



RISING ACADEMY
PARTNERSHIP SCHOOLS



Literacy and numeracy in Rising Academy Partnership Schools

Interim Progress Report – June 2017

Executive Summary

1. This interim progress report describes how Rising Academies has been using data to inform our work in five government primary schools under the Partnership Schools for Liberia (PSL) initiative.

2. These are internal data that are useful in helping Rising manage its work and track the progress of our students. They are not intended and nor should they be interpreted as a substitute for a proper impact evaluation conducted by a credible, independent third party.

3. The assessments are based on the Early Grade Reading and Math Assessments (EGRA and EGMA) administered to every Rising student in Grade 1 to 6. At baseline in September/October 2016 we found that across our five schools:

- Absolute levels of literacy and numeracy were very low, with 35% of students unable to read a single word of a simple passage correctly;
- Learning trajectories were extremely flat, with little evidence of learning gains from one grade to the next;
- Girls lagged behind boys, performing statistically significantly worse on every measure.

4. This baseline helped inform program design and implementation, for example by identifying students who required particularly intensive literacy support.

5. Subsequently we have conducted three follow-up assessments every 6-8 weeks using a sub-set of EGRA and EGMA tasks. The results are very encouraging:

- **Students have made large gains on every measure**, improving by an average of 0.75 standard deviations on the literacy tasks and 0.95 standard deviations on the numeracy tasks;
- **Girls have improved faster than boys**, closing and in some cases erasing the gender gap on almost every measure;
- **The most struggling students have made the largest gains**, with the number of students in the lowest “non-reader” category falling significantly;
- **Gains have been consistent across all five schools.**

6. Although we do not have a control or comparison group to give us a reliable estimate of how our students’ learning would have evolved absent our intervention, we can infer something about what “business-as-usual” would have looked like for our students by looking at how students in the grades above them performed at baseline. For example, if we want to know what impact another year of school would normally, without Rising’s intervention, have had on the average 2nd grade student we can look at how students in the 3rd grade scored at baseline. While imperfect, this a reasonable estimate of how much learning an extra year of schooling typically produced before we arrived.

7. When we compare these business-as-usual learning trajectories with what has actually happened to students' learning since Rising took over, the results are stark. **The average Rising student today demonstrates higher literacy and numeracy skills than students a full two grades above them demonstrated at baseline.**

On the familiar word reading sub-task, for example, the average first grade student now scores *above* the level that the average third grade student did back in September, while the average third grade student now scores at the same level as the average sixth grade student in September.

8. A final endline assessment for this academic year is currently being conducted and this report will be updated once those data are available.

1. Introduction

How do we know if the interventions we are making to improve student learning are working? How do we identify students that need additional support? This interim progress report explains how Rising Academies has been using data to inform our work in five government primary schools under the Partnership Schools for Liberia (PSL) initiative.

Good data is essential to managing schools well. This report focuses on our assessment of student learning outcomes using the Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA). These are by no means the only data we have collected. For example, we also monitor student and teacher attendance, conduct “Knowledge, Attitudes and Practices” (KAP) qualitative research with parents and communities, and collect data on staff and student perceptions through surveys. But ultimately our goal is to improve learning outcomes, and so that is what we focus on here.

A few caveats upfront. First, these are internal data. They are useful to us in managing our work. And by seeing how much our students have progressed relative not just to where they were but to where students in older grades were at baseline, they provide an indication of the impact we have had. But they are not intended and nor should they be interpreted as a substitute for a proper impact evaluation conducted by a credible, independent third party (like the randomized control trial of PSL in Liberia, or the study Oxford University is conducting of our work in Sierra Leone, for example).¹

Second, one reason why these data should not be used for assessing impact is the lack of a counterfactual. Unlike a proper impact evaluation, there is no control or comparison group to provide an estimate of what would have happened without our intervention. While we can and do make some educated guesses about what “business-as-usual” learning trajectories would have been, we cannot know for sure.

Third, the data relate to our pupils in Grades 1 to 6. For younger pupils in our kindergarten classes, we have recently been piloting Save the Children’s IDELA assessment tool, which will be helpful in informing our work with those grades in future. We will be using IDELA to provide a baseline for new students from September 2017; for now, we simply summarise the results of our pilot assessment in Appendix 1.

2. About the data

This report covers data from four rounds of assessment using EGRA and EGMA, conducted approximately every 6-8 weeks from early in the academic year:

- Baseline (September/October 2016)
- First follow-up (December 2016)

¹ See www.risingacademies.com/blog/2016progress

- Second follow-up (February 2017)
- Third follow-up (May 2017)

There will be one final round of assessment this academic year. Data collection for this endline is currently under way and we will update this report once it is completed.

2.1 How many students were assessed?

For the baseline, almost every single Rising student in Grade 1 to 6 was assessed. In some cases this involved returning to schools several times to capture students that were absent. In the follow-up assessments, we again attempted to assess as many students as possible. Samples for the different rounds were as follows:

	Boys	Girls	Total
T1	177	153	330
T2	190	164	354
T3	189	166	355
T4	174	151	325

While the size of the sample did not change much between different assessments, the composition did vary due e.g. to students dropping out or newly enrolling, or being absent from school on assessment days. As a result, when we report comparisons between two time periods we restrict the analysis to the sub-set of the sample that completed both those assessments.

Two characteristics of our student population are worth noting in interpreting the data we present in this report. First, our student population is bottom-heavy, with significantly more students in Grade 1 to 3 than Grade 4 to 6, indicative of high levels of drop-out in later grades. In addition, a large proportion of our students in every grade are over-age: the average Rising student is about 5 years older than their expected age for grade.

In future, we would expect to assess a smaller sample of students rather than our whole student population, particularly if the number of schools in our network increases in Year 2. But the reason we chose to focus on five schools in Year 1 of PSL was precisely in order to build the best possible picture of how our model is working and what we need to adjust in order to scale it up effectively. Given that, the more data we have on student learning, the better.

2.2 Who conducted the assessments and who used the data?

As noted, these are internal data. Assessments were conducted by Rising's data and analytics team using trained enumerators, and the data analysed by our headquarters staff. While these are Rising staff, they are part of our central team to avoid any risk of bias toward particular schools or students.

We explain in detail some of the ways we used the data below. At this stage, it is important to emphasise that the data were *not* used for high stakes decisions about students, teachers or schools.

2.3 Why EGRA and EGMA?

We chose EGRA and EGMA for practical reasons. They are some of the most well-known, respected and validated tools available for assessing learning at the primary level. The tools themselves are well-documented and easy to use. They are fairly simple to administer, and we had experience of using them in our other work.

2.4 Why assess so frequently?

As noted above, if we were *only* interested in trying to estimate our impact we would probably have completed at most three rounds of assessment. But that was not our primary goal here. We wanted to see how different schools and groups of students were responding to our interventions in something closer to real-time so that we could adapt our approach where necessary. The content of tasks were changed between assessments to minimise the risk (relatively small, given the time lag) that students were able to improve their scores simply through recall.

One important concern for us was whether frequent assessment would create test fatigue, or conversely, performance anxiety in students. This concern informed two modifications of the EGRA and EGMA tool. First, while we used the full versions of the EGRA and EGMA instruments at baseline, we used a reduced set of tasks for the follow-ups (see Box, below). Focusing on the most relevant and informative sub-set of tasks meant we could yield a lot of insights from the assessment while reducing the burden of assessment on students' time and energy. Second, while enumerators were trained to reassure students that the test would not have high-stakes consequences, we followed the example of other researchers in removing the timed element of the EGRA/EGMA tasks so as to reduce the sense of pressure and give students more opportunity to demonstrate what they can do rather than what they can't.²

Box: Full vs reduced EGRA/EGMA task list

The Early Grade Reading Assessment (EGRA) comprises a number of sub-tasks that together constitute foundational literacy skills. At baseline we administered the full instrument but at follow-up we focused on a smaller set of sub-tasks that were the most relevant and informative for tracking student progress:

Task	Baseline	Follow-ups
Orientation to text	✓	✗
Letter identification	✓	✗
Phonemic awareness	✓	✗
Familiar word decoding	✓	✓
Unfamiliar word decoding	✓	✓
Passage reading fluency	✓	✓
Reading comprehension	✓	✓
Listening comprehension	✓	✗

² e.g. Kuyvenhoven J (2012) *Learning to Read in Sierra Leone* (Banyan Tree Foundation)

The Early Grade Math Assessment (EGMA) comprises a number of sub-tasks that together constitute foundational numeracy skills. Again, at baseline we administered the full instrument but at follow-up focused on a smaller set of sub-tasks that were more relevant and informative for tracking student progress:

Task	Baseline	Follow-ups
Number identification	✓	✗
Addition	✓	✓
Subtraction	✓	✓
Multiplication	✓	✓
Quantitative discrimination	✓	✗
Missing number problems	✓	✗
Word problems	✓	✗

2.5 A note on comparability

These modifications to the administration protocol of the test underline the need for caution in interpreting the data. Because we used the same protocol across all of *our* assessments, it is valid to use these data internally to compare students' scores at different points and draw some conclusions about their progress over time. But because our protocol is different to that used by others, it would not be appropriate to compare these results externally to those achieved by other programs or school operators.

3. The picture at baseline

When we assessed students at baseline, four main themes emerged:

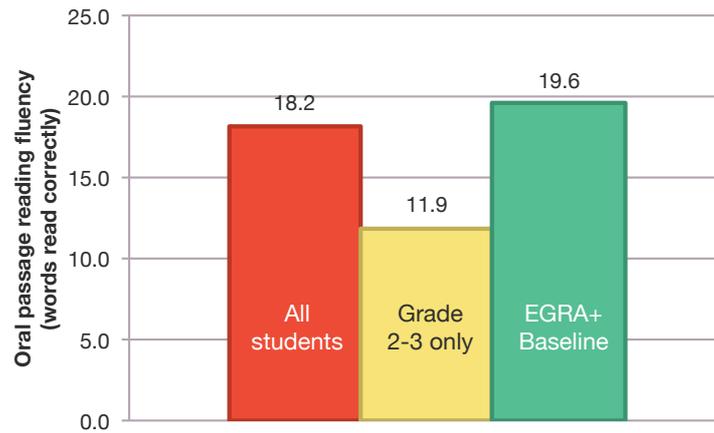
- Absolute levels of literacy and numeracy were very low;
- Learning trajectories were extremely flat;
- Girls lagged behind boys;
- The picture was largely consistent across the five schools.

4.1 Absolute levels of literacy and numeracy were very low

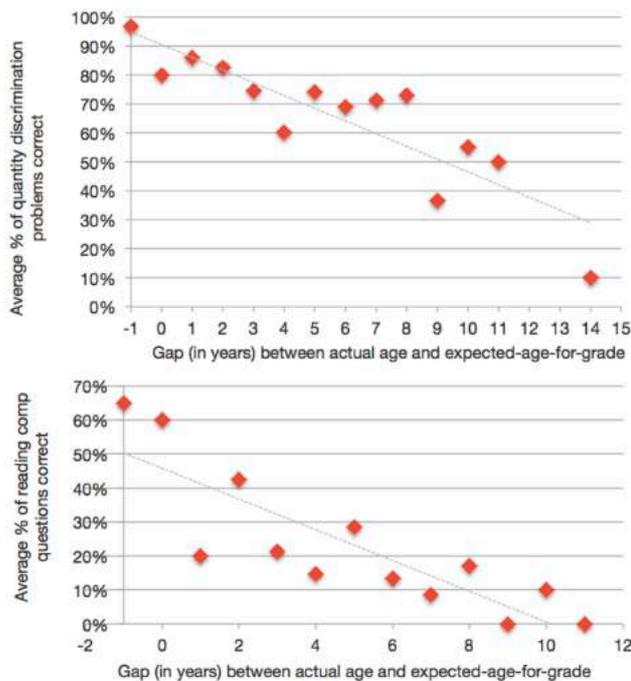
Baseline results pointed to very low levels of literacy and numeracy. Looking at the oral passage reading task, for example, the average number of words read correctly at baseline was 18.2. Among Grade 2 and 3 students, it was just 11.9. More than a third of students – 35% – couldn't read a single word of the passage correctly.

To put these numbers in context, the benchmark to be considered able to read fluently enough to comprehend is 45 words per minute.³ Less than 16% of students met this benchmark at baseline. In the baseline assessments conducted for RTI's EGRA+ program in Liberia almost a decade ago, the average Grade 2 or 3 student was able to read 19.6 words correctly in 60 seconds. Our students were achieving barely half that even when the task was untimed.

³ e.g. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/361565/proportion-children-that-can-read9.pdf



The further students were above their expected age-for-grade due to schooling disruption, drop-out or grade repetition, the worse they tended to perform.



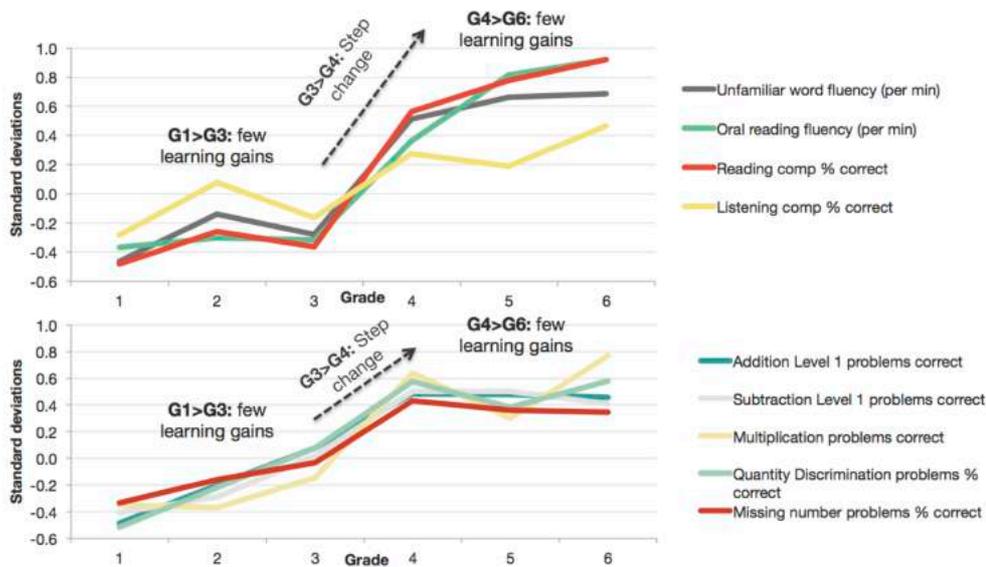
5 years
average gap between actual age and expected-age-for-grade among Rising PSL 1st-6th graders

-3%
of reading comp or quantity discrimination questions correct for each year above expected-age-for-grade*

4.2 Learning trajectories were extremely flat

Looking at how scores varied by grade, we could see that learning trajectories were extremely flat: students had historically gained little from one grade to the next. The one puzzle was a jump in scores from Grade 3 to Grade 4. Since this was then followed by a further plateau in achievement from Grade 4 to Grade 6, it seemed unlikely that this reflected true learning gains.⁴

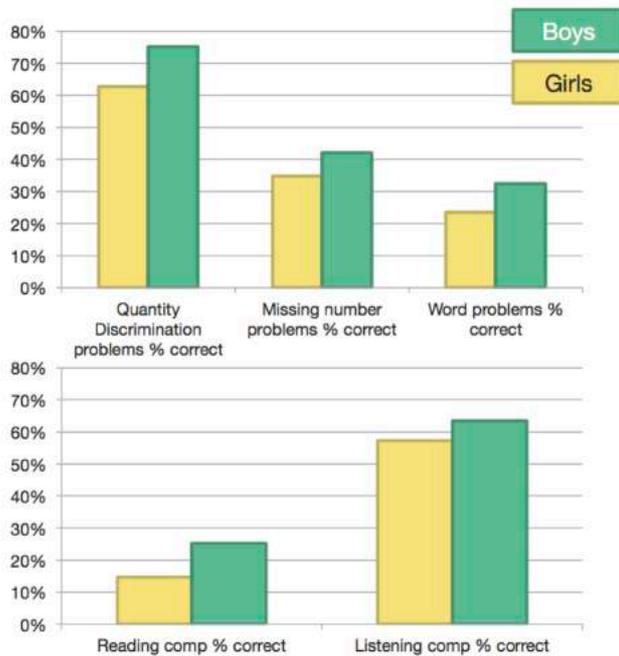
⁴ One possibility is that this reflects differential drop-out rates. There is significant drop-out between Grade 3 and Grade 4. If weaker students are more likely to drop out than stronger students, then average achievement could seem to increase without real gains having been made.



Note: These are reported as proportions of a standard deviation to enable comparison across dimensions measured in different units.

4.3 Girls lagged behind boys

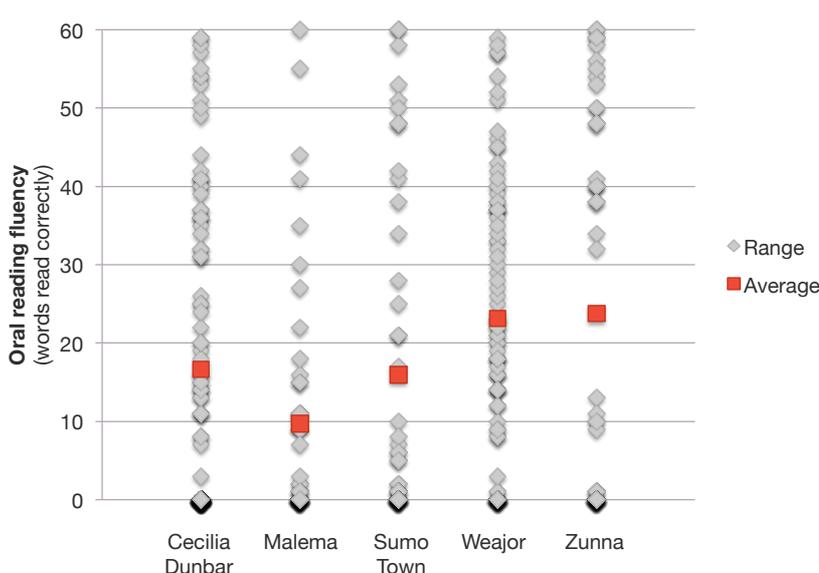
There were statistically significant differences between boys and girls on almost every measure at baseline. On average, we estimated a 10% achievement gap between girls and boys across the EGRA and EGMA subtasks.



-10%
Average gender gap between girls' and boys' achievement on EGRA and EGMA subtasks, controlling for other factors.*

4.4 Little variation across schools

While there were some differences in average levels of achievement across our schools at baseline, the vast majority of the variation was explained by differences among students in the same school.



~97%
of variation reflects differences among students in same school.*

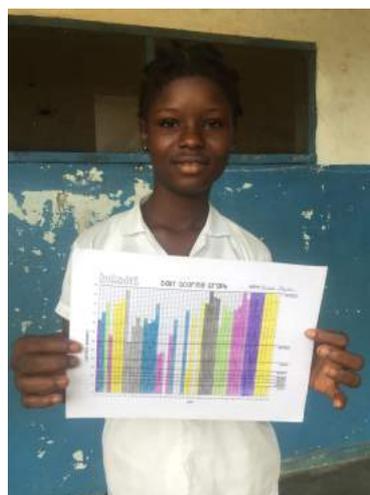
~3%
of variation reflects differences between schools.*

* Note: Based on ANOVA for various sub-tasks. Range for all sub-tasks 94%-99%.

5. Using data to inform action

How did we make use of this rich baseline data? One important way was to help us identify the students that required extra, intensive literacy support. Drawing on an approach developed in partnership with R4D in our Sierra Leone schools, this includes a reading club led by our Master Teachers in lieu of some of their regular, non-core subjects.

The data also informed our approach to numeracy, highlighting the need to build students' confidence and fluency in basic number operations like addition, subtraction and subitizing. We partnered with mathematics specialist Bruno Reddy to create Numbotz, a numeracy intervention developed specifically for PSL combining carefully sequenced daily practice of basic number operations with competitive, 'game-ified' elements to make it fun for students to track their progress over time.



6. Progress over time

As noted, we have conducted three follow-up assessments using a sub-set of the EGRA and EGMA tasks approximately every 6-8 weeks; a final round is being completed using the full instruments at the end of the academic year.

These follow-ups have given us a reasonably consistent picture of the progress students are making since they have been exposed to our model of teaching and

learning. The core trends have been as follows:

- Students have made significant gains on every measure
- Girls have improved faster than boys on almost every measure
- The most struggling students have made the largest gains
- Younger students improved faster than older students
- Gains are shared across all five schools

6.1 Students have made significant gains on every measure

Students have made statistically significant and practically important gains on every EGRA and EGMA sub-task. So far, and there is a final round of assessment still to come this year, students have improved by an average of 0.75 standard deviations on the literacy tasks and 0.95 standard deviations on the numeracy tasks. Because we do not have a control group to benchmark against, these are of course effects relative to baseline rather than to a control group, but they are large.

To illustrate, at baseline being able to read 19 familiar words correctly was enough to place a student at the 50th percentile of all students on that literacy task; by the time of our most recent follow-up in May, the median student was scoring 39 and a score of 19 would actually have placed in the bottom 20% of students.

	T1 (September 2016)	T4 (May 2017)	Difference (T1 to T4)	Effect size (d) relative to baseline ¹
Reading				
Familiar word decoding (# correct)	22.2	35.5	+13.2	0.90
Unfamiliar word decoding (# correct)	6.0	11.4	+5.3	0.39
Passage reading fluency (# correct/60)	19.2	36.0	+16.8	0.82
Reading comprehension (% correct)	22%	55%	+33%	0.89
<i>Average effect size relative to baseline (in proportions of a standard deviation)</i>				0.75
Math				
Level 1 addition	6.3	8.7	+2.4	0.84
Level 2 addition	3.2	5.6	+2.3	0.91
Level 1 subtraction	4.4	7.4	+2.8	0.93
Level 2 subtraction	1.2	5.5	+4.3	1.50
Multiplication	1.2	2.0	+0.8	0.60
<i>Average effect size relative to baseline (in proportions of a standard deviation)</i>				0.95

¹ Effect sizes can be interpreted as proportions of a standard deviation. In this case, the effect is relative to baseline.

6.2 Girls have improved faster than boys

Girls have improved faster than boys on 3 of the 4 literacy tasks and 4 of the 5 numeracy tasks, narrowing the gaps we observed at baseline and for several sub-tasks rendering those differences no longer statistically significant.

	T1 (September 2016)			T4 (May 2017)			Change for boys	Change for girls
	Boys	Girls	Gap	Boys	Girls	Gap		
Reading								
Familiar word decoding (# correct)	24.8	19.2	5.6	36.0	32.5	3.4	+11.8	+14.8
Unfamiliar word decoding (# correct)	7.9	3.4	4.5	14.6	7.1	7.5	+6.4	+4.2
Passage reading fluency (# correct/60)	22.4	15.2	7.2	37.8	32.1	5.6	+16.0	+17.9
Reading comprehension (% correct)	27%	16%	11%	58%	50%	8.5%	+30%	+36%
Math								
Level 1 addition	6.8	5.7	1.2	9.1	8.4	0.7	+2.2	+2.6
Level 2 addition	3.8	2.6	1.1	5.8	5.4	0.4	+1.9	+2.7
Level 1 subtraction	5.0	3.8	1.2	7.6	7.1	0.5	+2.5	+3.2
Level 2 subtraction	1.5	0.8	0.7	5.4	5.7	-0.3	+3.8	+4.9
Multiplication	1.4	1.0	0.4	2.2	1.6	0.6	+0.9	+0.7

6.3 The most struggling students have made the largest gains

A core belief at Rising is that "however well we do, we always strive to do better." We believe in the potential of every student to learn, no matter their starting point. It's therefore important for us to see how students at different ability levels are developing, and particularly to look at how well we are supporting students at the lowest achievement levels to progress.

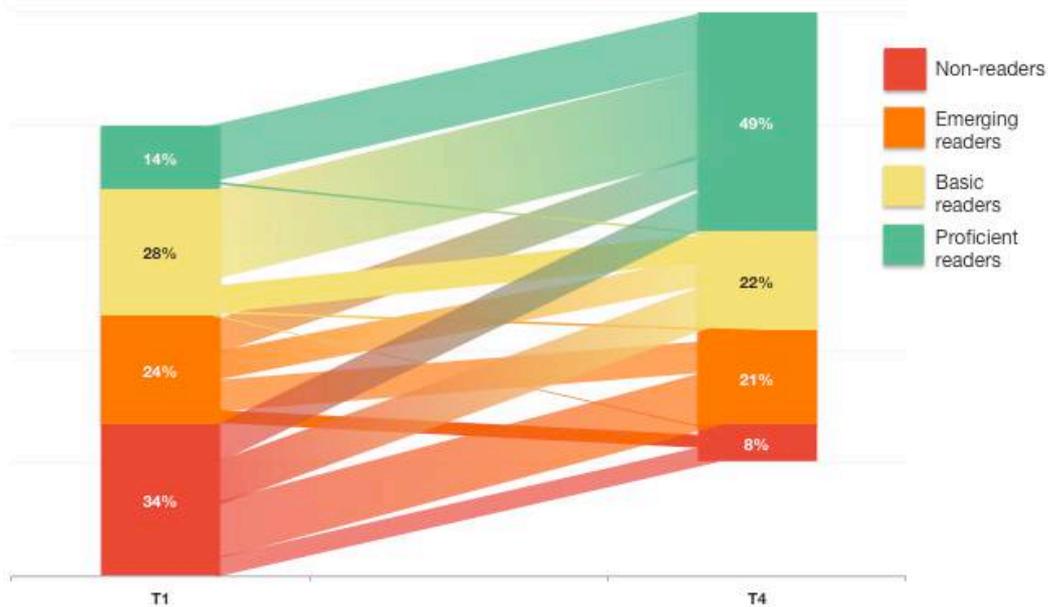
Using an approach outlined by RTI International,⁵ who devised the EGRA/EGMA assessments, we used a couple of the higher-order EGRA tasks to group students into four literacy categories: non-readers, emerging readers, basic readers, and proficient readers. (Note: these categories are for internal use only; they aren't categories that we use with students themselves).

One of the things we have been watching closely is to what extent students, and particularly the lowest achieving students, have been moving up from one category to the next.

The data have been encouraging in this regard. At baseline, 34% were in the lowest "non-reader" category for oral passage reading, unable to read a single word of a passage correctly. At the most recent follow-up, the percentage in the non-reader category had dropped to 8%.

⁵ See http://www.urcchs.com/sites/default/files/Setting%20Benchmarks%20for%20Early%20Grade%20Reading_10-1-2015.pdf

Proportion of students in different ability level categories in oral passage reading at T1 and T4,¹ and decomposition of movement between those categories



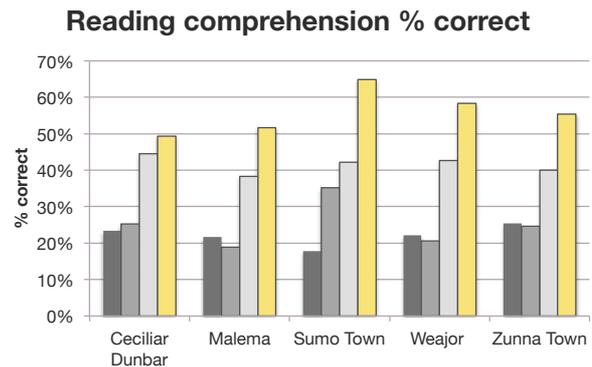
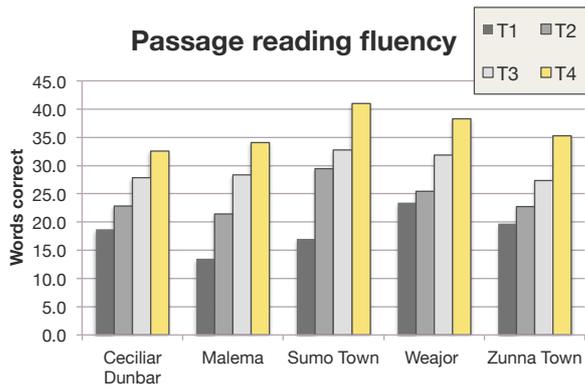
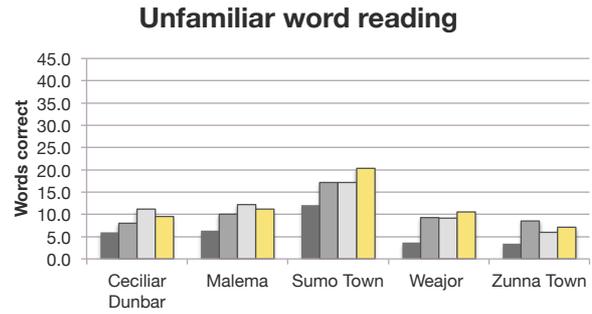
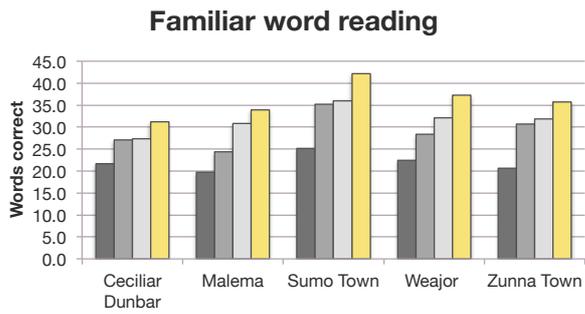
¹ Categories proposed by RTI. Non-readers = 0 wpm. Emerging readers = 1-19 wpm; Basic readers = 20-44 wpm; Proficient readers = 45+ wpm

6.4 Students in lower grades improved faster than students in upper grades

Students at every grade level have made progress. However, the *relative* rate of progress for students in lower grades has been significantly higher than for students in upper grades. For example, on the oral passage reading task, students in upper and lower primary made approximately the same amount of progress (~16-17 additional words read correctly). But this is equivalent to 1.1 standard deviations for the lower primary sample and 0.75 standard deviations for the upper primary sample. This is because students in the lower grades were starting from a lower base, so their progress was proportionately greater.

6.5 Gains have been consistent across the five schools

As noted above, our schools started at approximately similar levels. What has been encouraging has been to see that the gains made since then have also been shared. In other words, it is not the case that the progress we have seen is simply down to one or two good schools; progress has been consistent across all five.

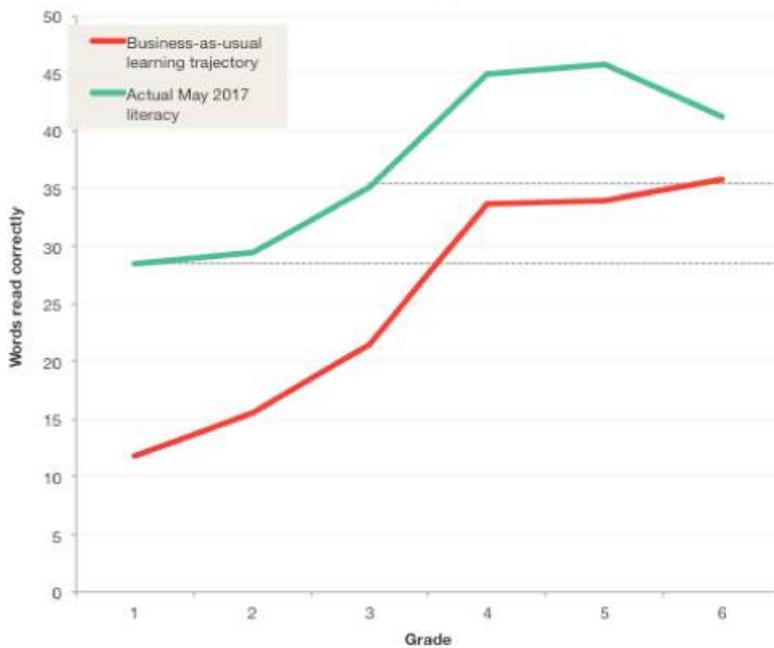


7. Making sense of the gains: “business-as-usual” trajectories

How should we interpret the magnitude of these gains? As noted above, we do not have a control or comparison group to give us a reliable estimate of how our students’ learning would have evolved absent our intervention. But do have one plausible counterfactual: we can infer something about what business-as-usual would have looked like for our students by looking at how students in the grades above them performed at baseline. For example, if we want to know what impact another year of school would normally have had on the average 2nd grader (that is, in a world in which their school had not been allocated to Rising under PSL), we can look at the level students in the 3rd grade were at in September. While far from perfect, this a reasonable estimate of how much learning an extra year of schooling typically produced before we arrived.

When we compare these business-as-usual learning trajectories with what has actually happened to students’ learning since Rising took over, the results are stark. The average Rising student today demonstrates higher literacy and numeracy skills than students a full two grades above them were able to demonstrate in September. In the familiar word reading sub-task, for example, the average first grade student now scores *above* the level that the average third grade student did back in September, while that average third grade student now scores at the same level as the average sixth grade student in September.

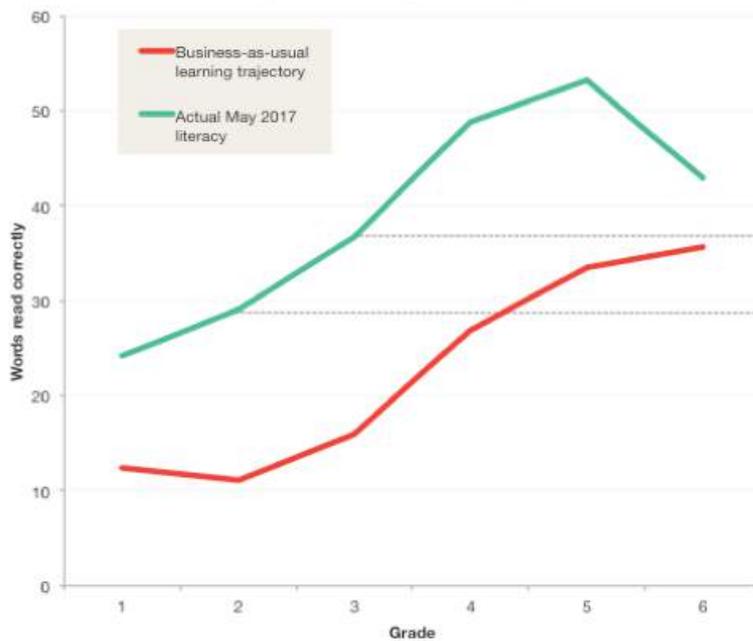
Familiar Word Reading Task in EGRA



Average 3rd grade student now performing at the same level as the average 6th grade student in September

Average 1st grade student now performing above the level of the average 3rd grade student in September

Oral Passage Reading Fluency in EGRA



Average 3rd grade student now performing above the level of the average 6th grade student in September

Average 2nd grade student now performing above the level of the average 4th grade student in September

8. Conclusion

For outsiders interested in understanding the impact that Rising in particular or PSL as a whole has had on student learning, there is no substitute for rigorous, independent impact evaluation. But as the organization responsible for actually running our schools, understanding the progress our students are making in real time is essential.

The progress that students have made this year relative to what their likely “business-as-usual” trajectory would have been is exciting, with the average student making more than two grades’ worth of progress in less than a year.

But what is most helpful about these data is not what they tell us about this year but how they can help inform our model and approach in future years. In this interim progress report, we have sought to show how we have been using data on student learning in Year 1 to improve and refine what we do. This includes giving us a more fine-grained understanding not just of the low baseline from which most students are starting but also of how much progress is possible even within a single academic year. We can use that to establish benchmarks and set high expectations when we start working with new schools – something we are really excited to be doing in the second year of this ambitious and bold initiative.

Annex: IDELA

This progress report has focused on students in Grades 1 to 6 who we have assessed regularly using EGRA and EGMA. But a large proportion of our students are at the pre-primary level. We have been looking for a similarly simple, highly regarded instrument for tracking the progress of our youngest students and monitoring our early childhood education interventions.

To that end, we recently assessed a sample of 90 age-appropriate kindergarten and ABC students using IDELA, a framework developed by Save the Children for assessing early years' development. IDELA - which stands for International Development Early Learning Assessment – looks at a number of domains:

- Gross and Fine Motor Skills
- Socio-Emotional Development
- Emergent Literacy and Language
- Emergent Numeracy
- Executive Function
- Approaches to Learning

IDELA was developed by Save the Children and has been extensively tested and validated.⁶ To our knowledge, this is the first time it has been used in Liberia.

IDELA domains and items

Gross and Fine Motor Skills Copying a shape Drawing a person Folding paper Hopping on one foot	Socio-Emotional Development Self-awareness Reported # of friends Emotional awareness Empathy/perspective-taking Solving conflict
Emergent Literacy Expressive vocabulary Print awareness Letter identification First letter sounds Emergent writing Listening comprehension	Emergent Numeracy Comparison by size/length Sorting and classification Shape identification Number identification One-to-one correspondence Addition/subtraction Puzzle completion
Executive Function Short term memory Inhibitory control	Approaches to Learning Persistence Motivation/engagement

1. Reporting the results

The maximum score available on each IDELA item varies depending on the particular task. Rather than report these raw scores, we therefore follow Save the

⁶ Only the first 4 core domains have been fully vetted and validated.

Children’s approach of reporting “item percent scores”.⁷ These can be interpreted as the percentage of the components of a given item that a child performed correctly. For example, a child correctly placing 3 of the 4 puzzle pieces during the ‘Puzzle Completion’ item would score 75%. We then average these scores across all children and report these averages.

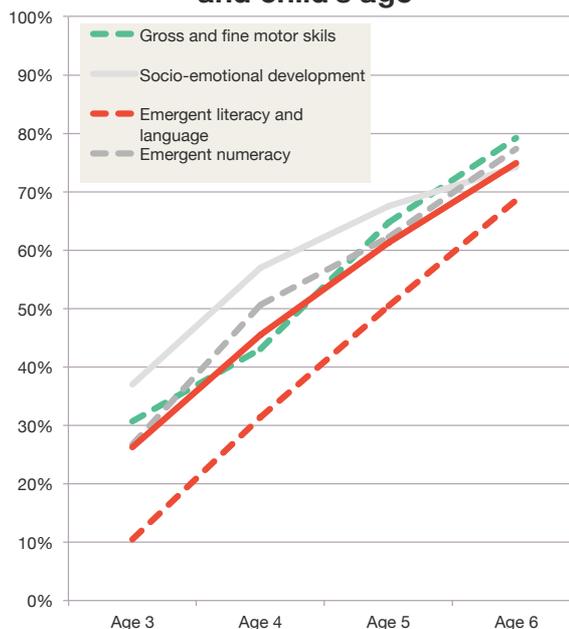
2. Age and development

Our first core finding is that age and development are strongly correlated. Correlations range from 0.40 for Socio-Emotional Development to 0.63 for Numeracy. On average, a child’s score on a given item was 12-19% higher than for a child one year younger.

To some extent this is exactly what we should expect. However, it is notably *different* to what we found with EGRA and EGMA, where learning profiles were extremely flat and growth from one year to the next was much less pronounced.

The correlation between age and development also seems to be stronger in our sample than in other studies using IDELA.⁸

Average item % score by domain and child’s age



3. Gender and development

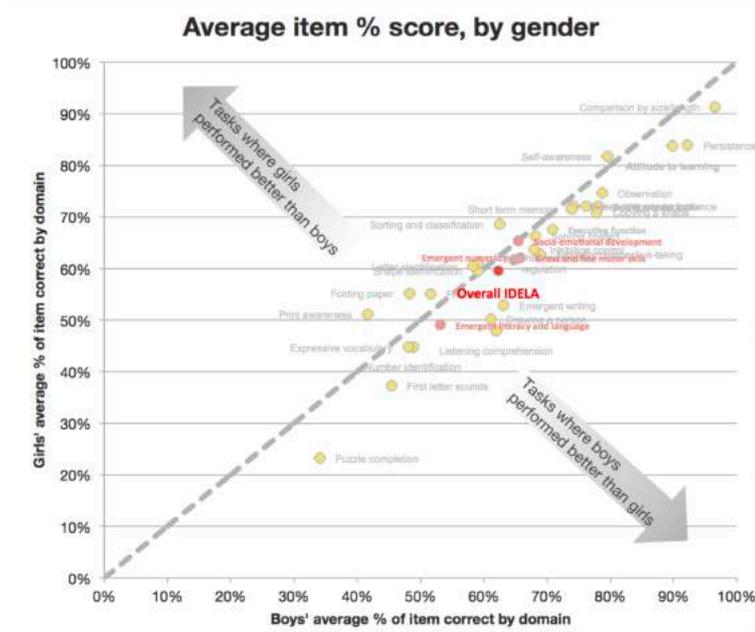
Gender differences were generally small and not statistically significant. This is surprising because gender gaps *are* evident in EGRA and EGMA. It may just be that our sample is too small to estimate these gaps precisely. It is also possible that the way items are weighted is making the gaps look smaller than they are. Finally it is possible that gender gaps would be larger if this were a true a baseline, rather than an assessment conducted after we have already been active in the school for some time, and therefore may have had the same impact on narrowing gender gaps that we have had among older students.

Whatever the explanation, this is an area we will continue to look at closely next year when we assess a larger sample of students using IDELA.

⁷ E.g.

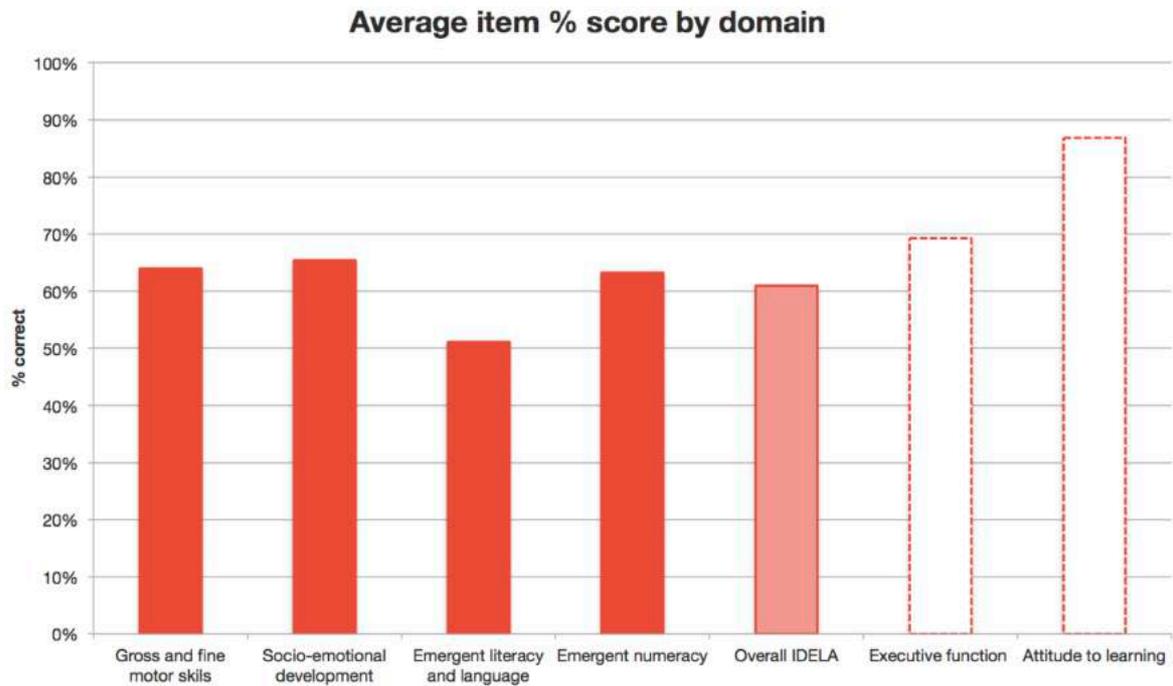
https://resourcecentre.savethechildren.net/sites/default/files/documents/first_read_rwanda_ngororero_endline_2016.pdf

⁸ http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/IDELA%20TECHNICAL%20WORKING%20PAPER_V4.PDF



4. Detailed scores

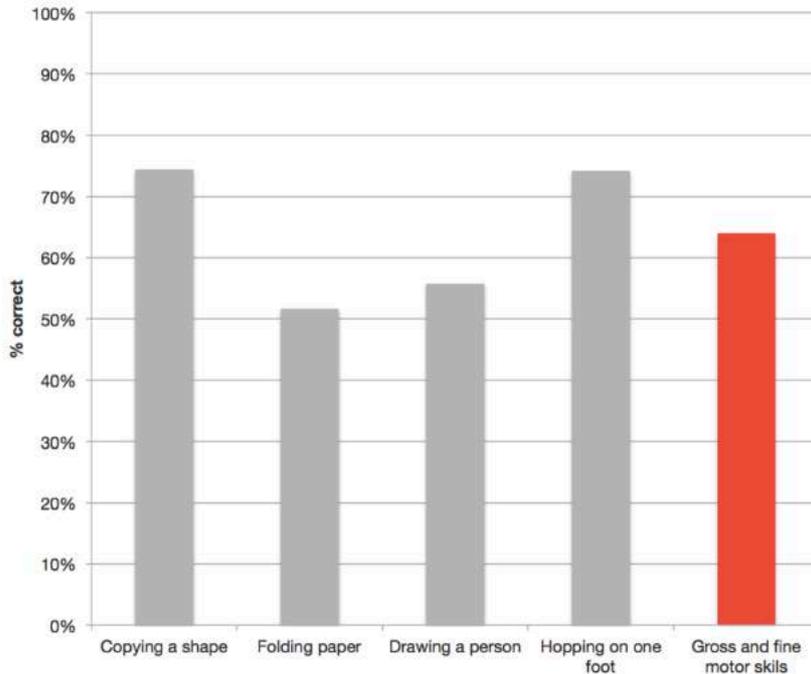
Overall scores by domain



¹ Only the 4 core domains that have been fully validated contribute to the Overall IDELA % score.

Detailed scores: Gross and Fine Motor Skills

Average item % score by domain



Deep dive

Folding paper

On average, children could correctly follow 2 of the 4 steps involved in the folding activity.

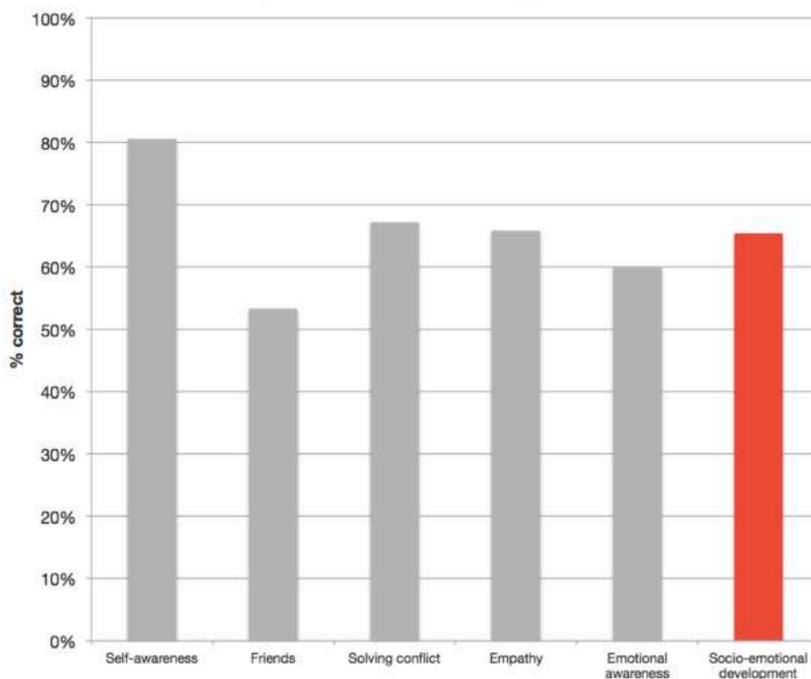
Deep dive

Drawing a person

Scored using a 0-8 scale, with more points available for including more features of the human body or face, the average child's drawing scored ~4.

Detailed scores: Socio-Emotional Development

Average item % score by domain



Deep dive

Self-awareness

On average, children knew 5 of the 6 following facts about themselves: their name, age, gender, the name of a caregiver, their village and their country. Only 25% knew all 6.

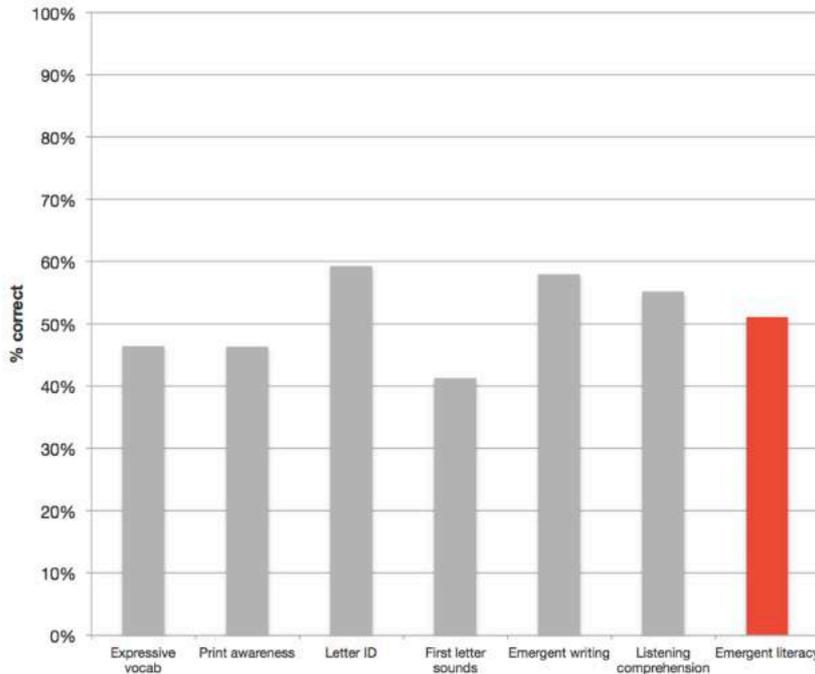
Deep dive

Friends

On average, children could name ~5 friends they like to play with. The number of friends a child named increased significantly with age.

Detailed scores: Emerging Literacy and Language

Average item % score by domain



Deep dive

Expressive vocabulary

Children were asked to list: a) as many foods that might be found at the market and b) as many animals as they could think of. On average, they could think of under ~10 items/animals in total.

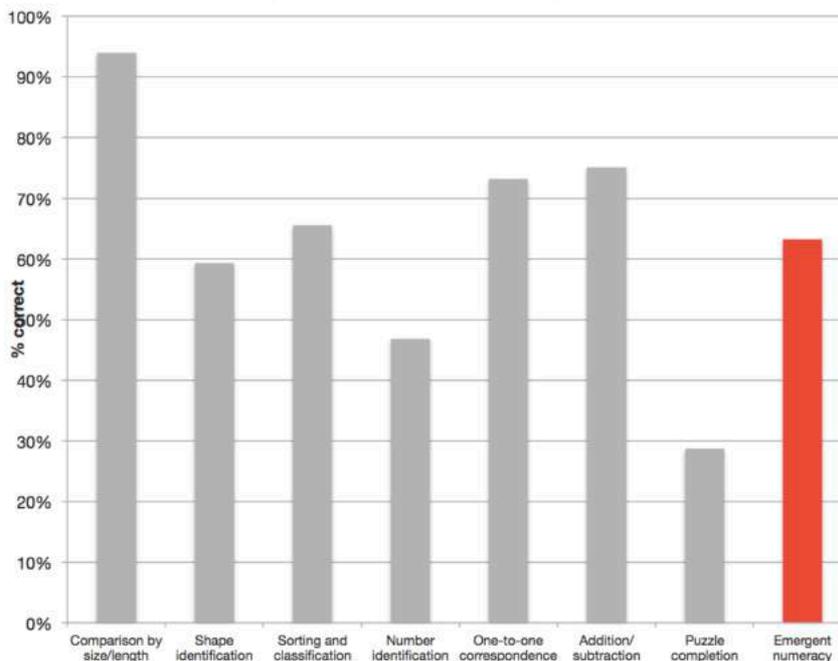
Deep dive

Letter identification

Shown a set of 20 letters, on average children could correctly identify ~12 of them.

Detailed scores: Emerging Numeracy

Average item % score by domain



Deep dive

Addition & subtraction

Children were given three problems that required them to solve $3+2$, $2+2$ and $3-1$. 64% of children could answer all three correctly; 16% of children couldn't answer any correctly.

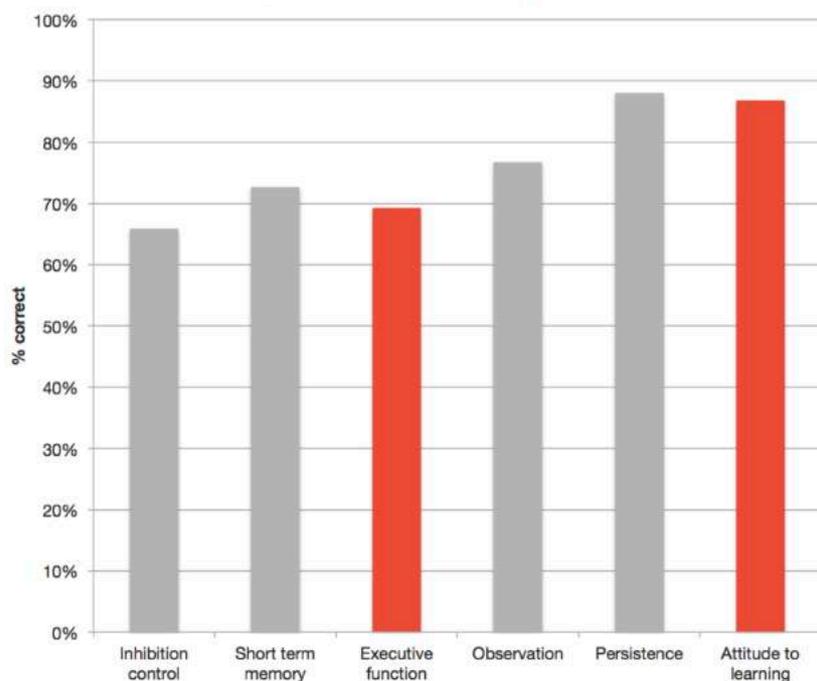
Deep dive

Number identification

Shown the counting numbers from 1 to 20 (but out of sequence), children could correctly identify less than half of them.

Detailed scores: Executive Function and Approaches to Learning

Average item % score by domain



Deep dive

Short-term memory

Children had to repeat back a set of between 2 and 5 numbers read to them by the assessor. 50% of children repeated the numbers correctly for all 4 sets; 18% didn't manage to do so for any.

Deep dive

Inhibition control

The assessor instructed children that when he said "touch your toes" they were to touch their head, and vice versa. 50% were able to comply every time.