



Second Early Grade Reading Study

Training Manual

WAVE 4 EGRA retest

2019

Grade 3 isiZulu, Siswati and English retest Learner Assessments

Table of Contents

Table of Contents	ii
List of Tables	iii
List of Figures	iii
1. Using the tablet	1
1.1. Basic navigation	1
1.2. Open the Tangerine app	2
1.3. Sign up and Log in	2
1.4. Selecting the assessment	2
1.5. Navigating the learner assessment	2
1.6. Datetime	3
1.7. Learner Information	3
1.8. Timed activities	3
Timed tasks where you capture last item attempted ONCE	4
Timed tasks where you capture item attempted TWICE at two different points in time	6
1.9. Timed Tasks: Frequently asked Questions	7
1.10. Untimed Tasks	9
1.11. Save result	10
1.12. ***Universal upload	10
1.13. Turn Wifi on	10
1.14. Summary: Task types on Tangerine-TM: grids and questions	11
2. Setting up	12
2.1. Desk Setup	12
2.2. Using the linking form	13
2.3. Using the charts	13
3. One-on-one Learner Assessment Retest	13
3.1. Rules for the one-on-one assessment	14
3.2. Greeting	15
3.3. Responses to the learners	15

3.4. Tasks in the Individual Learner Assessment	16
Rapid Letter Naming: Task 1	17
FAQ: rapid letter naming	18
Word Recognition: Task 2	19
FAQ: word recognition	20
Oral Reading Fluency Task: Task 3.1. (HL), Task 4.1. (English)	21
FAQ: oral reading fluency	22
Oral Reading Fluency Comprehension Task	24
FAQ: comprehension	25

List of Tables

Table 1. Learner Information to be captured	3
Table 2. Types of Timed Tasks	4
Table 3. Overview of Grade 3 Individual Oral Learner Assessment retest	14
Table 5. Example greeting to learner	15

List of Figures

Figure 1. Navigating on the tablet	1
Figure 2. Tangerine app icon	2
Figure 3. Click 'play' button to launch test	2
Figure 4. Grid Task	4
Figure 5. Items marked as correct (b), incorrect (a) and last attempted (c)	5
Figure 6. Timed Task where you select the item attempted at two different time points (ORF)	6
Figure 7. Timed Task where you select the item attempted at two different time points (ORF)	7
Figure 8. Last item attempted was read incorrectly	8
Figure 9. Untimed Tasks with options unselected (a) and selected (b)	9
Figure 10. Example: End of the Learner Assessment	10
Figure 11. Wifi icon	10
Figure 12. Set up of desk for one-on-one assessment	12
Figure 13. One-on-one assessment with learner: use of paper to avoid distraction from tablet	12
Figure 14. Observing the learner while they use the charts	13
Figure 15. Rapid Letter Naming Chart	18
Figure 15. Grade 3 HL Word Recognition Chart	20
Figure 17. Grade 3 English ORF	23
Figure 18. Grade 3 HL ORF	23

1. Using the tablet

You will use a tablet to administer the tests. You will use an application on the tablet called Tangerine-TM which is specifically set up to record early grade reading assessments. We will work through navigation on the app before addressing the learner assessments. The following sections provide a step by step guide for using the tablet for the learner assessments.

1.1. Basic navigation

You will use an Android tablet. We will overview some of the functionality of this tablet (Figure 1).

- 1 – menu button. Select this button to find the Tangerine app.
- 2 – back button. Select this button to go back to a previous screen.
- 3 – minimize button. Select this button to minimize the screen you are working on.
- 4 – current apps in use button. Select this button to view all apps you have previously minimized.

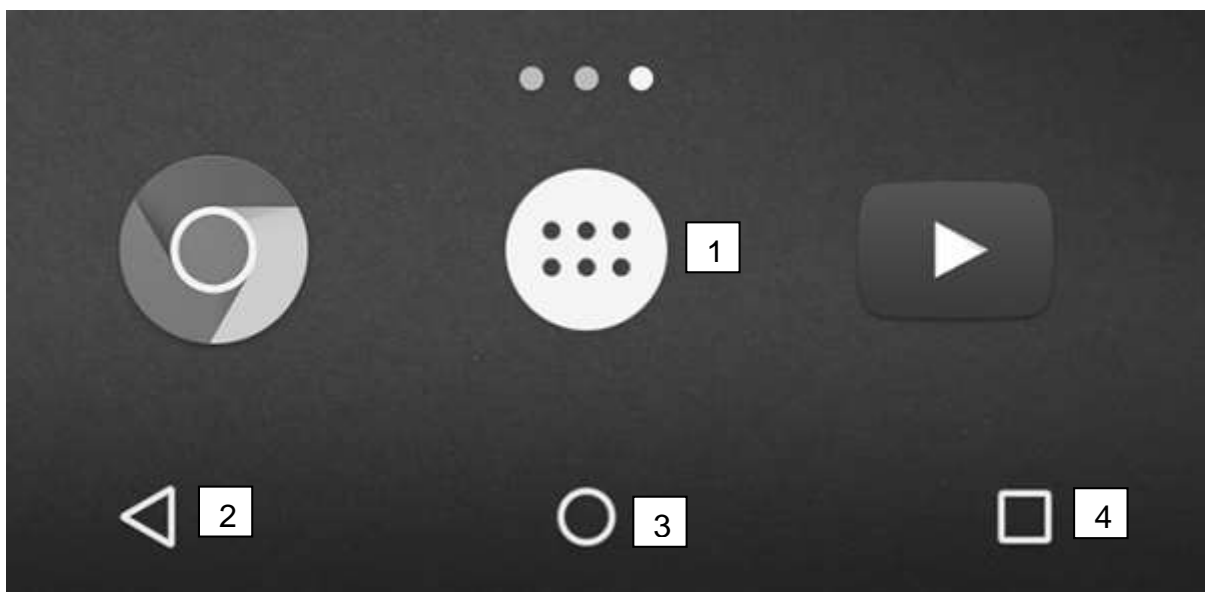


Figure 1. Navigating on the tablet

- Zoom in: touch screen with two fingers and extend the fingers away from each other
- Zoom out: touch screen with two fingers and pinch fingers together
- Lock: push button on the side of the tablet on the top right.
- Charge: place the charger in the charge port on the top of the tablet

1.2.Open the Tangerine app

Select the menu button (white box with 6 dots in center of screen) on the tablet. Select the Tangerine App (Figure 2) which is orange in color. This launches the app.

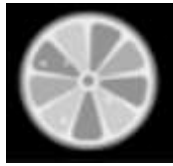


Figure 2. Tangerine app icon

1.3.Sign up and Log in

The first time you use Tangerine, you will be required to “sign-up”. Use your first and surname, all in small caps with no spaces for your user name. Use this as your password as well.

For example:

User name: maxineschaefer

Password: maxineschaefer

After you have signed in, you can Log In using these credentials. You will see that you are signed in because your name will appear in the top right corner of the app.

1.4.Selecting the assessment

Select the “play” button (Figure 3) of the test you would like to work with.



Figure 3. Click 'play' button to launch test

1.5.Navigating the learner assessment

To move from screen to screen on the tablet you need to press Next at the bottom right of the screen.

NOTE:

- Once you press Next you cannot go back to a previous page.
- You must fill in all information on a page before the app will let you move to the next screen.

The following sections describe the first few pages of the learner test.

Note: if you are practicing how to administer the assessment on the tablet please write “q” as the responses in all sections. This makes it easier for us to delete this data for the analysis. You will still need to select male/female and grade 1/grade 2/grade 3.

1.6.Datetime

Do not do anything on this page, only press “Next” in the bottom right corner.

1.7.Learner Information

Insert the learner’s information from the linking form. If the information has changed mark this as such on the linking form and use the LATEST information on Tangerine-TM.

Capture information for the following as per

Table 1 :

Table 1. Learner Information to be captured

On Tangerine:
<ul style="list-style-type: none">• Unique ID: (from the linking form)• School EMIS:• Learner Name:• Learner Surname:• Sex: male female

Note: Unique IDs / Linking IDs

The Linking Identifier/Unique ID will be found on the linking form. **Capture it exactly the same as on the linking form. Use ALL CAPS.**

1.8.Timed activities

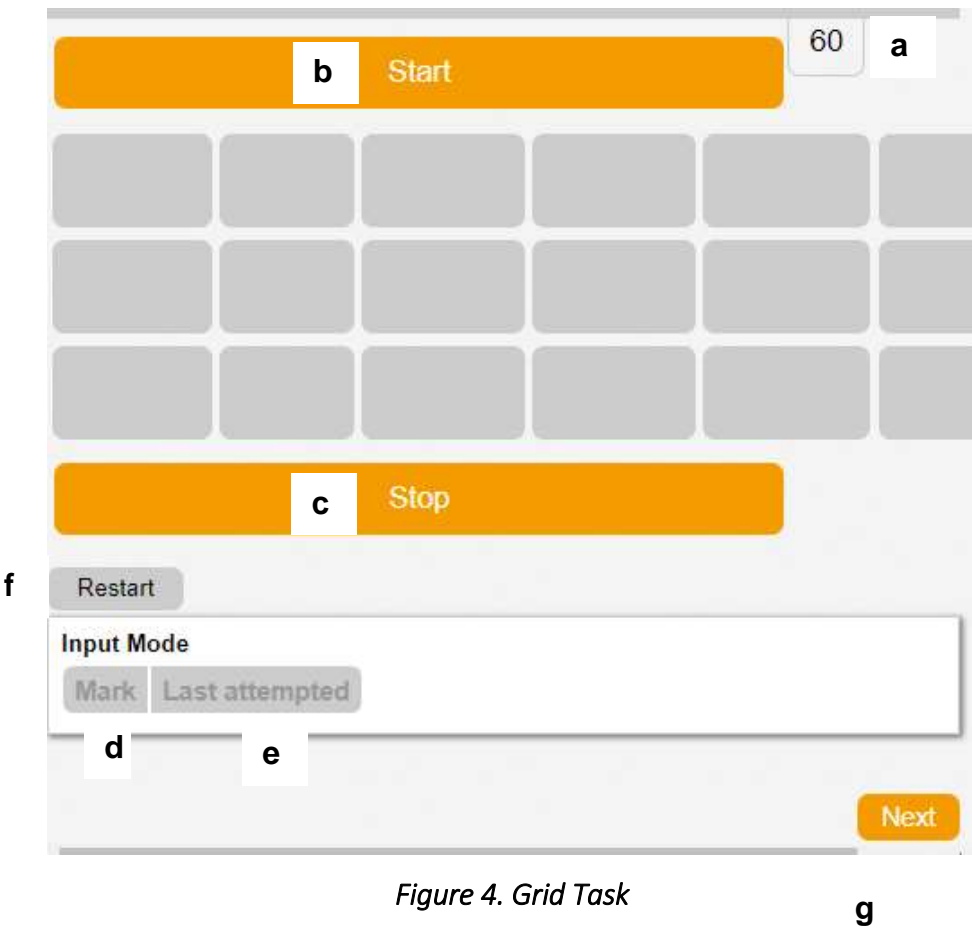
Timed activities use the **grid** format (e.g. Figure 4). They include a timer, and the grid matches the letters or words that the learner reads. The section in grey at the top of the screen outlines the instructions that you will read to the learner. All words in italics are notes for the fieldworker and are not to be read out to the learner. There are two types of timed activities which differ only in how many times you need to capture the word read at a certain time. The first kind of timed task requires you to capture the last item attempted in a certain amount of time only **ONCE**. The second kind of timed task requires you to capture the item read at the 60 second **AND** 180 second mark. The tasks are highlighted in

Table 2. Types of Timed Tasks

Timed Tasks – capture last attempted ONCE	Timed Tasks – capture attempted TWICE
Task 1: Rapid Letter Naming	Task 3.1: HL ORF
Task 2: HL Word Reading	Task 4.1: English ORF

Timed tasks where you capture last item attempted ONCE

See Figure 4 and Figure 5. Depending on the task, you will press the start button once the learner starts reading (Task 1) or when you tell them to start (Task 2 and 5). You will see that the time starts counting down.



a – time remaining; b – start timing; c – stop time; d – select to mark incorrectly read items; e – select to choose the last attempted item, select last item read in the grid; f – restart time (use only for practice); g – select next to move to next time, ensure last item attempted is correctly selected

Once you start the timer all items will have a grey background. The default is that all items are correct. Thus, you need to select all the items which the learner reads **incorrectly**. Once you have selected an item it will turn blue and the item will now have a line through it (Figure 5). If you accidentally mark

a word/letter as incorrect, simply select it again to turn it back to grey/correct. If a learner reads all the items in a chart before the time runs out, stop the timer. This allows the research team to see how much time the learner took. When the time runs out, the background will flash red. Select the last item that the learner attempted/trying to read when the time ran out.

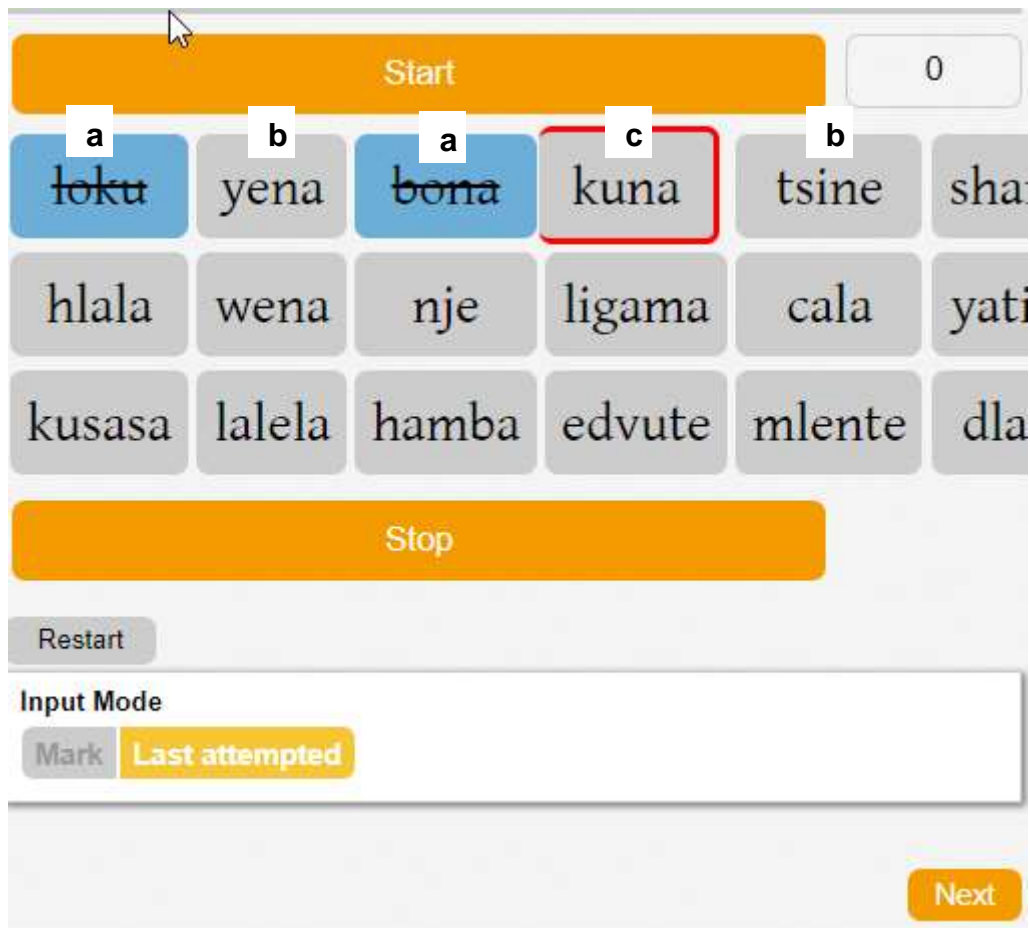


Figure 5. Items marked as correct (b), incorrect (a) and last attempted (c)

For the oral reading fluency tasks, you will capture the item read after one minute (the screen will flash), and at the end of three minutes (when the timer runs out). Make sure you select the correct items at each time point. See the next section for an explanation.

Timed tasks where you capture item attempted TWICE at two different points in time

See Figure 6 and Figure 7. You will press the start button once you tell them to start (Task 2 and 5). You will see that the time starts counting down from 180 seconds. You will need to mark incorrectly read words, the word attempted after 60 seconds, and the last attempted word.

EGRS_W4_PILOT_Siswati Learner Assessment (Grd3)

Task 4.1: Siswati Oral Reading Fluency

Help

Place chart 4 in front of the learner.

Ngitakucela ungifundzele indzaba ngekuphimisele. Fundza ngekwelikhono lakho. Ngitakubuta imibuto letsite nasewucedzile kufundza ngaloko cinisekisa kutsi uyakuhumbula lokufundzile.

Lena yindzaba letsi "Lisobho Lematje"

Sewukulungele yini kungifundzela indzaba ngekuphimisele? Ngitakutjela kutsi ume.

Cala.

Start timer when you say start.

Capture the last word attempted at the 1-minute mark (i.e. at 120 seconds), but allow the child to continue reading for a further 2 minutes (i.e. 3 minutes in total).

b Start **a** 180

c Stop

Restart **g**

Input Mode

d Mark **e** item at 60 seconds **f** Last attempted

Allow the child to look back for the answers during the comprehension questions.

Figure 6. Timed Task where you select the item attempted at two different time points (ORF)

a – time remaining; b – start timing; c – stop time; d – select to mark incorrectly read items; e – select to choose item read after 60 sec; f – select to choose the last attempted item, select last item read in the grid; g – restart time (use only for practice)

Once you start the timer all items will have a grey background. The default is that all items are correct. Thus, you need to select all the items which the learner reads **incorrectly**. Once you have selected an item it will turn blue and the item will now have a line through it (Figure 5). If you accidentally mark a word/letter as incorrect, simply select it again to turn it back to grey/correct. If a learner reads all the items in a chart before the time runs out, stop the timer. This allows the research team to see how much time the learner took. Select the item read after 60 seconds (blue outline; see Figure 7). The screen will flash to warn you when 60 seconds has passed but please also watch the timer to monitor yourself. Mark the last item attempted when all the time runs out (180 seconds). When the time runs out, the background will flash red. Select the last item that the learner attempted/tried to read when the time ran out.

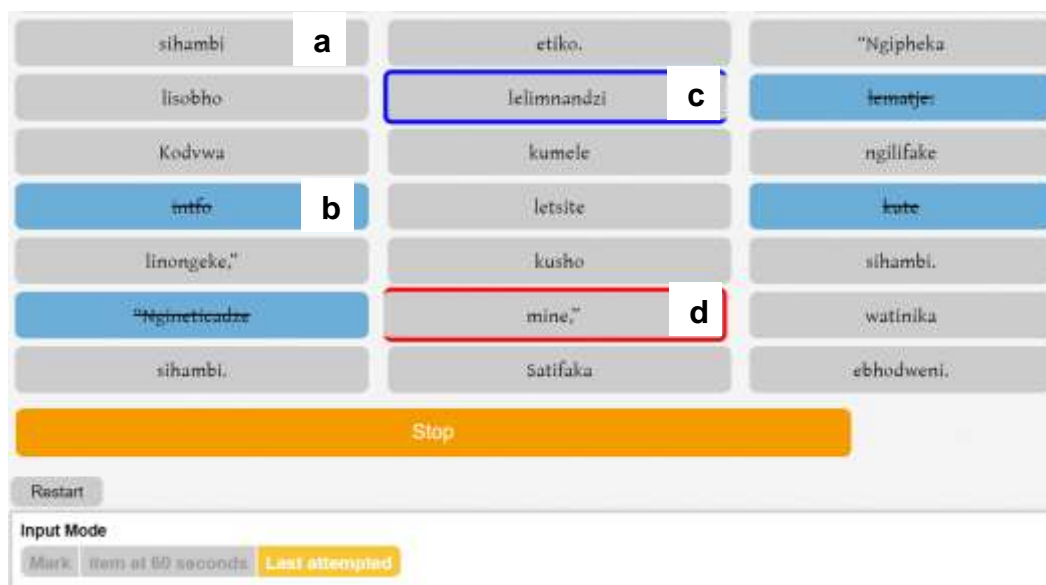


Figure 7. Timed Task where you select the item attempted at two different time points (ORF)

a – correct answers in grey; b – incorrect answers in blue; c – item attempted after 60 seconds; d – last item attempted (after 180 seconds)

1.9.Timed Tasks: Frequently asked Questions

- I marked an item as incorrectly read, but the learner read the item correctly. Can I fix this mistake?
 - Yes. While the timer is running you just need to reselect the word until it reflects the change you want.
- I made a mistake and marked a word as incorrectly read, then the time ran out. What do I do?
 - Select the Mark button (bottom left) and then tap on the item you made a mistake on. You can now change the item to “correct” or “incorrect”

3. The item with the last attempted red box around it is not the last item the learner tried. How do I place the red box around the last attempted item?
 - a. Select the Last Attempted button and then select the last item that was attempted. It should have a red box around it now.
4. Can the last item the learner attempted also be wrong?
 - a. Yes, it is possible that the last word that the learner read can be marked incorrectly (e.g. they read it incorrectly or did not have time to read the whole word). It will look like Figure 8.

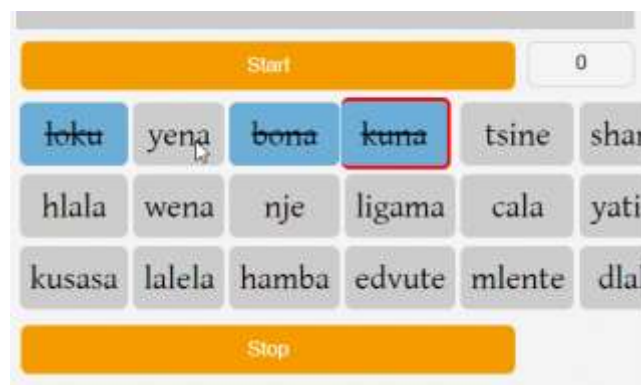


Figure 8. Last item attempted was read incorrectly

5. The learner read all the items on the chart before 60 seconds had passed. What should I do?
 - a. Stop the timer when the learner reads the last item. The Last Attempted item will be the last one in the chart/on the app. If a learner does manage to read all items before the time runs out, it is important to stop the timer right after the learner attempts the last item. Place the blue outline (item at 60 seconds) around the last word tried when the time ran out. The last word should have a blue and red outline.
6. I see there is a restart button. When should I press this?
 - a. The restart button is to be used during practice when you are working on becoming familiar with the task. The Restart button should as far as possible not be used during Wave 4 since learners should complete the task the first time and you should follow along on the tablet.
7. I used the opt out rule because the learner could not read. What do I do now with the two time capturing options?
 - a. Firstly, if you use the opt out rule after the learner cannot read five consecutive items, stop the timer.

- b. Click on “item at 60 seconds”. Place the blue box around the last word attempted when using the opt out rule (generally this will be the 5th word if you applied the opt out rule at the start of the test; this will be the last item tried when the opt out rule is used if used elsewhere in the test”.
- c. Click on “last item attempted”. Place the red box around the last word attempted.
- d. The last word will now have a blue and red outline.

1.10. Untimed Tasks

Untimed tasks require you to select the option that most applies. **Selected options change to orange.**

If you make a mistake, simply tap on the correct option and that option will become orange.

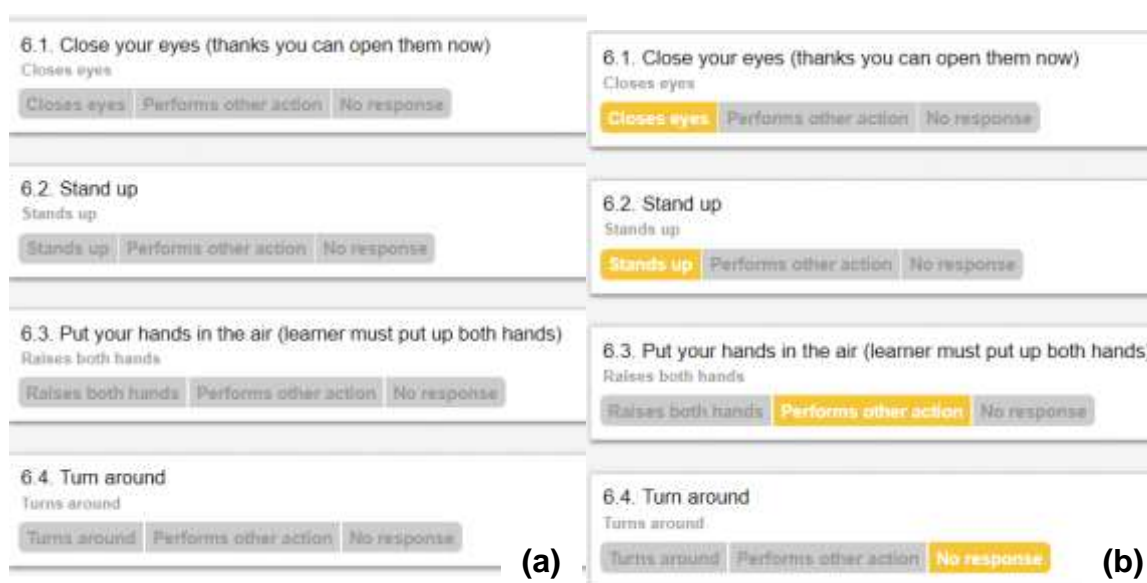


Figure 9. Untimed Tasks with options unselected (a) and selected (b)

For the comprehension activities which follow the oral reading texts, the app automatically only brings up the questions which apply for the text that the learner managed to read. That is to say, learners will only be asked questions up to where they read. This means that for a learner who does not read well, s/he may get only one or no questions. You may say each question only TWICE. Make sure you click the most applicable option for each question/prompt. The app will not let you move to the next section unless all questions/prompts have one selected answer.

Untimed tasks include the comprehension questions.

1.11. Save result

At the end of the assessment (Figure 10), you may write a comment about the assessment (b). Otherwise select “save result” (a) and either exit the app, or select “perform another assessment” (c). If you need to go to another test or questionnaire, select the Tangerine-TM symbol in the top left corner of the app after saving and it will return you to the home screen.

Assessment complete

a Save result Not saved yet

Additional comments (optional)

b _____

Subtests completed

Unique ID	1 item
Learner Information	8 items
Task 1: Expressive Vocabulary	1 item
Task 2: Home Lang Word Recognition	18 items
Task 3a: Phonemic Awareness	3 items
Task 3b: Phonemic Awareness	3 items
Task 3c: Phonemic Awareness	3 items
Task 4: Letter Sound Recognition	80 items
Task 5.1: Word Recognition - Decodable Words	18 items
Task 5.2: Word Recognition - Sight Words	18 items
Task 6: Listening	5 items
Task 7: Story Listening Comprehension	3 items
Task 8: Receptive and Expressive Vocabulary	2 items
Task 9: Writing	1 item

Assessment complete

c Perform another assessment Result saved

Subtests completed

Unique ID	1 item
Learner Information	8 items
Task 1: Expressive Vocabulary	1 item
Task 2: Home Lang Word Recognition	18 items
Task 3a: Phonemic Awareness	3 items
Task 3b: Phonemic Awareness	3 items
Task 3c: Phonemic Awareness	3 items
Task 4: Letter Sound Recognition	80 items
Task 5.1: Word Recognition - Decodable Words	18 items
Task 5.2: Word Recognition - Sight Words	18 items
Task 6: Listening	5 items
Task 7: Story Listening Comprehension	3 items
Task 8: Receptive and Expressive Vocabulary	2 items
Task 9: Writing	1 item

Figure 10. Example: End of the Learner Assessment

1.12. ***Universal upload

At the end of the day, and **when you have access to wifi/data**, you need to sync your results. To do this, go to the home page of Tangerine (you should already be logged in, otherwise log in), at the top right select the “sync” option. Then tap “universal upload” to sync your files with the cloud. When the sync has been successful you will get a pop up message saying so, including how many assessments were uploaded. If your data does not sync correctly, call the service providers representative immediately.

1.13. Turn Wifi on

On the home screen of the tablet, touch the top of the screen and drag down. Select the Wifi icon (Figure 11). Connect to the accommodation Wifi, or use mobile data.



Figure 11. Wifi icon

1.14. Summary: Task types on Tangerine-TM: grids and questions

There are two types of formats that these tasks will appear in for marking on Tangerine: **grid format** and **question format**. Grid formats require you to start the timer, tap the incorrect responses, end the time and/or signal the last item read (and for oral reading fluency, the item attempted at one minute). Question formats require you to select the learner's response from the options on Tangerine.

Grid

- start the timer
- tap incorrect responses
- stop the timer (if applicable)
- select last attempted item, and the item attempted at 60 sec (ORF tasks)

Questions

- choose the option that applies

Notes:

2. Setting up

This section expands on how you should set up before the one-on-one assessment. Before you fetch the first learner you must ensure that your space is set up and ready.

2.1.Desk Setup

Set up your work space according to Figure 12. You should be seated at a desk/table with the learner on your LEFT¹. **As far as possible use chairs suitable for the child so you are at the same height.**

Your charts should be in front of the learner. Your tablet should be on your right²/ in front of you in landscape orientation. Make sure the learner cannot see it so they are not distracted. Figure 13 shows a fieldworker using a piece of paper to avoid distracting the learner with the tablet. Place your linking form under your tablet after using it to enter the learner biographical information.

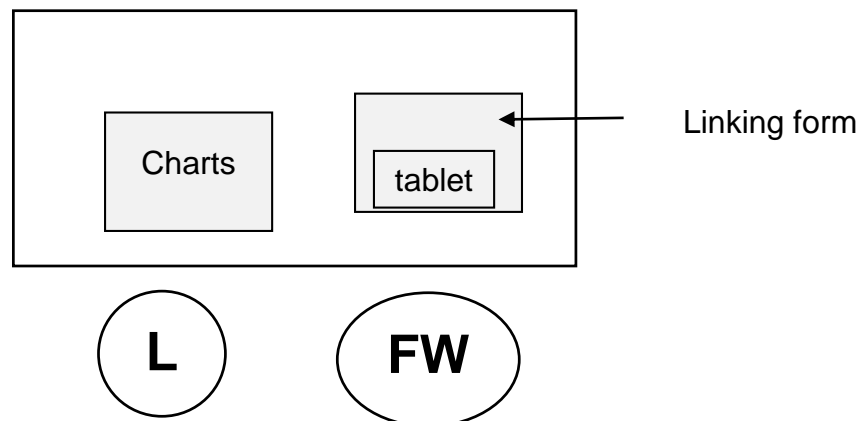


Figure 12. Set up of desk for one-on-one assessment

Minimising
distraction



Figure 13. One-on-one assessment with learner: use of paper to avoid distraction from tablet

¹ Place the learner on your right if you are left handed.

² Placer the tablet on your left if you are left handed.

2.2.Using the linking form

The linking form contains all the learners' biographical data from previous waves of data collection. Use this form to insert the learners' details onto the tablet. It is essential to include the LINKING ID in ALL CAPS in the online learner assessment when it asks for the Linking ID. You must also record any changes to the learners' details on this form and whether they have a visible impediment that may affect their performance on the test.

2.3.Using the charts

Place the chart booklet in front of the learner where they can comfortably see it. **Simply turn the page over** to get to the next chart. You will have to watch and listen to the learner, as well as follow on your tablet while they read. It will be beneficial for you to practice this aspect.



Figure 14. Observing the learner while they use the charts

3. One-on-one Learner Assessment Retest

This section provides an overview of the Grade 3 retest learner assessments (Table 3). There is an isiZulu and a Siswati version. You will use the isiZulu version at schools which have isiZulu as the Language of Learning and Teaching (LoLT), and the Siswati test at the Siswati LoLT schools.

The Grade 3 individual re-test will be administered in **one-on-one oral format** where you sit with one learner at a time. You will use a **tablet** to read the instructions and record the learners' answers. You can use the hardcopies of the tests as a reference point. However, in the field, you will use the tablets.

Table 3. Overview of Grade 3 Individual Oral Learner Assessment retest

#	Lang.	Task	Format	Time
1	HL	Rapid Letter Naming	grid	20 seconds
2	HL	Word Recognition	grid	60 seconds
3.1	HL	Oral Reading Fluency	grid	1 min + 2 mins
3.2	HL	Comprehension Questions	Qs	untimed
4.1	Eng	Oral Reading Fluency	grid	1 min + 2 mins
4.2	Eng	Comprehension Questions	Qs	untimed

3.1. Rules for the one-on-one assessment

It is important for all fieldworkers to follow the same procedure when administering the instruments for this study. This ensures that every learner receives the same chance to perform their best. The collected data can therefore be assumed to be a fair representation of learners' abilities.

The following rules will be used in the learner assessment. Each task will use a combination of these rules.

1. **Opt out rule:** If the learner cannot read **5 items** consecutively stop the task.
2. **Correction rule:** If the learner corrects himself/herself upon reading an item, accept it as **correct**.
3. **5 second rule:** If a learner cannot read an item after **5 seconds** ask them to move to the next item but mark this item as **incorrect**. If this trend persists for 5 items in a row, stop the task.
4. **Skip rule:** if a learner skips an item and they do not self-correct, mark this item as incorrect. Alternatively if you are not likely to slow the learner down, you can ask the learner to go back and read the item
5. **Silver lining rule:** give the learner the benefit of the doubt
6. **Translanguaging rule:** if a learner responds in another language than required, ask them to say the answer again in the required language

These rules should be applied by all fieldworkers to ensure every learner has a fair chance.

3.2. Greeting

Greet the learner when you fetch him/her from the classroom. Make him/her feel comfortable. Table 4 provides an example greeting you can follow.

Table 4. Example greeting to learner

Introduction	Introduction (isiZulu)	Introduction (Siswati)
Say to the learner:	Say to the learner:	Say to the learner:
<p>Hello. My name is _____ . Today we are going to do a few activities together for 10 minutes. I will explain what I will ask you to do before each activity starts, but it is very similar to what you do in school every day. Everything we do today will just be between you and me. It's not for marks.</p> <p>Are you comfortable?</p> <p>Can we begin?</p>	<p>Sawubona. Igama lami ngu _____ . Namuhla sizokwenza ndawonye imisebenzi embalwa imizuzu eyi-10. Ngizokuchazela ukuthi ngicela wenzeni ngaphambi kokuqala komsebenzi ngamunye, kodwa kuyafana nalokho okwenza esikoleni nsuku zonke. Konke esikwenzayo namuhla kuzoba phakathi kwami nawe.</p> <p>Akunamamaki atholwayo.</p> <p>Ingabe wenelisekile?</p> <p>Sesingaqala manje?</p>	<p>Sawubona. Ligama lami ngu _____ . Lamuhla sitakwenta imisebenti lembalwa ndawonye emaminithi lali-10.</p> <p>Ngitakuchazela kutsi ngicela wenteni ngembi kwekucala kwemsebenti ngamunye, kodvwa kuyafana naloko lokwenta esikolweni emalanga onkhe. Konkhe lesikwentako lamuhla kutawuba semkhatsini kwami nawe. Kute emamaki latfolwako.</p> <p>Wenetisekile yini?</p> <p>Sesingacala yini nyalo?</p>

3.3. Responses to the learners

At all times, your interaction with the learners must be positive and warm. Even though you may feel tired or frustrated, please do not let the learners see this. **When learners respond to questions do not tell them whether they are right or wrong.** You should not evaluate the learners' responses by saying: "that's wrong" or "that's right" or "wow, you are so clever" etc. Rather, acknowledge their response by saying "mmm" or "thank you" and then move on to the next question.

If a learner gives the wrong responses repeatedly, please do not sigh. Always try to be positive and warm. If a learner is struggling to read and you have to use the 5 second rule, do not sigh and be frustrated. Say: “Please move on to the next one” in a positive way.

3.4.Tasks in the Individual Learner Assessment

The following section explains each task type in the assessment, and provides an overview so you can understand the purposes of the task better. You must read the learner assessment instruction booklet to familiarise yourself with the specific instructions and task content. Practice administering the task on the tablet as well.

Language of instructions:	HL
Language learners respond in:	HL
What it measures:	This task assesses how fast a learner can say the sounds of letters out loud.
What the learner must do:	The learner must be able to say the correct sound for each letter correctly and fluently within the given time.
How do you administer it:	<ol style="list-style-type: none"> 1. Place relevant chart in front of learner 2. Give instructions for the task 3. Run through the example 4. Turn the chart over 5. Press “start” on the tablet when the learner says the first sound of the letter
How answers are recorded on the tablet:	<ul style="list-style-type: none"> - Mark incorrectly sounded letters on Tangerine <ul style="list-style-type: none"> o “mark” option is automatically selected o Tap the incorrect letter and it turns blue with a strike through it - Select the last letter named when the time ran out <ul style="list-style-type: none"> o Select “last attempted” button o Select the last letter named. The selected letter will have a red outline around it - Press “stop” if a learner completes the task before the time is up
Specific rules applied to this task:	<p>Opt out rule: If the learner cannot read 5 items consecutively stop the task.</p> <p>Silver lining rule: give the learner the benefit of the doubt</p> <p>Correction rule: If the learner corrects himself/herself upon naming an object, accept it as correct.</p> <p>5 second rule: If a learner cannot name an object or sound out a letter after 5 seconds ask them to move to the next sound but mark this as incorrectly read. If this trend persists for 5 letters in a row, stop the task.</p> <p>Skip rule: if a learner skips an item and they do not self-correct, mark this item as incorrect.</p>

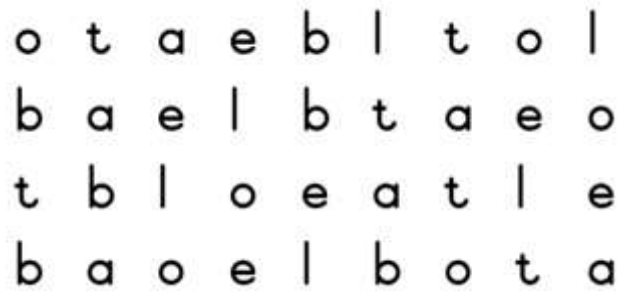


Figure 15. Rapid Letter Naming Chart

FAQ: rapid letter naming

1. Fieldworker: the learner continues to say the letter NAMES and not the SOUNDS even after I explained this and showed them what to do in the examples.
 - a. Trainer: We would prefer learners to provide the letter sounds, but if they have already begun the task, allow them to continue, otherwise their time will run out.

CHECKPOINT

- Start timer when learner gives the sound of the first letter (not when you say start)

Language of instructions:	HL
Language learners respond in:	HL
What it measures:	This task assesses whether learners can fluently recognise words in HL by saying them aloud correctly. The ability to automatically read words is a precursor to fluent reading needed for successful comprehension to take place.
What the learner must do:	The learner must be able to pronounce each written word correctly and fluently within the given time.
How do you administer it:	<ol style="list-style-type: none"> 1. Give instructions for the task 2. Place relevant chart in front of learner 3. Run through the example 4. Mark learner's responses on Tangerine
How answers are recorded on the tablet:	<ul style="list-style-type: none"> - Mark incorrectly read words on Tangerine <ul style="list-style-type: none"> o "mark" option is automatically selected o Tap the incorrect letter and it turns blue with a strike through it - Select the last word read when the time ran out <ul style="list-style-type: none"> o Select "last attempted" button o Select the last word read. The selected word will have a red outline around it - Press "stop" if a learner completes the task before the time is up
Specific rules	<p>Opt out rule: If the learner cannot read <u>5 items</u> consecutively stop the task.</p> <p>Correction rule: If the learner corrects himself/herself upon reading a word, accept it as correct.</p> <p>5 second rule: If a learner cannot read a word after 5 seconds ask them to move to the next sound but mark this as incorrectly read. If this trend persists for 5 words in a row, stop the task.</p> <p>Silver lining: give the learner the benefit of the doubt</p> <p>Skip rule: if a learner skips an item and they do not self-correct, mark this item as incorrect. Alternatively, if you are not likely to slow the learner down, you can ask the learner to go back and read the item</p>

CHECKPOINT

- Start timer when you say “start”

Isibonelo:	vula	umama		
bona	yena	lokhu	kuna	thina
inja	amanzi	ikati	ijezi	igama
shono	hlala	wena	njalo	imoto
qala	azisa	kusasa	lalela	hamba
eduze	umlenze	dlala	khumbuza	itekisi
indulamithi	abantwana	Umasingana	ibhayisikili	shanela
umntwana	ikomishi	abafundi	impama	inkosikazi
isicabha	izinzwane	iminqathe	impukane	ingonyama
umnqwazi	igedlele	imbongolo	ifasitela	isigqoko
mpilonhle	isibhedlele	ukuxhentsa	Umgqibelo	intshonalanga
umshushuluzo	intothoviyane	iphephandaba	isicabucabu	ukuqhayisa
Umvinqangqi	ubukhwebezane	umgqugquzeli	echwebeni	inxanxathela

Figure 16. Grade 3 HL Word Recognition Chart

FAQ: word recognition

1. Fieldworker: The learner I am with is stuck on the first word. I can see they cannot read. What should I do?
 - a. Trainer: first, you cannot make a judgement about whether the learner can read or not. We must give every learner a fair chance to attempt the test. This means that you should use the “5 second rule” where you give the learner 5 seconds to try each word up to 5 words. If they cannot read 5 words consecutively, use the “opt out rule” and stop the task. Do not stop the task before the learner has an opportunity to attempt 5 words.
2. Fieldworker: I see that for the English reading tasks we still give the learners instructions in HL. This is funny. The instructions should be in English.
 - a. Trainer: while we can see your argument, a number of learners do not understand English very well. Therefore, to make sure everyone gets a chance we **explain the tasks in HL**.
3. Fieldworker: The learner does not read from left to right but jumps to the word s/he knows and reads only those. What should I do?
 - a. Trainer: if a learner does this it is indicative that they do not know all the words in the chart. However, it is important for the learner to try all the words. ONLY if the learner skips all over the chart do the following:
 - i. stop the timer, and click the restart button
 - ii. explain again that s/he should read from left to right
 - iii. use a piece of paper to show the learner one line at a time
 - iv. move the paper down as they reach the next line



Language of instructions:	HL
Language learners respond in:	HL: Task 3.1. English: Task 4.1
What it measures:	This task assesses whether learners can read out loud fluently in HL and English. This is a holistic measure of how well the learner can read at a basic level.
What the learner must do:	The learner must be able to read the words correctly and fluently within the given time, and remember what they have read for the comprehension questions which will follow.
How do you administer it:	<ol style="list-style-type: none"> 1. Give instructions for the task 2. Place relevant chart in front of learner 3. Mark learner's responses on Tangerine
How answers are recorded on the tablet:	<ul style="list-style-type: none"> - Mark incorrectly read words on Tangerine <ul style="list-style-type: none"> o "mark" option is automatically selected o Tap the incorrect letter and it turns blue with a strike through it - Select the word read once one minute has passed (blue outline; item at 60 seconds) - Select the last word read when the time (3mins) ran out <ul style="list-style-type: none"> o Select "last attempted" button o Select the last word read. The selected word will have a red outline around it - Press "stop" if a learner completes the task before the time is up
Specific rules	<p>Opt out rule: If the learner cannot read <u>5 items</u> consecutively stop the task.</p> <p>Correction rule: If the learner corrects himself/herself upon reading a word, accept it as correct.</p> <p>5 second rule: If a learner cannot read a word after 5 seconds ask them to move to the next word but mark this as incorrectly read. If this trend persists for 5 words in a row, stop the task.</p> <p>Silver lining: give the learner the benefit of the doubt</p> <p>Skip rule: if a learner skips an item and they do not self-correct, mark this item as incorrect. Alternatively if you are not likely to slow the learner down, you can ask the learner to go back and read the item</p>

CHECKPOINT

- Start timer when you say “start”
- Start reading from first line of story (not title)
- If a learner skips a line, ask them to go back. If they do not, mark all skipped words as incorrect. Revert to opt-out rule only if 5 consecutive words read incorrectly.
- Record item read after one minute (the screen will flash), and item read when the time runs out (i.e. after 3 minutes). Make sure the tablet is in landscape position so you can do this.
- When using the opt out rule, make sure that the 60 second and 180 second marker are on the 5th word

FAQ: oral reading fluency

1. Fieldworker: The learner I am with is stuck on the first word. I can see they cannot read. What should I do?
 - a. Trainer: first, you cannot make a judgement about whether the learner can read or not. We must give every learner a fair chance to attempt the test. This means that you should use the “5 second rule” where you give the learner 5 seconds to try each word up to 5 words. If they cannot read 5 words consecutively, use the “opt out rule” and stop the task. Make sure that the 60 second and 180 second marker are on the same word (i.e. the 5th word).
2. Fieldworker: The learner said the character’s name wrong. For example, the learner calls the boy Jibo, and not Jabu. I marked this as **incorrect**. Is that fine?
 - a. Trainer: Yes. When a learner reads a word incorrectly, this should be marked as incorrect.
3. Fieldworker: The learner called the boy Jibo in the oral reading fluency task. But in the comprehension questions, the one question asks what the name of the boy is. If the learner says Jibo (like how they read the name in the story), is this correct or incorrect?
 - a. Trainer: The comprehension questions check if the learner remembers and understood what they read. If the learner must say what the name of the characters is and they use the same name that they read in the passage, then mark this as correct.
 - i. For example, the learner read Jabu as Jibo.
 - ii. In the oral reading fluency task, mark these words as incorrect because the learner does not read the correct word. ~~Jabu~~ had a little dog.
 - iii. The comprehension question asks: what is the boy’s name?
 - iv. The learner responds with Jibo (because this is the name they read in the text reading)
 - v. Mark this learner as **correct** because it shows they understood what the main character’s name is

Isobho Lamatshe

Kunesihambi esilambile.

Sahamba sicela emizini yabantu. Abantu babengenakho ukudla.
Isihambi sathola isu. Isihambi sathola ibhodwe.

Sathatha amatshe sawafaka ebhodweni. Sathela amanzi. Sabasa
umlilo, sabeka ibhodwe eziko.

Sama salinda ibhodwe laze labila.

Kwafika intombazane yacela ukwazi ukuthi siphekani isihambi eziko.

"Ngipheka isobho elimnandi lamatshe. Kodwa kumele ngilifake into
ukuze linongeke," kusho isihambi.

"Nginezaqathe mina," wabe esenika isihambi. Sazifaka ebhodweni.



Figure 18. Grade 3 HL ORF

How the elephant got its trunk

In times long ago, elephants had short noses. One day Bubu, the baby elephant, went for a walk through the forest. He always wanted to know things, so he asked lots of questions.

He walked to the banks of a river. He had never seen a crocodile before. "Hello, Mr Crocodile. What do you like to eat?" Bubu asked politely.



The crocodile grabbed the little elephant by his nose and pulled hard. But Bubu fought back by spreading out his legs and pulling back. At each pull his nose grew longer and longer. At last the crocodile let go of the nose and swam away.

Instead of his short nose, Bubu now had a long trunk! He could do all kinds of new things with it!

Figure 17. Grade 3 English ORF

Oral Reading Fluency Comprehension Task

Language of instructions:	HL: Task 3.2 English: Task 4.2
Language learners respond in:	HL: Task 3.2 English: Task 4.2
What it measures:	<p>This task assesses whether learners have understood what they have read and whether they remember it.</p> <p>This is a holistic measure of how well the learner can read at a basic level.</p>
What the learner must do:	The learner must be able to answer comprehension questions relevant to how far they have read in the story.
How do you administer it:	<ol style="list-style-type: none"> 1. Ask learners the comprehension questions as they appear on Tangerine 2. Allow learner to look back at the story if they need to 3. Say the questions up to two times ONLY
How answers are recorded on the tablet	<p>For HL Questions, select the option which applies:</p> <ul style="list-style-type: none"> - Correct - Incorrect - No response (learner does not answer or says <i>I don't know</i>) <p>The block will turn yellow after you have selected it.</p> <p>For the English task comprehension, select the option which applies:</p> <ul style="list-style-type: none"> - Correct in English - Correct in HL then English (learner responds in home language, you prompt them to say it in English and they answer correctly in English) - Correct in HL only (learner responds in home language; you prompt them to say it in English but they cannot say it in English or give the incorrect answer in English) - Incorrect - No response
Specific rules	<p>Correction rule: If the learner corrects himself/herself in answering, accept it as correct.</p> <p>Translanguaging rule: if a learner responds in another language than required, ask them to say the answer again in the required language</p>

CHECKPOINT

- Questions on HL story asked and answered in HL
- Questions on English story asked and answered in English
- Allow learners to look back over the passage

FAQ: comprehension

1. Fieldworker: The learner I am with is struggling with the question. Can I repeat it to him/her in a different way?
 - a. Trainer: No – please phrase the questions as they are phrased on the tablet so we can ensure every child has the same fair chance at performing on the assessment. Remember that you are allowed to repeat the question from the tablet up to two times. If the learner does not respond thereafter, select “non-response”
2. Fieldworker: The learner called the boy Jibo in the oral reading fluency task. But in the comprehension questions, the one question asks what the name of the boy is. If the learner says Jibo (like how they read the name in the story), is this correct or incorrect?
 - b. Trainer: The comprehension questions check if the learner remembers and understood what they read. If the learner must say what the name of the characters is and they use the same name that they read in the passage, then mark this as correct.
 - i. For example, the learner read Jabu as Jibo.
 - ii. In the oral reading fluency task, mark these words as incorrect because the learner does not read the correct word. ~~Jabu~~ had a little dog.
 - iii. The comprehension question asks: what is the boy’s name?
 - iv. The learner responds with Jibo (because this is the name they read in the text reading)
 - v. Mark this learner as **correct** because it shows they understood what the main character’s name is

Notes: