

Research Report

on

Early Grade Reading Ability Trend among Students from Indigenous Communities in Cambodia during COVID-19 Pandemic

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Abstract

This research aimed to assess the reading ability of students from grade 1, grade 2 and grade 3 that belong to indigenous communities in Cambodia during COVID-19. The research employed early grade reading ability (EGRA) tests for students from indigenous communities in five different provinces. The result revealed that indigenous students of all grades underperformed in every EGRA subtasks. Particularly, male students were found to outperform their female counterparts. This research also found that there were no significant differences in EGRA between students with and without early childhood care and education (ECCE) experience. The current research concluded that during COVID-19 pandemic, there was a huge gap in learning loss in early grade reading of students from indigenous communities. Male students tended to perform better than their female counterparts in most subtasks of EGRA. The research suggested that the Ministry of Education, Youth, and Sport (MoEYS) take urgent action to respond to the learning loss in early grade reading. Remedial classes as well as home-learning packages should be introduced widely to students from this from indigenous communities.

Keywords: early grade; early grade reading ability; indigenous communities; learning loss; COVID-19 pandemic Cambodia

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List of Acronyms

Abbreviations	Full words
AAC	Australia Awards Cambodia
COVID	Corona Novel Disease
EGRA	Early Grade Reading Assessment
EFA	Education for All
ESP	Education Strategic Plan
KAPE	Kampuchean Action to Promote Education
MoEYS	Ministry of Education Youth and Sport
NGO	Non-Governmental Organization
NSDP	National Strategic Development Plan
MGDs	Millennium Development Goals
PISA-D	Program for International Student Assessment for Developing Countries
PoEYS	Provincial Department of Education Youth and Sport
RGC	Royal Government of Cambodia
SDGs	Sustainable Development Goals
TEI	Teacher Education Institutes
UNESCO	Unite Nation Education Sciences and Culture Organization

Chapter 1: Introduction

1.1 Research background

Corona Novel Disease 2019, also known as “COVID-19, has become a global pandemic, threatening the safety and vulnerability to society, culture and the economy. In the education sector, UNESCO (2021) estimated that over 1.6 billion students in more than 190 countries were forced to stay out of schools, and over 100 million teachers and administrators have been affected by this global pandemic. To maintain the safety and the continuity of all aspect of society, governments across the world have implemented various approaches such as lockdowns, practicing social distance, restricting overseas travels and school closure. Most governments have temporarily closed schools and universities with the belief that this was the best way to prevent the virus from spreading. Alternatively, all traditional classroom interactions have been replaced by online platforms such as ClassDojo, Google Meet, Zoom or other social interaction apps. However, online learning and distance learning is debatable among researchers and scholars with the growing concern that these interventions have brought about negative impacts on students that have limited access to stable, speedy internet. Vulnerable, marginalized and disadvantaged students may also regard this issue as a major obstacle to maintain good education quality.

In Cambodia, the first case of COVID-19 was detected in one Chinese individual who travelled from Wuhan to Sihanouk Vile on 27th January 2020, and the second case belonged to a Cambodian man who was diagnosed positive and had direct contact with a Japanese business executive in Siem Reap in early March 2020. Since then the government announced that Cambodia was not safe from the spread of the virus and ordered for school closure in Siem Reap and in Phnom Penh and later on a nationwide shut down by 16 March 2020 (MoEYS, 2021a).

School closure in Cambodia was not made by chance. The MoEYS leadership took the case seriously by observing practices of nearby countries. The Philippines, for example, started to close all of their schools on 6 March 2020 with only six cases confirmed COVID-19 positive. Singapore, the only country in the region, decided to close their school by early April where a 3775th case was confirmed.

To maintain the continuity of education, online learning platforms have been replaced by face-to-face classroom interaction. Learning and teaching were partially conducted through online platforms, while a small group of students were allowed to be tutored with caution in various communities. For adults, learning happened mostly on online platforms, but for young children in kindergarten and primary education, access to online platforms is very problematic. Likewise, learning among children were more affected than adults during the pandemic, especially in rural and indigenous communities. By the end of the 2019-2020 school year, students have been awarded “passed” and can move automatically to the next level of education. The MoEYS acknowledged that although online learning activities were in place, many children could not catch up with the planned curriculum, especially those who are at early grades.

Besides online learning, the MoEYS has developed remedial learning packages that play crucial roles in supporting student learning. The remedial learning packages for grade 1 and grade 2 have been delivered to schools and then disseminated to students with instructions that could help parents to assist their children in the learning process. Also, a series of short stories which could be used for teaching in flexible hours have been developed.

In 2021, the Ministry of Education Youth and Sport estimated that around 13,482 public and private schools from pre-school through to upper secondary, 3,064 community pre-schools, non-formal education (NFE) centres, and Teacher Education Institutions (TEI) were forced to shut down, and 3.2 million students were unable to attend school as a result of the pandemic. Moreover, 720 teacher trainers, 5,248 teacher trainees within 26 TEIs, 16,525 educational personnel, 222,879 students within 124 higher education institutions nationwide in the NFE, whilst 9,377 students and 1,694 school personnel of 351 community learning centers which are under the supervision of MoEYS and counterparts were impacted by school closures for mitigation of the outbreak of the virus (MoEYS, 2021a). UNICEF estimated that around 169 million students were totally absent from schools.

1.2 Rationale

Cambodian education has made significant improvement over the past several years. The MoEYS is close to providing universal access for primary education, and the enrolment rate was 98% for the 2018-2019 school year (MoEYS, 2020a). Education is a crucial survival

necessity for each individual in any nation. Education helps to boost social-economic growth of a nation and increases individual income.

The MoEYS conducted grade 1 reading assessment in 2018 in 3 provinces: Kampong Thom, Siem Reap and Battambang. The assessment reported that the reading ability of students were disappointing. Around 71 per cent of students could not read a single word. The students could hardly identify letters and vowels. Around 50 per cent of the students could read only 13 letters and more than 50 per cent could identify 4 vowels by the end of grade 1. The assessment concluded that the students were lacking the foundation in reading (MoEYS, 2021b). Similarly, in 2019, the MoEYS conducted an assessment and found that only a third of the students could achieve reading fluency, and around 4 per cent of the students could read between 17 to 45 words per minute, while almost 70 per cent could not read any word. The result was disappointing to say the least. Expectation set by the MoEYS was that by the end of grade 3, students should be able to read between 45 to 65 words per minute. This is far behind the MoEYS' expectation.

1.3 Objectives of the research

Globally, the Covid-19 pandemic has negatively affected many aspects of student learning. The government and MoEYS have rolled out several intervention measures to ensure the continuity of learning and teaching during the pandemic.

In the present study, learning loss primarily focused on students' reading ability at the early grades from rural and indigenous communities. Children at these grades require attention and guidance from teachers and parents more than higher grade learners. They tend to belong to the most vulnerable groups during the pandemic due to their limiting ability, capability, accessibility and overall knowledge to partake in online learning. The reading ability at early grades is the most significant stage for student learning in the long run. It has a long-term effect on reading acquisition at higher grades (Graham & Kelly, 2018b). A longitudinal study has shown that ten years later, first-grade reading ability had a strong effect on 11th-grade outcomes, cognitive ability, lifetime habit of reading and reading comprehension throughout the elementary grades and thereafter (Cunningham & Stanovich, 1997). Therefore, the current study is highly needed to explore student reading trends.

1.4 Research questions

This research was conducted during the COVID-19 pandemic and the purpose of this research is to explore how COVID-19 effects on the reading ability of Cambodia's indigenous students. The researcher is guided by a central research question. To what extent does COVID-19 affect the reading ability of Cambodia's grade 1, grade 2, and grade 3 indigenous students?"

1.5 Significances

The Ministry of Education Youth and Sport has regarded education as a tool for socio-economic development. This allows the government to provide free of charge, desirable quality education to all learners regardless of their social status, gender or religion (MoEYS, 2020b). All aspects of learning have been integrated in the curriculum framework for general and technical education, and an assessment framework is also in place to evaluate the learning progress (MoEYS, 2016, 2018).

To date, no studies have been conducted to evaluate the impact of the COVID-19 pandemic on student learning achievement of Cambodia's indigenous students. It should be noted that the MoEYS promoted all students of all grades to the next grade automatically for the academic year 2019-2020. Therefore, the mist on learning loss has not been addressed. Understanding on the areas of learning affected by the COVID-19 pandemic is deemed necessary because it provides a clear insight for the recovery stage. By understanding the learning loss areas, teachers, parents, students, MoEYS and relevant stakeholders will be able to find the appropriate strategies and interventions to ensure recovery of student learning loss during the pandemic.

Reading is one of the core learning competences in the curriculum framework. A national assessment on the reading ability of grade 3 students conducted in 2014-2015 found that the average reading score of grade 3 students was 35.2 (MoEYS, 2020a, 2020b). This score was low, and the MoEYS is committed to increase 5 points by the 2017-2018 school year (MoEYS, 2020b). Prior to the national assessment of reading of grade 3 students, two early grade reading assessments (EGRA) were conducted in 2010 and 2012. The 2010 EGRA was conducted for grade 1 learners only, and the 2012 EGRA was conducted for all grades of primary school level. There is no recent study conducted in the area of reading ability of

indigenous students in Cambodia, and the current research will explore how these group of students perform in their reading test.

Chapter 2: Theoretical Background

2.1 Access to and quality of education: an opposite trend

The effort to increase enrollment at every level of education has become an international commitment over the last decade. Many countries were committed to delimit access to education, and this has been seen in many international agendas such as the development of Education for All (EFA), Millennium Development Goals (MDGs), and goal 4 of the Sustainable Development Goals (SDG-4). While most of the countries have claimed that they have achieved the EFA and the MDGs, the access to education is no longer an obstacle. Although access has been improved, the quality of service continues to be the center of all kind of education (RTI, 2010). Globally, there have been different kinds of emphases between developed nations and developing countries. The first group of country tends to put lots of priorities on tertiary education where they need to promote higher skills and scientific research, while the latter group of countries focus on sustaining and improving the quality of teaching and learning at the beginning levels of education such as primary and secondary cycle. The developing countries are lagging behind the developed countries in all aspects including education.

In Gambia, for example, more than 50% of grade 2 learners could not read a single word, while almost less than a third of all grade 3 students read none (Gove & Cvelich, 2011). This seemed to be a challenging issue that could have detrimental effects on the development of the country. With the expectation that education will contribute to make a difference to a nation, countries are committing to international agendas to enhance not only the access to education, but also the quality with an emphasis on inclusiveness.

2.3 Development of reading acquisition

Studies have shown that literacy skills in alphabetic languages develop along predictable patterns, and people learn these skills independently. Some students acquire these skills through intense interventions, while others learn with guidance provided by teachers or instructors (Vellutino et al., 1996). The literacy acquisition model suggests that learners come to recognize progressively more complex aspects of written language, specifically through orthography. According to (Dubeck & Gove, 2015), orthographic knowledge is an understanding about the words in their written form, and it is the third domain relevant to early reading acquisition. According to (Dubeck & Gove, 2015), early grades reading requires 5

steps which include pre-alphabetic, partial alphabetic, alphabetic, consolidated alphabetic and automatic (p. 317).

Pre-alphabet is the stage where students do not understand the alphabetic principle. The students have yet to learn that speech can be tuned to prints or how letters represent speech sounds in the language. What they can do is to memorize the text and its associated meaning by using pictures and environmental prints and identifying words by recognizing unique shapes. Students at this emergent stage notice the phonological features of spoken words (e.g., word length) and learn to navigate a book—its direction, purpose of pictures, and the like.

Partial alphabetic is the second stage of the reading process. The students now understand the alphabetic principle, meaning they can use some of the word's letters (i.e., symbols) to cue corresponding sounds, and this, in conjunction with memory for that word's initial unit of sound, allows them to "read" the word (Dubeck & Gove, 2015). The students develop their ability by identifying some of the names and sounds of letters, recognizing a few words, and matching spoken to written words. They learn to combine picture cues with initial sounds or syllables to read new words and are developing a sight-word vocabulary (i.e., words read automatically).

The ability to learn new words using several strategies is the third phase, and it is called alphabetic. In this stage, students go deeper into parts of the vocabulary and use their knowledge of grapheme–phoneme correspondences (i.e., symbol–sound) to decode unfamiliar words and to develop an extensive sight-word vocabulary. One of the most interesting indications is that the learners were able to read the passage fluently by themselves.

The fourth phase, consolidated-alphabetic, considers the importance of using larger spelling patterns within a word to read unfamiliar words. Students in this phase continue to learn new words through reading and writing and attend mostly to comprehension instead of decoding.

The final phase, automatic, is marked by proficient word reading. Students recognize nearly all the words they see in print and when they encounter a new word, they can identify it independently. Furthermore, they recognize more words in print than they use in typical conversations. The focus of attention is almost entirely on comprehension.

Table 1. Steps in early grade reading.

Name	Description	Phase(s) of development
Orientation to print	Measures knowledge of early print concept such as directionality. It is untimed and does not a disconnection rule.	Pre-alphabetic
Letter name identification	Measures knowledge of letter names. 100 letters are presented in a random order in both upper and lower case. It is timed at 60s and discontinued if none of the letters in the first line (10 letters) is read correctly	Partial alphabetic
Letter-sound identification*	Measures letter-knowledge of letter-sound correspondences. 100 letters are presented in random order in both upper and lower case. It is timed to 60s and is discontinued if none of the sounds in the first line (i.e., 10 letters) is produce correctly.	Partial alphabetic
Initial sound identification	Measures the ability to discriminate beginning sounds. Three words are presented and the aim is to identify the word that begins with a different sound from the other two. It is oral and has 10 sets of words. It is discontinued if no points are earned in the first five items.	Pre-alphabetic Partial alphabetic
Segmentation (phoneme or syllables)	Measures the ability to segment a word into individual phonemes or syllables. This subtask is oral and has 10 items. It is discontinued if no points are earned in the first five items.	Pre-alphabetic Partial alphabetic
Syllable identification	Measures the ability to read individual syllables. 50 syllables are presented. It is timed to 60 s and is discontinued if none of the first five syllables is read correctly.	Partial alphabetic
Familiar word reading	Measures the ability to identify individual words from grade-level text. 50 words are presented. It is timed to 60 s and is discontinued if none of the words in the first line (i.e., five words) is read correctly	Partial alphabetic Alphabetic
Non-word reading*	Measures the ability to decode individual non-words following common orthographic structure from grade-level text. 50 non-words are presented. It is timed to 60 s and is discontinued if none of the words in the first line (i.e., five words) is read correctly.	Partial alphabetic Alphabetic

Oral reading fluency	Measures the ability to read a grade-level passage of approximately 60 words. It is scored for accuracy and rate. It is timed to 60 s and is discontinued if none of the words in the first line (i.e., about 10 words) is read correctly.	Consolidated-alphabetic
Reading comprehension (with or without lookback) *	Measures the ability to answer questions about the grade-level passage. Question types include explicit and inferential, and lookbacks (i.e., referencing the passage for the answer) can be used if appropriate.	Consolidated-alphabetic Automatic
Cloze	Measures the ability to identify a word among several choices that would complete the sentence using the correct part of speech. It is untimed and does not have a discontinuation rule.	Consolidated-alphabetic Automatic
Listening comprehension*	Measures receptive language of an orally read passage with both explicit and inferential questions. It is untimed and does not have a discontinuation rule.	Used Diagnostically across various phases
Vocabulary	Measures receptive language skills of individual words and phrases related to body parts, common objects, and spatial relationships. It is untimed and does not have a discontinuation rule.	Used Diagnostically across various phases
Dictation	Measures the ability to spell and use grammar in a grade-level sentence. Words can be scored for partial representation.	Partial alphabetic Alphabetic Consolidated alphabetic
Interview	Gathers information about the child that is related to literacy and language development (e.g., first language; access to print). It is self-reported by the child.	Any phases of interest

Note: Those sub-tasks that contain star (*) are cores to the assessment.

Source: Dubeck and Gove (2015, p. 318)

2.4 Early grades reading assessment framework

The early grade reading assessment (EGRA) is an evaluation of reading competence of students at grade 1, grade 2, and grade 3 of primary education level. Rather than a high stake assessment, it is designed to provide results in real time, and it is not to replace internationally comparable, large-scale assessments (RTI, 2010). The EGRA includes a battery of subtasks that are aligned with the five phases (mentioned above). It measures phonological, prints and orthographic

knowledge as well as other skills understood to contribute to reading with understanding, such as receptive language and several types of comprehension (e.g., explicit, inferential, informed by syntax).

In many low-income countries, teachers tend to ignore the essentials of the reading assessment result. They may not be aware that their students are struggling to read, but the teachers do not see this as an issue because there were no early reading standards that have been communicated to them (Gove & Cvelich, 2011). These subtasks are described in the table below.

Table 2. EGRA subtest and skills.

Skills and Appropriate timing	EGRA Sub tasks	Skills demonstrated by students’ ability to
Emergent literacy Birth to grade 1	Concepts about print	Indicate text direction, concept of word, or other basic knowledge of print
	Phonemic awareness: identification of onset/rhyme sounds, phoneme segmentation	Identify initial or final sounds of words or segment words into phonemes (words are read aloud to student by assessor)
	Oral Vocabulary	Point to parts of the body or objects in the room to indicate understanding of basic oral vocabulary
	Listening Comprehension	Respond correctly to questions about a passage read aloud to the student by the assessor
Decoding Beginning grade 1	Letter identification: names and/or sounds	Provide the name and/or sound of upper and lowercase letters presented in random order
	Syllable naming	Identify legal syllables presented in random order
	Nonword reading	Identify nonwords composed of legal syllables presented in random order
	Familiar word reading	Read a list of words drawn from a corpus of frequent words presented in random order

Confirmation and Fluency: End of grade 1 to end of grade 3	Paragraph reading (oral reading fluency) with comprehension	Read a narrative or informational text with accuracy, with little effort, and at a sufficient rate and respond to literal and inferential questions about the text they have read
	Dictation	Translate sound to print and spell correctly
	Maze or cloze	Silently read a passage and select an appropriate missing word (multiple choices are provided in the case of maze)

Source: (RTI, 2010)

2.5 Early grade reading assessment in the context of Cambodia

The development of the EGRA in Cambodia was initiated in March 2010 following a Prakas from the Minister of Education which stated that the teaching of reading would become a national priority. To understand how well early graders acquire curricular contents, an assessment needs to be conducted. The MoEYS employs early grade reading assessment (EGRA) as a tool, administered orally to individual students, and it is designed to measure the most basic foundation skills for literacy acquisition in the early grades (MoEYS, 2018).

In the case of Cambodia, the main purpose of the EGRA is to document student performance in early reading skills and inform government systems and donors regarding the needs for improving reading instruction. The EGRA instrument was neither designed to be a diagnostic tool nor be used as a high-stake accountability measure (MoEYS, 2018).

The result of the assessment would help the MoEYS to take more actions toward developing interventions to improve the situation. Multi-language programs designed for indigenous students of the north-eastern part of the country is one of the interventions in promoting reading. Another effort is to revise textbooks that aim to maximize reading ability of students. According to the MoEYS (...), textbooks for students in grades 1-3 have been revised ...times to adapt a methodology of a learning French language for Cambodians developed by a Cambodian inspector. The textbooks enable students at early grades to understand essential principles such as letters, sounds, vowels and the combination of letters before they can read words, sentences and texts. To maximize such effort, capacity development of teachers in using new textbooks is essential.

According to MoEYS (2018), early grade reading assessment (EGRA) comprises of a small number of subtasks that are administered to learners of grades 1-3. The test can be done electronically using tablets or other devices and takes approximately 10-15 minutes for each individual student. However, paper-based tests may require up to one hour at a time.

The assessment is an adapted version of the MoEYS Early Grade Reading Assistance (EGRA) which was created and piloted in 2016. The early grade reading assessment serves as a system diagnosis for lower primary school level (grade 1-3), using curriculum-independent measures of student performance. Table 3 below summarize EGRA in the context of Cambodia education.

Table 3. EGRA employed in the context Cambodia.

Skills	Subtasks	Measures
1. Knowledge of Alphabet	Letter knowledge	Total number of letters read correctly up to one minute (lrcpm)s
	Letter fluency	
		Letters read correctly per minute (lrcpm)
2. Understanding letter sounds	Syllable knowledge	Per centage of tasks completed correctly
3. Finding the odd sound out	Phonemic awareness	Per centage of tasks complete correctly
4. Reading the simple words	Familiar word fluency	Total number of words read correctly in one minute (wrcpm)
5. Reading with understanding	Oral reading fluency	Total number of correct words read in connected text in one minute (cwrpm).
	Reading comprehension	Per centage of comprehension questions answered correctly, timed 15 seconds per question
6. Listening comprehension ¹	Listening comprehension	Per centage of questions answered correctly. Not timed
7. Dictation	Dictation	Per centage of correct marks. Timed at 5 minutes and 15 seconds.

Source: (MoEYS, 2012b)

¹ It is noted that listening comprehension is used with students at grade 4-6 as the test is used for endline assessment in the study 2012

2.6 Early grade reading assessment in Cambodia

In 2021, the KAPE under financial support from UNESCO (GPE III) conducted a base line study on Early Grade Reading Assessment for grade 1 students. The study was conducted in 7 provinces: Steung Treng, Oddor Meanchey, Kratie, Ratanakiri, Moundoulkiry, and Preah Vihea with more than 1500 students from grade 1. There were two types of schools—treatment and controlled. The study employed randomized controlled trial method and is expected to become the baseline for the reading proficiency of thousands of children.

The assessment generally indicated that there was no significant difference in the reading ability of students between the intervention group and the control ones in all subtasks. However, the results revealed that female students were likely better than their male counterparts regarding proficiency in reading. There have been concerns around students' knowledge on consonant naming, knowledge of vowel learning and advanced letter naming subtasks since the students found difficulties in expressing them correctly. The research also detected a significant difference in the familiar word reading subtask between the intervention group (50%) and the control group (40%) respectively.

Chapter 3: Methodology

3.1 Research design

The current study employed a purely quantitative approach using a survey research design to investigate students' reading ability at grades 1,2 and 3 in primary schools of the indigenous communities in Cambodia. In essence, survey study design will enable researchers to gather information from large samples of the population (Mathiyazhagan & Nandan, 2010) and strengthen the findings to be generalizable to other rural schools and indigenous communities in Cambodia. Therefore, it is the most appropriate study design for the present study.

3.2 Research sites and samples

The present study was conducted in five disadvantaged provinces where various indigenous people are inhabited, namely Ratanakiri, Mondulkiri, Kratie, Steung Treng, and Preah Vihea. According to Asian Development Bank (2014), these provinces have been considered as disadvantaged areas which have significantly high rates of poverty. For instance, it was reported that the rate of poverty incidence was 71 per cent for Ratanakiri and Mondulkiri, 59.10 per cent for Kratie, and 71.20 per cent for Steung Treng and Preah Vihea respectively (Asian Development Bank, 2014). These provinces are located to the northern part of Cambodia and that they share borders with Thailand and Lao PDR. There are thousands of people from various indigenous groups today. There are many types of indigenous groups, but the largest and commonly found indigenous people are known as Kuoy, Pounornng, Stieng, Brao, Tampuan, Pear, Jarai and Rade (Minority Rights Group International, 2017).

To implement EGRA, the current study randomly recruited students from five disadvantaged provinces mentioned earlier. In each province, a primary school comprising of the majority of students from various indigenous groups was purposively selected as a sample site. The primary purpose was to include a variety of indigenous groups. Hence, there were five primary schools included in the study. To select students, the random sampling method was employed to choose 12 students from grades 1, 2 and 3 of each school to complete a questionnaire and reading tests. Some cases were dropped from the study due to data missing. Therefore, 52 students from grades 1 and 2 and 49 students from grade 3 were included. The total was 153 students from grades 1, 2 and 3 involved in data collection. It should be noted that students included in the study were from three different indigenous minority groups: Kouy, Pounornng and Kreoung.

3.3 Instruments

The present study utilized EGRA designed and developed by MoEYS (2012a) to assess early grade reading ability in Cambodia. There are seven main parts or constructs of each test. Those constructs are known as *Vowel name identification*, *Consonant name identification*, *Advance letter name identification*, *Familiar word reading*, *Reading comprehension*, *Reading fluency*, and *Understanding letter sound*.

Overall, the Cronbach's Alpha (α) obtained from the tests developed and used by MoEYS (2012a) was 0.91, which was higher than 0.7. It indicates that the tests are reliable (see Leech, Barrett, & Morgan, 2005) and can be adopted for the current study. In the current study, the total of average EGRA sub tasks of each grade were used as dependent or outcome variables, and basic information of each student were used as independent or predictor variables for the analyses (see Table 2).

3.4 Data collection

To carry out data collection, researchers firstly sought permission from MoEYS before conducting data collection at the selected schools. After approval was granted, the researchers traveled to the designated schools to implement EGRA with students of grades 1, 2, and 3. As mentioned above, the current study aimed to include 12 students from each grade, but there was an issue. Some of the primary schools that resided among these indigenous communities did not have more than ten students in each grade. In this case, all students were directly selected without conducting random sampling. The selected students were given the tests accordingly.

A clear instruction was given to students in advance before the researchers began implementing the tests. Students were given test papers, and researchers simultaneously marked on separate papers while students were doing the tests. Each student was required to complete the test against the given timing controlled by the researchers to ensure that each student complete a task within the same period of time. After data collection, data were cleaned and prepared for the analysis. Some cases were dropped from the analysis due to missing information.

3.5 Data analysis

The present study used descriptive statistics to explain the Mean (*M*), Standard Deviation (*SD*) and per centage (%) of the seven EGRA sub tasks that determine students' reading ability in grades 1, 2, and 3. Detailed demographic information of the samples were also presented. Then, Independent-Samples T-Test was computed to examine if there was a significant difference in EGRA sub tasks by Gender, Early Childhood Education and Care (ECEC) experience, and Age within each grade. Lastly, Simple Logistic Regression was computed to determine if Gender, Early Childhood Education and Care (ECEC) experience, and Age might have had a significant influence on EGRA sub tasks respectively.

Chapter 4: Results

4.1 Descriptive statistics

Table 4 presents the values of Mean (*M*), Standard Deviation (*SD*), and Per centage (%) of each variable and constructs included in the analysis. It shows that, for grade 1, the current study randomly included 59.60 per cent of male students and 40.40 per cent of female students as samples. It revealed that most students, about 40.40 per cent, did not have the experience of Early Childhood Education and Care (ECEC) and came from three different ethnic minority groups in Cambodia: Kouy, Pounorng, and Kreoung. It has been found that Pounorng is the predominated ethnic minority group (61.50 per cent) compared to Kouy (19.20 per cent) and Kreoung (17.30 per cent) which were the minor ethnic minority groups in the current study. Moreover, Table 1 also showed that most of grade 1 students were 7 years old. For grade 2, it showed that there were 55.80 per cent male students compared to 44.20 per cent female students. Opposite to grade 1, a majority of grade 2 students, around 53.80 per cent, was reported to have experienced ECEC compared to 40.40 per cent of them who have not experienced ECEC. Similar to grade 1, Pounorng was the predominant ethnic minority group (61.50 per cent), whereas it was only 19.20 per cent of students from Kouy and 19.20 per cent from Kreoung. For grade 3, there were around 59.20 per cent male students compared to 40.80 per cent female students. Most of them had some form of experience with ECEC, while only 26.50 per cent of them did not. Students from Pounorng ethnic minority group were also the predominant group (61.20 per cent) compared to Kouy (18.40 per cent) and Kreoung (20.40 per cent). Furthermore, most of them were 10 years old.

Table 4. Mean (*M*), Standard Deviation (*SD*), and percentage (%) of variables for grades 1, 2, and 3.

N	Variables	Grade 1			Grade 2			Grade 3		
		<i>M</i>	<i>SD</i>	%	<i>M</i>	<i>SD</i>	%	<i>M</i>	<i>SD</i>	%
1	Gender									
	Male			59.6			55.8			59.2
	Female			40.4			44.2			40.8
2	Early childhood									
	No			40.4			40.4			67.3
	Yes			38.5			53.8			26.5
3	Ethnicity									

	Kouy		19.2		19.2		18.4
	Pounorng		61.5		61.5		61.2
	Kreoung		17.3		19.2		20.4
4	Age	7.23	1.42	8.40	1.14	10.00	1.53

4.2 Reading ability trend in grades 1, 2, and 3

The Table 5 and Figure 1 below show the reading ability trend with students' performance in seven sub tasks of grades 1, 2, and 3, including *Vowel name identification*, *Consonant name identification*, *Advance letter name identification*, *Familiar word reading*, *Reading comprehension*, *Reading fluency*, and *Understanding letter sound*. The findings have revealed that, during the COVID-19 pandemic, students at early grades majorly performed below 50 per cent in most sub tasks of EGRA implemented among students from six different ethnic minority groups in Cambodia.

Table 5. Students' reading ability in grades 1, 2, and 3.

N	Constructs	Grade 1			Grade 2			Grade 3 (%)		
		<i>M</i>	<i>SD</i>	%	<i>M</i>	<i>SD</i>	%	<i>M</i>	<i>SD</i>	%
1	Vowel name identification	5.42	5.44	47.58	7.56	5.57	49.10	9.76	4.28	49.83
2	Consonant name identification	11.02	10.71	46.77	17.63	12.71	48.70	21.73	9.62	50.64
3	Advance letter name identification	1.54	3.46	44.39	3.13	4.22	46.14	3.51	3.43	46.17
4	Familiar word reading	6.69	9.78	45.43	10.88	11.95	47.42	16.47	14.76	47.33
5	Reading comprehension	3.35	9.39	43.40	18.46	24.52	46.64	19.18	17.68	47.65
6	Reading fluency	4.00	6.65	45.33	14.65	17.05	47.74	22.82	21.21	47.66
7	Understanding letter sound	6.67	4.41	50.12	7.65	5.57	49.89	6.76	3.26	47.02

For grade 1, students tended to have the poorest performance in Reading comprehension sub-task at 43.40 per cent, while they performed the highest for Understanding letter sound sub-task at 50.12 per cent. In a similar trend, for grade 2, the findings revealed that students seemed to score the highest in Understanding letter sound sub-task at 49.89 per cent, whereas they performed the poorest in Advance letter name

identification sub-task at 46.14 per cent respectively. For grade 3, it has been found that students tended to get the highest score in Consonant name identification sub-task at 50.64 per cent, while the poorest performed sub-task was in Advance letter name identification at 46.17 per cent. To sum up, students of all grades could not meet at least 50 per cent in most sub-tasks of EGRA.

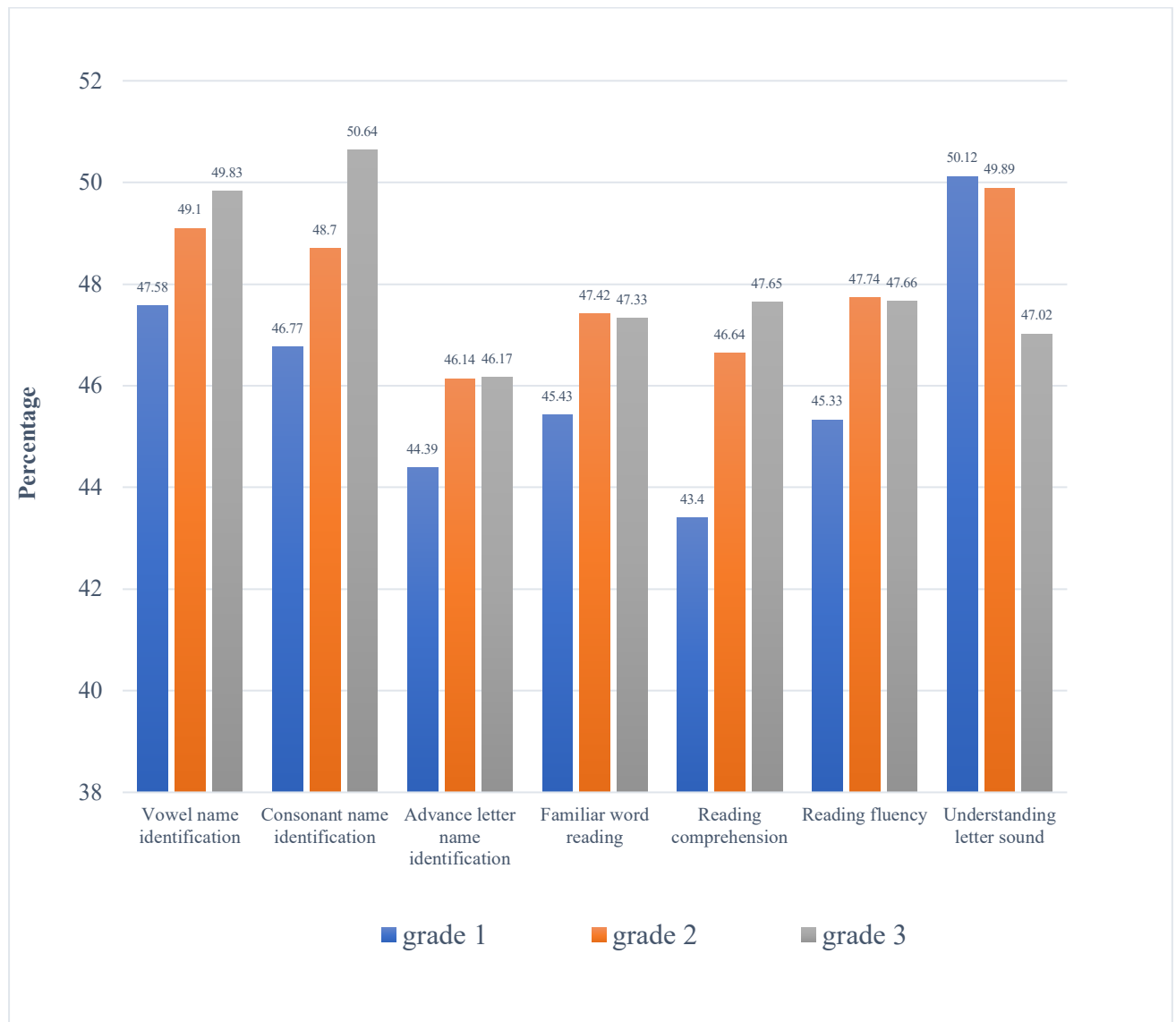


Fig 1. Trend of reading ability among students in grades 1,2, and 3 in per centage.

4.3 Difference by Gender

Table 6, 7 and 8 showed the results of Independent-Samples T-Test examining if there is a significant difference for male and female in EGRA sub tasks for grade 1, 2, and 3.

For grade 1, the results have shown that there was no significant difference between male and female students in all EGRA sub tasks respectively.

Table 6. Comparison of male and female on reading ability in grade 1 (n = 52).

N	Constructs	Grade 1				
		<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
1	Vowel name identification			0.30	50	0.76
	Male	5.61	6.195			
	Female	5.14	4.211			
2	Consonant name identification			0.30	50	0.77
	Male	11.39	11.035			
	Female	10.48	10.443			
3	Advance letter name identification			-0.30	50	0.77
	Male	1.42	3.334			
	Female	1.71	3.703			
4	Familiar word reading			-0.67	50	0.50
	Male	5.94	9.671			
	Female	7.81	10.068			
5	Reading comprehension			-0.59	50	0.56
	Male	2.71	8.462			
	Female	4.29	10.757			
6	Reading fluency			-0.68	50	0.50
	Male	3.48	6.587			
	Female	4.76	6.818			
7	Understanding letter sound			1.43	50	0.16
	Male	7.39	4.624			
	Female	5.62	3.943			

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

As shown in Table 7, for grade 2, among the seven EGRA sub tasks, it has been found that male students were significantly different from female students on Familiar word reading ($t = 0.25$, $df = 50$, $p < .05$) and Reading comprehension ($t = 0.60$, $df = 50$, $p < .05$). Inspection of the two group's means indicated that the average Familiar word reading ($M = 11.24$) and Reading comprehension ($M = 20.28$) scores for male students are significantly higher than Familiar word reading ($M = 10.43$) and Reading comprehension ($M = 16.17$) scores for female

students. According to Cohen (1988)², the effect size d was approximately .6 for Familiar word reading, which was considered as medium size effect. The effect size d was approximate .1 for Reading comprehension, which was considered as a large effect size.

Table 7. Comparison of male and female on reading ability in grade 2 (n = 52).

N	Constructs	Grade 2				
		<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
1	Vowel name identification			-0.06	50	0.95
	Male	7.52	5.88			
	Female	7.61	5.28			
2	Consonant name identification			0.25	50	0.80
	Male	18.03	14.03			
	Female	17.13	11.12			
3	Advance letter name identification			-0.26	50	0.80
	Male	3.00	4.65			
	Female	3.30	3.71			
4	Familiar word reading			0.25	50	0.05*
	Male	11.24	13.35			
	Female	10.43	10.19			
5	Reading comprehension			0.60	50	0.05*
	Male	20.28	26.27			
	Female	16.17	22.48			
6	Reading fluency			0.44	50	0.66
	Male	15.59	18.18			
	Female	13.48	15.83			
7	Understanding letter sound			0.30	50	0.77
	Male	7.86	6.22			
	Female	7.39	4.74			

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 8 showed that there were significant differences between male and female students on all EGRA sub tasks, including Vowel name identification ($t = 2.68$, $df = 47$, $p < .01$), Consonant name identification ($t = 3.73$, $df = 47$, $p < .001$), Advance letter name identification ($t = 2.77$, $df = 40$, $p < .01$), Familiar word reading ($t = 2.86$, $df = 47$, $p < .01$), Reading comprehension ($t = 2.03$, $df = 47$, $p < .05$), Reading fluency ($t = 2.47$, $df = 47$, $p <$

² According to Cohen's (1988), effect size is considered as no effect for 0.0, small for 0.2 to 0.5, medium for 0.6 to 0.7, and large for 0.8 onward.

.05), and Understanding letter sound ($t = 2.03$, $df = 47$, $p < .05$). The comparison of mean scores across all EGRA sub tasks indicated that male students significantly outperformed female students. Male students had significantly higher average scores on Vowel name identification ($M = 11.03$), Consonant name identification ($M = 25.52$), Advance letter name identification ($M = 4.45$), Familiar word reading ($M = 21.14$), Reading comprehension ($M = 23.31$), Reading fluency ($M = 28.72$), and Understanding letter sound ($M = 7.52$) than the scores on Vowel name identification ($M = 7.90$), Consonant name identification ($M = 16.25$), Advance letter name identification ($M = 2.15$), Familiar word reading ($M = 9.70$), Reading comprehension ($M = 13.20$), Reading fluency ($M = 14.25$), and Understanding letter sound ($M = 5.65$) for female students. According to Cohen (1988), the effect size d was approximately .8 for Vowel name identification, 1 for Consonant name fluency, .8 for Advance letter name identification, .8 for Familiar word reading, .6 for Reading comprehension, .7 for Reading fluency, and .6 for Understanding letter sound. The effect sizes were ranged from medium to large effect sizes (see Footnote 1).

Table 8. Comparison of male and female on reading ability in grade 3 (n = 49).

N	Constructs	Grade 3				
		<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
1	Vowel letter naming fluency			2.68	47	0.01**
	Male	11.03	4.11			
	Female	7.90	3.91			
2	Consonant letter naming fluency			3.73	47	0.00***
	Male	25.52	7.95			
	Female	16.25	9.35			
3	Advance letter naming fluency			2.77	40	0.01**
	Male	4.45	4.01			
	Female	2.15	1.63			
4	Familiar word reading			2.86	47	0.01**
	Male	21.14	14.66			
	Female	9.70	12.33			
5	Reading comprehension			2.03	47	0.05*
	Male	23.31	17.27			
	Female	13.20	16.93			
6	Reading fluency			2.47	47	0.02*
	Male	28.72	21.27			
	Female	14.25	18.44			

7	Understanding letter sound			2.03	47	0.05*
	Male	7.52	3.07			
	Female	5.65	3.30			

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

4.4 Difference by Early childhood education and care

Table 9 showed the results of Independent-Samples T-Test examining if there is a significant difference for students with ECEC and students without ECEC in EGRA sub tasks for grade 1, 2, and 3.

For grade 1, among the seven sub tasks, the results have revealed that students with ECEC were significantly different from students without ECEC only on Understanding letter sound ($t = 2.08$, $df = 33$, $p < .05$). The effect size d was approximately .7, which was considered as a medium size effect. So, it indicated that students with ECEC ($M = 8.43$) had significantly higher average score on Understanding letter sound than students without ECEC ($M = 5.60$) respectively.

Table 9. Comparison of early childhood education experience on reading ability in grade 1 ($n = 52$).

N	Constructs	Grade 1				
		<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
1	Vowel name identification			0.35	39	0.73
	No	6.24	5.47			
	Yes	5.60	6.09			
2	Consonant name identification			-1.15	39	0.26
	No	9.95	9.55			
	Yes	14.05	13.14			
3	Advance letter name identification			-0.32	39	0.75
	No	1.57	3.19			
	Yes	1.95	4.40			
4	Familiar word reading			0.71	39	0.48
	No	7.76	10.97			
	Yes	5.50	9.43			
5	Reading comprehension			0.74	39	0.46
	No	5.43	11.53			
	Yes	3.00	9.23			

6	Reading fluency			0.77	39	0.45
	No	4.57	7.51			
	Yes	2.95	5.79			
7	Understanding letter sound			2.08	33	0.05*
	No	8.43	3.43			
	Yes	5.60	5.08			

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

For grade 2, it has been observed that students without ECEC were significantly different from students with ECEC on Consonant name identification ($t = 2.15$, $df = 47$, $p < .05$), Advance letter name identification ($t = 3.42$, $df = 26$, $p < .001$), Familiar word reading ($t = 4.08$, $df = 47$, $p < .001$), Reading comprehension ($t = 5.01$, $df = 30$, $p < .001$), Reading fluency ($t = 5.32$, $df = 47$, $p < .001$), and Understanding letter sound ($t = 3.98$, $df = 47$, $p < .001$), except Vowel name identification ($t = 1.42$, $df = 47$, $p > .05$). It can be concluded that students without ECEC had significantly higher average scores on Consonant name identification ($M = 22.33$), Advance letter name identification ($M = 5.67$), Familiar word reading ($M = 18.29$), Reading comprehension ($M = 36.00$), Reading fluency ($M = 27.24$), and Understanding letter sound ($M = 11.05$) than the scores on Consonant name identification ($M = 14.75$), Advance letter name identification ($M = 1.54$), Familiar word reading ($M = 5.93$), Reading comprehension ($M = 5.57$), Reading fluency ($M = 6.04$), and Understanding letter sound ($M = 5.43$) for students with ECEC. The effect size d was approximately .6 for Consonant name identification, 1 for Advance letter name identification, 1 for Familiar word reading, 1 for Reading comprehension, 1 for Reading fluency, and 1 for Understanding letter sound. The effect sizes were also ranged from medium to large effect sizes (see Footnote 2).

Table 10. Comparison of early childhood education experience on reading ability in grade 2 (n = 52).

N	Constructs	Grade 2				
		<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
1	Vowel name identification			1.42	47	0.16
	No	9.00	5.13			
	Yes	6.75	5.76			
2	Consonant name identification			2.15	47	0.04*
	No	22.33	11.92			
	Yes	14.75	12.45			
3	Advance letter name identification			3.42	26	0.00***

	No	5.67	5.17			
	Yes	1.54	2.30			
4	Familiar word reading			4.08	47	0.00***
	No	18.29	11.65			
	Yes	5.93	9.56			
5	Reading comprehension			5.01	30	0.00***
	No	36.00	24.88			
	Yes	5.57	14.42			
6	Reading fluency			5.32	47	0.00***
	No	27.24	15.33			
	Yes	6.04	12.54			
7	Understanding letter sound			3.98	47	0.00***
	No	11.05	5.79			
	Yes	5.43	4.09			

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

For grade 3, the results have shown that students without ECEC were not significantly different from students with ECEC on all EGRA sub tasks.

Table 11. Comparison of early childhood education experience on reading ability in grade 3 (n = 49).

N	Constructs	Grade 3				
		<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
1	Vowel name identification			-0.53	44	0.60
	No	9.39	4.53			
	Yes	10.15	3.83			
2	Consonant name identification			0.20	44	0.84
	No	21.58	10.41			
	Yes	20.92	8.46			
3	Advance letter name identification			-0.14	44	0.89
	No	3.30	3.47			
	Yes	3.46	3.33			
4	Familiar word reading			-0.20	44	0.84
	No	15.94	15.61			
	Yes	16.92	13.65			
5	Reading comprehension			-0.27	44	0.79
	No	18.67	18.81			
	Yes	20.31	17.24			

6	Reading fluency			-0.29	44	0.77
	No	22.03	21.16			
	Yes	24.08	22.57			
7	Understanding letter sound			-0.29	44	0.77
	No	6.76	3.16			
	Yes	7.08	3.90			

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

4.5 Factors influencing reading ability

Table 12, 13, and 14 below explained whether Gender, ECE, and Age might have significant influences on students' reading ability at early grades. Linear Regression was employed for the analysis because the outcome or dependent variables (EGRA sub tasks) were continuous variables, while Gender and ECE were the binary or dichotomous variables, and Age was a continuous variable.

For grade 1, it has been found that Gender and ECEC significantly explained Understanding letter sound ($F(3, 37) = 3.25, p < .05$) as shown in Table 12 below. The adjusted R Square value was 0.144, which determined that 14 per cent of the total variance in Understanding letter sound was explained by the model. The results suggested that students being a male ($\beta = -0.32, p < .05$) and having never enrolled in a pre-school ($\beta = -0.33, p < .05$) had better performance in Understanding letter sound compared to their peers.

Table 12. Influence of Gender, ECE, and Age on students' reading ability in grade 1.

N	Variables	Gender		ECEC		Age	
		β	p	β	p	β	p
1	Vowel name identification	-0.16	0.33	-0.06	0.73	-0.14	0.41
2	Consonant name identification	-0.10	0.56	0.17	0.40	0.01	0.97
3	Advance letter name identification	0.04	0.83	0.04	0.80	0.08	0.65
4	Familiar word reading	0.80	0.65	-0.13	0.43	0.19	0.27
5	Reading comprehension	0.09	0.60	-0.12	0.47	0.09	0.58
6	Reading fluency	0.11	0.49	-0.15	0.36	0.28	0.09
7	Understanding letter sound	-0.32	0.04*	-0.33	0.03*	-0.16	0.29

Note: β = Beta (* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$)

For grade 2, it has been found that ECEC significantly predicted Consonant name identification ($\beta = -0.34, p < .05$), Advance letter name identification ($\beta = -0.48, p < .001$),

Familiar word reading ($\beta = -0.55, p < .001$), Reading comprehension ($\beta = -0.66, p < .001$), Reading fluency ($\beta = -0.65, p < .001$), and Understanding letter sound ($\beta = -0.53, p < .001$). The findings suggested that students who used to attend pre-school were more likely to perform poorer in most EGRA sub tasks compared to students who never attended pre-school. Furthermore, the findings also showed that Age significantly explained reading ability related to Vowel name identification ($\beta = 0.34, p < .05$). It means that over-age students tended to perform poorly on Vowel name identification compared to their peers respectively.

Table 13. Influence of Gender, ECE, and Age on students' reading ability in grade 2.

N	Variables	Gender		ECE		Age	
		β	<i>p</i>	β	<i>p</i>	β	<i>p</i>
1	Vowel name identification	-0.01	0.92	-0.26	0.07	0.34	0.02*
2	Consonant name identification	-0.36	0.66	-0.34	0.02*	0.16	0.28
3	Advance letter name identification	-0.03	0.83	-0.48	0.00***	-0.04	0.79
4	Familiar word reading	-0.10	0.43	-0.55	0.00***	0.13	0.31
5	Reading comprehension	-0.16	0.18	-0.66	0.00***	0.12	0.30
6	Reading fluency	-0.15	0.22	-0.65	0.00***	0.11	0.36
7	Understanding letter sound	-0.09	0.48	-0.53	0.00***	0.09	0.50

Note: β = Beta (* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$)

For grade 3, the results indicated that Gender significantly explained five EGRA sub tasks, including Vowel name identification ($\beta = -0.35, p < .05$), Consonant name identification ($\beta = -0.50, p < .001$), Familiar word reading ($\beta = -0.37, p < .05$), Reading fluency ($\beta = -0.34, p < .05$), and Understanding letter sound ($\beta = -0.40, p < .05$). It means that male students were likely to perform better than female students in most EGRA sub tasks as mentioned above. Furthermore, it also showed that Age significantly predicted Understanding letter sound ($\beta = 0.30, p < .05$), which means that over-age students had better performance in understanding letter sound compared to their peers.

Table 14. Influence of Gender, ECE, and Age on students' reading ability in grade 3.

N	Variables	Gender	ECE	Age
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	β	p	β	p	β	p
1 Vowel name identification	-0.35	0.03*	0.08	0.61	0.01	0.94
2 Consonant name identification	-0.50	0.001***	-0.05	0.73	0.16	0.27
3 Advance letter name identification	-0.25	0.10	0.08	0.60	-0.27	0.08
4 Familiar word reading	-0.37	0.02*	0.02	0.92	-0.01	0.96
5 Reading comprehension	-0.27	0.09	0.06	0.71	-0.06	0.70
6 Reading fluency	-0.34	0.04*	0.02	0.90	0.02	0.91
7 Understanding letter sound	-0.40	0.02*	-0.05	0.74	0.30	0.05*

Note: β = Beta (* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$)

Chapter 5: Discussion and Implications

5.1 Reading ability among student from indigenous students of Cambodia

This section presents the discussion part of the research study. An overall objective of the current research is to identify the reading ability trend of indigenous learners within their communities amid COVID-19. The central of the research question is to determine which areas affect students reading ability the most amid the COVID-19 pandemic. 153 students from grade 1 to 3 participated in the survey and of which 58.20 per cent were male.

The research revealed that the reading ability of the indigenous students was relatively low. Students at grade 1, for example, tended to have a very low score on reading comprehension. The understanding of the passage being read was below the average which stood at 43.40 per cent, followed by advance (special) letter name identification which stood at 44.39 per cent. For grade 2 students, Advance letter name identification was also problematic for them. Grade 2 students could identify 46.14 per cent, followed by 46.64 per cent at reading comprehension. For grade 3 learners, their scores were very low on Advance letter name identification. Overall, students of early grade were likely to have problems with understanding the text as well as naming advanced letters. Poor performance on a reading comprehension tool suggests that the student had trouble with decoding, with reading fluently enough to comprehend, or with vocabulary.

The research also found that students underperformed in all sub-tasks of the EGRA. Vowel name identification of grade 1, grade 2 and grade 3 students were 47.58%, 49.10 per cent and 49.83 per cent respectively. These figures show a very low achievement, and these may affect their reading ability in the long run. To understand the meaning of a text, the students do not need to understand all the words written in the text.

Base on the Education Strategic Plan (2019-2023), the MoEYS expects that upon completion of the studies, children will be knowledgeable based on accepted standards, be able to meet the labour market demand and be able to join the workforce to boost economic growth and development in Cambodia (MoEYS, 2014, p. 12). With the above findings, the expectation to provide high quality education for all in 2030 might be a far-to-reach situation. Gove and Cvelich (2011) maintain the idea that teachers in many low-income countries tend to ignore the importance of the reading assessment result. They understand that their students

struggle to read, but they lack the ability to communicate with students about it. The role of the teachers in supporting early grade reading activities needs to be immediately addressed.

Furthermore, in response to the SDG-4, the MoEYS is committed to providing educational services with quality and equity where all kinds of learners regardless of their age, gender, religion, place of origin will be given equal opportunities. A road map of Cambodia Education 2030 has been developed to reflect the needs. During the 2020-2021 school year, the Ministry of Education Youth and Sport reported that among the 57,300 primary school teachers the MoEYS employs, only 419 (less than 1 per cent) of whom (206 were women) received training on early grade reading teaching techniques and early grade mathematics teaching techniques (MoEYS, 2021c). According to the Ministry of Education Youth and Sport guideline, early grade teaching methodology consists of 7 components, starting from knowing the letter sound, knowing the letter, reading simple words, reading sentences and reading passage. This implies that teachers in Cambodia need to be trained on the use of early grade reading techniques as part of their teaching profession.

5.2 Factors influencing Khmer early grade reading ability

There are a number of factors that would have impact on students learning outcomes such as gender, experience in early childhood education, the engagement in shadow education, informal payment to teachers, experience of grade retention, social economic status of the family, age admitted to school, regularity of testing in class, student-classroom engagement, school locations, and types of schools (MoEYS, 2020c). No and Hirakawa (2012), Keng (2004) have identified several factors that have an impact on student learning and decision to stay in school such as age at first school entry, father education, repetition, ethnicity and gender (male). However, this research analysis only showed three factors that are significant to the reading ability of indigenous students in Cambodia.

5.2.1 Gender

Literature suggests that there has been evidence of female students are more assertive than their male counterparts in learning language (Logan & Johnston, 2010). Female students seem to have a faster learning pace and tend to respond quicker compared to male students. However, the current study found that male students tended to outperform their female counterparts in almost every sub-task. The results of T-Test analysis shows that there are

significant differences in reading ability among students of both genders. In grade 2, for example, the results disclosed that male students were significantly different from their female counterpart in the Reading Comprehension, and Familiar word reading. The Mean scores of male students in Reading Comprehension was greater than the score of female students.

There was also a significant difference between male and female students of grade 3 in all sub-tests of the EGRA. In all, it can be seen that the reading ability of the male group is better than those of the female among indigenous students.

The disparity seen here is caused by factors related to household responsibilities. During the pandemic, female students would engage in more household chores than male students. This may affect the learning pace of female students. Besides household responsibilities, their family's socioeconomic background may be another factor. The minority groups were living in a challenging situation. Students from poor households in the research site may have little access to electronic devices, and this may be one of the causes in reading deficiency. Allocating too much time to housework may affect the learning pace of female students. Household chores in Cambodia have many negative impacts on student learning and may lead to negative consequences. They put more pressure on female students, especially if the student herself is the eldest sibling. Keng (2004) in their study on household determinants of school progression among rural children in Cambodia found that Cambodian girls have fewer educational opportunities than boys.

5.2.2 Experience with ECD

A large body of literature has suggested that students who had experience with early childhood care and education tend to have better performance than those who had never experienced such service. Many countries invest a large amount of their national budget on early childhood care and development and expect that children will develop greatly and contribute back to society. However, the current research had found mixed results. In grade 1, there is no significant difference between students with and without ECEC experience, except on Understanding letter sound. At grade 2, children with early childhood care and education experience seemed to have lower scores in all sub-tasks compared to those who had no experience in ECDE. Students in grade 2 without ECEC experience were significantly different from students with such experience. From the data analysis, students who had never

been admitted to ECEC had significantly higher average scores on Consonant name identification ($M = 22.33$), Advance letter name identification ($M = 5.67$), Familiar word reading ($M = 18.29$), Reading comprehension ($M = 36.00$), Reading fluency ($M = 27.24$), and Understanding letter sound ($M = 11.05$), except Vowel name identification.

Although there is no robust evidence to support the claim, it is more likely that the quality of early childhood service that the students received in the previous year is a matter of discussion. Students were affected repeatedly by COVID-19. In 2019-2020, schools were forced to close, and students could only study online. By 2020-2021, schools continued to remain closed, and the only means was to study virtually or by clusters. However, early childhood care and development activities were not allowed to take place in schools. That is why the experience of ECDE of grade 1 students were just a record, and the impact could not be evaluated. In addition to this, the indigenous students did not benefit at all from ECDE activities during school closure.

In the 2019-2020 school year, the MoYES reported that early childhood intervention as provided using multi-lingual programs for minority and ethnic groups in 5 provinces which cover 19 districts of Kratie, Moundulkiri, Ratanakiri, Steung Treng and Preah Vihea. The programs were offered in indigenous tribes such as Toun Poun, Kouy, Kreung, Pounong, Krol, Kavet, Prov, Chharay and Kachak (MoEYS, 2021c). Although intervention was given, it was not on the site where the current research was being conducted. Another reason to support the findings is that during COVID-19, students were introduced to online learning.

During the school reopening period, all higher grades of learning were allowed to be in schools, however, pre-schools students were placed at home and received only online learning activities. There is no study to confirm the impact of ECDE during COVID-19, and the current study could question the effectiveness of the ECDE amid the pandemic.

5.2.3 Age

The study records that the Mean scores of the age of the students grade 1, grade 2, and grade 3 were 7.23, 8.40 and 10.00 respectively. This may indicate that students of the ethnic minority group tend to enroll late in primary education. A closer look into the performance of the students reveals that younger students tend to be outperformed by the other students of

older age groups. For example, student at grade 1 could achieve 47.58 per cent on Vowel name identification, while students at grade 2 and grade 3 achieved higher in the same sub-task at 49.10 per cent and 49.8 respectively. Similarly, in the consonant name identification sub-task, grade 1 learners can read 46.77 per cent per the allotted time, while students at grade 2 and grade 3 could read up to 48.7 per cent and 50.64 per cent during the allotted time. Overall, older students were better than students of grade 1, except understanding phonemic sounds. Grade 1 students achieved above the average, while grade 2 and grade 3 students achieved only 49.89 and 47.02 per cent respectively in this sub-task.

Although seniority indicates a greater achievement in terms of reading ability, it is otherwise not being recommended in the education system. The students may enroll late in school. According to No and Hirakawa (2012), late school entry may have a negative impact on school attainment, as the students may have a much higher chance of dropping school when they proceed into higher levels of education such as lower secondary or upper secondary. The students may appear to be older than their peers, and this is could make it difficult for them to form friendships. The chances of dropping out because of personal detachment can be high. Children that were sent to school after the age of six appeared to be less likely to stay enrolled to complete grade 4 of primary education than children who were sent to school at the right age (Keng, 2004). According to the Cambodia Law of Education, the right age in which students should be admitted to school is 6 years old (RGC, 2007). The finding indicates that indigenous students were admitted to school one year later than their recommended age. Starting school at a later age is a negative factor that mitigates children academic survival (Keng, 2004).

5.3 Implications

Implication 1: Reducing all barriers to learning of girls and female students

The results indicated that the reading ability of indigenous male students were greater than their female peers. In contrast, previous studies showed that female pupils had much higher cognitive reading abilities than males. It is too early to conclude that female students were largely occupied by household responsibilities during COVID-19. Sharing roles and responsibilities among children in the family is necessary. Therefore, gender mainstreaming and inclusion among indigenous people will be strengthened for all areas of work-related projects to ensure that SDG4 will be achieved. Some of the examples that could lead to

eradicating these barriers may include working closely with communities, parents and families to raise awareness on gender equity that could benefit female students. Parents may gain greater awareness on gender equity and may be engaging more in the learning of their children, especially the girl and female learners.

Implication 2: Improving the quality of early childhood care and education within indigenous communities in Cambodia

There have been critiques over the quality of ECEC during the COVID-19 pandemic. The main question was largely related to the quality of the ECEC during COVID-19. The research found that there was significant difference in grade 1 between ECEC students and non-ECEC students on Understanding letter sound. However, students without ECEC had significantly higher average scores on other subtasks, while there is no difference in grade 3 students between those who had experience with ECEC and those who has no ECEC experience. This indicates that ECEC amid the pandemic was more likely less effective. Online learning may be not applicable for early childhood care and activities for indigenous students, while the quality of services to these groups will be closely monitored and strengthened to meet with the expected outcomes where education is delivered within a minimum standard based on the ESP (2019-2023). To meet this end, broadening the ECEC services in the needy areas and responding to the needs of the locals is warmly welcome and recommended for the shake of the children including the research locations.

Implication 3: Promoting the access to education, the right age, the better result.

Enrolling children in school at the recommended age is the key to promote learning. The MoEYS reported that gross enrolment rate in rural locations in the 2020-2021 school year was 117.80 per cent, while the net enrolment rate was 85.60 per cent (MoEYS, 2021d). This means that around 27.30 per cent of the school-age children were unable to enroll in the previous year. National Campaign is crucial to reflect the necessity of enrollment at the recommended age of children. It is also a national commitment as stated in the law.

Implication 4: Promoting in-door strategies for learning recovery in early grade reading

The results of the current study indicated that students at early grades in Cambodia could not meet the average performance scores in all subtasks of EGRA due to the school closure during the COVID-19 pandemic. This finding is consistent with Asian Development Bank

(2021) that claims that low- and middle-income countries in Asia have been found to lose approximately 29 percent of a year's worth of learning by 2021. At recovery stage when schools are reopened, learning recovery is deemed crucial. The urgent initiatives are needed to ensure that students can recover their reading ability as soon as possible. The reading ability at early grades is the most significant stage for student learning in the long run. It has a long-term effect on reading acquisition at higher grades (Graham & Kelly, 2018). Therefore, several learning recovery strategies have been suggested by World Bank (2021) to help students recover their reading ability as follows:

- ***Establish Programs for Teaching at the Right Level:*** Addressing the needs of every student is vital for effective learning at the recovery stage. Teaching at the right level is done by grouping students by their proficiency level rather than age or grade. This can be done by administration of a brief assessment of reading ability. Students are expected to move from grade-based classroom to proficiency-based classroom during extra dedicated hours.
- ***Provide Individualized Self-Learning Programs (ISLP), Including Computer-Assisted Instruction:*** Similar to teaching at the right level, ISLP utilizes technology available in school or home through computer-assisted self-learning program. Through this program, teachers' guidance can be reduced and remotely controlled, which allows students to learn in their own pace during the regular school day or afterschool. In case of Cambodia, early grade students need close monitoring and assistance from teachers and especially parents to utilize such technological paradigm.
- ***Establish Small Group Tutoring Programs:*** Tutoring can significantly increase student achievement for low-achieving students, which its efficacy depends mainly on group size and frequency of tutoring time. Tutoring can be done by the same tutor throughout the year during the school day, dedicated hours, or afterschool. Tutors can either be college students or high school students.
- ***Extending Instruction Time:*** It has been found that extending instruction time yield significantly improved learning outcomes and non-academic benefits (Patall, Cooper, & Allen, 2010). It can be done by extending school day, week, or year. Holding classes during the short and long-term vacation by arranging students by their proficiency level as small groups is an ideal and effective approach to foster learning recovery.
- ***Promoting involvement of parents:*** It is important that for early grade students, parents play a crucial role in closely observing, encouraging, and assisting students

hold effective self-learning. Parents need to establish good cooperation and communication with school primarily to support student learning and strengthen children's growth and learning process by providing a safe and peaceful learning environment.

Implication 5: Ongoing support to promoting early grade reading

Support from relevant stakeholders, such as MoEYS, NGOS, and volunteers is crucial. This to make sure that early grade teachers follow the guideline and steps in early grade teaching and learning. This assistance ensures that instruction includes key aspects in early grade teaching and learning, ranging from (1) knowing letter sound, (2) knowing letter shape, (3) knowing syllable/vocabulary, (4) reading fluency and (5) reading comprehension. These 5 key steps need to be addressed during instruction with the assurance that students have chances to practice more. This should be extended nationwide, including the research site, as this is believed that it is one of the effective measures to respond to promoting early grade teaching and learning mechanism.

Chapter 6: Conclusion

The research concludes that reading ability of students from indigenous communities during COVID-19 was severely affected in all aspects. In all, reading ability of students in every domain of early grades as below the average.

This finding was consistent to the result of the grade 3 national assessment conducted in 2018 which also found that grade 3 students achieved below the average of the Khmer language tests.

The finding was also consistent with the study by Keng's causal-comparative research (2003). The students who had been sent to school at a later age were more likely the ones who had better performance compared to their younger counterparts. However, late school entry is not recommended in the education system. Late school entry increases the likelihood of dropout after grade 4 of primary education. In turn, the research suggested parents to invest in education for their children as per the recommended age to enhance their social life in school and academic performance. The finding contradicts a baseline survey on early grade reading conducted by KAPE in 2021. There were significant differences in gender to reading ability, experience of early childhood care, and education to reading ability.

The current study, regrettably, did not examine the relationship between family economic status and child labor among other significant factors. In addition, since the study focused on indigenous students from the northern part of the country, it should be noted that the research on reading ability should be conducted in other locations to have a broader picture of the reading ability among the groups of indigenous communities across Cambodia. However, the findings were from a study with a very small sample size. To clarify this, further studies with larger sample sizes may be needed.

All in all, indigenous students of all grades underperformed in all aspects of EGRA, and the learning lost during COVID-19 was enormous. Although COVID-19 paves ways for innovation, it has indeed threatened the learning of people from marginalized groups that could not obtain access to online learning sources. The dream to achieve equitable access throughout primary education is still a far-to-reach destination. The MoEYS should take more action to accelerate learning of all learners, including people from indigenous and ethnic minority communities.

The study suggests relevant stakeholders to pay more attention to early grade reading enhancement. The Ministry of Education Youth and Sport needs to set clear and precise policies and regulations to ensure inclusiveness in education. The Provincial Department of Education Youth and Sport must ensure that education policies and regulations supporting learning of children of indigenous communities benefit from the education system.

Appendix 1a: Reading test for grade 1

លេខកូដខេត្ត លេខកូដសាលារៀន លេខកូដសិស្ស

កម្រងគេសអំណានភាសាខ្មែរ ថ្នាក់ទី១

១.ព័ត៌មានទូទៅអំពីសិស្ស

រាជធានី ខេត្ត.....ក្រុង ស្រុក ខណ្ឌ.....ឃុំ/សង្កាត់.....ភូមិ.....

កម្រងសាលារៀន.....ឈ្មោះសាលារៀន.....ថ្នាក់ទី១.....លេខកូដសាលារៀន.....

ទីតាំងសាលារៀន ប្រជុំជន ជនបទ

ឈ្មោះសិស្ស.....ស្រី ប្រុស អាយុ.....ឆ្នាំ

ជនជាតិ: កួយ ពួង ចារ៉ាយ

ទំពួន សំរី ស្បៀង

ជនជាតិដើមភាគតិចផ្សេងទៀត.....(សូមបញ្ជាក់)

សិស្សបានឆ្លងកាត់ការអប់រំកុមារតូច សិស្សមិនបានឆ្លងកាត់ការអប់រំកុមារតូច

សិស្សមានពិការភាព បាទ/ចាស ទេ

ប្រភេទពិការភាព: ពិបាកក្នុងការស្តាប់ ពិបាកក្នុងការមើល ពិបាកក្នុងការនិយាយ
ពិបាកក្នុងការធ្វើចលនា ពិបាកផ្លូវអារម្មណ៍ ពិបាក

ខាងសតិបញ្ញា

មានជំងឺ ពិបាកច្រើនមុខ

ពិបាកផ្សេងទៀត.....(សូមបញ្ជាក់)

ឈ្មោះអ្នកវាយតម្លៃ:.....គុណាទី.....កាលបរិច្ឆេទធ្វើតេស្តថ្ងៃ.....ខែ.....ឆ្នាំ.....

ម៉ោងចាប់ផ្តើម:.....ម៉ោងបញ្ចប់:.....ព្រឹក..... ល្ងាច.....

២.កម្រងសំណួរ

ផ្នែកអំណាន

២.១ ការស្គាល់តួអក្សរ៖ ពិន្ទុ១០០ រយៈពេល៦០វិនាទី (១ពាក្យស្ទើរពិន្ទុ)ពិន្ទុសរុប...../១០០

ក. ព្យញ្ជនៈ២៩តួ៖ ២៩ពិន្ទុ រយៈពេល១៥វិនាទី (១ព្យញ្ជនៈ ស្ទើរពិន្ទុ) ពិន្ទុ...../២៩

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ចប់

សូមគូសខ្លែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអាន៥ព្យញ្ជនៈ

ជាប់គ្នា

ខ. ដើមព្យញ្ជនៈ២៧តួ៖ ២៧ពិន្ទុ រយៈពេល១៥វិនាទី (ដើមព្យញ្ជនៈ១ ស្ទើរពិន្ទុ)ពិន្ទុ...../២៧

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ជាប់គ្នា

ក. ស្រ:និស្ស័យ២៣ក្នុ: ២៣ពិន្ទុ រយ:ពេល១០វីនាទី (ស្រ:និស្ស័យ១ស្ទើ១ពិន្ទុ) ពិន្ទុ...../២៣

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ជាប់គ្នា

៧. ស្រៈពេញក្នុង១៥ក្នុះ ១៥ពិន្ទុ រយៈពេល១៥វិនាទី (១ស្រៈស្មើ១ពិន្ទុ) ពិន្ទុ...../១៥

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ជាប់គ្នា

៨. វណ្ណយុត្តិ ចំនួន៦ក្នុះ ៦ពិន្ទុ រយៈពេល៥វិនាទី (១វណ្ណយុត្តិ ស្មើ១ពិន្ទុ) ពិន្ទុ...../៦

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ជាប់គ្នា

២.២ ការញែកសូរៈ ២០ពិន្ទុ រយៈពេល៦០វិនាទី (១ពាក្យ ស្មើ១ពិន្ទុ) ពិន្ទុសរុប...../២០

ក. ការយល់ដឹងពីសំឡេង រយៈពេល២០វិនាទី (១០ពិន្ទុ ១ពាក្យស្មើ១ពិន្ទុ) ពិន្ទុ...../១០

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ដើមមិនត្រូវ



ខ. ការរកសូរដើមនៃពាក្យដែលខុសគេ៖ ១០ពិន្ទុ រយៈពេល៤០វិនាទី (១ពាក្យស្មើ១
ពិន្ទុ) ពិន្ទុ.../១០

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 ខឹង ថែម ខាត ត្រូវ ខុស
 ចុក ឆាប់ ឆោត ត្រូវ ខុស

សូមគំនូសខ្លែង(x)ក្នុងប្រអប់នេះ ប្រសិនបើសិស្សឆ្លើយពាក្យខាងដើមមិន

ត្រឹមត្រូវ

២.៣ ការចេះវាក្យសព្ទ៖ ពិន្ទុ៣០ រយៈពេល៦០វិនាទី (១ពាក្យស្មើ១ពិន្ទុ) ពិន្ទុសរុប...../៣០

ក. ពាក្យព្យញ្ជនៈផ្សំស្រុះ ១០ពាក្យ៖ ១០ពិន្ទុ រយៈពេល២០វិនាទី (១ពាក្យស្មើ១ពិន្ទុ) ពិន្ទុ...../ ១០

ចៅ	ដេរ	លី	ធំ	ញី	(៥)
ដំរី	ច្បារ	យោធា	បំបៅ	ទំនេរ	(១០)

ចំនួនវិនាទីដែលនៅសល់ពេលអានចប់

សូមគូសខ្លែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអាន៥ពាក្យនៃដួរ

ដេកដំបូង

ខ.ពាក្យប្រកប១០ពាក្យ៖ ១០ពិន្ទុ រយៈពេល២០វិនាទី (១ពាក្យស្មើ១ពិន្ទុ) ពិន្ទុ...../១០

កែវ	លឿង	រឹក	ញាប់	ដុំដី	(៥)
ជីតា	កៅអី	តូច តាច	ដេរដាស	សំណាង	(១០)

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ចំនួនវិនាទីដែលនៅសល់ពេលអានចប់

សូមគូសខ្លែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអាន៥ពាក្យនៃជួរដេក

ដំបូង

គ.ពាក្យផ្ទៃដើម្បី៥ពាក្យ៖ ៥ពិន្ទុ រយៈពេល១០វិនាទី (១ពាក្យស្មើ១ពិន្ទុ) ពិន្ទុ...../៥

ក្លែង	ម្នើស	ក្លោក	ក្លោះក្លាយ	ផ្លែផ្កា	(៥)
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ចំនួនវិនាទីដែលនៅសល់ពេលអាន

ចប់

សូមគូសខ្លែង(x)ក្នុងប្រអប់ប្រសិនបើសិស្សមិនអាចអាន៣ពាក្យនៃជួរដេក

ដំបូង

ឃ.ពាក្យព្យាង្គតម្រូវ៥ពាក្យ៖ ៥ពិន្ទុ រយៈពេល១០វិនាទី (១ពាក្យស្មើ១ពិន្ទុ) ពិន្ទុ...../៥

សប្បាយ	អង្កែង	ខ្លាយ	កូនក្អាត	ត្រីក្អែក	(៥)
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ចំនួនវិនាទីដែលនៅសល់ពេលអាន

ចប់

សូមគូសខ្លែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអាន៣ពាក្យនៃជួរដេក

ដំបូង

២.៤ ការចេះអានស្អាត ៣០ពាក្យ៖ ពិន្ទុ៣០ រយៈពេល៦០វិនាទី (១ពាក្យស្មើ១ពិន្ទុ) ពិន្ទុ...../

៣០

១. យើង/ដើរ/ទៅ/សាលារៀន។ (៤ពាក្យ=៤ពិន្ទុ)
២. ចៅ/កែ/ចេះ/អាន/អក្សរ ។ (៥ពាក្យ=៥ពិន្ទុ)
៣. យោធា/តស៊ូ/ការពារ/ដែន/កោះ ។ (៥ពាក្យ=៥ពិន្ទុ)
៤. ឪពុក/ខ្ញុំ/លី/រនាស់/ទៅ/រាស់/ដី/ស្រែ។ (៨ពាក្យ=៨ពិន្ទុ)
៥. កង្កែប/ទំ/លើ/ស្លឹកឈូក/ចាំ/ចាប់/មេ/អំបៅ។ (៨ពាក្យ=៨ពិន្ទុ)

ចំនួនវិនាទីដែលនៅសល់ពេលអាន

ចប់

សូមគូសខ្លែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអានល្អៗ៖

ដំបូង

២.៥ អានដើម្បីយល់ន័យ៖ ៣០ពិន្ទុ ៥សំណួរ រយៈពេល៦០វិនាទី (១សំណួរស្មើ១ពិន្ទុ) ពិន្ទុ...../

៣០

ចូរកូនអានអត្ថបទខាងក្រោមអោយបានឮច្បាស់។ ក្រោយពេលអានចប់លោកគ្រូ/អ្នកគ្រូ នឹងសួរ សំណួរពាក់ព័ន្ធនឹងអត្ថបទនេះ។

យើងទៅសាលារៀន

សំ/ និង /ធីតា /ដើរ /ទៅ / សាលារៀន(៦)។

ពួកគេ/ តែងតែ/ ដើរ/ រែប/ ខាង/ ស្តាំ(៦)។ មុន/ ឆ្លង/ ផ្លូវ/ គេ/
 ងាក/ មើល/ ឆ្វេង /ស្តាំ(៧)។ ពេល/ចេញពី/ រៀន/ សិស្ស/ ទាំងពីរ/
 មិន/ បន្លែង/ គ្នា/ តាម /ផ្លូវ/ ឡើយ (១១)។

ចំនួនវិនាទីដែលនៅសល់ពេលអាន

ចប់

សូមគូសខ្លែង(x) ប្រសិនបើសិស្សមិនអាចអានពាក្យនៃបន្ទាត់

ដំបូង

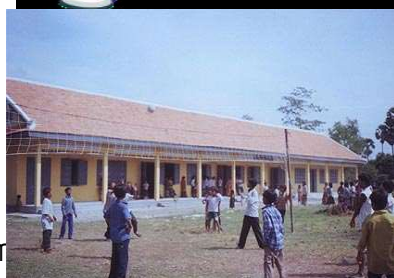
៣.១ រូបភាពទៅពាក្យ៖ ១៨ពិន្ទុ (១សំណួរស្មើ៦ពិន្ទុ) ពិន្ទុ...../១៨

១. តើរូបភាពនេះត្រូវនឹងរូបភាពអ្វី?



- ក. រូបពេទ្យ
- ខ. រូបសិស្ស
- គ. រូបលោកសង្ឃ

២. ណា?



- ក. រូបផ្ទះ
- ខ. រូបសាលារៀន
- គ. រូបវាលស្រែ



- ក. រូបមនុស្សឆ្លងផ្លូវ
- ខ. រូបកុមាររត់លេង
- គ. រូបអង្គុយរៀន

៣.២ ៣

ក. តើពាក្យណា ប្រក្រតីប្រសើរជាងរូបភាពខាងលើនេះ?



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ខ. តើពាក្យ «ដើរ» ត្រូវនឹងរូបមួយណា?



- ខ. បង្កី
- គ. ខ្លាំង
- ឃ. ដើម

ឃ. តើពាក្យណាមួយខាងក្រោមជាពាក្យព្យាង្គតម្រូវដែលត្រឹមត្រូវ

- ក. កញ្ជ្រាច
- ខ. កញ្ជ្រាទ
- គ. កញ្ជ្រាត
- ឃ. កញ្ជ្រាម

៣. ការបំពេញពាក្យតាមរូបភាព

ចូរបំពេញពាក្យតាមរូបខាងក្រោមឱ្យបានត្រឹមត្រូវ



ផ្កា...



កង្កែប...



ទ...



ព...

៤. សំណេរតាមអានរៀបចំ

ក. សរសេរតាមអានពាក្យ

.....

.....

.....

ខ. សរសេរតាមអានល្បះ

.....

.....

.....

សូមអរគុណ!

Appendix 1b: Reading test for grade 2

លេខកូដខេត្ត

លេខកូដសាលារៀន

លេខកូដសិស្ស

កម្រងតេស្តអំណានភាសាខ្មែរ ថ្នាក់ទី២

១.ព័ត៌មានទូទៅអំពីសិស្ស

រាជធានី ខេត្ត.....ក្រុង ស្រុក ខណ្ឌ.....ឃុំ/សង្កាត់.....ភូមិ.....

កម្រងសាលារៀន.....ឈ្មោះសាលារៀន.....ថ្នាក់ទី.....លេខកូដសាលារៀន.....

ទីតាំងសាលារៀន ប្រជុំជន ជនបទ

ឈ្មោះសិស្ស.....ស្រី ប្រុស អាយុ.....ឆ្នាំ

ជនជាតិ: កួយ ព្នង ចារ៉ាយ

ទំពួន សំរី ស្បែង

ជនជាតិដើមភាគិចផ្សេងទៀត.....(សូមបញ្ជាក់)

សិស្សបានឆ្លងកាត់ការអប់រំកុមារតូច

សិស្សមិនបានឆ្លងកាត់ការអប់រំកុមារ

តូច

សិស្សមានពិការភាព បាទ/ចាស ទេ

ប្រភេទពិការភាព: ពិបាកក្នុងការស្តាប់ ពិបាកក្នុងការមើល ពិបាកក្នុងការនិយា

ពិបាកក្នុងការធ្វើចលនា ពិបាកផ្លូវអារម្មណ៍ ពិបាកខាងសតិ

បញ្ហា

មានជំងឺ ពិបាកច្រើនមុខ

ពិបាកផ្សេងទៀត.....(សូមបញ្ជាក់)

ឈ្មោះអ្នកវាយតម្លៃ:.....តួនាទី.....កាលបរិច្ឆេទធ្វើតេស្តថ្ងៃ.....ខែ.....ឆ្នាំ.....

ម៉ោងចាប់ផ្តើម:.....ម៉ោងបញ្ចប់:.....ព្រឹក..... ល្ងាច.....

២.កម្រងសំណួរ

ផ្នែកអំណាន

២.១ ការស្គាល់តួអក្សរ៖ ពិន្ទុ១០០ រយៈពេល៦០វិនាទី (១ពាក្យស្ទើរពិន្ទុ) ពិន្ទុសរុប...../១០០

ក. ព្យញ្ជនៈ២៧តួ៖ ២៧ពិន្ទុ រយៈពេល១៥វិនាទី (១ព្យញ្ជនៈ ស្ទើរពិន្ទុ) ពិន្ទុ...../២៧

ក	ខ	គ	ឃ	ង	ក	ច	ឡ	(៨)
ភ	ឧ	ព	យ	វ	ម	រ	ប	១៦
ហ	ច	ស	យ	អ	ឆ	ញ	ក	(២៤)
ប៊	ឌ	អ	ង	ជ				(២៩)

ចំនួនវិនាទីដែលនៅសល់ពេលអាន

ចប់

សូមគូសខ្វែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអាន៥ព្យញ្ជនៈជាប់

គា

ខ. ដឹងព្យញ្ជនៈ២៧តួ៖ ២៧ពិន្ទុ រយៈពេល១៥វិនាទី (ដឹងព្យញ្ជនៈ១ ស្ទើរពិន្ទុ)ពិន្ទុ..../២៧

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ចំនួនវិនាទីដែលនៅសល់ពេលអាន

ចប់

សូមគូសខ្លែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអានដំឡើងព្យញ្ជនៈជាប់

គ្នា

ក. ស្រៈនិស្ស័យ២៣ក្នុះ ២៣ពិន្ទុ រយៈពេល១០វិនាទី (ស្រៈនិស្ស័យ១ស្មើ១ពិន្ទុ) ពិន្ទុ...../២៣

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							í	

a	e	e	E	w	U	e	e	(១៦)
	o	a				A	H	
e					e			(២៣)
O	e	Å	H	ıú	aH	Å		

ចំនួនវិនាទីដែលនៅសល់ពេលអាន

ចប់

សូមគូសខ្វែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអាន៥ដើមព្យញ្ជនៈជាប់

គ្នា

ឃ. ស្រៈពេញក្នុង១៥ក្នុះ ១៥ពិន្ទុ រយៈពេល១៥វិនាទី (១ស្រៈស្មើ១ពិន្ទុ) ពិន្ទុ...../១៥

អា	ឈ	ឈ	ឃ	ឈ	ឃ	ង	ក	(៨)
ឈ	ឃ	ឃ	អ	ឃ	ឃ	ឃ		(១៥)

ចំនួនវិនាទីដែលនៅសល់ពេលអាន

ចប់

សូមគូសខ្វែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអាន៥ស្រៈជាប់

គ្នា

ង. វណ្ណយុត្តិ ចំនួន៦ក្នុះ ៦ពិន្ទុ រយៈពេល៥វិនាទី (១វណ្ណយុត្តិ ស្មើ១ពិន្ទុ) ពិន្ទុ...../៦

?	:	$\frac{1}{2}$	‘	2	i	(៦)
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ចំនួនវិនាទីដែលនៅសល់ពេលអានចប់

សូមគូសខ្វែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអានសញ្ញា

ជាប់គ្នា

២.២ ការញែកសូរៈ ២០ពិន្ទុ រយៈពេល៦០វិនាទី (១ពាក្យ ស្ទើ១ពិន្ទុ) ពិន្ទុសរុប...../២០

ក. ការយល់ដឹងពីសំឡេង រយៈពេល២០វិនាទី (១០ពិន្ទុ ១ពាក្យស្ទើ១ពិន្ទុ) ពិន្ទុ...../១០

ចៅ ៖ ច e A

មេ ៖ ម e

ឃ ៖ ឃ |

កោ ៖ ក e a

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ចាយ ៖ ច a យ

ដេញ ៖ ដ e ញ

សើច ៖ ស e | ច

រោង ៖ រ e a ង

យីត ៖ យ W ត

សូមកំនួសខ្លែង(x)ក្នុងប្រអប់នេះ ប្រសិនបើសិស្សមិនអាចអានពាក្យខាងដើមបានត្រឹមត្រូវ

ខ.ការរកសូរដើមនៃពាក្យដែលខុសគេ ១០ពិន្ទុ រយៈពេល៤០វិនាទី(១ពាក្យស្មើ១ពិន្ទុ)

- ការ កែវ ដៃ ត្រូវ ខុស
- ងៅ ទា ឆេះ ត្រូវ ខុស
- សំ ចុះ ចៃ ត្រូវ ខុស
- ថៃ សេះ ថូ ត្រូវ ខុស
- ឃុំ គូ គេ ត្រូវ ខុស

ត្បាល់ ត្រី ល្ងាច ត្រូវ

ខុស

- ស្រូវ ល្អៅ ល្អី ត្រូវ ខុស
- ខ្មៅ ម្នាក់ ខ្លា ត្រូវ ខុស
- ស្រាល ស្តៅ ច្រក ត្រូវ ខុស
- ហ៊ឹង ហាំង ហ៊ាន ត្រូវ ខុស

សូមកំនួសខ្លែង(x)ក្នុងប្រអប់នេះ ប្រសិនបើសិស្សឆ្លើយពាក្យខាងដើមមិនត្រឹមត្រូវ

២.៣ ការចេះវាក្យសព្ទ៖ ពិន្ទុ៤៥ រយៈពេល៦០វិនាទី (១ពាក្យស្មើ១ពិន្ទុ) ពិន្ទុសរុប...../៤៥
 ក. ពាក្យព្យញ្ជនៈផ្សំស្រះ ១៥ពាក្យ៖ ១៥ពិន្ទុ រយៈពេល២០វិនាទី (១ពាក្យស្មើ១ពិន្ទុ) ពិន្ទុ...../ ១៥

ចៅ	ដេរ	លី	ជំ	ញី	(៥)
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សារ	ចេះ	ដុំ	វារ	ឆឺ	(១០)
ដំរី	កៅអី	សាលា	ជីតា	នាវា	(១៥)

ចំនួនវិនាទីដែលនៅសល់ពេលអាន

ចប់

សូមគូសខ្មែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអាន៥ពាក្យនៃជួរ

ដេកដំបូង

ខ.ពាក្យប្រកប១៥ពាក្យ: ១៥ពិន្ទុ រយៈពេល២០វិនាទី (១ពាក្យស្មើ១ពិន្ទុ) ពិន្ទុ...../១៥

កល់	លេង	ចែក	ពិស	ដេក	(៥)
មាន់	ពួក	រឹក	រិល	កាត់	(១០)
សុខភាព	ទាហាន	ប៉ូលិស	ញញឹម	អាកាស	(១៥)

ចំនួនវិនាទីដែលនៅសល់ពេលអាន

ចប់

សូមគូសខ្មែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអាន៥ពាក្យនៃជួរដេក

ដំបូង

គ.ពាក្យផ្ទៃដើមចំនួន៨ ៨ពិន្ទុ រយៈពេល១០វិនាទី (១ពាក្យស្មើ១ពិន្ទុ) ពិន្ទុ...../៨

ល្បែង	ជ្រាំ	ថ្នា	ស្នែង	ស្នែងជ្រា	(៥)
គ្រាំគ្រា	ជ្រោមជ្រែង	ប្រដាប្រិយ			(៨)

ចំនួនវិនាទីដែលនៅសល់ពេលអាន

ចប់

សូមគូសខ្មែង(x)ក្នុងប្រអប់ប្រសិនបើសិស្សមិនអាចអាន៣ពាក្យនៃជួរដេក

ដំបូង

ឃ.ពាក្យព្យាង្គតម្រូវ៧ពាក្យ: ៧ពិន្ទុ រយៈពេល១០វិនាទី (១ពាក្យស្មើ១ពិន្ទុ) ពិន្ទុ...../៧

បន្ទំ	អន្ទាក់	បង្អួច	វង្វែង	អង្កាញ់	(៥)
ថែរក្សា	គ្រួសារ				(១០)

ចំនួនវិនាទីដែលនៅសល់ពេលអាន

ចប់

សូមគូសខ្លែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអានពាក្យនៃជួរដេក

ដំបូង

២.៤ ការចេះអានស្នាម ៤៥ពាក្យ៖ ពិន្ទុ៤៥ រយៈពេល៦០វិនាទី (១ពាក្យស្មើ១ពិន្ទុ) ពិន្ទុ...../ ៤៥

- ១/ គោ/តា/ឈុំ/ឈី (៤ពាក្យ)
- ២/ នារី/កំពុង/សម្អាត/បន្ទប់/រៀន (៤ពាក្យ)
- ៣/ ទន្សាយ/ដើរ/ផឹក/ទឹកសន្សើម (៤ពាក្យ)
- ៤/ មីងពេញ/ទៅ/ផ្សារ/ទិញ/ននោង (៥ពាក្យ)
- ៥/ កសិករ/ដាំ/បន្លែ/តាម/មាត់/ទន្លេ (៧ពាក្យ)
- ៦/ ពូឱមទៅដកក្រឡិកនៅឯបឹង (៧ពាក្យ)
- ៧/ អ៊ុំៗ/ធ្វើការ/ក្នុង/ចម្ការ/កៅស៊ូ/ក្បែរ/ភូមិ(៧ពាក្យ)
- ៨/ យើង/ត្រូវ/នាំគ្នា/គោរព/ភ្លើង/សញ្ញា/ចរាចរណ៍។ (៧

ពាក្យ)

ចំនួនវិនាទីដែលនៅសល់ពេលអាន

ចប់

សូមគូសខ្លែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអានល្អ៖

ដំបូង

២.៥ អានដើម្បីយល់អត្ថន័យ៖ ៦០ពិន្ទុ ៥សំណួរ រយៈពេល៦០វិនាទី (១សំណួរស្មើ១២ពិន្ទុ) ពិន្ទុ...../៦០

ចូរអានអត្ថបទខាងក្រោមអោយបានឮច្បាស់។ ក្រោយពេលអានចប់លោកគ្រូ/ អ្នកគ្រូ នឹងសួរ សំណួរពាក់ព័ន្ធនឹងអត្ថបទនេះ។

បឹងទន្លេសាប

បឹងទន្លេសាបជាជម្រកត្រីនៃប្រទេសកម្ពុជា។

នៅរដូវវស្សាបឹងទន្លេសាបលាតសន្ធឹងលើដីឆ្នេរ បឹងនេះមានព្រៃនាម ដុះជុំវិញដែលជាជម្រកសម្រាប់ត្រីពង។ បឹងទន្លេសាបសម្បូរត្រីទឹកសាបជាងគេ លើពិភពលោក។ ជនជាតិខ្មែរនិយមយកត្រីធ្វើជាម្ហូបអាហារ ដូចជា ប្រហុក ផ្អក ត្រីងៀត ត្រីឆ្អើរ។ល។ ផ្ទៃដីជុំវិញបឹងទន្លេសាបមានជីវជាតិល្អណាស់សម្រាប់ ដំណាំកសិកម្ម ពិសេសដំណាំស្រូវ។

បឹងទន្លេសាបមានសារសំខាន់សម្រាប់ប្រទេសកម្ពុជា។ យើងត្រូវនាំគ្នាថែ រក្សា ការពារនិងអភិវឌ្ឍឱ្យបានគង់វង្ស។

ចំនួនវិនាទីដែលនៅសល់ពេលអានចប់

សូមគូសខ្លែង(x) ប្រសិនបើសិស្សមិនអាចអានពាក្យនៃបន្ទាត់

ដំបូង

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សំណួរ៖ ពិន្ទុសរុប ៦០/៦០

ត្រូវនឹងសួរសំណួរអំពីអត្ថបទដែលកូនបានអាន។ ចូរកូនឆ្លើយនឹងសំណួរឱ្យបានត្រឹមត្រូវតាម ដែលអាចធ្វើទៅបាន

១. តើបឹងទន្លេសាបសម្បូរអ្វី? (១២ពិន្ទុ)

ក. រ៉ែ

ខ. បក្សី

គ. ត្រី

ឃ. ព្រៃនាម

២. តើអ្នកណានិយមយកត្រីជាអាហារ?

ក. កសិករ

ខ. ជនជាតិចិន

គ. អ្នកនេសាទ

ឃ. ជនជាតិខ្មែរ

៣. តើបឹងទន្លេសាបស្ថិតនៅឯណា? (១២ពិន្ទុ)

ក. ប្រទេសកម្ពុជា

ខ. ខេត្តកំពត

គ. ខេត្តកំពង់ចាម

ឃ. ខេត្តរតនៈគិរី

៤. ហេតុអ្វីបានជាដំណាំនៅជុំវិញបឹងទន្លេសាបផ្តល់ផលច្រើន? (១២ពិន្ទុ)

ក. ដីមានជីជាតិ

ខ. សម្បូរទឹក

គ. កសិករដាំច្រើន

ឃ. ប្រើជីច្រើន

៥. តើនៅពេលណាដែលផ្ទៃបឹងទន្លេសាបលាតសន្ធឹងលើសលើយ? (១២ពិន្ទុ)

ក. ពេលភ្លៀងធ្លាក់

ខ. នៅរដូវប្រាំង

គ. ខែធ្នូស្រែ

ឃ. នៅរដូវវស្សា

វិញ្ញាសា៖ ផ្នែកសំណេរ

កាលបរិច្ឆេទ ថ្ងៃទី ខែ ឆ្នាំ សាលា
ឈ្មោះ ភេទ..... អាយុ.....

១. សរសេរតាមអានរៀបចំ

ក. សរសេរពាក្យចំនួន៥

.....
.....
.....

ខ. សរសេរល្បះចំនួន២

១..... ។
២..... ។

២. វេយ្យាករណ៍

១.១ តើពាក្យណាដែលមានន័យដូចនឹងពាក្យ «ប្រជាជន»

- ក. ពលរដ្ឋ
- ខ. ពេទ្យសត្វ
- គ. អ្នកគ្រូ
- ឃ. រដ្ឋ

១.២ តំពាក្យណាមួយដែលជាពាក្យផ្ទុយនឹងពាក្យ «សាប»

- ក. ព្រោះ
- ខ. ល្អិត
- គ. ប្រៃ
- ឃ. ស្អុយ

១.៣ តើពាក្យមួយណាដែលមានថ្នាក់ពាក្យជា «នាម»

- ក. ល្អណាស់
- ខ. ទន្លេសាប
- គ. សម្រាប់
- ឃ. រៀងរាល់

១.៤ តើពាក្យមួយណាដែលមានថ្នាក់ពាក្យជា «គុណនាម»

- ក. ប្រហុក

ខ. សំខាន់

គ. ជុំវិញ

ឃ. កសិកម្ម

៣. ជ្រើសរើសពាក្យត្រឹមត្រូវ

ក. តើពាក្យណាមួយខាងក្រោមដែលជាពាក្យព្យជន:ផ្សំស្រះ?

ក. អន់

ខ. ដាំ

គ. កាយ

ឃ. ខ្ចី

ខ. តើពាក្យមួយណាខាងក្រោមជាពាក្យប្រកប?

ក. ខ្សែ

ខ. ដី

គ. កាំ

ឃ. ជាន់

គ. តើពាក្យមួយណាខាងក្រោមជាពាក្យធ្វើជើង?

ក. ខ្លា

ខ. បង្ហូរ

គ. វៃ

ឃ. ដើម

ឃ. តើពាក្យណាមួយខាងក្រោមជាពាក្យក្នុងកម្រិតដែលត្រឹមត្រូវ

ក. កញ្ជ្រាច

ខ. កញ្ជ្រាទ

គ. កញ្ជ្រាត

ឃ. កញ្ជ្រាម

១. ការបំពេញខន្លោះក្នុងកថាខណ្ឌ ឬអត្ថបទ

ចូរជ្រើសរើសពាក្យក្នុងប្រអប់ទៅបំពេញអត្ថបទខាងក្រោមឱ្យបានត្រឹមត្រូវ

ត្បាញ	ប្រកប	ពេញ ចិត្ត	ជីវភាព	ធ្ងន់ធ្ងរ	គុណ ភាព
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នៅភូមិខ្ញុំប្រជាជនភ័យខ្លាចច្រើន.....មុខរបរតម្បាញ។ ពួកគេ
 ហួល ជាម្តង សារុងសូត្រ និងក្រមាសូត្រ។ ហួល ជាម្តងនៅទីនោះ មាន
ល្អ ហើយលក់ដាច់ណាស់។ អ្នកភូមិខ្ញុំ.....នឹងរបរនេះណាស់ ព្រោះ
 វាធ្វើឱ្យ.....ពួកគាត់បាន.....។

សូមអរគុណ!

Appendix 1c: Reading test for grade 3

លេខកូដខេត្ត លេខកូដសាលារៀន លេខកូដសិស្ស

កម្រងតេស្តអំណានភាសាខ្មែរ ថ្នាក់ទី៣

១.ព័ត៌មានទូទៅអំពីសិស្ស

រាជធានី ខេត្ត.....ក្រុង ស្រុក.....ឃុំ/សង្កាត់.....ភូមិ.....
 កម្រងសាលារៀន.....ឈ្មោះសាលារៀន.....ថ្នាក់ទី.....លេខកូដសាលារៀន

ទីតាំងសាលារៀន ប្រជុំជន ជនបទ
 ឈ្មោះសិស្ស.....ស្រី ប្រុស អាយុ.....ឆ្នាំ
 ជនជាតិ: ក្រម ព្នង បារាំង
 ទំពួន សំរែ ស្ងៀង
 ជនជាតិដើមភាគិចផ្សេងទៀត.....(សូមបញ្ជាក់)
 សិស្សបានឆ្លងកាត់ការអប់រំកុមារតូច សិស្សមិនបានឆ្លងកាត់ការអប់រំកុមារ
 តូច

សិស្សមានពិការភាព បាទ/ចាស ទេ
 ប្រភេទពិការភាព: ពិបាកក្នុងការស្តាប់ ពិបាកក្នុងការមើល
 ពិបាកក្នុងការនិយាយ ពិបាកក្នុងការធ្វើចលនា
 ពិបាកផ្លូវអារម្មណ៍ ពិបាកខាងសតិបញ្ញា
 មានជំងឺ ពិបាកច្រើនមុខ
 ពិបាកផ្សេងទៀត.....(សូមបញ្ជាក់)

ឈ្មោះអ្នកវាយតម្លៃ:.....តួនាទី.....កាលបរិច្ឆេទធ្វើតេស្តថ្ងៃ.....ខែ.....ឆ្នាំ.....
 ម៉ោងចាប់ផ្តើម:.....ម៉ោងបញ្ចប់:..... ព្រឹក..... ល្ងាច.....

២.កម្រងសំណួរ

ផ្នែកអំណាន

២.១ ការស្គាល់តួអក្សរ: ពិន្ទុ១០០ រយ:ពេល៦០វិនាទី (១ពាក្យស្ទើ១ពិន្ទុ) ពិន្ទុសរុប...../១០០

ក. ព្យញ្ជនៈ២៧តួ: ២៧ពិន្ទុ រយ:ពេល១៥វិនាទី (១ព្យញ្ជនៈ ស្ទើ១ពិន្ទុ) ពិន្ទុ...../២៧

ក	ជ	ដ	ស	ន	ភ	ច	ឡ	ភ	(៩)
ហ	ច	ស	យ	អ	ឈ	ញ	ក	ព	(១៨)

ប	ឧ	អ	ជ	ត	ល	ង	ក	ម	(២៧)
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ចំនួនវិនាទីដែលនៅសល់ពេលវេលា

ចប់

សូមកូសខ្វែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអានឃ្លាបាន

ឆ្នាំ

ខ. ដើម្បីពិនិត្យ: ២៧ក្រុម: ២៧ពិនិត្យ រយៈពេល១៥វិនាទី (ដើម្បីពិនិត្យ: ១ ស្ទើរពិនិត្យ)ពិនិត្យ.../២៧

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ø	þ	μ	ñ	ä	Œ	ŋ	©	æ	(១)
R	ç	Ä	V	ç	Á	¥	,	<<	(២)

ចំនួនវិនាទីដែលនៅសល់ពេលអាន
ចប់

សូមគូសខ្វែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអាន៥ដើមព្យញ្ជនៈជាប់គ្នា

ក. ស្រៈនិស្ស័យ២៣ក្នុះ ២៣ពិន្ទុ រយៈពេល១០វិនាទី (ស្រៈនិស្ស័យ១ស្មើ១ពិន្ទុ) ពិន្ទុ...../២៣

í	aç	ç	é	Ü	i	úú	e	(៨)
							í	
a	e	e	E	w	U	e	e	(១៦)
	o	a				A	H	
e	e	Å	H	çú	e	Å		(២៣)
O					aH			

ចំនួនវិនាទីដែលនៅសល់ពេលវេលា
ចប់

សូមគូសខ្មែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអាន៥ជើងព្យញ្ជនៈជាប់គ្នា

ឃ. ស្រៈពេញក្នុង១៥ក្នុះ ១៥ពិន្ទុ រយៈពេល១៥វិនាទី (១ស្រៈស្មើ១ពិន្ទុ) ពិន្ទុ...../១៥

អា	ឈ	ឆ	ឃ	ឆ	ឡ	ង	ក	(៨)
ឆ	ឆ	ឃ	អ	ឡ	ឡ	ឡ		(១៥)

ចំនួនវិនាទីដែលនៅសល់ពេលវេលា

សូមគូសខ្មែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអាន៥ស្រៈជាប់គ្នា

ង. វណ្ណយុត្តិ ចំនួន៨ក្នុះ ៨ពិន្ទុ រយៈពេល៥វិនាទី (១វណ្ណយុត្តិ ស្មើ១ពិន្ទុ) ពិន្ទុ...../៨

?	:	1/2	'	2	i	-	3/4	(៨)
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ចំនួនវិនាទីដែលនៅសល់ពេលវេលា

ចប់

សូមគូសខ្មែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអាន៥សញ្ញាជាប់

គ្នា

២.២ ការព្រៃកសុរៈ ២០ពិន្ទុ រយៈពេល៦០វិនាទី (១ពាក្យ ស្មើ១ពិន្ទុ) ពិន្ទុសរុប...../២០

ក. ការយល់ដឹងពីសំឡេង រយៈពេល២០វិនាទី (១០ពិន្ទុ ១ពាក្យស្មើ១ពិន្ទុ) ពិន្ទុ...../១០

ចៅ ៖ ច e A

មេ ៖ ម e

ឃ ៖ ឃ l

កោ ៖ ក e a

ឡ ៖ ឡ l

ចាយ ៖ ច a យ

ដេញ ៖ ដ e ញ

សើច ៖ ស e l ច

រោង ៖ រ e a ង

យឹក ៖ យ W ក

សូមកំនួសខ្លែង(x)ក្នុងប្រអប់នេះ ប្រសិនបើសិស្សមិនអាចអានពាក្យខាងដើម បានត្រឹមត្រូវ

ខ.ការរកសូរដើមនៃពាក្យដែលខុសគេ ១០ពិន្ទុ រយៈពេល៤០វិនាទី (១ពាក្យស្មើ១ពិន្ទុ)
ពិន្ទុ...../១០

ការ កែវ ដៃ ត្រូវ ខុស

នៅ **ទា** ឆេះ ត្រូវ ខុស

សំ ចុះ ចៃ ត្រូវ ខុស

ថៃ **សេះ** ថូ ត្រូវ ខុស

យុំ គូ គេ ត្រូវ ខុស

គ្បាល់ ត្រី **ល្ងាច** ត្រូវ ខុស

ស្រូវ ល្ពៅ ល្អិ ត្រូវ ខុស

ខ្មៅ **ថ្នាក់** ខ្លា ត្រូវ ខុស

ស្រាល ស្មៅ **ច្រក** ត្រូវ ខុស

ហ៊ុំង បាំង ០ ត្រូវ ០ ខុស

សូមគូសខ្លែង(x)ក្នុងប្រអប់នេះ ប្រសិនបើសិស្សឆ្លើយពាក្យខាងដើមមិន

ត្រឹមត្រូវ

២.៣ ការចេះវាក្យសព្ទ៖ ពិន្ទុ៦០ រយៈពេល៦០វិនាទី (១ពាក្យស្មើ១ពិន្ទុ) ពិន្ទុសរុប...../៦០

ក. ពាក្យព្យញ្ជនៈផ្សំស្រុះ ២០ពាក្យ៖ ២០ពិន្ទុ រយៈពេល២០វិនាទី (១ពាក្យស្មើ១ពិន្ទុ) ពិន្ទុ...../ ២០

ចៅ	ដេរ	លី	ជំ	ញី	(៥)
សារ	ចេះ	ដុំ	វារ	ឆ្លើ	(១០)
ដំរី	កៅអី	សាលា	ជិតា	នាវា	(១៥)
បូជា	កំនូរ	យោធា	ភាសា	ហ៊ុំហា	(២០)

ចំនួនវិនាទីដែលនៅសល់ពេលអាន

ចប់

សូមគូសខ្លែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអាន៥ពាក្យនៃជួរដេក

ដំបូង

ខ.ពាក្យប្រកប២០ពាក្យ៖ ២០ពិន្ទុ រយៈពេល២០វិនាទី (១ពាក្យស្មើ១ពិន្ទុ) ពិន្ទុ...../២០

កល់	លេង	ចែក	ពិស	ដេក	(៥)
មាន	ពួក	រឹក	រិល	កាត់	(១០)
សុខភាព	ទាហាន	ប៉ូលីស	ញញឹម	អាកាស	(១៥)
ម៉ាម៉ូន	ទឹកកក	កិច្ចការ	បាពួន	លំហាត់	(២០)

ចំនួនវិនាទីដែលនៅសល់ពេលអានចប់

សូមគូសខ្លែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអាន៥ពាក្យនៃជួរដេក

ដំបូង

គ.ពាក្យធ្វើជើងចំនួន១០ ១០ពិន្ទុ រយៈពេល១០វិនាទី (១ពាក្យស្មើ១ពិន្ទុ) ពិន្ទុ...../១០

ល្បែង	ជ្រាំ	ថ្លា	ភ្នែក	ផ្លែផ្កា	(៥)
គ្រាំគ្រា	ជ្រោមជ្រែង	ប្រជាប្រិយ	ទ្រព្យ សម្បត្តិ	ផ្លែដូង ថ្លាន	(១០)

ចំនួនវិនាទីដែលនៅសល់ពេលអាន

ចប់

សូមគូសខ្លែង(x)ក្នុងប្រអប់ប្រសិនបើសិស្សមិនអាចអានពាក្យនៃជួរដេកដំបូង
ឃ.ពាក្យព្យាង្គតម្រូវ១០ពាក្យ៖ ១០ពិន្ទុ រយៈពេល១០វិនាទី ពិន្ទុ...../១០

បន្ទំ	អន្ទាក់	បង្អួច	វង្វេង	អង្កាញ់	(៥)
ថែរក្សា	គ្រួសារ	បុគ្គលិក	ឧបត្ថម្ភ	វប្បធម៌	(១០)

ចំនួនវិនាទីដែលនៅសល់ពេលអាន
 ចប់

សូមគូសខ្លែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអានពាក្យនៃជួរដេកដំបូង

២.៤ ការចេះអានស្នាដៃ ៦០ពាក្យ៖ ពិន្ទុ៦០ រយៈពេល៦០វិនាទី (១ពាក្យស្មើ១ពិន្ទុ) ពិន្ទុ...../៦០

១. ម្តាយ/ខ្ញុំ/ចម្អិន/អាហារ។ (៤ពាក្យ=៤ពិន្ទុ)
២. ឪពុក/ខ្ញុំ/ជា/កម្មករ/សំណង់។ (៥ពាក្យ=៥ពិន្ទុ)
៣. ជិដូនជិតា/នៅ/ផ្ទះ/ថែទាំ/ចៅ។ (៥ពាក្យ=៥ពិន្ទុ)
៤. បូណា/ផឹក/ទឹក/នោ/ឈឺ/ពោះ។ (៦ពាក្យ=៦ពិន្ទុ)
៥. ថ្ងៃអាទិត្យ/ខ្ញុំ/ទៅ/សារមន្ទីរជាតិ។ (៤ពាក្យ=៤ពិន្ទុ)
៦. ចិត្រា/អង្គុយ/លេង/នៅ/មាត់សមុទ្រ។ (៥ពាក្យ=៥ពិន្ទុ)
៧. ម៉ែ/ជូន/កូន/ទៅ/ចុះ/ឈ្មោះ/ចូលរៀន។ (៧ពាក្យ=៧ពិន្ទុ)
៨. យើង/ត្រូវ/ខិតខំ/រៀន/សូត្រ/ទាន់/ខ្លួន/នៅក្មេង។ (៨ពាក្យ=៨ពិន្ទុ)
៩. សុខា/សំពះ/លា/ម្តាយ/ទៅ/សាលារៀន។ (៦ពាក្យ=៦ពិន្ទុ)
១០. ចៅប៊ូ/ចូលចិត្ត/ញ៉ាំ/ឆា/កៅហ្គី/និង/ស៊ុត/ចៀន។ (៨ពាក្យ=៨ពិន្ទុ)

ចំនួនវិនាទីដែលនៅសល់ពេលអានចប់

សូមគូសខ្លែង(x)ក្នុងប្រអប់ ប្រសិនបើសិស្សមិនអាចអានល្អ៖

ដំបូង
២.៥ អានដើម្បីយល់អត្ថន័យ៖ ៦០ពិន្ទុ ៥សំណួរ រយៈពេល៦០វិនាទី (១សំណួរស្មើ១២ពិន្ទុ) ពិន្ទុ...../៦០

ចូរឆ្លើយសំណួរខាងក្រោមអោយបានពិតប្រាកដ។ ក្រោយពេលអានចប់លោកគ្រូ/ អ្នកគ្រូ នឹងសួរ សំណួរពាក់ព័ន្ធនឹងអត្ថបទនេះ។

គ្រោះថ្នាក់ចរាចរណ៍

ថ្ងៃ/អាទិត្យ/មុន/មាន/ គ្រោះថ្នាក់/ ចរាចរណ៍/ មួយ/ កើត/ ឡើង/ (៩)។

ហេតុការណ៍/ នេះ/ កើត/ ឡើង/ នៅ/ ផ្លូវ/ កោង/ ក្បែរ/ សាលា រៀន/(៩)។ មុន/ កើត/ ហេតុ/ គេ/ ឃើញ/ បុរស/ ម្នាក់/ បើកបរ/ លឿន/ ក្នុង/ ស្ថានភាព /ស្រវឹង/ ជ្រុល/ ទៅ/ បុក/ ដើមឈើ/(១៦)។ ក្រោយមក/ ម៉ូតូ/ ត្រូវ/ ខូចខាត /ទាំងស្រុង/(៥)។ អ្នកបើក/ ម៉ូតូ/ របួស/ធ្ងន់/ សន្លប់/ ស្លុកស្លឹង/(៦)។ មួយ/ សន្ទុះ/ ក្រោយ/ មក/ កម្លាំង/សមត្ថកិច្ច/ មក/ ជួយ/ ធ្វើ/ អន្តរាគមន៍/(១០)។

យើង/ ត្រូវ/ គោរព/ ច្បាប់/ ចរាចរណ៍/ (៥)។

ចំនួនវិនាទីដែលនៅសល់ពេលអាន

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ចប់

សូមគូសខ្វែង(x) ប្រសិនបើសិស្សមិនអាចអានពាក្យនៃបន្ទាត់

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ដំបូង

សំណួរ:

១. តើគ្រោះថ្នាក់ចរាចរណ៍នោះកើតឡើងនៅពេលណា? (១២ពិន្ទុ)

- ក. ថ្ងៃចន្ទមុន
- ខ. ថ្ងៃអាទិត្យមុន
- គ. ថ្ងៃអង្គារមុន
- ឃ. ថ្ងៃសុក្រមុន

២. ហេតុអ្វីបានជាកើតមានគ្រោះថ្នាក់ចរាចរណ៍នេះ? (១២ពិន្ទុ)

- ក. អ្នកបើកបរងងុយដេក
- ខ. មេឃកំពុងភ្លៀង
- គ. អ្នកបើកបរស្រវឹងស្រា
- ឃ. ផ្លូវអិលខ្លាំង

៣. ក្រោយពេលកើតហេតុតើមានអ្វីកើតឡើងចំពោះអ្នកបើកបរ?

ក. អ្នកបើកបររហូសធ្ងន់

ខ. អ្នកបើកបរគ្មានរហូស

គ. អ្នកបើកបរស្លាប់

ឃ. អ្នកបើកបររហូសតិចតួច

៤. តើក្នុងអង្គក្នុងរឿងនេះមានចំនួនប៉ុន្មាននាក់? (១២ពិន្ទុ)

ក. ១នាក់

ខ. ២នាក់

គ. ៣នាក់

ឃ. ៤នាក់

៥. ដើម្បីចៀសវាងគ្រោះថ្នាក់ចរាចរណ៍ តើអ្នកត្រូវធ្វើដូចម្តេច? (១២ពិន្ទុ)

ក. បើកបរពេលស្រវឹង

ខ. បើកដៃដក្តា

គ. បើកបរគោរពច្បាប់ចរាចរណ៍

ឃ. បើកប្តូរល្បឿនកំណត់

ផ្នែកសំណេរ

១. សរសេរតាមអានរៀបចំ (៣០ពិន្ទុ/៣០)

ទោស/នៃ/គ្រឿងញៀន(៣)

ការ/ប្រើប្រាស់/គ្រឿងញៀន/នាំ/ឱ្យ/អន្តរាយ/សុខភាព។ វា/បាន/បំផ្លាញ/ទ្រព្យ
សម្បត្តិ/ និង /ថវិកា/គ្រួសារ (៧)។ ម្យ៉ាង/ទៀត/វា/បង្កឱ្យ/មាន/ចោរកម្ម/និង/អំពើ/
ហិង្សា(៨)។

ដូច្នេះ/យើង/មិនត្រូវ/ប្រើប្រាស់/គ្រឿងញៀន/ជា/ដាច់ខាត(៦)។

២. វេយ្យាករណ៍ ពិន្ទុសរុប២០/២០ (១សំណួរ=៥ពិន្ទុ)

២.១ ចូររកបដិសព្ទនឹងពាក្យ«អន្តរាយ» ខាងក្រោមឱ្យបានត្រឹមត្រូវ

- ក. វិនាស
- ខ. រុងរឿង
- ហិនហោច
- ឧបសគ្គ

២.២ ចូររកវេចនសព្ទនឹងពាក្យ «ថវិកា» ខាងក្រោមឱ្យបានត្រឹមត្រូវ

- ក. ប្រាក់
- ខ. ចំណេញ
- គ. ចំណាយ
- ឃ. ចំណូល

២.៣ ចូររកសទិសសព្ទនឹងពាក្យ «វា» ខាងក្រោមឱ្យបានត្រឹមត្រូវ

- ក. វា
- ខ. វត្ថុ
- គ. ដើរ
- ឃ. រៀរ

២.៤ តើពាក្យណាជា កិរិយាសព្ទ

- ក. ថវិកា

- ខ. បំផ្លាញ
- គ. សុខភាព
- ឃ. គ្រឿងញៀន

២.៥ តើពាក្យណាជាគុណនាម?

- ក. បង្ក
- ខ. ពូកែ
- គ. ហិង្សា
- ឃ. គ្រួសារ

៣. កថាខណ្ឌ៖ ១៥ពិន្ទុ (ចម្លើយត្រឹមត្រូវ១ ស្មើ៥ពិន្ទុ) ពិន្ទុ...../១៥

ចូរជ្រើសរើសពាក្យ « ទឹកដី ប្រយោជន៍ សម្បូរ » ទៅបំពេញចន្លោះក្នុងកថាខណ្ឌឱ្យបាន ត្រឹមត្រូវ៖

ប្រទេសកម្ពុជាយើង.....ដើមភ្នំគណាស់។ ដើមភ្នំគុះរាយស្ទើរពាសពេញ
នៃមាតុភូមិយើង។ ដើមភ្នំគុះមាន.....ច្រើនណាស់។

៤. តែងកថាខណ្ឌ ពិធីសរុប៣៥/៣៥

ចូរតែងកថាខណ្ឌអំពីឪពុករបស់អ្នកតាមលំនាំដូចខាងក្រោម

- ១. តើឪពុករបស់អ្នកឈ្មោះអ្វី? (៧ពិន្ទុ)
- ២. តើគាត់មានអាយុប៉ុន្មាន? (៧ពិន្ទុ)
- ៣. តើគាត់រស់នៅឯណា? (៧ពិន្ទុ)
- ៤. តើគាត់ប្រកបមុខរបរអ្វី? (៧ពិន្ទុ)
- ៥. តើប្អូនចូលចិត្តឪពុករបស់ប្អូនដែរឬទេ? (៧ពិន្ទុ)

សូមអរគុណ!



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

ក្រសួងអប់រំ យុវជន និងកីឡា
លេខ: ២៤៤៧ អយក. ២៧

ថ្ងៃទី ១២ ខែ វិច្ឆិកា ឆ្នាំ ២០២១ ព្រឹក ៧ ព.ស. ២៥៦៥
រាជធានីភ្នំពេញ ថ្ងៃទី ១៧ ខែ វិច្ឆិកា ឆ្នាំ ២០២១

ជម្រាបជូន
លោកប្រធានមជ្ឈមណ្ឌលអប់រំ យុវជន និងកីឡាខេត្តក្រចេះ ស្ទឹងត្រែង
គេនគីរី មណ្ឌលគីរី និងព្រះវិហារ

គម្រិត្ត៖ ការអនុញ្ញាតឱ្យក្រុមស្រាវជ្រាវចុះប្រមូលទិន្នន័យក្រោមប្រធានបទ "អំណានថ្នាក់ដំបូងរបស់ជនជាតិដើមភាគតិចក្នុងអំឡុងពេលនៃការរីករាលដាលជំងឺកូវីដ-១៩"។
យោង៖ ចំណាត់ការរបស់ក្រសួងអប់រំ យុវជន និងកីឡា លេខ ១១១ ខែ វិច្ឆិកា ឆ្នាំ ២០២១ លើកំណត់បង្ហាញរឿង ចុះថ្ងៃទី ១១ ខែ វិច្ឆិកា ឆ្នាំ ២០២១។

តាមការអនុញ្ញាត និងយោងខាងលើ ខ្ញុំសូមជម្រាបជូន លោកប្រធាន ជ្រាបថា៖ ក្រសួងអប់រំ យុវជន និងកីឡាបានឯកភាពឱ្យក្រុមស្រាវជ្រាវចុះប្រមូលទិន្នន័យនៅតាមសាលារៀនរបស់សិស្ស ដែលមានសិស្សជនជាតិដើមភាគតិចនៅក្នុងខេត្តក្រចេះ ស្ទឹងត្រែង គេនគីរី មណ្ឌលគីរី និងព្រះវិហារ ក្រោមប្រធានបទ "អំណានដំបូងរបស់សិស្សជនជាតិដើមភាគតិចក្នុងអំឡុងពេលនៃការរីករាលដាលជំងឺកូវីដ-១៩"។ ការចុះប្រមូលទិន្នន័យសម្រាប់ការស្រាវជ្រាវនេះ គ្រោងនឹងអនុវត្តចាប់ពីសប្តាហ៍ទី៤ នៃខែវិច្ឆិកា តទៅរហូតដល់ចប់។

អាស្រ័យហេតុដូចបានជម្រាបជូនខាងលើ សូម លោកប្រធាន ជ្រាប និងជួយសម្របសម្រួលឱ្យក្រុមស្រាវជ្រាវចុះប្រមូលទិន្នន័យសម្រាប់ការសិក្សានេះ តាមការសុំ។

សូម លោកប្រធាន ទទួលខ្ញុំការរាប់អានដ៏ស្មោះត្រង់ខ្ញុំ

ជម្រាបជូន
ក្រសួងអប់រំ យុវជន និងកីឡា
រដ្ឋលេខាធិការ



ឃ្លានសភាព្យ ណាន ប៊ុនស្រីន

- ឧបករណ៍**
- អង្គការយុវជនអប់រំ
 - ខុទ្ទកាល័យឯកទេសមណ្ឌលគេនគីរី និងព្រះវិហារ
- ធ្វើជ្រាបជាតិមាន
 - មជ្ឈមណ្ឌល យុវជន និងកីឡា ខេត្តក្រចេះ
- ធ្វើសហការ
 - កាលប្បវត្តិ
 - ឯកសារ ផ.បបសិក្សា

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