

Online Appendix

Draper & Spaul (2015). Examining oral reading fluency among grade 5 rural ESL learners in South Africa? An analysis of NEEDU 2013. *South African Journal of Childhood Education*. Vol 5.

National Education and Evaluation Development Unit (NEEDU)

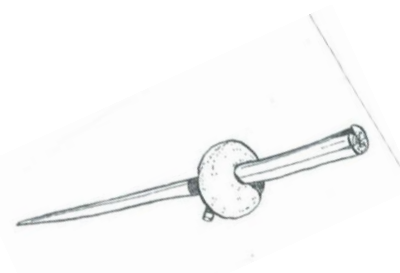
Silent Reading Comprehension Test

Please read the two passages below and then answer the questions that follow.

1. The San hunter-gatherers

The San were the first people to live in southern Africa. They were small hunter-gatherers who inhabited this region thousands of years ago. They hunted wild animals and gathered plants and insects to eat.

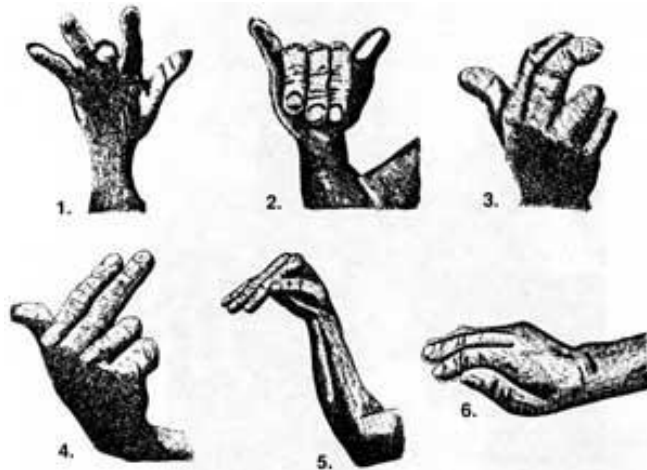
A digging stick was used to dig up roots and bulbs in the veld. They made the tool by chipping out a hole in a round stone and putting a stick through it at one end. This made the stick heavier for digging.



They led a nomadic way of life. In other words, they moved around from place to place, looking for food and animals to hunt. They lived in groups of twenty or so people. There could not be too many people in a group, otherwise there would not be enough food for everyone.

The San used bows and arrows as their hunting weapons. They hunted animals like small buck, springbuck, giraffes, ostriches and eland. An eland is a very large animal with a long pair of horns bent backwards over its neck. The hunters took poison from special plants to put on the tips of their arrows. This caused the animals to run slower and eventually fall down. Large animals such as giraffe and eland could be killed more easily in this way. The San used stone tools to cut up the animals they hunted. They often went hungry if they could not kill an animal on a hunting expedition.

When hunting animals it is important to be very quiet. For this reason, the San used their hands to signal to each other what animal they had seen. The drawings below show some of the hand signals used by the San that are symbols for different animals.



Questions

Please answer the questions below.

1. Which word in the first paragraph tells you that the San were not tall people? (1)

2. Circle the letter to the answer that you think is correct.

If you *gather* wild plants this means that you (1)

- a look after wild plants
- b cook and eat wild plants
- c look for and collect wild plants.

3. Why did the San put poison on the tips of their arrows? (2)

4. Why did the men not talk to each other when they went hunting? (2)

5. Look at this hand signal used by the San.

Which animal do you think this hand signal shows?

- a Eland
- b Giraffe
- c Springbok.



(1)

2. A person from the past

My name is Qwaa. I live in a place where the sand is red and so dry that you can't hold it in one hand for long because it just trickles through your fingers.

My mother and my older sister spend the day in the veld looking for nice things to eat. They carry their digging sticks with them. I like it best when they bring back Tsamma melons or 'click' beetles to eat. These taste delicious!

My father goes hunting with other men, with bows and arrows. I am still too small to join the hunters. They put their arrows in a quiver over their shoulders, but they also carry extra arrows by sticking them in their hair! I think my father is an excellent hunter. One day he shot a giraffe with a poisoned arrow. For many days afterwards we had plenty of meat to eat and we shared it with all the other people in our group.

When the animals move in search of new grass, we move too. We go from waterhole to waterhole. Tsamma melons give us water too. We carry water with us in big ostrich shells. We can carry several shells of water in a woven grass basket. But there's trouble if you fall and break them!

We sleep in caves when we are near the rocky hills or mountains. If we are in the veld, we make huts with reed mats and sticks. In the evenings we tell stories and dance around the fire.

Questions

Please answer the questions below.

6. Circle the letter to the answer that you think is correct.

Qwaa thinks that click beetles are "delicious" to eat. This means that ... (1)

- a they taste very good
- b they taste very bad
- c they taste very bitter.

7. Do you think Qwaa is a boy or a girl? (1) Answer *Boy* or *Girl* and then say why you think so. (2)

8. Why does Qwaa say that “there is trouble” if you drop and break the egg shells carrying water?

(2)

9. Circle the letter to the answer that you think is correct.

The San like to tell stories when

(1)

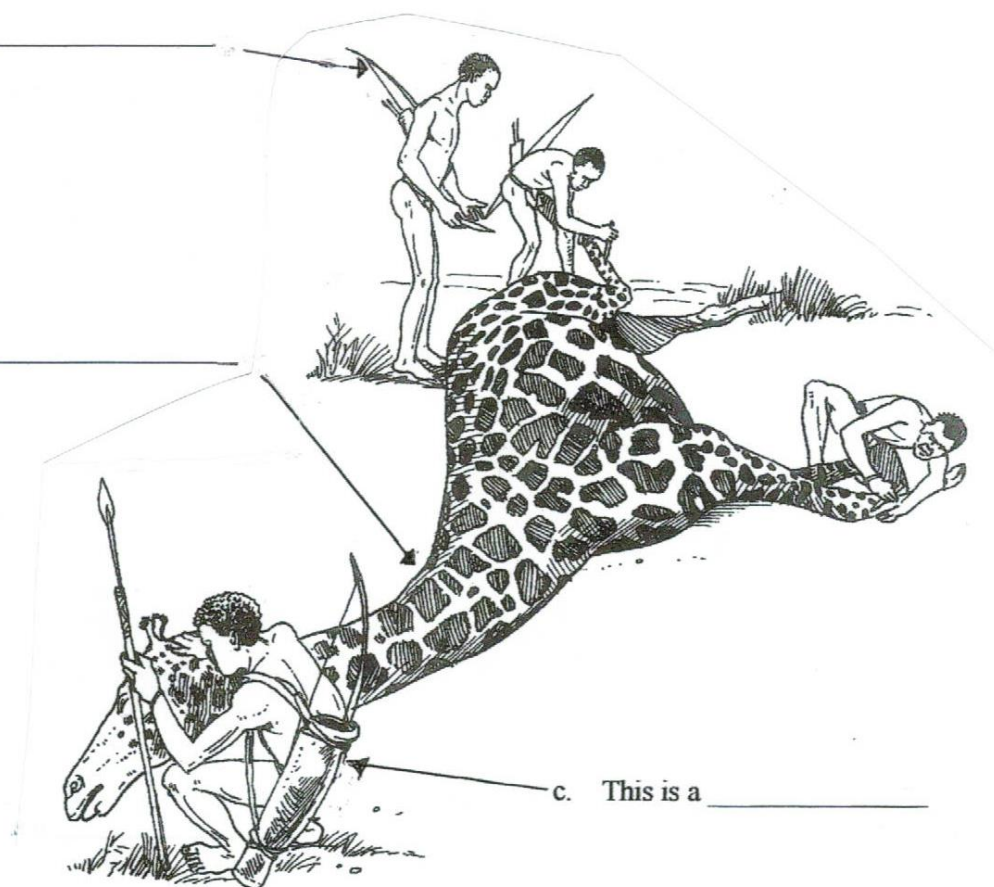
- a. they go hunting
- b. they look for food in the veld
- c. they sit round the fire at night.

10. Look at the picture below and then choose the correct word from the box. Write your answer on the line next to the labels a, b and c. (3)

quiver	eland	spear	bow	giraffe	arrow
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- a. This is a _____

- b. This is a _____



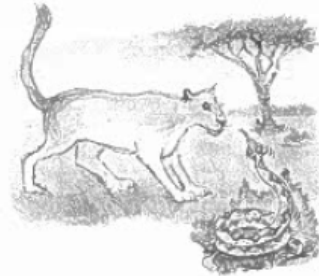
- c. This is a _____

11. Do you think that the life of Qwaa and his family is difficult or easy? (1) Say why you think so. (2)

Total: [20]

STORY 1

A traditional story - How Leopard got his spots



Many years ago Leopard was a creature with no spots. His fur was an ordinary brown colour. One day, he was relaxing in the shade of a thorn tree when Zebra walked past. Leopard looked longingly at Zebra's black and white stripes. "I wish I had interesting patterns in my coat," he said wishfully to Zebra.

Suddenly they heard a noise in the bushes nearby. They found Snake slithering under some dry leaves. Surprised, they asked why she was hiding away. "I am sad and lonely because I have no friends," she said.

"I'm not your friend because you have a poisonous bite," replied Zebra. "I am scared of you!"

"You have never yet hurt me," said Leopard. "I will be your friend."

Snake was pleased and wanted to make her new friend happy. "I can make your fur beautiful, but I need to bite you first," she said.

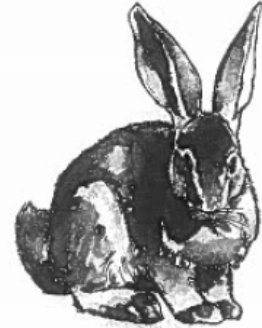
Leopard decided to trust Snake so he let her bite him. The next moment he tumbled down as if he were dead! But when he awoke, what a transformation! His fur was covered in beautiful spots! And to this day, Snake and Leopard remain the best of friends.



Online Appendix C: Oral Reading Fluency Test 2:

STORY 2

A traditional story from Africa: How Sanguru the Hare got his long ears



Once upon a time all the animals of Africa were very friendly with each other. They made their own laws and rules for their kingdom, and they voted for their own king. At that particular time, the Elephant was King.

One day, the Elephant called all the horned animals in his kingdom to a meeting. Sanguru the Hare did not have horns, of course. In those days he still had small, round ears. But he was an inquisitive animal, always wanting to know what was going on! He very much wanted to go to the meeting and he was annoyed that the King had not invited him. "I shall attend the meeting," the Hare grumbled, and he decided on a plan. He remembered seeing a bee's nest in the forest. He found the nest and took the beeswax from it. He shaped the wax into a pair of beautiful, long shiny horns.

The following morning the Hare fixed the horns to his little, round ears. Satisfied, he hopped off to the place where the antelopes and other horned animals were gathered for the meeting.

Then the sun became very hot. The wax horns slowly began to melt. Sanguru felt something wet trickling down his face. He wiped his cheeks and saw melted wax on his paws. He tried to hide, but the other animals noticed what was happening. The antelopes chased him and dragged him to the King, shouting 'A spy! A spy in our midst!'



GRADE 5 COMPREHENSION TEST

ADMINISTRATOR'S PROTOCOL

General Instructions

- 1. BEFORE YOU START THE TESTING**, go to the principal's office to introduce yourself and **very briefly** explain the purpose of the exercise. Ask then to be shown to the room where the Grade 5s will complete the test. If there is more than one Grade 5 class, ask for the registers and randomly select one class. Do not allow the school to select the class or to form a combined Grade 5 class.
2. This test is administered to the whole class.
3. Organise the classroom so that learners cannot copy from each other.
4. Ask the teacher to stay in the class. She may assist with explaining the procedure and the question types but must not help the learners with suggested answers. You are in control of the proceedings, with the teacher present in a support capacity.
5. Bring enough pencils/pens for the learners.
6. Say the following to the learners:

My name is _____. I'm working in the Department of Basic Education.

- **We are trying to understand how learners learn to read and how they understand what they have read. We would like your help in this.**
- **I am going to give you a reading comprehension test. In this test there are two passages. You will read these passages silently to yourself and then answer the questions that are written afterwards.**
- **You have 40 minutes complete this test. If you finish in less than 40 minutes, that is fine. You can raise your hand and I will come and collect your paper but you will not leave the classroom until everyone has finished.**
- **If you DO finish early, take the time to read through your answers again to see if you want to correct or change any of them.**
- **This test is for us to learn more about how we can provide necessary help to the teachers and learners in South Africa. It will NOT affect your marks at school.**
- **If you make a mistake, just cross it out and write the word or words that you want to write. There is no penalty for making your own corrections.**

7. QUESTION TYPES & SCORING

You and the class teacher must now explain about the question types; use mother tongue if necessary. Say the following:

- a. **There are two question types: Multiple choice and Write your own answer. Here is an example of a multiple choice question.**

Write on the board:

Circle the letter to the correct answer:

I have come to _____ School to test learners in

- a) Grade 3
- b) Grade 5
- c) Grade 7

The correct response is



Stress to the learners that they must circle the **letter only** and not the whole answer.

The other type of answer is **Write your own answer**.

Write on the board:

Do you think that schools should be open from 8am to 5pm? Say yes or no and give your reason(s).

Here there is not just one correct answer. See the two examples:

No, because I like to play in the afternoons.

Yes, because my mother works until late and I am alone at home.

Emphasise that they must write yes or no and then they must write at least one sentence to explain why.

Explain how the paper will be marked: Draw attention to the scores in brackets on the scripts.

(1), (2) and (3) marks are given for different parts of the test. Emphasise that there is 1 mark for writing YES or NO and then more marks for giving reasons.

8. Hand out the scripts and the pencils. Tell learners not to open them until you say so.
9. When all learners have the scripts, instruct learners to complete the first page. You and the teacher should check each learner's script to make sure that they have completed the front page.
 - a. If they are not sure what to write for home language, say: What is the language that you speak at home?
10. When all learners have completed the personal information, tell them to begin. Note the start time and allow **40 minutes** for completion.

11. Stay in the room the whole time and walk quietly up and down. Do not allow any talking. If learners are struggling to understand what to do, they must raise their hand and you approach them and quietly help about what to do, but do not give any indication of the answer.
12. Take in ALL the scripts (don't leave any in the school).
13. Thank the teacher and the learners, return to the principal's office to sign the visitor's book. Avoid getting into discussion about how well or poorly the learners have performed. Advise the principal and teachers that they will receive feedback on their school's performance in due course.

AFTER THE TEST

14. As soon as the test is over, write a short observation report about how you think the test has gone. Use the following headings for the report:
 - a. How many learners wrote the test.
 - b. The time allowance of the test (eg if learners finished early/if most learners could not finish in time).
 - c. School situation (Was the principal present/absent, welcoming/was the class teacher present/absent).
 - d. Environmental factors (environmental print in the classroom – are there posters, books in the classroom, is it visually interesting and stimulating; desk spacing / if the school/classroom was noisy, etc).
 - e. Any other relevant points.
15. Mark the scripts in the afternoon/evening, using the memorandum on pp4-5.
16. After you have marked all the scripts, identify the **3 strongest performers** in the test, **4 average performers** and **the 3 weakest performers**. These 10 learners must be assessed the following day for Oral Reading Fluency (ORF Test 1 and ORF Test 2).

GRADE 5 READING COMPREHENSION TEST

MEMORANDUM

Questions

1. If you *gather* wild plants this means that you

c look for and collect wild plants

(1)

2. Which word in the first paragraph tells you that the San were not tall people?

They were small hunter-gatherers

(1)

3. Why did the San put poison on the tips of their arrows?

(2)

The poison on the arrow went into the animal and caused it to run slower and then fall down [1]. This made hunting easier as the hunters did not have to run as far after the animal. [1]

4. Why did the men not talk to each other when they went hunting? (2)

They did not want to make a noise when talking [1] and so scare the animals away. [1]

5. Which animals does this hand signal mean?

Giraffe / ostrich

(1)

6. Qwaa thinks that click beetles are “delicious” to eat. This means that

a (they taste very good)

(1)

7. Do you think Qwaa is a boy or a girl? (1) Write *boy* or *girl* and say why you think so.

(2)

Qwaa is a boy [1]

He says that his father goes hunting with other men [1], but he (Qwaa) is still too small to join the hunters [1].

8. Why does Qwaa say that “there is trouble” if you drop and break the egg shells carrying water?

(2)

Qwaa and his people live in a place that is very dry and water is scarce. [1]
It is therefore important to be very careful when carrying water so that it is not spilled/messed/wasted. [1]

OR:

Because water is precious, it is important not to break the containers/
The parents will become angry if the containers are broken. [1]

9. The San like to tell stories when

c. (they sit round the fire at night) (1)

10. a. bow

(1)

b. giraffe

(1)

c. quiver

(1)

11. Do you think that the life of Qwaa and his family is difficult or easy? Say why you think so.

(3)

I think that Qwaa and his family have a difficult life. [1]

I say this because they live in dry place [1] and they must always look for water and food. [1]

OR

I think that Qwaa and his family have an easy life. [1]

I say this because they live in small groups of people and they help each other by doing things together like gathering food and hunting [1] and they tell stories at night and dance around the fire [1].

Total: 20



GRADE 5 ORAL READING FLUENCY (ORF) TEST ADMINISTRATOR'S PROTOCOL

General Instructions

Organise the seating so that you are sitting opposite the learner. It is important to establish a relaxed atmosphere through some simple initial conversation of interest to the learner. The learner should perceive the assessment more as a game than a formal assessment.

Read the text in the box to the learner:

My name is _____. I'm working in the Department of Basic Education.

- **We are trying to understand how children learn to read. We would like your help in this.**
- **I'm going to ask you to read one or two short stories out loud, and then answer a few questions about the story you have read.**
- **Using this timer, I will see how long it takes to read the story.**
- **This is NOT a test that will affect your marks at school.**
- **No-one will know that these are your answers.**

Can we start?

Learner's name		Learner's gender:	Girl	Boy
Administrators' names:		Date of assessment:		
School name:		Learner's date of birth:		

District:		Learner's	
Province:		home	
		language	

1. ORF Test 1

Give the learner the story card for ORF Test 1. Read the script here, written in bold font.

1. Now I'm going to ask you to read this story out loud. Before you start, read the title to me (**point to the title, and give the learner chance to read it**).
2. Now look at the pictures (**point to the pictures**). From the title and the pictures, what do you think the story will be about?

Response type	Tick one box
Detailed and appropriate	
Limited but appropriate OR detailed but inappropriate	
One word, or inappropriate or inadequate	
No response at all	

3. When I say 'start' I want you to read the story as best you can. If you get stuck, skip the word and keep on reading. When I say, 'Stop', stop reading the story. I will next ask you some questions about what you have just read, so pay attention as you are reading. You will start here (**point to the first word of the passage**).
4. Get your timer ready
5. Ready? Start.



- a) **Strike a line through** words that the learner reads **incorrectly**. Eg: *found* is read as *find* – ~~find~~
- b) If the learner stops for more than three (3) seconds, and **cannot read the word at all**, say **Go on** and **underline** the word(s) she/he is unable to read. For example: leopard.
- c) If the learner **corrects himself/herself**, accept it as correct. (If a strike has already been made on the word, **circle** it to mark it correct.)
- d) If the learner says a word that is not in the text, add an arrow ↑ where the word was inserted.
- e) If the learner misses a complete line, **strike through the whole line** but encourage them to continue (say **Go on**).
- f) If the learner does not read, or reads incorrectly all the words on the first two lines, stop the exercise, place a square bracket (]) after the last word at the end of the second line and make a tick mark (✓) at the bottom of the exercise (in the box provided) to record that the exercise was discontinued.

g) After one (1) minute, say “ Stop ”. Place a square bracket (] after the last word that the learner has read.
h) If the learner reads the passage in less than one (1) minute, record the time remaining on the stopwatch at the bottom of the exercise (in the box provided).
6. When all the learners in one school have been assessed, count and record the number of words read correctly.

Many years ago Leopard was a creature with no spots. His fur was an ordinary brown colour [Q1].	/17
One day he was relaxing in the shade of a thorn tree when Zebra walked past [Q2]. Leopard	/17
looked longingly at Zebra’s black and white stripes. “I wish I had interesting patterns in my	/16
coat,” [Q3] he said wishfully to Zebra.	/6
Suddenly he heard a noise in the bushes nearby. They found Snake slithering under some	/15
dry leaves [Q4]. Surprised, they asked why she was hiding away. “I am sad and lonely because I	/17
have no friends,” [Q5] she said.	/5
“I’m not your friend because you have a poisonous bite”, replied Zebra. “I am scared of you!”	/17
“You have never yet hurt me,” said Leopard. “I will be your friend.”	/13
Snake was pleased and wanted to make her new friend happy. “I can make your fur	

			/16
beautiful, but I need to bite you first,” she said.			/10
Leopard decided to trust Snake so he let her bite him. The next moment he tumbled down as			/18
if he were dead! But when he awoke, what a transformation! His fur was covered in beautiful			/17
spots! And to this day, Snake and Leopard remain the best of friends.			/13
Words skipped, or that child was unable to read		Total words read correctly	/197
No. of seconds, if finished in less than 1 minute		Lines skipped	
		Assessment discontinued	

2. Comprehension Questions

Now I am going to ask you a few questions about the story you have just read. You can look at the story to help you find the answers. Try to answer the questions as best you can.

- a) If the learner read only part of the story, only ask the questions related to the part that s/he has read.
- b) Enter a double dash (- -) in the boxes for questions not covered.
- c) Enter a tick (✓) for each question answered correctly.
- d) Enter a 0 for each question answered incorrectly.
- e) Enter a dash – for each question for which the learner remains silent
- f) If the learner corrects himself/herself, accept the answer as correct.
- g) Count and record the number of questions that the learner answered correctly at the bottom of the exercise.

1. Many years ago what colour was Leopard's fur? <i>Brown</i>	
2. Who walked past while Leopard was resting under a tree? <i>Zebra</i>	
3. When he saw Zebra, what did Leopard wish for? <i>A range of answers is possible here: He wanted a pattern, he didn't want to have plain brown fur, etc.</i>	
4. How did Zebra and Leopard know that Snake was nearby? <i>They heard the snake in the dried leaves/ they heard a noise in the bushes etc.</i>	
5. Why was Snake sad? <i>Because she was lonely/she had no friends.</i>	
TOTAL (5)	

If the learner did not read beyond the end of the first paragraph, stop the assessment. Thank the learner (*Thank you very much. You've really helped me*) and tell him/her to return to class.

If the learner read even one word beyond the end of the first paragraph, proceed to ORF Test 2.

3. ORF Test 2

Give the learner the story card for ORF Test 2. Read the script here, written in bold font.

1. Now I'm going to ask you to read this story out loud. Before you start, read the title to me (*point to the title, and give the learner chance to read it*).
2. Now look at the pictures (*point to the pictures*). From the title and the pictures, what do you think the story will be about?

Response type	Tick one box
Detailed and appropriate	
Limited but appropriate OR detailed but inappropriate	
One word, or inappropriate or inadequate	
No response at all	

3. When I say 'start' I want you to read the story as best you can. If you get stuck, skip the word and keep on reading. When I say, 'Stop', stop reading the story. I will next ask you some questions about what you have just read, so pay attention as you are reading. You will start here (*point to the first word of the passage*).
4. Get your timer ready
5. Ready? Start.



- a) **Strike a line through** words that the learner reads incorrectly. Eg: *found* is read as *find* - ~~find~~
- b) If the learner stops for more than three (3) seconds, and cannot read the word at all, say, **Go on**, and **underline** the word(s) she/he is unable to read. For example: leopard.
- c) If the learner corrects himself/herself, accept it as correct. (If a strike has already been made on the word, **circle** it to mark it correct.)
- d) If the learner misses a complete line, **strike through the whole line** but encourage them to continue.
- e) If the learner says a word that is not in the text, add an arrow ↑ where the word was inserted.
- f) If the learner does not read, or reads incorrectly all the words on the first two lines, stop the exercise, place a square bracket (**⌋**) after the last word at the end of the second line and make a tick mark (✓) at the bottom of the exercise (in the box provided) to record that the exercise was discontinued.
- g) After one (1) minute, say: "**Stop**". Place a **square bracket (⌋)** after the last word that the learner has read.
- h) If the learner reads the passage in less than one (1) minute, record the time remaining on the stopwatch at the bottom of the exercise (in the box provided).

6. When all the learners in one school have been assessed, count and record the number of words read correctly.			
Once upon a time all the animals of Africa were very friendly with each other.			/17
their own laws and rules for their kingdom, and they voted for their own king.			/18
time, the Elephant was King. [Q1]			/5
One day, the Elephant called all the horned animals in his kingdom [Q2] to a			/15
the Hare did not have horns [Q3] , of course. In those days he still had small,			/18
was an inquisitive animal [Q4] , always wanting to know what was going on!			/15
to go to the meeting and he was annoyed that the King had not invited him. "I			/19
the meeting," the Hare grumbled, and he decided on a plan. He remembered			/16
nest in the forest. He found the nest and took the beeswax from it. He shaped			/19
a pair of beautiful, long shiny horns. [Q5]			/7
The following morning the Hare fixed the horns to his little, round ears.			/16
off to the place where the antelopes and other horned animals were gathered			/15
meeting.			/1
Then the sun became very hot. The wax horns slowly began to melt. Sanguru			/16
wet trickling down his face. He wiped his cheeks and saw melted wax on his			/18
to hide, but the other animals noticed what was happening. The antelopes			/15
dragged him to the King, shouting 'A spy! A spy in our midst!'			/13
Words skipped, or that child was unable to read		Total words read correctly	/243
No. of seconds, if finished in less than 1 minute		Lines skipped	
		Assessment discontinued	

4. Comprehension questions

Now I am going to ask you a few questions about the story you have just read. You can look at the story to help you find the answers. Try to answer the questions as best you can.

- a) If the learner read only part of the story, only ask the questions related to the part that s/he has read.
- b) Enter a double dash (- -) in the boxes for questions not covered.
- c) Enter a tick (✓) for each question answered correctly.
- d) Enter a 0 for each question answered incorrectly. Enter a dash – for each question for which the learner remains silent.
- e) If the learner corrects himself/herself, accept the answer as correct.
- f) Count and record the number of questions that the learner answered correctly at the bottom of the exercise.

1. Who was King at the time of this story? <i>Elephant</i>	
2. Which animals did the king invite to the meeting? <i>All the animals with horns/antelopes</i>	
3. Why was Hare not invited to the meeting? <i>He did not have horns</i>	
4. Hare is described as being <i>inquisitive</i> . Can you work out from the story what that means? <i>He wanted to know what was going on/he was curious/he wanted to find out things</i>	
5. What did Hare use to make horns for himself? <i>Wax from bees/beeswax</i>	
TOTAL (5)	

This is the end of the ORF assessment. Thank the learner (*Thank you very much. You've really helped me*) and tell him/her to return to class.

Now calculate ACCURATELY the scores for all the learners tested.