Reading and Writing Instruction: South Africa (Sepedi)

End-of-Grade-2 Evaluation Report

Annika Rigole

Peter Cooper

Matthew Jukes

5/4/2015

In February 2013, Room to Read began a two-year internal evaluation of the Sepedi Reading and Writing Instruction program in South Africa. The aim of the evaluation was to determine the impact of the program on children's reading skills from the start of Grade 1 to the end of Grade 2. The end-of-Grade 2 results revealed that the program had a positive impact on the development of learners' reading skills. Learners at project schools achieved higher overall reading scores and made more progress than their peers at non-program comparison schools. The results also suggest that more work needs to be done to achieve the goal of all learners reading fluently by the end of Grade 2.

Table of Contents

1 Executive Summary

In February 2013, Room to Read began a two-year internal evaluation of the Sepedi Reading and Writing Instruction program in South Africa. The aim of the evaluation was to determine the impact of the program on children's reading skills from the start of Grade 1 to the end of Grade 2. Baseline, midline, and endline data were collected for one cohort of learners using the Early Grade Reading Assessment (EGRA). The end-of-Grade 2 results revealed that the program had a positive impact on the development of learner reading skills. Learners at project schools achieved higher overall reading scores and made more progress than their peers at comparison schools. The results also suggest that more work needs to be done to achieve the goal of all learners reading fluently by the end of Grade 2.

What is the Reading and Writing Instruction program?

Room to Read's Reading and Writing Instruction (RWI) program is a Grade 1 and Grade 2 intervention that aims to strengthen the teaching and learning of reading and writing. The program works in conjunction with a country's existing language curriculum and includes detailed lesson plans, classroom materials, and comprehensive teacher professional development and coaching support. The program has had a substantial impact on reading skills in nearly all of the countries in which it operates. In South Africa, the Sepedi language Grade 1 program was launched at 50 schools in Limpopo and Mpumalanga provinces during the 2012 school year. The program then expanded to Grade 2 in 2013. A second RWI program in the Xitsonga language was launched in Mpumalanga in 2014.

What were the evaluation results?

Learners receiving the Sepedi RWI program attained reading fluency scores that were 20 percent higher than learners not receiving the RWI program. Figure 1.1 represents this key result.

FIGURE 1.1: Key Grade 2 Reading Fluency Results
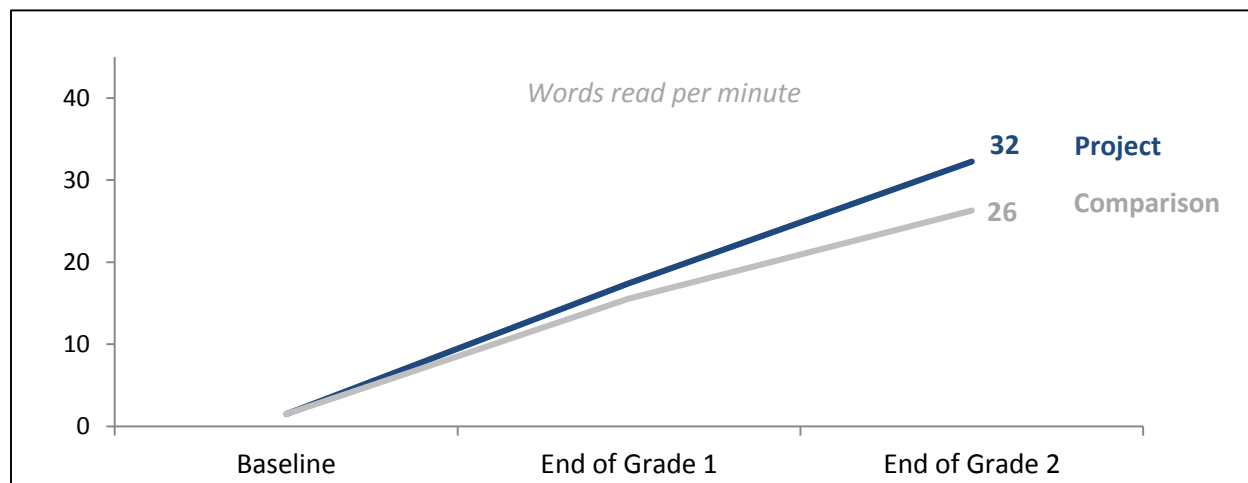
By the end of Grade 2, learners from schools that benefitted from the RWI program (project schools) could, on average, read 32 words per minute. In contrast, learners from schools that did not benefit from the RWI program (comparison schools) could read only 26 words per minute. Table 1.1 shows the

baseline, end-of-Grade 1 and end-of-Grade 2 mean scores by project and comparison group for each assessment task. As in the end-of-Grade 1 assessment, the program had its largest impact on improving the foundational skill of letter sounding and lower impacts on improving the more advanced skill of reading comprehension. The impact of the program was similar for both boys and girls, although girls at project and comparison schools each performed significantly better than their respective male counterparts on all assessment tasks.

TABLE 1.1: End of Grade 2 Reading Assessment Results

Assessment Task	Group	Baseline Mean	End of Grade 1 Mean	End of Grade 2 Mean	Gains over 2 years	Adjusted Difference in Gains†
Letter sounding fluency***	Project	6.20	45.91	69.70	+63.50	+31.77
(letters per minute)	Comparison	7.19	25.93	38.92	+31.73	
Nonsense word reading ***	Project	0.75	10.96	24.52	+23.77	+5.96
(words per minute)	Comparison	0.71	8.43	18.52	+17.81	
Passage reading fluency***	Project	1.53	17.75	32.26	+30.73	+5.90
(words per minute)	Comparison	1.45	15.33	26.28	+24.83	
Reading comprehension***	Project	0.07	0.94	2.04	+1.97	+0.36
(questions answered correctly)	Comparison	0.07	0.78	1.68	+1.62	

Legend of statistical significance of differences between project and comparison schools: *** < .001, ** < .01, * < .05
†Adjusted difference in gains reports the difference in gains after controlling for potential differences – such as learner background – between project and comparison schools.

Of note, the difference in gains for the project group versus the comparison group – though statistically significant – was relatively small on three of the four tasks. Only 32 percent of project school learners could read at or above the desired Grade 2 fluency benchmark of 45 words per minute; this was, however, significantly better than the 13 percent of comparison school learners who achieved the same. Sixteen percent of project learners and 22 percent of comparison school learners, meanwhile, remained unable to read a single word.

How do we interpret the results?
As Room to Read's first evaluation of Grade 2 learners' reading skills in South Africa, the results reveal that the Sepedi RWI program is having a positive impact on learners' reading skills, but that room for improvement exists. Grade 2 learners receiving the RWI program scored higher than Grade 1 learners from comparison schools across all of the assessment tasks. Yet, while the program had a strong impact on the development of learners' letter sounding skills, it had less of an impact on the development of learners' ability to decode words and read with fluency and comprehension. To achieve the goal of all learners becoming fluent readers by the end of Grade 2, more needs to be done.

The results may also reflect the scope and sequence of the reading curriculum and the speed at which teachers developed their instructional skills. The Grade 1 reading curriculum placed a heavy emphasis

on letter-sound recognition and less emphasis on word decoding and reading comprehension. The 2013 midline evaluation results reflected this, with learners achieving strong letter sounding scores but lower results on the more advanced reading tasks. As these learners advanced to Grade 2 in 2014, their new Grade 2 teachers participated in the program and related instructional trainings for the first time. These teachers, with Room to Read support, also focused their instruction on mastering the first new concepts they had learned (letter sounding instructional techniques), and did not quickly move their emphasis to decoding and reading for comprehension. The 2014 end-of-Grade 2 results thus mimic the 2013 trend, suggesting that teacher emphasis continued to strengthen letter-sound recognition skills, but did not facilitate enough time for learners to more strongly improve their advanced reading skills.

How was the research conducted?
The evaluation included all 30 project schools (15 from Limpopo and 15 from Mpumalanga provinces) and 30 comparable schools (also 15 from Limpopo and 15 from Mpumalanga). Though project and comparison schools were not randomly assigned, differences between the two groups in terms of school and pupil background characteristics were minimal and controlled for during analysis of pupil results. In February 2013, we conducted baseline assessments with Grade 1 pupils from both groups of schools to measure the reading skills of children when they entered primary school. In September 2013, we conducted another round of assessments with the same cohort of Grade 1 pupils that was assessed at baseline to measure the impact of the RWI program after one academic year. In October 2014, a final round of assessments was conducted with the same cohort of pupils to measure the impact of the program after two academic years.

How were reading skills measured?
Room to Read assessed learners' reading skills using a version of the Early Grade Reading Assessment (EGRA)[1] that was adapted to Sepedi language by local experts. The EGRA featured four common tasks:

- *Letter sounding fluency:* ability to sound letters of the alphabet properly. This is a timed test that assesses automaticity and fluency of letter sound recognition.
- *Nonsense word fluency:* ability to read words that do not exist but whose letter combinations follow the rules of the language. (Some examples of nonsense words in Sepedi include "jodi", "tilo" and "geni".) They are possible candidates for real words, although they are not real. This timed task assesses the child's ability to "decode" words fluently as distinct from their ability to recognize words they have seen before.
- *Passage reading fluency:* ability to read a passage that tells a story. This is a 60-second timed task. Each learner was randomly assigned one of four possible passages to read.
- *Reading comprehension:* ability to answer up to five questions based on how much of the passage the child read.

Assessments were administered individually with learners by external data collectors who were trained by Room to Read.

---

[1] The EGRA was developed by RTI International in 2006. For more information, please see: www.ineesite.org/uploads/files/resources/EGRA_Toolkit_Mar09.pdf.

What are the next steps?

In 2015, Room to Read is developing and beginning to roll out global implementation packages that simplify the instructional design of the RWI program worldwide. Room to Read South Africa will be working with these packages and initiating a number of additional program adjustments to the Sepedi program that aim to improve reading outcomes. In particular, the team will:

1. **Contextualize the RWI global implementation packages for the Sepedi language program,** and implement the following related interventions to improve the program for the 2016 school year:
   o **Finalize a revised scope and sequence for the program.** We hope that the scope and sequence revisions will ensure a productive sequence of letters that allow learners to begin reading words and decodable texts as early as possible.
   o **Create a re-usable pupil book with ample decodable text.** The increase of decodable texts available in the pupil book will allow increased practice at decoding and building fluency, as well as chances to build comprehension skills.
   o **Update professional development plans and beginning to illustrate professional development with video.** The professional development will focus on modeling and practice, to ensure that teachers learn the skills they need to implement the program in the classroom.
   o **Plan an updated student tracking system**. The student tracking system will incorporate some new simple analysis to help teachers target struggling students and the CO to target struggling schools, teachers, or difficult topic areas.

2. **Establish systems to encourage and monitor literacy coach practice of student tracking.** In 2014, Room to Read South Africa standardized an approach to formative assessment to support teachers in tracking learner progress and adjusting their instruction accordingly. Literacy coaches were expected to conduct rapid assessments with learners during their monitoring and support visits, but this practice was not routinely implemented nor effectively monitored. A monitoring system to ensure that coaches conduct the assessments with a certain regularity, understand how many times each target learner is assessed during a school term, and know which elements of the assessments the coaches implement will be instituted in 2015. Ongoing and quarterly reviews of these assessments will lead to quarterly improvement plans for the coaches and team

3. **Establish a fluency benchmark for the Sepedi language.** Room to Read will conduct a fluency benchmarking study in 2015 to establish appropriate standards for assessing reading fluency and comprehension in the Sepedi language. This will enable Room to Read to more accurately understand, target and assess the reading levels learners need to attain to achieve fluency.

4. **Update instructional support materials to model progress towards desired literacy levels.** Decodable texts and comprehension tools will be reviewed and updated to ensure they progress in difficulty level throughout the year, so that they can better help learner reach the level we aim for them to achieve at the end of Grade 1.

5. **Build country office capacity to effectively monitor the RWI program and develop supporting and appropriate quality reading materials.** This step includes the hire of a *Programs Operations Director* and *Quality Reading Materials Manager* for the country office. Additional technical support will also be more readily available as a result of global office hires for the *Instructional Design and Technical Assistance* department in the Africa region. The country office *Research, Monitoring, and Evaluation* unit will also be asked to play a greater support role.

6. **Provide a forum for literacy coaches to share best practices and learn from one another.** The RWI team recognizes that field staff are not regularly given the opportunity to share with one another the challenges they face and what has worked well to overcome them. A regular forum will be provided for the team to share these learnings with one another. At minimum, this will occur during the all-team trainings during each school holiday term break.

7. **Conduct process documentation of teacher professional development research.** This in-country research will provide insight into how the current teacher professional development strategy is working and how it can be improved.

Through these strategies, Room to Read hopes to achieve its goal of having all children in the program reading fluently by the end of Grade 2.

2 Introduction

Room to Read's Reading and Writing Instruction (RWI) program is a school-based intervention to strengthen the teaching and learning of reading and writing in Grades 1 and 2. The program goal is that children will become fluent[2] readers by the end of Grade 2 (see *Appendix A* for a more detailed description of the RWI program). To accomplish this goal, the RWI team in South Africa worked with the Ministry of Education to design a supplementary program that provides a strong foundation in reading and writing skills for all children in the Room to Read schools with the goal that children will become fluent readers by the end of Grade 2.

To determine the level of impact of the intervention on children's learning, Room to Read RWI programs in all countries participate in an impact evaluation that includes literacy assessments at the beginning of Grade 1 (baseline) and at the end of Grades 1 and 2. The data from these evaluations enable Room to Read to:

1. Determine whether the RWI program is having an impact on learners' reading skills;
2. Determine whether the implementation of the program facilitates the acquisition of early reading skills in children at a rate that ensures that they will reach the goal of becoming a fluent readers by the end of Grade 2; and
3. Identify reading skills that could be better supported by the program and determine how to improve these reading skills quickly and effectively.

In South Africa, baseline data collection was conducted in February 2013 with Grade 1 learners from 30 schools that were benefiting from the RWI program (referred to as the "project group") and 30 schools that were not benefiting from the RWI program (referred to as the "comparison group"). The baseline results indicated that learners from the project group entered Grade 1 with the same reading skills as learners from the comparison group. In September 2013, data were collected from the same cohort of learners that were assessed at baseline to determine the impact of the RWI program after one academic year. These data showed that learners at project schools ended Grade 1 with letter sounding scores that were nearly twice as high as learners at comparison schools. They also made more progress on reading fluency and comprehension than their peers; in particular, learners from RWI project schools could read 18 words per minute, while pupils from comparison schools could read only 15 words per minute at the end of Grade 1. In September 2014, a final round of assessments was conducted with the same cohort of learners to measure the impact of the program after two academic years (see *Section 3: Results*).

(See *Appendix B* for a full description of the research design, including details around methodology, sampling, reading assessments, training assessors, data collection and entry, and data analysis.)

---

[2] Room to Read considers a child a "fluent reader" if he or she is able to read at a speed of 45-60 words per minute. See *Section 3.2.3* for more detail.

3 Results

3.1 School and Learner Background Characteristics

Because the intervention was not allocated randomly to project and comparison schools, it is important to assess whether the two groups are comparable. Tables C.1 and C.2 in *Appendix C: Background Characteristics* depict the school- and learner-level background characteristics of the project and comparison schools. There were no statistically significant differences between the project and comparison groups.

3.2 End of Grade 2 Results

3.2.1 Changes in Average Reading Scores

The key reading fluency result shows that project school learners read 32 words per minute at the end of Grade 2. This is 20 percent more words per minute than comparison learners. Figure 3.1 shows the trajectory of reading fluency levels for learners over two-year program intervention.

Figure 3.1: Reading fluency levels for 2014 Grade 2 Learners
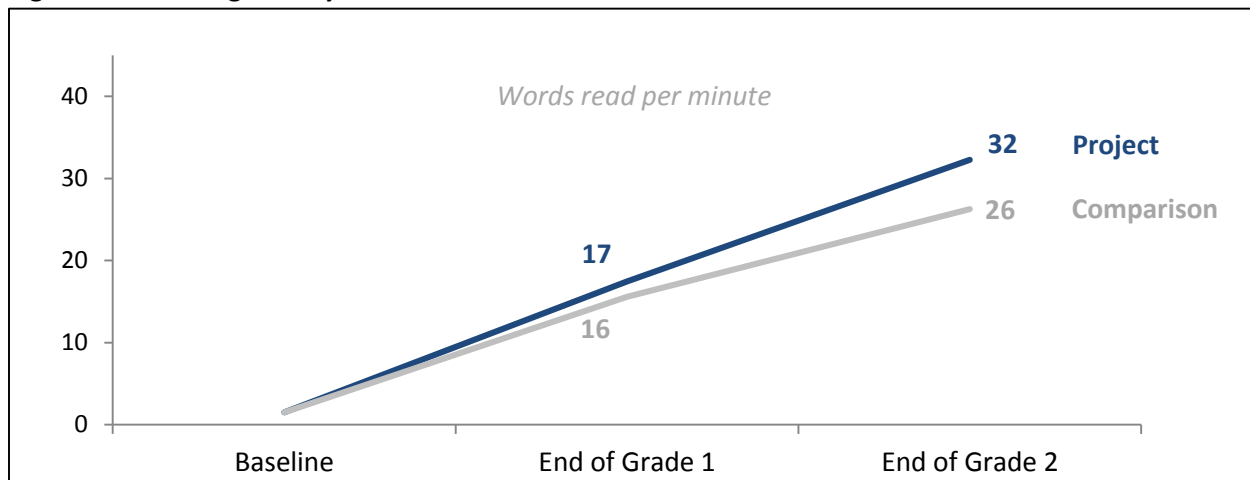
Table 3.1 below provides an overview of the baseline and end-of-Grade-2 assessment results by project and comparison group for each assessment task. Overall, **Grade 2 learners from project schools experienced slightly greater gains from baseline to the end of Grade 2 than comparison school learners that were statistically significant (p < .001).** This was true for all assessment tasks. Gains were particularly pronounced for the letter sounding task, where project school learners increased their score by 64 letter sounds per minute compared to a 31 sounds-per-minute increase among comparison school learners. On the passage reading task, learners from the project group increased their reading fluency by 31 words per minute compared to a 25 word-per-minute increase among comparison group learners.

TABLE 3.2: Grade 2 Reading Assessment Results – Project vs. Comparison Schools

| Assessment Task	Group	BASELINE			END OF GRADE 1			END OF GRADE 2			Gains	Adjusted Difference in Gains†
		n	Mean	SD	n	Mean	SD	n	Mean	SD		
Letter sounding fluency***	Project	877	**6.20**	9.58	878	**45.91**	24.90	877	**69.70**	24.59	+63.50	**+31.70**
(letters per minute)	Comparison	866	**7.19**	10.78	868	**25.93**	20.31	879	**38.92**	22.17	+31.73	
Nonsense word reading***	Project	877	**0.75**	3.19	878	**10.96**	12.08	877	**24.52**	15.54	+23.77	**+5.82**
(words per minute)	Comparison	866	**0.71**	3.01	872	**8.43**	10.72	879	**18.52**	14.12	+17.81	
Passage reading fluency***	Project	877	**1.53**	5.13	878	**17.75**	18.26	877	**32.26**	20.56	+30.73	**+5.75**
(words per minute)	Comparison	866	**1.45**	4.79	872	**15.33**	17.95	879	**26.28**	19.86	+24.83	
Reading comprehension***	Project	877	**0.07**	0.34	878	**0.94**	1.19	877	**2.04**	1.40	+1.97	**+0.36**
(questions answered correctly)	Comparison	866	**0.07**	0.30	872	**0.78**	1.10	879	**1.68**	1.38	+1.62	

Legend of statistical significance of differences between project and comparison schools: *** < .001, ** < .01, * < .05

†Adjusted difference in gains reports the coefficient of the regression analysis conducted with random effects at the school level and age and gender as covariates.

Differences in learner gains are further examined by looking at the adjusted effect sizes for the RWI program across the assessment tasks (see Figure 3.2). The effect size statistic is used to make comparisons across measures that use different scales or units. For the purposes of this analysis, we used the standardized mean effect size statistic[3], through which an effect size of .80 or higher is considered large. **The effect size for the RWI intervention was very large for the letter sounding task (1.43) but small for the remaining three tasks. This suggests that the program had a large impact on improving the foundational skill of letter sounding and a small impact on helping learners build more advanced skills in fluency and comprehension.**

**FIGURE 3.2: Adjusted Effect Sizes across Assessment Tasks**
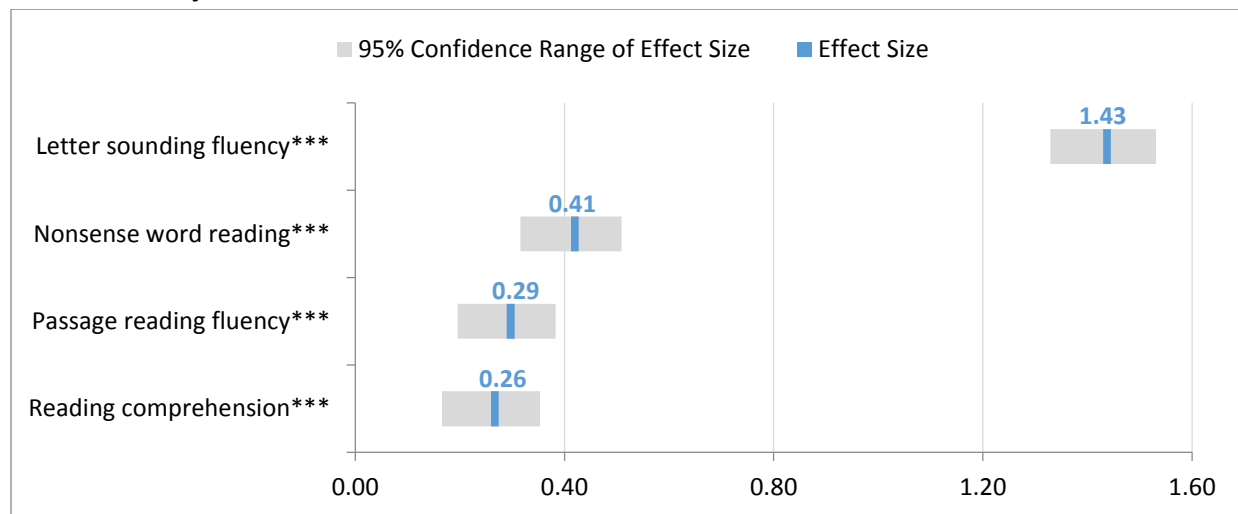
3.2.2 Zero Score Prevalence

Analysis of zero scores provides another view of how learners performed, with a particular focus on children with the lowest achievement. In the EGRA, zero scores include those instances in which a learner does not provide correct responses to any of the items in a particular assessment task, as well as those instances when a learner does not answer or respond correctly to any item in the first line of the assessment task (also known as a discontinued task). Zero scores on tasks show the subset of learners who can be characterized as nonreaders.

Figure 3.2 below compares zero scores between project and comparison school learners. **The percentage of project learners scoring zero was significantly lower (p<0.01) than the percentage of comparison learners scoring zero for three out of the four assessment tasks; namely the letter sounding, nonsense word reading, and reading comprehension tasks.** There was no significant difference in prevalence of zero scores for passage reading.

---

[3] We calculated effect sizes by determining the adjusted difference in gains between project school learners and comparison school learners through linear regression analysis (see *Appendix B: Research Design*) and then dividing this difference by the standard deviation of comparison learners' scores at the end of Grade 2.

**Figure 3.3: Percentage of Zero Scores by Assessment Task**
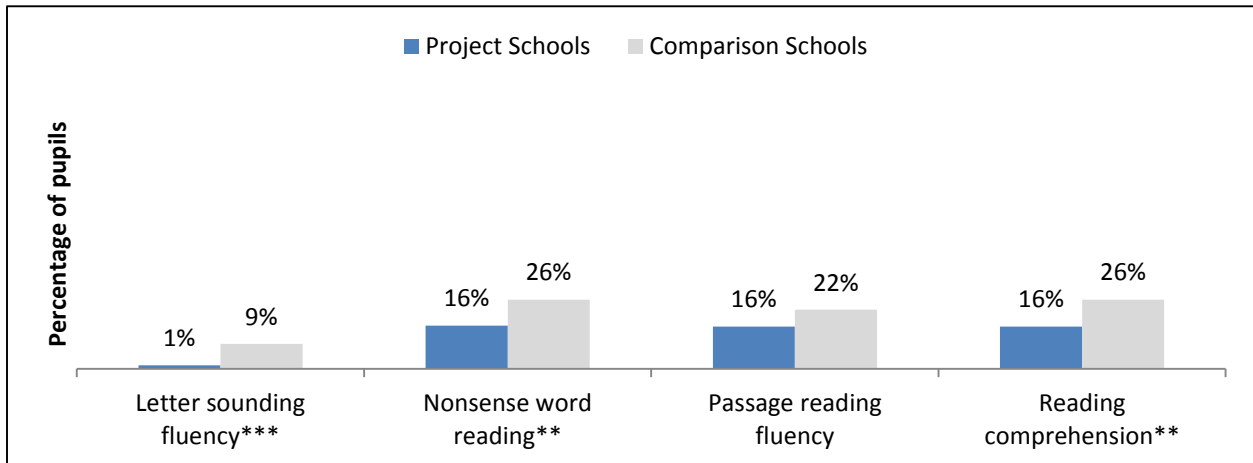
The combination of the high scores project school learners achieved on the letter sounding task, the large effect size exhibited for the task, and the zero score analysis showing only 1 percent of project school learners are unable to recognize at least some letter sounds suggests that project learners have generally developed strong letter-sound recognition skills. However, **16 percent of project school learners scored zero scores on the nonsense word reading, passage reading, and reading comprehension tasks.** Individual student tracking to help teachers identify these learners and provide extra support may be an important strategy to ensure these learners do not get left behind.

3.2.3   International Fluency Benchmark

Although there has been limited research into fluency in Sepedi, independent studies in multiple countries have shown that children at the end of Grade 2 need to reach a fluency rate of roughly 45-60 words read per minute as a prerequisite to read with comprehension (Abadzi, 2011). Pending contextualized fluency benchmarks for Sepedi in 2015, we aim for children to reach a minimum reading speed of 45 words per minute by the end of Grade 2 in South Africa.

As shown in Figure 3.4 below, **32 percent of project learners are reading at or above the fluency benchmark of 45 words per minute at the end of Grade 2 compared to only 19 percent of comparison school learners**. The differences between project schools and comparison schools were statistically significant (p < .001).

FIGURE 3.4: Percentage of learners reading at least 45 words per minute by the end of Grade 2
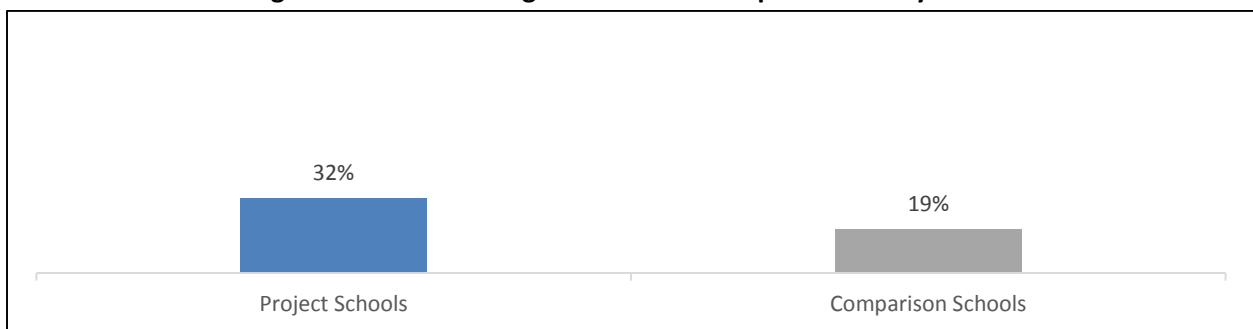
3.3 Gender Comparisons

Though the primary focus of the RWI program evaluation is comparing learners who benefit from the RWI program with those who do not, Room to Read is also interested in the interaction between presence of the RWI program and gender. Table 3.2 below provides the baseline and end-of-Grade-1 assessment results disaggregated by gender for project and comparison school learners.

The RWI program benefitted both boys and girls. When compared to the performance of boys in comparison schools, boys in the project schools made significantly greater gains on all four of the assessment tasks (p < 0.001). Similarly, girls in the project schools made significantly greater gains than comparison school girls on all the assessments tasks (p < 0.001). As shown in Figures 3.3 and 3.4, the effect sizes were similar for boys and girls and mirror the overall trend for both boys and girls on all assessment tasks except for letter sounding.

The evaluation also highlights that, overall, **girls are performing better than boys**. The differences in gains between project school boys and project school girls were statistically significant across all assessment tasks, as were the differences between boys and girls at comparison schools.   These differences were sizeable, with project and comparison school boys each reading 10 fewer words per minute than their respective girl counterparts.

TABLE 3.3: Comparison of Mean Scores by Gender

Assessment Task	Group	BASELINE			END OF GRADE 1			END OF GRADE 2			Gains	Adjusted Difference in Gains†
		n	Mean	SD	n	Mean	SD	n	Mean	SD		
Letter sounding fluency [a, b, c, d]	Project boys	455	**5.69**	9.26	436	39.39	23.86	445	**63.26**	24.80	+57.57	**+29.81**
(letters per minute)	Comparison boys	436	**5.99**	9.67	426	20.30	17.70	431	**33.75**	21.08	+27.76	
	Project girls	422	**6.75**	9.88	442	52.33	24.24	432	**76.34**	22.55	+69.59	**+34.12**
	Comparison girls	430	**8.42**	11.68	446	31.30	21.19	448	**43.88**	22.08	+35.47	
Nonsense word reading [a, b, c, d]	Project boys	455	**0.66**	2.83	436	8.67	10.74	445	**20.47**	14.71	+19.81	**+5.69**
(words per minute)	Comparison boys	436	**0.47**	2.29	428	5.90	8.84	431	**14.59**	13.69	+14.12	
	Project girls	422	**0.85**	3.53	442	13.21	12.89	432	**28.70**	15.28	+27.85	**+6.51**
	Comparison girls	430	**0.95**	3.57	448	10.84	11.76	448	**22.30**	13.50	+21.35	
Passage reading fluency [a, b, c, d]	Project boys	455	**1.49**	5.18	436	14.32	16.43	445	**26.87**	19.50	+25.38	**+5.56**
(words per minute)	Comparison boys	436	**1.06**	3.65	428	10.72	14.63	431	**20.87**	19.44	+19.81	
	Project girls	422	**1.58**	5.08	442	21.13	19.34	432	**37.81**	20.15	+36.23	**+6.59**
	Comparison girls	430	**1.86**	5.69	448	19.74	19.65	448	**31.49**	18.86	+29.64	
Reading comprehension [a, b, c, d,]	Project boys	455	**0.07**	0.34	436	0.72	1.04	445	**1.79**	1.30	+1.73	**+0.36**
(questions answered correctly)	Comparison boys	436	**0.06**	0.27	428	0.52	0.86	431	**1.43**	1.33	+1.37	
	Project girls	422	**0.07**	0.35	442	1.17	1.29	432	**2.30**	1.46	+2.23	**+0.38**
	Comparison girls	430	**0.07**	0.33	448	1.03	1.24	448	**1.92**	1.39	+1.84	

[a] Differences in gains between **boys in project schools and boys in comparison schools** were statistically significant (p < .001).
[b] Differences in gains between **girls in project schools and girls in comparison schools** were statistically significant (p < .001).
[c] Differences in gains between **boys in project schools and girls in project schools** were statistically significant (p < .001).
[c] Differences in gains between **boys in comparison schools and girls in comparison schools** were statistically significant (p < .001).
†Adjusted difference in gains reports the coefficient of the regression analysis conducted with random effects at the school level and age as a covariate.

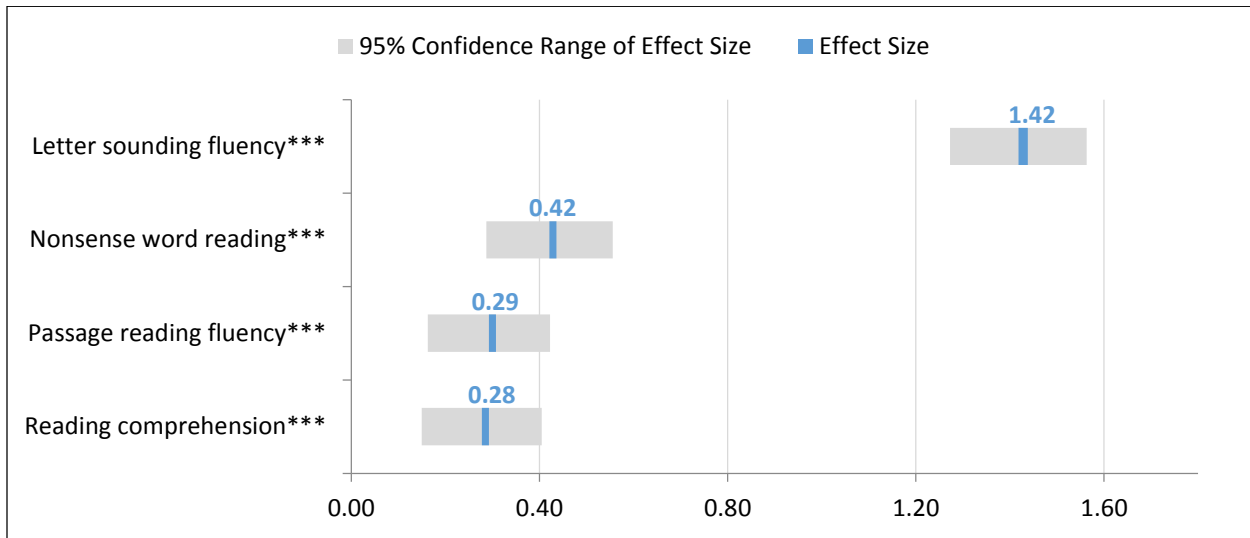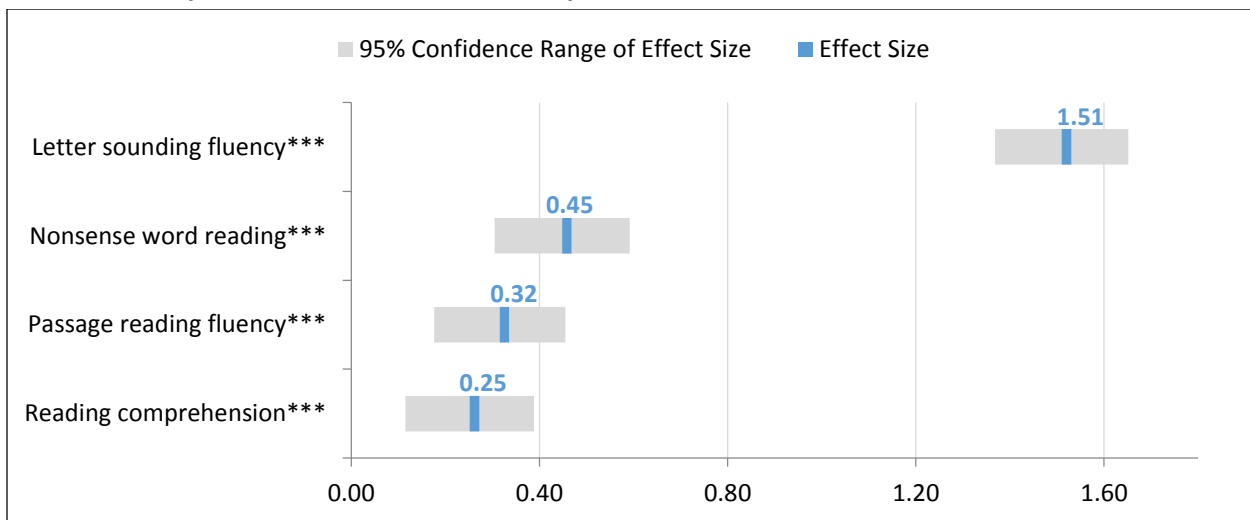**FIGURE 3.3: Adjusted Effect Sizes – Boys in Project Schools**

FIGURE 3.4: Adjusted Effect Sizes – Girls in Project Schools

4 Context and Limitations

Interpretation of the above results should include consideration of the particular context in which the RWI program was evaluated, as well as the limitations of the evaluation design.

4.1 Context

Different facets of RWI program implementation provide important context to the understanding of these evaluation results. The Grade 1 reading curriculum placed a heavy emphasis on letter-sound recognition and less emphasis on word decoding and reading comprehension. The 2013 midline evaluation results reflected this, with learners achieving strong letter sounding scores but lower results on the more advanced reading tasks. As these learners advanced to Grade 2 in 2014, their new Grade 2 teachers participated in the program and related instructional trainings for the first time. These teachers, with Room to Read support, also focused their instruction on mastering the first new concepts they had learned (letter sounding instructional techniques), and did not quickly move their emphasis to decoding and reading for comprehension. The 2014 end-of-Grade 2 results thus mimic the 2013 trend, suggesting that teacher emphasis continued to strengthen letter-sound recognition skills, but did not facilitate enough time for learners to more strongly improve their advanced reading skills.

4.2 Limitations

One limitation of this evaluation was comparability. The validity of impact evaluation results rests on the strength of the assumption that the comparison schools, on average, are comparable to the group of project schools amongst all observable and unobservable characteristics that may affect the outcome being evaluated. Because intervention schools were not chosen at random, it may be possible that they differed from comparison schools in ways that we did not assess. As explained in *Appendix B: Research Design*, every effort was made during sampling to ensure that a comparable set of schools was chosen, and school and learner-level characteristics were later analyzed to check whether any significant differences did in fact exist and, if so, included as control variables in the analysis of project outcomes.

5 Conclusion

Data from the evaluation indicate that the Sepedi RWI program is having a positive impact on reading skills. Grade 2 learners receiving the RWI program scored higher than Grade 1 learners from non-program comparison schools across all of the assessment tasks. The program had a notable impact on the foundational skill of letter sounding fluency, as project school learners achieved high scores and made more than twice the progress of comparison school learners on this skill area after two years of the program. Additionally, significantly more project school learners achieved the goal of becoming fluent readers by the end of Grade 2, as defined by the international fluency benchmark of reading 45 words per minute.

The evaluation highlights that room for improvement nonetheless exists. The difference in gains for the project group versus the comparison group – though statistically significant – was relatively small on three of the four assessment tasks. Additionally, while significantly more project than comparison school

learners are reading at the desired fluency level of 45 words per minute, 68 percent of project school learners have not achieved this goal, and 16 percent of project school learners remain non-readers.

6 Next Steps

In 2015, Room to Read is developing and beginning to roll out global implementation packages that simplify the instructional design of the RWI program worldwide. Room to Read South Africa will be working with these packages and initiating a number of additional program adjustments to the Sepedi program that aim to improve reading outcomes. In particular, the team will:

1. **Contextualize the RWI global implementation packages for the Sepedi language program,** and implement the following related interventions to improve the program for the 2016 school year:
   o **Finalize a revised scope and sequence for the program.** We hope that the scope and sequence revisions will ensure a productive sequence of letters that allow learners to begin reading words and decodable texts as early as possible.
   o **Create a re-usable pupil book with ample decodable text.** The increase of decodable texts available in the pupil book will allow increased practice at decoding and building fluency, as well as chances to build comprehension skills.
   o **Update professional development plans and beginning to illustrate professional development with video.** The professional development will focus on modeling and practice, to ensure that teachers learn the skills they need to implement the program in the classroom.
   o **Plan an updated student tracking system**. The student tracking system will incorporate some new simple analysis to help teachers target struggling students and the CO to target struggling schools, teachers, or difficult topic areas.

2. **Establish systems to encourage and monitor literacy coach practice of student tracking.** In 2014, Room to Read South Africa standardized an approach to formative assessment to support teachers in tracking learner progress and adjusting their instruction accordingly. Literacy coaches were expected to conduct rapid assessments with learners during their monitoring and support visits, but this practice was not routinely implemented nor effectively monitored. A monitoring system to ensure that coaches conduct the assessments with a certain regularity, understand how many times each target learner is assessed during a school term, and know which elements of the assessments the coaches implement will be instituted in 2015. Ongoing and quarterly reviews of these assessments will lead to quarterly improvement plans for the coaches and team

3. **Establish a fluency benchmark for the Sepedi language.** Room to Read will conduct a fluency benchmarking study in 2015 to establish appropriate standards for assessing reading fluency and comprehension in the Sepedi language. This will enable Room to Read to more accurately understand, target and assess the reading levels learners need to attain to achieve fluency.

4. **Update instructional support materials to model progress towards desired literacy levels.** Decodable texts and comprehension tools will be reviewed and updated to ensure they progress in difficulty level throughout the year, so that they can better help learner reach the level we aim for them to achieve at the end of Grade 1.

5. **Build country office capacity to effectively monitor the RWI program and develop supporting and appropriate quality reading materials.** This step includes the hire of a *Programs Operations Director* and *Quality Reading Materials Manager* for the country office. Additional technical support will also be more readily available as a result of global office hires for the *Instructional Design and Technical Assistance* department in the Africa region. The country office *Research, Monitoring, and Evaluation* unit will also be asked to play a greater support role.

6. **Provide a forum for literacy coaches to share best practices and learn from one another.** The RWI team recognizes that field staff are not regularly given the opportunity to share with one another the challenges they face and what has worked well to overcome them. A regular forum will be provided for the team to share these learnings with one another. At minimum, this will occur during the all-team trainings during each school holiday term break.

7. **Conduct process documentation of teacher professional development research.** This in-country research will provide insight into how the current teacher professional development strategy is working and how it can be improved.

Through these strategies, Room to Read hopes to achieve its goal of having all children in the program reading fluently by the end of Grade 2.

7 References

Abadzi, H. (2011). Reading Fluency Measurements in EFA FTI Partner Countries: Outcomes and Improvement Prospects. Working Paper.

Harris, T.L. & Hodges, R.E., (Eds.). (1995): The literacy dictionary: The vocabulary of reading and writing. Newark, DE: International Reading Association.

Kuhn, M., Schwanenflugel, P. J., & Meisinger, E. B. (2010). Aligning theory and assessment of reading fluency: Automaticity, prosody, and the definitions of fluency. *Reading Research Quarterly*, 45, 230-251.

Snow, C.E. (2002). Reading for understanding: Toward and R&D program for reading comprehension. RAND Corp. Available at: http://www.rand.org/pubs/monograph_reports/MR1465.html.

StataCorp. (2013). Stata Statistical Software: Release12. College Station, TX:: StataCorp LP.

Appendix A: Reading and Writing Instruction Intervention Overview

The Reading and Writing Instruction intervention in South Africa is a supplemental classroom intervention to the government language curriculum designed to complement and increase the effectiveness of the curriculum. The process of developing the intervention includes the completion of a scope and sequence of instruction, detailed lesson plans, classroom materials, and comprehensive teacher professional development. Literacy facilitators, or coaches, provide classroom support to teachers throughout the intervention.

During the research and development stage of any Room to Read literacy program, the RWI teams analyze the language curriculum and classroom instruction to determine whether all five core elements necessary in a comprehensive language curriculum are included. These elements, which are best addressed through a combination of listening, speaking, reading, and writing activities and lessons, include:

- **Phonological awareness**: Phonological awareness is knowing the sound structure of spoken language.
- **Phonics**: use of the code (sound-symbol relationships) to recognize words.
- **Vocabulary**: The knowledge of the meaning and pronunciation of words.
- **Fluency**: Fluency is determined by how quickly, accurately, and expressively someone reads, which, taken together, facilitate the reader's construction of meaning. It is demonstrated during oral reading through ease of word recognition, appropriate pacing, phrasing, and intonation. It is a factor in both oral and silent reading that can limit or support comprehension (Kuhn et al., 2010).
- **Comprehension**: A definition of reading comprehension that captures the purpose of reading is "intentional thinking during which meaning is constructed through interactions between text and reader" (Harris & Hodges, 1995, p. 207). Reading comprehension consists of three elements: the reader, the text, and the activity of reading (Snow, 2002). Writing skills are incorporated into the instructional approach through all components. In addition, teachers teach children how to write and learner workbooks provide daily opportunities to practice the writing skills taught.

Appendix B: Research Design

Methodology

The impact evaluation employs a quasi-experimental design that includes learners from schools that benefit from the RWI program (project schools) and learners from schools that do not benefit from the RWI program (comparison schools). Data collection occurs at three points in time and follows the same cohort of learners over two academic years.[4] At the beginning of Year 1, a baseline assessment was conducted with project and comparison school learners who are entering Grade 1 to assess learners' reading level prior to RWI program exposure. Subsequent rounds of data collection assess progress of learners from the project school cohort after one and two years of the program in comparison with learners from the comparison school cohort.

The structure and design of the evaluation allows for an examination of the effects of the RWI program on learner achievement over time. The assessment results also help us understand learners' reading skill strengths and weaknesses and provide Room to Read staff, classroom teachers, and administrators with information on program efficacy. These data guide program improvement strategies to ensure that learners achieve the learning goals.

Sampling

The aim of sampling was to ensure that comparison and project schools were as similar as possible before the introduction of the RWI program. The project group consisted of 30 schools that were randomly selected from the 50 schools at which the Sepedi RWI program began operating in 2012. Since half of the 50 Sepedi RWI schools are located in Sekhukhune, Limpopo and the other half are located in Bushbuckridge, Mpumalanga, the project group schools were randomly selected in equal proportion across these two districts to ensure that schools in the study were representative of those in the overall program. Once selected, the project group schools were separated into quartiles based on the percentage of Grade 3 learners who scored 50 percent or higher on the African National Assessment (ANA) in 2012. Next, a list of potential comparison schools from Sekhukhune and Bushbuckridge were separated according to the same achievement quartiles. Comparison schools were randomly selected to produce the same number of comparison schools as project schools within each quartile. As with the project school selection, the comparison schools were selected in equal proportion across the two districts.

At each school, we randomly selected 30 learners from Grade 1 who:

- Did not have physical, sensory and significant cognitive disabilities[5]; and
- Were present on the day(s) of data collection.

---

[4] During each data collection point (i.e., baseline, end of Grade 1, and end of Grade 2), a new sample of learners is randomly selected from the same cohort of learners in project and comparison schools. Though the same learners may be selected at multiple data collection points, Room to Read is not intentionally following the same learners over the two years of the study.

[5] We were not able to identify or exclude children with learning and/or reading disabilities as such disabilities are difficult to detect in Grade 1 and 2.

In schools where Grade 2 enrollments were less than 30, all learners in the grade were assessed. This sampling procedure resulted in an achieved endline sample of 1,756 learners, including 877 learners from project schools and 879 learners from comparison schools.

Reading Assessments

In this evaluation, Room to Read is assessing learners' literacy skills using a version of the Early Grade Reading Assessment (EGRA)[6] that was adapted from English to Sepedi by local experts. Room to Read used a version of the EGRA that was designed according to the expected reading levels of Grade 2. The EGRA was comprised of five common tasks (see *Appendix C* for a version of the assessment used for Sepedi):

- *Letter sounding fluency:* ability to sound out letters of the alphabet without hesitation and naturally. This is a timed test that assesses automaticity and fluency of letter-sound recognition.
- *Nonsense word fluency:* ability to read words that do not exist but whose letter combinations follow the rules of the language. They are plausible candidates for real words, although they are not real. This task assesses the child's ability to "decode" words fluently as distinct from their ability to recognize words they have seen before.
- *Passage reading fluency:* ability to read a passage that tells a story. Each learner was randomly assigned one of four possible passages to read.
- *Reading comprehension:* ability to answer five questions based on the passage.

Assessments were administered individually with learners by external data collectors.

Assessor Training

The 2014 endline assessment was conducted by 16 enumerators who were recruited by Room to Read field managers in Sekhukhune and Bushbuckridge. All assessors were native speakers of the Sepedi language and had, at minimum, attained a Grade 12 certificate; several assessors had also participated in previous Room to Read studies in 2014. The training occurred in October 2014 and lasted three days. The training was split across two locations – eight assessors were hired and trained in Sekhukhune, whereas the remaining eight were hired and trained in Phalaborwa, near Bushbuckridge. The first two days of training focused on reviewing the purpose of the assessment, the different tasks included, and procedures for proper administration. Day three, which took place at four non-RWI schools located in Jane Furse (Sekhukhune) and Phalaborwa (Bushbuckridge), provided an opportunity for assessors to further practice assessment administration with actual learners as a "field test."

Data Collection

Data collection took place from October 20 – 31, 2014 at a total of 60 schools. Thirty of these school were located in the Bushbuckridge district of Mpumalanga and 30 located in the Sekhukhune district of Limpopo. Half of the schools in each district were comparison schools. There were four data collection teams, with each team having three assessors. Assessors conducted the assessment in the opposite

---

[6] The EGRA was developed by RTI International in 2006. For more information, please see:
www.ineesite.org/uploads/files/resources/EGRA_Toolkit_Mar09.pdf.

region from where they were hired and trained, to avoid their having a personal connection with any learners, teachers, administrators, or Room to Read field staff members in the schools they visited. In addition, one supervisor was assigned to each team to ensure that the assessments were administered correctly and that all the necessary data were captured.

Data Entry

Data entry was done internally by Room to Read contract staff, selected from the top-performing assessors. Data were entered into an Excel spreadsheet and later imported into Stata for cleaning and analysis.

Data Analysis[7]

The first aim of the data analysis was to determine if there were significant differences in school and learner background variables between the project and comparison groups. For the school background variables, we examined differences in mean enrollment and learner-teacher ratio by conducting *t* tests. We also examined differences in percentage of teachers with more than four years of teaching experience using chi-square tests. For the student background variables, we examined differences in age, gender, and learner participation in pre-school by conducting regression analysis with random effects at the school level. We conducted linear regression for continuous variables and logistic regression for categorical variables. The equations included age, gender, or pre-school participation as the dependent variable and school type (project or comparison) as the independent variable.

The second aim of the data analysis was to determine if learners in the project group made greater gains from baseline to the end of Grade 2 than learners in the comparison group. The analysis strategy was to compare reading levels in the two assessment periods (baseline versus end of Grade 2) among the two experimental groups (project versus comparison). An impact of the RWI program is evident if there is a greater gain from baseline to end of Grade 2 among the project groups compared to the comparison group. This is demonstrated by a statistically significant interaction between experimental group and assessment period. To determine this, we conducted linear regression analysis with random effects at the school level and dummy variables for the assessment period, experimental group, and the interaction between the two. Each analysis included one of the end-of-Grade-2 assessment scores as the dependent variable and age and gender as covariates[8]. We followed a similar procedure to analyze differences in gains by gender. We created a dummy variable for gender and conducted linear regression analysis with random effects at the school level to examine differences in gains across each of the following: project school boys versus comparison school boys, project school girls versus comparison school girls, project schools girls and project school boys, and comparison school girls and comparison school boys. Each analysis included one of the assessment scores as the dependent variable and age as a covariate.

---

[7] All data analyses were conducted using Stata statistical software (Stata Corp, 2013).

[8] Age and gender were included in the regression model because their known effects on learners' reading performance. Father occupation as a driver was included because of a significant difference (p < .05) between project and comparison school learners for this variable.

Next, we analyzed zero scores to determine the impact of the intervention on prevalence of non-readers. The analysis of zero scores is particularly appropriate when the distribution of scores is skewed towards zero (i.e., is not in a bell-shaped curve). We conducted logistic regression analysis with random effects at the school level to determine if significant differences existed between the percentage of learners registering zero scores (vs. non-zero scores) across each of the following: project school learners versus comparison school learners, project school boys versus comparison school boys, and project school girls versus comparison school girls. The equations included the presence or absence of a zero score as the dependent variable and school type as the independent variable.

Finally, we examined the percentage of learners from each group achieving the Grade 2 fluency target of 45 words per minute. We conducted logistic regression analysis with random effects at the school level to determine if significant differences existed between the percentages of project school vs. comparison school pupils who achieved the fluency target. The equations included a dummy variable for whether learners achieved the target as the dependent variable and school type as the independent variable.

Appendix C: Background Characteristics

TABLE C.1: Background Characteristics of Sample Schools*

	Project Schools		Comparison Schools	
	n	Mean (SD) or %	n	Mean (SD) or %
All schools	30	-	30	-
Province				
Limpopo	15	50%	15	50%
Mpumalanga	15	50%	15	50%
Location				
Urban	0	0%	0	0%
Semi-urban	0	0%	0	0%
Rural	30	100%	30	100%
Enrollment				
Total	30	474.9 (193.66)	30	469.9 (234.94)
Grade 2	0	61.47 (29.78)	0	68.93 (35.63)
Grade 2 pupil-teacher ratio	30	40.44 (10.39)	30	38.33 (9.33)
Percentage of teachers at the school with 4-plus years of experience				
0%	1	3%	0	0%
1-25%	0	0%	0	0%
26-50%	0	0%	0	0%
51-75%	0	0%	1	3%
76-100%	29	97%	29	97%

*Differences between project and comparison schools were not statistically significant.

TABLE C.2: Background Characteristics of Sample Learners*

	Project Schools		Comparison Schools	
	n	Mean (SD) or %	n	Mean (SD) or %
Baseline learners	877	-	866	-
Male	455	52%	436	50%
Female	422	48%	430	50%
End-of-Grade-2 learners	877	-	879	-
Male	445	51%	431	49%
Female	432	49%	448	51%
Age				
Baseline	869	5.97 (0.79)	861	5.95 (0.66)
End of Grade 2	876	7.81 (0.85)	876	7.90 (0.75)
Attended pre-school				
Baseline	829	95%	844	98%
End of Grade 2	868	99%	861	99%
Passage Version (End-of-Grade 2 only)	877	-	879	-
Version 1	215	24%	230	27%
Version 2	216	24%	222	26%
Version 3	223	25%	216	25%
Version 4	223	25%	211	25%

*Differences between project and comparison schools were not statistically significant.

Appendix D: EGRA for Sepedi

General Instructions

It is important to establish a relaxed attitude through some simple initial conversation of interest to the child. The child should perceive the assessment more as a game than a formal assessment. After you have finished, thank the child and give him/her a pencil as a token of appreciation.

Verbal Consent / Tumelelano ya molomo

Read the text in the box to the child/ Balela morutwana sengwalwa seo se lego ka lepokisaneng:

> My name is _____. I'm working with the Department of Education/ **Leina la ka ke_____. Ke šoma le Kgoro ya Thuto.**
>
> - We are trying to understand how children learn to read. You were picked by chance, like in a raffle or lottery/ **Re leka go kwešiša ka fao bana ba ithutago go bala. O kgethilwe fela, bjalo ka phadišano ya lotto.**
> - We would like your help in this. But you do not have to take part if you don't want to/ **Re ka thabela thušo ya gago eupša ga o gapeletšege go tšea karolo ge o se na kgahlego.**
> - I'm going to ask you to sound out letters, and read words and a short story out loud, and then may ask you a few questions about the story you read/ **Ke tlo go kgopela gore o bitše medumo ya dihlaka,o balele mantšu le kanegelo kopana godimo, ge o fetša nka go botšiša dipotšišo ka kanegelo kopana.**
> - Using this stopwatch, I will see how long it takes you to do these things/ **Ke tla šomiša sešupanako (stopwatch) go bona gore o tšea nako e kae go dira mešongwana ye..**
> - This is NOT a test and it will not affect your grade at school/ **Se ga se molekwana se ka se ame le dithutwana tša gago.**
> - I WILL write down your name, but no one will know that these are your answers/ **Ke tlo ngwala leina la gago fela ga go yoo a tlago go tseba gore dikarabo ke tša gago.**
> - Once again, you do not have to participate if you do not wish to. Also, once we begin, if you'd rather not answer a question, that's all right/ **Ke sa bušeletša gape, ga o gapeletšege go tšea karolo ge o se na kgahlego.**
> - Can we get started/ **A re ka thoma?**

*Tick box if verbal consent is obtained/ **Swaya lepokisana ge tumelelano ya molomo e fihlelet**š**v** ☐   *YES/ Ee*

*(If verbal consent is not obtained, thank the child and move on to the next child)/ (*Ge tumelelano ya molomo e se ya fihlelelwa, leboga morutwana o fetele go morutwana o mongwe)*

A. Date of Assessment/Letšatši kgwedi la tekolo:	DD/MM/YYYY	D. Student's Gender/ Bong bja morutwana:	◯ girl/ Mo sets ana	◯ boy/ Moš ema ne
B. Assessor's Name/ Leina la molekodi:		E. Birth Information/ Matswalo:	Month : _____ Year : _____ Age: _____	

C. School Name/ Leina la sekolo:			F. Grade R Attendance/ A o badile grata ya R naa?	⟲s/ Ee		◯ No/ Aow a
Student Name					Grade	**1**

1. Letter Sounds [Time - 1Min] / Medumo ya ditlhaka [Nako – Motsotso]

Show the learner the chart of letters (Chart 1).

Here is a page full of letters. I would like you to sound as many letters as you can. You will start here and move across the page. (Point to the leftmost letter on the top row of the exercise, moving from left to right.) When I say, 'Begin', you will sound the letters as best you can. Point to each letter as you sound it. If you don't know the sound of a letter, just skip it/ **Letlakala le, le tletše dihlaka. Ke rata gore o bitše medumo ye ka go latelana ga yona. (Thoma ka tlhaka ya godimo ka letsogong la nngele o lebile ka letsogong la go ja.) Ge ke re thoma, o tla bitša ditlhaka ka bokgoni. šupa tlhaka ge o e bitša, ge o sa kgone go e bitša, e tshele.**

Let's practice first. (Point to the first example letter, moving from left to right, to practice the instructions given above.) / **A re leke pele. (Šupa mohlala wa pele wa tlhaka, o thoma letsogong la nngele go ya go la go ja, e le go itlwaetša ditaelo tše di filwego ka godimo.)**

Ok, now we're ready to begin. Put your finger on the first letter. Ready? Begin **/ Agaa, bjalo re ka thoma. Bea monwana wa gago mo tlhakeng ya pele. O lokile? Thoma!**

- Start the timer when the child starts.
- Strike a line through a letter that the learner sounds incorrectly or cannot sound at all. For example: b̶
- If the learner stops for more than 3 seconds, tell the learner to go on and strike a line through the letter. For example: b̶
- If the learner corrects himself/herself, accept it as correct. (If a strike has already been made on the letter, circle it to mark it correct.)
- If the **entire first line has strike-through lines across all the letters**, **stop the assessment**, place a bracket (**]**) after the last letter on the first line and make a tick mark (✓) at the bottom of the exercise (in the box provided) to record that the exercise was discontinued.
- After one (1) minute, say "**Stop**". Place a bracket (**]**) after the last letter that the learner has attempted to sound.
- Count and record the number of letters that the learner sounded correctly.
- If the learner sounds all the letters in less than **one (1) minute**, record the time remaining on the stopwatch at the bottom of the exercise.

LETTER SOUNDING, CHART 1[Time - 1Min] /
MEDUMO YA DITLHAKA, PAPETLA YA PELE [Nako - Motsotso]

Examples/ Mohlala: b   S

R	A	e	p	f	F	h	u	A	t	/10
S	n	A	B	p	Y	F	a	a	E	/20
h	w	r	m	U	r	j	G	P	u	/30
B	l	h	g	S	y	R	W	L	N	/40
y	s	J	P	M	b	O	t	n	p	/50
l	K	T	D	K	T	p	d	r	w	/60
w	g	h	b	S	l	g	m	i	L	/70
N	k	a	D	d	y	b	j	R	b	/80
G	R	B	J	l	f	l	R	s	r	/90

L	L	o	o	P	N	E	Y	p	p	/100
W	I	S	M	B	g	B	p	h	y	/110

Total number of letters sounded correctly: **/110**

If time remains on stopwatch at completion, record it here (# seconds):

Tick this box if the exercise was discontinued:

2. Nonsense Words [Time - 1Min]/ Mantšu ao a sa fego tlhaloganyo [Nako - Motsotso]

Show the learner the passage chart (Chart 2).

Here is a page full of nonsense words. These words will not make sense, do not worry. I would like you to read aloud as many words as you can / **Letlakala le le tletse ka mantsu a go se be le tlhaloganyo. Balela godimo mantšu a ka mo o ka kgonang ka gona.**

You will start here and move across the page. (Point to the leftmost word on the top row of the exercise, moving from left to right.) When I say, 'Begin', you will read the words as best you can. Point to each word as you read it. If you can't read a word, skip it / **O tla thoma mo o sepela le letlakala. (Šupa lentšu la ka godimo ka letsogong la nngele o eya go la go ja.) Ge ke re thoma o tla bala mantšu ao. Šupa mantsu ao ge o a bala. Leo o sa le kgoneng hle le tshele.**

Let's practice first. (Point to the first example word to practice the instructions given above.) / **A re leke pele. (Šupa mohlala wa pele wa tlhaka, o thoma letsogong la nngele go ya go la go ja, e le go itlwaetša ditaelo tše di filwego ka godimo.)**

Ok, now we're ready to begin. Put your finger on the first word. Ready? Begin / **Agaa, bjalo re ka thoma. Bea monwana wa gago mo tlhakeng ya pele. O lokile? Thoma!**

- Start the timer when the child starts.
- Strike a line through words that the learner reads incorrectly or cannot read at all. For example: ~~bina~~
- If the learner stops for more than **three (3) seconds**, tell the learner to go on and strike a line through the word. For example: ~~bina~~
- If the learner corrects himself/herself, accept it as correct. (If a strike has already been made on the word, circle it to mark it correct.)
- If the **entire first line has strike-through lines across all the words**, **stop the assessment**, place a bracket (**]**) after the last word on the first line and make a tick mark (✓) at the bottom of the exercise (in the box provided) to record that the exercise was discontinued.
- After one (1) minute, say: "**Stop**". Place a bracket (**]**) after the last word that the learner has read correctly.
- Count and record the number of words that the learner read correctly.
- If the learner reads the passage in less than **one (1) minute**, record the time remaining on the stopwatch at the bottom of the exercise (in the box provided).

NONENSE WORDS, CHART 3 [Time - 1Min]/
MANTŠU AO A SA FEGO TLHALOGANYO [Nako - Motsotso]

Examples/ Mohlala: t i m o r u   g a h l a b o

bote	fime	kano	sadi	male	/5
pobu	kare	fepu	kewa	beko	/10
gase	alepa	lese	taru	nelebo	/15
siwe	jodi	boki	yoša	rofu	/20
jaku	pihla	dimogo	sumi	nabi	/25
fadu	tilo	geni	fami	jete	/30
gola	larira	heso	belo	nabu	/35
hipesa	tsoloke	suki	bakase	tuga	/40
kgado	jemuha	tahura	thesa	hopa	/45
foya	yegama	neote	hlaru	duwomo	/50

Total number of words read correctly: **/50**

If time remains on stopwatch at completion, record it here (# seconds):

Tick this box if the exercise was discontinued:

3.   Oral Passage Reading [Time - 1Min]/ Go bala temana [Nako - Motsotso]
Show the learner the passage chart (Chart 3).

Now I'm going to ask you to read this story out loud. If you get stuck, skip the word and keep on reading. When I say, 'Stop', stop reading the story. I will next ask you some questions about what you have just read – so try to remember the story you're reading. You will start here. (Point to the first word of the passage.)

Bjale ke go kgopela go bala kanegelo. Mo o palelwago gona tshela o tšwele pele ka go bala. Ge ke re ema, ema go bala kanegelo. Ke tlilo go go botšiša dipotšišo ka seo o se badilego. O gopole seo o se badilego ka kanegelong. O tla thoma mo. (Šupa lentšu la mathomo mo temaneng.)

Ready? Begin / **Thoma!**

- Start the timer when the child starts.
- Strike a line through words that the learner reads incorrectly or cannot read at all. For example: ~~lengwe~~
- If the learner stops for more than three (3) seconds, tell the learner to go on and strike a line through the word. For example: ~~lengwe~~
- If the learner corrects himself/herself, accept it as correct. (If a strike has already been made on the word, circle it to mark it correct.)
- If the **entire first line has strike-through lines across all the words**, **stop the assessment**, place a bracket (**]**) after the last word on the first line and make a tick mark (✓) at the bottom of the exercise (in the box provided) to record that the exercise was discontinued.
- After one (1) minute, say: "**Stop**". Place a bracket (**]**) after the last word that the learner has read correctly.
- Count and record the number of words that the learner read correctly.
- If the learner reads the passage in less than **one (1) minute**, record the time remaining on the stopwatch at the bottom of the exercise (in the box provided).

ORAL PASSAGE READING, CHART 3 [Time - 1Min]/ GO BALA TEMANA, PAPETLA YA BONE [Nako - Motsotso]

Moloko o be a na le katse. Katse	/8
ye e be e nonne. Ka tšatši le	/16
lengwe Moloko a ya go bapala le	/23
katse ya gagwe. Katse ya timela.	/29
Ka morago ga nakwana katse ya boa.	/36
Moloko a sepela le yona ba ya	/43
gae. Ge ba fihla gae Moloko a	/50
efa dijo. Katse ya khora ya ba ya	/58
robala. Moloko le yena a robala.	/64

Total number of words read correctly: **/64**

If time remains on stopwatch at completion, record it here (# [ ] *seconds):*

Tick this box if the exercise was discontinued: [ ]

4. Comprehension Questions [Time - 1Min]/ Dipotšišo tša teka hlaloganyo [Nako - Motsotso]

Now I am going to ask you a few questions about the story you have just read. Try to answer the questions as best you can.

Bjale ke ya go o botšiša dipotšišo mabapi le kanegelo yeo o e badilego. Leka go araba ka bothakga ka mo o ka kgonago ka gona.

- If the child read only part of the story, only ask the questions related to the part that s/he has read. Enter a dash (--) in the boxes for questions not covered.
- Enter a tick (√) for each question answered correctly.
- Leave a blank for each question answered incorrectly.
- If the learner corrects himself/herself, accept the answer as correct.
- Count and record the number of questions that the learner answered correctly at the bottom of the exercise.

Question	Answer	Correct

1. Ke mang a bego a na le katse?	Moloko	
2. A katse e be e otile goba e nonne?	Nonne	
3. Moloko o ile a iša katse kae?	Amogela "go bapala" goba "gae"	
4. Katse e ile ya dira eng ka morago Ga go ja?	E ile ya robala	
5. Naa Moloko o ile a ikwa bjang ge katse e timetše?	Amogela karabo ye e nepagetšego.	

Total number of questions answered correctly: **/5**

End of assessment. Make sure you have properly recorded all information on each page of the assessment before letting the child go. Once everything is properly recorded and complete, thank the child and give him/her a pencil as a token of appreciation.