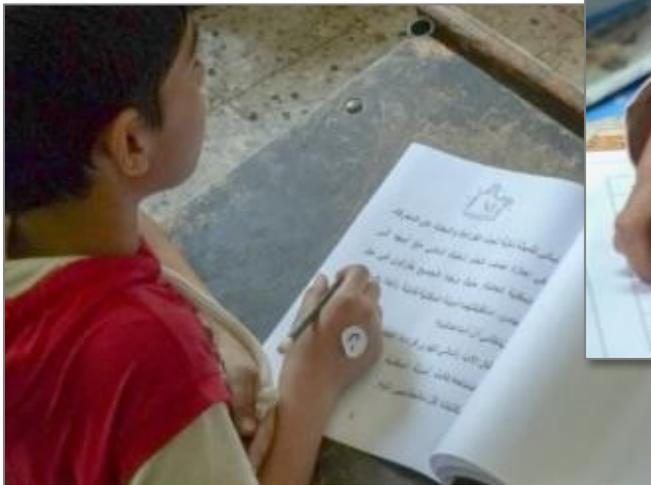




EdData II

Egypt Grade 3 Early Grade Reading 2nd National Assessment



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Abbreviations

COP	Chief of Party
DCOP	Deputy Chief of Party
EGRA	Early Grade Reading Assessment
EGRP	Early Grade Reading Program, Ministry of Education
GILO	Girls' Improved Learning Outcomes Project, USAID project
idara	district-level ministry administration, GOE
MOE	Ministry of Education
muderiya	governorate-level ministry administration, GOE
RTI	Research Triangle Institute, a trademark of RTI International
USAID	United States Agency for International Development

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The presentation and MOE review of EGRA results, held September 15-17, 2014 in Cairo, Egypt, was led by Drs. Luis Crouch and Robert LaTowsky.

Executive Summary

This report presents key findings of the 2nd national assessment of Grade 3 reading skills in primary schools of the Ministry of Education (MOE) in Egypt. This mid-line assessment reports early progress and student achievements after three years' implementation of the MOE Early Grade Reading Program nationwide, albeit only one year at Grade 3 level. The MOE program, initiated in Grade 1 during the 2011/12 school year, added enhanced reading instruction to Grade 2 in 2012/13 and then to Grade 3 in 2013/14. This 2nd national assessment measures the improvement in Arabic reading proficiency of this first cohort of MOE students to receive successive years of improved reading instruction in Grades 1-3. The findings of this mid-line assessment provide timely results and empirical measures of the initial progress and reading outcomes of the MOE's Reading Program since the national Early Grade Reading Assessment (EGRA) baseline for Grade 3 in 2013.

The 2nd national Early Grade Reading Assessment (EGRA) for Grade 3 was implemented in the second half of April 2014 in a nationally representative sample of 200 schools: 40 MOE primary schools selected randomly from each of five sub-national regions encompassing 25 of Egypt's 27 governorates. The 1,923 tested students were randomly selected from Grade 3 enrollment lists prior to each school visit. Five boys and five girls were tested in each school. The results are representative nationally and for each of the five regions.

This second assessment of Grade 3 reading skills in the formal language of primary school instruction, Modern Standard Arabic, replicated the subtasks implemented in the 2013 baseline at the same level of content difficulty: the pre-reading skills of letter sound identification and nonword reading nominally learned in Grades 1 and 2 plus oral reading fluency, and three comprehension subtasks: reading comprehension, listening comprehension, and Maze comprehension. Comprehension is a priority reading skill for Grade 3 instruction.

The results of this mid-term assessment indicate good progress on the skills that have received focus in the past, and less progress on skills that are important but have received less focus since the *initial implementation* of the MOE Reading Program. This kind of mixed progress is expected in the early stage of an annually-expanding national program, and where some skills have received more emphasis, over more time, than others. Key findings of this 2nd national EGRA for Grade 3 include:

1. [Excellent improvement in the most basic, pre-reading skill \(Grade 1\) of letter sounds knowledge \(Table ESI\)](#). The Grade 3 students tested in April 2014 had clearly benefitted from enhanced reading instruction in letter sounds since Grade 1 in 2011/12. Their average score in letter sounds is markedly improved, zero scores are down sharply, and the percentage of students performing at benchmark is strongly higher. More than one-third of Grade 3 students now read

letter sounds at or above the benchmark standard. *Moreover, the greatest improvement in pre-reading skills was in Middle Egypt, the lowest scoring region in reading proficiency in the 2013 baseline. This is an important result. It demonstrates the MOE Reading Program’s potential to achieve transformational results in early grade reading across Egypt.*

Table ES1: Summary Scores for All EGRA Subtasks – 2013, 2014

Subtask	Percentage of students with zero scores		Grade 3 average score		Benchmark Score	Percentage of students performing at or above benchmark	
	2013	2014	2013	2014		2013	2014
Letter sound identification (clspm)	18.3%	11.4%	18.9	27.7	35	20.0%	35.3%
Nonword reading (cnonwpm)	27.4%	25.9%	5.9	7.5	20	3.9%	7.8%
Oral reading fluency (cwpm)	21.6%	27.3%	21.9	20.7	50	12.2%	11.1%
Reading comprehension (max. 6)	35.4%	43.3%	1.6	1.3	5	8.7%	4.6%
Listening comprehension (max. 7)	13.3%	28.6%	3.2	2.4	NA ¹	NA	NA
Maze comprehension (max. 14)	35.4%	36.9%	3.6	3.5	NA	NA	NA

2. [Good initial progress – from a very low base – in the higher pre-reading skill \(Grade 2\) of nonword decoding.](#) Average scores are higher and the percentage of Grade 3 students reading nonwords (invented words) at benchmark level has doubled – but is still very low. The percentage of students with zero scores, however, remains unchanged.
3. [No improvement in this first year of Grade 3 reading instruction in the paramount Grade 3 skill of oral reading fluency.](#) Average scores and percentage of students reading at benchmark level are unchanged; the percentage of students with zero scores is higher. The basic Grade 3 package of teacher and supervisor training, reading curriculum and instructional materials, and their alignment with the textbook is not sufficiently robust and merits further development.
4. [Mixed but generally weak performance in the 3 comprehension subtasks.](#) Grade 3 performances in the 3 comprehension subtasks varied from unimproved

¹ Benchmarks for the Listening Comprehension and Maze Comprehension subtasks were not previously developed with the Ministry of Education. “NA” = “Not Applied”.

to significantly lower results for listening comprehension. The reasons are uncertain. But the much-diminished school year, disproportionate allocation of Grade 3 instructional time to drilling in Grade 1 and Grade 2 pre-reading skills (suggested by findings of the classroom observations), and less-robust classroom instruction and attention to comprehension skills may chiefly explain this initial result.

5. [Targeted support needed to strengthen reading outcomes in rural schools of Middle and Upper Egypt](#). There is *wide divergence* in the early grade reading performance of MOE students and schools across Egypt. But the very low to below-average reading performance in MOE primary schools of **southern Egypt** recommend targeted attention and regional support. Large numbers of students in MOE schools in Egypt's south are still not learning to read. *The excellent improvement – from a very low base – achieved by Grade 3 students of Middle and Upper Egypt in their average scores on the pre-reading skill of letter sounds knowledge in the first three years of the national Reading Program is, however, very encouraging.*

It is important that these mixed results from the first three years of the MOE Early Grade Reading Program be appraised in context. This mid-term assessment was conducted at the end of a highly-disrupted school year of political turmoil and reduced instructional time by 8 weeks, lowered school attendance, insecurity and uncertainty, and general economic and financial hardship among public school households in Egypt. As the first students of the Reading Program, the Grade 3 children sampled for this second assessment did not benefit from program improvements that followed the first year's implementation in each successive grade. Without doubt, this context hampered progress and diminished student performance. Conducting the assessment in this context reflected MOE and USAID commitment to empirically measure progress to date and inform next steps in the development of the national Reading Program.

On September 15-17, 2014, a workshop was held with EGRP Coordinators from all 27 MOE muderiyas. The purpose of the workshop was to disseminate the results of the 2014 EGRA and to discuss its implications. The following recommendations arise out of that discussion, but also reflect the professional views of RTI staff and other stakeholders knowledgeable about Egypt and the EGRA results, including senior staff previously engaged in the GILO project with experience supporting the MOE Reading Program.

These recommendations include:

- **Provide *intermediate-level EGRP training*** to Grade 3 teachers, supervisors, senior teachers, and School Training Units that support reading. Training should be practical and focus chiefly on teaching *fluency and comprehension* skills. Rebalance the time, focus and exercises on pre-reading skills in Grade 3.

- **Enhance the alignment** of the Grade 3 textbook with the reading materials, teacher training and continuous in-class assessment of reading. The MOE is already moving to strengthen this alignment but more support may be useful.
- **Intensify the quality of in-school teacher coaching** in early grade reading instruction.
- Popularize and implement **greater goal-orientation** by applying reading benchmarks for each grade.
- **Strengthen overall planning and coordination** of the MOE Reading Program.
- Implement **social marketing** of what children sound like, in Grades 1-3, when they are reading well, i.e., at benchmark levels for each grade. Teachers, schools, and parents need to know what good reading sounds like in each grade.
- **Remediate** children who are particularly behind. Group readers by specific ability, not by grade and provide special support. Inexpensive and successful models exist.
- **Target rural and remote village schools in Middle and Upper Egypt** in testing models for effective remediation and enhanced teacher coaching.
- **Create incentives**, using competitions, for reading improvement. However, be careful that competitions and incentives are for most improved readers and schools in all idaras – and not solely the best readers at national and governorate levels. Incentives, rewards and honors should chiefly aim to motivate struggling and intermediate readers and improved whole school performance in early grade reading.

Background

USAID and MOE Support for Early Grade Reading in Egypt

This 2nd national assessment of Grade 3 reading skills continues USAID support for improved early reading outcomes in Egypt that began with the Girls' Improved Learning Outcomes (GILO) project from 2008 – 2013 and the first Early Grade Reading Assessment (EGRA) in Arabic conducted in February 2009. It is a mid-line measure of initial progress.

Following the success of the pilot Early Grade Reading Program developed by GILO for Grades 1 and 2 and implemented (2010-2012) in four governorates of Middle Egypt, the Ministry of Education (MOE) requested USAID support to scale up that program for national impact. The ministry's Early Grade Reading Program is now in its third year of implementation in all 16,000+ primary schools across Egypt. Until the project's close in December 2013, GILO supported the MOE with planning, training of trainer cadres, follow-up, and the development, production, and national dissemination of teacher and student learning resources.

In spring 2013, USAID supported the MOE in implementing a national baseline assessment of Grade 3 reading skills in MOE schools. The results of that first national assessment informed development of the MOE reading program for Grade 3 in summer 2013.² It also provided a baseline measure of Grade 3 reading skills for a national cohort of public school students who began their primary education one year ahead of the national roll-out of the MOE reading program in Grades 1-2. These Grade 3 students in 2013/2014 had not benefited from the reading program.

This 2nd national assessment, conducted one year later in April 2014, repeats the 2013 baseline for Grade 3. The Grade 3 students this year were the first beneficiaries of the MOE national program: they were Grade 1 students in the first year of the national reading program for Grade 1 (2011/2012), Grade 2 students in the first year of the national reading program for Grade 2 (2012/2013), and Grade 3 students in the first year of the Grade 3 program (2013/2014). This 2nd national EGRA is a mid-term assessment that aimed to measure *initial* progress in improved reading outcomes from the national reading program.

Context of this 2nd National Assessment of Grade 3 Reading Skills

Social and political turmoil again roiled Egypt following the second revolution of June 30, 2013 and the deposing of President Mohamed Morsi and the ruling Muslim Brotherhood. The 2013/2014 school year began in early October after weeks of sporadic violence and insecurity that continued through the fall term. During the mid-term break in

² *Egypt Grade 3 Early Grade Reading Assessment Baseline*, EdData II, Task Number 15, Contract Number: AID-278-BC-00019, RTI International, May 2013.

January 2014, the government announced the delayed reopening of schools. The spring term would not resume until March 8, 2014. School instruction, long interrupted, was then terminated early, at the end of April 2014, to complete the final exams and clear the schools prior to presidential elections in late May 2014. The spring term of 2013/2014 provided less than six weeks of school instruction after more than eight weeks' interruption. Only two weeks of school separated the delayed mid-term exams and the expedited final exams.

As the first students of the MOE Early Reading Program, the Grade 3 students sampled for this second assessment did not benefit from program improvements that followed the first year's implementation in each successive grade. The school textbook and EGR reading manual for specific grades were not yet aligned for this cohort of students.

The 2nd national EGRA was conducted in April 2014 in this context of a disrupted school year of limited instruction (less than 40% of planned instruction during the 2nd term), lowered school attendance, insecurity and uncertainty, and general economic and financial hardship among public school households in Egypt. This context significantly impacted assessment results. Conducting the assessment in this context reflected MOE and USAID commitment to empirically measure progress to date and inform next steps in the development of the national reading program.

Purpose and Design of the 2nd National EGRA, Grade 3

The Purposes and Uses of the 2nd National EGRA for Grade 3

The chief purpose of this 2nd national EGRA is to measure initial progress in improved reading outcomes from the first three years of the national MOE reading program. A key second purpose of the mid-term assessment is to inform next steps in the early development and strengthening of this program.

This assessment further strengthens the capacities and deepens the knowledge base of MOE staff to implement EGRAs. All EGRA assessors and assessor team leaders were MOE staff and all planning, training, implementation, and dissemination was conducted in close collaboration with the Ministry's Early Learning Unit in a leadership role. The central ministry and MOE *muderiya*s actively supported field implementation with school liaison, orientation, and enrollment lists for sample selection.

The results will inform policy decisions and planning by the Government of Egypt (GOE) for improved reading instruction and student learning outcomes. An immediate objective will be strengthened teacher training and learning resources for improved reading proficiency by Grade 3 students. This assessment also strengthens for GOE measurement base for improved learning outcomes from the MOE's Early Grade Reading Program in Grades 1 to 3.

Components of the 2nd National EGRA for Grade 3

This 2nd national assessment comprised four component assessments:

1. A nationally-representative EGRA conducted with 2000 Grade 3 students – half boys, half girls – randomly sampled from 200 MOE primary schools drawn randomly from 25 of the 27 Egypt governorates with stratification to 5 regions. The sample was proportionate to the population of MOE schools and Grade 3 students in these regions.
2. Classroom observations of reading instruction in a sub-set of 40 Grade 3 classrooms (from 40 schools) randomly drawn from the national sample of 200 primary schools selected for the EGRA. The structured classroom observation in each school included survey interviews with key school personnel – the observed Grade 3 teacher, the school principal, and the school librarian or library supervisor – on their knowledge and training experience, satisfaction and perceived challenges, and available resources of the MOE reading program.
3. Pilot implementation of a group assessment methodology for early reading skills with 200 Grade 3 students from 7 schools in Greater Cairo. This first pilot group assessment in Arabic tested a select methodology to collectively measure the reading skills of a Grade 3 class as an alternative to the standard EGRA conducted with individual students.
4. Development and pre-testing of 3 separate EGRA instruments, including the tool applied in this 2nd national assessment, to provide the MOE with additional, tested instruments for future EGRAs.

Each of these component assessments has a separate report.³ This report presents the results of the first component assessment: the national EGRA for Grade 3.

EGRA Measures for the 2nd National Assessment of Grade 3

The EGRA is implemented one-on-one—an assessor with a single student—and requires 15-20 minutes to complete.

The EGRA instrument used for this 2nd national assessment mirrored the instrument used for the Grade 3 baseline in 2013. Both tools included the same 5 reading subtasks described below, conducted in the same order. In developing the 2014 tool, significant attention and analysis was given to ensuring a comparable design and level of difficulty for each subtask of the baseline and 2nd national assessments. To protect against leakage of the 2013 tool after the baseline, most content was changed. Nonetheless, the subtasks

³ *Egypt Grade 3 Early Grade Reading – 2nd National Assessment: Classroom Observations*, EdData II Technical and Managerial Assistance, Task Number 27, Contract Number: AID-EHC-E-00-04-00004, RTI International, August 2014. *Task Order 27: Egypt Grade 3 Early Grade Reading Assessment, Group Assessment*, EdData II Technical and Managerial Assistance, Task Number 27, Contract Number: AID-EHC-E-00-04-00004, RTI International, June 2014.

were highly comparable in structure and reading difficulty. Following its design, this 2nd assessment tool was pilot tested alongside the 2013 baseline instrument with 200 Grade 3 students to validate their comparability and statistically “equate” the two tools. [Annex A](#) presents the Arabic instrument used in each assessment together with the analytical results of their comparative pre-testing. This 2nd assessment was keen to ensure that differences in Grade 3 reading performance from the baseline could not be ascribed to tools of dissimilar design or difficulty. [The 2013 and 2014 assessment tools are strongly equated and comparable.](#)

Both the 2013 and 2014 instruments included the following subtasks (subtests) implemented in this order:

1. **Letter sound identification** assessed children’s automaticity in their knowledge of the sounds associated with each letter. This was a timed subtask, in which children were shown a chart containing 80 letters with diacritics arranged in 8 rows each with 10 letters. The 80 letters included a mix of independent, initial, final and mid-word letter forms. Students were asked to produce the sounds associated with each letter as quickly and accurately as they could within one minute, yielding a score of correct letters per minute (clpm).
2. **Nonword / Invented word reading** assessed children’s skill in applying letter-sound correspondence rules to decode (i.e., sound out) unfamiliar words. To assess whether the children were applying their knowledge of the relationships between sounds and symbols rather than reading words from memory, children were asked to read a chart of 50 pronounceable made-up words (invented or nonsense words , but constructed according to the orthographic rules of the Arabic language) with diacritics arranged in 10 rows of 5 words each. Children were asked to correctly sound out as many nonwords as they could within one minute, yielding a score of correct nonwords per minute (cnonwpm). [The 2014 instrument mirrored the 2013 baseline tool in the exact placement and level of difficulty \(number of letters\) of each invented word in this subtask.](#) Most nonwords in the 2014 subtask were, however, changed to guard against the possibility that the 2013 instrument was leaked after implementation.
3. **Oral passage reading** assessed children’s fluency in reading a passage of grade-level text aloud and their ability to understand what they had read. This subtask consisted of two parts:
 - a. **Oral reading fluency:** The ability to read passages fluently is considered a necessary component for reading comprehension. In this subtask, children were given a 58-word story with diacritics shown for all words and were asked to read it aloud in one minute.⁴ Before starting, each child was instructed to pay attention to the story as they read because he or she would be asked questions about the story after finishing. The oral reading fluency score

⁴ The 2013 baseline instrument included a 57-word story with diacritics.

was the number of correct words read per minute (cwpm). The 57-word story prepared for this 2014 instrument was very similar to and duplicated much of the vocabulary of the comparable passage in the 2013 instrument.

- b. **Reading comprehension:** After the children finished the passage, or the one minute ended, the story was removed. The assessor then asked 6 questions that required children to either recall basic facts or infer information based on the passage or the part they read. All children that read more than the first line (8 words) of the story were asked all six questions.⁵ The reading comprehension score was the number of correct answers, with a maximum possible score of 6. This subtask was untimed but students who did not reply to a specific question within ten seconds were scored as “No Reply” on that question. Each question was asked only once with no repeat. The 2013 baseline tool also included 6 reading comprehension questions.
4. **Listening comprehension** is considered a critical skill for reading comprehension because it shows the ability to make sense of oral language. In this subtask, the examiner read clearly and at moderate pace (approximately 0.5 seconds per word) a short narrative story of 70 words to the children. Before starting, the assessor instructed each child to listen carefully as he or she would be asked several questions about the story. After hearing the passage, each child was asked all 7 questions, always in the same order and exactly as written in Modern Standard Arabic. The listening comprehension score was the total correct answers, with a maximum possible score of 7. This subtask was untimed but students who did not reply to a specific question within ten seconds were scored as “No Reply” on that question. Each question was asked only once. The listening passage in the 2013 baseline tool was 69 words and also included 7 questions asked of all students.
5. **Maze comprehension** was a second measure of reading comprehension. In the Maze subtask, children were given a passage of 141 words (including all word selections), with diacritics, to read aloud. On nearly every line of the passage, a single word was replaced with a multiple-choice selection of three words. All three words in each selection shared the same grammatical category (e.g., nouns, adjectives, verbs, etc.). For each selection, students were asked to identify the word that best fit the story. The passage included 14 of these multiple-choice word selections. This was a timed subtask and children were given three minutes to read the passage and select the best word for each selection. The Maze comprehension score was the total number of correct words selected, with a

⁵ Typically, students are asked only those reading comprehension questions that can be answered by the specific narrative in the passage they read. Weak and slow readers are not asked questions for narrative they did not read in the one minute. To ensure consistent test implementation by all assessors using paper forms, it was agreed that all reading comprehension questions would be asked of all students who successfully read beyond the first line of the passage. Most children had “no reply” (as opposed to “incorrect”) to questions that referenced narrative content they did not reach. Following data entry of the passage words actually read, computer analysis related the number of valid questions to the actual extent of passage read in one minute.

maximum possible score of 14. Children who read all three words in a selection without clearly selecting one were scored as “No Reply” for that selection. [The Maze passage in the 2013 baseline was 140 words with diacritics and the same number of multiple-choice selections: 14.](#)

All written components of the 2013 and 2014 EGRAs were in Modern Standard Arabic, including the stories and all questions in the reading comprehension and listening comprehension subtasks. All assessors asked the subtask questions and read the listening comprehension passage exactly as written in formal dialect without variance. The oral instructions given to children for each subtask, however, were explained by assessors in the home language of Egyptian dialect. (This is standard practice in EGRA applications). These instructions were written on the instrument in formal Arabic but presented orally by the assessor, as written, in simple, vernacular Arabic. Children were asked to confirm that they fully understood the instructions before starting each subtask. Once started, no subtask was interrupted. The only comment permitted for an assessor to make was to say “go on” after three seconds to a student stalled on a specific letter or word in one of the timed subtasks.

In administering the EGRA, assessors were very attentive to making each child feel comfortable and at ease. The child’s name was not recorded and assessors presented the test as a “game” that the child would enjoy and an “experimental activity” to test the instrument’s utility. Assessors were explicit that the EGRA was not an exam and students were not being graded. Participating students were told they were lucky to have been chosen for this experiment to test the instrument. Before beginning each assessment, children were pointedly asked for their assent to participate in the assessment. Any child who declined was thanked and invited to leave. Very few children refused to participate. At the end of the assessment and regardless of how well they read, the great majority of children responded, when asked if the assessment was difficult or easy, that it was “easy.”

Many children, however, were nonreaders or limited readers for whom these subtasks were difficult and might be intimidating. For these students, the letter sound, nonword, and oral reading fluency subtasks each included an “early stop” rule that required assessors to discontinue the subtask if a child did not respond correctly to any of the items on the first line (i.e., the first 10 letters, the first 5 nonwords, or the first line of 8 words of the oral reading fluency story). This rule was established to avoid frustrating children who did not understand the subtask or lacked the reading skills to respond. If a subtask was halted by the “early stop” rule, the assessor went on the next subtask. If the oral reading fluency subtask, however, was halted by the “early stop” rule, the student was not asked any of the reading comprehension questions. All subtasks halted by the “early-stop” rule were marked clearly. This is also standard practice for EGRAs.

The “early stop” rule was applied in three ways on the Maze comprehension test. First, all students who were “early stopped” on *all* of the letter sound, nonword, and oral reading fluency subtasks were not given the Maze subtask. Second, that subtask stopped

for any student who could not read the practice lines for this subtask. Third, any student who read the first 4 multiple-choice selections in the Maze story without making a clear choice of best word (i.e., “no reply”), was also halted by the “early stop” rule. The Maze subtask was not halted, however, if the child indicated a choice of word for any of the first 4 selections, whether that choice was correct or incorrect.

Implementing the 2nd National EGRA for Grade 3

Preparing the Instrument

With the successful pilot testing of the 2014 EGRA instrument alongside the 2013 baseline instrument, 2000 copies of the paper instrument were printed. The rapid start and tight field schedule for this 2nd national EGRA precluded the procurement, development and testing of an electronic data collection tool (iPad), as used in 2013. The large number of iPads required (45), the time required for their procurement, software customizing, installation and testing, and the additional training time needed for assessors to satisfactorily use an electronic tool for data collection all recommended implementing this 2nd national EGRA with paper instruments and stopwatches.

Training the Assessors

MOE’s Early Learning Unit mobilized 45 candidates from muderiyas across Egypt for assessor training. Half of the candidates were previously trained and served as assessors for the 2013 baseline EGRA. Nearly all candidates were Arabic language supervisors for the primary grades and familiar with the MOE reading program. All participants were trained for four days in early April. All training was conducted in Arabic. The training had three chief objectives: i) to enable assessors to put students at ease and properly conduct the assessment, and ii) to assure correct scoring of subtasks and establish unified criteria and consensus agreement across the cadre of assessors (inter-rater reliability) on what constitutes correct and incorrect reading with diacritics in Modern Standard Arabic,⁶ and iii) to train assessor’s ears to be so thoroughly familiar with the syllables, nonwords and passages to be read by students so as to achieve automaticity of scoring. The training satisfactorily achieved all three objectives.

Field Implementation

Field implementation began the day immediately following the completion of assessor training. The 40 graduated assessors and 40 assessor team leaders were organized into 40 assessor teams, each of one assessor and one assessor team leader. One assessor would complete the 10 assessments from each school in 3 hours. Eight teams were assigned to each of 5 regions under the direction of a Field Implementation Coordinator. Each team

⁶ For example, would students who correctly added the diacritic on the final syllable when reading a word aloud be marked as incorrect if that diacritic was not shown on the student stimuli card?

assessed ten students—5 boys and 5 girls—in a school each day. The assessor team leader was responsible for gathering and confirming the identity of the randomly preselected students for each school and delivering them, one by one, to the assessor conducting the tests in the school library or a classroom vacated for their use. Assessor team leaders ensured that students and assessor were not disturbed or interrupted.

All assessments were conducted between April 14 and April 23. The 40 teams completed 40 schools per day: eight schools each day in each of the five regions. The assessment of all 200 schools was completed in six days. In a small number of schools, the pre-selected random sample of 10 Grade 3 students (5 boys and 5 girls – plus four alternatives for each gender, selected from complete enrollment lists for each school using random number tables) had to be supplemented by on-site random selection of additional students from among those present that day due to high absenteeism. Assessor teams returned to three sample schools a second day when too few students were present on the scheduled day of assessment.

Data Entry, Quality Assurance and Analysis

An electronic data entry program was prepared and installed on iPads to facilitate accurate data entry from the 2000 completed paper forms. All paper forms were first scored manually. Then all subtask items were entered on iPads and the summary entry data and scores compared with the manual scoring of each subtask and paper form to assure accuracy. The completed data set was then checked for completeness and tested for errors. All quantitative analyses and statistical calculations were completed and validated by statisticians at the RTI home office.

Schools with suspiciously high scores across their sample of students and large numbers of non-sample students tested were identified during data entry and their forms and data sets thoroughly examined for pattern responding. Four schools were subsequently dropped from the 200-school sample on strong suspicion (professional judgment combined with pattern detection) that the test had been leaked to the school and/or more capable readers substituted for the random sample. The final sample for this 2nd national assessment was 196 MOE schools and 1,923 Grade 3 students.

The 95% confidence intervals for mean scores on each of the EGRA subtasks – in both the 2013 and 2014 EGRAs – are presented in ***Annex B***. The confidence intervals indicate the range in which mean scores would fall in 95 out of 100 replications (95% confidence) of this assessment, if replicated using the same criteria for the selection of sample schools and students.

Findings of the 2nd National EGRA for Grade 3

Summary Scores and Levels of Student Performance: 2013 and 2014

This section compares the summary statistics for all subtasks from the baseline (2013) and 2nd national (2014) EGRAs for Grade 3 in Egypt. *Table 1* below presents these summary scores for each subtask in the two comparison EGRAs: the percentage of sampled students scoring zero (nonreaders), the average (mean) score of all sampled students on each subtask,⁷ and the percentage of sampled Grade 3 students reading at or above the Egyptian benchmark standard for Grade 3 reading on this subtask.⁸

Table 1 below reveals significant improvement since the 2013 baseline in the *pre-reading* skills. Student performance in the Grade 1 *pre-reading* skill of letter sound identification showed excellent progress. There was also good initial progress in nonword reading, a

Table 1: Comparison of EGRA Summary Scores for Grade 3: 2013 and 2014

Subtask	Percentage of students with zero scores		Grade 3 average score		Benchmark Score	Percentage of students performing at or above benchmark	
	2013	2014	2013	2014		2013	2014
Letter sound identification (clspm)	18.3%	11.4%	18.9	27.7	35	20.0%	35.3%
Nonword reading (cnonwpm)	27.4%	25.9%	5.9	7.5	20	3.9%	7.8%
Oral reading fluency (cwpm)	21.6%	27.3%	21.9	20.7	50	12.2%	11.1%
Reading comprehension (max. 6)	35.4%	43.3%	1.6	1.3	5 ⁹	8.7%	4.6%
Listening comprehension (max. 7)	13.3%	28.6%	3.2	2.4	NA	NA	NA
Maze comprehension (max. 14)	35.4%	36.9%	3.6	3.5	NA	NA	NA

⁷ All average scores include zero scores in their calculation.

⁸ During the dissemination workshop on September 15-16, 2014, some participants questioned the comparability of selected results, due to possible differences in application of student selection protocols, or other similar issues. While these questions may have been a natural reaction against news that was not good on every front, RTI takes the matter seriously. Currently, we stand by the results as presented at the workshop and in this report. However, we will research further and issue any needed clarification as appropriate and as determined by the research.

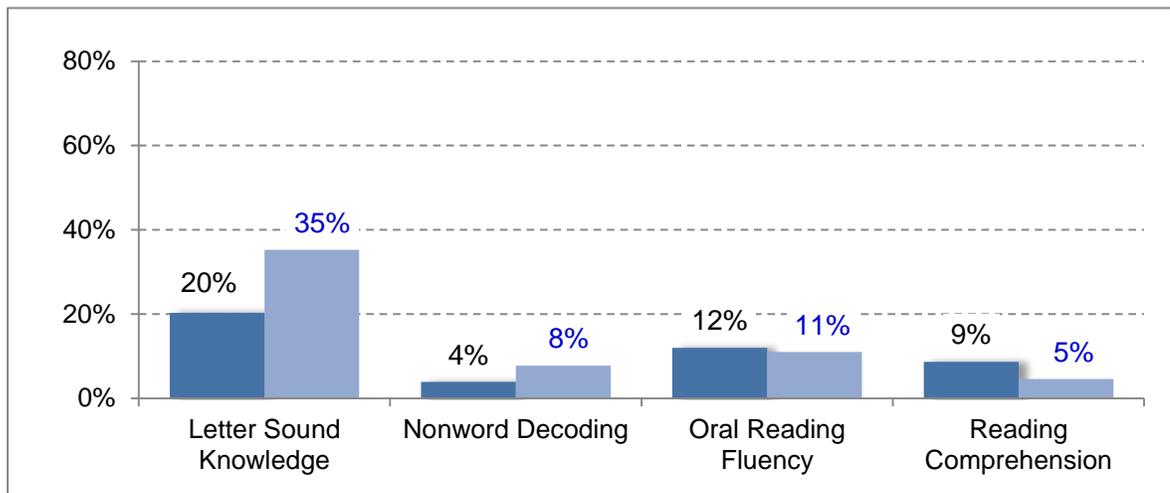
⁹ The June 2013 policy workshop for EGRA conducted with the MOE set a proposed benchmark for the reading comprehension subtask of 80% of questions answered correctly. No benchmarks, however, were set for the listening comprehension and Maze comprehension subtasks.

Grade 2 skill. But reading proficiency in the paramount Grade 3 reading skills – oral reading fluency and comprehension – was unchanged or lower this school year.

For the two Grade 3 reading tasks, the number of students with **zero scores** rose this year.¹⁰ More than one-quarter (27.3%) of sampled students in 2014 could not read a single word correctly on the first line of the oral reading fluency subtask – up from 21.6% in 2013. But the marked improvement in student performance on the Grade 1 pre-reading skill of letter sounds identification lowered the percentage of **nonreaders** among sampled Grade 3 students in 2014 compared to 2013. Nonreaders are students who score zero on *all three* of the letter-sound identification, nonword reading, and oral reading fluency tests. These students could not read correctly a single word or correctly identify a single letter sound on the first line of each test. The share of **nonreaders** fell from **14%** of sampled Grade 3 students in 2013 to **10%** of Grade 3 students in 2014. This is a positive indicator.

But there was no improvement in the number of Grade 3 students who read *well*. Shares of sampled students reading at or above benchmark levels – were unchanged or lower in the Grade 3 subtasks of oral reading fluency and comprehension (**Figure 1**). In contrast, a much larger share of Grade 3 students had mastered *pre-reading* skills in letter sounds identification (35%). And the percentage of sampled students performing at grade level in nonword reading doubled (4% to 8%), but from a very low base.

Figure 1: Percentage of Grade 3 Students Performing at or above Benchmarks on EGRA Subtasks with benchmarks – 2013, 2014



¹⁰ It is important that “zero” scores be clearly understood. Students who did not correctly read any item on the first line of a timed subtask were stopped, following the early stop rule, and given a score of zero on this subtask. In designing each subtask, significant attention is given to ensuring that the first line includes some easy items so that even struggling readers will be not be stopped prematurely. For the comprehension subtasks, students with zero scores either did not answer any attempted question correctly or were “early-stopped” and did not attempt any reading comprehension question or Maze comprehension item.

Reading progress is also revealed (*Table 2*) by significant improvement in the percentage correct of attempted on most reading skills.¹¹ These Grade 3 students improved their reading accuracy on all subtasks except oral reading fluency which remained unchanged.

In summarizing the results of the 2013 baseline EGRA, that report concluded that “*most Grade 3 students are struggling to recognize the sounds associated with each letter, to decode unfamiliar words, and to recognize known words. Their low scores reflect both low accuracy and slow reading speed.*” The Grade 3 students who immediately followed this 2013 class, however, had significantly improved skills in recognizing letter sounds, good initial progress in reading unfamiliar words, and were generally more accurate in their reading. But their fluency in reading connected text and comprehension skills were unchanged or lower.

Subtask Analysis

To better understand student progress since the start of the national reading program in 2011/2012 it is important to consider each reading skill separately. This section compares the 2013 and 2014 EGRA results for Grade 3 on each subtask.

Letter Sound Knowledge

Letter sound knowledge is a basic reading skill taught in Grade 1. Letter sound knowledge, or the alphabetic principle, is considered a prerequisite skill for beginning reading and has been found to be a strong predictor of reading growth in abjads, or consonant-based alphabets, such as Arabic.

Table 3 compares performance of the 2013 and 2014 classes of Grade 3 students on letter sounds identification. The Grade 3 class of 2014 had received three years of improved reading instruction and classroom practice on this most basic *pre-reading* skill from the national reading program, beginning with the program’s first year of nationwide implementation in 2011/2012. The previous year’s Grade 3 class (2013) received no

Table 2: Summary Scores on Percentage Correct of Attempted, Grade 3 – 2013 and 2014

Subtask	Percentage correct of attempted	
	2013	2014
Letter sound identification (clspm)	57%	67%
Nonword reading (cnonwpm)	35%	44%
Oral reading fluency (cwpm)	59%	57%
Reading comprehension (max. 6)	32%	40%
Listening comprehension (max. 7)	46%	34%
Maze comprehension (max. 14)	26%	38%

¹¹ Percentage correct of attempted measures student accuracy. An example of two students best explains this measure. On the reading passage, **Student A** reads 40 words *correctly* from his total of 60 words read in 1 minute. His oral reading fluency is 40 correct words per minute. His percentage correct of attempted is $40/60 = 67\%$. **Student B** reads 40 words correctly from his total of 50 words read in 1 minute. His oral reading fluency is also 40 correct words per minute. But his percentage correct of attempted is higher: $40/50 = 80\%$.

enhanced instruction in reading. The difference is striking: there is marked improvement in all four EGRA measures of reading proficiency: i) the average reading score rose from 19 to 28 correct letter sounds per minute (clspm), ii) the percentage correct of attempted letters in one minute increased from 57% to 67% for greater accuracy in reading, iii) the

Table 3: Comparing Grade 3 scores on Letter Sounds Identification – 2013, 2014

Subtask	Percentage of students with zero scores	Grade 3 average score (clspm)	Percentage Correct of Attempted	Percentage of students reading at or above benchmark (35 clspm)
Letter Sounds – 2013 baseline	18%	19	57.3%	20%
Letter Sounds – 2014	11%	28	67.3%	35%

percentage of students unable to correctly read any of the first 10 letters (zero scores) dropped sharply from 18% to 11%, and iv) the share of sampled students reading at or above the Grade 3 benchmark of 35 correct letter sounds per minute jumped from 20% to 35%. This is excellent progress on the most basic pre-reading skill.

Nonword Reading

The second subtask of nonword reading assesses children’s skill in applying letter-sound correspondence rules to decode (i.e., sound out) unfamiliar words with diacritics. This too is a pre-reading skill that follows letter sound identification and is chiefly learned in Grade 2. The sample Grade 3 students in 2014 showed good initial progress on the performance of the previous year’s Grade 3 students on this subtask (**Table 4**). Scores on three of the four EGRA measures of reading proficiency are higher: i) the average reading score increased from 5.9 to 7.5 correct nonwords read per minute (cnonwpm), ii)

Table 4: Comparing Grade 3 scores on Nonword Reading – 2013, 2014

Subtask	Percentage of students with zero scores	Grade 3 average score (cnonwpm)	Percentage Correct of Attempted	Percentage of students reading at or above benchmark (20 cnonwpm)
Nonword Reading – 2013 baseline	27%	5.9	34.6%	4%
Nonword Reading – 2014	26%	7.5	43.7%	8%

the percentage correct of attempted nonwords in one minute increased from 35% to 44% for improved accuracy in reading, and iii) the percentage of sampled students reading at or above the Grade 3 benchmark of 20 correct nonwords read per minute doubled – from 4% to 8% of students.

This improvement in nonword reading is positive but considerably lags the improvement in letter sounds knowledge. And there was no change in the large percentage of students with zero scores. Improved performance in nonword reading is initial progress from a very low base and most students' word decoding skills remain weak. Greater attention and targeted instruction on decoding unfamiliar words is needed in the MOE reading program in Grades 1 and 2.

Oral Reading Fluency

In the oral reading fluency subtask, children are asked to read a short story of local relevance within one minute. Oral reading fluency is a core index of reading competence, as it measures the skill and speed with which children translate letters into sounds, decode unfamiliar words, recognize known words, and simultaneously make sense of the text's meaning. Weakness in any one of these processes can slow or disrupt children's reading fluency. The score for this subtask is the number of words from the passage that children correctly read in one minute (cwpm).

There was no change in Grade 3 student performance in oral reading fluency in 2014. **Table 5** shows no improvement in any of the four EGRA measures of reading proficiency. Indeed, the percentage of students with zero scores increased from 22% to 27%. This is a large percentage of nonreaders of known and familiar words.

Oral reading fluency is a paramount Grade 3 reading skill. This school year (2013/2014) was the first year of improved reading instruction in Grade 3. Grade 3 teachers received 3 days' training from the MOE Reading Program in September 2013 to implement the Grade 3 program in the fall term. For many Grade 3 teachers, this was their first training

Table 5: Comparing Grade 3 scores on Oral Reading Fluency – 2013, 2014

Subtask	Percentage of students with zero scores	Grade 3 average score (cwpm)	Percentage Correct of Attempted	Percentage of students reading at or above benchmark (50 cwpm)
Oral Reading Fluency – 2013 baseline	22%	22	59.3%	12%
Oral Reading Fluency – 2014	27%	21	57.2%	11%

by the MOE Reading Program. Most received a second short training during the mid-year break to implement the spring 2014 program. The long-delayed start of that spring term severely reduced the time available for reading instruction and the opportunity for teachers to practice new teaching skills and strategies for oral reading fluency. Classroom observations also suggest that many Grade 3 teachers continued instruction and classroom practice of the pre-reading skills from Grades 1 and 2 in the few weeks that schools were open in the spring term, limiting the time available for instruction and

practice of reading skills. More robust training and learning resources for Grade 3 reading skills are indicated.

Reading Comprehension

After children read the short reading passage (57 words) for one minute, *all those who were able to read at least one word correctly* were asked six questions about the story. Students who scored zero on oral reading frequency were not asked questions. The questions were both literal, requiring students to directly recall information from the story, and inferential, requiring students to combine information from the story with their background knowledge to derive a correct answer. Children’s reading comprehension scores were recorded as the number of correct responses to the six questions. The 2014 subtask mirrored the 2013 assessment.

The performance of Grade 3 students in 2014 on reading comprehension did not improve. **Table 6** reports that performance on three of the four EGRA measures of reading proficiency declined slightly in 2014: i) the average number of questions answered correctly fell from 1.6 to 1.3 questions, ii) the percentage of students reading at or above the Grade 3 benchmark for reading comprehension of 80%, i.e. 5 of 6 questions answered correctly, dropped from 9% to 5%, and iii) the percentage of Grade 3 students unable to correctly answer a single question rose from 38% to 44%. These are the highest percentages of zero scores of any subtask. Only the percentage correct of attempted showed improvement, rising from 32% to 40%.

Table 6: Comparing Grade 3 scores on Reading Comprehension – 2013, 2014

Subtask	Percentage of students with zero scores	Grade 3 average score (# correct answers)	Percentage Correct of Attempted	Percentage of students reading at or above benchmark (5 correct of 6 questions)
Reading Comprehension – 2013	38%	1.6	31.6%	9%
Reading Comprehension – 2014	44%	1.3	40.3%	5%

This is not a marked drop in performance. However, the percentage of sampled Grade 3 students performing this subtask at benchmark level (5%) is half the percentage reading the short passage at benchmark level (11%) in the oral reading fluency subtask in 2014. There is no improvement on this conclusion from the 2013 EGRA baseline report:

“It confirms that many students, even strong readers who visibly impress their teachers by reading at speed with correct pronunciation, are reading “mechanically”—or “word calling”—with little or no understanding or retention of what they are reading. They have

not been adequately taught to think about and comprehend the meaning of the passage they read” (p.17).

Together with oral reading fluency, reading comprehension is a paramount reading skill for Grade 3 instruction. The previous observation of disproportionate practice of Grade 1 and Grade 2 pre-reading skills in Grade 3 reading classes, in a markedly shortened school year, likely explain most of this decline. Strengthened teacher instruction, learning resources and priority for reading comprehension in a more robust Grade 3 EGRP are needed. Reading comprehension in Grade 3 remains very weak.

Listening Comprehension

In this subtask, students are instructed to listen carefully to the short story (71 words) that the assessor reads to them because they will be asked questions about the story immediately after. Students are told to pay attention and be ready to answer the questions. This is purely a listening subtask: the child is not provided a copy of the story to follow along or refer to when answering the questions. All students, including the nonreaders who do not correctly read a single item in the letter sounds, nonword decoding, and oral reading fluency subtasks, are tested for listening comprehension. The short passage is read to them in Modern Standard Arabic.

Although the listening comprehension subtask typically assesses a range of language and skills, such as attention, vocabulary knowledge, comprehension strategies, processing of oral language, and generation of appropriate replies, for Egyptian children, it also assesses their proficiency in the formal dialect of Arabic. Modern Standard Arabic differs substantially from the vernacular dialect used in their homes. Comparing children’s comprehension in these two modalities is important, because it allows determination of whether poor reading comprehension can be attributed to limited reading skills or to more general difficulties in comprehending the formal Arabic dialect used in schools.

Grade 3 performance in listening comprehension this year (2014) significantly lagged last year’s proficiency by sample Grade 3 students. Performance on three EGRA measures of reading proficiency in **Table 7** is markedly lower: i) the average number of questions

Table 7: Comparing Grade 3 scores on Listening Comprehension – 2013, 2014

Subtask	Percentage of students with zero scores	Grade 3 average score (# correct answers)	Percentage Correct of Attempted
Listening Comprehension – 2013	13%	3.2	46%
Listening Comprehension – 2014	29%	2.4	34%

answered correctly declined from 3.2 to 2.4 – of 7 total – questions; ii) the percentage of students unable to correctly answer a single question – zero scores – jumped sharply from 13% to 29%, and iii) the percentage correct of attempted questions also declined.¹²

The results highlight the often underestimated challenge that children schooled in Modern Standard Arabic face: proficiency in the vernacular, home dialect does not prepare students for the linguistic demands of Modern Standard Arabic taught in schools. The sample Grade 3 students in 2014 had significantly greater difficulty comprehending the subtask story than Grade 3 students tested in 2013. The interrupted and shortened 2013/2014 school year may be one causative factor. It is chiefly in schools that children in early grades will hear and read formal Arabic. A second factor may be teacher preference, during reading instruction, to drilling Grade 3 students in the *pre-reading* skills of letter sound knowledge and word decoding taught in Grades 1 and 2, leaving less time for listening to stories and comprehension exercises in formal Arabic. Findings of the classroom observations suggest this second causative factor.¹³ Continued instruction in pre-reading skills in Grade 3 may be an unintended consequence of the Reading Program's initial emphasis on improved reading instruction for Grades 1 and 2. This first year of Grade 3 reading instruction may not have sufficiently prepared and supported teachers to shift the focus of reading instruction to oral reading fluency and comprehension in formal Arabic.

These markedly lower results for listening comprehension in 2014 are, however, puzzling and not fully explicable by the above factors alone. These factors might contribute to the results and satisfactorily explain a modest decline. The much lower performance in 2014, however, recommends further research and testing of subtask comparability.

Maze Comprehension

In addition to measures of reading and listening comprehension, we assessed children's reading comprehension using the multiple-choice format of a Maze test. This was the most difficult of the three comprehension tests. In the Maze test, children were asked to read a narrative story of some 140 words and, as they read, identify which of three words in each of 14 selections in the story was the best word for the story. To correctly choose the best word in each selection, the children must comprehend the story as they read. Each child had three minutes to complete the story and all 14 selections. As this was an unfamiliar format to students, assessors carefully rehearsed the test with each child, using a short practice paragraph with three items of multiple-choice selection that the assessor and student practiced together before implementing the test. Children were also asked to confirm that they understood the exercise before the actual test was started.

Unlike the reading comprehension and listening comprehension results, children's performance in the multiple-choice format of the Maze test was little changed from 2013

¹² As no Grade 3 benchmark is yet accepted by the MOE for this subtask, the percentage of students performing at or above the benchmark level in listening comprehension is not included.

¹³ See footnote 3.

(Table 8). The average number of correct answers and the percentage of sample students with zero scores in 2014 were largely within the 95% confidence intervals of expected scores for this sample assessment in 2013.

Table 8: Comparing Grade 3 scores on Maze Comprehension – 2013, 2014

Subtask	Percentage of students with zero scores	Grade 3 average score (# correct selections)	Percentage Correct of Attempted
Maze Comprehension – 2013	35%	3.6	26%
Maze Comprehension – 2014	37%	3.5	38%

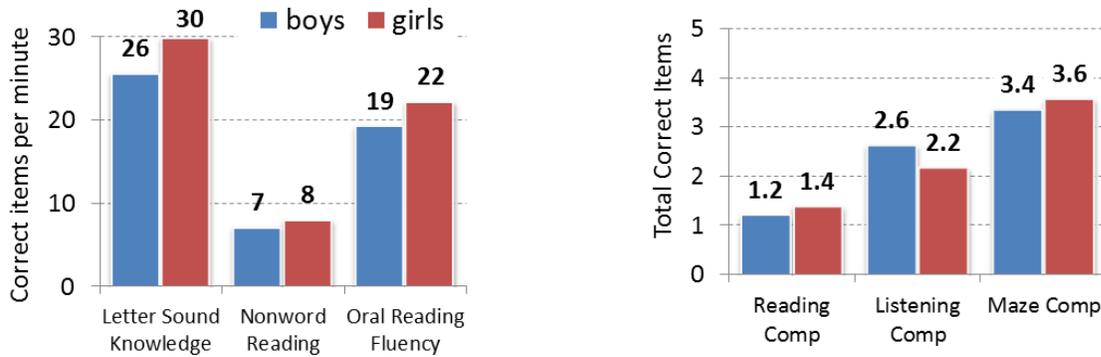
The multiple-choice format of the Maze subtask partly explains why 2014 results on this comprehension test were little changed from 2013, unlike the lower results in reading and listening comprehension. In the latter subtasks, students have no cues to aid them in correctly answering the oral questions. In a multiple-choice format with just 3 choices, students who simply guess or randomly choose one of the selections will, on average, be correct one-third of the time. In addition, the sample Grade 3 students in 2014 were significantly slower and more careful than students the previous year in reading this subtask – perhaps owing to their weaker oral reading fluency. On average, students in 2014 attempted just 6.2 selections in the Maze subtask, compared with 9.8 selections attempted by Grade 3 students in 2013. Reading more slowly and carefully, Grade 3 students in 2014 were more successful on the fewer items they attempted, improving the percentage correct of attempted score from 26% to 38%.

Gender Differences in Reading Performance

The pattern of gender differences in Grade 3 reading proficiency in the 2013 EGRA was largely repeated in 2014 (*Figure 2*). The sharply lower performance of girls on the listening comprehension subtask is again puzzling. Both genders scored lower on this subtask in 2014. But the performance of girls was markedly lower, falling from an average of 3.3 correct answers to 2.2 correct questions in 2014. While we stand by the present findings, we reiterate that the listening comprehension results merit further research and critical analysis of both the 2013 and 2014 subtask content and student performances.

We previously noted (p.10) an overall improvement in the percentage of **nonreaders** in 2014, compared to 2013. The overall share of sample Grade 3 students scoring zero on all three of the first three subtasks – letter sounds knowledge, nonword reading, and oral reading fluency – dropped from 14% in 2013 to 10% in 2014. Improved performance in the *pre-reading* skill of letter sounds identification chiefly learned in Grade 1 chiefly explains this positive result.

Figure 2: Reading Proficiency of Grade 3 Boys and Girls, 2014



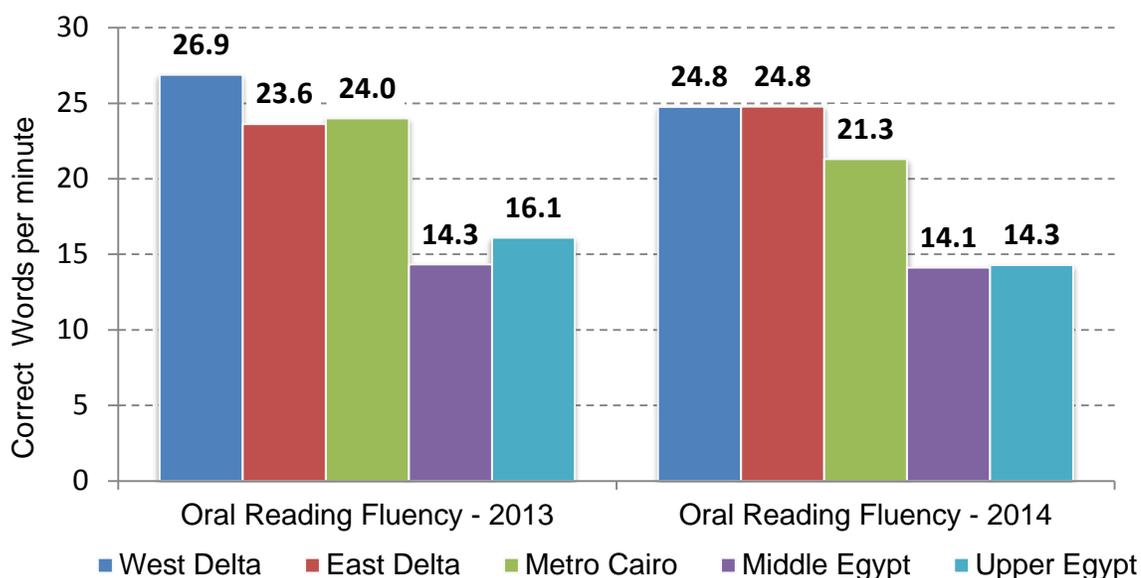
But the percentage of girl **nonreaders** dropped much more significantly than boys – down from 12% of all Grade 3 girls sampled in 2013 to just 7% in 2014. The improvement among boys was a lesser decline from 16% nonreaders in 2013 to 13% in 2014.

The Geography of Reading Performance

Reading Performance by Regions

Like gender, the 2013 pattern of regional disparity in reading performance was largely repeated in 2014 (*Figure 3*). One again, the key finding is the significantly lower proficiency of sampled students from Middle and Upper Egypt in Grade 3 reading skills.

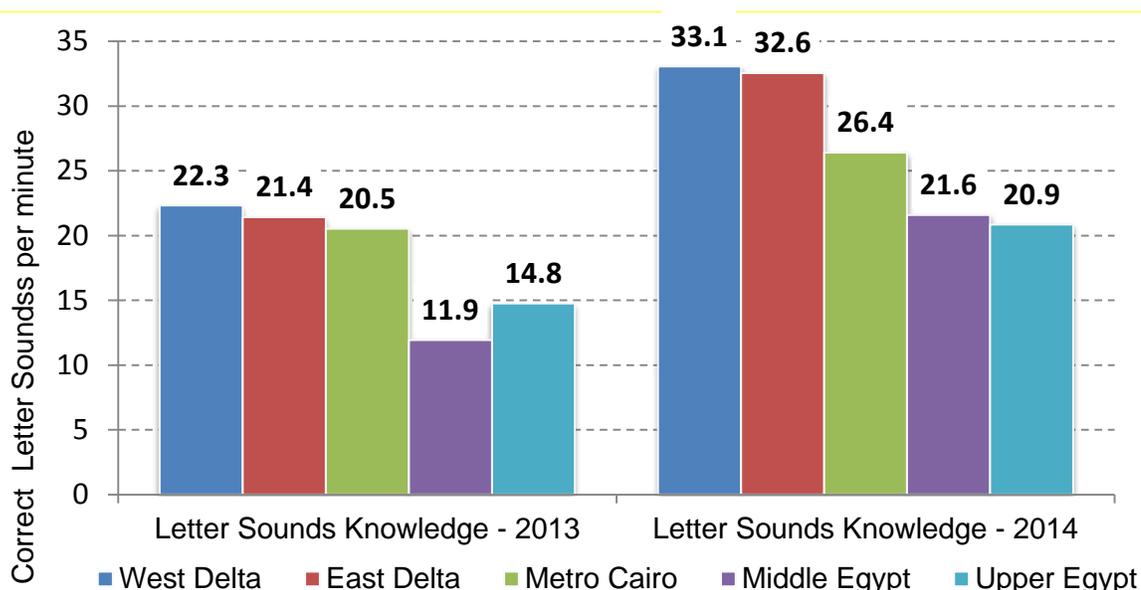
Figure 3: Oral Reading Fluency of Grade 3 Students by Region – 2013, 2014



Grade 3 performance in oral reading fluency was a little lower or unchanged in all regions. In the geography of early grade reading, Egypt is divided into two regions: comparable levels of reading proficiency in Lower Egypt and Metropolitan Cairo versus similarly low reading skills in Middle and Upper Egypt.

It is important here, however, to note the marked improvement in 2014 results on letter sounds knowledge in Upper and, especially, Middle Egypt (**Figure 4**). Both regions still lag Lower Egypt and Metro Cairo. *Yet the average scores for Middle and Upper Egypt schools on the letter sounds subtask in 2014 had reached the level of Lower Egypt and Metro Cairo in the 2013 baseline.* This is a significantly positive outcome. Indeed the percentage improvement in Middle Egypt schools was the highest of all regions: the average score on this subtask jumped 72% from 11.9 correct letter sounds per minute in 2013 to 21.6 correct letter sounds in 2014. This is higher percentage improvement from a lower base. But the importance of this finding should be clear: very significant improvement in early grade reading can be achieved in all regions if the skills are actually taught.

Figure 4: Proficiency in Letter Sounds Knowledge among Grade 3 Students by Region – 2013, 2014

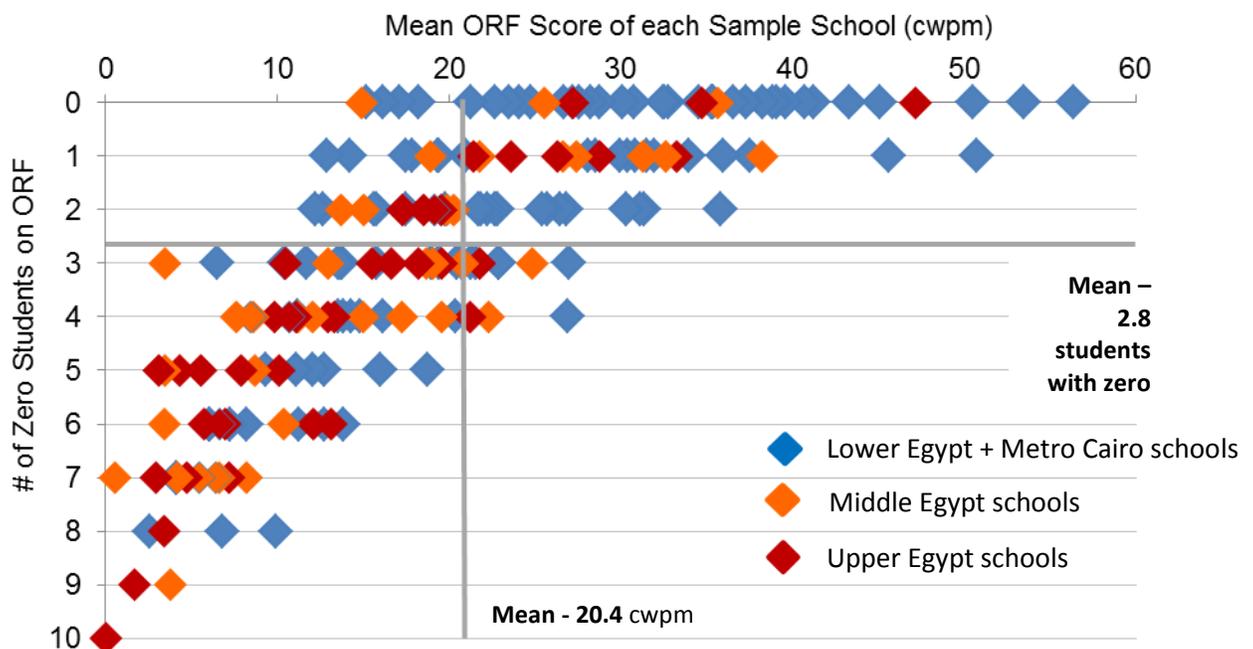


Divergence in Average Reading Performance across Schools

There is wide divergence in the average reading skills of Grade 3 students across MOE schools. Divergence within each region is marked. The variability is greater, however, among schools of Lower Egypt and Metro Cairo than among schools of Middle and Upper Egypt. Average proficiency in oral reading fluency is lower with less divergence among schools of Middle and Upper Egypt.

Figure 5 offers a visual display of the variability of the average scores on oral reading fluency across sample schools in 2014. The x-axis is the 2014 average score (cwpm) of each sample school (10 sample students) on oral reading fluency. The y-axis is the number of students in the sample for each school who scored zero on this subtask. There is a pronounced divergence in average reading performance across schools in all regions. But Middle and Upper Egypt schools predominate among all schools with below-average performance and greater numbers of zero scores on this paramount Grade 3 reading skill.

Figure 5: Variability among sample schools in Average Scores on Oral Reading Fluency – 2014



Summary Conclusions

Mid-term assessments are essential to new programs, providing empirical data and timely feedback on *initial progress and early results*. Their findings reveal specific points of program implementation that merit greater attention, improved design and more effective support. This mid-term assessment is no exception.

The results of this mid-term assessment indicate good progress on skills that have received attention, and less or no progress on skills that have received less attention. In any case, mixed progress is expected at this early stage of a rapidly-expanding national program:

1. [Excellent improvement in the most basic, pre-reading skill \(Grade 1\) of letter sounds knowledge](#). The Grade 3 students tested in April 2014 had clearly benefitted from enhanced reading instruction in letter sounds since Grade 1 in 2011/12. Their average score in letter sounds is markedly improved, zero scores are down sharply, the percentage of students performing at benchmark is strongly higher with more than one-third of Grade 3 students now reading letter sounds at or above the benchmark standard, and accuracy in letter sounds identification is much improved (increased percentage correct of attempted items). *That the highest rate of improvement was in Middle Egypt demonstrates the potential to achieve transformational results in early grade reading across Egypt.*

2. [Good initial progress – from a very low base – in the higher pre-reading skill \(Grade 2\) of nonword decoding.](#) Average scores are higher and the percentage of Grade 3 students reading nonwords at benchmark level has doubled – but still very low. Reading accuracy (percentage correct of attempted) is also significantly improved. But the percentage of students with zero scores remains unchanged.
3. [No improvement in this first year of Grade 3 reading instruction in the paramount Grade 3 skill of oral reading fluency.](#) Average scores, percentage of students reading at benchmark, and percentage correct of attempted are all unchanged. The percentage of students with zero scores is higher. The basic, initial package of teacher and supervisor training, curriculum and instructional materials, and their alignment with the Grade 3 textbook may not be sufficiently robust and need further development. Most importantly, the Grade 3 reading program needs an uninterrupted school year of full duration. Its first year of implementation in 2013/2014 was significantly interrupted and shortened.
4. [Mixed but generally weak performance in the 3 comprehension subtasks.](#) Grade 3 performances in the 3 comprehension subtasks varied from unimproved to significantly lower results for listening comprehension. The reasons are uncertain. But the much-diminished school year, disproportionate allocation of Grade 3 instructional time to drilling in Grade 1 and Grade 2 pre-reading skills (suggested by findings of the classroom observations), and less-robust training and technical support in this launch year of the Grade 3 early reading program may be key factors. The recommendations below directly address this result.
5. [Targeted support needed to strengthen reading outcomes in rural schools of Middle and Upper Egypt.](#) There is *wide divergence* in the early grade reading performance of MOE schools across Egypt. Yet the very low to below-average reading performance in MOE primary schools of **southern Egypt** demand targeted attention and additional support. Significant numbers of MOE schools in Egypt’s south are failing to educate their students. Extensive, in-depth school and community research is needed to appraise both principal and localized causes and effective solutions. The historic experience of South Korea, Finland, Singapore and other countries successful in markedly boosting the reading and educational outcomes of their children confirm the importance of significantly improving the weakest readers. *The excellent improvement demonstrated by Grade 3 students of Middle and Upper Egypt on the pre-reading skill of letter sounds knowledge in just two years should inspire hope and greater efforts for transformational change in reading outcomes in all regions.*

Recommendations

On September 15-17, 2014, a workshop was held with EGRP Coordinators from all 27 MOE muderiyas. The purpose of the workshop was to disseminate the results of the 2014 EGRA and to discuss its implications. The following recommendations arise out of that discussion, but also reflect the professional views of RTI staff and other stakeholders knowledgeable about Egypt and the EGRA results, including senior staff previously engaged in the GILO project with experience supporting the MOE Reading Program.

These recommendations include:

- **Provide *intermediate-level EGRP training*** to Grade 3 teachers, supervisors, senior teachers, and School Training Units that support reading. The basic training for Grade 3 reading that teachers received in 2013/14 is not sufficient. Intermediate training must be practical – not conceptual – and focus chiefly on teaching *fluency and comprehension* skills. Rebalance the time, focus and exercises on pre-reading skills in Grade 3. Many Grade 3 teachers appear to be “stuck” drilling students in the pre-reading skills of Grades 1-2, perhaps because these skills are easy and fun to teach, students enjoy practicing, and because teachers do not yet know fun, innovative routines to teach fluency and comprehension.
- **Enhance the alignment** of the Grade 3 textbook with the reading materials, teacher training and continuous in-class assessment of reading. The MOE is already moving to strengthen this alignment but more support may be useful.
- **Intensify the quality of in-school teacher coaching** in early grade reading instruction.
- Popularize and implement **greater goal-orientation** by applying MOE reading benchmarks for each grade.
- **Strengthen overall planning and coordination** of the MOE Reading Program.
- Implement **social marketing** of what children sound like, in Grades 1-3, when they are reading well, i.e., at benchmark levels for each grade. Teachers, schools, and parents need to know what good reading sounds like in each grade.
- **Remediate** children who are particularly behind. Group readers by specific ability, not by grade and provide special support. Inexpensive and successful models exist.
- **Target rural and remote village schools in Middle and Upper Egypt** in testing models for effective remediation and enhanced teacher coaching. Identify and address the priority regional challenges and constraints to improved reading proficiency and student outcomes in the early grades in rural schools. Early reading proficiency in Egypt will be most improved overall by significantly raising performance in rural southern Egypt.

- **Create incentives**, using competitions, for reading improvement. However, be careful that competitions and incentives are for most improved readers and schools and not best readers. It is important that fairly “low” levels in the system are rewarded or at least honored; not just the top national performance. In this manner, the best student in each school or idara can be honored, creating an incentive to emulate. This is important. If only top students nationally or at governorate level are rewarded, and/or only an absolute criterion (not improvement criterion) is used, then students far from the top will not be incentivized to improve. Incentives should aim to motivate struggling and intermediate readers. Strong readers and strong schools do not need rewards and incentives. Recognition of best readers and best schools only, especially if confined to national or governorate levels, will not motivate lesser-skilled readers and weaker schools to improve. Incentives and competitions should seek to motivate and reward many schools – in each idara – rather than the few best schools in each muderiya. Moreover, consideration should be given to whole-school performance – not just individual student performance. Finally, with incentives comes pressure to cheat. Rigorous attention will have to be paid to equating instruments and preventing leakage or other forms of gaming.

Annex A: Equating the 2013 and 2014 EGRA Instruments for Grade 3

To ensure the comparability of results from the 2013 baseline and the 2nd national EGRA for Grade 3 in 2014, significant attention and analysis was given to ensuring a comparable design and level of difficulty for each EGRA subtask. The need for comparability and equal difficulty is driven by the need to protect against leakage and/or to protect against the possibility that copies of the 2013 instrument would have circulated and the students would have memorized the content. This requires changing the items, but keeping them of equal difficulty. Thus, the subtasks were highly comparable in structure and reading difficulty. This Annex describes the process of equating the 2013 and 2014 instruments for Grade 3, their pre-testing and the analyses conducted to confirm their comparability.

Both the 2013 and 2014 instruments are included in this Annex, following the narrative description and analysis of their comparability.

Designing the 2014 EGRA Instrument for Comparability

Detailed content analysis of the principal subtasks in the 2013 baseline instrument preceded their replication in the 2014 instrument. Special attention was given to the first line of each subtask; students who fail to read at least one item correctly on the first line triggers the “early stop” rule that ends that subtask and results in a zero score. The first line must include a very easy item to facilitate students getting at least one correct item so as to continue the subtask for the full minute and not be “stopped out” just because they cannot read the more difficult words.

These analyses and the key design features that were mirrored for each subtask are described here:

- **Letter Sounds Knowledge:** For both 2013 and 2014 instruments, this subtask included a random mix of letters with diacritics (short vowels) in initial-word, mid-ord, and end-word forms. The 2014 instrument included 80 letters; the 2013 subtask had 100 letters. This design difference is immaterial. Students are scored on the number of correct letter sounds read *in one minute*, regardless of the number of letters shown. Only 1 Grade 3 student in 2013 and 15 students in 2014 read more than 80 letters correctly in one minute.
- **Nonword Reading:** Both the 2013 and 2014 subtasks included 50 nonwords (invented words) with diacritics on all letters, including the final letter. Most words in the two instruments were different. But the 2014 subtask mirrored the 2013 instrument in both level of difficulty and placement of words in the subtask. For example, if a word in a specific cell of the 2013 subtask matrix was 5 letters, than the 2014 instrument included a 5-letter word in that same cell. The first word of the subtask in both years was an easy 2-letter word in which the second letter was the

long vowel “إ”. The large majority of sample students will look at the first word longer than any other word in the subtask, as they listen to the subtask instructions from the assessor. An easy first word facilitates students getting at least one item correct on the first line and avoiding the “early stop” rule.

- **Oral Reading Fluency:** Both the 2013 and 2014 subtasks for oral reading fluency included short stories of 57-58 words with diacritics for all syllables. The two stories were nearly identical in subject, content and key vocabulary, but sufficiently different to prevent mastery by memorization. Both stories told of a girl student who likes to read and goes to a library with another family member (brother / father) where she observes friends reading.
- **Reading Comprehension:** Both the 2013 and 2014 subtasks comprised 6 questions read in formal Arabic to students immediately after the timed test for oral reading fluency. All students were instructed before starting the oral reading subtask that they should pay attention to what they were reading because they would be asked questions about the story. All questions in both subtasks were direct questions, answerable from information provided in the story. Three of the 6 questions were identical in both years (the stories were nearly identical) and asked in the same order: the 1st, 2nd and 4th questions. In 2013, when an electronic EGRA tool was used for data collection, students were only asked those questions that could be answered from the partial text of the story that they finished reading in one minute. In 2014, when paper instruments were used, students were asked all questions. After the 2014 data were entered in a database, the link of questions to text read could then be established and only those questions that could be answered from the story text actually read by each student were retained.
- **Listening Comprehension:** The stories read in formal Arabic to students in 2013 and 2014 were the same length: 70-71 words. Students were asked 7 questions after listening to each story. In both 2013 and 2014, 6 of the 7 questions were direct questions; the final question inferential. All questions were read to students in formal Arabic. In 2013, the story told of a young village girl who went with her mother to buy milk from the grocer. In 2014, the story told of a peacock who converses with a pigeon and rooster on who is the king of birds.
- **Maze Comprehension:** Both the 2013 and 2014 subtasks were stories of similar length (140-141 words) with 14 multiple-choice selections – each comprised of 3 words. Children were instructed to choose the most appropriate word in each selection for that story. In both subtasks, children had 3 minutes to read the text and choose the correct word in each selection.

Equating the 2013 and 2014 Instruments

To test the comparability of the 2013 and 2014 EGRA instruments, the two tools were administered to 100 Grade 3 students as a pilot. The students were all intermediate to

strong readers selected by the schools for this pre-test. The students, drawn from 2 MOE schools in Alexandria, were not randomly selected. The purpose of the pilot pre-test was to equate the tools; not assess reading proficiency.

All students were given the following 4 subtasks from both tests: nonword reading, oral reading fluency, reading comprehension, and Maze comprehension. The letter sounds knowledge and listening comprehension subtasks were not included in the comparison test. Letters would be of equal difficulty essentially by definition, and the prevention of memorization would be accomplished by a different randomized order. The listening comprehension subtask was not included as it is not a “reading” skill.¹⁴ All students were administered two comparable subtasks (e.g. nonword reading) followed by the next two comparable subtasks (e.g. oral reading fluency). The subtasks were administered in the same order as in the full EGRA. To ensure no bias in the order of subtask administration, the 50 students tested in one school were given the 2013 subtask *before* the comparable 2014 subtask. The order was reversed for the 50 students in the other school: the 2014 subtask was administered first. All students were instructed to read all items without time limitation. The time needed to complete each subtask was recorded for each student.

The pilot pre-tests were administered using paper forms and the data were entered, checked carefully for accuracy and analyzed by an RTI statistician for comparability. The findings of that comparative analysis are presented below for each subtask:

1. **Nonword Reading:** *Table A1* presents the pilot results and full survey results on this subtask. In the pilot comparison, students did slightly better on the 2013 subtask (average score, %Correct and %Correct of attempted) than on the 2014 subtask. The differences are not, however, statistically significant. But in the actual full surveys, the 2014 sample children did significantly better (statistically) on this timed subtask of one minute.

Table A1: Equating the Nonword Reading Subtasks – 2013, 2014

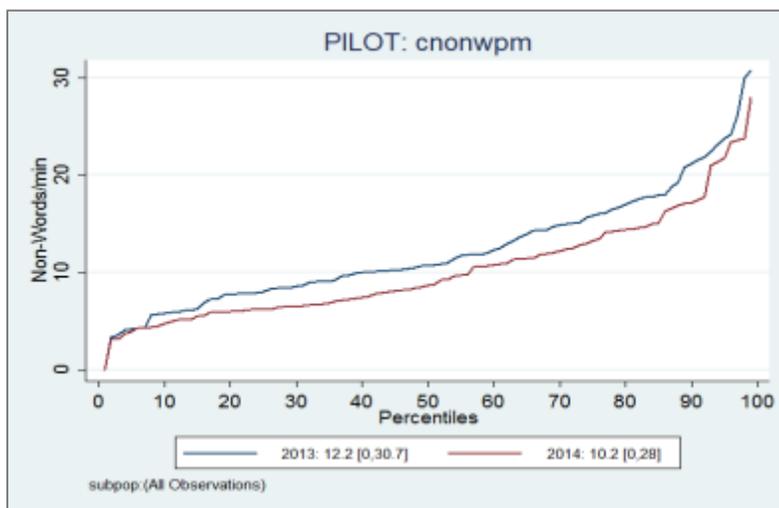
Pilot	%-Zero Score	Average Score	%Correct	Average Number of Items Attempted	%Correct of Attempted
2013 subtask	1.0	12.2	62.8%	49.4	63.7%
2014 subtask	1.0	10.2	59.4%	49.9	59.6%
Full survey					
2013	27.4 [^]	5.9 [^]	11.9% [^]	13.2 [^]	34.6% [^]
2014	25.9	7.9 ^{**}	15% ^{**}	13.4	43.7% ^{***}

¹⁴ It retrospect, not including the listening comprehension subtasks (2013 and 2014) in the pilot comparison was an omission. The actual results of the 2014 EGRA now recommend that these subtasks be equated.

Unlike the full survey, there was no time limit for students to complete the subtask in the pilot comparison. In the pilot, students used 11% more time to complete the 2014 subtask. The average time needed by the 100 students to read all 50 items in each subtask was 175 seconds (2013 subtask) and 194 seconds (2014 subtask). Note that in any case what is material here is the *rate per minute*, so using no time limit does not affect the conclusion for these analytical purposes.

Figure A1 presents the percentile comparison of student performance on the two subtasks in the pilot pre-test. Weaker and stronger readers (lower to higher percentiles) alike did slightly better on the 2013 subtask than on the 2014 subtask for nonword reading. The difference, however, was small and not statistically significant.

Figure A1: Percentile Comparison of Pilot Results for the Nonword Reading Subtasks – 2013, 2014



- Oral Reading Fluency:** In the pilot comparison, the 100 Grade 3 students performed very similarly on the two subtasks (**Table A2**). The average score on the 2013 subtask was only 1.6 correct words more than for the 2014 subtask. The difference is not statistically significant. On the other two measures of subtask comparability -- % Correct and %Correct of Attempted – the results are nearly identical. The difference in the average number of items attempted (56.7 in 2013 and 57.9 in 2014) is due to the different lengths of the two stories: 57 words in the 2013 subtask and 58 words in the 2014 subtask. The two subtasks were of equal difficulty and comparable. The 100 used 14% more time, however, to complete the 2014 subtask in the pilot comparison. The average time for subtask completion was 78 seconds (2013 subtask) and 89 seconds (2014 subtask).

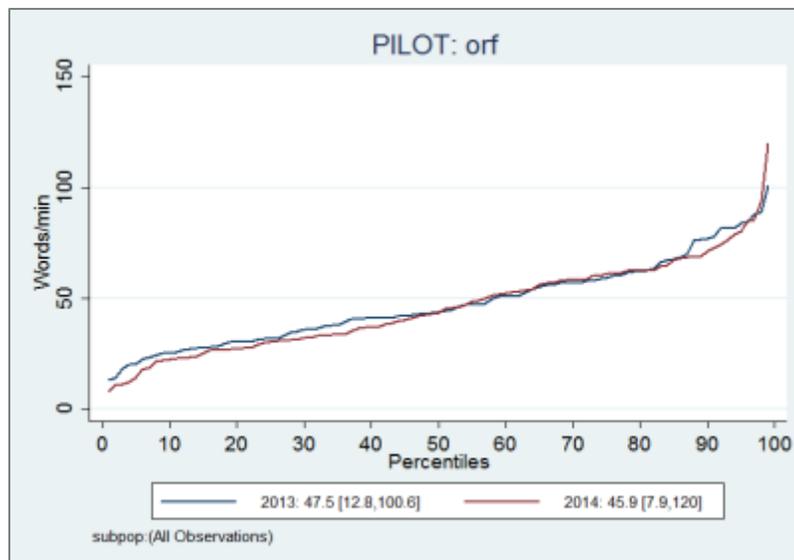
Table A2: Equating the Oral Reading Fluency Subtasks – 2013, 2014

Pilot	%-Zero Score	Average Score	%Correct	Average Number of Items Attempted	%Correct of Attempted
2013 subtask	0	47.5	92.1	56.7	92.5
2014 subtask	0	45.9	92.1	57.9	92.3
Full survey					
2013	21.6^	21.9^	37^	27.3^	59.3^
2014	27.3	20.7	34.7	26.2	57.2

In the full surveys, the sample students in 2013 did only slightly better, averaging just 1.2 correct words read per minute (21.9 cwpm) more than the 2014 sample students (20.7 cwpm). The average number of items attempted in the full surveys, the %Correct and the %Correct of Attempted were also just slightly higher for the 2013 subtask.

Figure A2 presents the percentile comparison of reading proficiency by the 100 students who took both the 2013 and 2014 oral reading fluency subtasks for this pilot. There is a very close fit of the two lines across the full range of student reading proficiency. Weaker students and strong readers did only very slightly better in the 2013 subtask. There was no difference, however, in the pilot results for intermediate readers in the 50th to 80th percentiles.

Figure A2: Percentile Comparison of the Pilot Results for the Oral Reading Fluency Subtasks – 2013, 2014



3. **Reading Comprehension:** In the pilot comparison (*Table A3*), the 100 students performed very slightly better on the 2014 subtask for reading comprehension.

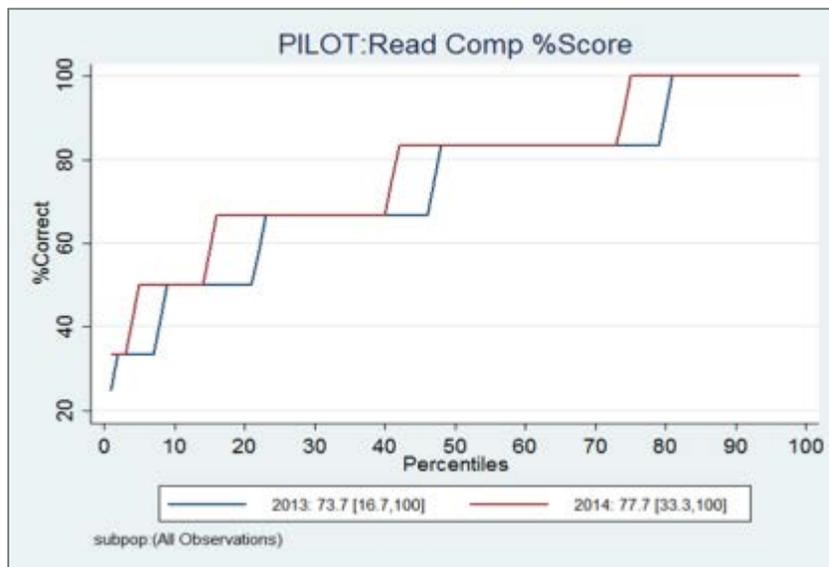
Table A3: Equating the Reading Comprehension Subtasks – 2013, 2014

Pilot	%-Zero Score	Average Score	%Correct	Average Number of Items Attempted	%Correct of Attempted
2013 subtask	0	4.4	73.7	6.0	73.9
2014 subtask	0	4.7	77.7	6.0	77.9
Full Survey					
2013	35.3^	1.9^	31.6^	4.7^	31.6^
2014	43.3*	1.3**	24.6**	2.6***	36.9*

These 100 intermediate to strong readers correctly answered, on average, just 0.3 more reading comprehension questions on the 2014 subtask than on the 2013 subtask. The %Correct and %Correct of Attempted scores are also just slightly better for the 2014 subtask. The differences are not, however, statistically significant. The two subtasks are comparable in level of difficulty and closely equated.

In the full EGRAs, the average performance of sample students in 2014 lagged the performance of the 2013 sample students on the reading comprehension subtask. And the difference is statistically significant.

Figure A3: Percentile Comparison of the Pilot Results for the Reading Comprehension Subtasks – 2013, 2014



4. **Maze Comprehension:** In the pilot comparison (*Table A4*), the 100 students did very slightly better on the 2013 subtask for Maze comprehension. On average, they correctly answered 1 multiple-choice item more on the 2013 EGRA subtask than on

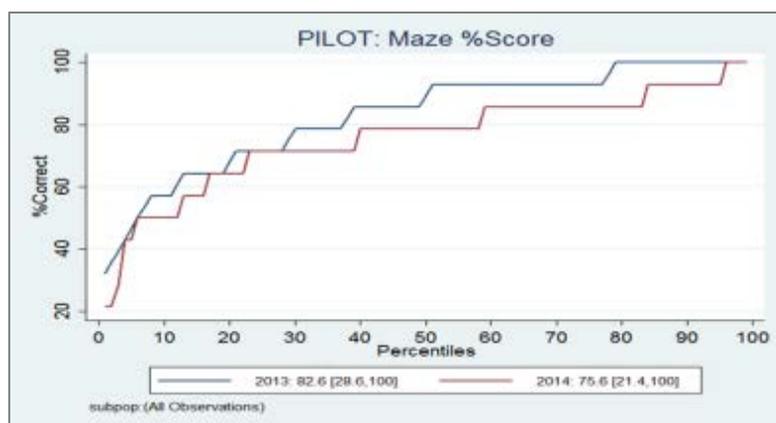
Table A4: Equating the Maze Comprehension Subtasks – 2013, 2014

Pilot	%-Zero Score	Average Score	%Correct	Average Number of Items Attempted	%Correct of Attempted
2013 subtask	0	11.6	82.6	14	82.6
2014 subtask	2.0	10.6	75.6	14	75.6
Full Survey					
2013	35.4^	3.6^	25.7^	9.8^	26.3^
2014	36.9	3.9	24.7	6.2***	37.6***

the 2014 subtask. The %Correct and %Correct of Attempted scores are also slightly better for the 2013 subtask in the pilot. But the differences are not statistically significant. The average time used by the 100 students to complete the two subtasks is comparable: 167 seconds for the 2013 subtask; 178 seconds for the 2014 Maze. They used just 7% more time to complete the 2014 Maze comprehension subtask with its 14 multiple-choice selections.

In the full EGRAs, the average performance of sample students in 2014 on the Maze comprehension was generally unchanged from the performance of 2013 sample students. The average score was very slightly higher (3.9 correct items in 2014 versus 3.6 in 2013). So too was the %Correct of Attempted. The Average Number of Attempted Items, however, was significantly lower in 2014. The sample students in 2014 were reading notably less quickly on this subtask than their 2013 predecessors and the %Correct Items was also slightly (but not significantly) lower.

Figure A4: Percentile Comparison of the Pilot Results for the Maze Comprehension Subtasks – 2013, 2014



The 2013 Baseline EGRA Instrument

أداة تقييم مهارات القراءة في الصفوف الأولى: نموذج تعليمات الفاحص ٢٠١٣

تعليمات عامة

من المهم أن تضمني جوًّا من المرح مع الطفل الذي سيخضع للتقييم بحيث تبدأ معه بمحادثة بسيطة حول مواضيع تهيمه (انظر المثال أدناه). أشعره بأن هذا التقييم هو تقريبا بمثابة لعبة سيستمتع بها وليست بالمهمة الصعبة. من المهم جدًا أن تقرأ مستوى المربعات فقط بصوت عالٍ وبوضوح وتمهل.

صباح الخير اسمي _____ أسكن في _____. أريد أن أتكلّم معك عن نفسي، عذري من الأطفال، عمرهم؛ عذري في البيت.....، الرياضة التي أمارسها؛ [الخ]

١. تكلم لي عن نفسك وعن عائلتك؟ [النظر الجواب؛ إذا كان التلميذ غير متحمس للكلام، وجّه إليه السؤال رقم ٢. إذا تكلم بارتياح، انتقل لفقرة الموافقة الشفهية].

٢. ما اللعبة التي تحبها؟

الموافقة الشفهية

اسمح لي أن أقول لك لماذا أنا معك اليوم. أنا أعمل في وزارة التربية والتعليم وأحاول أن أفهم كيف يتعلم الأطفال القراءة. لقد تم اختيارك للقيام بهذا الاختبار بشكل عشوائي. أحب أن تتعاون معي في هذه العملية. ولكن إذا لم ترد المشاركة، فلك ذلك. سنلعب لعبة القراءة حيث سأطلب منك أن تقرأ بعض الحروف وبعض الكلمات وقصة قصيرة بصوت عالٍ. سأستعمل هذه الساعة لأحسب الوقت الذي تحتاجه في القراءة. هذا ليس امتحانًا وليس له أي تأثير على علامتك المدرسية. سأسألك بعض الأسئلة الأخرى عن عائلتك. لن أكتب اسمك على ورقة الاختبار. لن يرى أي أحد إجاباتك عليه. مرة أخرى، أنت غير ملزم بالمشاركة إذا لم تكن ترغب في ذلك. و إذا بدأنا ولم ترد الجواب عن أي سؤال، فلا مشكلة في ذلك.

هل لديك سؤال؟ هل أنت مستعد؟

إذا حصلت على الموافقة الشفهية للطفل ضع علامة (x) في هذا المربع نعم

(إذا لم تحصل على الموافقة، اشكر الطفل وانتقل للطفل الذي بعده واستعمل نفس الاستمارة)

١. تاريخ التقييم	
مثال: ١٥ مارس ٢٠١٣ = ٢٠١٣.٠٣.١٥	
٢. المديرية:	
٣. الإدارة:	
٤. اسم المدرسة	
٥. كود المدرسة	
٦. فترات الدراسة بالمدرسة	<input type="radio"/> فترة واحدة <input type="radio"/> فترة صباحية <input type="radio"/> فترة مسائية
٧. اسم الفاحص	
٨. الصف:	<input type="radio"/> الثالث (٣)
٩. تاريخ ميلاد الطفل:	الشهر: ____ السنة: ____
١٠. جنس الطفل:	<input type="radio"/> طفل <input type="radio"/> طفلة
١١. وقت البدء بالاختبار:	<input type="checkbox"/> صباحًا (أختر واحدة منها) <input type="checkbox"/> مساءً

The 2013 Baseline EGRA Instrument – Letter Sounds Identification

القسم ١- التعرف على أصوات المقاطع

٦٠ ثانية

بعد مرور ٦٠ ثانية، ستقول للطفل 'توقف'.

إذا تردد الطفل في قراءة الحرف لمدة تزيد عن ٣ ثوانٍ، أشر للحرف الذي يليه وقل: "لتكمل من فضلك".

قاعدة التوقف المبكر: إذا وضعت علامة (/) على جميع الأجزاء في السطر الأول على أنها خاطئة ولم يصحح الطفل أي خطأ من أخطائه، قل "شكراً" وأوقف التمرين. ضع علامة (x) في المربع الموجود في أسفل الصفحة وانتقل للتمرين الذي بعده.

هذه ورقة تضم حروفاً مضبوطة بحركات، اقرأ قدر ما تستطيع منها (اقرأ صوت الحرف مع الحركة، وليس اسمه). مثلاً، صوت هذا الحرف مع الحركة [أشر إلى الحرف "س"] هو "س" كما في كلمة "سنتك".

و الآن لنقم بهذا التمرين: قل لي صوت هذا الحرف [وأشر إلى الحرف "ض"]:

إذا كان جواب الطفل صحيحاً، قل: جيد، الصوت هو "ض".

إذا كان جواب الطفل غير صحيح، قل: الصوت هو "ض".

لتجرب مثلاً آخر: قل لي صوت هذا الحرف مع الحركة [أشر إلى الحرف "ج"]:

إذا كان جواب الطفل صحيحاً، قل: أحسنت، الصوت هو "ج". إذا كان جواب الطفل غير صحيح، قل: الصوت هو "ج".

هل فهمت المطلوب منك؟

عندما أقول لك "تبدأ"، اقرأ الأصوات بدقة وبأكبر سرعة ممكنة. سنبدأ من هنا وتكمل بهذه الطريقة [أشر إلى الصوت الأول في السطر الأول، وتتبع معه بأصبعك على الحروف الموجودة في السطر الأول بأكمله]. هل أنت مستعد؟ لتبدأ

ضع بوضوح علامة (/) على أي خطأ يرتكبه الطفل.

في حالة قيام الطفل بتصحيح نفسه، قم بوضع دائرة (O) حول علامة (/) التي وضعتها مسبقاً له.

ضع العلامة () على آخر حرف قرأه الطفل.

مثال: س د ح ج

١٠	٩	٨	٧	٦	٥	٤	٣	٢	١
ع	و	ب	ط	ح	ض	ظ	ث	ف	ي
خ	ج	ش	هـ	ح	أ	د	ذ	ل	ق
ج	ز	س	ت	ش	ذ	و	ت	ع	ج
ح	د	ب	ل	ز	ش	ص	أ	م	ع
ر	و	ف	ر	ي	خ	ع	ح	ق	ر
ت	ق	ج	ع	و	ي	ر	ع	و	ي
ش	ذ	ح	ل	ز	ش	ع	ط	ح	ظ
ز	س	ت	ر	ي	خ	م	ث	ف	ي
ب	ق	ج	ح	د	ب	أ	خ	ح	ث
ح	د	ب	و	ف	ص	ع	ط	أ	

الوقت المتبقي من وقت التمرين (عدد الثواني):

ضع علامة (x) في هذا المربع في حال أوقفت هذا الجزء من التقييم لأن الطفل لم يقرأ أي حرف في السطر الأول بشكل صحيح.

٢

The 2013 Baseline EGRA Instrument – Nonword Reading

٦٠ ثانية

القسم ٢ - قراءة كلمات ليس لها معنى



بعد مرور ٦٠ ثانية، ستقول توقف!

إذا تردد الطفل في قراءة كلمة لمدة تزيد عن ٣ ثوانٍ. أشر للكلمة التالية وقل: "لتكمل من فضلك".

قاعدة التوقف المبكر:
إذا وضعت علامة (/) على جميع الأجوبة في السطر الأول لأنها خاطئة ولم يصحح الطفل أي خطأ من أخطائه، قل "شكرًا" وأوقف التمرين. ضع علامة (x) في المربع الموجود في أسفل الصفحة وانتقل للتمرين الذي بعده.

هذه بعض الكلمات ليس لها معنى. اقرأ بشكل صحيح أكبر عدد ممكن. لا تقرا صوتا بصوت بل اقرأ الكلمة بالكامل. مثلًا هذه الكلمة ليس لها معنى هي " ماصيخ ".
الآن اقرأ الكلمة التالية: [أشر إلى كلمة بيلاد]:

إذا قال الطفل " بيلاد "، قل له: أحسنت، " بيلاد "

إذا لم يقل الطفل " بيلاد " بشكل صحيح، قل: هذه الكلمة ليس لها معنى هي " بيلاد ".
لنجرب الآن كلمة أخرى: اقرأ هذه الكلمة [أشر إلى كلمة "ناسيب"]:

إذا قال الطفل " ناسيب "، قل: جيد جداً، " ناسيب "

إذا لم يقل الطفل " ناسيب " بشكل صحيح، قل: هذه الكلمة ليس لها معنى، هي

"ناسيب". عندما أقول لك "ابدا"، اقرأ الكلمات بدقة وبأكبر عدد ممكن. سنبدأ من هنا ونكمل بهذه الطريقة [أشر إلى الكلمة الأولى في السطر الأول، وتتبع معه بأصبعك الكلمات في السطر الأول بأكملها]. هل أنت مستعد؟ لنبدأ

ضع بوضوح علامة (/) على أي خطأ يرتكبه الطفل.

في حلة قيام الطفل بتصحيح نفسه، قم بوضع دائرة حول علامة (/) التي وضعتها مسبقاً له

ضع العلامة ([]) على آخر كلمة قراها الطفل.

مثل: ماصيخ بيلاد ناسيب

	١	٢	٣	٤	٥
(٥)	صا	أزي	تفبرون	تلز	شجبت
(١٠)	ظار	را	فدفن	ملي	أشي
(١٥)	زول	هلب	بي	جوه	كبة
(٢٠)	أكا	عكير	سا	خيزم	صخت
(٢٥)	صاود	فغ	رقلم	أتر	نيها
(٣٠)	نف	ظاري	نكاجي	نذامسا	نخم
(٣٥)	بلخ	دلعب	انقصر	وملي	ذاط
(٤٠)	قمت	محب	دافت	ركاه	سنة
(٤٥)	ستريئة	أفيب	تمنه	مزك	ينغ
(٥٠)	أقي	لناء	أبشن	عليل	قبخة

الوقت المتبقي من وقت التمرين (عدد الثواني):



ضع علامة (x) في هذا المربع في حال أوقفت هذا الجزء من التقييم لأن الطفل لم يقرأ أيًا من الكلمات في السطر الأول بشكل صحيح.

The 2013 Baseline EGRA Instrument – Oral Reading Fluency and Reading Comprehension

القسم ٣ - ١		قراءة نص شطير		القسم ٣ - ٢		قِيم المطلوب	
<p>هذه قصة قصيرة، ركز جيداً وقرأها بشكل صحيح و بصوت عال وبسرعة حين تنتهي، سألناك بعض الأسئلة حول ما قرأته، هل فهمت المطلوب منك؟ حين أقول لك "ابتداء"، ابدأ بالقراءة مستعداً؛ ابتداءً.</p>				<p>اسبب نص القصة من اسم الظل ووجه إليه الأسئلة أدناه. اترك للظل ٦٠ ثانية على الأكثر كي يجيب عن كل سؤال. وجه السؤال المقابل لكل سطر قراء الظل حتى تصل إلى السطر الذي يحوي العلامة () والتي تشير إلى مكان توقف الظل عن القراءة.</p>			
<p>٦٠ ثانية بعد مرور ٦٠ ثانية، ستقول "توقف". حين يترد الظل لمدة تزيد على ٣ ثوانٍ في قراءة الكلمة، اشر إلى الكلمة التالية وقل: "التكلم من فضلك". قاعدة التوقف المبكر: إذا وضعت علامة (/) على جميع الكلمات في السطر الأول على أنها خطأ ولم يصحح الظل أي خطأ من أخطائه، قل "مشكوراً" وأوقف التمرين. ضع علامة (/) في المربع الموجود في أسفل الصفحة وانتقل إلى التمرين الذي بعده.</p>				<p>سأوجه إليك الآن بعض الأسئلة حول القصة التي قرأت. أجب عن الأسئلة بشكل صحيح.</p>			
<p>ضع بوضوح علامة (/) على أي خطأ يرتكبه الظل أثناء القراءة. ضع العلامة () على آخر كلمة قرأها الظل.</p>				<p>ضع علامة في الخلية التي تتناسب مع إجابة الظل، و من ثم انتقل إلى السؤال الذي يليه.</p>			
٨	أماي تلميذة ذكية تجيبُ القراءة والبحث عن المعرفه،	صحيحة	لا إجابة	صحيحة	غير صحيحة	<p>ماذا لاحظت أممي عندما دخلت المكتبة؟ (الجميع يقرأون في حجر هادي) (الجميع يقرأون) (الجو الهادي في المكتبة) كيف فوّلت أمينة المكتبة، أممي ووالدها؟ (رحبت بهما) (أهلاً بكما) (و عرضت عليهما المساعدة)</p> <p>كيف يمكن لأمينة المكتبة أن تساعد أممي؟ (قدم لها القصص المفضلة) (والكتب الممتعة) (تساعدها في الحصول على القصص) (والكتب التي تحبها) (أو تحب قراءتها)</p> <p>ماذا قالت أمينة المكتبة لأممي؟ (أفضلت يا أممي) (في مكتبتنا كل ما تحتاجون إليه)</p>	
١٩	في إجازةٍ يصعبُ العلمُ ذهبَ أممي مع أبيها إلى المكتبة العامة؛						
٢٦	حينَ وجدنا الجميع يقرأون في جو هادي،						
٣٦	استقبلتهما أمينة المكتبة قُبلةً أهلاً بكما، كيف يُمكنني أن أساعدكما؟						
٤٥	قال الأب: أممي تهوى قراءة القصص المفضلة، والكتب الممتعة،						
٥٧	قالت أمينة المكتبة: تفضلتي يا أممي، في مكتبتنا كل ما تحتاجون إليه.						
<p>الوقت المتبقي من وقت التمرين (عدد الثواني):</p>				<p>ضع علامة (X) في هذا المربع في حال أوقفت هذا الجزء من التقييم لأن الظل لم يقرأ أي كلمة في السطر الأول بشكل صحيح.</p>			
<input type="checkbox"/>				<input type="checkbox"/>			

The 2013 Baseline EGRA Instrument – Listening Comprehension

القسم ٤ - فهم المسموع

يقرأ الفلحاص بصوت عال النص التالي ولمرة واحدة فقط ويثنى (كلمة كل ثغية تقريباً).

☞ اترك للطفل ١٠ ثغية على الأكثر كي يجيب عن كل سؤال.

🎧 **قال للطفل:** ساقرا عليك قصة قصيرة بصوت عال، مرة واحدة فقط. و بعد ذلك ساوجه اليك بعض الأسئلة. اسمع جيداً من فضلك وأجب عنها بشكل صحيح. هل فهمت المطلوب منك؟

"سارَة طِفْلَةٌ ذَكِيَّةٌ تَعِيشُ مَعَ أُسْرَتِهَا فِي الرَّيْفِ، وَفِي يَوْمِ الْجُمُعَةِ ذَهَبَتْ سارَة مَعَ أُمِّهَا إِلَى سُوْقِ الْقَرْيَةِ، وَفِي طَرِيقِ عَوْدَتِهِمَا تَوَقَّفَتَا عِنْدَ دُكَّانِ عَمِّ أَحْمَدَ؛ لِتَشْتَرِيَ اللَّبَنَ، وَبَعْدَ أَنْ رَحَّبَ بِهِمَا عَمُّ أَحْمَدَ اعْتَذَرَ لَهُمَا بِأَنَّ اللَّبَنَ لَمْ يَأْتِ الْيَوْمَ، قَالَتْ الْأُمُّ: لَا تَحْزَنِي يَا سارَة؛ سَوْفَ تَشْتَرِي اللَّبَنَ مِنْ دُكَّانِ عَمِّ سَعِيدٍ بِجِوَارِ مَحْطَةِ الْقِطَارِ، وَنَسِيَتْ الْأُمُّ أَنَّ عَمَّ سَعِيدَ لَا يَفْتَحُ دُكَّانَهُ فِي يَوْمِ الْإِجَارَةِ الْأَسْبُوعِيَّةِ"

لا إجابة	غير صحيحة	صحيحة
		١ - أَيْنَ تَعِيشُ سارَة؟ <u>فِي الرَّيْفِ (الْقَرْيَةِ) / مَعَ أُسْرَتِهَا (عَائِلَتِهَا)</u>
		٢ - إِلَى أَيْنَ ذَهَبَتْ سارَة مَعَ أُمِّهَا؟ <u>إِلَى سُوْقِ الْقَرْيَةِ / إِلَى السُّوقِ</u>
		٣ - لِمَاذَا تَوَقَّفَتْ سارَة عِنْدَ دُكَّانِ عَمِّ أَحْمَدَ؟ <u>لِتَشْتَرِيَ اللَّبَنَ</u>
		٤ - كَيْفَ قَابَلَ عَمُّ أَحْمَدَ سارَة وَوَالِدَتَهَا؟ <u>رَحَّبَ بِهِمَا / اعْتَذَرَ لَهُمَا بِأَنَّ اللَّبَنَ لَمْ يَأْتِ الْيَوْمَ</u>
		٥ - لِمَاذَا كَانَتْ سارَة حَزِينَةً؟ <u>لِأَنَّهَا لَمْ تَجِدِ اللَّبَنَ عِنْدَ عَمِّ أَحْمَدَ</u>
		٦ - عَلَامَ مَاذَا اتَّفَقَتْ سارَة وَأُمُّهَا؟ <u>اتَّفَقَتَا عَلَى شُرَاءِ اللَّبَنِ مِنْ دُكَّانِ عَمِّ سَعِيدٍ (بِجِوَارِ مَحْطَةِ الْقِطَارِ).</u>
		٧ - فِي النَّهَايَةِ؛ لِمَاذَا رَجَعَتْ سارَة إِلَى بَيْتِهَا دُونَ أَنْ تَشْتَرِيَ اللَّبَنَ؟ <u>لِأَنَّ دُكَّانَ عَمِّ سَعِيدٍ كَانَ مَغْلَقًا / لَا يَفْتَحُ دُكَّانَهُ فِي يَوْمِ الْإِجَارَةِ (الْجُمُعَةِ)</u>

٥

The 2013 Baseline EGRA Instrument – Maze Comprehension - Instructions

القسم ٥ - متاهة الفهم	
٣ دقائق (١٨٠ ثانية)	<p>قدم للتمييزة الصفحة الأولى من صفحات تقييم المتاهة، وقل:</p> <p>في هذا النشاط، سوف تقرأ قصة من نوع خاص؛ فقد تم استبدال بعض الكلمات في القصة بمجموعة من ثلاث كلمات، عليك أن تختار أنت الكلمة الأكثر مناسبة للقصة من مجموعة الكلمات الثلاث، وأشر إلى الكلمة التي تعتقد أنها الأفضل.</p> <p>سنبدا بالتدريب معاً على ذلك هنا (أشر إلى الجملة)، سوف تقوم بقراءة الجملة الأولى لنفسك بينما أقوم أنا بقراءتها بصوت عال.</p> <p>كانت تُشْرِفُ تَقِفُ على جانب الطريق،</p> <p>الآن سوف أقرأ الجملة التالية:</p> <p>وكالت (السُّفُنُ - الطُّيُورُ - السِّيارَاتُ) تَمِيرُ بِسُرْعَةٍ.</p> <p>كلمة "السِّيارَاتُ" تناسب مع بقية القصة؛ أشر إلى الكلمة "السِّيارَاتُ". (تأكد من أن التمييزة قد أشر إلى الكلمة الصحيحة).</p> <p>لنقرأ الجملة التالي:</p> <p>حارون أُنْزَعَتْ (العُيُورُ - الثُّومُ - اللَّعِبُ) إلى الجانب الآخر،</p> <p>ما الكلمة المناسبة هنا في هذه الجملة؟ (استمع إلى التلميذ)؛ (فإن كان مصيباً؛ قل)؛ نعم، كلمة "العُيُورُ" تناسب القصة تماماً؛ أشر إلى الكلمة "العُيُورُ". (وإن كانت الإجابة خطأ؛ قل): لا، في الواقع إن كلمة "العُيُورُ" تناسب الجملة بصورة أفضل؛ أشر إلى الكلمة "العُيُورُ" وأطلق الكلمة.</p> <p>أما فيما يتعلق بالجملة الأخيرة؛ فأريد منك أن تقرأ بنفسك وتشر إلى الكلمة التي تناسب الجملة بصورة أفضل. اعمل بسرعة، ولكن ليس بهذه السرعة الكبيرة التي تجعلك تقع في الخطأ. الآن اقرأ الجملة. (اعط التلميذ وقتاً كي يقرأ الجملة ويضع دائرة حول الكلمة).</p> <p>كلمة "تتوقف" صحيحة؛ فإذا كنت قد أشر إلى كلمة أخرى؛ ضع خطأ عليها، وأشر إلى كلمة "تتوقف".</p> <p>اطلب من التلميذ أن يقب الصفحة. عندما أقول "ابداً" اقرأ الكلمات بسرعة ودقة بقدر ما تستطيع، وكلما رأيت مجموعة من الكلمات؛ أطلق الكلمة الصحيحة. سوف أصمت أنا وأستمع إليك. هل تفهم ما سوف تقوم بعمله؟ هل أنت مستعد؟ ابداً.</p>
<p>بعد مرور ٣ دقائق، ستقول "توقف".</p> <p>حين يتردد الطفل لمدة تزيد على ٣ ثواني في قراءة الكلمة. أشر إلى الكلمة التالية وقل: "لنكمل من فضلك"</p> <p>قاعدة التوقف المبكر:</p> <p>إذا أخطأ التلميذ في الاختيارات الأربعة الأولى؛ قل "شكراً" وأوقف التمرين. ضع علامة (x) في المربع الموجود في أسفل الصفحة.</p> <p>ترك للمطل ١٠ ثواني على الأكثر كي يجيب عن كل اختيار.</p> <p>حين يتردد الطفل لمدة تزيد على ١٠ ثواني في الاختيار، أشر إلى الكلمة التالية وقل: "لنكمل من فضلك"</p>	<p>الوقت المتبقي من وقت التمرين (عدد الثواني):</p> <p>ضع علامة (x) في هذا المربع في حال أوقفت هذا الجزء من التقييم لأن الطفل أخطأ في الاختيارات الأربعة الأولى.</p>

بَيْنَمَا كَانَ الثَّعْلَبُ يَسْتَرِيحُ تَحْتَ ظِلِّ شَجَرَةٍ رَأَى غُرَابًا (يَطِيرُ – يَغُومُ -
يَقْرَأُ) وَفِي مَنْفَارِهِ قِطْعَةً مِنَ الْجُبْنِ، ثُمَّ حَطَّ (عَنْ - عَلَى - فِي) غُصْنِ
الشَّجَرَةِ الَّتِي يَجْلِسُ تَحْتَهَا؛ قَالَ الثَّعْلَبُ لِنَفْسِهِ: لَا بُدَّ أَنْ (أَنَامَ - أَحْصَلَ -
أَجْلِسَ) عَلَى قِطْعَةِ الْجُبْنِ هَذِهِ؛ فَأَنَا (عَطْشَانٌ - سَعِيدٌ - جَائِعٌ) جِدًّا، وَلَمْ
أَكُلْ شَيْئًا مُنْذُ (الْبَحْرِ - الصَّبَاحِ - الطَّرِيقِ).

وَقَفَّ الثَّعْلَبُ وَنَظَرَ إِلَى أَعْلَى (النَّهْرِ - الشَّجَرَةِ - الْبَيْتِ) قَائِلًا: صَبَاحُ
الْخَيْرِ يَا سَيِّدِي (الْبَطَّةَ - الْغُرَابَ - الشَّجَرَةَ)، مَا أَجْمَلَ لُونِ رِيَشِكَ الْيَوْمَ،
أَمَّا عَيْنَاكَ (فَهُمَا - فَهْمٌ - فَهْوٌ) لَا مِعْتَانِ كُنُجُومِ السَّمَاءِ، لَا بُدَّ أَنْ صَوْتُكَ
الْجَمِيلُ لَا مَثِيلَ لَهُ بَيْنَ (النَّاسِ - الطُّيُورِ - الْحَيَوَانَاتِ) الْأُخْرَى، دَعْنِي
أَسْتَمِعَ إِلَى لَحْنِ عَذْبٍ (مِنْكُمْ - مِنْكُمَا - مِنْكَ) يَا مَلِكِ الطُّيُورِ.

كَانَ الْغُرَابُ (حَزِينًا - غَاضِبًا - سَعِيدًا) بِكَلَامِ الثَّعْلَبِ فَرَفَعَ رَأْسَهُ وَبَدَأَ
بِالنَّعِيقِ بِأَعْلَى صَوْتِهِ؛ فَسَقَطَتْ قِطْعَةُ (اللَّحْمِ - الْجُبْنِ - السَّمَكِ) إِلَى
أَسْفَلِ الشَّجَرَةِ؛ فَأَمْسَكَ بِهَا (الْكَلْبُ - الثَّعْلَبُ - الْقِطُّ) بِسُرْعَةٍ وَقَالَ: هَذَا
كُلُّ مَا أَرَدْتُ أَنْ (أَحْصَلَ - أَرْجِعَ - أَسْمَعَ) عَلَيْهِ.

نموذج التعليمات للفاحص
أداة تقييم مهارات القراءة في النصف الثالث
جمهورية مصر العربية – أبريل 2014

تعليمات عامة :

من المهم جداً إيجاد بيئة مريحة وقائمة على اللعب وخلق حوار من خلال مناقشة موضوعات تهم التلميذ/التلميذة وذلك لتكوين ألفة مع الطلبة موضع الفحص. كما يجب أن يدرك التلميذ/التلميذة بأن تطبيق استمارة الفحص هي عبارة عن مواقف يسود فيها اللعب (على سبيل المثال سوف نقرأ بعض الكلمات التي ليس لها أي معنى). من المهم أيضاً قراءة الأجزاء الموجودة داخل المصاديق بصوت عالٍ وواضح. فإذا لم يفهم الطفل التعليمات، ففسرها له بلهجة الأصلية. بعد انتهاء المقابل، اشكر التلميذ/التلميذة على الوقت والجهد الذي تم بذله ثم قدم له قلم رصاص هدية.

الموافقة اللفظية :

اسمي :

قُلْ لِنَطْلُبَ مَا نَشَاءُ :

- نحاول ان نفهم كيف يتعلم الأطفال القراءة . تم اختيارك بمحض الصدفة.
- نحتاج الى مساعدتك في إنجاز هذا العمل . فإذا لم ترغب في ذلك فلك مطلق الحرية في عدم المشاركة.
- سوف نلعب معاً لعبة القراءة. سوف اطلب منك أن تقرأ بصوت عالٍ أحرفاً وكلمات وقصة قصيرة.
- باستخدام ساعة التوقيت هذه ، سوف أعرف العدة التي استغرقتها في القراءة.
- هذا ليس لاختياراً ولن يؤثر على تدرجتك المدرسية.
- لن أكتب اسمك وبالتالي لا أحد يمكنه أن يعرف أن هذه هي استجاباتك.
- مرة أخرى ، إذا لم ترغب في المشاركة أو لم ترغب في الإجابة عن سؤال ما فلك ذلك .
- هل يمكننا أن نبدأ ؟

تم الحصول على الموافقة : نعم لا (أوقف التقييم وأطلب فحص تلميذ آخر)

الإدارة	إسم الفاحص
رقم كود المدرسة	الحافظة
	إسم المدرسة
	النوع
	عدد فترات الدراسة بالمدرسة
	1 = فترة واحدة = 2 فترة صباحية 2 = أنثى 3 = فترة مسائية

ابدأ وحدد الوقت (ساعة ودقائق) : — : — إلى : — :

إستخدام قائد الفريق

إسم القائد	التلميذ من العينة الأصلية؟
	نعم لا

The 2014 2nd National EGRA Instrument – Letter Sounds Knowledge

جزء 0 - معرفة الاتجاهات

اعرض على التلميذ/التلميذة قطعة القراءة وقال له: رجاء لا تقرأ فقط أُنسر لي من أين تبدأ القراءة . ثم حرك إصبعك في الاتجاه الصحيح للقراءة . ثم ضع إصبعك على آخر كلمة.

01	هل وضع التلميذ/التلميذة إصبعه على أول كلمة	نعم	لا
02	هل حركه التلميذ/التلميذة أصبعه من اليمين الى اليسار	نعم	لا
03	هل وضع التلميذ/التلميذة إصبعه على آخر كلمة في النص	نعم	لا

جزء 1 - الحروف مع الحركات

قدم للتلميذ/التلميذة ورقة الأحرف الموجودة في الصفحة الثابتة من كراس التلميذ/التلميذة وقال له :

هذه الصفحة مليئة بالأحرف. رجاء انطق بصوت كل حرف مع الحركة. فعلى سبيل المثال اسم الحرف مع الحركة "ست" (أشتر الى الحرف "ست" هو "ست" ، الآن حاول أنت . انطق لي أنت صوت هذا الحرف (اطلب من التلميذ/التلميذة أن يقرأ حرف "ك") . فإذا استطاع التلميذ/التلميذة أن يقرأ الحرف مع الحركة بشكل صحيح فقل له "أصنعت" ، صوت الحرف "ك" . أما إذا أخطأ التلميذ/التلميذة فقل له صوت هذا الحرف "ك" . الآن حاول مرة أخرى: انطق لي صوت هذا الحرف (اطلب من التلميذ/التلميذة أن يقرأ الحرف مع الحركة بشكل صحيح ، فقل له "أصنعت" ، صوت هذا الحرف "ن" . أما إذا أخطأ التلميذ/التلميذة فقل له الفراء الصحيحة لهذا الحرف "ن" . هل تفهم ما هو مطلوب منك ؟ عندما تقول لك "أبدأ" فقرأ الحروف بالفضل طريقة ممكنة، سوف التزم الصمت واستمع لما تقول مستعداً؟ أبدأ

يجب على التلميذ قراءة الحروف بالتشكيل لكي تحسب له صحيحة. رجاء لاحظ أن التلميذ/التلميذة يلتزم بالقراءة من اليمين الى اليسار ابتداء من السطر الأول. يجب على التلميذ قراءة الحروف بالتشكيل لكي تحسب له صحيحة



شغل ساعة التوقيت عندما يبدأ التلميذ/التلميذة في القراءة. تلعب التلميذ/التلميذة باستخدامك قلم الرصاص وضع إشارة " / " لأي حرف يخفى التلميذ/التلميذة في تعلقه. احسب التصحيح الذاتي الذي يقوم به التلميذ/التلميذة على أنه صحيح. التزم الهدوء إلا عندما تكون استجابات التلميذ/التلميذة على النحو التالي: إذا تردد التلميذ/التلميذة لمدة 3 ثوان، قل له "كلمة" ، واطلب منه أن يمتد في نطق الأحرف. احسب هذا الحرف الذي قراه التلميذ/التلميذة على أنه غير صحيحة. بعد 60 ثانية. ضع علامة [] عند الحرف الأخير الذي قراه التلميذ/التلميذة ثم اطلب من التلميذ/التلميذة أن يتوقف .

10/	بَ	سَ	عَ	تَ	نَ	مَ	هَ	رَ	شَ	عَ
20/	مِ	طِ	نَ	مُدِ	دِ	صُ	ظُ	كِ	وِ	يِ
30/	لِ	مِ	غِ	تِ	أِ	عِ	ضِ	فِ	قِ	زِ
40/	سُدِ	عِ	طِ	كِ	ذِ	قِ	شُدِ	خِ	نِ	يِ
50/	جِ	حِ	بِ	هَ	عَ	غَ	وِ	قِ	ثِ	صِ
60/	لِ	قِ	جِ	صِ	نِ	بِ	أِ	خِ	مِ	ثِ
70/	شِ	رِ	حِ	حِ	مِ	ضِ	فِ	نِ	قِ	وِ
80/	هِ	تِ	يِ	سِ	ظِ	جِ	ضِ	رِ	لِ	فِ

الوقت الذي تشير إليه الساعة _____
 تم إيقاف التدرج نظراً لأن التلميذ/التلميذة لم يستطع قراءة السطر الأول

The 2014 2nd National EGRA Instrument – Nonwords Reading

جزء 2 - قراءة كلمات ليس لها معنى

قم للتمييز/ للتميئة صفحة الكلمات التي ليس لها معنى من نموذج التمييز/التميئة وقل له :

انظر إلى هذه الكلمة ، إنها كلمة ليس لها معنى معروف لديك : هذا مثال على ذلك : " مصحح "

الآن حاول أنت : اقرأ لي هذه الكلمة " بيلاذ " إذا استجاب التمييز/التميئة بشكل صحيح. فقل أصنعت ، هذه الكلمة هي " بيلاذ " .

الآن حاول مرة اخرى : اقرأ لي هذه الكلمة " ناسبت " إذا استجاب التمييز/التميئة بشكل صحيح. فقل أصنعت ، هذه الكلمة هي " ناسبت " .

أما إذا أخطأ التمييز/التميئة ، فقل هذه الكلمة هي " بيلاذ " .

هل فهمت المطلوب ؟ هل أنت مستعد ؟ ابدأ .

شغل ساعة التوقيت عندما يبدأ " التمييز/التميئة في القراءة . من المهم وضع إشارة " / " لكل كلمة يقرأها التمييز/التميئة بشكل غير صحيح .

احصب الكلمات التي يقوم التمييز/التميئة بتصحيح نفسه فيها على أنها صحيحة وضع دائرة حول الكلمة. التزم الهدوء إلا عندما تكون استجابة التمييز/التميئة على النحو التالي: إذا تردد التمييز/التميئة لمدة 3 ثوان ، وأطلب منه أن يستمر في قراءة الكلمات. احصب الكلمة التي قرأتها على أنها غير صحيحة . إذا أخطأ التمييز في السطر الأول انتقل فوراً إلى السؤال التالي بعد 60 ثانية، ضع علامة [عند آخر كلمة قرأها التمييز / التمييزة ثم قل "توقف".

5	صَمَحْ	قَادِ	سَهْرَامِي	حَزَقْ	رَا
10	لُشِعْ	ضَحْرَصُ	حَجِيْبُ	بِي	لِهَسْ
15	خَزَجَلْ	تَافِ	ضَا	زَمَقَلْ	فُرَخْ
20	وَلَحْ	جَمَطَحْ	دَفْ	تُودَكْ	رُكَشْ
25	نَصْرَحْ	رِجَبْ	خَرِيضُ	سَا	صَعْفَطَا
30	مَطْعْ	ذِمَتَاخْ	مُذَاكِبْ	بِمَرَحْ	فَعْ
35	طَاصِحْ	دُهْلَمْ	حَمَلَاكْ	هَتَكِرْ	عُمَشْ
40	لَكْدْ	تَبِتْ	دَافْ	فَنَطْ	رُبْحْ
45	شِدِيخْ	رِيكْ	دُعْجْ	أِفْبْ	نَزْدَحَّةْ
50	شَرِيكْ	عَوْدَرْ	طَاهِشْ	لِنَاءْ	أَفِي

الوقت الذي تشير إليه الساعة _____

تم إيقاف التدريب نظراً لأن التمييز/التميئة لم يستطع قراءة المطر الأول.

The 2014 2nd National EGRA Instrument – Oral Reading Fluency and Reading Comprehension Subtasks

جزء 3 - قراءة قطعة

قدم للتميز/ للتمييز قطعة القراءة الموجودة في آخر صفحة من نموذج التميز/التمييز وقل له :

أريد منك أن تقرأ هذه القطعة بصوت عالٍ ، ركز على الحركات ، وعندما تنتهي من قراءتها سوف أسألك بعض الأسئلة عنها.
هل فهمت المطلوب ؟ عندما نقول "ابدا" اقرأ القصة . هل أنت مستعد ؟ ابدا

شغل ساعة التوقيت عندما تقول للتمييز/التمييز " ابدا" . ضع علامة " / " لكل كلمة يقرأها التميز/التمييز بشكل غير صحيح. احسب الكلمات التي يقوم التميز/التمييز بتصحيح نفسه فيها على أنها صحيحة. التزم الهدوء إلا عندما تكون استجابة التميز/التمييز على النحو التالي: إذا تردد لمدة 3 ثوان ، وشجع على أن يستمر في قراءة الكلمات، استمر. احسب الكلمة التي تقرأها أنت للتمييز/ للتمييز على أنها غير صحيحة. بعد 60 ثانية، ضع علامة [عند آخر كلمة قرأها التميز/التمييز ثم قل " توقف"

8 فَاطِمَةُ تَلْمِيذَةٌ ذَكِيَّةٌ نُحِبُّ كِتَابَةَ الْقِصَصِ قَصِيرَةَ شَيْقَةٍ .
20 فِي إِجَازَةِ آخِرِ الْعَامِ ذَهَبَتْ فَاطِمَةُ مَعَ أُخِيهَا تَامِرٍ إِلَى مَكْتَبَةِ الْإِسْكَندَرِيَّةِ
31 حَيْثُ وَجَدَتْ زُمَلَاءَهَا يَقْرَءُونَ فِي الصَّالَةِ الرَّزْقَاءِ . طَلَبَتْ مِنْ أُخِيهَا الْجُلُوسَ
41 مَعَ أَصْدِقَائِهَا لِقِرَاءَةِ الْقِصَصِ الْمُمْتَعَةِ وَكِتَابَتِهَا . قَالَ تَامِرٌ : إِنَّكَ تُحِبِّينَ
52 كِتَابَةَ الْقِصَصِ ، وَقِرَاءَةَ الْكُتُبِ الْمُفِيدَةِ . قَالَتْ فَاطِمَةُ لِأُخِيهَا : أُنَمِّي أَنْ أَصْبِحَ
58 كَاتِبَةً لِلْقِصَصِ الشَّيْقَةِ وَمَوْلَفَةً لِلْكُتُبِ الْمُفِيدَةِ .

الوقت الذي تشير إليه الساعة _____
تم إيقاف التدريب نظراً لأن التميز/ التميز لم يستمع قراءة السطر الأول.

لا يسمح للتمييز/التمييز بالاحتفاظ بقطعة القراءة عقب الانتهاء من قراءتها. بعد قراءة كل سؤال أعد التميز/التمييز 10 ثانية على الأكثر للإجابة عن كل سؤال. ضع إشارة ✓ في العود الأول إذا كانت الإجابة صحيحة وفي العود الثاني إذا كانت الإجابة غير صحيحة. وفي العود الثالث في حالة عدم الإجابة.

الآن سوف أسألك عدة أسئلة عن القطعة التي قرأتها ، حاول الإجابة عن الأسئلة.

صحح	غير صحيح	لا إجابة	1- ماذا نُحِبُّ فَاطِمَةُ ؟ (كتابة القصص)
صحح	غير صحيح	لا إجابة	2- أين ذَهَبَتْ فَاطِمَةُ مَعَ أُخِيهَا تَامِرٍ ؟ (المكتبة)
صحح	غير صحيح	لا إجابة	3- متى ذَهَبَ تَامِرٍ وَ فَاطِمَةُ إِلَى الْمَكْتَبَةِ ؟ (في إِجَازَةِ آخِرِ الْعَامِ)
صحح	غير صحيح	لا إجابة	4- ماذا طَلَبَتْ فَاطِمَةُ مِنْ أُخِيهَا تَامِرٍ ؟ (الجلوس مع زملائها لو استقلتها / قراءة القصص و كتابتها)
صحح	غير صحيح	لا إجابة	5- ماذا قَالَ تَامِرٌ لِأُخِيهِ فَاطِمَةُ ؟ (تحبين كتابة قصص / قراءة الكتب)
صحح	غير صحيح	لا إجابة	6- ما أُمْنِيَّةُ فَاطِمَةَ ؟ (تصبح كاتبة للقصص / مؤلفة للكتب)

The 2014 2nd National EGRA Instrument – Listening Comprehension

جزء 4 - فهم المسموع

هذا التمرين لا يعتمد على التوقيت . لا يوجد نموذج أو ورقة للتلميذ/التلميذة . في هذا التمرين يقوم الفاحص بقراءة النص التالي مرة واحدة وبصوت عليّ ، تتم القراءة ببطء أي بمعدل كلمة في الثانية الواحدة .

عقب الانتهاء من قراءة النص، اعطِ التلميذ/التلميذة 10 ثانية على الأكثر للإجابة عن كل سؤال قل للتلميذ/التلميذة :

سوف أقرأ لك النص مرة واحدة ثم أوجه لك بعض الأسئلة . رجاء الاستماع بحرص والإجابة عن الأسئلة على أفضل وجه ممكن . هل فهمت المطلوب ؟

النص:

ذَهَبَ الطَّائِوُسُ إِلَى الغَابَةِ، وَنَادَى: أَنَا مَلِكُ الطُّيُورِ العَظِيمِ؛ لِأَنِّي الأَجْمَلُ ، وَعَلَيْكُمْ طَاعَتِي .
قَالَتِ الخَمَامَةُ: لَكِنَّ صَوْتِ الذِّيكِ أَجْمَلُ مِنْ صَوْتِكَ . قَالَ الطَّائِوُسُ: لَنْ أَسْمَحَ لِلذِّيكِ بِالصَّبِيحِ .
قَالَ الذِّيكُ: لَنْ أُطِيعَ أَمْرَكَ . غَضِبَ الطَّائِوُسُ ، وَهَجَمَ عَلَيْهِ، وَتَنَفَّ ريشَهُ .
عَادَ الذِّيكُ إِلَى بَيْتِهِ حزينًا . وَقَفَ الطَّائِوُسُ عَلَى تَلَّةٍ مَرْتَفِعَةٍ مَرَّهًا بِانْتِصَارِهِ . فَجَاءَتْهُ طَائِرٌ ضَخْمٌ مِنْ السَّمَاءِ وَخَطَطَفَ الطَّائِوُسَ مِنْ رَأْسِهِ، وَخَلَقَ بِهِ بَعِيدًا . قَالَتِ الطُّيُورُ: هَذَا جَزَاءُ المُعْرُورِ الظَّالِمِ .

اسأل التلميذ/التلميذة :

1	أين ذهب الطَّائِوُسُ ؟ (الغَابَةُ)	إجابة صححة	غير صححة	لا إجابة
2	ماذا قال هذا الطَّائِوُسُ لِحَيَوَانَاتِ الغَابَةِ ؟ (أنا مَلِكُ الطُّيُورِ - والأَجْمَلُ ، وَعَلَيْكُمْ طَاعَتِي)	إجابة صححة	غير صححة	لا إجابة
3	لماذا لم يَسْمَحِ الطَّائِوُسُ لِلذِّيكِ بِالصَّبِيحِ عَالِيًا ؟ (لِأَنَّ الخَمَامَةَ) قالت له الذِّيكُ أَجْمَلُ مِنْ صَوْتِكَ)	إجابة صححة	غير صححة	لا إجابة
4	كيف أوقف الطَّائِوُسُ الذِّيكَ مِنَ الصَّبِيحِ ؟ (هَجَمَ عَلَيْهِ وَتَنَفَّ ريشَهُ)	إجابة صححة	غير صححة	لا إجابة
5	كيف شعر الذِّيكُ عندما فقد ريشه ؟ (حزينًا / بالحزن)	إجابة صححة	غير صححة	لا إجابة
6	لماذا وَقَفَ الطَّائِوُسُ عَلَى تَلَّةٍ مَرْتَفِعَةٍ ؟ (مَرَّهًا بِانْتِصَارِهِ / لِأَنَّهُ) منع الذِّيكَ مِنَ الصَّبِيحِ)	إجابة صححة	غير صححة	لا إجابة
7	في نهاية القصة ، ما الجَزَاءُ الَّذِي استحقَّه الطَّائِوُسُ نظرًا لِعُرُورِهِ وَظُلْمِهِ ؟ (اخْتَطَفَهُ طَائِرٌ مِنْ رَأْسِهِ / خَلَقَ بِهِ طَائِرٌ بَعِيدًا) .	إجابة صححة	غير صححة	لا إجابة

The 2014 2nd National EGRA Instrument – Maze Comprehension – Instructions

جزء 5 - متاهة الفهم

٣ دقائق (١٨٠ ثانية)

<p> بعد مرور ٣ دقائق، منقول "توقف".</p> <p> حين يتردد الطفل لمدة تزيد على ٣ ثوانٍ في قراءة الكلمة. أشر إلى الكلمة التالية وقل: "لنكمل من فضلك"</p> <p> قاعدة التوقف الميكر: إذا أخطأ التلميذ في الاختيارات الأربعة الأولى؛ قل "شكراً" وأوقف التمرين. ضع علامة (x) في المربع الموجود في أسفل الصفحة.</p> <p> اترك للطفل ١٠ ثواني على الأكثر كي يجيب عن كل اختيار. حين يتردد الطفل لمدة تزيد على ١٠ ثواني في الاختيار، أشر إلى الكلمة التالية وقل: "لنكمل من فضلك"</p>	<p>قم للتمييز/ة الصفحة الأولى من صفحات تقييم المتاهة، وقل:</p> <p>في هذا النشاط، سوف تقرأ قصة من نوع خاص؛ فقد تم استبدال بعض الكلمات في القصة بمجموعة من ثلاث كلمات، وعليك أن تختار أنت الكلمة الأكثر مناسبة للقصة من مجموعة الكلمات الثلاث، وأشر إلى الكلمة التي تعتقد أنها الأفضل.</p> <p>سنبدا بالتدرب معاً على ذلك هنا (أشر إلى الجملة)، سوف تقوم بقراءة الجملة الأولى لنفسك بينما أقوم أنا بقراءتها بصوت عال.</p> <p>كل أنشرف تيقف على جانب الطريق،</p> <p>الآن سوف أقرأ الجملة التالية:</p> <p>وكانت (السفن - الطيور - السيارات) تسير بسرعة.</p> <p>كلمة "السيارات" تناسب مع بقية القصة؛ أشر إلى الكلمة "السيارات". (تأكد من أن التلميذ/ة قد أشر إلى الكلمة الصحيحة).</p> <p>لنقرأ الجملة التالي:</p> <p>حاول أنشرف (العبور - النوم - اللعب) إلى الجانب الآخر،</p> <p>ما الكلمة المناسبة هنا في هذه الجملة؟ (استمع إلى التلميذ/ة؛ فإن كان مصيباً؛ قل: نعم، كلمة "العبور" تناسب القصة تماماً؛ أشر إلى الكلمة "العبور". (وإن كانت الإجابة خطأ؛ قل: لا، في الواقع إن كلمة "العبور" تناسب الجملة بصورة أفضل؛ أشر إلى الكلمة "العبور" وأنطق الكلمة).</p> <p>أما فيما يتعلق بالجملة الأخيرة؛ فأريد منك أن تقرأ بنفسك وتشر إلى الكلمة التي تناسب الجملة بصورة أفضل. اعمل بسرعة، ولكن ليس بهذه السرعة الكبيرة التي تجعلك تقع في الخطأ. الآن أقرأ الجملة. (اعط التلميذ وقتاً كي يقرأ الجملة ويضع دائرة حول الكلمة).</p> <p>كلمة "تتوقف" صحيحة؛ فإذا كنت قد أشر إلى كلمة أخرى؛ ضع خطأ عليها، وأشر إلى كلمة "تتوقف".</p> <p>اطلب من التلميذ أن يقلب الصفحة. عندما أقول "ابداً" اقرأ الكلمات بسرعة ودقة بقدر ما تستطيع، وكلما رأيت مجموعة من الكلمات؛ أنطق الكلمة الصحيحة. سوف أصمت أنا وأستمع إليك. هل تفهم ما سوف تقوم بعمله؟ هل أنت مستعد؟ ابداً.</p>
	الوقت المتبقي من وقت التمرين (عدد الثواني):
<input type="checkbox"/>	ضع علامة (x) في هذا المربع في حال أوقفت هذا الجزء من التقييم لأن الطفل أخطأ في الاختيارات الأربعة الأولى.

اسْتَيْقَظَ حُسَامٌ مِنْ (الْحُجْرَةِ - النَّوْمِ - الْأَكْلِ) مُبَكَّرًا ، حَمَلَ بُنْدُوقِيَّةَ الصَّيْدِ وَقَلِيلًا
مِنَ الْمَاءِ وَالطَّعَامِ ، وَخَرَجَ مِنْ (الْمَدْرَسَةِ - الْحَقْلِ - الْبَيْتِ) .
ذَهَبَ حُسَامٌ إِلَى الصَّحْرَاءِ يَبْحَثُ عَنْ (كُرَّةٍ - مَاءٍ - صَيْدٍ) يَعُودُ بِهِ إِلَى
(الْمَصْنَعِ - الْبَيْتِ - الْحَقْلِ) ، فَرَأَى غَزَالَةً جَمِيلَةً تَزْعَى الْعُشْبَ فِي
(الْجَبَلِ - الْحَقْلِ - الْعُشْبِ) الْمُقَابِلِ ، رَفَعَ بُنْدُوقِيَّتَهُ ، وَصَوَّبَهَا نَحْوَ
(الدَّرَاجَةِ - الغَزَالَةِ - السِّيَّارَةِ) ، فَانْتَبَهَتِ الغَزَالَةُ ، فَهَرَبَتْ بِسُرْعَةٍ مِنَ الْمَكَانِ .
جَرَى حُسَامٌ مُسْرِعًا (أَمَامَ - فَوْقَ - خَلْفَ) الغَزَالَةِ ، وَأَخَذَ يَتَلَفَّتُ هُنَا وَهُنَا
بَاحِثًا عَنْهَا ، لَكِنَّهُ لَمْ يَجِدْ لَهَا أَثْرًا ، وَبَعْدَ (بَحْثٍ - سُرْعَةٍ - رَاحَةٍ) وَمَشَقَّةٍ
رَأَى الغَزَالَةَ جَالِسَةً ، فَرَفَعَ بُنْدُوقِيَّتَهُ بِحَدَرٍ ،
وَ(كَسَرَهَا - صَوَّبَهَا - سَمِعَهَا) نَحْوَ الغَزَالَةِ ، وَقَبْلَ أَنْ يُطْلِقَ
(السَّهْمَ - الكُرَّةَ - الرِّصَاصَ) ، رَأَاهَا تُرَضِعُ صَغِيرَهَا ، فَوَضَعَ حُسَامٌ البُنْدُوقِيَّةَ
جَانِبًا ، وَجَلَسَ (يَفْكَرُ - يَأْكُلُ - يَلْعَبُ) فِي هَذِهِ الْأُسْرَةِ الصَّغِيرَةِ وَالسَّعِيدَةِ ، ثُمَّ
مَضَى دُونَ أَنْ (يُزْعِجَهَا - يُضْحِكَهَا - يُسْمِعَهَا) عَائِدًا إِلَى
(النَّادِي - الْمَنْزِلِ - الْحَدِيقَةِ) . فِي الْمَسَاءِ بَعْدَ عَوْدَتِهِ جَلَسَ حُسَامٌ مَعَ
رَوْجَتِهِ وَأَوْلَادِهِ ، وَ(رَأَى - حَكَى - أَرْسَلَ) لَهُمْ قِصَّتَهُ مَعَ الغَزَالَةِ .

Annex B: 95% Confidence Intervals for Mean Scores on the EGRA Subtasks – 2013, 2014

Table B1: 95% Confidence Intervals for the Baseline Grade 3 EGRA, 2013

EGRA Subtask	Grade 3 Average Score	95% CI Low End of Range	95% CI High End of Range	Range
Correct Letters Sounds Per Minute	18.87	17.56	20.19	2.63
Correct Non-Words Per Minute	5.94	5.47	6.42	0.95
Oral Reading Fluency – 60 seconds with diacritics (cwpm).	21.95	20.33	23.56	3.23
Reading Comprehension – # of correct answers (max 6)	1.59	1.46	1.71	0.25
Listening Comprehension # of correct answers (max 7)	3.22	3.07	3.37	0.30
Maze Comprehension # of correct selections (max 14)	3.60	3.27	3.94	0.67

Table B2: 95% Confidence Intervals for the 2nd National Grade 3 EGRA, 2014

EGRA Subtask	Grade 3 Average Score	95% CI Low End of Range	95% CI High End of Range	Range
Correct Letters Sounds Per Minute	27.69	24.98	30.40	5.42
Correct Non-Words Per Minute	7.52	6.47	8.56	2.09
Oral Reading Fluency – 60 seconds with diacritics (cwpm).	20.68	17.92	23.44	5.52
Reading Comprehension – # of correct answers (max 6)	1.29	1.09	1.49	0.40
Listening Comprehension # of correct answers (max 7)	2.41	2.12	2.70	0.58
Maze Comprehension # of correct selections (max 14)	3.46	2.95	3.97	1.02