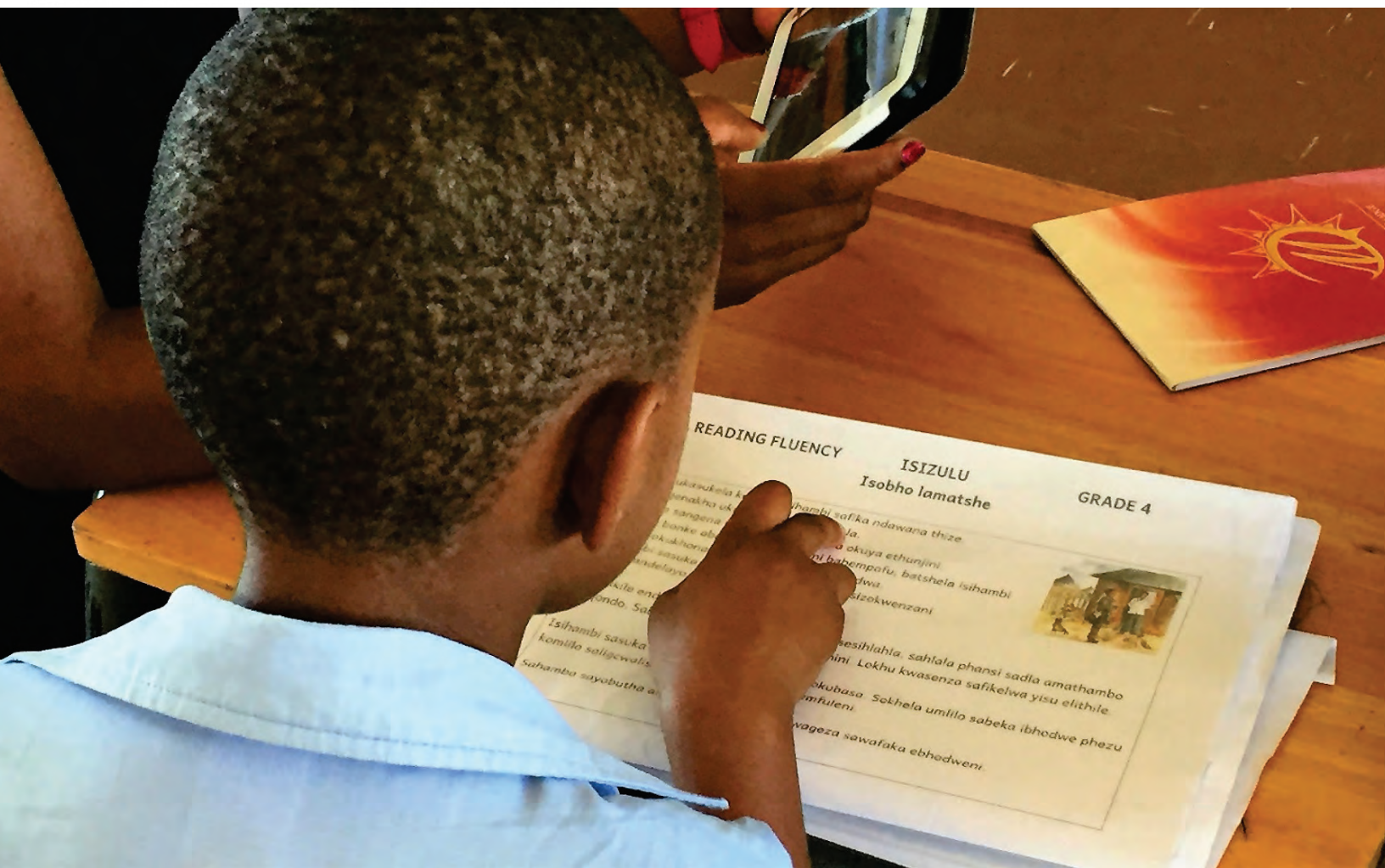




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Impact Evaluation of USAID/South Africa Story Powered School Program - Baseline

August 2018

This publication was produced at the request of the United States Agency for International Development. It was prepared independently by Dr. Alicia Menendez and Dr. Cally Ardington.

USAID/SOUTH AFRICA STORY POWERED SCHOOL PROGRAM IMPACT EVALUATION:

August 2018

Prepared for the United States Agency for International Development

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DISCLAIMER

This publication was produced at the request of the United States Agency for International Development. It was prepared independently by Dr. Alicia Menendez and Dr. Cally Ardington.

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ACRONYMS

DBE	Department of Basic Education
EC	Eastern Cape
EDR	Evaluation Design Report
EGRA	Early Grade Reading Assessment
ICC	Intra-Cluster Correlation
IE	Impact Evaluation
KZN	KwaZulu-Natal
LOLT	Language of learning and teaching
MDES	Minimum Detectable Effect Size
ORF	Oral Reading Fluency
RCT	Randomized Control Trial
RFE	Reading for Enjoyment
SPS	Story Powered Schools: A South African Reading Revolution

EXECUTIVE SUMMARY

NORC at the University of Chicago, through the USAID Reading and Access Evaluation Contract, has been charged with conducting the external impact evaluation (IE) of Story Powered Schools: A South African Reading Revolution (SPS). The main purpose of the evaluation will be to assess the causal impact of SPS on reading outcomes of primary school children.

This report focuses on the baseline findings of the evaluation.

PROJECT BACKGROUND

SPS aims to develop and sustain a culture of reading for enjoyment in 720 primary schools in the Eastern Cape (EC) and KwaZulu-Natal (KZN) provinces of South Africa. The program focuses on nurturing a love of reading, in mother tongue and English, to spark children's potential and unlock their capacity to learn. The project is run by South African non-profit organization, Nal'ibali, in partnership with the United States Agency for International Development (USAID), the DG Murry Trust, and national, provincial and local Departments of Education.

The following activities take place at each SPS school:

- **“Big 5” training** – 5 teachers trained in reading for enjoyment (2 days).
- **Community training** for 10 community volunteers in reading for enjoyment (1 day).
- Providing **five hanging libraries** – bags with pockets to display the reading materials – and **15 editions per year of the bilingual Nal'ibali reading newspaper supplement**.
- Supporting schools to **register reading clubs**.
- **Weekly visits from Story Sparkers** – Nal'ibali mentors. These are high school graduates from the community that receive training and support in the field by SPS Literacy Mentors and Provincial Coordinators. On their weekly visit, Story Sparkers assist schools in creating a culture of reading for enjoyment with activities scheduled before, during, and after the school day.
- **Holiday programs** in June/July that include multiple reading activities for learners.
- **Events, campaigns, and competitions**, which engage the broader school community.
- **Reading club showcases** – competitions where reading clubs are adjudicated according to established criteria and where children from reading clubs share and perform their achievements.

These SPS activities aim to increase: 1) awareness about the importance of reading for enjoyment to contribute to children's literacy development, and learning; 2) motivation to read, write, and share stories; 3) positive behaviors and habits that support reading development; 4) access to reading materials; 5) children's skills and confidence relating to reading, writing, and storytelling; and 6) parents' and communities' involvement in promoting reading.

EVALUATION METHODOLOGY OVERVIEW

The methodology for this evaluation is a randomized-controlled trial (RCT), with communities of schools randomly assigned to treatment and control groups. This data will be complemented with qualitative data from classroom observations in a sub-sample of treatment and control schools and with in-depth case studies in four treatment schools.

A total of 360 schools were included in the baseline data collection that was conducted over two years – 2017 and 2018 – due to programmatic reasons. In each school selected for data collection, NORC randomly sampled one teacher from each of grades 2, 3, and 4. Learners were randomly selected from the classes of the sampled teachers. In total, NORC randomly selected 30 learners from each school (10 each from grades 2, 3, and 4, comprised of five girls and five boys whenever possible).

The evaluation measures reading outcomes using subtasks of the Early Grade Reading Assessment (EGRA), a widely used tool to measure various aspects of reading proficiency. The EGRA assessments were conducted in mother tongue (isiXhosa or isiZulu) for all learners. English EGRA assessments were administered only to Grade 3 and 4 learners. NORC used an existing version of EGRA and added six receptive vocabulary items where the learner was asked to identify the correct picture to match a particular word.

In addition to the EGRA tool, the baseline data collection included: (1) a short student background questionnaire administered immediately following the EGRA to every student sampled; (2) a teacher questionnaire administered to the teacher of each sampled class; and (3) a school inventory completed by the enumerators.

FINDINGS

Reading skills: Average scores in the EGRA subtasks are very low in both provinces. **One in four learners are non-readers in mother tongue** – they cannot read a single word from a short, grade-level paragraph.

There is clear progress from grade to grade, but by Grade 4, 13% of learners are still unable to read one word and the average oral reading fluency is 23 words per minute. In the table below, we show the proportion of learners that are not readers in mother tongue and average oral reading fluency for each grade, separately by province

Oral Reading Fluency (ORF)	Eastern Cape			KwaZulu-Natal		
	Grade 2	Grade 3	Grade 4	Grade 2	Grade 3	Grade 4
ORF = 0	41.9%	28.4%	15.1%	32.1%	19.5%	10.6%
ORF average number of words	5.90	13.07	19.57	8.66	19.55	25.29

Excluding non-readers, the average oral reading fluency of the rest of the learners is, on average, 20 words per minute and 24% of them cannot correctly answer one comprehension question about the passage read.

The very poor foundation in mother tongue literacy at the beginning of Grade 4 is particularly concerning, as learners transition to English as the language of learning and teaching (LOLT) in this grade. English EGRA results are similar those for mother tongue, with **32% of Grade 4 learners unable to answer one English comprehension question.**

Many factors are associated with learners' reading performance:

- On average, girls tend to out-perform boys.
- Better socio-economic status, as proxied by household possessions and child height, is associated with better reading outcomes.
- Learners who are behind for their age and those repeating the grade also have poorer reading skills.

Attitudes and behavior: 90% of learners report they like to read. However, 20% of learners never read at home on their own and only one in four learners reads at home daily.

Absenteeism is a major challenge for both learners and teachers. SPS activities are scheduled to take place in school and absenteeism could reduce the potential impact of the intervention.

Learners' reading resources: Access to reading resources is clearly an issue. Half of learners have no books other than schoolbooks to read at home. Only 15% of learners can take a library book home.

While the vast majority of schools have class readers, learners typically have to share them, cannot choose their own reader, and are not allowed to take readers home.

Teachers' reading behavior: 60% read outside work requirements often or very often, but less than half are reading books (fiction or non-fiction). Only 47% of teachers have more than ten books in their homes.

Classroom instruction practices: Teachers report using a range of activities in literacy lessons. Rote learning and chanting remains a dominant pedagogy with 47% of teachers saying that their learners repeat sentences they have said first on a daily basis. Playing games related to the literacy lesson is much less common with only 8% of teachers reporting this as a daily activity. There is clearly room to incorporate more activities focused on reading for enjoyment.

Teachers' assessment of their learners: On average, teachers report that 41-50% of their learners are reading with fluency and comprehension in mother tongue. Matching this to learners' EGRA outcomes would imply a fluency of 19 words per minute, far from the levels needed to be able to comprehend the text read. Teachers are not only overly optimistic, their assessment of their own learners' reading levels does not correlate highly with the measured EGRA outcomes.

INTRODUCTION

CONTEXT AND PROJECT BACKGROUND

In 2016, almost 80 percent of South African Grade 4 learners fell below the lowest international level of reading proficiency, which means they could not locate explicit information or reproduce information from text. This effectively means they cannot read for meaning. Grade 4 learners living in remote rural areas or townships are at a particular disadvantage; they have lower reading scores than learners in other locations.¹ The ability to read for meaning by Grade 4 is considered crucial by education experts, since students are expected to utilize their reading skills to learn other subjects from Grade 4 onward.

To tackle this challenge, the SPS project aims to develop and sustain a culture of reading for enjoyment in 720 primary schools in the Eastern Cape and KwaZulu-Natal provinces of South Africa. The SPS program is part of the broader Nal'ibali (isiXhosa for “here’s the story”) campaign, which is a national reading-for-enjoyment campaign to spark children’s potential by making reading and storytelling part of their daily lives.

The SPS project focuses on nurturing a love of reading, in mother tongue and English, to spark children’s potential and unlock their capacity to learn. The project is run by South African non-profit organization Nal’ibali in partnership with USAID, the DG Murry Trust, and national, provincial, and local Departments of Education.

The campaign is based on research on the link between reading for pleasure and improved education outcomes, and identifies the necessary conditions to support children’s literacy development.² The degree to which children acquire language skills and become motivated, habitual readers, is a strong predictor of future academic success, educational attainment, employment, and income.³

To support children’s development as readers, the SPS project seeks to create the following conditions:

- Increase **awareness** that reading for enjoyment is important and powerful, and **knowledge** of how to do it;
- Create more **opportunities** for children to read, write, and share stories – alone and with others;
- Inspire, equip, and encourage adults to be reading **role models** who share stories with children, encourage them to read, and model that reading matters; and
- Increase **access to quality reading material**, especially in children’s mother tongues.

The SPS project seeks to give children new opportunities to experience books and stories; to create the conditions where children’s literacy development can flourish; and to equip, inspire, and nurture teachers on how motivation, confidence, and linking reading and writing to children’s lived experiences can support curriculum objectives, accelerate children’s literacy development, and enable school success. Ultimately, it wants schools to embrace and take ownership of a strong culture of reading for enjoyment.

¹ PIRLS Literacy 2016: South African Highlights Report http://www.up.ac.za/media/shared/164/ZP_Files/pirls-literacy-2016-hl-report-3.zp136320.pdf

² For example, Krashen, S. (2004). *The power of reading: insights from the research*. Libraries Unlimited: Westport; Evans, M.D.R. et al. (2010) Family scholarly culture and educational success: books and schooling in 27 nations. *Research in Social Stratification and Mobility* 28: 171-197; United Kingdom Department of Education (2012). *Research evidence for reading for pleasure* (available from www.gov.uk).

³Needu (2013). NEEDU reading study 2013: the state of reading in Grade 5 in selected rural primary schools. National Education Evaluation and Development Unit. Available at https://nicspaull.files.wordpress.com/2014/12/needu-reading-study-2013_28oct14.pdf

The following activities take place at each SPS school:

- **“Big 5” training** – 5 teachers⁴ trained in reading for enjoyment Nal’ibali approach.
- **Community training** for 10 community volunteers in reading for enjoyment Nal’ibali approach.
- Providing **five hanging libraries** – large hanging bags with book pockets to display the reading materials and **15 editions per year of the bilingual Nal’ibali reading supplement**, a bilingual newspaper supplement with stories, literacy activities, featuring people working with Nal’ibali, reading tips and support to inspire and guide caregivers, teachers and others to make reading and storytelling meaningful, enjoyable and accessible.
- Supporting schools to **register reading clubs**.
- **Weekly school visits** from **Story Sparkers** – Nal’ibali mentors. Story Sparkers are young high school graduates from the community in which the school is located⁵. They are recruited and employed by Nal’ibali. They receive training and are supported in the field by SPS Literacy Mentors and Provincial Coordinators. On their weekly visit, Story Sparkers assist schools in creating a culture of reading for enjoyment with activities scheduled before, during and after the school day. Typically, their weekly activities include assisting in setting up and running reading clubs, running reading for enjoyment activities in school assembly, demonstrating creative use of reading resources, and demonstrating how to effectively use the mandated “Drop Everything and Read” (DEAR)⁶ periods.
- **Holiday programs** in June/July that include multiple reading activities for learners while they are on school holidays.
- **Coordinating and supporting events, campaigns, and competitions** which engage the broader school community. These began with World Read Aloud Day in February and continue with various drives throughout the year.
- **Reading club showcases** – a competition endorsed by the Department of Basic Education (DBE) where reading clubs are adjudicated according to established criteria and where children from reading clubs share and perform their achievements – taking place at multiple levels (school, circuit, and district).

Through these activities, Nal’ibali expects each school to:

- **Support Story Sparkers** by identifying appropriate space for literacy activities – library, empty classroom, etc. – and enabling Story Sparkers to carry out their daily plans rather than asking them to substitute teach or fill in for missing teachers.
- **Establish at least 3 reading clubs**, which may be run Story Sparkers, teachers and/or community volunteers.
- **Actively implement what has been learned in training** – for example, by consistently observing the mandatory **DEAR reading period**, and using classroom time to give children meaningful, personally satisfying opportunities to read, write, and hear stories.
- **Organize and participate in competitions**, including an annual **reading club showcase**, to motivate children and teachers.
- **Participate in national Nal’ibali flagship events**, including World Read Aloud Day and the Story Bosso storytelling competition.

⁴In 2017, Nal’ibali trained 3 teachers and 2 community volunteers per school at the “Big 5” training. It was found that a critical mass of trained teachers is needed, so in 2018 they shifted to train 5 teachers per school.

⁵ Because story sparkers work with a number of schools which may cut across different communities, they may be community member of one school but not the others.

⁶ The DEAR period is part of the DBE’s Read to Lead campaign. All schools should observe at least 30 minutes per week of mandatory reading.

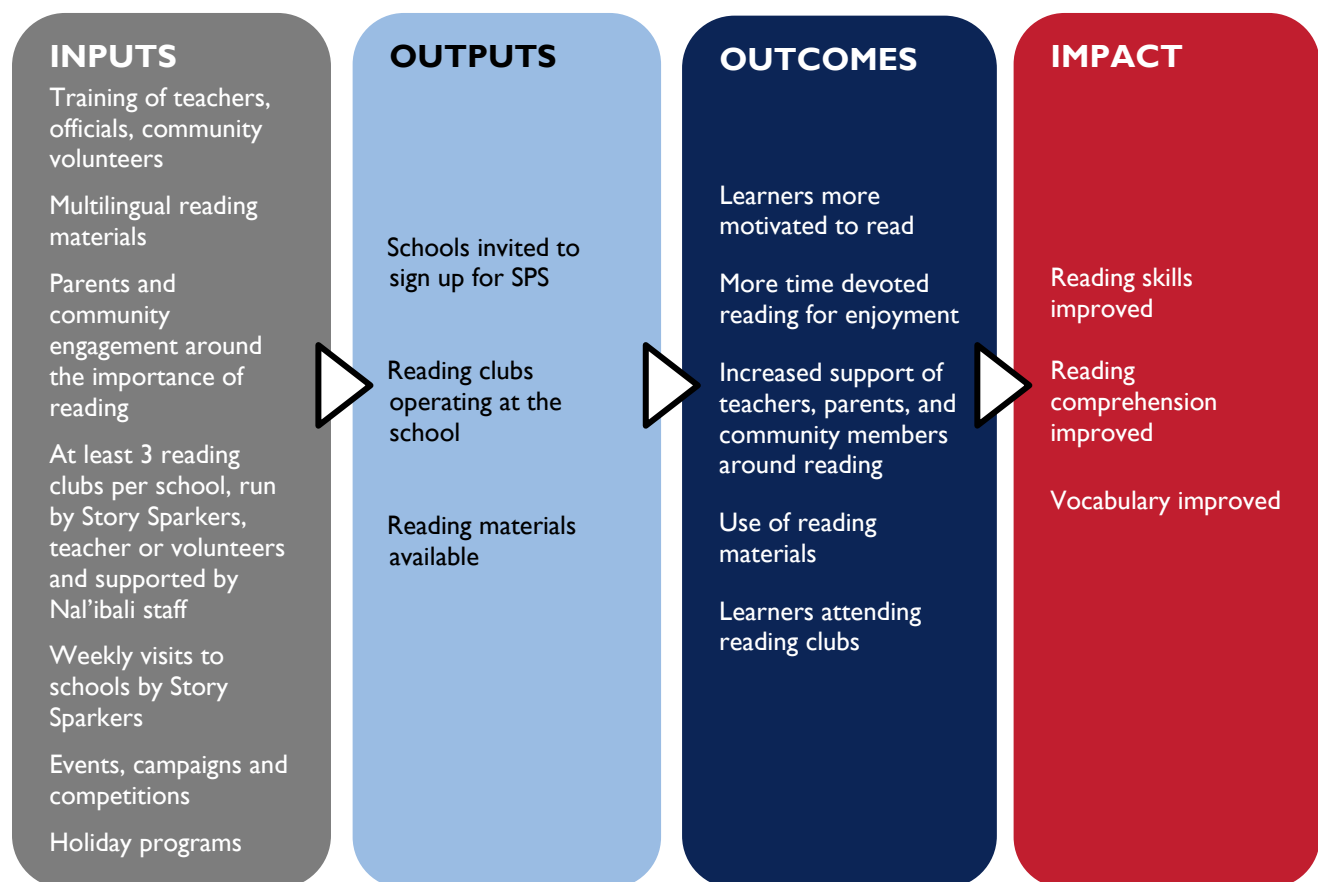
- **Engage parents and the community around the importance of reading**, by sharing information about reading for enjoyment at parents' meetings, sending reading materials home with children, inviting parents and community members to Nal'ibali events, and involving them in Nal'ibali reading clubs and activities as volunteers.

Ultimately, the changes the SPS project expects to see at schools include:

- Increased *awareness that* reading for enjoyment (RFE) is important and contributes to children's literacy development, and *knowledge/understanding of how* RFE helps children learn;
- Shifts in *attitudes*: children who are more excited/motivated to read, write and share stories; teachers who view reading for enjoyment as central to learning; parents who are more invested in reading and education;
- Positive *behaviors and habits* that support reading development, such as children attending reading clubs, reading voluntarily in their free time, choosing what they want to read, taking books and supplements home, and reading a wide variety of books and stories;
- Improved *access* to reading materials, with reading materials accessible to children in schools, and children taking books and supplements home;
- Improvements in children's *skills and confidence* relating to reading, writing and storytelling;
- Parents and communities more involved in promoting reading.

The program's theory of change is as follows:

Table 1: Theory of change



EVALUATION PURPOSE AND AUDIENCE

NORC at the University of Chicago, through the USAID Reading and Access Evaluation Contract, has been charged with conducting the IE of SPS.

The main purpose of the evaluation will be to assess the causal impact of SPS on reading outcomes of primary school children. The evaluation will measure reading outcomes using subtasks of the EGRA, a widely used tool to measure various aspects of reading proficiency.

Additionally, the IE will assess SPS's impact on other intermediate outcomes such as participation of children in reading activities at school and in the community/home, time spent reading independently, children's attitude toward reading, and teacher attitudes and behavior toward RFE and storytelling. To measure these outcomes, the evaluation will use survey instruments to collect data at the level of the learner, teacher, and school. The IE will be implemented in the provinces of Eastern Cape and Kwazulu-Natal, and focus on isiXhosa and isiZulu languages, as well as English. It will assess the impact of SPS over a period of two years.

The findings, conclusions and recommendations generated by this evaluation and research study will contribute toward understanding how activities devoted to RFE contribute to create a culture of reading and to improve reading, comprehension, and vocabulary.

The audiences for this evaluation and research study comprise USAID Operating Units, notably, USAID/South Africa, the Africa Bureau, and the E3/Education Office. Other important audiences are the Government of South Africa, primarily, the Department of Basic Education, donors committed to improving learners reading skills around the world, and the implementing partner, Nal'ibali.

EVALUATION QUESTIONS AND METHODOLOGY OVERVIEW

EVALUATION QUESTIONS

In April 2016, representatives from USAID/South Africa, USAID/E3/Education Office, Nal'ibali SPS team, and NORC met in South Africa to jointly discuss the SPS program and the evaluation objectives. The evaluation approach and evaluation questions in Table 2 below are an outcome of those discussions

Table 2: Evaluation questions

#	Outcomes	Questions
1	Student reading skills	Q1. What is the impact of the SPS project on learners': A. reading and writing skills in their mother tongue (including letter recognition, word recognition, fluency, comprehension, vocabulary, phonemic awareness, orientation to print)? B. reading and writing skills in English?
2	Student Motivation and Behavior	Q2. What is the impact of the SPS intervention on: A. the time or frequency that students spend reading independently? B. students' motivation to seek out, listen to, read, write, and tell stories?
3	Teachers Attitude and Behavior	Q3. What is the impact of the SPS intervention on: A. teachers' attitudes towards a. reading for enjoyment in the classroom? b. story telling in the classroom? c. reading clubs? B. teachers' language and literacy instruction practices in the classroom (both those trained by Nal'ibali and those not trained by Nal'ibali but teaching in SPS schools)?
4	Student reading skills	Q4. What is the impact of attending a Nal'ibali reading club (in a SPS) on learners': A. reading and writing skills in their mother tongue? B. reading and writing skills in English?
5	Student Motivation and Behavior	Q5. What is the impact of attending a Nal'ibali reading club (in a SPS) on: A. the time or frequency that students spend reading independently? B. Students' motivation to seek out, listen to, read, write, and tell stories?
6	Student reading skills	Q6. What is the association between teacher practices and learners': A. reading and writing skills in their mother tongue? B. reading and writing skills in English?
7	Student Motivation and Behavior	Q7. What is the association between teacher practices and: A. the time or frequency that students spend reading independently? B. students' motivation to seek out, listen to, read, write, and tell stories?
8	Program take-up (participation in reading activities and use of reading materials/ trainings)	Q8. What is take-up of and adherence to the SPS intervention? This will include a range of indicators. For example: A. number and characteristics of invited schools signing up for SPS B. number and characteristics of teachers trained C. number of community members trained D. implementation of reading for enjoyment sessions before, during, and after school day E. number of reading clubs operating at the school, number of children in the reading clubs F. attendance at reading clubs G. other events (competitions, etc.) H. use of mini libraries

METHODOLOGY OVERVIEW

The methodology for this evaluation is a randomized-controlled trial, with communities of schools randomly assigned to treatment and control groups. This data will be complemented with qualitative data from classroom observations in a sub-sample of treatment and control schools and with in-depth case studies in four treatment schools.

Data will be collected in two rounds: a baseline prior to program implementation, and an endline two to three years later. Ideally, we will collect student-level panel data by administering assessments to the same individual students at both baseline and endline. The main advantage of a student-level panel is that it would allow for student-level fixed effects, which can improve the power and precision of the analysis if baseline outcomes are highly correlated with endline outcomes. However, absenteeism and attrition may make it difficult to re-interview the same students at endline. While we will continue to explore this possibility, the alternative would be a repeated cross-section at the school level, in which one random sample of students would be drawn from each school at baseline and a second random sample at endline.

Estimating the effect of attending Nal'ibali reading clubs in the SPS schools is somewhat challenging. Participating in the clubs is not a random event, but rather a choice made by each learner. Learners that choose to attend reading clubs and learners that do not cannot be directly compared as they might differ, not only in terms of their club participation but also in taste for reading, reading skills, family support, etc. Therefore, the effect of attending a Nal'ibali reading club in a SPS school will be estimated using statistical techniques (propensity score matching) to construct a comparison group of learners from control schools that is very similar to the group of learners who attend reading clubs. More details on data sources and data analysis methods can be found in Annex II.

Sample Selection and Experimental Design

Community randomization and school selection: While SPS is a school based intervention, the Nal'ibali approach involves the community around the school in a number of ways. Randomization was, therefore, done at the community level, with all schools in a community assigned to either treatment or control. The design considerations and process of creating appropriate communities of schools is described in detail in Annex II. Within each community, between two and four schools were randomly selected to be part of the evaluation.

Teacher selection: In each school selected for data collection, we randomly sampled one teacher each from grades 2, 3 and 4. Where the school was a multi-grade schools with learners from different grades taught by the same teacher, we selected one teacher from each grade combination in the Grade 2 to 4 range.

Learner selection: Learners were randomly selected from the classes of the sampled teachers. We randomly selected 30 learners from each school (10 each from grades 2, 3, and 4, comprising of five girls and five boys whenever possible). Learners were only selected if they were present at the school on the day that the field team arrived to complete the assessments⁷.

Sample Size

Due to programmatic considerations, the baseline was conducted over two years with 192 schools included in each of cohort I (2017) and cohort II (2018). See Annex II for more details. The planned and achieved sample sizes for the baseline are summarized in Table 3.

⁷ The absenteeism rate is approximately 11% in all grades, and it is the same in treatment and control schools.

Table 3: Baseline sample size by province – schools and learners

	Eastern Cape		KwaZulu-Natal	
	Planned	Completed	Planned	Completed
Schools	192	172	192	188
Learners:				
Grade 2 learners	1920	1676	1920	1780
Grade 3 learners	1920	1671	1920	1784
Grade 4 learners	1920	1685	1920	1808

The number of schools in the sample is slightly lower than planned, particularly in the Eastern Cape. This is largely due to language issues as several selected schools turned out to have Sesotho rather than isiXhosa as the medium of instruction in the foundation phase. Table I in Annex II provides full details of schools that were not included in the final sample. The number of learners in the sample is also slightly lower than planned, partly due to the schools that were not included in the study, but also due to very low enrollment in some schools. There were also a handful of schools that did not offer all grades from 2 to 4.

Although our sample is slightly smaller than anticipated, Nal'ibali's change in the number of schools per community for the second cohort (2018) allowed us to include more communities in our sample and strengthened the statistical power of our study.⁸ Overall, this means we have a sufficient number of schools and learners in our sample to conduct the IE as planned.

Table 4 below summarizes the planned and achieved sample sizes for the teacher sample. The planned sample included one teacher each from grades 2, 3 and 4. Overall, 32% of schools in the sample had at least some learners of different grades taught in the same classroom. In these schools, there were not necessarily three different teachers across the three grades. The planned sample of 192 teachers for each grade in each province was based on the planned sample of 384 schools. Of the 360 schools that were included in the final sample, we have at least one teacher for each grade in 95% of cases. There are a small number of learners (4%) for whom we do not have a matching teacher. This is due to the teacher for their grade being unavailable for the interview.

Table 4: Teacher sample size by province and grade(s) taught

	Eastern Cape		KwaZulu-Natal	
	Planned	Completed	Planned	Completed
Grade 2	192	163	192	180
Grade 3	192	167	192	180
Grade 4	192	164	192	171
Individual teachers		495		506
Percentage of learners with a matched teacher		96.0%		96.0%

Baseline Instruments

Early Grade Reading Assessment: The evaluation measures reading outcomes using subtasks of the Early Grade Reading Assessment (EGRA), a widely used tool to measure various aspects of reading proficiency. The skills tested with the EGRA tool and their corresponding subtask are indicated in Table 5. EGRA assessments were conducted in mother tongue (isiXhosa or isiZulu) for all learners. English EGRA assessments were administered only to Grade 3 and 4 learners. NORC used an existing version of EGRA, created by Lili Pretorius, a professor of linguistics at the University of South Africa (UNISA)

⁸ See Annex II for full details.

for the Zenex Foundation in 2015. NORC also added six receptive vocabulary items where the learner was asked to identify the correct picture to match a particular word.

Table 5: Skills and corresponding subtasks included in baseline EGRA tool

Skill	Subtask & Measurement	isiXhosa/isiZulu	English
Orientation to print	Awareness of text direction, where to start reading, how to read down a page	Grade 2	
Phonetic awareness	Number of letters sounds identified in 60 seconds	Grades 2, 3 & 4	Grades 3 & 4
Phonological awareness	Identify and manipulate phonemes (starting and ending sounds of words, segmenting words)	Grades 2, 3 & 4	Grade 4
Word recognition	Familiar word reading, number of correct words read in 60 seconds	Grades 2, 3 & 4	Grades 3 & 4
Oral reading fluency	Oral passage reading, number of words fluently read (with accuracy) from a reading passage in 60 seconds	Grades 2, 3 & 4 (different passages for each grade)	Grade 4
Reading comprehension	Number of questions answered correctly about the passage read aloud by the student	Grades 2, 3 & 4 (different questions for each grade)	Grade 4
Receptive vocabulary	Identify correct picture to match word	Grades 2, 3 & 4	Grade 4

Additional instruments: In addition to the EGRA tool, the baseline data collection included: (1) a short student background questionnaire administered immediately following the EGRA to every student sampled, (2) a teacher questionnaire administered to the teacher of each sampled class, and (3) a school inventory completed by the enumerators. NORC drew on questionnaires that had previously been used in South African schools in designing the learner and teacher questionnaires. Draft instruments were shared with USAID/South Africa, USAID/3E/Education Office and Nal'ibali for comments.

BASELINE DATA COLLECTION

The baseline data collection for the first cohort of schools took place in the first term of the 2017 school year (February/March). Baseline data collection for the second cohort was completed in February and March 2018. NORC plans to re-assess and interview the same learners in the final term of the following school year. Cohort I will be revisited in October 2018 and cohort II in October 2019. NORC will also re-interview the same teachers.

NORC worked closely with subcontractors Pearson (2017 baseline) and Ikapadata (2018 baseline) to conduct all data collection activities. This study and all associated data collection activities gained approval from both the NORC IRB and the University of Cape Town Ethics Committee. NORC has worked in close collaboration with the Department of Basic Education and the Provincial Education Departments to conduct the data collection necessary for the evaluation.

NORC provided ethics training to all team members from the local data collection firm and all team members committed to comply with child protection policies.

There were no significant challenges identified during baseline data collection. The data collection schedule for this evaluation is summarized in Table 6.

Table 6: Data collection activities

Survey Type	Instruments	Date
Baseline (quantitative)	EGRA assessment & Learner interview Teacher interview & School inventory	Cohort I: Feb/Mar 2017 Cohort II: Feb/Mar 2018
Midline (qualitative)	Classroom observation & Case studies Learner assessments	Aug/Sep 2018
Endline (quantitative)	EGRA assessment & Learner interview Teacher interview	Cohort I: Aug/Sep 2018 Cohort II: Aug/Sep 2019

FINDINGS

SAMPLE DESCRIPTION

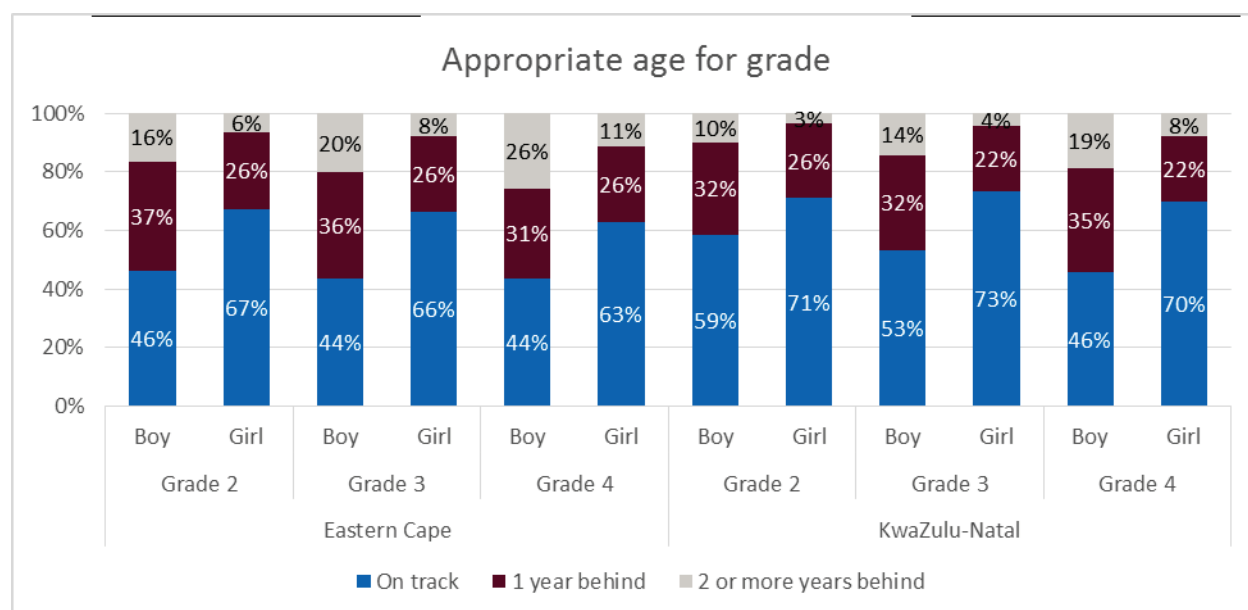
By design, the learner sample comprises roughly equal numbers of boys and girls, and equal numbers of grade 2, 3, and 4 learners. Table 7 shows the average age by grade, gender, and province. If learners start school on time and advance one year per additional year of age, they should be 7 years old in Grade 2, 8 years old in Grade 3 and 9 years old in Grade 4. The averages in Table 7 suggest that a fair number of learners are older than the appropriate age for their grade, with boys being slightly older than girls and learners in the Eastern Cape being slightly older than those in KwaZulu-Natal.

Table 7: Age of learner sample by gender, grade and province

	Overall	Eastern Cape		KwaZulu-Natal	
		Boys	Girls	Boys	Girls
Grade 2	7.67	7.28	7.45	7.20	7.67
Grade 3	8.75	8.27	8.55	8.16	8.75
Grade 4	9.86	9.31	9.71	9.25	9.86
Observations	2,536	2,469	2,723	2,649	2,536

Figure 1 shows, separately by province, grade, and gender, the percentage of learners who are in the correct grade for their age, the percentage who are one year behind and the percentage who are two or more years behind. Overall, 41% of learners are not in the correct grade for their age, with 12% being two or more years behind. This is due to a combination of delayed enrollment and grade repetition. In every grade, girls are significantly more likely to be on-track than boys, and a higher percentage of learners are in the correct grade for their age in KwaZulu-Natal than in the Eastern Cape. Overall, one in five boys in the Eastern Cape is at least two years behind.

Figure 1: Percentage of learners at correct grade for age by grade, gender and province



LANGUAGE

The South African government follows a policy of additive multilingualism, beginning with mother tongue in the first three years of primary school and then transitioning to English as the language of learning and teaching (LOLT) in Grade 4. The LOLT in early grades is isiXhosa for all sample schools in the Eastern Cape and isiZulu for those in KwaZulu-Natal. Table 8 below shows, separated by province, the mother tongue or home language of the learners and teachers in the sample. Almost all (97%) Eastern Cape learners report isiXhosa as the language they speak most frequently at home and a similarly high percentage of teachers report isiXhosa as their mother tongue. The alignment between the LOLT of the school in the early grades and learner and teacher home language is even closer in KwaZulu-Natal with 98% of learners reporting isiZulu as their home language⁹.

Table 8: Home language of learners and teachers by province

	Eastern Cape		KwaZulu-Natal	
	Learners	Teachers	Learners	Teachers
isiXhosa	96.9%	96.2%	0.6%	0.2%
isiZulu	1.1%	2.3%	98.4%	99.9%
Other	2.0%	1.5%	0.1%	0.8%
Observations	4754	475	5151	497

Teachers reported overwhelmingly (96%) that they used the LOLT most of the time in the classroom. In addition to asking what language they used most of the time, NORC for all languages that were used for teaching. We also asked the learners what languages their teachers used in the classroom. The results are presented in Table 9. In all grades, the vast majority of teachers report using a combination of English and mother tongue. One in ten Grade 2 teachers use only mother tongue. This decreases to 5% in Grade 3, and by Grade 4 all teachers report using either English only or a combination of English and mother tongue. Learners are much more likely than teachers to report that their teacher only uses mother tongue which may indicate some social desirability bias in the teachers' responses aligning more closely with official policy. Nevertheless, the transition from mother tongue to English as the medium of instruction is clearly apparent in comparing learner answers across the grades.

Table 9: Languages used by teacher in class, as reported by learners and teachers

	Learners			Teachers		
	Grade 2	Grade 3	Grade 4	Grade 2	Grade 3	Grade 4
isiXhosa/isiZulu	59.8%	28.2%	15.2%	10.2%	4.5%	0%
English	3.7%	2.7%	9.5%	0%	0%	5.9%
Both	36.5%	69.1%	75.3%	89.8%	95.5%	94.1%

EGRA SCORES

The different subtasks included in the assessment are described in Table 5. Our focus is on the main impact indicators – correct familiar words per minute (CWPM), oral reading fluency (ORF), and reading comprehension (RC) – but we also analyze the rest of the subtasks assessed – Correct Letter Sounds per Minute (CLSPM), Orientation to Print, Phonemic Awareness, and Receptive Vocabulary. The

⁹ Given this alignment, for the remainder of this report mother tongue and home language will be considered synonymous with isiXhosa in the Eastern Cape and isiZulu in KwaZulu-Natal.

aggregated results of the different EGRA subtasks in mother tongue are presented in Table 10 by grade and province.¹⁰

Table 10: Summary of EGRA scores by province and grade – home language

	Eastern Cape			KwaZulu-Natal		
	Grade 2	Grade 3	Grade 4	Grade 2	Grade 3	Grade 4
Print orientation [max=10]						
Mean	6.94	--	--	7.90	--	--
Std dev.	2.46	--	--	2.16	--	--
Correct Letter Sounds per Minute (CLSPM)						
Mean	19.81	31.24	33.90	15.07	18.63	19.18
Std dev.	15.59	18.88	20.56	13.88	15.75	15.40
Correct Words Per Minute (CWPM)						
Mean	6.59	16.00	22.97	8.99	18.02	24.09
Std dev.	8.45	12.46	14.00	8.85	11.69	12.12
Oral Reading Fluency (ORF)						
Mean	5.90	13.07	19.57	8.66	19.55	25.29
Std dev.	8.42	12.14	13.84	9.99	14.58	15.21
Read comprehension [max Gr2=10, max Gr3=7, Gr4=8]						
Mean	1.19	0.83	0.98	1.31	2.24	1.34
Std dev.	1.45	1.21	1.06	1.48	1.81	1.15
Phonemic awareness [max=8]						
Mean	2.66	3.66	4.12	2.74	3.46	4.15
Std dev.	1.68	1.97	2.08	2.09	2.34	2.32
Vocabulary [max=6]						
Mean	2.93	4.30	4.83	3.68	4.86	5.30
Std dev.	2.10	1.94	1.69	2.15	1.76	1.43

On average, Eastern Cape Grade 2 learners can correctly answer 6.9 of the 10 print orientation questions, 2.7 of the 8 phonemic awareness questions, and 2.9 of the 6 vocabulary questions. They can identify 19.8 letter sounds (CLSPM), correctly read 6.6 familiar words per minute (CWPM), and read 5.9 words per minute from a paragraph (ORF). This improves to 34 CLSPM, 23 CWPM, and an ORF of 19.6 for Grade 4 learners. Grade 4 learners are able to answer just over half of the phonemic awareness

¹⁰ For the full distribution of scores please see Table A1 and Figures A1 to A4 in Annex IV. For the correlation between scores on the different EGRA subtasks please see Table A2 in Annex IV. For reliability statistics please see Table A3 in Annex IV. For means excluding learners scoring zero, please see Table A4 in Annex IV.

questions (4.1 out of 8) and 4.83 of the 6 vocabulary questions. In KwaZulu-Natal, the progression from Grade 2 to Grade 4 across the subtasks is similar.

Figure 2: Percentage of learners scoring zero on EGRA subtasks by province and grade

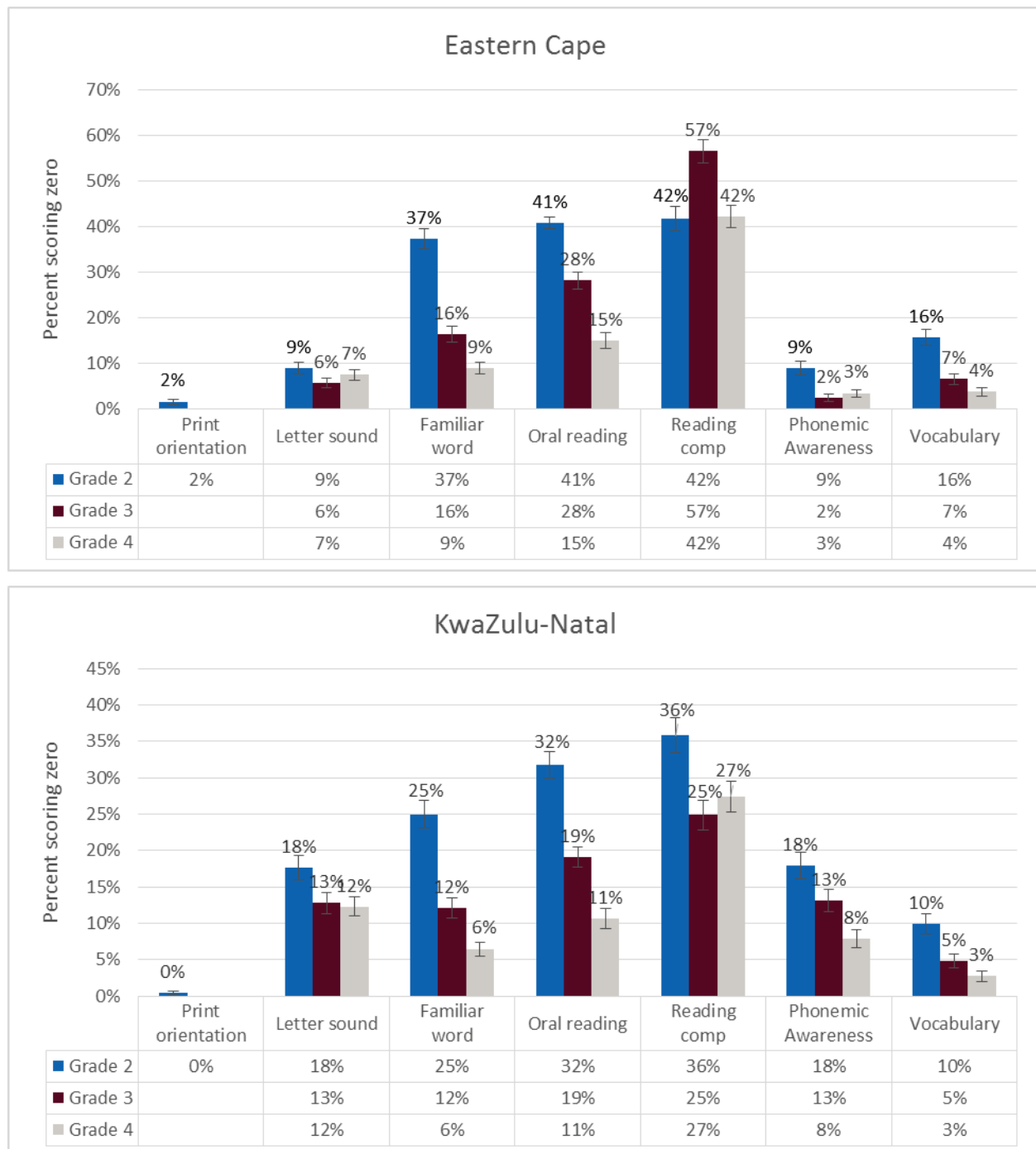
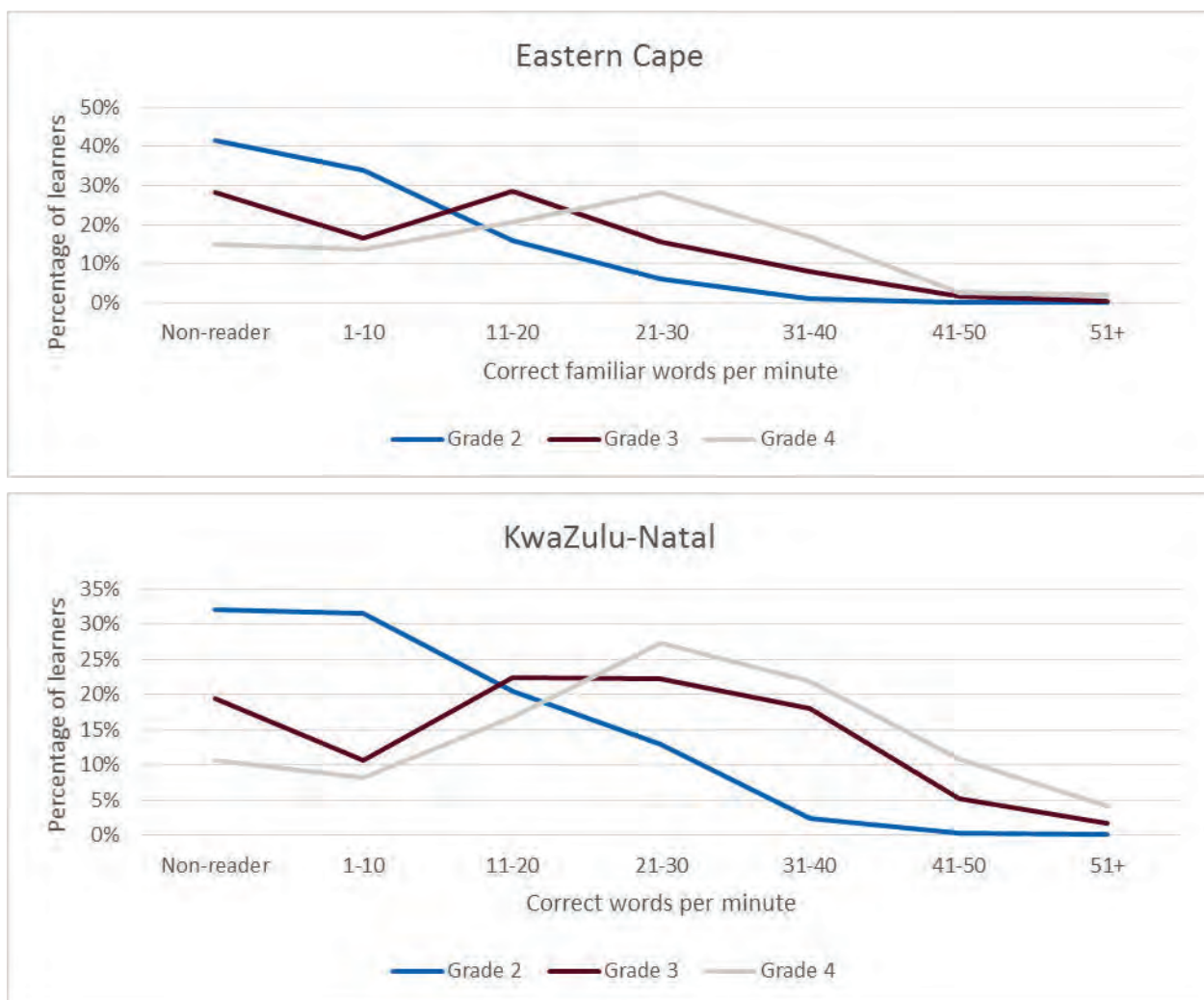


Figure 2 shows the percentage of learners who scored zero on each subtask by province and grade. Focusing on Grade 2 learners in KwaZulu-Natal, we see that 2% are unable to answer any of the print orientation questions correctly, 18% are unable to correctly identify even one letter sound, 25% cannot identify even one familiar word, 32% could not read even one word of connected text, 18% scored zero

on the phonemic awareness questions and 10% could not correctly identify any of the vocabulary items. The percentage of learners scoring zero decreases as the grade level increases across all subtasks. Nevertheless, there are a substantial number of Grade 4 learners who still cannot correctly identify even one word (15% in the Eastern Cape and 11% in KwaZulu-Natal).

The progression between grades on the full distribution of CWPM can be seen clearly in Figure 3 which shows the percentage of learners in each grade reading at each level, separated by province. We see a sharp decline in the percentage of non-readers across the grades. Focusing on the children who can identify at least one word, the upwards shift in CWPM across grades is also evident. If we combine all the categories spanning 20 CWPM and higher, we see that the percentage of learners in the Eastern Cape reading at least 20 CWPM ranges from 11% in grade 2, to 41% in grade 3, and up to 64% in grade 4. The corresponding figures for KwaZulu-Natal are 15%, 51%, and 71%.

Figure 3: Distribution of correct words per minute for familiar word reading subtask by province and grade



This improvement across grades is an indicator of real, albeit slow, progression, rather than being an artifact of dropout or grade retention. Schooling in South Africa is compulsory until Grade 9 or age 15, whichever comes earlier. Figures from nationally representative household surveys consistently show that enrollment is almost universal (in the order of 98-99%) among children aged 7 to 10. Grade

repetition is fairly common, but rates are fairly similar across the grades in our sample. Around 7% of the learners in our sample are repeating the grade. Absenteeism is also consistent across grades with 89% of enrolled learners present on the day of the assessments.

Each grade was administered a different and grade-appropriate oral reading passage and corresponding comprehension questions. The oral reading fluency rates are therefore not strictly comparable across grades as each a passage was designed for each grade level. This is also the case with the comprehension questions, with the Grade 2 subtask including more literal questions and the higher grades including more inferential questions. It is also important in analyzing the comprehension results to bear in mind that learners are only asked the questions corresponding to the part of the passage that they were able to read. The cut points for each question were different across the grades. Within a grade, those who were asked more questions had to have read further in the passage and therefore have higher ORF.

Looking back to Table 10, we see that, on average, Grade 2 learners in the Eastern Cape answered 1.2 comprehension questions out of 10 correctly. Grade 3 and 4 learners in the Eastern Cape, correctly answered 0.8 and 1 comprehension question on average, respectively. However, not all learners read far enough in the passage to attempt any of the comprehension questions. Table 11 shows the percentage of learners attempting at least one comprehension question for each grade and province. Only 56% of Grade 2 learners in the Eastern Cape attempted any of the comprehension questions. Table 11 also shows the percentage of attempted questions that were correctly answered. Of the comprehension questions actually attempted, Grade 2 learners in the Eastern Cape were able to answer 65% correctly. The percentage of attempted questions that were correctly answered were 47% for Grade 3 and 52% for Grade 4. The average number of correctly answered questions in KwaZulu-Natal was 1.3, 2.2, and 1.3 for Grade 2, 3, and 4 respectively (Table 10). Of comprehension questions actually attempted in KwaZulu-Natal, learners answered 60%, 66%, and 57% correctly in Grades 2, 3, and 4, respectively (Table 11).

Table 11: Percentage of learners attempting at least one comprehension question and percentage correct of comprehension questions attempted correct by province and grade

	Eastern Cape			KwaZulu-Natal		
	Grade 2	Grade 3	Grade 4	Grade 2	Grade 3	Grade 4
Percentage of learners attempting at least one comprehension question	55.9%	68.2%	81.9%	72.9%	84.7%	87.7%
Percentage correct of comprehension questions attempted	65.1%	46.5%	51.8%	59.7%	66.4%	56.6%

In South Africa, there are no official reading norms or benchmarks for English or for the nine South African indigenous languages. Neither the DBE nor USAID have proposed or endorsed particular reading targets. In the past years, several methodologies to create benchmarks using the EGRA subtasks have been proposed for different countries and contexts (see for example, Spaul et al. (2018), Room to Read (2018), RTI International (2017)). In a recent study, Spaul et al. (2018) argue that since comprehension is the ultimate goal of reading, it is logical to benchmark to comprehension outcomes. Their empirical investigation “suggests that there are minimum thresholds of accuracy and oral reading fluency in each language, below which it is virtually impossible to read for meaning.” They propose a method for empirically establishing a minimum fluency threshold and a minimum comprehension threshold. Following their methodology,¹¹ we identify a minimum fluency threshold of 20 words per minute in isiXhosa and 23 words per minute in isiZulu. The minimum comprehension thresholds are 38

¹¹ USAID is not proposing that this methodology should be the one to follow, nor that the resulting benchmarks should be the reading targets.

words per minute and 35 words per minute in isiXhosa and isiZulu, respectively. See Figure A2 and the accompanying discussion in Annex IV for more details on the identification of these benchmarks.

Table 12 shows the percentage of learners reaching these minimum fluency and minimum comprehension thresholds by grade and province. We also show the proportion of learners with ORF greater than 0, 20, 30, 40, and 50. By Grade 4, just over half of the learners in both provinces are reaching the minimum fluency threshold, but only 7% of those in the Eastern Cape and 29% of those in KwaZulu-Natal are reaching the minimum comprehension threshold.

Table 12: Percentage of learners reaching ORF and constructed benchmarks by province and grade

	Eastern Cape			KwaZulu-Natal		
	Grade 2	Grade 3	Grade 4	Grade 2	Grade 3	Grade 4
ORF > 0	58.1%	71.6%	84.9%	67.9%	80.5%	89.4%
ORF >= 20	8.7%	29.3%	52.4%	17.9%	51.2%	67.2%
ORF >= 30	1.6%	11.2%	25.0%	3.5%	26.4%	41.7%
ORF >= 40	0.3%	2.4%	5.8%	0.6%	9.9%	16.1%
ORF >= 50	0.1%	0.7%	2.3%	0.2%	2.2%	5.0%
Minimum fluency threshold (EC=20, KZN=23)	8.7%	29.3%	52.4%	11.5%	41.5%	56.5%
Minimum comprehension threshold (EC=38, KZN=35)	0.6%	3.3%	7.3%	1.4%	16.3%	28.8%

Before turning to the English EGRA results, it is worth briefly considering the typological and orthographic differences between English and the home languages in our study. isiXhosa and isiZulu are part of the Nguni branch of the family of Southern African Bantu languages. They are agglutinating languages with a conjunctive orthography. In equivalent texts, English therefore presents readers with larger numbers of shorter words. A translation of the 82 word isiXhosa Grade 4 oral reading passage yields a 160 word English passage. The average word length is 7.5 letters for the isiXhosa passage and 4.2 for the English passage.

Grade 3 and 4 learners were assessed in English. Grade 3 learners attempted the letter sound and familiar word subtasks in English. Grade 4 learners were assessed on all English EGRA subtasks. A summary of English EGRA scores is presented in Table 13. We will focus on the Grade 4 learners for whom the LOLT is English.

On average, Grade 4 learners read 40 and 35 English words per minute in KwaZulu-Natal and the Eastern Cape respectively. This is in contrast to 25 words per minute in isiZulu and 20 words per minute in isiXhosa. In both provinces, around one in ten Grade 4 learners is unable to read even a single English word. Amongst those who are able to read at least one English word, the average words per minute is 44 in KwaZulu-Natal and 39 in the Eastern Cape, but 25% were unable to correctly answer any comprehension questions (see Table A5 in Annex IV, for means excluding zero-scores).

Table 13: Summary of English EGRA scores by province and grade

	Eastern Cape		KwaZulu-Natal	
	Grade 3	Grade 4	Grade 3	Grade 4
Correct Letter Sounds per Minute (CLSPM)				
Mean	26.04	29.60	18.52	20.07
Std dev.	17.57	19.81	15.20	15.59
% scoring zero	12.5%	14.0%	16.2%	15.6%
Correct Words per Minute (CWPM)				
Mean	11.05	21.03	13.85	23.61
Std dev.	12.75	16.86	13.55	16.83
% scoring zero	31.2%	14.9%	21.6%	10.4%
Oral Reading Fluency (ORF)				
Mean		34.01		39.67
Std dev.		25.79		27.65
% scoring zero		12.8%		10.0%
% correct of attempted		68.0%		73.7%
Reading comprehension [max=10]				
Mean		1.22		1.90
Std dev.		1.59		2.01
% scoring zero		39.0%		21.8%
% correct of attempted		26.1%		36.1%
Phonemic awareness [max=8]				
Mean		2.35		3.05
Std dev.		2.39		2.46
% scoring zero		37.0%		24.9%
Vocabulary [max=6]				
Mean		3.27		3.67
Std dev.		1.91		1.84
% scoring zero		10.6%		8.0%

Table 14 below shows comprehension levels and the proportion of Grade 4 learners reaching various fluency benchmarks. Draper and Spaul (2015) suggest a benchmark of 90-100 English words per minute for Grade 5 second language learners, and consider learners reading below 40 words a minute as non-readers. Over half of the Grade 4 learners in our sample in both provinces would be classified as non-readers by this definition. Following Spaul et al. (2018), we establish a minimum fluency threshold of 46 words per minute and a minimum comprehension threshold of 82 words per minute. In Grade 4, only 5% of Eastern Cape learners and 9% of KwaZulu-Natal learners are reaching the minimum comprehension threshold, and over 60% in both provinces cannot even read at the minimum fluency threshold.

Table 14: Percentage of Grade 4 learners reaching English benchmarks by province

	Eastern Cape	KwaZulu-Natal
Comprehension categories:		
Unable to read one word	12.4%	8.5%
0% comprehension	28.8%	14.8%
10-29% comprehension	46.4%	52.3%
30-59% comprehension	9.3%	17.3%
60%+ comprehension	3.2%	7.2%
ORF = 0	14.8%	11.5%
ORF = 1-19	19.7%	16.6%
ORF = 20 - 39	24.4%	23.9%
ORF = 40 - 59	26.2%	25.8%
ORF = 60 - 79	10.3%	12.6%
ORF = 80 - 99	3.6%	6.5%
ORF >= 100	1.7%	3.5%
Minimum fluency threshold = 46	32.0%	39.6%
Minimum comprehension threshold = 83	4.9%	9.1%

READING ATTITUDES AND BEHAVIORS

In addition to reading skills, this IE is interested in the impact of the intervention on learners' reading attitudes and behaviors. Learners were shown a range of five smiley faces from very happy to very sad and then asked to point out which face most closely corresponded to how they felt about nine statements. The statements asked how much they liked to do a range of activities from playing to reading out loud in class. Figure 4 shows the distribution of answers.

Overall, 69% of learners selected the very happy face when asked if they liked to read and a further 20% selected the happy face. Responses were less positive for listening to stories and telling stories with 50% and 44% selecting the very happy face, respectively. In addition to asking whether they liked to read, NORC asked learners whether they liked to read on their own at home, on their own at school, and out loud in class. Responses were very similar to the simple question asking whether they liked to read.

Figure 4: Attitudes toward reading and stories

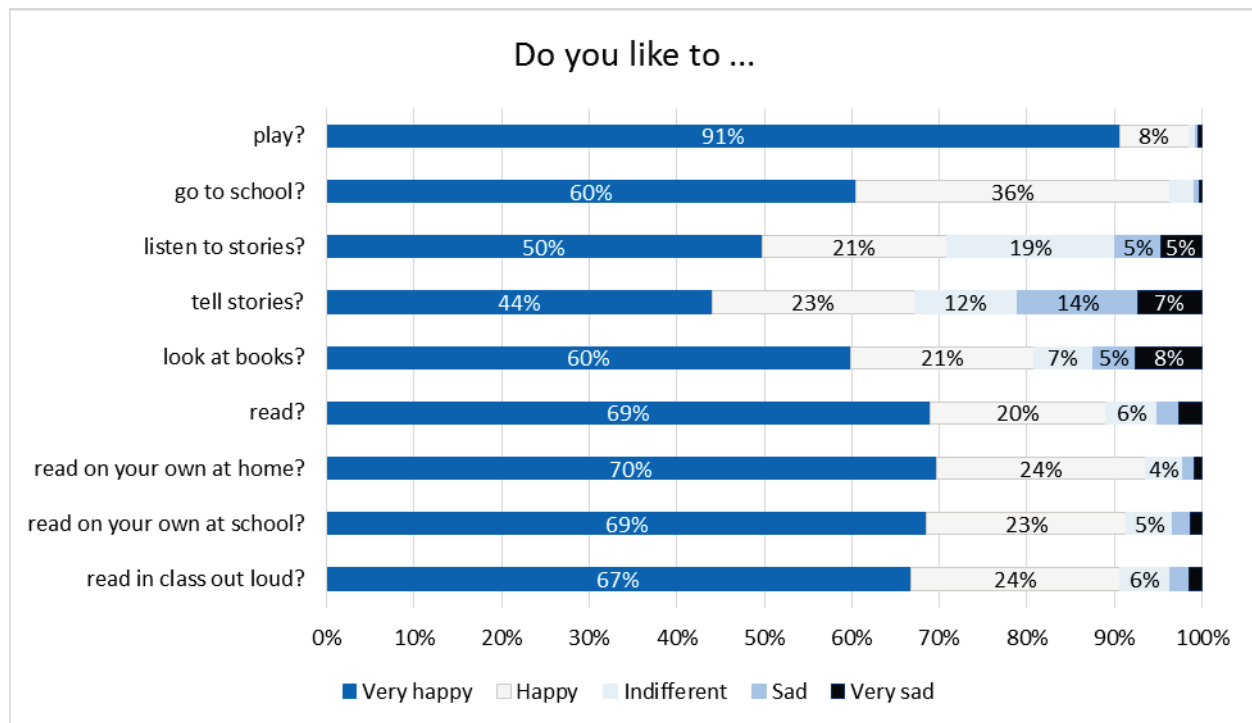
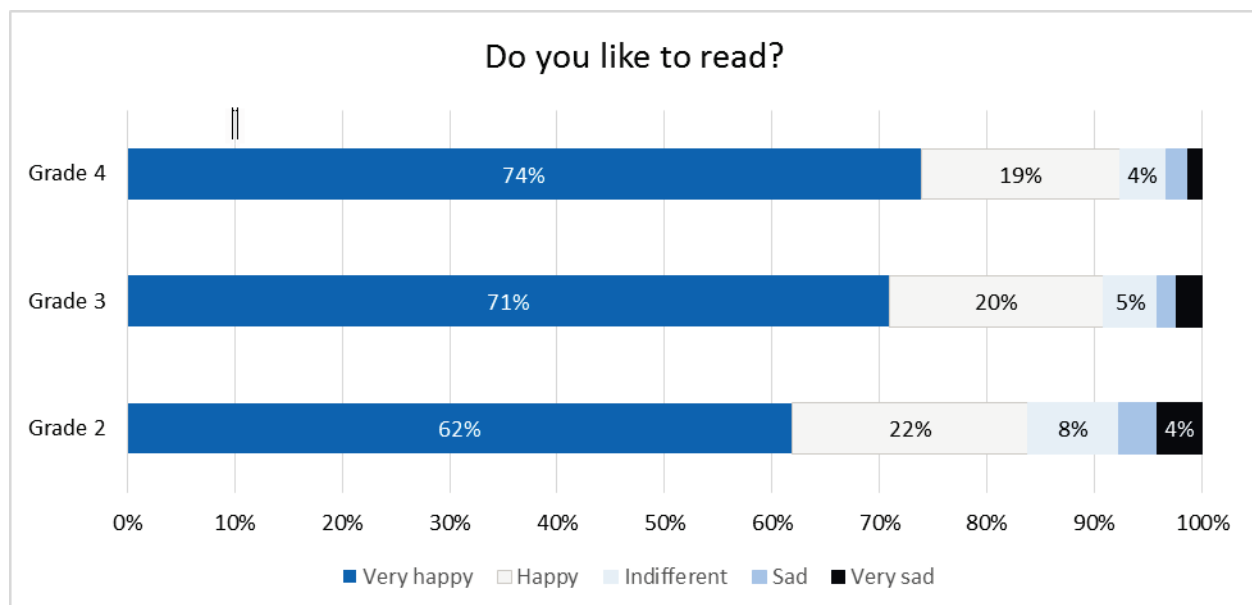


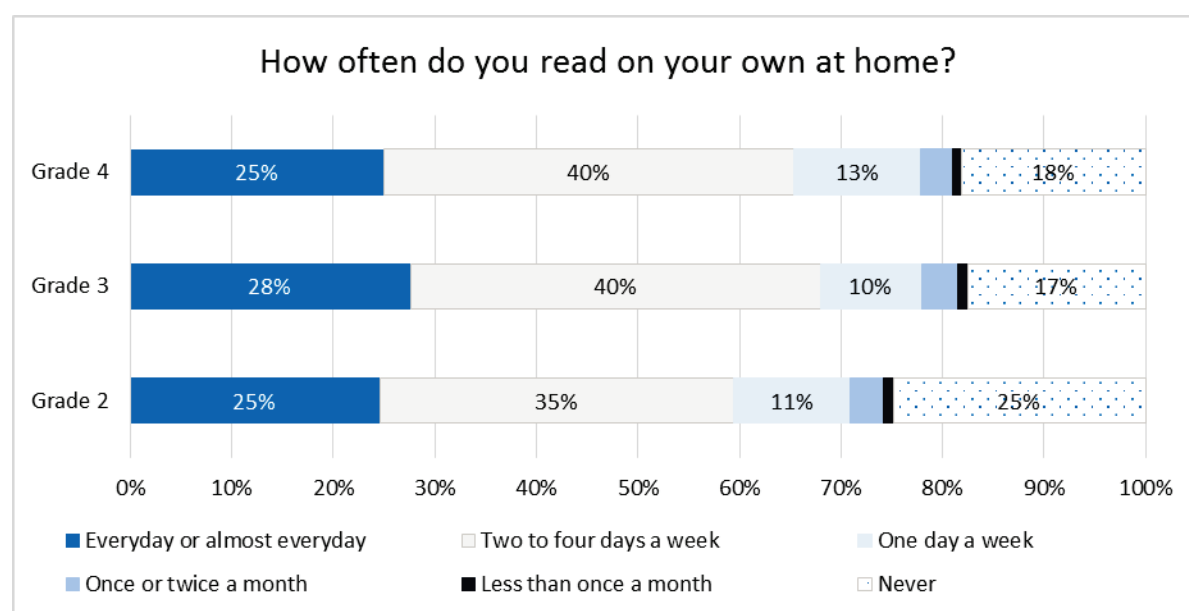
Figure 5 shows the attitude toward reading by grade. There is a slight increase in the percentage of learners who select the very happy face as grade increases.

Figure 5: Attitude toward reading by grade



Overall, three-quarters of learners say that they read at home on their own at least once a week, but only one in four learners reads daily. One in five learners never reads on their own at home. Figure 6 shows a slight increase in reading at home between Grade 2 and the next two grades.

Figure 6: Frequency of reading at home by grade



HOME ENVIRONMENT

The learner questionnaire included questions about the learners' home environment. Some of the key variables are summarized in Table 15 (additional variables are summarized in Table A8 in Annex IV). As is typical across South Africa, less than three in ten learners live with their father and one in four live with neither parent. The vast majority of learners have electricity at home but are unlikely to have a flush toilet or a computer. Learners in KwaZulu-Natal tend to come from households with more possessions (e.g., refrigerator, car, television) than those in the Eastern Cape.

The height of every learner was measured and compared against the World Health Organization's international child growth standard.¹² Children are considered stunted if their height-for-age standardized score is two or more standard deviations below the median child from the international "healthy" reference population. Around 17% of learners in the Eastern Cape and 12% of those in KwaZulu-Natal are classified as stunted. A number of families appear to be relying heavily on the school feeding program, with 14% of learners in the Eastern Cape and 19% in KwaZulu-Natal reporting that they did not eat before coming to school.

There is some exposure to English in the home. Only 15% of learners ever speak English at home, but 54% of learners in the Eastern Cape and 69% in KwaZulu-Natal watch TV or listen to the radio in English.

Table 15: Average learner characteristics by province

	Eastern Cape	KwaZulu-Natal
Lives with mother	68%	72%

¹² The height of an individual depends on genetic potential, but also on the socioeconomic and epidemiological circumstances faced from conception until early adulthood (Deaton 2007, Case and Paxson 2008, Strauss and Thomas 2008). Children's height is considered a good indicator of underlying health, as it reflects cumulative linear growth, and deficiencies show the effects of past or chronic inadequacies in nutrition or exposure to disease. In our data, stunted children are more likely to come from households with fewer assets and books.

	Eastern Cape	KwaZulu-Natal
Lives with father	31%	34%
Lives with both parents	27%	30%
Electricity	84%	85%
Radio	52%	72%
Television	69%	76%
Computer	11%	17%
Refrigerator	62%	77%
Toilet	10%	19%
Mobile phone	94%	94%
Bicycle	26%	28%
Car	38%	48%
Count of household possessions (max=8)	3.53	4.30
Stunted (height-for-age z-score less than -2)	17%	12%
Did not eat before coming to school	14%	19%
Ever speak English at home	15%	15%
Ever watch TV/listen to radio in English	54%	68%

Figure 7 shows how frequently learners read with someone at home. Just over a third of learners never read with someone at home. Around half of learners have someone read with them at home at least twice a week and over two-thirds of learners have someone at home who tells them stories. However, access to reading materials in the home is very limited, with 58% of learners in the Eastern Cape and 44% of learners in KwaZulu-Natal reporting that they have no books aside from schoolbooks to read at home (Figure 8). Only 13% and 20% of learners have more than 10 books at home in the Eastern Cape and KwaZulu-Natal respectively.

Figure 7: Frequency of reading with someone at home

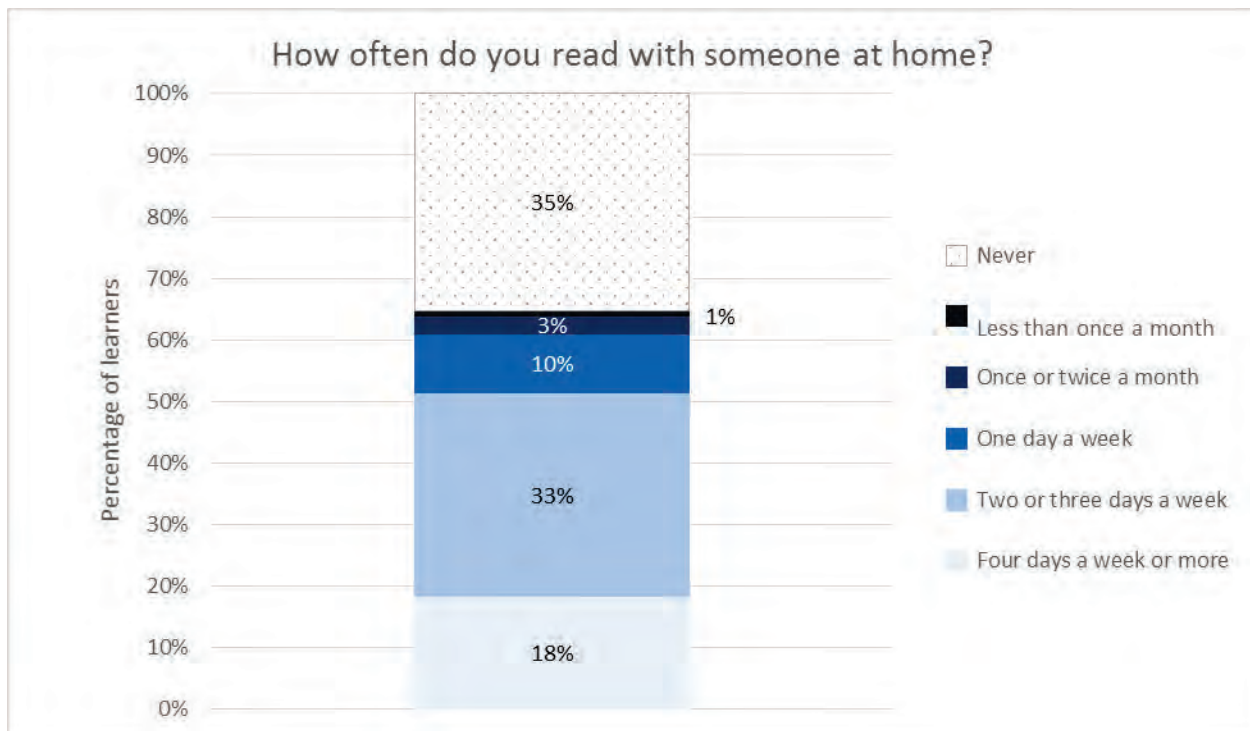
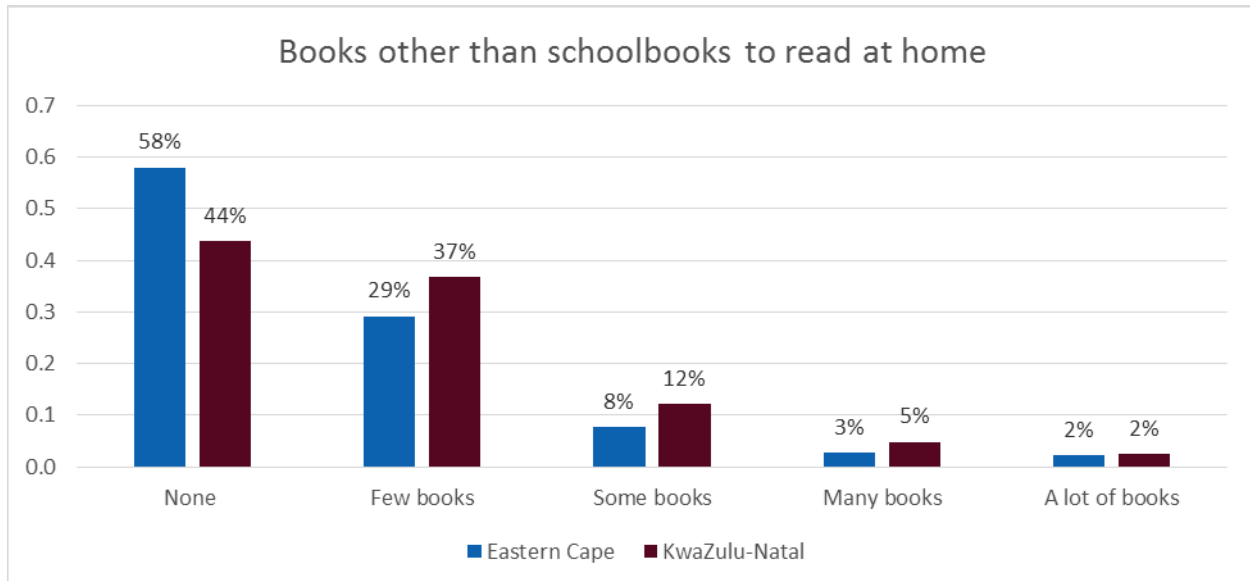


Figure 8: Books other than schoolbooks to read at home



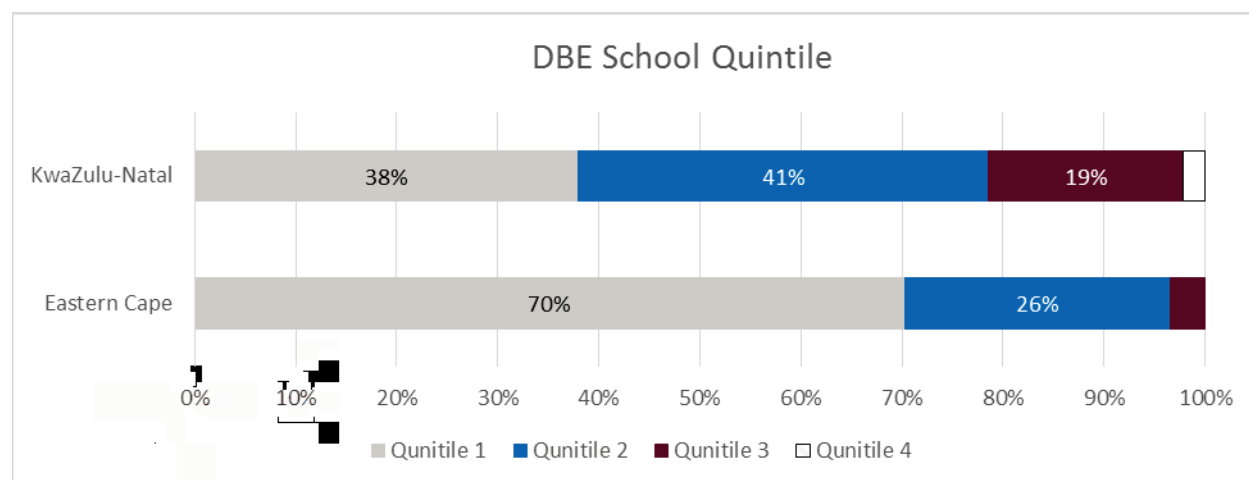
SCHOOL ENVIRONMENT

School characteristics

The Department of Basic Education has classified schools into socio-economic quintiles. The poorest (quintile 1) schools receive the largest allocation of government funding per learner, while quintile 5 schools receive the smallest. Schools in the bottom three quintiles are no-fee schools and may not

charge school fees. The majority of schools in the Eastern Cape (70%) are classified as quintile 1 schools, the lowest socio-economic quintile of schools in the country (Figure 9). A further 26% are quintile two schools. In line with socio-economic differences across the two provinces, the proportion of schools in KwaZulu-Natal in quintile one (38%) is lower than that in the Eastern Cape. Table A9 in Annex IV summarizes the basic characteristics of the sample schools as captured by the school inventory instrument.

Figure 9: Department of Basic Education school quintile



Teachers

Table 16 below summarizes key teacher characteristics by province (further variables from the teacher questionnaire are summarized in Table A10 in Annex IV). The vast majority of teachers in both provinces are female. Teachers have, on average, 17 years of teaching experience and almost all have some professional qualification. In KwaZulu-Natal, 47% of teachers have a degree and 46% have a diploma or advanced diploma. Qualification levels in the Eastern Cape are slightly lower, with 36% of teachers having a degree and 43% having a diploma or advanced diploma.

Table 16: Teacher characteristics by province

	Eastern Cape	KwaZulu-Natal
Female	94%	93%
Years of teaching experience	17.7	16.6
Highest professional qualification in teaching:		
Diploma	31.5%	28.4%
Advanced diploma	12.4%	17.8%
Degree	35.6%	46.6%
Advanced certificate	18.7%	6.1%
None	1.8%	1.1%

The teacher questionnaire included a number of questions about the teachers' own reading habits. Figure 10 shows how often teachers read outside of work requirements. Just over half of the teachers report reading very often or often. Among those that do read, the most common reading materials are newspapers (69%), the Bible and religious texts (56%), and magazines (51%) (Figure 11). Only half report reading any kind of book (fiction or non-fiction). Around 11% of teachers in the Eastern Cape and 6% in

KwaZulu-Natal have no books to read in their home, and only 16% of all teachers have more than 25 books at home.

Figure 10: Frequency of teachers reading outside work requirements

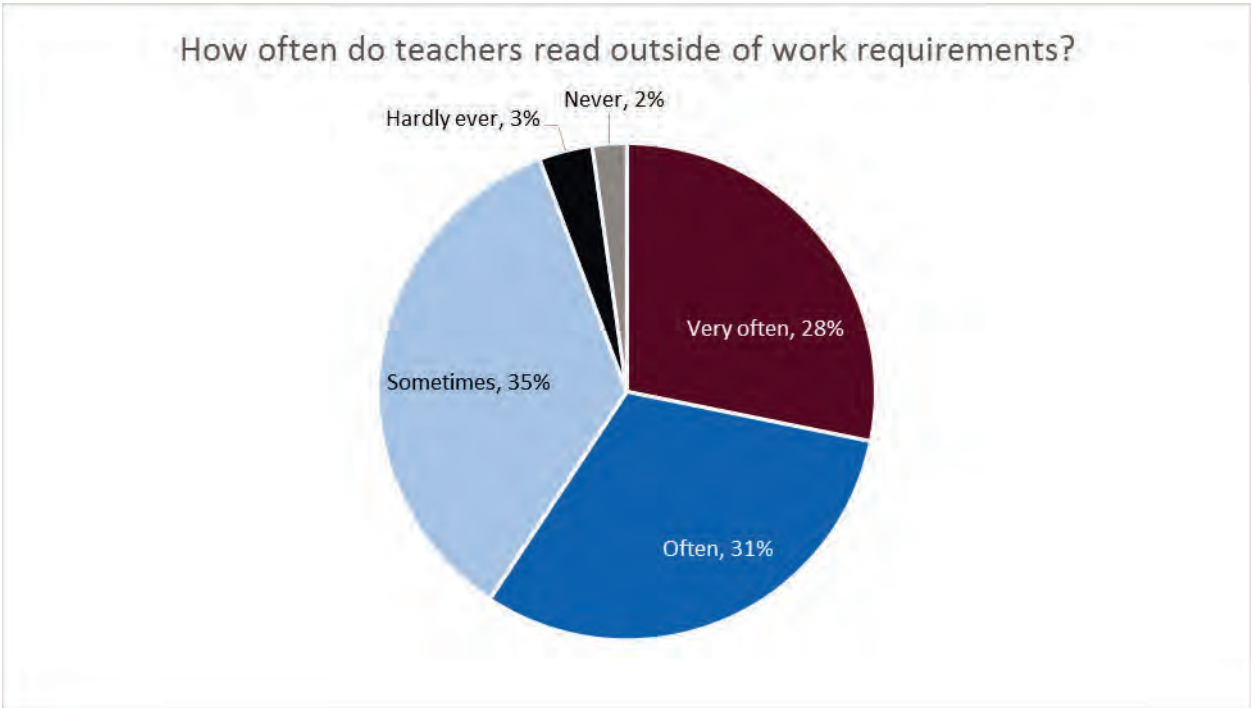


Figure 11: What do teachers read outside work requirements?

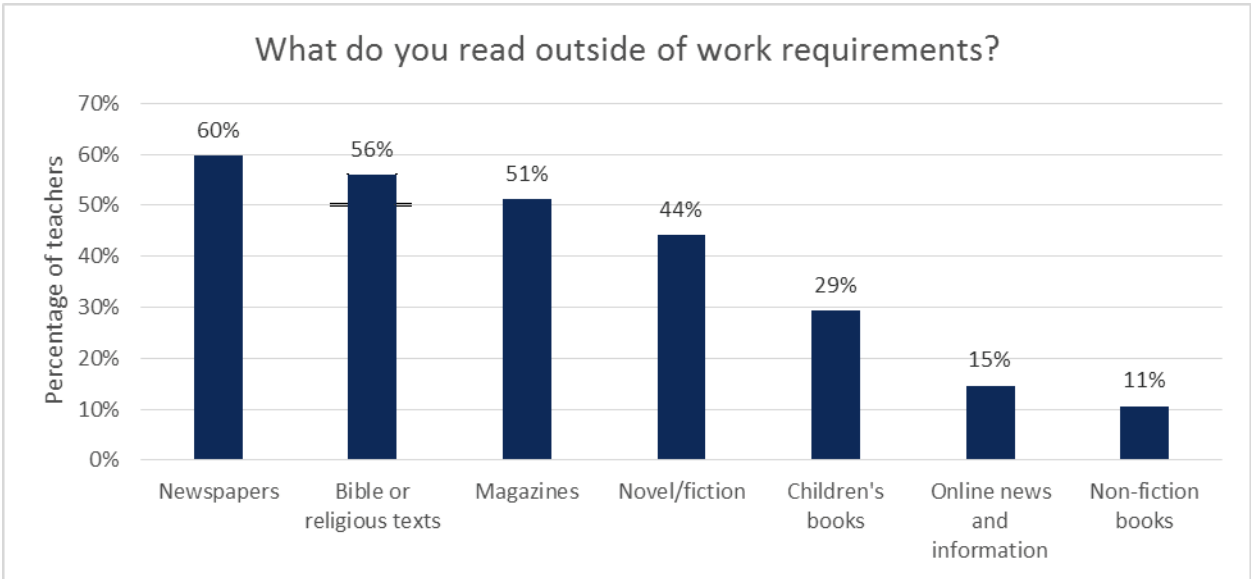
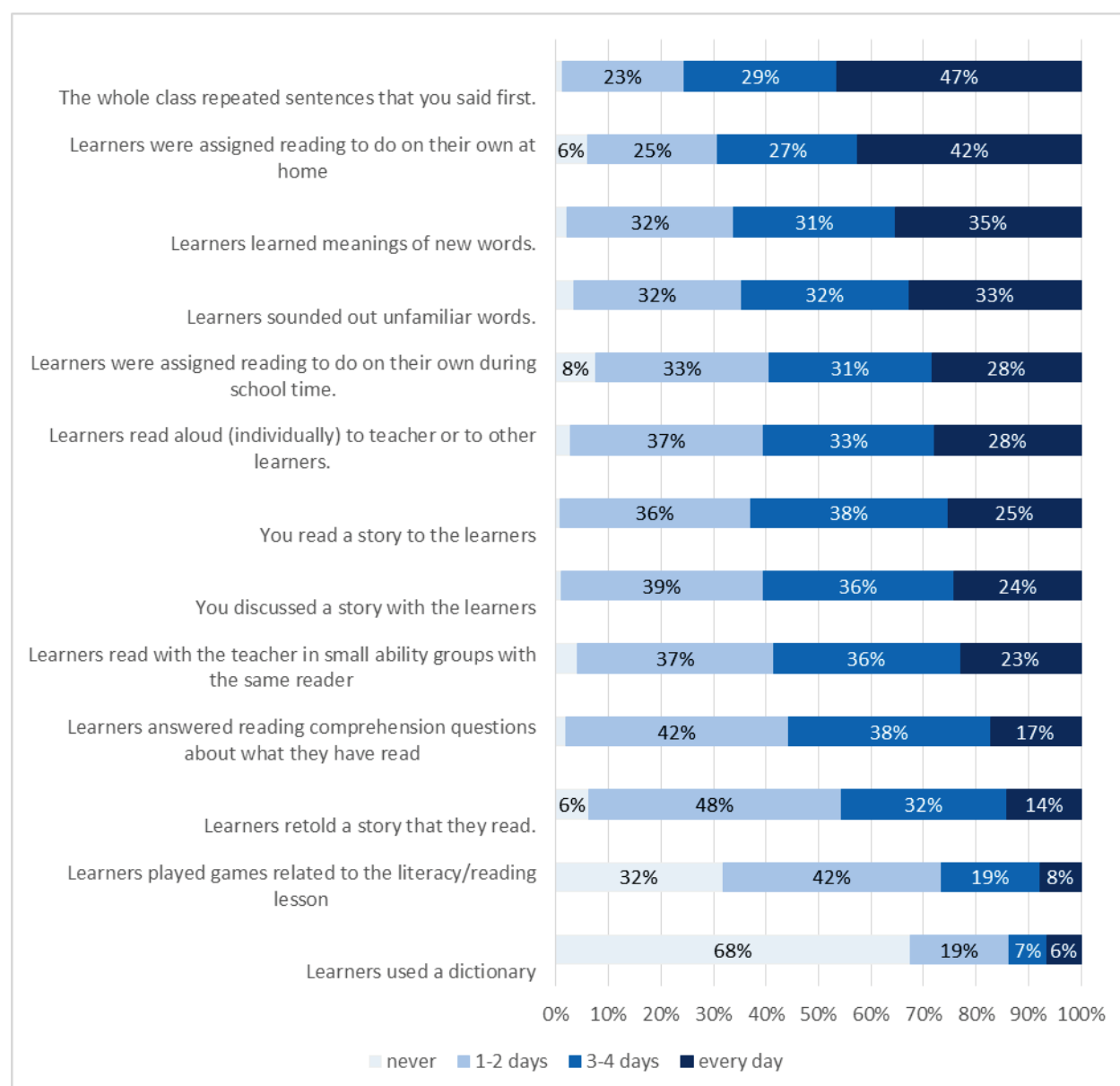


Figure 12 summarizes the literacy and language teaching practices for teachers in our sample. Teachers were asked how frequently a range of activities with learners took place in their class. The prevalence of rote learning is clear with almost half of teachers reporting that the whole class repeats sentences that they say first on a daily basis. Only 1% of teachers reported that they never use chanting. While almost

all teachers report reading a story to learners at least once a week, using games to teach literacy was much less common with around a third of teachers reporting that they never did such activities.

Figure 12: Teacher's practices



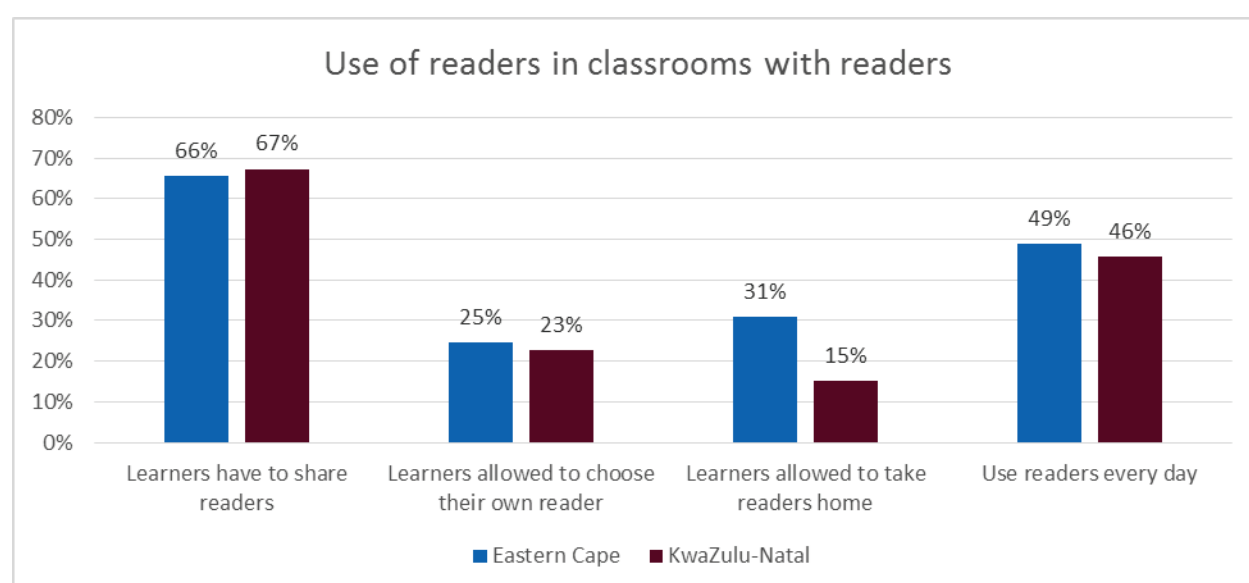
Access to reading materials

Stark differences between the two provinces in the access to reading resources are evident in Table 17. Bookshelves or small libraries in the classroom are very common in KwaZulu-Natal (81%) but only present in just over a third (38%) of Eastern Cape classrooms. While only two in five KwaZulu-Natal schools (43%) have a library, they are twice as likely to have one as Eastern Cape schools (22%). In schools with libraries, learners are also more likely to be allowed to take books home in KwaZulu-Natal (52%) than in the Eastern Cape (39%). This means that only 8% of Eastern Cape learners and 23% of KwaZulu-Natal learners can take a library book home.

Table 17: Access to reading materials at school

	Eastern Cape	KwaZulu-Natal
Bookshelf or small library in the classroom for learners to use	38.1%	81.3%
School has library or mobile library	21.5%	43.3%
For schools with library, learners are allowed to take books home	39.2%	52.1%
Library has appropriate books	65.7%	77.5%

Although the vast majority of teachers report that their learners have readers to read from in class (87% in Eastern Cape and 95% in KwaZulu-Natal), in two-thirds of classrooms the learners have to share readers (Figure 13). Just less than a quarter of teachers allow learners to choose their own readers. Learners are also mostly not allowed to take readers home. In classes with readers, 31% learners in the Eastern Cape and 15% in KwaZulu-Natal are allowed to take the readers home.

Figure 13: Use of readers in classrooms with readers

Absenteeism

Learner absenteeism is a serious challenge in both provinces, with 35% of learners in the Eastern Cape and 42% of learners in KwaZulu-Natal reporting that they were absent at least one day in the previous week (Table 18). Learners also report very high rates of teacher absenteeism with around half of learners reporting that their teacher was absent at least one day in the previous week. Interestingly teachers report much lower rates of absenteeism, 25% in the Eastern Cape and 30% in KwaZulu-Natal. Even these rates, however, suggest that a lot of teaching time is lost over the school year.

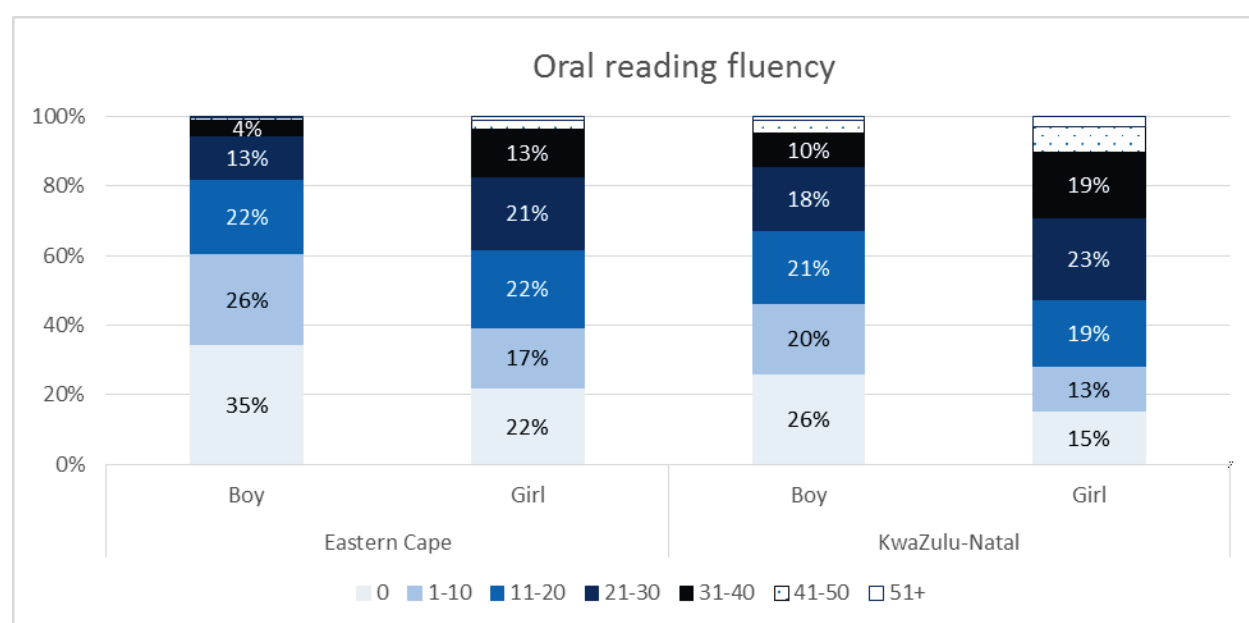
Table 18: Absenteeism by province

	Eastern Cape	KwaZulu-Natal
Learner absent in last week	34.7%	41.5%
Teacher absent in last week (learner report)	48.6%	54.0%
Teacher absent in last week (teacher report)	25.2%	29.8%

GENDER AND READING SKILLS, ATTITUDES AND BEHAVIORS

Girls tend to outperform boys in their reading skills, attitudes, and behaviors. On average, girls read around 6 words per minute faster than boys and are significantly less likely than boys to not be able to read one word (16% versus 30%). Figure 14 shows the distribution of oral reading frequency by gender and province.

Figure 14: Gender and reading skills



Girls are also more likely to report that they really like to read (Figure 15), read on their own at home more often (Figure 16), and someone reads with them at home (Figure 17).

Figure 15: Gender and reading attitudes – responses to the question “Do you like to read?”

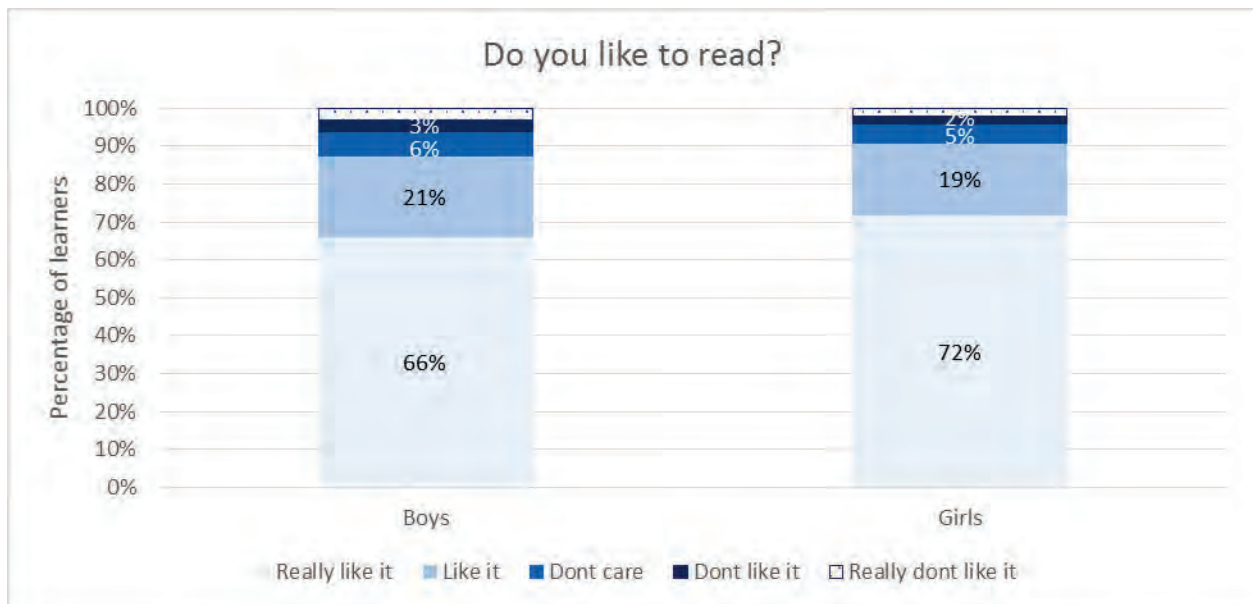


Figure 16: Gender and frequency of reading on your own at home

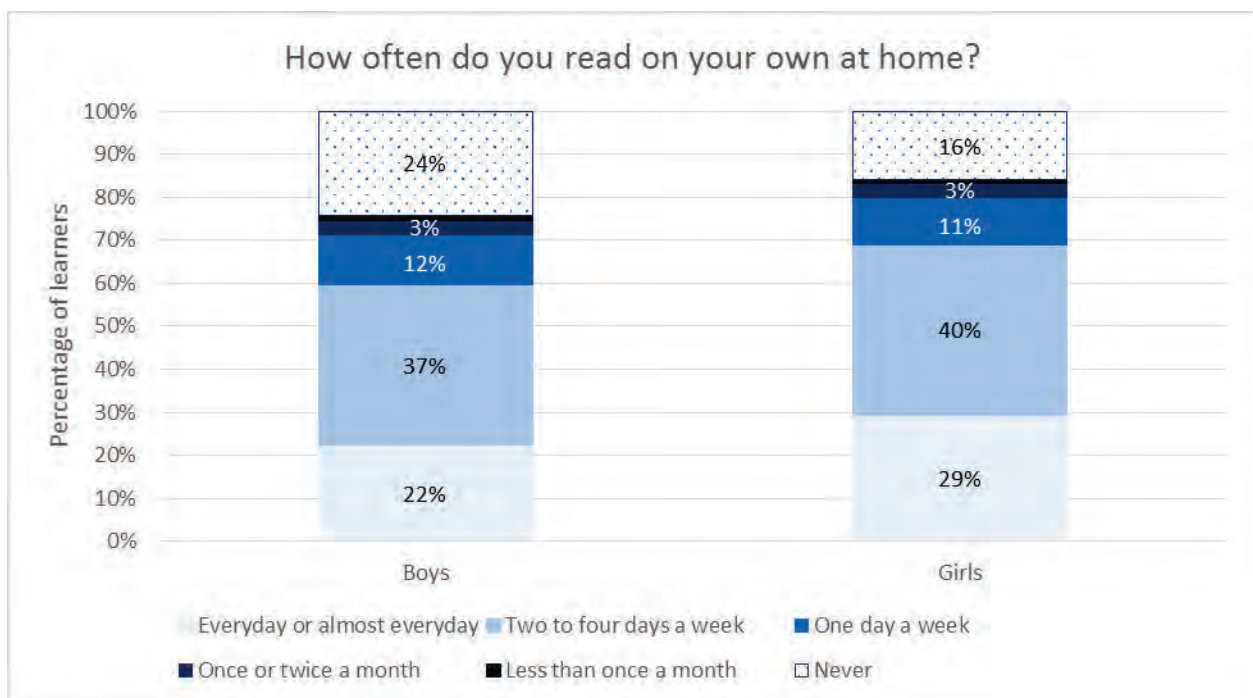
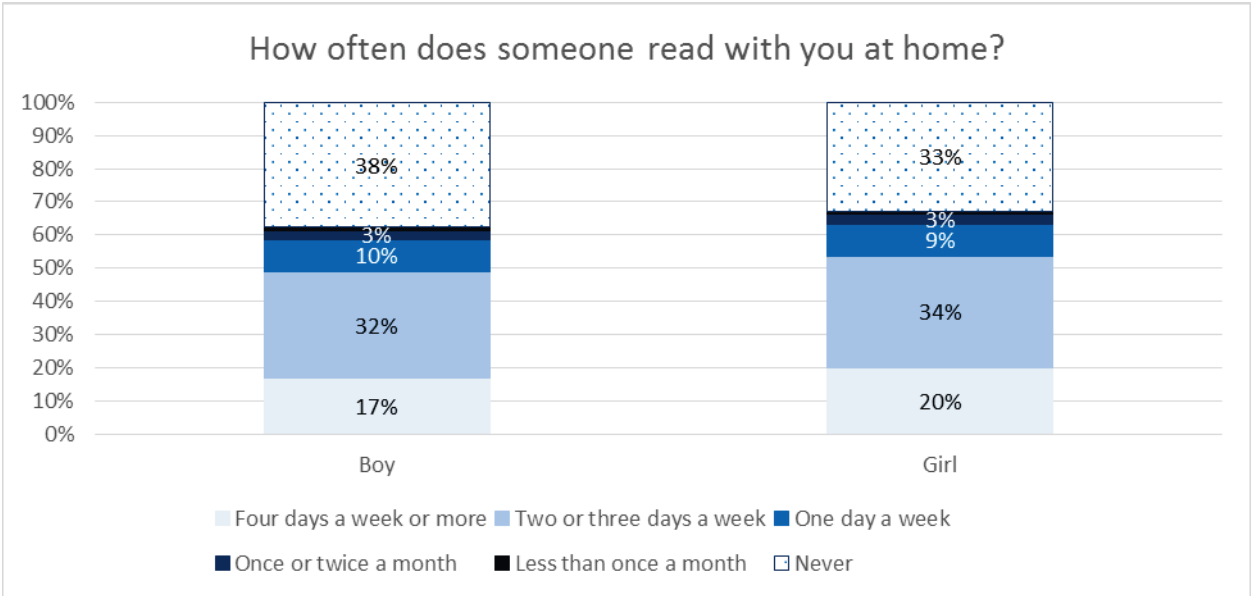


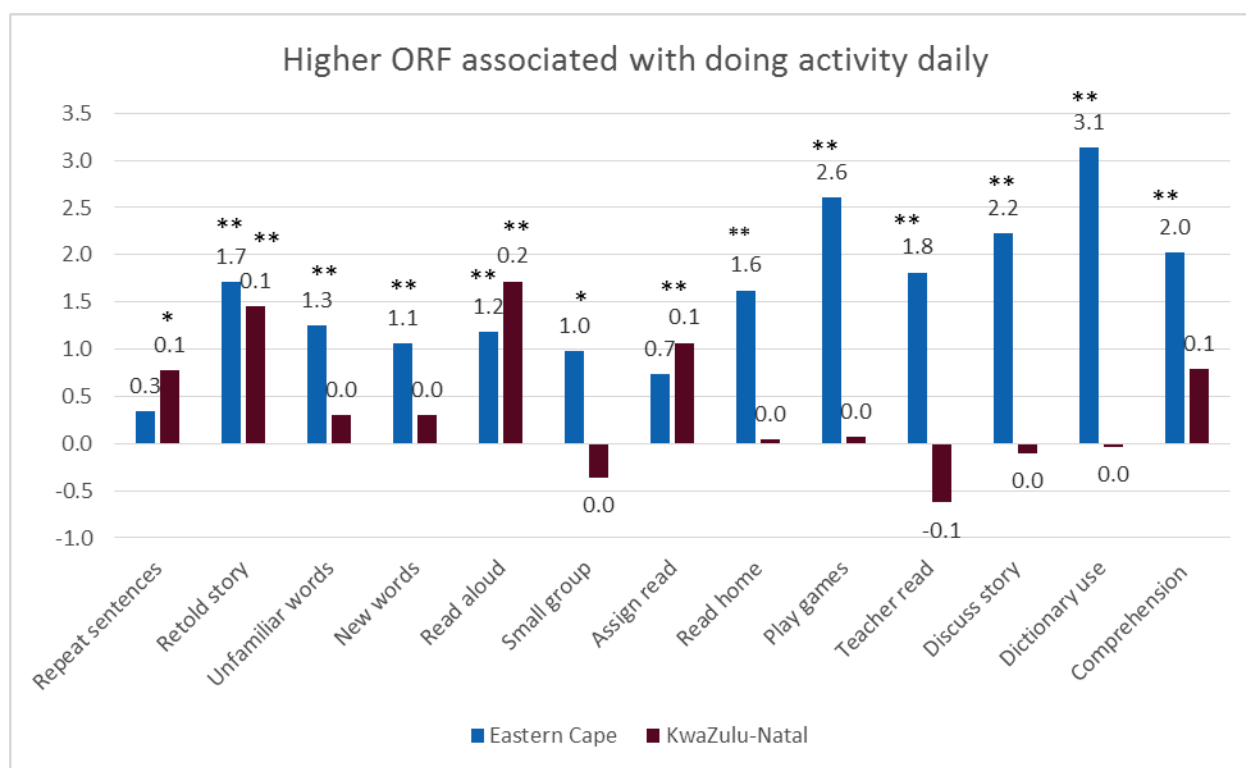
Figure 17: Gender and frequency of reading with someone at home



TEACHING ACTIVITIES AND READING FLUENCY

This section examines the association between ORF and teachers’ reported practices in their literacy lessons. For each teaching activity shown in Figure 18 below, we compare the ORF of learners in classes where the activity occurs daily against learners in classes where the activity occurs less frequently. We make comparisons within grade as both teaching practices and oral reading fluency change with grade. For each activity, Figure 18 shows how many more (or less) words learners can correctly read in a minute when they do that activity daily as compared to those who do the activity less frequently. The asterisk indicates whether the difference is statistically significant, with ** representing the 1% level and * the 5% level.

Figure 18: Association between teaching practices and oral reading fluency



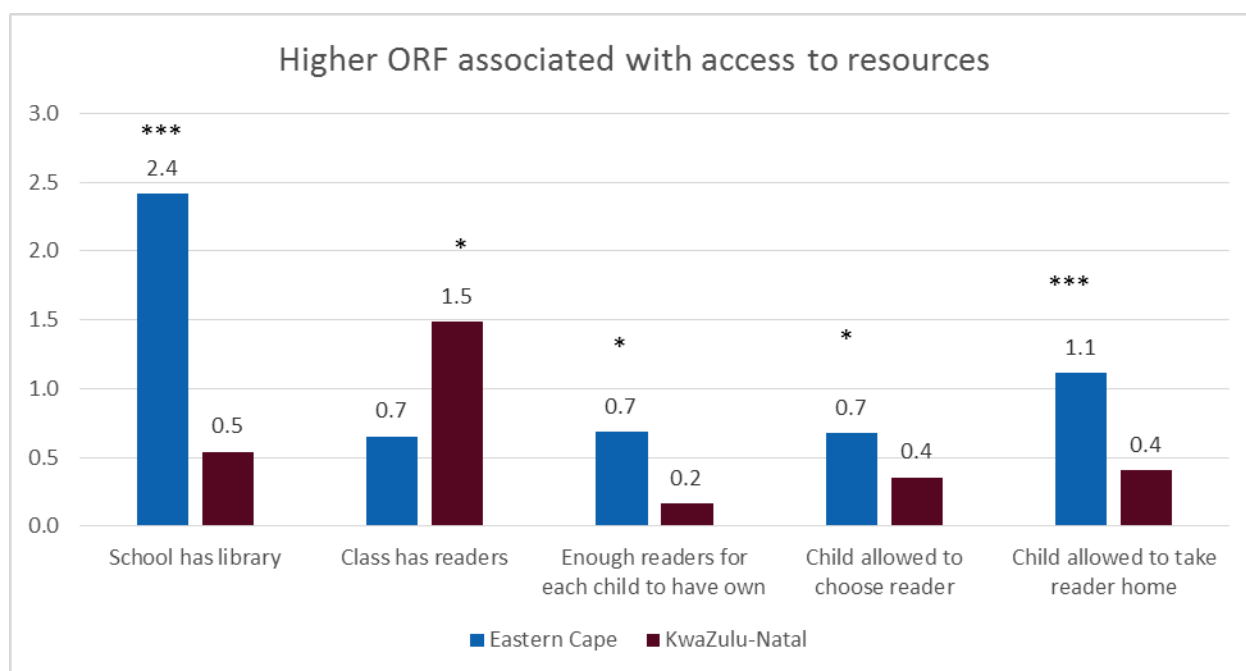
In the Eastern Cape, daily practice of almost all of the activities is associated with significantly higher ORF. For example, learners who play games in relation to the literacy/reading lesson can, on average, identify 2.6 more words per minute than other learners in their grade. In KwaZulu-Natal, only four of the activities appear to be associated with better reading outcomes (learners retelling a story, learners repeating sentences that the teacher said first, learners read aloud individually to the teacher or other learners, learners assigned to do reading on their own during school time).

It is important to note that these associations do not imply causality from teaching practices to better reading outcomes; reverse causality could be present. That is, it could be the case that teachers adapt their teaching activities to the reading levels of their learners.

READING RESOURCES AND READING FLUENCY

We also investigate the association between access to various reading resources and ORF. Figure 19 shows how many more words learners are able to read, on average, when they have access to various reading resources. In the Eastern Cape, learners in schools with a library are reading, on average, 2.4 words faster per minute than those in schools without a library. Being allowed to take a reader home is also associated with higher ORF. In KwaZulu-Natal, there does not appear to be any relationship between these reading resources and reading levels.

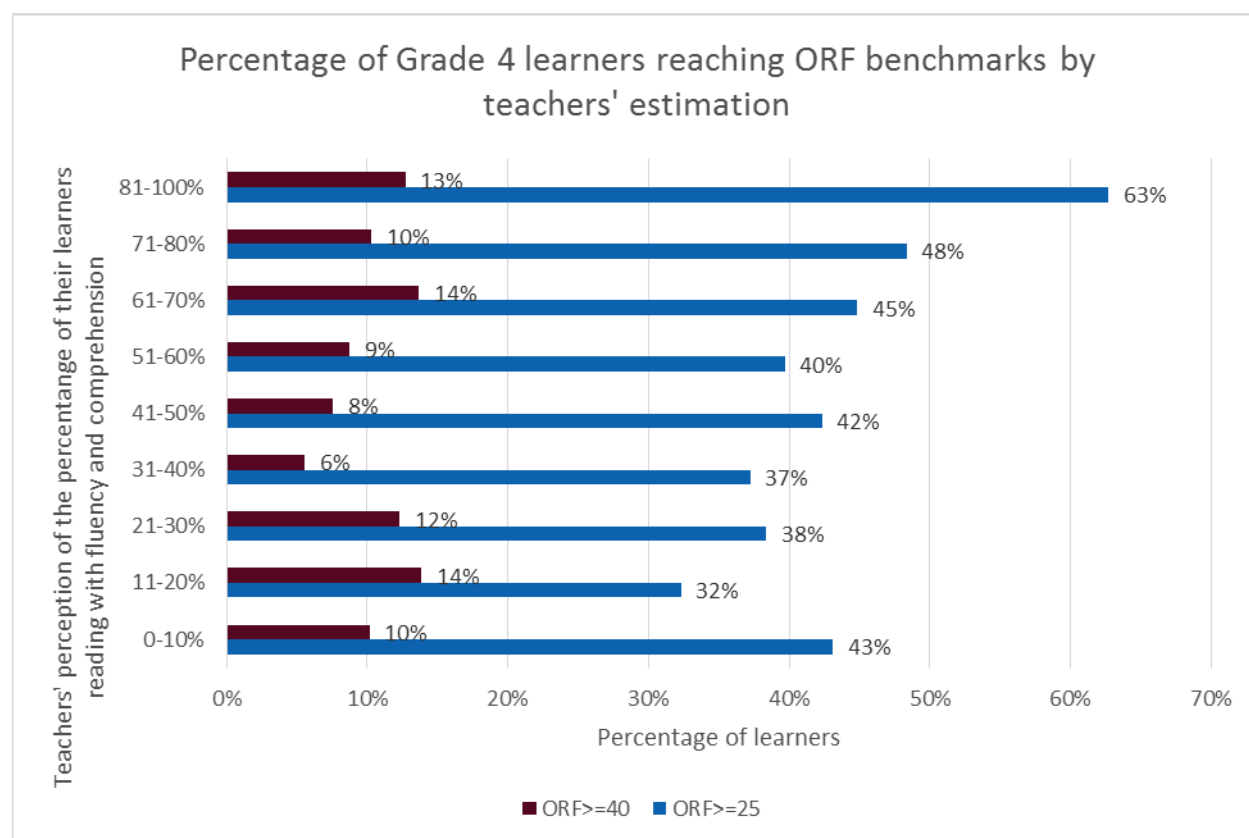
Figure 19: Association between reading resources and oral reading fluency



TEACHERS' ABILITY TO ASSESS LEARNER READING SKILLS

Teachers were asked what percentage of their class could read with fluency and comprehension in both mother tongue and in English. Overall, 43% of teachers thought at least half of their class was reading with fluency and comprehension in the mother tongue. Although there are no defined fluency benchmarks for African languages in South Africa, the teachers appear to overestimate their learners' reading skills by any standard. Not only are teachers underestimating the severity of the reading crisis in their own classrooms, there does not appear to be a strong relationship between teachers' perceptions and learners' measured skills. For each Grade 4 teacher, we calculated the proportion of learners that were able to read at least 25 CWPM and the proportion that were able to read at least 40 CWPM, both in mother tongue. We then asked the teacher to estimate of the proportion of his/her class could read with fluency and comprehension in mother tongue. Figure 20 compares actual learner performance on the EGRA assessment against teachers' perceptions. For each level of teachers' perception, we show the proportion of learners reaching the 25 CWPM threshold and 40 CWPM threshold. Among teachers that believe 80% to 100% of learners are reading with fluency and comprehension, only 63% and 13% are able to read at least 25 CWPM and 40 CWPM respectively. In general, learner performance tends to improve with teachers' estimations, but the association between teachers' perceptions and learner skill is not particularly strong. For example, there is a low degree of discrimination in the 21%-60% range.

Figure 20 : Proportion of learners achieving CWPM thresholds by teachers' report of the percentage of learners reading with fluency and comprehension



CHARACTERISTICS OF LEARNERS WHO CANNOT READ ONE WORD

As evident in Table 19, there are a substantial number of learners who are unable to correctly identify one word from a passage of connected text in their mother tongue. Overall, 24% of learners scored zero on the oral reading subtask. Table 19 shows the characteristics of these learners (low performing) compared to the 49% of learners who are able to read between one and 24 CWPM (middle performing) and the 27% learners who are able to read at least 25 CWPM (high performing). In a sample that is split evenly between girls and boys, 63% of those who cannot read one word are boys. Compared to either the middle or the top performing groups, learners scoring zero are significantly more likely to be old for their grade, and stunted. They live in households with fewer possessions and fewer books. They are less likely to read with someone at home. They are more likely to have been absent in the past week and repeating their grade at school.

Table 19: Characteristics of learners scoring zero compared to those with ORF between 1 and 24, and those with ORF ≥ 25

	ORF=0	ORF = 1-24	ORF ≥ 25	Test for difference in means (p-value)		
	Low	Middle	High	Low vs High	Middle vs High	Low vs Middle
Female	37.5%	46.7%	62.9%	0.000	0.000	0.000
Age for grade:						
on track	50.1%	58.0%	66.7%	0.000	0.000	0.000
one year behind	31.1%	31.0%	25.3%	0.000	0.000	0.918
two or more years behind	18.8%	11.0%	8.0%	0.000	0.000	0.000
Stunted	18.6%	13.8%	11.5%	0.000	0.001	0.000
Count of household possessions	3.46	3.67	3.82	0.000	0.000	0.000
Learner absent	39.8%	38.9%	36.0%	0.001	0.002	0.472
No books in household	61.7%	50.7%	41.0%	0.000	0.000	0.000
Learner is repeating the grade	10.8%	6.0%	4.7%	0.000	0.078	0.000
Someone reads with the learner at home	60.8%	66.9%	67.1%	0.000	0.974	0.000

CHARACTERISTICS OF LEARNERS WHO READ AT LEAST 25 CWPM

We now consider the characteristics of learners whose reading skills are better than average. We focus on those learners who are able to read at least 25 CWPM. Looking at Table 19, we see that all the characteristics that are associated with not being able to read at all are inversely associated with better reading outcomes. For example, the percentage of females in the low, middle and high performing groups is 38%, 47%, and 63% respectively. Two thirds of those in the high performing group are in the correct grade for their age compared to only half of those who score zero. Learners able to read at least 25 CWPM are less likely to be stunted, come from households with more possessions, and are less likely to have been absent in the past week. Six in ten learners who score zero have no books to read in their home compared to four in ten learners who can read at least 25 CWPM.

VARIATION IN READING OUTCOMES ACROSS SCHOOLS

Overall, 28% of learners in the Eastern Cape and 21% of learners in KwaZulu-Natal are unable to correctly identify one word in the passage of connected text. We calculate the percentage of non-readers in each school to investigate how much diversity there is in poor reading outcomes across schools. If non-readers were spread evenly across schools, then we would expect 28% of learners in each school in the Eastern Cape to be non-readers. Similarly, 21% of learners in each KwaZulu-Natal school would be expected to be non-readers. Figure 21 depicts the distribution of the percentage of learners in each school who are non-readers separately by province. The diversity across schools in the prevalence of non-readers is clear with the percentage of non-readers in schools ranging from 0% to 60%. In just under a quarter (24%) of schools in KwaZulu-Natal, all learners are able to identify at least one word. The corresponding figure for Eastern Cape schools is 15%. At the other end, over half the learners are non-readers in 7% of Eastern Cape schools and 2% of KwaZulu-Natal schools.

Figure 21: Distribution of percentage of learners in each school who are non-readers by province

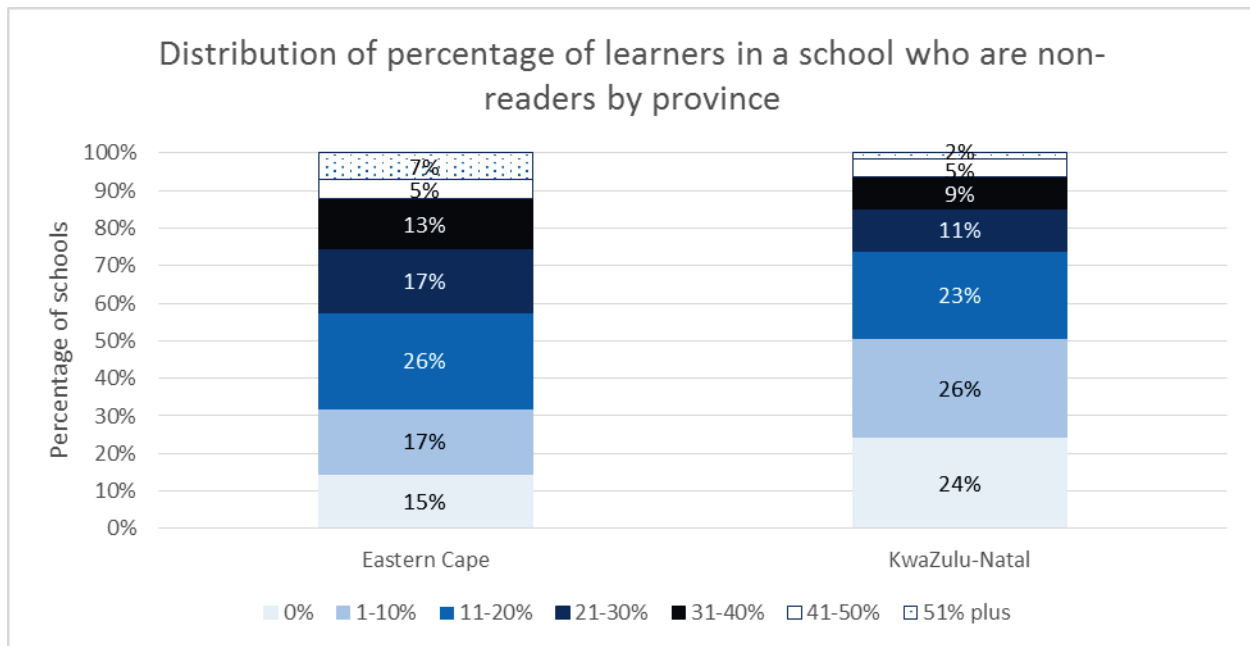
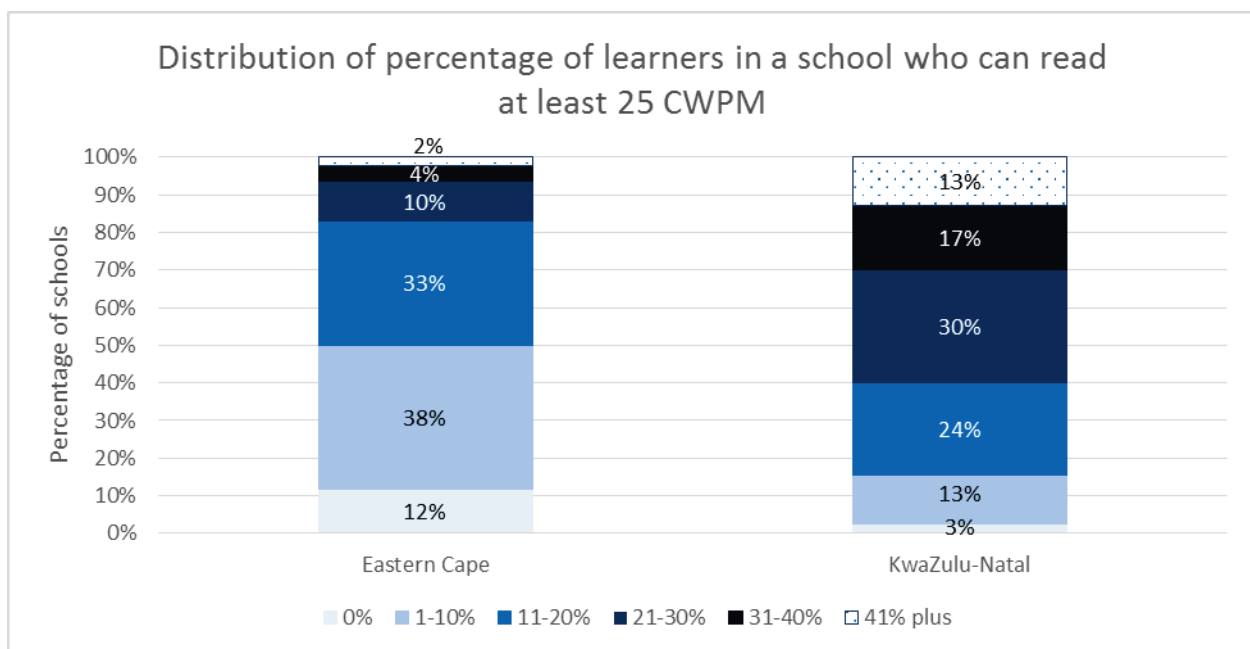


Figure 22 shows analogous distributions for the percentage of learners in each school who are able to read at least 25 CWPM. In the Eastern Cape, the vast majority (71%) of schools have between 1% and 20% of learners able to read at least 25 CWPM and in 12% of schools, no learners are reaching this fluency level. In KwaZulu-Natal there is more diversity across schools.

Figure 22: Distribution of percentage of learners in each school who can read at least 25 CWPM by province



DETERMINANTS OF EGRA SCORES

In addition to the descriptive analysis presented above, it is possible to use the baseline data to look into how student characteristics, household context, school, and teacher characteristics correlate with observed differences across EGRA scores. In this section, we present results for a series of statistical processes (regressions) for estimating the relationships among available variables and EGRA subtask scores.

A large number of variables could be related to EGRA scores. We experimented with a range of specifications that include student characteristics and behavior, household characteristics, proxies for socio-economic status of the household, teacher characteristics and classroom practices, and school characteristics. In particular, we have included:

1. Student' characteristics: age, sex, grade, learner height-for-age category
2. Home environment: count of household possessions, no books in the household, learner reads with someone at home
3. Teacher characteristics: years of experience, education degree, teacher has more than 100 books at home, teacher absent in the last week
4. School characteristics: has library, has computer lab

Regression analysis results for ORF and an indicator for learners not being able to read one word of connected text are included in Table A11 in Annex IV. Here we summarize the results.

Eastern Cape:

Being a girl has a positive correlation across scores when compared to boys. For instance, when all else is equal, girls correctly identify 5 more words from a paragraph than boys and are 10 percentage points less likely to score zero on this task. This result is consistent with previous findings from South Africa and many other countries (Gambell, T and D. Hunter (1999), Riordan (1999), Mullis et al., 2012, Zuze and Reddy, 2014, Taylor 2004, among many others).

Within grade, scores increase with age to a point and then begin to decrease which is consistent with poorer outcomes for learners who are behind in school. Learners who are classified as stunted read 1.2 words per minute slower than other learners and are 6 percentage points more likely to score zero. Learners with no books other than schoolbooks to read in the home correctly identify 2 less words per minute than learners with books in the home.

In general, teacher characteristics other than qualification are not significantly associated with learners' average ORF. Years of experience is associated with better performance at the bottom end of the distribution, with learners who have more experienced teachers slightly less likely to score zero.

Having a library and a computer laboratory are both associated with higher fluency of around 2 more words per minute.

KwaZulu-Natal:

Similar to the Eastern Cape, being a girl has a positive correlation across scores when compared to boys. Learners from homes with more household possessions and books other than schoolbooks to read tend to have better reading performance than those with lower socio-economic status and less reading resources.

In KwaZulu-Natal, both learner absenteeism and teacher absenteeism are significantly associated with poorer outcomes. There is no correlation with other teacher characteristics. In general, having a library or computer laboratory in the school does not appear to be significantly associated with learner performance.

DETERMINANTS OF ENGLISH READING FLUENCY

For our Grade 4 learners, we investigate whether the correlates of English reading fluency are similar to those for mother tongue. We run regressions similar to those for mother tongue EGRA scores but include two proxies of exposure to English at home, specifically an indicator that the learner ever speaks English at home and an indicator that the learner ever watches TV or listens to the radio in English. The full regression results for English ORF are presented in Table A12 in Annex IV.

Eastern Cape:

Similar to the findings for mother tongue, girls are reading, on average, 9 more correct words per minute than boys, and stunted learners read 5 words slower per minute than their taller peers. Being absent in the past week is associated with lower ORF. Learners with no books other than schoolbooks to read in the home correctly identify 5 less words per minute than learners with books in the home. Though teachers' qualifications and experience are not significantly associated with learners' English ORF, learners with teachers who have at least 100 books at home read, on average, 7 more correct words per minute than those whose teachers have fewer books. Having a library in the school is also associated with higher fluency of around 7 words per minute.

Exposure to English at home tends to have a positive correlation with English reading fluency. For instance, when all else equal, learners who ever speak English at home read, on average, 15 more correct English words per minute compared to those who never speak English at home. Watching TV or listening to the radio in English is associated with a higher fluency of around 4 words per minute.

KwaZulu-Natal:

Once again, girls tend to outperform boys with a higher English reading fluency of around 13 words per minute. Learner absenteeism is associated with lower English ORF. Learners from homes with more household possessions have better reading performance than those from homes with less assets.

Similar to the Eastern Cape, English ORF is significantly associated with our proxies for exposure to English in the home. Ever speaking English at home is associated with a higher fluency of around 15 words per minute and learners who report that they consume English TV or radio read an average of 15 more words per minute.

DETERMINANTS OF READING ATTITUDES AND BEHAVIORS

We also investigate the correlates of reading behaviors and attitudes using regressions similar to those described for the EGRA scores. The results for regressions on an indicator for reading at home on your own daily and an indicator for liking reading very much are shown in Table A13 in Annex IV. Here we summarize the findings.

Eastern Cape:

Girls and learners from homes with more household possessions are more likely to report reading at home daily and liking to read very much. Learners with no books in the home are significantly less likely to read at home daily. Having someone who reads with the learner at home is significantly correlated with learners reporting higher affinity with reading. In general, teacher and school characteristics do not appear to be associated with these reading behaviors and attitudes.

KwaZulu-Natal:

Girls and learners from homes with more possessions and more books are more likely to read on their own daily. Learner absenteeism is associated with a lower probability of daily reading. Having someone who reads with the learner at home is significantly associated with more frequent home reading and a more favorable attitude towards reading.

BALANCE

The purpose of a sample balance check exercise is to verify that respondent characteristics, environmental context, and outcome measures of the study sample are similar across treatment groups at baseline. Demonstrating similarity across randomly assigned treatment groups at the start of the study establishes credibility that the untreated group will, indeed, be a viable counterfactual to the treated group at endline. It should be mentioned, however, that differences across groups do not necessarily hurt the credibility of the counterfactual and are statistically expected to occur.¹³

Sample balance checks are not a verification of the randomization process itself; rather, they can verify that the implementation of the process was sound. This can be especially important for studies where randomization is conducted in the field. Given that our random assignment was carried out using statistical software and respected in the field, there is no reason to expect biases. Despite this, we conducted balance checks. The full details of the significance test results are presented in Tables A14 and A15 in Annex IV.

As expected, the sample balance checks of the survey data produced few indicators that show differences between the treatment and control groups. As stated earlier, some differences are expected and a natural outcome of a rigorously implemented randomization process. For the EGRA data, we tested a total of 26 variables for balance across the treatment and control arms, disaggregated by language group. This amounted to a total of 52 significance tests, since each variable was tested twice (two languages). Of the 52 significance tests run, 2 (roughly 4%) showed differences between the treatment and control groups, at the 5% significance level.

Tests using data from the learner and teacher questionnaires only found 3 differences between the treatment and control average out of 60 tests. Furthermore, corrections for multiple testing using conventional approaches (Bonferroni, Holm-Bonferroni and others) eliminate any significant difference between groups. We also calculated the absolute effect size difference between group means for each variable. All effect size differences were under the 0.25 threshold.

Summarizing, the randomization process had no challenges, the sample is properly balanced, and no changes to the evaluation approach are needed.

¹³ Bruhn M. and D. McKenzie, "In Pursuit of Balance: Randomization in Practice in Development Field Experiments", *American Economic Journal: Applied Economics*, 2009, vol. 1, issue 4, 200-232

CONCLUSIONS

In this report, we present the findings from the baseline collected for the IE of the SPS intervention, which included EGRA assessments, learner interviews, teacher interviews, and a school inventory. The baseline data collection did not face any significant challenges.

Average scores in the EGRA subtasks are very low in both provinces. One in four learners are non-readers in their mother tongue – they cannot read a single word from a short, grade-level paragraph. Excluding non-readers, the average ORF of the rest of the learners is 20 words per minute and 24% of them cannot correctly answer one comprehension question about the passage read.

Though there is clear progress from grade to grade, by Grade 4 13% of learners are still unable to read one word and the average oral reading fluency is only 23 words per minute. The very poor foundation in mother tongue literacy at the beginning of Grade 4 is particularly concerning, as learners transition to English as the LOLT in this grade. English EGRA results are similar those for mother tongue, with 32% of Grade 4 learners unable to answer one English comprehension question.

On average, girls tend to outperform boys, and better socio-economic status, as proxied by household possessions and child height, is associated with better reading outcomes. Learners who are behind for their age and those repeating the grade also have poorer reading skills.

Attitudes to reading are encouraging with 90% of learners selecting the very happy or the happy face when asked whether they like to read. However, 20% of learners never read at home on their own and only one in four learners reads at home daily. Absenteeism is a major challenge for both learners and teachers. Since SPS activities are scheduled to take place in school, absenteeism could reduce the potential impact of the intervention.

Access to reading resources is clearly an issue, particularly in the Eastern Cape where only 8% of learners can take a library book home. The vast majority of schools have class readers but learners typically have to share, cannot choose their own reader, and are not allowed to take them home. Fifty percent of learners have no books other than schoolbooks to read at home. The resources that the SPS intervention brings have the potential to make a large difference to the quantity and quality of reading materials available to teachers and learners.

Focusing on teachers themselves as readers, 60% read outside of work requirements often or very often, but less than half are reading books (fiction or non-fiction). Only 47% of teachers have more than ten books in their homes.

Teachers report using a range of activities in their literacy lessons. Rote learning and chanting remains a dominant pedagogy with 47% of teachers saying that their learners repeat sentences they have said first on a daily basis. Playing games related to the literacy lesson is much less common with only 8% of teacher report this as a daily activity. There is clearly room to incorporate more activities focused on reading for enjoyment.

Teachers, on average, feel that 41-50% of their learners are reading with fluency and comprehension in mother tongue. Matching this to learners' EGRA outcomes would imply a fluency benchmark of 19 words per minute, far from the levels needed to be able to comprehend the text read. Teachers are not only overly optimistic, their assessment of their own learners' reading levels does not correlate highly with the measured EGRA outcomes.

LIMITATIONS

The Evaluation Team encountered some limitations inherent to the design of this evaluation. We list some of the more relevant limitations below:

Representativeness of the sample. The sample is representative of the areas where SPS is currently working and corresponds to two of the eleven official languages in South Africa – isiZulu and isiXhosa. Therefore, results are not generalizable at the national level or to other geographical areas or other languages. The sample is representative of the children that were in school during the assessment, therefore it does not include the 11% of learners that were absent.

Longitudinal attrition and absenteeism. The evaluation employs a longitudinal design where we will interview the same learners and teachers at baseline and endline. All learners will still be in primary school and are unlikely to move schools between term one of the baseline year and term four of the endline year. Absenteeism rates are, however, high and could present a problem. We plan to visit each school ahead of the team of assessors to confirm that all 30 learners are still at the school and to specially request that those learners attend school on the day of the assessments.

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ANNEXES

ANNEX I: EVALUATION STATEMENT OF WORK

ANNEX II: EVALUATION METHODS AND LIMITATIONS

SAMPLE SELECTION AND EXPERIMENTAL DESIGN

In this section, we describe the approach to sample selection and experimental design. We begin with the RCT and then describe the qualitative component of the study. The approach to selecting the sample for the analysis of reading skills outcomes is designed to balance the concerns of the evaluation with those of implementation.

District selection:

The IE is taking place in two provinces selected by Nal'ibali, DBE and the USAID mission in South Africa, namely the Eastern Cape and KwaZulu-Natal. NORC met with Nal'ibali who undertook to identify the education districts which had not received Nal'ibali programs previously or received very minimal support. In the Eastern Cape, the evaluation is taking place in the Maluti, Mbizana and MtAyliff/Lusikisiki education districts. We are working in the Ilembe, Ugu and Uthukela districts in KwaZulu-Natal.

Community design and school selection

While SPS is a school based intervention, the Nal'ibali approach involves the community around the school in a number of ways. Community members receive training and are encouraged to run reading clubs. The campaign is also very visible with billboards and encourages interaction between schools through inter school competitions. The SPS intervention employs Story Sparkers from the community with each SPS school receiving weekly visits from their Story Sparker. The sample framework for the evaluation needed to reflect this approach allowing for multiple SPS schools within the same community and ensuring that control schools are sufficiently far away. Treatment was therefore randomized at the community level.

Communities of schools needed to be created bearing in mind that one Story Sparker would need to service multiple schools. The initial SPS model had two Story Sparkers working together to service 10 schools. This meant that all 240 schools receiving the intervention in the first year (2017) would need to come from 24 communities of 10 schools each. The evaluation would not be sufficiently powered with only 12 treatment communities in each province and the decision was therefore made to conduct the baseline over two years.

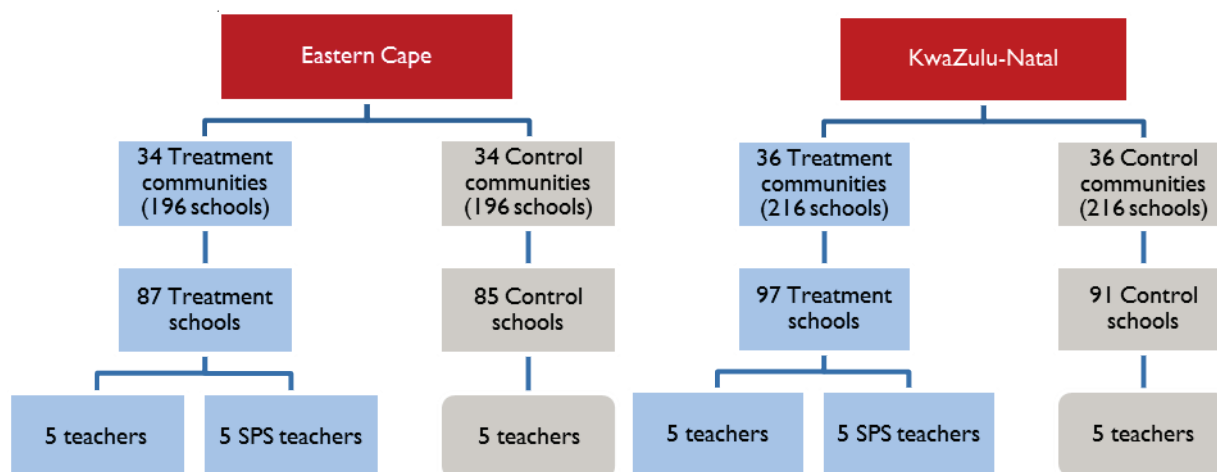
Using detailed maps and working closely with Nal'ibali and district officials from the DBE, we defined 48 appropriate communities of 10 schools each (schools within a community needed to be as close as possible and their needed to be sufficient distance between communities to avoid contamination) for the first cohort. Half of these communities were randomly assigned to receive the SPS intervention and the remainder served as control communities. Within each community, we randomly selected four schools to include in the evaluation.

Nal'ibali experienced significant logistical challenges in the first year with transport for the Story Sparkers between schools being a key concern. They therefore adapted their model for the second year

of the program (2018) to have one Story Sparker servicing four schools. We followed a similar process to the previous year but now created 96 communities of four schools each. Half of these communities were randomly assigned to treatment and the other half to control. Within each community, we randomly selected two schools to include in the evaluation.

Once the treatment communities had been randomly selected, all schools in those communities were invited to become SPS. Although take up in both years was 100%, we made sure to avoid any potential selection bias by fixing the evaluation sample and treatment status of evaluation schools prior to the invitations going out.

Figure 23: Data selection process



Teacher selection

In each school selected for data collection, we randomly sampled one teacher from each of grade 2 to 4. Where the school was a multi-grade schools with learners from different grades taught by the same teacher, we selected one teacher from each grade combination in the Grade 2 to 4 range.

Learner selection

Learners were randomly selected from the classes of the sampled teachers. We randomly selected 30 learners from each school (10 from each of grades 2 to 4, 5 girls and 5 boys whenever possible). Learners were only selected if they are present at the school on the day that the field team arrived to complete the assessments. These assessments and accompanying interviews were conducted in the first term of the school year (February/March) prior to the implementation of the SPS program.

SAMPLE SIZE

The final planned and achieved sample sizes for the baseline are summarized by treatment status and education district in Table 1 below. The number of schools in the sample is slightly lower than planned, particularly in the Eastern Cape. This is largely due to language issues as several selected schools turned out to have seSotho rather than isiXhosa as the medium of instruction in the foundation phase. There were also two schools that did not offer grades 2 to 4, three schools that denied the field team access

and two schools that needed to be dropped due to errors on the fieldwork company side. All schools that were dropped from the sample were from the first cohort (2017). A combination of an improved school selection process by Nal'ibali and the DBE and a more efficient and prepared subcontractor resulted in no dropped schools in the second cohort.

During fieldwork, we replaced 22 schools. The replacement schools were randomly selected from the same community as the school that they were replacing. In 2017, we randomly sampled 4 out of 10 schools in a community to be included in the evaluation giving us up to 6 replacement schools. In 2018, we randomly sampled 2 out of 4 schools, leaving two potential replacements. Table 2 gives details of school replacements by education districts.

Table 3 shows the planned and achieved sample sizes for the learner sample by treatment status.

POWER CALCULATIONS

This section provides updated power calculations for the realised baseline sample. For details of the calculations used to arrive at the recommended sample sizes please refer to the evaluation design report (and annex I to that report) in Annex I of this report. As with any quantitative analysis based on survey data, the statistical power of any sample design is determined by a mathematical calculation that depends on a number of factors. These include features of the study design, properties of the data and outcome variables, and the desired precision of the analysis. In practice, power calculations require choices and assumptions about a range of these parameters. We carry out the power calculations using the Optimal Design software package, which can perform these calculations under a variety of scenarios.

In our power calculations, we consider the impact evaluations of the program in Kwazulu-Natal and the Eastern Cape as two separate evaluations. We make the following assumptions about parameters:

- α is the significance level of the test, or probability of Type I error. We use the standard value of 0.05.
- β is the power of test, where $(1-\beta)$ is the probability of Type II error. We use the standard value of 0.8.
- ρ is the intraclass correlation coefficient, or ICC. The ICC is a measure of the extent to which variation in outcomes is due to cluster-level factors as opposed to individual-level factors. In our case, the ICC reflects the extent to which differences in EGRA scores are due to differences between clusters, rather than differences between individual students. We randomized at the community level and then selected schools within communities. We therefore need to take into account how much of the total variation in EGRA scores is due to variation between communities and how much is due to variation between schools within communities. Based on results from previous studies, we assume that 10% of the variation in EGRA scores is due to communities and 10% due to variation between schools within communities.
- r^2 is the proportion of the variation in the outcome due to the covariates anticipated in the regression analysis. In our case, these covariates will include a range of household and individual characteristics, as well as the intertemporal correlation between outcomes values at baseline and follow up. For this parameter, we assume an approximate value of 0.5.
- In the event of a longitudinal study, we assume an attrition rate of 15%

We also take into account the following features of the final realised baseline sample:

- Number of communities: We randomized 68 communities to treatment or control in the Eastern Cape. We randomized 72 communities in KwaZulu-Natal.
- Number of schools per community: We randomly select 4 schools per community in 2017 and 2 schools per community in 2018. The average number of schools per community is 2.5 in the Eastern Cape and 2.6 in KwaZulu-Natal.
- Number of learners per school: We randomly sampled 30 learners per school.
- Take up: All schools assigned to treatment were invited to become a SPS but participation was voluntary. Initial take up of the program was 100%

These parameters enable us to calculate the minimum detectable effect size (MDES) of our study. The MDES is the smallest impact of the program on the outcome variable that the evaluation will be able to detect. The MDES is 0.23 in the Eastern Cape and 0.22 in KwaZulu-Natal.

QUALITATIVE STUDY

In addition to the quantitative components, the IE will include a qualitative study on 20 schools from cohort II. This study will be conducted towards the end of the third school term in September 2018. Ten schools in each province will be selected: 5 SPS schools and 5 control schools. Using the evaluation baseline tests, we will select two higher performing, two lower performing and one medium performing schools for each treatment-province combination. Within the sub-sample of schools, we will randomly select one teacher from control schools and two teachers from treatment schools, one of whom will have received Nal'ibali training and one who has not received Nal'ibali training.

All 30 selected teachers in SPS and comparator schools will be observed teaching Home language and First Additional Language classes, as well as the literacy half hour if this occurs. The focus of observations will be on key dimensions of pedagogy in general; reading and writing pedagogy specifically; and the SPS preferred pedagogy in particular (see conceptual frame below). The observations aim to measure whether there are discernible differences in the pedagogies between SPS trained teachers in SPS schools; non SPS trained teachers in SPS schools; and teachers in comparator schools. The classroom observations will also generate a general description of classroom pedagogies in Home language and First Additional Language across 30 teachers, a description of interest in its own right in relation to well-known features of classrooms in high poverty settings documented in the local research literature.

We will also conduct reading skills assessments with 20 randomly selected students in each of the selected teachers' classes. These students will be randomly selected from all students who are present at school on the day that the field team arrive to complete assessments.

Four in depth case studies of SPS schools, their Story Sparkers and their program activities will be undertaken. The case studies will be sampled on the basis of reputation within the program. In each province, one school will be selected based on its reputation for meeting or exceeding the SPS program expectations, and the other will be selected for struggling or failing to meet the SPS program expectations.

EVALUATION MATRIX

#	Outcomes	Questions	Data source(s)	Example indicators	Data analysis method
1	Student reading skills	Q1. What is the impact of the Story Powered Schools (SPS) intervention on learners': C. reading and writing skills in their mother tongue (including letter recognition, word recognition, fluency, comprehension, vocabulary, phonemic awareness, orientation to print)? D. reading and writing skills in English?	EGRA assessments	letter recognition, word recognition, fluency, comprehension, vocabulary, phonemic awareness, orientation to print	RCT – comparison of treatment versus control
2	Student Motivation and Behavior	Q2. What is the impact of the SPS intervention on: C. the time or frequency that students spend reading independently? D. student's motivation to seek out, listen to, read, write, and tell stories?	Learner interview	Frequency reading at home	RCT – comparison of treatment versus control
3	Teachers Attitude and Behavior	Q3. What is the impact of the SPS intervention on: C. teachers' attitudes towards a. reading for enjoyment in the classroom? b. story telling in the classroom? c. reading clubs? D. teachers' language and literacy instruction practices in the classroom (both those trained by Nal'ibali and those not trained by Nal'ibali but teaching in SPS schools)?	Teacher interview Classroom observations	Classroom practices: use of stories, for example	RCT – comparison of treatment versus control How to describe the analytical method here?
4	Student reading skills	Q4. What is the impact of attending a Nal'ibali reading club (in a SPS) on learners': C. reading and writing skills in their mother tongue D. reading and writing skills in English?	EGRA assessments	Fluency, comprehension, vocabulary	Propensity score matching
5	Student Motivation and Behavior	Q5. What is the impact of attending a Nal'ibali reading club (in a SPS) on: C. the time or frequency that students spend reading independently? D. student's motivation to seek out, listen to, read, write, and tell stories?	Learner interview	Frequency reading for enjoyment	Propensity score matching
6	Student reading skills	Q6. What is the association between teacher practices and learners': C. reading and writing skills in their mother tongue? D. reading and writing skills in English?	Teacher interview and EGRA assessments	Fluency, comprehension, vocabulary	Correlation analysis / Regression

#	Outcomes	Questions	Data source(s)	Example indicators	Data analysis method
7	Student Motivation and Behavior	Q7. What is the association between teacher practices and: A. the time or frequency that students spend reading independently? B. student's motivation to seek out, listen to, read, write, and tell stories?	Teacher interview Learner interview	Frequency reading for enjoyment	Correlation analysis / Regression
8	Program take-up (participation in reading activities and use of reading materials/trainings)	Q8. What is take-up of and adherence to the SPS intervention? This will include a range of indicators. For example: A. number of invited schools signing up for SPS B. characteristics of schools signing up for SPS C. number of teachers trained D. characteristics of teachers who attend training E. number of community members trained F. implementation of reading for enjoyment sessions during school day G. number of reading clubs operating at the school H. number of children in the reading clubs by grade I. attendance at reading clubs J. other events (competitions, etc.) K. before and after school reading sessions L. use of the mini libraries	Nal'ibali M&E data Case studies Teacher interviews Learner interviews	Number of reading clubs operating, attendance to reading clubs, number of reading for enjoyment sessions in school, etc.	Descriptive analysis

Table 1: Deviations from planned school sample by treatment status, district and baseline cohort (year)

	All	Treat ment	Control	Eastern Cape				KwaZulu-Natal				2017	2018
				All	Maluti	Mbizana	Mt Ayliff/ Lusikisiki	All	Ilembe	Ugu	Uthukela		
Planned sample	384	192	192	192	48	72	72	192	96	48	48	192	192
Dropped due to language issues (2017)	19	9	10	18	17	1	0	1	0	1	0	19	0
Dropped due to incorrect grades (2017)	2	2	0	0	0	0	0	2	0	1	1	2	0
Dropped due to denied access (2017)	3	0	3	2	0	2	0	1	0	1	0	3	0
Dropped due to fieldwork company error (2017)	2	0	2	1	0	1	0	1	0	1	0	2	0
Added due to no Grade 4 in original school (2018)	2	1	1	1	0	0	1	1	1	0	0	0	2
Final sample	360	182	178	172	31	68	73	188	97	44	47	166	194
Percentage of planned sample	93.8%	94.8%	92.7%	89.6%	64.6%	94.4%	101.4%	97.9%	101.0%	91.7%	97.9%	86.5%	101.0%

Table 2: Replacement schools

Reason for replacement	District					
	Maluti	Ugu	Uthukela	Ilembe	Mt Ayliff	Total
Not isiXhosa medium	10					10
Duplicate		1				1
Closed down		1		1		2
Incorrect grades		1	2	2	3	8
Incorrect school visited					1	1
Total	10	3	2	3	4	22

Table 3: School and learner sample by treatment status and baseline cohort (year)

	All		Treatment		Control		2017		2018	
	Planned	Observed	Planned	Observed	Planned	Observed	Planned	Observed	Planned	Observed
Schools	384	360	192	182	192	178	192	166	192	194
Learners:										
Grade 2 learners	3840	3456	1920	1777	1920	1679	1920	1574	1920	1882
Grade 3 learners	3840	3455	1920	1772	1920	1683	1920	1578	1920	1877
Grade 4 learners	3840	3493	1920	1789	1920	1704	1920	1616	1920	1877
Percentage of learners with a matched teacher		95.94		95.86%		96.03%		91.36%		99.82%

ANNEX III: DATA COLLECTION INSTRUMENTS



We are visiting some schools in your area to better understand how children learn to read and to measure how well reading programmes in schools are working. We will be assessing the reading abilities of some children and also asking them what they do and don't enjoy about reading. This will take about 30 to 40 minutes for each child. We will also measure the height of each child.

The participating children will be selected by a lottery. Your child may or may not be selected.

The assessments will happen at school and will be administered by a trained and experienced assessor, who has experience in working with children and making children feel at ease and comfortable during the assessments. The assessments are not a school test and will have no impact on the child's school grades. Assessors will explain to the children that no one will be informed of their answers at school or anywhere else. They will also explain to the children that they do not have to do the assessments if they do not want to and that they can stop at any time.

We plan to revisit the same children after two years to assess how their reading skills have developed. For this reason, the child's name will be recorded but it will be kept completely confidential by the research team. At the end of the research we will write a report, but no child's name or personal information will appear in that report. Also, the results from these tests and other data collected during this research may be shared with other researchers but information identifying any child and linking any child to their assessments will not be made public.

This research has been approved by the Commerce Faculty Ethics in Research Committee at the University of Cape Town and Department of Basic Education and the schools have given their permission. If you have questions about the study you can contact us at XXXXXXXXXX until DD/MM/YYYY.

If you do **NOT** want your child to be part of this study then please fill in the section below, sign it and send it back with your child to the school tomorrow. If you are happy for your child to be part of the study, you do not need to send the form back.

☐

I do **NOT** give my permission for my child to be part of the study.

CHILD'S NAME: _____ GRADE: _____

SCHOOL: _____ CLASS TEACHER: _____

Signature of parent or main caregiver of the child

Date: ____/____/____



Story Powered Schools: A South African Reading Revolution

- Let me tell you why I am here today. 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 a 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.
- This assessment will take between 30 to 40 minutes.
- I will NOT show your answers to your teacher, friends or anyone. When we use your answers to understand how children learn to read we will not use your name.
- 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? Do you want to participate?

On the tablet, tick the check box if verbal agreement is obtained: ☐ YES

If verbal agreement is not obtained, thank the learner and move on to the next learner.



English Early Grade Reading Assessment (EGRA)

SPS Evaluation Baseline

March 2017/2018

Instruments developed by Zenex Foundation.

Minor adaptations by NORC.

LETTER SOUNDS

- Note: Learners must give the letter sound and not the letter name.
- Show the learner the chart of letters in the language you are administering:
- **Here is a page full of letters. I would like you to sound as many letters as you can. You will start here and move across the page.** Point to the leftmost letter on the top row of the exercise, moving from left to right. **When I say, ‘Begin’, you will sound the letters as best you can. Point to each letter as you sound it. If you don’t know the sound of a letter, just leave it out.**
- **Let’s practice first.** (Point to the first example letter, moving from left to right, to practice the instructions given above. Make sure that the learner understands that you are looking for the letter sound and not the letter name.)
- **Ok, now we’re ready to begin. Put your finger on the first letter. Ready? Begin.**
- Start the TIMER with 60 seconds on the tablet when the learner starts.
- Strike a line through a letter that the learner sounds incorrectly or cannot sound at all.
For example: ð
- If the learner stops for more than 3 seconds, tell the learner to go on and strike a line through the letter.
For example: ð
- If the learner corrects himself/herself, accept it as correct. If a strike has already been made on the letter, circle it to mark it correct.
- If the entire first line has strike-through lines across all the letters, stop the letter sounds task, place a bracket (]) after the last letter on the first line and make a tick mark (✓) at the bottom of the exercise (in the box provided) to record that the exercise was discontinued. Move onto the next part of the EGRA.
- After sixty (60) seconds, when the TIMER alarm goes off say: **“Stop”**. Place a bracket (]) after the last letter that the learner has attempted to sound.
- Count and record the number of letters that the learner sounded correctly.
- If the learner sounds all the letters in less than sixty (60) seconds, record the number of seconds remaining on the timer.

LETTER SOUNDS**ENGLISH****GRADE 3 & 4****Examples:** b M f cr

S	v	n	g	L	y	Z	h	W	m	/10
k	t	d	ch	i	th	a	gl	z	w	/20
h	oo	sh	m	dr	G	j	N	wh	u	/30
R	pr	B	s	I	f	gr	st	T	i	/40
sl	ing	C	B	ph	Y	F	cr	a	E	/50
y	s	ck	P	M	v	O	th	n	pl	/60
Z	A	ow	ight	fr	q	h	ch	A	t	/70
wh	ee	H	br	S	fl	g	l	V	m	/80
a	oy	sl	gr	X	N	E	Q	p	x	/90
N	k	cl	D	dr	y	bl	j	R	v	/100
V	M	W	e	ight	h	ing	pr	str	y	/110
Make a tick mark (✓) if task was discontinued because learner couldn't read										
Number of sounds read in 60 seconds										
Total number of sounds read correctly in 60 seconds										
If task completed in less than 60 seconds, indicate time remaining (in seconds)										

PHONEMIC AWARENESS (a listening activity)

- Tell the learner: **“We are going to play a game with the sounds of words and breaking up words” Let’s practice first.** Go through the examples so that the learner understands what is expected of him/her. After the 2 practice examples, start with the task.
- The learner should not see the words.
- You may repeat the word, but do not prompt the learner.
- If the child has not given an answer within 5 seconds, move onto the next item. If the learner can’t do the task on 3 successive items, discontinue the phonemic awareness task and move to the next section. In order to finish the task on the tablet you will need to select the D (Don’t know) option for the remaining items.

PHONEMIC AWARENESS (a listening test)**ENGLISH****GRADE 4**

Practice	Say	<i>Sunday umbrella</i>	Now say it again, but don't say /Sun/ -> day Now say it again, but don't say /um/ -> brella	Correct	Incorrect	No response	Correct form
Item							
1	Say	<i>cowboy</i>	Now say it again, but don't say /boy/	0	0	0	<i>cow</i>
2	Say	<i>run</i>	What sound comes at the beginning of the word <i>run</i> ?	0	0	0	/r/
3	Say	<i>fish</i>	What sound comes at the end of the word <i>fish</i> ?	0	0	0	/sh/
4	Say	<i>meat</i>	Now say it again, but don't say /m/	0	0	0	<i>eat</i>
5	Say	<i>book</i>	Now say it again, but don't say /k/	0	0	0	<i>boo</i>
6	Say	<i>pan</i>	Now say it again, but use /f/ instead of /p/	0	0	0	<i>fan</i>
7	Say	<i>dot</i>	Now can you think of another word that sounds like <i>dot</i> ?	0	0	0	<i>cot, got, hot, not, pot, rot...</i>
8	Say	<i>smack</i>	Now say it again, but don't say /m/	0	0	0	<i>sack</i>
Total correct							

WORD READING

- Show the learner the chart of words in the language that you are administering.
- **Here is a page full of words. I would like you to read aloud as many words as you can. You will start here and move across the page.** Point to the leftmost word on the top row of the exercise, moving from left to right. **When I say, ‘Begin’, you will read the words as best you can. Point to each word as you read it. If you don’t know a word, leave it out.**
- **Let’s practice first.** (Point to the first example word to practice the instructions given above.)
- **Ok, now we’re ready to begin. Put your finger on the first word. Ready? Begin.**
- Start the TIMER with 60 seconds on the tablet when the learner starts.
- Strike a line through a word that the learner reads incorrectly or cannot read at all. For example: ~~sad~~
- If the learner stops for more than three (3) seconds, tell the learner to go on and strike a line through the word. For example: ~~sad~~
- 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.)
- If the entire first line has strike-through lines across all the words, stop the word reading task, place a bracket (]) after the last word on the first line and make a tick mark (✓) at the bottom of the exercise (in the box provided) to record that the exercise was discontinued.
- After sixty (60) seconds, when the TIMER alarm goes off say: **“Stop”**. Place a bracket (]) after the last word that the learner has read correctly.
- Count and record the number of words that the learner read correctly.
- If the learner reads all the words in less than sixty (60) seconds, record the number of seconds remaining on the timer.

WORD READING**ENGLISH****GRADE 3 & 4****Examples:** **cat** **bell**

it	be	do	of	we	to	She	was	/8
but	did	eat	got	once	you	day	coat	/16
the	are	girl	some	here	within	have	came	/24
went	then	frog	away	from	play	drum	what	/32
bear	colour	shave	ideas	which	their	white	these	/40
square	said	little	there	knee	things	other	answer	/48
water	enough	pictures	carry	wheels	straight	giraffe	bright	/56
mother	people	through	jackal	quickly	hungry	together	kitchen	/64
problem	believe	question	usually	brought	certain	perhaps	beautiful	/72
uncle	thought	earth	oxygen	twisted	complete	weight	necessary	/80
giant	different	autumn	general	electricity	surprise	newspaper	multiply	/88
tongue	laugh	morning	ground	knowledge	favourite	environment	journey	/96
Make a tick mark (✓) if task was discontinued because learner couldn't read								
Number of words read in 60 seconds								
Total number of words read correctly in 60 seconds								
If task completed in less than 60 seconds, indicate time remaining (in seconds)								

ORAL READING FLUENCY

- Show the learner the reading passage for their Grade and language. **Now I’m going to ask you to read this story out loud. If you get stuck, leave the word out 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 try to remember the story you’re reading. You will start here.** (Point to the first word of the passage.)
- **Ready? Begin.**
- Start the TIMER with 60 seconds on the tablet when the learner starts.
- Strike a line through words that the learner reads incorrectly or cannot read at all. For example: ~~little~~
- If the learner stops for more than three (3) seconds, tell the learner to go on and strike a line through the word. For example: ~~little~~
- 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.)
- If the entire first line has strike-through lines across all the words, stop the assessment, place a bracket (]) after the last word on the first line and make a tick mark (✓) at the bottom of the exercise (in the box provided) to record that the exercise was discontinued.
- After 60 seconds when the TIMER alarm goes off, place a bracket (]) after the last word that the learner has read and say **Stop**. Thank the child and discontinue the task.
- Count and record the number of words that the learner read correctly in 60 seconds.
- If the learner reads the whole story in less than 60 seconds, record the number of seconds remaining on the timer.

ORAL READING FLUENCY**ENGLISH****GRADE 4**

Words read		
12	Jabu had a little dog. It was a fat and happy dog.	/12
27	One day Jabu and his dog went to play in the fields behind the house.	/27
38	The little dog saw a rabbit and tried to chase it.	/38
42	The dog got lost.	/42
49	Jabu called him but he didn't come.	/49
58	Jabu got tears in his eyes and went home.	/58
66	But before evening the little dog came back.	/66
71	He was tired and hungry.	/71
79	Jabu was very happy to see his friend.	/79
87	He gave the dog some food and water.	/87
94	Jabu and his dog went to sleep.	/94
103	In the morning they woke up and played again.	/103

Make a tick mark (✓) if task was discontinued because learner couldn't read any of the first line	
Number of words read in 60 seconds	
Total number of words read correctly in 60 seconds	
If task completed in less than 60 seconds, indicate time remaining (in seconds)	

ORAL READING COMPREHENSION

- **I am going to ask you a few questions about the story you have just read. Try to answer the questions as best you can.**
- If the learner read only part of the story, only ask the questions related to the part that s/he has read. Enter the option D (Don't Know) option for questions not covered.
- If the learner corrects himself/herself, accept the answer as correct.

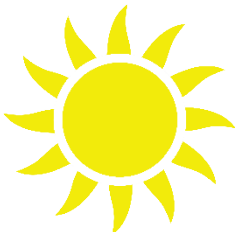
ORAL READING COMPREHENSION**ENGLISH****GRADE 4**

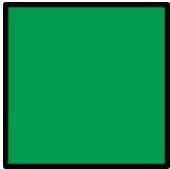
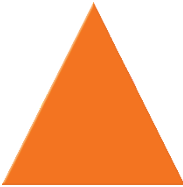
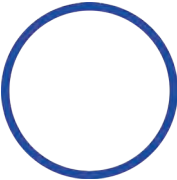
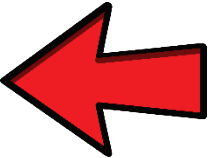
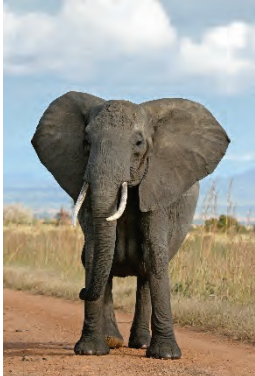
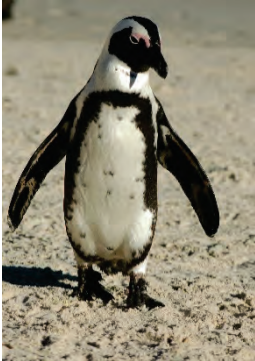
Question		Words read	Answer	Correct	Incorrect	No response
1.	In the story who does the little dog belong to?	5	Jabu			
2.	How can you tell that Jabu liked the dog?	12	The dog was fat and happy/He looked after his dog well/they played together			
3.	Where did they go and play one day?	27	In the fields (veld) / behind Jabu's house			
4.	What animal did the dog chase?	38	A rabbit			
5.	Why did the little dog get lost?	42	He lost his way when he chased the rabbit/the dog couldn't find his way back home			
6.	Why did Jabu have tears in his eyes?	58	He was sad/was crying because his dog was lost/he could not find his dog.			
7.	When did the dog come home again?	66	Before evening/ before the night came/before dark			
8.	What did Jabu give his dog when he came home?	87	Some food and water			
9.	Why do you think the dog was hungry when he got home?	87	He had been lost/he got hungry and thirsty when he tried to find his way home again.			
10.	Who is Jabu's friend?	79	His little dog.			

VOCABULARY

- Show the learner the Vocabulary Show Chart for the language you are testing.
- **Look at the word in the first box. Show me the correct picture.**
- Example: show the pictures and point to the cup.
- **Now you try it.** Let learner try the next example.
- **Is it clear?** If not, explain again.
- If the learner has not given an answer in approximately 10 seconds, tell them to move to the next item.

VOCABULARY**ENGLISH****GRADE 4****Examples:**

cup				
sun				

bus				
circle				
sitting				
helicopter				
penguin				
mountain				



Xhosa Early Grade Reading Assessment (EGRA)

SPS Evaluation Baseline

March 2017/2018

**Instruments developed by Zenex Foundation.
Minor adaptations by NORC.**

CONCEPT OF PRINT AND ORIENTATION

GRADE 2

Ingqikelelo yokushicilela nokwazisa

Ndiza kunika incwadi, ndiza kuthanda ukuba undincede ngayo

	<i>Mnike inqaku elinye</i>
1. <u>Ukubonisa okanye indlela eyondlalwe ngayo itekisi/ Umphandle wencwadi</u> : Nika umntwana incwadi, uyilalisile, ukuze umqolo wencwadi ujonge umntwana. Mbuzo: a. “Uphi umphambili wencwadi?”	
b. “Uphi umva wencwadi?”	
c. “Vula incwadi apho ibali liqala khona.” Umntwana angavula incwadi kwiphepha lokuqala okanye kwiphepha elinesihloko sencwadi.	
2. Imibhalo, hayi imifanekiso, yiyo ephethe umyalezo: Uvule incwadi kwiphepha loku-1, buza umntwana: a. “Ndibonise umfanekiso.” Chaza kwaye uxoxe iinkcukacha ezingomfanekiso.	
b. “Ndibonise amagama.”	
3. Ukukhomba isiqalo semibhalo: Kwa kweli phepha mbuzo: a. “Khawundibonise ukuba ndiqale phi ukufunda.” Ukuba umntwana akaphenduli nto inesihlahla, mkhokele. “Ndiqala phi Kanye?” “Ndibonise ngomnwe.”	
b. Khomba igama lokuqala, lifunde kwaye ubuze: “Ndifunda phi xa ndigqiba apha?”	
4. Ukulandelana kwamaphepha: Khomba igama lokugqibela kwiphepha elisekhohlo ubuze: • “Ndifunda phi xa ndisuka apha?”	
5. Kwakwiphepha elinye buza: a. “Ngomnwe wakho, ndibonise unobumba wokuqala egameni.” Naliphi igama lilungile, umntwana makakhethe.	
b. “Ngoku, ndibonise unobumba wokugqibela wegama.”	
6. Buyela kwenye indawo: Tyhila iphepha elinemigca emibini ubucinane yetekisi. Funda umgca ophezulu ugcine umnwe wakho ukwigama lokugqibela ukubuza: • “Ndifunda phi xa ndisuka apha?”	
7. Impendulo yomntu ngamnye: Khomba igama lokuqala kwiphepha elitsha kwaye phambi kokufunda, buza umntwana: • “Khomba igama ngalinye njengoko ndifunda umgca.” Ingaba umntwana uyalandela kwaye uyadibanisa igama njengoko ufunda?	

LETTER SOUNDS

- Note: Learners must give the letter sound and not the letter name.
- Show the learner the chart of letters in the language you are administering:
- **Nasi isiqendu esinonobumba abangcweleyo. Ndingathanda undinike isandi sonobumba abaninzi kangangoko unako. Ndingathanda ukuba uqale apha ufunde uye ngaphaya.** Point to the leftmost letter on the top row of the exercise, moving from left to right. **Xa ndisithi ‘Qala’, biza oonobumba kangangoko unako. Khomba unobumba ngamnye ombizayo. Ukuba akukwazi ukubiza onobumba yiyeke injalo.**
- **Masifundisane kuqala.** (Point to the first example letter, moving from left to right, to practice the instructions given above. Make sure that the learner understands that you are looking for the letter sound and not the letter name.)
- **Ewe singaqala. Beka umnwe kunobumba wokuqala. Sewulungile? Qala.**
- Start the TIMER with 60 seconds on the tablet when the learner starts.
- Strike a line through a letter that the learner sounds incorrectly or cannot sound at all.
For example: **h**
- If the learner stops for more than 3 seconds, tell the learner to go on and strike a line through the letter.
For example: **h**
- If the learner corrects himself/herself, accept it as correct. If a strike has already been made on the letter, circle it to mark it correct.
- If the entire first line has strike-through lines across all the letters, stop the letter sounds task, place a bracket (]) after the last letter on the first line and make a tick mark (✓) at the bottom of the exercise (in the box provided) to record that the exercise was discontinued. Move onto the next part of the EGRA.
- After sixty (60) seconds, when the TIMER alarm goes off say: **“Yima”**. Place a bracket (]) after the last letter that the learner has attempted to sound.
- Count and record the number of letters that the learner sounded correctly.
- If the learner sounds all the letters in less than sixty (60) seconds, record the number of seconds remaining on the timer.

LETTER SOUNDS**ISIXHOSA****GRADES 2, 3 & 4****Imizekelo:** b M f ts ntl

S	v	n	g	L	y	Z	h	W	m	/10
k	th	G	b	c	hl	q	d	z	a	/20
p	nd	z	U	ng	sh	j	kh	X	u	/30
g	sw	B	qh	i	f	e	Z	R	I	/40
S	n	lw	ndl	t	Y	ts	bh	nc	E	/50
y	tsh	Q	ph	M	v	O	t	ny	P	/60
dl	A	e	mp	f	ph	h	u	A	r	/70
W	dw	H	b	nz	g	dl	m	hl	i	/80
L	o	lw	a	X	ntl	E	ny	p	x	/90
N	kw	nc	D	ndl	y	mb	j	C	mv	/100
V	ncw	W	q	V	h	ndl	g	tsh	y	/110

Make a tick mark (✓) if task was discontinued because learner couldn't read	
Number of sounds read in 60 seconds	
Total number of sounds read correctly in 60 seconds	
If task completed in less than 60 seconds, indicate time remaining (in seconds)	

PHONEMIC AWARENESS (a listening activity)

- Tell the learner: **Sizokudlala umdlalo ngokubiza amagama ngokuwo hlula-hlula. Masifundisane kuqala.**
- Go through the examples so that the learner understands what is expected of him/her. After the 2 practice examples, start with the task.
- The learner should not see the words.
- You may repeat the word, but do not prompt the learner.
- If the child has not given an answer within 5 seconds, move onto the next item. If the learner can't do the task on 3 successive items, discontinue the phonemic awareness task and move to the next section. In order to finish the task on the tablet you will need to select the D (Don't know) option for the remaining items.

PHONEMIC AWARENESS (a listening activity) ISIXHOSA GRADES 2, 3 & 4

Practice	Ndibizele eligama	Sipho yena	Biza eligama kwakhona ususe unobumba u S -> ipho Eligama liqala ngowuphi unobumba > /y/	Correct	Incorrect	No response	Correct form
Item							
1	Ndibizele eligama	<i>vuka</i>	Liqala ngowuphi unobumba eligama	0	0	0	/v/
2	Ndibizele eligama	<i>hleka</i>	Sesiphi isandi osivayo ekuqaleni kweligama	0	0	0	/hl/
3	Ndibizele eligama	<i>cula</i>	Libize kwakhona eligama ususe ucu	0	0	0	<i>la</i>
4	Ndibizele eligama	<i>namhlanje</i>	Libize kwakhona eligama ususe u nje	0	0	0	<i>namhla</i>
5	Ndibizele eligama	<i>njalo</i>	Libize eligama kwakhona ususe unobumba u n	0	0	0	<i>jalo</i>
6	Ndibizele eligama	<i>kufanele</i>	Libize kwakhona eligama ususe unobumba u f	0	0	0	<i>ku-anele</i>
7	Ndibizele eligama	<i>kuqala</i>	Phinda ulibize eligama kodwa ngoku usebenzise u l endaweni ka q	0	0	0	<i>kulala</i>
8	Ndibizele eligama	<i>bona</i>	Ndibizele elinye igama olicingayo eliqala ngonobumba u b	0	0	0	<i>biza, bila, basa, (u)busi...</i>

WORD READING

- Show the learner the chart of words in the language that you are administering.
- **Nasi isqendu esinamagama agcweleyo. Ngoku ndizokubuza wena ufunde amagama ngokuvakalayo. Ndingathanda ukuba uqale apha ufunde uye ngaphaya.** Point to the leftmost word on the top row of the exercise, moving from left to right. **Xa ndisithi ‘Qala’, funda amagama kangangoko unako. Khomba igama ngalinye olifundayo. Ukuba akulazi igama liyeke.**
- **Masifundisane kuqala.** (Point to the first example word to practice the instructions given above.)
- **Ewe singaqala. Beka ke umnwe wakho kwigama lokuqala. Sewulungile? Qala.**
- Start the TIMER with 60 seconds on the tablet when the learner starts.
- Strike a line through a word that the learner reads incorrectly or cannot read at all. For example: ~~sad~~
- If the learner stops for more than three (3) seconds, tell the learner to go on and strike a line through the word. For example: ~~sad~~
- 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.)
- If the entire first line has strike-through lines across all the words, stop the word reading task, place a bracket (]) after the last word on the first line and make a tick mark (✓) at the bottom of the exercise (in the box provided) to record that the exercise was discontinued.
- After sixty (60) seconds, when the TIMER alarm goes off say: “**Yima**”. Place a bracket (]) after the last word that the learner has read correctly.
- Count and record the number of words that the learner read correctly.
- If the learner reads all the words in less than sixty (60) seconds, record the number of seconds remaining on the timer.

WORD READING**ISIXHOSA****GRADES 2, 3 AND 4****Imizekelo:** vula into

ikati	iti	vela	lala	khala	/5
hleka	cula	imali	qala	usuku	/10
Indoda	izitya	amanzi	xoxa	iqanda	/15
sela	ubisi	incwadi	indlebe	umhlobo	/20
Baleka	ifama	itswele	jikeleza	ingxowa	/25
umntwana	ikomityi	abafundi	impama	inkosikazi	/30
Ucango	iinzwane	iminqathe	impukane	ingonyama	/35
wahleka	ingxolo	inciniba	ifesitile	umnqweno	/40
uMgqibelo	isigcawu	ukuxhentsa	ulwandle	intshonalanga	/45
ehlathini	phandle	iphephandaba	isibhedlele	ukuqhayisa	/50
mhlawumbi	umntwana	ingqukuva	inkwenkwe	ibhabhathane	/55
Make a tick mark (✓) if task was discontinued because learner couldn't read					
Number of words read in 60 seconds					
Total number of words read correctly in 60 seconds					
If task completed in less than 60 seconds, indicate time remaining (in seconds)					

ORAL READING FLUENCY

- Show the learner the reading passage for their Grade and language. **Ngoku ndizokucela undifundele eli bali ngokuvakalayo. Ukuba uxakiwe liyeke igama ngaphandle uqhubekeke ngokufunda. Xa ndisithi “yima”, yima ukufunda ibali. Xa ugqibile ukufunda ndizokubuza imibuzwana malunga nokufundileyo lilonke kufuneka uzamile ukulikhumbula ibali ubulifunda. Ndizokuqala apha.** (Point to the first word of the passage.)
- **Sewulungile? Qala.**
- Start the TIMER with 60 seconds on the tablet when the learner starts.
- Strike a line through words that the learner reads incorrectly or cannot read at all. For example: ~~little~~
- If the learner stops for more than three (3) seconds, tell the learner to go on and strike a line through the word. For example: ~~little~~
- 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.)
- If the entire first line has strike-through lines across all the words, stop the assessment, place a bracket (]) after the last word on the first line and make a tick mark (✓) at the bottom of the exercise (in the box provided) to record that the exercise was discontinued.
- After 60 seconds when the TIMER alarm goes off, place a bracket (]) after the last word that the learner has read and say **Yima**. Thank the child and discontinue the task.
- Count and record the number of words that the learner read correctly in 60 seconds.
- If the learner reads the whole story in less than 60 seconds, record the number of seconds remaining on the timer.

ORAL READING FLUENCY**ISIXHOSA****GRADE 2**

Words read		
3	UJabu wayenenja encinane.	/3
8	Ngenye imini uJabu nenja yakhe	/8
12	bayakudlala kwibala elalisemva kwendlu.	/12
17	Injana yabona umvundla yazama ukuwuleqa.	/17
19	Yalahlekainja.	/19
24	Wabangayibiza uJabu kodwa ayizange ibuye.	/24
31	UJabu wabonakala eneenyembezi emehlweni akhe waza wagoduka.	/31
37	Kodwa kwathi phambi kwangorhatya yabuya injana.	/37
39	Yayidiniwe, ilambile.	/39
45	Wavuya kakhulu uJabu akumbona umhlobo wakhe.	/45
51	UJabu wayinika ukutya namanziinja.	/51
56	UJabu nenja yakhe baya kulala.	/56

Make a tick mark (✓) if task was discontinued because learner couldn't read any of the first line	
Number of words read in 60 seconds	
Total number of words read correctly in 60 seconds	
If task completed in less than 60 seconds, indicate time remaining (in seconds)	

ORAL READING FLUENCY**ISIXHOSA****GRADE 3**

Words read		
4	Kwakukho umhambi owayelambe kunene.	/4
8	Wahamba engena ecela amalizo.	/8
14	Kwakungekho kutya, kwanto tu kwaphela emizini.	/14
17	Umhambi wachola imbiza.	/17
22	Wachola namatye agudileyo wawafaka embizeni.	/22
27	Wagalela amanzi wabasa umlilo wapheka.	/27
32	Wachopha walinda de yabila imbiza.	/32
38	Kwafika umfazana wafuna ukwazi okuphekwa ngumhambi.	/38
50	“Ndipheka isuphu yelitye emnandi. Ukuba ndingathi chatha nto ukuyinika isongo?” waphendula umhambi.	/50
56	“Ndinayo iminqathe,” wabe selenika umhambi umfazana	/56
Make a tick mark (✓) if task was discontinued because learner couldn't read any of the first line		
Number of words read in 60 seconds		
Total number of words read correctly in 60 seconds		
If task completed in less than 60 seconds, indicate time remaining (in seconds)		

ORAL READING FLUENCY**ISIXHOSA****GRADE 4**

Words read		
7	Ngenye imini kudala, kwakukho umhambi owayelambe kunene.	/7
10	Wayengenakutya tu kwaphela,	/10
17	engenayo nendlela awayengenza ngayo ukuncedakala afumane ukutya.	/17
26	Wafika lalini ithile, wahamba, enkqonkqoza, engena emizini, ecela amalizo.	/26
31	Abahlali belali nabo babengenako ukutya.	/31
35	Babeswele, bengamahlwempu, bengathathi ntweni.	/35
40	Umhambi waphelwa lithemba, wemka ke,	/40
47	ebhuqwa yindlala engazi ukuba uza kuthini na.	/47
55	Akuphumela, edlula elalini leyo, umhambi wabona umthi omkhulu,	/55
61	wakhe wahlala phantsi komthunzi wawo, wacinga.	/61
70	Esahleli phantsi komthunzi lowo, wabona imbiza enkulu emnyama, kufutshane.	/70
76	Wafikelwa yingcinga, waqokelela iinkuni waphemba umlilo,	/76
82	wahlamba amatye acoceka. Wawafaka embizeni enamanzi.	/82
Make a tick mark (✓) if task was discontinued because learner couldn't read any of the first line		
Number of words read in 60 seconds		
Total number of words read correctly in 60 seconds		
If task completed in less than 60 seconds, indicate time remaining (in seconds)		

ORAL READING COMPREHENSION

- **Ndizokubuza imibuzo embalwa malunga nokufundileyo. Zama ukuphendula imibuzo kanga ngoko unako.**
- If the learner read only part of the story, only ask the questions related to the part that s/he has read. Enter the option D (Don't Know) option for questions not covered.
- If the learner corrects himself/herself, accept the answer as correct.

ORAL READING COMPREHENSION**ISIXHOSA****GRADE 2**

Umbuzo		Words read	Impendulo	Correct	Incorrect	No response
1.	Ngokweli bali, yekabani le njana?	3	YekaJabu			
2.	Umbona njani okokuba uJabu wayeyithanda lenja?	12	Wayeyikhathalele eyiphethe kakuhleinja yakhe/babedlala kunye			
3.	Bahamba bayakudlala phi ngenye imini?	12	Kwibala elalisemva kwendlu			
4.	Sisiphi isilwanyana esaleqwa yile nja?	17	Ngumvundla			
5.	Kwakutheni ize ilahleke injana?	19	Yalahleka xa yayisendleleni ileqa umvundla			
6.	Kwakutheni ukuze uJabu abeneenyembezi emehlweni akhe?	31	Wayekhathazekile/wayelila kubainja yakhe yayilahlekile/wayengayiboniinja yakhe.			
7.	Yabuyela niniinja ekhaya?	37	Phambi kokuba kuhlwe/phambi kokuba kufike ubusuku.			
8.	Wayinika ntoni uJabuinja yakhe yakufika ekhaya?	51	Ukutya namanzi			
9.	Ucinga okokuba kutheniinja yayilambile ngethuba ifika ekhaya?	51	Yayilahlekile/yalamba yanxanwa ngethuba eyayizama ukufumana indlela ebuyela ekhaya.			
10.	Ngubani umhlobo kaJabu?	56	Yinjana yakhe/ngumbundlwana wakhe.			

ORAL READING COMPREHENSION**ISIXHOSA****GRADE 3**

Umbuzo		No of words read	Impendulo	Correct	Incorrect	No response
1.	Ngubani lo wayelambile?	4	Umhambi			
2.	Wenza ntoni umhambi ngamatye?	22	Waawafaka embizeni kuba ezakwenza isuphu yamatye.			
3.	Yintoni enye into eyafakwa ngumhambi embizeni?	27	Yagalela amanzi / amanzi			
4.	Kwakutheni ukuze achophe ecaleni kwembiza?	32	Wayelinde ukuba amanzi ade abile.			
5.	Ngubani owafuna ukwazi kumhambi ukuba upheka ntoni?	38	Ngumfazana			
6.	Kwakutheni ukuze umfazana anike lomhambi iminqathe?	56	Wayefuna ukumnceda ukuze enze isuphu emnandi / enesongo / enencasa			
7.	Ucinga okokuba lesuphu yamatye izakuvuthwa?	56	Ewe / hayi			

ORAL READING COMPREHENSION**ISIXHOSA****GRADE 4**

	Umbuzo	Words read	Impendulo	Correct	Incorrect	No response
1.	Laliqhubeke nini elibali?	7	Kudala			
2.	Kwakutheni ukuze umhambi ahambe engena ezindlwini zabantu?	26	Wayelambile efuna ukutya			
3.	Kwakutheni ukuze abantu belali bangamniki umhambi ukutya?	31	Babeswele bengamahlwempu/ babengenako nabo ukutya			
4.	Kwakutheni ukuze umhambi ahlale phantsi acinge?	61	Wayelambile ecinga indlela anookufumana ngayo ukutya			
5.	Wahlala phantsi kwantoni umhambi?	61	Wahlala phantsi komthi omkhulu			
6.	Yintoni eyabonwa ngumhambi ileli engceni?	70	Yimbiza			
7.	Wawunjani umbala walembiza?	70	Wawumnyama			
8.	Ucinga ukuba isuphu yelitye ingatyeka? Kutheni usitsho?	82	Hayi/ewe			

VOCABULARY

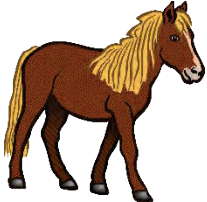
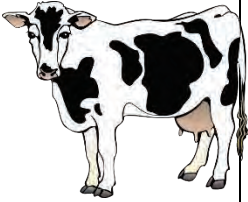
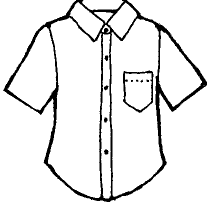
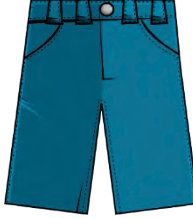
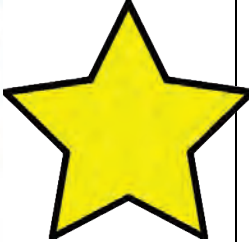
- Show the learner the Vocabulary Show Chart for the language you are testing.
- **Jonga igama elisebhokisini yokuqala. Ubonise umfanekiso walo.**
- Example: show the pictures and point to the dog.
- **Ngoku yizame.** Let learner try with second example.
- **Ingaba icacile?** If not, explain again.
- If the learner has not given an answer in approximately 10 seconds, tell them to move to the next item.

VOCABULARY ISIXHOSA

GRADES 2, 3 & 4

Examples:

Inja				
Amehlo				

Isandla				
inkukhu				
izihlangu				
ibhulukhwe				
indlulamthi				
inkwenkwezi				



Zulu Early Grade Reading Assessment (EGRA)

SPS Evaluation Baseline

March 2017/2018

**Instruments developed by Zenex Foundation. Minor
adaptations by NORC.**

PRINT CONCEPT AND ORIENTATION GRADE 2

Amatemu ombhalo nokuma kwencwadi

Ngizokunika incwadi, ngizocela ukuthi ungisize ngayo

		Nika iphuzu elilodwa
1.	<u>Ukuma kwencwadi noma isakhiwo sombhalo / isembozo sebhuku sangaphambili:</u> Nika umntwana incwadi, uyibambe ibheke phezulu ukuze ugogodla wencwadi ubheke umntwana. Buza: a. “Likuphi ingaphambili lencwadi?”	
	b. “Likuphi ingemuva lencwadi?”	
	c. “Vula incwadi lapho kuqala khona indaba.” Umntwana angayivula incwadi athole ikhasi lokuqokethwe noma ikhasi olokuqala lendaba.	
2.	Imibhalo, hhayi izithombe iqukethe umyalezo: Njengoba incwadi ivulwe ekhasini loku-1 encwadini, buza umntwana: a. “Ngikhombise isithombe.” Chaza bese uxoxa ngemininingwane esesithombeni.	
	b. “Ngikhombise amagama”	
3.	Ukuma kombhalo: Buza lokhu mayelana nekhasi elivuliwe: <i>Direction of print: On the same page ask:</i> a. “Ngikhombise lapho kumele uqale khona ukufunda.”Uma impendulo yomfundi ingaqondiseki, musize ngokumbuza; Kuphi kahle kahle? Ngikhombise ngomunwe”.	
	Khomba igama lokuqala, lifunde bese ubuza: b. “Ngifunda kuphi emuva kwalokhu?”	
4.	Ukulandelaniswa kwamakhasi: Khomba igama lokugcina ekhasini elingakwesokunxele bese ubuza: • “Ngifunda kuphi emuva kwalokho?”	
5.	Usekulona leli khasi, buza: a. Ngomunwe wakho, ngikhombise uhlamvu lokuqala egameni.” Kungaba yinoma kuliphi igama. Umntwana makazikhethele yena igama.	
	b. “Manje, ngikhombise uhlamvu lokugcina egameni.”	
6.	Ukusuka ekugcineni komugqa kuya ekuqaleni komugqa olandelayo: Pheqa ikhasi elinemibhalo enemigqa emibili. Funda umugqa ongenhla, usabeke umunwe wakho egameni lokugcina buza: “Ngifunda kuphi emuva kwalokhu?”	
7.	Ukuqondanisa igama nokufundwayo: Khomba igama lokuqala ekhasini elisha, ngaphambi kokufunda, buza umntwana lokhu: • “Khomba egameni ngalinye njengoba ngifunda lo mugqa.” Kungabe umntwana ulandela kahle futhi lokho akukhombisayo kuyahambelana nokufundayo?	

LETTER SOUNDS

- Note: Learners must give the letter sound and not the letter name.
- Show the learner the chart of letters in the language you are administering:
- **Nali ikhasi eligcwele imibhalo. Ngicela wenze umsindo wemibhalo eminingi ukuya ngekhonolwakho. Uzoqala lapha, uvundle nekhasi.** Point to the leftmost letter on the top row of the exercise, moving from left to right. **Manje, umangithi, ‘Qala’, phumisa izinhlamvu ngendlela ozokwazi ngayo. Khomba uhlamvu ngalunye ngenkathi uluphimisa. Uma kukhona umbhalo ongawazi, uyeke.**
- **Makesenze Isibonelo.** (Point to the first example letter, moving from left to right, to practice the instructions given above. Make sure that the learner understands that you are looking for the letter sound and not the letter name.)
- **Sesilungele ukuqala. Beka umunwe wakho ohlamvini lokuqala. Usulungile? Qala.**
- Start the TIMER with 60 seconds on the tablet when the learner starts.
- Strike a line through a letter that the learner sounds incorrectly or cannot sound at all.
For example: ð
- If the learner stops for more than 3 seconds, tell the learner to go on and strike a line through the letter.
For example: ð
- If the learner corrects himself/herself, accept it as correct. If a strike has already been made on the letter, circle it to mark it correct.
- If the entire first line has strike-through lines across all the letters, stop the letter sounds task, place a bracket (]) after the last letter on the first line and make a tick mark (✓) at the bottom of the exercise (in the box provided) to record that the exercise was discontinued. Move onto the next part of the EGRA.
- After sixty (60) seconds, when the TIMER alarm goes off say: “**Yima**”. Place a bracket (]) after the last letter that the learner has attempted to sound.
- Count and record the number of letters that the learner sounded correctly.
- If the learner sounds all the letters in less than sixty (60) seconds, record the number of seconds remaining on the timer.

LETTER SOUNDS**ISIZULU****GRADE 2, 3 AND 4****Isibonelo:** b M f ts

S	v	n	g	L	y	Z	h	W	m	/10
k	th	G	b	c	hl	q	d	z	a	/20
p	nd	z	U	ng	sh	j	kh	X	u	/30
g	sw	B	qh	i	f	e	Z	R	I	/40
S	n	lw	ndl	t	Y	ts	bh	nc	E	/50
y	tsh	Q	ph	M	v	O	t	ny	P	/60
dl	A	e	mp	f	ph	h	u	A	r	/70
W	dw	H	b	nz	g	dl	m	hl	i	/80
L	o	lw	a	X	nhl	E	ny	p	x	/90
N	kw	nc	D	ndl	y	mb	j	C	mv	/100
V	ncw	W	q	V	h	nhl	g	tsh	y	/110
Make a tick mark (✓) if task was discontinued because learner couldn't read entire first line										
Number of sounds read in 60 seconds										
Total number of sounds read correctly in 60 seconds										
If task completed in less than 60 seconds, indicate time remaining (in seconds)										

PHONEMIC AWARENESS (a listening activity)

- Tell the learner: **“Sizodlala umdlalo ngemisindo yamagama siphinde sihlukanise amagama.” Makesenze Isibonelo.** Go through the examples so that the learner understands what is expected of him/her. After the 2 practice examples, start with the task.
- The learner should not see the words.
- You may repeat the word, but do not prompt the learner.
- If the child has not given an answer within 5 seconds, move onto the next item. If the learner can’t do the task on 3 successive items, discontinue the phonemic awareness task and move to the next section. In order to finish the task on the tablet you will need to select the D (Don’t know) option for the remaining items.

PHONEMIC AWARENESS (a listening activity) ISIZULU GRADES 2, 3 & 4

Practice	Yisho	<i>Sipho</i>	Manje isho igama ususe umsindo u /s/ -> <i>ipho</i>	Correct	Incorrect	No response	Correct form
	Yisho	<i>yena</i>	Yisho umsindo otholakala ekuqaleni kwegama -> /y/				
Item							
1	Yisho	<i>vuka</i>	Yisho umsindo otholakala ekuqaleni kwegama	0	0	0	/v/
2	Yisho	<i>hleka</i>	Yisho umsindo otholakala ekuqaleni kwegama	0	0	0	/hl/
3	Yisho	<i>cula</i>	Manje isho igama ususe umsindo u /cu/	0	0	0	<i>la</i>
4	Yisho	<i>namhlanje</i>	Manje isho igama ususe umsindo u /nam/	0	0	0	<i>hlanje</i>
5	Yisho	<i>njalo</i>	Manje isho igama ususe umsindo u /n/	0	0	0	<i>jalo</i>
6	Yisho	<i>kufanele</i>	Manje isho igama ususe umsindo u /f/	0	0	0	<i>ku-anele</i>
7	Yisho	<i>kuqala</i>	Manje isho igama, usebenzise /l/ esikhundleni sika /q/	0	0	0	<i>kulala</i>
8	Yisho	<i>bona</i>	Manje cabanga amanye amagama aqala ngomsindo /b/?	0	0	0	<i>biza, bila, basa...</i>

WORD READING

- Show the learner the chart of words in the language that you are administering.
- **Nalikhasi eligcwele amagama. Ngicela ungifundela ngelizwi eliphezulu amagama amaningi ukuya ngekhonolwakho. Uzoqala lapha, uvundle nekhasi.** Point to the leftmost word on the top row of the exercise, moving from left to right. **Uma ngithi, ‘Qala’, funda amagama ngendlela ozokwazi ngayo. Khomba egameni ngalinye ngenkathi ulifunda. Uma kukhona igama ongalazi, liyeke.**
- **Makesenze Isibonelo.** (Point to the first example word to practice the instructions given above.)
- **Sesilungele ukuqala. Beka umunwe wakho egameni lokuqala. Usulungile? Qala.**
- Start the TIMER with 60 seconds on the tablet when the learner starts.
- Strike a line through a word that the learner reads incorrectly or cannot read at all. For example: ~~sad~~
- If the learner stops for more than three (3) seconds, tell the learner to go on and strike a line through the word. For example: ~~sad~~
- 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.)
- If the entire first line has strike-through lines across all the words, stop the word reading task, place a bracket (]) after the last word on the first line and make a tick mark (✓) at the bottom of the exercise (in the box provided) to record that the exercise was discontinued.
- After sixty (60) seconds, when the TIMER alarm goes off say: “**Yima**”. Place a bracket (]) after the last word that the learner has read correctly.
- Count and record the number of words that the learner read correctly.
- If the learner reads all the words in less than sixty (60) seconds, record the number of seconds remaining on the timer.

WORD READING**ISIZULU****GRADE 2, 3 AND 4**

Isibonelo: into jika

ikati	itiye	vela	lala	khala	/5
hleka	cula	imali	qala	umoba	/10
indoda	izitsha	amanzi	xoxa	iqanda	/15
dhuza	ubisi	incwadi	indlebe	umhlobo	/20
baleka	umlimi	kuqala	ingulube	igatsha	/25
umntwana	inkomishi	abafundi	impama	inkosikazi	/30
isicabha	izinzwane	izaqathe	impukane	ingonyama	/35
inxiwa	ingxube	ncibilika	ifasitela	isigqoko	/40
mpilonhle	isibhedlela	uvemvane	uMgqibelo	intshonalanga	/45
umshushuluzo	intothoviyane	iphephandaba	isicabucabu	ukuqhenya	/50
uMvelinqangi	ubukhwebezane	umgqugquzeli	echwebeni	inxanxathela	/55
Make a tick mark (✓) if task was discontinued because learner couldn't read					
Number of words read in 60 seconds					
Total number of words read correctly in 60 seconds					
If task completed in less than 60 seconds, indicate time remaining (in seconds)					

ORAL READING FLUENCY

- Show the learner the reading passage for their Grade and language. **Manje sengizocela ukuthi ungifundele lendaba ngephimbo eliphezulu. Uma uhluleka, yeqa lelogama uqhubekele phambili ngokufunda. Mangithi ‘yima’, yima ukufunda lendaba. Ngizolandelisa ngokukubuza imibuzo ngalendaba osandakuyifunda – ngakoke zama ukukhumbula lendaba oyifundayo. Uzoqalalapha.** (Point to the first word of the passage.)
- **Usulungile? Qala.**
- Start the TIMER with 60 seconds on the tablet when the learner starts.
- Strike a line through words that the learner reads incorrectly or cannot read at all. For example: ~~little~~
- If the learner stops for more than three (3) seconds, tell the learner to go on and strike a line through the word. For example: ~~little~~
- 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.)
- If the entire first line has strike-through lines across all the words, stop the assessment, place a bracket (]) after the last word on the first line and make a tick mark (✓) at the bottom of the exercise (in the box provided) to record that the exercise was discontinued.
- After 60 seconds when the TIMER alarm goes off, place a bracket (]) after the last word that the learner has read and say **Yima**. Thank the child and discontinue the task.
- Count and record the number of words that the learner read correctly in 60 seconds.
- If the learner reads the whole story in less than 60 seconds, record the number of seconds remaining on the timer.

ORAL READING FLUENCY (ORF)**ISIZULU****GRADE 2**

Words read		
3	UJabu wayenenja encane.	/3
7	Bekuyinja ekhuluphele futhi ejabulile.	/7
14	Ngelinye ilanga uJabu nenja yakhe baya kodlala	/14
17	enkundleni engemuva komuzi.	/17
22	Inja yabona unogwaja yase iyawujaha.	/22
24	Inja yalahleka.	/24
28	UJabu wayimemeza kodwa yangabuya.	/28
36	UJabu wagcwala izinyembezi emehlweni akhe wase ephindela ekhaya.	/36
43	Kodwa kwathi ngaphambi kokushona kwelanga inja yabuya.	/43
46	Yayikhathale futhi ilambile.	/46
51	UJabu wjabula ukubona umngani wakhe.	/51
56	UJabu wanika inja ukudla namanzi.	/56

Make a tick mark (✓) if task was discontinued because learner couldn't read any of the first line	
Number of words read in 60 seconds	
Total number of words read correctly in 60 seconds	
If task completed in less than 60 seconds, indicate time remaining (in seconds)	

ORAL READING FLUENCY (ORF)**ISIZULU****GRADE 3**

Words read		
3	Kunesihambi esasilambile kakhulu.	/3
10	Sahamba sicela emizini yabantu. Abantu babengenakho ukudla.	/10
20	Isihambi sathola isu. Isihambi sathola ibhodwe. Sathatha amatshe sawafaka ebhodweni.	/20
27	Sathela amanzi. Sabasa umlilo, sabeka ibhodwe eziko.	/27
32	Sama salinda ibhodwe laze labila.	/32
40	Kwafika intombazane yacela ukwazi ukuthi siphekani isihambi eziko.	/40
44	“Ngipheka isobho elimnandi lamatshe.	/44
52	Kodwa kumele ngilifake into ukuze linongeke,” kusho isihambi.	/52
59	“Nginezaqathe mina,” wabe esenika isihambi. Sazifaka ebhodweni.	/59
Make a tick mark (✓) if task was discontinued because learner couldn't read any of the first line		
Number of words read in 60 seconds		
Total number of words read correctly in 60 seconds		
If task completed in less than 60 seconds, indicate time remaining (in seconds)		

ORAL READING FLUENCY**ISIZULU****GRADE 4**

Words read		
6	Kwasukasukela kudala, isihambi safika ndawana thize.	/6
10	Sasingenakho ukudla, sesifile yindlala.	/10
17	Sasuka sangena umuzi nomuzi sicela okuya ethunjini.	/17
22	Kodwa bonke abantu basendaweni babempofu,	/22
30	batshela isihambi ukuthi okukhona ukudla kwanele bona bodwa.	/30
37	Isihambi sasuka sahamba, singazi ukuthi sizokwenzani ngokulandelayo.	/37
43	Sesisukile endaweni, sathola isiqu esibanzi sesihlahla,	/43
48	sahlala phansi sadla amathambo engqondo.	/48
52	Sabona ibhodwe lobumba otshanini.	/52
57	Lokhu kwasenza safikelwa yisu elithile.	/57
63	Isihambi sasuka lapho sacoshela izinkuni zokubasa.	/63
69	Sokhela umlilo sabeka ibhodwe phezu komlilo	/69
73	saligcwalisa ngamanzi acwebile asemfuleni.	/73
80	Sahamba sayobutha amatshe amakhulu. Sawageza sawafaka ebhodweni.	/80
Make a tick mark (✓) if task was discontinued because learner couldn't read any of the first line		
Number of words read in 60 seconds		
Total number of words read correctly in 60 seconds		
If task completed in less than 60 seconds, indicate time remaining (in seconds)		

ORAL READING COMPREHENSION

- **Ngizokubuza imibuzo embalwa ngalendaba osandakuyifunda. Zama ukuphendula imibuzo ngendlela ozokwazi ngayo.**
- If the learner read only part of the story, only ask the questions related to the part that s/he has read. Enter the option D (Don't Know) option for questions not covered.
- If the learner corrects himself/herself, accept the answer as correct.

ORAL READING COMPREHENSION**ISIZULU****GRADE 2**

	Imibuzo	Words read	Izimpendulo	Correct	Incorrect	No response
1.	Ngekabaniinja kule ndaba?	3	NgekaJabu			
2.	Wazi kanjani ukuthi uJabu wayeyithandainja yakhe?	7	Inja yayikhuluphele futhi ijabulile/Wayeyinakekela kahle/babedlala ndawonye			
3.	Baya kodlala kuphi nenja yakhe?	17	Enkundleni ngemuva komuzi			
4.	Yisiphi isilwane esajahwa yinja?	22	Unogwaja			
5.	Kunganiinja yalahleka?	24	Yalahlekelwa yindlela ngenkathi igijimisa unogwaja			
6.	Kungani uJabu wayegcwele izinyembezi emehlweni akhe?	36	Wayedabukile/ekhala ngobainja yakhe ilahlekile/wayengayitholiinja yakhe.			
7.	Yabuya niniinja ekhaya?	43	Ngaphambi kokushona kwelanga			
8.	Ucabanga ukuthi kunganiinja yayilambile ngenkathi ifika ekhaya?	46	Yayilahlekile/yalamba yonywa ngenkathi izama ukuthola indlela yokubuyela			
9.	Wayiphani uJabuinja yakhe ngenkathi ifika ekhaya?	56	Ukudla namanzi.			
10.	Ngubani umngani kaJabu?	51	Inja yakhe encane.			

ORAL READING COMPREHENSION**ISIZULU****GRADE 3**

Umbuzo		Words read	Impendulo	Correct	Incorrect	No response
1.	Ngubani owayelambile?	3	Isihambi.			
2.	Yini abantu ababengenayo?	10	Babengenakho ukudla.			
3.	Senzani isihambi ngamatshe?	20	Sawafaka ebhodweni.			
4.	Yini enye into eyenziwa isihambi?	27	Sathela amanzi ebhodweni / sabasa umlilo / sabeka ibhodwe eziko.			
5.	Sasimeleni isihambi eduze kwebhodwe?	32	Sasilinde ukuthi libile ibhodwe.			
6.	Yabuza yathini intombazane kwisihambi?	40	Yabuza ukuthi siphekani eziko.			
7.	Kungani intombazane yanika isihambi izaqhathe?	59	Yayifuna ukusiza ukuze isobho libemnandi.			

ORAL READING COMPREHENSION**ISIZULU****GRADE 4**

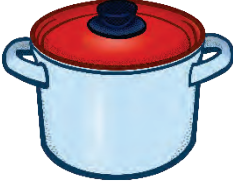
Umbuzo		Words read	Impendulo	Correct	Incorrect	No response
1.	Yenzeka kuphi lendaba?	6	Emandulo			
2.	Yini indaba isihambi sasingena umizi nomuzi?	17	Wayelambile efuna ukudla			
3.	Yini indaba izakhamuzi zazingayiniki lendonda ukudla?	30	Babempofu bengenakho ukudla			
4.	Yini indaba yahlalaphansi lendoda yadla amathambo enqondo?	48	Wayelambile edinga ukucabanga indlela yokuthola ukudla			
5.	Yabonani indoda ngesikhathi ihleli otshanini?	52	Ibhodwe elakhiwe ngobumba			
6.	Yayizichoshelani izinkuni ?	69	Wayefuna ukubasa umlilo abeke ibhodwe			
7.	Yini yayifaka kuqala ebhodweni?	73	Amanzi			
8.	Yayiwahlanzelani kuqala amatshe?	80	Wayengafuni ukufaka amatshe angcolile emanzini abilayo			

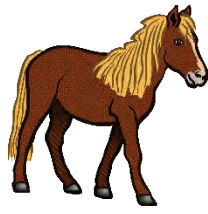
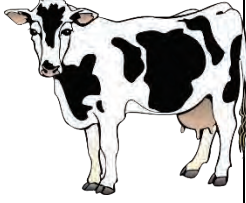
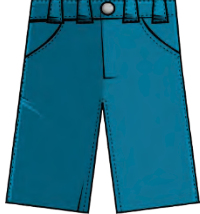
VOCABULARY

- Show the learner the Vocabulary Show Chart for the language you are testing.
- **Bheka igama elingaphakathi kwebhokisi. Ngikhombise isithombe okuyisona esifanele.**
- Example: show the pictures and point to the dog.
- **Manje, zama ngokwakho. Let learner try it.**
- **Uyaqondisisa?** If not, explain again.
- If the learner has not given an answer in approximately 10 seconds, tell them to move to the next item.

VOCABULARY ISIZULU GRADES 2, 3 & 4

Examples:

inja				
amehlo				

isandla				
inkukhu				
izicathulo				
ibhulukwe				
indlulamit hi				
inkanyezi				



SPS Evaluation Baseline

Learner Survey

Name of Learner						
Gender	Boy		Girl			
Grade and class	Grade		Class			
Is this child currently wearing spectacles/glasses?	Yes No					
Teacher's name						
Date of Assessment	Day		Month		Year	
Name of evaluator						

A. Learner context

Do not read the response options aloud unless otherwise instructed. Wait for the learner to respond then write this response in the space provided, or circle/tick the code of the response option that corresponds to the learner's response. If there is no special instruction to the contrary, only one response is permitted.

Now I am going to ask you a few questions about yourself.

No.	Questions	Response Options	Code
A1	How old are you?	__ Years Don't know	__ 99

No.	Questions	Response Options	Code
A2	What is your date of birth? (Enter 99/99/9999 if the child does not know their date of birth. If a child knows some parts of their date of birth (e.g. day and month but not year, then enter 99 for the parts they don't know)	DD MM YYYY	-- / -- / -- --
A3	Who do you stay with? (Tick apply that apply)	Mother Father Grandparent Aunt Uncle Older sibling Guardian/Other Caregiver Other Do not know/No response	1 2 3 4 5 6 7 8 9
A4	What language do you speak most often at home?	Zulu Xhosa Afrikaans English --> skip to Question A7 S.Sotho (Sesotho) N. Sotho (Sepedi) Tswana Venda Tsonga si Swati Ndebele Other Do not know/No response	1 2 3 4 5 6 7 8 9 10 11 12 99
A5	Do you ever speak English at home?	Yes No Don't know/No response	1 0 9
A6	Do you ever watch TV or listen to the radio in English?	Yes No Don't know/No response	1 0 9
A7	In the classroom, what languages does your teacher use to teach? (Tick all that apply)	Zulu Xhosa Afrikaans English Other (specify) Do not know/No response	1 2 3 4 5 9
A8	What language do you speak when you play with your friends? (Tick all that apply)	Zulu Xhosa Afrikaans English Other (specify) Do not know/No response	1 2 3 4 5 9

No.	Questions	Response Options	Code
A9	What grade were you in last year?	Grade R Grade 1 Grade 2 Grade 3 Grade 4 Not in school Don't know/No response	1 2 3 4 5 6 9
A10	Is there any day you did not come to school last week?	Yes No (<i>skip to A12</i>) Don't know/No response (<i>skip to A12</i>)	1 0 9
A11	If yes, how many days did you not come to school last week?	_____ (number of absent days) <i>Enter 9 for Don't know</i>	_____
A12	Is there any day your teacher did not come to school last week?	Yes No Don't know/No response	1 0 9
A13	Did you eat before school this morning?	Yes No Don't know/No response	1 0 9
A14	Apart from schoolbooks, do you have any other books that you can read at home?	Yes No (<i>skip to A16</i>) Don't know/No response (<i>skip to A16</i>)	1 0 9
A15	Look at the pictures, how many books would you say that you have at home? (<i>show picture with book piles</i>)	Few books Some books Many books A lot of books Don't know/No response	1 2 3 4 9
A16	<i>Household Possessions</i> (<i>show pictures of household possessions</i>)		
a.	Is there a radio at your home?	Yes No Don't know/No response	1 0 9
b.	Does anyone at your home have a mobile phone?	Yes No Don't know/No response	1 0 9
c.	Do you have electricity at your home?	Yes No Don't know/No response	1 0 9
d.	Is there a television at your home?	Yes No Don't know/No response	1 0 9
e.	Is there a computer at your home?	Yes No Don't know/No response	1 0 9
f.	Is there a refrigerator at your home?	Yes No Don't know/No response	1 0 9
g.	Is there a toilet inside your home?	Yes No Don't know/No response	1 0 9

No.	Questions	Response Options	Code
h.	Does anyone at your home have a bicycle?	Yes No Don't know/No response	1 0 9
i.	Does anyone at your home have a car, or a truck?	Yes No Don't know/No response	1 0 9
A17	The next questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM.		
a.	Do you have difficulty seeing, even if wearing glasses?	No – no difficulty Yes - some difficulty Yes – a lot of difficulty Cannot do at all Don't know/No response	1 2 3 4 9
b.	Do you have difficulty hearing, even if using a hearing aid?	No – no difficulty Yes - some difficulty Yes – a lot of difficulty Cannot do at all Don't know/No response	1 2 3 4 9
c.	Do you have difficulty walking or climbing steps?	No – no difficulty Yes - some difficulty Yes – a lot of difficulty Cannot do at all Don't know/No response	1 2 3 4 9
d.	Do you have difficulty remembering or concentrating?	No – no difficulty Yes - some difficulty Yes – a lot of difficulty Cannot do at all Don't know/No response	1 2 3 4 9
e.	Do you have difficulty (with self-care such as) washing all over or dressing?	No – no difficulty Yes - some difficulty Yes – a lot of difficulty Cannot do at all Don't know/No response	1 2 3 4 9
f.	Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?	No – no difficulty Yes - some difficulty Yes – a lot of difficulty Cannot do at all Don't know/No response	1 2 3 4 9

B. Reading Practices

Now, I am going to ask you some questions. If you do not want to answer any question, or do not know the answer to a question, you do not have to answer. Can I begin asking you these questions?

I am going to ask you some questions about what you like and do not like. I'm going to show faces.

SHOW SMILEY FACE SCALE. Explain the scale. This face: 😄 means that you really something very much. This face (point to face 2) means that you like it. This face means that you don't care (point to face 3); you don't particularly like it but you don't dislike it either. This one means that you don't like it (point to face 4). This face (point to face 5) means you really don't like it at all (hate it?)

When I ask you a question you will point to the face that shows how you feel.



No.	Questions	Response Options	Code
B1	[SHOW SMILEY FACE SCALE] Do you like to play? Point to how you feel.	Very happy Happy Indifferent Sad Very sad Don't know/No response	1 2 3 4 5 9
B2	[SHOW SMILEY FACE SCALE] Do you like to go to school? Point to how you feel.	Very happy Happy Indifferent Sad Very sad Don't know/No response	1 2 3 4 5 9
B3	[SHOW SMILEY FACE SCALE] Do you like to listen to stories? Point to how you feel.	Very happy Happy Indifferent Sad Very sad Don't know/No response	1 2 3 4 5 9
B4	[SHOW SMILEY FACE SCALE] Do you like to tell stories? Point to how you feel.	Very happy Happy Indifferent Sad Very sad Don't know/No response	1 2 3 4 5 9

No.	Questions	Response Options	Code
B5	<i>[SHOW SMILEY FACE SCALE]</i> Do you like to look at books? Do you like to look at the pictures, at the words, or play with books? Point to how you feel.	Very happy Happy Indifferent Sad Very sad Don't know/No response	1 2 3 4 5 9
B6	<i>[SHOW SMILEY FACE SCALE]</i> Do you like to read? Point to how you feel.	Very happy Happy Indifferent Sad Very sad Don't know/No response	1 2 3 4 5 9
B7	Do you read on your own at home? <i>[DO NOT READ THE OPTIONS OUT LOUD]</i>	Yes No (<i>skip to B10</i>) I cannot read (<i>skip to B10</i>) Don't know/No response	1 2 3 9
B8	<i>[SHOW SMILEY FACE SCALE]</i> Do you like to read on your own at home? Point to how you feel.	Very happy Happy Indifferent Sad Very sad Don't know/No response	1 2 3 4 5 9
B9	How often do you read on your own at home?	Everyday or almost everyday Two to four days a week One day a week Once or twice a month Less than once a month Never Don't know/No response	1 2 3 4 5 6 9
B10	Do you ever read on your own in school? <i>[DO NOT READ THE OPTIONS OUT LOUD]</i>	Yes No (<i>skip to B12</i>) I cannot read (<i>skip to B12</i>) Don't know/No response	1 2 3 9
B11	<i>[SHOW SMILEY FACE SCALE]</i> And, do you like to read on your own in school?	Very happy Happy Indifferent Sad Very sad Don't know/No response	1 2 3 4 5 9
B12	Do you read in class out loud? <i>[DO NOT READ THE OPTIONS OUT LOUD]</i>	Yes No (<i>skip to B15</i>) I cannot read (<i>skip to B15</i>) Don't know/No response (<i>skip to B15</i>)	1 2 3 9
B13	<i>[SHOW SMILEY FACE SCALE]</i> Do you like to read in class out loud?	Very happy Happy Indifferent Sad Very sad Don't know/No response	1 2 3 4 5 9

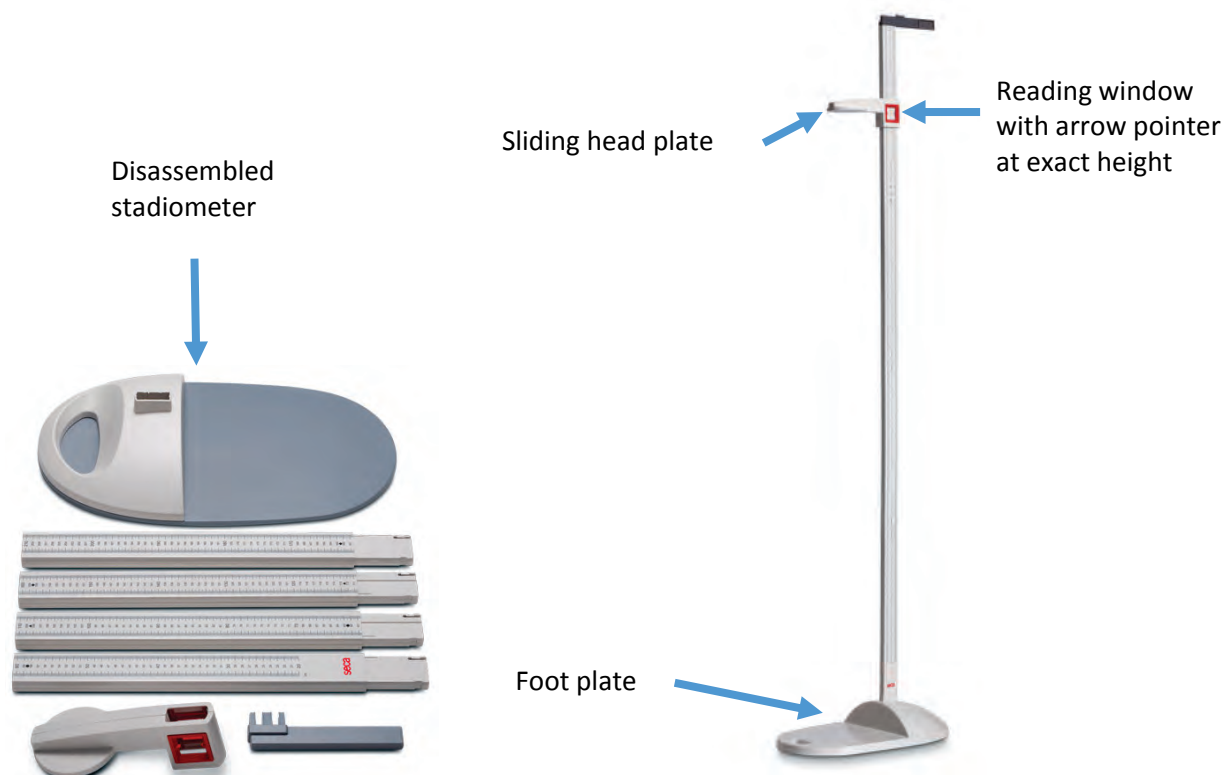
No.	Questions	Response Options	Code
B14	How often do you read in class out loud?	Everyday or almost everyday Two to four days a week Less than once a week Don't know/No response	1 2 3 9
B15	Does anyone at home tell you stories?	Yes No Don't know/No response	1 2 9
B16	Does anyone read with you at home?	Yes No (<i>skip to B20</i>) Don't know/No response (<i>skip to B20</i>)	1 2 9
B17	Who do you read with at home? [<i>SELECT ALL THAT APPLY</i>]	Mother Father Stepmother Stepfather Aunt Uncle Grandfather Grandmother Sister Brother Other Specify _____	1 2 3 4 5 6 7 8 9 10 11
B18	How often do you read with someone at home?	Four days a week or more Two or three days a week One day a week Once or twice a month Less than once a month Never Don't know/No response	1 2 3 4 5 6 9
B19	[<i>SHOW SMILEY FACE SCALE</i>] Do you like to read with someone at home? Point to how you feel.	Very happy Happy Indifferent Sad Very sad Don't know/No response	1 2 3 4 5 9
B20	[<i>SHOW SMILEY FACE SCALE</i>] Do you like to write? Point to how you feel.	Very happy Happy Indifferent Sad Very sad Don't know/No response	1 2 3 4 5 9
B21	Do you ever write things just because you like it, even if the teacher doesn't ask you to do it?	Yes No (<i>skip to C1</i>) Don't know/No response (<i>skip to C1</i>)	1 2 9

No.	Questions	Response Options	Code
B22	What do you like to write? [<i>SELECT ALL THAT APPLY</i>]	Words/sentences Letters Poems/Songs Stories/Plays Books Other Don't know/No response	1 2 3 4 5 6 9

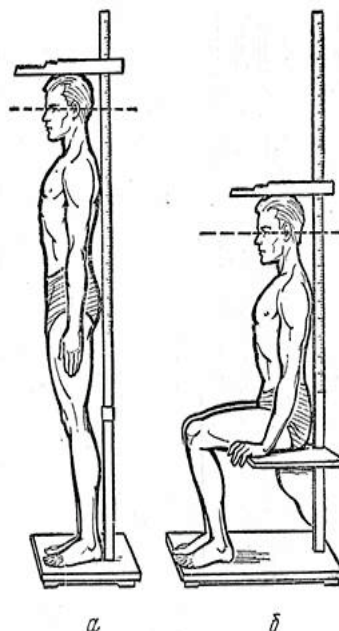
No.	Questions	Response Options	Code
C1	Learner's height (cm)	_____ . _____	
C2	Was the assessment done in appropriate conditions?	Yes, it was quiet, there were no interruptions and no distracting noises or activities around. Most of the time. There were some minor interruptions or distractions but didn't create a problem No, there were interruptions or noises that interfered with the assessment.	1 2 3

OBSERVATIONS

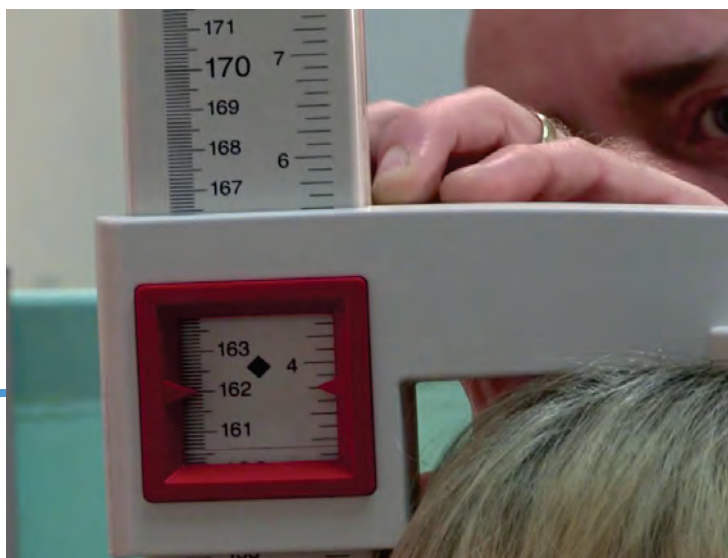
Measuring Height



1. When assembling the stadiometer be sure to match the sections together properly. Look for matching symbols at the end of each measuring piece. Failure to assemble the stadiometer properly will result in incorrect measurements.
2. Stand the learner next to the stadiometer. Explain that you are going to measure their height.
3. Ask and/or help learner to stand:
 - up straight
 - feet and heels together
 - heels back against the upright section of the stadiometer
 - arms relaxed (floppy) by sides.
4. Ask learner to look straight ahead. Arms should be relaxed by sides, with palms facing inwards. Gently position their head: hold your hand around their jaw, so that the top of their head and the stadiometer form a right angle and their chin is not pointing down towards their chest.
5. Check that their head is still positioned correctly and their heels are still flat on the floor. Bring the head plate down to rest on the learner's head.
6. Crouch down so your eye is level with where the red arrow in the reading window. Record the measurement to nearest 0.1cm. Make a note of this measurement immediately.



In this example the
measurement is
162.0 cm





Story Powered Schools: A South African Reading Revolution

Hello, my name is _____. I am working with NORC at University of Chicago and the University of Cape Town, on a research study on reading in collaboration with the Department of Basic Education and USAID. We are undertaking a study to better understand how children learn to read. Along with assessing the reading abilities of learners, we are interviewing teachers regarding teaching about reading.

We would now like to ask you a few questions about your classroom and your preparation and support for teaching about reading.

If you agree to participate in the survey, all the observations and answers that you provide will be kept confidential. Though the information acquired through this data collection process will be shared with the Department of Basic Education with the hope of identifying areas where additional support may be needed, your school will not be identified by name nor will you be identified individually by name. There are no known risks or dangers to you associated with this study.

This research has been approved by the Institutional Review Board at NORC and the Commerce Faculty Ethics in Research Committee at the University of Cape Town. The research has also been approved by the Department of Basic Education.

You are free to choose not to answer any question and you can stop the interview at any time, ask me to clarify questions or ask me to repeat something you did not hear or understand. You can also withdraw from the survey at any time. Stopping the survey, not answering any question or answering the full survey will not impact you negatively in any way, nor will it bring you any additional benefits. However, your honest answers to our questions will help us understand better how learners learn to read. We greatly appreciate your cooperation.

This interview will take about 20 minutes. Do you have any questions for me now?

Do you understand that you may refuse to participate or stop participating at any time without penalty?

Do you agree to participate?

Check box if verbal agreement is obtained: ☐ YES

(If verbal agreement is not obtained, thank the teacher and move on to the next teacher, using this same form.)



SPS Evaluation Baseline

Teacher Interview

Enumerator Name

Teacher Name

Type of school?

Monograde

Multi-grade

Teacher Interview - Part 1

1) What class do you teach? *Check all that apply if multi-grade school.*

Grade R

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

2) What is your gender?

Male

Female

Other _____

Prefer not to say/Refuse

3) What is your age?

__ __ YEARS *Enter a number from 0 to 99. If unsure of exact age, have respondent estimate.*

Don't know/ Prefer not to say/Refuse

4a) What is your mother tongue?

isiZulu

isiXhosa

Afrikaans

English

Southern Sotho (Sesotho)

Northern Sotho (Sepedi)

Tswana

Venda

Tsonga

siSwati

Ndebele

Other (*specify in 4b*)

4b) If other, please specify: _____

5) What is the mother tongue of the majority of learners in your class?

isiZulu

isiXhosa

Afrikaans

English

Southern Sotho (Sesotho)

Northern Sotho (Sepedi)

Tswana

Venda

Tsonga

siSwati

Ndebele

6a) What is the language of learning and teaching (LOLT) in the grade that you teach in this school? *If there is more than one LOLT in the school, then we want to know the LOLT in the class they teach. If it is a multi-grade school and the LOLT is different for different grades that they teach then we want to know the LOLT in the lowest grade that they teach.*

isiZulu

isiXhosa

Afrikaans

English

Other (*specify in 6b*)

6b) If other, please specify: _____

7) Do you speak this language?

Yes, very well

Yes, but not fluently

No

Refuse

8) Have you received any instruction on teaching in this language?

Yes

No

Don't know/Refuse

9a) Is this the same language that you use in your class for teaching most of the time?

Yes --> *skip to 10*

No

Refuse

9b) If no, what language do you use for teaching most of the time?

isiZulu

isiXhosa

Afrikaans

English

Other (please specify)

9c) If other, please specify_____.

10) Now I would like to know about all the languages that you use to teach. Which languages do you use? *Check all that apply.*

isiZulu

isiXhosa

Afrikaans

English

Other (please specify)

11a) What is your highest level of academic or professional qualification?

Less than Grade 12

Grade 12/Matric

Less than Grade 12 with certificate

Grade 12 with certificate

Diploma

Degree

PhD

Other (please specify)

Don't Know / Refuse

11b) If other, please specify:

12) What is your highest professional qualification in **teaching**?

Diploma in Grade R Teaching

Bachelor of Education Degree (B.Ed.)

Postgraduate Certificate in Education (PGCE)

Advanced Certificate

Diploma

Advanced Diploma

Postgraduate Diploma

Bachelor of Education Honours Degree

Master of Education Degree

Professional Master's Degree in Education

Doctoral Degree in Education

Professional Doctoral Degree in Education

No teaching qualification

Other: _____

Don't know / Refuse

13) How many years have you been teaching overall?

| _ _ | YEARS *Enter a number from 0 to 99.*

Don't know / Refuse

14) Think about the last 5 school days. How many days, if any, were you unable to come to school? Please do not count days where the entire school was closed for a holiday or another reason.

DAYS MISSED *Enter a number from 0 to 5.*
Don't know/refuse

15) How often do read outside of work requirements?

Very often

Often

Sometimes

Hardly ever

Never, there is not enough time -> skip to 17

Never, I don't enjoy reading -> skip to 17

Don't know/Refuse -> skip to 17

16a) What do you read? *Check all that apply*

Novel/fiction

Non-fiction books

Magazines

Children's books

Newspapers

Bible or religious texts

Online news and information

Other

16b) If other, please specify

17) Approximately how many books do you have in your home? *Read options*

None (0)

Very few (1 to 10)

Enough to fill a shelf (11 to 25)

Enough to fill a bookcase (25-100)

Enough to fill more than one bookcase (more than 100)

Don't know/Refused

18) Aside from textbooks, readers and other school books, what is your favourite children's book?

Part 2

19) Since you started working as a teacher, have you ever attended training in how to teach reading?

Yes

No

Don't Know / Refuse

20) Which of the following were covered in the training? *Read out all options. Circle all that apply.*

How to teach phonics in African languages

How to teach phonics in English

How to motivate children to read

How to select appropriate, interesting storybooks for children

21) How often does the Principal, Deputy Principal, HOD, lead teacher, subject advisor or anyone else at the school check or review your lesson plans?

Never

Once a year

Once per term

Once every month

Once every week

Daily

Don't Know / Refuse

22) Aside from IQMS, how frequently does your Principal, Deputy Principal, HOD, lead teacher, subject advisor or someone else at this school observe your teaching?

Never

Once a year

Once every term

Once every month

Once every week or more frequently

Don't Know / Refuse

23) How many learners are in your class?

____ LEARNERS

Don't know / Refuse

24a) Do the learners in your class have readers to read from?

Yes

No ---> skip to 28

Don't Know / Refuse ---> skip to 28

24b) How many isiXhosa/isiZulu readers do you have in your classroom?

None

0-10

11-20

21-40

More than 40

Don't know

24c) How many English readers do you have in your classroom?

None

0-10

11-20

21-40

More than 40
Don't know

25) I would like to know about the readers learners in your class have to read from. *Please check all that apply.*

The learners in my class have readers but they have to share.

There are enough readers for each child to have their own.

There are one or more sets of graded readers for the learners to read from.

Learners are sometimes allowed to choose their own reader to read from.

Learners are allowed to take readers home.

26) What is your opinion about these readers? Would you say they are:

Read options

Very good

Good

Fair

Poor

Very poor

Don't Know / Refuse

27) How often do you use these readers?

Read options

Every day

A few times a week

Sometimes a month

Rarely

Never

Don't Know / Refuse

28) Do you have access to other books, textbooks or reading material to use in the lesson to read to the learners or to share with them?

Yes

No

Don't Know / Refuse

29) Is there a bookshelf or small library in your classroom for the learners to use?

Yes

No

Don't Know / Refuse

30) Does the school have a library, or get visited by a mobile library?

Yes

No --→ skip to 33

Don't Know / Refuse --→ skip to 33

31) Does the library have books that you feel have appropriate content and language for the learners in your class?

Yes

No

Don't Know / Refuse

32) Are the learners allowed to take readers or story books from the library home with them?

Yes

No

Don't Know / Refuse

33) Do you ever do reading activities with the learners using Nal'ibali supplements?

Yes

No

Don't Know / Refuse

34) What kind of support would be most useful for you to improve your ability to teach reading? *Mark all that apply*

Training

In-class support

Materials/books

Observation and feedback

Other: _____

Don't Know / Refuse

35a) Do you have any assistants or volunteers who help you with reading activities in class?

No-one

Volunteers

Assistants

HOD

Other teachers

Other

35b) If other, please specify

Part 3

36) I would like to ask you about activities you might do with your learners in class. Think about the last 5 teaching and learning days. How often did each of the following activities take place? *Read each activity and frequency options. If it is a multi-grade school, report on activities for the lowest grade that you teach.*

	Never	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week
a. The whole class repeated sentences that you said first.	0	1	2	3	4	5

	Never	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week
c. Learners retold a story that they read.	0	1	2	3	4	5
d. Learners sounded out unfamiliar words.	0	1	2	3	4	5
e. Learners learned meanings of new words.	0	1	2	3	4	5
f. Learners read aloud (individually) to teacher or to other learners.	0	1	2	3	4	5
g. Learners read with the teacher in small ability groups with the same reader	0	1	2	3	4	5
h. Learners were assigned reading to do on their own during school time.	0	1	2	3	4	5
i. Learners were assigned reading to do on their own at home	0	1	2	3	4	5
k. Learners played games related to the literacy/reading lesson	0	1	2	3	4	5
l. You read a story to the learners	0	1	2	3	4	5
m. You discussed a story with the learners	0	1	2	3	4	5
o. Learners used a dictionary	0	1	2	3	4	5
q. Learners answered reading comprehension questions about what they have read	0	1	2	3	4	5

37) How do you determine if your learners are grasping the content of the lesson/s?

Do not provide response options. Tick all that apply.

Learners are not evaluated

Routine written tests (weekly, monthly, etc)

Routine oral tests (weekly, monthly, etc)

Lesson recitation

Homework

End of term evaluation

End of Year examinations

Other _____

Don't know/Refuse

38) Think about your class, how many learners are reading below their grade level? *Read options*

None/almost none

A few/less than half

About half

Many/more than half

All/almost all

Don't know/Refuse

39) What percentage of learners in your class can read fluently AND with understanding in isiXhosa/isiZulu?

0-10%

11-20%

21-30%

31-40%

41-50%

51-60%

61-70%

71-80%

81-90%

91-100%

40) What percentage of learners in your class can read fluently AND with understanding in English?

- 0-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%
- 71-80%
- 81-90%
- 91-100%

41) What support, if any, do you give to learners who are unable to keep up with the language/reading lessons? *Do not provide response options. Tick all that apply*

Not applicable (no learners needed support)

No support was given

I conduct a whole class revision

I give the learner individualised remedial support inside the class

I give the learner individualised remedial support outside the class

I assign the learner additional practice time during school hours

I give the learner additional reading materials or work assignments as homework

I have other learner/s work on reading with the learner having difficulty

I communicate the problem to the parents/caregivers

I ask the parents to help the learner with reading

I run a reading club

Other _____

Don't know/Refuse

42) Think about your class, how many learners do you think will **not** have learnt to read with understanding by Grade 6?

None/almost none

A few/less than half

About half

Many/more than half

All/almost all

Don't know/Refuse

43) Do you know about the “Drop Everything and Read” (DEAR) campaign?

Yes

No

Don't Know / Refuse

44) Do you have a specific period in your timetable where everyone across the school reads at the same time?

Yes

No

Don't Know / Refuse

45) Which of these statements comes closest to how you feel?

Schools are entirely responsible for teaching children how to read

Schools are mostly responsible for teaching children to read, but parents should help occasionally

Both schools and parents are responsible for teaching children how to read

Don't know / no response

46) Do you agree or disagree with each of the following statements?

	Agree	Disagree
Reading to children before they know how to talk or read helps them learn.		
Children need English for their future so there is no point teaching them to read in an African language.		
Reading for enjoyment is nice for children, but it doesn't help achieve CAPS outcomes.		
There's no point reading to children until they have learned to read themselves.		



SPS Evaluation Baseline

School Inventory

1) Are the school buildings and grounds clean and neat?

Yes

No

2) Does the school have electricity? If YES, is it functioning today (i.e. the day of the learner visit)?

No

Yes, but not functioning today

Yes, and functioning today

3) What is the main source of water for the school?

Municipal or communal 1

Borehole/ Well on site 2

Rainwater harvest 3

Mobile Tankers 4

Other 5

None/No water supply 6

4) What type of toilets/latrines does the school have? *(Tick all that apply)*

Flush toilet municipal 1

Flush toilet septic tank 2

VIP (Ventilated Improved Pit) 3

Pit Latrine 4

Enviro Loo 5

Chemical 6

Mobile 7

Other 8

None/No facilities 9 →skip to 8

5) Are there private/separate toilet facilities for girls?

Yes

No

6) Is there a library (either in the classroom or for the whole school or mobile)? If YES, are students using the library at the time of visit?

No, there is no library
 Yes, but no students are using it
 Yes, and students are using it

7) Which of the following does the school have in working order? [Tick all that apply]

Mobile phone	1
Landline	2
Internet for administrative purposes	3
Internet for teaching and/or learning	4
None	5

8) Does the school have a computer lab? [A COMPUTER LAB IS A SPACE THAT HAS AT LEAST 5 COMPUTERS, IN WORKING ORDER, THAT ARE NORMALLY USED BY THE LEARNERS] If YES, are the computers connected to the internet

NO
 YES and the computers are connected to internet
 YES but there is no internet connection

9) Is there a functional chalk board/white board/smart board in each classroom?

YES
 NO

10) Is there a school nutrition programme at this school?

YES
 NO → skip to 13

11) Does it feed all learners or just selected learners?

All learners
 Selected learners

12) On the day of the learner visit, did the school nutrition programme impact on teaching and learning time:

By more than 20 minutes
 By less than 20 minutes
 Did not see the school nutrition programme during visit

13) Does the school have a boundary fence or wall?

No fencing
 Palisade
 Wire fence
 Razor wire fence
 Pre cast
 Brick wall

14) Does the school have any security? (Tick all that apply)

No security
 Electric fence
 Gate
 Access control
 Security room guard

Alarm system
Security lights
Surveillance cameras

15) What type of school is this?

Monograde

Multigrade

16) What grades are taught in this school? *Check all that apply*

Grade R

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

17) How many learners are there in this school in total?

18) How many teachers are there in this school in total?

19) How many Grade 2 learners are there?

20) How many Grade 3 learners are there?

21) How many Grade 4 learners are there?

22) How many Grade 2 teachers are there?

23) How many Grade 3 teachers are there?

24) How many Grade 4 teachers are there?

25) What is the language of learning and teaching (LOLT) in the foundation phase (Grades R to 3) in this school?

isiZulu

isiXhosa

English

Afrikaans

Other (specify)

26) What is the language of learning and teaching (LOLT) in the intermediate phase (Grades 4 to 7) in this school?

isiZulu

isiXhosa

English

Afrikaans

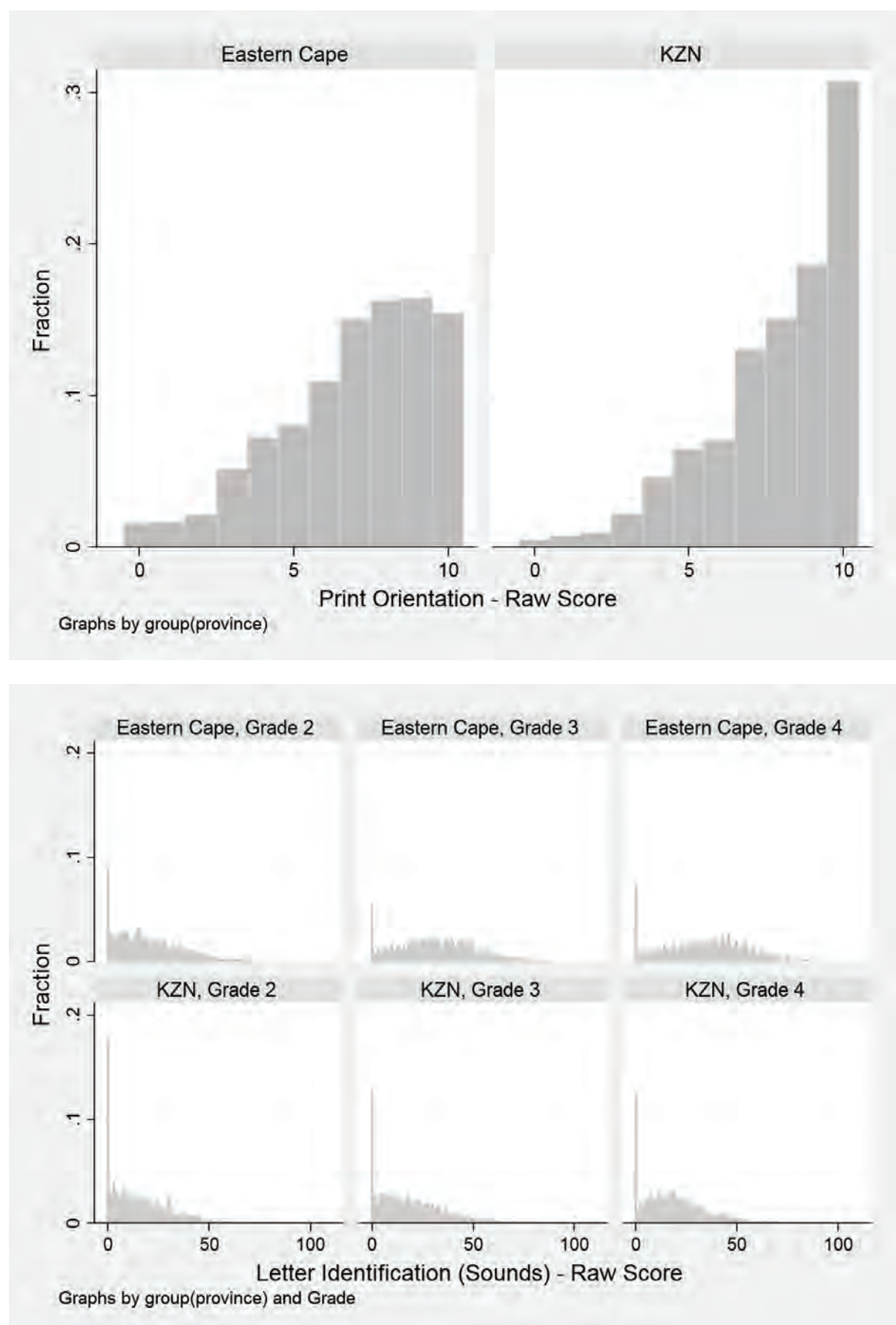
Other (specify)

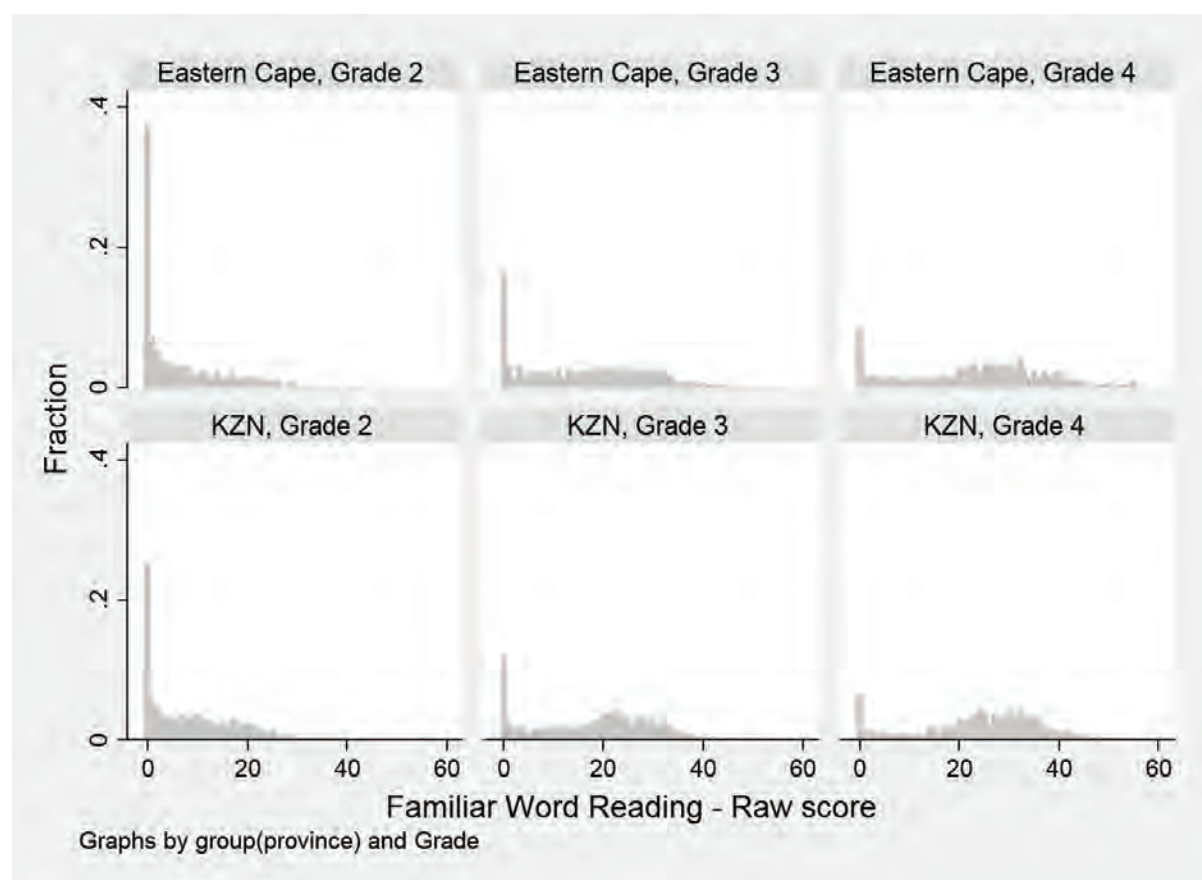
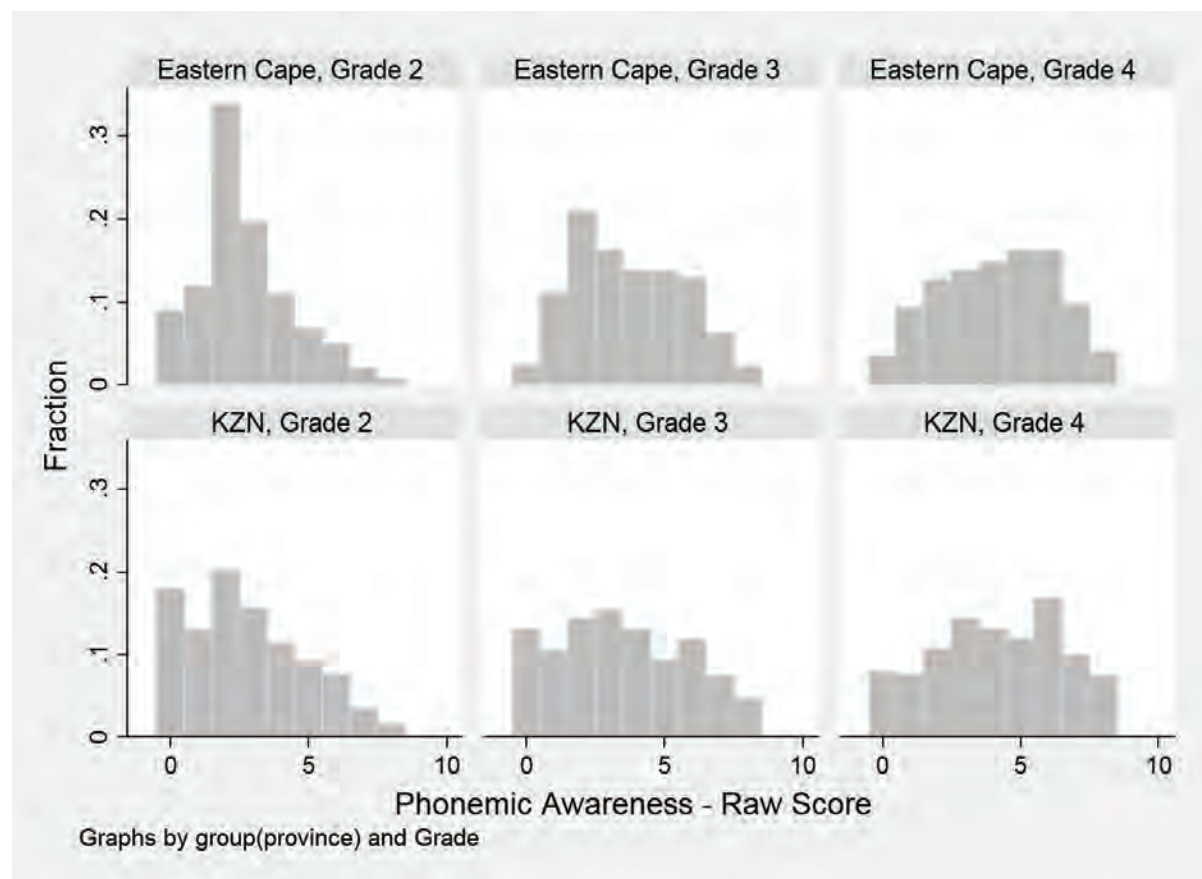
ANNEX IV: ADDITIONAL ANALYSES

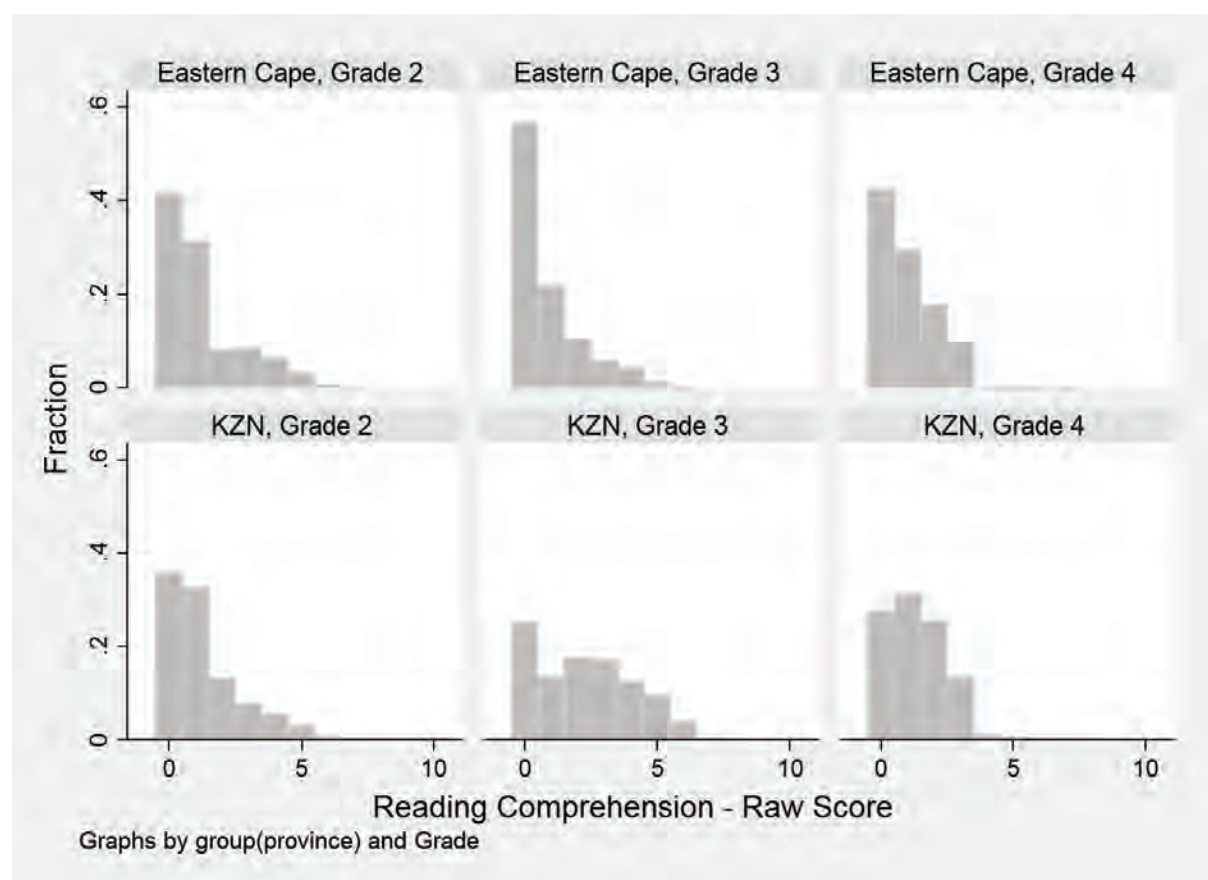
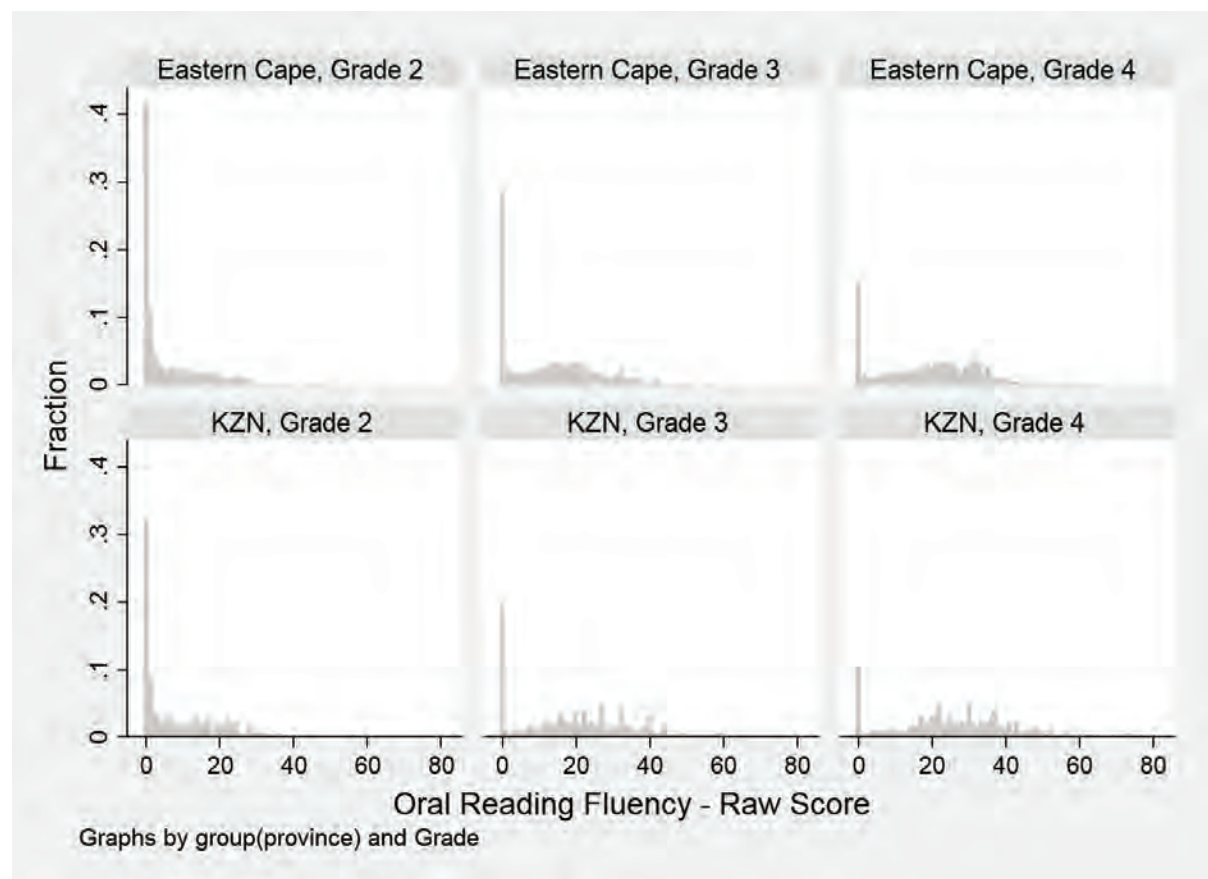
FULL DISTRIBUTION OF EGRA SCORES

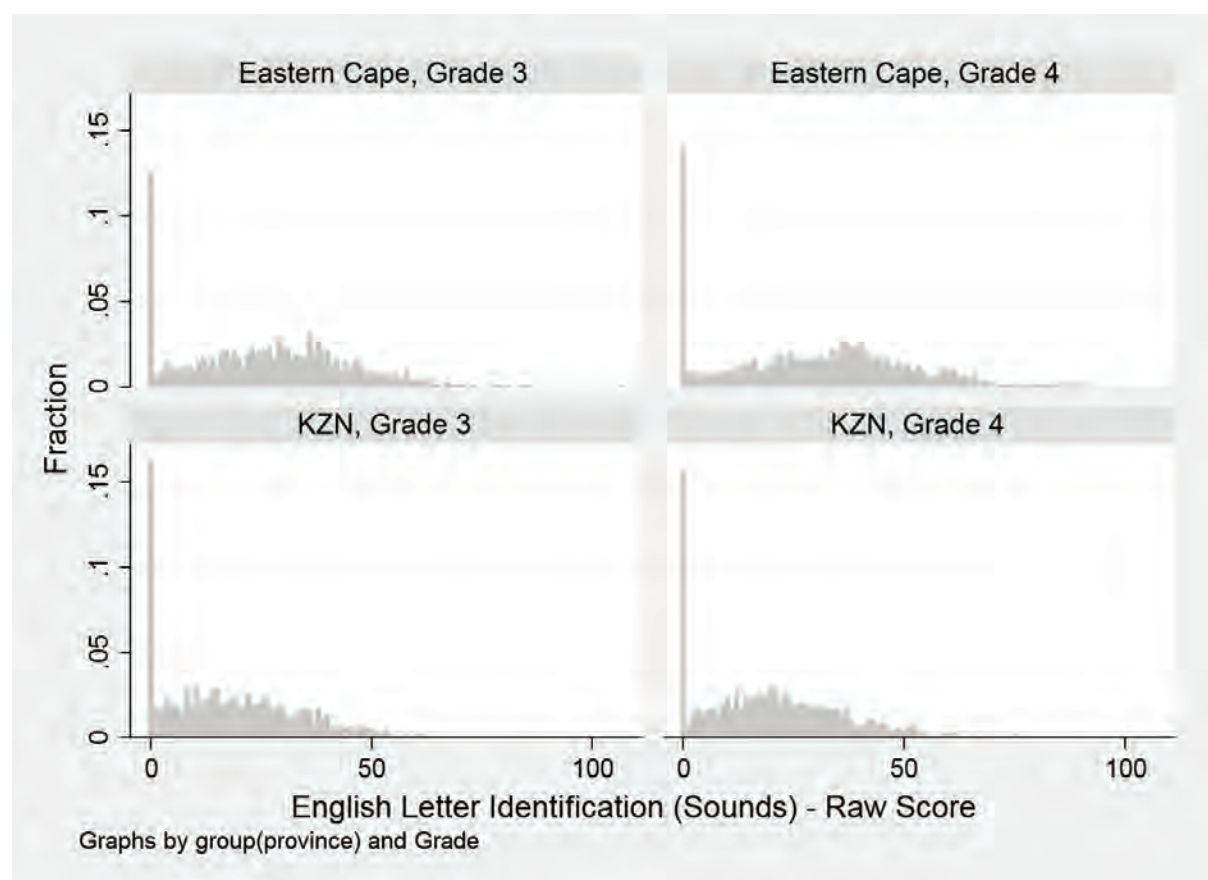
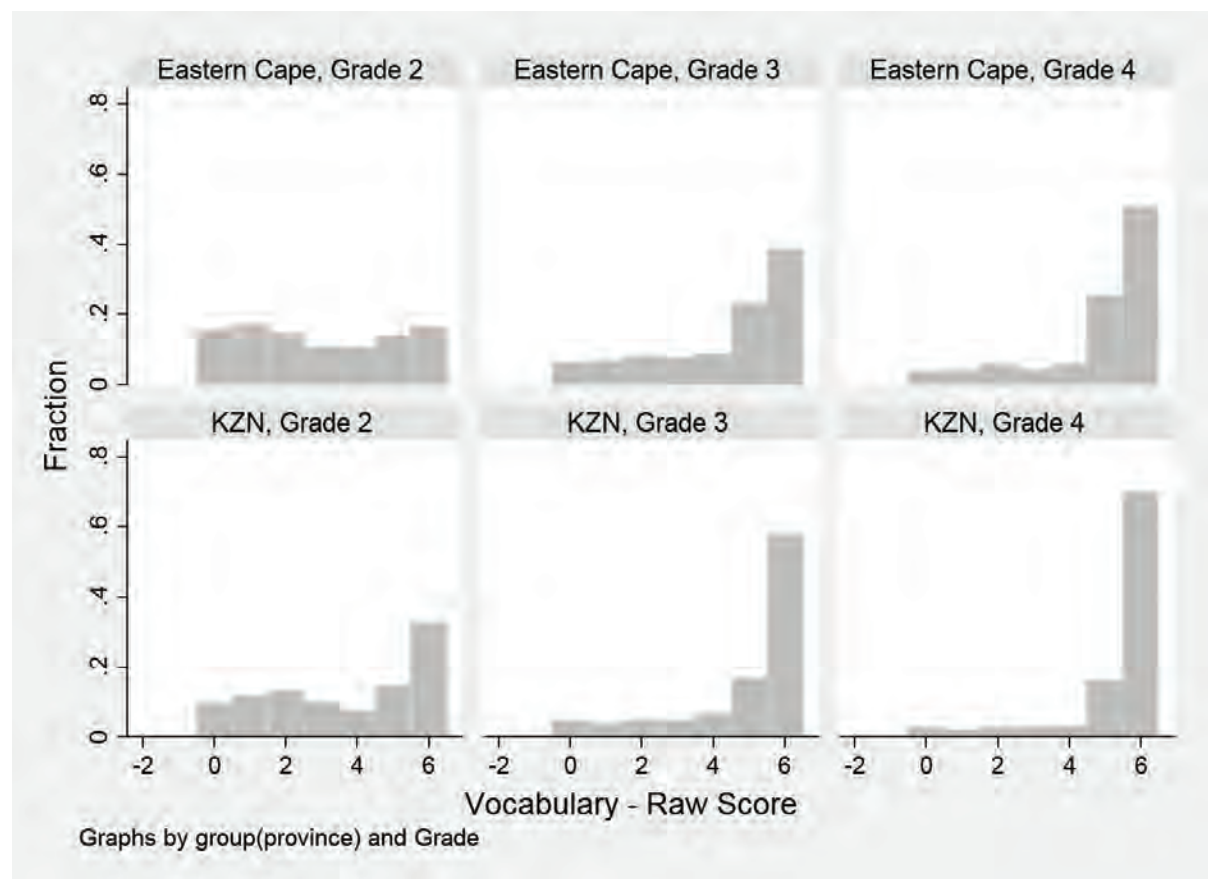
Table AI: Percentiles of EGRA subtasks

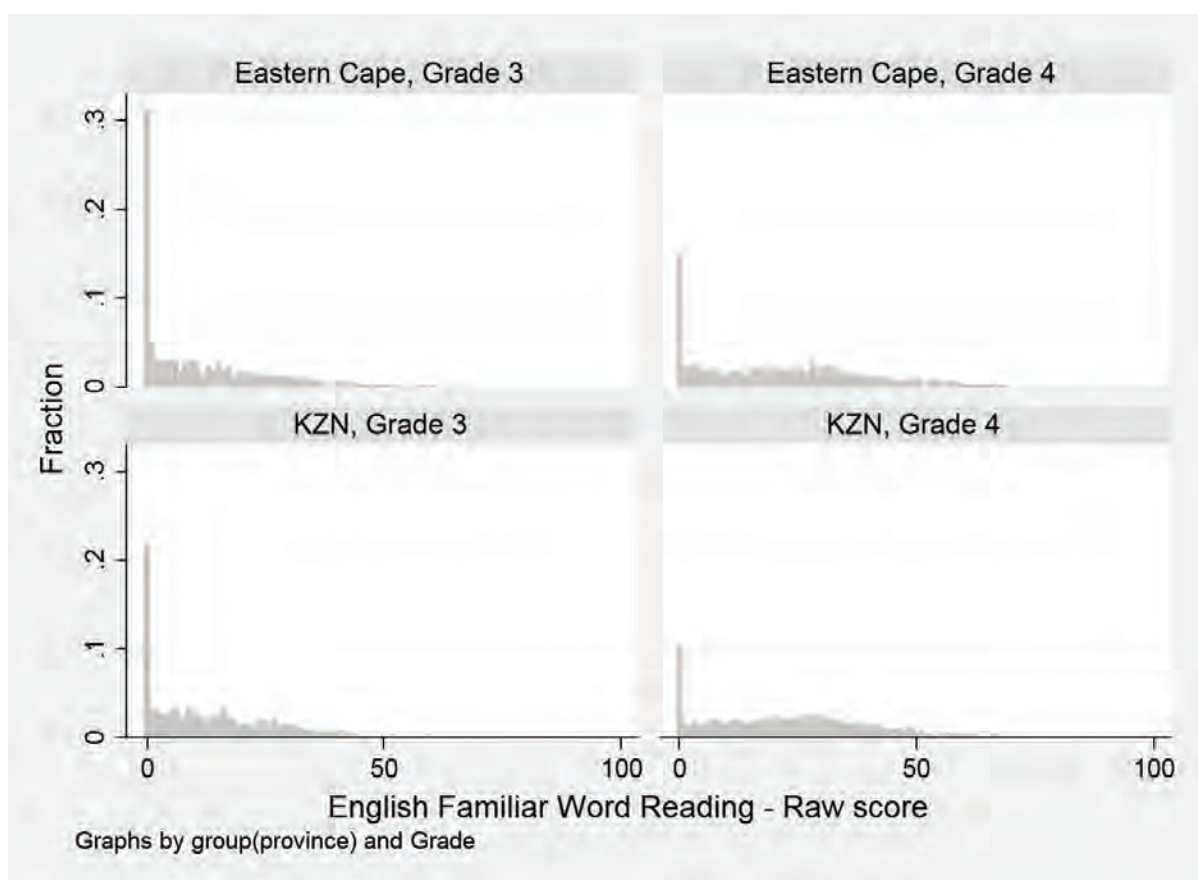
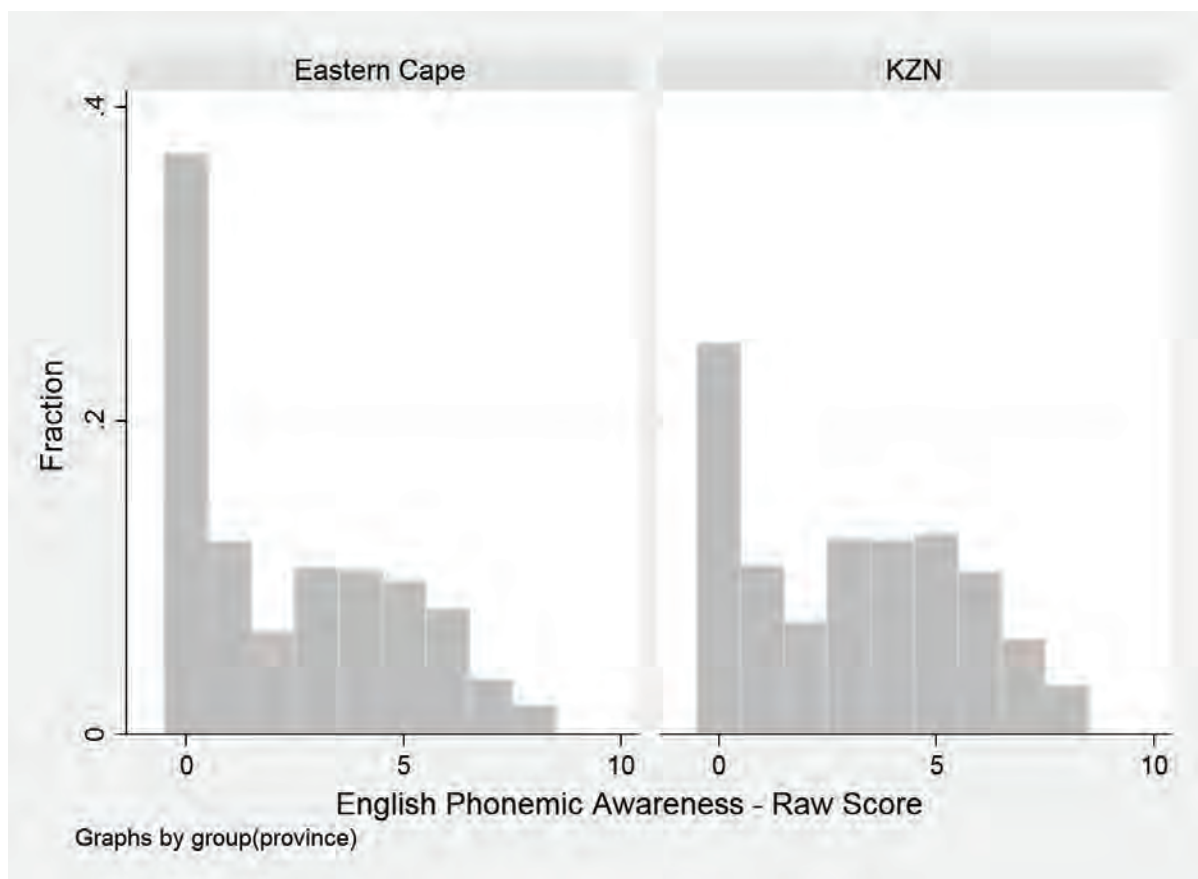
	Eastern Cape Percentile					KwaZulu-Natal Percentile				
	10th	25th	50th	75th	90th	10th	25th	50th	75th	90th
Letter sounds										
Grade 2	1	7	17	30	42	0	3	12	24	36
Grade 3	5	17	31	45	56	0	5	16	28	41
Grade 4	3	18	34	49	60	0	7	17	28	41
Familiar words										
Grade 2	0	0	2	11	20	0	0	7	15.5	22
Grade 3	0	4	16	26	32	0	8	20	27	32
Grade 4	1	12	25	33	40	3	17	26	33	38
Oral reading										
Grade 2	0	0	1	10	19	0	0	4.5	15.5	24
Grade 3	0	0	12.5	21	31	0	7	20	31	39
Grade 4	0	8	21	29.5	35	0	16	25	36	43
English Letter sounds										
Grade 3	0	12	26	38	48	0	5	16	29	39
Grade 4	0	14	31	43	55	0	7	19	30	42
English familiar words										
Grade 3	0	1	10	22	31	0	4	15	25	32
Grade 4	0	7	22	32	41	2	12	25	33	41
English oral reading										
Grade 4	0	10	34	51	68	0	18	39	57	79

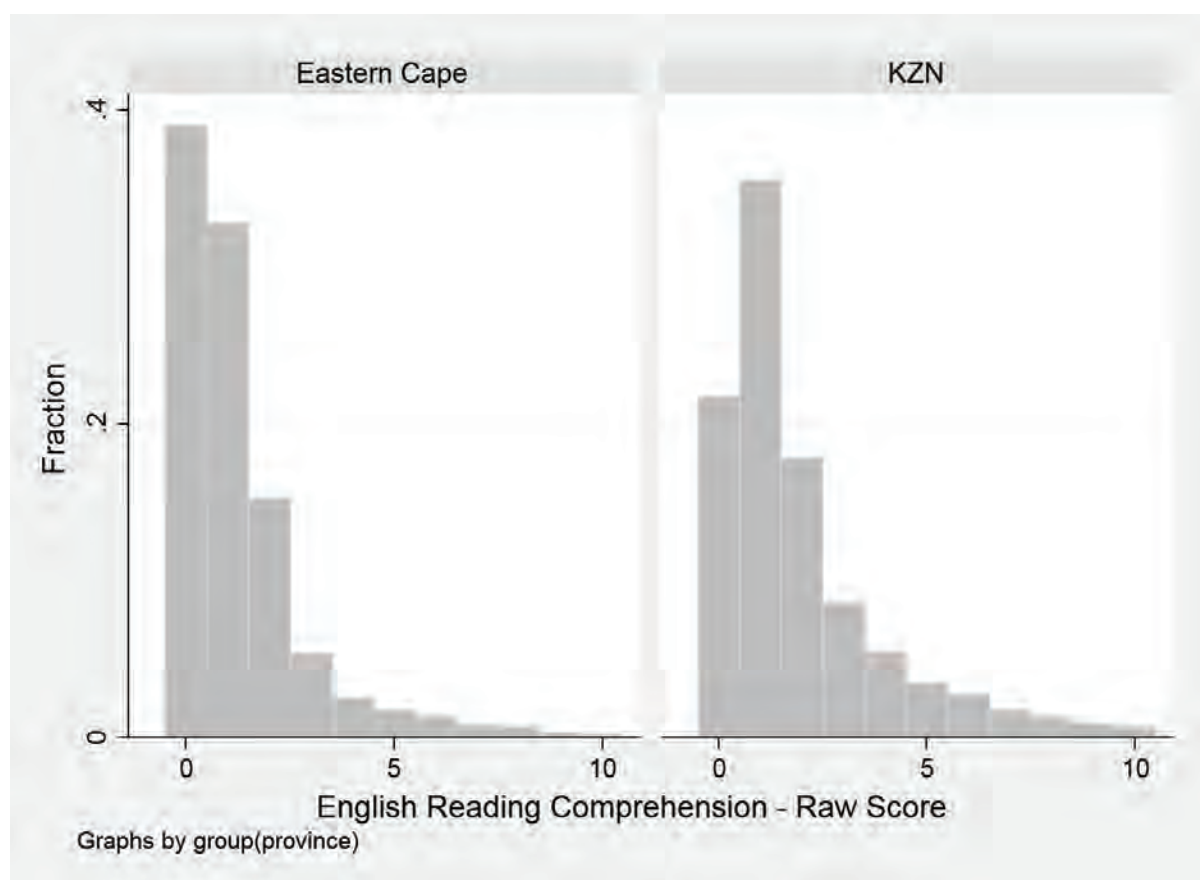
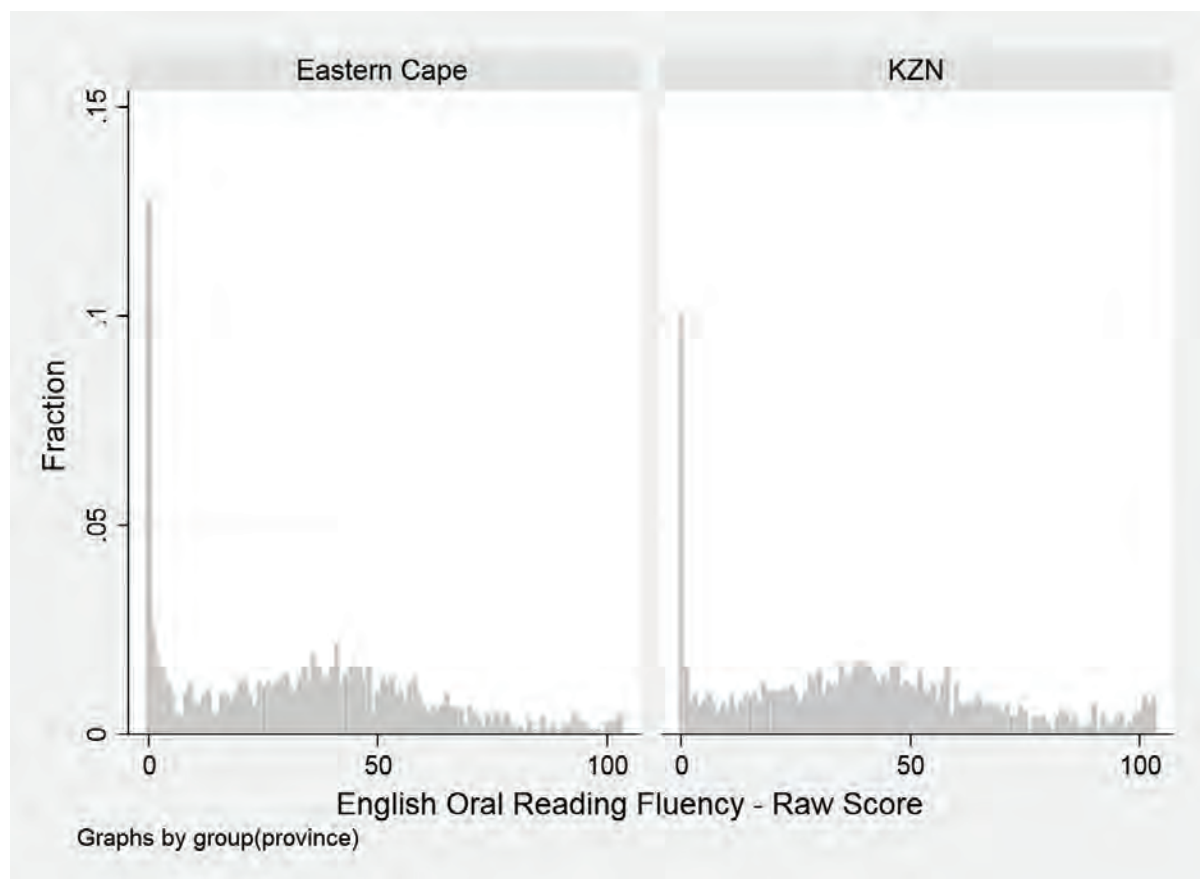
Figure A1: Distribution of EGRA subtasks by grade and province











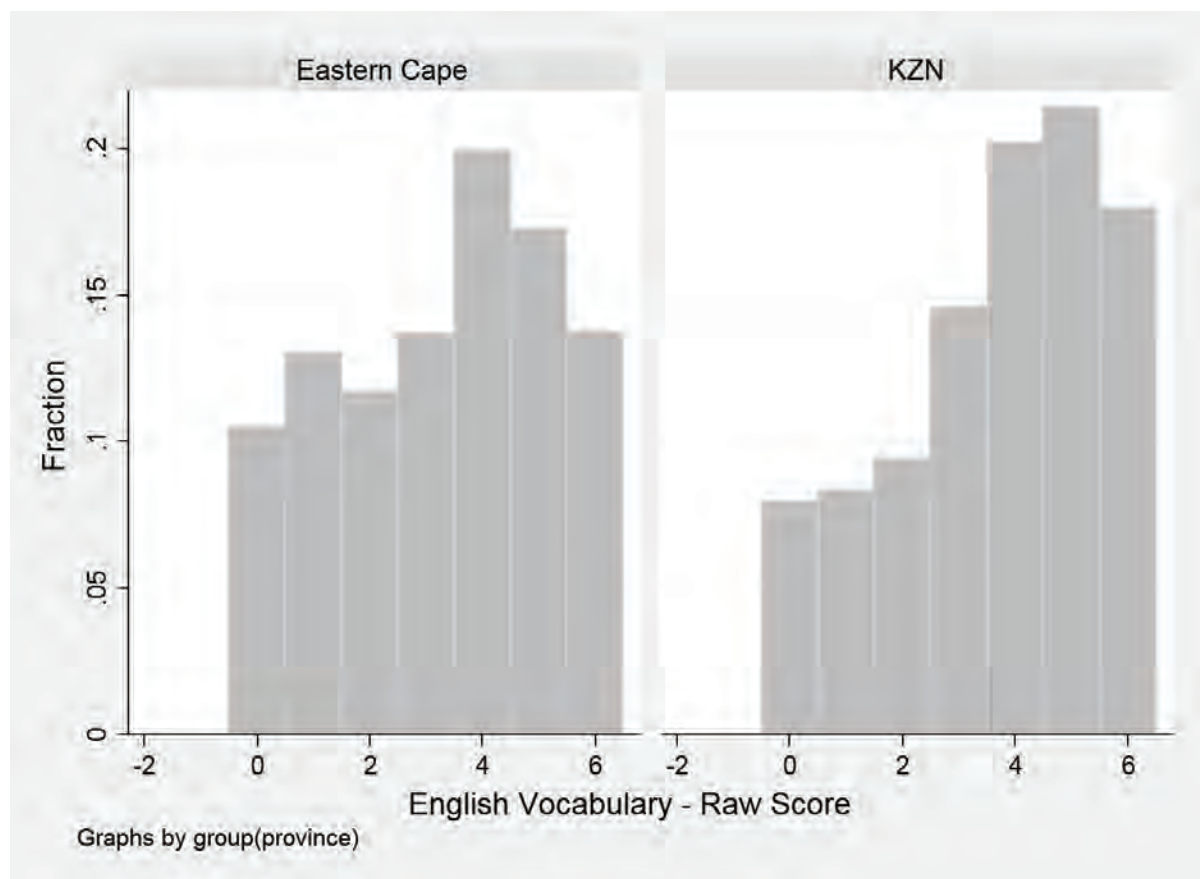


Table A2: Correlation between EGRA subtasks**Panel A: Eastern Cape**

	Correct words per minute (cwpm)	Oral reading fluency (orf)	Correct letter sounds per minute (clspm)	Phonemic awareness percent correct	Vocabulary percent correct	Reading comprehension percent correct
Correct words per minute (cwpm)	1					
Oral reading fluency (orf)	0.930	1				
Correct letter sounds per minute (clspm)	0.716	0.669	1			
Phonemic awareness percent correct	0.525	0.494	0.490	1		
Vocabulary percent correct	0.727	0.681	0.597	0.457	1	
Reading comprehension percent correct	0.623	0.706	0.496	0.387	0.450	1

Panel B: KwaZulu-Natal

	Correct words per minute (cwpm)	Oral reading fluency (orf)	Correct letter sounds per minute (clspm)	Phonemic awareness percent correct	Vocabulary percent correct	Reading comprehension percent correct
Correct words per minute (cwpm)	1					
Oral reading fluency (orf)	0.933	1				
Correct letter sounds per minute (clspm)	0.494	0.472	1			
Phonemic awareness percent correct	0.453	0.436	0.441	1		
Vocabulary percent correct	0.727	0.680	0.414	0.401	1	
Reading comprehension percent correct	0.636	0.711	0.398	0.356	0.497	1

Table A3: Cronbach's alpha for EGRA subtasks by grade and province

	Eastern Cape	KwaZulu-Natal
Grade 2	0.792	0.790
Grade 3	0.778	0.743
Grade 4	0.730	0.704

Table A4: Summary of EGRA scores excluding learners scoring zero by grade and province – home language

	Eastern Cape			KwaZulu-Natal		
	Grade 2	Grade 3	Grade 4	Grade 2	Grade 3	Grade 4
Print orientation [max=10]						
Mean	7.05	--	--	7.93	--	--
Std dev.	2.31	--	--	2.10	--	--
Correct Letter Sounds per Minute (CLSPM)						
Mean	21.76	33.13	36.65	18.32	21.38	21.91
Std dev.	14.99	17.76	18.88	13.21	15.03	14.55
Correct Words Per Minute (CWPM)						
Mean	10.50	19.23	25.31	12.04	20.53	25.82
Std dev.	8.53	11.50	12.74	8.40	10.26	10.69
Oral Reading Fluency (ORF)						
Mean	10.14	18.28	23.03	12.77	24.31	28.30
Std dev.	9.01	10.70	12.07	9.73	12.26	13.18
Read comprehension [max Gr2=10, max Gr3=7, Gr4=8]						
Mean	2.04	1.92	1.70	2.04	2.99	1.84
Std dev.	1.36	1.14	0.85	1.39	1.46	0.94
Phonemic awareness [max=8]						
Mean	2.92	3.75	4.27	3.34	3.99	4.51
Std dev.	1.53	1.90	1.96	1.83	2.06	2.06
Vocabulary [max=6]						
Mean	3.48	4.60	5.02	4.09	5.11	5.45
Std dev.	1.83	1.62	1.42	1.87	1.42	1.13

Table A5: Summary of English EGRA scores excluding learners scoring zero by grade and province

	Eastern Cape		KwaZulu-Natal	
	Grade 3	Grade 4	Grade 3	Grade 4
Correct Letter Sounds per Minute (CLSPM)				
Mean	29.8	34.4	22.1	23.8
Std dev.	15.5	17.0	14.0	14.1
Correct Words per Minute (CWPM)				
Mean	17.3	24.3	19.1	25.6
Std dev.	12.1	14.3	11.6	13.2
Oral Reading Fluency (ORF)				
Mean		39.2		44.4
Std dev.		24.3		26.4
Reading comprehension [max=10]				
Mean		2.0		2.4
Std dev.		1.6		2.0
Phonemic awareness [max=8]				
Mean		3.7		4.1
Std dev.		2.0		2.0
Vocabulary [max=6]				
Mean		3.6		4.0
Std dev.		1.6		1.5

ORAL READING FLUENCY BENCHMARKS

Table A6 below shows the proportion of learners who were asked each comprehension question. Two thirds of the grade 2 learners in the Eastern Cape were asked at least one out of the 10 comprehension question, while the rest did not read enough to participate. On average, the grade 2 learners that participated in the reading comprehension answered 65% of the questions that they were asked correctly. Looking across all the grades, oral reading fluency obviously increases with the number of questions asked but so too does the percentage of learners who are providing correct answers for the comprehension questions. With the increase in oral reading fluency there tends to be an increase in oral reading accuracy (percentage of attempted words that were read correct). For example, among those Eastern Cape grade 3 learners who were only asked one comprehension question, not only was oral reading fluency low at 11.6 but accuracy was also low with mistakes on every fourth word attempted. Those who were asked four or more questions not only were reading much faster (36 correct words per minute) but with much greater accuracy (96%). The percentage of learners

answering the comprehension questions correctly climbs from 33% for those who were only asked one question to 69% for those answering four or more.

Table A6: Comprehension

Panel A: Eastern Cape

	Comprehension questions attempted				
	0	1	2	3	4 or more
Grade 2:					
% of learners	44.1%	25.8%	0.0%	11.5%	18.6%
% of answers correct	--	69.3%	--	52.2%	66.2%
Oral reading fluency	0.44	3.46	--	9.38	19.50
Oral reading accuracy	7.7%	46.5%	--	69.1%	85.3%
Grade 3:					
% of learners	31.8%	40.2%	11.3%	5.9%	10.9%
% of answers correct	--	32.5%	65.2%	65.0%	69.1%
Oral reading fluency	1.62	11.61	21.55	26.31	36.23
Oral reading accuracy	12.4%	77.9%	93.1%	93.5%	96.4%
Grade 4:					
% of learners	18.1%	40.8%	14.3%	25.8%	1.0%
% of answers correct	--	35.6%	62.7%	71.0%	67.5%
Oral reading fluency	1.48	14.53	25.40	35.01	69.71
Oral reading accuracy	14.1%	80.7%	93.2%	96.3%	92.6%

Panel B: KwaZulu-Natal

	Comprehension questions attempted				
	0	1	2	3	4 or more
Grade 2:					
% of learners	27.1%	24.7%	22.1%	9.8%	16.4%
% of answers correct	--	51.1%	54.8%	65.3%	75.6%
Oral reading fluency	0.07	3.15	8.64	16.78	26.29
Oral reading accuracy	3.2%	47.1%	70.2%	90.1%	97.4%
Grade 3:					
% of learners	15.3%	10.3%	20.1%	18.5%	35.8%
% of answers correct	--	9.3%	63.5%	77.8%	78.5%
Oral reading fluency	0.07	2.60	13.22	21.36	35.37
Oral reading accuracy	2.6%	40.8%	88.3%	95.7%	98.5%
Grade 4:					
% of learners	12.3%	22.2%	23.4%	38.2%	3.9%
% of answers correct	--	33.1%	59.7%	66.4%	74.9%
Oral reading fluency	0.55	14.83	22.98	37.62	56.30
Oral reading accuracy	9.6%	85.3%	95.1%	97.5%	98.8%

Adapting from Spaul et al (2018) we classify learners into a) those who were unable to read one word, b) those who were able to read at least one word of connected text but were unable to correctly answer any of the comprehension questions, c) those who correctly answered at least one but less than 30% of comprehension questions d) those who correctly answered 30 to 59% of comprehension questions and e) those who correctly answered 60% or more of the comprehension questions. Table A7 shows the distribution of the sample by these categories. While there appears to be a drop off in comprehension between Grade 3 and Grade 4, this is because the oral reading passage and associated comprehension questions were designed for each grade level. The Grade 4 passage is more complex with more inferential questions and learners had to read further in the passage to attempt each additional question.

Table A7: Comprehension categories

	Eastern Cape			KwaZulu-Natal		
	Grade 2	Grade 3	Grade 4	Grade 2	Grade 3	Grade 4
Unable to read one word	43.1%	29.4%	15.2%	32.0%	19.6%	10.7%
0% comprehension	8.0%	31.3%	29.8%	10.2%	9.4%	20.2%
10-29% comprehension	33.1%	19.7%	44.8%	41.4%	13.0%	54.1%
30-59% comprehension	15.6%	18.5%	10.0%	15.9%	45.0%	14.5%
60%+ comprehension	0.2%	1.1%	0.2%	0.5%	13.0%	0.4%

There are no official reading norms or benchmarks for the nine South African indigenous African languages. In a recent study, Spaul et al. (2018) argue that since comprehension is the ultimate goal of reading, it is logical to benchmark to comprehension outcomes. Their empirical investigation “suggests that there are minimum thresholds of accuracy and oral reading fluency in each language, below which it is virtually impossible to read for meaning.”

We follow Spaul et al. (2018) and identify the minimum fluency threshold as the 25th percentile of oral reading fluency scores for learners in the 30-59% comprehension category and the minimum comprehension threshold as the 25th percentile of oral reading fluency scores for learners in the 60% plus comprehension category. Figure A2 shows the oral reading fluency distribution by these comprehension categories. While oral reading fluency clearly increases with comprehension score, there is a considerable range in fluency at each comprehension level. For example, a quarter of those learners who were unable to correctly answer one comprehension question, were able to correctly read at least 18 words per minute. The minimum fluency threshold is 20 in Eastern Cape and 23 in KwaZulu-Natal. Minimum comprehension thresholds are 38 and 35 in the Eastern Cape and KwaZulu-Natal respectively.

Figure A2: Oral reading fluency by comprehension category

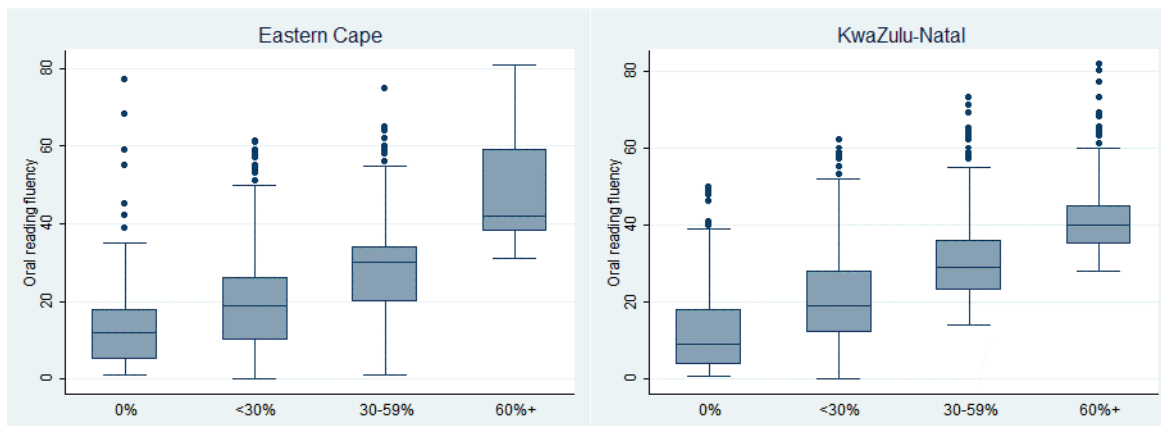
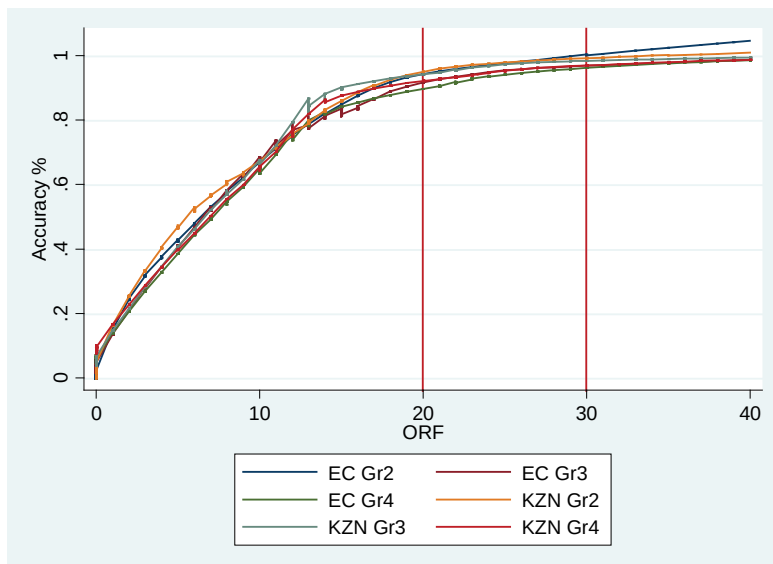


Figure A3 shows the relationship between oral reading fluency and accuracy. Accuracy rates reach levels of 95% and higher in the oral reading fluency range of 20-30 correct words per minute, which corresponds with our minimum fluency thresholds.

Figure A3: Accuracy by correct words per minute in connected text



LEARNERS, SCHOOL AND TEACHER CHARACTERISTICS

Table A8: Learner characteristics by province

	Eastern Cape	KwaZulu-Natal
Female	0.496	0.493
Grade 2	0.333	0.331
Grade 3	0.332	0.332
Grade 4	0.335	0.337
Repeating grade	0.072	0.066
Height-for-age z-score	-1.021	-0.755
Stunted (z-score less than -2)	0.169	0.117
z-score between -2 and -1	0.349	0.296
z-score between -1 and 0	0.323	0.357
z-score above 0	0.159	0.229
Disability threshold 1	0.455	0.483
Disability threshold 2	0.223	0.265
Disability threshold 3	0.134	0.163
Disability threshold 4	0.011	0.012
Child wearing spectacles	0.015	0.014

Table A9: School characteristics by province

		Eastern Cape	KwaZulu-Natal
School buildings and grounds clean and neat		0.673	0.807
Toilets:			
	Flush toilet municipal	0.025	0.123
	Flush toilet septic tank	0.012	0.107
	VIP (Ventilated Improved Pit)	0.068	0.123
	Pit Latrine	0.907	0.711
	Enviro Loo	0.049	0.011
	Chemical	0.000	0.059
	Mobile	0.000	0.080
	Other	0.000	0.011
	None/No facilities	0.019	0.011
Telecommunications:			
	Mobile phone	0.790	0.877
	Landline	0.043	0.198
	Internet for administrative purposes	0.395	0.166
	Internet for teaching and/or learning	0.019	0.032
	None	0.136	0.080
Security:			
	Electric fence	0.000	0.005
	Gate	0.648	0.850
	Access control	0.019	0.037
	Security room guard	0.284	0.529
	Alarm system	0.037	0.102
	Security lights	0.012	0.128
	Surveillance cameras	0.025	0.021
	No security	0.259	0.080
Computer lab:			
	No	0.918	0.789
	Yes, but not connected to the internet	0.070	0.158
	Yes, and connected to the internet	0.013	0.052
Functional board in each classroom		0.949	0.984
Nutrition programme		1.000	0.989
Electricity:			

	Eastern Cape	KwaZulu-Natal
No	0.168	0.086
Yes, but not functioning on day of visit	0.149	0.118
Yes, and functioning on day of visit	0.683	0.796
Water source:		
Municipal or communal	0.074	0.273
Borehole/ Well on site	0.105	0.180
Rainwater harvest	0.463	0.372
Mobile Tankers	0.340	0.126
River	0.006	0.005
None/no water supply	0.012	0.044
Library:		
No library	0.821	0.661
Yes, but no students are using it	0.049	0.086
Yes, and students are using it	0.130	0.253
Fencing:		
Palisade	0.025	0.032
Wire fence	0.465	0.385
Razor wire fence	0.396	0.364
Pre cast	0.107	0.219
Brick wall	0.006	0.000

Table A10: Teacher characteristics by province

	Eastern Cape	KwaZulu-Natal
Ever received training in teaching reading	0.867	0.789
Number of learners in class	35.48	33.92
Books at home:		
None	0.113	0.059
Very few (1 to 10)	0.479	0.424
Enough to fill a shelf (11-25)	0.249	0.349
Enough to fill a bookcase (26-100)	0.126	0.137
Enough for more than one bookcase (101+)	0.034	0.030
Do you agree with the following statements:		

	Eastern Cape	KwaZulu-Natal
Reading to children before they know how to talk or read, helps them learn to read	0.960	0.930
Children need English for their future so there is no point in teaching them to read in mother tongue	0.152	0.087
Reading for enjoyment is nice for children but it does not help achieve CAPS outcomes	0.251	0.308
There is no point reading to children until they have learned to read themselves	0.072	0.042
Reading/hearing stories for enjoyment is important for learning to read	0.985	0.996
Do you know about the Drop Everything and Read (DEAR) campaign?	0.755	0.267
Do you have a specific period in your timetable where everyone across the school reads?	0.504	0.621
Do you ever do reading activities with the learners using Na'libali supplements?	0.127	0.227
What support do you give to learners who are unable to keep up with reading?		
No learners need support	0.000	0.010
No support was given	0.002	0.010
Conduct a whole class revision	0.352	0.308
Give the learner individualised remedial support inside the class	0.636	0.618
Give the learner individualised remedial support outside the class	0.274	0.296
Assign the learner additional practice time inside school hours	0.436	0.370
Give the learner additional reading materials or work assignments as homework	0.362	0.451
Have other learners work on reading with the learner	0.288	0.233
Communicate the problem to parents/caregivers	0.284	0.354
Ask the caregivers to help the learner with reading	0.345	0.362
Run a reading club	0.006	0.052

Table A1 I: Correlates of oral reading fluency

Dependent variable:	Eastern Cape		KwaZulu-Natal	
	ORF	Zero correct	ORF	Zero correct
Grade 3	7.103***	-0.130***	12.797***	-0.162***
	(0.491)	(0.019)	(0.557)	(0.017)
Grade 4	14.953***	-0.300***	20.993***	-0.312***
	(0.603)	(0.023)	(0.705)	(0.021)
Age	4.699***	-0.096*	2.246	-0.076
	(1.298)	(0.051)	(1.594)	(0.047)
Age squared	-0.323***	0.007**	-0.254***	0.007***
	(0.070)	(0.003)	(0.088)	(0.003)
Female	5.475***	-0.104***	5.878***	-0.089***
	(0.354)	(0.014)	(0.385)	(0.011)
Stunted (zhfa <-2)	-1.239*	0.062**	-1.217*	0.019
	(0.633)	(0.025)	(0.717)	(0.021)
-2<zhfa<-1	-1.770***	0.047**	-0.324	-0.022
	(0.536)	(0.021)	(0.543)	(0.016)
-1<zhfa<0	-0.903*	0.023	0.168	-0.010
	(0.533)	(0.021)	(0.511)	(0.015)
Learner absent	-0.552	-0.002	-1.041***	0.015
	(0.364)	(0.014)	(0.384)	(0.011)
No books in home	-2.755***	0.066***	-2.384***	0.067***
	(0.359)	(0.014)	(0.393)	(0.012)
Someone reads with learner at home	-0.113	-0.027*	0.466	-0.032***
	(0.365)	(0.014)	(0.406)	(0.012)

Dependent variable:	Eastern Cape		KwaZulu-Natal	
	ORF	Zero correct	ORF	Zero correct
Count of household possessions	-0.033	0.005	0.461***	-0.013***
	(0.125)	(0.005)	(0.132)	(0.004)
Teacher has degree	0.753**	-0.024*	-0.212	0.008
	(0.372)	(0.014)	(0.397)	(0.012)
Teacher years of experience	0.021	-0.002***	0.032	-0.000
	(0.018)	(0.001)	(0.020)	(0.001)
Teacher has many books at home	1.638*	-0.015	-1.102	-0.028
	(0.967)	(0.038)	(1.144)	(0.034)
Teacher absent in last week	0.657	-0.031*	-0.960**	0.055***
	(0.409)	(0.016)	(0.417)	(0.012)
School has library	2.070***	-0.035**	0.573	-0.002
	(0.433)	(0.017)	(0.385)	(0.011)
School has computer laboratory	1.871***	-0.076***	-0.492	0.009
	(0.633)	(0.025)	(0.471)	(0.014)
Constant	-11.616**	0.786***	2.531	0.544***
	(5.793)	(0.225)	(6.975)	(0.208)
Observations	4,083	4,083	4,547	4,547
Robust standard errors in parentheses				
*** p<0.01, ** p<0.05, * p<0.1				

Table A12: Correlates of English oral reading fluency

	Eastern Cape	KwaZulu-Natal
Dependent variable:	English ORF	
Ever watch TV or listen to radio in English	4.000**	8.146***
	(1.638)	(1.588)
Ever speak English at home	14.705***	15.164***
	(1.915)	(2.063)
Age	5.011	0.490
	(6.913)	(6.828)
Age squared	-0.396	-0.246
	(0.348)	(0.344)
Female	9.425***	12.635***
	(1.219)	(1.455)
Stunted (zhfa <-2)	-5.245**	-1.083
	(2.301)	(2.222)
-2<zhfa<-1	-4.057**	1.318
	(1.843)	(1.702)
-1<zhfa<0	-2.586	0.852
	(1.980)	(1.711)
Learner absent	-2.892*	-2.786*
	(1.497)	(1.663)
No books in home	-5.113***	-1.513
	(1.254)	(1.254)
Someone reads with learner at home	-2.058	-0.892
	(1.326)	(1.255)

	Eastern Cape	KwaZulu-Natal
Dependent variable:	English ORF	
Count of household possessions	0.546	1.898***
	(0.521)	(0.538)
Teacher has degree	1.849	-1.810
	(1.792)	(2.055)
Teacher years of experience	-0.040	0.051
	(0.104)	(0.101)
Teacher has many books at home	7.279***	0.382
	(1.817)	(4.300)
Teacher absent in last week	-2.545	0.511
	(2.030)	(2.041)
School has library	6.623***	0.269
	(2.262)	(1.983)
School has computer laboratory	4.202	2.043
	(2.935)	(2.241)
Constant	17.279	36.566
	(34.395)	(33.503)
Observations	1,376	1,517

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table A13: Correlates of reading behaviors and attitudes

Dependent variable:	Eastern Cape		KwaZulu-Natal	
	Read at home daily	Like reading very much	Read at home daily	Like reading very much
Grade 3	0.060***	0.109***	0.014	0.102***
	(0.019)	(0.020)	(0.019)	(0.020)
Grade 4	0.060**	0.157***	-0.021	0.147***
	(0.024)	(0.025)	(0.024)	(0.025)
Age	-0.059	-0.017	0.054	0.049
	(0.051)	(0.053)	(0.054)	(0.057)
Age squared	0.002	-0.001	-0.003	-0.003
	(0.003)	(0.003)	(0.003)	(0.003)
Female	0.044***	0.033**	0.066***	0.039***
	(0.014)	(0.014)	(0.013)	(0.014)
Stunted (zhfa <-2)	0.028	0.005	-0.034	-0.025
	(0.025)	(0.026)	(0.024)	(0.026)
-2<zhfa<-1	0.032	0.007	-0.021	-0.017
	(0.021)	(0.022)	(0.018)	(0.020)
-1<zhfa<0	0.014	-0.016	-0.021	-0.005
	(0.021)	(0.022)	(0.017)	(0.018)
Learner absent	-0.006	-0.022	-0.040***	0.004
	(0.014)	(0.015)	(0.013)	(0.014)
No books in home	-0.121***	-0.028*	-0.075***	-0.025*
	(0.014)	(0.015)	(0.013)	(0.014)
Someone reads with learner at home	0.009	0.042***	0.088***	0.050***
	(0.014)	(0.015)	(0.014)	(0.015)

	Eastern Cape		KwaZulu-Natal	
Dependent variable:	Read at home daily	Like reading very much	Read at home daily	Like reading very much
Count of household possessions	0.016***	0.013***	0.024***	0.006
	(0.005)	(0.005)	(0.004)	(0.005)
Teacher has degree	0.027*	-0.001	-0.020	0.061***
	(0.015)	(0.015)	(0.013)	(0.014)
Teacher years of experience	0.000	-0.000	-0.000	0.001
	(0.001)	(0.001)	(0.001)	(0.001)
Teacher has many books at home	-0.124***	-0.178***	0.043	0.005
	(0.038)	(0.039)	(0.039)	(0.041)
Teacher absent in last week	0.030*	-0.023	0.006	0.022
	(0.016)	(0.017)	(0.014)	(0.015)
School has library	0.019	-0.014	0.008	-0.001
	(0.017)	(0.018)	(0.013)	(0.014)
School has computer laboratory	-0.016	-0.043*	0.030*	-0.017
	(0.025)	(0.026)	(0.016)	(0.017)
Constant	0.505**	0.788***	-0.071	0.300
	(0.229)	(0.236)	(0.236)	(0.251)
Observations	4,020	4,092	4,514	4,536
Robust standard errors in parentheses				
*** p<0.01, ** p<0.05, * p<0.1				

BALANCE TESTS**Table A14: EGRA balance tests****Panel A: Eastern Cape**

	Treatment			Control			p_value of test for difference between means	Absolute effect size (ES) difference
	Mean	Std Dev.	Obs.	Mean	Std Dev.	Obs.		
Percent correct of total								
Print orientation	0.705	0.238	853	0.682	0.253	823	0.336	0.091
Letter sounds	0.257	0.170	2557	0.258	0.184	2469	0.950	0.004
Phonemic awareness	0.440	0.249	2273	0.435	0.256	2268	0.701	0.021
Familiar words	0.276	0.241	2547	0.277	0.255	2465	0.957	0.003
Oral reading	0.191	0.185	2545	0.190	0.193	2461	0.965	0.003
Reading comprehension	0.118	0.148	2217	0.123	0.154	2126	0.746	0.027
Vocabulary	0.683	0.336	2482	0.664	0.354	2365	0.425	0.056
English Letter sounds	0.257	0.169	1701	0.249	0.173	1641	0.594	0.044
English Phonemic awareness	0.291	0.298	635	0.297	0.299	617	0.875	0.018
English Familiar words	0.170	0.161	1700	0.164	0.167	1641	0.536	0.039
English Oral reading	0.334	0.244	857	0.326	0.257	818	0.637	0.035
English Reading comprehension	0.122	0.161	773	0.121	0.156	751	0.938	0.007
English Vocabulary	0.555	0.310	835	0.532	0.327	795	0.365	0.072
Percent scoring zero								
Print orientation	0.012	0.108	853	0.021	0.142	823	0.180	0.071
Letter sounds	0.067	0.250	2557	0.081	0.273	2469	0.401	0.054
Phonemic awareness	0.049	0.216	2273	0.049	0.215	2268	0.927	0.004
Familiar words	0.190	0.393	2547	0.230	0.421	2465	0.115	0.096
Oral reading	0.272	0.445	2545	0.296	0.457	2461	0.381	0.054
Reading comprehension	0.470	0.499	2217	0.467	0.499	2126	0.933	0.007
Vocabulary	0.073	0.259	2482	0.099	0.299	2365	0.036	0.095
English Letter sounds	0.132	0.338	1701	0.135	0.341	1641	0.933	0.009
English Phonemic awareness	0.370	0.483	635	0.370	0.483	617	0.991	0.001
English Familiar words	0.206	0.405	1700	0.255	0.436	1641	0.027	0.116
English Oral reading	0.124	0.329	857	0.133	0.340	818	0.669	0.029
English Reading comprehension	0.392	0.489	773	0.387	0.488	751	0.920	0.009
English Vocabulary	0.093	0.291	835	0.118	0.323	795	0.216	0.081

Panel B: KwaZulu-Natal

	Treatment			Control			p_value of test for difference between means	Absolute effect size (ES) difference
	Mean	Std Dev.	Obs.	Mean	Std Dev.	Obs.		
Percent correct of total								
Print orientation	0.789	0.211	924	0.790	0.222	856	0.972	0.003
Letter sounds	0.161	0.136	2777	0.160	0.139	2594	0.925	0.009
Phonemic awareness	0.437	0.290	2612	0.429	0.292	2488	0.781	0.025
Familiar words	0.309	0.228	2776	0.312	0.231	2593	0.872	0.009
Oral reading	0.265	0.221	2777	0.268	0.221	2594	0.820	0.015
Reading comprehension	0.207	0.209	2573	0.207	0.207	2400	0.989	0.001
Vocabulary	0.774	0.316	2734	0.767	0.326	2537	0.741	0.021
English Letter sounds	0.180	0.141	1853	0.171	0.139	1737	0.472	0.067
English Phonemic awareness	0.408	0.298	853	0.355	0.316	827	0.230	0.171
English Familiar words	0.192	0.164	1852	0.199	0.170	1737	0.576	0.042
English Oral reading	0.376	0.271	928	0.394	0.265	879	0.474	0.066
English Reading comprehension	0.186	0.196	883	0.194	0.206	840	0.660	0.042
English Vocabulary	0.604	0.308	912	0.620	0.304	857	0.543	0.052
Percent scoring zero								
Print orientation	0.003	0.057	924	0.006	0.076	856	0.565	0.039
Letter sounds	0.134	0.341	2777	0.153	0.360	2594	0.406	0.056
Phonemic awareness	0.120	0.325	2612	0.138	0.345	2488	0.412	0.054
Familiar words	0.142	0.349	2776	0.150	0.357	2593	0.673	0.023
Oral reading	0.209	0.407	2777	0.205	0.404	2594	0.879	0.009
Reading comprehension	0.296	0.456	2573	0.290	0.454	2400	0.846	0.014
Vocabulary	0.050	0.219	2734	0.065	0.247	2537	0.229	0.063
English Letter sounds	0.145	0.352	1853	0.174	0.380	1737	0.256	0.080
English Phonemic awareness	0.197	0.398	853	0.304	0.460	827	0.067	0.246
English Familiar words	0.158	0.365	1852	0.161	0.368	1737	0.890	0.008
English Oral reading	0.100	0.300	928	0.100	0.300	879	0.997	0.000
English Reading comprehension	0.203	0.402	883	0.233	0.423	840	0.456	0.074
English Vocabulary	0.080	0.272	912	0.079	0.270	857	0.972	0.003

Table A15: Learner and Teacher interview balance tests**Panel A: Eastern Cape**

							p_value of test for difference between means	Absolute effect size (ES) difference
	Treatment			Control				
	Mean	Std Dev.	Obs.	Mean	Std Dev.	Obs.		
Learner:								
Age	8.491	1.323	2417	8.560	1.338	2363	0.285	0.046
Stunted (zhfa<-2)	0.159	0.366	2398	0.179	0.384	2361	0.213	0.053
-2<zhfa<-1	0.352	0.478	2398	0.345	0.476	2361	0.662	0.015
-1<zhfa<0	0.326	0.469	2398	0.320	0.467	2361	0.684	0.013
Absent in last week	0.356	0.479	2492	0.337	0.473	2433	0.287	0.039
No books in household	0.543	0.498	2505	0.612	0.487	2432	0.095	0.140
Someone reads with learner at home	0.659	0.474	2495	0.638	0.481	2440	0.447	0.043
Count of household possessions	3.255	1.527	2561	3.290	1.429	2471	0.806	0.024
Stays with mother	0.686	0.464	2515	0.668	0.471	2453	0.282	0.039
Stays with father	0.315	0.464	2515	0.307	0.461	2453	0.646	0.016
Teacher:								
Degree	0.342	0.475	237	0.297	0.458	232	0.357	0.098
Years of teaching	18.219	9.294	237	17.260	9.620	235	0.329	0.124
More than 100 books	0.021	0.144	237	0.047	0.213	233	0.194	0.120
Absent in last week	0.258	0.438	233	0.246	0.431	236	0.829	0.014
Reads very often outside work	0.255	0.437	239	0.254	0.436	236	0.984	0.009
Library at school	0.235	0.425	238	0.195	0.397	236	0.514	0.103
Repeat sentences daily	0.410	0.493	239	0.458	0.499	236	0.412	0.098
Retold story daily	0.134	0.341	239	0.123	0.329	236	0.757	0.040
Unfamiliar words daily	0.289	0.454	239	0.343	0.476	236	0.336	0.083
New words daily	0.322	0.468	239	0.331	0.471	236	0.885	0.026
Read aloud daily	0.264	0.442	239	0.258	0.439	236	0.927	0.007
Small group daily	0.261	0.440	238	0.199	0.400	236	0.150	0.154
Assign read daily	0.222	0.416	239	0.250	0.434	236	0.531	0.054
Read home daily	0.351	0.478	239	0.432	0.496	236	0.186	0.135
Play games daily	0.054	0.227	239	0.051	0.220	236	0.875	0.023
Teacher read daily	0.261	0.440	238	0.233	0.424	236	0.540	0.065
Discuss story daily	0.233	0.424	236	0.212	0.409	236	0.611	0.066
Dictionary use daily	0.034	0.181	238	0.030	0.170	236	0.848	0.037
Comprehension daily	0.197	0.398	239	0.114	0.319	236	0.015	0.248

Panel B: KwaZulu-Natal

	Treatment			Control			p_value of test for difference between means	Absolute effect size (ES) difference
	Mean	Std Dev.	Obs.	Mean	Std Dev.	Obs.		
Learner:								
Age	8.377	1.268	2734	8.437	1.280	2554	0.240	0.045
Stunted (zhfa<-2)	0.117	0.322	2726	0.118	0.322	2550	0.959	0.002
-2<zhfa<-1	0.307	0.461	2726	0.285	0.452	2550	0.132	0.048
-1<zhfa<0	0.348	0.477	2726	0.366	0.482	2550	0.293	0.037
Absent in last week	0.418	0.493	2746	0.412	0.492	2561	0.791	0.012
No books in household	0.411	0.492	2766	0.464	0.499	2589	0.063	0.107
Someone reads with learner at home	0.672	0.470	2771	0.645	0.479	2590	0.280	0.057
Count of household possessions	4.032	1.503	2777	4.006	1.467	2595	0.835	0.018
Stays with mother	0.717	0.450	2772	0.733	0.442	2594	0.409	0.036
Stays with father	0.315	0.465	2772	0.362	0.481	2594	0.035	0.098
Teacher:								
Degree	0.377	0.485	247	0.441	0.498	227	0.298	0.140
Years of teaching	16.384	9.839	258	16.928	9.459	236	0.564	0.072
More than 100 books	0.031	0.173	261	0.030	0.171	234	0.961	0.011
Absent in last week	0.290	0.455	252	0.308	0.463	234	0.726	0.009
Reads very often outside work	0.318	0.467	261	0.318	0.467	236	0.996	0.002
Library at school	0.454	0.499	260	0.411	0.493	236	0.480	0.082
Repeat sentences daily	0.479	0.501	261	0.513	0.501	236	0.473	0.064
Retold story daily	0.149	0.357	261	0.157	0.364	236	0.828	0.006
Unfamiliar words daily	0.364	0.482	261	0.309	0.463	236	0.205	0.126
New words daily	0.391	0.489	261	0.364	0.482	236	0.580	0.043
Read aloud daily	0.318	0.467	261	0.271	0.446	236	0.329	0.040
Small group daily	0.199	0.400	261	0.263	0.441	236	0.130	0.186
Assign read daily	0.280	0.450	261	0.386	0.488	236	0.029	0.233
Read home daily	0.464	0.500	261	0.449	0.498	236	0.787	0.006
Play games daily	0.088	0.284	250	0.119	0.324	236	0.342	0.111
Teacher read daily	0.249	0.433	261	0.271	0.446	236	0.573	0.076
Discuss story daily	0.231	0.422	260	0.292	0.456	236	0.166	0.164
Dictionary use daily	0.107	0.310	261	0.085	0.279	236	0.452	0.081
Comprehension daily	0.169	0.376	260	0.212	0.409	236	0.205	0.119

ANNEX V: DISCLOSURE OF ANY CONFLICTS OF INTEREST

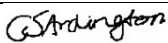
Name	Alicia S. Menendez
Title	Research Associate Professor // Principal Research Scientist
Organization	University of Chicago-Harris School // NORC at the University of Chicago
Evaluation Position?	☒ Team Leader ☐ Team member
Evaluation Award Number (contract or other instrument)	AID-OAA-M-13-00010
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	USAID – South Africa, Story Powered Schools Impact Evaluation Nal'ibali
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	May 24, 2018

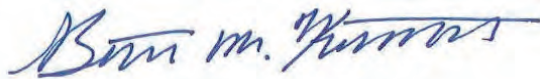
Name	Cally S. Ardington
Title	Professor // Consultant
Organization	University of Cape Town // NORC at the University of Chicago
Evaluation Position?	☒ Team Leader ☐ Team member
Evaluation Award Number (contract or other instrument)	AID-OAA-M-13-00010
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	USAID – South Africa, Story Powered Schools Impact Evaluation Nal'ibali
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	May 28, 2018

Name	Brian Matthew Kirchhoff
Title	Research Scientist
Organization	NORC at the University of Chicago
Evaluation Position?	☐ Team Leader ☒ Team member
Evaluation Award Number (contract or other instrument)	Reading and Access Evaluation Contract (Contract No. GC-10F-0033M, Order No. AID-OAA-M-13-00010)
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	USAID – South Africa, Story Powered Schools Impact Evaluation Nal'ibali
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	May 24, 2018

Name	Varuni Dayaratna
Title	Vice President, International Programs
Organization	NORC at the University of Chicago
Evaluation Position?	☐ Team Leader ☒ Team member
Evaluation Award Number (contract or other instrument)	AID-OAA-M-13-00010
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	USAID – South Africa, Story Powered Schools Impact Evaluation Nal'ibali
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	NA

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	5/24/2018

U.S. Agency for International Development
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Washington, DC 20523