



Early Grade Reading and Mathematics Initiative (RAMP)

Final National Survey Report 2023

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ACRONYMS

COVID-19	coronavirus disease 2019
DFID	U.K. Department for International Development
EdData II	Education Data for Decision Making II
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ETMD	Examination and Testing Managing Directorate
FCDO	U.K. Foreign, Commonwealth & Development Office
G2, G3	grade 2, grade 3
L1, L2	Level 1, Level 2
MoE	Ministry of Education
ORF	oral reading fluency
RAMP	USAID Early Grade Reading and Mathematics Initiative
SSME	Snapshot of School Management Effectiveness
USAID	United States Agency for International Development
USG	United States Government

EXECUTIVE SUMMARY

This report presents the findings of the Jordan Early Grade Reading and Mathematics Initiative (RAMP) final survey, conducted at the end of the 2022–2023 school year (May 2023).

Background

In response to the findings from a 2012 national survey conducted by the Education Data for Decision Making II (EdData II) program and all the activities of a subsequent pilot remedial program for reading and mathematics, measured in 2014, RAMP was launched in Jordan on January 1, 2015. The initiative was funded by the United States Agency for International Development (USAID) and the United Kingdom's Foreign, Commonwealth & Development Office (FCDO).¹ RAMP, whose implementation is led by RTI International, was originally planned for a 5-year implementation; it was extended for 3 additional years to end in July 2023. The objective of the extension was to institutionalize the RAMP approaches, tools and interventions within the Ministry of Education (MoE).

With RAMP support, the ETMD conducted a midline survey in May 2017 to measure initiative's effectiveness and impact, and its progress toward its benchmarks. In 2021, the ETMD and RAMP conducted a survey to measure the learning loss among students caused by school closures that took place starting in March 2020 due to the coronavirus pandemic (COVID-19). This was the final survey that was implemented by the Examination and Test Managing Directorate (ETMD) in the MoE, with technical support from RAMP. The current survey (2023 national survey) aimed to measure students' progress in reading and mathematics following the remedial intervention implemented by the MoE with RAMP support. This final EGRA/EGMA also serves as the endline evaluation of RAMP initiative after more than 8 years of implementation.

Methodology

Determining that it was not necessary to conduct a separate baseline for RAMP, the MoE and USAID had agreed to use data and results from the 110 control schools involved in the 2014 national survey as the baseline for RAMP indicators. A total of 2,159 students from the 110 control schools were assessed in 2014. The 2017 midline study involved 240 schools (20 per governorate) and 4,769 students (20 students per school). Similarly, the 2019 endline survey involved 240 schools and 4,781 students (20 student per school).

For the 2021 mini survey, conducted to measure learning losses during COVID-19 school closures, the MoE / ETD decided to decrease the sample to only 120 schools because of the extraordinary logistical constraints generated by the country lockdown. 10 schools were randomly selected from each of the 12 governorates, and 20 grade 2 (G2) and grade 3 (G3) students from each selected school, for a total of 2,400 students. However, because schools were closed again based on the MoE's March 10, 2021 decision to shift toward online education, the study was able to collect data from only 96 schools out of the 120 schools targeted, with an average of 8 schools from each governorate. The 2021 sample was selected among large schools in Jordan (to minimize existing logistical constraints during COVID-19 lockdown). For this reason, the analysis compared only the same schools that were in the 2019 and 2021 samples.

For the 2023 national survey, the study population (2,362 schools) contained an estimated 246,610 G2 and G3 students from which the sample was drawn based on three-stage sampling (school, class/teacher, student). To account for disproportionate sampling and ensure that results were

¹ At the time of the initiative's startup, the U.K.'s FCDO was called the Department for International Development (DFID).

representative of the national population, weights were calculated as the inverse of the selection probability for each student.

Given the MoE's interest in better understanding the impact of the Syrian refugee situation on education in Jordan, the 2023 final survey also included a sample of students from "special" schools (i.e., Syrian only and refugee camp schools).

Student performance data were collected at all five time points (2014, 2017, 2019, 2021, and 2023) via Early Grade Reading Assessments (EGRAs) and Early Grade Mathematics Assessments (EGMAs). Additional information on RAMP implementation was collected by assessors through the administration of four survey instruments: (1) oral student questionnaire, (2) oral teacher questionnaire, (3) school or principal questionnaire, and (4) household questionnaire.

Findings

The 2023 survey results show very important increase of the proportion of students with proficient reading skills for both G2 and G3 compared with the 2019 and 2021 surveys. Also, the proportion of students with proficient mathematics skills increased in the 2023 survey compared with the 2021 survey: G3 students' skills are back at the same level as in the 2019 survey results, but the G2 students' skill levels are still below the results of the 2019 survey.

EGRA Results

Here, we present two variables: fluency (the number of correct answers per minute) and accuracy (the percentage of correct answers out of the attempts made by the student). **Table 1** and **Table 2** display the reading fluency results of G2 and G3 students in 2014, 2017, 2019, 2021, and 2023. The results indicate that there is a statistically significant increase in all the fluency subtasks among the students of both grades in 2023 compared with 2021.

Table 1. Overall EGRA results by year (G2 students)

Subtask	Measure	Baseline 2014 G2	Midline 2017 G2	Endline 2019 G2	Learning lost 2021 G2	Final 2023 G2
Letter sounds	Fluency (correct letters per min.)	38.2 [±4.3]	47.3 [±2]	48.0 [±2.4]	38.0 [±2.1]	55.0* [±1.8]
	% correct of items attempted	67.4% [±6.3]	77.8% [±1.9]	79.4% [±2.4]	80.9% [±3.3]	54.9%* [±1.8]
Syllable sounds	Fluency (correct syllables per min.)	22.1 [±2.4]	29.8 [±2.2]	29.8* [±1.9]	23.4 [±2.0]	41.8* [±2.0]
	% correct of items attempted	60.1% [±5.4]	72.3% [±3.1]	68.1% [±3.0]	68.3% [±3.7]	41.8%* [±2.0]
Invented words	Fluency (correct invented words per min.)	7.1 [±.9]	10.8 [±.9]	13.3 [±.9]	10.1 [±1.0]	19.0* [±.0]]
	% correct of items attempted	34.5% [±4.3]	48.2% [±3.3]	55.3% [±2.8]	53.7% [±3.7]	38%* [±2.0]
Listening comprehension	% correct	62.5% [±2.8]	56.9% [±2.6]	52.8% [±2.8]	50.8% [±2.4]	56.9%* [±2.4]
Oral reading	ORF	19.1 [±2.2]	20.7 [±1.5]	20.2 [±1.5]	16.5 [±2.3]	34.4* [±2.1]

Subtask	Measure	Baseline 2014 G2	Midline 2017 G2	Endline 2019 G2	Learning lost 2021 G2	Final 2023 G2
	% correct of items attempted	56.7% [±6.7]	56.2% [±3.6]	53.0% [±3.1]	46.9% [±5.2]	63.0%* [±3.2]
Reading comprehension	% correct of items attempted	33.3% [±5.3]	42.7% [±4.0]	41.2% [±3.2]	50.6% [±6.3]	78.5%* [±2.9]
	% correct	21.7% [±3.9]	27% [±2.9]	28.4% [±2.9]	26.5% [±4.6]	57.6%* [±3.3]
	% of students with 80% comp.	7.9% [±3.3]	11.4% [±2.2]	13.5% [±2.9]	10.7% [±3.0]	42.4%* [±4.6]
Silent reading comprehension	% of students with 80% comp on silent reading			46.6% [±4.4]	12.9% [±3.4]	38.3%* [±4.3]

*Statistically significant at level 0.05 when comparing G2 (2021 vs. 2023)

Table 2. Overall EGRA results by year (G3 students)

Subtask	Measure	Baseline 2014 G3	Midline 2017 G3	Endline 2019 G3	Learning lost 2021 G3	Final 2023 G3
Letter sounds	Fluency (correct letters per min.)	35.7 [±4.1]	48.6 [±3.1]	52.1 [±2.2]	48.2 [±2.4]	57.6%* [±2.2]
	% correct of items attempted	62.2% [±5.4]	74.3% [±3.5]	78.7% [±2.5]	83% [±3.7]	57.2%* [±2.1]
Syllable sounds	Fluency (correct syllables per min.)	28.7 [±2.1]	33.8 [±2.3]	36.1 [±2]	33.7 [±2.8]	45.7%* [±2.0]
	% correct of items attempted	68% [±3.5]	72.7% [±3.3]	73.8% [±2.5]	77% [±3.2]	45.6%* [±2.0]
Invented words	Fluency (correct invented words per min.)	10.9 [±1.0]	13.7 [±.9]	16.9 [±.0]	15.3 [±1.4]	21.7%* [±1.1]
	% correct of items attempted	44.9% [±3.6]	50.4% [±2.6]	58.6% [±2.4]	60.6% [±3.4]	43.0%* [±2.0]
Listening comprehension	% correct	72.5% [±2.7]	64.4% [±2.2]	62.9% [±2.4]	60.8% [±3.1]	64.6%* [±2.6]
Oral reading	ORF	35.0 [±2.8]	31.2 [±2.1]	33.6 [±2.3]	32.3 [±3.2]	44.0%* [±2.3]
	% correct of items attempted	71.6% [±3.2]	64.7% [±3.3]	66.9% [±3.0]	66.2% [±4.2]	74.0%* [±3.2]
Reading comprehension	% correct of items attempted	58.6% [±3.9]	57.3% [±3.4]	57.0% [±3.5]	70.6% [±4.7]	83.0%* [±2.2]
	% correct	47.1% [±3.7]	46.8% [±3.4]	48.3% [±3.7]	54.9% [±5.3]	69.7%* [±2.8]

Subtask	Measure	Baseline 2014 G3	Midline 2017 G3	Endline 2019 G3	Learning lost 2021 G3	Final 2023 G3
	% of students with 80% comp.	29.0% [±5.4]	31.5% [±3.7]	33.3% [±4.3]	39.4 [±7.2]	60.3%* [±4.2]
Silent reading comprehension	% of students with 80% comp on silent reading			73.7% [±4.4]	43.8% [±7.1]	58.7%* [±4.2]

*Statistically significant at level 0.05 when comparing G3 (2021 vs. 2023)

EGMA Results

Regarding mathematics, **Table 3** and **Table 4** display a summary of the EGMA fluency results for G2 and G3 students in 2014, 2017, 2019, 2021, and 2023. The results of this survey show that the students' skills in mathematics improved compared with the 2021 survey results, where the G3 students' skills were found to be similar to the 2019 survey results, but the G2 students' skill levels were still below the results of the 2019 survey.

Table 3. Overall EGMA results by year (G2 students)

Subtask	Measure	Baseline 2014 G2	Midline 2017 G2	Endline 2019 G2	Learning lost 2021 G2	Final 2023 G2
Number identification	% correct of items attempted	84.4% [±2.3]	91.1% [±1.2]	89.8% [±1.4]	86.2% [±2.0]	93.8%* [±1.2]
Quantitative comparison	% correct	73.5% [±2.8]	80.1% [±2.0]	80.8% [±1.8]	85.4% [±2.8]	93.7%* [±1.1]
Addition L1	Fluency (correct items per min.)	11.3 [±.6]	11.7 [±.5]	12.0 [±.5]	10.2 [±.6]	13.6* [±.5]
Subtraction L1	Fluency (correct items per min.)	9.1 [±.7]	9.5 [±.4]	9.6 [±.4]	7.0 [±.5]	10.2* [±.4]
Addition and subtraction L2	% correct answers	36.8% [±3.1]	41.6% [±3.1]	47.3% [±3.2]	29.0% [±4.3]	46.8%* [±2.3]
Missing number	% correct	54.3% [±3.6]	60.2% [±2.9]	56.7% [±2.6]	44.6% [±4.3]	65%* [±2.7]
Word problems	% correct	52.6% [±4.1]	53.6% [±2.9]	57.3% [±2.6]	53.4% [±4.1]	68.4%* [±2.7]

*Statistically significant at level 0.05 when comparing G2 (2021 vs. 2023)

Table 4. Overall EGMA results by year (G3 students)

Subtask	Measure	Baseline 2014 G3	Midline 2017 G3	Endline 2019 G3	Learning lost 2021 G3	Final 2023 G3
Number identification	% correct of items attempted	92.2% [±1.7]	94.1% [±.9]	94.6% [±1]	93.8% [±1.3]	96.2%* [±1.1]

Subtask	Measure	Baseline 2014 G3	Midline 2017 G3	Endline 2019 G3	Learning lost 2021 G3	Final 2023 G3
Quantitative comparison	% correct	84.9% [±2.5]	87.4% [±1.2]	89.1% [±1.6]	91.1% [±1.9]	95.5%* [±1.1]
Addition L1	Fluency (correct items per min.)	12.7 [±.5]	13.2 [±.4]	14.1 [±.5]	12.7 [±.8]	16.7* [±.7]
Subtraction L1	Fluency (correct items per min.)	10.0 [±.5]	10.6 [±.3]	11.1 [±.4]	9.9 [±.4]	12.3* [±.5]
Addition and subtraction L2	% correct answers	47.5% [±3.4]	50.3% [±2.7]	56.7% [±2.7]	46.9% [±3.7]	58.9%* [±2.9]
Missing number	% correct	66.9% [±3.1]	68.9% [±2.3]	71.2% [±2.3]	63.9% [±3.2]	73.0%* [±2.3]
Word problems	% correct	63.0% [±2.7]	66.5% [±2.4]	69.7% [±2.7]	71.1% [±3.0]	78.3%* [±2.5]

*Statistically significant at level 0.05 when comparing G3 (2021 vs. 2023)

Key Performance Indicator Results

The main objective of the assessment was to identify students' skills in reading and mathematics by measuring the key performance indicator results and identifying the indicators on which the performance has or has not improved between 2021 and 2023. **Table 5** shows a summary of the key performance indicator results. Overall, compared between 2014, 2017, 2019, 2021, and 2023, the results indicate that there is a statistically significant increase in all key indicators among the students of both grades in 2023 compared with 2021.

Table 5. RAMP's indicator results—measurement indicators by year

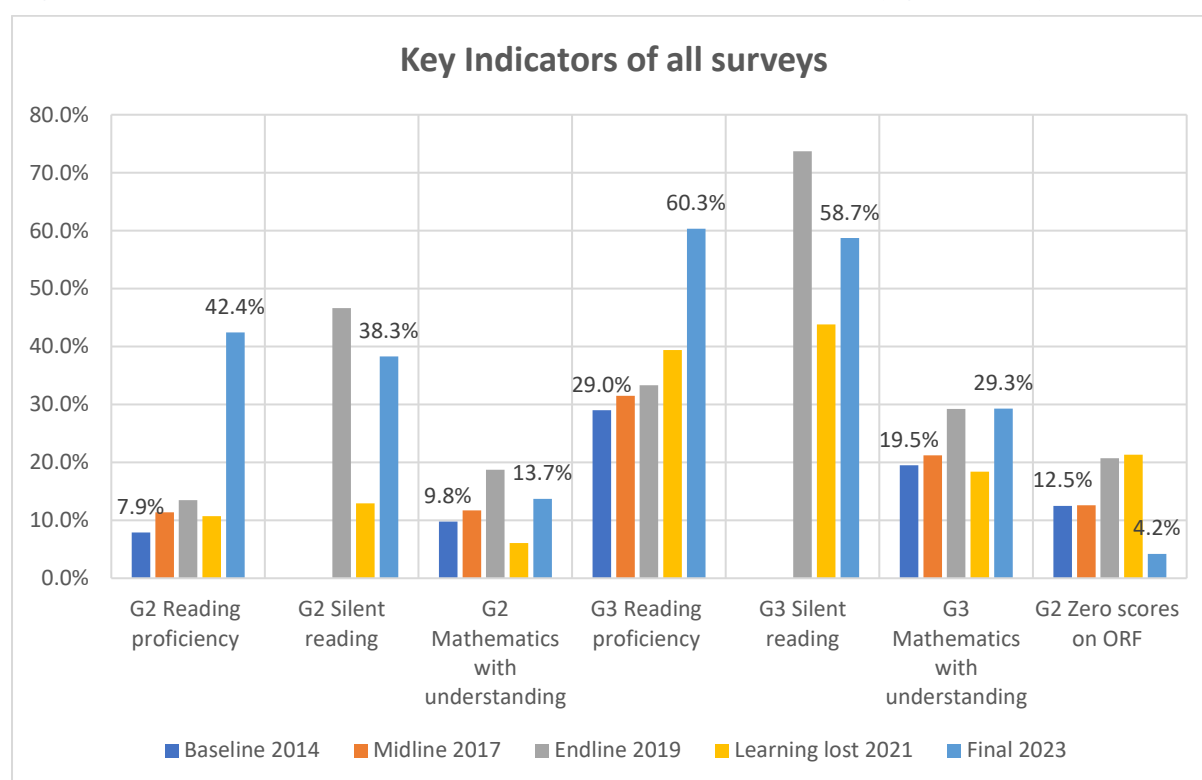
Indicator Number	Indicator	Baseline 2014	Midline 2017	Endline 2019	Learning lost 2021	Final 2023
GL_01	Percentage of learners who attain a minimum grade-level proficiency in reading at the end of G2 with USG assistance (ES.1-1) (Mission 4.2.d).	7.9%	11.4%	13.5%	10.7%	42.4%*
GL_02	Percentage of learners who demonstrate reading comprehension of grade-level text in silent reading at the end of G2 with USG assistance (RAMP Ind.)			46.6%	12.9%	38.3%*
GL_03	Percentage of learners who demonstrate that they can do grade-level mathematics with understanding at the end of G2 with USG assistance (RAMP Ind.)	9.8%	11.7%	18.7%	6.1%	13.7%*
GL_04	Percentage of learners who demonstrate reading fluency and comprehension of grade-level text at the end of G3 with USG assistance (Mission 4.2.b)	29.0%	31.5%	33.3%	39.4%	60.3%*
GL_05	Percentage of learners who demonstrate reading comprehension of grade-level text in silent reading at the end of G3 with USG assistance (RAMP Ind.)			73.7%	43.8%	58.7%*

Indicator Number	Indicator	Baseline 2014	Midline 2017	Endline 2019	Learning lost 2021	Final 2023
GL_06	<i>Percentage of learners who demonstrate that they can do grade-level mathematics with understanding at the end of G3 with USG assistance (Mission 4.2.c)</i>	19.5%	21.2%	29.2%	18.4%	29.3%*
GL_07	<i>Percentage of learners who obtained zero scores on oral reading fluency at the end of G2 (RAMP Ind.)</i>	12.5%	12.6%	20.7%	21.3%	4.2%*

*Statistically significant at level 0.05 when comparing G2 (2021 vs. 2023)

Figure 1 shows RAMP’s indicator results by grade and year.

Figure 1. RAMP’s indicator results—measurement indicators by grade and year



Conclusion

The 2023 survey results show very important increase of the proportion of students’ with proficient reading skills for both G2 and G3 compared with the 2019 and 2021 surveys. Also, the proportion of students with proficient mathematics skills increased in the 2023 survey compared with the 2021 survey, where the G3 students’ skills were found to be similar to the 2019 survey results, but the G2 students’ skill levels were still below the results of the 2019 survey.

The progress seen in the 2023 survey results for both G2 and G3 students, especially regarding reading skills, can be explained because

- Schools returned to in-person instruction
- Teachers are now more effective in their teaching practice

- The MOE remedial program has been very effective in improving low-performing students' skills
- 2021/22 rotational classes in small groups have allowed more individualized instruction.
- Teacher CPD focus on Teach-at-Right-Level and Differentiated Instruction in the last 3 Semesters
- A more focused coaching program based on school performance data, and the subsequent increased accountability.
- The generalization of Teachers Community of Practice to share and expand best practices
- A more systematic usage of diagnostic assessment to organize remedial groups in class.
- A greater involvement of parents in their children education following the COVID-19 school interruption where they played a critical role.
- Access to performance data at all levels of the system (RAMP Supervision & Coaching Management System) has increased accountability.
- School Improvement Plans and District Improvement Plans (SDIP)
- The lower mathematics performance are likely the results of teachers weaker mastery of basic mathematics concepts, and the introduction of a new curriculum which they have been insufficiently trained on.

The high turn-over of contractual teachers in refugee camps and their lack of pedagogical training is likely the cause of the lower performance of students of refugee camps' schools.

The progress made regarding the gender gap in reading and mathematics performance have been annihilated by the long COVID-19 school closure, and this loss seem to be the most difficult to recover from.

Recommendations

These conclusions and recommendations were made collaboratively by the MoE and the RAMP specialists during an analysis and review workshop, held on June 19, 2023.

- The MoE should provide support to the low-performing field directorates, which in turn should support to the low-performing schools identified through the performance reports that are provided to them by the MoE.
- Implement special programs to enable parents to support their children effectively, especially in mathematics.
- Design and implement programs to develop the capabilities of early grade teachers in mathematics. Train teachers in the new mathematics curriculum and related teaching strategies.
- TThe number of weekly mathematics lessons needs to increase due to the difficulty of the new curriculum.
- Specialized mathematics teachers should be assigned to teach mathematics to early grade students.
- Continue to build teachers' capacities—with a focus on effective classroom management skills, formative assessment, and the use of multiple and diverse teaching strategies that consider students' different abilities and learning styles. MOE should continue to focus on developing students' foundational skills in reading and mathematics.
- MOE should continue building the capacity of school principals and supervisors .

- Monitor the supervisors who provide in-class technical coaching to teachers to ensure quality control. Supervisors should not be tasked with administrative or technical work outside the scope of their main work.
- Increase the number of early grade supervisors in low-performing field directorates.
- Conduct case studies for high- and low-performing governorates and field directorates to identify best practices, difficulties, and challenges.
- Provide a hard copy (paper) teacher's guide for teachers, in addition to the electronic guide already made available to them.
- Focus on in-person and practical training for early grade teachers more than distance training, especially in mathematics subjects.
- Raise levels of professional accountability for teachers, school principals, and supervisors.

1. BACKGROUND

The United States Agency for International Development (USAID) in Jordan, in partnership with the Jordanian Ministry of Education (MoE), contracted with RTI International in 2011 under the Education Data for Decision Making II (EdData II) program to conduct the Snapshot of School Management Effectiveness (SSME), Early Grade Reading Assessment (EGRA), and Early Grade Mathematics Assessment (EGMA).

A representative national-level sample of 156 public schools in Jordan participated in the study. One grade 2 (G2) teacher and one grade 3 (G3) teacher were randomly selected per school, and 10 students from each of these two grades were randomly selected to conduct EGRA and EGMA assessments. The sampled students were also interviewed about their experience in school—3,120 students were selected to participate in the assessments and interviews. The selected teachers, along with school principals, were interviewed. One of the researchers observed a selected G2 teacher while he was teaching reading and mathematics. Researchers also conducted an inventory of the school equipment and selected classrooms. Data collection was completed by the end of May 2012.

EGRA, which was orally conducted by using Modern Standard Arabic, consisted of five subtasks: identifying letter sounds, recognizing invented words, oral reading fluency (ORF) of a connected text, reading comprehension, and listening comprehension. Identifying letter sounds and the ability to read unfamiliar words consisting of one syllable are two foundational skills that are necessary to read fluently and comprehensively. EGMA, which was conducted in writing as well as orally, consisted of six subtasks: number identification, quantitative comparison, identifying the missing number (number patterns), addition and subtraction Level 1 (L1), addition and subtraction Level 2 (L2), and word problems. Addition and subtraction L1 tasks were procedural and included one-digit or two-digit numbers so that the sum/difference was less than 20. Students were assigned to solve those problems and give the answer without using a pencil and paper. However, addition and subtraction L2 tasks were more challenging and required students to know the mathematical concepts such as connecting numbers to tens. To solve such problems, students were allowed to use a pencil and paper.

In response to the findings of the 2012 national survey, it was decided to develop an intervention pilot program that would support teachers in providing deliberate, structured, and developmentally appropriate daily instruction to develop students' foundational skills for reading and mathematics. The intervention was implemented by 400 teachers, who were teaching 347 classrooms in 43 schools and approximately 12,000 students. This intervention was assessed in May 2014. The results showed that the skills of the students in the pilot schools that were exposed to the intervention were better than the skills of the students in the control group. The results in the remedial schools improved significantly (from 13% to 24% in reading, and from 14% to 24% in mathematics).

In response to findings from all these activities, the Early Grade Reading, and Mathematics Initiative (RAMP) began on January 1, 2015 (originally scheduled for 5 years, with an end date of December 31, 2019). Supported by USAID and the United Kingdom's Foreign, Commonwealth & Development Office (FCDO), RTI is leading RAMP implementation. For institutionalization purposes, RAMP has been extended for 3 ½ additional years—i.e., it will last until the end of July 2023.

RAMP's effectiveness and impact were evaluated by a midline study conducted in May 2017 to measure RAMP's impact in its first 2 years, and by an endline survey conducted in May 2019 to measure RAMP's impact by the end of the fifth year and the progress of the initiative toward the RAMP indicator targets. In 2021, another survey was conducted to measure the learning loss resulting from school closures caused by COVID-19. Despite the exceptional circumstances surrounding the survey, it was a necessary activity to measure the impact of school closures on students' reading and mathematics skills.

In May 2023, the MoE’s Examination and Test Managing Directorate (ETMD), with technical support from RAMP, conducted a final national survey to measure RAMP’s impact in addition to the impacts of remedial programs that were implemented to address students’ learning loss that occurred during the epidemic’s school closures.

1.1 Measurements of Students’ Skills

A set of students’ subskills is usually assessed in reading and mathematics, and additional data on resources that are linked with students’ performances are gathered. The following presents a description of each subtask and the other data on resources:

1.1.1 EGRA Skills

Six reading subtasks were assessed. **Table 6** presents these EGRA subtasks and a description of each.

Table 6. EGRA subtasks

EGRA subtask	Skill	The child is asked to... (description)
Letter sounds (timed)	Alphabetic principle – consistent with letter sounds	Pronounce the sound of a given letter while looking at a piece of printed paper containing 100 randomly ordered letters.
Syllable sounds (timed)	Introducing decoding and syllable identification skills	Read a list consisting of 100 randomly ordered syllables.
Invented words (timed)	Alphabetic principle – consistent with letter sounds and oral reading fluency	Read a list consisting of 50 nonsense words, in print, and compose alphabet. They are unreal words.
Oral reading (timed)	Fluency (automatic reading of words in a specific context)	Read aloud a printed, grade-level short story. Reading comprehension (timed)...oral answer.
Listening comprehension (untimed)	Understanding spoken language, meanings, and vocabulary	Listen to a story read aloud by the assessor and then give oral answers to five questions about the story asked by the assessor.
Silent reading comprehension (untimed)	Comprehension	Read a printed, grade-level short story silently. Reading comprehension (untimed)...oral answer.

1.1.2 EGMA Skills

Six mathematics skills were assessed. **Table 7** presents these EGMA subtasks and a description of each.

Table 7. EGMA subtasks

EGMA subtask	Skill	The child is asked to... (description)
Identifying numbers	Ability to identify the written symbols of numbers. If students cannot identify numbers, they will not be able to do mathematics.	Mention the names of 20 numbers printed on a paper. Numbers vary between single-digit, two-digit, or three-digit numbers.
Addition and subtraction L1 (basic facts)	Knowledge and feeling confident about basic addition and subtraction	Solve addition/subtraction problems whose sum or difference is less than 20 without a

EGMA subtask	Skill	The child is asked to... (description)
	operations. Students are expected to have some automaticity/fluency when dealing with such basic mathematics facts as foundational mathematics skills.	pencil and paper. Problems vary between problems including single-digit numbers and problems including skip-count by tens. (10 items)
Identifying quantities (number comparisons)	The ability to make judgments about differences by doing quantitative comparisons represented by numbers	Determine the bigger number in a pair of numbers. Pairs use a varying range of numbers, including a pair consisting of single-digit numbers, five pairs consisting of two-digit numbers, and four pairs consisting of three-digit numbers. (10 items)
Missing number (number patterns)	The ability to recognize and complete patterns	Identify the missing number within a pattern consisting of four numbers, one of which is missing. The patterns include counting forward and backward by ones, fives, tens, or twos. (10 items)
Addition and subtraction L2	The ability to use and apply the procedural knowledge of addition and subtraction assessed in L1 of the same subskill to solve more complex addition and subtraction problems	Solve addition/subtraction problems that include the knowledge and application of addition and subtraction facts assessed in L1 of the same subtask. Students are allowed to use any strategy they want, including the use of a pencil and paper provided by the assessor. Problems extend to addition and subtraction problems that include numbers consisting of two-digit numbers and multiples of 10. (5 items)
Word problems	The ability to interpret a situation (orally presented to the student), develop a plan, and solve the problem	Solve the orally presented problems using any strategy desired by the student, including the use of a pencil and paper and/or manipulatives provided by the assessor. The numbers used in those problems are deliberately small numbers so that the targeted skills are assessed without causing any confusion or ambiguity between problems and mathematics skills, which could hinder the performance. These problems were designed to introduce different mathematical situations and operations. (6 items)

1.1.3 Additional Data Resources

1.1.3.1 Oral student questionnaire

This questionnaire was completed by all students who took the EGRA/EGMA tests. In addition to asking students about their reading and general homework habits, the questionnaire included a range of questions related to typical wealth variables to allow the development of a wealth indicator for

students in the data set. This indicator serves as a control factor for any regressions calculated in the study.

1.1.3.2 Teacher questionnaire

This questionnaire was completed by the G2 and G3 teachers of the assessed students in all sampled schools. The oral questionnaire had two components: (1) questions about the teachers' background characteristics (e.g., experience, training) and (2) questions about their participation in and experience with RAMP.

1.1.3.3 School or principal questionnaire

This was completed by the principal (or deputy principal) of each school. The questionnaire had three components: (1) questions about the school's characteristics; (2) questions about student and teacher attendance characteristics, parent involvement, and whether quarterly Parent-Teacher Council meetings had taken place as scheduled; and (3) questions that dealt with the school's experience with RAMP.

1.1.3.4 Household questionnaire

This was completed by the parents of the students' sample of each school. The questionnaire had three components: (1) questions about the parents' economic factors (e.g., positions, incomes, ...), (2) questions about parents' education levels, and (3) questions about the parents' involvement in school activities.

1.2 Key Performance Indicators

RAMP's effectiveness was evaluated via the national survey. This survey collected data to measure the progress in the following key performance indicators:

- *GL-01* Percentage of learners who attain a minimum grade-level proficiency in reading at the end of G2 with USG assistance (ES.1-1) (Mission 4.2.d).
- *GL-02* Percentage of learners who demonstrate reading comprehension of grade-level text in silent reading at the end of G2 with USG assistance (RAMP Ind.)
- *GL-03* Percentage of learners who demonstrate that they can do grade-level mathematics with understanding at the end of G2 with USG assistance (RAMP Ind.)
- *GL-04* Percentage of learners who demonstrate reading fluency and comprehension of grade-level text at the end of G3 with USG assistance (Mission 4.2.b)
- *GL-05* Percentage of learners who demonstrate reading comprehension of grade-level text in silent reading at the end of G3 with USG assistance (RAMP Ind.)
- *GL-06* Percentage of learners who demonstrate that they can do grade-level mathematics with understanding at the end of G3 with USG assistance (Mission 4.2.c)
- *GL-07* Percentage of learners who obtained zero scores on oral reading fluency at the end of G2 (RAMP Ind.)
- *GL-08* Percentage of G2 and G3 students who report receiving parental support for learning to read and do mathematics in USAID RAMP-supported schools (RAMP Ind.)

1.3 Survey Objectives

The 2023 survey was implemented for two main purposes:

- To measure the impact of the initiative on students' performance in reading and mathematics skills after completing the initiative's activities.
- To measure the impact of the remedial programs that were implemented to address the learning loss of students as a result of the COVID-19 school closures.

2. METHODOLOGY

2.1 Sample

2.1.1 2014 Sample (Baseline)

The MoE and USAID decided that conducting a baseline study for RAMP was not necessary; instead, they agreed to use the data and results from the 110 control schools involved in the 2014 national survey as the baseline for the RAMP indicators. A total of 2,159 students from the 110 control schools were assessed in 2014. This decision does, however, have implications for this study. Key among these is that although the 2014 data allow national-level point estimates to be calculated reliably, and while the data can also be disaggregated at either the grade or gender level (but not both), no further disaggregation is meaningful. Thus, although the 2017 and 2019 data can be used for analyses at the governorate and cohort levels, the 2014 data do not enable such comparisons between 2014 and 2017/2019.

2.1.2 2017 Sample (Midline)

In 2017, the Jordan Education Management Information System (EMIS) unit provided a list of all public primary schools in the nation, totaling 2,538 schools. Of these, 348 schools were removed from the list because they did not have at least 20 G2 and G3 students combined. A further 240 schools were removed because they had been selected for and participated in the Impact Evaluation Baseline Study conducted by Management Systems International (MSI) in November and December 2016. Finally, an additional 99 schools were removed at the request of the MoE because they had been established only recently. The final population consisted of 1,851 schools, from which a study sample was drawn. The 2017 study involved 240 schools (20 per governorate) and 4,769 students (20 students per school). To account for the disproportionate sampling and make the sample representative of the national population, weights were calculated as the inverse of the selection probability for each student. All scores reported for this study were calculated using the student weights as noted.

2.1.3 2019 Sample (Endline)

In 2019, the Jordan EMIS unit provided a list of the nation's 2,565 public primary schools. Of these, 347 schools were removed from the list because they did not have at least 20 G2 and G3 students combined. Another 20 schools were removed because they are military culture schools. Finally, an additional 5 schools were removed at the request of the MoE because they had been established only recently. The final population consisted of 2,193 schools, from which a study sample was drawn. The 2019 study involved 240 schools (20 per governorate) and 4,781 students (20 students per school). To account for the disproportionate sampling and make the sample representative of the national population, weights were calculated as the inverse of the selection probability for each student. All scores reported for this study were calculated using the student weights as noted.

2.1.4 2021 Sample (Learning Lost)

In 2021, to measure the learning losses of students, all sampled schools were the same ones sampled in the 2019 survey. Therefore, the sampled population consisted of a list of schools that included early grades, which was sent from the MoE's EMIS. In 2019 there were 2,565 schools, 347 of which were excluded because they did not include both G2 and G3, in addition to 20 military schools and 5 newly established schools—the final population of interest consisted of 2,193 schools. Based on the 2021 data of those schools, 248,972 G2 and G3 students were enrolled in the 2020–2021 school year.

2.1.5 2023 Sample (Final Survey)

In 2023, the Jordan EMIS unit provided a list of the nation's 2,620 public primary schools. Of these, 439 schools were removed from the list because they did not have at least 20 G2 and G3 students combined. The final population consisted of 2,181 schools, from which a study sample was drawn. The 2023 study involved 240 schools (20 per governorate) and 4,783 students (20 students per school). To account for the disproportionate sampling and make the sample representative of the national population, weights were calculated as the inverse of the selection probability for each student. All scores reported for this study were calculated using the student weights as noted. The study population (2,181 schools) contained an estimated 244,389 G2 and G3 students. **Table 8** summarizes the population from which the sample was drawn.

Table 8. 2023 sample population

Region	Governorate	Schools	Students in schools
North	Ajloun	74	5,464
	Jerash	103	7,901
	Irbid	459	46,043
	Mafrq	309	25,206
Central	Amman	444	71,863
	Zarqa	195	36,147
	Balqa	145	15,467
	Madaba	74	6,153
South	Karak	147	12,005
	Ma'an	117	7,201
	Tafilah	67	4,485
	Aqaba	47	6,454
Total		2,181	244,389

In the first selection stage, the 2,181 schools were stratified by governorate to create 12 strata. Within each stratum, schools were sorted by school shift (morning shift, afternoon shift, and single shift) and the combined enrollment in G2 and G3. A total of 20 schools were then selected from each stratum with equal probability proportional to G2 and G3 enrollment.

The second selection stage involved sampling classes/teachers within each sampled school. One G2 class was randomly selected from the G2 classes with equal probability, and one G3 class was randomly selected from the G3 classes with equal probability.

The third selection stage involved random selection with equal probability of 10 students from each of the randomly selected classes. The second and third stages of selection were conducted by the trained assessors at schools on the assessment day, and then the assessors in the sampled schools implemented the second and third phases.

Since the MoE was keen to learn about schools with special circumstances, schools of Syrian students within formal schools and refugee camp schools were also included. **Table 9** summarizes sample selection processes except for schools with special circumstances.

Table 9. Sample selection processes except for schools with special circumstances

Stage number	Item sampled	Stratified by...	Probability of selection
Phase 1	Schools (240)	Governorates (12) 20 schools per governorate	Equal probability proportional to G2 and G3 enrollment
Phase 2	G2 classrooms (480) G3 classrooms (480)	Grade (G2 and G3) 1 G2 classroom per school 1 G3 classroom per school	Equal probability
Phase 3	G2 students (4,800) G3 students (4,800)	No stratification	Equal probability

2.2 Descriptive Statistics

Table 10 summarizes the data collected during the survey across governorates, grades, and gender (excluding special schools).

Table 10. Descriptive statistics for the final sample

Region	Governorate	Students					Teachers	Schools
		G2		G3		Total		
		Females (F)	Males (M)	Females (F)	Males (M)			
North	Ajloun	94	102	97	107	400	38	20
North	Jerash	101	92	123	84	400	39	20
North	Irbid	125	77	127	71	400	36	20
North	Mafraq	103	93	129	75	400	38	20
Central	Amman	94	110	95	100	399	30	20
Central	Zarqa	103	96	105	95	399	37	20
Central	Balqa	99	94	120	84	397	32	20
Central	Madaba	125	75	137	63	400	34	20
South	Karak	85	77	131	107	400	40	20
South	Ma'an	104	90	105	97	396	38	20
South	Tafilah	108	92	108	92	400	38	20
South	Aqaba	83	85	113	111	392	38	20
Total		1,224	1,083	1,390	1,086	4,783	438	240
		2,307		2,476				

Table 11 summarizes the data collected during the survey across special schools.

Table 11. Descriptive statistics of the final sample across special schools (classified by type of school, gender, teachers, and schools)

School type	Students					Teachers	Schools
	G2		G3				
	Females (F)	Males (M)	Females (F)	Males (M)	Total		
Syrian-only	105	83	123	87	398	34	20
Refugee camps	73	120	66	121	380	36	19
Total	178	203	189	208	778	70	39
	381		397				

2.3 Weighting

To make the sample representative of the national population, weights were calculated as the inverse of the selection probability for each student. Three stages of weighting were applied (stratum, school, and student) so that the sample of student scores would be representative of student performance at the national level. All scores reported for this study were calculated using the student weights as noted. One of the key advantages of weighting is that it accounts for disproportionate sampling.

3. FINDINGS

Overall, RAMP successfully produced significant improvements in G2 and G3 student reading and mathematics performance from the baseline evaluation in 2014 to the final evaluation in 2023, across foundational and higher-order skills.

3.1 EGRA Results

3.1.1 EGRA Results by Grade and by Year

The trends are nearly identical between G2 and G3. In both cases, there were statistically significant gains in all reading subtasks; letter sounds, syllable sounds, invented words, listening comprehension, oral reading, reading comprehension, and silent reading comprehension from baseline to final evaluation. The results are summarized in *Table 12* for G2 and *Table 13* for G3. For the sake of brevity, not all results are reflected here.

Table 12. Overall EGRA results by year (G2 students)

Subtask	Measure	Baseline 2014 G2	Midline 2017 G2	Endline 2019 G2	Learning lost 2021 G2	Final 2023 G2
Letter sounds	Fluency (correct letters per min.)	38.2 [±4.3]	47.3 [±2]	48.0 [±2.4]	38.0 [±2.1]	55.0* [±1.8]
	% correct of items attempted	67.4% [±6.3]	77.8% [±1.9]	79.4% [±2.4]	80.9% [±3.3]	54.9%* [±1.8]
Syllable sounds	Fluency (correct syllables per min.)	22.1 [±2.4]	29.8 [±2.2]	29.8* [±1.9]	23.4 [±2.0]	41.8* [±2.0]
	% correct of items attempted	60.1% [±5.4]	72.3% [±3.1]	68.1% [±3.0]	68.3% [±3.7]	41.8%* [±2.0]
Invented words	Fluency (correct invented words per min.)	7.1 [±.9]	10.8 [±.9]	13.3 [±.9]	10.1 [±1.0]	19.0* [±.0]]
	% correct of items attempted	34.5% [±4.3]	48.2% [±3.3]	55.3% [±2.8]	53.7% [±3.7]	38%* [±2.0]
Listening comprehension	% correct	62.5% [±2.8]	56.9% [±2.6]	52.8% [±2.8]	50.8% [±2.4]	56.9%* [±2.4]
Oral reading	ORF	19.1 [±2.2]	20.7 [±1.5]	20.2 [±1.5]	16.5 [±2.3]	34.4* [±2.1]
	% correct of items attempted	56.7% [±6.7]	56.2% [±3.6]	53.0% [±3.1]	46.9% [±5.2]	63.0%* [±3.2]
Reading comprehension	% correct of items attempted	33.3% [±5.3]	42.7% [±4.0]	41.2% [±3.2]	50.6 % [±6.3]	78.5* [±2.9]
	% correct	21.7% [±3.9]	27% [±2.9]	28.4% [±2.9]	26.5% [±4.6]	57.6%* [±3.3]
	% of students with 80% comp.	7.9% [±3.3]	11.4% [±2.2]	13.5% [±2.9]	10.7% [±3.0]	42.4%* [±4.6]
Silent reading comprehension	% of students with 80% comp on silent reading			46.6% [±4.4]	12.9 % [±3.4]	38.3%* [±4.3]

*Statistically significant at level 0.05 when comparing G2 (2021 vs. 2023)

Table 13. Overall EGRA results by year (G3 students)

Subtask	Measure	Baseline 2014 G3	Midline 2017 G3	Endline 2019 G3	Learning lost 2021 G3	Final 2023 G3
Letter sounds	Fluency (correct letters per min.)	35.7 [±4.1]	48.6 [±3.1]	52.1 [±2.2]	48.2 [±2.4]	57.6* [±2.2]
	% correct of items attempted	62.2% [±5.4]	74.3% [±3.5]	78.7% [±2.5]	83% [±3.7]	57.2%* [±2.1]
Syllable sounds	Fluency (correct syllables per min.)	28.7 [±2.1]	33.8 [±2.3]	36.1 [±2]	33.7 [±2.8]	45.7* [±2.0]
	% correct of items attempted	68% [±3.5]	72.7% [±3.3]	73.8% [±2.5]	77% [±3.2]	45.6%* [±2.0]
Invented words	Fluency (correct invented words per min.)	10.9 [±1.0]	13.7 [±.9]	16.9 [±.0]	15.3 [±1.4]	21.7* [±1.1]
	% correct of items attempted	44.9% [±3.6]	50.4% [±2.6]	58.6% [±2.4]	60.6% [±3.4]	43.0%* [±2.0]
Listening comprehension	% correct	72.5% [±2.7]	64.4% [±2.2]	62.9% [±2.4]	60.8% [±3.1]	64.6* [±2.6]
Oral reading	ORF	35.0 [±2.8]	31.2 [±2.1]	33.6 [±2.3]	32.3 [±3.2]	44.0* [±2.3]
	% correct of items attempted	71.6% [±3.2]	64.7% [±3.3]	66.9% [±3.0]	66.2% [±4.2]	74.0%* [±3.2]
Reading comprehension	% correct of items attempted	58.6% [±3.9]	57.3% [±3.4]	57.0% [±3.5]	70.6% [±4.7]	83.0* [±2.2]
	% correct	47.1% [±3.7]	46.8% [±3.4]	48.3% [±3.7]	54.9% [±5.3]	69.7%* [±2.8]
	% of students with 80% comp.	29.0% [±5.4]	31.5% [±3.7]	33.3% [±4.3]	39.4 [±7.2]	60.3%* [±4.2]
Silent reading comprehension	% of students with 80% comp on silent reading			73.7% [±4.4]	43.8% [±7.1]	58.7%* [±4.2]

*Statistically significant at level 0.05 when comparing; G3 (2021 vs. 2023)

3.2 EGMA Results

3.2.1 EGMA Results by Grade and by Year

Statistically significant, positive gains were found on all mathematics subtasks from baseline to final evaluation. *Table 14* and *Table 15* summarize the overall data for the EGMA subtasks for G2 and G3, respectively, by year.

Table 14. Overall EGMA results by year (G2 students)

Subtask	Measure	Baseline 2014 G2	Midline 2017 G2	Endline 2019 G2	Learning lost 2021 G2	Final 2023 G2
Number identification	% correct of items attempted	84.4% [±2.3]	91.1% [±1.2]	89.8% [±1.4]	86.2% [±2.0]	93.8%* [±1.2]
Quantitative comparison	% correct	73.5% [±2.8]	80.1% [±2.0]	80.8% [±1.8]	85.4% [±2.8]	93.7%* [±1.1]
Addition L1	Fluency (correct items per min.)	11.3 [±.6]	11.7 [±.5]	12.0 [±.5]	10.2 [±.6]	13.6* [±.5]
Subtraction L1	Fluency (correct items per min.)	9.1 [±.7]	9.5 [±.4]	9.6 [±.4]	7.0 [±.5]	10.2* [±.4]
Addition and subtraction L2	% correct answers	36.8% [±3.1]	41.6% [±3.1]	47.3% [±3.2]	29.0% [±4.3]	46.8%* [±2.3]
Missing number	% correct	54.3% [±3.6]	60.2% [±2.9]	56.7% [±2.6]	44.6% [±4.3]	65%* [±2.7]
Word problems	% correct	52.6% [±4.1]	53.6% [±2.9]	57.3% [±2.6]	53.4% [±4.1]	68.4%* [±2.7]

*Statistically significant at level 0.05 when comparing; G2 (2021 vs. 2023)

Table 15. Overall EGMA results by year (G3 students)

Subtask	Measure	Baseline 2014 G3	Midline 2017 G3	Endline 2019 G3	Learning lost 2021 G3	Final 2023 G3
Number identification	% correct of items attempted	92.2% [±1.7]	94.1% [±.9]	94.6% [±1]	93.8% [±1.3]	96.2%* [±1.1]
Quantitative comparison	% correct	84.9% [±2.5]	87.4% [±1.2]	89.1% [±1.6]	91.1% [±1.9]	95.5%* [±1.1]
Addition L1	Fluency (correct items per min.)	12.7 [±.5]	13.2 [±.4]	14.1 [±.5]	12.7 [±.8]	16.7* [±.7]
Subtraction L1	Fluency (correct items per min.)	10.0 [±.5]	10.6 [±.3]	11.1 [±.4]	9.9 [±.4]	12.3* [±.5]
Addition and subtraction L2	% correct answers	47.5% [±3.4]	50.3% [±2.7]	56.7% [±2.7]	46.9% [±3.7]	58.9%* [±2.9]
Missing number	% correct	66.9% [±3.1]	68.9% [±2.3]	71.2% [±2.3]	63.9% [±3.2]	73.0%* [±2.3]
Word problems	% correct	63.0% [±2.7]	66.5% [±2.4]	69.7% [±2.7]	71.1% [±3.0]	78.3%* [±2.5]

*Statistically significant at level 0.05 when comparing; G2 (2021 vs. 2023)

3.3 Performance on RAMP Indicators

A key purpose of the RAMP final evaluation (2023) study was to establish whether RAMP was having an impact on early grade reading and mathematics performance across a range of preset indicators. Accordingly, this report aims to establish whether there has been a shift in the proportion

of students achieving each of the RAMP goal-level indicators as published in the RAMP Activity Monitoring, Evaluation, and Learning Plan. These results show that RAMP was able to meet all endline targets except GL_07 (based on 95% confidence intervals). The results show impressive improvements in the reading proficiency and mathematics proficiency of students in the early grades. **Table 16** summarizes the overall data for the performance on RAMP indicators from baseline to final evaluation for G2 and G3 by year.

Table 16. Summary of performance on RAMP indicators by year

Indicator number	Indicator	Baseline 2014 value	Midline 2017 value	Endline 2019 value	Learning lost 2021 value	Final 2023 target	Final 2023 value
GL_01	<i>Percentage of learners who attain a minimum grade-level proficiency in reading at the end of G2 with USG assistance (ES.1-1) (Mission 4.2.d).</i>	7.9%	11.4%	13.5%	10.7%	15%	42.4%*
GL_02	<i>Percentage of learners who demonstrate reading comprehension of grade-level text in silent reading at the end of G2 with USG assistance (RAMP Ind.)</i>			46.6%	12.9%	28%	38.3%*
GL_03	<i>Percentage of learners who demonstrate that they can do grade-level mathematics with understanding at the end of G2 with USG assistance (RAMP Ind.)</i>	9.8%	11.7%	18.7%	6.1%	10%	13.7%*
GL_04	<i>Percentage of learners who demonstrate reading fluency and comprehension of grade-level text at the end of G3 with USG assistance (Mission 4.2.b)</i>	29.0%	31.5%	33.3%	39.4%	44%	60.3%*
GL_05	<i>Percentage of learners who demonstrate reading comprehension of grade-level text in silent reading at the end of G3 with USG assistance (RAMP Ind.)</i>			73.7%	43.8%	60%	58.7%*
GL_06	<i>Percentage of learners who demonstrate that they can do grade-level mathematics with understanding at the end of G3 with USG assistance (Mission 4.2.c)</i>	19.5%	21.2%	29.2%	18.4%	25%	29.3%*
GL_07	<i>Percentage of learners who obtained zero scores on oral reading fluency at the end of G2 (RAMP Ind.)</i>	12.5%	12.6%	20.7%	21.3%	17%	4.2%*

*Statistically significant at level 0.05 when comparing; G3 (2021 vs. 2023)

3.4 Performance by Key Indicators and Subgroups

To better understand the performance of students under RAMP, it is necessary to examine the results disaggregated across subgroups. With 14 subtasks and a wide range of student, teacher, household, and school characteristics, it was essential to narrow the focus of this section to the most critical performance indicators and subgroups. Ultimately, four performance indicators and six subgroups were selected for closer examination as these indicators and subgroups were determined to be central to conversations about RAMP among the program team, USAID, and the MoE. The four selected indicators represent high-level reading and mathematics skills that are goals for the Jordanian primary education system. All the indicators will be presented separately for G2 and G3 and are as follows:

Reading Proficiency: The percentage of students who correctly answer at least 80% of the reading comprehension questions based on the oral reading passage.

ORF Benchmark: The percentage of students meeting or exceeding the ORF benchmark of 46 correct words per minute.

Silent Reading: The percentage of students who correctly answer at least 80% of the reading comprehension questions on the silent reading subtask (evaluations of 2019, 2021, and 2023).

Math Proficiency: The percentage of students who score at least 80% on addition and subtraction L2 and at least 70% on missing numbers.

3.4.1 Gender

The results show that girls score higher than boys in reading proficiency in G2—43.8% for girls and 38.3% for boys, but without a statistically significant difference. In G3, the results for girls and boys are similar—58.7% for girls and 58.6% for boys. In mathematics, results show that boys score higher than girls, with statistically significant differences in both G2 and G3. Performance results for the four selected indicators are listed in *Table 17* for G2 and *Table 18* for G3.

Table 17. Summary of G2 performance by gender and year

Indicator	Baseline 2014		Endline 2019		Learning Lost 2021		Final 2023	
	Male	Female	Male	Female	Male	Female	Male	Female
Reading proficiency	4.1% [±2.6]	11.6% [±5.8]	11.9% [±3.6]	15% [±3.7]	9.1% [±3.3]	12.2% [±4.5]	38.3% [±5.6]	43.8% [±4.5]
ORF benchmark	4.9% [±3.3]	11.9% [±5.2]	5.3% [±2.3]	9.4% [±2.7]	4.5% [±3.1]	5.6% [±4.6]	21.6% [±5.2]	22.9% [±3.7]
Silent reading			39.9% [±6.1]	52.8% [±4.9]	9.9% [±3.3]	15.9% [±5.2]	35.9% [±4.8]	37.7% [±4.9]
Math proficiency	11.8% [±6.8]	7.8% [±3.6]	18.1% [±4.7]	19.3% [±4.0]	10.1 [±7.2]	2.3 [±2.5]	18.6% [±4.0]	9.1%* [±2.2]

* $p < .05$ (male vs. female students in 2023)

Table 18. Summary of G3 performance by gender and year

Indicator	Baseline 2014		Endline 2019		Learning Lost 2021		Final 2023	
	Male	Female	Male	Female	Male	Female	Male	Female
Reading proficiency	25.1% [±9.1]	32.2% [±6.7]	32.6% [±5.5]	33.8% [±4.6]	32.8% [±10.5]	44.8% [±6.9]	58.6% [±5.0]	58.7% [±4.8]
ORF benchmark	20.8% [±6.5]	35.5% [±7.6]	27.3% [±4.7]	28.6% [±4.8]	20.5% [±7.5]	28.1% [±8.9]	42.9% [±5.6]	45.9% [±5.2]
Silent reading			70.2% [±5.9]	76.8% [±4.8]	38.3% [±7.6]	48.2% [±8.2]	56.3% [±4.9]	58.9% [±4.5]
Math proficiency	19.1% [±5.8]	19.9% [±4.7]	33.8% [±4.9]	25.1% [±3.7]	21.2% [±5.8]	16.2% [±4.6]	34.8% [±4.5]	23%* [±4.0]

* p<.05 (male vs. female students in 2023)

3.4.2 Governorate

Because there are 12 governorates in Jordan, this section is organized differently than other subgroup analyses, with the goal of clearly displaying trends without requiring cumbersome tables or an overabundance of figures. Accordingly, the results in this section are presented first for reading proficiency, followed by math proficiency.

3.4.2.1 Reading by governorates

Table 19 shows the results of reading proficiency for G2 and G3 in the governorates, by year.

Table 19. Results of reading proficiency for G2 and G3 in the governorates (by years)

Governorate	Reading G2			Reading G3		
	2019	2021	2023	2019	2021	2023
Ajloune	12.3%	20.8%	30.2%	51.0%	52.6%	44.4%
Amman	7.1%	13.8%	45.1%	30.3%	45.2%	60.9%
Aqaba	9.1%	9.7%	23.2%	36.1%	42.2%	35.3%
Balqa	11.7%	5.2%	43.0%	22.2%	35.0%	52.3%
Irbid	25.7%	4.2%	46.8%	43.5%	40.8%	68.4%
Jerash	15.2%	12.5%	46.4%	37.4%	34.9%	77.8%
Karak	31.2%	11.3%	44.2%	55.4%	42.7%	70.0%
Ma'an	4.3%	20.8%	39.4%	29.6%	34.9%	51.1%
Madba	12.3%	11.6%	34.9%	23.7%	33.8%	45.7%
Mafrak	6.9%	10.3%	30.2%	17.5%	26.6%	42.1%
Tafilah	13.9%	5.0%	34.1%	29.5%	22.3%	54.3%
Zarqa	7.1%	10.7%	35.8%	24.8%	34.3%	55.6%

Figure 2 and

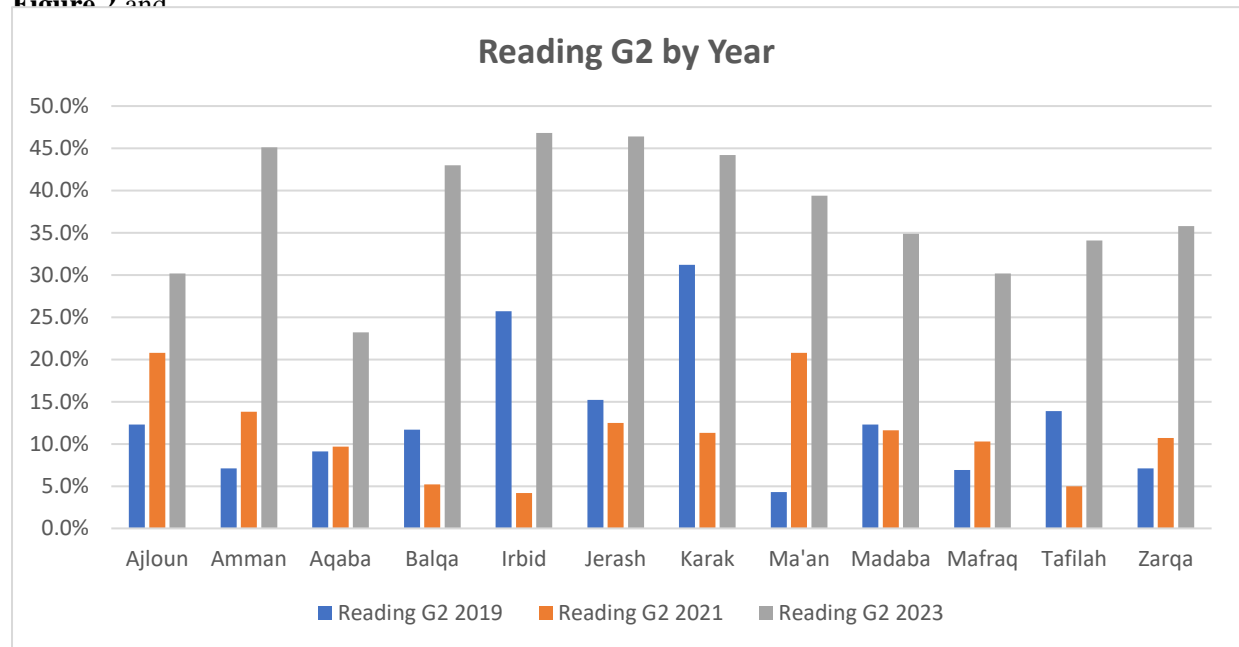


Figure 3 show the results of reading proficiency for G2, by governorate and by year.

Figure 2. Results of reading proficiency for G2, by governorate and by year

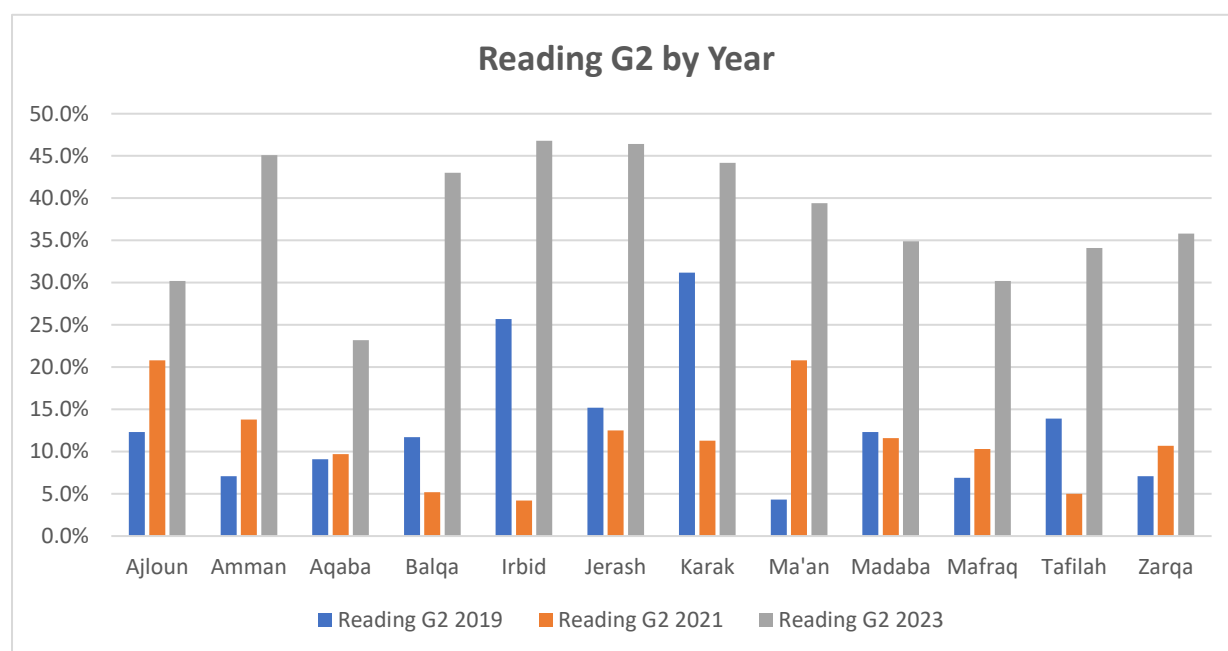
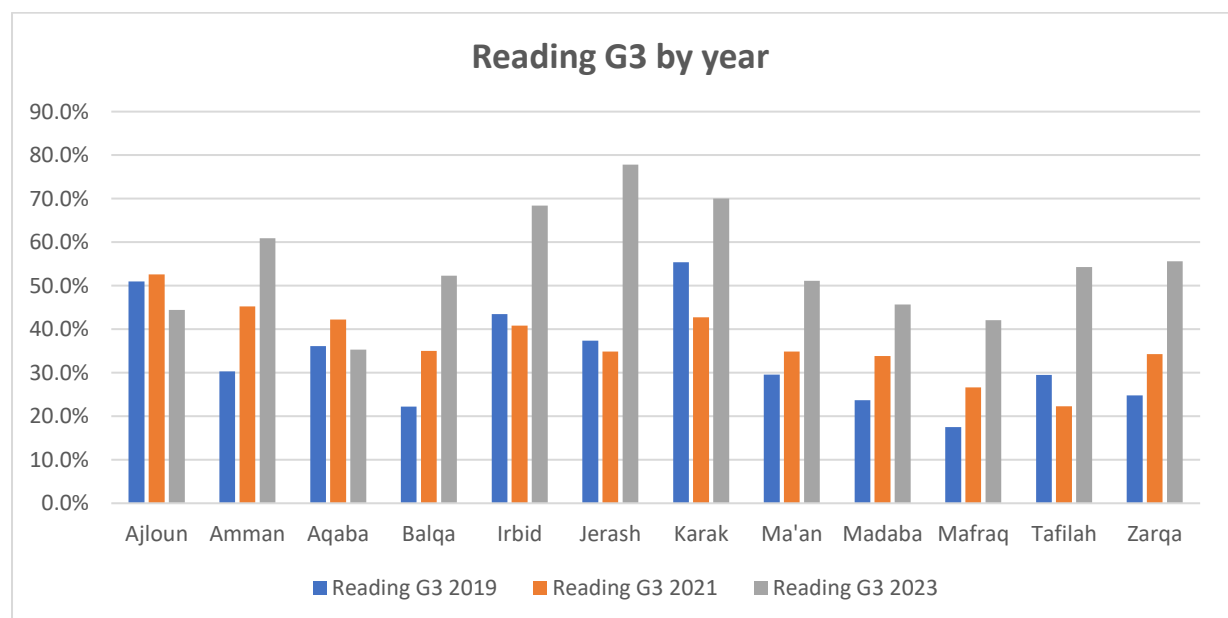


Figure 3. Results of reading proficiency for G3, by governorate and by year



3.4.2.2 Mathematics by governorate

Table 20 shows the results of the *mathematics with understanding* indicator for G2 and G3 in the governorates, by year.

Table 20. Results of the governorates in the *mathematics with understanding* for G2 and G3 by years

Governorate	Mathematics G2			Mathematics G3		
	2019	2021	2023	2019	2021	2023
Ajloun	23.5%	12.4%	10.6%	42.8%	30.3%	31.9%
Amman	12.8%	10.1%	10.2%	25.1%	21.3%	26.8%
Aqaba	12.4%	6.5%	5.8%	23.2%	12.1%	9.9%
Balqa	20.8%	0.0%	19.5%	20.2%	15.8%	27.6%
Irbid	37.1%	7.1%	26.4%	47.1%	20.8%	42.8%
Jerash	23.4%	4.5%	15.5%	34.6%	19.1%	36.2%
Karak	34.3%	9.1%	12.6%	47.9%	30.0%	33.4%
Ma'an	8.7%	4.5%	4.4%	17.9%	14.7%	19.6%
Madba	19.0%	1.0%	13.8%	21.6%	17.7%	25.2%
Mafrak	10.1%	3.5%	6.0%	13.1%	6.4%	14.8%
Tafilah	13.2%	3.4%	16.1%	23.5%	15.4%	26.4%
Zarqa	9.3%	0.2%	8.3%	24.1%	14.0%	23.5%

Figure 4 and **Figure 5** show the results of mathematics for G3, by governorate and by year.

Figure 4. Results of mathematics for G2, by governorate and by year

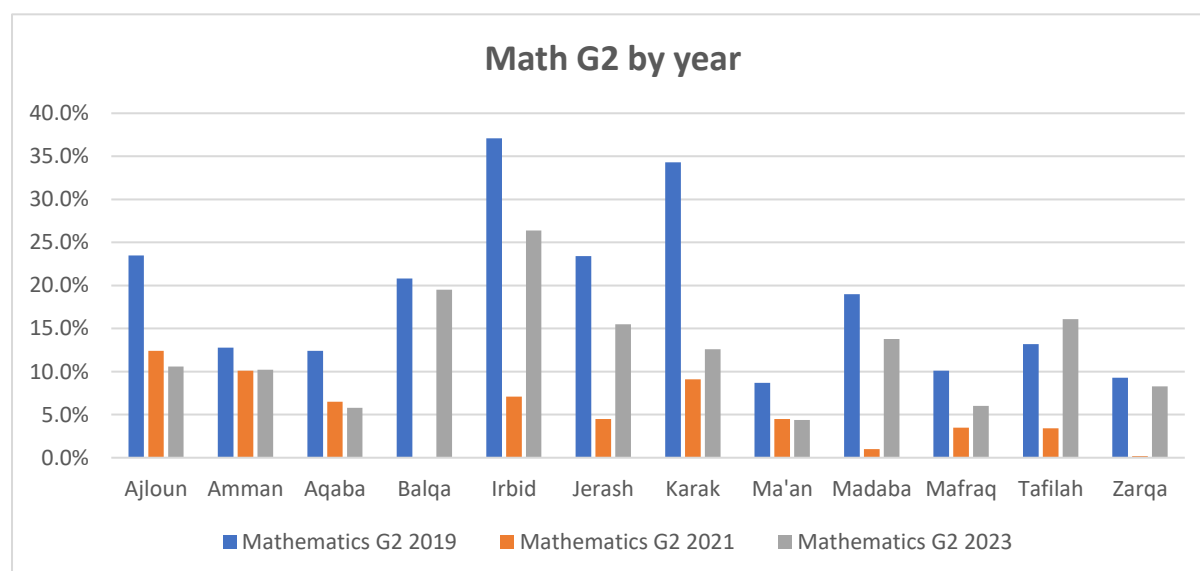
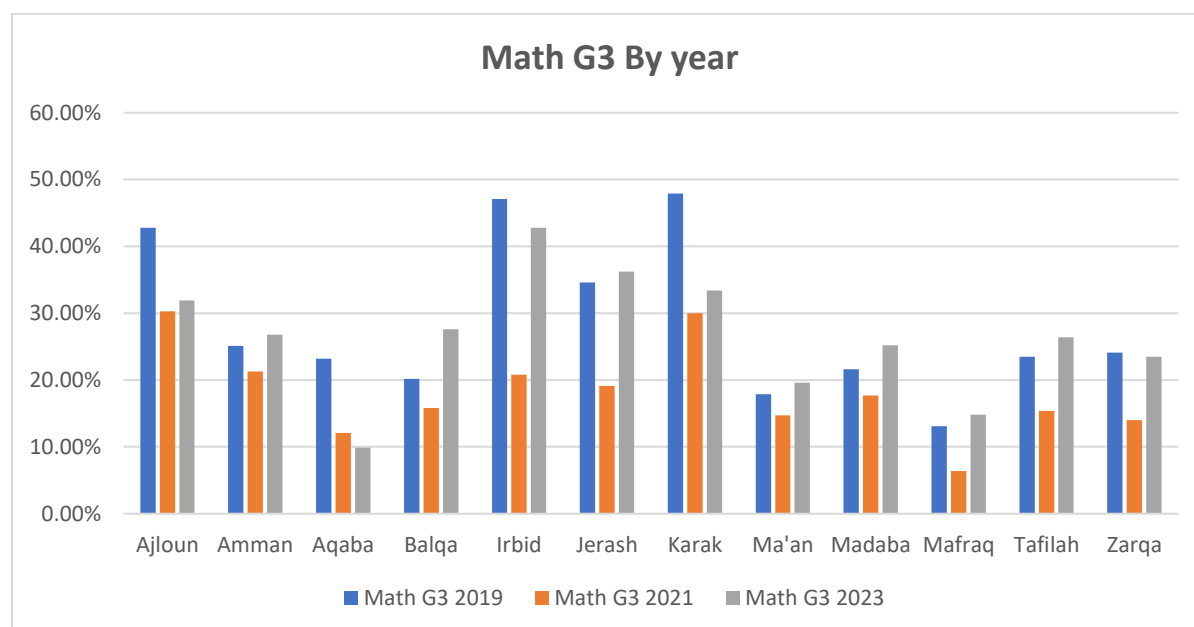


Figure 5. Results of mathematics for G3, by governorate and by year



3.4.3 School Type (Traditional vs. Special Schools)

During the final evaluation data collection, an additional 39 special schools were purposefully sampled to examine the reading and mathematics performance of students in nontraditional public schools. This additional school sample was made up of two groups: refugee camp schools and Syrian day schools.

The progression in reading proficiency that was measured in the MoE traditional schools was better than the progression seen in other types of schools. There is a statistically significant difference between the MoE traditional schools and the Syrian (refugee) camp schools in both G2 and G3, but there is no statistically significant difference between the MoE traditional schools and the Syrian day schools in both G2 and G3.

In mathematics, there is a statistically significant difference between the MoE traditional schools and the Syrian camp schools in G2, but there is no statistically significant difference in G3. There is no statistically significant difference between the MoE traditional schools and the Syrian day schools in both G2 and G3. **Tables 21 and 22 show** the results by school type and year.

Table 21. Summary of G2 performance by school type

Indicator	Endline 2019			Learning Lost 2021			Final 2023		
	Traditional schools	Refugee camp schools	Syrian day schools	Traditional schools	Refugee camp schools	Syrian day schools	Traditional schools	Refugee camp schools	Syrian day schools
Reading proficiency	13.5% [±2.9]	4.1% [±2.9]	11.4% [±8.2]	10.7% [±3.0]	4.1% [±4.1]	7.2% [±6.6]	42.4% [±4.6]	15.8%* [±9]	36.3% [±11.3]
ORF benchmark	7.4% [±1.9]	1.9% [±2.1]	6.8% [±5.8]	5% [±2.6]	0% [±.]	4.3% [±3.4]	23.4% [±4.4]	10.5%* [±7.0]	14.3%* [±5.5]
Silent reading	46.6% [±4.4]	30.5% [±10.7]	50.5% [±9.7]	12.9% [±3.4]	6.4% [±6.3]	6.8% [±6.3]	38.3% [±4.3]	14.2%* [±7.7]	29.9% [±11.9]
Math proficiency	18.7% [±3.7]	11.3% [±8.3]	25.8% [±10.2]	6.1% [±4.6]	1.1% [±3.4]	7.5% [±7.2]	13.7% [±2.7]	4.9%* [±4.5]	17.6% [±9.8]

* $p < .05$ (traditional vs. special schools for year 2023)

Table 22. Summary of G3 performance by school type

Indicator	Endline 2019			Learning Lost 2021			Final 2023		
	Traditional schools	Refugee camp schools	Syrian day schools	Traditional schools	Refugee camp schools	Syrian day schools	Traditional schools	Refugee camp schools	Syrian day schools
Reading proficiency	33.3% [±4.3]	19.2% [±11.5]	26.3% [±11.5]	39.4% [±7.2]	15.9% [±6.5]	43.9% [±8.9]	60.3% [±4.2]	29.6%* [±10.4]	51.6% [±11.6]
ORF benchmark	28.0% [±3.8]	11.9% [±5.6]	27.9% [±9.9]	24.7% [±7.3]	8.0% [±6.9]	25.5% [±15.1]	46.1% [±5.1]	18.1%* [±8.0]	36.0% [±11.8]
Silent reading	73.7% [±4.4]	59.8% [±11.6]	77.5% [±7.5]	43.8% [±7.1]	26.3% [±8.4]	55.7% [±32.1]	58.7% [±4.2]	31.0%* [±10.9]	56.1% [±13.0]
Math proficiency	29.2% [±3.3]	22.9% [±15.0]	32.0% [±10.4]	18.4% [±4.1]	1.8% [±4.8]	25.5% [±11.4]	29.3% [±3.8]	17.6% [±8.6]	26.1% [±9.3]

* $p < .05$ (traditional vs. special schools for year 2023)

3.5 Household Characteristics and Performance of the Students

The results show that there is a statistically significant relationship between some of the household characteristics and the performance of their children in reading and mathematics:

1. There is a statistically significant relationship between the *education level* of the household and their children's performance in reading and mathematics. More specifically, the results show that there is a positive relationship between the level of the parents' education and the performance of the students.
2. There is a statistically significant relationship between a *household's financial income, and material possessions*, and their children's performance in reading and mathematics:
 - There is a positive relationship between the “monthly income of the household” and the performance of their children.
 - There is a positive relationship between the “number of cars that the household owns” and the performance of the students.

- There is a positive relationship between “household living in its own home” and the performance of their children.
 - There is a positive relationship between “household owns material possessions, such as a dishwasher, laptop computer, air conditioner, and microwave” and the performance of their children.
 - There is a positive relationship between the “expensive and efficient heating being used in the household’s house” and the performance of the students.
 - There is an inverse relationship between the “household receives financial assistance” and the performance of their children.
3. There is a significant relationship between “*parental involvement in school activities and supporting the children at home*” and their children’s performance in reading and mathematics.
 - There is a positive relationship between the “*parents visiting to the schools*” and the performance of their children.
 - There is a positive significant relationship between the “*parents’ participation in the Parent-Teacher Council*” and the performance of their children.
 - There is a positive significant relationship between the “*parent following up the children in the house (reading and listening to children)*” and the performance of their children.
 4. There is a positive significant relationship between “*household employed at the public position*” and their children’s performance in reading and mathematics. And there is an inverse relationship between “*household working in an informal position*” and their children’s performance in reading and mathematics.
 5. There is a significant relationship between “*number of children in the household*” and their children’s performance in reading and mathematics.

4. CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations mentioned in this report were developed collaboratively by the RAMP team and the MoE during an analysis and review workshop, held on June 19, 2023. The workshop was attended by 20 participants (educational early grade supervisors and technical officials). They focused on reviewing the survey results, identifying key gains and achievements, discussing challenges and proposed solutions, and specifying the next steps for research and implementation.

4.1 Conclusions

In general, the results of this survey tend to show very large progress in the students’ reading skills for both G2 and G3 compared with the 2019 and 2021 surveys. Also, the students’ skills in mathematics show progress compared with the 2021 survey, where the G3 students’ skills were found to be similar to the 2019 survey results, but the G2 students’ skill levels were still below the results of the 2019 survey.

Regarding the *reading proficiency* results:

- In the MoE traditional schools, there is statistically significant progress in the reading proficiency in 2023 compared with the 2019 and 2021 surveys, for both G2 and G3. The percentage of G2 students who read fluently and with comprehension improved from 13.5% in 2019 and 10.7% in 2021 to reach 42.4% in 2023. Regarding G3 results, the percentage of students who read fluently and with comprehension improved from 33.3% in 2019 and 39.4% in 2021 to reach 60.3% in 2023.

- In the refugees' Syrian schools, there is progress in reading proficiency in 2023 compared with the 2019 and 2021 surveys, for both G2 and G3. The percentage of G2 students with reading proficiency in the Syrian day schools (afternoon shift) increased from 11.4% in 2019 and 7.2% in 2021 to 36.3% in 2023, while the percentage of students with reading proficiency in the refugee camp schools increased from 4.1% in both 2019 and 2021 to 15.8% in 2023. As for the G3 students, the percentage of G3 students with reading proficiency in the afternoon schools (Syrian day schools) increased from 26.3% in 2019 and 43.9% in 2021 to 51.6% in 2023, while the percentage of G3 students with reading proficiency in the refugee camp schools increased from 19.2% in 2019 and 15.9% in 2021 to 29.6% in 2023.
- The progress in reading proficiency is larger in the MoE traditional schools than in the other types of schools. There is a statistically significant difference between the MoE traditional schools and the Syrian refugee camp schools in both G2 and G3, but there is no statistically significant difference between the MoE traditional schools and the Syrian day schools in both G2 and G3.
- In 2023, the female students are performing better than male students: girls' reading proficiency in G2, 43.8%, versus 38.3% for boys, but without a statistically significant difference. In G3, the results for girls and boys are similar: 58.7% for girls and 58.6% for boys.
- The percentage of students who can read at least 46 correct words per minute has increased in both G2 and G3 in 2023.

Regarding the students who received zero scores in reading proficiency:

- There was a significant drop in zero scores in ORF in 2023 compared with the 2019 and 2021 surveys in the MoE traditional schools. The percentage of G2 students who received zero scores in ORF has decreased from 20.7% in 2019 and 21.3% in 2021 to be 4.2% in 2023.
- Also, there is a significant improvement regarding the students who received zero scores in ORF in the Syrian schools, inside and outside the camps. The percentage of G2 students with zero scores in the Syrian day schools decreased from 20.6% in 2019 and 26.1% in 2021 to be 7.7% in 2023, while in the percentage in the refugee camp schools decreased from 51.8% in 2019 and 69.4% in 2021 to be 22.2% in 2023.
- Overall, there is a significant decrease in zero scores for all foundational reading skills. This is a positive sign; it shows that more students possess the minimal foundational skills, and that the MoE's effort to focus more on low-performing students and on remedial instruction has paid off.

Regarding the *mathematics with understanding* results:

- In MoE traditional schools, there is statistically significant progress in students' ability to perform mathematics with understanding in 2023 compared with 2021 for both G2 and G3. The percentage of G2 students who do mathematics with understanding increased from 6.1% in 2021 to 13.7% in 2023. For G3 results, it increased from 18.4% in 2021 to 29.3% in 2023.
- As for the comparison between the results of the 2023 and 2019 surveys, the results show that there is no progress in the 2023 survey compared with 2019 for both G2 and G3. If one compares 2019 and 2023 results, we do not observe any progress for either G2 or G3. The percentage of G2 students who do mathematics with understanding was 18.7% in 2019, and it declined to 13.7% in 2023. For G3, it remained stable: 29.2% in 2019 and 29.3% in 2023.
- There is a statistically significant difference between the MoE traditional schools and the Syrian camp schools in G2, but there is no statistically significant difference in G3. Also, there is no statistically significant difference between the MoE traditional schools and the Syrian day schools in both G2 and G3 in 2023.

- In the 2023 survey results, it is noted that the male students are better than female students in mathematics, with a statistically significant difference in both G2 and G3. The percentage of boys doing mathematics with understanding is 18.6% compared with 9.1% of girls in G2. The percentage of boys doing mathematics with understanding is 34.8% compared with 23% of girls in G3.
- Overall, the results indicate that there was good progress in the mathematics subtasks (foundational skills), but not as much for the higher-order skills in both grades. However, the zero scores decreased for the mathematics subtasks.

Regarding the characteristics of the household, the results shows that there is a significant relationship between the children's performance and some of their household characteristics, such as the education levels and financial income of the caregivers.

In general, the progress seen in the results of the G2 and G3 students in the 2023 survey compared with the 2021 survey, especially regarding reading skills, can be explained by of the following reasons:

- Schools returned to in-person learning after being interrupted by a long period of school closures. In-person learning resumed at the beginning of the second semester of the 2021–2022 school year and is continuing as of the writing of this report.
- The percentage of early grade teachers who provide effective instruction in the classroom in the last four school semesters increased (up to 86.8% of observed teachers providing effective instruction).
- The reductions in “zero scores” from 2021 to 2023 are very likely the result of RAMP's and the MoE's focus on low-performing students and differentiated instruction over the last three school semesters as part of its remedial program strategy. Additionally, instruction in rotational schools during the school year (2021–2022) helped low-performing students to improve their outcomes, due to low numbers of students in rotational classrooms (i.e., low student-teacher ratios) compared with the number of students in non-rotational classrooms, and the fact that teachers' rotational classrooms prioritized foundational reading skills.
- The intensity of the remedial programs that were conducted by the MoE in cooperation with RAMP to address students' learning loss had a positive impact on students' progress, especially regarding reading skills.
- Another contributing factor was the workshops conducted for all concerned personnel in all field directorates (technical directors, heads of supervision divisions, and early grade supervisors) in April 2022 and March 2023. These workshops aimed to make participants aware of the lot quality assurance sampling results and to guide them on how to use these results in building coaching plans to support early grade teachers.
- Interventions that supported schools, teachers, and students in building reading skills included in-class coaching visits, the creation of communities of practice, the development and administration of diagnostic tools at the beginning of the school semesters, and designing remedial activities that were implemented during free activity lessons.
- Because reading is being taught in the parents' mother tongue, it is easier for parents to follow up on their children's reading tasks as they are familiar with the language. Since they taught their children at home during and after the COVID-19 school closures, the role of parents became central and has remained critical since then.
- The schools' development plans focused on improving students' reading skills based on the results of students' national and school tests.

- The new data management system has created more accountability from the schools to the field directorate and from the field directorate to the central MoE regarding early grade students' reading performance.

We can attribute the significant improvement in reading skills compared with the poor improvement in mathematics skills to the following reasons:

- Early grade teachers are more knowledgeable to teach reading skills than mathematics skills: they often have weak foundation in mathematics conceptual understanding, which makes it challenging for them to explain concepts accurately. Because of this gap in their own skills, the early grades teachers like to teach reading more than mathematics. Teachers have not been sufficiently trained in the new curriculum, and they need additional training in mathematics contents. The mathematics foundational skills are only included in the contents of the first semester textbook, even though students' mathematics foundational skills taught in the first semester would need continuous follow-up and reinforcement by teachers during the second semester.
- Similarly, parents are more confident in supporting their children in reading than in mathematics, which requires more elaborated and structured instruction for their children to acquire high-order skills.

The improvement observed for Syrian students in refugee camps was lower than this of students in MoE regular schools. This can be attributed to the discrepancies among camp teachers' experience in RAMP methodologies, since all of them are substitute teachers, most of whom have not been trained on the RAMP methodologies. Another probable reason for the poorer economic and psychosocial status of camp residents, particularly students.

Looking at results from the gender perspective, female students scored higher than male students in reading skills in G2 (however, not a statistically significant difference), and male students have achieved a higher performance than female students in mathematics in both G2 and G3, with a statistically significant difference.

At baseline (and midline), the reading performance of female students was higher than that of male students, whereas male students already performed slightly better in mathematics. These gaps were smaller at 2019 endline for G2 reading or math proficiency and the difference was no longer statistically significant. The reading proficiency gap between male and female students had shrunk from baseline (7%) to midline (5%) to endline (3%).

The progress made regarding the gender difference have been annihilated by the long COVID-19 school closure, and this loss seem to be the most difficult to recover from.

4.2 Recommendations

- The MoE should provide support to the low-performing field directorates, which in turn should support to the low-performing schools identified through the performance reports that are provided to them by the MoE.
- Implement special programs to enable parents to support their children effectively, especially in mathematics, and to provide them with the necessary tools to do so, such as videos and guidelines.
- Design and implement programs to develop the capabilities of early grade teachers in mathematics, and then assess the impact of these programs. Train teachers in the new mathematics curriculum and related teaching strategies.
- The number of weekly mathematics lessons needs to increase due to the difficulty of the new curriculum.

- Instead of “regular” classroom teachers, specialized mathematics teachers should be assigned to teach mathematics to early grade students.
- Continue to build teachers' capacities—with a focus on effective classroom management skills, formative assessment, and the use of multiple and diverse teaching strategies that consider students' different abilities and learning styles. MOE should continue to focus on developing students' foundational skills in reading and mathematics.
- MOE should continue building the capacity of school principals and supervisors on student assessment methodologies—in terms of planning, implementation, data analysis, and extracting and utilizing the findings.
- Monitor the supervisors who provide in-class technical coaching to teachers to ensure quality control. Supervisors should not be tasked with administrative or technical work outside the scope of their main work.
- Increase the number of early grade supervisors in low-performing field directorates.
- Implement case studies for high- and low-performing governorates and field directorates to identify best practices, difficulties, and challenges.
- Provide a hard copy (paper) teacher's guide for teachers, in addition to the electronic guide already made available to them.
- Focus on in-person and practical training for early grade teachers more than distance training, especially in mathematics subjects.
- Raise levels of professional accountability for teachers, school principals, and supervisors.

ANNEXES

ملحق رقم 1: مثال على أدوات تقييم مهارات القراءة- نموذج تعليمات المقيّم 2023

تعليمات عامة

من المهم أن تضفي جواً من المرح على الطفل الذي سيخضع للتقييم كأن تبدأ معه بمحادثة بسيطة حول مواضيع تهمة (انظر المثال أدناه). أشعره بأن هذا التقييم هو تقريباً بمثابة لعبة سيستمتع بها، وليس بالمهمة الصعبة. تجنب الطلب من الطفل ذكر اسمه أو اسم عائلته، يُفضل أن يتم التقييم في الحصة الثالثة الأولى من اليوم الدراسي. من المهم جداً أن تقرأ محتوى المربعات فقط، بصوت عالٍ وبوضوح وتمهّل.

- صباح الخير. اسمي _____ أسكن في _____. أريد أن أتكلّم معك عن نفسي، لدي من الأطفال، عمرهم؛ عندي في البيت.....، الرياضة التي أمارسها، إلخ.].
1. أخبرني عن نفسك وعن هواياتك؟ [انظر الجواب؛ إذا كان التلميذ غير متحمس للكلام، وجّه إليه السؤال رقم 2. إذا تكلم بارتياح، انتقل لفقرة الموافقة الشفهية].
2. ما اللعبة التي تحبها؟

الموافقة الشفهية

اسمح لي أن أقول لك لماذا أنا معك اليوم. أنا أعمل في وزارة التربية والتعليم، وأحاول أن أفهم كيف يتعلم الأطفال القراءة. لقد تم اختيارك للقيام بهذا الاختبار بشكل عشوائي. أحيّز أن تتعاون معي في هذه العملية. ولكن إذا لم ترد المشاركة، فلك ذلك. سنلعب لعبة القراءة؛ إذ سأطلب منك أن تقرأ بعض الحروف وبعض الكلمات وقصة قصيرة بصوت عالٍ وأخرى بشكل صامت ومن ثم الإجابة على بعض الأسئلة عن القصة. سأستعمل ساعة أو مؤقتاً لأحسب الوقت الذي تحتاجه في القراءة. هذا ليس امتحاناً، وليس له أي تأثير على علامتك المدرسية. سأسألك بعض الأسئلة الأخرى عن عائلتك. لن أكتب اسمك على ورقة الاختبار. لن يرى أي أحد إجاباتك عليها. مرة أخرى، أنت غير ملزم بالمشاركة إذا لم تكن ترغب في ذلك، وإذا بدأنا ولم ترد الإجابة عن أي سؤال، فلا مشكلة في ذلك. هل لديك سؤال؟ هل أنت مستعد؟

إذا حصلت على الموافقة الشفهية للطفل ضع علامة (x) في هذا المربع ☐ نعم
(إذا لم تحصل على الموافقة، اشكر الطفل وانتقل إلى الذي يليه واستعمل نفس الاستمارة)

1. تاريخ التقييم مثال: 15 إبريل 2019 = 2019-04-15	اليوم: _____ الشهر: _____ السنة: _____
2. المحافظة:	
3. مديرية التربية والتعليم:	
4. اسم المدرسة:	
5. الرقم الوطني للمدرسة:	
6. فترة دوام الطفل	<input type="radio"/> فترة واحدة <input type="radio"/> فترة صباحية <input type="radio"/> فترة مسائية
7. اسم المقيّم:	
8. رمز المقيم: (ذاتي)	
9. الصف:	<input type="radio"/> الثاني (2) (تقييم الصف الثالث) <input type="radio"/> الثالث (3) (تقييم الصف الرابع)
10. الشعبة:	
11. رقم الطفل:	
12. تاريخ ميلاد الطفل:	الشهر: _____ السنة: _____
13. جنس الطفل:	<input type="radio"/> ذكر <input type="radio"/> أنثى
14. وقت البدء بالاختبار:	<input type="checkbox"/> صباحاً (اختر واحدة منها) <input type="checkbox"/> مساءً



بعد مرور 60 ثانية،
ستقول للطفل "توقف".



إذا تردد الطفل في
قراءة الحرف لمدة تزيد
عن 3 ثوانٍ، أشر
للحرف الذي يليه وقل :
"لنكمل من فضلك".



قاعدة التوقف المبكر:
إذا وضعت علامة (/)
على جميع الإجابات
في السطر الأول على
أنها خطأ ولم يصحح
الطفل أي خطأ من
أخطائه، قل "شكراً"
وأوقف التمرين. ضع
علامة (x) في المربع
الموجود في أسفل
الصفحة وانتقل للتمرين
الذي يليه.

هذه ورقة تضم حروفاً، اقرأ قدر ما تستطيع منها (اقرأ صوت الحرف وليس اسمه).

مثلاً، صوت هذا الحرف [أشر إلى الحرف "ك"] هو "ك".

والآن لنقم بهذا التمرين: قل لي صوت هذا الحرف [أشر إلى الحرف "ل"]:

✓: جيد، صوت هذا الحرف هو "ل".

✗: صوت هذا الحرف هو "ل".

لنجرّب مثلاً آخر: قل لي صوت هذا الحرف [أشر إلى الفتحة "ص"]:

✓: أحسنت، صوت هذا الحرف هو "ص".

✗: صوت هذا الحرف هو "ص".

هل فهمت المطلوب منك؟

عندما أقول لك "لنبدأ"، اقرأ صوت الحروف بدقة وبأسرع وقت ممكن. سنبدأ من هنا
ونكمل بهذه الطريقة [أشر إلى الحرف الأول في السطر الأول، وتتبع معه بإصبعك
على الحروف الموجودة في السطر الأول بأكملها]. هل أنت مستعد؟ لنبدأ

ضع بوضوح علامة (/) على أي خطأ يرتكبه الطفل.

في حالة قيام الطفل بتصحيح نفسه، ضع دائرة ○ حول علامة (/) التي وضعتها
مسبقاً له.

ضع العلامة (I) على آخر حرف قرأه الطفل.

	10	9	8	7	6	5	4	3	2	1
(10)	ك	ص	ظ	خ	هـ	ز	د	ل	و	جـ
(20)	هـ	ص	ظ	ش	ج	تـ	ف	حـ	بـ	نـ
(30)	س	و	ة	ر	د	قـ	خ	ح	فـ	ا
(40)	ق	ثـ	ب	ضـ	يـ	ح	هـ	ذ	غـ	خـ
(50)	ع	هـ	غـ	ة	ز	و	ق	خ	بـ	ضـ
(60)	ظ	و	ص	هـ	ط	نـ	يـ	سـ	ذ	عـ
(70)	ن	خـ	بـ	ق	غـ	يـ	شـ	د	ء	تـ
(80)	ج	ط	حـ	خ	ضـ	هـ	عـ	ش	ث	غـ

ز	س	ء	ذ	خ	م	ف	ع	ل	ث	(90)
ذ	م	ب	ط	ث	ح	س	ض	ع	ف	(100)

الوقت المتبقي من وقت التمرين (عدد الثواني):

ضع علامة (x) في هذا المربع □ في حالة أوقفت هذا الجزء من التقييم؛ لأن الطفل لم يقرأ أيًا من الأحرف في السطر الأول بشكل صحيح.

2	القسم 2: قراءة المقاطع	60 ثانية							
<p>هذه ورقة تضم مقاطع، اقرأ قدر ما تستطيع منها (اقرأ المقطع). مثلاً، نقرأ هذا المقطع [أشـر إلى المقطع "را"]</p> <p>و الآن لنقم بهذا التمرين: اقرأ هذا المقطع [أشـر إلى المقطع "أغ"]:</p> <p>✓ جيد، نقرأ هذا المقطع هكذا " أغ "</p> <p>✗ نقرأ هذا المقطع " أغ "</p> <p>لنجرب مثلاً آخر: اقرأ لي هذا المقطع [أشـر إلى المقطع سى]:</p> <p>✓ أحسنت، نقرأ هذا المقطع هو "سى"</p> <p>✗ نقرأ هذا المقطع هكذا "سى"</p> <p>هل فهمت المطلوب منك؟</p> <p>عندما أقول لك "لنبدأ"، اقرأ المقطع بدقة وبأسرع وقت ممكن. سنبدأ من هنا ونكمل بهذه الطريقة [أشـر إلى المقطع الأول في السطر الأول، وتتبع معه بإصبعك على المقاطع الموجودة في السطر الأول بأكمله]. هل أنت مستعد؟ لنبدأ.</p>									
<p>ضع بوضوح علامة (/) على أي خطأ يرتكبه الطفل.</p> <p>في حالة قيام الطفل بتصحيح نفسه، ضع دائرة ○ حول علامة (/) التي وضعتها مسبقاً له</p> <p>ضع العلامة (I) على آخر كلمة قرأها الطفل.</p>									
1	2	3	4	5	6	7	8	9	10
ف	ها	جا	ق	را	ب	طو	دا	لث	ع
دا	ن	دي	ة	ن	من	كث	ي	د	مخ
ظ	صو	جب	ب	ز	وق	ه	تى	فو	مي
هم	ض	ت	ة	دا	رو	ذا	ر	لى	حا

(50)	ظَ	إِ	هَ	ذِي	حُو	جَا	كُو	دِي	مَ	يَحْ
(60)	رَسْ	رَ	قَبْ	قَو	رِ	قَ	كُ	الْ	ءُ	هَ
(70)	عُصْ	صَوْ	مُ	أَنْ	سُ	هَ	أَكْ	حَتْ	ضِ	رُ
(80)	قَهْ	يَنْ	هَ	خَ	غَ	دَ	رِ	طَ	قَا	خِي
(90)	أَ	عَيِ	عِنْ	كِنْ	مَزْ	تُ	زِ	مَنْ	بَعْ	عَا
(100)	تَنْ	رَخْ	بَا	أَجْ	هَقْ	فِي	حَا	كُو	عَا	دَزْ

الوقت المتبقي من وقت التمرين (عدد الثواني):

ضع علامة (x) في هذا المربع □ في حالة أوقفت هذا الجزء من التقييم لأن الطفل لم يقرأ أيًا من المقاطع في السطر الأول بشكل صحيح.



بعد مرور 60 ثانية،
ستقول 'توقف'.



إذا تردد الطفل في قراءة
كلمة لمدة تزيد عن 3
ثوانٍ. أشر للكلمة التالية
وقل: **"لنكمل من
فضلك"**.



قاعدة التوقف المبكر:
إذا وضعت علامة (/)
على جميع الأجوبة في
السطر الأول لأنها
خاطئة ولم يصحح
الطفل أي خطأ من
أخطائه، قل **"شكراً"**
وأوقف التمرين. ضع
علامة (x) في المربع
الموجود في أسفل
الصفحة وانتقل للتمرين
الذي يليه.

هذه بعض الكلمات المخترعة. اقرأ بشكل صحيح أكبر عدد ممكن منها. لا
تقرأ حرفاً بحرف بل اقرأ الكلمة بالكامل. مثلاً هذه الكلمة المخترعة هي "الفلأط".

الآن اقرأ الكلمة التالية: [أشر إلى كلمة شلاميد]:

✓: أحسنت، "شلاميد"

✗: "شلاميد" بشكل صحيح، قل: هذه الكلمة المخترعة هي "شلاميد"

لنجرب الآن كلمة أخرى: اقرأ هذه الكلمة [أشر إلى كلمة "ناسب"]:

✓: جيد جداً، "ناسب"

✗: هذه الكلمة المخترعة هي "ناسب"

عندما أقول لك "ابدأ"، اقرأ الكلمات بدقة وبأسرع وقت ممكن. سنبدأ من هنا ونكمل
بهذه الطريقة [أشر إلى الكلمة الأولى في السطر الأول، وتتبع معه بإصبعك الكلمات
في السطر الأول بأكمله].
هل أنت مستعد؟ لنبدأ.

ضع **بوضوح** علامة (/) على أي خطأ يرتكبه الطفل.

في حالة قيام الطفل بتصحيح نفسه، ضع دائرة ○ حول علامة (/) التي وضعتها
مسبقاً له.

ضع العلامة (I) على آخر كلمة قرأها الطفل.

مثال: الفلأط شلاميد ناسب

	1	2	3	4	5
ضَا	تَارِي	رَا	أَمَشْنُ	تَخْمُ	(5)
دَفْ	دَافَ	صَالِبُ	سَا	مَحْبُ	(10)
رَيْلُمُ	قَاطِ	قِمَاسِي	صَالِدُ	جِيهَا	(15)
تَشْبِيرُونَ	أَطِي	قَبِيرُ	يَمَاجِي	بُجِي	(20)
قَدَحُنْ	فُدَاسَا	مَاصِي	شَاوُ	أَحِي	(25)
سِي	أَشْبُبُ	دَلِي	سَعِيمَةُ	يَمَضُ	(30)
شَمَدُ	عَاصِلُ	مِيهِ	تَوَلُ	خَابَةُ	(35)
انْقَيْصَ	سَلْعَبُ	أَعِي	بَلُحُ	أَفَا	(40)

خَنَاءٌ	فَيْسَهُ	جُدُّهُ	خَمَبَ	سَمَهُ	(45)
أُفِي	نَبَرُ	عَيْسَمُ	فَعُ	سَحَتَ	(50)

الوقت المتبقي من وقت التمرين (عدد الثواني):

ضع علامة (x) في هذا المربع ☐ في حالة أوقفت هذا الجزء من التقييم لأن الطفل لم يقرأ أيًا من الكلمات في السطر الأول بشكل صحيح.

القسم 4 - أ		قراءة نص شفهيًا		القسم 4 - ب		فهم المقروء	
<div>🕒 60 ثانية</div> <div>✋ بعد مرور 60 ثانية، ستقول "توقف".</div> <div>➡ حين يتردد الطفل لمدة تزيد على 3 ثوانٍ في قراءة الكلمة. أشر إلى الكلمة التالية وقل: "لنكمل من فضلك"</div> <div>✋ قاعدة التوقف المبكر: إذا وضعت علامة (/) على جميع الكلمات في السطر الأول على أنها خطأ ولم يصحح الطفل أي خطأ من أخطائه، قل "شكرًا" وأوقف التمرين. ضع علامة (x) في المربع الموجود في أسفل الصفحة وانتقل إلى التمرين الذي يليه.</div>		<div>🕒 60 ثانية</div> <div>✋ بعد مرور 60 ثانية، ستقول "توقف".</div> <div>➡ حين يتردد الطفل لمدة تزيد على 3 ثوانٍ في قراءة الكلمة. أشر إلى الكلمة التالية وقل: "لنكمل من فضلك"</div> <div>✋ قاعدة التوقف المبكر: إذا وضعت علامة (/) على جميع الكلمات في السطر الأول على أنها خطأ ولم يصحح الطفل أي خطأ من أخطائه، قل "شكرًا" وأوقف التمرين. ضع علامة (x) في المربع الموجود في أسفل الصفحة وانتقل إلى التمرين الذي يليه.</div>		<div>⌚ اسحب نص القصة من أمام الطفل ووجه إليه الأسئلة أدناه.</div> <div>➡ اترك للطفل 15 ثانية على الأكثر كي يجيب عن كل سؤال.</div> <div>وجه السؤال المقابل لكل سطر قرأه الطفل حتى تصل إلى السطر الذي يحتوي العلامة (I) والتي تشير إلى مكان توقف الطفل عن القراءة.</div> <div>🕒 سأوجه إليك الآن بعض الأسئلة حول القصة التي قرأت. أجب عن الأسئلة بشكل صحيح.</div>		<div>⌚ اسحب نص القصة من أمام الطفل ووجه إليه الأسئلة أدناه.</div> <div>➡ اترك للطفل 15 ثانية على الأكثر كي يجيب عن كل سؤال.</div> <div>وجه السؤال المقابل لكل سطر قرأه الطفل حتى تصل إلى السطر الذي يحتوي العلامة (I) والتي تشير إلى مكان توقف الطفل عن القراءة.</div> <div>🕒 سأوجه إليك الآن بعض الأسئلة حول القصة التي قرأت. أجب عن الأسئلة بشكل صحيح.</div>	
<div>ضع بوضوح علامة (/) على أي خطأ يرتكبه الطفل أثناء القراءة. ضع العلامة (I) على آخر كلمة قرأها الطفل.</div>		<div>ضع علامة (x) في الخانة التي تتناسب مع إجابة الطفل، ومن ثم انتقل إلى السؤال الذي يليه.</div>					

اقرأ المقيم بصوت عال النص التالي ولمرة واحدة فقط وبتأن (كلمة كل ثانية تقريباً). قل للطفل:

سأقرأ عليك قصة قصيرة بصوت عال، مرة واحدة فقط. و بعد ذلك سأوجه إليك بعض الأسئلة. اسمع جيداً من فضلك وأجب عنها بشكل صحيح. هل فهمت المطلوب منك؟

" استيقظ أبو سعيد في الصباح الباكر نشيطاً؛ ليذهب إلى مزرعته. تناول فطوره، ثم لبس معطفه القطني الخفيف. وعندما فتح الباب توقف قائلاً: سبحان الله! ما أجمل هذا المنظر! الأرض بساط أخضر. عاد أبو سعيد وأيقظ أبناءه منادياً: نبت الزرع، تعالوا وانظروا إلى الأعشاب الخضراء وهي تنمو. نهض الأبناء فرحين، وخرجوا إلى الحقل. ثم جمعوا بعض الأزهار."

إجابة صحيحة	إجابة خاطئة	لا إجابة	
			من الذي استيقظ في الصباح الباكر؟ أبو سعيد.
			أين أراد أبو سعيد الذهاب؟ إلى مزرعته.
			كيف نهض الأبناء؟ فرحين.
			ماذا جمع الأبناء من الحقل؟ بعض الأزهار.
			في أي فصل حدثت القصة؟ في فصل الربيع.

هذه قصة قصيرة، ركز جيداً واقرأها بشكل صحيح لمدة دقيقتين. حين تنتهي، أسألك بعض الأسئلة حول ما قرأته. هل فهمت المطلوب منك؟ حين أقول لك "نبدأ"، ابدأ بالقراءة. مستعد؟ لنبدأ.













120 ثانية

بعد مرور 120 ثانية، ستقول "توقف".










ضع علامة (x) في الخانة التي تتناسب مع إجابة الطفل، ومن ثم انتقل إلى السؤال الذي يليه.				اترك الطفل يقرأ لمدة 120 ثانية ونبه الطفل في حال انشغل عن القراءة	
إجابة صحيحة	إجابة خاطئة	لا إجابة			
			1. أين ذهب سعد؟ إلى حديقة الحيوان.	8	ذهب سعد في رحلة مدرسية إلى حديقة الحيوان.
			2. ماذا كان يأكل القرد؟ الموز.	16	تجول الطلبة في الحديقة ف شاهدوا قرداً يأكل موزاً.
			3. لماذا فكر سعد؟ بأن يقدم موزة للقرد.	27	فكر سعد بأن يقدم موزة للقرد، بحث عن حقيبتيه ولم يجدها.
			4. لماذا ابتسمت المعلمة لسعد؟ لأنها وجدت حقيبتيه على كتفه.	38	أخبر سعد المعلمة أنه فقد حقيبتيه. ابتسمت المعلمة وأشارت إلى كتفه.
			5. لماذا ضحك سعد بخجل؟ لأن حقيبتيه كانت على كتفه.	42	ضحك سعد بخجل وشكرها.






ملحق رقم 2: مثال على أدوات تقييم مهارات الرياضيات- نموذج تعليمات المقيّم 2023

المهمة 1: التعرف الى الأعداد		A																			
<p>□ ٦٠ ثانية</p> <p>✋</p> <p>● عند انتهاء الوقت المحدد (٦٠ ثانية) ضمن ساعة التوقيت.</p> <p>● إذا توقف الطالب عند البند لمدة ٥ ثوان، اطلب إليه أن ينتقل إلى العدد اللاحق.</p>	<p>✎ فيما يلي بعض الأعداد، أريد منك أن تقرأ كل عدد. عندما أقول إبدأ، أقرأ الأعداد. سأصمت وأستمع إليك. ابدأ من هذا العدد وتابع من اليمين إلى اليسار سطرًا بسطر.</p> <p>(أشر إلى أول عدد) ابدأ من هنا . هل أنت مستعد؟</p> <p>إبدأ</p> <p>ما هو هذا العدد ؟</p>	<p>✎ (/) غير صحيح أو بدون إجابة</p> <p>(I) عند آخر بند إجابة الطالب</p>																			
	<table border="1"> <tbody> <tr> <td>20</td> <td>0</td> <td>7</td> <td>9</td> <td>3</td> </tr> <tr> <td>58</td> <td>54</td> <td>61</td> <td>29</td> <td>77</td> </tr> <tr> <td>33</td> <td>89</td> <td>45</td> <td>70</td> <td>91</td> </tr> <tr> <td>898</td> <td>500</td> <td>740</td> <td>368</td> <td>104</td> </tr> </tbody> </table>		20	0	7	9	3	58	54	61	29	77	33	89	45	70	91	898	500	740	368
20	0	7	9	3																	
58	54	61	29	77																	
33	89	45	70	91																	
898	500	740	368	104																	
<p>✎ الوقت المتبقى (بالثواني)</p>		<p>□</p>																			

	المهمة 2 : مقارنة الأعداد – تمرين B١
  	<p>  انظر إلى هذين العددين. أي العددين أكبر؟ (لا يقرأ المقيم الأعداد للطلبة)  صحيح 8 هو الأكبر. لنتابع   العدد 8 هو الأكبر. [أشر إلى 8] هذا هو العدد 8. [أشر إلى 4] هذا هو العدد 4. العدد 8 أكبر من 4. لنتابع. </p>
	<p>  انظر إلى هذين العددين. أي العددين أكبر؟  صحيح 12 هو الأكبر. لنتابع   العدد 12 هو الأكبر. [أشر إلى 10] هذا هو العدد 10. [أشر إلى 12] هذا هو العدد 12. العدد 12 أكبر من 10. لنتابع. </p>

المهمة 2 : مقارنة الأعداد		B٢ & B٣		✕ ⌚	
👤 انظر الى كل عددين وأخبرني أي العددين أكبر (كرر مع كل بند)					
✍ (/) غير صحيح أو بدون إجابة					
<div>7768</div> <div>106102</div> <div>317539</div> <div>790709</div> <div>684686</div>		97		<div>● في حال أعطى الطفل أربع إجابات خاطئة بشكل متتالي</div> <div>☞ إذا توقف الطالب عند البند لمدة ٥ ثوان. اطلب إليه أن ينتقل إلى البند اللاحق.</div>	
		1322			
		4139			
		6657			
		8284			

	المهمة 3: العدد الناقص – تمرين C1
 	<p>  لاحظ الأعداد التالية 4، 2، 1 ما العدد المناسب؟ </p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> 1 2 (3) 4 </div> <p>  صحيح 3. لننتقل الى مثال آخر. </p> <p>  هنا العدد هو 3. والآن قم بترديد الأعداد معي (مع الإشارة إلى كل عدد على حدة)؛ 4، 3، 2، 1، إذن العدد المناسب هو 3. لننتقل الى مثال آخر. </p>
	<p>  لاحظ الأعداد التالية 15، 10، 5، ما العدد المناسب؟ (أشر إلى الفراغ) </p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> 5 10 15 (20) </div> <p>  صحيح 20. لنتابع </p> <p>  العدد المناسب هو 20 والآن قم بترديد الأعداد معي (مع الإشارة إلى كل عدد على حدة)؛ 20، 15، 10، 5، إذن العدد المناسب هو 20. لنتابع. </p>

	المهمة 3: العدد الناقص C2 & C3
<p>  </p> <ul style="list-style-type: none"> في حال أعطى الطفل أربع إجابات خاطئة بشكل متتالي. <p>  </p> <ul style="list-style-type: none"> إذا توقف الطالب عند البند لمدة ٥ ثوان. اطلب إليه أن ينتقل إلى العدد اللاحق. 	<p>  فيما يلي لدينا أسئلة أخرى من هذا النوع: ما العدد المناسب داخل المستطيل الفارغ. (كرر هذه الملاحظة لكل بند) </p> <p>  (/) غير صحيح أو بدون إجابة </p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>٦</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> 328 329 330 331 </div> </div> <div style="width: 50%;"> <p>١</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> 4 5 6 7 </div> </div> <div style="width: 50%;"> <p>٧</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> 46 44 42 40 </div> </div> <div style="width: 50%;"> <p>٢</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> 16 17 18 19 </div> </div> <div style="width: 50%;"> <p>٨</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> 50 55 60 65 </div> </div> <div style="width: 50%;"> <p>٣</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> 20 30 40 50 </div> </div> <div style="width: 50%;"> <p>٩</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> 780 770 760 750 </div> </div> <div style="width: 50%;"> <p>٤</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> 200 300 400 500 </div> </div> <div style="width: 50%;"> <p>١٠</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> 3 8 13 18 </div> </div> <div style="width: 50%;"> <p>٥</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> 3 5 7 9 </div> </div> </div>

المهمة 4A: عملية الجمع – المستوى 1		D٢ & D١	٦٠ ثانية □																				
<div>🧠 إليك بعض مسائل الجمع (مرر يدك على الأسئلة من الأعلى الى الأسفل). جد ناتج الجمع لكل مما يأتي. إذا لم تتمكن من معرفة الناتج. انتقل إلى المسألة التالية.</div> <div>هل أنت مستعد؟..... ابدأ من هنا (أشر الى السؤال الأول)</div> <div>✍ (/) غير صحيح أو بدون إجابة (I) عند آخر بند إجابته الطالب</div> <table><tr><td>11 + 2 = (13)</td><td>1 + 3= (4)</td></tr><tr><td>13 + 6= (19)</td><td>2+ 4 = (6)</td></tr><tr><td>12 + 4= (16)</td><td>7 + 1 = (8)</td></tr><tr><td>9 + 6 = (15)</td><td>0 + 5 = (5)</td></tr><tr><td>5 + 8= (13)</td><td>2 + 1 = (3)</td></tr><tr><td>4 + 7 = (11)</td><td>4 + 3 = (7)</td></tr><tr><td>3 + 14 = (17)</td><td>3 + 3= (6)</td></tr><tr><td>2 + 12 = (14)</td><td>6 + 3= (9)</td></tr><tr><td>10 + 8 = (18)</td><td>4 + 4= (8)</td></tr><tr><td>5 + 10 = (15)</td><td>8 + 2= (10)</td></tr></table>		11 + 2 = (13)	1 + 3= (4)	13 + 6= (19)	2+ 4 = (6)	12 + 4= (16)	7 + 1 = (8)	9 + 6 = (15)	0 + 5 = (5)	5 + 8= (13)	2 + 1 = (3)	4 + 7 = (11)	4 + 3 = (7)	3 + 14 = (17)	3 + 3= (6)	2 + 12 = (14)	6 + 3= (9)	10 + 8 = (18)	4 + 4= (8)	5 + 10 = (15)	8 + 2= (10)	<div>✍ الوقت المتبقي (بالثواني)</div>	
		11 + 2 = (13)	1 + 3= (4)																				
13 + 6= (19)	2+ 4 = (6)																						
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5 + 10 = (15)	8 + 2= (10)																						
<div>✍ الوقت المتبقي (بالثواني)</div>																							
			<div>□</div>																				

المهمة 4B: عملية الجمع – المستوى 2		D3	✕ ⌚
❖ ✎ ورقة وقلم			
🧠 إليك بعض مسائل الجمع الأخرى. يمكنك استخدام القلم والورقة إذا شئت. ابدأ من هنا			
✍ (/) غير صحيح أو بدون إجابة			
<div><div>15 + 2 = (17)</div><div>26 + 9 = (35)</div><div>42 + 54 = (96)</div><div>24 + 46 = (70)</div><div>18 + 67 = (85)</div></div>			

المهمة 5A: عملية الطرح – المستوى 1		E1 & E2	□ ٦٠ ثانية																				
<p>إليك بعض مسائل الطرح (مرر يدك على الأسئلة من الأعلى إلى الأسفل). جد ناتج الطرح لكل مما يأتي. إذا لم تتمكن من معرفة الناتج. انتقل إلى السؤال التالي.</p> <p>هل أنت مستعد؟..... ابدأ من هنا (أشر إلى السؤال الأول)</p>		<p>✎ (/) غير صحيح أو بدون إجابة (I) عند آخر بند إجابة الطالب</p>																					
<table border="1"> <tbody> <tr> <td>$4 - 1 = (3)$</td> <td>$14 - 2 = (12)$</td> </tr> <tr> <td>$3 - 2 = (1)$</td> <td>$15 - 11 = (4)$</td> </tr> <tr> <td>$7 - 1 = (6)$</td> <td>$17 - 3 = (14)$</td> </tr> <tr> <td>$5 - 2 = (3)$</td> <td>$15 - 7 = (8)$</td> </tr> <tr> <td>$6 - 4 = (2)$</td> <td>$16 - 9 = (7)$</td> </tr> <tr> <td>$7 - 3 = (4)$</td> <td>$19 - 8 = (11)$</td> </tr> <tr> <td>$10 - 8 = (2)$</td> <td>$14 - 7 = (7)$</td> </tr> <tr> <td>$9 - 4 = (5)$</td> <td>$18 - 2 = (16)$</td> </tr> <tr> <td>$8 - 2 = (6)$</td> <td>$17 - 7 = (10)$</td> </tr> <tr> <td>$10 - 3 = (7)$</td> <td>$15 - 10 = (5)$</td> </tr> </tbody> </table>		$4 - 1 = (3)$	$14 - 2 = (12)$	$3 - 2 = (1)$	$15 - 11 = (4)$	$7 - 1 = (6)$	$17 - 3 = (14)$	$5 - 2 = (3)$	$15 - 7 = (8)$	$6 - 4 = (2)$	$16 - 9 = (7)$	$7 - 3 = (4)$	$19 - 8 = (11)$	$10 - 8 = (2)$	$14 - 7 = (7)$	$9 - 4 = (5)$	$18 - 2 = (16)$	$8 - 2 = (6)$	$17 - 7 = (10)$	$10 - 3 = (7)$	$15 - 10 = (5)$	<p>✎ الوقت المتبقى (بالثواني)</p>	
$4 - 1 = (3)$	$14 - 2 = (12)$																						
$3 - 2 = (1)$	$15 - 11 = (4)$																						
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$8 - 2 = (6)$	$17 - 7 = (10)$																						
$10 - 3 = (7)$	$15 - 10 = (5)$																						
<p>✎ إذا توقف الطالب عند البند لمدة ٥ ثوان.</p>		<p>✎ عند انتهاء الوقت المحدد (٦٠ ثانية) ضمن ساعة التوقيت.</p>																					

المهمة 5B: عملية الطرح – المستوى 2		E٣	✕ ⌚					
❖ ورقة وقلم ✎		<div>2324🖐</div> <ul style="list-style-type: none">• إذا أخطأ الطالب في الإجابة عن أول خمسة بنود في المستوى الاول.• في حال أعطى الطفل أربع إجابات خاطئة بشكل متتالي. <div>⌚</div> <ul style="list-style-type: none">• إذا قام الطالب باستخدام طرق غير فعالة (كاستخدام الأصابع والإشارات)، اطلب من الطالب أن يستخدم طريقة أخرى لحل المسألة.• إذا توقف الطالب عند البند لمدة ٥ ثوان.						
🧠 إليك بعض أسئلة الطرح الأخرى . يمكنك استخدام القلم والورقة إذا شئت. ابدأ من هنا								
✍ (/) غير صحيح أو بدون إجابة								
<table><tr><td>19 – 5= (14)</td></tr><tr><td>35 – 9= (26)</td></tr><tr><td>47 – 24= (23)</td></tr><tr><td>80 – 37= (43)</td></tr><tr><td>96 – 28= (68)</td></tr></table>				19 – 5= (14)	35 – 9= (26)	47 – 24= (23)	80 – 37= (43)	96 – 28= (68)
				19 – 5= (14)				
35 – 9= (26)								
47 – 24= (23)								
80 – 37= (43)								
96 – 28= (68)								

المهمة 6 : المسائل الكلامية		✎
عدادات، ورقة، وقلم.		
لدي بعض المسائل الحسابية وسوف أطلب منك حلها. هذه بعض الأشياء التي يمكن أن تساعدك. تستطيع استعمالها إذا احتجت لها، ولكنك لست مجبراً على استعمالها. استمع جيداً لكل من هذه المسائل. سأكرر المسألة في حال احتجت إلى ذلك. جيد، لنبدأ.		
اذكر مثلاً تدريبياً		
ركب ثلاثة أطفال في حافلة. [توقف وتحقق من الطفل]		
نزل طفل من الحافلة. [توقف وتحقق من الطفل]		
كم عدد الأطفال الذين بقوا في الحافلة؟		
هذا صحيح. بقي طفلان في الحافلة. لنقم بحل تمرين إضافي.		
تخيل هذه المعدادات أطفالاً.		
قم باختيار ثلاثة أطفال. ركب هؤلاء الأطفال في حافلة.		
نزل طفل من الحافلة. أشر إلى الطفل الذي سيقوم بالنزول من الحافلة من خلال المعدادات.		
كم عدد الأطفال الذين بقوا في الحافلة؟		
هذا صحيح. تبقى طفلان في الحافلة، لنقم بحل تمارين إضافية.		
المسألة ١		✎
عند ريم 4 قصص. [توقف وتحقق من الطفل]		
أهداها والدها قصتان. [توقف وتحقق من الطفل]		
كم قصة أصبح معها؟		
الإجابة الصحيحة: 6		
<input type="checkbox"/> --	<input checked="" type="checkbox"/> ✕	<input type="checkbox"/> ✓
المسألة ٢		✎
حافلة فيها سبعة أطفال [توقف وتحقق من الطفل]		
خمسة منهم ذكور و الباقي إناث [توقف وتحقق من الطفل]		
كم عدد الإناث؟		
المسألة ٣		✎
أم عندها تسعة أبناء ولديها أربع حبات من التفاح. [توقف وتحقق من الطفل]		
كم حبة تفاح إضافية تحتاج الأم حتى يأخذ كل منهم حبة واحدة؟		
المسألة ٤		✎
عند فراس عدد من الخراف [توقف وتحقق من الطفل]		
اشترى سبعة خراف أخرى [توقف وتحقق من الطفل]		
فأصبح عنده عشرة خراف [توقف وتحقق من الطفل]		
فكم خروفا كان عنده ؟		
المسألة ٥		✎
وزعت معلمة خمسة عشرة قطعة من الحلوى على ثلاثة أطفال بالتساوي.		
[توقف وتحقق من الطفل]		
كم قطعة حلوى أخذ كل طفل ؟		
المسألة ٦		✎
زرع عمر صفيين من الأشجار . [توقف وتحقق من الطفل]		
في كل صف أربع اشجار. [توقف وتحقق من الطفل]		
كم شجرة زرع ؟		
الإجابة الصحيحة: 8		
<input type="checkbox"/> --	<input checked="" type="checkbox"/> ✕	<input type="checkbox"/> ✓

✎	✎
✎	✎
✎	✎
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ملحق رقم 3: مثال على استبانة الطالب – استبانة الطالب في العام 2023

1.	Starting time [Use 24-hour time HH:MM]	<input type="text"/> : <input type="text"/>	<input type="text"/> : <input type="text"/>	وقت البدء [استعمل توقيت 24 ساعة – س س:د:د]	1.
2.	Interview date [DD/MM/YY]	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	تاريخ المقابلة [اليوم/الشهر/السنة]	2.
3.	Interview status	Refused 1 → Thank student and end interview Partially completed 2 Completed 3	رفض الإجابة 1 ← اشكر الطالب وأنه المقابلة تمّت بشكل جزئي 2 تمّت بشكل كامل 3	حالة المقابلة	3.
4.	Gender	Boy 1 Girl 2	ذكر 1 أنثى 2	جنس الطالب	4.
5.	How old are you?	Range: 5-12 Years <input type="text"/>	الفئة العمرية: 5-12 اعتمد هذه الفئة العمرية السنوات <input type="text"/>	كم عمرك؟	5.
6.	What grade are you in? [Note: If not in [grade being assessed], thank student and explain that you are only assessing [grades being assessed]]	Grade 2 1 Grade 3 2	الصف 2 1 الصف 3 2	ما صفك؟ [ملاحظة: إذا كان الطفل ليس من ضمن الصفوف الخاضعة للتقييم، اشكر الطالب وشرح له أنك تقوم بتقييم الصفوف الخاضعة للتقييم فقط.] اضافة التعليمات الى السؤال	6.

7.	What grade were you in last year? [Do <u>not</u> verify by asking if child is repeating]	Grade 1..... 1 Grade 2..... 2 Grade 3..... 3 Don't know/Refuse 888	الصف 1 1 الصف 2 2 الصف 3 3 لا أعرف/رفض الإجابة 888	7. في أي صف كنت في العام الماضي؟ [لا تتحقق من الطالب إن كان مُعيداً للصف أم لا] إضافة التعليمات الى السؤال	7.
8.	Did you go to preschool or kindergarten?	No..... 0 Yes 1 Don't know/Refuse 888	لا 0 نعم 1 لا أعرف/رفض الإجابة 888	8. هل التحقت بحضانة أو روضة؟	8.
	Now I would like to ask you some questions about your class.			أود الآن أن أطرح عليك بضعة أسئلة عن صفك.	
9.	Do you have time to read books in your classroom or in your school library every day?	No..... 0 Yes 1 Don't know/Refuse 888	لا 0 نعم 1 لا أعرف/رفض الإجابة 888	9. هل لديك وقت لقراءة كتب داخل صفك أو مكتبة المدرسة كل يوم؟	9.
10.	Do you bring home reading books from your classroom or from the school library?	No..... 0 Yes 1 Don't know/Refuse 888	لا 0 نعم 1 لا أعرف/رفض الإجابة 888	10. هل تجلب معك للمنزل كتباً للقراءة من صفك أو مكتبة المدرسة؟	10.
	Now I would like to ask you some questions about your household.			أود الآن أن أطرح عليك بضعة أسئلة عن منزلك.	

11.	During the week, does someone at home read to you? If yes , how often?	No, never..... 0 Yes, once a week..... 1 Yes, 2-3 times per week..... 2 Yes, every day 3 Don't know/Refuse 888	لا، أبداً..... 0 نعم، مرة واحدة في الأسبوع..... 1 نعم، 2-3 مرات في الأسبوع..... 2 نعم، يومياً..... 3 لا أعرف/رفض الإجابة..... 888	خلال الأسبوع، هل يوجد هناك من يقرأ لك في المنزل؟ إذا كانت الإجابة نعم، كم مرة أسبوعياً؟	11.
12.	Does someone at home help you with your homework when you need it?	No..... 0 Yes..... 1 Don't know/Refuse 888	لا 0 نعم 1 لا أعرف/رفض الإجابة..... 888	هل يساعدك أحدهم في حل واجباتك المدرسية عندما تحتاج إلى المساعدة؟	12.
13.	Do you ever meet with other children in the community and listen to somebody read a story to you? If yes , how often?	No, never..... 0 ➔ If no, skip to 18 Yes, just once 1 Yes, not often/occasionally..... 2 Yes, every week..... 3 Don't know/Refuse 888	لا، أبداً..... 0 ◀ إذا كانت الإجابة لا، انتقل للبند 18 نعم، مرة واحدة..... 1 نعم، ليس غالباً/أحياناً..... 2 نعم، أسبوعياً..... 3 لا أعرف/رفض الإجابة..... 888	هل حصل وقمت بالاجتماع مع أطفال آخرين في المجتمع واستمعت لأحدهم وهو يسرد لك قصة؟ إذا كانت الإجابة نعم، كم مرة؟	13.
14.	When you met with the other children in the community and listened to somebody read a story to you, did the person who read the story to you allow you to borrow a book and take it home?	No..... 0 Yes..... 1 Don't know/Refuse 888	لا 0 نعم 1 لا أعرف/رفض الإجابة..... 888	عندما قابلت أطفال آخرين من المجتمع واستمعت لأحدهم يسرد قصة، هل سمح لك هذا الشخص باستعارة أي من الكتب وأخذها معك إلى المنزل؟	14.

15.	Are your parents: from Jordan, from Syria, from Iraq or from another country Tick only ONE response.	Jordan..... 0 Syria..... 1 Iraq 2 Other 3 Don't know/Refuse 888	الأردن..... 0 سوريا..... 1 العراق 2 أخرى 3 لا أعرف/رفض الإجابة..... 888	هل والدك بالأصل من: الأردن، سوريا، العراق أو من بلدٍ آخر؟ اختر إجابة واحدة فقط.	15.																																																																																																																
16.	Does your mother know how to read?	No 0 Yes 1 Don't know/Refuse 888	لا 0 نعم 1 لا أعرف/رفض الإجابة..... 888	هل تستطيع والدتك القراءة؟	16.																																																																																																																
17.	Does your father know how to read?	No 0 Yes 1 Don't know/Refuse 888	لا 0 نعم 1 لا أعرف/رفض الإجابة..... 888	هل يستطيع والدك القراءة؟	17.																																																																																																																
18.	Does your family have the following items in your home? Read answer options aloud. Point to appropriate pictograms.	<table><tr><td></td><td>No</td><td>Yes</td><td>--</td><td>--</td><td>نعم</td><td>لا</td><td></td></tr><tr><td>Dishwasher</td><td>0</td><td>1</td><td>888</td><td>888</td><td>1</td><td>0</td><td>جلاية الصحون</td></tr><tr><td>Vehicle</td><td>0</td><td>1</td><td>888</td><td>888</td><td>1</td><td>0</td><td>سيارة</td></tr><tr><td>Computer</td><td>0</td><td>1</td><td>888</td><td>888</td><td>1</td><td>0</td><td>جهاز حاسوب</td></tr><tr><td>Laptop computer / Tablet</td><td>0</td><td>1</td><td>888</td><td>888</td><td>1</td><td>0</td><td>حاسوب محمول/حاسوب لوحي</td></tr><tr><td>Air conditioner</td><td>0</td><td>1</td><td>888</td><td>888</td><td>1</td><td>0</td><td>مكيف هوائي</td></tr><tr><td>Microwave</td><td>0</td><td>1</td><td>888</td><td>888</td><td>1</td><td>0</td><td>مايكروويف</td></tr></table>		No	Yes	--	--	نعم	لا		Dishwasher	0	1	888	888	1	0	جلاية الصحون	Vehicle	0	1	888	888	1	0	سيارة	Computer	0	1	888	888	1	0	جهاز حاسوب	Laptop computer / Tablet	0	1	888	888	1	0	حاسوب محمول/حاسوب لوحي	Air conditioner	0	1	888	888	1	0	مكيف هوائي	Microwave	0	1	888	888	1	0	مايكروويف	<table><tr><td></td><td>No</td><td>Yes</td><td>--</td><td>--</td><td>نعم</td><td>لا</td><td></td></tr><tr><td>Dishwasher</td><td>0</td><td>1</td><td>888</td><td>888</td><td>1</td><td>0</td><td>جلاية الصحون</td></tr><tr><td>Vehicle</td><td>0</td><td>1</td><td>888</td><td>888</td><td>1</td><td>0</td><td>سيارة</td></tr><tr><td>Computer</td><td>0</td><td>1</td><td>888</td><td>888</td><td>1</td><td>0</td><td>جهاز حاسوب</td></tr><tr><td>Laptop computer / Tablet</td><td>0</td><td>1</td><td>888</td><td>888</td><td>1</td><td>0</td><td>حاسوب محمول/حاسوب لوحي</td></tr><tr><td>Air conditioner</td><td>0</td><td>1</td><td>888</td><td>888</td><td>1</td><td>0</td><td>مكيف هوائي</td></tr><tr><td>Microwave</td><td>0</td><td>1</td><td>888</td><td>888</td><td>1</td><td>0</td><td>مايكروويف</td></tr></table>		No	Yes	--	--	نعم	لا		Dishwasher	0	1	888	888	1	0	جلاية الصحون	Vehicle	0	1	888	888	1	0	سيارة	Computer	0	1	888	888	1	0	جهاز حاسوب	Laptop computer / Tablet	0	1	888	888	1	0	حاسوب محمول/حاسوب لوحي	Air conditioner	0	1	888	888	1	0	مكيف هوائي	Microwave	0	1	888	888	1	0	مايكروويف	هل تمتلك عائلتك أي من الحاجيات التالية في المنزل؟ اقرأ خيارات الأجوبة بصوت عالٍ. أشر إلى الصورة المناسبة.	18.
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19.	<p>Where do you normally get your water from at home?</p> <p>Read answer options aloud.  Point to appropriate pictograms. Tick only ONE response.</p>	<p>Well or borehole 1</p> <p>Communal tap 2</p> <p>Water pipe / tap in your home 3</p> <p>Water truck or tank..... 4</p> <p>Other 5</p> <p>Don't know/Refuse 888</p>	<p>بئر الماء 1</p> <p>صنبور ماء عمومي 2</p> <p>أنبوب مياه/صنبور ماء في المنزل 3</p> <p>خزان/صهريج ماء 4</p> <p>أخرى 5</p> <p>لا أعرف/رفض الإجابة 888</p>	<p>19.</p> <p>من أين تحصل على الماء في منزلك عادة؟</p> <p>اقرأ خيارات الأجوبة بصوت عالٍ.</p> <p> أشر إلى الصورة المناسبة.</p> <p>اختر إجابة واحدة فقط. اضافة التعليمات الى السؤال</p>
20.	<p>Ending time [Use 24-hour time HH:MM]</p>	<p><input type="text"/> : <input type="text"/></p>	<p><input type="text"/> : <input type="text"/></p>	<p>20.</p> <p>وقت النهاية [استعمل توقيت 24 ساعة – س س:د]</p>
	<p>Thank you very much!</p>			<p>شكراً جزيلاً!</p>

ملحق رقم 4: مثال على استبانة اسرة الطالب – استبانة الاسرة في العام 2023

21.	Starting time [Use 24-hour time HH:MM]	<input type="text"/> : <input type="text"/>	<input type="text"/> : <input type="text"/>	وقت البدء [استعمل توقيت 24 ساعة – س س:د]	1.
22.	Interview date [DD/MM/YY]	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	تاريخ المقابلة [اليوم/الشهر/السنة]	2.
23.	Interview status	Refused 1 → Thank parent and end interview Partially completed 2 Completed 3	رفض الإجابة 1 ← اشكر ولي الامر وأنه المقابلة تمّت بشكل جزئي 2 تمّت بشكل كامل 3	حالة المقابلة	3.
24.	Q1. What is your relationship to [student's name]?	Mother 1 Father 2 Grandparent 3 Sibling 4 Other caregiver (specify)..... 5	ام 1 اب 2 جد 3 اخ/ اخت 4 مقدم رعاية اخر (تحديد)..... 5	س1. ما هي علاقتك (صلة القرابة) بالطالب؟	4.

25.	Q2. How many children, including [student name] live in your household?	1 1 2 2 3 3 4 4 5 and more 5 Don't know/Refuse 888	1 1 2 2 3 3 4 4 5 5 او اكثر 888 لا أعرف/رفض الإجابة	س2. كم يبلغ عدد الأطفال الذين يعيشون في منزلك، بما فيهم (اسم الطالب)؟	5.
26.	Q3. How many children in your household are enrolled in public school?	1 1 2 2 3 3 4 4 5 and more 5 Don't know/Refuse 888	1 1 2 2 3 3 4 4 5 5 او اكثر 888 لا أعرف/رفض الإجابة	س3. كم يبلغ عدد الأطفال الذين يعيشون في منزلك والذين هم يدرسون في المدارس الحكومية؟	6.
27.	Q4. How many children in your household are enrolled in private school?	0 0 1 1 2 2 3 3 4 4 5 and more 5 Don't know/Refuse 888	0 0 1 1 2 2 3 3 4 4 5 5 او اكثر 888 لا أعرف/رفض الإجابة	س4. كم يبلغ عدد الأطفال الذين يعيشون في منزلك والذين هم يدرسون في المدارس الخاصة؟	7.

28.	<p>Q5. Who are the primary caregivers for [student name]? (Select all that apply)</p> <p><i>[Logic for questions 6, 7 and 8, based on primary caregivers. These three questions should be asked for/about each caregiver noted in question 5.]</i></p>	<p>Mother 1</p> <p>Father 2</p> <p>Grandmother 3</p> <p>Grandfather 4</p> <p>Other (specify) (Text)</p> <p>Don't know/Refuse 888</p>	<p>الام..... 1</p> <p>الاب 2</p> <p>الجدة 3</p> <p>الجد 4</p> <p>اخر (الرجاء تحديده) (نص)</p> <p>لا أعرف/رفض الإجابة 888</p>	<p>س5. من هم مقدمو الرعاية الأساسيون للطفل؟ (اختر كل ما ينطبق)</p> <p>8.</p> <p>(منطق الأسئلة 6، 7 و8، بناءً على عدد مقدمي الرعاية الأساسيين. يجب إعادة طرح هذه الأسئلة الثلاثة / حول كل مقدم رعاية مذكور في السؤال 5.)</p>
29.	<p>Q6. What is the highest level of education that [caregiver X] has completed?</p> <p><i>[This question should appear the same number of times as the number of selected caregivers in question 5]</i></p>	<p>Primary 1</p> <p>Secondary 2</p> <p>Tawjihi 3</p> <p>Diploma 4</p> <p>Bachelors 5</p> <p>Masters 6</p> <p>PhD 7</p> <p>Don't know/Refuse 888</p>	<p>أساسي 1</p> <p>ثانوي 2</p> <p>توجيهي 3</p> <p>دبلوم 4</p> <p>بكالوريوس 5</p> <p>ماجستير 6</p> <p>دكتوراه 7</p> <p>لا أعرف/رفض الإجابة 888</p>	<p>س6. ما هو أعلى مؤهل علمي لمقدم الرعاية للطفل؟</p> <p>9.</p> <p>(يجب أن يظهر هذا السؤال بعدد مقدمي الرعاية التي تم اختيارهم في السؤال رقم 5)</p>
30.	<p>Q7. Is [caregiver X] currently employed?</p> <p><i>[This question should appear the same number of times as the number of selected caregivers in question 5]</i></p>	<p>No 0</p> <p>Yes 1</p> <p>Don't know/Refuse 888</p>	<p>لا 0</p> <p>نعم 1</p> <p>لا أعرف/رفض الإجابة 888</p>	<p>س7. هل (مقدم الرعاية س) يعمل حالياً؟</p> <p>10.</p> <p>[يجب أن يظهر هذا السؤال بنفس عدد مرات اختيار مقدمي الرعاية التي تمت في السؤال رقم 5]</p>

31.	Q8. [If yes] What type of job does [caregiver X] have? <i>[This question should appear the same number of times as the number of selected caregivers in question 5]</i>	Public Senior position 1 Public Mid position 2 Public Junior position 3 Private Senior position 4 Private Mid position 5 Private Junior position 6 Self-employed 7 Informal..... 8 Don't know/Refuse.....888	قطاع عام / مركز وظيفي عالي 1 قطاع عام / مركز وظيفي متوسط..... 2 قطاع عام / مركز وظيفي منخفض / مبتدأ..... 3 قطاع خاص / مركز وظيفي عالي 4 قطاع خاص / مركز وظيفي متوسط..... 5 قطاع خاص / مركز وظيفي / مبتدأ 6 يعمل لحسابه الخاص 7 عمل غير منتظم 8 لا أعرف/رفض الإجابة.....888	س8. إذا كانت الإجابة (بنعم) ما نوع العمل الذي يقوم به (مقدم الرعاية س)؟ (يجب أن يظهر هذا السؤال بنفس عدد مرات اختيار مقدمي الرعاية التي تمت في السؤال رقم 5)	11.
32.	Q9. Over the past three months, what was the average total monthly income for your household?	0-261 JOD 1 261-500 JOD 2 501 -1000 3 More than 1000 JOD 5 Don't know/Refuse.....888	260-0 دينار 1 500-261 دينار 2 1000-501 دينار 3 أكثر من 1000 دينار 4 لا أعرف/رفض الإجابة.....888	س9. ما هو متوسط الدخل الشهري الإجمالي لأسرتك على مدى الأشهر الثلاثة الماضية؟	12.
33.	Q10. Does your household receive financial assistance?	No 0 Yes 1 Don't know/Refuse 888	لا 0 نعم 1 لا أعرف/رفض الإجابة..... 888	س10. هل تحصل أسرتك على مساعدة مالية؟	13.
34.	Q11. [If the answer of Q10 is yes] What kind of assistance?	Governorate 1 Relief organization/ CBO 2 Family assistant 3 Don't know/Refuse.....888	مساعدة حكومية 1 مساعدة من منظمة إغاثة 2 مساعدة عائلية 3 لا أعرف/رفض الإجابة..... 888	س11. (إذا كانت إجابة سؤال 10 هي نعم) ما نوع المساعدة التي تحصل عليها؟	14.

35.	Q12. How many cars do you have in the household?	0 0 1 1 2 2 3 and more 3 Don't know/Refuse.....888	0.....0 1.....1 2.....2 3 أو أكثر 3 لا أعرف/رفض الإجابة.....888	س12. ما عدد السيارات التي تمتلكها الأسرة؟	15.
36.	Q13. Do you (or someone living in this household) own your home?	No 0 Yes 1 Don't know/Refuse 888	لا 0 نعم 1 لا أعرف/رفض الإجابة.....888	س13. هل أنت (أو أي شخص يعيش في هذه الأسرة) تملك منزلك؟	16.
37.	Q14. How much of your monthly income goes towards rent or mortgage?	A small amount (10% or less) 1 About one-quarter (around 25%) 2 About one-half (around 50%) 3 More than half (more than 50%) 4 Don't know/Refuse.....888	جزء قليل (10% أو اقل من الدخل) 1 حوالي الربع (حوالي 25% من الدخل) 2 حوالي النصف (حوالي 50% من الدخل) 3 أكثر من النصف (أكثر من 50% من الدخل) 4 لا أعرف/رفض الإجابة.....888	س14. كم من دخلك الشهري يخصص لإيجار المنزل أو القرض السكني؟	17.
38.	Q15. How much of your monthly income goes towards food?	A small amount (10% or less) 1 About one-quarter (around 25%) 2 About one-half (around 50%) 3 More than half (more than 50%) 4 Don't know/Refuse.....888	جزء قليل (10% أو اقل من الدخل) 1 حوالي الربع (حوالي 25% من الدخل) 2 حوالي النصف (حوالي 50% من الدخل) 3 أكثر من النصف (أكثر من 50% من الدخل) 4 لا أعرف/رفض الإجابة.....888	س15. كم من دخلك الشهري يتم تخصيصه للطعام؟	18.

39.	Q16. What main sources of heating do you use in your house?	Diesel central heating 1 Gas central heating 2 Kerosene heater 3 Gas heater 4 Wood heater 5 Electrical heater 6 Air conditioner 7 There is no heating source..... 8 Don't know/Refuse.....888	التدفئة المركزية باستخدام الديزل.....1 التدفئة المركزية باستخدام الغاز.....2 مدفأة كاز.....3 مدفأة غاز.....4 مدفأة حطب5 مدفأة كهرباء.....6 مكيف هواء.....7 لا يوجد في المنزل أي مصدر لتدفئة 8 لا أعرف/رفض الإجابة.....888	س16. ما هو المصدر الرئيسي للتدفئة الذي تستخدمه في منزلك؟	19.
40.	Q17. Do you have health insurance?	No 0 Yes 1 Don't know/Refuse 888	لا.....0 نعم1 لا أعرف/رفض الإجابة.....888	س17. هل يوجد لديك تأمين صحي؟	20.
41.	Q18. What activities does your child do after school hours?	Sports club 1 Social activities 2 Playing with peers 3 Staying at home 4 Other.... Specify..... Text Don't know/Refuse.....888	ممارسة النشاط البدني في نادي رياضي.....1 ممارسة أنشطة اجتماعية.....2 اللعب مع الاقران3 البقاء في البيت4 نشاط اخر (الرجاء ذكره) نص لا أعرف/رفض الإجابة.....888	س18. ما هو الأنشطة التي يمارسها طفلك بعد المدرسة؟	21.

42.	Q19. How many times did you or [student's name]'s caregiver visit his/her school during the last semester?	0 0 1 1 2 2 3 and more 3 Don't know/Refuse.....888	0..... 0 1..... 1 2..... 2 3..... 3 لا أعرف/رفض الإجابة.....888	22. س19. كم مرة قمت أنت أو مقدم الرعاية الخاص بالطفل بزيارة مدرسته / مدرستها خلال الفصل الدراسي الماضي؟
43.	Q20. [If the answer of Q19 "at least 1"] What was the reason for the visit(s)?	Follow up on the child's performance (in reading and/or math)..... 1 Monitor the child's behavior 2 Participation in the Parent Teacher Council (PTC) 3 Volunteering 4 Other.... Specify..... Text Don't know/Refuse.....888	متابعة أداء الطفل (في القراءة و/أو الحساب) 1 مراقبة سلوكيات الطفل في المدرسة 2 المشاركة في مجلس الاهل والمعلمين 3 التطوع 4 سبب اخر (الرجاء ذكره) نص لا أعرف/رفض الإجابة.....888	23. س20. (إذا كانت الإجابة مرة أو أكثر في السؤال رقم 19) ما سبب الزيارة أو الزيارات؟
44.	Q21. What can you tell me about the school reports from [Student's name]'s school?	I do not know what the school report is / I have never heard of the school report) .. 1 I have heard of the school report but I have not seen it..... 2 I have seen a school report for [child's name]'s school 3 I have seen a school report for [child's name]'s school and I have participated in discussions about it..... 4 Don't know/Refuse.....888	انا لا اعرف أي شيء بخصوص التقارير المدرسية / انا لم اسمع اطلاقا عن التقارير المدرسية 1 لقد سمعت عن التقارير المدرسية ولكني لم ارها ابدا..... 2 لقد رأيت تقريراً مدرسياً متعلق بمدرسة طفلي 3 لقد رأيت تقريراً مدرسياً متعلق بمدرسة طفلي وقمت بالمشاركة في المناقشات حوله..... 4 لا أعرف/رفض الإجابة.....888	24. س21. ماذا يمكنك اخباري عن التقارير المدرسة المتعلقة بأداء الطلبة في مدرسة طفلك؟

45.	Q22. Do you have the following items in your home? [select all that apply]	Dishwasher..... 1 Television 2 Laptop computer / Tablet 3 Air conditioner 4 Microwave 5 Don't know/Refuse.....888	غسالة اواني 1 تلفزيون 2 حاسوب محمول/ تابلت 3 مكيف هواء..... 4 ميكروويف..... 5 لا أعرف/رفض الإجابة.....888	س22. هل تمتلك الأدوات / الأجهزة التالية في منزلك (اختر جميع ما ينطبق)؟	25.
46.	Q23. During the week, does someone at home read and listen to [student name]? If yes, how often?	No, never..... 0 Yes, once a week..... 1 Yes, 2-3 times per week..... 2 Yes, every day 3 Don't know/Refuse 888	لا، أبداً 0 نعم، مرة واحدة في الأسبوع..... 1 نعم، 2-3 مرات في الأسبوع..... 2 نعم، يومياً..... 3 لا أعرف/رفض الإجابة..... 888	س23. هل قام أحد في البيت للقراءة والاستماع للطفل خلال الأسبوع؟ إذا كانت الإجابة بنعم، الرجاء ذكر عدد المرات؟	26.
47.	Q24. Does someone at home help [student name] with his/ her homework when s/he needs it?	No..... 0 Yes 1 Don't know/Refuse 888	لا..... 0 نعم 1 لا أعرف/رفض الإجابة..... 888	س24. هل يقوم شخصاً ما في المنزل بمساعدة الطفل في واجباته المنزلية عندما يحتاج إليها؟	27.
48.	Q25. Parental attitudes about school/learning (agree/disagree)	I think it is important to ask my child what they learned in school..... 1 Practical experience is more important than going to school..... 2 .. Education is a responsibility as well as a right 3 Don't know/Refuse.....888	اعتقد انه من المهم ان اسال اطفالي عما تعلموه في المدرسة..... 1 الخبرة العملية هي أكثر أهمية من الذهاب للمدرسة.. 2 التعليم هو مسؤولية كما هو حق 3 لا أعرف/رفض الإجابة..... 888	س25. اتجاهات الاهل حول المدرسة / التعلم (أوافق / لا أوافق)	28.
49.	Ending time [Use 24-hour time HH:MM]	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> : <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> : <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>	وقت النهاية [استعمل توقيت 24 ساعة – س س:دد]	29.

Thank you very much!			شكراً جزيلاً!
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ملحق رقم 5: مثال على استبانة المعلم – استبانة المعلم في العام 2023

1.	Starting time [Use 24-hour time HH:MM]	<input type="text"/> * <input type="text"/> / <input type="text"/> * <input type="text"/>	<input type="text"/> * <input type="text"/> / <input type="text"/> * <input type="text"/>	وقت البدء [استعمل توقيت 24 ساعة – س س : دد]	
2.	Interview date [DD/MM/YY]	<input type="text"/> * <input type="text"/> / <input type="text"/> * <input type="text"/> / <input type="text"/> * <input type="text"/>	<input type="text"/> * <input type="text"/> / <input type="text"/> * <input type="text"/> / <input type="text"/> * <input type="text"/>	تاريخ المقابلة [يوم/شهر/سنة]	
3.	Interview status	Refused → Thank teacher and end interview 1 Partially completed 2 Completed 3	رفض المقابلة ← اشكر المعلم وقم بإنهاء المقابلة 1 تمت بشكل جزئي 2 تمت بشكل كامل 3	حالة المقابلة	
4.	Gender	Male 0 Female 1	ذكر 1 أنثى 2	جنس المعلم	
5.	What grade are you currently teaching?	Grade 2 1 Grade 3 2	الصف الثاني 1 الصف الثالث 2	ما الصف الذي تدرسه حالياً؟	
6.	How many girls are enrolled in your classroom? Note: this number can be collected from the teacher.	The number is ***** Don't know/Refuse 888	العدد ***** لا أعرف/رفض الإجابة 888	كم عدد الطالبات الإناث المسجلات في صفك؟ ملاحظة: يمكن الحصول على هذا الرقم من المعلم.	

7.	How many boys are enrolled in your classroom? Note: this number can be collected from the teacher.	The number is..... ***** Don't know/Refuse..... 888	العدد..... ***** لا أعرف/رفض الإجابة 888	كم عدد الطلاب الذكور المُسجّلين في صفك؟ ملاحظة: يمكن الحصول على هذا الرقم من المعلم.
8.	How many girls are present today in the sampled classroom for this grade? Note: this number should be recorded during the student sampling process to reflect the number of students present.	The number is..... ***** Don't know/Refuse..... 888	العدد..... ***** لا أعرف/رفض الإجابة 888	كم عدد الطالبات الإناث الحاضرات اليوم في الشعبة التي اختيرت في العينة لهذا الصف؟ ملاحظة: يجب تسجيل هذا الرقم خلال عملية أخذ العينة ليعكس عدد الطالبات الحاضرات
9.	How many boys are present today in the sampled classroom for this grade? Note: this number should be recorded during the student sampling process to reflect the number of students present.	The number is..... ***** Don't know/Refuse..... 888	العدد..... ***** لا أعرف/رفض الإجابة 888	كم عدد الطلاب الذكور الحاضرين اليوم في الشعبة التي اختيرت في العينة لهذا الصف؟ ملاحظة: يجب تسجيل هذا الرقم خلال عملية أخذ العينة ليعكس عدد الطلاب الحاضرين.
	I would like to begin by asking you a few questions about your class.			أود البدء بطرح بضعة أسئلة حول صفك.
10.	Have you been the only teacher to teach reading and mathematics to this class since the beginning of the school year? If no, how many other teachers, as far as you know, have taught reading and mathematics to this class? [Read all the options to the teacher; only circle one response]	Yes 1 No, one other teacher 2 No, two other teachers 3 No, three or more other teachers. 4 Don't know/Refuse..... 888	نعم 1 لا، معلم واحد آخر 2 لا، معلمان آخران 3 لا، ثلاثة معلمين آخرين أو أكثر 4 لا أعرف/أرفض الإجابة 888	هل أنت المعلم الوحيد الذي يقوم بتدريس القراءة والحساب لهذا الصف منذ بدء العام الدراسي الحالي؟ إذا كانت الإجابة لا، كم عدد المعلمين الآخرين الذين قاموا بتدريس الحساب والقراءة لهذا الصف بحسب معلوماتك؟ [اقرأ الخيارات المتاحة على المعلم؛ ثم ضع دائرة حول ردٍ واحدٍ فقط يمثل الإجابة.]
	Now I would like to ask you a few questions about yourself			أود الآن أن أسألك بضعة أسئلة عن حضرتك

11.	What is your highest level of academic education?	Diploma 1 Bachelor's degree 2 Higher diploma 3 Master's degree 4 PhD 5 Other (specify): 6 _____ Don't know/Refuse 888	دبلوم 1 بكالوريوس 2 دبلوم عالي 3 ماجستير 4 دكتوراه 5 أخرى (حدد): 6 _____ لا أعرف/رفض الإجابة 888	ما أعلى تحصيل علمي أو شهادة أكاديمية لديك؟	
12.	For how many years have you been a teacher?	Years ***** Don't know/Refuse 888	السنوات ***** لا أعرف/رفض الإجابة 888	ما عدد سنوات الخبرة التي تمتلكها كمعلم؟	
13.	Are you a substitute or a permanent teacher at this school?	Permanent teacher 1 Substitute teacher 2 Don't know/Refuse 888	معلم أصيل 1 معلم بديل 2 لا أعرف/رفض الإجابة 888	هل أنت معلم بديل أم أصيل في هذه المدرسة؟	
14.	During your pre-service training, did you receive any specific training on how to teach early grade (grade 1 to 3) reading ?	No 0 Yes 1 Don't know/Refuse 888	لا 0 نعم 1 لا أعرف/رفض الإجابة 888	أثناء تدريب ما قبل الخدمة، هل حصلت على أي تدريب خاص حول كيفية تدريس القراءة للصفوف المبكرة (من الأول وحتى الثالث الابتدائي)؟	

15.	Not including the training for RAMP initiative: have you attended any in-service training on how to teach early grade (grade 1 to 3) reading ?	No 0 Yes 1 Don't know/Refuse..... 888	لا 0 نعم 1 لا أعرف/رفض الإجابة..... 888	عدا عن تدريبات مبادرة الـ RAMP ، هل سبق والتحققت بأي من التدريبات أثناء الخدمة حول كيفية تدريس القراءة للصفوف المبكرة (من الصف الأول وحتى الثالث الابتدائي)؟	
16.	During your pre-service training, did you receive any specific training on how to teach early grade (grade 1 to 3) mathematics ?	No 0 Yes 1 Don't know/Refuse..... 888	لا 0 نعم 1 لا أعرف/رفض الإجابة..... 888	أثناء تدريب ما قبل الخدمة، هل حصلت على أي تدريب خاص حول كيفية تدريس الحساب للصفوف المبكرة (من الأول وحتى الثالث الابتدائي)؟	
17.	Not including the training for RAMP initiative: have you attended any in-service training on how to teach early grade (grade 1 to 3) mathematics ?	No 0 Yes 1 Don't know/Refuse..... 888	لا 0 نعم 1 لا أعرف/رفض الإجابة..... 888	عدا عن تدريبات مبادرة الـ RAMP ، هل سبق والتحققت بأي من التدريبات أثناء الخدمة حول كيفية تدريس الحساب للصفوف المبكرة (من الصف الأول وحتى الثالث الابتدائي)؟	
	Now I would like to ask you some GENERAL questions about the Early Grade Reading and Mathematics Initiative (RAMP) that you and your school have been involved in. Let us begin with the training.			أود الآن أن أوجه إليك بعض الأسئلة العامة عن مبادرة القراءة والحساب للصفوف المبكرة (RAMP) التي اشتركت فيها أنت ومدرستك. دعنا نبدأ بالتدريب.	

18.	<p>Did you attend the 5-day teacher training workshop for module 1? If yes, did you attend all the days, more than half of the days, or less than half of the days? [Read all the options to the teacher; only circle one response.]</p> <p>➔ If yes, skip to 20</p>	<p>No 0</p> <p>Yes, all days 1</p> <p>Yes, more than half of the days..... 2</p> <p>Yes, less than half of the days 3</p> <p>Don't know/Refuse..... 888</p>	<p>لا 0</p> <p>نعم، كل الأيام 1</p> <p>نعم، أكثر من نصف الأيام 2</p> <p>نعم، أقل من نصف الأيام 3</p> <p>لا أعرف/رفض الإجابة 888</p>	<p>هل حضرت ورشة العمل التدريبية التي امتدت لخمس أيام للمساق 1 (الدليل التدريبي الخاص بالقراءة)؟ في حال كانت الإجابة بنعم، هل كنت حاضرًا في كل الأيام، أم لأكثر من نصفها، أم أقل من نصفها؟ [اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]</p> <p>◀ إذا كانت الإجابة بنعم، تخطى إلى البند 20</p>
19.	<p>Why did you not attend the training? [Do not read the options; just circle all that apply.]</p>	<p>I was not teaching at the school.... 1</p> <p>I was not notified on time 1</p> <p>I was ill 1</p> <p>I did not want to attend 1</p> <p>Other (specify):..... 1</p> <p>_____</p> <p>Don't know/Refuse..... 888</p>	<p>لم أكن أدرس في هذه المدرسة 1</p> <p>لم يتم إبلاغي في الوقت المطلوب 1</p> <p>كنت مريضاً 1</p> <p>لم أكن أرغب في الحضور 1</p> <p>أخرى (حدد):..... 1</p> <p>_____</p> <p>لا أعرف/رفض الإجابة 888</p>	<p>لماذا لم تحضر التدريب؟ [لا تقرأ الخيارات؛ فقط ضع دائرة حول جميع الخيارات التي تمثل الإجابة.]</p>
20.	<p>Did you attend the 5-day teacher training workshop for module 2? If yes, did you attend all the days, more than half of the days, or less than half of the days? [Read all the options to the teacher; only circle one response.]</p> <p>If yes, skip to 22.</p>	<p>No 0</p> <p>Yes, all days 1</p> <p>Yes, more than half of the days..... 2</p> <p>Yes, less than half of the days 3</p> <p>Don't know/Refuse..... 888</p>	<p>لا 0</p> <p>نعم، كل الأيام 1</p> <p>نعم، أكثر من نصف الأيام 2</p> <p>نعم، أقل من نصف الأيام 3</p> <p>لا أعرف/رفض الإجابة 888</p>	<p>هل حضرت ورشة عمل تدريب المعلمين التي امتدت لخمس أيام للمساق 2 (الدليل التدريبي الثاني الخاص بالحساب)؟ في حال كانت الإجابة بنعم، هل كنت حاضرًا في كل الأيام، أم لأكثر من نصفها، أم أقل من نصفها؟ [اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]</p> <p>إذا كانت الإجابة بنعم، تخطى إلى البند 22.</p>

21.	Why did you not attend the training? [Do not read the options; just circle all that apply.]	I was not teaching at the school.... 1 I was not notified on time 1 I was ill 1 I did not want to attend 1 Other (specify):..... 1 _____ Don't know/Refuse..... 888	لم أكن أدرس في هذه المدرسة..... 1 لم يتم إبلاغي في الوقت المطلوب 1 كنت مريضاً 1 لم أكن أرغب في الحضور 1 أخرى (حدد):..... 1 _____ لا أعرف/رفض الإجابة..... 888	لماذا لم تحضر التدريب؟ [لا تقرأ الخيارات؛ فقط ضع دائرة حول جميع الخيارات التي تمثل الإجابة.]
22.	Did you attend the 5-day teacher training workshop for module? 3 If yes, did you attend all the days, more than half of the days, or less than half of the days? [Read all the options to the teacher; only circle one response.] If yes, skip to 24	No 0 Yes, all days 1 Yes, more than half of the days..... 2 Yes, less than half of the days 3 Don't know/Refuse..... 888	لا 0 نعم، كل الأيام 1 نعم، أكثر من نصف الأيام 2 نعم، أقل من نصف الأيام 3 لا أعرف/رفض الإجابة..... 888	هل حضرت ورشة تدريب المعلمين التي امتدت لخمس أيام للمسابق 3 (الدليل التدريبي الثالث الخاص بالنوع الاجتماعي والتقييم ..). في حال كانت الإجابة بنعم، هل كنت حاضراً في كل الأيام، أم لأكثر من نصفها، أم أقل من نصفها؟ [اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.] إذا كانت الإجابة بنعم، تخطى إلى البند 24.
23.	Why did you not attend the training? [Do not read the options; just circle all that apply.]	I was not teaching at the school.... 1 I was not notified on time 1 I was ill 1 I did not want to attend 1 Other (specify):..... 1 _____ Don't know/Refuse..... 888	لم أكن أدرس في هذه المدرسة..... 1 لم يتم إبلاغي في الوقت المطلوب 1 كنت مريضاً 1 لم أكن أرغب في الحضور 1 أخرى (حدد):..... 1 _____ لا أعرف/رفض الإجابة..... 888	لماذا لم تحضر التدريب؟ [لا تقرأ الخيارات؛ فقط ضع دائرة حول جميع الخيارات التي تمثل الإجابة.]

	<p>Next I want to get a sense of your overall impression of the RAMP initiative.</p> <p>Please respond to each of the following statements by indicating whether you strongly agree, agree, are neutral about the statement, disagree or strongly disagree.</p>			<p>أود الآن التعرف على انطباعاتك العام حول مبادرة الـRAMP.</p> <p>أرجو الإجابة عما يلي بموافق بشدة، أو موافق، أو محايد، أو غير موافق، أو غير موافق بشدة .</p>	
24.	<p>I understand the goals of the RAMP initiative.</p> <p>[Read all the options to the teacher; only circle one response.]</p>	<p>Strongly agree 1</p> <p>Agree 2</p> <p>Neutral..... 3</p> <p>Disagree..... 4</p> <p>Strongly disagree 5</p> <p>Don't know/Refuse..... 888</p>	<p>أوافق بشدة 1</p> <p>أوافق 2</p> <p>محايد..... 3</p> <p>لا أوافق..... 4</p> <p>لا أوافق بشدة 5</p> <p>لا أعرف/رفض الإجابة..... 888</p>	<p>أنا أفهم أهداف مبادرة القراءة والحساب (RAMP).</p> <p>[اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]</p>	
25.	<p>The training I received for the RAMP initiative was adequate.</p> <p>[Read all the options to the teacher; only circle one response.]</p>	<p>Strongly agree 1</p> <p>Agree 2</p> <p>Neutral..... 3</p> <p>Disagree..... 4</p> <p>Strongly disagree 5</p> <p>Don't know/Refuse..... 888</p>	<p>أوافق بشدة 1</p> <p>أوافق 2</p> <p>محايد..... 3</p> <p>لا أوافق..... 4</p> <p>لا أوافق بشدة 5</p> <p>لا أعرف/رفض الإجابة..... 888</p>	<p>كان التدريب الذي تلقينته من أجل مبادرة الـRAMP كافيًا.</p> <p>[اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]</p>	

26.	I feel confident about implementing the routines of the RAMP initiative in my class. [Read all the options to the teacher; only circle one response.]	Strongly agree 1 Agree 2 Neutral..... 3 Disagree..... 4 Strongly disagree 5 Don't know/Refuse..... 888	أوافق بشدة 1 أوافق 2 محايد 3 لا أوافق 4 لا أوافق بشدة 5 لا أعرف/رفض الإجابة 888	أشعر بالثقة والتمكن حول تطبيق أنشطة مبادرة الـ RAMP في صفي. [اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]	
27.	Did you get RAMP certificate?	Yes 1 No 2 Didn't attend the exam 3	نعم 1 لا 2 لم أخضع للامتحان 3	هل حصلت على شهادة مبادرة القراءة والحساب؟	
28.	Sufficient guidance and support was provided by my coach and/or supervisor to help me implement the activities of the RAMP initiative. [Read all the options to the teacher; only circle one response.]	Strongly agree 1 Agree 2 Neutral..... 3 Disagree..... 4 Strongly disagree 5 Don't know/Refuse..... 888	أوافق بشدة 1 أوافق 2 محايد 3 لا أوافق 4 لا أوافق بشدة 5 لا أعرف/رفض الإجابة 888	حصلت على دعم وتوجيه كافيين من قبل مشرفي التربوي و/أو مدربي لمساعدتي في تطبيق أنشطة المبادرة. [اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]	

29.	The RAMP initiative has positively impacted student achievement. [Read all the options to the teacher; only circle one response.]	Strongly agree 1 Agree 2 Neutral..... 3 Disagree..... 4 Strongly disagree 5 Don't know/Refuse..... 888	أوافق بشدة 1 أوافق 2 محايد 3 لا أوافق 4 لا أوافق بشدة 5 لا أعرف/رفض الإجابة 888	لقد كان لمبادرة الـ RAMP أثر إيجابي على مستوى التحصيل لدى الطالب. [اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]	
30.	Students in this school are more enthusiastic about learning because of the RAMP initiative. [Read all the options to the teacher; only circle one response.]	Strongly agree 1 Agree 2 Neutral..... 3 Disagree..... 4 Strongly disagree 5 Don't know/Refuse..... 888	أوافق بشدة 1 أوافق 2 محايد 3 لا أوافق 4 لا أوافق بشدة 5 لا أعرف/رفض الإجابة 888	يبدى الطلاب في هذه المدرسة حماساً أكثر للتعلم بسبب مبادرة الـ RAMP. [اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]	
31.	The materials provided to implement the RAMP initiative were sufficient. [Read all the options to the teacher; only circle one response.]	Strongly agree 1 Agree 2 Neutral..... 3 Disagree..... 4 Strongly disagree 5 Don't know/Refuse..... 888	أوافق بشدة 1 أوافق 2 محايد 3 لا أوافق 4 لا أوافق بشدة 5 لا أعرف أو رفض الإجابة 888	المواد المزودة لتطبيق مبادرة الـ RAMP كانت كافية. [اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]	

32.	Did RAMP materials reach school on-time (e.g. workbooks, teacher guide...)	Yes 1 No 2 I don't know..... 3	نعم..... 1 لا..... 2 لا أعرف..... 3	هل وصلت المواد في وقتها؟ علي سبيل المثال : كراسة أنشطة الطالب ، دليل المعلم ، ملف المعلم.... الخ	
	Next I would like to ask you some more specific questions about the RAMP initiative. Let us begin with the reading			أود الآن توجيه بعض الأسئلة إلى حضرتك، أسئلة محددة أكثر عن مبادرة الـ RAMP. دعنا نبدأ بالقراءة.	
33.	The RAMP initiative has supported me in the teaching of the reading curriculum. [Read all the options to the teacher; only circle one response.]	Strongly agree 1 Agree 2 Neutral..... 3 Disagree..... 4 Strongly disagree 5 Don't know/Refuse..... 888	أوافق بشدة 1 أوافق 2 محايد..... 3 لا أوافق 4 لا أوافق بشدة 5 لا أعرف/رفض الإجابة..... 888	لقد ساندتني مبادرة الـ RAMP في تعليم منهاج القراءة. [اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]	
34.	The RAMP initiative and training has improved my teaching of reading. [Read all the options to the teacher; only circle one response.]	Strongly agree 1 Agree 2 Neutral..... 3 Disagree..... 4 Strongly disagree 5 Don't know/Refuse..... 888	أوافق بشدة 1 أوافق 2 محايد..... 3 لا أوافق 4 لا أوافق بشدة 5 لا أعرف أو رفض الإجابة..... 888	حسنت مبادرة الـ RAMP وتدريباتها من طريقتي في تدريس القراءة. [اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]	

35.	<p>The RAMP initiative has improved the reading performance of students in my class. [Read all the options to the teacher; only circle one response.]</p>	<p>Strongly agree 1 Agree 2 Neutral..... 3 Disagree..... 4 Strongly disagree 5 Don't know/Refuse..... 888</p>	<p>أوافق بشدة 1 أوافق 2 محايد 3 لا أوافق 4 لا أوافق بشدة 5 لا أعرف/رفض الإجابة 888</p>	<p>لقد تمكنت مبادرة الـ RAMP من تحسين مستوى أداء الطلبة في القراءة في صفي. [اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]</p>	
	<p>Let us turn our attention to mathematics</p>			<p>دعنا الآن ننتقل لمادة الحساب</p>	
36.	<p>The RAMP initiative has supported me in the teaching of the mathematics curriculum. [Read all the options to the teacher; only circle one response.]</p>	<p>Strongly agree 1 Agree 2 Neutral..... 3 Disagree..... 4 Strongly disagree 5 Don't know/Refuse..... 888</p>	<p>أوافق بشدة 1 أوافق 2 محايد 3 لا أوافق 4 لا أوافق بشدة 5 لا أعرف أو رفض الإجابة 888</p>	<p>لقد ساندتني مبادرة الـ RAMP في تعليم منهاج الرياضيات. [اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]</p>	

37.	<p>The RAMP initiative and training has improved my teaching of mathematics.</p> <p>[Read all the options to the teacher; only circle one response.]</p>	<p>Strongly agree 1</p> <p>Agree 2</p> <p>Neutral..... 3</p> <p>Disagree..... 4</p> <p>Strongly disagree 5</p> <p>Don't know/Refuse..... 888</p>	<p>أوافق بشدة 1</p> <p>أوافق 2</p> <p>محايد 3</p> <p>لا أوافق 4</p> <p>لا أوافق بشدة 5</p> <p>لا أعرف/رفض الإجابة 888</p>	<p>حسّنت مبادرة الـ RAMP وتدريباتها من طريقتي في تدريس الحساب.</p> <p>[اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]</p>	
38.	<p>The RAMP initiative has improved the mathematics performance of students in my class.</p> <p>[Read all the options to the teacher; only circle one response.]</p>	<p>Strongly agree 1</p> <p>Agree 2</p> <p>Neutral..... 3</p> <p>Disagree..... 4</p> <p>Strongly disagree 5</p> <p>Don't know/Refuse..... 888</p>	<p>أوافق بشدة 1</p> <p>أوافق 2</p> <p>محايد 3</p> <p>لا أوافق 4</p> <p>لا أوافق بشدة 5</p> <p>لا أعرف/رفض الإجابة 888</p>	<p>تمكنت مبادرة الـ RAMP من تحسين مستوى أداء الطلبة في الحساب في صفّي.</p>	
	<p>We are almost finished, I want to ask you about the support that you received from the supervisor.</p>			<p>أوشكنا على الانتهاء؛ أريد الآن أن أسألك عن الدعم الذي حصلت عليه من قبل المشرف.</p>	

39.	How often did the coach and/or supervisor visit your class after you received training? Once a week, once every two weeks, once a month, only once or twice in the semester, or not at all. [Read all the options to the teacher; only circle one response.]	Once a week 1 Once every two weeks 2 Once a month 3 Once or twice a semester 4 Not at all 5 Don't know/Refuse 888	مرة في الأسبوع 1 مرة كل أسبوعين 2 مرة في الشهر 3 مرة أو مرتان في الفصل الدراسي 4 لم يزر أبداً 5 لا أعرف/رفض الإجابة 888	كم عدد المرات التي قام فيها المشرف و/أو المدرب بزيارة صفك بعد تلقي التدريب؟ مرة في الأسبوع، مرة كل أسبوعين، مرة في الشهر، مرة أو مرتين في الفصل الدراسي أو لم يترك أبداً. [اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]	
40.	In terms of the number of support visits that you received from the supervisor, did the coach and/or supervisor visit you: too often, just the right number of times, too seldom? [Read all the options to the teacher; only circle one response.]	Too often 1 Just right 2 Too seldom 3 Don't know/Refuse 888	متكررة جداً 1 كافية 2 نادرة جداً 3 لا أعرف/رفض الإجابة 888	بالنسبة لعدد زيارات الدعم من قبل المشرف لحصتك، هل كانت زيارات المدرب و/أو المشرف: متكررة جداً أم كافية أم نادرة جداً؟ [اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]	
41.	When the coach and/or supervisor visited you, did he/she give you feedback about your implementation of the reading and mathematics routines? If yes, was the feedback very helpful, helpful, neutral, not helpful or very unhelpful? [Read all the options to the teacher; only circle one response.]	No 1 Yes, very helpful 2 Yes, helpful 3 Yes, neutral 4 Yes, not helpful 5 Yes, very unhelpful 6 Don't know/Refuse 888	لا 1 نعم، مفيدة جداً 2 نعم، مفيدة 3 نعم، محايد 4 نعم، غير مفيدة 5 نعم، غير مفيدة على الإطلاق 6 لا أعرف/أرفض الإجابة 888	هل قام المشرف و/أو المدرب عند زيارته لك في الصف بإعطائك التغذية الراجعة حول تطبيقك لأنشطة القراءة والحساب؟ إذا كانت الإجابة نعم، هل كانت التغذية الراجعة مفيدة جداً أم مفيدة أم محايد أم غير مفيدة أم غير مفيدة على الإطلاق؟ [اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]	

42.	How do you respond to the following statement: I felt encouraged to communicate concerns, questions, and constructive ideas regarding the Early Grade Mathematics Initiative (RAMP) to the coach and/or supervisor and my head teacher? [Read all the options to the teacher; only circle one response.]	Strongly agree 1 Agree 2 Neutral..... 3 Disagree..... 4 Strongly disagree 5 Don't know/Refuse..... 888	1 أوافق بشدة 2 أوافق 3 محايد 4 لا أوافق 5 لا أوافق بشدة 888 لا أعرف أو رفض الإجابة	كيف ترد على الجملة التالية: "كنت متشجعاً في توصيل مخاوفي وأسئلتني وأفكاري البناءة حول مبادرة القراءة والحساب للمشرف و/أو مدير المدرسة."؟ [اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]	
	Here are the last questions about RAMP			فيما يلي الأسئلة الأخيرة حول مبادرة RAMP	

43.	<p>What are the overall aspects that you think are positive?</p> <p>[Do not read the options; just circle all that apply.]</p>	<p>The initiative had positive impact on learning..... 1</p> <p>Activities support learning 1</p> <p>Development of thinking skills 1</p> <p>Improvement of student skills 1</p> <p>Improvement of teaching skills 1</p> <p>Training..... 1</p> <p>Supervisor support (visits, feedback and monthly meetings) 1</p> <p>Encouragement of school and/or district..... 1</p> <p>Parents enjoyed the project..... 1</p> <p>Other 1</p> <p>Don't know/Refuse..... 888</p>	<p>كان للمبادرة أثر إيجابي على عملية التعلم..... 1</p> <p>تدعم الأنشطة عملية التعلم..... 1</p> <p>تنمية مهارات التفكير..... 1</p> <p>تحسُّن مهارات الطلبة..... 1</p> <p>تحسُّن مهارات التدريس..... 1</p> <p>التدريب..... 1</p> <p>دعم المشرف (الزيارات، التغذية الراجعة واللقاءات الشهرية)..... 1</p> <p>تشجيع المدرسة و/أو المديرية..... 1</p> <p>لقد استمتع أولياء الأمور بهذا المشروع..... 1</p> <p>أدلة المعلمين..... 1</p> <p>كراسة القراءة..... 1</p> <p>كراسة الحساب..... 1</p> <p>غير ذلك 1</p> <p>لا أعرف/أرفض الإجابة..... 888</p>	<p>ما الجوانب بالمجمل التي تعتقد بأنها كانت إيجابية؟</p> <p>[لا تقرأ الخيارات؛ فقط قم بوضع دائرة حول جميع الخيارات المناسبة.]</p>	
44.	<p>What are the aspects with respect to reading that you think are positive?</p> <p>[Do not read the options; just circle all that apply.]</p>	<p>Students enjoyed the activities 1</p> <p>Activities and materials support the curriculum 1</p> <p>Materials (teacher notes, lesson notes, workbooks)..... 1</p> <p>Other 1</p> <p>Don't know/Refuse..... 888</p>	<p>لقد استمتع الطلبة بالأنشطة..... 1</p> <p>لقد عملت الأنشطة والمواد على دعم المنهاج..... 1</p> <p>المواد (ملاحظات المعلم، مذكرات الدروس، كراسة الطالب)..... 1</p> <p>غير ذلك 1</p> <p>لا أعرف/أرفض الإجابة..... 888</p>	<p>ما الجوانب التي تعتقد بأنها إيجابية فيما يخص القراءة؟</p> <p>[لا تقرأ الخيارات؛ فقط قم بوضع دائرة حول جميع الخيارات المناسبة.]</p>	

45.	<p>What are the aspects with respect to mathematics that you think are positive?</p> <p>[Do not read the options; just circle all that apply.]</p>	<p>Students enjoyed the activities 1</p> <p>Activities and materials support the curriculum 1</p> <p>Materials (teacher notes, lesson notes, workbooks)..... 1</p> <p>Other 1</p> <p>Don't know/Refuse..... 888</p>	<p>لقد استمتع الطلبة بالأنشطة 1</p> <p>لقد عملت الأنشطة والمواد على دعم المنهاج..... 1</p> <p>المواد (ملاحظات المعلم، مذكرات الدروس، كراسة الطالب) 1</p> <p>غير ذلك 1</p> <p>لا أعرف/أرفض الإجابة 888</p>	<p>ما الجوانب التي تعتقد بأنها إيجابية فيما يخص الحساب؟</p> <p>[لا تقرأ الخيارات؛ فقط قم بوضع دائرة حول جميع الخيارات المناسبة.]</p>	
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46.	<p>What are the overall aspects that you think are frustrating or negative? [Do not read the options; just circle all that apply.]</p>	<p>Objectives of project and materials not clear..... 1</p> <p>Increased workload for teachers... 1</p> <p>Training (dates/timing; duration; arrangements) 1</p> <p>Training (content, presentation) ... 1</p> <p>Supervisors not providing support (visits and feedback)..... 1</p> <p>Supervisors creating confusion (feedback)..... 1</p> <p>Initiative did not have a positive impact on learning..... 1</p> <p>Insufficient encouragement and support, no reward..... 1</p> <p>Too much time/effort required to mark the student workbooks 1</p> <p>Teachers transferring in and out of school 1</p> <p>Other 1</p> <p>Don't know/Refuse..... 888</p>	<p>لم تكن أهداف ومواد المشروع واضحة 1</p> <p>زيادة عبء العمل على المعلمين 1</p> <p>التدريب (المواعيد/الأوقات، المدة الزمنية، الترتيبات) 1</p> <p>التدريب (المحتوى، العرض) 1</p> <p>لا يقوم المشرفون بتقديم الدعم (الزيارات والتغذية الراجعة) 1</p> <p>يُحدث المشرفون حالة من الإرباك (التغذية الراجعة) 1</p> <p>لم يكن للمبادرة أثر إيجابي على عملية التعلم..... 1</p> <p>عدم وجود الدعم والتشجيع الكافي، وانعدام الحوافز 1</p> <p>الحاجة لجهد ووقت كبيرين لمتابعة كراسة الطلبة وتصحيحها 1</p> <p>انتقال المعلمين داخل وخارج المدرسة 1</p> <p>غير ذلك 1</p> <p>لا أعرف/رفض الإجابة 888</p>	<p>ما الجوانب بالمجمل التي تعتقد بأنها كانت مُحبطة أو سلبية؟ [لا تقرأ الخيارات؛ فقط قم بوضع دائرة حول جميع الخيارات المناسبة.]</p>	
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47.	<p>What are the aspects with respect to reading that you think are frustrating or negative?</p> <p>[Do not read the options; just circle all that apply.]</p>	<p>Activities did not support the curriculum 1</p> <p>Activities too time consuming/too many for each day 1</p> <p>Activities too difficult 1</p> <p>Activities too easy 1</p> <p>Students did not enjoy the activities 1</p> <p>Other 1</p> <p>Don't know/Refuse..... 888</p>	<p>لا تعمل الأنشطة على دعم المنهاج 1</p> <p>تستهلك الأنشطة الكثير من الوقت/أي أنها أكثر من اللازم لكل يوم 1</p> <p>الأنشطة صعبة جداً 1</p> <p>الأنشطة سهلة جداً 1</p> <p>لا يستمتع الطلبة بالأنشطة 1</p> <p>غير ذلك 1</p> <p>لا أعرف/رفض الإجابة 888</p>	<p>ما الجوانب التي تعتقد بأنها مُحبطة أو سلبية فيما يخص القراءة؟</p> <p>[لا تقرأ الخيارات؛ فقط قم بوضع دائرة حول جميع الخيارات المناسبة.]</p>	
48.	<p>What are the aspects with respect to mathematics that you think are frustrating or negative?</p> <p>[Do not read the options; just circle all that apply.]</p>	<p>Activities did not support the curriculum 1</p> <p>Activities too time consuming/too many for each day 1</p> <p>Activities too difficult 1</p> <p>Activities too easy 1</p> <p>Students did not enjoy the activities 1</p> <p>Other 1</p> <p>Don't know/Refuse..... 888</p>	<p>لا تعمل الأنشطة على دعم المنهاج 1</p> <p>تستهلك الأنشطة إلى الكثير من الوقت/أي الكثير من الأنشطة لكل يوم 1</p> <p>الأنشطة صعبة جداً 1</p> <p>الأنشطة سهلة جداً 1</p> <p>لا يستمتع الطلبة بالأنشطة 1</p> <p>غير ذلك 1</p> <p>لا أعرف/رفض الإجابة 888</p>	<p>ما الجوانب التي تعتقد بأنها مُحبطة أو سلبية فيما يخص الحساب؟</p> <p>[لا تقرأ الخيارات؛ فقط قم بوضع دائرة حول الخيارات المناسبة.]</p>	
	<p>Finally, I would like to ask you about how you assess and monitor student progress.</p>			<p>أخيراً، أود أن أسالك عن كيفية تقييمك ومتابعتك لتقدم أداء الطلبة.</p>	

49.	How do you check for student understanding during the lesson? Do NOT READ the options. Tick ALL that apply.	<p>Ask comprehension questions to individual students 1</p> <p>Ask comprehension questions to whole class 1</p> <p>Ask comprehension questions to students in groups..... 1</p> <p>Give students a task and correct the responses before the end of the lesson..... 1</p> <p>Give students a task and correct the responses after the end of the lesson..... 1</p> <p>Don't know/Refuse..... 888</p>	<p>أطرح أسئلة استيعابية على الطلبة بشكل فردي. 1</p> <p>أطرح أسئلة استيعابية للصف كامل..... 1</p> <p>أطرح أسئلة استيعابية على الطلاب في مجموعات 1</p> <p>أعطي الطلبة مهام وأصحح الإجابات قبل الانتهاء من الحصة 1</p> <p>أعطي الطلبة مهام وأصحح الإجابات بعد نهاية الحصة 1</p> <p>لا أعلم/رفض الإجابة 888</p>	كيف يمكنك التحقق من مدى فهم الطلاب أثناء الدرس؟ لا تقرأ الخيارات. ضع علامة صح بجانب كل ما ينطبق.	
50.	How do you use the results of students' oral and written assessments in your teaching? Do NOT READ the options. Tick ALL that apply.	<p>Grade students 1</p> <p>Evaluate students' understanding of subject matter 1</p> <p>Plan teaching and learning activities 1</p> <p>Adapt teaching to better suit students' needs 1</p> <p>Arrange students in ability groups 1</p> <p>Other 1</p> <p>Don't know/Refuse..... 888</p>	<p>أضع علامات للطلاب..... 1</p> <p>أقيم فهم الطلاب للمادة 1</p> <p>أضع خطة للأنشطة التعليمية والتعلمية 1</p> <p>أعمل على تكييف التدريس لتناسب مع احتياجات الطلبة بشكل أفضل..... 1</p> <p>أرتب الطلبة في مجموعات حسب قدراتهم .. 1</p> <p>أخرى 1</p> <p>لا أعلم/رفض الإجابة 888</p>	كيف تستخدم نتائج تقييم الطلاب الشفوية والكتابية في التدريس؟ لا تقرأ الخيارات. ضع علامة صح بجانب كل ما ينطبق.	

51.	In your class, how many parents / guardians review students' homework? None, some, most or all? Read the responses. Tick only ONE response.	None 0 Some 1 Most 2 All 3 Don't know/refuse 888	لا أحد 0 البعض 1 معظمهم 2 جميعهم 3 لا أعرف/رفض الإجابة 888	في صفك، كم عدد أولياء الأمور الذين يراجعون الواجبات المنزلية للطلبة؟ لا أحد، أم بعض منهم، أم معظمهم، أم جميعهم؟ لا تقرأ الخيارات. ضع علامة صح بجانب كل ما ينطبق.
52.	Are you generally satisfied with parents' involvement in their children's schoolwork?	No 0 Yes 1 Don't know/Refuse 888	لا 0 نعم 1 لا أعرف/رفض الإجابة 888	هل أنت بشكل عام راضٍ عن مشاركة الأهل في الأعمال المدرسية التي تخص أطفالهم؟
53.	Ending time [Use 24-hour time HH:MM]	<input type="text"/> * / <input type="text"/> *	<input type="text"/> * / <input type="text"/> *	وقت النهاية [استعمل توقيت 24 ساعة – س س : دد]
	Thank you very much.			شكراً جزيلاً.

ملحق رقم 6: مثال على استبانة المدرسة ومدير المدرسة – استبانة المدرسة ومدير المدرسة في العام 2023

1.	Starting time [Use 24-hour time HH:MM]	<input type="text"/> : <input type="text"/>	<input type="text"/> : <input type="text"/>	وقت البدء [استعمل توقيت 24 ساعة – س س:د]
2.	Interview date [DD/MM/YY]	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	تاريخ المقابلة [يوم/شهر/سنة]
3.	Interview status	Refused → Thank teacher and end interview 1 Partially completed 2 Completed 3	رفض الإجابة ← اشكر المدير وقم بإنهاء المقابلة 1 تمت بشكل جزئي 2 تمت بشكل كامل 3	حالة المقابلة
4.	What is your position at the school?	Principal 1 Deputy Principal 2 Other 3 Don't know / Refuse 888	مدير 1 مساعد مدير 2 غير ذلك 3 لا أعرف/رفض الإجابة 888	ما هو منصبك في المدرسة؟
5.	Gender	Male 1 Female 2	ذكر 1 أنثى 2	جنس المدير

	I would like to begin by asking you a few questions about the teachers in the school.			أود البدء بسؤالك بضعة أسئلة حول المعلمين في المدرسة.	
6.	How many total teachers are there teaching KG2 to Grade 3 in this school? [Note (a) is the total of all the teachers in question 7]	Teachers***** Don't know/Refuse..... 888	***** لا أعرف/رفض الإجابة 888	المعلمين كم العدد الإجمالي للمعلمين الذين يُدرّسون طلبة الروضة الثانية وحتى الصف الثالث في هذه المدرسة؟ ملاحظة : يمثل الرمز (أ) في السؤال السابع العدد الإجمالي للمعلمين في المدرسة.	
7.	How many of the *(a)* KG2 to Grade 3 teachers teaching in the school now were also teaching in the school at the start of the school year ? [Note (a) is the total of all the teachers in question 6]	Teachers***** Don't know/Refuse..... 888	***** لا أعرف/رفض الإجابة 888	المعلمين كم عدد (أ) معلمي الروضة الثانية وحتى الصف الثالث الذين يُدرّسون حالياً في المدرسة وكانوا أيضاً يُدرّسون في المدرسة في بداية العام الدراسي؟ ملاحظة : يمثل الرمز (أ) في السؤال السادس العدد الإجمالي للمعلمين في المدرسة.	
	Now I would like to ask you a few questions about the students in the school.			أود الآن طرح بعض الأسئلة عليك عن الطلبة في المدرسة.	
8.	How many total students are there in KG2 to Grade 3 in this school? [Note (b) is the total of all the teachers in question 9]	Students***** Don't know/Refuse..... 888	***** لا أعرف/أرفض الإجابة 888	الطلاب كم العدد الإجمالي للطلبة من الروضة الثانية وحتى الصف الثالث في هذه المدرسة؟ ملاحظة : يمثل الرمز (ب) في السؤال التاسع العدد الإجمالي للطلبة في المدرسة.	
9.	How many of the *(b)* KG2 to Grade 3 students in the school are Syrian refugees ? [Note (b) is the total of all the students in question 8]	Students.....***** Don't know/Refuse..... 888	***** لا أعرف/أرفض الإجابة 888	الطلاب كم عدد (ب) طلاب الروضة الثانية وحتى الصف الثالث في المدرسة من اللاجئين السوريين؟ ملاحظة : يمثل الرمز (ب) في السؤال الثامن العدد الإجمالي للطلبة في المدرسة.	

10.	How many of the KG2 to Grade 3 students in the school have visible disabilities ? (e.g. children using wheelchairs, crutches, hearing aids, visual aids [such as domes, handheld magnifiers etc.]. NOTE: not every child with spectacles is a child with a visual disability)	Students.....***** Don't know/Refuse.....888	الطلاب.....***** لا أعرف/أرفض الإجابة.....888	كم عدد طلاب الروضة الثانية وحتى الصف الثالث في المدرسة من ذوي الإعاقات المرئية؟ (على سبيل المثال: الأطفال الذين يستخدمون الكراسي المتحركة أو العكازات أو المعينات السمعية أو المعينات البصرية كالعصا المكبرة أو ما شابه. ملاحظة: ليس كل من يرتدي نظارات هو طفل من ذوي الإعاقات البصرية.)	
	Now I would like to ask you some GENERAL questions about the RAMP initiative that you and your school have been implementing. Let us begin with the training			أود الآن أن أطرح على حضرتك بعض الأسئلة العامة حول مبادرة الـ RAMP التي اشتركت في تطبيقها أنت ومدرستك. دعنا نبدأ بالحديث عن التدريب.	
11.	How many KG2 to Grade 3 teachers teaching in the school have attended all the RAMP training that they should have?	Teachers***** Don't know/Refuse.....888	المعلمين***** لا أعرف/أرفض الإجابة.....888	كم عدد معلمي الروضة الثانية وحتى الصف الثالث الذين يُدرّسون في المدرسة والذين حضروا جميع تدريبات المبادرة التي ينبغي أن يكونوا قد حضروها؟	

12.	What are the main reasons for some teachers not attending the training? [Do not read the options; just circle all that apply.]	<p>None of the teachers missed the training (if selected, the other options do not apply) 1</p> <p>They were not teaching at the school 1</p> <p>They were not notified on time 1</p> <p>They were ill 1</p> <p>They did not want to attend 1</p> <p>Other (specify):..... 1</p> <p>_____</p> <p>Don't know/Refuse..... 888</p>	<p>لم يتغيب أي معلم عن التدريبات (في حال تم اختيار هذا الخيار، فإن جميع الخيارات الأخرى لا تنطبق)..... 1</p> <p>لم يكونوا يُدرّسون في المدرسة..... 1</p> <p>لم يتم إبلاغهم في الوقت المطلوب 1</p> <p>كانوا مريضين..... 1</p> <p>لم يرغبوا بحضور التدريبات 1</p> <p>أخرى (حدد):..... 1</p> <p>_____</p> <p>لا أعرف/رفض الإجابة..... 888</p>	<p>ما هي الأسباب الرئيسية التي جعلت بعض المعلمين يمتنعون عن حضور التدريب؟ [لا تقرأ الخيارات؛ فقط ضع دائرة حول جميع ما ينطبق من الخيارات.]</p>	
13.	<p>Did you attend the 3 to 4-day teacher training workshop for Principals? If yes, did you attend all the days, more than half of the days, or less than half of the days? [Read all the options to the teacher; only circle one response]</p> <p>If yes, skip to 15</p>	<p>No 0</p> <p>Yes, all days 1</p> <p>Yes, more than half of the days..... 2</p> <p>Yes, less than half of the days 3</p> <p>Don't know/Refuse..... 888</p>	<p>لا 0</p> <p>نعم، كل الأيام..... 1</p> <p>نعم، أكثر من نصف الأيام..... 2</p> <p>نعم، أقل من نصف الأيام..... 3</p> <p>لا أعرف/رفض الإجابة..... 888</p>	<p>هل حضرت ورشة العمل التدريبية الخاصة بالمديرين/مديرات والتي امتدت من ثلاثة لأربعة أيام؟ في حال كانت الإجابة بنعم، هل كنت حاضراً في جميع الأيام، أم لأكثر من نصفها، أم أقل من نصفها؟ [اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]</p>	<p>في حال كانت الإجابة بنعم، تخطى إلى البند 15</p>

14.	Why did you not attend the training? [Do not read the options; just circle all that apply.]	I was not teaching at the school.... 1 I was not notified on time 1 I was ill 1 I did not want to attend 1 Other (specify):..... 1 _____ Don't know/Refuse..... 888	لم أكن أدرّس في هذه المدرسة..... 1 لم يتم إبلاغي في الوقت المطلوب 1 كنت مريضاً..... 1 لم أكن أرغب في الحضور 1 أخرى (حدد)..... 1 _____ لا أعرف/رفض الإجابة..... 888	لماذا لم تحضر التدريب؟ [لا تقرأ الخيارات؛ بل ضع دائرة حول جميع ما ينطبق من الخيارات.]	
	Next I want to get a sense of your overall impression of the RAMP initiative. Please respond to each of the following statements by indicating whether you strongly agree, agree, are neutral about the statement, disagree or strongly disagree.			أودّ الآن التعرف على انطباعاتك العام حول مبادرة الـRAMP. أرجو الرد على كلّ من الجمل التالية بموافق بشدة، أو موافق، أو محايد، أو لا أوافق، أو لا أوافق بشدة.	
15.	I understand the goals of the RAMP initiative.	Strongly agree 1 Agree 2 Neutral..... 3 Disagree..... 4 Strongly disagree 5 Don't know/Refuse..... 888	أوافق بشدة 1 أوافق 2 محايد 3 لا أوافق 4 لا أوافق بشدة 5 لا أعرف/رفض الإجابة..... 888	أنا أفهم أهداف مبادرة الـRAMP.	

16.	The training my teachers received for the RAMP initiative was adequate.	<p>Strongly agree 1</p> <p>Agree 2</p> <p>Neutral..... 3</p> <p>Disagree..... 4</p> <p>Strongly disagree 5</p> <p>Don't know/Refuse..... 888</p>	<p>أوافق بشدة 1</p> <p>أوافق 2</p> <p>محايد..... 3</p> <p>لا أوافق..... 4</p> <p>لا أوافق بشدة 5</p> <p>لا أعرف/رفض الإجابة..... 888</p>	كان التدريب الذي حصل عليه معلمو مدرستي لمبادرة RAMP كافيًا.	
17.	I feel confident that the teachers in my school are implementing the RAMP initiative in their classes.	<p>Strongly agree 1</p> <p>Agree 2</p> <p>Neutral..... 3</p> <p>Disagree..... 4</p> <p>Strongly disagree 5</p> <p>Don't know/Refuse..... 888</p>	<p>أوافق بشدة 1</p> <p>أوافق 2</p> <p>محايد..... 3</p> <p>لا أوافق..... 4</p> <p>لا أوافق بشدة 5</p> <p>لا أعرف/رفض الإجابة..... 888</p>	أثق بأن المعلمين في مدرستي يطبقون مبادرة RAMP في غرفهم الصفية.	
18.	Sufficient guidance and support provided by the coaches and/or supervisors have helped the teachers implement the activities of the RAMP initiative.	<p>Strongly agree 1</p> <p>Agree 2</p> <p>Neutral..... 3</p> <p>Disagree..... 4</p> <p>Strongly disagree 5</p> <p>Don't know/Refuse..... 888</p>	<p>أوافق بشدة 1</p> <p>أوافق 2</p> <p>محايد..... 3</p> <p>لا أوافق..... 4</p> <p>لا أوافق بشدة 5</p> <p>لا أعرف/رفض الإجابة..... 888</p>	الدعم والتوجيه الكافيان من قِبل المشرف التربوي و/أو المدرب ساهما في مساعدة المعلمين على تطبيق أنشطة مبادرة RAMP.	

19.	The RAMP initiative has positively impacted student achievement in the school.	<p>Strongly agree 1</p> <p>Agree 2</p> <p>Neutral..... 3</p> <p>Disagree..... 4</p> <p>Strongly disagree 5</p> <p>Don't know/Refuse..... 888</p>	<p>أوافق بشدة 1</p> <p>أوافق 2</p> <p>محايد..... 3</p> <p>لا أوافق..... 4</p> <p>لا أوافق بشدة 5</p> <p>لا أعرف/أرفض الإجابة..... 888</p>	لقد كان لمبادرة RAMP أثر إيجابي على مستوى التحصيل لدى الطالب.	
20.	Students in this school are more enthusiastic about learning because of the RAMP initiative.	<p>Strongly agree 1</p> <p>Agree 2</p> <p>Neutral..... 3</p> <p>Disagree..... 4</p> <p>Strongly disagree 5</p> <p>Don't know/Refuse..... 888</p>	<p>أوافق بشدة 1</p> <p>أوافق 2</p> <p>محايد..... 3</p> <p>لا أوافق..... 4</p> <p>لا أوافق بشدة 5</p> <p>لا أعرف/أرفض الإجابة..... 888</p>	يبدى الطلاب في هذه المدرسة حماساً أكثر للتعلم بسبب مبادرة RAMP.	
21.	The materials provided to implement the RAMP initiative were sufficient.	<p>Strongly agree 1</p> <p>Agree 2</p> <p>Neutral..... 3</p> <p>Disagree..... 4</p> <p>Strongly disagree 5</p> <p>Don't know/Refuse..... 888</p>	<p>أوافق بشدة 1</p> <p>أوافق 2</p> <p>محايد..... 3</p> <p>لا أوافق..... 4</p> <p>لا أوافق بشدة 5</p> <p>لا أعرف/أرفض الإجابة..... 888</p>	المواد التعليمية المُزوَّدة لتطبيق مبادرة RAMP كانت كافية.	

	Here are the last questions about RAMP			فيما يلي الأسئلة الأخيرة عن مبادرة RAMP-	
22.	<p>What are the overall aspects that you think are positive?</p> <p>[Do not read the options; just circle all that apply.]</p>	<p>The initiative had positive impact on learning..... 1</p> <p>Activities support learning 1</p> <p>Development of thinking skills 1</p> <p>Improvement of student skills 1</p> <p>Improvement of teaching skills 1</p> <p>Training..... 1</p> <p>Supervisor support (visits, feedback and monthly meetings) 1</p> <p>Encouragement of school and/or district..... 1</p> <p>Parents enjoyed the project..... 1</p> <p>Other 1</p> <p>Don't know/Refuse..... 888</p>	<p>لقد كان للمبادرة أثر إيجابي على عملية التعلم..... 1</p> <p>تدعم الأنشطة عملية التعلم..... 1</p> <p>تنمية مهارات التفكير..... 1</p> <p>تحسين مهارات الطلبة..... 1</p> <p>تحسين مهارات التدريس..... 1</p> <p>التدريب..... 1</p> <p>دعم المشرف (الزيارات، التغذية الراجعة واللقاءات الشهرية) 1</p> <p>تشجيع المدرسة و/أو المديرية..... 1</p> <p>لقد استمتع أولياء الأمور بهذا المشروع 1</p> <p>غير ذلك 1</p> <p>لا أعرف/رفض الإجابة..... 888</p>	<p>ما هي الجوانب بالمجمل التي تعتقد أنها كانت إيجابية؟</p> <p>[لا تقرأ الخيارات؛ بل فقط ضع دائرة حول كل ما ينطبق من الخيارات.]</p>	
23.	<p>What are the aspects with respect to reading that you think are positive?</p> <p>[Do not read the options; just circle all that apply.]</p>	<p>Students enjoyed the activities 1</p> <p>Activities and materials support the curriculum 1</p> <p>Materials (teacher notes, lesson notes, workbooks)..... 1</p> <p>Other 1</p> <p>Don't know/Refuse..... 888</p>	<p>لقد استمتع الطلبة بالأنشطة 1</p> <p>لقد عملت الأنشطة والمواد على دعم وتعزيز المنهاج..... 1</p> <p>المواد (ملاحظات المعلم، ملاحظات الدروس، كراسة الطالب) 1</p> <p>غير ذلك 1</p> <p>لا أعرف/رفض الإجابة 888</p>	<p>ما الجوانب التي تعتقد بأنها إيجابية فيما يخص القراءة؟</p> <p>[لا تقرأ الخيارات؛ فقط قم بوضع دائرة حول جميع ما ينطبق من الخيارات.]</p>	

24.	<p>What are the aspects with respect to mathematics that you think are positive?</p> <p>[Do not read the options; just circle all that apply.]</p>	<p>Students enjoyed the activities 1</p> <p>Activities and materials support the curriculum 1</p> <p>Materials (teacher notes, lesson notes, workbooks)..... 1</p> <p>Other 1</p> <p>Don't know/Refuse..... 888</p>	<p>لقد استمتع الطلبة بالأنشطة 1</p> <p>لقد عملت الأنشطة والمواد على دعم وتعزيز المنهاج..... 1</p> <p>المواد (ملاحظات المعلم، ملاحظات الدروس، كراسة الطالب) 1</p> <p>غير ذلك 1</p> <p>لا أعرف/رفض الإجابة 888</p>	<p>ما الجوانب التي تعتقد بأنها إيجابية فيما يخص الحساب؟</p> <p>[لا تقرأ الخيارات؛ فقط قم بوضع دائرة حول جميع ما ينطبق من الخيارات.]</p>	
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25.	<p>Objectives of project and materials not clear..... 1</p> <p>Increased workload for teachers... 1</p> <p>Training (dates/timing; duration; arrangements) 1</p> <p>Training (content, presentation) ... 1</p> <p>Supervisors not providing support (visits and feedback)..... 1</p> <p>Supervisors creating confusion (feedback)..... 1</p> <p>Initiative did not have a positive impact on learning..... 1</p> <p>Insufficient encouragement and support, no reward..... 1</p> <p>Too much time/effort required to mark the student workbooks 1</p> <p>Teachers transferring in and out of school 1</p> <p>Other 1</p> <p>Don't know/Refuse..... 888</p>	<p>لم تكن أهداف ومواد المشروع واضحة 1</p> <p>زيادة عبء العمل على المعلمين 1</p> <p>التدريب (المواعيد/الأوقات؛ المدة الزمنية؛ الترتيبات) 1</p> <p>التدريب (المحتوى، العرض) 1</p> <p>لا يقوم المشرفون بتقديم الدعم (الزيارات والتغذية الراجعة) 1</p> <p>يُحدث المشرفون حالة من الإرباك (التغذية الراجعة) 1</p> <p>لم يكن للمبادرة أثراً إيجابياً على عملية التعلم..... 1</p> <p>عدم وجود الدعم والتشجيع الكافيين، وانعدام الحوافز 1</p> <p>الحاجة لجهد ووقت كبيرين لمتابعة كراسة الطلبة وتصحيحها 1</p> <p>انتقال المعلمين داخل وخارج المدرسة 1</p> <p>غير ذلك 1</p> <p>لا أعرف/رفض الإجابة 888</p>	<p>ما هي الجوانب بالمجمل التي تعتقد أنها كانت مُحبطة أو سلبية؟ [لا تقرأ الخيارات؛ فقط قم بوضع دائرة حول جميع ما ينطبق من الخيارات.]</p>	
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26.	<p>What are the aspects with respect to reading that you think are frustrating or negative?</p> <p>[Do not read the options; just circle all that apply.]</p>	<p>Activities did not support the curriculum 1</p> <p>Activities too time consuming/too many for each day 1</p> <p>Activities too difficult 1</p> <p>Activities too easy 1</p> <p>Students did not enjoy the activities 1</p> <p>Other 1</p> <p>Don't know/Refuse..... 888</p>	<p>لا تعمل الأنشطة على تعزيز المنهاج 1</p> <p>تستهلك الأنشطة الكثير من الوقت/عدد الأنشطة كثير لكل يوم 1</p> <p>الأنشطة صعبة جداً 1</p> <p>الأنشطة سهلة جداً 1</p> <p>لا يستمتع الطلبة بالأنشطة 1</p> <p>غير ذلك 1</p> <p>لا أعرف/رفض الإجابة 888</p>	<p>ما الجوانب التي تعتقد بأنها مُحبطة أو سلبية فيما يخص القراءة؟ [لا تقرأ الخيارات؛ فقط قم بوضع دائرة حول جميع ما ينطبق من الخيارات.]</p>	
27.	<p>What are the aspects with respect to mathematics that you think are frustrating or negative?</p> <p>[Do not read the options; just circle all that apply.]</p>	<p>Activities did not support the curriculum 1</p> <p>Activities too time consuming/too many for each day 1</p> <p>Activities too difficult 1</p> <p>Activities too easy 1</p> <p>Students did not enjoy the activities 1</p> <p>Other 1</p> <p>Don't know/Refuse..... 888</p>	<p>لا تعمل الأنشطة على تعزيز المنهاج 1</p> <p>تستهلك الأنشطة الكثير من الوقت/عدد الأنشطة كثير لكل يوم 1</p> <p>الأنشطة صعبة جداً 1</p> <p>الأنشطة سهلة جداً 1</p> <p>لا يستمتع الطلبة بالأنشطة 1</p> <p>غير ذلك 1</p> <p>لا أعرف/رفض الإجابة 888</p>	<p>ما الجوانب التي تعتقد بأنها مُحبطة أو سلبية فيما يخص الحساب؟ [لا تقرأ الخيارات؛ فقط قم بوضع دائرة حول جميع ما ينطبق من الخيارات.]</p>	
	<p>Finally, I would like to ask you about parental involvement in the school.</p>			<p>وأخيراً، أودّ أن أطرح عليك أسئلة حول مشاركة أولياء الأمور في المدرسة.</p>	

28.	Which of the scheduled PTC meetings took place this year? [Circle all that apply]	No PTC meetings took place this year (if selected, the other options do not apply) 1 The first PTC meeting took place as scheduled 1 The second PTC meeting took place as scheduled 1 The third PTC meeting took place as scheduled 1 The fourth PTC meeting took place as scheduled 1 Don't know/Refuse..... 888	لم تُعقد أي اجتماعات لمجلس أولياء الأمور والمعلمين هذا العام (إذا تم اختيار هذه الإجابة، فإن الخيارات الأخرى لا تنطبق) 1 عُقد اجتماع مجلس أولياء الأمور والمعلمين الأول كما هو مقرر 1 عُقد اجتماع مجلس أولياء الأمور والمعلمين الثاني كما هو مقرر 1 عُقد اجتماع مجلس أولياء الأمور والمعلمين الثالث كما هو مقرر 1 عُقد اجتماع مجلس أولياء الأمور والمعلمين الرابع كما هو مقرر 1 لا أعرف/رفض الإجابة 888	أي من اجتماعات مجلس أولياء الأمور والمعلمين المقررة تم عقدها هذا العام؟ [ضع دائرة حول جميع الإجابات التي تنطبق.]
29.	Was a KG2-G3 parent open day conducted this year? [Circle all that apply]	No 0 Yes 1 Don't know/Refuse..... 888	لا 0 نعم 1 لا أعرف/رفض الإجابة 888	هل تم عمل يوم مفتوح لأهالي طلبة الصفوف من الروضة الثانية وحتى الصف الثالث هذا العام؟ [ضع دائرة حول جميع الإجابات التي تنطبق.]
30.	Was a KG2-G3 parent awareness day conducted this year? [Circle all that apply]	No 0 Yes 1 Don't know/Refuse..... 888	لا 0 نعم 1 لا أعرف/رفض الإجابة 888	هل تم عمل يوم توعوي لأهالي طلبة الصفوف من الروضة الثانية وحتى الصف الثالث هذا العام؟ [ضع دائرة حول جميع الإجابات التي تنطبق.]
31.	Ending time [Use 24-hour time HH:MM]	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> <div style="border-bottom: 1px solid black; width: 20px; text-align: center;">*</div> <div style="border-bottom: 1px solid black; width: 20px; text-align: center;">*</div> </div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> <div style="border-bottom: 1px solid black; width: 20px; text-align: center;">*</div> <div style="border-bottom: 1px solid black; width: 20px; text-align: center;">*</div> </div>	وقت الانتهاء [استعمل توقيت 24 ساعة، س س:د]
	Thank you very much.			شكراً جزيلاً لك.