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EdData II

EGRA Plus: Liberia

Student Instrument, Final Assessment,
May 2010

Early Grade Reading Assessment (EGRA) Plus: Liberia
EdData II Task Number 6
Contract Number EHC-E-06-04-00004-00
Strategic Objective 3
May 2010

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EGRA Plus: Liberia

Student Instrument, Final Assessment, May 2010

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Student Instrument

Early Grade Reading Assessment Plus: Liberia
Final Assessment: May 2010

General Instructions

It is important to establish a playful and relaxed rapport with the children to be assessed, via some simple initial conversation among topics of interest to the child. The child should perceive the following assessment as a game to be enjoyed rather than a severe situation. After you have finished, thank the child for his/her time and effort.

Verbal Consent

Read the text in the box clearly to the child:

My name is _____. I work with the Ministry of Education in Liberia.

- **We are trying to understand how children learn to read. You were picked by chance, like in a raffle or lottery.**
- **We would like your help in this. But you do not have to take part if you do not want to.**
- **We are going to play a reading game. I am going to ask you to read letters, words and a short story out loud.**
- **Using this stopwatch, I will see how long it takes you to read.**
- **This is NOT a test and it will not affect your grade at school.**
- **I will also ask you questions about your family, like what language your family uses at home and some of the things your family has.**
- **I will NOT write down your name so no one will know these are your answers.**
- **Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right.**
- **Can we get started?**

Check box if verbal consent is obtained: **YES**

(If verbal consent is not obtained, thank the child and move on to the next child, using this same form)

A. Date of assessment :	
B. Assessor name/code :	
C. NAME and location of school :	
D. Unique School code :	
E. School shift :	<input type="radio"/> 1 = Full day <input type="radio"/> 2 = Morning <input type="radio"/> 3 = Afternoon
F. School Type: (skip)	<input type="radio"/> 0 = Control <input type="radio"/> 1 = Treatment 1 <input type="radio"/> 2 = Treatment 2
G. Teacher name <i>(important!)</i>	
H. Unique student code :	
I. Student's grade level :	<input type="radio"/> 2 = 2nd grade <input type="radio"/> 3 = 3rd grade
J. Class section:	
K. Student's month and year of birth :	Month : _____ Year : _____ Age: _____
L. Student's gender	<input type="radio"/> 1 = girl <input type="radio"/> 0 = boy

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Task 1. Orientation to Print

Show the child the paragraph segment on the last page of the student assessment (Section 6).

Read the instructions in the gray boxes below, recording the child's response before moving to the next instruction.

**I don't want you to read this now. On this page, where would you begin to read?
Show me with your finger.**

[Child puts finger on the top row, left-most word] Correct Incorrect No Response

Now show me in which direction you would read next.

[Child moves finger from left to right] Correct Incorrect No Response

When you get to the end of the line, where would you read next?

*[Child moves finger to left-most word of second
line]* Correct Incorrect No Response

Section 2. Letter Name Knowledge

Show the child the sheet of letters on the first page of the student assessment. Say,

Here is a page full of letters of the alphabet. Please tell me the NAMES of as many letters as you can--not the SOUNDS of the letters, but the names.

1. For example, the name of this letter [point to O] **is "OH".**

Now you try: tell me the name of this letter [point to V]:

[If correct:] **Good, the name of this letter is "VEE."**

[If incorrect:] **The name of this letter is "VEE."**

2. Now try another one: tell me the name of this letter [point to L]:

[If correct:] **Good, the name of this letter is "ELL."**

[If incorrect:] **The name of this letter is "ELL."**

Do you understand what you are supposed to do? When I say "begin," name the letters as best as you can. I will keep quiet and listen to you, unless you need help. Ready? Begin.



Set the timer on 1 minute. Start the timer when the child reads the first letter. Follow along with your pen and clearly mark any incorrect letters with a slash (/). Count self-corrections as correct. **Stay quiet,** except when providing answers as follows: if the child hesitates for 3 seconds, provide the name of the letter, point to the next letter and say **"Please go on."** Mark the letter you provide to the child as incorrect.

WHEN THE TIMER REACHES 0, SAY, "stop." *Mark the final letter read with a bracket (]).* If the learner finished in less than 60 seconds, enter the remaining time.

Early stop rule: *If the child does not give a single correct response on the first line, say "Thank you!", draw a line through the letters in the first row, discontinue this exercise, check the box at the bottom, and go on to the next exercise.*

L i h R S y E O n T	10
i e T D A t a d e w	20
h O e m U r L G R u	30
g R B E i f m t s r	40
S T C N p A F c a E	50
y s Q A M C O t n P	60
e A e s O F h u A t	70
R G H b S i g m i L	80
L i N O e o E r p X	90
N A c D d l O j e n	100

Time left on stopwatch if student completes in LESS than 60 seconds: _____

Exercise was discontinued as child had no correct answers in the first line.

Task 3. Phonemic Awareness

This is **NOT** a timed exercise and **THERE IS NO STUDENT SHEET**. Read aloud each set of words **once** and have the student say which word begins with a different sound. Read these instructions to the child:

This is listening exercise. I'm going to say THREE words. ONE of them begins with a different sound, and you tell me which word BEGINS WITH A DIFFERENT SOUND

1. For example:

“lost”, “map”, “like”. Which word begins with a different sound?

[If correct:] **Very good, “map” begins with a different sound.**

[If incorrect:] “lost”, “map”, “like”. “map” begins with a different sound than “lost” and “like.”

2. Now try another one: “train”, “trip”, “stop”. Which word begins with a different sound?

[If correct:] **Very good, “stop” begins with a different sound.**

[If incorrect:] “train”, “trip”, “stop”. “stop” begins with a different sound than “train” and “trip.”

Do you understand what you are supposed to do?

Pronounce each set of words **once slowly** (about 1 word per second). If the child does not respond after 3 seconds mark it no response and move on.

Early stop rule: If the child gets the **first 5 sets** of answers **incorrect or no response**, draw the line through each of the 5 first rows, discontinue this exercise, check the box at the bottom of this page and go on to the next exercise.

Which word begins with a different sound? [repeat each set ONCE]										
1	boy	ball	cat	[cat]	<input type="checkbox"/>	Correct	<input type="checkbox"/>	Incorrect	<input type="checkbox"/>	No Response
2	man	can	mad	[can]	<input type="checkbox"/>	Correct	<input type="checkbox"/>	Incorrect	<input type="checkbox"/>	No Response
3	pan	late	pin	[late]	<input type="checkbox"/>	Correct	<input type="checkbox"/>	Incorrect	<input type="checkbox"/>	No Response
4	back	ten	tin	[back]	<input type="checkbox"/>	Correct	<input type="checkbox"/>	Incorrect	<input type="checkbox"/>	No Response
5	fish	fat	cat	[cat]	<input type="checkbox"/>	Correct	<input type="checkbox"/>	Incorrect	<input type="checkbox"/>	No Response
6	boat	bit	coat	[coat]	<input type="checkbox"/>	Correct	<input type="checkbox"/>	Incorrect	<input type="checkbox"/>	No Response
7	day	bag	dot	[bag]	<input type="checkbox"/>	Correct	<input type="checkbox"/>	Incorrect	<input type="checkbox"/>	No Response
8	can	girl	cold	[girl]	<input type="checkbox"/>	Correct	<input type="checkbox"/>	Incorrect	<input type="checkbox"/>	No Response
9	run	race	sand	[sand]	<input type="checkbox"/>	Correct	<input type="checkbox"/>	Incorrect	<input type="checkbox"/>	No Response
10	leg	make	lay	[make]	<input type="checkbox"/>	Correct	<input type="checkbox"/>	Incorrect	<input type="checkbox"/>	No Response

Exercise was discontinued as child had no correct answers in **the first five sets** of words.

Task 4. Familiar Word Identification

Show the child the sheet of words on the second page of the student assessment. Say,

Here are some words. I would like you to read me as many words as you can (do not spell the words, but read them).

For example, this word is: "CAT".

1. Now you try: [point to the word "mat" and say]**please read this word:**

[If correct]: **Good, this word is "mat."**

[If incorrect]: **This word is "mat."**

2. Now try another one: [point to the word "top"] **please read this word :**

[If correct]: **Good, this word is "top."**

[If incorrect]: **This word is "top."**

Do you understand what are you supposed to do? When I say "begin," read the words as best as you can. I will keep quiet and listen to you, unless you need help. Ready? Begin.



Start the timer when the child reads the first word. Follow along with your pencil and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. **Stay quiet**, except when providing answers as follows: if the child hesitates for 3 seconds, read the word, point to the next word and say "**Please go on.**" Mark the word you read to the child as incorrect.

WHEN THE TIMER REACHES 0, SAY, "stop." *Mark the final word read with a bracket (⌋).* If the learner finished in less than 60 seconds, enter the remaining time.

Early stop rule: *If the child gives no correct answers on the first line, say, "Thank you!", discontinue this exercise, draw the line through the words in the first row, check the box at the bottom of the page, and go on to the next exercise.*

but	time	in	the	also	5
make	no	its	said	were	10
came	very	do	after	long	15
water	as	all	for	even	20
her	was	three	been	more	25
that	must	can	around	it	30
another	words	back	called	work	35
could	an	him	on	see	40
than	get	not	where	what	45
you	if	their	through	when	50

Time on stopwatch if student completes in LESS than 60 seconds: _____

Exercise was discontinued as child had no correct answers in the first line.

Task 5. Simple unfamiliar nonword decoding

Show the child the sheet of nonwords on the third page on the student form. Say,

Here are some made-up words. I would like you to read me as many made-up words as you can (do not spell the words, but read them).

For example, this made-up word is: “ut”.

1. Now you try: [point to the next word: “dif” and say] **please read this word**

[If correct]: **“Very good: dif”**

[If incorrect]: **This made-up word is “dif.”**

2. Now try another one: [point to the next word: mab and say] **please read this word.**

[If correct]: **“Very good: mab”**

[If incorrect]: **This made-up word is “mab.”**

Do you understand what you are supposed to do? When I say “begin,” read the words as best as you can. I will keep quiet and listen to you, unless you need help. Ready? Begin.



Start the timer when the child reads the first word. Follow along with your pencil and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. **Stay quiet**, except when providing answers as follows: if the child hesitates for 3 seconds, provide the word, point to the next word and say **“Please go on.”** Mark the word you provide to the child as incorrect.

WHEN THE TIMER REACHES 0, SAY, “Stop.” Mark the final word read with a bracket (⌋). If the learner finished in less than 60 seconds, enter the remaining time.

Early stop rule: If the child gives no correct answers on the first line, say **“Thank you!”**, discontinue this exercise, draw the line through the words in the first row, check the box at the bottom of the page, and go on to the next exercise.

loz	ep	yat	zam	tob	5
zom	ras	mon	jaf	duz	10
tam	af	ked	ig	el	15
tig	pek	dop	zac	ik	20
uf	ral	ep	bab	vif	25
lut	sig	zop	zar	jaf	30
ruz	huf	wab	ak	jep	35
wub	dod	ik	vus	nux	40
pek	zel	bef	wab	hiz	45
wof	ib	dek	zek	vok	50

Time left on stopwatch if student completes in LESS than 60 seconds: _____

Exercise was discontinued as child had no correct answers in the first line.

Task 6. Passage reading and Comprehension.

Show the child the story on the last page of the student form. Say,

Here is a short story. I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what are you supposed to do? When I say “begin,” read the story as best as you can. I will keep quiet and listen to you, unless you need help. Ready? Begin.

 **Set the timer on 1 minute. Start the timer when the child reads the first word.** Follow along with your pencil and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. **Stay quiet**, except when providing answers as follows: if the child hesitates for 3 seconds, provide the word, point to the next word and say **“Please go on.”** Mark the word you provide to the child as incorrect. **WHEN THE TIMER REACHES 0, SAY,, “stop.”** Mark the final word read with a bracket (⌋). If the learner finished in less than 60 seconds, enter the remaining time. If the child gets the entire first line incorrect, discontinue this exercise – both reading and comprehension questions -, check the box below and go on to the next exercise.

STOP THE CHILD AT 0 SECONDS AND MARK WITH A BRACKET (⌋).

Take **the text away** from the child after they read it. Read instructions to the child. Then read each question slowly and clearly. After you read each question, give the child at most 15 seconds to answer each question. Mark the answers to the questions as correct or incorrect.

Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.

Tom wakes up very early. Today is the first day of	11	Why did Tom wake up early? [it's the first day of school, school day] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response
school. His little brother Robert is awake, too.	20	What is Tom's little brother's name? [Robert] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response
Robert gets his shoes and tells Tom he is ready to go.	31	What does Robert do after he wakes up? [puts on his shoes, gets ready] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response
Then, Tom walks Robert to school to meet his new	41	Who will Robert meet today? [his teacher, new teacher] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response
teacher. The teacher sees Robert and says hello.	50	How are Tom and Robert feeling today? [happy, they feel good] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response
Tom and Robert are very happy to be at school today.	60	

Time left on stopwatch if student completes in LESS than 60 seconds: _____

Exercise was discontinued as child did not read a single word correctly in the first line.

Task 7. Listening Comprehension

This is NOT a timed exercise and **THERE IS NO STUDENT SHEET**. The administrator reads aloud the following passage **ONLY ONE TIME**, slowly (about 1 word per second). Say,

I am going to read you a short story aloud ONCE and then ask you some questions. Please listen carefully and answer the questions as best as you can. Do you understand what are you supposed to do?

Every day Sam walks to school with his friend Tom. On their way to school, the boys like to have a race to see who runs the fastest. It is Tom!

1. Who does Sam like to walk to school with?

[Tom] Correct Incorrect No Response

2. What do they do on their way?

[they race/run] Correct Incorrect No response

3. Who runs faster?

[Tom] Correct Incorrect No Response

Say: **Now... I have some mathematics tasks that I want you to do for me. Please listen carefully and do the best you can. Some tasks are harder than others, so don't worry if you're not sure about all of them. Just give it your best try. OK?**

TASK 1: Number Identification

Place sheet "T1" in front of the learner and say: **Here is a page full of numbers. Please tell me the names of numbers as best you can. For example. This number is 8.**

Now, you try: what is this number? [point to number 36]:

[if correct:] Good, this number is 36

[if incorrect:] This number is 36.

Now try another one: **what is this number?** [point to number 129]:

[if correct:] Good, this number is 129 (one hundred twenty-nine)

[if incorrect:] This number is 129.

Do you understand what are you supposed to do? When I say begin, call the numbers as best as you can. I will keep quiet and listen to you. Start with this number and go across the page [sweep your hand over the first line]. **Point again at the first number and say: Ready? Begin.**

Discontinue rule. Stop the learner from continuing if s/he gets 3 errors at the beginning, check the box at the bottom where indicated for 'Exercise discontinued' and proceed to Task 2. Otherwise, complete all items.

Directions: If a learner stops on a number for 3 seconds, point to the number and say: **What number is this?** If the learner still does not respond or says that s/he does not know, place a slash through the number in your booklet, prompt the learner by pointing at the next number and say: **What number is this?** For each non-response or incorrect number, place a "/" through that number. Place a circle around any self-corrected numbers. Mark the answer incorrect if for a two digit number such as 65, the learner responds "six-five" or with a three-digit number such as 139, responds "one-three-nine."

5	14	28	93
84	42	65	98
9	56	474	159
680	853	519	277
445	208	587	351

Exercise discontinued:



TASK 2: Quantity Discrimination Measure

Place sheet "T2" in front of the learner and say: Say: **Look at these numbers** [point to 10 and 4] **which one is bigger? Point to the number and tell me the number.**

[if correct] **That's right, 10 is bigger. Let's do another one.**

[if incorrect] **This is 10 and this is 4. 10 is bigger than 4. Let's try another one.**

Say: **Look at these numbers** [point to 8 and 12]. **Which one is bigger? Point to the number and tell me the number.**

[if correct] **That's right, 12 is bigger. Let's do another one.**

[if incorrect] **This is 8 and this is 12. 12 is bigger than 8.**

Do you understand what are you supposed to do? Now, I want you to go as fast as you can, and do the best that you can. Look at these numbers. Tell me which one is bigger. Point to the number and tell me the number.

Discontinue rule: If the learner answers incorrectly, does not respond, refuses, or says s/he does not know the answer for ONLY the first 3 items, discontinue the task and go to task 3; otherwise continue. Check the box at the bottom where indicated for "Exercise discontinued."

Directions: Set your stopwatch to 60 seconds. If the learner finished in less than 60 seconds, enter the remaining time. For each item if the learner says an incorrect number, place a slash "/" through the item number. If the learner says a number that is not a number listed for the item, it is incorrect, so place a slash "/" through the item number. For correct responses, do not enter anything for an item. Place a circle on any self-corrected item.

If the learner does not respond to an item, wait 3 seconds, point to the item and say: **Which one is bigger?** If the learner still does not respond mark a slash "/" through the item number and prompt the learner to move on to the next item. When the stopwatch runs out of time stop the learner and place the bracket /] after the last response.

1.	6	8
2.	41	39
3.	25	16
4.	63	56
5.	82	91
6.	381	279
7.	978	987
8.	257	268
9.	514	415
10.	137	128

Time left on stopwatch: _____ Exercise discontinued:

TASK 3: Missing Number Measure

Place sheet "T3" in front of the learner and say: **Here are some numbers. One, two, three, what number goes here?**

[if correct:] **That's right, four.**

[if incorrect:] **The number four goes here. Count with me.** Point to each number and say: **One, two, three, four. Four goes here.**

Do you understand what you are supposed to do? Ok. Here are some more numbers. Point to the box for item 1 and say: **Tell me the missing number. What number goes here?** For each item point to the box and say: **What number goes here?**

Discontinue rule: Stop the learner from continuing if s/he gets 3 consecutive errors. Check the box at the bottom where indicated for "Exercise discontinued".

Directions: The correct answer for each item is in brackets. If the learner does not respond to an item, repeat the question once, wait three seconds, slash "/" the item number, and move on to the next item. If the learner says s/he does not know the answer or answers incorrectly, slash "/" the item number, and move on to the next item. Place a circle around any self-corrected item.

1. (18)
2. (10)
3. (89)
4. (400)
5. (40)
6. (20)
7. (260)
8. (4)
9. (200)
10. (32)

Exercise discontinued:

TASK 4: Addition and Subtraction Problems

LEVEL 1: ADDITION

T 4.1 Say: **Now we are going to do some addition problems.**

Point to the 1+2 problem and say: **How much is one plus two altogether?** (if learner does not understand, say: **How much is one and two altogether?**)

[if correct:] **That's right, one plus two altogether is three.**

[if incorrect] : **The answer is three. One plus two altogether is three. Let's try another**

Point to the 2+2 problem and say: **How much is two plus two altogether?** (if learner does not understand, say: **How much is two and two altogether?**)

[if correct:] **That's right, two plus two is four altogether.**

[if incorrect] : **The answer is four. Two plus two altogether is four.**

Do you understand what you are supposed to do? Ok. Here are more addition problems. I will use this stopwatch. I want you to tell me the first answer that seems right to you. Go as fast as you can, but be right. Start here (point to #1) and go down (point to #5). When you finish this column, go up to the top and start here (point to #6). Point to the first addition problem (3+4) on math sheet T4.1 and say: **How much is this**

Discontinue rule: No discontinue rule.

Directions: Do not use counters. This is timed for 60 seconds. Start the time once you have prompted the learner to begin the first item. If the learner does not respond to an item in 3 seconds, point to the next problem and say: **"Try this one."** Place a circle around any self-corrected item. Slash "/" the item number for all incorrect and non-responses. Leave correct items unmarked. Place a bracket "]" directly after the number the learner last answers. If the learner finished in less than 60 seconds, enter the remaining time. Make sure you keep the learners moving through these items as fast as they can.

1.	$3 + 4 = (7)$
2.	$2 + 7 = (9)$
3.	$3 + 2 = (5)$
4.	$4 + 5 = (9)$
5.	$8 + 4 = (12)$

6.	$6 + 7 = (13)$
7.	$7 + 3 = (10)$
8.	$8 + 8 = (16)$
9.	$9 + 6 = (15)$
10.	$9 + 8 = (17)$

Time left on stopwatch: _____

LEVEL 2: ADDITION

Sweep hand over math sheet "T 4.2" and say: **Here are some more addition problems. Also, here are some counters you can use to answer these questions. You can use them if you want, but you don't have to. You can also use your fingers if you want, but don't have to. Start here (point to #1) and go down (point to #4). When you finish this column, go up to the top and start here (point to #5). Go as fast as you can, but be right. How much is this....** (point to the first problem)

Discontinue rule: If a learner makes 3 consecutive errors, discontinue the exercise. Check the box at the bottom where indicated for 'Exercise discontinued'.

Directions: If the learner does not begin to work in 3 seconds, say: Try your best. If they still do not begin, point to the next problem and say: **Try this one.** Slash "/" the item number for all incorrect and non-responses. Place a circle around any self-corrected item. Leave correct items unmarked. If the learner finished in less than 60 seconds, enter the remaining time.

1.	$13 + 3 = (16)$
2.	$15 + 4 = (19)$
3.	$13 + 8 = (21)$
4.	$12 + 13 = (25)$

5.	$21 + 8 = (29)$
6.	$26 + 7 = (33)$
7.	$45 + 6 = (51)$
8.	$24 + 19 = (43)$

Exercise discontinued:



LEVEL 1: SUBTRACTION

Point to the practice problem on sheet T 4.3. and say: **Now let's do some subtraction. How much is 3 take away 2?**

[if correct:] **That's right, three take away two is one.**

[if incorrect:] **The answer is one. Three take away two is one.**

Let's try another one: How much is 6 take away 3?

[if correct:] **That's right, six take away three is three.**

[if incorrect:] **The answer is three. Six take away three is three.**

Do you understand what are you supposed to do? OK. Here are more take-away problems. Give me the first answer that seems right to you. Start here (point to #1) and go down (point to #5). When you finish this column, go up to the top and start here (point to #6). Go as fast as you can, but be right. Point to the first subtraction problem (7-4) on math sheet T 4.3 and say: **How much is this**

Discontinue rule: No discontinue rule.

Directions: Do not use counters. This is timed for 60 seconds. Start the time once you have prompted the learner to begin the first item. If the learner does not respond to an item in 3 seconds point to the next problem and say: **"Try this one."** Place a circle around any self-corrected item. Slash "/" the item number for all incorrect and non-responses. Leave correct items unmarked. Place a bracket "]" directly after the number the learner last answers. If the learner finished in less than 60 seconds, enter the remaining time. Make sure you keep the learners moving through these items as fast as they can.

1. 7 - 4 = (3)
2. 9 - 7 = (2)
3. 5 - 2 = (3)
4. 9 - 5 = (4)
5. 12 - 4 = (8)

6. 13 - 7 = (6)
7. 10 - 3 = (7)
8. 16 - 8 = (8)
9. 15 - 6 = (9)
10. 17 - 9 = (8)

Time left on stopwatch: _____

LEVEL 2: SUBTRACTION

Point to the sheet "T 4.4." and say: **Here are some more subtraction problems. Also, here are some counters you can use to answer these questions. You can use them if you want to, but you don't have to. Go as fast as you can, but be right. Start here (point to #1) and go down (point to #4). When you finish this column, go up to the top and start here (point to #5). How much is this....**

Discontinue rule: If a learner makes 3 consecutive errors, discontinue the exercise. Check the box at the bottom where indicated for 'Exercise discontinued'

Directions: If the learner does not begin to work in 3 seconds, say: **Try your best.** If they still do not begin, point to the next problem and say: **Try this one.** Slash "/" the item number for all incorrect and non-responses. Place a circle around any self-corrected item. Leave correct items unmarked. If the learner finished in less than 60 seconds, enter the remaining time.

1. 16 - 3 = (13)
2. 19 - 4 = (15)
3. 21 - 8 = (13)
4. 25 - 13 = (12)

5. 29 - 8 = (21)
6. 33 - 7 = (26)
7. 51 - 6 = (45)
8. 43 - 19 = (24)

Exercise discontinued:

TASK 5: Multiplication

Place Sheet "T5." in front of the learner and say: **Now let's do some multiplication.**

How much is 2 times 2?

[if correct:] **That's right, two times two is four.**

[if incorrect:] **The answer is four.**

Let's try another one: How much is three times three.

[if correct:] **That's right, three times three is nine.**

[if incorrect:] **The answer is nine.**

Do you understand what are you supposed to do? OK. I want you to [point to first multiplication problem] **go as fast as you can, but be right. Start here** (point to #1) **and go down** (point to #5). **When you finish this column, go up to the top and start here** (point to #6). **Ready. Begin.**

Discontinue rule: Stop this task if s/he gets 3 consecutive items incorrect. Check the box at the bottom where indicated for 'Exercise discontinued'

Directions: This is not a timed test. If the learner does not respond in 3 seconds point to the next item and say: **Try this one.** Place a circle around any self-corrected item. Slash "/" the item number for all incorrect and non-responses. Leave correct items unmarked.

1.	$2 \times 3 = (6)$
2.	$3 \times 4 = (12)$
3.	$4 \times 7 = (28)$
4.	$6 \times 9 = (54)$

5.	$8 \times 6 = (48)$
6.	$9 \times 7 = (63)$
7.	$12 \times 6 = (72)$
8.	$13 \times 3 = (39)$

Exercise discontinued:

TASK 6: Fractions

Point to the problem on sheet **T6-practice** and say: **Now let's do some fractions.** Sweep hand over all four circles. **Point to the circle with $\frac{1}{2}$ colored.** Correct

P1 $\frac{1}{2}$

The first row contains six circles. From left to right: a circle divided into 3 equal sectors with 1 sector shaded (1/3); a circle divided into 4 equal quadrants with 1 quadrant shaded (1/4); a circle divided into 2 equal halves with 1 half shaded (1/2); a circle divided into 4 equal quadrants with 3 quadrants shaded (3/4); a circle divided into 4 equal quadrants with all 4 quadrants shaded (1); and a circle divided into 2 equal halves with 1 half shaded (1/2).

[if correct:] **That's right, this circle is $\frac{1}{2}$ colored.**

[if incorrect:] **This circle is $\frac{1}{2}$ colored.**

Do you understand what are you supposed to do? Ok. Here are some more fraction problems. I want you to go as fast as you can, but be right.

Discontinue rule: Stop this task if s/he gets 3 consecutive items incorrect one after another at any given point.

Directions: This is not a timed test. If the learner does not respond in 3 seconds point to the next item and say: **Try this one.** Place a slash "/" through the item number for incorrect responses and non-responses. Circle the self-corrections. Leave the correct answers unmarked.

Point to the box for item 1 and say: **Point to the circle with $\frac{1}{4}$ colored.** Do the same for item 2 – $\frac{1}{6}$ colored.

CORRECT

1. $\frac{1}{4}$

The first row contains five circles. From left to right: a circle divided into 3 equal sectors with 1 sector shaded (1/3); a circle divided into 4 equal quadrants with 1 quadrant shaded (1/4); a circle divided into 4 equal quadrants with 3 quadrants shaded (3/4); a circle divided into 4 equal quadrants with all 4 quadrants shaded (1); and a circle divided into 4 equal quadrants with 1 quadrant shaded (1/4).

2. $\frac{1}{6}$

The second row contains five circles. From left to right: a circle divided into 3 equal sectors with 1 sector shaded (1/3); a circle divided into 4 equal quadrants with 1 quadrant shaded (1/4); a circle divided into 6 equal sectors with 1 sector shaded (1/6); a circle divided into 6 equal sectors with 2 sectors shaded (2/6); and a circle divided into 6 equal sectors with 1 sector shaded (1/6).

Point to the box for item 3 and say: **Point to the largest fraction.** Do the same for item 4.

3. $\frac{1}{4}$ $\frac{1}{2}$ $\frac{1}{6}$ $\frac{1}{3}$ $\left(\frac{1}{2}\right)$

4. $\frac{3}{4}$ $\frac{1}{2}$ $\frac{3}{8}$ $\frac{2}{3}$ $\left(\frac{3}{4}\right)$

Point to the box for item 3 and say: **How much is....** Point to item 5 **one-third plus one-third?** Point to the answer.

5. $\frac{1}{3} + \frac{1}{3} = \square$ $\frac{2}{6}$ $\frac{1}{6}$ $\frac{2}{3}$ $\frac{1}{2}$ $\left(\frac{2}{3}\right)$

Point to the box for item 3 and say: **How much is....** Point to item 6 **one-sixth plus one-sixth?** Point to the answer.

6. $\frac{1}{6} + \frac{1}{6} = \square$ $\frac{2}{3}$ $\frac{2}{12}$ $\frac{1}{6}$ $\frac{1}{3}$ $\left(\frac{1}{3}\right)$

Exercise discontinued:

Student Context Interview

Say to the child: *Thank you very much. Now, I am going to ask you some questions about your family and about reading.*

S1	What language/dialect does your family speak most often at home?	English = 1 Others = 2 [Specify main one] _____ Don't know = 88 Refuse/No Answer = 99	
S2	What language/dialect does your mother read or write in?	Cannot read and write = 0 English = 1 Others = 2 [Specify main one] _____ Don't know = 88 Refuse/No Answer = 99	
S3	What language/dialect does your father read or write in?	Cannot read and write = 0 English = 1 Others = 2 [Specify main one] _____ Don't know = 88 Refuse/No Answer = 99	
S4	Did you attend any form of education before starting Grade 1?	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S5	If answer to S4 is yes, ask: What kind?	Nursery = 1 K1 = 2 K2 = 3 Other: _____ Don't know = 88	
S6	Do you have any reading books at home? (If no, skip to S8.)	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S7	If answer to S6 is Yes, in what language/dialects?	English = 1 Other = 2 [Specify main one] _____	
S8	Does anyone read aloud to you at home? (If No, skip to S10.)	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S9	If answer to S8 is Yes, in what language/dialects do they read to you?	English = 1 Other = 2 [Specify main one] _____	
S10	Do you practice reading aloud to someone at home? (If No, skip to S12.)	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S11	If answer to S10 is Yes, in what language(s) do you read?	English = 1 Other = 2 [Specify main one] _____ Don't know = 88 Refuse/No answer = 99	
S12	Have you ever repeated a grade? If yes, which ones? (CIRCLE the grades repeated.)	No = 0 Yes, Grade 1 = 1 Yes, Grade 2 = 2 Yes, Grade 3 = 3 Don't know = 88 Refuse/No answer = 99	
S13	Does your current teacher ever practice letter sounds with you? [Give student example of /k/ and /m/].	Never = 0 Often = 1 Always = 2 Refuse/No answer = 99	

S14	Do you ever practice reading aloud to your teacher or the other students?	Never = 0 Often = 1 Always = 2 Refuse/No answer = 99	
S15	Does your teacher ever read aloud to you?	Never = 0 Often = 1 Always = 2 Refuse/No answer = 99	
S16	Last week, did you ever study after school? (If NO, skip to S18.)	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S17	If answer to S16 is Yes, How many days?		
S18	Last week, did you ever study or do class- work with classmates or friends (at school or after school)? (If No, skip to S20.)	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S19	If answer to S18 is Yes, How many days?		
S20	Did you eat lunch at break time at school yesterday [or last school day]?	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S21	Did you miss any school days last week? (If No, skip to S23.)	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S22	If answer to S21 is Yes, How many days?		
S23	The last time you did not do well on a test or assignment in school, did your parent(s) find out? If yes, what did s/he do? (CIRCLE all that apply. Do not read the choices to the child.)	No/Never learned about it = 0 Learned but did nothing = 1 Helped/encouraged me to do better = 2 Punished me physically = 3 Criticized me verbally = 4 Discussed with the teacher = 5 Argued with the teacher = 6 Other (Don't specify) = 7 Don't know = 88 Refuse/No answer = 99	
S24	The last time you did well on a test or assignment in school, did your parent(s) find out? (If No, skip to S26.)	No/Never learned about it = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S25	If the answer to S24 is Yes, what did your parent(s) do?	Learned but did nothing = 0 Congratulated or encouraged me = 1 Other = 3 _____	
S26	Do you have a library at your school?	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S27	Do you watch television at home?	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S28	Do you listen to radio at home?	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	
S29	Do you have electricity/current at home?	No = 0 Yes = 1 Don't know = 88 Refuse/No answer = 99	

S30	Do you have a refrigerator/icebox at home?	No = 0 Don't know = 88	Yes = 1 Refuse/No answer = 99	
S31	Is there a bicycle in your home?	No = 0 Don't know = 88	Yes = 1 Refuse/No answer = 99	
S32	Is there a motorbike in your home?	No = 0 Don't know = 88	Yes = 1 Refuse/No answer = 99	
S33	Is there a car in your home?	No = 0 Don't know = 88	Yes = 1 Refuse/No answer = 99	
S34	Does anyone in your family have a phone?	No = 0 Don't know = 88	Yes = 1 Refuse/No answer = 99	
S35	Do you practice silent reading in school?	No = 0 Don't know = 88	Yes = 1 Refuse/No answer = 99	
S36	Did you eat before coming to school today?	No = 0 Don't know = 88	Yes = 1 Refuse/No answer = 99	
S37	Do you have books at school that you can take home to read? (If No, skip to S39)	No = 0 Don't know = 88	Yes = 1 Refuse/No answer = 99	
S38	If the answer to S37 is Yes, "Do you take books from school to read at home?"	Never = 0 Often = 1 Always = 2 Refuse/No answer = 99		
S39	Does your teacher practice sounding out unfamiliar words? (These are the words that make no sense, for example: /ik/, /wab/)	Never = 0 Often = 1 Always = 2 Refuse/No answer = 99		
S40	Does your teacher make you practice silent reading in class?	Never = 0 Often = 1 Always = 2 Refuse/No answer = 99		
S41	Does your teacher make you practice reading out loud in class?	Never = 0 Often = 1 Always = 2 Refuse/No answer = 99		
S42	Does your teacher assign reading for you to do at home?	Never = 0 Often = 1 Always = 2 Refuse/No answer = 99		
S43	Does your teacher ever make you re-tell a story during class?	Never = 0 Often = 1 Always = 2 Refuse/No answer = 99		
S44	Does your teacher ever tell you the meaning of new words?	Never = 0 Often = 1 Always = 2 Refuse/No answer = 99		
S45	Are you an ALP student? (Accelerated Learning Program student)	No = 0 Don't know = 88	Yes = 1 Refuse/No answer = 99	

Thank the student by shaking his/her hand!

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