Abstract

Background: The EGRA (Early Grade Reading Assessment) is an assessment tool containing the main predictors of reading learning disabilities based on the National Reading Panel (NRP) (National Institute of Child Health and Human Development, 2000). This study has two main objectives: First, to analyze the internal structure of the EGRA, and second, to examine the validity and normative data for first and second grade primary school students in a Spanish-Speaking population. Method: This study had a sample of 400 children (196 female and 204 male) attending early grades of Primary School, between 6 and 8 years of age. Results: Our findings indicate that the EGRA has acceptable psychometric properties and an internal structure that is based on the two main factors of “decoding and comprehension” and “oral comprehension”. Conclusions: We believe that the normative data collected from this study may be useful for the early detection of ‘at risk’ Spanish children having reading disabilities, as well as for planning of early reading education.

Keywords

Early grade reading assessment, EGRA, reading disabilities, National Reading Panel.