



Vanuatu Early Grade Reading Assessment: Student Response Form June 2010

General Instructions:

*It is important to establish a playful and relaxed rapport with the children to be assessed, via some simple initial conversation among topics of interest to the child (see example below). The child should perceive the following 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.
[Number and ages of children; pets; sports; 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 to do when you are not in school?

Verbal Consent:

- Let me tell you why I am here today. We are trying to understand how children learn to read and you were picked to participate in this study.
- We are going to play a reading game. I am going to ask you to read letters, words and a short story out loud. Using this stopwatch, I will see how long it takes you to read.
- Once we begin, if you would rather not answer a question, that's all right.
- This is NOT a test and it will not affect your grade at school.
- 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.
- I will NOT write down your name so no one will know these are your answers.
- We would like you to play with us but you do not have to play if you do not want to.
- Do you want to play? Are you ready to get started?

Check box if verbal consent is obtained: **YES**

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

A. Date of Assessment:	
B. Enumerator's name	
C. School name:	
D. Unique School Code:	
E. School type	<input type="radio"/> Single-class <input type="radio"/> Multi-class
F. Student's Year	<input type="radio"/> 1 = 1 st year <input type="radio"/> 2 = 2 nd year <input type="radio"/> 3 = 3 rd year
G. Class: <i>[Name or section]</i>	
H. Student Date of Birth (as reported by principal):	____ / ____ / ____ (DD) (MM) (YYYY)
I. Gender:	<input type="radio"/> 1 = girl <input type="radio"/> 2 = boy
J. Time survey started:	____ : ____ AM/PM

Section 1. Letter Name Knowledge

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

Here is a page full of letters. Please tell me the NAMES of as many letters as you can--not the SOUNDS of the letters, but the NAMES. For example, the name of this letter [point to O] is "O".

Let's practise: tell me the name of this letter [point to L]:

[If the child responds correctly say]: Good, the name of this letter is "ELL."

[If the child does not respond correctly, say]: The name of this letter is "ELL."

Now try another one: tell me the name of this letter [point to F]:

[If the child responds correctly say]: Good, the name of this letter is "EFF."

[If the child does not respond correctly, say]: The name of this letter is "EFF."

Do you understand what you are to do? When I say "Start," please name 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]. If you come to a letter you do not know, I will tell it to you. Otherwise I will keep quiet & listen to you. Ready? Start.



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, provide the name 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 sound, rather than the name, provide the letter name and say: ["Please tell me the NAME of the 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, check the box at the bottom, and go on to the next exercise.

Examples:

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

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

Check this box if the exercise was discontinued because the autostop:

Total letters read

Correct

#Incorrect

Section 2. 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.”

This is a listening exercise. I want you to tell me the first sound of each word. For example, in the word “pot” – “pot”, the first sound is “/p’/”. I will say each word two times. Listen to the word, and then tell me the very first sound you hear.

Let’s practise. What is the first sound in “moon”? “Moon”.

[If the child responds correctly, say]: Very good, the first sound in “moon” is /mmm/.

[If the child does not respond correctly, say]: Listen again: “moon”. The first sound in “moon” is /mmm/.”

Now let’s try another one: What is the first sound in “ant”? “Ant”.

[If the child responds correctly, say]: Very good, the first sound in “ant” is /aaa/ ”.

[If the child does not respond correctly, say]: Listen again: “ant”. The first sound in “ant” is /aaa/”.

Do you understand what you are to do?

V
BL

Read the prompt and then pronounce the target word a second time. Accept only as correct the isolated sound (without a shwah). If the child does not respond after 3 seconds, mark as “No response” and say the next prompt. Enunciate clearly, but do not overemphasize 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, check 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]				
sing	/sss/	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	No Response <input type="checkbox"/>
neck	/nnn/	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	No Response <input type="checkbox"/>
get	/g’/	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	No Response <input type="checkbox"/>
box	/b’/	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	No Response <input type="checkbox"/>
rat	/rrr/	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	No Response <input type="checkbox"/>
fish	/fff/	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	No Response <input type="checkbox"/>
door	/d’/	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	No Response <input type="checkbox"/>
cup	/k’/	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	No Response <input type="checkbox"/>
like	/llll/	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	No Response <input type="checkbox"/>
pen	/p’/	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	No Response <input type="checkbox"/>

5 words

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

Section 3. Letter Sound Knowledge

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

Here is a page full of letters. Please tell me the **SOUNDS** of as many letters as you can--not the **NAMES** of the letters, but the **SOUNDS**. For example, the sound of this letter [point to o] is "o" as in "ORANGE".

Let's practise: tell me the sound of this letter [point to L]:

[If the child responds correctly say] : **Good, the sound of this letter is "LLL."**

[If the child does not respond correctly, say] : **The sound of this letter is "LLL."**

Now try another one: tell me the sound of this letter [point to F]:

[If the child responds correctly say] : **Good, the sound of this letter is "FFF."**

[If the child does not respond correctly, say] : **The sound of this letter is "FFF."**

Do you understand what you are to do? When I say "Start," 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]. **If you come to a letter sound you do not know, I will tell it to you. Otherwise I will keep quiet and listen to you. Ready? Start.**



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"]. 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, check the box at the bottom, and go on to the next exercise.

Examples:

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

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

Check this box if the exercise was discontinued because the autostop:

Total letter sounded

Correct

Incorrect

Section 4. Familiar Word Reading

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’s practise: please read this word [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.”**

Now try another one: please read this word [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.”**

When I say “start,” read the words as quickly and carefully as you can. Start here and continue this way across the page. If you come to a word you do not know, I will tell it to you. Otherwise I will keep quiet and listen to you. Ready? Start.

V

BL



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

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

Check this box if the exercise was discontinued because the autostop:

Total words read

Correct

#Incorrect

Section 5: Invented word decoding

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

Here are some made-up words. I would like you to read as many as you can. Do not spell the words, but read them. For example, this made-up word is: “mab”.

Let’s practise: please read this word [point to the next word: sif].

[If the child responds correctly say] : “**Very good: “sif”**”

[If the child does not respond correctly, say] : **This made-up word is “sif.”**

Now try another one: please read this word [point to the next word: ot].

[If the child responds correctly say] : “**Very good: “ot”**”

[If the child does not respond correctly, say] : **This made-up word is “ot.”**

When I say “start,” read the words as quickly and carefully as you can. Start here and continue this way across the page. If you come to a word you do not know, I will tell it to you. Otherwise I will keep quiet and listen to 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, check the box at the bottom, and go on to the next exercise.

Examples : mab sif ot

1	2	3	4	5	
pid	kef	lul	mip	ag	(5)
ses	fos	kib	nen	mik	(10)
nop	maf	hup	hin	ut	(15)
pef	op	nas	om	dof	(20)
fim	ven	kad	lep	nol	(25)
tes	lem	paf	fip	jod	(30)
wix	tosak	ur	har	lut	(35)
ler	duf	tib	dakos	tak	(40)
osun	taw	jud	nuc	latos	(45)
fot	untor	vad	lew	zuv	(50)

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

Check this box if the exercise was discontinued because the autostop:

Total words read

Correct

#Incorrect

Section 6a. Oral Passage Reading

V	<p>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. Do you understand what you are to do? When I say “start” read the story as best as you can. If you come to a word you do not know, I will tell it to you. Otherwise, I will keep quiet and listen to you. Ready? Start.</p>
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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. Check the box at the bottom of the page, and go on to the next exercise

My name is Tom. I live with my father, my mother and my sister Lina.

(15)

Lina likes to go to school.

(21)

Yesterday, Lina fell into the water while crossing the river.

(31)

She went back to our house and mother dried her books in the sun.

(45)

Today, father took her to school.

(51)

Lina was happy to be in school again.

(59)

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

Check this box if the exercise was discontinued because the autostop:

Section 6b. 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.				
QUESTIONS	STUDENT ANSWERS			
	Correct	Incorrect	No Response	In vernacular
(15) 1. Who is Lina's brother? [Tom]				
(21) 2. Where does Lina like to go? [to school]				
(31) 3. What happened to Lina when she was crossing the river? [she fell into the water]				
(45) 4. Who helped her dry her books? [her mother]				
(51) 5. Who took her to school the next day ? [her father]				

V
BL

Section 7: Listening Comprehension

This is **NOT** a timed exercise and **THERE IS NO STUDENT SHEET**. Read the following passage aloud to the child **ONLY ONE TIME**, slowly (about 1 word per second). Then allow 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 are to do?:

In the village, there was a mango tree that children loved to climb.

One day, a man cut it down.

The children were sad but the Chief planted another one.

V

BL

QUESTIONS	STUDENT ANSWERS			
	Correct	Incorrect	No Response	In vernacular
1. Where was the mango tree? <i>[in the village]</i>				
2. What did the children use the tree for? <i>[to climb on it; to play and climb its branches; to play]</i>				
3. What did the man do? <i>[he cut the tree down]</i>				
4. How did the children feel? <i>[they were sad; they felt bad; they felt crossed; they were sad because they lost the tree; sad because they couldn't play lelu at the tree]</i>				
5. Who planted the new tree? <i>[The Chief]</i>				

Province:	School name:	Unique code– School:	Unique code– Student:
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Section 8: Dictation

Turn this student response form to the last, 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,

I am going to read you a short sentence THREE times.

First, I will read you the whole sentence while you listen.
Next, I will read SLOWLY so that YOU can write down what you hear.
Then, I will read it again so you can check and correct your work.

Do you understand what you are to do?

Sit on the mat and have some food and water

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

Sit on the mat and have some food and water

V
BL

CODING FOR DATA ENTRY PERSONNEL ONLY – DO NOT CODE AT THE SCHOOL		
Evaluation Criteria	Score	2 = Correct; 1 Partially correct; 0 = Incorrect; 99 = No Response
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		
Total number of words written as a pictogram		
Used capital letter for the word "Sit".		2 = Correct; 0 = Incorrect (no partial score)
Wrote "have" correctly		1 = (hav, av, ave)
Wrote "some" correctly		1 = (som, sam, sum, so)
Wrote "food" correctly		1 = (foot, fod, fud, fut)
Wrote "water" correctly		1 = (wota, woda, wara, woter)
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.

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We are almost finished! Next, I am going to ask you some questions about your family and your house.		
1	How old are you? (in number of years)	<div style="text-align: right; margin-bottom: 5px;">_____ yrs</div> Do not know / No response..... 99
2	Do you know when you were born?	No 0 Yes 1 <i>[If yes, include as reported by student]</i> <div style="text-align: center; margin: 10px 0;"> ____ / ____ / ____ (DD) (MM) (YYYY) </div> Do not know / No response..... 99
3a	Do you speak English <u>at home</u>?	No..... 0 Yes..... 1 Do not know / No response..... 99
3b	Do you speak Bislama / (main vernacular) <u>at home</u>?	No..... 0 Yes..... 1 Do not know / No response..... 99
4	Do you have the school textbook?	No..... 0 Yes..... 1 Do not know / No response..... 99
5	Does your teacher read aloud to you in class?	No..... 0 Yes..... 1 Do not know / No response..... 99
6	In your house, do you have other things to read? Please give me some examples <i>[List the titles given by the student. If he/she refers to school materials, clarify that you</i>	No..... 0 Yes..... 1 Do not know / No response..... 99

	<i>refer to non-school materials]</i>		
7	<i>[If yes to Question 6]</i> What language(s) are these materials in? <i>[Multiple responses are allowed]</i>	English	1
		French	2
		Bislama	3
		Other (specify)	4
		Do not know / No response.....	99
8	Does anyone else read in your family?	No.....	0
		Yes.....	1
		Do not know / No response.....	99
9	<i>[If yes to Question 8]</i> Who is that? <i>[Multiple responses are allowed]</i>	Mother.....	1
		Father.....	2
		Sister / brother.....	3
		Other (specify)	4
		Do not know / No response	99
10	Do you do homework after school?	No.....	0
		Yes.....	1
		Do not know / No response.....	99
11	<i>[If “yes” to Question 10),</i> Who helps you with your homework?	Mother.....	1
		Father.....	2
		Sister / brother.....	3
		Other (specify)	4
		Do not know / No response	99
12	Does anyone in your family read with you at home?	No.....	1
		Yes.....	2
		Do not know / No response.....	99
13	<i>[If “yes” to Question 12),</i> Who is that?	Mother.....	1
		Father.....	2
		Sister / brother.....	3
		Other (specify)	4
		Do not know / No response	99
14	Did you go to a kindergarten before class one?	No.....	1
		Yes.....	2
		Do not know / No response.....	99
15	What class are you this year?	First year	1
		Second year.....	2
		Third year.....	3
		Do not know / No response.....	99

16	What class were you in last year?	Not in school	0	
		First year	1	
		Second year.....	2	
		Third year.....	3	
		Kindergarten	8	
		Do not know / No response.....	99	
17	Last year, were you absent from school for more than one week?	No.....	0	
		Yes.....	1	
		Do not know / No response.....	99	
	At your house, do you have:	Yes	No	No Response
18	A radio?	1	0	9
19	A telephone or cell phone?	1	0	9
20	Electricity or power generator?	1	0	9
21	A television?	1	0	9
22	A DVD deck?	1	0	9
23	A canoe or a paddle boat?	1	0	9
24	An engine boat?	1	0	9
25	A car or a 4x4 truck?	1	0	9

OK we are done! You have done a good job. Go back to your classroom, and please do not talk to other pupils about what we have done today.

Time at completion:	_____ : _____ am / pm
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