A Journey of “Non-Readers” towards “Readers”: A Case Study of USAID funded Sindh Reading Program’s ICT-based Formative Assessment

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CIES Atlanta
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• Five Year Program (January 2014-January 2019)
• Sindh Province: 8 districts
• Beneficiaries:
  – 400,000 Learners of Grades 1 & 2
  – Up to 15,000 teachers
  – 30,000 Non-Formal Education (NFE) learners
  – 10 Public and 106 Schools Libraries
  – 500 education officials for continuous teacher professional development and administering EGRA
What is formative assessment?

‘Identifying learners’ strengths and weaknesses during instruction (daily, weekly, monthly) to make changes in teaching/learning in real time’

FA is a continuous process
Types of formative assessment

Informal
- Observations
- Questioning

Formal
- Quizzes
- Rating forms

Internal
- Spot checks

External
- Ongoing learning assessments

Sindh Reading Program
Why ICT-Based FA?

• SRP has traditional design of evaluation
• Teachers needed consistent classroom-based assistance
• We wanted a real time data to help teachers/students
• ICT-based FA was the only solution
• SRP needed strategically disseminate results to the Government of Sindh (GoS)
How are we doing it?

• Using tablets (why use ICT?)
• Administered by field teams/mentors (add video clip)
• EGRA-like assessments
• Sample of G1 and G2 students (10/20 respectively, covering 70,000)
  • G2: Zero score and non-zero score (define these terms)
• All intervention schools (type of intervention OTJ support and TLMs)
• Every 4-6 weeks
### Who was assessed and when?

<table>
<thead>
<tr>
<th>Level</th>
<th>Detail</th>
<th>FA 1</th>
<th>FA 2</th>
<th>FA 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Phase</td>
<td>Phase 1</td>
<td></td>
<td>Phase 2</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Schedule</td>
<td>Oct 2015</td>
<td>Feb 2016</td>
<td>Apr 2016</td>
</tr>
<tr>
<td></td>
<td>Sample</td>
<td>n/a</td>
<td>10 students in each school</td>
<td>10 students in each school</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Schedule</td>
<td>Oct 2015</td>
<td>Feb 2016</td>
<td>Apr 2016</td>
</tr>
<tr>
<td></td>
<td>Sample</td>
<td>All students in each school</td>
<td>20 students in each school</td>
<td>20 students in each school</td>
</tr>
</tbody>
</table>
### What we assessed?- Grade-2

<table>
<thead>
<tr>
<th>Grade-1</th>
<th>Grade-2-Non readers</th>
<th>Grade-2 Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation to print</td>
<td>Phoneme isolation</td>
<td>All same tasks in addition to “Letter Name recognition”</td>
</tr>
<tr>
<td>Letter name recognition</td>
<td>Letter-name recognition</td>
<td></td>
</tr>
<tr>
<td>Receptive vocabulary</td>
<td>Nonword reading</td>
<td></td>
</tr>
<tr>
<td>(object only)</td>
<td>Oral Reading Fluency (ORF)</td>
<td></td>
</tr>
<tr>
<td>Individual word reading</td>
<td>Comprehension of ORF text</td>
<td></td>
</tr>
<tr>
<td>Comprehension of words</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WHAT HAVE WE LEARNED?

BENEFITS

• Timeliness
• Quality Assurance
• Increased reliability of tests and test administration
• Instant feedback to teachers
• Motivations of teachers increased based on the FA results
WHAT HAVE WE LEARNED?

CHALLENGES

• Development of quality tools every month
• Hardware and software issues during uploading of tools and data collection
• Developing teacher-friendly offline reports
• Limited internet connectivity in district offices
• Electricity failures in remote districts
• Lack of familiarity with ICT among test administrators
Many students who could not read (Sindhi/Urdu languages) a single word in October 2015 were able to by April 2016. Average CWPM of 16.7.