

NAMIBIA:
LITERACY ASSESSMENT TOOLS
FOR GRADES 1-3 AND SPECIAL
EDUCATION

GraphoLearning



**TRAINING PROGRAMME
(2012-2014)**



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With support from
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Foreword

This booklet and its content was developed under GraphoLearn (GL) Diploma Training Programme (2012-2014) organized by Niilo Mäki Institute, Finland and co-funded with the Ministry for Foreign Affairs of Finland. The purpose of the programme was to train teacher educators from Kenya, Zambia, Namibia and Tanzania with the latest evidence based knowledge on literacy teaching and learning with special focus on children who have challenges in acquiring basic skills due to biological or environmental factors or both.

As a part of this training programme the teacher educators modified basic assessment tools relevant to emergent literacy in Namibian context. The tools were piloted in small-scale intervention studies in all four countries. With these tools the assessor (teacher/psychologist) can identify what kind of skills the learners have for reading and writing. This will enable the assessor to focus on the learner's skills that still need training. A learner's motivation to learn to read and write is also important and should be taken into consideration when assessing literacy skills.

Please note that the collected pilot data for rapid naming and reading fluency tasks are presented in the tables at the end of the booklet. Also kindly note that all the results in the tables are pilot results and thus **only indicative**.

This material contains assessment tools for:

- Letter naming: the amount of letters a learner can name.
- Letter-sound correspondence: the amount of letter-sounds a learner can name.
- Phonological awareness: an ability to identify, blend or segment sounds in words.
- Naming speed: an ability to retrieve (to name) serially presented items such as objects and letters as fast and as accurately as possible.
- Working memory: an ability to keep in mind information temporarily and process it at the same time.
- Reading accuracy: an ability to read accurately without mistakes.
- Spelling accuracy: an ability to spell accurately without spelling errors.
- Reading fluency: an ability to read accurately with speed.

On behalf of Niilo Mäki Institute we would like to thank the Namibian team for their effort in creating the relevant content and collecting data. The team members were Pamela February (M.Phil. SNE), Karolina !Gontes (M.Ed.), Lorraine Feris (B.Ed.), Juanita Möller (M.Sc Language Arts for Elementary Education) and Taimi Ndapandula Nghikembua (M.Ed.).

This booklet and the tools were developed under the guidance of Dr Ritva Ketonen, Dr Paula Salmi, MSc Jari Westerholm and MA Pia Krimark from Niilo Mäki Institute. We are also grateful to Professor Timo Ahonen (University of Jyväskylä, Finland) for his continuous support in this process.

Dear Reader,

This booklet contains a collection of assessment tools that may provide you with information about young learners, especially aspects related to literacy acquisition. As the booklet is based on the assessments that were related to Graphogame Afrikaans (a computer-based reading programme designed to help children acquire literacy, created around the Grade 1 and 2 syllabi), a number of the assessments are in Afrikaans with English translations where needed. Please use the assessments in any Namibian language. Should you have questions regarding the assessments in this booklet and/or Graphogame, please feel free to contact me.

Pamela February

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1. Naming of Letters and Letter sounds

a. Instructions

This is an individual assessment. It is important that the letters are presented to the learner RANDOMLY because some learners may be able to recite the names of the letters (or letter sounds) of the alphabet but they do not necessarily know the individual items.

Please note that letters C, Q and X are not considered part of the Afrikaans alphabet. Thus, the assessment of letter names and letter sounds will be restricted to the 23 letters.

The assessor should have the 23 letters on separate cards. Common practice suggests that lower-case letters are used for the assessment. The letters are presented to the learner randomly and the learner pronounces the letter name or the letter sound presented to him/her. Before starting make sure that the learner understands the task. If needed, it is possible to practice with letter A.

Responses can be indicated as correct or incorrect with a tick or cross (✓ or X) respectively or any other appropriate markings. If the learner's answer is incorrect, the assessor should not give him/her the right answer.

The same scoring sheet can be used to test both learners' knowledge on letter names and letter sounds. Please use the same instructions as for the assessment of letter sounds as described above. There is space for ten learners to be assessed on the same sheet (see next page).

Letter Names

The learner is asked to name the letter presented to him/her.

Letter Sounds

The learner is asked to name the letter sound presented to him/her.

b. Scoring sheet for the assessor**EXPRESSIVE LETTER KNOWLEDGE: LETTER NAMES/LETTER SOUNDS (circle the task used)****SCORING SHEET**

GRADE:	ASSESSOR:	LEARNERS (Surname, Name)									
		1	2	3	4	5	6	7	8	9	10
SCHOOL NAME:	DATE:										
1	A										
2	B										
3	C										
4	D										
5	E										
6	F										
7	G										
8	H										
9	I										
10	J										
11	K										
12	L										
13	M										
14	N										
15	O										
16	P										
17	Q										
18	R										
19	S										
20	T										
21	U										
22	V										
23	W										
24	X										
25	Y										
26	Z										
RAW SCORE											

c. Task item sheet for the learner—lower case

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
z				

c. Task item sheet for the learner— upper case

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

2. Phonological awareness

b. Scoring sheet for the assessor

FONOLOGIESE TAKE/Phonological Tasks

	LEARNERS (Surname, Name)									
	1	2	3	4	5	6	7	8	9	10
SCHOOL: _____										
GRADE: _____										
ASSESSOR: _____										
a. Instructions	Indicate whether correct or not (✓ or X)									
This is an individual assessment and a learner's response can be indicated as correct or incorrect with a tick or cross (✓ or X) respectively or any such appropriate markings.										
1. Syllable Count: Hoeveel lettergrepe het hierdie woorde. Jy kan jou hande klap om jou te help om die lettergrepe te tel, b.v. tafel (ta-fel) het 2 lettergrepe. (b.v. boeke (boe-ke: 2 lettergrepe) How many syllables do these words have? You can clap to help you count the syllables										
a. vakansie (va-kan-sie): [3]										
b. elektrisiteit (e-lek-tri-si-teit): [5]										
2. Initial Sound: Wat is die beginklank in die volgende woorde: What is the initial/beginning sound in these words	(a)									
a. son b. ingang c. emmer	(b)									
3. Ending Sound: Wat is die eindklank in die volgende woorde: What is the end sound in these words	(a)									
a. mat b. pen c. hond	(b)									
a. mat b. pen c. hond	(c)									

<p>4. Syllable Deletion: bv. Sê die woord HARDLOOP. Nou sê die woord sonder dit sonder HARD. [LOOP] E.g. Say the word HARDLOOP. Now say the word without HARD</p>	
<p>Sê die woord KAMEELPERD. Nou sê dit sonder dit sonder KAMEEL. [PERD]</p>	
<p>Sê die woord POLISIEDIENS. Nou sê dit sonder dit sonder DIENS. [POLISIE]</p>	
<p>5. Phoneme Identification: Watter klank is dieselfde in al die woorde? b.v. pen, pad, pot. Ons hoor /p/ in al drie woorde Which sound is the same in all the words?</p>	
<p>a. fees, vel, venster [/f/]</p>	
<p>b. vet, mat, sit [/t/]</p>	
	1 2 3 4 5 6 7 8 9 10
<p>6. Phoneme Addition: Ek gaan 'n woord sê en dan moet jy die woord sê met 'n extra letter, bv, Sê die woord 'LOU . Nou sê dit weer met /f/ voor dit.= Nou is die woord FLOU I am going to say a word and then you have to say the word with an extra letter, e.g. Say the word LOU. Now say it with /f/ in front of it. Now the word is FLOU</p>	
<p>Sê die woord 'rys'. Nou sê dit weer met /g/ voor dit. [GRYS]</p>	
<p>Sê die woord 'lank'. Nou sê dit weer met /k/ voor dit. [KLANK]</p>	
<p>7. Phoneme Substitution: Ek gaan 'n woord sê en dan gaan ons een van die klanke in die woord ruil met 'n nuwe klank. Jy moet dan die nuwe woord gee. B.v., Sê 'man', nou ruil die /m/ vir /k/. Die nuwe woord is KAN. I'm going to say a word and then we are going to change one of the sounds in the word with a new sound. You must give me the new word, e.g. Say 'man', now change the /m/ for /k/. The new word is KAN.</p>	
<p>Sê 'rek', nou ruil die /r/ vir /h/. Die nuwe woord is</p>	
<p>Sê 'koop', nou ruil die /p/ vir /l/. Die nuwe woord is</p>	
<p>RAW SCORE out of 16</p>	

3. Rapid naming

3.1. Objects/letters

a. Instructions

'You are going to name ALL these objects/letters you see as fast as you can without making mistakes. First, tell me, the names of these first five objects/letters. (The assessor points at the five practice items one by one on the first line and the learner names them. If the learner names the items incorrectly, the assessor says the correct names.) **Good. Start to name from the first item and name one by one all the objects/letters of this line** (the assessor sweeps a finger across the first line of ten items) **and this** (again the assessor sweeps a finger across the second line of ten items etc.) **up to the last one. You can use a finger while naming items if you want. Try to be FAST and ACCURATE. If you make a mistake, you should correct it. Now look at the first line when I say 'Go', start naming all the objects/letters. OK? Ready, set, go.'** (Start the stopwatch. Stop the stopwatch when the learner has finished naming all items.)

b. Scoring sheet for the assessor**RAPID NAMING (RAN) TASK - OBJECTS**

Assessor: _____

Date of Assessment: _____ / _____ / _____ (DD/MM/YYYY)

Learner: _____ Gender (M/F): _____

Date of Birth: _____ / _____ / _____ (DD/MM/YYYY) Age: _____ years

Grade: _____ Amount of School years (in full years): _____ years

Items

**KAR HUIS VIS POTLOOD BAL HUIS KAR VIS BAL POTLOOD
 VIS POTLOOD KAR BAL POTLOOD KAR HUIS BAL VIS KAR
 HUIS KAR VIS HUIS KAR POTLOOD BAL KAR POTLOOD HUIS
 POTLOOD VIS BAL KAR POTLOOD VIS HUIS VIS KAR BAL
 VIS HUIS POTLOOD BAL HUIS BAL VIS HUIS BAL POTLOOD**

RAN OBJECTS:

Time Taken to name 50 Objects (in seconds): _____ seconds

Number of Uncorrected Errors _____
 (includes incorrect names for objects and omissions):

Number of Self-Corrected Errors (corrected his or her errors): _____

Total Sum of Errors: _____

c. Summary sheet for objects**RAPID NAMING (RAN) TASK- OBJECTS SUMMARY SHEET**

Assessor: _____

No	Learner's Name	Age (yrs)	Gender (F/M)	Grade Level	RAN OBJECTS (secs)	Uncorrected Errors	Self-Corrections	Total Errors
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								

d. Task item sheet for the learner



From: Ahonen, T., Tuovinen, S. & Leppäsaari, T. (1999). Nopean sarjallisen nimeämisen testi. Jyväskylä: Niilo Mäki Instituutti ja Haukkarannan koulu.

3.2. Rapid naming (RAN) - letters**a. Scoring sheet for the assessor**

Assessor: _____

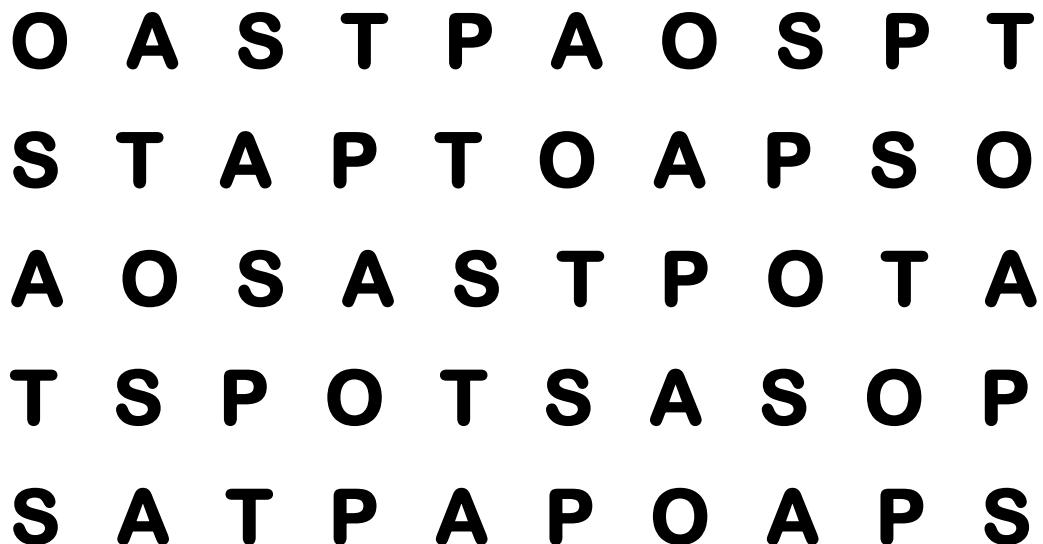
Date of Assessment: _____ / _____ / _____ (DD/MM/YYYY)

Learner: _____

Gender: _____

Date of Birth: _____ / _____ / _____ (DD/MM/YYYY) Age: _____ years

Grade: _____ Amount of School years (in full years): _____ years

**RAN LETTERS:**

Time Taken to name 50 letters (in seconds): _____ seconds

Number of Uncorrected Errors _____
(includes incorrect names for letters and omissions):

Number of Self-Corrected Errors (corrected his or her errors): _____

Total Sum of Errors: _____

b. Summary sheet for letters**RAPID NAMING (RAN) TASK– LETTERS SUMMARY SHEET**

Assessor: _____

No	Learner's Name	Age (yrs)	Gender (F/M)	Grade Level	RAN LETTERS (secs)	Uncor-rected Errors	Self-Correc-tions	Total Errors
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								

c. Task item sheet for the learner

O T S A P

O A S T P A O S P T
S T A P T O A P S O
A O S A S T P O T A
T S P O T S A S O P
S A T P A P O A P S

Modified from: Ahonen, T., Tuovinen, S. & Leppäsaari, T. (1999). Nopean sarjallisen nimeämisen testi. Jyväskylä: Niilo Mäki Instituutti ja Haukkarannan koulu.

4. Memory: Short term memory and working memory task

a. Instructions

Read to the learner the digits at the rate of **1 digit/second**

SHORT TERM MEMORY TASK

Part I: Learner is asked to repeat the digits in the same order.

- (You will say "2-5" and the learner repeats "2-5").
- Write down the answer.
- If the learner fails in both items in the same block (e.g. 3-5-7, and 2-6-3), you stop the task.

WORKING MEMORY TASK

Part II: Learner is asked to repeat the digits backwards, from the last one to the first one.

- (You will say "2-5" and the learner answers "5-2").
- If the learner fails in both items in the same block, you stop the task.

SCORING

- Task score is the sum of the correct items in both tasks.
- Part I task Forwards gives **Short Term Memory Score**.
- Part II Backwards gives **Working Memory Score**.

b. Scoring sheet for the assessor**SHORT TERM AND WORKING MEMORY TASK**

Name of the learner: _____

Gender: Girl/Boy

Date of birth: _____

Age in years: _____

Name of the school: _____

Date: _____

Name of the assessor: _____

ITEMS	FORWARDS	BACKWARDS
2-5		
6-1		
3-5-7		
2-6-3		
4-8-2-1		
7-3-5-9		
8-2-3-6-1		
3-9-2-4-7		
7-3-1-5-4-2		
2-5-3-7-1-8		
4-2-8-4-5-3-9		
8-3-1-4-5-2-9		
Total	/12	/12

5. Reading accuracy

a. Instructions

This is an individual assessment task. The learner is given a list of 20 words (see task item sheet for a learner) and shown where to start reading. Ask the learner to read the words aloud. If the learner is unable to read the word, go to the next one.

Responses can be indicated as correct or incorrect with a tick or cross (✓ or X) respectively or any such appropriate markings.

There is space for ten learners to be assessed on the same sheet (see Scoring sheet for the assessor).

b. Scoring sheet for the assessor

HARDOPLEES **(Reading Words)**

GRADE: _____	ASSESSOR: _____	LEARNERS (Surname, Name)									
		1	2	3	4	5	6	7	8	9	10
SCHOOL: _____	DATE: _____										
1	is										
2	om										
3	ry										
4	af										
5	vyf										
6	eet										
7	vra										
8	jou										
9	asof										
10	oupa										
11	vere										
12	hare										
13	gebede										
14	afgetel										
15	belowe										
16	helderder										
17	opgewonde										
18	opgetelde										
19	aangename										
20	verbeterde										
RAW SCORE out of 20											

c. Task item sheet for the learner

Hardoplees/Reading	
1	is
2	om
3	ry
4	af
5	vyf
6	eet
7	vra
8	jou
9	asof
10	oupa
11	vere
12	hare
13	gebede
14	afgetel
15	belowe
16	helderder
17	opgewonde
18	opgetelde
19	aangename
20	verbeterde

6. Spelling words

a. Instructions

This task can be conducted individually or in a group. The learners are provided with paper (see next page—*SKRIFTELIKE SPEL*) and a list of 20 words is dictated one by one to them. Responses can be indicated as correct or incorrect with a tick or cross (V or X) respectively or any such appropriate markings.

b. Word list for the assessor

Skriftelike Spelling (Spelling)	
1	is
2	op
3	ag
4	ma
5	dof
6	see
7	dra
8	vou
9	byna
10	ysig
11	trap
12	sand
13	vark
14	almal
15	klets
16	laspos
17	manlik
18	belofte
19	versiktig
20	opgetelde

c. Task item sheet for the learner**SKRIFTELIKE SPELLING**

Naam: _____ Datum: _____

Ouderdom: _____

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

7. Reading fluency

a. Instructions

A learner is asked to read aloud a story of an animal as fast and accurately as possible. The learner is asked to start reading from the heading and to stop reading when assessor asks to do so.

After 60 seconds the assessor says “Stop!”, and marks where the learner reached in the text. The assessor counts how many words there are up to that point.

The assessor writes down the ordinal number of last word read, amount of skipped words and errors below and counts the amount of correctly read words.

b. Scoring sheet for the assessor

Naam van leerling: _____ (Name)

Datum: _____ Ouderdom: _____

OLIFANT	
Jy kan nog wonder oor die verskil tussen 'n jakkals en 'n hond, of dalk 'n buffel en 'n bees met mekaar verwarr. Maar geen mens kan ooit 'n olifant vir iets anders aansien nie. Daardie logge liggaam met die slurp en ivoortande... nee, dié reuse dier is eenvoudig uniek.	17 33 46 50
Die pote is massief. Hulle lyk soos pilare wat van bo tot onder feitlik ewe breed is. En die voete is breed en rond. Tog toon x-straalfoto's dat olifante eintlik op die punte van hul tone loop, wat deur 'n groot kussing beskerm word.	66 81 94
Olifante het wel "knieë", maar wanneer hulle loop of hardloop, moet hulle altyd twee pote op die grond hê. Hulle kan glad nie spring nie. Die hare staan bra yl op die dik velle van hierdie diere.	98 109 124 131
Maar die olifant se slurp bly die wonderlikste van alles. Dit is in der waarheid 'n verlengde neus, dog dit werk boonop soos 'n arm en 'n hand. Deur die slurp om bosse, grasse of bome te krul, kan die olifant plantkos nader trek en dit met gemak in sy bek plaas om te vreet. Die wetenskaplike naam vir olifante beteken "eet met die neus".	147 163 178 192 196
Nog 'n besondere kenmerk van die olifant is sy ivoortande, wat soos horings vorentoe krul. Hierdie ivoortande is in werklikheid verlengde bo-snytande, en olifante het geen oogtande of voorkeistande nie. Daar is wel kiestande, wat meebring dat daar in die reël slegs vier tande op 'n slag in die bo- en onderkake is (die ivoortande uitgesluit). Die reuse-kiestande word gebruik om hul plantkosse fyn te maal en word een ná die ander van agter af vervang namate hulle wegslyt.	209 219 231 247 257 272 274
Olifante het ook, verbasend genoeg, geen sweetkliere nie. Dis waarom hulle so graag koel bly deur in poele en strome rond te rol. Die modder wat op hul vel droog word, beskerm hulle teen die son.	286 303 310
'n Olifant vreet tot 230 kilogram voer per dag en drink tot 190 liter water. Hy suig die water met sy slurp op en spuit dit dan in sy bek. Die uiters veelsydige slurp word ook gebruik om te trompetter ('n geluid voort te bring).	327 344 355

Aantal woorde gelees/ Number of words read	
- Aantal woorde uitgelaat/ Number of words omitted	
- Aantal woorde foutief gelees/ Number of errors	
= Aantal korrekte woorde/ Number of correctly read words	

c. Task item sheet for the learner

Olifant : Die reus met die handige neus!

Jy kan nog wonder oor die verskil tussen 'n jakals en 'n hond, of dalk 'n buffel en 'n bees met mekaar verwarr. Maar geen mens kan ooit 'n olifant vir iets anders aansien nie. Daardie logge liggaam met die slurp en ivoortande...nee, dié reuse dier is eenvoudig uniek.

Die pote is massief. Hulle lyk soos pilare wat van bo tot onder feitlik ewe breed is. En die voete is breed en rond. Tog toon x-straalfoto's dat olifante eintlik op die punte van hul tone loop, wat deur 'n groot kussing beskerm word.

Olifante het wel "knieë",

maar wanneer hulle loop of hardloop, moet hulle altyd twee pote op die grond hê. Hulle kan glad nie spring nie. Die hare staan bra yl op die dik velle van hierdie diere.

Maar die olifant se slurp bly die wonderlikste van alles. Dit is in der waarheid 'n verlengde neus, dog dit werk boonop soos 'n arm en 'n hand. Deur die slurp om bosse, grasse of bome te krul, kan die olifant plantkos nader trek en dit met gemak in sy bek plaas om te vreet. Die wetenskaplike naam vir olifante beteken "eet met die neus".

Nog 'n besondere kenmerk van die olifant is sy ivoortande, wat soos horings vorentoe krul. Hierdie ivoortande is in werklikheid verlengde bo-snystande, en olifante het geen oogtande of voorkiestande nie. Daar is wel kiestande, wat meebring dat daar in die reël slegs vier tande op 'n slag in die bo- en onderkake is (die ivoortande uitgesluit). Die reuse-kiestande word gebruik om hul plantkosse fyn te maal en word een ná die ander van agter af vervang namate hulle wegslyt.

Olifante het ook, verbasend genoeg, geen sweetkliere nie. Dis waarom hulle so graag koel bly deur in poele en strome rond te rol. Die modder wat op hul vel droog word, beskerm hulle teen die son.

'n Olifant vreet tot 230 kilogram voer per dag en drink tot 190 liter water. Hy suig die water met sy slurp op en spuit dit dan in sy bek. Die uiters veelsydige slurp word ook gebruik om te trompetter ('n geluid voort te bring).

Verkry van <http://www.mieliestronk.com/olifante.html>

8. One minute reading exercise

a. Instructions

VOORAF: Bespreek moelike woordeskat met leerling. Tutor lees 'n gedeelte en bespreek konteks van storie.

Kind lees so vining as kan vir 1 minuut. Kind merk tot waar hy kom en tel die woorde onder die toesig van tutor. Herlees bv 4x. Herhaal proses ____ keer per dag tot kind vlot lees.
Kies 'n ander stuk en doen dieselfde.

BEFOREHAND: Tutor reads the whole text aloud to the learner. Discuss about the story and difficult vocabulary with the learner.

Learner reads as fast and accurately as possible in one minute. The learner marks where s/he stops and counts the words him/herself under the guidance of tutor.

Repeat the reading process four times, for example. Repeat the process____ times per day until learner reads passage fluently.

Select another passage and repeat the process.

b. Scoring sheet for the tutor*One minute reading exercise*

Rudie se wens (deur Annetjie Welgemoed)	
Rudie is baie ongelukkig waar hy in 'n boom sit en tob. "Ek lyk nes 'n tak met 'n krulstertjie" dink hy vies, "so bruin en vaal dat niemand my eers raaksien nie! Net somtyds kry ek dit reg om ander kleure aan te trek. Ek wil nie meer 'n verkleurmanketjie wees nie. Ek wil net 'n kleurmanketjie wees! Rooi Rudie sal ek myself dan noem. Rooi is tog so mooi!"	20 39 57 71
Hy woon in 'n reenwoud wat skitter met druppende blare en wemel van springende, swaaiende, gediertetjies. "Nou onthou ek van Wouter die towerdwerg van die woud roep hy bly! Ek gaan hom soek, en ek sal nie ophou soek todat ek Rooi Rudie is nie".	85 99 116
Rudie gaan vertel opgewonde vir sy ouers van sy plan. Rudie se pappa raak eers rooi, dan blou, dan groen, en dan weer pers, so kwaad is hy! "Hoor ek reg? Jy is 'n verkleurmanketjie Rudie, en ons is van 'n oeroue familie waarop jy trots behoort te wees! Daar is nie eers so iets soos 'n kleurmanketjie nie!" Sy mamma huil ook, maar nikks kan Rudie van sy plan laat afsien nie.	133 151 171 188 189
So vetrek Rudie toe met 'n bondeltjie goggas vir padkos, sy oortjies gespits vir die stemme van die woud. Later raak hy moeg en val aan die slaap. Rudie word stadig wakker en rek hom uit. Hy het lanklaas so 'n lekker nagrus gehad en voel sommer nou weer vol moed. "Vandag is die dag", dink hy. Woeps! Hierdie keer was die sprinkaan wat verbyhop. Hy kelk die blaar naaste aan hom vir 'n koel slukkie water en vee sommer sy gesigge skoon.	206 225 243 259 272
Rooi Rudie is teen hierdie tyd baie honger. Vanaand slaap hy met 'n honger magie. Sy ogies wil net toeval, toe hy stemme hoor. Hy kyk verskrik rond en gewaar twee boomslange 'n entjie bokant hom. "Sien jy wat ek sien", vra die een boomslang vir die ander. Rudie val alweer uit 'n boom van skrik, maar hierdie val het sy lewe gered. Hy sou nooit betyds van die boomslange kon ontsnap het nie! Rudie kruip vinnig onder blare weg en nou is hy baie bang.	289
Gelukkig kom Wouter Kabouter daar verby. "Ek wil n rooi kleurmanketjie wees asseblief", se Rudie. Wouter tik met 'n stokkie op Rudie kop. Toe begin Wouter lag. "Jy lyk snaaks met jou rooi vel. Nou sal jou vyande jou maklik sien en jy sal ook nie kan wegkruip as jy iets wil vang om te eet nie". Rudie skrik toe hy dit hoor. Hy onthou vaagweg dat Pappa hom eendag vertel het van die geheime wapen wat verkleurmanketjies het om te kan wegkruip vir vyande en as hulle self iets wil vang om te eet. "Ek kan nie meer kleure ruil nie, huil Rooi Rudie verdrietig." Gelukkig is my tong nog taai en lank genoeg om kos te vang. O, ek wens ek het nooit gewens ek is altyd rooi nie", snik Rudie verdrietig.	
"Rudie! Rudie! Word wakker my seuntjie! Jy droom." Pappa het net betyds gekeer dat Rudie nie kaplaks uit die boom geväl het nie.	

Teks: Rudie se Wens			
Datum	laaste woord	Aantal woorde per minuut	Aantal foute

c. Practice sheet for the learner**Rudie se wens (deur Annetjie Welgemoed)**

Rudie is baie ongelukkig waar hy in 'n boom sit en tob. "Ek lyk nes 'n tak met 'n krulstertjie" dink hy vies, "so bruin en vaal dat niemand my eers raaksien nie! Net somtyds kry ek dit reg om ander kleure aan te trek. Ek wil nie meer 'n verkleurmannetjie wees nie. Ek wil net 'n kleurmannetjie wees! Rooi Rudie sal ek myself dan noem. Rooi is tog so mooi!"

Hy woon in 'n reenwoud wat skitter met druppende blare en wemel van springende, swaaiende, gediertetjies. "Nou onthou ek van Wouter die towerdwerp van die woud roep hy bly! Ek gaan hom soek, en ek sal nie ophou soek todat ek Rooi Rudie is nie".

Rudie gaan vertel opgewonde vir sy ouers van sy plan . Rudie se pappa raak eers rooi, dan blou, dan groen, en dan weer pers, so kwaad is hy! "Hoor ek reg? Jy is 'n verkleurmannetjie Rudie, en ons is van 'n oeroue familie waarop jy trots behoort te wees! Daar is nie eers so iets soos 'n kleurmannetjie nie!" Sy mamma huil ook, maar niks kan Rudie van sy plan laat afsien nie.

So vetrek Rudie toe met 'n bondeltjie goggas vir padkos, sy oortjies gespits vir die stemme van die woud. Later raak hy moeg en val aan die slaap. Rudie word stadig wakker en rek hom uit. Hy het lanklaas so 'n lekker nagrus gehad en voel sommer nou weer vol moed. "Vandag is die dag", dink hy. Woeps! Hierdie keer was die sprinkaan wat verbyhop. Hy kelk die blaar naaste aan hom vir 'n koel slukkie water en vee sommer sy gesigge skoon.

Rooi Rudie is teen hierdie tyd baie honger . Vanaand slaap hy met 'n honger magie. Sy ogies wil net toeval, toe hy stemme hoor. Hy kyk verskrik rond en gewaar twee boomslange 'n entjie bokant hom. "Sien jy wat ek sien", vra die een boomslang vir die ander. Rudie val alweer uit 'n boom van skrik, maar hierdie val het sy lewe gered. Hy sou nooit betyds van die boomslange kon ontsnap het nie! Rudie kruip vinnig onder blare weg en nou is hy baie bang.

Gelukkig kom Wouter Kabouter daar verby. "Ek wil n rooi kleurmannetjie wees asseblief", se Rudie. Wouter tik met 'n stokkie op Rudie kop. Toe begin Wouter lag. "Jy lyk snaaks met jou rooi vel. Nou sal jou vyande jou maklik sien en jy sal ook nie kan wegkruip as jy iets wil vang om te eet nie". Rudie skrik toe hy dit hoor. Hy onthou vaagweg dat Pappa hom eendag vertel het van die geheime wapen wat verkleurmannetjies het om te kan wegkruip vir vyande en as hulle self iets wil vang om te eet. "Ek kan nie meer kleure ruil nie, huil Rooi Rudie verdrietig." Gelukkig is my tong nog taai en lank genoeg om kos te vang. O, ek wens ek het nooit gewens ek is altyd rooi nie", snik Rudie verdrietig.

"Rudie! Rudie! Word wakker my seuntjie! Jy droom." Pappa het net betyds gekeer dat Rudie nie kaplaks uit die boom gevallen nie.



1. Namibia Pilot Study Results: Rapid Naming Objects (RAN)

**Table 1.1. Namibia RAN Time Objects Pilot Results by Grades:
Sample size, Mean and Standard Deviation in seconds**

Grade	n	2sd slower than mean	1sd slower than mean	Mean	1sd faster than mean	2sd faster than mean
3	150	73,90	62,59	51,27	39,95	28,63
4	100	64,56	55,65	46,75	37,85	28,94
5	100	63,99	55,17	46,34	37,51	28,69

**Table 1.2. Namibia RAN Time Objects Pilot Results by Ages:
Sample size, Mean and Standard Deviation in seconds**

Age	n	2sd slower than mean	1sd slower than mean	Mean	1sd faster than mean	2sd faster than mean
8	1			42,00		
9	223	71,43	60,64	49,86	39,08	28,29
10	58	63,32	55,07	46,83	38,58	30,33
11	47	62,97	53,96	44,96	35,95	26,94
12	13	68,03	58,48	48,92	39,37	29,82
13	5	67,76	56,68	45,60	34,52	23,44
14	3	73,02	60,68	48,33	35,99	23,65

MEAN – mean is the average performance of the age group or the grade level.

1 SD SLOWER THAN MEAN – the naming time is one standard deviation (sd) or more slower than mean but less than 2 sd slower than mean. Slower means in this case bigger numerical value because question is about time measurement.

2 SD SLOWER THAN MEAN – the naming time is two standard deviation (sd) or more slower than mean. Slower means in this case bigger numerical value because question is about time measurement.

NOTE All the results in the table are pilot results and **ONLY INDICATIVE!**

2. Namibia Pilot Study Results: Rapid Naming Letters (RAN)

**Table 2.1. Namibia RAN Time Letters Pilot Results by Grades:
Sample size, Mean and Standard Deviation in seconds**

Grade	n	2sd slower than mean	1sd slower than mean	Mean	1sd faster than mean	2sd faster than mean
3	150	55,84	45,95	36,05	26,16	16,27
4	100	53,75	44,36	34,96	25,56	16,17
5	100	50,77	43,25	35,73	28,21	20,69

**Table 2.2. Namibia RAN Time Letters Pilot Results by Ages:
Sample size, Mean and Standard Deviation in seconds**

Age	n	2sd slower than mean	1sd slower than mean	Mean	1sd faster than mean	2sd faster than mean
8	1			34,00		
9	223	55,12	45,29	35,47	25,64	15,81
10	58	54,21	45,54	36,88	28,22	19,55
11	47	46,69	40,56	34,43	28,29	22,16
12	13	53,13	44,72	36,31	27,90	19,49
13	5	53,19	45,49	37,80	30,11	22,41
14	3	60,24	49,45	38,67	27,88	17,10

MEAN – mean is the average performance of the age group or the grade level.

1 SD SLOWER THAN MEAN – the naming time is one standard deviation (sd) or more slower than mean but less than 2 sd slower than mean. Slower means in this case bigger numerical value because question is about time measurement.

2 SD SLOWER THAN MEAN – the naming time is two standard deviation (sd) or more slower than mean. Slower means in this case bigger numerical value because question is about time measurement.

NOTE All the results in the table are pilot results and **ONLY INDICATIVE!**

3. Namibia Pilot Study Results: Fluency

Table 3.1. Namibia Fluency Correctly Read Words in one minute Pilot Results by Grades: Sample size, Mean and Standard Deviation

Grade	n	2sd slower than mean	1sd slower than mean	Mean	1sd faster than mean	2sd faster than mean
3	120	0*	21,63	46,13	70,62	95,11
4	100	11,88	36,14	60,40	84,66	108,92
5	100	6,36	31,64	56,92	82,20	107,48

Note: 0*means cut down to zero score.

Table 3.2. Namibia Fluency Correctly Read Words in one minute Pilot Results by Ages: Sample size, Mean and Standard Deviation

Age	n	2sd slower than mean	1sd slower than mean	Mean	1sd faster than mean	2sd faster than mean
9	162	3,97	29,00	54,02	79,05	104,08
10	88	1,23	27,68	54,13	80,57	107,02
11	48	11,29	34,38	57,48	80,58	103,67
12	14	0*	16,46	46,64	76,82	107,00
13	5	0*	15,08	44,00	72,92	101,84
14	3	0*	18,34	40,00	61,66	83,31

Note: 0*means cut down to zero score.

MEAN – mean is the average performance of the age group or the grade level

1 SD SLOWER THAN MEAN – the reading fluency (= amount of correctly read words) is one standard deviation (sd) or more slower than mean but less than 2 sd slower than mean. Slower means in this case smaller numerical value because question is about amount of words.

2 SD SLOWER THAN MEAN – the reading fluency (= amount of correctly read words) is two standard deviations (sd) or more slower than mean. Slower means in this case smaller numerical value because question is about amount of words.

NOTE All the results in the table are pilot results and **ONLY INDICATIVE!**

