

The Early Grade Reading Assessment: Applications and Interventions to Improve Basic Literacy

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Improving learning, especially reading, is increasingly recognized as a global challenge. With initiatives such as Education for All and the Millennium Development Goals, donors and governments have pledged to improve primary education in low-income countries. Evidence from RTI's early grade reading assessments (EGRA), conducted in more than 60 countries, demonstrates that such promises will ring hollow unless children can access not just school buildings but also real learning within them.



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The Early Grade Reading Assessment: Applications and Interventions to Improve Basic Literacy pools insights gained since EGRA's development in 2006 to enable practitioners, researchers, and policy makers to apply them further. The volume documents how EGRA data has contributed to improved classroom instruction, influenced policy and education finance, and identified education needs to support reading improvement. It employs a variety of lenses from which to view the assessments, and analyzes why and how the data derived from assessing basic literacy skills has had a significant impact both at country and, increasingly, global levels.

The EGRA book has generated substantial interest, with researchers and practitioners using and building upon ideas and tools the book provides. For instance, the book has been referenced on the website of the International Reading Association and used by researchers who are investigating literacy improvements.

The book has further contributed to policymakers' increasing recognition of EGRA. For example, the UNESCO Institute for Statistics now includes EGRA data in its annual yearbook whereas in the past only internationally comparative assessments have been part of UN documentation. These are promising developments for ensuring that the EGRA approach to learning assessment stays at the forefront of understanding and improving learning outcomes around the world.

Link: <http://www.rti.org/publications/rtipress.cfm?pubid=17752>