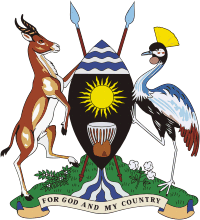
**Capture** 

**Early Grade Reading Assessment**

**Assessor Instructions & Pupil Protocol**

**October, 2015**

**Lusoga**

### General Instructions:

### *Establish a relaxed rapport with the child to be assessed. This can be by engaging in a simple conversation with the child (see the example below). The child should perceive the assessment almost as a game to be enjoyed rather than a severe situation. It is important to read ONLY the sections in boxes aloud slowly and clearly.*

|  |
| --- |
| **Good morning. My name is \_\_\_\_\_\_\_ and I live in \_\_\_\_\_. I’d like to tell you a little bit about myself.** *[For example, number and ages of children; sports.]* **Wasuze otya? Ninze \_\_\_\_\_\_\_mba\_\_\_\_\_\_\_\_\_. Kankukobereku katono kubingemaku. 1. Could you tell me a little about yourself and your family?** [*Wait for response; if the child is reluctant, ask question 2, but if she/he seems comfortable continue to verbal agree*]. **1. Osobola okunkoberaku ebitontono ebikugemaku n’abo mu maka gaimwe? 2. What do you like to do when you are not in school? 2. Kiki kyoyenda okukola bwotaba kwisomero?** |

Verbal Agreement

|  |
| --- |
| * **Let me tell you why I am here today. I work with the Ministry of Education and Sports, USAID/UgandaSchool Health and Reading Program and we are trying to understand how children learn to read. You were picked by chance, like in a raffle or lottery. Kankukobereku lwaki ndi ghano olwaleero. Nkola n’Ekitongole ky’Ebyendhegeresa n’Emizaanho ni USAID/ pulogulaamu y’eby’obulamu n’okwega okusoma era tuli kugezaaku okutegeera engeri abaana yebeegamu okusoma. Wali wa mukisa okulondebwa, kyali oti kalata oba kalulu.** * **We would like your help in this. But you do not have to take part if you do not want to. Twenda obuyambibwo mu nsonga eno. Aye tokakibwa kutuyamba bwoba toyenda.** * **We are going to play a reading game. I am going to ask you to read letters, words and a short story out loud. Tuja kuzaanha akazaanho ak’okusoma. Nja kukusaba osome enhuguta, ebigambo n’akagero akampi mu lwatu.** * **This is NOT a test and it will not affect your marks at school. Bino TIIBIBUUZO era tibiidha kucuusaaku bubonerobwo mu kibiina mwosomera kwisomero.** * **I will also ask you other questions about your family, like what language your family uses at home and some of the things your family has. Aye era kabiri ndhidha kukubuuzaaku ebibuuzo ebindi ebigema ku b’omumaka gaimwe, ng’olulimi lwemutera okukozesa e ka n’ebintu ebindi bye muli nabyo mu maka.** * **I will NOT write down your name so no one will know these are your answers. Tiidha kukughandiika liinalyo, n’olwekyo ezira anaamanha ati niighe oizeemu bino.** * **Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that’s all right. Kandhiremu nti, tokakibwa kwiramu bibuuzo bino, bwoba toyenda. Kasita tutandiika bwoba tighandyenze kwiramu kibuuzo kyonakyona, tikyansonga.** * **Do you have any questions? Do you want to participate? Ok let's start**. **Olinayo ekibuuzo kyonakyona? Wandyenze okwenhigira mu kwiramu ebibuuzo? Kale katutandiike.** |

**Check box if verbal agreement is obtained:**  🞎 ***YES***

*(If verbal agreement is not obtained, thank the child and move on to the next child, using this same form.)*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A. Date of Assessment: | |\_\_\_\_|\_\_\_\_|  Day | |\_\_\_\_|\_\_\_\_|  month | |\_\_\_\_|\_\_\_\_|  year |  | F. Is the teacher being observed? | | * 1 = yes | * 2 = no | |
| B. Assessor’s Name: |  | | |  | G. Class: | | * 1 = P1 * 2 = P2 | * 3 = P3 * 4 = P4 | |
| C: District |  | | |  | H: Class Name: (stream) | |  | | |
| D. School Name: |  | | |  | I. Pupil Age: | | |\_\_\_\_\_\_|\_\_\_\_\_\_| | | |
| E. Multigrade Class: | * 1 = yes * 2 = no | | |  | J. Pupil’s Gender: | | * 1 = boy | | * 2 = girl |
|  | K. Time: | Start |\_\_\_\_\_|\_\_\_\_\_|: |\_\_\_\_|\_\_\_\_| Finish |\_\_\_\_|\_\_\_\_|: |\_\_\_\_|\_\_\_\_| | | | |

**Subtask 1: Orientation to Print (For P1 LEARNERS ONLY)**

*Show the child the passage on the last page of the pupil stimuli packet.*

*Read the instructions to the child. Record the child’s response to an item before moving to the next item.*

**Materials:** a passage from the local language pupil stimuli packet

|  |
| --- |
| **I don’t want you to read this now. On this page, where would you begin to read? Show me with your finger. Tyenda osome kino buti. Ku lupapula luno, wanditandiikiire gha okusoma? Ndaga n’olwalalwo.** |

| 1. | [*Child puts finger on the top row, left-most word*] | * Correct | * Incorrect | * No Response |
| --- | --- | --- | --- | --- |

|  |
| --- |
| ***(Assessor points to first word then says….)* Now show me where you would read next. Mpegaano ndaga wonairaku okusoma.** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2. | [*Child moves finger from left to right*] | * Correct | * Incorrect | * No Response |

|  |
| --- |
| **When you get to the end of the line, where would you read next? *(Assessor points to the last word of the first line)* Bwonatuuka ku nkomerero y’olunhiriri, kabiri onaira gha okweyongerayo okusoma?** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3. | [*Child moves finger to left-most word of second line*] | * Correct | * Incorrect | * No Response |

### **Subtask 2: Letter Sound Knowledge**

*Show the child the sheet of letters in the pupil stimuli booklet. Say:*

|  |
| --- |
| **Here is a page full of letters of the Lusoga alphabet. Please tell me the SOUNDS of as many letters as you can- - -not the NAMES of the letters, but the SOUNDS. Ghano ghaligho omuko mulamba ogwa walifu w’Olusoga. Nkusaba onkobere amaloboozi ag’enhuguta dhoonadhoona dhosobola - - - aghatali MAINA ga nnhuguta, wabula amaloboozi.**  **For example, the sound of this letter** *[point to A]* **is /a/ as in “amata”. Eky’okuboneraku, eiroboozi ery’enhuguta eno liri /a/ nga mu “amata”.**  **Let’s practise: tell me the sound of this letter.** *[point to v]***. Katwegezeemu: nkobera eiroboozi ery’enhuguta eno.** [*point to v]***.**  *If the child responds correctly say****:* Good, the sound of this letter is /v/. Kirungi, eiroboozi ery’enhuguta eno ni /v/.**  *If the child does not respond correctly, say:* **The sound of this letter is /v/.**  **Eiroboozi ery’enhuguta eno ni /v/**.  **Now try another one: tell me the sound of this letter** *[point to L]***: Mpegaano gezaaku eno eyindi: nkobera eiroboozi ery’enhuguta eno.** *[point to L]*  *If the child responds correctly say****:* Good, the sound of this letter is /l/. Kirungi,eiroboozi ery’enhuguta eno ni /l/.**  *If the child does not respond correctly, say:* **The sound of this letter is /l/. Eiroboozi ery’enhuguta eno ni /l/.**  **When I say “Begin,” please sound out the letters as quickly and carefully as you can. Tell me the sound of the letters, starting here and continuing this way.** *[Point to the first letter on the row after the example and draw your finger across the first line.]*  **Kasita nkoba nti tandiika, nkusaba okobe amaloboozi ag’enhuguta edho mangu mangu n’obwegendereza nga bwosobola. Nkobera amaloboozi ag’enhuguta nga otandiikira ghano oje oti.** *[Point to the first letter on the row after the example and draw your finger across the first line.]*  **If you come to a letter sound you do not know, continue to the next letter. I will keep quiet and listen to you. Ready? Begin**. **Bwotuuka ku nnhuguta yotaidhi iroboozi, ja kweiraku. Ndha kusirika nkughulirize. Wetegeike? Tandiika.** |

🕒*Start the timer when the child reads the first letter.*

* *Follow along with your pencil and clearly mark any incorrect letters with a slash ( / ).*
* *Self-corrections are correct. If you already marked the self-corrected letter as incorrect, circle it* ( ø ) *and continue.*
* *Stay quiet, except if the pupil hesitates for 3 seconds, point to the next letter and say,* **“Please go on” / “Ja mu maiso”** *Mark the skipped letter as incorrect.*
* *If the child gives you the letter name, rather than the sound say* **“Please tell me the SOUND of the letter” / “Nkoberaaku eiroboozi ery’enhuguta”***This prompt may be given only once during the subtask.*

***AFTER 60 SECONDS SAY,* “Stop” / “Lekeraawo”***Mark the final letter read with a bracket ( ] ).*

***Early stop rule:*** *If you have marked as incorrect all of the answers on the first line with no self-corrections, say* **“Thank you!” / “Webale”,** *discontinue this subtask, check the box at the bottom, and go on to the next subtask.*

*Example :* A v L

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | *1* | *2* | *3* | *4* | *5* | *6* | *7* | *8* | *9* | *10* |  |  |
|  | B | m | o | b | e | i | K | b | M | O |  | *(10)* |
|  | K | Z | N | e | m | O | g | k | o | D |  | *(20)* |
|  | a | i | U | a | O | n | T | B | Y | a |  | *(30)* |
|  | M | U | O | k | W | a | u | y | u | Y |  | *(40)* |
|  | n | e | J | s | a | P | a | E | A | V |  | *(50)* |
|  | A | N | S | i | K | e | u | y | i | A |  | *(60)* |
|  | E | i | a | u | E | i | A | ŋ | U | t |  | *(70)* |
|  | b | U | G | A | i | R | i | a | L | A |  | *(80)* |
|  | E | L | A | o | C | A | K | L | f | r |  | *(90)* |
|  | a | w | i | k | A | L | B | R | m | E |  | *(100)* |

|  |  |  |  |
| --- | --- | --- | --- |
| *Time remaining on stopwatch at completion (number of SECONDS):* |  | | |
| *Check this box if the subtask was discontinued because the child had no correct answers in the first line.* | |  |

**Subtask 3: Segmenting**

*This is NOT a timed subtask and* ***there is no pupil stimuli.*** *Read aloud each word twice and have the child say the syllables. Remove the pupil stimuli booklet from the child’s view. Say,*

|  |
| --- |
| **This is a listening subtask. You know that each word has syllables. For example, in the word “soma” there are these syllables “so” and “ma” In this task, I want you to give me the syllables in each word. Kino kyetuli kujaaku kyakughuliriza. Oidhi oti buli kigambo kiri n’enkenga. Eky’okuboneraku, mu kigambo “soma” muno mulimu enkenga dhino, “so” ni “ma”. Mu kino, nkusaba ompe enkenga mu buli kigambo.**  **Let’s practice. What are the syllables in “maka” - “maka”? Katwegezeemu. Nkenga ki edhiri mu “maka”- “maka”?**  *If the child responds correctly, say:* **Very good! The syllables in “maka” are “ma” “ka”. Kirungi inho! Enkenga edhiri**  **mu "maka” ni: “ma” “ka”.**  *If the child does not respond correctly, say:* **The syllables in “maka” are: “ma” “ka”. Now it’syour turn. Tell me the syllables**  **in “ma” “ka”.** *[Wait 3 seconds for the child to respond.]* **Enkenga edhiri mu “maka” ni: “ma” “ka”.**  **Buti lugobolwo, nkobera enkenga edhiri mu “maka”.**    **Let’s try another one. What are the syllables in “kereta” - “kereta”? Katugezeeku ekindi. Nkenga ki edhiri mu “kereta” - “kereta”?**  *If the child responds correctly, say:* **Very good! The syllables in “ke” “re” “ta” are \_\_\_\_\_\_\_. Kirungi inho! Enkenga edhiri mu “kereta” ni “ke” “re” “ta”.**  *If the child does not respond correctly, say:* **The syllables in “kereta” are: “ke” “re” “ta”.** **Now it’s your turn. Tell me the**  **syllables in “kereta”.** *[Wait 3 seconds for the child to respond.]* **Enkenga edhiri mu “kereta” ni: “ke” “re” “ta”. Buti**  **lugobolwo, nkobera enkenga edhiri mu “kereta”.**  **I will say a word twice. Listen to the word, then tell me the syllables in that word. Ready? Okay. Let’s start.**  **Ndhidha kukoba ekigambo emirundi ebiri. Wuliriza ekigambo ekyo, omale onkobere enkenga edhikirimu. Wetegeike? Katutandiike.** |

* *Pronounce each word slowly. Do not break the word into individual syllables.*
* *nly say each word twice.*
* *If the child gives you the word, rather than the syllables say:* **“Tell me the syllables in the word” / “Nkobera enkenga edhiri mu kigambo”***This prompt may be given only once during the subtask.*
* *Put a slash ( / ) through each incorrect syllable as well as any syllable that the child does not say.*
* *If the child has not responded after three seconds, mark all the syllables as incorrect and proceed to the next word.*

***Early stop rule:*** *If a child gives no correct answers among the first five words, say,* **“Thank you! / “Webale!”***discontinue this subtask, check the box at the bottom of the page, and continue to the next subtask.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **What are the syllables in \_\_\_\_\_? \_\_\_\_\_\_?**  *[Say each word twice.]* **Nkenga ki edhiri mu \_\_\_\_\_\_\_? \_\_\_\_\_\_\_?** | | | | | | | |
|  | **bulo** | bu | lo |  |  |  |  |
|  | **yoza** | yo | za |  |  |  |  |
|  | **mukono** | mu | ko | no |  |  |  |
|  | **webale** | we | ba | le |  |  |  |
|  | **kasana** | ka | sa | na |  |  | *(5 words)* |
|  | **nnimiro** | nni | mi | ro |  |  |  |
|  | **omusawo** | o | mu | sa | wo |  |  |
|  | **amacina** | a | ma | ci | na |  |  |
|  | **ekyenhandha** | e | kye | nha | nda |  |  |
|  | **amakerenda** | a | ma | ke | re | nda |  |

|  |  |
| --- | --- |
| Check this box if the subtask was discontinued because the child had no correct answers in the first five words. |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Subtask 4a: Oral Passage Reading**  *Show the child the story in the pupil stimuli booklet. Say,*   |  | | --- | | **Here is a short story. I want you to read it aloud, quickly but carefully. When you have finished, I will ask you some questions about what you have read.** **When I say “begin” read the story as best as you can. I will keep quiet and listen to you. Ready? Begin**. **Ndi n’akagero kano**. **Nnhenda okasome mu lwatu, mangu mangu aye nga ghegendereza. Bwonaaba omaze, ndhidha kukubuuza ebibuuzo ku by’osomye. Bwenaakoba nti “tandiika” soma olugero bulungi inho nga bwonaasobola. Ndhidha kusirika nkughulirize. Wetegeike? Tandiika.** |   🕒*Start the timer when the pupil reads the first word.*   * *Follow along with your pencil and clearly mark any incorrect words with a slash ( / ).* * *Self-corrections are correct. If you already marked the self-corrected letter as incorrect, circle it ( ø ) and continue.* * *Stay quiet, except if the pupil hesitates for 3 seconds, point to the next word, and say,* **“Please go on”** */* **“Ja mu maiso”** *Mark the skipped word as incorrect.*   ***AFTER 60 SECONDS****, say,* **“Stop”/ “Lekeraawo”** *Mark the final word read with a bracket ( ] ).*  ***Early stop rule****: If the pupil does not give a single correct response on the first line of the pupil stimuli booklet, say* **“Thank you!” / “Webale”** *Draw a line through the words in the first row, check the box at the bottom, and continue to the next task.* | | **Subtask 4b: Reading Comprehension***When 60 seconds are up or if the child finishes reading the passage in less than 60 seconds, REMOVE the passage from the child’s view, and ask the first question below. Say,*   |  | | --- | | **Now I will ask you a few questions about the story you just read. Try to answer the questions as well as you can.**  **Buti, kankubuuzeeku ebibuuzo bitono biti ku kagero keghakasomaku. Gezaaku okwiramu ebibuuzo bukalamu nga bwonaasobola.** |  *Give the child at most 10 seconds to answer the question, mark the child’s response, and move to the next question*.*Read the questions for each line up to the bracket showing where the child stopped reading.* | | | |
| *Do not read the English translation to the child.*  Nangobi lives in a village. Her family keeps goats. She wanted a cow. The parents denied.  They had a small piece of land. Nangobi then asked them for chicken. The parents agreed.  The chicken multiplied. She sold chickens. She sold eggs. Nangobi saved the money. In future, they will buy a bigger piece of land.   1. Where does Nangobi live? [village] 2. What did the parents keep? [goats] 3. Why did Nangobi’s parents refuse her to keep a cow? [small piece of land] 4. Where did Nangobi get the money she was saving? [selling chicken and eggs] 5. What did Nangobi save the money for? [to buy a bigger piece of land] | | | |
|  |  |  | ***Correct*** | ***Incorrect*** | ***No Response*** |
| Nangobi aba mu kyalo. | ~~4~~ | **Nangobi aba gha?** [mu kyalo] |  |  |  |
| Mu maka baali n’embuzi. | 8 | **Ababazaire ba Nangobi baayayanga ki?** [mbuzi] |  |  |  |
| Yayenda ente. Abazairebe baamulobera. Baali n’akabandha katono. | 15 | **Lwaki abazaire ba Nangobi baamulobera ente?** [akabandha kaibwe kali katono] |  |  |  |
| Nangobi yasalawo okubasaba enkoko. Abazairebe baamwikiriza. Enkokodhe dhazaalagana. Yatundaangaku enkoko. Yatundaangaku amagi. Nangobi yaterekanga sente. | 30 | **Nangobi yatoola gha sente dhe yaterekanga?** [Kutunda nkonko na magi] |  |  |  |
| Yebwidha baidha kugula ekibandha ekinene. | 35 | **Nangobi yeterekanga sente dhaaki?**  [kugula kibandha kineneku] |  |  |  |
|  |  |  |  |  |  |

|  |
| --- |
| *Check this box if the subtask was discontinued because the child failed to read a single word on the first line*. 🞎  🕒*Time remaining on stopwatch at completion (number of SECONDS):* \_\_\_\_\_ |

### **Subtask 5: Listening Comprehension**

*Remove the pupil stimuli booklet from the child’s view. Say,*

|  |
| --- |
| **I am going to read to you a short story once, then i will ask you a few questions about the story. Please listen carefully and answer the questions as best as you can. Are you ready? Ok, let’s start.**  **Ndi kuja kukusomeramu olugero olumpi mulundi mulala, mmale nkubuuze ebibuuzo ebitontono ku lugero olwo. Nkusaba owulirize bukalamu omale oiremu ebibuuzo bulungi inho nga bwonaasobola. Wetegeike? Kale katutandiike.** |

* *This is an untimed task.*
* *Read the entire passage.*
* *Ask all of the questions.*
* *Do not allow the child to look at the passage or the questions.*
* *Limit the child to 10 seconds to answer each question. Mark the child’s response, and continue to the next question.*

|  |
| --- |
| **Lwali lulala, Ibanda yaabona emicungwa emyenvu ng’aja kwisomero. Yaniina omucungwa yaalya emicungwa mingi inho. Egindi yagitwaliraku mukwanogwe. Yaja okutuuka kwisomero nga yunifoomuye egubbye**. |

Say,

|  |
| --- |
| **Now I am going to ask you a few questions. Mpegaano nja kukubuuza ebibuuzo ebitontono**. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Correct** | **Incorrect** | **No Response** |
| Ibanda yabona ki ng’aja kwisomero? (emicungwa emyenvu; emicungwa) |  |  |  |
| Naani gweyatwaliraku emicungwa egindi? [mukwanogwe; mwine] |  |  |  |
| Lwaki yunifoomu ya Ibanda yagubba? (emicungwa myenvu; kuniina muti) |  |  |  |

|  |
| --- |
| *Do not read the English translation to the child.*  One day, Ibanda saw ripe oranges as he was going to school. He climbed the orange tree. He ate many oranges. He took some to his friend. By the time he reached school, his uniform was very dirty.   1. What did Ibanda see as he was going to school? [ripe oranges] 2. To whom did he take some oranges? [his friend] 3. Why did Ibanda’s uniform get dirty? [orange juice; climbing the tree] |

**Subtask 6: Letter Writing (For P1 LEARNERS ONLY)**

Give the child a pencil and a lined sheet of paper from an exercise book.

**Materials:** a piece of paper and pencil

|  |
| --- |
| **Now you are going to write some letters.**  **I will say the name of a letter; you will listen carefully. After I have said the name of the letter, I want you to write the letter on this paper. You can write the big or small letters. Ready? Let’s get started. Mpegaano oja kughandiika enhuguta. Nja kukoba eriina ly’enhuguta; wuliriza bulungi inho. Nga mmaze okukoba eriina ery’enhuguta, nnhenda ighe ogighandiike ku lupapulo luno. Osobola okughandiika enhuguta eyo nga mbede oba nga ntono. Wetegeike? Katutandiike.** |

* Make sure the pupil knows where to write on the paper*.*
* Say each letter twice.
* If a child says “I don’t know”, mark that letter as incorrect.
* If the child does not begin to write, wait five seconds before continuing to the next letter. Mark the letter as incorrect and say, **“ Katugeeku enhuguta eyindi”.**
* After the child has attempted writing each letter, examine his or her paper.
* Count as correct each letter written with the appropriate parts. Letters do not need to be formed with perfect proportions, but all the essential parts of that letter (lines, circles, stems, etc.), for EITHER its capital or lowercase version should be present.
* In a child’s handwriting, a letter may seem disproportionately “tall” or “fat” or distorted in some way, but if all its parts are present, count the letter as correct.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Correct** | **Incorrect** | **No Response** |
| o / O | * Correct | * Incorrect | * No Response |
| m / M | * Correct | * Incorrect | * No Response |
| s /S | * Correct | * Incorrect | * No Response |
| t / T | * Correct | * Incorrect | * No Response |
| b / B | * Correct | * Incorrect | * No Response |