

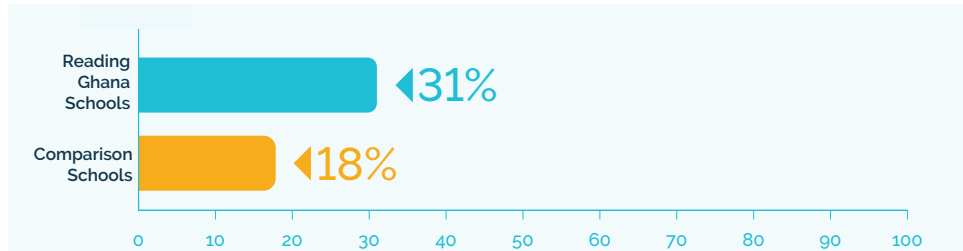
## READING ASSESSMENT RESULTS

# Reading Ghana Western – Primary 2 and 5

The reading assessments capture the performance of primary students in the Reading Ghana – Western project in Tarkwa Nsuaem and Prestea Huni Valley districts between 2022 - 2024. The assessments were conducted 16 months into a 36-month project delivered in partnership with the Olinga Foundation for Human Development.

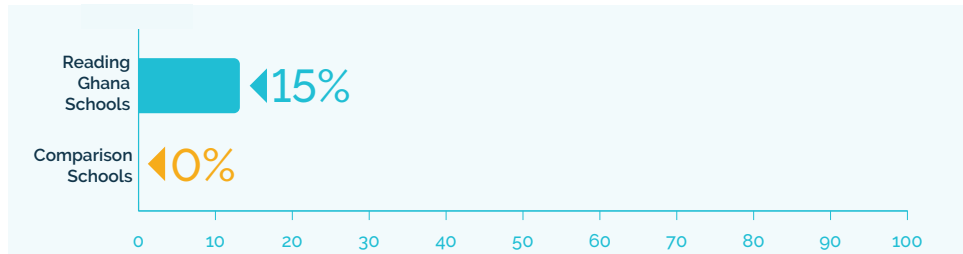
## PRIMARY 5

### Reading Comprehension Achieved



Percentage of students who demonstrated reading comprehension - the ability to read and understand grade-level text.

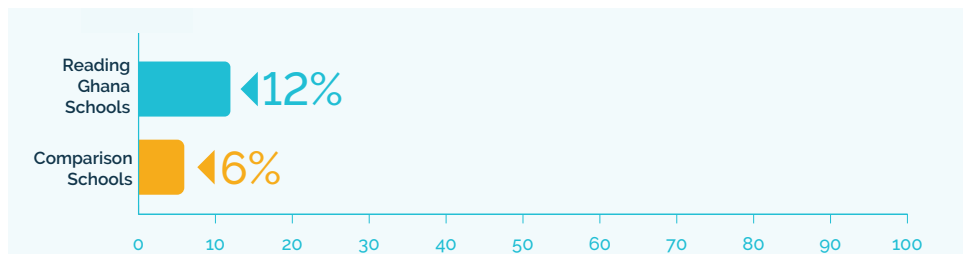
### Change in Reading Comprehension



Change in percentage of students demonstrating reading comprehension after 16 months.

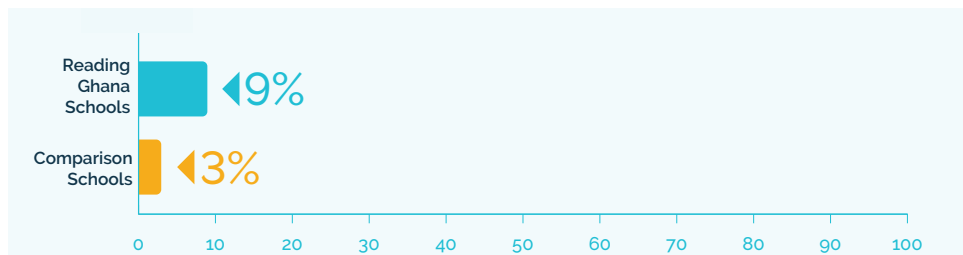
## PRIMARY 2

### Reading Comprehension Achieved



Percentage of students who demonstrated reading comprehension - the ability to read and understand grade-level text.

### Change in Reading Comprehension



Change in percentage of students demonstrating reading comprehension after 16 months.

Reading comprehension – that a child can fluently read a passage and understand what it means – is what CODE aims for through its literacy projects. In the ASER test, a child who achieves “reading comprehension” can read a grade-level text and answer four out of six questions correctly.

Students in Reading Ghana Western (RGW) project schools out-performed students at comparison schools with both a higher percentage of children achieving reading comprehension, as well as a higher percentage of change over a 16-month period.

Higher rates of positive change were also observed in the reading ability of RGW students who had not yet achieved the comprehension level. For example, despite comparable baseline assessment scores, a higher percentage of RGW Primary 5 students scored in the top half of the reading assessment than their counterparts in comparison schools (**65% vs. 42%**).

Reading skills assessment data was collected from a total of 12 Reading Ghana - Western primary schools and from 6 comparison schools in the same region. 476 students were sampled for the English Assessment (ASER). Data collection, quality control and analysis were overseen by CODE's Evaluative Learning team and Dr. Leslie Casely-Hayford of Olinga.