EARLY GRADE READING ASSESSMENT (EGRA) AND EARLY GRADE MATH ASSESSMENT (EGMA) NATIONAL SURVEY IN UZBEKISTAN

The Republic of Uzbekistan's Ministry of Public Education (MPE) is embarking on a complete reform of the education sector. The MPE, which has responsibility for primary and general secondary education, has requested the assistance of the U.S. Agency for International Development (USAID) to support and advise those reform efforts. To support the MPE's efforts toward a more effective and transparent basic education system, USAID is providing a national reading and mathematics survey using the Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA). Collaborative technical assistance to the MPE throughout the survey process will strengthen the capacities of the MPE in instrument development, sample design, survey administration, and data management and use.

ABOUT THE ASSESSMENTS

The EGRA and EGMA were identified to assist the MPE in obtaining more relevant data on student outcomes and measure competency levels in core skill areas. The EGRA and EGMA are:

- Simple, efficient assessments that evaluate foundational reading and math skills;
- Individually and orally administered;
- Sample-based "system diagnostic" measures; and
- Able to provide data on student performance to inform governments and other stakeholders about system needs for improving instruction.

These assessments will help the MPE gain experience in competency-based evaluation and will do so in a way that generates information early enough in students' education to identify and more easily redress learning gaps that may exist.

The *EGRA Toolkit, Second Edition* and the *EGMA Toolkit* provide more information on these assessments and their use and are available online.

NATIONAL SURVEY ADAPTATION AND DESIGN

The national survey aims to sample and assesses over11,000 Grade 2 and Grade 4 students across Uzbekistan. Reading performance will be measured for all languages of instruction based on students' first language (Uzbek, Russian, Karakalpak, Kazakh, Tajik, Kyrgyz, or Turkmen). In addition, students can be assessed in Uzbek as a second language, as well as in English. The sample includes 50 schools per region for all regions such that results can be disaggregated by region and urbanicity.

The instruments to be used for this survey were adapted collaboratively with the MPE during an in-country adaptation workshop in October 2019. The instrument subtasks were aligned with expected grade-level competencies. In November twenty-one MPE staff and Methodists were trained on EGRA/EGMA survey administration. Following the training, teams deployed to administer the survey in 70 pilot schools in 6 provinces. The Pilot Study Report was submitted January 2020 and outlined recommendations to improve the instruments and training in preparation for the National Survey.

The Grade 2 and Grade 4 EGRA, and the Grade 2 EGMA instruments are designed to be administered as oral, individual assessments. The Grade 4 EGMA is designed as a written assessment allowing students to complete the assessment at their own pace. The tables below provide an overview of EGRA and EGMA subtasks by grade.

Overview of EGRA/EGMA Subtasks by Grade

Language	Grade 2 EGRA	Grade 4 EGRA
Assessed in their 1st Language (L1)	-Letters -Nonwords -Oral Reading with Comprehension	-Nonwords -Oral Reading with Comprehension -Silent Reading with Comprehension
Assessed in their 2nd language (L2 Uzbek)	-Nonwords -Oral Reading with Comprehension	-Oral Reading with Comprehension -Silent Reading with Comprehension
Assessed in English	n/a	-Oral Reading with Comprehension -Vocabulary
Language	**Grade 2 EGMA**	**Grade 4 Math**
Instructions given in language of instruction	-Quantity Discrimination -Missing Number -Addition/Subtraction -Word Problems -Relational Reasoning -Spatial Structuring 2D/3D	-Numbers and Expressions -Fractions -Geometry -Measurement -Statistics

NEXT STEPS

The global pandemic has affected the timeline for the National Survey, which was originally scheduled for May 2020. The outbreak of COVID-19 and the uncertainty of school operations has forced postponement of the survey to the following school year (SY 2020-21). If learners are assessed in the fall, at the beginning of the school term, Grade 3 and Grade 5 learners will be assessed in place of learners at the end of Grade 2 and 4. We continue to engage MPE staff with survey planning and implementation as central ministry, regional and district level staff will serve as assessors for the field data collection. RTI EGRA and EGMA experts will travel to Uzbekistan to support supervisor and assessor trainings prior to the start of data collection planned for Fall 2020. A National Policy Dialogue and Dissemination event is planned to follow the National Survey report.