

**Indicator: # of students demonstrating improvement in literacy skills on a standardized student assessment tool (ED\_LIT\_019)**

**EDUCATION SECTOR**

**PROJECT AREA:** Literacy

**Type:** Outcome

**Unit of Measure:** Student

**Disaggregation:** Sex: Male, Female;  
Age: 5–9, 10–14, 15–24, 25+

**Outcome Measured:** Students demonstrate improvement in literacy skills

**Precise definitions**

The Standardized Student Assessment Tool is used by PCVs to measure various skills that are necessary for children to read fluently and understand what they read. A student’s level of improvement will be based on his/her growth on subtasks in the student assessment tool.

**Data collection**

**Tool:** The Standardized Student Assessment Tool can be used by all Volunteers in the Literacy project area. Peace Corps headquarters has provided a tool; however, posts may also use their own tool or a ministry-approved tool, as appropriate.

**Frequency of data collection and tracking:**

**Time 1 (T1)—Beginning of school year (or intervention):** At the beginning of the school year (or intervention), PCVs will administer the standardized student assessment for each student they expect to work with over the course of the school year. Record the student’s name and level of mastery under the T1 column in the Student Assessment Score Tracking Sheet (below).

**Time 2 (T2)—End of school year:** At the end of the school year, PCVs will administer the standardized student assessment for each student who meets the minimum requirements described below. Record the student’s level of mastery under the T2 column in the tracking sheet.

**Who to measure:** Volunteers should only include students for this outcome measurement they have worked with regularly throughout the school year in the following activities focused on increasing literacy skills:

1. Teach or co-teach literacy skills to students in a school setting (e.g., direct classroom teaching, pull-out groups, 1:1 tutoring)
2. Organize and facilitate events/recreational activities to create opportunities for practicing and improving literacy skills (e.g., spelling bees, games, theater, and music)
3. Organize and facilitate after-school reading clubs, tutoring sessions, and/or camps to support literacy development



## Reporting

**Measuring progress toward the outcome, by sex and by age:** A student will be considered to have increased his/her literacy skills if the student's score at T2 is higher than his/her score at T1.

- For all students with a higher score at T2, place a Y in the cell that corresponds to the student's sex and age category.
- For all students who do *not* have a higher score at T2, place an N in the cell that corresponds to the student's sex and age category.
- Record the sum of all Ys +Ns for each sex and age category in the row titled "TOTAL REACHED." Report each column total in the VRF.
- Record the sum of Ys only for each sex and age category in the row titled "TOTAL ACHIEVED." Report each column total in the VRF.

**Note:** This indicator allows individual students to be counted only once per academic year. However, if a Volunteer works with the same student in a subsequent academic year, that student may be counted again following the same methodology.

**How to report missing values:** If a student does not have a score for T1, do not include this student in the measurement or on the tracking sheet. If a student has a score for T1 but does not have a score for T2, record NA under "Is the score at T2 higher than T1 (Y or N)?" This student should not be included in the "TOTAL REACHED" or "TOTAL ACHIEVED" rows to be reported in the VRF.

