



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

English Home Language

EARLY GRADE READING ASSESSMENT (EGRA)



EGRA Toolkit

Department of Basic Education
Pretoria

How to use of the Early Grade Reading Assessment (EGRA) Toolkit

- The EGRA is a **diagnostic reading assessment** that is used to assess each individual learner's reading proficiency level. It is an **oral assessment** which is used to monitor and track each individual learner's level of proficiency in these 4 core reading components:



Each learner must be assessed orally for **1 minute only on each component**.

2. The EGRA Toolkit is made up of the:



- The **Teacher Guide** is user friendly and gives step by step guidance and how to use the Learner Assessment Charts. It also includes the exemplar Learner Progression recording sheets which the teacher must photocopy.

- Learner Assessment Charts:** In the pack there are 2 sets of charts for each of the Assessments.



- The **EGRA Toolkit** is for the teacher's use only. The Assessment Charts will be used by the teacher to assess each learner's reading proficiency levels in Letter Sounds, Word Reading, Passage Reading and Comprehension

Reminder: The Assessment Charts should not be displayed in the Classroom nor should learners be given photocopies to drill and practice.

- The EGRA should be an **unseen assessment** and the teacher should ensure that the integrity of the Assessment is not comprised in any way.

- The Toolkit has been packaged for long lasting purposes and should be kept safely as teachers will be using it from year to year. This means that the school will be implementing the EGRA year after year in Grades 1 to 3.

8. When will you do the EGRA Assessment in Home Language:

- In **Grade 1** the EGRA should be done in Term 2: Assessment 1 and by Term 4: Assessment 2 should be done.
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Please note:

- 9.1 In large classes in Grades 2 and 3 with more than 40 learners the EGRA in Home Language and EFAL should be done with a sample of 30-35 learners in each term;

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English First Additional Language

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Afrikaans

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IsiXhosa

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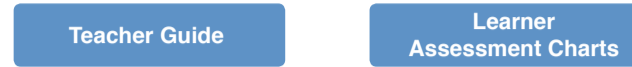
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- In Grade 2 the EGRA should be done by the end of Term 2: Assessment 1; Term 4: Assessment 2 ;
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Please note:

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**EARLY GRADE
READING ASSESSMENT
(EGRA)**



EGRA Toolkit

**Department of Basic Education
Pretoria**

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READING ASSESSMENT
(EGRA)**



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EARLY GRADE READING ASSESSMENT (EGRA)



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- EGRA scores should be used to give each learner **readers that are aligned to his/her reading levels** (emergent, beginner, developmental, fluent, and independent).
- EGRA scores should also enable the teacher to plan **differentiated reading lessons** to cater for the different reading ability levels.
- EGRA scores should also enable the teacher to determine oral reading fluency levels (reading norms) for Top, Middle and struggling readers in her class.

You are encouraged to implement the EGRA accordingly and provide feedback to your Foundation Phase district official. Should you need further support contact your Foundation Phase district official or Provincial Foundation Phase Office.



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Siswati

**EARLY GRADE
READING ASSESSMENT
(EGRA)**



EGRA Toolkit

**Department of Basic Education
Pretoria**

How to use of the Early Grade Reading Assessment (EGRA) Toolkit

- The EGRA is a **diagnostic reading assessment** that is used to assess each individual learner's reading proficiency level. It is an **oral assessment** which is used to monitor and track each individual learner's level of proficiency in these 4 core reading components:



Each learner must be assessed orally for **1 minute only on each component**.

2. The EGRA Toolkit is made up of the:



- The **Teacher Guide** is user friendly and gives step by step guidance and how to use the Learner Assessment Charts. It also includes the exemplar Learner Progression recording sheets which the teacher must photocopy.

- Learner Assessment Charts:** In the pack there are 2 sets of charts for each of the Assessments.



- The **EGRA Toolkit** is for the teacher's use only. The Assessment Charts will be used by the teacher to assess each learner's reading proficiency levels in Letter Sounds, Word Reading, Passage Reading and Comprehension

Reminder: The Assessment Charts should not be displayed in the Classroom nor should learners be given photocopies to drill and practice.

- The EGRA should be an **unseen assessment** and the teacher should ensure that the integrity of the Assessment is not comprised in any way.

- The Toolkit has been packaged for long lasting purposes and should be kept safely as teachers will be using it from year to year. This means that the school will be implementing the EGRA year after year in Grades 1 to 3.

8. When will you do the EGRA Assessment in Home Language:

- In **Grade 1** the EGRA should be done in Term 2: Assessment 1 and by Term 4: Assessment 2 should be done.
- In **Grade 2** the EGRA should be done in Term 1: Assessment 1; Term 3: Assessment 2 and Term 4: Assessment 3.
- In **Grade 3** the EGRA will be done in Term 1: Assessment 1; Term 3: Assessment 2 and Term 3: Assessment 3.

- When will you do the EGRA Assessment in English First Additional Language (EFAL):

- In Grade 2 the EGRA should be done by the end of Term 2: Assessment 1; Term 4: Assessment 2 ;
- In Grade 3 the EGRA will be done by the end of Term 1: Assessment 1; Term 2: Assessment 2 and Term 4: Assessment 3.

Please note:

- 9.1 In large classes in Grades 2 and 3 with more than 40 learners the EGRA in Home Language and EFAL should be done with a sample of 30-35 learners in each term;

- 9.2 The EGRA should be done during the reading lessons and before and after school if possible. At least 6-8 learners should be assessed (one learner at time) whilst the rest of the group and the class are engaged in purposeful activities on their own. Hence, in a class of 40, the EGRA will be conducted over a week. Each learner's scores must be recorded in the Progression sheet and the teacher should make notes on the number of errors made by the learner.

10. What will the learner be assessed on in:

| Home Language in Grades 1,2 and 3 | English First Additional Language (EFAL) in Grades 2 and 3 only |
|--|---|
| Assessment 1 | Assessment 1 |
| • Letter Sound Recognition (40 sounds) orally 1 minute only | • Letter Sound Recognition (40 sounds) orally 1 minute only |
| • Word Recognition (80 words) orally 1 minute only | • Word Recognition (80 words) orally 1 minute only |
| • Passage Reading & Comprehension orally 1 minute only | • Passage Reading & Comprehension orally 1 minute only |
| Assessment 2 | Assessment 2 |
| • Letter Sound Recognition (60 sounds) orally 1 minute only | • Letter Sound Recognition (60 sounds) orally 1 minute only |
| • Word Recognition (80 words) orally 1 minute only | • Word Recognition (80 words) orally 1 minute only |
| • Passage Reading & Comprehension orally 1 minute only | • Passage Reading & Comprehension orally 1 minute only |
| Assessment 3 | Assessment 3 |
| • Letter Sound Recognition (100 sounds) orally 1 minute only | • Letter Sound Recognition (100 sounds) orally 1 minute only |
| • Word Recognition (80 words) orally 1 minute only | • Word Recognition (80 words) orally 1 minute only |
| • Passage Reading & Comprehension orally 1 minute only | • Passage Reading & Comprehension orally 1 minute only |

Each learner must be assessed on all components in **1 session** which should take no longer than **5-6 minutes** per learner (including recording of scores). If slower learners cannot read the passage the teacher should read the passage for the learner and assess the learner on comprehension only. If the learner has achieved the given benchmark for a component, he/she should not be reassessed on this component. For the passage reading component the learner should be allowed to read the whole passage in order to respond to the comprehension questions. The teacher should record the time taken by those learners who took more than a minute to read the whole passage.

How to use the EGRA data purposefully

- EGRA should be recorded as an **Oral reading Assessment Activity**.
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