Note: Do not enter your name.

This evaluation includes three sections:
1) a **pre and post-workshop evaluation** to assess your priorities in regard to early grade reading content and opportunities
2) a **pre and post-workshop self-assessment** to evaluate your knowledge on specific issues pertaining to early grade reading,
3) an **overall post-workshop questionnaire** regarding structure, organization and preparation of the All Children Reading workshop.

### Section 1: Pre and Post-Workshop Evaluation

**Instructions:** Prioritize the following categories on a scale of 1-3 on the first and final day of the workshop

<table>
<thead>
<tr>
<th>Pre-Workshops:</th>
<th>Post-Workshop:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = High Priority</td>
<td>1 = High Priority</td>
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<tr>
<td>2 = Medium Priority</td>
<td>2 = Medium Priority</td>
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<tr>
<td>3 = Low Priority</td>
<td>3 = Low Priority</td>
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<table>
<thead>
<tr>
<th>Category</th>
<th>Pre-workshop Priority</th>
<th>Post-Workshop Priority</th>
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</thead>
<tbody>
<tr>
<td>1. Technical Information on early grade reading thematic areas</td>
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<tr>
<td>a. Campaigns/Policy Dialogue</td>
<td></td>
<td></td>
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<tr>
<td>b. Curriculum and Lesson Plans</td>
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<td>c. Teacher Training and Supervision</td>
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<tr>
<td>d. Mother Tongue Instruction</td>
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<tr>
<td>e. Language Transition</td>
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<td>f. Reading Materials</td>
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<td>g. Assessment Tools and Counting</td>
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<td>h. Impact Evaluations</td>
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<tr>
<td>i. Logistics and Management</td>
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<td>2. Networking with specialists</td>
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<tr>
<td>3. Networking with other countries</td>
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<td>4. Contact with The Global Partnership for Education</td>
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<td>5. Contact with donor other Partners</td>
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<td>6. Development or scaling up of actual plans</td>
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Section 2: Early Grade Reading Self-Assessment

**Instructions:** Please answer the following questions on early grade reading thematic areas. Some questions require judgment and opinion, others require clear factual knowledge. Questions vary including multiple choice, true/false, and short answer.

<table>
<thead>
<tr>
<th>Question</th>
<th>Pre-workshop Answer</th>
<th>Post-Workshop Answer</th>
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</thead>
<tbody>
<tr>
<td>1. Reading, as a process, is as natural as talking and can be learned in a natural way. Comment briefly (1-2 sentences).</td>
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<td>2. Note the skill that is not generally recommended as one of the “big five” in teaching early grade reading:</td>
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<tr>
<td>a. Phonological awareness</td>
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<tr>
<td>b. Alphabetic principle or phonics</td>
<td></td>
<td></td>
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<tr>
<td>c. Fluency</td>
<td></td>
<td></td>
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<tr>
<td>d. Critical analysis</td>
<td></td>
<td></td>
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<tr>
<td>e. Vocabulary</td>
<td></td>
<td></td>
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<tr>
<td>f. Comprehension</td>
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</tbody>
</table>

1 Multiple choice questions may have more than one correct response. Please state the most appropriate answer(s).
3. All key actors in developing country societies are already aware of how badly poor rural children read. Comment briefly (1-2 sentences)

4. Research shows that fluency is important for comprehension because:
   a. Reading fluently keeps one awake and focused
   b. Reading fluently means one can read more, and the more one reads, the more one understands, in general
   c. Reading fluently means that it is more likely the brain can chunk information together before it stores it into comprehensible bits
   d. Reading fluently means that one can read more words and thus one’s vocabulary is increased
   e. Reading fluently means that print-sound correspondences are better understood, and this aids comprehension

5. A key problem in developing country reading acquisition is:
   a. Time devoted to learning is very insufficient, but teachers already know how to teach reading
   b. Time devoted to learning is ok, main problem is lack of teacher technique
   c. Both time and technique are very poorly used
   d. None of the above
6. The median children in low-income countries are acquiring skills at approximately the following percentile level of children in developed countries:
   a. About 5<sup>th</sup>
   b. 5<sup>th</sup> to 15<sup>th</sup>
   c. 15<sup>th</sup> to 25<sup>th</sup>
   d. 25<sup>th</sup> to 40<sup>th</sup>

7. True or False:
   • It is generally important only to assess children’s levels of reading at the beginning and end of a pilot project or campaign.

8. What phenomenon does the “Matthew effect in reading” refer to?
   a. The fact that correcting a problem by Grade 4 is much harder than correcting it in Grade 1
   b. The fact that the children of the rich tend to perform better
   c. The fact that the gap between children who read in poorly in Grade 1 and those who read better tends to widen over time if no interventions are made
   d. The fact that the actual reading ability of children who read poorly in Grade 1 declines in absolute terms as they get to other grades

9. Seeing significant improvement in reading levels in a school (not in a whole nation), with a good intervention, might take:
   a. Half a year to one year, maybe a little less
   b. Could be done in a 2-3 weeks
   c. Takes three to five years
   d. Takes five to ten years

10. Why might it useful to know if a student can read pseudo words or nonsense words? Comment briefly (1-2 sentences)
11. True or False:
   - The optimal way to provide reading materials for children is to let teachers themselves create the materials.

12. Why is understanding short-term memory important in understanding how to improve reading?

13. In assessing at beginning, middle, and end of a pilot or campaign it is important that the assessments be of equal difficulty. Why?

14. As long as instruction is of good quality, students can learn to read and write in a national language (English, French) that is unfamiliar to them, just as easily as they can learn to read and write in their own language (Bambara, isiZulu). Comment briefly.
15. As long as one pays respect to cultural differences, translating reading books from one language to another is a good idea.
Section 3: Overall Workshop Questionnaire – Post Workshop ONLY!

INSTRUCTIONS: Please circle your response to the items. Rate aspects of the workshop on a 1 to 5 scale:

1 = "Strongly disagree," or the lowest, most negative impression
3 = "Neither agree nor disagree," or an adequate impression
5 = "Strongly agree," or the highest, most positive impression

Choose N/A if the item is not appropriate or not applicable to this workshop. Your feedback is sincerely appreciated. Thank you.

WORKSHOP CONTENT (Circle your response to each item.)

1. I was well informed about the objectives of this workshop 1 2 3 4 5 N/A
2. The thematic areas were well chosen and informative 1 2 3 4 5 N/A
3. The content will help in future planning in-country 1 2 3 4 5 N/A

WORKSHOP DESIGN (Circle your response to each item.)

4. The workshop objectives were clear to me 1 2 3 4 5 N/A
5. The workshop activities were beneficial 1 2 3 4 5 N/A
6. The activities in this workshop gave me sufficient understanding of the action for reading 1 2 3 4 5 N/A
7. The difficulty level of this workshop was appropriate 1 2 3 4 5 N/A
8. The pace of this workshop was appropriate 1 2 3 4 5 N/A

WORKSHOP PRESENTERS AND FACILITATORS (Circle your response to each item.)

9. Overall, the presentations were well prepared and informative 1 2 3 4 5 N/A
10. Overall, the presenters spoke knowledgably about the content 1 2 3 4 5 N/A
11. The facilitators played a strong role in guiding country team through planning process 1 2 3 4 5 N/A
12. The facilitators were well prepared and provided knowledgeable insight 1 2 3 4 5 N/A
<table>
<thead>
<tr>
<th>13. I accomplished the objectives of this workshop</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. I will be able to use what I learned in this workshop</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>15. I feel that there will be strong support from various partners in country regarding early grade reading plans</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

16. How would you improve this workshop? (Check all that apply.)

- Provide better information before the workshop.
- Clarify the workshop objectives.
- Reduce the content covered in the workshop.
- Increase the content covered in the workshop.
- Update the content covered in the workshop.
- Improve the instructional methods.
- Make workshop activities more stimulating.
- Improve workshop organization.
- Make the workshop less difficult.
- Make the workshop more difficult.
- Slow down the pace of the workshop.
- Speed up the pace of the workshop.
- Allot more time for the workshop.
- Shorten the time for the workshop.
- Add more resources/video to the workshop.

17. What other improvements would you recommend in this workshop?
18. What is least valuable about this workshop?

19. What is most valuable about this workshop?