

2. Recommendations to strengthen school support for reading:
 - Develop a support system for reading teachers so they can share best practices and promising practices across and between colleagues for reading instruction.
 - Provide high quality, targeted professional learning for teachers regarding the implementation of best practices in reading instruction. Included in this professional learning is a framework to use formative assessment to guide instruction.
 - Expand time spent reading in and out of class. For example, designate class time for reading each day, ensure that students have access to reading materials at school and at home, develop highly engaging reading events such as a community “reading marathon,” and use volunteers or “cross-age buddies” to build language skills.
 - Create a library within each classroom so that students have ready access to high interest reading materials.
 - Incorporate the premise that the learning of all students is enhanced when there is adequate challenge (“not too easy, not too hard”). Recognize that behavioral concerns will most often be displayed when there is not an instructional match for the student (the work being given to the student is either too easy or too difficult). Providing teachers with professional learning in “instructional assessment” is key to student success. “Instructional assessment” incorporates the notion that instruction and materials are matched to the student’s individual skills, prior knowledge, and interests.
3. Recommendations for further research or actions by SRP staff:
 - Establish standards for reading fluency in the Sindhi language.
 - Identify critical areas of intervention to focus on schools and/or sub-groups where large proportions of children’s instructional needs are not being met (i.e., those with zero-scores). Targeted interventions may include pullout of non- and struggling readers for intensive teaching of core competencies/foundation skills, early enrichment activities in formal educational care or via informal mother training to help develop pre-reading foundational skills, implementation of procedures for diagnosing reading difficulties, remediation, and the use of formative assessment to ensure students who lack foundational reading skills are identified early.

Mathematics

1. Recommendations to strengthen mathematics instruction:
 - Provide teachers with strategies for building number sense and computational approaches, which would enable students to identify numbers and patterns and build computational skills (addition, subtraction, and multiplication).
 - Provide teachers with strategies for diagnosing students experiencing difficulties in number sense and computation, and formative assessment to ensure students who lack foundational mathematics skills are identified early.
 - Examine trends by sub-groups and geography to determine root causes for the poor performance among girls in both Grades 3 and 5 relative to that of boys. Use these findings to develop targeted intervention for girls.
 - Incorporate the premise that the learning of all students is enhanced when there is adequate challenge (“not too easy, not too hard”). Recognize that behavioral concerns will most often be displayed when there is not an instructional match for the student (the work being given to the student is either too easy or too difficult). Providing teachers with professional learning in “instructional assessment” is key to student success. “Instructional assessment” incorporates the notion that instruction and materials are matched to the student’s individual skills, prior knowledge, and interests.