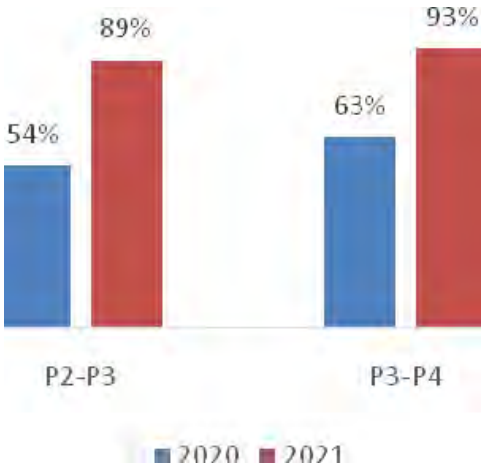


Figure 28: ORF Percentage Correct of Attempted

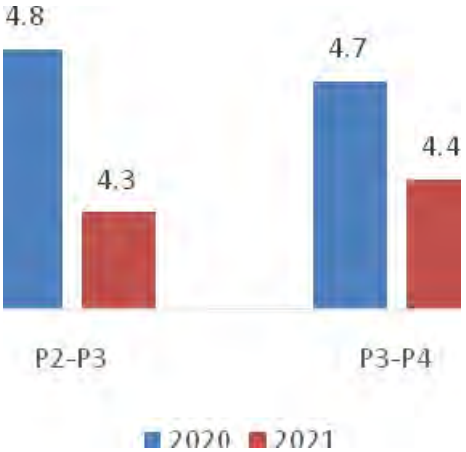


Figure 29: Result for RC

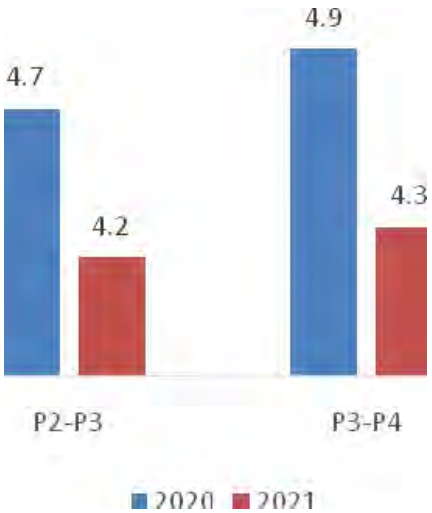


Figure 30: Result for LC

ORF – Oral Reading Fluency

RC – Reading Comprehension

LC – Listening Comprehension

SUMMARY OF FINDINGS

In summary, the EGRA conducted in the twelve states reveals several key finds.

Infrastructure

The study showed that there is a significant gap in the facilities available for the learners to use. Of 72 schools visited, only 48% reported that WASH facilities such as drinking water and toilet are available to learners. Critical infrastructures such as libraries and electricity were also not available in over 75% of the schools visited. Results of the classroom inventory taken showed that 67% and 76% of classrooms have teachers' and learners' furniture respectively. Some classes were also observed not to have adequate furniture for learners, thereby having to make use of makeshift arrangements or in some cases, seating on the bare classroom floor.

Most of the schools visited reported teaching the native language as a subject. To adequately teach in the native language, the teacher must have access to the language guide and language syllabus. 47% of classes reported having the language guide, language syllabus, and learning aid such as posters and flashcards. Only 7% of classes reported having an electronic teaching aid which is critical in teaching the learners phonics, rhymes, and pronunciations in the respective native languages.

Learning Outcome

Approximately 70% of the teachers interviewed stated that they are aware of the National policy of education on the use of native language as the language of instruction and also apply it in teaching learners. Together with the teaching of the native language as a subject, there is a high level of compliance to the national policy. A general overview of the result does not reflect this as the learner's performance in the reading aspect of the assessment was not outstanding. The result highlights the defects in the teaching methodology applied by the teacher.

The study revealed the following about primary 3 and primary 4 language learners;

1. Generally, there was a noticeable improvement in the learning outcome of primary 3 and 4 learners when compared to their results when in primary 2 and primary 3 in the previous EGRA study.
2. In the Letter sound identification, 79% of learners made effort to attempt this subtask. The result for this sub-task is a CLSPM of 16 and 19 for P3 and P4 classes respectively. The result is a slight increase from the previous assessment with 13 and 16 in P2 and P3 respectively. In some cases, learners could not differentiate letter sounds from the letter names.

3. The inability to identify letter sounds further reduced the percentage of learners that could participate in the non-word reading subtask. Hence, only 67% of learners participated. The CNWR/D for this subtask is 4.7 and 7.3 for P3 and P4 respectively.
4. Letter sound identification had the highest response among all subtask and in all languages with the highest correct response to questions.
5. Reading comprehension subtask was the least attempted with an average of 56% response which is an improvement from the 23% in the previous study. This reveals that primary school learners understand native language/dialect easily when they listen to a discussion rather than when they are being asked to read or even write in the language.

RECOMMENDATION AND CONCLUSION

The 2020 Early Grade Reading Assessment (EGRA) and subsequent follow-up in 2021 exposed the shortcomings in Early Grade Reading in the languages tested. These gaps, if properly addressed may result in an improved reading culture among the learners in early grade which was initially, remains one of the key intentions/objectives of the national policy of education on the use of the native language as the language of instruction. Analysis and study of the outcome from the assessment resulted in making the following recommendations;

1. There is a need for a nationwide review of existing methodology/approach to teaching and learning the native language in early childhood care and development education (ECCDE). Results from the reading section of the assessment showed that most learners could not identify letter sounds, nor string different letter sounds together to make a word in the respective native language. The learners could, in most cases, only mention the names of the letter as they have been thought in the English language.
2. The use of jolly phonics or any other nursery methodology in teaching local languages should be adopted in teaching learners in the early grade stage of education. Research has shown that learners in the early stages of learning assimilate better when they are through using phonics/rhymes and songs.
3. The result from classroom inventory taken showed that most teachers do not have sufficient access to learning aids such as language guides and language syllabus for teaching the native language. Electronic teaching aid could also be adapted to better enhance the learning experience.
4. In most classes visited, only one or two teachers are assigned to teach all the subjects and have not received specific training in teaching the native language as a subject. This may be a huge factor in the performance of the learners. While this may not be unusual for the grades in question, it is important to have qualified teachers trained to facilitate Early Child Care grades to be able to manage the class and deliver with competence the quality desired to equip the pupils.

In conclusion, this assessment has successfully achieved the objective of revealing shortcomings of the successful implementation of the national policy on native language and provided relevant insights that would help policymakers address the challenges that are presently experienced.

APPENDIX

2021 EGRA COORDINATORS:

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Mary E. Okposin

Delta and Rivers
Oti Priscilla Ebere
James Patricia (Mrs)

Ebonyi and Anambra
Usoro Glory (Mrs)
Ndukaji F. N.

Gombe
Mr. Ibrahim A. Sidi
Mary E. Okposin

Jigawa
Mrs. Onwuneme Regina
Mr. Idris Lawal

Katsina
Isiyaku Musa
Mr. Idris Lawal

Kogi
Obaje C. M (Mrs)
Nwaucha Paul Ngozi

Kwara
Mrs. Gideon Dorcas T
Mr. Aiyelagbe Ariyo

Oyo and Ogun
Mrs. Omotosho O.O
Mrs. Ogungbe, A.I
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2. Ibrahim Oladiti
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3. Marcillina Okalor
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   Hausa Language Expert, Bayero University Kano

6. Prof. Mazi Nnagoziem
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   Yoruba Language Expert, Lagos State College of Primary Education, Lagos

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Picture Gallery (Field Work)

EGRA Assessors and Learners















Cross Section of Assessors with Learners and Teachers





Assessors Administering Teacher and Head Teacher Questionnaire







WorkShop and Training of EGRA Assessors



Follow-up

ASSESSOR ID:

HAUSA Early Grade Reading Assessment: Pupil Response Form
Administrator Instructions and Protocol – September 2021

General instructions

Establish a playful and relaxed rapport with the child through a short conversation (see example topics below). The child should perceive the assessment almost as a game to be enjoyed rather than a test. Use this time to identify in what language the child is most comfortable communicating. Read aloud slowly and clearly ONLY the sections in boxes.

Ina kwana? Sunana _____ kuma ina zaune a _____. Bari in fara da faɗa miki/maka ko ni wace ce/wane ne [misali, iyali, firamaren da aka yi, wasanni, da ire-iren haka]. **Toh, yanzu ke/kai kuma ki/ka ba ni naki/naka labarin in ji, ko?**

Verbal Consent: Read the text in the box clearly to the child:

- **Bari in faɗa maki/maka dalilin da ya sa na zo nan a yau. Ni ina aiki ne tare da Ma'aikatar Ilimi, kuma muna son mu ga yadda yara suke koyon karatu. Taimakonki/ka muke so game da wannan aikin.**
- **An zaɓo sunanki/ka ne domin yin wannan gwajin karatu.**
- **Ta hanyar amfani da wannan kwamfuta, zan ga lokacin da zai ɗauke ki/ka karantawa.**
- **Wannan ba jarrabawa ba ce, kuma ba wanda zai faɗi in an yi.**
- **Haka ma, zan yi miki/ maka wasu 'yan tambayoyi game da makarantarku, da kuma gidanku.**
- **Ba zan rubuta suna ba, don haka ba wanda zai san cewa amsoshinki/ka ne.**
- **Idan kuma muka fara, kika/ka ji ba ki/ka son amsa wata tambaya, shi ma wannan ba komai, sai mu wuce ta.**
- **Akwai tambaya? Kin/ka fahimta, mu fara?**

Check box if verbal consent is obtained: ☐ *YES*

(If verbal consent is not obtained, thank the child and move on to the next child, using this same form)

A. Date of assessment: (Example: 11 May 2013 = 11/05/2013)	Date: 16 Month: 10 Year: 2021	J. Class:	☐ P4 ☐ P3 ☐ Stage 1 (IQTE) ☐ Stage 2 (IQTE)
B. State:	[illegible]	K. School Type	☑ Government ☐ Government-Islamiyya ☐ IQTE
C. LGEA name:	[illegible]	L. Section:	
D. LGEA code:		M. Pupil number:	45
E. Administrator name:	Ahmed Lawal Aliyu	N. Pupil birth date:	Mo____ Yr____
F. Administrator code:		O. Gender	☑ Boy ☐ Girl
G: School name:	Hiring children [illegible]		
H: School EMIS code:	[illegible]		
I. School shift:	☑ = Full Day ☐ = Morning ☐ = Afternoon	P: Start Time	10 : 47 ☑ AM [Tick one] ☐ PM

EGRA HAUSA 6 ...

Hausa Language Instrument

Task 1. LETTER SOUND IDENTIFICATION – HAUSA	Page 1	60 seconds
Ga shafi nan cike da bakaken Hausa. Sai ki/ka fada mini SAUTIN bakaken da duk kike/kake iya ganewa – ba wai sunansu ba, a'a, yadda ake fadinsu dai. **Misali, sautin wannan baki** [nuna "M"] **shi ne /m/.** **Toh, bismilla: fada mini sautin wannan bakin** [nuna "D"]: Idan yarinya/yaro ta/ya gano amsar, sai ki/ka ce: **Da kyau, sautin wannan baki /d/.** Idan yarinya/yaro bata/bai gano amsar ba, sai ki/ka ce: **sautin wannan baki /d/.** **Toh, bari mu gwada wani bakin: fada mini sautin wannan baki** [nuna "a"]: Idan yarinya/yaro ta/ya gano amsar, sai ki/ka ce: **Da kyau, sautin wannan baki /a/.** Idan yarinya/yaro bata/bai gano amsar ba, sai ki/ka ce: **sautin wannan baki /a/.** **Idan na ce "Fara", sai ki/ka fara daga nan** [nuna baki na farko] **ki/ka ci gaba a hakan** [nuna]. **Nuna mini ko wane baqi ki/ka kuma gaya mini sautin bakin ki/ka kuma daga murya. Fadi sautin bakaken da hanzari, a hankali, ki/ka kuma daga murya. Idan kin/ka zo kan bakin da ba ki/ka sani ba, sai ki/ka je kan baki na gaba. Aza yatsa a kan bakin farko. Kin/ka shirya? Toh, bismilla, fara.**		Start the timer when the child reads the first letter. If a child hesitates or stops on a letter for 3 SECONDS, say "ci gaba." When the timer reaches 0, say "stop." If the child does not provide a single correct response on the first line (10 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

(/) Mark any incorrect letters with a slash
(Ø) Circle self-corrections if you already marked the letter incorrect
( ]) Mark the final letter read with a bracket

Misalai : m d a

1	2	3	4	5	6	7	8	9	10	
Y	t	A	S	b	N	k	u	i	W	(10)
n	o	ts	y	A	D	N	G	s	v	(20)
m	kw	T	i	w	m	Z	K	u	sh	(30)
A	e	S	N	k	E	gy	d	k	a	(40)
M	c	A	K	E	a	C	L	kw	e	(50)
u	A	R	I	gy	U	s	U	a	x	(60)
A	r	g	ky	M	i	d	L	n	gw	(70)
N	f	y	r	I	t	n	i	K	'y	(80)
j	N	gy	W	A	K	U	H	Y	s	(90)
F	B	h	I	R	n	T	i	O	ky	(100)

Time remaining on stopwatch at completion (number of SECONDS)	
Exercise discontinued because the child had no correct answers in the first line	

Da kyau, sannu da kokari! Toh, mu ci gaba zuwa sabon sashe.

3

Task 2. NON-WORD READING – HAUSA	Page 2	60 seconds

Ga wasu kagaggun gaɓoɓi na Hausa. Ina son ki /ka karanta gwargwadon wadanda kike/kake iya karantawa. Kada ki/ka bi baki bayan baki; a'a, ki/ka karanta su a hade. Misali, wannan kagaggiyar kalma, ana fadinta, a ce: "mit".

To, mu gwada: **Sai ki/ka karanta gavar** [nuna gava ta gaba: uz].
Idan yarinya/yaro ta/ya fadi "**uz**" daidai, sai ki/ka ce]: **"Da kyau: "uz"**
Idan yarinya/yaro bata/bai fadi "**uz**" daidai ba, sai ki/ka ce]: Ana fadin wannan kagaggiyar gava kamar haka: **"uz."**

Toh, yanzu gwada wata kalmar ta daban: Sai ki/ka karanta kalmar [nuna kalma ta gaba: "nu"].
Idan yarinya/yaro ta/ya fadi **"nu"** daidai, sai ki/ka ce: **"Da kyau: "nu."**
Idan yarinya/yaro bata/bai faxi **"nu"** daidai ba, sai ki/ka ce: **Ana fadin wannan kagaggiyar gava, a ce: "nu."**

Idan na ce "fara", fara daga nan [nuna baki na farko] **ka ci gaba a hakan** [nuna]. **Nuna mini ko wace kalma, ki/ka fade ta ki/ka kuma daga murya. Karanta da hanzari kuma a hankali. Idan kika/ka zo kan kalmar da ba ki/ka sani ba, sai** ki/ka je **kan kalma ta gaba. Dora yatsa a kan kalmar farko. Kin/ka shirya? Toh, bismilla, fara.**

Start the timer when the child reads the first word.

If a child hesitates or stops on a letter for 3 SECONDS, say "ci gaba."

When the timer reaches 0, say "stop."

1. If the child does not provide a single correct response on the first line (5 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

(/) Mark any incorrect words with a slash
(Ø) Circle self-corrections if you already marked the word incorrect.
( ]) Mark the final word read with a bracket

Misalai: mit uz nu

1	2	3	4	5	
goda	nud	ug	vi	nak	(5)
soto	lam	tita	yeb	fol	(10)
sho	dajo	yoku	eban	zi	(15)
hata	muwo	vaza	rati	nus	(20)
rawu	mili	'yo	giti	sawa	(25)
sab	kot	loto	xe	nuk	(30)
zab	laro	tido	iki	yat	(35)
lo	tu	kusi	lai	tef	(40)
kaha	yubi	akrai	ayta	wat	(45)
se	kud	vaf	anu	namab	(50)

Time remaining on stopwatch at completion (number of SECONDS)

Exercise discontinued because the child had no correct answers in the first line

Da kyau, sannu da qoqari! Toh, mu ci gaba zuwa sabon sashe.

Task 3a. ORAL READING FLUENCY – HAUSA

Page 3

Yawwa, ga wani gajeren labari. Ina son ki/ka karanta shi a bayyane, da hanzari kuma a hankali. Idan kin/ka gama karantawa, zan yi miki/maka wasu 'yan tambayoyi game da abin da kika/ka karanta. Idan na ce ki/ka "Fara," sai ki/ka karanta labarin gwargwadon iyawar ki/ka. Idan kika/ka zo ga kalmar da ba ki/ka sani ba, sai ki/ka je kan kalma ta gaba. Xora yatsarki/ka akan kalma ta farko. Kin/ka shirya? Toh, bisimilla, ki/ka fara.

(/) Mark any incorrect words with a slash
(Ø) Circle self-corrections if you already marked the word incorrect.
( ]) Mark the final word read with a bracket

After the child is finished reading, REMOVE the passage from in front of the child.

Ask the child only the questions related to the text read. A child must read all the text that corresponds with a given question. If the child does not provide a response to a question after 10 seconds, mark "no response" and continue to the next question. Do not repeat the question.

Yanzu zan yi miki /maka wasu 'yan tambayoyi game da labarin da kika/ka karanta. Ki/ka yi qoqari ki/ka ba da amsa gwargwadon iyawarka/ki. Kina/kana iya ba da amsar tambayoyin ta kowane yare ki/ka ke so.

		Questions [Answers]	Correct	Incorrect	No Response
Musa ya kan taimaka wa Babansa a kasuwā.	8	**1.A ina ne Musa yake taimaka wa Babansa?** [a kasuwa; kasuwa]			
Wata rana a hanyarsa na zuwa kasuwa sai ya tsinci kudi.	19	**2. Me Musa ya tsinta a hanya?** [Kudi; ya tsince kudi]			
Musa ya kai wa Babansa kudin.	33	**3.Me yayi da kudin?** [ya mika wa Babansa; ya kai gida]			
Babansa yayi murna ya kuma kai kudin wurin mai Unguwa domin a nemi mai shi.	44	**4.Ina Babansa ya kai kudin?** [ya kai wurin Mai unguwa; Mai Unguwa]			
Mai Unguwa ya ji dadi har yayi wa Musa kyauta.	55	**5.Yaya Musa yaji a karshe?** [yaji dadi; yayi murna]			

Time remaining on stopwatch at completion (number of SECONDS)

Exercise discontinued because the child had no correct answers in the first line

60 seconds

Start the timer when the child reads the first word.

When the timer reaches 0, say "stop."

If a child hesitates or stops on a word for 3 SECONDS, say "ci gaba."

If you have marked as incorrect all of the answers on the first line with no self-corrections.

If a child says "I don't know," mark as incorrect.

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Task 4a. ORAL READING COMPREHENSION – HAUSA | Page 4 | 60 seconds

Yawwa, ga wani gajeren labari. Ina son ki/ka karanta shi a bayyane, da hanzari kuma a hankali. Idan kin/ka gama karantawa, zan yi miki/maka wasu 'yan tambayoyi game da abin da kika/ka karanta. Idan na ce ki/ka "Fara," sai ki/ka karanta labarin gwargwadon iyawar ki/ka. Idan kika/ka zo ga kalmar da ba ki/ka sani ba, sai ki/ka je kan kalma ta gaba. Dora yatsarki/ka a kan kalma ta farko. Kin/ka shirya? Toh, bismilla, ki/ka fara.

(/) Mark any incorrect words with a slash

(Ø) Circle self-corrections if you already marked the word incorrect.

( ]) Mark the final word read with a bracket

After the child is finished reading, REMOVE the passage from in front of the child.

Ask the child only the questions related to the text read. A child must read all the text that corresponds with a given question. If the child does not provide a response to a question after 10 seconds, mark "no response" and continue to the next question. Do not repeat the question.

Yanzu zan yi miki /maka wasu 'yan tambayoyi game da labarin da kika/ka karanta. Ki/ka yi kokari ki/ka ba da amsa gwargwadon iyawarka/ki. Kina/kana iya ba da amsar tambayoyin ta kowane yare ki/ka ke so.

		Questions [Answers]	Correct	Incorrect	No Response
Haruna da abokinsa Ado sun je farauta	8	**1. Su wa suka je farauta?** [Haruna da Ado, Ado da abokinsa]			
Kwatsam, wata barewa ta ɓullo. Nan take sai Ado ya harbe ta da kibiya	19	**2. Mai suka kashe?** [barewa, sun kashe barewa]			
Barewa ta fadi, su ka yanka suka raba naman	33	**3. Da me Ado yah harbi barewa?**[kibiya, da kibiya]			

Start the timer when the child reads the first word.

When the timer reaches 0, say "stop."

If a child hesitates or stops on a word for 3 SECONDS, say "ci gaba."

If you have marked as incorrect all of the answers on the first line with no self-corrections.

If a child says "I don't know," mark as incorrect.

EGRA HAUSA – Sep 2020 (FME-MLA)

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	Ado da Haruna suka koma gida cike da murna.	44	**4. Yaya Ado da Haruna suka koma gida?** [da farin ciki, da murna]				
	Aka karɓe su hannu bibbiyu sai ka ce ana biki a garin.	55	**5. Yaya mutanen gari suka tarbe su?** [hannu bibbiyu, da murna]				
	Time remaining on stopwatch at completion (number of SECONDS)						
	Exercise discontinued because the child had no correct answers in the first line						

Task 5. LISTENING COMPREHENSION – HAUSA

Page 5

X

Zan karanta miki/maka wani ɗan gajeren labari SAU ƊAYA, sannan zan yi miki/maka wasu 'yan tambayoyi. Sai ki/ka kasa kunne ki/ka saurara, kuma ki/ka yi ƙoƙari ki/ka amsa tambayoyi gwargwadon iyawarki/ka.

Remove the pupil stimuli booklet from the child's view.

Do not allow the chil to look at the passag or the questions.

If a child says "I don't know," mark as incorrect.

Wata rana Rabi'u da Ƙanwansa Aisha za su je makaranta. Rabi'u ya lura Aisha tana tafiya da kyar. Sai ya tambaye ta me ke damun ki? Aisha tace mishi cikinta ke ciwo. Take, sai yace su je asibiti, suka je asibiti, suka ga likita aka bata magani ta sha ta samu sauƙi.

	Correct	Incorrect	No response
1. Suwa suke hanyar zuwa makaranta? [Rabi'u da Aisha, Rabi'u da kanwarsa]			

2. Waye cikinsu ke ciwon ciki? [Aisha ce, Aisha]			
3. Ina suka je aka bata magani? [Asibiti suka je, Asibiti]			
4. Da suka je asibiti, wa suka gani? [Sunga likita, Likita]			
5. Da ta sha maganin ta samu sauqi? [eh, ta samu sauki]			

Da kyau, sannu da kokari! Toh, mu ci gaba zuwa sabon sashe.

IGBO LANGUAGE Instrument

Follow-up

FEDERAL MINISTRY OF EDUCATION – EGRA 202

Assessor's ID:

IGBO Early Grade Reading Assessment Pupil Response form
Administrator Instrument and Protocol –SEPTEMBER 2021

General Instructions

Establish a playful and relaxed rapport with the child through a short conversation (see example topic below). The child should perceive the assessment almost as a game to be enjoyed rather than a test. Use this time to identify in what language the child is most comfortable communicating.
Read aloud slowly and clearly ONLY the sections in boxes.

Okwu Mmalite

Ị bọọla chi / Ị saala chi
Achọrọ m ịkọrọ gị ihe gbasara onwe m na nkenke.
Aha m bụ ---------- Ebi m na ----------
(ọnụọgụ na afọ ụmụaka, egwuregwu ha nwere mmasị na ya karịa, mmemme nke igwe na-ekwu okwu maọbụ igwe onyoonyoo,dgz.)

1. Kedụ ihe/egwuregwu ndị na-amasịkarị gị ime mgbe ị nọghị n'ụlọakwụkwọ? Chere ka ọ zaghachi; ma ọ chọghị, jụọ ajụjụ nke abụọ (mana ha nwee mmasị, jụba ha ajụjụ). Kedụ egwuregwu ị chọrọ igwu?

Verbal consent: Read the test in the box clearly to the child:

- Ka m kọọrọ gị ihe mere m jiri bịa ebe a taa. Ana m arụ ọrụ n'ụlọọrụ na-ahụ maka mmụta, ma anyị na-achọ ịmata etu ụmụaka si amụ ihe ọgụgụ. A họọrọ gị site na ndanye.
- Anyị na-arịọ enyemaka gị n'ọrụ a. Mana ọ bụrụ na ị chọghị isonye, nsogbu adịghị.
- Anyị ga-akpọpụta ihe ọgụgụ dị n'ụdị egwuregwu. M ga-ajụ gị ajụjụ ka i welite olu gụpụta mkpụrụedemede, mkpụrụokwu na akụkọ dị mkpirisi.
- Aga m eji elekere mata nkeji ole o were gị ịgụpụta ihe ndị a.
- Nke a abụghị ule/nnwale n'ihi na ọ gaghị enwe mgbanwe ọbụla na maakị gị n'ụlọakwụkwọ.
- Aga m ajụkwa gị ajụjụ ndị ọzọ gbasara ezinaụlọ gị, dịka asụsụ ndị be unụ ji enwe mmekọrịta n'ụlọ na ụfọdụ ihe unụ nwere n'ụlọ.

- Agaghị m edetu aha gị ka ndị mmadụ ghara ịmata na ọ bụ gị nwe ọsịsa a.
- Ọzọkwa, ma ị chọghị isonye, esonyekwala. Anyị malite, ma ị chọghị ịza ajụjụ, nsogbu adịghị.
- Ị nwere ajụjụ? Ị dị njikere ịmalite?

Check box if verbal consent is obtained: ☐ YES
(If verbal consent is not obtained, thank the child and move on to the next child using this same form)

A. Date of assessment: Date: ---------- Month: ---------- Year: ----------	J. Class: ☐ P2 ☐ P3 ☐ Stage 1 (IQTE) ☐ Stage 2 (IQTE)
B. State:	K. School type: ☐ Government ☐ Private
C. LGEA name:	L. Session:
D. LGEA code:	M. Pupil No:
E. Administrator name:	N. Pupil Birth date: ---------- ---------- Month Year
F. Administrator code:	O. Gender: ☐ Boy ☐ Girl
G. School name:	
H. School EMIS code:	P. Start Time: ------ ---------- ☐ AM (Tick one) ☐ PM
I. School shift: ☐ = Full day ☐ = Morning ☐ = Afternoon	

Sub Task 1. LETTER SOUND IDENTIFICATION	60 seconds
Lee mkpụrụedemede ndị a e depụtara n'asụsụ Igbo. Ọ ga-amasị m ka ị gụọ ole i nwere ike. Asụpela mkpụrụedemede ndị a, kama kpọpụta ụda ha. Iji ma atụ ,mkpụrụedemede (T) bụ /t/. Ka anyị mụgharịa: Gwa m ụdaasụsụ mkpụrụedemede a (tụgide aka na mkpụrụedemede (M)). [Ọ bụrụ na nwatakịrị ahụ zatara ya nkeọma, kwuo sị]: "Ọ dị mma" ụda mkpụrụedemede a bụ /m/. [Ọ bụrụ na nwatakịrị ahụ azataghị ya nkeọma, kwuo sị]: ụda mkpụrụedemede a bụ /m/. Ugbua, meekwa ya ọzọ. Gwa m ụdaasụsụ mkpụrụedemede a. (Tụgide aka na mkpụrụedemede (S)). [Ọ bụrụ na nwatakịrị ahụ zatara ya nkeọma, kwuo sị]: "Ọ dị mma" ụda mkpụrụedemede a bụ /s/. [Ọ bụrụ na nwatakịrị ahụ azataghị ya nkeọma, kwuo sị]: ụda mkpụrụedemede a bụ /s/. Oge m sịrị "malite", bido ebe a (rụgide aka na mkpụrụedemede nke mbụ) ma gụọ ya n'ọgbara (tụdo mkpụrụedemede ọbụla aka ma kpọpụta ụda ya n'olu dị elu). Kpachara anya gụọ ya ọsọọsọ etu i nwere ike. Ọ bụrụ na ị hụ mkpụrụedemede ị maghị, gafere na nke na-esote ya. Tụdo mkpịsịaka gị na mkpụrụedemede nke mbụ. I jikerela? Malite.	Start the timer when the child reads the first letter. If a child hesitates or stops on a letter for 3 SECONDS, point to the next letter and say "Go on" When the timer reaches O, say "stop." If the child does not provide a single correct response on the first line (10 items), say "Thank you", discontinue this sub task, check the box at the bottom and go on to the next subtask.
(/) mark any incorrect words with a slash (∅) circle self-corrections if you already marked the word incorrect (|) mark the position at which the child stopped reading with a bracket	

TMS

1	2	3	4	5	6	7	8	9	10	
A	KW	H	N	S	i	g	m	ị	L	(10)
N	NY	NW	GH	SH	GW	V	n	D	Z	(10)
S	T	E	CH	p	A	F	ch	a	K	(10)
v	S	KP	ụ	O	CH	O	h	t	P	(10)
h	ọ	gw	M	U	r	L	G	R	u	(10)
I	h	R	S	v	k	o	w	T	M	(10)

l	i	b	Ụ	ṅ	o	E	p	v	GB	(10)
g	R	B	Ṅ	f	gb	m	kp	s	r	(10)
e	gh	e	sh	M	F	n	u	nw	t	(10)
I	d	kw	E	e	t	a	y	ny	z	(10)
				TOTAL						(100)

Time remaining on stop watch at completion (No of SECONDS)

Exercise discontinued because the child had no correct answers in the first line.

I meela: ka anyị gafee na nkebi nke ọzọ.

TASK 2 NON-WORD READING – IGBO	60 seconds
Lee mkpụrụokwu ndị a e depụtara n'asụsụ Igbo. Ọ ga-amasị m ka ị gụọ ole i nwere ike. Asụpela mkpụrụokwu a, kama gụpụta ha. Iji ma atụ "be" Ka anyị mụgharịa ya: Biko, gụpụta mkpụrụokwu a: "wụ" [Ọ bụrụ na nwatakịrị ahụ zatara ya nkeọma, kwuo sị]: "Ọ dị mma mkpụrụokwu a bụ "wụ". [Ọ bụrụ na nwatakịrị ahụ azataghị ya nkeọma, kwuo sị]: mkpụrụokwu a bụ "wụ". Ugbua, meekwa ya ọzọ. Biko gụpụta mkpụrụokwu a (rụgide mkpụrụokwu ọzọ aka, "Bịa"). [Ọ bụrụ na nwatakịrị ahụ zatara ya nkeọma, kwuo sị]: "Ọ dị mma." Mkpụrụokwu a bụ "Bịa". Oge m sịrị "malite", bido ebe a (rụgide aka na mkpụrụokwu nke mbụ) ma gụpụta ya n'ọgbara. (Tụdo mkpụrụokwu ọbụla aka ma gụpụta ya n'olu dị elu. Kpachara anya ma gụpụta ya ọsọọsọ etu i nwere ike. Ọ bụrụ na ị hụ mkpụrụokwu ị maghị, gafere na nke na-esote ya. Tụdo mkpịsịaka gị na mkpụrụokwu nke mbụ. I jikerela? Malite.	Start the timer when the child reads the first word. If a child is hesitates or stops on a letter for 3 SECONDS, point to the next word and say "ci gaba." When the timer reaches 0 say "stop" If the child does not provide a single correct response on the first line (5 items), say "thank you", discontinue this subtask check the box at the bottom and go on to the next subtask.
(/) mark any incorrect words with a slash (∅) circle self-corrections if you already marked the word incorrect (|)mark the position at which the child stopped reading with a bracket	
Iji ma atụ: bịa, gụọ, wụ.	

gaa	fee	tuo	rie	buo
kpụọ	bie	tie	ofe	iko
nne	nna	mba	rịọ	omị
mma	shaa	ncha	agba	ogbe
kpuo	buọ	nnu	ṅụọ	kụọ
jee	nwụọ	jaa	sie	ruọ
gụọ	oke	aka	uru	ebe
wụọ	gbaa	kwuo	puo	rịa
too	zoo	nta	nye	nye
chie	ghaa	zaa	yọọ	kee

Time remaining on stop watch at completion (number of SECONDS)	
Exercise discontinued because the child had no correct answers in the first line	

TASK 3 ORAL READING FLUENCY 1

60 seconds

N'ebe a bụ nkenke akụkọ. Achọrọ m ka ị gụpụta ya n'olu dị elu na ọsọọsọ, kama kpachapụ anya. Oge i mechara nke a, aga m ajụ gị ajụjụ ụfọdụ gbasara ihe ị gụrụ. Oge m sịrị malite, gụọ akụkọ a nkeọma etu i nwere ike. Ọ bụrụ na ị hụ mkpụrụokwu ị maghị, gaa na mkpụrụokwu na-esote ya. Rụgide mkpịsịaka gị na mkpụrụokwu nke mbụ. I jikerela? Malite.

Start the timer when the child reads the first word.

If a child hesitates or stops on a letter for 3 SECONDS, point to the next word and say "continue."

When the timer reaches 0 say "stop"

If the child does not provide a single correct response on the first line (5 items), say "thank you", discontinue this subtask check the box at the bottom and go on to the next subtask.

(/) mark any incorrect words with a slash
(∅) circle self-corrections if you already marked the word incorrect
(|) mark the final work read with a bracket
After the child is finished reading, REMOVE the passage from in front of the child.

		Questions (Answers)	Correct	Incorrect	No respon
Ọrịa a na-akpọ "kovid-19" zuru ụwa niile pụtara n'afọ 2019.	8				
Ọrịa a mere ka e mechie ụlọakwukwo niile.	8				
E nweghi ọgwụ a chọpụtara na-agwọ ọrịa a.	16				
Ihe e kwesịrị ime iji gbochie ibute ọrịa a bụ: iji mmiri na ncha akwọ aka oge ọbụla, ikpuchi imi na ọnụ, ịnọsa anọsa n'ọgbakọ na ihapụ ikwe n'aka.	43				

Time remaining on stopwatch at completion (number of SECONDS)	
Exercise discontinued because the time had no correct answers in the first line	

I meela! Ka anyị gafee na nhu wa ọzọ.

TASK 4 READING COMPREHENSION — 60 seconds

N'ebe a bụ nkenke akụkọ. Achọrọ m ka ị gụpụta ya n'olu dị elu na ọsọọsọ, ma kpachapụ anya. Oge i mechara nke a, aga m ajụ gị ajụjụ ụfọdụ gbasara ihe ị gụrụ. Oge m sịrị malite, gụpụta akụkụ a nkeọma etu i nwere ike. Ọ bụrụ na ị hụ mkpụrụokwu ị maghị, gaa na mkpụrụokwu na-esote ya. Rụgide mkpịsịaka gị na mkpụrụokwu nke mbụ. I jikerela? Malite.

Start the timer when the child reads the first word.

If a child hesitates or stops on a letter for 3 SECONDS, point to the next word and say "continue."

When the timer reaches 0 say "stop"

If the child does not provide a single correct response on the first line (5 items), say "thank you", discontinue this subtask check the box at the bottom and go on to the next subtask.

(/) mark any incorrect words with a slash
(∅) circle self-corrections if you already marked the word incorrect
(|) mark the final work read with a bracket
After the child is finished reading, REMOVE the passage from in front of the child.

Ask the child only the questions related to the text read. A child most read all the text that corresponds with a given question. If the child does not provide a response to a question after 10 seconds, mark "no response" and continue to the next question. Do not repeat the question.

Ugbua, aga m ajụ gị ajụjụ ụfọdụ gbasara akụkọ ị gụcharala. Gbaa mbọ ka ị zaa ajụjụ ndị a nkeọma etu i nwere ike.
Ajụjụ/ Ọsịsa

		Questions (Answers)	Correct	Incorrect	No respon
Maazị Obi nwere nkịta abụọ, Akaja na Odibo.	8	Kedụ aha onye nwe nkịta ndị a? (Maazị Obi) Gịnị bụ aha nkịta ndị a? (Akaja na Odibo)			

Mgbe ha na-eri nri, Akaja wee buru ọkpụkpụ gbaa ọsọ.	18	Kedụ aha nkịta nke buuru ọkpụkpụ gbaa ọsọ? (Akaja)					
Odibo wee chụwa ya nke mere nwunye Maazị Obi jiri tụpụrụ Odibo ọkpụkpụ nke ya.	33	Onye nyere Odibo ọkpụkpụ ọzọ? (Nwunye Maazị Obi)					
Ha abụọ atachaa ọkpụkpụ wee nọrọ nwayọọ.	40	Gịnị ka ha mere mgbe ha tachara ọkpụkpụ? (Ha nọrọ nwayọọ).					
Time remaining on stopwatch at completion (number of SECONDS)							
Exercise discontinued because the child had no correct answers in the first line I meela! Ka anyị gafee na nkebi nke ọzọ.							

Task 5 LISTENING COMPREHENSION

Aga ın agụpụta akụkọ dị nkenke n'olu dị elu otu ugboro ma jụọ gị ụfọdụ ajụjụ. Biko gee ntị nkeọma ma zaa ajụjụ na-eso ya. I kwesịrị iji asụsụ Igbo zaa ajụjụ ndị a.

(Iheọgụgụ)
Taa bụ mmemme igba afọ Obiọma.
Ọ gbara afọ asatọ. Nna ya bụ Maazị Okoro zụtaara ya igwe ụmụaka.
Nne ya bụ Ijeọma meere ya achịcha Bekee pụrụ iche.
Ndị enyi ya atọ bụ: Uche, Emeka na Nọnso
nyere ya onyinye dị icheiche.
Nke a mere obi jiri tọọ ya ụtọ nke ukwuu.

Questions	Correct	Incorrect	No response
Kedu onye mere mmemme igba afọ? (Obiọma)			
Afọ ole ka ọ gbara n'ụbọchị taa? (asatọ)			
Gịnị bụ aha ndị enyi ya atọ nyere ya onyinye? (Uche, Emeka na Nọnso)			
Kedụ onyinye nna ya nyere ya? (igwe ụmụaka)			
Gịnị bụ aha nne Obiọma? (Ijeọma)			

Remove the pupils stimuli booklet from the child's view.

Do not allow the child to look at the passage or the questions.
If a child says "I don't know", mark as incorrect.

I meela! Ka anyị gafee na nkebi nke ọzọ.

YORUBA LANGUAGE INSTRUMENT

Fe 1 1 2 1 2 - 4 4 9

Yoruba/Nigeria Early Grade Reading Assessment: Student Response Form
Administrator Instructions and Protocol- 2021

General Instructions
Establish a playful and relaxed rapport with the child through a short conversation (see example topics below). The child should perceive the assessment almost as a game to be enjoyed rather than a test. Use this time to identify in what language the child is most comfortable communicating. Read aloud slowly and clearly ONLY the sections in boxes.

Oruko mi ni ..... Mo n gbe ni ..... mo fe so die fun yin nipa ara mi (Iye omo ati ojo ori won; ere idaraya ti mo feran ju, eto redio ati mohunmaworan, abbl.)
1. Kin ni o feran lati mase nigba ti o ko basi ni ile-iwe?. Duro fun esi, bi akekeko ko ba fesi, beere ibeere keji, sugbon bi won ba faramo ajose yin, maa ba won soro lo.
2. Awon ere idaraya wo lo wu o lati se ?

Verbal Consent: Read the text in the box clearly to the child.

- **Je kin so idi ti mo fi wa sibi ionii. Ile-ise Eto eko ni mo nba sise, mo si wa lati mo bi eyin akeko se n ko iwe – kika. Ilana oribande la fi yan o fun eto yii.**
- **A n fe iranlowo re ninu ise yii, sugbon o le ma ko pa nibe bi ko ba wu o**
- **A o se eto iwe-kika fun o beyii. N o wa ni ki o ka awon leta, awon oro ati itan kekere kan to wa ni be soke**
- **N o lo aago bere – duro lati mo iye asiko ti o lo lati fi ka won**
- **Eto yii ki i se idanwo rara, bee ni ko ni nnkan se pelu ipo re ni ile-iwe.**
- **N o tun bi o lawon ibeere nipa eb re eyi to le jemo ede ti o maa nso nile ati nipa awon nnkan die tie bi re ni.**
- **N o ni ko oruko re sile ki enikeni ma ba a mo awon idahun re.**
- **Leekan si, bi o ba fe, o le ma kopa ; bi a ba ti bere, o le ma dahun ibeere kankan.**
- **Nje o ni awon ibeere kankan? Se o ti setan lati bere?**

Check box if verbal consent is obtained: Yes ☑
(If verbal consent is not obtained, thank the child and move on to the next child, using this same form)

A. Date of assessment: (example: 5 May 2019 = 5/05/2019)	Date: 26 Month: [illegible] Year: 2021		J. Class:	Pry 2 ☐ Pry 3 ☑ Pry 4 ☐
B. State	Ogun		K. School type	Government ☐ Government - Islamiyya ☐
C. LGEA name	Ijebu Ode		L. Section	
D. LGEA Code:			M. Pupil Number	
E. Administrator Name	Mrs Anc A. O		N. Pupil's Date of Birth	Month..... Year: 1[illegible]
F. Administrator Code			O. Gender	Male ☑ Female ☐
G. School Name	Baptist Day Sch	Enekd	P. Start Time	
H. School EMIS Code	2 [illegible]			
I. School Shift:				

1. LETTER SOUND IDENTIFICATION – YORUBA | PAGE 1 | 60 SECONDS

Awon leta ti o duro fun awon alifabeeti Yoruba lowa loju ewe iwe yii. Jowo so fun mi awon iro ti a fi n pe leta alifaabeeti ti o ba mo. Kii se oruko awon leta wonyi bikose iro ti a fi n pe won.

Gege bi a apere, iro leta yi [toka si leta T] ni /t/.

Je ka dan ra wo: Pe iro leta yi fun mi i [toka si leta M] ni /m/.

[Bi omo ba gba a, wi pe:] O kare, iro leta yii ni /m/.

[Bi omo ko ba gba, wi pe:] iro leta yii ni /m/.

Tun gbiyanju eleyi: Pe iro leta yii fun mi [toka si leta S] /s/.

[Bi omo ba gba a, wi pe:] O kare, iro leta yii ni /s/.

[Bi omo ko ba gba a, wi pe:] iro leta yii ni /s/.

Nigba ti mo ba wi pe "Bere," bere nibi [toka si leta akoko] ati awon iyoku ti o tele loju ewe yii. Maa toka si leta kookan ki o si ma pe iro re soke. Maa fi ara bale kawon ni kiakia.

Bi o ba de bi leta ti o ko mo, te siwaju lo si leta to kan. Bayii, fi ika re lori leta akoko. So ya? Bere.

(/) Mark any incorrect letters with a slash

(Ø) Circle self-corrections if you already marked the letter incorrect

( ]) Mark the final letter read with a bracket

1	2	3	4	5	6	7	8	9	10	MARKS
Y	P	Gb	N	On	G	R	U	In	D	10
R	W	B	S	L	n	P	On	T	In	20
E	T	L	D	P	O	T	An	R	H	30
I	A	An	En	T	On	B	In	E	M	40
O	S	F	In	R	D	P	M	R	Y	50
P	F	K	O	u	J	W	U	F	Gb	60
Un	H	M	D	U	G	S	En	I	T]	70
A	I	Un	A	W	I	U	H	O	ẹ	80
N	M	D	G	Gb	An	Y	A	ọn	H	90
b	u	I	A	N	P	H	G	J	W	100

Time remaining on stopwatch at completion (number of SECONDS)

Exercise discontinued because the child had no correct answers in the first line

Start the timer when the child reads the first letter.

If a child hesitates or stops on a letter for 3 SECONDS, point to the next letter and say "te siwaju".

When the timer reaches 0, say "duro".

If the child does not provide a single correct response on the first line (10 items), say "Ose gan!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

TASK 2: NON WORD DECODING Page 2

E yi ni awon oro agbelero die ni ede Yoruba. N o le ki o ka iye ti o ba le ka. Ki se ki o ma sipeli awon oro naa, sugbon ki o ka won ni gege bi apere, oro agbelero yi l ni: e-ka ebe

Je Ka dan ra wo: Jowo ka oro yi:(toka si oro: onle).

(Bi omo ba gba,a wipe) O kare, oro agbelero yiini: ' onle"

(Bi omo ko gba baa,wipe:) oro gbalero yiini: "onle ".

Tun gbiyanju ele: Jowo ka oro yi,(to ka sioro to kan "osu")

(Bi omo bag baa,wipe:) O kare, oro agbalero yii "osu"

(Bi omo ko ba gba, wipe:) oro agbalero yiini "osu"

Nigba ti mo ba wipe "Bere," bere nibi (toka si oro akoko) ati awon iyoku ti o tele loju ewe yii. Maa toka si oro kookan ki o si ma pe soke. Maa ti ara bale kawon ni kiakia. Bi o ba de bi oro ti o ko mo, tesiwaju lo si oro to kan. Bayii, ti ika re lori oro akoko. So ya? Bere

60 Seconds
Start the timer when the child reads the first letter.

If a child hesitates or stops on a letter for 3 SECONDS, point to the next letter and say "te siwaju."

When the timer reaches 0, say "duro."

If the child does not provide a single correct response on the first line (10 items), say "O se gan", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

(/) Mark any incorrect letters with a slash

(Ø) Circle self-corrections if you already marked the letter incorrect

( ]) Mark the final letter read with a bracket

urin	Oma	enrun	inla	bita	5
onsu	Joto	yeno	ut	onwe	10
unte	Enbe	Onre	inle	eten	15
uho	opi	indi	anpi	ejun	20
ojan	Unte	apin	inde	Nofe	25
ingbi	nera	buma	nero	gowa	30
eron	Eme	nete	osen	etin	35
anbi	Ubo	aosu	eyen	eme	40
aden	ogbi	ekin	uson	beba	45
anfe	ame	upen	Ingbu	insi	50

Time remaining on stopwatch at completion (number of SECONDS)

Exercise discontinued because the child had no correct answers in the first line

TASK 3 ORAL READING FLUENCY Page 3		60 Seconds
I want you to read this passage aloud, quickly but carefully. When I say "Begin," read the story as best as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.		Start the timer when the child reads the first letter.
(/) Mark any incorrect letters with a slash (Ø) Circle self-corrections if you already marked the letter incorrect ( ]) Mark the final letter read with a bracket		
After the child has finished reading, REMOVE the passage from in front of the child.		If a child hesitates or stops on a letter for 3 SECONDS, point to the next letter and say "te siwaju."
Bimpe ati Ayo je ore timotimo	6	
Awon mejeeji si je akeko ni ile eko alakobere	9	
Olukoo won si ma n pe won ni ibeji	9	
Nwon si feran ara won gidigidi	5	
Obi awon mejeji si ma nfi won yangan	7	When the timer reaches 0, say " duro."
		If the child does not provide a single correct response on the first line (10 items), say " Ose gan!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.
Time remaining on stopwatch at completion (number of SECONDS)		
Exercise discontinued because the child had no correct answers in the first line		

TASK 4a. READING COMPREHENSION | **Page 4** | **60 Seconds**

I want you to read this passage aloud, quickly but carefully. When you finish, I will ask you some questions about what you have read. When I say "Begin," read the story as best as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin

Wa a ka itan kekere yi soke fun mi leekan pere, leyin naa n o bi o ni awon ibeere die. Jowo fara bale kaa dada, ki o si dahun awon ibeere yii bi o ba se ye o si. Se o ya? Bere sii kaa.

(/) Mark any incorrect letters with a slash
(O) Circle self-corrections if you already marked the letter incorrect
( ]) Mark the final letter read with a bracket

After the child has finished reading, REMOVE the passage from in front of the child.

Alade je omo oba	[illegible]
O si feran eba	4
Ki i fo owo ki o to jeun	8
Nwon a si maa ba wi nigba gbogbo.	[illegible]
Leyin eyi, O yipada.	4

TASK 4b: READING COMPREHENSION 2

Ask the child only the questions related to the text read. A child must read all the text that corresponds with a given question. If the child does not provide a response to a question after 10 seconds, mark "No Response" and continue to the next question. Do not repeat the question.

	Questions	Correct	Incorrect	No Response
	Tan Alade x	✓		
2.	Ounje wo ni O fecan julo?	✓		
3.	Ki ni ki i se [illegible]	✓		
4.	Ki ni won maa n o fun ni igba gbogbo?	✓		
5.	Kilo sele leyin ibawi?	✓		

Start the timer when the child reads the first letter

If a child hesitates or stops on a letter for 3 SECONDS, point to the next letter and say "te siwaju."

When the timer reaches 0, say " duro."

If the child does not [illegible] correct response on the first line (10 items), say " Ose gan!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

Time remaining on stopwatch at completion (number of SECONDS)

Exercise discontinued because the child had no correct answers in the first line

TASK 5. LISTENING COMPREHENSION	Page 5	60 Seconds
I want to read this passage aloud once. When I finish, I will ask you some questions. Please pay attention carefully, and answer the questions that follows. Ready? Begin. Ma a ka itan kekere kan soke fun o leekan pere, leyin naa n o bi o ni awon ibeere die. Jowo feti sile dada, ki o si dahun awon ibeere yii bi o ba se ye o si. Se o ya? Jeka bere		Remove the pupil stimuli booklet from the child's view Do not allow the child to look at the passage or the questions If a child says "ko ye mi / Mi ko mo idahun re," mark as incorrect.

Ojo ni aja kan, O si feran aja naa. Ojojumo ni Omaa n we fun aja a re. Iya Ojo ko feran aja sugbon aja naa a mafe lati ba iya Ojo sere.
Tick Correct, incorrect or No Response to indicate the response provided by the pupils.

	QUESTIONS	Correct	Incorrect	No Response
1.	Tani o ni aja [Ojo]	✓		
2.	Aja melo ni Ojo ni [Aja kan]	✓		
3.	Igba wo ni Ojo maa n we fun aja re [ojojumo]	✓		
4.	Se iya ojo feran aja [rara]	✓		
5.	Tani aja maa n feran lati ba sere [Iya Ojo]	✓		

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