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# **Tout Timoun Ap Li – ToTAL (All Children Reading)**

## **Year 2 EGRA Baseline Report, Revised**

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# Tout Timoun Ap Li – ToTAL (All Children Reading)

## Year 2 EGRA Baseline Report, Revised

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# Acronyms

clpm	correct letters per minute
cwpm	correct words per minute
EGRA	Early Grade Reading Assessment
IFOS	<i>Institut de Formation du Sud</i> (Institute for Training in the South)
MENFP	<i>Ministère de l'Éducation Nationale et de la Formation Professionnelle</i> (Haitian Ministry of Education)
PASEC	<i>Programme d'Analyse des Systèmes Éducatifs de la Confemen</i> (Program for Analyzing Education Systems of CONFEMEN [Confederation of Ministries of Education of Francophone States] Countries)
PISA	Programme for International Student Assessment
SACMEQ	Southern Africa Consortium for the Measurement of Educational Quality
SES	socio-economic status
SSME	Snapshot of School Management Effectiveness
TIMSS	Trends in International Mathematics and Science Study
ToTAL	<i>Tout Timoun Ap Li</i> (“All Children Reading”) project
USAID	United States Agency for International Development

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# Executive Summary

The Early Grade Reading Assessment (EGRA) baseline results reported in this document reflect the 2013-2014 school year baseline measurement of performance in key pre-reading and reading skills among Grade 1 and Grade 2 students in *Tout Timoun Ap Li* (ToTAL) program<sup>1</sup> schools. As a brief introduction, the ToTAL program implemented during this school year consists of two curricula:

- Reading and writing instruction in Haitian Creole, designed for Grade 1 students and implemented in both Grade 1 and Grade 2 classrooms.
- Oral language instruction in French, designed for Grade 1 students and implemented in Grade 1 and Grade 2 classrooms.

In addition, community-mobilization activities are implemented within a subset of schools, in an effort to engage caregivers and other community members in student academic learning.

To establish a baseline of student performance for the 2013–2014 academic year implementation of the ToTAL program, student reading proficiency was measured for three separate groups: Treatment A (receiving curricular materials, teacher training, and classroom-based support), Treatment B (receiving curricular materials, teacher training, and classroom-based support as well as community mobilization support), and a control group of comparable schools with no treatment.

These results reveal that even by the beginning of Grade 2, the majority of students had not yet acquired sufficient foundational skills in Haitian Creole and French, the two languages of instruction in primary school. They lacked foundational pre-reading skills, including letter knowledge (measured in both Creole and French) as well as word reading and decoding ability (measured in Creole only). They also showed limited skill in the pre-reading skills of phonemic awareness (administered in both Creole and French), listening comprehension (administered in both Creole and French) and oral vocabulary (measured in French), as well as in writing in Creole.

Given observed difficulties in letter recognition, word reading, and word decoding, it is not surprising that students’ oral reading fluency scores were also low. Even among the most proficient readers in the sample, student took three seconds, on average, to read each word. This rate is considered too slow to facilitate comprehension of the text that is read. Correspondingly, reading comprehension was low, with very few students being able to correctly answer even two comprehension questions correctly.

For the most part, means scores were comparable across all groups in both languages and for both grades. Several interesting trends did emerge across subtasks, however. On Initial Sound

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<sup>1</sup> The term “ToTAL program” is used to reference the method of teaching reading that is supported by the project. The “ToTAL project” refers to the project as whole, encompassing curriculum development, teacher training and support, EGRA activities, etc.

Identification, students in Treatment A schools statistically significantly outperformed their control peers in both Grades 1 and 2 (for Haitian Creole). On other subtasks (Letter Name and Letter Sound Identification, Familiar Word Reading, and Letter Dictation), Treatment A schools statistically outperformed their Treatment B peers. On several subtasks, girls significantly outperformed their male counterparts. In no cases did boys outperform girls within a group. These trends should be observed at endline as well to determine if exposure to the program helps to reduce these gaps.

As in the Year 1 baseline report for this project, many deficiencies in the skills among incoming Grade 1 students are evident. Also apparent, however, is—as was identified in the Year 1 endline report—a lack of notably meaningful improvement as a result of implementing the ToTAL program in the first year of the project, as evidenced in low proficiency among incoming Grade 2 students in the North/Saint Marc corridors (who were exposed to the ToTAL program during Grade 1). It is true that the ToTAL program was implemented during the first year of the project for only part of the academic year. Even so, curricular materials, teacher training, and coaching approaches have been refocused and reinforced for the second year of the project—as described below—in order to have a greater impact on student performance. It is hoped that EGRA testing at the end of this second year of implementation will demonstrate the extent to which these refinements can, indeed, impact student growth as well as areas that warrant continued focus.

## ***Recommendations***

The current EGRA results indicate a clear need to continue reinforcing reading instruction in the early grades. Such an endeavor will require a focus of energy and attention on the following key actions.

***Train teachers to teach reading:*** Reading is a fundamental skill that is critical for learning in other subjects, and it must be learned in the early grades. Teachers need to be trained to teach the five foundational components of reading beginning in Grade 1: phonemic awareness, phonics instruction, reading fluency, vocabulary, and reading comprehension. These skills are explicitly taught in the ToTAL program, and greater emphasis is being placed on explicit instruction in key pre-reading and reading skills, such as vocabulary, listening and reading comprehension, letter knowledge, phonological processing, and fluency. Greater emphasis is also being placed on encouraging student and student-teacher interaction, providing more variety in the types of activities included in each lesson, ensuring that teacher guides are clear and easy for teachers to use, providing more supplemental activities to extend beyond the scripted lessons, and shortening the lessons to make them more effective for young students. However, this report shows that many teachers involved in the program lack basic preparation for teaching in the lower grades. Therefore, the ToTAL project should continue to support teachers through ongoing training and coaching that provides strategies for teaching phonics, reading fluency, and reading comprehension, in both Haitian Creole and French. ToTAL project training plans have already been refined to provide both more training opportunities to teachers and to tailor trainings to target specific areas that need to be reinforced, as identified through coaching data and ToTAL

staff visits to schools. The training provided to coaches has also been refined and extended to ensure that coaches are better prepared to provide useful feedback to teachers regarding use of teacher and student materials, types of feedback provided to students, and other classroom management activities.

***Provide students with books and opportunities to read:*** Results from student questionnaires suggest that many students lack literacy-building reading experiences outside of the classroom. This reality makes it even more important for teachers to encourage reading within the classroom, using ToTAL curricular books but also in-class libraries. Teachers are being continuously trained and coached in how to encourage increased use of these materials. Encouraging parents and communities to provide opportunities to read can enhance literacy-building opportunities for all children—particularly for students who otherwise lack access to books and literacy-rich experiences outside of the classroom—and is also being facilitated through community mobilization efforts and partner meetings. All of this is important to provide more-proficient readers with opportunities to enrich and extend abilities, to provide less-proficient readers with more opportunities to practice emerging skills, and in general to change the culture by promoting pleasure reading at a young age. In addition, however, constraints on the amount of time actually spent in class overall and, more specifically, the amount of time students spend reading in class should be evaluated.

***Train teachers to promote a classroom environment that is conducive to learning:***

Constructive, formative feedback given to students in a timely manner can foster learning in the classroom by engaging students in safe, positive interactions and encouraging them to think critically about concepts. To the contrary, use of punitive measures can intimidate and frighten students and impede any learning. These baseline results show that, where there is a differences between girls and boys, girls outperform boys. The need to ensure that all students are equally engaged should remain a primary training and coaching focus. In addition, although some classroom activities lend themselves to whole-group types of interactions, teachers must continue to be trained to engage students in small groups, pairs, and one-on-one learning opportunities to ensure that all students are learning the content being taught. Teachers also need additional, explicit training in the use of formative student feedback and effective classroom management strategies. The ToTAL training and coaching plans for Year 2 of the project are taking such classroom management elements into consideration, and ongoing trainings provide additional, explicit instruction in such strategies.

***Provide explicit instruction in oral language, in both Haitian Creole and French:*** The relatively low scores on the Oral Vocabulary and Listening Comprehension subtasks suggest a lack of grade-level oral language aptitude in both languages. Materials and training have been developed in such a way as to promote oral language development, and teachers are receiving direct instruction in developing strategies for teaching oral vocabulary through ongoing targeted training and coaching sessions.

***Provide explicit instruction in comprehension strategies:*** Student scores were low in both Listening and Reading Comprehension, suggesting that students could benefit from explicit

instruction in strategies for increasing comprehension. Such strategies have been built into curricular materials and are being reinforced through teacher training and coaching.

## Introduction

*Tout Timoun Ap Li* (ToTAL)—“All Children Reading” in Haitian Creole—is a two-year US Agency for International Development (USAID) applied research project addressing a wide range of issues related to education and literacy in Haiti. Two very basic, and interrelated, factors guide the objectives of this project, which attempts to improve the education of children in Haiti and, specifically, the development of reading proficiency in both Haitian Creole and French. First, investment in education has been shown to contribute significantly to stability and economic growth in countries recovering from traumatic natural disasters or political challenges, both of which have been prominent in Haiti’s recent history. Education plays a major role in poverty reduction by promoting individual efficacy and advancement and expanding choices and opportunities, and it supports social development, creating a mechanism for equity, social cohesion, and shared understanding and values. Second, research has shown that children learn to read faster, and are better equipped to transfer these skills to a second language, when instruction and materials are presented in their first language, especially if the instruction in the first language is of high quality.<sup>2</sup>

Haiti is a historically bilingual nation, with both Haitian Creole and French as official languages. However, although all Haitians speak Haitian Creole, some estimates place the percentage of Haitians who speak French around 10%.<sup>3</sup> In 1978, a major education reform effort called the Bernard Reform provided the basis for using Haitian Creole as the language of instruction in early grades. In 1998, this policy was made official through the national Primary Curriculum. In Haiti, Haitian Creole literacy is taught beginning in the first year of elementary school, with an emphasis on speaking, vocabulary, spelling, and written expression. Through such instruction, the Ministry hopes to develop in Haitian children the ability to express themselves properly in their mother tongue and acquire the mental mechanisms that are based on different types of knowledge: listening, speaking, reading, and writing. Because French is not spoken in many Haitian homes, French is necessarily taught as a second language, with students in the first year of elementary school exposed to French oral language development. French reading is introduced in the second year of elementary school, in conjunction with teaching reading in Haitian Creole. Nonetheless, despite official support for beginning reading instruction in Haitian Creole before transitioning to reading instruction in French, student reading performance in both languages and education performance overall is still very poor.

In addition to (and perhaps very strongly correlated to) these poor reading results are the poor success rates of the education system as a whole at the primary school level.

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<sup>2</sup> Read-Learn-Lead Mali, EIP/RTI.

<sup>3</sup> DeGraff, M. (in publication). *Many hands make the load lighter: Haitian Creole and technology-enhanced active learning toward quality education for all in Haiti*.

[N]umerous statistics and measures suggest that the state of the Haitian education system is undeveloped. The average primary school grade repetition rate is more than 17%, and dropout rates, beginning in grade 1, average 13%, meaning the typical Haitian child spends less than four years in school. As a consequence of these high repetition and dropout rates, many children fail to learn to read and write in the early grades, become discouraged, and never are able to acquire the skills and knowledge necessary to escape the cycle of poverty. Recent reports reveal that the result of such statistics and patterns is a pool of more than 600,000 illiterate out-of-school youth and children and a generation of ill-prepared labor market entrants.<sup>4</sup>

Specifically to address the learning needs of primary-grade students in Haiti, the ToTAL project is developing and implementing the following curricula:

- A program for teaching reading and writing skills in Haitian Creole for primary Grades 1, 2, and 3; and
- A program for teaching oral language in French for primary Grade 1 and for teaching reading and writing skills in French for primary Grades 2 and 3.

During the first year of this project, the Grade 1 curricula in both Haitian Creole and French were implemented in Grade 1 and Grade 2 classrooms in two corridors in Haiti: the North and Saint Marc corridors. In the second year of the project, implementation of the Grade 1 curricula in Creole and French is being expanded to a third corridor: Port-au-Prince. Evaluation of the impact of these curricula is measured using the Early Grade Reading Assessment (EGRA), which was administered at two points in time: at the beginning of program implementation and at the end of implementation for each of the two years.

This report presents baseline EGRA results for the second year of the program implementation.

## **Overview of EGRA / EGRA Administration**

### ***Why Test Early Grade Reading?***

The ability to read and understand connected text is one of the most fundamental skills a child can learn. Without basic literacy there is little chance that a child can escape the intergenerational cycle of poverty. Furthermore, evidence indicates it is important to learn to read both *early* and at a sufficient *rate*. A substantial body of research documents the fact that students can learn to read by the end of Grade 2, and indeed need to be able to read by the end of Grade 2 to be successful in school. Students who do not learn to read in the early grades (Grades 1–3) are likely to fall behind in reading and other subjects, repeat grades, and eventually drop out of school.

When students are first learning to read, they must learn the letters of their mother tongue language and the forms of those letters, learn the sounds associated with each letter, and apply

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<sup>4</sup> Haiti Poverty Reduction Strategy Paper Progress Report/International Monetary Fund, 2009; *S cretariat d'Etat   l'Alphab tisation*, 2000.

this knowledge to decode (or “sound out”) new words. At the same time, they are gaining familiarity, or automaticity, with words that they can then read by sight, without having to decode them. By the end of this first phase of reading development, students on a normal development trajectory develop sufficient speed and accuracy in decoding and word recognition so that they are able to read connected text easily enough to allow focus to shift from identifying individual words to comprehending the meaning of words, phrases, sentences, and eventually passages. As students are able to read text faster and with greater ease, they begin to read orally with speed and expression similar to their speech.

## ***Purpose and Uses of EGRA***

Evidence regarding students’ learning performance in primary school, when available, indicates that average student learning in most low-income countries is quite low. A recent evaluation of World Bank education lending showed that improvements in student learning lag significantly behind improvements in access to schooling, while results from those few low-income countries that participate in international assessments such as PISA or TIMSS (and inferring from the results of regional assessments such as PASEC and SACMEQ)<sup>5</sup> indicate that the median child in a low-income country performs at about the third percentile of a high-income country distribution (i.e., worse than 97% of students who were tested in the high-income country). From these results, one can tell what low-income country students do *not* know but cannot ascertain what they *do* know (often because they scored so poorly that the test could not pinpoint their location on the knowledge continuum). Furthermore, because most national and international assessments are paper-and-pencil tests (that is, they assume students can read and write), it is not always possible to tell from the results of these tests whether students score poorly because they lack the knowledge tested by the assessments or because they lack basic reading and comprehension skills.<sup>6</sup>

In the context of these questions about student learning and continued investment in education for all, EGRA was developed to report on the foundation levels of student learning, including assessment of the first steps students take in learning to read: recognizing letters of the alphabet, reading simple words, and understanding sentences and paragraphs. A simple instrument that can be adapted for use in low-income countries and for any language, EGRA systematically measures how well students in the early grades of primary school are acquiring reading skills, in order to spur more effective efforts to improve performance in these core learning skills.<sup>7</sup>

Because they focus directly on the foundational and teachable skills required for reading, the results of an assessment such as EGRA can be used to inform ministries of education, donors,

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<sup>5</sup> Organisation for Economic Co-Operation and Development’s Programme for International Student Assessment (PISA); Trends in International Mathematics and Science Study (TIMSS); *Programme d’analyse des Systèmes Educatifs de la Confemen* (PASEC); Southern Africa Consortium for the Measurement of Educational Quality (SACMEQ).

<sup>6</sup> RTI International. (2009). *Early Grade Reading Assessment Toolkit, 2009*. Prepared for the World Bank, Office of Human Development. p. 1. Available at: <https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&id=149>

<sup>7</sup> Ibid. p. 2. Available at: <https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&id=149>

teachers, and parents about primary students’ reading skills as well as to assist education systems in setting standards and planning curricula to best meet students’ needs in learning to read.

## ***What EGRA Measures***

The EGRA instrument is composed of a variety of subtasks designed to assess foundational reading skills that are crucial to becoming a fluent reader. EGRA is designed to be a method-independent approach to assessment—that is, the instrument does not reflect a particular method of reading instruction (e.g., “whole language” or “phonics-based”). Rather, EGRA measures basic skills that a child must have to eventually be able to read fluently and with comprehension—the ultimate goal of reading. The EGRA subtasks are based on research for a comprehensive approach to reading acquisition across languages. The EGRA subtasks included in the Haiti instrument are described in the following section of this report, and full copies of EGRA and corresponding instruments can be found in *Annex A* of this report.<sup>8</sup>

## ***EGRA Adaptation and Administration***

The following nine EGRA subtasks were administered at baseline of Year 2:

- *Oral Language Ability (administered in French only)* is the pre-reading ability to understand and act upon oral language. In this subtask, students were asked to identify parts of the body, point to objects in the classroom environment when told their names, and demonstrate understanding of spatial terms (e.g., under, over). The oral language ability score was the total correct answers, with a maximum possible score of 20.
- *Listening Comprehension (administered in Creole and French)* is considered to be a critical skill for reading comprehension because it shows the ability to make sense of oral language. In this subtask, the examiner read a short passage to the students. Students were then orally asked five questions about that passage. The listening comprehension score was the total correct answers, with a maximum possible score of 5.
- *Initial Sound Identification (administered in Creole and French)* assessed students’ phonemic awareness (the ability to explicitly identify and manipulate the sounds of language). Phonemic awareness has been found to be one of the most robust predictors of reading acquisition and is often used to identify students at risk for reading difficulties in the primary grades in developed countries. In this subtask, students were asked to listen to a word (such as “tour”) and identify the first sound in that word (in this case, /t/). After two practice items, students were given 10 test items. The final score was the number of words of which students successfully identified the initial sound, with the maximum possible score being 10.

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<sup>8</sup> Additional EGRA subtasks not used in this project include measures of phonological processing ability, print awareness, and vocabulary. A description of all available EGRA subtasks can be found in the EGRA Toolkit, available at: <https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&id=149>

- *Letter Name Knowledge (administered in Creole and French)* assessed students' automaticity in letter recognition. This was a timed subtask in which students were shown a chart containing 10 rows of 10 random letters. Students were asked to name as many letters as they could within one minute, yielding a score of correct letters per minute (clpm).
- *Letter Sound Knowledge (administered in Creole and French)* assessed students' automaticity in their knowledge of the sounds associated with each letter. This was a timed subtask in which students were shown a chart containing 10 rows each with 10 letters arranged randomly, yielding a total of 100 letters. 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).
- *Familiar Word Reading (administered in Creole only)* assessed students' skill at reading high-frequency words. Recognizing familiar words is critical for developing reading fluency. In this timed subtask, students were presented a chart of 50 familiar words. Students were asked to read as many words as they could within one minute, yielding a score of correct words per minute (cwpm).
- *Invented Word Decoding (administered in Creole only)* assessed students' skill at applying letter-sound correspondence rules to decode (i.e., sound out) unfamiliar words. To ensure that students were applying their knowledge of the relationships between sounds and symbols rather than reading words from memory, a chart of 50 pronounceable invented words—words that followed legal spelling patterns in French and Haitian Creole but had no meaning in either language—was shown to students. Students were asked to sound out as many invented words as they could within one minute, yielding a score of correct words per minute (cwpm).
- *Oral Passage Reading (administered in Creole only)* assessed students' 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:
  - *Oral Reading Fluency:* The ability to read passages fluently is considered a necessary component for reading comprehension. In this subtask, students were given a story (56-word story in French and a 59-word story in Haitian Creole), and they were asked to read each story aloud in one minute. The oral reading fluency score for each story was the number of correct words read per minute (cwpm).
  - *Reading Comprehension:* After students read as much of an assigned passage as they could within one minute, those who were able to read at least one word correctly were asked to respond to orally presented questions that corresponded to the parts of the story that were read. Because the number of words read in the minute varied by student, so did the number of questions given. 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. Students' reading comprehension scores were recorded as the number of correct responses provided. This subtest was administered in both Haitian

Creole and French. The reading comprehension score was the number of correct answers, with a maximum possible score of 5.

- *Dictation (administered in Creole only)* assessed students' skill at writing letters and simple words told to them verbally. Students were asked to write five letters and three simple one-syllable words. The dictation score was divided into two parts: the letter dictation score was the number of correctly written letters, with a maximum possible score of 5; the word dictation score was the number of correctly written words, with a maximum possible score of 3.

Administering the full EGRA instrument required approximately 20 minutes per student. The reading assessment was supplemented by a student questionnaire to capture the demographic and social context in which students were learning to read. A head teacher questionnaire was also administered at each school to assess school-level characteristics. EGRA was administered in French and in Haitian Creole, the official languages of Haiti. Although both languages are used for instruction through the primary grades, students receive most of their instruction in Haitian Creole. Consequently, to ensure students understood each subtask's requirements, examiners explained each task and provided directions in Haitian Creole when EGRA was administered.

The EGRA administration was designed to make students feel comfortable during the assessment. Before administering EGRA, administrators read explicit information about the test to the students to explain how it would be used and that it would not impact their grades. Also, students were asked to provide verbal assent to participate in the assessment before it began. In addition, EGRA administration included an "early stop" rule, which required assessors to discontinue the administration of a subtask if a child was unable to respond correctly to any of the items in the first line of a subtask (e.g., the first 10 letters, the first five words, or the first line of the oral reading fluency story). This rule was established to avoid frustrating students who did not understand the subtask or lacked the skills to respond. If a subtask needed to be discontinued, the EGRA administrator marked a box indicating that the subtask was discontinued because the child had no correct answers in the first line.

## ***EGRA Assessor Training***

Assessor training for baseline data collection occurred October 14 to 19, 2013, at Kaliko Beach Hotel, Côte des Arcadins, Arcahaie. *Ministère de l'Éducation Nationale et de la Formation Professionnelle* (MENFP; Haitian Ministry of Education) representatives attended the training. A total of 84 assessors and supervisors representing the three corridors were trained (see **Table 1**); in the North and Saint Marc corridors, most assessors were experienced trainers from the first year of the project, although several new assessors were trained in each corridor to address attrition. All assessors and supervisors trained for the Port-au-Prince corridor were new to that corridor, although three had previously served as assessors in other corridors.

**Table 1: Numbers of Assessors and Supervisors Trained by Corridor**

Corridor	Assessors/Supervisors	Total by Corridor
North	40 repeat, 3 new	43
Saint Marc	6 repeat, 8 new	14
Port-au-Prince	3 repeat, 24 new	27
<i>Total</i>		<i>84</i>

### ***EGRA Data Collection***

Because the school year started on October 1, and to allow several weeks for class enrollment to stabilize, data collection for Year 2 baseline occurred in each of the corridors as follows:

- North: October 21–November 8
- St Marc: October 21–November 11
- Port-au-Prince: October 21–November 13

### ***EGRA Data Entry***

EGRA and questionnaire data were collected electronically, thereby eliminating the need for separate data entry and increasing data accuracy.

## **Descriptive Statistics**

*Table 2* displays the distribution of schools at baseline for Year 2. Within each school, approximately 20 students were sampled with the intention of selecting 5 students from each grade/gender. Schools were clustered to make data collection more efficient.

**Table 2: Characteristics of the Overall School Sample**

Variable	Number of Schools
<b>North</b>	
Treatment A	42
Treatment B	39
Control	39
<i>Total</i>	<i>120</i>
<b>Saint Marc</b>	
Treatment A	19
Treatment B	21
Control	0
<i>Total</i>	<i>40</i>
<b>Port-au-Prince</b>	
Treatment A	43
Treatment B	0
Control	37
<i>Total</i>	<i>80</i>
<b>Grand Total</b>	<b>240</b>

*Table 3* describes the general characteristics of the student sample at Year 2 baseline.

**Table 3: Characteristics of the Overall Student Sample**

Variable	Treatment A	Treatment B	Control	Total
<b>Corridor</b>				
North	827	726	730	2,283
Saint Marc	378	404	0	782
Port-au-Prince	817	0	578	1,395
<b>Total</b>	<b>2,022</b>	<b>1,130</b>	<b>1,308</b>	<b>4,460</b>
<b>Grade</b>				
1	998	548	623	2,169
2	1,024	582	685	2,291
<b>Total</b>	<b>2,022</b>	<b>1,130</b>	<b>1,308</b>	<b>4,460</b>

### ***Enrollment, Class Size, and Class Composition***

School directors were asked to indicate student enrollment for Grades 1 and 2. Average enrollment in Grade 1 classes was 38 students, with enrollment ranging from 2 to 196. Average enrollment for Grade 2 classes was 36.5, with enrollment ranging from 3 to 191.

Similar to last year, 13% of students identified themselves at baseline as “repeaters” (i.e., their grade level in the previous year was the same as their current grade level).

### ***Language of Instruction***

During EGRA data collection—to ascertain what language was typically used as the language of instruction by teachers—the head teacher at each school was asked to indicate the language (Haitian Creole or French) that was used by Grade 1 and Grade 2 teachers in that school to teach mathematics.<sup>9</sup> In each grade, approximately 57% of teachers reported that both Creole and French were used to teach mathematics. Approximately 36% reported that Creole only was used, while only 7% reported French to be the language of instruction.

## **Student Characteristics**

As part of the EGRA assessment, students were asked certain demographic questions (see *Annex A* for assessments administered). On all but four questions, no statistically significant difference emerged between girls and boys. The four questions on which boys and girls differed significantly are identified in the following narrative.

At the beginning of the program implementation, the majority of students (73%) reported Haitian Creole as the language they most often spoke at home, while 23% reported that at home they

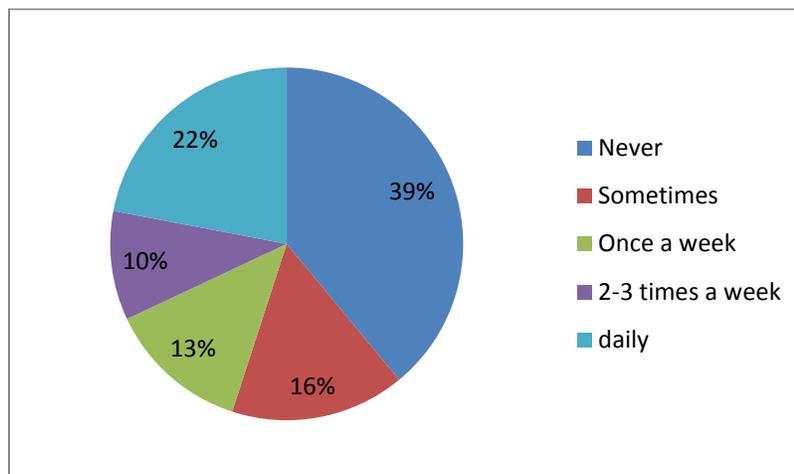
<sup>9</sup> Head teachers were asked about the language of instruction in mathematics classes because mathematics was a subject not influenced by the ToTAL project; it should, therefore, be an accurate measure of the language the teacher uses outside of the literacy blocks of time in which the ToTAL curriculum is taught.

spoke French most often. Eighty-two percent of students reported having completed pre-kindergarten or kindergarten prior to starting school.

When asked whether they had eaten breakfast before going to school on the day of the assessment, 72% of students answered that they had. It is worth noting that the majority of students (65%) reported having a meal at school.

When asked if they have non-textbook books (books other than school textbooks) at home, 50% of students said yes; however, when asked what they read at home in the prior week, the most common responses were school reading textbooks (68% of responses) and other textbooks (22%). It therefore appears that most students are not regularly reading other materials during non-school time. Eighty percent of students reported reading aloud to someone at home at least 2–3 times a week, although 39% of students reported never being read to, and only 32% reported being read to at least 2–3 times a week, as displayed in *Figure 1*.

**Figure 1: Frequency of Students Being Read to in the Home**



A statistically significant difference was observed between sexes on this question, with boys more likely than girls to be read to at least once per week. Nearly all (99%) students reported receiving homework, although 38% of students reported receiving no help at home with homework. Parents and siblings were the most commonly reported homework helpers at home.<sup>10</sup>

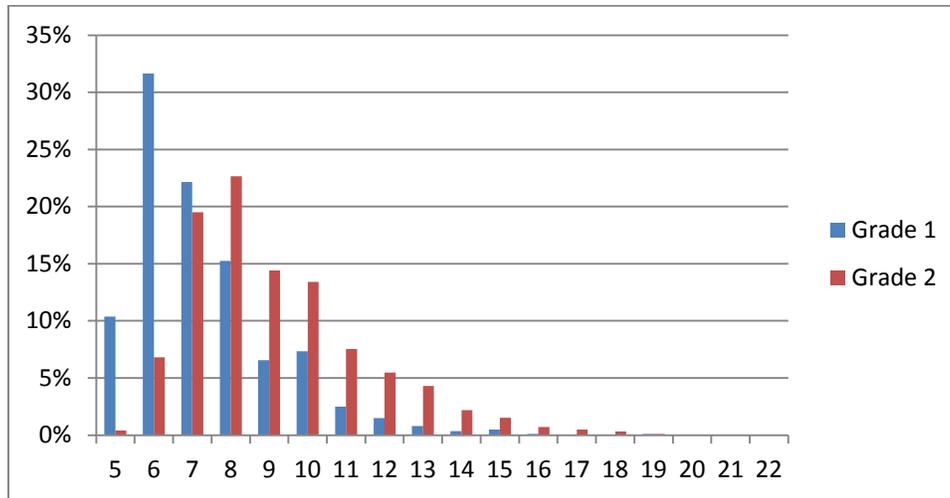
A range of ages was observed in both grades. Students in Grade 1 ranged from 5 years<sup>11</sup> old to 21 years old, and students in Grade 2 ranged from 5 years<sup>11</sup> old to 22 years old. The means for Grades 1 and 2 were 7.4 years and 9.1 years, respectively. Late enrollment, interruption of schooling, and grade repetition are probable explanations for this wide variation in age. Teachers interviewed reported an average of 14% of students in the first two grades who are repeaters; this

<sup>10</sup> Girls were statistically significantly more likely than boys to report that grandparents and friends helped with homework.

<sup>11</sup> 15 students (13 in Grade 1 and 2 in Grade 2) reported being four years of age; because this is not allowed within the Haitian education system, these reports are considered inaccurate, and these 15 students are not represented in Figure 2.

is quite similar to the student’s self-reported figure of 13%. **Figure 2** displays the distribution of the age groups in both grades among the sampled students.

**Figure 2: Age of Students, by Grade, at Beginning of School Year<sup>11</sup>**



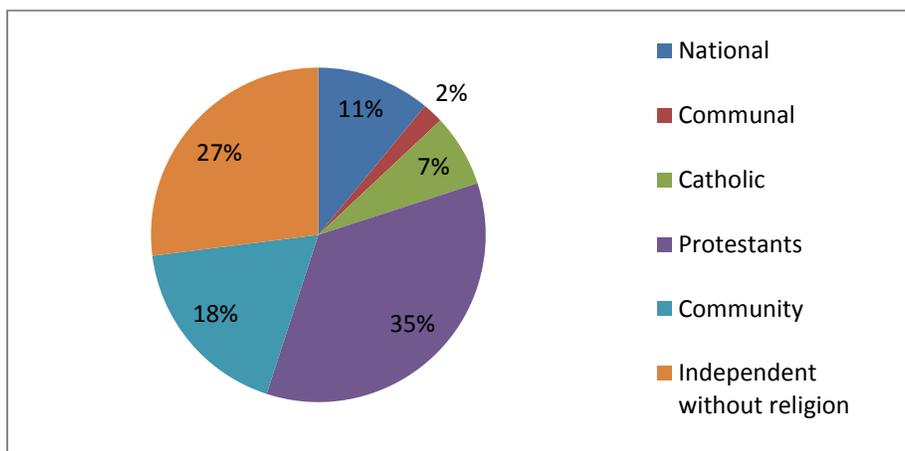
Students were asked if they had been absent from class in the past week, and 30% reported that they had, with sickness reported as the most common cause (48% of responses). Eight percent of students reported missing school because of a lack of uniforms, while 5% of students reported missing school because of other obligations at home (e.g., caring for sibling, going to market). Thirty-one percent of students reported having been late to school in the prior week, with “waking up late” reported as the most common cause (41% of reported reasons), followed by having work to do at home (11% of reported reasons). ToTAL community mobilization and partner meetings are directly addressing these issues, encouraging parents to make on-time and regular attendance at school a top priority for all students.

## Director and School Characteristics

The full set of Snapshot of School Management Effectiveness (SSME) questionnaires and observation instruments was not administered at baseline in Year 2 (in accordance with the ToTAL research design); however, school directors were asked several questions. For the most part, these questionnaires were answered by directors of pedagogy (54%) or principals (34%). It was reported that only 25% of directors of pedagogy were female.

Protestant schools were the most prominent type of school in the sample, as shown in **Figure 3**. Independent schools without a religious affiliation made up the next largest group. Most directors (88%) reported having only morning sessions.

**Figure 3: Representation of School Types in Sample**

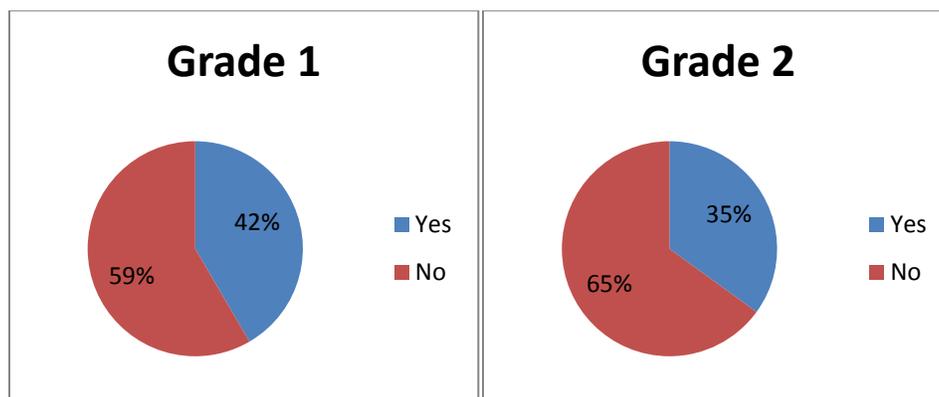


School sizes varied greatly, ranging from a reported 2 teachers to 72 teachers (mode = 6 teachers in the school). Sixty-four percent of schools were reported to have 10 or fewer teachers. On average, 47% of teachers were female. Directors were asked to indicate the level of education attained for teachers of Grades 1–2, and they reported the following. Categories are not mutually exclusive, and numbers are not intended to sum to 100.

- 10% of teachers had completed less than the 9th year of fundamental (primary) education.
- 30% of teachers had completed two years of secondary school.
- 72% of teachers had completed secondary school at Bac 1 or Bac 2 but had not necessarily taken special training for teaching.
- 39% of teachers had a teaching degree.
- 34% of teachers had academic degrees that are not necessarily related to education.

Because the presence or absence of trained teachers is important to the successful implementation of the ToTAL program, this particular qualification is broken out by grade in *Figure 4*.

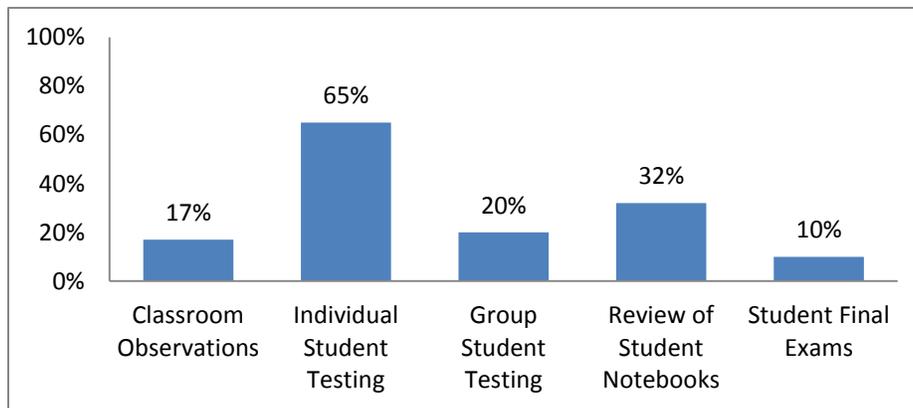
**Figure 4: Percentage of Teachers with a Teaching Degree, by Grade**



Just under half (42%) of teachers in Grade 1 were reported to have teaching degrees, and only 35% in Grade 2, suggesting that teachers in these schools may not be well-equipped to implement the ToTAL program.

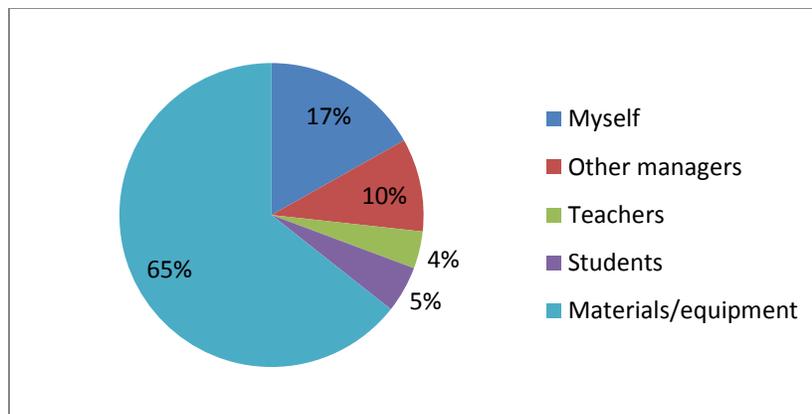
Promisingly, nearly all (99.9%) directors reported reviewing teachers' reading lessons, and 96% reported reviewing teachers' lesson plans. Furthermore, most directors (74%) reported that if they found a teacher to be below standard, they would provide additional training; only 17% reported that they would fire the teacher. Thirteen percent said that they would move the teacher to another class. Directors were also asked how they know if students are progressing in reading, with responses varying as shown in **Figure 5**. Directors could select more than one type of input, and 65% of directors indicated that they use individual student testing scores to determine progress.

**Figure 5: Types of Input Used to Determine Student Progress**



Directors reported security concerns in the school, as shown in **Figure 6**, in particular for materials and equipment. They reported materials/equipment to be the most at risk, with only 5% of directors reporting students to be at risk and 4% reporting teachers to be at risk.

**Figure 6: Types of Security Concerns**



# Overall EGRA Results by Corridor, Treatment, Grade, and Language

*Table 4* summarizes mean EGRA results disaggregated by corridor, language, and grade. More detailed analyses, including indications of statistical significance of differences, follows in subsequent sections of this report.

EGRA as well as student and director survey data were collected by corridor, as indicated above. Reporting data by corridor, however, is problematic because the design of the study does not allow for equal representation of treatment and control groups across all three corridors: there are no control schools in Saint Marc and no Treatment B schools in Port-au-Prince. Additionally, the two corridors in which Treatment B schools were established (North and Saint Marc) included more rural schools overall than the corridors where control schools were established (North and Port-au-Prince). As a result, for the project subtask estimates, the control schools are over-represented by urban schools and Treatment B schools are under-represented by rural schools. In order to compare “apples to apples,” the decision was made to report results for the North and Saint Marc corridors aggregated. This is also prudent because the schools in the North and Saint Marc have been in the project for a year longer than schools in Port-au-Prince (see *Annex B* for more detail).

For this year of the project, because Grade 1 Haitian Creole and French curricula are again being used in both Grades 1 and 2 (as they were in Year 1 of the project), both Grade 1 and Grade 2 students were given both the Creole and the French versions of EGRA. Graphic displays for each EGRA subtask are provided in respective sections in this report.

**Table 4: EGRA Results by Corridor, Treatment, Language, and Grade**

Oral Language Ability (max. 20)		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	--	--	13.53	14.88
	Treatment A Means	--	--	14.01	15.01
	Treatment B Means	--	--	12.64	14.37
Port-au-Prince	Control Means	--	--	14.93	16.32
	Treatment A Means	--	--	15.07	15.98
Listening Comprehension (max. 5)		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	2.47	3.12	0.71	1.18
	Treatment A Means	2.48	3.11	0.78	1.14
	Treatment B Means	2.29	2.79	0.69	1.08
Port-au-Prince	Control Means	2.80	3.63	0.93	1.67
	Treatment A Means	2.95	3.62	1.20	1.62

Initial Sound Identification (max. 10)		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	1.53	1.92	1.77	2.18
	Treatment A Means	1.25	4.04	1.47	4.42
	Treatment B Means	0.83	3.39	0.99	3.22
Port-au-Prince	Control Means	0.98	1.33	1.11	1.82
	Treatment A Means	1.69	2.66	1.64	2.86
Letter Name Knowledge (clpm)		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	6.50	22.55	8.16	26.26
	Treatment A Means	8.92	22.77	11.48	26.82
	Treatment B Means	4.93	15.98	5.78	19.73
Port-au-Prince	Control Means	11.73	32.71	14.82	40.26
	Treatment A Means	13.87	33.30	17.93	39.03
Letter Sound Knowledge (clpm)		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	5.33	12.31	6.51	13.4
	Treatment A Means	5.06	16.09	6.95	16.35
	Treatment B Means	3.08	11.64	3.54	11.97
Port-au-Prince	Control Means	5.9	14.03	6.85	16.27
	Treatment A Means	7.08	15.53	8.86	16.84
Familiar Word Reading (cwpm)		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	1.59	8.95	--	--
	Treatment A Means	1.13	8.93	--	--
	Treatment B Means	0.42	4.35	--	--
Port-au-Prince	Control Means	3.01	13.30	--	--
	Treatment A Means	3.43	13.32	--	--
Invented Word Decoding (cwpm)		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	1.46	6.19	--	--
	Treatment A Means	0.73	5.94	--	--
	Treatment B Means	0.15	2.71	--	--
Port-au-Prince	Control Means	1.60	9.51	--	--
	Treatment A Means	1.94	8.81	--	--
Oral Reading Fluency (cwpm)		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	3.11	14.49	--	--
	Treatment A Means	2.12	13.90	--	--
	Treatment B Means	0.79	7.14	--	--
Port-au-Prince	Control Means	4.62	22.71	--	--
	Treatment A Means	6.71	21.10	--	--

Reading Comprehension (max. 5)		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	0.07	0.40	--	--
	Treatment A Means	0.05	0.45	--	--
	Treatment B Means	0.02	0.24	--	--
Port-au-Prince	Control Means	0.09	0.78	--	--
	Treatment A Means	0.16	0.74	--	--
Letter Dictation (max. 5)		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	1.14	2.93	--	--
	Treatment A Means	1.12	2.82	--	--
	Treatment B Means	0.70	2.35	--	--
Port-au-Prince	Control Means	1.55	3.39	--	--
	Treatment A Means	1.87	3.43	--	--
Word Dictation (max. 3)		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	0.07	0.39	--	--
	Treatment A Means	0.04	0.42	--	--
	Treatment B Means	0.01	0.29	--	--
Port-au-Prince	Control Means	0.08	0.54	--	--
	Treatment A Means	0.09	0.54	--	--
	Treatment B Means	--	--	--	--

As displayed in *Table 4*, overall scores were low for students entering both Grade 1 and Grade 2. Subtasks that target oral language only—Oral Language Ability and Listening Comprehension—provide an indication of underlying language processing ability as well as the size of a student’s oral lexicon. Performance on the Oral Language Ability subtask, which was administered only in French, shows a reasonable ability to understand and respond to basic French vocabulary. This is an encouraging finding because students will be able to build upon existing oral lexicons in French as they develop more sophisticated and grade-appropriate French language abilities. Performance on the Listening Comprehension subtask, however, suggests a difficulty in comprehending connected text spoken to a child in either language, and poor performance on the Initial Sound Identification subtask suggests deficiencies in phonological processing abilities.

The two letter knowledge subtasks were administered in both Haitian Creole and French. In both languages, and for both grades, students appeared to struggle with identifying letters. This finding suggests a deficiency in the most foundational pre-reading skills that will have to be addressed through the implementation of the ToTAL program because students will not be able to progress to isolated and connected word reading until they attain fluency in letter identification.

Because the ToTAL Grade 1 French curriculum does not explicitly teach reading or writing skills, the remaining subtasks were administered only in Creole. Even in the home language of Creole, however, students exhibited limited abilities to read and decode words, read connected text, demonstrate comprehension of text read, and write letters and simple words. Although the performance of students entering Grade 2 did appear to exceed that of students entering Grade 1,

as expected, the performance of incoming Grade 2 students still suggests a lack of mastery of key pre-reading and reading skills taught in Grade 1.

## Overall EGRA Results by Corridor, Treatment, Grade, Language, and Gender

*Table 5* summarizes mean EGRA results disaggregated by corridor, language, grade, and gender. More detailed analyses, including indications of statistical significance of differences, follows in subsequent sections of this report.

**Table 5: EGRA Results by Corridor, Treatment, Language, Grade, and Gender**

Oral Language Ability (max. 20)					
Girls		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	--	--	14.39	15.41
	Treatment A Means	--	--	14.24	15.19
	Treatment B Means	--	--	13.47	14.75
Port-au-Prince	Control Means	--	--	14.98	16.33
	Treatment A Means	--	--	15.21	16.20
	Treatment B Means	--	--	--	--
Boys		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	--	--	12.68	14.51
	Treatment A Means	--	--	13.83	14.81
	Treatment B Means	--	--	11.90	13.94
Port-au-Prince	Control Means	--	--	14.89	16.30
	Treatment A Means	--	--	14.95	15.76
	Treatment B Means	--	--	--	--
Listening Comprehension (max. 5)					
Girls		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	2.64	3.19	0.74	1.45
	Treatment A Means	2.38	3.06	0.83	1.19
	Treatment B Means	2.38	2.69	0.86	1.11
Port-au-Prince	Control Means	2.83	3.64	1.01	1.45
	Treatment A Means	2.93	3.63	1.15	1.64
	Treatment B Means	--	--	--	--
Boys		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	2.29	3.06	0.69	0.99
	Treatment A Means	2.56	3.16	0.74	1.09
	Treatment B Means	2.21	2.90	0.54	1.04
Port-au-Prince	Control Means	2.76	3.63	0.86	1.86
	Treatment A Means	2.97	3.62	1.25	1.60
	Treatment B Means	--	--	--	--

Initial Sound Identification (max. 10)					
Girls		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	1.97	2.59	2.37	2.79
	Treatment A Means	1.17	4.38	1.47	4.89
	Treatment B Means	1.08	3.67	1.40	3.44
Port-au-Prince	Control Means	1.07	1.59	1.44	2.10
	Treatment A Means	1.99	2.70	1.96	2.94
	Treatment B Means	--	--	--	--
Boys		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	1.11	1.46	1.18	1.75
	Treatment A Means	1.32	3.67	1.48	3.93
	Treatment B Means	0.61	3.09	0.64	2.98
Port-au-Prince	Control Means	0.89	1.08	0.75	1.56
	Treatment A Means	1.42	2.62	1.34	2.78
	Treatment B Means	--	--	--	--
Letter Name Knowledge (clpm)					
Girls		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	8.68	27.19	10.41	30.38
	Treatment A Means	8.64	24.07	10.30	28.59
	Treatment B Means	6.05	18.93	6.76	23.77
Port-au-Prince	Control Means	11.92	35.20	14.62	42.07
	Treatment A Means	13.72	36.00	18.70	42.30
	Treatment B Means	--	--	--	--
Boys		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	4.33	19.30	5.92	23.35
	Treatment A Means	9.13	21.39	12.39	24.95
	Treatment B Means	3.94	12.75	4.92	15.29
Port-au-Prince	Control Means	11.54	30.38	15.03	38.56
	Treatment A Means	14.00	30.58	17.24	35.66
	Treatment B Means	--	--	--	--
Letter Sound Knowledge (clpm)					
Girls		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	7.33	14.22	8.97	15.71
	Treatment A Means	5.63	17.81	6.71	18.44
	Treatment B Means	2.97	14.68	3.59	14.45
Port-au-Prince	Control Means	6.58	14.82	7.26	17.30
	Treatment A Means	7.59	16.86	9.23	17.88
	Treatment B Means	--	--	--	--
Boys		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	3.35	10.96	4.05	11.77
	Treatment A Means	4.62	14.26	7.14	14.16
	Treatment B Means	3.18	8.30	3.50	9.25
Port-au-Prince	Control Means	5.23	13.29	6.44	15.30
	Treatment A Means	6.62	14.19	8.53	15.78
	Treatment B Means	--	--	--	--

Familiar Word Reading (cwpm)					
Girls		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	2.60	12.28	--	--
	Treatment A Means	1.32	10.13	--	--
	Treatment B Means	0.63	5.60	--	--
Port-au-Prince	Control Means	3.38	15.66	--	--
	Treatment A Means	3.18	14.89	--	--
	Treatment B Means	--	--	--	--
Boys		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	0.59	6.61	--	--
	Treatment A Means	0.98	7.65	--	--
	Treatment B Means	0.24	2.97	--	--
Port-au-Prince	Control Means	2.64	11.09	--	--
	Treatment A Means	3.65	11.70	--	--
	Treatment B Means	--	--	--	--
Invented Word Decoding (cwpm)					
Girls		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	2.74	8.08	--	--
	Treatment A Means	0.95	6.63	--	--
	Treatment B Means	0.11	3.70	--	--
Port-au-Prince	Control Means	2.05	11.18	--	--
	Treatment A Means	2.00	9.65	--	--
	Treatment B Means	--	--	--	--
Boys		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	0.17	4.87	--	--
	Treatment A Means	0.56	5.20	--	--
	Treatment B Means	0.19	1.63	--	--
Port-au-Prince	Control Means	1.16	7.96	--	--
	Treatment A Means	1.89	7.93	--	--
	Treatment B Means	--	--	--	--
Oral Reading Fluency (cwpm)					
Girls		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	5.28	18.60	--	--
	Treatment A Means	2.40	16.49	--	--
	Treatment B Means	1.11	9.52	--	--
Port-au-Prince	Control Means	5.20	26.90	--	--
	Treatment A Means	7.39	24.35	--	--
	Treatment B Means	--	--	--	--
Boys		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	0.95	11.60	--	--
	Treatment A Means	1.90	11.16	--	--
	Treatment B Means	0.51	4.52	--	--
Port-au-Prince	Control Means	4.04	18.84	--	--
	Treatment A Means	6.10	17.76	--	--
	Treatment B Means	--	--	--	--

Reading Comprehension (max. 5)					
Girls		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	0.14	0.57	--	--
	Treatment A Means	0.07	0.49	--	--
	Treatment B Means	0.02	0.32	--	--
Port-au-Prince	Control Means	0.13	0.94	--	--
	Treatment A Means	0.17	0.83	--	--
	Treatment B Means	--	--	--	--
Boys		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	0.01	0.28	--	--
	Treatment A Means	0.04	0.40	--	--
	Treatment B Means	0.01	0.16	--	--
Port-au-Prince	Control Means	0.06	0.63	--	--
	Treatment A Means	0.15	0.64	--	--
	Treatment B Means	--	--	--	--
Dictation					
		Letter Dictation (max. 5)		Word Dictation (max. 3)	
Girls		Creole G1	Creole G2	Creole G1	Creole G2
North/Saint Marc	Control Means	1.33	3.17	0.11	0.37
	Treatment A Means	1.08	3.00	0.07	0.42
	Treatment B Means	0.94	2.80	0.01	0.37
Port-au-Prince	Control Means	1.59	3.45	0.13	0.53
	Treatment A Means	1.94	3.52	0.07	0.63
	Treatment B Means	--	--	--	--
Boys		Creole G1	Creole G2	Creole G1	Creole G2
North/Saint Marc	Control Means	0.96	2.76	0.02	0.41
	Treatment A Means	1.15	2.62	0.02	0.43
	Treatment B Means	0.49	1.86	0.01	0.21
Port-au-Prince	Control Means	1.51	3.34	0.03	0.55
	Treatment A Means	1.80	3.35	0.11	0.44
	Treatment B Means	--	--	--	--

Performance of girls was largely comparable to that of boys, across subtasks, languages, and grades. Later in this report, however, areas of statistical differences between boys and girls within specific groups are identified. In all cases of statistically significant differences, girls were observed to outperform boys.

## EGRA Mean Scores Excluding Zero Scores

Because a large number of students received a zero score on EGRA subtasks, an analysis of averages of those who were able to identify letters or words is pertinent. *Table 6* presents the mean scores for students who were able to successfully complete at least one item on each of the EGRA subtasks (i.e., mean scores excluding zero scores). As a point of comparison, it also shows mean scores with zero scores included.

**Table 6: EGRA Mean Scores Excluding Zero Scores**

Subtask	Subtasks Administered in Haitian Creole			
	With Zero Scores Included		With Zero Scores Removed	
	Creole		Creole	
	Grade 1	Grade 2	Grade 1	Grade 2
Initial Sound Identification (max. 10)	1.28	2.87	5.61	6.64
Listening Comprehension (max. 5)	2.74	3.33	2.8	3.36
Letter Name Knowledge (clpm)	10.52	26.78	14.26	28.96
Letter Sound Knowledge (clpm)	5.77	14.46	8.08	15.93
Familiar Word Reading (cwpm)	2.35	10.37	6.69	15.05
Invented Word Decoding (cwpm)	1.31	6.9	8.25	15.53
Oral Reading Fluency (cwpm)	4.27	16.67	10.42	22.74
Reading Comprehension (max. 5)	0.1	0.57	1.27	1.73
Dictation Letter (max. 5)	1.45	3.08	2.63	3.46
Dictation Word (max 3)	0.06	0.46	1.39	1.56
Subtask	Subtasks Administered in French			
	With Zero Scores Included		With Zero Scores Removed	
	French		French	
	Grade 1	Grade 2	Grade 1	Grade 2
Oral Language Ability (max. 20)	14.40	15.56	14.37	15.53
Listening Comprehension (max. 5)	0.97	1.40	1.45	1.66
Initial Sound Identification (max. 10)	1.36	3.06	5.35	6.37
Letter Name Knowledge (clpm)	13.67	32.15	17.54	33.42
Letter Sound Knowledge (clpm)	7.06	15.57	9.78	17.11

Not surprisingly, as shown in **Table 6**, mean scores increase when zero scores are removed, a trend that was comparable at Year 1 baseline. It is important to note, however, the extent to which the large number of zero scores can impact overall means and the poor performance that remains even when zero scores are removed.

Students were assessed in Oral Language Ability in French, and because few students received zero scores on that subtask, mean scores with and without zero scores included are nearly identical. Looking at subtasks on which substantial numbers of students received zero scores, however, shows the impact of such low performance on overall means. Even on pre-reading skills like Initial Sound Identification, removing zero scores from the analysis more than doubles overall student mean scores.

**Table 6** also shows that even when zero scores are removed, mean scores are lower than what would be hoped at beginning Grade 1 and beginning Grade 2 because they are lower than what is required to follow a normal progression of reading skill acquisition.

# EGRA Mean Scores by Items Attempted

Another way to analyze EGRA scores is to compare the results to the number of items attempted on the subtask, which allows for an examination of accuracy. Fluency scores alone do not shed light on whether a student obtaining a relatively low score (1) attempted the items at a slower pace but responded correctly or (2) answered rapidly but had many incorrect answers. Thus, comparing scores to the number of items attempted on the subtask provides further insight into students' mastery of early reading skills.

**Table 7** presents the average score for each subtask, the average number of items attempted for each subtask, and the average percentage of correct attempts for both the Haitian Creole and French administrations of EGRA.

**Table 7: EGRA Mean Scores by Items Attempted**

	Haitian Creole (G1 and G2)		
	Average score	Average number attempted	Percent correct out of attempted
Initial Sound Identification (max. 10)	2.05	10.00	21%
Listening Comprehension (max. 5)	3.02	5.00	60%
Letter Name Knowledge (clpm)	18.38	33.95	43%
Letter Sound Knowledge (clpm)	9.97	36.32	23%
Familiar Word Reading (cwpm)	6.23	16.11	20%
Invented Word Decoding (cwpm)	4.01	11.81	14%
Oral Reading Fluency (cwpm)	10.26	20.5	28%
Reading Comprehension (max. 5)	0.32	1.45	11%
Dictation Letter (max. 5)	2.24	5.00	45%
Dictation Word (max. 3)	0.26	3.00	9%
	French (G1 and G2)		
	Average score	Average number attempted	Percent correct out of attempted
Oral Language Ability (max. 20)	14.96	20.00	79%
Initial Sound Identification (max. 10)	2.19	10.00	22%
Listening Comprehension (max. 5)	1.18	5.00	24%
Letter Name Knowledge (clpm)	22.61	38.04	48%
Letter Sound Knowledge (clpm)	11.18	37.35	25%

**Table 7** shows that, even when considering only those items that were attempted by students, overall performance remains low. Looking at the two letter identification subtasks shows that students attempted only between 34 and 38 letters, suggesting that students who were able to read at least one letter correctly were reading at a rate just under two seconds per letter on

average. The rate at which students with non-zero scores read words in isolation was even slower, with such students attempting only 12 (for invented word decoding) to 16 (for familiar word reading) words in one minute. This table also shows that students attempted on average 1.5 comprehension questions, which is the result of not reading far enough into the Oral Reading Fluency passage to receive more questions. Interestingly, the percent correct out of attempted scores reported here are, for most subtasks, lower than such scores reported at baseline of Year 1, even though there is not as clear a trend for the average number of items attempted across subtasks. It should be noted, however, that French results reported here include Grade 1 student scores, while French results reported at Year 1 included only Grade 2.

More detailed analyses of subtasks follow; these analyses expand upon the trends observed here.

## EGRA Mean Scores by Items Attempted, Excluding Zero Scores

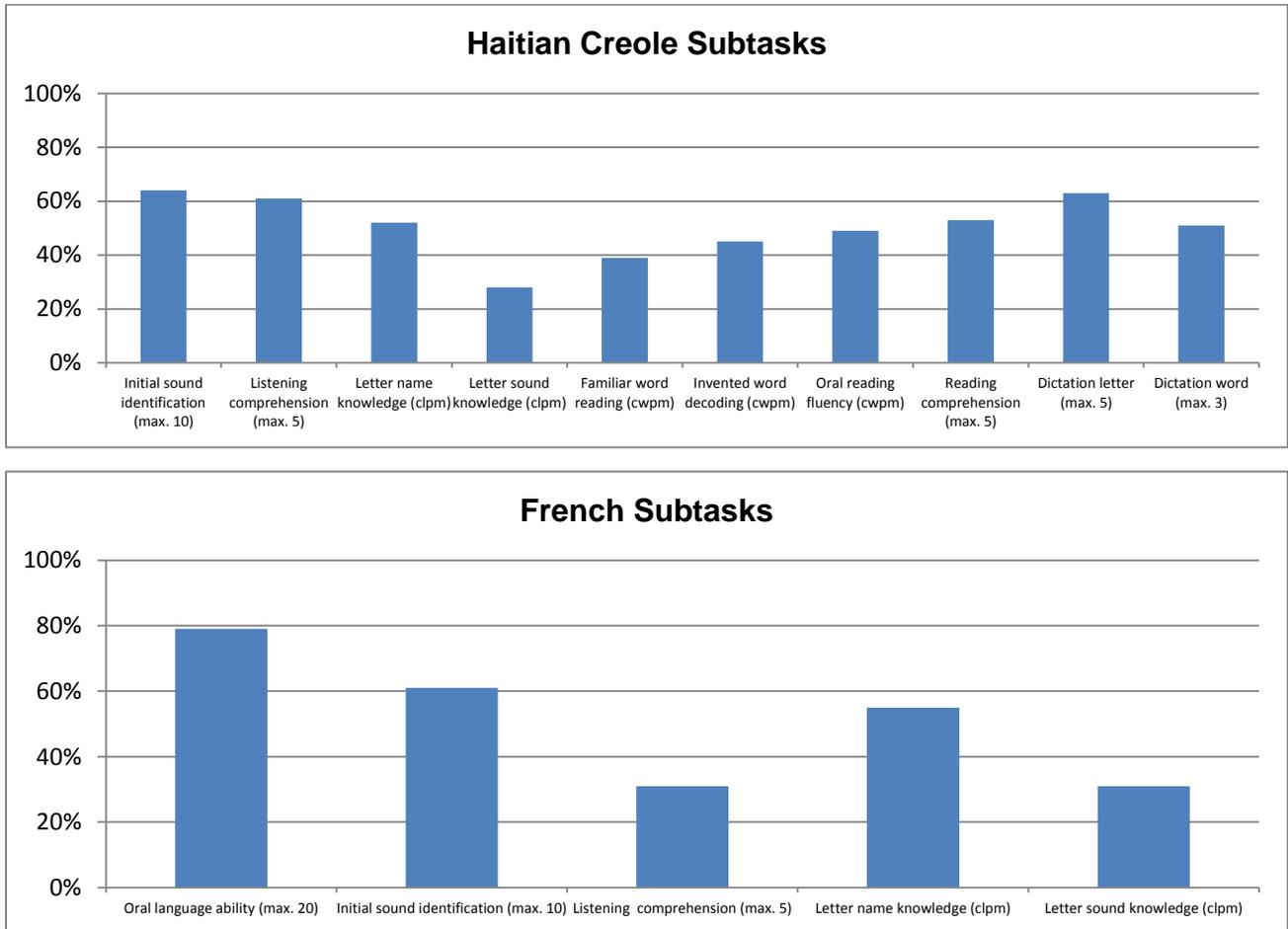
Finally, the accuracy on each of the subtasks was compared to the number of items attempted on those subtasks after excluding zero scores. *Table 8* presents the average scores by items attempted for students who were able to provide at least one correct response on the EGRA subtasks.

**Table 8: EGRA Mean Scores by Items Attempted, Excluding Zero Scores**

	Haitian Creole (G1 and G2)		
	Average score	Average number attempted	Percent correct out of attempted
Initial Sound Identification (max. 10)	6.27	10.00	64%
Listening Comprehension (max. 5)	3.07	5.00	61%
Letter Name Knowledge (clpm)	22.11	38.70	52%
Letter Sound Knowledge (clpm)	12.35	42.74	28%
Familiar Word Reading (cwpm)	12.09	26.7	39%
Invented Word Decoding (cwpm)	13.50	27.82	45%
Oral Reading Fluency (cwpm)	18.10	30.23	49%
Reading Comprehension (max. 5)	1.64	3.3	53%
Dictation Letter (max. 5)	3.13	5.00	63%
Dictation Word (max. 3)	1.53	3.00	51%
	French (G1 and G2)		
	Average score	Average number attempted	Percent correct out of attempted
Oral Language Ability (max. 20)	14.92	18.83	79%
Initial Sound Identification (max. 10)	6.00	10.00	61%
Listening Comprehension (max. 5)	1.57	5.00	31%
Letter Name Knowledge (clpm)	25.81	42.44	55%
Letter Sound Knowledge (clpm)	13.60	43.73	31%

As can be seen in *Table 8*, after students with zero scores are removed from the analysis, remaining students tended to attempt more items and responded with greater accuracy on those items that were attempted. Although not surprising, this type of analysis provides an indication of what performance might be if all students were performing at a high enough level to be able to correctly respond to at least one item on each subtask. *Figure 7* graphically displays percents correct out of attempted for Haitian Creole and French subtasks.

**Figure 7: EGRA Percent Correct out of Attempted, Excluding Zero Scores**



# EGRA Subtask Analysis Results by Corridor, Treatment, Language, and Grade

In this section, results for each EGRA subtask are presented in greater detail. Results, including minimum and maximum scores as well as p-values, are included in *Annex C* of this report.

## *Oral Language Ability*

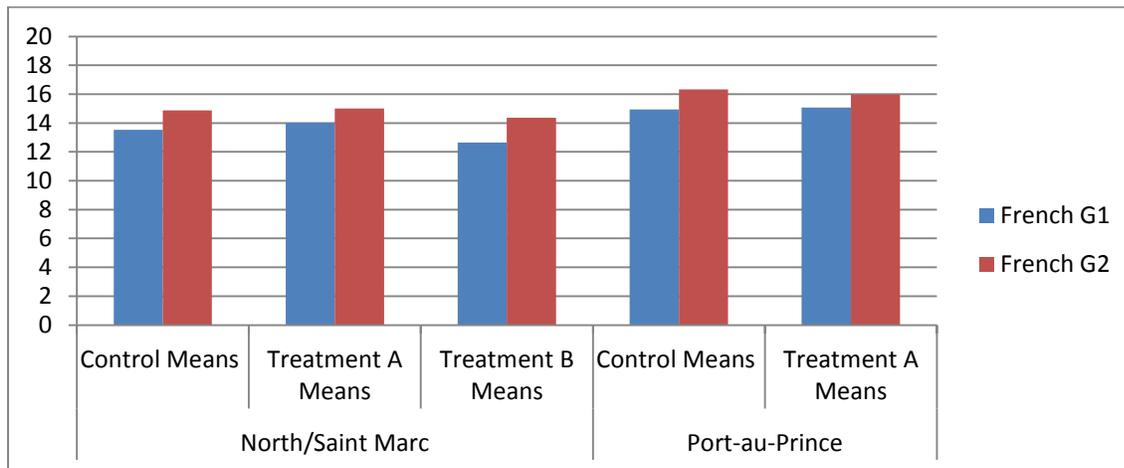
The Oral Language Ability subtask measures the ability to understand and demonstrate understanding of oral language by acting upon a series of simple verbal instructions. This is an important pre-reading skill—without the ability to understand oral language it is impossible to comprehend written language. In this subtask, students were given three set of oral instructions: they were asked to identify parts of the body, point to objects in the classroom environment when told their names, and demonstrate understanding of spatial terms (e.g., under, over). Because it was assumed that incoming Grade 1 and Grade 2 students would have basic oral language ability in their home language of Haitian Creole, this subtask was administered only in French.

*Table 9* displays student mean scores on this subtask at baseline. *Figure 8* shows this information graphically.

**Table 9: Baseline Mean Scores on Oral Language Ability Subtask, by Corridor and Grade (number correct, max 20)**

		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	--	--	13.53	14.88
	Treatment A Means	--	--	14.01	15.01
	Treatment B Means	--	--	12.64	14.37
Port-au-Prince	Control Means	--	--	14.93	16.32
	Treatment A Means	--	--	15.07	15.98
	Treatment B Means	--	--	--	--

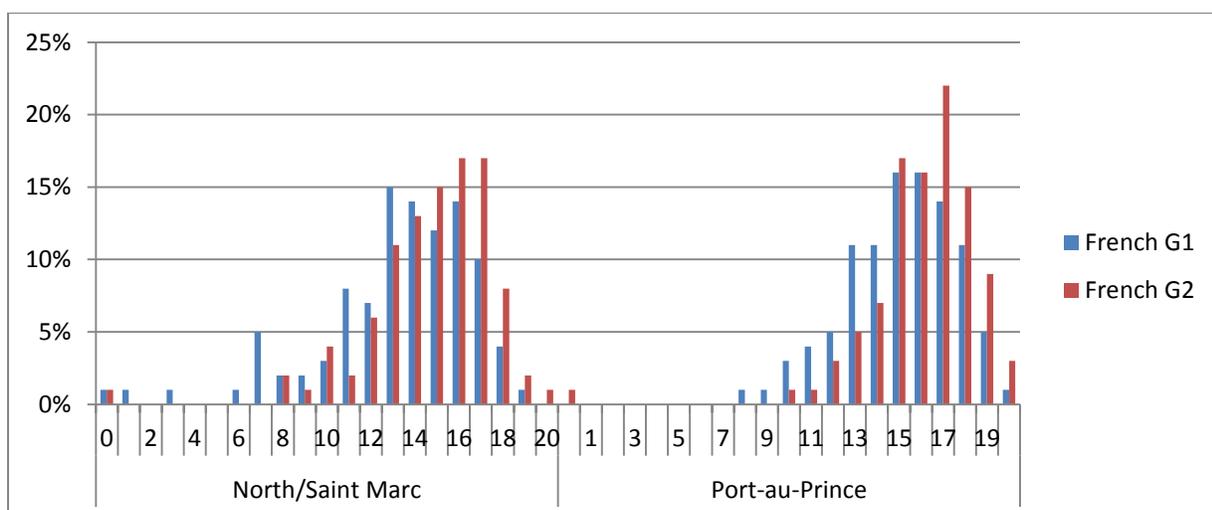
**Figure 8: Baseline Mean Scores on Oral Language Ability Subtask, by Corridor and Grade (number correct, max 20)**



Mean scores for both grades fell within a comparable range: 13–15 for Grade 1 and 14–16 for Grade 2. It is interesting that neither grade achieved perfect scores on average. In both grades, no significant differences between any of the three treatment conditions (control and the two treatment groups) emerged, suggesting that at baseline students in all groups were comparable in their understanding of simple oral vocabulary in French.

To further explore student performance, *Figure 9* illustrates trends across languages and grades in student performance at baseline—specifically, the proportion of students in each corridor grouping/grade who responded correctly to various numbers of French oral stimuli (ranging from zero to 20).

**Figure 9: Distribution of Baseline Student Performance on Oral Language Ability Subtask, by Corridor and Grade (number correct, max 20)**



**Figure 9** again shows that overall student scores were relatively high on this subtask, with the distribution of Grade 2 student means slightly higher than that of Grade 1 student means. Of note is that in the North/Saint Marc corridors, several students scored particularly low on this subtask, suggesting either a problem with oral aptitude or test-taking difficulty.

To determine if student performance varied by gender, separate means were calculated for girls and boys, as displayed in **Table 10**.

**Table 10: Baseline Mean Scores on Oral Language Ability Subtask, by Corridor, Grade, and Gender (number correct, max 20)**

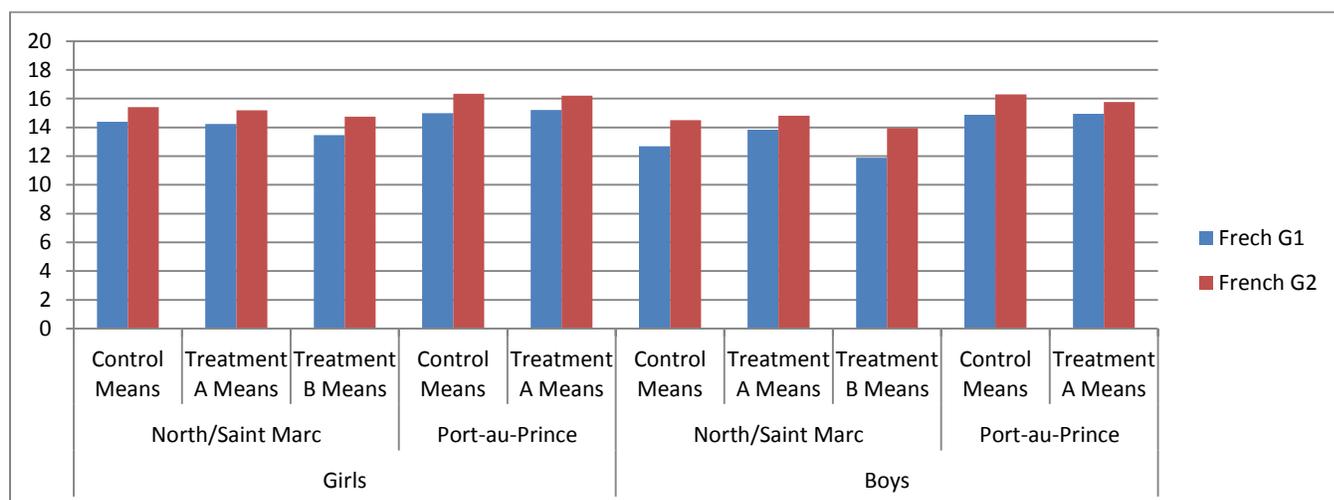
Girls		French G1	French G2
North/Saint Marc	Control Means	14.39 <sup>+</sup>	15.41
	Treatment A Means	14.24	15.19
	Treatment B Means	13.47	14.75
Port-au-Prince	Control Means	14.98	16.33
	Treatment A Means	15.21	16.20
	Treatment B Means	--	--
Boys		French G1	French G2
North/Saint Marc	Control Means	12.68 <sup>+</sup>	14.51
	Treatment A Means	13.83	14.81
	Treatment B Means	11.90	13.94
Port-au-Prince	Control Means	14.89	16.30
	Treatment A Means	14.95	15.76
	Treatment B Means	--	--

<sup>+</sup> =  $p < 0.0021$ <sup>12</sup>

Among girls and among boys, no statistically significant differences between treatment conditions emerged, indicating that at baseline, student mean scores for students in Treatment A and Treatment B groups did not differ statistically significantly from control-group student scores or from each other. Looking across sexes, in Grade 1 in the North/Saint Marc corridors, control-group girls significantly outperformed control-group boys on this subtask, indicating that within the control group, Grade 1 girls in these corridors had better French oral language skills than boys. **Figure 10** displays this information graphically.

<sup>12</sup> In both corridors, p-values lower than the standard 0.05 are used to lower the probability of observing a significant result due to chance as a result of multiple comparisons being run concurrently. In the North/Saint Marc corridor, a p-value of  $< 0.0021$  is used; in the Port-au-Prince corridor, a p-value of  $< 0.005$  is used. Throughout this report, the <sup>+</sup> symbol is used within tables to indicate significant differences across sexes in the North/Saint Marc corridors.

**Figure 10: Baseline Mean Scores on Oral Language Ability Subtask, by Corridor, Grade, and Gender (number correct, max 20)**



## Listening Comprehension

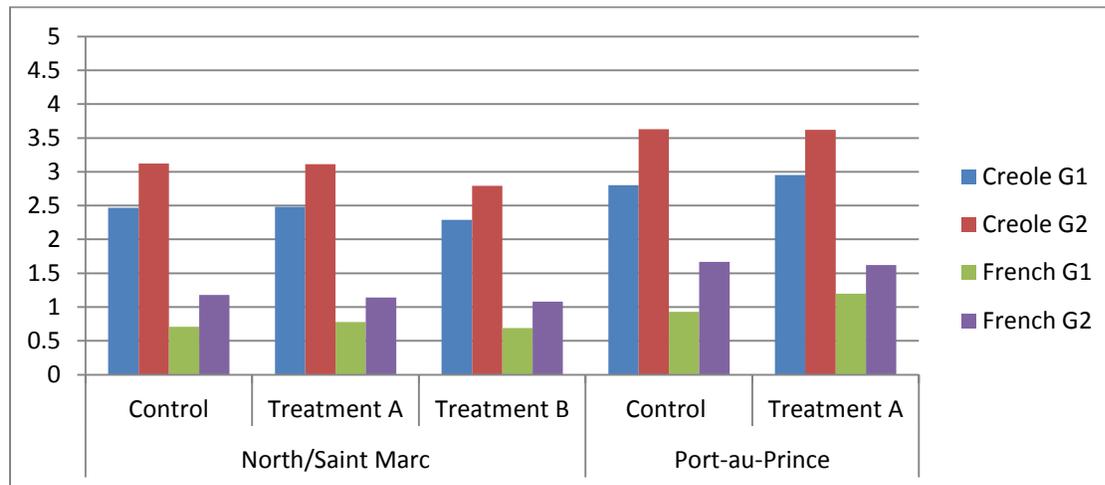
The listening comprehension subtask assesses a range of language and skills, such as attention, vocabulary knowledge, comprehension strategies, processing of oral language, and generation of appropriate replies. Evaluating students’ comprehension of information presented verbally is important because it allows determination of whether poor reading comprehension can be attributed to limited word reading skills or to more general difficulties in comprehending language in general. One would expect that students’ ability to comprehend stories and information presented to them orally would be higher for the language most commonly spoken at home than for the less-dominant language.

*Table 11* displays student mean scores on this subtask at baseline. *Figure 11* shows this information graphically.

**Table 11: Baseline Mean Scores on Listening Comprehension Subtask, by Corridor, Language, and Grade (number correct, max 5)**

		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	2.47	3.12	0.71	1.18
	Treatment A Means	2.48	3.11	0.78	1.14
	Treatment B Means	2.29	2.79	0.69	1.08
Port-au-Prince	Control Means	2.80	3.63	0.93	1.67
	Treatment A Means	2.95	3.62	1.20	1.62
	Treatment B Means	--	--	--	--

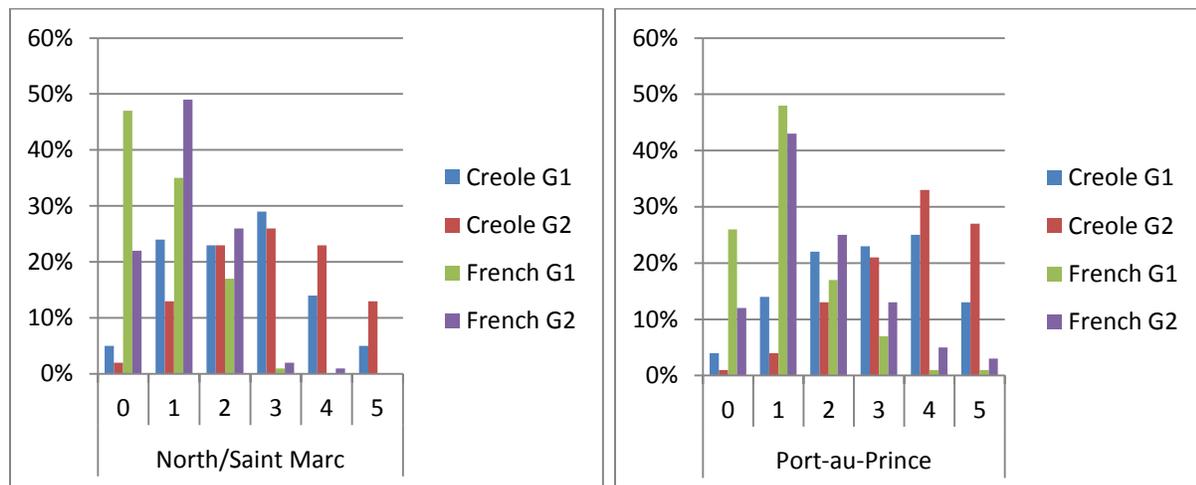
**Figure 11: Baseline Mean Scores on Listening Comprehension Subtask, by Corridor, Language, and Grade (number correct, max 5)**



In Creole, students correctly responded to between two and four questions on average. In French, students correctly responded to fewer questions on average, with even Grade 2 students answering fewer than two questions correctly at baseline. No statistically significant differences between control and either of the treatment groups emerged, again suggesting that at baseline students in all groups exhibited comparable levels of oral language comprehension in both Haitian Creole and French. In addition, no statistically significant difference between North/Saint Marc Treatment A and Treatment B groups emerged for either grade.

To further explore student performance, *Figure 12* illustrates trends across languages and grades in student performance at baseline—specifically, the proportion of students in each language/grade who responded correctly to zero, one, two, three, four, or all five of the comprehension questions.

**Figure 12: Distribution of Baseline Student Performance on Listening Comprehension Subtask, by Corridor, Language, and Grade (percentage correct)**



*Figure 12* shows that in both the North/Saint Marc corridors and the Port-au-Prince corridor, Grade 2 means appear to be higher than Grade 1 means at baseline, and means in Haitian Creole appear to be higher than means in French.

To determine if student performance varied by gender, separate means were calculated for girls and boys, as displayed in *Table 12*.

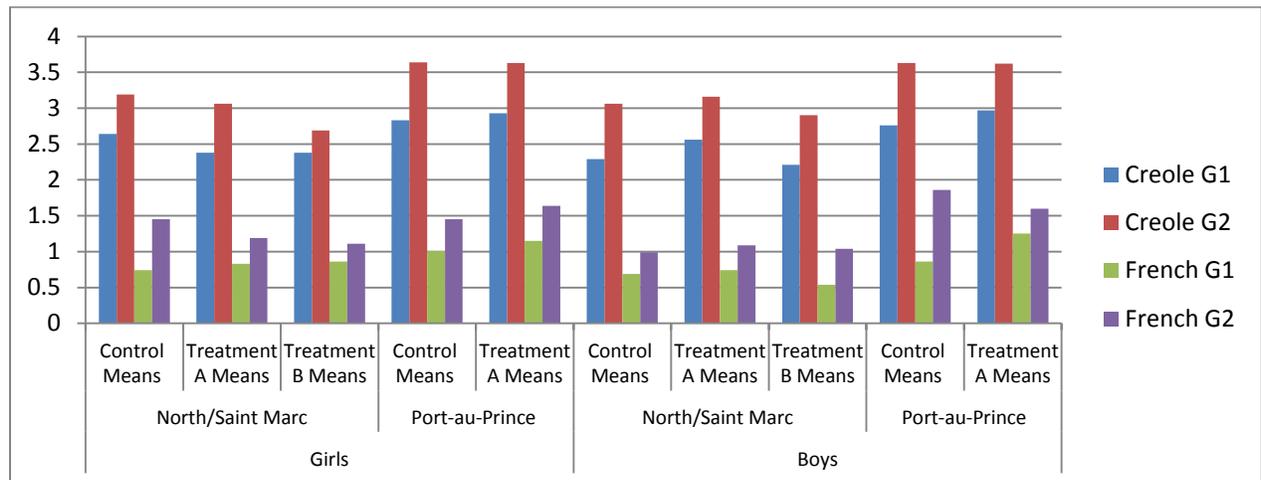
**Table 12: Baseline Mean Scores on Listening Comprehension Subtask, by Corridor, Language, Grade, and Gender (number correct, max 5)**

Girls		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	2.64	3.19	0.74	1.45
	Treatment A Means	2.38	3.06	0.83	1.19
	Treatment B Means	2.38	2.69	0.86	1.11
Port-au-Prince	Control Means	2.83	3.64	1.01	1.45
	Treatment A Means	2.93	3.63	1.15	1.64
	Treatment B Means	--	--	--	--
Boys		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	2.29	3.06	0.69	0.99
	Treatment A Means	2.56	3.16	0.74	1.09
	Treatment B Means	2.21	2.90	0.54	1.04
Port-au-Prince	Control Means	2.76	3.63	0.86	1.86
	Treatment A Means	2.97	3.62	1.25	1.60
	Treatment B Means	--	--	--	--

Overall, among girls and among boys, mean scores were comparable. No statistically significant differences between any of the treatment conditions emerged for either sex at either grade. Also looking across sexes, in both languages no significant differences emerged for either grade.

*Figure 13* displays this information graphically.

**Figure 13: Baseline Mean Scores on Listening Comprehension Subtask, by Corridor, Language, Grade, and Gender (number correct, max 5)**



### Initial Sound Identification

The ability to sound out, or decode, unfamiliar words is an essential skill in learning to read, and to be able to decode, a student must be able to hear and manipulate the individual sounds that go into words. This skill is referred to as phonemic or phonological awareness. The Initial Sound Identification subtask is one measure of phonemic awareness, requiring students to identify the first sound of 10 words presented orally to them. The final score for this subtask was the number of words for which students successfully identified the initial sound.

**Table 13** displays student mean scores on this subtask at baseline. **Figure 14** shows this information graphically.

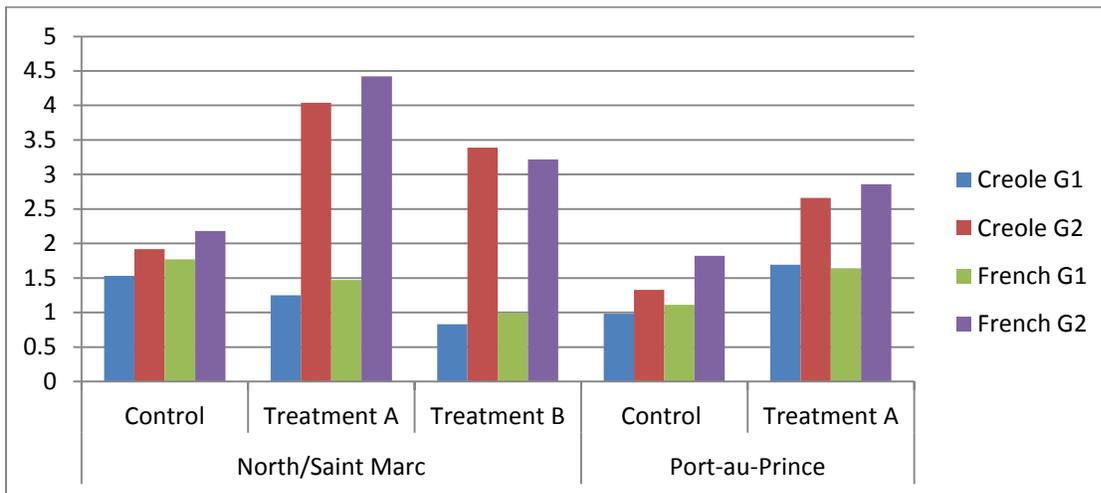
**Table 13: Baseline Mean Scores on Initial Sound Identification Subtask, by Corridor, Language, and Grade (number correct, max 10)**

		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	1.53	1.92*	1.77	2.18*
	Treatment A Means	1.25	4.04*	1.47	4.42*
	Treatment B Means	0.83	3.39	0.99	3.22
Port-au-Prince	Control Means	0.98	1.33*	1.11	1.82
	Treatment A Means	1.69	2.66*	1.64	2.86
	Treatment B Means	--	--	--	--

\* =  $p < 0.0021$  for North/Saint Marc and  $p < 0.005$  for Port-au-Prince.<sup>13</sup>

<sup>13</sup> Throughout this report, the \* symbol is used within tables to indicate significant differences between control group means and treatment group means.

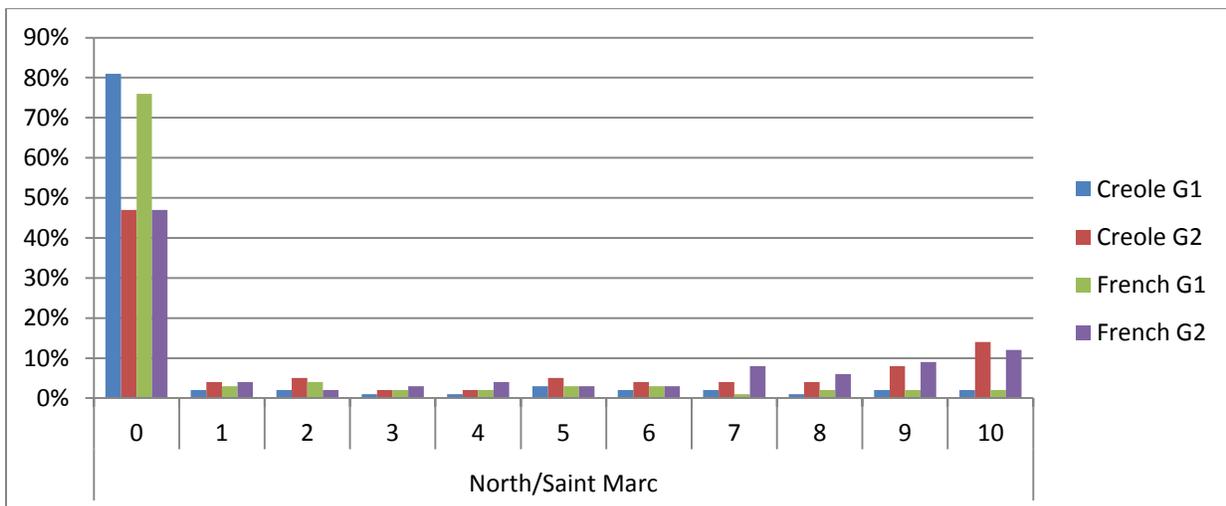
**Figure 14: Baseline Mean Scores on Initial Sound Identification Subtask, by Corridor, Language, and Grade (number correct, max 10)**

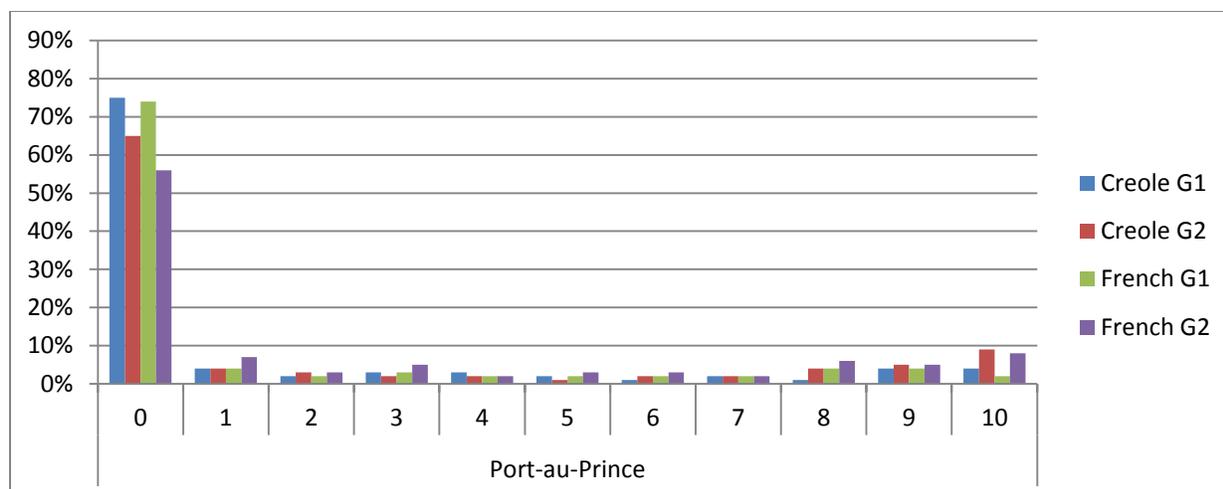


*Table 13* shows that, in Grade 1, student performance in all treatment conditions is statistically comparable. In Grade 2, however, for both Haitian Creole and French in North/Saint Marc and Haitian Creole in Port-au-Prince, Treatment A students outperformed control students at baseline. No statistically significant difference between North/Saint-Marc Treatment A and Treatment B groups emerged for either grade. Overall, means for students entering Grade 2 appear higher than for students entering Grade 1, which is anticipated.

To further explore student performance, *Figure 15* illustrates trends across languages and grades in student performance at baseline—specifically, the proportion of students in each language/grade who correctly identified between zero and 10 initial sounds.

**Figure 15: Distribution of Baseline Student Performance on Initial Sound Identification Subtask, by Corridor, Language, and Grade (percentages of students per number of sounds identified correctly)**





As illustrated in *Figure 15*, across corridors the largest percentages of students scored zero on this subtask. In the North/Saint Marc corridors, the majority of Grade 2 students scored higher than zero, but in Port-au-Prince the majority of both Grade 1 and Grade 2 students scored zero on this subtask (across both languages).

To determine if student performance varied by gender, separate means were calculated for girls and boys, as displayed in *Table 14*.

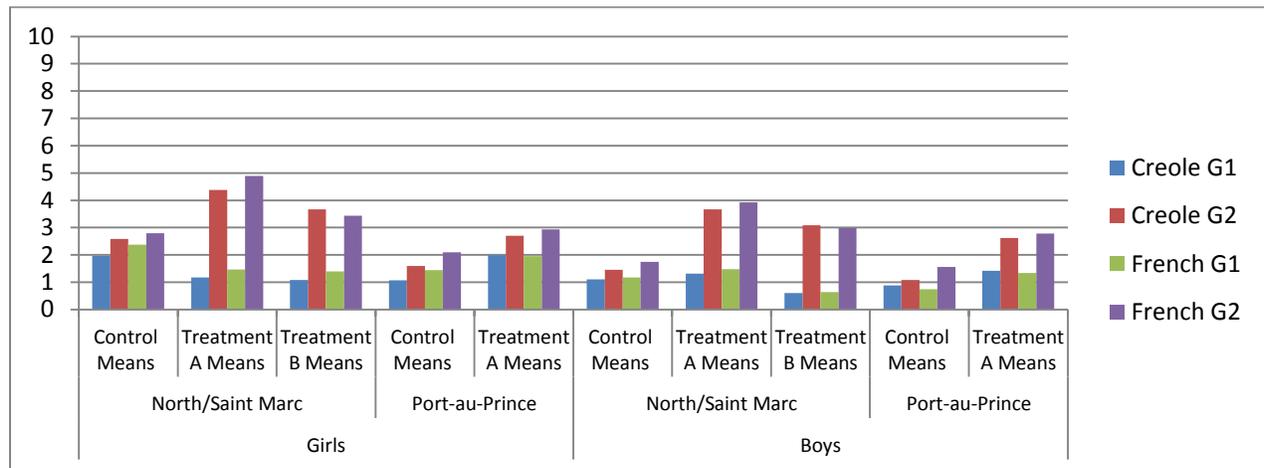
**Table 14: Baseline Mean Scores on Initial Sound Identification Subtask, by Corridor, Language, Grade, and Gender (number correct, max 10)**

Girls		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	1.97	2.59*	2.37	2.79*
	Treatment A Means	1.17	4.38*	1.47	4.89*
	Treatment B Means	1.08	3.67	1.40	3.44
Port-au-Prince	Control Means	1.07	1.59	1.44	2.10
	Treatment A Means	1.99	2.70	1.96	2.94
	Treatment B Means	--	--	--	--
Boys		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	1.11	1.46*	1.18	1.75*
	Treatment A Means	1.32	3.67*	1.48	3.93*
	Treatment B Means	0.61	3.09	0.64	2.98
Port-au-Prince	Control Means	0.89	1.08*	0.75	1.56
	Treatment A Means	1.42	2.62*	1.34	2.78
	Treatment B Means	--	--	--	--

\* =  $p < 0.0021$  for North/Saint Marc and  $p < 0.005$  for Port-au-Prince.

For both girls and boys, Grade 2 Treatment A students in North/Saint Marc statistically significantly outperformed control-group students in both Haitian Creole and French. In Port-au-Prince, Grade 2 Treatment A boys also outperformed control boys in Haitian Creole. No other significant differences within sexes emerged. Similarly, no significant differences emerged across sexes for either language in either grade. *Figure 16* displays this information graphically.

**Figure 16: Baseline Mean Scores on Initial Sound Identification Subtask, by Corridor, Language, Grade, and Gender (number correct, max 10)**



### Letter Name Knowledge

The ability to automatically recognize written letters by sight is considered a prerequisite skill for beginning reading and has been found to be a strong predictor of reading growth in alphabetic languages such as Haitian Creole or French. The Letter Name Knowledge subtask is considered one of the easiest foundational reading subtasks in EGRA.

*Table 15* displays student mean scores on this subtask at baseline. *Figure 17* displays this information graphically.

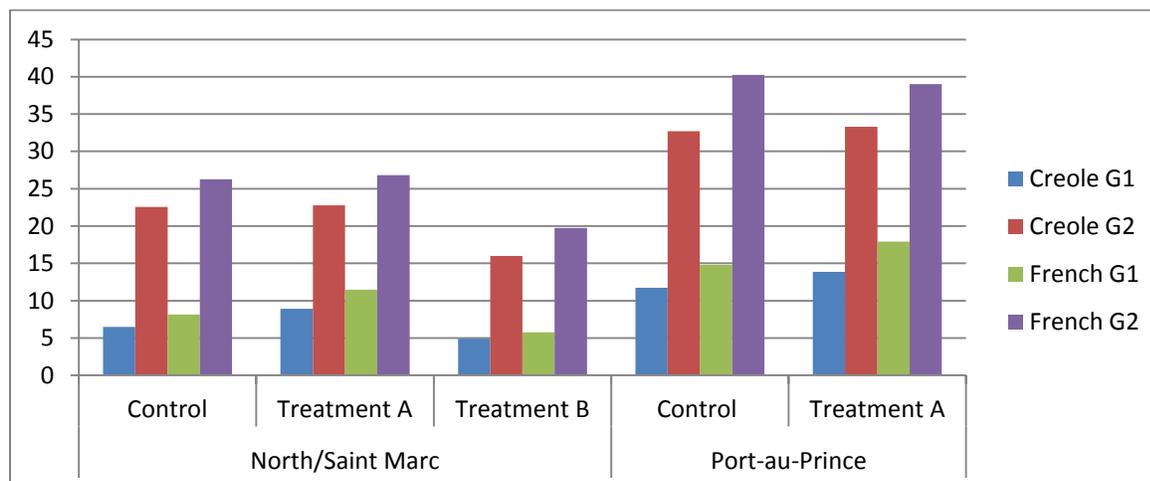
**Table 15: Baseline Mean Scores on Letter Name Knowledge Subtask, by Corridor, Language, and Grade (clpm)**

		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	6.50	22.55	8.16	26.26
	Treatment A Means	8.92	22.77	11.48*	26.82
	Treatment B Means	4.93	15.98	5.78*	19.73
Port-au-Prince	Control Means	11.73	32.71	14.82	40.26
	Treatment A Means	13.87	33.30	17.93	39.03
	Treatment B Means	--	--	--	--

\* =  $p < 0.0021$ <sup>14</sup>

<sup>14</sup> Throughout this report, the \* symbol is used within tables to indicate significant differences between Treatment A means and Treatment B means.

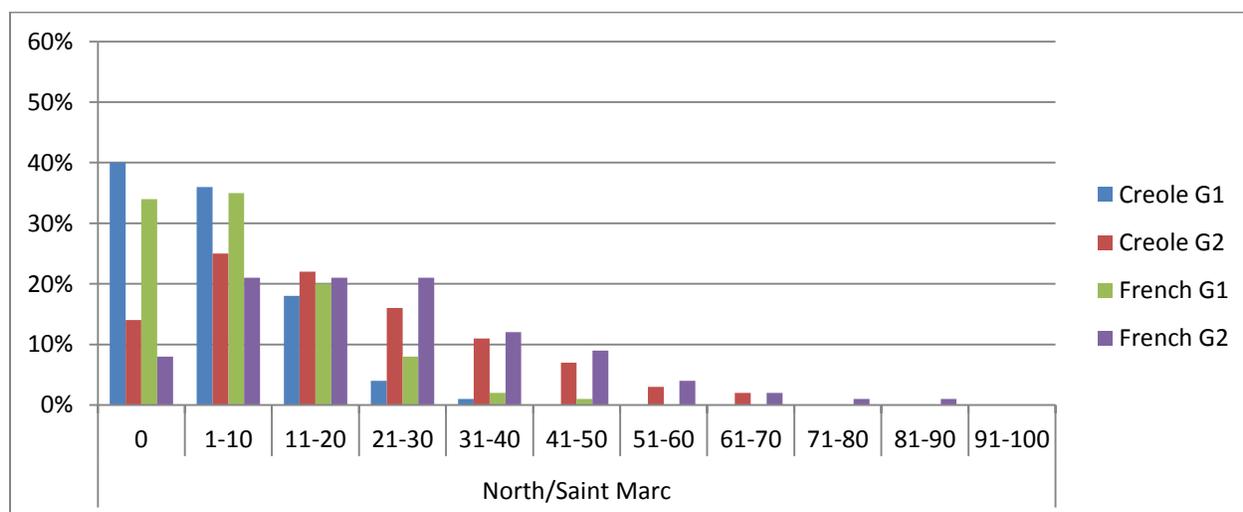
**Figure 17: Baseline Mean Scores on Letter Name Knowledge Subtask, by Corridor, Language, and Grade (clpm)**

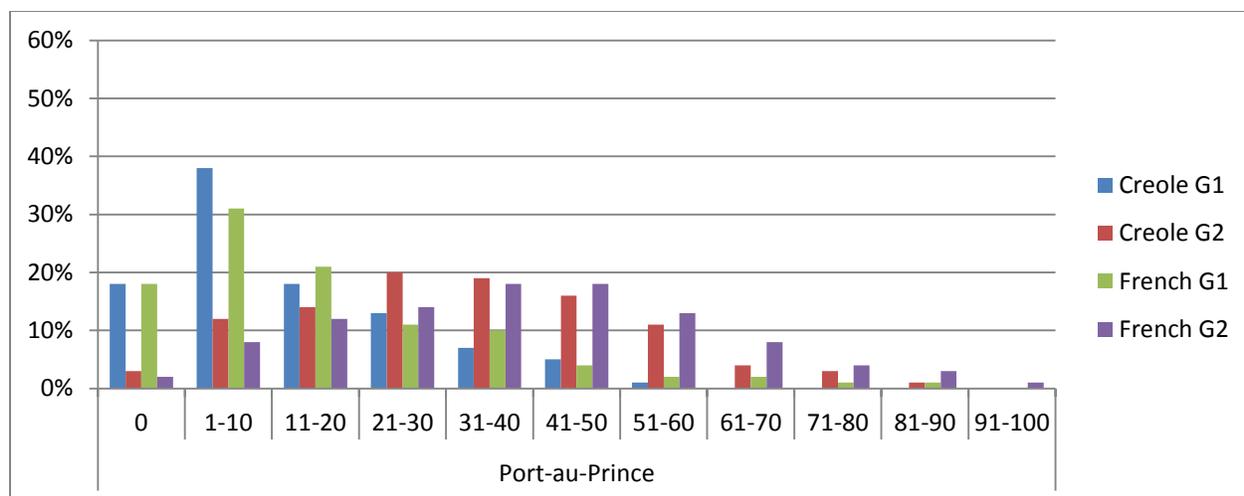


Familiarity with the names of written letters is a critical building block for reading in alphabetic languages. Overall, means for students entering Grade 2 appear higher than for students entering Grade 1, which is anticipated. As indicated in *Table 15*, at the beginning of this school year, student performance was comparable across control and each of the two treatment groups. However, in French Grade 1, North/Saint Marc Treatment B student means were significantly lower than Treatment A means.

To further explore student performance, *Figure 18* illustrates interesting trends across languages and grades in student performance at baseline.

**Figure 18: Distribution of Baseline Student Performance on Letter Name Knowledge Subtask, by Corridor, Language, and Grade (percentages of students per ranges of items correctly identified)**





As displayed in *Figure 18*, student scores were more evenly distributed across proficiency levels on this subtask than on the Initial Sound Identification subtask. Overall, Grade 2 student means were distributed at a higher level of proficiency than Grade 1 student means.

To determine if student performance varied by gender, separate means were calculated for girls and boys, as displayed in *Table 16*.

**Table 16: Baseline Mean Scores on Letter Name Knowledge Subtask, by Corridor, Language, Grade, and Gender (clpm)**

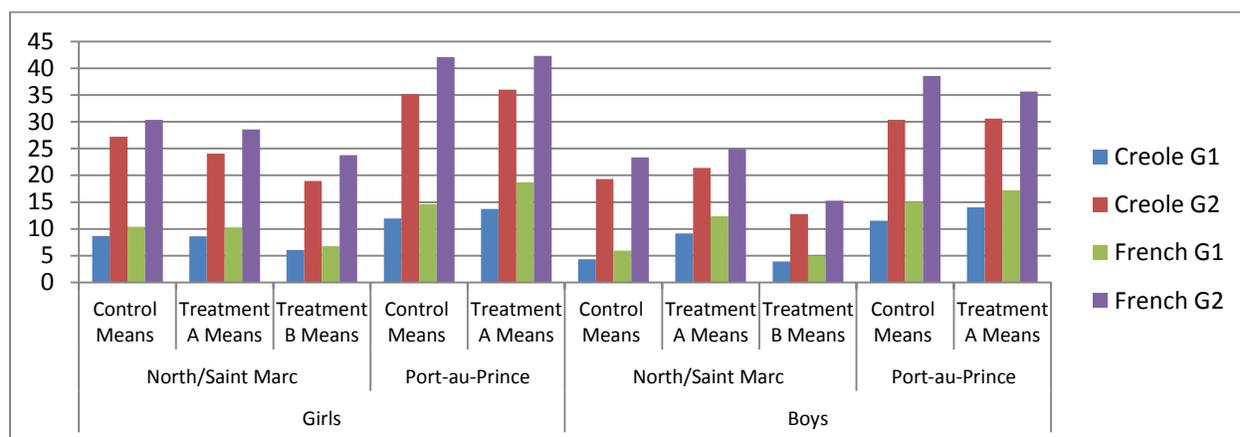
Girls		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	8.68	27.19 <sup>+</sup>	10.41	30.38
	Treatment A Means	8.64	24.07	10.30	28.59
	Treatment B Means	6.05	18.93 <sup>+</sup>	6.760	23.77 <sup>+</sup>
Port-au-Prince	Control Means	11.92	35.20	14.62	42.07
	Treatment A Means	13.72	36.00	18.70	42.30
	Treatment B Means	--	--	--	--
Boys		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	4.33	19.30 <sup>+</sup>	5.92	23.35
	Treatment A Means	9.13	21.39	12.39	24.95
	Treatment B Means	3.94	12.75 <sup>+</sup>	4.92	15.29 <sup>+</sup>
Port-au-Prince	Control Means	11.54	30.38	15.03	38.56
	Treatment A Means	14.00	30.58	17.24	35.66
	Treatment B Means	--	--	--	--

<sup>+</sup> = p < 0.0021

Within both sexes in both grades, no significant differences between any of the three treatment conditions emerged on this subtask. However, looking across sexes shows some notable trends in the North/Saint Marc corridors. In Haitian Creole in the North/Saint Marc corridors, Grade 2 control-group girls significantly outperformed control-group boys, and Treatment B girls significantly outperformed Treatment B boys. In French, North/Saint Marc Treatment B Grade 2 girls also outperformed their male counterparts. No other significant differences emerged.

*Figure 19* displays this information graphically.

**Figure 19: Baseline Mean Scores on Letter Name Knowledge Subtask, by Corridor, Language, Grade, and Gender (clpm)**



### Letter Sound Knowledge

As with letter names, familiarity with the sounds of written letters is a critical building block for reading in alphabetic languages, especially for decoding words, because this skill enables students to decode, or sound out, new and unfamiliar words. This is a challenging task for many students and is best acquired through high-quality, explicit instruction. Scores for this subtask were the number of letter sounds the student could correctly generate within one minute (clpm). Identifying letter sounds can be a more difficult task for many students, as reflected in the results of this study.

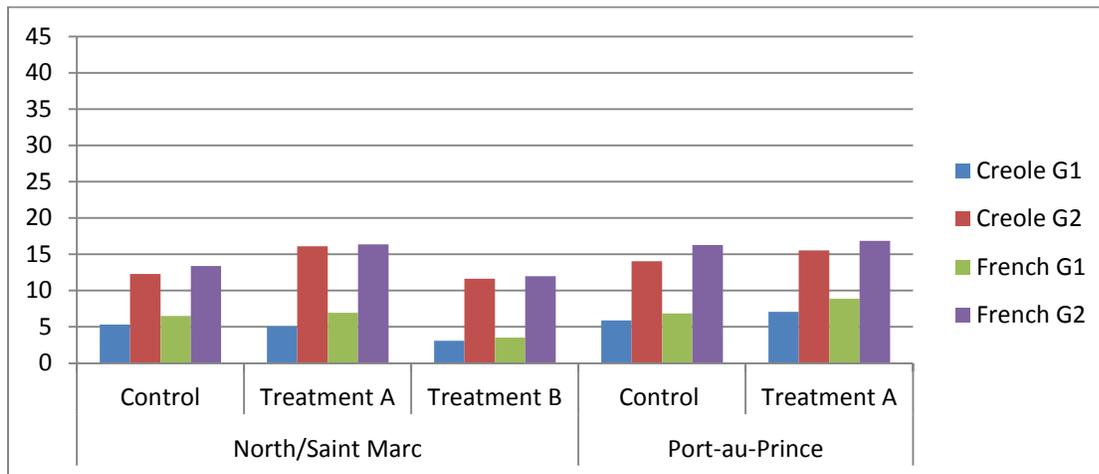
**Table 17** displays student mean scores on this subtask at baseline. **Figure 20** displays this information graphically.

**Table 17: Baseline Mean Scores on Letter Sound Knowledge Subtask, by Corridor, Language, and Grade (clpm)**

		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	5.33	12.31	6.51	13.40
	Treatment A Means	5.06 <sup>±</sup>	16.09	6.95 <sup>±</sup>	16.35
	Treatment B Means	3.08 <sup>±</sup>	11.64	3.54 <sup>±</sup>	11.97
Port-au-Prince	Control Means	5.90	14.03	6.85	16.27
	Treatment A Means	7.08	15.53	8.86	16.84
	Treatment B Means	--	--	--	--

<sup>±</sup> = p < 0.0021

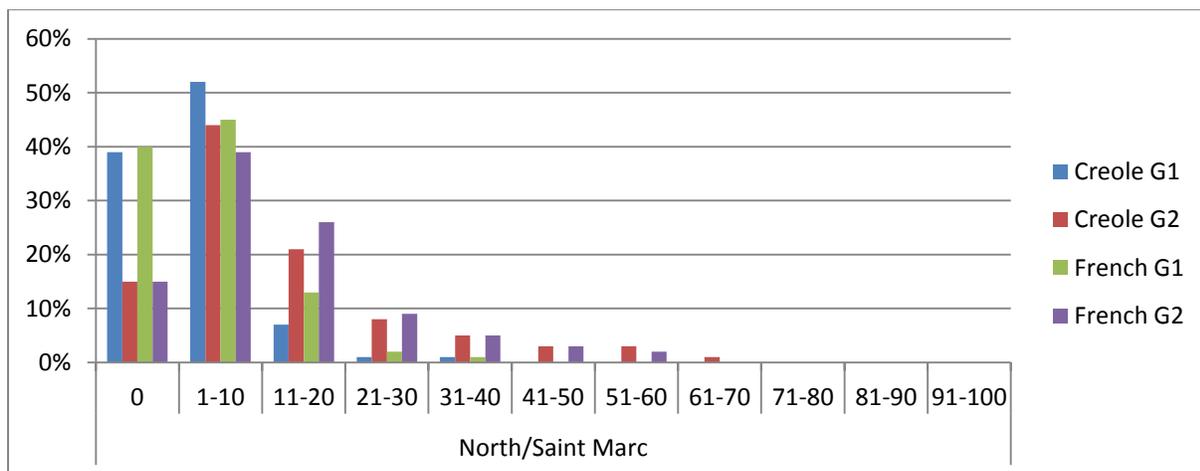
**Figure 20: Baseline Mean Scores on Letter Sound Knowledge Subtask, by Corridor, Language, and Grade (clpm)**

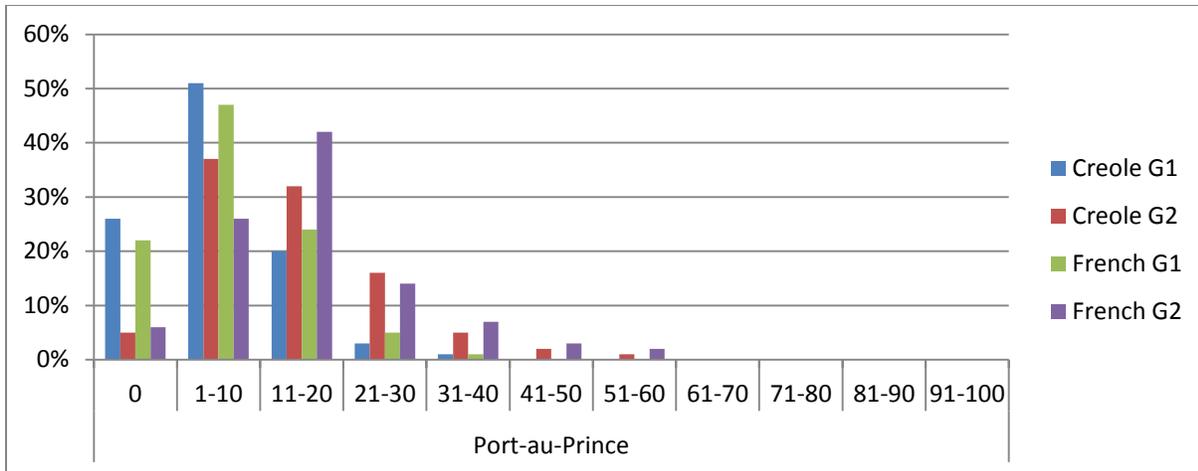


Overall, student performance identifying the sounds of letters was lower than performance identifying the names of letters—even Grade 2 students were able to identify on average only up to 17 letter sounds. Not surprisingly, Grade 2 student means appear higher than Grade 1 student means. As on the Letter Name Knowledge subtask, overall student performance across Treatment A and Treatment B groups did not differ statistically significantly from student performance in the control group. For both Grade 1 Haitian Creole and French, however, Treatment B students significantly underperformed Treatment A students.

To further explore student performance, *Figure 21* displays trends in student performance on this task by language and grade.

**Figure 21: Distribution of Baseline Student Performance on Letter Sound Knowledge Subtask, by Corridor, Language, and Grade (percentages of students per ranges of sounds correctly identified)**





**Figure 21** illustrates that identifying letter sounds appears to be a somewhat more difficult task than identifying letter names—scores on this subtask are more tightly distributed at the lower end of the proficiency range, with most students correctly identifying 20 or fewer letter sounds.

To determine if student performance varied by gender, separate means were calculated for girls and boys, as displayed in **Table 18**.

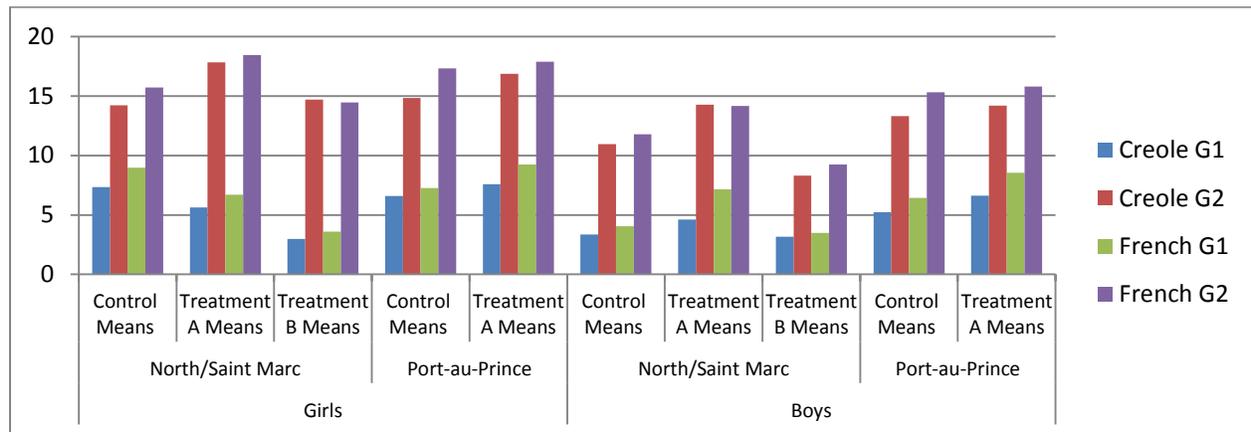
**Table 18: Baseline Mean Scores on Letter Sound Knowledge Subtask, by Corridor, Language, Grade, and Gender (clpm)**

Girls		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	7.33	14.22	8.97	15.71
	Treatment A Means	5.63	17.81	6.71	18.44
	Treatment B Means	2.97	14.68 <sup>+</sup>	3.59	14.45 <sup>+</sup>
Port-au-Prince	Control Means	6.58	14.82	7.26	17.30
	Treatment A Means	7.59	16.86	9.23	17.88
	Treatment B Means	--	--	--	--
Boys		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	3.35	10.96	4.05	11.77
	Treatment A Means	4.62	14.26	7.14	14.16
	Treatment B Means	3.18	8.30 <sup>+</sup>	3.50	9.25 <sup>+</sup>
Port-au-Prince	Control Means	5.23	13.29	6.44	15.30
	Treatment A Means	6.62	14.19	8.53	15.78
	Treatment B Means	--	--	--	--

<sup>+</sup> =  $p < 0.0021$

As shown in **Table 18**, within both sexes in both grades, no statistically significant differences between the three treatment conditions emerged on this subtask. Looking across sexes, Grade 2 Treatment B girls outperformed their Treatment B male counterparts on this subtask in both Haitian Creole and French. No other significant differences across sexes emerged. **Figure 22** displays this information graphically.

**Figure 22: Baseline Mean Scores on Letter Sound Knowledge Subtask, by Corridor, Language, Grade, and Gender (clpm)**



### ***Familiar Word Reading***

The Familiar Word Reading subtask was the first EGRA subtask administered to students that assessed their ability to identify written units of speech larger than individual letters. This task required students to quickly identify words that they already knew (or could be expected to know). This subtask was administered only in Haitian Creole because the ToTAL French curriculum in Grade 1 does not explicitly teach word reading skills.

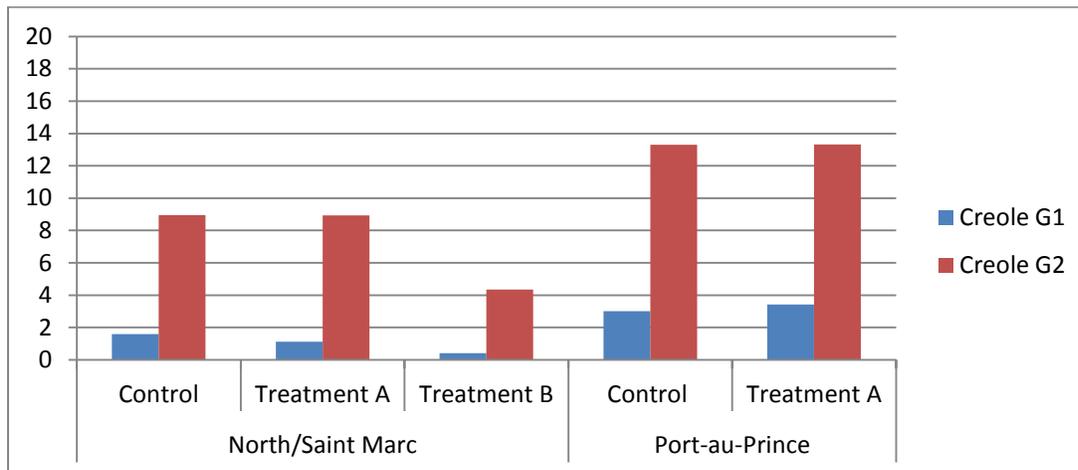
**Table 19** displays student mean scores on this subtask at baseline. **Figure 23** displays this information graphically.

**Table 19: Baseline Mean Scores on Familiar Word Reading Subtask, by Corridor and Grade (cwpm)**

		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	1.59	8.95	--	--
	Treatment A Means	1.13 <sup>*</sup>	8.93	--	--
	Treatment B Means	0.42 <sup>*</sup>	4.35	--	--
Port-au-Prince	Control Means	3.01	13.30	--	--
	Treatment A Means	3.43	13.32	--	--
	Treatment B Means	--	--	--	--

\* = p < 0.0021

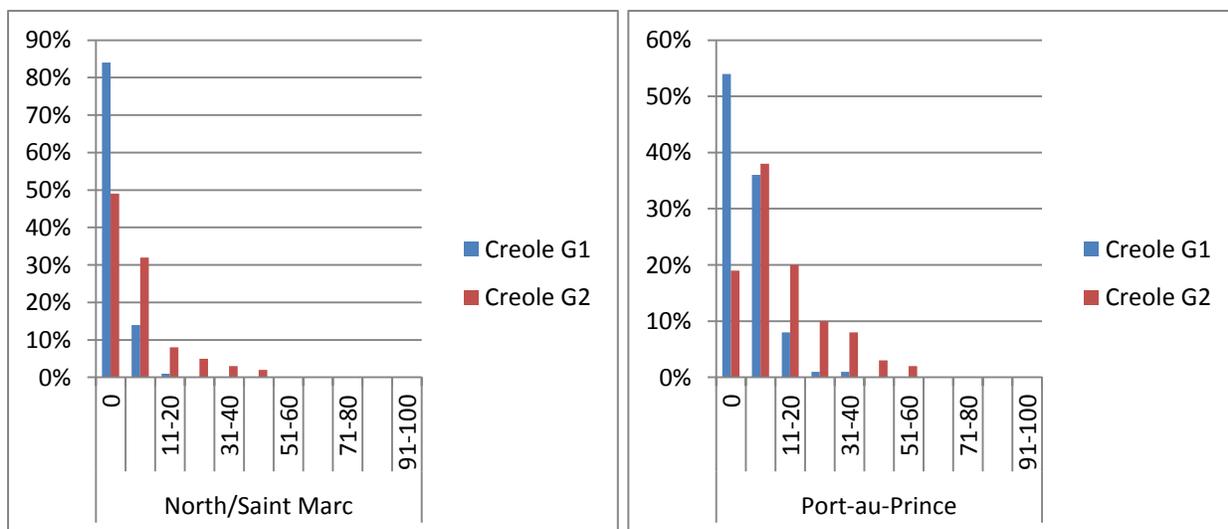
**Figure 23: Baseline Mean Scores on Familiar Word Reading Subtask, by Corridor and Grade (cwpm)**



Both *Table 19* and *Figure 23* show higher mean scores for Grade 2 students than for Grade 1 students, which is to be expected. Even so, incoming Grade 2 students were able to read fewer than 14 words on average. The results in *Table 19* also show that at baseline, control group scores were comparable to scores in both treatment groups. However, in Grade 1, Treatment A scores were statistically significantly higher than Treatment B scores.

To further explore student performance, *Figure 24* shows trends in student performance across grades and corridors.

**Figure 24: Distribution of Baseline Student Performance on Familiar Word Reading Subtask, by Corridor and Grade (percentages of students per ranges of words correctly identified)**



**Figure 24** further illustrates the finding that students overall found it difficult to read familiar words in both grades, although students in Grade 2 appear to read more words per minute overall than students in Grade 1. In the North/Saint Marc corridors, in particular, student performance was low on this subtask, with nearly 50% of even Grade 2 students scoring zero on this subtask.

To determine if student performance varied by gender, separate means were calculated for girls and boys, as displayed in **Table 20**.

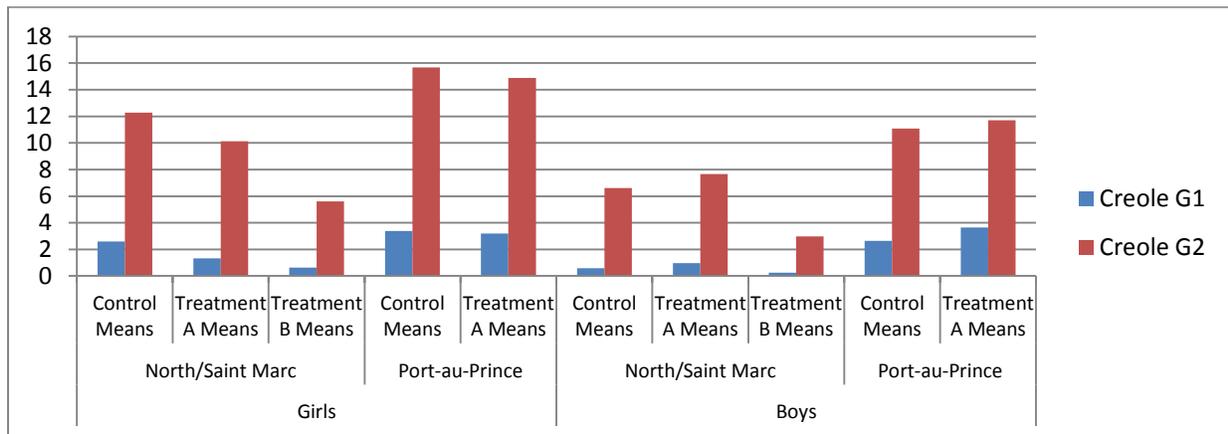
**Table 20: Baseline Mean Scores on Familiar Word Reading Subtask, by Corridor, Grade, and Gender (cwpm)**

Girls		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	2.60	12.28 <sup>+</sup>	--	--
	Treatment A Means	1.32	10.13	--	--
	Treatment B Means	0.63	5.60	--	--
Port-au-Prince	Control Means	3.38	15.66	--	--
	Treatment A Means	3.18	14.89	--	--
	Treatment B Means	--	--	--	--
Boys		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	0.59	6.61 <sup>+</sup>	--	--
	Treatment A Means	0.98 <sup>±</sup>	7.65	--	--
	Treatment B Means	0.24 <sup>±</sup>	2.97	--	--
Port-au-Prince	Control Means	2.64	11.09	--	--
	Treatment A Means	3.65	11.70	--	--
	Treatment B Means	--	--	--	--

<sup>±</sup> = p < 0.0021; <sup>+</sup> = p < 0.0021

On this subtask, girls in both grades scored comparably across all three treatment conditions. This trend appeared for boys as well, with one exception: for Haitian Creole, Grade 1 boys in the North/Saint Marc Treatment A group significantly outperformed boys in the corresponding Treatment B group. Looking across sexes, Grade 2 North/Saint Marc control girls significantly outperformed their male counterparts on this subtask. No other significant differences emerged. **Figure 25** displays this information graphically.

**Figure 25: Baseline Mean Scores on Familiar Word Reading Subtask, by Corridor, Grade, and Gender (cwpm)**



### ***Invented Word Decoding***

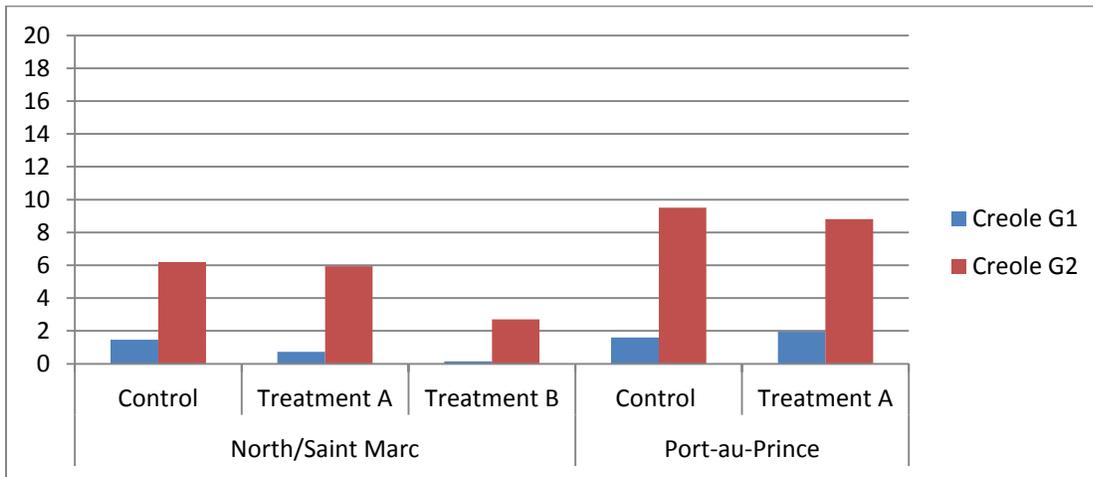
EGRA’s Invented Word Decoding subtask is designed to be a “pure” measure of students’ word decoding skills, uncontaminated by sight vocabulary that may already be known to the student. As such, performance on this skill draws heavily upon the students’ familiarity with letter sounds. The “invented” words for this subtask used common spelling patterns of the written language being studied. They were able to be pronounced using decoding knowledge and skills but were not themselves actual words that students may have encountered before. This subtask was administered only in Haitian Creole.

**Table 21** displays student mean scores on this subtask at baseline. **Figure 26** displays this information graphically.

**Table 21: Baseline Mean Scores on Invented Word Decoding Subtask, by Corridor and Grade (cwpm)**

		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	1.46	6.19	--	--
	Treatment A Means	0.73	5.94	--	--
	Treatment B Means	0.15	2.71	--	--
Port-au-Prince	Control Means	1.60	9.51	--	--
	Treatment A Means	1.94	8.81	--	--
	Treatment B Means	--	--	--	--

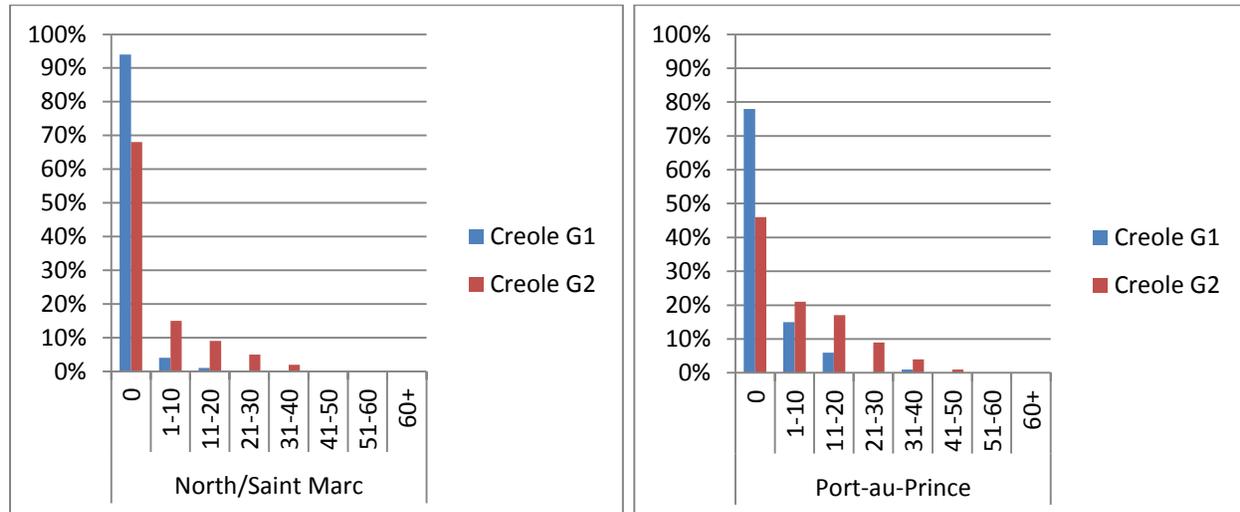
**Figure 26: Baseline Mean Scores on Invented Word Decoding Subtask, by Corridor and Grade (cwpm)**



Relative to reading familiar words, student performance for reading invented words was low, suggesting deficiencies in students’ decoding abilities. That said, Grade 2 students did seem to outperform Grade 1 students on this subtask. As on the Familiar Word Reading subtask, the results in **Table 21** show that at baseline, control group means were comparable with means in both treatment groups in both grades. Similarly, means between Treatment A and Treatment B groups were comparable for both grades.

To further explore student performance, *Figure 27* shows trends in student performance across grades and languages.

**Figure 27: Distribution of Baseline Student Performance on Invented Word Decoding Subtask, by Corridor and Grade (percentages of students per ranges of words correctly identified)**



*Figure 27* further illustrates that students also found this subtask difficult, with over 90% of Grade 1 students in the North/Saint Marc corridors and nearly 80% of Grade 1 students in the Port-au-Prince corridor scoring zero. It also again shows that Grade 2 students performed better than Grade 1 students overall.

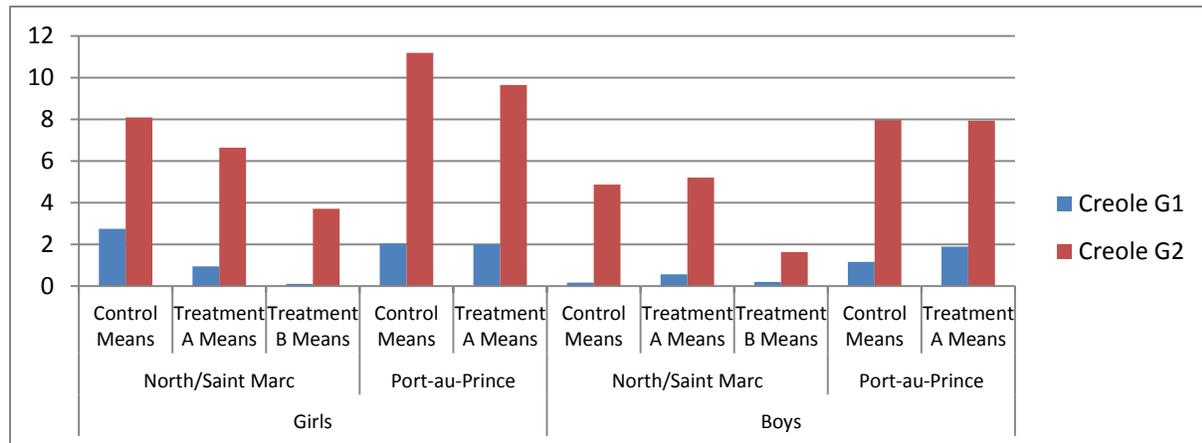
To determine if student performance varied by gender, separate means were calculated for girls and boys, as displayed in *Table 22*.

**Table 22: Baseline Mean Scores on Invented Word Decoding Subtask, by Corridor, Grade, and Gender (cwpm)**

Girls		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	2.74	8.08	--	--
	Treatment A Means	0.95	6.63	--	--
	Treatment B Means	0.11	3.70	--	--
Port-au-Prince	Control Means	2.05	11.18	--	--
	Treatment A Means	2.00	9.65	--	--
	Treatment B Means	--	--	--	--
Boys		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	0.17	4.87	--	--
	Treatment A Means	0.56	5.20	--	--
	Treatment B Means	0.19	1.63	--	--
Port-au-Prince	Control Means	1.16	7.96	--	--
	Treatment A Means	1.89	7.93	--	--
	Treatment B Means	--	--	--	--

On this subtask, no statistically significant differences emerged between the three treatment conditions for either sex in either grade. Similarly, no significant difference across sexes emerged on this subtask. *Figure 28* displays this information graphically.

**Figure 28: Baseline Mean Scores on Invented Word Decoding Subtask, by Corridor, Grade, and Gender (cwpm)**



### Oral Reading Fluency

The EGRA subtasks presented up to this point were designed to measure essential foundational reading skills—in contrast, the Oral Reading Fluency subtask discussed here directly measures the child’s ability to read connected text. For this subtask, students are asked to read aloud a short passage and then to answer a series of direct-recall and inferential comprehension questions that were read to them by an assessor.<sup>15</sup> Resulting scores are presented as a fluency measure: the number of words read correctly in one minute. This subtask was administered in Haitian Creole only.

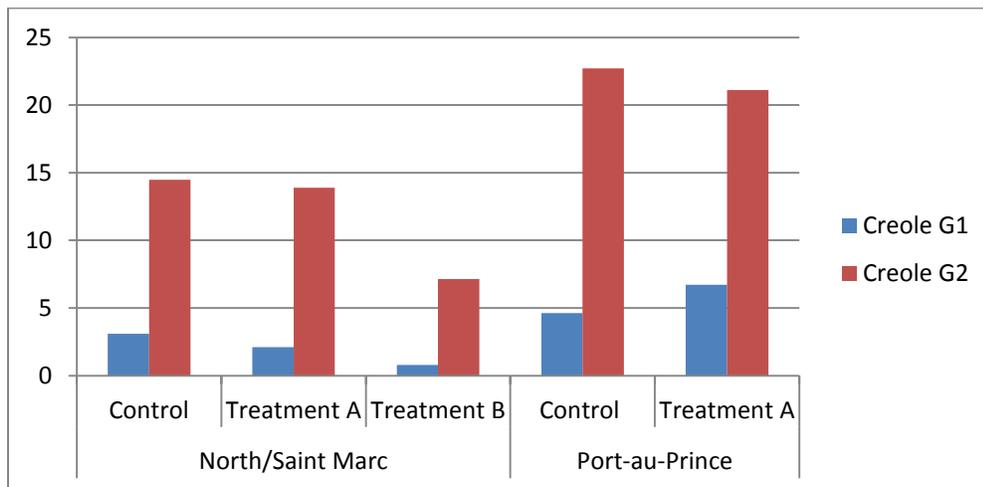
*Table 23* displays student mean scores on this subtask at baseline. *Figure 29* displays this information graphically.

<sup>15</sup> To ensure the comparability of difficulty between baseline and endline oral reading fluency passages, all oral reading fluency analyses included in this report were conducted to equate the oral reading fluency passages. Year 1 endline scores on this subtask were adjusted using a circle-arc conversion to achieve full comparability.

**Table 23: Baseline Mean Scores on Oral Reading Fluency Subtask, by Corridor and Grade (cwpm)**

		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	3.11	14.49	--	--
	Treatment A Means	2.12	13.90	--	--
	Treatment B Means	0.79	7.14	--	--
Port-au-Prince	Control Means	4.62	22.71	--	--
	Treatment A Means	6.71	21.10	--	--
	Treatment B Means	--	--	--	--

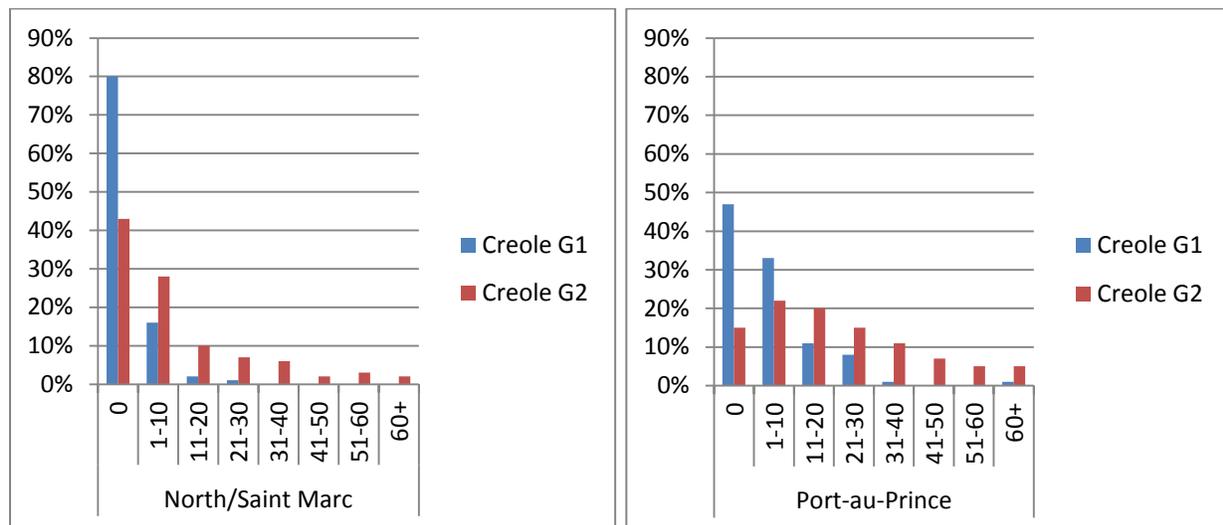
**Figure 29: Baseline Mean Scores on Oral Reading Fluency Subtask, by Corridor and Grade (cwpm)**



Reading words in connected text is typically an easier task for students than reading words in isolation (as in the Familiar Word Reading and Invented Word Decoding subtasks) because when reading connected text, students can take advantage of contextual cues and expected word order when reading each word. Indeed, student means on the Oral Reading Fluency subtask appear higher than those on the other two word-reading subtasks, with incoming Grade 2 students reading as high as 23 words per minute, on average. Although such levels are still indicative of poor reading ability, they do show progress over Grade 1 scores. As shown in **Table 23**, no significant differences emerged between any of the three treatment conditions, in either North/Saint Marc or Port-au-Prince for either grade.

To further explore student performance, **Figure 30** shows trends in student performance across grades and languages.

**Figure 30: Baseline Student Performance on Oral Reading Fluency, by Corridor and Grade (percentages of students per ranges of words read correctly per minute)**



As illustrated in *Figure 30*, some Grade 1 and Grade 2 students were able to read up to 60+ words per minute, although most Grade 1 students were able to read ten words or less in a minute. Whereas nearly 80% of Grade 1 students in the North/Saint Marc corridors were unable to read any words, in Port-au-Prince that percentage was less than 50%.

To determine if student performance varied by gender, separate means were calculated for girls and boys, as displayed in *Table 24*.

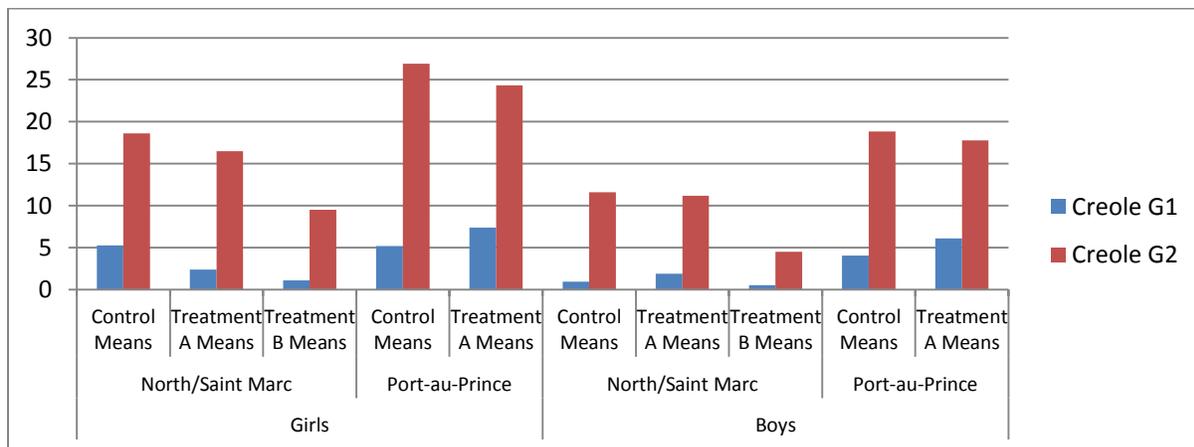
**Table 24: Baseline Mean Scores on Oral Reading Fluency Subtask, by Corridor, Grade, and Gender (cwpm)**

Girls		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	5.28	18.60 <sup>+</sup>	--	--
	Treatment A Means	2.40	16.49 <sup>±</sup>	--	--
	Treatment B Means	1.11	9.52 <sup>±</sup>	--	--
Port-au-Prince	Control Means	5.20	26.90	--	--
	Treatment A Means	7.39	24.35 <sup>++</sup>	--	--
	Treatment B Means	--	--	--	--
Boys		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	0.95	11.60 <sup>+</sup>	--	--
	Treatment A Means	1.90	11.16 <sup>+</sup>	--	--
	Treatment B Means	0.51	4.52 <sup>+</sup>	--	--
Port-au-Prince	Control Means	4.04	18.84	--	--
	Treatment A Means	6.10	17.76 <sup>++</sup>	--	--
	Treatment B Means	--	--	--	--

<sup>+</sup> =  $p < 0.0021$ ; <sup>++</sup> =  $p < 0.005$ ; <sup>±</sup> =  $p < 0.0021$ <sup>16</sup>

As with the Invented Word Decoding subtask, no significant differences between the three treatment conditions emerged for either girls or boys in either grade, with one exception: Grade 2 girls in North/Saint Marc in Treatment A schools outperformed their peers in Treatment B schools. Looking across sexes, in the North/Saint Marc corridors, Grade 2 girls in all three treatment conditions significantly outperformed their male counterparts. In Port-au-Prince, Grade 2 girls in Treatment A schools outperformed Grade 2 boys in those schools. *Figure 31* displays this information graphically.

**Figure 31: Baseline Mean Scores on Oral Reading Fluency Subtask, by Corridor, Grade, and Gender (cwpm)**



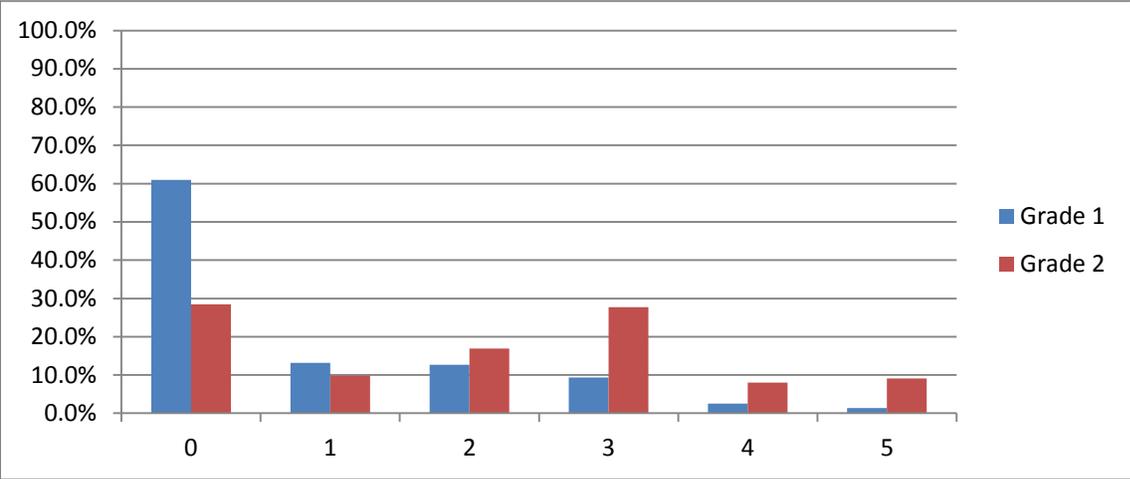
<sup>16</sup> Throughout this report, the <sup>++</sup> symbol is used in tables to indicate significant differences across sexes in the Port-au-Prince corridor.

# Reading Comprehension

After completing the Oral Reading Fluency subtask, students were asked a set of questions—posed and to be answered verbally—as a measure of comprehension of what they had read. A student was only asked comprehension questions corresponding to the text s/he had read or attempted, so that the number of questions a student received depended on how many words s/he had reached in the passage. The content covered by comprehension questions was fairly evenly spaced throughout the story. This subtask was administered in Haitian Creole only.

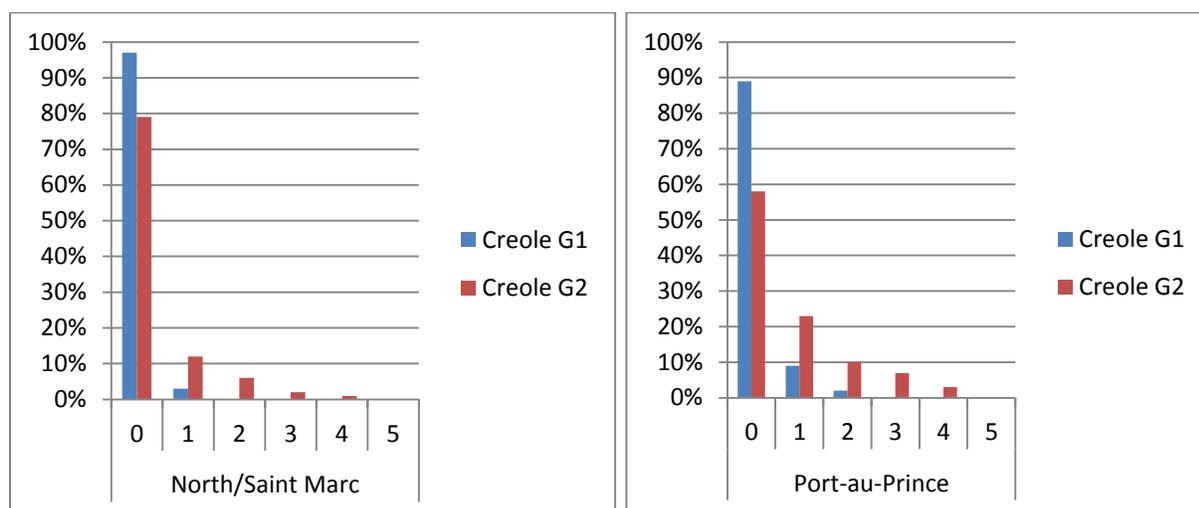
As indicated earlier, on average students were unable to read more than 7 words in a minute entering Grade 1 and 23 words in a minute entering Grade 2. Correspondingly, most students were administered relatively few comprehension questions. To illustrate this skewed distribution, **Figure 32** illustrates the numbers of students, by grade, who attempted between zero and five comprehension questions.

**Figure 32: Percentages of Students Attempting between 0 and 5 Reading Comprehension Questions**



As can be seen, because on average students were only able to read a few words within the one minute time allotment (students in Grade 1 were unable to read on average more than 7 words, and students in Grade 2 were unable to read on average more than 23 words in the minute), they did not read enough of the passage to be able to answer the majority of the comprehension questions. As a result, most Grade 1 students were not asked any comprehension questions, and most Grade 2 students were administered at most three comprehension questions. In addition, given the large proportion of students who attempted either zero or one question, especially in Grade 1, it is expected that one would see the majority of students correctly answering questions fall on that end of the distribution, as shown in **Figure 33**.

**Figure 33: Distribution of Students Responding Correctly to Reading Comprehension Questions, by Corridor and Grade (percentages of students per number of questions answered correctly)**



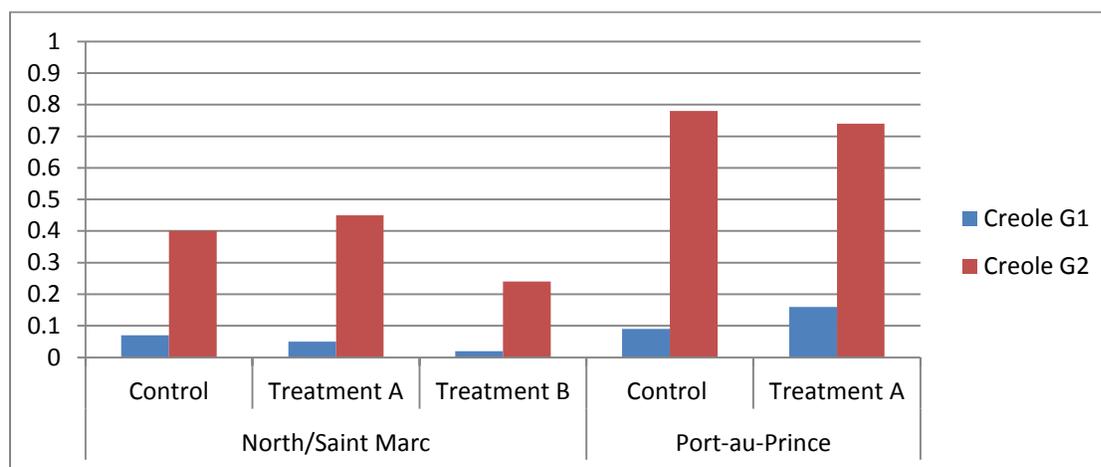
For both grades, student scores are low, with most Grade 1 students and over half of Grade 2 students scoring zero across corridors. No Grade 1 students achieved a perfect score on this subtask in the North/Saint Marc corridor; only seven Grade 2 students correctly answered all five comprehension questions—two in the North/Saint Marc corridors and five in the Port-au-Prince corridor.

*Table 25* displays student mean scores on this subtask at baseline. *Figure 34* displays this information graphically.

**Table 25: Baseline Mean Scores on Reading Comprehension Subtask, by Corridor and Grade (number correct, max 5)**

		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	0.07	0.40	--	--
	Treatment A Means	0.05	0.45	--	--
	Treatment B Means	0.02	0.24	--	--
Port-au-Prince	Control Means	0.09	0.78	--	--
	Treatment A Means	0.16	0.74	--	--
	Treatment B Means	--	--	--	--

**Figure 34: Baseline Mean Scores on Reading Comprehension Subtask, by Corridor and Grade (number correct, max 5)**



Again, low reading comprehension scores in part result from low Oral Reading Fluency scores and the resulting low numbers of questions students were given. However, when coupled with relatively low scores in isolated word reading (Familiar Reading and Invented Word subtasks) and overall slow fluency rates in reading connected text (Oral Reading Fluency subtask), these results do still suggest low comprehension among students entering both grades. Experts suggest children must be able to read at least 45 words per minute in order to demonstrate enough fluency with word identification to allow attention to go toward understanding the meaning of the text being read.<sup>17</sup> The fact that students entering Grade 2 were unable to read faster than 23 words per minute on average—which equates to reading a word approximately every 2.5 seconds—clearly indicates that most students are not able to attend to comprehension. No significant differences between any of the three treatment conditions emerged.

To determine if student performance varied by gender, separate means were calculated for girls and boys, as displayed in *Table 26*.

<sup>17</sup> Helen Abadzi has stated that for most alphabet-centric languages, a minimum oral reading fluency of at least 45 words per minute is necessary to understand a simple passage given the capacity of short-term memory (Abadzi, 2011).

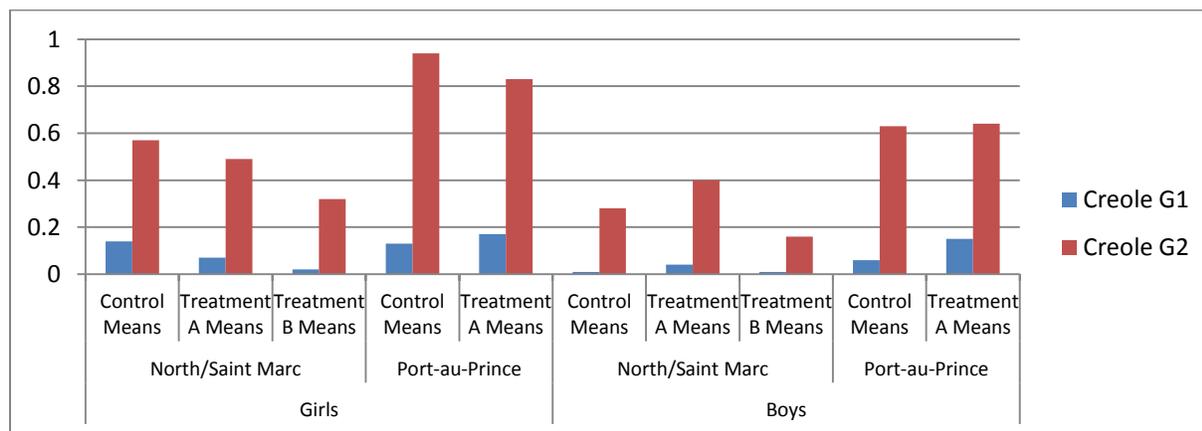
**Table 26: Baseline Mean Scores on Reading Comprehension Subtask, by Corridor, Grade, and Gender (number correct, max 5)**

Girls		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	0.14	0.57	--	--
	Treatment A Means	0.07	0.49	--	--
	Treatment B Means	0.02	0.32 <sup>+</sup>	--	--
Port-au-Prince	Control Means	0.13	0.94	--	--
	Treatment A Means	0.17	0.83	--	--
	Treatment B Means	--	--	--	--
Boys		Creole G1	Creole G2	French G1	French G2
North/Saint Marc	Control Means	0.01	0.28	--	--
	Treatment A Means	0.04	0.40	--	--
	Treatment B Means	0.01	0.16 <sup>+</sup>	--	--
Port-au-Prince	Control Means	0.06	0.63	--	--
	Treatment A Means	0.15	0.64	--	--
	Treatment B Means	--	--	--	--

<sup>+</sup> = p < 0.0021

Looking at means disaggregated by sex, no statistically significant differences between any of the three treatment conditions emerged within either sex at either grade. Looking across sexes, Grade 2 Treatment B girls in North/Saint Marc schools significantly outperformed their male counterparts. No other significant differences across sexes emerged. *Figure 35* displays this information graphically.

**Figure 35: Baseline Mean Scores on Reading Comprehension Subtask, by Corridor, Grade, and Gender (number correct, max 5)**



## Dictation

The ability to write letters and words is directly related to a student's automaticity with letters and word reading, and the dictation subtask assessed students' skill at writing letters and simple words. Because reading and writing were not explicitly taught in the French curriculum, this subtask was administered only in Creole. For this task, students were told five letters and three simple one-syllable words and were asked to write each one. Two scores were calculated: a letter

dictation score (maximum 5 correct responses) and word dictation score (maximum 3 correct responses).

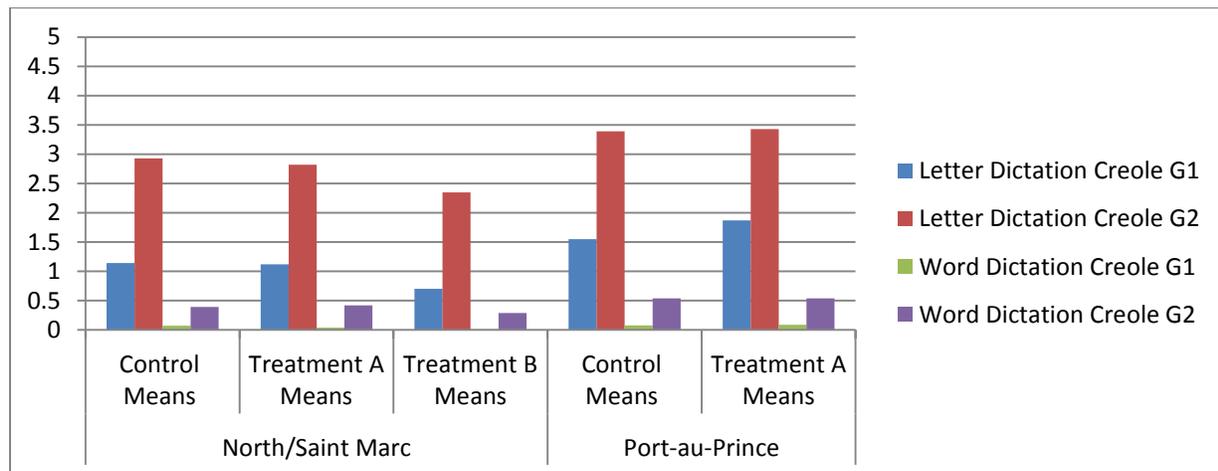
**Table 27** displays student mean scores on this subtask at baseline. **Figure 36** displays this information graphically.

**Table 27: Baseline Mean Scores on Dictation Subtask, by Corridor and Grade**

Letter Dictation (max 5)		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	1.14	2.93	--	--
	Treatment A Means	1.12 <sup>±</sup>	2.82	--	--
	Treatment B Means	0.70 <sup>±</sup>	2.35	--	--
Port-au-Prince	Control Means	1.55	3.39	--	--
	Treatment A Means	1.87	3.43	--	--
	Treatment B Means	--	--	--	--
Word Dictation (max 3)		Haitian Creole		French	
		Grade 1	Grade 2	Grade 1	Grade 2
North/Saint Marc	Control Means	0.07	0.39	--	--
	Treatment A Means	0.04	0.42	--	--
	Treatment B Means	0.01	0.29	--	--
Port-au-Prince	Control Means	0.08	0.54	--	--
	Treatment A Means	0.09	0.54	--	--
	Treatment B Means	--	--	--	--

<sup>±</sup> = p < 0.0021

**Figure 36: Baseline Mean Scores on Dictation Subtask, by Corridor and Grade**

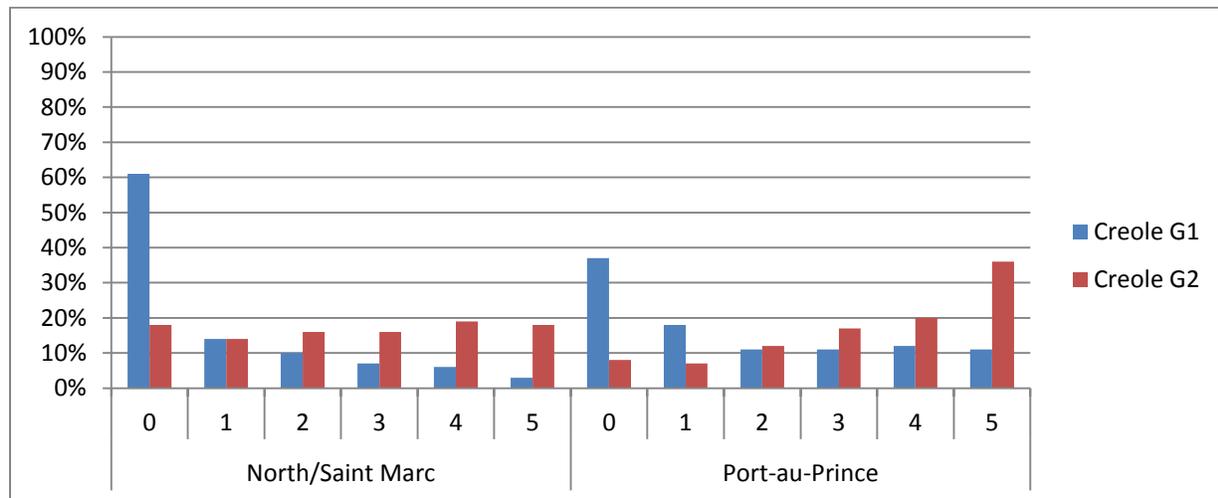


**Table 27** and **Figure 36** illustrate that although mean scores in Grade 2 appear higher than those in Grade 1, overall dictation was a challenging task for students. On average, incoming Grade 2 students were able to correctly write less than one word. Writing letters was somewhat less challenging, but average scores for Grade 2 students still ranged only from 2 to 3 letters. Scores

for incoming Grade 1 Treatment A students in North/Saint Marc were significantly higher than scores for Treatment B students; no other significant differences between groups emerged.

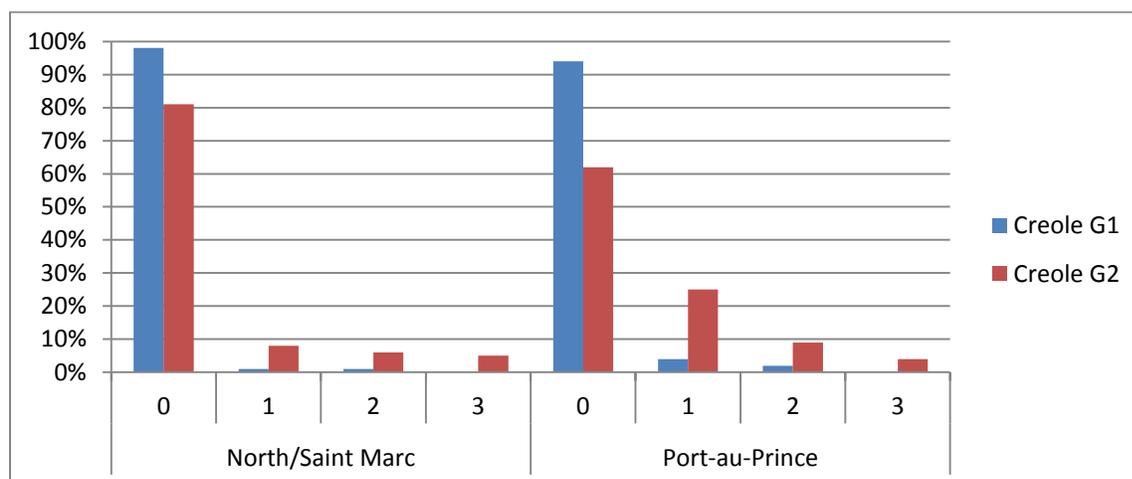
To further explore student performance, *Figures 37 and 38* illustrate trends across corridors and grades in student performance at baseline—specifically, the proportion of students in each grade who correctly wrote up to five letters and up to three words.

**Figure 37: Distribution of Baseline Student Performance on Letter Dictation, by Corridor and Grade (percentage of students per letters written correctly)**



In Grade 1, a substantial percentage of students (61% in North/Saint Marc, 37% in Port-au-Prince) were unable to correctly write any letters. Fortunately, fewer incoming Grade 2 students scored zero on this subtask (18% in North/Saint Marc, 8% in Port-au-Prince). Nevertheless, relatively few students were able to correctly write all five letters (3% in North/Saint Marc and 11% in Port-au-Prince for Grade 1; 18% in North/Saint Marc and 36% in Port-au-Prince for Grade 2). The ability to write letters is directly related to one’s level of automaticity with those letters and words, and this relatively poor performance even in Grade 2 is further indication that students entering both grades lack key foundational literacy skills.

**Figure 38: Baseline Student Performance on Word Dictation, by Corridor and Grade (percentage of students per words written correctly)**



It is unfortunate, although perhaps not surprising, that performance on word dictation was worse, with nearly all incoming Grade 1 students (98% in North/Saint Marc, 94% in Port-au-Prince) unable to correctly write any words. It is notable, however, that even incoming Grade 2 students struggled with this task, with 81% of Grade 2 students in the North/Saint Marc corridors and 62% of Grade 2 students in the Port-au-Prince corridor scoring zero on this subtask. As with letter dictation, the ability to write words is directly related to one’s level of automaticity with reading familiar words, and this relatively poor performance even in Grade 2 is further indication that students entering both grades lack key foundational literacy skills.

To determine if student performance varied by gender, separate means were calculated for girls and boys, as displayed in *Table 28*.

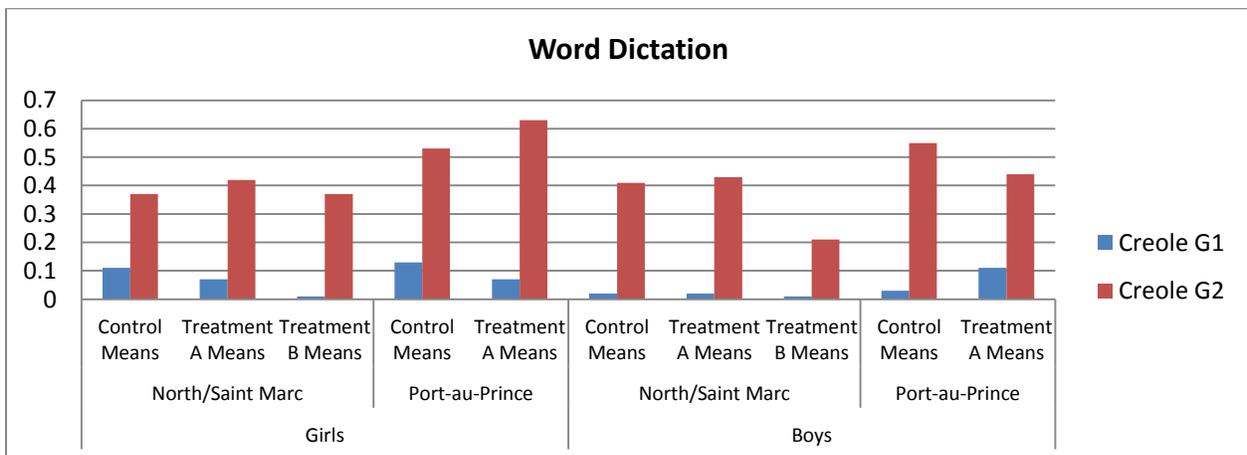
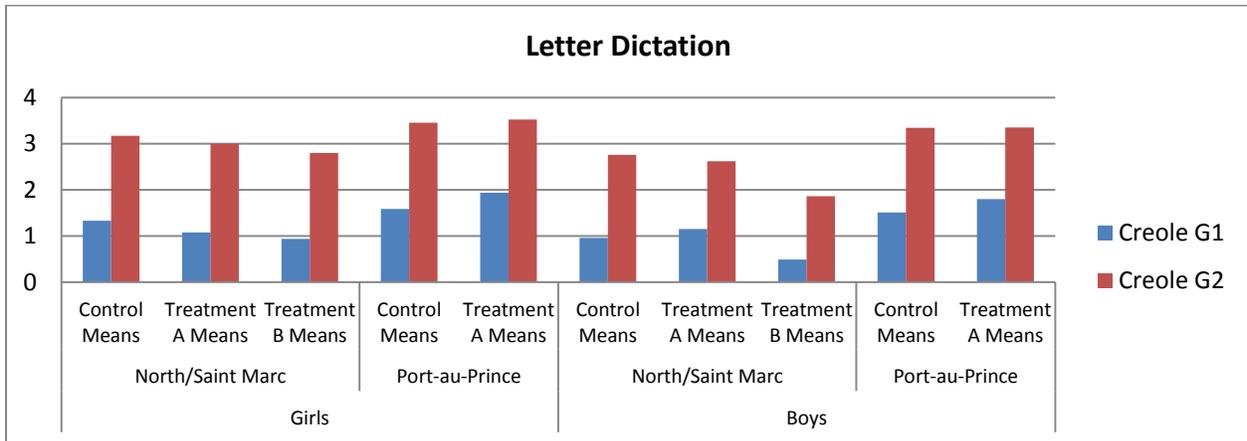
**Table 28: Baseline Mean Scores on Dictation Subtask, by Corridor, Grade, and Gender**

Girls		Letter Dictation		Word Dictation	
		Creole G1	Creole G2	Creole G1	Creole G2
North/Saint Marc	Control Means	1.33	3.17	0.11	0.37
	Treatment A Means	1.08	3.00	0.07	0.42
	Treatment B Means	0.94	2.80*	0.01	0.37
Port-au-Prince	Control Means	1.59	3.45	0.13	0.53
	Treatment A Means	1.94	3.52	0.07	0.63
	Treatment B Means	--	--	--	--
Boys		Creole G1	Creole G2	Creole G1	Creole G2
North/Saint Marc	Control Means	0.96	2.76	0.02	0.41
	Treatment A Means	1.15 <sup>+</sup>	2.62	0.02	0.43
	Treatment B Means	0.49 <sup>+</sup>	1.86 <sup>+</sup>	0.01	0.21
Port-au-Prince	Control Means	1.51	3.34	0.03	0.55
	Treatment A Means	1.80	3.35	0.11	0.44
	Treatment B Means	--	--	--	--

\* =  $p < 0.0021$ ; <sup>+</sup> =  $p < 0.0021$

Overall, student mean scores within girls and within boys on letter dictation were comparable for both grades and across treatment conditions, with one exception: in Grade 1, Treatment A scores were significantly higher than Treatment B scores for boys in North/Saint Marc corridors. Looking across sexes, in letter dictation, Grade 2 girls in Treatment B North/Saint Marc schools significantly outperformed their male counterparts. No other significant differences across sexes emerged. *Figure 39* displays this information graphically.

**Figure 39: Baseline Mean Scores on Dictation Subtask, by Corridor, Grade, and Gender**



# Conclusion and Recommendations

## *Summary of Key Results*

The data reported here were collected to establish a baseline for the second year of the ToTAL project and program implementation, against which performance gains measured at the end of the school year will be compared.

These results reveal that even by the beginning of Grade 2, the majority of students had not yet acquired sufficient foundational skills in Haitian Creole and French, the two languages of instruction in primary school. They lacked foundational pre-reading skills, including letter knowledge (measured in both Creole and French) as well as word reading and decoding ability (measured in Creole only). They also showed limited skill in the pre-reading skills of phonemic awareness (administered in both Creole and French), listening comprehension (administered in both Creole and French) and oral vocabulary (measured in French), as well as in writing in Creole.

Given observed difficulties in letter recognition, word reading, and word decoding, it is not surprising that students' oral reading fluency scores were also low. Even among the most proficient readers in the sample, student took three seconds, on average, to read each word. This rate is considered too slow to facilitate comprehension of the text that is read. Correspondingly, reading comprehension was low, with very few students being able to correctly answer even two comprehension questions correctly.

For the most part, means scores were comparable across all groups in both languages and for both grades. Several interesting trends did emerge across subtasks, however. On Initial Sound Identification, students in Treatment A schools statistically significantly outperformed their control peers in both Grades 1 and 2 (for Haitian Creole). On other subtasks (Letter Name and Letter Sound Identification, Familiar Word Reading, and Letter Dictation), Treatment A schools statistically outperformed their Treatment B peers. On several subtasks, girls significantly outperformed their male counterparts. In no cases did boys outperform girls within a group. These trends should be observed at endline as well to determine if exposure to the program helps to reduce these gaps.

As in the Year 1 baseline report for this project, many deficiencies in the skills among incoming Grade 1 students are evident. Also apparent, however, is—as was identified in the Year 1 endline report—a lack of desired improvement as a result of implementing the ToTAL program in the first year of the project, as evidenced in low proficiency among incoming Grade 2 students in the North/Saint Marc corridors (who were exposed to the ToTAL program during Grade 1). It is true that the ToTAL program was implemented during the first year of the project for only part of the academic year. Even so, curricular materials, teacher training, and coaching approaches have been refocused and reinforced for the second year of the project—as described below—in order to have a greater impact on student performance. It is hoped that EGRA testing at the end of this

second year of implementation will demonstrate the extent to which these refinements can, indeed, impact student growth as well as areas that warrant continued focus.

## ***Recommendations***

The current EGRA results indicate a clear need to continue reinforcing reading instruction in the early grades. Such an endeavor will require a focus of energy and attention on the following key actions.

***Train teachers to teach reading:*** Reading is a fundamental skill that is critical for learning in other subjects, and it must be learned in the early grades. Teachers need to be trained to teach the five foundational components of reading beginning in Grade 1: phonemic awareness, phonics instruction, reading fluency, vocabulary, and reading comprehension. These skills are explicitly taught in the ToTAL program, and greater emphasis is being placed on explicit instruction in key pre-reading and reading skills, such as vocabulary, listening and reading comprehension, letter knowledge, phonological processing, and fluency. Greater emphasis is also being placed on encouraging student and student-teacher interaction, providing more variety in the types of activities included in each lesson, ensuring that teacher guides are clear and easy for teachers to use, providing more supplemental activities to extend beyond the scripted lessons, and shortening the lessons to make them more effective for young students. However, this report shows that many teachers involved in the program lack basic preparation for teaching in the lower grades. Therefore, the ToTAL project should continue to support teachers through ongoing training and coaching that provides strategies for teaching phonics, reading fluency, and reading comprehension, in both Haitian Creole and French. ToTAL project training plans have already been refined to provide both more training opportunities to teachers and to tailor trainings to target specific areas that need to be reinforced, as identified through coaching data and ToTAL staff visits to schools. The training provided to coaches has also been refined and extended to ensure that coaches are better prepared to provide useful feedback to teachers regarding use of teacher and student materials, types of feedback provided to students, and other classroom management activities.

***Provide students with books and opportunities to read:*** Results from student questionnaires suggest that many students lack literacy-building reading experiences outside of the classroom. This reality makes it even more important for teachers to encourage reading within the classroom, using ToTAL curricular books but also in-class libraries. Teachers are being continuously trained and coached in how to encourage increased use of these materials. Encouraging parents and communities to provide opportunities to read can enhance literacy-building opportunities for all children—particularly for students who otherwise lack access to books and literacy-rich experiences outside of the classroom—and is also being facilitated through community mobilization efforts and partner meetings. All of this is important to provide more-proficient readers with opportunities to enrich and extend abilities, to provide less-proficient readers with more opportunities to practice emerging skills, and in general to change the culture by promoting pleasure reading at a young age. In addition, however, constraints on

the amount of time actually spent in class overall and, more specifically, the amount of time students spend reading in class should be evaluated.

***Train teachers to promote a classroom environment that is conducive to learning:***

Constructive, formative feedback given to students in a timely manner can foster learning in the classroom by engaging students in safe, positive interactions and encouraging them to think critically about concepts. To the contrary, use of punitive measures can intimidate and frighten students and impede any learning. These baseline results show that, where there is a difference in performance between girls and boys, girls outperform boys. The need to ensure that all students are equally engaged should remain a primary training and coaching focus. In addition, although some classroom activities lend themselves to whole-group types of interactions, teachers must continue to be trained to engage students in small groups, pairs, and one-on-one learning opportunities to ensure that all students are learning the content being taught. Teachers also need additional, explicit training in the use of formative student feedback and effective classroom management strategies. The ToTAL training and coaching plans for Year 2 of the project are taking such classroom management elements into consideration, and ongoing trainings provide additional, explicit instruction in such strategies.

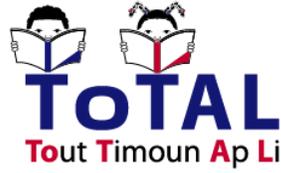
***Provide explicit instruction in oral language, in both Haitian Creole and French:*** The relatively low scores on the Oral Vocabulary and Listening Comprehension subtasks suggest a lack of grade-level oral language aptitude in both languages. Materials and training have been developed in such a way as to promote oral language development, and teachers are receiving direct instruction in developing strategies for teaching oral vocabulary through ongoing targeted training and coaching sessions.

***Provide explicit instruction in comprehension strategies:*** Student scores were low in both Listening and Reading Comprehension, suggesting that students could benefit from explicit instruction in strategies for increasing comprehension. Such strategies have been built into curricular materials and are being reinforced through teacher training and coaching.

# **Annex A: EGRA and Corresponding Instruments**



**USAID** | **HAITI**  
DU PEUPLE AMERICAIN



12/05/14 5:16

*Evaluation des compétences en lecture  
dans les premières années de l'école fondamentale*

**FICHE DES RÉPONSES DE L'ÉLÈVE**

**LANGUE CRÉOLE**

**Bonjou. Koman ou ye? Mwen rele \_\_\_\_\_. Mwen ta renmen pale ou de mwen. [di kèk bagay so laj timoun w, spò w renmen fe, etc.]**

**1. Eske ou kapab pale m de ou menm oubyen fanmi w? [tann yon repons. Si elèv la retisan, mande kèsyon 2, men si yo alèz, ou met komanse ak konsantman vèbal la]**

**2. Kisa ou renmen fè lè w pa lekòl ?**

Consentement verbal pour les élèves :

- Kite m diw poukisa mwen la jodi a. M ap travay pou Ministè Ledikasyon Nasyonal e nap eseye konprann kouman timoun aprann li. Mwen ta renmen ede w nan sa.
- Ou te chwazi konsa pou patisipe nan travay m ap fè a.
- Avèk ti aparèy sa a, mwen pral wè konbyen tan ou pran pou li.
- Se pa yon egzamen, li pa gen anyen pou li wè ak nòt lekòl ou. Si ou pa vle patisipe, fè m konnen.
- Mwen gen pou poze w kèk lòt kesyon sou fanmi w, tankou ki lang yo pale lakay ou ak kèk lòt bagay lakay ou tou.
- Mwen pap pran non w pou pèsou pa konnen se ou menm ki ban m repons sa yo.
- Yon fwa nou kòmanse, si ou pa vle reponn yon kesyon, ou gen dwa pa reponn li. Eske w gen kesyon ? Eske ou pare pou kòmanse?

Mwen te resevwa konsantman an:  OUI

(Si elèv la pa bannou konsantman l, di l mèsì epi ale jwenn lot elèv.)

<b>1. Date du test :</b>	Date : _____ Mois : _____ Année : _____	<b>7. Fonctionnement de l'école</b>	<input type="checkbox"/> Matin <input type="checkbox"/> Après-midi <input type="checkbox"/> Les deux
<b>2. Nom de l'enquêteur :</b>		<b>8. Code unique de l'élève :</b>	
<b>3. Nom de l'école :</b>		<b>9. Année d'études de l'élève :</b>	<input type="checkbox"/> 1ère année <input type="checkbox"/> 2ème année
<b>4. Corridor</b>	<input type="checkbox"/> Cul-de-sac (Port-au-Prince) <input type="checkbox"/> Saint Marc <input type="checkbox"/> Nord	<b>10. Classe (Section):</b>	
<b>5. Commune de localisation</b>		<b>11. Date de naissance de l'élève</b>	Mois : _____ Année : _____
<b>6. Section communale</b>		<b>12. Genre de l'élève</b>	<input type="checkbox"/> fille <input type="checkbox"/> garçon
		<b>13. Heure début du test</b>	Heure : _____ Minute : _____ <input type="checkbox"/> AM <input type="checkbox"/> PM

<b>K-Seksyon 1 : Konesans <u>non</u> lèt yo</b>	 <b>K-Seksyon 1</b>	 <b>60 segonn</b>
	 Si elèv la pa rive bay okenn bon repons nan premye ran an.	 Si elèv la pa rive reponn aprè 3 segonn, di l «kontinye» pandan w ap montre lòt lèt la.

- ☒ ( / ) Bare chak ekriti kote elèv la bay move repons.  
 ( O ) Fè yon ron sou ekriti kote elèv la te korije limenm.  
 ( ) Mete yon ] aprè dènye ekriti elèv la li.

**Men yon ti paj ki gen lèt kreyòl. Gade twa egzanp sa yo. Fwa sa, w ap di mwen non yo. Pa egzanp :**  
 [indiquez le « m » dans la ligne des exemples] **Non premyè lèt la se « m ».**

**Ann eseye kèk lòt egzanp : Ki lèt sa a?** [indiquez le « t » dans le rang des exemples]

[Si l'élève répond correctement, dites-lui :] «**Trè byen ! Non lèt sa a se « t ».**

[Si l'élève ne répond pas correctement, dites-lui :] « **Non lèt la sa a se « t ».**

**Ann eseye kèk lòt egzanp : Ki lèt sa a?** [indiquez le « ou » dans le rang des exemples]

[Si l'élève répond correctement, dites-lui :] «**Trè byen ! Non lèt sa a se « ou ».**

[Si l'élève ne répond pas correctement, dites-lui :] « **Non lèt la a se « ou ».**

**Mete dwèt ou anba chak lèt kreyòl w ap li** [montrez avec votre doigt]. **Li lèt kreyòl yo liy pa liy** [montrez avec votre doigt]. **Kou m di « Kòmanse », w a li yo byen e vit. Dakò ? Touche premye lèt la. Ou pare ? An nou « Kòmanse ».**

Exemple :	mt	ou									
	1	2	3	4	5	6	7	8	9	10	
	F	D	i	s	E	ch	b	J	a	L	(10)
	d	s	k	F	m	R	j	s	b	en	(20)
	on	d	O	V	ou	e	w	A	è	ou	(30)
	L	T	i	d	an	t	g	o	B	n	(40)
	r	v	E	an	b	i	m	W	K	L	(50)
	ou	f	S	N	è	p	on	r	f	t	(60)
	p	on	v	o	n	t	O	e	i	r	(70)
	A	ch	ò	b	en	v	A	n	M	è	(80)
	en	k	i	G	Z	P	e	N	A	ch	(90)
	z	s	a	i	M	L	g	an	Y	p	(100)

Kantite segond ki rete nan kronomèt la:

Make nan ti kare a si ekzèsis la te rete poutèt pat gen bon repons nan premye ran an:

**Anfòm! Ou pare pou w fè pwochen aktivite a. Tre byen!**

<b>K-Seksyon 2 : Konsyans fonemik</b>	 x	 x
	 Si elèv la pa rive bay okenn bon repons pou 5 premye mo yo.	 Si elèv la pa rive reponn aprè 3 segond, make kaz « pa gen repons ».

(✓) Korèk / pa korèk / pa gen repons ditou

**Egzèsis sa a se yon egzèsis pou tande. Mwen pral di w yon mo de fwa epi mwen ta renmen ou di m premye son ou tande nan mo a. Dakò ?**

**Pa egzanp : mo « soup » la kòmanse ak son « ssssss ».**

**Ann eseye kèk lòt egzanp : Ki premye son ou tande nan mo « chou » ? « chou » ?**

[Si l'élève répond correctement, dites-lui :] « **Trè byen ! Premye son nan mo « chou » se « ch ».**

[Si l'élève ne répond pas correctement, dites-lui :] « **Premye son nan mo « chou » se « ch ».**

**Ki premye son ou tande nan mo « gato » ? « gato » ?**

[Si l'élève répond correctement, dites-lui :] « **Trè byen ! Premye son nan mo « gato » se « g' ».**

[Si l'élève ne répond pas correctement, dites-lui :] « **Premye son nan mo « gato » se « g' ».**

**Ou konprann sa m' mande w pou fè a ? Kounye a mwen pral li kèk lòt mo. M ap li chak mo de fwa. Koute byen epi di m ki premye son ou tande nan mo a. Dakò ?**

**Ki premye son ou tande nan mo « \_\_\_\_ » ? « \_\_\_\_ » ?**

[Li chak mo 2 fwa]

<b>lòt</b>	<b>/lllll/</b>	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>tas</b>	<b>/t'/</b>	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>bèl</b>	<b>/b'/</b>	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>jwèt</b>	<b>/jjjjj/</b>	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>poul</b>	<b>/p'/</b>	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>kay</b>	<b>/k'/</b>	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>dat</b>	<b>/d'/</b>	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>fig</b>	<b>/ffffff/</b>	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>sik</b>	<b>/sssss/</b>	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>vant</b>	<b>/vvvvv/</b>	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons

Make nan ti kare a si ekzèsis la te rete poutèt elèv la pat bay okenn bon repons nan 5 premye mo yo:

**Anfòm! Ou pare pou w fè pwochen aktivite a. Trè byen!**

<b>K-Seksyon 3 : Konesans <u>son</u> lèt yo</b>	 <b>K-Seksyon 3</b>	 <b>60 segonn</b>
	 Si elèv la pa rive bay okenn bon repons pou 10 premye lèt yo.	 Si elèv la pa rive reponn aprè 3 segonn, di l «kontinye» pandan w ap montre lèt lèt la.

- ☒ ( / ) Bare chak ekriti kote elèv la bay move repons.  
 ( O ) Fè yon ron sou ekriti kote elèv la te korije limenm.  
 ( ) Mete yon ] aprè dènye ekriti elèv la li.

**Men yon paj ki gen lèt kreyòl. Gade twa egzanz sa yo. Fwa sa a, w ap di mwen son lèt yo. Pa egzanz :**  
 [indiquez le « m » dans la ligne des exemples] **Son premye lèt la a se « mmm ».**

**Ann eseye kèk lòt egzanz : Ki son lèt sa a ?** [indiquez le « t » dans le rang des exemples]

[Si l'élève répond correctement, dites-lui :] «**Trè byen ! Son lèt sa a se « t' ».**

[Si l'élève ne répond pas correctement, dites-lui :] « **Son lèt la a se « t' ».**

**Ann eseye kèk lòt egzanz : Kisa son lèt sa a ye ?** [indiquez le « ou » dans le rang des exemples]

[Si l'élève répond correctement, dites-lui :] «**Trè byen ! Son lèt sa a se « ou ».**

[Si l'élève ne répond pas correctement, dites-lui :] « **Son lèt la a se « ou ».**

**Mete dwèt ou anba chak lèt kreyòl w ap li** [montrez avec votre doigt]. **Di son lèt kreyol yo liy pa liy**  
 [montrez avec votre doigt] **Kou m di « Kòmanse », wa di yo byen e vit. Dakò ? Touche premye lèt la. Ou pare? Ann « Kòmanse ».**

**Exemple:    m    t        ou**

1	2	3	4	5	6	7	8	9	10	
F	D	i	s	E	ch	b	J	a	L	(10)
d	s	k	F	m	R	j	s	b	en	(20)
on	d	O	V	ou	e	w	A	è	ou	(30)
L	T	i	d	an	t	g	o	B	n	(40)
r	v	E	an	b	i	m	W	K	L	(50)
ou	f	S	N	è	p	on	r	f	t	(60)
P	on	v	o	n	t	O	e	i	r	(70)
A	ch	ò	b	en	v	A	n	M	è	(80)
en	k	i	G	Z	P	e	N	A	ch	(90)
z	s	a	i	M	L	g	an	Y	p	(100)

**Kantite segonn ki rete nan kwonomèt la:**

**Make nan ti kare a si ekzèsis la te rete poutèt pat gen bon repons nan premye liy lan:**

**Anfòm! Ou pare pou w fè pwochen aktivite a. Trè byen!**

<b>K-Seksyon 4 : Lektı mo ke timoun yo konnen</b>	 <b>K-Seksyon 4</b>	 <b>60 segonn</b>
	 Si elèv la pa rive bay okenn bon repons nan premye liv lan.	 Si elèv la pa rive reponn aprè 3 segonn, di l « kontinye » pandan w ap montre lòt mo a.

- ☒ ( / ) Bare chak mo ekriti kote elèv la bay move repons.  
 ( O ) Fè yon wonn sou ekriti kote elèv la te korije limenm.  
 ( ] ) Mete yon ] aprè dènye mo elèv la li a.

**Men yon paj ki gen mo kreyòl. Gade twa egzanp sa yo. Pa egzanp :** [indiquez le mot « mi » avec le doigt] **Premyè mo a se « mi ».**

**Ann eseye kèk lòt egzanp : Li mo sa pou mwen.** [indiquer le mot « do » dans le rang des exemples]

[Si l'élève répond correctement, dites-lui :] « **Trè byen ! Mo sa a se « do ».**

[Si l'élève ne répond pas correctement, dites-lui :] « **Mo sa a se « do ».**

**Ann eseye kèk lòt egzanp : Li mo sa pou mwen.** [indiquer le mot « twa » dans le rang des exemples]

[Si l'élève répond correctement, dites-lui :] « **Trè byen ! Mo sa a se « twa ».**

[Si l'élève ne répond pas correctement, dites-lui :] « **Mo sa a se « twa ».**

**Mete dwèt ou anba chak mo kreyòl w ap li** [montrez avec votre doigt]. **Li mo kreyòl yo liy pa liy** [montrez avec votre doigt]. **Kou m di « Kòmanse », wa li yo byen e vit. Dakò ? Touche premye mo a. Ou pare ? Ou pare ? Ann « Kòmanse ».**

Exemple :	mi	do	twa		
	1	2	3	4	5
douz	flè	dat	ti	sa	( 5 )
rele	pòt	saj	pil	la	( 10 )
rat	sou	bwè	bòl	manje	( 15 )
blan	ble	leswa	jape	po	( 20 )
ap	poul	pen	papa	mwen	( 25 )
wonn	wout	moto	woz	tou	( 30 )
lalin	pri	epi	bon	li	( 35 )
di	chat	fè	wouj	vid	( 40 )
lou	mi	zanmi	mè	pon	( 45 )
tab	mal	chèz	bèl	yon	( 50 )

Kantite segonn ki rete nan kwonomèt la:

Make nan ti kare a si ekzèsis la te rete poutèt pat gen bon repons nan premye liy lan:

**Anfòm! Ou pare pou w fè pwochen aktivite a. Trè byen!**

**K-Seksyon 5 :  
Lekti mo envante**

**K-Seksyon 5**

**60 segonn**

Si elèv la pa rive bay okenn bon repons nan premye liv lan.

Si elèv la pa repon n aprè 3 segond, di l « kontinye » sou lot ekriti a ke wap montre la.

- ☒ ( / ) Bare chak mo kote elèv la bay move repons.
- ( O ) Fè yon wonn sou mo kote elèv la te korije limenm.
- ( ) Mete yon ] aprè dènye mo elèv la li.

**Men yon paj ki gen mo kreyòl nouvo. Gade twa egzant sa yo. Pa egzant :** [indiquez le mot « be » avec le doigt] **Premye mo a se « be ».**

**Ann eseye kèk lòt egzant : Li mo sa pou mwen?** [indiquez le « da » dans le rang des exemples]

[Si l'élève répond correctement, dites-lui :] « **Trè byen ! Mo sa a se « da ».**

[Si l'élève ne répond pas correctement, dites-lui :] « **Mo sa a se « da ».**

**Ann eseye kèk lòt egzant : Li mo sa pou mwen** [indiquer le « twi » dans le rang des exemples]

[Si l'élève répond correctement, dites-lui :] : « **Trè byen ! Mo sa a se « twi ».**

[Si l'élève ne répond pas correctement, dites-lui :] « **Mo sa a se « twi ».**

**Mete dwèt ou anba chak mo kreyòl w ap li** [montrez avec votre doigt]. **Li mo kreyòl yo liy pa liy** [montrez avec votre doigt]. **Kou m di « Kòmanse », wa li yo byen e vit. Dakò ? Touche premye mo a. Ou pare ? Ann « Kòmanse. »**

Exemple :	be	da	twi		
	1	2	3	4	5
pwo	fli	doul	lere	pig	( 5)
kiz	wèf	maf	pora	pòta	(10)
ko	tomo	nib	lout	loz	(15)
bla	pod	ipe	zoud	febonn	(20)
lap	nach	joul	taj	tra	(25)
mizan	touti	gwen	kla	twe	(30)
banni	zon	re	tad	at	(35)
blou	zou	na	bèp	lijo	(40)
ga	den	lip	yen	fid	(45)
loub	chaz	nep	taf	da	(50)

Kantite segonn ki rete nan kwonomèt la:

Make nan ti kare a si ekzèsis la te rete poutèt pat gen bon repons nan premye liy lan:

**Anfòm! Ou pare pou w fè pwochen aktivite a. Trè byen!**

<b>K-Seksyon 6a : Lekti tèks</b>	 <b>K-Seksyon 6a</b>	 <b>60 segonn</b>
	 Si elèv la pa rive bay okenn bon repons pou 8 premye mo yo.	 Si elèv la pa rive reponn aprè 3 segond, di l «kontinye» pandan w ap montre lòt mo a.

- ☞ ( / ) Bare chak ekriti kote elèv la bay move repons.  
 ( O ) Fè yon ronm sou ekriti kote elèv la te korije limenm.  
 ( ] ) Mete yon ] aprè dènye ekriti elèv la li.

<b>K-Seksyon 6b : Konpreyansyon tèks ki li a</b>	 x	 x
	 x	 Si elèv la pa rive reponn aprè 10 segonn

Lè elèv la fin n li (seksyon 6a), retire tèks la nan menm l, poze kesyon ki anba yo. Poze kesyon ki rive jiska kote li te rete nan tèks la.

Pran nòt de tout repons elèv la nan espas ki rezève pou sa. Mete yon « X » nan kaz ki koresponn a chak kesyon.

(✓) Korèk / pa korèk / pa gen repons ditou

Li istwa sa a ki ekri an kreyól. Li li byen fò, li li vit. Aprè sa, ou pral reponn kèk kesyon sou istwa a. Kòmanse la. [Montrez avec le doigt le premier mot de l'histoire.] Ou pare ? Ou mèt « Kòmanse ».		Kounye a, ou pral reponn kèk kèsyon sou listwa a. Ou mèt reponn an kreyòl oubyen an franse.			
		KESYON	REPONS ELÈV LA		
			Korèk	Pa Korèk	Pa gen repons
Se fèt Jozèt. Jodi a fè li <u>setan</u> .	8	1. Ki laj Jozèt? [setan]			
L ap pote yon bèl wòb. Matant li fè yon <u>gato</u>	19	2. Kisa matant li ba li? [gato]			
pou li. Papa li anbrase li, li di: « <u>bònfèt</u> »	28	3. Kisa Papa li di? [bònfèt]			
pitit fi cheri mwen. Manman li montre li premye foto li. Li di « gade kijan ou <u>grandi</u> ! »	45	4. Pou kisa manman li montre li foto li? [Li vle montre l kòman li grandi.]			
Nan apremidi tout moun vin manje gato pou fèt <u>Jozèt</u> .	55	5. Ki moun ki te nan fèt Jozèt? [tout moun ; manman ; papa ; matant]			
Kantite segond ki rete nan kwonomèt la:					
Make nan ti kare a si ekzèsis la te rete poutèt pat gen bon repons nan premye liy lan:					

**Anfòm! Ou pare pou w fè pwochen aktivite a. Trè byen!**

**K-Seksyon 7:  
Konpreyansyon nan koute**



↻ Si elèv la pa rive reponn aprè 10 segonn

✎ (✓) Bon repons / pa bon / ou pa gen repons ditou

[Ou gen pou li byen fò yon ti istwa pandan 2 fwa, aprè wa mande elèv la kèk kesyon sou li.]

[Elèv la ka bay repons yo nan yonn ou lòt lang (kreyòl ou byen franse).]

Di elèv la: **Kounye a, mwen pral li yon istwa pou ou de fwa. Aprè sa, ou pral reponn kèk kesyon sou istwa a. Koute lekti a byen. [Lisez l'histoire deux fois.] Dakò ? M ap koumanse.**

**« Ana gen diz an. Li ta renmen konn chante byen. Kouzin li envite li antre nan yon koral. Koral la ap aprann chante mizik Nwèl. Pou fèt lekòl li koral la chante. Ana te pè chante devan tout moun. Kou yo fini premye chante a tout moun bat yon gwo bravo. Ana kontan li pa pè ankò. »**

**Kounye a reponn kesyon sa yo. Ou mèt reponn an kreyòl oubyen an franse.**

KESYON	Repons Korèk (PA LI POU ELEV LA)	REPONS ELÈV LA		
1. Kisa Ana vle konn fè ?	Li ta renmen konn chante.	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
2. Nan kisa kouzin li envite li?	Nan yon koral	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
3. Ki kalite mizik y ap aprann?	Mizik nwèl.	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
4. Eske koral la chante byen?	Wi, koral la chante byen paske tout moun bat bravo.	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
5. Kisa kifè Ana kontan?	Paske koral la te byen chante	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons

## K-Seksyon 8 : Dictée

 Fèy papye ak kreyon

 x

 x

 x

(✓) Korèk / pa korèk / pa gen repons ditou

### A. Lèt

Bay timoun nan yon kreyon ak yon fèy papye. Pa kite l gade lèt yo. Si timoun nan di : « Mwen pa konnen, » make repons sa a kòm enkòrèk.

**Mwen pra l di w kèk lèt. Se pou koute m avèk atansyon. Apre chak lèt mwen fin di w, m ap repete l yon lòt fwa pou ou, e w ap ekri lèt ou tande a sou papye a pou mwen. Eske w konprann sa m mande w fè a ? Oke, koute epi ann kòmanse.**

[Li chak let 2 fwa]			
<b>b</b>	<input type="radio"/> Kòrèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>j</b>	<input type="radio"/> Kòrèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>m</b>	<input type="radio"/> Kòrèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>v</b>	<input type="radio"/> Kòrèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>z</b>	<input type="radio"/> Kòrèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons

**Kounye a, mwen pra l di w kèk mo. Koute m avèk atansyon. Apre chak mo mwen fin di w, m ap repete l yon lòt fwa pou ou, e w ap ekri mo ou tande a sou papye a pou mwen. Eske w konprann sa m mande w fè a ? Oke, koute epi ann kòmanse.**

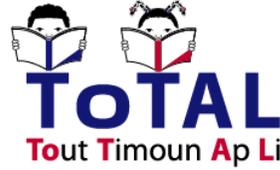
### B. Mo

[Li chak mo 2 fwa]			
<b>fil</b>	<input type="radio"/> Kòrèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>ten</b>	<input type="radio"/> Kòrèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>pay</b>	<input type="radio"/> Kòrèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons

**Anfòm! Ou pare pou w fè pwochen aktivite a. Trè byen!**



**USAID** | **HAITI**  
DU PEUPLE AMERICAIN



Ministère de l'Éducation Nationale  
et de la Formation Professionnelle

*Evaluation des compétences en lecture  
dans les premières années de l'école fondamentale*

**FICHE DES RÉPONSES DE L'ÉLÈVE**

**LANGUE FRANÇAISE**

<b>F-Seksyon 1 : Vokabilè franse a loral</b>	 Feuille de papier, gomme et crayon	 x
	 x	 Si elèv la pa rive reponn aprè 5 segonn, make kaz « pa gen repons »

☒ (✓) Korèk / pa korèk / pa gen repons ditou (P.R.)

### A. Parties du corps

« **Mwen pral di w mo ki koresponn ak pati nan kò w. Montre m a ki pati nan kò w chak mo koresponn.** »

« **Kounyea an nou fè pratik : « Montre-moi ton nez ... ton nez ».** [Pointez votre nez avec votre index, en même temps que l'élève pour faire un exemple.]

[Si l'élève répond correctement, dites-lui] : « **Trè byen ! An nou eseye ankò avèk yon lòt egzanp.** »

[Si l'élève ne répond pas correctement, dites-lui] : « **Mon nez. An nou eseye ankò avèk yon lòt egzanp.** »

« **Montre-moi ton oreille... ton oreille.** » [Attendez 3 secondes pour que l'enfant vous montre son oreille.]

[Si l'élève répond correctement, dites-lui] : « **Trè byen ! An nou kòmanse !** »

[Si l'élève ne répond pas correctement, dites-lui] : « **Mon oreille.** » [Montrez votre oreille.] « **An nou kòmanse.** »

« **Montre-moi...** » [Répétez cette phrase avant chaque mot. Lisez les mots vocabulaire en français. Dites chaque mot deux fois.]

<b>ton pied</b>	<b>ton bras</b>	<b>ta tête</b>	<b>ton genou</b>	<b>ta bouche</b>	<b>ton épaule</b>	<b>ton menton</b>	<b>ta main</b>
<input type="checkbox"/> Korèk							
<input type="checkbox"/> Pa							
<input type="checkbox"/> Korèk							
<input type="checkbox"/> P.R.							

### B. Mots de l'environnement

[Mettez le stimulus de l'élève sur la table avec la gomme et le crayon.] « **Kounye a m ap di w lòt mo epi w ap montre m ak kisa yo koresponn.** » [Dites chaque mot deux fois.]

<b>une gomme</b>	<b>une chaussure</b>	<b>un crayon</b>	<b>la porte</b>	<b>une chaise/ un banc</b>	<b>une feuille de papier</b>
<input type="checkbox"/> Korèk					
<input type="checkbox"/> Pa Korèk					
<input type="checkbox"/> P.R.					

### C. Termes spatiaux

[Posez un crayon et une feuille de papier côte à côte devant l'élève.] « **Pran kreyon sa a.** »  
[Donnez le crayon à l'élève.] **Gade fèy papye sa a.** [Pointez la feuille de papier.] **Metè kreyon an kote m di w.** »

« **Mets le crayon...** » [Répétez cette phrase avant chaque mot. Dites chaque phrase ci-dessous 2 fois.]

<b>sur la feuille</b>	<b>sous la feuille</b>	<b>derrière toi</b>	<b>devant toi</b>	<b>dans ta main</b>	<b>à côté de la feuille</b>
<input type="checkbox"/> Kòrèk					
<input type="checkbox"/> Pa Korèk					
<input type="checkbox"/> P.R.					

**Anfòm! Ou pare pou w fè pwochen aktivite a. Trè byen!**

<b>F-Seksyon 2 : Konesans <u>non</u> lèt yo</b>	 <b>F-Seksyon 2</b>	 <b>60 segonn</b>
	 Si elèv la pa rive bay okenn bon repons nan premye ran an.	 Si elèv la pa rive reponn aprè 3 segond, di l «kontinye» pandan w ap montre lòt lèt la.

- ☒ ( / ) Bare chak ekrit i kote elèv la bay move repons.  
 ( O ) Fè yon ronn sou ekriti kote elèv la te korije limenm.  
 ( ) Mete yon ] aprè dènye ekriti elèv la li.

**Men yon paj ki gen lèt franse. Gade twa egzanz sa yo. Di mwen non yo. Pa egzanz :**  
 [Indiquez le « o » dans la ligne des exemples.] **Non premyè lèt la se « o ».**

**Ann eseye kèk lòt egzanz : Ki lèt sa ?** [indiquez le « t » dans le rang des exemples]

[Si l'élève répond correctement, dites-lui :] « **Trè byen ! Non lèt sa a se « t ».**

[Si l'élève ne répond pas correctement, dites-lui :] « **Non lèt la sa a se « t ».**

**Ann eseye kèk lòt egzanz : Ki lèt sa ?** [indiquez le « c » dans le rang des exemples]

[Si l'élève répond correctement, dites-lui :] « **Trè byen ! Non lèt sa a se « c ».**

[Si l'élève ne répond pas correctement, dites-lui :] « **Non lèt sa a se « c ».**

**Mete dwèt ou anba chak lèt franse w ap li** [montrez avec votre doigt]. **Li lèt franse yo liy pa liy** [montrez avec votre doigt]. **Kou m di « Kòmanse », w a li yo byen e vit. Dakò ? Touche premye lèt la. Ou pare ? Annou « Kòmanse ».**

**Exemple :**    o    t            c

1	2	3	4	5	6	7	8	9	10	
D	i	M	S	u	G	a	Y	V	L	(10)
s	a	j	q	E	h	D	e	N	s	(20)
p	e	c	o	i	b	R	o	f	u	(30)
t	v	d	C	i	o	A	Z	b	H	(40)
e	c	i	M	f	v	w	N	u	B	(50)
L	s	B	m	J	p	U	M	o	g	(60)
e	T	a	n	F	L	d	n	c	P	(70)
t	z	n	U	A	K	E	O	P	g	(80)
c	E	r	i	g	x	L	R	o	i	(90)
V	a	O	Q	e	m	t	a	u	f	(100)

Kantite segonn ki rete nan kwonomèt la:

Make nan ti kare a si ekzèsis la te rete poutèt pat gen bon repons nan premye liy lan:

**Anfòm! Ou pare pou w fè pwochen aktivite a. Trè byen!**

<b>F-Seksyon 3 : Konsyans fonemik</b>	 x	 x
	 Si elèv la pa rive bay okenn bon repons pou 5 premye mo yo	 Si elèv la pa rive reponn aprè 3 segonn, make kaz « pa gen repons ».

(✓) Korèk / pa korèk / pa gen repons ditou

**Egzèsis sa a se yon egzèsis pou tandè. Mwen pral di w yon mo de fwa epi mwen ta renmen ou di m premye son ou tandè nan mo a. Dakò ?**

**Pa egzanp : mo « soupe » la kòmanse ak son « ssssss », pa vre ? Ki premye son ki nan mo « Soupe » ? « Soupe » ?** [Attendez que l'élève répète le son « sssss ». S'il ne répond pas, dites-lui :] « **Premye son nan mo « Soupe » se « ssssss ».**

**Ann eseye kèk lòt egzanp :**

**Ki premye son ou tandè nan mo « chou » ? « chou » ?**

[Si l'élève répond correctement, dites-lui :] « **Trè byen ! Premye son nan mo « chou » se « ch ».**

[Si l'élève ne répond pas correctement, dites-lui :] « **Premye son nan mo « chou » se « ch ».**

**Ki premye son ou tandè nan mo « gâteau » ?**

[Si l'élève répond correctement, dites-lui :] « **Trè byen ! Premye son nan mo « gâteau » se « g' ».**

[Si l'élève ne répond pas correctement, dites-lui :] « **Premye son nan mo « gâteau » se « g' ».**

**Ou konprann sa m' mande w pou fè a ? Kounye a mwen pral li kèk lòt mo. M ap li chak mo de fwa. Koute byen epi di m ki premye son ou tandè nan mo a. Dakò ?**

**Ki premye son ou tandè nan mo « \_\_\_\_ » ? « \_\_\_\_ » ?**

[Lire chaque mot deux fois]

<b>par</b>	<b>/p'/</b>	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>jour</b>	<b>/jjjjj/</b>	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>vol</b>	<b>/vvvv/</b>	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>car</b>	<b>/k'/</b>	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>tour</b>	<b>/t'/</b>	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>sac</b>	<b>/ssssss/</b>	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>lac</b>	<b>/llllll/</b>	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>belle</b>	<b>/b'/</b>	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons

<b>dur</b>	<b>/d'/</b>	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>fil</b>	<b>/ffffff/</b>	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons

Make nan ti kare a si ekzèsis la te rete poutèt elèv la pat bay okenn bon repons nan 5 premye mo yo:

**Anfòm! Ou pare pou w fè pwochen aktivite a. Trè byen!**

<b>F-Seksyon 4 : Konesans <u>son</u> lèt yo</b>	 <b>F-Seksyon 4</b>	 <b>60 segonn</b>
	 Si elèv la pa rive bay okenn bon repons pou 10 premye lèt yo.	 Si elèv la pa rive reponn aprè 3 segond, di l «kontinye» pandan w ap montre lòt lèt la.

- ☒ ( / ) Barrez chaque item pour lequel l'élève a donné une réponse erronée.  
 ( O ) Encerchez si l'élève s'auto-corrige.  
 ( ] ) Après le dernier graphème lu.

**Men yon paj ki gen lèt franse. Gade twa egzanp sa yo. Fwa sa a, w ap di mwen son yo. Pa egzanp :**  
 [Indiquez le « ou » dans la ligne des exemples.] **Son premyè lèt la a se « ou ».**

**Ann eseye kèk lòt egzanp : Kisa son lèt sa a ye?** [indiquez le « t » dans le rang des exemples]  
 [Si l'élève répond correctement, dites-lui :] «**Trè byen ! Son lèt sa a se « t' ».**  
 [Si l'élève ne répond pas correctement, dites-lui :] « **Son lèt la a se « t' ».**

**Ann eseye kèk lòt egzanp : Kisa son lèt sa a ye?** [indiquez le « ch » dans le rang des exemples]  
 [Si l'élève répond correctement, dites-lui :] «**Trè byen ! Son lèt sa a se « ch ».**  
 [Si l'élève ne répond pas correctement, dites-lui :] « **Son lèt la a se « ch ».**

**Mete dwèt ou anba chak lèt franse w ap li** [montrez avec votre doigt]. **Di son lèt franse yo liy pa liy**  
 [montrez avec votre doigt]. **Kou m di « Kòmanse », w a di yo byen e vit. Dakò ? Touche premye lèt la. Ou pare ? Ann « Kòmanse ».**

Exemple :	ou	t	ch							
1	2	3	4	5	6	7	8	9	10	
D	i	M	S	u	G	a	Y	V	L	(10)
s	a	j	q	E	oi	D	e	N	s	(20)
p	e	c	on	i	b	R	o	f	u	(30)
t	v	d	C	i	ou	A	Z	b	ch	(40)
é	c	i	M	f	v	w	an	ou	B	(50)
L	s	B	m	J	p	U	M	oi	g	(60)
é	T	an	n	F	L	d	an	ch	P	(70)
t	z	n	ou	A	K	E	O	P	gn	(80)
ç	e	r	in	g	x	L	R	on	i	(90)
V	a	O	Q	é	m	t	o	un	f	(100)

Kantite segonn ki rete nan kwonomèt la:

Make nan ti kare a si ekzèsis la te rete poutèt pat gen bon repons nan premye liy lan:

**Anfòm! Ou pare pou w fè pwochen aktivite a. Trè byen!**

<b>F-Seksyon 5: Konpreyansyon nan koute</b>	 x	 x
	 x	 Si elèv la pa rive reponn aprè 10 segonn.

(✓) Korèk / pa korèk / pa gen repons ditou

[Ou gen pou li byen fò yon ti istwa pandan 2 fwa, aprè wa mande elèv la kèk kesyon sou li.]

[Elèv la ka bay repons yo nan yonn ou lòt lang (kreyòl ou franse).]

[Di elèv la:] **Kounye a, mwen pral li yon istwa pou ou de fwa. Aprè sa, ou pral reponn kèk kesyon sou istwa a. Koute lekti a byen. [Lisez l’histoire deux fois.] Dakò ? M ap koumanse.**

**« Johnny va jouer au football avec ses amis. Johnny et ses amis se retrouvent dans la cour du voisin pour jouer. Le match commence, et Johnny oublie de lacer ses souliers rouges. Quand il court pour attraper la balle, il tombe. Son ami est inquiet, mais Johnny se relève. Il n'a pas mal. »**

Kounye a reponn kesyon sa yo. Ou mèt reponn an kreyòl ou an franse.

KESYON	Repons Korèk (PA LI POU ELEV LA)	REPONS ELÈV LA		
<b>A quel jeu Johnny va-t-il jouer ?</b>	au foot	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>Où est-ce que Johnny et ses amis jouent au foot ?</b>	dans la cour, dans la cour du voisin	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>De quelle couleur sont les souliers de Johnny ?</b>	rouges	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>Pourquoi Johnny tombe ?</b>	parce que ses lacets sont défaits	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons
<b>Pourquoi son ami est-il inquiet ?</b>	il a peur que Johnny ait mal, ne se soit blessé	<input type="radio"/> Korèk	<input type="radio"/> Pa Korèk	<input type="radio"/> Pa gen repons

**Anfòm! Ou pare pou w fè pwochen aktivite a. Trè byen!**

# ENSTRIMAN POU ELÈV

## TOTAL EGRA Oktòb 2013

### INSTRUCTIONS À L'ENQUÊTEUR

- Poze chak kesyon a wot vwa, tankou nan yon entèvyou.
- Depi li pa ekri byen klè pa li repons yo pou moun kid we reponn nan.
- Tann repons pou chak kesyon, epi koche bwat (☑) ki koresponn ak repons moun nan bay la.
- Tout direktiv pou moun k'ap pase kesyonè a an majiskil.

1.	Ki laj ou?	<input type="text"/> Pa konnen/pa vle reponn..... <input type="checkbox"/>
2.	Ki lang ou pale pi souvan lakay ou? (	Kreyòl ..... <input type="checkbox"/> Franse ..... <input type="checkbox"/> Lòt - di kilès ..... <input type="checkbox"/> <input type="text"/> Pa konnen/pa vle reponn ..... <input type="checkbox"/>
3.	Lè li tan pou yo ale nan dòmi, ki sa manman ou oswa papa oswa moun k ap okipe di nou fè?	« Li le pou kouche » - oswa lòt fraz kreyòl..... <input type="checkbox"/> « L'heure du coucher » - oswa lòt fraz franse..... <input type="checkbox"/> Lòt ..... <input type="checkbox"/> Pa konnen/pa vle reponn ..... <input type="checkbox"/>
4.	Nan ki klas ou te ye ane pase? [PA MANDE TIMOUN NAN SI SE DOUBLE L'AP DOUBLE POU VERIFYE SA L DI A]	Preskolè ..... <input type="checkbox"/> 1è Ane ..... <input type="checkbox"/> 2èm Ane ..... <input type="checkbox"/> Lòt ..... <input type="checkbox"/> Pa ki enskri nan lekòl ane pase ..... <input type="checkbox"/> Pa konnen/pa vle reponn..... <input type="checkbox"/>
5.	Kijan ou ale lekòl chak jou? [SI SE A PYE, MANDE-L AK KI MOUN]	Ou ale a pye poukont ou ..... <input type="checkbox"/> Ou ale a pye ak frè/sè ou ..... <input type="checkbox"/> Ou ale apye ak zanmi nan klas ou ..... <input type="checkbox"/> Ou ale apye ak granmoun lakay ou..... <input type="checkbox"/> Ou ale sou bisiklèt poukont ou ..... <input type="checkbox"/> Ou ale sou bisiklèt ak frè/sè ou..... <input type="checkbox"/> Ou ale sou bisiklèt ak zanmi nan klas ou..... <input type="checkbox"/> Ou ale sou bisiklèt ak granmoun lakay ou ..... <input type="checkbox"/> Yon granmoun lakay mwen mennen m nan machin/kamyon/motosiklèt ..... <input type="checkbox"/>

		Yon granmoun lakay mwen mennen m nan bis/kamyonèt ..... <input type="checkbox"/> Mwen pran bis/kamyonèt poukont mwen ..... <input type="checkbox"/> Lòt ..... <input type="checkbox"/> Pa konnen/pa vle reponn ..... <input type="checkbox"/>
6.	<b>Kilès ki konn ede w fè devwa le w lakay ou?</b> [KOCHE TOUT SA KI MACHE]	Pèsonn..... <input type="checkbox"/> Frè/Sè ..... <input type="checkbox"/> Manman oswa papa..... <input type="checkbox"/> Grann oswa granpè ..... <input type="checkbox"/> Zanmi ..... <input type="checkbox"/> Lòt ..... <input type="checkbox"/> Mwen pa janm genyen devwa ..... <input type="checkbox"/> Pa konnen/pa vle reponn..... <input type="checkbox"/>
7.	<b>Eske ou te manje anvan ou vin lekòl jodi a?</b>	No ..... <input type="checkbox"/> Wi ..... <input type="checkbox"/> Pa konnen/pa vle reponn..... <input type="checkbox"/>
8.	<b>Eske ou te manje oubyen ou pral manje nan lekòl la jodi a?</b>	Non..... <input type="checkbox"/> Wi ..... <input type="checkbox"/> Pa konnen/pa vle reponn ..... <input type="checkbox"/>
9.	<b>9a. Eske ou te absan semèn pase?</b>	Non ..... <input type="checkbox"/> Wi ..... <input type="checkbox"/> Pa konnen/pa vle reponn ..... <input type="checkbox"/>
	[SI OUI À LA QUESTION 9a] <b>9b. Poukisa ou te absan?</b>	Paske yo te voye m tounen pou lajan lekòl ..... <input type="checkbox"/> Paske mwen te malad ..... <input type="checkbox"/> Paske mwen te leve ta ..... <input type="checkbox"/> Paske mwen pa t gen anyen pou m manje ..... <input type="checkbox"/> Paske mwen te ale nan antèman ..... <input type="checkbox"/> Paske se te jou mache/ jou pou prepare jou mache a ..... <input type="checkbox"/> Paske fò m te okipe frè m ak sè m ..... <input type="checkbox"/> Paske fò m te pran swen yon moun nan fanmi m ki malad ..... <input type="checkbox"/> Paske te gen lòt travay lakay mwen..... <input type="checkbox"/> Paske m pa t gen mwayen transpò /mwayen transpò a te anreta ..... <input type="checkbox"/> Paske mwen pa t gen inifòm pou m mete ..... <input type="checkbox"/> Paske elèv yo ak pwofesè yo maltrete m lekòl la ..... <input type="checkbox"/>

		Paske lekòl la twò danje..... <input type="checkbox"/> Paske lekòl la twò di..... <input type="checkbox"/> Paske lekòl pa enteresan ..... <input type="checkbox"/> Paske te gen move tan..... <input type="checkbox"/> Pa konnen/pa vle reponn..... <input type="checkbox"/> Lòt ..... <input type="checkbox"/> <b>9c. Si lòt, poukisa ?</b> <input type="text"/>
10.	10a. Eske ou te anreta semèn pase?	Non ..... <input type="checkbox"/> Wi ..... <input type="checkbox"/> Pa konnen/pa vle reponn ..... <input type="checkbox"/>
	[SI OUI À LA QUESTION 10a] 10b. Poukisa ou te anreta?	Paske mwen te malad ..... <input type="checkbox"/> Paske mwen te leve ta ..... <input type="checkbox"/> Paske fò m te okipe frè m ak sè m ..... <input type="checkbox"/> Paske fò m te pran swen yon moun nan fanmi m ki malad ..... <input type="checkbox"/> Paske te gen lòt travay lakay mwen..... <input type="checkbox"/> Paske m pa t gen mwayen transpò/mwayen transpò a te anreta ..... <input type="checkbox"/> Paske mwen pa t ka jwenn inifòm mwen oswa inifòm mwen pa t pare ..... <input type="checkbox"/> Paske elèv yo ak pwofesè yo maltrete m lekòl la ..... <input type="checkbox"/> Paske te gen move tan ..... <input type="checkbox"/> Pa konnen/pa vle reponn ..... <input type="checkbox"/> Lòt ..... <input type="checkbox"/> <b>10c. Si lòt, poukisa ?</b> <input type="text"/>
11.	Eske ou te pase nan klas preskolè oswa kindègadenn?	Non ..... <input type="checkbox"/> Wi ..... <input type="checkbox"/> Pa konnen/pa vle reponn ..... <input type="checkbox"/>
12.	Apa liv lekòl ou yo, eske ou gen liv pou li lakay ou?	Non ..... <input type="checkbox"/> Wi ..... <input type="checkbox"/> Pa konnen/pa vle reponn ..... <input type="checkbox"/>
13.	Semen denye eske ou te li fo pou yon moun lakay ou?	Non ..... <input type="checkbox"/> <input type="checkbox"/> <b>➔ ALE NAN KESYON 16</b> Wi ..... <input type="checkbox"/>

		Pa konnen/pa vle reponn.....	<input type="checkbox"/>
<b>14.</b>	[SI OUI À LA QUESTION 13] <b>Kombyen fwa ou te li fo pou yon moun lakay ou?</b>	Youn ou de fwa semen denye..... 2-3 fwa pa semèn ..... 3-5 fwa pa semèn..... Chak jou ..... Pa konnen/pa vle reponn .....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>15.</b>	[SI OUI À LA QUESTION 13] <b>Eske ou ka dim kisa ou te li lakay ou semen denye?</b>	Liv lekti lekòl la ..... Lòt liv lekòl la..... Liv lakay ..... Magazin..... Journal ..... Bib la..... Lòt ..... Pa konnen/pa vle reponn .....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>16.</b>	<b>Eske yon moun lakay ou konn li istwa pou ou? [SI WI :] Chak kilè sa rive?</b>	Jamè ..... Pafwa ..... Yon fwa pa semèn ..... 2-3 fwa pa semèn ..... Chak jou..... Pa konnen/pa vle reponn.....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>17.</b>	<b>Eske lakay ou gen...? [LI OPSYON KI ANBA YO]</b>		
<b>a)</b>	<b>.....Radyo</b>	Non ..... Wi ..... Pa konnen/pa vle reponn .....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>b)</b>	<b>.....Televizyon</b>	Non ..... Wi ..... Pa konnen/pa vle reponn .....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>c)</b>	<b>.....Bisiklèt</b>	Non ..... Wi ..... Pa konnen/pa vle reponn .....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>d)</b>	<b>.....Moto</b>	Non ..... Wi ..... Pa konnen/pa vle reponn .....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>e)</b>	<b>.....Kabwèt</b>	Non ..... Wi .....	<input type="checkbox"/> <input type="checkbox"/>

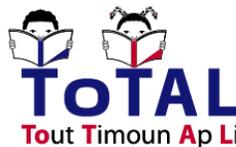
		Pa konnen/pa vle reponn .....	<input type="checkbox"/>
f)	.....Machine/Bis	Non .....	<input type="checkbox"/>
		Wi .....	<input type="checkbox"/>
		Pa konnen/pa vle reponn .....	<input type="checkbox"/>
g)	.....Bato	Non .....	<input type="checkbox"/>
		Wi .....	<input type="checkbox"/>
		Pa konnen/pa vle reponn .....	<input type="checkbox"/>
h)	.....Kouran	Non .....	<input type="checkbox"/>
		Wi .....	<input type="checkbox"/>
		Pa konnen/pa vle reponn .....	<input type="checkbox"/>
i)	.....Òdinatè	Non .....	<input type="checkbox"/>
		Wi .....	<input type="checkbox"/>
		Pa konnen/pa vle reponn .....	<input type="checkbox"/>
j)	.....Kizin anndan kay	Non .....	<input type="checkbox"/>
		Wi .....	<input type="checkbox"/>
		Pa konnen/pa vle reponn .....	<input type="checkbox"/>
18.	<b>Ak kisa yo sevi pou fe bezwen lakay ou? Eske yo sevi ak.... [LI OPSYON KI ANBA YO]</b>	Latrin/commode .....	<input type="checkbox"/>
		Twalèt ki flòch .....	<input type="checkbox"/>
		Twalèt nan boukit .....	<input type="checkbox"/>
		Twalèt nan lanati/non raje .....	<input type="checkbox"/>
		Lòt .....	<input type="checkbox"/>
		Pa konnen/pa vle reponn .....	<input type="checkbox"/>
19.	<b>Ak kisa yo sevi lakay w pou kwit manje? Eske yo sevi ak.... [LI OPSYON KI ANBA YO]</b>	Dife bwa pou fè manje .....	<input type="checkbox"/>
		Recho chabon oswa recho bwa .....	<input type="checkbox"/>
		Fou elektrik oswa fou gaz .....	<input type="checkbox"/>
		Lòt .....	<input type="checkbox"/>
		Pa konnen/pa vle reponn .....	<input type="checkbox"/>
20.	<b>Kibò ou pran dlo pou bwè lakay ou? Nan ... [LI OPSYON KI ANBA YO]</b>	Rivyè/sous dlo .....	<input type="checkbox"/>
		Tiyo anndan kay ou .....	<input type="checkbox"/>
		Kamyon dlo .....	<input type="checkbox"/>
		Pwi .....	<input type="checkbox"/>
		Dlo lapli .....	<input type="checkbox"/>
		Moun k ap vann ti sache dlo .....	<input type="checkbox"/>
		Boutey .....	<input type="checkbox"/>
		Konpayi ki vann dlo .....	<input type="checkbox"/>

		Lòt (Other) .....	<input type="checkbox"/>
		Pa konnen/pa vle reponn.....	<input type="checkbox"/>

**MÈSI ANPIL!**



**USAID** | **HAITI**  
DU PEUPLE AMERICAIN



**TOTAL**  
Tout Timoun Ap Li



Ministère de l'Éducation Nationale  
et de la Formation Professionnelle

## FÒMILÈ KONSANTMAN DIREKTÈ Lekòl

TOTAL EGRA Oktòb 2013

### Kopi pou Direktè a

- ❖ **Bonjou, mwen rele \_\_\_\_\_ . kòlèg mwen yo avèk mwen ap travay nan Ministè Edikasyon. N ap evalye efè pwogram ToTAL ke yo itilize nan kèk lekòl an Ayiti.**
- ❖ **Nan yon pati evalyasyon sa a, n ap mennen yon ankèt sou fason yo fè kou ak abitud jan yo jere lekòl la ansanm ak sipò biwo rejyonal la ak kominote lokalite a.**
- ❖ **Pou nou ranmase enfòmasyon nou bezwen yo, jodi a n ap fè evalyasyon sou kapasite elèv yo pou yo li an Kreyòl ak an Fransè. Aprè yon elèv fin pase evalyasyon an, evalyatè nou yo ap poze li kèk kesyon sou aktivite devwa lekòl li genyen an jeneral, men tou sou kèk nan aspè sou anviwònman lakay li (tankou ak ki lang yo sèvi lakay li). Yo sèvi plizyè fwa deja ak ni evalyasyon lekti yo, ni kesyonè elèv la nan lekòl an Ayiti.**
- ❖ **Nou ta renmen poze w kèk kesyon tou sou eksperyans ou antanke pwofesè responsab epi èske lekòl ou a resevwa kèk materyèl ansèyman ak materyèl aprantisaj. Enfòmasyon sa yo, mete sou evalyasyon lekti yo ak tout entèvyou elèv' yo, ap ede nou konprann pi byen anviwònman elèv ou yo ap aprann ladann nan.**
- ❖ **Nou p ap anrejistre non w. Nou p ap sèvi ak repons ou yo oswa nòt evalyasyon elèv ou yo pou evalye lekòl ou a, ni nonplis sa p ap genyen okenn konsekans sou patisipasyon w nan pwojè ToTAL la. N ap pibliye rezilta melanje ki sòti nan plizyè lekòl sou fòm tablo kolektif. Enfòmasyon nou ranmase ak enstriman sa a, n ap pataje li ak Ministè Edikasyon an ansanm ak manm pwojè ToTAL yo pou idantifye aspè kote sipò anplis ka nesesè.**
- ❖ **Yo chwazi Lekòl sa a pa aza. Patisipasyon w enpòtan anpil anpil, men w pa oblije patisipe si w pa vle.**
- ❖ **Nou pa kwè w ap riske anyen si w patisipe nan rechèch sa a.**
- ❖ **Dire total vizit tout lekòl la ap pran anviwon 4 èdetan. Entèvyou m nan avèk ou ap pran anviwon 20 minit.**
- ❖ **Ou p ap jwenn okenn pwofi pèsònèl si w patisipe nan entèvyou sa. Men Ministè Edikasyon an pral sèvi ak repons ou yo pou ede prepare aktivite epi ede amelyore edikasyon an Ayiti.**
- ❖ **Si w gen nepòt kesyon sou ankèt sa a, ou mèt alèz pou rele Andrew Johnston nan nimewo (4892-3995).**

- ❖ Èske w vle patisipe? Yon lòt fwa ankò, ou pa oblije patisipe si w pa anvi. Depi nou kòmanse, si w pa ta vle reponn yon kesyon, ou gen dwa pa reponn. Èske nou mèt kòmanse?

Direktè a dakò pou patisipe ? [Ansèkle pou w endike ou te jwenn konsantman] **Wi**

### INSTRUCTIONS À L'ENQUÊTEUR

- Poze chak kesyon a wot vwa, tankou nan yon entèvyou.
- Depi li pa ekri byen klè pa li repons yo pou moun kid we reponn nan.
- Tann repons pou chak kesyon, epi koche bwat (☑) ki koresponn ak repons moun nan bay la.
- Tout direktiv pou moun k'ap pase kesyonè a an majiskil.

### PATI A : ENFÒMASYON DEMOGRAFIK YO

<b>A.</b>	<b>Dat ou pase entèvyou a:</b>												
	<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>J</td> <td>J</td> <td>M</td> <td>M</td> <td>A</td> <td>A</td> </tr> </table>							J	J	M	M	A	A
J	J	M	M	A	A								
<b>B.</b>	<b>Lè ou kòmanse</b>												
	<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>H</td> <td>H</td> <td>M</td> <td>M</td> <td>AM/PM</td> <td></td> </tr> </table>							H	H	M	M	AM/PM	
H	H	M	M	AM/PM									
<b>C.</b>	<b>Non Evalyatè a:</b>												
<b>D.</b>	<b>Non Sipèvizè a:</b>												
<b>E.</b>	<b>Non lekòl la:</b>												
<b>F.</b>	<b>Nimewo lekòl la:</b>												
<b>G.</b>	<b>Koridò</b>												
	Cul-de-sac (Port-au-Prince) ..... <input type="checkbox"/> Saint Marc ..... <input type="checkbox"/> Nord ..... <input type="checkbox"/>												
<b>H.</b>	<b>Komin lokalizasyon</b>												
<b>I.</b>	<b>Seksyon kominal</b>												
<b>J.</b>	<b>Sektè</b>												
	Nasyonal ..... <input type="checkbox"/> Kominal ..... <input type="checkbox"/> Katolik ..... <input type="checkbox"/> Potestan ..... <input type="checkbox"/> Kominotè ..... <input type="checkbox"/> Endepandan san relijyon ..... <input type="checkbox"/>												

<b>K.</b>	<b>Lè nou fonksyone</b>	Maten..... <input type="checkbox"/> Aprèmidi ..... <input type="checkbox"/> Maten ak aprèmidi..... <input type="checkbox"/>
<b>L.</b>	<b>Eske Direktè <u>fondate</u> a lekòl la jodi a ?</b>	Non..... <input type="checkbox"/> Wi..... <input type="checkbox"/>
<b>M.</b>	<b>Eske Direktè <u>fondate</u>/<u>proprietaire</u> a se yon fi?</b>	Non..... <input type="checkbox"/> Wi..... <input type="checkbox"/>
<b>N.</b>	<b>Eske Direktè <u>pedagojik</u> a lekòl la jodi a ?</b>	Non ..... <input type="checkbox"/> Wi..... <input type="checkbox"/>
<b>O.</b>	<b>Eske Direktè <u>pedagojik</u> a se yon fi?</b>	Non..... <input type="checkbox"/> Wi..... <input type="checkbox"/>
<b>P.</b>	<b>Ki pòs ou okipe nan lekòl sa? [INDIQUEZ LA POSITION DE LA PERSONNE AVEC LAQUELLE VOUS FAITES L'ENTRETIEN.]</b>	Direktè pedagojik..... <input type="checkbox"/> Direktè fondate ..... <input type="checkbox"/> Lòt ..... <input type="checkbox"/>

<b>PATI A : RANSÈYMAN SOU LEKÒL LA</b>		
<b>Direktè a ka bay enfòmasyon sa yo, oswa adjwen li an ka bay yo si li pa la.</b>		
<b>21. Efektif 1è ane a (konsilte rejis la ansanm ak yon responsab lekòl la)</b>		
<b>1a</b>	<b>Konbyen klas 1è ane nou genyen nan lekòl sa a?</b>	<input type="text"/> Enfòmasyon yo pa disponib : <input type="checkbox"/>
<b>1b</b>	<b>Konbyen GASON ki enskri an total nan 1è ane?</b>	<input type="text"/> Enfòmasyon yo pa disponib : <input type="checkbox"/>
<b>1c</b>	<b>Konbyen GASON k ap double nan 1è ane?</b>	<input type="text"/> Enfòmasyon yo pa disponib : <input type="checkbox"/>
<b>1d</b>	<b>Konbyen FI ki enskri an total nan 1è ane?</b>	<input type="text"/> Enfòmasyon yo pa disponib : <input type="checkbox"/>
<b>1e</b>	<b>Konbyen FI k ap double nan 1è ane?</b>	<input type="text"/> Enfòmasyon yo pa disponib : <input type="checkbox"/>
<b>1f</b>	<b>Konbyen elèv 1<sup>e</sup> ane ki absan jodi a ?</b>	<input type="text"/> Enfòmasyon yo pa disponib : <input type="checkbox"/>
<b>22. Efektif 2yèm ane a (konsilte rejis la ansanm ak yon responsab lekòl la)</b>		
<b>2a</b>	<b>Konbyen klas 2yèm ane nou genyen nan lekòl sa a?</b>	<input type="text"/> Enfòmasyon yo pa disponib : <input type="checkbox"/>
<b>2b</b>	<b>Konbyen GASON ki enskri an total nan 2yèm ane?</b>	<input type="text"/> Enfòmasyon yo pa disponib : <input type="checkbox"/>
<b>2c</b>	<b>Konbyen GASON k ap double nan 2yèm ane?</b>	<input type="text"/> Enfòmasyon yo pa disponib : <input type="checkbox"/>

2d	Konbyen FI ki enskri an total nan 2yèm ane?	<input type="checkbox"/> Enfòmasyon yo pa disponib: <input type="checkbox"/>
2e	Konbyen FI k ap double nan 2yèm ane?	<input type="checkbox"/> Enfòmasyon yo pa disponib: <input type="checkbox"/>
2f	Konbyen elèv 2 <sup>em</sup> ane ki absan jodi a ?	<input type="checkbox"/> Enfòmasyon yo pa disponib: <input type="checkbox"/>
23.	Èske lekòl la genyen yon kantin?	Non ..... <input type="checkbox"/> Wi ..... <input type="checkbox"/>
24.	[SI REPONS KESYON 3 SE WI] Konbyen elèv ki manje nan lekòl la chak jou?	_____
25.	Èske nou te resevwa materyèl pwojè ToTAL , nan kòmansman ane lekòl la? Si wi, èske w te resevwa yon kantite ki ase pou elèv ak pwofesè w yo?	Non, pat resevwa..... <input type="checkbox"/> Wi, nou te resevwa ase materyèl ..... <input type="checkbox"/> Wi, men kantite a p at ase..... <input type="checkbox"/> Pa konnen/pa vle reponn ..... <input type="checkbox"/>

<b>PATI B : RANSÈYMAN SOU PWOFESÈ YO</b>		
<b>Se direktè a sèlman ki dwe bay enfòmasyon sa yo.</b>		
1.	Kantite total pwofesè ki genyen nan lekòl la :	_____
2.	Kantite pwofesè ki se fi :	_____
3.	Ki nivo etid pwofesè ki nan 1 <sup>yè</sup> ane yo? Tanpri di mwen kantite pwofesè nan chak nivo.	
3a	Pi ba pase 9 <sup>yèm</sup> ane F	<input type="checkbox"/> Enfòmasyon yo pa disponib: <input type="checkbox"/>
3b	3 <sup>yèm</sup> /2 <sup>yèm</sup> Segondè	<input type="checkbox"/> Enfòmasyon yo pa disponib: <input type="checkbox"/>
3c	Reto/Filo	<input type="checkbox"/> Enfòmasyon yo pa disponib: <input type="checkbox"/>
3d	ENI/FIA/CFEF	<input type="checkbox"/> Enfòmasyon yo pa disponib: <input type="checkbox"/>
3e	CAP	<input type="checkbox"/> Enfòmasyon yo pa disponib: <input type="checkbox"/>
3f	Inivèsite/lisans	<input type="checkbox"/> Enfòmasyon yo pa disponib: <input type="checkbox"/>
4.	Ki nivo etid pwofesè ki nan 2 <sup>yèm</sup> ane yo? Tanpri di mwen kantite pwofesè nan chak nivo.	
4a	Pi ba pase 9 <sup>yèm</sup> ane F	<input type="checkbox"/> Enfòmasyon yo pa disponib: <input type="checkbox"/>
4b	3 <sup>yèm</sup> /2 <sup>yèm</sup> Segondè	<input type="checkbox"/> Enfòmasyon yo pa disponib: <input type="checkbox"/>
4c	Reto/Filo	<input type="checkbox"/> Enfòmasyon yo pa disponib: <input type="checkbox"/>
4d	ENI/FIA/CFEF	<input type="checkbox"/> Enfòmasyon yo pa disponib: <input type="checkbox"/>

4e	CAP	<input type="checkbox"/> Enfòmasyon yo pa disponib: <input type="checkbox"/>
4f	Inivèsite/lisans	<input type="checkbox"/> Enfòmasyon yo pa disponib: <input type="checkbox"/>
5.	Nan klas <u>1</u> <sup>ye</sup> ane nan lekòl ou a, ki lang pwofesè yo pale nòmalman lè y ap fè kou matematik yo?	Fransè sèlman ..... <input type="checkbox"/> Kreyòl sèlman ..... <input type="checkbox"/> Tou de ..... <input type="checkbox"/> Pa konnen/pa vle reponn ..... <input type="checkbox"/>
6.	Nan klas <u>2</u> <sup>ye</sup> ane nan lekòl ou a, ki lang pwofesè yo pale nòmalman lè y ap fè kou matematik yo?	Fransè sèlman ..... <input type="checkbox"/> Kreyòl sèlman ..... <input type="checkbox"/> Tou de ..... <input type="checkbox"/> Pa konnen/pa vle reponn ..... <input type="checkbox"/>

### PATI C : RANSEYMAN SOU DIREKTE LEKOL LA

Se ak direktè lekòl yo pou w poze kesyon Pati C yo.

7.	Èske w gen abitud obsève leson lekti pwofesè lekòl yo fè yo?	Non ..... <input type="checkbox"/> Wi ..... <input type="checkbox"/> Pa konnen/pa vle reponn ..... <input type="checkbox"/>
8.	Èske w gen abitud egzamine plan kou pwofesè w yo?	Non ..... <input type="checkbox"/> Wi ..... <input type="checkbox"/> Pa konnen/pa vle reponn ..... <input type="checkbox"/>
9.	Kisa w fè, si yon pwofesè pa bay satisfaksyon? [KOCHE TOUT SA KI MACHE]	Bay yon fòmasyon anplis ..... <input type="checkbox"/> Revoke ..... <input type="checkbox"/> Mete li nan yon lòt klas ..... <input type="checkbox"/> Lòt ..... <input type="checkbox"/> Pa konnen/pa vle reponn ..... <input type="checkbox"/>
10.	Kòman w konnen elèv yo fè pwogrè? [KOCHE TOUT SA KI MACHE]	direktè a fè obsèvasyon andedan klas ..... <input type="checkbox"/> elèv yo resevwa tèl endividyèlman ..... <input type="checkbox"/> elèv yo resevwa tèl an gwoup ..... <input type="checkbox"/> kanè pwofesè yo bay la bulletins ..... <input type="checkbox"/> egzamen final ..... <input type="checkbox"/> Pa konnen/pa vle reponn ..... <input type="checkbox"/>

### PATI D : ENFÒMASYON SOU LEKÒL LA

(Direktè a ka bay enfòmasyon sa yo, oswa adjwen li an ka bay yo si li pa la.)

11.	Èske w genyen enkyetid pou sekirite nan lekòl ou a? Si wi, pou kiyès oubyen poukisa?	mwen menm ..... <input type="checkbox"/> lòt administratè ..... <input type="checkbox"/> pwofesè ..... <input type="checkbox"/> elèv ..... <input type="checkbox"/> materyèl ak ekipman ..... <input type="checkbox"/> Pa konnen/pa vle reponn ..... <input type="checkbox"/>
12.	Èske lekòl la patisipe nan lòt pwogram oubyen pwojè anplis de TOTAL?	Non ..... <input type="checkbox"/> Wi ..... <input type="checkbox"/> Pa konnen/pa vle reponn ..... <input type="checkbox"/>
	[SI LI DI WI, KONTINYE a, b, c. SI NON, PASE A Q.]	
12a	Non pwojè oswa pwogram nan	
12b	Non òganizasyon ki responsab la	
12c	Kalite entèvansyon nou benefisye yo	

Q.	A kilè entèvyou a fini :						
		H	H	M	M	AM/PM	

<b>Sinyati Sipèvizè a</b>	
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# Annex B: Reporting Proposal for Baseline/Endline Stage 2

## Sample Design

The sample for the stage 2 Haiti EGRA was stratified by three corridors as shown in *Table B.1*.

**Table B.1: Baseline Sample**

	Nord	St Marc	Port Au Prince	TOTAL
Control	40	0	40	80
Treatment A – no mobilization	40	20	40	100
Treatment B – mobilization	40	20	0	60
<b>TOTAL</b>	120	40	80	240

## Selected Initial Results

**Table B.2: Mean Oral Reading Fluency (ORF) by corridor**

Corridor	Mean ORF
Nord	7.29
St Marc	5.31
Port-au-Prince	12.79

*Table B.2* shows mean ORF by corridor. Port-au-Prince is a stronger performing corridor, mostly due to its high urban setting (80% of schools).

**Table B.3: Mean ORF by treatment**

Treatment	Mean ORF
Control	11.30
Treatment A – no mobilization	11.96
Treatment B – mobilization	4.04

*Table B.3* reports the mean ORF by treatment. The mean ORF (4.04) for Treatment B schools is much lower than the mean ORF for the control and Treatment A schools, which is due to the lack of Treatment B schools in Port-au-Prince. As a result of this disparity, overall project student subtask score estimates for the ORF measurement are somewhat skewed, and comparisons across treatments need to take this into account.

## **Baseline Reporting**

The proposed approach to reporting student scores in the baseline report is not to provide overall project estimates, but rather to report the Nord and Saint Marc corridors combined (as with the stage 1 report) and Port-au-Prince separately. This is also prudent because the schools in the Nord and Saint Marc corridors that are in the Treatment A group have been participating in the program longer. In dividing the results in this manner, we will re-weight the control schools in the Nord corridor to be more representative of Nord and Saint Marc corridors combined. We can achieve this by considering the weights of other demographic school information such as urban/rural, private/public, and size of school.

# Annex C: Detailed EGRA Results

## Baseline Results by Corridor, Language, and Grade

### Baseline Results on Oral Language Ability Subtask, by Corridor, Language, and Grade

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	0	0	0		0	0	0		13.53	0	19		14.88	0	20	
	Treatment A	0	0	0		0	0	0		14.01	0	20	0.462	15.01	0	20	0.724
	Treatment B	0	0	0		0	0	0		12.64	0	19	0.088	14.37	0	20	0.253
Port-au-Prince	Control	0	0	0		0	0	0		14.93	0	20		16.32	0	20	
	Treatment A	0	0	0		0	0	0		15.07	0	20	0.707	15.98	0	20	0.226
	Treatment B																

### Baseline Results on Listening Comprehension Subtask, by Corridor, Language, and Grade

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	2.47	0	5		3.12	0	5		0.71	0	5		1.18	0	4	
	Treatment A	2.48	0	5	0.963	3.11	0	5	0.946	0.78	0	5	0.518	1.14	0	4	0.632
	Treatment B	2.29	0	5	0.41	2.79	0	5	0.079	0.69	0	4	0.811	1.08	0	4	0.202
Port-au-Prince	Control	2.8	0	5		3.63	1	5		0.93	0	5		1.67	0	5	
	Treatment A	2.95	0	5	0.598	3.62	0	5	0.940	1.2	0	5	0.192	1.62	0	5	0.804
	Treatment B																

### Baseline Results on Initial Sound Identification Subtask, by Corridor, Language, and Grade

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	1.53	0	10		1.92	0	10		1.77	0	10		2.18	0	10	
	Treatment A	1.25	0	10	0.509	4.04	0	10	0.000	1.47	0	10	0.537	4.42	0	10	0
	Treatment B	0.83	0	10	0.106	3.39	0	10	0.034	0.99	0	10	0.100	3.22	0	10	0.078
Port-au-Prince	Control	0.98	0	10		1.33	0	10		1.11	0	10		1.82	0	10	
	Treatment A	1.69	0	10	0.197	2.66	0	10	0.000	1.64	0	10	0.319	2.86	0	10	0.014
	Treatment B																

**Baseline Results on Letter Name Knowledge Subtask (correct letters per minute), by Corridor, Language, and Grade**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	6.5	0	57		22.55	0	82		8.16	0	54		26.26	0	78	
	Treatment A	8.92	0	420	0.171	22.77	0	88	0.944	11.48	0	349	0.102	26.82	0	108	0.875
	Treatment B	4.93	0	46	0.174	15.98	0	77	0.021	5.78	0	56	0.047	19.73	0	100	0.063
Port-au-Prince	Control	11.73	0	73		32.71	0	196.8		14.82	0	85.6		40.26	0	156	
	Treatment A	13.87	0	64	0.513	33.3	0	110.94	0.823	17.93	0	86	0.472	39.03	0	112	0.697
	Treatment B																

**Baseline Results on Letter Sound Knowledge Subtask (correct letters per minute), by Corridor, Language, and Grade**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	5.33	0	71		12.31	0	55		6.51	0	68		13.4	0	74	
	Treatment A	5.06	0	63	0.812	16.09	0	103.4	0.096	6.95	0	311	0.781	16.35	0	118	0.228
	Treatment B	3.08	0	43	0.035	11.64	0	91.64	0.739	3.54	0	64	0.024	11.97	0	74	0.501
Port-au-Prince	Control	5.9	0	51		14.03	0	60		6.85	0	49		16.27	0	151	
	Treatment A	7.08	0	53	0.371	15.53	0	87	0.348	8.86	0	51	0.205	16.84	0	77	0.740
	Treatment B																

**Baseline Results on Familiar Word Reading Subtask (correct words per minute), by Corridor, Language, and Grade**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	1.59	0	33		8.95	0	67.89		0	0	0		0	0	0	
	Treatment A	1.13	0	45	0.388	8.93	0	65.33	0.991	0	0	0		0	0	0	
	Treatment B	0.42	0	17	0.025	4.35	0	85.45	0.014	0	0	0		0	0	0	
Port-au-Prince	Control	3.01	0	61.33		13.3	0	69.47		0	0	0		0	0	0	
	Treatment A	3.43	0	33.33	0.706	13.32	0	85.71	0.989	0	0	0		0	0	0	
	Treatment B																

**Baseline Results on Invented Word Decoding Subtask (correct words per minute), by Corridor, Language, and Grade**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	1.46	0	31		6.19	0	53.75		0	0	0		0	0	0	
	Treatment A	0.73	0	45.45	0.228	5.94	0	58.75	0.873	0	0	0		0	0	0	
	Treatment B	0.15	0	39	0.025	2.71	0	51.43	0.011	0	0	0		0	0	0	
Port-au-Prince	Control	1.6	0	37.24		9.51	0	66.21		0	0	0		0	0	0	
	Treatment A	1.94	0	21	0.63	8.81	0	67.5	0.603	0	0	0		0	0	0	
	Treatment B																

**Baseline Results on Oral Reading Fluency Subtask (correct words per minute), by Corridor, Language, and Grade**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	3.11	0	70.67	0.328	14.49	0	83.68	0.842	0	0	0		0	0	0	
	Treatment A	2.12	0	82.76		13.9	0	79.46		0	0	0		0	0	0	
	Treatment B	0.79	0	62.35		7.14	0	83.68		0.005	0	0		0	0	0	
Port-au-Prince	Control	4.62	0	75	0.337	22.71	0	97.06	0.538	0	0	0		0	0	0	
	Treatment A	6.71	0	45.56		21.1	0	101.25		0	0	0		0	0	0	
	Treatment B																

**Baseline Results on Reading Comprehension Subtask, by Corridor, Language, and Grade**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	0.07	0	3	0.527	0.4	0	4	0.696	0	0	0		0	0	0	
	Treatment A	0.05	0	3		0.45	0	5		0	0	0		0	0	0	
	Treatment B	0.02	0	4		0.24	0	4		0.097	0	0		0	0	0	
Port-au-Prince	Control	0.09	0	4	0.350	0.78	0	5	0.707	0	0	0		0	0	0	
	Treatment A	0.16	0	3		0.74	0	5		0	0	0		0	0	0	
	Treatment B																

**Baseline Results on Dictation (Letter) Subtask, by Corridor, Language, and Grade**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	1.14	0	5	0.927	2.93	0	5	0.691	0	0	0		0	0	0	
	Treatment A	1.12	0	5		2.82	0	5		0	0	0		0	0	0	
	Treatment B	0.70*	0	5		2.35	0	5		0.077	0	0		0	0	0	
Port-au-Prince	Control	1.55	0	5	0.516	3.39	0	5	0.853	0	0	0		0	0	0	
	Treatment A	1.87	0	5		3.43	0	5		0	0	0		0	0	0	
	Treatment B																

**Baseline Results on Dictation (Word) Subtask, by Corridor, Language, and Grade**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	0.07	0	2	0.412	0.39	0	3	0.770	0	0	0		0	0	0	
	Treatment A	0.04	0	3		0.42	0	3		0	0	0		0	0	0	
	Treatment B	0.01	0	3		0.29	0	3		0.333	0	0		0	0	0	
Port-au-Prince	Control	0.08	0	3	0.759	0.54	0	3	0.980	0	0	0		0	0	0	
	Treatment A	0.09	0	2		0.54	0	3		0	0	0		0	0	0	
	Treatment B																

## Baseline Results by Corridor, Language, and Grade – Representing Ranges of Items Correct/Fluency

Baseline Results on Oral Language Ability Subtask, by Corridor, Language and Grade (percentages of students and ranges of items correctly identified)

Corridor	Score	Haitian Creole Grade 1		Haitian Creole Grade 2		French Grade 1		French Grade 2	
		n	%	n	%	n	%	n	%
North/Saint Marc	0					20	0.9	12	0.6
	1					11	1.1	1	0.1
	2					4	0.2	0	0
	3					6	0.5	0	0
	4					8	0.4	1	0.2
	5					9	0.4	3	0.2
	6					17	0.7	7	0.3
	7					20	4.5	3	0.2
	8					35	2.2	17	1.5
	9					42	1.9	26	1.3
	10					72	3.2	50	4.4
	11					94	7.5	49	2.4
	12					140	6.9	97	5.5
	13					168	14.5	141	11.1
	14					179	13.6	178	12.9
	15					207	12.2	250	14.5
	16					187	13.8	265	17.3
	17					184	10.4	297	17.4
	18					80	4	118	8
	19					14	0.9	38	1.5
20					1	0.1	14	0.9	
Port-au-Prince	0					3	0.3	4	0.8
	1					0	0	0	0
	2					0	0	0	0
	3					1	0.1	0	0
	4					0	0	0	0
	5					0	0	0	0
	6					0	0	0	0
	7					3	0.2	0	0
	8					2	1	0	0
	9					5	0.9	3	0.3
	10					20	3.4	6	0.8
	11					25	3.5	8	0.7
	12					38	5.2	24	3.4
	13					71	11.2	33	5
	14					80	11.4	51	7.2
	15					115	15.8	104	16.6
	16					104	16	105	16
	17					89	13.9	165	21.6
	18					74	11.2	117	15.2
	19					30	4.6	79	9.4
20					11	1.2	25	2.8	

**Baseline Results on Listening Comprehension Subtask, by Corridor, Language, and Grade (percentages of students and ranges of items correctly identified)**

Corridor	Score	Haitian Creole Grade 1		Haitian Creole Grade 2		French Grade 1		French Grade 2	
		n	%	n	%	n	%	n	%
North/Saint Marc	0	113	5.1	37	1.9	714	46.5	350	21.9
	1	357	24	164	13.2	541	35.4	753	49.2
	2	327	22.7	325	23.2	218	17.2	377	25.7
	3	339	29.2	388	25.8	12	0.5	68	2.3
	4	238	14	401	22.7	3	0.1	11	0.9
Port-au-Prince	5	119	5	247	13.4	3	0.2	0	0
	0	17	3.5	4	1.2	159	26.1	85	11.8
	1	88	14	30	4.4	312	48	304	43
	2	135	22.1	80	12.6	141	17.2	183	25.2
	3	164	22.7	170	21.4	42	7.3	87	12.6
Port-au-Prince	4	162	25.1	233	33.3	12	0.6	42	5
	5	102	12.6	204	27.1	2	0.7	19	2.5

**Baseline Results on Initial Sound Identification Subtask, by Corridor, Language, and Grade (percentages of students and ranges of items correctly identified)**

Corridor	Score	Haitian Creole Grade 1		Haitian Creole Grade 2		French Grade 1		French Grade 2	
		n	%	n	%	n	%	n	%
North/Saint Marc	0	1056	81.3	778	47.4	1018	75.6	700	47.2
	1	35	2.2	43	3.5	35	2.7	44	3.7
	2	22	1.5	34	5.1	36	4.2	35	1.8
	3	23	1.4	32	2.1	35	2.4	48	3
	4	21	1.2	36	2.2	28	1.5	49	3.9
	5	18	2.9	43	5.1	33	2.6	60	2.9
	6	30	2.2	51	3.6	34	3.3	63	3.1
	7	30	2	61	4.2	29	1.3	96	8.2
	8	25	1.1	87	4.4	31	1.8	113	5.6
	9	39	2.2	113	8.4	47	2.4	129	8.5
Port-au-Prince	10	57	2.1	240	13.9	43	2.1	187	12.1
	0	478	74.5	456	64.8	462	73.8	406	56
	1	22	3.6	28	4.1	35	4.1	46	7.4
	2	18	2	22	2.5	19	2.2	23	3.2
	3	16	2.9	19	2.4	12	2.7	27	4.5
	4	14	2.6	17	2.2	12	1.7	18	2
	5	12	2.2	13	1.3	9	1.6	16	2.5
	6	13	0.9	20	2.2	14	2	18	3.2
	7	13	1.9	14	2.3	17	2.1	17	2.1
	8	9	1.3	30	4.2	22	3.8	33	5.6
Port-au-Prince	9	21	4.1	37	5.4	21	3.7	41	5.3
	10	29	4	58	8.5	19	2.4	65	8.2

**Baseline Results on Correct Letter Names per minute, by Corridor, Language, and Grade (percentages of students and ranges of items correctly identified)**

Corridor	Score	Haitian Creole Grade 1		Haitian Creole Grade 2		French Grade 1		French Grade 2	
		n	%	n	%	n	%	n	%
North/Saint Marc	0	553	40	143	14.1	478	34.1	110	7.9
	1-10	614	36.2	415	24.8	570	35.2	314	21.3
	11-20	219	17.8	374	22.1	277	19.5	368	21
	21-30	76	4.3	252	15.6	100	8	300	20.6
	31-40	21	1.3	195	10.9	42	2.1	219	12.4
	41-50	9	0.3	104	7	15	0.8	115	9.3
	51-60	2	0.1	46	2.7	7	0.2	69	3.9
	61-70	1	0	28	2.3	1	0	37	1.9
	71-80	0	0	8	0.3	0	0	15	0.6
	81-90	0	0	2	0.2	0	0	8	0.8
91-100	0	0	0	0	0	0	3	0.3	
Port-au-Prince	0	113	17.7	30	2.7	99	17.5	25	2.4
	1-10	255	38.4	77	11.5	216	30.9	54	8
	11-20	141	18.4	89	13.6	143	21	86	11.7
	21-30	89	12.9	126	19.6	86	10.9	78	13.9
	31-40	39	6.7	128	18.6	61	9.8	123	17.6
	41-50	20	4.8	109	15.7	34	4.4	138	17.7
	51-60	9	0.9	85	10.7	13	2.3	85	13.4
	61-70	3	0.1	45	4.3	8	1.5	62	8
	71-80	1	0	26	2.6	5	0.6	33	3.5
	81-90	0	0	5	0.7	3	1.1	23	2.8
91-100	0	0	2	0.1	0	0	7	1	

**Baseline Results on Correct Letter Sounds per minute, by Corridor, Language, and Grade (percentages of students and ranges of items correctly identified)**

Corridor	Score	Haitian Creole Grade 1		Haitian Creole Grade 2		French Grade 1		French Grade 2	
		n	%	n	%	n	%	n	%
North/Saint Marc	0	588	38.6	188	14.9	567	40.2	192	15.1
	1-10	751	52.1	678	44	680	44.5	596	39
	11-20	94	6.9	366	20.6	183	12.6	461	25.6
	21-30	37	1.4	139	7.8	36	1.6	146	9.3
	31-40	14	0.6	97	4.7	14	0.5	80	5.3
	41-50	4	0.1	48	3.3	4	0.3	46	3
	51-60	4	0.2	29	3.1	3	0.1	25	2.2
	61-70	2	0.1	14	1.1	3	0.2	6	0.2
	71-80	1	0.1	1	0.1	0	0	5	0.2
	81-90	0	0	2	0.4	0	0	0	0
91-100	0	0	1	0	0	0	0	0	
Port-au-Prince	0	166	25.7	62	5.4	157	22	64	6
	1-10	360	50.5	231	36.9	311	47.3	159	25.8
	11-20	103	19.9	228	32.3	158	24.1	288	42.4
	21-30	26	2.7	119	16.4	27	4.9	116	14
	31-40	10	1	46	5.4	8	1.3	57	6.7
	41-50	2	0.1	15	1.9	6	0.4	20	3.1
	51-60	2	0.1	12	1.1	1	0	10	1.5
	61-70	0	0	4	0.3	0	0	4	0.4
	71-80	0	0	2	0.3	0	0	1	0
	81-90	0	0	1	0	0	0	0	0
91-100	0	0	0	0	0	0	0	0	

**Baseline Results on Correct Familiar Words per minute, by Corridor, Language, and Grade (percentages of students and ranges of items correctly identified)**

Corridor	Score	Haitian Creole Grade 1		Haitian Creole Grade 2		French Grade 1		French Grade 2	
		n	%	n	%	n	%	n	%
North/Saint Marc	0	1216	84.2	661	48.5				
	1-10	246	14.2	571	32.3				
	11-20	23	1.2	166	8.2				
	21-30	4	0.2	77	5.3				
	31-40	1	0	48	3				
	41-50	2	0.1	27	2				
	51-60	0	0	6	0.3				
	61-70	0	0	5	0.3				
	71-80	0	0	0	0				
	81-90	0	0	1	0				
	91-100	0	0	0	0				
Port-au-Prince	0	360	53.9	140	18.9				
	1-10	253	36.1	253	38				
	11-20	41	8.3	130	19.6				
	21-30	9	1	78	10.3				
	31-40	2	0.6	63	8.3				
	41-50	1	0	27	2.7				
	51-60	0	0	19	1.7				
	61-70	1	0.1	6	0.4				
	71-80	0	0	0	0				
	81-90	0	0	1	0.1				
	91-100	0	0	0	0				

**Baseline Results on Correct Invented Words per minute, by Corridor, Language, and Grade (percentages of students and ranges of items correctly identified)**

Corridor	Score	Haitian Creole Grade 1		Haitian Creole Grade 2		French Grade 1		French Grade 2	
		n	%	n	%	n	%	n	%
North/Saint Marc	0	1380	94.3	1032	68.4				
	1-10	83	4.4	277	15.3				
	11-20	21	0.8	146	8.6				
	21-30	4	0.2	71	5.3				
	31-40	4	0.2	23	2				
	41-50	1	0.1	9	0.2				
	51-60	0	0	5	0.2				
	60+	0	0	0	0				
Port-au-Prince	0	530	77.9	324	46.2				
	1-10	96	15.2	132	21.1				
	11-20	35	6.2	118	17.4				
	21-30	3	0.2	84	9.4				
	31-40	4	0.5	36	4.2				
	41-50	0	0	16	1.3				
	51-60	0	0	5	0.4				
	60+	0	0	2	0.2				

**Baseline Results on Oral Reading Fluency, by Corridor, Language, and Grade (percentages of students and ranges of items correctly identified)**

Corridor	Score	Haitian Creole Grade 1		Haitian Creole Grade 2		French Grade 1		French Grade 2	
		n	%	n	%	n	%	n	%
North/Saint Marc	0	1160	80.3	635	43.1				
	1-10	251	16.3	404	27.6				
	11-20	51	1.9	202	10.2				
	21-30	14	0.7	135	6.6				
	31-40	8	0.4	80	5.7				
	41-50	4	0.2	42	2.4				
	51-60	1	0.1	35	2.7				
	60+	3	0.1	28	1.7				
Port-au-Prince	0	330	46.6	118	15.2				
	1-10	217	32.5	148	22.3				
	11-20	71	10.7	122	19.6				
	21-30	31	8.1	105	14.9				
	31-40	13	1.3	75	10.9				
	41-50	3	0.2	60	6.7				
	51-60	1	0	39	5.1				
	60+	2	0.5	47	5.4				

**Baseline Results on Reading Comprehension Subtask, by Corridor, Language, and Grade (percentages of students and ranges of items correctly identified)**

Corridor	Score	Haitian Creole Grade 1		Haitian Creole Grade 2		French Grade 1		French Grade 2	
		n	%	n	%	n	%	n	%
North/Saint Marc	0	1441	97.2	1245	79				
	1	45	2.5	199	12.4				
	2	3	0.1	74	5.7				
	3	4	0.2	33	1.9				
	4	1	0	11	0.9				
	5	0	0	2	0.2				
Port-au-Prince	0	603	89.3	409	57.9				
	1	52	8.5	156	22.5				
	2	9	1.6	85	9.7				
	3	3	0.1	46	6.7				
	4	1	0.4	20	2.9				
	5	0	0	5	0.3				

**Baseline Results on Dictation Letter Subtask, by Corridor, Language and Grade (percentages of students and ranges of items correctly identified)**

Corridor	Score	Haitian Creole Grade 1		Haitian Creole Grade 2		French Grade 1		French Grade 2	
		n	%	n	%	n	%	n	%
North/Saint Marc	0	838	61	257	17.6				
	1	247	14.2	231	14.3				
	2	160	9.7	239	15.5				
	3	108	6.6	246	15.6				
	4	86	5.9	280	18.6				
	5	59	2.7	314	18.3				
Port-au-Prince	0	239	36.6	60	8				
	1	122	18.2	48	6.9				
	2	86	11.3	72	12.1				
	3	88	11.3	106	16.9				
	4	67	12	146	20.3				
	5	69	10.5	292	35.8				

**Baseline Results on Dictation Word Subtask, by Corridor, Language, and Grade (percentages of students and ranges of items correctly identified)**

Corridor	Score	Haitian Creole Grade 1		Haitian Creole Grade 2		French Grade 1		French Grade 2	
		n	%	n	%	n	%	n	%
North/Saint Marc	0	1450	98.1	1237	80.7				
	1	33	1.2	170	8.2				
	2	12	0.6	95	6				
	3	3	0.1	65	5.1				
Port-au-Prince	0	624	93.6	445	62.4				
	1	36	4.1	171	25				
	2	9	2.1	74	9				
	3	2	0.2	34	3.6				

## Baseline Results by Corridor, Language, Grade, and Gender – Girls

### Baseline Results on Oral Language Ability Subtask, by Corridor, Language, and Grade – Girls

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	0	0	0		0	0	0		14.39	0	19		15.41	5	20	
	Treatment A	0	0	0		0	0	0		14.24	0	19	0.81	15.19	0	20	0.647
	Treatment B	0	0	0		0	0	0		13.47	0	19	0.306	14.75	0	20	0.235
Port-au-Prince	Control	0	0	0		0	0	0		14.98	7	20		16.33	9	20	
	Treatment A	0	0	0		0	0	0		15.21	8	20	0.599	16.2	0	20	0.635
	Treatment B																

### Baseline Results on Listening Comprehension Subtask, by Corridor, Language, and Grade – Girls

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	2.64	0	5		3.19	0	5		0.74	0	3		1.45	0	4	
	Treatment A	2.38	0	5	0.304	3.06	0	5	0.326	0.83	0	5	0.44	1.19	0	4	0.078
	Treatment B	2.38	0	5	0.352	2.69	0	5	0.076	0.86	0	3	0.493	1.11	0	4	0.017
Port-au-Prince	Control	2.83	0	5		3.64	1	5		1.01	0	5		1.45	0	5	
	Treatment A	2.93	0	5	0.717	3.63	0	5	0.909	1.15	0	4	0.365	1.64	0	5	0.191
	Treatment B																

### Baseline Results on Initial Sound Identification Subtask, by Corridor, Language, and Grade – Girls

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	1.97	0	10		2.59	0	10		2.37	0	10		2.79	0	10	
	Treatment A	1.17	0	10	0.223	4.38	0	10	0.002	1.47	0	10	0.231	4.89	0	10	0.001
	Treatment B	1.08	0	10	0.172	3.67	0	10	0.209	1.39	0	10	0.19	3.44	0	10	0.337
Port-au-Prince	Control	1.07	0	10		1.59	0	10		1.44	0	10		2.1	0	10	
	Treatment A	1.99	0	10	0.189	2.7	0	10	0.035	1.96	0	10	0.472	2.94	0	10	0.112
	Treatment B																

**Baseline Results on Correct Letter Names per minute Subtask, by Corridor, Language, and Grade – Girls**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	8.68	0	57	0.983	27.19	0	82	0.416	10.41	0	54	0.96	30.38	0	75	0.655
	Treatment A	8.64	0	140		24.07	0	88		10.3	0	66		28.59	0	108	
	Treatment B	6.05	0	46		18.93	0	77		6.76	0	56		23.77	0	100	
Port-au-Prince	Control	11.92	0	60	0.581	35.2	0	196.8	0.791	14.62	0	85.6	0.339	42.07	0	156	0.946
	Treatment A	13.72	0	56		36	0	84		18.7	0	86		42.3	0	102	
	Treatment B																

**Baseline Results on Correct Letter Sounds per minute Subtask, by Corridor, Language, and Grade – Girls**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	7.33	0	71	0.381	14.22	0	55	0.154	8.97	0	68	0.345	15.71	0	74	0.365
	Treatment A	5.63	0	63		17.81	0	103.4		6.71	0	53		18.44	0	118	
	Treatment B	2.97	0	43		14.68	0	91.64		3.59	0	36		14.45	0	74	
Port-au-Prince	Control	6.58	0	51	0.515	14.82	0	60	0.309	7.26	0	49	0.256	17.3	0	151	0.789
	Treatment A	7.59	0	47		16.86	0	87		9.23	0	51		17.88	0	58	
	Treatment B																

**Baseline Results on Correct Familiar Words per minute Subtask, by Corridor, Language, and Grade – Girls**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	2.6	0	33	0.201	12.28	0	67.89	0.438	0	0	0		0	0	0	
	Treatment A	1.32	0	45		10.13	0	65.33		0	0	0		0	0	0	
	Treatment B	0.63	0	14		5.6	0	85.45		0	0	0		0	0	0	
Port-au-Prince	Control	3.38	0	39.27	0.895	15.66	0	69.47	0.737	0	0	0		0	0	0	
	Treatment A	3.18	0	33.33		14.89	0	85.71		0	0	0		0	0	0	
	Treatment B																

**Baseline Results on Correct Invented Words per minute Subtask, by Corridor, Language, and Grade – Girls**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	2.74	0	31	0.11	8.08	0	53.75	0.475	0	0	0		0	0	0	
	Treatment A	0.95	0	34		6.63	0	58.75		0	0	0		0	0	0	
	Treatment B	0.11	0	39		3.7	0	51.43		0	0	0		0	0	0	
Port-au-Prince	Control	2.05	0	34.29	0.956	11.18	0	66.21	0.391	0	0	0		0	0	0	
	Treatment A	2	0	17		9.65	0	67.5		0	0	0		0	0	0	
	Treatment B																

**Baseline Results on Oral Reading Fluency Subtask, by Corridor, Language, and Grade – Girls**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	5.28	0	70.67	0.116	18.6	0	83.68	0.544	0	0	0		0	0	0	
	Treatment A	2.4	0	53		16.49	0	79.46		0	0	0		0	0	0	
	Treatment B	1.11	0	62.35		0.021	9.52	0		83.68	0.005	0		0	0	0	
Port-au-Prince	Control	5.2	0	71.16	0.411	26.9	0	97.06	0.417	0	0	0		0	0	0	
	Treatment A	7.39	0	45.56		24.35	0	101.25		0	0	0		0	0	0	
	Treatment B																

**Baseline Results on Reading Comprehension Subtask, by Corridor, Language, and Grade – Girls**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	0.14	0	3	0.297	0.57	0	4	0.633	0	0	0		0	0	0	
	Treatment A	0.07	0	3		0.49	0	5		0	0	0		0	0	0	
	Treatment B	0.02	0	4		0.047	0.32	0		4	0.099	0		0	0	0	
Port-au-Prince	Control	0.13	0	4	0.704	0.94	0	5	0.471	0	0	0		0	0	0	
	Treatment A	0.17	0	3		0.83	0	5		0	0	0		0	0	0	
	Treatment B																

**Baseline Results on Dictation Letter Subtask, by Corridor, Language, and Grade – Girls**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	1.33	0	5	0.413	3.17	0	5	0.6	0	0	0		0	0	0	
	Treatment A	1.08	0	5		3	0	5		0	0	0		0	0	0	
	Treatment B	0.94	0	5		0.244	2.8	0		5	0.26	0		0	0	0	
Port-au-Prince	Control	1.59	0	5	0.479	3.45	0	5	0.784	0	0	0		0	0	0	
	Treatment A	1.94	0	5		3.52	0	5		0	0	0		0	0	0	
	Treatment B																

**Baseline Results on Dictation Word Subtask, by Corridor, Language, and Grade – Girls**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	0.11	0	2	0.496	0.37	0	3	0.607	0	0	0		0	0	0	
	Treatment A	0.07	0	3		0.42	0	3		0	0	0		0	0	0	
	Treatment B	0.01	0	3		0.092	0.37	0		3	0.991	0		0	0	0	
Port-au-Prince	Control	0.13	0	3	0.344	0.53	0	3	0.403	0	0	0		0	0	0	
	Treatment A	0.07	0	2		0.63	0	3		0	0	0		0	0	0	
	Treatment B																

## Baseline Results by Corridor, Language, Grade, and Gender – Boys

### Baseline Results on Oral Language Ability Subtask, by Corridor, Language, and Grade – Boys

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	0	0	0		0	0	0		12.68	0	19		14.51	0	19	
	Treatment A	0	0	0		0	0	0		13.83	0	20	0.139	14.81	0	20	0.435
	Treatment B	0	0	0		0	0	0		11.9	0	18	0.147	13.94	0	20	0.15
Port-au-Prince	Control	0	0	0		0	0	0		14.89	0	20		16.3	0	20	
	Treatment A	0	0	0		0	0	0		14.95	0	20	0.893	15.76	0	20	0.152
	Treatment B																

### Baseline Results on Listening Comprehension Subtask, by Corridor, Language, and Grade – Boys

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	2.29	0	5		3.06	0	5		0.69	0	5		0.99	0	3	
	Treatment A	2.56	0	5	0.231	3.16	0	5	0.53	0.74	0	5	0.646	1.09	0	4	0.377
	Treatment B	2.21	0	5	0.71	2.9	0	5	0.281	0.54	0	4	0.197	1.04	0	4	0.633
Port-au-Prince	Control	2.76	0	5		3.63	1	5		0.86	0	4		1.86	0	5	
	Treatment A	2.97	0	5	0.555	3.62	0	5	0.991	1.25	0	5	0.143	1.6	0	5	0.322
	Treatment B																

### Baseline Results on Initial Sound Identification Subtask, by Corridor, Language, and Grade – Boys

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	1.11	0	10		1.46	0	10		1.18	0	10		1.75	0	10	
	Treatment A	1.32	0	10	0.581	3.67	0	10	0	1.48	0	10	0.476	3.93	0	10	0
	Treatment B	0.61	0	10	0.255	3.09	0	10	0.009	0.64	0	10	0.247	2.98	0	10	0.087
Port-au-Prince	Control	0.89	0	10		1.08	0	10		0.75	0	10		1.56	0	10	
	Treatment A	1.42	0	10	0.299	2.62	0	10	0.001	1.34	0	10	0.12	2.78	0	10	0.034
	Treatment B																

**Baseline Results on Correct Letter Names per minute Subtask, by Corridor, Language, and Grade – Boys**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	4.33	0	43	0.024	19.3	0	79	0.486	5.92	0	52	0.038	23.35	0	78	0.661
	Treatment A	9.13	0	420		21.39	0	74		12.39	0	349		24.95	0	85	
	Treatment B	3.94	0	46		12.75	0	72		4.92	0	54		15.29	0	87	
Port-au-Prince	Control	11.54	0	73	0.489	30.38	0	98.57	0.955	15.03	0	78	0.634	38.56	0	99.3	0.465
	Treatment A	14	0	64		30.58	0	110.94		17.24	0	62		35.66	0	112	
	Treatment B																

**Baseline Results on Correct Letter Sounds per minute Subtask, by Corridor, Language, and Grade – Boys**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	3.35	0	40	0.065	10.96	0	46	0.174	4.05	0	31	0.078	11.77	0	48	0.284
	Treatment A	4.62	0	61		14.26	0	61		7.14	0	311		14.16	0	79	
	Treatment B	3.18	0	30		8.3	0	63		3.5	0	64		9.25	0	59	
Port-au-Prince	Control	5.23	0	38	0.263	13.29	0	55	0.626	6.44	0	43	0.195	15.3	0	67	0.815
	Treatment A	6.62	0	53		14.19	0	79		8.53	0	45		15.78	0	77	
	Treatment B																

**Baseline Results on Correct Familiar Words per minute Subtask, by Corridor, Language, and Grade – Boys**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	0.59	0	12	0.152	6.61	0	44	0.629	0	0	0		0	0	0	
	Treatment A	0.98	0	45		7.65	0	61.36		0	0	0		0	0	0	
	Treatment B	0.24	0	17		2.97	0	48		0	0	0		0	0	0	
Port-au-Prince	Control	2.64	0	61.33	0.397	11.09	0	56.25	0.769	0	0	0		0	0	0	
	Treatment A	3.65	0	28		11.7	0	60		0	0	0		0	0	0	
	Treatment B																

**Baseline Results on Correct Invented Words per minute Subtask, by Corridor, Language, and Grade – Boys**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	0.17	0	17	0.128	4.87	0	43	0.841	0	0	0		0	0	0	
	Treatment A	0.56	0	45.45		5.2	0	39		0	0	0		0	0	0	
	Treatment B	0.19	0	17		1.63	0	41		0	0	0		0	0	0	
Port-au-Prince	Control	1.16	0	37.24	0.34	7.96	0	50.23	0.988	0	0	0		0	0	0	
	Treatment A	1.89	0	21		7.93	0	48.89		0	0	0		0	0	0	
	Treatment B																

**Baseline Results on Oral Reading Fluency Subtask, by Corridor, Language, and Grade – Boys**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	0.95	0	15	0.101	11.6	0	67.83	0.887	0	0	0		0	0	0	
	Treatment A	1.9	0	82.76		11.16	0	67.35		0	0	0		0	0	0	
	Treatment B	0.51	0	28		4.52	0	61.11		0.011	0	0		0	0	0	
Port-au-Prince	Control	4.04	0	75	0.343	18.84	0	89.19	0.739	0	0	0		0	0	0	
	Treatment A	6.1	0	43		17.76	0	86.67		0	0	0		0	0	0	
	Treatment B																

**Baseline Results on Reading Comprehension Subtask, by Corridor, Language, and Grade – Boys**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	0.01	0	2	0.09	0.28	0	4	0.31	0	0	0		0	0	0	
	Treatment A	0.04	0	3		0.4	0	4		0	0	0		0	0	0	
	Treatment B	0.01	0	2		0.16	0	3		0.1	0	0		0	0	0	
Port-au-Prince	Control	0.06	0	3	0.104	0.63	0	5	0.951	0	0	0		0	0	0	
	Treatment A	0.15	0	2		0.64	0	4		0	0	0		0	0	0	
	Treatment B																

**Baseline Results on Dictation Letter Subtask, by Corridor, Language, and Grade – Boys**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	0.96	0	5	0.358	2.76	0	5	0.634	0	0	0		0	0	0	
	Treatment A	1.15	0	5		2.62	0	5		0	0	0		0	0	0	
	Treatment B	0.49	0	5		1.86	0	5		0.029	0	0		0	0	0	
Port-au-Prince	Control	1.51	0	5	0.569	3.34	0	5	0.973	0	0	0		0	0	0	
	Treatment A	1.8	0	5		3.35	0	5		0	0	0		0	0	0	
	Treatment B																

**Baseline Results on Dictation Word Subtask, by Corridor, Language, and Grade – Boys**

		Haitian Creole Grade 1			p-value	Haitian Creole Grade 2			p-value	French Grade 1			p-value	French Grade 2			p-value
		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max		Mean	Min	Max	
North/Saint Marc	Control	0.02	0	1	0.819	0.41	0	3	0.909	0	0	0		0	0	0	
	Treatment A	0.02	0	3		0.43	0	3		0	0	0		0	0	0	
	Treatment B	0.01	0	2		0.21	0	3		0.187	0	0		0	0	0	
Port-au-Prince	Control	0.03	0	3	0.133	0.55	0	3	0.4	0	0	0		0	0	0	
	Treatment A	0.11	0	2		0.44	0	3		0	0	0		0	0	0	
	Treatment B																