

STUDENTS		VILLAGE ID:			SCHOOL ID :			ET
<p>To be administered to each child selected for grades CI and CP. “I am [your name]. I work with children and education. I am trying to learn more about the school life of children like you. I would like to ask you a few questions.” Pose some simple questions to the child to build a rapport. Try to make them feel comfortable. Use the language most comfortable to the child, his/her mother tongue, and note it in ET4. “What is your name? What is the name of your father? What is the name of your mother?” If the child refuses to speak with you, note the refusal and move to the next child. If the child speaks with you, say: “Now I would like to ask you a few questions about school and then give you a short test in [local language]. I will ask you a set of questions. You should give the answer that fits best. If you don’t understand the question, I will read the question again. You can ask me anytime to explain a question. You can choose not to answer, or you can tell me if a question is hard for you and we will skip that question. If you like, you can end the interview at any time. Do you understand?” If the child understands, continue. If the child does not understand, ask what the child does not understand and clarify the issue for the child. If the child agrees, begin with the questions below and then move to the first reading test. Record the result code of the child.</p>								
ET1. ID	ET2. CHILD’S NAME	ET3. CHILD’S GRADE?	CHILD RESULT CODE AFTER OBTAINING CONSENT, RECORD THE RESULT CODE	ET4. <i>WRITE THE LANGUAGE USED TO POSE QUESTIONS TO THE CHILD</i>	ET5. NOTE IF MALE OR FEMALE	ET6. HOW OLD ARE YOU?	ET7. WHAT GRADE ARE YOU IN THIS YEAR?	ET8. AND LAST YEAR, WHAT GRADE WERE YOU IN?
		GRADE : 1 CI 2 CP	1 REFUSE 2 INCOMPLETE 3 COMPLETE 4 OTHER (SPECIFY)	01 HAUSA 02 ZARMA 03 KANURI 04 FULFULDE 05 TAMASHEQ 06 OTHER LOCAL LANGUAGE (SPECIFY)	1 MALE 2 FEMALE	98 DON’T KNOW	GRADE: 1 CI 2 CP	GRADE: 1 Preschool 2 CI 3 CP 4 Not in school 98 Don't know
ID	NAME		RESULT	LANGUAGE	SEX	AGE	GRADE 13/14	GRADE 12/13
01								
02								
03								
04								
05								
06								
07								
08								
09								
10								

VILLAGE ID: __ __ __	SCHOOL ID : __ __ __	TASK 1
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Task 1: Letter identification (name or sound)

This is a timed exercise and is administered using the test booklet.

Show the test booklet to the child for Task 1. Explain the subtask in the child’s maternal language, using the examples in the booklet. After explaining the examples, say “Ok? Do you understand? When I say “Begin”, point to each letter with your finger as you read it. Be careful to read from left to right, line by line. Do you understand what I am asking? Put your finger on the first letter. Ready? Try to read quickly and correctly. Begin.”

Start the timer when the child reads the first letter **name** or **sound**. If the child does not respond within the first ten letters, mark ‘Auto Stop’. If the child responds incorrectly but then corrects him/herself (self-correction), mark the response as correct. Stay quiet, except if the child hesitates on a letter for at least 3 seconds. In this case, point to the next letter and say “Please go on.” Mark the letter skipped as incorrect on the test sheet.

After 60 seconds say, “Stop and Thank you.” Note the total number correct. If the child read everything in less than one minute, note the exact number of seconds remaining on the timer. Otherwise, if the child has not finished the exercise, mark ‘00’ seconds.

Auto stop rule: If the child does not give a single correct response in the first 10 letters, gently tell the child to stop, and mark ‘Auto Stop’. Say “Thank you” and go on to the next subtask.

ET1. <small>CHILD'S ID</small>	ET2. <small>CHILD'S NAME</small>	LL10	LL11	LL12	LL13	LL14	LL15	LL16	LL17	LL18	LL19	AUTO STOP	TIME REMAINING	TOTAL CORRECT
ID	NAME	(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	(100)	AUTO	SECONDS	TOTAL
01		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
02		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
03		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
04		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
05		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
06		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
07		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
08		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
09		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
10		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _

Before continuing, say “Good effort! Let’s continue to the next section!”

VILLAGE ID: |__|__|__|

SCHOOL ID |__|__|__|

TASK 2

Task 2: Familiar Word Reading

This is a timed exercise and is administered using the test booklet.

Show the test booklet to the child for task 2. Explain the subtask in the child’s maternal language, using the examples in the booklet. After explaining the examples, say “Ok? Do you understand what I am asking you to do? When I say “Start”, read the words from left to right, line by line. At the end of the line, continue to the next line. Try to read quickly and correctly. Ready? Begin.”

Start the timer when the child reads the first word. If the child does not respond correctly within the first 5 words, mark ‘Auto Stop’. If the child responds incorrectly but then corrects him/herself (self-correction), mark the response as correct. Stay quiet, except if the child hesitates for 3 seconds. In this case, point to the next word and say “Please go on.” Mark the word as incorrect on the test sheet.

After 60 seconds say, “Stop and Thank you.” Note the total number correct. If the child read everything in less than one minute, note the exact number of seconds remaining on the timer. Otherwise, if the child has not finished the exercise, mark ‘00’ seconds.

Auto stop rule: If the child does not give a single correct response in the first 5 words, gently tell the child to stop, and mark ‘Auto Stop’. Say “Thank you” and go on to the next subtask.

ET1. CHILD'S ID	ET2. CHILD'S NAME	LL20.	LL21	LL22	LL23	LL24	LL25	LL26	LL27	LL28	LL29	AUTO STOP	TIME REMAINING	TOTAL CORRECT
ID	NAME	(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	AUTO	SECONDS	TOTAL
01		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
02		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
03		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
04		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
05		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
06		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
07		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
08		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
09		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
10		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _

Before continuing, say “Good effort! Let’s continue to the next section!”

FRENCH **VILLAGE ID:** |__| |__| |__| **SCHOOL ID:** |__| |__| |__| **TASK 3**

Task 3: Nonsense word reading

This is a timed exercise and is administered using the test booklet.

Show the test booklet to the child for subtask 3. Explain the subtask in the child’s maternal language, using the examples in the booklet. After explaining the examples, say “Ok? Do you understand what I am asking you to do? When I say “Start”, read the words from left to right, line by line. At the end of the line, continue to the next line. Try to read quickly and correctly. Ready? Begin.”

Start the timer when the child reads the first word. If the child does not respond within the first 5 words, mark ‘Auto Stop’. If the child responds incorrectly but then corrects him/herself (self-correction), mark the response as correct. Stay quiet, except if the child hesitates for 3 seconds. In this case, point to the next word and say “Please go on.” Mark the word as incorrect on the test sheet.

After 60 seconds say, “Stop and Thank you.” Note the total number correct. If the child read everything in less than one minute, note the exact number of seconds remaining on the timer. Otherwise, if the child has not finished the exercise, mark ‘00’ seconds.

Auto stop rule: If the child does not give a single correct response in the first 5 words, gently tell the child to stop, and mark ‘Auto Stop’. Say “Thank you” and go on to the next subtask.

ET1. CHILD'S ID	ET2. CHILD'S NAME	LL30.	LL31.	LL32.	LL33.	LL34.	LL35.	LL36.	LL37.	LL38.	LL39.	AUTO STOP	TIME REMAINING	TOTAL CORRECT
ID	NAME	(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	AUTO	SECONDS	TOTAL
01		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
02		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
03		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
04		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
05		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
06		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
07		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
08		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
09		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _
10		_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_	_ _	_ _

Before continuing, say “Good effort! Let’s continue to the next section!”

VILLAGE ID :		SCHOOL ID :							TASKS 4 & 5									
ET1. CHILD'S ID	ET2. CHILD'S NAME	TASK 4- ORAL READING FLUENCY							TASK 5 – READING COMPREHENSION									
		<p>Give the child 60 seconds to read as much of the text as possible. Note the number of words read correctly per each line. Show the child the test booklet.</p> <p>“Here is a story. Now I would like you to read it out loud, quickly and correctly, and afterwards, I will ask you some questions. Start here when I tell you. If you don’t know a word, continue to the next word. Ready? Start.”</p> <p>Give the child 60 seconds to read all that he can.</p> <p>Stay quiet, except when providing answers as follows: if the child hesitates for 3 seconds, point to the next word and say “Please go on.” Mark the word as incorrect on the test sheet.</p> <p>Auto stop rule: if the child cannot read correctly a single word in the first two lines, stop the test and note “auto-stop”. Say “thank you” and end the test.</p> <p>NOTE THE NUMBER OF WORDS READ CORRECTLY FOR EACH LINE. IF THE CHILD READ EVERYTHING IN LESS THAN ONE MINUTE, NOTE THE EXACT NUMBER OF SECONDS REMAINING ON THE TIMER. OTHERWISE, MARK ‘00’ SECONDS.</p>							<p>After the child has finished reading, take the card from the child and ask the first question. If the child does not give any response after 10 seconds, repeat the question, and give the child another 5 seconds to respond. If the child still does not answer, go to the next question.</p> <p>Ask only those questions that correspond to the lines of text read by the child, up to the last line the child was able to read.</p> <p>“Now I am going to ask you a few questions about the story you just read.” Pose the questions to the child.</p> <p>RESPONSE : 1=CORRECT, 2=INCORRECT, 3=NO RESPONSE</p> <p>LANGUAGE OF RESPONSE : 01 HAUSA, 02 ZARMA, 03 KANURI, 04 FULFULDE , 05 TAMASHEQ, 96 OTHER (SPECIFY)</p>									
ID	NAME	A	B	C	D	E	TIME REMAINING	AUTO STOP	A1.	A2. LANGUAGE	B1.	B2. LANGUAGE	C1.	C2. LANGUAGE	D1.	D2. LANGUAGE	E1.	E2. LANGUAGE
01																		
02																		
03																		
04																		
05																		
06																		
07																		
08																		
09																		
10																		

After finishing the test, say “Very good effort! Thank you!”

INTERVIEW RESULT Village ID: School ID **RE**

AFTER THE QUESTIONNAIRE HAS BEEN COMPLETED, FILL IN THE FOLLOWING INFORMATION:

INTERVIEWER/SUPERVISOR NOTES: USE THIS SPACE TO RECORD NOTES ABOUT THE ASSESSMENTS.

RE2A. NAME OF DATA ENTRY CLERK -1ST ENTRY: _____

DATA ENTRY CLERK NUMBER:

DATA ENTRY DAY/MONTH/YEAR: ////2|0|1|4|

RE2B. NAME OF DATA ENTRY CLERK -2ND ENTRY: _____

DATA ENTRY CLERK NUMBER:

DATA ENTRY DAY/MONTH/YEAR: ////2|0|1|4|

HAUSA

CAHIER

EGRA - SY 2013/2014

Version A

e	K	d							
a	e	S	T	n	o	N	i	A	u
D	a	i	a	M	A	i	Z	u	e
I	Y	i	P	a	a	y	H	u	I
k	T	A	m	K	A	n	A	ƙ	R
y	w	o	D	E	k	a	A	S	j
g	S	C	A	N	n	H	r	t	f
n	L	i	K	u	I	i	A	Ƴ	m
a	A	W	'	n	R	n	A	B	a
Y	I	Ɗ	a	a	g	s	R	Y	S
a	a	u	m	T	B	c	k	d	A

ku

suka

wasa

ke

ta

ina

ni

ragi

ne

soro

gini

boka

turke

tabi

wasa

icce

tuwo

kai

sha

magani

cikin

tsari

daji

wuta

uba

inna

hatsi

kauye

arha

kane

iya

binne

alli

tarko

ana

jari

zomo

ido

sai

gwani

ita

rubutu

doya

kudfi

taki

biri

kunne

cuku

ruwa

tela

haske

turmi

rawa

bi	tok	sar		
hala	kirum	dapa	jal	kokor
ju	kiru	fokan	tu	zala
yo	cine	yandi	nak	kot
tunu	fo	kilo	kido	lasha
se	ton	lasha	laza	badi
ani	zi	talo	lai	goda
kija	di	doru	zan	jiru
bapan	lene	moko	tati	wura
lete	nano	namab	subo	ripa
tati	lodi	naga	rati	yati

Gidan Adamu, mutane shidda ke akwai. Bayan maigidan da uwargidan mai suna Taroro, akwai yara huɗu. Ila shi ne babbansu, Zara ke bi ma shi sannan Idi da yar autar su mashadadi. A cikin aikace-aikacen cikin gida, yara yān mata su ke kama ma uwarsu. Su kuma yān maza, suna kama ma ubansu aikin gona. Wannan yana hana su zaman banza. Da albarkar da aka samu ne ake saya masu tufafi.

ZARMA

CAHIER

EGRA - SY 2013/2014

Version A

e	c	D							
d	a	S	i	Y	i	r	w	E	i
ã	l	п	n	ẽ	k	O	h	a	a
o	a	O	a	N	m	R	b	o	A
r	a	t	n	E	E	K	η	B	f
n	G	η	I	J	a	a	a	E	Z
N	i	b	a	o	A	o	A	A	y
U	u	G	k	g	u	A	S	o	E
i	ũ	i	m	p	r	t	õ	N	c
I	d	n	L	i	O	Y	d	η	K
E	ĩ	d	n	S	G	b	a	n	a

habu

tira

kwayi

mo

kar

do

ne

a

araŋ

taŋ

koy

adda

sanni

kaŋ

me

foobu

laabu

barma

kaanu

jase

kuru

fisi

baanu

hayni

ji

batu

arce

dooni

nga

caada

taasu

muusu

baŋa

fu

hasay

do

maasa

baaba

hilli

buuta

haw

ham

zaama

deeli

ku

ŋwaari

teeli

yo

cimsi

janti

niine

lemu

ka

be	ter	cog		
al	cal	ace	fik	curi
umo	lulo	deeci	rami	raadi
mol	bel	rik	wako	rado
copto	daaji	ngol	wisa	ɲob
ubdu	guta	aski	dowa	jire
soota	nooli	ani	kukki	taza
ter	il	kowa	zome	ala
sitti	zuma	usi	loge	naf
zolu	niba	afna	jico	basaf
sallo	tul	waro	bele	tilgo

Hunkuna Saafa habo no. Musa na tun susubay da hinay. A soola, a na izo soola lokkol koyanjo se. Wo din banda no a na habu fonda sambu. Musa na konda lamti nda lafoy ga neera. Kan a neera ga ban a day Musa se ceceena nda buuru. Wayna kanyan banda no Musa na ye ga ka fu.

KANURI

CAHIER

EGRA - SY 2013/2014

Version A

a u sh

u	O	A	y	p	U	Y	R	sh	g
a	i	U	A	o	e	Y	f	ə	r
O	W	a	ɸ	R	'	A	K	d	A
L	t	T	h	u	k	l	E	W	I
N	l	N	K	a	i	E	ə	j	k
j	o	ɛ	b	O	D	u	l	C	N
O	n	C	I	k	a	b	A	i	e
N	ɛ	i	d	R	m	Y	W	N	m
d	A	o	e	ə	r	G	a	d	A
n	e	m	N	I	a	j	n	K	m

wu	tayi	mana		
ti	balo	kora	kəla	tulo
sala	kaso	sa	bi	ngam
ni	bələm	kui	fe	kulo
jau	kawi	kamu	so	bəlaa
bara	kiari	bo	dina	worma
tada	bewo	fəlai	karaa	lokkol
collo	kanti	dal	kange	ngəla
kadi	bul	argəm	caldu	njo
kare	sheri	bik	tuno	mana
kəra	gattu	andi	yal	luwa

ki	ato	dima		
lo	peke	kosi	lid	sima
ki	rut	helo	loja	tati
rugo	dapi	gəso	tola	kisa
batəm	rika	kəmla	wele	pamu
lumo	kemo	kufa	fəna	dima
kepe	kərbam	go	mako	kola
siko	cifa	jora	rajo	ija
kosmo	mida	kiba	liro	rome
koto	sosu	tari	loko	soko
sotu	molu	lepsa	lomo	tarsom

Bindu suwa ləp cije ingi ngoje səlat kasalgadan.
Ngimbo ngaye kəndawulan samde kare bərin cakke
kiluwo. Kəla jawallen koinju Faji-a kattadəra. Karwu
kəjia jandejai ngai duwon lokkollo leyera. Feledən
yalla kəwu kəwuro sawigada bikkejai. Kanji laan aiya
yejai, laan dokkor cadi, laa yen balo bakcai. Bikkejai
ngai duwon har dunia ləmgəno. Tələs casambaʔəna
fadoro waldane kadəra.