

# 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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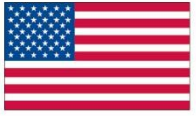
CIES Atlanta  
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(Chemonics logo)





- 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



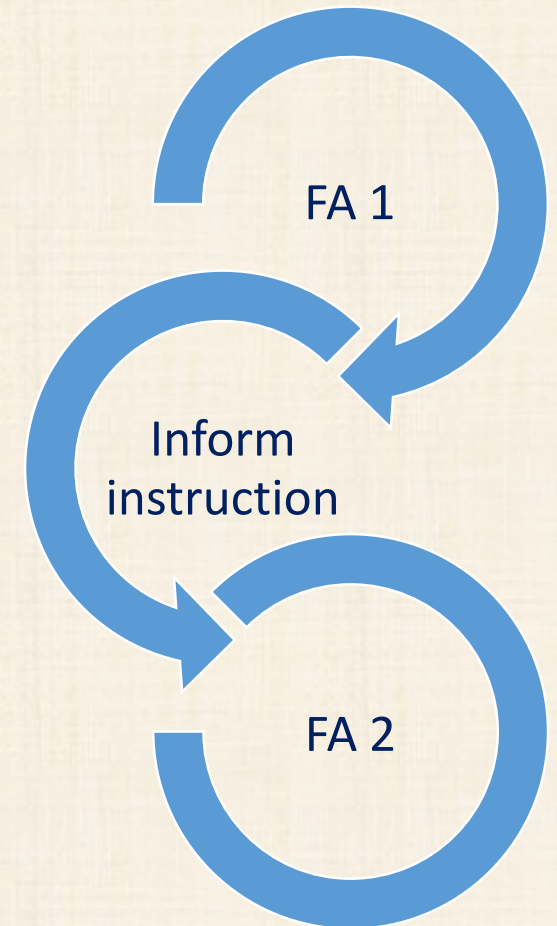
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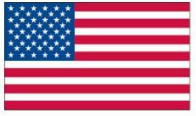


# What is formative assessment?

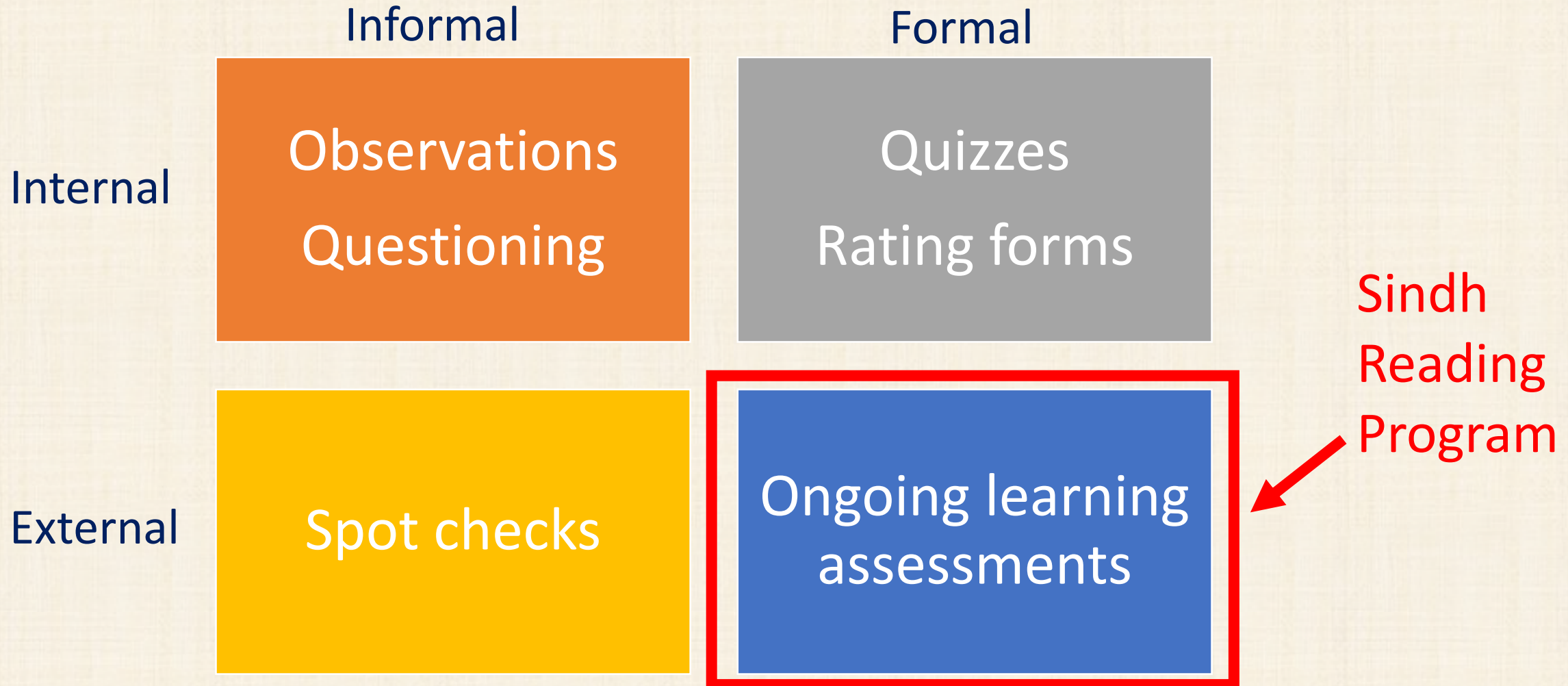
FA is a continuous process

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





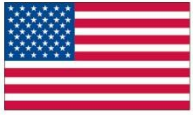
# Types of formative assessment





# 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)



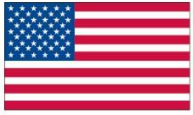
# How are we doing it?

- 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?

	Detail	FA 1	FA 2	FA 3
Level	Phase	Phase 1		Phase 2
Grade 1	Schedule	Oct 2015	Feb 2016	Apr 2016
	Sample	n/a	10 students in each school	10 students in each school
Grade 2	Schedule	Oct 2015	Feb 2016	Apr 2016
	Sample	All students in each school	20 students in each school	20 students in each school



## What we assessed?- Grade-2

Grade-1	Grade-2-Non readers	Grade-2 Readers
<ul style="list-style-type: none"><li>- Orientation to print</li><li>- Letter name recognition</li><li>- Receptive vocabulary (object only)</li><li>- Individual word reading</li><li>- Comprehension of words read</li></ul>	<ul style="list-style-type: none"><li>- Phoneme isolation</li><li>- Letter-name recognition</li><li>- Nonword reading</li><li>- Oral Reading Fluency (ORF)</li><li>- Comprehension of ORF text</li></ul>	<p>All same tasks in addition to “Letter Name recognition”</p>

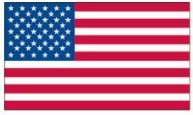




# WHAT HAVE WE LEARNED?

## BENEFITS

- Timeliness
- Quality Assurance
- Increased reliability of tests and test administration
- Instant feedback to teachers
- Motivations of teachers increased based on the FA results



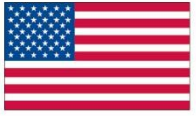
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# WHAT HAVE WE LEARNED?

## 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



# Did it help?

- 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.

