

## MIDLINE LEARNER ASSESSMENT

1. Learner

Name: \_\_\_\_\_

2. Learner Surname: \_\_\_\_\_

3. Age \_\_\_\_\_

4. Sex: Boy \_\_\_ Girl \_\_\_

5. Teacher Name: \_\_\_\_\_

6. Teacher Surname: \_\_\_\_\_

7. School EMIS Number: \_\_\_\_\_

### TASK 1. HOME LANGUAGE EXPRESSIVE VOCABULARY

*(Full task administered in Home Language – learner responds in Home Language)*

“Here is a picture of children busy doing some things. Have a look at the picture and tell me in what the children are doing in each picture” *(Point to the first picture in the top left corner)*. “Can you tell me what this boy is doing?”

*Note to fieldworkers: You can be rather lenient in the answering of this question. If the learner gives you an explanation that seems correct, you can mark it as correct. We will go through a couple of examples during the training to give you a sense of what will be accepted as correct and what is not correct. You are allowed to prompt the learner and remind them to tell you the action in the picture if they are describing something else.*

	<b>Choose all that apply, only click no response if the learner gets none correct</b>
1.1. Dressing	
1.2. Eating an apple	
1.3. Running	
1.4. Brushing his teeth	
1.5. Washing his hands	

## TASK 2: HOME LANGUAGE WORD RECOGNITION

Administered in Home Language

Timed for 60sec

“Look at these words.” (*Point to the words provided on the sheet*). I would like you to look at them and tell me the word

Let’s start with an example: **mom apple**

Now here are some more words. I’d like you to start here,” (*point to the first word on the Chart*) “and move across the page.” (*Point across the page*). “When I say, ‘Begin’, read the words as best as you can. Point to each word as you read it. Are you ready? Begin”

<b>this</b>	<b>but</b>	<b>his</b>	<b>from</b>	<b>they</b>	<b>we</b>
<b>stay</b>	<b>you</b>	<b>so</b>	<b>name</b>	<b>start</b>	<b>bring</b>
<b>tomorrow</b>	<b>listen</b>	<b>go</b>	<b>near</b>	<b>leg</b>	<b>play</b>

**Collect: words read incorrectly, last word attempted within time limit, any remaining time (if applicable). Fieldworker ends the task when a learner struggles with 6 words in a row**

### TASK 3: PHONEMIC AWARENESS

Note: the task instructions in English are much longer than for isiZulu or Siswati.  
Fieldworkers should learn the instructions in Siswati and isiZulu.

*(Full task administered in Home Language – learner responds in English)*

*For this task, we will be playing around with the sounds in words. I'll show you how to play.*

#### **3.1. Identifying initial sounds**

*Example 1: Showing how the “game” is played*

*Place three bottle caps in front of the learner.*

We are going to say the sounds in different parts of an English word. Here is an example: “sun” is made up of the sounds [sssssss] [uuuuuu] [nnnnnnn] (*point to each bottle cap as you say the sound*). We need to say the FIRST sound, the sound at the beginning of the word. The FIRST sound is [s] (*while pointing to first bottle top*). Listen, [s] [u] [n] (*while pointing to the corresponding bottle caps*), [s] is the FIRST sound.

*Example 2: Coaching with correction*

Let's do another example, this time we will use the bottle caps together.

*This time you should not break up the word into its three sounds. Just say the word, emphasising the first sound. The word is “big”. Let me say it again “big” (emphasizing [b] when saying the word). What is the first sound? Provide corrective feedback, if correct say “yes, that’s’ right, The first sound is [b].” If they are wrong, show them the correct answer, say: “listen big” (while pointing to the bottle tops). Listen the first sound of big is [b]*

*Leave the bottle tops in front of the child. It's up to them to use them if they would like.*

Now it's your turn. What is the first sound of?

- |            |               |
|------------|---------------|
| 3.1.1. Tap | answer is [t] |
| 3.1.2. Pet | answer is [p] |
| 3.1.3. Mat | answer is [m] |

**Response options for all first sound: 1 Correct; 2 Incorrect; 3 Repeats whole word; 99 No response**

#### **3.2. Identifying final sounds**

*Place three bottle caps in front of the learner.*

*Example 1: Showing how the “game” is played*

We are going to say the sounds in different parts of an English word, and this time we will say sounds at the END of the word. *This time you should not break up the word into its three sounds. Just say the word, emphasising the last sound.* Here is an example: “top” is made up of the sounds [t] [o] [p] (*point to each bottle cap as you say the sound*). We need to say the LAST sound, the sound at the end. What is the last sound? The LAST sound is [p] (*while pointing to last bottle top*). Listen, [t] [o] [p] (*while pointing to the corresponding bottle caps*), [p] is the last sound.

*Example 2: Coaching with correction*

Let’s do another example, this time we will use the bottle caps together.

The word is “big”. Let me say it again “big” (emphasizing [g] when saying the word). What is the last sound, the sound at the end? *Provide corrective feedback, if correct say “yes, that’s right, The last sound is [g].” If they are wrong, show them the correct answer, say: “listen [big]” (while pointing to the bottle tops).* Listen the last sound of big is [g]

Now it’s your turn. What is the LAST sound of? *Leave the bottle tops in front of the child. It’s up to them to use them if they would like.*

	<b>Correct</b>	<b>Response options</b>
3.2.1. bell	<b>[l]</b>	1 Correct <b>[l]</b> ; 4 <b>[ell]</b> ; 2 Incorrect; 3 Repeats whole word; 99 No response
3.2.2. sun	<b>[n]</b>	1 Correct <b>[n]</b> ; 4 <b>[un]</b> ; 2 Incorrect; 3 Repeats whole word; 99 No response
3.2.3. look	<b>[k]</b>	1 Correct <b>[k]</b> ; 4 <b>[ook]</b> ; 2 Incorrect; 3 Repeats whole word; 99 No response

### 3.3. Identifying medial sounds

Place three bottle caps in front of the learner.

*Example 1: Showing how the “game” is played*

We are going to say the sounds in different parts of an English word, and this time we will say sounds in the MIDDLE of the word. Here is an example: “feet” is made up of the sounds [f] [ee] [t] (*point to each bottle cap as you say the sound*). We need to say the MIDDLE sound. The MIDDLE sound is [ee] (*while pointing to last bottle top*). Listen, [f] [ee] [t] (*while pointing to the corresponding bottle caps*), [ee] is the MIDDLE sound.

*Example 2: Coaching with correction*

Let’s do another example, this time we will use the bottle caps together.

The word is “sat”. Let me say it again “sat” (emphasizing [a] when saying the word). What is the MIDDLE sound of sat?

*Provide corrective feedback, if correct say “yes, that’s’ right, The MIDDLE sound is [a].” If they are wrong, show them the correct answer, say: “listen [sat]” (while pointing to the bottle tops). Listen the MIDDLE sound of sat is [a].”*

Now it’s your turn. What is the MIDDLE sound of?

*Leave the bottle tops in front of the child. It’s up to them to use them if they would like to use them.*

	Correct	Response options
3.3.1. bed	[e]	1 correct [e]; 4 [ed]; 2 incorrect; 3 repeats whole word 99 no response
3.3.2. run	[u]	1 correct [u]; 4 [un]; 2 incorrect; 3 repeats whole word; 99 no response
3.3.3. book	[oo]	1 correct [oo]; 4 [ook]; 2 incorrect; 3 repeats whole word; 99 no response

#### TASK 4: LETTER SOUND RECOGNITION

*(Full task administered in Home Language – learner responds in English)*

*Timed for 60sec*

*“Look at these letters. (Point to the letters provided on the sheet). I would like you to look at them and tell me what sound they make. Let’s start with an example. (Point to the first letter in the example). This letter makes the sound /b/. What is the next sound? Go on to the next letter. Good. Complete all the examples.*

*Now here are some more letters (pointing to the chart). I’d like you to start here. (Point to the first letter on the Chart and continue pointing to each letter) and move across the page. (Point across the page.) You can use your finger if you want to. If you get stuck, skip the letter and keep on reading”*

*“When I say, ‘Begin’, read the letters as best as you can.”*

*“Are you ready? Begin”*

**Example:**

<b>b</b>	<b>m</b>	<b>S</b>	<b>f</b>
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<b>M</b>	<b>L</b>	<b>h</b>	<b>G</b>	<b>S</b>	<b>R</b>	<b>Z</b>	<b>W</b>	<b>p</b>	<b>e</b>
<b>l</b>	<b>K</b>	<b>T</b>	<b>D</b>	<b>sh</b>	<b>y</b>	<b>c</b>	<b>o</b>	<b>n</b>	<b>w</b>
<b>A</b>	<b>b</b>	<b>th</b>	<b>M</b>	<b>U</b>	<b>r</b>	<b>j</b>	<b>q</b>	<b>K</b>	<b>u</b>
<b>g</b>	<b>R</b>	<b>B</b>	<b>ch</b>	<b>l</b>	<b>f</b>	<b>l</b>	<b>M</b>	<b>s</b>	<b>r</b>
<b>S</b>	<b>N</b>	<b>K</b>	<b>B</b>	<b>p</b>	<b>v</b>	<b>k</b>	<b>a</b>	<b>E</b>	<b>D</b>
<b>R</b>	<b>A</b>	<b>e</b>	<b>P</b>	<b>f</b>	<b>F</b>	<b>h</b>	<b>u</b>	<b>A</b>	<b>t</b>
<b>W</b>	<b>G</b>	<b>H</b>	<b>B</b>	<b>S</b>	<b>l</b>	<b>g</b>	<b>m</b>	<b>i</b>	<b>l</b>
<b>B</b>	<b>L</b>	<b>o</b>	<b>O</b>	<b>m</b>	<b>N</b>	<b>E</b>	<b>Y</b>	<b>p</b>	<b>t</b>

**Collect: letters read incorrectly, last letter attempted within time limit, any remaining time (if applicable)**

## TASK 5.1: ENGLISH WORD RECOGNITION – DECODABLE WORDS

*(Full task administered in Home Language – learner responds in English)*

*Timed for 30 sec, 6 columns*

“Look at these English words.” *(Point to the words provided on the sheet).* I would like you to look at them and tell me the word. Let’s start with an example: **pot; bed**. Now here are some more words. I’d like you to start here,” *(point to the first word on the Chart)* “and move across the page.” *(Point across the page from left to right.)*

“When I say, ‘Begin’, read the words as best as you can. Point to each word as you read it. If you don’t know the word try sound it out or go to the next word” *(If a learner gets all items in a row incorrect, end the test)*

“Are you ready? Begin” *(Start the timer)*

**Example:**

pot	bed
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dog	rat	bin	run	eat	box
big	day	book	tea	chase	seed
ring	lock	cats	hen	clap	fish

**Collect: words read incorrectly, last word attempted within time limit, any remaining time (if applicable)**

## TASK 5.2: ENGLISH WORD RECOGNITION – SIGHT WORDS

*(Full task administered in Home Language – learner responds in English)*

*Timed for 30 sec, 6 columns*

*(Point to the second list of words provided on the sheet). Can you now read these words for me please?*

*“When I say, ‘Begin’, read the words as best as you can. Point to each word as you read it.”*

*“Are you ready? Begin” (start the timer) (If a learner gets all items in a row incorrect, end the test)*

he	they	is	with	to	she
have	we	now	a	do	are
am	here	by	of	their	as

**Collect: words read incorrectly, last word attempted within time limit, any remaining time (if applicable)**

## TASK 6: LISTENING

( Explanation in Home Language; instructions (1-5) in English)

Instruct the learners to perform different actions and judge their understanding of English.  
Mark down which instructions the learner follows correctly.

Say to the learner: "Please can you do the following actions to show me that you understand English."

Please can you: (say the instruction once only)

	Response options (only select one)
Close your eyes (thanks you can open them now)	1 Closes eyes; 2 Performs other action; 99 No response
Stand up	1 Stands up; 2 Performs other action; 99 No response
Put your hands in the air (learner must put up both hands)	1 Raises both hands; 2 Performs other action; 99 No response
Turn around	1 Turns around; 2 Performs other action; 99 No response
Sit down and put your hands on the table (the order in which the child performs the task does not matter)	1 Both actions done; 3 Only sits; 4 Only puts hands on the table; 2 Performs other actions; 99 No response

## TASK 7: STORY LISTENING COMPREHENSION

Task is explained in Home Language, but questions and story are in English

"I am going to tell you a short story now and then afterwards I will ask you some questions. Please listen carefully, I am going to only read it twice and then I will ask you some questions. " Please answer me in English."

*If learners answer in Home Language encourage them to say the answer in English.*

*In the morning we ran to school in the rain. At school we took off our wet shoes and socks. After school we played in the mud. When we got home Mother made us wash.*

	<b>"Correct" answer</b>	<b>Response options (only select one)</b>
<b>Where did they go in the morning?</b>	School	1 Correct; 3 Correct in HL then EFAL; 4 Only correct in HL; 2 Incorrect; 99 no response
<b>Why did they take their shoes and socks off?</b>	They were wet/ dirty	1 Correct; 3 Correct in HL then EFAL; 4 Only correct in HL; 2 Incorrect; 99 no response
<b>When did they play in the mud?</b>	After school/before going home/on the way home	1 Correct; 3 Correct in HL then EFAL; 4 Only correct in HL; 2 Incorrect; 99 no response

## TASK 8: RECEPTIVE AND EXPRESSIVE VOCABULARY

*(Full task will be administered in English – learners respond in English)*

“Now I’m going to point to an animal and I want you to tell me the English name for the animals I point to.”



	“Correct” answer	Response options (only select one)
What is that in English? <i>(Point to the cow).</i>	Cow	1 correct; 3 correct in HL and then English; 4 correct in HL only; 2 incorrect; 99 No response
What is that in English? <i>(Point to the pig).</i>	Pig	1 Correct; 3 Correct in HL then EFAL; 4 Only correct in HL; 2 Incorrect; 99 no response

## TASK 9: WRITING

*(Instructions in English - learner writes in English )*

*Point to the dog.*

“Can you please write the word “dog” on this paper? *(point to the dog again and say “Dog”)*

	Word	Tick all that apply
1	Dog	1 dog; 3 First letter only; 2 incorrect 4 Cannot read writing; 99 Nothing written