

**Student Response Form**  
**Lao PDR Early Grade Reading Assessment**  
**(2012)**

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**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 (see example below). The child should perceive the following assessment almost as a game to be enjoyed rather than a severe situation. It is important to read **ONLY** the sections in boxes aloud slowly and clearly.*

**Good morning. My name is \_\_\_\_ and I live in \_\_\_\_\_. I'd like to tell you a little bit about myself.**

*[Number and ages of children; pets; sports; etc]*

**1. Could you tell me a little about yourself and your family?**

*[Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal consent].*

**2. What do you like to do when you are not in school?**

**Verbal Consent:**

- Let me tell you why I am here today. We are trying to understand how children learn to read and you were picked to participate in this study.
- 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.
- Once we begin, if you would rather not answer a question, that's all right.
- This is **NOT** a test and it will not affect your grade at school.
- I will also ask you other 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.
- We would like you to play with us but you do not have to play if you do not want to.
- Do you want to play? Are you ready to 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/Month/Year of Assessment:		
B. Enumerator's name		
C. School name:		
D. School Code:		
E. Student Code:		
F. Class type	<input type="radio"/> Single-class <input type="radio"/> Multi-class	
G. Grade	<input type="radio"/> 1 = Grade 2 <input type="radio"/> 2 = Grade 3 <input type="radio"/> 3 = Grade 4	
H. Class: <i>[Name or section]</i>		
I. Student Date of Birth (as reported by principal):	_____ / _____ / _____ (DD) (MM) (YYYY)	
J. Students' ethnicity (name of ethnic group)	.....	
K. Gender:	<input type="radio"/> 1 = girl	<input type="radio"/> 2 = boy
L. Time survey started:	_____ : _____ AM/PM	

## **Section 1. Letter Name Knowledge**

*Show the child the sheet of letters in the student stimuli booklet. Say:*

**Here is a page full of letters. Please tell me the NAMES of as many letters as you can. For example, the name of this letter *[point to K]* is “K- Kai”.**

**Let's practise: tell me the name of this letter *[point to P]*:**

*[ If the child responds correctly say ]:* **Good, the name of this letter is “P - Paa”**

*[ If the child does not respond correctly, say ]:* **The name of this letter is “P - Paa”**

**Now try another one: tell me the name of this letter *[point to Vowel Ee]*:**

*[ If the child responds correctly say ]:* **Good, the name of this letter is “Vowel Ee”**

*[ If the child does not respond correctly, say ]:* **The name of this letter is “Vowel Ee”**

**Do you understand what you are to do? When I say “Start,” please name the letters as quickly and carefully as you can. Start here and continue this way. *[Point to the first letter on the row after the example and draw your finger across the first line]*. If you come to a letter you do not know, I will tell it to you. Otherwise I will keep quiet & listen to you. Ready? Start.**



Start the timer when the child reads the first letter. Follow along in this page with your pencil and clearly mark any incorrect letters with a **slash (/)**. Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on. 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. AFTER 60 SECONDS SAY, "STOP." Mark the final letter read with a **bracket ( ] )**.

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

ຕົວອັກສະນີ:    ກ            ບ            ຄ

ວ	ຂ	ດ	ອ	ບ	ງ	ຕ	ຊ	ຄ	ຮ	(10)
ຮ	ຂ	ຄ	ນ	ຄ	ຊ	ອ	ທ	ຮ	ມ	(20)
ງ	ສ	ຄ	ກ	ຄ	ນ	ໃ	ມ	ອ	ບ	(30)
ລ	ຮ	ຟ	ອ	ສ	ຄ	ລ	ຄ	ຫ	ງ	(40)
ຂ	ຈ	ຮ	ນ	ຮ	ກ	ຮ	ບ	ຄ	ກ	(50)
ມ	ຮ	ຈ	ຂ	ດ	ໃ	ຟ	ຄ	ອ	ໃ	(60)
ຄ	ອ	ໃ	ບ	ຮ	ລ	ຄ	ງ	ຄ	ຮ	(70)
ລ	ຮ	ບ	ອ	ສ	ໃ	ຍ	ຄ	ມ	ຮ	(80)
ງ	ຕ	ຄ	ຖ	ຮ,	ນ	ຮ	ຟ	ອ	ທ	(90)
ຍ	ຄ	ຟ	ໃ	ຟ	ຮ,	ຄ	ໃ	ຊ	ຮ	(100)

Time remaining on stopwatch at completion (number of SECONDS):

Check this box if the exercise was discontinued because the autostop:

☐


Total letters read

# Correct

#Incorrect

## **Section 2. Initial Sound Identification**

This is **NOT** a timed exercise and **THERE IS NO STUDENT SHEET**. Read aloud each word twice, and have the student say the initial consonant sound of the word.

**This is a listening exercise. I want you to tell me the first consonant sound of each word. For example, in the word “Lang” – “Lang”, the first consonant sound is “L”. I will say each word two times. Listen to the word, and then tell me the first consonant sound you hear.**

**Let’s practise. What is the first consonant sound in “Keng” - “Keng”.**

*[If the child responds correctly, say]:* **Very good, the first consonant sound in “Keng” is K.**

*[If the child does not respond correctly, say]:* **Listen again: “Keng”. The first consonant sound in “Keng” is K.**

**Now let’s try another one: What is the first consonant sound in “Tom” - “Tom”.**

*[If the child responds correctly, say]:* **Very good, the first consonant sound in “Tom” is T ”.**

*[If the child does not respond correctly, say]:* **Listen again: “Tom”. The first consonant sound in “Tom” is T ”.**

**Do you understand what you are to do?**

*Read the prompt and then pronounce the target word a second time. Accept only as correct the isolated sound. If the child does not respond after 3 seconds, mark as “No response” and say the next prompt. Enunciate clearly, but do not overemphasize the beginning sound of each word.*

Early stop rule: *If the child responds incorrectly or does not respond to the **first five words**, say “Thank you!”, discontinue this exercise, check the box at the bottom of the page, and go on to the next exercise.*

ຊື່ : ກິນເຂົ້າ

- ຄັ້ງທີ : ມ

ຊັກເຄື່ອງ

Please say the first consonant sound of the first syllable of the following words [Read each word twice]				
ນາຍຄູ	ນ	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	No Response <input type="checkbox"/>
ຮ້ອງເພງ	ຮ	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	No Response <input type="checkbox"/>
ປ່າໄມ້	ປ	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	No Response <input type="checkbox"/>
ສວນຜັກ	ສ	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	No Response <input type="checkbox"/>
ຖະແລ້ວ	ຖ	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	No Response <input type="checkbox"/>
ຊຸນ້າ	ດ	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	No Response <input type="checkbox"/>
ໄປໂຮງຮຽນ	ບ	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	No Response <input type="checkbox"/>
ຫົດຜັກ	ຮ	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	No Response <input type="checkbox"/>
ສົດ	ດ	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	No Response <input type="checkbox"/>
ອອກແຮງງານ	ງ	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	No Response <input type="checkbox"/>

Check this box if the exercise was discontinued because the child had no correct answers in the first five words:

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### **Section 3. Familiar Word Reading**

Show the child the sheet of familiar words in the student stimuli booklet. Say:

**Here are some words. I would like you to read to me as many words as you can. Do not spell the words, but read them. For example, this word is: “Lung”.**

**Let’s practise: please read this word** [point to the word “Pii”]:

[ If the child responds correctly say ] : **Good, this word is “Pii.”**

[ If the child does not respond correctly, say ]: **This word is “Pii.”**

**Now try another one: please read this word** [point to the word “Mae Naam”]:

[ If the child responds correctly say ] : **Good, this word is “Mae Naam.”**

[ If the child does not respond correctly, say ]: **This word is “Mae Naam.”**

**When I say “start,” read the words as quickly and carefully as you can. Start here and continue this way across the page. If you come to a word you do not know, I will tell it to you. Otherwise I will keep quiet and listen to you. Ready? Start.**



Start the timer when the child reads the first word. Follow along in this page with your pencil and clearly mark any incorrect words with **a slash (/)**. Count self-corrections as correct. If you’ve already marked the self-corrected word as incorrect, circle the word and go on. 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. **AFTER 60 SECONDS SAY, “STOP.”** Mark the final word read with **a bracket ( )**.

Early stop rule: If the child does not give a single correct response on the first line, say “Thank you!”, discontinue this exercise, check the box at the bottom, and go on to the next exercise.

ຕົວຢ່າງ: ລ, ງ

ປຶ້ມ ແມ່ນ້ຳ

ອາ	ດື	ເອ້	ໄປ	ມາ	(5)
ໝູ	ໂຕະ	ງົວ	ປູ	ຢືນ	(10)
ຂ້ອຍ	ດັງ	ງາມ	ໄກ່	ທຸງ	(15)
ແບ້	ນ້ຳ	ພໍ່	ນັກຮຽນ	ໝໍ້	(20)
ຜົນຕາ ກ	ອ້າຍ	ໝູ່ພີ່ ນ	ເສຍອີ່ ຍ	ເອີ້ນ ຍ	(25)
ເຈົ້າ	ເຮືອນ	ໝາກໂມ	ອຸ່	ເຫັນ	(30)
ໂສ້ງ	ລ້າງມື	ແມ່	ຕັ້ງ	ຍ່າງ	(35)
ມ້າ	ເບິ່ງ	ເວົ້າ	ໝາກບາ ນ	ຊ້າງ	(40)
ກົບ	ຝາ	ຄວາຍ	ໝາ	ນອນ	(45)
ພັກຜ່ອນ	ນ້ອງສາ ວ	ຄວາມສຸກ	ກາງຄືນ	ແກ້ໄຂ	(50)

Time remaining on stopwatch at completion (number of SECONDS):

Check this box if the exercise was discontinued because the autostop: ☐

Total words read

# Correct

#Incorrect

## **Section 4. Invented word decoding**

Show the child the sheet of invented words in the student stimuli booklet. Say:

**Here are some made-up words. I would like you to read as many as you can. Do not spell the words, but read them. For example, this made-up word is: “---”.**

**Let’s practise: please read this word** [point to the next word: ---].

[ If the child responds correctly say ] : **“Very good: “---”**

[ If the child does not respond correctly, say ] : **This made-up word is “---”**

**Now try another one: please read this word** [point to the next word: --- ].

[ If the child responds correctly say ] : **“Very good: “---”**

[ If the child does not respond correctly, say ] : **This made-up word is “---”**

**When I say “start,” read the words as quickly and carefully as you can. Start here and continue this way across the page. If you come to a word you do not know, I will tell it to you. Otherwise I will keep quiet and listen to you. Ready? Start.**



Start the timer when the child reads the first word. Follow along in this page with your pencil and clearly mark any incorrect words with **a slash (/)**. Count self-corrections as correct. If you’ve already marked the self-corrected word as incorrect, circle the word and go on. 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. **AFTER 60 SECONDS SAY, “STOP.”** Mark the final word read with **a bracket ( ] )**.

Early stop rule: If the child does not give a single correct response on the first line, say “Thank you!”, discontinue this exercise, check the box at the bottom, and go on to the next exercise.



ຕົວອັກສະນີ: ດ ື ງ ັ ນ ວ ະ ຳ

ດ ື	ຕ ື	ພ ື	ເສ	ຖ ຸ	(5)
ເຢ	ງາງ	ໂນະ	ເຫ	ໂຕ ະ	(10)
ແພ້	ເວາະ	ເຢ ື	ເໝດ	ເຂຍ	(15)
ເບ ື ະ	ເຢະ	ແດ	ໄອ້	ຢາບ	(20)
ໂວ	ພ ື ັ	ແທ	ກ ື ະ	ແຜະ	(25)
ໂຜ້	ຜາມ	ເຫະ	ງ ຸ ະ	ຜ ື ັ	(30)
ຈ ື	ເນ ື ັ າ	ຕາມ	ດ ື ວະ	ລ ື	(35)
ເງດ	ຮາຍ	ຍ ັ າ	ໂຂ ະ	ເຜ	(40)
ໄພ້	ຮ ັ ຳ	ຜ ື ວະ	ເຖ ື ັ	ອາມ	(45)
ເຈ ື າ	ຂວາ	ແບ ະ	ຫວາ	ແຂດ	(50)

Time remaining on stopwatch at completion (number of SECONDS):

Check this box if the exercise was discontinued because the autostop:

☐


Total letters read

# Correct

#Incorrect

## Section 5a. Oral Passage Reading

Here is a short story. I want you to read it aloud, quickly but carefully. When you have finished, I will ask you some questions about what you have read. Do you understand what you are to do? When I say “start” read the story as best as you can. If you come to a word you do not know, I will tell it to you. Otherwise, I will keep quiet and listen to you. Ready? Start.



Start the timer when the child reads the first word. Follow along in this page with your pencil and clearly mark any incorrect where the child stopped reading words with a slash (/). Count self-corrections as correct. **Stay quiet**, unless the child hesitates for 3 seconds, in which case you provide the word, point to the next word and say “Please go on”. Mark the word you provided to the child as incorrect. At 60 seconds, say, “Stop.” Mark the final word read with a bracket ( ] ).

Early Stop rule: If the child gives no correct answers on the first line, say “Thank you!”, and discontinue this exercise. Check the box at the bottom of the page, and go on to the next exercise

α≡ü↑ α/ ←L/Φ≡Ü≡/ε α/ ←FZα≡Üα. f←α/ü←ü/ü≡Z≡Γα/Ü!!→α/.	11
ü≡Z≡!!Ü↓α/Ü≡/→Z→L/!!α/Ü≡/δ≡α F L. !!≡/ü≡Z≡Ü≡α	22
F Lδ≡α/üα/Φ≡Ü≡/ F Lδ≡α/üα/ü/≡Üδ≡α/→Z/Γα/Ü≡α/Φα/Ü≡!! F	36
Φα/ααα≡ü↑ αZ/ü/ü/!!/ε/ü/≡Üδ≡α/Γα/ü/Φ≡Ü≡/Z→Z/→L/	48
Ü≡ü←δ→Z/α≡ü↑ α/σ/ε α/ ←FZ/. ↓δZ≡Üαα, ü≡Z≡Ü/α≡Üα F Lδ≡α/Γα/ε/	59
n≡ü!!üαZ/.	60

Time remaining on stopwatch at completion (number of SECONDS):

Check this box if the exercise was discontinued because the autopstop:

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## Section 5b. Reading Comprehension

When 60 seconds are up or if the child finishes reading the passage in less than 60 seconds, REMOVE the passage from in front of the child, and ask the first question below. Give the child at most 15 seconds to answer the question, mark the child's response, and move to the next question. Read the questions for each line up to the bracket ( ] ) showing where the child stopped reading.

Questions	Student's Answers			
	Correct	Incorrect	Do not know/ No Response	Answer in local language
1. ນາງວ ນ ແລະ ທ້າວຄຳເບ້ນ ຫຍັງກັນ?				
[ເບ້ນເອົ້ອຍນ້ອງກັນ]				
2. ເຮືອນຂອງເຂົາເຈົ້າຕັ້ງຢູ່ໃສ?				
[ແຄມສວນ]				
3. ເຂົາເຈົ້າມັກຫຍັງ?				

ກໍລະນີ ໃດ? [ບາງຄະ/ຄະບາງ]				
4. ພຶ້ນຖານທຸກຢ່າງ ທຸກຢ່າງ ມີບາງສິ່ງທີ່ບໍ່ ເປັນຈິງ? [ພຶ້ນຖານທຸກຢ່າງ, ພຶ້ນຖານທຸກຢ່າງ, ພຶ້ນຖານທຸກຢ່າງ, ພຶ້ນຖານທຸກຢ່າງ]				
5. ພຶ້ນຖານທຸກຢ່າງ ຈະເປັນຈິງໃດໜຶ່ງ ທີ່ບໍ່ເປັນຈິງ? [ພຶ້ນຖານທຸກຢ່າງ, ພຶ້ນຖານທຸກຢ່າງ, ພຶ້ນຖານທຸກຢ່າງ, ພຶ້ນຖານທຸກຢ່າງ]				

## Section 6. Listening Comprehension

This is **NOT** a timed exercise and **THERE IS NO STUDENT SHEET**. Read the following passage aloud to the child **ONLY ONE TIME**, slowly (about 1 word per second). Then allow 15 seconds for each question. Say :

<sup>23</sup>/<sub>4</sub>”1̇ũ⊠Àìój»¼- ã-ç½-½ê† êÉ¾, ©¿ Áì½ -¾⊠ Á©⊠ ”È¾⊠À´õºÀ»õº-  
 êñ-ã©-~- ²,¡Àçö¾Ä©ÉÀ¹ñ-¡½À¯õ¾À⊠ð- ºö¡¥¾¡¡½ºÈ¾  
 ê†Á´ÈÀ«í¾!ó¹¾®°È¾-Ä¯ ¥‡⊠ÁìÈ-Ä¯À¡ñ® ÁìÉ,Àºõ¾Ä¯!%⊠ã¹ÉÀ²...-  
 Á´ÈÀ«í¾©óã¥¹ù¾” Áì½ À,í¾,È¾: ¢º®ã¥À©ó, ²,¡¹ù¾-Ä¯ñ-£ö-©ó ÁêÉÀ

QUESTIONS	Student's Answers		
	Correct	Incorrect	Do not know/No Response
1. ຂໍຮູ້, ອີງ າີ 1/2 - 3/4 ມາ າວ ມາ ຂໍຮູ້ ມາ ຂໍຮູ້ ? [ຂໍຮູ້ ມາ ຂໍຮູ້ ມາ ຂໍຮູ້]			
2. ພວກເຂົາໄດ້ ເຫັນຫຍັງຕົກລາກກະຕ່າ າວ ມາ ເຖົ້າສິ ? [ກະເປົາຕົງນ]			
3. ທ້າວ ດໍາ ແລະ ນາງ ແດມ - າ1 ກໍ - 1/2 - າ2 ອໍ - າ3 ບໍ - າ4 ຮັດ - າ5 - ໃດ ? [ເກັບເອົາກະເປົາຕົງນໄປສົ່ງແມ່ ເຖົ້າສິ]			
4. ແມ່ ເຖົ້າສິ ໄດ້ ເວົ້າຫຍັງກັບ ທ້າວ ດໍາ ແລະ ນາງ ແດງ ? [ຂອບໃຈເດີ, ພວກຫຼານເປັນຄົນດີແທ້ໆ]			
5. ນີ້ ອົງຄົນ ດວ າທ້າວ ດໍາ ແລະ ນາງ ແດງ ເປັນຄົນແນວໃດ? [ເປັນຄົນດີ, ສັດຊື່, ມີ ນ້ຳໃຈ, ອົດົນຜູ້ ເຖົ້າ]			



<b>Province:</b>	<b>School name:</b>	<b>School Code:</b>	<b>Student Code:</b>
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## Section 7. Dictation

Turn this student response form to the last, lined page for writing, and place it in front of the student. Take the student stimulus sheet and turn to the last page, where you will find the same instructions as below. Say,

I am going to read you a short sentence **THREE** times.

First, I will read you the whole sentence while you listen.

Next, I will read **SLOWLY** so that **YOU** can write down what you hear.

Then, I will read it again so you can check and correct your work.

Do you understand what you are to do?

ຂ້ອຍເຫັນຄວາມແລະງົວ  
ກິນຫຍ້າຢູ່ແຄມທົ່ງນາ.

(As you read the sentence for the second time, pause between each group of words to allow the student some time to write)

ຂ້ອຍເຫັນ ຄວາມແລະ ງົວ ກິນຫຍ້າ  
ຢູ່ ແຄມທົ່ງ ນາ

### CODING FOR DATA ENTRY PERSONNEL ONLY – DO NOT CODE AT THE SCHOOL

Evaluation Criteria	Score	2 = Correct; 1 Partially correct; 0 = Incorrect; 99 = No Response
Total number of letters written		
Total number of letters written correctly		
Total number of syllable written		
Total number of syllable written correctly		
Total number of full words written		
Total number of full words written correctly		
Condition for marking	Score	2 = Correct; 1= partially correct; 0 = Incorrect; 99= No response
Wrote “ຄວາມ” correctly		1 = (ຄວຍ, ຄວາ)

Wrote “ຫຍາ” correctly		1 = (ຫຍາ, ຫຍ່າ, ຍາ, ຍ່າ)
Wrote “ກນ” correctly		1 = (ກນ, ກ່ນ, ກ໌ນ)
Wrote “ແລະ” correctly		1 = (ແລ, ແລະ, ແລ)

### **Student context interview**

Ask each question verbally to the child, as in an interview. Do not read the response options aloud. Wait for the child to respond, and then write this response in the space provided, or circle the code of the option that corresponds to the child’s response. If there is no special instruction to the contrary, only one response is permitted.

<b>We are almost finished! Next, I am going to ask you some questions about your family and your house.</b>		
1	<b>How old are you? (in number of years)</b>	_____ years Do not know / No response..... 99
2a	<b>Do you speak Lao language at home?</b> <i>[If “No”, go to Question 3]</i>	Yes..... 1 No..... 0 Do not know / No response..... 99
2b	<i>[If yes to 2a,]</i> <b>how often do you speak Lao language at home?</b>	Very little time..... 1 Sometimes..... 2 Always..... 3
3	<b>To which ethnic group do you belong to?</b>	Lao – Thai ..... 1 Mon-Khmer ..... 2 Chine-Tibet ..... 3 Hmong-Emien ..... 4 Foreigner ..... 5 Do not know/ No Response ..... 99
4	<b>Do you spend time working for your family during the day?</b>	Yes..... 1 No..... 0 Do not know / No response..... 99



5	<p><b>Usually, how many meals do you eat a day?</b></p> <p><i>(or “How many meals did you have yesterday?”)</i></p>	1 meal ..... 1 2 meals ..... 2 3 meals or more ..... 3
6a	<p><b>In your house, does anyone know how to read and write in Lao language?</b></p> <p><i>[If “No”, go to Question 7]</i></p>	Yes..... 1 No..... 0 Do not know / No response..... 99
6b	<p><i>[If yes to Question 6a] Who is that?</i></p> <p><i>[Multiple responses are allowed]</i></p>	Mother..... 1 Father..... 2 Sister / brother..... 3 Other ..... 4 Do not know / No response ..... 99
7	<p><b>Do you have the Lao language school textbook?</b></p>	Yes..... 1 No..... 0 Do not know / No response..... 99
8a	<p><b>Besides your Lao language and other textbooks from school, do you have other things to read at home?</b></p> <p><i>[If “No”, go to Question 9]</i></p>	Yes..... 1 No..... 0 Do not know / No response..... 99  
8b	<p><i>[If yes to Question 8a] Please give me some examples</i></p>	   
8c	<p><i>[If yes to Question 8a ] What language(s) are these materials in?</i></p> <p><i>[Multiple responses are allowed]</i></p>	Lao ..... 1 Thai ..... 2 English ..... 3 French ..... 4 Other ..... 5 Do not know / No response..... 99

9	<b>In school, does your teacher read aloud to you in class?</b>	Yes..... 1 No..... 0 Do not know / No response..... 99
10	<b>During Lao language lessons, does your teacher ask you to read aloud to the class or to another student?</b>	Yes..... 1 No..... 0 Do not know / No response..... 99
11a	<b>Does your teacher give you homework for your Lao language lessons?</b> <i>[If “no” or “do not know/ no response”, go to Question 14a]</i>	Yes..... 1 No..... 0 Do not know / No response..... 99
11b	<i>[If “yes” to Question 11a],</i> <b>does your teacher ask you to do your homework?</b>	Yes..... 1 No..... 0 Do not know / No response..... 99
12a	<b>Do you do your homework after finishing school?</b>	Yes..... 1 No..... 0 Do not know / No response..... 99
12b	<i>[If yes to 12a],</i> <b>Who help you to do your homework?</b> <i>[Multiple responses are allowed]</i>	Mother..... 1 Father..... 2 Sister / brother..... 3 Other ..... 4 Nobody helps me ..... 0 Do not know / No response ..... 99
13a	<b>When you turn in your homework, how often does your teacher correct it?</b>	I did not submit my homework.....No, my teacher never corrects my homework ..... 1 ..... 2 Yes, but only sometimes ..... 3 Yes, the teacher often corrects my homework ..... 4 Yes, the teacher corrects every homework..... 5 Do not know / No response..... 99

13b	<i>[If yes to 13a], Does your teacher explain to you the things you did wrong?</i>	No, my teacher never explains my homework mistakes to me ..... 1 Yes, but only sometimes ..... 2 Yes, the teacher always explains my homework mistakes to me..... 3 Yes, the teacher explains every homework mistakes to me ..... 4 Do not know / No response..... 99
14a	<b>Does anyone in your family read with you at home?</b>	Yes..... 1 No..... 0 Do not know / No response..... 99
14b	<i>[If “yes” to 14a], Who is that?</i>  <i>[Multiple responses are allowed]</i>	Mother..... 1 Father..... 2 Sister / brother..... 3 Other ..... 4 Do not know / No response ..... 99
15	<b>What class are you this year?</b>	..... 12399 Grade 3..... Grade 4..... Grade 5..... Do not know / No response.....
16	<b>What class were you in last year?</b>	Grade 2 ..... 1 Grade 3..... 2 Grade 4..... 3 Grade 5..... 4 Not in school ..... 0 Do not know / No response..... 99
17	<b>Have you repeated a grade?</b>	Yes..... 1 No..... 0 Do not know / No response..... 99
18	<b>Have you attended a kindergarten?</b>	Yes..... 1 No..... 0 Do not know / No response..... 99
19	<b>Last year, were you absent from school for more than 5 days?</b>	Yes..... 1

		No.....	0
		Do not know / No response.....	99
	<b>At your house, do you have:</b>	<b>Yes</b>	<b>No</b>
		<b>No Response</b>	
20	A radio?	1	0
21	A landline telephone?	1	0
22	A mobile telephone?	1	0
23	A television?	1	0
24	A bicycle?	1	0
25	A motorcycle?	1	0
26	A car?	1	0
27	A clock?	1	0
28	A study table?	1	0
29	A study chair?	1	0
30	A lamp for study table?	1	0
31	A newspaper or magazine?	1	0
32	A wardrobe?	1	0
33	An electric fan?	1	0
34	A refrigerator?	1	0
35	An electric stove or gas stove?	1	0
36	A washing machine?	1	0
37	A computer?	1	0
38	An air conditioner?	1	0
<p><b>OK we are done! You have done a good job. Go back to your classroom, and please do not talk to other pupils about what we have done today.</b></p>			

<b>Time at completion:</b>	_____ : _____ am / pm
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*After completing the Student Response Form and the Student Questionnaire, please put a tick (✓) in the box corresponding on your assessment of the student's proficiency in Lao language:*

<p>1. <i>Student was able to answer questions proficiently using Lao</i></p> <p><i>Criteria</i></p> <ul style="list-style-type: none"> <li>• <i>Student was able to introduce her/ himself fluently in the introduction part,</i></li> <li>• <i>Student was able to follow and participate in all 8 sections with no or little difficulty</i></li> </ul>	
<p>2. <i>Student was able to communicate in a basic way in Lao</i></p> <p><i>Criteria</i></p> <ul style="list-style-type: none"> <li>• <i>Student was able to introduce her/ himself briefly in the introduction part,</i></li> <li>• <i>Student was able to answer <u>some</u> questions in Section 8 – Student Questionnaire</i></li> </ul>	
<p>3. <i>Student was not able to communicate proficiently in Lao beyond a few common words</i></p> <p><i>Criteria</i></p> <ul style="list-style-type: none"> <li>• <i>Student was not able to introduce her/ himself in sentence. Only say a few words,</i></li> <li>• <i>Student was able to answer only few questions in Section 8 – Student Questionnaire in words. Not in sentences.</i></li> </ul>	



- £ø-¥½-«¾'--jÈ¼,-jñ®-£º®£ö,-çº²,j-ñj»¼--À§,,--È¾: ²¾¼|¾ê†Ã§Éiö'-jñ--  
Ã-£º®£ö,-Ài½ |...¤çº¤ æÈ¾¤¤ ê†'óμøÈÀ»º-çº¤-ñj»¼-.
- £ø¥½-®Ò-ç¼--§^-çº¤-ñj»¼--iö¤-Ã|ÈÃ-À¥É'' -À²º®Ò-Ã¹É-»øÉ-,È¾- -š-Á'ú--  
£¿-º®-çº¤-ñj»¼-.
- ²,j-À»ö¾-æÉº¤j¾-Ã¹û-ñj»¼-¹ù™--Àj-'-šjñ®-²,j-À»ö¾ -ÁæÈ-«É¾-ñj»¼--®Ò-  
μ¾j¹ù™-jð-®ÒÀñ-¹''ñ¤.
- -²,jÀ»ö¾-¥½-Ài†-'¹ù™-Àj'ÁiÉ,, «É¾-ñj»¼-®Òμ¾jº®£¿«¾'Ã©£¿«¾'Î‡¤jð-  
®Ò-Àñ-¹''ñ¤.
- -ñj»¼-æÉº¤j¾-Í™-Àj-'-š®ð? -ñj»¼-j¼'²Éº'-ê†-¥½-¹ù™-ÀiÉ-,®ð?

ç¼-À£~º¤j¾'' -"√"- Ã|ÈÃ-»ø®|†¹ù¼' «É¾æÈ[ ]-¹ù™-.

İ¾"À¹© : «É¾-ñj»¼--®Ò-æÉº¤j¾-¹ù™-Àj', jðÃ¹Éçº®-Ã¥-Àçö¾ -ÀiÉ-,Àºš--ñj»¼--  
ºøÉ-ºÒ-Ã-Â®-Ã¹ÉÁ-½-¿ æ¾',òêó©¼,jñ-.

j. ,ñ--êó/- À©ðº-/ ¯ó -Ã-- j¾--iö¤-½- À'ó-:		¿ . ç~-»¼-:	○ 1 = ¯. 3 ○ 2 = ¯. 4 ○ 3 = ¯. 5
ç. §^ ºøÉ-½- À'ó-		ø. ¹Éº¤-»¼- (i, ç, £, ¤ ...)	
£. §^-Â»¤»¼-:		ω. ,ñ-, À©ðº-,- ¯ó- Àjó©	_____/_____/_____ (,ñ--êó) (-À©ðº-) ( ¯ó-Àjó©)
¤. i½¹ñ©- Â»¤»¼-:		çº¤-ñj»¼- (i¾''-¤¾-¥¾j- º.º)	
¥. i½¹ñ©-ñj»¼-:		ϳ. §ö-Àº%¾Ã©? .....	
		η. - À²©	○ 1 =      ○ 2 = §¾''









[«É¾-ñ»¼-º®®Ò«õï Ã'É®ï-ñ»¼-¾É¾ ¼¾²½ñ-§½-½²í-¢º²½³¾¾-ê-  
ºò©-Ã--£-šÁ'È- “§”]  
-ñ»¼--À¢í¾-Ã¥--òêóº®ÁiÉ,®ðð?

Ã'É-ºÉ¾--£-êï-ö©Ä,ÉÃ-¾¾²½¾¾£-ì½º¾~. «É¾-ñ»¼-º®®É,¼¾©¼, Áì½ Àñ-¼²½ ñ-§½-½²í- Ã'É«õ,É¾Àñ-£º®ê†«õïÉº. «É¾-ñ»¼-®Ò-º®-  
²¾-Ã- 3- ,ò-¾êó -Ã'É-¼-ÃiÉ-¾ “®Ò-º®”-Áì½ -Ã'É-ºÉ¾--£-ñ®-º-Ã º¼¾-  
μÉ¾-§ñ©-À¥-. -

¼ð½-ó-ê†-μ+©-iÉº--À,¼-¼-ö©: «É¾-ñ»¼---º®®-®Ò-«õï ຫຼື ບໍ່  
ຕອບຈັກຕົວໃນ 5 ຂໍ້-ສັບê-ºò©, Ã'ÉºÉ-½-À'ó-¼, -“¢®-Ã¥” -¾-ñ»¼- Áì½  
μ+©-®ò©-À±òï-ñ©--šÁiÉ,Ã'É¢ó©¼- (✓) ÃiÉÃ-»ø®¼¹ùÉ¼'÷É'¾²¾¾ -š Áì½  
Ã'É©-À-ó--®ò©-À±òï-ñ©-¾jº-Ã.

ອຳນວຍເຫຼືອ : ກົນເຂົ້າ - ຄັນຮົ່ມ ຊຸກເຄື່ອງ

ນາຍຄູ	ນ	«ໂຢ້າຍໂຢ້າຍ ອ	ໂຢ້າຍ-«ໂຢ້າຍໂຢ້າຍ ອ	ໂຢ້າຍ-ໂຢ້າຍໂຢ້າຍ ອ
ຮ້ອງເພງ	ຮ	«ໂຢ້າຍໂຢ້າຍ ອ	ໂຢ້າຍ-«ໂຢ້າຍໂຢ້າຍ ອ	ໂຢ້າຍ-ໂຢ້າຍໂຢ້າຍ ອ
ປ່າໄມ້	ປ	«ໂຢ້າຍໂຢ້າຍ ອ	ໂຢ້າຍ-«ໂຢ້າຍໂຢ້າຍ ອ	ໂຢ້າຍ-ໂຢ້າຍໂຢ້າຍ ອ
ສວນຜັກ	ສ	«ໂຢ້າຍໂຢ້າຍ ອ	ໂຢ້າຍ-«ໂຢ້າຍໂຢ້າຍ ອ	ໂຢ້າຍ-ໂຢ້າຍໂຢ້າຍ ອ
ຖ້ຳແຂ້ວ	ຖ	«ໂຢ້າຍໂຢ້າຍ ອ	ໂຢ້າຍ-«ໂຢ້າຍໂຢ້າຍ ອ	ໂຢ້າຍ-ໂຢ້າຍໂຢ້າຍ ອ
ຊຸ້ມນ້ຳ	ຕ	«ໂຢ້າຍໂຢ້າຍ ອ	ໂຢ້າຍ-«ໂຢ້າຍໂຢ້າຍ ອ	ໂຢ້າຍ-ໂຢ້າຍໂຢ້າຍ ອ
ໄປໂຮງຮຽນ	ບ	«ໂຢ້າຍໂຢ້າຍ ອ	ໂຢ້າຍ-«ໂຢ້າຍໂຢ້າຍ ອ	ໂຢ້າຍ-ໂຢ້າຍໂຢ້າຍ ອ
ຫົດຜັກ	ຫ	«ໂຢ້າຍໂຢ້າຍ ອ	ໂຢ້າຍ-«ໂຢ້າຍໂຢ້າຍ ອ	ໂຢ້າຍ-ໂຢ້າຍໂຢ້າຍ ອ
ສຸດາ	ສ	«ໂຢ້າຍໂຢ້າຍ ອ	ໂຢ້າຍ-«ໂຢ້າຍໂຢ້າຍ ອ	ໂຢ້າຍ-ໂຢ້າຍໂຢ້າຍ ອ
ອອກແຮງງານ	ອ	«ໂຢ້າຍໂຢ້າຍ ອ	ໂຢ້າຍ-«ໂຢ້າຍໂຢ້າຍ ອ	ໂຢ້າຍ-ໂຢ້າຍໂຢ້າຍ ອ

Ā'Éøó©ĭ¼" (✓) ĀĭĒĀ-»øøĭ†¹ùĒ¼' «É¼-®ö©-À±òĭñ©-«ðĭ-µ÷©²ò-ìö¤-Ēº-  
 -ñĭ»¼--²²®®Ò-«ðĭ 𐄇 𐄈 𐄉 𐄊 𐄋 𐄌 𐄍 𐄎 𐄏 𐄐 𐄑 𐄒 𐄓 𐄔 𐄕 𐄖 𐄗 𐄘 𐄙 𐄚 𐄛 𐄜 𐄝 𐄞 𐄟 𐄠 𐄡 𐄢 𐄣 𐄤 𐄥 𐄦 𐄧 𐄨 𐄩 𐄪 𐄫 𐄬 𐄭 𐄮 𐄯 𐄰 𐄱 𐄲 𐄳 𐄴 𐄵 𐄶 𐄷 𐄸 𐄹 𐄺 𐄻 𐄼 𐄽 𐄾 𐄿 𐅀 𐅁 𐅂 𐅃 𐅄 𐅅 𐅆 𐅇 𐅈 𐅉 𐅊 𐅋 𐅌 𐅍 𐅎 𐅏 𐅐 𐅑 𐅒 𐅓 𐅔 𐅕 𐅖 𐅗 𐅘 𐅙 𐅚 𐅛 𐅜 𐅝 𐅞 𐅟 𐅠 𐅡 𐅢 𐅣 𐅤 𐅥 𐅦 𐅧 𐅨 𐅩 𐅪 𐅫 𐅬 𐅭 𐅮 𐅯 𐅰 𐅱 𐅲 𐅳 𐅴 𐅵 𐅶 𐅷 𐅸 𐅹 𐅺 𐅻 𐅼 𐅽 𐅾 𐅿 𐆀 𐆁 𐆂 𐆃 𐆄 𐆅 𐆆 𐆇 𐆈 𐆉 𐆊 𐆋 𐆌 𐆍 𐆎 𐆏 𐆐 𐆑 𐆒 𐆓 𐆔 𐆕 𐆖 𐆗 𐆘 𐆙 𐆚 𐆛 𐆜 𐆝 𐆞 𐆟 𐆠 𐆡 𐆢 𐆣 𐆤 𐆥 𐆦 𐆧 𐆨 𐆩 𐆪 𐆫 𐆬 𐆭 𐆮 𐆯 𐆰 𐆱 𐆲 𐆳 𐆴 𐆵 𐆶 𐆷 𐆸 𐆹 𐆺 𐆻 𐆼 𐆽 𐆾 𐆿 𐇀 𐇁 𐇂 𐇃 𐇄 𐇅 𐇆 𐇇 𐇈 𐇉 𐇊 𐇋 𐇌 𐇍 𐇎 𐇏 𐇐 𐇑 𐇒 𐇓 𐇔 𐇕 𐇖 𐇗 𐇘 𐇙 𐇚 𐇛 𐇜 𐇝 𐇞 𐇟 𐇠 𐇡 𐇢 𐇣 𐇤 𐇥 𐇦 𐇧 𐇨 𐇩 𐇪 𐇫 𐇬 𐇭 𐇮 𐇯 𐇰 𐇱 𐇲 𐇳 𐇴 𐇵 𐇶 𐇷 𐇸 𐇹 𐇺 𐇻 𐇼 𐇽 𐇾 𐇿 𐈀 𐈁 𐈂 𐈃 𐈄 𐈅 𐈆 𐈇 𐈈 𐈉 𐈊 𐈋 𐈌 𐈍 𐈎 𐈏 𐈐 𐈑 𐈒 𐈓 𐈔 𐈕 𐈖 𐈗 𐈘 𐈙 𐈚 𐈛 𐈜 𐈝 𐈞 𐈟 𐈠 𐈡 𐈢 𐈣 𐈤 𐈥 𐈦 𐈧 𐈨 𐈩 𐈪 𐈫 𐈬 𐈭 𐈮 𐈯 𐈰 𐈱 𐈲 𐈳 𐈴 𐈵 𐈶 𐈷 𐈸 𐈹 𐈺 𐈻 𐈼 𐈽 𐈾 𐈿 𐉀 𐉁 𐉂 𐉃 𐉄 𐉅 𐉆 𐉇 𐉈 𐉉 𐉊 𐉋 𐉌 𐉍 𐉎 𐉏 𐉐 𐉑 𐉒 𐉓 𐉔 𐉕 𐉖 𐉗 𐉘 𐉙 𐉚 𐉛 𐉜 𐉝 𐉞 𐉟 𐉠 𐉡 𐉢 𐉣 𐉤 𐉥 𐉦 𐉧 𐉨 𐉩 𐉪 𐉫 𐉬 𐉭 𐉮 𐉯 𐉰 𐉱 𐉲 𐉳 𐉴 𐉵 𐉶 𐉷 𐉸 𐉹 𐉺 𐉻 𐉼 𐉽 𐉾 𐉿 𐊀 𐊁 𐊂 𐊃 𐊄 𐊅 𐊆 𐊇 𐊈 𐊉 𐊊 𐊋 𐊌 𐊍 𐊎 𐊏 𐊐 𐊑 𐊒 𐊓 𐊔 𐊕 𐊖 𐊗 𐊘 𐊙 𐊚 𐊛 𐊜 𐊝 𐊞 𐊟 𐊠 𐊡 𐊢 𐊣 𐊤 𐊥 𐊦 𐊧 𐊨 𐊩 𐊪 𐊫 𐊬 𐊭 𐊮 𐊯 𐊰 𐊱 𐊲 𐊳 𐊴 𐊵 𐊶 𐊷 𐊸 𐊹 𐊺 𐊻 𐊼 𐊽 𐊾 𐊿 𐋀 𐋁 𐋂 𐋃 𐋄 𐋅 𐋆 𐋇 𐋈 𐋉 𐋊 𐋋 𐋌 𐋍 𐋎 𐋏 𐋐 𐋑 𐋒 𐋓 𐋔 𐋕 𐋖 𐋗 𐋘 𐋙 𐋚 𐋛 𐋜 𐋝 𐋞 𐋟 𐋠 𐋡 𐋢 𐋣 𐋤 𐋥 𐋦 𐋧 𐋨 𐋩 𐋪 𐋫 𐋬 𐋭 𐋮 𐋯 𐋰 𐋱 𐋲 𐋳 𐋴 𐋵 𐋶 𐋷 𐋸 𐋹 𐋺 𐋻 𐋼 𐋽 𐋾 𐋿 𐌀 𐌁 𐌂 𐌃 𐌄 𐌅 𐌆 𐌇 𐌈 𐌉 𐌊 𐌋 𐌌 𐌍 𐌎 𐌏 𐌐 𐌑 𐌒 𐌓 𐌔 𐌕 𐌖 𐌗 𐌘 𐌙 𐌚 𐌛 𐌜 𐌝 𐌞 𐌟 𐌠 𐌡 𐌢 𐌣 𐌤 𐌥 𐌦 𐌧 𐌨 𐌩 𐌪 𐌫 𐌬 𐌭 𐌮 𐌯 𐌰 𐌱 𐌲 𐌳 𐌴 𐌵 𐌶 𐌷 𐌸 𐌹 𐌺 𐌻 𐌼 𐌽 𐌾 𐌿 𐍀 𐍁 𐍂 𐍃 𐍄 𐍅 𐍆 𐍇 𐍈 𐍉 𐍊 𐍋 𐍌 𐍍 𐍎 𐍏 𐍐 𐍑 𐍒 𐍓 𐍔 𐍕 𐍖 𐍗 𐍘 𐍙 𐍚 𐍛 𐍜 𐍝 𐍞 𐍟 𐍠 𐍡 𐍢 𐍣 𐍤 𐍥 𐍦 𐍧 𐍨 𐍩 𐍪 𐍫 𐍬 𐍭 𐍮 𐍯 𐍰 𐍱 𐍲 𐍳 𐍴 𐍵 𐍶 𐍷 𐍸 𐍹 𐍺 𐍻 𐍼 𐍽 𐍾 𐍿 𐎀 𐎁 𐎂 𐎃 𐎄 𐎅 𐎆 𐎇 𐎈 𐎉 𐎊 𐎋 𐎌 𐎍 𐎎 𐎏 𐎐 𐎑 𐎒 𐎓 𐎔 𐎕 𐎖 𐎗 𐎘 𐎙 𐎚 𐎛 𐎜 𐎝 𐎞 𐎟 𐎠 𐎡 𐎢 𐎣 𐎤 𐎥 𐎦 𐎧 𐎨 𐎩 𐎪 𐎫 𐎬 𐎭 𐎮 𐎯 𐎰 𐎱 𐎲 𐎳 𐎴 𐎵 𐎶 𐎷 𐎸 𐎹 𐎺 𐎻 𐎼 𐎽 𐎾 𐎿 𐏀 𐏁 𐏂 𐏃 𐏄 𐏅 𐏆 𐏇 𐏈 𐏉 𐏊 𐏋 𐏌 𐏍 𐏎 𐏏 𐏐 𐏑 𐏒 𐏓 𐏔 𐏕 𐏖 𐏗 𐏘 𐏙 𐏚 𐏛 𐏜 𐏝 𐏞 𐏟 𐏠 𐏡 𐏢 𐏣 𐏤 𐏥 𐏦 𐏧 𐏨 𐏩 𐏪 𐏫 𐏬 𐏭 𐏮 𐏯 𐏰 𐏱 𐏲 𐏳 𐏴 𐏵 𐏶 𐏷 𐏸 𐏹 𐏺 𐏻 𐏼 𐏽 𐏾 𐏿 𐐀 𐐁 𐐂 𐐃 𐐄 𐐅 𐐆 𐐇 𐐈 𐐉 𐐊 𐐋 𐐌 𐐍 𐐎 𐐏 𐐐 𐐑 𐐒 𐐓 𐐔 𐐕 𐐖 𐐗 𐐘 𐐙 𐐚 𐐛 𐐜 𐐝 𐐞 𐐟 𐐠 𐐡 𐐢 𐐣 𐐤 𐐥 𐐦

ÀÖ¾³¾²½¹¼¾£ ¢²²³¼¡éó 3 Ã¹É--ñ¡»¼--À@... º Á¹½ À,¼,È¾ :

¥½³ñα-ñj»¼-ºÈ¾-ªÖÄ- j¼²Éº-ÁiÉ,-®ø? -Àit-ºÈ¾-.

$$\tilde{A}|E\rangle_{\mathcal{L}}|\div\rangle_{\mathcal{C}}\hat{E}^{3/4} \hat{e}^{\dagger}-\tilde{n}_j\rangle^{1/4}-\tilde{A}|\mathcal{C}\rangle \hat{E}^{3/4}-.$$

ຕົວຢ່າງ:    ໑,໑                    ບໍ່    ແມ່ນຈໍ

Lao EGRA 2012 ແບບປະເມນ ທຸ ກຮົນ	30
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ພັນ ນ	ນັກສາ ວ	ຄວາມສຸກ	ກາງຄຸນ	ແກ້ໄຂ (50)
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À´°--~ñj»¼-°È¾-¥ö®jÈ°-i¿-ö©Ã¹É®ñ-êôj-À,j¼ê†¬ñA¹ùõ°-~-Ä,jÉ (  -À¬ñ--  
,ò-¾êó)

«É¾-ñj»¼-°È¾--®Ò-«õj íõ ®Ò°È¾-¥ñj¿Ä-Á«,-ê¿-°ò© Áì½  
«õjµ÷©jÉ  ¾Ã¹É¢ó©ï¾"- (✓) Ä¹ÈÄ-»ø® |†¹ùÈ¹´-š

ຈຳນວນx¿-ê†-Ä©É°È¾-

ຈຳນວນx¿-ê†-


«õj°É°¤

ຈຳນວນx¿-ê†-°È¾--°ò©

## 234i-êó 4 i34--°È34--212"34m-ê†-®Ò-'ó£,34'İ34"

À°ö3434312i34m212"34m 4°m234iêó 4 Ä1É--ñi»¼--À®...m Ái½ À,i34,È34 :

-š-Á'È--34312i34m212"34m-ê†®Ò-'ó£,34'İ34"¥ç-,--Î†m. £øµ34i-Ä1É--ñi»¼--  
 °È34--212"34mÀ1ù%34--š Ä1É Ä©Éİ34"Àê%34ê†İ34'34©-°È34--Ä©ÉÁ3È-®Ò-Ä1É-  
 °È34--3É°mİ1¼m. -3ö,µÈ34m 212"34m-š°È34--È34 "©õ" ®ÒÄ1É°È34-- © xõ ©õ  
 2,i-Ä»ö34-'34Ä±òİ°È34--çİñ-. ¥%0m°È34--212"34m-š [§š-ÄİÈ-212"34m "m~"]  
 [«É34--ñi»¼--°È34--«õİ Ä1É-Ä,i34,È34: - -©ó-İ34", 212"34m-š°È34--È34 "m~"]  
 [«É34--ñi»¼--°È34--®Ò«õİ Ä1É°È34-Ä1É--ñi»¼-3ñm -212"34m-š°È34--È34  
 "m~"]  
 -Ä»ö34-'34-°È34--212"34m°~--Ä®...m ¥%0m°È34--212"34m-š [§š-ÄİÈ-212"34m,È34 ",Ô"]  
 [«É34--ñi»¼--°È34--«õİ Ä1ÉÄ,i34,È34: -©ó1ù34", 212"34m-š°È34--È34 ",Ô"]  
 [«É34--ñi»¼--°È34--®Ò«õİ Ä1É°È34-Ä1É--ñi»¼-3ñm -212"34m-š°È34--È34  
 ",Ô"]  
 - Ä'~£ø®°İ-,È34 "Àİ†-'-- Ä1É--ñi»¼--°È34--212"34mê†µøÈÄ--34312i34m  
 Ä©"Àİ†'¥34iÄ«êçò©Äñ- 3i-Ä-Ä1É-Ä,Àê%34ê†¥½Ä,Ä©É©É,£,34'À°ö34Ä¥ÄİÈ.  
 «É34--ñi»¼--°È34--212"34mÄ©®ÒÄ©É£ø-¥½®°İ--ñi»¼--  
 1ùõ ໗ ນັກຮຽນອ່ານໄດ້ ຄູ່ ຈະມີ ດຢູ່ ' ແລະ ¥½3ñm-ñi»¼--°È34--3ÒÄ- i¼'2É°-  
 ÄİÉ,-®ð? -Àİ†-'°È34--.

 Ä1É-Àİ†-'¥ñ®-Ä,i34 -Ä'~---ñi»¼--°È34--212"34m-êç-°ò©. -Ä1É-Ä§É®òİ--çó©İ34" ( / ) ÄİÈ212"34mê†--ñi»¼--

°È34--°ò©-. «É34--ñi»¼--°È34--°ò© -Ä3È-İ34'34©-°È34--£õ-Ä©É«õİ3É°m- Ä1É-  
 -ñ®-,È34-Äñ--i34--°È34--ê†-«õİ. «É34°øÈ-½Ä'ó--Ä©Éİ34"-È34°ò©-ÄİÉ, -Ä1É-ÄİÉ-Äç-  
 Ä©"-çó©-,øm'ö--Ä°ö34212"34m-©,,mİÈ34,-~ - -Äi½ Ä1É°È34--3ÒÄ-. -°øÈ-½Ä'ó--  
 ®Ò3É°mÄ,i341"ñm -3i¥34i-¥½-3É°m-°È34--Ä1É--ñi»¼-3ñm-Ä--iðİ½-ó-3Ò-Ä--š: «É34-  
 -ñi»¼--°È34--®ÒÄ©É234"-Ä- 3 ,ò-34 êó, -Ä1É-°È34--Ä1É--ñi»¼-3ñmÀió" 2É°êñm-İ34"-  
 212"34m-ê†-°È34--Ä1É--ñi»¼-3ñm-~ - Äñ--i34--°È34--°ò©. §š-ÄİÈ212"34m-3Ò-Ä- -Äi½ -



®<sub>i</sub>-<sub>j</sub>É<sup>3</sup>/<sub>4</sub> “ °É<sup>3</sup>/<sub>4</sub>--<sup>a</sup>Ö-Ä<sup>-</sup>”. À<sup>ˆ</sup>°»°© 60 ,ò-<sup>3</sup>/<sub>4</sub>êó -Ä<sup>1</sup>É-®<sub>i</sub>-<sub>j</sub>É<sup>3</sup>/<sub>4</sub> “¢°®Ä¥” Áì<sup>1</sup>/<sub>2</sub> Ä<sup>1</sup>ÉÏ<sup>3</sup>/<sub>4</sub>” ( ] ) Ä<sup>1</sup>É<sup>2</sup>/<sub>2</sub> “<sup>3</sup>/<sub>4</sub>¤<sub>i</sub>÷©êÉ<sup>3</sup>/<sub>4</sub>“ê†-ñ<sub>i</sub>»<sup>1</sup>/<sub>4</sub>-Ä©É°É<sup>3</sup>/<sub>4</sub>-.

¡ðì<sup>1</sup>/<sub>2</sub>-ó-ê†-µ+©-¡É°--Ä<sub>j</sub>ì<sup>3</sup>/<sub>4</sub>-¡<sub>j</sub>-ö©: «É<sup>3</sup>/<sub>4</sub>-ñ<sub>i</sub>»<sup>1</sup>/<sub>4</sub>---°É<sup>3</sup>/<sub>4</sub>-®Ö-«ö<sub>i</sub> Íð  
 ®Ö°É<sup>3</sup>/<sub>4</sub>-¥ñ<sub>i</sub><sup>2</sup>/<sub>2</sub>“<sup>3</sup>/<sub>4</sub>¤Ä-Á«<sub>j</sub>-ê<sub>j</sub>-°ò©, Ä<sup>1</sup>É°øÉ-<sup>1</sup>/<sub>2</sub>-Ä´ó--¡É<sup>3</sup>/<sub>4</sub>, “¢°®-Ä¥” -<sub>j</sub>-ñ<sub>i</sub>»<sup>1</sup>/<sub>4</sub>- Áì<sup>1</sup>/<sub>2</sub>  
 µ÷©-®ö©-Ä±ò<sub>j</sub>-ñ©--š ÁìÉ,Ä<sup>1</sup>É¢ó©Ï<sup>3</sup>/<sub>4</sub>”- (✓) Ä<sup>1</sup>ÉÄ-»ø®<sub>i</sub>†<sup>1</sup>ùÉ<sup>1</sup>/<sub>4</sub>‘ì÷È´<sup>3</sup>/<sub>4</sub>¤<sup>1</sup>/<sub>2</sub>ì<sup>3</sup>/<sub>4</sub>¤-š<sup>2</sup>É°  
 êñ¤<sup>1</sup>/<sub>4</sub>-Ä<sub>j</sub>ì<sup>3</sup>/<sub>4</sub>ê†“ñ¤ÄÍð° Áì<sup>1</sup>/<sub>2</sub> Ä<sup>1</sup>É©<sub>j</sub>-Ä-ó--®ö©-Ä±ò<sub>j</sub>-ñ©-<sup>3</sup>/<sub>4</sub>¡Ö-Ä<sup>-</sup>.

ຕົວຢ່າງ: ດື ງ້ນ ວ່າ

ດື	ຕື	ຟື	ເສ	ຖ ,	(5)
ເຢ	ງາງ	ໂນະ	ເຫ	ໂຕ '	(10)
ແຟ້	ເວາະ	ເຢີ	ເໝດ	ເຂຍ	(15)
ເບີ '	ເຢະ	ແດ	ໄຮ້	ຢາບ	(20)
ໂວ	ຟື້	ແທ	ກື '	ແຜະ	(25)
ໂຟ້	ຟາມ	ເຫະ	ງຸ '	ຜໍ້	(30)
ຈື	ເນີ້ າ	ຕາມ	ດົວະ	ລື	(35)
ເງດ	ຮາຍ	ຍ້າ	ໂຂ '	ເຜ	(40)
ໄຟ້	ຮ້າ	ຜົວະ	ເຖີ້	ອາມ	(45)
ເຈົ້າ	ຂວາ	ແບ '	ຫວາ	ແຂດ	(50)

À´²-¬ñ»¼-²È¾-¥ö®jÈ°-j¿-ö© Ñ¹É®ñ-êôj-À,j¼ê†¬ñÀ¹ùð°-~-Ä,jÉ †-À¬ñ--  
 ,ò-¾êó)

«É¾-ñj»¼-²È¾--®Ö-«öj íð ®Ö²È¾-¥ñj²½¾¼¤Ã-Á«,-ê¿-²ò© Áì½  
 «öjµ÷©jÈ°-¹É¢ó©j¾"- (✓) Ñ¹ÉÃ- »ø®j†¹ùÈ¼'-š

ຈຳນວນ£¿-ê†-Ä©É²È¾-


ຈຳນວນ£¼--

«öj³É²¤

ຈຳນວນ£¿-ê†-²È¾--°ò©

1.  $\left| \frac{3}{4} - \frac{0}{4} \right| \leq \left| \frac{3}{4} - \frac{00}{4} \right| \leq \frac{1}{4} \alpha$

[illegible]


 Ā'É-ñ®-Ä¼-Ä'°---ñ¼-Ä†-´-°É¾- . - Ā'É-ÄŠÉ®ð¼-çó©ß¾" ( / ) Ä¼È£è†-  
 -ñ¼- -°É¾- -°ò©- . «É¾- -ñ¼-¼-°É¾- --°ò©-Ä²È-¼¾¼©-°É¾- -£ò-Ä©É«ð¼²É²- .  
 Ā'É- -ñ®- , È¾-Ä-ñ- -¼- -°É¾- è†-«ð¼²É²- . - °øÉ-½Ä'ó-®²²É²Ä¼¼"ñ- -°¼¾¾¼-¾½-  
 ²É²-°É¾- Ā'É-ñ¼-¾-¾ñ-Äìò" Ä-¼ðì½-ó-è†-ñ¼- -°É¾-£¿-~-®ÒÄ©É²¾"-Ä- 3  
 ,ò-¾èò-Ä¼É, Ā'Éß¾"£¿-~-Ä-ñ- £¿°ò©-Ä¼½-®²¼-È¾¼ " °É¾- -²Ò-Ä- " Ä'°»»© 60  
 ,ò-¾èò-Ä¼É-®²¼-È¾¼ "ç°®Ä¾" Ä¼½ Ā'Éß¾" ( ) Ä¼Ù£¿¼÷©èÉ¾¼"è† -ñ¼-¼-Ä©É²É¾- .

[illegible]

α≡↑ α/←L/Φ≡Ü≡/ε α/←Zα≡üÜα. β←α/ü←ý/ü≡Z≡Γα/Ü!!→α/.	11
ü≡Z≡!!!Ü↓α/Ü≡/→Z→L/β≡L/!!!α/Ü≡/δ≡α/ΓL. !!≡Ü/ü≡Z≡Ü≡α/	22
ΓLδ≡α/βÜ/α/Φ≡Ü≡/ΓLδ≡α/üα/ý/≡Üδ≡α/→Z/ΓÜ/Ü≡ü/α/α/ü≡!!!Γ	36
Φα→Zααα≡↑ α/Z/ü/≡!!!/ε/ü/≡Üδ≡α/ΓÜ/ý/Φ≡Ü≡/Z→Z/→←L/	48
Ü≡↑ü←δ→Z/α≡↑ α/σ/ε α/←Z/. ↓αZ≡Üαα,ü≡Z≡Üα≡Üα/ΓLδ≡α/Γε/	59
αü!!!αZα/.	60

$\bar{A}^{\circ} \gg \odot \quad 60 \quad \circ - \frac{3}{4} \hat{e} \circ - \quad \hat{I} \circ \quad \ll \frac{E}{4} - \neg \hat{n} \rangle \frac{1}{4} - \neg \frac{1}{4} \hat{I} \hat{E}_{\neg} \neg \hat{E} \circ - \quad 60 \quad \circ - \frac{3}{4} \hat{e} \circ - \hat{A}^{\circ} \hat{E} -$   
 $\hat{A} \circ \frac{3}{4} - \textcircled{\circ} \circ \circ \hat{E} \frac{3}{4} - \hat{e} \dagger - \hat{n} \rangle \frac{1}{4} - \circ \hat{E} \frac{3}{4} - \quad \sim - \textcircled{E} \circ - \quad \neg \hat{A} \hat{E}_{\neg} - \hat{A}^{\circ} \hat{E} - \hat{n} \rangle \frac{1}{4} - \textcircled{\circ} \textcircled{E} \textcircled{L} - \ll \frac{3}{4} - \neg \neg \hat{E}^{\circ} - \hat{s}.$   
 $\neg \hat{A}^{\circ} \hat{E} - \hat{A}_{\neg} \frac{3}{4} - \neg \hat{n} \rangle \frac{1}{4} - \textcircled{\circ} \textcircled{E} \textcircled{L} - \ll \frac{3}{4} \quad \hat{A}^{\circ} \hat{E} \frac{1}{2} \textcircled{O} \textcircled{\circ} \textcircled{O} - \hat{A} \circ - \quad 15 \quad \circ - \frac{3}{4} \hat{e} \circ, \quad \hat{A}^{\circ} \hat{E} \frac{3}{4} - \textcircled{E} \textcircled{L} - \textcircled{\circ} \textcircled{\alpha} - \neg \hat{n} \rangle \frac{1}{4} - \quad \neg \hat{A} \frac{1}{2} \quad \neg \frac{3}{4} \textcircled{E} \textcircled{L} \ll \frac{3}{4} - \textcircled{\circ} \textcircled{O} - \hat{A}^{\circ} - \quad \neg \hat{A}^{\circ} \hat{E} - \ll \frac{3}{4} - \textcircled{E} \textcircled{L} - \ll \frac{3}{4} - \neg \hat{n} \rangle \frac{1}{4} - \neg \textcircled{\circ} - \gg \textcircled{\circ} \textcircled{\circ} \textcircled{\circ} -$   
 $\hat{e} \dagger - \neg \hat{n} \rangle \frac{1}{4} - \mu \dagger \textcircled{\circ} \circ \hat{E} \frac{3}{4} - \quad (1).$

£0¥½²«££-«¾-|È¼,-|ñ®-®ö©-Àì²¤|'-ê†--ñ|»¼--Ä©ÉºÈ¾-.

Ã¹É-ñ|»¼---²º®--|+©-£.¾⁄-|¾⁄¾⁄©

<p>ຂົງ-«¼´</p>	<p>ຂົງ-ຂອງ--ກິ»¼-</p>			
	<p>«ຣຸ່ຊີ່ຂົງ ຊ</p>	<p>ຣຸ່- «ຣຸ່ຊີ່ຂົງຊ</p>	<p>ຣຸ່»ຊ ີ່/ ຣຸ່- ຂົງ</p>	<p>ຂົງຣຸ່À-ກິ- ²¼¼¼«...-</p>
<p>1. ນາງ ນ ແລະ ທ້າວຄຳເປັນ ຫຍັງກັນ?</p> <p>[ເປັນເອົ້ອຍນ້ອງກັນ]</p>				
<p>2. ເຮືອນຂອງເຂົາເຈົ້າຕັ້ງ ຢູ່ໃສ?</p> <p>[ແຄມສວນ]</p>				

	<p>3. ເຂົາເຈົ້າມັກຫຼິ້ນ ກິລາປະເພດ ໃດ?</p> <p>[ບານເຕະ/ເຕະບານ]</p>				
<p>À´²---ñ¼-°È¼-¥ö®È-¿-ö© Ä´É®ñ-êö¿-Ä¿ê¿´ñ¥Ä´ùö²-~-Ä¿É <input type="text"/>ê¿- Ä´ñ--¿-¼ êó)</p> <p>«É¼-ñ¼»¼-°È¼--®Ö-«ö¿ Íö ®Ö°È¼-¥ñ¿¿Ä-Á«,-ê¿-°ò© Ä´½</p> <p>«ö¿µ÷©¿È-<input type="text"/>´É¿ö©¿¼"-(✓) Ä´ÈÄ- »ø®¿¿´ùÈ¼´-¿</p>	<p>4. ´´É²-´´ñ¥¿¼®¼- ¥¿¥ÉÉ¼¥ µøÈÄêò¥¥È¼Ä´É?</p> <p>[´´É²-øÉ¼,¿¿Ä³½®¼-¿- ¿ø¥]</p>				
<p>ຈຳນວນຂໍ້-ê¿-Ä´©É°È¼ <input type="text"/></p> <p>°È¼--«ö¿¿É²</p> <p>ຈຳນວນຂໍ້-ê¿-°È¼--°ò© <input type="text"/></p>	<p>5. -ñ¼-£ò©-,È¼- ¥½Ä»ñ©Ä-, Ä´©´´´¿¥½Ä°ö¼¥¼¿ ¼-Ä´©É? [Ä°ö¼Ä´ÉÄ´¿+¿¼¿¼-, ´ò-ຂຶ້ນໄປເອົາ]</p>				

-šÁ'È--@ö©-Ä±òj-¹ñ©-ê†-@Ò¥ñ@-À,j¼ -Áì½ @Ò-'ó-ຕະຕາລາງÃ©Ä-  
 Ä¹É-ÄjÈ--ñj»¼-. -Ä¹É-ºÈ¾--Ä-œº-Ä--@ö©-Ä¹É--ñj »¼--  
 ³ñµÈ¾µ§É¾Ä¹¼µ-£~¤©¼, (-½'¾- 1 £¿-ªÒ,ò--¾-êó) -Áì½  
 Ä¹ÉÀ,j¼-ñj»¼- 15 ,ò-¾êó Ä²-ªª@-£¿-«¾' ÄªÈì½¢Ó-Ä¹ÉÀì†'ºÈ¾-.

$\overset{23}{4}\cdots\grave{\text{u}}\tilde{\text{n}}\P\grave{\text{A}}\acute{\text{i}}\acute{\text{o}}|\rangle\frac{1}{4}-\tilde{\text{A}}-\phi\frac{1}{2}-\frac{1}{2}\hat{\text{e}}\dagger\ \hat{\text{e}}\acute{\text{E}}^{\frac{3}{4}},\ @_{\zeta}\ \acute{\text{A}}\dot{\text{i}}\frac{1}{2}\ -\frac{3}{4}\P\ \acute{\text{A}}\odot\P$

"È $\frac{3}{4}\P\grave{\text{A}}'\acute{\text{o}}^\circ\grave{\text{A}}\rangle\acute{\text{o}}^\circ-$ .  $\hat{\text{e}}\tilde{\text{n}}-\tilde{\text{A}}\odot-\sim-$

$\overset{2}{},_j\grave{\text{A}}\phi\ddot{\text{o}}\frac{3}{4}\grave{\text{A}}\odot\acute{\text{E}}\acute{\text{A}}^1\tilde{\text{n}}-|\frac{1}{2}\grave{\text{A}}^-\acute{\text{o}}\frac{3}{4}\P\delta-$   $\acute{\text{a}}\ddot{\text{o}}|\P\frac{3}{4}||\frac{1}{2}\acute{\text{a}}\acute{\text{E}}^{\frac{3}{4}}$

$\hat{\text{e}}\dagger\acute{\text{A}}'\grave{\text{E}}\grave{\text{A}}\langle\dot{\text{i}}\frac{3}{4}|\acute{\text{o}}^1\frac{3}{4}\textcircled{\text{R}}^\circ\acute{\text{E}}^{\frac{3}{4}}-\grave{\text{A}}^-$   $\P\dagger\P\grave{\text{A}}\dot{\text{I}}\grave{\text{E}}-\grave{\text{A}}^-\grave{\text{A}}_j\tilde{\text{n}}\textcircled{\text{R}}$

$\acute{\text{A}}\dot{\text{I}}\acute{\text{E}},\grave{\text{A}}^\circ\acute{\text{o}}\frac{3}{4}\grave{\text{A}}^-\dot{\text{I}}\%_\circ\P\acute{\text{A}}^1\acute{\text{E}}\acute{\text{A}}^2\dots-$ .  $\acute{\text{A}}'\grave{\text{E}}\grave{\text{A}}\langle\dot{\text{i}}\frac{3}{4}\odot\acute{\text{O}}\acute{\text{A}}\P^1\grave{\text{u}}\frac{3}{4}\cdots$   $\acute{\text{A}}\dot{\text{i}}\frac{1}{2}$

$\grave{\text{A}},\dot{\text{i}}\frac{3}{4},\acute{\text{E}}^{\frac{3}{4}}:\ \phi^\circ\textcircled{\text{R}}\acute{\text{A}}\P\acute{\text{A}}\odot\acute{\text{o}},\ \overset{2}{},_j\dot{\text{u}}\frac{3}{4}-\grave{\text{A}}^-\tilde{\text{n}}-\xi\ddot{\text{o}}-\odot\acute{\text{o}}\ \acute{\text{A}}\hat{\text{e}}\acute{\text{E}}\acute{\text{A}}.$

ຄຳຖາມ	ຄຳຕອບຂອງນັກຮຽນ		
	ຕອບຖ້າ ກ	ຕອບຜິດ	ບໍ່ຮູ້/ ບໍ່ຕອບ
1. ຄຳວ່າ "ເຮົາເປັນຄົນທີ່ມີຄວາມສາມາດ" ມີຄຳໝາຍແນະນຳແນວໃດ? [ຄຳຕອບ: ເຮົາມີຄວາມສາມາດທີ່ຈະເຮັດສິ່ງທີ່ເຮົາຕ້ອງການ.]			
2. ການທີ່ເຮົາມີຄວາມສາມາດ ມີຄຳໝາຍແນະນຳແນວໃດ? [ຄຳຕອບ: ເຮົາມີຄວາມສາມາດທີ່ຈະເຮັດສິ່ງທີ່ເຮົາຕ້ອງການ.]			
4. ການທີ່ເຮົາມີຄວາມສາມາດ ມີຄຳໝາຍແນະນຳແນວໃດ? [ຄຳຕອບ: ເຮົາມີຄວາມສາມາດທີ່ຈະເຮັດສິ່ງທີ່ເຮົາຕ້ອງການ.]			

[ເກັບເອົາກະເບົາເງິນໄປສົ່ງແມ່ເຖົ້າສົງ]			
4. ແມ່ເຖົ້າສົງ ໄດ້ເວົ້າຫຍັງກັບ ທ້າວດໍາ ແລະ ນາງແດງ ?  [ຂອບໃຈເດີ, ພວກຫຼານເປັນຄົນດີແທ້ໆ]			
5. ນ້ອງຄົດວ່າທ້າວດໍາ ແລະ ນາງແດງເປັນຄົນແນວໃດ?  [ເປັນຄົນດີ, ສັດຊື່, ມີນ້ຳໃຈ, ອົດົນຜູ້ເຖົ້າ]			

-Á¢,¤: .....	§^-Â»¤¼-: .....	¡½¹©-Â»¤¼-: .....	¡½¹©- -¼¼¼-: .....
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-šμøÈ-Â»»¼-		
¥Ł-, -²ö, °ñ °--ê†-Ä©É- ø¼-êñ» ö©		
¥Ł-, -²ö, °ñ °--ê†-ø¼-- «ö êñ» ö©		
¥Ł-, -²½°¾-ê†-ø¼-Ä²ñ'êñ» ö©		
¥Ł-, -²½°¾-ê†-ø¼--«ö êñ» ö©		
¥Ł-, -£Ł-ê†-ø¼-Ä²ñ'-£Łêñ» ö©		
¥Ł-, -£Ł-ê†-ø¼--«ö êñ» ö©		
-Ä²°--Äø-Ä--¼--½-Ä'ó-	£½- Ä- -	2 = «ö ö©; 1 = «ö ¥Ł-, -Î‡; 0 = ©Ö-«ö ; 99 = ©Ö-²²©
ø¼-£Ł-¼ñ® “ຄວາຍ” «ö ²É²»		1 = (ຄວຍ, ຄວາ)
ø¼-£Ł-¼ñ® “¹É¾” «ö ²É²»		1 = (ຫຍາ, ຫຍ'າ, ຍ'າ, ຍ'າ)
ø¼-£Ł-¼ñ® “ ð-” «ö ²É²»		1 = (ກ'ນ, ກ'ນ, ກ'ນ)
ø¼-£Ł-¼ñ® “-Ä½” «ö ²É²»		1 = (ແລ, ເລ, ເລ)

### Ä©©¼²¼©¼ñ®--ñ»¼-

- Ä¹É-«¾--ñ»¼-²¾' Ä©©²¼¼²¼©- ©Ö-Ä¹É²¾--²ö, -Äìð-ø²»£Ł-²²©-.  
Ä¹Éð«É¾-¥ö--¼, È¾--ñ»¼-¥½-²²© -Ä½ -Ä¹-ùø¼-£Ł-²²©-Ä¹É-©É-¹, È¾-  
ê†-¼-ö©-Ä, É Íð øó©-²É²--Ä²¾-ì½-¹ñ®---ø²»£Ł-²²© ຕາມຄຳຕອບ  
ຂອງນັກຮົນ. «É¾-©Ö'ó£ŁÄ-½-£²' Ä¹É¾'Ä²¾£Ł²²©¼¼.

²Ö-Ä--š-£ø¥½-«¾'-©¾-μÉ¾--¼¹¼, -¼ñ®-£²©£ö, -Ä½ - Ä»ð--ø²-É²»		
1	--É²²¾÷-¥ñ-ó? (ø¼--Äñ--²ö, -Äì)	<p>➤</p> <p>©©©©©©©©©©©©©©©©©©©©©©©©</p> <p>©©©©©©©©©©©©©©©©©©©©©©©©</p> <p>➤ ©Ö-»øÉ/ ©Ö-²²©</p> <p>99</p>



		99
5	<p>öij½²ò, --É²²ìò--</p> <p>Àçí¾-´œí±²ñî-</p> <p>£¾®?</p> <p>ໂອ ອາດຖາມວ່າ</p> <p>ມີ ວານນີ້ -É²²</p> <p>ìò--Àçí¾-²ñî-</p> <p>£¾®?</p>	<p>➤ 1 -£¾®</p> <p>1</p> <p>➤ 2 £¾®</p> <p>2</p> <p>➤ 3 £¾® ໂອ ອາດຖາມວ່າ 3</p>
6.i	<p>-</p> <p>μøÈÀ»ð-ç²²-É²²</p> <p>´ó-°øÉ-»øÉ-²È¾-</p> <p>Á½ »øÉ-ç¼--</p> <p>²¾¼¾- ì¾-,®ð?</p> <p>[«É¾-</p> <p>-ñî»¼-²²®,É¾</p> <p>“®Ò´óó”</p> <p>Ã´ÉçÉ¾´Ä«¾´çÓ</p> <p>Z]</p>	<p>➤ ´ó</p> <p>1</p> <p>➤ -®Ò´ó</p> <p>0</p> <p>➤ ®Ò-»øÉ/ ®Ò-²²®</p> <p>99</p>
6. ç	<p>[«É¾-Ã-çÓ 6.i</p> <p>²²®,É¾´ó] ´ó-</p> <p>Ã°Á©ú?</p> <p>(²²®Ä©É¾²²ö,Àìð²</p> <p>i)</p>	<p>➤ -Á´È</p> <p>1</p> <p>➤ ²Ò</p> <p>2</p> <p>➤ -À²²²²/²È¾/-É²²</p> <p>3</p> <p>➤ °øÉ-²-À</p> <p>4</p> <p>➤ ®Ò-»øÉ/ ®Ò-²²®</p> <p>99</p>



		<p>➤ <math>^{23}_4 ^{13}_4\text{°} - \text{Å}</math></p> <p>5</p> <p>➤ <math>\text{®}\text{Ò} - \text{»}\text{ø}\text{É}/</math></p> <p>99</p> <p><math>\text{®}\text{Ò} - \text{²}\text{®}</math></p>
9	<p><math>-\text{À}, \text{ì}^{3/4} \text{»}^{1/4} - , \text{ò}\text{§}^{3/4} -</math></p> <p><math>^{23}_4 ^{13}_4 - \text{ì}^{3/4}, \mu\text{ø}\text{È} -</math></p> <p><math>\tilde{\text{A}} - \text{¹}\text{É}^{\text{°}}\text{α} - \text{ } ^{3/4} \text{''}\text{£}\text{ø} -</math></p> <p><math>\ddot{\text{A}}\text{©}\text{É} - \text{°}\text{È}^{3/4} - \text{---}</math></p> <p><math>\tilde{\text{A}}^1\text{û} - \text{É}^{\text{°}}\text{α}^3\text{ñ}\text{α} - \text{®}\text{ð}?</math></p>	<p>➤ <math>\text{°}\text{ú}^{3/4} -</math></p> <p>1</p> <p>➤ <math>\text{®}\text{Ò}\text{°}\text{È}^{3/4} -</math></p> <p>0</p> <p>➤ <math>\text{®}\text{Ò} - \text{»}\text{ø}\text{É}/</math></p> <p>99</p> <p><math>\text{®}\text{Ò} - \text{²}\text{®}</math></p>
10	<p><math>-\text{À}, \text{ì}^{3/4} - \text{»}^{1/4} - -</math></p> <p><math>, \text{ò}\text{§}^{3/4} \text{ } ^{23}_4 ^{13}_4 - \text{ì}^{3/4}, -</math></p> <p><math>- ^{3/4} \text{''}\text{£}\text{ø} - \ddot{\text{A}}\text{©}\text{É} - \text{®}\text{°}\text{ì} -</math></p> <p><math>- \text{É}^{\text{°}}\text{α} -</math></p> <p><math>\text{°}\text{È}^{3/4} - \tilde{\text{A}}^1\text{É}\text{ï}\text{ø}\text{È}^3\text{ñ}\text{α} -</math></p> <p><math>\text{®}\text{ð}?</math></p>	<p>➤ <math>\text{®}^{\text{°}}\text{ì}</math></p> <p>1</p> <p>➤ <math>\text{®}\text{Ò}\text{®}^{\text{°}}\text{ì}</math></p> <p>0</p> <p>➤ <math>\text{®}\text{Ò} - \text{»}\text{ø}\text{É}/</math></p> <p>99</p> <p><math>\text{®}\text{Ò} - \text{²}\text{®}</math></p>
11 .i	<p><math>- ^{3/4} \text{''}\text{£}\text{ø} - \text{°}\text{α} - \text{É}^{\text{°}}\text{α} -</math></p> <p><math>\ddot{\text{A}}\text{©}\text{É} - \tilde{\text{A}}^1\text{É} -</math></p> <p><math>, ^{1/4}\text{ì}\text{®}\text{É}^{3/4} - -</math></p> <p><math>, \text{ò}\text{§}^{3/4} \text{ } ^{23}_4 ^{13}_4 - \text{ì}^{3/4}, - \text{®}\text{ð}?</math></p> <p><math>[\text{«}\text{É}^{3/4} -</math></p> <p><math>- \text{ñ}\text{ì}\text{»}^{1/4} - \text{²}\text{®}, \text{È}^{3/4}</math></p> <p><math>\text{“}\text{®}\text{Ò}\tilde{\text{A}}^1\text{É} \text{ íõ } \text{®}\text{Ò} -</math></p> <p><math>\text{»}\text{ø}\text{É}/ \text{®}\text{Ò} - \text{²}\text{®}\text{” } \tilde{\text{A}}^1\text{É}</math></p> <p><math>\text{°}\text{É}^{3/4} \text{ } \tilde{\text{A}} \text{ } \text{«}^{3/4} \text{ } \text{°}\text{Ó}14.\text{ì}]</math></p>	<p>➤ <math>\tilde{\text{A}}^1\text{É}</math></p> <p>1</p> <p>➤ <math>- \text{®}\text{Ò}\tilde{\text{A}}^1\text{É}</math></p> <p>0</p> <p>➤ <math>\text{®}\text{Ò} - \text{»}\text{ø}\text{É}/</math></p> <p>99</p> <p><math>\text{®}\text{Ò} - \text{²}\text{®}</math></p>
11 .ç	<p><math>[\text{«}\text{É}^{3/4} - \tilde{\text{A}}^1\text{É}]</math></p> <p><math>- ^{3/4} \text{''}\text{£}\text{ø}\text{°}\text{α} - \text{É}^{\text{°}}\text{α} -</math></p> <p><math>\ddot{\text{A}}\text{©}\text{É} - \text{À} - \text{ } ^{1/2} - \text{ì} -</math></p> <p><math>\tilde{\text{A}}^1\text{û} - \text{É}^{\text{°}}\text{α} - -</math></p>	<p>➤ <math>\text{Á} - \text{ } ^{1/2} - \text{ì}</math></p> <p>1</p> <p>➤ <math>\text{®}\text{Ò}\text{Á} - \text{ } ^{1/2} - \text{ì}</math></p> <p>0</p> <p>➤ <math>\text{®}\text{Ò} - \text{»}\text{ø}\text{É}/</math></p> <p><math>\text{®}\text{Ò} - \text{²}\text{®}</math></p>



		99
13 .ຖ	[«É¼-¡,©] -¾¨£ø- ຖº-Éº-Ä©É- º½êò®¾¨-£,¾'- º©Ã¹É-ລ໌ ອຍ ບານໃດ?	➤ ®ÖÄ©Éº½êò®¾¨-¥ñ¡Àê^º 1 ➤ º½êò®¾¨¨®¾¨£~ 2 ➤ º½êò®¾¨¨Àìœº¨À 3 ➤ º½êò®¾¨¨ê÷¡Àê^º 4 ➤ ®Ö-»øÉ/ ®Ö-º® 99
14 .¡	Ã-£º®£ö,ຖº-Éº ´ºøÉºÈ¾-Îñ'ð-¿ -Éº®ð?	➤ ´º 1 ➤ ®Ö´º 0 ➤ ®Ö-»øÉ/ ®Ö-º® 99
14 .ຖ	[«É¾-´º] - ´ºÃºÁ©È? (º®Ä©É¡¾¨º,Àìðº i)	➤ Á`È 1 ➤ ºÖ 2 ➤ -Àºœº¨/ ºÉ¾¨/ -Éº 3 ➤ ºøÉ-º- 4 ➤ ®Ö-»øÉ/ ®Ö-º® 99
15	´º-š- -Éº»¾-µøÈ- ¹Éº-Ä©? (-Ã¹É-À®...-)	➤ ´.3 1 ➤ ´.4 2

	<p>®ñ© ¯½¥¿ö,- -ñj»¼--²É°')</p>	<p>➤ ¯.5 3 ➤ ®Ò-»øÉ/ 99</p> <p>®Ò-²®®</p>
16	<p>¯ó- j¾''-š-É°¤Ä©É»¼ -μøÈ-¹É°¤-Ä©?</p>	<p>➤ ¯.2 1 ➤ ¯.3 2 ➤ ¯.4 3 ➤ ¯.5 4 ➤ ®Ò-Ä©É-Àçí¾-Â»¤»¼- 0 ➤ ®Ò-»øÉ/ 99</p> <p>®Ò-²®®</p>
17	<p>--É°¤-À£ó''-£É¾¤- ¹É°¤®ð?</p>	<p>➤ À£ó'' 1 ➤ -®ÒÀ£ó'' 0 ➤ ®Ò-»øÉ/ 99</p> <p>®Ò-²®®</p>
18	<p>--É°¤-À£ó''- Ä©ÉÀçí¾- Â»¤»¼--²½-÷- ®¾--®ð-?</p>	<p>➤ À£ó'' 1 ➤ ®ÒÀ£ó'' 0 ➤ ®Ò-»øÉ/ 99</p> <p>®Ò-²®®</p>
19	<p>¯ó-j¾''--š- -É°¤Ä©É-ç¾©-</p>	<p>➤ ç¾© 1 ➤ -®Òç¾©</p>



	Â»¤»¼--í¾"-j,È¾ 5 'œ®ð?	0 ➤ ®Ò-»øÉ/ 99	®Ò-²®®	
μøÈ-À»ð²-¢²¤-É²¤- 'ó-¡...¤¢²¤Àí%¾-š®ð?		'ó	®Ò-'ó	®Ò-²®®
20	,òê½÷	1	0	9
21	Âè½!ñ®²¤-Â²½	1	0	9
22	Âè½!ñ®-'ð-«ð	1	0	9
23	Âè½²¾®	1	0	9
24	ïö©«ó®	1	0	9
25	ïö©¥ñj	1	0	9
26	ïö©Ã¹È	1	0	9
27	Â'¤	1	0	9
28	Â²½!¿ìñ®¢¼-Îñ¤! ð	1	0	9
29	²,¤--,,¤!¿ìñ®¢¼-- Îñ¤!ð	1	0	9
30	©º¡Ä³!¿ìñ®Ä²É- »¼--Îñ¤!ð	1	0	9
31	Îñ¤!ð-²ò / ,¾¼¹½¾-	1	0	9
32	²øÉ-Ã!È- À!œºÉ¾-	1	0	9
33	²ñ©-ïö'	1	0	9
34	²øÉÀμñ-	1	0	9
35	Â²ö¾-£ö,jò-- Ä³É¾ íð -Â²ö¾- Ájñ©	1	0	9

36	¥ñ¡§ñ¡-À£°¤	1	0	9
37	£°-²ó-,À³ó	1	0	9
38	À£°¤-ñ®-³¼¡¾© (-Á°-Àµñ-)	1	0	9
<p>ພວກເຮົາສຳເລັດການ ¿²¼©ÁìÉ,, ¢®Ã¥ ນ້ອງເຮັດໄດ້ດີ¼-          Á¹Éນ້ອງñ®£ö-¹É²ໄດ້          Àì½          ®ÒÃ¹É®¡ ...¤ê†²ö-À²¤Ã©ÉÀ»ñ©Ã¹ÉìøÈ³ñ¤.</p>				

-À,¡¾-	.....Á´¤.....-
ê† ¿Àìñ	¾êó
©	

<p>ຫຼັງຈາກການປະເມີນແລະສຳພາດນັກຮຽນສຳເລັດແລ້ວ          ໃຫ້ທ່ານເລືອກໝາຍ✓ ໃສ່ລະດັບຄວາມ          ສາມາດການເຮັດຂອງນັກຮຽນໃນ 3 ຂໍ້ໃດໜຶ່ງລຸ່ມນີ້:</p>	
<p>1. ນັກຮຽນສາມາດຕອບຄຳຖາມເປັນພາສາລາວໄດ້ຢ່າງຄ່ອງແຄ້ວ          ☛ ເກນພິຈາລະນາ:</p> <ul style="list-style-type: none"> <li>• ນັກຮຽນສາມາດແນະນຳຕົວເອງໄດ້ຢ່າງລະບົບໃຫຍ່.</li> <li>• ນັກຮຽນສາມາດເຂົ້າໃຈຄຳແນະນຳ, ຫຼື້ນເກມທັງ 7ພາກ ແລະ ຕອບຄຳຖາມພາກສຳພາດ (ພາກທີ 8) ໄດ້ໂດຍບໍ່ມີບັນຫາໃນການສື່ສານ ຫຼື ມີບັນຫາໜ້ອຍທີສຸດ.</li> </ul>	
<p>2. ນັກຮຽນສາມາດນຳໃຊ້ການສື່ສານຂັ້ນພື້ນຖານເປັນພາສາລາວ          ວ          ☛ ເກນພິຈາລະນາ:</p> <ul style="list-style-type: none"> <li>• ນັກຮຽນສາມາດແນະນຳຕົວເອງແບບຫຍໍ້ໆ</li> <li>• ນັກຮຽນເຂົ້າໃຈແລະສາມາດຕອບຄຳຖາມໄດ້ຫຼາຍຄຳຖາມໃນພາກສຳພາດ (ພາກທີ 8).</li> </ul>	

3. ນັກຮຽນບໍ່ສາມາດນຳໃຊ້ການສຶກສາແບບພາສາລາວໄດ້ຢ່າງ  
ຄ່ອງແຄ້ວຮູ້ແຕ່ບາງຄຳສັບ

✧ ເກນພິຈາລະນາ:

- ນັກຮຽນບໍ່ສາມາດແນະນຳຕົວເອງຫຼື  
ຕອບຄຳຖາມບໍ່ໄດ້ໃນພາກແນະນຳຕົວເອງ.
- ນັກຮຽນເຂົ້າໃຈແລະສາມາດຕອບຄຳຖາມໃນພາກສຳພາດ  
(ພາກທີ 8) ໄດ້ບາງຄຳຖາມ.

