Teacher Benchmarks Usage Pilot

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Teacher Knowledge of Learning Levels

- Some evidence from other studies that on average, teachers do not know the learning levels of their learners

- **Some Questions:**

  1. Do we arrive at a similar finding?

  2. To what extent do teachers not know?

  3. Why?

  4. What can we do to bridge the knowledge gap?

Why do Teachers not know the Learning Levels of their learners?

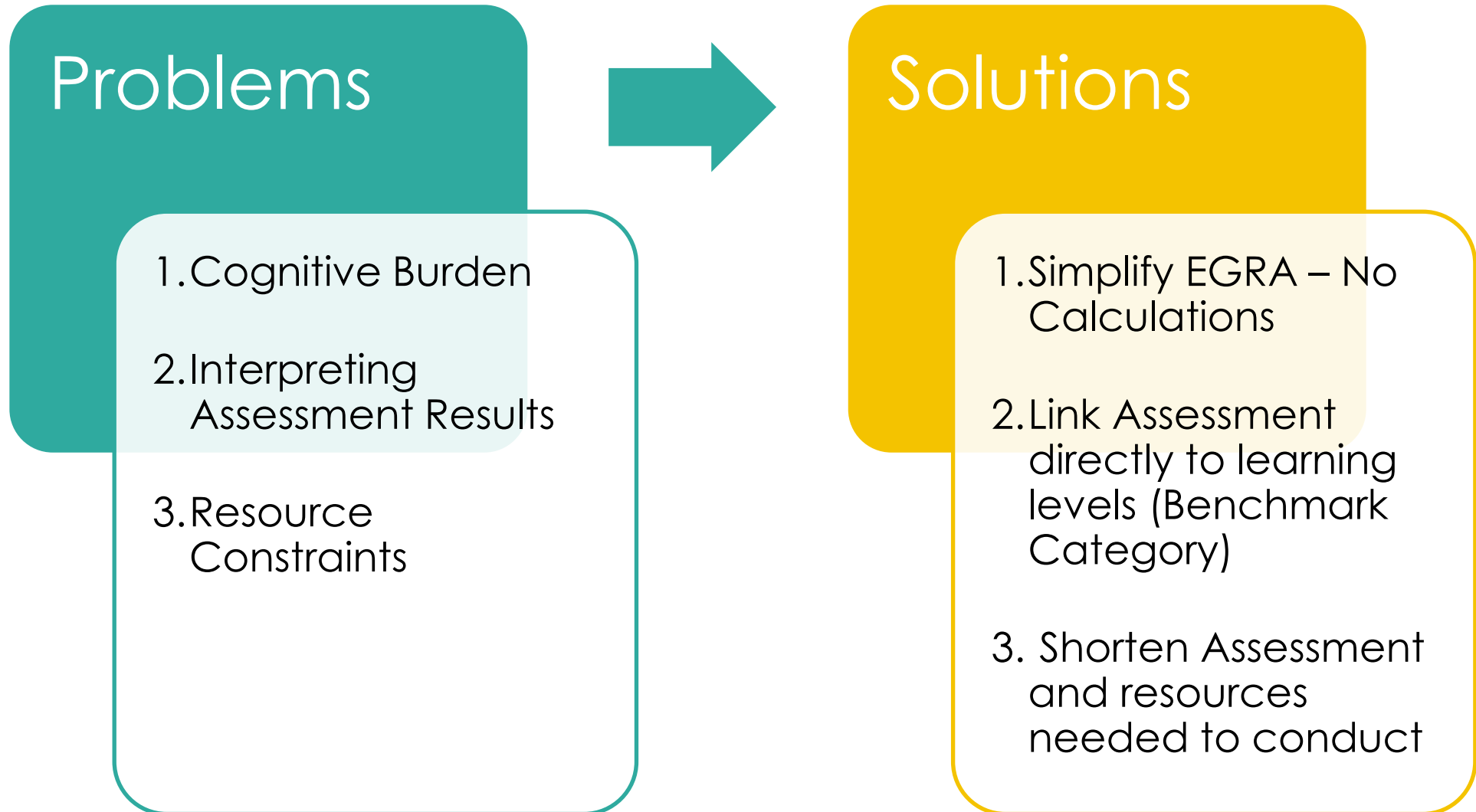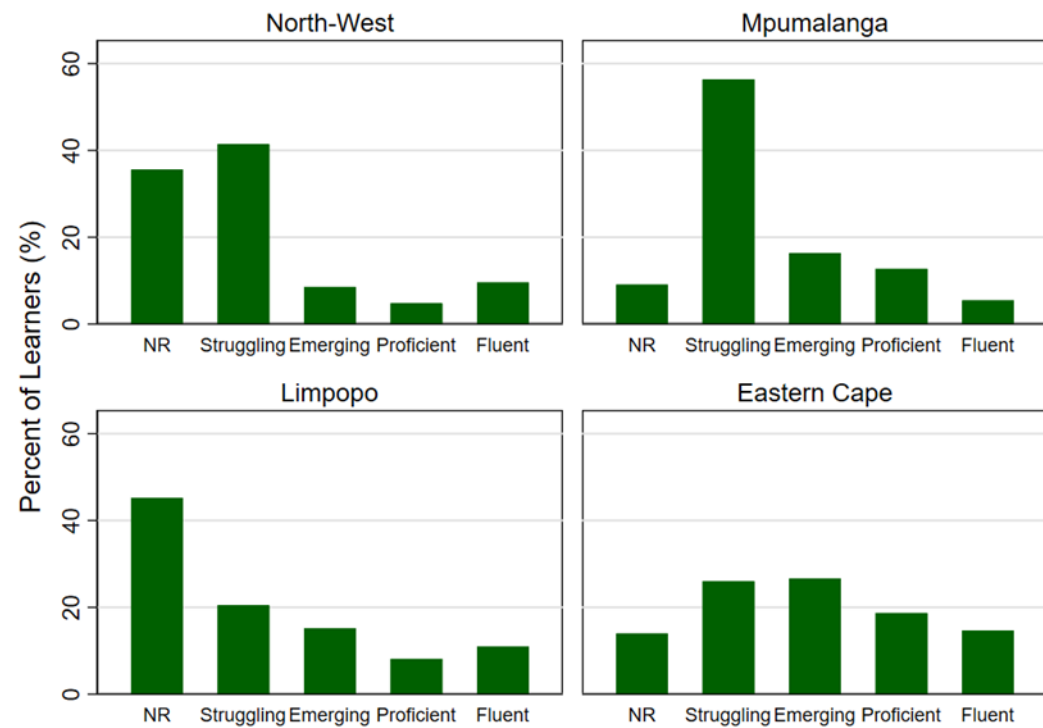Shortcomings of Existing Assessment Practice
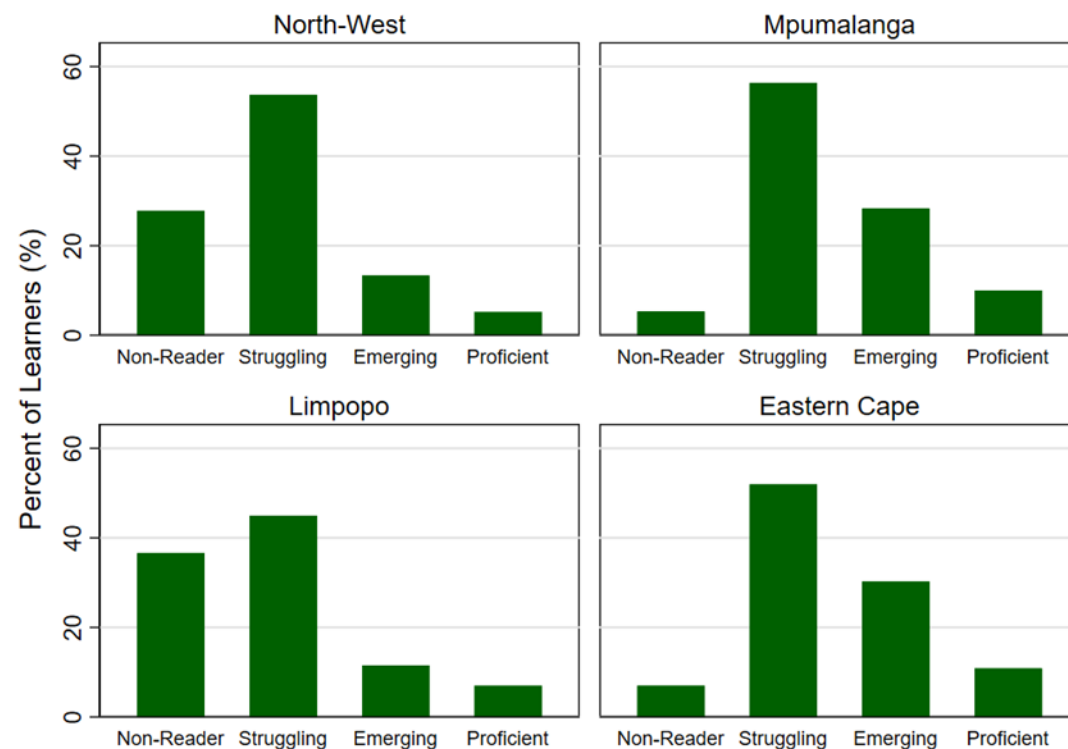
Cognitive Burden
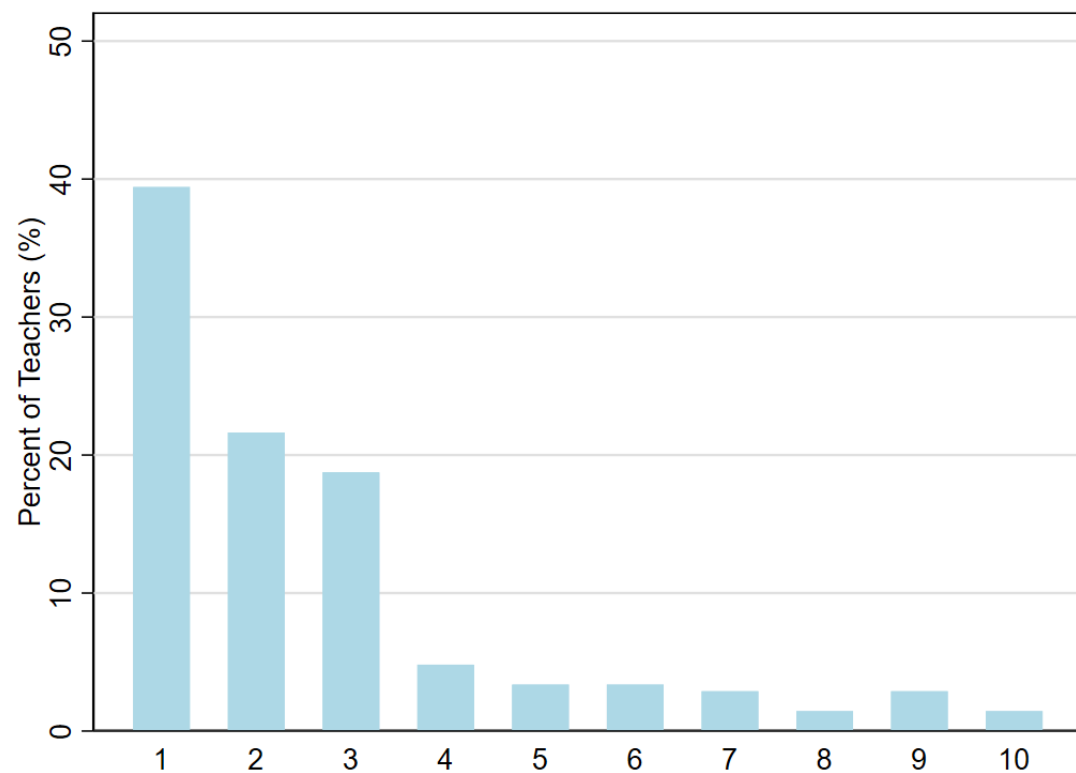
Resource Constraints

Mapping Gaps to Solutions

Problems → **Solutions**

Problems

1. Cognitive Burden

2. Interpreting Assessment Results

3. Resource Constraints

Solutions

1. Simplify EGRA – No Calculations

2. Link Assessment directly to learning levels (Benchmark Category)

3. Shorten Assessment and resources needed to conduct

Oral Reading Fluency

Grade 2

Grade 3

Actual Ranks of the "Strongest" & "Weakest" Readers
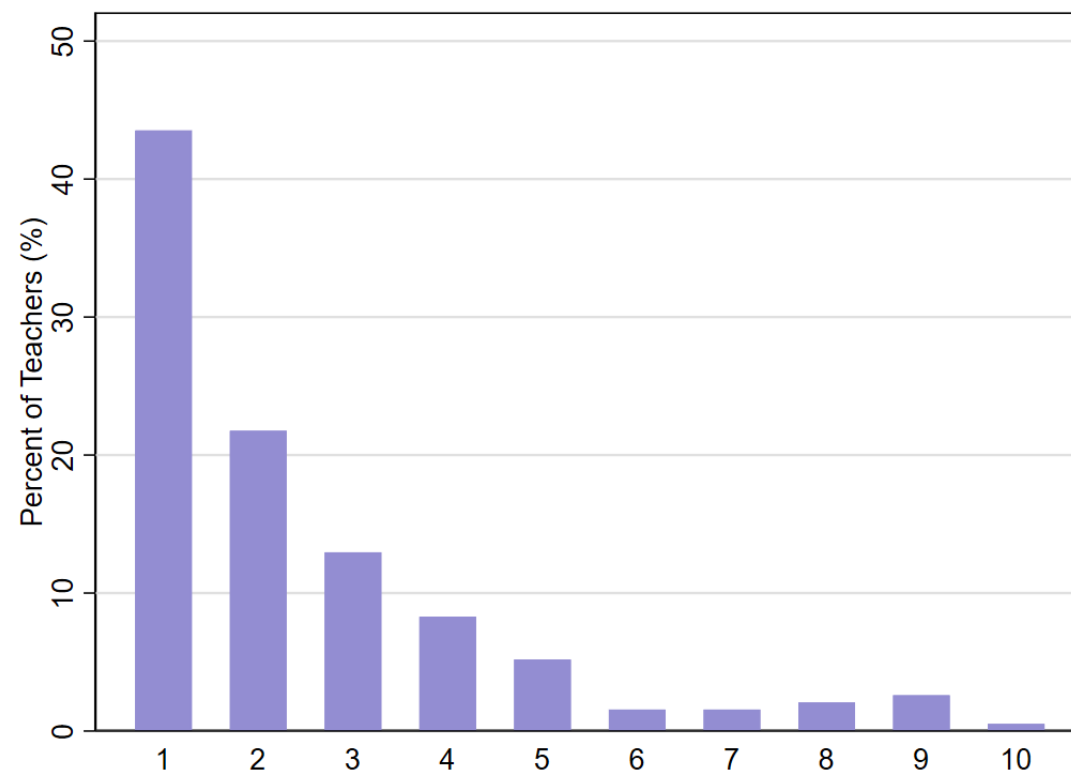
Key Baseline Findings - Summary

The majority of learners fall into the **Struggling and Emerging Reader** Categories by their ORF Scores

Variation in the Letter Sound Knowledge Categories of Learners who cannot read a single word in their Home Language

Teachers do well in estimating the **relative** reading proficiency of learners

In terms of Absolute Reading Proficiency, Teachers **misestimate** the performance of learners across the proficiency distribution

Teacher **overestimate** to a larger degree than they underestimate