TEACHER’S GUIDE TO LITERACY ASSESSMENT INSTRUMENTS

This document was developed as one of the major products of the DFID-funded project: ‘Research into Assessment of Numeracy and Literacy achievements in Disadvantaged Primary School Populations in sub-Saharan Africa’. The literacy assessment work was conducted under the direction of Terry Russell (University of Liverpool, U.K) with the collaboration of Edward Kwame Asante (The University of Education, Winneba, Ghana) Hartford S Mchazime and Max Iphani (Malawi Institute of Education) and William Kapambwe (Ministry of Education, Zambia). Further information may be found at http://www.cripsat.org.uk.

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## Contents

**Description of Literacy Assessment Instruments** .............................................. 3  
- Narrative Reading Assessment: ‘A day in the village’ .................................... 6  
- Writing Tasks ........................................................................................................ 6  
- Letter Recognition ................................................................................................. 7  
- Initial Sound Recognition ...................................................................................... 7  
- End Sound Rhymes ............................................................................................... 7  
- Word-Picture Match .............................................................................................. 8  
- Word Recognition ................................................................................................. 8  

**Administration of Narrative Reading Assessment: ‘A Day in the Village’** ........ 9  
- Scoring Performance in the Narrative Reading Assessment .............................. 9  
- Comprehension of the Narrative ........................................................................ 10  
- Comprehension Criteria ...................................................................................... 11  
- Narrative Reading Fluency .................................................................................. 12  
- A Day in the Village (Ghana) ............................................................................... 13  
- Narrative Reading Record – A Day in the Village (Ghana) ............................... 14  
- A Day in the Village (Zambia / Malawi) ............................................................. 15  
- Narrative Reading Record – A Day in the Village (Zambia / Malawi) ............. 16  
- Umo Limakhalira Tsiku Ku Mudzi (Malawi / Chichewa) .................................... 17  
- Narrative Reading Record – A Day in the Village (Malawi / Chichewa) ........... 18  

**Administration of the Writing Tasks** ................................................................. 19  
- Scoring the Writing Task ..................................................................................... 20  
- Writing Task (Village Scene) ............................................................................... 21  
- Writing Task (Fruit Garden) ................................................................................ 22  
- Writing Record Administration Sheet ................................................................ 23  

**Administration of Letter Recognition Task** ..................................................... 24  
- Recording Responses to the Letter Recognition Task ...................................... 25  
- Letter Recognition Task ...................................................................................... 26  
- Letter Recognition – Scoring Key ........................................................................ 27  

**Administration of Initial Sound Recognition Task – Spoken Words** ............ 28  
- Scoring the Initial Sound Recognition Task ...................................................... 29  
- Initial Sound Recognition Task ........................................................................... 30  

**Administration of End Sound Rhymes Task** ................................................ 31  
- Scoring the End Sound Rhymes Task ................................................................ 31  
- End Sound Rhymes Task .................................................................................... 32  

**Administration of Word-Picture Match Task** ................................................ 33  
- Scoring the Word-Picture Matching Activity ...................................................... 33  
- Word-Picture Match Task ................................................................................... 34  

**Administration of Word Recognition Test** ..................................................... 35  
- Scoring the Word Recognition Test .................................................................... 36  
- Word Recognition Task ....................................................................................... 37  
- Word Recognition Record Sheet ......................................................................... 38
Description of Literacy Assessment Instruments

This Teachers’ Guide was developed in the course of a project funded by the U.K. Department for International Development. Collaborating researchers and practising teachers in Ghana, Malawi and Zambia contributed to developments. The various tasks described in this guide are designed to support the use of formative assessment. That is, the tasks are designed to be used in order to establish each child’s current achievements in reading, to identify strengths and weaknesses, and to inform teachers about the needs of each child for further targeted teaching. The tasks can be used to support the practice of continuous assessment – checking on the progress of individuals, small groups or the whole class, as and when it is useful to gain information to inform teaching.

The international team of researchers compared the demands of the participating countries’ curricula so as to identify some common steps in progression. The Reading Progression and Writing Progression are the result (see following pages). These overviews of progress provide a checklist of the skills possessed by individual children, or whole classes. The individual tasks that follow can be used to gather information about children’s achievements against those sequences of progression.

Not least, this guide provides the means for measuring young children’s early achievements as baseline information about children’s achievements and needs so that their progress following various intervention programmes may also be established.

This Guide also describes each of the Literacy Assessments, its administration and scoring procedures.
<table>
<thead>
<tr>
<th>Reading Progression - Ghana/Malawi/Zambia - combined sequence</th>
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<tbody>
<tr>
<td>1. Recognise some environmental print.</td>
</tr>
<tr>
<td>2. Sort objects by colour, shape, size, length - visual and auditory discrimination</td>
</tr>
<tr>
<td>3. Understand orientation of books and print.</td>
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<tr>
<td>4. Enjoy pretending to read.</td>
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<tr>
<td>5. Name and order the letters of the alphabet</td>
</tr>
<tr>
<td>6. Match pictures with words</td>
</tr>
<tr>
<td>7. Identify initial letter sounds and associated objects</td>
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<tr>
<td>8. Recognise own written name</td>
</tr>
<tr>
<td>9. Match high frequency identical written words.</td>
</tr>
<tr>
<td>10. Read (200) rehearsed words by sight</td>
</tr>
<tr>
<td>11. Read simple sentences &amp; answer questions based on them.</td>
</tr>
<tr>
<td>12. Read short stories with understanding.</td>
</tr>
<tr>
<td>13. Some silent reading begins.</td>
</tr>
<tr>
<td>15. Sound out words following simple phonic rules.</td>
</tr>
<tr>
<td>16. Recognise and read (350) rehearsed words by sight</td>
</tr>
<tr>
<td>17. Read rhymes &amp; poems with dramatic actions.</td>
</tr>
<tr>
<td>18. Read sentences, short passages and stories &amp; answer comprehension questions.</td>
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<tr>
<td>19. Reading normally silent</td>
</tr>
<tr>
<td>20. Read info. set in a variety of ways: shopping list, speech bubbles, charts, etc.</td>
</tr>
<tr>
<td>21. Use reading to gather information &amp; learn.</td>
</tr>
<tr>
<td>22. Read aloud a variety of simple texts, with correct pronunciation and intonation.</td>
</tr>
<tr>
<td>23. Use alphabet for ordering and classifying words.</td>
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<tr>
<td>24. Read variety of texts &amp; answer questions on them.</td>
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<tr>
<td>25. Read confidently &amp; fluently.</td>
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<tr>
<td>26. Sound out words following phonic rules including consonant blends &amp; digraphs.</td>
</tr>
<tr>
<td>27. Skim &amp; scan passages to answer comprehension questions.</td>
</tr>
<tr>
<td>28. Infer meanings of unfamiliar words from context.</td>
</tr>
<tr>
<td>29. Recognise &amp; read 600 sight words.</td>
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<tr>
<td>30. Read words using phonic rules: doubled consonants, consonant blends, long e; etc.</td>
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<tr>
<td>31. Understand how text is linked by correctly identifying the way that pronouns and other devices function cohesively. (Understands internal referents in text.)</td>
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<tr>
<td>32. Read contractions which have been learned orally: ‘I’ll’, ‘we’ll’, etc.</td>
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<tr>
<td>33. Read texts critically, making inferences.</td>
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<tr>
<td>34. Read variety of texts for different purposes: narrative, instruction, etc.</td>
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<tr>
<td>35. Use the dictionary.</td>
</tr>
<tr>
<td>36. Sight vocabulary of 900 specified words.</td>
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<tr>
<td>37. Read paragraphs to identify the ‘topic sentence’ carrying the main idea.</td>
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<tr>
<td>38. Read passage and suggest title.</td>
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<tr>
<td>39. Read extensively and selectively for pleasure.</td>
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<tr>
<td>40. Reflect on meaning &amp; points of view in text.</td>
</tr>
<tr>
<td>Writing Progression - Ghana/Malawi/Zambia - combined sequence.</td>
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<tr>
<td>---------------------------------------------------------------</td>
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<tr>
<td>1. Interest in environmental print.</td>
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<tr>
<td>2. Enjoys playing at writing.</td>
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<tr>
<td>3. Make given patterns, trace and draw various objects</td>
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<tr>
<td>4. Make distinction between print and pictures.</td>
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<tr>
<td>5. Knows about direction &amp; orientation of print</td>
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<tr>
<td>6. Copy given letters and words in lower case/upper case</td>
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<tr>
<td>7. Copy shapes, letters numerals &amp; simple words neatly &amp; legibly.</td>
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<tr>
<td>8. Match upper and lower case letters</td>
</tr>
<tr>
<td>9. Copy names of objects.</td>
</tr>
<tr>
<td>10. Writes own name.</td>
</tr>
<tr>
<td>11. Draw simple objects and label them.</td>
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<tr>
<td>12. Attempts own spellings in writing words</td>
</tr>
<tr>
<td>13. Copying words &amp; sentences.</td>
</tr>
<tr>
<td>14. Label pictures with short simple sentences.</td>
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<tr>
<td>15. Write simple sentences about themselves</td>
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<tr>
<td>17. Write short simple sentences about pictures, etc.</td>
</tr>
<tr>
<td>18. Take dictation of words.</td>
</tr>
<tr>
<td>19. Fill letter gaps in familiar words.</td>
</tr>
<tr>
<td>20. Use question marks.</td>
</tr>
<tr>
<td>21. Check &amp; correct written work.</td>
</tr>
<tr>
<td>22. Take dictation of simple sentences.</td>
</tr>
<tr>
<td>23. Copying &amp; completion of sentences by supplying missing words.</td>
</tr>
<tr>
<td>24. Controlled writing using ‘true for themselves’.</td>
</tr>
<tr>
<td>25. Punctuation including the comma in listing items.</td>
</tr>
<tr>
<td>26. Begins to show awareness of page format.</td>
</tr>
<tr>
<td>27. Simple sentences to describe people, places, objects, animals, etc.</td>
</tr>
<tr>
<td>28. Controlled writing.</td>
</tr>
<tr>
<td>29. Use exclamation marks.</td>
</tr>
<tr>
<td>30. Dictation - simple paragraphs</td>
</tr>
<tr>
<td>31. Takes dictation, longer sentences &amp; para.s including regular &amp; irregular words.</td>
</tr>
<tr>
<td>32. Punctuation including apostrophe.</td>
</tr>
<tr>
<td>33. Guided composition &amp; other forms of writing.</td>
</tr>
<tr>
<td>34. Free writing of simple stories having title, beginning, middle &amp; end.</td>
</tr>
<tr>
<td>35. Presents written ideas sequentially and logically.</td>
</tr>
<tr>
<td>36. Write brief communication e.g. a note to borrow an object from a friend.</td>
</tr>
<tr>
<td>37. Layout: margins, para.s, underline headings, numbering points &amp; date.</td>
</tr>
<tr>
<td>38. Use variety of writing styles, including personal, diary, letters &amp; notes.</td>
</tr>
<tr>
<td>40. Writes considering readers’ needs.</td>
</tr>
<tr>
<td>41. Extended writing</td>
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</table>
**Narrative Reading Assessment: ‘A day in the village’**

Reading is an act of communication between people – the reader and the author of the text. When reading, children pick up cues about words from the narrative context – the story that is being told – as well as from the pictures around the words and the text itself. Reading from a passage such as, ‘A day in the village’ is an example of the everyday purpose of reading – that is, for the reader to take the meaning from the text by decoding words and abstracting the meaning from the sentences the words build.

The story of the boy and girl visiting their aunt and cousin is one that all children should be able to identify with. It is also generously illustrated in picture-strip format – something children may enjoy as they associate it with their experiences of comics and cartoon strips in newspapers. This format may help children to feel relaxed about the potentially challenging task of reading.

Children’s performance on, ‘A day in the village’ offers several different kinds of information – both qualitative and quantitative - to the teacher:

- how many words the child reads correctly
- the reading strategy used by the child
- the child’s comprehension of what has been read
- narrative reading fluency

**Writing Tasks**

After some time teaching a class their teacher will have accumulated much information from the children’s notes and exercise books about the writing capabilities of each individual. When the teacher has a new group to teach, or wants to check the progress of all individuals at a certain point in the school year, or when a new pupil joins the school, the writing task will produce useful information. The task uses as stimulus material an illustration of a traditional village scene; it can be presented at increasing levels of challenge through the following steps:

- write name
- write some letters
- write names of things in picture
- write a sentence to describe something happening in the picture
- write a short story based on the picture

The writing task also offers the opportunity to collect a small sample of work from each child. This provides evidence of:

- writing skills
- punctuation
- spelling
Letter Recognition

Children must learn that marks made on paper stand for other things in the world. The ink marks are symbols. For example, ‘2’ stands for two things in the world.

Letters have names (as pronounced in the spoken alphabet) and they all stand for sounds. We usually use the names of letters when we need to spell out a word. The sounds the letters are used to represent are different from their names – a fact that often confuses children.

Written symbols include more than letters and numbers – there are also geometrical shapes such as triangle, square and circle. A circle stands for a shape, a number (zero) and a letter. Additionally, each letter has two forms – an upper and a lower case: A and a; B and b, etc. Sometimes, the upper and lower case of the same letter have very different appearances. There is much for children to learn and we should not be surprised if they sometimes become confused!

One typical confusion amongst young children all over the world is referred to as ‘letter reversal’. This is observed in very young children when they confuse the letters ‘b’ and ‘d’, or the letters ‘p’ and ‘q’, or when other letters are written upside down or back-to-front. To a large extent, reversals are associated with neurological immaturity – but teaching can help.

Initial Sound Recognition

Language is firstly a spoken form of communication. Not all spoken languages have a written form. Children everywhere first learn language skills by listening – they understand and speak their language long before they learn to read or write it. When we read and write, we are using marks on paper to reproduce spoken words in another form. This may be by using pencil or ink marks on paper or chalk on a board – but we cannot do this until we have learned the marks – letters, words and sentences – that stand for spoken sounds. The way children begin this long journey of understanding is by becoming familiar with a few words – usually starting with their own name. These few words make it known that marks on paper can be translated into sounds made by the tongue. This group of words learned by writing is known as a ‘sight vocabulary’ because they are recognised as visual cues to spoken words – with no understanding of the part played by the individual letters which make up the words. In the initial sound recognition task, children must listen to each spoken word and decide the letter sound that starts the word.

End Sound Rhymes

Children need to be able to hear the component sounds – the phonemes – in spoken language. They also need to be able to link phonemes to the letters of the alphabet that ‘stand for’ them. In this test, children have to match words having the same end sounds. The teacher reads the words, so there is an auditory cue for children, as well as the cue of the words written on the sheet.
Word-Picture Match

Many children may pick up a sight vocabulary from their home and surrounding environment, as the result of associating text with familiar contexts. Contexts may include labels on food, shop signs, newspapers and magazines, road signs, and so on. When reading, supporting cues may be gained as to the identity of words by the images with which they are associated. This word-picture match test allows children to demonstrate the extent of their reading vocabulary when given the support of pictorial representations of the words to be read.

Word Recognition

A word recognition test can give a very rough guide to a child’s standard of reading. This test might be used with children who have difficulty with the Narrative Reading Test. The Word Recognition Test was constructed by reference to word frequency in written English. Consequently, it was possible to select short words having simple phonemes. In addition, the words are those most likely to have been encountered in print by children. Those children who attempt to recognise whole words by reference to a sight vocabulary will be likely to encounter words with which they are familiar.

The tests in this guide are intended for diagnostic and formative use, and that is also the case for the Word Recognition Test. As well as giving an indication of how many words a child can read, the test offers an opportunity to see each child’s approach to decoding print. The record form allows teachers to establish how children are attempting to read, whether by means of overall shape-of-word strategies or by decomposing words according to the phonemes present.
Administration of Narrative Reading Assessment: ‘A Day in the Village’

Note that there are three versions of the Narrative Reading Assessment pupil’s sheet and Narrative Reading Record. The first two are in English, with names in the first version appropriate to Ghana, and in the second version, appropriate to Malawi and Zambia. Of course, other local names may be substituted according to needs. The third version is in Chichewa. This third version is a straight translation and so differences in phoneme structure as compared to the English version will certainly have an impact on difficulty levels. However, the Chichewa test can be used in exactly the same manner for diagnostic purposes as the English version.

This is a one-to-one assessment for the teacher to carry out with a single pupil at a time.

Make sure the child is relaxed and say,

“I would like to see if you can read some of this story to me. It is called, ‘A Day in the Village’”.

Point to the first word of the sentence in the first frame and say, “You can begin here”.

If the child struggles and fails to read a word, help him or her by saying the word or the first sentence.

If the child is unsure where the next sentence to read in the picture strip begins, point him or her to the right place.

If the child comes to a complete halt, thank her or him for making a good effort and discontinue the reading assessment. If they are struggling with harder words, stop the assessment at the sixth frame, at the end of the sentence, ‘others have a rash and itch a lot’.

Confident readers can be asked to continue to the end of the story.

Scoring Performance in the Narrative Reading Assessment

Use the Reading Record to mark each word that the child has failed to read. Try to do this discreetly so that any negative marking is not too obvious, as this might undermine the child’s confidence.

As children read through the story, make a record of the kinds of errors made. These will tell you something about the reading strategies children use and might help you decide what help children need if they are to make progress in their reading. (Notice that some words have been underlined on the Reading Record. This is because they have occurred earlier in the narrative, but are only marked once in the scoring process. Do not mark the underlined words.)
Use these symbols to record the child’s Qualitative Performance on the words that have NOT been underlined on the Reading Record:

[ 1 ] a one above each word read correctly.

[ - ] a horizontal line through any words that are read incorrectly or not attempted.

[ / ] a line diagonally through any word for which the child offers a meaningful substitution, for instance, ‘sickness’ may be read as ‘ill’. Errors of this kind will tell you whether children are using the context of the story to guide their reading. (You could write the substituted word at the top of your diagonal line.)

[ _ ] Put a line under parts of the words sounded out correctly. This will tell you whether children are using phonics (putting sounds together, or ‘segmenting’ a word into the sounds of which it is made) to help them read.

The performance of the more confident readers – those who go on to read the last three frames of the story page - can be recorded by checking whether they read the ten more difficult words identified on the Reading Record. Watch out for these as they read and as previously, discreetly mark their Qualitative Performance.

Put the total number of words correctly read in the box at the end of each line. Add the sub-totals for the overall score.

Summarise the Qualitative Performance by counting the number of symbols in each of the four categories. All words not attempted should count towards the [ - ] group.

**Comprehension of the Narrative**

When the reading test has been completed (or a child has come to a complete halt so the test must be discontinued) remove the story and cover it or turn it over. This is so that the child answers the next question from memory and understanding, rather than by reading again from the text.

Ask:  
“Can you tell me what this story is about?”

Write down the child’s response word for word in the space for the Comprehension Response on the Reading Record. (Ask them to pause or repeat if you need time to make your written record.)

Decide which of the following Level criteria best describes the quality of each child’s response. Children may be invited to offer additional evidence of their comprehension in their first language (as spoken at home). (Indicate the language in which their comprehension response was judged.)

Questions to encourage shy children to respond should only be of the open kind:  
“Can you tell me any more?”

Do NOT ask any closed questions such as, ‘What were the children’s names?’
Comprehension Criteria

Use the following criteria to decide which one best fits the child's level of comprehension. Tick one box on the Reading Record.

Level 1 (English or Vernacular), shows full understanding of the story

Children showing full understanding should be able to describe the main features of the story in the correct sequence. The main points covered should include ALL of these:

- two children visit their aunt
- their cousin is a nurse
- there is sickness in the village
- the illness is bilharzia OR the sickness is caused by drinking water.

Level 2 (English or Vernacular), shows partial understanding of the story

These children may show some understanding of the story. They may for instance include more than one detail such as:

- show that they know two children were described in the story;
- show some awareness that the people in the village were sick;
- know that the cousin was a nurse
- make errors e.g. suggesting the illness in the village was malaria rather than bilharzia.

Level 3 (English or Vernacular), shows little understanding of the story

These children may show mostly errors and confusions in retelling the story but should be able to retail at least ONE detail.

Level 4 (English or Vernacular), shows no understanding of the story

Children in this group will not be able to describe any part of the story.

- they may offer no response at all;
- descriptions will include errors and confusions.
Narrative Reading Fluency

Decide which of the following best describes the quality of each child’s reading fluency.

Level 1: Able to read fluently throughout
- reading well-paced
- no hesitation
- uses expression and intonation to match story

Level 2: Able to read most of narrative fluently
- reading mostly well-paced
- some hesitations when reaching unfamiliar words
- little or no expression of meaning

Level 3: Can read slowly with some hesitations
- will tend to read the whole or most of the story slowly
- reading might proceed very slowly, word-by-word
- mainly hesitations and errors when reading unfamiliar words or difficult words
- no expression or intonation

Level 4: Reads only individual words
- reads extremely slowly
- reads only a few words or no words successfully
- reading mostly hesitations and errors

Level 5: Remains silent or makes no attempt to read any word.
In the village many children are feeling unwell. At school they are too tired to play or do their work. During the school holidays Amma and Kofi travel away to stay with their aunt. They talk to their cousin who is a nurse.

Later they talk with their cousin.

Who is there? Amma, Kofi ... is that you?

Really. Why is that?

What's the sickness like?

We don't know. They are sick.

Some people complain of fever. Others have a rash and itch a lot.

So what's been happening in your village? How is everybody?

A lot of the children are feeling unwell.

Hmmmm. Where do you get your water from?

We use a river since the borehole broke down.

I think I know what the problem is. They have got bilharzia.

Do the children sometimes bathe there?

Yes, especially when it is hot.

What is that?

It's a disease you catch from water. Come back to the house. I have a story to show you. It tells you all about it.

Later that afternoon ...

Now I understand. When we go back to school, we must tell all our friends about this.
**A Day in the Village**

In the village many children are feeling unwell. At school they are too tired to play or do their work. During the school holidays Amma and Kofi travel away to stay with their aunt. They talk to their cousin who is a nurse.

Who **is** there? Amma, Kofi **is** that you?

Later they **talk with their cousin**.

So what's been happening in your village? How **is** everybody?

A lot of the children are feeling unwell.

Really. Why **is** that?

We don't know. They **are** sick.

What's the sickness like?

Some people complain of fever. Others have a rash and itch a lot.
In the village many children are feeling unwell. At school they are too tired to play or do their work. During the school holidays Tsitsi and Tendai travel away to stay with their aunt. They talk to their cousin who is a nurse.

Later they talk with their cousin.

Really. Why is that?

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What's the sickness like?

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Later they talk with their cousin.

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A lot of the children are feeling unwell.

Really. Why is that?

We don't know. They are sick.

What's the sickness like?

Some people complain of fever. Others have a rash and itch a lot.


Umo limakhalira tsiku ku mudzi


Kodi ndindani? Ndiwe Tsitsi kapena Tendai?

Keneke akambirana ndi muwuni wao uja.

Topano tatiukenzi zimene zakhala zikuchitika ku mudzi. Anthu onse ali bwanji?

Ana ambili sakupinde bwino.

Zoona? Chifukwa chiyani?

Siti kudziwa koma akudwala.

Matenda ake otani?

Ena akumva malungo. Ena akutuluka ziwengo zoyabwa kwambiri

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<thead>
<tr>
<th>tchuti</th>
<th>namwino</th>
<th>muwuni</th>
<th>zakhala</th>
<th>matenda</th>
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<tbody>
<tr>
<td>ziwengo</td>
<td>zoyabwa</td>
<td>kamwazi</td>
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Total 8

Reading Fluency Level

Can you tell me what this story is about?

Comprehension Level
Administration of the Writing Tasks

The Writing tasks span several years of children’s development of writing skills, so the teacher must decide the appropriate level at which to pitch the assessment. The six demands listed are in a sequence of increasing difficulty:

1. Write your name on the paper. (Ask if you need help).
2. Write some letters you know.
3. Write any words you know.
4. Look at the picture. Write the names of some things you can see in the picture.
5. Write a sentence to describe something that is happening in the picture.
6. Write a short story about this picture.

It is not assumed that all should be offered to children. Instead, the teacher must be sensitive to each child’s level of performance. For pupils who are relatively new to writing, most will be familiar with the demand of writing their own name, so this is a suitable starting point. For those who have problems with writing their name, the Writing Task should be discontinued. Instead, children could be invited to respond to the second and third demands, i.e. to write some letters (demand 2) or some words (demand 3).

The demands 4, 5 and 6 form a progression. Any child who is known to be capable of writing an entire short story should be invited to begin the Writing Task at that point.

Before asking children to begin writing a story, it will be helpful to discuss the illustration. The teacher can invite direct observations and reports of what children see happening in the picture. Next, children can be invited to interpret why they think some things are happening, and what might happen next – in the future.

To avoid any confusion about the fact that the artist has drawn the house with one part of the wall transparent, children can be asked to comment on the fact that what is happening inside the house can be seen. Make sure they understand that it has been drawn that way just to let us see what is happening inside.

The second picture, showing children collecting fruits, can be used in a similar way to the first one, or to check on progress by comparing results after some time.

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**Scoring the Writing Task**

Three sets of criteria are used to locate pupils on different aspects of the Writing Task.

**Writing Skills** consists of seven ordered criteria. The teacher must decide at which point on the scale to locate each child’s sample of work. Within a school, different teachers can compare pieces of work in a moderation exercise, so as to have a common framework of what to expect at each level.

**Punctuation** skills are described in terms of five broad steps of gradually increasing skill levels.

**Spelling** is described by four steps, very broad in nature. No doubt teachers will use spelling tests for particular spelling rules. Within the Writing Task, the Spelling criteria are only intended to produce a broad, baseline estimate of the skills levels of children in a class.
Write your name. (Ask if you need help).

Write some letters you know.

Write the names of some things you can see in the picture.

Write a sentence to describe something that is happening in the picture.

Write a short story about this picture. (Carry on over the page.)
Write a short story about this picture.
# Writing Record Administration Sheet

<table>
<thead>
<tr>
<th>Name ............................................</th>
<th>Boy</th>
<th>D.O.B d..... m..... y.....</th>
<th>Class ..........................</th>
<th>Age in months</th>
</tr>
</thead>
<tbody>
<tr>
<td>School ...........................................</td>
<td>Girl</td>
<td>Std/Grade ....................</td>
<td>Teacher ..........................</td>
<td></td>
</tr>
</tbody>
</table>

## Writing Skills

<table>
<thead>
<tr>
<th>Uses some letters amongst scribbles</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguishes between letters</td>
<td></td>
</tr>
<tr>
<td>Included spaces between groups of letters</td>
<td></td>
</tr>
<tr>
<td>Writes recognisable words</td>
<td></td>
</tr>
<tr>
<td>Write simple sentences</td>
<td></td>
</tr>
<tr>
<td>Arrange sentences into paragraphs</td>
<td></td>
</tr>
</tbody>
</table>

## Punctuation

<table>
<thead>
<tr>
<th>No punctuation</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Random full stops and capital letters and question marks</td>
<td></td>
</tr>
<tr>
<td>Full stops to demonstrate end of sentence</td>
<td></td>
</tr>
<tr>
<td>Capital letters full stops added accurately</td>
<td></td>
</tr>
<tr>
<td>Punctuation included within a sentence</td>
<td></td>
</tr>
</tbody>
</table>

## Spelling

<table>
<thead>
<tr>
<th>Random letter strings</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Represents most words with a few correct letters</td>
<td></td>
</tr>
<tr>
<td>Writes and spells most familiar words</td>
<td></td>
</tr>
<tr>
<td>Spells words correctly</td>
<td></td>
</tr>
</tbody>
</table>
Administration of Letter Recognition Task

This assessment can be presented as a class activity, but children should complete the task individually. They should not be given any help in identifying the letters and they should not be given the opportunity to copy from others in the class.

Ask children to
“Look at all the marks on the paper.”

Tell the children
“Some of the marks are letters and some are not”.

Ask them to
“Find the letters and draw a ring around them”.
(Make a circle in the air to show children what you mean by a ring.)

Give the children as long as they reasonably need to identify each of the letters and when they have finished, collect the papers.
Recording Responses to the Letter Recognition Task

The Letter Recognition Task requires children to distinguish the letters from amongst the following symbols on the page:

<table>
<thead>
<tr>
<th>Letters</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Other) Symbols</td>
<td>10</td>
</tr>
<tr>
<td>Numerals</td>
<td>13</td>
</tr>
<tr>
<td>Reversed letters</td>
<td>6</td>
</tr>
</tbody>
</table>

Add up the total number of each kind of symbol which has been ringed by the child and record that number in the correct box at the bottom of the page. Each symbol type is identified by the letters at the bottom of the page, in case of doubt — the columns of letters are arranged in the same order as the symbols on the page above. For example, the fourth row, third column is labelled ‘S’ for (Other) Symbol.

Summarise the child’s performance by comparing the responses with these criteria. Put a tick in the box that describes the child’s level.

**Level 1**
Recognises all letters, no other symbols ringed
• identifies all 7 letters by ringing them;
• nothing else ringed.

**Level 2**
Recognises some letters, no other symbols ringed
• identifies less than 7 of the letters
• nothing else ringed.

**Level 3**
Recognises some letters with some reversals included
• identifies some letters
• some reversals are ringed
• no numerals or other symbols ringed

**Level 4**
• identifies some letters
• some reversals ringed as well as some other symbols and/or numerals ringed.

**Level 5**
• No letters ringed.
Letter Recognition Task

Put a ring around the letters.

8 △ 2 m 5 ∝

% E ○ □ ☺ ▲

σ q △ # 3 ℓ

e b ← n 6 a

t 5 a e √ k ϕ

1 4 s ✓ k ○

Level: □ 1 □ 2 □ 3 □ 4 □ 5

Name...................................................... Boy ☐ D.O.B d........m.......y....... Class............................... Age in Months
School..................................................... Girl ☐ Std/Grade.............................. Teacher...........................

5
Administration of Initial Sound Recognition Task – Spoken Words

This assessment can be presented as a class activity, but children should complete the task individually. They should not be given any help in identifying the sounds and they should not be given the opportunity to copy from others in the class.

Ask children to
"Look at the pictures on the paper."

Tell them that you will read out the name of the things shown in each picture from left to right.

Tell them they must listen carefully to the word you say and decide what is the first sound of that word.

Ask them to
"Write the letter sound that starts the word in the box next to the picture."

Tell them that you will all do the first one together. Remember to read the names of things in the picture slowly. You might repeat the name of the thing shown in the picture once.

For picture 1, tell them
"The first picture shows an umbrella."

Tell them
"Umbrella starts with the sound, ‘uh’."

Draw the ‘u’ on the chalk board.

Tell them
"This letter makes the sound, ‘uh’. Write the letter in the box next to the picture on your own paper."

Now tell them that you will read out each word and they must listen carefully for each starting sound. Say

"Put your finger on the next picture. The next picture shows a leaf. What letter makes the sound that starts the word, ‘leaf’? Write the letter sound that starts the word ‘leaf’ in the box next to the picture."
For picture 3, say

“Put your finger on the next picture.
The next picture shows a zebra.
What letter makes the sound that starts the word ‘zebra’?
Write the letter sound that starts the word ‘zebra’ in the box next to the picture.”

Continue with the task until you have introduced each picture on the page.

4. tree 5. pencil 6. goat
7. girl 8. ant 9. banana
10. jug 11. egg 12. nail
13. cup 14. hand 15. key

Scoring the Initial Sound Recognition Task

At the bottom of the page is a set of boxes. Put a ‘1’ in each box for which the child has made a correct response. (The first box, for ‘umbrella’ has been completed.) Put a ‘0’ for each incorrect response.

Add all the correct responses (but don’t include umbrella) and put the total in the box for ‘Total Correct’.
Write the sound which starts these words.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
</tbody>
</table>

Use 1 to record correct response
Use 0 to record incorrect response

Total correct = 14
Administration of End Sound Rhymes Task

This task can be administered to a whole class.

Tell the children to look at their paper. Tell them

“There are rows of three words.
I will read out each of three words and you must listen for the two words that sound alike - the two words that rhyme.
Put ticks in the two boxes for the two words which rhyme in each row”.

Tell them that you will do the first one, Number One, together.
Tell them to listen carefully to the sounds at the end of each word

Read slowly each of the three words: ‘sand’, ‘hand’ and ‘cow’.

Tell them

“The two words which rhyme are ‘sand’ and ‘hand’.

Tell them to put ticks in the boxes of the two words which rhyme, ‘sand’ and ‘hand’.
Tell them that you will move on to Number Two in the second row.

Read slowly each of the three words
Ask them to put ticks in the boxes of the two words which rhyme.

Carry on in this manner, reading each group of words - reminding children to tick two boxes each time – until the end.

Scoring the End Sound Rhymes Task

Check each response and circle the item number for each correct response. Put a diagonal line through the number for each incorrect response. Record the ‘Total Correct’ in the box.
Tick two words which sound the same at the end.

1. sand ☐ hand ☐ cow ☐
2. tree ☐ field ☐ see ☐
3. maize ☐ lazy ☐ haze ☐
4. bat ☐ wall ☐ ball ☐
5. hope ☐ raw ☐ rope ☐
6. pen ☐ peg ☐ hen ☐
7. mat ☐ man ☐ hat ☐
8. look ☐ boat ☐ book ☐
9. ham ☐ ran ☐ van ☐
10. jug ☐ mug ☐ man ☐
11. child ☐ will ☐ wild ☐
12. stop ☐ shot ☐ shop ☐
13. book ☐ look ☐ box ☐

Circle the number for correct responses. Record the Total Correct. Total correct = ☐
Administration of Word-Picture Match Task

This activity can be carried out with the whole class.

Ask each child to look at the sheet in front of them and tell them:

“One of the words is the right one to match the picture. Draw a line under ONE word which matches the picture.”

Scoring the Word-Picture Matching Activity

On the left at the bottom of the page, the position of each word in the group of four is identified by a number, 1-4. Use the numbers to identify which word position the child has identified to match each picture.

Put the word position numbers in the boxes corresponding to each picture – these are in the middle at the bottom of the page. The correct number is written outside the box. When the number you have written inside the box corresponds with the number outside the box, the child has correctly matched word and picture. Count how many such correct choices the child has made and add the total to the box on the right – the ‘Total Correct’ box.
Word-Picture Match Task

Name...................................................... Boy □ Girl □ D.O.B d.........m.........y.......... Class............................................. Age in Months
School..................................................... Girl □ Std/Grade.............................. Teacher..........................................

Draw a line under the word to match the picture.

bone                  dog

toy                   boy

boat                  float

bat                   moat

leg                   egg

peg                   eat

wreck                 wrist

write                 wrong

chalk                 calm

chat                  calf

lone                  loin

lion                  line

stick                 big

bridge                brick

shine                 shoot

shirt                 shoe

knee                  knot

knife                 knock

come                  comb

crumb                 home

Key

1  2  3  4

Total correct = 4  3  4  3  3  2
Administration of Word Recognition Test

Teachers might wish to administer this test in order to gain a very rough guide to a child’s standard of reading. For example, if a pupil transferred from another school, or if there was an intention to get a broad picture of the spread of reading ability across a whole class, the Word Recognition Test might prove helpful. Teachers might use the Narrative Reading Test, but if children make little progress with that test, the Word Recognition.

The Word Recognition Test can be used as a summative measure, since it generates a total score of words read correctly. As the words are not in any context, children who look for contextual cues when they decode may find the test challenging. However, the raw scores will provide some information for comparing reading proficiency among pupils within a class, across classes within a school by comparing mean scores, or among schools.

The Word Recognition Test can also be used diagnostically. For example, rather than recording a child’s attempts as simply ‘correct’ or ‘incorrect’, the quality of the attempt can be noted, as described in the scoring procedures.
Scoring the Word Recognition Test

The tests in this Teacher’s Guide are intended for diagnostic and formative use, and that is also the case for the Word Recognition Scoring Record. The following codes are for each word:

**Code 1** word read correctly.

**Code 0** no attempt made to read the word

**Code 2** A substitution – another meaningful word, but not the one printed, is suggested. That is, the child ‘reads’ a word that is not the one being attended to.

**Code 3-8** The teacher should listen carefully and decide which of the sounds (phonemes) actually present in the printed word have been uttered by the child.

Note that each of the 79 words is represented by a number within a square. The diagnostic code for each response should be decided from the 0-8 range on offer. This decision can then be entered in the square, word by word, as the child makes his or her attempts.

If children have difficulty following a line, put a blank card or sheet of paper beneath the line being read, so as to guide them. The teacher might also invite children to point with a finger at the word being attempted.

If a child appears to be struggling, draw the test to a close. No words in a line correctly read would be a strong signal to stop the test.

To summarise each child’s performance, complete the following:

**Total Score:** count up the number of words read correctly.

**Substitutions:** count the total number of substitutions. It would also be possible to calculate the ratio of substitutions to words read correctly. If children are not making any attempt to analyse words according to their constituent phonemes, they can be offered specifically tailored help.

**Part-word sounds** the totals for each of the parts of words that children manage to sound correctly as they are reading can be totalled. This will provide information about children’s ability to decode and re-assemble the sounds of each printed word. It will be interesting to note any consistent patterns in children’s responses. For example, some children might be relatively successful in sounding the beginnings of words, but not get any further. Such diagnostic information is likely to be helpful in identifying children who need particular kinds of help in blending.
<table>
<thead>
<tr>
<th>of</th>
<th>in</th>
<th>to</th>
<th>it</th>
<th>he</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>on</td>
<td>or</td>
<td>by</td>
<td>as</td>
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<tr>
<td>do</td>
<td>me</td>
<td>no</td>
<td>at</td>
<td>up</td>
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<tr>
<td>we</td>
<td>if</td>
<td>and</td>
<td>the</td>
<td>was</td>
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<tr>
<td>for</td>
<td>that</td>
<td>you</td>
<td>but</td>
<td></td>
</tr>
<tr>
<td>not</td>
<td>this</td>
<td>had</td>
<td>they</td>
<td></td>
</tr>
<tr>
<td>his</td>
<td>from</td>
<td>she</td>
<td>will</td>
<td></td>
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<tr>
<td>are</td>
<td>have</td>
<td>which</td>
<td>were</td>
<td>what</td>
</tr>
<tr>
<td>their</td>
<td>would</td>
<td>said</td>
<td>about</td>
<td>your</td>
</tr>
<tr>
<td>who</td>
<td>some</td>
<td>into</td>
<td>time</td>
<td>only</td>
</tr>
<tr>
<td>people</td>
<td>know</td>
<td>first</td>
<td>very</td>
<td>between</td>
</tr>
<tr>
<td>because</td>
<td>through</td>
<td>another</td>
<td>against</td>
<td>something</td>
</tr>
</tbody>
</table>
Word Recognition Record Sheet

<table>
<thead>
<tr>
<th>Name ..................................................</th>
<th>Boy □</th>
<th>Girl □</th>
<th>D.O.B d... m... y...</th>
<th>Class .................</th>
<th>Age in months ...........</th>
</tr>
</thead>
<tbody>
<tr>
<td>School ............................................</td>
<td>Boy</td>
<td>Girl</td>
<td>Std/Grade .............</td>
<td>Teacher ...............</td>
<td>Age in months ...........</td>
</tr>
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<tr>
<td>of 23 in 24 to 25 it 26 he 27</td>
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<tr>
<td>be 28 on 29 or 30 by 31 as 32</td>
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<tr>
<td>do 33 me 34 no 35 at 36 up 37</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>we 38 if 39 and 40 the 41 was 42</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>for 43 that 44 you 45 but 46</td>
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<td></td>
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<tr>
<td>not 47 this 48 had 49 they 50</td>
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<tr>
<td>his 51 from 52 she 53 will 54</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>are 55 have 56 which 57 were 58 what 59</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>their 60 would 61 said 62 about 63 your 64</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>who 65 some 66 into 67 time 68 only 69</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>people 70 know 71 first 72 very 73 between 74</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>because 75 through 76 another 77 against 78 something 79</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Code

<table>
<thead>
<tr>
<th>1 correct</th>
<th>0 no response</th>
<th>2 substitution</th>
<th>3 1st sound</th>
<th>4 end sound</th>
<th>5 1st + mid sound</th>
<th>6 mid sound</th>
<th>7 mid + end sound</th>
<th>8 1st + end sound</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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