

# SCRIPT — eKidz Evaluation Report

«SCRIPT» is the official name of the entity («Service de Coordination de la Recherche et de l'Innovation pédagogiques et technologiques»), which serves as the Luxembourg Ministry of Education's department for educational research and innovation.

## 1. Project Description

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The eKidz app is a personalized platform that promotes core literacy skills (reading, listening, speaking, writing) and language development for children in K-5. It offers animated children's books in 12 progressive reading levels. AI-supported reading analyses and reading comprehension tests provide individualized support through integrated adaptive feedback.

As part of a pilot project, the eKidz app was tested over a period of two school years (2022 - 2024) at various elementary schools in Luxembourg. A total of 23 teachers and around 300 students participated in the pilot project. The teachers consisted of 3 teachers from cycle 3.2 (grade 3), 5 teachers from cycle 3.1 (grade 3), and 15 teachers from cycle 2.2 (grade 2).

The eKidz' app benefits teachers and students with its flexibility of use. It can be used in whole class instruction that is theme or vocabulary-based, in small groups that are skill-based, or in individual work that targets specific skill improvement for each child. eKidz can also be used at home for assigned tasks or voluntary practice and reinforcement.

## 2. Goals of the Pilot Project

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The main goals of the pilot project were:

- Verification of the app's scalability for implementation in the national school system,
- Evaluation of acceptance and effectiveness for differentiated reading support,
- Observation of perceptible effects through the use of the app.

Goal achievement was verified using a final questionnaire that was completed by 16 of the participating teachers.

## 3. Summary of Results

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In general, the teachers were satisfied with the eKidz app:

- 94% of teachers gave a "satisfied" to "very satisfied" rating
- Particularly appreciated was the ability of children to show mastery of increasingly challenging reading levels
- Students gained confidence in reading and writing due to the non-judgmental individualized feedback.

*"The app is great. Both I and most of the students had a lot of fun working with it and recognizing their learning successes. Many now are more confident to give presentations in front of the class because they gained independence with the recording function. They grew in self-awareness and self-analysis of their reading and writing skills."*

The teachers found the application particularly helpful in assessing reading competency and in providing feedback to students and their parents. The ability to listen to and evaluate the recordings later at home was perceived as valuable.

*"You can listen to each individual recording at home in peace and quiet."*

*“The tool is great for parent conferences when it comes to explaining how the children read, what already works well and where there are still areas for growth. This tool illustrates in a concrete way what can otherwise be difficult to summarize concisely.”\**

## 4. Student Motivation and Engagement

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- 88% of teachers reported high motivation among students when using the eKidz app.
- The interactive and digital functions promoted engagement and led to improvement in reading competency.
- There were differences in acceptance of individual functions - depending on the individual needs and abilities of the students. For example, some students deactivated the read-aloud function because they did not feel that they needed the support of the slow reading pace.

## 5. Feedback Methods, Self-Regulation and Individual Support

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The differentiated reading levels and personalized feedback enabled targeted individual support. The audio recordings promoted self-regulation among students who had the autonomy to save or re-record a page of text because they wanted to improve their reading accuracy or prosody.

- 69% of teachers who used this function reported better traceability of students' learning progress.
- Improvements in reading fluency and text comprehension were observed.
- Students with reading difficulties particularly benefited from the recording and feedback functions because the environment was non-judgmental, personalized, and raised their level of autonomy as learners.

*“It was very interesting to see with what motivation some students worked on it and also steadily improved. Especially with children with reading difficulties, you could recognize good improvement.”\**

## 6. Challenges

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Some teachers found the read-aloud function in the lower reading levels not beneficial, because it was perceived to be too slow by some students. Some teachers had difficulties with technical equipment such as poor WiFi connections and the availability of iPads.

## 7. Summary in Relation to Evaluation Goals

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The general satisfaction of teachers was high, particularly due to increased differentiation possibilities and the observed promotion of motivation they observed in their students through use of the app.

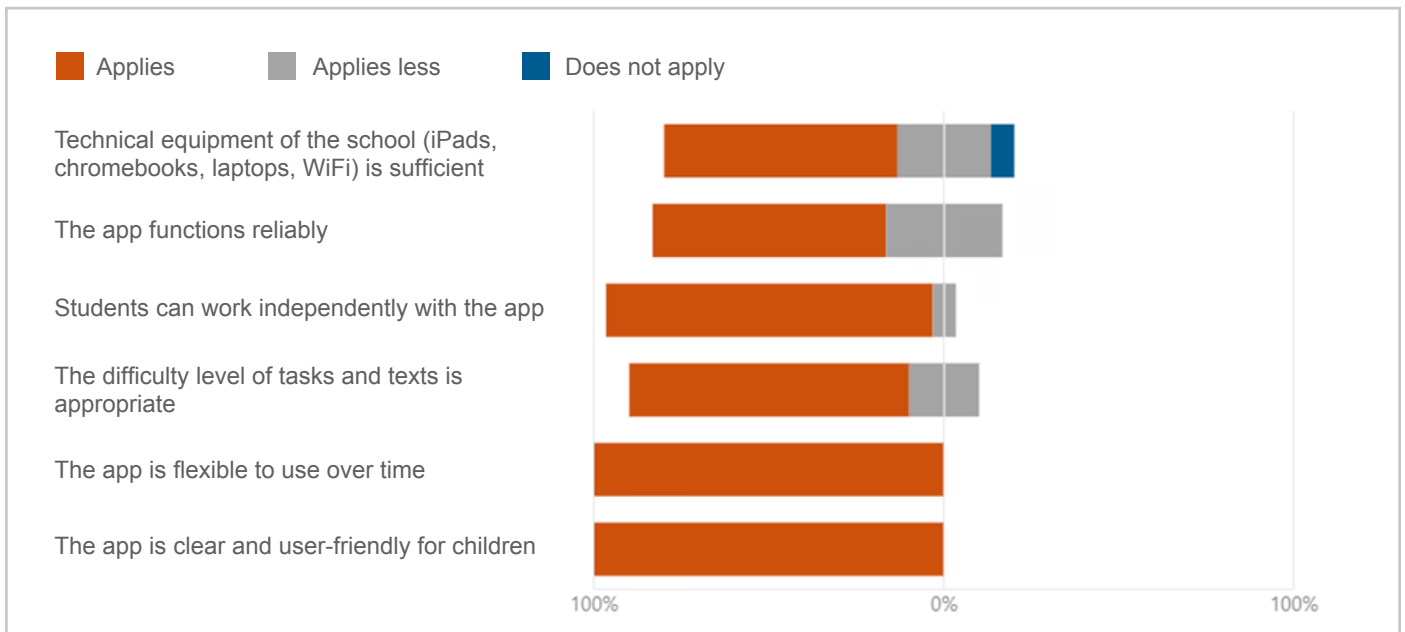
The teachers rated the eKidz app overall as easy to implement and user-friendly, even for young children and those with learning difficulties.

*“I like the simple UI of the app. The symbols are easy to understand, the app is colorful and appealing.”\**

Students were very motivated to work with the app, and the differentiated reading support allowed clear improvements in reading competency. Progress was perceived by both teachers and students.

Many of the teachers hoped for continued use of the eKidz app for reading support.

Reliable technical infrastructure and support are essential for effective implementation of the app.



Teacher Responses on Implementability of the eKidz App (n=16)