ALL CHILDREN READING:
A GRAND CHALLENGE FOR DEVELOPMENT

Baseline Report

Matching Children with Level-Appropriate Books and Engaging Families

Qué Funciona para el Desarrollo (QfD), Mexico

Prepared by:
School-to-School International (STS) and QfD
For All Children Reading: A Grand Challenge for Development

September 2016

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I. Executive Summary

Recognizing that literacy is fundamental to learning, skill acquisition, and success in primary school and beyond, education stakeholders are increasing their focus on the assessment of early grade reading skills. The Early Grade Reading Assessment (EGRA) is an oral student assessment designed to measure the most basic foundational skills for literacy acquisition in the early grades: recognizing letters of the alphabet, reading simple words, understanding sentences and paragraphs, and listening with comprehension.[1] The EGRA methodology was developed under EdData II, and has been applied in more than 30 countries and 60 languages.[2]

All Children Reading: A Grand Challenge for Development (ACR GCD), a joint partnership between the United States Agency for International Development (USAID), World Vision, and the Australian Government, Department of Foreign Affairs and Trade (DFAT), adopted the standard EGRA to systematically assess reading skills across all Round 2 grantees. The instrument is adapted according to each grantee's project context.

Qué Funciona para el Desarrollo (QfD), an ACR GCD Round 2 grantee, is implementing Mundo de Libros (MdL) a program that combines a community library with computers, a web-based platform, and parental engagement. The aim of this program is to improve reading skills and habits of students enrolled in Grades 1 to 3 in Spanish-speaking countries. In collaboration with School-to-School International (STS), QfD conducted an EGRA baseline assessment in ten libraries. In addition, QfD administered the Spanish version of the Peabody Picture Vocabulary Test, known as the Test de Vocabulario en Imagenes Peabody (TVIP), and a Reading Habits and Attitudes survey.

The results of the EGRA baseline data collection, conclusions, and recommendations are presented in this report. Below is a summary of the key findings.

Key Findings

Table 1: Mean Results for EGRA Subtasks by Treatment Group

Subtask	Treatment A (N=167)		Treatment B (N=119)		Treatment C (N=169)		Control (N=116)		All Students (N=571)	
	Total	Zero Scores	Total	Zero Scores	Total	Zero Scores	Total	Zero Scores	Total	Zero Scores
Letter-sound Knowledge	23.26	3.59%	25.73	2.52%	23.15	5.33%	24.24	5.17%	23.94	4.20%
Initial Sound Identification	5.58	13.77%	5.74	17.65%	6.17	10.65%	6.14	14.66%	5.90	13.84%
Familiar Word Reading	39.79	8.98%	46.06	7.56%	39.61	11.24%	44.26	6.90%	41.95	8.93%
Nonword Reading	27.15	9.58%	30.28	5.04%	26.15	9.47%	29.19	6.90%	27.92	8.06%
Oral Reading Fluency (ORF)	54.29	5.39%	65.39	5.88%	52.52	6.51%	62.84	6.90%	57.81	6.13%
Reading Comprehension	3.66	20.36%	4.04	13.45%	3.63	23.08%	4.19	12.07%	3.84	18.04%

1. **Overall, the students participating in the MdL program have appear to have relatively high foundational pre-reading and reading comprehension skills**, evidenced by the low

[1] RTI International and International Rescue Committee. (2011). Guidance Notes for Planning and Implementing Early Grade Reading Assessments.

[2] USAID EdData II. Available at: https://www.eddataglobal.org/reading/

proportion of zero scores across EGRA subtasks. This may be the result of characteristics specific to the selected sample or due to the overall state of early grade reading capacities in Mexico. In particular, though high EGRA results may be a positive finding in consideration of the importance of students' early grade reading capacities, these high results may have implications on the study's ability to measure improvement from baseline to endline due to a potential "ceiling effect".

2. Results on timed subtasks indicate an average fluency of 23.94 correct sounds per minute on the Letter-sound Knowledge subtask, 41.95 correct familiar words read per minute on the Familiar Word Reading subtask, 27.92 correct nonwords read per minute on the Nonword Reading subtask, and 57.81 correct words read per minute on the Oral Reading Fluency (ORF) subtask.
3. Results from untimed subtasks show an average score of 5.90 sounds out of ten on the Initial Sound Identification subtask and an average score of 3.84 questions answered correctly out of seven on the Reading Comprehension subtask.
4. The Adaptive Oral Reading Fluency and Adaptive Reading Comprehension subtasks were created and piloted by QfD for this study as adaptations to the standard EGRA ORF and Reading Comprehension subtasks. Initial results indicate that these two subtasks may be a solution to one of the key EGRA limitations - measuring children's reading ability independent of their reading speed and how far they are able to read in ORF passage.

Results from the baseline assessment of the TVIP and Reading Habits and Attitudes survey will be presented in the end-of-project report.

II. Project Description

Reading skills are an important predictor of educational attainment and, consequently, of other long term outcomes. Research has shown that family involvement and access to level-appropriate reading materials are fundamental for the development of reading skills and good reading habits, especially among emergent and beginner readers.[3] In Mexico, many primary school students are not reading at grade level[4], and their parents often are unsure on how to help them learn to read.[5] In this setting, the school curricula[6] and practices often follow a "one size fits all" approach to teaching reading. No systematic book-leveling methodology is used to support access to appropriate reading materials for different levels of readers within a grade.[7] Evidence suggests that to spur learning, books should be tailored to the student's reading level and interests,[8] and parents[9] should play an active role in their child's reading activities.

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[3] See McGill-Franzen, A. (1993). "I could read the words!": Selecting good books for inexperienced readers. *Reading Teacher* 46, 424-426; Reimers, F. Coord. (2006). Aprender más y mejor: Políticas, programas y oportunidades de aprendizaje en educación básica en México. *Colec.Educación y* Pedagogía, México: FCE, SEP, HGSE, and ILCE; DeBruin-Parecki, A. (2006). Let's read together: Improving literacy outcomes with the Adult-Child Interactive Reading Inventory. Baltimore: Paul H Brookes Publishing.

[4] Díaz, M. A., & Flores, G. (2010). México en PISA 2009. *México: INEE*. INEE (2009). EXCALE database for third grade students in Mexico: 2009-2010, available at: www.inee.mx

[5] Ortega- Hesles, H (2012), Learning from the Pilot Study of a Cluster Randomized Trial: Summer Reading Interventions targeting third grade students in Mexico, Harvard Graduate School of Education, *unpublished qualifying paper.*

[6] The national curricula focuses on reading decoding and fluency in Grades 1 and 2, and on reading comprehension starting in Grade 3.

[7] For instance, the National Reading Program (PNL in Spanish) roughly classifies some books by grade or education level.

[8] Fountas, I. C. & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912. McGill-Franzen, *loc. cit.*; Worthy, J. (1996). A matter of interest: Literature that hooks reluctant readers and keeps them reading. *The Reading Teacher*, 50(3), 204-212; Allington, R. L. (2002). You can't learn much from books you can't read. *Educational Leadership, 60*(3), 16-19; RAND Reading Study Group. (2002). Reading for understanding: Toward a Rand program in reading comprehension. Santa Monica, CA: Science and Technology Institute, RAND Education.

[9] Snow, C.E., Burns, M.S., and Griffin, P. (1998). Preventing Reading Difficulties in Young Children. Washington, DC: National Academy Press. Lin, Q. (2003). Parent involvement and early literacy. *Harvard Family Research Project.*

MdL aims to improve reading skills and habits of primary students enrolled in Grades 1 to 3 in Spanish-speaking countries. This free program seeks to foster parents' engagement in their child's reading and complement it with a web-based platform and access to interesting level-appropriate children's books at a community library. The MdL program has three core components:

1. **Access to children's books at the library and that can be taken home.** Children have a program passport – similar to a library card – that allows them to borrow books and keep track of due-dates. Each library in the program received 720 children's books, as they are only equipped with computers. The book collection is diverse in terms of difficulty and topics, thus ensuring that every child will have a wide spectrum of choices.
2. **Access to an individual profile (with login and password) through the web-based platform (www.mundodelibros.mx).** Each child's profile on the platform gives them personalized book recommendations according to their assessed level of vocabulary and reading skills. These recommendations are determined by QfD's MATCH algorithm that takes into account the reading level of each child and the characteristics of each book.[10] After logging into the site, participants choose an avatar, see recommendations, filter titles according to interests, and search for specific titles, authors or words. The website also allows users to rate the books (on a scale of one to five) after returning them.
3. **Workshops and materials for parents or caregivers**. The main objectives of these workshops and materials are to: (i) promote parental engagement, (ii) provide information and strategies to scaffold their children's reading practices, and (iii) advise how to create a rich literacy environment at home. Workshops for parents or caregivers take place every two months.

QfD, in collaboration with implementing partner Fundación Proacesso, selected ten libraries that were already equipped with computers and tablets as part of an initiative to promote digital development in low-income communities. At the start of MdL, QfD equipped each selected library with children's furniture and hard-copy books in Spanish. These libraries serve as the sites where children will use the web-based platform, access books, and where parents will attend workshops. Some of the libraries are located next to or inside an education facility[11] because the space was donated by the local government, though these libraries operate independently from the Mexican education system.

III. Purpose

The purpose of the MdL program is to improve the reading proficiency of children while fostering parental engagement. Accordingly, the baseline and endline assessments evaluate two of the key components of MdL:

1. the use of the MATCH algorithm to provide personalized recommendations, via the MdL platform, according to each child's specific reading profile; and
2. the role of parental participation in workshops on children's reading.

The evaluation is designed to measure potential benefits on reading skills and reading habits of children in Grades 1 to 3.

[10] The Internet-based platform's MATCH algorithm provides children with personalized book recommendations children's assessed vocabulary and reading level, and books' quantitative (e.g. sentence length, word length) and qualitative (e.g. text structure, existence of illustrations) characteristics.

[11] Education facilities can cover from a primary school to a university.

IV. Evaluation Design and Methodology

To measure the impact of MdL, baseline and endline assessments will be conducted in all ten libraries, located in both urban marginalized and rural areas of the State of Mexico.

The specific research questions that the evaluation seeks to answer are:

1. Does access to the MATCH algorithm, which recommends books tailored to each child's reading profile through access to the web-based MdL platform, improve vocabulary, reading scores and reading habits of early grade readers, and access to adequate of reading materials compared to children that do not have access to the MATCH algorithm?
2. Do workshops for parents succeed in improving parental engagement in children's reading?
3. Do the workshops for parents improve the vocabulary, reading scores and/or reading habits of early grade readers compared to sites where parents were not offered the workshops?

To address these questions, three different instruments were used, and each are described in detail below. To evaluate the impact of MdL on reading skills and vocabulary, QfD will re-administer EGRA and TVIP assessments at endline. All EGRA data collected by QfD will be validated and analyzed by STS.

To understand the reading habits of early grade readers, a Reading Habits and Attitudes survey was collected at baseline and will be administered again at endline. To assess the effect of parental engagement on a child's reading, QfD will use the questions from the Reading Habits and Attitudes survey on parent-child reading interaction and will complement them with a survey for parents about the nature and characteristics of their involvement in their child's reading activities.

In addition to the quantitative analysis, QfD is conducting qualitative research using data from interviews and focus groups with children, parents and librarians, as well as participant observations. This parallel effort can provide valuable information on the impact of the program and shed light on the findings from the quantitative analysis.

Instrument Development

Three different instruments were used for the baseline assessment of the MdL program: TVIP, EGRA, and a Reading Habits and Attitudes survey.

TVIP. To measure receptive (hearing) vocabulary acquisition, QfD administered Pearson's Spanish version of the Peabody Picture Vocabulary Test.[12] Known as the Test de Vocabulario en Imagenes Peabody (TVIP) in Spanish, the test is applied in the following manner: an assessor says a stimulus word, and the child responds by pointing to one of the full-color pictures displayed on the test easel. A benefit of using the TVIP is that it can be individually administered from the age of two because it does not require reading or verbal or written responses. The TVIP used during the baseline assessment contains 125 stimulus words specific to Spanish vocabulary and norms in Mexico. To facilitate data collection, the QfD team designed an app that standardized the administration and scoring rules of the test.

[12] Dunn, L. M., Lugo, D. E., Padilla, E. R., & Dunn, L. M. (n.d.). *Test de Vocabulario en Imagenes Peabody (TVIP)*. Retrieved from Pearson: http://www.pearsonclinical.com/language/products/100000487/test-de-vocabulario-en-imagenes-peabody-tvip.html#tab-details

EGRA. To measure different reading skills, from phonemic awareness to reading comprehension, the following EGRA standard subtasks, adapted into Spanish, were used:

1. Letter-sound Knowledge
2. Initial Sound Identification
3. Familiar Word Reading
4. Nonword Reading
5. Oral Reading Fluency (ORF)
6. Reading Comprehension

In addition, QfD determined it would be valuable to make two modifications. The first was to add two inferential questions to the subtask associated with the timed ORF subtask, which normally contains five Reading Comprehension questions. The second modification was to include two additional untimed subtasks: Adaptive Oral Reading Fluency (AORF) and Adaptive Reading Comprehension. These two subtasks help to better differentiate the reading comprehension level of the sample population. The final version of the EGRA and adaptive subtasks administered during the baseline assessment are detailed in Table 2.

The adaptation of EGRA to the linguistic context and the pilot testing of the AORF and Adaptive Reading Comprehension subtasks were conducted by MetCuantus, a psychometrics consulting firm. The adapted EGRA was piloted by QfD with 225 children in June 2015 in one preschool and three public primary schools in the State of Mexico with children enrolled in the last grade of preschool through Grade 3.[13]

The pilot helped QfD to calibrate the adapted EGRA subtasks, learn from the implementation logistics and be prepared for possible contingencies. During the pilot it became evident that children in public schools arrive in Grade 1 with some letter knowledge, but no decoding abilities. Based on these floor results for first grade students, the QfD team decided to include the TVIP vocabulary assessment. In addition, minor adjustments were made to the piloted EGRA following recommendations from STS's psychometric analysis and conversations with experts. For example, the Letter Name Identification subtask was excluded because, in most cases, children learn letter sounds by learning their names. Also, QfD decided to eliminate the Letter-sound Discrimination subtask because it measured phonemic awareness that was already captured in the Initial Sound Identification subtask (see Annex C for full EGRA adaptation).

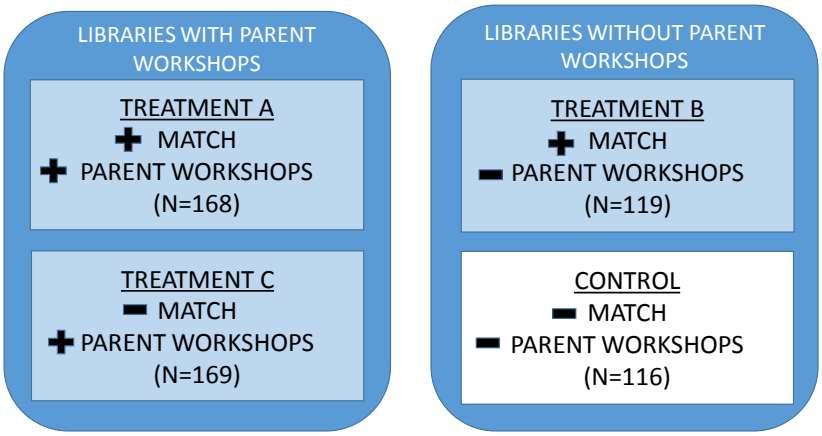
Reading Habits and Attitudes survey. To measure reading habits and attitudes, QfD and MetCuantus designed and piloted a short Reading Habits and Attitudes survey. The survey includes three yes/no questions and fourteen questions with a four-Likert scale focused on personal and family literacy activities and behaviors (see Annex D for full Reading Habits and Attitudes survey).

Sample

To obtain the final sample size of 572 children, QfD conducted a multi-step selection process. Figure 1 provides a breakdown of the sample by treatment group (A, B, and C) and control group.

[13] We included kindergarten because those are the children that would be the 1st graders in the following school year.

Figure 1: Sampling Frame



Pre-selection: QfD conducted an online survey of all 50 libraries run by Fundación Proacesso. Using the results, the following selection criteria were established: (i) at least two librarians working full-time; and (ii) reliable internet connectivity. After applying the selection criteria, 14 libraries remained eligible for selection.

Selection and allocation: The remaining libraries were stratified by urban or rural status and ten were randomly selected. QfD promoted MdL in the libraries and in nearby primary schools to attract and recruit students to the program. Promotion included a five-minute explanation of the program and the distribution of flyers. Interested children then had to go to the library to receive the registration materials, which included a description of the program, QfD's privacy policy (required by law), the consent form, and a registration form with contact information and sociodemographic questions about the child and parents. Registrations were received and children were selected on a first-come, first-served basis. The initial sample of 459 children were assessed from December 2015 to January 2016. In three of the ten libraries, fewer than ten children enrolled. These libraries were replaced with three new libraries, and after an additional recruitment process, a second round of baseline assessments was conducted from February to March 2016.

The final sample includes two library categories – those with parent workshops and those without parent workshops – as well as two student categories – those receiving the MATCH algorithm and those not receiving the MATCH algorithm (see Annex A for further details on weighting and strategies for controlling contamination within libraries).

V. Fieldwork Preparation and Data Collection

Assessor Training

To test and calibrate the adapted EGRA and to train potential supervisors and assessors, QfD conducted a pilot test in June 2015. For the pilot, three supervisors and eight assessors[14] participated in a five-day EGRA training hosted by QfD and MetCuantus during the week prior to piloting. Staff from STS supervised part of the training and field implementation. The training included classroom instruction and practice based on the schedule below:

[14] Assessor candidates were required to hold a bachelor degree, a minimum of one year of experience with children, knowledge of how to apply tests, experience administering any evaluations to children, and the ability to explain the evaluations they had applied, including challenges that occurred when working with children.

- The three-day classroom training covered the purpose and objective of the MdL program and administrative issues, as well as the objectives, manuals and protocols for the different EGRA subtasks. Assessors practiced administering EGRA on paper and electronic tablets in the classroom.
- The two-day field training was conducted in two public primary schools. Assessors were divided in groups of three or four, with one assessor administering the assessment by tablet and the remainder scoring the assessment on paper. QfD utilized a translated version of the Assessor Observation Checklist (Handout 8.1 of RTI's EGRA Webinar) to rate assessors. This dynamic allowed for tracking of assessor performance and to measure inter-rater reliability (IRR). The six assessors who were selected for the pilot had the highest point total on their peer-evaluation and IRR test at the end of the two-day field training.

Experiences from the first pilot informed the training and implementation for the operational baseline data collection.

Additional training on the adapted EGRA took place in November 2015 to prepare for the operational baseline data collection in December 2015 and January 2016. During this training, the QfD team followed a similar structure to the pilot test in June 2015. QfD selected and trained seven licensed assessors, including two that participated in pilot test.[15] QfD held an eight-day training that included theoretical and practical components of the different instruments. In contrast to the pilot test training, this training also covered the administration of the TVIP and the Reading Habits and Attitudes survey:

- During the four-day classroom training, two days were dedicated to TVIP training, 1.5 to EGRA, and 0.5 to the reading habits and attitudes survey.
- In the four-day field training, assessors practiced the administration of the different instruments with relevant-age students in two public primary schools. The dynamic was similar to that of the pilot, using the Assessor Observation Checklist and keeping track of the consistency of administration (IRR) of the adapted EGRA.

The seven assessors trained in November 2015 conducted the operational baseline data collection. For the operational data collection, each assessor received a vest with the logo of the program, a tablet, and an assessment kit that contained printed copies of the instruments, stimulus sheets, and administration manuals. Assessors were divided into pairs or groups of three based on the site where they were administering the baseline assessment.

Inter-rater Reliability (IRR) Test

Inter-rater reliability is a measure of reliability used to assess the degree to which different assessors agree in their assessment decisions. IRR tests were performed both during the classroom training and practical training at schools, although more formal IRR tests took place at the latter. During classroom trainings, the team used real and mock assessment audio for assessors as an opportunity for discussion and feedback on EGRA scoring.

In the practical training at schools, assessors worked in teams of three or four, with one assessor administering the assessment by tablet and the remainder scoring the assessment on paper. After

[15] The rest of the assessors that participated on the pilot were already committed to another activity or job.

each assessment, the group reviewed scoring for each subtask and provided feedback on how faithful the observed assessor was to the guidelines of the assessment and the ease in applying the test. In addition, supervisors tracked assessors' consistency in the administration and their assessment decisions when scoring. Peer comparisons and supervisor notes were used to track IRR. Those with lower IRR had more opportunities to practice in the following day, and by the end of the eight-day training, all assessors performed within the IRR threshold of 90 percent.

Institutional Review Board for Human Participants (IRB)

The Institutional Review Board (IRB) is responsible for ascertaining the acceptability of proposed research in terms of institutional commitments and regulations, applicable laws, standards of professional conduct and practice, and ethical and societal norms. The IRB examines subject recruitment procedures, proposed remuneration, and the informed consent process. The Board also evaluates the potential risks and benefits to participants outlined in each protocol. In consultation with World Vision, QfD staff completed the required Research Ethics training and submitted the instruments and research design to Solutions IRB. QfD received approval to conduct their research prior to their baseline data collection.

Data Collection

As part of the baseline data collection process, participants were asked to complete the following tasks:

- **Registration:** Promotional materials—posters and flyers—with details about the program and registration process were distributed in the libraries and nearby primary schools. Interested parents or caregivers were asked to read and sign the informed consent, the privacy policy and to complete the registration form with contact information (e.g. address, phone, etc.) and socio-demographic information about the child (e.g. gender, age, school grade) and parents (e.g. education, family composition).[16]
- **Assessments and Survey:** Registered participants took the individually administered assessments and survey described in the instruments section. Following the assessment protocols, children were given paper stimulus and the answers were captured by the assessors using a tablet (Tangerine electronic data capturing software for the EGRA and survey; QfD's TVIP App). Before the assessment, each participant was informed of the objective of the program and asked for assent and their response was captured on the tablet. After the EGRA and TVIP, the Reading Attitudes and Habits survey was administered. The assessment duration ranged from 30 to 45 minutes depending on the skill level of each child. All of these instruments were individually administered at baseline using a tablet.

Baseline assessments were primarily administered at MdL libraries. In a few cases, baseline assessments were administered at schools where a significant number of MdL students were in attendance and when QfD received authorization from the school principal. When the baseline was administered at the library, participants were called in advance to schedule individual appointments for assessments. Upon completion of the baseline assessment, the participant received a ticket to exchange for their program passport on the MdL launch date.

[16] An additional phone questionnaire gathered additional context information of the family; however, response rates were low due to wrong phone numbers and security concerns of parents.

The launch of MdL began just after baseline data collection – January 2016 for the first round of seven libraries and March 2016 for the three replacement libraries.

Data Analysis

The data were analyzed using STATA, Excel, and SPSS. Differences between results of treatment groups as well as results by grade were tested for significance; where found, these differences are noted. Mean scores of multiple groups were compared using ANOVA, or Analysis of Variance – a statistical strategy that is used to analyze the differences between group means. Differences in the proportion of students who scored zero (or non-readers) were compared using the chi-square test for significance.

Table 2: Subtask and data analysis methods

Subtask	Type	Description
Letter-sound Knowledge	Timed	Letter-sound Knowledge is measured as the number of correct letter-sounds read in one minute (CLSPM). Letter-sound Knowledge is a measure of alphabet knowledge. Each student had the opportunity to read up to 100 upper and lower case letters.
Initial Sound Identification	Untimed	Initial Sound Identification is measured as the number of correct initial sounds identified out of ten. Each student had the opportunity to identify ten beginning phonemes that are different from two others in a series of words.
Familiar Word Reading	Timed	Familiar Word Reading is measured as the number of correct familiar words read in one minute (CFWPM). Each student had the opportunity to read up to 50 words.
Nonword Reading	Timed	Nonword Reading is measured as the number of correct "nonwords" read in one minute. Nonword Reading measures decoding (CNWPM). Each student had the opportunity to read up to 50 one and two syllable "nonwords".
Oral Reading Fluency (ORF)	Timed	ORF is measured as correct words read in one minute. ORF is a decoding and reading fluency measure. Each student had the opportunity to read 40 words. The ORF passage formed the textual basis for the Reading Comprehension subtask.
Reading Comprehension	Untimed	Reading Comprehension is measured as the number of correct answers verbally delivered to the assessor based on questions asked about the passage read as part of the ORF subtask. Each student had the opportunity to answer five factual questions.
Adaptive Oral Reading Fluency (AORF)	Untimed	AORF is measured as the number of correct words read within a passage. Students were presented one of two different stories according to their performance in the Reading Comprehension subtask (three correct answers threshold). Students routed to the short passage (Outcome B) had the opportunity to read 97 words, and students routed to the longer passage (Outcome C) had the opportunity to read 164 words. The passages varied in difficulty in terms of word, sentence and paragraph length.
Adaptive Reading Comprehension	Untimed	Adaptive Reading Comprehension is measured as the number of correct answers verbally delivered to the assessor based on questions asked about the corresponding passage from the AORF subtask. Students had the opportunity to answer four factual questions and two inferential questions. Incorrect answers were also captured in an open-ended format for analysis purposes.

Furthermore, for each subtask, decision rules were applied to exclude outliers. For example, if the time remaining for a timed subtask resulted in a fluency rate that was outside a reasonable range, then that student's fluency rate was not included in the analysis. Reasonable ranges for time remaining were based on multiple factors, including the rate at which letters or words in the language tested are typically read and the mean fluency rate with and without the outlier data points. After consideration of the reasonable ranges in the data, no outliers were removed.

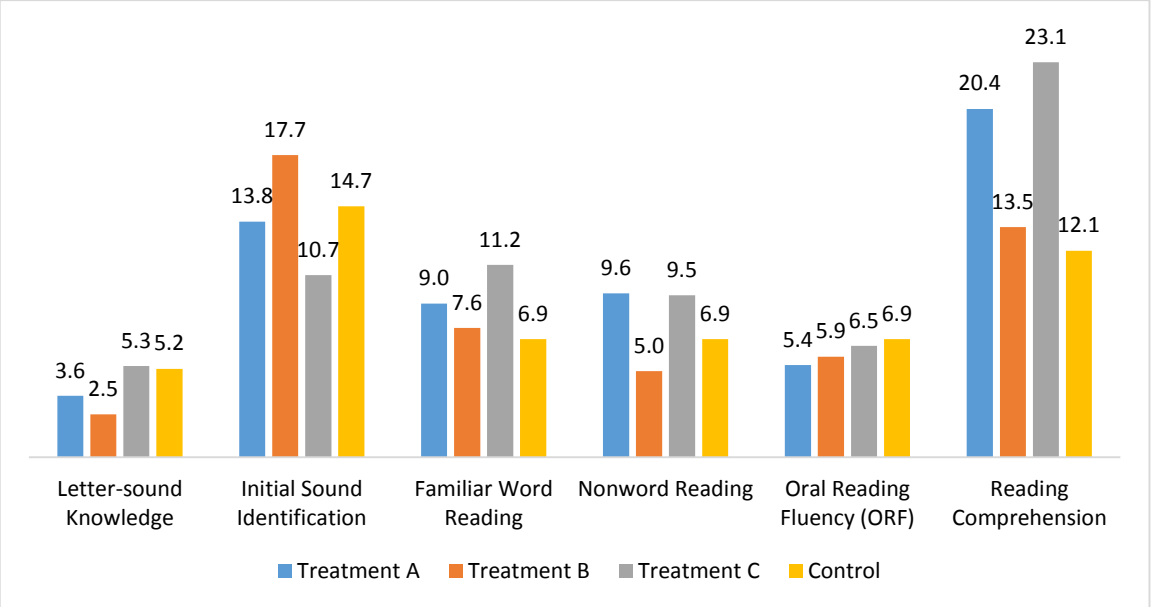
Some children completed timed subtasks before the full minute of the assessment expired. In these cases, fluency rates were calculated per second and multiplied by 60 seconds to compute the fluency per minute rate. This assumes that, if there were additional items included on the timed subtask, the child would have continued responding at the same rate and resulted in fluency rates that were higher than the number of items on the subtask.

The following table presents a summary of each subtask included in the EGRA assessment. Note that five subtasks were timed (one minute) and three were untimed. Timing certain subtasks is important because children's fluency – in this case, the speed needed to accomplish these subtasks – is a predictor of other reading skills such as comprehension.

VI. Summary of Findings

Overall, the students participating in the MdL program appear to have relatively high foundational pre-reading and reading comprehension skills, as evidenced in Figure 2. Students had the highest proportion of zero scores on the Reading Comprehension subtask and the lowest on the Letter-sound Knowledge subtask. No subtask had proportions of zero scores above 25 percent.

Figure 2: Proportion of Zero Scores by Treatment Group



VII. Results by Group and Grade

Letter-sound Knowledge

In this subtask, students were presented with 100 letters and asked to indicate the sound created by each letter within one minute. If a child is able to understand that letters represent sounds, and knows which sounds they represent, then he or she can use this knowledge to "sound out" groups of letters,

or words, and in time associate them with meaning, thus learning to decode words he or she has never seen before.

Table 3: Letter-sound Knowledge Fluency by Treatment Group and Grade

Group	Grade	N	Mean Fluency (CLSPM)	SD[17]	Proportion Zero Scores[18]	Range
Treatment A: MATCH + Workshop	1	59	19.81	16.63	5.08%	0 – 66
	2	50	25.00	15.44	4.00%	0 – 56
	3	58	25.26	13.65	1.72%	0 – 56
	Total	167	23.26	15.41	3.59%	0 – 66
Treatment B: MATCH, no workshop	1	25	23.84	16.46	4.00%	0 – 57
	2	58	24.79	15.75	3.45%	0 – 62
	3	36	28.56	12.14	0%	7 – 50
	Total	119	25.73	14.91	2.52%	0 – 62
Treatment C: No MATCH + workshop	1	64	19.47	14.28	9.38%	0 – 53
	2	53	25.24	13.18	1.89%	0 – 51
	3	52	25.54	13.34	3.85%	0 – 53
	Total	169	23.15	13.87	5.33%	0 – 50
Control: No MATCH, no workshop	1	24	18.42	13.33	8.33%	0 – 39
	2	67	25.25	15.24	4.48%	0 – 70
	3	25	27.12	15.69	4.00%	0 – 51
	Total	116	24.24	15.74	5.17%	0 – 70
Total: All students		571	23.94	14.93	4.20%	0 - 70

On average, students were able to identify nearly a quarter of the letter-sounds correctly within one minute; at least one student in Grade 2 in the control group identified as many as 70 sounds correctly. The difference in mean scores between treatment groups was not statistically significant, meaning that students in treatment groups are not different at the baseline. The differences in mean scores between grades were statistically significant.[19] Nearly all children were able to identify at least one letter-sound, with only a small proportion of students - approximately four percent - unable to correctly identify a single letter-sound.

[17] The standard deviation (SD) of the measure of interest – here, mean fluency rates – describes how spread out the scores are. Smaller SD values indicate that the majority of values lie close to the mean; larger SD values indicate that mean fluency rates varied and were more spread out.

[18] Zero scores are shown as the proportion of students who were unable to correctly identify a single letter-sound out of the total number of students assessed.

[19] Differences between mean fluency for grades were statistically significant ($F(2.559)=7.07$, $p=0.0009$) at baseline, indicating that students had different mean fluency rates in Grade 1, Grade 2, and Grade 3. This is expected because, in most cases, mean fluency scores should increase as children progress from Grade 1 to Grade 3.

Initial Sound Identification

In this subtask, the assessor read ten words and students were asked to indicate the initial sound of each word. Students were not required to read anything for this exercise, as it was administered orally. The ability to identify isolated sounds in a word, or phonemic awareness, indicates that a child understands that words are made up of sounds – an understanding he or she can then use to associate sounds with letters, which is a building block of decoding. This was an untimed subtask.

On average, students scored high on this subtask, identifying nearly six initial sounds correctly out of ten. The differences between the mean scores of treatment groups were not statistically significant[20] and, similar to the Letter-sound Knowledge subtask, differences between mean scores of all grades were statistically significant[21]. Approximately 14 percent of students received zero scores on this subtask, indicating that students may have struggled more with initial sounds than with letter-sounds. The differences in the proportion of zero scores between grades within Treatment C were statistically significant[22], indicating a broader disparity of reading ability between grades within this group than in the other treatment groups.

Table 4: Initial Sound Identification Score by Treatment Group and Grade

Group	Grade	N	Mean Score	SD	Proportion Zero Scores	Range
Treatment A: MATCH + Workshop	1	59	4.86	4.02	18.64%	0 – 10
	2	50	5.62	3.55	14.00%	0 – 10
	3	58	6.28	3.22	8.62%	0 – 10
	Total	167	5.58	3.65	13.77%	0 – 10
Treatment B: MATCH, no workshop	1	25	5.16	3.65	16.00%	0 – 10
	2	58	5.34	3.90	22.41%	0 – 10
	3	36	6.78	3.21	11.11%	0 – 10
	Total	119	5.74	3.69	17.65%	0 – 10
Treatment C: No MATCH + workshop	1	64	5.16	3.59	18.75%	0 – 10
	2	53	6.83	3.27	5.66%	0 – 10
	3	52	6.75	3.11	5.77%	0 – 10
	Total	169	6.17	3.42	10.65%	0 – 10
Control: No MATCH, no workshop	1	24	4.92	3.41	12.50%	0 – 10
	2	67	6.34	3.56	16.42%	0 – 10
	3	25	6.76	3.59	12.00%	0 – 10
	Total	116	6.14	3.56	14.66%	0 – 10
Total: All students		571	5.90	3.57	13.84%	0 – 10

[20] F(3.567)=1.02, p=0.3831
[21] F(2.559)=7.81, p=0.0005
[22] Chi2(2)=7.101, p=0.029

Familiar Word Reading

In this subtask, students were presented with 50 familiar words and asked to read as many as they could within one minute. Knowledge of familiar words and the ability to read them quickly enables a child to read with automaticity – a critical skill to learn to read with fluency and comprehension.

Table 5: Familiar Word Reading Fluency by Treatment Group and Grade

Group	Grade	N	Mean Fluency (CFWPM)	SD	Proportion Zero Scores	Range
Treatment A: MATCH + Workshop	1	59	17.36	17.54	20.34%	0 – 73.85
	2	50	44.44	18.33	2.00%	0 – 87.10
	3	58	58.59	24.74	3.45%	0 – 130.43
	Total	167	39.79	26.94	8.98%	0 – 130.43
Treatment B: MATCH, no workshop	1	25	18.49	19.00	24.00%	0 – 73.17
	2	58	48.15	22.32	3.45%	0 – 115.38
	3	36	61.83	23.35	2.78%	0 – 103.45
	Total	119	46.06	26.74	7.56%	0 – 115.38
Treatment C: No MATCH + workshop	1	64	14.39	16.18	29.69%	0 – 83.33
	2	53	49.90	25.67	0%	0 – 115.38
	3	52	60.14	24.06	0%	8 – 125
	Total	169	39.61	29.73	11.24%	0 – 125
Control: No MATCH, no workshop	1	24	12.21	13.74	29.17%	0 – 40.09
	2	67	48.42	21.19	1.49%	0 – 98
	3	25	63.88	18.69	0%	29 – 100
	Total	116	44.26	26.01	6.90%	0 – 100
Total: All students		571	41.95	27.64	8.93%	0 – 130.43

On average, students were able to read about 42 out of 50 words correctly in one minute, with one student reading at a rate of 130 words correctly per minute.[23] The percent of zero scores ranged across treatment groups from about seven percent for the control group to 11 percent for Treatment C. Overall, the mean percent of students unable to correctly identify any familiar words on this subtask was about nine percent. Again, the differences in mean scores between all grades were statistically significant[24]. These differences were reflected in the spread of zero scores, which were also significantly different across all grades within each treatment group.[25]

[23] For Familiar Word Reading, 231 children (5 in Grade 1, 106 in Grade 2, and 120 in Grade 3) finished the subtask with time remaining. Their fluency rates were calculated per second and multiplied by 60 to obtain the fluency per minute rate.

[24] $F(2.559)=180.82$, $p<0.0000$

[25] Treatment A: $Chi2(2)=14.46$, $p=0.001$; Treatment B: $Chi2(2)=12.25$, $p=0.004$; Treatment C: $Chi2(2)=35.12$, $p < 0.000$; Control: $Chi2(2)=23.44$, $p < 0.000$

Nonword Reading

In this subtask, students were presented with 50 nonwords, or words that obey the linguistic and orthographic rules of the Spanish language, but do not have any meaning. Children's nonword reading skills are assessed to determine the extent of development of their decoding ability – a foundational skill in learning how to read. This was a timed subtask.

On average, students were able to read fewer nonwords correctly than familiar words in one minute – about 28 nonwords in contrast to 42 familiar words.[26] Differences between treatment groups were not statistically significant, and, as with previous subtasks, differences between students' mean scores from one grade to the next were statistically significant[27]. Zero scores from grade to grade were wide-ranging, from zero percent in Grade 3 for Treatment B, Treatment C and control groups to 29 percent in Grade 1 in the control group. These results suggest a high level of decoding skill in Grade 3 and still very undeveloped decoding skills in Grade 1.

Table 6: Nonword Reading Fluency by Treatment Group and Grade

Group	Grade	N	Mean Fluency (CNWPM)	SD	Proportion Zero Scores	Range
Treatment A: MATCH + Workshop	1	59	13.15	13.09	22.03%	0 – 43
	2	50	31.39	11.07	2.00%	0 – 51.58
	3	58	37.74	11.20	3.45%	0 – 64.39
	Total	167	27.15	15.92	9.58%	0 – 64.39
Treatment B: MATCH, no workshop	1	25	12.60	12.99	16%	0 – 45
	2	58	31.66	13.12	3.45%	0 – 62.67
	3	36	40.34	13.99	0%	7 – 76.92
	Total	119	30.28	16.54	5.04%	0 – 76.92
Treatment C: No MATCH + workshop	1	64	11.19	11.75	23.44%	0 – 52.5
	2	53	31.49	13.96	1.89%	0 – 61.39
	3	52	39.11	12.04	0%	11 – 64
	Total	169	26.15	17.38	9.47%	0 – 64
Control: No MATCH, no workshop	1	24	10.17	11.19	29.17%	0 – 36
	2	67	31.03	12.56	1.49%	0 – 54.89
	3	25	42.52	7.44	0%	29 – 60
	Total	116	29.19	15.59	6.90%	0 – 60
Total: All students		571	27.92	16.47	8.06%	0 – 76.92

Oral Reading Fluency (ORF)

For this subtask, the assessor provided each student with a story of 59 words to read in one minute. Assessors calculated both the correct number of words read, and the time taken to read them. ORF

[26] For Nonword Reading, 46 children (2 in Grade 1, 13 in Grade 2, and 31 in Grade 3) finished the subtask with time remaining. Their fluency rates were calculated per second and multiplied by 60 to obtain the fluency per minute rate.

[27] $F(2.559)=201.72$, $p<0.0000$

is perhaps the strongest predictor of comprehension. Along with skills like decoding and vocabulary, ORF is a strong predictor of comprehension because to understand groups of words, a certain amount of automaticity is required so that the reader can store what is read in working memory. If someone reads too slowly, they become unable to remember all words in a sentence and thus understand its meaning.

On average, students were able to read about 58 words per minute. Mean fluencies ranged from 17 words per minute for Grade 1 students in the control group to nearly 98 words per minute for Grade 3 students in Treatment B.[28] The mean proportion of students unable to answer any questions on the ORF subtask was six percent. On this subtask, the differences in mean scores between all grades were statistically significant[29], and as in the previous three subtasks, the differences in zero scores between all grades were also statistically significant.[30]

Table 7: Oral Reading Fluency (ORF) by Treatment Group and Grade

Group	Grade	N	Mean Fluency	SD	Proportion Zero Scores	Range
Treatment A: MATCH + Workshop	1	59	22.10	22.37	11.86%	0 – 80.45
	2	50	59.84	23.46	0%	3 – 110.63
	3	58	82.25	32.81	3.45%	0 – 177
	Total	167	54.29	36.85	5.39%	0 – 177
Treatment B: MATCH, no workshop	1	25	21.75	23.55	20.00%	0 – 76.96
	2	58	64.04	31.42	3.45%	0 – 141.60
	3	36	97.85	41.28	0%	12 – 186.32
	Total	119	65.39	42.67	5.88%	0 – 186.32
Treatment C: No MATCH + workshop	1	64	17.46	21.48	14.06%	0 – 114.19
	2	53	63.86	34.53	3.77%	0 – 183.16
	3	52	84.10	33.94	0%	9 – 186.32
	Total	169	52.52	41.35	6.51%	0 – 186.32
Control: No MATCH, no workshop	1	24	17.58	23.22	29.17%	0 – 80.45
	2	67	67.15	34.87	1.49%	0 — 177
	3	25	94.74	24.53	0%	58 – 160.91
	Total	116	62.84	39.88	6.90%	0 – 177
Total: All students		571	57.81	40.33	6.13%	0 – 186.32

Reading Comprehension

For this subtask, the assessor removed the story from the previous subtask, then asked each student seven comprehension questions based on what they read. Five of these questions were direct, requiring the student to respond based on information explicitly provided in the story, and two

[28] For ORF, 276 children (8 in Grade 1, 128 in Grade 2, and 140 in Grade 3) finished the subtask with time remaining. Their fluency rates were calculated per second and multiplied by 60 to obtain the fluency per minute rate.

[29] $F(2.559)=203.18$, $p<0.0000$

[30] Treatment A: $Chi2(2)=8.13$, $p=0.018$; Treatment B: $Chi2(2)=11.87$, $p=0.003$; Treatment C: $Chi2(2)=10.27$, $p=0.004$; Control: $Chi2(2)=23.44$, $p < 0.000$

questions were inferential, requiring the student to infer (i.e. reason, deduce) the answer, which was not provided explicitly in the story. Comprehension is the purpose of reading. Once a child learns the sound-letter relationship (alphabetic principle) and becomes able to decode and read with automaticity, he or she becomes increasingly able to understand the meaning of a text. This subtask assesses that ability.

On average, students were able to correctly answer nearly four of a maximum of seven reading comprehension questions. Note that mean scores, on average, were high on this subtask, especially for Grade 2 (four of seven correct) and Grade 3 (five of seven correct), with zero scores under ten percent, suggesting the possibility of a ceiling effect (see Section VIII for more detail). As with the previous subtasks, the differences in mean scores between grades were statistically significant[31], while differences between total means were not. Similarly, the differences in zero scores between grades were statistically significant for all groups.[32]

Table 8: Reading Comprehension Score by Treatment Group and Grade

Group	Grade	N	Mean Score (Number of Questions Correct)	SD	Proportion Zero Scores	Range
Treatment A: MATCH + Workshop	1	59	1.42	1.86	49.15%	0 – 7
	2	50	4.38	1.82	6.00%	0 – 7
	3	58	5.31	1.68	3.45%	0 – 7
	Total	167	3.66	2.46	20.36%	0 – 7
Treatment B: MATCH, no workshop	1	25	1.56	2.14	48.00%	0 – 7
	2	58	4.34	1.86	5.17%	0 – 7
	3	36	5.28	1.58	2.78%	0 – 7
	Total	119	4.04	2.27	13.45%	0 – 7
Treatment C: No MATCH + workshop	1	64	1.34	1.83	53.12%	0 – 7
	2	53	4.87	2.20	9.43%	0 – 7
	3	52	5.17	1.70	0%	1 – 7
	Total	169	3.63	2.62	23.08%	0 – 7
Control: No MATCH, no workshop	1	24	1.58	2.04	45.83%	0 – 6
	2	67	4.66	1.92	4.48%	0 – 7
	3	25	5.44	1.26	0%	3 – 7
	Total	116	4.19	2.27	12.07%	0 – 7
Total: All students		571	3.84	2.44	18.04%	0 – 7

Adaptive Oral Reading Fluency (AORF) and Adaptive Reading Comprehension

Based on students' performance on the previous ORF and Reading Comprehension subtasks, three outcomes were possible:

[31] F(2.559)=179.13, p<0.0000

[32] Treatment A: Chi2(2)=46.76, p < 0.000; Treatment B: Chi2(2)=32.58, p < 0.000' Treatment C: Chi2(2)=53.71, p < 0.000; Control: Chi2(2)=32.85, p < 0.000

1. For students who were not able to finish reading the story (i.e., read less than 11 words in one minute), the assessment was ended on the assumption they would not be able to read other texts of comparable difficulty.
2. For students with low scores (less than three comprehension questions answered correctly), the assessor presented an easier text in consideration of words, sentences and paragraph length (difficulty was calculated using the online Spanish Lexile Analyzer). These children read a story called "Toto" with a total of 97 words.
3. For students with three or more of the seven comprehension questions answered correctly, the assessor presented a more difficult text. These children read a story called "Rufo" with a total of 164 words.

Table 9: AORF

Outcome Group	N	Mean Number of Words Read	SD	Range
Outcome B Total	137	83.19	21.72	0 – 97
Outcome C Total	321	158.05	9.32	87 – 164

Both of these stories were untimed to permit children to demonstrate what they could do independent of their fluency measure. As with Subtasks 5 and 6, both stories were followed by direct and inferential questions.

Table 10: Adaptive Reading Comprehension (Subtask 8)

Outcome Group	N	Mean Score (Number of Questions Correct)	SD	Range
Outcome B Total	137	3.12	1.62	0 – 6
Outcome C Total	321	4.35	1.41	0 – 6

Analyses by treatment group and by grade were not conducted for these groups because the small numbers of children in each group were considered too low to produce valid results.[33] It appears that by providing children with an untimed follow-on subtask contingent on their reading level through the AORF, children are able to read more words than in the ORF. Similarly, children who are routed through Outcome C appear to have higher mean scores on the Adaptive Reading Comprehension subtask than on the timed Reading Comprehension subtask, though children routed through Outcome B have slightly lower mean scores than on the timed Reading Comprehension subtask. Without sufficient students in each group, grade, and outcome group, it is difficult to make conclusive assessments of the adaptive subtasks, and additional analysis will be conducted for the end-of-project report to further investigate findings on the adaptive subtasks (see Section VIII for more detail).

VIII. Conclusions and Recommendations

The results of the MdL EGRA baseline assessment raise a number of issues worth considering in the effort to improve reading skills and habits of primary students enrolled in Grades 1 to 3 in Spanish-speaking countries.

[33] For AORF and comprehension (Subtask 7), the control group only contained 8 students in Grade 1, 15 students in Grade 2, and 5 students in Grade 3.

The following key conclusions and themes present issues specific to the sample population of this study:

1. **Comparability of intervention groups.** The results presented in this report indicate that the intervention groups are sufficiently comparable at baseline to facilitate the comparative impact of this intervention.
2. **Possible "ceiling effect".** A review of scores in this baseline might suggest that overall, children's performance was relatively strong. This could be the result of a variety of factors, including self-selection into the MdL program. This raises an important question: To what extent will these high scores create a "ceiling effect" when the endline is conducted? That is, being so high at the beginning, many children have only a small margin within which to improve, and improvements in scores becomes more difficult the closer a student is to 100 percent. With the small populations in this study, especially by grade, this may lead to a Type II error in which results suggest there was no impact when in fact there may have been – an impact that might have been captured had more students participated or had they started at a lower level. Discussions between STS and QfD have resulted in the proposal of a variety of strategies for grouping students in the analysis of baseline-to-endline results should this problem occur.
3. **Progression of ability.** Despite high overall means and low zero scores, these scores reflect the kinds of progressions from Grade 1 to Grade 3 that are typically seen in EGRAs conducted in other countries. The Peabody assessment conducted as part of this baseline reflects this progression as well.
4. **Adaptive design.** Providing children with additional opportunities to demonstrate their reading abilities in untimed conditions in addition to adaptive subtasks based on abilities detected in Subtask 5, represents an innovative approach to reading assessment. This approach has the potential to address one of the limitations of the standard EGRA tool - the limit to the number of comprehension questions asked based on how far a child read in the ORF passage. Without an adaptive design, the questions that children are asked is contingent on their progress in reading the text, and only students who complete the text can be asked all of the comprehension questions. With QfD's adaptive design, it is possible to collect additional information on children's reading ability independent of their speed and how far they are able to read, removing the limitation on the number of questions they can be asked. Hopefully, future iterations of this adaptive design will include enough students to make it possible to conduct meaningful analyses.

The following overarching recommendations should be taken into account during implementation of MdL to better understand the program's impact:

1. **Different Selection Criteria:** The MdL program should re-examine its participant selection criteria to access students with different levels of reading skills. Since students assessed at baseline have relatively high EGRA scores on tested subtasks, it may be difficult to ascertain the value-add of the MdL program for students at with different reading capacities. Further research is necessary to understand the distribution of reading skills, across all students, to effectively target a wider range of students in future programming.
2. **Prescribe Dosage**. The MdL program may want to further define the "dosage" expected of students to better capture how the program generates reading and comprehension gains. For example, parameters around the amount of time students are expected to use the website, how many books they should access, how many times they should visit the library, or how many hours they spend reading will help better define the behaviors necessary to generate expected increases.

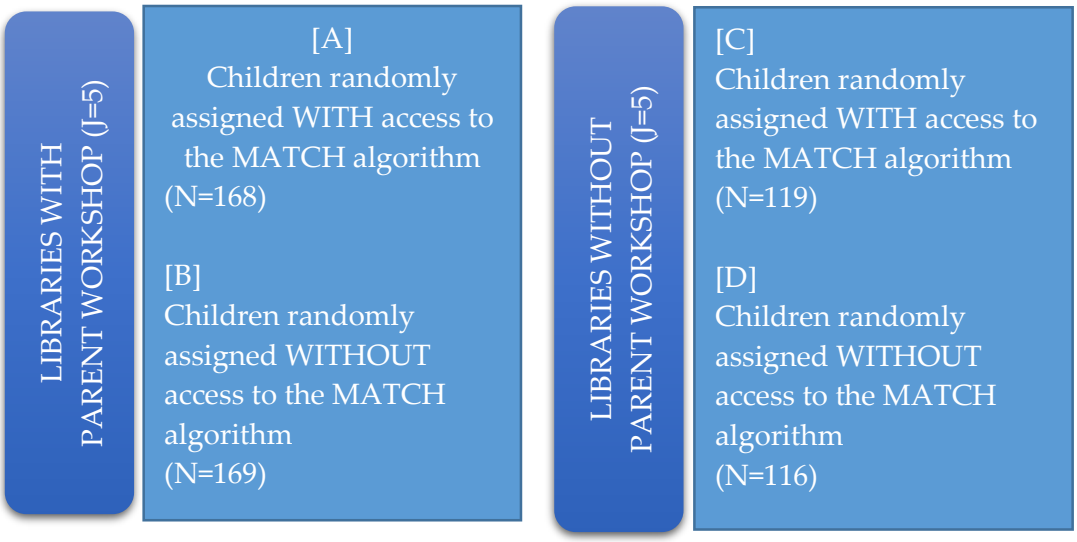
3. **Clearly Define Roles.** The role of librarians should be better defined within the MdL program to ensure no difference in the treatment received by students in different libraries. Examples include, standard training for librarians on how to use the MdL website and how the librarians engage with students in the libraries.
4. **Determine Spillover Effects**. Spillover effects are likely given the program design. Qualitative research may serve to identify how children who are not participating in the program are positively affected by MdL.

IX. Annexes

Annex A: Evaluation Design

The effect of the MATCH algorithm will be assessed through a weighted average of the comparisons [A] to [B] and [C] to [D] groups. If complementarities between the parent workshop and the MATCH algorithm exist, it is likely that the effect of comparing [A] to [B] will be higher than that comparing [C] to [D]. The statistical analysis will control for the fact that the three replacement libraries entered later into the program.

Figure 3: Sample Groups



Note: J – library; N= students

The main concern of this design is that some contamination might exist if children within a library imitate other children's decisions and choice of books. This could result in a reduction of the true effect of the MATCH algorithm. The solution to this problem would be to assign treatment of the MATCH algorithm at the library level, but this reduces statistical power. Qualitative analysis will complement the quantitative assessment and will give further information about possible contamination.

Similarly, the workshop component (research question 2) could be evaluated through a weighted average of the comparisons between [A] - [C] and [B] - [D]. Assignment in this case is not individual since the likelihood of contamination is higher. Therefore, given the intra-class correlation, this design does not give sufficient statistical power to assess the effect of the workshops. In addition, assigning treatment at the library level in this small sample increases the risk for unbalance, even if the assignment is random. Qualitative analysis and fidelity of implementation (FOI) will complement the quantitative assessment and will be used as the main strategy to evaluate potential benefits in the case of parent workshops.

Annex B: EGRA Results by Group and Gender

Letter-sound Knowledge Fluency by Treatment Group and Gender

Group	Gender	N	Mean Fluency (CLSPM)	SD	Proportion Zero Scores	Range
Treatment A: MATCH + Workshop	M	86	24.73	15.87	3.49%	0 – 66
	F	81	21.69	14.84	3.70%	0 – 56
	Total	167	23.59	14.65	3.59%	0 – 66
Treatment B: MATCH, no workshop	M	63	25.44	14.47	1.59%	0 – 62
	F	56	26.05	15.52	3.57%	0 – 57
	Total	119	25.73	14.91	2.52%	0 – 62
Treatment C: No MATCH + workshop	M	88	22.64	13.61	5.68%	0 – 53
	F	81	23.70	14.23	4.94%	0 – 51
	Total	169	23.15	13.87	5.33%	0 – 53
Control: No MATCH, no workshop	M	60	24.90	15.31	3.33%	0 – 70
	F	56	23.54	16.31	7.1%	0 – 68
	Total	116	24.24	15.74	5.17%	0 – 70
Total: All students	M	297	24.29	14.78	3.70%	0 – 70
	F	274	23.55	15.11	4.74%	0 – 68
	Total	571	23.94	14.93	4.20%	0 – 70

Initial Sound Identification Score by Treatment Group and Gender

Group	Gender	N	Mean Score	SD	Proportion Zero Scores	Range
Treatment A: MATCH + Workshop	M	86	5.72	3.54	11.63%	0 – 10
	F	81	5.43	3.77	16.05%	0 – 10
	Total	167	5.58	3.65	13.77%	0 – 10
Treatment B: MATCH, no workshop	M	63	6.02	3.58	17.46%	0 – 10
	F	56	5.43	3.81	17.86%	0 – 10
	Total	119	5.74	3.69	17.65%	0 – 10
Treatment C: No MATCH + workshop	M	88	6.07	3.37	12.50%	0 – 10
	F	81	6.28	3.49	8.64%	0 – 10
	Total	169	6.17	3.42	10.65%	0 – 10
Control: No MATCH, no workshop	M	60	6.15	3.57	13.33%	0 – 10
	F	56	6.13	3,59	16,07%	0 – 10
	Total	116	6.14	3.56	14.66%	0 – 10
Total: All students	M	297	5.97	3.49	13.47%	0 – 10
	F	274	5.82	3.67	14.23%	0 – 10
	Total	571	5.90	3.57	13.84%	0 – 10

Familiar Word Reading Fluency by Treatment Group and Gender

Group	Gender	N	Mean Fluency (CFWPM)	SD	Proportion Zero Scores	Range
Treatment A: MATCH + Workshop	M	86	41.28	26.38	6.98	0 – 130.43
	F	81	38.21	27.61	11.11%	0 – 103.45
	Total	167	39.79	26.94	8.98%	0 – 130.43
Treatment B: MATCH, no workshop	M	63	47.87	28.16	7.94%	0 – 115.38
	F	56	44.02	25.15	7.14%	0 – 94.84
	Total	119	46.06	26.74	7.56%	0 – 115.38
Treatment C: No MATCH + workshop	M	88	39.56	28.47	10.23%	0 – 103.45
	F	81	39.66	31.22	12.35%	0 – 125
	Total	169	39.61	29,73	11.24%	0 – 125
Control: No MATCH, no workshop	M	60	44.44	25.47	8.33%	0 – 96.77
	F	56	44.07	26.81	5.36%	0 – 100
	Total	116	44.26	26.01	6.90%	0 – 100
Total: All students	M	297	42.81	27.26	8.42%	0 – 130.43
	F	274	41.02	28.07	9.49%	0 – 125
	Total	571	41.95	27.64	8.93%	0 – 130.43

Nonword Reading Fluency by Treatment Group and Gender

Group	Gender	N	Mean Fluency (CNWPM)	SD	Proportion Zero Scores	Range
Treatment A: MATCH + Workshop	M	86	28.39	15.15	6.98%	0 – 64.39
	F	81	25.83	16.69	12.35%	0 – 58.78
	Total	167	27.15	15.92	9.58%	0 – 64.39
Treatment B: MATCH, no workshop	M	63	30.74	17.07	4.76%	0 – 76.92
	F	56	29.76	16.06	5.36%	0 – 70
	Total	119	30.28	16.54	5.04%	0 – 76.92
Treatment C: No MATCH + workshop	M	88	26.85	17.11	5.68%	0 – 56.60
	F	81	25.39	17.76	13.58%	0 – 64
	Total	169	26.15	17.38	9.47%	0 – 64
Control: No MATCH, no workshop	M	60	29.42	15.32	8.33%	0 – 54.89
	F	56	28.95	16.03	5.35%	0 – 60
	Total	116	29.19	15.59	6.90%	0 – 60
Total: All students	M	297	28.64	16.18	6.39%	0 – 76.92
	F	274	27.14	16.77	9.85%	0 – 70
	Total	571	27.92	16.47	8.06%	0 – 76.92

Oral Reading Fluency (ORF) by Treatment Group and Gender

Group	Gender	N	Mean Fluency	SD	Proportion Zero Scores	Range
Treatment A: MATCH + Workshop	M	86	57.03	35.02	3.49%	0 – 168.57
	F	81	51.39	38.70	7.41%	0 – 177
	Total	167	54.29	36.85	5.39%	0 – 177
Treatment B: MATCH, no workshop	M	63	68.07	45.42	6.35%	0 – 186.32
	F	56	62.37	39.54	5.36%	0 – 168.57
	Total	119	65.39	42.67	5.88%	0 – 186.32
Treatment C: No MATCH + workshop	M	88	53.78	41.18	4.55%	0 – 186.32
	F	81	51.14	41.74	8.64%	0 – 183.32
	Total	169	52.52	41.35	6.51%	0 – 186.32
Control: No MATCH, no workshop	M	60	63.79	38.12	6.67%	0 – 177
	F	56	61.82	42.02	7.14%	0 – 168.57
	Total	116	62.84	39.88	6.90%	0 – 177
Total: All students	M	297	59.77	40.03	5.05%	0 – 186.32
	F	274	55.69	40.60	7.29%	0 – 183.16
	Total	571	57.81	40.32	6.13%	0 – 186.32

Reading Comprehension Score by Treatment Group and Gender

Group	Gender	N	Mean Score	SD	Proportion Zero Scores	Range
Treatment A: MATCH + Workshop	M	86	3.90	2.37	16.28%	0 – 7
	F	81	3.41	2.54	24.69%	0 – 7
	Total	167	3.66	2.46	20.36%	0 – 7
Treatment B: MATCH, no workshop	M	63	3.98	2.23	14.29%	0 – 7
	F	56	4.11	2.34	12.50%	0 – 7
	Total	119	4.04	2.27	13.45%	0 – 7
Treatment C: No MATCH + workshop	M	88	3.78	2.71	21.59%	0 – 7
	F	81	3.46	2.51	24.69%	0 – 7
	Total	169	3.63	2.62	23.08%	0 – 7
Control: No MATCH, no workshop	M	60	4.30	2.28	11.67%	0 – 7
	F	56	4.07	2.28	12.50%	0 – 7
	Total	116	4.19	2.27	12.07%	0 – 7
Total: All students	M	297	3.96	2.42	16.49%	0 – 7
	F	274	3.70	2.45	19.71%	0 – 7
	Total	571	3.84	2.44	18.04%	0 – 7

Annex C: QfD EGRA Baseline Instrument

Vamos a dar inicio a la prueba Lea al estudiante solamente las instrucciones que están en **negritas** (esto es su "guion") *[Las instrucciones para el aplicador aparecen entre corchetes y en letras cursivas. NO deben leerse al niño]*

[Es importante establecer un ambiente relajado con el niño a través de la conversación inicial. El niño debe percibir la situación como un juego o ejercicio y no una prueba… En la presentación inicial no debe tomarse más de dos minutos.]

Sección 1. Conocimiento de los sonidos de las letras	
Aquí tienes una serie de letras para que me digas su sonido. Por favor dime nada más los SONIDOS de estas letras, no sus nombres Empiezo con un ejemplo: el sonido de esta letra [*señala la a*] es"/a/". Ahora inténtalo tú con esta otra letra. Dime el sonido de esta letra [*señala la letra "F"*]: [*si el estudiante responde correctamente, diga*]: **bien, el sonido de esta letra es"/ffff/".** [si el estudiante no responde correctamente, diga]: **el sonido de esta letra es"/ffff/".** Ahora dime el sonido de esta letra [*señala la letra "T"*]: [si el estudiante responde correctamente, diga]: **bien, el sonido de esta letra es"/ttt/".** [si el estudiante no responde correctamente, diga]: **el sonido de esta letra es"/ttt/".** **¿Comprendes lo que debes hacer? Cuando te diga "comienza", dime los sonidos lo más rápido y lo mejor que puedas. Comienza aquí y continúa en esta dirección [*indicar con su dedo].* Si hay una letra cuyo sonido no conoces, sáltatelo y continúa con la siguiente letra. Ahora me voy a quedar en silencio y te voy a escuchar, a menos que necesites ayuda. ¿Listo? Comienza por favor.**	
	[Active el cronómetro cuando el niño comience a leer. Es importante que marque las letras incorrectas CLARAMENTE con una barra diagonal. Tome como correctas las auto-correcciones que hace el estudiante. Si ya ha marcado la auto-corrección como incorrecta, rodee la letra con un círculo y continúe. Si tuvo que marcar como incorrectas todas las letras en la primera línea, pare el ejercicio y marque conuna X la casilla abajo. Si el estudiante avanzó en el ejercicio después de un minuto diga **"ALTO".** Marque con un corchete (]) la última letra leída o intentada.]
	[Active el cronómetro presionando el botón START cuando el niño comience a leer. Marque las letras incorrectas haciendo clic sobre la letra. Tome como correctas las auto-correcciones que hace el estudiante,. Si ya ha marcado la auto-corrección como incorrecta simplemente vuelva a hacer clic sobre ella para corregirla. Si tuvo que marcar como incorrectas todas las letras en la primera línea, el ejercicio se detendrá automáticamente. Si el estudiante avanzó en el ejercicio después de un minuto diga **"ALTO".** Cuando la pantalla aparezca en rojo y haga clic sobre la última letra leída o intentada. Si el estudiante termina antes de los 60 segundos presione el botón de "STOP"]
	[Si el niño hace una pausa de más de 3 segundos, señala con tu dedo la siguiente letra y di **"Continua por favor."** Marca la letra/palabra que no leyó como incorrecta. Si el estudiante da el nombre de la letra y no el sonido, diga Usted: ["**Por favor dime el SONIDO de la letra**"]. Solo debe decir esto una vez durante el ejercicio.]

Ejemplo: f T a

E	s	n	r	D	G	c	o	q	F	10
o	A	d	S	R	n	t	a	i	N	20
r	u	e	T	R	s	a	o	n	D	30
A	e	k	U	O	t	c	P	m	E	40
x	r	C	y	L	a	i	D	l	E	50
W	K	j	o	R	c	ñ	Z	O	X	60
o	l	S	i	N	a	s	u	e	M	70
d	f	b	r	Ñ	z	i	S	g	R	80
l	u	e	A	m	L	s	t	E	I	90
a	e	N	Q	p	a	Y	j	B	W	100

Anotar el tiempo indicado en el cr

Muy Bien,¡sigamos!

Anotar el tiempo indicado en el cro

Muy Bien,¡sigamos!

Sección 2 Conciencia fonológica: Identificación del sonido inicial

[No ocupamos el cronómetro para este ejercicio, y no hay una hoja plastificada. Muy Bien]

Sabemos que cada letra tiene un sonido, por ejemplo, la letra M suena así: /mmm/. Ahora, voy a leerte algunas palabras para que me digas su primer sonido.
Por favor escucha bien y dime el sonido con el que comienza cada palabra. Empiezo con "mamá"; el primer sonido de "mamá" es /mmm/. Practiquemos juntos ¿Cuáles el primer sonido de mamá? */mmm/*
[*Si lo hace incorrecto, diga:*] Practiquemos de nuevo la palabra "mamá", cuyo primer sonido es /mmm/. *[Marcar con énfasis el sonido /mmm/]*. Dime cuál es el primer sonido de "mamá".
[*Si dice, /mmm/ diga*] ¡Muy bien! El primer sonido es /mmm/.
Practiquemos con otra palabra, ¿Cuál es el primer sonido de la palabra "la"?
[*Si dice, /lll/ diga*]: ¡Muy bien!, El primer sonido de "la" es /lll/.
[*Si lo dice incorrectamente diga*]: **El primer sonido de "la" es /lll/.**
¿Entendiste lo que vamos a hacer? ¿Listo? Te voy a dar la primera palabra. ¿Cuáles el primer sonido de la palabra? [Repita cada vez estas instrucciones, repitiendo la palabra una segunda vez. Debe dar 15 segundos máximo por palabra]
¿Cuáles el primer sonido de la palabra_____?

	[Marcar correcto o incorrecto para cada palabra. Si el estudiante se equivoca en las primeras cinco palabras, pare el ejercicio y marque la casilla abajo indicada.].
	[Marcar correcto o incorrecto para cada palabra, Si el estudiante se equivoca en las primeras cinco palabras la sección terminara automáticamente]
	[Debe dar 15 segundos máximo por palabra].

¿Cuál es el primer sonido de la palabra?	Sonido	Marque correcto o incorrecto		
Sol	/s/	Correcto	Incorrecto	No responde
Ratón	/r/	Correcto	Incorrecto	No responde
nieto	/n/	Correcto	Incorrecto	No responde
dedo	/d/	Correcto	Incorrecto	No responde
robo	/r/	Correcto	Incorrecto	No responde
casa	/k/	Correcto	Incorrecto	No responde
taco	/t/	Correcto	Incorrecto	No responde
mar	/m/	Correcto	Incorrecto	No responde
pato	/p/	Correcto	Incorrecto	No responde
barco	/b/	Correcto	Incorrecto	No responde

El ejercicio se detuvo por que el estudiante dijo los primeros cinco sonidos incorrectamente:
☐ SI ☐ NO

Muy Bien, ¡sigamos!

Sección 3. Lectura de palabras simples	
	[Muestre al estudiante la hoja plastificada de palabras. Diga:] Aquí tienes una serie de palabras para que las leas, una por una. Te voy a dar un ejemplo: esta palabra es "el". Ahora inténtalo tú con esta otra palabra. *[señale la siguiente palabra: mi]* Léela en voz alta. [si el estudiante responde correctamente, diga]: **Muy bien: "mi".** [si el estudiante no responde correctamente, diga]: **Esta palabra es "mi".** Si hay una palabra que no conozcas, no te preocupes, continua con la siguiente palabra. ¿Entendiste lo que vamos a hacer? Cuando te diga "comienza", lee las palabras lo más rápido y lo mejor que puedas. Cuando pase un tiempo voy a decir "alto" para que te detengas. Pon tu dedo debajo de la primera palabra. ¿Listo? Comienza por favor
	[Active el cronómetro cuando el niño comience a leer. Es importante que marque las palabras incorrectas CLARAMENTE con una barra diagonal. Dé por correctas las auto-correcciones. Si ya ha marcado la auto-corrección como incorrecta, rodear la palabra con un círculo y continuar. Si tuvo que marcar como incorrectas todas las palabras en la primera línea, pare el ejercicio y marque con una X la casilla indicada abajo**.** Si el niño/a puede hacer el ejercicio, después de un minuto diga **"ALTO**". Marque con un corchete (**]**) la última palabra intentada antes de que usted dijera "alto".]
	[Active el cronómetro presionando el botón START cuando el niño comience a leer. Marque las palabras incorrectas haciendo clic sobre la palabra. Tome como correctas las auto-correcciones. Si ya ha marcado la auto-corrección como incorrecta simplemente vuelva a hacer clic sobre ella para corregirla. Si tuvo que marcar como incorrectas todas las palabras en la primera línea, el

	ejercicio se detendrá automáticamente**.** Si el niño avanzó en el ejercicio después de un minuto diga "alto" cuando la pantalla aparezca en rojo y haga clic sobre la última palabra intentada antes de que usted dijera **"ALTO**".]
	[Permanezca en silencio, excepto si el niño hace una pausa de más de 3 segundos, señala con tu dedo la siguiente letra y di "**Continua por favor."** Marca la letra/palabra que no leyó como incorrecta. Si el estudiante no respeta las tildes en las palabras acentuadas, esas palabras serán consideradas también incorrectas.]

Ejemplo: miel					
Con	peso	jefe	rana	come	5
Reino	La	poco	eso	solo	10
Lado	cerca	de	que	piña	15
Casa	El	tela	luna	hada	20
no	niña	cara	más	así	25
gata	mano	vela	kilo	paz	30
fiel	como	ala	nada	el	35
por	feliz	cena	buscar	río	40
cola	linda	uno	hijo	vida	45
dolor	alegre	queso	otro	dulce	50

Anotar el tiempo indicado en el cronómetro si el niño/a leyó en menos de 1minuto: |__|__| Segundos
¡Muy Bien, sigamos!

Sección 4. Lectura de palabras sin sentido	
[Muestre al estudiante la hoja plastificada de palabras sin sentido. Diga:] Aquí tenemos una serie de palabras inventadas, las vas a leer por favor. Te voy a dar un ejemplo: esta palabra inventada es "ut". Ahora inténtalo tú con esta otra. Léela en voz alta [*señale: dif*]. [Si el estudiante dice "dif", diga]: **"Muy bien: dif".** [Si el estudiante no dice "dif" correctamente, diga]: **Esta palabra inventada es"dif".** ¿Entendiste lo que vamos a hacer? Cuando te diga "comienza", lee las palabras lo más rápido y lo mejor que puedas por favor. Cuando pase un tiempo voy a decir "alto" para que te detengas. Pon tu dedo debajo de la primera palabra. ¿Listo? Comienza por favor.	
	[Active el cronómetro cuando el niño comience a leer. Es importante que marque las palabras incorrectas CLARAMENTE con una barra diagonal. Dé por correctas las auto-correcciones. Si ya ha marcado la auto-corrección como incorrecta, rodear la palabra con un círculo y continuar. Si tuvo que marcar como incorrectas todas las palabras en la primera línea, pare el ejercicio y marque con una X la casilla indicada abajo. Si el niño/a puede hacer el ejercicio, después de un minuto diga **"ALTO**".] Marque con un corchete (**]**) la última palabra intentada antes de que usted dijera "alto".]
	[Active el cronómetro presionando el botón START cuando el niño comience a leer. Marque las palabras incorrectas haciendo clic sobre la palabra. Tome como correctas las auto-correcciones.

	Si ya ha marcado la auto-corrección como incorrecta simplemente vuelva a hacer clic sobre ella para corregirla. Si tuvo que marcar como incorrectas todas las palabras en la primera línea, el ejercicio se detendrá automáticamente. Si el niño avanzó en el ejercicio después de un minuto diga **"ALTO**" cuando la pantalla aparezca en rojo y haga clic sobre la última palabra intentada antes de que usted dijera "alto".]
	[Permanezca en silencio**,** excepto si el estudiante duda por 3 segundos, indique la siguiente palabra y diga "**Por favor sigue leyendo**". Marque la palabra que no leyó como incorrecta.]

Ejemplo: ut / dif					
pamo	vede	doso	Repa	peno	5
sadi	helo	mase	Pepu	quele	10
rapu	gaba	fere	Cupa	cavi	15
side	colo	dipu	Nide	pacu	20
letu	ficu	lono	depe	rabu	25
invi	eslo	arti	Epta	osla	30
ibos	abto	edno	Actu	optu	35
epcu	olsi	undo	Endo	ursi	40
carte	gravu	invlo	Lecda	abuto	45
papre	protu	ultla	cuema	imate	50

Anotar el tiempo indicado en el cronómetro si el niño/a leyó en menos de 1minuto: |__|__| Segundos
Muy Bien, ¡sigamos!

Sección 5. Lectura y comprensión de un párrafo	
[Muestre al estudiante el primer cuento del formulario plastificado. Diga:] Aquí tienes un cuento para que lo leas. Quiero que lo leas en vo z alta. Cuando termines, te haré algunas preguntas sobre el cuento. ¿Entendiste lo que vamos a hacer? Cuando te diga "comienza", lee el cuento lo más rápido y mejor que puedas. Si hay una palabra que no conozcas, no te preocupes, continua con la siguiente palabra Después de un ratito voy a decir "alto" para que te detengas. Pon tu dedo debajo de la primera palabra. ¿Listo? Comienza ahora por favor. Cuando termine el estudiante de leer dígale]: Ahora te voy a hacer unas preguntitas sobre el cuento que leíste, ¿listo/a?	
	[Active el cronómetro cuando el niño comience a leer. Marque las palabras incorrectas con una barra diagonal y dé por correctas las auto-correcciones. Si había marcado la auto-corrección como incorrecta, rodee la palabra con un círculo y continúe. Después de un minuto diga: **"ALTO**".] Marque con un corchete (**]**) la última palabra intentada antes del "alto". Si tuvo que marcar como incorrectas todas las palabras en la primera línea, pare el ejercicio y marque la casilla.
	[Active el cronómetro presionando el botón START cuando el niño comience a leer. Marque las palabras incorrectas haciendo clic sobre la palabra. Tome como correctas las auto-correcciones. Si ya ha marcado la auto-corrección como incorrecta simplemente vuelva a hacer clic sobre ella para corregirla. Si tuvo que marcar como incorrectas todas las palabras en la primera línea, el

	ejercicio se detendrá automáticamente. Si el niño avanzó en el ejercicio después de un minuto diga **"ALTO**" cuando la pantalla aparezca en rojo y haga clic sobre la última palabra intentada antes de que usted dijera "alto".]
	[Permanezca en silencio**,** excepto si el estudiante duda por 3 segundos, en ese indique la siguiente palabra diciendo: "**Por favor sigue leyendo**". Marque la palabra que no le leyó como incorrecta. Solamente haga preguntas sobre el texto leído antes del corchete.]

Anita se tomó rápido el atole y se quemó la lengua. La sentía como	14
si fuera de madera**.** No es la primera vez que se quema. Una vez	28
metió la mano en el fuego y se quemó dos dedos**.** Le ardieron por	42
tres días; luego se le hizo una ampolla que su mamá le reventó con	56
una aguja caliente.	59

Anotar el tiempo indicado en el cronómetro si el niño/a leyó en menos de 1minuto: |__|__| Segundos

[Quite el texto al estudiante después de que lo haya leído y diga]
¡Muy bien! Ahora te voy a hacer algunas preguntas sobre el cuento.
[Después de leer cada pregunta, dé al estudiante cuando mucho 15 segundos para responder. Marque la casilla adecuada a la respuesta.]

1. ¿Quién se quemó la lengua?
(Anita, ana, la niña) Correcto Incorrecto no responde
2. ¿Cómo se tomó Anita el atole?
(Rápido, de prisa) Correcto Incorrecto no responde
3. ¿Cómo estaba el atole que tomó Anita?
(Caliente, Hirviendo) Posible Imposible no responde
4. ¿Cómo que sentía Anita su lengua cuando se quemó con el atole?
(Como de madera, dura) Correcto Incorrecto no responde
5. ¿Cuántos dedos se quemó Anita cuando metió las manos al fuego?
(Dos) Correcto Incorrecto no responde
6. ¿Con qué le reventaron las ampollas cuando se quemó los dedos?
(Con una aguja caliente) Correcto Incorrecto no responde
7. ¿Qué debe hacer Anita para no volverse a quemar?
(No tocar cosas calientes, tener cuidado) Posible Imposible no responde

Muy Bien, ¡sigamos!

Sección 6. Lectura y comprensión de un pasaje (Adaptativo)
[Seleccione una de las lecturas adaptativas de la siguiente manera Si el niño no respondió correctamente a ninguna de las preguntas en la sección anterior, descontinúe la prueba Si el niño responde cuatro o más preguntas correctas en la sección anterior elija el cuento "Rufo" Si el niño responde 3 o menos respuestas correctamente en la sección anterior elija el cuento "Toto"] [En esta sección no es necesario el uso del cronometro].

[Muestre al estudiante el pasaje seleccionado. Diga:] Aquí tienes otro cuento para que lo leas. Quiero que lo leas en voz alta. Cuando termines, te haré algunas preguntas sobre el cuento. ¿Entendiste lo que vamos a hacer? Cuando te diga "comienza", lee el cuento lo más rápido y mejor que puedas. Pon tu dedo debajo de la primera palabra. ¿Listo? Comienza ahora por favor.	
	[Marque el cuento seleccionado en el espacio indicado. Marque las palabras incorrectas con una barra diagonal y dé por correctas las auto-correcciones. Si había marcado la auto-corrección como incorrecta, rodee la palabra con un círculo y continúe. Si tuvo que marcar como incorrectas todas las palabras en la primera línea, pare el ejercicio y marque la casilla correspondiente.]
	[Marque el cuento seleccionado en el espacio indicado. Marque las palabras incorrectas dando clic sobre ellas y dé por correctas las auto-correcciones. Si había marcado la auto-corrección como incorrecta simplemente vuelva a seleccionarla para corregir.]
	[Permanezca en silencio**,** excepto si el estudiante duda por 3 segundos, indique la siguiente palabra diciendo: "**Por favor sigue leyendo**". Marque la palabra que no leyó como incorrecta. Quite el texto al estudiante después de que lo haya leído**.]**

Marque aquí el cuento seleccionado: ☐ Rufo ☐ Toto

Toto

Tengo un perrito que se llama Toto. Mi mamá me lo regaló; lo encontró en la	14
calle con hambre y enfermo. Le di comida y agua; lo llevé al veterinario para	29
que lo curara.	34
Con el tiempo se puso sano e inquieto. Es muy travieso. Con sus dientes	48
muerde lo que está a su alcance: el bote del agua, un calcetín que dejé en el	62
piso, un carrito que olvidé en mi cuarto.	71
Todos los días lo llevo al parque para que corra y juegue con otros perritos.	85
Ahora está grande, ladra mucho y cuida la casa.	86
[Cuando termine el estudiante de leer dígale:] **Ahora te voy a hacer unas preguntitas sobre el cuento que leíste, ¿listo/a? [**Después de leer cada pregunta, dé al estudiante cuando mucho 15 segundos para responder. Marque la casilla adecuada a la respuesta**.]**	

1. ¿Quién es el personaje de este cuento?
(Toto, un perro) Correcto ◯ Incorrecto ◯ No responde ◯
2. ¿Con quién llevaron a Toto para que lo curaran?
(Veterinario) Correcto ◯ Incorrecto ◯ No responde ◯
3. ¿A dónde llevaban a Toto todos días?
(Al parque) Correcto ◯ Incorrecto ◯ No responde ◯
4. ¿Estaba Toto bien cuidado y alimentado antes de que se lo encontraran sus dueños?
(No, Hambre, enfermo) Correcto ◯ Incorrecto ◯ No responde ◯
5. ¿Por qué Toto, mordía todo lo que estaba cerca de él?
(Porque le gustaba, porque sentía comezón, por juguetón, por inquieto, por hambre)
Posible ◯ Imposible ◯ No responde ◯
6. ¿Por qué Toto cuida la casa?

(Porque ya es grande, porque le dan comida, por que es su deber/trabajo)
Posible ◯ Imposible ◯ No responde ◯

Rufo

Rufo era un perrito que se estaba transformando en un perro adulto que no tenía	13
nada que hacer a diferencia de otros animales. Pero él quería ayudar en la granja.	26
Una tarde tomaba una siesta cuando vio a la gorda y alegre Celia cargando una	30
canasta bajo el brazo.	43
"Ahí va Celia a recoger huevos. La voy a ayudar"	49
Salió brincando ligero y feliz. En un segundo llegó al nido más cercano y agarró	59
con los dientes los huevos rojos y tibios; pero el huevo fue hecho para ser tratado	73
con delicadeza. Y los dientes de rufo eran duros.	87
Cuando Celia llegó, encontró a Rufo decepcionado frente a un nido lleno de	99
huevos quebrados.	110
-¡Fuera de aquí perro vagabundo! Siempre digo que el gallinero no es lugar para	114
los perros.	126
Rufo quiso protestar pero se acordó de la mancha amarilla en que se había	130
transformado el nido. De verdad Celia tenía razón.	143
Cabizbajo e infeliz, se fue a acostar al fondo de la huerta.	152
	164

Dé un ratito voy a decir "alto" para que te detengas. Pon tu dedo debajo de la primera palabra. ¿Listo? Comienza ahora por favor.
[Cuando termine el estudiante de leer dígale:] **Ahora te voy a hacer unas preguntitas sobre el cuento que leíste, ¿listo/a? [**Después de leer cada pregunta, dé al estudiante cuando mucho 15 segundos para responder. Marque la casilla adecuada a la respuesta**.]**

1. ¿Quién es el personaje del cuento?
(Un perro, Rufo) Correcto ◯ Incorrecto ◯ No responde ◯
2. ¿Qué quería hacer el perro en la granja?
(Ayudar en los trabajos, recoger huevos)
Correcto ◯ Incorrecto ◯ No responde ◯
3. ¿Qué pasó con los huevos cuando Rufo los agarró?
(Se quebraron, se rompieron) Correcto ◯ Incorrecto ◯ No responde ◯
4. ¿Qué era la mancha amarilla que Rufo dejó en el nido?
(Las yemas de los huevos, la parte adentro de los huevos)
Posible ◯ Imposible ◯ No responde ◯
5. ¿Por qué Celia dijo que un gallinero no es lugar para perros?
(Porque no saben trabajar, por que Rufo quebró todos los huevos, por que asustó a las gallinas)

Posible ◯ Imposible ◯ No responde

6. ¿Cómos se sintió Rufo cuando se fue a dormir?
(Triste, con pena, con vergüenza)
Correcto ◯ Incorrecto ◯ No responde

Una vez concluido todo el ejercicio, agradecer al niño su participación y regalarle un lápiz (una estrellita).

Hoja de incidencias

[Registre en esta sección cualquier incidencia o comentario sobre esta aplicación]

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Annex D: Reading Attitudes and Habits survey

Vamos a pasar a la última actividad.
Te voy hacer algunas preguntas para conocerte mejor.

	SI	NO	No contestó
1. ¿Te gusta leer?			
2. ¿Leíste algún libro tu solo la semana pasada? ¿cuál(es)? _____			
3. ¿Tus padres leen libros contigo?			

Ahora vamos a usar estos cuadrados *[enseñar hoja con cuadrados]*
[Señalando cada cuadrado que se menciona]

- **El pequeño significa: muy poco o nunca**
- **El siguiente significa: poco**
- **Este mediano significa: algo**
- **Y el más grande: mucho o siempre**

[Si dice la respuesta oral, por ejemplo: "mucho", márcala como 3]
[Respuestas como "no tengo libros" tomarla como 1]
¿Entendiste lo que vamos a hacer?

Ejemplos: 

	1	2	3	4	No contestó
1. ¿Con qué frecuencia ves la televisión?					
2. ¿Qué tanto te gusta dibujar?					

	1	2	3	4	No contestó
3. ¿Con qué frecuencia ves a tus papás leyendo en casa?					
4. ¿Qué tanto te gusta leer?					
5. ¿Con qué frecuencia vas con tu familia a lugares donde puedes leer libros?					
6. ¿Qué tantos libros para niños hay en tu casa?					
7. ¿Con qué frecuencia tus padres escuchan leer en voz alta?					
8. ¿Qué tanto te gusta inventar tus propios cuentos o historias?					
9. ¿Con qué frecuencia platicas con alguien de tu familia sobre lo que lees?					
10. ¿Con qué frecuencia tus padres te leen un libro?					
11. ¿Qué tan divertido crees que es leer?					

12. ¿Con qué frecuencia le preguntas a tus padres el significado de las palabras que no entiendes?					
13. La semana pasada ¿Qué tantas cosas leíste que no eran de la escuela?					
14. ¿Con qué frecuencia tus padres te ayudan a leer?					
15. ¿Qué tan interesantes son los libros que hay en tu casa?					
16. ¿Con qué frecuencia alguien de tu familia te da premios o dice cosas agradables cuando lees?					