



**Tanzania Early Grade Reading Assessment: Student Response  
Administrator Instructions and Protocol (Baseline)**

**ENGLISH**

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 an exam. 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. I work with the Ministry of Education and we are trying to understand how children learn to read. You were picked by chance, like in a raffle or lottery.
- We would like your help in this. But you do not have to take part if you do not want to.
- 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.
- 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.
- Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right.
- Do you have any questions? Are you ready to get started?

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

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

A. Date of Assessment :	Day : _____ Month: _____
B.1. Enumerator's Name :	
B.2. Enumerator Code :	
C. School Name :	
D. District:	
E. Region:	
F. School Shift :	1 = Full day 2 = Morning only 3 = Afternoon only
G. Multigrade Class ?	0 = No                      1 = Yes
H. Order of Assessment	1 = First 2 = Second 3 = Third

I. Class:	1 = Class One 2 = Class Two 3 = Class Three 4 = Class Four
J. Stream Name:	
K. Student Unique Code:	
L. Student's Age :	
M. Student's Gender	1 = boy                      2 = girl
N. Time Started:	____ : ____ AM / PM

## Section 1. Letter Sound Knowledge

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

Here is a page full of letters of the English alphabet. 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 A] is "AH" as in "APPLE".

Let's practise: Tell me the sound of this letter [point to V]:

If the child responds correctly say: Good, the sound of this letter is "VVVV."

If the child does not respond correctly, say: The sound of this letter is "VVVV."

Now try another one: 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."

Do you understand what you are to do?

When I say "Begin," please sound out the letters as quickly and carefully as you can. Tell me the sound of the letters, starting here and continuing this way. [Point to the first letter on the row after the example and draw your finger across the first line]. If you come to a letter sound you do not know, I will tell it to you. If not, I will keep quiet and listen to you. Ready? Begin.



Start the timer when the child reads the first letter. Follow along 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 you have marked as incorrect all of the answers on the first line with no self-corrections, say "**Thank you!**" discontinue this exercise, check the box at the bottom, and go on to the next exercise.

Example : A v L

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

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

Check this box if the exercise was discontinued because the child had no correct answers in the first line.

## Section 2. 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: “ut”.

Let’s practise: Please read this word [point to the next word: dif].

[If the student says “dif”, say]: “Very good: “dif”

[If the student does not say “dif” correctly say]: This made-up word is “dif.”

Now try another one: Please read this word [point to the next word: mab].

[If the student says “mab”, say]: “Very good: “mab”

[If the student does not say “mab” correctly say]: This made-up word is “mab.”

When I say “begin,” read the words as quickly and carefully as you can. Read the words across the page, starting at the first row below the line. I will keep quiet and listen to you, unless you need help. Do you understand what you are to do? Ready? Begin.



Start the timer when the child reads the first word. Follow along 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 you have slashed/marked as incorrect all of the answers on the first line, say “**Thank you!**” discontinue this exercise, check the box at the bottom, and go on to the next exercise.

Example :     ut                         dif                         mab

1	2	3	4	5	
vob	tep	reb	fem	bis	(5)
zay	yut	gux	pef	het	(10)
raz	mak	mip	lep	sab	(15)
vap	zin	jif	pab	ruk	(20)
wis	zeg	mep	jol	pos	(25)
yot	wog	bem	kar	heg	(30)
jeb	pog	dix	fik	dap	(35)
rov	wim	kom	gat	cur	(40)
pim	pug	daf	lal	laj	(45)
noz	zil	fal	mof	lop	(50)

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

Check this box if the exercise was discontinued because the child had no correct answers in the first line.

## Section 3a. Oral Passage Reading

Show the child the story in the student stimuli booklet. Say,

**Here is a short story. I want you to read it aloud, quickly but carefully. When you have finished, I will ask you some questions about what you have read. Do you understand what you are to do? When I say “begin,” read the story as best as you can. I will keep quiet & listen to you, unless you need help. Ready? Begin.**



Start the timer when the child reads the first word. Follow along with your pencil and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. **Stay quiet**, unless the child hesitates for 3 seconds, in which case provide the word, point to the next word and say “**Please go on.**” Mark the word you provide to the child as incorrect. **At 60 seconds, say “Stop.” Mark the final word read with a bracket ( )**. **Early stop rule:** If the child reads no words correctly on the first line, say “**Thank you!**”, discontinue this exercise, check the box at the bottom of the page, and go on to the next exercise.

## Section 3b. 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 well as you can.**

Story 1: WHERE IS SARA’S SWEATER	QUESTIONS	CORRECT RESPONSE	INCORRECT RESPONSE	NO RESPONSE
One day, Sara lost her sweater. She was worried. It was very cold. 13	<b>What did Sara lose?</b> [Sara lost her sweater.]			
She looked in her desk and on her seat. The sweater was not there. 27	<b>Where did Sara look for her sweater?</b> [in the desk, seat, classroom, under the big tree; playground]			
She ran to the playground. She looked under the big tree. It was not there. 42	<b>Where did Sara run?</b> [the playground]			
She told her teacher she had lost her sweater. The teacher pointed to Sara’s neck. Sara laughed. 59	<b>Where was Sara’s sweater?</b> [On/around her neck, on her body]			
	<b>Why did Sara laugh?</b> [Because the sweater was on her neck]			

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

Check this box if exercise stopped due to the child not reading any one of the words on the first line correctly.

## Section 4a. Oral Passage Reading (Untimed)

Show the child the story in the student stimuli booklet. Say,

**Here is a short story. I want you to read it aloud, quickly but carefully. When you have finished, I will ask you some questions about what you have read. Do you understand what you are to do? When I say “begin,” read the story as best as you can. I will keep quiet & listen to you, unless you need help. Ready? Begin.**



Start the timer when the child reads the first word. Follow along with your pencil and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. **Stay quiet**, unless the child hesitates for 3 seconds, in which case provide the word, point to the next word and say “**Please go on.**” Mark the word you provide to the child as incorrect. At 180 seconds, say “**Stop.**” Mark the final word read with a bracket ( ). **Early Stop Rule:** If the child reads no words correctly on the first line, say “**Thank you!**” Discontinue this exercise, check the box at the bottom of the page, and go on to the next exercise.

## Section 4b. Reading Comprehension

When 180 seconds are up or if the child finishes reading the passage in less than 180 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 well as you can.**

Story 1: School Dance	QUESTIONS	CORRECT RESPONSE	INCORRECT RESPONSE	NO RESPONSE
Moraa and her friends are going to dance for their school. 11	<b>What are the girls going to do?</b> (To dance at school, dance, dance for school)			
They want to be the best dancers. They practice every day. 22	<b>Why do they practice every day?</b> (they want to be the best, to improve, get better)			
When the girls dance, the whole school claps. Moraa and her friends know they shall win. 38	<b>What does the whole school do when Moraa and her friends dance?</b> (The whole school/everyone claps)			
	<b>Why does the whole school clap?</b> (The girls dance well; They were happy with the dancers.)			

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


Check this box if exercise stopped due to the child not reading any of the words on the first line correctly.

## **Section 5. 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, then write the 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.

1a	Do you speak the same language at home as you speak at school? Je, nyumbani kwenu mnazungumza lugha ileile kama unayozungumza shuleni?	No, Go to 1b.....0 Yes ..... 1 Do not know/No response.....99			
1b	<i>[If "No" to Question 1a],</i> What language(s) do you speak at home? <i>[Kama jibu ni "Hapana" Swali 1a],</i> Je, ni lugha ipi au zipi mnazozitungumza nyumbani kwenu?  <i>[Multiple responses are allowed]</i>	Kiswahili ..... 1 English..... 2 Mother Tongue.....3 (Specify):..... Do not know/No response.....99			
At your house, do you have: Je, nyumbani kwenu mnavyo vifuatavyo:		<b>No</b>	<b>Yes</b>	<b>No Response</b>	<b>Don't Know</b>
2	A radio? Radio?	0	1	8	99
3	A telephone or mobile phone? Simu au simu ya kiganjani?	0	1	8	99
4	Electricity? Umeme?	0	1	8	99
5	A television? Runinga au TV?	0	1	8	99
6	A refrigerator? Jokofu au friji?	0	1	8	99
7	A toilet inside the house? Choo ndani ya nyumba?	0	1	8	99
8	A bicycle? Baiskeli?	0	1	8	99
9	A motorcycle? Pikipiki?	0	1	8	99
10	A car, truck, 4 by 4, tractor, or engine boat? Gari dogo la abiria, gari la mizigo, gari aina ya landrover au landcruiser (4 by 4), trekta, au injini ya boti?	0	1	8	99

11	<p>Did you go to a nursery or pre-school before Class 1?</p> <p>Je, ulisoma darasa la chekechea au shule ya awali kabla ya kuandikishwa darasa la kwanza?</p>	<p>No ..... 0</p> <p>Yes ..... 1</p> <p>Do not know/No response .....99</p>
12	<p>What class were you in last year?</p> <p>Je, mwaka uliopita ulikuwa unasoma darasa la ngapi?</p>	<p>Pre-school..... 0</p> <p>Class 1 ..... 1</p> <p>Class 2.....2</p> <p>Class 3.....3</p> <p>Class 4.....4</p> <p>Not in school ..... 5</p> <p>Do not know/No response .....99</p>
13	<p>Last year, were you absent from school for more than one week?</p> <p>Katika mwaka uliopita, uliwahi kukosa kuhudhuria shuleni kwa zaidi ya juma moja?</p>	<p>No ..... 0</p> <p>Yes ..... 1</p> <p>Do not know/No response .....99</p>
14	<p>Do you have the English reading textbook?</p> <p>Je, unacho kitabu cha kusoma cha Kiingereza?</p>	<p>No ..... 0</p> <p>Yes ..... 1</p> <p>Do not know / No response ..... 99</p>
15	<p>Do you have the Kiswahili reading textbook?</p> <p>Je, unacho kitabu cha kusoma cha Kiswahili?</p>	<p>No ..... 0</p> <p>Yes ..... 1</p> <p>Do not know / No response ..... 99</p>
16	<p>Do you have the maths textbook?</p> <p>Je, una kitaba cha hisabati?</p>	<p>No ..... 0</p> <p>Yes ..... 1</p> <p>Do not know / No response ..... 99</p>
17	<p>Do you have books or reading materials at home?</p> <p>Je, una vitabu au vijarida vya kusoma nyumbani kwenu?</p> <p><i>[If No or Don't Know Skip to 19]</i></p>	<p>No ..... 0</p> <p>Yes ..... 1</p> <p>Do not know / No response ..... 99</p>
18	<p><i>[If yes to Question 17]</i> What language(s) are these books or other materials in?</p> <p>Je, vitabu na vijarida kule nyumbani vimeandikwa kwenye lugha ipi?</p> <p><i>[Multiple- responses are allowed]</i></p>	<p>Kiswahili..... 1</p> <p>English.....2</p> <p>Mother Tongue.....3</p> <p>(Specify):.....</p> <p>Do not know / No response ..... 99</p>

19	Can your mother read and write? Je, mama yako anajua kusoma na kuandika?	No ..... 0 Yes ..... 1 Do not know / No response ..... 99
20	Can your father read and write? Je, baba yako anajua kusoma na kuandika?	No ..... 0 Yes ..... 1 Do not know / No response ..... 99

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 until the team of visitors departs from the school.

Vizuri sana, sasa tumemaliza. Umefanya kazi nzuri. Tafadhali sasa rejea darasani kwako, na hakikisha huwaelezi wanafunzi wengine kuhusu mahojiano haya ya leo hadi timu ya wageni hawa imeondoka.

Time Ended: \_\_\_\_ : \_\_\_\_ AM / PM