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Ethiopia 2014
Early Grade Reading Assessment
Report of Findings

Reading for Ethiopia's Achievement Developed Technical Assistance (READ TA)

Cooperative Agreement No.: AID–663–A–12–00013

September 2014

RTI INTERNATIONAL

READING FOR ETHIOPIA'S ACHIEVEMENT DEVELOPED TECHNICAL ASSISTANCE (READ TA) PROJECT
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Early Grade Reading Assessment
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Prepared for USAID/ETHIOPIA

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Acknowledgments

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List of Abbreviations

CTE	College of Teacher Education
EGRA	Early Grade Reading Assessment
ESDP	Education Sector Development Program
GEQIP	General Education Quality Improvement Package
ICT	Information and Communication Technology
MAP	Management and Administration Programs
MOE	Ministry of Education
NLA	National Learning Assessment
ORF	oral reading fluency
READ TA	Reading for Ethiopia's Achievement Developed Technical Assistance
RSEB	Regional State Education Bureau
SNNPR	Southern Nations, Nationalities, and Peoples Region
USAID	U.S. Agency for International Development

Executive Summary

Background

In 2010, an Early Grade Reading Assessment (EGRA) was conducted with a sample of 13,000 Grade 2 and 3 pupils on the six mother tongue languages of Amharic, Afan Oromo, Tigrigna, Sidamu Afoo, Hararigna, and Somali in Ethiopia. Its basic purpose was to provide data to address the reading failure, or success, among Grade 2 and 3 pupils from a systematic perspective in order to identify needs, allocate resources and modify instructional methods, and intervene strategically during early reading acquisition.

Based on the EGRA 2010 findings, in October 2012, the Reading for Ethiopia's Achievement Developed Technical Assistance (READ TA) Project, funded by the U.S. Agency for International Development (USAID), began supporting the Ministry of Education (MOE) and Regional State Education Bureaus (RSEBs) to improve the reading and comprehension performance of 15 million primary Grade 1–4 pupils in seven Ethiopian languages and English as a second language. READ TA is one of four integrated programs under the Reading for Ethiopia's Achievement Developed (READ) umbrella aimed at the achievement of this objective.

The READ TA project has been designed to address a number of lingering issues, specifically with regard to reading and writing, for a substantial population of children in Grades 1–8 in the country. The project's focus on professional development for teachers, capacity-building at the woreda level, curriculum design, inclusive education, higher education capacity for training, and information and communication technology (ICT) represents a holistic approach to advancing student achievement in the early grades.

Purpose and design of the assessment

Prior to the development and use of the Early Grade Reading Assessment (EGRA), there had been very little information about student learning in the early grades in low-income countries. EGRA was developed to provide a way to measure a child's initial reading skills, and since being piloted in 2007, EGRA has been employed in dozens of countries and even more languages. Specifically, EGRA was constructed to assess the reading and language skills identified as being critical for students to become fluent readers who comprehend what they read. By assessing student knowledge of the alphabetic principle, decoding skills, oral reading fluency (ORF), and comprehension of written text and oral language, EGRA may inform Ministries of Education, donors, teachers, and parents about students' reading skills in the early grades. Because of EGRA's direct links with the skills critical for successful reading achievement, the assessment may assist education systems in setting standards and curricular planning to best meet children's needs in learning to read.

The EGRA instrument consists of a variety of subtasks designed to assess foundational reading skills crucial to becoming a fluent reader. EGRA is designed to be a method-independent approach to assessment (i.e., the instrument does not reflect a particular method of reading instruction). Instead, EGRA measures the basic skills that a child must possess to

eventually be able to read fluently and with comprehension—the ultimate goal of reading. EGRA subtasks are based on research regarding a comprehensive approach to reading acquisition across languages. These skills are phonological awareness, decoding, reading fluency, reading comprehension, and listening comprehension.

The EGRA, as adapted for Ethiopia and the Hadiyyisa and Wolayttatto languages for administration of a baseline assessment in June 2014, is an individually and orally administered standardized assessment of beginning reading that takes about 15 minutes to administer per child. ***Table ES1*** summarizes the EGRA instruments and subtasks for Ethiopia.

Table ES1. EGRA instrument subtasks in Ethiopia

Subtask	Skill	Description The child was asked to …
Letter-Sound Identification (Hadiyyisa and Wolayttatto)	Knowledge of the alphabet and the sounds of letters	say the sounds of letters, while looking at a printed page of 100 letters of the alphabet in random order. (*Timed subtask*)
Familiar Word Reading (Hadiyyisa and Wolayttatto)	Ability to read a randomly presented list of frequently occurring words by sight or automatically	read a list of common words. (*Timed subtask*)
Non-Word Reading (Hadiyyisa and Wolayttatto)	Ability to read unfamiliar words by decoding then	read a list of 50 non-words printed on a page. Words were constructed from actual orthography, but were not real words. (*Timed subtask*)
Oral Reading Fluency (Hadiyyisa and Wolayttatto)	Speed and accuracy of reading connected text orally	read out loud a grade-level appropriate short story printed on a page. (*Timed subtask*)
Reading Comprehension (Hadiyyisa and Wolayttatto)	Comprehension of text read orally	orally respond to five questions that the assessor asks about the short story. (*Untimed subtask*)
Listening Comprehension (Hadiyyisa and Wolayttatto)	Comprehension of story presented orally	listen to a story that the assessor read out loud, and then orally answer five questions about the story. (*Untimed subtask*)
Phonic Initial Sounds (Hadiyyisa)	Requires an awareness of the initial sounds of spoken words	say the beginning sound of individual words. (*Untimed subtask*)
Phoneme Segmentation (Wolayttatto)	Requires an awareness of individual sounds of spoken words	say the individual sounds of the words. *(Untimed subtask)*

In addition to the EGRA subtasks noted above, the data collection process included student, teacher and Head Teacher questionnaires. The student questionnaire was given to all students who were assessed by the EGRA and attempted to yield information on students' demographics, characteristics, home lives, and socioeconomic situations. The teacher questionnaire was administered to 89 teachers (see ***Table ES2***) who taught the students assessed by the EGRA in the Grade 2 and 3 classrooms. This questionnaire attempted to elicit information on teachers' demographics and backgrounds, classroom practices, perceptions of

the intervention materials, and instructional leadership in the school. The Head Teacher questionnaire was administered to 49 Head Teachers in the schools selected for the EGRA assessment and attempted to yield information on school leaders' backgrounds, school management, school characteristics and infrastructure, and instructional leadership.

The EGRA conducted for this baseline study assessed students from two language groups (Haddiyyisa and Wolayttatto) within two zones of SNNPR, Hadiyya and Wolayta. The two languages differ significantly. Haddiyyisa is classified as a Highland East Cushitic language, compared to Wolayttatto, which is classified as a North Omotic language of the Ometo group. Both languages are written using Latin script. Unique to the Haddiyyisa-language is a set of complex consonant phonemes consisting of a glottal stop and a sonorant. For ease of reading this report, results from both languages are often presented in one table or figure, however, given their particularities should not be compared qualitatively.

Student selection was random via a two-stage sampling design: during the sampling stages, schools were selected first, followed by students within those schools.

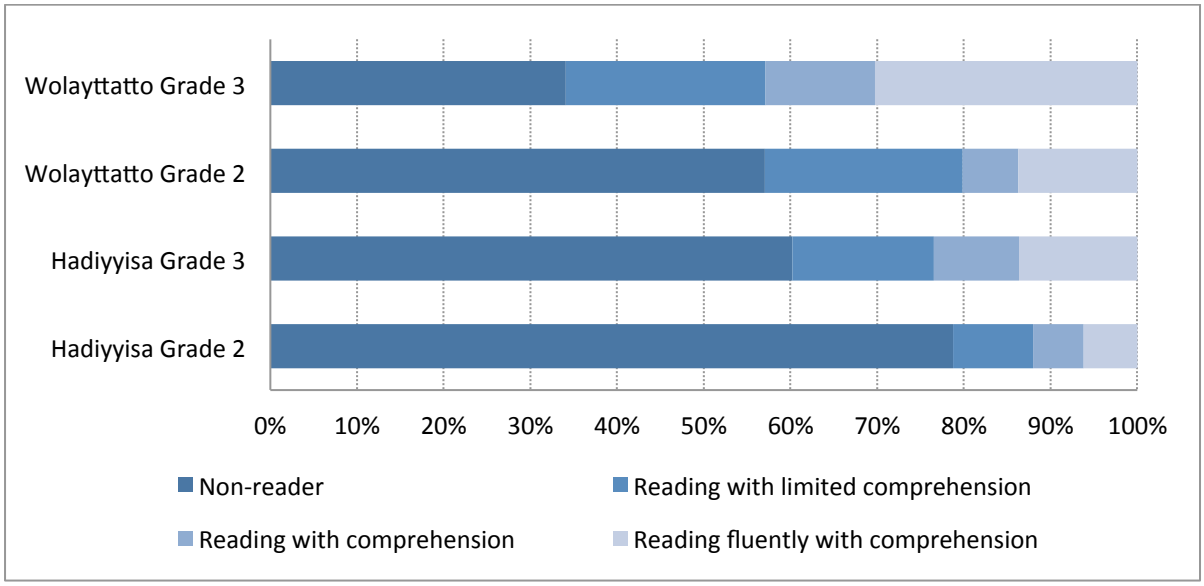
Table ES2. Sampled students, teachers, and Head Teachers, by language and grade

	Hadiyyisa			Wolayttatto			
	Gr 2	**Gr 3**	**Language subtotal**	**Gr 2**	**Gr 3**	**Language subtotal**	Total
Female students	250	240	490	250	240	490	980
Male students	250	260	510	250	260	510	1020
Total students	500	500	1000	500	500	1000	2000
Teachers	24	23	47	19	23	42	89
Head Teachers	--	--	25	--	--	24	49

How well are students learning to read in Hadiyyisa and Wolayttatto?

The EGRA results obtained by this baseline study revealed that some Hadiyyisa-, and Wolayttatto-speaking students only begin to learn to read in their respective language by Grade 3, particularly for Wolayttatto. ***Figure ES1*** displays the proportion of assessed pupils in each language and grade who can be categorized as "non-readers", "reading with limited comprehension", "reading with comprehension", and "reading fluently with comprehension". These categories represent a combination of the oral reading and reading comprehension subtasks. Students who scored a zero on the ORF portion of the EGRA were classified as "non-readers"; students who scored more than zero on the ORF portion, but less than 60% on reading comprehension, were classified as "reading with limited comprehension"; students who scored between 60% and 80% on the reading comprehension subtask were designated as "reading with comprehension"; and students with a reading comprehension score above 80% were categorized as "reading fluently with comprehension".

Figure ES1. Proportion of pupils at various levels of reading proficiency, by language and grade



Note: Categories determined as follows. *Non-reader* = 0 on ORF portion; *reading with limited comprehension* = less than 60% on reading comprehension and more than 0 on ORF; *reading with comprehension* = between 60 and 80% on reading comprehension; and reading fluently with comprehension = reading comprehension score over 80%.

From ***Figure ES1,*** it is first of all clear that significant proportions of pupils assessed for this baseline study were classified as non-readers and were not able to read a single word correctly during the ORF portion of the EGRA. Indeed, over one-half of sampled students for Hadiyyisa in both Grades 2 and 3, as well as Grade 2 students for Wolayttatto, were non-readers. And while the proportion of students so designated decreased from Grade 2 to Grade 3 in both languages, the high percentages of pupils who lacked basic reading skills signifies both the need and potential for improvement. However, there are reasons for optimism. The proportion of pupils who read fluently more than doubled from Grade 2 to Grade 3 in both languages, and the number of children reading with comprehension grew markedly.

The overall results shown above were also disaggregated by language and grade for each EGRA subtask. These data are both presented in ***Table ES3,*** which displays the proportion of correct items, the proportion of correct items relative to the number of attempted items (since several EGRA subtasks are timed and therefore have a stop rule [see ***Table ES1*** above), and the percent of zero scores for each subtask.

Table ES3. Performance on EGRA subtasks, by language and grade

Subtask	Language	Grade	Percent correct (of total)	Percent correct (of attempted)	Percent zero scores
Letter-Sound Identification [T]	Hadiyyisa	2	33.1%	63.2%	16.6%
		3	44.3%	73.0%	10.1%
	Wolayttatto	2	35.1%	67.9%	10.0%
		3	48.9%	79.4%	6.1%

Subtask	Language	Grade	Percent correct (of total)	Percent correct (of attempted)	Percent zero scores
Familiar Word Reading [T]	Hadiyyisa	2	15.2%	29.2%	59.2%
		3	25.1%	42.4%	44.6%
	Wolayttatto	2	18.5%	29.6%	58.6%
		3	34.2%	49.2%	35.0%
Non-Word Reading[T]	Hadiyyisa	2	11.0%	23.6%	68.2%
		3	19.1%	34.6%	54.1%
	Wolayttatto	2	17.1%	31.4%	56.4%
		3	31.2%	48.0%	37.1%
Oral Reading Fluency [T]	Hadiyyisa	2	10.4%	21.4%	75.5%
		3	18.3%	35.3%	59.5%
	Wolayttatto	2	17.2%	33.5%	55.5%
		3	31.1%	55.2%	33.2%
Reading Comprehension	Hadiyyisa	2	11.4%	16.4%	79.6%
		3	21.8%	31.5%	61.8%
	Wolayttatto	2	23.0%	32.8%	58.6%
		3	40.2%	52.2%	36.1%
Listening Comprehension	Hadiyyisa	2	51.4%	64.4%	2.6%
		3	53.6%	65.8%	2.4%
	Wolayttatto	2	57.2%	71.1%	1.6%
		3	58.1%	71.3%	1.0%
Phonic Initial Sound Identification[1]	Hadiyyisa	2	67.4%	68.4%	11.7%
		3	75.7%	76.6%	7.1%
	Wolayttatto	--	--	--	--
		--	--	--	--
Phoneme Segmentation	Hadiyyisa	--	--	--	--

[1] The Phonic Initial Sounds and Phoneme Segmentation subtasks were administered for Hadiyyisa and Wolayttatto, respectively, due to differences in language structure.

Subtask	Language	Grade	Percent correct (of total)	Percent correct (of attempted)	Percent zero scores
		--	--	--	--
	Wolayttatto	2	26.3%	27.0%	48.7%
		3	34.6%	35.0%	33.0%

Note: T denotes a timed subtask.

As ***Table ES3*** shows, pupil scores were low on aggregate. There were high proportions of zero scores in many subtasks, and the percent correct of total for both grades exceeded 50% in only on subtask for Walaytatto (Listening Comprehension), and two subtasks for Hadiyyisa (Listning Comprehension and Initial Sound Identification). In sum, students assessed for this report struggled to read and, in particular, to perform higher-order reading tasks (e.g., comprehension) in their mother tongue. Across the EGRA subtasks administered for this report, pupil reading performance varied substantially by grade. In terms of EGRA subtasks, it is clear that students performed relatively well (compared to other subtasks assessed for this report) on the Letter-Sound Identification and Listening Comprehension segments of the assessment. In both of these subtasks, pupils across both grades and languages registered average scores above 60% (the proportion correct of items attempted) and zero scores were relatively low. While achievement of students in Grade 3 was higher than their counterparts in Grade 2 on these subtasks, these results suggest that students assessed for this study were beginning to recognize letters, and the sounds they represent, and were beginning to comprehend auditory information. Illustratively, in Grade 2, Hadiyyisa-speaking students correctly identified 63% of the letter sounds they were shown while Grade 3 Hadiyyisa-speaking students correctly identified 73%. It is therefore likely that Grade 2 and 3 students in both languages are being expressly taught letter recognition skills. In addition, teachers are likely teaching in a manner that is conducive to students practicing listening comprehension relative to other reading skills. These early literacy skills are part of a firm foundation for learning to read.

These results were also disaggregated by gender, and *t*-tests were run to determine whether a pupil's gender had a significant effect on reading achievement, as measured by the EGRA subtasks. Specifically, average scores of male and female pupils were compared *within* grades and languages for each subtask in order to ascertain whether statistically significant differences could be found in relation to the number of correct items boys and girls recorded.

Overall, differences between genders did not manifest among most of the subtasks assessed by the EGRA in the grades and languages studied for this baseline administration. Nevertheless, several interesting findings were revealed by these tests. First, the majority (i.e., six of seven) of statistically significant gender differences in mean scores were found for Hadiyyisa, whereas only one statistically significant difference was found for Wolayttatto. Second, most of the statistically significant gender differences (i.e., five of seven) were found in favor of male pupils, i.e., when gender differences were found, males tended to outperform their female peers. Further, all of the gender differences favoring male pupils were found for Hadiyyisa; the only gender difference in Wolayttatto was in favor of female pupils. Third, of

the gender differences that were found between male and female scores in Hadiyyisa-speaking Grade 2 classrooms (i.e., four), half persisted through Grade 3. Oral reading and phonic initial sounds both yielded statistically significant differences between genders in both Grades 2 and 3.

Only six student-level variables were found to have a statistically significant association with oral reading fluency. Unsurprisingly, a student's grade had a significant association with fluency: students in Grade 3 were more likely to outperform Grade 2 students assessed by the EGRA in both languages. Student age was also found to have a positive impact on reading fluency in Wolayttatto: compared with students who were of the correct age for their grade, over-age pupils in Wolayttatto were found to read more fluently. Consistent with the tests of gender differences discussed above, female pupils were found to read less fluently than male peers in Hadiyyisa. No such gender differences were found for Wolayttatto with regard to oral reading fluency (it has been shown that gender difference manifested in the Familiar Word Reading EGRA subtask in this language). Wolayttatto-speaking students who attended preschool tended to significantly outperform peers who had not attended preschool. This "preschool effect" was approximately half as large as the grade-level effect, giving preschool attendees the equivalent of approximately a one-half-year advantage over non-attendees. In both languages, students who reported being absent from school during the previous week tended to perform less well on the Oral Reading subtask than their peers who had not missed school. This relationship was stronger for Wolayttatto and was nearly as large as the grade-level effect for that language, meaning that absenteeism, unsurprisingly, was associated with a substantial drop in reading achievement. Whether or not students had class materials (e.g., reading textbook) on the day of the assessment was found to have a significant association with oral reading; students who did have their textbook outperformed their peers who did not have their textbook on the day of the assessment. Interestingly, several background variables that are typically associated with greater reading performance, such as parental literacy and household wealth, were not linked to better reading outcomes here.

Conclusions

Overall, it was found that both Hadiyyisa- and Wolayttatto-speaking pupils were beginning to learn to develop necessary reading skills only by the end of Grade 3. Pupils in both grades and languages performed better on Listening Comprehension exercises and Letter-Sound Identification than on other subtasks. Further, the proportion of students designated as non-readers (i.e., students who scored zero on the ORF portion of the EGRA) fell dramatically from Grade 2 to Grade 3, indicating that students in sampled schools were slowly gaining exposure to and familiarity with text, and progressing toward reading with comprehension.

Several of the EGRA subtasks posed great difficulty for students in both languages. Timed reading subtasks (i.e., Familiar Word, Non-Word, and Oral Reading Fluency) and the Reading Comprehension subtask were characterized by high proportions of zero scores and low averages in both Grade 2 and Grade 3 (although the latter grade average was higher than the former). Put together, these results suggest that students in both languages were beginning to gain the basic skills necessary to read only in Grade 2 and were gaining fluency in text reading and word recognition only by the end of Grade 3. Pre-literacy skills, such as letter sound identification, are low for children in Grade 2, and even for many children in Grade 3.

According to this study, there is much work to do in order to get pupils of both languages reading fluently and with comprehension.

Gender and student background characteristics were also found to play a predictive role in student reading outcomes. In the EGRA sub-tasks in which gender differences were found, girls tended to perform less well than boys, particularly in the Hadiyyisa language. Among other factors, attending preschool, low absenteeism, and having access to learning materials were positively associated with oral reading fluency.

I. Introduction

Background

In 2010, an Early Grade Reading Assessment (EGRA) was conducted with a sample of 13,000 Grade 2 and 3 pupils on six mother tongue languages of Amharic, Afan Oromo, Tigrigna, Sidamu Afoo, Hararigna, and Somali in Ethiopia. Its basic purpose was to provide data to address the reading failure, or success, among Grade 2 and 3 pupils from a systematic perspective in order to identify needs, allocate resources and modify instructional methods, and intervene strategically during early reading acquisition.

Based on the EGRA 2010 findings, the Reading for Ethiopia's Achievement Developed Technical Assistance (READ TA) Project, funded by the U.S. Agency for International Development (USAID), is supporting the Ministry of Education (MOE) and Regional State Education Bureaus (RSEB) to improve the reading and comprehension performance of 15 million primary Grade 1–4 pupils in seven Ethiopian languages and English as a second language. READ TA is one of four integrated programs under the Reading for Ethiopia's Achievement Developed (READ) umbrella aimed at the achievement of this objective. Project results will be achieved chiefly through:

- Adoption of a national framework for consistent instructional design for reading and writing across languages, regions, and grades;
- Production of improved reading and writing curriculum and resource materials for teachers and students of Grades 1–8;
- Teacher professional development to daily apply improved reading and writing pedagogies aligned to the new curriculum and materials;
- Development of reading faculties at the Colleges of Teacher Education (CTE);
- Professional development of education officers and school cluster supervisors to observe teacher instruction in reading and writing and provide constructive feedback;
- Application of media and information and communication technology (ICT) to enhance pre- and in-service teacher training in reading pedagogies and inclusive education for students with disabilities;
- Reinforced Ministry of Education (MOE) and RSEB capacities to develop reading and writing curriculum and materials in all languages.

RTI International was asked by USAID to conduct an EGRA study of the Southern Nations, Nationalities, and Peoples Region (SNNPR) in the Wolayttatto and Hadiyyisa before the end of the 2013/2014 school year as part of a larger effort to collect baseline data for the integrated READ program in advance of the roll-out of the revised curriculum and new materials for reading and writing instruction in Grades 1–4 in September 2014.

This report describes the EGRA, what it attempts to measure, and presents baseline results of reading performance in both Hadiyyisa and Wolayttattoo collected by RTI in June 2014, in Hadiyya and Wolayta zones of SNNPR for each respective language.

Country education context

Primary education in Ethiopia consists of two cycles of four grades. The first cycle includes Grades 1–4 and the second cycle extends through Grade 8. The educational system is the joint responsibility of federal, regional, and woreda level government administration. At the federal level, the MOE develops national education strategies and policies, sets national targets and standards, develops the national curriculum framework and minimum learning competencies, provides textbooks for secondary schools, and sets national examinations. It conducts learning assessments, trains secondary school teachers, promotes private investment for the development of education, provides technical support for regional offices, and collates national school census data. Regional bureaus of education set standards relevant to woredas, prepare regional plans and programs, train primary school teachers, procure and distribute textbooks for primary education, prepare and conduct Grade 8 examinations, supervise preparatory schools, build the capacity of woreda- and school-level staff, and collate regional data. Woredas are responsible for implementing policies and standards, preparing woreda plans, establishing schools, recruiting and paying teachers, distributing textbooks, supervising schools and compiling woreda-level data.

Within the framework of the National Education and Training Policy of 1994, the MOE launched its first five-year Education Sector Development Program (ESDP I) in 1997 as initial installment of a 20-year education plan. The target for ESDP I was increasing primary enrollment from 3.7 to 7.0 million; this was exceeded in 2000/01 when enrollment reached 8.1 million and again in 2005/06 when pupil enrollment was 11.5 million. The primary gross enrollment ratio (GER) increased from 62% to 91% during this time and repetition dropped.

Although student numbers increased, educational quality remained a concern. The 2007 National Learning Assessment (NLA) identified the lack of teacher training on new materials as one of the key factors relating to low student achievement (MOE, 2007). In addition, the NLA found that the vast majority of recurrent education expenditures (i.e., over 90%) was consumed by educator salaries; little was left over for other expenditures relating to quality improvements in teaching and learning (e.g., teacher training).

In this context, ESDP III launched in 2005/06 and prioritized quality improvement at all levels of the education system, particularly student enrollment; the supply and availability of trained teachers; curricula; innovative models of delivery (e.g., mobile schools); and an increased capacity of woreda education offices to plan, manage, and deliver education services (MOE, 2010). Part of ESDP III is the General Education Quality Improvement Package (GEQIP), the purpose of which is to improve the quality of general education throughout the country (MOE, 2008). The plan will be implemented in two 4-year phases (i.e., 2009–12 and 2013–16) and will be financed through a pooled funding mechanism into which a group of development partners will contribute. GEQIP consists of four components: (1) Teacher Development Program;[2] (2) curriculum, textbooks, assessment, and inspection; (3) Management and Administration Programs (MAP) and an Education Management Information System subcomponent; and (4) school improvement program with a school grant subcomponent.

[2] This includes the English Language Quality Improvement Program (ELQIP).

Even though a number of improvements have been seen on all fronts of the GEQIP components, significant challenges remain for basic education in Ethiopia (see ***Box 1***). These challenges, in turn, have been made priorities in ESDP IV, launched in 2010 (MOE, 2010).

Box 1. General education challenges in Ethiopia

Teacher and leader development

- **Teacher training programs (pre- and in-service) and teacher qualifications need improvement, particularly in math and science.**
- **Training materials, adequate practical experiences, and effective pedagogy is lacking.**
- **A number of groups (e.g., women and rural populations) are underrepresented in leadership positions.**

Curricula, textbooks, and assessment

- **Limited teacher and learning materials.**
- **Limited use of higher order thinking skills.**
- **Limited use of assessment data to inform teaching practices.**

School planning and resource use

- **Capacity to implement school improvement plans remains limited in schools and at the woreda level.**

Information and communications technology

- **Lack of technological infrastructure in schools.**
- **Lack of confidence among educators in use of ICT.**

School infrastructure and facilities

- **Use of non-durable construction materials, particularly in rural areas.**

Student achievement

- **National learning assessments show deteriorating trends in student achievement.**

Source: MOE, 2010, p. 21

As discussed above, the READ TA project has been designed to address a number of these issues, specifically in regard to reading and writing, for a substantial population of children in Grades 1–8 in Ethiopia. The project's focus on professional development for teachers, capacity-building at the woreda level, curriculum design, inclusive education, higher education capacity for training, and ICT represents a holistic approach to advancing student achievement in the early grades.

II. Evaluation Approach

Why test early grade reading?

The ability to read and understand simple text is one of the most fundamental skills that a child can learn. Without basic literacy, there is little chance that a child can escape the intergenerational cycle of poverty. Yet in many countries, students enrolled in school for as many as six years are unable to read and understand simple text. Recent evidence indicates that learning to read both *early* and at a sufficient *rate* are essential for learning to read well. Acquiring literacy becomes more difficult as students grow older. Children who do not learn to read in the first few grades are more likely to repeat grades and eventually drop out, leading to the gap between early readers and non-readers increasing over time.

When students are first learning to read, they must learn the letters of a language, the forms of those letters, and the sounds associated with each letter and then apply this knowledge to decode (or "sound out") new words. At the same time, they are gaining familiarity, or automaticity, with words that they can then read by sight, without having to decode them. By the end of this first phase of reading development, students on a normal development trajectory develop sufficient speed and accuracy in decoding and word recognition to be able to read connected text easily enough to allow focus to shift from identifying individual words to comprehending the meaning of words, phrases, sentences, and eventually passages. As students are able to read text faster and with greater ease, they begin to read orally with speed and expression similar to their speech.

Purpose of EGRA

Prior to EGRA development and use, there had been very little information about student learning in the early grades in low-income countries. EGRA was developed to provide a way to measure a child's initial reading skills. More specifically, EGRA was constructed to assess the reading and language skills identified to be critical for students to become fluent readers who comprehend what they read. By assessing student's knowledge of the alphabetic principle, decoding skills, oral reading fluency (ORF), and comprehension of written text and oral language, EGRA may inform Ministries of Education donors, teachers, and parents about students' reading skills in the early grades. Because of EGRA's direct links with the skills critical for successful reading achievement, the assessment may assist education systems in setting standards and planning curricula to best meet children's needs in learning to read.

EGRA, in Ethiopia and elsewhere, is not intended to be a high-stakes accountability measure to determine whether a student should move up to the next grade. EGRA should not be used to evaluate individual teachers, although the subtasks included in EGRA can be adapted for teacher use as formative student assessments. As a formative assessment, teachers can either use EGRA in its entirety or select subtasks to monitor classroom progress as a whole, determine trends in student performance, and adapt instruction to meet the classroom's needs.

What EGRA measures

The EGRA instrument consists of a variety of subtasks designed to assess foundational reading skills crucial to becoming a fluent reader. EGRA is designed to be a method-independent approach to assessment (i.e., the instrument does not reflect a particular method of reading instruction). Instead, EGRA measures the basic skills that a child must possess to eventually be able to read fluently and with comprehension—the ultimate goal of reading. EGRA subtasks are based on research regarding a comprehensive approach to reading acquisition across languages. These skills are phonological awareness, decoding, reading fluency, reading comprehension, and listening comprehension, which are each further described in the following paragraphs.

Phonological Awareness is considered to be essential for learning to read an alphabetic language. Phonological awareness refers to an understanding that spoken words consist of sounds of language that can map to letters, which is called the alphabetic principle. This principle refers to the recognition and understanding of how the speech sounds of a language relate to units of print (or letters). Mastering the alphabetic principle is critical for decoding, or sounding out, new and unfamiliar words.

Decoding is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. Understanding these relationships gives children the ability to recognize familiar words quickly and to figure out words they have not seen before.

Fluency is often defined as the ability to read with speed and accuracy. Oral reading fluency is a common way to assess whether an individual is a fluent reader. Fluency is considered critical for comprehension, as rapid and effortless word-identification processes enable the reader to focus on the text and its meaning rather than focus on word identification or decoding words letter by letter (National Institute of Child Health and Human Development, [NICHD], 2000).

Reading comprehension, considered to be the goal of reading, refers to the ability to actively engage with, and construct meaning from, the texts that are read.

Listening comprehension refers to a person's ability to make sense of oral language in the absence of print. Listening comprehension requires many skills and sources of knowledge, such as vocabulary knowledge, facility with grammar, and general background knowledge.

EGRA measures each of the previously mentioned abilities/components to assess foundational reading skills. The skills are tested in individual subtasks and presented in order of increased level of difficulty. Because the first few subtasks are easier than subsequent subtasks, EGRA can therefore measure a range of reading abilities for beginning readers.

Final EGRA instrument for Ethiopia

The EGRA, as adapted for Ethiopia and the Hadiyyisa and Wolayttatto languages for a baseline administration in June 2014, is an individually and orally administered standardized assessment of beginning reading that takes about 15 minutes to administer per child.

Table 1 summarizes the EGRA instruments and subtasks for Ethiopia. See also ***Appendix 4*** for details of a reliability analysis conducted on these instruments.

Table 1. EGRA instrument subtasks in Ethiopia

Subtask	Skill	Description The child was asked to …
Letter-Sound Identification (Hadiyyisa and Wolayttatto)	Knowledge of the alphabet and the sounds of letters	say the sounds of letters, while looking at a printed page of 100 letters of the alphabet in random order. (*Timed subtask*)
Familiar Word Reading (Hadiyyisa and Wolayttatto)	Ability to read a randomly presented list of frequently occurring words by sight or automatically	read a list of common words. (*Timed subtask*)
Non-Word Reading (Hadiyyisa and Wolayttatto)	Ability to read unfamiliar words by decoding then	read a list of 50 non-words printed on a page. Words were constructed from actual orthography, but were not real words. (*Timed subtask*)
Oral Reading Fluency (Hadiyyisa and Wolayttatto)	Speed and accuracy of reading connected text orally	read out loud a grade-level appropriate short story printed on a page. (*Timed subtask*)
Reading Comprehension (Hadiyyisa and Wolayttatto)	Comprehension of text read orally	orally respond to five questions that the assessor asks about the short story. (*Untimed subtask*)
Listening Comprehension (Hadiyyisa and Wolayttatto)	Comprehension of story presented orally	listen to a story that the assessor read out loud, and then orally answer five questions about the story. (*Untimed subtask*)
Phonic Initial Sounds (Hadiyyisa)	Requires an awareness of the initial sounds of spoken words	say the beginning sound of individual words. (*Untimed subtask*)
Phoneme Segmentation (Wolayttatto)	Requires an awareness of individual sounds of spoken words	say the individual sounds of the words. *(Untimed subtask)*

All EGRA administrations also include a stop rule for some subtasks, which requires assessors to discontinue the administration of a subtask if a student is unable to respond correctly to a number of initial items in timed subtasks (in the case of Ethiopia, the first 10 letters, the first five words, or the first line of the oral reading fluency passage, usually between 6 and 10 words). This rule was established to avoid frustrating students who did not understand the subtask or lacked the skills to respond. In the case of the reading comprehension questions, students were asked only the questions that corresponded to the section of the text they had read within the available time.

Phonemic awareness is a subset of phonological awareness in which listeners are able to hear, identify and manipulate phonemes, the smallest units of sound that can differentiate meaning. During EGRA adaptation, the language experts assigned decided to assess phonemic awareness differently for the two languages. The Hadiyyisa language expert team decided to use Phonic Initial Sounds and the Wolayttatto team decided to use Phoneme Segmentation.

Supplementary questionnaires

In addition to the EGRA subtasks noted above, the data collection process included student, teacher, and Head Teacher questionnaires. The student questionnaire was given to all students who were assessed by the EGRA and attempted to yield information on students' demographics, characteristics, home lives, and socioeconomic situations. The teacher questionnaire was administered to 89 teachers (see ***Table 2***) who taught the students assessed by the EGRA in the Grade 2 and 3 classrooms. This questionnaire attempted to elicit information on teachers' demographics, backgrounds, r classroom practices, perceptions of the intervention materials, and instructional leadership in the school. The Head Teacher questionnaire was administered to 49 Head Teachers in the schools selected for the EGRA assessment and attempted to yield information on school leaders' backgrounds, school management, school characteristics and infrastructure, and instructional leadership. English versions of these questionnaires can be found in ***Appendices 1, 2***, and ***3***.

III. Methodology

The EGRA conducted for this baseline study assessed students from two language communities Hadiyyisa and Wolayttatto in two respective zones, Hadiya and Wolayta of SNNPR. Students were randomly selected via a two-stage sampling design. During the sampling stages, schools were selected first, followed by students within those schools. This section discusses the sample taken, the sampling design, and the derived sample weights.

Sample

Table 2 presents the study sample and disaggregates total student, teacher, and Head Teacher numbers (i.e., 2000, 89, and 49, respectively) by language community, grade, and gender.

Table 2. Sampled students, teachers, and Head Teachers, by language and grade

	Hadiyyisa			Wolayttatto			
	Gr 2	**Gr 3**	**Language subtotal**	**Gr 2**	**Gr 3**	**Language subtotal**	Total
Female students	250	240	490	250	240	490	980
Male students	250	260	510	250	260	510	1020
Total students	500	500	1000	500	500	1000	2000
Teachers	24	23	47	19	23	42	89
Head Teachers	--	--	25	--	--	24	49

Sampling design and sample weights

Stage 1: Stratification by zone

Twenty-five schools, and 10 replacement schools for each zone, with Grade 2 and Grade 3 students were randomly selected from each of the zones of Hadiya and Wolayta. The total number of government schools in the sample frame in Hadiya and Wolayta was 389 and 413, respectively. The sampled schools were checked for availability. Replacement schools from a randomized list were used to replace any school that was unavailable.

The following protocols were used for school replacement in cases where

the school was closed:

1. If the data collection team visited a school, found the school closed (with no teachers or students present), and found no one present to help schedule a return visit, the team leader contacted the RTI EGRA coordinator to authorize the use of a replacement school.
2. Upon authorization, the team leader selected the first replacement school in the list provided and assigned it to the most appropriate assessor.

the school was inaccessible:

1. If, because of severe weather or other unforeseen events, the data collection team was not able to travel to the school despite making a reasonable attempt, the team leader contacted the RTI EGRA coordinator to assign a replacement school.
2. Upon authorization, the team leader selected the first replacement school in the list provided and assigned it to the most appropriate assessor.

The stage 1 weight was calculated by dividing the number of schools in the zone for the sample frame by number of schools in the zone for the sample. The weights for each school, therefore, can be roughly interpreted as the number of schools each individual school represents.

Stage 2: Stratification by grade and gender

For each school, 40 students in Grades 2 and 3 were selected using a systematic sample. The number of students was equal across the two grades: 20 students were selected in Grade 2 and 20 were selected in Grade 3. In this stage, the weight for each school was the number of selected students in a school who were in a certain grade and of a certain gender divided by the total number of students in that same grade and of that same gender. In other words, the weights for the second stage can be thought of as the number of students that each sampled student represents *within their school, grade, and gender.*

The final student weight was calculated by multiplying the stage 1 weight by the stage 2 weight.

Assessor training

A training workshop for assessors and data collection was held in Soddo town, Wolayta, at Day Star Hotel, May 23–27, 2014. This venue was selected because it was central to the two participating zones, as well as being convenient for lodging and workshop facilitation. It was

also convenient for school-based field practicing and pilot data collection in both zones as the primary schools could easily be accessed from this venue.

Objectives of the workshop

The objective of the training workshop was to equip assessors with the necessary knowledge and skills to collect reliable data for the EGRA study in the two targeted mother tongues. More specifically, the objectives were to

1. Equip assessors with data collection skills
2. Secure quality and reliable data for the study
3. Obtain quality EGRA results in two target zones
4. Obtain quality baseline data for the impact assessment.

Participants

A total of 42 participants (21 for each language) was expected for the training workshop. However, 21 and 19 participants from Hadiya and Wolayta, respectively, attended the training. Other participants in attendance included one facilitator from the MOE, two facilitators from the regional offices, and one from central READ TA offices. For each mother tongue, 20 of the participants were primary school teachers and one was a zonal examinations expert charged with coordinating the data collection process. Fifteen of the teachers from each language region participated in the actual data collection while the remaining five were maintained as reserve. The zonal examinations expert, in collaboration with the RTI central and regional teams, coordinated and facilitated the training and data collection process.

Roles and responsibilities

The assessors were given the responsibility of collecting data from primary schools by assessing the reading and comprehension abilities of Grades 2 and 3 pupils in both Wolayttatto and Hadiyyisa languages using EGRA instruments. The assessors were charged with collecting EGRA data from Grade 2 and 3 children, Grade 2 and 3 teachers, and Head Teachers/school directors. Specifically, their responsibilities included:

1. Participating in the training workshop and understanding the objectives of EGRA and the technicalities of the data collection;
2. Effective participating in school-based paired task practices and giving feedback;
3. Collecting pilot data from schools in order to improve data collection skills and to mitigate future possible mistakes;
4. Collecting quality and reliable data from sampled schools during the actual data collection exercise;
5. Developing necessary reports as required; and
6. Finishing all tasks on time and submitting verified completed survey instruments to designated individuals of the study team.

Training activities

The following were major activities and/or discussions performed during the training workshop:

1. Why Early Grade Reading?
2. EGRA overview, introduction to tasks and adaptation into Hadiyyissa and Wolayttatto languages;
3. EGRA tasks;
4. EGRA administration and recording practice;
5. Paired task practice by language;
6. Reliability tests on Amharic instruments;
7. Review of test and guided practices;
8. Paired assessment practice by language;
9. Student sampling;
10. Introduction to the teacher and director questionnaire, review and practice;
11. Field practice of assessment in schools;
12. Discussion on preliminary findings from field practice;
13. Discussion of school-level data collection issues;
14. Specification of team tasks, material required and formats to be used; and
15. Pilot data collection and team deployment.

After each presentation, the participants practiced in pairs and groups to learn how to collect data with minimum mistakes. After exhaustive training and practical experiments at the training venue, the participants were sent to primary schools to begin actual practice with school children.

Data collection

Following the training, and in advance of the data collection, READ TA held a meeting with the enumerators from each region to discuss modalities of how the data collection would be conducted. During the meeting, the data collection materials were given to each team. The materials included pupil stimuli, sampling sheets, school visit summary sheets, EGRA protocol, pencils, stopwatches, envelops, clipboards, and folders. Each team was assigned a vehicle and five schools to visit during the one week of data collection. The team leaders then embarked on getting in touch with school directors to inform them of the planned visits for the week.

Data collection began on June 2, 2014, and ended on June 6, 2014, with a total of 10 teams, consisting of three people each. Given that some of the schools were located over 90 kms away from the teams' starting point, the teams started their journey at 6:00 am in order to arrive at the schools on time and be able to collect data from forty pupils in each school. Even with an early start each day and access to vehicles, some of the teams were forced to walk on foot for as long as 50–75 minutes to reach some of the schools. This was experienced in areas where the terrain was bad and the roads impassable by vehicles.

The schools' management were very cooperative and, where possible, three empty classrooms were made available for the assessment. Besides the READ TA data collection team, representatives from the two regions' education bureaus and education officers accompanied the data collection teams to the schools.

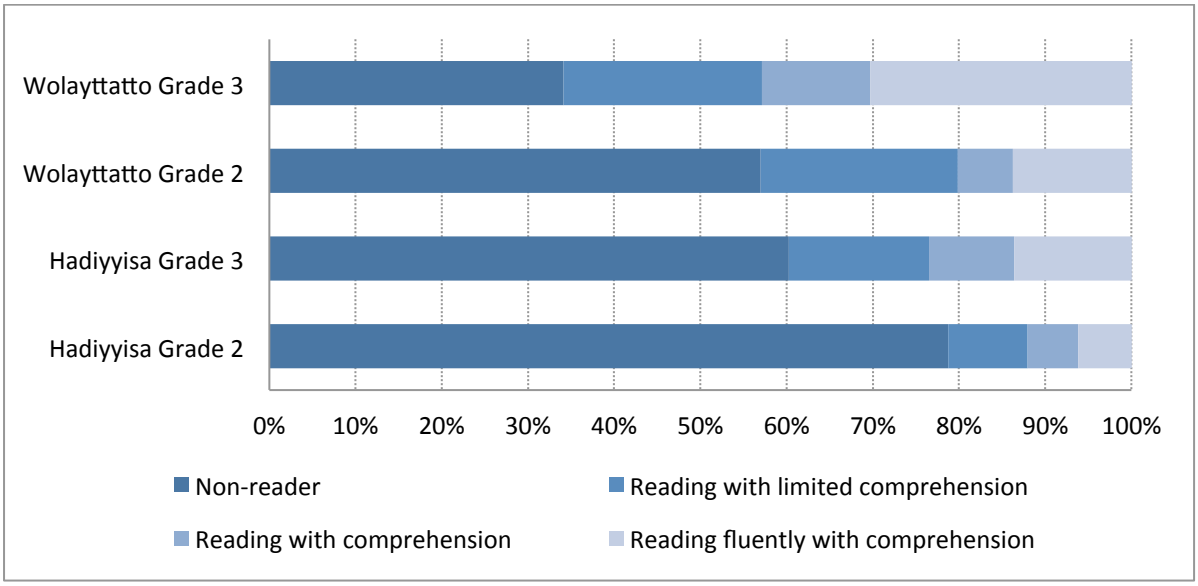
At the end of each day in both the Hadiya and Wolayta zones, the teams met with READ TA staff to submit the completed forms. The READ TA staff reviewed these forms for completion and accuracy. Any data completion issues noted during the review were addressed immediately. The daily review meetings also provided a forum for sharing the day's experiences. This process proved very useful by providing the enumerators with opportunities to learn from each other and to correct any data collection misunderstandings they may have had. From these discussions, the data quality was noted to improve greatly each day. READ TA staff managed to visit each data collection team at their assigned school.

IV. EGRA Results

Overview of EGRA trends by language and grade

The EGRA results obtained by this baseline study revealed that some of these Hadiyyisa-, and Wolayttatto-speaking students were beginning to learn to read in their respective language only by Grade 3, particularly for Wolayttatto. ***Figure 1*** displays the proportion of assessed pupils for each language and grade who can be categorized as non-readers, reading with limited comprehension, reading with comprehension, and reading fluently with comprehension. These categories represent a combination of the oral reading and reading comprehension subtasks. Students who scored a zero on the ORF portion of the EGRA were classified as "non-readers"; students who scored more than zero on the ORF portion, but less than 60% on the reading comprehension were classified as "reading with limited comprehension"; students who scored between 60 and 80% on the reading comprehension subtask were designated as "reading with comprehension"; and students with a reading comprehension score above 80% were categorized as "reading fluently with comprehension".

Figure 1. Proportion of pupils at various levels of reading proficiency, by language and grade



Note: Categories determined as follows. *Non-reader* = 0 on ORF portion; *reading with limited comprehension* = less than 60% on reading comprehension and more than 0 on ORF; *reading with comprehension* = between 60% and 80% on reading comprehension; and reading fluently with comprehension = reading comprehension score over 80%.

From ***Figure 1***, it is first of all clear that significant proportions of pupils assessed for this baseline study were classified as "non-readers" and thus were not able to read a single word correctly during the ORF portion of the EGRA. Indeed, over one-half of sampled students in Hadiya in both Grades 2 and 3, as well as Grade 2 students for Wolayttatto, were non-readers. Although the proportion of students designated as non-readers decreased from Grade 2 to Grade 3 in both languages, the high percentages of pupils who lacked basic reading skills signifies both the need and potential for improvement. On the other hand, there are some reasons for optimism. The proportion of pupils who read fluently more than doubled from Grade 2 to Grade 3 in both languages, and the number of children reading with comprehension grew markedly.

EGRA results of individual subtasks by language and grade

The overall results discussed above were also disaggregated by language and grade for each EGRA subtask. These data are presented in both ***Table 3*** and ***Figure 2***, which display the proportion of correct items, the proportion of correct items relative to the number of attempted items (since some EGRA subtasks have a stop rule, as noted above), and the percent of zero scores for each subtask.

Table 3. Performance on EGRA subtasks, by language and grade

Subtask	Language	Grade	Percent correct (of total)	Percent correct (of attempted)	Percent zero scores
Letter-Sound Identification [T]	Hadiyyisa	2	33.1%	63.2%	16.6%
		3	44.3%	73.0%	10.1%
	Wolayttatto	2	35.1%	67.9%	10.0%
		3	48.9%	79.4%	6.1%
Familiar Word Reading [T]	Hadiyyisa	2	15.2%	29.2%	59.2%
		3	25.1%	42.4%	44.6%
	Wolayttatto	2	18.5%	29.6%	58.6%
		3	34.2%	49.2%	35.0%
Non-Word Reading[T]	Hadiyyisa	2	11.0%	23.6%	68.2%
		3	19.1%	34.6%	54.1%
	Wolayttatto	2	17.1%	31.4%	56.4%
		3	31.2%	48.0%	37.1%
Oral Reading Fluency [T]	Hadiyyisa	2	10.4%	21.4%	75.5%
		3	18.3%	35.3%	59.5%
	Wolayttatto	2	17.2%	33.5%	55.5%
		3	31.1%	55.2%	33.2%
Reading comprehension	Hadiyyisa	2	11.4%	16.4%	79.6%
		3	21.8%	31.5%	61.8%
	Wolayttatto	2	23.0%	32.8%	58.6%
		3	40.2%	52.2%	36.1%
Listening Comprehension	Hadiyyisa	2	51.4%	64.4%	2.6%
		3	53.6%	65.8%	2.4%
	Wolayttatto	2	57.2%	71.1%	1.6%
		3	58.1%	71.3%	1.0%

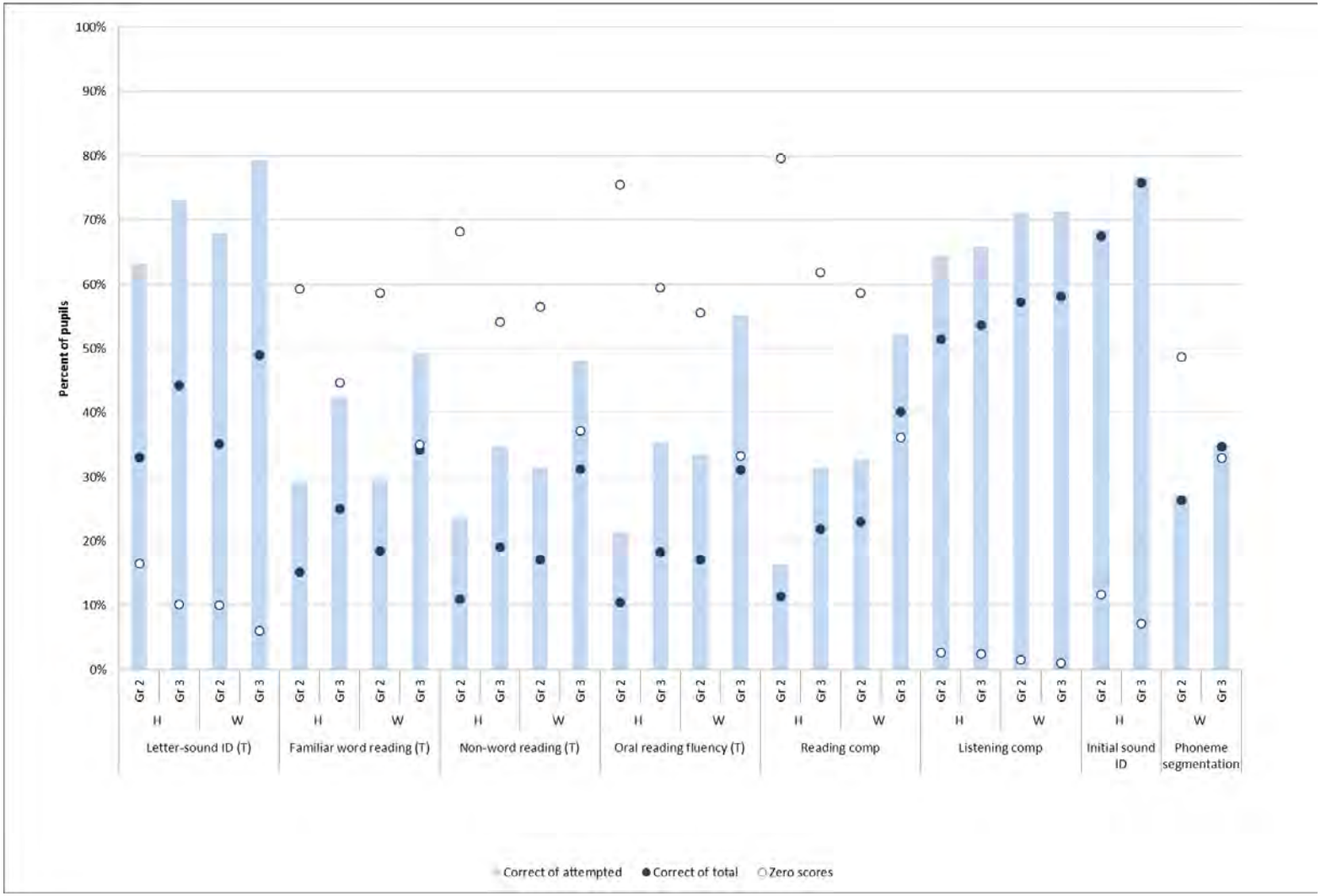
Subtask	Language	Grade	Percent correct (of total)	Percent correct (of attempted)	Percent zero scores
Phonic Initial Sounds Identification[3]	Hadiyyisa	2	67.4%	68.4%	11.7%
		3	75.7%	76.6%	7.1%
	Wolayttatto	--	--	--	--
		--	--	--	--
Phoneme Segmentation	Hadiyyisa	--	--	--	--
		--	--	--	--
	Wolayttatto	2	26.3%	27.0%	48.7%
		3	34.6%	35.0%	33.0%

Note: T denotes a timed subtask.

As both ***Table 3*** and ***Figure 2*** show, pupil scores were low on aggregate; there were high proportions of zero scores in many subtasks, and the percent correct exceeded 50% in only two subtasks. In sum, students assessed for this report struggled to read and, in particular, to perform higher-order reading tasks (e.g., comprehension) in their mother tongue. Across the EGRA subtasks administered for this report, pupil reading performance varied substantially by grade in both languages. These trends are more directly evident in ***Figure 2***. In terms of EGRA subtasks, it is clear that students performed relatively well on the Letter-Sound Identification and Listening Comprehension segments of the assessment. In both of these subtasks, pupils across both grades and languages registered average scores above 60% (the proportion correct of items attempted) and zero scores were relatively low. While achievement of students in Grade 3 was higher than their counterparts in Grade 2 on these subtasks, these results suggest that students assessed for this study had begun to recognize letters, and the sounds they represent, and to comprehend auditory information. Illustratively, in Grade 2, the Hadiyyisa-speaking students correctly identified 63% of the letter sounds they were shown while Grade 3 Hadiyyisa-speaking students correctly identified 73%. It is therefore likely that Grade 2 and 3 students in both languages are being expressly taught letter recognition skills. In addition, teachers are likely teaching in a manner that is conducive to students practicing listening comprehension, relative to other skills. These early literacy skills are part of a firm foundation for learning to read.

[3] The Phonic Initial Sounds and Phoneme Segmentation subtasks were administered for Hadiyyisa and Wolayttatto, respectively, due to differences in language structure.

Figure 2. Performance on EGRA subtasks, by language and grade



Notes: T denotes a timed task. H = Hadiyyisa; W = Wolayttatto. Proportions of correct scores reflect the performance of students who did not score zero.

Subtasks in which students were asked to read familiar words, non-words, or a whole text passage, as well as the reading comprehension questions, posed more difficulty for pupils assessed for this study. These subtasks were characterized by lower average scores (i.e., 15%–50%) and a large proportion of zero scores (i.e., 30%–80%). These subtasks were particularly challenging for Grade 2 pupils, whose average scores on these subtasks fell between 20% and 30% (percent of items attempted), if overall proportion of correct responses is considered, Grade 2 pupils' scores were even lower (i.e., 10%–20%). Of these subtasks, reading comprehension scores had the lowest average achievement, which is not surprising. In learning to read, students must first be able to read a passage before comprehending the information contained within it. The low scores are also linked with the administration of the assessment. Comprehension questions were directly tied to the ORF passage. Since ORF means ranged from 6 to 20, some students did not read far enough into the passage to be given the first question, and even at the upper end most students likely did not receive more than two questions. This influences the proportion of correct items out of the total number of items.

There appears to be some progress made on the Reading Fluency and Comprehension subtasks between Grades 2 and 3. Grade 3 pupils achieved higher average scores (10–20 percentage points higher) and fewer zero scores (i.e., 10–20 percentage points fewer) than their counterparts in Grade 2. These results indicate that, up until Grade 2, pupils in these languages are likely being taught through direct instruction methods that assist the development of listening comprehension and have some experience with letters and sounds. By Grade 3, pupils in these languages have had greater exposure to and comfort with text and formulating words. While improvements can be made here, it is encouraging that substantial progress is seen within just one academic year.

The EGRA category in which the largest difference was noted was in phonological awareness, which includes the Phonic Initial Sounds and the Phoneme Segmentation subtasks. The former required assessed pupils to identify the first phoneme (i.e., unit of sound) in a word and was conducted for Hadiyyisa. The latter required an ability to recognize words, as well as to break them down into individual units of sound, and was administered for Wolayttatto. It should be noted that the Phoneme Segmentation subtask has distinctly more difficult than the Initial Sound Identification subtask. The two languages were given different subtasks due to the structure of the languages, and while this does not invite interregional comparison, it was more appropriate to be language- and context-sensitive.

Hadiyyisa-speaking students assessed for this study tended to perform the Phonic Initial Sounds subtask relatively well (in comparison with other subtasks), registering average scores of 68% and 77% in Grades 2 and 3, respectively. Wolayttatto-speaking pupils achieved average scores of 27% and 35% in Grades 2 and 3, respectively, in the Phoneme Segmentation subtask. While early grade reading experts do not recommend focusing extensively on phonological awareness during classroom reading instruction (NICHD, 2000; National Institute for Literacy, 2008), these particular findings may indicate that students in these language communities have less-than-desired experience with recognizing and decoding individual phonemes, particularly for Wolayttatto.

Figure 3 displays the distribution of scores, including zero scores, for the Letter-Sound Identification subtask for Grade 2 and 3 pupils in both languages. It is notable, first of all, that

the proportion of zero scores on this subtask was low; most students assessed for this study were able to correctly identify at least some letter sounds within the time allotted. Also observable is the fact that the range of scores is quite high across both languages; scores ranged from 0 to 120 correct letter sounds during this subtask. As expected, scores tended to be higher among selected Grade 3 pupils as compared to Grade 2 pupils, evidenced by lower proportions of Grade 3 pupils in lower score ranges and higher proportions in higher score ranges.

Figure 3. Performance on the EGRA Letter-Sound Identification subtask, by language and grade

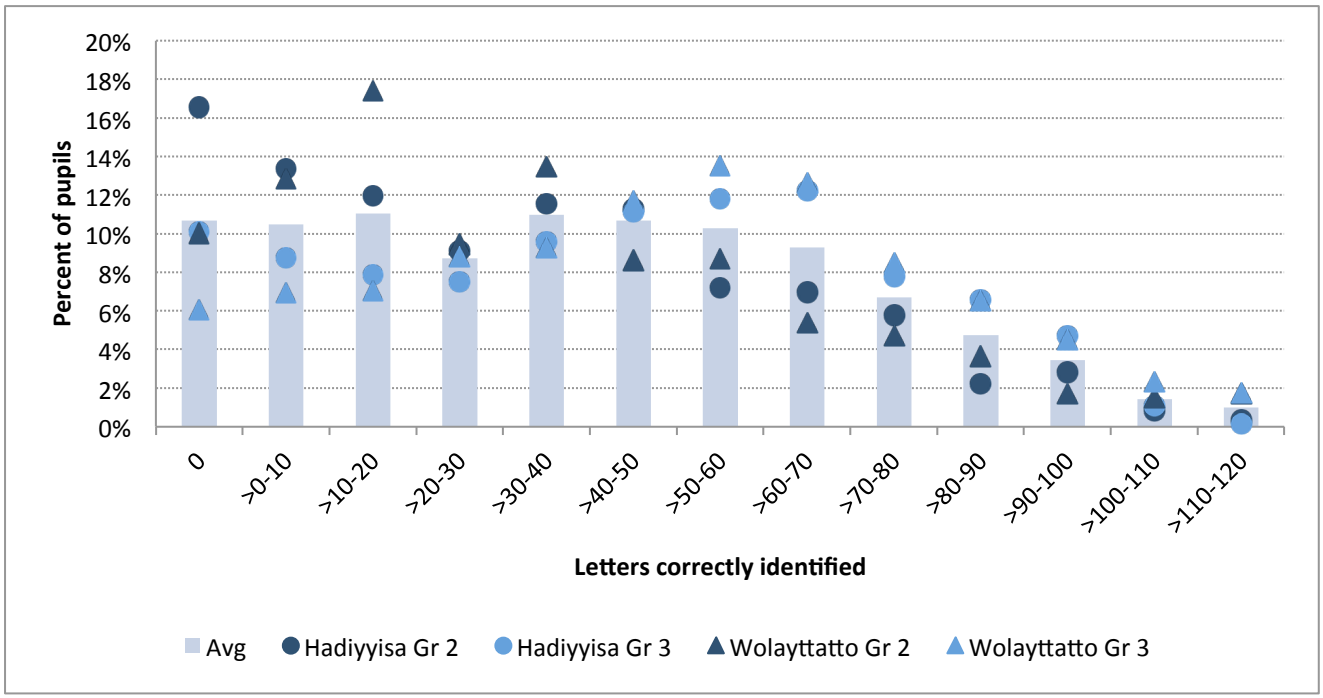
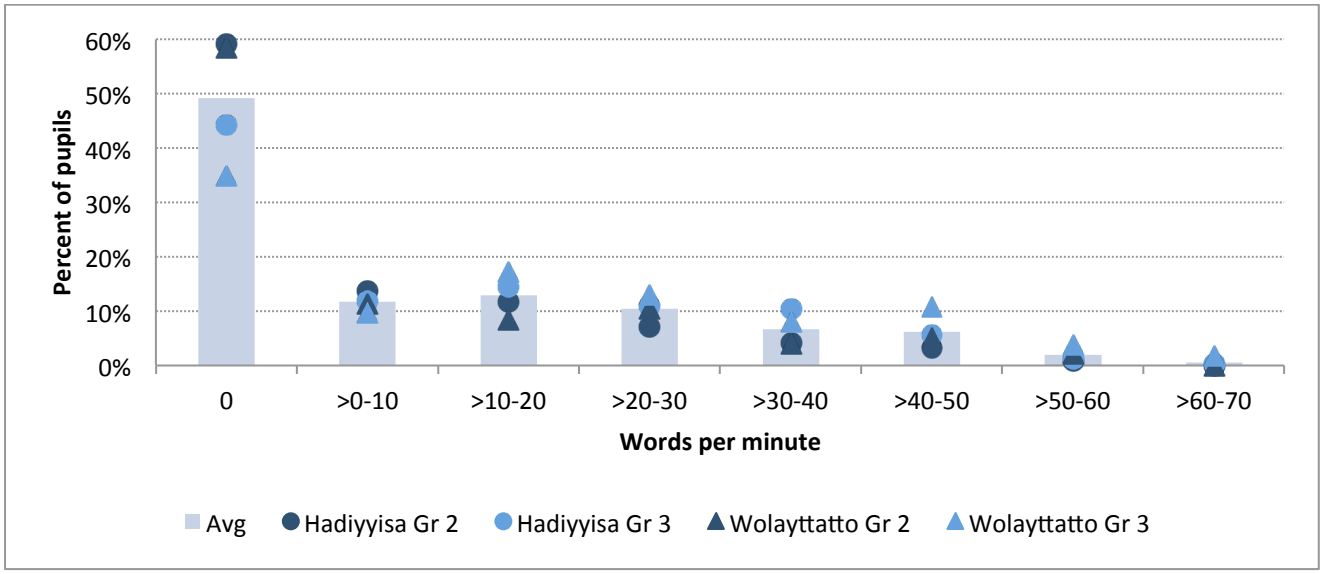


Figure 4 presents the distribution of scores from the Familiar Word reading subtask for Grade 2 and 3 pupils in both languages. Compared to the Letter-Sound subtask discussed previously, this subtask is characterized by a much higher proportion of zero scores: more than one-half of Grade 2 pupils and more than one-third of Grade 3 pupils assessed registered a zero score on this subtask. As mentioned above, these findings suggest that a significant proportion of Grade 2 and 3 pupils in these languages had difficulty reading purportedly familiar words when presented in this assessment format.

Figure 4. Performance on the EGRA Familiar Word Reading subtask, by language and grade



The distribution of scores for the Non-Word Reading subtask, during which students were asked to decode and read non-words, is shown in ***Figure 5***. This subtask presented even greater difficulty for assessed pupils in both languages, particularly in Hadiyyisa. Similar to the Familiar Word Reading subtask, zero scores were high. Over one-half of Grade 2 pupils and more than one-third of Grade 3 pupils were unable to read a single word during the time allotted for this subtask. The range of scores for this subtask was similarly small, ranging from 0–10 to 70–80 words per minute.

Figure 5. Performance on the EGRA Non-Word Reading subtask, by language and grade

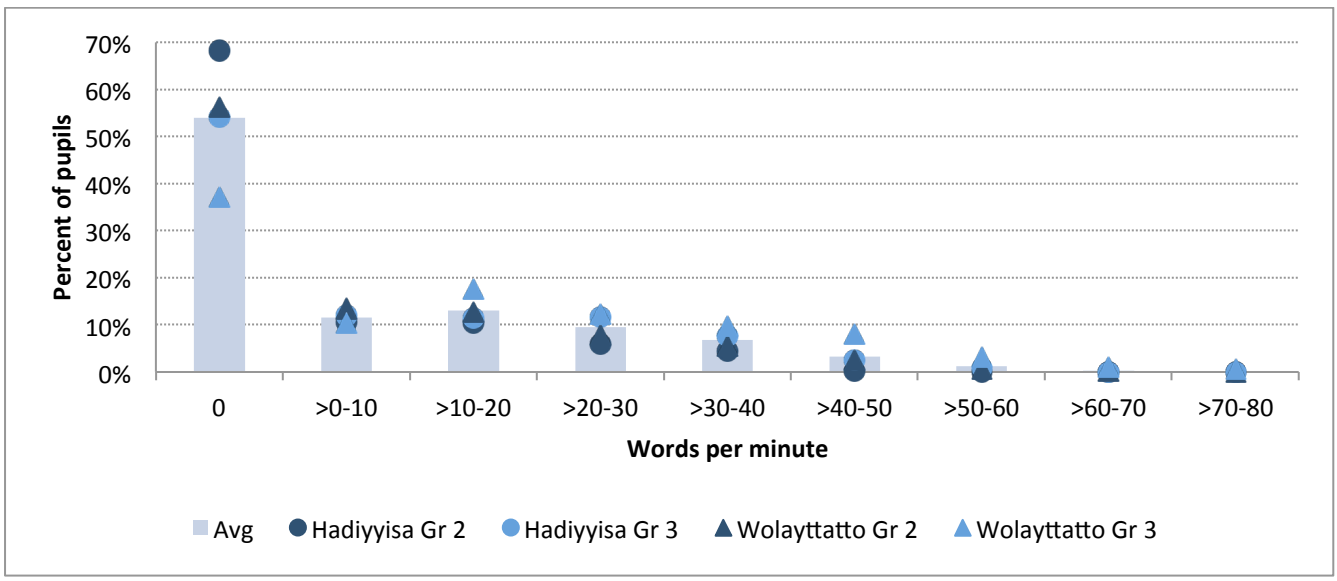
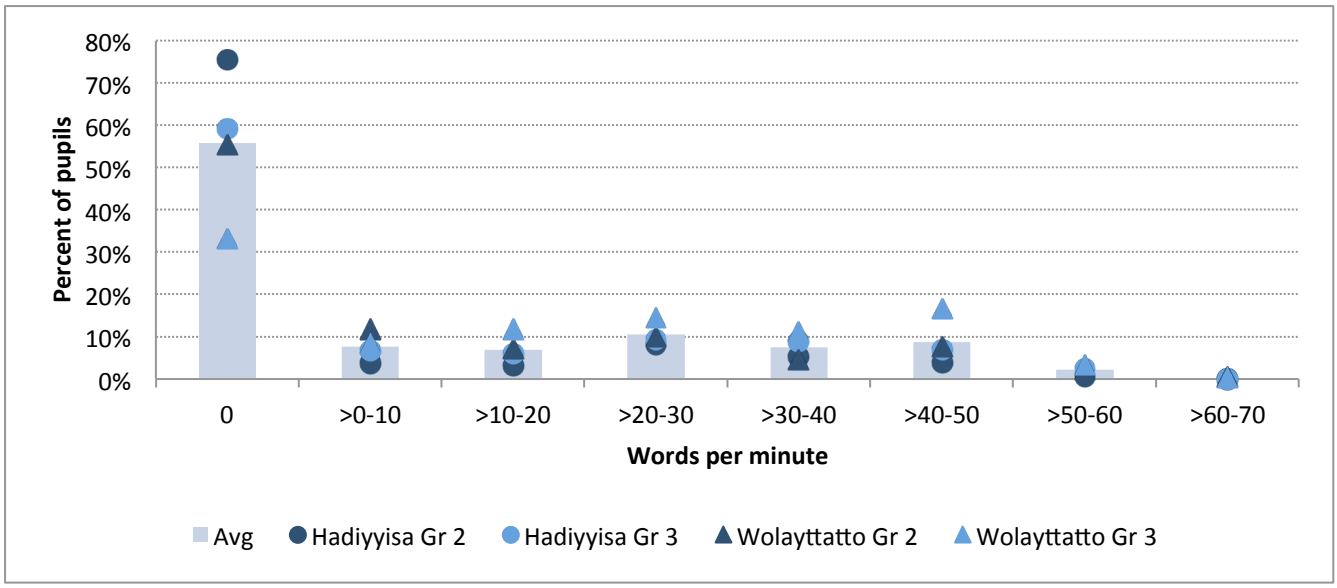


Figure 6, below, displays the distribution of scores on the EGRA Oral Reading Fluency subtask for assessed Grade 2 and 3 pupils in both languages. The distribution of scores for this subtask is similar to the other reading subtasks shown in ***Figure 4*** and ***Figure 3***. Again, a

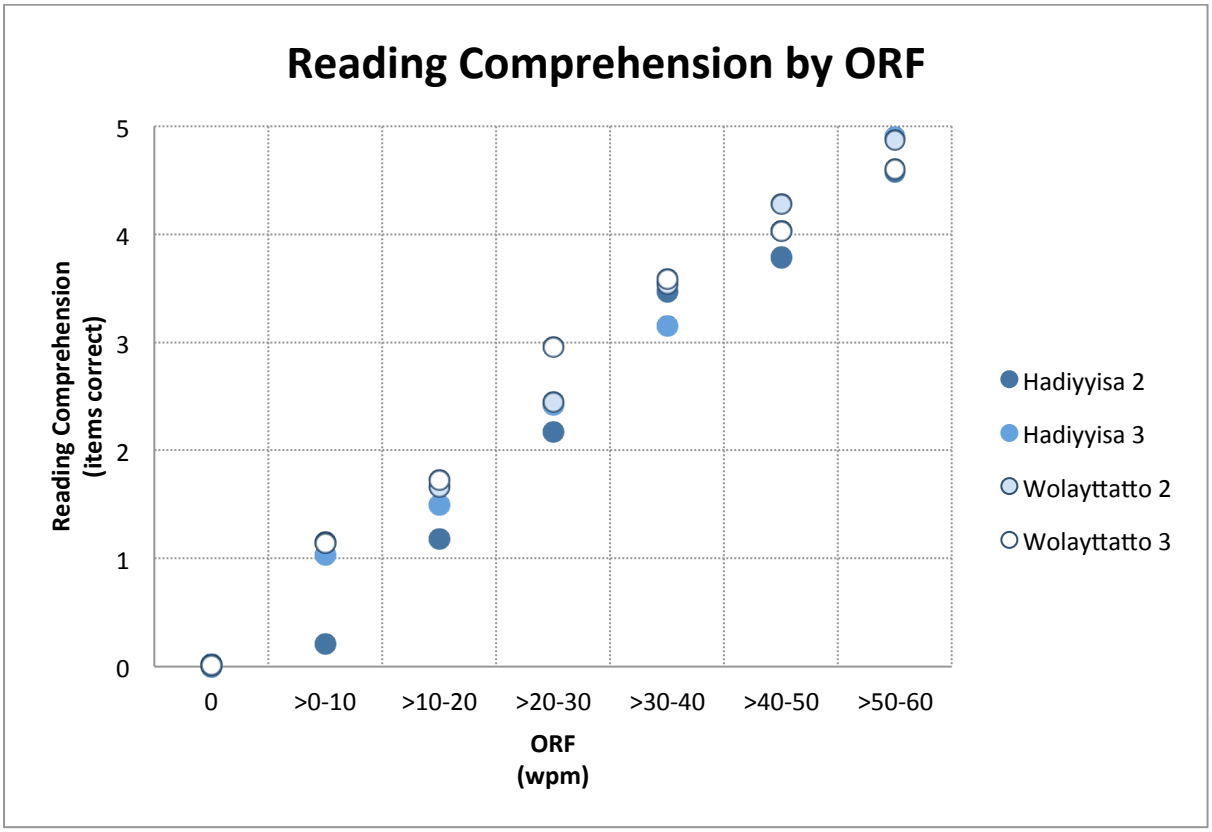
substantial proportion of pupils registered zero scores on this subtask, meaning that they were unable to read a single word during the time allocated to this task. The range of scores has the smallest of any of the subtasks. Students who registered scores higher than zero fell between 0–10 wpm and 50–60 wpm. Notable, however, is the fact that more Wolayttatto-speaking children read more accurately and with greater precision; a greater proportion of these pupils registered scores within the upper end of the score distribution (i.e., above 30 wpm). It is worth noting here that research suggests that a person must read at a certain level of fluency before sufficient attention can be shifted to comprehension given the capacity of short-term memory. Precise target rates for Hadiyyisa and Wolayttattoo languages have not yet been set, but there is not doubt that very few children in the sample read fluently enough to facilitate comprehension.

Figure 6. Performance on the EGRA Oral Reading Fluency subtask, by language and grade



Given the relationship between reading fluency and comprehension, it is worth comparing the scores of the on these two subtasks. To this end, ***Figure 7*** compares average student performance on the Oral Reading Fluency subtask (x-axis) with average performance on the Reading Comprehension subtask (y-axis). As expected, the relationship between the subtasks is positive: students in both grades and languages who scored higher on oral reading tended to also score higher on reading comprehension. The relationship is more or less linear in that a unit change in oral reading fluency is associated with a consistent increase in reading comprehension. For example, an increase in oral reading fluency from 0–10 wpm to 10–20 wpm is associated with a 0.8 point increase in reading comprehension score (along a five-point scale).

Figure 7. Reading comprehension and oral reading fluency, by language and grade



EGRA results by gender

These results were also disaggregated by gender, and *t*-tests were run to determine whether a pupil's gender had a significant effect on reading achievement, as measured by the EGRA subtasks. Specifically, average scores of male and female pupils were compared *within* grades and languages for each subtask in order to ascertain whether statistically significant differences could be found in relation to the number of correct items boys and girls recorded. The results of this analysis are displayed in ***Table*** . Statistically significant differences between boys and girls are denoted by an asterisk (*).

Table 4. Performance on EGRA subtasks, by language, grade, and gender

Subtask	Language	Grade	Gender	Percent correct (of total)	Percent correct (of attempted)	Percent zero scores
Letter-Sound Identification [T]	Hadiyyisa	2	Male*	37.7%	69.6%	11.0%
			Female	28.4%	56.8%	22.0%
		3	Male	46.5%	76.3%	8.0%
			Female	41.5%	68.9%	12.9%
	Wolayttatto	2	Male	33.7%	65.9%	11.4%
			Female	36.5%	70.0%	8.6%
		3	Male	49.0%	80.1%	5.5%
			Female	48.9%	78.6%	6.7%
Familiar Word Reading[T]	Hadiyyisa	2	Male	18.4%	33.5%	53.1%
			Female	12.0%	25.0%	65.3%
		3	Male	26.9%	45.1%	41.5%
			Female	22.8%	39.1%	48.5%
	Wolayttatto	2	Male	19.1%	29.7%	59.4%
			Female	17.9%	29.5%	57.7%
		3	Male	36.0%	50.7%	35.0%
			Female*	32.4%	47.7%	35.1%
Non-Word Reading [T]	Hadiyyisa	2	Male*	13.4%	27.0%	64.6%
			Female	8.6%	20.2%	71.8%
		3	Male	20.9%	37.3%	50.7%
			Female	16.9%	31.2%	58.4%
	Wolayttatto	2	Male	17.9%	32.2%	55.9%
			Female	16.3%	30.6%	57.0%
		3	Male	32.4%	49.6%	36.1%
			Female	29.9%	46.4%	38.1%

Subtask	Language	Grade	Gender	Percent correct (of total)	Percent correct (of attempted)	Percent zero scores
Oral Reading Fluency [T]	Hadiyyisa	2	Male	12.8%	26.1%	69.8%
			Female*	8.1%	16.8%	81.2%
		3	Male*	20.5%	37.8%	56.8%
			Female	15.4%	32.3%	62.9%
	Wolayttatto	2	Male	18.2%	34.9%	53.9%
			Female	16.1%	32.1%	57.3%
		3	Male	32.0%	56.1%	32.7%
			Female	30.1%	54.2%	33.8%
Reading Comprehension	Hadiyyisa	2	Male	13.4%	19.4%	75.7%
			Female	9.4%	13.4%	83.4%
		3	Male	23.7%	33.8%	60.1%
			Female	19.4%	28.5%	63.8%
	Wolayttatto	2	Male	24.8%	35.2%	55.6%
			Female	21.2%	30.2%	61.8%
		3	Male	41.3%	53.5%	34.9%
			Female	38.9%	50.8%	37.4%
Listening Comprehension	Hadiyyisa	2	Male	52.1%	65.2%	2.2%
			Female	50.8%	63.5%	3.1%
		3	Male	55.0%	67.1%	2.1%
			Female	51.7%	64.3%	2.8%
	Wolayttatto	2	Male	58.4%	72.3%	1.1%
			Female	55.9%	69.9%	2.1%
		3	Male	58.7%	72.2%	0.6%
			Female	57.5%	70.4%	1.4%

Subtask	Language	Grade	Gender	Percent correct (of total)	Percent correct (of attempted)	Percent zero scores
Initial Phonemic Sound Identification	Hadiyyisa	2	Male*	71.4%	72.6%	8.1%
			Female	63.5%	64.3%	15.3%
		3	Male*	79.4%	80.7%	4.7%
			Female	71.1%	71.6%	10.2%
Phoneme Segmentation	Wolayttatto	2	Male	26.9%	27.5%	48.8%
			Female	25.8%	26.6%	48.7%
		3	Male	35.8%	36.3%	31.0%
			Female	33.5%	33.6%	35.0%

Note: T denotes a timed subtask.
*Average performance (items correct) significantly higher than peers ($p < .05$).

Of 28 total *t*-tests conducted to differentiate male and female student mean scores in the EGRA subtasks (i.e., two grades and two languages for each of the seven subtasks), only seven yielded statistically significant differences between genders. This means that, overall, differences between genders did not manifest among most of the subtasks assessed by the EGRA in the grades and languages studied for this baseline administration. Nevertheless, several interesting findings were revealed by these tests. First, the majority (i.e., six of seven) statistically significant gender differences in mean scores were found for Hadiyyisa, whereas only one statistically significant difference was found for Wolayttatto. Second, most of the statistically significant gender differences (i.e., five of seven) were found in favor of male pupils, i.e., when gender differences were found, males tended to outperform their female peers. Further, all of the gender differences favoring male pupils were found for Hadiyyisa; the only gender difference in Wolayttatto was in favor of female pupils. Third, of the gender differences that were found between male and female scores in Hadiyyisa-speaking Grade 2 classrooms (i.e., four), half persisted through Grade 3. Oral reading and phonic initial sounds both yielded statistically significant differences between genders in both Grades 2 and 3.

Together, these results suggest that when gender differences were found, they tended to be concentrated in only one of the two langugaes (i.e., Hadiyyisa) and to favor male students. These trends notwithstanding, it should be noted that most EGRA subtasks did not reveal statistically significant differences in terms of reading achievement between genders. This is not meant to suggest that gender stratification is not an issue within these language communities, but rather that with the current selected sample of students only a few differences (i.e. seven) could be identified with high levels of confidence.

Student characteristics associated with EGRA results

Data from the student questionnaire provided an opportunity to test whether student-level background variables were associated with reading performance. Specifically, a linear regression model was created in which student variables were entered one at a time (i.e. only one student level variable was entered into the model at any one time) to determine whether a statistically significant association between reading performance and the variable in question could be found. Oral reading fluency was used as the outcome variable. Results are displayed in ***Table*** below, and significant results (i.e., $p < .05$) are denoted by an asterisk (*).

Table 5. Pupil demographic factors associated with ORF scores, by language

		Hadiyyisa		Wolayttatto	
Category	Indicator	Beta	T Score	Beta	T Score
Language	Same at school and home	-4.24	-1.70	0.563	0.23
Grade	2nd Grade (ref)				
	3rd Grade	4.82*	4.67	8.11*	5.34
Age	Of age (ref)				
	Underage	-1.61	-0.71	-0.12	-0.03
	Overage	1.32	1.05	2.56*	2.19
Gender	Female	-3.60*	-3.28	-1.44	-0.85
Preschool	Attended	-2.24	-1.10	3.66*	2.89
Absent from School	Absent last week	-3.41*	-2.83	-7.47*	-3.59
Textbook	Has textbook	-0.86	-0.64	8.78*	4.91
Reading Materials	At home	3.18	1.80	2.12	1.03
Homework	Gets help	0	--	3.375	2.02
Mother's Literacy	Mother reads	-1.37	-1.33	-0.40	-0.32
Father's Literacy	Father reads	0.06	0.03	-2.04	-1.02
Repeating Grade	Is repeating	1.48	0.61	-2.34	-0.89
Wealth Index	Bottom quartile (ref)				
	2nd quartile	1.30	0.87	-0.13	-0.07
	3rd quartile	-0.79	-0.41	1.06	0.47
	Top quartile	1.07	0.48	-1.33	-0.85
Model Constant		13.61*	4.19	0.69	0.21

*Result is statistically significant ($p < .05$)
(ref) denotes reference category

Only six student-level variables were found to have a statistically significant association with oral reading fluency. Unsurprisingly, a student's grade had a significant association with fluency: students in Grade 3 were more likely to outperform Grade 2 students assessed by the EGRA in both languages. Student age was also found to have a position impact on reading fluency in Wolayttatto: compared with students who were of the correct age for their grade, over-age pupils in Wolayttatto were found to read more fluently. Consistent with the tests of gender differences above (refer to ***Table***), female pupils were found to read less fluently than male peers in Hadiyyisa. No such gender differences were found for Wolayttatto with regard to oral reading fluency (it has been shown that gender difference manifested in the Familiar Word Reading EGRA subtask in this language). Wolayttatto-speaking students who attended preschool tended to significantly outperform peers who had not attended preschool. This "preschool effect" was approximately half as large as the grade-level effect, giving preschool attendees the equivalent of approximately a one-half-year advantage over non-attendees. In both languages, students who reported being absent from school during the previous week tended to perform less well on the Oral Reading subtask than their peers who had not missed school. This relationship was stronger for Wolayttatto and was nearly as large as the grade-level effect for that language, meaning that absenteeism, unsurprisingly, was associated with a substantial drop in reading achievement. Whether or not students had class materials (e.g., reading textbook) on the day of the assessment was found to have a significant association with oral reading; students who did have their textbook outperformed their peers who did not have their textbook on the day of the assessment. Interestingly, several background variables that are typically associated with greater reading performance, such as parental literacy and household wealth, were not linked to better reading outcomes here. This may have been, in part, because the wealth index was influenced by the high degree of poverty within the sample population. While it was possible to separate children into quartiles, there may not have been a great deal of difference among the four quartiles.

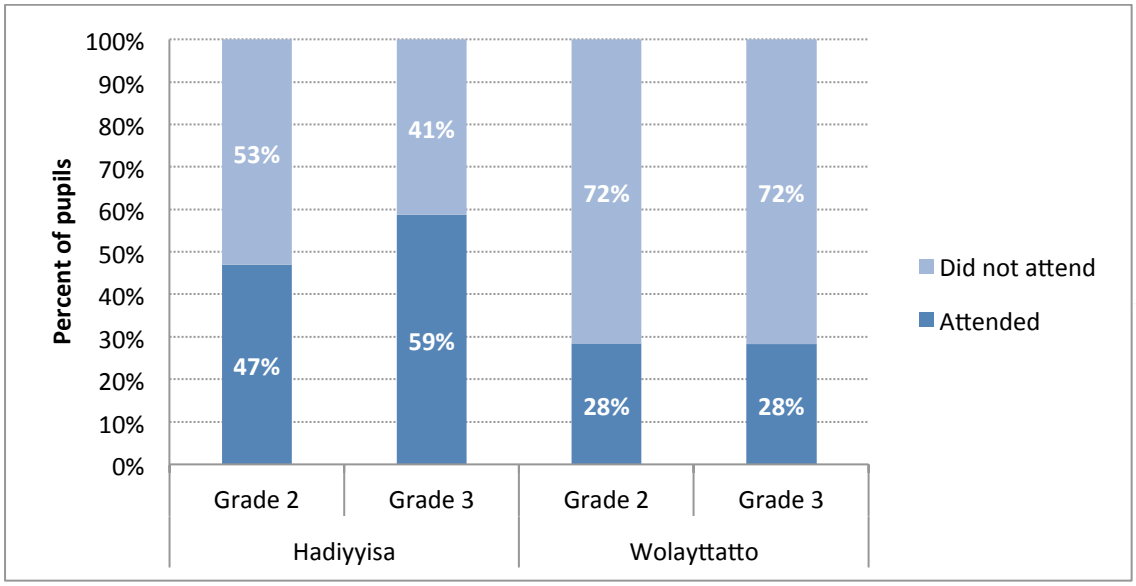
Table displays the proportion of pupils by grade and age in both languages. As the starting age of primary school in Ethiopia is seven years of age, students who have studied full-time, not repeated, and started on time are eight to nine years old in Grade 2 and nine to ten years old in Grade 3. From the table, it is evident that more than one of every two pupils in Grade 2 was overage and about two of every five pupils in Grade 3 were overage. Very few children were underage in Grade 2 and only about 5% of children were underage in Grade 3. As such, it appears that children are either starting school late or are repeating grades in the schools assessed by this study, which could indicate issues of internal efficiency.

Table 6. Reported age of sampled pupils, by language and grade

	Hadiyyisa		Wolayttatto	
	Gr 2	**Gr 3**	**Gr 2**	**Gr 3**
Underage	0.5%	4.7%	0.5%	4.7%
Correct age	39.1%	56.4%	40.5%	55.4%
Overage	60.4%	38.9%	59.0%	39.9%
Total	100.0%	100.0%	100.0%	100.0%

Preschool attendance was also found to be predictive of reading achievement for Wolayttatto, as measured by the Oral Reading Fluency subtask. ***Figure 7*** shows the proportion of pupils by language and grade who did or did not attend preschool. From the figure, a much lower proportion of Wolayttatto–speaking students reported attending preschool (i.e., 28% as compared to 53% for Hadiyyisa-speaking students). In this language, attendance at preschool has made a difference, albeit modest, with regard to reading achievement. While early childhood education is not a part of the READ TA intervention, it is notable that five of every eight Grade 2 and 3 children from these languages did not attend preschool, in other words, only a minority did attend.

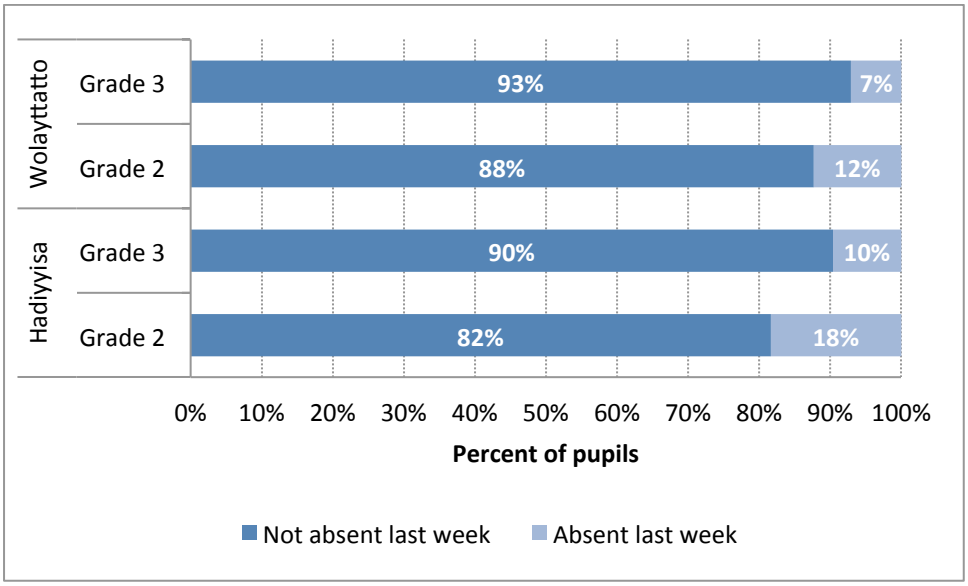
Figure 7. Preschool attendance, by language and grade



The extent of student absenteeism in both languages is presented in ***Figure*** . In the student questionnaire, students were asked whether they had missed school during the previous week or not. Overall, the figure shows that absenteeism, at least as measured by this question, was low; fewer than one in five pupils were absent during the previous week. However, language and grade-specific differences were interesting. First, absenteeism was slightly more common among Hadiyyisa-speakings students than Wolayttatto-speaking students, as approximately 14% of pupils were absent during the week prior to the assessment in the former language as compared to approximately 10% in the latter. Second, absenteeism was more common among Grade 3 pupils than in Grade 2. The reason for this was not made clear by the questionnaire, but it is worth noting that in a country with low primary survival rates (i.e., approximately 40% of children who start primary school reach and complete the final primary grade),[4] these data point to the possibility of increased absenteeism among older children.

[4] Source: United Nations Children's Fund. This statistic refers to administrative data. See http://www.unicef.org/infobycountry/ethiopia_statistics.html for further detail.

Figure 8. School absenteeism, by language and grade



Characteristics of teachers and classrooms associated with EGRA results

Data from the teacher questionnaire also allowed an analysis of teacher-level characteristics and factors that were associated with their pupils' ORF scores (due to low sample sizes (n = 49), Head Teacher variables were not used in the regression analysis). Similar to the previous section, a linear regression model was created in which teacher variables were entered individually to determine whether a statistically significant association could be found between reading performance and the variable in question. Oral reading fluency was again used as the outcome variable. Results are displayed in ***Table*** , and significant results (i.e., $p <$ .05) are denoted by an asterisk (*). Disregarding the model constant, five teacher-level variables were found to have a statistically significant relationship with pupils' performance on the ORF portion of the EGRA assessment. However, it should be noted that low sample sizes (only 89 teachers were selected for the sample) may, in some cases, produce biased results.

Table 7. Teacher and classroom characteristics associated with pupil ORF score, by language

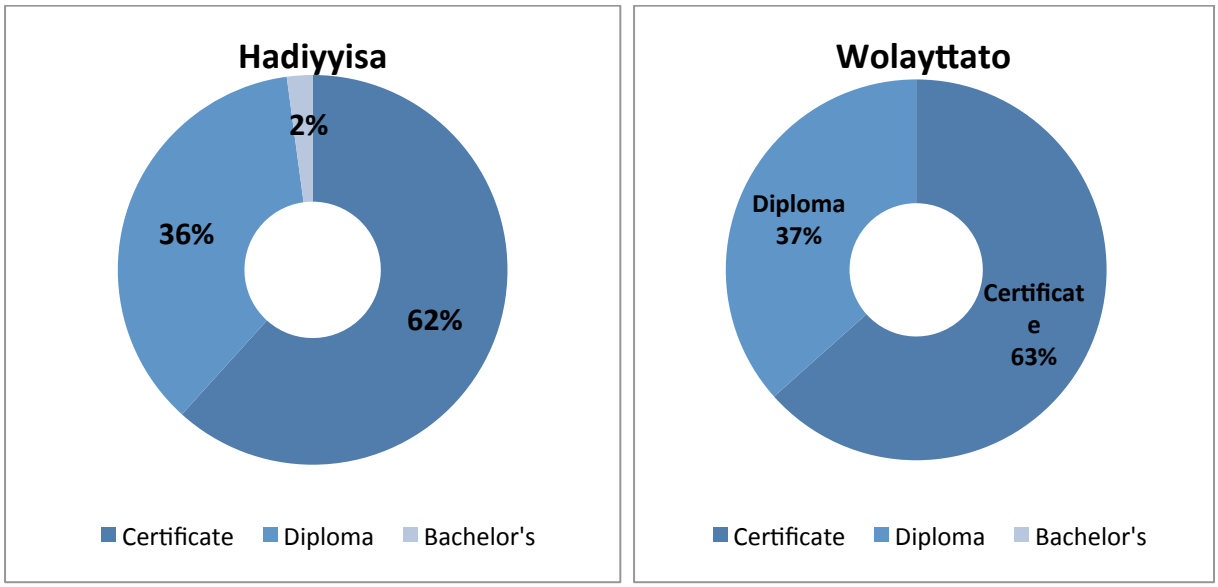
Category	Indicator	Hadiyyisa		Wolayttatto	
		Beta	T-score	Beta	T-score
Gender	Female	-2.72	-1.67	-2.37	-1.05
Teacher highest qualification	Certificate (ref)				
	Diploma	-0.20	-0.13	2.1	0.30
	Bachelor's degree[n]	-10.25*	-7.03	--	--
Years of experience		0.05	0.43	-0.14	-0.41
Library or reading room in school	Yes	-4.23*	-2.24	8.14	1.11
Sufficient learning materials in classroom	Yes	2.82*	2.41	3.69	0.75
How many days per week does teacher use the reading textbook?	One day (ref)				
	Two days	--	--	3.45	0.63
	Three days	6.92*	3.72	-4.41	-0.89
	Four days	-7.33*	-2.61	-10.53	-1.08
	Five days	-3.53*	-2.28	-0.52	-0.09
How useful does teacher find reading textbook?	A little useful (ref)				
	Somewhat useful	-14.06*	-5.04	0.57	0.10
	Useful	-4.87*	-2.29	-5.67	-0.64
	Very useful	0.11	0.04	0.69	0.07
Model constant		14.16*	5.71	3.96	0.34

*Result is statistically significant ($p < .05$).
(ref) denotes reference category
[n] only one participating teacher had a Bachelor degree

Figure shows the proportion of teachers in each language by their level of highest teaching qualification. Despite the questionability of this variable's relationship with reading performance, the figure reveals interesting data. Nearly two-thirds of teachers responding to the questionnaire reported holding only a one-year teaching certificate, and approximately one-third held a diploma-level qualification. This is significant in that the MOE recently decided to nullify the qualifications of holders of teacher's certificates and to upgrade the teacher workforce qualifications to diploma level (Nordstrum, 2014). While this is an increase from previous years—nationally, only 20% of teachers in Grades 1–4 were considered qualified in 2010–2011 (MOE, 2011)—it does suggest that a large proportion of

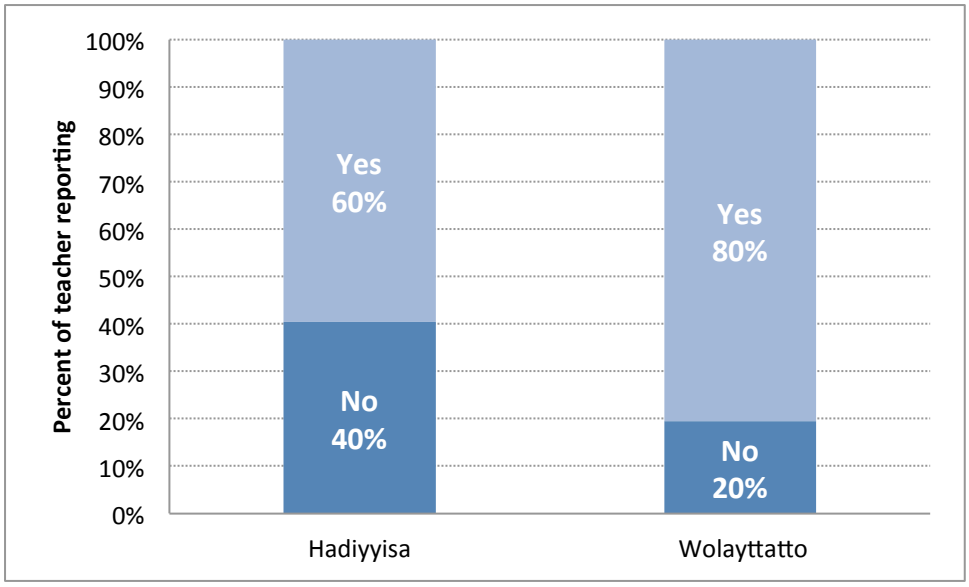
teachers sampled for this study were underqualified when compared to Ministry-defined standards.

Figure 9. Teachers' highest levels of professional qualifications, by language



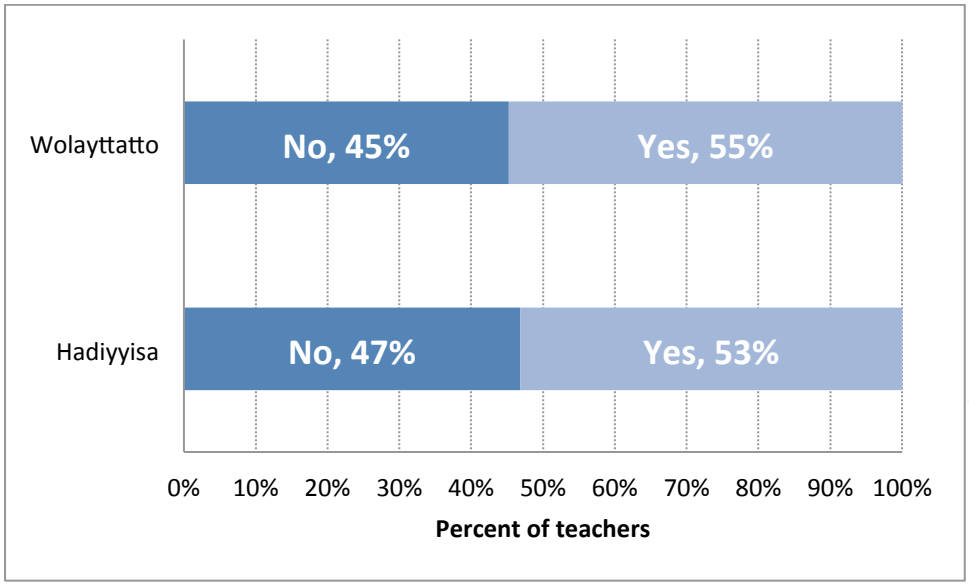
The presence of a library or reading room in the school was also associated with an increase in student oral reading fluency in Hadiyyisa-speaking classrooms. ***Figure*** shows the proportion of teachers in each language who reported the presence of such facilities in their school. From the figure, fewer schools had a library or reading room among the Hadiyyisa-speaking schools (60% as compared with 80% among the Wolayttatto-speaking schools). Though it is not clear from the questionnaire whether students actually use these resources even if they were present in the school, only 14% of schools had libraries that were for the exclusive use of students. As such, this may represent limited access to reading and print materials, essential for early literacy.

Figure 10. Presence of a library or reading room, by language



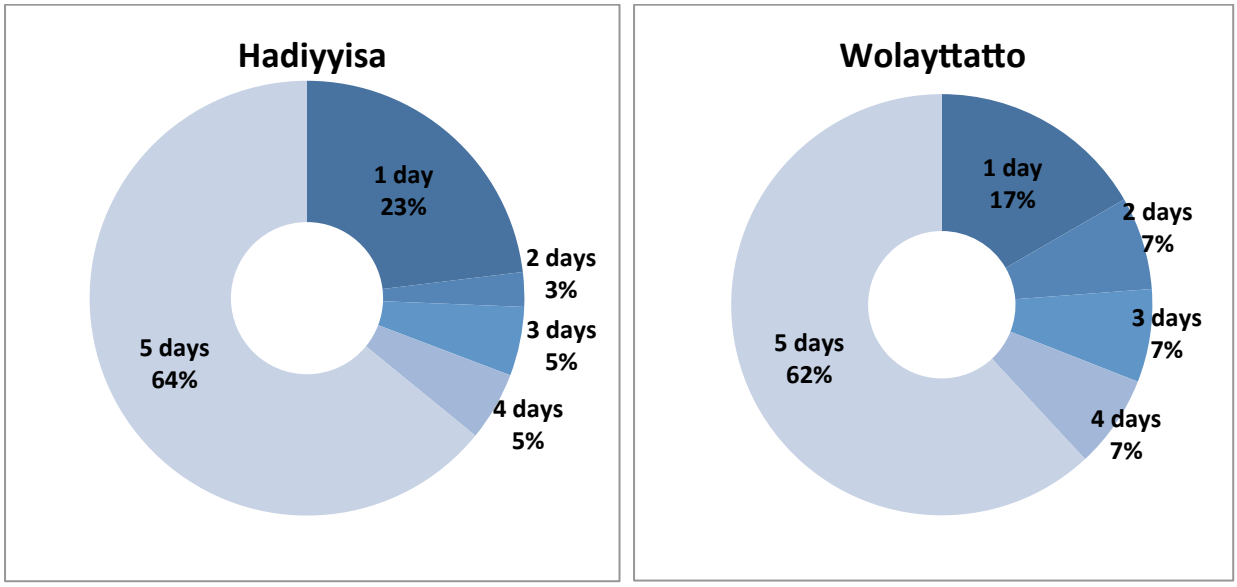
Having sufficient learning materials to facilitate reading instruction was found to positively predict student oral reading fluency in Hadiyyisa-speaking schools. ***Figure 8*** presents the proportion of teachers from both languages who reported having what they deemed to be sufficient learning materials in their classrooms. As can be seen, nearly half of teachers surveyed responded that they did not have access to sufficient learning materials for the teaching of reading, a finding that held across both languages. While this is not uncommon in low-income countries, it is problematic in that it hinders a teacher's ability to deliver instruction and students' ability to interact appropriately with the lesson content.

Figure 8. Whether teachers have sufficient learning materials, by language



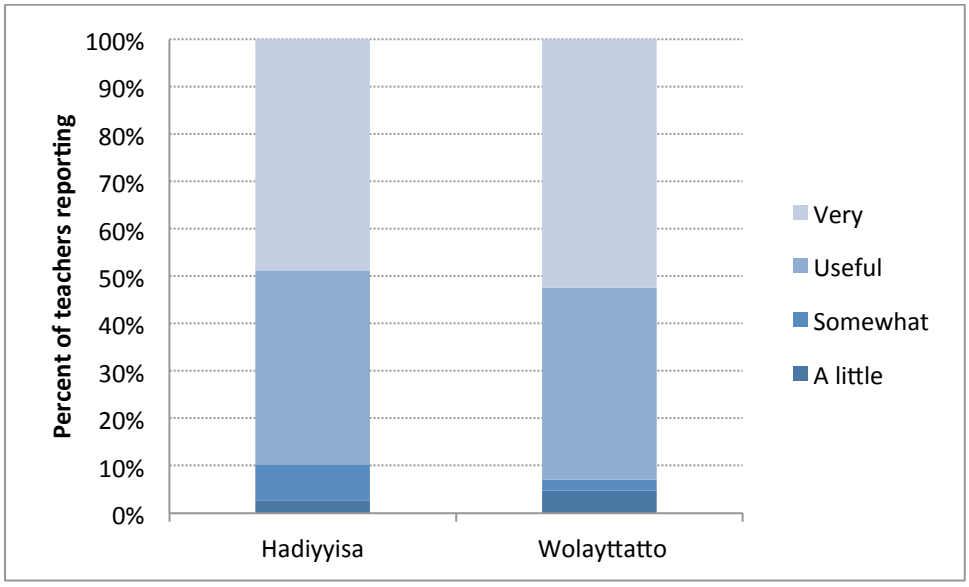
The teacher questionnaire also asked teachers the frequency with which they used the reading textbook in their classrooms. This variable was found to be associated with student oral reading fluency, though not in the direction expected. Students of teachers who reported using the textbook three days per week tended to outperform students of teachers who used the textbook only one day per week. However, students of teachers who reported using the textbook more than three days per week tended to perform less well than students of teachers who used the textbook only once. ***Figure 9*** displays the proportions of teachers and the frequencies with which they reported using the reading textbook, by language. It is clear that most teachers reported using the textbook either one day or five days per week; few teachers reported using it two, three, or four days in a week. As such, the statistically significant results may, in part, be a product of low sample sizes. An alternative explanation, and more in line with the rationale of the USAID READ program at large, is that the quality of the reading textbooks currently used in these classrooms is not favoring reading acquisition among students.

Figure 9. Frequency (days per week) with which teachers used the reading textbook, by language



Similar to the frequency of textbook use in classrooms, teachers were asked about their perceptions of the usefulness of the reading textbook (***Figure 10***). This variable also was found to have a significant, but negative, association with student oral reading fluency. Specifically, students of teachers who reported that the reading textbook was useful or somewhat useful tended to perform less well than students of teachers who reported that the textbook was just "a bit" useful. This may again be a product of low sample sizes; for both languages, only a very few teachers reported that the text was either a little or somewhat useful. This relationship could be further elucidated with additional sampling and surveying. Alternatively, it may again be a reflection of the poor quality of these textbooks.

Figure 10. Teachers' perceptions of the usefulness of reading textbook by language



V. Conclusions

This report presents the results of a baseline EGRA assessment conducted in two Ethiopian mother tongues: Hadiyyisa and Wolayttatto from two zones, Hadiya and Wolayta. The current EGRA, administered in June 2014, was designed as a follow-up to a previously conducted 2010 EGRA which comprised a sample of 13,000 Grade 2 and 3 pupils on the six mother tongues of Amharic, Afan Oromo, Tigrigna, Sidamu Afoo, Hararigna, and Somali in Ethiopia. Although the 2014 assessment was more modest in scope, it was intended to serve as baseline data for the two languages for the READ program funded by USAID and supporting the MOE and RSEBs, and be designed to improve the reading and comprehension performance of 15 million primary Grade 1–4 pupils in seven Ethiopian languages and English as a second language.

The EGRA reported here was administered to 2,000 pupils in the two languages, with equal samples taken from each language and in each grade. Complementary student questions were given to all Grade 2 and Grade 3 pupils covered by the assessment. Classroom- and school-level questionnaires were also given to 89 teachers and 49 Head Teachers in schools selected for the baseline study.

Overall, it was found that both Hadiyyisa- and Wolayttatto-speaking pupils were beginning to learn to develop necessary reading skills only by the end of Grade 3. Pupils in both grades and both languages performed better on the Listening Comprehension and Letter-Sound Identification subtasks than on other subtasks. Further, the proportion of students designated as "non-readers" (i.e., students who scored zero on the ORF portion of the EGRA), fell dramatically from Grade 2 to Grade 3, indicating that students in the sampled schools were gaining exposure to and familiarity with text, and were progressing toward reading with comprehension.

There is significant progress yet to be made, however, as several of the EGRA subtasks posed greater difficulty with students in both languages. Timed reading subtasks (i.e., Familiar Word, Non-Word, and Oral Reading Fluency) and the Reading Comprehension subtask were characterized by high proportions of zero scores and low averages in both Grade 2 and Grade 3 (though the average for Grade 3 was higher than that for Grade 2). In these subtasks, Wolayttatto-speaking students tended to outperform their Hadiyyisa-speaking peers, though the percentage of zero scores was still high in this language. Put together, these results suggest that students in these languages were beginning to gain the basic skills necessary to read in Grade 2 and were gaining fluency in text reading and word recognition by the end of Grade 3. However, it appears as though pre-literacy skills may be low for children before they reach Grade 2, and even for many children in Grade 3. According to this study, there is much to do in order to get pupils in these languages reading fluently and with comprehension.

Gender differences in these results were tested and most subtasks did not yield significant differences between boy and girl pupils within grades and languages; of 28 tests conducted, only 7 yielded significant results. Most of these gender differences were found in Hadiyyisa-speaking areas and were favorable to boy pupils, who tended to outperform their female counterparts. As such, gender differences may not manifest across Ethiopia as a whole, but may be of concern in specific regions and language communities, which is worth noting as the READ TA program goes forward.

This study also tested for associations between variables measured via the student and teacher questionnaires and reading achievement. Using oral reading fluency as a dependent variable, the analysts found several significant relationships with these data. At the student level, being in Grade 3, overage, male, attending preschool, having regular attendance, and prepared with learning materials were all associated with higher scores on the ORF portion of the EGRA (though these associations were not all significant in both languages). At the teacher level, most significant results were negatively associated with student oral reading fluency. While this may be surprising, it may have been due in part to low sample sizes (n = 89). In other instances, such as whether teachers perceived the reading textbook to be of use or the frequency with which they used it, the negative relationship may have been due to the quality of the textbooks themselves, though this was not itself a subject of analysis for this report. However, if it is indeed the case that that the use of poor quality teaching materials hamper the development of literacy among these two languages, this would provide evidence to bolster the trajectory of the READ TA program in Ethiopia. However, further sampling would be required to test these relationships.

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Appendix 1: Student Questionnaire

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

1	**Do you speak the same language at home as you speak at school?**	No……..…….0 Yes……...……...1 Do not know/No response……..……9
2	**[What language do you speak at home? [Multiple responses are allowed]**	Amharic……..……..….1 Afan Oromo……..……....2 Tigrigna……..…...3 Sidama……4 Harari……..…...5 Somali……..….6 Other (specify)……..……7 Do not know/No response……..……9

At your house, do you have:		No	Yes	Don't Know	No response
3	**a radio?**	0	1	8	9
4	**A telephone or mobile phone?**	0	1	8	9
5	**Electricity?**	0	1	8	9
6	**A television?**	0	1	8	9
7	**A toilet?**	0	1	8	9
8	**A bicycle?**	0	1	8	9
9	**A motorcycle?**	0	1	8	9
10	**A car, truck, tractor?**	0	1	8	9

11	**Does your family have animals? If yes, go on to # 1 1A.**	No……..…….0 Yes……..……1 Do not know/No response…….……9
11a	**How many animals (oxen, sheep, camel) does your family have?**	_____
12	**What kind of roof does the house you live in have?**	Earth……..……1 Tile……..……2 Concrete or Cement……..……..3 Do not know/No response……..…..……9
13	**What kind of floor does the house you live in have?**	Hidmo……..……1 Thatched……..…..……2 Concrete or Cement……..……..3 Do not know/No response……..……9
14	**Did you go to a pre-primary school before first grade?**	No……..…….0 Yes……..……1 Do not know/No response……..…..….9

15	**What grade were you in last year?**	Not in school……0 Grade 1……1 Grade 2……2 Grade 3……3 Do not know/No response……9
16	**This year, were you absent from school for more than one week?**	No……0 Yes……1 Do not know/No response……9
17	**Do you have the language textbook?**	No……0 Yes……1 Do not know/No response……9
18	**Apart from your schoolwork, are there other books, newspapers or other things to read at your house?**	No……0 Yes……1 Do not know/No response……9
	[if yes to Question 18] Please give examples.	(Not necessary to record the response)
19	**[If yes to Question 15] What language (s) are these books or other materials in?** [Multiple responses are allowed]	Amharic……1 Afan Oromo……2 Tigrigna……3 Sidama……4 Harari……5 Somali……6 Other (specify)……7 Do not know/No response……9
20	**Who most helps you with your homework?**	No one……1 Mother……2 Father……3 Siblings……4 Other relative……5 Tutor……6 Do not know/No response……9
21	**Does your mother read and write?**	No……0 Yes……1 Do not know/No response……9
22	**Does your father read and write?**	No……0 Yes……1 Do not know/No response……9
OK we are done! You have done a good job. Go back to your classroom, and please do not talk to other pupils about what we have done today.		

Time at completion:	_____:____

Appendix 2: Teacher Questionnaire

- The Ethiopian Ministry of Education, RTI International and CDC are conducting a study to better understand how children learn to read. Your school was selected through a process of random sampling. We would like your help in this. But you do not have to take part if you do not want to.
- Your name will not be recorded on this form, nor mentioned anywhere in the survey data. The results of this survey will be published in the form of collective tables. The information acquired through this instrument will be shared with the Ministry of Education with the hope of identifying areas where additional support may be needed.
- The name of your school and the class you teach will be recorded so that we can correctly link school, class, and student data so as to analyze relationships between children's learning and the characteristics of the settings in which they learn. Your school's name will not be used in any report or presentation. The results of analysis will be used to help identify additional support that is needed.
- If you agree to help with this study, please read the consent statement below, check the "Yes" box, and answer the questions in this questionnaire as completely and accurately as you can, regarding your teaching preparation and activities. It should take you no more than 10 minutes. Return the completed form to the study team before the team leaves your school.
- If after reading this message you prefer not to participate, please return this form with no markings to the study team.

CONSENT STATEMENT: I understand and agree to participate in this reading research study by filling out this questionnaire as completely and accurately as possible. ☐ *YES*

Please answer all questions truthfully. Write each response in the space on the right across from each item. Where response options are given, clearly circle the number on the far right of the option that corresponds most closely to your response. For example,

	Name of Assessor:	
1	Name of Region:	
2	Name of Woreda:	
3	Name of School:	
4	Classes you are teaching this year (Circle numbers for ALL classes that apply):	GRADE 1 ..... 1 GRADE 2 ..... 2 GRADE 3 ..... 3 GRADE 4 ..... 4 GRADE 5 ..... 5 GRADE 6 6

		GRADE 7 .....7 GRADE 8 8	
5	Name of your Class and Section:	Class:_____ Section:_____	
6	Your gender:	Male .....1 Female 2	
7	Enrolment of your class (indicate numbers by gender)	Number of boys:	
		Number of girls:	
8	Your age at last birthday (years)	_____ years	
9	Are you a Trained Teacher?	No .....0 Yes 1	
10	What is your highest professional qualification?	1 ➔Grade II 2 ➔Diploma 3 ➔Bachelor's degree 4 ➔ Master's degree 5➔ Other (Specify) 4	
11	How many years have you been teaching overall?	_____ years	
12	How many years have you been teaching as a trained teacher?	_____ years	
13	Does your school have a functioning Library or Reading Room?	No .....0 Yes .....1 Don't know .....9 If "No" or "Don't Know" skip to 15	
14	How many book titles are in the library or reading room?	____ book titles	
15	Do you supervise your pupils as they use the library?	No .....0 Yes 1	
16	Do you have sufficient learning	No 0	

	materials	Yes ..... 1 Don't know 9
17	Does your school have a functioning Parent - Teacher Association (PTA)?	No ..... 0 Yes ..... 1 Don't know 9
18	Do you have class meetings with the parents of your pupils?	No ..... 0 Skip to 20 Yes 1
19	How often do you have class meetings with these parents?	About once per term ..... 1 About twice per term ..... 2 About thrice per term ..... 3 About four times per term ..... 4 Five or more times per term 5
20	Approximately, how long do you take to walk to school from your residence?	Stay within the school compound……..0 15 minutes or less ..... 1 16 to 30 minutes ..... 2 31 to 45 minutes ..... 3 46 to 60 minutes ..... 4 More than 60 minutes 5
21	Please state the main textbook you use during reading lessons	……. …….. I don't have the Textbooks…….9 Skip to 24
22	How often do you use the reading textbook mentioned in Q21 during reading lessons?	One day per week……1 Two days per week……...2 Three days per week ..... 3 Four days per week ..... 4 Five days per week..... 5 I don't have the Texts……9
23	How useful do you find this reading Textbook?	Not useful ..... 1 A little bit useful ..... 2 Somewhat useful 3

		Useful ..... 4 Very useful..... 5
24	Do you have a teacher's guide for the reading instruction syllabus? (They may not have separate one, modify for clarity)	No ..... 0 Skip to 27 Yes 1
25	How useful do you find this guide?	Not useful ..... 1 A little bit useful ..... 2 Somewhat useful ..... 3 Useful ..... 4 Very useful..... 5
26	What improvements to the guide would you recommend? (Describe):	

Following are different activities you might do with your pupils. Think about the last 5 school days and indicate how often each of the following activities took place,

	by circling the number on the right that corresponds to the closest frequency:	Never	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week
27	The whole class repeated sentences that you said first.	0	1	2	3	4	5
28	Pupils copied down text from the chalkboard.	0	1	2	3	4	5
29	Pupils retold a story that they read.	0	1	2	3	4	5
30	Pupils sounded out unfamiliar words.	0	1	2	3	4	5
31	Pupils learned meanings of new words.	0	1	2	3	4	5
32	Pupils read aloud to teacher or	0	1	2	3	4	5

	to other pupils.						
33	Pupils were assigned reading to do on their own during school time.	0	1	2	3	4	5
	Which of the following methods do you use to measure your pupils' reading progress? Indicate how often you use each method by circling the number on the right that corresponds to the closest frequency:	**Never**	**1 day a week**	**2 days a week**	**3 days a week**	**4 days a week**	**5 days a week**
34	Written evaluations	0	1	2	3	4	5
35	Oral evaluations	0	1	2	3	4	5
36	Review of pupil work	0	1	2	3	4	5
37	Checking of exercise books	0	1	2	3	4	5
38	Checking of homework	0	1	2	3	4	5
39	Other methods (please describe):						

	In what class should pupils FIRST be able to demonstrate each of the following reading skills? Circle number of option corresponding most closely to your response for each skill.	**Before P 1**	**P 1**	**P 2**	**P 3**	**Not important**
40	Read aloud a short passage with few mistakes	0	1	2	3	9
41	Write name	0	1	2	3	9
42	Understand stories they read	0	1	2	3	9
43	Recognize letters and say letter names	0	1	2	3	9

44	Sound out unfamiliar words	0	1	2	3	9
45	Understand stories they hear	0	1	2	3	9
46	Recite alphabet	0	1	2	3	9
47	How many days of in-service training or continuous professional development sessions have you attended during the last year? If none put a "zero" and skip to 49.	Days:_____				
48	Did you learn how to teach reading in mother tongue during this training?	No ..... 0 Yes 1				
49	How many days of in-service training or professional development in the area of reading or in mother tongue have you attended during the last three years?	Days:_____				
50	If yes to Question 49, indicate year(s) and for how many hours total (approx.)	Which Year(s): _____				
51	If you ever attended in-service training in Question 47 or Question 49, what was the most useful aspect of these trainings?					
	Name of Data Entrant:					

Thank you for your participation! You have been very helpful.

Appendix 3: Head Teacher Questionnaire

RTI/ READ TA EGRA HADIYYISA AND WOLAYTTATTO - May 2014-SNNPR, ETHIOPIA
Director Questionnaire

Region

Woreda/sub-city:

School:_____ **School code**

Consent Obtained?_____

D1	Name of assessor		
D2	Date		D D M M Y Y

Personal Information

D3	What is your position at this school?	School Director Deputy Director Other	....	1 2 3
D4	[Is the director male or female?]	Female Male	....	1 2
D5	How many years have you been in this position(as a head teacher or the deputy head teacher)	Years		
D6	What is your highest level of education?	 Certificate Diploma Bachelor's Master's Others (Specify) If other, specify don't know/ no response	....	 1 2 3 4 5 99
D7	How many periods a week do you teach, if any?	Number of periods per week. If 0, go to D9		

D8	What class do you teach?	Preschool(KG) ..... 0 Grade 1 ..... 1 Grade 2 ..... 2 Grade 3 ..... 3 Grade 4 ..... 4 Grade 5 ..... 5 Grade 6 ..... 6 Grade 7 ..... 7 Grade 8 8
D9	How many hours, per week, do you provide instructional support for your teachers?	Number of hours per week
D10	Have you received special training or taken courses in school management?	Yes.....1 No .....0 GotoD13 Doesn't know/ Refuses to respond 99
D11	If yes, what was the length of the program? [Entering the period of time elapsed next to the appropriate measure of time either day, week, or month] [IF DON'T KNOW, ENTER "DK"]	☐☐ days ☐☐ weeks ☐☐ months
D12	Who initiated this training for you?	My woreda /sub-city invited me.....1 I initiated it.....2 Other.....3 If other, specify: _____
D13	Have you received special training or taken courses that prepared you to implement a program in reading?	Yes.....1 No .....0 GotoD17 Doesn't know/ Refuses to respond 99
D14	If yes, what was the length of the program? [IF DON'T KNOW, ENTER "DK"]	☐☐ days
D15	Who organized this training?	Regional Education Bureau (REB) .....1 Zone Education Office (ZEO).....2 Woreda Education Office (WEO).....3 Cluster Center.....4 Other.....5 If other, specify: _____
D16	How were you selected to this training?	I was invited by the REB .....1 I was invited by the WEO.....2 I was invited by the Cluster Center.....3 I took the initiative to go.....4 Other.....5 If other, specify: _____
D17	Have you supported teachers on how to teach reading (the pedagogy)?	Yes.....1 No 0
D18	Are you satisfied with the performance in reading in Grade2 and Grade3 in your school?	Yes.....1 No .....0 no response 99
D19	In the last month ,on how many days did you have to leave the school during the school day on official school business?	☐☐ Number of days
Information about the school		
D20	What is the highest Class taught in this school?	Class ☐

D21	Does your school teach in mother tongue for Grade1 Grade 4?	Yes.....1 No .....0 I don't know.....99
D22	What percentage of actual instruction in Grade1-4 is in mother tongue?	Percentage..... ☐☐☐☐
D23	When is the appropriate class to begin teaching in English?	Grade 1 .....1 Grade 2.....2 Grade 3.....3 Grade 4.....4 Grade 5.....5 Grade 6 .....6 Grade 7 .....7 Grade 8 .....8 Grade 9 9
D24	Why does your school not use more mother tongue in tongue in its instruction?	Explain _____ _____
D25	How many of the teachers have received specific training using mother tongue as the medium of instruction?	☐☐ Number of teachers
D26	Who organized this training? [Multiple Possible Responses]	The school .....1 The cluster center.....2 The woreda.....3 The regional education bureau.....4 If other, specify: _____
D27	Since the start of the current school year, was this school closed during the regular school calendar other than holidays?	Yes.....1 No 0 GotoD30
D28	[If yes,] how many days was the school closed?	☐☐ Number of days
D29	[If yes,] Why was the school closed?	Explain _____ _____
D30	Have you received special training or taken courses that prepared you to implement a program in reading?	Yes_____ 1 No_____ 0 GotoD33 don't know / no response _____ 99
D31	How many days this year	Number of days in this year ☐☐☐
D32	How many days last year	Number of days in last year ☐☐☐
D33	How many teachers were absent yesterday (or on the last school day)? [ENTER "DK" FOR "DON'T KNOW"]	☐☐ Number of absent teachers
D34	How many teachers arrived after the start of classes yesterday (or on the last school day)? [ENTER "DK" FOR "DON'T KNOW"]	☐☐ Number of teachers who were late
D35	Is someone responsible for reviewing teacher's lesson plans	No one .....0 GotoD37 Director.....1 Deputy Director.....2 Other.....3 If other, specify: _____
D36	How often are these plans reviewed?	Never .....0 Once per year.....1 Once every 2-3 months.....2 Once every month.....3 Once every two weeks.....4 Every week .....5 Once per day .....6 Don't Know/ No Responses 99

D37	In your school, who is responsible for observing teachers in their classrooms?	No one observes .....0 GotoD39 Head teacher..... .....1 Deputy head teacher.....2 Other.....3 If other, specify: _____
D38	In a term, how often are you able to observe the teachers in their classrooms?	Never .....0 One time..... .....1 Two times.....2 Three times .....3 Four or more times.....4 If other, specify: _____ I don't know/Refuse to respond.....99

D39	How do you know whether your pupils are progressing? [DO NOT READ RESPONSES - CIRCLE 1 FOR THOSE MENTIONED]			YES
D39.1		Class room observation	.....	1
D39.2		Monitor students' results on tests Given by teachers	.....	1
D39.3		Evaluate children orally myself	.....	1
D39.4		Review children's assignments or homework	.....	1
D39.5		Teachers provide me progress reports	.....	1
D39.6		Other	.....	1
		If other, specify:_____		
D39.7		Don't know/ refuse to respond	.....	1
D40	Has your school received mother tongue textbooks or Materials for reading? [IF YES], when?	No	.....	0
		Yes	.....	1
		If yes, specify:_____		
		Don't know/ refuse to respond	.....	99
D41	Who provides pupils' textbooks in mother tongue? [CIRCLE '1' IF THIS SOURCE WAS MENTIONED]			YES
		Ministry	.....	1
		School (via independent funds)	.....	1
		Parents (individually)	.....	1
		School Committee or board	.....	1
		Other(specify):	.....	1
		If other, specify:_____		
		Don't know / refuse to respond	.....	1

D42	How often did the P.T.A .meet in this past year?	Never .....0 Once a year .....1 once every 2-3 months .....2 once a month .....3 once a week.....4 doesn't know/no response 99

D43	For which of the following does the PTA have decision making authority and/ or responsibility? [CIRCLE ALL THAT APPLY] [DON'T READ ALL THE POSSIBLE RESPONSES. SIMPLY CIRCLE 1 FOR EACH RESPONSE GIVEN]			Yes
D43.1		Discuss school management problems?	.....	1
D43.2		Discuss pupils' problems and solutions?	.....	1
D43.3		Review progress of school Improvement efforts?	.....	1
D43.4		Review financial situation (budgets) Of the school	.....	1
D43.5		Manage school infrastructure and equipment?	.....	1
D43.6		Discuss school curriculum?	.....	1
D43.7		Raise funds	.....	1
D43.8		Manage procurement or distribution Of textbooks?	.....	1
D43.9		don't know/ no response	.....	1
D44	Is there clean, safe water supply available on school premises?	Yes No	....	1 0
D45	Does the school have electricity?	Yes No don't know/ no response	....	1 0 99
D46	Does the school have girls' washroom facilities?	Yes No don't know / no response	....	1 0 99
D47	Does the school have a computer room?	Yes No don't know /no response 99	....	1 0
D48	Does the school have a library?	Yes, forth pupils Yes, forth teachers Yes, for pupils and teachers No don't know / no response	.... ……	1 2 3 0 99
D49	Using the MOE policy, what language should this school teach in for Grade1-4?	Mother tongue Amharic English Other	.... …… ……	1 2 3 4

D50	Is this considered an urban or a rural school?	Urban Rural	....	1 2

THANKYOU

Appendix 4: Ethiopia READ TA Psychometric Summary

Rasch Analysis

The Early Grade Reading Assessment (EGRA) instrumentation underwent the beginnings of a vigorous psychometric evaluation on pilot data in two languages, Wolayttatto and Hadiyyisa, using the Rasch measurement model framework. The Rasch measurement analysis highlights the effectiveness of the items within a subscale based on individual student responses and determines if items are not behaving as expected and/or potentially could be improved through modification. Rasch measurement is based on a probabilistic model where the likelihood of a student responding correctly to an item is a function of the student's skill (or ability) and the item's difficulty, which are estimated by the model. If the collected pilot data form the instrument administration fits the Rasch model, those items are assumed to measure a single construct of interest. In addition, items and persons can be placed on a single "ruler" for comparison where they are ordered according to ability (persons) and difficulty (items) concurrently. This allows the examination of the student ability distribution, the difficulty hierarchy of the items, how well the items are targeted to the sample of interest (meaning, how well the subscale item difficulties are matched to the abilities of the students), and if any items are producing redundancy in measurement (Bond & Fox, 2001[5]).

In an ideal instrumentation situation, we expect a normal distribution of students with an item or two representing each level of student ability, but without "stacking" or redundancy of measurement. We also look for consistency in item responses, that is, difficult items should be difficult for all students and likewise for easy item. Items that violate this consistency are noted in fit statistic and are said to "misfit" the Rasch model. These items are good candidates for modification or deletion if a reduced item set is desired. In addition, we expect the Rasch calculated internal consistency estimate (a measure of reliability) to be above the critical value of 0.70. Finally, the assumption of local independence, meaning that the items are uncorrelated after accounting for the single dimension they share, is tested. After pilot data is collected, each subscale (Letter Identification, Letter Sound, Familiar Words, Unfamiliar Words, Oral Reading Fluency, Reading Comprehension, and Listening Comprehension) in the EGRA is assessed and information is provided to the developers on each evaluation component for modification purposes.

Key Cautions for Rasch Analysis

- If data is sparse, then item estimates are only approximate. In addition, a set of data full of perfect success (100% correct) and/or perfect failure (0 correct) does not contribute to the estimation process.
- The programs cannot robustly evaluate unexpected responses with sparse data.

[5] Bond, T.G. & Fox, C.M. (2001). *Applying the Rasch Model: Fundamental Measurement in the Human Sciences*. Mahwah, NJ: Lawrence Erlbaum Associates.

Summary Findings: Hadiyyisa

The Hadiyyisa pilot sample contained 200 cases, but due to timing and stopping rules, missing data was in evidence like the Wolayttatto language and for the same reasons, missing data was evident. Internal consistency estimates were mostly above the critical cutoff of 0.70 and therefore traditional reliability estimates were adequate. As with the Wolayttatto language, the exception was Listening Comprehension, and again caution was urged when evaluating outcomes on that subscale. Measurement redundancy was noted in several subtasks, including those with small item sets. This finding was noted in the Letter-Sound subtask since it produces less efficient measurement. However, in the larger item sets (e.g., Letter Identification subtask), fluency experts have indicated that this is often the design for the subscale.

In terms of the student distribution, extreme student performance was evident in all subtasks to varying degrees based on the designed difficulty of the subtask. That is, each subtask showed extremely high estimates of student ability as well as extremely low estimates, but the number of students at the extremes varied based on the subtask. For example, Letter-Sound showed 48 of the 200 students with extremely high estimates of student ability, where on the Unfamiliar Words subtask; only five students had extremely high ability estimates.

Investigations into item fit and local independence showed subscales with a lack of consistency in item responses, and some slight indications of local dependence. The items showing misfit were noted, a possible explanation was provided to indicate the source of the misfit, and it was noted that the items may need further evaluation into content to remedy the misfit. The subtasks showing notable local dependency were Letter Identification Unfamiliar Word, and Oral Reading Fluency.

Summary Findings: Wolayttatto

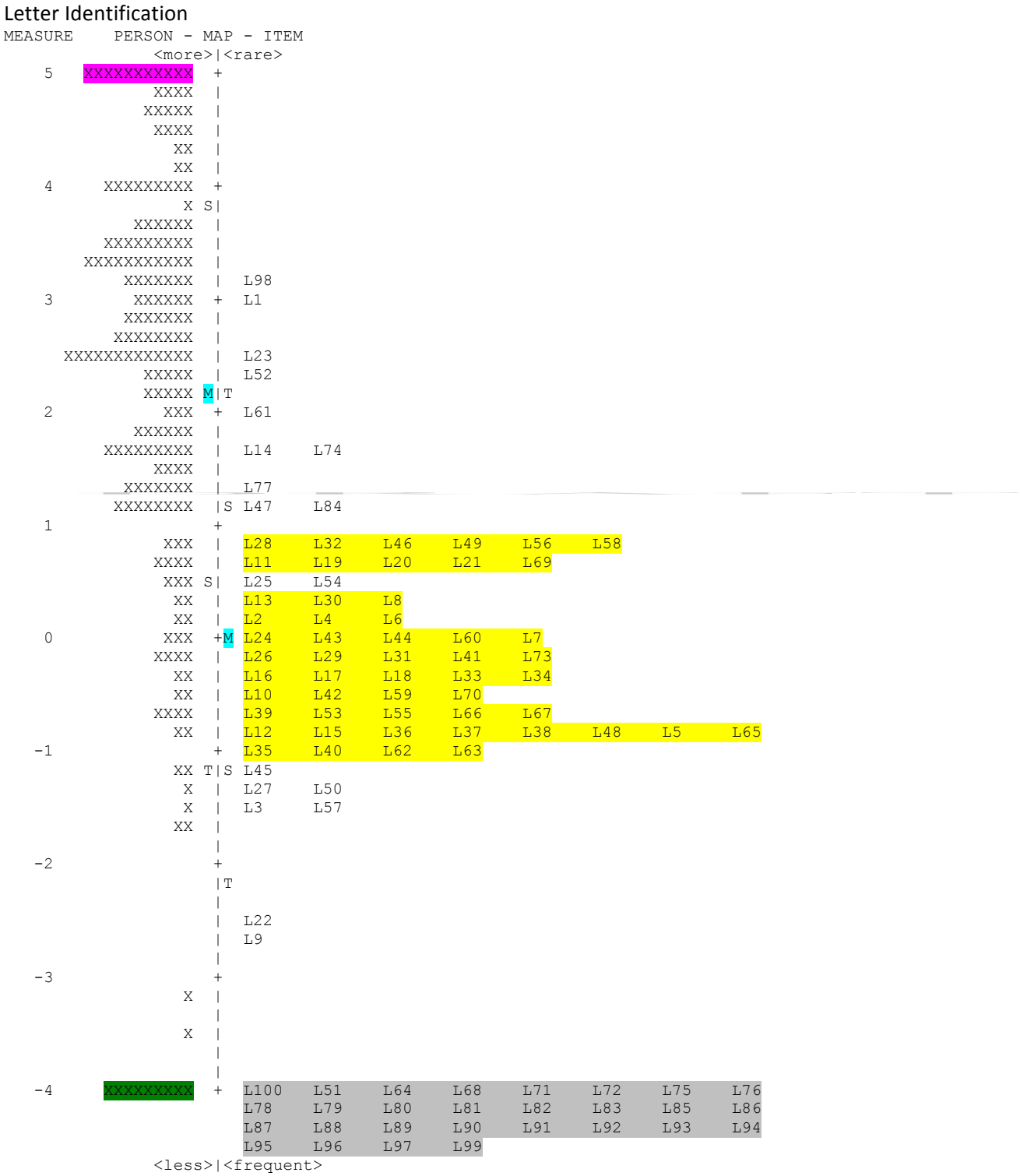
The Wolayttatto pilot sample also contained 200 cases, but like the Hadiyyisa language, and for the same reasons, missing data was evident. Internal consistency estimates were consistently above the critical cutoff of 0.70 and therefore item interrelationships across subtasks were adequate. The exception was Listening Comprehension, and caution was urged when evaluating outcomes on that subtask. Measurement redundancy (yellow highlight in ***Figure A4.1***) was noted in several subtasks. However, fluency experts have indicated that this is often the design for the subtask.

In terms of the student distribution, extreme student performance was evident in all subtasks to varying degrees based on the designed difficulty of the subtask. That is, each subtask showed extremely high estimates (pink highlight in ***Figure A4.1***) of student ability as well as extremely low estimates (green highlight), but the number of students at the extremes varied based on the subtask. For example, Listening Comprehension showed 62 of the 200 students with extremely high estimates of student ability, where on the Familiar Words subtask; only five students had extremely high ability estimates.

Investigations into item fit and local independence showed subscales with a lack of consistency in item responses, and some slight indications of local dependence. The items showing misfit were noted, a possible explanation was provided to indicate the source of the misfit, and it was noted that the items may need further evaluation into content to remedy the

misfit. The subtasks showing notable local dependency were Letter Identification, Familiar Word, and Unfamiliar Word.

Figure A4.1. Sample Wright plot from Rasch analysis on Wolaytatto letter identification



The Wright Plot in ***Figure A4.1*** from the Wolayttatto Letter Identification subtask psychometric evaluation, is an illustration how the Rasch model allows items to be examined

in relation to the students taking those items. The 'Measure' axis on the far left provides the logit scale, or ruler, on which both persons and items are placed. The scale is centered at zero with the item difficulty mean, which is constrained for estimation. The item and person means ('M' highlighted in turquoise) are expected to be 'targeted', or in close alignment. The 'S' represents the designation of one standard deviation from the mean. Students are depicted (by 'X') on the left side of the chart and the items are shown on the right (using item numbers from the data set-up). This plot can be seen as a continuum, with more able students positioned near the top of the chart as well as more difficult items. Less able persons and easier items are shown at the bottom of the graphic. When looking from left to right on a given line of the graphic, we see a group of persons aligned with a set of items (green highlight). The students aligned with this set of items have a 50/50 chance of getting those items correct. They have a higher probability of getting easier items correct (below them on the graphic), and a lower probability of getting more difficult items correct (above them on the graphic).

In the figure above, the person mean is about two standard deviations above the mean of the items. That is, the average item difficulty estimate is less than the average student ability estimate. On average, these items are slightly less difficult than the skill level of the students taking the items.

Appendix 5: EGRA Assessment Tool in Hadiyyisa and Wolaytatto

Itophphe'i Losa'n Ministera

Itophphe'I Lux Gaba'l Asheero'o Baxxanchuwwi Qanannaaxxi Xanaxxi Keenato: Losaan Xa'michcha Dabattam Goolabo'o Bax Awwonsaa Pirotokkolla, Shaashshiqqi, 2006 (2014)

Hadiyyisa

Lule'e Awwonsa:

Ka xa'mo'ina dabachcha uwwoo oosinne gaassiiitakka'a la'amchii dabachcha uwwitam ammanem gihpitoo'ne dabattona danaam chaayitinne hinchimma xantona gaafaasse. Eehanninam, kanniinsi woroon uwwamukki kobi'lishshisinne sholle'alli mishiso'o horoor sawwite ki'isimminne attorachcha asheere.Losaanchim ka xa'michchanne yooki keenato kee'maalli baxisa ihoo'n, mat mishisoo lellisa moo'oo'isa issimmi hasisa.Ee'isam saaxi'n woronne yoo qarxuwwanne yoo keen XALE"E sagara iimaa'imminne, qaphphimminnee xaggaggisinne qananaa'immi hasisa.

Xumma gatta? An _____ yamamoommo. Hee'oommokim_____ nnette. I bikkina hoofqax woshsham kiina kureena hasoommo. [Mee'i oos yooda'e, mi'n diinaxxi bikkina, ixxuwwi umur meeda'e, annanni annanni ispoorti bikkina, m.k.]

1. **Atim kibikkinaa ki'nuwwi mi'n bikkinaa, hofaxichchom kutteena xantoo? [Losaanchi/cho uwweebee'e/uwwiteebee'e hoffokam egere. Dabachcha uwwimminamdu giphitolas/ giphulas awwonoo xa'michcha xa'me. Hawwi bee'em dabachcha uwwamoolli ihulas saga'l eeyyanchanne hige].**
2. **Los'n mine mattoobee'e ammane maha baximma iittitoo?**

Saga'l (Suu'm) Eeyyancha:

- Gaassaa kabala mahina keyye waarumda'e kuroommo. Anbaxxoomomok Losa'n Ministeerannette. Oos qananaato hinkide losamooda'e lanqeena yakite issinoommuulla. Atim kannina doo'lamtittok saaminnette.
- Eebikkina atim neese hara'mitona hansoommo. Hasoommoyyo yitlasim utteena xantootto.
- Kaba qannanaaxxi lello lellineenatte. Keesem fidalluwwa, sagalluwwa mat mat gundi agannuwwa qananaa'lona xa'mommo.
- Ka sa'aata awwaaxxaa kiik qananaa'immi hinkaan ammane massoda'e moo'oommo.
- Kukoom ka losa'n minenne uwwakkam KEENATOYYO. Ki baxxanchi woronne siixxitoo mishanne hinka'isinnem exxobee'ane.
- Ki summam KITAABOOMBEE bikkina ayyi manchim ku dabachchi kiihan ihukkisa la'ooyyo.
- Kabadem ka lello (atoorachcha) hassitbeelas utteena xantootto. Lello asheellommaarem mat xa'michcha dabarimma hooggittaarem mahem hawwi bee'ane.
- Ayyi la'ukko xa'miteena hassoo luwwi yoo? Kaba lello asheellona guddaa?

Saga'l eeyyanchi uwwamukkisa awwanoo saaxinanne mare'e isse: Ey

(Ayyi la'ukko saga'l eeyyanchimdu siidamubeelas ee beeto te'im landichcho galaxxitaaawwonaa yoo losaanchonne hige)

A. Keenato'I balli	Balli_____Agan_____	G. Losisaanchi summi	
B. Xa'maanchi summi		H. Baxxanchi	○ 2 ○ 3
C. Losa'n mi'n summi		H.Qarxi	
Ch. Gassi qooxo'i		I.Losaanchi inkiinno'i kood	
D. Worad		J. losaanchi albachchi	
E. Losa'n mi'n Kor	O1=Lule'I balla O2=Dara O3=Maaro balla	K. Losaanchi umur	
F. Dut baxxanchuwwi	O0=A'a'e	L. Losaanchi albachchi	○ 1= Gooncho

mat beyyonne	O1=Eeyya

	o 2=Landichcho
M. Asheramukki sa'aat(amman)	_____:_____

Qarxi 1: Fida'l Sagachchi Lachcha

Lasaanchi dabachchi goollabo'onne yookki fidala losaanchina/ losaanchona mooo'ise.Ee lasage kid yihe.

Ku hundim hadiyyis fidalluwwa. Hino'o ixxuwwiinsem xanti qax fidalluwwika sagachcha'a iina kure. Fidalluwwika summi ihoo'n sagachcha'ooma kure.
Kobi'lishshina, ku fidalchi [ee fidalchi kollo moo'ise] "A"tte.
Kaba asheellona: Ka fidalchi sagachcho kure ["C" kollo moo'se]
***Xa'mitti ooshshichchim/om hanqo'isa dabarulas/dabattolas, kid yihe.*Danaamo, ka fidalchik sagachchi"C"tte.**
***Xa'mitti ooshshichchim/om hanqo'isa dabattobeelas/dabarubeelas, kid yihe:* ka fidalchik sagachchi "C"tte.**
Kaba odim mulleka yakinona: Kafidalchchi sagachcho kure *["J" kollonne moo'ise]*
Xa'mitti beet/ landichcho hanqo'isa dabarulas/dabattolas kid yihe. Danaamo, ka fidalchik sagachchi "J"tte.
***Xa'mitti ooshshichchim/om hanqo'isa dabattobeelas/dabarubeelas, kid yihe:* ka fidalchik sagachchi "J"tte.**
Kaba maha baxxooda'e aagaa?
An kaba "Asheere" yoommi ammane xantigax hundinnem qaqqissaa ege'litaa sagachcha'a ka'isinne kuttittuuyyi masse.*[kobi'lishshi lasonne luxxi ogoranne kimaxaarinne luxxi fidalcho moo'ise*]. Laqqoobee'i fidalchi sagachcho affoohaare ixxo an kuroommo. Laqqilas an cawwaa keese macceesummuyyiawwanoommo. Kaba guddaa? Asheere.

Beet/ landichcho luxxi fidalcho qananaa'imma asheeroo/ asheettam ammanennem laso aagittuyyi irsaas ludinne qananaa'ukki/ qananaa'lo'I fidalchcha'a nakkittuyyi, huushamukki keenonne ka sholollo haxa'l mare'e (/) isse.Qananaa'ukkuuyyi huushamaa lasage daba'laa axisukkoka hanqi issitaa mase.Ee daba'laa axxisukkoka huushncha yitaa mare'e issitaattoolas ee fidalchonne kulullesa xaaxxaa hige.Beet/ landichcho dabachcha uwwukkuuyyi/uwwito'uuyyi malamimminne giphamubeelas, **hisimmitaa cawwihe**.*Ayyi la'ukko malamukkuuyi sekonda afulas/ affolas, fidalchika sagachcho kuttaa awwonno fidalcho moo'issittuuyyi kid yihe* **"Sagachcha'a qananaa'e"**.*At qananaa'litti sagachchoom hushshanchiihukkisa issitaa masse. Dabachchca uwwimmannem xale'i fidalchi summa uwwulas/ uwwitolas, at fidalchi sagachcho uwwitaa kid yihe ["*Hino'o ka fidalchi sagachcho iina kure*"]. Ka'isa laso amadiisimmi ka dabachchi ammanenne xale'i mat kochchi ihimmi hasisookko.*

Lohayyi (60) sekondi ihaa lasonne "Uullise" yihe.Lasaanchonne qananaa'aa uullukki fidalchonne ka mare'e (]) isse.

Gaassakka'a Uullisimmi Seera:*Ayyi La'ukko ka xa'michchanne luxxi ogoranne uwwamukki fidalcha'i hundim huushshanchi ihaa mare'I isamulas, beet/ landichcho awwonnaa dabachcha uwwamoobee'isa uullissa "***Galaxxommo!**" *yihe. Ka xa'michchi lokkaganne yooki saaxina wonshimminne awwanoo xa'michchanne hige.*

Kobi'lishsha: C Z J

1	2	3	4	5	6	7	8	9	10	(10)
A	**K**	**L**	**S**	**O**	**n**	**u**	**k**	**N**	**o**	(10)
r	**Y**	**G**	**X**	**e**	**q**	**A**	**h**	**g**	**b**	(20)
D	**T**	**s**	**C**	**t**	**i**	**R**	**I**	**s**	**u**	(30)
c	**k**	**V**	**H**	**S**	**y**	**E**	**a**	**w**	**m**	(40)
a	**ch**	**t**	**o**	**P**	**d**	**I**	**X**	**L**	**n**	(50)
u	**b**	**i**	**ny**	**K**	**Z**	**a**	**ph**	**g**	**D**	(60)
m	**ph**	**a**	**T**	**f**	**s**	**Q**	**R**	**i**	**E**	(70)
ch	**N**	**j**	**a**	**r**	**zh**	**M**	**s**	**J**	**u**	(80)
e	**i**	**L**	**O**	**sh**	**a**	**W**	**k**	**B**	**h**	(90)
z	**G**	**ts**	**s**	**d**	**y**	**n**	**Sh**	**M**	**F**	(100)

Ku xa'michchi beedda lasonne gatukki amman(Sekonduwwi xig)
Beet/landichcho hanqo'I dabachcha luxxi ogoranne yoo keenina uwwimma hoogimminne ullissattoolas ka saxinanne mare'e issitaa moo'se.

Hayya qoxara! Hino'o kaba awwanoo qarxane hingona.

Qarxi 2.Kichchi sagachcho annanni issimma.

*Kuk ammaninne qoodamubee'i xa'michcha.***Losaanchi Dabachchi Goollabo'nne Uwwamukkoyyo.***Annannichchi sagalluwwa, sagara iimaa'imminne lam kore qananaa'e.Ee lasonnem losaanchi sagachcha'a weeshoo'isa isse. Weeshoo'isa issiissoottokim mat sagachchi xale'i yoo fidalluwwi ihukkisa hindii yimmi hasisookko. Kobi'lishshina "beeto" yoo sagaranne fidalchi /b/tte bagaan /be/tte ihubee'isa moo'ise.*

Kuk macceshshi xa'michcha. Xa'michchannem uwwamukki annannichchi sagalluwwika kichchi sagachcha'a kuttootto. Kobi'lishshina "usa" yoo sagaranne kichchi sagachchi "/u/"tte. Ka xa'michchannem macceessoo sagalluwwika kichchi sagachcha'a iina kuttona hasoommo. Annannichchi sagachcha'am lam lam kore yoommo. Atim sagalluwwa macceessaa lasonne kichchi sagachcha'a iina kuttootto.
Kaba hino'o losixxinona. Ka "macce" yoo sagaranne kichchi sagachchi ayyette? "mace"
[Beetimdu/landichchomdu hanqo'I dabachcha uwwubeelas kid yihe]: **Horem danaamo; "mace"**
yoo sagaranne kichchi sagachchi /m/tte.
*[Ooshshichchimudu hanqo'i dabachcha uwwubeelas kid yihe]:***Eddaa macceese: "macce".**
"mace" yoo sagaranne kichchi sagachchi "m"tte.
Kaba odim mullaanninne losixxinona: "qama" yoo sagaranne kichchi sagachchi ayyette? "qama".
[xa'mamu ooshshichchimdu hanqo'i dabachcha uwwulas, kid yihe]: **Horem danaamo, "qama"**
Yoo sagaranne kichchi sagachchi "q"tte.
*[Ooshshichchimudu hanqo'i dabachcha uwwubeelas kid yihe]:***Eddaa macceese: "qama".**
"mace" yoo sagaranne kichchi sagachchi "q"tte.
Kaba maha baxooda'e aagaa?
[Ooshichchimdu aagukkoyyo yulas kid yihe]: **Hino'o tiire, maccessitti saga'lek kichchi sagachchi Ayyetda'e iina kure. Xantitti qax hundam yakihe.**

Uwwamukki sagara qananaa'e. Lam kore eddahim uwwamukki sagara weeshe. Ooshshichchim mat sagachchinne dabarukki dabachchi xale'e hanqi issitaa aa'e. Sas sekondi afeebe'e dabarubeelas, dabachchi bee'e yoohaannonne mare'e isse.Ee lasonnem awwanoo sagara weeshe.Annannichchi sagaram kichchi sagachchonne xiniinsitoo'ne caakkissa qananaa'e.

Gaassitaa "uullisimmi seera:*Ayyi la'ukko ku xa'mitoo ooshshichchimdu huushanchisinne dabarulas te'im luxxi ontem sagalluwwina hanqo'i dabachcha uwwubeelas, kid yihe.* "**Galaxxoommo***".Ee lasonnem gatukki xa'michchuwwa xa'mimma uullissaa lokkaganne yookkisaaxina wonshimminne awwanoo xa'michchanne hige.*

"" yookkisagaranne kichchi sagachchi ayyette?"_____? [sagarooma lam kore yihe (weeshe)]					
kore	**/k/**	○ **Hanqa**	○ **Hanqayyo**	○ **La'ukkoyyo**	○ **Dabachchchibee'e**
duma	**/d/**	○ **Hanqa**	○ **Hanqayyo**	○ **La'ukkoyyo**	○ **Dabachchchibee'e**
uulla	**/u/**	○ **Hanqa**	○ **Hanqayyo**	○ **La'ukkoyyo**	○ **Dabachchchibee'e**
sanfo	**/s/**	○ **Hanqa**	○ **Hanqayyo**	○ **La'ukkoyyo**	○ **Dabachchchibee'e**
anna	**/a/**	○ **Hanqa**	○ **Hanqayyo**	○ **La'ukkoyyo**	○ **Dabachchchibee'e**
mare	**/m/**	○ **Hanqa**	○ **Hanqayyo**	○ **La'ukkoyyo**	○ **Dabachchchibee'e**
lose	**/l/**	○ **Hanqa**	○ **Hanqayyo**	○ **La'ukkoyyo**	○ **Dabachchchibee'e**
shokka	**/sh/**	○ **Hanqa**	○ **Hanqayyo**	○ **La'ukkoyyo**	○ **Dabachchchibee'e**
woce	**/w/**	○ **Hanqa**	○ **Hanqayyo**	○ **La'ukkoyyo**	○ **Dabachchchibee'e**
ite	**/i/**	○ **Hanqa**	○ **Hanqayyo**	○ **La'ukkoyyo**	○ **Dabachchchibee'e**

Ayyi la'ukko ooshshichchi luxxi ontem sagalluwwina hanqo'i dabachcha uwwimma hoogimminne xa'mimma uullisaattoolas, kasaaxinanne mare'e moo'i'se:

Qoxar, danaamisa baxxaatto.Awwonoohaannonne hingona.

Qarxi 3.Losammi sagalluuwwa qananaa'imma.

Losisaanchi dababchchi goollabo'onne wawamukki losammi sagalluwwa ka beetna/landichchona moo'issaa kid yihe.

Hino'o ka sagalluwwa moo'e.Ixxuwwiinsem xanti qax sagalluwwa qananaa'e.Sagalluwwikam fidalcha'a xigimmi ihoo'ne, cawwitaa qananaa'e.Kobi'lishshina, Ku sagari "Hobbichcho" yookko. Kaba hino'o losixxinona: Hino'o kasagara qananaa'e*["meera" yoo saga'I kollo moo'ise]:*

*Ooshshichchimdu hanqo'i dabachcha uwwulas, kid yihe:***Danaamo, Ku sagar "Meera" yooohane.**

*Ooshshichchimdu hanqo'i dabachcha uwwubeelas, kid yihe:***ku sagar "meera" yoohane.**

Kaba odim hino'o mulleka qananaa'e ka sagara qananaa'e*["ado" yoo sagara moo'ise]*

*Ooshshichichimdu hanqo'i dabachcha uwwulas, kid yihe:***Danaamo, ku sagar "Ado" yoohane.**

*Ooshshichchimdu hanqo'i dabachcha uwwubeelas, kid yihe:***Ku sagar "ado" yoohane.**

Kanniinisi lasonne "Asheere", yoommi ammane sagalluwwa xantiqax hundinnem qaqqissittuuyyi danaamisa qananna'e.Sagalluwwam luxxi ogorinne asheetta annannichchi ogorannem uwwamukki sagalluwwa qananaa'e. Atim hawwi bee'i'sa qananaa'litlas, hisimmaatinne cawwaamma macceesoommo. Kaba maha boxxooda'e laqqaa?Kabab

*Ooshshichichim luxxi sagara qananaa'imma asheerukkisam sa'aata nakke.Ee'isam ooshshichchi qana naa'oo ammane sagalluwwa irsaasinne nakkittuyyi awwone.Huushamukki sagalluwwam ka sholollooq (/) mare'e issimminne moo'ise.Huushamaa axisukkoka hanqo'i dabachchisa xige.Gaasitaa huushanchi mare'e issitaattoolas kululleesa eddaa xaaxxaa awwonoohaannonne hige.Ooshshichichimdabachcha uwwukkuuyyi sas sekonda malamukuuyyi afubeelas***sa'itaa macceese***.Malamulas odim ee sagarooma qananaa'laaawwono sagara moo'isminne kid yihe "***Awwonookkoka qananaa'e***".Qananaa'litti sagaramhuushanchi dabachchi ihukkisa issitaa xige.*

Lohayyi (60) sekondi lasonne "uullise" yihe.Qananaa'ukkuyyi uullukki lasaanchi sagarannem ka mare'e (]) isse. **Gaassitaa uullisimmi seera:***Luxxi ogoranne uwwamukki hundam hanqo'i dabachchayyo yitaa mare'e issitaattolas ka xa'michcha kid yitaa uullise, "***Galaxxoommo!***". Ka xa'michchi lokkaganne yoo saaxina wonshitaa lasonne, awwonnoo xa'michchannne hige.*

Kobb'lishsha: Hobbichcho meera ado

1	*2*	*3*	*4*	*5*	
ure	**lose**	**shobe**	**ora**	**dabare**	*(5)*
tuure	**onto**	**cana**	**gobe**	**foone**	*(10)*
heeda	**xaara**	**qawwa**	**iina**	**odim**	*(15)*
jabana	**mancho**	**naara**	**woro**	**age**	*(20)*
xura	**muccura**	**an**	**geere**	**wossa**	*(25)*
agana	**shaana**	**dano**	**xane**	**fire**	*(30)*
laro	**urimma**	**keenato**	**diqe**	**jajjara**	*(35)*
giddo	**shama**	**chubbimma**	**kure**	**waare**	*(40)*
hanno	**ayyi**	**mat**	**wica**	**ille**	*(45)*
fooce	**bire**	**tume**	**qooma**	**naca**	*(50)*

Ka xa'michcha guullaa lasonne sa'aat kuraanchone gatukki amman(SEKONDUWWI xig):

Ka hanaan yoo xa'michchanne luxxi ogoranne uwwamukki saqalluwwa hundam huushanchisa qananaa'u bikkina xamichchi beedoo'nem uullisaattoolas ka saaxinanne mare'e moo'ise:

Qoxar, danaamisa baxxaatto.Awwonoohaannonne hingona.

Qarxi-4: Qooccami sagalluwwa qananaa'imma

Losisaanchi dabachichi goollabo'onne uwwamukki qooccammi, sagalluwwaka beetina/landichchona mooi'ssaa, kid yihe,

Hino'o ka qooccammi sagalluwwa moo'e.Ixxuwwiinsem xanttiqax sagalluwwa qananaa'lona hasoomo.Saqalluwwikam Fidallcha'a xigimmi ihoonne cawwitaa qananaa'e.Kobi'lishshina ku qooccammi saqar, "kim" yookko.

Kaba hino'o losixxinona. Hino'o ka sagar qananna'e *["oxaqan'] yoo saqa'l kollo moo'ise]*

[Ooshshichchimdu hanqo'i dabachcha uwwulas, kid yihe]: **Horem danaamo, ku sagar "oxaqan" yoohane].**

*[Ooshshichichimdu hanqo'i dabachcha uwwubeelas, kid yihe]:***Ku sagar "oxagan" yoohane.**

Kaba adim hino'o mulleka qanaa'e: ka sagara qananaa'e*["nime" yoo saqara moo'ise]*

*Ooshishichimdu hanqo'i dabachcha uwwulas kid yihe]:***Horem danaamo, ku qooccammi sagar "nime" yoohane.**

*[Ooshshichimdu hanqo'i dabachcha uwwubeelas, kid yihe]:***Ku qooccam saqar "nime" yoohane.**

Kanniinsi lasonne "asheere" yoommi ammane sagalluwwa xantiqax hundinnem qaqissituuyii daanamisinne qananaa'e.Sagalluwwam luxxi ogorinne asheettaa annannichchi ogoranne uwwamuki sagalluwwa qananaa'e.Atim hawwi bee'em qananaa'litlas hismaatinne cawwaamma macceesoommo.Kaba maha baxxooda'e laqqaa?Kaba gudda?Asheere.

Ooshshichchim luxxi sagara qanana'imma asheerukkisam sa'aata nakke.Ee'isam ooshshichchi qananaa'oo ammane sagalluwwa irsaasinne nakkittuyyi awwone.Huushamuki sagalluwwam ka shololloqa (/) mare'e issimminne moo'ise.Huushamaa axisukkoka hanqo'i dabachchisa xige.Gaassitaa huushanchi mare'e issitaattoolas kululleesa eddaa xaaxaa awwonohaannonne hige.Ooshshichichim dabachcha uwwukkuyyi sas sekonda malamukkuuyyi afubeelas ***sa'itaa maccese****. Malamulas odim ee sagarooma qananaa'laa awwonoo saqara moo'ismminne, kid yihe,***"Awwonookkoka qananaa'e"***Qananaa'litti sagaram huushanchi dabachchi ihukkisa issitaa xige.*

Lohayyi (60) sekondi lasonne "uullise" yihee.Qananaa'ukkuyyi uullukki lasaanchi sagarannem ka mare'e (]) isse.

Gaassitaa uullisimmi seera:*Luxxi ogoranne uwwamukki hundam hanqo'i dabachchayyo yitaa mare'e issitaattoolas ka xa'michcha kid yitaa uullise***"Galaxxoommo!".***Ka xa'michchi lokkaganne yoo saaxina wonshitaa lasonne, awwonoo xa'michchanne hige.*

Kobi'lishsha: kim oxagan nime

1	*2*	*3*	*4*	*5*	
arma	**kubra**	**moxa**	**taqa**	**dixxo**	***(5)***
zaga	**ula**	**qormata**	**lirmola**	**beke**	***(10)***
yara	**sheram**	**fina**	**gulda**	**joxara**	***(15)***
choke	**ome**	**namara**	**sirma**	**woora**	***(20)***
ine	**cabqi**	**hunna**	**kixxa**	**toraa**	***(25)***
dul	**zola**	**abra**	**qalmana**	**biina**	***(30)***
logga	**yabda**	**jilla**	**shuba**	**feela**	***(35)***
wabra	**seimana**	**chimara**	**oqa**	**nuga**	***(40)***
talla	**kuxa**	**ceqebe**	**kam**	**ira**	***(45)***
bubbinka	**qimmire**	**daq**	**zagme**	**ace**	***(50)***

Ka xa'michcha guullaa lasonne sa'aata kuraanchone gatukki amman(SEKONDUWWI xig):
Ka hanaan yoo xa'michchanne luxxi ogoranne uwwamukki sagalluwwa hundam huushanchisa qananna'ubikkina xa'michchi beeddoo'nem uullissaatoolas ka saaxinanne moo'ise:

Qoxar, danaamisa baxxaatto.Awwonoohaannonne hingona.

Qarxi 5a: Suuminne kitaabo'o qananaa'imma

Losaanchi dabachchi goollaboo'ne yookki oosina gudukki aganna moo'ise.

Ka aganna moo'e. Ka agannam at sagara iimaa'laa qaqqissaa danaamisa qananaa'lona hasoommo. Qananaa'imma guullitaa lasonnem qanannaaxxi bikkina mat mat xa'michchuwwa xa'moommo. Kaba maha baxxoodo'e aagaa?

Anim "Asheere" yoommi ammane xantiqax hundinnem agannooma danaamisa qananna'e. Atim ka aganna haawwi bee'em qananaa'litlas, hisimaatinne cawwaamma macceesoommo. Kaba maha boxxooda'e laqqaa? Kabaa gudda? Asheere.

*Ooshshichchim luxx sagara qananaa'imma asheerukkisam sa'aata kuraancho nakke. Ee'isam, ooshshichchi qananaa'oo ammane sagalluwwa irsaasinne nakkituyyi awwone. Huushamukki sagalluwwam ka shololloog (/) mare'e issimminne moo'ise. Huushamaa axisukkoka hanqo'i dabachchisa xige. Gaassitaa huushanchi mare'e issitaattolas kululleesa edda xaaxxaa awwonoohannonne hige.Ooshshichichim dabachcha uwwukkuyyi sas sekonda malamukkuuyyi afubeelas **sa'itaa maccese**. Ooshshichchimdu dabachcha malamulas odim ee sagarooma qananaa'laa awwono sagara moo'isminne, kid yihe**"Awwonookkoka qananaa'e"** Qananaalitti sagaram huushanchi dabachchi ihukkisa issitaa xige.*

Lohayyi (60) sekondiinsi lasonne "uullise" yihe. Qananaa'ukkuuyyi uullukki lasaanchi sagarannem ka mare'e (]) isse.

Gaassitaa uullisimmi seera: *Luxxi ogoranne uwwamukki hundam hanqo'i dabachchayyoyitaa mare'e issitaattoolas ka xa'michcha kid yitaa uullise, **"Galaxxoommo!".** Ka xa'michchi lokkganne yoo saaxina wonshitaa lasonne, awwonoo xa'michchanne hige.*

Qarxi -5b Qananaaxxi hindiyyaato

Ka xa'michchina uwwamukki 60 sekondi beeddulas te'im ooshshichchi qananaaxxi kitaaba 60 sekonda ihoo'nim gaassaa guullulas, ooshshichi illagiinse qananaaxxi kitaabo'o hootta' woroon uwwamukki xa'michchuwwiinse luxxeka xa'me.

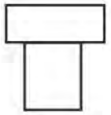
Ooshshichchinam lophphu beyyonne 15 sekonda uwwitaa dabachoomanne mare'e issitaa awwonoo xa'michchanne hige.

Xamichchuwwam ee ogoranne you aganna qananaa'ukkuuyyi uullukki beyyo moo'isoo, mare'e yoo beyyi afeebe'i firukki xa'michchi xale'e xa'me.

	Qananaa'litti aganni bikkina kaba an hoffiqax xa'michchuwwa keese xa'meenatte. Xa'michchuwwoomina xantiqax hundinnem dabachcha uwwe.			
		Hanqa	**Hanqaayyo**	**Dabachchi bee'e**
Iyyabaayyi Annore yamamookko. Ixim waachcha'm beero'onne baxo baxuukkuuyyi hee'ookko.9	**Annor hee'ookkok hannonnette?** *[waachcha'm beeronne]*			
Mat balla xumaatiseena nees hee'noom amba waarukko. Ee ballam neese wixo winxeena uulla abullinam hee'nummo 24	**Annor, amba marukkok mahinatte?** *[Ixxi abaroosa xumma yeena]*			
	Annor amba afoohaare ixx abaross maha baxoolli hee- ukko? *[wixo wixameena uulla abullamoolli hee'amukko]*			
Ixxim neese hundam xummaatisukko. Ee lasonne anim mat qax abuullaa hara'moomoo yukko. 36	**Anor xumaatisa lasonne maha isseena hasukko?** *[Abuulli baxo hara'meena]*			
Edde'aa waarukki gooqqi eddechcham dabrimma asheerukko. Niyyannim at googiinse waattaa hoogaatto usheexxe yakko'o49	**At googiinse waattaa hoogaatto usheexe yukkok ayye?** *[Ixxi /anni]*			

Ka xa'michcha ooshshichchi guullaa laso gatu sekonduwwi xig

Ku xa'mchchi uullukkok lux ogoranne yoo xa'michichina hanqo'i dababcha uwwimma hoogimminnetti ihaakoolas, ka saxinanne mooise.



Qarxi-6 Macceesaa Hindiyimma

Kuk ammaninne QOODAMUBEE'I xa'michcha.LOSAANCHI DABACHCHI GOOLLABO'IM Gudukkoyyo. Awwonaa you qananaatom saqara iimaa'laa MAT KOR XAL'E qaphphittuyii (mat sagara mat sekondanne) qananaa'e. Ee lasonnem **mat xa'michcha dabarimmina 15 sekonda** uwwitaakid yihe,

Kaba an mat gundi aganna sagara iimaa'aamat kore xale'e qananaa'eenatte. Ee lasonnem hoffi qax xa'michchuwwa xa'moommo. Aganna qananaa'oommi ammane danaamisa maccessaa xa'michchuwwa dabare. Kaba maha baxxooda'e agaa?

Mat ayyaamo mat wishichci funaanina mat idii mulli ido firukko. Ee ido fraatem hattawwi hattawwukkuyyi mat mi'n hegeegonne geej miqichcho siixxukko. Ee miqichchom aqonne dannamisa buu'naa amaxxaa ixxi ambanne iteena daba'lukko.Waarukkuuyyim daajje caalla higeena gaassaa wo'i delba moo'ukko.

Moo'ooharem ixxi gag wo'i delbi woronne mat geejji miqichcho amadukkoka labaa moo'amukko. Wishshichchim mulli geejjimiqichcho siixxaammo yaa ga'meena gudukko.Ee ammanennem aqonne amaxxukki miqichchi delbi woronne ubaa xa'ukko.

Wishichichi mat idii mulli ido mahina marukko?	[funaanina]	○ Hanqa	○ Hanqayyo	○ Dabachchibee'e
Mat mi'n hegeegonne wishichchi maha siixxukko?	[Geejjimiqichcho]	○ Hanqa	○ Hanqayyo	○ Dabachchi bee'e
Daajji calla higimminse gaassaa wishchchi maha moo'ukko?	[wo'i delba]	○ Hanqa	○ Hanqayyo	○ Dabachchi bee'e
Wishichchina ixxi gag wo'idelbi woronne hinkid ihaa moo'aamukko?	[Geejji miqichcho amadaakoo labaa]	○ Hanqa	○ Hanqayyo	○ Dabachchi bee'e
Lasaanchonne wishichchi amaxxukki miqichchi maha ihukko?	[Delbi woronne ubaa xa'ukko]	○ Hanqa	○ Hanqayyo	○ Dabachchi bee'e

Qarxi 7. Qananaa'akka`a kitaabimma

Ka xa`michcha daramookkok afareenatte. Ee bikkina losaanchchi ido/goolabo`o fooqaallaa ooshshichchi illagenne disse.Ee lasage woroon yookkoka kid yihe.

An kaba kina mat hofi xuunsammi woca qananaa'oommo. Danaamisa macceese. Lule'i xuunsamm wocoomam mat kore qananaa'oommo. Ee lasonnem annannich sagaram qananaa'oommo.Atim macceessittoka dabataa kitaabimma xantootto. Mat kore edaahim qananaa'oommo, atim kitaabittoka moo'lootto. Kaba mah baxxooda'e aagaa?

Losisaanchchi/cho aabachcha uwwookkok/uwwitamoki, ka woraqaxxi afareenette.Kannii woroon qananaa akkamaare kitaabimmina gudikki xuunsammi woca, sagara iimaa`laa mataage xale`e qananaa`e. Ee lasage losaanchina/chona irsaasa uwwe. Odimm la`m kore ee xuunsammi woca annanni annanni issimminne ``kaa mare`` ``mancho`` ``buna aggehe`` ``yihe``. odim losaanchi/cho kitaabukkuuyyi/bo`uuyyi saxxi kore wo`m xuunsammi woca qananaa`e. Saxxi kore qananaa`laa lasage 15 sokonda uwwe. kitaabbonam isse.

Kaa mare mancho buna aggehe yihe.

ANNANNICHCHI INKIINISHSHI ISSAMOOKkOK KA XA'MO'O GUDISAANCHINETTE. LOSA'N MINENNE EE INKIINNISHSHI MARE'E ISSITITTE.		
Keenatina wonshimmi hasisoo luwwa	Baxmisha	2=huushanchi bee'e, 1= Kolloom huushanch, 0= Huushancha 9= Dabachchibee'e
"mare" yookkoka huushanchi bee'isa kitaabaakko		*1= (ma, ar, re, mar, mare /m.k./*
"mancho" yookkoka huushanchi bee'isa kitaabaakko		*1= (man, cho, an, macho, ancho, m.k)*
"buna" yookkoka huushanchi bee'isa kitaabaakko.		*1= (bu, na, bu bun, m.k.)*
"aggehe" yookkoka huushanchi bee'isa kitaabaakko		*1= (agge, agg, geh, he, m.k.)*
Sagalluwwa annanna annannam huushanchi bee'isa kitaabaakko (lam saga'l lambe'enne hee'oo haraaroom hinkaanam iheeda'e)		2= Lohem sagalluwwam annanni annannam kitaabulas 2= 3-5 afeebe'e yoo sagalluwwa annanni issaa kitaabulas 0= 0-2 afee bee'e yoo sagalluwwa annanni issaaa kitaabulas
Xuunsammi woca qeddiinsi makkanne kitaabe		2= huushanchi bee'isa 0= huushamcha (Kolli huushanchi bee'e)
"Kaa" yoo saga'l luxxi fidalcho lob fidallinne kitaabaakko		2= huushanchi bee'isa 0= huushancha (kollihuushanchi bee'e)
Xunsammi wocooma uulishshi mare'e (.) issaaguullaakko.		2= huushanchi bee'isa 0= huushancha (kolli huushanchi bee'e)

Qarxi-8: Losaancho Moo'oo luwwi bikkina xa'mimma

Kannii woroon yoo xa'michchuwwa ooshshichchinne atoorattittuuyyi xa'me.Ooshshichchina dabachchi doo'luwwa at uwwititte.lxxi uwweebe'e egettaa dabachchooma uwwu beeyyonne kitaabete'im dabachchina uwwamukki annani inkiinnanne mare'e isse. Xa'michchi dabachchi bikkina annanni tiissishshi beelas, xale'i mat dabachcha ihookkok.

1	**Minennee ka losa'n minennee woccoo suum matonihe?**	Matayyo----------0 Mato----------1 La'ummoyyo/dabanchichi bee'e-------9			
2	**Minenne woccoo sagalluwwi ka keeniinse hinka keeno?** ***[Dut dabachcha uwwimmi xanamookko]***	Amaa'lisa ----------1 Afana oroomo'o----------2 Tigranya ---------- 3 Sidamu Afoo---------- 4 Hadiyyisa ----------5 Wolaayttatto'o ---------- 6 Mulli keen----------7 La'ummoyyo/Dabachchi bee'e ---9			
Ki'n minenne ka keeniinsi hunki yoo?		bee'e	Yookko	La'um-mayyo	Dabachchi bee'e
3	**Iraadoon?**	0	1	8	9
4	**Silki/angisilki?**	0	1	8	9
5	**Elektiriik?**	0	1	8	9
6	**Televizhiin?**	0	1	8	9
7	**Shu'm min?**	0	1	8	9
8	**Bishikiliit?**	0	1	8	9
9	**Doqidoqe'i?**	0	1	8	9
10	**Makiin?**	0	1	8	9
11	**Ki'n minenne diinaxxi hor yoo? Yookko yulas awwonoo xa'michcha xa'me (xig 11a)**	Bee'e ----------0 Yookko----------1 La'ukkoyyo/Dabachichi bee'e ----------9			
11a	**Ki'n minenne hinkaa'n diinat yoo?(Baar, saayyi gereebbi feella'i, m.k.)**	----------			
12	**Ki'nuwwi hee'lakkam min ambamukkok mahinnette?**	- Huqqinnette----------1 - qorqoro'innette----------2 - lastiikinnete----------3 - La'ummoyyo/Dabachchi bee'e-----9			
13	**At hee'loo min gax hinkido'ane?**	Buchcha----------1 Laastiikinne ambamma----------2 Simminto'o----------3 La'ummayyo/Dabachchibee'e----------9			
14	**Luxxi baxxancha asheerimmiinsi gaassitaa beyyammi illaqqi losa'n minenne lossaa?**	Losaammo----------0 Losummoyyo----------1 La'ummoyyo/Dabachchi bee'e----------9			
15	**Lud maarage mee'i baxxanchi losaanchi hee'litto?**	Losa'n mine aagummoyyo----------0 Baxxanchi-1 ----------1 Baxxanchi- 2----------2 Baxxanchi- 3 ----------3 La'ummoyyo/Dabachchi bee'e---------9			
16	**Ka hiinchonne mat saantii loboka losa'n miniinse hossaa laqqoo?**	Hosaa la'oommoyyo----------0 Hosaa la'oommo----------1 La'ummoyyo/Dabachchi bee'e----------9			
17	**Hadiyyisa lossoo te'im qananaatina haramoo kitaab kinia hee'aa?**	Bee'e ----------0 Yookko----------1 La'ummoyyo/Dabachchi bee'e------9			
18	**Ka losa'n minenne awwaaxxitoo keeniinsi mullek, ki'n minenne qananaa'lo kitaabbuwwi, xambikitaabbuwwii, mullikeenimii yoo?**	Bee'e ----------0 Yookko----------1 La'ummoyyo/Dabachchi bee'e------9			
	[xig 18 yoo xa'mmichchi dabachchi 'yookko'yoohan ihulas] **Hino'o kobilishshuwwa uwwe**	(Dabachchuwwa kitaabimmoom hasisooyyo)			

19	***[Xig 18 yoo xa'mmichchi dabachchi 'yookko' yoohan ihulas]* oo kitaabbuwwoom mah suuminnette kitabamukkok?** *[Dut dabachcha uwwimmi xanamookko]*	Amaa'lisa ----------1 Afana oroomo'o----------2 Tigranya ---------- 3 Sidamu Afoo---------- 4 Hadiyyisa ----------5 Wolaayttatto'o ----------6 Ingiliizisa ----------7 Mulli keen----------8 La'ummoyyo/Dabachchi bee'e ----------9
20	**Dut ammane losso losa'nisanne min baxo uwwakkam ammane keese hara'mookok ayyette?**	Ayyim haramooyyo----------1 Iyyumma----------2 Iyyanni----------3 Iyyabaayyuwwii Iyyaayyuwwii----------4 Mulli qarmanni----------5 Eese tamaanchi----------6 La'ummoyyo/Dabachchi bee'e----------9
21	**Kiyyumma qananaa'immaa kitaabimmaa xanakkamo?**	Xanakkamoyyo----------0 Xanakkamo----------1 La'ummoyyo/Dabachchi bee'e----------9
22	**Kiyyanni qananaa'immaa kitaabimmaa xanakkamo?**	Xanakkamoyyo----------0 Xanakkamo ----------1 La'ummoyyo/Dabachchi bee'e----------9
HASHSHU kaba guullinaamo! Attoom dannaam baxo baxxaatto. Kaba ki baxxancha daba'litaa mare. Keyye kabala atoorallumii wohshsa ayyenam kuttitte.		

Ku xa'michchi beedukki amman: _____:_____

Toophhiya Federaale Dimokiraase
Irupiblikke kawotetta Timirtte Moconaa

Toophphiya koyro xekkaa koyro shaahuwaa Tamaaretu Nabbabuwaa Qaratettaa Yiggettaa Tamaaretu Immiyo

Zaaruwaa

Oottiyo kaaletuwaannee pirotokooliya

Wolayttattuwaa

Kuushsha Kaaletuwa

Koyrottidi tamaree woykko tamaariya dosiyooba doori ekkidi pashkki oottidi haasayissite.Leemisuwaassi ha yiggettiya tamaariyaara woykko tamaareera denttettiyaanne miichchi ekkiya haasaya haasayissiyoogee keehippe koshshiyaaba.

Koyro gaytotetta

Kaalliya nibaabiya Naatus geeshshan nabbaba:

Lo"o' aqadii? Taani _____ geetettays. Taani de'iyo sohoy _____ Hegaappe simmada tabaappe amaridabaa neeyyo odana koyyayiis. (Ta naatu goodaa, eta layttaa, So mehetubaa, ispporttiyaabaa h.h.m.)

1. **Nebaannee intte soo asaabaa tawu odanawu danddayay? Tamaaree zaarikko zaarees; ixxikko kaalliya oyshawu pinniyoga koshshees.**
2. **Timirtee keettaappe kare kiya simmada ay oottanawu koyyay? Hayyanna! Galatayis.**

- **Taani hachchi awuppe yidaakko niyo odoo? Ero! Taani _____ yaas. Taani yiido gaasoykka ne mala tamaareti nabbabuwa luxidi eriyaakkonne erennaakko mala be'anaassa. Neenikka doorettidoy saamaana. Hegawu neeni keehippe ufayttana koshshees.**
- **Ane Yaakko nabbabuwaa kaassaa issippe kaa'oos. Ha"I neeni pitaleta qaalatanne qantta taariketa nabbabanawu giiga.**
- **Neeni nabbabiyo wode woysu wode ekkiyaakkonne eranawu hagaa be'a saatiya go'ettays**
- **Hagee nabbaboy neessi timirtee keettay immiyo paace mala gidenna. Qassi kase neessi timirtee keettan de'iya markkiya mooriyaba gidenna**
- **Issi issi oyshata taani nena oychchana danddayiyo gishshawu zaaruwa immaydda aynne yayoppa**
- **Zaaruwaa suure zaarana xayikkokka aynne ba.**
- **Ne oychchiyoobi de'ii? Doommanawu giigettadii?**

Gaytotettay giididioogaa akeeki simmidi ha saaxiniya giddon Ee, malaatite (✓). ☐

(Geellidan tamaariyaara woykko tamaareera de'iya gaytotettay gigennaba malatikko tamaariya/tamaariyo keehippe galati simmidi hara tamaariya/tamaariyo oychechanawu pinnite).

A. Yiggettay oosettido	Gallassay_____ Aginay _____ Layttay_____	Doona Asttamaariya/Asttamaare sunttay	_____
B. Yiggiyaaga/yiggiyaari sunttay	_____	Kifiliyaa	O 2 = 2tta O3 = 3tta
C. Timirttee keettaa sunttay	_____	Sectioniya	
D. Dalgga manttee		Tamaaree/tamaariya dummati erettiyo malaataa	
E. Woraday		Tamaariya/tamaaree layttay	
F. Timirtte wodiya shaahoy	O 1 = mule gallasa O 2 = maallado O 3 = gallassa	Tamaariy/tamaaree yeletay	O 1 = attuma O 2= macca
G. Daro kifileti issippe de'iyoonaa?	O 0 = chii O1=Ee	B. Yiggettay doomettido wodiya (Saatiya)	_____:_____

1ro Shaahuwaa : pitaletu xeessaa eraa

Tamaariyaasi/tamaareessi pitaletu machchallaa (pitaletu kochchaa) tamaariyo maxaafaappe kessidi bessite.Yaati simmidi kaallidi de'iyaaga giite.

Hageeti Wolaytatto pitaleta. Ane ha pitaletu suntyaa xeesa. Leemisuwaasi pitaliyaakko malaatiiddi ha pitalee m geetettees. Ha"ikka gujjidi meezetoos. Ha pitaliya suntta xeesa. Pitaliyaakko malaafiiddi Tamaaree (tamaariya) likke Zaaribeennaba gidikko ha pitalee m geetettees giite. Ha'ikka gujjidi meezetoos.
Pitaliyaakko malaatiiddi: **ha pitaliya woygi xeesiyo? Goobay/goobiya)** *giite***. Tamaaree/tamaariya likke zaaribeennaba gidikko ha pitalee l geetettes giite.**
Ha"l neeni ay oottanawu de'iyaakko eray?
Erennaba gidikko: **taani nena ha pitaliya S eesuwaaninne akeekada xeesa giyo wode xeesanawu de'aasa.**
Ero simi: **ha"l hagaappe doommaasa. Doomma simmanne hara pitaletakka hegaadan hegaadan xeesaasa. Koyro pitaliyaakko malaatada maaraa oyttada hara pitaletukkokka malaata. Neeni maaraa oyttada xeesaydda biishin xeessawu metiya pitalee de'ikko taani neeyyo xeesana. Neeni pitaliya erada xeesiyaaba gidikko ne xeesiyo wode taani co'u gaada siyana. Hayyana! Ha"i giigadii? Ane doomma.**

Tamaaree/tamaariya koyro pitaliya xeesi simmiyoorin sohuwaara nabbabuwaa qoodiyo saatiyaa qoodaa doomissite.Yaati simmidi tamaaree/tamaariya pitaliya xeesiyo wode he pitaliya baazzan irssaasiya wotti.Wotti kaallite.
Likke nabbabettibeenna pitalee de'ikko he pitaliya bolli qoncciyan ha (/) malaataa malaatite.Nabbabiiddi balidi simmidi qassi suure nabbabido pitalee de'ikko he pitaliya yuushuwa irzzoyinne kanttiigite.Tamaaree woykko tamaariya nabbabaydda/nabbabiidi heezzu sekkondde gidiya wodiya gam"iyaaba gdikko he pitaliya intte xeesi odinne "kaalliya pitaliya xeesa" gaanaappe attin harabaa aynne gooppite.Simmidi qassi ha intte xeesido pitaliya bolli likke gidenna giidi malaatite.

60mu sekkondde wuriyo wode nabbabuwaa esissite.
Wurssettan nabbabettida pitaliya bolli ha] malaataa wottite.
Saate gakkennan esissiyo higgiya: tamaaree woykko tamaariya maaraara de'iya pitaleta mulekka nabbabanawu danddayibeennaba gidikko galatays ginnee sohuwaara nabbabuwa esissi be'ite. Hegaappe simmidi tohossa baggaara de'iya saaxiniya giddon malaatinnee kantti be'ite.

Leemisuwaa: A h L

1	2	3	4	5	6	7	8	9	10	
dh	**m**	**B**	**g**	**A**	**P**	**d**	**h**	**o**	**M**	*(10)*
l	**s**	**Q**	**E**	**t**	**U**	**w**	**R**	**l**	**Y**	*(20)*
f	**O**	**Ph**	**n**	**j**	**b**	**G**	**C**	**i**	**Q**	*(30)*
u	**ch**	**a**	**i**	**S**	**y**	**Z**	**A**	**x**	**T**	*(40)*
y	**L**	**a**	**H**	**D**	**sh**	**l**	**K**	**E**	**W**	*(50)*
J	**ny**	**T**	**e**	**X**	**c**	**O**	**ch**	**p**	**A**	*(60)*
zh	**h**	**u**	**k**	**M**	**n**	**F**	**b**	**G**	**N**	*(70)*
S	**p**	**O**	**ny**	**A**	**W**	**Ph**	**z**	**s**	**D**	*(80)*
i	**k**	**g**	**sh**	**r**	**dh**	**t**	**l**	**u**	**e**	*(90)*
x	**ts**	**z**	**m**	**zh**	**o**	**P**	**Q**	**C**	**Y**	*(100)*

Nabbaboy wuriyo wode attida sekkonddee koyro maaran de'iya pitaletuppe: ☐

Koyro maaran de'iya pitaletuppe likke nabbabido pitalee xayikko ha saaxiniya giddon malaatite: ☐

Hayyana! Minoy (miniya) ane kaalliya kifiliyaakko pinnoos

2tto Shaahuwaa: Qaalatu pitaliya shaakki xeesiyogoa

Ha meezee wodiyan likkidi be'iyooba gidenna. Hegaassi tamaaree/tamaariya go'ettiyo sintti baawa.Cenggurssa keehi xoqqu oottidi naa'uto qaalata xeesite woykko nabbabite.Hegaappe simmidi tamaaree tamaariyaa qaalaa pitaleta xeesanaadan oottite.Pitaletu xalaalaa leemisodan go'ettanawu koshshiyooga dogoppite.

Hagee ezgguwaa meeziya. Issi issi qaalaa pitaleta neeni xeesanaadan koyyays. Leemisuwassi Keha giya qaalaa giddon de'iya pitaleti k-e-h-nne a gidoosona. Ha meeziyan issi issi qaalan neeni ezggido pitaleta ne odanaadan koyyays. Issi issi qaalaa taani neeyyoo naa'uto xeesana. Taani xeesiyo wode loyttada ezgga. Hegaappe simmada qaalaa pitaleta ubbata loyttada akeeka.
Ane ha'l meezetoos. Bala giya gaalaa giddon de'iya pitaleti oonee oonee?
Tamaaree/tamaariya likke zaaridaba gidikko **"Daro l0" 0' giidi nashshite. Bala giya qaalaa giddon de'iya pitaleti b-a-l-a giite.**
*Tamaaree/tamaariya likke zaarana xayikko***: Ane zaarettada ezgga. Bala giya qaala giddon de'iya pitaleti b-a-l-a geetettiyaageeta giite. Ha"l neeni ay oottanawu de'iyaakko gelidee?**
Tamaaree woykko tamaariya tawu gelibeenna giikko**: ane ha'l neeni ezggada siyido qaalatu pitaleta xeesa.**

Qaalaa nabbabite Ha'ikka naa' anttuwa nabbabite Tamaree woykko tamaariya likke xeesidoogaa xalaalaa ekkite. Tamaaree woykko tamaariya pitaliya xeesanawu heezzu sekkondde gidiya wodiya xeesanawu mammotikko zaaroy baa giya sohuwan malaatite.

Saatee gakennan essiyo higgiya: tamaaree woykko tamaariya maaraara 5shu qaalata mulekka nabbabanawu danddayibeennaba gidikko 'galatays' ginnee sohuwaara nabbabuwaa essi be'ite. Hegaappe simmidi saaxiniya tohossa baggara de'iya saaxiniya giddon malaatinne kantti be'ite.Simmidi kaalliya oosuwawu pinnate.

"Zine" giya qaalaa gidon de'iya pitaleti oonee oonee? Qaalaa naa'uto zaarettite.					
kalo	k/a/l/o	OLikke	Obala	Oerenna/erukku	OZaaroy baa
Jaalaa	j/a/a/l/aa	OLikke	Obala	Oerenna/erukku	OZaaroy baa
tuma	t/u/m/a	OLikke	Obala	Oerenna/erukku	OZaaroy baa
worddo	w/o/r/d/d/o	OLikke	Obala	Oerenna/erukku	OZaaroy baa
mino	m/i/n/o	OLikke	Obala	Oerenna/erukku	OZaaroy baa
dalgga	d/a/i/g/g/a	OLikke	Obala	Oerenna/erukku	OZaaroy baa
zine	z/i/n/e	OLikke	Obala	Oerenna/erukku	OZaaroy baa
yiira	Y/i/i/r/a	OLikke	Obala	Oerenna/erukku	OZaaroy baa
utta	U/t/t/a	OLikke	Obala	Oerenna/erukku	OZaaroy baa
laafa	l/a/a/f/a	OLikke	Obala	Oerenna/erukku	OZaaroy baa

Tamaaree/tamaariya maaraara 5shu qaalata likke zaarana xaykko ha saaxiniya giddon malaataa wottite.

Miniya/minoy!Lo'o oottadasa; kaalliya shaahuwawu aadhdoos.

3tto Shaahuwaa: Meeze qaalatu nabbabuwa

Tamaariya woykko tamaaree maxaafa giddon xeesiiddi meezetido qaalata bessi simmida kaallidi de'iyaa kaaletuwaa maaran oottite.

Hagaani issi guutta qaalati de'oosona, Ane neeni xeesanawu danddayiyoogeeta xeesa. Nabbabayidda qaalaa giddon de'iya pitaliya issuwaa issuwaa xeesiyoogaa gidennan pitaleta maaraara oyttada nabbaba. Leemisuwaassi ha qaalay "qole" geetettidi nabbabettees. Ane ha qallaa xeesi xeesidi meezetoos. Kaalliyaa qaalaa nabbaba. "iso " giya qaalaakko malaata.

******Tamaaree/tamaariya likke nabbabidoba gidikko:* **hayyana minoy/miniya" giidi keehippe nashshite. Hagee qaalay ekka geetettees.**
*Tamaaree/tamaariya likke zaarana xayikkokka***: ha qaalay ekka geetettees. Ha' qassi haraa meezetoos. Ane ha qaalaa dosa gaada nabbaba. [dosa giya qaalaakko malaatite]**

Tamaaree/tamaariya likke zaaridaba gidikko: **"hayyana minoy/miniya" giidi nashshite. Ha qaalay soo geetettees.**
*Tamaaree/tamaariya likke zaarana xayikkokka***: ha qaalay " soo" geetettees giite. Ha"i taani nena ne danddayido keenan qaalata eesuwaaninne akeekan nabbabissanawu haniyo gishshawu giiga. Hayyanna! Ane ha sinttan de'iya qaalata haddirssa baggappe doommada ushachchi zaarada nabbaba.** *Neessi zemppo koshshennaba gidikko***: taani sirphphi gaada ne nabbabiyooga ezggana. Ha"i neeni ay oottanawu de'iyaakko eradii? Ero! Ane nabbabuwaa doomma.**

Tamaaree woykoo tamaariya nabbabuwa doommi simmiyoorin sohuwaara nabbabuwa wodiya likkiyo saatiya waasissite.Hegaa ootti simmidi A woykko I nabbabiyo qaalaa baazzan irssaasiya oyqqidi kaallite.Likke nabbabettibeenna pitaliyaa bolli ha malaataa (/) wottite.Nabbabishin balettidi simmidi qassi giigissidabagidikko likke nabbabidoogadan ekkite.Gidikkonne kase nabbabiyo wode baladan malaatettidaba gidikko qaalaa yuushuwan irzzo malaataa wottinne sinttawu kantti be'ite.

Tamaaree woykko tamaariya issi qaalaa nabbabanawu heezzu sekkondde gidiya wodiyawu mammottaydda woykko mammottiddi takkikko he qaalaa intte xeesinne kaallidi de'iya qaalaa xeesissanawu (nabbabissanawu) kantti be'ite.Harabaa aynne haasayoppite. Ha wontta likke xeesettibeenna qaalaa balan ekkidi malaatiyogaa akeekite.

Nabbabuwawu imettida 60mu sekkondde wuriyo wode sohuwaara wonttaagaadan saatiya waasissinne esissi be'ite.Wurssettan tamaariya woykko tamaaree likke nabbabido qaalaa bolli oyddu tenqqaua qoomaa [ ] malaatite.

Saate gakkennan essiyo higgiya: tamaaree woykko tamaariya maaraara de'iya ichchashu qaalata likke nabbabanawu danddayennaba gidikko "galatays" ginnee sohuwaara nabbabuwa essi be'ite. Hegaape simmidi tohossa baggaara de'iya saaxiniya giddon malaatinnee kaalliya oosuwawu kantti be'ite.

Leemisuwaa: **Kana** **Bone** **Hargge**

1	*2*	*3*	*4*	*5*	
Qole	**Iso**	**lagge**	**Shugo**	**naana**	**(5)**
ekka	**mata**	**hara**	**Kase**	**miza**	**(10)**
Caya	**qasho**	**eti**	**daro**	**ixo**	**(15)**
Yiica	**Soqa**	**paxa**	**Xade**	**cima**	**(20)**
Woga	**dosa**	**Soha**	**gana**	**giira**	**(25)**
Mino	**gixxa**	**Woxxa**	**bola**	**oshaa**	**(30)**
Soo	**bone**	**asaba**	**Sire**	**hira**	**(35)**
Shuule	**Odiis**	**pila**	**Paraa**	**cora**	**(40)**
Kola	**laxa**	**bira**	**uya**	**ziba**	**(45)**
goda	**beni**	**wora**	**Xoona**	**Qara**	**(50)**

Nabbabuwaa saateewuriyo wode attida sekkonddiya qoodaa:
Koyro maaran de'iya pitaletuppe likke nabbabido pitalee xayikko ha saaxiniya giddon malaatite:

Hayyana! Minoy (miniya) ane kaallidi de'iya kifiliyaakko pinnoos.

4tto Shaahuwaa: Qaala malatissidi medhdhido qaalatu nabbabuwaa

Qaalaa malatissidi medhdhido qaalata tamaariya woykko tamaariyo bessi simmidi kaallidi de'iya kaaletuwaa giite.

Hagaani medhdhi ekkidi qaala kessido guutta qaalati de'oosona. Ane ha qaalatu pitaliya dumma dumma xeesennan aggada pitaleta maaraa oyttada nabbaba. Leemisuwaassi:
Ha qaalay rawu geetettidi nabbabettees. Ane xeesi xeesi meezetoos. Kaallidi de'iya qaalaa nabbaba. [agge giya qaalaakko malaatiiddi]
Tamaaree woykko tamaariya likke zaarikko: **"Hayyana miniya woykko minoy" giite. Ha qaalay xapa geetettees.**
Tamaaree woykko tamaariya likke zaarana xayikkokka: **ha qaalay xapa geetettees giite.**
Ero, simi ha"l taani nena "nabbabuwaa doomma" giyo wode neeni nabbabanawu danddayiyo qaalata eesuwaaninne akeekan nabbabanawu de'iyo gishshawu giiga. Hayya! Ane maxaafaa sinttan de'iya qaalata haddirssappe doommada ushachchi zaarada eesuwaaninne akeekan nabbaba. Neessi zemppo koshshennaba gidikko neeni nabbabiyo wode taani sirphphi gaada ezggana. Hagaappe simmin neeni ay oottanawu de"l yaakko eradii? Ero! Ane gigadii? Doomma.

Tamaaree woykoo tamaariya nabbabuwa dloommi simmiyoorin sohuwaara nabbabuwa wodiya likkiyo saatiya waasissite.Hegaa ootti simmidi A woykko I nabbabiyo qaalaa baazzan irssaasiya oyqqidi kaallite.Likke nabbabettibeenna pitaliyaa bolli ha malaataa (/) wottite.Nabbabishin balettidi simmidi gassi giigissidabagidikkolikke nabbabidoogadan ekkite.Gidikkonne kase nabbabiyo wode baladan malaatettidaba gidikko qaalaa yuushuwan irzzo malaataa wottinne sinttawu kantti be'ite.
Tamarree woykko tamaariya issi qaalaa nabbabanawu heezzu sekkondde gidiya wodiyawu mammottaydda woykko mammottiddi takkikko he qaalaa intte xeesinne kaallidi de'iya qaalaa xeesissanawu (nabbabissanawu) kantti be'ite.Harabaa aynne haasayoppite. Ha wontta likke xeesettibeenna qaalaa balan ekkidi malaatiyogaa akeekite.
Nabbabuwawu imettida 60myu sekkondde wuriyo wode sohuwaara wonttaagaadan saatiya waasissinne esissi be'ite.Wurssettan tamaariya woykko tamaaree likke nabbabido qaalaa bolli oyddu tenqqaawa qoomaa [ ] malaatite.
Saate gakkennan essiyo higgiya: tamaaree woykko tamaariya maaraara de'iya ichchashu qaalata likke nabbabanawu danddayennaba gidikko "galatays" ginnee sohuwaara nabbabuwa essi be'ite. Hegaape simmidi tohossa baggaara de'iya saaxiniya giddon malaatinnee kaalliya oosuwawu kantti be'ite.

Leemisuwaa: **wab** **sas** **mam**

1	*2*	*3*	*4*	*5*	
agge	**rawu**	**alosha**	**yaka**	**axxa**	***(5)***
raa	**ana**	**rahi**	**gawo**	**lage**	***(10)***
xapa	**raapa**	**leqo**	**nomi**	**Oxi**	***(15)***
ahos	**naaxo**	**Shoqqa**	**oos**	**uuyu**	***(20)***
basa	**anaan**	**sodo**	**leeshu**	**ima**	***(25)***
lapi	**zami**	**xiga**	**lako**	**ciiya**	***(30)***
rabi	**maci**	**nebo**	**haaso**	**naxoo**	***(35)***
seka	**ragii**	**iido**	**roda**	**nanaa**	***(40)***
dexxa	**Shaa**	**akke**	**wor**	**Xeda**	***(45)***
goshu	**resi**	**nibe**	**basasa**	**Sodo**	***(50)***

Nabbabuwaa saatee wuriyo wode attida sekkonddiya gooda:
Koyro maaran de'iya pitaletuppe likke nabbabido pitalee xayikko ha saaxiniya giddon malaatite:

Hayyanna! Minoy (miniya).Ane kaallidi de'iya shaahuwaakko pinnoos.

5tta Shaahuwaa (A): Qaalaa Nabbabuwaa

Tamaariyo maxaafaa giddon nabbabettiya taarikee de'iyo sinttaa bessiiddi kaallidi de'iyaaga giite.

Hagee qanta taarike. Ane ne cenggurssaa xoqqu oottada eesuwaaninne likke nabbaba. Neeni nabbabada wurssa simmin taani nena oyshata oychchanawu de'ays. Ha"I neeni ay oottanaakkonne niyyo gelidee? Ane yaakko taarikiya nabbaba. Neeni nabbabiyo wode nena zemppo koshshennaba gidikko taani sirphphi qaada neeni nabbabiyo wode ezggo xallaa ezggiyooga era. Giigadii? Hekko hode doomma.

Tamaaree woykoo tamaariya nabbabuwa doommi simmiyoorin sohuwaara nabbabuwa wodiya likkiyo saatiya waasissite. Hegaa ootti simmidi A woykko I nabbabiyo qaalaa baazzan irssaasiya oyqqidi kaallite. Likke nabbabettibeenna pitaliyaa bolli ha malaataa (/) wottite. Nabbabishin balettidi simmidi qassi giigissidaba gidikkolikke nabbabidoogadan ekkite. Gidikkonne kase nabbabiyo wode baladan malaatettidaba gidikko qaalaa yuushuwan irzzo malaataa wottinne sinttawu kantti be'ite.

Tamaaree woykko tamaariya issi qaalaa nabbabanawu heezzu sekkondde gidiya wodiyawu mammottaydda woykko mammottiiddi takkikko he qaalaa intte xeesinne kaallidi de'iya qaalaa xeesissanawu (nabbabissanawu) kantti be'ite. Harabaa aynne haasayoppite. Ha wontta likke xeesettibeena qaalaa balan ekkidi malaatiyogaa akeekite.

Nabbabuwawu imettida 60mu sekkonddee wuriyo wode sohuwaara wonttaagaadan saatiya waasissinne esissi be'ite. Wurssettan tamaariya woykko tamaaree likke nabbabido qaalaa bolli oyddu tenqqaawa qoomaa ']' malaatite.

Saate gakkennan essiyo higgiya: tamaaree woykko tamaariya maaraara de'iya ichchashu qaalata likke nabbabanawu danddayennaba gidikko "galatays" ginnee sohuwaara nabbabuwa essi be'ite. Hegaape simmidi tohossa baggaara de'iya saaxiniya giddon malaatinnee kaalliya oosuwawu kantti be'ite.

60mu sekkondde wuriyo wode sohuwaara nabbabuwaa esissi be'ite. Wurssetta xeeran nabbabido qaalaa bolli ha oyddu tenqqa ']' malaata wottite.

Saate gakkennan esissiyo higgiya. Tamaaree woykko tamaariya koyro yafaran de'iya qaalatuppe issuwaanne likke nabbabibeennaba gidikko malaataa wotti simminne "galatays" giidi nabbabuwaa esissite. Hegaape kaallinne sintta oosuwawu pinni be'ite.

Shaahuwa 5 (B): Nabbabidi eriyooga

Nabbabuwawu imettida 60u sekkonddee wuriyo wode woykko tamaaree woykko tamaariya nabbabuwaa 60mu sekkondee wurennan de'ishin wurssikko nabbabuwa A sinttappe woykko I sinttappe diggirggite. Diggi Simmidi hagaappe garssaara de'iya oyshatuppe koyro oyshaa oychchite.

Zaaruwa qoppidi zaaranawu darishin 15shu sekkonddiya immite. Imettida zaaruwa yafaraa giddon de'iya zaarotu giddoppe issuwaa bolli malaatite. Yaati simminnee kaalliya oyshaa oychchi be'ite.

Nabbabuwaa essido sohuwaa malaatana gakkanaashiyan A woykko O xeelliya oyshatu xalaalaa nabbabite.

		Ha"I neeni nabbabido taarikiyaappe guutta oyshata taani oychchana haniyo gishshawu zaaranawu giiga			
			likke	**bala**	**Zaaroy baa**
Ta sunttay seebba geetettees. Taani goshanchcha. Ta biittay Humbbo Laareena. Ta de'iyoy aawaa, aayeenne michcheera.	22	**Seebba bittay awee? [Humbbo Laareena]**			
		Seebba oosoy aybee? [Goshshanchcha]			
Badhdheesaa gadiya goyya uttidaashin iray xayidi gam"iis. Hegee tana keehi qofissiis. Iree woze gaadakka walakkaas.	41	**Iray xayin seebbi waanidee? [Iree Woze Giis]**			
		Iree woze giiday oonee? [seebba]			
Taani ta kare kuwan uttada qoppishin iray akeekennan hibbi giis. Hegee tana daro Ufayssiis.	62	**Iray wodhdhiyoode seebbi awan de'ii? [kare kuwan uttiis]**			

Nabbaboy wuriyo wode nabbabuwaa kaalli xeelliyo saatiya bolli attida sekkonddiya xaafiyo saaxinya

Tamaaree woykko tamaariya koyro yafaraa likke nabbabana xayikko ha saaxiniya giddon mlaatite. Hayyannaa, minoy/miniya. Ane kaallidi de'iya shaahuwaakko pinnoos.

6tta Shaahuwaa: Ezggidi eriyooga

Ha meezee wodiya battidi meezetiyooba gidenna. Hegaa xalla gidennan nabbabanawu imettiyaabi baa. Cenggurssaa xoqqu oottidi issito xalaa tamaariyawu woykko tamaareessi nabbabite.Hegaape simmidi issi issi oyshawu 15shu sekkonddiya immite.Hegaa ootti simmidi hagaappe kaallidi de'iyaagaatto giite.

Issi qantaa taarikiyaa cenggurssaa xoqqu oottada issito xalla taani neeyyoo nabbabana simmada issi issi oyshata oychchana. Hegaassi loyttada ezgga. Neeni danddayido keenaa zaara. Ha"l neeni ay oottanawu de'iyaakko geliis gidennee? Yaakko ane ezgga.

Issi kana butuliya kaa' aydda issi olan kunddaasu.Olla giddon a waassiyoogaa siyada l aayyiya yassu.Yuppe attin maaddanawu danddayabeykku.Ogiyaara biya issi na'iya kana butulee metuwa be'aasu.Issi adussa mittaa xeeran ashuwa qachchada ollan duge yeggaasu.Kana butuliya ashuwa maanawu mitta oykkidaaro na'iya goochchada kessaasu.

Kana butuliya awan kunddade?	[olla giddon]	○ likke	○ bala	○ Zaaroy baa
Kana butuliya waanaydda ollan geladee?	[kaa' aydda]	○ likke	○ bala	○ Zaaroy baa
Kana butuliya ollan kunddin kasetidi gakkiday oonee?	[l aayyiyo]	○ likke	○ bala	○ Zaaroy baa
Kana butuliya ollaappee kiyin l aayyiya waanadee?	[Ufayittaasu]	○ likke	○ bala	○ Zaaroy baa
Kana butuliya ollaappe waana kiyadee?	[na'iya mittaa xeeran qachchido ashuwa maydda de'ishin goochchin]]	○ likke	○ bala	○ Zaaroy baa

Hayyanna! Minoy/miniyaAne kaalliya kifiliyaakko pinnoos.

7tta Shaahuwaa: Ezggi - Xaafuwaa

Ha oyshaa zaariyoy imettiyoy a bollaana. Hegaayyoo wurssettaa sinttaa duuqqidi tamaariya woykko tamaaree sinttan wottite.Simmidi kaallidi de'iyaagaa giite.

Ha'I issi qantta qofa-qashuwaa xaafanawu de'iyoo gishshawu giiga. Koyro taani kumetta qofa-qashuwa neeyyo nabbabana. Nabbaba simmada qofa-qashuwa shaakka shaakka nabbabiyo wode xaafaasa. Wurssettan heezzanttuwaa kumetta qofa- qashuwaa nabbabiyo wode gigissanawu danddayaasa. Ha"I neeni ay oottanawu de'iyaakko akeekadasa gidikki?

Tamaaree woykko tamaariya zaaruwa immiyoy woraqataana.
Hagaappe garssaara ezggi- xaafuwawu giigissido qofa-qashuwa cenggurssaa xoqqu oottidi issitoo xalaalaa nabbabite.
Nabbabi simmidi tamaariyawu woykko tamaaressi irssaasiyaa immite.Hegaappe simmidi qofa-qashuwa naa'antto shaakkidi "Woggaa giyaappe issi solomane tukkiya shamma" giidi nabbabite.
Hegaappe simmidi tamaaree woykko tamaariya xaafaydda/xaafiiddi de'ishin heezzanttuwaa kumetta qofa-qashuwaa nabbabite.Wurssettan heezzanttuwa nabbabi simmidi tamaariyawu woykko tamaareesi 15shu sekkondde gidiya wodiya immite.

Qofa-qashoy:**"Woggaa giyaappe issi solomane tukkiya shamma"**

Dumma malaatay oosettiyoy allaallee xeelliyo kifiliyaana gidiyo gishshawu timirtte keettan dumma malaataa wottoppite.		
Yiggiyo hiillata	**Imettida gatiya**	**2=likke; 1=baggay likke; 0=bala; 9= zaaroy baa**
"Woggaa" giyagaa likke xaafiis/xaafaasu		1= wogga
Giyaappe giyagaa likke xaafiis/xaafaasu		1= giyappe
Tukkiya giyagaa likke xaafiis/xaafaasu		1= tukkiya
Shamma giyagaa likke xaafiis /xaafaasu		1= shamma
Qaalaa qaalaappe suure shaakki xaafiis/xaafaasu		2= baggata shaakkidi xaafiis / xaafaasu
Maaraa naagidi/naagada haddirssappe ushachchi xaafiis/ xaafaasu		2= likke; 0=bala (bagga giyio zaaroy baa)
Qofa qashuwa wurssettan kuushsha malaataa wottis		2=likke; 0=bala (bagga giyo zaaroy baa)

Hayyana! Minoy (miniya)Ane kaalliya kifiliyaakko pinnoos

8tta Shaahuwaa: Tamaariya woykko tamaaree qoncce oyshaa

Issi asa oychchiyo wode oosettiyoogaadan issi issi oyshaa tamariya woykko tamariyo oychchite.Dooranawu imettida zaarota cenggurssa keehi xoqqu oottidi nabbaboppite.Tamaaree woykko tamaariya zaaruwaa mela sohuwan immanaashin naagite.Imettida zaaruwa mela sohuwan xaafite woykko zaaruwaara gayttiya geema qoodaa (kooddiya) irzzoyite.Dumma azazoy imettibeennaba gidikko zaaroy issuwa xalaala.

1	**Neeni sooni haasayiyo doonay timirtte keettan haasayiyoogee?**	Gidenna……..…… 0 Ee ……..……1 Erikke (zaaroy baa) ……..……..9			
2	**Sooni neeni haasayiyo doonay aybee?** **Issuwaappe dariya zaaroti imettanawu dandayoosona.**	Amaarattuwaa……..……..…… 1 Oroomottuwaa . . ……..……2 Tigirettuwaa……..…….. 3 Sidaamattuwaa……..…….. 4 Hadyyisa……..…..... 5 Wolayttatto…..……..……..6 Haraa (qoncco)…… ……..……7 Erikke……..……...9			
		baa	Ee	Erikke	Zaaroy baa
3	**Ne sooni _____ de'ii? Eraadooniya?**	0	1	8	9
4	**Silkkee woykko moobaylee?**	0	1	8	9
5	**Korintiyaa xomppee?**	0	1	8	9
6	**Televizhiinee?**	0	1	8	9
7	**Sheeshsha keettay?**	0	1	8	9
8	**Bishkkiliitee?**	0	1	8	9
9	**Motore bishkkiliitee?**	0	1	8	9
10	**So makiinay, caana makiinay, Tiraktere?**	0	1	8	9
11	**Intte sooni booray, dorssay, deeshshay gaameelay _____ de'iyoonaa?**	baa……..…… 0 dees……..…….. 1 Erikke/ Zaaroy baa ……..……...9			
11a	**Intte sooni aappun boorati, dorssati deeshshatinne gaameelati de'iyoonaa?**	_____			
12	**Neeni de'iyo keettaa kaaray aybee?**	qorqqoro……..…… 1 maata……..…….. 2 pilasttike……..…… 3 Erikke (zaaroy baa)…… ……..9			
13	**Neeni de'iyo keettaa wuygee aybee?**	biitta……..…….. 1 plastike tayliya……..……2 liisho (simmintoo)……..……3 Erikke (zaaroy baa)…… ……..……..9			

14	**Koyro kifiliya gelanaappe kase qeeri naati tamaariyo timirtte keettaa woykko koyro kifiliya gelanaappe kase tamaariyoosaa woykko qeese timirtte keettaa woykko Quuraaniyan gelada tamaaradii?**	gelabeykke……..…… 0 Ee……..……... 1 Erikke (zaaroy baa)……. ……..……9
15	**Zillaytti aappuntta kifiliyan tamaaradii?**	Timirtte keetta gelabeykke……....…..…… .0 1ro kifiliya……..……1 2tta kifiliya……..……..2 3tta kifiliya……..……..3 Erikke (Zaaroy baa) ……..……9
16	**Ha laytti timirtte keettaappe issi saaminttappe daruwa attadii?**	attabeykke……..…… 0 Ee……..……..1 Erikke (Zaaroy baa) ……...9
17	**Wolayttatto doonaa tamaariyo woykko nabbabiyo maxaafi de'ii?**	baawa…… 0 Ee……..……...1 Erikke (Zaaroy baa) ……9
18	**Timirtte keettaappe kareera sooni nabbabiyo maxaafati gaazexatinne harabati de'iyoonaa?**	baa……..……. 0 Ee…… 1 Erikke (Zaaroy baa) ……..…….....9
19	**18tta oyshawu ne zaaroy Ee giyaaga gidikko ha maxaafati woykko hara xaafettidabati xaafettidoy ayba doonaanee?**	Amaarattuwaana……..……..……1 Oromottuwaana……2 Tigirettuwaana……..3 Sidaamattuwaana……..4 Hadiyyisa……...5 Wolayttattuwaana..……..6 Ingglizettuwaana ……..……...7 Haraa (qoncco)…… ……..……8 Erikke……..……..9
20	**Nena sooni xanna'issiyay oonee?**	Baa ……..……...0 aayyiyo……1 aawaa……...2 Ishaa…….....3 michchiyo……4 dabbuwaa..……..5 taassi imettida xanna' issiyaagaana……6 Erikke (Zaaroy baa) ……..……9
21	**Ne aayyiyaa nabbabuwaanne xaafuwaa eriyoonaa?**	Erukku……0 Erawusu……. 1 Erikke (zaaroy baa) ……..……9
22	**Ne aaway nabbabuwaanne xaafuwaa eriyoonaa?**	Erenna…… 0 Erees……... 1 Erikke (Zaaroy baa)… ……..……9

Ha"I wurssida, keehippe galatays. Hachchi nuuni oottidobaa oossinne odoppa. Ne kifiliya baanawu danddayaasa

Time at completion:	_____:___ _