Early Grade Reading and Mathematics Initiative

Midline Survey Report

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Early Grade Reading and Mathematics Initiative

Midline Survey Report

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Abbreviations

AMEP	Activity Monitoring and Evaluation Plan
C1	Cohort 1
C2	Cohort 2
C3	Cohort 3
CADER	ChangeAgent for Arab Development and Education Reform
CISLE	Cultivating Inclusive and Supportive Learning Environments
DD/MM/YY	Day/Month/Year
DFID	UK Department for International Development
EdData	Education Data for Decision Making
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ERSP	Education Reform Support Project
G1, G2, G3	Grade 1, grade 2, grade 3
GL	Goal-level (indicator)
HH/MM	Hours/Minutes
IR	Intermediate result
K1/KG1	Kindergarten 1
K2/KG2	Kindergarten 2
L1	Level 1
L2	Level 2
M1	Module 1
M2	Module 2
M3	Module 3
MoE	Ministry of Education
MSI	Management Systems International
ORF	Oral reading fluency
PhD	Doctor of Philosophy
PTC	Parent-Teacher Council
QRTA	Queen Rania Teacher Academy
RAMP	Jordan Early Grade Reading and Mathematics Initiative
RTI	RTI International (a registered trademark and a trade name of Research Triangle Institute)
S1	Semester 1
S2	Semester 2
SSME	Snapshot of School Management Effectiveness
UK	United Kingdom
USAID	United States Agency for International Development
WLR	We Love Reading

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Executive summary

This report presents the findings of the Jordan Early Grade Reading and Mathematics Initiative (RAMP) midline survey conducted at the end of the 2016–2017 school year (in May 2017).

Background

The United States Agency for International Development (USAID)/Jordan, in partnership with the Jordan Ministry of Education (MoE), contracted with RTI International in 2011 under the Education Data for Decision Making (EdData II) project to conduct the Snapshot of School Management Effectiveness (SSME), the Early Grade Reading Assessment (EGRA), and Early Grade Mathematics Assessment (EGMA) in 2012.

The report on the 2012 National Survey (Brombacher et al., 2012)[1] indicated that the majority of students were not reading with fluency and lacked strength in the foundational literacy skills commonly taught in grade 1 (G1).

In response to the findings of the 2012 National Survey, it was decided, to develop an intervention pilot program that would support teachers in providing deliberate, structured, and developmentally appropriate daily practice in foundational skills for reading and mathematics. The intervention was implemented during the 2013/2014 academic year by more than 400 teachers in 347 classrooms across 43 schools, reaching approximately 12,000 students.

An endline survey to measure the impact of the intervention pilot was conducted in May 2014. The *Jordan Intervention Impact Analysis Report* (Brombacher et al., 2014)[2] noted that the percentage of non-readers or beginning readers and non-mathematicians or early mathematicians remained relatively consistent between the baseline and endline for the control group. However, there were substantial reductions in the proportion of non-readers or beginning readers and non-mathematicians or early mathematicians in treatment schools (from 32% to 19% in reading and 30% to 22% in mathematics). Additionally, while the proportion of readers and mathematicians remained constant for control schools, both proportions increased significantly in the treatment schools (13% to 24% in reading and 14% to 24% in mathematics).

In 2013 and also in response to the findings of the 2012 National Survey, it was decided to develop a remedial pilot research activity that would enable teachers to provide support to the students in their classes who are performing below the general performance level of the class.

[1] Brombacher, A., Collins, P., Cummiskey, C., Kochetkova, E., and Mulcahy-Dunn, A. (2012). *Student performance in reading and mathematics, pedagogic practice, and school management in Jordan*. Prepared by RTI International for USAID.

[2] Brombacher, A., Stern, J., Nordstrum, L., Cummiskey, C., and Mulcahy-Dunn, A. (2014). *Jordan intervention impact analysis report*. Prepared by RTI International for USAID.

The remedial pilot research activity was piloted in the first three grades of 41 treatment schools by 308 teachers during the 2014/2015 academic year, reaching approximately 10,000 students. The remedial diagnostic tools were also administered in the first three grades of 16 control schools, both at the start and the end of the 2014/2015 academic year, to determine the impact of the remedial pilot research activity.

The assessment data revealed that remedial students benefited from the remedial support, both for reading and for mathematics.

In response to findings of the 2012 and 2014 surveys and the success of the Intervention and Remedial Pilot Research activities, RAMP began on January 1, 2015, and is scheduled for five years, ending on December 31, 2019. Supported by USAID and the United Kingdom's Department for International Development (DFID, or UK aid), RTI International is implementing the RAMP Initiative for the Jordanian MoE.

RAMP is a nationwide effort designed to improve the reading and mathematics skills of students in Jordan in kindergarten 2 (K2) through G3. The initiative works with the MoE to (1) develop and distribute improved learning materials to every K2–G3 classroom in Jordan; (2) train teachers, principals, supervisors, and field directorate and MoE administrators to provide more effective instruction; (3) promote community participation in reading and mathematics education; and (4) support nationwide adoption of early grade reading and mathematics policies, standards, curricula, and assessments. RAMP expects to deliver improved reading and mathematics instruction to all public-school students in Jordan in grades K2–G3. In addition to improving early grade reading and mathematics performance, RAMP is also charged with ensuring the integration of gender, disability, and refugee issues as cross-cutting themes into its activities and deliverables.

RAMP capitalizes on the contributions and successes of previous projects in Jordan. These include the materials and findings of the 2012–2014 Intervention Pilot Research Activity; the materials and results of the 2013–2015 Remedial Pilot Research Activity, the Cultivating Inclusive and Supportive Learning Environments (CISLE) in Jordan's Schools project, and the Education Reform Support Project (ERSP).

The RAMP Initiative activities have been designed based on the following development hypothesis:

By investing in building MoE staff capacity, especially that of public school teachers and supervisors, to use appropriate materials; research-based pedagogies; and differentiated support to students according to their needs, RAMP will contribute to a substantially higher proportion of grade 2 and grade 3 public school students being able to read with comprehension and do mathematics with understanding by the end of the initiative. By also involving parents and communities in general in support of RAMP, the impact of the initiative will be significantly enhanced. Also, these gains will be sustained and built upon beyond the life of the initiative through the

institutionalization of RAMP's research-based methodologies within a context of strong reflective practice.

RAMP's effectiveness and impact will be evaluated by means of, among other activities, midline (2017) and endline (2019) surveys. These surveys will be used to gather data to measure progress toward the RAMP goal-level indicators (listed in section 1.4.1 of the report).

RAMP activities focus on materials development, in-service teacher training, community mobilization, and institutionalization of RAMP within the MoE policies and practices.

The in-service training for teachers is the activity that is likely to have had the greatest direct impact on student reading and mathematics performance. The in-service training activity targets all K2–G3 teachers. In-service training takes the form of both workshop-based direct instruction and in-class coaching support. Workshop contents are based on direct instruction and are organized in three modules (Module 1 [M1], Module 2 [M2], and Module 3 [M3]). Broadly speaking, M1 deals with assessing students' foundational skills in reading and providing effective instruction to develop these skills; M2 does the same for mathematics; and M3 addresses the cross-cutting themes (gender, disabilities, and psychosocial approaches). Each module is presented over five days, with M1 and M2 presented during the school holidays before the start of the first semester and M3 presented during the school holidays before the start of the second semester. Appropriately trained MoE Supervisors and RAMP coaches conduct training. In addition to the workshop-based direct instruction, all participating teachers receive in-class coaching support provided by MoE Supervisors and specially appointed RAMP coaches. Optimally, each teacher will receive 6 coaching visits per semester (12 per year) for the year in which they start implementing RAMP.

RAMP is targeting almost 15,000 teachers. Considering the number of teachers to be reached and the limited resources (approximately 150 MoE Supervisors and 64 RAMP coaches), one of RAMP's early strategic decisions was to stagger the introduction in two ways. First, the governorates of the Kingdom were divided into three groups: Cohort 1 (approximately 26% of the teachers), Cohort 2 (approximately 47% of the teachers), and Cohort 3 (approximately 27% of the teachers). And, second, the K1–G2 and G3 teachers in each cohort receive their training in consecutive school years.

At the time of the midline survey

- G2 students in Cohort 1 had been exposed to the RAMP methodologies for three semesters, since the second semester of G1—at most, for three-fourths of their school career.
- G3 students in Cohort 1 had been exposed to the RAMP methodologies for three semesters, since the second semester of G2—at most, for one-half of their school career.

- G2 students in Cohort 2 had been exposed to the RAMP methodologies for two semesters, since the first semester of G2—at most, for one-half of their school career.
- All other students—approximately one-half of the students in the study—have not been exposed to RAMP methodologies.

A midline study was conducted at the end of the 2016–2017 academic year in May 2017 to measure the impact of the RAMP Initiative to date as well as the progress of the initiative toward the RAMP indicator targets. Because RAMP is fundamentally concerned with improving reading and mathematics, the RAMP midline survey included only the EGRA and EGMA assessments.

Considering that (1) a National Survey was conducted at the end of the 2013–2014 academic year (in May 2014) to measure the impact of the Intervention Pilot Research Activity and (2) RAMP is, in many ways, an extension/expansion of the Intervention Pilot Research Activity, the MoE, understandably, felt that conducting a national baseline study specifically for RAMP at the start of the initiative in 2015 was not necessary. Accordingly, agreement was reached that the baseline values for the RAMP indicators would be based on the performance of the students in the control group of the 2014 National Survey. This decision does, however, create limitations on the levels of disaggregation at which comparisons can be made between the findings of this study and the 2014 findings.

Methodology

156 schools and 3,036 students participated in the 2012 study.

The schools that were involved in the 2013–2014 Intervention Pilot Research Activity were selected from the 156 schools that participated in the 2012 National Survey.

Purposive sampling[3] was used to select treatment schools from the 2012 National Survey sample for the intervention. A total of 43 schools received the intervention. The remaining 110 schools were treated a control schools for the study.

Both the MoE and USAID did not deem it necessary to conduct a baseline study for RAMP, and it was agreed instead to use the data and results from the 110 control schools in the 2014 National Survey as the baseline for the RAMP indicators. A total of 2,159 students from the 110 control schools were assessed in 2014. The decision does, however, have implications for this study. Key among these is that although the 2014 data allow for the reliable calculation of point estimates at the national level, and while the data can also be disaggregated at either the grade or gender level (but not both), no further disaggregation is meaningful. Thus, although the 2017 survey collected data allow for analysis at the governorate level, the 2014 data do not enable performance comparisons at governorate level between 2014 and 2017.

[3] The detail of how the schools were selected is reported in: Brombacher, A., Stern, J., Nordstrum, L., Cummiskey, C., and Mulcahy-Dunn, A. (2014). *Jordan intervention impact analysis report*. Prepared by RTI International for USAID.

In 2017, the Jordan EMIS unit provided a list of all public primary schools in the nation, totaling 2,538 schools. Of these, 348 schools were removed from the list because they did not have a total of at least 20 G2 and G3 students combined. A further 240 school were removed because these schools had been selected and had participated in the *Impact Evaluation Baseline Study* conducted by Management Systems International (MSI) in November and December of 2016.[4] Finally, an additional 99 schools were removed at the request of the MoE because these were recently established schools. A total of 1,851 schools remained in the final population, from which a study sample was drawn.

240 schools (20 per governorate) and 4.769 students (20 students per school) participated in the 2017 study.

To account for the disproportionate sampling .Weights were calculated as the inverse of the selection probability for each student to make the sample representative of the national population. All scores reported for this study are calculated using the student weights as noted.

Both the EGRA and EGMA were tested for reliability to ensure that the assessment instruments were measuring their intended constructs. Cronbach's alpha values for both EGRA and EGMA indicated that the instruments showed good internal consistency on average ($\alpha = 0.86$ for EGRA and 0.85 for EGMA for the 2014 assessment; and $\alpha = 0.86$ for EGRA and 0.91 for EGMA for the 2017 assessment). Overall, these reliability measures provide evidence that the assessments were each measuring a single underlying construct: early grade reading ability for EGRA and early grade mathematics ability for EGMA.

Findings

Before studying the findings, the reader is reminded of the following:

- The 2014 data only allow for reliable reporting of point estimates at the Kingdom, grade, and gender levels. No further disaggregation is possible. This means that there is no "baseline" data for, for example, the intervention and non-intervention groups and/or for each of the governorates. This, in turn, makes it hard to make strong claims at anything but the national, grade, and gender levels.
- The data for this study show quite clearly that when comparing "like" with "like" (e.g., governorates with G3 students that have had no exposure to RAMP methodologies or governorates with G2 students that have had exposure to RAMP methodologies), performance levels across governorates are very uneven. This reinforced the assertion that in the absence of governorate-level baseline data, this study cannot make strong claims about which governorates are benefitting (or to what comparable degree they are benefitting) from the RAMP Initiative. Furthermore, because of the weighting

[4] This decision was informed by the desire to reduce the likelihood of contamination because the MSI study also used the EGRA and EGMA assessments.

used to report on the data, larger non-intervention (in G3) governorates such as Amman and Irbid can influence the overall mean to such an extent that any impact in the intervention governorates may not be easily visible.

Against the background of these caveats, the findings first for EGRA then for EGMA, and finally, regarding the RAMP performance indicators are reported here. EGRA

EGRA Results 2014 versus 2017

Table ES1 summarizes the overall data for the EGRA subtasks. The same scores, including zero scores, are provided in **Annex 3**.

Table ES1. Overall EGRA results for 2014 and 2017 (grade 2 and grade 3 students)

Subtask	Measure	2014 G2 and G3	2017 G2 and G3
Listening comprehension	% correct	67.2% (65.0%; 69.4%)	60.6% *** (58.6%; 62.5%)
Letter sound	fluency (correct letters per min.)	37.0 (33.1; 40.9)	47.9 *** (45.9; 50.0)
	% correct of items attempted	64.9% (59.4%; 70.4%)	76.1% *** (73.8%; 78.3%)
Syllable sound	fluency (correct syllables per min.)	25.2 (23.2; 27.3)	31.7 *** (30.0; 33.5)
	% correct of items attempted	63.8% (60.1%; 67.5%)	72.5% *** (70.1%; 74.9%)
Invented words	fluency (correct words per min.)	8.9 (8.0; 9.8)	12.2 *** (11.5; 13.0)
	% correct of items attempted	39.4% (35.8%; 42.9%)	49.3% *** (47.0%; 51.6%)
Oral reading	oral reading fluency (ORF)	26.6 (24.4; 28.8)	26.4 (25.1; 27.8)
	% correct of items attempted	63.7% (59.4%; 68.1%)	60.4% (57.8%; 62.9%)
Reading comprehension	% correct of items attempted	45.3% (41.0%; 49.6%)	49.8% (47.1%; 52.6%)
	% correct	33.8% (30.3%; 37.2%)	36.9% (34.5%; 39.4%)
	% of students with 80% comp.	17.9% (14.3%; 21.4%)	21.3% (18.9%; 23.7%)

* p<.05; ** p<.01; *** p<.001

The results reflected in ***Table ES1*** are most encouraging. In the simple view of reading, reading with comprehension is a function of performance on a range of

foundational skills. The results in *Table 7* demonstrate quite clearly that there has been a statistically significant improvement in student performance on foundational skills.

Table ES2 summarizes the data for the key EGRA subtasks by grade.

Table ES2. EGRA results for 2014 and 2017 by grade

Subtask	Measure	2014 G2	2017 G2	2014 G3	2017 G3
Letter sound	fluency (correct letters per min.)	38.2 (33.9; 42.4)	47.3 *** (45.3; 49.3)	35.7 (31.6; 39.8)	48.6 *** (45.5; 51.7)
Syllable sound	fluency (correct syllables per min.)	22.1 (19.7; 24.6)	29.8 *** (27.5; 32.0)	28.7 (26.6; 30.8)	33.8 *** (31.5; 36.1)
Invented words	fluency (correct words per min.)	7.1 (6.2; 8.1)	10.8 *** (9.8; 11.8)	10.9 (9.8; 11.9)	13.7 *** (12.8; 14.7)
	% correct of items attempted	34.5% (30.2%; 38.8%)	48.2% *** (44.9%; 51.5%)	44.9% (41.3%; 48.5%)	50.4% (47.9%; 53.0%)
Oral reading	oral reading fluency (ORF)	19.1 (16.9; 21.3)	21.4 (20.0; 22.9)	35.0 (32.2; 37.8)	31.7 (29.7; 33.6)
	% correct of items attempted	56.7% (50.0%; 63.4%)	56.2% (52.6%; 59.8%)	71.6% (68.5%; 74.8%)	64.7% (61.4%; 68.1%)
Reading comprehension	% of students with 80% comp.	7.9% (4.7%; 11.2%)	11.4% (9.2%; 13.6%)	29.0% (23.6%; 34.4%)	31.5% (27.8%; 35.2%)

* p<.05; ** p<.01; *** p<.001

The results in ***Table ES2*** provide much encouragement related to the early impact of RAMP. Of note about the results is that for the foundational skills, the 2017 G2 students are, in general, performing at or above the level that the G3 students were performing in 2014.The same trend is, however, not yet evident for ORF and comprehension. Improvement in these higher order or composite skills will be realized as students spend more of their early years in classrooms exposed to instruction based on the RAMP inspired methodologies.

The difference in EGRA performance between male and female students was statistically significant on most EGRA tasks in 2014, with the female students performing better than the male students. In 2017, the female students again performed better than the male students, with the difference still statistically significant. That said, and in line with the overall EGRA trends observed earlier, the performance of both the female and the male students has improved since 2014, especially on the foundational skills. In terms of comprehension, there has been a significant and pleasing reduction in the performance gap between male and female students, suggesting that the gender-related RAMP activities (that are included in Module 3 of the in-service teacher training and targeted at improving the learning opportunities for male students) may be having a positive impact.

When the data is disaggregated by student nationality (Jordanian or Syrian refugee) it clearly show that for reading, the Jordanian students in the 2017 study performed

better than the Syrian refugee students, and the difference in performance is statistically significant. In the absence of baseline data, it is impossible to make claims about whether the psychosocial unit that assists teachers to provide support to students that have suffered trauma (the unit is included in Module 3 of the in-service teacher training) is having any impact or not.

Detailed EGRA data for each of the governorates are also provided in the report. Considering the absence of any reliable baseline (2014) data at governorate level, the governorate data provided should not be used to evaluate the impact (or non-impact) of RAMP. Instead, these data provide "baseline" data for the 2019 study.

EGMA Results 2014 vs. 2017

Table ES3 summarizes the overall data for the EGMA subtasks.

Table ES3. Overall EGMA results for 2014 and 2017

Subtask	Measure	2014 G2 and G3	2017 G2 and G3
Number Identification	% correct of items attempted	88.1% (86.2%; 90.0%)	92.6% *** (91.8%; 93.4%)
Quantity Comparison	% correct	78.9% (76.5%; 81.2%)	83.7% *** (82.3%; 85.0%)
Addition L1	fluency (correct items per min.)	11.9 (11.5; 12.4)	12.5 (12.1; 12.8)
Subtraction L1	fluency (correct items per min.)	9.5 (9.0; 10.0)	10.0 (9.8; 10.3)
Addition and Subtraction L1	% correct	84.0% (81.5%; 86.5%)	86.0% (84.9%; 87.1%)
Addition and Subtraction L2	% correct	41.9% (39.1%; 44.7%)	46.8% ** (44.6%; 49.0%)
Missing Number	% correct	60.3% (57.4%; 63.2%)	64.5% * (62.6%; 66.4%)
Word Problems	% correct	57.6% (54.9%; 60.2%)	59.9% (57.9%; 62.0%)

* p<.05; ** p<.01; *** p<.001

The shift in performance is positive for all EGMA assessment subtasks. For the procedural skills number identification and quantity comparison, the improvement is statistically significant. There is no statistically significant improvement in the fluency scores for addition and subtraction level 1. That said, performance on the procedural addition and subtraction L1 subtasks was already good in 2014, and RAMP is not targeting these procedural skills. Instead, RAMP is targeting more conceptual skill development, and for these, a pleasing and statistically significant performance improvement on the addition and subtraction L2 and missing number subtasks is evident. Although the performance improvement on the foundational

mathematics tasks is possibly not quite as striking as it is for reading, the shift is nonetheless positive.

Table ES4 summarizes the data for key EGMA subtasks by grade.

Table ES4. EGMA results for 2014 and 2017 by grade

Subtask	Measure	2014 G2	2017 G2	2014 G3	2017 G3
Addition and Subtraction L2	% correct	36.8% (33.8%; 39.9%)	42.5% ** (39.5%; 45.6%)	47.5% (44.1%; 50.9%)	51.2% (48.5%; 53.9%)
Missing Number	% correct	54.3% (50.7%; 57.9%)	60.2% ** (57.4%; 63.1%)	66.9% (63.9%; 70.0%)	68.9% (66.6%; 71.2%)

* p<.05; ** p<.01; *** p<.001

The results in ***Table ES3*** and ***Table ES4*** provide encouragement related to the early impact of RAMP. The performance of the 2017 G2 students on the conceptual tasks is statistically significantly better than that of the 2014 G2 students. When compared with the reading analysis, the 2017 G2 students have closed the gap on the G3 students. Although they are not performing at the level of the 2014 (or 2017) G3 students, the performance gap has narrowed, suggesting that the RAMP methodologies are doing what they should be doing. To underscore the trend described, ***Table 14*** clearly shows that the G2 students, who have been exposed to the RAMP methodologies, are outperforming those who have not, and for the missing number subtask, the difference is statistically significant at the 0.001 level.

With regard to gender the difference in performance on the conceptual EGMA subtasks was not statistically significant in 2014, and this is still the case in 2017. The improvement in performance from 2014 to 2017, by both female and male students, is quite similar.

When the data is disaggregated by student nationality (Jordanian versus Syrian refugee). The results in clearly show that for mathematics, there is no difference in the performance of Jordanian and Syrian refugee students in the 2017 study.

Detailed EGMA data for each of the governorates are also provided in the report. Considering the absence of any reliable baseline (2014) data at governorate level, the governorate data provided should not be used to evaluate the impact (or non-impact) of RAMP. Instead, these data provide “baseline” data for the 2019 study.

Performance with Respect to the RAMP Indicators

A key purpose of the RAMP midline (2017) study is to establish whether the RAMP Initiative is having an impact on early grade reading and mathematics performance in public schools in Jordan. The study aims to establish whether there has been a shift in the proportion of students achieving each of the RAMP goal-level indicators as published in the RAMP AMEP. ***Table ES5*** summarizes the performance for each of the key RAMP Indicators.

Table ES5. Summary of midline performance on the RAMP Indicators

Indicator number	Indicator	Baseline value	2017 Target	2017 Actual
GL_01	*Proportion of learners who, by the end of two grades of primary schooling, demonstrate reading fluency and comprehension of grade-level text.*	7.9%	12%	11.4%
GL_02	*Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can do grade-level mathematics with understanding.*	9.8%	16%	11.7%
GL_03	*Proportion of students who, by the end of three grades of primary schooling, demonstrate that they can read and understand grade-level text.*	29.0%	32%	31.5%
GL_04	*Proportion of students who, by the end of three grades of primary schooling, demonstrate that they can do grade-level mathematics with understanding.*	19.5%	23%	21.2%
GL_05	*Proportion of students obtaining zero scores on Oral Reading Fluency (ORF) at the end of G2.*	12.5%	10%	12.6%
GL_06	*Proportion of G2 and G3 students who demonstrate that they can read grade-level text with comprehension.*	17.9%	28%	21.3%
GL_07	*Proportion of G2 and G3 students who demonstrate that they can do grade-level mathematics with understanding.*	14.4%	25%	16.0%
Ind_3.2.1	*Proportion of G2 and G3 students who report receiving parental support for learning to read and do mathematics in USAID RAMP-supported schools.*	25.2%	31%	33.2%
Ind_3.2.2	*Proportion of surveyed teachers reporting active parental engagement.*	50.1%	54%	60.4%

The findings indicate several trends that are evident across the indicators:

- For the two G2 indicators (GL_01 and GL_02), there is a substantial increase in the overall number of students that are achieving the benchmarks associated with the indicators. This trend is encouraging and suggests that the RAMP Initiative is beginning to have the desired impact. The G2 indicators also suggest (within the limitations of the claims that can be made in the absence of more detailed baseline data) that the intervention students have shown an improvement—more so than the non-intervention students.
- For the two G3 indicators (GL_03 and GL_04), there is an increase in the overall number of students that are achieving the benchmarks associated with

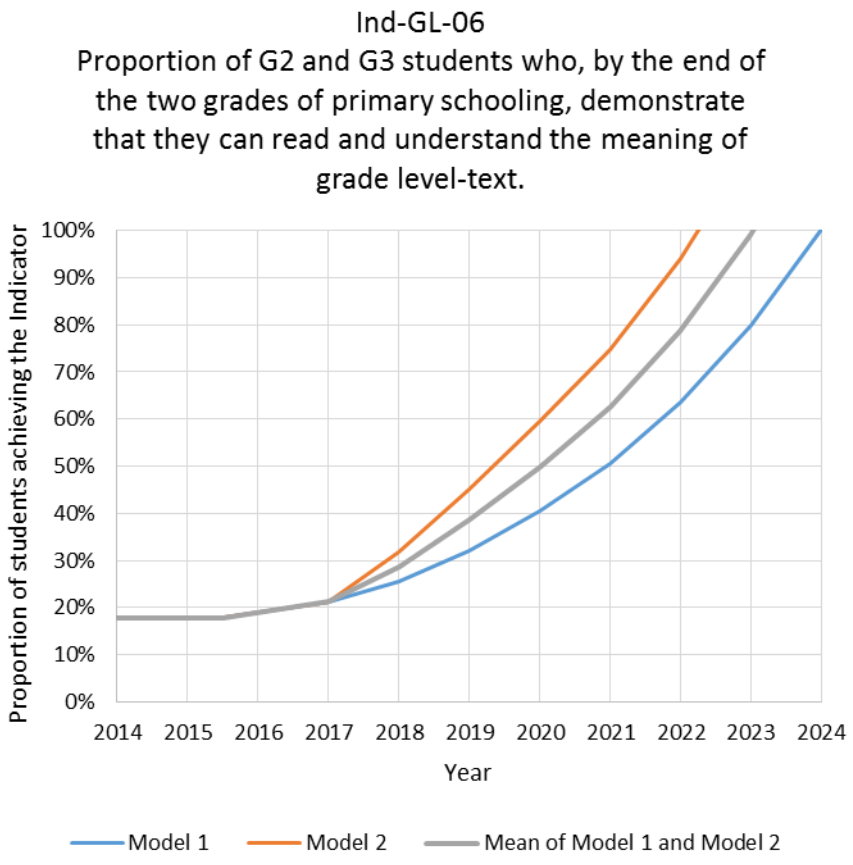
these indicators. This trend is encouraging and suggests that the RAMP Initiative is having the desired impact. That said, given that only one third of the G3s assessed have been exposed to RAMP methodologies, and for less of their school career, the smaller increase, when compared with the G2 indicators, should not be overly interpreted to reflect on the effectiveness of the RAMP Initiative.

- For reading, performance on the grade specific indicators (GL_01 and GL_03) is in line with the targets set for the midline of the project. However, the same cannot be said for the combined indicator (GL_06). This suggests that the targets set for the combined indicator may not be as realistic as the targets set for the disaggregated indicators and the RAMP Initiative may do well to review the targets for GL_06.
- For mathematics, performance on the grade specific indicators (GL_02 and GL_04) as well as for the combined (GL_07) all fall short of the targets set for eth midline of the project. There is a need for the initiative to reflect on this gap and to propose remedial action. That said, it should also be noted that the targets are based on the improvement trend that was evident for mathematics in the 2013/2014 Intervention Pilot Research Activity and 2014 National Survey and it may be that the mathematics activities are proving harder to take to scale. This explanation is corroborated by the reports from the field which suggest greater challenges experienced in mathematics in general in supporting teachers to shift from teaching mathematics by rote and through memorization to teaching for understanding and reasoning.

Based on the data collected in the 2017 RAMP Midline Survey, it is tempting to make predictions of what will happen to the proportion of students achieving the RAMP indicators over the remainder of the RAMP Initiative and beyond. Two models are explored. Model 1 assumes that the improvement that is evident from the RAMP baseline to the RAMP midline will continue at the same rate, while also accounting for the increased number of students that will be exposed to the RAMP methodologies. Model 2 assumes that the improvement that is evident from the RAMP baseline to the RAMP midline will continue at the same rate, while also accounting for both the increased number of students that will be exposed to the RAMP methodologies and the increasing proportion of students' school careers for which they are exposed to the RAMP methodologies.

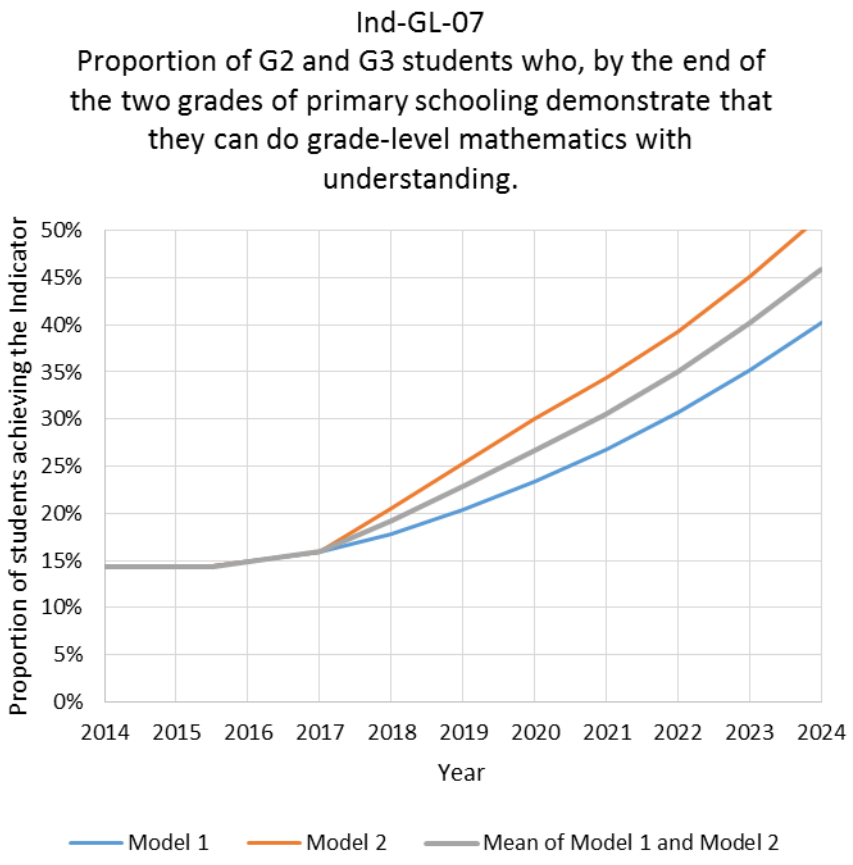
Figure ES1 illustrates the predicted proportion of G2 and G3 students achieving the Goal Level 6 Indicator: "*Proportion of G2 and G3 students who demonstrate that they can read grade-level text with comprehension*" over time. And, ***Figure ES2*** illustrates the predicted proportion of G2 and G3 students achieving the Goal Level 7 Indicator: "*Proportion of G2 and G3 students who demonstrate that they can do grade-level mathematics with understanding*" over time.

Figure ES1. Prediction of the proportion of grade 2 and grade 3 students achieving the reading indicator over time



The predictions for reading are most encouraging; they suggest that more that 80% of G2 and G3 students will be reading with comprehension within the next five years, if the current trend continues. For mathematics, it is clear that additional support is needed if the students are to achieve performance levels similar to the reading levels.

Figure ES2. Prediction of the proportion of grade 2 and grade 3 students achieving the mathematics indicator over time



Conclusions and Recommendations

Conclusions

The RAMP midline survey has shown the following:

- Demonstrated that there is a statistically significant improvement in performance on all of the foundational skills for reading and for most of the foundational skills for mathematics.
- Shown that for the foundational reading skills, the assessed 2017 G2 students are performing at the same level that the G3 students had in 2014. And, for mathematics the trend is similar, with the assessed 2017 G2 students performing substantially better than the G2 students had in 2014 and approaching the performance levels of the 2014 G3 students.
- Found that the impact of RAMP is not yet being felt at a statistically significant level in the G3 performance.
- Demonstrated that the trend in proportion of students achieving the reading benchmark is positive and that predictions based on this trend suggest that up to 80% of Jordanian students will be reading with comprehension within the

next five to six years. This prediction assumes that the RAMP Initiative will continue to be implemented with the same fidelity as is currently the case.

- Demonstrated that while there remains in general a gap in student performance between male and female students on foundational reading skills, the gap in "reading with comprehension" between the Grade 2 male and female students is substantially decreased since 2014 with the male students performing almost as well as the female students.
- Shown that the trend in proportion of students achieving the mathematics benchmark, while positive, is not strong enough to allow for the same optimistic predictions as is the case for reading. That said, the MoE is already providing additional support for mathematics in the form of workbooks to be issued to all students during the 2017–2018 and 2018–2019 school years. This together with the possible additional extra allocation of lessons to mathematics in the early grades, will go a long way to accelerating the impact of the RAMP methodologies for mathematics.
- Generated governorate-level performance data, both for EGRA and for EGMA. For the first time, this level of data now exists in Jordan. This data provides the MoE with the data needed to make decisions about the effective deployment of scarce resources.

On balance, the RAMP Midline Survey provides powerful evidence that the RAMP Initiative is making a positive impact that, if supported and sustained, will help Jordan achieve, in the years to come, the early grade reading and mathematics outcomes that are critical for nation building.

Recommendations

As the RAMP Initiative enters the second half of its lifetime, the challenge for the Initiative will be to consolidate and sustain what is going well and at the same time to address the gaps or challenges that the midline survey has revealed. In particular the RAMP Initiative will need to attend to the following:

- Sustaining the momentum of the initiative in the Cohort 1 governorates. There is no more in-service training and/or RAMP coaching scheduled for Cohort 1 governorates in the remaining life of the project. To sustain the momentum and address the gaps identified, the following activities are planned in the Cohort 1 governorates:
    - The development and piloting of a Senior Teacher program.
    - In-service training for new teachers who are not familiar with the RAMP methodologies.
    - On-going coaching.
- Ongoing training of MoE Supervisors. The MoE Supervisors are the key implementers of the RAMP Initiative in schools. With existing supervisors retiring and leaving the profession and new supervisors joining the ranks of

the supervisory services, there is a need to provide training on the RAMP methodologies to newly appointed supervisors.

- Broad-based dissemination of the midline findings and increased awareness of expectations among key stakeholders.
- Additional support for mathematics. The midline survey has clearly demonstrated that the impact of the RAMP Initiative is not being felt as powerfully in mathematics as it is in reading. To this end the RAMP Initiative will implement a range of additional activities for mathematics including:
    - The supply of mathematics workbooks to all Grade 1 to Grade 3 students.
    - Additional training on the RAMP mathematics routines. F
- Increased mining of coaching data.
- Enhancement of the coaching observation tool.

By attending to the activities listed above, the RAMP Initiative will be able to consolidate and sustain what is going well and at the same time address the gaps or challenges that the midline survey has revealed.

1 Background

This report presents the findings of the Jordan Early Grade Reading and Mathematics Initiative (RAMP) midline survey conducted at the end of the 2016–2017 school year (in May 2017).

This chapter provides a background to RAMP as well as to the RAMP midline study.

1.1 2012 National Survey

The United States Agency for International Development (USAID)/Jordan, in partnership with the Jordan Ministry of Education (MoE), contracted with RTI International in 2011 under the Education Data for Decision Making (EdData II) project to conduct the Snapshot of School Management Effectiveness (SSME), the Early Grade Reading Assessment (EGRA), and Early Grade Mathematics Assessment (EGMA). The purpose was to gain insight into student facility with foundational skills and to better understand characteristics among Jordanian schools that associate with student performance. These assessments were conducted in a sample of primary schools in Jordan at the end of the 2011/2012 academic year. The hope was that evidence-based information resulting from the survey could inform future education policy decisions, as needed.

The report on the 2012 National Survey (Brombacher et al., 2012)[5] indicated that some students were reading with a high level of fluency and understanding and achieving scores of 80% or more on the comprehension subtask. However, the majority of students were not reading with fluency and lacked strength in the foundational literacy skills commonly taught in grade 1 (G1). Similarly, although students were quite comfortable with some of the procedural mathematics skills, their conceptual understanding needed to be strengthened.

1.2 2013/2014 Intervention Pilot Research Activity and 2014 National Survey

In response to the findings of the 2012 National Survey, it was decided, after discussions with the MoE Curriculum Team and Senior Reading and Mathematics Supervisors, to develop an intervention pilot program that would support teachers in providing deliberate, structured, and developmentally appropriate daily practice in foundational skills for reading and mathematics.

The intervention was implemented during the 2013/2014 academic year by more than 400 teachers in 347 classrooms across 43 schools, reaching approximately 12,000 students.

The 2012 National Survey was treated as a baseline, and an endline survey to measure the impact of the intervention pilot was conducted in May 2014. The *Jordan*

[5] Brombacher, A., Collins, P., Cummiskey, C., Kochetkova, E., and Mulcahy-Dunn, A. (2012). *Student performance in reading and mathematics, pedagogic practice, and school management in Jordan*. Prepared by RTI International for USAID.

Intervention Impact Analysis Report (Brombacher et al., 2014)[6] noted that the percentage of non-readers or beginning readers and non-mathematicians or early mathematicians remained relatively consistent between the baseline and endline for the control group. However, there were substantial reductions in the proportion of non-readers or beginning readers and non-mathematicians or early mathematicians in treatment schools (from 32% to 19% in reading and 30% to 22% in mathematics). Additionally, while the proportion of readers and mathematicians remained constant for control schools, both proportions increased significantly in the treatment schools (13% to 24% in reading and 14% to 24% in mathematics). The intervention did precisely what it was intended to do. In summary, while there were virtually no gains in control schools from 2012 to 2014, there were significant gains across treatment schools in reducing the proportion of the lowest performers and increasing the proportion of the highest performers. The results of the intervention were auspicious, mainly because the intervention was implemented for only one academic year.

1.3 2014/2015 Remedial Pilot Research Activity

In 2013 and in response to the findings of the 2012 National Survey, it was decided to develop a remedial pilot research activity that would enable teachers to provide support to the students in their classes who are performing below the general performance level of the class.

The remedial pilot research activity was piloted in the first three grades of 41 treatment schools by 308 teachers during the 2014/2015 academic year, reaching approximately 10,000 students. The remedial diagnostic tools were also administered in the first three grades of 16 control schools, both at the start and the end of the 2014/2015 academic year, to determine the impact of the remedial pilot research activity.

The assessment data revealed that remedial students benefited from the remedial support, both for reading and for mathematics. For reading, 30% more of the students who had been identified as needing remedial support improved by one or more performance levels than would have been predicted in the absence of remedial support (i.e., in comparison with the control group). For mathematics, the increase was 25%. The trend across the grades and both for reading and for mathematics was clear—the remedial support that the treatment remedial students received had contributed to a greater improvement in performance levels than was the case with the control "treatment students."

In addition to determining whether remedial students benefited from the remedial support that they received, the study also measured the impact of these students' performance (the students who needed and received remedial support) on the overall class performance by comparing the change in the average performance for each grade of students in control schools with the change in the averages for those in treatment schools. There was an increase in the mean score for the control group, compared from

[6] Brombacher, A., Stern, J., Nordstrum, L., Cummiskey, C., and Mulcahy-Dunn, A. (2014). *Jordan intervention impact analysis report*. Prepared by RTI International for USAID.

baseline to endline for the G1 students. The same trend was not evident among the students in G2 and G3—suggesting that they benefited only very little from the additional year of school, at least in terms of what the "coarse-grain" screening tool could measure. Regarding the treatment groups, although the difference in the mean score between the baseline and endline was more pronounced for the remedial students than it was for non-remedial students, the performance improvement of non-remedial students in the treatment schools was significantly greater than it was for the non-remedial students in the control schools. For reading scores in treatment versus control schools, for non-remedial students, the improvement (or difference) was 24% versus 16% in G1, 13% versus 0% in G2, and 9% versus -2% in G3. For mathematics, the improvement was 19% versus 5% in G2 and 10% versus -1% in G3. It was clear that in addition to remedial students, non-remedial students in the treatment schools benefited from the remedial pilot research activity. This benefit can likely be attributed to (1) their teachers having been trained on the more effective pedagogies of the remedial pilot research activity and applying these more generally in their teaching; and (2) the improved performance of the remedial students changing the performance profile of the entire class.

1.4 Early Grade Reading and Mathematics Initiative (RAMP)

In response to findings of the 2012 and 2014 surveys and the success of the Intervention and Remedial Pilot Research activities, RAMP began on January 1, 2015, and is scheduled for five years, ending on December 31, 2019. Supported by USAID and the United Kingdom's Department for International Development (DFID, or UK aid), RTI International is implementing the RAMP Initiative for the Jordanian MoE.

RAMP is a nationwide effort designed to improve the reading and mathematics skills of students in Jordan in kindergarten 2 (K2) through G3. The initiative works with the MoE to (1) develop and distribute improved learning materials to every K2–G3 classroom in Jordan; (2) train teachers, principals, supervisors, and field directorate and MoE administrators to provide more effective instruction; (3) promote community participation in reading and mathematics education; and (4) support nationwide adoption of early grade reading and mathematics policies, standards, curricula, and assessments. RAMP will be carried out over five years and expects to deliver improved reading and mathematics instruction to all public-school students in Jordan in grades K2–G3—approximately 400,000 students. In addition to improving early grade reading and mathematics performance, RAMP is charged with ensuring the integration of gender, disability, and refugee issues as cross-cutting themes into its activities and deliverables. The initiative was formally launched by Her Majesty Queen Rania Al-Abdullah as part of the broader MoE initiative to improve education. RTI and its lead partners Queen Rania Teacher Academy (QRTA), ChangeAgent for Arab Development and Education Reform (CADER), and We Love Reading (WLR) implement RAMP.

RAMP is not a pilot activity. Instead, it is capitalizing on contributions and successes of previous projects in Jordan. These include the materials and findings of the 2012–

2014 Intervention Pilot Research Activity; the materials and results of the 2013–2015 Remedial Pilot Research Activity, the Cultivating Inclusive and Supportive Learning Environments (CISLE) in Jordan's Schools project, and the Education Reform Support Project (ERSP).

For the sake of efficiency, this report does not provide a detailed description of the RAMP Initiative. A brief description is provided of the specific RAMP aspects that have a direct bearing on the achievement of the key results described in the initiative's Activity Monitoring and Evaluation Plan (AMEP).

1.4.1 RAMP Theory of Change and Results Framework

The 2012 and 2014 National Surveys demonstrated that the majority of students in the early grades in Jordan are not reading with comprehension or doing mathematics with understanding. A range of conditions contributes to this situation. For reading, teachers are not specifically trained in early grade reading instructional techniques that develop phonemic awareness and provide deliberate instruction focused on phonics, fluency, vocabulary, and comprehension. In mathematics, teaching and learning are typically focused on the memorization of facts, rules, and formulas instead of understanding and actively interacting with the subject matter. Teachers also demonstrate low self-confidence in doing mathematics, and they lack skills in teaching early grade mathematics. In addition, communities do not yet recognize the potential of their significant roles in early grade reading and mathematics education. Moreover, the curriculum, as well as the management of education in Jordan, is highly bureaucratic and centralized, leaving limited room for techniques that support differentiated learning styles.

The RAMP Initiative is a response to these challenges for early grade education in Jordan. Its primary goal is to improve or change the learning outcomes for reading and mathematics from K2 to G3. The activity is constructed based on the following development hypothesis:

By investing in building MoE staff capacity, especially that of public school teachers and supervisors, to use appropriate materials; research-based pedagogies; and differentiated support to students according to their needs, RAMP will contribute to a substantially higher proportion of grade 2 and grade 3 public school students being able to read with comprehension and do mathematics with understanding by the end of the initiative. By also involving parents and communities in general in support of RAMP, the impact of the initiative will be significantly enhanced. Also, these gains will be sustained and built upon beyond the life of the initiative through the institutionalization of RAMP's research-based methodologies within a context of strong reflective practice.

RAMP's effectiveness and impact will be evaluated by means of, among other activities, midline (2017) and endline (2019) surveys. These surveys will be used to gather data to measure progress toward the following RAMP goal-level indicators:

Ind-GL-01: Proportion of students who, by the end of two grades of primary schooling, demonstrate reading fluency and comprehension of grade-level text.

Ind-GL-02: Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can do grade-level mathematics with understanding.

Ind-GL-03: Proportion of students who, by the end of three grades of primary schooling, demonstrate that they can read and understand grade-level text.

Ind-GL-04: Proportion of students who, by the end of three grades of primary schooling, demonstrate that they can do grade-level mathematics with understanding.

Ind-GL-05: Proportion of students obtaining zero scores on Oral Reading Fluency (ORF) at the end of G2.

Ind-GL-06: Proportion of G2 and G3 students who demonstrate that they can read grade-level text with comprehension.

Ind-GL-07: Proportion of G2 and G3 students who demonstrate that they can do grade-level mathematics with understanding.

RAMP has four intermediate results (IR), each with a range of indicators—the indicators for which data are also collected in the midline (2017) and endline (2019) surveys are included here:

IR 1. Improved early grade reading and mathematics learning materials are integrated into every K2–G3 classroom in Jordan.

IR 2. Teachers and administrators are better equipped to provide effective reading and mathematics instruction.

IR 3. Communities participate in the education of reading and mathematics for all children and hold schools accountable for results.

Ind.3.2.1:

Proportion of G2 and G3 students who report receiving parental support for learning to read and do mathematics in USAID RAMP-supported schools.

Ind. 3.2.2:

Percent of surveyed teachers reporting active parental engagement.

IR 4. MoE institutionalizes early grade reading and mathematics policies, standards, and assessments.

1.4.2 RAMP activities

As the intermediate results listed in the previous section highlight, RAMP activities focus on materials development, in-service teacher training, community mobilization, and institutionalization of RAMP within the MoE policies and practices.

RAMP materials development activities focus on the following:

1. Refinement of the teaching and learning materials for early grade reading and mathematics that were developed as part of the intervention and remedial pilot research activities and the associated in-service training materials;
2. Development of modules and training materials that address the RAMP cross-cutting themes (creating supportive classrooms for both genders, creating inclusive education environments for students with disabilities, and creating psychosocially supportive environments for students who have experienced trauma);
3. Development of materials (worksheets, training videos, and other resources) for a web-based community of practice; and
4. Pre-service and induction training materials on using the RAMP research-based pedagogies for developing early grade reading and mathematics skills.

The training activities focus on the following:

1. Providing in-service training for all active teachers teaching K2–G3 in all the public schools of the Kingdom,
2. Developing pre-service modules on the RAMP methodologies to be used in the pre-service courses offered by universities for early grade teachers, and
3. Developing an induction module on the RAMP methodologies to be used in onboarding of teachers by the MoE.

The community mobilization activities focus on the following:

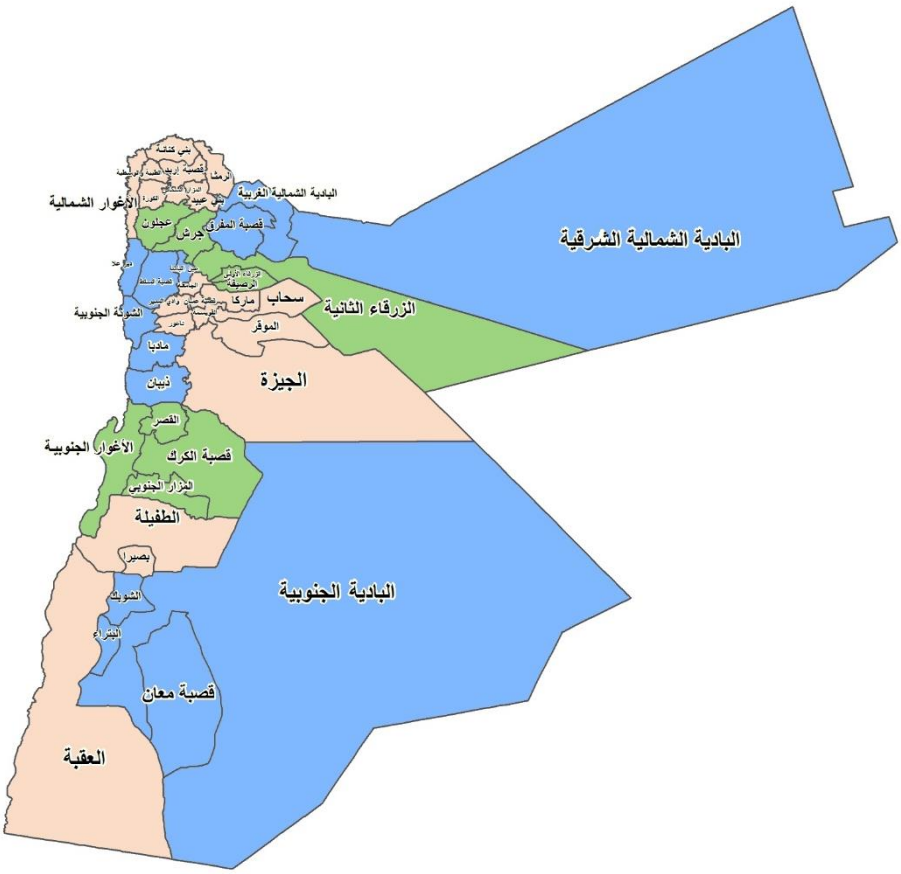
1. Increasing parental involvement in the schools that their children attend as well as in the learning of their children;
2. Introducing volunteer-led, community-based reading groups;
3. Supporting establishment of a reading incentive program; and
4. Supporting early grade readiness activities.

The in-service training for teachers is the activity that is likely to have had the greatest direct impact on student reading and mathematics performance. This training activity is described in greater detail below.

The in-service training activity targets all K2–G3 teachers. In-service training takes the form of both workshop-based direct instruction and in-class coaching support. Workshop contents are based on direct instruction and are organized in three modules (Module 1 [M1], Module 2 [M2], and Module 3 [M3]). Broadly speaking, M1 deals with assessing students' foundational skills in reading and providing effective instruction to develop these skills; M2 does the same for mathematics; and M3 addresses the cross-cutting themes (gender, disabilities, and psychosocial approaches). Each module is presented over five days, with M1 and M2 presented during the school holidays before the start of the first semester and M3 presented during the school holidays before the start of the second semester. Appropriately trained MoE Supervisors and RAMP coaches conduct training. In addition to the workshop-based direct instruction, all participating teachers receive in-class coaching support provided by MoE Supervisors and specially appointed RAMP coaches.

Optimally, each teacher will receive 6 coaching visits per semester (12 per year) for the year in which they start implementing RAMP.

Figure 1. Allocation of governorates to cohorts



Cohort		Schools		Teachers		Students	
C1	K2–G2	627	25%	2,728	26%	106,346	27%
	G3			1,151			
C2	K2–G2	1,117	44%	4,739	47%	192,817	49%
	G3			2,126			
C3	K2–G2	783	31%	2,838	27%	94,125	24%
	G3			1,154			

RAMP is targeting almost 15,000 teachers (14,736 teachers at the time of writing this report). Considering the number of teachers to be reached and the limited resources (approximately 150 MoE Supervisors and 64 RAMP coaches), one of RAMP's early strategic decisions was to stagger the introduction in two ways. First, the governorates of the Kingdom were divided into three groups: Cohort 1 (approximately 26% of the teachers), Cohort 2 (approximately 47% of the teachers), and Cohort 3 (approximately 27% of the teachers). ***Figure 1*** illustrates the allocation of the governorates to the three cohorts. And, second, the K1–G2 and G3 teachers received their training in consecutive school years. The staggering of the training for K1–G2 and G3 teachers

was premised on two key points: (1) it ensures that when G3 teachers implement the RAMP methodologies, they do so with students who have already been exposed to the methodologies by their G2 teachers, and (2) it allows new K2–G2 teachers who missed their training to be trained with the G3 teachers.

Figure 2 illustrates the in-service training program by academic year for the duration of RAMP (a larger version of the figure is provided in **Annex 1**).

Figure 2. RAMP in-service teacher training program

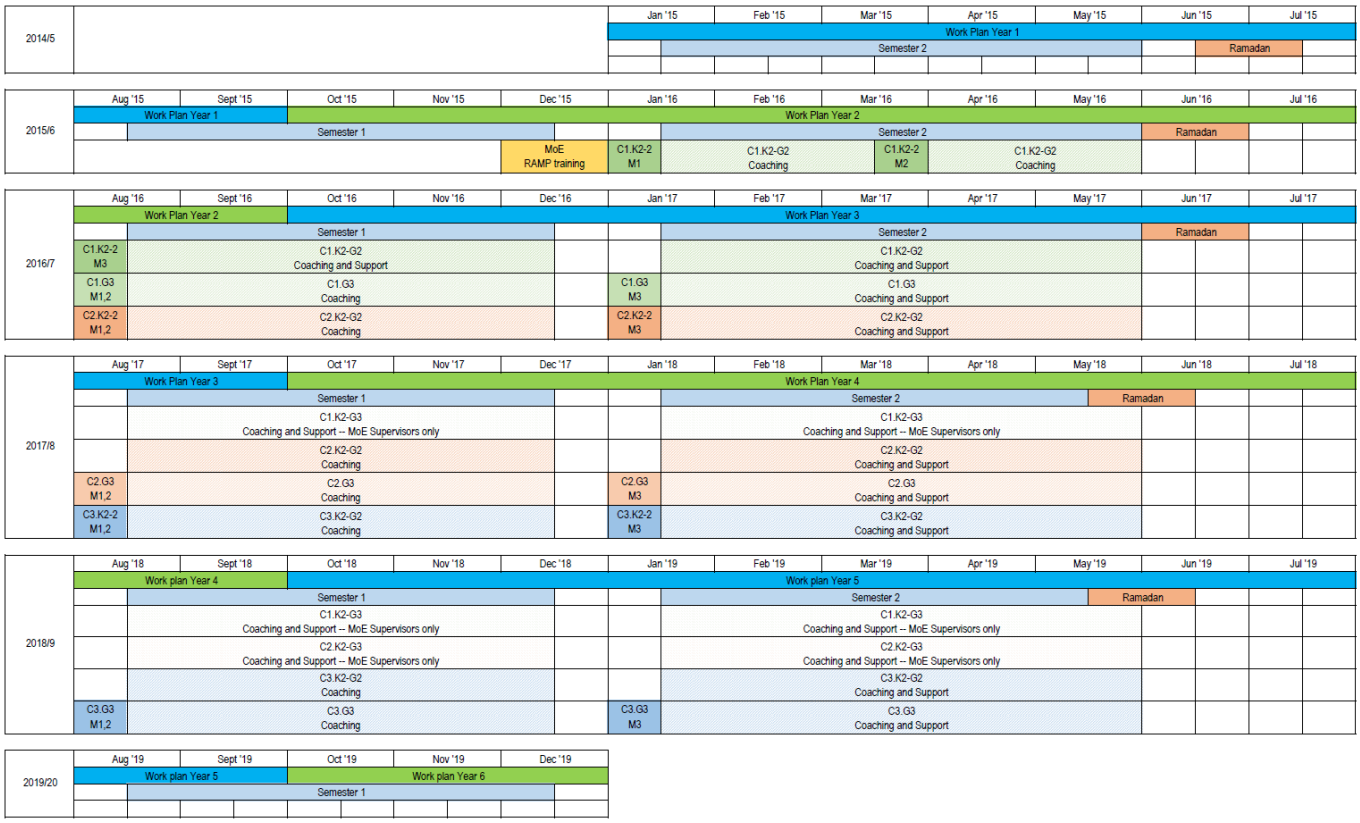


Figure 3a illustrates the in-service training program in terms of students and when they will be exposed to the RAMP methodologies. **Figure 3a** also shows the timing of the RAMP midline (2017) and endline (2019) studies. The significance of this figure in relation to this report is that it highlights quite clearly that the midline survey, which targets G2 and G3 students, will include students whose teachers have been trained on and are implementing RAMP methodologies (hereafter referred to as intervention students) and students whose teachers have not been trained on and are not implementing the RAMP methodologies (hereafter referred to as non-intervention students).

Figure 3a. Student exposure to RAMP methodologies

Cohort	K2 Year	School Year											
		2013–2014		2014–2015		2015–2016		2016–2017		2017–2018		2018–2019	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
									2017 study				2019 study
Cohort 1		K2–G2 teacher training:					M1,2	M3					
		G3 teacher training:						M1,2	M3				
	2013	K	K	1	1	2	2	3	**3**	4	4	5	5
	2014			K	K	1	1	2	**2**	3	3	4	4
	2015					K	K	1	1	2	2	3	**3**
	2016							K	K	1	1	2	**2**
	2017									K	K	1	1
	2018											K	K
Cohort 2		K2–G2 teacher training:						M1,2	M3				
		G3 teacher training:								M1,2	M3		
	2013	K	K	1	1	2	2	3	**3**	4	4	5	5
	2014			K	K	1	1	2	**2**	3	3	4	4
	2015					K	K	1	1	2	2	3	**3**
	2016							K	K	1	1	2	**2**
	2017									K	K	1	1
	2018											K	K
Cohort 3		K2–G2 teacher training:								M1,2	M3		
		G3 teacher training:										M1,2	M3
	2013	K	K	1	1	2	2	3	**3**	4	4	5	5
	2014			K	K	1	1	2	**2**	3	3	4	4
	2015					K	K	1	1	2	2	3	**3**
	2016							K	K	1	1	2	**2**
	2017									K	K	1	1
	2018											K	K

Legend:

	Non-intervention students
	Intervention students
	Students who are beyond G3
M1, M2, M3	Training module M1 = Module 1, M2 = Module 2, M3 = Module 3
2	Students' grade – red, if they were assessed in the National Survey

Note: S = semester

Figure 3a shows that:

- The G2 students in Cohort 1 have been exposed to the RAMP methodologies for three semesters, since the second semester of G1—at most, for three-fourths of their school career.

- The G3 students in Cohort 1 have been exposed to the RAMP methodologies for three semesters, since the second semester of G2—at most, for one-half of their school career.
- The G2 students in Cohort 2 have been exposed to the RAMP methodologies for two semesters, since the first semester of G2—at most, for one-half of their school career.
- All other students—approximately one-half of the students in the study—have not been exposed to RAMP methodologies.

The diagram in ***Figure 3b*** illustrates the same exposure to (dosage of) RAMP materials and teaching approaches.

Figure 3b. Student exposure to RAMP methodologies

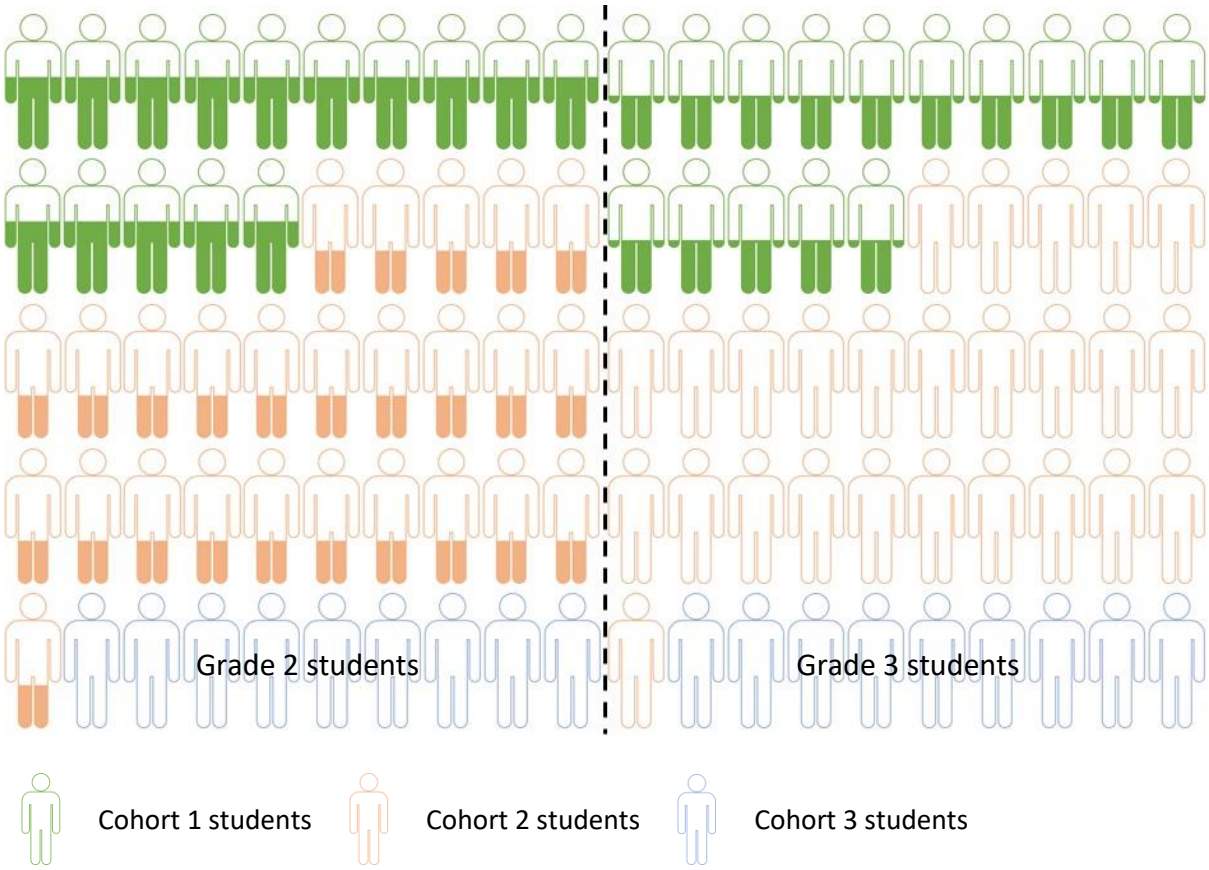


Table 1 illustrates the proportion of Jordanian G2 and G3 students, by intervention status, at the time of the RAMP 2017 Midline Study. This table highlights that because the cohort governorates are different sizes, the proportions of students are not in direct proportion to the number of governorates in each group.

Table 1. Jordanian G2 and G3 students by intervention status at the time of the RAMP 2017 midline study

Status	G2	G3
Intervention	89,188 (80%)	35,789 (33%)
Non-intervention	22,604 (20%)	71,520 (67%)
Total	111,792	107,309

1.5 RAMP 2017 Midline Study

A midline study was conducted at the end of the 2016–2017 academic year in May 2017 to measure the impact of the RAMP Initiative to date as well as the progress of the initiative toward the RAMP indicator targets. Because RAMP is fundamentally concerned with improving reading and mathematics, the RAMP midline survey included only the EGRA and EGMA assessments.

The 2012 National Survey provides the first data point in a data series that describes reading and mathematics performance in Jordan. Because the report for the 2012 survey has discussed in detail the rationale and background for EGRA and EGMA[7] assessments, that rationale will not be addressed again in this report.

Considering that (1) a National Survey was conducted at the end of the 2013–2014 academic year (in May 2014) to measure the impact of the Intervention Pilot Research Activity and (2) RAMP is, in many ways, an extension/expansion of the Intervention Pilot Research Activity, the MoE, understandably, felt that conducting a national baseline study specifically for RAMP at the start of the initiative in 2015 was not necessary. Accordingly, agreement was reached that the baseline values for the RAMP indicators would be based on the performance of the students in the control group of the 2014 National Survey. This decision does, however, create limitations on the levels of disaggregation at which comparisons can be made between the findings of this study and the 2014 findings. These limitations are discussed elsewhere in the report.

[7] Brombacher, A., Collins, P., Cummiskey, C., Kochetkova, E., and Mulcahy-Dunn, A. (2012). *Student performance in reading and mathematics, pedagogic practice, and school management in Jordan*. Sections 2.2 and 2.3. Prepared by RTI International for USAID.

1.5.1 Early Grade Reading Assessment

Table 2 compares the 2014 and 2017 versions of the EGRA.

Table 2. EGRA instrument subtasks

EGRA Subtask	2014	2017	Skill	Description The child is asked to…
Listening comprehension (*untimed*)	✓	✓	Oral language comprehension and vocabulary	…listen to a story that the assessor reads out loud, and then verbally answer five questions about the story.
Letter-sound identification (*timed*)	✓	✓	Alphabetic principle—letter-sound correspondence	…say the sound each letter makes, while looking at a printed page of 100 letters of the alphabet in random order, upper and lower case.
Syllable sounds (*timed*)	✓	✓	Beginning decoding skills and identifying syllables from the language	…read a list of 50 syllables presented in random order.
Non-word reading (*timed*)	✓	✓	Alphabetic principle—letter-sound correspondence and fluency (automatic decoding)	…read a list of 50 non-words printed on a page. Words are constructed from actual orthography but are not real words.
Oral reading (*timed*)	✓	✓	Fluency (automatic word reading in context)	…read out loud a grade-level-appropriate short story printed on a page.
Reading comprehension (*untimed*)	✓	✓	Comprehension	…verbally respond to five questions that the assessor asks about the short story.

To compare the results of the 2017 study with the results of the 2014 study, it is important that the two instruments are as psychometrically comparable as possible without being identical. Being identical would affect the study's face validity, with critics/observers being concerned that improvements (if any) between the studies would be related to assessment leakage and not differences in performance.

An instrument validation workshop was conducted on February 9, 2017. The instrument adaptation workshop included representatives from the following MoE departments: Curriculum, Examinations, and Training. The 2017 EGRA was adapted as follows from the 2014 version, in line with standard EGRA adaptation protocols:[8]

- The listening comprehension was unchanged because this subtask already showed a near-ceiling effect in 2014 and hence was all but redundant. Instead of dropping the subtask because of its redundancy, the MoE argued to retain it for reasons of comparability.

[8] https://globalreadingnetwork.net/resources/early-grade-reading-assessment-egra-toolkit-second-edition

- The reading passage was replaced with a passage that had been developed and equated as part of a reading passage development activity that RAMP conducted in 2016. The report on the equating activity and equating formula used in the determination of the ORF score for the 2017 study is provided as **Annex 2**.
- For all other subtasks, the items in each line of the stimulus sheet were systematically rearranged. Items were not interchanged between the lines of the stimulus sheet.

The EGRA instruments used in the RAMP midline study (2017) are provided in **Annex 11**.

1.5.2 Early Grade Mathematics Assessment

Table 3 compares the 2014 and 2017 versions of the EGMA.

Table 3. EGMA instrument subtasks

EGMA Subtask	2014	2017	Skill	Description The child is asked to…
Subtasks that assess procedural (recall) knowledge				
Number identification	Timed 60 sec.	Timed 60 sec.	The ability to identify written number symbols. If students cannot identify numbers, they cannot do mathematics.	…say the names of numbers presented on a page with 20 numbers. The numbers range from one- to two- and three-digit numbers.
Addition and subtraction Level 1 (L1) (basic facts)	Timed 60 sec.	Timed 60 sec.	Knowledge of and confidence with basic addition and subtraction. It is expected that students should develop some level of automaticity/ fluency with mathematics facts such as these since they are foundational mathematics skills.	…solve addition/subtraction problems, with sums/ differences below 20, without the aid of paper and pencil. The items range from problems with only single digits to problems that involve bridging the ten.[9] (Ten items per addition and subtraction subtask)

[9] "Bridging the ten" refers to addition and subtraction situations where the addition and subtraction involves moving from one decade to the next. For example, 8 + 6 and 28 + 6 both involve "bridging the ten." A common strategy that may be adopted by students when bridging the ten mentally is first to "make" or "complete the ten"—e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14, and 28 + 6 = 28 + 2 + 4 = 30 + 4 = 34.

EGMA Subtask	2014	2017	Skill	Description The child is asked to…
Subtasks that assess conceptual (applied) knowledge				
Quantity discrimination (number comparison)	Not timed	Not timed	The ability to make judgments about differences by comparing quantities, represented by numbers	…identify the larger of a pair of numbers. The number pairs used range from a pair of single-digit numbers to five pairs of double-digit numbers and four pairs of three-digit numbers. (Ten items)
Missing number (number patterns)	Not timed	Not timed	The ability to discern and complete number patterns	…determine the missing number in a pattern of four numbers, one of which is missing. Patterns used include counting forward and backward by ones, by fives, by tens, and by twos. (Ten items)
Addition and subtraction L2[10]	Not timed	Not timed	The ability to use and apply the procedural addition and subtraction knowledge assessed in the L1 subtask to solve more complicated addition and subtraction problems	…solve addition/subtraction problems that involve the knowledge and application of the basic addition and subtraction facts assessed in the L1 subtask. Students could use any strategy that they wanted, including the use of paper and pencil supplied by the assessor. The problems extended to the addition and subtraction of two-digit numbers involving bridging. (Five items per addition and subtraction subtask)

[10] The addition and subtraction L2 subtasks were more conceptual than the addition and subtraction L1 subtasks because the students had to understand what they were doing and apply the L1 skills. In other words, although the L2 subtasks were not purely conceptual—because with time and practice, students will develop some automaticity with the types of items in these subtasks—they were more conceptual than the L1 subtasks, especially for G2 students.

EGMA Subtask	2014	2017	Skill	Description The child is asked to…
Word problems	Not timed	Not timed	The ability to interpret a situation (presented orally to the student), devise a plan, and solve the problem.	…solve problems presented orally, using any strategy that they wanted, including the use of paper and pencil and/or counters supplied by the assessor. The numerical values involved in the problem were deliberately small to allow for the targeted skills to be assessed without confounding problems with calculation skills that might otherwise impede performance. The problem situations used were designed to evoke different mathematical situations and operations. (Six items)

During the instrument validation workshop of February 9, 2017, the 2017 EGMA was adapted as follows from the 2014 version, in line with standard EGMA adaptation protocols:[11]

- For all, EGMA subtasks, approximately 50% of the items were systematically replaced with comparable items. Items were not interchanged as was the case with EGRA because the elements of EGMA are arranged in increasing order of conceptual demand, and changing their sequence would not result in an "equivalent" experience for participating students.

The EGMA instruments used in the RAMP midline study (2017) are provided in **Annex 12**.

1.5.3 Additional Sources of Data

Data were gathered from a wide range of sources to gain a fuller understanding of the impact of RAMP's intervention and the variables that influence its effective implementation. These sources include the following:

- **Oral student questionnaire**: Completed by all students. In addition to asking students about their reading and general homework habits, the questionnaire included a range of questions related to typical wealth variables to allow the development of a wealth indicator for students in the data set to serve as a control factor for any regressions calculated in the study. The wealth variable questions were revised since the 2014 version of this instrument to account for the contents of the most recent national household survey conducted in Jordan.

[11] https://globalreadingnetwork.net/resources/egma-toolkit

- **Oral teacher questionnaire**: Completed by the G2 and G3 teachers of the assessed students in all sampled schools. The oral questionnaire had two components: (1) questions about the teachers' background characteristics (e.g., experience, training) and (2) questions that dealt with their participation in and experience with RAMP. The second set of questions were administered only to teachers who, based on their governorate and the grade that they taught, should have attended RAMP training.
- **School or principal questionnaire**: Completed by the principal (or deputy principal) of each school. The questionnaire had three components: (1) questions about the school's characteristics (e.g., numbers of students and teachers in each grade); (2) questions about student and teacher attendance characteristics, parent involvement, and whether quarterly Parent-Teacher Council meetings had taken place as scheduled; and (3) questions that dealt with the school's experience with RAMP. The third set of questions were only administered in schools whose teachers, based on their governorate, should have attended RAMP training.

The student, teacher, and school/principal questionnaires used in the RAMP midline study (2017) are provided in **Annex 13**, as well as the EGRA and EGMA assessor protocols.

2 Methodology

2.1 Sample

2.1.1 2014 Sampling Background

In 2012, the Jordan Education Management Information Systems (EMIS) unit provided a list of all public primary schools in the nation, totaling 2,227 schools. Of these, 162 schools were removed from the list because they did not have G2 enrollment, and 31 additional schools were removed because they did not have G3 enrollment. A total of 2,043 schools remained in the final population, from which a study sample was drawn. The 2,043 schools contained an estimated 175,571 G2 and G3 students.

The 2,043 schools were stratified by region (North, Middle, and South) and school gender (all-boys, all-girls, and mixed schools) to form nine strata. Within each stratum, schools were sorted by district and the combined enrollment of G2 and G3. Schools were then selected with equal probability proportional to G2 and G3 enrollment.

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

The third stage of selection involved random selection with equal probability of 10 students from each of the randomly selected classes.

156 schools and 3,036 students participated in the 2012 study.

The schools that were involved in the 2013–2014 Intervention Pilot Research Activity were selected from the 156 schools that participated in the 2012 National Survey.

Purposive sampling[12] was used to select treatment schools from the 2012 National Survey sample for the intervention. A total of 43 schools received the intervention. Three schools were dropped from the sample for logistical reasons, leaving 110 schools from the 2012 sample. These 110 schools served as the control schools for the intervention impact analysis.

As stated elsewhere in this report, both the MoE and USAID did not deem it necessary to conduct a baseline study for RAMP, and it was agreed instead to use the data and results from the 110 control schools in the 2014 National Survey as the baseline for the RAMP indicators. A total of 2,159 students from the 110 control schools were assessed in 2014.

The advantage of using the data from the 110 control schools in the 2014 National Survey as the baseline data is that no additional National Survey was needed for the

[12] The detail of how the schools were selected is reported in: Brombacher, A., Stern, J., Nordstrum, L., Cummiskey, C., and Mulcahy-Dunn, A. (2014). *Jordan intervention impact analysis report*. Prepared by RTI International for USAID.

RAMP Initiative. The decision does, however, have implications for this study. Key among these is that although the 2014 data allow for the reliable calculation of point estimates at the national level, and while the data can also be disaggregated at either the grade or gender level (but not both), no further disaggregation is meaningful. Thus, although the 2017 survey collected data allow for analysis at the governorate level, the 2014 data do not enable performance comparisons at governorate level between 2014 and 2017.

2.1.2 2017 Sample

In 2017, the Jordan EMIS unit provided a list of all public primary schools in the nation, totaling 2,538 schools. Of these, 348 schools were removed from the list because they did not have a total of at least 20 G2 and G3 students combined. A further 240 school were removed because these schools had been selected and had participated in the *Impact Evaluation Baseline Study* conducted by Management Systems International (MSI) in November and December of 2016.[13] Finally, an additional 99 schools were removed at the request of the MoE because these were recently established schools. A total of 1,851 schools remained in the final population, from which a study sample was drawn. The 1,851 schools contained an estimated 206,763 G2 and G3 students. ***Table 4*** summarizes the population from which the sample was drawn.

Table 4. Sample population

Cohort	Region	Governorate	Schools	Excluded schools	Non-excluded schools	Students in non-excluded schools
1	North	Ajloun	85	20	65	4,933
1	North	Jerash	124	25	99	7,421
1	Central	Zarqa	242	48	194	38,488
1	South	Karak	172	20	152	12,227
2	North	Irbid	501	112	389	37,289
2	Central	Amman	507	117	390	62,928
2	South	Tafilah	76	24	52	3,404
2	South	Aqaba	46	20	26	3,353
3	North	Mafraq	388	161	227	16,011
3	Central	Balqa	165	61	104	10,193
3	Central	Madaba	105	44	61	4,923
3	South	Ma'an	127	35	92	5,593
		Total	**2,538**	**687**	**1,851**	**206,763**

[13] This decision was informed by the desire to reduce the likelihood of contamination because the MSI study also used the EGRA and EGMA assessments.

In the first selection stage, the 1,851 schools were stratified by governorate to create twelve strata. Within each stratum, schools were sorted by school shift (morning shift, afternoon shift, and single shift) and the combined enrollment of G2 and G3. Twenty schools were then selected in each stratum with equal probability proportional to G2 and G3 enrollment.

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

The third selection stage involved random selection with equal probability of 10 students from each of the randomly selected classes.

Table 5 summarizes the sampling process.

Table 5. Sampling stages

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

2.2 Descriptive Statistics

Table 6 summarizes the data collected during the survey across governorates and grades and gender. The table also lists the number of Syrian students in the sample. Given the interest of the MoE in better understanding the impact of the Syrian refugee situation on education in Jordan, every effort was made to select at least 400 Syrian students during data collection. In the absence of reliable data on the nationality of participating students and to maintain the confidentiality of the students, students were identified as Syrian if they responded "Syria" to the question: "Are your parents from Jordan, from Syria, from Iraq, or from another country?"

Table 6. Descriptive statistics for final sample

Cohort	Region	Governorate	Students						Teachers	Schools
			G2		G3					
			Female	Male	Female	Male	Total	Syrian		
1	North	Ajloun	101	106	99	94	400	27	40	20
1	North	Jerash	100	98	106	95	399	29	39	20
1	Central	Zarqa	121	79	117	82	399	40	39	20
1	South	Karak	100	103	104	91	398	14	40	20
2	North	Irbid	107	93	126	74	400	35	40	20
2	Central	Amman	106	84	130	80	400	61	39	20
2	Central	Tafilah	114	85	106	94	399	3	40	20
2	South	Aqaba	107	63	126	103	399	8	37	20
3	North	Mafraq	90	103	82	122	397	80	38	20
3	Central	Balqa	109	90	121	80	400	6	40	20
3	Central	Madaba	105	102	106	83	396	29	40	20
3	South	Ma'an	100	104	105	73	382	8	40	20
		Total	**1,260**	**1,110**	**1,328**	**1,071**	**4,769**	**340**	**472**	**240**
			2,370		**2,399**					

2.3 Weighting

Weights were calculated as the inverse of the selection probability for each student to make the sample representative of the national population. Three stages of weighting were applied (stratum, school, and student) so that the sample of student scores could be representative of the overall national level of student performance. All scores reported for this study are calculated using the student weights as noted.

One of the key advantages of weighting is that it accounts for disproportionate sampling.

2.4 Equating Procedures

The purpose of test equating is to calculate comparable scores on different forms of a test (in the case of this study, the 2014 and 2017 assessments). Equating is done to ensure that differences in scores are the result of differences in ability and not differences in test difficulty. Apart from the ORF calculated based on the oral reading passage (see earlier discussion and **Annex 2**), there was no need to perform additional equating for these two assessment versions.

2.5 Reliability Estimates

Both the EGRA and EGMA were tested for reliability to ensure that the assessment instruments were measuring their intended constructs. Cronbach's alpha values for

both EGRA and EGMA indicated that the instruments showed good internal consistency on average ($\alpha = 0.86$ for EGRA and 0.85 for EGMA for the 2014 assessment; and $\alpha = 0.86$ for EGRA and 0.91 for EGMA for the 2017 assessment). Overall, these reliability measures provide evidence that the assessments were each measuring a single underlying construct: early grade reading ability for EGRA and early grade mathematics ability for EGMA. For the 2014 assessment, only word problems (EGMA) and listening comprehension (EGRA) had reliability estimates that fell below the conventional cutoff of 0.70, and the results on these subtasks should, therefore, be interpreted accordingly. For the 2017 assessment, letter sounds and listening comprehension (EGRA) had reliability estimates that fell below the conventional cutoff of 0.70, and the results on these subtasks should, therefore, be interpreted accordingly.

3 Findings

The EGRA and EGMA results, as well as performance against the RAMP goal-level indicators, are reported in this section. In most cases, comparisons will be made with the 2014 data.

Before studying the findings, the reader is urged to consider the following:

- The 2017 data are, in general, reported in three different ways: (1) **overall**, (2) **intervention**—the results of the students in Governorates and grades whose teachers have been trained on RAMP methodologies at the tme of the survey, and (3) **non-intervention**—the results of the students whose teachers have not been trained on RAMP methodologies.
- The 2014 data only allow for reliable reporting of point estimates at the Kingdom, grade, and gender levels. No further disaggregation is possible. This means that there is no "baseline" data for, for example, the intervention and non-intervention groups and/or for each of the governorates. This, in turn, makes it hard to make strong claims at anything but the national, grade, and gender levels.
- In relation to the previous point, the data for this study show quite clearly that when comparing "like" with "like" (e.g., governorates with G3 students that have had no exposure to RAMP methodologies or governorates with G2 students that have had exposure to RAMP methodologies), performance levels across governorates are very uneven. This again supports the assertion that in the absence of governorate-level baseline data, this study cannot make strong claims about which governorates are benefitting (or to what comparable degree they are benefitting) from the RAMP Initiative. Furthermore, because of the weighting used to report on the data, larger non-intervention (in G3) governorates such as Amman and Irbid can influence the overall mean to such an extent that any impact in the intervention governorates may not be easily visible.
- As reported in ***Figures 3a and 3b*** and discussed earlier, the following should be noted concerning the extent of RAMP implementation:
    - The G2 students in Cohort 1 have been exposed to the RAMP methodologies for three semesters since the second semester of G1—at most, three-fourths of their school career.
    - The G3 students in Cohort 1 have been exposed to the RAMP methodologies for three semesters since the second semester of G2—at most, one-half of their school career.
    - The G2 students in Cohort 2 have been exposed to the RAMP methodologies for two semesters since the first semester of G2—at most, one-half of their school career.
    - All the other students—approximately one-half of the students in the study—have not been exposed to RAMP methodologies.

Against the background of these caveats, we now present the findings first for EGRA then for EGMA, and finally, regarding the RAMP performance indicators. In the case of EGRA and EGMA, the data will be presented at the following levels of disaggregation: overall, by grade, by gender, and by governorate. A short analysis is provided with each set of data, and a summary of the general trends is provided in the next chapter.

3.1 EGRA

3.1.1. EGRA Results 2014 versus 2017

Table 7 summarizes the overall data for the EGRA subtasks. The same scores, including zero scores, are provided in **Annex 3**.

Table 7. Overall EGRA results for 2014 and 2017 (grade 2 and grade 3 students)

Subtask	Measure	2014 G2 and G3	2017 G2 and G3
Listening comprehension	% correct	67.2% (65.0%; 69.4%)	60.6% *** (58.6%; 62.5%)
Letter sound	fluency (correct letters per min.)	37.0 (33.1; 40.9)	47.9 *** (45.9; 50.0)
	% correct of items attempted	64.9% (59.4%; 70.4%)	76.1% *** (73.8%; 78.3%)
Syllable sound	fluency (correct syllables per min.)	25.2 (23.2; 27.3)	31.7 *** (30.0; 33.5)
	% correct of items attempted	63.8% (60.1%; 67.5%)	72.5% *** (70.1%; 74.9%)
Invented words	fluency (correct words per min.)	8.9 (8.0; 9.8)	12.2 *** (11.5; 13.0)
	% correct of items attempted	39.4% (35.8%; 42.9%)	49.3% *** (47.0%; 51.6%)
Oral reading	oral reading fluency (ORF)	26.6 (24.4; 28.8)	26.4 (25.1; 27.8)
	% correct of items attempted	63.7% (59.4%; 68.1%)	60.4% (57.8%; 62.9%)
Reading comprehension	% correct of items attempted	45.3% (41.0%; 49.6%)	49.8% (47.1%; 52.6%)
	% correct	33.8% (30.3%; 37.2%)	36.9% (34.5%; 39.4%)
	% of students with 80% comp.	17.9% (14.3%; 21.4%)	21.3% (18.9%; 23.7%)

* p<.05; ** p<.01; *** p<.001

The results reflected in ***Table 7*** are most encouraging. It is important to remember that in the simple view of reading, reading with comprehension is a function of performance on a range of foundational skills. The results in *Table 7* demonstrate quite clearly that there has been a statistically significant improvement in student performance on foundational skills. This improvement will, in due course, have a positive impact on students' reading with comprehension. In reviewing these results, it should be noted that less than 50% of the students in the survey had been exposed to RAMP methodologies, and in the case of those who had been exposed, none had been exposed throughout all of their time in school since they started, but rather only during part of their school careers.

3.1.2. EGRA Results by Grade

Table 8 summarizes the data for the EGRA subtasks by grade. For the sake of brevity, not all results are reflected here. The full table, including zero scores, is available in **Annex 4**. ***Table 9*** summarizes the data for G2 and includes the data for the intervention and non-intervention students. No comparable table is provided here for G3 students, given that (a) too few G3 students had been exposed to the RAMP methodologies at the time of the survey, and (b) those G3 students, who had been exposed, had only been exposed for a short time. Accordingly, it is too early to expect differences in performance between grade 3 intervention and non-intervention students.

Table 8. EGRA results for 2014 and 2017 by grade

Subtask	Measure	2014 G2	2017 G2	2014 G3	2017 G3
Letter sound	fluency (correct letters per min.)	38.2 (33.9; 42.4)	47.3 *** (45.3; 49.3)	35.7 (31.6; 39.8)	48.6 *** (45.5; 51.7)
Syllable sound	fluency (correct syllables per min.)	22.1 (19.7; 24.6)	29.8 *** (27.5; 32.0)	28.7 (26.6; 30.8)	33.8 *** (31.5; 36.1)
Invented words	fluency (correct words per min.)	7.1 (6.2; 8.1)	10.8 *** (9.8; 11.8)	10.9 (9.8; 11.9)	13.7 *** (12.8; 14.7)
	% correct of items attempted	34.5% (30.2%; 38.8%)	48.2% *** (44.9%; 51.5%)	44.9% (41.3%; 48.5%)	50.4% (47.9%; 53.0%)
Oral reading	oral reading fluency (ORF)	19.1 (16.9; 21.3)	21.4 (20.0; 22.9)	35.0 (32.2; 37.8)	31.7 (29.7; 33.6)
	% correct of items attempted	56.7% (50.0%; 63.4%)	56.2% (52.6%; 59.8%)	71.6% (68.5%; 74.8%)	64.7% (61.4%; 68.1%)
Reading comprehension	% of students with 80% comp.	7.9% (4.7%; 11.2%)	11.4% (9.2%; 13.6%)	29.0% (23.6%; 34.4%)	31.5% (27.8%; 35.2%)

* p<.05; ** p<.01; *** p<.001

The results in ***Table 8*** and ***Table 9*** provide much encouragement related to the early impact of RAMP. Of note about the results in the tables is that for the foundational

skills, the 2017 G2 students are, in general, performing at or above the level that the G3 students were performing in 2014.The same trend is not yet evident for ORF and comprehension. Improvement in these higher order or composite skills will be realized as students spend more of their early years in classrooms exposed to instruction based on the RAMP inspired methodologies.

Considering that the G2 students in the study, who had been exposed to the RAMP methodologies, represent 87% of the G2 students in the study, and that the G2 students, who had been exposed to the RAMP methodologies, had only been exposed to them for a timeframe between two and three semesters, these results are encouraging. The results in ***Table 9*** provide further encouragement, in as much as the intervention G2 students' performance on the foundational reading skills is significantly better than that of the non-intervention students at a 0.001 level. In addition, the effect is also evident on the oral reading and reading comprehension tasks, demonstrating the point that as students' skill with the foundational (coding) tasks improves, so does their reading comprehension.

In terms of the G3 students, it should be remembered that only 27% of the G3 students in the study had been exposed to RAMP methodologies at the time of the survey, and their exposure was for less than one-half of their school career. Notwithstanding this caveat, ***Table 8*** highlights a small but positive shift in the G3 students' performance on foundational skills since 2014.

Table 9. Grade 2 EGRA results for 2014 and 2017, including 2017 intervention and non-intervention results

Subtask	Measure	2014 G2	2017 G2	2017 G2 Int	2017 G2 non-Int
Letter sound	fluency (correct letters per min.)	38.2 (33.9; 42.4)	47.3 (45.3; 49.3)	47.6 (45.3; 49.9)	46.2 (42.2; 50.1)
Syllable sound	fluency (correct syllables per min.)	22.1 (19.7; 24.6)	29.8 (27.5; 32.0)	31.5 (29.4; 33.6)	22.8 ** (17.9; 27.7)
Invented words	fluency (correct words per min.)	7.1 (6.2; 8.1)	10.8 (9.8; 11.8)	11.6 (10.5; 12.6)	7.9 *** (6.2; 9.5)
	% correct of items attempted	34.5% (30.2%; 38.8%)	48.2% (44.9%; 51.5%)	50.5% (46.9%; 54.1%)	39.0% *** (34.4%; 43.5%)
Oral reading	oral reading fluency (ORF)	19.1 (16.9; 21.3)	21.4 (20.0; 22.9)	22.6 (21.1; 24.0)	17.0 *** (14.1; 19.9)
	% correct of items attempted	56.7% (50.0%; 63.4%)	56.2% (52.6%; 59.8%)	58.5% (54.8%; 62.1%)	47.2% ** (39.7%; 54.7%)
Reading comprehension	% of students with 80% comp.	7.9% (4.7%; 11.2%)	11.4% (9.2%; 13.6%)	12.7% (10.2%; 15.3%)	6.3% ** (3.6%; 9.0%)

* p<.05; ** p<.01; *** p<.001

Int = intervention; non-Int = non-intervention

3.1.3. EGRA Results by Gender

Table 10 summarizes the data for the EGRA subtasks by gender. For the sake of brevity, not all the results are reflected here. The full tables, including zero scores, are available in **Annexes 5a and 5b**.

Table 10. EGRA results for 2014 and 2017 by gender

Subtask	Measure	2014 Female G2 and G3	2014 Male G2 and G3	2017 Female G2 and G3	2017 Male G2 and G3
Letter sound	fluency (correct letters per min.)	37.7 (34.3; 41.1)	36.2 (31.0; 41.4)	48.1 (45.1; 51.0)	48.8 (45.4; 52.1)
Syllable sound	fluency (correct syllables per min.)	27.8 (25.5; 30.1)	22.4 *** (19.9; 24.8)	34.2 (31.9; 36.5)	28.3 *** (24.5; 32.1)
Invented words	fluency (correct words per min.)	10.1 (9.0; 11.2)	7.6 *** (6.7; 8.5)	13.4 (12.5; 14.3)	10.9 *** (9.3; 12.5)
	% correct of items attempted	43.1% (39.3%; 46.9%)	35.3% (31.1%; 39.5%)	52.3% (49.7%; 54.8%)	43.5% *** (39.4%; 47.6%)
Oral reading	oral reading fluency (ORF)	30.3 (27.6; 33.1)	22.5 *** (20.0; 24.9)	28.7 (27.0; 30.4)	25.2 *** (22.0; 28.5)
	% correct of items attempted	68.6% (64.9%; 72.3%)	58.3% *** (52.8%; 63.9%)	64.5% (61.2%; 67.7%)	54.7% *** (49.2%; 60.2%)
Reading comprehension	% of students with 80% comp.	21.7% (17.4%; 26.1%)	13.6% * (9.2%; 17.9%)	23.7% (20.7%; 26.8%)	22.4% ** (17.2%; 27.6%)

* p<.05; ** p<.01; *** p<.001

The difference in EGRA performance between male and female students was statistically significant on most EGRA tasks in 2014, with the female students performing better than the male students. In 2017, the female students again performed better than the male students, with the difference still statistically significant. That said, and in line with the overall EGRA trends observed earlier, the performance of both the female and the male students has improved since 2014, especially on the foundational skills. In terms of comprehension, there has been a significant and pleasing reduction in the performance gap between male and female students, suggesting that the gender-related RAMP activities (that are included in Module 3 of the in-service teacher training and targeted at improving the learning opportunities for male students) may be having a positive impact.

3.1.4. EGRA Results by Nationality

Table 11 summarizes the 2017 data for the EGRA subtasks by the nationality (Jordanian versus Syrian refugee) of the participating students. For the sake of brevity, not all the results are reflected here. The full table, including zero scores, is available in **Annex 6**.

Table 11. EGRA results for 2017 by nationality

Subtask	Measure	Syrian 2017 G2 and G3	Jordanian 2017 G2 and G3
Letter sound	fluency (correct letters per min.)	39.0 (32.1; 45.8)	49.3 ** (47.7; 51.0)
Syllable sound	fluency (correct syllables per min.)	23.9 (20.5; 27.4)	32.7 *** (31.0; 34.3)
Invented words	fluency (correct words per min.)	9.5 (8.1; 10.8)	12.6 *** (11.8; 13.3)
	% correct of items attempted	40.6% (36.4%; 44.7%)	50.4% *** (48.3%; 52.6%)
Oral reading	oral reading fluency (ORF)	22.2 (19.3; 25.0)	26.9 ** (25.5; 28.2)
	% correct of items attempted	48.5% (42.5%; 54.6%)	61.8% *** (59.5%; 64.2%)
Reading comprehension	% of students with 80% comp.	18.0% (10.7%; 25.3%)	21.4% (18.8%; 24.0%)

* p<.05; ** p<.01; *** p<.001

The results in ***Table 11*** clearly show that for reading, the Jordanian students in the 2017 study performed better than the Syrian refugee students, and the difference in performance is statistically significant. In the absence of baseline data, it is impossible to make claims about whether the psychosocial unit that assists teachers to provide support to students that have suffered trauma (the unit is included in Module 3 of the in-service teacher training) is having any impact or not. The difference in performance noted, it should also be remembered that the Syrian refugee students are typically only found in large numbers in some governorates, and in the absence of baseline data for each governorate, the difference reported here may be exaggerated because of the uneven performance across governorates.

3.1.5. EGRA Results by Governorate

The detailed data for each of the governorates are provided in **Annex 7**. Considering the absence of any reliable baseline (2014) data at governorate level, the governorate data provided should not be used to evaluate the impact (or non-impact) of RAMP. Instead, these data provide "baseline" data for the 2019 study.

The governorate data for 2017 do, however, allow for comparison with the 2017 national data, and in that sense, they can be used to identify those governorates that are performing above and below the national average.

3.2 EGMA

3.2.1. EGMA Results 2014 vs. 2017

Table 12 summarizes the overall data for the EGMA subtasks. The same scores, including zero scores, are provided in **Annex 8**.

Table 12. Overall EGMA results for 2014 and 2017

Subtask	Measure	2014 G2 and G3	2017 G2 and G3
Number Identification	% correct of items attempted	88.1% (86.2%; 90.0%)	92.6% *** (91.8%; 93.4%)
Quantity Comparison	% correct	78.9% (76.5%; 81.2%)	83.7% *** (82.3%; 85.0%)
Addition L1	fluency (correct items per min.)	11.9 (11.5; 12.4)	12.5 (12.1; 12.8)
Subtraction L1	fluency (correct items per min.)	9.5 (9.0; 10.0)	10.0 (9.8; 10.3)
Addition and Subtraction L1	% correct	84.0% (81.5%; 86.5%)	86.0% (84.9%; 87.1%)
Addition and Subtraction L2	% correct	41.9% (39.1%; 44.7%)	46.8% ** (44.6%; 49.0%)
Missing Number	% correct	60.3% (57.4%; 63.2%)	64.5% * (62.6%; 66.4%)
Word Problems	% correct	57.6% (54.9%; 60.2%)	59.9% (57.9%; 62.0%)

* p<.05; ** p<.01; *** p<.001

The shift in performance is positive for all EGMA assessment subtasks. For the procedural skills number identification and quantity comparison, the improvement is statistically significant. There is no statistically significant improvement in the fluency scores for addition and subtraction level 1. That said, performance on the procedural addition and subtraction L1 subtasks was already good in 2014, and RAMP is not targeting these procedural skills. Instead, RAMP is targeting more conceptual skill development, and for these, a pleasing and statistically significant performance improvement on the addition and subtraction L2 and missing number subtasks is evident. Although the performance improvement on the foundational mathematics tasks is possibly not quite as striking as it is for reading, the shift is nonetheless positive.

3.2.2. EGMA Results by Grade

Table 13 summarizes the data for the EGMA subtasks by grade. For the sake of brevity, only the results of the EGMA tasks that focus on conceptual understanding are reflected here, given that these measure "doing mathematics with understanding,"

which is RAMP's goal. The full table of results, including zero scores, is available in **Annex 9**. ***Table 14*** summarizes the data for G2 and includes the data for the intervention and non-intervention students. No comparable table is provided for G3 students, for the same reason that it was not provided for reading earlier, although the results are available in **Annex 9**.

Table 13. EGMA results for 2014 and 2017 by grade

Subtask	Measure	2014 G2	2017 G2	2014 G3	2017 G3
Addition and Subtraction L2	% correct	36.8% (33.8%; 39.9%)	42.5% ** (39.5%; 45.6%)	47.5% (44.1%; 50.9%)	51.2% (48.5%; 53.9%)
Missing Number	% correct	54.3% (50.7%; 57.9%)	60.2% ** (57.4%; 63.1%)	66.9% (63.9%; 70.0%)	68.9% (66.6%; 71.2%)

* p<.05; ** p<.01; *** p<.001

Table 14. Grade 2 EGMA results for 2014 and 2017, including 2017 intervention and non-intervention results

Subtask	Measure	2014 G2	2017 G2	2017 G2 Int	2017 G2 non-Int
Addition and Subtraction L2	% correct	36.8% (33.8%; 39.9%)	42.5% (39.5%; 45.6%)	44.2% (41.4%; 47.0%)	35.8% (27.2%; 44.3%)
Missing Number	% correct	54.3% (50.7%; 57.9%)	60.2% (57.4%; 63.1%)	62.8% (60.0%; 65.6%)	50.1% *** (44.9%; 55.4%)

* p<.05; ** p<.01; *** p<.001

The results in ***Table 13*** and ***Table 14*** provide encouragement related to the early impact of RAMP. The performance of the 2017 G2 students on the conceptual tasks is statistically significantly better than that of the 2014 G2 students. When compared with the reading analysis, the 2017 G2 students have closed the gap on the G3 students. Although they are not performing at the level of the 2014 (or 2017) G3 students, the performance gap has narrowed, suggesting that the RAMP methodologies are doing what they should be doing. To underscore the trend described, ***Table 14*** clearly shows that the G2 students, who have been exposed to the RAMP methodologies, are outperforming those who have not, and for the missing number subtask, the difference is statistically significant at the 0.001 level.

3.2.3. EGMA Results by Gender

Table 15 summarizes the data for the EGMA subtasks by gender. For the sake of brevity, only the results of the EGMA tasks that focus on conceptual understanding are reflected here. The full tables of results, including zero scores, are available in **Annexes 10a and 10b**.

Table 15. EGMA results for 2014 and 2017 by gender

Subtask	Measure	2014 Female G2 and G3	2014 Male G2 and G3	2017 Female G2 and G3	2017 Male G2 and G3
Addition and Subtraction L2	% correct	41.8% (38.6%; 45.0%)	42.0% (37.8%; 46.2%)	46.7% (44.0%; 49.3%)	47.9% (41.6%; 54.2%)
Missing Number	% correct	60.0% (56.9%; 63.1%)	60.6% (56.3%; 64.9%)	64.3% (62.1%; 66.5%)	64.4% (59.5%; 69.2%)

* p<.05; ** p<.01; *** p<.001

The difference in performance on the conceptual EGMA subtasks was not statistically significant in 2014, and this is still the case in 2017. The improvement in performance from 2014 to 2017, by both female and male students, is quite similar. Although the improvement is not statistically significant, it is probably because this disaggregation includes both the G2 and G3 data.

3.2.4. EGMA Results by Nationality

Table 16 summarizes the 2017 data for the EGMA subtasks by the nationality (Jordanian versus Syrian refugee) of the participating students. For the sake of brevity, only the results of the EGMA tasks that focus on conceptual understanding are reflected here. The full table, including zero scores, is available in **Annex 11**.

Table 16. EGMA results for 2017 by nationality

Subtask	Measure	Syrian 2017 G2 and G3	Jordanian 2017 G2 and G3
Addition and Subtraction L2	% correct	45.1% (39.1%; 51.1%)	46.8% (44.5%; 49.2%)
Missing Number	% correct	62.7% (58.6%; 66.8%)	64.2% (62.2%; 66.2%)

* p<.05; ** p<.01; *** p<.001

The results in ***Table 16*** clearly show that for mathematics, there is no difference in the performance of Jordanian and Syrian refugee students in the 2017 study.

3.2.5. EGMA Results by Governorate

The detailed data for each of the governorates is provided in **Annex 12**. Considering the absence of any reliable baseline (2014) data at governorate level, the governorate data provided should not be used to evaluate the impact (or non-impact) of RAMP. Instead, these data provide "baseline" data for the 2019 study.

The governorate data for 2017 do, however, allow for comparison with the 2017 national data, and in that sense, they can be used to identify those governorates that are performing above and below the national average.

3.3 Performance with Respect to the RAMP Indicators

A key purpose of the RAMP midline (2017) study is to establish whether the RAMP Initiative is having an impact on early grade reading and mathematics performance in public schools in Jordan. The study aims to establish whether there has been a shift in the proportion of students achieving each of the RAMP goal-level indicators as published in the RAMP AMEP.

For each indicator, a graphical representation has been provided. Each graph shows the following:

- The proportion of students achieving the indicator, based on the 2014 National Survey data (orange line)
- The proportion of students achieving the indicator, based on the 2017 RAMP Midline Study (grey line)
- The RAMP midline target for the indicator, as listed in the RAMP AMEP (black line).
- The proportion of students achieving the indicator, based on the 2017 RAMP Midline Study and disaggregated by intervention (yellow line) and non-intervention (blue line) students

For each indicator, a brief commentary is also provided.

3.3.1. Indicator GL_01

Figures 4a and 4b illustrate the proportion of students achieving the Goal-Level 1 Indicator: "*Proportion of learners who, by the end of two grades of primary schooling, demonstrate reading fluency and comprehension of grade-level text.*"

Figure 4a. Student achievement of RAMP Indicator GL_01

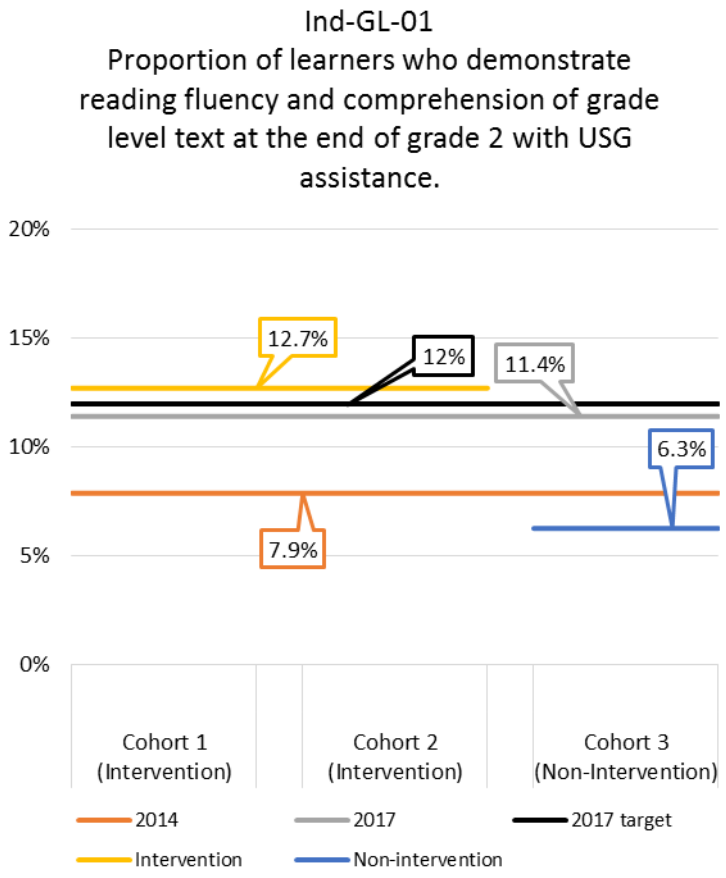
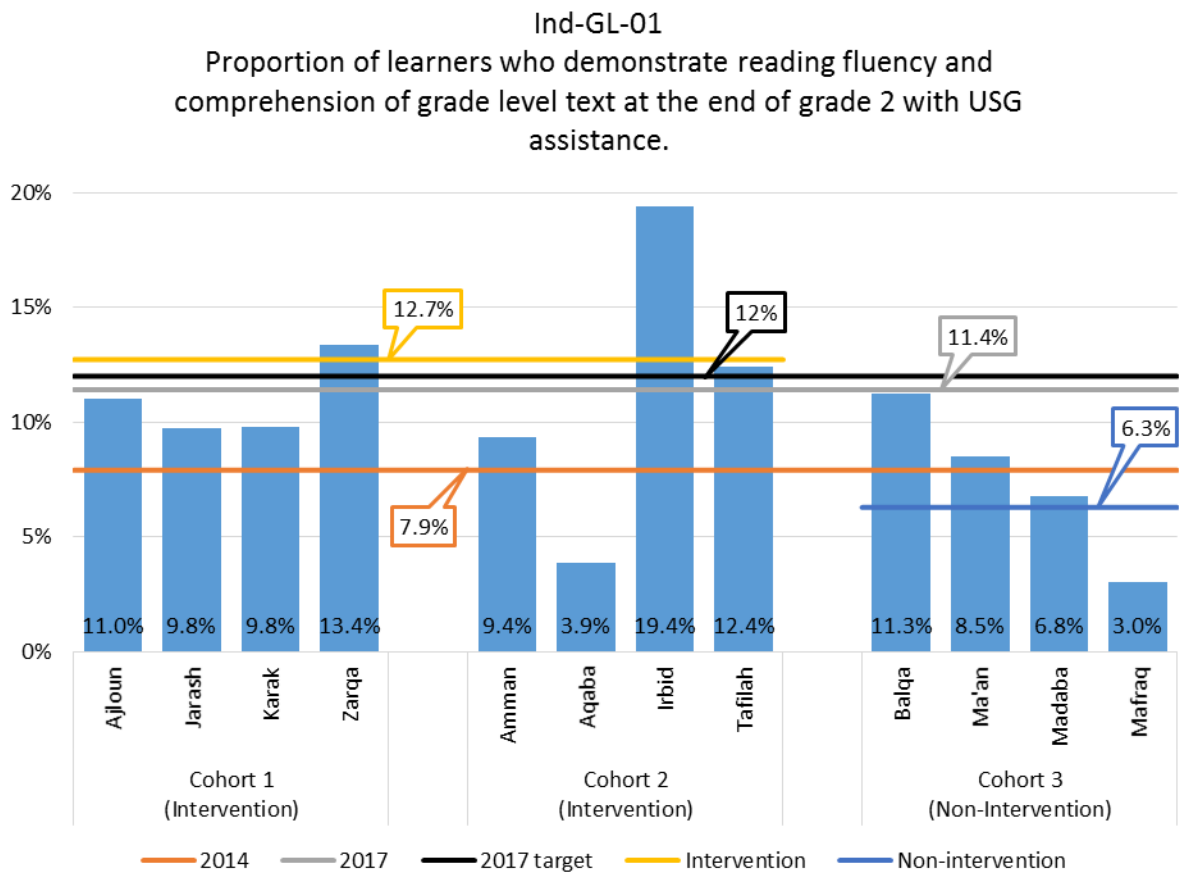


Figure 4b. Student achievement of RAMP Indicator GL_01, including governorate-level data



Figures 4a and 4b clearly show that the proportion of Jordanian G2 students achieving the benchmark has increased by 44% (from 7.9% to 11.4%) since 2014. This is most encouraging.

When considering the intervention students only, the increase appears to be as much as 61% (from 7.9% to 12.7%). However, caution should be exercised when disaggregating the students by intervention and non-intervention, because there is no baseline data for each of these groups. It should also be noted that the apparent decrease in the number of students achieving the benchmark among the non-intervention students may not truly be a decrease, but instead, simply a reflection of the performance level of the students of these governorates at baseline.

With respect to the RAMP midline target for this indicator, the results achieved (11.4%) are well in line with the target (12%).

3.3.2. Indicator GL_02

Figures 5a and 5b illustrate the proportion of students achieving the Goal-Level 2 Indicator: "*Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can do grade-level mathematics with understanding.*"

Figure 5a. Student achievement of RAMP Indicator GL_02

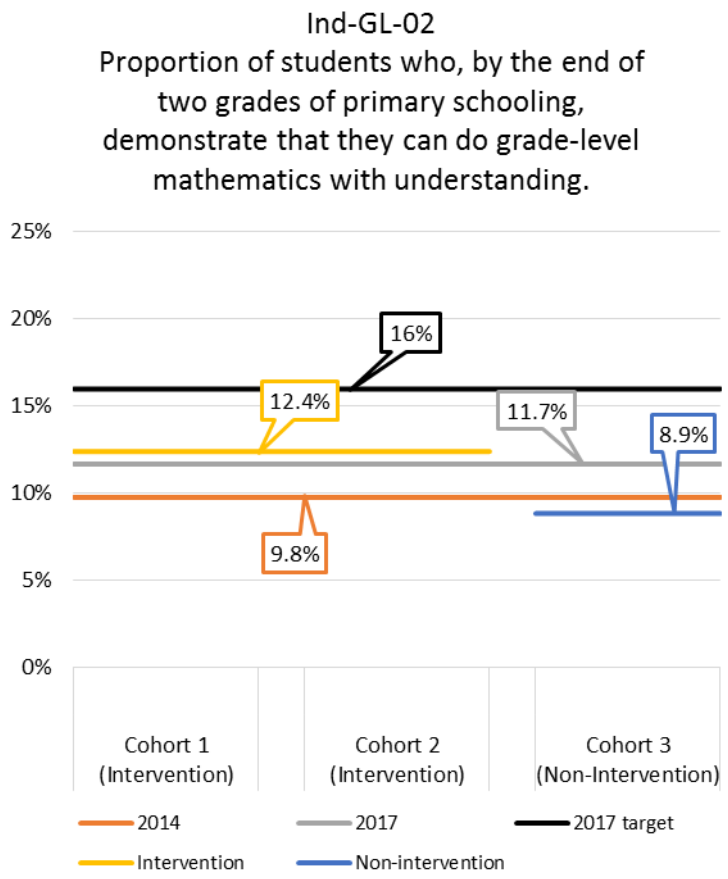
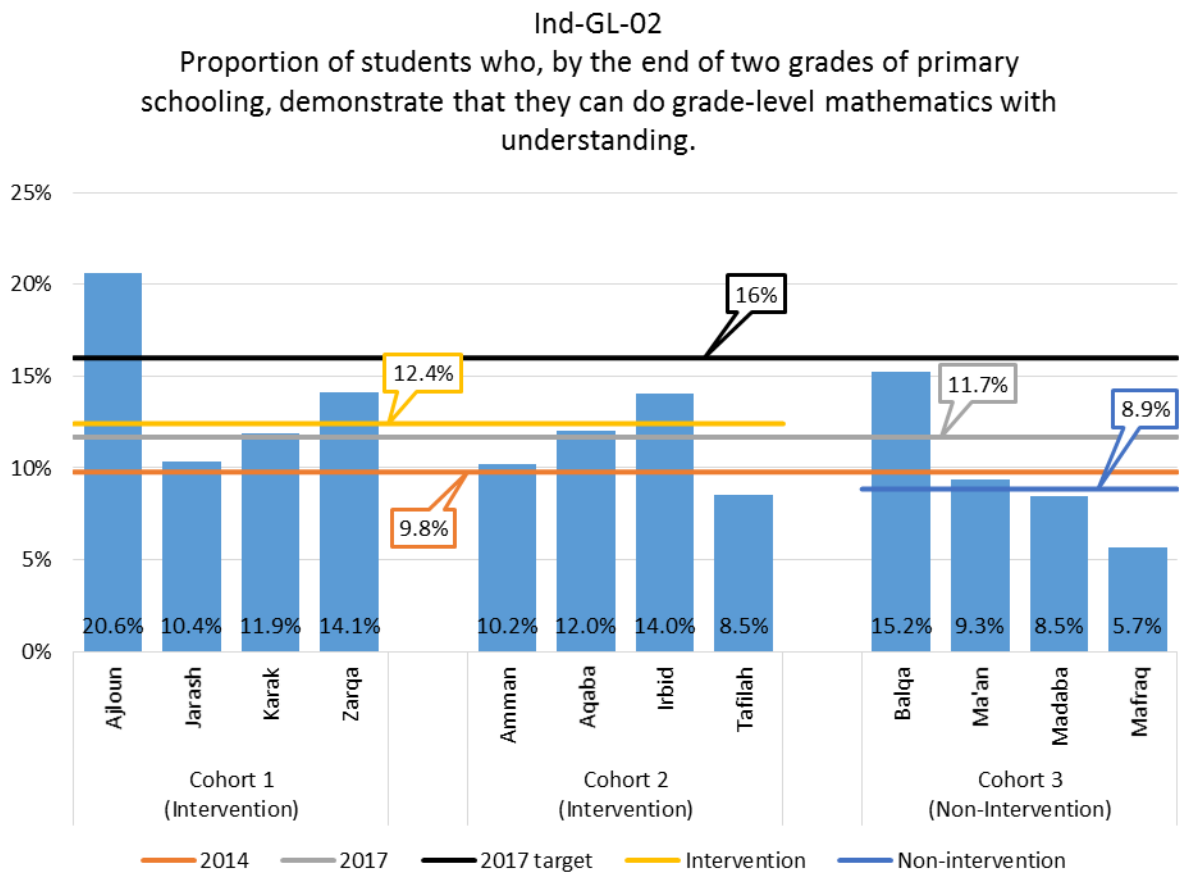


Figure 5b. Student achievement of RAMP Indicator GL_02, including governorate-level data



As with GL_01, the proportion of Jordanian G2 students achieving the benchmark has increased. Although the increase among intervention students by nearly 30% (from 9.8% to 12.4%) since 2014 is encouraging, it is not as pronounced as is the case with reading. This is not surprising, because experience in the field has shown that teachers' confidence for doing mathematics, let alone teaching it, is low, and they are implementing the mathematics routines and methodologies with less confidence than they are the reading routines and methodologies.

With respect to the RAMP midline target for this indicator, the results achieved (11.7%) fall short of the target (16%). In light of the gap between the actual and target proportion of students meeting the standard, it will be important for the RAMP Initiative to reassess the efficacy of the mathematics activities (including: materials, training and implementation fidelity).

3.3.3. Indicator GL_03

Figures 6a and 6b illustrate the proportion of students achieving the Goal-Level 3 Indicator: "*Proportion of students who, by the end of three grades of primary schooling, demonstrate that they can read and understand grade-level text.*"

Figure 6a. Student achievement of RAMP Indicator GL_03

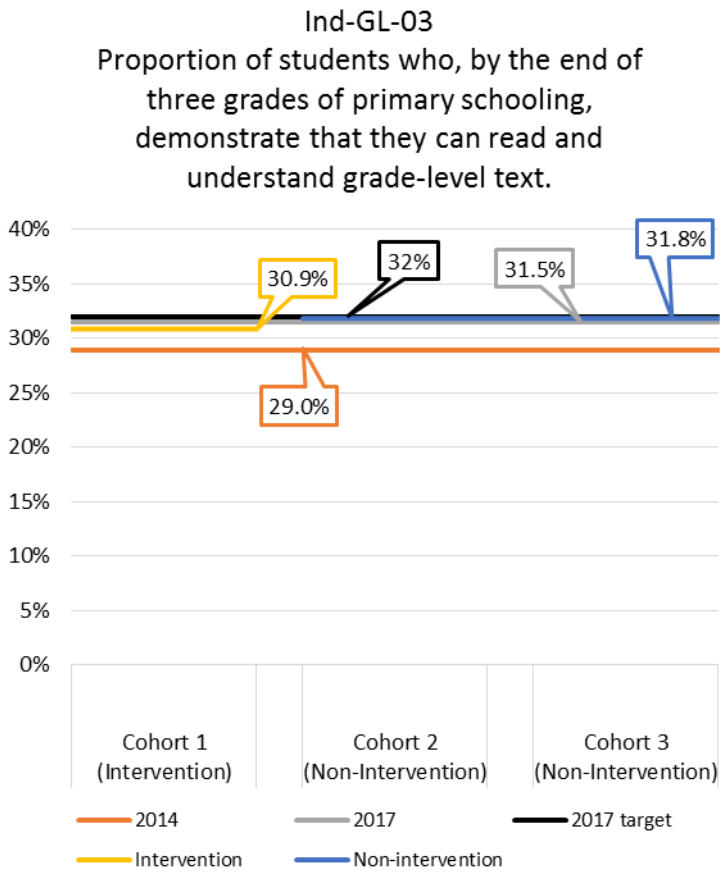
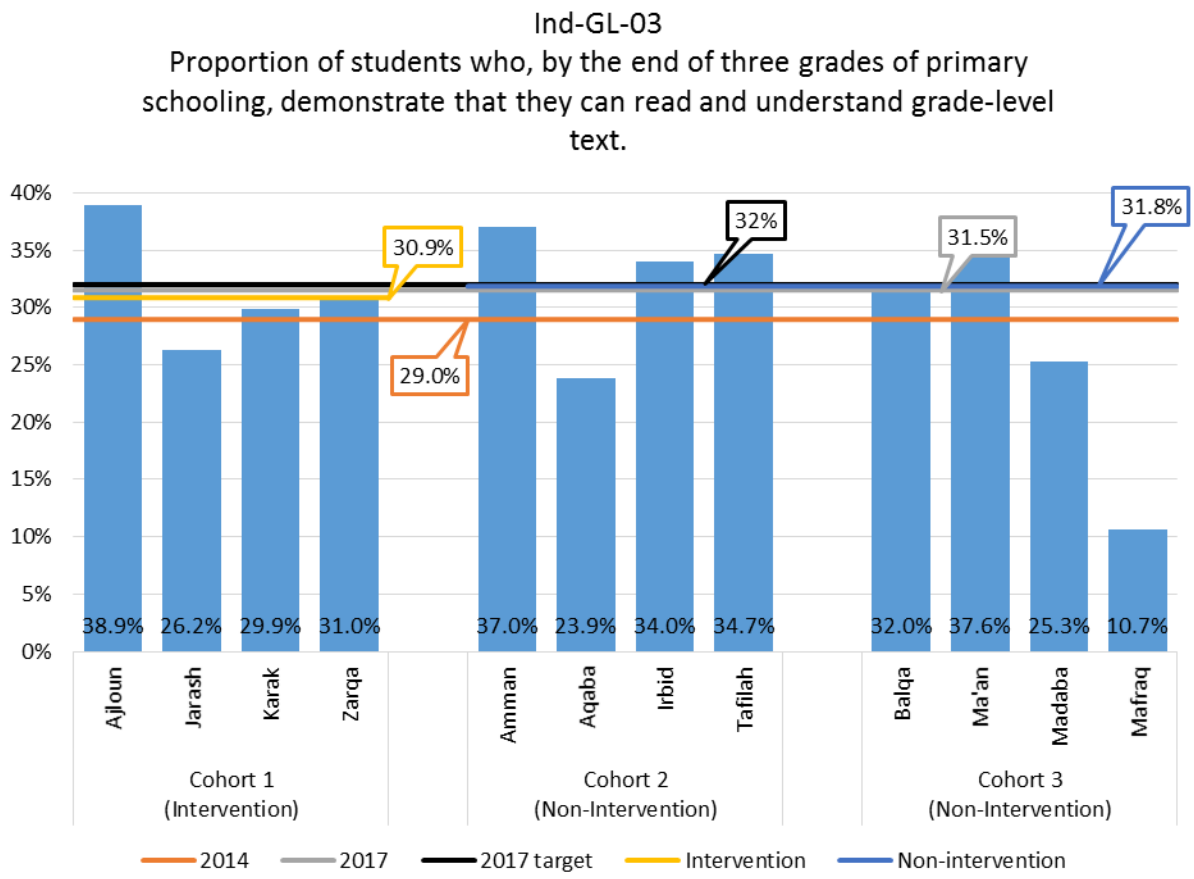


Figure 6b. Student achievement of RAMP Indicator GL_03, including governorate-level data



The proportion of Jordanian G3 students achieving the reading benchmark has increased since 2014. The increase from 28.95% to 31.52% is small. However, two key factors need to be considered when interpreting this finding. First, G3 intervention students exist in only one of the cohorts. Second, the intervention G3 students in Cohort 1 have only been exposed to RAMP methodologies since the second semester of their G2 school year. The RAMP methodologies were implemented directly following at least one and a half years of schooling during which the students were being taught with approaches that RAMP is trying to improve.

The seemingly greater improvement by the non-intervention schools should not distract the reader from the overall message. As already explained, in the absence of baseline data, we cannot discount the fact that large urban governorates such as Amman and Irbid have a significant skewing effect on the mean scores.

With respect to the RAMP midline target for this indicator, the results achieved (31.5%) are well in line with the target (32%).

3.3.4. Indicator GL_04

Figures 7a and 7b illustrate the proportion of students achieving the Goal-Level 4 Indicator: "*Proportion of students who, by the end of three grades of primary schooling, demonstrate that they can do grade-level mathematics with understanding.*"

Figure 7a. Student achievement of RAMP Indicator GL_04

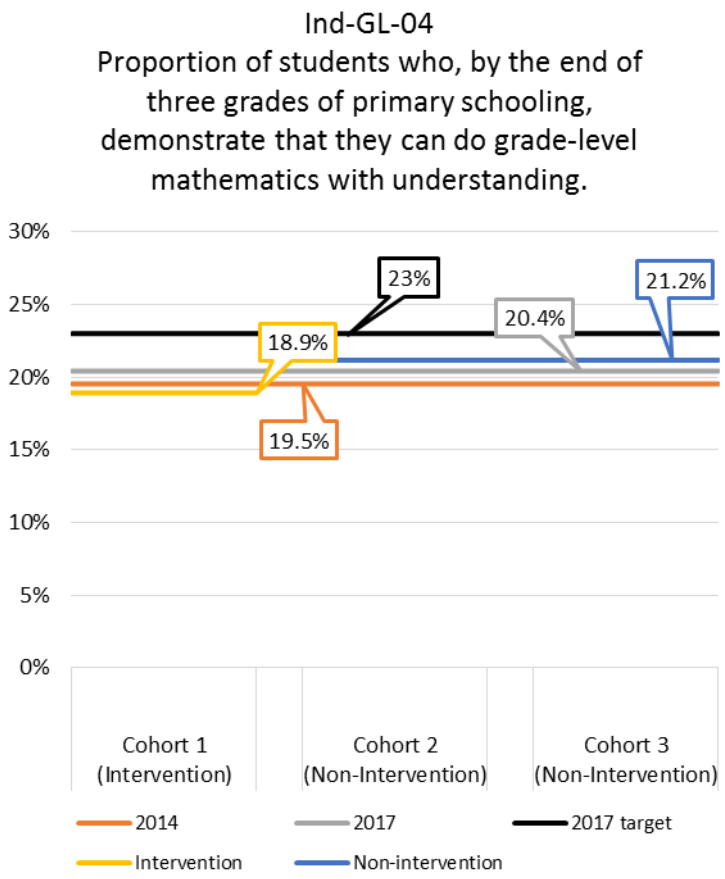
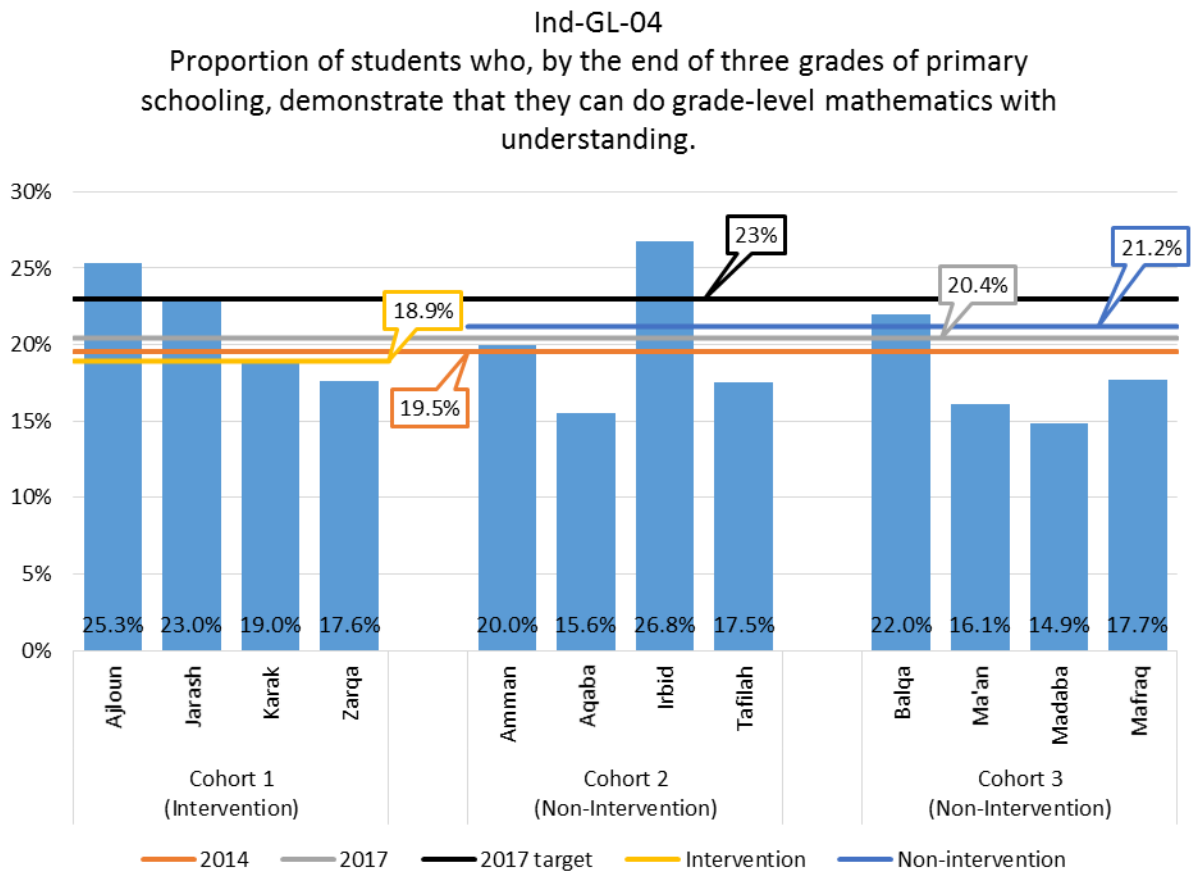


Figure 7b. Student achievement of RAMP Indicator GL_04, including governorate-level data



The proportion of Jordanian G3 students achieving the mathematics benchmark appears to have increased, even if only marginally since 2014 (the increase is, however, not statistically significant). Although more effort is needed for the effective implementation of RAMP mathematics routines, the same caveats that were listed for GL_03 should be considered. In particular, the intervention G3 students in Cohort 1 have only been exposed to RAMP methodologies since the second semester of their G2 school year, which, in turn, means that the RAMP methodologies were implemented directly following at least one and a half years of schooling, during which the students were being taught with approaches that RAMP is trying to improve. In mathematics, where teachers are less confident with their own mathematical skills, and hence resort to teaching using rote memorization, students will take longer to benefit from methodologies that privilege understanding and reasoning.

With respect to the RAMP midline target for this indicator, the results achieved (20.4%) fall short of the target (23%). In light of the gap between the actual and target proportion of students meeting the standard, it will be important for the RAMP Initiative to reassess the efficacy of the mathematics activities (including: materials, training and implementation fidelity).

3.3.5. Indicator GL_05

Figures 8a and 8b illustrate the proportion of students achieving the Goal-Level 5 Indicator: "*Proportion of students obtaining zero scores on Oral Reading Fluency (ORF) at the end of G2.*"

Figure 8a. Student achievement of RAMP Indicator GL_05

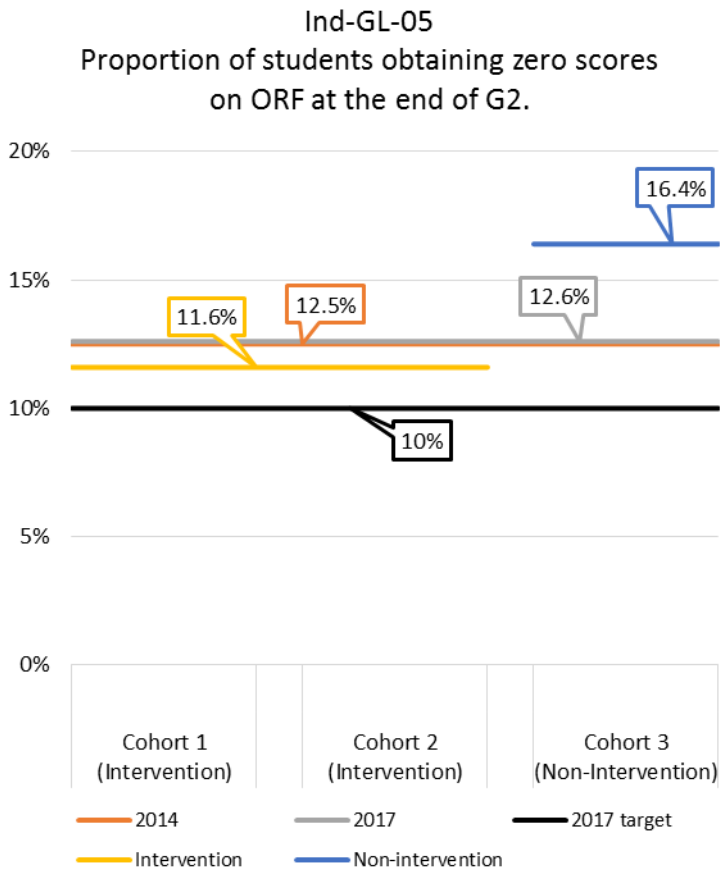
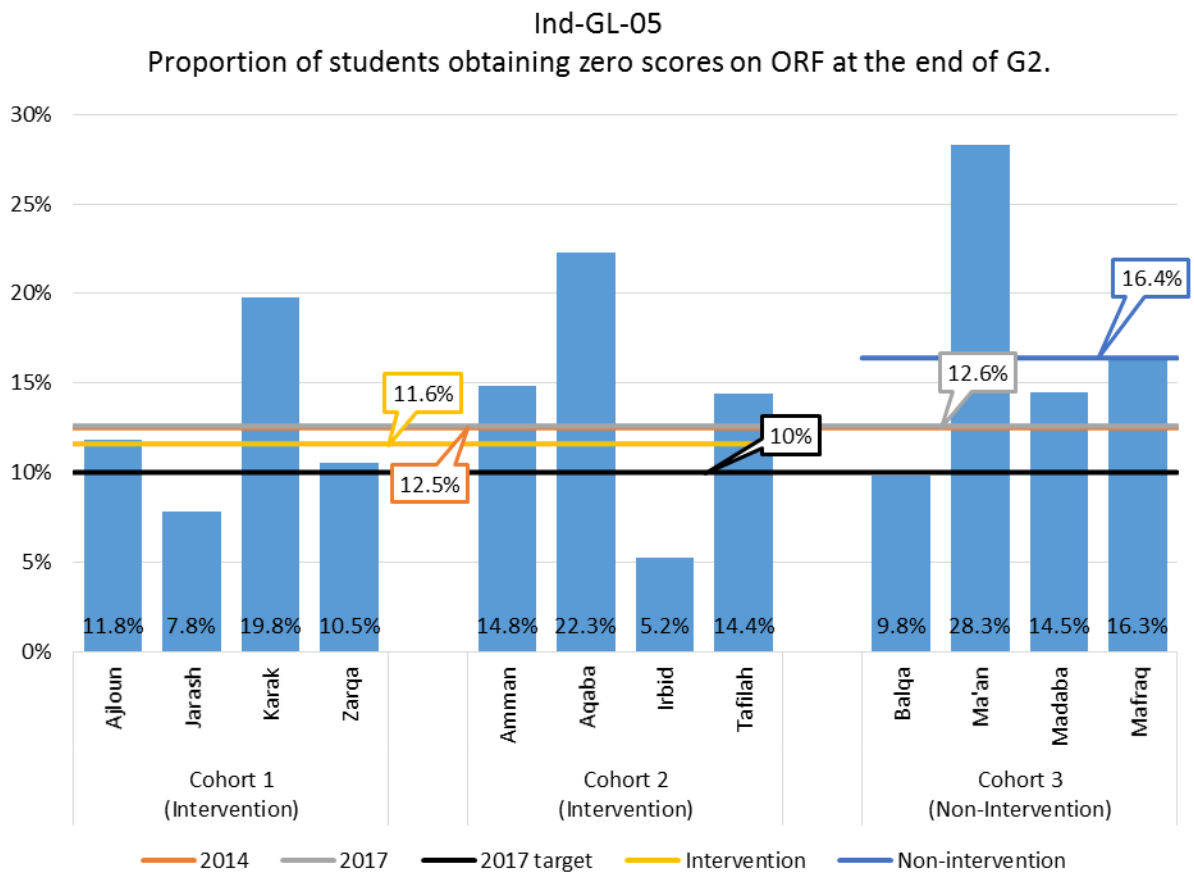


Figure 8b. Student achievement of RAMP Indicator GL_05, including governorate-level data



The proportion of Jordanian students scoring zero for ORF seems be unchanged since 2014 (12.5% to 12.6%). ORF is a function of performance on the foundational skills and with evidence of improvement on the foundational skills, there is reason to expect that the proportion of students scoring zero on ORF will decrease going forward.

With respect to the RAMP midline target for this indicator, the results achieved (12.6%) fall short of the target (10%). This shortfall, while something for the RAMP Initiative to reflect and act on, it is not a cause for alarm given the improvement in foundational skills already reported on and which will, in turn, contribute to improved performance on ORF.

3.3.6. Indicator GL_06

Figures 9a and 9b illustrate the proportion of students achieving the Goal Level 6 Indicator: "*Proportion of G2 and G3 students who demonstrate that they can read grade-level text with comprehension.*"

Figure 9a. Student achievement of RAMP Indicator GL_06

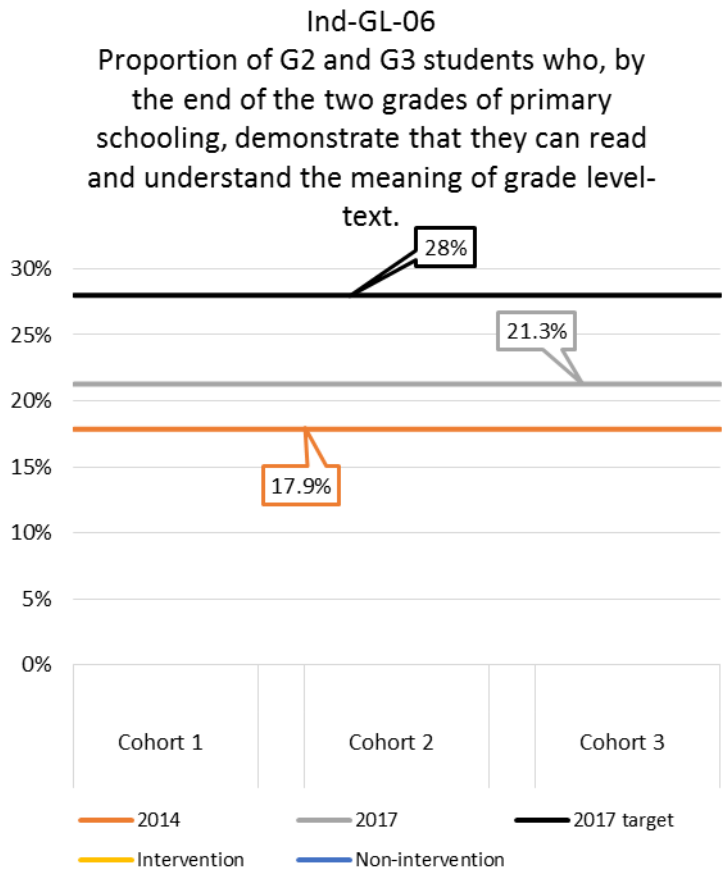
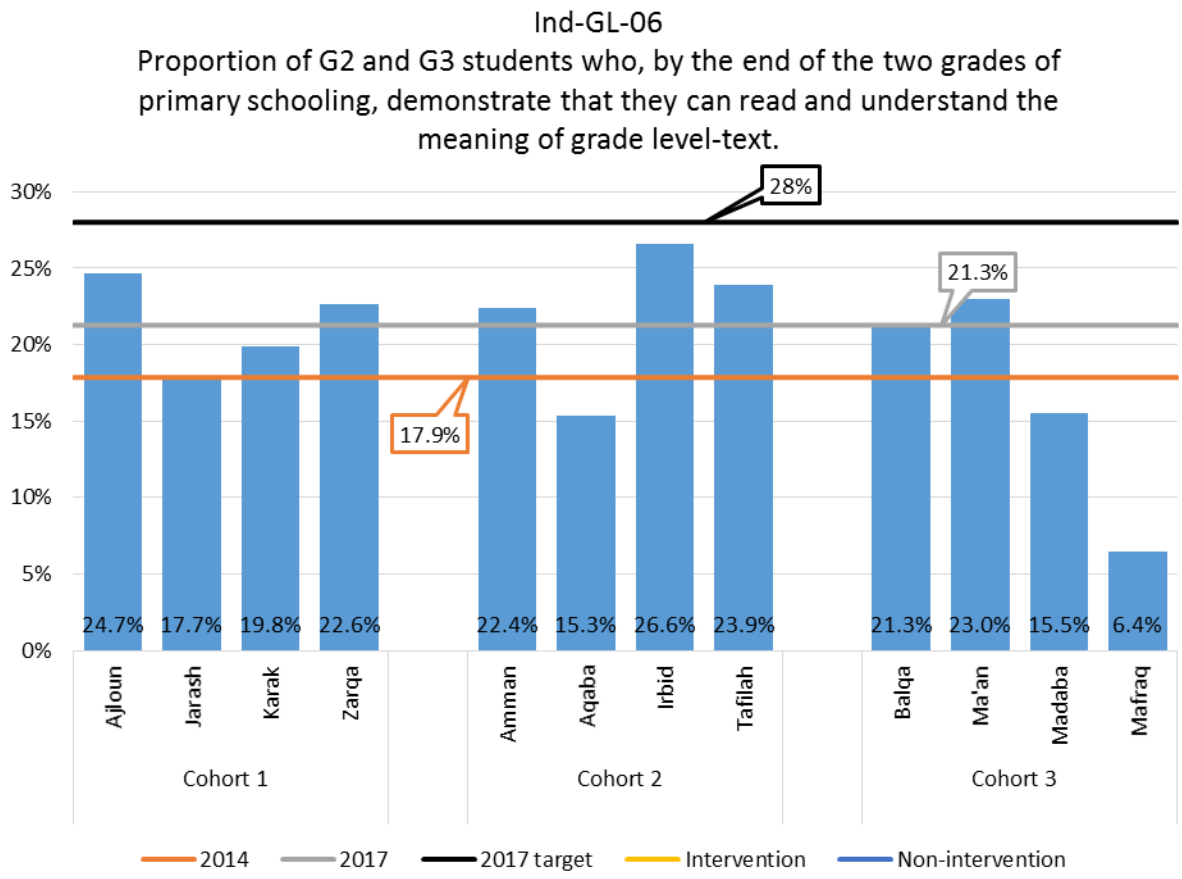


Figure 9b. Student achievement of RAMP Indicator GL_06, including governorate-level data



The proportion of Jordanian students reading with comprehension has increased from 17.85% in 2014 to 21.27% in 2017. This shift indicates a positive trend in the right direction.

The increased proportion still falls far short of the RAMP goal of 55%. However, as previously mentioned throughout this document, in the 2017 study, only one-half of the students had been exposed to the RAMP methodologies; none of those students had been exposed to the methodologies throughout the whole time they were in school since they started, but rather only during part of their school careers; and in the case of the intervention G3 students, they had only been exposed to the methodologies for one-half of their school career.

With respect to the RAMP midline target for this indicator, the results achieved (21.3%) fall short of the target (28%). While this gap is a cause for reflection, it should be noted that both the Grade 2 student performance (Indicator 01) and Grade 3 student performance (Indicator 03) was on target. This may suggest that the target set for the Grade 2 and 3 students combined is not realistic and may benefit from reflection and revision.

3.3.7. Indicator GL_07

Figures 10a and 10b illustrate the proportion of students achieving the Goal Level 7 Indicator: "*Proportion of G2 and G3 students who demonstrate that they can do grade-level mathematics with understanding.*"

Figure 10a. Student achievement of RAMP Indicator GL_07

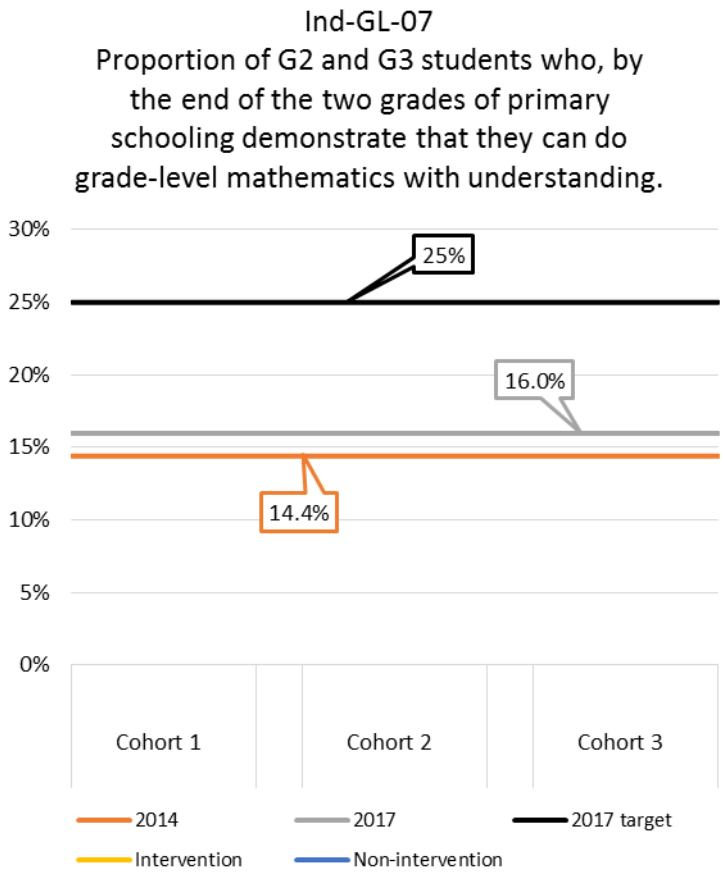
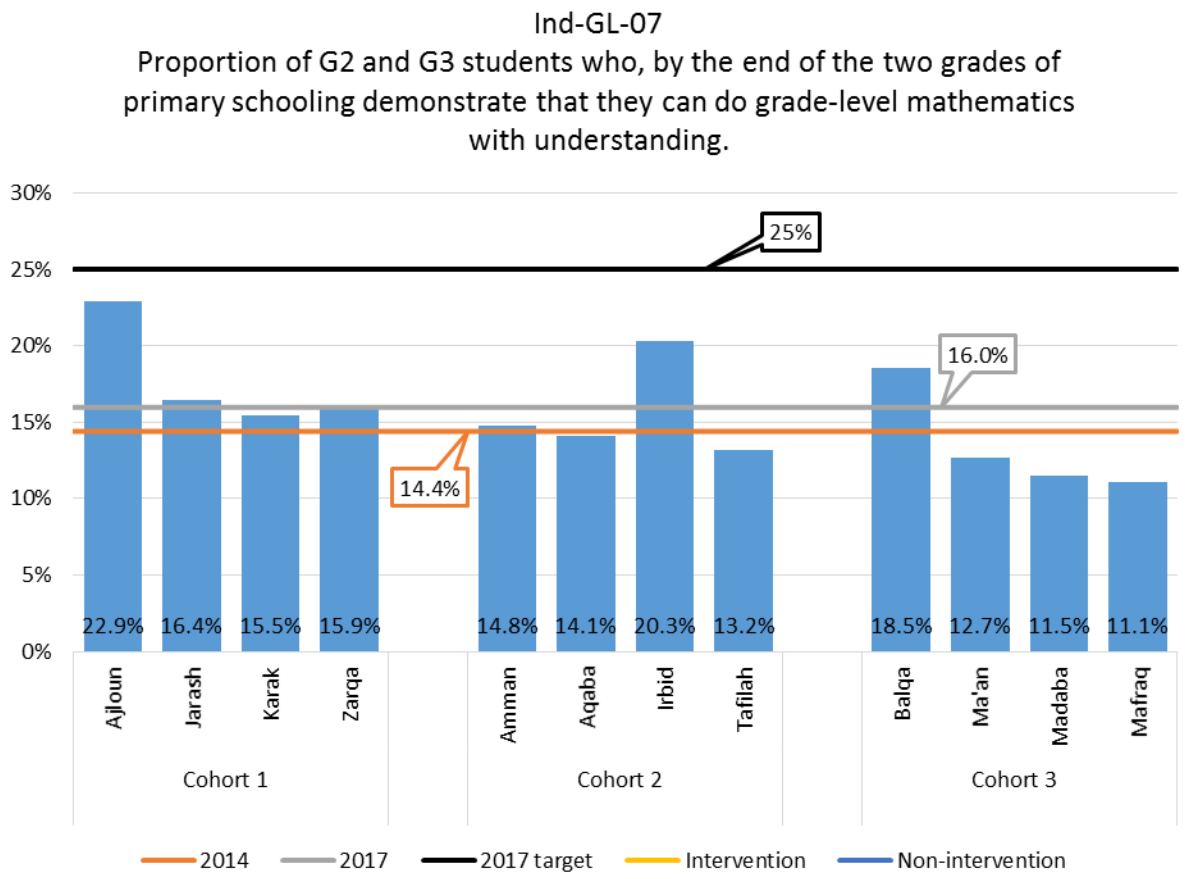


Figure 10b. Student achievement of RAMP Indicator GL_07, including governorate-level data



The proportion of Jordanian students doing mathematics with comprehension has increased from 14.40% in 2014 to 15.97% in 2017. The shift, although small, is statistically significant and trending in the right direction.

With respect to the RAMP midline target for this indicator, the results achieved (16.0%) fall well short of the target (25%). This gap should not be a surprise given that on both the Grade 2 indicator (Indicator 02) and Grade 3 indicator (Indicator 04) the actual performance fell short of the target. As already mentioned the RAMP Initiative will need to reflect on the implementation and efficacy of the RAMP mathematics activities. That said, the RAMP Initiative will also need to reflect on how realistic the targets set in the AMEP are given the greater challenges experienced in getting teachers to shift from teaching mathematics by rote and through memorization to teaching for understanding and reasoning.

3.3.8. Indicator 3.2.1

Figures 11a and 11b illustrate the findings for Indicator 3.2.1: "*Proportion of G2 and G3 students who report receiving parental support for learning to read and do mathematics in USAID RAMP-supported schools.*"

Figure 11a. Achievement of RAMP Indicator 3.2.1

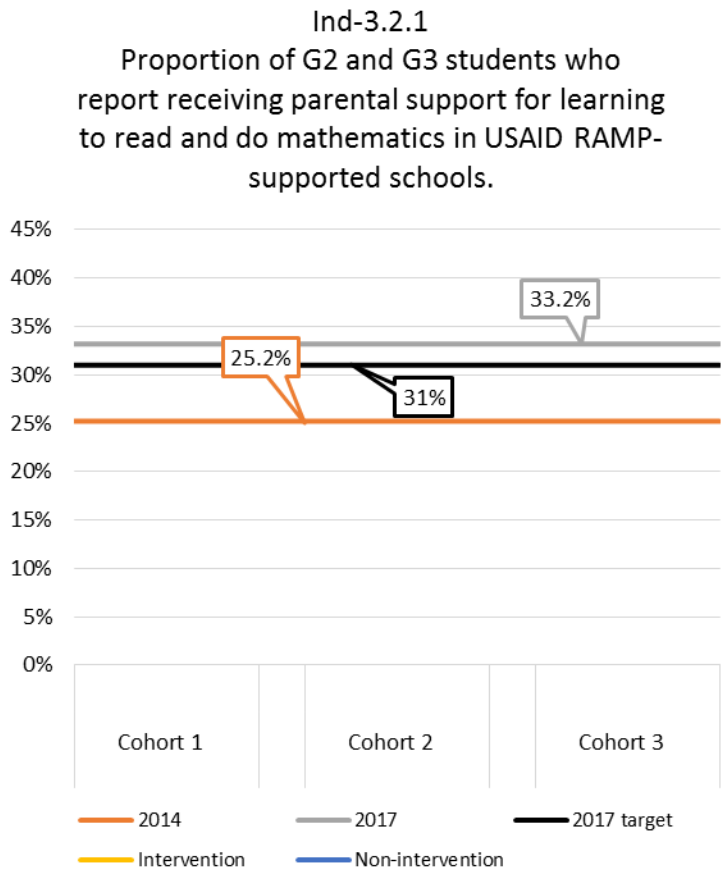
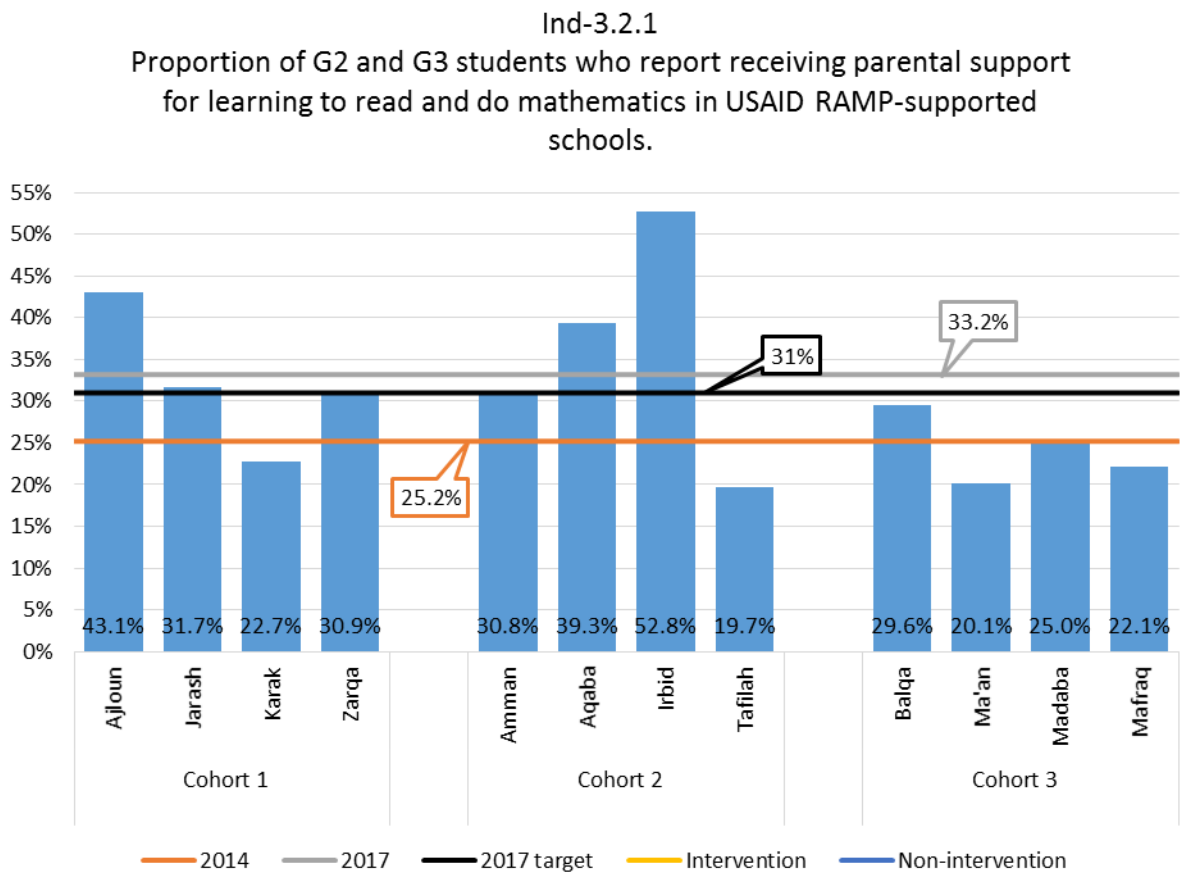


Figure 11b. Achievement of RAMP Indicator 3.2.1, including governorate-level data



The proportion of Jordanian students who report receiving parental support for learning to read and do mathematics has increased since 2014.

With respect to the RAMP midline target for this indicator, the results achieved (33.2%) exceed the target (31%), suggesting that the parental engagement activities of the RAMP Initiative are having the effect that they should.

3.3.9. Indicator 3.2.2

Figures 12a and 12b illustrate the findings for Indicator 3.2.1: "*Proportion of surveyed teachers reporting active parental engagement.*"

Figure 12a. Achievement of RAMP Indicator 3.2.2

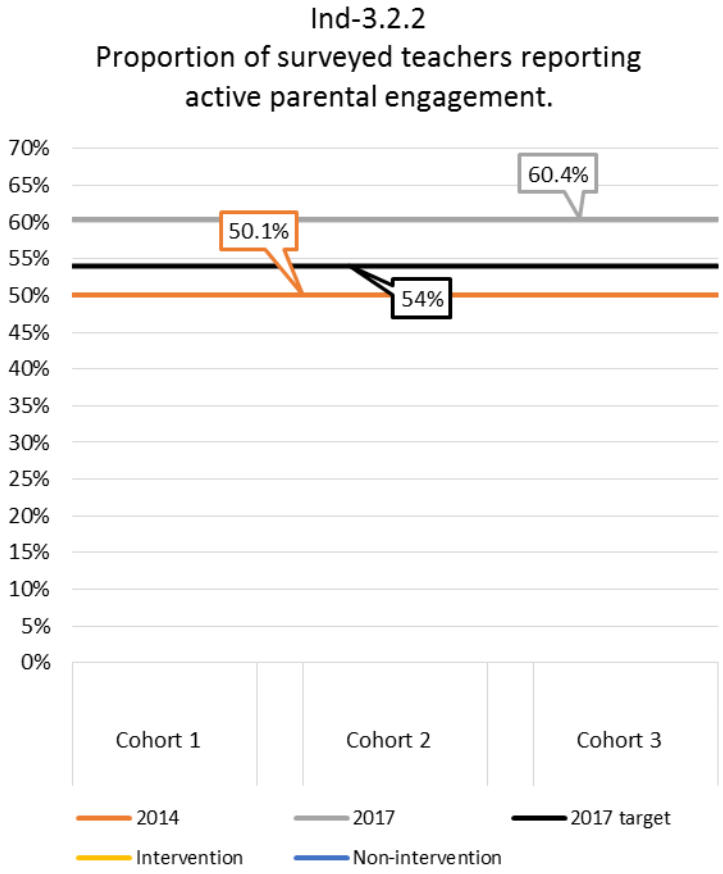
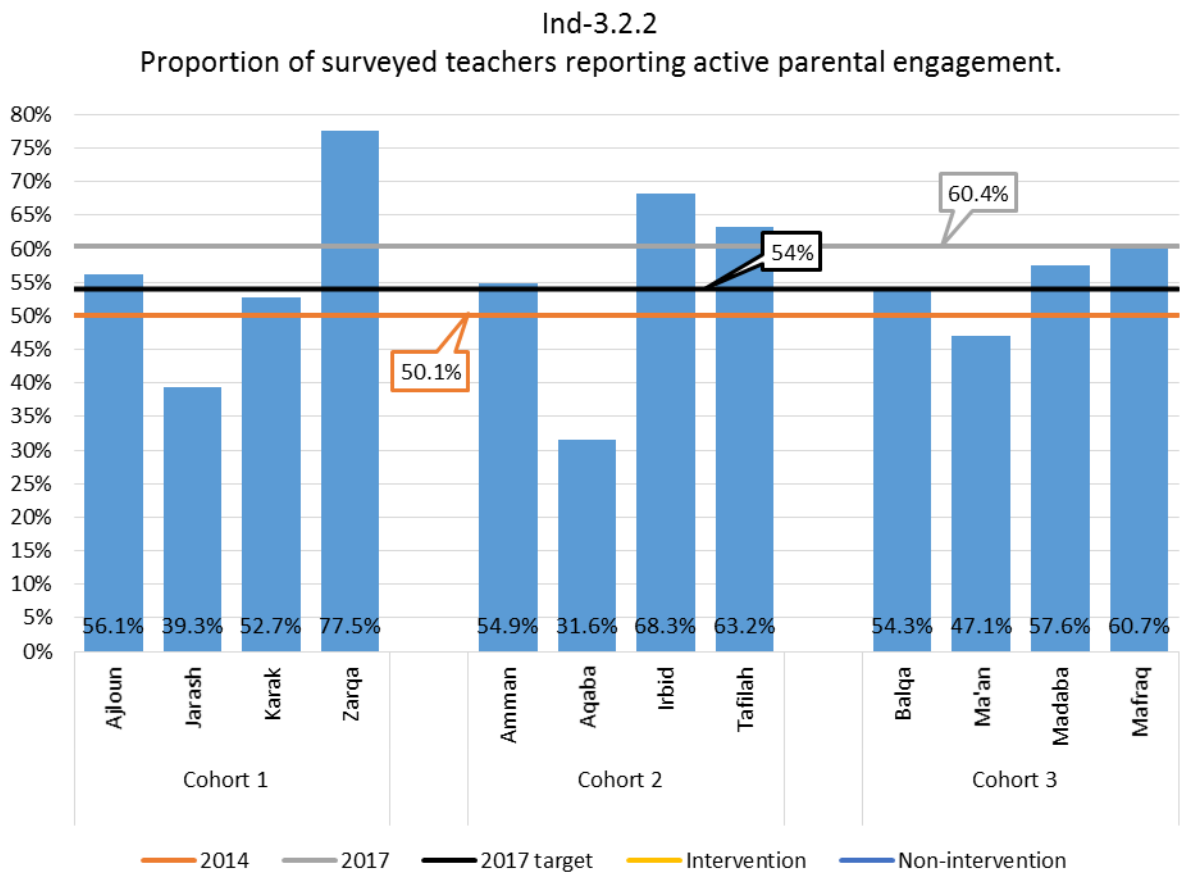


Figure 12b. Achievement of RAMP Indicator 3.2.2, including governorate-level data



The proportion of Jordanian teachers who report active parental engagement in the schooling of their children has increased substantially since 2014.

With respect to the RAMP midline target for this indicator, the results achieved (60.4%) exceeds the target (54%) by a large margin, suggesting that the parental engagement activities of the RAMP Initiative are having the effect that they should.

3.3.10. Summary of Trends Evident in the Indicators

Findings indicate several trends that are evident across the indicators:

- For the two G2 indicators (GL_01 and GL_02), there is a substantial increase in the overall number of students that are achieving the benchmarks associated with the indicators. This trend is encouraging and suggests that the RAMP Initiative is beginning to have the desired impact. The G2 indicators also suggest (within the limitations of the claims that can be made in the absence of more detailed baseline data) that the intervention students have shown an improvement—more so than the non-intervention students.
- For the two G3 indicators (GL_03 and GL_04), there is an increase in the overall number of students that are achieving the benchmarks associated with these indicators. This trend is encouraging and suggests that the RAMP Initiative is having the desired impact. That said, given that only one third of

the G3s assessed have been exposed to RAMP methodologies, and for less of their school career, the smaller increase, when compared with the G2 indicators, should not be overly interpreted to reflect on the effectiveness of the RAMP Initiative.

- For reading, performance on the grade specific indicators (GL_01 and GL_03) is in line with the targets set for the midline of the project. However, the same cannot be said for the combined indicator (GL_06). This suggests that the targets set for the combined indicator may not be as realistic as the targets set for the disaggregated indicators and the RAMP Initiative may do well to review the targets for GL_06.
- For mathematics, performance on the grade specific indicators (GL_02 and GL_04) as well as for the combined (GL_07) all fall short of the targets set for eth midline of the project. There is a need for the initiative to reflect on this gap and to propose remedial action. That said, it should also be noted that the targets are based on the improvement trend that was evident for mathematics in the 2013/2014 Intervention Pilot Research Activity and 2014 National Survey and it may be that the mathematics activities are proving harder to take to scale. This explanation is corroborated by the reports from the field which suggest greater challenges experienced in mathematics in general in supporting teachers to shift from teaching mathematics by rote and through memorization to teaching for understanding and reasoning.

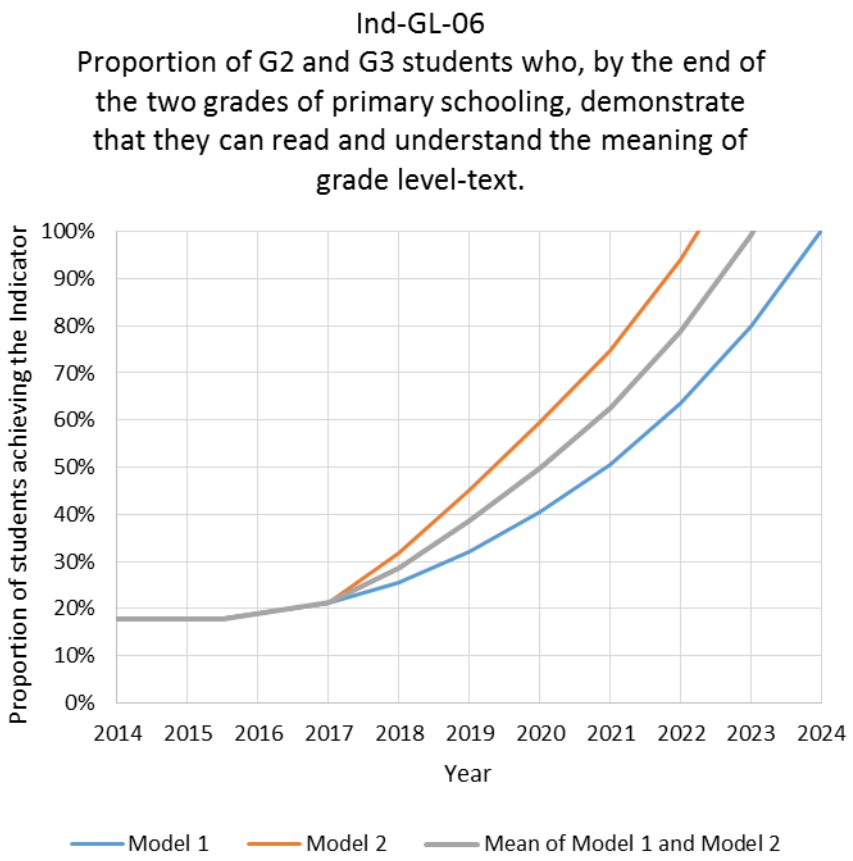
At the time of the 2017 Midline Study, only one-half of the students had been exposed to RAMP methodologies; none of those students had been exposed to the methodologies throughout the whole time they were in school since they started, but rather only for part of their school career; and in the case of the intervention G3 students, they had only been exposed to the methodologies for one-half of their school career. When the Endline Study is conducted in 2019, all students that will be assessed will have been exposed to RAMP methodologies, and more than 90% of them will have been exposed to RAMP methodologies since the start of their school career.

3.3.11. Predicting Future Performance levels

Based on the data collected in the 2017 RAMP Midline Survey, it is tempting to make predictions of what will happen to the proportion of students achieving the RAMP indicators over the remainder of the RAMP Initiative and beyond. In this section, two models are explored. Model 1 assumes that the improvement that is evident from the RAMP baseline to the RAMP midline will continue at the same rate, while also accounting for the increased number of students that will be exposed to the RAMP methodologies. Model 2 assumes that the improvement that is evident from the RAMP baseline to the RAMP midline will continue at the same rate, while also accounting for both the increased number of students that will be exposed to the RAMP methodologies and the increasing proportion of students' school careers for which they are exposed to the RAMP methodologies.

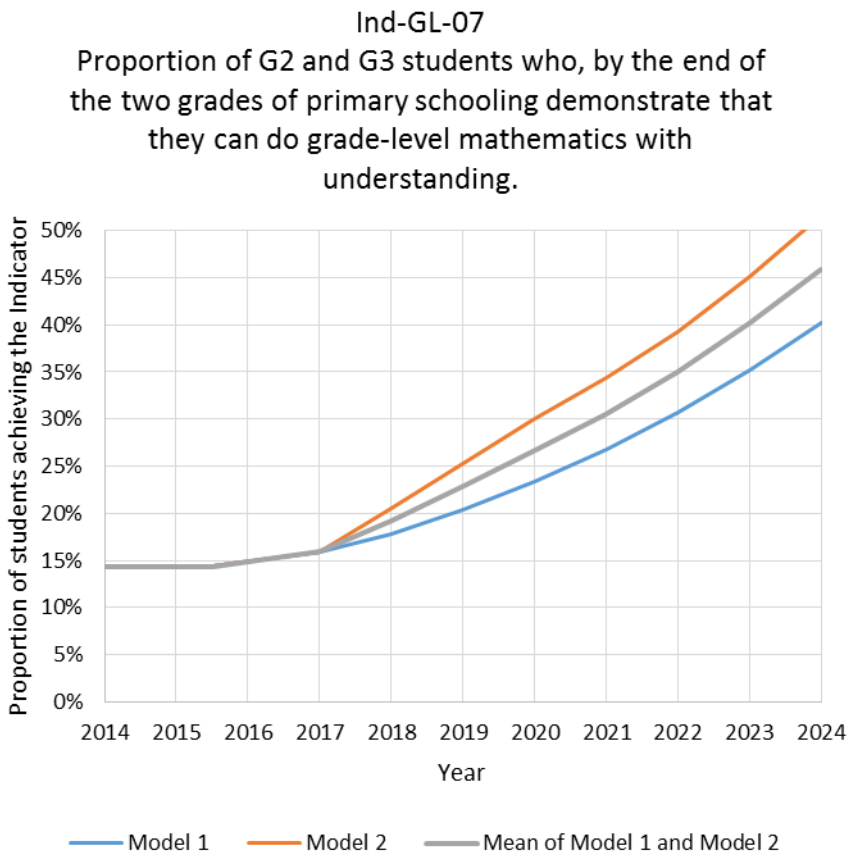
Figure 13 illustrates the predicted proportion of G2 and G3 students achieving the Goal Level 6 Indicator: "*Proportion of G2 and G3 students who demonstrate that they can read grade-level text with comprehension*" over time. And, ***Figure 14*** illustrates the predicted proportion of G2 and G3 students achieving the Goal Level 7 Indicator: "*Proportion of G2 and G3 students who demonstrate that they can do grade-level mathematics with understanding*" over time.

Figure 13. Prediction of the proportion of grade 2 and grade 3 students achieving the reading indicator over time



The predictions for reading are most encouraging; they suggest that more that 80% of G2 and G3 students will be reading with comprehension within the next five years, if the current trend continues. For mathematics, it is clear that additional support is needed if the students are to achieve performance levels similar to the reading levels.

Figure 14. Prediction of the proportion of grade 2 and grade 3 students achieving the mathematics indicator over time



4 Conclusions and Recommendations

4.1 Conclusion

The RAMP midline survey has shown the following:

- Demonstrated that there is a statistically significant improvement in performance on all of the foundational skills for reading and for most of the foundational skills for mathematics. This is encouraging, because reading with comprehension and doing mathematics with understanding is a function of performance on foundational skills.
- Shown that for the foundational reading skills, the assessed 2017 G2 students are performing at the same level that the G3 students had in 2014. And, for mathematics the trend is similar, with the assessed 2017 G2 students performing substantially better than the G2 students had in 2014 and approaching the performance levels of the 2014 G3 students.
- Found that the impact of RAMP is not yet being felt at a statistically significant level in the G3 performance. Given that (a) only 27% of the G3 students assessed in 2017 had been exposed to RAMP methodologies; and (b) that the G3 students, who had been exposed to the RAMP methodologies in 2017, had only been exposed to these methodologies since the second semester of their G2 school year, the lack of statistically significant impact at the G3 level is not a cause for concern.
- Demonstrated that the trend in proportion of students achieving the reading benchmark is positive and that predictions based on this trend suggest that up to 80% of Jordanian students will be reading with comprehension within the next five to six years. This prediction assumes that the RAMP Initiative will continue to be implemented with the same fidelity as is currently the case.
- Demonstrated that there remains in general a gap in student performance between male and female students on foundational reading skills with the female students outperforming the male students (this is not so for mathematics). However, the gap in “reading with comprehension” between the Grade 2 male and female students is substantially decreased since 2014 with the male students performing almost as well as the female students. This is pleasing and suggests that the RAMP Initiative is making inroads on narrowing the gap.
- Shown that the trend in proportion of students achieving the mathematics benchmark, while positive, is not strong enough to allow for the same optimistic predictions as is the case for reading. That said, the MoE is already providing additional support for mathematics in the form of workbooks to be issued to all students during the 2017–2018 and 2018–2019 school years. This additional support, together with the possible additional extra allocation of

lessons to mathematics in the early grades, will go a long way to accelerating the impact of the RAMP methodologies for mathematics.

- Generated governorate-level performance data, both for EGRA and for EGMA. For the first time, this level of data now exists in Jordan. This data provides the MoE with the data needed to make decisions about the effective deployment of scarce resources.

On balance, the RAMP Midline Survey provides powerful evidence that the RAMP Initiative is making a positive impact that, if supported and sustained, will help Jordan achieve, in the years to come, the early grade reading and mathematics outcomes that are critical for nation building.

4.2 Recommendations

As the RAMP Initiative enters the second half of its lifetime, the challenge for the Initiative will be to consolidate and sustain what is going well and at the same time to address the gaps or challenges that the midline survey has revealed. In particular the RAMP Initiative will need to attend to the following:

- Sustaining the momentum of the initiative in the Cohort 1 governorates. As Figure 2 shows, there is no more in-service training and/or RAMP coaching scheduled for Cohort 1 governorates in the remaining life of the project. To sustain the momentum and address the gaps identified, the following activities are planned in the Cohort 1 governorates:
    - The development and piloting of a Senior Teacher program. The MoE career pathway for teachers includes the possibility of Senior Teachers acting as coaches for the teachers in the school as well as creating communities of practice between teachers in neighboring schools. The RAMP Initiative is piloting a Senior Teacher Pilot Research activity in 32 schools in two Cohort 1 governorates throughout the 2017-2018 school year. The Senior Teacher activity will, if successful, be rolled out more widely in the 2018/2019 school year.
    - In the absence of planned in-service training on the RAMP methodologies in Cohort 1 governorates, the RAMP Initiative will need to work with the MoE to ensure that the MoE still provides in-service training for new teachers who are not familiar with the RAMP methodologies. This will be a MoE responsibility, with RAMP providing support with the logistical arrangements.
    - On-going coaching. One of the strengths of the RAMP Initiative is the in-class coaching that teachers receive. With coaching of all Cohort 1 teachers having come to an end at the end of the 2016-2017 school year, the challenge will be to implement focused coaching of teachers that have been identified as being in need of further coaching. The RAMP initiative is working with the supervisory services in the Cohort 1 governorates to use the coaching data gathered to date to identify

teachers in need of support and to provide the coaching in a systematic and sustained manner.

  - In addition to the Cohort 1 specific activities listed above, care will need to be taken to implement the other activities mentioned below in Cohort 1 governorates as well.

- Ongoing training of MoE Supervisors. The MoE Supervisors are the key implementers of the RAMP Initiative in schools. With existing supervisors retiring and leaving the profession and new supervisors joining the ranks of the supervisory services, there is a need to provide training on the RAMP methodologies to newly appointed supervisors. The RAMP Initiative is working with the MoE to institutionalize this training.
- Broad-based dissemination of the midline findings and increased awareness of expectations among key stakeholders. The ongoing success of the RAMP Initiative relies on the institutionalization of the RAMP activities, which in turn relies on stakeholders at each level of the system being aware of the progress of the initiative as well as of their roles and responsibilities in building on what has been achieved. To this end the RAMP Initiative will meet with the Heads of Supervision in each of the field directorates to appraise them of the outcome of the midline survey as well as of upcoming and ongoing activities and the role of the field directorates in these. It is expected that the Heads of Supervision will, in turn, develop action plans with the District Improvement Teams in each Filed Directorate.
- Additional support for mathematics. The midline survey has clearly demonstrated that the impact of the RAMP Initiative is not being felt as powerfully in mathematics as it is in reading. To this end the RAMP Initiative will implement the following additional activities:
  - The supply of mathematics workbooks to all Grade 1 to Grade 3 students. These workbooks were developed as part of the 2013/2014 Intervention Pilot Research Activity. The workbooks provide students with a daily worksheet of practice activities on foundational mathematics skills. These workbooks will be made available from the start of the 2017-2018 school year.
  - Additional training on the RAMP mathematics routines. Field visits have clearly shown that teachers are struggling to make a shift from teaching mathematics by rote and through memorization to teaching for understanding and reasoning. To support teachers in making this transition an additional in-service training activity is planned which will address some of the misunderstandings that are evident in schools with regard to the RAMP mathematics methodologies and routines. For Cohort 1 and Cohort 2 KG2-G2 teachers this additional training will take the form of a two-day mathematics “booster” for senior/experienced teachers. These senior teachers will in turn be responsible for conducting school-based training sessions for their

colleagues. For the remaining teachers (Cohort 2 G3 and Cohort 3 KG2-G3) an additional two days will be added to RAMP Module 3.

- Increased mining of coaching data. For each coaching visit (by a MoE Supervisor and/or RAMP coach) the supervisor and/or coach submits a detailed report on the teacher's implementation of the RAMP methodologies and routines. To date this report, despite its detail, has been used primarily to monitor the frequency with which coaching visits take place. Moving forward the RAMP Initiative will develop dashboards that assist the MoE supervisory services (and the RAMP Team) to more easily and quickly identify teachers who are in need of more additional focused support. An initial dashboard has already been supplied to the MoE for the Cohort 1 teachers.
- Enhancement of the coaching observation tool. To increase the efficacy of the in-class coaching sessions, it is necessary to enhance the observation tool to provide the supervisor/coach with discussion prompts for the visit review session. By enhancing the observation tool (as has been done by RTI International in Kenya and other sites) it is possible to provide the supervisor/coach with post visit discussion prompts that are responsive to the needs identified through the observation and completion of the observation tool. The enhancement of the coaching observation tool has been initiated through the opportunity module ICT activities.

By attending to the activities described above, the RAMP Initiative will be able to consolidate and sustain what is going well and at the same time address the gaps or challenges that the midline survey has revealed.

Annexes

Annex 1: RAMP In-service Teacher Training Program

Annex 2: Oral Reading Passage Equating Report

Five new reading passages were created and piloted alongside the 2014 Early Grade Reading Assessment (EGRA) reading passage. The pilot design consisted of five forms of the assessment, with each form consisting of the 2014 passage and two new passages. The order of administration of passages within each form was randomized to reduce testing effects. The following list displays the passages in each form:

- Form 1: 2014 Passage; Passage A; Passage B
- Form 2: 2014 Passage; Passage C; Passage D
- Form 3: 2014 Passage; Passage E; Passage A
- Form 4: 2014 Passage; Passage B; Passage C
- Form 5: 2014 Passage; Passage D; Passage E

Each form was administered to approximately 100 students; thus, all 500 students read the 2014 passage and approximately 200 students read each of the new passages. The means and standard deviations of oral reading fluency scores for each of the passages are displayed in ***Table 2-1***. Despite efforts to create passages of similar difficulty, the mean fluency scores for each passage differed from that of the 2014 passage.

Table 2-1. Mean oral reading fluency scores by passage

Passage	N	2014 passage	New passage
A	199	24.1 (20.3)	19.8 (19.7)
B	201	23.1 (19.8)	17.2 (19.9)
C	202	23.1 (18.7)	19.1 (19.1)
D	199	22.8 (17.9)	14.2 (14.2)
E	199	24.2 (18.9)	23.5 (19.5)

Note: Standard deviations in parentheses.

Based on mean oral reading fluency rates, the results show that the 2014 passage was significantly easier than passages A, B, C, and D. The difference between the mean fluency score on passage E and the 2014 passage, on the other hand, was minimal (0.7 correct words per minute). The general rule of thumb states that if the difference in scores is less than 1/10th of a standard deviation (i.e., approximately 1.8 to 2 words per minute in these data), the error associated with equating is higher than the difference that is accounted for by equating. In other words, there is no clear advantage to equating in these situations. Equating formulas are provided for passage E for consistency, but the recommendation is that this passage does not need to be adjusted in future administrations.

There are many viable approaches to equating oral reading fluency scores using a common-persons approach (i.e., the same set of students taking multiple forms of the assessment). Since initial analyses showed a linear relationship between the scores on the passages, linear equating was used as the preferred approach (for simplicity). Although both a classical test theory linear equating approach and a linear regression scaling approach were initially examined, the regression approach provided smaller amounts of bias and was therefore chosen for the final approach. The results of the equating are displayed in ***Table 2-2***. (Graphs are also provided in the accompanying pdf file.)

Table 2-2. Mean equated oral reading fluency scores by passage

Passage	N	2014 Passage	Equated Passage
A	199	24.1 (20.3)	23.7 (19.2)
B	201	23.1 (19.8)	22.5 (18.7)
C	202	23.1 (18.7)	22.8 (17.8)
D	199	22.8 (17.9)	22.6 (16.9)
E	199	24.2 (18.9)	24.0 (17.4)

Note: Standard deviations in parentheses.

The equated scores all show significant reductions in the difference across passages, with 0.6 correct words per minute as the largest difference between any given passage and the 2014 passage.

For future administrations of the newly created passages, the following equations should be used to scale the oral reading fluency scores to be comparable to those on the 2014 assessment (with the caveat about not needing to equate passage E):

- Passage A: Equated_A = Passage_A*0.9511093 + 5.252185
- Passage B: Equated_B = Passage_B*0.9093058 + 7.426361
- Passage C: Equated_C = Passage_C*0.9110216 + 5.692733
- Passage D: Equated_D = Passage_D*1.168624 + 6.217576
- Passage E: Equated_E = Passage_E*0.878969 + 3.51767

Annex 3: Overall EGRA Results, Including Zero Scores

Subtask	Measure	2014 G2 and G3	2017 G2 and G3	2017_Int G2 and G3	2017_non Int G2 and G3
Listening comprehension	% correct	67.2% (65.0%; 69.4%)	60.6% *** (58.6%; 62.5%)	60.9% *** (58.3%; 63.5%)	60.1% *** (57.5%; 62.7%)
	% of students with zero scores	4.8% (3.2%; 6.5%)	5.9% (4.9%; 7.0%)	6.5% (5.0%; 8.0%)	5.2% (3.8%; 6.7%)
Letter sound	fluency (correct letters per min.)	37.0 (33.1; 40.9)	47.9 *** (45.9; 50.0)	47.4 *** (44.5; 50.3)	48.7 *** (46.4; 51.0)
	% correct of items attempted	64.9% (59.4%; 70.4%)	76.1% *** (73.8%; 78.3%)	75.2% ** (71.8%; 78.6%)	77.2% *** (74.9%; 79.5%)
	% of students with zero scores	21.2% (16.4%; 26.1%)	7.3% *** (5.9%; 8.6%)	7.7% *** (5.7%; 9.8%)	6.6% *** (5.0%; 8.3%)
Syllable sound	fluency (correct syllables per min.)	25.2 (23.2; 27.3)	31.7 *** (30.0; 33.5)	31.8 *** (29.7; 34.0)	31.6 *** (29.1; 34.0)
	% correct of items attempted	63.8% (60.1%; 67.5%)	72.5% *** (70.1%; 74.9%)	73.3% *** (70.0%; 76.7%)	71.4% ** (68.5%; 74.3%)
	% of students with zero scores	10.8% (7.8%; 13.8%)	4.8% *** (3.4%; 6.1%)	4.9% ** (2.9%; 7.0%)	4.6% *** (3.0%; 6.2%)
Invented words	fluency (correct words per min.)	8.9 (8.0; 9.8)	12.2 *** (11.5; 13.0)	12.1 *** (11.2; 13.0)	12.4 *** (11.4; 13.5)
	% correct of items attempted	39.4% (35.8%; 42.9%)	49.3% *** (47.0%; 51.6%)	50.4% *** (47.4%; 53.5%)	47.8% *** (45.0%; 50.5%)
	% of students with zero scores	30.7% (26.0%; 35.4%)	15.1% *** (13.4%; 16.8%)	15.0% *** (12.5%; 17.4%)	15.3% *** (13.0%; 17.7%)
Oral reading	oral reading fluency (ORF)	26.6 (24.4; 28.8)	26.4 (25.1; 27.8)	24.9 (23.5; 26.3)	28.5 (26.4; 30.6)
	% correct of items attempted	63.7% (59.4%; 68.1%)	60.4% (57.8%; 62.9%)	60.1% (56.8%; 63.4%)	60.7% (57.1%; 64.3%)
	% of students with zero scores	9.1% (6.3%; 11.9%)	10.4% (8.7%; 12.2%)	10.8% (8.3%; 13.4%)	9.9% (7.6%; 12.2%)
Reading comprehension	% correct of items attempted	45.3% (41.0%; 49.6%)	49.8% (47.1%; 52.6%)	48.9% (45.5%; 52.3%)	51.1% (46.6%; 55.5%)
	% correct	33.8% (30.3%; 37.2%)	36.9% (34.5%; 39.4%)	34.2% (31.4%; 37.0%)	40.6% * (36.5%; 44.6%)
	% of students with 80% comp.	17.9% (14.3%; 21.4%)	21.3% (18.9%; 23.7%)	17.9% (15.3%; 20.6%)	25.7% ** (21.6%; 29.8%)
	% of students with zero scores	34.1% (29.2%; 39.1%)	30.5% (27.0%; 34.0%)	32.7% (28.5%; 37.0%)	27.6% (21.9%; 33.3%)

* p<.05; ** p<.01; *** p<.001

Annex 4: EGRA Results by Grade, Including Zero Scores

Subtask	Measure	2014 G2 and G3	2014 Grade 2	2014 Grade 3	2017 G2 and G3	2017 Grade 2	2017 G2 Int	2017 G2 NInt	2017 Grade 3	2017 G3 Int	2017 G3 NInt
Listening comprehension	% correct	67.2% (65.0%; 69.4%)	62.5% (59.6%; 65.3%)	72.5% (69.8%; 75.2%)	60.6% *** (58.6%; 62.5%)	58.7% (56.0%; 61.3%)	49.9% ** (44.2%; 55.5%)	64.4% (62.2%; 66.6%)	66.6% (62.2%; 71.0%)	63.3% (61.0%; 65.6%)	58.7% (56.0%; 61.3%)
	% of students with zero scores	4.8% (3.2%; 6.5%)	6.6% (3.8%; 9.3%)	2.9% (1.8%; 4.0%)	47.9 *** (45.9; 50.0)	7.6% (5.8%; 9.3%)	10.8% (7.2%; 14.3%)	3.6% (2.5%; 4.7%)	3.8% (1.8%; 5.8%)	3.5% (2.2%; 4.8%)	7.6% (5.8%; 9.3%)
Letter sound	fluency (correct letters per min.)	37.0 (33.1; 40.9)	38.2 (33.9; 42.4)	35.7 (31.6; 39.8)	76.1% *** (73.8%; 78.3%)	47.6 (45.3; 49.9)	46.2 (42.2; 50.1)	48.6 (45.5; 51.7)	46.9 (39.5; 54.3)	49.5 (46.9; 52.1)	47.6 (45.3; 49.9)
	% correct of items attempted	64.9% (59.4%; 70.4%)	67.4% (61.1%; 73.7%)	62.2% (56.9%; 67.6%)	31.7 *** (30.0; 33.5)	76.5% (74.4%; 78.7%)	82.6% ** (79.3%; 85.9%)	74.3% (70.8%; 77.8%)	71.9% (63.4%; 80.4%)	75.5% (72.9%; 78.1%)	76.5% (74.4%; 78.7%)
	% of students with zero scores	21.2% (16.4%; 26.1%)	19.6% (14.0%; 25.3%)	23.1% (18.1%; 28.0%)	72.5% *** (70.1%; 74.9%)	7.4% (5.4%; 9.3%)	4.3% (2.2%; 6.3%)	7.8% (5.5%; 10.0%)	8.6% (3.3%; 13.8%)	7.4% (5.4%; 9.4%)	7.4% (5.4%; 9.3%)
Syllable sound	fluency (correct syllables per min.)	25.2 (23.2; 27.3)	22.1 (19.7; 24.6)	28.7 (26.6; 30.8)	12.2 *** (11.5; 13.0)	31.5 (29.4; 33.6)	22.8 ** (17.9; 27.7)	33.8 (31.5; 36.1)	32.7 (27.7; 37.6)	34.4 (32.2; 36.6)	31.5 (29.4; 33.6)
	% correct of items attempted	63.8% (60.1%; 67.5%)	60.1% (54.7%; 65.5%)	68.0% (64.5%; 71.5%)	49.3% *** (47.0%; 51.6%)	74.2% (71.0%; 77.4%)	64.9% * (58.6%; 71.2%)	72.7% (69.5%; 76.0%)	71.2% (63.5%; 78.9%)	73.5% (70.7%; 76.3%)	74.2% (71.0%; 77.4%)
	% of students with zero scores	10.8% (7.8%; 13.8%)	13.2% (9.0%; 17.5%)	8.1% (5.3%; 10.8%)	26.4 (25.1; 27.8)	4.1% (2.7%; 5.5%)	7.7% * (3.9%; 11.5%)	4.7% (2.4%; 7.1%)	7.0% (1.1%; 12.9%)	3.6% (2.1%; 5.1%)	4.1% (2.7%; 5.5%)
Invented words	fluency (correct words per min.)	8.9 (8.0; 9.8)	7.1 (6.2; 8.1)	10.9 (9.8; 11.9)	60.4% (57.8%; 62.9%)	11.6 (10.5; 12.6)	7.9 *** (6.2; 9.5)	13.7 (12.8; 14.7)	13.4 (11.7; 15.1)	13.9 (12.8; 15.0)	11.6 (10.5; 12.6)
	% correct of items attempted	39.4% (35.8%; 42.9%)	34.5% (30.2%; 38.8%)	44.9% (41.3%; 48.5%)	49.8% (47.1%; 52.6%)	50.5% (46.9%; 54.1%)	39.0% *** (34.4%; 43.5%)	50.4% (47.9%; 53.0%)	50.2% (45.4%; 55.1%)	50.5% (47.5%; 53.5%)	50.5% (46.9%; 54.1%)
	% of students with zero scores	30.7% (26.0%; 35.4%)	37.2% (30.8%; 43.6%)	23.4% (19.1%; 27.8%)	36.9% (34.5%; 39.4%)	15.3% (12.3%; 18.3%)	22.5% * (17.6%; 27.5%)	13.4% (11.0%; 15.8%)	14.1% (9.3%; 19.0%)	13.1% (10.4%; 15.8%)	15.3% (12.3%; 18.3%)
Oral reading	oral reading fluency (ORF)	26.6 (24.4; 28.8)	19.1 (16.9; 21.3)	35.0 (32.2; 37.8)	21.3% (18.9%; 23.7%)	22.6 (21.1; 24.0)	17.0 *** (14.1; 19.9)	31.7 (29.7; 33.6)	30.7 (26.7; 34.7)	32.2 (30.1; 34.2)	22.6 (21.1; 24.0)
	% correct of items attempted	63.7% (59.4%; 68.1%)	56.7% (50.0%; 63.4%)	71.6% (68.5%; 74.8%)	5.9% (4.9%; 7.0%)	58.5% (54.8%; 62.1%)	47.2% ** (39.7%; 54.7%)	64.7% (61.4%; 68.1%)	64.1% (56.5%; 71.7%)	65.0% (61.8%; 68.2%)	58.5% (54.8%; 62.1%)
	% of students with zero scores	9.1% (6.3%; 11.9%)	12.5% (8.1%; 16.9%)	5.3% (3.1%; 7.6%)	7.3% *** (5.9%; 8.6%)	11.6% (8.9%; 14.4%)	16.4% (11.4%; 21.5%)	8.2% (5.7%; 10.6%)	8.7% (3.2%; 14.3%)	7.9% (5.6%; 10.2%)	11.6% (8.9%; 14.4%)
Reading comprehension	% correct of items attempted	45.3% (41.0%; 49.6%)	33.3% (28.0%; 38.6%)	58.6% (54.7%; 62.5%)	4.8% *** (3.4%; 6.1%)	45.9% (42.2%; 49.6%)	30.2% ** (20.3%; 40.0%)	57.3% (53.8%; 60.7%)	56.5% (48.7%; 64.2%)	57.7% (54.3%; 61.0%)	45.9% (42.2%; 49.6%)
	% correct	33.8% (30.3%; 37.2%)	21.7% (17.8%; 25.6%)	47.2% (43.5%; 50.9%)	15.1% *** (13.4%; 16.8%)	29.7% (26.7%; 32.7%)	17.7% *** (11.8%; 23.7%)	47.0% (43.6%; 50.3%)	45.4% (38.8%; 51.9%)	47.8% (44.1%; 51.5%)	29.7% (26.7%; 32.7%)
	% of students with 80% comp.	17.9% (14.3%; 21.4%)	7.9% (4.7%; 11.2%)	29.0% (23.6%; 34.4%)	10.4% (8.7%; 12.2%)	12.7% (10.2%; 15.3%)	6.3% ** (3.6%; 9.0%)	31.5% (27.8%; 35.2%)	30.9% (25.2%; 36.5%)	31.8% (27.1%; 36.6%)	12.7% (10.2%; 15.3%)
	% of students with zero scores	34.1% (29.2%; 39.1%)	47.2% (39.8%; 54.6%)	19.5% (15.2%; 23.9%)	30.5% (27.0%; 34.0%)	36.1% (31.5%; 40.7%)	57.6% ** (43.7%; 71.5%)	20.2% (16.1%; 24.3%)	24.3% (14.6%; 33.9%)	18.2% (14.9%; 21.4%)	36.1% (31.5%; 40.7%)

* p<.05; ** p<.01; *** p<.001

Annex 5a: EGRA Results by Gender, Including Zero Scores

Subtask	Measure	2014 G2 and G3	2014 Female G2 and G3	2014 Male G2 and G3	2017 G2 and G3	2017 Female G2 and G3	2017 F Int G2 and G3	2017 F NInt G2 and G3	2017 Male G2 and G3	2017 M Int G2 and G3	2017 M NInt G2 and G3
Listening comprehension	% correct	67.2% (65.0%; 69.4%)	68.9% (66.6%; 71.3%)	65.3% (62.0%; 68.7%)	60.6% *** (58.6%; 62.5%)	60.5% (57.9%; 63.1%)	61.1% (57.4%; 64.9%)	59.6% (57.0%; 62.2%)	60.7% (58.2%; 63.1%)	60.7% (57.9%; 63.5%)	60.6% (56.2%; 65.0%)
	% of students with zero scores	4.8% (3.2%; 6.5%)	4.3% (2.5%; 6.0%)	5.5% (3.1%; 7.9%)	5.9% (4.9%; 7.0%)	6.1% (4.5%; 7.8%)	7.0% (4.5%; 9.5%)	4.9% (3.3%; 6.6%)	5.7% (4.3%; 7.2%)	5.8% (3.9%; 7.7%)	5.6% (3.3%; 7.9%)
Letter sound	fluency (correct letters per min.)	37.0 (33.1; 40.9)	37.7 (34.3; 41.1)	36.2 (31.0; 41.4)	47.9 *** (45.9; 50.0)	48.1 (45.1; 51.0)	47.7 (43.3; 52.1)	48.6 (46.0; 51.2)	47.8 (45.6; 50.0)	47.0 (44.2; 49.7)	48.8 (45.4; 52.1)
	% correct of items attempted	64.9% (59.4%; 70.4%)	66.3% (61.2%; 71.4%)	63.5% (56.6%; 70.4%)	76.1% *** (73.8%; 78.3%)	74.6% (71.2%; 78.1%)	74.2% (68.9%; 79.5%)	75.2% (72.2%; 78.3%)	77.8% (75.6%; 79.9%)	76.5% (73.3%; 79.7%)	79.4% (76.5%; 82.2%)
	% of students with zero scores	21.2% (16.4%; 26.1%)	19.0% (14.4%; 23.5%)	23.8% (17.3%; 30.3%)	7.3% *** (5.9%; 8.6%)	8.5% (6.2%; 10.7%)	8.8% (5.6%; 11.9%)	8.1% (5.5%; 10.7%)	5.8% * (4.4%; 7.1%)	6.3% (4.3%; 8.3%)	5.0% (3.1%; 7.0%)
Syllable sound	fluency (correct syllables per min.)	25.2 (23.2; 27.3)	27.8 (25.5; 30.1)	22.4 (19.9; 24.8)	31.7 *** (30.0; 33.5)	34.2 (31.9; 36.5)	33.9 (30.7; 37.2)	34.6 (32.6; 36.7)	28.8 *** (26.5; 31.0)	29.1 (27.0; 31.3)	28.3 (24.5; 32.1)
	% correct of items attempted	63.8% (60.1%; 67.5%)	67.8% (64.3%; 71.3%)	59.4% (54.6%; 64.2%)	72.5% *** (70.1%; 74.9%)	75.6% (72.3%; 78.9%)	76.0% (71.1%; 80.9%)	75.0% (72.1%; 77.8%)	68.8% *** (66.0%; 71.6%)	69.8% (66.4%; 73.3%)	67.6% (63.3%; 71.9%)
	% of students with zero scores	10.8% (7.8%; 13.8%)	7.5% (4.7%; 10.3%)	14.5% (10.4%; 18.5%)	4.8% *** (3.4%; 6.1%)	4.2% (2.1%; 6.2%)	4.4% (1.2%; 7.7%)	3.8% (2.3%; 5.4%)	5.5% (4.0%; 6.9%)	5.6% (3.8%; 7.4%)	5.4% (2.7%; 8.1%)
Invented words	fluency (correct words per min.)	8.9 (8.0; 9.8)	10.1 (9.0; 11.2)	7.6 (6.7; 8.5)	12.2 *** (11.5; 13.0)	13.4 (12.5; 14.3)	13.0 (11.9; 14.2)	13.9 (12.8; 14.9)	10.9 *** (9.9; 11.9)	10.9 (9.6; 12.1)	10.9 (9.3; 12.5)
	% correct of items attempted	39.4% (35.8%; 42.9%)	43.1% (39.3%; 46.9%)	35.3% (31.1%; 39.5%)	49.3% *** (47.0%; 51.6%)	52.3% (49.7%; 54.8%)	52.7% (49.1%; 56.3%)	51.7% (48.9%; 54.5%)	45.7% *** (42.5%; 48.9%)	47.5% (43.3%; 51.7%)	43.5% (39.4%; 47.6%)
	% of students with zero scores	30.7% (26.0%; 35.4%)	28.4% (23.1%; 33.8%)	33.2% (26.5%; 39.9%)	15.1% *** (13.4%; 16.8%)	12.5% (10.4%; 14.7%)	13.0% (9.9%; 16.0%)	11.9% (9.4%; 14.5%)	18.2% ** (15.5%; 21.0%)	17.6% (13.8%; 21.3%)	19.0% (14.9%; 23.2%)
Oral reading	oral reading fluency (ORF)	26.6 (24.4; 28.8)	30.3 (27.6; 33.1)	22.5 (20.0; 24.9)	26.4 (25.1; 27.8)	28.7 (27.0; 30.4)	26.7 (24.7; 28.8)	31.5 *** (29.5; 33.5)	23.8 *** (22.0; 25.5)	22.5 (20.7; 24.3)	25.2 (22.0; 28.5)
	% correct of items attempted	63.7% (59.4%; 68.1%)	68.6% (64.9%; 72.3%)	58.3% (52.8%; 63.9%)	60.4% (57.8%; 62.9%)	64.5% (61.2%; 67.7%)	63.2% (58.7%; 67.8%)	66.3% (63.0%; 69.6%)	55.4% *** (51.9%; 58.9%)	56.0% (52.0%; 59.9%)	54.7% (49.2%; 60.2%)
	% of students with zero scores	9.1% (6.3%; 11.9%)	5.7% (3.5%; 7.9%)	12.9% (8.9%; 17.0%)	10.4% (8.7%; 12.2%)	8.5% (6.0%; 11.0%)	9.4% (5.8%; 12.9%)	7.2% (4.6%; 9.8%)	12.8% * (10.3%; 15.3%)	12.7% (9.3%; 16.1%)	12.9% (9.3%; 16.5%)
Reading comprehension	% correct of items attempted	45.3% (41.0%; 49.6%)	48.9% (44.5%; 53.4%)	41.2% (36.0%; 46.5%)	49.8% (47.1%; 52.6%)	51.9% (48.7%; 55.2%)	50.9% (46.3%; 55.6%)	53.3% (49.7%; 57.0%)	47.3% (43.3%; 51.4%)	46.2% (42.2%; 50.3%)	48.6% (40.8%; 56.4%)
	% correct	33.8% (30.3%; 37.2%)	38.1% (34.2%; 42.0%)	29.0% (25.0%; 32.9%)	36.9% (34.5%; 39.4%)	39.9% (36.9%; 42.9%)	36.8% (33.0%; 40.7%)	44.3% ** (40.6%; 48.0%)	33.4% ** (30.0%; 36.7%)	30.7% (27.1%; 34.3%)	36.5% (30.3%; 42.8%)
	% of students with 80% comp.	17.9% (14.3%; 21.4%)	21.7% (17.4%; 26.1%)	13.6% (9.2%; 17.9%)	21.3% (18.9%; 23.7%)	23.7% (20.7%; 26.8%)	20.2% (16.4%; 24.0%)	28.8% ** (24.0%; 33.5%)	18.3% ** (15.1%; 21.5%)	14.9% (11.1%; 18.7%)	22.4% * (17.2%; 27.6%)
	% of students with zero scores	34.1% (29.2%; 39.1%)	27.4% (22.1%; 32.7%)	41.6% (35.7%; 47.5%)	30.5% (27.0%; 34.0%)	26.9% (22.9%; 30.9%)	29.9% (24.2%; 35.5%)	22.6% * (19.1%; 26.1%)	34.9% * (29.5%; 40.2%)	36.4% (31.1%; 41.8%)	33.0% (22.7%; 43.3%)

* p<.05; ** p<.01; *** p<.001

Annex 5b: EGRA Results by Gender, Including Zero Scores (v2)

Subtask	Measure	2014 G2 and G3	2017 G2 and G3	2014 Female G2 and G3	2014 Male G2 and G3	2017 Female G2 and G3	2017 Male G2 and G3
Listening comprehension	% correct	67.2% (65.0%; 69.4%)	60.6% *** (58.6%; 62.5%)	68.9% (66.6%; 71.3%)	65.3% (62.0%; 68.7%)	60.5% (57.9%; 63.1%)	60.7% (58.2%; 63.1%)
	% of students with zero scores	4.8% (3.2%; 6.5%)	5.9% (4.9%; 7.0%)	4.3% (2.5%; 6.0%)	5.5% (3.1%; 7.9%)	6.1% (4.5%; 7.8%)	5.7% (4.3%; 7.2%)
Letter sound	fluency (correct letters per min.)	37.0 (33.1; 40.9)	47.9 *** (45.9; 50.0)	37.7 (34.3; 41.1)	36.2 (31.0; 41.4)	48.1 (45.1; 51.0)	47.8 (45.6; 50.0)
	% correct of items attempted	64.9% (59.4%; 70.4%)	76.1% *** (73.8%; 78.3%)	66.3% (61.2%; 71.4%)	63.5% (56.6%; 70.4%)	74.6% (71.2%; 78.1%)	77.8% (75.6%; 79.9%)
	% of students with zero scores	21.2% (16.4%; 26.1%)	7.3% *** (5.9%; 8.6%)	19.0% (14.4%; 23.5%)	23.8% (17.3%; 30.3%)	8.5% (6.2%; 10.7%)	5.8% * (4.4%; 7.1%)
Syllable sound	fluency (correct syllables per min.)	25.2 (23.2; 27.3)	31.7 *** (30.0; 33.5)	27.8 (25.5; 30.1)	22.4 (19.9; 24.8)	34.2 (31.9; 36.5)	28.8 *** (26.5; 31.0)
	% correct of items attempted	63.8% (60.1%; 67.5%)	72.5% *** (70.1%; 74.9%)	67.8% (64.3%; 71.3%)	59.4% (54.6%; 64.2%)	75.6% (72.3%; 78.9%)	68.8% *** (66.0%; 71.6%)
	% of students with zero scores	10.8% (7.8%; 13.8%)	4.8% *** (3.4%; 6.1%)	7.5% (4.7%; 10.3%)	14.5% (10.4%; 18.5%)	4.2% (2.1%; 6.2%)	5.5% (4.0%; 6.9%)
Invented words	fluency (correct words per min.)	8.9 (8.0; 9.8)	12.2 *** (11.5; 13.0)	10.1 (9.0; 11.2)	7.6 (6.7; 8.5)	13.4 (12.5; 14.3)	10.9 *** (9.9; 11.9)
	% correct of items attempted	39.4% (35.8%; 42.9%)	49.3% *** (47.0%; 51.6%)	43.1% (39.3%; 46.9%)	35.3% (31.1%; 39.5%)	52.3% (49.7%; 54.8%)	45.7% *** (42.5%; 48.9%)
	% of students with zero scores	30.7% (26.0%; 35.4%)	15.1% *** (13.4%; 16.8%)	28.4% (23.1%; 33.8%)	33.2% (26.5%; 39.9%)	12.5% (10.4%; 14.7%)	18.2% ** (15.5%; 21.0%)
Oral reading	oral reading fluency (ORF)	26.6 (24.4; 28.8)	26.4 (25.1; 27.8)	30.3 (27.6; 33.1)	22.5 (20.0; 24.9)	28.7 (27.0; 30.4)	23.8 *** (22.0; 25.5)
	% correct of items attempted	63.7% (59.4%; 68.1%)	60.4% (57.8%; 62.9%)	68.6% (64.9%; 72.3%)	58.3% (52.8%; 63.9%)	64.5% (61.2%; 67.7%)	55.4% *** (51.9%; 58.9%)
	% of students with zero scores	9.1% (6.3%; 11.9%)	10.4% (8.7%; 12.2%)	5.7% (3.5%; 7.9%)	12.9% (8.9%; 17.0%)	8.5% (6.0%; 11.0%)	12.8% * (10.3%; 15.3%)
Reading comprehension	% correct of items attempted	45.3% (41.0%; 49.6%)	49.8% (47.1%; 52.6%)	48.9% (44.5%; 53.4%)	41.2% (36.0%; 46.5%)	51.9% (48.7%; 55.2%)	47.3% (43.3%; 51.4%)
	% correct	33.8% (30.3%; 37.2%)	36.9% (34.5%; 39.4%)	38.1% (34.2%; 42.0%)	29.0% (25.0%; 32.9%)	39.9% (36.9%; 42.9%)	33.4% ** (30.0%; 36.7%)
	% of students with 80% comp.	17.9% (14.3%; 21.4%)	21.3% (18.9%; 23.7%)	21.7% (17.4%; 26.1%)	13.6% (9.2%; 17.9%)	23.7% (20.7%; 26.8%)	18.3% ** (15.1%; 21.5%)
	% of students with zero scores	34.1% (29.2%; 39.1%)	30.5% (27.0%; 34.0%)	27.4% (22.1%; 32.7%)	41.6% (35.7%; 47.5%)	26.9% (22.9%; 30.9%)	34.9% * (29.5%; 40.2%)

* p<.05; ** p<.01; *** p<.001

Annex 6: EGRA Results by Nationality (Jordanian versus Syrian refugee)

Subtask	Measure	Syrian 2017 G2 and G3	Jordanian 2017 G2 and G3
Listening comprehension	% correct	65.1% (58.3%; 72.0%)	59.9% (57.9%; 61.9%)
	% of students with zero scores	3.1% (0.7%; 5.5%)	6.5% (5.3%; 7.6%)
Letter sound	fluency (correct letters per min.)	39.0 (32.1; 45.8)	49.3 ** (47.7; 51.0)
	% correct of items attempted	68.0% (57.8%; 78.2%)	77.5% (75.9%; 79.1%)
	% of students with zero scores	10.1% (4.4%; 15.9%)	6.7% (5.5%; 7.9%)
Syllable sound	fluency (correct syllables per min.)	23.9 (20.5; 27.4)	32.7 *** (31.0; 34.3)
	% correct of items attempted	61.5% (55.7%; 67.3%)	73.9% *** (71.8%; 75.9%)
	% of students with zero scores	9.0% (2.0%; 16.0%)	4.3% (3.3%; 5.3%)
Invented words	fluency (correct words per min.)	9.5 (8.1; 10.8)	12.6 *** (11.8; 13.3)
	% correct of items attempted	40.6% (36.4%; 44.7%)	50.4% *** (48.3%; 52.6%)
	% of students with zero scores	21.9% (16.8%; 27.0%)	14.2% ** (12.6%; 15.8%)
Oral reading	oral reading fluency (ORF)	22.2 (19.3; 25.0)	26.9 ** (25.5; 28.2)
	% correct of items attempted	48.5% (42.5%; 54.6%)	61.8% *** (59.5%; 64.2%)
	% of students with zero scores	19.2% (13.4%; 25.1%)	9.4% *** (7.9%; 11.0%)
Reading comprehension	% correct of items attempted	43.2% (37.5%; 48.9%)	50.3% * (47.2%; 53.4%)
	% correct	31.9% (26.5%; 37.4%)	37.1% (34.4%; 39.9%)
	% of students with 80% comp.	18.0% (10.7%; 25.3%)	21.4% (18.8%; 24.0%)
	% of students with zero scores	38.8% (30.4%; 47.2%)	30.0% (26.2%; 33.8%)

* p<.05; ** p<.01; *** p<.001

Annex 7: EGRA Results by Governorate, Including Zero Scores

Subtask	Measure	2014 G2 and G3	2017 G2 and G3	C1 Ajloun G2 and G3	C1 Ajloun G2	C1 Ajloun G3	C1 Jerash G2 and G3	C1 Jerash G2	C1 Jerash G3
Listening comprehension	% correct	67.2% (65.0%; 69.4%)	60.6% *** (58.6%; 62.5%)	56.8% (53.2%; 60.4%)	52.1% * (48.1%; 56.2%)	61.7% (57.3%; 66.0%)	53.4% *** (50.3%; 56.5%)	50.0% * (45.2%; 54.7%)	57.0% ** (52.7%; 61.3%)
	% of students with zero scores	4.8% (3.2%; 6.5%)	5.9% (4.9%; 7.0%)	5.1% (2.8%; 7.4%)	5.7% (2.7%; 8.7%)	4.6% (1.9%; 7.2%)	6.5% (3.9%; 9.2%)	8.7% (4.0%; 13.4%)	4.2% (1.2%; 7.2%)
Letter sound	fluency (correct letters per min.)	37.0 (33.1; 40.9)	47.9 *** (45.9; 50.0)	37.6 *** (34.4; 40.8)	34.9 *** (31.5; 38.2)	40.4 ** (35.5; 45.4)	51.3 (47.6; 55.0)	49.5 (44.4; 54.7)	53.2 (48.6; 57.8)
	% correct of items attempted	64.9% (59.4%; 70.4%)	76.1% *** (73.8%; 78.3%)	64.6% *** (60.6%; 68.5%)	64.8% *** (59.5%; 70.1%)	64.3% ** (58.4%; 70.2%)	77.1% (73.5%; 80.7%)	78.4% (72.9%; 83.8%)	75.7% (70.6%; 80.8%)
	% of students with zero scores	21.2% (16.4%; 26.1%)	7.3% *** (5.9%; 8.6%)	13.7% *** (10.1%; 17.4%)	15.3% *** (10.2%; 20.5%)	12.1% (7.3%; 16.8%)	8.7% (6.3%; 11.1%)	8.6% (4.8%; 12.4%)	8.8% (5.1%; 12.5%)
Syllable sound	fluency (correct syllables per min.)	25.2 (23.2; 27.3)	31.7 *** (30.0; 33.5)	31.7 (28.9; 34.6)	28.0 (25.1; 30.9)	35.7 (31.9; 39.4)	31.0 (28.6; 33.5)	28.0 (24.8; 31.2)	34.3 (31.3; 37.2)
	% correct of items attempted	63.8% (60.1%; 67.5%)	72.5% *** (70.1%; 74.9%)	74.9% (70.4%; 79.5%)	73.4% (68.1%; 78.6%)	76.6% (71.0%; 82.1%)	70.5% (66.6%; 74.4%)	68.8% (63.1%; 74.6%)	72.3% (68.2%; 76.4%)
	% of students with zero scores	10.8% (7.8%; 13.8%)	4.8% *** (3.4%; 6.1%)	6.5% (3.3%; 9.6%)	6.2% (2.9%; 9.6%)	6.7% (2.5%; 10.9%)	4.2% (1.5%; 6.8%)	3.4% (0.0%; 6.8%)	5.0% (1.3%; 8.8%)
Invented words	fluency (correct words per min.)	8.9 (8.0; 9.8)	12.2 *** (11.5; 13.0)	12.3 (10.9; 13.7)	9.8 (8.7; 10.9)	14.9 (12.7; 17.0)	10.9 (9.6; 12.2)	9.1 (7.7; 10.6)	12.8 (11.2; 14.4)
	% correct of items attempted	39.4% (35.8%; 42.9%)	49.3% *** (47.0%; 51.6%)	50.9% (46.2%; 55.6%)	48.4% (43.0%; 53.7%)	53.5% (47.6%; 59.4%)	43.4% ** (39.9%; 46.8%)	41.0% * (36.1%; 45.9%)	45.9% (41.3%; 50.4%)
	% of students with zero scores	30.7% (26.0%; 35.4%)	15.1% *** (13.4%; 16.8%)	16.4% (12.0%; 20.9%)	18.2% (12.8%; 23.6%)	14.6% (8.3%; 21.0%)	15.8% (11.1%; 20.4%)	15.4% (9.2%; 21.5%)	16.2% (8.6%; 23.8%)
Oral reading	oral reading fluency (ORF)	26.6 (24.4; 28.8)	26.4 (25.1; 27.8)	28.7 (26.2; 31.2)	22.0 (19.8; 24.2)	35.8 * (32.6; 38.9)	26.4 (24.1; 28.6)	21.5 (18.6; 24.4)	31.7 (29.2; 34.2)
	% correct of items attempted	63.7% (59.4%; 68.1%)	60.4% (57.8%; 62.9%)	66.0% * (61.8%; 70.3%)	60.3% (55.0%; 65.7%)	71.9% * (67.0%; 76.9%)	59.3% (55.1%; 63.4%)	53.9% (48.3%; 59.5%)	65.0% (60.8%; 69.3%)
	% of students with zero scores	9.1% (6.3%; 11.9%)	10.4% (8.7%; 12.2%)	8.0% (4.9%; 11.1%)	11.8% (7.0%; 16.6%)	4.0% (1.2%; 6.8%)	6.4% * (3.7%; 9.1%)	7.8% (3.7%; 11.9%)	4.9% (1.5%; 8.2%)
Reading comprehension	% correct of items attempted	45.3% (41.0%; 49.6%)	49.8% (47.1%; 52.6%)	54.3% (48.6%; 60.0%)	43.9% (36.5%; 51.4%)	65.1% * (59.2%; 71.0%)	51.2% (47.7%; 54.7%)	41.3% (36.0%; 46.5%)	61.9% (57.7%; 66.0%)
	% correct	33.8% (30.3%; 37.2%)	36.9% (34.5%; 39.4%)	40.9% (36.1%; 45.8%)	27.5% (22.3%; 32.7%)	54.9% * (49.2%; 60.7%)	36.5% (33.2%; 39.8%)	25.7% (21.2%; 30.3%)	48.2% (44.0%; 52.4%)
	% of students with 80% comp.	17.9% (14.3%; 21.4%)	21.3% (18.9%; 23.7%)	24.7% (19.9%; 29.5%)	11.0% (6.4%; 15.6%)	38.9% (31.5%; 46.3%)	17.7% (13.9%; 21.5%)	9.8% (5.0%; 14.5%)	26.2% (19.8%; 32.6%)
	% of students with zero scores	34.1% (29.2%; 39.1%)	30.5% (27.0%; 34.0%)	27.5% (21.2%; 33.7%)	40.0% (31.0%; 49.0%)	14.4% (9.0%; 19.9%)	26.2% (21.4%; 31.0%)	39.7% (32.0%; 47.5%)	11.6% * (6.8%; 16.5%)

* p<.05; ** p<.01; *** p<.001

Subtask	Measure	2014 G2 and G3	2017 G2 and G3	C1 Zarqa G2 and G3	C1 Zarqa G2	C1 Zarqa G3	C1 Karak G2 and G3	C1 Karak G2	C1 Karak G3
Listening comprehension	% correct	67.2% (65.0%; 69.4%)	60.6% *** (58.6%; 62.5%)	66.7% ** (62.2%; 71.3%)	63.4% ** (58.2%; 68.6%)	69.7% * (64.2%; 75.2%)	58.1% (51.8%; 64.4%)	53.6% (46.7%; 60.5%)	62.6% (55.6%; 69.7%)
	% of students with zero scores	4.8% (3.2%; 6.5%)	5.9% (4.9%; 7.0%)	2.5% ** (0.8%; 4.2%)	2.5% *** (0.7%; 4.2%)	2.5% (-0.1%; 5.1%)	9.8% * (5.5%; 14.2%)	11.7% (5.2%; 18.1%)	8.0% ** (3.8%; 12.2%)
Letter sound	fluency (correct letters per min.)	37.0 (33.1; 40.9)	47.9 *** (45.9; 50.0)	49.9 (42.2; 57.6)	53.2 ** (48.3; 58.2)	46.9 (35.6; 58.2)	41.0 ** (35.8; 46.1)	36.3 *** (30.9; 41.8)	45.6 (39.5; 51.7)
	% correct of items attempted	64.9% (59.4%; 70.4%)	76.1% *** (73.8%; 78.3%)	78.7% (69.2%; 88.2%)	85.1% *** (80.4%; 89.8%)	72.9% (59.7%; 86.2%)	65.8% ** (59.3%; 72.3%)	62.6% *** (55.5%; 69.7%)	69.1% (61.5%; 76.6%)
	% of students with zero scores	21.2% (16.4%; 26.1%)	7.3% *** (5.9%; 8.6%)	5.1% (0.4%; 9.9%)	2.9% (0.2%; 5.7%)	7.1% (-1.3%; 15.5%)	14.7% *** (9.7%; 19.7%)	16.9% *** (10.4%; 23.3%)	12.5% (6.8%; 18.1%)
Syllable sound	fluency (correct syllables per min.)	25.2 (23.2; 27.3)	31.7 *** (30.0; 33.5)	32.5 (27.6; 37.5)	33.2 (28.4; 37.9)	32.0 (24.7; 39.3)	29.5 (24.6; 34.4)	26.1 (20.6; 31.5)	33.0 (28.4; 37.6)
	% correct of items attempted	63.8% (60.1%; 67.5%)	72.5% *** (70.1%; 74.9%)	74.4% (67.2%; 81.6%)	78.7% ** (74.6%; 82.8%)	70.5% (59.1%; 82.0%)	66.3% (58.7%; 73.9%)	61.6% * (52.3%; 70.9%)	71.0% (64.4%; 77.6%)
	% of students with zero scores	10.8% (7.8%; 13.8%)	4.8% *** (3.4%; 6.1%)	5.5% (0.5%; 10.5%)	2.7% (0.3%; 5.1%)	8.1% (-0.6%; 16.8%)	9.1% * (3.8%; 14.4%)	13.7% ** (5.0%; 22.3%)	4.5% (0.8%; 8.3%)
Invented words	fluency (correct words per min.)	8.9 (8.0; 9.8)	12.2 *** (11.5; 13.0)	12.8 (11.2; 14.3)	12.0 (10.2; 13.7)	13.5 (11.0; 16.0)	10.6 (8.3; 12.9)	8.5 (6.1; 10.8)	12.7 (10.3; 15.1)
	% correct of items attempted	39.4% (35.8%; 42.9%)	49.3% *** (47.0%; 51.6%)	52.8% (47.6%; 58.0%)	53.9% * (48.8%; 59.0%)	51.8% (44.2%; 59.4%)	42.0% * (35.3%; 48.7%)	37.9% * (29.5%; 46.4%)	46.0% (40.1%; 51.9%)
	% of students with zero scores	30.7% (26.0%; 35.4%)	15.1% *** (13.4%; 16.8%)	13.5% (9.7%; 17.4%)	13.3% (9.3%; 17.3%)	13.7% (6.3%; 21.0%)	21.8% * (14.8%; 28.9%)	29.3% ** (18.6%; 40.1%)	14.3% (8.8%; 19.7%)
Oral reading	oral reading fluency (ORF)	26.6 (24.4; 28.8)	26.4 (25.1; 27.8)	26.0 (22.9; 29.1)	21.7 (18.4; 25.1)	29.8 (24.1; 35.6)	26.5 (22.1; 30.8)	21.6 (17.3; 26.0)	31.3 (26.6; 36.0)
	% correct of items attempted	63.7% (59.4%; 68.1%)	60.4% (57.8%; 62.9%)	61.7% (54.9%; 68.4%)	59.9% (53.6%; 66.3%)	63.2% (51.9%; 74.5%)	57.9% (50.2%; 65.6%)	52.1% (42.9%; 61.2%)	63.8% (56.6%; 70.9%)
	% of students with zero scores	9.1% (6.3%; 11.9%)	10.4% (8.7%; 12.2%)	10.3% (5.1%; 15.5%)	10.5% (5.6%; 15.5%)	10.1% (2.1%; 18.1%)	13.9% (7.2%; 20.5%)	19.8% (10.6%; 28.9%)	7.9% (2.2%; 13.7%)
Reading comprehension	% correct of items attempted	45.3% (41.0%; 49.6%)	49.8% (47.1%; 52.6%)	52.5% (44.7%; 60.3%)	48.7% (39.0%; 58.5%)	55.8% (44.3%; 67.3%)	45.0% (36.4%; 53.5%)	37.6% (28.3%; 46.8%)	52.4% (42.8%; 61.9%)
	% correct	33.8% (30.3%; 37.2%)	36.9% (34.5%; 39.4%)	36.7% (30.7%; 42.6%)	28.4% (21.0%; 35.9%)	44.1% (34.7%; 53.4%)	35.2% (27.2%; 43.2%)	25.8% (18.2%; 33.5%)	44.6% (35.3%; 54.0%)
	% of students with 80% comp.	17.9% (14.3%; 21.4%)	21.3% (18.9%; 23.7%)	22.6% (17.1%; 28.1%)	13.4% (8.2%; 18.5%)	31.0% (22.8%; 39.2%)	19.8% (13.0%; 26.6%)	9.8% (3.9%; 15.6%)	29.9% (19.8%; 40.1%)
	% of students with zero scores	34.1% (29.2%; 39.1%)	30.5% (27.0%; 34.0%)	32.0% (22.8%; 41.2%)	37.0% (25.6%; 48.5%)	27.4% (13.7%; 41.1%)	34.3% (23.4%; 45.1%)	44.7% (31.9%; 57.6%)	23.8% (13.4%; 34.2%)

* p<.05; ** p<.01; *** p<.001

Subtask	Measure	2014 G2 and G3	2017 G2 and G3	C2 Irbid G2 and G3	C2 Irbid G2	C2 Irbid G3	C2 Amman G2 and G3	C2 Amman G2	C2 Amman G3
Listening comprehension	% correct	67.2% (65.0%; 69.4%)	60.6% *** (58.6%; 62.5%)	63.5% (59.0%; 68.1%)	61.9% (55.7%; 68.1%)	65.2% (61.1%; 69.4%)	61.4% (57.8%; 65.1%)	56.4% (52.0%; 60.9%)	67.0% (62.7%; 71.3%)
	% of students with zero scores	4.8% (3.2%; 6.5%)	5.9% (4.9%; 7.0%)	3.9% (2.0%; 5.8%)	6.4% (3.1%; 9.8%)	1.3% * (-0.1%; 2.7%)	6.5% (4.0%; 8.9%)	10.6% (7.0%; 14.1%)	1.9% (0.0%; 3.8%)
Letter sound	fluency (correct letters per min.)	37.0 (33.1; 40.9)	47.9 *** (45.9; 50.0)	55.1 *** (50.7; 59.4)	54.3 ** (48.9; 59.7)	55.8 ** (50.3; 61.4)	43.8 ** (40.5; 47.1)	42.8 ** (38.9; 46.7)	45.0 (40.1; 49.8)
	% correct of items attempted	64.9% (59.4%; 70.4%)	76.1% *** (73.8%; 78.3%)	78.6% (75.2%; 81.9%)	77.8% (72.7%; 82.9%)	79.4% * (74.8%; 83.9%)	72.5% * (69.5%; 75.5%)	73.8% ** (70.6%; 77.1%)	71.0% (65.5%; 76.6%)
	% of students with zero scores	21.2% (16.4%; 26.1%)	7.3% *** (5.9%; 8.6%)	4.2% ** (2.5%; 6.0%)	7.0% (3.5%; 10.5%)	1.3% *** (-0.2%; 2.8%)	9.2% (6.1%; 12.2%)	7.5% (3.2%; 11.7%)	11.1% (6.4%; 15.8%)
Syllable sound	fluency (correct syllables per min.)	25.2 (23.2; 27.3)	31.7 *** (30.0; 33.5)	38.3 *** (34.7; 41.9)	36.1 *** (32.6; 39.6)	40.6 ** (35.7; 45.5)	31.5 (28.1; 35.0)	29.4 (24.9; 33.9)	33.9 (29.8; 37.9)
	% correct of items attempted	63.8% (60.1%; 67.5%)	72.5% *** (70.1%; 74.9%)	75.6% (70.7%; 80.5%)	74.5% (68.9%; 80.1%)	76.8% (70.9%; 82.6%)	74.5% (69.8%; 79.3%)	74.4% (67.2%; 81.7%)	74.7% (69.7%; 79.6%)
	% of students with zero scores	10.8% (7.8%; 13.8%)	4.8% *** (3.4%; 6.1%)	1.1% ** (0.0%; 2.3%)	1.2% ** (-0.1%; 2.4%)	1.1% * (-0.4%; 2.6%)	3.9% (2.1%; 5.7%)	4.5% (1.5%; 7.4%)	3.2% (0.3%; 6.2%)
Invented words	fluency (correct words per min.)	8.9 (8.0; 9.8)	12.2 *** (11.5; 13.0)	15.5 *** (13.8; 17.2)	14.4 *** (12.3; 16.4)	16.7 ** (14.5; 18.8)	12.4 (10.7; 14.1)	10.7 (8.3; 13.1)	14.3 (12.2; 16.4)
	% correct of items attempted	39.4% (35.8%; 42.9%)	49.3% *** (47.0%; 51.6%)	55.0% * (50.3%; 59.7%)	54.9% * (48.5%; 61.2%)	55.1% (49.9%; 60.4%)	51.3% (45.6%; 57.1%)	49.9% (41.5%; 58.4%)	52.9% (46.9%; 58.9%)
	% of students with zero scores	30.7% (26.0%; 35.4%)	15.1% *** (13.4%; 16.8%)	7.5% *** (3.9%; 11.0%)	9.3% ** (4.7%; 13.9%)	5.6% ** (1.7%; 9.6%)	14.8% (10.7%; 19.0%)	16.8% (9.6%; 24.0%)	12.6% (7.4%; 17.8%)
Oral reading	oral reading fluency (ORF)	26.6 (24.4; 28.8)	26.4 (25.1; 27.8)	30.9 ** (27.8; 34.1)	25.9 ** (22.5; 29.3)	36.1 * (31.9; 40.3)	26.6 (24.0; 29.2)	21.4 (18.7; 24.0)	32.5 (28.9; 36.1)
	% correct of items attempted	63.7% (59.4%; 68.1%)	60.4% (57.8%; 62.9%)	66.7% * (60.7%; 72.7%)	63.3% * (56.1%; 70.5%)	70.2% (63.0%; 77.4%)	60.6% (55.7%; 65.5%)	56.2% (47.9%; 64.4%)	65.6% (60.4%; 70.9%)
	% of students with zero scores	9.1% (6.3%; 11.9%)	10.4% (8.7%; 12.2%)	5.4% * (1.9%; 8.9%)	5.2% ** (1.5%; 8.8%)	5.7% (1.0%; 10.5%)	10.7% (7.3%; 14.2%)	14.8% (8.1%; 21.6%)	6.1% (2.6%; 9.6%)
Reading comprehension	% correct of items attempted	45.3% (41.0%; 49.6%)	49.8% (47.1%; 52.6%)	52.9% (48.3%; 57.5%)	48.5% (42.5%; 54.4%)	57.5% (50.5%; 64.4%)	54.2% * (49.3%; 59.0%)	45.6% (38.9%; 52.3%)	63.7% * (58.0%; 69.4%)
	% correct	33.8% (30.3%; 37.2%)	36.9% (34.5%; 39.4%)	43.2% * (37.8%; 48.7%)	36.0% ** (29.5%; 42.5%)	50.8% (43.4%; 58.3%)	39.8% (35.0%; 44.6%)	28.4% (23.3%; 33.5%)	52.5% (45.6%; 59.5%)
	% of students with 80% comp.	17.9% (14.3%; 21.4%)	21.3% (18.9%; 23.7%)	26.6% (20.2%; 32.9%)	19.4% ** (12.4%; 26.4%)	34.0% (24.4%; 43.5%)	22.4% (17.1%; 27.7%)	9.4% (5.2%; 13.5%)	37.0% (27.8%; 46.2%)
	% of students with zero scores	34.1% (29.2%; 39.1%)	30.5% (27.0%; 34.0%)	20.8% *** (15.9%; 25.6%)	29.2% ** (22.0%; 36.4%)	12.0% * (6.0%; 18.0%)	26.0% (20.5%; 31.6%)	36.6% (27.8%; 45.3%)	14.3% * (9.2%; 19.4%)

* p<.05; ** p<.01; *** p<.001

Subtask	Measure	2014 G2 and G3	2017 G2 and G3	C2 Tafilah G2 and G3	C2 Tafilah G2	C2 Tafilah G3	C2 Aqaba G2 and G3	C2 Aqaba G2	C2 Aqaba G3
Listening comprehension	% correct	67.2% (65.0%; 69.4%)	60.6% *** (58.6%; 62.5%)	59.5% (55.9%; 63.1%)	55.8% (50.5%; 61.1%)	63.0% (60.0%; 66.1%)	55.0% ** (51.9%; 58.0%)	52.3% (48.1%; 56.5%)	57.0% ** (53.1%; 60.8%)
	% of students with zero scores	4.8% (3.2%; 6.5%)	5.9% (4.9%; 7.0%)	7.1% (3.3%; 10.9%)	10.2% (4.5%; 15.9%)	4.2% (1.1%; 7.3%)	8.0% (5.4%; 10.6%)	9.1% (5.2%; 13.0%)	7.1% * (3.6%; 10.6%)
Letter sound	fluency (correct letters per min.)	37.0 (33.1; 40.9)	47.9 *** (45.9; 50.0)	47.3 (41.5; 53.1)	45.6 (38.4; 52.8)	49.0 (43.0; 54.9)	48.2 (45.9; 50.6)	46.2 (42.8; 49.7)	49.7 (46.6; 52.8)
	% correct of items attempted	64.9% (59.4%; 70.4%)	76.1% *** (73.8%; 78.3%)	71.6% (62.7%; 80.6%)	71.7% (61.1%; 82.3%)	71.6% (63.0%; 80.1%)	79.1% (76.2%; 82.0%)	80.9% (77.1%; 84.6%)	77.7% (74.0%; 81.5%)
	% of students with zero scores	21.2% (16.4%; 26.1%)	7.3% *** (5.9%; 8.6%)	12.1% (5.3%; 18.8%)	12.5% (4.3%; 20.7%)	11.7% (5.0%; 18.3%)	7.6% (5.0%; 10.1%)	6.0% (2.8%; 9.3%)	8.7% (5.4%; 12.1%)
Syllable sound	fluency (correct syllables per min.)	25.2 (23.2; 27.3)	31.7 *** (30.0; 33.5)	35.5 * (32.4; 38.5)	34.4 * (30.8; 38.0)	36.5 (32.6; 40.4)	25.1 *** (23.3; 26.8)	21.0 *** (18.6; 23.4)	28.0 *** (25.7; 30.4)
	% correct of items attempted	63.8% (60.1%; 67.5%)	72.5% *** (70.1%; 74.9%)	76.9% * (73.5%; 80.4%)	78.3% * (74.3%; 82.3%)	75.6% (71.2%; 80.1%)	63.9% *** (60.8%; 67.0%)	59.5% *** (54.7%; 64.3%)	67.1% * (63.5%; 70.7%)
	% of students with zero scores	10.8% (7.8%; 13.8%)	4.8% *** (3.4%; 6.1%)	5.8% (3.1%; 8.5%)	5.4% (1.8%; 9.0%)	6.1% (3.0%; 9.3%)	7.9% * (5.4%; 10.3%)	11.5% *** (6.8%; 16.1%)	5.2% (2.6%; 7.8%)
Invented words	fluency (correct words per min.)	8.9 (8.0; 9.8)	12.2 *** (11.5; 13.0)	12.5 (10.9; 14.2)	11.4 (9.4; 13.4)	13.6 (11.4; 15.7)	9.1 *** (8.2; 10.1)	7.6 *** (6.5; 8.7)	10.3 *** (9.0; 11.6)
	% correct of items attempted	39.4% (35.8%; 42.9%)	49.3% *** (47.0%; 51.6%)	47.8% (43.2%; 52.4%)	47.9% (42.3%; 53.6%)	47.7% (41.7%; 53.7%)	39.3% *** (36.1%; 42.5%)	38.5% *** (33.8%; 43.2%)	39.9% *** (36.1%; 43.7%)
	% of students with zero scores	30.7% (26.0%; 35.4%)	15.1% *** (13.4%; 16.8%)	19.0% (13.8%; 24.3%)	18.0% (10.5%; 25.5%)	20.0% * (13.8%; 26.1%)	22.9% *** (19.3%; 26.5%)	27.8% *** (21.7%; 33.9%)	19.2% * (14.8%; 23.7%)
Oral reading	oral reading fluency (ORF)	26.6 (24.4; 28.8)	26.4 (25.1; 27.8)	29.8 * (26.9; 32.7)	25.0 (21.1; 28.9)	34.3 (30.6; 38.0)	21.0 *** (19.6; 22.4)	15.4 *** (13.9; 17.0)	25.1 *** (22.9; 27.3)
	% correct of items attempted	63.7% (59.4%; 68.1%)	60.4% (57.8%; 62.9%)	64.8% (60.0%; 69.6%)	63.3% (56.4%; 70.2%)	66.2% (60.7%; 71.7%)	50.9% *** (47.8%; 54.1%)	44.0% *** (39.2%; 48.9%)	56.1% *** (52.3%; 59.8%)
	% of students with zero scores	9.1% (6.3%; 11.9%)	10.4% (8.7%; 12.2%)	13.0% (7.1%; 18.9%)	14.4% (6.0%; 22.7%)	11.6% (6.4%; 16.8%)	13.9% (10.4%; 17.4%)	22.3% ** (15.8%; 28.8%)	7.6% (4.5%; 10.8%)
Reading comprehension	% correct of items attempted	45.3% (41.0%; 49.6%)	49.8% (47.1%; 52.6%)	49.8% (44.6%; 54.9%)	40.4% (32.2%; 48.6%)	58.5% (52.8%; 64.2%)	42.2% ** (38.2%; 46.2%)	29.4% *** (24.1%; 34.7%)	51.7% (46.6%; 56.8%)
	% correct	33.8% (30.3%; 37.2%)	36.9% (34.5%; 39.4%)	39.1% (34.6%; 43.6%)	28.3% (21.9%; 34.6%)	49.3% (43.2%; 55.5%)	29.2% *** (25.9%; 32.6%)	15.8% *** (12.3%; 19.2%)	39.2% ** (34.3%; 44.1%)
	% of students with 80% comp.	17.9% (14.3%; 21.4%)	21.3% (18.9%; 23.7%)	23.9% (19.5%; 28.4%)	12.4% (7.9%; 16.9%)	34.7% (28.1%; 41.4%)	15.3% * (11.9%; 18.8%)	3.9% ** (1.2%; 6.6%)	23.9% * (18.0%; 29.7%)
	% of students with zero scores	34.1% (29.2%; 39.1%)	30.5% (27.0%; 34.0%)	30.1% (22.9%; 37.4%)	39.9% (28.3%; 51.4%)	21.0% (14.7%; 27.3%)	40.0% ** (35.4%; 44.7%)	57.0% *** (50.0%; 64.1%)	27.4% * (21.9%; 32.9%)

* p<.05; ** p<.01; *** p<.001

Subtask	Measure	2014 G2 and G3	2017 G2 and G3	C3 Mafraq G2 and G3	C3 Mafraq G2	C3 Mafraq G3	C3 Balqa G2 and G3	C3 Balqa G2	C3 Balqa G3
Listening comprehension	% correct	67.2% (65.0%; 69.4%)	60.6% *** (58.6%; 62.5%)	47.1% *** (41.6%; 52.7%)	43.0% *** (35.6%; 50.3%)	52.3% *** (46.9%; 57.6%)	60.6% (55.3%; 65.9%)	58.0% (51.4%; 64.6%)	63.3% (57.8%; 68.9%)
	% of students with zero scores	4.8% (3.2%; 6.5%)	5.9% (4.9%; 7.0%)	10.9% ** (6.8%; 14.9%)	12.4% (6.5%; 18.3%)	9.0% ** (2.7%; 15.3%)	7.4% (3.5%; 11.2%)	9.4% (4.2%; 14.6%)	5.2% (1.4%; 9.0%)
Letter sound	fluency (correct letters per min.)	37.0 (33.1; 40.9)	47.9 *** (45.9; 50.0)	43.2 * (38.5; 47.9)	43.2 (37.4; 49.1)	43.1 (37.0; 49.1)	56.0 *** (52.8; 59.1)	54.3 *** (50.8; 57.7)	57.8 *** (53.9; 61.7)
	% correct of items attempted	64.9% (59.4%; 70.4%)	76.1% *** (73.8%; 78.3%)	78.3% (73.3%; 83.3%)	82.4% (77.3%; 87.4%)	73.3% (67.0%; 79.6%)	88.4% *** (86.2%; 90.6%)	89.0% *** (86.0%; 92.0%)	87.7% *** (84.9%; 90.5%)
	% of students with zero scores	21.2% (16.4%; 26.1%)	7.3% *** (5.9%; 8.6%)	7.3% (3.6%; 10.9%)	4.6% (0.6%; 8.5%)	10.6% (5.6%; 15.6%)	2.0% *** (0.6%; 3.4%)	2.2% * (0.2%; 4.3%)	1.7% ** (-0.1%; 3.5%)
Syllable sound	fluency (correct syllables per min.)	25.2 (23.2; 27.3)	31.7 *** (30.0; 33.5)	22.9 ** (16.3; 29.4)	20.4 * (11.8; 29.0)	25.9 ** (20.8; 30.9)	28.9 (24.9; 32.8)	26.8 (22.6; 31.0)	31.0 (26.9; 35.1)
	% correct of items attempted	63.8% (60.1%; 67.5%)	72.5% *** (70.1%; 74.9%)	63.3% * (55.4%; 71.3%)	62.6% (51.9%; 73.3%)	64.2% (55.6%; 72.9%)	71.6% (66.0%; 77.1%)	70.3% (64.3%; 76.4%)	72.9% (67.2%; 78.6%)
	% of students with zero scores	10.8% (7.8%; 13.8%)	4.8% *** (3.4%; 6.1%)	8.0% (2.9%; 13.0%)	7.9% (1.6%; 14.3%)	8.0% (1.5%; 14.5%)	3.3% (0.9%; 5.6%)	3.4% (0.2%; 6.5%)	3.1% (0.6%; 5.7%)
Invented words	fluency (correct words per min.)	8.9 (8.0; 9.8)	12.2 *** (11.5; 13.0)	7.6 *** (5.4; 9.8)	6.5 *** (4.0; 8.9)	8.9 *** (6.6; 11.2)	11.7 (9.7; 13.7)	10.4 (8.2; 12.5)	13.1 (11.1; 15.1)
	% correct of items attempted	39.4% (35.8%; 42.9%)	49.3% *** (47.0%; 51.6%)	36.2% *** (30.7%; 41.8%)	34.7% *** (28.4%; 41.0%)	38.1% *** (30.8%; 45.4%)	49.8% (44.8%; 54.8%)	48.4% (42.6%; 54.2%)	51.3% (46.0%; 56.6%)
	% of students with zero scores	30.7% (26.0%; 35.4%)	15.1% *** (13.4%; 16.8%)	23.6% ** (16.9%; 30.4%)	23.0% (15.8%; 30.2%)	24.4% ** (15.1%; 33.7%)	8.0% ** (4.1%; 11.9%)	8.5% * (3.4%; 13.6%)	7.5% * (3.2%; 11.9%)
Oral reading	oral reading fluency (ORF)	26.6 (24.4; 28.8)	26.4 (25.1; 27.8)	18.5 *** (13.7; 23.3)	14.6 ** (10.2; 19.0)	23.2 ** (17.8; 28.6)	25.7 (21.3; 30.1)	20.8 (17.0; 24.7)	30.9 (25.6; 36.2)
	% correct of items attempted	63.7% (59.4%; 68.1%)	60.4% (57.8%; 62.9%)	46.0% ** (35.9%; 56.0%)	41.3% ** (29.5%; 53.0%)	51.7% * (41.5%; 61.9%)	61.5% (54.2%; 68.8%)	57.0% (49.5%; 64.4%)	66.3% (58.6%; 74.0%)
	% of students with zero scores	9.1% (6.3%; 11.9%)	10.4% (8.7%; 12.2%)	16.2% * (9.2%; 23.2%)	16.3% (9.3%; 23.2%)	16.1% * (6.6%; 25.7%)	8.2% (4.0%; 12.4%)	9.8% (5.1%; 14.6%)	6.4% (1.7%; 11.1%)
Reading comprehension	% correct of items attempted	45.3% (41.0%; 49.6%)	49.8% (47.1%; 52.6%)	31.5% ** (19.7%; 43.4%)	22.9% ** (7.6%; 38.3%)	42.1% *** (33.6%; 50.5%)	45.8% (35.4%; 56.2%)	38.8% (27.5%; 50.1%)	53.2% (42.5%; 63.8%)
	% correct	33.8% (30.3%; 37.2%)	36.9% (34.5%; 39.4%)	21.0% *** (12.5%; 29.6%)	13.3% ** (4.3%; 22.3%)	30.4% *** (23.2%; 37.6%)	34.0% (24.6%; 43.3%)	24.2% (15.5%; 32.9%)	44.3% (33.3%; 55.4%)
	% of students with 80% comp.	17.9% (14.3%; 21.4%)	21.3% (18.9%; 23.7%)	6.4% *** (2.8%; 10.1%)	3.0% ** (0.2%; 5.8%)	10.7% *** (5.2%; 16.1%)	21.3% (13.6%; 29.0%)	11.3% (5.1%; 17.4%)	32.0% (21.2%; 42.7%)
	% of students with zero scores	34.1% (29.2%; 39.1%)	30.5% (27.0%; 34.0%)	51.2% * (32.4%; 69.9%)	65.1% * (41.4%; 88.7%)	34.1% * (20.4%; 47.8%)	37.8% (25.2%; 50.4%)	47.7% (34.0%; 61.3%)	27.4% (15.2%; 39.6%)

* p<.05; ** p<.01; *** p<.001

Subtask	Measure	2014 G2 and G3	2017 G2 and G3	C3 Madaba G2 and G3	C3 Madaba G2	C3 Madaba G3	C3 Ma'an G2 and G3	C3 Ma'an G2	C3 Ma'an G3
Listening comprehension	% correct	67.2% (65.0%; 69.4%)	60.6% *** (58.6%; 62.5%)	58.3% (54.9%; 61.8%)	57.9% (53.5%; 62.2%)	58.9% * (54.2%; 63.6%)	54.7% * (49.9%; 59.5%)	53.0% (46.5%; 59.4%)	56.5% ** (52.0%; 61.0%)
	% of students with zero scores	4.8% (3.2%; 6.5%)	5.9% (4.9%; 7.0%)	6.3% (3.4%; 9.2%)	5.4% (2.1%; 8.8%)	7.4% * (3.0%; 11.8%)	9.6% (5.1%; 14.2%)	11.9% (5.7%; 18.1%)	7.4% * (2.5%; 12.2%)
Letter sound	fluency (correct letters per min.)	37.0 (33.1; 40.9)	47.9 *** (45.9; 50.0)	54.3 *** (52.1; 56.4)	52.9 *** (50.4; 55.4)	55.8 ** (52.3; 59.3)	44.0 (35.1; 53.0)	37.8 * (29.8; 45.8)	50.3 (38.5; 62.1)
	% correct of items attempted	64.9% (59.4%; 70.4%)	76.1% *** (73.8%; 78.3%)	85.7% *** (82.7%; 88.6%)	87.8% *** (84.1%; 91.4%)	83.3% *** (79.5%; 87.1%)	72.0% (63.3%; 80.7%)	69.8% (58.7%; 80.9%)	74.2% (65.2%; 83.2%)
	% of students with zero scores	21.2% (16.4%; 26.1%)	7.3% *** (5.9%; 8.6%)	2.6% *** (1.1%; 4.1%)	1.4% ** (0.0%; 2.9%)	3.9% (1.2%; 6.6%)	9.9% (6.4%; 13.5%)	8.8% (4.6%; 12.9%)	11.1% (4.8%; 17.5%)
Syllable sound	fluency (correct syllables per min.)	25.2 (23.2; 27.3)	31.7 *** (30.0; 33.5)	28.6 * (26.9; 30.4)	26.0 * (23.7; 28.3)	31.6 (28.9; 34.3)	27.1 (22.2; 32.1)	21.6 * (15.2; 28.1)	32.7 (26.8; 38.6)
	% correct of items attempted	63.8% (60.1%; 67.5%)	72.5% *** (70.1%; 74.9%)	72.2% (69.5%; 74.8%)	72.3% (68.6%; 76.1%)	72.0% (67.5%; 76.5%)	64.9% (56.9%; 73.0%)	58.1% * (44.6%; 71.5%)	71.9% (64.2%; 79.5%)
	% of students with zero scores	10.8% (7.8%; 13.8%)	4.8% *** (3.4%; 6.1%)	3.5% (1.8%; 5.2%)	2.8% (0.3%; 5.3%)	4.3% (1.4%; 7.2%)	12.2% ** (5.5%; 18.9%)	17.3% *** (6.2%; 28.4%)	7.1% (1.8%; 12.4%)
Invented words	fluency (correct words per min.)	8.9 (8.0; 9.8)	12.2 *** (11.5; 13.0)	9.9 *** (8.9; 10.8)	8.8 * (7.5; 10.1)	11.0 ** (9.6; 12.5)	10.0 (7.6; 12.3)	7.6 * (4.8; 10.4)	12.3 (9.8; 14.9)
	% correct of items attempted	39.4% (35.8%; 42.9%)	49.3% *** (47.0%; 51.6%)	43.4% ** (40.0%; 46.8%)	44.2% (39.0%; 49.4%)	42.6% ** (37.6%; 47.6%)	40.5% * (32.4%; 48.7%)	34.0% * (23.1%; 44.9%)	47.1% (37.8%; 56.4%)
	% of students with zero scores	30.7% (26.0%; 35.4%)	15.1% *** (13.4%; 16.8%)	20.3% ** (16.5%; 24.1%)	21.3% (14.6%; 28.0%)	19.3% * (13.4%; 25.2%)	35.1% *** (25.1%; 45.1%)	43.3% *** (26.5%; 60.1%)	26.8% ** (17.4%; 36.2%)
Oral reading	oral reading fluency (ORF)	26.6 (24.4; 28.8)	26.4 (25.1; 27.8)	23.4 * (21.5; 25.4)	18.1 * (16.0; 20.3)	29.3 (26.4; 32.2)	26.0 (19.6; 32.4)	17.6 (13.2; 21.9)	34.6 (25.8; 43.3)
	% correct of items attempted	63.7% (59.4%; 68.1%)	60.4% (57.8%; 62.9%)	58.1% (55.0%; 61.3%)	53.9% (48.8%; 58.9%)	62.9% (58.1%; 67.6%)	56.2% (46.9%; 65.4%)	45.8% (31.9%; 59.6%)	66.6% (58.5%; 74.7%)
	% of students with zero scores	9.1% (6.3%; 11.9%)	10.4% (8.7%; 12.2%)	12.5% (8.6%; 16.3%)	14.5% (8.7%; 20.4%)	10.2% (5.7%; 14.7%)	19.6% * (8.4%; 30.7%)	28.3% * (8.0%; 48.6%)	10.8% (5.1%; 16.5%)
Reading comprehension	% correct of items attempted	45.3% (41.0%; 49.6%)	49.8% (47.1%; 52.6%)	47.6% (42.2%; 53.0%)	40.4% (33.5%; 47.3%)	55.6% (49.3%; 61.9%)	45.4% (35.8%; 55.1%)	31.7% (18.9%; 44.6%)	59.3% (49.8%; 68.9%)
	% correct	33.8% (30.3%; 37.2%)	36.9% (34.5%; 39.4%)	30.9% * (26.8%; 35.0%)	21.2% * (16.7%; 25.7%)	41.7% (36.4%; 47.0%)	33.7% (24.1%; 43.2%)	18.8% * (10.8%; 26.8%)	48.6% (37.1%; 60.1%)
	% of students with 80% comp.	17.9% (14.3%; 21.4%)	21.3% (18.9%; 23.7%)	15.5% * (11.5%; 19.5%)	6.8% * (3.6%; 10.0%)	25.3% (18.6%; 31.9%)	23.0% (11.1%; 34.9%)	8.5% (2.4%; 14.6%)	37.6% (20.5%; 54.7%)
	% of students with zero scores	34.1% (29.2%; 39.1%)	30.5% (27.0%; 34.0%)	35.3% (29.5%; 41.1%)	46.6% (37.2%; 56.1%)	22.7% (16.2%; 29.3%)	39.6% (29.5%; 49.8%)	57.6% * (42.3%; 72.9%)	21.5% (13.5%; 29.5%)

* p<.05; ** p<.01; *** p<.001

Annex 8: Overall EGMA Results, Including Zero Scores

Subtask	Measure	2014 G2 and G3	2017 G2 and G3	2017_Int G2 and G3	2017_non-Int G2 and G3
Number Identification	fluency (correct items per min.)	31.8 (29.8; 33.9)	36.8 *** (35.6; 38.0)	35.1 ** (33.7; 36.5)	39.0 *** (37.1; 40.9)
	% correct of items attempted	88.1% (86.2%; 90.0%)	92.6% *** (91.8%; 93.4%)	92.4% *** (91.3%; 93.5%)	92.8% *** (91.8%; 93.8%)
	% of students with zero scores	0.3% (-0.1%; 0.7%)	0.1% (0.0%; 0.1%)	0.1% (0.0%; 0.2%)	0.1% * (0.0%; 0.1%)
Quantity Comparison	% correct	78.9% (76.5%; 81.2%)	83.7% *** (82.3%; 85.0%)	83.8% *** (82.4%; 85.2%)	83.5% ** (81.1%; 86.0%)
	% of students with zero scores	2.0% (1.0%; 3.0%)	0.5% *** (0.3%; 0.7%)	0.4% *** (0.1%; 0.7%)	0.7% ** (0.3%; 1.1%)
Addition L1	fluency (correct items per min.)	11.9 (11.5; 12.4)	12.5 (12.1; 12.8)	12.3 (11.9; 12.8)	12.6 * (12.2; 13.1)
Subtraction L1	fluency (correct items per min.)	9.5 (9.0; 10.0)	10.0 (9.8; 10.3)	10.0 (9.6; 10.3)	10.1 * (9.8; 10.5)
Addition and Subtraction L1	% correct	84.0% (81.5%; 86.5%)	86.0% (84.9%; 87.1%)	86.0% (84.4%; 87.6%)	85.9% (84.5%; 87.4%)
	% of students with zero scores	2.3% (1.1%; 3.4%)	1.0% * (0.6%; 1.4%)	0.7% ** (0.3%; 1.2%)	1.3% (0.7%; 1.9%)
Addition and Subtraction L2	% correct	41.9% (39.1%; 44.7%)	46.8% ** (44.6%; 49.0%)	45.7% * (43.2%; 48.2%)	48.3% ** (44.7%; 51.8%)
	% of students with zero scores	13.5% (10.8%; 16.2%)	7.4% *** (5.6%; 9.2%)	7.2% *** (5.1%; 9.3%)	7.6% * (4.4%; 10.8%)
Missing Number	% correct	60.3% (57.4%; 63.2%)	64.5% * (62.6%; 66.4%)	64.5% * (62.1%; 66.9%)	64.5% * (61.7%; 67.4%)
	% of students with zero scores	3.1% (1.7%; 4.5%)	1.7% * (1.2%; 2.2%)	1.3% * (0.7%; 1.9%)	2.2% (1.4%; 2.9%)
Word Problems	% correct	57.6% (54.9%; 60.2%)	59.9% (57.9%; 62.0%)	59.0% (56.6%; 61.5%)	61.2% (58.0%; 64.4%)
	% of students with zero scores	7.3% (5.2%; 9.4%)	6.6% (5.5%; 7.7%)	5.6% (4.0%; 7.3%)	7.9% (6.5%; 9.2%)

* p<.05; ** p<.01; *** p<.001

Annex 9: EGMA Results by Grade, Including Zero Scores

Subtask	Measure	2014 G2 and G3	2014 Grade 2	2014 Grade 3	2017 G2 and G3	2017 Grade 2	2017 G2 Int	2017 G2 NInt	2017 Grade 3	2017 G3 Int	2017 G3 NInt
Number Identification	fluency (correct items per min.)	31.8 (29.8; 33.9)	27.5 (25.3; 29.6)	36.6 (34.5; 38.8)	36.8 *** (35.6; 38.0)	32.8 (31.2; 34.3)	33.4 (31.7; 35.1)	30.2 (27.3; 33.1)	41.0 (39.3; 42.6)	39.3 (36.1; 42.5)	41.8 (40.0; 43.5)
	% correct of items attempted	88.1% (86.2%; 90.0%)	84.4% (82.1%; 86.7%)	92.2% (90.5%; 93.9%)	92.6% *** (91.8%; 93.4%)	91.1% (89.9%; 92.3%)	91.6% (90.2%; 93.0%)	89.0% * (87.4%; 90.5%)	94.1% (93.2%; 95.0%)	94.3% (93.0%; 95.7%)	94.0% (92.9%; 95.1%)
	% of students with zero scores	0.3% (-0.1%; 0.7%)	0.5% (-0.2%; 1.2%)	0.0% (0.0%; 0.1%)	0.1% (0.0%; 0.1%)	0.1% (0.0%; 0.1%)	0.0% (0.0%; 0.1%)	0.1% (-0.1%; 0.3%)	0.1% (0.0%; 0.1%)	0.1% (-0.1%; 0.3%)	0.0% (0.0%; 0.1%)
Quantity Comparison	% correct	78.9% (76.5%; 81.2%)	73.5% (70.7%; 76.3%)	84.9% (82.4%; 87.3%)	83.7% *** (82.3%; 85.0%)	80.1% (78.1%; 82.2%)	82.1% (80.6%; 83.7%)	72.1% ** (66.4%; 77.9%)	87.4% (86.2%; 88.6%)	87.9% (86.0%; 89.9%)	87.1% (85.6%; 88.6%)
	% of students with zero scores	2.0% (1.0%; 3.0%)	2.7% (1.0%; 4.4%)	1.2% (0.4%; 2.0%)	0.5% *** (0.3%; 0.7%)	0.6% (0.2%; 1.0%)	0.4% (0.0%; 0.7%)	1.7% * (0.5%; 2.9%)	0.4% (0.1%; 0.6%)	0.4% (0.0%; 0.8%)	0.4% (0.0%; 0.7%)
Addition L1	fluency (correct items per min.)	11.9 (11.5; 12.4)	11.3 (10.7; 11.8)	12.7 (12.2; 13.2)	12.5 (12.1; 12.8)	11.7 (11.2; 12.2)	12.1 (11.5; 12.6)	10.3 *** (9.5; 11.1)	13.2 (12.9; 13.6)	13.0 (12.3; 13.7)	13.4 (13.0; 13.8)
Subtraction L1	fluency (correct items per min.)	9.5 (9.0; 10.0)	9.1 (8.4; 9.7)	10.0 (9.5; 10.5)	10.0 (9.8; 10.3)	9.5 (9.2; 9.9)	9.8 (9.4; 10.1)	8.7 * (7.9; 9.4)	10.6 (10.3; 10.8)	10.4 (9.9; 11.0)	10.6 (10.3; 10.9)
Addition and Subtraction L1	% correct	84.0% (81.5%; 86.5%)	82.6% (79.1%; 86.2%)	85.5% (83.4%; 87.6%)	86.0% (84.9%; 87.1%)	85.0% (83.3%; 86.6%)	85.4% (83.5%; 87.4%)	83.2% (80.8%; 85.6%)	87.0% (85.8%; 88.3%)	87.5% (85.5%; 89.5%)	86.8% (85.2%; 88.4%)
	% of students with zero scores	2.3% (1.1%; 3.4%)	2.3% (0.9%; 3.8%)	2.2% (0.9%; 3.4%)	1.0% * (0.6%; 1.4%)	1.2% (0.7%; 1.8%)	0.9% (0.3%; 1.5%)	2.4% * (0.9%; 4.0%)	0.8% (0.3%; 1.2%)	0.3% (0.0%; 0.7%)	1.0% (0.4%; 1.6%)
Addition and Subtraction L2	% correct	41.9% (39.1%; 44.7%)	36.8% (33.8%; 39.9%)	47.5% (44.1%; 50.9%)	46.8% ** (44.6%; 49.0%)	42.5% (39.5%; 45.6%)	44.2% (41.4%; 47.0%)	35.8% (27.2%; 44.3%)	51.2% (48.5%; 53.9%)	49.4% (43.7%; 55.1%)	52.1% (49.6%; 54.7%)
	% of students with zero scores	13.5% (10.8%; 16.2%)	16.9% (13.4%; 20.5%)	9.7% (7.1%; 12.3%)	7.4% *** (5.6%; 9.2%)	8.9% (6.0%; 11.8%)	7.1% (5.1%; 9.1%)	16.1% * (6.1%; 26.1%)	5.7% (3.4%; 8.0%)	7.4% (1.8%; 12.9%)	4.9% (3.1%; 6.7%)
Missing Number	% correct	60.3% (57.4%; 63.2%)	54.3% (50.7%; 57.9%)	66.9% (63.9%; 70.0%)	64.5% * (62.6%; 66.4%)	60.2% (57.4%; 63.1%)	62.8% (60.0%; 65.6%)	50.1% *** (44.9%; 55.4%)	68.9% (66.6%; 71.2%)	68.6% (63.5%; 73.7%)	69.1% (66.8%; 71.4%)
	% of students with zero scores	3.1% (1.7%; 4.5%)	4.1% (2.0%; 6.1%)	2.0% (0.9%; 3.2%)	1.7% * (1.2%; 2.2%)	2.1% (1.3%; 2.8%)	1.6% (0.7%; 2.5%)	3.9% * (2.1%; 5.6%)	1.3% (0.7%; 1.8%)	0.5% (0.1%; 1.0%)	1.7% * (0.9%; 2.4%)
Word Problems	% correct	57.6% (54.9%; 60.2%)	52.6% (48.6%; 56.6%)	63.0% (60.3%; 65.7%)	59.9% (57.9%; 62.0%)	53.6% (50.7%; 56.6%)	55.8% (52.7%; 58.8%)	45.3% ** (39.5%; 51.0%)	66.5% (64.2%; 68.9%)	67.1% (62.7%; 71.6%)	66.2% (63.4%; 69.0%)
	% of students with zero scores	7.3% (5.2%; 9.4%)	9.7% (5.9%; 13.5%)	4.6% (2.7%; 6.5%)	6.6% (5.5%; 7.7%)	8.1% (6.1%; 10.1%)	7.0% (4.7%; 9.2%)	12.6% ** (9.6%; 15.7%)	5.0% (3.9%; 6.1%)	2.4% (1.2%; 3.5%)	6.3% *** (4.9%; 7.8%)

* p<.05; ** p<.01; *** p<.001

Annex 10a: EGMA Results by Gender, Including Zero Scores

Subtask	Measure	2014 G2 and G3	2014 Female G2 and G3	2014 Male G2 and G3	2017 G2 and G3	2017 Female G2 and G3	2017 F Int G2 and G3	2017 F NInt G2 and G3	2017 Male G2 and G3	2017 M Int G2 and G3	2017 M NInt G2 and G3
Number Identification	fluency (correct items per min.)	31.8 (29.8; 33.9)	31.9 (29.8; 34.0)	31.7 (29.0; 34.5)	36.8 *** (35.6; 38.0)	36.4 (35.0; 37.9)	34.7 (33.0; 36.4)	38.9 *** (37.1; 40.8)	39.1 (36.1; 42.1)	35.6 (33.6; 37.7)	39.1 (36.1; 42.1)
	% correct of items attempted	88.1% (86.2%; 90.0%)	89.3% (87.5%; 91.1%)	86.8% (84.1%; 89.4%)	92.6% *** (91.8%; 93.4%)	92.8% (91.8%; 93.7%)	92.6% (91.3%; 93.8%)	93.1% (91.9%; 94.3%)	92.4% (91.0%; 93.9%)	92.2% (90.7%; 93.6%)	92.4% (91.0%; 93.9%)
	% of students with zero scores	0.3% (-0.1%; 0.7%)	0.0% (0.0%; 0.1%)	0.6% (-0.2%; 1.4%)	0.1% (0.0%; 0.1%)	0.0% (0.0%; 0.1%)	0.0% (0.0%; 0.0%)	0.1% * (0.0%; 0.2%)	0.0% (0.0%; 0.1%)	0.1% (-0.1%; 0.4%)	0.0% (0.0%; 0.1%)
Quantity Comparison	% correct	78.9% (76.5%; 81.2%)	78.9% (76.3%; 81.4%)	78.9% (75.6%; 82.2%)	83.7% *** (82.3%; 85.0%)	83.4% (82.1%; 84.8%)	83.3% (81.7%; 85.0%)	83.6% (81.6%; 85.5%)	83.4% (79.1%; 87.7%)	84.4% (82.5%; 86.3%)	83.4% (79.1%; 87.7%)
	% of students with zero scores	2.0% (1.0%; 3.0%)	2.0% (0.6%; 3.4%)	2.0% (1.0%; 3.1%)	0.5% *** (0.3%; 0.7%)	0.4% (0.1%; 0.7%)	0.3% (-0.1%; 0.8%)	0.4% (0.1%; 0.7%)	1.0% (0.1%; 1.8%)	0.4% (0.1%; 0.7%)	1.0% (0.1%; 1.8%)
Addition L1	fluency (correct items per min.)	11.9 (11.5; 12.4)	11.9 (11.3; 12.5)	12.0 (11.4; 12.6)	12.5 (12.1; 12.8)	12.3 (11.9; 12.6)	12.2 (11.7; 12.7)	12.5 (12.0; 12.9)	12.8 (12.0; 13.6)	12.6 (12.1; 13.1)	12.8 (12.0; 13.6)
Subtraction L1	fluency (correct items per min.)	9.5 (9.0; 10.0)	9.5 (9.1; 10.0)	9.5 (8.9; 10.2)	10.0 (9.8; 10.3)	9.9 (9.7; 10.2)	9.8 (9.5; 10.1)	10.1 (9.7; 10.4)	10.2 (9.6; 10.9)	10.1 (9.7; 10.6)	10.2 (9.6; 10.9)
Addition and Subtraction L1	% correct	84.0% (81.5%; 86.5%)	85.1% (82.5%; 87.6%)	82.8% (79.6%; 86.0%)	86.0% (84.9%; 87.1%)	86.7% (85.4%; 87.9%)	86.7% (85.0%; 88.4%)	86.5% (84.7%; 88.3%)	85.3% (83.2%; 87.4%)	85.1% (82.9%; 87.3%)	85.3% (83.2%; 87.4%)
	% of students with zero scores	2.3% (1.1%; 3.4%)	1.7% (0.2%; 3.2%)	2.9% (1.3%; 4.6%)	1.0% * (0.6%; 1.4%)	0.5% (0.1%; 0.9%)	0.4% (-0.1%; 1.0%)	0.6% (0.2%; 1.1%)	2.1% ** (0.9%; 3.3%)	1.1% (0.4%; 1.9%)	2.1% (0.9%; 3.3%)
Addition and Subtraction L2	% correct	41.9% (39.1%; 44.7%)	41.8% (38.6%; 45.0%)	42.0% (37.8%; 46.2%)	46.8% ** (44.6%; 49.0%)	46.7% (44.0%; 49.3%)	45.3% (41.8%; 48.9%)	48.6% (45.4%; 51.8%)	47.9% (41.6%; 54.2%)	46.2% (43.4%; 48.9%)	47.9% (41.6%; 54.2%)
	% of students with zero scores	13.5% (10.8%; 16.2%)	13.1% (8.4%; 17.8%)	13.9% (10.4%; 17.5%)	7.4% *** (5.6%; 9.2%)	6.3% (4.2%; 8.4%)	7.0% (3.8%; 10.2%)	5.4% (3.5%; 7.4%)	10.0% (3.9%; 16.1%)	7.4% (5.3%; 9.6%)	10.0% (3.9%; 16.1%)
Missing Number	% correct	60.3% (57.4%; 63.2%)	60.0% (56.9%; 63.1%)	60.6% (56.3%; 64.9%)	64.5% * (62.6%; 66.4%)	64.3% (62.1%; 66.5%)	64.0% (61.0%; 67.0%)	64.7% (61.9%; 67.4%)	64.4% (59.5%; 69.2%)	65.1% (62.1%; 68.0%)	64.4% (59.5%; 69.2%)
	% of students with zero scores	3.1% (1.7%; 4.5%)	1.6% (0.4%; 2.7%)	4.8% (2.5%; 7.1%)	1.7% * (1.2%; 2.2%)	1.8% (1.1%; 2.5%)	1.4% (0.6%; 2.2%)	2.4% (1.3%; 3.5%)	2.0% (1.0%; 3.0%)	1.2% (0.5%; 1.9%)	2.0% (1.0%; 3.0%)
Word Problems	% correct	57.6% (54.9%; 60.2%)	56.1% (53.7%; 58.5%)	59.1% (54.4%; 63.8%)	59.9% (57.9%; 62.0%)	58.4% (56.0%; 60.8%)	57.3% (54.2%; 60.4%)	60.0% (57.0%; 63.0%)	62.5% (56.8%; 68.1%)	61.2% (57.6%; 64.9%)	62.5% (56.8%; 68.1%)
	% of students with zero scores	7.3% (5.2%; 9.4%)	6.9% (4.8%; 9.1%)	7.7% (4.3%; 11.0%)	6.6% (5.5%; 7.7%)	6.4% (4.9%; 7.8%)	4.9% (2.8%; 6.9%)	8.5% * (6.7%; 10.3%)	7.2% (4.9%; 9.4%)	6.6% (4.2%; 9.1%)	7.2% (4.9%; 9.4%)

* p<.05; ** p<.01; *** p<.001

Annex 10b: EGMA Results by Gender, Including Zero Scores (v2)

Subtask	Measure	2014 G2 and G3	2017 G2 and G3	2014 Female G2 and G3	2014 Male G2 and G3	2017 Female G2 and G3	2017 Male G2 and G3
Number Identification	fluency (correct items per min.)	31.8 (29.8; 33.9)	36.8 *** (35.6; 38.0)	31.9 (29.8; 34.0)	31.7 (29.0; 34.5)	36.4 (35.0; 37.9)	39.1 (36.1; 42.1)
	% correct of items attempted	88.1% (86.2%; 90.0%)	92.6% *** (91.8%; 93.4%)	89.3% (87.5%; 91.1%)	86.8% (84.1%; 89.4%)	92.8% (91.8%; 93.7%)	92.4% (91.0%; 93.9%)
	% of students with zero scores	0.3% (-0.1%; 0.7%)	0.1% (0.0%; 0.1%)	0.0% (0.0%; 0.1%)	0.6% (-0.2%; 1.4%)	0.0% (0.0%; 0.1%)	0.0% (0.0%; 0.1%)
Quantity Comparison	% correct	78.9% (76.5%; 81.2%)	83.7% *** (82.3%; 85.0%)	78.9% (76.3%; 81.4%)	78.9% (75.6%; 82.2%)	83.4% (82.1%; 84.8%)	83.4% (79.1%; 87.7%)
	% of students with zero scores	2.0% (1.0%; 3.0%)	0.5% *** (0.3%; 0.7%)	2.0% (0.6%; 3.4%)	2.0% (1.0%; 3.1%)	0.4% (0.1%; 0.7%)	1.0% (0.1%; 1.8%)
Addition L1	fluency (correct items per min.)	11.9 (11.5; 12.4)	12.5 (12.1; 12.8)	11.9 (11.3; 12.5)	12.0 (11.4; 12.6)	12.3 (11.9; 12.6)	12.8 (12.0; 13.6)
Subtraction L1	fluency (correct items per min.)	9.5 (9.0; 10.0)	10.0 (9.8; 10.3)	9.5 (9.1; 10.0)	9.5 (8.9; 10.2)	9.9 (9.7; 10.2)	10.2 (9.6; 10.9)
Addition and Subtraction L1	% correct	84.0% (81.5%; 86.5%)	86.0% (84.9%; 87.1%)	85.1% (82.5%; 87.6%)	82.8% (79.6%; 86.0%)	86.7% (85.4%; 87.9%)	85.3% (83.2%; 87.4%)
	% of students with zero scores	2.3% (1.1%; 3.4%)	1.0% * (0.6%; 1.4%)	1.7% (0.2%; 3.2%)	2.9% (1.3%; 4.6%)	0.5% (0.1%; 0.9%)	2.1% ** (0.9%; 3.3%)
Addition and Subtraction L2	% correct	41.9% (39.1%; 44.7%)	46.8% ** (44.6%; 49.0%)	41.8% (38.6%; 45.0%)	42.0% (37.8%; 46.2%)	46.7% (44.0%; 49.3%)	47.9% (41.6%; 54.2%)
	% of students with zero scores	13.5% (10.8%; 16.2%)	7.4% *** (5.6%; 9.2%)	13.1% (8.4%; 17.8%)	13.9% (10.4%; 17.5%)	6.3% (4.2%; 8.4%)	10.0% (3.9%; 16.1%)
Missing Number	% correct	60.3% (57.4%; 63.2%)	64.5% * (62.6%; 66.4%)	60.0% (56.9%; 63.1%)	60.6% (56.3%; 64.9%)	64.3% (62.1%; 66.5%)	64.4% (59.5%; 69.2%)
	% of students with zero scores	3.1% (1.7%; 4.5%)	1.7% * (1.2%; 2.2%)	1.6% (0.4%; 2.7%)	4.8% (2.5%; 7.1%)	1.8% (1.1%; 2.5%)	2.0% (1.0%; 3.0%)
Word Problems	% correct	57.6% (54.9%; 60.2%)	59.9% (57.9%; 62.0%)	56.1% (53.7%; 58.5%)	59.1% (54.4%; 63.8%)	58.4% (56.0%; 60.8%)	62.5% (56.8%; 68.1%)
	% of students with zero scores	7.3% (5.2%; 9.4%)	6.6% (5.5%; 7.7%)	6.9% (4.8%; 9.1%)	7.7% (4.3%; 11.0%)	6.4% (4.9%; 7.8%)	7.2% (4.9%; 9.4%)

* p<.05; ** p<.01; *** p<.001

Annex 11: EGMA Results by Nationality (Jordanian versus Syrian refugee)

Subtask	Measure	Syrian 2017 G2 and G3	Jordanian 2017 G2 and G3
Number Identification	fluency (correct items per min.)	35.4 (32.2; 38.6)	36.8 (35.6; 38.0)
	% correct of items attempted	92.2% (90.4%; 94.0%)	92.5% (91.7%; 93.3%)
	% of students with zero scores	0.0% (0.0%; 0.0%)	0.1% (0.0%; 0.1%)
Quantity Comparison	% correct	86.1% (83.0%; 89.1%)	83.1% (81.6%; 84.6%)
	% of students with zero scores	0.4% (-0.1%; 0.9%)	0.5% (0.3%; 0.8%)
Addition L1	fluency (correct items per min.)	12.5 (11.7; 13.4)	12.4 (12.1; 12.7)
Subtraction L1	fluency (correct items per min.)	9.9 (9.4; 10.4)	10.1 (9.8; 10.3)
Addition and Subtraction L1	% correct	86.2% (82.8%; 89.6%)	85.9% (84.8%; 87.0%)
	% of students with zero scores	1.5% (0.0%; 3.1%)	1.0% (0.6%; 1.4%)
Addition and Subtraction L2	% correct	45.1% (39.1%; 51.1%)	46.8% (44.5%; 49.2%)
	% of students with zero scores	9.8% (3.4%; 16.2%)	7.2% (5.3%; 9.1%)
Missing Number	% correct	62.7% (58.6%; 66.8%)	64.2% (62.2%; 66.2%)
	% of students with zero scores	2.1% (0.2%; 4.0%)	1.7% (1.2%; 2.3%)
Word Problems	% correct	62.0% (57.6%; 66.5%)	59.6% (57.3%; 61.8%)
	% of students with zero scores	4.2% (1.1%; 7.4%)	7.0% (5.8%; 8.1%)

* p<.05; ** p<.01; *** p<.001

Annex 12: EGMA Results by Governorate, Including Zero Scores

Subtask	Measure	2014 G2 and G3	2017 G2 and G3	C1 Ajloun G2 and G3	C1 Ajloun G2	C1 Ajloun G3	C1 Jerash G2 and G3	C1 Jerash G2	C1 Jerash G3
Number Identification	fluency (correct items per min.)	31.8 (29.8; 33.9)	36.8 *** (35.6; 38.0)	39.5 * (37.4; 41.6)	34.4 (32.4; 36.4)	44.8 * (41.9; 47.7)	39.1 * (37.2; 41.0)	35.3 (33.0; 37.7)	43.2 (41.2; 45.3)
	% correct of items attempted	88.1% (86.2%; 90.0%)	92.6% *** (91.8%; 93.4%)	95.0% ** (93.7%; 96.4%)	93.6% * (91.6%; 95.5%)	96.6% ** (95.3%; 97.8%)	94.2% * (93.0%; 95.4%)	92.4% (90.6%; 94.2%)	96.2% ** (95.2%; 97.1%)
	% of students with zero scores	0.3% (-0.1%; 0.7%)	0.1% (0.0%; 0.1%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)
Quantity Comparison	% correct	78.9% (76.5%; 81.2%)	83.7% *** (82.3%; 85.0%)	85.2% (82.7%; 87.7%)	81.6% (78.7%; 84.6%)	88.9% (85.9%; 91.8%)	84.4% (82.5%; 86.4%)	81.3% (78.4%; 84.1%)	87.8% (85.6%; 90.1%)
	% of students with zero scores	2.0% (1.0%; 3.0%)	0.5% *** (0.3%; 0.7%)	0.4% (-0.1%; 0.9%)	0.8% (-0.2%; 1.8%)	0.0% (0.0%; 0.0%)	0.2% (-0.2%; 0.7%)	0.0% (0.0%; 0.0%)	0.5% (-0.4%; 1.4%)
Addition L1	fluency (correct items per min.)	11.9 (11.5; 12.4)	12.5 (12.1; 12.8)	12.4 (11.9; 13.0)	11.4 (11.0; 11.8)	13.6 (12.7; 14.4)	13.5 ** (12.8; 14.2)	12.3 (11.4; 13.1)	14.9 ** (13.9; 15.9)
Subtraction L1	fluency (correct items per min.)	9.5 (9.0; 10.0)	10.0 (9.8; 10.3)	10.2 (9.8; 10.6)	9.6 (9.2; 10.1)	10.8 (10.2; 11.3)	10.6 (10.0; 11.2)	10.0 (9.4; 10.7)	11.2 (10.4; 11.9)
Addition and Subtraction L1	% correct	84.0% (81.5%; 86.5%)	86.0% (84.9%; 87.1%)	87.7% (86.1%; 89.4%)	87.2% (85.0%; 89.4%)	88.3% (86.3%; 90.2%)	87.3% (85.7%; 88.8%)	86.0% (83.7%; 88.3%)	88.6% (86.6%; 90.6%)
	% of students with zero scores	2.3% (1.1%; 3.4%)	1.0% * (0.6%; 1.4%)	0.8% (0.1%; 1.5%)	1.2% (0.0%; 2.4%)	0.4% (-0.4%; 1.2%)	0.2% (-0.2%; 0.7%)	0.0% (0.0%; 0.0%)	0.5% (-0.4%; 1.4%)
Addition and Subtraction L2	% correct	41.9% (39.1%; 44.7%)	46.8% ** (44.6%; 49.0%)	50.9% (47.0%; 54.8%)	48.0% (43.1%; 52.9%)	53.9% (49.8%; 58.1%)	49.4% (45.8%; 53.0%)	44.6% (39.9%; 49.3%)	54.5% (49.9%; 59.1%)
	% of students with zero scores	13.5% (10.8%; 16.2%)	7.4% *** (5.6%; 9.2%)	5.7% (3.8%; 7.6%)	8.0% (5.1%; 10.9%)	3.4% (0.9%; 5.8%)	5.4% (3.1%; 7.7%)	7.0% (3.9%; 10.0%)	3.8% (1.1%; 6.4%)
Missing Number	% correct	60.3% (57.4%; 63.2%)	64.5% * (62.6%; 66.4%)	67.8% (64.8%; 70.8%)	61.8% (58.3%; 65.3%)	74.1% * (70.8%; 77.3%)	63.8% (60.7%; 67.0%)	58.6% (53.6%; 63.6%)	69.4% (65.8%; 73.0%)
	% of students with zero scores	3.1% (1.7%; 4.5%)	1.7% * (1.2%; 2.2%)	0.8% (0.0%; 1.7%)	1.2% (-0.1%; 2.5%)	0.4% (-0.4%; 1.2%)	1.2% (0.0%; 2.3%)	1.3% (-0.7%; 3.4%)	0.9% (-0.3%; 2.2%)
Word Problems	% correct	57.6% (54.9%; 60.2%)	59.9% (57.9%; 62.0%)	61.6% (58.3%; 65.0%)	56.9% (52.4%; 61.3%)	66.6% (62.9%; 70.3%)	61.1% (58.5%; 63.8%)	55.2% (51.2%; 59.1%)	67.6% (63.6%; 71.5%)
	% of students with zero scores	7.3% (5.2%; 9.4%)	6.6% (5.5%; 7.7%)	6.3% (4.4%; 8.2%)	8.0% (5.0%; 11.0%)	4.6% (2.0%; 7.2%)	4.0% (2.0%; 6.0%)	4.1% (1.0%; 7.2%)	3.8% (0.9%; 6.7%)

* p<.05; ** p<.01; *** p<.001

Subtask	Measure	2014 G2 and G3	2017 G2 and G3	C1 Zarqa G2 and G3	C1 Zarqa G2	C1 Zarqa G3	C1 Karak G2 and G3	C1 Karak G2	C1 Karak G3
Number Identification	fluency (correct items per min.)	31.8 (29.8; 33.9)	36.8 *** (35.6; 38.0)	35.1 (32.7; 37.5)	31.9 (28.9; 34.8)	38.0 (33.6; 42.4)	34.2 (30.1; 38.3)	28.8 (24.3; 33.3)	39.7 (35.8; 43.6)
	% correct of items attempted	88.1% (86.2%; 90.0%)	92.6% *** (91.8%; 93.4%)	93.1% (91.4%; 94.8%)	92.1% (89.5%; 94.7%)	94.0% (92.1%; 96.0%)	88.0% * (83.9%; 92.0%)	82.5% ** (76.6%; 88.4%)	93.5% (90.9%; 96.0%)
	% of students with zero scores	0.3% (-0.1%; 0.7%)	0.1% (0.0%; 0.1%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)	0.5% ** (-0.4%; 1.5%)	0.4% * (-0.4%; 1.3%)	0.6% ** (-0.5%; 1.7%)
Quantity Comparison	% correct	78.9% (76.5%; 81.2%)	83.7% *** (82.3%; 85.0%)	86.4% * (84.0%; 88.9%)	83.5% * (80.5%; 86.5%)	89.1% (86.5%; 91.7%)	75.7% *** (71.1%; 80.4%)	68.1% *** (61.6%; 74.7%)	83.4% (79.3%; 87.4%)
	% of students with zero scores	2.0% (1.0%; 3.0%)	0.5% *** (0.3%; 0.7%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)	2.1% ** (0.4%; 3.7%)	2.2% * (0.5%; 3.9%)	2.0% ** (-0.2%; 4.1%)
Addition L1	fluency (correct items per min.)	11.9 (11.5; 12.4)	12.5 (12.1; 12.8)	12.5 (11.8; 13.1)	12.3 (11.4; 13.2)	12.7 (11.7; 13.6)	11.8 (10.9; 12.7)	10.5 (9.4; 11.7)	13.1 (12.1; 14.0)
Subtraction L1	fluency (correct items per min.)	9.5 (9.0; 10.0)	10.0 (9.8; 10.3)	10.2 (9.6; 10.8)	10.2 (9.5; 10.9)	10.2 (9.5; 11.0)	9.5 (8.6; 10.5)	8.4 (7.1; 9.6)	10.7 (9.9; 11.5)
Addition and Subtraction L1	% correct	84.0% (81.5%; 86.5%)	86.0% (84.9%; 87.1%)	87.1% (84.5%; 89.8%)	86.5% (82.8%; 90.3%)	87.6% (84.7%; 90.5%)	82.8% (78.1%; 87.5%)	79.5% (72.8%; 86.1%)	86.2% (82.9%; 89.4%)
	% of students with zero scores	2.3% (1.1%; 3.4%)	1.0% * (0.6%; 1.4%)	0.2% (-0.2%; 0.7%)	0.5% (-0.5%; 1.5%)	0.0% (0.0%; 0.0%)	2.2% (0.0%; 4.3%)	2.9% (0.1%; 5.8%)	1.4% (-0.5%; 3.3%)
Addition and Subtraction L2	% correct	41.9% (39.1%; 44.7%)	46.8% ** (44.6%; 49.0%)	47.3% (41.7%; 52.9%)	47.5% (40.6%; 54.3%)	47.1% (39.2%; 55.1%)	45.9% (40.4%; 51.4%)	38.8% (31.8%; 45.8%)	53.0% (48.3%; 57.7%)
	% of students with zero scores	13.5% (10.8%; 16.2%)	7.4% *** (5.6%; 9.2%)	6.9% (2.2%; 11.6%)	4.7% (0.8%; 8.5%)	8.9% (0.9%; 17.0%)	11.7% (6.4%; 17.0%)	18.0% * (9.3%; 26.7%)	5.4% (2.5%; 8.3%)
Missing Number	% correct	60.3% (57.4%; 63.2%)	64.5% * (62.6%; 66.4%)	66.2% (61.6%; 70.8%)	63.5% (58.5%; 68.5%)	68.6% (60.8%; 76.4%)	59.6% (53.9%; 65.2%)	53.1% * (46.3%; 60.0%)	66.1% (60.9%; 71.3%)
	% of students with zero scores	3.1% (1.7%; 4.5%)	1.7% * (1.2%; 2.2%)	0.6% * (-0.1%; 1.3%)	1.2% (-0.1%; 2.6%)	0.0% (0.0%; 0.0%)	3.7% * (1.5%; 5.8%)	5.1% ** (2.0%; 8.1%)	2.3% (0.1%; 4.4%)
Word Problems	% correct	57.6% (54.9%; 60.2%)	59.9% (57.9%; 62.0%)	66.7% ** (61.9%; 71.5%)	65.1% *** (58.8%; 71.4%)	68.2% (61.3%; 75.1%)	56.8% (52.5%; 61.2%)	50.6% (45.5%; 55.7%)	63.1% (57.8%; 68.4%)
	% of students with zero scores	7.3% (5.2%; 9.4%)	6.6% (5.5%; 7.7%)	1.8% *** (0.3%; 3.4%)	3.0% * (0.0%; 6.0%)	0.8% ** (-0.3%; 1.9%)	8.5% (5.2%; 11.7%)	10.6% (6.3%; 14.9%)	6.3% (3.0%; 9.7%)

* p<.05; ** p<.01; *** p<.001

Subtask	Measure	2014 G2 and G3	2017 G2 and G3	C2 Irbid G2 and G3	C2 Irbid G2	C2 Irbid G3	C2 Amman G2 and G3	C2 Amman G2	C2 Amman G3
Number Identification	fluency (correct items per min.)	31.8 (29.8; 33.9)	36.8 *** (35.6; 38.0)	41.8 *** (39.9; 43.8)	37.2 ** (34.2; 40.1)	46.7 *** (43.4; 50.0)	36.8 (33.9; 39.7)	32.8 (28.8; 36.7)	41.3 (37.8; 44.7)
	% correct of items attempted	88.1% (86.2%; 90.0%)	92.6% *** (91.8%; 93.4%)	94.7% ** (93.0%; 96.5%)	93.4% * (91.5%; 95.3%)	96.1% (93.5%; 98.6%)	92.9% (91.0%; 94.9%)	91.9% (88.8%; 95.0%)	94.1% (92.2%; 95.9%)
	% of students with zero scores	0.3% (-0.1%; 0.7%)	0.1% (0.0%; 0.1%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)
Quantity Comparison	% correct	78.9% (76.5%; 81.2%)	83.7% *** (82.3%; 85.0%)	86.9% ** (84.7%; 89.0%)	84.8% *** (82.5%; 87.1%)	89.0% (86.1%; 91.9%)	86.3% ** (84.3%; 88.4%)	83.2% * (80.2%; 86.3%)	89.8% * (87.5%; 92.2%)
	% of students with zero scores	2.0% (1.0%; 3.0%)	0.5% *** (0.3%; 0.7%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)	0.3% (-0.2%; 0.8%)	0.5% (-0.5%; 1.4%)	0.0% (0.0%; 0.0%)
Addition L1	fluency (correct items per min.)	11.9 (11.5; 12.4)	12.5 (12.1; 12.8)	13.2 ** (12.7; 13.7)	12.3 (11.5; 13.1)	14.1 * (13.4; 14.8)	12.9 (12.2; 13.7)	12.2 (11.0; 13.5)	13.7 (13.0; 14.3)
Subtraction L1	fluency (correct items per min.)	9.5 (9.0; 10.0)	10.0 (9.8; 10.3)	10.5 (10.0; 11.0)	10.0 (9.4; 10.7)	11.0 (10.3; 11.6)	10.2 (9.6; 10.7)	9.6 (8.8; 10.4)	10.8 (10.2; 11.3)
Addition and Subtraction L1	% correct	84.0% (81.5%; 86.5%)	86.0% (84.9%; 87.1%)	84.4% (82.0%; 86.9%)	83.2% (80.6%; 85.7%)	85.7% (82.1%; 89.4%)	88.7% ** (86.5%; 90.8%)	87.6% (83.6%; 91.6%)	89.9% ** (87.7%; 92.1%)
	% of students with zero scores	2.3% (1.1%; 3.4%)	1.0% * (0.6%; 1.4%)	0.5% (-0.2%; 1.2%)	0.4% (-0.3%; 1.1%)	0.6% (-0.6%; 1.9%)	0.5% (-0.2%; 1.2%)	0.9% (-0.4%; 2.2%)	0.0% (0.0%; 0.0%)
Addition and Subtraction L2	% correct	41.9% (39.1%; 44.7%)	46.8% ** (44.6%; 49.0%)	50.9% * (47.1%; 54.7%)	45.4% (40.6%; 50.2%)	56.6% * (51.4%; 61.8%)	46.5% (42.5%; 50.4%)	42.3% (36.9%; 47.6%)	51.1% (46.1%; 56.0%)
	% of students with zero scores	13.5% (10.8%; 16.2%)	7.4% *** (5.6%; 9.2%)	3.4% * (1.2%; 5.6%)	4.3% * (1.2%; 7.3%)	2.5% (-1.3%; 6.2%)	6.2% (3.7%; 8.7%)	7.6% (3.5%; 11.7%)	4.6% (1.4%; 7.8%)
Missing Number	% correct	60.3% (57.4%; 63.2%)	64.5% * (62.6%; 66.4%)	67.8% (64.1%; 71.5%)	64.5% (59.3%; 69.7%)	71.3% (67.1%; 75.4%)	68.3% * (64.7%; 72.0%)	64.4% (58.6%; 70.3%)	72.7% * (68.5%; 77.0%)
	% of students with zero scores	3.1% (1.7%; 4.5%)	1.7% * (1.2%; 2.2%)	1.1% (-0.1%; 2.2%)	0.5% (-0.4%; 1.3%)	1.7% (-0.1%; 3.5%)	1.3% (0.2%; 2.4%)	1.8% (-0.3%; 3.8%)	0.8% (-0.3%; 1.8%)
Word Problems	% correct	57.6% (54.9%; 60.2%)	59.9% (57.9%; 62.0%)	65.6% ** (61.0%; 70.1%)	58.2% (51.5%; 64.8%)	73.3% ** (68.9%; 77.6%)	57.9% (53.5%; 62.3%)	49.8% (43.6%; 55.9%)	67.0% (61.1%; 72.8%)
	% of students with zero scores	7.3% (5.2%; 9.4%)	6.6% (5.5%; 7.7%)	4.9% (2.1%; 7.8%)	6.8% (2.4%; 11.1%)	3.1% (0.8%; 5.3%)	7.4% (4.8%; 10.0%)	8.5% (3.2%; 13.8%)	6.2% (3.5%; 8.9%)

* p<.05; ** p<.01; *** p<.001

Subtask	Measure	2014 G2 and G3	2017 G2 and G3	C2 Tafilah G2 and G3	C2 Tafilah G2	C2 Tafilah G3	C2 Aqaba G2 and G3	C2 Aqaba G2	C2 Aqaba G3
Number Identification	fluency (correct items per min.)	31.8 (29.8; 33.9)	36.8 *** (35.6; 38.0)	38.7 (36.4; 40.9)	35.3 (32.5; 38.0)	41.8 (38.7; 45.0)	36.8 (33.9; 39.7)	32.8 (28.8; 36.7)	41.3 (37.8; 44.7)
	% correct of items attempted	88.1% (86.2%; 90.0%)	92.6% *** (91.8%; 93.4%)	93.4% (91.8%; 94.9%)	92.7% (91.0%; 94.4%)	94.0% (91.8%; 96.1%)	92.9% (91.0%; 94.9%)	91.9% (88.8%; 95.0%)	94.1% (92.2%; 95.9%)
	% of students with zero scores	0.3% (-0.1%; 0.7%)	0.1% (0.0%; 0.1%)	0.1% (-0.1%; 0.3%)	0.2% (-0.2%; 0.6%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)
Quantity Comparison	% correct	78.9% (76.5%; 81.2%)	83.7% *** (82.3%; 85.0%)	81.2% (78.7%; 83.7%)	77.1% (73.1%; 81.2%)	85.0% (81.0%; 89.0%)	86.3% ** (84.3%; 88.4%)	83.2% * (80.2%; 86.3%)	89.8% * (87.5%; 92.2%)
	% of students with zero scores	2.0% (1.0%; 3.0%)	0.5% *** (0.3%; 0.7%)	0.6% (-0.2%; 1.4%)	0.0% (0.0%; 0.0%)	1.1% (-0.4%; 2.6%)	0.3% (-0.2%; 0.8%)	0.5% (-0.5%; 1.4%)	0.0% (0.0%; 0.0%)
Addition L1	fluency (correct items per min.)	11.9 (11.5; 12.4)	12.5 (12.1; 12.8)	12.4 (11.6; 13.2)	11.4 (10.6; 12.1)	13.3 (11.9; 14.7)	12.9 (12.2; 13.7)	12.2 (11.0; 13.5)	13.7 (13.0; 14.3)
Subtraction L1	fluency (correct items per min.)	9.5 (9.0; 10.0)	10.0 (9.8; 10.3)	10.1 (9.6; 10.7)	9.5 (8.8; 10.3)	10.7 (10.0; 11.4)	10.2 (9.6; 10.7)	9.6 (8.8; 10.4)	10.8 (10.2; 11.3)
Addition and Subtraction L1	% correct	84.0% (81.5%; 86.5%)	86.0% (84.9%; 87.1%)	83.1% (80.5%; 85.8%)	81.9% (78.0%; 85.8%)	84.3% (80.6%; 88.0%)	88.7% ** (86.5%; 90.8%)	87.6% (83.6%; 91.6%)	89.9% ** (87.7%; 92.1%)
	% of students with zero scores	2.3% (1.1%; 3.4%)	1.0% * (0.6%; 1.4%)	3.4% *** (1.5%; 5.4%)	4.1% * (0.4%; 7.8%)	2.8% ** (0.8%; 4.9%)	0.5% (-0.2%; 1.2%)	0.9% (-0.4%; 2.2%)	0.0% (0.0%; 0.0%)
Addition and Subtraction L2	% correct	41.9% (39.1%; 44.7%)	46.8% ** (44.6%; 49.0%)	45.1% (41.5%; 48.7%)	40.4% (35.6%; 45.2%)	49.4% (45.1%; 53.8%)	46.5% (42.5%; 50.4%)	42.3% (36.9%; 47.6%)	51.1% (46.1%; 56.0%)
	% of students with zero scores	13.5% (10.8%; 16.2%)	7.4% *** (5.6%; 9.2%)	10.5% (6.7%; 14.3%)	12.4% (6.7%; 18.2%)	8.6% (4.3%; 12.9%)	6.2% (3.7%; 8.7%)	7.6% (3.5%; 11.7%)	4.6% (1.4%; 7.8%)
Missing Number	% correct	60.3% (57.4%; 63.2%)	64.5% * (62.6%; 66.4%)	64.5% (61.2%; 67.7%)	60.5% (55.6%; 65.3%)	68.2% (64.0%; 72.4%)	68.3% * (64.7%; 72.0%)	64.4% (58.6%; 70.3%)	72.7% * (68.5%; 77.0%)
	% of students with zero scores	3.1% (1.7%; 4.5%)	1.7% * (1.2%; 2.2%)	2.6% (0.9%; 4.4%)	3.9% (0.2%; 7.6%)	1.5% (-0.1%; 3.0%)	1.3% (0.2%; 2.4%)	1.8% (-0.3%; 3.8%)	0.8% (-0.3%; 1.8%)
Word Problems	% correct	57.6% (54.9%; 60.2%)	59.9% (57.9%; 62.0%)	54.9% * (51.3%; 58.6%)	47.4% (41.6%; 53.1%)	62.0% (56.1%; 68.0%)	57.9% (53.5%; 62.3%)	49.8% (43.6%; 55.9%)	67.0% (61.1%; 72.8%)
	% of students with zero scores	7.3% (5.2%; 9.4%)	6.6% (5.5%; 7.7%)	11.4% * (7.0%; 15.7%)	14.8% * (7.3%; 22.3%)	8.1% (4.3%; 12.0%)	7.4% (4.8%; 10.0%)	8.5% (3.2%; 13.8%)	6.2% (3.5%; 8.9%)

* p<.05; ** p<.01; *** p<.001

Subtask	Measure	2014 G2 and G3	2017 G2 and G3	C3 Mafraq G2 and G3	C3 Mafraq G2	C3 Mafraq G3	C3 Balqa G2 and G3	C3 Balqa G2	C3 Balqa G3
Number Identification	fluency (correct items per min.)	31.8 (29.8; 33.9)	36.8 *** (35.6; 38.0)	34.7 (29.5; 39.9)	31.3 (25.4; 37.2)	39.0 (34.8; 43.1)	32.9 * (29.3; 36.5)	29.1 (25.4; 32.9)	36.9 (32.9; 40.9)
	% correct of items attempted	88.1% (86.2%; 90.0%)	92.6% *** (91.8%; 93.4%)	90.7% * (89.1%; 92.4%)	90.6% (89.0%; 92.2%)	90.9% * (88.0%; 93.8%)	90.4% (87.3%; 93.4%)	87.0% (83.0%; 91.1%)	93.9% (91.3%; 96.4%)
	% of students with zero scores	0.3% (-0.1%; 0.7%)	0.1% (0.0%; 0.1%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)	0.0% (0.0%; 0.0%)
Quantity Comparison	% correct	78.9% (76.5%; 81.2%)	83.7% *** (82.3%; 85.0%)	73.7% ** (66.1%; 81.3%)	68.6% ** (59.2%; 78.0%)	79.9% ** (74.0%; 85.8%)	82.9% (79.2%; 86.6%)	79.7% (74.9%; 84.4%)	86.3% (83.1%; 89.5%)
	% of students with zero scores	2.0% (1.0%; 3.0%)	0.5% *** (0.3%; 0.7%)	1.1% (-0.1%; 2.4%)	0.9% (0.2%; 1.7%)	1.4% (-1.1%; 3.9%)	0.2% (-0.2%; 0.7%)	0.5% (-0.4%; 1.4%)	0.0% (0.0%; 0.0%)
Addition L1	fluency (correct items per min.)	11.9 (11.5; 12.4)	12.5 (12.1; 12.8)	10.6 ** (9.4; 11.8)	9.8 ** (8.6; 11.1)	11.7 ** (10.4; 12.9)	11.8 (10.9; 12.8)	11.1 (10.2; 12.1)	12.6 (11.5; 13.7)
Subtraction L1	fluency (correct items per min.)	9.5 (9.0; 10.0)	10.0 (9.8; 10.3)	9.0 (7.9; 10.1)	8.4 (7.1; 9.6)	9.8 (8.9; 10.8)	9.6 (8.8; 10.4)	9.0 (8.1; 9.9)	10.2 (9.4; 11.0)
Addition and Subtraction L1	% correct	84.0% (81.5%; 86.5%)	86.0% (84.9%; 87.1%)	83.1% (79.6%; 86.6%)	84.5% (81.6%; 87.4%)	81.4% * (75.9%; 86.9%)	82.8% (79.0%; 86.6%)	81.5% (76.5%; 86.5%)	84.2% (80.8%; 87.6%)
	% of students with zero scores	2.3% (1.1%; 3.4%)	1.0% * (0.6%; 1.4%)	2.1% (0.1%; 4.1%)	1.2% (-0.2%; 2.6%)	3.1% ** (-0.4%; 6.6%)	3.0% ** (0.9%; 5.2%)	3.7% ** (1.0%; 6.4%)	2.3% * (0.2%; 4.3%)
Addition and Subtraction L2	% correct	41.9% (39.1%; 44.7%)	46.8% ** (44.6%; 49.0%)	36.1% * (25.6%; 46.7%)	27.7% * (15.3%; 40.2%)	46.8% (41.5%; 52.2%)	52.7% * (48.1%; 57.4%)	48.7% * (43.1%; 54.3%)	56.9% (51.6%; 62.1%)
	% of students with zero scores	13.5% (10.8%; 16.2%)	7.4% *** (5.6%; 9.2%)	15.8% * (4.2%; 27.4%)	22.0% * (4.8%; 39.3%)	8.1% (2.7%; 13.6%)	5.7% (2.7%; 8.7%)	5.4% (2.1%; 8.6%)	6.0% (2.2%; 9.9%)
Missing Number	% correct	60.3% (57.4%; 63.2%)	64.5% * (62.6%; 66.4%)	53.3% ** (45.6%; 60.9%)	46.7% *** (38.5%; 54.8%)	61.3% * (54.5%; 68.2%)	59.9% (54.1%; 65.7%)	55.2% (48.5%; 61.9%)	64.8% (58.8%; 70.8%)
	% of students with zero scores	3.1% (1.7%; 4.5%)	1.7% * (1.2%; 2.2%)	3.5% * (1.2%; 5.7%)	2.9% (0.9%; 5.0%)	4.1% ** (0.9%; 7.3%)	2.3% (0.7%; 3.9%)	3.6% (0.9%; 6.2%)	1.0% (-0.3%; 2.2%)
Word Problems	% correct	57.6% (54.9%; 60.2%)	59.9% (57.9%; 62.0%)	47.0% *** (39.3%; 54.7%)	40.1% ** (31.2%; 48.9%)	55.5% *** (49.6%; 61.4%)	61.8% (57.5%; 66.2%)	56.4% (51.0%; 61.7%)	67.6% (63.0%; 72.3%)
	% of students with zero scores	7.3% (5.2%; 9.4%)	6.6% (5.5%; 7.7%)	14.7% *** (11.8%; 17.6%)	15.4% *** (10.3%; 20.4%)	13.9% *** (9.9%; 17.8%)	5.7% (3.0%; 8.5%)	6.8% (3.1%; 10.5%)	4.6% (1.3%; 8.0%)

* p<.05; ** p<.01; *** p<.001

Subtask	Measure	2014 G2 and G3	2017 G2 and G3	C3 Madaba G2 and G3	C3 Madaba G2	C3 Madaba G3	C3 Ma'an G2 and G3	C3 Ma'an G2	C3 Ma'an G3
Number Identification	fluency (correct items per min.)	31.8 (29.8; 33.9)	36.8 *** (35.6; 38.0)	36.4 (34.1; 38.8)	32.4 (29.6; 35.3)	40.9 (38.2; 43.6)	31.3 * (27.0; 35.6)	26.8 ** (22.9; 30.7)	35.8 (30.7; 40.9)
	% correct of items attempted	88.1% (86.2%; 90.0%)	92.6% *** (91.8%; 93.4%)	92.7% (91.2%; 94.3%)	91.6% (89.5%; 93.8%)	94.0% (92.1%; 95.9%)	87.9% ** (84.5%; 91.2%)	84.8% * (79.5%; 90.1%)	90.9% (87.8%; 94.1%)
	% of students with zero scores	0.3% (-0.1%; 0.7%)	0.1% (0.0%; 0.1%)	0.3% (-0.3%; 1.0%)	0.0% (0.0%; 0.0%)	0.7% * (-0.6%; 2.0%)	0.5% * (-0.2%; 1.1%)	0.9% ** (-0.4%; 2.2%)	0.0% (0.0%; 0.0%)
Quantity Comparison	% correct	78.9% (76.5%; 81.2%)	83.7% *** (82.3%; 85.0%)	84.2% (82.1%; 86.3%)	82.0% (78.9%; 85.0%)	86.6% (84.0%; 89.3%)	70.9% *** (65.7%; 76.1%)	64.2% *** (57.1%; 71.4%)	77.6% *** (72.1%; 83.1%)
	% of students with zero scores	2.0% (1.0%; 3.0%)	0.5% *** (0.3%; 0.7%)	0.9% (-0.2%; 2.1%)	0.0% (0.0%; 0.0%)	2.0% * (-0.4%; 4.4%)	4.1% *** (0.5%; 7.6%)	6.9% *** (0.7%; 13.2%)	1.2% (-0.1%; 2.6%)
Addition L1	fluency (correct items per min.)	11.9 (11.5; 12.4)	12.5 (12.1; 12.8)	12.2 (11.4; 13.0)	11.3 (10.6; 12.1)	13.1 (12.1; 14.2)	11.4 (9.8; 13.0)	9.9 * (8.2; 11.5)	12.9 (10.7; 15.1)
Subtraction L1	fluency (correct items per min.)	9.5 (9.0; 10.0)	10.0 (9.8; 10.3)	9.8 (9.4; 10.3)	9.3 (8.8; 9.8)	10.4 (9.8; 11.0)	9.4 (8.4; 10.3)	8.6 (7.3; 9.9)	10.1 (9.1; 11.2)
Addition and Subtraction L1	% correct	84.0% (81.5%; 86.5%)	86.0% (84.9%; 87.1%)	88.0% (85.8%; 90.2%)	88.5% * (85.9%; 91.1%)	87.4% (84.2%; 90.6%)	83.0% (77.9%; 88.1%)	77.8% (69.6%; 86.1%)	88.2% (84.0%; 92.5%)
	% of students with zero scores	2.3% (1.1%; 3.4%)	1.0% * (0.6%; 1.4%)	1.7% (0.4%; 3.0%)	1.2% (-0.4%; 2.8%)	2.3% * (0.3%; 4.3%)	3.3% * (-0.2%; 6.7%)	5.4% * (-1.0%; 11.7%)	1.1% (-0.4%; 2.6%)
Addition and Subtraction L2	% correct	41.9% (39.1%; 44.7%)	46.8% ** (44.6%; 49.0%)	46.4% (42.6%; 50.3%)	41.6% (37.8%; 45.4%)	51.9% (46.9%; 56.9%)	42.0% (36.8%; 47.3%)	37.6% (31.8%; 43.4%)	46.1% (38.9%; 53.3%)
	% of students with zero scores	13.5% (10.8%; 16.2%)	7.4% *** (5.6%; 9.2%)	7.7% (5.3%; 10.0%)	8.4% (5.2%; 11.6%)	6.8% (3.0%; 10.6%)	13.5% * (6.9%; 20.0%)	19.7% * (9.4%; 30.1%)	7.2% (2.1%; 12.2%)
Missing Number	% correct	60.3% (57.4%; 63.2%)	64.5% * (62.6%; 66.4%)	58.7% ** (55.0%; 62.3%)	54.2% * (49.8%; 58.6%)	63.6% * (59.3%; 67.9%)	55.3% ** (49.3%; 61.3%)	50.1% ** (43.3%; 57.0%)	60.5% * (53.5%; 67.5%)
	% of students with zero scores	3.1% (1.7%; 4.5%)	1.7% * (1.2%; 2.2%)	3.5% * (1.4%; 5.6%)	3.4% (0.8%; 6.1%)	3.7% * (0.6%; 6.7%)	5.0% ** (1.6%; 8.5%)	7.6% ** (1.4%; 13.8%)	2.4% (0.6%; 4.2%)
Word Problems	% correct	57.6% (54.9%; 60.2%)	59.9% (57.9%; 62.0%)	54.9% * (50.6%; 59.3%)	49.7% (44.5%; 54.9%)	60.7% * (55.5%; 65.9%)	48.2% *** (42.8%; 53.7%)	41.2% *** (34.8%; 47.5%)	55.4% ** (48.3%; 62.4%)
	% of students with zero scores	7.3% (5.2%; 9.4%)	6.6% (5.5%; 7.7%)	8.7% (5.3%; 12.1%)	10.0% (5.5%; 14.4%)	7.3% (3.8%; 10.9%)	11.8% ** (7.6%; 16.0%)	15.1% ** (9.3%; 20.9%)	8.5% (3.9%; 13.1%)

* p<.05; ** p<.01; *** p<.001

Annex 13: EGRA and EGMA Instruments

13-1. 2017 Jordan RAMP EGRA Assessor Protocol

Form __

أداة تقييم مهارات القراءة في المرحلة الأساسية: نموذج تعليمات المقيّم 2017

تعليمات عامة

من المهم أن تضفي جوًّا من المرح على الطفل الذي سيخضع للتقييم كأن تبدأ معه بمحادثة بسيطة حول مواضيع تهمه (انظر المثال أدناه).أشعره بأن هذا التقييم هو تقريبًا بمثابة لعبة سيستمتع بها، وليس بالمهمة الصعبة.
من المهم جدًّا أن تقرأ محتوى المربعات **فقط**، بصوت عالٍ وبوضوحٍ وتمهّل.

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

الموافقة الشفهية

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

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

1.تاريخ التقييم **مثال:**15 آذار 2017 = 2017-03-15	اليوم:__ الشهر:__ السنة: __
2. المحافظة:	
3. مديرية التربية والتعليم:	
4. اسم المدرسة:	
5. الرقم الوطني للمدرسة:	
6. فترة دوام الطفل	○ فترة واحدة ○ فترة صباحية ○ فترة مسائية
7.اسم المقيّم:	
8.رمز المقيم: (ذاتي)	
9. الصف:	○ الثاني (2) ○ الثالث (3)
10. الشعبة:	
11. رقم الطفل:	
12. تاريخ ميلاد الطفل:	الشهر:__ السنة: __
13. جنس الطفل:	○ ذكر ○ أنثى
14.وقت البدء بالاختبار:	_____ : _____ ☐صباحاً (اختر واحدة منها) ☐مساءً

60 ثانية	القسم 1: التعرف على أصوات الحروف	1

بعد مرور 60 ثانية، ستقول للطفل**"توقف"**.

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

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

هذه ورقة تضم حروفًا وحركات عربية، اقرأ قدر ما تستطيع منها (اقرأ صوت الحرف وليس اسمه).
مثلا، صوت هذا الحرف [*أشر إلى الحرف "لـ"***] هو "لـ" كما في كلمة "**مَلْعَب**".**

والآن لنقم بهذا التمرين: قل لي صوت هذا الحرف [*وأشر إلى الحرف "كـ"***]:**
✓: جيد، صوت هذا الحرف هو"كـ"
×: صوت هذا الحرف هو"كـ"

لنجرب مثالاً آخر: قل لي صوت هذه الحركة [*أشر إلى الفتحة "ص"***]:**
✓: أحسنت، صوت هذه الحركة هو"ص"
×: صوت هذه الحركة هو"ص"

هل فهمت المطلوب منك؟
عندما أقول لك "لنبدأ"، اقرأ صوت الحروف بدقة وبأكبر سرعة ممكنة. سنبدأ من هنا ونكمل بهذه الطريقة [*أشر إلى الحرف الأول في السطر الأول، وتتبع معه بإصبعك على الحروف الموجودة في السطر الأول بأكمله***]. هل أنت مستعد؟ لنبدأ**

ضع **بوضوح** علامة (/) على أي خطأ يرتكبه الطفل.
في حالة قيام الطفل بتصحيح نفسه، قم بوضع دائرة ◯ حول علامة (/) التي وضعتها مسبقاً له.
ضع العلامة (]) على آخر حرف قرأه الطفل.

مثال: لـ كـ ص

	10	9	8	7	6	5	4	3	2	1
(10)	ج	ـه	تـ	ـة	هـ	ـة	حـ	ف	نـ	بـ
(20)	س	و	ة	ز	ـهـ	خ	قـ	فـ	ح	ب
(30)	ق	ص	ـة	ـغـ	ز	و	ب	خ	ق	صـ
(40)	و	ظ	ض	نـ	ط	ـهـ	ي	شـ	ذ	ـعـ
(50)	ن	خـ	بـ	ق	غ	ي	ش	د	ء	غ
(60)	فـ	ن	ض	سـ	ح	ث	ط	ذ	م	ب
(70)	ج	ط	ح	ق	ضـ	ـه	ث	ـه	ـعـ	تـ
(80)	ذ	ص	ظ	د	ـهـ	خـ	جـ	جـ	و	ل
(90)	ث	لـ	عـ	خـ	مـ	ء	ذ	خ	س	ز
(100)	ـعـ	هـ	ب	ضـ	و	ح	ـهـ	ذ	خـ	غ

الوقت المتبقي من وقت التمرين (عدد الثواني):

ضع علامة (×) في هذا المربع □ في حال أوقفت هذا الجزء من التقييم؛ لأن الطفل لم يقرأ أيًّا من الكلمات في السطر الأول بشكل صحيح.

2	القسم 2: قراءة المقاطع	60 ثانية

هذه ورقة تضم مقاطعَ وحركات عربية، اقرأ قدر ماتستطيع منها (اقرأ المقطع).
مثلا، نقرأ هذا المقطع [*أشر إلى المقطع*" أُعْ"] **كما في كلمة "** أُعْ **".**

و الآن لنقم بهذا التمرين: اقرأ هذا المقطع [*وأشر إلى المقطع*" را"]:**

✓: جيد، نقرأ هذا المقطع هكذا " را"

✗: نقرأ هذا المقطع" را"

لنجرب مثالاً آخر: اقرأ لي هذا المقطع [*أشر إلى المقطع* سى **]:**

✓: أحسنت، نقرأ هذا المقطع هو "سى"

✗: نقرأ هذا المقطع هكذا "سى"

هل فهمت المطلوب منك؟
عندما أقول لك "لنبدأ"، اقرأ المقطع بدقة وبأكبر سرعة ممكنة. سنبدأ من هنا ونكمل بهذه الطريقة *[أشر إلى المقطع الأول في السطر الأول، وتتبع معه بإصبعك على المقاطع الموجودة في السطر الأول بأكمله]*. **هل أنت مستعد؟ لنبدأ.**

ضع **بوضوح** علامة (/) على أي خطأ يرتكبه الطفل.
في حالة قيام الطفل بتصحيح نفسه، قم بوضع دائرة ◯ حول علامة (/) التي وضعتها مسبقا له
ضع العلامة (**]**) على آخر كلمة قرأها الطفل.

مثال: أُعْ را سى

	10	9	8	7	6	5	4	3	2	1
(10)	مي	فو	تى	هِ	وَقْ	زِ	بِ	حِب	دي	ظَ
(20)	رَسْ	رُ	قَب	قو	رِ	قِ	كُ	الْ	ءُ	هٌ
(30)	ظَ	إِ	هَ	ذي	حَو	جا	كو	دي	مَ	يَحْ
(40)	حًا	لى	رٍ	ذا	رو	دًا	ةِ	تِ	طو	هِمْ
(50)	مِحْ	دَ	ئِـ	كَث	مِنْ	نٌ	بِ	صَوْ	نِ	دا
(60)	عِنْ	لَتْ	دا	ضِ	رَا	ةٍ	قِ	جا	ها	فِ
(70)	عُصْ	صَوْ	مُ	أَنْ	سُ	ـهَ	أَلْ	حَتْ	ضِ	رُ
(80)	قَة	يَنْ	ـهِ	خَ	عُ	دَ	رى	طَ	قا	خى
(90)	إِ	غَيْ	عِنْ	كِنْ	مَزْ	تُ	رٍ	مَنْ	بَعْ	عا
(100)	تَنْ	رَخْ	با	أَج	هَقْ	في	حا	كو	عا	دَزْ

الوقت المتبقي من وقت التمرين (عدد الثواني):

ضع علامة (×) في هذا المربع ☐ في حال أوقفت هذا الجزء من التقييم لأن الطفل لم يقرأ أيًّا من الكلمات في السطر الأول بشكل صحيح.

بعد مرور 60 ثانية، ستقول 'توقف'.

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

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

3	القسم 3: قراءة كلمات مخترعة	60 ثانية

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

الآن اقرأ الكلمة التالية: [*أشر إلى كلمة شلاَمِيذُ*]:

✓: **أحسنت، " شلاَمِيذُ"**

✗: *" شلاَمِيذُ " بشكل صحيح، قل:* **هذه الكلمة المخترعة هي "شَلاَمِيذُ"**

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

✓: **جيد جداً، "ناسِبَ"**

✗: **هذه الكلمة المخترعة هي "ناسِبَ"**

عندما أقول لك "ابدأ"، اقرأ الكلمات بدقة وبأكبر سرعة ممكنة. سنبدأ من هنا ونكمل بهذه الطريقة [*أشر إلى الكلمة الأولى في السطر الأول، وتتبع معه بإصبعك الكلمات في السطر الأول بأكمله.*]

هل أنت مستعد؟ لنبدأ.

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

في حالة قيام الطفل بتصحيح نفسه، قم بوضع دائرة حول علامة (/) التي وضعتها مسبقا له.

ضع العلامة (]) على آخر كلمة قرأها الطفل.

مثال: الفَلاَّطُ شَلاَمِيذُ ناسِبَ

1	2	3	4	5	
رَيْلَمُ	فِعْ	أَغي	صالِدُ	جيها	(5)
أُفِّي	قَبير	غَيْسَمُ	قاطٍ	سَحْتَ	(10)
سى	أُشِبُّ	ذَلى	سَعيمَةُ	يَمْضُ	(15)
شَمْدَ	صالِب	مِيهِ	ثَوْلَ	خابَةُ	(20)
تَشْبِرونَ	أَظي	نَبُرَ	تِماجي	بُجى	(25)
خَناءً	قَبِسَهُ	جُدْءُ	خَمْبَ	سَمْهُ	(30)
ضا	تاري	را	أَمْشَنُ	تَخْمُ	(35)
ذَفْ	دافَ	عاصِل	سا	مَحْبُ	(40)
انْفَيصَ	سَلْعَبُ	قِماسي	بِلْخُ	أَفا	(45)
قَدْحُنْ	فُدّاساً	ماصي	شاوَ	أُحّي	(50)

الوقت المتبقي من وقت التمرين (عدد الثواني):

ضع علامة (×) في هذا المربع □ في حال أوقفت هذا الجزء من التقييم لأن الطفل لم يقرأ أيًّا من الكلمات في السطر الأول بشكل صحيح.

بعد مرور 60 ثانية، ستقول 'توقف'.

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

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

القسم 4 – أ	قراءة نص شفهياً	القسم 4 – ب	فهم المقروء
	هذه قصة قصيرة، ركز جيدًا واقرأها بشكل صحيح وبصوتٍ عالٍ وبأقصى سرعة ممكنة. حين تنتهي، سأسألك بعض الأسئلة حول ما قرأته. هل فهمت المطلوب منك؟ حين أقول لك "لنبدأ"، ابدأ بالقراءة. مستعد؟ لنبدأ.		**اسحب نص القصة من أمام الطفل** ووجه إليه الأسئلة أدناه. اترك للطفل 15 ثانية على الأكثر كي يجيب عن كل سؤال. **وجّه السؤال المقابل لكل سطر قرأه الطفل حتى تصل إلى السطر الذي يحتوي العلامة (|) والتي تشير إلى مكان توقف الطفل عن القراءة.**
	60 **ثانية** **بعد مرور 60 ثانية**، ستقول **"توقف"**. حين يتردد الطفل لمدة تزيد على 3 ثوانٍ في قراءة الكلمة. أشر إلى الكلمة التالية وقل: **"لنكمل من فضلك"** قاعدة التوقف المبكّر: إذا وضعت علامة (/) على جميع الكلمات في السطر الأول على أنها خطأ ولم يصحح الطفل أي خطأ من أخطائه، قل **"شكرًا"** وأوقف التمرين. ضع علامة (×) في المربع الموجود في أسفل الصفحة وانتقل إلى التمرين الذي يليه.		**سأوجه إليك الآن بعض الأسئلة حول القصة التي قرأت. أجب عن الأسئلة بشكل صحيح.**

ضع **بوضوح** علامة (/) على أي خطأ يرتكبه الطفل أثناء القراءة. ضع العلامة (|) على آخر كلمة قرأها الطفل.

ضع علامة (×) في الخانة التي تتناسب مع إجابة الطفل، ومن ثم انتقل إلى السؤال الذي يليه.

			لا إجابة	إجابة خاطئة	إجابة صحيحة
رَمى سَعْدٌ الكُرَةَ، فَسَقَطَتْ خارِجَ سُورِ البَيْتِ.	7	1. أَيْنَ سَقَطَتْ الكُرَةُ؟ خارِجَ سُورِ البَيْتِ.			
ذَهَبَ لِإِحْضارِها ووَجَدَ الرَّصيفَ مُتَّسِخًا؛ فَشَعَرَ بِالحُزْنِ.	14	2. لِماذا شَعَرَ سَعْدٌ بِالحُزْنِ؟ لِأَنَّ الرَّصيفَ مُتَّسِخٌ.			
عادَ إِلى البَيْتِ وَأَحْضَرَ المِكْنِسَةَ، ثُمَّ بَدَأَ بِتَنْظيفِ الرَّصيفِ مِنَ الأَوْراقِ والغُبارِ.	26	3. ماذا فَعَلَ سَعْدٌ بِالمِكْنِسَةِ؟ نَظَّفَ الرَّصيفَ مِنَ الأَوْراقِ والغُبارِ.			
كانَ عامِلُ النَظافَةِ يُنَظِّفُ الشارِعَ، فسلَّمَ على سَعْدٍ مُبْتَسِمًا.	35	4. مَنْ قابَلَ سَعْدٌ في الشّارِعِ؟ عامِلَ النَّظافَةِ.			
شَعَرَ سَعْدٌ بِالفَخْرِ وَعادَ إِلى البَيْتِ فَرِحًا.	42	5. لِماذا شَعَرَ سَعْدٌ بِالفَخْرِ؟ إِجابَةٌ مُقْتَرَحَةٌ: لِأَنَّهُ شارَكَ في تَنْظيفِ الشارِعِ. أو أي إِجابَةٍ صَحيحَةٍ. (يمكن اضافة اجابات اخرى مثل: لأنه ساعد عامل النظافة).			

الوقت المتبقي من وقت التمرين (عددلثواني):	
ضع علامة (×) في هذا المربع ☐ في حال أوقفت هذا الجزء من التقييم لأن الطفل لم يقرأ أي كلمة في السطر الأول بشكل صحيح.	

القسم 5 - فهم المسموع	X 📖

X🕑

يقرأ المقيّم بصوت عال النص التالي ولمرة واحدة فقط وبتأنٍ (كلمة كل ثانية تقريبًا). قل للطفل:

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

"اسْتَيْقَظَ أَبو مُحَمَّدٍ في الصَّباحِ الْباكِرِ نَشيطًا؛ لِيَذْهَبَ إِلى عَمَلِهِ. تَناوَلَ فُطورَهُ، ثُمَّ لَبِسَ مِعْطَفَهُ الصّوفِيَّ الدّافِئَ. وَعِنْدَما فَتَحَ الْبابَ تَوَقَّفَ قائِلاً: سُبْحانَ اللهِ ! ما أَجْمَلَ هَذا الْمَنْظَرَ! الأَرْضُ بِساطٌ أَبْيَضُ. عادَ أَبو مُحَمَّدٍ وَأَيْقَظَ أَبْناءَهُ مُنادِيًا: نَزَلَ الثَّلْجُ، تَعالَوْا وَانْظُروا إِلى الثُّلوجِ الْبَيْضاءِ وَهِيَ تَتَساقَطُ. نَهَضَ الأَبْناءُ فَرِحينَ، وَخَرَجوا وَلَعِبوا بِالثَّلْجِ. ثُمَّ صَنَعوا رَجُلاً ثَلْجِيًّا جَميلاً."

	لا إجابة	إجابة خاطئة	إجابة صحيحة
مَنِ الَّذي اسْتَيْقَظَ في الصَّباحِ الْباكِرِ؟ أبو محمد			
أَيْنَ أَرادَ أَبو مُحَمَّدٍ الذَّهابَ؟ إلى عمله			
في أَيِّ فَصْلٍ حَدَثَتِ الْقِصَّةُ؟ في فصل الشتاء			
كَيْفَ نَهَضَ الأَبْناءُ؟ فرحين			
ماذا صَنَعَ الأَبْناءُ مِنَ الثَّلْجِ؟ رَجُلاً ثَلْجِيًّا جَميلاً			

13-2. 2017 Jordan RAMP EGMA Assessor Protocol

المهمة 1: التعرف الى الأعداد	A	60 ثانية
فيما يلي بعض الأعداد، أريد منك أن تقرأ كل عدد. عندما أقول إبدأ، أقرأ الأعداد. سأصمت وأستمع إليك. ابدأ من هذا العدد وتابع من اليمين إلى اليسار سطراً بسطر. (أشر إلى أول عدد) ابدأ من هنا . هل أنت مستعد؟ ابدأ ما هو هذا العدد ؟		●عند انتهاء الوقت المحدد (60 ثانية) ضمن ساعة التوقيت. ●إذا توقف الطالب عند البند لمدة 5 ثوان.
(/) غير صحيح أو بدون إجابة ([ ]) عند آخر بند إجابه الطالب		
الوقت المتبقى (بالثواني)		

١	٦	٠	١٢	٣٠
٦٦	٢٧	٤٩	٣٥	٥٨
٨١	٥٠	٧٤	٩٨	٦٢
١٠٣	٢٨٦	٥٧٠	٦٠٠	٨٩٨

المهمة 2 : مقارنة الأعداد – تمرين	B1	✗
	انظر إلى هذين العددين. أيهما أكبر؟ ✓ صحيح ٨ هو الأكبر. لنتابع ✗ العدد ٨ هو الأكبر. [أشر إلى ٨] هذا هو العدد ٨ . [أشر إلى ٤] هذا هو العدد ٤. العدد ٨ أكبر من ٤. لنتابع .	✗ ✗
	انظر إلى هذين العددين. أيهما أكبر؟ ✓ صحيح ١٢ هو الأكبر. لنتابع ✗ العدد ١٢ هو الأكبر . [أشر إلى ١٠] هذا هو العدد ١٠. [أشر إلى ١٢] هذا هو العدد ١٢. العدد ١٢ أكبر من ١٠. لنتابع .	

المهمة 2 : مقارنة الأعداد	B2 & B3	✗
انظر الى كل عددين وأخبرني أيها أكبر (كرر مع كل بند)		✗
(/) غير صحيح أو بدون إجابة		
		• في حال أعطى الطفل أربع إجابات خاطئة بشكل متتالي •إذا توقف الطالب عند البند لمدة 5 ثوان.

٧٣	٧٣	٥٩	٦	٦	٤
١٥٢	١٣٨	١٥٢	٢٦	١٥	٢٦
٥٩١	٢٧١	٥٩١	٣٤	٣٤	٢٩
٦٤٠	٦٤٠	٦٠٤	٦٧	٦٧	٤٧
٨٧٦	٨٧٤	٨٧٦	٧٦	٧٤	٧٦

المهمة 3: العدد الناقص - تمرين	C1	×
لاحظ الأعداد التالية ١، ٢، ٤ ما هو العدد المناسب؟ ١ ، ٢ ، (٣) ، ٤ ✓ صحيح ٣. لننتقل الى مثال آخر. ✗ هنا العدد هو ٣ . والآن قم بترديد الأعداد معي (مع الإشارة إلى كل عدد على حدة)؛ ١، ٢، ٣، ٤، إذن العدد المناسب هو ٣. لننتقل الى مثال آخر.		× ✋ × ↩
لاحظ الأعداد التالية ٥، ١٠، ١٥، ما هو العدد المناسب (أشر إلى الفراغ) ٥ ، ١٠ ، ١٥ ، (٢٠) ✓ صحيح ٢٠. لنتابع ✗ العدد المناسب هو ٢٠ والآن قم بترديد الأعداد معي (مع الإشارة إلى كل عدد على حدة)؛ ٥، ١٠، ١٥، ٢٠، إذن العدد المناسب هو ٢٠. لنتابع.		

المهمة 3: العدد الناقص	C3 & C2	×
فيما يلي لدينا أسئلة أخرى من هذا النوع: ضع العدد المناسب داخل المستطيل الفارغ. (كرر هذه الملاحظة لكل بند)		✋ • في حال أعطى الطفل أربع إجابات خاطئة بشكل متتالي. ↩ •إذا توقف الطالب عند البند لمدة 5 ثوان.
(/) غير صحيح أو بدون إجابة		

1. ٤ ، ٥ ، ٦ ، **٧**
2. ١١ ، ١٢ ، **١٣** ، ١٤
3. ٣٠ ، **٤٠** ، ٥٠ ، ٦٠
4. **٣٠٠** ، ٤٠٠ ، ٥٠٠ ، ٦٠٠
5. ٢ ، ٤ ، ٦ ، **٨**
6. ٤٢٨ ، ٤٢٩ ، **٤٣٠** ، ٤٣١
7. ٣٠ ، **٢٨** ، ٢٦ ، ٢٤
8. ٧٠ ، ٧٥ ، **٨٠** ، ٨٥
9. ٥٨٠ ، ٥٧٠ ، ٥٦٠ ، **٥٥٠**
10. ٣ ، ٨ ، **١٣** ، ١٨

المهمة 4A: عملية الجمع – المستوى 1	D2 & D1	60 ثانية

إليك بعض أسئلة الجمع (مرر يدك على الأسئلة من الأعلى الى الأسفل). جد ناتج الجمع لكل مما يأتي. إذا لم تتمكن من معرفة الناتج. انتقل إلى السؤال التالي.
هل أنت مستعد؟..... ابدأ من هنا (أشر الى السؤال الأول)

(/) غير صحيح أو بدون إجابة
([ ) عند آخر بند إجابه الطالب

٢ + ١ = (٣)	١٢ + ٢ = (١٤)
١ + ٤ = (٥)	١١ + ٦ = (١٧)
٧ + ١ = (٨)	١٥ + ٣ = (١٨)
٢ + ٥ = (٧)	٨ + ٦ = (١٤)
٤ + ٤ = (٨)	٨ + ٩ = (١٧)
٣ + ١ = (٤)	٩ + ٧ = (١٦)
٢ + ٤ = (٦)	٨ + ٨ = (١٦)
٣ + ٦ = (٩)	٢ + ١٢ = (١٤)
٥ + ٥ = (١٠)	١٠ + ٣ = (١٣)
٢ + ٨ = (١٠)	٥ + ١٠ = (١٥)

- عند انتهاء الوقت المحدد (60 ثانية) ضمن ساعة التوقيت.
- إذا توقف الطالب عند البند لمدة 5 ثوان.

الوقت المتبقي (بالثواني)

المهمة 4B: عملية الجمع – المستوى 2	D3	
❖ ورقة وقلم		
إليك بعض أسئلة الجمع الأخرى. يمكنك استخدام القلم والورقة إذا شئت. ابدأ من هنا		
(/) غير صحيح أو بدون إجابة		
١٦ + ٣ = (١٩)		● إذا أخطأ الطالب في الإجابة عن أول خمسة بنود في المستوى الأول. ● في حال أعطى الطفل أربع إجابات خاطئة بشكل متتالي. ● إذا قام الطالب باستخدام طرق غير فعالة (كاستخدام الأصابع والإشارات)، اطلب من الطالب أن يستخدم طريقة أخرى لحل المسألة. ● إذا توقف الطالب عند البند لمدة 5 ثوان.
١٥ + ٩ = (٢٤)		
٢٣ + ١٤ = (٣٧)		
٢٤ + ٣٦ = (٦٠)		
٣٨ + ٢٦ = (٦٤)		

المهمة 5A: عملية الطرح – المستوى 1	E2 & E1	60 ثانية

إليك بعض أسئلة الطرح (مرر يدك على الأسئلة من الأعلى إلى الأسفل).
جد ناتج الطرح لكل مما يأتي. إذا لم تتمكن من معرفة الناتج. انتقل إلى السؤال التالي.
هل أنت مستعد؟..... ابدأ من هنا (أشر الى السؤال الأول)

(/) غير صحيح أو بدون إجابة
([ ]) عند آخر بند إجابه الطالب

٣ - ١ = (٢)	١٤ - ٢ = (١٢)
٥ - ٢ = (٣)	١٧ - ١١ = (٦)
٧ - ١ = (٦)	١٨ - ٣ = (١٥)
٧ - ٢ = (٥)	١٥ - ٨ = (٧)
٨ - ٤ = (٤)	١٧ - ٩ = (٨)
٤ - ٣ = (١)	١٦ - ٩ = (٧)
١٠ - ٤ = (٦)	١٦ - ٨ = (٨)
٩ - ٣ = (٦)	١٤ - ٢ = (١٢)
١٠ - ٥ = (٥)	١٤ - ٤ = (١٠)
١٠ - ٢ = (٨)	١٥ - ١٠ = (٥)

- عند انتهاء الوقت المحدد (60 ثانية) ضمن ساعة التوقيت.
- إذا توقف الطالب عند البند لمدة 5 ثوان.

الوقت المتبقى (بالثواني)

المهمة 5B: عملية الطرح – المستوى 2	E3	✗
❖ ورقة وقلم		
إليك بعض أسئلة الطرح الأخرى . يمكنك استخدام القلم والورقة إذا شئت. ابدأ من هنا		
(/) غير صحيح أو بدون إجابة		
١٩ - ٣ = (١٦)		●إذا أخطأ الطالب في الإجابة عن أول خمسة بنود في المستوى الاول. ● في حال أعطى الطفل أربع إجابات خاطئة بشكل متتالي. ●إذا قام الطالب باستخدام طرق غير فعالة (كاستخدام الأصابع والإشارات)، اطلب من الطالب أن يستخدم طريقة أخرى لحل المسألة. ●إذا توقف الطالب عند البند لمدة 5 ثوان.
٢٤ - ٩ = (١٥)		
٣٧ - ١٤ = (٢٣)		
٦٠ - ٢٤ = (٣٦)		
٥٤ - ٢٦ = (٢٨)		

المهمة 6 : المسائل الكلامية		✗
❖ عدادات، ورقة، وقلم.		
لدي بعض المسائل الحسابية وسوف أطلب منك حلّها. هذه بعض الأشياء التي يمكن أن تساعدك. تستطيع استعمالها إذا احتجت لها، ولكنك لست مجبراً على استعمالها. استمع جيداً لكل من هذه المسائل. سأكرر المسألة في حال احتجت إلى ذلك. جيد، لنبدأ. اذكر مثالاً تدريبياً ركب ثلاثة أطفال في حافلة. [توقف وتحقق من الطفل] نزل طفل من الحافلة. [توقف وتحقق من الطفل] كم عدد الأطفال الذين بقوا في الحافلة؟ ✓ هذا صحيح. بقي طفلان في الحافلة. لنقم بحل تمرين إضافي. ✗ تخيل هذه المعدودات أطفالاً. قم باختيار ثلاثة أطفال. ركب هؤلاء الأطفال في حافلة. نزل طفل من الحافلة. أشر إلى الطفل الذي سيقوم بالنزول من الحافلة من خلال المعدودات. كم عدد الأطفال الذين تركوا الحافلة؟ هذا صحيح. تبقى طفلين في الحافلة، لنقم بحل تمارين إضافية.		
المسألة ١ عند علاء قصتان. [توقف وتحقق من الطفل] أهداه والده ثلاث قصص. [توقف وتحقق من الطفل] كم قصة أصبح معه؟	الإجابة الصحيحة: ٥ ☐✓ ☐✗ ☐--	
المسألة ٢ حافلة فيها سبعة أطفال [توقف وتحقق من الطفل] أربعة منهم ذكور و الباقي إناث [توقف وتحقق من الطفل] كم عدد الإناث؟	الإجابة الصحيحة: ٣ ☐✓ ☐✗ ☐--	
المسألة ٣ أم عندها ثمانية أبناء ولديها ثلاث حبات من التفاح. [توقف وتحقق من الطفل] كم حبة تفاح إضافية تحتاج الأم حتى يأخذ كل منهم حبة واحدة؟	الإجابة الصحيحة: ٥ ☐✓ ☐✗ ☐--	
المسألة ٤ عند ماجد عدد من الخراف [توقف وتحقق من الطفل] اشترى ثلاثة خراف اخرى [توقف وتحقق من الطفل] فأصبح عنده عشرة خراف [توقف وتحقق من الطفل] فكم خروفا كان عنده ؟	الإجابة الصحيحة: ٧ ☐✓ ☐✗ ☐--	
المسألة ٥ وزعت معلمة اثنتي عشرة قطعة من الحلوى على أربعة أطفال بالتساوي. [توقف وتحقق من الطفل] كم قطعة حلوى أخذ كل طفل ؟	الإجابة الصحيحة: ٣ ☐✓ ☐✗ ☐--	
المسألة ٦ زرع عمر صفين من الأشجار . [توقف وتحقق من الطفل] في كل صف أربع اشجار. [توقف وتحقق من الطفل] كم شجرة زرع ؟	الإجابة الصحيحة: ٨ ☐✓ ☐✗ ☐--	

✗

- في حال أعطى الطفل أربع إجابات خاطئة بشكل متتالي.

- في حال توقف الطفل عند السؤال لمدة ٥ ثواني. (ولم يحاول استعمال العدادات، أو الأصابع، أو الورقة والقلم)

أو

- في حال لم يجب الطفل عن السؤال بعد مرور ٣٠ ثانية على توجيه السؤال له.

ملاحظة: تشير عبارات" [توقف وتحقق من الطفل] في كل مسألة إلى أنك يجب أن تتأكد من فهم الطفل لما قلته قبل أن تكمل. قد تحتاج لسؤال الطفل، "هل فهمت؟"

13-3. 2017 Jordan RAMP Pupil Questionnaire

1.	Starting time **[Use 24-hour time HH:MM**	☐☐:☐☐	☐☐:☐☐	وقت البدء [استعمل توقيت **24** ساعة – س س:دد]	1.
2.	Interview date **[DD/MM/YY]**	☐☐/ ☐☐/ ☐☐	☐☐/ ☐☐/ ☐☐	تاريخ المقابلة **[اليوم/الشهر/السنة]**	2.
3.	Interview status	Refused ..... 1 → **Thank student and end interview** Partially completed ..... 2 Completed	1..... رفض الإجابة ← **اشكر الطالب وأنهِ المقابلة** 2.....تمَّتْ بشكلٍ جزئي 3..... تمَّتْ بشكلٍ كامل	حالة المقابلة	3.
4.	**[Is the student a girl?]**	No ..... 0 Yes..... 1	0..... لا 1.....نعم	**[هل الطالب أنثى؟]**	4.
5.	How old are you?	Range: 5-12 Years..... ☐☐	الفئة العمرية: 5-12 ☐☐..... السنوات	كم عمرك؟	5.

6.	What grade are you in? **[Note: If not in [grade being assessed], thank student and explain that you are only assessing [grades being assessed]**	Grade **2** ..... 1 Grade **3** 2	1..... الصف **2** 2..... الصف **3**	ما صفك؟ **[ملاحظة: إذا كان الطفل ليس من ضمن الصفوف الخاضعة للتقييم، اشكر الطالب واشرح له أنك تقوم بتقييم الصفوف الخاضعة للتقييم فقط.]**	6.
7.	What grade were you in last year? **[Do <u>not</u> verify by asking if child is repeating]**	Grade 1 ..... 1 Grade 2 ..... 2 Grade 3 ..... 3 Don't know/Refuse 888	1..... الصف 1 2..... الصف 2 3..... الصف 3 888 ..... لا أعرف/رفض الإجابة	في أي صف كنت في العام الماضي؟ **[<u>لا</u> تتحقق من الطالب إنْ كان مُعيداً للصف أم لا]**	7.
8.	Did you go to preschool or kindergarten?	No ..... 0 Yes..... 1 Don't know/Refuse 888	0..... لا 1.....نعم 888 ..... لا أعرف/رفض الإجابة	هل التحقت بحضانة أو روضة؟	8.
	Now I would like to ask you some questions about your class.			**أودّ الآن أن أطرح عليك بضعة أسئلة عن صفك.**	
9.	Do you have time to read books in your classroom or in your school library every day?	No ..... 0 Yes..... 1 Don't know/Refuse 888	0..... لا 1.....نعم 888 ..... لا أعرف/رفض الإجابة	هل لديك وقت لقراءة كتب داخل صفك أو مكتبة المدرسة كل يوم؟	9.

10.	Do you bring home reading books from your classroom or from the school library?	No ..... 0 Yes..... 1 Don't know/Refuse 888	0..... لا 1.....نعم 888 ..... لا أعرف/رفض الإجابة	هل تجلب معك للمنزل كتباً للقراءة من صفك أو مكتبة المدرسة؟	10.
11.	What does the teacher normally do when you are unable to answer a question or you answer a question incorrectly? **Do NOT read the responses to the student. Tick ALL responses.**	Teacher rephrases/explains the question again.....1 Teacher encourages the student to try again .....1 Teacher asks another student.....1 Teacher asks again .....1 Teacher corrects the student.....1 Teacher hits student.....1 Other.....1 Don't know/Refuse 888	1.....يقوم المعلم بإعادة صياغة/شرح السؤال مجدداً 1.....يشجع المعلمُ الطالبَ على المحاولة مجدداً 1 ..... يسأل المعلم طالباً آخر 1 ..... يطرح المعلمُ السؤالَ مجدداً 1 ..... يقوم المعلم بتصحيح الطالب 1 .....يقوم المعلم بضرب الطالب 1 .....غير ذلك 888.....لا أعرف/رفض الإجابة	ما الذي يفعله المعلم عادةً عندما لا تكون قادراً على الإجابة عن سؤال ما أو عندما تجب عنه بشكل خاطئ؟ [لا تقرأ الإجابات على الطالب. اختر جميع الإجابات التي تنطبق]	11.
	Now I would like to ask you some questions about your household.			أود الآن أنْ أطرح عليك بضعة أسئلة عن منزلك.	
12.	Apart from school books, do you have books that you can read at home?	No ..... 0 Yes..... 1 Don't know/Refuse 888	0..... لا 1.....نعم 888 ..... لا أعرف/رفض الإجابة	عدا عن الكتب الدراسية، هل يوجد لديك كتب أخرى تقرأها في البيت؟	12.

13.	During the week, do you read aloud to someone at home? **If yes**, how often?	No, never .....0 Yes, once a week .....1 Yes, 2-3 times per week .....2 Yes, every day .....3 Don't know/Refuse 888	0 ..... لا، أبداً 1 ..... نعم، مرة واحدة في الأسبوع 2 ..... نعم، 2-3 مرات في الأسبوع 3 ..... نعم، يومياً 888 ..... لا أعرف/رفض الإجابة	خلال الأسبوع، هل تقرأ قراءةً جهرية لشخص ما في المنزل؟ **إذا كانت الإجابة نعم**، كم مرة أسبوعياً؟	13.
14.	During the week, does someone at home read to you? **If yes,** how often?	No, never .....0 Yes, once a week .....1 Yes, 2-3 times per week .....2 Yes, every day .....3 Don't know/Refuse 888	0 ..... لا، أبداً 1 ..... نعم، مرة واحدة في الأسبوع 2 ..... نعم، 2-3 مرات في الأسبوع 3 ..... نعم، يومياً 888 ..... لا أعرف/رفض الإجابة	خلال الأسبوع، هل يوجد هناك من يقرأ لك في المنزل؟ **إذا كانت الإجابة نعم**، كم مرة أسبوعياً؟	14.
15.	Does someone at home help you with your homework when you need it?	No ..... 0 Yes..... 1 Don't know/Refuse 888	0..... لا 1..... نعم 888 ..... لا أعرف/رفض الإجابة	هل يساعدك أحدهم في حل واجباتك المدرسية عندما تحتاج إلى المساعدة؟	15.
16.	Do you ever meet with other children in the community and listen to somebody read a story to you? **If yes**, how often?	No, never .....0 ➔ If no, skip to 18 Yes, just once .....1 Yes, not often/occasionally .....2 Yes, every week .....3 Don't know/Refuse 888	0 ..... لا، أبداً 🡸 إذا كانت الإجابة لا، انتقل للبند 18 1 ..... نعم، مرة واحدة 2 ..... نعم، ليس غالباً/أحياناً 3 ..... نعم، أسبوعياً 888 ..... لا أعرف/رفض الإجابة	هل حصل وقمت بالاجتماع مع أطفال آخرين في المجتمع واستمعت لأحدهم وهو يسرد لك قصة؟ إذا كانت الإجابة نعم، كم مرة؟	16.

17.	When you met with the other children in the community and listened to somebody read a story to you, did the person who read the story to you allow you to borrow a book and take it home?	No ..... 0 Yes..... 1 Don't know/Refuse 888	لا ..... 0 نعم..... 1 لا أعرف/رفض الإجابة 888	عندما قابلت أطفال آخرين من المجتمع واستمعت لأحدهم يسرد لك قصة، هل سمح لك الشخص الذي قرأ لكم القصة باستعارة أي من الكتب وأخذها معك إلى المنزل؟	17.
18.	Are your parents: from Jordan, from Syria, from Iraq or from another country **Tick only ONE response.**	Jordan .....0 Syria .....1 Iraq .....2 Other .....3 Don't know/Refuse 888	الأردن ..... 0 سوريا..... 1 العراق ..... 2 أخرى ..... 3 لا أعرف/رفض الإجابة 888	هل والديك بالأصل من: الأردن، سوريا، العراق أو من بلدٍ آخر؟ **اختر إجابة واحدة فقط.**	18.
19.	Does your mother know how to read?	No ..... 0 Yes..... 1 Don't know/Refuse 888	لا ..... 0 نعم..... 1 لا أعرف/رفض الإجابة 888	هل تستطيع والدتك القراءة؟	19.
20.	Does your father know how to read?	No ..... 0 Yes..... 1 Don't know/Refuse 888	لا ..... 0 نعم..... 1 لا أعرف/رفض الإجابة 888	هل يستطيع والدك القراءة؟	20.

21. Does your family have the following items in your home?

Read answer options aloud.

	No	Yes	--	--	نعم	لا	
Dishwasher	0	1	888	888	1	0	آلة غسل الصحون
Television	0	1	888	888	1	0	تلفاز
Telephone	0	1	888	888	1	0	هاتف

هل تمتلك عائلتك أي من الحاجيات التالية في المنزل؟

اقرأ خيارات الأجوبة بصوت عالٍ.

📖 **أشر إلى الصورة المناسبة.**

21.

	🕮 **Point to appropriate pictograms.**	Mobile telephone / Smartphone	0	1	888	888	1	0	هاتف محمول/هاتف ذكي		
		Vehicle	0	1	888	888	1	0	سيارة		
		Computer	0	1	888	888	1	0	جهاز حاسوب		
		Laptop computer / Tablet	0	1	888	888	1	0	حاسوب محمول/حاسوب لوحي		
		Air conditioner	0	1	888	888	1	0	مكيف هوائي		
		Microwave	0	1	888	888	1	0	مايكروويف		

22.	Where do you normally get your water from at home? **Read answer options aloud.** 🕮 **Point to appropriate pictograms.** **Tick only ONE response.**	River, stream or lake .....1 Well or borehole .....2 Communal tap .....3 Water pipe / tap in your home .....4 Water truck or tank.....5 Other.....6 Don't know/Refuse 888	1 ..... نهر أو جدول أو بحيرة 2 ..... بئر الماء 3 ..... صنبور ماء عمومي 4 ..... أنبوب مياه/صنبور ماء في المنزل 5 ..... خزان/صهريج ماء 6 ..... أخرى 888..... لا أعرف/رفض الإجابة	من أين تحصل على الماء في منزلك عادة؟ **اقرأ خيارات الأجوبة بصوت عالٍ.** 🕮 **أشر إلى الصورة المناسبة.** **اختر إجابة واحدة فقط.**	22.

23.	How is food most often cooked at your home? **Read answer options aloud.** **🕮 Point to appropriate pictograms.** **Tick only ONE response.**	Firewood .....1 A charcoal burner .....2 A kerosene stove .....3 A gas stove .....4 An electric stove/cooker.....5 Other.....6 Don't know/Refuse 888	الحطب ..... 1 منقل فحم ..... 2 فرن كاز ..... 3 فرن غاز ..... 4 فرن كهربائي ..... 5 أخرى ..... 6 لا أعرف/رفض الإجابة 888	كيف يُطْبَخ الطعام في منزلك عادة؟ **اقرأ خيارات الأجوبة بصوت عالٍ.** **🕮 أشر إلى الصورة المناسبة.** **اختر إجابة واحدة فقط.**	23.
24.	What type of toilet does your family use at your home? **Read answer options aloud.** **🕮 Point to appropriate pictograms.** **Tick only ONE response.**	Pit toilet .....1 Toilet outside your home .....2 Toilet inside your home.....3 Don't know/Refuse 888	مرحاض بحفرة أرضية.....1 مرحاض خارج المنزل ..... 2 مرحاض داخل المنزل.....3 لا أعرف/رفض الإجابة 888	ما نوع الحمام الذي تستعمله عائلتك في المنزل؟ **اقرأ خيارات الأجوبة بصوت عالٍ** **🕮 أشر إلى الصورة المناسبة** **اختر إجابة واحدة فقط.**	24.
25.	Ending time **[Use 24-hour time HH:MM**	☐☐ : ☐☐	☐☐ : ☐☐	وقت النهاية **[استعمل توقيت 24 ساعة – س س:دد]**	25.
	Thank you very much!			**شكراً جزيلاً!**	

26.	Starting time **[Use 24-hour time HH:MM**	☐☐:☐☐	☐☐:☐☐	وقت البدء [استعمل توقيت **24** ساعة – س س:دد]	1.
27.	Interview date **[DD/MM/YY]**	☐☐/☐☐/☐☐	☐☐/☐☐/☐☐	تاريخ المقابلة **[اليوم/الشهر/السنة]**	2.
28.	Interview status	Refused ..... 1 → **Thank student and end interview** Partially completed ..... 2 Completed 3	1..... رفض الإجابة ← **اشكر الطالب وأنهِ المقابلة** 2.....تمَّتْ بشكلٍ جزئي 3..... تمَّتْ بشكلٍ كامل	حالة المقابلة	3.
29.	**[Is the student a girl?]**	No..... 0 Yes..... 1	0..... لا 1.....نعم	**[هل الطالب أنثى؟]**	4.
30.	How old are you?	Range: 5-12 Years ..... ☐☐	الفئة العمرية: 5-12 ☐☐..... السنوات	كم عمرك؟	5.
31.	What grade are you in? **[Note: If not in [grade being assessed], thank student and explain that you are only assessing [grades being assessed]**	Grade **2** ..... 1 Grade **3** 2	1..... الصف **2** 2..... الصف **3**	ما صفك؟ **[ملاحظة: إذا كان الطفل ليس من ضمن الصفوف الخاضعة للتقييم، اشكر الطالب واشرح له أنك تقوم بتقييم الصفوف الخاضعة للتقييم فقط.]**	6.

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

36.	What does the teacher normally do when you are unable to answer a question or you answer a question incorrectly? **Do NOT read the responses to the student. Tick ALL responses.**	Teacher rephrases/explains the question again.....1 Teacher encourages the student to try again .....1 Teacher asks another student .....1 Teacher asks again .....1 Teacher corrects the student.....1 Teacher hits student.....1 Other.....1 Don't know/Refuse 888	يقوم المعلم بإعادة صياغة/شرح السؤال مجدداً.....1 يشجع المعلمُ الطالبَ على المحاولة مجدداً.....1 يسأل المعلم طالباً آخر .....1 يطرح المعلمُ السؤالَ مجدداً .....1 يقوم المعلم بتصحيح الطالب .....1 يقوم المعلم بضرب الطالب.....1 غير ذلك.....1 لا أعرف/رفض الإجابة 888	ما الذي يفعله المعلم عادةً عندما لا تكون قادراً على الإجابة عن سؤال ما أو عندما تجب عنه بشكل خاطئ؟ [لا تقرأ الإجابات على الطالب. اختر جميع الإجابات التي تنطبق]	11.
	Now I would like to ask you some questions about your household.			أود الآن أنْ أطرح عليك بضعة أسئلة عن منزلك.	
37.	Apart from school books, do you have books that you can read at home?	No..... 0 Yes..... 1 Don't know/Refuse 888	لا ..... 0 نعم.....1 لا أعرف/رفض الإجابة 888	عدا عن الكتب الدراسية، هل يوجد لديك كتب أخرى تقرأها في البيت؟	12.
38.	During the week, do you read aloud to someone at home? **If yes**, how often?	No, never .....0 Yes, once a week.....1 Yes, 2-3 times per week .....2 Yes, every day.....3 Don't know/Refuse 888	لا، أبداً .....0 نعم، مرة واحدة في الأسبوع.....1 نعم، 2-3 مرات في الأسبوع.....2 نعم، يومياً .....3 لا أعرف/رفض الإجابة 888	خلال الأسبوع، هل تقرأ قراءةً جهرية لشخص ما في المنزل؟ **إذا كانت الإجابة نعم**، كم مرة أسبوعياً؟	13.

39.	During the week, does someone at home read to you? **If yes,** how often?	No, never .....0 Yes, once a week.....1 Yes, 2-3 times per week .....2 Yes, every day.....3 Don't know/Refuse 888	0 ..... لا، أبداً 1 .....نعم، مرة واحدة في الأسبوع 2 .....نعم، 2-3 مرات في الأسبوع 3 ..... نعم، يومياً 888..... لا أعرف/رفض الإجابة	خلال الأسبوع، هل يوجد هناك من يقرأ لك في المنزل؟ **إذا كانت الإجابة نعم،** كم مرة أسبوعياً؟	14.
40.	Does someone at home help you with your homework when you need it?	No..... 0 Yes..... 1 Don't know/Refuse 888	0..... لا 1.....نعم 888..... لا أعرف/رفض الإجابة	هل يساعدك أحدهم في حل واجباتك المدرسية عندما تحتاج إلى المساعدة؟	15.
41.	Do you ever meet with other children in the community and listen to somebody read a story to you? **If yes**, how often?	No, never .....0 ➔ If no, skip to 18 Yes, just once .....1 Yes, not often/occasionally .....2 Yes, every week .....3 Don't know/Refuse 888	0 ..... لا، أبداً 🡸 إذا كانت الإجابة لا، انتقل للبند 18 1 ..... نعم، مرة واحدة 2 .....نعم، ليس غالباً/أحياناً 3 .....نعم، أسبوعياً 888..... لا أعرف/رفض الإجابة	هل حصل وقمت بالاجتماع مع أطفال آخرين في المجتمع واستمعت لأحدهم وهو يسرد لك قصة؟ إذا كانت الإجابة نعم، كم مرة؟	16.
42.	When you met with the other children in the community and listened to somebody read a story to you, did the person who read the story to you allow you to borrow a book and take it home?	No..... 0 Yes..... 1 Don't know/Refuse 888	0..... لا 1.....نعم 888 ..... لا أعرف/رفض الإجابة	عندما قابلت أطفال آخرين من المجتمع واستمعت لأحدهم يسرد لك قصة، هل سمح لك الشخص الذي قرأ لكم القصة باستعارة أي من الكتب وأخذها معك إلى المنزل؟	17.

43.	Are your parents: from Jordan, from Syria, from Iraq or from another country **Tick only ONE response.**	Jordan .....0 Syria .....1 Iraq .....2 Other .....3 Don't know/Refuse 888	0 ..... الأردن 1 ..... سوريا 2 ..... العراق 3 ..... أخرى 888..... لا أعرف/رفض الإجابة	هل والديك بالأصل من: الأردن، سوريا، العراق أو من بلدٍ آخر؟ **اختر إجابة واحدة فقط.**	18.
44.	Does your mother know how to read?	No ..... 0 Yes..... 1 Don't know/Refuse 888	0..... لا 1.....نعم 888 ..... لا أعرف/رفض الإجابة	هل تستطيع والدتك القراءة؟	19.
45.	Does your father know how to read?	No ..... 0 Yes..... 1 Don't know/Refuse 888	0..... لا 1.....نعم 888 ..... لا أعرف/رفض الإجابة	هل يستطيع والدك القراءة؟	20.

46.

Does your family have the following items in your home?

Read answer options aloud.

🕮 **Point to appropriate pictograms.**

	No	Yes	--	--	نعم	لا	
Dishwasher	0	1	888	888	1	0	آلة غسل الصحون
Television	0	1	888	888	1	0	تلفاز
Telephone	0	1	888	888	1	0	هاتف
Mobile telephone / Smartphone	0	1	888	888	1	0	هاتف محمول/هاتف ذكي
Vehicle	0	1	888	888	1	0	سيارة
Computer	0	1	888	888	1	0	جهاز حاسوب

هل تمتلك عائلتك أي من الحاجيات التالية في المنزل؟

اقرأ خيارات الأجوبة بصوت عالٍ.

🕮 **أشر إلى الصورة المناسبة.**

21.

		Laptop computer / Tablet	0	1	888	888	1	0	حاسوب محمول/حاسوب لوحي		
		Air conditioner	0	1	888	888	1	0	مكيف هوائي		
		Microwave	0	1	888	888	1	0	مايكروويف		
47.	Where do you normally get your water from at home? **Read answer options aloud.** **🕮 Point to appropriate pictograms.** **Tick only ONE response.**	River, stream or lake .....1 Well or borehole .....2 Communal tap .....3 Water pipe / tap in your home .....4 Water truck or tank.....5 Other.....6 Don't know/Refuse 888				1 ..... نهر أو جدول أو بحيرة 2 ..... بئر الماء 3 ..... صنبور ماء عمومي 4 ..... أنبوب مياه/صنبور ماء في المنزل 5 ..... خزان/صهريج ماء 6 ..... أخرى 888..... لا أعرف/رفض الإجابة				من أين تحصل على الماء في منزلك عادة؟ **اقرأ خيارات الأجوبة بصوت عالٍ.** **🕮 أشر إلى الصورة المناسبة.** **اختر إجابة واحدة فقط.**	22.
48.	How is food most often cooked at your home? **Read answer options aloud.** **🕮 Point to appropriate pictograms.** **Tick only ONE response.**	Firewood .....1 A charcoal burner.....2 A kerosene stove .....3 A gas stove .....4 An electric stove/cooker.....5 Other.....6 Don't know/Refuse 888				1 ..... الحطب 2 ..... منقل فحم 3 ..... فرن كاز 4 ..... فرن غاز 5 ..... فرن كهربائي 6 ..... أخرى 888..... لا أعرف/رفض الإجابة				كيف يُطْبَخ الطعام في منزلك عادة؟ **اقرأ خيارات الأجوبة بصوت عالٍ.** **🕮 أشر إلى الصورة المناسبة.** **اختر إجابة واحدة فقط.**	23.

49.	What type of toilet does your family use at your home? **Read answer options aloud.** **🕮 Point to appropriate pictograms.** **Tick only ONE response.**	Pit toilet .....1 Toilet outside your home .....2 Toilet inside your home .....3 Don't know/Refuse 888	مرحاض بحفرة أرضية.....1 مرحاض خارج المنزل .....2 مرحاض داخل المنزل.....3 لا أعرف/رفض الإجابة 888	ما نوع الحمام الذي تستعمله عائلتك في المنزل؟ **اقرأ خيارات الأجوبة بصوت عالٍ** **🕮 أشر إلى الصورة المناسبة** **اختر إجابة واحدة فقط.**	24.
50.	Ending time **[Use 24-hour time HH:MM**	☐☐:☐☐	☐☐:☐☐	وقت النهاية **[استعمل توقيت 24 ساعة – س س:دد]**	25.
	Thank you very much!			**شكراً جزيلاً!**	

13-4. 2017 Jordan RAMP Teacher Questionnaire

1.	Starting time **[Use 24-hour time HH:MM]**	☐/☐	☐/☐	وقت البدء **[استعمل توقيت 24 ساعة – س س : دد]**	
2.	Interview date **[DD/MM/YY]**	☐/☐/☐	☐/☐/☐	تاريخ المقابلة **[يوم/شهر/سنة]**	
3.	Interview status	Refused → **Thank teacher and end interview** ..... 1 Partially completed ..... 2 Completed 3	رفض المقابلة ← **اشكر المعلم وقم بإنهاء المقابلة** 1 ..... تمّتْ بشكل جزئي..... 2 تمّتْ بشكل كامل..... 3	حالة المقابلة	
4.	**[Is the teacher female?]**	No ..... 0 Yes ..... 1 Don't know/Refuse 888	لا..... 0 نعم..... 1 لا أعرف/رفض الإجابة..... 888.	[هل من يتم مقابلته هي مُعلِّمَة؟]	
	I would like to begin by asking you a few questions about your class.			أود البدء بطرح بضعة أسئلة حول صفك.	
5.	In this class, how many boys are enrolled?	Boys ..... ☐ Don't know/Refuse 888	ذكور..... ☐ لا أعرف/رفض الإجابة..... 888.	كم عدد الطلاب الذكور المُسجَّلين في هذا الصف؟	
6.	In this class, how many girls are enrolled?	Girls ..... ☐ Don't know/Refuse 888	إناث..... ☐ لا أعرف/رفض الإجابة..... 888.	كم عدد الطالبات الإناث المُسجَّلات في هذا الصف ؟	
7.	How many boys in your class this school year are repeaters?	Boys ..... ☐ Don't know/Refuse 888	ذكور..... ☐ لا أعرف/رفض الإجابة..... 888.	كم عدد الطلاب الذكور المعيدين الملتحقين بصفك في هذا العام الدراسي؟	

8.	How many girls in your class this school year are repeaters?	Girls ..... ☐ Don't know/Refuse..... 888	إناث..... ☐ 888. ..... لا أعرف/رفض الإجابة	كم عدد الطالبات الإناث المعيدات الملتحقات بصفك في هذا العام الدراسي؟	
9.	On a typical day, how many students are absent?	Students absent ..... ☐ Don't know/Refuse..... 888	عدد الطلبة الغائبين..... ☐ 888 ..... لا أعرف/رفض الإجابة	كم يكون عدد الطلبة الغائبين في يومٍ مدرسي اعتيادي؟	
10.	On a typical day, how many students are late? We define "late" to be arriving at least 15 minutes after the start of the first class.	Students late ..... ☐ Don't know/Refuse..... 888	عدد الطلبة المتأخرين..... ☐ 888. ..... لا أعرف/رفض الإجابة	كم عدد الطلبة المتأخرين في يوم مدرسي اعتيادي؟ نقصد بـ"المتأخرين" الطلبة الذين يَصِلون بعد 15 دقيقة على الأقل من بدء الحصة الدراسية الأولى.	
11.	Have you been the only teacher to teach reading and mathematics to this class since the beginning of the school year? If no, how any other teachers, as far as you know, have taught reading and mathematics to this class? **[Read all the options to the teacher; only circle one response]**	Yes ..... 1 No, one other teacher..... 2 No, two other teachers ..... 3 No, three or more other teachers4 Don't know/Refuse..... 888	1. ..... نعم 2 ..... لا، معلم واحد آخر 3. ..... لا، معلمان آخران 4 ..... لا، ثلاثة معلمين آخرين أو أكثر 888 ..... لا أعرف/أرفض الإجابة	هل أنت المعلم الوحيد الذي يقوم بتدريس القراءة والحساب لهذا الصف منذ بدء العام الدراسي الحالي؟ إذا كانت الإجابة لا، كم عدد المعلمين الآخرين الذين قاموا بتدريس الحساب والقراءة لهذا الصف بحسب معلوماتك؟ **[اقرأ الخيارات المتاحة على المعلم؛ ثم ضع دائرة حول ردٍّ واحدٍ فقط يمثل الإجابة.]**	
	Now I would like to ask you a few questions about yourself			**أود الآن أن أسألك بضعة أسئلة عن حضرتك**	

12.	What is your highest level of academic education?	Diploma ..... 1 Bachelor's degree ..... 2 Higher diploma ..... 3 Master's degree..... 4 PhD ..... 5 Other (specify): ..... 6 _____ Don't know/Refuse..... 888	1 .....دبلوم 2 .....بكالوريوس 3 .....دبلوم عالي 4 .....ماجستير 5 .....دكتوراه 6 .....أخرى (حدد): _____ 888 .....لا أعرف/رفض الإجابة	ما أعلى تحصيل علمي أو شهادة أكاديمية لديك؟	
13.	For how many years have you been a teacher?	Years ..... ☐ Don't know/Refuse..... 888	☐ .....السنوات 888 .....لا أعرف/رفض الإجابة	ما عدد سنوات الخبرة التي تمتلكها كمعلم ؟	
14.	Are you a substitute or a permanent teacher at this school?	Permanent teacher..... 1 Substitute teacher..... 2 Don't know/Refuse..... 888	1 .....معلم أصيل 2 .....معلم بديل 888 .....لا أعرف/رفض الإجابة	هل أنت معلم بديل أم أصيل في هذه المدرسة؟	
15.	In this school and in this shift, what grades do you teach **reading** to? **[Do not read the options; circle ALL that apply.]**	Grade 1 ..... 1 Grade 2 ..... 1 Grade 3 ..... 1 Grade 4 or higher..... 1 Don't know/Refuse..... 888	1 .....الصف 1 1 .....الصف 2 1 .....الصف 3 1 .....الصف 4 أو أعلى 888 .....لا أعرف/رفض الإجابة	ما الصفوف التي تدرسها مبحث **القراءة** في هذه المدرسة وفي هذه الفترة؟ **[لا تقرأ الخيارات؛ وإنما ضع دائرة حول جميع الخيارات المناسبة.]**	

16.	In this school and in this shift, what grades do you teach **mathematics** to? **[Do not read the options; circle ALL that apply.]**	Grade 1 ..... 1 Grade 2 ..... 1 Grade 3 ..... 1 Grade 4 or higher ..... 1 Don't know/Refuse 888	الصف 1..... 1 الصف 2..... 1 الصف 3..... 1 الصف 4 أو أعلى..... 1 لا أعرف/رفض الإجابة..... 888	ما الصفوف التي تدرسها مبحث الحساب في هذه المدرسة وفي هذه الفترة؟ **[لا تقرأ الخيارات؛ وإنما ضع دائرة حول جميع الخيارات المناسبة.]**	
17.	During your **pre-service** training, did you receive any specific training on how to teach early grade (grade 1 to 3) **reading**?	No ..... 0 Yes ..... 1 Don't know/Refuse 888	لا..... 0 نعم..... 1 لا أعرف/رفض الإجابة..... 888.	أثناء تدريب ما قبل الخدمة، هل حصلت على أي تدريب خاص حول كيفية تدريس **القراءة** للصفوف المبكرة (من الأول وحتى الثالث الابتدائي)؟	
18.	Version 1: Teacher in RAMP schools **Not including the training for RAMP Initiative**: have you attended any **in-service** training on how to teach early grade (grade 1 to 3) **reading**?	No ..... 0 Yes ..... 1 Don't know/Refuse 888	لا..... 0 نعم..... 1 لا أعرف/رفض الإجابة..... 888.	النسخة الأولى: معلم من مدارس تُنفَّذ فيها مبادرة الـRAMP **عدا عن تدريبات مبادرة الـRAMP**، هل سبق والتحقت بأي من التدريبات **أثناء الخدمة** حول كيفية تدريس **القراءة** للصفوف المبكرة (من الصف الأول وحتى الثالث الابتدائي)؟	
	Version 2: Teacher not in RAMP schools Have you attended any **in-service** training on how to teach early grade (grade 1 to 3) **reading**?	No ..... 0 Yes ..... 1 Don't know/Refuse 888	لا..... 0 نعم..... 1 لا أعرف/رفض الإجابة..... 888.	النسخة الثانية: معلم من مدارس لا تُنفَّذ فيها مبادرة الـRAMP هل سبق والتحقت بأي من التدريبات **أثناء الخدمة** حول كيفية تدريس **القراءة** للصفوف المبكرة (من الصف الأول وحتى الثالث الابتدائي)؟	

19.	During your **pre-service** training, did you receive any specific training on how to teach early grade (grade 1 to 3) **mathematics**?	No ..... 0 Yes ..... 1 Don't know/Refuse 888	0 ..... لا 1 ..... نعم 888. ..... لا أعرف/رفض الإجابة	أثناء تدريب ما قبل الخدمة، هل حصلت على أي تدريب خاص حول كيفية تدريس **الحساب** للصفوف المبكرة (من الأول وحتى الثالث الابتدائي)؟	
20.	Version 1: Teacher in RAMP schools **Not including the training for RAMP Initiative**: have you attended any **in-service** training on how to teach early grade (grade 1 to 3) **mathematics**?	No ..... 0 Yes ..... 1 Don't know/Refuse 888	0 ..... لا 1 ..... نعم 888. ..... لا أعرف/رفض الإجابة	النسخة الأولى: معلم من مدارس تُنفَّذ فيها مبادرة الـRAMP **عدا عن تدريبات مبادرة الـRAMP**، هل سبق والتحقت بأي من التدريبات **أثناء الخدمة** حول كيفية تدريس **الحساب** للصفوف المبكرة (من الصف الأول وحتى الثالث الابتدائي)؟	
	Version 2: Teacher not in RAMP schools Have you attended any **in-service** training on how to teach early grade (grade 1 to 3) **mathematics**?	No ..... 0 Yes ..... 1 Don't know/Refuse 888	0 ..... لا 1 ..... نعم 888. ..... لا أعرف/رفض الإجابة	النسخة الثانية: معلم من مدارس لا تُنفَّذ فيها مبادرة الـRAMP هل سبق والتحقت بأي من التدريبات **أثناء الخدمة** حول كيفية تدريس **الحساب** للصفوف المبكرة (من الصف الأول وحتى الثالث الابتدائي)؟	
	➔ **If not a RAMP teacher, skip to 50**			← **إذا لم يكن معلم من مدارس مبادرة الـRAMP، انتقل الى البند رقم 50**	

	Now I would like to ask you some GENERAL questions about the Early Grade Reading and Mathematics Initiative (RAMP) that you and your school have been involved in. Let us begin with the training.			**أودُّ الآن أنْ أوجه إليك بعض الأسئلة العامة عن مبادرة القراءة والحساب للصفوف المبكرة (RAMP) التي اشتركت فيها أنت ومدرستك. دعنا نبدأ بالتدريب.**	
21.	Did you attend the 5-day teacher training workshop for **module 1?** If yes, did you attend all the days, more than half of the days, or less than half of the days? **[Read all the options to the teacher; only circle one response.]** ➔ **If yes, skip to 23**	No ..... 0 Yes, all days..... 1 Yes, more than half of the days 2 Yes, less than half of the days .. 3 Don't know/Refuse..... 888	0 .....لا 1. .....نعم، كل الأيام 2 .....نعم، أكثر من نصف الأيام 3 .....نعم، أقل من نصف الأيام 888. 888..... لا أعرف/رفض الإجابة	هل حضرت ورشة العمل التدريبية التي امتدت لخمسة أيام **للمساق 1**؟ في حال كانت الإجابة بنعم، هل كنت حاضرًا في كل الأيام، أم لأكثر من نصفها، أم أقل من نصفها؟ **[اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]** **إذا كانت الإجابة بنعم، تخطى إلى البند 23** ←	
22.	Why did you not attend the training? **[Do not read the options; just circle all that apply.]**	I was not teaching at the school 1 I was not notified on time ..... 1 I was ill ..... 1 I did not want to attend ..... 1 Other (specify): ..... 1 _____ Don't know/Refuse..... 888	1 .....لم أكن أدرس في هذه المدرسة 1. .....لم يتم إبلاغي في الوقت المطلوب 1. .....كنت مريضاً 1. .....لم أكن أرغب في الحضور 1. .....أخرى (حدد): _____ 888. .....لا أعرف/رفض الإجابة	لماذا لم تحضر التدريب؟ **[لا تقرأ الخيارات؛ فقط ضع دائرة حول جميع الخيارات التي تمثل الإجابة.]**	

23.	Did you attend the 5-day teacher training workshop for **module 2?** If yes, did you attend all the days, more than half of the days, or less than half of the days? **[Read all the options to the teacher; only circle one response.]** **If yes, skip to 25.**	No ..... 0 Yes, all days..... 1 Yes, more than half of the days 2 Yes, less than half of the days .. 3 Don't know/Refuse..... 888	0 .....لا 1. .....نعم، كل الأيام 2 .....نعم، أكثر من نصف الأيام 3 .....نعم، أقل من نصف الأيام 888.....لا أعرف/رفض الإجابة	هل حضرت ورشة عمل تدريب المعلمين التي امتدت لخمسة أيام **للمساق 2؟** في حال كانت الإجابة بنعم، هل كنت حاضرًا في كل الأيام، أم لأكثر من نصفها، أم أقل من نصفها؟ **[اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]** **إذا كانت الإجابة بنعم، تخطى إلى البند 25.**	
24.	Why did you not attend the training? **[Do not read the options; just circle all that apply.]**	I was not teaching at the school 1 I was not notified on time ..... 1 I was ill ..... 1 I did not want to attend ..... 1 Other (specify): ..... 1 _____ Don't know/Refuse..... 888	1 .....لم أكن أدرس في هذه المدرسة 1. .....لم يتم إبلاغي في الوقت المطلوب 1. .....كنت مريضاً 1. .....لم أكن أرغب في الحضور 1. .....أخرى (حدد): _____ 888. .....لا أعرف/رفض الإجابة	لماذا لم تحضر التدريب؟ **[لا تقرأ الخيارات؛ فقط ضع دائرة حول جميع الخيارات التي تمثل الإجابة.]**	

25.	Did you attend the 5-day teacher training workshop for **module? 3** If yes, did you attend all the days, more than half of the days, or less than half of the days? **[Read all the options to the teacher; only circle one response.]** **If yes, skip to 27**	No ..... 0 Yes, all days..... 1 Yes, more than half of the days 2 Yes, less than half of the days .. 3 Don't know/Refuse..... 888	لا..... 0 نعم، كل الأيام..... 1. نعم، أكثر من نصف الأيام..... 2 نعم، أقل من نصف الأيام..... 3 لا أعرف/رفض الإجابة 888	هل حضرت ورشة تدريب المعلمين التي امتدت لخمسة أيام **للمساق 3**. في حال كانت الإجابة بنعم، هل كنت حاضرًا في كل الأيام، أم لأكثر من نصفها، أم أقل من نصفها؟ **[اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]** **إذا كانت الإجابة بنعم، تخطى إلى البند 27.**	
26.	Why did you not attend the training? **[Do not read the options; just circle all that apply.]**	I was not teaching at the school 1 I was not notified on time ..... 1 I was ill ..... 1 I did not want to attend ..... 1 Other (specify): ..... 1 _____ Don't know/Refuse..... 888	لم أكن أدرس في هذه المدرسة..... 1 لم يتم إبلاغي في الوقت المطلوب..... 1. كنت مريضاً..... 1. لم أكن أرغب في الحضور..... 1. أخرى (حدد):..... 1. _____ لا أعرف/رفض الإجابة..... 888.	لماذا لم تحضر التدريب؟ **[لا تقرأ الخيارات؛ فقط ضع دائرة حول جميع الخيارات التي تمثل الإجابة.]**	
	Next I want to get a sense of your overall impression of the RAMP Initiative. **Please respond to each of the following statements by indicating whether you strongly agree, agree, are neutral about the statement, disagree or strongly disagree.**			**أودّ الآن التعرف على انطباعك العام حول مبادرة الـRAMP.** **أرجو الإجابة عما يلي بموافق بشدة، أو موافق، أو محايد، أو غير موافق، أو غير موافق بشدة .**	

27.	I understand the goals of the RAMP Initiative. **[Read all the options to the teacher; only circle one response.]**	Strongly agree ..... 1 Agree ..... 2 Neutral ..... 3 Disagree ..... 4 Strongly disagree ..... 5 Don't know/Refuse 888	1 ..... أوافق بشدة 2. ..... أوافق 3. ..... محايد 4. ..... لا أوافق 5. ..... لا أوافق بشدة 888. ..... لا أعرف/رفض الإجابة	أنا أفهم أهداف مبادرة القراءة والحساب (RAMP). **[اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]**	
28.	The training I received for the RAMP Initiative was adequate. **[Read all the options to the teacher; only circle one response.]**	Strongly agree ..... 1 Agree ..... 2 Neutral ..... 3 Disagree ..... 4 Strongly disagree ..... 5 Don't know/Refuse 888	1 ..... أوافق بشدة 2. ..... أوافق 3. ..... محايد 4. ..... لا أوافق 5. ..... لا أوافق بشدة 888. ..... لا أعرف/رفض الإجابة	كان التدريب الذي تلقيته من أجل مبادرة الـRAMP كافيًا. **[اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]**	
29.	I feel confident about implementing the routines of the RAMP Initiative in my class. **[Read all the options to the teacher; only circle one response.]**	Strongly agree ..... 1 Agree ..... 2 Neutral ..... 3 Disagree ..... 4 Strongly disagree ..... 5 Don't know/Refuse 888	1 ..... أوافق بشدة 2. ..... أوافق 3. ..... محايد 4. ..... لا أوافق 5. ..... لا أوافق بشدة 888. ..... لا أعرف/رفض الإجابة	أشعر بالثقة حول تطبيق أنشطة مبادرة الـRAMP في صفي. **[اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]**	

30.	Sufficient guidance and support was provided by my coach and/or supervisor to help me implement the activities of the RAMP Initiative. **[Read all the options to the teacher; only circle one response.]**	Strongly agree ..... 1 Agree ..... 2 Neutral ..... 3 Disagree ..... 4 Strongly disagree ..... 5 Don't know/Refuse 888	1 ..... أوافق بشدة 2. ..... أوافق 3. ..... محايد 4. ..... لا أوافق 5. ..... لا أوافق بشدة 888. ..... لا أعرف/رفض الإجابة	حصلت على دعم وتوجيه كافيين من قبل مشرفي التربوي و/أو مُدربي لمساعدتي في تطبيق أنشطة المبادرة. **[اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]**	
31.	The RAMP Initiative has positively impacted student achievement. **[Read all the options to the teacher; only circle one response.]**	Strongly agree ..... 1 Agree ..... 2 Neutral ..... 3 Disagree ..... 4 Strongly disagree ..... 5 Don't know/Refuse 888	1 ..... أوافق بشدة 2. ..... أوافق 3. ..... محايد 4. ..... لا أوافق 5. ..... لا أوافق بشدة 888. ..... لا أعرف/رفض الإجابة	لقد كان لمبادرة الـRAMP أثراً إيجابيًا على مستوى التحصيل لدى الطالب. **[اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]**	
32.	Students in this school are more enthusiastic about learning because of the RAMP Initiative. **[Read all the options to the teacher; only circle one response.]**	Strongly agree ..... 1 Agree ..... 2 Neutral ..... 3 Disagree ..... 4 Strongly disagree ..... 5 Don't know/Refuse 888	1 ..... أوافق بشدة 2. ..... أوافق 3. ..... محايد 4. ..... لا أوافق 5. ..... لا أوافق بشدة 888. ..... لا أعرف/رفض الإجابة	يبدي الطلاب في هذه المدرسة حماساً أكثر للتعلم بسبب مبادرة الـRAMP. **[اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]**	

33.	The materials provided to implement the RAMP Initiative were sufficient. **[Read all the options to the teacher; only circle one response.]**	Strongly agree ..... 1 Agree ..... 2 Neutral ..... 3 Disagree ..... 4 Strongly disagree ..... 5 Don't know/Refuse 888	1 ..... أوافق بشدة 2. ..... أوافق 3. ..... محايد 4. ..... لا أوافق 5. ..... لا أوافق بشدة 888. ..... لا يعرف أو رفض الإجابة	المواد المزودة لتطبيق مبادرة الـRAMP كانت كافية . **[اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]**	
	Next I would like to ask you some more specific questions about the RAMP Initiative. Let us begin with the reading			**أودّ الآن توجيه بعض الأسئلة إلى حضرتك، أسئلة محددة أكثر عن مبادرة الـRAMP. دعنا نبدأ بالقراءة.**	
34.	The RAMP Initiative has supported me in the teaching of the reading curriculum. **[Read all the options to the teacher; only circle one response.]**	Strongly agree ..... 1 Agree ..... 2 Neutral ..... 3 Disagree ..... 4 Strongly disagree ..... 5 Don't know/Refuse 888	1 ..... أوافق بشدة 2. ..... أوافق 3. ..... محايد 4. ..... لا أوافق 5. ..... لا أوافق بشدة 888. ..... لا أعرف/رفض الإجابة	لقد ساندتني مبادرة الـRAMP في تعليم منهاج القراءة. **[اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]**	

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

38.	The RAMP Initiative and training has improved my teaching of mathematics. **[Read all the options to the teacher; only circle one response.]**	Strongly agree ..... 1 Agree ..... 2 Neutral ..... 3 Disagree ..... 4 Strongly disagree ..... 5 Don't know/Refuse 888	أوافق بشدة..... 1 أوافق..... 2. محايد..... 3. لا أوافق..... 4. لا أوافق بشدة..... 5. لا أعرف/رفض الإجابة..... 888.	حسَّنت مبادرة الـRAMP وتدريباتها من طريقتي في تدريس الحساب. **[اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]**	
39.	The RAMP Initiative has improved the mathematics performance of students in my class. **[Read all the options to the teacher; only circle one response.]**	Strongly agree ..... 1 Agree ..... 2 Neutral ..... 3 Disagree ..... 4 Strongly disagree ..... 5 Don't know/Refuse 888	أوافق بشدة..... 1 أوافق..... 2. محايد..... 3. لا أوافق..... 4. لا أوافق بشدة..... 5. لا أعرف/رفض الإجابة..... 888.	تمكنت مبادرة الـRAMP من تحسين مستوى أداء الطلبة في الحساب في صفي.	
	We are almost finished, I want to ask you about the support that you received from the supervisor.			**أوشكنا على الانتهاء؛ أريد الآن أنْ أسألك عن الدعم الذي حصلتَ عليه من قبل المشرف.**	
40.	How often did the coach and/or supervisor visit your class after you received training? Once a week, once every two weeks, once a month, only once or twice in the semester, or not at all. **[Read all the options to the teacher; only circle one response.]**	Once a week ..... 1 Once every two weeks ..... 2 Once a month ..... 3 Once or twice a semester ..... 4 Not at all ..... 5 Don't know/Refuse 888	مرة في الأسبوع..... 1 مرة كل أسبوعين..... 2. مرة في الشهر..... 3. مرة أو مرتان في الفصل الدراسي..... 4. لم يزر أبداً..... 5. لا أعرف/رفض الإجابة..... 888.	كم عدد المرات التي قام فيها المشرف و/أو المدرب بزيارة صفك بعد تلقي التدريب؟ مرة في الأسبوع، مرة كل أسبوعين، مرة في الشهر، مرة أو مرتين في الفصل الدراسي أو لم يزرك أبداً. **[اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]**	

41.	In terms of the number of support visits that you received from the supervisor, did the coach and/or supervisor visit you: too often, just the right number of times, too seldom? **[Read all the options to the teacher; only circle one response.]**	Too often..... 1 Just right ..... 2 Too seldom ..... 3 Don't know/Refuse..... 888	1 .....متكررة جداً 2. .....كافية 3. .....نادرة جداً 888. .....لا أعرف/رفض الإجابة	بالنسبة لعدد زيارات الدعم من قبل المشرف لحصتك، هل كانت زيارات المدرب و/أو المشرف: متكررة جداً أم كافية أم نادرة جداً؟ **[اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]**	
42.	When the coach and/or supervisor visited you, did he/she give you feedback about your implementation of the reading and mathematics routines? If yes, was the feedback very helpful, helpful, neutral, not helpful or very unhelpful? **[Read all the options to the teacher; only circle one response.]**	No ..... 1 Yes, very helpful..... 2 Yes, helpful..... 3 Yes, neutral ..... 4 Yes, not helpful..... 5 Yes, very unhelpful..... 6 Don't know/Refuse..... 888	1 .....لا 2. .....نعم، مفيدة جداً 3. .....نعم، مفيدة 4. .....نعم، محايد 5. .....نعم، غير مفيدة 6. .....نعم، غير مفيدة على الإطلاق 888. .....لا أعرف/أرفض الإجابة	هل قام المشرف و/أو المدرب عند زيارته لك في الصف بإعطائك التغذية الراجعة حول تطبيقك لأنشطة القراءة والحساب؟ إذا كانت الإجابة نعم، هل كانت التغذية الراجعة مفيدة جداً أم مفيدة أم محايد أم غير مفيدة أم غير مفيدة على الإطلاق؟ **[اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]**	
43.	How do you respond to the following statement: I felt encouraged to communicate concerns, questions, and constructive ideas regarding the Early Grade Mathematics Initiative (RAMP) to the coach and/or supervisor and my head teacher? **[Read all the options to the teacher; only circle one response.]**	Strongly agree..... 1 Agree ..... 2 Neutral ..... 3 Disagree ..... 4 Strongly disagree ..... 5 Don't know/Refuse..... 888	1 .....أوافق بشدة 2. .....أوافق 3. .....محايد 4. .....لا أوافق 5. .....لا أوافق بشدة 888. .....لا أعرف أو رفض الإجابة	كيف ترد على الجملة التالية: "كنتُ متشجعاً في توصيل مخاوفي وأسئلتي وأفكاري البنّاءة حول مبادرة القراءة والحساب للمشرف و/أو مدير المدرسة."؟ **[اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]**	
	Here are the last questions about RAMP			**فيما يلي الأسئلة الأخيرة حول مبادرة الـRAMP**	

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

46.	What are the aspects with respect to **mathematics** that you think are positive? **[Do not read the options; just circle all that apply.]**	Students enjoyed the activities . 1 Activities and materials support the curriculum..... 1 Materials (teacher notes, lesson notes, workbooks)..... 1 Other ..... 1 Don't know/Refuse..... 888	لقد استمتع الطلبة بالأنشطة .....1 لقد عملت الأنشطة والمواد على دعم المنهاج.....1 المواد (ملاحظات المعلم، مذكرات الدروس، كراسة الطالب) .....1 غير ذلك .....1 لا أعرف/أرفض الإجابة 888	ما الجوانب التي تعتقد بأنها إيجابية فيما يخص الحساب؟ **[لا تقرأ الخيارات؛ فقط قم بوضع دائرة حول جميع الخيارات المناسبة.]**	
47.	What are the **overall** aspects that you think are frustrating or negative? **[Do not read the options; just circle all that apply.]**	Objectives of project and materials not clear..... 1 Increased workload for teachers1 Training (dates/timing; duration; arrangements) ..... 1 Training (content, presentation) 1 Supervisors not providing support (visits and feedback).... 1 Supervisors creating confusion (feedback) ..... 1 Initiative did not have a positive impact on learning ..... 1 Insufficient encouragement and support, no reward ..... 1 Too much time/effort required to mark the student workbooks..... 1 Teachers transferring in and out of school ..... 1 Other ..... 1 Don't know/Refuse..... 888	لم تكن أهداف ومواد المشروع واضحة .....1 زيادة عبء العمل على المعلمين .....1 التدريب (المواعيد/الأوقات، المدة الزمنية، الترتيبات) .....1 التدريب (المحتوى، العرض) .....1 لا يقوم المشرفون بتقديم الدعم (الزيارات والتغذية الراجعة) .....1 يُحْدِث المشرفون حالة من الإرباك (التغذية الراجعة) .....1 لم يكن للمبادرة أثر إيجابي على عملية التعلم.....1 عدم وجود الدعم والتشجيع الكافي، وانعدام الحوافز .....1 الحاجة لجهد ووقت كبيرين لمتابعة كراسة الطلبة وتصحيحها .....1 انتقال المعلمين داخل وخارج المدرسة .....1 غير ذلك .....1 لا أعرف/رفض الإجابة 888	ما الجوانب **بالمجمل** التي تعتقد بأنها كانت مُحبطة أو سلبية؟ **[لا تقرأ الخيارات؛ فقط قم بوضع دائرة حول جميع الخيارات المناسبة.]**	

48.	What are the aspects with respect to **reading** that you think are frustrating or negative? **[Do not read the options; just circle all that apply.]**	Activities did not support the curriculum..... 1 Activities too time consuming/too many for each day ..... 1 Activities too difficult..... 1 Activities too easy ..... 1 Students did not enjoy the activities..... 1 Other ..... 1 Don't know/Refuse..... 888	لا تعمل الأنشطة على دعم المنهاج .....1 تستهلك الأنشطة الكثير من الوقت/أي أنها أكثر من اللازم لكل يوم ..... 1 الأنشطة صعبة جداً .....1 الأنشطة سهلة جداً .....1 لا يستمتع الطلبة بالأنشطة.....1 غير ذلك .....1 لا أعرف/رفض الإجابة 888	ما الجوانب التي تعتقد بأنها مُحبطة أو سلبية فيما يخص **القراءة؟** **[لا تقرأ الخيارات،؛ فقط قم بوضع دائرة حول جميع الخيارات المناسبة.]**	
49.	What are the aspects with respect to **mathematics** that you think are frustrating or negative? **[Do not read the options; just circle all that apply.]**	Activities did not support the curriculum..... 1 Activities too time consuming/too many for each day ..... 1 Activities too difficult..... 1 Activities too easy ..... 1 Students did not enjoy the activities..... 1 Other ..... 1 Don't know/Refuse..... 888	لا تعمل الأنشطة على دعم المنهاج .....1 تستهلك الإنشطة إلى الكثير من الوقت/أي الكثير من الأنشطة لكل يوم ..... 1 الأنشطة صعبة جداً .....1 الأنشطة سهلة جداً .....1 لا يستمتع الطلبة بالأنشطة.....1 غير ذلك .....1 لا أعرف/رفض الإجابة 888	ما الجوانب التي تعتقد بأنها مُحبطة أو سلبية فيما يخص **القراءة؟** **[لا تقرأ الخيارات؛ فقط قم بوضع دائرة حول الخيارات المناسبة.]**	
	Finally, I would like to ask you about how you assess and monitor student progress.			أخيراً، أود أن أسالك عن كيفية تقييمك ومتابعتك لتقدم أداء الطلبة.	

50.	How do you measure your students' academic progress? **Do NOT READ the options. Tick ALL that apply.**	Written tests ..... 1 Oral evaluations ..... 1 Observation ..... 1 Portfolios and other projects ..... 1 Homework ..... 1 Worksheets ..... 1 End-of-term evaluation ..... 1 Other ..... 1 Don't know/Refuse 888	الامتحانات الكتابية ..... 1 التقييمات الشفوية ..... 1 الملاحظة ..... 1 الملفات والمشاريع الأخرى ..... 1 الواجبات المنزلية ..... 1 أوراق العمل ..... 1 تقييم نهاية الفصل الدراسي ..... 1 أخرى ..... 1 لا أعلم/رفض الإجابة 888	كيف تقيس مدى تقدُّم أداء طلابك الأكاديمي؟ **لا تقرأ الخيارات.** **ضع إشارة صح بجانب كل ما ينطبق.**	
51.	How do you check for student understanding during the lesson? **Do NOT READ the options.** **Tick ALL that apply.**	Ask comprehension questions to individual students ..... 1 Ask comprehension questions to whole class ..... 1 Ask comprehension questions to students in groups ..... 1 Give students a task and correct the responses before the end of the lesson ..... 1 Give students a task and correct the responses after the end of the lesson ..... 1 Don't know/Refuse 888	أطرح أسئلة استيعابية على الطلبة بشكل فردي. ..... 1 أطرح أسئلة استيعابية للصف كامل ..... 1 أطرح أسئلة استعابية على الطلاب في مجموعات ..... 1 أعطي الطلبة مهام وأصحح الإجابات قبل الانتهاء من الحصة ..... 1 أعطي الطلبة مهام وأصحح الإجابات بعد نهاية الحصة ..... 1 لا أعلم/رفض الإجابة 888	كيف يمكنك التحقق من مدى فهم الطلاب أثناء الدرس؟ **لا تقرأ الخيارات.** **ضع علامة صح بجانب كل ما ينطبق.**	

52.	How do you use the results of students' oral and written assessments in your teaching? **Do NOT READ the options. Tick ALL that apply.**	Grade students ..... 1 Evaluate students' understanding of subject matter ..... 1 Plan teaching and learning activities..... 1 Adapt teaching to better suit students' needs ..... 1 Arrange students in ability groups ..... 1 Other ..... 1 Don't know/Refuse..... 888	أضع علامات للطلاب .....1 أقيّم فهم الطلاب للمادة .....1 أضع خطة للأنشطة التعليمية والتعلمية .....1 أعمل على تكييف التدريس لتتناسب مع احتياجات الطلبة بشكل أفضل .....1 أرتب الطلبة في مجموعات حسب قدراتهم ..1 أخرى .....1 لا أعلم/رفض الإجابة 888	كيف تستخدم نتائج تقييم الطلاب الشفوية والكتابية في التدريس؟ **لا تقرأ الخيارات.** **ضع علامة صح بجانب كل ما ينطبق.**	
53.	In your class, how many parents / guardians review students' homework? None, some, most or all? **Read the responses.** **Tick only ONE response.**	None..... 0 Some ..... 1 Most ..... 2 All ..... 3 Don't know/refuse 888	لا أحد ..... 0 البعض ..... 1 معظمهم..... 2 جميعهم..... 3 لا أعرف/رفض الإجابة 888	في صفك، كم عدد أولياء الأمور/الأوصياء الذين يراجعون الواجبات المنزلية للطلبة؟ لا أحد، أم بعض منهم، أم معظمهم، أم جميعهم؟ **لا تقرأ الخيارات.** **ضع علامة صح بجانب كل ما ينطبق.**	
54.	Are you generally satisfied with parents' involvement in their children's schoolwork?	No ..... 0 Yes ..... 1 Don't know/Refuse..... 888	لا..... 0 نعم..... 1 لا أعرف/رفض الإجابة 888	هل أنت بشكلٍ عام راضٍ عن مشاركة الأهل في الأعمال المدرسية التي تخص أطفالهم؟	
55.	Ending time **[Use 24-hour time HH:MM]**	☐☐/☐☐	☐☐/☐☐	وقت النهاية **[استعمل توقيت 24 ساعة – س س : دد]**	
	Thank you very much.			**شكراً جزيلاً.**	

13-5. 2017 Jordan RAMP Principal and School Questionnaire

1.	Starting time **[Use 24-hour time HH:MM]**	☐☐ : ☐☐	☐☐ : ☐☐	وقت البدء **[استعمل توقيت 24 ساعة – س س:دد]**	
2.	Interview date **[DD/MM/YY]**	☐☐/ ☐☐/☐☐	☐☐/ ☐☐/☐☐	تاريخ المقابلة **[يوم/شهر/سنة]**	
3.	Interview status	Refused → **Thank teacher and end interview** ..... 1 Partially completed ..... 2 Completed 3	رفض الإجابة ← **اشكر المعلم وقم بإنهاء المقابلة**..... 1 تمت بشكل جزئي..... 2 تمت بشكل كامل..... 3	حالة المقابلة	
4.	What is your position at the school?	Principal ..... 1 Deputy Principal ..... 2 Other ..... 3 Don't know / Refuse 888	مدير ..... 1 مساعد مدير ..... 2 غير ذلك ..... 3 لا أعرف/رفض الإجابة 888	ما هو منصبك في المدرسة؟	
5.	**[Is the principal female?]**	No ..... 0 Yes ..... 1 Don't know/Refuse 888	لا..... 0 نعم..... 1 لا أعرف/رفض الإجابة..... 888.	**[هل الشخص الذي يُقابَل أنثى؟]**	
	I would like to begin by asking you a few questions about the teachers in the school.			**أود البدء بسؤالك بضعة أسئلة حول المعلمين في المدرسة.**	
6.	How many **KG2** teachers are there in the school?	Male teachers ..... ☐☐ Female teachers ..... ☐☐ Don't know/Refuse 888	معلمين (ذكور)..... ☐☐ معلمات (إناث) ..... ☐☐ لا أعرف/رفض الإجابة 888	كم عدد معلمي **الروضة الثانية** في المدرسة؟	

7.	How many **KG2** teachers are present today? *[Should be less than or equal to the values in the previous question]*	Male teachers ..... ☐ Female teachers ..... ☐ Don't know/Refuse 888	☐ ..... (ذكور) معلمين ☐ ..... (إناث) معلمات 888..... لا أعرف/رفض الإجابة	كم عدد معلمي **الروضة الثانية** في المدرسة الحاضرين اليوم؟ *[ينبغي أن يكون العدد أقل أو مساوٍ للعدد المذكور في السؤال السابق]*	
8.	How many **Grade 1** teachers are there in the school?	Male teachers ..... ☐ Female teachers ..... ☐ Don't know/Refuse 888	☐ ..... (ذكور) معلمين ☐ ..... (إناث) معلمات 888..... لا أعرف/رفض الإجابة	كم عدد معلمي **الصف الأول** في المدرسة؟	
9.	How many **Grade 1** teachers are present today? *[Should be less than or equal to the values in the previous question]*	Male teachers ..... ☐ Female teachers ..... ☐ Don't know/Refuse 888	☐ ..... (ذكور) معلمين ☐ ..... (إناث) معلمات 888..... لا أعرف/رفض الإجابة	كم عدد معلمي **الصف الأول** في المدرسة الحاضرين اليوم؟ *[ينبغي أن يكون العدد أقل أو مساوٍ للعدد المذكور في السؤال السابق]*	
10.	How many **Grade 2** teachers are there in the school?	Male teachers ..... ☐ Female teachers ..... ☐ Don't know/Refuse 888	☐ ..... (ذكور) معلمين ☐ ..... (إناث) معلمات 888..... لا أعرف/رفض الإجابة	كم عدد معلمي **الصف الثاني** في المدرسة؟	
11.	How many **Grade 2** teachers are present today? *[Should be less than or equal to the values in the previous question]*	Male teachers ..... ☐ Female teachers ..... ☐ Don't know/Refuse 888	☐ ..... (ذكور) معلمين ☐ ..... (إناث) معلمات 888..... لا أعرف/رفض الإجابة	كم عدد معلمي **الصف الثاني** في المدرسة الحاضرين اليوم؟ *[ينبغي أن يكون العدد أقل أو مساوٍ للعدد المذكور في السؤال السابق]*	

12.	How many **Grade 3** teachers are there in the school?	Male teachers ..... ☐ Female teachers ..... ☐ Don't know/Refuse 888	☐ ..... معلمين (ذكور) ☐ ..... معلمات (إناث) 888 ..... لا أعرف/رفض الإجابة	كم عدد معلمي **الصف الثالث** في المدرسة؟	
13.	How many **Grade 3** teachers are present today? *[Should be less than or equal to the values in the previous question]*	Male teachers ..... ☐ Female teachers ..... ☐ Don't know/Refuse 888	☐ ..... معلمين (ذكور) ☐ ..... معلمات (إناث) 888 ..... لا أعرف/رفض الإجابة	كم عدد معلمي **الصف الثالث** في المدرسة الحاضرين اليوم؟ *[ينبغي أن يكون العدد أقل أو مساوٍ للعدد المذكور في السؤال السابق]*	
14.	How many of the (a) **KG2 to Grade 3** teachers teaching in the school now were also teaching in the school at the **start of the semester**? *[Note (a) is the total of all the teachers in questions 6, 8, 10 and 12]*	Teachers ..... ☐ Don't know/Refuse 888	☐ ..... المعلمين 888 ..... لا أعرف/رفض الإجابة	كم عدد (أ) معلمي **الروضة الثانية وحتى الصف الثالث** الذين يُدَرِّسون حالياً في المدرسة وكانوا أيضاً يُدَرِّسون في المدرسة **في بداية الفصل الدراسي؟** *[لاحظ بأن (أ) هي الإجمالي الكلّي لعدد للمعلمين في الأسئلة 6 و8 و10 و12]*	
15.	How many of the (a) **KG2 to Grade 3** teachers teaching in the school now were also teaching in the school at the **start of the school year**? *[Note (a) is the total of all the teachers in questions 6, 8, 10 and 12]*	Teachers ..... ☐ Don't know/Refuse 888	☐ ..... المعلمين 888 ..... لا أعرف/رفض الإجابة	كم عدد (أ) معلمي **الروضة الثانية وحتى الصف الثالث** الذين يُدَرِّسون حالياً في المدرسة وكانوا أيضاً يُدَرِّسون في المدرسة **في بداية العام الدراسي؟** *[لاحظ بأن (أ) هي الإجمالي الكلّي لعدد للمعلمين في الأسئلة 6 و8 و10 و12]*	
16.	How many of the (a) **KG2 to Grade 3** teachers teaching in the school now were also teaching in the school at the **last year**? *[Note (a) is the total of all the teachers in questions 6, 8, 10 and 12]*	Teachers ..... ☐ Don't know/Refuse 888	☐ ..... المعلمين 888 ..... لا أعرف/رفض الإجابة	كم عدد (أ) معلمي **الروضة الثانية وحتى الصف الثالث** الذين يُدَرِّسون حالياً في المدرسة وكانوا أيضاً يُدَرِّسون في المدرسة **في العام الماضي؟** *[لاحظ بأن (أ) هي الإجمالي الكلّي لعدد للمعلمين في الأسئلة 6 و8 و10 و12]*	

	Now I would like to ask you a few questions about the students in the school.			**أود الآن طرح بعض الأسئلة عليك عن الطلبة في المدرسة.**	
17.	How many **KG2** students are there in the school?	Male students ..... ☐ Female students ..... ☐ Don't know/Refuse 888	☐ ..... الطلاب الذكور ☐ ..... الطالبات الإناث 888..... لا أعرف/رفض الإجابة	كم عدد طلبة **الروضة الثانية** في المدرسة؟	
18.	How many **KG2** students are present today? *[Should be less than or equal to the values in the previous question]*	Male students ..... ☐ Female students ..... ☐ Don't know/Refuse 888	☐ ..... الطلاب الذكور ☐ ..... الطالبات الإناث 888..... لا أعرف/رفض الإجابة	كم عدد طلبة **الروضة الثانية** في المدرسة الحاضرين اليوم؟ *[ينبغي أن يكون العدد أقل أو مساوٍ للعدد المذكور في السؤال السابق]*	
19.	How many **Grade 1** students are there in the school?	Male students ..... ☐ Female students ..... ☐ Don't know/Refuse 888	☐ ..... الطلاب الذكور ☐ ..... الطالبات الإناث 888..... لا أعرف/رفض الإجابة	كم عدد طلبة **الصف الأول** في المدرسة؟	
20.	How many **Grade 1** students are present today? *[Should be less than or equal to the values in the previous question]*	Male students ..... ☐ Female students ..... ☐ Don't know/Refuse 888	☐ ..... الطلاب الذكور ☐ ..... الطالبات الإناث 888..... لا أعرف/رفض الإجابة	كم عدد طلبة **الصف الأول** في المدرسة الحاضرين اليوم؟ *[ينبغي أن يكون العدد أقل أو مساوٍ للعدد المذكور في السؤال السابق]*	
21.	How many **Grade 2** students are there in the school?	Male students ..... ☐ Female students ..... ☐ Don't know/Refuse 888	☐ ..... الطلاب الذكور ☐ ..... الطالبات الإناث 888..... لا أعرف/رفض الإجابة	كم عدد طلبة **الصف الثاني** في المدرسة؟	

22.	How many **Grade 2** students are present today? *[Should be less than or equal to the values in the previous question]*	Male students ..... ☐ Female students ..... ☐ Don't know/Refuse 888	☐ ..... الطلاب الذكور ☐ ..... الطالبات الإناث 888..... لا أعرف/رفض الإجابة	كم عدد طلبة **الصف الثاني** في المدرسة الحاضرين اليوم؟ *[ينبغي أن يكون العدد أقل أو مساوٍ للعدد المذكور في السؤال السابق]*	
23.	How many **Grade 3** students are there in the school?	Male students ..... ☐ Female students ..... ☐ Don't know/Refuse 888	☐ ..... الطلاب الذكور ☐ ..... الطالبات الإناث 888..... لا أعرف/رفض الإجابة	كم عدد طلبة **الصف الثالث** في المدرسة؟	
24.	How many **Grade 3** students are present today? *[Should be less than or equal to the values in the previous question]*	Male students ..... ☐ Female students ..... ☐ Don't know/Refuse 888	☐ ..... الطلاب الذكور ☐ ..... الطالبات الإناث 888..... لا أعرف/رفض الإجابة	كم عدد طلبة **الصف الثالث** في المدرسة الحاضرين اليوم؟ *[ينبغي أن يكون العدد أقل أو مساوٍ للعدد المذكور في السؤال السابق]*	
25.	How many of the (b) **KG2 to Grade 3** students in the school are **Syrian refugees**? *[Note (b) is the total of all the students in questions 17, 19, 21 and 23]*	Students ..... ☐ Don't know/Refuse 888	☐ ..... الطلاب 888..... لا أعرف/أرفض الإجابة	كم عدد (ب) طلاب **الروضة الثانية وحتى الصف الثالث** في المدرسة **من اللاجئين السوريين**؟ *[لاحظ بأن (ب) هي الإجمالي الكلّي للطلبة في الأسئلة 17 و19 و21 و23]*	

26.	How many of the (b) **KG2 to Grade 3** students in the school have **visible disabilities**? (e.g. children using wheelchairs, crutches, hearing aids, visual aids [such as domes, handheld magnifiers etc.]. NOTE: not every child with spectacles is a child with a visual disability) *[Note (b) is the total of all the students in questions 17, 19, 21 and 23]*	Students ..... ☐ Don't know/Refuse..... 888	الطلاب ..... ☐ لا أعرف/أرفض الإجابة 888	كم عدد (ب) طلاب **الروضة الثانية وحتى الصف الثالث** في المدرسة **من ذوي الإعاقات المرئية؟** (على سبيل المثال: الأطفال الذين يستخدمون الكراسي المتحركة أو العكازات أو المعينات السمعية أو المعينات البصرية كالعدسات المكبرة أو ما شابه. ملاحظة: ليس كل من يرتدي نظارات هو طفل من ذوي الإعاقات البصرية.) *[لاحظ بأن (ب) هي الإجمالي الكلّي للمعلمين في الأسئلة 17 و19 و21 و23]*	
	➔ **If not a RAMP school, skip to 50**			**إذا لم تكن من المدارس التي تُنفَّذ فيها مبادرة الـRAMP، تخطى إلى البند 50**	
	Now I would like to ask you some GENERAL questions about the RAMP Initiative that you and your school have been implementing. Let us begin with the training			**أودُّ الآن أنْ أطرح على حضرتك بعض الأسئلة العامة حول مبادرة الـRAMP التي اشتركتَ في تطبيقها أنت ومدرستك. دعنا نبدأ بالحديث عن التدريب.**	
27.	Version 1: for RAMP KG2-G2 schools How many of the (a) **KG2 to Grade 2** teachers teaching in the school now have attended all the RAMP training that they should have? *[Note (a) is the total of all the teachers in questions 6, 8, and 10]*	Teachers..... ☐ Don't know/Refuse..... 888	المعلمين ..... ☐ لا أعرف/رفض الإجابة 888	النسخة الأولى: المدارس ذات الصفوف من الروضة الثانية وحتى الصف الثاني المُنفِّذَة لمبادرة الـRAMP كم عدد (أ) معلمي **الروضة الثانية وحتى الصف الثاني** الذين يُدَرِّسون في المدرسة الآن والذين حضروا جميع تدريبات المبادرة المنعقدة إلى الآن؟ *[لاحظ بأن (أ) هو الإجمالي الكلي لعدد المعلمين في الأسئلة 6 و8 و10]*	

	Version 2: for RAMP KG2-G3 schools How many of the (a) **KG2 to Grade 3** teachers teaching in the school now have attended all the RAMP training that they should have? *[Note (a) is the total of all the teachers in questions 6, 8, 10 and 12]*	Teachers..... ☐ Don't know/Refuse..... 888	المعلمين ..... ☐ لا أعرف/رفض الإجابة 888	النسخة الثانية: المدارس ذات الصفوف من الروضة الثانية وحتى الصف الثالث المُنفِّذَة لمبادرة الـRAMP كم عدد (أ) معلمي **الروضة الثانية وحتى الصف الثالث** الذين يُدَرِّسون في المدرسة الآن والذين حضروا جميع تدريبات المبادرة التي ينبغي أن يكونوا قد حضروها؟ *[لاحظ بأن (أ) هو الإجمالي الكلي لعدد المعلمين في الأسئلة 6 و8 و10]*	
28.	What are the main reasons for some teachers not attending the training? **[Do not read the options; just circle all that apply.]**	None of the teachers missed the training (if selected, the other options do not apply) ..... 1 They were not teaching at the school..... 1 They were not notified on time. 1 They were ill ..... 1 They did not want to attend ..... 1 Other (specify): ..... 1 _____ Don't know/Refuse..... 888	لم يتغيّب أي معلم عن التدريبات (في حال تم اختيار هذا الخيار، فإن جميع الخيارات الأخرى لا تنطبق)..... 1 لم يكونوا يُدرِّسون في المدرسة..... 1. لم يتم إبلاغهم في الوقت المطلوب..... 1. كانوا مريضين..... 1. لم يرغبوا بحضور التدريبات..... 1. أخرى (حدد):..... 1. _____ لا أعرف/رفض الإجابة..... 888.	ما هي الأسباب الرئيسية التي جعلت بعض المعلمين يمتنعون عن حضور التدريب؟ [**لا تقرأ الخيارات؛ فقط ضع دائرة حول جميع ما ينطبق من الخيارات.**]	

29.	Did you attend the 4-day teacher training workshop for **Principals?** If yes, did you attend all the days, more than half of the days, or less than half of the days? **[Read all the options to the teacher; only circle one response]** **If yes, skip to 31**	No ..... 0 Yes, all days..... 1 Yes, more than half of the days 2 Yes, less than half of the days .. 3 Don't know/Refuse..... 888	0 .....لا 1. .....نعم، كل الأيام 2 .....نعم، أكثر من نصف الأيام 3 .....نعم، أقل من نصف الأيام 888.....لا أعرف/رفض الإجابة	هل حضرت ورشة العمل التدريبية الخاصة بالمديرين/مديرات والتي امتدت لأربعة أيام؟ في حال كانت الإجابة بنعم، هل كنت حاضرًا في جميع الأيام، أم لأكثر من نصفها، أم أقل من نصفها؟ **[اقرأ جميع الخيارات على المعلم؛ ثم ضع دائرة حول خيار واحد فقط يمثل الإجابة.]** **في حال كانت الإجابة بنعم، تخطى إلى البند 31**	
30.	Why did you not attend the training? **[Do not read the options; just circle all that apply.]**	I was not teaching at the school 1 I was not notified on time ..... 1 I was ill ..... 1 I did not want to attend ..... 1 Other (specify): ..... 1 _____ Don't know/Refuse..... 888	1 .....لم أكن أُدرِّس في هذه المدرسة 1. .....لم يتم إبلاغي في الوقت المطلوب 1. .....كنت مريضاً 1. .....لم أكن أرغب في الحضور 1. .....أخرى (حدد) _____ 888. .....لا أعرف/رفض الإجابة	لماذا لم تحضر التدريب؟ **[لا تقرأ الخيارات؛ بل ضع دائرة حول جميع ما ينطبق من الخيارات.]**	
	Next I want to get a sense of your overall impression of the RAMP Initiative. **Please respond to each of the following statements by indicating whether you strongly agree, agree, are neutral about the statement, disagree or strongly disagree.**			**أودُّ الآن التعرف على انطباعك العام حول مبادرة الـRAMP.** **أرجو الرد على كلّ مِنْ الجمل التالية بموافق بشدة، أو موافق، أو محايد، أو لا أوافق، أو لا أوافق بشدة.**	

31.	I understand the goals of the RAMP Initiative.	Strongly agree ..... 1 Agree ..... 2 Neutral ..... 3 Disagree ..... 4 Strongly disagree ..... 5 Don't know/Refuse 888	1 ..... أوافق بشدة 2. ..... أوافق 3. ..... محايد 4. ..... لا أوافق 5. ..... لا أوافق بشدة 888. ..... لا أعرف/رفض الإجابة	أنا أفهم أهداف مبادرة الـRAMP.	
32.	The training my teachers received for the RAMP Initiative was adequate.	Strongly agree ..... 1 Agree ..... 2 Neutral ..... 3 Disagree ..... 4 Strongly disagree ..... 5 Don't know/Refuse 888	1 ..... أوافق بشدة 2. ..... أوافق 3. ..... محايد 4. ..... لا أوافق 5. ..... لا أوافق بشدة 888. ..... لا أعرف/رفض الإجابة	كان التدريب الذي حصل عليه معلمي مدرستي لمبادرة الـRAMP كافيًا.	
33.	I feel confident that the teachers in my school are implementing the RAMP Initiative in their classes.	Strongly agree ..... 1 Agree ..... 2 Neutral ..... 3 Disagree ..... 4 Strongly disagree ..... 5 Don't know/Refuse 888	1 ..... أوافق بشدة 2. ..... أوافق 3. ..... محايد 4. ..... لا أوافق 5. ..... لا أوافق بشدة 888. ..... لا أعرف/رفض الإجابة	أثق بأن المعلمين في مدرستي يطبقون مبادرة الـRAMP في غرفهم الصفية.	

34.	Sufficient guidance and support provided by the coaches and/or supervisors have helped the teachers implement the activities of the RAMP Initiative.	Strongly agree ..... 1 Agree ..... 2 Neutral ..... 3 Disagree ..... 4 Strongly disagree ..... 5 Don't know/Refuse 888	1 ..... أوافق بشدة 2. ..... أوافق 3. ..... محايد 4. ..... لا أوافق 5. ..... لا أوافق بشدة 888. ..... لا أعرف/رفض الإجابة	الدعم والتوجيه الكافيين من قِبَل المشرف التربوي و/أو المدرب ساهما في مساعدة المعلمين على تطبيق أنشطة مبادرة الـRAMP.	
35.	The RAMP Initiative has positively impacted student achievement in the school.	Strongly agree ..... 1 Agree ..... 2 Neutral ..... 3 Disagree ..... 4 Strongly disagree ..... 5 Don't know/Refuse 888	1 ..... أوافق بشدة 2. ..... أوافق 3. ..... محايد 4. ..... لا أوافق 5. ..... لا أوافق بشدة 888. ..... لا أعرف/رفض الإجابة	لقد كان لمبادرة الـRAMP أثراً إيجابيًا على مستوى التحصيل لدى الطالب.	
36.	Students in this school are more enthusiastic about learning because of the RAMP Initiative.	Strongly agree ..... 1 Agree ..... 2 Neutral ..... 3 Disagree ..... 4 Strongly disagree ..... 5 Don't know/Refuse 888	1 ..... أوافق بشدة 2. ..... أوافق 3. ..... محايد 4. ..... لا أوافق 5. ..... لا أوافق بشدة 888. ..... لا أعرف/أرفض الإجابة	يبدي الطلاب في هذه المدرسة حماساً أكثر للتعلم بسبب مبادرة الـRAMP.	

37.	The materials provided to implement the RAMP Initiative were sufficient.	Strongly agree ..... 1 Agree ..... 2 Neutral ..... 3 Disagree ..... 4 Strongly disagree ..... 5 Don't know/Refuse 888	1 ..... أوافق بشدة 2. ..... أوافق 3. ..... محايد 4. ..... لا أوافق 5. ..... لا أوافق بشدة 888. ..... لا أعرف/أرفض الإجابة	المواد التعليمية المُزوَّدَة لتطبيق مبادرة الـRAMP كانت كافية.	
	We are almost finished, I want to ask you about the support that your teachers received from the coaches and/or supervisors.			**أوشكنا على الانتهاء؛ أودّ أن أسألك عن الدعم الذي حصل عليه معلمي مدرستك من قِبَل المشرفين/المدربين.**	
38.	How often did the coach and/or supervisor visit your school after the teachers received training? Once a week, once every two weeks, once a month, only once or twice in the semester, or not at all.	Once a week ..... 1 Once every two weeks ..... 2 Once a month ..... 3 Once or twice a semester ..... 4 Not at all ..... 5 Don't know/Refuse 888	1 ..... مرة في الأسبوع 2. ..... مرة كل أسبوعين 3. ..... مرة في الشهر 4. ..... مرة أو مرتين في الفصل الدراسي 5. ..... لا زيارات أبداً 888. ..... لا أعرف/رفض الإجابة	كم عدد الزيارات التي أجراها المشرف و/أو المدرب لمدرستك بعد أن تلقَّى المعلمين تدريباتهم؟ مرة في الأسبوع، أو مرة كل أسبوعين، أو مرة في الشهر، أو مرة أو مرتين فقط في الفصل الدراسي بأكمله، أو لم يكن هناك أي زيارات أبداً	
39.	In terms of the number of support visits that your teachers received from the coach and/or supervisor, did the coach and/or supervisor visit them: too often, just the right number of times, too seldom?	Too often ..... 1 Just right ..... 2 Too seldom ..... 3 Don't know/Refuse 888	1 ..... متكررة أكثر من اللازم 2. ..... كافية 3. ..... نادرة جداً 888. ..... لا أعرف/رفض الإجابة	بالنسبة لعدد زيارات الدعم التي حظي بها معلمو مدرستك من قبل المشرف و/أو المدرب، هل كانت الزيارات: متكررة أكثر من اللازم أم كافية أم نادرة جداً؟	

40.	When the coach and/or supervisor visited the school, did he/she give the teachers feedback about their implementation of the reading and mathematics routines? If yes, was the feedback very helpful, helpful, neutral, not helpful or very unhelpful?	No ..... 1 Yes, very helpful..... 2 Yes, helpful..... 3 Yes, neutral ..... 4 Yes, not helpful..... 5 Yes, very unhelpful..... 6 Don't know/Refuse..... 888	لا..... 1 نعم، مفيدة جداً..... 2. نعم، مفيدة..... 3. نعم، محايد..... 4. نعم، غير مفيدة..... 5. نعم، غير مفيدة على الإطلاق..... 6. لا أعرف/رفض الإجابة..... 888.	هل قام المشرف عند زيارته للمدرسة بتقديم التغذية الراجعة للمعلمين حول تطبيقهم لأنشطة مبادرة القراءة والحساب؟ إذا كانت الإجابة نعم، هل كانت التغذية الراجعة مفيدة جداً أم مفيدة أم محايد أم غير مفيدة أم غير مفيدة على الإطلاق؟	
	Here are the last questions about RAMP			**فيما يلي الأسئلة الأخيرة عن مبادرة الـRAMP**	
41.	What are the **overall** aspects that you think are positive? **[Do not read the options; just circle all that apply.]**	The initiative had positive impact on learning ..... 1 Activities support learning..... 1 Development of thinking skills. 1 Improvement of student skills .. 1 Improvement of teaching skills 1 Training ..... 1 Supervisor support (visits, feedback and monthly meetings) ..... 1 Encouragement of school and/or district ..... 1 Parents enjoyed the project..... 1 Other ..... 1 Don't know/Refuse..... 888	لقد كان للمبادرة أثراً إيجابياً على عملية التعلم..... 1 تدعم الأنشطة عملية التعلم.....1 تنمية مهارات التفكير.....1 تحسين مهارات الطلبة.....1 تحسين مهارات التدريس.....1 التدريب.....1 دعم المشرف (الزيارات، التغذية الراجعة واللقاءات الشهرية) .....1 تشجيع المدرسة و/أو المديرية.....1 لقد استمتع أولياء الأمور بهذا المشروع .....1 غير ذلك .....1 لا أعرف/رفض الإجابة.....888	ما هي الجوانب **بالمجمل** التي تعتقد أنها كانت إيجابية؟ **[لا تقرأ الخيارات؛ بل فقط ضع دائرة حول كل ما ينطبق من الخيارات.]**	

42.	What are the aspects with respect to **reading** that you think are positive? **[Do not read the options; just circle all that apply.]**	Students enjoyed the activities . 1 Activities and materials support the curriculum..... 1 Materials (teacher notes, lesson notes, workbooks)..... 1 Other ..... 1 Don't know/Refuse..... 888	لقد استمتع الطلبة بالأنشطة .....1 لقد عملت الأنشطة والمواد على دعم وتعزيز المنهاج.....1 المواد (ملاحظات المعلم، ملاحظات الدروس، كراسة الطالب) .....1 غير ذلك .....1 لا أعرف/رفض الإجابة 888	ما الجوانب التي تعتقد بأنها إيجابية فيما يخص **القراءة؟** **[لا تقرأ الخيارات؛ فقط قم بوضع دائرة حول جميع ما ينطبق من الخيارات.]**	
43.	What are the aspects with respect to **mathematics** that you think are positive? **[Do not read the options; just circle all that apply.]**	Students enjoyed the activities . 1 Activities and materials support the curriculum..... 1 Materials (teacher notes, lesson notes, workbooks)..... 1 Other ..... 1 Don't know/Refuse..... 888	لقد استمتع الطلبة بالأنشطة .....1 لقد عملت الأنشطة والمواد على دعم وتعزيز المنهاج.....1 المواد(ملاحظات المعلم، ملاحظات الدروس، كراسة الطالب) .....1 غير ذلك .....1 لا أعرف/رفض الإجابة 888	ما الجوانب التي تعتقد بأنها إيجابية فيما يخص **الحساب؟** **[لا تقرأ الخيارات؛ فقط قم بوضع دائرة حول جميع ما ينطبق من الخيارات.]**	

44.	What are the **overall** aspects that you think are frustrating or negative? **[Do not read the options; just circle all that apply.]**	Objectives of project and materials not clear..... 1 Increased workload for teachers1 Training (dates/timing; duration; arrangements) ..... 1 Training (content, presentation) 1 Supervisors not providing support (visits and feedback).... 1 Supervisors creating confusion (feedback) ..... 1 Initiative did not have a positive impact on learning ..... 1 Insufficient encouragement and support, no reward ..... 1 Too much time/effort required to mark the student workbooks..... 1 Teachers transferring in and out of school ..... 1 Other ..... 1 Don't know/Refuse..... 888	لم تكن أهداف ومواد المشروع واضحة .....1 زيادة عبء العمل على المعلمين .....1 التدريب (المواعيد/الأوقات؛ المدة الزمنية؛ الترتيبات) .....1 التدريب (المحتوى، العرض) .....1 لا يقوم المشرفون بتقديم الدعم (الزيارات والتغذية الراجعة) .....1 يُحْدِث المشرفون حالة من الإرباك (التغذية الراجعة) .....1 لم يكن للمبادرة أثراً إيجابياً على عملية التعلم.....1 عدم وجود الدعم والتشجيع الكافيين، وانعدام الحوافز .....1 الحاجة لجهد ووقت كبيرين لمتابعة كراسة الطلبة وتصحيحها .....1 انتقال المعلمين داخل وخارج المدرسة .....1 غير ذلك .....1 لا أعرف/رفض الإجابة 888	ما هي الجوانب **بالمجمل** التي تعتقد أنها كانت مُحبطة أو سلبية؟ **[لا تقرأ الخيارات؛ فقط قم بوضع دائرة حول جميع ما ينطبق من الخيارات.]**	

45.	What are the aspects with respect to **reading** that you think are frustrating or negative? **[Do not read the options; just circle all that apply.]**	Activities did not support the curriculum..... 1 Activities too time consuming/too many for each day ..... 1 Activities too difficult..... 1 Activities too easy ..... 1 Students did not enjoy the activities..... 1 Other ..... 1 Don't know/Refuse..... 888	لا تعمل الأنشطة على تعزيز المنهاج .....1 تستهلك الأنشطة الكثير من الوقت/عدد الأنشطة كثير لكل يوم ..... 1 الأنشطة صعبة جداً .....1 الأنشطة سهلة جداً .....1 لا يستمتع الطلبة بالأنشطة.....1 غير ذلك .....1 لا أعرف/رفض الإجابة 888	ما الجوانب التي تعتقد بأنها مُحبطة أو سلبية فيما يخص **القراءة؟** **[لا تقرأ الخيارات؛ فقط قم بوضع دائرة حول جميع ما ينطبق من الخيارات.]**	
46.	What are the aspects with respect to **mathematics** that you think are frustrating or negative? **[Do not read the options; just circle all that apply.]**	Activities did not support the curriculum..... 1 Activities too time consuming/too many for each day ..... 1 Activities too difficult..... 1 Activities too easy ..... 1 Students did not enjoy the activities..... 1 Other ..... 1 Don't know/Refuse..... 888	لا تعمل الأنشطة على تعزيز المنهاج .....1 تستهلك الأنشطة الكثير من الوقت/عدد الأنشطة كثير لكل يوم ..... 1 الأنشطة صعبة جداً .....1 الأنشطة سهلة جداً .....1 لا يستمتع الطلبة بالأنشطة.....1 غير ذلك .....1 لا أعرف/رفض الإجابة 888	ما الجوانب التي تعتقد بأنها مُحبطة أو سلبية فيما يخص **الحساب؟** **[لا تقرأ الخيارات؛ فقط قم بوضع دائرة حول جميع ما ينطبق من الخيارات.]**	
	Finally, I would like to ask you about parental involvement in the school.			**وأخيراً، أودّ أن أطرح عليك أسئلة حول مشاركة أولياء الأمور في المدرسة.**	

47.	Which of the **scheduled PTC meetings** took place this year? **[Circle all that apply]**	No PTC meetings took place this year (if selected, the other options do not apply) ..... 1 The first PTC meeting took place as scheduled ..... 1 The second PTC meeting took place as scheduled ..... 1 The third PTC meeting took place as scheduled ..... 1 The fourth PTC meeting took place as scheduled ..... 1 Don't know/Refuse 888	لم تُعقَد أي اجتماعات لمجلس أولياء الأمور والمعلمين هذا العام (إذا تم اختيار هذه الإجابة، فإن الخيارات الأخرى لا تنطبق) ..... 1 عُقِد اجتماع مجلس أولياء الأمور والمعلمين الأول كما هو مقرر ..... 1 عُقِد اجتماع مجلس أولياء الأمور والمعلمين الثاني كما هو مقرر ..... 1 عُقِد اجتماع مجلس أولياء الأمور والمعلمين الثالث كما هو مقرر ..... 1 عُقِد اجتماع مجلس أولياء الأمور والمعلمين الرابع كما هو مقرر ..... 1 لا أعرف/رفض الإجابة 888	أي من **اجتماعات مجلس أولياء الأمور والمعلمين المقررة** تم عقدها هذا العام؟ **[ضع دائرة حول جميع الإجابات التي تنطبق.]**	
48.	Was a **KG2-G3 parent open day conducted** this year? **[Circle all that apply]**	No ..... 0 Yes ..... 1 Don't know/Refuse 888	لا ..... 0 نعم ..... 1 لا أعرف/رفض الإجابة ..... 888.	هل تم عمل **يوم مفتوح لأهالي طلبة الصفوف من الروضة الثانية وحتى الصف الثالث** هذا العام؟ **[ضع دائرة حول جميع الإجابات التي تنطبق.]**	
49.	Was a **KG2-G3 parent awareness day** conducted this year? **[Circle all that apply]**	No ..... 0 Yes ..... 1 Don't know/Refuse 888	لا ..... 0 نعم ..... 1 لا أعرف/رفض الإجابة ..... 888.	هل تم عمل **يوم توعوي لأهالي طلبة الصفوف من الروضة الثانية وحتى الصف الثالث** هذا العام؟ **[ضع دائرة حول جميع الإجابات التي تنطبق.]**	
50.	Ending time **[Use 24-hour time HH:MM]**	[ ] : [ ]	[ ] : [ ]	وقت الانتهاء [**استعمل توقيت 24 ساعة، س س:دد**]	
	Thank you very much.			**شكراً جزيلاً لك.**	