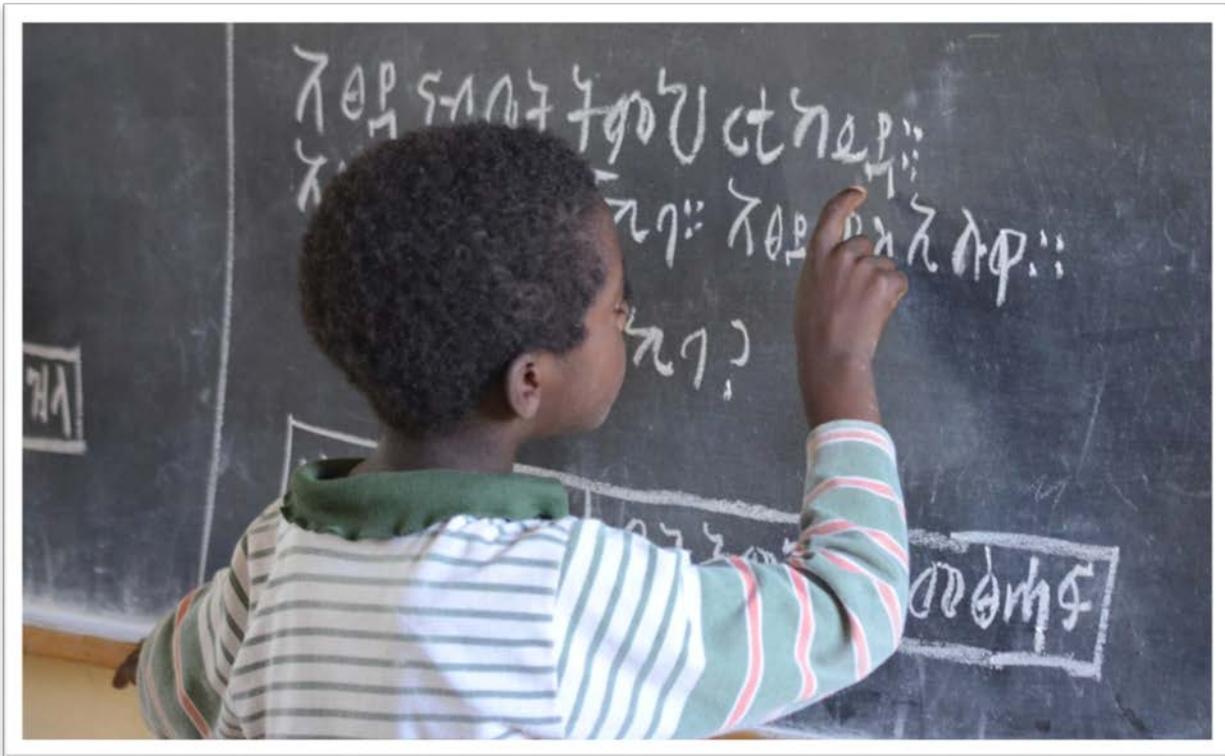




EdData II

Measurement and Research Support to Education Strategy Goal 1

Lot Quality Assurance Sampling (LQAS) Pilot Activities in Amhara and Tigray, Ethiopia: Final Report



Education Data for Decision Making (EdData II) Technical and Managerial Assistance
Period of Performance: 10/1/2012 – 11/30/2016
Task Order Number AID-OAA-BC-12-00003
RTI Project No. 0209354.020 (Task 20, Activity 5)

June 2016

This publication was produced for review by the United States Agency for International Development. It was prepared by RTI International.

Measurement and Research Support to Education Strategy Goal 1 Lot Quality Assurance Sampling (LQAS) Pilot Activities in Amhara and Tigray, Ethiopia: Final Report

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Abbreviations

E3	USAID Bureau for Economic Growth, Education, and Environment
EdData II	Education Data for Decision Making
EGRA	Early Grade Reading Assessment
GALA	Group Administered Literacy Assessment
LQAS	lot quality assurance sampling
MT	mother tongue
READ TA	Reading for Ethiopia’s Achievement Developed Technical Assistance
RSEB	Regional State Education Bureau
RTI	RTI International (registered trademark and trade name of Research Triangle Institute)
UPHOLD	Uganda Program for Human and Holistic Development
USAID	United States Agency for International Development
WEO	Woreda Education Office
ZEO	Zonal Education Office

Acknowledgments

The authors want to acknowledge the important contributions of many people who made this study and report possible, and in particular:

- The Regional State Education Bureaus (RSEBs) for Amharic- and Tigrinya-speaking regions, who provided coordination and support during the planning phases and execution of the pilot. Without their involvement and commitment, this study would not have been possible. From the outset, the Amhara and Tigray RSEBs did much to coordinate and mobilize this effort.
- Marc Bonnenfant, Tadele Zewdie, and Ahmed Reja (United States Agency for International Development [USAID]/Ethiopia) and Penelope Bender (USAID/Washington), who not only made the study possible, but also showed interest and commitment throughout.
- Woreda Education Offices and respective coordinators from the offices who participated in the pilot study.
- Abate Kassahun Teferra and Getachew Endalamaw Asfaw, our Ethiopian Tigrinya and Amharic language consultants, who contributed much to the adaptation and development of the instruments and the training of the assessors.
- Lauren Edwards of RTI International for creating the data entry system in the Tangerine® data collection software and for her support throughout the Amharic pilot.
- Keely Alexander and Christopher Cumiskey of RTI who co-facilitated the training and pilot activities.
- RTI staff from USAID’s Reading for Ethiopia’s Achievement Developed Technical Assistance (READ TA) project, who provided outstanding logistical coordination and in-country support to the various workshops associated with this activity.
- Erin Newton and Gail Hayes of RTI for the editing and layout of this report.

Finally, this work would not have succeeded without the cooperation and contributions of the woreda Cluster Supervisors, head teachers, teachers, and students who, for obvious reasons, must remain anonymous.

Introduction¹

This report summarizes main findings and lessons learned from the piloting of the lot quality assurance sampling (LQAS) methodology in the education sector in Ethiopia. It also suggests next steps for applying the LQAS methodology more broadly for education program monitoring.

Background

It is a truism that ministry-run programs and donor-funded projects need to ensure maximum efficiency. As one tool to attain this end, information from routine monitoring ideally should be used to revise project approaches and/or provide additional support where ongoing programs are not as successful as hoped. However, evaluation of programs and projects can be quite costly and, as a result, may happen infrequently. Ministries often rely on in-person school inspections, which do not happen with optimal frequency due to financial and other resource constraints, and which focus primarily on school inputs and not on the quality of instruction. Also, school inspectors may not all use the same principles for assessment or have standardized assessment checklists. Similarly, projects routinely rely on baseline studies at the beginning of an activity and then midterm or end-of-project evaluations. When these evaluations are conducted, results often are not available for months and actions meant to address identified problems are not implemented for even longer amounts of time. In addition, traditional evaluation approaches tend to produce aggregate findings, making it difficult to target precise assistance where it is most needed. National assessment programs, for example, often do not provide precise measures at subregional levels such as the district and, thus, district managers do not have the data they need to guide management decisions, to target interventions, or to monitor progress. By contrast, LQAS is a methodology that allows relatively low-cost, routine, and quick monitoring that yields disaggregated, actionable data needed to target needy areas or institutions in a timely manner.

The LQAS methodology was first developed in the 1920s in the manufacturing industry as a way to monitor the quality of production. A small sample of items was randomly selected from each production lot and examined for any imperfections. If the number of defective items was greater than a pre-set threshold level, then the lot was rejected (Robertson et al. 1997). Rejected lots were then “examined more closely and either repaired or discarded” (MEASURE *Evaluation* Project 1998, p. 5). Application of the method has since spread far beyond manufacturing into other domains, including the social sciences. For example, the concept of using LQAS has been adapted for use in the health sector, and has been gaining popularity as a way to efficiently monitor health programs over time. LQAS has more recently been introduced into the education sector² as a way of monitoring program performance and identifying areas that need additional support.

¹ Portions of the introductory and background material in this report were adapted from a concept note prepared for USAID by RTI International during early discussions about a case study application of LQAS under the Education Data for Decision Making (EdData II) project.

² USAID’s Uganda Program for Human and Holistic Development (UPHOLD) project is an example; see Mabilirizi et al. (2004).

Use of LQAS Methodology in Education

The argument for using the LQAS methodology in education can be stated quite logically. In short: Improving education practice in the classroom is a complex matter. It involves interactions between districts and head teachers, head teachers and teachers, and teachers and their students. Improvements in this complex system require fundamental changes in cultural and institutional habits. The only way to change is through frequent feedback, which must be collected using relatively low-cost methods and should be manageable at the local level. In addition, it should be feasible to aggregate data from this feedback system to higher levels. LQAS, along with the survey instruments designed to accompany the methodology, can do all this.

To elaborate further, LQAS as a sample methodology and classification method is particularly appealing for the education sector as more and more governments strive to decentralize education responsibilities. District-level managers need a way to monitor the programs in their district and determine which ones are “meeting particular targets and goals” (Robertson et al. 1997, p. 199). As just indicated, the LQAS method is relatively fast and inexpensive and yields timely data needed to identify subdivisions and schools that may have fallen behind and need additional support. LQAS can also generate feedback on the overall implementation of a program. LQAS is, therefore, an ideal methodology for routine monitoring of subdistricts, districts, or schools.

The central characteristics of this approach as applied to the social sectors may be described as follows. First, LQAS divides populations into small, “administratively meaningful units (lots)” (Mabirizi et al. 2004, p. 5) where a local supervisor can influence or ensure quality of effective school management and instruction. In the case of education, these lots could be schools, districts, or subdistricts. Lots or subdivisions must be small enough to be homogeneous in nature, with similar socioeconomic characteristics (Mabirizi et al. 2004). Second, rather than estimating the performance of districts, subdistricts, or schools, LQAS identifies which of these subdivisions are meeting minimum performance standards, and which are not meeting standards.³ Framing the analysis question in such stark terms (at, above, or below standard; meeting expectations or not; acceptable/not acceptable; or pass/fail) means that only a relatively small sample size is needed (Robertson et al. 1997). Third, LQAS uses a simple random sample as opposed to a complex, cluster survey design, which allows for the selection of a small sample of individuals or institutions to assess within each of the subdivisions or lots (Espeut 2000; Robertson et al. 1997). This sampling approach has the benefit of requiring an even smaller sample size.⁴ Fourth, compiling findings from all the lots or subdivisions does yield aggregate performance estimates or average scores (Espeut 2000). Finally, LQAS produces simple data that

³ To further explain the reasoning behind the choice of limits: LQAS uses “one-sided hypothesis testing for analysis” of resulting data (Robertson et al. 1997, p. 199). The null hypothesis used in LQAS is that the number of defective items in the lot exceeds the allowable pre-set limit and the lot has to be rejected. In the social sector, “rejection” is not an option. Thus, rather than setting a limit as the number of defective items, the hypothesis requires setting the limit as the number of individuals or institutions that are performing below targeted expectations.

⁴ Random sampling, unlike clustering, does not introduce a design effect and, therefore, does not require as large a sample.

can be almost immediately interpreted. In addition, data may be analyzed as soon as they are available for one subdivision or lot; one does not need to wait for data to be collected from all sampled subdivisions before analyzing the data and making recommendations (Robertson et al. 1997).

In the education field, a practical application of LQAS looks something like the following. A small set of key indicators is identified, based on curricular standards as well as expected school and teacher behavior and management. Examples of indicators might be student reading ability, amount of reading time that teachers set aside for students in class every day, availability of textbooks for students, and frequency with which teachers carry out certain required class exercises. Current school practices and student performance levels are then used to set minimum performance standards. Particular schools are chosen for the “supervision lot” and formally observed on those indicators. Supervisors or inspectors can collect data on these chosen indicators during routine supervision visits as long as the sample of schools to be visited has been selected randomly. Schools that do not meet these set minimum performance standards are identified. These “below standard” schools can then be targeted for additional support right away. Support for these schools could take the form of additional training to teachers and head teachers, more routine monitoring/coaching of teachers, and provision of needed pedagogical materials, for example.

More generally, using the LQAS methodology would allow us to track the overall implementation of a program. By this we mean that with LQAS, we could monitor whether the various resources, actions, and steps we assumed were necessary to result in changed teacher behavior and student performance were in place. For example, data collected using the LQAS method would make it feasible to note whether books were delivered from districts to schools, from schools to classrooms, and from classrooms to pupils. LQAS would also allow us to evaluate the integrity of training; that is, are teachers implementing what they have learned? Similarly, the data could be used at the national level to identify districts or subdistricts that were performing “below expectations.” These districts and subdistricts could then be targeted for additional support. By being able to evaluate individual schools, districts, and/or subdistricts, data collected through LQAS could give national, district, and subdistrict administrators vital information needed to target schools or areas and improve overall student performance in an efficient manner.⁵

Unlike annual or biannual assessments, routine, periodic monitoring using LQAS would allow administrators to intervene in a timely manner wherever support was needed. When programs or projects rely only on annual or biannual assessments to measure the effectiveness of implementation, the information gets back to the key implementers too late to impact the program.

⁵ Only sampled schools could be targeted for additional support, as no information would be gathered on nonsampled schools.

Design of the Instruments

To be useful for routine monitoring, the survey instruments that accompany the LQAS methodology must collect information on key indicators quickly, easily, and reliably; also the results must be easily interpreted and used. Two instruments, a School Instrument and the Group Administered Literacy Assessment (GALA), have been developed for use with the LQAS sample and classification methodology.⁶

The School Instrument was developed by Mr. Ash Hartwell, Ms. Amy Mulcahy-Dunn, and Dr. Joseph Valadez. This design team identified indicators that research and experience have shown are the most critical to contributing to early grade learning. The indicators from the original set of LQAS instruments were developed and piloted in Ghana (in late 2013, and again in late 2014 under the USAID *Testing* program, another Education Data for Decision Making [EdData II task] order).

The design team applied the following three criteria to select the indicators:

1. Strength of the indicator to predict literacy outcomes;
2. Relative ease in observing and collecting the data, and specifically in having a high level of reliability in a binary judgment (condition exists, does not exist);
3. Strength in contributing to an index with transparent meaning to stakeholders (including pupils, teachers, community members, and education officials).

The domain areas included in the Ghana pilot were:

- Pupil engagement
- Pupil attendance
- Pupils' involvement in learning tasks linked to the acquisition of reading competencies
- Teacher characteristics
 - attendance
 - lesson planning
 - time on task
 - feedback to students
- Availability and use of teaching and learning materials.

The GALA is a tool that was initially developed in Ghana and Zambia in 2013–2014. The tool was designed to assess skills that were the same as (or similar to) those of the individually administered Early Grade Reading Assessment (EGRA). That is, the GALA was developed to be similar in terms of difficulty and sequence of subtasks, ranging from the most basic to more advanced early grade literacy skills.

⁶ Note: At the time of administration, the assessment was referred to as the Group Administered Reading Assessment (GARA) but it has since been renamed to the more apt GALA.

Over the past three years, the GALA has been modified and adapted for use in Tanzania, Nepal, Jordan, and Egypt. In each setting, the subtasks were chosen based on curricular standards and adapted for different linguistic and cultural contexts. Reliability and validity estimates for the GALA have shown strong internal consistency, unidimensionality and concurrence with the EGRA. These measures are available upon request.

Funding and Support for a Pilot in Ethiopia

USAID/Washington, via the EdData II task order “Learning Outcomes Research and Assessment-Related Projects” (RTI Task Order 7) funded the initial development and piloting for the LQAS methodology in Ghana in 2013 (see Mulcahy-Dunn, Valadez, Cumiskey, and Hartwell 2013).

Since the original pilot, USAID/Washington via the EdData II task order “Measurement and Research Support to Education Strategy Goal 1” (RTI Task Order 20) allocated funds to further pilot and refine this methodology and its accompanying instruments. In 2015, Task Order 20 funds were used to pilot the LQAS methodology with the GALA in three districts in Tanzania. Following the application in Tanzania, discussions were held between USAID/Washington and RTI that determined additional research pilots not only would expand support for the technique and its use in USAID-funded programs, but also would allow for further testing of the methodology as well as the training materials and procedures.

In October 2015, the team managing Task Order 20 began planning for upcoming tasks that would be carried out during the 2016 fiscal year. At that time, Ethiopia was identified as a potential country for an additional pilot application of the LQAS methodology.

USAID/Washington expressed its opinion that an additional pilot in Ethiopia would continue to promote the use of LQAS in the education sector as well as potentially contributing to and strengthening current programming in the country. It was also acknowledged that RTI’s established presence in Ethiopia via the Reading for Ethiopia’s Achievement Developed Technical Assistance (READ TA) project would make it possible to use existing resources such as regional offices and staff during a pilot in Ethiopia. Additionally, if the pilot were to occur in Ethiopia, RTI staff could leverage existing relationships with the Ministry of Education and USAID/Ethiopia, given that the pilot would be a small activity which would not require much in-country presence. Ms. Mulcahy-Dunn followed up with USAID/Ethiopia and the Ethiopian Ministry of Education to solicit additional support.

During initial discussions between USAID/Ethiopia and RTI, it was determined that pilot activities should occur in at least two languages/regions, given the country’s sensitivity to and focus on language equality. Conducting pilot applications in two different regions would prove whether or not the methodology and instruments were useful in areas of the country that were vastly different. This would be beneficial—and even critical—for purposes of judging whether to scale up the activity after the pilot phase. As such, the Tigray region (Tigrinya language) and the Amhara region (Amharic) were selected to participate in the research pilot.

School Inspection and Monitoring in Ethiopia

Assuring the quality of schools and classrooms in Ethiopia through inspection monitoring is a responsibility of the Ministry of Education. Cluster Supervisors who operate at the woreda level⁷ directly supervise and monitor schools and classroom practices. The decentralized inspections conducted by the Cluster Supervisors oversee quality and delivery of curriculum and administration within schools. The schools in a woreda are divided into clusters of approximately six schools, and each Cluster Supervisor is responsible for one cluster of schools. In most cases, the Cluster Supervisor is expected to visit each school once per month.⁸ Each monitoring visit involves two types of supervision: administrative supervision and classroom supervision. As part of the classroom supervision, a reading competency assessment is conducted. The reading assessment conducted by the Cluster Supervisor includes tasks focused on letter knowledge, vocabulary, phonemic awareness, reading fluency, and reading comprehension. This is similar in some aspects (such as assessing a range of foundational skills) to the GALA, which is discussed in more detail in a separate section of this report.

Officials at the woreda level who oversee Cluster Supervisors are responsible for recruiting and deploying the Cluster Supervisors across the woreda. These officials oversee the monitoring and supervision process as well, through periodic school visits.

Cluster Supervisors summarize the findings from their school visits in reports which are shared with the Woreda Education Office (WEO) on a monthly basis. The findings are then incorporated into woreda-level reports sent quarterly to the Regional State Education Bureau (RSEB), as well as to the zonal offices. The Cluster Supervisor reports provide information about student performance on the tasks included in the reading assessment. The information in the reports is used to monitor curriculum implementation and administrative processes at the schools. Student performance is categorized as “early level,” “developing,” or “master,” and data are disaggregated by gender. More generally, the reports as a whole inform woreda, region, and zone officials about the state of schools and classrooms to help guide the decision-making process, as well as keeping the various levels of administration aware of the conditions in schools and in classrooms.

Beyond school visits and reporting the findings from monitoring and supervisory activities, Cluster Supervisors’ duties include participating in in-service training to continually improve monitoring and inspection techniques.

Rationale for an LQAS Pilot in Ethiopia

The fact that Ethiopia has an existing decentralized mechanism in which the schools are currently being monitored allowed the country to be a viable candidate to pilot the LQAS

⁷ Ethiopia’s subnational administrative jurisdictions, from largest to smallest, consist of regions and City Administrations, zones, woredas (districts), and kebele (subdistricts).

⁸ The number of schools each Cluster Supervisor is responsible for monitoring varies among the regions. The frequency of visits by Cluster Supervisors to each school also varies by region, as does the number of schools to which each supervisor is assigned. In some regions, Cluster Supervisors may be expected to visit a school once per week, and in other regions, once per month.

methodology. That is, Ethiopia's current system for school supervision and monitoring, which is carried out by Cluster Supervisors, would make it possible to use existing, local officials to complete the pilot activities. Utilizing existing government staff who were already responsible for school supervision would allow us to gain a better sense of whether or not these protocols and instruments associated with LQAS would be appropriate in this setting and would, therefore, be sustainable. Additionally, using Cluster Supervisors would help to minimize pilot and future implementation costs. Contracting private data collectors to participate in training and fieldwork can become quite costly; however, in the case of Ethiopia, these activities would be carried out by existing government staff, which would help maintain the cost effectiveness of the approach.

Currently, the means by which data are being collected and analyzed by the Cluster Supervisors across the schools in a woreda or across the woredas in a region are not uniform. In many cases, Cluster Supervisors develop their own monitoring checklists or pupil assessments. This approach results in much variation among the data that are collected at schools and then reported to the woreda, region, or zone. Additionally, the current procedures used during a school inspection or the manner in which students are sampled to participate in the assessment process are not standardized. Finally, Cluster Supervisors in some regions have noted difficulties in visiting all schools regularly. Therefore, in regions where Cluster Supervisors face this issue, a simplified approach in which a smaller number of randomly sampled schools can be used to provide standardized woreda-level information on teacher practice and student performance would be very useful.

The LQAS methodology and the accompanying survey instruments, which are geared toward monitoring the quality of reading instruction in the early grades, would give the Cluster Supervisors a mechanism to easily and systematically provide feedback to the WEO and RSEB counterparts. The methodology and accompanying instruments could be a way for the Cluster Supervisors to easily and uniformly monitor the status of various indicators within schools and woredas on a routine basis. The standard protocols which are developed for monitoring and the systematic approach for sampling students would help to standardize the process and data collected within and across woredas. Overall, the methodology and survey instruments would allow supervisors to flag issues that schools were facing, and to identify schools or woredas in the region that most needed support.

Lastly, an inherent characteristic of LQAS is collecting data using paper instruments. Cluster Supervisors already use paper checklists during supervisory school visits. The LQAS method will allow for a continued process of collecting and tallying data using paper. The fact that electronic devices are not used with the LQAS method not only helps to minimize the pilot cost, but also will make it easy for woredas to maintain similar budgets for future data collections using the LQAS method. This approach of using paper instruments over electronic data collection will also reduce time, costs, and need for technical assistance should Cluster Supervisors from the pilot train additional staff in the future.

Adapting the School Instrument and GALA for Piloting in Ethiopia

As noted earlier, using the Tanzania instruments as a base, the research team discussed possible instruments for Ethiopia with senior officers of the Ministry of Education in early 2016 to garner interest and support for the activity. Also discussed were the instruments' applicability and adaptability to the Ethiopian context. The discussion about the instruments and relevant indicators was led by RTI with collaboration and insights from representatives from the RSEB who attended the pre-pilot, as well as Dr. Tadele Zewdie and Mr. Ahmed Reja from USAID. Indicators and instruments were carefully reviewed and considered to ensure careful adaptation to the local Ethiopian context, and specifically to both the Amhara Region and the Tigray Region. The instruments were updated with modifications and adjustments to reflect the discussions. Overall, no major modifications from the base instruments were needed to localize the Ethiopian instruments. However, the discussions were essential to ensuring that the wording of the questions correctly reflected the local context and resources. All protocols and instruments were translated into Amharic and Tigrinya by local language experts.

The adapted School Instrument for the Ethiopian pilot (see **Appendix A**) included 12 sections. The School Instrument was designed to sample one Grade 2 teacher in each school, whose Amharic or Tigrinya reading lesson, depending on the region, would be observed to assess his/her teaching of reading and associated pedagogical practices. The instrument contained additional questions that the assessor would use to gauge teacher absenteeism and the presence and use of teaching materials. The wording in this section was carefully adjusted to reflect standard practice regarding use of teaching materials required in Ethiopia. Other sections focused on indicators related to the pupils, such as pupil attendance and availability of pupil materials. An inventory of pupil exercise books was conducted to assess whether teachers were routinely assigning student work, whether students were participating in the work, and whether teachers were routinely providing feedback on the student work.

Because the method was being piloted in Ethiopia where EGRAs were previously implemented, there was no need for an adaptation workshop in order to develop the GALA subtasks and subtask items. Instead, the technical team worked closely with Tigrinya and Amharic language and early literacy experts to adapt and modify the subtask items from previous EGRAs to fit the design of the GALA. Using consultants to develop the instruments from the existing base of EGRA subtasks rather than conducting an adaptation workshop also helped to minimize pilot costs.

Final modifications for the GALA took place during the pre-pilot activities described in the following section. See **Appendix B** for the instructions that were agreed upon for developing the GALA for Ethiopia and examples of each subtask.

Pre-Pilot Activities to Validate the Group Administered Literacy Assessment

In order to appropriately prepare for the use of the LQAS methodology and the associated assessment instruments, it is essential that the GALA, in particular, be pre-pilot-tested for validity and reliability. This step includes internal consistency measures, such as Cronbach's alpha; as well as concurrent validity estimates, which require the GALA to be administered alongside a pre-existing EGRA. It is recommended that a pre-pilot be conducted several weeks

prior to the scheduled full pilot. This ensures that there is sufficient time to collect the pre-pilot data, analyze the results, and make any necessary revisions to the instrument (including subtasks, items, and/or distractors).

A pre-pilot of the Tigrinya GALA was conducted in Mekele at the Planet Hotel, February 14–18, 2016. The workshop was facilitated by Dr. Jonathan Stern and Mr. Abate Kassahun, and was attended by 10 Tigray RSEB staff. Additionally, regional USAID staff from Tigray and Amhara attended the workshop to observe and provide additional guidance regarding the development of the instruments. In particular, USAID staff members’ feedback was solicited for the review and revisions of the School Instrument. The feedback received on the School Instrument was recorded and reflected in the adaptation and translations of the Tigrinya and Amharic versions of the instrument.

The RSEB staff who participated in the Tigray pre-pilot as assessors were selected based on the premise of having previous EGRA and Tangerine® data collection software experience. The first two days of the pre-pilot were spent training assessors and preparing them for the upcoming school visits and data collection. Day 1 of the workshop included a review of EGRA administration and practice using Tangerine. Day 2 focused on the Tigrinya GALA, and much time was spent teaching the assessors how to administer the various subtasks of the assessment. A short introduction to the LQAS methodology was also included, but the activities mostly focused on test administration and allowed time for the assessors to practice in pairs, as indicated in **Exhibit 1**.

Following the two training days, the assessors visited nearby schools to collect data. Three schools were visited over a three-day period, February 16–18. At each school, the assessors administered the GALA to 75 students divided among three classrooms (25 students per classroom). Immediately following the administration of the GALA, assessors randomly sampled students (from the students who participated in the GALA) to then be assessed using the EGRA as well.

Exhibit 1: Amharic and Tigrinya pre-pilots: One-week training agenda

Day 1	EGRA refresher training (regional training location)
Day 2	LQAS and GALA crash course training day (regional training location)
Day 3	School visit to administer EGRA and GALA; data entry
Day 4	School visit to administer EGRA and GALA; data entry
Day 5	School visit to administer EGRA and GALA; data entry

In a similar manner, an Amharic pre-pilot was conducted in Addis Ababa at the Harmony Hotel, March 14–18, 2016. The workshop was led by Dr. Stern and co-facilitated by Dr. Getachew

Endalamaw Asfaw. Due to competing commitments of government staff, the participants for the Amharic pre-pilot included a mix of ministry officials and private assessors. Participants included five staff from the Mother Tongue and English Language Development Directorate, three privately contracted assessors, and two Amhara RSEB staff.⁹ Similar to the pre-pilot held in Mekele, assessors in Addis spent two days in training and then collected data using the Amharic GALA and EGRA at nearby schools for the final three days of the workshop.

The minimum required sample for a pre-pilot is approximately 100–150 nonzero scores on the GALA and 50–100 nonzero scores on the EGRA. These samples are adequate for conducting the concurrent validity analyses. The actual pre-pilot sample numbers are listed in **Exhibit 2**.

Exhibit 2: Sample numbers for the pre-pilot phase

Sample details by language	Amharic	Tigrinya
GALA: Number of pupils assessed	227	225
EGRA: Number of pupils assessed ^a	99	112
Days of data collection	3	3
Schools per day	1	1
Classrooms per school per day ^b	3	3

^aThese students were randomly selected from the students who participated in the GALA.

^bMultiple grades were used when necessary.

Pre-Pilot Analysis for the Amharic GALA

Analyses of the Amharic pre-pilot data showed that the assessment would require only minor revisions to certain items in order to ensure that the instrument would function as intended for the full pilot. These revisions consisted of replacing letters and words that did not function as intended, as well as revising some of the distractors in order to make them more appropriate for the target word. The Amharic GALA produced very promising reliability statistics, with an overall test scale for the assessment of 0.79. This measure of internal consistency was calculated by Cronbach’s alpha, and the Amharic GALA in particular showed strong reliability as it was well above the conventional 0.70 threshold. Exploratory factor analyses found strong evidence of unidimensionality, with a first factor eigenvalue more than 12 times that of the second factor—explaining nearly 100% of the variance in pupil scores. In layperson’s terms, this means that we can be confident that the assessment was measuring a single construct (that is, early grade reading ability). The final measure examined using the pre-pilot data was the concurrent validity between the Amharic GALA and the Amharic EGRA. Among the students who took both assessments, there was a high correlation in overall scores, as indicated by a concurrent validity measure of 0.82. This evidence assures us that both assessments were measuring similar constructs—that is, if a student did well on the EGRA, he or she tended to do well on the GALA—and vice versa. It should also be noted that while there were few zero scores on the

⁹ Two participants from the Amhara RSEB attended the pre-pilot activities as observers to gain more knowledge and understanding about the methodology and survey instruments. These two participants later attended the Amhara full pilot and served as supervisors during the pilot workshop and data collection.

EGRA in this pilot (zero on oral reading fluency; 15 on reading comprehension), the majority of the students scoring zero on the EGRA did not score zero on the GALA. This result provides some evidence that the GALA may produce additional information for the lowest performing students who often have zero scores across the board on EGRA. The difference could have been due to student comfort with the GALA format (over the EGRA), or it could simply be that the GALA is an inherently easier test in terms of design, administration, or tested skills.

Appendix C contains summary statistics on the validity and reliability of the Amharic GALA.

Pre-Pilot Analysis for the Tigrinya GALA

As with the Amharic instrument, the analyses conducted on the Tigrinya pre-pilot data resulted in only a few revisions to the instrument prior to it being used in the full pilot. The Tigrinya GALA produced high reliability statistics, with an overall test scale for the assessment of 0.83 (again, this measure is well above the standard 0.70 threshold; see **Appendix D**). Exploratory factor analyses provided strong evidence of unidimensionality, with a first factor eigenvalue nearly eight times that of the second factor. This evidence allowed us to say, with confidence, that the Tigrinya GALA was in fact measuring a single construct of early grade reading ability. Finally, we used the pre-pilot data to evaluate the concurrent validity between the Tigrinya GALA and the Tigrinya EGRA. There was a high correlation in overall scores for students who were assessed using both the Tigrinya GALA and the Tigrinya EGRA. The concurrent validity measure of 0.73 provided the necessary evidence that both assessments were measuring similar constructs.

Pilot Activities for Amhara Region: Training, Data Collection, and Tabulation

Full pilot activities carried out in the Amhara region mimicked the training and field data collection model previously used in similar pilots in Ghana and Tanzania. The model combined one week of participant training, three days of data collection, and two days of tabulation and data analysis. Full pilot activities took place April 11–22, 2016; see the two-week agenda in **Exhibit 3**.

Exhibit 3: Amharic and Tigrinya full pilots: Agenda for two-week training

Week 1: April 11—15 (Monday–Friday)	
Date and Time	Activity
Sunday	Travel to venue
Monday 8:30 a.m. – 5:00 p.m.	Workshop training day; introduction to LQAS methodology
Tuesday 8:30 a.m. – 5:00 p.m.	Workshop training day; introduction to School Instrument and GALA

Wednesday 8:30 a.m. – 5:00 p.m.	Workshop training day; practice administration of instruments and protocols
Thursday 8:30 a.m. – 5:00 p.m.	Practice school visit and debrief
Friday 8:30 a.m. – 2:00 p.m.	Workshop training and travel day; preparation of materials for data collection
Week 2: April 18–22 (Monday–Friday)	
Date and Time	Activity
Monday 7:00 a.m. – until	Data collection in woreda
Tuesday 7:00 a.m. – until	Data collection in woreda
Wednesday 7:00 a.m. – until	Data collection in woreda
Thursday 8:30 a.m. – 5:00 p.m.	Workshop training day; tabulation of data
Friday 8:30 a.m. – 2:00 p.m.	Workshop training day; analysis and use of data for decision making

The Amhara regional pilot was based in Bahir Dar and held at the Homeland Hotel. Three RTI staff were present to facilitate the workshop and oversee logistics of the training and data collection. Dr. Stern and Ms. Keely Alexander facilitated the content of the workshop, and Ms. Lauren Edwards supported logistics. RTI field-based staff, Mr. Geshaw Ayele, and Ms. Yordanos Kassahun, were engaged throughout the training to provide additional support with in-country logistics such as transportation arrangements, field procurements, and per diem payments for participants. Amhara RSEB staff were consulted prior to and throughout the workshop to ensure that standard protocols and appropriate methods were used to carry out the pilot in an effective and plausible manner.

Before the pilot, RTI home office staff collaborated with the Amhara RSEB to identify three woredas to participate in the pilot. Woredas were selected based on the premise of being in close proximity to the training venue, and as such, Bahir Dar Zuria, Mecha, and Fogera woredas were selected. The number of woredas per region (three) was chosen to provide some basis for comparison while also being a manageable number to visit within the means of the pilot. Following the selection of the woredas, Amhara RSEB Education Quality Assurance staff contacted respective WEO Education Quality Inspection Core Process Owners. The WEO Education Quality Inspection Core Process Owners would be responsible for identifying Cluster

Supervisors within their woreda to serve as assessors for the pilot. The number of assessors needed was identified in accordance with the number of sample schools required by the LQAS methodology and the number of days available to complete data collection. Given that each woreda would sample 19 schools¹⁰ and data collection would be completed within three days, each WEO Education Quality Inspection Core Process Owner identified seven Cluster Supervisors to participate as assessors (a total of 21 Cluster Supervisors from across three woredas).

The first five days of the pilot were spent at the Homland Hotel. The participants were trained on the fundamentals of the LQAS methodology and the related assessment instruments that would be used during the data collection days. As mentioned above, the training included 21 Cluster Supervisors (7 from each woreda), 3 WEO Education Quality Inspectors (1 from each woreda), and 3 RSEB Quality Assurance Staff staff. WEO Education Quality Inspectors (1 per woreda) were present during Day 1 of the training to learn more about the methodology and the pilot application. The WEO Education Quality Inspectors were also invited to observe a data collection school visit as well as to participate in the data analysis and closing discussions on the final day of the pilot.

The WEO Education Quality Inspection Core Process Owners were tasked with providing oversight and coordinating logistics regarding which Cluster Supervisors would visit each of the sampled schools during the field data collection days. Cluster Supervisors were assigned one school to visit per day¹¹ to administer the School Instrument and GALA. Each WEO Education Quality Inspection Core Process Owner helped to arrange transportation within the woredas, such that each Cluster Supervisor could reach the school he or she was to inspect. Quality Inspection Core Process Owners were encouraged, when they were determining how Cluster Supervisors would reach schools, to use transportation methods and routes already frequently used in supervisory visits rather than relying on donor funds to hire vehicles for transportation to schools. This process helped to keep pilot costs low while also establishing sustainable procedures that could be used for data collection after the pilot implementation. Additionally, the WEO Education Quality Inspectors provided supervision and support to the Cluster Supervisors during data collection. The WEO Education Quality Inspection Core Process Owners randomly selected a school and Cluster Supervisor to monitor while generally overseeing the data collection process to help ensure data quality. One RTI technical staff member and one RSEB Education Quality Assurance staff member also supervised and supported the data collection through random, unannounced spot checks of the Cluster Supervisors during their school visits.

Following three days of data collection, participants gathered at the Homland Hotel for the final two days of the pilot. First, Cluster Supervisors scored all 19 GALA student response sheets from the school or schools visited during data collection. For each subtask, the Cluster Supervisors recorded a score of 1 or 0 depending on how many questions the student answered

¹⁰ This is the smallest number of schools per “lot” that can guarantee an acceptable error rate (<10%).

¹¹ In some cases, a Cluster Supervisor visited only two schools throughout the duration of data collection and spent one day in transit to the school.

correctly. Performance standards are always predetermined based on international performance for all six subtasks.¹² For pupil-level performance standards, pupils are said to have mastered a particular skill if they are able to correctly answer a certain number of questions for each subtask. For example, for the first subtask of letter name identification, the pupil must have 9 or more correct answers out of 10 to score 1. Next, Cluster Supervisors transferred the data recorded on the School Instrument to the school-level tabulation sheet. Using a standardized process, Cluster Supervisors worked in groups of three to fill in the school-level tabulation sheet. One Cluster Supervisor read the answer aloud from the School Instrument. A second Cluster Supervisor recorded the answer on the tabulation sheet. A third Cluster Supervisor checked that the answer was read aloud and recorded properly. **Appendix E** contains examples of the school-level tabulation sheets.

Once Cluster Supervisors had successfully scored all GALA and school-level results, the data from the 19 schools within each woreda were recorded on a woreda-level summary sheet. **Appendix E** contains examples of the woreda-level summary sheets. This tabulation process reduced pilot costs, as there was no need to send data to a central location for cleaning and analyses by statisticians. This approach is also much more sustainable for future implementation. Local government staff will be able to quickly and easily tabulate results without having to rely on external technical staff.

Cluster Supervisors, alongside RSEB staff, WEO Education Quality Inspection Core Process Owners, and the WEO Education Quality Inspectors worked in groups to analyze the results at the school and woreda levels. The groups worked to identify which schools and indicators within the woreda were in most need of assistance. Finally, groups discussed and developed specific recommendations for addressing the indicators in which students and schools within the woreda demonstrated the lowest performance. The tabulated results are discussed below in the **Main Results** sections of this report.

Pilot Activities for Tigray Region: Training, Data Collection, and Tabulation

The Tigray regional pilot, based in Mekele, was held at the Planet Hotel, April 11–22, 2016. Ms. Katherine Batchelder, Mr. Christopher Cumiskey, and Ms. Kellie Betts were present during the two-week training and data collection process to facilitate the workshop and provide logistical support. Administrative support from the local RTI office was provided by Ms. Lemlem Gebresillase and Ms. Saba Gebreyohannes.

Following the same model as described above for the Amhara region (see Exhibit 3 above), the two-week pilot in Tigray was attended by 21 Cluster Supervisors, 3 WEO Curriculum Implementation Core Processors, 3 Tigray RSEB staff, and 3 WEO Education Standards and Quality Assurance Processors.¹³ Enderta, Hintalo Wajerat, and Kilde Awlaelo were the three

¹² The pupil-level performance standards were developed by reading experts and are based on international reading standards. These performance standards do not change per country, language, region, or current average performance levels.

¹³ WEO Education Quality Inspectors were invited to participate for only three days of the two-week pilot.

woredas selected in Tigray to participate in the pilot, based on their proximity to the training location.

Pilot Sample: Amhara and Tigray Regions

Nineteen schools were assessed per woreda and 16 students were randomly selected and assessed from within each of these sampled schools. The process for selecting these schools and students was standardized across woredas. All public schools that had at least 18 Grade 2 pupils had an equal probability of being selected for participation. First, facilitators were given a list of all public primary schools in each of the woredas participating in this pilot. After schools with fewer than 18 pupils in Grade 2 were removed, a random number table was used to randomly select 22 schools per woreda. This allowed for three alternate schools per woreda in case one or more of the selected schools were unable to participate. Accordingly, the final sample consisted of 57 schools per region (19 per woreda) with 9 alternates per region (3 per woreda). **Exhibit 4** provides details on the numbers of schools and students sampled for each region.

Exhibit 4: Sample details for the pilot phase, by region

Sample details	Amhara				Tigray			
	Bahir Dar Zuria	Fogera	Mecha	Total	Enderta	Hintalo Wajerat	Kilte Awlaelo	Total
Number of schools sampled	22	22	22	66	22	22	22	66
Number of schools visited	19	19	19	57	19	19	19	57
Number of students assessed (16 per school)	304	304	304	912	304	304	304	912

In both regions, the list of sampled schools was then given to RSEB coordinators in order to map out the school visit schedule for data collection. In some cases, sampled schools were identified by RSEB coordinators as being inaccessible for data collectors to reach in the allotted time frame of data collection. For the schools which were deemed inaccessible in the time available for this pilot, the schools were removed from the sampled list and an alternate school was selected.¹⁴ Specifically, in Tigray in both Hintalo Wajerat and Kilte Awlaelo, one alternate school was used in each woreda. In Enderta, three schools in the original sample of 19 were deemed inaccessible and all three alternate schools were used. In the Amhara region, one alternate school was used in Bahir Dar Zuria and one in Mecha. In Fogera, two alternate schools were visited.

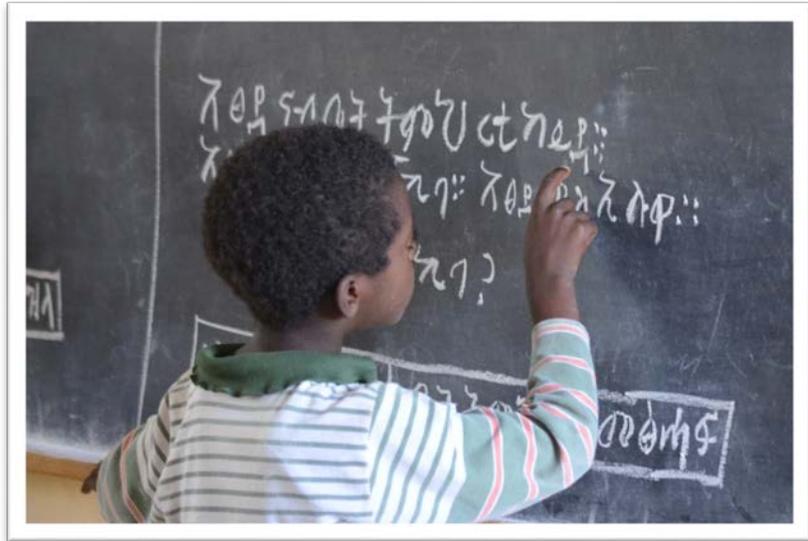
Upon arrival at each school (and after the random selection of a Grade 2 classroom to be observed), assessors lined up the students from the selected classroom in order to get a total

¹⁴ In circumstances of routine monitoring, it is highly unlikely that sampled schools would not be removed from the list and replaced with alternate schools. During the piloting of the instruments and methodology, data collection had to be completed within three days which made it infeasible to visit some schools given the distance of the school from the training site.

count. Once again, using a random number table, 18 pupils were selected from each selected classroom (16 to participate in the GALA, along with two alternates, should they be needed).

Main Results: Tigray

The purpose of LQAS is to identify priority areas and to determine which aspects of the teaching/learning process should be addressed in light of the fact that woredas have limited time and resources. By looking at the results by indicator, the LQAS data provide information regarding which aspects of early grade reading may be more challenging and which districts may require additional assistance.



Grade 2 pupil demonstrates reading comprehension

Exhibit 5 shows the woreda-level summary results for school and teacher performance in Enderta, Hintalo Wajerat, and Kilte Awlalelo. The first column displays the indicator. The second column defines the minimum school-level performance standard for each indicator being measured. Each woreda then has three underlying columns: (1) the number of schools meeting the minimum school-level performance standard for each indicator; (2) the number of schools not meeting the minimum school-level performance standard; and (3) whether the woreda met the woreda-level decision rule (i.e., whether 80% of schools within the woreda are estimated to be meeting the school-level minimum performance standard for each indicator).¹⁵ It is clear from this exhibit that Enderta and Kilte Awlalelo woredas met the minimum standard for all eight indicators at the 80% mark, while Hintalo Wajerat met the minimum standard for only three of the eight. This provides evidence that within Tigray, additional focus should be placed on Hintalo Wajerat as a priority woreda in need of assistance.

¹⁵ Woreda-level decision rules typically are based on 80% passage simply as a starting point. These could be set at any level that is predetermined by interested stakeholders/decision-makers. Decision rules are meant to provide a starting point but are often revised as the process moves along, in order to be able to identify priority areas.

Exhibit 5: Tigray: Woreda summary sheet for school and teacher performance

Indicator	Minimum school-level performance standard	Number of schools, by woreda								
		Enderta			Hintalo Wajerat			Kilte Awlaelo		
		Schools meeting standard	Schools not meeting standard	Woreda decision rule met (80%)	Schools meeting standard	Schools not meeting standard	Woreda Decision rule met (80%)	Schools meeting standard	Schools not meeting standard	Woreda Decision rule met (80%)
Teacher attendance	80% of teachers in attendance at the start of the school day	18	1	Yes	16	3	Yes	16	3	Yes
Pupil attendance	80% of pupils in attendance on the day of the school visit	13	6	Yes	11	8	No	18	1	Yes
Pupil engagement	Majority of pupils actively engaged in appropriate reading activities for at least half the lesson	17	2	Yes	15	4	Yes	16	3	Yes
Time on task	Did the Tigrinya language reading lesson last 40 minutes or more and did the teacher cover appropriate material from the syllabus?	17	2	Yes	9	10	No	17	2	Yes
Tigrinya reading practice	Teacher carries out reading practice appropriately (e.g., pupils read aloud or in pairs; read silently; read together; give letter/phoneme sounds; are asked comprehension questions)	13	6	Yes	13	6	Yes	14	5	Yes
Availability of Tigrinya teacher materials	Teacher has current version of syllabus and teacher's guide	16	3	Yes	5	14	No	17	2	Yes
Availability of Tigrinya pupil materials	At least half of the pupils have Tigrinya language books	13	6	Yes	10	9	No	17	2	Yes
Teacher preparedness	Teacher has a prepared lesson plan that refers to the teacher's guide, syllabus, or annual plan, and the lesson follows the prepared lesson plan	15	4	Yes	10	9	No	17	2	Yes

Teacher Attendance

The minimum school-level performance standard for teacher attendance was set at 80% of teachers being on school grounds by the beginning of the school day. As can be seen from Exhibit 5, all three woredas had a sufficient number of schools meeting this standard in order to meet the woreda-level standard (18, 16, and 16). Even if the performance standard were increased to 100%, all three woredas still would have had a sufficient number of schools to meet the woreda-level minimum standard. On average, sampled schools in Enderta, Hintalo Wajerat, and Kilte Awlalelo had teacher attendance rates of 95%, 84%, and 94%, respectively. Therefore, teacher attendance should continue to be promoted as an important indicator but should not be seen as a priority area for targeted assistance in this region.

Pupil Attendance

The same standard that was used for teacher attendance was also applied to pupil attendance (i.e., 80% of pupils). Although Enderta and Kilte Awlalelo met the minimum performance standard for pupil attendance at the woreda level, Hintalo Wajerat was unable to do so. If the standard were increased to 90% of pupils in attendance, none of the three woredas would have met the minimum standard. Pupil attendance should therefore be considered a priority area specifically for Hintalo Wajerat, but also should continue to be monitored closely in all woredas.

Pupil Engagement, Time on Task, and Reading Practice

These three measures all related to teacher practice during the Tigrinya reading lesson. Pupil engagement was a basic measure of whether at least half of the pupils were engaged in the lesson at least half of the time. All three woredas met the minimum standard for this indicator. This is a positive finding, but it is important to remember that this is a minimum standard and that it does not necessarily mean that additional improvements cannot be made with regard to pupil engagement.

Time on task was used to determine whether the observed reading lesson covered appropriate material from the Grade 2 syllabus (given the week of the school year at the time of the visit) and whether it lasted at least 40 minutes (the lesson length set in the curriculum). Both measures needed to be met in order for a school to meet this standard. While Enderta and Kilte Awlalelo both met the minimum standard for time on task, Hintalo Wajerat did not meet this standard. Further investigation showed that this result was not driven solely by either the material or the lesson length but a combination of the two, so both indicators should be focused on as priority areas in Hintalo Wajerat.

The Tigrinya reading practice indicator was a measure of the activities performed by teachers during the reading lesson. During the reading lesson observation, assessors were tasked with looking for five basic essential practices: (1) teachers asking pupils to read aloud individually or in pairs; (2) teachers asking the class to read silently; (3) teachers asking the whole class to read a passage together; (4) teachers asking pupils to give the sounds of letters and/or phonemes; (5) teachers asking pupils comprehension questions based on what was read. In order for a

school to meet the minimum standard for this indicator, it was necessary for a teacher to perform at least four of the five tasks in the observed reading lesson.

All three woredas met the set minimum performance standard for this indicator. There is, however, a limitation to this measure, namely that it does not capture how often these activities occur in the classroom (simply that they each occur at least once). Also, it should be noted that only four of the five measures were required to have met this standard (in order to give teachers the leeway to not cover all measures in a single lesson). If the measure were to be adjusted to require all five activities to be performed during the lesson, not a single woreda would meet the minimum standard (with only 10 of the 57 schools found to meet the standard). The two teacher practices that were observed least often were having the class read silently (51%) and having pupils give sounds of letters (65%).

Availability of Materials

The minimum school-level performance standard for teachers was to have both a current version of the syllabus and a teacher's guide available for review in their classroom during the school visit. Hintalo Wajerat was the only woreda without a sufficient number of schools meeting this standard in order to meet the standard at the woreda level.

With regard to pupil materials, the minimum performance standard required at least half of the pupils in the classroom to have a Tigrinya language book. Most of the 57 sampled schools met this minimum requirement but approximately one third had under the 50% mark (with the lowest proportion coming in at 12%). Ultimately, while two of the three woredas met the minimum performance standard for the availability of pupil materials, Hintalo Wajerat was again below the target. Additionally, it should be noted that if the required percentage were increased to 75%, none of the three woredas would have met the standard.

Overall, availability of materials is clearly an area in need of further improvement in Hintalo Wajerat but one that should not be ignored in the other two woredas.

Teacher Preparedness

In order to meet the minimum school-level performance standard for teacher preparedness, the observed teacher in a school must have prepared a lesson plan that referred to the teacher's guide, syllabus, or scheme of work; and the observed lesson had to actually follow the prepared lesson plan. Sufficient numbers of schools met this requirement in order for Enderta and Kilte Awlaelo woredas to meet the minimum performance standards, but not Hintalo Wajerat. This measure did not independently generate information about what was actually taught in the lesson or whether the lesson plan was well formulated, but it did reveal that an insufficient number of teachers appeared to be preparing lesson plans and following them during their Tigrinya reading lessons in Hintalo Wajerat.

Pupil Reading Ability

As previously noted, pupils were tested on a range of early grade reading skills via the GALA. **Exhibit 6** is an overview of the average scores for each subtask, across each of the three tested

woredas.¹⁶ As expected, average scores tended to decrease as pupils moved from more basic skills (i.e., letter sounds, familiar words, and invented words) to more advanced skills (i.e., reading comprehension, maze, and dictation). It should be noted, however, that pupils across all woredas performed better on both familiar words and invented words than they did on letter sounds (which was designed to be the easiest subtask on the assessment). Ultimately, it is clear from this table that pupils did relatively well on the first three subtasks (averaging 67%–82% overall) but that they struggled on the final three subtasks (averaging 22%–42%).

Exhibit 6: Tigray: Average scores on early grade reading skills, by subtask and woreda (in %)

Subtask	Woreda scores			Overall
	Enderta	Hintalo Wajerat	Kilte Awlaelo	
Letter sounds	67	74	77	73
Familiar words	72	80	82	78
Invented words	72	82	82	79
Reading comprehension	24	22	23	23
Maze	32	33	31	32
Dictation	29	31	42	34

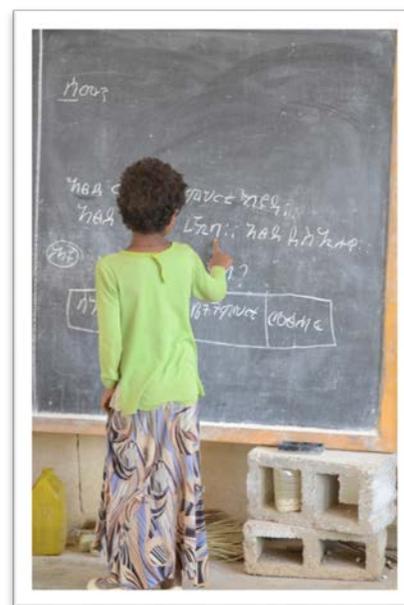
Although it is important to examine the average scores of pupils across subtasks, the purpose of conducting these assessments was to determine which skills pupils were able to adequately demonstrate and which were in greatest need of additional assistance. In order to determine this, both pupil-level minimum performance standards and school-level minimum performance standards needed to be set. Minimum standards for pupil performance were based on the early grade reading literature and were set at the levels necessary for pupils to be prepared for higher-order skills. Minimum standards for pupil performance for each of the eight subtasks are shown in **Exhibit 7**. Additionally, Exhibit 7 displays the school-level minimum performance standards in the third column. These standards (stated as percentages) had to be met in order for a school to be designated as meeting the minimum performance standard for a given subtask. For example, *70% of pupils* in a sampled school had to be able to correctly identify at least *nine of the ten letter sounds* correctly in order for that school to meet the minimum performance standard for the letter sounds subtask. While school-level minimum performance standards used to create the summary sheets during the workshop were set based on the pre-pilot data, the percentages used below were set based on the final pilot data. Although literature and local data can provide guidance for setting the initial percentages, data from the pilot should always be used to evaluate and, if needed, revise the percentages once results are in. The standards routinely will be set at the median performance level to allow officials to effectively identify the weakest performing woredas. It is, therefore, suggested that these standards replace the initial estimates (since they are based on complete information across all three woredas).

¹⁶ These are unweighted averages and are therefore only illustrative and not to be used for comparisons across woredas or with any statistical analyses.

Exhibit 7: Tigray: Subtask standards and school-level decision rules

Subtask	Minimum performance standard for pupil performance	School-level minimum performance standard (in % of pupils)
Letter sounds	9 out of 10	70
Familiar words	9 out of 10	70
Invented words	9 out of 10	70
Reading comprehension	4 out of 5	50
Maze	6 out of 7	50
Dictation	9 out of 11	50

Woreda-level results for all subtasks are displayed in **Exhibit 8**. It is clear from this table that the minimum standards were met for very few of the subtasks. As a matter of fact, the minimum standard was not met for any of the six subtasks in Enderta and for only two subtasks in Hintalo Wajerat and Kilde Awlaelo: familiar words and invented words. This result is unsurprising given the low overall scores presented in Exhibit 6 (particularly for reading comprehension, maze and dictation). While no schools met the minimum performance standard for reading comprehension or maze in any of the three woredas, Kilde Awlaelo did have six schools meeting the standard—which is below the required decision rule but still noteworthy in comparison to the other two woredas. The most interesting finding, however, is that two of the woredas met the minimum standards for familiar words and invented words but all three woredas fell below the minimum standard for letter sounds. One explanation for this latter finding comes from conversations with Cluster Supervisors as well as the classroom observation data. While all three woredas met the standard for minimum reading practice, teachers practiced letter/phoneme sounds in only 65% of observed lessons.



An example of the reading comprehension subtask is displayed on the board and completed by a pupil during the administration of the Tigrinya GALA.

Pupil Exercise Book Inspection

The final component assessed during data collection was an inspection of pupil exercise books. For each of the 16 students who were tested with the GALA at each school, assessors were tasked with examining their exercise books for two purposes: (1) Was the exercise book available? (2) Did the teacher mark or make comments on at least one of the last two exercises in the book? The results for these indicators are shown in **Exhibit 9**. Pupil exercise book availability is displayed in the first row of the exhibit, showing that all three woredas met the minimum standard. However, none of the three woredas met the decision rule for teacher feedback. Therefore, teacher feedback should be seen as a priority area for improving learning in all three woredas in Tigray.

Exhibit 8: Tigray: Woreda-level results for subtasks

Subtask	Number of schools, by woreda								
	Enderta			Hintalo Wajerat			Kilte Awlaelo		
	Schools meeting standard	Schools not meeting standard	Woreda Decision rule met (80%)	Schools meeting standard	Schools not meeting standard	Woreda Decision rule met (80%)	Schools meeting standard	Schools not meeting standard	Woreda Decision rule met (80%)
Letter sounds	4	15	No	7	12	No	9	10	No
Familiar words	8	11	No	14	5	Yes	14	5	Yes
Invented words	7	12	No	14	5	Yes	14	5	Yes
Reading comprehension	0	19	No	0	19	No	0	19	No
Maze	0	19	No	0	19	No	0	19	No
Dictation	1	18	No	1	18	No	6	13	No

Exhibit 9: Tigray: Woreda-level results for pupil exercise book inspection

Indicator	Number of schools, by woreda								
	Enderta			Hintalo Wajerat			Kilte Awlaelo		
	Schools meeting standard	Schools not meeting standard	Woreda decision rule met (80%)	Schools meeting standard	Schools not meeting standard	Woreda decision rule met (80%)	Schools meeting standard	Schools not meeting standard	Woreda decision rule met (80%)
Pupil exercise book availability	17	2	Yes	18	1	Yes	18	1	Yes
Pupil exercise book marked by teacher	9	10	No	10	9	No	12	7	No

Main Results: Amhara

Exhibit 10 shows the woreda-level summary results for school and teacher performance in Bahir Dar Zuria, Fogera, and Mecha. The first column displays the indicator. The second column defines the minimum school-level performance standard for each indicator being measured. Each woreda then has three underlying columns: (1) the number of schools meeting the minimum school-level performance standard for each indicator; (2) the number of schools not meeting the minimum school-level performance standard; and (3) whether the woreda met the woreda-level decision rule (i.e., whether 80% of schools within the woreda are estimated to be meeting the school-level minimum performance standard for each indicator). It is clear from this exhibit that while improvements are necessary in Fogera and Mecha, regional-level resources should be targeted at Bahir Dar Zuria, based on its inability to meet the minimum standards except for two indicators.

Exhibit 10: Amhara: Woreda summary sheet for school and teacher performance

Indicator	Minimum school-level performance standard	Number of schools, by woreda ^a								
		Bahir Dar Zuria			Fogera			Mecha		
		Schools meeting standard	Schools not meeting standard	Woreda decision rule met (80%)	Schools meeting standard	Schools not meeting standard	Woreda Decision rule met (80%)	Schools meeting standard	Schools not meeting standard	Woreda Decision rule met (80%)
Teacher attendance	80% of teachers in attendance at the start of the school day	14	5	Yes	16	3	Yes	17	2	Yes
Pupil attendance	80% of pupils in attendance on the day of the school visit	0	19	No	8	11	No	3	16	No
Pupil engagement	Majority of pupils actively engaged in appropriate reading activities for at least half the lesson	13	4	Yes	16	2	Yes	17	2	Yes
Time on task	Did the Amharic language reading lesson last 40 minutes or more and did the teacher cover appropriate material from the syllabus?	9	8	No	14	4	Yes	11	8	No
Amharic reading practice	Teacher carries out reading practice appropriately (e.g., pupils read aloud or in pairs; read silently; read together; give letter/phoneme sounds; are asked comprehension questions)	11	6	No	12	6	Yes	15	4	Yes
Availability of Amharic teacher materials	Teacher has current version of syllabus and teacher's guide	9	10	No	8	11	No	14	5	Yes
Availability of Amharic pupil materials	At least half of the pupils have Amharic language books	9	10	No	6	13	No	9	10	No
Teacher preparedness	Teacher has a prepared lesson plan that refers to the teacher's guide, syllabus, or annual plan, and the lesson follows the prepared lesson plan	7	10	No	13	5	Yes	12	7	No

^aAmharic reading lessons were not taught on the day of school visits in two schools in Bahir Dar Zuria and one in Fogera.

Teacher Attendance

The minimum school-level performance standard for teacher attendance was set at 80% of teachers being on school grounds by the beginning of the school day. As can be seen from Exhibit 10, all three woredas had a sufficient number of schools meeting this standard in order to meet the woreda-level standard (14, 16, and 17). On average, sampled schools in Bahir Dar Zuria, Fogera, and Mecha had teacher attendance rates of 82%, 91%, and 93%, respectively. If the minimum standard for teacher attendance were increased to 90%, only Fogera and Mecha would have a sufficient number of schools to meet the standard. Therefore, although teacher attendance should continue to be promoted as an important indicator, it should not be seen as a priority area for targeted assistance in this region.

Pupil Attendance

The same standard that was used for teacher attendance was also applied to pupil attendance (i.e., 80% of pupils). Only 11 of the 57 sampled schools met the standard for this indicator, none of which were in Bahir Dar Zuria. All three woredas fell well below the required number of schools to meet this minimum standard. Average pupil attendance across sampled schools was 51%, 72%, and 62% for Bahir Dar Zuria, Fogera, and Mecha, respectively. Therefore, pupil attendance requires additional support and should be a priority area for all woredas in Amhara.

Pupil Engagement, Time on Task, and Reading Practice

These three measures all related to teacher practice during the Amharic reading lesson. Pupil engagement was a basic measure of whether at least half of the pupils were engaged in the lesson at least half of the time. All three woredas met the minimum standard for this indicator. This is a positive finding, but it is important to remember that this is a minimum standard and that it does not necessarily mean that additional improvements cannot still be made with regard to pupil engagement.



Pupil engagement during classroom observation of Amharic reading lesson

Time on task was used to determine whether the observed reading lesson covered appropriate material from the Grade 2 syllabus (given the week of the school year at the time of the visit) and whether it lasted at least 40 minutes (the lesson length set in the curriculum). Both measures needed to be met in order for a school to meet this standard. While Fogera met the minimum standard for time on task, neither Bahir Dar Zuria nor Mecha met this standard. Further investigation showed that this result was driven almost entirely by lesson plans not referring to appropriate material in the teacher's guide or syllabus. Therefore, lesson planning should receive additional focus in both Bahir Dar Zuria and Mecha.

The Amharic reading practice indicator was a measure of the activities performed by teachers during the reading lesson. During the reading lesson observation, assessors were tasked with

looking for five essential practices: (1) teachers asking pupils to read aloud individually or in pairs; (2) teachers asking the class to read silently; (3) teachers asking the whole class to read a passage together; (4) teachers asking pupils to give the sounds of letters and/or phonemes; (5) teachers asking pupils comprehension questions based on what was read. In order for a school to meet the minimum standard for this indicator, it was necessary for a teacher to perform at least four of the five tasks in the observed reading lesson. Fogera and Mecha met the set minimum performance standard for this indicator but Bahir Dar Zuria did not. There is, however, a limitation to this measure, namely that it does not measure how often these activities occur in the classroom or how well they are conducted (simply that they each occur at least once). Also, it should be noted that only four of the five measures were required to meet this standard (in order to give teachers the leeway to not cover all measures in a single lesson). If the measure were to be adjusted to require all five activities to be performed during the lesson, not a single woreda would meet the minimum standard (with only 15 of the 57 schools found to meet the standard).

Availability of Materials

The minimum school-level performance standard for teachers was to have both a current version of the syllabus and a teacher's guide available for review in their classroom during the school visit. Mecha was the only woreda with a sufficient number of schools meeting this standard in order to meet the standard at the woreda level. The issue stemmed from a lack of both types of required materials, which means that a focus should be on teacher materials across the board in Bahir Dar Zuria and Fogera.

With regard to pupil materials, the minimum performance standard required at least half of the pupils in the classroom to have an Amharic language book. Nearly 60% of the 57 sampled schools did not meet this requirement and several schools had books for less than 25% of students. Ultimately, all three of the woredas were unable to meet this standard. Pupil material availability was discussed at length in post-data collection conversations.

Overall, availability of materials is clearly an area in need of further improvement across all woredas.

Teacher Preparedness

In order to meet the minimum school-level performance standard for teacher preparedness, the observed teacher in a school must have prepared a lesson plan that referred to the teacher's guide, syllabus, or scheme of work; and the observed lesson had to actually follow the prepared lesson plan. Sufficient numbers of schools met this requirement in order for Fogera to meet the minimum performance standards, but not Bahir Dar Zuria or Mecha. This measure did not independently generate information about what was actually taught in the lesson or whether the lesson plan was well formulated, but it did reveal that an insufficient number of teachers appeared to be preparing lesson plans and following them during their Amharic reading lessons in two of the three woredas.

Pupil Reading Ability

As previously noted, pupils were tested on a range of early grade reading skills via the GALA. **Exhibit 11** is an overview of the average scores for each subtask, across each of the three tested woredas.¹⁷ As expected, average scores tended to decrease as pupils moved from more basic skills (i.e., letter sounds, familiar words, and invented words) to more advanced skills (i.e., reading comprehension, maze, and dictation). It should be noted, however, that pupils across all woredas performed better on both familiar words and invented words than they did on letter sounds (which was designed to be the easiest subtask on the assessment). Ultimately, it is clear from this exhibit that pupils did relatively better on the first three subtasks (averaging 51%–75% overall) than on the final three subtasks (averaging 13%–34%).

Exhibit 11: Amhara: Average scores on early grade reading skills, by subtask and woreda (in %)

Subtask	Woreda scores			Overall
	Bahir Dar Zuria	Fogera	Mecha	
Letter sounds	51	56	61	56
Familiar words	71	74	75	73
Invented words	61	63	67	64
Reading comprehension	32	29	33	31
Maze	20	13	19	17
Dictation	24	34	25	27

Although it is important to examine the average scores of pupils across subtasks, the purpose of conducting these assessments was to determine which skills pupils were able to adequately demonstrate and which were in greatest need of additional assistance. In order to determine this, both pupil-level minimum performance standards and school-level minimum performance standards needed to be set. Minimum standards for pupil performance were based on the early grade reading literature and were set at the levels necessary for pupils to be prepared for higher-order skills. Minimum standards for pupil performance for each of the eight subtasks are shown in **Exhibit 12**. Additionally, Exhibit 12 displays the school-level minimum performance standards in the third column. These standards (stated in percentages) had to be met in order for a school to be designated as meeting the minimum performance standard for a given subtask. For example, *50% of pupils* in a sampled school had to be able to correctly identify at least *nine of the ten letter sounds* correctly in order for that school to meet the minimum performance standard for the letter sounds subtask. While school-level minimum performance standards used to create the summary sheets during the workshop were set based on the pre-pilot data, the standards used below were set based on the final pilot data. As such, it is suggested that these standards replace the initial estimates (since they are based on complete information across all three woredas).

¹⁷ These are unweighted averages and are therefore only illustrative and not to be used for comparisons across woredas or with any statistical analyses.

Exhibit 12: Amhara: Subtask standards and school-level decision rules

Subtask	Minimum performance standard for pupil performance	School-level minimum performance standard (in %)
Letter sounds	9 out of 10	50
Familiar words	9 out of 10	70
Invented words	9 out of 10	60
Reading comprehension	4 out of 5	50
Maze	6 out of 7	50
Dictation	12 out of 14	50

Woreda-level results for all subtasks are displayed in **Exhibit 13** on the following page. It is clear from this exhibit that the minimum standards were met for very few of the subtasks. As a matter of fact, the minimum standard was met for only a single subtask in a single woreda: familiar words in Fogera. This result is unsurprising given the low overall scores presented in Exhibit 11 (particularly for reading comprehension, maze and dictation). No schools met the minimum standard for maze or dictation in any of the three woredas, and only 5 of the 57 sampled schools met the standard for reading comprehension (which was well below the required number for each woreda to meet the minimum standard). While all three woredas met the standard for reading practice, teachers practiced letter/phoneme sounds in only 61% of observed lessons. Students are clearly not reading at grade-level standards across the three woredas and it would be advisable for focus to be placed on the most basic skills (such as letter sounds and word reading) in order to improve reading throughout the region.



Grade 2 students taking the Group Administered Literacy Assessment

Pupil Exercise Book Inspection

The final component assessed during data collection was an inspection of pupil exercise books. For each of the 16 students who were tested with the GALA at each school, assessors were tasked with examining their exercise books for two purposes: (1) Was the exercise book available? (2) Did the teacher mark or make comments on at least one of the last two exercises in the book? The results for these indicators are shown in **Exhibit 14**. Pupil exercise book availability is displayed in the first row of the exhibit, showing that all three woredas met the minimum standard. However, only two of the three woredas met the decision rule for teacher feedback. Therefore, teacher feedback should be seen as a priority area for improving learning in Fogera.

Exhibit 13: Amhara: Woreda-level results for subtasks

Subtask	Number of schools, by woreda								
	Bahir Dar Zuria			Fogera			Mecha		
	Schools meeting standard	Schools not meeting standard	Woreda decision rule met (80%)	Schools meeting standard	Schools not meeting standard	Woreda decision rule met (80%)	Schools meeting standard	Schools not meeting standard	Woreda decision rule met (80%)
Letter sounds	7	12	No	7	12	No	10	9	No
Familiar words	10	9	No	13	6	Yes	11	8	No
Invented words	3	16	No	3	16	No	8	11	No
Reading comprehension	1	18	No	2	17	No	2	17	No
Maze	0	19	No	0	19	No	0	19	No
Dictation	0	19	No	0	19	No	0	19	No

Exhibit 14: Amhara: Woreda-level results for pupil exercise book inspection

Indicator	Number of schools, by woreda								
	Bahir Dar Zuria			Fogera			Mecha		
	Schools meeting standard	Schools not meeting standard	Woreda decision rule met (80%)	Schools meeting standard	Schools not meeting standard	Woreda decision rule met (80%)	Schools meeting standard	Schools not meeting standard	Woreda decision rule met (80%)
Pupil exercise book availability	18	1	Yes	17	2	Yes	18	1	Yes
Pupil exercise book marked by teacher	16	3	Yes	9	10	No	15	4	Yes

Observations and Recommendations from This Pilot

This section focuses on the key takeaway messages from the pilot activity, lessons learned, opportunities for improvement, and suggested next steps.

Local Support and Interest

At both the pre-pilot and pilot stages, the facilitators noted the high level of enthusiasm, engagement, and professionalism by staff from the Ministry of Education and RSEBs. The participants demonstrated strong interest in using and adopting the School Instrument for school monitoring and inspection at the national level. Cluster Supervisors felt the instruments were easy to use and helped them to quickly and systematically identify issues faced by the schools and woredas. Supervisors' comments were collected through paper evaluations following the LQAS pilot.

- Feedback on the training was very positive. Participants noted that:
 - “The training has helped us to build our capacity on how to identify students’ problems and provide support.”
 - “From this pilot research, we have learned the importance of identifying skills that require support and providing timely support.”
 - “The overall training/workshop was successful and was very important to us, and timely.”
- Suggested improvement from Cluster Supervisors:
 - “[Participants] were not given orientation on communication skills about mother tongue [MT] instruction but were expected to provide proper guidance and support for teachers.” Therefore, in future work it will be necessary to spend more training time on school-by-school reporting.

Overall Observations from School Visits

- Participants noted that:
 - “The result showed that the country is at risk in the education sector in general and in MT education in particular.”
 - “It is also understood that we, as teachers, and other stakeholders are not supporting the students properly.”
 - “The result revealed that the teachers and the supervisors are not paying attention to MT instruction and providing appropriate support when needed.”
 - Communities, directors, and teachers were very supportive during school visits and students eagerly participated in student assessments.
 - Cluster Supervisors noted that the sampling process used in LQAS, particularly for student selection, was an improvement on their current practices. They appreciated

the standardized process that selected students randomly, which did not exist in their typical protocols.

Recommendations on Common Themes

The following recommendations are based on conversations with participants regarding common areas of improvement found across woredas in the Tigray and Amhara regions.

- Student absenteeism was high and was thought to be caused by a low level of parental awareness.
 - Proposed response(s):
 - Create awareness in the community
 - Use parental and community organizations to incentivize student attendance
 - Offer continuous follow-up and support for teachers or head teachers
- Use of the teacher’s guide and lesson plan during reading lesson (by the teacher) was infrequent and use of textbook during the lesson (by students) was low. This was thought to be caused by lack of engagement by teacher and students, as well as the low level of follow-up by teachers, head teachers, and other stakeholders.
 - Proposed response(s):
 - Create awareness of the issue
 - Offer continuous follow-up and support for teachers and students
 - Motivate teachers and students who have the materials to make appropriate use of them
- Student performance was particularly low on letter knowledge, reading comprehension, and sentence completion subtasks, as well as dictation. This was thought to be caused by traditional assessment methods, shortage of school materials for teaching necessary reading skills, and poor teaching and learning methodologies (not using active learning techniques).
 - Proposed response(s):
 - Emphasize importance of comprehension as a skill
 - Implement active learning; provide teacher training
 - Provide additional teacher training on pedagogy, with a specific focus on mother-tongue instruction
 - Focus on basic reading skills such as letter sounds and letter names
 - Increase access to reading materials at school and at home
 - Mobilize parents to participate in school and to help improve reading skills of their children

- Student materials in the class – While Enderta and Kilde Awlalo passed the minimum performance standard, four other woredas did not. Furthermore, it was found that more students than those who brought their books to school on the day of the observation had materials at home, but were not bringing their materials to school.
- Proposed response(s):
 - Increase awareness of the issue of missing materials
 - Prioritize for teachers, students, and parents that materials need to be brought to school and used every day
 - Provide a secure place within schools for students to leave their textbooks
 - Work with the Ministry of Education and community stakeholders to ensure that textbooks are available for all students.

Next Steps

The follow-up work to this activity falls into three broad categories: (1) instrument revision; (2) dissemination of findings; and (3) applying LQAS and the associated instruments in Ethiopia. With regard to instrument revision, the following suggested revisions/updates could increase the usefulness of this tool moving forward:

- Revise the maze (aka sentence completion) subtask. This GALA subtask was the one that posed the most administration issues. Students did poorly on it, but it became clear during data collection (and post-data collection discussions) that much of this was due to difficulties with the structure of the task, as opposed to these tested skills. This task should be revised to include numbers for each line of text and to have a blank space for each missing word, with response options provided at the end of the sentence.
- Revise the school-level minimum standards for group assessment subtasks. During the final analyses, these school-level minimum standards were adjusted to meet the actual performance across the three woredas. As a result, more subtasks were identified as being in need of further assistance than initial results implied (when school-level standards were set too low). Woredas still have flexibility to set school-level targets as they see fit, which would allow them to more appropriately identify areas for improvement (especially in higher-performing woredas).
- Include an additional time-on-task measure in the school instrument in order to capture instructional time versus downtime during classroom observations. This would provide some much-needed nuance to a currently useful but limited variable.
- Adjust the measure of reading practice in order to incorporate more practices. In the simplest sense, it could be required for teachers to conduct all five aforementioned practices during their lesson, as opposed to just three (which is the current approach). It may also be useful to add a measure on the review of exercises during class time. Additionally, inspectors could be asked to record the use of specific activities at several

time points throughout the lesson (as opposed to current practice, where they are simply recorded once). However, this option would require additional training on timed observations, which could prove costly and difficult to implement.

- Consider adjusting the school instrument to accommodate contexts like Ethiopia where the curriculum is highly prescriptive, so that the number of reading practice activities covered during the observed lesson would more closely reflect how many reading practice activities were prescribed for the day; and incorporate a follow-up item to measure how many of these practices were actually conducted during the lesson.
- Explore the possibility and benefits of further application of LQAS in additional languages and/or regions.

With regard to the dissemination of findings, we would recommend sharing the formal findings with the respective Cluster Supervisor as well as the RSEB officials and WEO staff who participated in the pilot to further guide their decision making. Additionally, the results could be shared with other staff in Tigray and Amhara regions who were unable to participate, as an introduction to the methodology and instruments that were used in the pilot activities.

Discussions at a more centralized level of the ministry would be necessary to consider the adoption of the LQAS methodology and associated instruments going forward. One possible dissemination venue would be the 2016 EGRA dissemination workshop anticipated to take place in September of this year.

With regard to the use and application of LQAS and the associated instruments in Ethiopia, we propose two recommendations. First, given that at the conclusion of the pilot workshops the Cluster Supervisors expressed interest in using the instruments in the future, key relevant items from the School Instrument could be incorporated as part of or used in addition to the checklists that Cluster Supervisors use during routine supervisory visits, in an effort to ensure greater uniformity of data being collected within and across woredas.

Second, in order to track progress on indicators over a longer time period, we recommend data to be collected using an LQAS sample of 19 schools at the beginning of the school year, at which time Cluster Supervisors would administer the School Instrument and the GALA across the sample of schools.¹⁸ These data would give regions and zones a snapshot of how the woredas are performing. They would allow RSEB and Zonal Education Office (ZEO) staff to identify woredas in need of assistance, and to identify common challenges in program implementation. With this information, the RSEB and ZEO could then work with the weaker performing woredas to develop robust action plans of support. In order to develop these action plans, there may be a need to build local capacity on how best to develop action plans based on the LQAS data. The data could be used at the national level to identify common challenges in program implementation which may need to be addressed with changes in program design. Examples of these changes could include revisions in teacher training; or changes in content, availability, or

¹⁸ The timing of the data collection should align with regional and/or national calendars such that data are collected in time to inform the strategic planning and decision-making process.

use of teaching and learning materials. Over time, changes (as detected by the School Instrument and the GALA) would be tracked as existing problems were resolved and new problems were identified.

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Appendix A: Instruments Used for the 2016 LQAS Pilot

Amharic Language Instruments

LQAS School Instrument (Amharic) / የወረዳአቀፍ ጥራት ማረጋገጫ ጥናት ንጥር (ወጥማጥን)፣ የትምህርት ቤት መረጃ መሰብሰቢያ መሣሪያ (አማርኛ)

Ethiopia LQAS 2016 / የኢትዮጵያ ወጥማጥን 2008

School code: / የትምህርት ቤት መለያ <input style="width: 100px; height: 20px;" type="text"/>
School LQAS number out of 19: / ከ19ኙ ውስጥ የትምህርት ቤቱ የወጥማጥን ቁጥር <input style="width: 30px; height: 20px;" type="text"/> <input style="width: 30px; height: 20px;" type="text"/>
District / ወረዳ _____
School Name / የትምህርት ቤት ስም _____
Cluster Supervisors / የጉድገት ተቆጣጣሪዎች/የጉድገት ሰ-ፐርሻይዘሮች _____
Date of Visit / የጉብኝት ቀን _____ / _____ / _____ dd / mm / yyyy / (ቀን/ወር/ዓ.ም.)
Arrival time at the school (HH:MM) / ትምህርት ቤት የመድረሻ ሰዓት (ሰዓት:ደቂቃ)፣ ____:____ (Use 24 hour time) / (የ24 ሰዓት የሰዓት አቆጣጠር ሥርዓት ይጠቀሙ)
Departure time at the school (HH:MM) / ከትምህርት ቤቱ መለቀቂያ (መውጫ) ሰዓት (ሰዓት:ደቂቃ)፣ ____:____ (Use 24 hour time) / (የ24 ሰዓት የሰዓት አቆጣጠር ሥርዓት ይጠቀሙ)
This questionnaire was reviewed by: / ይህ መጠይቅ የተገመገመው በ _____
(Head of Supervision name and signature) / (የተቆጣጣሪ ኃላፊ ስምና ፊርማ)

Section 1: Head Teacher Introduction and Consent / ክፍል 1፣ ክርዕስመምህር ጋር

መተዋወቅና ይሁንታ/ስምምነት ማግኘት

☀️ Good morning. My name is _____ and I work with the Amhara Education Bureau. We are conducting a pilot study to evaluate a new way to monitor schools in order to identify schools that are in the greatest need of additional support. This exercise is not meant to penalize schools. / ጤና ይስጥልኝ! እንደምን አደሩ?-----እባላለሁ። ከአማራ ክልል ትምህርት ቢሮ ጋር እሠራለሁ። ትምህርትቤቶችን በአዲስ ሁኔታ በመከታተልና በመገምገም ልዩና ተጨማሪ ድጋፍ የሚያስፈልጋቸውን ትምህርትቤቶች ለይቶ ለማወቅ፣ የሙከራ ጥናት ለማካሄድ አስበናል። ይህ የሙከራ ጥናት በትምህርትቤታችሁ ላይ የሚያስከትለው አንዳችም ተጽእኖ ወይም ጉዳት አይኖርም።

In today’s visit, we are particularly interested in examining language and literacy practice in STANDARD 2 classrooms. For this reason, we would like to observe one of your STANDARD 2 teachers teaching their typical reading lessons. We will ask to see the teacher’s lesson plan and the teacher’s guide. / በዛሬው ጉብኝታችን፣ በተለይ በ2ኛ ክፍል ያለውን የቋንቋና የማንበብ-መጻፍ ትምህርት ተሞክሮ ለመመዘን እንፈልጋለን። በዚህ ምክንያት፣ ማንበብን እያስተማሩ ካሉ የ2ኛ ክፍል መምህራን መካከል የአንዳቸውን ክፍል መመልከት እንፈልጋለን። ለዚህም የመምህራን/ሩን የዕለት የትምህርት እቅድና የመምህር መምሪያ በቅድሚያ እንጠይቃለን።

Once we are done with the observation and assessment of your STANDARD 2 teacher, we would like to sample 18 of your STANDARD 2 pupils. 16 of these pupils will participate in a simple group Amhara reading assessment. The remaining 2 selected pupils will be asked to participate in the group test if any of the selected pupils is unable or unwilling to participate. The pupil assessment includes questions about letters, words, simple sentences, and a short passage. The pupil assessment should take about 45 minutes to an hour. We will also examine the pupil’s literacy exercise books. We will try to be as fast as we can so as to minimize the disruption to your school. / አንድ ጊዜ የ2ኛ ክፍል መምህራን/ሩን ክፍል ከተመለከትንና ምዘና ካካሄድን በኋላ፣ ከ2ኛ ክፍል ተማሪዎች ውስጥ 18ቱን በናሙናነት መምረጥ እንፈልጋለን። ከነዚህም መካከል 16ቱ ተማሪዎች በአማራ ክልል ቀላል የቡድን የማንበብ ምዘና የሚሳተፉ ይሆናሉ። ቀሪዎቹ 2 ተማሪዎች በተጠባባቂነት ተይዘው ከ16ቱ ተማሪዎች መካከል በምዘናው ለመሳተፍ የማይችሉ ወይም ፈቃደኛ የማይሆኑ ካሉ፣ በማንበብ ምዘናው እንዲሳተፉ ይጠየቃሉ። የተማሪዎች ምዘና የፊደሎች፣ የቃላት፣ የቀላል ዓረፍተነገሮችና የአጭር ምንባብ ጥያቄዎችን ያካትታል። የተማሪዎች ምዘናውም ከ45 ደቂቃ እስከ አንድ ሰዓት ይወስዳል። በተጨማሪም የተማሪዎችን የማንበብ መጻፍ መለማመጃ ደብተሮች እንፈትሻለን። ይህንንም የመማር ማስተማሩን ሂደት ብዙ በማያስተጓጉል ሁኔታ በተቻለ ፍጥነት በጣም በአጭር ጊዜ ውስጥ ለማከናወን እንሞክራለን።

I will not write any names on the questionnaires because the survey is not meant to check up on individual teachers or pupils. / በመጠይቆች ላይ የማንንም ስም አልጽፍም፤ ምክንያቱም የሙከራ ጥናቱ ዓላማ እያንዳንዱን መምህርና ተማሪ በግለሰብ ደረጃ ለመከታተልና ለመቆጣጠር ባለመሆኑ ነው።

The pupil reading assessment is a written test and will need to be administered in the pupils’ classroom. The non-selected pupils will have to leave the classroom while the test is being conducted. We would like to assess 16 randomly selected pupils from the chosen STANDARD 2 class. In order to ensure quiet during this assessment, we would like to conduct this assessment when the school is not on break. Could you please suggest a time when it would be most convenient to conduct this test? / የተማሪዎች የማንበብ ምዘና የጽሑፍ ፈተና ሲሆን፣ በተማሪዎቹ መማሪያ ክፍል ውስጥ እንዲከናወን ይፈለጋል። ፈተናው በሚሰጥበት ጊዜ በምዘናው ለመካፈል ያልተመረጡት ተማሪዎች ከመማሪያ ክፍላቸው ይወጣሉ። በነሲብ ንምና ከተመረጠው 2ኛ ክፍል የተመረጡትን 16 ተማሪዎች ብቻ እንመዘናለን። ምዘናውንም የምናካሂደው ትምህርትቤት ዝግ ባልሆነበትና የ ትምህርት ሰዓት ነው። ስለሆነም ምዘናውን ለማካሄድ አመች የሆነውን ጊዜ ሊጠቁሙን ይችላሉ?

Finally, we are also interested in documenting the percentage of teachers who arrived on time at your school today. / በመጨረሻም፣ በዛሬው ዕለት በትምህርትቤትዎ በመደበኛ የሥራ መግቢያ ሰዓት ትምህርትቤት የደረሱ መምህራንን መቶኛ መመዝገብ እንወዳለን።

Participation in this pilot study is voluntary however, we hope that you will participate so that we can learn from this assessment and improve this new monitoring tool to support schools. Do you have any questions you would like to ask me? Do you agree to participate in this survey and allow your teachers and pupils to participate? / በዚህ የሙከራ ጥናት መሳተፍ የሚቻለው በፈቃደኝነት ብቻ ነው፤ ስለሆነም ለመሳተፍ ፈቃደኛ ሆነው፤ ከዚህ ምዘና መግር እንደምንችልና ለትምህርት ቤቶችም ተገቢውን ድጋፍ ለማድረግ ይህን አዲሱን የመከታያ መሣሪያ እንደምናሻሽል ተስፋ አደርጋለሁ። እኔን መጠየቅ የሚፈልጉት ጥያቄ ይኖረዎታል? በዚህ ቅኝት ለመሳተፍ ይስማማሉ? መምህራኑና ተማሪዎችም በጥናቱ እንዲሳተፉ ይፈቅዳሉ?

YES / አዎ (ፈቃደኛ ነኝ) NO / የለም (ፈቃደኛ አይደለሁም)

If no, mark this head teacher as a refusal. Then proceed to another school. Reuse this same introduction and questionnaire / ምላሻቸው አሉታዊ ከሆነ፣ በእኔህ ርዕሰ መምህር ላይ ፈቃደኛ አይደሉም በሚል ምልክት ያድርጉና ወደሌላው ትምህርት ቤት ይሂዱ፤ ይህንኑ መግቢያና መጠየቅም መልሰው ይጠቀሙባቸው።

THANK YOU / አመሰግናለሁ።

Section 2: Teacher Attendance / ክፍል 2፣ የመምህር የሰዓት መቆጣጠሪያ መዝገብ

Fill in this section as soon as you have met the head teacher and they have agreed to the monitoring visit. Ideally, your introductory visit with the head teacher will take place just before school starts. Please note the number of teachers employed at the school (this should include teachers that are employed by the Ministry of Education or teachers directly employed by the School.). This information is best obtained from the staff **attendance book**. Observe the actual number of teachers in attendance by quickly walking through the school and counting the number of teachers in their classrooms at the school's **official start time** in the morning. If you have time before the school's official start time, go ahead and complete the other sections while you wait for the school's start time. / የትምህርት ቤቱን ርዕሰ መምህር አግኝተው የከትትል ጉብኝቱ እንዲደረግ ከተስማሙ በኋላ ወዲያውኑ ይህን ክፍል ያሟሉ። ከትምህርት ቤቱ ርዕሰ መምህር ጋር ራስዎን የሚያስተዋውቁት ትምህርት ከመጀመሩ በፊት እንዲሆን ይጠበቃል። እባክዎ የትምህርት ቤቱን መምህራን ብዛት ይመዝገቡ። (የመምህራን ብዛት በትምህርት ሚኒስቴር ወይም በትምህርት ቤቱ በቀጥታ የተቀጠሩትን የሚያካትት ይሁን።) ይህ መረጃ ከመምህራን የሰዓት መቆጣጠሪያ መዝገብ የሚገኝ ቢሆን ይመረጣል። የሰዓት መቆጣጠሪያ መዝገቡን በፍጥነት በመመልከት በመዝገቡ ላይ የተዘረዘሩትን መምህራን ትክክለኛ ብዛት ይመዝገቡ። በትምህርት ቤቱ በየክፍሉ ተዘዋውረው በጧቱ መደበኛ የሥራ ሰዓት በየማስተማሪያ ክፍላቸው የተገኙትን መምህራን ይቀረጡ። መደበኛው የትምህርት ሰዓት ከመድረሱና ትምህርት ከመጀመሩ በፊት ጊዜ ካለዎት ትምህርት እስኪጀምር ድረስ አልፈው ሌሎችን ክፍሎች ያሟሉ።

I will need to walk around your school to observe how many teachers are in their classrooms this morning. I will then need to compare this with the number of teachers on your attendance book. May I please see your attendance book? Thank you. / ዛሬ ጧት በመደበኛ የሥራ መግቢያ ሰዓት ምን ያህል መምህራን በሚያስተምሩባቸው ክፍሎች እንደተገኙ ለማወቅ ተዘዋውረው መመልከት እፈልጋለሁ። ከዚያም በየክፍሉ ዞሬ በመመልከት ያገኘሁትን የመምህራን ቁጥር በሰዓት መቆጣጠሪያ መዝገባችሁ ላይ ካሉት መምህራን ቁጥር ጋር አመሳክራለሁ። እባክዎ፣ የሰዓት መቆጣጠሪያ መዝገባችሁን ማየት እችላለሁ? አመሰግናለሁ።

No.	Questions and Filters / ጥያቄዎችና ማጣሪያዎች	Coding Categories / መለያ የመስጫ ምድቦች	Skips (if any) / ይለፉት (ካለ)
2.1	How many teachers are in their classroom at the school's official start time? (observe this by walking around to all the classrooms) / በመደበኛው የሥራ መግቢያ ሰዓት በየማስተማሪያ ክፍላቸው ምን ያህል መምህራን አሉ? (ሁሉንም የማስተማሪያ ክፍሎች ተዘዋውረው በመመልከት ይህን መረጃ በትክክል ያሟሉ)	<div style="text-align: center;"> <input style="width: 100px; height: 20px;" type="text"/> NUMBER OF TEACHERS / የመምህራን ብዛት </div>	
2.2	How many teachers are employed at the school- anyone listed on the attendance book? / በትምህርት ቤቱ ምን ያህል ተቀጣሪ መምህራን አሉ? (በሰዓት መቆጣጠሪያው ላይ የተመዘገቡትን ያካትታል)	<div style="text-align: center;"> <input style="width: 100px; height: 20px;" type="text"/> NUMBER OF TEACHERS / የመምህራን ብዛት </div>	
2.3	What per cent of teachers are in attendance (2.1/2.2 x100)? / በዕለቱ በመደበኛው የሥራ መግቢያ ሰዓት የተገኙት መምህራን መቶኛ ምን ያህል ነው?	<div style="text-align: center;"> <input style="width: 100px; height: 20px;" type="text"/> PER CENT OF TEACHERS / በመደኛ የሥራ መግቢያ ሰዓት የተገኙ መምህራን መቶኛ </div>	
2.4	Were 80 per cent of teachers in attendance at the school's official start time? / በዕለቱ በመደበኛው የሥራ መግቢያ ሰዓት የተገኙት መምህራን 80% ይሆናሉ?	YES / አዎ 1 NO / የለም 0	

Section 3. STANDARD 2 Teacher Selection for the Language and Literacy Lesson Observation and Teacher Reading Assessment / ክፍል 3. ለቋንቋና ለማንበብ-መጻፍ ትምህርት ምልከታና ለመምህራን የማንበብ ምዘና የ2ኛ ክፍል መምህራን መረጣ

If the school has more than one STANDARD 2 teacher, explain to the Head Teacher the need to randomly select just one STANDARD 2 teacher. If there is only one STANDARD 2 teacher, then observe that teacher. / ትምህርትቤቱ ከአንድ በላይ የ2ኛ ክፍል መምህራን ካሉት፣ ከመካከላቸው አንዳቸውን በዕጣ ንምና መምረጥ እንደሚያስፈልግ ርዕሰመምህሩን ያስረዱ። አንድ/ዲት የ2ኛ ክፍል መምህር ብቻ ካለ/ች ግን ምልከታውን በእሷ/ሱ ክፍል ብቻ ያከናውኑ።

🗨️ I will need to randomly select a STANDARD 2 teacher to observe teaching a language and literacy lesson. In order to pick a teacher, I'll need to see your teacher attendance book. / የቋንቋና የማንበብ-መጻፍ ትምህርት ምልከታ ለማካሄድ አንድ/ዲት የ2ኛ ክፍል መምህር በዕጣ መምረጥ እፈልጋለሁ። ካሉት መምህራን መካከል አንዳቸውን ለመምረጥ የሰዓት መቆጣጠሪያ መዝገባችሁን ማየት እፈልጋለሁ።

Identify the total number of STANDARD 2 teachers that are in attendance today. If you are working in a school that only has two teachers in their registry and one of the teachers is absent, then observe the only STANDARD 2 teacher that is in attendance. If there is more than one teacher, select the random number box below that corresponds to the number of teachers on the duty roster or staff list. / በዛሬው ዕለት በሰዓት መቆጣጠሪያ መዝገብ ላይ የፈረሙትን የ2ኛ ክፍል መምህራንን ጠቅላላ ብዛት ይለዩ። ሁለት መምህራን ብቻ ባሉበት ትምህርትቤት የሚሠሩ ከሆኑ በሰዓት መቆጣጠሪያ መዝገብ ላይ ሰማቸው ከሰፈረው ሁለት መምህራን አንዳቸው ቀሪ ከሆኑ በተገኘው/ችው የ2ኛ ክፍል መምህር ክፍል ብቻ ምልከታውን ያከናውኑ። በትምህርትቤቱ ከአንድ በላይ የ2ኛ ክፍል መምህራን ካሉ፣ በመደበኛው የሥራ መግቢያ ሰዓት ከተገኙት ወይም ከመምህራን ዝርዝር ጋር የሚጣጣሙትን ፍሙና ከታች ካለው የዕጣ ቁጥር ሳጥን ይምረጡ።

Without looking, hold your pencil over the appropriate random number box and pick the STANDARD 2 teacher whose number your pencil lands on. If your pencil lands on a 2, then pick the second teacher on the duty roster or staff list. / አይንዎን በመጨፈን የዕጣ ቁጥር ሳጥኑን ሳይዩ እርሳስዎን በትክክለኛው የዕጣ ቁጥር ሳጥን ላይ በማሳረፍ እርሳሱ ያረፈበትን የ2ኛ ክፍል መምህር ይምረጡ። እርሳሱ ያረፈው ቁጥር 2 ላይ ከሆነ በዕለቱ በትምህርት ሥራ መጀመሪያ ሰዓት ከተገኙት ወይም ከመምህራን ዝርዝር ውስጥ ሁለተኛውን/ዎን መምህር ይምረጡ።

Random number boxes for selection of teacher / ለመምህራን መረጣ የዕጣ ቁጥር ሳጥኖች

RANDOM NUMBER TABLE TO SELECT ONE STANDARD 2 TEACHER FROM AMONG 4 TEACHERS / ከ4 መምህራን መካከል አንድ/ዲት የ2ኛ ክፍል መምህር ለመምረጥ የዕጣ ቁጥር ሰንጠረዥ				
2	3	1	2	3
1	2	4	1	1
3	3	2	1	2
1	1	1	2	2
4	2	2	1	1
1	3	2	4	4

RANDOM NUMBER TABLE TO SELECT ONE STANDARD 2 TEACHER FROM AMONG 3 TEACHERS / ከ3 መምህራን መካከል አንድ/ዲት የ2ኛ ክፍል መምህር ለመምረጥ የዕጣ ቁጥር ሰንጠረዥ				
3	2	1	2	2
3	2	1	1	3
2	1	1	1	3
1	3	3	3	3
2	2	3	1	1
1	1	3	2	2

RANDOM NUMBER TABLE TO SELECT ONE STANDARD 2 TEACHER FROM AMONG 2 TEACHERS / ከ2 መምህራን መካከል አንድ/ዲት የ2ኛ ክፍል መምህር ለመምረጥ የዕጣ ቁጥር ሰንጠረዥ				
2	2	1	2	1
1	2	2	2	1
2	2	1	1	2
1	1	1	2	2
2	2	2	2	1
2	2	1	1	1

1	3	1	4	1
3	4	1	3	1
4	3	2	2	1
1	3	4	2	3

2	2	2	2	3
3	2	1	3	2
2	1	1	3	1
3	2	3	3	1

2	2	1	2	2
1	1	2	1	2
1	1	2	1	1
1	1	2	1	2

No.	Questions and Filters / ጥያቄዎችና ማጣሪያዎች	Coding Categories / መለያ የመስጫ ምድቦች	Skips (if any) / ይለፉት (ካለ)
3.1	Is the teacher that I've selected in attendance today? / የመረጥኩት/ኳት መምህር በመምራን የሰዓት መቆጣጠሪያ መዝገብ ላይ ዛሬ ፈርሟል/ማለች? (ዛሬ አለ/አለች?)	YES / አዎ..... 1 NO / የለም 0	If 'no' repeat the teacher selection process. / የመረጡት/ጧት መምህር በመምህራን የሰዓት መቆጣጠሪያ መዝገብ ላይ ካልፈረመ/ች ወይም ከሌለ/ች ምርጫውን ደግመው ያከናውኑ::
3. 2	Does the teacher I have selected normally teach the Amharic lesson? / የመረጥኩት/ኳት መምህር መደበኛ የአማርኛ ቋንቋ መምህር ነው/ናት?	YES / አዎ..... 1 NO / የለም 0	
3. 3	If not, is there a different teacher in your school who normally teaches the Amharic lesson for this teacher? / የተመረጠው/ችው መምህር የአማርኛ ቋንቋ መምህር ካልሆነ/ች እሱን/ሷን የሚተካ/የምትተካ አማርኛ የሚያስተምር/የምታስተምር ሌላ መምህር በትምህርትቤታችሁ ይኖራል/ትኖራለች?	YES / አዎ..... 1 NO / የለም 0	
3.4	Do you have the current version of the Amharic language syllabus? / አዲሱ የአማርኛ ቋንቋ መርሀትምህርት አላችሁ?	YES / አዎ..... 1 NO / የለም 0	

Section 4. STANDARD 2 Teacher Introduction and Consent / ክፍል 4፣ ከ2ኛ ክፍል መምህር ጋር መተዋወቅና ይሁንታ/ስምምነት መግኘት

🗨️ I would now like to meet the selected STANDARD 2 teacher. Could you please introduce us? / በዕጣ ከተመረጡት የ2ኛ ክፍል መምህር ጋር መገናኘት ፈልጌ ነበር፤ እባክዎን ሊያስተዋውቁን ይችላሉ?

Informed Consent for the STANDARD 2 Teacher Who Will Be Observed / ለምልከታ የሚመረጡ የ2ኛ ክፍል መምህር ይሁንታ (ስምምነት) ማግኘት

Good morning. My name is _____ and I work with the Amhara Education Bureau. In our visit today, we are particularly interested in examining reading practice in STANDARD 2 classrooms. Your classroom was randomly selected to participate in this monitoring visit. We would like to ask you about some of the teaching and pupil materials that you have and use in your routine teaching. We would also like to quietly observe your reading lesson or lessons. ጤና ይስጥልኝ! እንደምን አደሩ? -----እባላለሁ፤ ከአማራ ክልል ትምህርት ቢሮ ጋር እሠራለሁ። በዛሬው ቀን ጉብኝታችን በ2ኛ ክፍል መማሪያ ክፍሎች የማንበብ ልምምዶችን መቃኘት እንፈልጋለን። የእርስዎ ክፍል በዚህ የክትትል ጉብኝት በቅኝቱ ተሳታፊ እንዲሆን በእጣ ተመርጧል። አዘውትረው ስለሚጠቀሙባቸው ስለተወሰኑ የማስተማሪያና የተማሪዎች መማሪያ መሳሪያዎች ልንጠይቅዎ እንወዳለን። በተጨማሪም የማንበብ ትምህርትዎን ወይም ትምህርቶችዎን በክፍል ውስጥ ተገኝተን መመልከት እንፈልጋለን።

Once we have observed your reading lesson, we would like to randomly select 18 children in your classroom. 16 of these 18 children will take part in a group Amharic reading and comprehension assessment. The remaining 2 pupils will be called on to participate in case any of the original 16 students is unable or unwilling to participate. / የማንበብ ትምህርቱን ከተመለከትን በኋላ ከክፍሉ ተማሪዎች መካከል 18 ህጻናትን በእጣ መምረጥ እንፈልጋለን። ከ18ቱ ህጻናት 16ቱ በአማርኛ የማንበብና አንብቦ መረዳት ምዘና በቡድን ይሳተፋሉ። ቀሪዎቹ 2 ተማሪዎች በተጠባባቂነት ይያዙና በመጀመሪያ ከተመረጡት 16 ተማሪዎች መካከል መሳተፍ የማይችሉ ወይም ለመሳተፍ ፈቃደኛ የማይሆኑ ካሉ እነሱን እንዲተኩ ይጠራሉ።

We will not record names on any questionnaires because the survey is not meant to check up on individual teachers or pupils. Rather, it is meant to help the Woreda Education Officer plan how to best support schools and teachers. The pupil assessment includes questions about letters, words, simple sentences and a reading passage and it should take about 45 minutes to one hour. We will also examine the pupil’s literacy exercise books. We will try to be as fast as we can so as to minimize the disturbance to your class. / ቅኝቱ እያንዳንዱን መምህር ወይም ተማሪ በግል የሚመለከት ስላልሆነ፣ በመጠይቆቹ የማንም ስም አይጻፍም። ዋናው ዓላማ የወረዳ ትምህርት ጽ/ቤት እቅድ ለትምህርትቤቶችና ለመምህራን በተሻለ ሁኔታ ድጋፍ እንዲሰጥ ለማገዝ ነው። የተማሪ ምዘና የፊደላት፣ የቃላት፣ የቀላል ዓረፍተነገሮችና የምንባብ ጥያቄዎች ያሉት ሁኖ በ45 ደቂቃ ውስጥ የሚጠናቀቅ ይሆናል። በተጨማሪም የተማሪዎችን የማንበብ መጻፍ መለማመጃ ደብተሮች ለመቃኘት እንወዳለን። ይህንንም የመማር ማስተማሩ ሂደት እንዳይስተጓጎል በተቻለ መጠን በአጭር ጊዜ ውስጥ ለማጠናቀቅ እንሞክራለን።

Participation in this pilot study is voluntary, however, we hope that you will participate so that we can learn from this assessment and improve this new monitoring tool. Do you have any questions you would like to ask me? Do you agree to participate in this survey and allow your pupils to participate? / በሙከራ ጥናቱ መሳተፍ የሚቻለው በፈቃደኝነት ነው። ስለሆነም ለመሳተፍ ፈቃደኛ እንደሚሆኑ፣ ከዚህም ምዘና መማር እንደምንችልና ይህን አዲሱን የመረጃ መሰብሰቢያ መሳሪያ እንደምናሻሽል ተስፋ አደርጋለሁ። እኔን ለመጠየቅ የሚፈልጉት ጥያቄ ይኖራል? በዚህ የቅኝት ጥናት ለመሳተፍ ተስማምተዋል? ተማሪዎችዎን በጥናቱ እንዲሳተፉ ይፈቅዳሉ?

YES / አዎ NO / የለም

☞ Thank you very much. Now, could you please show me your STANDARD 2 Teacher's Guide and your lesson plan for today? / እጅግ በጣም አመሰግናለሁ። እባክዎን፣ የ2ኛን ክፍል የመምህር መምሪያ እና የዛሬውን የአለት ትምህርት ዕቅድዎን አሁን ሊያሳዩኝ ይችላሉ?

In your notebook, note what content and activities are planned for today's Reading lesson. After the lesson observation, you will need to note whether teacher has or hasn't followed their lesson plan for the day. Please remember that you should not keep the lesson plan during the observation so that the teacher can consult this plan if needed. / በዛሬው የማንበብ ትምህርት ምን ምን ይዘቶችና ተግባራት እንደታቀዱ በግል ማስታዎሻዎ ያስፍሩ። ከክፍል ምልክታ በኋላ መምህሩ/ሯ ምን ያህል የዕለቱን የትምህርት ዕቅድ እንደተከተለ/ች ወይም እንዳልተከተለ/ች በማስታዎሻ ማስፈሪር አለበዎት። መምህሩ/ሯ የዕለት ትምህርት ዕቅዱን ለማጣቀሻነት ሊጠቀሙበት ስለሚችሉ፣ በክፍል ውስጥ ምልክታውን በሚያከናውኑበት ጊዜ የመምህሩን/ሯን የዕለት ትምህርት ዕቅድ በእጅዎ መያዝ እንደሌለበዎት ያስታውሱ።

Section 5: Availability of Teacher Materials / ክፍል 5፣ የመምህር መጽሐፍ መኖር

No.	Questions and Filters / ጥያቄዎችና ማጣሪያዎች	Coding Categories / መለያ የመስጫ ምድቦች	Skips (if any) / ይለፉት (ካለ)
5.1	Does the teacher have the STANDARD 2 Teacher's Guide in his/her classroom that you can see? / መምህሩ/ሯ በሚያስተምሩበት ክፍል የ2ኛ ክፍል የመምህር መምሪያ እንዳለው/ላት አይተዋል?	YES / አዎ 1 NO / የለም 0	
5.2	Does the teacher have the Amharic annual plan? / መምህሩ/ሯ የአማርኛ ቋንቋ ትምህርት ዓመታዊ የሥራ ዕቅድ አለው/ላት?	YES / አዎ 1 NO / የለም 0	
5.3	Does the teacher have a lesson plan for the day in the lesson notebook? / መምህሩ/ሯ በትምህርት ማስታዎሻ ደብተሩ/ሯ፣ ለዕለቱ ትምህርት የዕለት ዕቅድ አለው/ላት?	YES / አዎ 1 NO / 0	
5.4	Does the lesson plan refer to the teacher's guide, syllabus or annual plan? / የዕለት ትምህርት ዕቅዱ የመምህር መምሪያውን ፣ መርህትምህርቱን ወይም የአማርኛ ትምህርት ዓመታዊ የሥራ ዕቅድን ያጠቅሳል?	YES / አዎ 1 NO / የለም 0	
5.5	Note below what the main focus of the lesson is today and what activities are planned. Refer to your notes when observing the lesson. Return the lesson plan to the teacher once you have taken your notes so that they can use them while teaching. / የዛሬው ትምህርት ዋና ትኩረት ምን እንደሆነና ምን ምን ተግባራት እንደታቀዱ የሚገልጽ ማስታዎሻ ከታች		

	<p>ያስፍሩ። የክፍል ምልክታውን በሚያካሂዱበት ጊዜ ይህንን ማስታዎሻ ያጣቅሱ። የዕለቱን የትምህርት እቅድ ተመልክተው በቂ ማስታዎሻ ከያዙ በኋላ፣ ሲያስተምሩ ስለሚጠቀሙበት፣ የዕለት ትምህርት እቅዱን ለመምህሩ/ሯ ይመልሱ።</p> <hr/> <hr/> <hr/> <hr/> <hr/>	
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Ask the STANDARD 2 teacher to show you the Readers and ask what unit they are currently working on in the Readers. / የመማሪያ መጽሐፎችንና በወቅቱ በየትው ክፍል/ምዕራፍ ላይ እየሠሩ እንደሆነ እንዲያሳዩዎት የ2ኛ ክፍል መምህሩን/ሯን ይጠይቁ።

🗨️ Could you please show me your Amharic readers? I would like to count how many you have. Also, could you please tell me what unit or chapter you are currently working on in the Readers? / እባክዎ የማርኛ ቋንቋ መማሪያ መጽሐፍን ሊያሳዩኝ ይችላሉ? ምን ያህሎቻችሁ መጽሐፍን እንደያዘችሁ ለመቀጠር እፈልጋለሁ። በተጨማሪም አሁን በመማሪያ መጽሐፍ በየትኛው ክፍል ወይም ምዕራፍ ላይ እየሠራችሁ እንደሆነ ሊነግሩኝ ይችላሉ?

Section 6: Availability of Pupil Materials: / ክፍል 6፣ የተማሪ የትምህርት መሣሪያዎች መኖር

No.	Questions and Filters / ጥያቄዎችና ማጣሪያዎች	Coding Categories / መለያ የመስጫ ምድቦች	Skips (if any) / ይለፉት (ካለ)
6. 1	How many STANDARD 2 Amharic readers are there in the class? / በመማሪያ ክፍል ውስጥ ስንት የ2ኛ ክፍል የአማርኛ መጻሕፍት አሉ?	<input type="text"/> NUMBER OF BOOKS / የመጻሕፍት ብዛት	If 0, ➔ 7.1 / ምንም ከሌለ ➔7.1
6. 2	What is the title of the Amharic Reader? / የአማርኛ መጽሐፍ ርዕስ ምንድን ነው?		
6. 3	How many units or chapters are there in this STANDARD 2 Amharic reader? / በዚህ የ2ኛ ክፍል የአማርኛ መጽሐፍ ውስጥ ምን ያህል ክፍሎች ወይም ምዕራፎች አሉ?	<input type="text"/> TOTAL NUMBER OF UNITS / የምዕራፎች/ክፍሎች ጠቅላላ ብዛት	

6.4	<p>What unit in the Amharic reader is the teacher working on during this lesson? (If not in the lesson, ask the teacher)</p> <p>/ በዕለቱ መምህሩ/ሯ እየሠሩ ያሉት ከአማርኛ መጽሐፉ በየትኛው ምዕራፍ/ክፍል ላይ ነው? (በየትኛውም ምዕራፍ /ክፍል ላይ እየሠሩ ካሆነ ምክንያታቸው ምን እንደሆነ መምህሩን/ሯን ይጠይቁ)</p>	<div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div> <p>UNIT / ምዕራፍ/ክፍል</p>	
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Let the STANDARD 2 teacher know that you would like to observe a normal reading lesson and assess 16 pupils in her class. Let her know that you would like to assess the pupils when it's not a break time and ask which time would be more convenient for this. Depending on the teacher's response, move to either the pupil assessment (See the pupil assessment booklet) or the classroom observation (starting on section 7 below). / መደበኛውን የማንበብ ትምህርት ሲያስተምሩ ለመመልከትና ከክፍሉ/ሷ 16 ተማሪዎችን ለመመዘን እንደሚፈልጉ የ2ኛ ክፍል መምህሩ እንዲያውቁት ያድርጉ። እንዲሁም ተማሪዎችን መመዘን የሚፈልጉት በዕረፍት ጊዜ ሳይሆን በትምህርት ሰዓት መሆኑን ለመምህሩ/ሯ አሳውቀው፤ ለዚህ ምዘና የበለጠ ተሰማሚ የሆነውን ጊዜ እንዲጠቁሙዎት ይጠይቋቸው። በመምህሩ/ሯ ምላሽ መሠረት ወደተማሪዎች ምዘና (የተማሪ ምዘና ጥራዙን ይመልከቱ) ወይም ወደክፍል ምልከታው (ከታች ከክፍል 7 ወደሚጀምረው) ይሂዱ።

CLASSROOM OBSERVATION / የክፍል ምልክታ

Do not try to influence the content of the lessons nor the duration of the lessons. Be a quiet observer of the entire lesson. If the teacher does not have an Amharic lesson planned for today, ask if they have another one planned for the week that they would be willing to teach, so that you can observe it. / በምልክታ ጊዜ ስለትምህርቱ ይዘትም ሆነ ትምህርቱ ስለሚወሰደው ጊዜ ጣልቃ ገብተው ምንም ዓይነት ተጽዕኖ አያድርጉ። ያለምንም ጣልቃ ገብነት የምልክታ ሥራዎችን ብቻ ይሥሩ። መምህሩ/ሯ ለዕለቱ የታቀደ የአማርኛ ትምህርት የዕለት ዝግጅት ከሌላቸው፣ ሌላ ለሳምንት የታቀደ ዝግጅት ያላቸውና ዛሬ ያንን ለማስተማር ፈቃደኛ ከሆኑ ይጠይቋቸውና ትምህርቱ በሚሰጥበት ጊዜ ምልክታውን ያካሂዱ።

🗨️ As part of this visit, I would like to observe you teaching the reading lesson you had planned for today. Which language or languages do you normally teach? Would now be a good time to observe your Amharic reading lesson? / የዕለቱ የጉብኝት አካል ስለሆነ፣ በዛሬው ዕለት ለማስተማር ያቀዱትን የማንበብ ትምህርት ሲያስተምሩ በክፍል ውስጥ ተገኝቼ መመልከት አፈልጋለሁ። የሚያስተምሩት የትኛውን ቋንቋ ወይም የትኞቹን ቋንቋዎች ነው? አሁን የእርስዎን አማርኛ የማንበብ ትምህርት ለመመልከት ተስማሚ ጊዜ ሊሆን ይችላል ብለው ያስባሉ?

Section 7: Time on Task: Amharic / ክፍል 7፣ የትምህርት ሥራ ሰዓት አጠቃቀም፤ አማርኛ

No.	Questions and Filters / ጥያቄዎችና ማጣሪያዎች	Coding Categories / መለያ የመስጫ ምድቦች	Skips (if any) / ይለፉት (ካለ)
7.1	Did the selected STANDARD 2 teacher teach an Amharic reading lesson? / የተመረጡት የ2ኛ ክፍል መምህር አማርኛ የማንበብ ትምህርት አስተምረዋል?	YES / አዎ 1 NO, Amharic reading lessons are not taught / የለም፤ አላስተማሩም፤ አማርኛ የማንበብ ትምህርት አልተሰጠም። 2	If 2 → Instructions after 10.2 / ከ10.2 በኋላ 2 → ትምህርት የሚኖር ሲሆን
7.2	At what time did the Amharic reading lesson begin? / አማርኛ የማንበብ ትምህርት በስንት ሰዓት ተጀመረ?	_____ : _____	
7.3	At what time did the Amharic reading lesson end? / አማርኛ የማንበብ ትምህርት በስንት ሰዓት አበቃ?	_____ : _____	
7.4	How long did the Amharic reading lesson last? / አማርኛ የማንበብ ትምህርት ምን ያህል ጊዜ ወሰደ?	_____ : _____	
7.5	Did the Amharic reading lesson last at least 40 minutes? / አማርኛ የማንበብ ትምህርት ቢያንስ 40 ደቂቃ ያህል ወሰደ?	YES / አዎ 1 NO / የለም 0	

Section 8: Reading Practice: Amharic / ክፍል 8፣ የማንበብ ልምምድ፤ አማርኛ

No.	Questions and Filters / ጥያቄዎችና ማጣሪያዎች	Coding Categories / መለያ የመስጫ ምድቦች	Skips (if any) / ይለፉት (ካለ)
8.1	Did the teacher ask pupils to read aloud individually or in pairs during the Amharic reading lesson? / አማርኛ የማንበብ ትምህርት በሚሰጥበት ጊዜ፣ ተማሪዎች በግል ድምጽ በማሰማት ወይም በጥንድ ሆነው እንዲያነቡ መምህሩ/ሯ ይጠይቁ ነበር?	YES / አዎ 1 NO / የለም 0	
8.2	Did the teacher ask the class to read silently during the Amharic reading lesson? / በአማርኛ የማንበብ ትምህርት ጊዜ ተማሪዎች ድምጻቸውን ሳያሰሙ በጥምና እንዲያነቡ መምህሩ/ሯ ይጠይቁ ነበር?	YES / አዎ 1 NO / የለም 0	
8.3	Did the teacher ask the whole class to read a passage together during the Amharic reading lesson? / በአማርኛ የማንበብ ትምህርት ከፍለጊዜ ሁሉም የክፍሉ ተማሪዎች በአንድ ላይ ምንባብ እንዲያነቡ መምህሩ/ሯ ይጠይቁ ነበር?	YES / አዎ 1 NO / የለም 0	
8.4	Did the teacher ask pupils to give the letter names or sound identification during the lessons? / በአማርኛ ትምህርት ክፍለጊዜ ተማሪዎች የፊደላትን በስም እንዲጠሩ ወይም የፊደላትን ድምጾች እንዲለዩ መምህሩ/ሯ ይጠይቁ ነበር?	YES / አዎ 1 NO / የለም 0	
8.5	Did the teacher ask pupils comprehension questions based on what was read? / መምህሩ/ሯ ተማሪዎችን በተነበበው ምንባብ ላይ የተመሠረቱ የአንብቦ መረዳት ጥያቄዎች ይጠይቁ ነበር?	YES / አዎ 1 NO / የለም 0	
8.6	Did the teacher conduct at least four of the five activities (8.1-8.5) during the lesson? / በአማርኛ የማንበብ ትምህርት ጊዜ መምህሩ/ሯ ከአምስቱ ተግባራት ቢያንስ አራቱን (8.1-8.5) አከናውነዋል?	YES / አዎ 1 NO / የለም 0	

Section 9: Pupil Engagement: Amharic / ክፍል 9፣ የተማሪዎች ተሳትፎ፣ አማርኛ

No.	Questions and Filters / ጥያቄዎችና ማጣሪያዎች	Coding Categories / መለያ የመስጫ ምድቦች	Skips (if any) / ይለፉት (ካለ)
9.1	<p>Were the majority of pupils (more than half) actively engaged for at least half of the Amharic reading lesson? (Sample activities may include: individual reading, pair or group reading, raising their hands, coming up to the front of the class to read or write, or writing at their desks.) / በርካታዎቹ ተማሪዎች (ከግማሽ በላይ የሚሆኑት) ቢያንስ ከግማሽ ያህል በሚሆነው በአማርኛ የማንበብ ትምህርት በንቃት ተሳትፈዋል? (ናሙና ተግባራቱ የሚከተሉትን ሊያካትቱ ይችላሉ፤ በግል ማንበብ፣ በጥንድ ወይም በቡድን ማንበብ፣ እጃቸውን በማውጣት፣ ከፊትለፊት ወጥቶ ማንበብ ወይም በመቀመጫቸው/ደገፊነቸው ላይ እንዳሉ መጻፍ፡፡)</p>	<p>YES / አዎ 1 NO / የለም 0</p>	

Section 10: Teacher Material Use and Preparedness: Amharic / ክፍል 10፣ የመምህር የትምህርት መሣሪያዎች አጠቃቀምና ዝግጁነት፤ አማርኛ

No.	Questions and Filters / ጥያቄዎችና ማጣሪያዎች	Coding Categories / መለያ የመስጫ ምድቦች	Skips (if any) / ይለፉት (ካለ)
10.1	<p>Did the teacher follow the lesson plan during the observed Amharic reading lesson? (Please consult your notes on the lesson plan when answering this question. If the teacher did not have a lesson plan, select “Not Applicable”) / በአማርኛ የማንበብ ትምህርት ምልክታ ጊዜ፣ መምህሩ/ሯ የዕለቱን የትምህርት ዕቅድ ተከትለው አስተምረዋል? (እባክዎን ይህን</p>	<p>YES / አዎ 1 NO / የለም 0 N/A / አይመለከተውም/ ታትም 2</p>	

<p>ጥያቄ በሚመልሱበት ጊዜ የዕለት ትምህርት እቅድ ማስታዎሻዎን ያገናዝቡ፤ መምህሩ/ሯ የዕለት ትምህርት እቅድ ከሌላቸው "አይመለከተውም/ታትም" በሚል ያመልክቱ።)</p>	
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After you have observed the reading lesson, let the teacher know that you would like to see the class register (be sure to use the most recent/up to date register) to record the number of pupils that are enrolled in this STANDARD 2 class. Also, let the teacher know that you would like to line up the pupils (pupils need not be in any particular order) so that you can count the pupils that are currently in attendance and conduct your sampling exercise being careful to complete the sampling sheet as you do so. / የክፍል ምልክታውን ካጠናቀቁ በኋላ በዚህ የ2ኛ ክፍል የተመዘገቡትን ተማሪዎች ብዛት የተመዘገበበትን የተማሪዎችን የስም መቆጣጠሪያ (የቅርብ ጊዜ የስም መቆጣጠሪያ መዝገብ መሆኑን ርግጠኛ ይሁኑ) መዝገብ ማየት እንደሚፈልጉ ለመምህሩ/ሯ ያሳውቁ። በተጨማሪም በዕለቱ የተገኙትን ተማሪዎች ለመቆጣጠርና የንጥረውን ተግባር በጥንቃቄ ለማካሄድ ይችሉ ዘንድ፣ ተማሪዎችን በመስመር ማሰለፍ (ተማሪዎቹ እንደተገኙ እንጂ የግድ በአንድ የታወቀ ቅደምተከተል እንዲሰለፉ አያስፈልግም) እንደሚፈልጉ መምህሩን/ሯን ያሳውቁ።

☛ Thank you for allowing me to observe your reading lesson/s today. It was very interesting. As the next phase of our visit today, I would like to see your class register to see how many pupils are enrolled in your class. I would also like to line the pupils up to count the number that are here today and then conduct an exercise to randomly select 18 pupils. We will work with 16 of these selected pupils, the remaining 2 pupils will be identified in case any of the originally selected 16 students is unable or unwilling to participate. At a time that is convenient for you and your class, we would like to assess 16 of the selected pupils in your class using a simple written test. I will also ask the selected 16 pupils to bring with them their Amharic exercise book. I will look through these once the pupils have completed their assessment. In order to ensure quiet, we would like to conduct this assessment when the school is not on break. Could you please let me know when it would be convenient to conduct this pupil assessment? Could we do this now? / ዛሬ የማንበብ ትምህርትዎን እንድመለከት ስለፈቀዱኝ በጣም አመሰግናለሁ። በእውነቱ በጣም አስደሳች ነበር፤ ከዚህ በመቀጠል ደግሞ በዕለቱ የጉብኝት መርሐግብር መሠረት፣ የተማሪዎችን ስም ዝርዝር የያዘ ሰነድ በማየት በሚያስተምሩበት ክፍል ምን ያህል ተማሪዎች ተመዝግበው እንደሚማሩ ማወቅ እፈልጋለሁ። እንዲሁም ዛሬ በክፍል ውስጥ የተገኙትን ለመቀጥር እንዲመቻኝ፣ ተማሪዎችን በመስመር አሰልፎከመካከላቸው 18 ተማሪዎችን በዕጣ የመምረጥ ሥራ አከናውናለሁ። ከተመረጡት ውስጥ ከ16ቱ ተማሪዎች ጋር እንሠራለን፤ ቀሪዎቹ 2 ተማሪዎች ደግሞ ከ16ቱ ተማሪዎች መካከል ምናልባት ለመሳተፍ የማይችሉ ወይም ፈቃደኛ የማይሆኑ ካሉ በተጠባባቂነት ይያዛሉ። ለእርሶዎና ለተማሪዎችዎ አመቺ በሆነ ጊዜ የተመረጡትን 16 ተማሪዎች ቀላል የጽሑፍ ፈተና በመጠቀም እንመዘናለን። በተጨማሪም የተመረጡት 16 ተማሪዎች የአማርኛ መለማመጃ ደብተራቸውን ይዘው እንዲመጡ እጠይቃለሁ። ተማሪዎቹ ምዘናውን እንዳጠናቀቁ ደብተሮቻቸውን እቃኛለሁ። ይበልጥ ርግጠኛ ለመሆን ይህንን ምዘና የምናከናውነው በእርፍት ጊዜ ሳይሆን በትምህርት ሰዓት ነው። ስለዚህ ይህን የተማሪዎች ምዘና ለማካሄድ ምቹ የሆነውን ጊዜ ሊያሳውቁን ይችላሉ? አሁን ማካሄድ እንችላለን?

Section 11: Pupil attendance / ክፍል 11፤ የተማሪዎች መዝገብ

No.	Questions and Filters / ጥያቄዎችና ማጣሪያዎች	Coding Categories / መለያ የመስጫ ምድቦች	Skips (if any) / ይለፉት (ካለ)
11.1	<p>How many STANDARD 2 pupils are <u>registered</u> in the selected classroom? / በተመረጠው የ2ኛ ክፍል መማሪያ ክፍል ምን ያህል ተማሪዎች ተመዝግበው ይገኛሉ?</p> <p><i>The most accurate register may be with the classroom teacher or with the Head Teacher. / በጣም ትክክለኛው የተማሪዎች መዝገብ ክርዕስመምህሩ/ሯ ወይም ከክፍል ስም ጠሪው/ዋ ሊገኝ ይችላል።</i></p>	<p style="text-align: center;"><input type="text"/></p> <p style="text-align: center;">NUMBER OF PUPILS / የተማሪዎች ብዛት</p>	
11.2	<p>How many STANDARD 2 pupils are <u>present</u> in the selected classroom? / በተመረጠው የ2ኛ ክፍል ተማሪዎች መማሪያ ክፍል ምን ያህል ተማሪዎች በዕለቱ ተገኝተዋል?</p> <p><i>Record the total number of pupils counted during the pupil sampling exercise below. / ከታች ባለው የንጥርና ክንውን የተማሪዎችን ጠቅላላ ብዛት ይመዝግቡ።</i></p>	<p style="text-align: center;"><input type="text"/></p> <p style="text-align: center;">NUMBER OF PUPILS/ የተማሪዎች ብዛት</p>	
11.3	<p>What per cent of pupils are in attendance (11.2/11.1 x100)? / በጠቅላላ ከተመዘገቡት ተማሪዎች በዕለቱ የተገኙት ስንት በመቶ ያህሉ ናቸው? (11.2/11.1 X 100)?</p>	<p style="text-align: center;"><input type="text"/></p> <p style="text-align: center;">PER CENT OF PUPILS / የተማሪዎች መቶኛ</p>	
11.4	<p>Are 80 percent or more of the registered pupils in attendance? / በዕለቱ የተገኙት ከተመዘገቡት ተማሪዎች 80% ወይም በላይ ይሆናል?</p>	<p>YES / አዎ 1</p> <p>NO / የለም 0</p>	

Pupil Exercise Book Inventory (complete immediately after group assessment) / የተማሪ መለማመጃ ደብተር ቅኝት (ይህን ክቡድን ምዘናው በኋላ ወዲያውኑ ያጠናቅቁ)

Pupil # / ተማሪ #	Amharic		
	Amharic exercise book available? [0 = no; 1 = yes] / የተገኘ የአማርኛ መለማመጃ ደብተር? (0=የለም፣ 1= አዎ/አለ)	Number of exercises in book / በመለማመጃ ደብተር የሚገኙ መልመጃዎች ብዛት	Teacher comments/marks on one or more of the last two exercises in the pupil's exercise book? [0 = no; 1 = yes] / በተማሪዎች የመለማመጃ ደብተር ውስጥ ባሉት የመጨረሻዎቹ አንድ ወይም ከዚያ በላይ መልመጃዎች ላይ መምህሩ አስተያየት/ ውጤት (ማርክ) ሰጥተዋል? (0=የለም፣ 1= አዎ/አለ)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

16.			
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Note the time the visit at the school ends: / የትምህርትቤት ጉብኝቱ የተጠናቀቀበትን ሰዓት ይመዝገቡ።

_____ : _____
(Use 24 hour time) / (የ24 ሰዓት የሰዓት አቆጣጠር ሥርዓት ይጠቀሙ)

THANK YOU – THE END / እናመሰግናለን - አበቃ

COMMENTS: / አስተያየቶች

LQAS PUPIL SAMPLING WORKSHEET / የወጥማጥን የተማሪ ንጥር ዝርዝር

NOTE: This worksheet is to be used to assist you in your sample selection. Please **discard** this sheet prior to leaving the school. Do not record the pupil or the teacher names on the questionnaires. / ማስታዎሻ፤ ይህ ዝርዝር የናሙና መረጣውን እንዲያግዝዎ ሆኖ ሥራ ላይ መዋል ይኖርበታል። እባክዎ፤ ለሌላ ነገር ስለማያገለግል ትምህርት ቤቱን ከመልቀቅዎ በፊት ይህን የተማሪዎች ዝርዝር በተገቢ ቦታ ይጣሉት/ያስወግዱት። በመጠይቆቹ ላይ የተማሪ ወይም የመምህር ስም አይጻፉ።

Region: / ክልል _____

District: / ወረዳ _____

School Name: / የትምህርት ቤት ስም፤ _____

Date ቀን: dd / mm / yyyy /

ቀን/ወር/ዓ.ም./ ____/____/_____

<p>Total number of STANDARD 2 pupils in the selected STANDARD 2 classroom on day of sampling / በንጥርዎ ዕለት በተመረጠው 2ኛ ክፍል ውስጥ የተገኙ ጠቅላላ የ2ኛ ክፍል ተማሪዎች ብዛት</p>

NOTE: Select 2 pupils as alternates. Remember to record the names of the two alternates before you dismiss them. Also, please remember to have the selected pupils go into the classroom to get their Exercise books (Amharic) and bring the books with them to the group assessment location. If a pupil doesn't have an exercise book, mark that they do not have the book – DO NOT DISMISS pupils that are missing a book. / ማስታዎሻ፤ ሁለት ተማሪዎችን በተጠባባቂነት ይምረጡ፤ ተጠባባቂ ተማሪዎቹን ከማሰናበትዎ በፊት ስማቸውን መመዘገብ እንዳለብዎት አይርሱ። በተጨማሪም የተመረጡት ተማሪዎች ወደመማሪያ ክፍላቸው እንዲሄዱና የአማርኛ መለማመጃ ደብተራቸውንና መጽሐፋቸውን ይዘው የቡድን ምዘናው ወደሚከናወንበት አካባቢ እንዲመጡ ማድረግ እንዳለብዎት ያስታውሱ። የመለማመጃ ደብተር የሌላቸው ተማሪዎች ካሉ "ደብተር የላቸውም" በሚል ምልክት ያድርጉ፤ ደብተር የሌላቸውን ተማሪዎችንም አያሰናብቱ።

	Sampling Reference Number / የንጥናት ማጣቀሻ ቁጥር	
1		STANDARD 2 Alternate Pupil's Name / የ2ኛ ክፍል ተጠባባቂ ተማሪ ስም
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17. Alt. ተጠባባቂ		
18. Alt. ተጠባባቂ		

ETHIOPIA Group Administered Early Grade Reading Assessment
for LQAS /ለ ወጥማጥን (የወረዳ-አቀፍ ጥራት ማረጋገጫ ጥናት ንሞና) የተዘጋጀ የመጀመሪያ ደረጃ
ተማሪዎች

የማንበብ ክህል የቡድን ምዘና

Assessor Tool / የመዛኝ መመሪያ

Pilot

LQAS GROUP ASSESSMENT CHECKLIST / የወጥማጥን የቡድን ምዘና መከታያ ቅጽ

1. Prior to selecting pupils, ensure that there are at least 16 desks and chairs in the classroom. / ተማሪዎችን ከመምረጥ በፊት በክፍል ውስጥ 16 ዴስኮች ከነወንበራቸው መኖራቸውን ያረጋግጡ።
2. Follow the sampling protocol to randomly select 16 pupils to participate in the group assessment. / በቡድን ምዘናው የሚሳተፉ 16 ተማሪዎችን በነሲብ ንሞና ለመምረጥ የንሞናውን መመሪያ ተከተሉ።
3. Instruct pupils to sit as spread out across the classroom as possible, ensuring (at a minimum) that each pupil is sitting at his/her own desk. Make sure, however, that all pupils will be able to clearly hear your instructions from the front of the classroom. / በተቻለ መጠን ተማሪዎቹ በክፍሉ ውስጥ ተለያይተው እንዲቀመጡ ያድርጉ፤ እያንዳንዱ ተማሪ በራሱ/ሷ መቀመጫ ላይ መቀመጡን/ጧንም ያረጋግጡ። በተማሪዎቹ ፊት ለፊት ቆመው የሚናገሩትን/ የሚሰጡትን ትዕዛዝ ሁሉም ተማሪዎች ማዳመጥ የሚችሉ መሆናቸውን ያረጋግጡ።
4. Ask pupils to clear their desks. / ተማሪዎቹ ዴስኮቻቸውን እንዲያጸዱ ይንገሯቸው።
5. Ensure that the board is clean and that chalk/markers are available. / ሠሌዳው በደንብ መጻዳቱንና ጠመኔዎች/ማርከሮች መኖራቸውን ያረጋግጡ።
6. Write the examples for each section of the assessment (from the assessor tool) on the board, prior to beginning the assessment. Ensure that the examples are spread out enough in order to keep the pupils from getting confused when explaining the each for each section. / ምዘናው ከመጀመሩ በፊት ከመዛኙ መመሪያ ውስጥ ለእያንዳንዱ የምዘና ክፍል ተጠቀሱትን ምሳሌዎች በሠሌዳ ላይ ይጻፉላቸው። እያንዳንዱን የምዘና ክፍል በሚገልጹበት ወቅት የቀረቡት ምሳሌዎች ግልጽ በሆነና በማያምታታ መልክ መጻፋቸውን ያረጋግጡ።
7. Distribute pencils and erasers to each of the 16 pupils. / ለ16ቱም ተማሪዎች እርሳስና ላጲስ ያከፋፍሉ።
8. Distribute pupil assessment sheets, alternating Form A and Form B

so that pupils sitting next to one another have different forms. / ጎን ለጎን የተቀመጡ ተማሪዎች ተመሳሳይ የመመዘኛ ወረቀት እንዳይዙ ወረቀቶቹን ሲያድሉ ከA እና ከB እያሰበጠሩ ያድሉ። እናም ጎን ለጎን ያሉት ተማሪዎች የተለያዩ ወረቀቶች መያዛቸውን ያረጋግጡ።

9. Use the instrument script to explain the activity and obtain pupil consent. / የሚከናወኑትን ተግባራት ለማስረዳትና የተማሪዎቹን አስተያየት ለመቀበል የመመሪያን ጽሑፍ ይጠቀሙ።

10. Put pupils at ease by explaining the activity as a reading game./ የቀረቡላቸው ተግባራት የንባብ ጨዋታዎች መሆናቸውን በማስረዳት ተማሪዎች ዘና ብለው ሳይጨነቁ እንዲመልሱ ያድርጉ።

11. After you read the consent information, ask the students to complete any information on the cover page (student age, gender, etc.). / የተማሪዎቹን ይሁንታ ማግኛውን መረጃ ካነበቡላቸው በኋላ ተማሪዎቹ በሽፋን ገጹ ላይ የሚፈልግባቸውን መረጃ (ዕድሜ፣ ፆታ፣ ወዘተ.) እንዲሞሉ ይጠይቋቸው።

12. Administer all six sections of the group assessment. / ሁሉንም ስድስት የቡድን ምዘና ክፍሎች ይተግብሩ። በሁሉም ክፍሎች መጀመሪያ ላይ ሁሉም ተማሪዎች በትክክለኛው ገጽ ላይ መሆናቸውን እንዲያረጋግጡ ይጠይቋቸው።

13. At the end of the assessment, gather all completed and blank pupil assessment sheets and place them in a clearly labeled envelope. / በምዘናው መጨረሻ ላይ ምላሽ የተሰጠባቸውንም ሆነ ምላሽ ያልተሰጠባቸውን ወረቀቶችን በመሰብሰብ በግልጽ በተመለከተ (በላይ ላይ ልዩ ምልክት በተጻፈበት) ኤንቪሎፕ/ፖስታ ውስጥ ያስቀምጡ።

14. Thank the pupils for participating and release them. / ተማሪዎቹን ለተሳትፏቸውና ለጊዜያቸው አመሰግነው ያሰናብቱ።

15. Conduct Pupil Exercise Book Inventory. / የተማሪዎች ደብተር አጠቃላይ ምዘና ያካሂዱ።

16. Return exercise books to pupils' classroom. / የተማሪዎቹን ደብተሮች ወደተማሪዎቹ ክፍል ይመልሱ።

Verbal Consent: / ቃላዊ ስምምነት:

Read the text in the box clearly to the children. / በሣጥን ውስጥ የሚገኘውን ጽሑፍ ለልጆቹ ያንብቡላቸው።

☛ Let me tell you why I am here today. I work with the Ethiopia Ministry of Education and we are trying to understand how children learn to read. / ዛሬ ለምን እዚህ እንደመጣሁ ልንገራችሁ። እኔ ከትምህርት ሚኒስቴር ጋር አብራ እሠራለሁ። ህፃናት ማንበብን እንዴት እንደሚማሩ ለማወቅ/ለመረዳት ጥረት እያደረግን ነው።

☛ We would like your help in this. But you do not have to take part if you do not want to. We are going to play a reading game. I am going to ask you to read letters, words, and a short story. / የእናተን ትብብር እንፈልጋለን። መተባበር ካልፈለጋችሁ ግን አለመሳተፍ ትችላላችሁ። የንባብ ጨዋታ ልንጫወት ነው። እኔ ፊደላትን፣ ቃላትንና አጫጭር ታሪኮችን እንድታነቡ እጠይቃችኋለሁ።

☛ This is NOT a test and it will not affect your grade at school. I will NOT write down your name so no one will know these are your answers. Once again, you do not have to participate if you do not wish to. Do you have any questions? / ይህ ፈተና አይደለም፤ ከትምህርትቤት የፈተና ውጤታችሁ ጋርም ግንኙነት የለውም። ስማችሁንም አልጽፍም፤ እና እነዚህ ምላሾች የማን እንደሆኑ ማንም አያውቅም። አሁንም በድጋሚ ልንገራችሁ፤ ካልፈለጋችሁ አለመሳተፍ ትችላላችሁ። ጥያቄ አላችሁ?

☛ If you understand and would like to stay and play the reading game, please make a tick in the box next to the word “Yes” on the bottom of your paper. [*Write the word “Yes” and a small box on the board and draw a tick in the box as an example.*] If you would rather not stay, you may leave. / በደንብ ከገባችሁና ከእኔ ጋር ለመቆየትና የንባብ ጨዋታውን ለመጫወት ከተስማማችሁ፣ በወረቀታችሁ ግርጌ “አዎ” ከሚለው ቃል ቀጥሎ ካለው ሣጥን ላይ ምልክት አድርጉ። [*ለተማሪዎቹ ምሳሌ እንዲሆናቸው “አዎ” የሚለውን ቃል እና ትንሽ ሣጥን በሠሌዳው ላይ ይጻፉና የራይት ምልክት በሣጥኑ ላይ ያስቀምጡ።*] ከእኔ ጋር ለመቆየትና ጨዋታውን ለመጫወት ካልፈለጋችሁ መሄድ ትችላላችሁ።

[*Check to ensure that pupils have marked their papers with a tick. If they have not, ask them if they would not like to participate.*] / [*ሁሉም ተማሪዎቹ ምልክት በሣጥኑ ላይ ማስቀመጣቸውን ያረጋግጡ። ምልክት ካላደረጉ፣ ያላደረጉት መሳተፍ ባለመፈለጋቸው እንደሆነ ይጠይቋቸው።*]

☛ Please also write your age on the line next to the word “age”. If you are a girl, tick the box next to the word “girl”. If you are a boy, tick the box next to the word “boy”. Are you ready to get started? / እባካችሁ “ዕድሜ” ከሚለው ቃል ቀጥሎ ባለው መስመር ላይ ዕድሜያችሁን ጻፉ። ሴት ከሆናችሁ “ሴት” ከሚለው ቃል ቀጥሎ ባለው ሣጥን ላይ የራይት ምልክት አድርጉ፤ ወንድ ከሆናችሁ ደግሞ “ወንድ” ከሚለው ቃል ቀጥሎ ባለው ሣጥን ላይ የራይት ምልክት አድርጉ። ለመጀመር ዝግጁ ናችሁ?

Letter Names Identification / ፊደል (የፊደል ሥያሜ) መለየት

INSTRUCTIONS: Before beginning the game, draw the box with the letters below on the chalkboard. Then, say: / ትዕዛዝ: - ጨዋታውን ከመጀመርዎ በፊት፣ ፊደሎቹን ከሥሩ የያዘውን ሣጥን በሠሌዳው ላይ ይጻፉ፤ ከዚያም የሚከተለውን ይበሉ፤

ቤ	ሌ	ሴ	ሊ	ሎ
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☛ Please turn to page 1 of the test and put your pencil down on your desk. On this page you'll see some boxes like this (point to example on the chalkboard). I'm going to say the name of a letter and then ask you to tick the letter on your paper. Please look at my mouth as I say the letter. So, if I say tick the letter 'LE', as in 'LELAW", I would want you to tick letter 'LE' (Tick the letter 'LE' for them to see). Is that clear? Let's start with an example. While we do the example, keep your pencil on your desk. Do not mark this response on your sheet. Does somebody want to try? / ☛ የምዘና ወረቀቱን ገጽ 1 ግለጡ፤ እርሳሳችሁን በደስኩ ላይ አስቀምጡ። በዚህ ገጽ በሠሌዳው ላይ የሣልኩላችሁን የመሰሉ (በሠሌዳ ላይ ወደሣሉት ሣጥን በጣትዎ ይጠቁሙ) ሣጥኖች ታገኛላችሁ። እኔ የፊደሉን ሥያሜ እጠራለሁ፤ ከዚያም እናንተ በወረቀታችሁ ላይ ፊደሉ እንድታመለክቱ እጠይቃችኋለሁ። ፊደሉን ስጠራ ወደአፊ በደንብ ተመልከቱ። ለምሳሌ 'ሌላው' በሚለው ቃል ውስጥ እንዳለው 'ሌ' የሚለውን ፊደል አመልክቱ ስላችሁ፣ በፊደሉ ላይ ምልክት እንድታደረጉ እፈልጋለሁ (በ 'ሌ' ላይ ምልክት አድርገው ያሱዋቸው) ። ግልጽ ነው? በምሳሌ እንጀምር። ምሳሌውን በማሳያችሁ ጊዜ እርሳሳችሁን በደስኩ ላይ አስቀምጡ። ይህን ምላሽ በወረቀታችሁ ላይ አታስፍሩ። አንዳችሁ ልትሞክሩ ትችላላችሁ?

INSTRUCTIONS: If anyone raises their hand, clean the tick from the letter 'LE/ሌ' and let him/her come up to the chalkboard. Then say "tick the letter lo/ሎ as in 'ለሚ lemon". When he/she ticks the letter "X/ሎ", ask the class if he/she did this correctly and say "very good." Ask him/her to go sit down. / ትዕዛዝ: በፊደሉ ላይ ያደረጉትን ምልክት ያጥፉ፤ አንዳቸው እጃቸውን ካወጡ፣ ወደሠሌዳው እንዲመጣ/ትመጣ ይንገሯቸው። ከዚያም ሰበረ በሚለው ቃል ውስጥ "ሰ' ላይ ምልክት አድርጉ" ይበሉ። ተማሪው/ዋ በፊደሉ ላይ ምልክት ስታደረግ፣ በትክክል መመለሱን/ሷን ክፍሉን ይጠይቁ፤ ከዚያም "በጣም ጥሩ" ይበሉና እንዲቀመጥ/ እንድትቀመጥ ያድርጉ።

☛ Does everyone understand? Now let's do the items on your sheet. Let's begin. / ሁላችሁም ገብቷችኋል? አሁን በወረቀታችሁ ላይ ያሉትን ጥያቄዎች እንሠራለን። እንጀምር።

1. ☛ Put your finger on box number 1. Look at my mouth. Tick the letter 'k'a', as in 'k'alat'. (Repeat letter and word.) / በሣጥን ቁጥር 1 ላይ ጣትዎን ያስቀምጡ፤ ተመልከቱኝ፤ በምሳሌው እንደተመለከትነው 'ቃላት' በሚለው ቃል ውስጥ ፊደል ቃ ላይ ምልክት አድርጉ። (ፊደሉንና ቃሉ ደግመው ይጥሩላቸው።)

2. 🖐️ Put your finger on box number 2. Look at my mouth. Tick the letter “s’a” –, as in ‘tsafech’. (Repeat letter and word.) / በሣጥን ቊጥር 2 ላይ ጣትዎን ያስቀምጡ፤ ተመልከቱኝ፤ በምሳሌው እንደተመለከትነው ‘ጻፊች’ በሚለው ቃል ውስጥ ፊደል ጻ ላይ ምልክት አድርጉ። (ፊደሉንና ቃሉ ደግመው ይጥሩላቸው።)

3. 🖐️ Put your finger on box number 3. Look at my mouth. Tick the letter “sə” as in ‘siru’. (Repeat letter and word.) / በሣጥን ቊጥር 3 ላይ ጣትዎን ያስቀምጡ፤ ተመልከቱኝ፤ በምሳሌው እንደተመለከትነው ‘ስሩ’ በሚለው ቃል ውስጥ ፊደል ስ ላይ ምልክት አድርጉ። (ፊደሉንና ቃሉ ደግመው ይጥሩላቸው።)

4. 🖐️ Put your finger on box number 4. Look at my mouth. Tick the letter ‘mi’, as in ‘miazia’. (Repeat letter and word.) / በሣጥን ቊጥር 4 ላይ ጣትዎን ያስቀምጡ፤ ተመልከቱኝ፤ በምሳሌው እንደተመለከትነው ‘ሚያዚያ’ በሚለው ቃል ውስጥ ፊደል ሚ ላይ ምልክት አድርጉ። (ፊደሉንና ቃሉ ደግመው ይጥሩላቸው።)

5. 🖐️ Put your finger on box number 5. Look at my mouth. Tick the letter “fi”, as in ‘fidel’. (Repeat letter and word.) / በሣጥን ቊጥር 5 ላይ ጣትዎን ያስቀምጡ፤ ተመልከቱኝ፤ በምሳሌው እንደተመለከትነው ‘ፊደል’ በሚለው ቃል ውስጥ ፊደል ፊ ላይ ምልክት አድርጉ። (ፊደሉንና ቃሉ ደግመው ይጥሩላቸው።)

6. 🖐️ Put your finger on box number 6. Look at my mouth. Tick the letter ‘a’, as in ‘and’. (Repeat letter and word.) / በሣጥን ቊጥር 6 ላይ ጣትዎን ያስቀምጡ፤ ተመልከቱኝ፤ በምሳሌው እንደተመለከትነው ‘አንድ’ በሚለው ቃል ውስጥ ፊደል አ ላይ ምልክት አድርጉ። (ፊደሉንና ቃሉ ደግመው ይጥሩላቸው።)

7. 🖐️ Put your finger on box number 7. Look at my mouth. Tick the letter ‘ga’, as in ‘gabi’. (Repeat letter and word.) / በሣጥን ቊጥር 7 ላይ ጣትዎን ያስቀምጡ፤ ተመልከቱኝ፤ በምሳሌው እንደተመለከትነው ‘ጋቢ’ በሚለው ቃል ውስጥ ፊደል ጋ ላይ ምልክት አድርጉ። (ፊደሉንና ቃሉ ደግመው ይጥሩላቸው።)

8. 🖐️ Put your finger on box number 8. Look at my mouth. Tick the letter ‘ze’, as in ‘zega’. (Repeat letter and word.) / በሣጥን ቊጥር 8 ላይ ጣትዎን ያስቀምጡ፤ ተመልከቱኝ፤ በምሳሌው እንደተመለከትነው ‘ዜጋ’ በሚለው ቃል ውስጥ ፊደል ዜ ላይ ምልክት አድርጉ። (ፊደሉንና ቃሉ ደግመው ይጥሩላቸው።)

9. 🖐️ Put your finger on box number 9. Look at my mouth. Tick the letter ‘go’, as in ‘gorf’. (Repeat letter and word.) / በሣጥን ቊጥር 9 ላይ ጣትዎን ያስቀምጡ፤ ተመልከቱኝ፤ በምሳሌው

እንደተመለከትነው 'ነርፍ' በሚለው ቃል ውስጥ ፊደል ነ ላይ ምልክት አድርጉ:: (ፊደሉንና ቃሉ ደግመው ይጥሩላቸው::)

10. ☞ Put your finger on box number 10. Look at my mouth. Tick the letter “ba”, as in ‘balebetuwa’. (Repeat letter and word.) / በሣጥን ቁጥር 10 ላይ ጣትዎን ያስቀምጡ፤ ተመልከቱኝ፤ በምሳሌው እንደተመለከትነው 'በለቤቷ' በሚለው ቃል ውስጥ ፊደል በ ላይ ምልክት አድርጉ:: (ፊደሉንና ቃሉ ደግመው ይጥሩላቸው::)

☞ Good work. Now put your pencil on your desk and turn to the next page of the game. / ጥሩ ሥራ፤ አሁን እርሳሳችሁን በዴስካችሁ ላይ አስቀምጡና የሚቀጥለውን ገጽ ግለጡ::

Familiar Words / የተለመዱ ቃላት

INSTRUCTIONS: Before beginning the game, draw the box with the letters below on the chalkboard. Then, say: / ትዕዛዝ: - ጨዋታውን ከመጀመርዎ በፊት፣ ፊደሎችን ከሥሩ የያዘ ሣጥን በሠሌዳው ላይ ይጻፉ፤ ከዚያም የሚከተለውን መልዕክት ያስተላልፉ፤

ማዳላት	ማማከር	ማጣመር	መዳመር	ማዛወር
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☞ Check that you are on page 2 of the test and put your pencil down on your desk. On this page you will see some boxes like this (point to the example on the chalkboard). I'm going to ask you to tick one of the words (point to the words) in this box. So, if I say "tick the word '[blending]'", I would want you to draw a tick on the word '[blending]'. (Draw a tick on the word for them to see). Is that clear? Let's start with an example.

While we do the example, keep your pencil on your desk. Do not mark this response on your sheet. Does somebody want to try? / ☞፡ገጽ 2 ላይ መሆናችሁን አረጋግጡ፤ እርሳሳችሁንም በዴስካችሁ ላይ አስቀምጡ። በዚህ ገጽ ላይ ይኼንን የመሰሉ (በሠሌዳው ላይ ወደሳሉት ሣጥን ያመልክቱ።) ሣጥኖች ታገኛላችሁ። ከሣጥኑ ውስጥ በአንዱ ቃል ላይ (ወደቃላቱ ይጠመቁ።) ምልክት እንድታደርጉ እጠይቃችኋለሁ። '[ማጣመር]' በሚለው ቃል ላይ ምልክት አድርጉ ስላችሁ፣ እናንተ '[ማጣመር]' በሚለው ቃል ላይ ምልክት እንድታደርጉ እፈልጋለሁ። (በቃሉ ላይ ምልክት አድርገው ያሳዩዎቻቸው።) ግልጽ ነው? እስቲ በምሳሌ እንጀምር። ምሳሌውን በምንሠራበት ወቅት እርሳሳችሁን በዴስካችሁ ላይ አስቀምጡ። ይህን ምላሽ በወረቀታችሁ ላይ አታስፍሩ። አንዳችሁ ልትሞክሩ ትችላላችሁ?

INSTRUCTIONS: If anyone raises their hand, clean the tick from the word 'blending' and let him/her come up to the chalkboard. Then say "tick the word 'EXAMPLE'". When he/she ticks the word "EXAMPLE", ask the class if the student did this correctly. Say "very good" and ask him/her to go back and sit down. / ትዕዛዝ: በቃሉ ላይ ያደረጉትን ምልክት ያጥፉ፤ አንዳቸው እጃቸውን ካወጡ፣ ወደሠሌዳው እንዲመጣ/ትመጣ ይንገሯቸው። ከዚያም 'ትልቅ' በሚለው ቃል ላይ ምልክት አድርጉ ይበሉ። ተማሪው/ዋ 'ትልቅ' በሚለው ቃል ላይ ምልክት ሲያደርግ/ሲታደረግ፣ በትክክል መመለሱን/ሷን ተማሪዎቹን ይጠይቁ፤ ከዚያም "በጣም ጥሩ" ይበሉና ወደበታው/ዋ ሄዱ/ዳ እንደቀመጥ/ እንደትቀመጥ ያድርጉ።

☞ Does everyone understand? Now let's do the items on your sheet. Let's begin. / ሁላችሁም ገብቷችኋል? አሁን በወረቀታችሁ ላይ ያሉትን ጥያቄዎች እንሠራለን። እንጀምር።

1. 🖐️ Put your finger on box number 1. Look at me. Tick the word 'writing'. Repeat word. / በህጥን ቁጥር 1 ላይ ጣትዎን ያስቀምጡ፤ ተመልከቱኝ፤ መጻፍ በሚለው ቃል ላይ ምልክት አድርጉ። (ቃሉን ደግመው ይጥሩላቸው።)
2. 🖐️ Put your finger on box number 2. Look at me. Tick the word 'read'. Repeat word. / በህጥን ቁጥር 2 ላይ ጣትዎን ያስቀምጡ፤ ተመልከቱኝ፤ አንብቡ በሚለው ቃል ላይ ምልክት አድርጉ። (ቃሉን ደግመው ይጥሩላቸው።)
3. 🖐️ Put your finger on box number 3. Look at me. Tick the word 'read'. Repeat word. / በህጥን ቁጥር 3 ላይ ጣትዎን ያስቀምጡ፤ ተመልከቱኝ፤ ሳምንት በሚለው ቃል ላይ ምልክት አድርጉ። (ቃሉን ደግመው ይጥሩላቸው።)
4. 🖐️ Put your finger on box number 4. Look at me. Tick the word 'segmenting'. Repeat word. / በህጥን ቁጥር 4 ላይ ጣትዎን ያስቀምጡ፤ ተመልከቱኝ፤ መጠል በሚለው ቃል ላይ ምልክት አድርጉ። (ቃሉን ደግመው ይጥሩላቸው።)
5. 🖐️ Put your finger on box number 5. Look at me. Tick the word 'also'. Repeat word. / በህጥን ቁጥር 5 ላይ ጣትዎን ያስቀምጡ፤ ተመልከቱኝ፤ ደግሞ በሚለው ቃል ላይ ምልክት አድርጉ። (ቃሉን ደግመው ይጥሩላቸው።)
6. 🖐️ Put your finger on box number 6. Look at me. Tick the word 'dirt'. Repeat word. / በህጥን ቁጥር 6 ላይ ጣትዎን ያስቀምጡ፤ ተመልከቱኝ፤ ቆሻሻ በሚለው ቃል ላይ ምልክት አድርጉ። (ቃሉን ደግመው ይጥሩላቸው።)
7. 🖐️ Put your finger on box number 7. Look at me. Tick the word 'reason'. Repeat word. / በህጥን ቁጥር 7 ላይ ጣትዎን ያስቀምጡ፤ ተመልከቱኝ፤ ምክንያት በሚለው ቃል ላይ ምልክት አድርጉ። (ቃሉን ደግመው ይጥሩላቸው።)
8. 🖐️ Put your finger on box number 8. Look at me. Tick the word 'many'. Repeat word. / በህጥን ቁጥር 8 ላይ ጣትዎን ያስቀምጡ፤ ተመልከቱኝ፤ ብዙ በሚለው ቃል ላይ ምልክት አድርጉ። (ቃሉን ደግመው ይጥሩላቸው።)
9. 🖐️ Put your finger on box number 9. Look at me. Tick the word 'day'. Repeat word. / በህጥን ቁጥር 9 ላይ ጣትዎን ያስቀምጡ፤ ተመልከቱኝ፤ ቦታ በሚለው ቃል ላይ ምልክት አድርጉ። (ቃሉን ደግመው ይጥሩላቸው።)

10. 🖐️ Put your finger on box number 10. Look at me. Tick the word 'speaking'. Repeat word. / በሣጥን ቁጥር 10 ላይ ጣትዎን ያስቀምጡ፤ ተመልከቱኝ፤ መናገር በሚለው ቃል ላይ ምልክት አድርጉ። (ቃሉን ደግመው ይጥሩላቸው።)

👏 Good work. Now put your pencil on your desk and please turn to the next page of the game. / ጥሩ ሥራ፤ አሁን እርሳሳችሁን በዴስካችሁ ላይ አስቀምጡና የሚቀጥለውን ገጽ ግለጡ።

Non Words / የተፈጠሩ ፍቺ-ዐልባ ቃላት

☛ Check that you are on page 3 of the test and put your pencil down on your desk. On this page you will see the same kind of boxes, but this time the words are made up. These are not words you read in your books so pay close attention to how I pronounce them. Just like we did before, I'm going to ask you to tick one of the made up words after I say it (*point to the example on the chalkboard*). Do you understand? Now let's do the items on your sheet. Let's begin. / ☛ ገጽ 3 ላይ መሆናችሁን አረጋግጡ፤ እርሳሳችሁንም በዴስካችሁ ላይ አስቀምጡ። በዚህም ገጽ ላይ ተመሳሳይ ሣጥኖች ታገኛላችሁ፤ ነገርግን ቃላቱ የተፈጠሩ ፍቺ-ዐልባ ናቸው። ማለትም በመጽሐፎቻችሁ የምታገኟቸው ቃላት አይደሉም። ስለዚህ እኔ እንዴት እንደማነባቸው በትኩረት ተከታተሉኝ። ቀደም ብለን እንደሠራነው በአንዱ የተፈጠረ ፍቺ-ዐልባ ቃል ላይ ምልክት አድርጉ ስላችሁ፤ እናንተ ምልክት ታደርጋላችሁ። (በሥሌዳው ላይ ወዳለው ምሳሌ ይጠቁሙ) ግልጽ ነው? አሁን በወረቀቱ ላይ ያሉትን ጥያቄዎች እንሥራ። እንጀምር።

1. ☛ Put your finger on box number 1. Tick the word [example]. Repeat word. / በሣጥን ቁጥር 1 ላይ ጣታችሁን ያስቀምጡ። :: [ሠረመት] በሚለው ላይ ምልክት አድርጉ። (ቃሉን ደግመው ይጥሩላቸው።)

2. ☛ Put your finger on box number 2. Tick the word [example]. Repeat word. / በሣጥን ቁጥር 2 ላይ ጣታችሁን ያስቀምጡ። :: [ርሥ] በሚለው ላይ ምልክት አድርጉ። (ቃሉን ደግመው ይጥሩላቸው።)

3. ☛ Put your finger on box number 3. Tick the word [example]. Repeat word. / በሣጥን ቁጥር 3 ላይ ጣታችሁን ያስቀምጡ። :: [ቱሄና] በሚለው ላይ ምልክት አድርጉ። (ቃሉን ደግመው ይጥሩላቸው።)

4. ☛ Put your finger on box number 4. Tick the word [example]. Repeat word. / በሣጥን ቁጥር 4 ላይ ጣታችሁን ያስቀምጡ። :: [ይቀ] በሚለው ላይ ምልክት አድርጉ። (ቃሉን ደግመው ይጥሩላቸው።)

5. ☛ Put your finger on box number 5. Tick the word [example]. Repeat word. / በሣጥን ቁጥር 5 ላይ ጣታችሁን ያስቀምጡ። :: [ርፍራፌ] በሚለው ላይ ምልክት አድርጉ። (ቃሉን ደግመው ይጥሩላቸው።)

6. ☛ Put your finger on box number 6. Tick the word [example]. Repeat word. / በሣጥን ቁጥር 6 ላይ ጣታችሁን ያስቀምጡ። :: [ዛገ] በሚለው ላይ ምልክት አድርጉ። (ቃሉን ደግመው ይጥሩላቸው።)

7. ☛ Put your finger on box number 7. Tick the word [example]. Repeat word. / በሣጥን ቁጥር 7 ላይ ጣታችሁን ያስቀምጡ። :: [በቀሮ] በሚለው ላይ ምልክት አድርጉ። (ቃሉን ደግመው ይጥሩላቸው።)

8. 🖐️ Put your finger on box number 8. Tick the word [example]. Repeat word. / በሣጥን ቁጥር 8 ላይ ጣታችሁን ያስቀምጡ። [እርግ] በሚለው ላይ ምልክት አድርጉ። (ቃሉን ደግመው ይጥሩላቸው።)

9. 🖐️ Put your finger on box number 9. Tick the word [example]. Repeat word. / በሣጥን ቁጥር 9 ላይ ጣታችሁን ያስቀምጡ። [ፎመጥ] በሚለው ላይ ምልክት አድርጉ። (ቃሉን ደግመው ይጥሩላቸው።)

10. 🖐️ Put your finger on box number 10. Tick the word [example]. Repeat word. / በሣጥን ቁጥር 10 ላይ ጣታችሁን ያስቀምጡ። [ርብሃህ] በሚለው ላይ ምልክት አድርጉ። (ቃሉን ደግመው ይጥሩላቸው።)

Reading Comprehension / አንብቦ መረዳት

INSTRUCTIONS: First, write the example story, the example question and the example list of answers given on the board. / **ትዕዛዝ:** በቅድሚያ፣ በምሳሌነት የቀረቡትን ታሪክ፣ ጥያቄዎች እና የመልስ ዝርዝሮች በሠሌዳ ላይ ይጻፉ፡፡፡

EXAMPLE TO WRITE ON THE BOARD: / በሠሌዳ ላይ የሚጻፍ ምሳሌ

[Pupil's Name] is at school. [Pupil's Name] has found her pencil. [Pupil's Name] is happy. / [የተማሪ ስም] ትምህርት ቤት ነው፡፡ [የተማሪ ስም] እርሷን አግኝታለች፡፡ [የተማሪ ስም] ደስተኛ ነው/ናት፡፡

Example Question (write on board) - What has [Pupil's Name] found?
/ምሳሌ ጥያቄዎች (በሰሌዳ ላይ ይጻፏቸው)-[የተማሪ ስም] ያገኘው/ችው ምንድን ነው?

Example list of answers given (write on board)/ መልስ ሊሆኑ የሚችሉ ምሳሌ ዝርዝሮች (ሠሌዳ ላይ ይጻፏቸው)

A	B	C	D
Shoes / ጫማ	Pencil / እርሳስ	School / ትምህርት ቤት	Book / መጽሐፍ

☛ Check that you are on page **4** of the test and put your pencil down on your desk. In this section, **you** will read a short story silently for 2 minutes. After 2 minutes, you will read 5 questions about the story. You will tick the correct answer from the list of answers given for each question. Let us begin with an example. While we do the example, keep your pencil on your desk. Do not mark this response on your sheet. / ☛
ገጽ **4** ላይ መሆናችሁን አረጋግጡ፤ እርሳሳችሁንም በዴስካችሁ ላይ አስቀምጡ፡፡ በዚህ ክፍል እናንተ አንድ አጭር ታሪክ ለሁለት ደቂቃ ታነባላችሁ፡፡ ከሁለት ደቂቃ በኋላ ስለታሪኩ አምስት ጥያቄዎች ታነባላችሁ፡፡ ለእያንዳንዱ ጥያቄ ከቀረቡት የመልስ ዝርዝሮች ውስጥ ትክክለኛውን መርጣችሁ ምልክት ታደርጋላችሁ፡፡ እስቲ በምሳሌ እንጀምር፡፡ ምሳሌውን በምንሠራበት ወቅት እርሳሳችሁን በዴስካችሁ ላይ አስቀምጡ፡፡ ይህን ምላሽ በወረቀታችሁ ላይ አታስፍሩ፡፡

INSTRUCTIONS: Then, ask children to pay attention as you have a pupil read the short story aloud to the class. Finally, have a pupil read the question and the list of answers given to the question. / **ትዕዛዝ:** ከዚያም፣ አንድ ተማሪ ለክፍሉ በድምፃዊ ንባብ (ድምፁን/ፀዋን ከፍ አድርጎ/ጋ) ሲያነብ//ስታነብ ልጆቹ በትኩረት እንዲያዳምጡ ያሳስቧቸው፡፡ በመጨረሻም አንዳቸው ተነስተው ጥያቄዎቹንና የመልስ ዝርዝሮችን እንዲያነቡ ያድርጉ፡፡

☛ Does anyone want to read this story for the class? [If a pupil raises his/her hand, have them read the story aloud.] Thank you. / ☛ ይህን አጭር ታሪክ ሊያነብ/ልታነብ የሚፈልግ/የምትፈልግ ማን ነው/ናት? [አንዱ/አንዷ እጁን/ጁን ካወጣ/ች በድምፃዊ ንባብ እንዲያነብ/እንድታነብ ያድርጉ።] አመሰግናለሁ ይበሉ።

☛ Who is prepared to come and tick the correct answer? When the pupil ticks the correct option [pencil], say “well done.” Ask the class to clap for him/her and have him/her sit down. / ☛ ማንኛችሁ ናችሁ መጥታችሁ በትክክለኛው መልስ ላይ ምልክት ለማድረግ የተዘጋጁችሁ? [ተማሪዎቹ በትክክለኛው አማራጭ ላይ ምልክት ሲያደረጉ “ጥሩ ሥራ ነው” ይበሉ። ተማሪዎቹንም እንዲያጨበጩበት/ላት ይጠይቁ። ወደቦታውም/ዋም ተመልሱ/ሳ እንዲቀመጥ/ትቀመጥ ያድርጉ።]

☛ It is now time for you to read a story on your own. This time you will all read the story on your paper silently to yourself. Put your finger on the story on the paper in front of you. Are all of you ready? / ☛ አሁን በራሳችሁ ታሪክ የምታነቡበት ጊዜ ነው። አሁን በወረቀታችሁ ላይ ያለውን ታሪክ ለራሳችሁ ድምፅ ሳታመስሙ ታነባላችሁ። ጣታችሁን በፊት ለፊታችሁ ባለው ወረቀት ላይ ባለው ታሪክ ላይ አኑሩ። ሁላችሁም ዝግጁ ናችሁ?

INSTRUCTIONS: Before starting, check to make sure pupils have their finger on the reading passage. / **ትዕዛዝ:** ከመጀመርዎ በፊት ሁሉም ተማሪዎች ጣታቸውን በሚነበበው ታሪክ ላይ ማኖራቸውን ያረጋግጡ።

☛ Good. If you finish the story, read it again to make sure that you understand it. Now begin to read. / ☛ ጥሩ ነው። ታሪኩን ከጨረሳችሁ መረዳታችሁን ለማረጋገጥ ደግማችሁ አንብቡት። አሁን ማንበብ ጀምሩ።

INSTRUCTIONS: Prepare to stop after 2 minutes. When 2 minutes have passed, say the following: / **ትዕዛዝ:** 2 ደቂቃ ሲሞላ ለማስቆም ይዘጋጁ፤ 2 ደቂቃ ከሞላ የሚከተውን መልዕክት ያስተላልፉ።

☛ Time is up. Please stop reading. Now turn to the next page and prepare to answer the questions about the story. / ☛ ጊዜው አልቋል። ማንበብ አቁሙ። አሁን የሚቀጥለውን ገጽ ግለጡና በምንባቡ ላይ ተመሥርተው የተዘጋጁትን ጥያቄዎች ለመመለስ ተዘጋጁ።

INSTRUCTIONS: Make sure all the pupils have turned to the correct page before proceeding. / **ትዕዛዝ:** ከመቀጠልዎ በፊት ሁሉም ተማሪዎች ትክክለኛውን ገጽ መግለጣቸውን ያረጋግጡ።

☛ Check that you are on page 5 of the test. There are five questions about the story on this page. Each question is on top of boxes with possible answers. Tick the correct answer for each question. You will have a few minutes to answer all five of these questions by ticking the word or words in one of the boxes that gives the correct answer to the question. / ☛ ገጽ 5 ላይ መሆናችሁን አረጋግጡ። አምስት ጥያቄዎች አሉ፤ እያንዳንዱ ጥያቄም አማራጭ መልሶችን ከያዘ ሣጥን አናት ላይ ቀርቧል። ለእያንዳንዱ ጥያቄ ትክክለኛውን መልስ አመልክቱ። በአንደኛው ሣጥን ውስጥ የሚገኘውን/ኙትን ቃል ወይም ቃላት መርጣችሁ ምልክት በማድረግ ትክክለኛውን ምላሽ ለመስጠት የሚሰጣችሁ ጊዜ ጥቂት ደቂቃ ነው።

👤 Begin. / 👤 እንጀምር።

INSTRUCTIONS: Prepare to stop after 4 minutes. When 4 minutes have passed or all the pupils have completed this task, say the following: / **ትዕዛዝ:** ከ4 ደቂቃ በኋላ ለማስቆም ይዘጋጁ። 4 ደቂቃ ከሞላ ወይም ሁሉም ተማሪዎች የተሰጣቸውን ተግባር ካጠናቀቁ፣ የሚከተለውን መልዕክት ያስተላፉ።

👤 Time is up. Please stop writing. Good work. Now put your pencil down on your desk and turn to the next page. / 👤 ጊዜው አልቋል። መጻፍ አቁሙ። ጥሩ ሥራ ነው። አሁን እርሳሳችሁን በዴስካችሁ ላይ አስቀምጡና የሚቀጥለውን ገጽ ግለጡ።

Sentence Completion (Maze) / ዓረፍተነገር ማሟላት (አመራማሪ)

INSTRUCTIONS: Before beginning this section, write the following example on the chalkboard. / **ትዕዛዝ:** ይህን ክፍል ከመጀመርዎ በፊት የሚከተለውን ምሳሌ በሰሌዳው ላይ ይጻፉ::

Example to write on the board: I like to read (ball / dog / books). / በሠሌዳ ላይ የሚጻፍ ምሳሌ:: እኔ (ኳስ/ውሻ/መጽሐፎች) ማንበብ እወዳለሁ::

☛ Check that you are on page 6 of the test and put your pencil down on your desk. In this section, you will read a short story silently. In the story, you will need to complete some of the sentences correctly with one of the list of words given. Underline the correct word or words that fit in the sentence. Sometimes the missing word/words will be at the end of the sentence and sometimes it will be in the middle. / ☛ ገጽ 6 ላይ መሆናችሁን አረጋግጡ፤ እርሳሳችሁንም በዴስካችሁ ላይ አስቀምጡ:: በዚህ ክፍል አንድ አጭር ታሪክ ድምፅ ሳታሰሙ ታነባላችሁ:: በታሪኩ ውስጥ የተጓደሉ ዓረፍተነገሮችን ከተሰጡት ቃላት መርጣችሁ በትክክል ማሟላት ይጠበቅባችኋል:: የተጓደለውንም ዓረፍተነገር በትክክል የሚያሟላውን ቃል ከግረጌው አስምሩበት:: ቃላቱም አንዳንድ ቦታ በዓረፍተነገሩ መጨረሻ፣ አንዳንድ ቦታ ደግሞ በዓረፍተነገሩ መካከል ሊቀርቡ ይችላሉ::

☛ Let’s start with an example. While we do the example, keep your pencil on your desk. Do not mark this response on your sheet. Does anyone want to try? / ☛ በምሳሌ እንጀምር:: ምሳሌውን በምንሠራበት ወቅት እርሳሳችሁን በዴስካችሁ ላይ አስቀምጡ:: ይህን ምላሽ በወረቀታችሁ ላይ አታስፍሩ:: ማንኛችሁ ትሞክራላችሁ?

INSTRUCTIONS: If anyone raises their hand, let him/her come up to the chalkboard. Then say “underline the word that completes the sentence.” When he/she underlines the word “books”, say “Very good. The sentence is ‘I like to read books.’” Ask the pupil to go back and sit down at his/her seat. / **ትዕዛዝ:** አንዳችው እጃቸውን ካወጡ፣ ወደሠሌዳው እንዲመጣ/ትመጣ ይነገሯቸው:: ከዚያም “ዓረፍተነገሩን የሚያሟላውን ቃል አስምር/ሪ” ይበሉ:: ተማሪው/ዋ “መጽሐፎች” በሚለው ቃል ግርጌ ካሰመረ/ች “በጣም ጥሩ” ይበሉ:: ዓረፍተነገሩም ‘እኔ መጽሐፎች ማንበብ እወዳለሁ’ ነው:: ከዚያም ተማሪው/ዋ ወደቦታው/ዋ ሄደ/ዳ እንዲቀመጥ/ እንድትቀመጥ ያድርጉ::

☛ Does everyone understand? Now let’s do the items on your sheet. Put your finger on the first word of the story. Ok, begin. / ☛ ሁላችሁም ገብቷችኋል? አሁን በወረቀታችሁ ላይ ያሉትን ጥያቄዎች እንሥራ:: ጣታችሁን በታሪኩ መጀመሪያው ቃል ላይ አኑሩ፤ እሺ! ጀምሩ::

INSTRUCTIONS: Prepare to stop after 3 minutes. When 3 minutes have passed or all the pupils have finished, say the following: / **ትዕዛዝ:** ከ3 ደቂቃ በኋላ ለማስቆም ይዘጋጁ:: 3 ደቂቃ ከሞላ ወይም ተማሪዎቹ ከጨረሱ የሚከተለውን መልዕክት ያስተላልፉ::

☛ Time is up. Please stop writing. Good work. Now put your pencil down on your desk and turn to the next page. / ☛ ጊዜው አልቋል:: መጻፍ አቁሙ:: ጥሩ ሥራ ነው:: አሁን እርሳሳችሁን

በዴስካችሁ ላይ አስቀምጡና የሚቀጥለውን ገጽ ግለጡ።

👉 Let's do one more game just like this. You will do the same thing as with the last story. Does everyone understand? Put your finger on the first word of the story. Ok, begin. / አሁን ከላይኛው ጋር ተመሳሳይ የሆነ ተጨማሪ ጨዋታ እንጫወት/እንሥራ። ባለፈው ታሪክ ላይ እንደሠራችሁት ያለ ተመሳሳይ ተግባር አሁን ትሠራላችሁ። ሁላችሁም ገብቷችኋል? ጣታችሁን በታሪኩ መጀመሪያው ቃል ላይ አኑሩ፤ እሺ! ጀምሩ።

INSTRUCTIONS: Prepare to stop after 3 minutes. When 3 minutes have passed or all the pupils have finished, say the following: /ትዕዛዝ: ከ3 ደቂቃ በኋላ ለማስቆም ይዘጋጁ። 3 ደቂቃ ከሞላ ወይም ተማሪዎቹ ከጨረሱ የሚከተለውን ይበሉ።

👉 Time is up. Please stop writing. Good work. Now put your pencil down on your desk and turn to the next page. / 👉 ጊዜው አልቋል። መጻፍ አቁሙ። ጥሩ ሥራ ነው። አሁን እርሳሳችሁን በዴስካችሁ ላይ አስቀምጡና የመጨረሻውን ገጽ ግለጡ።

Dictation / የቃል ጽሕፍት

INSTRUCTIONS: You will read the sentences one time at regular speed. Then you will repeat the sentence a second time at about one word per second. Then wait about five seconds and repeat the sentence a third time. Then give the children about 15 seconds to finish writing the sentence. / ለመዘገፍ ማስታወሻ:- በተገቢ ፍጥነት ዓረፍተነገሩን ያነቡላቸዋል። ከዚያም አንድ ቃል በአንድ ሰከንድ የማበብ ፍጥነት ዓረፍተነገሩን ደግመው ያነቡላቸው። ከዚያም 15 ሰከንድ ያህል ይጠብቁና ለሦስተኛ ጊዜ ዓረፍተነገሩን ያንብቡላቸው። ከዚያ በኋላ ተማሪዎቹ ጽፈው እንዲጨርሱ 15 ሰከንድ ይስጧቸው።

☛ Check that you are on page 7 of the test and put your pencil down on your desk. Now I am going to read you three short sentences. Please listen carefully. I will read each sentence once. Then I will read it slowly a second time so you can write what you hear. I will then read it again so that you can check your work. We will do each sentence separately. Do you understand? Ok. Let's begin. / ☛ ገጽ 7 ላይ መሆናችሁን አረጋግጡ፤ እርሳሳችሁንም በዴስካችሁ ላይ አስቀምጡ። አሁን እኔ ሦስት አጫጭር ዓረፍተነገሮችን አነብላችኋለሁ። በደንብ አዳምጡ። እያንዳንዱን ዓረፍተነገር አንድ ጊዜ አነብላችኋለሁ። ቀጥሎ ቀስ ብዬ ለሁለተኛ ጊዜ ስለማነብላችሁ ያዳመጣችሁትን ጻፉ። ከዚያ እንደገና አንድ ጊዜ ስለማነብላችሁ የጻፋችሁትን ማስተካከል ትችላላችሁ። እያንዳንዱን ዓረፍተነገር ለየብቻ ነው የምንሠራው። እሺ! እንጀምር።

☛ Put your pencil at the beginning of the first line on the paper and listen carefully to each sentence I read. Then write down the sentences on your answer sheet. You will write one sentence on each line. The first sentence is: "One girl came suddenly." Repeat the sentence slowly after five seconds, "One girl came suddenly." / ☛ እርሳሳችሁን በገጹ የመጀመሪያ መስመር ላይ አስቀምጡና እያንዳንዱን ዓረፍተነገር በደንብ አዳምጡ። ከዚያም በመልስ ወረቀታችሁ ላይ ዓረፍተነገሩን ጻፉ። በእያንዳንዱ መስመር ላይ የምትጽፉት አንድ ዓረፍተነገር ነው። የመጀመሪያው ዓረፍተነገር "አንዲት ልጅ በድንገት መጣች።" ነው። እያንዳንዱን ዓረፍተነገር ቀስ ብለው ይደገሙላቸው። ለአምስት ሰከንድ ያህል ይጠብቁና የሚከተለውን ይበሉ።

☛. Wait about 15 seconds, then say: "One girl came suddenly." / "አንዲት ልጅ በድንገት መጣች።" 15 ሰከንድ ያህል ይጠብቁና የሚከተለውን ይበሉ።

☛ Good. The second sentence is "The tall boy gave the orange to his brother." Repeat the sentence slowly after five seconds: "The tall boy gave the orange to his brother." /

☛ ጥሩ! ሁለተኛው ዓረፍተነገር "ረጅሙ ልጅ ብርቱካኑን ለወንድሙ ሰጠው።" ነው። ዓረፍተነገሩን ቀስ ብለው ይደገሙላቸው። ለአምስት ሰከንድ ያህል ይጠብቁና የሚከተለውን ይበሉ።

☛. **Wait about 15 seconds, then say: "The tall boy gave the orange to his brother." / "ረጅሙ ልጅ ብርቱካኑን ለወንድሙ ሰጠው።" 15 ሰከንድ ያህል ይጠብቁና የሚከተለውን ይበሉ።

☛ Good. The third sentence is "My father brings fish from the lake every week." Repeat the sentence slowly after five seconds: "My father brings fish from the lake

every week.” / 🕒 ጥሩ! ሦስተኛው ዓረፍተነገር “አባቴ በየሳምንቱ ከሐይቁ አሳ ያመጣል” ነው።
ዓረፍተነገሩን ቀስ ብለው ይደገሙላቸው። ለአምስት ሰከንድ ያህል ይጠብቁና የሚከተለውን ይበሉ።

🕒 Wait about 15 seconds, then say: “My father brings fish from the lake every week.”
/ 🕒 “አባቴ በየሳምንቱ ከሐይቁ አሳ ያመጣል” ለ15 ሰከንድ ያህል ይጠብቁና የሚከተለውን ይበሉ።

🕒 Time is up. Put your pencil down. Good work. You have now completed this game.
Congratulations. / 🕒 ጊዜው አልቋል፤ እርሳችሁን አስቀምጡ። ጥሩ ሥራ ነው። አሁን ይህን የንባብ
ጨዋታ ጨርሳችኋል። እንኳን ደስ አላችሁ!

******After releasing the pupils, conduct the Pupil Exercise Book Inventory using the form at the back of the School Instrument. /***

Group Administered Reading Assessment for LQAS

በቡድን የሚተገበር የጀማሪ (የዝቅተኛ) ክፍል ደረጃ ተማሪዎች የማንበብ ክህል ምዘና-ወጥማጥን
(የወረዳ-አቀፍ ጥራት ማረጋገጫ ጥናት ንሞና)

የተማሪዎች ወረቀት

ወረቀት ሀ

ይህ ተግባር በሚገባ ተገልጾልኝ ለመሳተፍ ተስማምቻለሁ።

አዎ

ዕድሜ

ወንድ (ልጅ)

ሴት (ልጅ)

1

ፊደል (የፊደል ሥያሜ) መለየት

1.	ቃ	ካ	ቀ	ቆ	ቅ
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2.	ፀ	ጣ	ዪ	ፃ	ፆ
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3.	ሰ	ሰ	ሳ	ሱ	ሶ
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4.	ማ	ሞ	ሜ	ሚ	ሞ
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5.	ፋ	ፋ	ፍ	ፊ	ፎ
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6.	አ	ላ	ከ	ካ	አ
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7.	ጌ	ገ	ግ	ጋ	ጊ
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8.	ዘ	ዜ	ዙ	ዝ	ዚ
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9.	ጉ	ግ	ጎ	ጋ	ጊ
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10	ሶ	ሶ	ሶ	ሶ	ሶ
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የተዘወተሩ ቃላት

1.	ወናፍ	መዳፍ	መጋጥ	መራቅ	መፃፍ
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2.	አልብሱ	አስምሩ	አንብቡ	አንጥፉ	አልቅሱ
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3.	ድርሰት	ድርቀት	ድክመት	ድንገት	ድምቀት
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4.	መጠንከር	መገንተር	መገንፈል	መገንጠል	መደንገጥ
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5.	ደግሞ	ደክሞ	ደግኖ	ደግፎ	ደምሮ
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6.	ደላላ	ቆላማ	ኮሳሳ	ሞላላ	ቆሻሻ
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7.	ውልቃት	መክዳት	ምክንያት	ድርሳናት	ምርቃት
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8.	ብዙ	በዛ	ብሉ	ብቁ	ቤዛ
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9.	ባላ	ቦታ	ቦጋ	ገታ	ጌታ
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10	መቃተት	መናደድ	መዛወር	መናገር	መፋቀር
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የተፈጠሩ ቃላት (ፍቺ-ዐልባ ቃላት)

1.	ደረመት	ሠረመት	ሠረመዳ	በረመት	መረሠት
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2.	ርሦ	ሦር	ርሥ	ርም	መሥ
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3.	ድማጊ	ምዳጊ	ምጋዲ	ግማዲ	ግዳማ
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4.	ቅይ	ልቀ	የቀ	ይቀ	ቀል
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5.	ፍርፌፊ	ርፍፊፌ	ርፍርፌ	ርፍፋፌ	ርፍሬር
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6.	ዘገ	ዛቸ	ዛጋ	ዣገ	ገቻ
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7.	መቀሮ	በቀማ	በሮቀ	በቀሮ	ሮበቀ
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8.	እርት	እትግ	ትርግ	እብር	እርግ
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9.	ፎመጥ	ፎመር	ጦፈም	ፎንጥ	ጥፈም
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10.	ርንባህ	ርብንሃ	ብርናሃ	ርብናህ	ንሃብር
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አንብቦ መረዳት

አበበና በቀለ የሚባሉ ሁለት ወንድማማቾች ነበሩ። አባታቸውና እናታቸው መምህራን ናቸው። እነሱም ልጆቻቸው ተምረው ጥሩ ሥራ እንዲይዙ ይመኛሉ። አበበ የወላጆቹን ምኞት ለማሳካት ሁሉንም ይጥራል። በአንፃሩ በቀለ አብዛኛውን ጊዜ ጨዋታ ብቻ ይወዳል። ወንድሙ ብዙ ጊዜ ሳይታክት ይመክረው ነበር። የእሱ ጓደኞችም አዘውትረው ይመክሩትና ያበረታቱት ነበር። ቀለንም በቀለ ምክራቸውን ሰምቶ ጎበዝ ተማሪ ሆነ።

አበበና በቀለ የሚባሉ ሁለት ወንድማማቾች ነበሩ። አባታቸውና እናታቸው መምህራን ናቸው። እነሱም ልጆቻቸው ተምረው ጥሩ ሥራ እንዲይዙ ይመኛሉ። አበበ የወላጆቹን ምኞት ለማሳካት ሁሉንም ይጥራል። በአንፃር በቀለ አብዛኛውን ጊዜ ጨዋታ ብቻ ይወዳል። ወንድሙ ብዙ ጊዜ ሳይታክት ይመክረው ነበር። የእሱ ጓደኞችም አዘውትረው ይመክሩትና ያበረታቱት ነበር። ቀስ በቀስም በቀለ ምክራቸውን ሰምቶ ጎበዝ ተማሪ ሆነ።

1. የአበበና የበቀለ ዝምድና ምንድን ነው?

እህተማማችነት	ቤተሰብነት	ወንድማማችነት	ጎረቤታምነት	አብሮ አደግነት
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2. የሁለቱ ልጆች ወላጆች ሥራ ምንድን ነው?

አርሶአደር	ነጋዴ	ቤተሰብ	አስተማሪ	ምክር
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3. አበበ የቤተሰቦቹን ምኞት ለማሳካት ሁልጊዜ ምን ያደርጋል?

ጠንክሮ ያጠናል	አዘውትሮ ይጫወታል	በቀለን ይመክራል	ከቤተሱ ጋር ይሠራል	የእናቱን ምክር ይሰማል
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4. በቀለ ብዙ ጊዜ የሚወደው ምን ማድረግ ነው?

ማጥናት	መማር	ማንበብ	ማጠብ	መጫወት
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5. በቀለ በመጨረሻ ምን ሆነ?

ጎበዝ መምህር	ጎበዝ ተማሪ	ጎበዝ ሠራተኛ	ጎበዝ ተጫዋች	ጎበዝ አባት
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ዓረፍተነገር ማሟላት (አመራማሪ)

ታደሰ የስድስት ዓመት ልጅ ነው።

የፊደል (ዝግጅቱን፣ ትምህርቱን፣ ደረጃውን) በማጠናቀቅ ላይ ነው።

በ (አለፈው፣ መጨረሻው፣ መስከረም) ዓመት አንደኛ ክፍል ይገባል።

የታደሰ እናት በጣም (ደህ፣ ደህነት፣ እናት) ናቸው።

ምንም ዓይነት (የወንድም፣ የሁብታም፣ የገቢ) ምንጭ የላቸውም።

ለታደሰና ለታላቅ ወንድሙ ምግብና ልብስ (የሚሸጡት፣ የሚገዙት፣ የሚያመጡት) ከጫካ እንጨት አምጥተው በመሸጥ ነው።

የታደሰ (እናት፣ አባት፣ ወንድም) እንጨት የሚያመጡት ከእንጦጦ ጫካ ነው።

አንድ ቀን ታደሰ፣ “እባክሽ እማማ! አብሬሽ (ወደመናፈሻው፣ ወደጫካው፣ ወደሜዳው) ልሂድ?” ብሎ እናቱን ለመናቸው።

እናቱም፣ “ካልደከመህ ምንቸገረኝ” ብለው ስለፈቀዱለት በጣም ደስ አለው።

1.

2.

3.

Group Administered Reading Assessment for LQAS

በቡድን የሚተገበር የጀማሪ (የዝቅተኛ) ክፍል ደረጃ ተማሪዎች የማንበብ ክሂል ምዘና-ወጥማጥን
(የወረዳ-አቀፍ ጥራት ማረጋገጫ ጥናት ንሞና)

የተማሪዎች ወረቀት

ወረቀት ለ

ይህ ተግባር በሚገባ ተገልጾልኝ ለመሳተፍ ተስማምቻለሁ።

አዎ

ዕድሜ

ወንድ (ልጅ)

ሴት (ልጅ)

1

ፊደል (የፊደል ሥያሜ) መለየት

1.	ቆ	ካ	ቀ	ቃ	ቅ
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2.	ዓ	ጣ	ዔ	ፀ	ዖ
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3.	ሰ	ሱ	ሳ	ስ	ሶ
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4.	ማ	ሚ	ሜ	ሞ	ሙ
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5.	ኛ	ኛ	ፍ	ፎ	ፊ
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6.	አ	እ	ከ	ካ	ላ
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7.	ኔ	ኃ	ግ	ገ	ጊ
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8.	ዘ	ዚ	ዙ	ዝ	ዞ
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9.	ነ	ግ	ጉ	ኃ	ጊ
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10	ቦ	ቦ	ቧ	ባ	ቦ
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የተዘወተሩ ቃላት

1.	ወናፍ	መፃፍ	መጋጥ	መራቅ	መዳፍ
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2.	አልብሱ	አስምሩ	አልቅሱ	አንጥፉ	አንብቡ
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3.	ድርቀት	ድንገት	ድክመት	ድርሰት	ድምቀት
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4.	መገንፈል	መገንጠል	መገንተር	መደንገጥ	መጠንከር
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5.	ደግፎ	ደክሞ	ደግኖ	ደግሞ	ደምሮ
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6.	ቆላማ	ቆሻሻ	ኮሳሳ	ሞላላ	ደላላ
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7.	ውልቃት	መክዳት	ምርቃት	ድርሳናት	ምክንያት
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8.	ብቁ	በዛ	ብሉ	ብዙ	ቤዛ
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9.	ባላ	ጌታ	ቦታ	ገታ	ቦጋ
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10	መናገር	መናደድ	መዛወር	መቃተት	መፋቀር
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የተፈጠሩ ቃላት (ፍቺ-ዐልባ ቃላት)

1.	ደረመት	መረሠት	ሠረመዳ	በረመት	ሠረመት
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2.	ርሦ	ርሥ	ሦር	ርም	መሥ
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3.	ምጋዲ	ምዳጊ	ድማጊ	ግዳማ	ግማዲ
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4.	ይቀ	ልቀ	የቀ	ቅይ	ቀል
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5.	ፍርፌፊ	ርፍፊር	ርፍርፌ	ርፍፋፌ	ርፍፊፌ
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6.	ዘገ	ዛጋ	ዛቸ	ዣገ	ገቻ
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7.	በቀሮ	በቀማ	በሮቀ	መቀሮ	ሮበቀ
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8.	እርት	እትግ	እርግ	እብር	ትርግ
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9.	ጥፈሞ	ፎመር	ጦፈም	ፎንጥ	ፎመጥ
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10	ርንባህ	ንሃብር	ብርናሃ	ርብናህ	ርብንሃ
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አንብቦ መረዳት

አበበና በቀለ የሚባሉ ሁለት ወንድማማቾች ነበሩ። አባታቸውና እናታቸው መምህራን ናቸው። እነሱም ልጆቻቸው ተምረው ጥሩ ሥራ እንዲይዙ ይመኛሉ። አበበ የወላጆቹን ምኞት ለማሳካት ሁሉንም ይጥራል። በአንፃሩ በቀለ አብዛኛውን ጊዜ ጨዋታ ብቻ ይወዳል። ወንድሙ ብዙ ጊዜ ሳይታክት ይመክረው ነበር። የእሱ ጓደኞችም አዘውትረው ይመክሩትና ያበረታቱት ነበር። ቀስ በቀስም በቀለ ምክራቸውን ሰምቶ ጎበዝ ተማሪ ሆነ።

አበበና በቀለ የሚባሉ ሁለት ወንድማማቾች ነበሩ። አባታቸውና እናታቸው መምህራን ናቸው። እነሱም ልጆቻቸው ተምረው ጥሩ ሥራ እንዲይዙ ይመኛሉ። አበበ የወላጆቹን ምኞት ለማሳካት ሁሉንም ይጥራል። በአንፃሩ በቀለ አብዛኛውን ጊዜ ጨዋታ ብቻ ይወዳል። ወንድሙ ብዙ ጊዜ ሳይታክት ይመክረው ነበር። የእሱ ጓደኞችም አዘውትረው ይመክሩትና ያበረታቱት ነበር። ቀስ በቀስም በቀለ ምክራቸውን ሰምቶ ጎበዝ ተማሪ ሆነ።

1. የአበበና የበቀለ ዝምድና ምንድን ነው?

እህተማማችነት	ቤተሰብነት	አብሮአደግነት	ጎረቤታምነት	ወንድማማችነት
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2. የሁለቱ ልጆች ወላጆች ሥራ ምንድን ነው?

አስተማሪ	ነጋዴ	ቤተሰብ	አርሶአደር	ምክር
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3. አበበ የቤተሰቦቹን ምኞት ለማሳካት ሁልጊዜ ምን ያደርጋል?

የእናቱን ምክር ይሰማል	አዘውትሮ ይጫወታል	በቀለን ይመክራል	ጠንክሮ ያጠናል	ከቤተሱ ጋር ይሠራል
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4. በቀለ ብዙ ጊዜ የሚወደው ምን ማድረግ ነው?

ማንበብ	መማር	መጫወት	ማጠብ	ማጥናት
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5. በቀለ በመጨረሻ ምን ሆነ?

ጎበዝ ተጫዋች	ጎበዝ አባት	ጎበዝ ሠራተኛ	ጎበዝ ተማሪ	ጎበዝ መምህር
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ዓረፍተነገር ማሟላት (አመራማሪ)

ታደሰ የስድስት ዓመት ልጅ ነው።

የፊደል (ትምህርቱን፣ ዝግጅቱን፣ ደረጃውን) በማጠናቀቅ ላይ ነው።

በ (አለፈው፣ መስከረም፣ መጨው) ዓመት አንደኛ ክፍል ይገባል።

የታደሰ እናት በጣም (ደህነት፣ ደሀ፣ እናት) ናቸው።

ምንም ዓይነት (የገቢ፣ የሀብታም፣ የወንድም) ምንጭ የላቸውም።

ለታደሰና ለታላቅ ወንድሙ ምግብና ልብስ (የሚሸጡት፣ የሚያመጡት፣ የሚገዙት) ከጫካ እንጨት አምጥተው በመሸጥ ነው።

የታደሰ (ወንድም፣ እናት፣ አባት) እንጨት የሚያመጡት ከእንጦጦ ጫካ ነው።

አንደ ቀን ታደሰ፣ “እባክሽ እማማ! አብሬሽ (ወደመናፈሻው፣ ወደሜዳው፣ ወደጫካው) ልሂድ?” ብሎ እናቱን ለመናቸው።

እናቱም፣ “ካልደከመህ ምንቸገረኝ” ብለው ስለፈቀዱለት በጣም ደስ አለው።

ቃል ጸሕፍት

1.

2.

3.

LQAS School Report /የወጥማጥን የትምህርትቤት ዘገባ

School /ትምህርትቤት _____ Class /ክፍል _____ Date /ቀን _____

1. Teacher and School Survey / የመምህርና የትምህርትቤት ቅኝት

Item# /የዘርዘር	Indicator /ዘርዘር	Minimum Performance Standard / ዝቅተኛ የክንውን መለኪያ	Meets minimum standard? /ዝቅተኛውን የክንውን መለኪያ አሟልቷል?
Attendance/መገኘት			
2.4	Teacher Attendance / የመምህር መገኘት	80% or more of teachers present at start of the school day / 80% ወይም ከዚያ በላይ መምህራን በዕለቱ የትምህርት መጀመሪያ ሰዓት ተገኝተዋል	
11.4	Pupil Attendance/ የተማሪዎች መገኘት	80% or more of students in selected class observed present on the day of the school visit / በጉብኝቱ ዕለት 80% ወይም ከዚያ በላይ ተማሪዎች በተመረጠውና ምልክታ በተካሄደበት ክፍል ተገኝተዋል	
Amharic Lesson/ የአማርኛ ትምህርት			
7.1	Reading Lesson / የማንበብ ትምህርት	Amharic reading lesson occurred / አማርኛ የማንበብ ትምህርት ቀርቧል	
7.5, 6.3, 6.4	Time on Task/የገባቸው ጊዜ / ክንውን ላይ የዋለ ሰዓት	Reading lesson lasted 40 minutes or more and teacher covered an appropriate unit for this time of the year / የማንበብ ትምህርት የተጠናቀቀው በ40 ደቂቃ ወይም ከዚያ በላይ ነው፤ መምህሩም በዓመቱ ውስጥ በዚህ ወቅት መሸፈን ያለበትን ምዕራፍ ሸፍነዋል	
5.3	Teacher Preparedness/ የመምህር ዝግጁነት	Teacher had summary lesson plan for reading lesson in Amharic / መምህሩ የአማርኛ የዕለት የትምህርት ዕቅድ ነበራቸው	
8.1	Reading Practice/ የማንበብ ልምምድ	Teacher asked pupils to read aloud individually or in pairs / መምህሩ ተማሪዎችን በግል ወይም በጥንድ ድምፅ እያሰሙ እንዲነቡ ጠይቀዋል	
8.2	Reading Practice/ የማንበብ ልምምድ	Teacher asked the class to read silently during the lesson / መምህሩ በትምህርቱ ሰዓት ሁሉም የክፍሉ ተማሪዎች ድምፅ ሳያሰሙ (ለየግላቸው) እንዲያነቡ ጠይቀዋል	
8.3	Reading Practice/ የማንበብ ልምምድ	Teacher asked whole class to read a passage together / መምህሩ ሁሉም የክፍሉ ተማሪዎች ምንባብ በጋራ እንዲያነቡ ክፍሉን ጠይቀዋል	
8.5	Reading Practice/ የማንበብ ልምምድ	Teacher asked pupils comprehension questions based on what was read / መምህሩ በተነበበው ጽሑፍ/ምንባብ ላይ የተመሠረቱ አንብቦ የመረዳት ጥያቄዎችን ጠይቀዋል	
Total (School)/ ጠቅላላ ድምር (ትምህርትቤት)			

II. Student Performance in Amharic Reading / አማርኛ በማንበብ የተማሪዎች አፈጻጸም/ውጤት

[Note: Administrator should explain and if needed demonstrate the task to the HT or other school staff that he is debriefing on the results] / [ማስታወሻ: መዛኙ ውጤቱን በሚያሳውቅበት/በምታሳውቅበት ጊዜ የተከናወነውን ተግባር ለትምህርት-ቤቱ ርዕሰመምህር ወይም ሌሎች የትምህርት-ቤቱ መምህራን መግለጽ ወይም አስፈላጊ ሲሆንም ከውጥ/ና ማሳየት አለበት/ባት::]

Task/ ተግባር	Minimum Performance Standard/የክንውን መለኪያ (For the school, XX out of 16 pupils meet standard or XX%) / (ለትምህርት-ቤቱ፣ ከ16 ተማሪዎች ውስጥ መለኪያውን ያሟሉ ___ ተማሪዎች ወይም ___ %)	# Meeting Standard/ መለኪያውን ያሟሉ	# Not Meeting Standard/ መለኪያውን ያላሟሉ	School Performing Acceptably / ትምህርት-ቤቱ በተገቢ ሁኔታ እያከናወነ ነው::
Letter Sound Identification / ፊደል መለየት/መለየት	Pupils correctly identify at 6 OR MORE letter sounds. / ተማሪዎቹ 6 ወይም ከዚያ በላይ ፊደሎችን ለይተዋል::			
Familiar Word Identification / የተዘወተሩ ቃላትን መለየት	Pupils are able to identify 4 OR MORE familiar words when presented to them verbally. / በቃል በተነበበላቸው መሠረት 4 ወይም ከዚያ በላይ የተዘወተሩ ቃላትን ለይተው ማመልከት ችለዋል::			
Invented Word Identification / የተፈጠሩ ፍቺ-ዐልባ ቃላት መለየት	Pupils are able to identify at least 4 invented words when presented to them verbally. / በቃል በተነበበላቸው መሠረት 4 ወይም ከዚያ በላይ የተፈጠሩ ፍቺ-ዐልባ ቃላትን ለይተው ማመልከት ችለዋል::			
Reading comprehension/ አንብቦ መረዳት	After reading a short story, pupils ARE ABLE TO CORRECTLY ANSWER 4 OR MORE questions about the story. / አጭር ታሪክ ካነበቡ በኋላ በታሪኩ መሠረት ከቀረቡላቸው ጥያቄዎች 4 ወይም ከዚያ በላይ በትክክል መልሰዋል			
Maze / Sentence Completion / አመራማሪ/ ዓረፍተነገር ማሟላት	Pupils are able to read and select 5 OR MORE correct words to complete sentences in printed passages. / ተማሪዎች አንብበው 5 ወይም ከዚያ በላይ ቃላትን መርጠው በትክክል ተጽፎ በቀረቡላቸው ምንባብ ውስጥ የተጓደሉትን ዓረፍተነገሮች ማሟላት ችለዋል::			
Dictation/ የቃል ጽሕፈት	Pupil able to correctly write 9 OR MORE words from dictated sentences / ተማሪዎች በቃል ከተነበቡላቸው ዓረፍተነገሮች 9 ወይም ከዚያ በላይ ቃላትን በትክክል መጻፍ ችለዋል::			
Total (School) / ጠቅላላ ድምር (ትምህርት-ቤት)				

III. Comments/ አስተያየቶች

Strong areas where school could potentially help/support other schools in the circuit / በዚህ መርሐግብር ውስጥ ትምህርት-ቤቱ ሌሎች ትምህርት-ቤቶችን ሊያግዝ የሚችልባቸው ጠንካራ ጎኖች

Areas where support is needed / ድጋፍ፤ እገዛ የሚያስፈልግባቸው ጉዳዮች

Teacher Comments/ የመምህር አስተያየት

Head Teacher Comments/ የርዕሰመምህር አስተያየት

Tigrinya Language Instruments

LQAS School Instrument (Tigrinya) / ክፋል ኣተሓራርያ መርኣያ ምርግጋፅ ፅርየት መሳርሒ ቤት ትምህርቲ

Ethiopia LQAS 2016 / ኢትዮጵያ ክኣመምፅ 2008

School code: / መለለዪ ቤት ትምህርቲ:- <input style="width: 20px; height: 20px;" type="text"/>
School LQAS number out of 19: / ቁፅሪ ቤት ትምህርቲ ክኣመምፅ ካብ 19:- <div style="text-align: center;"> <input style="width: 30px; height: 20px;" type="text"/> <input style="width: 30px; height: 20px;" type="text"/> </div>
District / ጣብያ :- <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
School Name / ስም ቤት ትምህርቲ:- <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
Cluster Supervisors / ሱፐርቫይዘራት ክላስተር:- <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
Date of Visit / ዕለት ዑደት:- _____ / _____ / _____ dd / mm / yyyy / መ/ወ/ዓ (መዓልቲ/ወርሒ/ዓመት)
Arrival time at the school (HH:MM) / ኣብቲ ቤት ትምህርቲ ዝበገሕናሉ እዋን (ሰ:ደ):- / _____:_____ (Use 12 hour time)
Departure time at the school (HH:MM) / ካብቲ ቤት ትምህርቲ ዝወገእናሉ እዋን (ሰ:ደ):- / _____:_____ (Use 12 hour time)
This questionnaire was reviewed by: / ነዚ ፅሑፍ-ዊ መሕትት ዝመልአ/አት:- <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
(Head of Supervision name and signature) / (ስምን ክታምን ሓላፊ ሱፐርቫዥን)

Section 1: Head Teacher Introduction and Consent / ክፋል 1፡- ምስ ርእሰ መምህር ምልላይን ምስምማዕን

☺ Good morning. My name is _____ and I work with the Tigray Education Bureau. We are conducting a pilot study to evaluate a new way to monitor schools in order to identify schools that are in the greatest need of additional support. This exercise is not meant to penalize schools. / ከመይ ኣለኹም! ስምይ _____ ይበሃል። ኣብ ቢሮ ትምህርቲ ክልል ትግራይ እሰርሖ። እዚ ፈተነ መፅናዕቲ ሓዲሽ ሜላ ክትትል ኣብያተ ትምህርቲ ዝግምግም ኮይኑ ተወሳኺ ድጋፍ ዘድልዮን ኣብያተ ትምህርቲ ንምንፃር ዝካየድ እዩ። ስለዝኾነ እዚ ንጥፈት ኣብያተ ትምህርቲ ንምቕፃዕ ዝዓለመ ኣይኮነን።

In today's visit, we are particularly interested in examining language and literacy practice in STANDARD 2 classrooms. For this reason, we would like to observe one of your STANDARD 2 teachers teaching their typical reading lessons. We will ask to see the teacher's lesson plan and the teacher's guide. / ኣብዚ ዑደት ኣብ 2^ይ ክፍሊ ዝርከብ ኩነታት ቋንቋን ንባብን ፅሕፈትን ክንምዘን ኢና። ብመሰረት እዚ፣ ሓዲ መምህር 2^ይ ክፍሊ ትምህርቲ ንባብ እንተምህሩ ክንዕዘብ ኢና። ዕለታዊ ትልሚ ትምህርትን መምርሒ መምህርን እውን ንምርኣይ ክንሓትት ኢና።

Once we are done with the observation and assessment of your STANDARD 2 teacher, we would like to sample 18 of your STANDARD 2 pupils. 16 of these pupils will participate in a simple group Tigrinya reading assessment. The remaining 2 selected pupils will be asked to participate in the group test if any of the selected pupils is unable or unwilling to participate. The pupil assessment includes questions about letters, words, simple sentences, and a short passage. The pupil assessment should take about 45 minutes to an hour. We will also examine the pupil's literacy exercise books. We will try to be as fast as we can so as to minimize the disruption to your school. / ኣብ መምህር 2^ይ ክፍሊ እነካይዶ ትዕዘብትን ምዘናን ምስ ወዳእና፣ መምህር 2^ይ ክፍሊ ካብ ዘምህሩዎም 18 ተምሃሮ 2^ይ ክፍሊ ብሃንደቢታዊ ሜላ ክንመርፅ ኢና። ካብቶም 18 ተምሃሮ እቶም 16 ኣብ ጉጅለ ምዘና ንባብ ትግርኛ ክሳተፉ እዮም። እቶም ዝተረፉ 2 ተምሃሮ ድማ ካብቶም 16 ተምሃሮ ክሳተፉ ዘይኽእሉ ወይ ፍቓደኛ ዘይኮኑ እንተጋጥሙ ክሳተፉ ዝኽእሉ እዮም። ምዘና ተምሃሮ ብዘዕባ ፊደላት፣ ቃላት፣ ቀለልቲ ምሉእ ሓሳባትን ሓፀርቲ ምንባባትን ዘማእኽሉ ሕቶታት ዝሓዘ ኮይኑ ካብ 45 ደቓይቓ ክሳብ ሓዲ ሰዓት ይወስድ። ብተወሳኺ፣ ደብተር ንባብን ፅሕፈትን ተምሃሮ ክንፍትሽ ኢና። ቤት ትምህርትኹም ንዘይምርባሽ ብዝተኸኣለ መጠን ቅልጥፍ ቅልጥፍ ክንበል ኢና።

I will not write any names on the questionnaires because the survey is not meant to check up on individual teachers or pupils. / እዚ ዳህሳስ ውልቀ መምህራን ወይ ተምሃሮ ንምክትታል ስለዘይኮነ ኣብቶም መሕትታት ስም ዝበሃል ኣይፅሕፍን።

The pupil reading assessment is a written test and will need to be administered in the pupils' classroom. The non-selected pupils will have to leave the classroom while the test is being conducted. We would like to assess 16 randomly selected pupils from the chosen STANDARD 2 class. In order to ensure quiet during this assessment, we would like to conduct this assessment when the school is not on break. Could you please suggest a time when it would be most convenient to conduct this test? / ምዘና ንባብ ተምሃሮ ብፅሑፍ ዝወሃብ ፈተና ኮይኑ ተምሃሮ ኣብ ዝምሃርሉ ክፍሊ ይካየድ። ኣብ እዋን ፈተና እቶም ዘይተመረፁ ተምሃሮ ካብ ክፍሊ ክወፅኡ እዮም። ካብቶም ዝተሓረዩ ተምሃሮ 2^ይ ክፍሊ፣ ነቶም ብሃንደቢታዊ ሜላ ዝተመረፁ 16 ተምሃሮ ክንምዘናም ኢና። ኣብ እዋን ምዘና ዘተኣማምን ፀጥታ ንምርግጋፅ፣ እቲ ምዘና ትምህርቲ እናተኻየደ ካብ ዕረፍቲ ወፃኢ ክካየድ እዩ ። ነዚ ምዘና ንምክይድ ይበልፅ እትብሉዎ እዋን መዓዝ እዩ?

Finally, we are also interested in documenting the percentage of teachers who arrived on time at your school today. / ኣብ መወዳእታ፣ ነቶም ኣብ እዋናም ኣብ ቤት ትምህርቲ ዝርከቡ መምህራን ብምኡታዊ ክንምዘግብ ኢና።

Participation in this pilot study is voluntary however, we hope that you will participate so that we can learn from this assessment and improve this new monitoring tool to support schools. Do you have any questions you would like to ask me? Do you agree to participate in this survey and allow your teachers and pupils to participate? / ኣብዚ ፈተነ መፅናዕቲ ዝሰተፉ ፍቓደኛ ዝኾኑ እየም። እንተኾነ ግና፣ ካብዚ ምዘና ክንመሃርን ነዚ መከታተሊ መሳርሒ ክነመሓይሽ ምእንቲ፣ ክምትሳተፉ ተስፋ ንገብር። ሕቶ ኣለኩም ዶ? ኣብዚ ዳህሳሳዊ መፅናዕቲ ንክትሳተፉ ክምእኡ እውን መምህራንን ተምሃሮን ንክትሳተፉ ፍቓድኩም ድዩ?

YES / እወ NO / ኣይፋል

If no, mark this head teacher as a refusal. Then proceed to another school. Reuse this same introduction and questionnaire / “ኣይፋል” እንተኾይኑ፣ ርእሰ መምህር ኢቲ ቤት ትምህርቲ እምቢ ክምዘበሉ ሓሲብኩም መዝግቡ። ብድሕሪኡ፣ ናብ ካሊእ ቤት ትምህርቲ ቀፅሉ። ነዚ መሳሪዩን ቃለ መገትን መሊስኩም ተጠቐሙ።

THANK YOU / የቐንጻልና!

Section 2: Teacher Attendance / ክፋል 2:- መቁፃፀሪ መምህር

Fill in this section as soon as you have met the head teacher and they have agreed to the monitoring visit. Ideally, your introductory visit with the head teacher will take place just before school starts. Please note the number of teachers employed at the school (this should include teachers that are employed by the Ministry of Education or teachers directly employed by the School.). This information is best obtained from the staff **attendance book**. Observe the actual number of teachers in attendance by quickly walking through the school and counting the number of teachers in their classrooms at the school's **official start time** in the morning. If you have time before the school's official start time, go ahead and complete the other sections while you wait for the school's start time. / ርእሰ መምህር ምስረ-ኸብኩ-ምዎምን ምስዚ ክትትላዊ ዑደት ምስተሰማምዑን ነዚ ክፋል ምልኡ። እትላለይሉ እዋን ስሩዕ ትምህርቲ ቅድሚ ምጅማሩ ክኸውን ኣለዎ። ኣብቲ ቤት ትምህርቲ ዝርከቡ ቁፅሪ መምህራን መዝግቡ። (እዚ ነቶም ብሚኒስተር ትምህር ወይ ብቢሮ ትምህርቲ ክልል ትግራይ ወይ ብቤት ትምህርቲ ዝተቆፀሩ መምህራን ይጥምት።) እዚ ሓበሬታ ካብ ዕለታዊ መዝገብ መቁፃፀሪ መምህራን ብቐሊሉ ምውሳድ ይከኣል። ካብ ዕለታዊ መዝገብ መቁፃፀሪ ቁፅሪ መምህራን ብምዕዛብ፣ ኣብ ቤት ትምህርቲ ብምዝውዋር ንግሆ ስራሕ ኣብ ዝጅመረሉ ሰዓት ኣብ ክፍሎም ዝርከቡ በዝሒ መምህራን ቁፅሩ። ቅድሚ ምጅማር ስሩዕ ስራሕ ቤት ትምህርቲ፣ ግዘ እንተረጂብኩም፣ ስራሕ ሰዓት ክሳብ ዝኣከል ነቶም ካልኣት ክፋላት ምልኡ።

🗨️ I will need to walk around your school to observe how many teachers are in their classrooms this morning. I will then need to compare this with the number of teachers on your attendance book. May I please see your attendance book? Thank you. / ኣብ ቤት ትምህርቲ ብምዝውዋር ንግሆ ክንደይ መምህራን ኣብ መምህሪ ክፍሎም ከምዝተረገቡ ክንዕዘብ ኢና። ብድሕሪኡ፣ ነዚ ቁፅሪ ምስቶም ኣብ መዝገብ ዕለታዊ መቁፃፀሪ መምህራን ዝርከብ በዝሒ ክነነፃፅር ኢና። ዕለታዊ መዝገብ መቁፃፀሪ መምህራን ክንርእዮ ዶ? የቐንየልና!

No. / ቁ.	Questions and Filters / ሕቶታትን መነፀርታትን	Coding Categories / መዕቀንታት ኮድ	Skips (if any) / ዝሕለፉ (እንተሃ ልዩም)
2.1	How many teachers are in their classroom at the school's official start time? (observe this by walking around to all the classrooms) / ስሩዕ ስራሕ ቤት ትምህርቲ ኣብ ዝጅመረሉ እዋን ክንደይ መምህራን ኣብ መምህሪ ክፍሎም ተረጂቡም? (እዚ ንምምላእ ናብ ክባቢ እቶም መምህሪ ክፍልታት ብምዝውዋር ተዓዘቡ።)	<div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div> NUMBER OF TEACHERS / በዝሒ መምህራን	
2.2	How many teachers are employed at the school (anyone listed on the attendance book)? / ኣብቲ ቤት ትምህርቲ ክንደይ መምህራን ይሰርሑ (ኣብ ዕለታዊ መዝገብ መቁፃፀሪ ዘለዉ ኩሎም መምህራን)?	<div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div> NUMBER OF TEACHERS / በዝሒ መምህራን	
2.3	What per cent of teachers are in attendance (2.1/2.2 x100)? / ትምህርቲ ኣብ ዝጅመረሉ ክንደይ ምኡታዊ መምህራን እዋን ተረጂቡም (2.1/2.2 X 100)?	<div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div> PER CENT OF TEACHERS / መምህራን ብምኡታዊ	
2.4	Were 80 per cent of teachers in attendance at the school's official start time? / ኣብ ቤት ትምህርቲ ስሩዕ ስራሕ ኣብ ዝጅመረሉ እዋን ኣብ ዕለታዊ መቁፃፀሪ ካብ ዝተመዘገቡ መምህራን እቶም 80 ምኡታዊ ተረጂቡም ዶ?	YES / እወ 1 NO / ኣይኣል 0	

Section 3. STANDARD 2 Teacher Selection for the Language and Literacy Lesson
Observation and Teacher Reading Assessment / ክፋል 3፣ መረጃ መምህር 2፣ ክፍሊ ንትዕዛብትን ምዘና ንብሉ መምህር ኣብ ቋንቋን ንብብን ፅሕፈትን ትምህርቲ

If the school has more than one STANDARD 2 teacher, explain to the Head Teacher the need to randomly select just one STANDARD 2 teacher. If there is only one STANDARD 2 teacher, then observe that teacher. / ኣብ ቤት ትምህርቲ ካብ ክልተ ንላዕሊ መምህራን 2፣ ክፍሊ እንተሃልዮም፣ ብሃንደበታዊ ሜላ ሓደ መምህር 2፣ ክፍሊ ከም ዝምረፅ ንርእሱ መምህር ኣረድኡ። ኣብቲ ቤት ትምህርቲ ሓደ መምህር 2፣ ክፍሊ ጥራይ እንተሃልዮም ግና ትዕዛብትኹም ኣብቶም ሓደ መምህር ኣካይዱ።

🗨️ I will need to randomly select a STANDARD 2 teacher to observe teaching a language and literacy lesson. In order to pick a teacher, I'll need to see your teacher attendance book. / ሓደ ብሃንደበታዊ ሜላ ዝተመረፁ መምህር 2፣ ክፍሊ ቋንቋ ከምኡ እውን እቶም መምህር ንብብን ፅሕፈትን እንተምህሩ ክንዕዘብ ኢና። ሓደ መምህር ንምምራፅ፣ ዕለታዊ መዝገብ መቁፃፀር መምህራን ክንጥቀም ኢና።

Identify the total number of STANDARD 2 teachers that are in attendance today. If you are working in a school that only has two teachers in their registry and one of the teachers is absent, then observe the only STANDARD 2 teacher that is in attendance. If there is more than one teacher, select the random number box below that corresponds to the number of teachers on the duty roster or staff list. / ኣብዚ ዕለት ኣብ ዕለታዊ መዝገብ መቁፃፀር መምህራን ዝፈረሙ በዛኡ መምህራን ፍለይ። ኣብቲ ቤት ትምህርቲ ክልተ መምህራን 2፣ ክፍሊ እንተሃልዮምን ሓደ እንተቐርቦምን ነቶም ኣብ ስራሕ ዝተረኸቡ መምህር 2፣ ክፍሊ ትዕዛብቲ ኣካይዱ። ካብ ሓደ ንላዕሊ መምህራን እንተሃልዮም፣ ካብዚ ዝሰዕብ ሰደቓ ምስቶም በዛኡ ኣብ ስራሕ ዝርከቡ ዝርዝር መምህራን ዝዛመዱ ሃንደበታዊ ቁፅሪ ምረፁ።

Without looking, hold your pencil over the appropriate random number box and pick the STANDARD 2 teacher whose number your pencil lands on. If your pencil lands on a 2, then pick the second teacher on the duty roster or staff list. / ናብ ዝርዝር መምህራን እንተይረከቡም፣ ብርጂ ሓዝኩም ኣብ ሰደቓ ሃንደበታዊ ቁፅሪ ንኸኡ። ካብኡ ብርጂ ኣብ ዝፃለጠ ቁፅሪ ዝርከብ መምህር 2፣ ክፍሊ ከም መርኢያ ውሰዱ። ብርጂ ኣብ ቁፅሪ 2 እንተፃለጠ፣ ካብ ዝርዝር እቶም ኣብ ስራሕ ዝተረኸቡ መምህራን ነቶም ኣብ ካልኣይ ሪጋ ዝተመዘገቡ ውሰዱ።

Random number boxes for selection of teacher / መምረጃ መምህራን ሰደቓ ሃንደበታዊ ቁፅራታት

RANDOM NUMBER TABLE TO SELECT ONE STANDARD 2 TEACHER FROM AMONG 4 TEACHERS / ካብ መንጎ 4 መምህራን ሓደ መምህር 2፣ ክፍሊ ንምምራፅ ሰደቓ ሃንደበታዊ ቁፅሪ				
2	3	1	2	3
1	2	4	1	1
3	3	2	1	2
1	1	1	2	2
4	2	2	1	1
1	3	2	4	4
1	3	1	4	1
3	4	1	3	1
4	3	2	2	1
1	3	4	2	3

RANDOM NUMBER TABLE TO SELECT ONE STANDARD 2 TEACHER FROM AMONG 3 TEACHERS / ካብ መንጎ 3 መምህራን ሓደ መምህር 2፣ ክፍሊ ንምምራፅ ሰደቓ ሃንደበታዊ ቁፅሪ				
3	2	1	2	2
3	2	1	1	3
2	1	1	1	3
1	3	3	3	3
2	2	3	1	1
1	1	3	2	2
2	2	2	2	3
3	2	1	3	2
2	1	1	3	1
3	2	3	3	1

RANDOM NUMBER TABLE TO SELECT ONE STANDARD 2 TEACHER FROM AMONG 2 TEACHERS / ካብ መንጎ 2 መምህራን ሓደ መምህር 2፣ ክፍሊ ንምምራፅ ሰደቓ ሃንደበታዊ ቁፅሪ				
2	2	1	2	1
1	2	2	2	1
2	2	1	1	2
1	1	1	2	2
2	2	2	2	1
2	2	1	1	1
2	2	1	2	2
1	1	2	1	2
1	1	2	1	1
1	1	2	1	2

No. / ቁ.	Questions and Filters / ሕቶታትን መነፀርታትን	Coding Categories / መዐቀንታት ኮድ	Skips (if any) / ዝሕለፉ (እንተሃልዮም)
3.1	Is the teacher that I've selected in attendance today? / ዝተመረፁ መምህር ኣብዚ ዕለት ኣብ ዕለታዊ መቐፃፀሪ ፈሪሞም ዶ? ዕለት ኣብ ዕለታዊ መቐፃፀሪ ፈሪሞም ዶ?	YES / እወ 1 NO / ኣይፋል 0	If 'no' repeat the teacher selection process. / “ኣይፋል” እንተኾይኑ፣ መሊስኩም መረፃ ኣካይዱ።
3.2	Does the teacher I have selected normally teach the Tigrinya language lesson? / ዝተመረፁ መምህር ትምህርቲ ቋንቋ ትግርኛ ብሰራሕ የምህሩ ዶ?	YES / እወ 1 NO / ኣይፋል 0	
3.3	If not, is there a different teacher in your school who normally teaches the Tigrinya language lesson for this teacher? / ኣይፋል እንተኾይኑ፣ ኣብዚ ቤት ትምህርቲ ነዞም መምህር ተኪእኦም ቋንቋ ትግርኛ ዘምህሩ ካሊእ መምህር ኣለዉ ዶ?	YES / እወ 1 NO / ኣይፋል 0	
3.4	Do you have the current version of the Tigrinya language syllabus? / ሓዚ ኣብ ስራሕ ዝርከብ መርሃ ትምህርቲ ቋንቋ ትግርኛ ኣለዎም ዶ?	YES / እወ 1 NO / ኣይፋል 0	

Section 4. STANDARD 2 Teacher Introduction and Consent / ክፋል 4:- ምልላይን ምስምማዕን መምህር 2^ይ ክፍሊ

☛ I would now like to meet the selected STANDARD 2 teacher. Could you please introduce us? / ሓዚ ምስቶም ዝተሓረዩ መምህር 2^ይ ክፍሊ ክራኹብ እደልይ። ክተላልዩና ዶ?

Informed Consent for the STANDARD 2 Teacher Who Will Be Observed / ድሕሪ እኹል ግንዛብ ምስ ትዕዛብ-ቲ ዝካየዱሎም መምህር 2^ይ ክፍሊ ዝግበር ስምምዕ

Good morning. My name is _____ and I work with the Tigray Education Bureau. In our visit today, we are particularly interested in examining reading practice in STANDARD 2 classrooms. Your classroom was randomly selected to participate in this monitoring visit. We would like to ask you about some of the teaching and pupil materials that you have and use in your routine teaching. We would also like to quietly observe your reading lesson or lessons. / ከመይ ኢኹም! ስመይ _____ ይበሃል። ኣብ ቢሮ ትምህርቲ ክልል ትግራይ እሰርሖ። ኣብዚ ዑደት፣ ኩነታት ንባብ ክፍልታት 2^ይ ክፍሊ ኣብ ምፍታሽ ትኹረት ክንገብር ኢና። ክፍልኹም ኣብዚ ክትትላዊ ዑደት ክሳተፍ ብሃንደበታዊ ሜላ ተመሪፁ እዩ። ኣብ ልሙድ ከይዲ ምምሃር ምስትምሃር ብዛዕባ ዘለዉን እትጥቀሙሎምን ናውቲ መስተምህሪን ተምሃሮን ክንሓተኩም ኢና። ብተወሳኺ፣ ትምህርቲ ወይ ትምህርትታት ንባብ እንትተግብሩ ብፅሞና ክንዕዘብ ንደልይ።

Once we have observed your reading lesson, we would like to randomly select 18 children in your classroom. 16 of these 18 children will take part in a group Tigrinya reading and comprehension assessment. The remaining 2 pupils will be called on to participate in case any of the original 16 students is unable or unwilling to participate. / ትምህርቲ ንባብ እንትተምህሩ ተዓዚብና ምስ ወዳእና፣ ካብቲ ክፍሊ 18 ተምሃሮ ብሃንደበታዊ ሜላ ክንመርፅ ኢና። ካብቶም 18 ተምሃሮ እቶም 16 ኣብ ጉጅለ ምዘና ንባብን ኣንቢብካ ምርዳእን ትግርኛ ክሳተፉ እዮም። እቶም ዝተረፉ 2 ተምሃሮ ድማ ካብቶም 16 ተምሃሮ ክሳተፉ ዘይከኣሉ ወይ ፍቓደኛ ዘይኮኑ እንተጋጥሙ ተፀዊዖም ክሳተፉ ዝኸእሉ እዮም።

We will not record names on any questionnaires because the survey is not meant to check up on individual teachers or pupils. Rather, it is meant to help the Woreda Education Officer plan how to best support schools and teachers. The pupil assessment includes questions about letters, words, simple sentences and a reading passage and it should take about 45 minutes to one hour. We will also examine the pupil's literacy exercise books. We will try to be as fast as we can so as to minimize the disturbance to your class. / እዚ ዳህሳስ ውልቀ መምህራን ወይ ተምሃሮ ንምክትታል ስለ ዘይካየድ ኣብቶም ፅሑፋዊ መሕትታት ስም ዝበሃል ኣይፅሕፍን። እቲ ዝድለይ፣ ቤት ፅሕፈት ትምህርቲ ወረዳ ንኣብያተ ትምህርትን ንመምህራንን ከመይ ገይሩ ብዝበለፀ ከምዝድግፍ ምትላም እዩ። ምዘና ተምሃሮ ብዛዕባ ፊደላት፣ ቃላት፣ ቀለልቲ ምሉእ ሓሳባትን ሓፀርቲ ምንባባትን የጠቓልል። እቲ ምዘና ካብ 45 ደቓይቓ ክሳብ ሓደ ሰዓት ይወስድ። ደብተር ንባብን ፅሕፈትን ተምሃሮ እውን ክንፍትሽ ኢና። ኣብ ክፍልኹም ብዙሕ ረብሻ ንኺይፍጠር ብዝተኸኣለ መጠን ክንቅልጥፍ ኢና።

Participation in this pilot study is voluntary, however, we hope that you will participate so that we can learn from this assessment and improve this new monitoring tool. Do you have any questions you would like to ask me? Do you agree to participate in this survey and allow your pupils to participate? / ኣብዚ ፈተነ መፅናዕቲ ዝሳተፉ ፍቓደኛታት ዝኾኑ እዮም። እንተኾነ ግና፣ ካብዚ ምዘና ክንመሃርን ነዚ መከታተሊ መሳርሒ ክንመሓይሽን ምእንቲ ከም እትሳተፉ ተስፋ ንገብር። ሕቶ ኣለኩም ዶ? ኣብዚ ዳህሳሳዊ መፅናዕቲ ክትሳተፉ ከምኡ እውን ተምሃሮኹም ንክሳተፉ ፍቓድኩም ድዩ?

YES / እወ NO / ኣይፋል

If “no,” mark this teacher as a refusal in the table on the cover page. Then proceed to another teacher or school. Reuse these same instructions and questionnaire. / “ኣይፋል” እንተኾይኑ፣ ኣብቲ ሸፋን ገፅ ኣብ ዝርከብ ሰደቓ እቶም መምህር ከም ዝኣበዩ መዝግቡ። ብድሕሪኡ፣ ናብ ካለእ መምህር ወይ ቤት ትምህርቲ ሕለፉ። ነዚ መምርሕን ቃለ መሕትትን መሊሰኩም ተጠቐሙ።

THANK YOU / የቐንዳና!

☞ Thank you very much. Now, could you please show me your STANDARD 2 Teacher's Guide and your lesson plan for today? / አዚና ነመስግን። ሐዚ መምርሒ መምህርን ዕለታዊ ትልሚ ትምህርትን 2^ይ ክፍሊ ከተርእዩና ዶ?

In your notebook, note what content and activities are planned for today's Reading lesson. After the lesson observation, you will need to note whether teacher has or hasn't followed their lesson plan for the day. Please remember that you should not keep the lesson plan during the observation so that the teacher can consult this plan if needed. / አብ መዘክር እትሕዝሉ ጥራዝ፣ አብዚ ዕለት እንታይ ትሕዝቡን ንጥፊታትን ትምህርቲ ንባብ ከም ዝተተለሙ ፀሓፉ። ድሕሪ ትዕዝብቲ ትምህርቲ፣ እቶም መምህር ዕለታዊ ትልሚ ትምህርቲ ዝተኸተሉ ወይ ዘይተኸተሉ ምጂናም ክትፍትሹ ኢኹም። እቶም መምህር ነቲ ዕለታዊ ትልሚ ትምህርቲ ክጥቀሙሉ ስለ ዝኸኸሉ፣ አብ እዋን ትዕዝብቲ ምሳኹም ክትሕዙዎ ኣይግባእን።

Section 5: Availability of Teacher Materials / ክፋል 5:- ቀሪብ ናውቲ መምህራን

No. / ቁ.	Questions and Filters / ሕቶታትን መነፀርታትን	Coding Categories / መዐቀንታት ከድ	Skips (if any) / ዝሕለፉ (እንተሃልዮም)
5.1	Does the teacher have the STANDARD 2 Teacher's Guide in his/her classroom that you can see? / መምህር እቲ መምርሒ መምህር 2 ^ይ ክፍሊ ሒዞም ወይ አብ እቲ ክፍሊ ዶ ትዕዝብ?	YES / እወ1 NO / ኣይፋል0	
5.2	Does the teacher have the Tigrinya annual plan? / መምህር ዓመታዊ ትልሚ ትምህርቲ ትግርኛ ኣለዎም ዶ?	YES / እወ1 NO / ኣይፋል0	
5.3	Does the teacher have a lesson plan for the day in the lesson notebook? / መምህር አብ ጥራዝ መዘክር ትምህርቲ ንዝሓዙዎ ትሕዝቡ ዝኸውን ዕለታዊ ትልሚ ኣለዎም ዶ?	YES / እወ1 NO / ኣይፋል0	
5.4	Does the lesson plan refer to the teacher's guide, syllabus or annual plan? / እቲ ዕለታዊ ትልሚ፣ ምስ መምርሒ መምህር፣ መርሃ ትምህርቲ ወይ ዓመታዊ ትልሚ ይሳነ ዶ?	YES / እወ1 NO / ኣይፋል0	
5.5	Note below what the main focus of the lesson is today and what activities are planned. Refer to your notes when observing the lesson. Return the lesson plan to the teacher once you have taken your notes so that they can use them while teaching. / ቀንዲ ትኹረት ትምህርቲ እዚ ዕለት እንታይ ምጂኑን ከመይ ዝበሉ ንጥፊታት ከም ዝተተለሙን አብ ታሕቲ መዘክር ሓዙ። ዕለታዊ ትምህርቲ አብ እትዕዝብሉ እዋን መዘክርኩም ረአዩ። መምህር አብ ዘምህርሉ እዋን ነቲ ዕለታዊ ትልሚ ክጥቀሙሉ ስለ ዝኸኸሉ፣ መዘክር ምስ ወሰድኩም እቲ ትልሚ ሽዑ ንሽዑ ንመምህር ምለሱሎም።		

Ask the STANDARD 2 teacher to show you the Readers and ask what unit they are currently working on in the Readers. / መምህር 2^ይ ክፍሊ ዝጥቀምሎም ናውቲ ንባብ ኮርእዮኹም ብምሕታት፣ ሐዚ ኣበየናይ ምዕራፍ ወይ ሰሙን ኣድሂብኩም ትምህርቲ ከምዘቐርቡ ሕተቱ።

☛ Could you please show me your Tigrinya readers? I would like to count how many you have. Also, could you please tell me what unit or chapter you are currently working on in the Readers? / ከንደይ ዝኣኹሉ ሓገዘቲ ናውቲ ንባብ ትግርኛ ከምዘለውኹም ከንቁፅር ስለዝደለይና፣ እቶም ዘለውኹም ናውቲ ንባብ ትግርኛ ከተርእዮና ትኽእሉ ዶ? ብተወሳኺ፣ ሐዚ ኣብቶም ናውቲ ንባብ ትግርኛ ኣበየናይ ምዕራፍ ወይ ሰሙን ኣድሂብኩም እተምህሩ ከምዘለኹም ከትነግሩና ንደልይ።

Section 6: Availability of Pupil Materials: / ክፋል 6፣ ቀረብ ናውቲ ተምሃሮ፣

No. / ቁ.	Questions and Filters / ሕቶታትን መነፀርታትን	Coding Categories / መዐቀንታት ኮድ	Skips (if any) / ዝሕለፉ (እንተሃልዮም)
6. 1	How many STANDARD 2 Tigrinya readers are there in the class? / ኣብቲ ክፍሊ ከንደይ ዝኣኹሉ መጻሕፍቲ ንባብ ትግርኛ 2 ^ይ ክፍሊ ኣለዉ?	<div style="text-align: center;"> <input style="width: 100px; height: 20px;" type="text"/> NUMBER OF BOOKS / በዝሒ መጻሕፍቲ </div>	If 0, → 7.1 / እንድሕር ዘየለ (0)፣ →7.1
6. 2	What is the title of the Tigrinya Reader? / ኣርእስቲ እቲ መፅሓፍ ንባብ ትግርኛ እንታይ ይብል?		
6. 3	How many units or weeks are there in this STANDARD 2 Tigrinya reader? / ኣብቲ መፅሓፍ ንባብ ትግርኛ 2 ^ይ ክፍሊ ከንደይ ምዕራፍት ወይ ክፋላት ኣለዉ?	<div style="text-align: center;"> <input style="width: 100px; height: 20px;" type="text"/> TOTAL NUMBER OF UNITS OR WEEKS / ሓፈሻዊ በዝሒ ምዕራፍት ወይ ሰሙናት </div>	
6.4	What unit in the Tigrinya reader is the teacher working on during this lesson? (If not in the lesson, ask the teacher) / ኣብዚ እዋን ትምህርቲ፣ መምህር ኣበየናይ ምዕራፍ ወይ ሰሙን እቲ መፅሓፍ ንባብ ትግርኛ ኣድሂቦም ኣለዉ? (ትኹረት ዕለታዊ ትምህርቲ ኣብ ምዕራፍ ወይ ሰሙን መፅሓፍ ንባብ ትግርኛ ዝተደረገ እንተዘይኮይኑ ንመምህር ሕተቱ።)	<div style="text-align: center;"> <input style="width: 100px; height: 20px;" type="text"/> UNIT or WEEK / ምዕራፍ ወይ ሰሙን </div>	

Let the STANDARD 2 teacher know that you would like to observe a normal reading lesson and assess 16 pupils in her class. Let her know that you would like to assess the pupils when it's not a break time and ask which time would be more convenient for this. Depending on the teacher's response, move to either the pupil assessment (See the pupil assessment booklet) or the classroom observation (starting on section 7 below). / ስኑዕ ክፍሊ ግዜ ትምህርቲ ንባብ ከትዕዘቡ ከምዝደለኹም መምህር 2^ይ ክፍሊ ከፈልጡ ብምግባር፣ ኣብቲ ክፍሊ ካብ ዝርከቡ ኣብ 16 ተምሃሮ ምዘና ኣካይዱ። ኣብቶም 16 ተምሃሮ ምዘና ከተካይዱ ከም ዝደለይኹምን እዚ ምዘና ኣብ እዋን ዕረፍቲ ወይ ቤት ትምህርቲ ኣብ ዝዕፀዉሉ እዋን ክካየዱ ከምዘይድለን ሓብሩ። እቲ ምዘና ንምካየድ ይበልፅ ዝበለጸገ እዋን መዓዝ ምዃኑ ሕተቱዎም። ብመሰረት መልሲ መምህር፣ ናብ ምዘና ተምሃሮ (ጥራዝ ምዘና ተምሃሮ ረእዩ) ወይ ትዕዘብቲ መምህር ክፍሊ (ስዒቡ ካብ ዘሎ ክፋል 7 ብምጅማር) ቀፅሉ።

CLASSROOM OBSERVATION / ትዕዛብቴ መምህራ ክፍሊ

Do not try to influence the content of the lessons nor the duration of the lessons. Be a quiet observer of the entire lesson. If the teacher does not have a Tigrinya lesson planned for today, ask if they have another one planned for the week that they would be willing to teach, so that you can observe it. / ኣብ ትሕዝቶ ትምህርቲ ኮነ ንውሓት እዋን ትምህርቲ ፅልዎ ንምፍጣር ኣይትፈትኑ። ምሉእ ክፍለ ግዜ ትምህርቲ ብፅሖና ተኸታተሉ። መምህር ንሎሚ ዝተለሙዎ ትምህርቲ ትግርኛ እንድሕር ዘይብሎም፤ ኣብቲ ሰሙን ካልእ ንምስትምሃር ዝተለሙዎ ትምህርቲ እንተሃልዩን ንምስትምሃር ድልዎት እንተሃልዩዎምን ሕተቱ። ሕቶኹም ቅቡል እንተኾይኑ ሸዑ ትዕዛብቴ ከተካይዱ ትኸእሉ።

☛ As part of this visit, I would like to observe you teaching the reading lesson you had planned for today. Which language or languages do you normally teach? Would now be a good time to observe your Tigrinya reading lesson? / ከም ኣካል እዚ ዑደት ትዕዛብቴ፣ ንሎሚ ብትልሚ ዝሓዘኩሙዎ ትምህርቲ ንባብ ትግርኛ እንትተምህሩ ክንዕዘብ ንደልይ። ብስሩዕ ኣየናይ ቋንቋ ወይ ቋንቋታት ተምህሩ? ሓዚ ትምህርቲ ንባብ ትግርኛ ከተምህሩ ንምዕዛብ ምቹው ግዜ ድዩ?

Section 7: Time on Task: Tigrinya / ክፋል 7:- ግዜ ንጥፈት:- ትግርኛ

No. / ቁ.	Questions and Filters / ሕቶታትን መነፀርታትን	Coding Categories / መዐቀንታት ኮድ	Skips (if any) / ዝሕለፉ (እንተሃልዩም)
7. 1	Did the selected STANDARD 2 teacher teach a Tigrinya reading lesson? / እቶም ዝተመረፁ መምህር 2 ^ኛ ክፍሊ ትምህርቲ ንባብ ትግርኛ ኣቐሪቦም ዶ?	YES / እወ 1 NO, Tigrinya reading lessons are not taught / የለን፣ ትምህርቲ ንባብ ትግርኛ ኣየቐረቡን። 2	If 2 → Instructions after 11.1 / እንድሕር 2 ኾይኑ → ድሕሪ 11.1 ናብ ዘሎ መምርሒ ኪዱ
7.2	At what time did the Tigrinya reading lesson begin? / ትምህርቲ ንባብ ትግርኛ ሰዓት ክንደይ ጀሚሩ?	_____ : _____	
7.3	At what time did the Tigrinya reading lesson end? / ትምህርቲ ንባብ ትግርኛ ሰዓት ክንደይ ተዘዘሙ?	_____ : _____	
7. 4	How long did the Tigrinya reading lesson last? / ትምህርቲ ንባብ ትግርኛ ክንደይ ግዜ ወሲዱ?	_____ : _____	
7. 5	Did the Tigrinya reading lesson last at least 40 minutes? / ትምህርቲ ንባብ ትግርኛ እንተነኣሰ ን40 ደቓይቕ ዝኣክል ፀኒሑ ዶ?	YES / እወ 1 NO / ኣይፋል 0	

Section 8: Reading Practice: Tigrinya / ክፋል 8:- ልምምድ ንባብ:- ትግርኛ

No. / ቁ.	Questions and Filters / ሕቶታትን መነፀርታትን	Coding Categories / መዐቀንታት ኮድ	Skips (if any) / ዝሕለፉ (እንተሃ ልዩም)
8. 1	Did the teacher ask pupils to read aloud individually or in pairs during the Tigrinya reading lesson? / መምህር፣ ኣብ እዋን ትምህርቲ ንባብ፣ ተምሃሮ ብውልቀ ወይ ብፅምዲ ዓው ኢሎም ከንብቡ ሓቲቶም ዶ?	YES / እወ..... 1 NO / ኣይፋል..... 0	
8. 2	Did the teacher ask the class to read silently during the Tigrinya reading lesson? / መምህር፣ ኣብ እዋን ትምህርቲ ንባብ ትግርኛ፣ ተምሃሮ ብሰላሕታ ከንብቡ ሓቲቶም ዶ?	YES / እወ..... 1 NO / ኣይፋል..... 0	
8. 3	Did the teacher ask the whole class to read a passage together during the Tigrinya reading lesson? / መምህር፣ ኣብ እዋን ትምህርቲ ንባብ ትግርኛ፣ ብምልክም ተምሃሮ ሓደ ምንባብ ብሓባር ከንብቡ ሓቲቶም ዶ?	YES / እወ..... 1 NO / ኣይፋል..... 0	
8.4	Did the teacher ask pupils to give the letter names and/or sound identification during the lesson? / መምህር፣ ኣብ እዋን ትምህርቲ ተምሃሮ፣ ስም ፊደላት ወይ ድምዒ ፊደላት ክፈልዩ ሓቲቶም ዶ?	YES / እወ..... 1 NO / ኣይፋል..... 0	
8. 5	Did the teacher ask pupils comprehension questions based on what was read? / መምህር፣ ተምሃሮ ኣብ ዘንበቡዎ ትሕዝቶ መሰረት ዝገበሩ ሕቶታት ኣንቢብካ ምርዳእ ሓቲቶም ዶ?	YES / እወ..... 1 NO / ኣይፋል..... 0	
8.6	Did the teacher conduct at least four of the five activities (8.1-8.5) during the lesson? / መምህር፣ ኣብ እዋን ትምህርቲ፣ ካብቶም ሓመብተ ንጥፈታት (ካብ 8.1-8.5 ካብ ዘለዉ) እንተንኣሰ ኣርባዕተ ኣተግቢሮም ዶ?	YES / እወ..... 1 NO / ኣይፋል..... 0	

Section 9: Pupil Engagement: TIGRINYA / ክፋል 9:- ተሳትፎ ተምሃሮ:- ትግርኛ

No. / ቁ.	Questions and Filters / ሕቶታትን መነፀርታትን	Coding Categories / መዐቀንታት ኮድ	Skips (if any) / ዝሕለፉ (እንተሃልዮም)
9. 1	<p>Were the majority of pupils (more than half) actively engaged for at least half of the Tigrinya reading lesson? (Sample activities may include: individual reading, pair or group reading, raising their hands, coming up to the front of the class to read or write, or writing at their desks.) / መብዛሕቲአም ተምሃሮ (ልዕሊ ፍርቂ) እንተነኣሰ ንፍርቂ ክፍለ ግዜ ትምህርቲ ንባብ ዝኣክል ተሳትፎም ዶ?</p> <p>(ኣብነት ንጥፊታት:- ንባብ ውልቀ፣ ንባብ ፅምዲ ወይ ጉጅለ፣ ኢድ ምውፃእ፣ ንምንባብ ወይ ንምፅሓፍ ናብ ቅድሚት ምውፃእ ወይ ድማ ኣብ ዴስክ ኮይኖም ምፅሓፍ።)</p>	<p>YES / እወ..... 1 NO / ኣይፋል..... 0</p>	

Section 10: Teacher Material Use and Preparedness: Tigrinya / ክፋል 10:- ኣጠቓቕማ ናውትን ድልውነትን መምህር:- ትግርኛ

No. / ቁ.	Questions and Filters / ሕቶታትን መነፀርታትን	Coding Categories / መዐቀንታት ኮድ	Skips (if any) / ዝሕለፉ (እንተሃልዮም)
10.1	<p>Did the teacher follow the lesson plan during the observed Tigrinya reading lesson? (Please consult your notes on the lesson plan when answering this question. If the teacher did not have a lesson plan, select "Not Applicable") / ኣብ እዋን ትምህርቲ ንባብ ትግርኛ፣ መምህር ትልሚ ትምህርቲ ተኸቲሎም ዶ? ኣብ ምምላሰ እዚ ሕቶ ብዛዕባ ትልሚ ትምህርቲ ዝሓዘመዎ መዘክር ፈትሹ፣ መምህር ትልሚ ትምህርቲ እንደሕር ዘይብሎም “ኢ-ተግባራዊ” ዝብል ምረፁ።</p>	<p>YES / እወ 1 NO / ኣይፋል..... 0 N/A / ኢ-ተግባራዊ 2</p>	

After you have observed the reading lesson, let the teacher know that you would like to see the class register (be sure to use the most recent/up to date register) to record the number of pupils that are enrolled in this STANDARD 2 class. Also, let the teacher know that you would like to line up the pupils (pupils need not be in any particular order) so that you can count the pupils that are currently in attendance and conduct your sampling exercise being careful to complete the sampling sheet as you do so. / ትምህርቲ ንባብ ምስተገባዎትኩም፤ ንመምህር ብዛዕባ ኣብ 2^ይ ክፍሊ ዝተመዘገቡ በዝሒ ተምህር መረጃኡ ተምህርቲ ቅጥጂ ምዝገባ ተምህር ክትርእዩ ከምትደልዩ ኣፍልጡዎም።

(ኣዝዩ ናይ ቀረባ መረጃኡ ምዃኑ ኣረጋግጹ።) ብተወሳኺ፣ ተምህር ፈሊኹም ብመስመር ክትሰርዑ ከምዝደለኹም መምህር ክፈልጡ ግበሩ። (ተምህር ብዝኾነ ፍሉይ ኣግባብ ክሰርዑ ኣይደሊዩን።) ሸው፣ መርኣዩ ጥራዝ ብጥንቃቄ ንምምላእ ፤ ኣብ መዝገብ መቆፃፀር ዘለዉ ተምህር ቆፂርኩም ነቶም ስራሕቲ መልመድታት መርኣዩ ክተተግብሩ ትኽእሉ።

☛ Thank you for allowing me to observe your reading lesson/s today. It was very interesting. As the next phase of our visit today, I would like to see your class register to see how many pupils are enrolled in your class. I would also like to line the pupils up to count the number that are here today and then conduct an exercise to randomly select 18 pupils. We will work with 16 of these selected pupils, the remaining 2 pupils will be identified in case any of the originally selected 16 students is unable or unwilling to participate. At a time that is convenient for you and your class, we would like to assess 16 of the selected pupils in your class using a simple written test. I will also ask the selected 16 pupils to bring with them their Tigrinya exercise book. I will look through these once the pupils have completed their assessment. In order to ensure quiet, we would like to conduct this assessment when the school is not on break. Could you please let me know when it would be convenient to conduct this pupil assessment? Could we do this now? / ናይ ሎሚ ትምህርቲ ንባብ ክንዕዘብ ስለዝፈቐድኩምልና ኣዝዩ ኣመስግን! ኣዝዩ ደስ ዝብል ነይሩ። ከም መቐፅልታ ዑደት ትዕዝብቲ እዚ ዕለት፣ ኣብዚ ክፍሊ ክንደይ ተምህር ከምዝተመዘገቡ ንምፍላጥ መቆፃፀር መዝገብኩም ክርእይ እደልይ። ብተወሳኺ ሎሚ ኣብዚ ዝተረኽቡ ተምህር ብመስመር ብምስራዕ ክቕፅርን ልምምድ ሃንደበታዊ ሜላ መረጃ 18 ተምህር ንምክያድ እደልይ። ካብዞም ብሃንደበታዊ ሜላ ዝተመረጹ ተምህር ምስቶም 16 ክንሰርሕ ኢና። እቶም 2 ዝተረፉ ኣሸበሽብ ካብቶም ዝተወሰዱ 16 ተምህር ንምስታፍ እንተዘይክኢሎም ወይ ድልዩት እንተዘየርእዩም ክንወስዶም ኢና። ንዓኹምን ነቲ ክፍልን ምቹው ኣብ ዝኾነ ግዜ፣ ቅልል ዝበለ ፅሑፋዊ ፈተና ተጠቒምና ነቶም ዝመረፅናዮም 16 ተምህር ክንምዘን ንደልይ። ብተወሳኺ፣ እቶም ዝተመረጹ 16 ተምህር ናይ ትግርኛ ደብተርም ከምፅኡ ክንሓቶም ኢና። ነዚ ንምርግጋፅ፣ ተምህር ምዘናኦም ምስፈፀሙ ብኡ ኣቢልና ክንርእይ ኢና። እቲ ምዘና ብዝግባእ ንምትግባር ኣብ እዋን ትምህርቲ ንምክያድ ንደልይ። ኣብዞም ተምህር እነካይዶ ምዘና ብዝግባእ ንምክያድ መዓዝ ይሓይሽ? ሐዚ ክነካይድ ንኽእል ዶ?

Section 11: Pupil attendance / ክፋል 11:- ምዝገባ ተምሃሮ

No. / ቁ.	Questions and Filters / ሕቶታትን መነፀርታትን	Coding Categories / መዐቀንታት ኮድ	Skips (if any) / ዝሕለፉ (እንተሃልዮም)
11.1	<p>How many STANDARD 2 pupils are <u>registered</u> in the selected classroom? / ኣብቲ ዝተመረፀ መምህራ ክፍሊ ክንደይ ተምሃሮ 2^ደ ክፍሊ ተመዝጊቦም?</p> <p><i>The most accurate register may be with the classroom teacher or with the Head Teacher. / እቲ ኣዝዩ ትኽክል ዝኾነ መዝገብ ተምሃሮ ምስ መምህር ኣላፊ ክፍሊ ወይ ርእሰ መምህር ክኸውን ይኽእል።</i></p>	<p style="text-align: center;"><input type="text"/></p> <p style="text-align: center;">NUMBER OF PUPILS / ቁፅሪ ተምሃሮ</p>	
11.2	<p>How many STANDARD 2 pupils are <u>present</u> in the selected classroom? / ኣብቲ ዝተመረፀ መምህራ ክፍሊ ክንደይ ተምሃሮ 2^ደ ክፍሊ ተረኺቦም?</p> <p><i>Record the total number of pupils counted during the pupil sampling exercise below. / ኣብ ዝሰፊብ እዋን መርኣዮ መልመዲ ተምሃሮ ዝነበሩ በዝሒ ቁፅሪ ኣፈሻዊ ተምሃሮ መዝገቡ።</i></p>	<p style="text-align: center;"><input type="text"/></p> <p style="text-align: center;">NUMBER OF PUPILS / ቁፅሪ ተምሃሮ</p>	
11.3	<p>What per cent of pupils are in attendance (11.2/11.1 x100)? / ክንደይ ምኡታዊ ተምሃሮ ኣብ ክፍሊ ተረኺቦም (11.2/11.1 x 100)?</p>	<p style="text-align: center;"><input type="text"/></p> <p style="text-align: center;">PER CENT OF PUPILS / ተምሃሮ ብሚእታዊ</p>	
11.4	<p>Are 80 percent or more of the registered pupils in attendance? / ካብ ዝተመዝገቡ ተምሃሮ 80 ምኡታዊ ወይ ዝበዝሑ ኣብ ክፍሊ ተረኺቦም ዶ?</p>	<p>YES / እወ 1 NO / ኣይፋል..... 0</p>	

Pupil Exercise Book Inventory (complete immediately after group assessment) / ምቕጥር ደብተር ተምሃሮ (ምዘና ጉጅለ ምስተዛዘመ ሽዑ ንሽዑ ምልኡ።)

Pupil # / ቁፅራ ተምሃሮ	Tigrinya / ትግርኛ		
	Tigrinya exercise book available? [0 = no; 1 = yes] / ደብተር ቋንቋ ትግርኛ ኣሎ ዶ? [0 = የለን፤ 1 = ኣሎ]	Number of pages with exercises in book / እቲ ደብተር ዝተፀሓፈሉ (መዘኸር/ንጥፊታት) በዝሒ ገፅ	Teacher comments/marks on one or more of the last two exercises in the pupil's exercise book? [0 = no; 1 = yes] / ኣብቶም ዳኡሪዎት ክልተ መልመድታት ደብተር ተምሃሮ ሓደ ወይ ካብኡ ንላዕሊ ርእይቶ ወይ መእረምታ መምህር ኣሎ ዶ? [0 = የለን፤ 1 = ኣሎ]
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			

Note the time the visit at the school ends: / 200-ጁጅ እቲ ቤት ትምህርቲ ዝተዛዘመሉ ግዜ ብመዘክር ሓዙ።

_____ : _____
(Use 24 hour time)

THANK YOU – THE END / ተዛዚሙ! ኣመስግን!

COMMENTS: / ርእይቶታት

LQAS PUPIL SAMPLING WORKSHEET / መርአያ ተምሃሮ መምረጫ ጥራዝ ክአመምፅ

NOTE: This worksheet is to be used to assist you in your sample selection. Please **discard** this sheet prior to leaving the school. Do not record the pupil or the teacher names on the questionnaires. / መዘኻኸሪ:- እዚ ጥራዝ፣ ኣብ ምምራፅ መርአያ ንኸረግዘኩም ክትጥቀምሉ ዝተዳለወ እዩ። ካብ ቤት ትምህርቲ ቅድሚ ጉዕዞ ምጅማርኩም ደርብዩዎ። ኣብ ቅጥዒ ፅሑፋዊ መሕተት ስም ተምሃሮ ኮነ መምህር ኣይተሰፍሩ።

Region: / ክልል:- _____ District: / ጣቢያ:- _____

School Name: / ስም ቤት ትምህርቲ:- _____

Date: dd / mm / yyyy / ዕለት: መ/ወ/ዓ
(መዓልቲ/ወርሒ/ዓመት)
____ / ____ / ____

<p>Total number of STANDARD 2 pupils in the selected STANDARD 2 classroom on day of sampling / ኣብ መዓልቲ ምውሳድ መርአያ፣ ኣብቲ ዝተመረፀ መምህሪ ክፍሊ 2^ይ ክፍሊ ዘሎ ሓፈሻዊ በዝሒ ቁፅሪ ተምሃሮ 2^ይ ክፍሊ</p>

NOTE: Select 2 pupils as alternates. Remember to record the names of the two alternates before you dismiss them. Also, please remember to have the selected pupils go into the classroom to get their Exercise books (Tigrinya) and bring the books with them to the group assessment location. If a pupil doesn't have an exercise book, mark that they do not have the book – DO NOT DISMISS pupils that are missing a book. / መዘኻኸሪ:- ከም መምህራን ወይ መሓለውታ 2 ተምሃሮ ሓዙ። ነቶም ከም መምህራን ዝተተሓተተ ተምሃሮ ቅድሚ ምፍናውኩም፣ ስምም ብመዘክር ምሓዝ ኣይትረስዑ። ብተወሳኺ፣ እቶም ብሃንደበት ተመሪዮም ዝተፈለዩ ተምሃሮ ቋንቋ ትግርኛ ደብተሮምን መጻሕፍቶምን ካብ ክፍሊ ከምፅኡ ብምንጋር ናብቲ ንጉጅላዊ ተፍታሽ ዝተሓረዩ ቦታ ክመፁ ምግባር ኣይትረስዑ። ምናልባት ተምሃሮ ደብተር እንድሕር ዘይብሎም፣ ደብተር ዘይብሎም ኢልኩም ምልክት ግበሩ። ደብተር ዘይብሎም ተምሃሮ ኣይተፋንዉ።

	Sampling Reference Number / መለያ ቁጽ መርኣያ	
1		STANDARD 2 Alternate Pupil's Name / መማረኝ ስም 2^ኛ ክፍሉ ተምሃሮ
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17. Alt. / መማረኝ		
18. Alt. / መማረኝ.		

ETHIOPIA/ኢትዮጵያ

Group Administered Early Grade Reading Assessment for LQAS /

ብጉጅለ ዝትግበር ምዘና ንባብ ታሕተዎት ክፍልታት ንክኣመምፅ

Assessor Tool / መሳርሒ መዛናጅ

Pilot / ፈተነ

LQAS GROUP ASSESSMENT CHECKLIST / ክአመምፅ ቅጥጫ ምዘና ጉጅለ

1. Prior to selecting pupils, ensure that there are at least 16 desks and chairs in the classroom. / ቅድሚያ ተምሃሮ ምሕራይኩም፣ ብንኡስ 16 ተምሃሮ ኮፍ ዘብል ወናብርን ዴስክታትን ኣብቲ ክፍሊ ምህላዎም ኣረጋግፁ።
2. Follow the sampling protocol to randomly select 16 pupils to participate in the group assessment. / ብመሰረት ከይዲ ኣተሓርርያ ተሳተፍቲ፣ ብሃንደበታዊ ሜላ ኣብቲ ምዘና ጉጅለ ዝሳተፉ 16 ተምሃሮ ምረፁ።
3. Instruct pupils to sit as spread out across the classroom as possible, ensuring (at a minimum) that each pupil is sitting at his/her own desk. Make sure, however, that all pupils will be able to clearly hear your instructions from the front of the classroom. / እቶም ተምሃሮ ብዝተኸኸሉ መጠን ኣብቲ ክፍሊ ትርሕሕቕ ኢሎም (እንተነኣሰ) ኣብ ነፍቶም ኮፍ መበሊ ኮፍ ክብሉ ኣዝዙ። እንተኾነ ግና፣ ኣብ ቅድሚት እቲ ክፍሊ ከይንኩም እትብሉዎም መምርሕታት ኩሎም ተምሃሮ ብግቡእ ከዳምፁ ዝኸእሉ ምዃኖም ኣረጋግፁ።
4. Ask pupils to clear their desks. / እቶም ተምሃሮ ዴስክታቶም ከፅርዩ ኣዝዙ።
5. Ensure that the board is clean and that chalk/markers are available. / እቲ ሰሌዳ ፅሩይ ምዃኑን ችክ ወይ ማርከራት ምህላዎምን ኣረጋግፁ።
6. Write the examples for each section of the assessment (from the assessor tool) on the board, prior to beginning the assessment. Ensure that the examples are spread out enough in order to keep the pupils from getting confused when explaining the each for each section. / ቅድሚያ ምጅማር ምዘና፣ ካብቲ መሳርሒ መዛናይ፣ ንሕድሕድ ክፋል እቲ ምዘና ዝኾኑ ኣብነታት ኣብ ሰሌዳ ፀሓፉ። ሕድሕድ ኣብነት እቶም ክፋላት እንትትገልፁ እቶም ተምሃሮ ከይደናገሩ፣ ኣብቲ ሰሌዳ ዝርዝር ኢሎም ዝተፀሓፉ ምዃኖም ኣረጋግፁ።
7. Distribute pencils and erasers to each of the 16 pupils. / ንሕድሕድ እቶም 16 ተምሃሮ እርሳስን መደምሰስን ዓድሉ።
8. Distribute pupil assessment sheets, alternating Form A and Form B so that pupils sitting next to one another have different forms. / ጥቓ ንጥቓ ኮፍ ዝበሉ ተምሃሮ ዝተፈላለዩ ቅጥፅታት ክበፅሑም ምእንቲ ሓንሳብ ካብ “ቅጥጫ ሀ” ቀደሚኩም ድማ ካብ “ቅጥጫ ለ” እናዛነቕኩም ጥራዛት ምዘና ነቶም ተምሃሮ ዓድሉዎም።
9. Use the instrument script to explain the activity and obtain pupil consent. / ነቲ ፅሑፍ መሳርሒ ብምጥቓም፣ ነቲ ንጥፈት ግለፁዎ። ብኡ ኣቢልኩም ድማ ፍቓደኝነት ተምሃሮ ርኽቡ።
10. Put pupils at ease by explaining the activity as a reading activity. / እቲ ንጥፈት ዓይነት ንጥፈት ንባብ ምዃኑ ብምንጋር፣ ነቶም ተምሃሮ ብዘይ ሰኽፍታ ኮፍ ኣብሉዎም።
11. After you read the consent information, ask the students to complete any information on the cover page (student age, gender, etc.). / ሓበሬታ ፍቓደኝነት ምስ ኣንበብኩም፣ ኣብቲ ሽፋን ገፅ ኣድላዩ ሓበሬታ (ንኣብነት፡- ዕድመ፣ ሾታ፣ ወዘተ.) ክመልኡ ንገሩዎም።

12. Administer all six sections of the group assessment. / ንሽዱሽቲአም ክፋላት እቲ ምዘና ጉጅለ ፈትኑ። ኣብ መጀመርያ ሕድሕድ ክፋል፣ ኩሎም ተምሃሮ ኣብቲ ንጥፊት ዝርከቡሉ ትኽክለኛ ገፅ ምህላዎም ኣረጋግፁ።
13. At the end of the assessment, gather all completed and blank pupil assessment sheets and place them in a clearly labeled envelope. / ኣብ መወዳእታ እቲ ምዘና፣ ዝተመልኡን ዘይተመልኡን ኩሎም ጥራዛት ምዘና ተምሃሮ ብምእካብ ብግቡእ ኣብ ዝተፀሓፈ ፖስታ ኣእትዉዎም።
14. Thank the pupils for participating and release them. / ነቶም ተምሃሮ ንተሳትፎአም ብምምስጋን ኣፋኑዉዎም።
15. Conduct Pupil Exercise Book Inventory. / ምዝገባ ደብተር ተምሃሮ ኣተግብሩ።
16. Return exercise books to pupils' classroom. / ደብተር ተምሃሮ ናብ ክፍሎም ምለሱ።

Verbal Consent: / ቃላዊ ፍቃድ ማግኘት:- Read the text in the box clearly to the children. / - አብቲ ሰደቻ ዘሎ ፅሑፍ ነቶም ተምሃሮ ብግልፂ ኣንብቡሎም።

☛ Let me tell you why I am here today. I work with the Ethiopia Ministry of Education and we are trying to understand how children learn to read. / ሎሚ ናብዚ ዝመጻእኹሉ ምክንያት ክነግረኩም። ኣብ ሚኒስተር ትምህርቲ ኢትዮጵያ እየ ዝሰርሕ። ምስ ካልኦት መሳርሕትይ፣ ቁልዑ ንባብ ከመይ ኢሎም ከምዝመሃሩ ንምርዳእ ንፅዕር።

☛ We would like your help in this. But you do not have to take part if you do not want to. We are going to do a reading activity. I am going to ask you to read letters, words, and a short story. / ኣብዚ እዋን ብዛዕባ እዚ ዋኒን ሓገዝኩም ንደልይ። ድልየት እንተዘይሃልዩኩም ግና ክትሳተፉ ኣይትግደዱን። ንጥፈት ንባብ ክንሰርሕ ኢና። ፊደላት፣ ቃላትን ሓገር ዛንታን ክተንብቡ ክነግረኩም እየ።

☛ This is NOT a test and it will not affect your grade at school. I will NOT write down your name so no one will know these are your answers. Once again, you do not have to participate if you do not wish to. Do you have any questions? / እዚ ፈተና ኣይኮነን። ስለዚ ኣብ ትምህርትኹም ንእትረኽቡዎ ውፅኢት ፅልዋ ኣይህልዎን። ስምኩም ኣይፅሕፎን። ስለዚ እዞም መልስታት ናትኩም ምጂኖም ዝፈልጥ ኣይህሉን። ሕዚውን ንምዝኸኸር፣ ድልየትኩም እንተዘይኮይኑ ክትሳተፉ ኣይትግደዱን። ዝኾነ ሕቶ ኣለኩም ዶ?

☛ If you understand and would like to stay and do the reading activity, please make a tick in the box next to the word “Yes” on the bottom of your paper. [Write the word “Yes” and a small box on the board and draw a tick in the box as an example.] If you would rather not stay, you may leave. / እንድሕር ተረዲኡኩምን ንጥፈት ንባብ ንምስራሕ ምቕጻል ደሊኹምን፣ ኣብ እግሪ እቲ ወረቐትኩም ድሕሪ “እወ” ኣብ ዘላ ሳንዱቕ ሕንፃፅ ግበሩ። [“እወ” ዝብል ቃልን ንእሸተይ ሳንዱቕን ኣብቲ ሰሌዳ ፀሓፉ። ካብኡ፣ ንኣብነት ብምግል ኣብ ልዕሊኡ ሕንፃፅ ሰፋሉ።] ምፅናሕ እንድሕር ዘይደሊኹም፣ ክትወፁ ትኽእሉ።

[Check to ensure that pupils have marked their papers with a tick. If they have not, ask them if they would not like to participate.] Please also write your age on the line next to the word “age”. If you are a girl, tick the box next to the word “girl”. If you are a boy, tick the box next to the word “boy”. Are you ready to get started? / [እቶም ተምሃሮ ኣብ ወረቐቶም ምልክት ሕንፃፅ ምግባርም ኣረጋግፁ። እንተዝየለ ክሳተፉ ዘይደልዩ እንተኾይኖም ሕተቱዎም።] ድሕሪ እቲ “ዕድመ” ዝብል ቃል ዕድመኹም ፀሓፉ። ኣንስተይቲ እንተኾይኑኪ ድሕሪ እቲ “□ ል” ዝብል ቃል ሕንፃፅ ግበሩ። ተባዕታይ እንተኾይኑካ ድሕሪ እቲ “ወዲ” ዝብል ቃል ሕንፃፅ ግበሩ። ንምጅማር ድሉዎት ዲኹም?

Letter Names Identification / ሌላ ስማት ፊደላት

– Page 1 / - ገፅ 1

INSTRUCTIONS: Before beginning the activity, draw the box with the letters below on the chalkboard. Then, say: / መምርሕታት:- ቅድሚያ ንጥፈት ምጅማርኩም፣ እቶም ታሕቲ ዘለዉ ፊደላት ዘለዎ ሳንዲቕ ኣብ ሰሌዳ ሰኣሉ። ካብኡ፣ ከምዚ ስዕብ በሉ:-

☛ Please turn to page 1 of the test and put your pencil down on your desk. On this page you’ll see some boxes like this (point to example on the chalkboard). I’m going to say the name of a letter and then ask you to tick the letter on your paper. Please look at my mouth as I say the letter. So, if I say tick the letter ‘e’, as in ‘example’, I would want you to tick letter ‘e’ (Tick the letter ‘e’ for them to see). Is that clear? Let’s start with an example. While we do the example, keep your pencil on your desk. Do not mark this response on your sheet. Does somebody want to try? / በሉ ገፅ 1 እቲ ፈተና ግለፁ። እርሳስኩም ኣብ ዴስክ ኣቐምጡ። ኣብዚ ገፅ ከም ዝስዕብ ዝበሉ ሳንዲቕ ክትረኽቡ ኢኹም (ነቲ ኣብ ሰሌዳ ዘሎ ከም ኣብነት ኣመለኸቱ)። ኣነ ስም ፊደል ክብል እዮ። ካብኡ፣ ኣብ ወረቐትኩም ነታ ፊደል ፈሊኹም ሕንፃፅ ክትገብሩ ክሓተኩም እዮ። ነታ ፊደል እንትብል ኣፍ ኣፊይ ረኣዩ። ስለዚ እንድሕር ኣብ ከም ‘ስሙን’ ዝብል ቃል ዘላ ፊደል ስ ሕንፃፅ ግበሩ ኢለኩም፣ ኣብ ፊደል ስ ሕንፃፅ ክትገብሩ ኣለኩም። (እቶም ተምሃሮ እናረኣዩ፣ ኣብ ስ ዝብል ፊደል ሕንፃፅ ግበሩ።) ግልፂ ድዩ? ብኣብነት ንጀምር። ነቲ ኣብነት እንትንሰርሕ፣ እርሳስኩም ኣብ ዴስክኹም ግበሩ። ነዚ መልሲ ኣብ ጥራዝኩም ምልክት ኣይትግበሩ። ክፍትን ዝደልይ ኣሎ ዶ?

ስ	ሰ	ሸ	ሸ	ሳ
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INSTRUCTIONS: If anyone raises their hand, clean the tick from the letter ‘e’ and let him/her come up to the chalkboard. Then say “tick the letter ‘e’ as in ‘example’”. When he/she ticks the letter “e”, ask the class if he/she did this correctly and say “very good.” Ask him/her to go sit down. / መምርሕታት:- እንድሕር ሕቶ ዘለዎም ኢዶም ኣውግዳም፣ ኣብ ፊደል ስ ዘሎ ሕንፃፅ ደምስሱዎም ናብ ጥቓ እቲ ሰሌዳ ክመፅኡ ኣገዘዙ። ካብኡ፣ “ኣብ ከም ሳሙና ዝብል ቃል ዘሎ ፊደል ሳ ሕንፃፅ ግበሩ!” በሉዎም። እቶም ዝተኣዘዙ ሕንፃፅ እንትገብሩ፣ ነቶም ካልኣት ተምሃሮ ብትኽከል ሕንፃፅ ተገይሩ ምጂኑ ብምሕታት “ፅቡቕ!” በሉ። ካብኡ፣ ነቲ ተምሃራይ ወይ ተምሃሪት ናብ ኮፍ መበሊ ክኸዱ ኣገዘዙ።

☛ Does everyone understand? Now let’s do the items on your sheet. Let’s begin. / ኩሉኹም ተረዲኡኩም ዶ? ሕዚ ኣብቲ ጥራዝኩም ዘለዉ ሕቶታት ንስራሓዮም። ንጀምር።

- ☛ Put your finger on box number 1. Look at my mouth. Tick the letter ‘e’, as in ‘example. (Repeat letter and word.) / ኣፃብዕትኹም ኣብ ሳንዲቕ ቁፅሪ 1 ግበሩ። ስ ኣብ ዝብል

ፊደል ሕንፃፀ ግበሩ፤ ንኣብነት፤ ኣብ ከም 'ሰሙን' :: (ፊደልን ቃልን ድገሙ)::

2. ☞ Put your finger on box number 2. Look at my mouth. Tick the letter 'e', as in 'example. (Repeat letter and word.) / ኣፃብዕትኹም ኣብ ሳንዱቕ ቁፅሪ 2 ግበሩ:: ን ኣብ ዝብል ፊደል ሕንፃፀ ግበሩ፤ ንኣብነት፤ ኣብ ከም 'ንባብ' :: (ፊደልን ቃልን ድገሙ)::

3. ☞ Put your finger on box number 3. Look at my mouth. Tick the letter 'e', as in 'example'. (Repeat letter and word.) / ኣፃብዕትኹም ኣብ ሳንዱቕ ቁፅሪ 3 ግበሩ:: ሓ ኣብ ዝብል ፊደል ሕንፃፀ ግበሩ፤ ንኣብነት፤ ኣብ ከም 'ሓደ' :: (ፊደልን ቃልን ድገሙ)::

4. ☞ Put your finger on box number 4. Look at my mouth. Tick the letter 'e', as in 'example'. (Repeat letter and word.) / ኣፃብዕትኹም ኣብ ሳንዱቕ ቁፅሪ 4 ግበሩ:: ድ ኣብ ዝብል ፊደል ሕንፃፀ ግበሩ፤ ንኣብነት፤ ኣብ ከም 'ድምፂ' :: (ፊደልን ቃልን ድገሙ)::

5. ☞ Put your finger on box number 5. Look at my mouth. Tick the letter 'e', as in 'example'. (Repeat letter and word.) / ኣፃብዕትኹም ኣብ ሳንዱቕ ቁፅሪ 5 ግበሩ:: (ዘወርወር ብምባል እናረከኹም ኣረጋግፁ):: ሀ ኣብ ዝብል ፊደል ሕንፃፀ ግበሩ፤ ንኣብነት፤ ኣብ ከም 'ሀበይ' :: (ፊደልን ቃልን ድገሙ)::

6. ☞ Put your finger on box number 6. Look at my mouth. Tick the letter 'e', as in 'example. (Repeat letter and word.) / ኣፃብዕትኹም ኣብ ሳንዱቕ ቁፅሪ 6 ግበሩ:: ፀ ኣብ ዝብል ፊደል ሕንፃፀ ግበሩ፤ ንኣብነት፤ ኣብ ከም 'ፀባ' :: (ፊደልን ቃልን ድገሙ)::

7. ☞ Put your finger on box number 7. Look at my mouth. Tick the letter 'e', as in 'example. (Repeat letter and word.) / ኣፃብዕትኹም ኣብ ሳንዱቕ ቁፅሪ 7 ግበሩ:: ቃ ኣብ ዝብል ፊደል ሕንፃፀ ግበሩ፤ ንኣብነት፤ ኣብ ከም 'ቃላት' :: (ፊደልን ቃልን ድገሙ)::

8. ☞ Put your finger on box number 8. Look at my mouth. Tick the letter 'e', as in 'example'. (Repeat letter and word.) / ኣፃብዕትኹም ኣብ ሳንዱቕ ቁፅሪ 8 ግበሩ:: ቡ ኣብ ዝብል ፊደል ሕንፃፀ ግበሩ፤ ንኣብነት፤ ኣብ ከም 'ቡኳርያ' :: (ፊደልን ቃልን ድገሙ)::

9. ☞ Put your finger on box number 9. Look at my mouth. Tick the letter 'e', as in 'example. (Repeat letter and word.) / ኣፃብዕትኹም ኣብ ሳንዱቕ ቁፅሪ 9 ግበሩ:: ቨ ኣብ ዝብል ፊደል ሕንፃፀ ግበሩ፤ ንኣብነት፤ ኣብ ከም 'ቨሚዝ' :: (ፊደልን ቃልን ድገሙ)::

10. 🦋 Put your finger on box number 10. Look at my mouth. Tick the letter 'e', as in 'example. (Repeat letter and word.) / አግብሮትሽኩም አብ ሳንዱቕ ቁፅሪ 10 ግበሩ። ረ አብ ዝብል ፊደል ሕንፃፅ ግበሩ፤ ንኣብነት፣ አብ ከም 'ረዘነ' ። (ፊደልን ቃልን ደገሙ)።

🦋 Good work. Now put your pencil on your desk and turn to the next page of the game. / ፅቡቕ ስራሕ። ሕዚ እርሳስኩም አቐምጡ። ካብኡ፣ ናብቲ ዝቐፅል ገፅ እቲ ንጥፈት ግለፁ።

Familiar Words / ፍሉጣት ቃላት

INSTRUCTIONS: Before beginning the activity, draw the box with the words below on the chalkboard. Then, say: / መምርሕታት:- ቅድሚያ ንጥፈት ምጅማርኩም ፣ እቶም ታሕቲ ዘለዉ ቃላት ዘለዎ ሰዲቓ ኣብ ሰሌዳ ሰኣሉ። ካብኡ እዚ ዝሰዕብ በሉ:-

ናብ	ታብ	ካብ	ኣብ	ዝላ
----	----	----	----	----

☛ Check that you are on page 2 of the test and put your pencil down on your desk. On this page you will see some boxes like this (point to the example on the chalkboard). I'm going to ask you to tick one of the words (point to the words) in this box. So, if I say "tick the word '[example]', I would want you to draw a tick on the word '[example]'. (Draw a tick on the word for them to see). Is that clear? Let's start with an example. While we do the example, keep your pencil on your desk. Do not mark this response on your sheet. Does somebody want to try?/ ኣብ ገፅ 2 እቲ ፈተና ምጅንኩም ኣረጋግፁ። እርሳስኩም ኣብ ዴስክ ኣቐምጡ። ኣብዚ ገፅ ከም ዝሰዕብ ዝበሉ ክትረኽቡ ኢኹም (ነቲ ኣብ ሰሌዳ ዘሎ ኣብነት ኣመላኽቱ)። ካብቶም ኣብ ሳንዱቕ ዘለዉ ቃላት ኣብ ሓዲኦም ሕንፃፅ ክትገብሩ ክሓተኩም እየ። (ናብቲ ቃል ኣመላኽቱ)። ስለዚ "ኣብቲ 'ካብ' ዝብል ቃል ሕንፃፅ ግበሩ እንተይለኩም ኣብ ልዕሊ እቲ 'ካብ' ዝብል ቃል ሕንፃፅ ክትገብሩ እደልይ። (እቶም ተምሃሮ እናረኣዩ ኣብ ልዕሊ እቲ ቃል ሕንፃፅ ግበሩ)። ግልፂ ድዩ? ብኣብነት ንጀምር። ነቲ ኣብነት እንትንሰርሕ እርሳስኩም ኣብ ዴስክኹም ግበሩ። ነዚ መልሲ ኣብ ጥራዝኩም ምልክት ኣይትግበሩ። ክፍትን ዝደልይ ኣሎ ዶ?

INSTRUCTIONS: If anyone raises their hand, clean the tick from the word 'example' and let him/her come up to the chalkboard. Then say "tick the word 'example. When he/she ticks the word "example", ask the class if the student did this correctly. Say "very good" and ask him/her to go back and sit down. / መምርሕታት:- እንድሕር ሕቶ ዘለዎም ኢዶም ኣውጺኦም፣ ኣብ 'ካብ' ዝብል ቃል ዘሎ ሕንፃፅ ደምስሱዎም ናብ ጥቓ እቲ ሰሌዳ ክመፅኡ ኣዝዙ። ካብኡ፣ "ነቲ 'ናብ' ዝብል ቃል ሕንፃፅ ግበሩ" በሉዎም። ነቲ 'ናብ' ዝብል ቃል ሕንፃፅ ምስገበሩ፣ ነቶም ካልኦት ተምሃሮ ብትኽክል ሕንፃፅ ተገይሩ ምጅኑ ሕተቱዎም። ብምቕፃል፣ "ፅቡቕ!" ኢልኩም ብምንኣድ ኮፍ ክብሉ ኣዝዙ።

👉 Does everyone understand? Now let's do the items on your sheet. Let's begin. / ኩሉኹም ተረዲኡኩም ዶ? ሕዚ ኣብቲ ጥራዝኩም ዘለዉ ሕቶታት ንስራሓዮም፡፡ ንጀምር፡፡

1. 👉 Put your finger on box number 1. Look at me. Tick the word 'example. (Repeat word.) / ኣፃብዕትኹም ኣብ ሳንዱቕ ቁፅሪ 1 ግበሩ፡፡ ናባይ ረኣዩ፡፡ ነቲ 'እዩ' ዝብል ቃል ሕንፃፅ ግበሩሉ፡፡ (ቃል ደግሙ)፡፡

2. 👉 Put your finger on box number 2. Look at me. Tick the word 'example. (Repeat word.) / ኣፃብዕትኹም ኣብ ሳንዱቕ ቁፅሪ 2 ግበሩ፡፡ ናባይ ረኣዩ፡፡ ነቲ 'ነበረ' ዝብል ቃል ሕንፃፅ ግበሩሉ፡፡ (ቃል ደግሙ)፡፡

3. 👉 Put your finger on box number 3. Look at me. Tick the word 'example'. (Repeat word.) / ኣፃብዕትኹም ኣብ ሳንዱቕ ቁፅሪ 3 ግበሩ፡፡ ናባይ ረኣዩ፡፡ ነቲ 'ፀሓፍ' ዝብል ቃል ሕንፃፅ ግበሩሉ፡፡ (ቃል ደግሙ)፡፡

4. 👉 Put your finger on box number 4. Look at me. Tick the word 'example. ((Repeat word.)) / ኣፃብዕትኹም ኣብ ሳንዱቕ ቁፅሪ 4 ግበሩ፡፡ ናባይ ረኣዩ፡፡ ነቲ 'ክንደይ' ዝብል ቃል ሕንፃፅ ግበሩሉ፡፡ (ቃል ደግሙ)፡፡

5. 👉 Put your finger on box number 5. Look at me. Tick the word 'example. (Repeat word.) / ኣፃብዕትኹም ኣብ ሳንዱቕ ቁፅሪ 5 ግበሩ፡፡ ናባይ ረኣዩ፡፡ ነቲ 'ጌጋ' ዝብል ቃል ሕንፃፅ ግበሩሉ፡፡ (ቃል ደግሙ)፡፡

6. 👉 Put your finger on box number 6. Look at me. Tick the word 'example'. (Repeat word.) / ኣፃብዕትኹም ኣብ ሳንዱቕ ቁፅሪ 6 ግበሩ፡፡ ናባይ ረኣዩ፡፡ ነቲ 'ቆልዑ' ዝብል ቃል ሕንፃፅ ግበሩሉ፡፡ (ቃል ደግሙ)፡፡

7. 👉 Put your finger on box number 7. Look at me. Tick the word 'example'. (Repeat word.) / ኣፃብዕትኹም ኣብ ሳንዱቕ ቁፅሪ 7 ግበሩ፡፡ ናባይ ረኣዩ፡፡ ነቲ 'ስምሃል' ዝብል ቃል ሕንፃፅ ግበሩሉ፡፡ (ቃል ደግሙ)፡፡

8. 👉 Put your finger on box number 8. Look at me. Tick the word 'example'. (Repeat word.) / ኣፃብዕትኹም ኣብ ሳንዱቕ ቁፅሪ 8 ግበሩ፡፡ ናባይ ረኣዩ፡፡ ነቲ 'ዓወት' ዝብል ቃል ሕንፃፅ ግበሩሉ፡፡ (ቃል ደግሙ)፡፡

9. 🖐️ Put your finger on box number 9. Look at me. Tick the word 'example'. (Repeat word.) / አፃብዕትኹም ኣብ ሳንዱቕ ቁፅሪ 9 ግበሩ። ናባይ ረአዩ። ነቲ 'ጀበና' ዝብል ቃል ሕንፃፅ ግበሩሉ። (ቃል ደግሙ)።

10. 🖐️ Put your finger on box number 10. Look at me. Tick the word 'example'. (Repeat word.) / አፃብዕትኹም ኣብ ሳንዱቕ ቁፅሪ 10 ግበሩ። ናባይ ረአዩ። ነቲ 'እነይ' ዝብል ቃል ሕንፃፅ ግበሩሉ። (ቃል ደግሙ)።

🖐️ Good work. Now put your pencil on your desk and please turn to the next page of the activity. / ፅቡቕ ስራሕ። ሕዚ እርሳስኩም ኣቐምጡ። ካብኡ፣ ናብቲ ዝቐፅል ገፅ እቲ ንጥፈት ግለፁ።

Non Words / ዝተመሃዙ ቃላት

– Page 3 / -ገፅ 3

☞ Check that you are on page 3 of the test and put your pencil down on your desk. On this page you will see the same kind of boxes, but this time the words are made up. These are not words you read in your books so pay close attention to how I pronounce them. Just like we did before, I'm going to ask you to tick one of the made up words after I say it (*point to the example on the chalkboard*). Do you understand? Now let's do the items on your sheet. Let's begin. / ☞ ኣብ ገፅ 3 እቲ ፈተና ምዃንኩም ኣረጋግፁ። እርሳስኩም ኣብ ዴስክ ኣቐምጡ። ኣብዚ ገፅ ተመሳሰልቲ ሳንዱቓት ክትርእዩ ኢኹም፣ እነተኾነ ግና እቶም ቃላት ዝተመሃዙ እዮም። ኣብ መጻሕፍትኹም ዘይትረኽቡዎም ቃላት ስለዝኾኑ ከመይ ከምዘንብቡዎም ፅን ኢልኩም ተኸታተሉ። ከምቲ ቅድሚ ሕዚ ዝሰራሕናዮ፣ ነቶም ዝተመሃዙ ቃላት ምስበልኩዎም፣ ኣብ ሓዲአም ሕንፃ ከትገብሩ ክሓተኩም እየ። (ኣብቲ ሰሌዳ ንዘሎ ኣብነት ኣመሳኸቱ)። ተረዲኡኩም ዶ? ሕዚ ኣብቲ ጥራዝኩም ዘለዉ ሕቶታት ንስራሓዮም። ንጀምር።

1. ☞ Put your finger on box number 1. Look at me. Tick the word [example]. (*Repeat word.*) / ኣፃብዕትኹም ኣብ ሳንዱቓ ቁፅሪ 1 ግበሩ። ናባይ ረአዩ። ነቲ 'ወብ' ዝበል ቃል ሕንፃፅ ግበሩሉ። (ቃል ደገሙ)።

2. ☞ Put your finger on box number 2. Look at me. Tick the word [example]. (*Repeat word.*) / ኣፃብዕትኹም ኣብ ሳንዱቓ ቁፅሪ 2 ግበሩ። ናባይ ረአዩ። ነቲ 'በያል' ዝበል ቃል ሕንፃፅ ግበሩሉ። (ቃል ደገሙ)።

3. ☞ Put your finger on box number 3. Look at me. Tick the word [example]. (*Repeat word.*) / ኣፃብዕትኹም ኣብ ሳንዱቓ ቁፅሪ 3 ግበሩ። ናባይ ረአዩ። ነቲ 'ሽላስ' ዝበል ቃል ሕንፃፅ ግበሩሉ። (ቃል ደገሙ)።

4. ☞ Put your finger on box number 4. Look at me. Tick the word [example]. Repeat word. / ኣፃብዕትኹም ኣብ ሳንዱቓ ቁፅሪ 4 ግበሩ። ናባይ ረአዩ። ነቲ 'ደመን' ዝበል ቃል ሕንፃፅ ግበሩሉ። (ቃል ደገሙ)።

5. ☞ Put your finger on box number 5. Look at me. Tick the word [example]. (*Repeat word.*) / ኣፃብዕትኹም ኣብ ሳንዱቓ ቁፅሪ 5 ግበሩ። ናባይ ረአዩ። ነቲ 'ቃይ' ዝበል ቃል ሕንፃፅ ግበሩሉ። (ቃል ደገሙ)።

6. ☞ Put your finger on box number 6. Look at me. Tick the word [example]. (*Repeat word.*) / ኣፃብዕትኹም ኣብ ሳንዱቓ ቁፅሪ 6 ግበሩ። ናባይ ረአዩ። ነቲ 'ሓሰጥ' ዝበል ቃል ሕንፃፅ ግበሩሉ። (ቃል ደገሙ)።

7. ☞ Put your finger on box number 7. Look at me. Tick the word [example]. (*Repeat word.*) / ኣፃብዕትኹም ኣብ ሳንዱቓ ቁፅሪ 7 ግበሩ። ናባይ ረአዩ። ነቲ 'ፈኑይ' ዝበል ቃል ሕንፃፅ ግበሩሉ።

(ቃል ደገመ)።

8. 🖐️ Put your finger on box number 8. Look at me. Tick the word [example]. (Repeat word.) / አፃብዕትኹም ኣብ ሳንዱቕ ቁፅሪ 8 ግበሩ። ናባይ ረአዩ። ነቲ 'ዓውዳ' ዝብል ቃል ሕንፃፅ ግበሩሉ። (ቃል ደገመ)።

9. 🖐️ Put your finger on box number 9. Look at me. Tick the word [example]. (Repeat word.) / አፃብዕትኹም ኣብ ሳንዱቕ ቁፅሪ 9 ግበሩ። ናባይ ረአዩ። ነቲ 'ውፃል' ዝብል ቃል ሕንፃፅ ግበሩሉ። (ቃል ደገመ)።

10. 🖐️ Put your finger on box number 10. Look at me. Tick the word [example]. (Repeat word.) / አፃብዕትኹም ኣብ ሳንዱቕ ቁፅሪ 10 ግበሩ። ናባይ ረአዩ። ነቲ 'ደርሂ' ዝብል ቃል ሕንፃፅ ግበሩሉ። (ቃል ደገመ)።

🖐️ Good work. Now put your pencil on your desk and please turn to the next page of the activity. / ፅቡቕ ስራሕ። ሕዚ እርሳስኩም ኣቐምጡ። ካብኡ፣ ናብቲ ዝቐፅል ገፅ እቲ ንጥፈት ግለፁ።

Reading Comprehension / አንቢብካ ምርዳኢ
 – Page 5 and 6 / -ገፅ 5 and 6

INSTRUCTIONS: First, write the example story, the example question and the example list of answers given on the board. / መምርሒታት:- ፈለግ ነቲ ኣብነት ዛንታ፣ ኣብነት ሕቶን ኣብነት ዝርዝር መልስታት ኣብ ሰሌዳ ፀሓፉ።

EXAMPLE TO WRITE ON THE BOARD: / ኣብ ሰሌዳ ዝፀሓፍ ኣብነት:-

[Pupil name] went to school. [Pupil name] has found her pencil. [Pupil name] is happy.
 / ኣፀደ ኣብ ቤት ትምህርቲ ክይዳ። ኣፀደ እርሳሳ ረኺባ። ኣፀደ ደስ ኢሉዋ።

Example Question (write on board) - What has Chanda found? / ኣብነት ሕቶ (ኣብ ሰሌዳ ፀሓፉ) - ኣፀደ እንታይ ረኺባ?

Example list of answers given (write on board): / ዝተወሃቡ ኣብነት ዝርዝር መልስታት (ኣብ ሰሌዳ ፀሓፉ)

ሀ ለ ሐ መ

Shoes / ሳእንታት	Pencil / እርሳሳ	School / ቤት ትምህርቲ	Book / መፅሓፍ
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☞ Check that you are on page 4 of the test and put your pencil down on your desk. In this section, **you** will read a short story silently for 2 minutes. After 2 minutes, you will read 5 questions about the story. You will tick the correct answer from the list of answers given for each question. Let us begin with an example. While we do the example, keep your pencil on your desk. Do not mark this response on your sheet. / ☞ ኣብ ገፅ 4 እቲ ፈተና ምዃንኩም ኣረጋግፁ። እርሳስኩም ኣብ ዴስክ ኣቐምጡ። ኣብዚ ክፋል፣ **ንስኻትኩም** ንክልተ ደቓይቕ ብሰላሕታ ሓንቲ ሓፃር ዛንታ ክተንብቡ ኢኹም። ድሕሪ ክልተ ደቓይቕ፣ ብዛዕባ እቲ ዛንታ ሓሙሽተ ሕቶታት ክተንብቡ ኢኹም። ንሕድሕድ ሕቶ ካብ ዝተወሃቡ ዝርዝር መልስታት፣ ነቲ ትክክለኛ መልሲ ሕንፃፅ ብምግባር ክትምልሱ ኢኹም። ብኣብነት ንጀምር። ነቲ ኣብነት እንትንሰርሕ፣ እርሳስኩም ኣብ ዴስክኹም ኣቐምጡ። ነዚ ኣብነት መልሲ ኣብ ጥራዝኩም ኣይትግበሩ።

INSTRUCTIONS: Then, ask children to pay attention as you have a pupil read the short story aloud to the class. Finally, have a pupil read the question and the list of answers given to the question. / መምርሒታት:- ካብኡ፣ ብሓደ ተምሃራይ ወይ ተምሃሪት ብዓውታ ንእትንብብ ሓፃር ዛንታ ፅን ኢሎም ከዳምፁ ነቶም ቁልዑ ንገሩዎም። ኣብ መወዳእታ ብሓደ ተምሃራይ ወይ ተምሃሪት ነቲ ሕቶን ዝተወሃቡ ዝርዝር መልስታትን ክንብብ ግበሩ።

☛ Does anyone want to read this story for the class? [If a pupil raises his/her hand, have them read the story aloud.] Thank you. / ☛ ነዛ ዛንታ ንኸፍሊ ከንብብ ዝደልይ ወይ ከተንብብ እትደልይ? [ከንብቡ ዝደልዩ እንድሕር ሓልዮም ዋዕ ኢሎም ከንብቡ ፍቕዱ።] የመስግን!

☛ Now does anyone want to read the question? [If a pupil raises his/her hand, have them read the story aloud.] Thank you. / ☛ ሕዚ ነቲ ሕቶ ከንብብ ዝደልይ ኣሎ ዶ? [ኢድ ዘውፅኡ እንድሕር ሃልዮም ነታ ሕቶ ዋዕ ኢሎም ከንብቡ ኣዝዙ።] የመስግን!

☛ Who is prepared to come and tick the correct answer? / ☛ ናብዚ መጻኢ ነታ መልሲ ሕንፃፅ ንምግባር ድልዊ ዝኾነ ወይ ዝኾነት?

INSTRUCTIONS: When the pupil ticks the correct option [pencil], say “well done.” Ask the class to clap for him/her and have him/her sit down. / መምርሕታት:- እቲ ተምሃራይ ወይ እታ ተምሃራት ነቲ ትክክለኛ ኣማራጺ፣ ማለት [እርሳሰ] ሕንፃፅ እንተገይሩ ወይ ገይራ “ፅቡቕ” በሉ። እቶም ተምሃሮ እቲ ክፍሊ ከጣቕዑ ድሕሪ ምንጋር ነፍብ ኮፍ መበሊኦም ክምለሱ እዘዙ።

☛ It is now time for you to read a story on your own. This time you will all read the story on your paper silently to yourself. Put your finger on the story on the paper in front of you. Are all of you ready? / ☛ ሕዚ ዓርሰኹም ክኢልኩም ዛንታ እተንብቡሉ እዋን እዩ። ሕዚ ኣብ ወረቐትኩም ብሰላሕታ ነቲ ዛንታ ከተንብቡ ኢኹም። ኣፃብዕትኹም ኣብ ቅድሜኹም ኣብ ወረቐትኩም ኣብ ዘሎ ዛንታ ግበሩ። ኩሉኹም ተዳሊኹም ዲኹም?

INSTRUCTIONS: Before starting, check to make sure pupils have their finger on the reading passage. / መምርሕታት:- ቅድሚ መጀመርኩም፣ እቶም ተምሃሮ ኣፃብዕቶም ኣብቲ ዝንብብ ፅሑፍ ምግባርም ኣረጋግፁ።

☛ Good. If you finish the story, read it again to make sure that you understand it. Now begin to read. / ☛ ፅቡቕ! ነታ ዛንታ እንተወዲኡኹም ዝተረደአኩም ምዃኑ ንምርግጋፅ ነቲ ፅሑፍ መሊሰኩም ኣንብቡዎ። ሕዚ ንባብ ጀምሩ።

INSTRUCTIONS: Prepare to stop after 2 minutes. When 2 minutes have passed, say the following: / መምርሕታት:- ድሕሪ 2 ደቓይቕ ጠጠው ንምባል ተዳለዉ። ክልተ ደቓይቕ ምስኣለፈ፣ እዚ ዝሰዕብ በሉ።

☛ Time is up. Please stop reading. Now turn to the next page and prepare to answer the questions about the story. / ☛ ሰዓት ኣኺሉ። ንባብ ጠጠው ኣብሉ። ሕዚ ናብ ዝቕፅል ገፅ ከይድኩም፣ ብዛዕባ እቲ ዛንታ ዝተወሃቡ ሕቶታት ንምምላስ ተዳለዉ።

INSTRUCTIONS: Make sure all the pupils have turned to the correct page before proceeding. / መምርሕታት:- ቅድሚያ ምቕጃልኩም፣ ኩሎም ተምሃሮ እብቲ ትኽክለኛ ገፅ ምህላዎም አረጋግፁ።

☞ Check that you are on page 5 of the test. The reading text appears in this page again. You do not have to read it again. There are five questions about the story on this page. Each question is on top of boxes with possible answers. Tick the correct answer for each question. You will have a few minutes to answer all five of these questions by ticking the word or words in one of the boxes that gives the correct answer to the question. / ☞ አብ ገፅ 5 እቲ ፈተና ምዃንኩም አረጋግፁ። እታ ዛንታ ኣብዚ ገፅ ተደጊማ ኣላ። መሊሰኩም ምንባብ ኣየድልዎኩምን። ብዛዕባ እታ ዛንታ ሓሙሽተ ሕቶታት ኣብዚ ገፅ ኣለዉ። ሕድሕድ ሕቶ ምስ መማረፅቲ መልስታት ኣብ ልዕሊ ሳንዱቓት ይርከቡ። ንሕድሕድ ሕቶ እቲ ትኽክለኛ መልሲ ሕንፃፅ ብምግባር ምረፁ። ንሓሙሽቲኦም ሕቶታት ዝኾኑ መልስታት ኣብ ልዕሊ ቃል ወይ ቃላት ሕንፃፅ ብምግባር ክትምልሱ ምእንቲ ቁሩብ ደቓይቕ ክህልወኩም እዩ።

☞ Begin. / ☞ ጀምሩ።

INSTRUCTIONS: Prepare to stop after 4 minutes. When 4 minutes have passed or all the pupils have completed this task, say the following: / መምርሕታት:- ደኅሪ 4 ደቓይቕ ጠጠው ንምባል ተዳለዉ። ኣርባዕተ ደቓይቕ ምስሓለፈ ወይ ደማ ኩሎም ቁልፀ ምስዛዘሙ፣ እዚ ዝስዕብ በሉ፡-

☞ Time is up. Please stop writing. Good work. Now put your pencil down on your desk and turn to the next page. / ☞ ሰዓት ኣኺሉ። ጠጠው ኣብሉ። ፅቡቕ ስራሕ! ሕዚ እርሳስኩም ኣቐምጡም ናብ ዝቕፅል ገፅ ኪዱ።

Sentence Completion (Maze) / ምምላእ ምሉእ ሓሳብ

INSTRUCTIONS: Before beginning this section, write the following example on the chalkboard. / መምርሕታት:- ነዚ ክፋል ቅድሚ ምጅማርኩም፣ ነዚ ዝስዕብ ኣብነት ኣብ ሰሌዳ ፀሓፉ።

Example Question (write on board): I like to read (ball / dog / books). /ኣብነት ሕቶ (ኣብ ሰሌዳ ፀሓፉ።)- ኣነ (ኩዕሶ / ከልቢ / መፃሕፍቲ) ምንባብ እፈትው።

☛ Check that you are on page 6 of the test and put your pencil down on your desk. In this section, you will read a short story silently. In the story, you will need to complete some of the sentences correctly with one of the list of words given in parentheses. From the three words, underline the correct word that fits in the sentence. Sometimes the missing word will be at the end of the sentence and sometimes it will be in the middle. / ☛ ኣብ ገፅ 6 እቲ ፈተና ምጂንኩም ኣረጋግፁ። እርሳስኩም ኣብ ዴስክ ኣቐምጡ። ኣብዚ ክፋል፣ ሓንቲ ሓፃር ዛንታ ብሰላሕታ ክተንብቡ ኢኹም። ኣብታ ዛንታ ካብቶም ኣብ ሓፀር ዝተወሃቡ ዝርዝር መማረፅቲ ቃላት ሓደ ብምምራፅ ንዝተወሰኑ ሓሳባት ክትምልኡ ኢኹም። ካብቶም ሰለስተ ቃላት፣ ምስቲ ምሉእ ሓሳብ ዝሳነ ቃል መሪፅኩም ኣስምሩሉ። እቲ ዝገደለ ቃል፣ ሓድሓደ ግዜ ኣብ መወዳእታ ካሊእ ግዜ ድማ ኣብ ማዕኸል ክኸውን ይኽእል።

☛ Does anyone want to try? / ☛ ናብዚ መፂኡ ነታ መልሲ ሕንፃፅ ንምግባር ድልዊ ዝኾነ ወይ ዝኾነት?

INSTRUCTIONS: If anyone raises their hand, let him/her come up to the chalkboard. Then say “underline the word that completes the sentence.” When he/she underlines the word “books”, say “Very good. The sentence is ‘I like to read books.’” Ask the pupil to go back and sit down at his/her seat. / መምርሕታት:- ኢድ ዘውፅኡ እንድሕር ሃልዮም፣ ናብቲ ሰሌዳ ዘለዎ ክመፅእ ወይ ክትመፅእ ኣዝዙ። ካብኡ እዚ ዝስዕብ በሉ:- “ነቲ ሓሳብ ምሉእ ዝገብሮ ቃል መሪፅኩም ኣስምሩሉ።” ነቲ “መፃሕፍቲ” ዝብል ቃል ምስ ኣስመሩሉ ከም ዝስዕብ በሉ:- “ፅቡቕ። “እቲ ምሉእ ሓሳብ ኣነ መፃሕፍቲ ምንባብ እፈትው” እዩ።” ነቲ ተምሃራይ ወይ ድማ ተምሃሪት ናብ ቦትኦም ተመሊሶም ኮፍ ክብሉ ኣዝዙ።

☛ Does everyone understand? Now let’s do the items on your sheet. Put your finger on the first word of the story. Ok, begin. / ☛ ኩሉኹም ተረዲኡኩም ዶ? ሕዚ ኣብ ጥራዝኩም ንስርሓዮም። ኣፃብዕትኹም ኣብ ቀዳመይቲ ቃል እታ ዛንታ ግበሩ። ፅቡቕ! ጀምሩ።

INSTRUCTIONS: Prepare to stop after 3 minutes. When 3 minutes have passed or all the pupils have finished, say the following: / መምርሕታት:- ድሕሪ 3 ደቓይቕ ጠጠው ንምባል

ተዳለዉ። ሰለስተ ደቅይቻ ምስሓለፊ ወይ ድማ ኩሎም ቁልፊ ምስወድኡ፤ እዚ ዝስዕብ በሉ፡-

🕒 Time is up. Please stop writing. Good work. Now put your pencil down on your desk and turn to the next page. / 🕒 ሰዓት ኣኺሉ። ጠጠው ኣብሉ። ፅቡቕ ስራሕ! ሕዚ እርሳስኩም ኣቐምጡ፤ ናብ መወዳእታ ገፅ ኪዱ።

Dictation / ምግልባጥ

- Page 8 / -ገፅ 8

INSTRUCTIONS: You will read the sentences one time at regular speed. Then you will repeat the sentence a second time at about one word per second. Then wait about five seconds and repeat the sentence a third time. Then give the children about 15 seconds to finish writing the sentence.

/ መምርሕታት:- ሐበሬታ ንመዛናይ:- ነቶም ምሉእ ሓሳባት ሓደ ግዜ ብሰሩዕ ናህሪ ክተንብቡ ኢኹም። ካብኡ፣ ነቲ ምሉእ ሓሳብ ንሓደ ቃል ዳርጋ ብሓደ ሰከንድ ክተንብቡ ኢኹም። ካብኡ ሓሙሽተ ሰከንድታት ፅንሕ ኢልኩም ንሳልሳይ ግዜ ኣንብቡ። ካብኡ እቶም ተምሃሮ ነቲ ምሉእ ሓሳብ መሊእም ክፅሕፉ ዓሰርተ ሓሙሽተ ሰከንድታት ዝኸውን ፍቕዱሎም።

☛ Check that you are on page 7 of the test and put your pencil down on your desk. Now I am going to read you three short sentences. Please listen carefully. I will read each sentence once. Then I will read it slowly a second time so you can write what you hear. I will then read it again so that you can check your work. We will do each sentence separately. Do you understand? Ok. Let's begin. / ☛ ኣብ ገፅ 7 እቲ ፈተና ምዃንኩም ኣረጋግፁ። እርሳስኩም ኣብ ዴስክ ኣቐምጡ። ሕዚ ሰለስተ ሓፀርቲ ምሉእ ሓሳባት ክንብብልኩም እየ። ፅን ኢልኩም ኣዳምፁ። ሕድሕድ ምሉእ ሓሳብ ሓደ ግዜ ጥራይ ክንብብ እየ። እተዳምፁዎ ክትፅሕፉ ምእንቲ ንኻልኣይ ግዜ ህድእ ኢሊ ክንብብልኩም እየ። መልሲ ክተረጋግፁ ምእንቲ ንሳልሳይ ግዜ መሊሰ ክንብብ እየ። ሕድሕድ ምሉእ ሓሳብ ብብሓደ ክንከዶ ኢና። ተረዲኡኩም ዶ? ፅቡቕ! ንጀምር።

☛ Put your pencil at the beginning of the first line on the paper and listen carefully to each sentence I read. Then write down the sentences on your answer sheet. You will write one sentence on each line. The first sentence is: "A lion is a powerful animal." / ☛ እርሳስኩም ኣብ ቀዳመይቲ መስመር እቲ ወረቐት ኣቐምጡዎ ሕድሕድ ምሉእ ሓሳብ እንተንብብ ፅን ኢልኩም ኣዳምፁ። ካብኡ፣ ነቶም ምሉእ ሓሳባት ኣብ መልሲ መውሀቢ ወረቐትኩም ፀሓፉ። ኣብ ሕድሕድ መስመር ሓደ ምሉእ ሓሳብ ክትፅሕፉ ኢኹም። ቀዳማይ ምሉእ ሓሳብ:- "እንበሳ ሓያል እንስሳ እዩ።"

[Wait about five seconds, then say:] ☛ "A lion is a powerful animal." / [ሓሙሽተ ሰከንድታት ዝኸውን ድሕሪ ምፅባይ ከምዝሰዕብ በሉ:] ☛-"እንበሳ ሓያል እንስሳ እዩ።"

[Wait about 15 seconds, then say:] ☛ A lion is a powerful animal / [ዓሰርተ ሓሙሽተ ሰከንድታት ዝኸውን ድሕሪ ምፅባይ ከምዝሰዕብ በሉ:-] ☛ "እንበሳ ሓያል እንስሳ እዩ።"

☛ Good. The second sentence is "It lives in the forest." / ☛ ፅቡቕ። ካልኣይ ምሉእ ሓሳብ:- "ኣብ ዱር ይነብር።"

[Wait about five seconds, then say:] 🗨️ “It lives in the forest.” / [ሓሙሽተ ሰከንድታት ዝኸውን ድሕሪ ምፅባይ፣ ከምዝሰዕብ በሉ :-] 🗨️ “አብ ዱር ይነበር::”

[Wait about 15 seconds, then say:] 🗨️ It lives in the forest. / [ዓሰርተ ሓሙሽተ ሰከንድታት ዝኸውን ድሕሪ ምፅባይ ከምዝሰዕብ በሉ:-] 🗨️ “አብ ዱር ይነበር::”

🗨️ Good. The third sentence is “It is called the king of wild animals.” / 🗨️ ፅቡቕ:: ሳልሳይ ምሉእ ሓሳብ:- “ንጉሥ እንስሳ ዘገዳም ይበሃል::”

[Wait about five seconds, then say:] 🗨️ “It is called the king of wild animals.” / [ነቲ ምሉእ ሓሳብ ህድእ ኢልኩም ድገሙዎ:: ሓሙሽተ ሰከንድታት ዝኸውን ድሕሪ ምፅባይ ከምዝሰዕብ በሉ :-] 🗨️ “ንጉሥ እንስሳ ዘገዳም ይበሃል::”

[Wait about 15 seconds, then say:] 🗨️ “It is called the king of wild animals.” / [ዓሰርተ ሓሙሽተ ሰከንድታት ድሕሪ ምፅባይ ከምዝሰዕብ በሉ :-] 🗨️ “ንጉሥ እንስሳ ዘገዳም ይበሃል::”

🗨️ Time is up. Put your pencil down. Good work. You have now completed the activities. Congratulations. / 🗨️ ሰዓት ኣኺሉ:: እርሳስኩም ኣቐምጡ:: ፅቡቕ ስራሕ! ሕዚ ንጥፊታት ዛዚምኩም ኣለኹም:: እንኳዕ ደስ በለኩም!

*****After releasing the pupils, conduct the Pupil Exercise Book Inventory using the form at the back of the School Instrument. / ***ነቶም ተምሃሮ ምስ ኣፋነኹም፣ ድኡሪ እቲ መሳርሒ ቤት ትምህርቲ ዘሎ ቅጥዒ ብምጥቃም ምዝገባ ደብተር ተምሃሮ ኣካይዱ።**

ብጉጅለ ዝትግበር ምዘና ንባብ ታሕተዎት ክፍልታት ንክኣመምፅ

ጥራዝ ተምሃራይ/ሪት

ቅጥዒ ሀ

ብዛዕባ እዚ ፀወታ መብርሂ ተዋሂቡኒ እዩ። ክሳተፍ ፈቓደኛ እዩ።

እወ።

ዕድመ

ወዲ

ንል

1

ሌላ ስማት ፊደላት

1.	ሰ	ሰ	ሸ	ሸ	ሶ
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2.	ጥ	ነ	ን	ጋ	ኘ
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3.	ሐ	ሐ	ሃ	ሐ	ጣ
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4.	ድ	ጅ	ድ	ደ	ዱ
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5.	ሀ	ሀ	ሕ	ሐ	ኸ
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6.	ፅ	ደ	ዐ	ፀ	ጨ
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7.	ቋ	ታ	ቃ	ኛ	ቅ
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8.	ሉ	ሉ	ብ	ቡ	ዙ
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9.	ቸ	ኸ	ኸ	ዠ	ኸ
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10	ለ	ራ	ረ	ፈ	የ
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ንባብ ቃላት - ፍሉጣት ቃላት

1.	እያ	እዩ	ኣያ	እየ	ዕዮ
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2.	ረዘነ	ነብሪ	ነበረ	ነይሩ	ሸሐነ
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3.	ፀሐፉ	ግለፁ	ምረፁ	ሀነፁ	ፅሑፍ
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4.	አፈላላይ	ብምንታይ	ንምንታይ	እንታይ	ክንደይ
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5.	ጌጋ	ግና	ጓና	ሜላ	ጋሻ
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6.	መርዑ	አቕሑ	አዲሑ	ቆልዑ	ቆፅሉ
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7.	ትበሃል	ሰምሃል	መርዓት	ልምዓት	ይበሃል
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8.	ዓመት	ዓይነት	ዓወት	አሕዋት	ሰባት
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9.	መኪና	ደባና	ጀባና	ገደና	ጅግና
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10	ላሎይ	ኣደይ	ኣበይ	እነይ	ክራይ
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3

ንባብ ቃላት - ዝተመሃዙ ቃላት

1.	ነብ	ፈብ	ወብ	ወቕ	ወል
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2.	በራል	በያል	ጀያል	ከጣም	ረዓዝ
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3.	ጥማስ	ሸላስ	ውጫግ	ሕታር	ስፋሽ
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4.	ጀረን	ደዘን	መደን	ደመን	ወጠን
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5.	ፋይ	ኛይ	ቃይ	ጳይ	ካይ
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6.	ሓሽጥ	ሓሰጥ	ሃበጭ	ካሰጭ	ታሰን
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7.	ፈገይ	ገኑይ	ፈኑይ	በሩይ	ፈሉይ
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8.	ዳዕዋ	ዓውዳ	ዓውዳ	ዳውዓ	ዋዕዳ
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9.	ውፃል	ዕፃል	ዕጣል	ዉፃብ	ዕፋል
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10	ጀርሂ	ደርሂ	ደርሒ	ተርሂ	ጠርሒ
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ሐበን ንመዓልቲ ባንዴራ ሓደ ሰሙን ምድላው ገበረ። ሐበን መጀመርያ ብዛዕባ ሃገር ግጥሚ መረፀ። ብድሕሪኡ ብዓውታ ንወለዱ መመሊሱ ብምንባብ ተለማመደ። ንሳቶም ድማ ብጣዕሚ ደስ በሎም። በቲ መዓልቲ ባንዴራ ባህላዊ ክዳን ለቢሱ ቤት ትምህርቲ ከደ። ድሕሪ ምድያብ ባንዴራ፣ ከንብብ ናብ መደረኽ ተፀወዐ። ካብኡ ሐበን ቅንዕ እናበለ ብዓውታ ነታ ግጥሚ አንበበ። ምስወደአ ጣቕሚትን ዕልልታን ኮነ።

ሐበን ንመዓልቲ ባንዴራ ሓደ ሰሙን ምድላው ገበረ። ሐበን መጀመርያ ብዛዕባ ሃገር ግጥሚ መረፀ። ብድሕሪኡ ብዓውታ ንወለዱ መመሊሱ ብምንባብ ተለማመደ። ንሳቶም ድማ ብጣዕሚ ደስ በሎም። በቲ መዓልቲ ባንዴራ ባህላዊ ክዳን ለቢሱ ቤት ትምህርቲ ከደ። ድሕሪ ምድያብ ባንዴራ፣ ከንብብ ናብ መደረኽ ተፀወዐ። ካብኡ ሐበን ቅንዕ እናበለ ብዓውታ ነታ ግጥሚ አንበበ። ምስወደአ ጣቕሚትን ዕልልታን ኮነ።

1. ሐበን ከንደይ መዓልቲ ምድላው ገይሩ?

ሓደ መዓልቲ	ሓደ ሰሙን	ሓደ ወርሒ	ሓደ ምሽት	ሓደ ንጉሆ
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2. እታ ሐበን ዝመረፃ ግጥሚ ብዛዕባ እንታይ እያ?

ሃገር	ባንዴራ	መንደር	ክልል	ቤት ትምህርቲ
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3. ሐበን ንመን ብምንባብ ተለማሚዱ?

ንመምህሩ	ንባዕሉ	ንኣሕዋቱ	ንመሓዙቱ	ንወለዱ
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4. ኣብቲ ቤት ትምህርቲ ሐበን ኣንቢቡ ምስወደአ እንታይ ተሰሚዑ?

ጣቕሚት	ሰሓቕ	ጫውጫው	መዝሙር	ኣውያት
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5. ሐበን ባህላዊ ክዳን ንምንታይ ለቢሱ?

ደስ ስለዝብሎ	ካሊእ ስለዝየብሉ	ወለዱ ስለዝበሉዎ	በዓል ስለዝኾነ	ስለዝተመኸረ
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መሐዛይ አዜብ ትበሃል።

አዜብ ጓል ክፍለይ (እዩ / እየ / እያ)።

ካልኣይ ክፍሊ (ኢና / እየን / እዮም)።

ገዝአ ኣብ ጥቓ (ናታ / ናተይ / ናተን) እዩ።

አዜብ (ተፈታዊት / ተፈታዊ / ተፈተውቲ) ቆልዓ እያ።

ቀዳም ቀዳም ዕዮ ገዝ ኣብ ገዝአ ወይ ኣብ ገዛይ (ብሰለስተ / ብኸልተ / ብሓደ) ንሰርሕ።

ንምፅናዕ (ግና / ስለዚ / እውን) ገዝና ንፈትው።

ሰንበት ሰንበት ገዝና ቴሌቭዥን (ትርእይ / ንርእይ / እርእይ)።

ብዘይካ ሰንበት ኩለ ግዘ ሓቢርና ኢና።

1.

2.

3.

ብጉጅለ ዝትግበር ምዘና ንባብ ታሕተዎት ክፍልታት ንክአመምፅ

ጥራዝ ተምሃራይ/ሪት

ቅጥዒ ለ

ብዛዕባ እዚ ፀወታ መብርሂ ተዋሂቡኒ እዩ፤ ክሳተፍ ፈቓደኛ እዮ።

እወ።

ዕድመ

ወዲ

ጓል

1

ሌላ ስማት ፊደላት

1.	ሸ	ሰ	ሶ	ሸ	ሰ
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2.	ን	ኘ	ነ	ጋ	ጥ
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3.	ሃ	ሐ	ሐ	ጣ	ሐ
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4.	ዱ	ደ	ድ	ድ	ጅ
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5.	ሕ	ሐ	ሀ	ሀ	ኸ
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6.	ደ	ፀ	ፅ	ጨ	ዐ
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7.	ቃ	ቋ	ቅ	ኛ	ታ
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8.	ሉ	ዙ	ብ	ሁ	ቡ
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9.	ዠ	ቸ	ሸ	ኸ	ሸ
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10	የ	ፈ	ለ	ረ	ራ
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ንባብ ቃላት - ፍሉጣት ቃላት

1.	ዕዮ	እያ	ኣያ	እዩ	እየ
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2.	ነበረ	ነብሪ	ነይሩ	ረዘነ	ሸሐነ
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3.	ፅሑፍ	ግለፁ	ምረፁ	ፀሐፉ	ህነፁ
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4.	ብምንታይ	ክንደይ	ንምንታይ	ኣፈላላይ	እንታይ
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5.	ጋሻ	ግና	ጓና	ሜላ	ጌጋ
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6.	መርዑ	ቁልዑ	ኣዲኡ	ኣቕሑ	ቆፅሑ
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7.	ሰምሃል	መርዓት	ልምዓት	ትበሃል	ይበሃል
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8.	ዓይነት	ዓመት	ሰባት	ኣሕዋት	ዓወት
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9.	ገደና	ጅግና	መኪና	ጀበና	ደበና
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10.	ኣበይ	ክራይ	እነይ	ላሎይ	ኣደይ
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ንባብ ቃላት - ዝተመሃዙ ቃላት

1.	ወብ	ፈብ	ወል	ነብ	ወቕ
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2.	ከጣም	ረዓዝ	ጀያል	በያል	በራል
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3.	ጥማስ	ስፋሽ	ውጫግ	ሕታር	ሸላስ
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4.	ደዘን	ደመን	ጀረን	መደን	ወጠን
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5.	ቃይ	ኛይ	ካይ	ኳይ	ፋይ
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6.	ካሰጭ	ሓሸጥ	ሓሰጥ	ሃበጭ	ታሰን
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7.	ፈገይ	ፈሉይ	ገኑይ	በሩይ	ፈኑይ
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8.	ዋዕዳ	ዳውዳ	ዓውዳ	ዓውዳ	ዳዕዋ
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9.	ዉዓብ	ዕዓል	ውዓል	ዕጣል	ዕፋል
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10.	ተርሂ	ጀርሂ	ደርሒ	ጠርሒ	ደርሂ
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ሐበን ንመዓልቲ ባንዴራ ሓደ ሰሙን ምድላው ገበረ። ሐበን መጀመርያ ብዛዕባ ሃገር ግጥሚ መረፀ። ብድሕሪኡ ብዓውታ ንወለዱ መመሊሱ ብምንባብ ተለማመደ። ንሳቶም ድማ ብጣዕሚ ደስ በሎም። በቲ መዓልቲ ባንዴራ ባህላዊ ክዳን ለቢሱ ቤት ትምህርቲ ከደ። ድሕሪ ምድያብ ባንዴራ፣ ከንብብ ናብ መደረኽ ተፀወዐ። ካብኡ ሐበን ቅንዕ እናበለ ብዓውታ ነታ ግጥሚ አንበበ። ምስወደአ ጣቕሚትን ዕልልታን ኮነ።

ሐበን ንመዓልቲ ባንዴራ ሓደ ሰሙን ምድላው ገበረ። ሐበን መጀመርያ ብዛዕባ ሃገር ግጥሚ መረፀ። ብድሕሪኡ ብዓውታ ንወለዱ መመሊሱ ብምንባብ ተለማመደ። ንሳቶም ድማ ብጣዕሚ ደስ በሎም። በቲ መዓልቲ ባንዴራ ባህላዊ ክዳን ለቢሱ ቤት ትምህርቲ ከደ። ድሕሪ ምድያብ ባንዴራ፣ ከንብብ ናብ መደረኽ ተፀወዐ። ካብኡ ሐበን ቅንዕ እናበለ ብዓውታ ነታ ግጥሚ አንበበ። ምስወደአ ጣቕሚትን ዕልልታን ኮነ።

1. ሐበን ከንደይ መዓልቲ ምድላው ገይሩ?

ሓደ መዓልቲ	ሓደ ወርሒ	ሓደ ምሽት	ሓደ ሰሙን	ሓደ ንጉሆ
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2. እታ ሐበን ዝመረፀ ግጥሚ ብዛዕባ እንታይ እያ?

ቤት ትምህርቲ	ክልል	መንደር	ባንዴራ	ሃገር
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3. ሐበን ንመን ብምንባብ ተለማሚዱ?

ንወለዱ	ንመምህሩ	ንኣሕዋቱ	ንመሓዙቱ	ንባዕሱ
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4. ኣብቲ ቤት ትምህርቲ ሐበን ኣንቢቡ ምስወደአ እንታይ ተሰሚዑ?

ጫውጫው	ኣውያት	ጣቕሚት	መዝሙር	ሰሓቕ
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5. ሐበን ባህላዊ ክዳን ንምንታይ ለቢሱ?

ካሊእ ስለዝዩብሉ	በዓል ስለዝኾነ	ወለዱ ስለዝበሉዎ	ደስ ስለዝብሎ	ስለዝተመኸረ
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መሐዛይ አዜብ ትበሃል።

አዜብ ጓል ክፍለይ (እያ / እየ / እዩ)።

ካልኣይ ክፍሊ (እየን / ኢና / እዮም)።

ገዝአ ኣብ ጥቓ (ናተይ / ናተን / ናታ) እዩ።

አዜብ (ተፈታዊ / ተፈተውቲ / ተፈታዊት) ቆልዓ እያ።

ቀዳም ቀዳም ዕዮ ገዝ ኣብ ገዝአ ወይ ኣብ ገዛይ (ብሰለስተ / ብሓደ / ብኸልተ) ንሰርሕ።

ንምፅናዕ (እውን / ግና / ስለዚ) ገዝና ንፈትው።

ሰንበት ሰንበት ገዝና ቴሌቭዥን (ትርእይ / እርእይ / ንርእይ)።

ብዘይካ ሰንበት ኩለ ግዘ ሓቢርና ኢና።

ԳՐԵԼՈՒՄ

1.

2.

3.

**Assessing School Quality Using LQAS: School Report / ብክአመምፅ ፅርዖት ቤት ትምህርቲ
ምምዛን:- ፀብዓብ ቤት ትምህርቲ**

School / ቤት ትምህርቲ:- _____

Class / ክፍሊ:- _____

Date / ዕለት:- _____

1. Teacher and School Survey / ዳህሳስ መምህርን ቤት ትምህርቲን

Item # / ክፋል	Indicator / ሓባሪ	Minimum Performance Standard / ዝማላእ ቅቡል ረቋሒ	Meets minimum standard? / ቅቡል ረቋሒ የማልእ?
Attendance / መቁፃፀር ኣብ ትምህርቲ			
2.4	Teacher Attendance / መዓልታዊ መቁፃፀር መምህራን	80% or more of teachers present at start of the school day / ኣብ መዓልቲ ምጅማር ትምህርቲ፣ 80% ወይ ካብኡ ንላዕሊ መምህራን ተረኺቦም።	
11.4	Pupil Attendance / መዓልታዊ መቁፃፀር ተምሃሮ	80% or more of students in selected class observed present on the day of the school visit / ካብቶም ካብ ክፍሊ ዝተሃረዩ ተምሃሮ፣ እቶም 80% ወይ ካብኡ ንላዕሊ ኣብ እዋን ዑደት ተረኺቦም።	
Tigrinya Lesson / ትምህርቲ ትግርኛ			
7.1	Reading Lesson / ትምህርቲ ንባብ	Tigrinya reading lesson occurred / ትምህርቲ ንባብ ትግርኛ ተኻይዱ።	
7.5, 6.3, 6.4	Time on Task / ግዝ ትምህርቲ ኣብ ንጥፈት	Reading lesson lasted 40 minutes or more and teacher covered an appropriate unit for this time of the year / ትምህርቲ ንባብ 40 ደቓይቓ ወይ ካብኡ ንላዕሊ ወዲኡ። መምህር ኣብቲ ዘበን ትምህርቲ ክሸፈን ዘለዎ ግቡእ ምዕራፍ ኣቕሪቦም።	
5.3	Teacher Preparedness / ድልውነት መምህር	Teacher had summary lesson plan for reading lesson in Tigrinya / መምህር ነቲ ትምህርቲ ንባብ ትግርኛ ፅማቕ ትልሚ ትምህርቲ ኣለዎም።	
8.1	Reading Practice / ልምምድ ንባብ	Teacher asked pupils to read aloud individually or in pairs / መምህር እቶም ተምሃሮ ብውልቀ ወይ ብጉጅለ ብዓውታ ክንብቡ ሓቲቶም።	
8.2	Reading Practice / ልምምድ ንባብ	Teacher asked the class to read silently during the lesson / መምህር ኣብ እዋን ንባብ ንኹሎም ተምሃሮ ብሰላሕታ ክንብቡ ሓቲቶም።	
8.3	Reading Practice / ልምምድ ንባብ	Teacher asked whole class to read a passage together / መምህር ንኹሎም ተምሃሮ ምንባብ ክንብቡ ሓቲቶም።	
8.5	Reading Practice / ልምምድ ንባብ	Teacher asked pupils comprehension questions based on what was read / ብመሰረት እቲ ዝተነበበ ፅሑፍ፣ መምህር ሕቶታት ኣንቢብካ ምርዳእ ሓቲቶም።	
Total (School) / ጠቕላላ (ቤት ትምህርቲ)			

2. Student Performance in Tigrinya Reading Skills / ውፅኢት ተምሃሮ ኣብ ክእለታትን ባብ ትግርኛ

[Note: Cluster Supervisor should explain and if needed demonstrate the task to the HT or other school staff that he is debriefing on the results] / [መዘኻኸሪ:- እቲ ክላስተር ሱፐርቫይዘር ነቲ ሓላፊ መምህር ብዛዕባ እቲ ንጥፈት ክገልፅ ኣለዎ። ኣድላዩ እንተኾይኑ ነቶም ካልኣት ሰራሕተኛታት ቤት ትምህርቲ ብዛዕባ ውፅኢት ሓፂር ፀብዓብ የቐርብ ክምዘሎ ክርእይ ኣለዎ።]

Task / ንጥፈት	Minimum Performance Standard (For the school, XX out of 16 pupils meet standard or XX%) / ቅቡል ረቋሒ ዘማለኣ (ካብቶም 16 ተምሃሮ ቤት ትምህርቲ _____ ፣ እቶም _____ ወይ ድማ _____ % ኣማሊኦም።)	# Meeting Standard / # ረቋሒ ዘማልኡ	# Not Meeting Standard / # ረቋሒ ዘየማልኡ	School Performing Acceptably / ቤት ትምህርቲ ብዝግባእ የተግብር ኣሎ
Letter Name Identification / ስም ፊደላት	Pupils correctly identify at 8 OR MORE letter sounds. / ተምሃሮ እንተነኣስ 8 ወይ ካብኡ ንላዕሊ ስም ፊደላት ብትኽክል ይለልዩ።			
Familiar Word Identification / ፍሉጣት ቃላት	Pupils are able to identify 8 OR MORE familiar words when presented to them verbally. / ተምሃሮ 9 ወይ ካብኡ ንላዕሊ ልሙዳት ቃላት ብቻል እንተቐሪቦሙሎም፣ ብዓውታ ብትኽክል ምንባብ ይኽእሉ።			
Non-word Identification / ዝተመሃዙ ቃላት	Pupils are able to identify at least 8 invented worlds / ተምሃሮ እንተነኣስ 8 ዝተመሃዙ ቃላት ምልላይ ይኽእሉ።			
Reading Comprehension / ኣንቢብኻ ምርዳእ	After reading a short story, pupils ARE ABLE TO CORRECTLY ANSWER 4 OR MORE questions about the story. / እቶም ተምሃሮ ሓፂር ዛንታ ምስንበቡ፣ 4 ወይ ካብኡ ንላዕሊ ሕቶታት ኣንቢብኻ ምርዳእ ብትኽክል ምምላስ ይኽእሉ።			
Maze / Sentence Completion / ምምላእ ምሉእ ሓሳባት	Pupils are able to read and select 6 OR MORE correct words to complete sentences in printed passages. / ተምሃሮ ኣብ ምምላእ ምሉእ ሓሳባት ምንባብ፣ ነቶም 6 ወይ ካብኡ ንላዕሊ ምሉእ ሓሳባት ብትኽክል ምምላእ ይኽእሉ።			
Dictation / ምግልግጥ	Pupil able to correctly write 9 OR MORE words from dictated sentences / ተምሃሮ ብቻል ካብ ዝተንበቡሎም ምሉእ ሓሳባት፣ 9 ወይ ካብኡ ንላዕሊ ቃላት ብትኽክል ምፅሓፍ ይኽእሉ።			
Total (School) / ጠቐላላ (ቤት ትምህርቲ)				

3. Comments / ርእይቶታት

Areas where school performed acceptably and could potentially help/support other schools in the woreda: / ብቤት ትምህርቲ ብዝገባእ ዘተግበሩ ዘፈራትን ንኡብያተ ትምህርቲ ወረዳ ክም ሓገዝ ወይ ድጋፍ ዝቐርቡን:-

Areas where more support is needed: / ልዑል ሓገዝ ዘድልዮም ዘፈራት:-

Teacher comments: / ርእይቶታት መምህር:-

Head Teacher comments: / ርእይቶታት ሓላፊ ምምህር:-

Appendix B: Instructions for Ethiopia GALA Subtask Item Development

1. Subtask: Letter Names

Subtask Development Instructions:

- Use language expertise to develop a list of 21 letters that would be appropriate for the grade level chosen. Twenty of these will be used on the student assessment, while the remaining one will be used for an example to be given to the students prior to the start of this subtask.
- Select a combination of uppercase and lowercase letters.
- Select letters of varying levels of difficulty (based on their frequency in grade-level text and/or knowledge of frequent letter use in early grade materials). Note that the example letter should be a relatively easy letter.
- Select a grade-appropriate word to represent each letter. This word should begin with the chosen letter. For example, in English if the letter were ‘p’, we might choose the word ‘pencil’.
- Fill out the student response sheet table with the target letter and the distractors, ensuring that the target letter appears in different positions throughout the item list (i.e. the target letter should not always be in the first available space).

Letter Names Subtask Example:

In the English example below, the assessor would ask pupils to tick the letter ‘t’ as in ‘table’.

1.	t	i	d	l	f
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2. Subtask Name: Familiar Words

Subtask Development Instructions:

- Use the provided list of frequent words to select 21 words that would be appropriate for the grade-level exam that you are creating (i.e. if you’re creating the grade 2 exam, you should be using the grade 2 frequent word list). Twenty of these will be used on the student assessment, while the remaining one will be used for an example to be given to the students prior to the start of this subtask.
- Select words of varying levels of difficulty (based on their frequency in the grade-level text). Note that the example word should be relatively easy and common in the grade-level text.
- Fill out the student response sheet table with the target words and the distractors, ensuring that the target word appears in different positions throughout the item list (i.e. the target word should not always be in the first available space).

Familiar Words Subtask Example:

In the English example below, the assessor would ask pupils to tick the word ‘like’.

1.	lick	hike	like	bike	line
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2. Subtask Name: Non-Familiar Words**Subtask Development Instructions:**

- Use the provided list of frequent words to select 21 words of varying levels of difficulty. Note that the 21 selected words for this subtask should be different from the words selected for the familiar words subtask.
- Convert the selected words by replacing minimal letters in such a way that the new item becomes a “nonword” in both written and spoken form (i.e. it does not have any meaning in the language being assessed). In English, “kat” would not be an appropriate nonword because it is a homophone of “cat.”
- When the letters in the selected words are adjusted to create non-familiar words, the new items should follow the orthographic rules of the language.
- Use a range of letters to create the non-familiar words (i.e. do not use any consonant disproportionately to others).
- Note that the example word should be relatively easy for the grade-level text.
- Fill out the student response sheet table with the target words and the distractors, ensuring that the target word appears in different positions throughout the item list (i.e. the target word should not always be in the first available space).

Non-Familiar Words Subtask Example:

In the English example below, the assessor would ask pupils to tick the word ‘leb’.

1.	lus	lew	del	leb	lut
----	-----	-----	-----	-----	-----

4. Subtask Name: Reading Comprehension**Subtask Development Instructions:**

The overall process for creating this subtask should be as follows:

1. Write a story in Amharic/Tigrinya of approximately 60 words (following the guidelines below).
2. Write corresponding questions in Amharic/Tigrinya.
 - a. Create five comprehension questions total.
 - b. Comprehension questions should align with each part of the story and should include at least one inferential question (the rest should be direct recall).

- c. Since all students will be asked all questions, each question does not have to align with a particular sentence.
3. Translate the story and questions into English.
4. Submit the English translation to be reviewed.
5. Make necessary edits to the Amharic/Tigrinya story and questions.
6. Create distractors for comprehension questions:
 - a. Distractors should be made up of reasonable answers and/or other words contained in the story. Other words in the story should be used whenever possible to limit the ability of a student to recognize a word from the story and automatically select it as the correct answer.
7. Create the student response sheet with the passage, questions, answers and distractors, ensuring that the correct answer appears in different positions throughout the 5 questions (i.e. the correct answer should not always be in the first available space).

Please use the following guidelines to create your reading passage:

- Passages should be relatively short: approximately 50–60 words for Reading Comprehension.
- Use simple present tense (simple past tense is also acceptable if it makes sense for Amharic/Tigrinya).
- Use mostly words from the grade-level frequent word list that has been provided—these words were taken from students’ reading books so they are familiar with them.
- Use common characters (family, friends, animals, etc.) and do not use more than 2 names of people in the story.
- Make sure that it is age appropriate. Remember—we are writing for Grade 2 pupils—avoid violence or topics that are too mature for children.
- It should be written in short sentences with short words. It should be easy to ask a question about something in each sentence (or every other sentence).
- Have a Beginning→Middle→End

Create an example to be used by assessors:

As with all subtasks, the reading comprehension task requires an example to be provided to the students before they start the section. For this example, please create a short story (2–3 simple sentences) and prepare a question about the story. Also provide four “distractors” along with the correct answer to the question.

English example:

Story: “Adam was hungry. He went to the store. He bought fruit and milk.”

Question: “Where did Adam go for fruit and milk?”

Reading Comprehension Subtask Example:

Example English story:

Manu likes birds very much. One day her father brought home a parrot from the fair. The parrot started calling Manu every morning. Manu gave food to the parrot and took good care of it. One day, Manu was playing with her friends. She noticed a flock of parrots singing and flying away. Manu returned home and released the parrot from the cage.

Example Questions:

1. What does Manu like? (answer: birds)
2. Who brought the parrot home? (answer: father)
3. What did the parrot do in the morning? (answer: called Manu)
4. Who was Manu playing with? (answer: friends)
5. Why did Manu release the parrot from the cage? (answer: to be free)

Example Distractors:

2. Who brought the parrot home?

Manu	Parrot	Her father	Her friends	Her mother
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5. Subtask Name: Dictation

Subtask Development Instructions:

- Three short sentences should be created for Grade 2, based on grade-relevant text.
- Use simple present tense (simple past tense is also acceptable if it makes sense for Amharic/Tigrinya).
- Use mostly words from the grade-level frequent word list that has been provided—these words were taken from students’ reading books so they are familiar with them.
- Do not use any names or proper nouns in the sentences.
- Make sure that it is age appropriate. Remember—we are writing for Grade 2 pupils—avoid violence or topics that are too mature for children.
- Each short sentence (approximately 5 words) should be written with short words.
- Translate the sentences into English.
- Submit the English translation to be reviewed.
- Use the reviewer comments to make necessary edits to the Amharic/Tigrinya sentences.

6. Subtask Name: Sentence Completion/Maze

Subtask Development Instructions:

- For each passage, there should be a total of 9 sentences.
- The first and last sentence passage should be complete.
- The remaining 7 sentences should each be missing only one word.
- In a couple of the sentences, a short phrase could be missing.
- The missing item should not be the first word/phrase in the sentence, and there should be only 1 missing word or phrase per sentence.
- There should be 3 options for each missing word/phrase.

- The options in the response set might be plausible, but they should not be responses that would actually be possible. So there really is only one true answer in the response set.
- Write the passage in the same format as it appears in the Student Sheet where the response options are listed in parentheses.

Create an example sentence (where one word is missing and three options are provided) to be used by assessors prior to beginning this subtask.

Sentence Completion/Maze Subtask Example:

English example (with correct response **highlighted** and in **boldface**):

One day Monji’s parents had a party at their home.

Monji and his relatives like (**guests**/welcome, theirs).

Their mother cooked (bitter/sour/**delicious**) ‘pilau’ which they ate with drinks.

Monji ate much ‘pilau’ because he (hated/unhappy/**loved**) it and his stomach was very full.

Monji did not feel well so he went (**to sleep**/to listen/to chase) in his room.

Guests came and they ate ‘pilau’ and (talked/walked/**enjoyed**) the food.

Guests, parents and relatives of Monji (succeeded/**danced**/coughed) to the drums.

Monji did not (lose/pick/**see**) and dance with guests.

It is not good to eat much food like Monji because he slept instead of being happy and dancing with guests.

Appendix E: Tabulation and Summary Sheets

Amharic Language Tabulation Sheets

SINGLE SCHOOL AND TEACHER RESULTS

ETHIOPIA SCHOOL MONITORING (LQAS) / የኢትዮጵያ የትምህርት-ቤት መከታተያ (ወጥማጥን)			
ZONE: / ዞን፤		WOREDA: / ወረዳ፤	SCHOOL: / ትምህርት-ቤት
ASSESSOR: / መዛኝ፤		TEACHER CLASSROOM #: / የመምህር ማስተማሪያ ክፍል ቁጥር፤	DATE OF ASSESSMENT: / የምዘናው ቀን፤
SCORE KEY: CORRECT=1 NOT CORRECT=0 MISSING=X / የነጥብ መስጫ መፍቻ፤ ትክክል=1 ስህተት=0 የማይነበብ/የማይታይ=ማ የተዘለለ=ተ			
No. / ቁጥር	Indicator / አመለካከት	Code for a Correct የትክክልነት መለያ / Appropriate Response or Observation / ተገቢ መልስ ወይም ምልክታ /	SCORE / ነጥብ
1. TEACHER ATTENDANCE / የመምህር መገኘት/መኖር			
2.4	% of Teachers employed by the school who are present on the day of the survey. / በምልከታው ዕለት በሥራ ላይ የተገኙ በትምህርት-ቤቱ የተቀጠሩ መምህራን መቶኛ (%) (2.1/2.2)X100 = _____%	80% or more of teachers must be observed present at start of the school day = 1 / 80% ወይም በላይ የሚሆኑት መምህራን በመደበኛው የትምህርት ሥራ ሰዓት መገኘት አለባቸው =1	
2. PUPIL ATTENDANCE / የተማሪ መገኘት/መኖር			
11.4	% of registered pupils in selected Standard 2 class that are in attendance on the day of the visit. / በተመረጠው 2ኛ ክፍል ውስጥ ተመዘግበው ከሚገኙት ተማሪዎች ውስጥ በጉብኝቱ ዕለት የተገኙ ተማሪዎች ብዛት መቶኛ (%) (11.2/11.1)X100 = _____%	80% or more of pupils must be observed present on the day of the school visit to score 1 for PUPIL ATTENDANCE / ለተማሪዎች መገኘት 1 ነጥብ የሚሰጠው በትምህርት-ቤት ጉብኝት ወቅት 80 % እና ከዚያ በላይ ተማሪዎች ከተገኙ ብቻ ነው::	
3. PUPIL ENGAGEMENT: AMHARIC / የተማሪ ተሳትፎ፤ አማርኛ			
9.1	Majority of pupils actively engaged in listed reading activities / አብዛኛዎቹ ተማሪዎች በተዘረዘሩት የማንበብ ተግባራት በጎቃት ተሳትፈዋል	Must have score of 1 on 9.1 to score 1 for PUPIL ENGAGEMENT: AMHARIC / ለተማሪዎች ተሳትፎ፤ አማርኛ 1 ነጥብ ለማስመዘገብ፤ በ9.1 ላይ 1 ነጥብ መመዘገብ አለበት	
4. TIME ON TASK: AMHARIC / የሰዓት አጠቃቀም፤ አማርኛ			
7.5, 5.4	Did the AMHARIC language lesson last 40 minutes or more AND did the lesson cover appropriate material from the syllabus? / የአማርኛ ቋንቋ ትምህርቱ የተጠናቀቀው በ40 ደቂቃ ነው ወይስ ከዚያ በላይ? ትምህርቱስ ከመርሃትምህርቱ ተገቢ ይዘቶችን ሸፍኗል?	Must have score of 1 on 7.5 and on 5.4 to score 1 overall on TIME ON TASK: AMHARIC / በአጠቃላይ በሰዓት አጠቃቀም፤ አማርኛ ነጥብ 1 ለማስመዘገብ፤ በ7.5 እና በ5.4 ነጥብ ላይ 1 መመዘግብ አለበት	

SINGLE SCHOOL AND TEACHER RESULTS

5. AMHARIC READING PRACTICE / አማርኛ የማንበብ ተግባራት		
8.6	Teacher carries out reading practice appropriately / መመምህሩ/ሯ የማንበብ ተግባራትን በሚገባ አከናውኑዋል?	Must have completed four of the five activities (i.e. scoring a 1 on question 8.6), to score 1 overall for AMHARIC READING PRACTICE / በአጠቃላይ ለአማርኛ የማንበብ ተግባራት 1 ነጥብ ለማስመዘገብ፣ ከአምስቱ ተግባራት አራቱ መጠናቀቅ አለባቸው (ማለትም በ8.6 ጥያቄ 1 ላይ ነጥብ ማስመዘገብ ማለት ነው)
6. AVAILABILITY OF AMHARIC TEACHER MATERIALS / የአማርኛ የመምህር የትምህርት መሳሪያዎች መገኘት/መኖር		
3.4, 5.1	Teacher has current version of the syllabus and the teacher's guide? / መምህሩ/ሯ አዲሱ መርሃትምህርትና የመምህር መምሪያ አለው/ላት?	Must have score of 1 for 3.4 and 1 for 5.1 to score 1 for AVAILABILITY OF AMHARIC TEACHER MATERIALS / ለአማርኛ የመምህር የትምህርት መሳሪያዎች መኖር 1 ነጥብ ለማስመዘገብ፣ ለ3.4 እና ለ5.1 ነጥብ 1 መመዘገብ አለበት፤
7. AVAILABILITY OF AMHARIC PUPIL MATERIALS / የተማሪ የትምህርት መሳሪያዎች መኖር		
6.1, 11.1	School met decision rule for availability of Amharic pupil readers. / ስለአማርኛ የተማሪ መማሪያ መጽሐፎች መኖር የሚጠበቀውን ግብ ትምህርትቤቱ አሳክቷል	Must be sufficient Amharic readers for <u>50% or more</u> of registered pupils to score 1 for AVAILABILITY OF AMHARIC PUPIL MATERIALS / ለአማርኛ የተማሪ መማሪያ መሳሪያዎች 1 ነጥብ ለማስመዘገብ፣ ከተመዘገቡት ተማሪዎች ለ50%ቱ ወይም ከዚያ በላይ ለሚሆኑት ተማሪዎች በቂ የአማርኛ መማሪያ መጻሕፍት መኖር አለባቸው
	(6.1/11.1)X100 = _____%	
8. TEACHER PREPAREDNESS: AMHARIC / የመምህር ዝግጅት		
5.4, 10.1	Teacher has a prepared lesson plan that refers to the teacher's guide, syllabus or annual plan and the teacher's lesson follows the prepared lesson plan. / መምህሩ/ሯ የመምህር መምሪያውን፣ መርሃትምህርቱን ወይም ዓመታዊ የትምህርት ዕቅዱን የሚያጠቅስ ዕለታዊ የትምህርት እቅድ አዘጋጅተዋል፤ መምህሩ/ሯም የተዘጋጀውን የዕለት ትምህርት ዕቅድ ይከተላሉ።	Must have score of 1 for 5.4 and a score of 1 for 10.1 to score 1 for TEACHER PREPAREDNESS: AMHARIC / ለመምህር ዝግጅት፤ አማርኛ 1 ነጥብ ለማስመዘገብ፣ በ5.4 እና በ10.1 ላይ ነጥብ 1 መመዘገብ አለበት

**ETHIOPIA SCHOOL MONITORING (LQAS) / የኢትዮጵያ የትምህርት ስርዓት ማሻሻያ ስራ (ወጥማጥን)
PUPIL ASSESSMENT RESULTS / የተማሪ ምዘና ውጤቶች**

ZONE: / ዞን፤		WOREDA: / ወረዳ፤		SCHOOL: / ትምህርት ቤት																
ASSESSOR: / መሳኝ፤		TEACHER OR CLASSROOM #: የመምህር ወይም የማስተማሪያ ክፍል ቁጥር፤												DATE OF ASSESSMENT: / የምዘናው ቀን፤						
SCORE KEY: CORRECT=1 NOT CORRECT=0 SKIPPED=S MISSING=X / የትኩረት መስጫ መፍቻ፤ ትክክል=1 ስህተት=0 የተዘለለ=ተ የማይነበብ/የማይታይ=ማ																				
Indicator / አመለካኝ	PUPIL NUMBER / የተማሪ ብዛት	TOTAL / ጠቅላላ ድምር																PERCENT MEETING MINIMUM STANDARD / ዝቅተኛውን ልክ (ስታንዳርድ) የሚያሟላ መቶኛ	DECISION RULE / የሚጠበቅ ግብ/ደረጃ	DECISION RULE MET? (met=1 not met=0) / የሚፈለገው ግብ ተሳክቷል? (ተሳክቷል=1 አልተሳካም=0)
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			
AMHARIC PUPIL MATERIALS / አማርኛ፤ የተማሪ የትምህርት መሣሪያዎች																				
Exercise Book Inv. / የተማሪ መለማመጃ ደብተር ቅኝት	Pupil has his/her Amharic exercise book / ተማሪው/ዋ የአማርኛ መለማመጃ ደብተር አለው/ላት																	50%	6	
Exercise Book Inv. / የተማሪ መለማመጃ ደብተር ቅኝት	Teacher marks/comments on one or more of the last two exercises in the pupil's Amharic exercise book / በተማሪዎች የአማርኛ መለማመጃ ደብተር ላይ ከመጨረሻዎቹ ሁለት መልመጃዎች በአንዱ ወይም ከዚያ በላይ በሆኑት ላይ መምህር ውጤት/አስተያየት ሰጥተዋል																	50%	6	

ETHIOPIA SCHOOL MONITORING (LQAS) / የኢትዮጵያ፤ የትምህርትቤት መከታተያ (ወጥማጥን)

PUPIL ASSESSMENT RESULTS / የተማሪ ምዘና ውጤቶች

ZONE: / ዞን፤ _____ **WOREDA: / ወረዳ፤** _____ **SCHOOL: / ትምህርትቤት** _____

ASSESSOR: / መዘኝ፤ _____ **TEACHER OR CLASSROOM #: የመምህር ማስተማሪያ ክፍል፤** _____ **DATE OF ASSESSMENT: / የምዘናው ቀን፤** _____

SCORE KEY: CORRECT=1 NOT CORRECT=0 SKIPPED=S MISSING=X / የንጥብ መስጫ ቁልፍ፤ ትክክል=1 ስህተት=0 የተዘለለ=ተ የማይነበብ/የማይታይ=ማ

No. / ቁጥር	Indicator / አመለካኝ	PUPIL NUMBER / የተማሪ ብዛት																TOTAL / ጠቅላላ ድምር	PERCENT MEETING MINIMUM STANDARD / ዝቅተኛውን ልክ (ስታንዳርድ) የሚያሟላ መቶኛ	DECISION RULE / የሚጠበቅ ግብ/ደረጃ	DECISION RULE MET? (met=1 not met=0) / የሚፈለገው ግብ ተሳክቷል? (ተሳክቷል=1 አልተሳካም=0)
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16				

AMHARIC PUPIL ASSESSMENT / የአማርኛ የተማሪ ምዘና

Letter names / የፊደል ስያሜዎች	Pupil able to correctly identify 9 or more letter sounds / ተማሪዎች 9 ወይም ከዚያ በላይ ፊደሎችን ድምጾች በትክክል መለየት ችለዋል																			60%	8		
Familiar words / ተዘውታሪ ቃላት	Pupil able to correctly read 9 or more familiar words / ተማሪዎች 9 ወይም ከዚያ በላይ ተዘውታሪ ቃላትን በትክክል ማንበብ ችለዋል																				50%	6	
Invented words / የተፈጠሩ ፍቺ ዕልባ ቃላት	Pupil able to correctly identify 9 or invented words / 9 እና ከዚያ በላይ የተፈጠሩ ፍቺ ዕልባ-ቃላትን በትክክል ማንበብ የቻሉ ተማሪዎች																				50%	6	

ETHIOPIA SCHOOL MONITORING (LQAS) / የኢትዮጵያ የትምህርት ቤት መከታተያ (ወጥማጥን)
 DISTRICT LEVEL SUMMARY OF 19 SCHOOLS / በወረዳ ደረጃ የ19 ትምህርት ቤቶች ማጠቃለያ

SCORE KEY: CORRECT=1 NOT CORRECT=0 MISSING=X / የጥያቄ መስጫ መፍቻ፣ ትክክል=1 ስህተት=0 የማይነበብ/የማይታይ=ማ የተዘለለ=ተ

No. / ቁጥር	Schools Sampled in the District / በወረዳው በናሙና የተመረጡ ትምህርት ቤቶች																		PERCENT MEETING MINIMUM STANDARD / ዝቅተኛውን ልክ (ስታንዳርድ) የሚያሟላ መቶኛ	DECISION RULE / የሚጠበቅ ግብ/ደረጃ	DECISION RULE MET? (met=1 not met=0) / የሚፈለገው ግብ ተሳክቷል? (ተሳክቷል=1 አልተሳካም=0)	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18				19
1. TEACHER ATTENDANCE / የመምህር መገኘት/መኖር																				TOTAL / ጠቅላላ ድምር		
School met decision rule for teacher attendance on the day of the survey. / በዕለቱ ቅኝት በመምህር በስራ ላይ መገኘት ረገድ የሚጠበቀውን ግብ ትምህርት ቤቱ አሳክቷል ፣																				80%	13	
2. PUPIL ATTENDANCE / የተማሪ መገኘት/መኖር																						
School met decision rule for pupil attendance rate in selected standard 2 class on the day of the visit. / በዕለቱ ጉብኝት በተመረጠ የሁለተኛ ክፍል፣ በተማሪዎች የመገኘት መጠን፣ የትምህርት ቤት የሚጠበቀውን ግብ ማሳካት																				80%	13	
3. PUPIL ENGAGEMENT: AMHARIC / የተማሪ ተሳትፎ፣ አማርኛ																						
School met decision rule for pupil engagement / በተማሪዎች ተሳትፎ ረገድ ትምህርት ቤቱ የሚጠበቀውን ግብ አሳክቷል																				80%	13	
4. TIME ON TASK: AMHARIC / የሰዓት አጠቃቀም፣ አማርኛ																						

AMHARIC PUPIL ASSESSMENT SUMMARY / አማርኛ የተማሪ ምዘና ማጠቃለያ																		
Letter names / የፊደል ስያሜዎች	School met decision rule for pupil performance on letter names / በተማሪዎች የፊደል ስያሜዎችን የመለየት ችሎታ ረገድ ትምህርትቤቱ የሚጠበቀውን ግብ አሳክቷል																80%	13
Familiar words / ተዘውታሪ ቃላት	School met decision rule for pupil performance on familiar word recognition / በተማሪዎች የተዘውታሪ ቃላት ግንዛቤ ችሎታ ረገድ ትምህርቱ የሚጠበቀውን ግብ አሳክቷል																80%	13
Invented words / የተፈጠሩ ፍቺ ዐልባ ቃላት	School met decision rule for pupil performance on invented words / በተማሪዎች የተፈጠሩ ፍቺ ዐልባ ቃላት ችሎታ ረገድ ትምህርትቤቱ የሚጠበቀውን ግብ አሳክቷል																80%	13
Reading comprehension / አንብቦ መረዳት	School met decision rule for pupil performance on reading comprehension / በተማሪዎች አንብቦ መረዳት ችሎታ ረገድ ትምህርትቱ የሚጠበቀውን ግብ አሳክቷል																80%	13
Maze / በምንባብ ውስጥ የተጓደሉ ቃላትን በማሟላት ችሎታ ረገድ ትምህርትቤቱ የሚጠበቀውን ግብ አሳክቷል	School met decision rule for pupil performance on maze passage / በምንባብ ውስጥ የተጓደሉ ቃላትን በማሟላት ችሎታ ረገድ ትምህርትቤቱ የሚጠበቀውን ግብ አሳክቷል																80%	13
Dictation / የቃል ጽሕፈት	School met decision rule for pupil performance on dictation section / በተማሪዎች የቃል ጽሕፈት ችሎታ ረገድ ትምህርትቤቱ የሚጠበቀውን ግብ አሳክቷል																80%	13

Tigrinya Language Tabulation and Summary Sheets

SINGLE SCHOOL AND TEACHER RESULTS

ETHIOPIA SCHOOL MONITORING (LQAS) / ከትተል አብዮተ ትምህርቲ ኢትዮጵያ (ከአመምፅ)			
ZONE: / ዞብ:-		WOREDA: / ወረዳ:-	SCHOOL: / ቤት ትምህርቲ:-
ASSESSOR: / መዛናይ:-		TEACHER CLASSROOM #: / # መምህራ ክፍሌ መምህር:-	DATE OF ASSESSMENT: / ዕለት ምዘና:-
SCORE KEY: CORRECT=1 NOT CORRECT=0 MISSING=X Skipped=S / መዐቀኒ ውፅኢት:- ቅኑዕ = 1 ዘይቅኑዕ = 0 ዘይነበረ = X ዝተሓለፈ = ዝ			
No. / ቁፅሪ	Indicator / ሓባሪ	Code for a Correct / Appropriate Response or Observation / ኮድ ንቕኑዕ / ግቡእ ምላሽ ወይ ትዕዛብቲ	SCORE / ውፅኢት
1. TEACHER ATTENDANCE / መዓልታዊ መቼፃፀሪ መምህራን			
2.4	% of Teachers employed by the school who are present on the day of the survey. / ብቤት ትምህርቲ ካብ ዝተቐፀፀሩ መምህራን ኣብ እዋን ዳህሳስ ዝተረኸቡ ብ%። (2.1/2.2)X100 = _____%	90% or more of teachers must be observed present at start of the school day = 1 / ኣብ መዓልቲ ምድግር ትምህርቲ ካብ ዝርከቡ መምህራን፣ ኣብቶም 90% ወይ ካብኡ ንላዕሊ ትዕዛብቲ ከካየድ ኣለዎም = 1	
2. PUPIL ATTENDANCE / መዓልታዊ መቼፃፀሪ ተምህሮ			
11.4	% of registered pupils in selected Standard 2 class that are in attendance on the day of the visit. / ኣብ ዝተሓረየ 2ይ ክፍሊ ካብ ዝተመዘገቡ ተምህሮ ኣብ እዋን ዑደት ዝተረኸቡ ተምህሮ ብ%። (11.2/11.1)X100 = _____%	80% or more of pupils must be observed present on the day of the school visit to score 1 for PUPIL ATTENDANCE / ውፅኢት መዓልታዊ መቼፃፀሪ ተምህሮ 1 ንምሃብ፣ 80% ወይ ካብኡ ንላዕሊ ተምህሮ ኣብ እዋን ዑደት ከርከቡ ኣለዎም።	
3. PUPIL ENGAGEMENT: TIGRINYA / ተሳትፎ ተምህሮ:- ትግርኛ			
9.1	Majority of pupils actively engaged in listed reading activities / ኣብ ዝተዘርዘሩ ንጥፈታት ንባብ መብዛሕትአም ተምህሮ ብንቕሓት ተሳተፎም።	Must have score of 1 on 9.1 to score 1 for PUPIL ENGAGEMENT: TIGRINYA / ውፅኢት ተሳትፎ ተምህሮ፣ ትግርኛ 1 ንምሃብ፣ ውፅኢት 9.1፣ 1 ከኸውን ኣለዎ።	
4. TIME ON TASK: TIGRINYA / ግዜ ትምህርቲ ኣብ ንጥፈት ትምህርቲ:- ትግርኛ			
7.5, 5.4	Did the TIGRINYA language lesson last 40 minutes or more AND did the lesson cover appropriate material from the syllabus? / ትምህርቲ ቋንቋ ትግርኛ ን40 ደቐይቕ ወይ ንላዕሊ ፀኒሑ ዶ? እቲ ትምህርቲ ምስ መርሃ ትምህርቲ ብግቡእ ተሳንዩ ዶ?	Must have score of 1 on 7.5 and on 5.4 to score 1 overall on TIME ON TASK: TIGRINYA / ውፅኢት ግዜ ትምህርቲ ኣብ ንጥፈት ትምህርቲ ትግርኛ 1 ንምሃብ፣ ውፅኢት 7.5ን 5.4ን ፣ 1 ከኸውን ኣለዎ።	

SINGLE SCHOOL AND TEACHER RESULTS

5. TIGRINYA READING PRACTICE / ልምምድ ንባብ ትግርኛ		
8.6	Teacher carries out reading practice appropriately / መምህር ልምምድ ንባብ ብግብሉ የካይዱ እየም/የካይዱ እየን።	Must have completed four of the five activities (i.e. scoring a 1 on question 8.6), to score 1 overall for TIGRINYA READING PRACTICE / ውፅኢት ልምምድ ንባብ ትግርኛ 1 ንምሃብ፤ ካብቶም ሓሙስት ንጥፈታት ነቶም ኣርባዕተ ከተግብር ኣለዎ። (እዚ ማለት፡ ውፅኢት ሕቶ 8.6፣ 1 እንተ-ኾይኑ)።
6. AVAILABILITY OF TIGRINYA TEACHER MATERIALS / ቀረብ ናውቲ-ትግርኛ መምህር		
3.4, 5.1	Teacher has current version of the syllabus and the teacher's guide? / መምህር ሐዘ እብ ስራሕ ዝርከብ መርሃ ትምህርትን መምህርሒ መምህርን ኣለዎም/ኣለዎን?	Must have score of 1 for 3.4 and 1 for 5.1 to score 1 for AVAILABILITY OF TIGRINYA TEACHER MATERIALS / ውፅኢት ቀረብ ናውቲ መምህር ትግርኛ 1 ንምሃብ፤ ውፅኢት 3.4ን 5.1ን፣ 1 ከኾውን ኣለዎ።
7. AVAILABILITY OF TIGRINYA PUPIL MATERIALS / ቀረብ ናውቲ-ትግርኛ ተምሃሮ		
6.1, 11.1	School met decision rule for availability of Tigrinya pupil readers. / ቤት ትምህርቲ ውሳኔ ደንብ ቀረብ መጻሕፍቲ ንባብ ትግርኛ ተምሃሮ ኣማሊኦ እያ።	Must be sufficient Tigrinya readers for <u>50% or more</u> of registered pupils to score 1 for AVAILABILITY OF TIGRINYA PUPIL MATERIALS / ውፅኢት ቀረብ ናውቲ-ትግርኛ ተምሃሮ 1 ንምሃብ፤ ኦቶም መጻሕፍቲ ንባብ ትግርኛ ካብ ዝተመዘኑ ተምሃሮ ናይ ግድን 50% ወይ ልዕሊ እኩ ዝኣኹሉ ተምህሮ ከባዕሒ ኣለዎም።
	(6.1/11.1)X100 = _____%	
8. TEACHER PREPAREDNESS: TIGRINYA / ድልውነት መምህር:- ትግርኛ		
5.4, 10.1	Teacher has a prepared lesson plan that refers to the teacher's guide, syllabus or annual plan and the teacher's lesson follows the prepared lesson plan. / መምህር ምስ መምህርሒ መምህር፣ መርሃ ትምህርቲ፣ ወይ ዓመታዊ ትልሚ ዝሰነድ ወይ ዝዛመድ ዕለታዊ ትልሚ ኣዳልዮም ኣየም/ኣዳልዮን እየን። እቲ ዕለታዊ ትምህርቲ ብመሰረት ዝተዳለወ ዕለታዊ ትልሚ ቀሪቡ።	Must have score of 1 for 5.4 and a score of 1 for 10.1 to score 1 for TEACHER PREPAREDNESS: TIGRINYA / ውፅኢት ድልውነት መምህር፣ ትግርኛ 1 ንምሃብ፤ ውፅኢት 5.4ን 10.1ን፣ 1 ከኾውን ኣለዎ።

ETHIOPIA SCHOOL MONITORING (LQAS) / ክትትል አብያተ ትምህርቲ ኢትዮጵያ (ክአመምፅ)
PUPIL ASSESSMENT RESULTS / ውፅኢት ምዘና ተምሃሮ

ZONE: / ዞባ:-		WOREDA: / ወረዳ:-		SCHOOL: / ቤት ትምህርቲ:-																
ASSESSOR: / መዛናጅ:-		TEACHER OR CLASSROOM #: / # መምህራ ክፍሊ መምህር:-														DATE OF ASSESSMENT: / ዕለት ምዘና:-				
SCORE KEY:		CORRECT=1		NOT CORRECT=0		SKIPPED=S		MISSING=X / መዕቀኒ ውፅኢት:-		ቅኑዕ=1		ዘይቅኑዕ=0		ዘይነበረ=X		ዝተሓለፈ=S				
Indicator / ሓባሪ	PUPIL NUMBER / ቁፅሪ ተምሃሮ	TOTAL / ሓፈሻዊ ድምር																PERCENT MEETING MINIMUM STANDARD / ዝተሓተ ረቋሒ ዘማለአ ብምኡታዊ	DECISION RULE / ውሳኔ ደንቢ	DECISION MET? (met=1 not met=0) / ውሳኔ ደንቢ ተማሊኡ? (ተማሊኡ=1 ኣይተማለአ? =0)
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			
TIGRINYA PUPIL MATERIALS / ናውቲ ትግርኛ ተምሃሮ																				
Exercise Book Inv. / ቁፅራ ደብተር	Pupil has his/her Tigrinya exercise book / ተምሃራይ/ሪት ደብተር ቋንቋ ትግርኛ ኣለዎ/ዋ።																	50%	6	
Exercise Book Inv. / ቁፅራ ደብተር	Tigrinya exercise book has sufficient work for this time of the school year. There should be at least one exercise per day of the school year. / ደብተር ቋንቋ ትግርኛ ካብቲ ዓመታዊ ትምህርቲ ትግርኛ ነዚ እዋን ትምህርቲ ዝምጥን እኹል ዕዮ ዝሓዘ እዩ። ኣብ ደብተር ኣብ ሓደ መዓልቲ ትምህርቲ እንተ'ነአሰ ሓደ መልመዒ ክህልው ይግባእ።																	50%	6	
Exercise Book Inv. / ቁፅራ ደብተር	Teacher marks/comments on one or more of the last two exercises in the pupil's Tigrinya exercise book / ኣብ ደብተር ካብ ዘለዉ ክልተ ዳኡሪዎት መልመድታት፣ መምህር ኣብ ሓደ ወይ ካብኡ ንላዕሊ መልመድታት ውፅኢት ወይ ርእይቶ ሂሰም/ሂበን።																	50%	6	

**ETHIOPIA SCHOOL MONITORING (LQAS) / ከትትል ኣብያተ ትምህርቲ ኢትዮጵያ (ከአመምፅ)
PUPIL ASSESSMENT RESULTS / ውፅኢት ምዘና ተምሃሮ**

ZONE: / ዞባ:-		WOREDA: / ወረዳ:-										SCHOOL: / ቤት ትምህርቲ:-									
ASSESSOR: / መዛናጅ:-		TEACHER OR CLASSROOM #: / # መምህራ ክፍሊ መምህር:-										DATE OF ASSESSMENT: / ዕለት ምዘና:-									
SCORE KEY: CORRECT=1 NOT CORRECT=0 SKIPPED=S MISSING=X / መዐቀኒ ውፅኢት:-												ቅኑዕ = 1 ዘይቅኑዕ = 0 ዘይነበረ = X ዝተሓለፈ = ዝ									
No. / ቁፅራ	Indicator / ሓባሪ	PUPIL NUMBER / ቁፅራ ተምሃሮ																TOTAL / ሓፈሻዊ ድምር	PERCENT MEETING MINIMUM STANDARD / ቅብሉ ረዳሒ ዘማለኦ ምኡታዊ	DECISION RULE / ውሳኔ ደንቢ	DECISION RULE MET? (met=1 not met=0) / ውሳኔ ደንቢ ተማሊኡ? (ተማሊኡ=1 ኣይተማለኦ=0)
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16				
TIGRINYA PUPIL ASSESSMENT / ምዘና ተምሃሮ ትግርኛ																					
Letter names / ስም ፊደላት	Pupil able to correctly identify 9 or more letter names / ተምሃራይ/ሪት 8 ወይ ካብኡ ንላዕሊ ስም ፊደላት ብትኽከል ምልላይ ይኽእል/ትኽእል።																	60%	8		
Familiar words / ልሙዳት ቃላት	Pupil able to correctly read 9 or more familiar words / ተምሃራይ/ሪት 9 ወይ ካብኡ ንላዕሊ ልሙዳት ቃላት ብትኽከል ምንባብ ይኽእል/ትኽእል።																	50%	6		
Invented words / ዝተመሃዙ ቃላት	Pupil able to correctly read 9 or more Invented words / ተምሃሮ 8 ወይ ካብኡ ዝዘይዱ ዝተመሃዙ ቃላት ብትኽከል ምንባብ ይኽእሉ።																	50%	6		

<p>Reading comprehension / አንቢብካ ምርዳኦ</p>	<p>Pupil able to correctly answer 4 or more of the reading comprehension questions / ተምሃራይ/ሪት 4 ወይ ካብኡ ንላዕሊ ሕቶታት አንቢብካ ምርዳኦ ብትኽክል ምምላስ ይኽእል/ትኽእል።</p>																														
<p>Maze / ምምላእ ምሉእ ሓሳባት</p>	<p>Pupil able to correctly complete 6 or more sentences in the maze passage / ተምሃራይ/ሪት ኣብ ምምላእ ምሉእ ሓሳባት ምንባብ፣ ነቶም 6 ወይ ካብኡ ንላዕሊ ምሉእ ሓሳባት ብትኽክል ምምላእ ይኽእል/ትኽእል።</p>																														
<p>Dictation / ምግልግጥ ወይ ብቓል ምፅሓፍ</p>	<p>Pupil able to correctly write 9 or more words from dictated sentences / ተምሃሪ ብቓል ካብ ዝተንበቡሎም ምሉእ ሓሳባት፣ 9 ወይ ካብኡ ንላዕሊ ቃላት ብትኽክል ምፅሓፍ ይኽእሉ።</p>																														

**ETHIOPIA SCHOOL MONITORING (LQAS) / ከትትል ኣብያተ ትምህርቲ ኢትዮጵያ (ክኣመምፅ)
DISTRICT LEVEL SUMMARY OF 19 SCHOOLS / ፅማቕ 19 ኣብያተ ትምህርቲ ብብርኪ ወረዳ**

SCORE KEY: CORRECT=1 NOT CORRECT=0 MISSING=X Skipped=S / መዐቀን ውፅኢት:- ቅኑሶ = 1 ዘይቅኑሶ = 0 ዘይነበረ = X ዝተሓለፈ = ዝ

No. / ቁፅሪ	Schools Sampled in the Woreda / ካብ ወረዳ ብመርኣያ ዝተሓረፉ ኣብያተ ትምህርቲ																			TOTAL / ሓፈሻዊ ድምር	PERCENT MEETING MINIMUM STANDARD / ዝተሓተ ረጅሒ ዘማለኦ ምኡታዊ	DECISION RULE / ውሳኔ ደንቢ	DECISION RULE MET? (met=1 not met=0) / ውሳኔ ደንቢ ተማለኡ? (ተማለኡ=1 ኣይተማለኡ? =0)
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19				
1. TEACHER ATTENDANCE / መዓልታዊ መቁፃፀሪ መምህራን																							
School met decision rule for teacher attendance on the day of the survey. / ኣብ መዓልቲ ዳህሳስ፣ ውሳኔ ደንቢ መቁፃፀሪ መምህር ዘማለኦ ቤት ትምህርቲ																					80%	13	
2. PUPIL ATTENDANCE / መዓልታዊ መቁፃፀሪ ተምህሮ																							
School met decision rule for pupil attendance rate in selected standard 2 class on the day of the visit. / ኣብ መዓልቲ ዑደት፣ ውሳኔ ደንቢ መጠን ቁፅሪ ተምህሮ ኣብ ዝተመረፁ 2ይ ክፍልታት ዘማለኦ ቤት ትምህርቲ																				80%	13		
3. PUPIL ENGAGEMENT: TIGRINYA / ተሳትፎ ተምህሮ:- ትግርኛ																							
School met decision rule for pupil engagement / ውሳኔ ደንቢ ተሳትፎ ተምህሮ ዘማለኦ ቤት ትምህርቲ																				80%	13		
4. TIME ON TASK: TIGRINYA / ግዜ ትምህርቲ ኣብ ንጥፈት:- ትግርኛ																							

7. AVAILABILITY OF TIGRINYA PUPIL MATERIALS / ቀረብ ናውቲ-ትግርኛ ተምሃሮ																								
School met decision rule for availability of Tigrinya language pupil readers / ውሳኔ ደንቢ ቀረብ መግለጫቲ ንባብ ትግርኛ ተምሃሮ ዘማልእ ቤት ትምህርቲ																						80%	13	
8. TEACHER PREPAREDNESS: TIGRINYA / ድልውነት መምህር:- ትግርኛ																								
School met decision rule for use of Tigrinya teacher materials / ውሳኔ ደንቢ ምጥቃም ናውቲ-ትግርኛ መምህር ዘማልእ ቤት ትምህርቲ																						80%	13	
GO TO PUPIL ASSESSMENT SHEETS / ናብ ጥራዝ መመዘኒ ተምሃሮ ቀፅሉ																								
TIGRINYA PUPIL MATERIALS / ናውቲ-ትግርኛ ተምሃሮ																								
																						PERCENT MEETING MINIMUM STANDARD / ዝተሓተ ረቕሒ ዘማለእ ምኡታዊ	DECISION RULE / ውሳኔ ደንቢ	DECISION RULE MET? (met=1 not met=0) / ውሳኔ ደንቢ ተማለኡ? (ተማለኡ=1 ኣይተማለኡ?=0)
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19				
Exercise Book Inv. / ቁፀራ ደብተር ተምሃሮ	School met decision rule for availability of Tigrinya exercise books / ውሳኔ ደንቢ ቀረብ ደብተር ትግርኛ ዘማልእ ቤት ትምህርቲ																					80%	13	
TIGRINYA TEACHER FEEDBACK / ግብረ መልሲ መምህር ትግርኛ																								
Exercise Book Inv. / ቁፀራ ደብተር ተምሃሮ	School met decision rule for Teacher marks/comments in pupil's Tigrinya exercise books / ውሳኔ ደንቢ ምሃብ መደረምታ/ርእይቶ መምህር ኣብ ደብተር ትግርኛ ተምሃሮ ዘማልእ ቤት ትምህርቲ																					80%	13	

TIGRINYA PUPIL ASSESSMENT SUMMARY / ፅግታዎች ምዘና ተምሃሮ ትግርኛ																		
Letter names / ስማት ፊደላት	School met decision rule for pupil performance on letter names / ውሳኔ ደንቢ ብቸኛ ተምሃሮ ኣብ ስማት ፊደላት ዘማልእ ቤት ትምህርቲ																80%	13
Familiar words / ልሙዳት ቃላት	School met decision rule for pupil performance on familiar word recognition / ውሳኔ ደንቢ ብቸኛ ተምሃሮ ኣብ ምፍላይ ልሙዳት ቃላት ዘማልእ ቤት ትምህርቲ																80%	13
Invented words / ዝተመሃዙ ቃላት	School met decision rule for pupil performance on invented words / ውሳኔ ደንቢ ብቸኛ ተምሃሮ ኣብ ዝተመሃዙ ቃላት ዘማልእ ቤት ትምህርቲ																80%	13
Reading comprehension / ኣንቢብኻ ምርዳእ	School met decision rule for pupil performance on reading comprehension / ውሳኔ ደንቢ ብቸኛ ተምሃሮ ኣብ ኣንቢብኻ ምርዳእ ዘማልእ ቤት ትምህርቲ																80%	13
Maze / ምላላ ምሉእ ሓሳባት	School met decision rule for pupil performance on maze passage / ውሳኔ ደንቢ ብቸኛ ተምሃሮ ኣብ ምላላ ምሉእ ሓሳባት ዘማልእ ቤት ትምህርቲ																80%	13
Dictation / ብቻል ምፅሓፍ	School met decision rule for pupil performance on dictation section / ውሳኔ ደንቢ ብቸኛ ተምሃሮ ኣብ ብቻል ምፅሓፍ ወይ ምግልባጥ ዘማልእ ቤት ትምህርቲ																80%	13