Department of Education – Papua New Guinea

WHP Early Grade Reading Assessment
English Student Response Form

General Instructions:

It is important to establish a playful and relaxed rapport with the child by having a short conversation about topics of interest to the child (see example below). The child should perceive the assessment as a game to be enjoyed rather than a formal test. Read aloud the sections in grey boxes.

> **Good morning. My name is _____ and I am a student teacher at Holy Trinity Teachers College. I'd like to tell you a little bit about myself.** *[Where you're from; family; hobbies, etc]*
>
> **1. Could you tell me a little about yourself and your family?**
>
> [*Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal consent*].
>
> **2. What do you like doing when you are not in school?**

Verbal Consent:

> - **I want to tell you why I am with you today. We want to understand how students learn to read.**
> - **I would like to play a reading game with you. I will ask you to read some letters, words and some short stories. I would like you to play with me but you do not have to play if you do not want to.**
> - **This is not a test. We are only looking at how you read.**
> - **I will also ask you about the languages you and your family speak and things you read at home.**
> - **I will not write your name on this form so no one will know what you have told me.**
> - **If I ask a question and you do not want to answer it, that's all right.**
> - **Remember, if you do not want to play the game with me, that's OK. You can go back to your classroom. Do you have anything to say or ask before we start?**
> - **Would you like to play the game with me?** [*If yes, tick verbal consent box*]

Tick box if verbal consent is obtained: ☐ *YES*

(If verbal consent is not given, thank the child and move on to the next child, using this same form)

A. Date of Assessment:		F. Student's Grade:	O E2 O Grade 3 O Grade 4
B. Enumerator's name:		G. Class: *[Name or section e.g. 3A]*	
C. School name:		H. Student Date of Birth (as reported by principal):	_____ / _____ / _____ (DD) (MM) (YYYY)
D. Unique School Code:		I. Gender:	O 1 = girl O 2 = boy
E. School type	O Single class O Multi-class	J. Time survey started:	_____ : _____ AM/PM

Section 1: Listening Comprehension

*This is **NOT** a timed exercise and **THERE IS NO STUDENT SHEET**. Read the following passage aloud to the child ONCE ONLY, slowly (about 1 word per second). Then allow about 15 seconds for each question. Say:*

I am going to read you a short story aloud ONCE. Please listen carefully. When I have finished reading I will ask you some questions. Do you understand what you have to do?	EN
	TP

Tim has a garden.
He has peanuts and beans in it.
He works in his garden every day.
Tim has a chicken.
It catches grasshoppers in the garden.
Yesterday the chicken pulled out some plants.
Tim was sad.
Tim will make a small chicken house to keep his chicken in.

QUESTIONS	STUDENT ANSWERS (tick)			
	Correct	**Incorrect**	**No Response**	***In Tok Pisin/ vernacular**
1. In the story, who has a garden? *[Tim]*				
2. What does he have in his garden? *[peanuts and beans]*				
3. How often does he work in his garden? *[everyday]*				
4. Why was he sad? *[The chicken pulled out some plants]*				
5. Why did Tim build a chicken house? *[To keep the chicken away from his garden; to stop the chicken pulling out plants; to protect his garden; to stop the chicken from escaping; any other plausible answer]*				

*If the student answers in Tok Pisin or vernacular, remember to tick whether response was correct or incorrect.

Section 2. Letter Name Knowledge

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

	EN
Here is a page full of letters. Say the name of the letters as I point them out to you. Let me show you how to do it. This letter is "F". **Let's practise: tell me the name of this letter** *[point to M]:* *[If the child responds correctly say]***: Good, the name of this letter is "m"** *[If the child does not respond correctly, say]***: The name of this letter is "m"** **Let us try another one: tell me the name of this letter** *[point to O]:* *[If the child responds correctly say]:* **Good, the name of this letter is "O"** *[If the child does not respond correctly, say]:* **The name of this letter is "O"** **Do you understand what you have to do? When I say "Start" you must say the name of the letters as quickly and carefully as you can. Start here and continue this way.** *[Point to the first letter on the row after the example and draw your finger across the first line].* **Are you ready? Start.**	TP

*Start the timer when the child reads the first letter. Follow along in this page with your pencil and clearly mark any incorrect letters with **a slash (/).** Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on. Stay quiet, except when providing answers as follows: if the child hesitates for **3 seconds**, give the name of the letter, point to the next letter and say "Please go on." Mark the letter name you gave to the child as incorrect. If the student gives you the letter sound, rather than the name, provide the letter name and say: "Please tell me the NAME of the letter" and point to the next letter. This prompt may be given only once during the exercise. AFTER 60 SECONDS SAY, "STOP." Mark the final letter read with **a bracket ( ]).***

Early stop rule: If the child does not give a single correct response on the first line, say "Thank you!" discontinue this exercise, tick the box at the bottom, and go on to the next exercise.

Examples: *F   m   O*

1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	
A	p	r	U	e	N	i	O	m	T	*(10)*
I	e	A	U	L	t	a	k	n	B	*(20)*
H	T	K	m	o	G	C	e	r	t	*(30)*
f	N	e	B	l	A	s	t	L	r	*(40)*
h	w	d	R	W	X	f	D	r	E	*(50)*
S	C	t	V	i	m	c	A	n	P	*(60)*
e	a	I	s	O	h	Q	u	J	X	*(70)*
R	v	h	z	S	i	G	m	K	A	*(80)*
L	W	N	x	e	u	y	r	P	i	*(90)*
T	k	o	M	d	Z	o	j	E	o	*(100)*

No response to test ☐   *Time remaining on stopwatch at completion (number of SECONDS):* ☐

Tick this box if the test was discontinued with the early stop: ☐

☐ **Total letters read**   ☐ **# Correct**   ☐ **#Incorrect**

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Section 3. Initial Sound Identification

This is __NOT__ a timed exercise and __THERE IS NO STUDENT SHEET__. Read aloud each word twice, and have the student say the sounds. Remember to model the "pure" sounds: /p/, not "puh" or "pay."

In this exercise, I want you to tell me the first sound of each word. For example, in the word "sun" – "sun", the first sound is /s/. I will say each word two times. Listen to the word, and then tell me the very first sound you hear.

Ok let us try one. What is the first sound in the word "dog" – "dog"?
[If the child responds correctly, say]: **That is very good. The first sound in the word "dog" is /d/.**
[If the child does not respond correctly, say]: **Listen again: "dog". The first sound in the word "dog" is /d/.**

Now let's try another one: What is the first sound in the word "open" – "open"?
[If the child responds correctly, say]: **That is very good. The first sound in the word "open" is /o/.**
[If the child does not respond correctly, say]: **Listen again: "open". The first sound in the word "open" is /o/.**

Do you understand what you have to do?

Read the prompt and then pronounce the target word a second time. Accept only as correct the isolated sound (without a schwa). If the child does not respond after 3 seconds, mark as "No response" and go to the next question. Enunciate clearly, but do not stress the beginning sound of each word.

*Early stop rule: If the child responds incorrectly or does not respond to the **first five words**, say "Thank you!" discontinue this exercise, tick the box at the bottom of the page, and go on to the next exercise.*

What is the first sound in "_____"? " _____ "? *[Repeat the word **twice**]*				
mat	/m/	Correct ☐	Incorrect ☐	No Response ☐
bag	/b/	Correct ☐	Incorrect ☐	No Response ☐
cup	/k/	Correct ☐	Incorrect ☐	No Response ☐
nail	/n/	Correct ☐	Incorrect ☐	No Response ☐
sand	/s/	Correct ☐	Incorrect ☐	No Response ☐
river	/r/	Correct ☐	Incorrect ☐	No Response ☐
eleven	/ee/	Correct ☐	Incorrect ☐	No Response ☐
table	/t/	Correct ☐	Incorrect ☐	No Response ☐
pencil	/p/	Correct ☐	Incorrect ☐	No Response ☐
uniform	/yu/	Correct ☐	Incorrect ☐	No Response ☐

5 words

Tick this box if the exercise was discontinued because the child had no correct answers in the first five words: ☐

No response to test ☐

4

Section 4. Letter Sound Knowledge

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

Here is a page full of letters. Say the sounds of the letters as I point them out to you. Let me show you how to do it. The sound of this letter *[point to F]* **is "fff" as in "fish".** **Let us try one first: tell me the sound of this letter** *[point to M]*: *[If the child responds correctly say]* : **Good, the sound of the letter is "mmm".** *[If the child does not respond correctly, say]* : **The sound of the letter is "mmm" as in "mama".** **Now try another one: tell me the sound of this letter** *[point to O]*: *[If the child responds correctly say]*: **Good, the sound of this letter is "ooo".** *[If the child does not respond correctly, say]* : **The sound of this letter is "ooo" as in "orange".** **Do you understand what you have to do? When I say "Start" you must say the sounds of the letters as quickly and carefully as you can. Start here and continue this way.** *[Point to the first letter on the row after the example and draw your finger across the first line].* **Are you ready? Start**	EN TP

*Start the timer when the child sounds the first letter. Follow along in this page with your pencil and clearly mark any incorrect letters with **a slash (/).** Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on. Stay quiet, except when providing answers as follows: if the child hesitates for 3 seconds, provide the sound of the letter, point to the next letter and say "Please go on." Mark the letter you provide to the child as incorrect. If the student gives you the letter name, rather than the sound, provide the letter sound and say: ["Please tell me the SOUND of the letter"] and point to the next letter. This prompt may be given only once during the exercise. AFTER 60 SECONDS SAY, "STOP." Mark the final letter read with **a bracket ( ]).***

Early stop rule: If the child does not give a single correct response on the first line, say "Thank you!", discontinue this exercise, tick the box at the bottom, and go on to the next exercise.

Examples: *F   m   O*

1	2	3	4	5	6	7	8	9	10	
A	p	r	U	e	N	i	O	m	T	*(10)*
I	e	A	U	L	t	a	k	n	B	*(20)*
H	T	K	m	o	G	C	e	r	t	*(30)*
f	N	e	B	L	A	s	t	L	r	*(40)*
h	w	d	R	W	X	f	D	r	E	*(50)*
S	C	t	V	i	m	c	A	n	P	*(60)*
e	a	I	s	O	h	Q	u	J	X	*(70)*
R	v	h	z	S	i	G	m	K	A	*(80)*
L	W	N	x	e	u	y	r	P	i	*(90)*
T	k	o	M	d	Z	o	j	E	o	*(100)*

No response to test ☐   *Time remaining on stopwatch at completion (number of SECONDS):* ☐

Tick this box if the test was discontinued with the early stop: ☐

☐ **Total letters sounded**   ☐ **# Correct**   ☐ **#Incorrect**

Show the child the sheet of familiar words in the student stimuli booklet. Say:

Here are some words. I would like you to read to me as many words as you can (do not spell the words, but read them). For example, this word is: "cat".

Let us try one first: Say this word for me *[point to the word "sun"]:*
[If the child responds correctly say] : **Good, this word is "sun".**
[If the child does not respond correctly, say] : **This word is "sun".**

Let us try another one: Say this word for me *[point to the word "man"]:*
[If the child responds correctly say] : **Good, this word is "man".**
[If the child does not respond correctly, say]: **This word is "man" .**

Do you understand what you have to do? When I say "Start" you must say the words as quickly and carefully as you can. Start here and continue this way. Are you ready? Start.

*Start the timer when the child reads the first word. Follow along in this page with your pencil and clearly mark any incorrect words with **a slash (/).** Count self-corrections as correct. If you've already marked the self-corrected word as incorrect, circle the word and go on. Stay quiet, except when providing answers as follows: if the child hesitates for 3 seconds, provide the word, point to the next word and say "Please go on." Mark the word you provide to the child as incorrect. AFTER 60 SECONDS SAY, "STOP." Mark the final word read with **a bracket ( ]).***

Early stop rule: If the child does not give a single correct response on the first line, say "Thank you!", discontinue this exercise, tick the box at the bottom, and go on to the next exercise. .

Examples:	cat	sun	man		
1	*2*	*3*	*4*	*5*	
dog	red	sing	go	at	*(5)*
two	run	me	ear	ball	*(10)*
big	come	food	on	help	*(15)*
egg	play	tree	and	now	*(20)*
shoe	can	for	jump	are	*(25)*
good	before	out	car	chair	*(30)*
ask	day	black	tin	under	*(35)*
house	soon	take	her	carry	*(40)*
stop	please	some	away	when	*(45)*
girl	many	those	give	pineapple	*(50)*

No response to test ☐   *Time remaining on stopwatch at completion (number of SECONDS):* ☐

Tick this box if the test was discontinued with the early stop: ☐

☐ **Total words read**   ☐ **# Correct**   ☐ **#Incorrect**

EN

TP

6

Section 6: Invented Word Decoding

Show the child the sheet of invented words in the student stimuli booklet. Say:

Here are some made-up words. They are not used in English. I would like you to say them for me. For example, this made-up word is "kag". **Let us try one first: Say this word for me** *[point to the next word: fong].* *[If the child responds correctly say]* : **Good, this word is "fong"** *[If the child does not respond correctly, say]* : **This word is "fong."** **Let us try another one: Say this word for me** *[point to the next word: jad].* *[If the child responds correctly say]* : **Good, this word is "jad".** *[If the child does not respond correctly, say]* : **This word is "jad."** **Do you understand what you have to do? When I say "Start" you must say the words as quickly and carefully as you can. Start here and continue this way. Are you ready? Start**	EN TP

Start the timer when the child reads the first word. Follow along in this page with your pencil and clearly mark any incorrect words with **a slash (/).** *Count self-corrections as correct. If you've already marked the self-corrected word as incorrect, circle the word and go on. Stay quiet, except when providing answers as follows: if the child hesitates for 3 seconds, provide the word, point to the next word and say* "Please go on." *Mark the word you provide to the child as incorrect. AFTER 60 SECONDS SAY, "STOP." Mark the final word read with* **a bracket ( ]).**

Early stop rule: If the child does not give a single correct response on the first line, say "Thank you!", discontinue this exercise, check the box at the bottom, and go on to the next exercise.

Examples:　　　kag　　　　fong　　　　jad

1	2	3	4	5	
pid	kef	gam	mip	ak	*(5)*
ses	fos	kib	nen	mik	*(10)*
nop	maf	hup	om	lim	*(15)*
pef	nas	ep	hin	dof	*(20)*
fim	ven	kaf	ber	maz	*(25)*
tet	lem	paf	fip	jod	*(30)*
wix	toop	yod	har	sug	*(35)*
chog	fay	stam	darp	tash	*(40)*
shik	bloy	jud	nust	laber	*(45)*
fot	untok	vaty	lepy	zus	*(50)*

No response to test ☐　　*Time remaining on stopwatch at completion (number of SECONDS):* ☐

Tick this box if the test was discontinued with the early stop: ☐

☐ **Total words read**　　　☐ **# Correct**　　　☐ **#Incorrect**

7

Section 7a. Oral Passage Reading

Here is a short story. I would like you to read it aloud carefully and quickly. When you complete the story I will ask you some questions about what you read about in the story. Do you understand what you have to do? When I say "Start" you must read the story as best as you can. You must read the story clearly *[Point to the first word and draw your finger across the first line].* **Are you ready? Start***.*

*Start the timer when the child reads the first word. Follow along in this page with your pencil and clearly mark any incorrect where the child stopped reading words with a slash (/). Count self-corrections as correct. **Stay quiet,** unless the child hesitates for 3 seconds, in which case you provide the word, point to the next word and say* "Please go on". *Mark the word you provided to the child as incorrect. At 60 seconds, say, "Stop. " Mark the final word read with a bracket ( ]).*

Early Stop rule: If the child gives no correct answers on the first line, say "Thank you!" and discontinue this exercise. Tick the box at the bottom of the page, and go on to the next exercise

John and Mary like to play near the school.	**(9)**
Yesterday, they found a red bilum behind a tree.	**(18)**
It had some money in it.	**(24)**
Mary's teacher is the only teacher in the school	
who has a red bilum.	**(38)**
The children took the bilum back to her.	**(46)**
She was very thankful for this and she gave them some ripe bananas.	**(59)**

Time remaining on stopwatch at completion (number of SECONDS): ☐

Tick this box if the exercise was discontinued with the early stop: ☐

Section 7b. Reading Comprehension

*When 60 seconds are up or if the child finishes reading the passage in less than 60 seconds, **REMOVE the passage from in front of the child**, and ask the first question below. Give the child at most 15 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.*

Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.				
	STUDENT ANSWERS			
QUESTIONS	**Correct**	**Incorrect**	**No Response**	***In Tok Pisin***
(9) **1. In the story, where do John and Mary like to play?** *[near the school]*				
(18) **2. In the story, what did they find behind a tree?** *[a red bilum]*				
(24) **3. In the story, what did they find in the bilum?** *[some money]*				
(38) **4. In the story, who owns the bilum?** *[Mary's teacher]*				
(59) **5. In the story, what did Mary's teacher give the children as a thank you for returning her bilum?** *[Ripe bananas]*				

No response to test ☐

8

Province:	School name:	School code:	Student code:

Section 8: Dictation

Turn this student response form to the previous page (the lined page for writing) and place it in front of the student. Take the student stimulus sheet and turn to the last page, where you will find the same instructions as below. Say:

EN	
TP	

Now I'm going to read you a sentence. Listen carefully.

First, I will read the whole sentence.
Then I will break it into parts. You will write what you hear.
Then I will read it again and you can check and correct your work.

Do you understand what you are to do?

Go to the store and buy some rice and sugar

(As you read the sentence for the second time, pause between each group of words to allow the student some time to write)

Go to the store   and buy   some rice   and sugar

CODING FOR DATA ENTRY PERSONNEL ONLY – <u>DO NOT CODE AT THE SCHOOL</u>		
Evaluation Criteria	**Value**	
Total number of letters written		
Total number of correct letters written		
Total number of full words written		
Total number of full words written correctly		
Total number of words written phonetically		
	Score	**2 = Correct; 1 Partially correct;** **0 = Incorrect; 99 = No Response**
Used capital letter for the word "Go".		2 = Correct; 0 = Incorrect (no partial score)
Wrote "the" correctly		1 = (da / de / va / ve)
Wrote "store" correctly		1 = (stoa / sto / stor / stoor)
Wrote "buy" correctly		1 = (bai / bi / bay / by / bye)
Wrote "some" correctly		1 = (sum / sam / som)
Wrote "rice" correctly		1 = (rise/ ris / rais / raiz)
Wrote " sugar" correctly		1 = (suga / suger / shuga / shuger / suka)
Used spacing between words (size of spacing does not matter)		2 = proper spacing between all words written 1 = proper spacing in at least half of the words written 0 = no spacing
Used appropriate direction of text (left to right)		2 = Correct; 0 = Incorrect (no partial score)
Used full stop (.) at the end of sentence.		2 = Correct; 0 = Incorrect (no partial score)

Section 9: Student context interview

*Ask each question verbally to the child, as in an interview. **Do not read the response options aloud.** Wait for the child to respond, and then write this response in the space provided, or circle the code of the option that corresponds to the child's response. If there is no special instruction to the contrary, only one response is permitted.*

	We are almost finished! Next, I am going to ask you some questions about your family and your home.		EN
			TP
1	**How old are you? (in number of years)**	_____ yrs Do not know / No response............ 99	
2	**Do you know when you were born?**	No .... 0 Yes .... 1 [*If yes, ask the student for their date of birth*] _____ / _____ / _____ (DD) (MM) (YYYY) Do not know / No response............ 99	
3a	**Do you speak English at home?**	No.. 0 Yes.. 1 Do not know / No response............... 99	
3b	**Do you speak Tok Pisin at home?**	No.. 0 Yes.. 1 Do not know / No response............... 99	
3c	**Do you speak Tok Ples at home?**	No.. 0 Yes.. 1 Do not know / No response............... 99	
4	**Does your teacher read aloud to you in class?**	No.. 0 Yes.. 1 Do not know / No response............... 99	
5	**Do you have school activity and exercise books?**	No.. 0 Yes.. 1 Do not know / No response............... 99	

6	**Do you have stories to read in school?**	No..	0
		Yes..	1
		Do not know / No response..............	99
7a	**Do you have other things to read in your house?**	No..	0
		Yes..	1
		Do not know / No response..............	99
7b	*[If yes to Question 7a]* **Say/List them/Give some examples.** *[List the titles given by the student. If he/she refers to school materials, clarify that you refer to non-school materials]*	_____ _____ _____	
8	*[If yes to Question 7a]* **What languages are these materials written in?** *[Multiple responses are allowed]*	English	1
		Tok Pisin …....................................	2
		Tok ples (specify if student provides the name)	3
		Do not know / No response….........	99
9	**Does someone in your family know how to read?**	No..	0
		Yes..	1
		Do not know / No response..............	99
10	*[If yes to Question 9]* **Who is that/Who can read?** *[Multiple responses are allowed]*	Mother...	1
		Father..	2
		Sister / brother…………………………	3
		Other (specify) ……………..………..	4
		Do not know / No response …...	99
11	**Do you do homework after school?**	No..	0
		Yes..	1
		Do not know / No response..............	99
12	*[If "yes" to Question 11]*, **Who helps you with your homework?** *[Multiple responses are allowed]*	Mother..	1
		Father..	2
		Sister / brother…………………………	3
		Other (specify) ……………..………..	4
		Nobody...	5
		Do not know / No response …...	99
13	**Does anyone in the family read with you at home?**	No..	1
		Yes…………………………………………	2
		Do not know / No response..............	99

14	[*If "yes" to Question 13*], **Who is that?** [*Multiple responses are allowed*]	Mother.. Father... Sister / brother………………………… Other (specify) ……………………….. Nobody………………………………….. Do not know / No response …...	1 2 3 4 5 99
15	**What grade are you in this year?**	E2…………………………………….. P3…………………………………….. P4…………………………………….. Do not know / No response...............	1 2 3 99
16	**What grade were you in last year?**	E1……...…………………………….. E2……...…………………………….. P3……...…………………………….. P4……...…………………………….. Do not know / No response...............	1 2 3 4 99
17a	**Were you absent from school for more than two weeks last year?**	No ………..……………………….. Yes.. Do not know / No response………...	0 1 99
17b	[*If "yes" to Question 17a*] **How long were you absent?**	2 – 3 weeks..................................... 3 – 4 weeks…………………....….. More than 4 weeks ....……………. Do not know / No response………...	1 2 3 99
18a	**Did you have breakfast before coming to school today?**	No ………..……………………….. Yes.. Do not know / No response………...	0 1 99
18b	[*If "yes" to Question 19a*] **What did you have for breakfast today?** [*Multiple responses allowed*]	Rice.. Kaukau... Biscuits……………………............. Bread/scones ...……………………... Other type of food (specify).. Do not know / No response………...	1 2 3 4 5 99
OK we have finished! You have done well. Go back to your class, but please do not talk to other pupils about what we have done today [Remember to thank the child and give them a gift].			

Time at completion:	_____ : _____ am / pm