

Training Manual and Administration Instructions (3ie Baseline Administration – February 2015)

The task in general:

The HSRC has to conduct a baseline assessment in February 2015 as part of its evaluation of the impact of three reading interventions that will be delivered to Grade 1 and 2 learners and teachers in 150 schools in the North-West Province during 2015 and 2016. At each school, this entails that under guidance of the principal, the data collectors¹ should meet and arrange up-front for working through a senior staff member to serve as coordinator of the day's activities. A brief language proficiency assessment needs to be done with each of 20 randomly selected learners from each of the 150 intervention schools as well as the 80 control schools. The principal, the Grade 1 teachers and a parent (or main caregiver) of each of the sampled learners will also be asked to complete a background information instrument.

Data-collectors need to distribute, administer and retrieve all the mentioned materials. They should adhere to high standards of professionalism, precision and consistency, and to the procedures outlined below for each item.

Because we need an indication of how ready learners are to learn to read and write at school before receiving a reading intervention, we need very exact and reliable indications of some of the things they could do beforehand. This information is used later to compare how much more learners who have been in intervention schools have benefited relative to those in control schools. It is therefore very important that language proficiency is evaluated and scored precisely and consistently for every item according to the training that each data collector receives.

The following principles should be adhered to throughout. Note that procedures, information contents and administration times were piloted to ensure that the final data-collection programme is workable and provides good data efficiently.

1. Respect small children by putting them at ease. Greet them and ask their names or something else that makes them comfortable.
2. Fully record their required demographic and other details on each answer sheet.
3. Do not coach a learner towards a correct or improved response. This will lead to intervention service providers overestimating the level at which to pitch the intervention work, or wrong conclusions about the impact of the interventions.
4. Mark the assessment and calculate any totals or scores accurately.

¹ At the time of the baseline data collection, data collectors and their coordinators, as well as the HSRC's evaluation team members, coordinators and quality assurers, will be blind to the allocation of schools to the control group and each of the three intervention groups. Data collectors will also be allocated randomly to schools, taking into account some logistical efficiencies related to travel, accommodation and home location. In order to analyse non-random effects of the abovementioned allocation, information on data-collector characteristics have to be made known to the evaluation team. This will include: sex, age, population group, qualification level, home language, language proficiency level, etc.

5. Do not comment on any mistakes a learner may make. Record the response immediately and proceed to the next item.
6. Simply say: "Please say again" if you really could not hear the learner's first response, or "Please go on to the next one" when it becomes clear a learner is not going to be able to respond.
7. Be patient and show understanding when a learner is struggling. They are sensitive to comments, criticism and even distractedness and disorganisation on the part of the evaluator, which may discourage them.
8. Respect protocol at school, and report to the school office first thing on arrival to arrange the activities for the day.
9. Also report again at the school office on leaving to give an update about having covered everything, and making any final arrangements (e.g., about the retrieval of the home questionnaires).

It takes one data-collector up to 4½ hours to complete the individual Setswana learner assessments at a school. Data collectors are therefore sent in pairs to schools, so that the other member can take all the responsibility for the distribution, completion and retrieval of the school, teacher and home background instruments and related logistics on the visit day while learner assessment continues unhindered. Having two data collectors at a school opens up the opportunity for reducing the time required for completing the learner assessments in Setswana to ensure that it easily fits into one school day. However, this will require both data collectors to have equally high proficiency in conducting Setswana language assessments among learners, and should only be pursued where firm confirmation exists that it will not compromise data quality and introduce inconsistency.

Setting up the day / required schedule:

The data collector responsible for learner assessment should not coordinate or lead the day's activities because the former person will not have the flexibility required during the day to manage the other tasks. These tasks comprise informing the principal about the need to fit in the following activities and arranging how, where and when they are best accomplished. Refer to your copies of any permission letters from the national and/or provincial offices of DBE if necessary.

A proposed ideal script for the first contact conversation is the following:

Good morning. We are X and Y from Organisation Z. We were contracted to collect the baseline data for the Human Sciences Research Council's evaluation of three early-grade reading interventions. These will be delivered by service providers contracted by the Department of Basic Education in 150 North-West schools in 2015 and 2016. We are sure you were consulted and have received all the necessary information and permissions from your provincial and national offices and elsewhere. We are very grateful for allowing us into your school today and for your assistance. To ensure that we cause very little or no disruption to your daily programme, we now in advance want to arrange how and where best to fit in the various activities. They will centre on randomly identifying 20 Grade 1 learners (either done already or now to be done first) and arranging where to assess their language ability. We also need to arrange how and when best to collect some related language background information today. This covers the home, classroom and school language contexts. The data collectors will handle some document review and observation items while arranging how you as principal, the Grade 1 teachers and the main caregiver or a parent of each of the 20 learners can best receive, complete and return their questionnaires. May we with your permission now proceed accordingly?"

The team can then proceed to sample the children, and/or arrange for the assessments to get underway, and the distribution, completion and retrieval of the contextual instruments.

The School Principal Questionnaire (SPQ):

- Hand the principal the SPQ, information sheet and consent form.
- Ask if the principal would be prepared to complete it.
- If so, arrange for the information sheet to be left with him/her, the consent form to be signed, and the SPQ to be completed while the learner assessment and class visits continue.
- Confirm that you also have the principal's permission to have teacher questionnaires completed by all the Grade 1 teachers, learner evaluations done with the sample of 20 Grade 1 learners, and home instruments completed by a parent or the main caregiver of each of these 20 learners (see further below too).
- Arrange to retrieve the signed consent form and completed SPQ later during the day before departing from the school.
- Also tell the principal that you will verify and assist with the completion of any remaining information then too, such as the information based on the School Governing Body (SGB) minutes.
- Explain to the principal that he/she can delegate completion of some parts of the SPQ, provided that that person also reads the information sheet and signs the consent form.
- Retrieve the signed consent forms and completed SPQ after having visited the class/es for learner assessment, but before departing from the school.
- Please note any additional comments that the principal may have about his/her experiences about filling in the form or relevant conditions at the school.

The estimated time required to complete the SPQ is 20 to 30 minutes.

The Learner Reading Assessments:

Try to distribute the teacher instrument/s (see TRQ below) before starting with the learner evaluations.

- Identify the 20 Grade 1s who have to complete the six brief reading assessments.
- Where class lists could be provided to the HSRC in advance, the sample of 20 learners will be provided to the data collectors. If not, proceed as indicated in the next point.
- Learners have to be identified randomly in advance from the class lists by dividing the total number of learners in Grade 1 by the 20 required. This answer (n) is then taken to indicate the nth learner/s that you need to take from the class lists. Always start counting at the 3rd learner. Always round the decimal up.

(E.g., 53 children in Grade 1 ÷ 20 required = 2,65, which rounds up to 3. Take learners 3, 6, 9, 12, 15, 18, 21, etc. Work through the class lists in order of their numbering (e.g., 1A, 1B, etc.).

Replace an absent learner with the next one on the class list. It is advisable to mark two replacement learners as one samples the first 20. The two learners immediately following on every sampled learner is considered as the first and second replacements should the sampled learner be absent on the day. Continue from the front (Grade 1A) if you went through the whole list before identifying the 19th or 20th learners.

Should there be no class lists, the same procedure has to be followed, but do the counting physically as all the learners line up in a row or sit in rows in their classroom/s.

Should separate registers exist for girls and boys, treat the procedure in exactly the same way, as if there was a separate boys and girls class every time.

- On arriving at a class, or another venue provided for testing, call (out) the first two sampled learners and let them join you (seated at the teacher's table, a small table at the back of the class, just outside the class or any convenient and quiet workspace slightly out of earshot of the rest of the children, as you manage best to arrange). Allow the other learners to continue working. Every new learner can be called by the previous one you finished assessing as you start with the next one already waiting. Otherwise, a school may choose to appoint a coordinating teacher or person to assist you with this.
- Complete the six sub-tests in succession.
- On completing the assessments, provide the learner with the PRQ (see below) and make the necessary arrangements for having it completed and returned.
- Make sure you take all the completed and correctly identified (by learner name, class, etc.) learner instruments or mark sheets with you on moving on.

The estimated time required varies between one and three minutes per sub-test, totalling approximately 12-15 minutes per learner. This implies that one would need four hours or slightly more in the case of using just one Setswana-proficient data-collector for learner assessment.

The Home Questionnaire (PRQ):

- On completing the final learner sub-test each time, give the PRQ to the learner.
- Write the learner's name on it, and any pre-provided questionnaire identity number.
- Ask the learner to take the PRQ home so that his father, mother or the most important other person looking after him/her during the week can complete it that same day.
- Ask the learner to make sure that he/she brings back the completed PRQ, with the consent form that had been stapled to it signed by the parent / caregiver (to give HSRC permission to use the parent / caregiver data), to his/her teacher the next day.
- The procedure above can also be arranged with the teacher/s and school (ideally work through the identified coordinator) along with how and when to retrieve the completed PRQs and consent forms.

The estimated time required for completion is about 10-15 minutes.

Note that pre-distribution of PRQs will not be possible as learner samples on the day of the visit will / may not be known or determinable until the day of the assessment visit.

The Teacher Questionnaire (TRQ):

- Identify the Grade 1 teachers from whose classes some learners are being assessed on the day to arrange completion of a TRQ, an information sheet and consent form.
- Try to meet them early in the day as soon as learner assessment has commenced.
- Confirm that the teachers would be prepared to complete the TRQ.
- If so, arrange for the information sheet to be left with them, the consent form to be signed, and the TRQ to be completed while the learner assessment continues.

- Arrange that the teachers complete the self-evident parts from the questionnaire section.
- Once a teacher has completed her/his questionnaire, assist him /her to complete any outstanding items. This includes administering the brief reading fluency exercise.
- Take time to do the few observations covering the sections on language materials and conditions in the class, and selected contents in documents such as lesson plans, mark sheets and learner workbooks. This has to be done by the 2nd data-collector while the learners are being assessed by the other data collector.
- Arrange with the teacher to help remind the sampled learners to take home the PRQ and return it, with the signed consent form, to him/her the next day.
- Arrange for the teacher to collect and submit these PRQs and consent forms to an agreed on coordinator (HoD, Phase Organiser, Deputy Principal, Principal, or whoever) from whom the data-collection service provider will collect them soon.
- Retrieve the signed teacher consent forms and completed TRQs after having visited the class/es for learner assessment, but before departing from the school.

The estimated time required to complete the instrument is 30 to 40 minutes.

Specific assessment instructions:

Evaluators need to keep ready a clean sheet of A4 paper, which may also be folded in half, when working with the learners to help focus them on the item/s at hand. It should be used to cover items or parts of a sub-test on the learner's assessment copy in order to reduce distractions by hiding some of the items that learners are still working towards. **The evaluator must make sure to record his/her name at the top of the first page of the answer sheet, with all the learner details.**

A. Oral Pictorial:

1. The evaluator must know the Setswana words that are accepted as correct, as confirmed during the training. The words for the respective objects (the six items in the first three rows) and actions (the four items in the final two rows) are:

leswane (spoon) – also accept kgeba (teaspoon)	koloi (car)
ntlo (house)	bolao (bed)
tlhapi (fish)	kolobe (pig)
fofa (fly)	robetse (sleep)
konopa (throw)	kwala (write)
2. Learners are awarded the mark only when achieving near-perfect mother-tongue pronunciation.
3. Give the learner who is going to be assessed next the separate copy of the pictures to work from. Retrieve this copy after every individual learner assessment.
4. The evaluator uses a new “answer-sheet” copy to record each learner's name and **all** other details, followed by the learner's responses on the various assessment items.
5. All assessment instructions have to be given in Setswana.
6. The evaluator asks the learner to start with the first picture (top left box) and to name the first six objects in Setswana. The learner must use his/her finger to point to each object as he/she names it.

7. The evaluator explains to the learner that if he/she does not know an answer, he/she must say “I don’t know,” and then move on to the next picture.
8. For the final four pictures, the evaluator has to ask the learner to say what each object is doing, by guiding them in the following way:
 - What does the bird do? (What is the bird doing?)
 - What does the boy do? (What is the boy doing?)
 - What does the girl do with the ball? (What is the girl doing with the ball?)
 - What does the boy, who sits at the desk, do? (What is the boy, who is sitting at the desk, doing?)
9. If the learner identifies an object or action correctly, the evaluator ticks off (“✓”) the relevant picture on his/her own marking sheet.
10. If the learner identifies any object or action incorrectly, or does not know the answer by saying “I don’t know”, the evaluator puts an “✗” next to that picture on the mark sheet.
11. Should a learner identify a partly correct feature in the case of the first six objects, e.g., “pillow” in relation to bed, he/she should be directed towards the required feature (e.g., the whole object).
12. Do the same in the case of the four actions, e.g., when the learner says “he sits” in relation to the boy writing at the desk, he/she should be directed to the required feature (e.g., what we call it when someone like the boy is making letters on a paper).
13. The learner must try to name all six objects and all four actions (verbs).
14. Only “authentic” Setswana names should be accepted as correct. Although every effort was made to select words that would not pose a problem, in cases where it happens, the issue should be pointed out to the learner, who should be asked to give the “real” Setswana word another try. (Examples from elsewhere would be Setswana words such as kgwele, ntlo, kgomo, mosetsana, mosemane, koloi, pitsa and leswana, but not transliterations into Setswana derived from English or Afrikaans such as bolo, tonki, esele or bisikele.)
Evaluators are requested to write any such transliterations (i.e., words derived from English or Afrikaans) that learners gave as their first attempt on the answer sheet, but to only score the item as correct if the required “authentic/real” Setswana word was provided by the learner on being given a second try.
15. When the learner has finished, the evaluator counts up the tick marks (fully correct at first attempt, or after being given a second try according to the above exception), and writes the resulting mark on the score sheet (bottom right).
16. The evaluator goes on to the next sub-test.

B. EGRA Letter Sound (fluency):

1. The evaluator must know the correct Setswana phonemes (sounds, not alphabet names) for all the letters in the sub-test. The agreed-on conventions as discussed during the training have to be used. (Tip for evaluation session: Recall the sound/s from the most basic and common Setswana words in spoken language. Remember that learners have to split vowel sounds as much as possible from the target consonant sounds they are asked to attempt.)
2. The evaluator puts the separate copy in front of the learner to work from.
3. The evaluator uses an individual mark-sheet copy per learner to record his/her responses.

4. All instructions are given in Setswana.
5. From the examples or practice block at the top of the page, the evaluator shows the learner how to start with the first letter (top left) and to give the sound of the letters in that row in Setswana. The learner must use his/her finger and point to each letter as he/she says it. If a learner easily grasps what to do in the first row already, there is no need to do more rows.
6. The evaluator explains to the learner that if he/she does not know a letter, he/she must say “I don’t know”, and then move on to the next letter.
7. As soon as it is clear that the learner knows what to do, the evaluator tells the learner that they will next work from the second block of sounds. Use the A4 sheet to guide the learner’s progress as required.
8. Start the stopwatch and ask the learner to proceed.
9. The learner moves to the next row on completing a previous one.
10. If the learner cannot identify a sound or does so incorrectly, the evaluator **crosses out** that response on his / her own marking sheet (e.g., b ~~m~~ g ~~k~~ l). For correct responses, the learner and marker both just continue moving onwards. **It is important to keep to this scoring procedure very tightly.**
11. If the learner does not know the sound of a letter, by saying “I don’t know”, the evaluator also crosses out that letter on his/her own mark sheet.
12. The learner must try to go as smoothly as he / she is able to, but not take longer than three seconds on a single letter before the evaluator has to ask the learner to continue with the next letter.
13. The learner is stopped after 60 seconds.
14. The evaluator (i) marks that point on the answer sheet (with “..]”), and (ii) counts and records the number of correct responses up to that point (i.e., those not crossed out) on the score sheet (at the bottom right of the text exercise).
15. The evaluator goes on to the next sub-test.

Additional clarification and procedures:

Teachers should read the following detailed EGRA instructions (in Setswana – see further down), as specified in the administration, at the appropriate places:

“Here is a page full of letters. I would like you to sound as many letters as you can. I’d like you to start here and move across the page. (Point to the left-most letter in the top row, moving from left to right. Sound the example letters provided to the learner.) **When I say, ‘Begin’, 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, I’ll pronounce it for you. Put your finger on the first letter. Ready? Begin.”**

- Start the timer** when you say, **“Begin”**.
 - ** About the provision and use of timers: This is dealt with as arranged during the training; make sure to charge cell-phone batteries daily when using their count-down timer or stopwatch facility.
- In your marking sheet, strike a line through a letter that the learner sounds incorrectly or cannot sound at all. For example: a
- If the learner stops for more than three (3) seconds, pronounce the sound and strike a line through the letter. For example: a

- If the entire first line has strike-through lines across all the letters, stop the assessment and indicate that zero letters have been read by the learner.
- If the learner corrects himself/herself upon sounding a letter, accept it as correct.
- If the learner says the name rather than the sound, say “**Sound**”.
- After one minute, say “**Stop**”. Place a bracket (]) after the last letter that the learner has sounded correctly.
- Count and record the number of letters that the learner has sounded correctly on the progression sheet for the letter sounds (LS) task.
- If the learner sounds all the letters correctly in less than one (1) minute, make a tick mark (✓) on the progression sheet for the letter sounds (LS) task and do not assess the learner any further in this task.”

Setswana:

Bontsha morutwana tšhata ya ditlhaka Tšhata (1).

Raya morutwana o re: “**Letlhare ke le le tletse ditlhaka. Ke rata gore o mpolelele medumo ya ditlhaka ka bontsi bo o ka bo kgonang. Ke rata fa o ka simolola fa** (supa tlhaka e e kwa molemeng thata mo moleng o o kwa godimo), **mme o tsamaele kwa thoko** (supa go tswa kwa molemeng go ya kwa mojeng). Dumisetsa morutwana ditlhaka tse di neilweng jaaka dikai). **Fa ke re ‘Simolola’, mpolelele medumo ya ditlhaka ka bontsi bo o ka bo kgonang. Supa tlhaka nngwe le nngwe e o e dumisang. Fa o sa itse modumo wa tlhaka, ke tlile go e go bolelela. Baya monwana wa gago mo tlhakeng ya ntlha. A o siame? Simolola**”.

- Simolola go tsamaisa tshupanako ya motsotso fa o re “**Simolola**”.
- Sega ka bogare tlhaka e morutwana a sa e dumiseng sentle, **sekai: a** mo bukaneng ya ~~morutwana~~.
- Fa morutwana a itshiamisa mo tlhakeng, e amogele jaaka e e siameng.
- Morago ga motsotso o le mongwe, e re: “**Ema**”. Baya lesakana (]) fa morago ga tlhaka ya bofelo e morutwana a e dumisitseng sentle.
- Bala o be o rekote palo ya ditlhaka tse morutwana a di dumisitseng sentle.
- Fa morutwana a dumisa ditlhaka tsotlhe sentle kwa tlase ga motsotso o le mongwe, rekota palogotlhe ya ditlhaka, ke gore
- 110 mo Letlhareng la Tswelelopele (*Progression Sheet*).

C. Digit Span or Auditory Sequencing / Recall:

1. Explain to the learner that you are going to say some words and numbers to him / her slowly and that he / she then has to repeat them after you. The words or numbers will become more as you go on.
2. The evaluator works only from his/her individual mark-sheet copy for each learner, and there should be nothing else in front of the learner. **The learner should not be able to read from the teacher’s mark sheet.**
3. The Setswana word sequences used are: hand – tree; hen – dress – pen; stone – boy – cow – play; milk – sing – ear – door – lion; and meat – road – shoe – flower – run – mother.
4. Once you made sure that the learner respectively understands the word and number repetition tasks and is ready, by asking him / her to repeat “sleep – grandfather” (in

Setswana), and “5 – 3 – 2” (in Setswana) after you, you may commence with the two sets of five items each time.

5. The words and numbers are read in Setswana. (The Setswana numbers for 1 to 10 are: nngwe, pedi, tharo, nne, tlhano, thataro, supa, robedi, robongwe and lesome.)
6. Read each row of words or numbers very clearly, not too slow or too fast, and with short pauses of equal length between each of them, as demonstrated during the training. (The short pauses between words or numbers should be between ½ to 1 second long.)
7. You should read each row of words or numbers **only once**. Also let the learner wait until you have read all the words or numbers in a row in one go before providing his/her repeat.
8. Score each sequence by indicating with a “✓” whether the learner got it correct fully, or with an “✗” if not. One or more omissions or replacements of a word or number, or switches of sequence, are all considered as “not fully correct” responses. **It is important to keep to this scoring procedure tightly.**
9. The evaluator explains to the learner that should he/she not be able to remember all of the words or numbers, he/she must say “I don’t know” or “I cannot (remember)”, in which case you should continue with the next sub-item after inserting an “✗” mark in the “Mark” column.
10. When the learner has completed the task, the evaluator separately counts the “✓” marks for the words and the numbers tasks, and writes the two resulting scores in the blocks on the score sheet (bottom right of each section). These two numbers are then added together to obtain the Total Mark.
11. The evaluator goes on to the next sub-test.

D. Phonemic Awareness:

1. The evaluator must be able to decide if the new words, and their sounds, suggested by learners are correct. (Non-words are accepted as long as they are correctly formed.)
2. The evaluator works only from his/her individual mark-sheet copy for each learner, and there should be nothing else in front of the learner. **The learner should not be able to read from the teacher’s mark sheet.**
3. All instructions are given in Setswana.
4. If the learner provides a correct new word the evaluator inserts “✓” in the Mark column. Incorrect responses are indicated with an “✗”. **It is important to keep to this scoring procedure tightly.**
5. The evaluator explains to the learner that if he/she does not know an answer, he/she must say “I don’t know”. You may then immediately move on to the next item/word after inserting “✗” in the Mark column.
6. In the case of the first six items, the learner has to break up the provided word in each case into its consonant and vowel sounds in the correct and clearly separated sequence.
7. Use the two exercise items to make sure the learner understands the task before proceeding with Items 1 to 6.
8. In the case of the next three items, the learner has to find (or make up) a word that starts with the same two sounds as those appearing in the words provided.
9. Use the two exercise items to make sure the learner understands the task before proceeding with Items 7 to 9.

10. In the case of the final three items, the learner has to find (or make up) a word that ends with the same two sounds as those appearing in the words provided.
11. Use the two exercise items to make sure the learner understands the task before proceeding with Items 10 to 12.
12. When the learner has completed the task, the evaluator separately counts the “✓” marks for three sub-tasks and record the three resulting scores in the respective blocks for sub-marks D1, D2 and D3 at the bottom. These three numbers are then added together to obtain the Total Mark (bottom right of the page).
13. The evaluator now continues with the next sub-test.

E. EGRA Word Recognition:

1. The evaluator must have a thorough knowledge of Setswana pronunciation and vocabulary.
2. The evaluator retains the individual learner answer-sheet copy of the assessment and gets the learner to follow from the separate copy provided to the learner.
3. All instructions are given in Setswana.
4. The evaluator explains that these are Setswana words that people normally use.
5. The evaluator points to the first two practice words where the learner has to start and shows how the learner should continue to the right in the same row.
6. The evaluator tells the learner when to start and takes a time reading.
7. The learner then has to try each word without any further help from the evaluator.
8. If the learner cannot say a word within three seconds, the evaluator reads the word and asks the learner to continue with the next one.
9. If a learner corrects his/her own first wrong attempt within the three seconds, the word is accepted as correct.
10. As the learner reads the words, the evaluator must cross out every incorrect word on his/her own sheet. **It is important to keep to this scoring procedure tightly.**
10. Should a learner be unable to read the whole first line, the test is terminated.
11. Otherwise, the learner is stopped after 60 seconds.
12. The evaluator marks the point reached by the learner on the answer sheet using “...]”, counts the number of correct words up to that point, and writes the resulting number on the score sheet (bottom right).
13. The evaluator goes on to the next sub-test.

Additional clarification and procedures:

Teachers should read the following detailed EGRA instructions (in Setswana, as below), as specified in the administration, at the appropriate places:

“Show the learner the chart of words.

Say to the learner: **“Look at these words.”** (Point to the words provided.) **“Here are some more words. I’d like you to start here,”** (point to the first word on Chart 2) **“and move across the page.”** (Point across the page.) **“When I say, ‘Begin’, read the words as best as you can. Point to each word as you read it. If you don’t**

know the word, I'll read it for you. Put your finger on the first word. Ready? Begin."

- Start the timer when you say, "**Begin**".
- On your marking sheet, strike a line through a word that the learner reads incorrectly or cannot read at all. For example: ~~sad~~
- If the learner stops for more than three (3) seconds, provide the word and strike a line through the word. For example: ~~sad~~
- If the entire first line has strike-through lines across all the words, stop the assessment and indicate that zero words have been read by the learner.
- If the learner corrects himself/herself upon reading a word, accept it as correct.
- After one (1) minute, say: "**Stop**". Place a bracket (J) after the last word that the learner has read correctly.
- Count and record the number of words that the learner has read correctly on the progression sheet for the word reading (WR) task.
- If the learner reads all the words correctly in less than one (1) minute, make a tick mark (✓) on the progression sheet for the familiar word reading (WR) task and do not assess the learner any further in this task."

Setswana:

Bontsha morutwana tšhata ya mafoko (Tšhata 2).

Raya morutwana o re: "**Leba mafoko a**" (supa mafoko a 'dikai' a a neetsweng. Buisetsa morutwana mafoko a dikai a a neetsweng). **Mafoko a mangwe a mantsi ke a. Ke rata gore o simolole fa** (supa lefoko la ntlha mo Tšhateng ya 2), **mme o tsamaele kwa thoko mo letlhareng** (supa go tsamaela kwa thoko mo letlhareng). **Fa ke re 'Simolola', buisa mafoko ka bokgoni botlhe ba gago. Supa lefoko lengwe le lengwe le o le buisang. Baya monwana wa gago mo lefokong la ntlha. A o siame? Simolola"**.

- Simolola go tsamaisa tshupanako ya motsotso fa o re "**Simolola**".
- Sega ka bogare lefoko le morutwana a sa le buiseng sentle, sekai: ~~ele~~ mo bukaneng ya morutwana.
- Fa morutwana a itshiamisa mo lefokong, le amogele jaaka le le siameng.
- Morago ga motsotso o le mongwe, e re: "**Ema**". Baya lesakana (J) fa morago ga lefoko la bofelo le morutwana a le buisitseng sentle.
- Bala o be o rekote palo ya mafoko a morutwana a a buisitseng sentle.
- Fa morutwana a buisa mafoko otlhe sentle kwa tlase ga motsotso o le mongwe, rekota palogotlhe ya mafoko, ke gore 50 mo Letlhareng la Tswelelopele (*Progression Sheet*).

F. Sentence Reading:

1. Ask the learner to read each of the three sentences that are provided to them. Important: Do not read it to them first. ("Pule has a friend." "Pule's friend is Mosidi." "Mosidi loves oranges.")
2. Give the learner no more than 20 seconds to attempt to read the first sentence. Should a learner be unable to read at all, **end** the test session immediately and do not go on with the

second and third sentences, or the additional three questions. Enter “0” as the score in both the Mark boxes.

3. Should a learner be able to continue with some reading, cross out every word that the learner cannot read at all or reads incorrectly on your scoring version. **It is important to keep to this scoring procedure tightly.**
4. **After each sentence**, ask the learner (in Setswana) the question that appears with the sentence on your scoring sheet. The intention is to detect if the learner reads fast enough to process and retain meaning. Some learners may reread the sentence on their learner copies to try and find the answer. This is acceptable. You should use the clean sheet of (folded) A4 paper to cover the remaining sentences on the learner copies to remove any distraction.
5. Mark the learner’s answers to the three short questions put to him/her about the sentences that he/she has just read on your scoring sheet by using “✓” for correct responses and “✗” for incorrect ones.
6. Record the reading score out of 15, which is derived by subtracting the number of words that were crossed out from 15.
7. Then also add the number of “✓s” that you inserted to indicate when the learner managed to give the correct answer to the three questions.
8. **Please sign the answer sheet.**

Final arrangement:

Make sure the mark sheet is properly identified per learner, school, etc. and return it through the data-collection service provider’s coordinators or managers to the HSRC evaluation team as arranged with every data collector.