

EARLY GRADE READING ASSESSMENT

(E G R A)

USING THE NIGERIAN MAJOR LANGUAGES

(HAUSA, IGBO & YORUBA)

FEDERAL MINISTRY OF EDUCATION
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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
COVID	Corona Virus Disease
DFID	Department for International Development
EGRA	Early Grade Reading Assessment
EPR&D	Educational Planning Research and Development
FCT	Federal Capital Territory
IQTE	Islamiyya, Quranic and Tsangaya Education
LC	Listening Comprehension
M.Sc.	Master of Science
NCE	Nigeria Certificate In Education
ORF	Oral Reading Fluency
P2	Primary 2
P3	Primary 3
PGDE	Post Graduate Diploma in Education
USAID	United States Agency for International Development
UNICEF	United Nations Children Education Fund
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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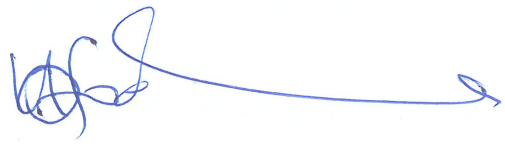
This report represents the final output of the first National Early Grade Reading Assessment (EGRA) using the Nigerian major languages (Hausa, Igbo and Yoruba) in 31 States and FCT for Primaries 2 and 3 learners. It was conducted in November/December 2020. The remaining Five States, Akwa-Ibom, Bayelsa, Benue, Cross-Rivers and Edo States were also covered to ascertain the language of immediate environment used for instruction as stated in the National Policy on Education. Prior to the conduct of the National EGRA, a pilot test was conducted in randomly selected states within Yoruba, Hausa and Ibo Speaking States in Nigeria(Ogun, Kano and Enugu). The exercise was preceded by a comprehensive training of enumerators before the conduct of the nation wide exercise to ensure appropriate competencies were impacted before the gathering of data.

The Federal Ministry of Education sincerely appreciates the technical support team, stakeholders in the education sector, teachers/educators in major Nigerian languages and examination bodies who painstakingly constructed the reading assessment items, proofread, verify the validity and reliability in cognizance of the recipients' age, class and the curriculum expectations. However, data collection was particularly strenuous as the schools were just resuming partially from the COVID-19 lockdown. The enumerators have to adhere strictly to the COVID-19 Presidential Task Force (PTF) safety protocol during the exercise. It took the cooperation of Federal, State, LGAs, SUBEB, FCT, UBEB, Head teachers, teachers and some individuals to make the exercise a huge success. To all those who responded to the clarion call and those who participated including the learners, the Federal Ministry of Education appreciates your cooperation, participation and support.

The Ministry is indebted to government of President Muhammadu Buhari (GCFR) who approved the budget of EGRA as a way of providing better education service delivery through research and monitoring of curriculum compliances.

I sincerely thank the Honourable Minister of Education, Adamu Adamu, the Minister of State, Hon. Chukwuemeka Nwajiuba and the Permanent Secretary, Arc. Sonny S.T. Echono for their support for the exercise.

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EXECUTIVE SUMMARY

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 review the curriculum in accordance to the results. One of its mandates is to conduct the Early Grade Reading Assessment (EGRA) to monitor the reading and learning achievement and ascertain progress of adaptation and compliance with the national policy on education for the use of native language as language of instruction in early childhood education.

A pilot EGRA was first conducted in 2019 in three states (Kano, Enugu and Ogun) and in three most spoken languages – Hausa, Igbo and Yoruba respectively. The EGRA instrument used was sectioned into five components to better assess the abilities of learners in understanding native language. These components were; Letter Sound Identification, Non-Word Reading, Oral Reading Fluency, Reading Comprehension and Listening Comprehension. Building on the success of the pilot, in 2020 a subsequent EGRA was conducted in all geopolitical zones of the country including the FCT. The project also seeks to determine the impact of learning environment, the teaching experience and the teacher's knowledge of national policy on education. Questionnaires were developed to gather data for further analysis.

In each state visited, 9 schools were selected for the EGRA and a total of 284 schools were visited. 15 learners were selected at random in Primary 2 and Primary 3 respectively. The learning achievement was measured using the EGRA protocol under a series of simple tests aimed at:-

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

B. 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.

C. Fluency - The ability to read orally with speed, accuracy, and proper expression. The

EGRA measures oral reading fluency (ORF) because it has been shown to predict later skills in reading and comprehension.

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

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

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

   In general, only 57% of learners 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 learners 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 learners that participated in this activity attempted an average 5.8 out of the 50 non-words of which 3.7 were the correct response. The average score for the attempt of this second task for P2 was 4.9 of which 3.1 words were correct and that of P3 was 6.6 of which 4.4 responses was correct. Only 3% of learners were able to give 100% attempt and responses.

3. **Sub-Task 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 response in this subtask. The average score of oral reading fluency task taken for P2 was 17 of the 50 (34%) words in the Hausa passage, 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 was 20 (40%) for Hausa, 42 (56%) for Igbo and 16 (44%) for the Yoruba passages.

4. **Sub-Task 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. **Sub-Task 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 learners, 56% of respondent 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 was a deficiency in the method that was used in teaching native languages within the school setting. Although 84% of teachers responded to knowing the policy and 80% of teachers responded to using native language for instruction in the classroom, this does not show in the performance of the learners in reading assessment. The high response rate in the listening comprehension subtask can be attributed to environmental and cultural factors as the learners were accustomed to listening and speaking the native language within the family unit and the neighbourhood.

To bridge the gap in learning, it is recommended that the teaching curriculum and teachers guide for the native languages be reviewed accordingly, the teachers should be further trained in the use of special methods for teaching letter sounds such as jolly phonics and other common methodology while the use of electronic and visual teaching aids specifically for native languages should be developed and used in teaching the learners.

1.0 INTRODUCTION

According to the Nigerian national policy on education, the medium of instruction in early childhood/pre-primary education should be mother-tongue or the language of immediate community. The three major languages spoken in Nigeria are Hausa which is majorly spoken in the northern part, Yoruba in the South West and Igbo Language in the South East.

One of the means to assess such learning outcomes is the Early Grade Reading Assessment (EGRA) which was introduced in Nigeria in year 2010 and 2011 respectfully with applications to Primary 3; English in two states and followed by an Hausa EGRA in 2013 & 2014 in five states in Nigeria. Since then, several partners in basic education, especially USAID, DFID, UNICEF and the World Bank have continued to advocate for a national EGRA that will provide inputs into further improvements in the national policy in order to ensure that learners and teachers are familiar with the assessment protocol and the results of assessments form major inputs into teacher-education curriculum and assessment methodologies of early grade scholars in primary schools. The CM&MLA unit under the department of Educational Planning, Research & Development of the Federal Ministry of Education in 2019 conducted an EGRA study in the three major



languages as a pilot to the National EGRA.

To successfully diagnose the state of reading for the pilot exercise, the Early Grade Reading Assessment (EGRA) tool designed during the pilot study was reviewed and adopted. The Early Grade Reading Assessment (EGRA) is one tool used to measure learners' progress toward learning to read. It is a test that is administered orally, one student at a time. In about 15 minutes, it examines a student's ability to perform fundamental pre-reading and reading skills. Hence, the Federal Ministry of Education, Department of Educational Planning, Research & Development, Monitoring of Learning Achievements (MLA) unit set out to conduct the study with technical assistance from MPM Insight Nigeria (An Education, Monitoring and Evaluation Consultancy Firm) in the three predominant languages spoken in the country; Hausa, Igbo and Yoruba which are currently the mother tongue approved for early grade teaching curriculum in Nigeria.

1.1 Study Objectives

The 2020 Early Grade Reading Assessment (EGRA) is a follow up project to the pilot EGRA conducted in 2019 by the CM&MLA branch of the Federal Ministry of Education in the three states (Kano, Enugu and Ogun) and covering the three major Nigerian languages. The successes and results from the pilot project is used in planning the project and designing the assessment instruments. The development objective of the project is to improve access and quality of basic education in participating states in accordance to the national policy on education.

The objectives of the study were as follows;

1. Review existing EGRA instruments in line with the lesson learnt and recommendations from the pilot study.

2. Perform learning assessment for learners in primary 2 and primary 3 and collect data to determine their level of knowledge in reading and understanding the native languages and how the implementation of the national policy on native language for instruction in the classroom impact learners' learning.

3. Collect relevant data on the present situation of the school to determine the impact of the learning environment and infrastructures on the learning performance of learners.

4. Check the level of awareness of teachers to the National Policy on Education on

the use of language of immediate environment for instruction in the classroom.

1.2 EGRA Pilot Study

In 2019 the Federal Ministry of Education, Department of Educational Planning, Research & Development, Curriculum Monitoring & Monitoring of Learning Achievements (CM&MLA) branch conducted the pilot EGRA in the three prominent languages spoken in Nigeria; Hausa, Igbo and Yoruba with the understanding that the provisions of the National Policy on Education on the use of local languages as language of instruction for primary one to three was been implemented and to ascertain the level of learning that is taking place. The pilot study's objective included a desire to ensure that the adapted international EGRA tools are flexible enough to accurately measure the learning outcomes in the specific context and languages of assessment and provide results that can help the scaling up of the larger national study. It was also to help measure and report data gaps in reading skills across the country that could further be shared with other departments in the Ministry such as the READ Campaign Branch in order to enable them make adequate arrangement to address such gaps in their effort to inculcating reading habits from infancy. Result from the pilot study showed huge gaps in the reading ability of the learners across the three languages (Hausa, Igbo and Yoruba) and also demonstrated a need for teachers to be better trained and fully equipped to teach reading across all languages.

The study took place in three states (three schools in three senatorial districts) in Kano-Kano State (Hausa), Abeokuta-Ogun State, (Yoruba) and Enugu-Enugu State (Igbo). Result from the pilot study showed that about 69% of the Hausa learners, 60% of the Igbo learners and 48% of the Yoruba learners did not attempt most of the five sub-tasks. However, Listening comprehension sub-task had excellent learners' participation with 83% of Hausa learners', 82% of Yoruba learners' and 78% of the Igbo learners' attempting the full activity and scoring good number of correct responses. Other non-listening sub-tasks such as the phonemic awareness or letter sound identification tests had mixed performances with 34.7% of the Igbo learners', 21.6% of the Yoruba learners' and 8.2% of the Hausa learners' attempted line one and two of the activity. About 17.7%, 65.8% and 59.8% of the Igbo, Yoruba and Hausa learners' respectively could only attempt some of the activity in the same line while 47.6% of Igbo, 12.5% of Yoruba and 32% of the Hausa learners' could not attempt the exercise at all.

The 2020 EGRA study builds on the success of the 2019 EGRA pilot study and expands the scope of understanding by covering a larger number of participants and geographical area (nationwide except for five states) and examining the additional impact of school infrastructure on learner learning outcome.

2.0 METHODOLOGY

The 2020 EGRA project started with a 3 day workshop and training of assessors. The objective of the workshop is to familiarize the assessors with the project and field instruments, review existing instrument and teach them basic understanding of child psychology under testing conditions. After conclusion of the review by the assessors, further review was done by the language experts. A team of three assessors was sent to the participating states. Nine schools were preselected in order for the assessment to cut across the three geopolitical zones of the states. In each participating school, fifteen (15) learners were randomly selected in primary 2 and 3 respectively making sure that both genders were equally represented to participate in the assessment. Where the population of available learners in the desired class were not up to the required number, all the learners present had to undertake the assessment.

Unlike the pilot where the assessment was only done in three states, the 2020 EGRA was a nationwide assessment. The assessment was on the three major languages spoken across the country. Due to the absence of these language speakers in some states the assessment was only conducted in 31 states and the FCT.

2.1 EGRA and Other Instruments

EGRA measures key foundational skills of reading acquisition, based on research regarding a comprehensive approach to reading acquisition across languages. These include:

Phonemic Awareness: The ability to identify sounds in words, to separate words into sounds, and to 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.

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

These skills are tested in individual subtasks and presented in order of increased level of difficulty. Because the first few subtasks are easier, EGRA can therefore measure a range of reading abilities for beginning readers.
The learner assessment instrument was designed under the following tasks

1. **Letter sound Identification** assesses a child's ability to identify the sounds of the letters of the alphabet naturally, without hesitation. The subtask consists of a page of 100 upper and lower case letters distributed in 10 rows of 10 letters. The 100 letters are listed in random order, and the number of times any given letter appears is determined by the frequency that letter appears in primary school Nigerian language textbooks texts analysed. Learners are 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 learner correctly named in 1 minute, a measure known as correct letter sounds per minute, or CLSPM.

2. **Non-word reading/decoding** assesses 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 are 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 (CNWPM).

3. **Oral Reading Fluency (ORF)** measures a child's ability to read aloud a short narrative text passage accurately and at a good rate. To measure ORF, learners' are presented with a short fictional story to read in 1 minute. The final oral reading fluency score is the number of words read aloud correctly in 1 minute.

4. **Reading Comprehension** measures a child's ability to comprehend what he or she has read. After the learner reads for 1 minute, the assessor asks the child questions based on the number of sentences read. Questions are 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 own knowledge, to respond correctly). Learners are not allowed to refer back to the text when answering the

questions.

5. **Listening Comprehension** measures a child's ability to understand a short, narrative story read to them orally. After reading the story one time, the assessor then asks the learner five questions pertaining to the story.

In addition to the EGRA instruments, other questionnaires were administered in order to collect relevant information about the general demography and learning environment. The types of questions included in these tools are listed below:

Teacher Questionnaire

- General teaching background and experience of the teacher
- Language knowledge level and background of the teacher
- Literacy-specific instructional background and experience in using the tools
- Practice and usage of Native Languages for instruction in the Classroom
- Knowledge & Awareness of the National Policy on use of Native language for instruction

Head Teacher Questionnaire

- Head teacher overall management experience
- School characteristics (Adequacy of infrastructure and teaching staff)
- Literacy-specific instructional background and experience
- Leadership and support for Native Language in school environment

Classroom Inventory

- Availability of Local/Native language curriculum
- Availability of regular Instructional materials
- Adequacy of Classroom furniture & accessories.
- Availability of Water Sanitation and Hygiene facilities in Schools for learners and teachers.

2.2 Study Limitations

This study encountered the following challenges and limitations during the planning and field work of the project;

In line with the key objectives of the study, the initial intention was to conduct a National EGRA in three main local languages of Hausa, Igbo and Yoruba in all 36 States and the FCT. However, this was not possible because of the language limitation encountered in

some of the states due largely to the fact that the three languages were not considered a general lingua in some states with very strong local languages that are outside the three most popular. Such other languages includes Efik, Ibibio, Urobo, Edo, Itsekiri, Ijaw and other languages spoken in the southern part of Nigeria. Although similar challenges existed in the North where languages like Fulfude, Birom, Tiv, Idoma, Song etc were also dominant in some of the Northern states.

This limitation caused the EGRA not to be carried out in five states. These states are Akwa Ibom, Benue, Bayelsa, Cross River, and Edo State. In some other states where the assessment was conducted, some learners were not exposed to any of the three major local languages used for this assessment and the results of the study in those states clearly support the assertion that the languages may not be dominantly spoken as assumed in some of the states. A good example is the assumption that Yoruba would be the dominant language in Lagos, whereas the study showed that a large number of learners in Lagos may not necessarily be familiar with the Yoruba language nor is the language spoken as the language of immediate environment due to the multilingual and cosmopolitan nature of the state. This is in addition to other dialects spoken in the state as variants of the Yoruba language making it a complex situation when viewed from the perspective of a child especially in states affected by rural-urban migration and presence of large numbers of labour and economic migrants whose children may naturally speak only the native languages of their parents and just getting to learn the language of their new environment. This challenge was also encountered in states like Delta, Abuja, Rivers and Plateau state.



Figure 1: Coverage of 2020 EGRA

There was a low rate of correct response most especially in the oral reading fluency and the reading comprehension subtasks, resulting in a minimal variability in performance. This limited the researchers' ability to confidently discuss the characteristics of learners who can, to some extent, read in any of the languages tested during the survey.

3.0 STUDY RESULTS

3.1 Descriptive Findings

Having considered the above challenges and limitations, The outcome of the 2020 national EGRA carried out across the 31 states and the Federal Capital provides us with a snapshot of the situation in the schools, the learning conditions, the teachers and head teachers views about the national policy on education with respect to the use of the language of children's immediate environment will be discussed in the following sub sections describing the characteristics of schools, classrooms, head teachers, teachers, and learners in the study through charts and tables.

3.1.1 School

School Type

The study focused on all types of primary schools in the 31 states plus FCT with visits to a total of 284 Primary Schools. The visited schools comprised of 97.89% Regular schools while Nomadic and Islamiyah schools make up only 2.1 percent. Within the visited schools, approximately 77% practice the Early Childhood Care & Development Education (ECCDE) Models with Pre-Primary section attached to the schools.

Table 1: School Type

School Type	No. of Schools	Percentage
Islamiyah	5	1.76%
Nomadic	1	0.35%
Regular	278	97.89%
Total	**284**	**100.00%**

School Infrastructure

Studies have shown that conducive school environment contribute significantly to positive learning outcomes even at the early years. The physical amenities in schools are therefore vital for quality education and improved learning. The availability of facilities such as furniture, library, toilets, electricity and access to portable drinking water in the schools were relatively low in the schools visited. The study shows that only about 25% of

schools had access to electricity and 48% had access to clean drinking water for learners. Half of the participating schools had toilets while 34% had a library or reading room.

Table 2: School Infrastructure

Facility	No. of Schools	Percentage
Library/Reading Room	96	33.80%
Toilet	145	51.06%
Electricity	71	25.00%
Drinking Water	135	47.54%

Enrolment

One of the measures of acceptability and access to education across the states is the number of learners enrolled in the schools. In the 284 schools visited, the average enrolment per school in Primary 2 is 137.8 learners across the 31+1 states and 126.7 learners in Primary 3. In most of the states and schools visited, average gender representation per school is almost the same, thereby resulting in a gender parity index of 1 as expressed in table 3 below.

Table 3: School Enrolment

	Overall Enrolment	Average per School	GPI
P2	39,142	137.8	
P3	35,988	126.7	
Male	37,553	132.2	1.00
Female	37,577	132.3	

3.1.2 Head Teacher and Teacher

Head Teacher

The effective and efficient management of the overall school physical and learning environment is entrusted on the head teachers. A total of 284 Head teachers were interviewed of which more than half (59.15%) were female. Majority of the Head teachers

reported having Bachelor of Education (B.Ed) qualification (53.9%) followed by Nigeria Certificate in Education (NCE) with 38%, about 73% of these head teachers also teach in the classrooms. This is mostly due to shortage of classroom teachers in relative to the population of the student.

Table 4: Head Teacher Gender

Gender	Count of Head Teacher	Percentage
Female	168	59.15%
Male	116	40.85%
Total	**284**	**100.00%**

The chart below gives a glance of head teachers' qualifications in relation to their gender.

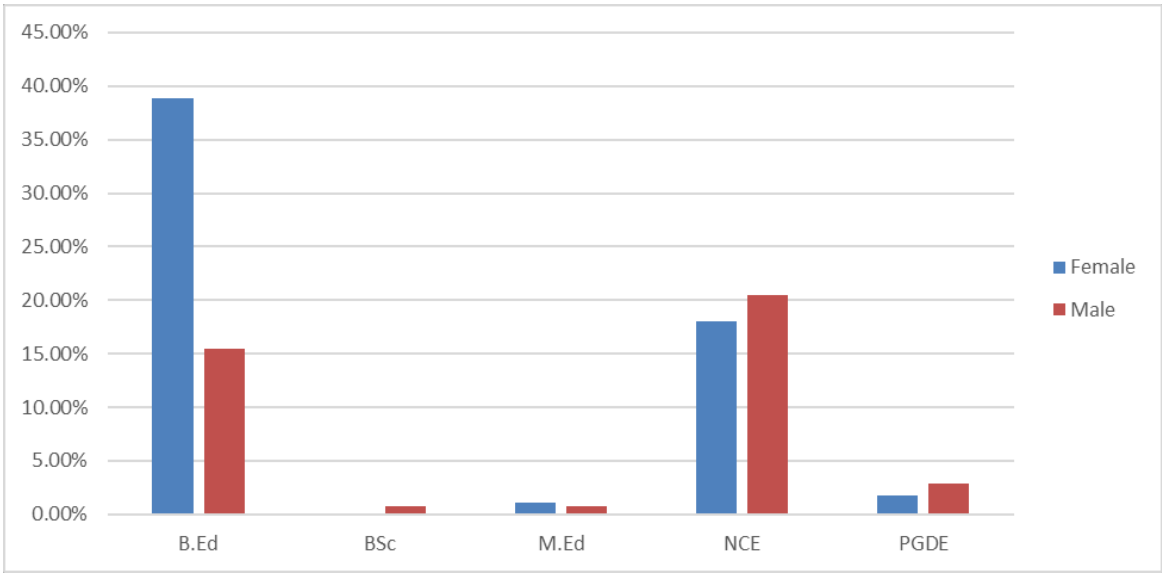


Figure 2: Head Teacher Qualification

Teachers' Attributes

Previous studies have shown that learning efficiency and effectiveness is seriously dependent on the quality and availability of teachers. This is measured by qualifications and classroom experience of such teachers. The data gathered indicated that 364 class teachers were interviewed from which 72% were female and 28% were male. The highest qualifications reported by class teachers was M.Sc/M.Ed) while NCE holders were more (74%). Most teachers have more than 10 years teaching experience and almost 50% of the teachers are in grade levels 7-9 in the state universal basic education teaching system under the state universal basic education boards.

Data shows that 84% of teachers are fully aware of the national policy on education on the use of the language of the child's immediate environment as language of instruction in school while about 80% actually reported to be using the policy in teaching their learners. It was also gathered that most schools (47%) allocate at least 3 periods for Nigerian Language classes per week.

Table 5: Class Teacher Attributes

Teachers	Number of Teacher	Percentage
Female	260	71.43%
Male	104	28.57%
Years of Experience		
0-3	34	9.34%
10+	187	51.37%
4-7	68	18.68%
7-10	57	15.66%
0-3	34	9.34%
Qualification		
B.Ed	67	18.41%
BSc	15	4.12%
HND	3	0.82%
MSc	6	1.65%
NCE	269	73.90%
Grade Level		
10-12	88	24.18%
12+	85	23.35%
7-9	180	49.45%
Nigerian Language Period/Week		
0	30	8.24%
1	18	4.95%
2	75	20.60%
3	171	46.98%
4	8	2.20%
5	37	10.16%

3.1.3 Classroom Condition

The closest environment to the child with strong influence on learning outcomes is the classroom. Activities in the classroom, availability of learning and teaching materials including other accessories will contribute to the total-child development. The study showed that 50% of P2 and P3 classrooms in the schools covered had Nigerian Language teachers' guide available while 71% had the teaching syllabus. Access to writing materials is evident in many classes but about a quarter of the classes visited still lack learner and teachers furniture. Only about 7% of classrooms had teaching aids which correlate with lack of electricity in schools. More than half of the classrooms had first aid box although some of them did not contain basic accessories required for first-aid support in the school.

Table 6: Classroom Condition

Response	Language Teaching Guide	Language Teaching Syllable	Writing Material	Learner's Furniture	Teachers' Furniture	Electrical Teaching Aid	First Aid Box
Yes	50.40%	71.31%	95.98%	79.09%	74.53%	7.51%	59.52%
No	48.53%	27.35%	4.02%	20.11%	25.47%	91.15%	38.07%
No Response	1.07%	1.34%		0.80%		1.34%	2.41%

3.2 Overall reading Performance

The Early Grade Reading Assessment (EGRA) Study focused on the five sub-tasks required to measure the extent of learning achievement and reported by 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 details below.



3.2.1 Sub-Task 1 – Letter Sound Identification

The first sub-task of the EGRA survey is the test on the ability of the child to identify letter sounds of the alphabets of the local language within a particular timeframe.

From the analysis, 43% of the 7,946 learners who were interviewed did not attempt the sound identification subtask.

Overall, 57% of the participating learners attempted this task and recorded an average score of 14.8 while only 3% of the learners attempted the task to the last line. 55% of Primary 2 learners attempted the task with an average score of 13.6 out of 100 letter sounds 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.

The average correct letter sound identified per minute of the attempted was 10.3 contributed by 75% of learners who attempted this subtask; only about 1.9% of learners who attempted the question had full mark in the task. The remaining 25% either did not get the letter sounds correctly or read out the letter names instead of the sound.

Table 7: Result of Letter Sound Identification (LSI)

Class	Average Score of LSI attempted	% Correctness of attempted LSI
P2	13.16	67.9%
P3	16.42	71.0%
Stage 2	15.08	21.5%
Total	**14.80**	69.5%

3.2.2 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 the 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.

More than half (59%) of the learners did not attempt the non-word reading task across all classes.

The 41 percent of the learners that participated in this activity attempted an average 5.8 out of the 50 non-words. The average score for the attempt of this second task for P2 and P3 was at 4.9 and 6.6 respectively while Stage 1 and Stage 2 had 30.1 and 5.5 respectively. Primary 3 still maintained a higher correct average score of correct non-words per minutes (4.4) out of the attempted and Primary 2 scored 3.1 out of the attempted non-word in this task. Generally, the average score stands at 3.7 when all classes are considered. Only 3% of the learners tested had full marks in this sub-task.

Table 8: Results for Non -Word Reading (Decoding)

Task 2 – Non Word Decoding		
Classes	**Average Attempted Score**	**% Correct of attempted**
P2	4.90	63%
P3	6.60	67%
Stage 2	5.5	5%
Overall	**5.78**	**65%**

3.2.3 Sub-Task 3 – Oral Reading Fluency

This sub-task measures the ability of the child to combine sounds, syllables and words to form sentences read out loud to the assessor. This task combines the knowledge of the previous sub-task 1 and 2. It is not surprising that a lot of learners perform poorly in this sub tasks as it requires good knowledge of the letter sounds and decoding capability to perform.

A large percentage of learners (about 85%) did not attempt this task showing inability to read in native dialect while 15% attempted it.
The average score of oral reading fluency task taken for P2 is 17 of the 50 (34%) words in the Hausa passage, 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 20 (40%) for Hausa, 42 (56%) for Igbo and 16 (44%) for the Yoruba passages.

Table 9: Result for Oral Reading Fluency (ORF)

Language	P2		P3	
	Average Score ORF Attempted	Average Score ORF correct Word	Average Score ORF Attempted	Average Score ORF correct Word
Hausa	28	17	28	20
Igbo	53	35	55	42
Yoruba	22	12	26	16

3.2.4 Sub-Task 4 – Reading Comprehension (RC)

This task is similar to the sub-task 3 above but focuses on the ability of the learner to demonstrate a good understanding of the text read aloud to the assessor by answering specific questions from the text passage. This is an attempt to test the ability of the learner to read and recall information from the passage within a time frame.

Generally, more than a quarter of the participants did not respond to the Reading Comprehension. There was 23% response across all classes and only 1821 learners had correct responses between 1 to 5 score marks.

Table 10: Result of Reading Comprehension

Total No. of Learners	**7946**
Num. No Response	6088
% No Response	77%
% Response	23%

The breakdown of all correct responses across P2, P3, are enumerated in the table below.

Table 11: Distribution of Correct Answer in Reading Comprehension

	P2		P3	
Score	No of Correct Responses	%	No of Correct Responses	%
1	72	3.95%	69	3.79%
2	101	5.55%	135	7.41%
3	150	8.24%	199	10.93%
4	151	8.29%	218	11.97%
5	287	15.76%	430	23.61%
Total	**761**	**41.79%**	**1051**	**57.72%**

3.2.5 Sub-Task 5 – Listening Comprehension (LC)

The listening comprehension (LC) 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 and then respond to questions specifically extracted from the passages read aloud to the learner by the assessor.

This task had a 92% learners' responses across the two classes indicating that learners understand their local language easily when read aloud to them or engaged in a discussion. Only 644 (8%) learners could not respond to the reading comprehension.

Table 12: Result of Listening Comprehension

Total No. of Learner	**7,946**
No Response	664
% No Response	8%
% Response	92%

Table 13: Distribution of Correct Response for Listening Comprehension

	P2		P3	
Score	**No of Correct Responses**	**%**	**No of Correct Responses**	**%**
1	175	2.50%	126	1.80%
2	281	4.01%	219	3.13%
3	498	7.11%	368	5.25%
4	683	9.75%	689	9.83%
5	1760	25.11%	2177	31.06%
Total	3,397	48.47%	3,579	51.07%

3.2.6 Zero Score

Majority of learners were unable to attempt or correctly respond to a single item across all task, class and language. The Oral Reading Fluency have highest percentage in this category, closely followed by the Reading comprehension.



Figure 3: Distribution of Zero Score

4.0 EGRA RESULTS BY LANGUAGE

This section of the report presents EGRA results for each Nigeria language by class, activities scores and gender.

4.1 Hausa Language



The performance of learners learning in Hausa is discussed under each activity as follows;

Primary 2 Hausa

- 2183 Primary 2 learners participated in the Hausa EGRA survey and 55% of the learners attempted the Letter sound identification task with a 12.8 mean score (12.48 for boys and 13.25 for girls). The mean score of above zero pass mark (correct word per minute) for p2 was 8.8.

- In the Non-Word Decoding task, there was a reduction in the percentage of learners who could attempt this task as only about 37% participated in this second activity generating a 5.3 mean score. Both male and female learners performance were at a close range and their mean score for correct word decoded per minute was 3.3.

- 87% of P2 learners could not attempt reading any word in the Oral Reading Fluency subtask. Of the 13% that participated, the average number of attempted words is 28 of which 17 is the average correct words attempted.

- Only 22% of P2 Hausa learners participated in the Reading Comprehension activity while 77% of those who attempted gave correct responses and 42% had all 5 questions correctly in the task.

- More learners were engaged in the Listening Comprehension which clearly shows their ability to communicate in their native dialect rather than reading it. 98% of learners responded to this activity. Also 98.7% who attempted gave correct responses with varying scores ranging from 1 to 5 while 69% of them answered all questions correctly.

Primary 3 Hausa

- 55% of Primary 3 Hausa learner (2214) also attempted their Letter Sound Identification. The percentage of boys and girls who attempted this activity was the same at 50%. They recorded an attempted average score of 15.4 which is greater than that of Primary 2 indicating improvement in performance as learner move to the next class.

- In the Non-word decoding, an average score of 15.5 was recorded by 46% of P3 learner who attempted the task. The P3 boys performed a bit higher than the girls; 16 as against 14 mean score.

- 85% of P3 learners could not attempt reading any word in the Oral Reading Fluency subtask, of the 15% that participated, the average number of attempted words is 28 of which 20 is the average correct words attempted.

- For the Reading Comprehension activity, there was 28% learner response. 79% of those who responded to this task gave correct responses while 37% of the responders provided correct answers to all 5 questions contained in the task

- The Listening Comprehension subtask recorded a very sound performance as only 2% could not attempt this task. 99% of learners who attempted gave correct responses and 74% responded to all the questions correctly.

Table 14: Result of Hausa Language Assessment

	Primary 2		Primary 3	
Task	**Learners Participation**	**Attempted Mean score**	**Learners Participation**	**Attempted Mean score**
Letter Sound Identification	55%	12.8	55%	15.4
Non Word Decoding	37%	5.3	46%	15.5
Oral Reading Fluency	13%	17	15%	20
Reading Comprehension	22%	77%	28%	79%
Listening Comprehension	98%	98.7%	98%	99%

4.2 Igbo language

Igbo language is the dominant language of Eastern Nigeria, spoken fluently in states like Abia, Anambra, Ebonyi, Enugu and Imo. The language is also spoken in some parts of Delta and Rivers States with some levels of variations in dialects just like most languages.



A total number of 1569 learners partook in the 2020 National EGRA covering major igbo speaking and neighbouring states; Abia, Anambra, Delta, Ebonyi, Enugu, Imo and Rivers. The performance of Igbo speaking learners are enumerated as follows;

Primary 2 Igbo

- 50% of P2 learners participated in the Igbo Letter Sound Identification. With a mean attempted score of 31 and an average correct word per minute score of 21.

- In the Igbo Non-Word Decoding there was 25% learners attempt to read the non-words. Their record for mean attempted score is 19 (16 for boys and 22 for female) with 13 for mean correct word count.

- 8% of learners participated in the third sub-task with an average learner attempted score of 52 and mean correct word of 35.

- There was 28% response for this subtask in primary 2 and 79% of those who responded had at least one correct answer, while 8% provided all 5 correct answers.

- 69% of P2 learners responded to sub-task 5. From the responders, 80% of learners who attempted this task had at least one correct answer, while 7% responded correctly to all questions in this section. Primary 3 Igbo.

- In Primary 3, 59% of participants attempted to identify letter sounds in Igbo language. On the average, they scored 34 against 100 while attempting this task. When considering the correctness of their response the average score further dropped to 25.

- The average attempted score of Igbo Non-Word Decoding in P3 was 19 by 32% of learners who attempted this activity while their average correct word per minute score stood at 13.

- Just a few learners (about 11%), although higher than percentage of P2, could attempt the Oral reading fluency in Igbo. The P3 learners recorded a 56 average attempted score in this activity as male learners performed better (61) than female learners (50). The overall mean score for correct word count was 42.

- Igbo sub-task 4 had 32% learners attempted this activity and 82% of learners who attempted all gave correct responses.

- For the listening comprehension, 71% of P3 learners are recorded to have responded to it as 84% of those who attempted provided correct answers.

Table 15: Result of Igbo Language Assessment

	Primary 2		Primary 3	
Task	**Learners Participation**	**Attempted Mean score**	**Learners Participation**	**Attempted Mean score**
Letter Sound Identification	50%	31	59%	34
Non Word Decoding	25%	19	32%	19
Oral Reading Fluency	8%	52	11%	56
Reading Comprehension	28%	79%	32%	82%
Listening Comprehension	69%	80%	71%	84%

4.3 Yoruba language

Yoruba language is spoken widely in the south western states of Nigeria even though most of the states have peculiar dialect that is quite distinct in both spoken(oral) and written formats. The test attempted to use the common, everyday Yoruba language in the test as much as humanly possible.



The 2020 EGRA took place in 8 Yoruba states involving 1948 participating learners. The learner's performance is reported below.

Primary 2 Yoruba

- The Yoruba Letter Sound Identification records 62% learner participation in P2. Notwithstanding the large number of learners who attempted this subtask, performance was generally poor as they could only have an average score of 19 with average correct sound per minute score of 12.

- The attempted mean score for decoding Yoruba non words in this class was 11 and 7 for the correct word counts out of 50 words. 33% of P2 learner attempted this activity.

- In oral reading fluency, 22% of learners attempted the subtask giving an average attempted score of 22 and average correct word of 12.

- 24% of P2 learners attempted the reading comprehension and 96% of those who attempted answered at least one question. The remaining percentage of learners who attempted could not answer any question. 33% of learners with pass mark scored all 5 questions correctly.

- There was massive learner response in the Listening comprehension subtask. 96% attempted this activity, and 95% of them gave correct responses to questions while 29% of responders had all 5 answers correct.

Primary 3 Yoruba

- 71% of P3 learners attempted the Yoruba letter sound identification. With an average attempted score of 22 and the mean score for the correct sound was 15.

- Yoruba non word decoding recorded a 47% P2 learners attempt with an average score of 12. Their average score of correct word decoded per minute was 8.

- P3 learners who attempted the oral reading fluency were about 36% of participating P3 population. Their average score for attempted oral reading fluency and correct word reading was 25 and 16 respectively.

- In task 4, 38% of P3 learner participation was recorded. 95% of the responders had an average score of 1 to 5, while 45% of those who responded correctly had all 5 answers correct.

- Similar to other languages and classes, almost all Yoruba P3 learners (98%) attempted this subtask. Among those who responded, only 1% could not provide correct responses to any question (zero mean scores). Also 48% of those who gave correct responses have a mean score of 5.

Table 16: Result of Yoruba Language Assessment

	Primary 2		Primary 3	
Task	**Learners Participation**	**Attempted Mean score**	**Learners Participation**	**Attempted Mean score**
Letter Sound Identification	62%	19	71%	22
Non-Word Decoding	33%	11	47%	12
Oral Reading Fluency	22%	22	36%	25
Reading Comprehension	24%	96%	38%	95%
Listening Comprehension	96%	95%	98%	99%

5.0 SUMMARY OF FINDINGS

The study was successfully conducted in all planned states with the exception of a few that were clearly non-compliant with any of the three major languages tested. Across all the visited states, schools, learners and teachers involved in this study, data analysed reveals the following key points in line with the study objectives:

5.1 SCHOOL INFRASTRUCTURE

In all states visited by the evaluators, schools' physical conditions were quite challenging as just about 34% of schools had access to a functional library while only one in four schools (25% of schools visited) had access to electricity. Water sanitation and Hygiene (WASH) especially in the context of the COVID 19 pandemic was particularly worrisome as facilities such as school toilets and portable drinking water was only available in half of the participating schools. Hand washing stations had just been introduced in a few schools, mostly in urban locations due to the on-going responses to the COVID19 Pandemic and in most cases, the ability of the schools to provide running water for the wash-stations remains a challenge.

5.2 LEARNING OUTCOMES

From the results of the field study, it was observed that all schools visited; whether government, private, Islamiyah or the integrated Quranic centres, undertake at least one of the three main Nigerian languages (Hausa Igbo, or Yoruba) being native languages of the immediate environment as a subject, not necessarily as medium of instruction. It was observed that , most of the schools have these language teachers and have designated class periods for teaching learners these languages which in the opinion of the enumerators, may have been construed as using the language as a means of instruction in class. It was also noted that 84% of the class teachers claimed to be aware of the national policy on the use of



mother tongue or language of child`s immediate environment for learners, they generally were of the opinion that parents perceived the use of the local languages as inferior in teaching the children and they advocate for more enlightenment on parents and communities about this policy.

Generally, this study reveals the following about primary 2 and 3 Nigerian language learners;

1. In classes and for each language, most learners could not attempt any sub-task on reading skills. This was mostly observed in subtask 3; the oral reading fluency as it had the highest percentage of zero scores (89%) among other sub-task activities.

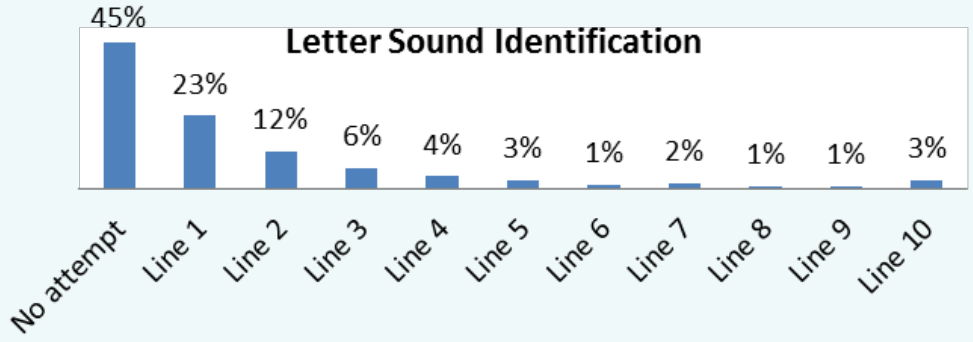
2. The letter sound identification sub-task had an average attempt rate of 57% learners across all states. Enumerators observed that most learner could not differentiate a letter sound from the letter names obviously as a result of weak letter-sound teaching skills of the teachers.

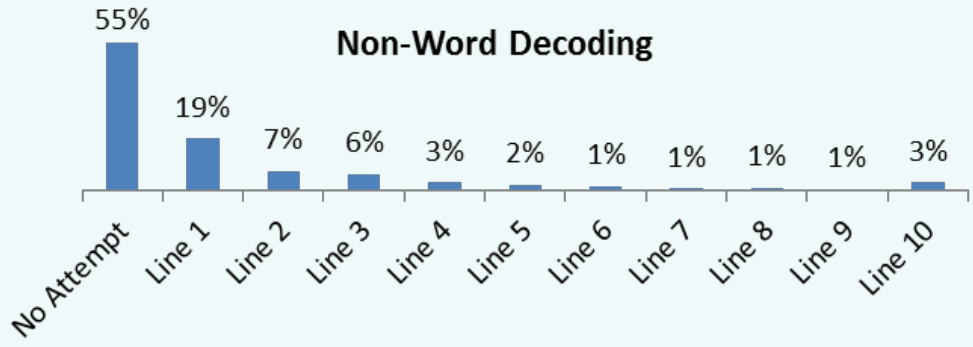
3. The inability to identify sounds further reduced the percentage of those who could attempt to combine the letter phonics together in a bid to form a word, hence only 41% of learner participated in the non-word decoding.

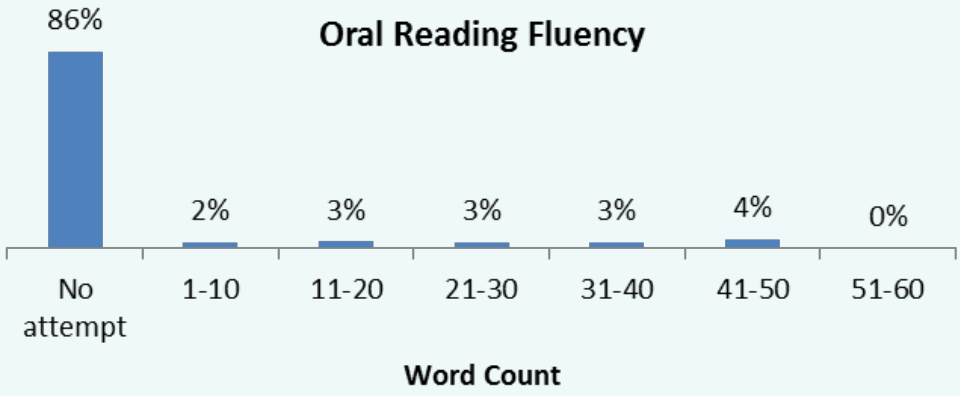
4. The listening comprehension had the highest percentage of learners attempt rates across all languages and is also the sub-task with highest correct responses to questions.

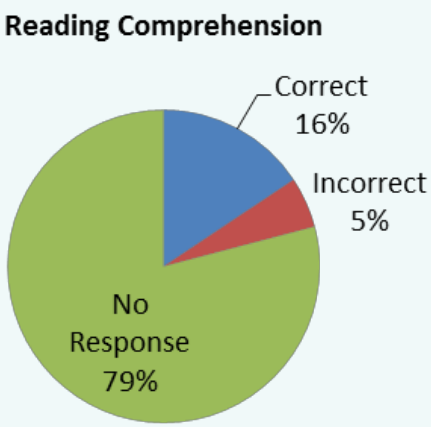
5. Reading comprehension sub-task was the least attempted with an average of only 23% response across all states. This reveals that primary school learners understand native language/dialect easily when they listen to a discussion (listening comprehension) rather than when they are being asked to read or even write in the language.

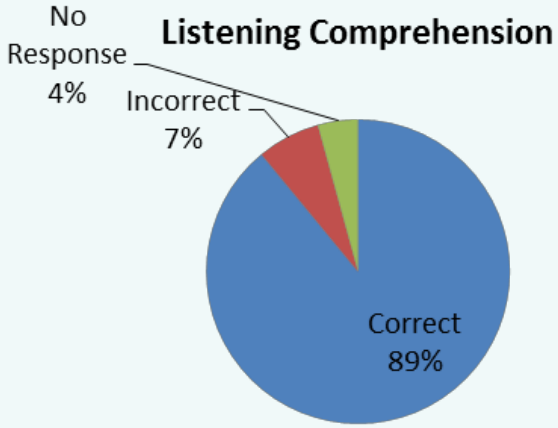
EGRA Field Response (Hausa)



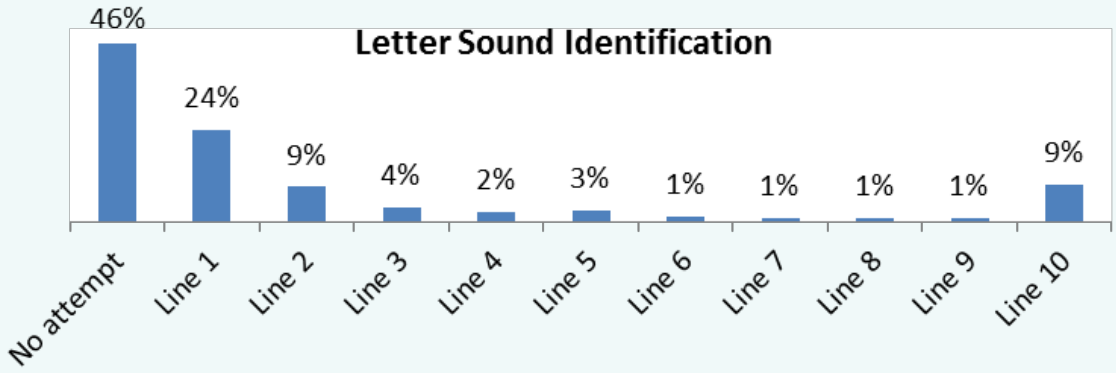


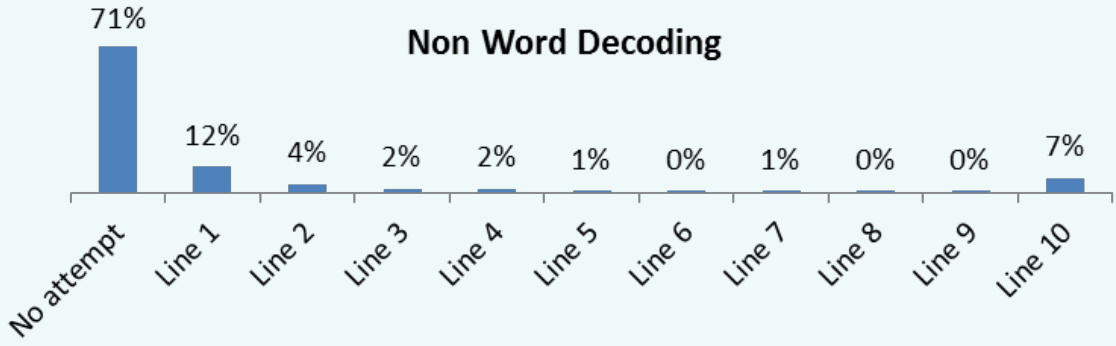


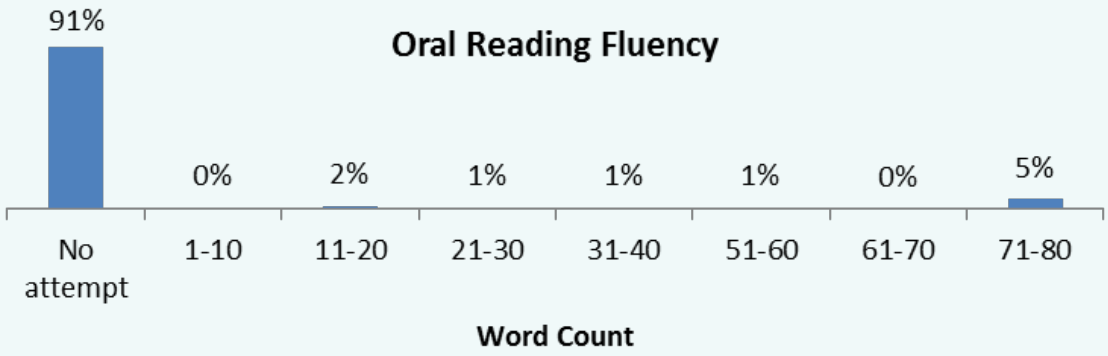




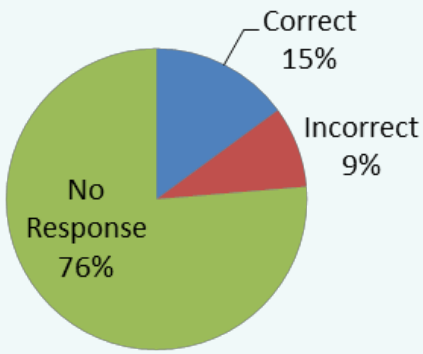
EGRA Field Response (Igbo)



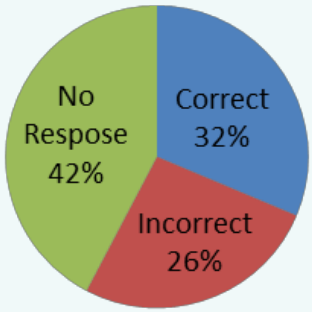




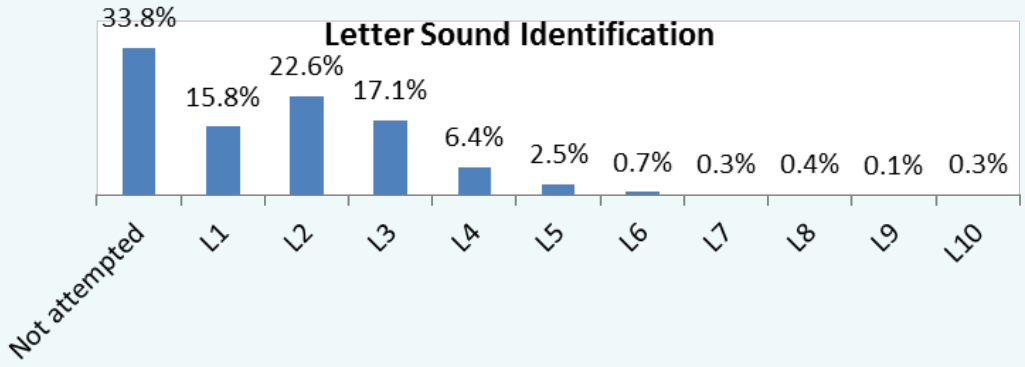
Reading Comprehension

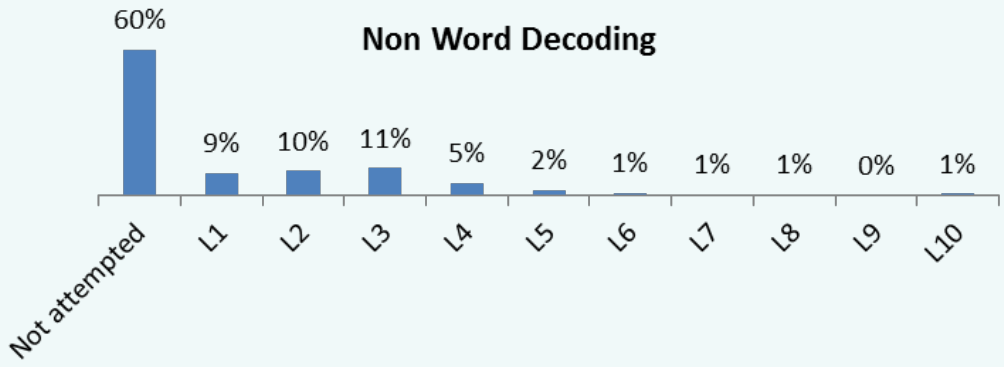


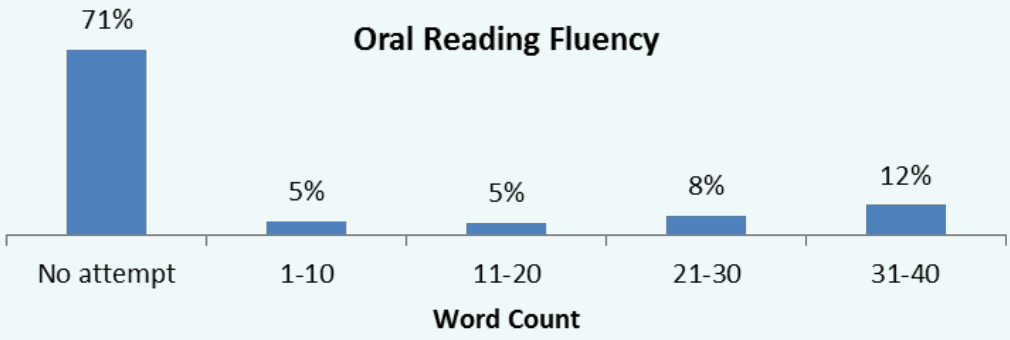
Listening Comprehension

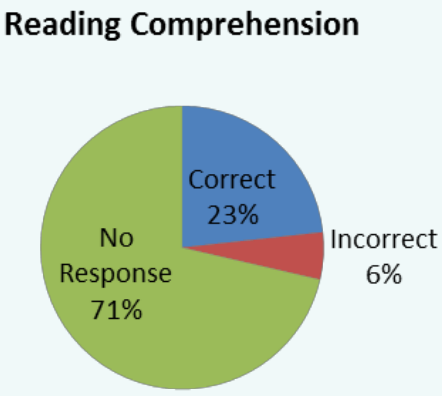


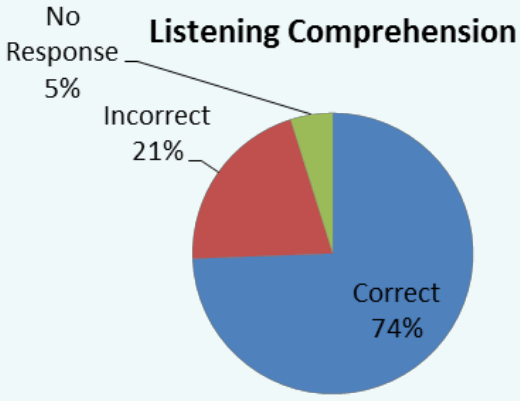
EGRA Field Response (Yoruba)











6.0 CONCLUSION & RECOMMENDATIONS

The mother tongue and language spoken in the immediate environment is the first to be understood during childhood and formative years of children. In order to encourage reading, a fundamental skill and one of the most important skill-set in the earliest stage of learning, it is important to use the language familiar to the child. This is what the national policy on education (on use of mother tongue of language of immediate environment) as language of instruction hopes to achieve.

One major finding in this study is the gap between knowledge of the policy and its perceived implementation. While the policy seeks to explore the use of the language as medium of instruction, it appears as if the understanding of the teachers is to ensure that the local language is taught as a subject in the school. Both reasonings are right, but may not address the foundation of learning sort by the policy. The perception of parents and the community on the desire to have children taught in English language as evidence of quality teaching in schools need to be addressed. English language can easily be taught as a subject using the local language as means of instruction, this will be the main policy thrust that needs fine tuning towards achieving its set objectives. In addition to the policy thrust is a need to seek general acceptance of the policy by parents who expected the children to be taught in English language, rather than to learn English as a subject in school. This will include community engagements, awareness campaigns and other ways to ensure acceptance and community participation in pre and primary education, especially using local languages as means of instruction.

On the technical aspect of the study, The 2020 Early Grade Reading Assessment project was conducted successfully. Result from this assessment has brought to light the present condition of implementation of the language policy. The result showed overall poor performance for the entire reading sub-tasks (a good determinant for learning) but a moderate to high rate of response in the listening comprehension. While the high



response rate in the listening comprehension subtasks can be attributed to environmental and cultural factors as the learner are accustomed to listening and speaking the native language within the family unit and the neighbourhood thereby developing listening skills faster than reading comprehension. The poor performance in letter sound identification, non-word decoding and reading comprehension on the other hand, maybe attributed to the absence of teaching the concept of "reading" as a subject as well as the weak capacity of the teachers to teach reading, letter sound identification and decoding during the early stages of teaching and learning in the schools.

Based on the results from this study, it is recommended that modifications to the basic education curriculum in order to address some of the issues raised by the study. This may include modifications to the teacher curriculum on phonics, teaching of reading as a subject and the use of local language to teach English and Numeracy at the early grade levels.

The use of deliberate messaging and other advocacy tools to engage the community, parents and learners through drama. Radio and Television may be necessary in order to improve level of acceptance of the policy, its understanding by its implementers and the wrong perception of the community and parents on local languages as means of instruction in schools.

APPENDIX

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Mrs. Luke Vivian Oluwatobi
Mrs. Nse Victor Akpan
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Mr. Kigbu Johnson
Mrs. Hauwa Mundi
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Ondo
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Mrs Akut Comfort
Mr Ibrahim Aminu Sidi

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PICTURE GALLERY FIELD WORK

EGRA Assessors and Leaders













Cross-view of Pupils and Assessors









Some Dilapidated Class Classroom Infrastructure









Some EGRA Assessors and SUBEB







Workshop and Training Participants









Figure 1: Cross Section of Enumerators at the Workshop and Training



Figure 2: Hausa Language Enumerators Training



Figure 3: Igbo Language Enumerators Training



Figure 4: Yoruba Language Enumerators Training

Figure 5: Hausa Language Instrument

HAUSA Early Grade Reading Assessment: Pupil Response Form
Administrator Instructions and Protocol – MAY 2020

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 faxa 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 faxa 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 zavo sunanki/ka ne domin yin wannan gwajin karatu.**
- **Ta hanyar amfani da wannan kwamfuta, zan ga lokacin da zai xauke ki/ka karantawa.**
- **Wannan ba jarrabawa ba ce, kuma ba wanda zai faxi 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)

Date of assessment: (Example: 11 May 2013 = 11/05/2013)	Date: _____ Month: _____ Year: _____	Class:	☐ P2 ☐ P3 ☐ Stage 1 (IQTE) ☐ Stage 2 (IQTE)
State:		School Type	☐ Government ☐ Government-Islamiyya ☐ IQTE
LGEA name:		Section:	
LGEA code:		Pupil number:	
Administrator name:		Pupil birth date:	Mo_____ Yr_____
Administrator code:		Gender	☐ Boy ☐ Girl
School name:			
School EMIS code:		Start Time	_____ : _____ ☐ AM [Tick one] ☐ PM
School shift:	☐ = Full Day ☐ = Morning ☐ = Afternoon		

Task 1. LETTER SOUND IDENTIFICATION – HAUSA | Page 1 | 60 seconds

Ga shafi nan cike da baqaqen Hausa. Sai ki/ka faxa mini SAUTIN baqaqen da duk kike/kake iya ganewa – ba wai sunansu ba, a'a, yadda ake faxinsu dai.

Misali, sautin wannan baqi [nuna "M"] shi ne /m/.

Toh, bisimilla: faxa mini sautin wannan baqin [nuna "D"]:
Idan yarinya/yaro ta/ya gano amsar, sai ki/ka ce: Da kyau, sautin wannan baqi /d/.
Idan yarinya/yaro bata/bai gano amsar ba, sai ki/ka ce: sautin wannan baqi /d/.
Toh, bari mu gwada wani baqin: faxa mini sautin wannan baqi [nuna "a"]:
Idan yarinya/yaro ta/ya gano amsar, sai ki/ka ce: Da kyau, sautin wannan baqi /a/.
Idan yarinya/yaro bata/bai gano amsar ba, sai ki/ka ce: sautin wannan baqi /a/.

Idan na ce "Fara", sai ki/ka fara daga nan [nuna baqi na farko] ki/ka ci gaba a hakan [nuna]. Nuna mini ko wane baqi ki/ka kuma gaya mini sautin baqin ki/ka kuma xaga murya. Faxi sautin baqaqen da hanzari, a hankali, ki/ka kuma xaga murya. Idan kin/ka zo a kan baqin da ba ki/ka sani ba, sai ki/ka je kan baqi na gaba. Aza yatsa a kan baqin farko. Kin/ka shirya? Toh, bisimilla, fara.

- (/) 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	v	A	D	N	G	s	v	*(20)*
m	kw	T	i	w	m	Z	K	u	sh	*(30)*
A	e	S	N	k	E	gv	d	q	a	*(40)*
M	c	A	K	E	a	C	L	kw	e	*(50)*
u	A	R	I	gv	U	s	U	a	x	*(60)*
A	r	g	ky	M	i	d	L	n	gw	*(70)*
N	f	v	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	qy	*(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, 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.

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

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

Ga wasu qagaggun kalmomi na Hausa. Ina son ki /ka karanta gwargwadon waxanda kike/kake iya karantawa. Kada ki/ka bi baqi bayan baqi; a'a, ki/ka karanta su a haxe. Misali, wannan qagaggiyar kalma, ana faxinta, a ce: "mit".

To, mu gwada: Sai ki/ka karanta kalmar [nuna kalma ta gaba: uz].

Idan yarinya/yaro ta/ya faxi "uz" daidai, sai ki/ka ce]: **"Da kyau: "uz"**

Idan yarinya/yaro bata/bai faxi "uz" daidai ba, sai ki/ka ce]: **Ana faxin wannan qagaggiyar kalma 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 faxi **"nu"** daidai, sai ki/ka ce: **"Da kyau: "nu."**

Idan yarinya/yaro bata/bai faxi **"nu"** daidai ba, sai ki/ka ce: **Ana faxin wannan qagaggiyar kalma, a ce: "nu."**

Idan na ce "fara", fara daga nan [nuna baqi na farko] **ka ci gaba a hakan** [nuna]. **Nuna mini ko wace kalma, ki/ka faxe ta ki/ka kuma xaga 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. Xora yatsa a kan kalmar farko. Kin/ka shirya? Toh, bisimilla, 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

Misalai: mit uz nu

1	*2*	*3*	*4*	*5*	
soto	lam	tita	veb	fol	*(5)*
goda	nud	ug	vi	nak	*(10)*
sho	dajo	voku	eban	zi	*(15)*
hata	muwo	vaza	rati	nus	*(20)*
rawu	mili	'vo	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

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."

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.

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

Task 3 ORAL READING FLUENCY – HAUSA | Page 3 | 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. 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 kasuwa.	8	**1. A ina ne Musa yake taimaka wa Babansa?** [a kasuwa; kasuwa]			
Wata rana a hanyarsa ta 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]			

- 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.

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

Task 4. 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. 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
Talle ta na da mage a gidan ta. Magen nata ta haifi yaya uku.	8	**1. Me Talle take da shi a gidan ta?** [mage; maguna; Kyanwa]			
Daya daga cikin magunan ta bace.	19	**2. Magen nawa suka bace?** [daya; guda daya]			
Talle tayi bakin ciki kwarai saboda daya daga cikin yayan magunan ta bace.	33	**3.Yaya Talle ta ji da magen ta bace?** [Bakin ciki; Ta damu]			
Ashe yar magen ta voye a vayan wani kwali.	44	**4. A ina yar magen ta buya?** [vayan kwali; a vayan kwali.]			
Da Talle tagen ta sai ta yi murna.	55	**5.Yaya Talle ta ji a karshe?** [taji dadi; tayi murna]			

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.

- 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	🕮 X	🕐 X

🗣 **Zan karanta miki/maka wani xan gajeren labari SAU XAYA, sannan zan yi miki/maka wasu 'yan tambayoyi. Sai ki/ka kasa kunne ki/ka saurara, kuma ki/ka yi qoqari ki/ka amsa tambayoyi gwargwadon iyawarki/ka.**

🗣 I am going to read you a short story aloud ONCE and then ask you some questions. Please listen carefully and answer the question as best as you can. You can answer the question in whichever language you prefer. Ready? Let's begin.

Saratu da Amina suna zuwa makarantan allo kullum. A hanyar su ta zuwa makaranta sukan tsallake titi da kafa. Saratu bata kula wajen tsallake titi. Wata rana sai keke ya buge ta. Mamanta ta yi mata gargadi da ta rinka duba hagu da dama kafin ta tsalleka titi.

Tick Correct, incorrect or No Response to indicate the response provided by the pupils.

	Correct	Incorrect	No response
1.Ina Saratu da Amina suke zuwa kullum? [makarantan allo; makaranta]			
2.Da me Saratu da Amina suke zuwa makaranta? [da kafa; suna zuwa da kafa			
3.Yaya Saratu take tsalleka titi? [bata kula; bata kula kafin ta tsalleka titi.]			
4. Me ya faru da saratu? [keke ya buge ta]			
5.Me ya kamata mutum yayi kafin ya tsallake titi? [duba hagu da dama kafin a tsallake titi; kula kafin a tsalleke titi]			

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 "I don't know," mark as incorrect.

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

Figure 6: Igbo Language Instrument

Ngwanchocha ID:

IGBO Early Grade Reading Assessment Pupil Response form
Administrator Instrument and Protocol – NOVEMBER 2020

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 m nwankenke.
Aha m bụ ---------- Ebi m na ----------
(ọnụọgụgụ na afọ ụmụaka, egwuregwu ha nwere mmasị na ya karịa, mmemme nke igwe na-ekwuokwu maọbụ igwe onyonyo dgz)

1. Kedu ihe/egwuregwu ndị na-amasikarị gị, ime mgbe ị nọghi n'ụlọakwụkwọ? Chereka ọ zaghachi; ma ọ chọghị jụọ ajụjụ nke 2 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'ụlọ ọrụ n'ahụ maka nkuzi na mmụta, ma anyị na-achọ ịmata etu ụmụaka si amụ ọgụgụ. A họrọ gị site na ndanye.
- Anyị na-arịọ enyemaka gị n'ọrụ a. Mana ọbụrụ na-ịchọghị isonye, nsogbu adịghị.
- Anyị ga-akpọpụta ihe-ọgụgụ dị n'ụdị egwuregwu. M ga-ajụ gị ajụjụ ka ị welite olu gụpụta mkpụrụedemede, mkpụrụ okwu na akụkọ dị mkpirisi.
- Aga m ejiri elekere mata nkejiole owere gị ịgụpụta ihe ndị a.
- Nkea abụghị ule/nnwale n'ihi na ọ gaghị enwe mgbanwe ọbụla n'akaragị n'ụlọakwụkwọ.
- Aga m ajụkwa gị ajụjụ ndị ọzọ gbasara ezinaụlọ gị, dịka asụsụ ndị ebe unu ji enwe mmekọrịta n'ụlọ na ụfọdụ ihe unu nwere n'ụlọ.

1

- Agaghị m EDETU aha gị ka ndị mmadụ ghara ịmata na ọ bụ gị nwe ọsịsa a.
- Ọzọkwa, ma ịchọghị isonye esonyekwala. Anyị malite, ma ịchọghị ịza ajụjụ, nsogbu adighị.
- I nwere ajụjụ? I di njikere imalite?

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; -------	Date: ---------- Month: --------- Year: ----------	J. Class:	☐ P2 ☐ P3 ☐ Stage 1 (QTE) ☐ Stage 2 (QTE)
B.	State:		K. School type:	☐ Government ☐ 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:	---------- ----------
I.	School shift:	☐ = Full day ☐ = Morning ☐ = Afternoon		☐ AM (Tick one) ☐ PM

Sub Task 1. LETTER SOUND IDENTIFICATION	**60 seconds**
Lee mkpụrụedemede ndịa emepụtara n'asụsụ Igbo. Ọ ga-amasị m ka ị gụọ olee ị nwere ike. Asụpela mkpụrụedemede ndịa, kama kpụpụta ụda ha. Ịmaatụ mkpụrụedemede T bụ /t/ Ka anyị mụgharịa: Gwa m ụdaasụsụ mkpụrụedemede a (tụgide aka na mkpụrụedemede M) [Ọ bụrụ na nwatakịrị ahụ zatara ya nke ọma, kwue] "Ọ dị mma ụdamkpụrụedemede a bụ /m/. [Ọ bụrụ na nwatakịrị ahụ azataghị ya nke ọma, kwue]: ụdamkpụrụedemede a bụ /m/. Ugbua mekwaa ọzọ. Gwa m ụdaasụsụ mkpụrụedemede a (tụgide aka na mkpụrụedemede S). [Ọ bụrụ na nwatakịrị ahụ zatara ya nke ọma, kwue] "Ọ dị mma ụdamkpụrụedemede a bụ /s/. [Ọ bụrụ na nwatakịrị ahụ azataghị ya nke ọma, kwue]: ụda mkpụrụedemede a bụ /s/. Oge m sịrị "malite" bido ebe a (rụgide aka na mkpụrụedemede nke mbụ) ma gụọ ya n'ọgbara (tudo mkpụrụedemede ọ bụla aka ma kpọpụta ụda ya n'olu dị elu. Kpachara anya ma gụọ ya ọsọsọ etu i nwere ike. Ọ bụrụ na ihu mkpụrụedemede ị maghị gafere na nke na-esote ya. Tụdo mkpịsị aka gị na mkpụrụedemede nke mbụ. Ị dị nkwadebe? 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 final work read with a bracket	
TMS 1 2 3 4 5 6 7 8 9 10 I h R S v E o w T M (10) I e T E e t a d n e (20) h O A M U r L G R u (30) g R B N i r m t s r (40) S T E CH p A F ch a E (50) v S KP A O CH O h t P (60) e A e s M F n u R t (70)	

A KW H N S i g m i L (80) L i b O i o E p r GB (90) N NY Nw GH Sh GW V n D Z (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 ndịa emepụtara n'asụsụ Igbo. Ọ ga-amasị m ka ị gụọ ole inwere ike. Asụpela mkpụrụokwu a, kama gụpụta ha. Ịmatụ "beu" Ka anyị mụgharịa: Biko gụọ mkpụrụokwu a: "wuk" [Ọ bụrụ na nwatakịrị ahụ zatara ya nke ọma, kwue] "Ọ dị mma mkpụrụokwu a bụ "wuk" [Ọ bụrụ na nwatakịrị ahụ azataghị ya nke ọma, kwue]: mkpụrụokwu a bụ "wuk" Ugbua mekwaa ọzọ. Biko gụọ mkpụrụokwu a (rụgide mkpụrụokwu ọzọ aka, "Bla") [Ọ bụrụ na nwatakịrị ahụ zatara ya nke ọma kwue] "Ọ dị mma" mkpụrụokwu a bụ "Bla" Oge m sịrị "malite" bido ebe a (rụgide aka na mkpụrụ okwu nke mbụ) ma gụọ ya n'ọgbara (tudo mkpụrụokwu ọ bụla aka ma gụpụta ya n'olu dị elu. Kpachara anya ma gụọ ọsọsọ etu i nwere ike. Ọ bụrụ na ịhụ mkpụrụokwu ị maghị gafere na nke na-esote ya. Tudo mkpịsị aka gị na mkpụrụokwu nke mbụ. Ị dị nkwadebe? 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"
(/) 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	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.
Ịmaatụ: bla gab wuk wuk gab bla pwo rin eej nwo aaj sle ron iou oki kah ruu eeb ble jag nte toa noa nen nan mub ris omi tech zob int nyan aukw kpap beu neb nua kou gaj fek tuu reu bou kpav bei dịa ofa eko mov shai anch gbag gbei	
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 PASSAGE 1						**60 seconds**
N'ebea bụ nke nke akụkọ. Achọrọ m ka ịgụpụta ya n'olu dị elu na-ọsọsọ, kama kpachapụ anya. Oge imechara nkea, aga m ajụ gị ajụjụ ụfọdụ gbasara ihe ị gụrụ. Oge m sịrị malite, gụọ akụkụ a nke ọma etu ike ha gị. Ọ bụrụ na ikwudo mkpụrụ okwu ị maghị, gaa na mkpụrụokwu na-esote ya. Rụgide mkpịsị aka gị na mkpụrụokwu nke mbụ. Ị dị nkwadebe? 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. Kịta, aga m ajụ gị obere ajụjụ gbasara akụkọ ị gụcharala gbaa mbọ ka ị zaa ajụjụ ndịa nke ọma etu i nwere ike. Ajụjụ/ Ọsịsa				
		Questions (Answers)	Correct	Incorrect	No respon	
Ụbọchị ọbụla ka Udoka na Nduụbụisi na-azacha ime ụlọ ha.	8	Kedụ ihe Udoka na Nduụbụisi na-eme ụbọchị niile (ịzachasị ime ụlọ ha, ịza ụlọ)				

Udoka ka ọ dịrị ịzacha mbara ezi ebe Nduḅuịsi n'ahụ maka izachasị ime ụlọ.	17	Olee ihe bụ ọrụ Udoka n'ezinaụlọ ha? (ịzachasị mbara ezi, mbara, ezi)				
Otu ụbọchị, ha ahụghị ebe aziza Udoka dị	30	Kedụ ihe mere aziza Udoka? (nwatakịrị ji ya egwu egwu)				
Ha chọrọ ya ebe niile	38	Kedụ ebe ha chụrụ ya? (ebe niile)				
Ka nke a n'eme ha hụrụ nwatakịrị ka o ji ya egwu egwu	51	Kedụ ebe ha hụrụ ya? (nwatakịrị ji ya egwu egwu)				
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 4 ORAL READING PASSAGE 2 — **60 seconds**

N'ebea bụ nke nke akụkọ. Achọrọ m ka ịgụpụta ya n'olu dị elu na-ọsọsọ, kama kpachapụ anya. Oge imechara nkea, aga m ajụ gị ajụjụ ụfọdụ gbasara ihe ị gụrụ. Oge m sịrị malite, gụọ akụkụ a nke ọma etu ike ha gị. Ọ bụrụ na ikwudo mkpụrụ okwu ị maghị, gaa na mkpụrụokwu na-esote ya. Rụgide mkpịsị aka gị na mkpụrụokwu nke mbụ. Ị dị nkwadebe? Malite.

(/) 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.

Kịta, aga m ajụ gị obere ajụjụ gbasara akụkọ ị gụcharala gbaa mbọ ka ị zaa ajụjụ ndịa nke ọma etu i nwere ike.
Ajụjụ/ Ọsịsa

		Questions (Answers)	Correct	Incorrect	No respon
Taa bụ ụbọochị ụka.	3	Gịnị bụ ụbọchị taa? (ụka, ụbọchị ụka)			
Nne Emeka chọrọ isi nri.	17	Kedu ihe nne Emeka na –eme?(			

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.

8

		ọ chọrọ isi nri, isi nri)					
Emeka na – enwe aṅuri.	28	Emeka na – eme gịnị? (enwe aṅuri, aṅụri)					
Maka na nne ya ga – esi osikapa	39	Gịnị ka nne Emeka ga - esi? (osikapa)					
Ụbọchị ụka amaka.	52	Gịnị mere ụbọchị ụka ji dị mma ? (osikapa, a ga – esi osikapa)					
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 m agụpụta akụkọ dị nkenke n'olu dị elu otu ugboro ma jụọ gị ụfọdụ ajụjụ. Biko gee ntị nke ọma ma zaa ajụjụ na-eso ya. Ikwesiri iji asụsụ igbo zaa ajụjụ ndị a.

(Iheọgụgụ)

Obichukwu nwere ọkụkọ. Ọ na-eyi akwa kwa ụbọchị. Ọ na-ere akwa ndịa n'ahịa. Otu ụbọchị, Obichukwu tụrụ nkata akwa ya n'ala. Akwa niile were gbawasịa. N'ụbọchị ọzọ, ọkụkọ Obichukwu yiri akwa ọhụrụ. Obi wee tọọ Obichukwu ụtọ.

	Correct	Incorrect	No response
Kedu ihe Obichukwu nwere? (ọkụkọ)			
Kedu ihe Obichukwu na-ere n'ahịa? (akwa)			
Kedu ihe mere akwa Obichukwu? (akwa ya gbawasịrị)			
Kedu ihe kpatara Obichukwu jiri wee iwe? (ọ tụrụ akwa ya na-ala ọgbawasịa/akwa ya gbawasịrị)			
Kedu ihe mere obi jiri tọọ Obichukwu ụtọ? (ọkụkọ ya yiri akwa ọhụrụ, o nwetere akwa ọzọ)			

Remove thepupils 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.

Imeela. Ka anyị gafee na nkebi nke ọzọ.

Figure 7: Yoruba Language Instrument

FEDERAL MINISTRY OF EDUCATION

YORUBA/NIGERIA EARLY GRADE READING ASSESSMENT: STUDENT RESPONSE FORM
ADMINISTRATOR INSTRUCTIONS AND PROTOCOL- December 2020

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 if the child is comfortable communicating in Yoruba language. Read aloud slowly and clearly ONLY the sections in boxes.

Oruko mi ni ..... Mo wa lati..... mofe ki o so die fun mi nipa ara re:(ojo ori re, ere idaraya ti o feranju, eto radio, Kin ni o feran lati mase ni igba ti o ko basi ni ile-iwe?.

Note :Duro fun esi, bi akekeko ko bafesi, beere ibeerekeji, sugbon bi won ba fara mo ajose yin, maa ba won sorolo.

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

- **Je ki nso idi timo fi wa si ibi yi lonii. Ile-ise Eto eko apapo Orile ede Naijiria ni mo n ba sise, mo si wa lati mo bi eyin akeko se n ko iwe – kika. Ilana oribande la fi yan o fun eto yi.**
- **A nfe iranlowo re ninu ise yii, sugbon o le mako pa n'be ti ko ba wu o**
- **A o se eto iwe-kika fun o bayii. N owa ni ki o kaa awon leta, awon oro ati itan kekere kan ti o wa n'ibe soke**
- **N o lo aago bere – duro lati mo iye asiko ti o lo lati fi ka won**
- **Eto yii kii se idanwo rara, bee ni ko ni nnkan se pelu ipo re ni ile-iwe.**
- **N o tun bi o lawon ibeere nipa ebi re eyi to le je mo ede ibile re ati awon nkan die ti e ni.**
- **N o ni ko orukore sile kienikeni ma ba a mo awon idahun re.**
- **Lee kan si, bi o bafe, o le ma kopa ; bi a ba ti bere, o le ma dahun ibeere kan kan.**
- **Nje o niawonibeerekankan? Se o ti setanlatibere?**

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:..... Month:..... Year:.....		J. Class:	Pry 2 ☐ Pry 3 ☐ Pry 4 ☐
B. State			K. School type	Government ☐ Government - Islamiyya ☐
C. LGEA name			L. Session	
D. LGEA Code:			M. Pupil Number	
E. Administrator Name			N. Pupil's Date of Birth	Month..... Year: .....
F. Administrator Code			O. Gender	Male ☐ Female ☐
G. School Name			P. Start Time	
H. School EMIS Code				
I. School Shift:				

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1. Sub TASK 1.
Si se afihan iro alifaabeeti ede YORUBA (LETTER SOUND IDENTIFICATION)

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 alifaabeeti wonyi . Kii se oruko awon leta wonyi biko se iro tabi ohun ti a fi npe 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 omobagba a, wipe:] O kare, iroletayii ni /m/.

[Bi omo ko bagba, wipe:] iroletayii ni /m/.

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

[Bi omobagba a, wipe:] O kare, iroletayii ni /s/.

[Bi omokobagba a, wipe:] iroletayiini /s/.

Nigbati moba wipe "Bere," bere nibi [to kasi 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, tesiwajulo si leta to kan. Bayii, fi ikare lori leta akoko. So ya? Be re.

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 "tesiwaju".

When the timer reaches 0, say "duro".

(/) 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	h	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

If the child does not provide a single correct response on the first line (10 items), say "Osegan!", 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

FEDERAL MINISTRY OF EDUCATION

Sub TASK 2: (Dida awon oro agbelero mo) NON WORD DECODING	Page 2	60 Seconds
E yi ni awon oro agbelero die ni ede Yoruba. N o feki o ka iyeti 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 ni: nero, aosu. Je Kadanrawo: Jowo ka oro yi:(toka si oro: onre). (Bi omobegba,a wipe) O kare, oroagbeleroyiini: "onre" (Bi omokogbabaa,wipe:) oro agbalero yi ni: "onle". Gbiyanju lee kan si : Jowo ka oro yi,(to ka si oro "onsu") (Bi omo ba gbaa,wipe:) O kare, oro agbalero yi ni: "onsu" (Bi omo kobagba, wipe:) oro agbalero yii ni: "onsu" Nigbatimoba 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 fi ara bale ka won ni kia kia. Bi o ba de ibi oro ti o ko mo, tesiwaju lo si oro to kan. Bayii, fi ika re lori oro akoko. Se o ye? Bere		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 "tesiwaju." 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 word with a slash (Ø) Circle self-corrections if you already marked the word incorrect ( ]) Mark the final word read with a bracket		
Time remaining on stopwatch at completion (number of SECONDS)		
Exercise discontinued because the child had no correct answers in the first line		

urin	Oma	enrun	Inla	bita	5
onsu	Joto	yeno	Uti	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

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Sub TASK 3a. ORAL READING FLUENCY	Page 3	60 Seconds
Mo fe ki o ka iwe yi si oke ni ki a kia pelu ifara bale. Ti o ba pari, n o bere awon ibeere nipa nkan ti o ka. Ki osi bere si kaa ni gba ti mo ba ti pa e lase. Ti o ba de ibi ti ko ye o, ki o fi si le ki o ka ibi ti o tele. Fi ika re si ibere ma kaa lo. *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 word If a child hesitates or stops on a letter for 3 SECONDS, point to the next letter and say "tesiwaju." When the timer reaches 0, say "duro." If the child does not provide a single correct response on the first line (10 items), say "Osegan!", discontinue this subtask, check the box at the bottom, and go on to the next
(/) 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.		
Bimpe ati Ayo je ore timotimo 6 Awonmejeejisi je akekoniileekoalakobere 9 Olukoo won si ma n pe won niibeji 9 Nwon si feran arawon gidigidi 5 Obi awonmejejisi manfiwon yangan 7		
Time remaining on stopwatch at completion (number of SECONDS)		
Exercise discontinued because the child had no correct answers in the first line		

Sub TASK 4. READING COMPREHENSION

Page 4 **60 Seconds**

Mo fe ki o 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 oya? Bere sii kaa.

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.

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 "tesiwaju."

When the timer reaches 0, say "duro."

If the child does not provide a single correct response on the first line (10 items), say "Osegan!", 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

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

Alade je omooba
O siferaneba
Kii ifo owo ki o to jeun
Nwon a si maa bawi nigbagbogbo.
Leyin eyi, O yi pada.

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
1. Tani Alade?			
2. Ohunje wo ni Ø feran julo?			
3. Ki ni ki i se koko jeun?			
4. Ki ni won maa n se fun ni gbogbogbo?			
5. Kilo sele leyin ibawi?			

Time remaining on stopwatch at completion (number of SECONDS)

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

Sub 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 le ekan pere, leyin naa 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 oya? 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 komo idahun re," mark as incorrect.
Ojo ni aja kan, O si feran aja naa. Ojojumo ni O maa n we fun aja re. Iya Ojo ko feran aja sugbon aja naa a ma fe 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 woni 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]			