

Népal - Early Grade Reading Assessment

Ministry of Education - Government

Rapport généré le: 19 oct. 2015

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<http://www.uis.unesco.org/nada/fr/index.php/catalogue/central/about>

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Identification

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RÉSUMÉ

The Early Grade Reading Assessment (EGRA) was administered in 2014 to grade 2 (ISCED 1) and grade 3 (ISCED 1) students, by the Ministry of Education (MOE), in collaboration with Research Triangle Institute International and New ERA, a Nepalese non-profit organization.

The EGRA was administered to 5083 students (2570 in grade 2 and 2513 in grade 3) in 273 public schools of 30 districts. Nine private schools, selected based on their convenient location (in three urban districts), were also included in the study. However, the low number of private schools included and the method used to select them do not make their results generalizable to any population of private schools in Nepal.

The EGRA is a low-stake assessment. It is an oral assessment, administered face-to-face. The same instruments are administered to all test-takers.

The EGRA serves the following purposes:

- supporting teachers (training, relevant materials, etc.)
- sub-national level monitoring of learning outcomes
- monitoring education quality levels
- planning education policy reforms

TYPE DE DONNÉES

Random sample

UNITÉS D'ANALYSE

Results are reported at the sub-national (district level) and national levels.

Results are published in reports, which are available in print and online. A database is also accessible online.

Champ

NOTES

The EGRA is administered in Nepali language, and comprises six constructs:

- Letter Knowledge
- Syllable Reading
- Non-Word Decoding
- Oral passage Reading
- Reading Comprehension
- Listening Comprehension

All tests, except the Listening Comprehension test, are timed and last one minute each.

Students are asked to read letters, syllables, nonwords (words that follow usual spelling patterns in Nepali but has no meaning in the language), short passages and texts aloud. Students are also asked to read as much of an assigned passage as they can in one minute, and to respond to questions about that passage. Questions are in the form of multiple choice questions and questions requiring open-ended short constructed responses.

Reporting metrics: Student performance is reported by raw numbers. The assessment does not have a minimum standard or benchmark. The proficiency in constructs assessed in timed tests are measured in letters/words per minute. The range of possible scores for each construct is listed below:

- Letter Knowledge: 0-100
- Syllable Knowledge: 0-100
- Non-Word Reading: 0-50
- Oral Reading Comprehension: 0-6
- Oral Reading Fluency: 0- 61
- Listening Comprehension: 0-3

Couverture

COUVERTURE GÉOGRAPHIQUE
National

UNIVERS

Students enrolled in grade 2 (ISCED 1) and grade 3 (ISCED 1) in public and private schools.

Producteurs et sponsors

INVESTIGATEUR PRINCIPAL

Nom	Affiliation
Ministry of Education	Government

AUTRE(S) PRODUCTEUR(S)

Nom	Affiliation	Rôle
Ministry of Education		Programme development; data dissemination
Research Triangle Institute International		Test development and administration; data processing and analysis
New ERA		Test development and administration; data processing and analysis
United States Agency for International Development		Funding

Production des métadonnées

MÉTADONNÉES PRODUITES PAR

Nom	Abbréviation	Affiliation	Rôle
Ministry of Education	MOE	Government	Data collection

Nom	Abbréviation	Affiliation	Rôle
UNESCO Institute for Statistics	UIS	United Nations	Questionnaire design, metadata collection, review and publication

DATE DE LA PRODUCTION DES MÉTADONNÉES
2015

ID DU DOCUMENT DDI
NPL-EGRA-2014

Echantillonnage

Méthode d'échantillonnage

The sample of public school students is drawn using a four-stage stratified sampling design. Strata are formed by the cross-classification of regions and ecological belts (division of the country in 3 parts from north to south: Mountain; Hill, and Terai).

In the first stage, districts are selected within strata. In the second stage, Village Development Committees (VDC) are selected in each sampled district. In the third stage, schools are selected within sampled VDCs. For the first three stages, the sample was drawn with probability proportional to size (PPS). The size measure is the number of students in grades 2 and 3. In the fourth stage, 10 grade 2 students and 10 grade 3 students are randomly sampled in each selected school. If there were less than 10 students available in a grade, then all students in that grade were assessed.

Questionnaires

Aperçu

The Early Grade Reading Assessment (EGRA) comprises a student questionnaire which collects information on student demographics.

Collecte des données

Dates de la collecte des données

Début	Fin	Cycle
2014-02-10	2014-03-31	N/A

Mode de collecte de données

Face-to-face [f2f]

Notes sur la collecte des données

The following actions were taken to reduce non-sampling error:

- Conducted a pilot survey
- Trained data collection staff
- Trained data processing staff

Questionnaires

The Early Grade Reading Assessment (EGRA) comprises a student questionnaire which collects information on student demographics.

Politique d'accès

Contact(s)

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Conditions d'accès

To access the data, please send a request to the RTI International, eddatatasets@rti.org; www.eddataglobal.org