

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

GraphoLearning



**TRAINING PROGRAMME
(2012-2014)**



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Foreword

This booklet and its content were 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 Zambian 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.

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 Zambian team for their effort in creating the relevant content and collecting data. The team members were Dr Beatrice Matafwali, Kalima Kalima (MA), Gabriel Walubita (MA), Sylvia Mwanza (MA), Janet Serenje (MA), Mubanga Mofu (MA), Fred Medison Mwale (B.Ed Sp, Med Psy), Lomazala Mkandawire (Bed Sp), Joseph Chanda (Bed Sp) and Iness Mumba (Bed Sp).

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.

1. LETTER SOUND NAMING (KNOWLEDGE)

a. Instructions

1.1. Relating letters to letter sounds

- Explain to the learner that you want him/her to tell you the sound of the letter you will point to.
- Present the letter template to the learner. Point at a letter and ask “what is the sound of this letter?”
- Go through all the letters on the template. Underline the letters that learner is unable to sound. Count the letters the learner managed to sound and record on the score sheet.

1.2. Relating letter sounds to letters

- Explain to the learner that you want him/her to point to the letter on the template with sound you will make.
- Present the letter template to the learner. Sound the letter and ask “What letter makes the sound _____?”
- Go through all the letters on the template. Strike through letters that the learner failed to relate the sound to. Count the number of letters that learner has managed and record on the score sheet.

Things needed for the task

- Letter template as shown on page

b. Scoring sheet for the assessor

Name of the learner: _____

Gender: Girl/Boy

Date of birth: _____

Age in years: _____

Name of the school: _____

Date: _____

Name of the assessor: _____

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

Scoring summary

Letter sound knowledge	
1. Relates letters to letter sounds	/24
2. Relates letter sounds to letters	/24
Total	

Write down the difficult letters in the table below

	Difficult Letters: actual difficult letters	scores
1.Letters to letter sounds		/24
2.Letter sounds to letters		/24
Total number of difficult letters		

c. Task item letters for the learner

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

2. PHONOLOGICAL AWARENESS

2.1. Initial sound naming

a. Instructions

- Explain to the learner that you want him/her to tell you the first sound of the word that you read aloud.
- Read the word aloud to the learner. Ask the learner to tell you the first sound in the word you have just read.
- Go through all the words on the list. Note the letters the learner managed to sound and record on the score sheet.

b. Scoring sheet for the assessor

Name of the learner: _____

Gender: Girl/Boy

Date of birth: _____

Age in years: _____

Name of the school: _____

Date: _____

Name of the assessor: _____

ana [a]	imbwa [i]	ena [e]	onse [o]
sukani [s]	madzi [m]	kola [k]	gwesa [g]

uyu [u]
njala [n]

Initial sound	score
1. Initial sound naming	/10

2.2. Syllable counting

a. Instructions

- Explain to the learner that you want him/her to tell you number of syllables in a word that you read.
- Read the word aloud to the learner. Please don't emphasise syllable boundaries but read the words as whole words. Ask the learner to tell you the number of syllables he/she has heard.
- Go through all the words on the list. Note the correctly done words and record on the score sheet.

b. Scoring sheet for the assessor

Name of the learner: _____ Gender: Girl/Boy
 Date of birth: _____ Age in years: _____
 Name of the school: _____ Date: _____
 Name of the assessor: _____

1. Two syllable words

o-na, i-na , li-u, bwe-ra , ga-lu ,

2. Three syllable words

mwe-tu-la , ci-ma-nга, do-to-lo, de-le-si, ma-bu-ku,

3. Four syllable words

thi-mi-ri-ra , ga-li-mo-to, ye-tse-re-ra, gwi-ri-tsa-ni , phi-ki-ra-ni,

4. Five syllable words

ti-nga-ye-nde-le, a-na-se-we-ra , ma-o-ne-ke-dwe , a-na-ta-ma-nга
 a-na-nya-mu-ka

2. Syllable counting	score
1. Two syllable words	/5
2. Three syllable words	/5
3. Four syllable words	/5
4. Five syllable words	/5
Total	/20

Phonological Awareness Score summary

Phonological Awareness	score
1. Initial sound naming	/10
2. Syllable counting	/20
Total	/30

3. RAPID NAMING (RAN) TASK

3.1. Rapid naming of 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

Name of the learner: _____

Gender: Girl/Boy

Date of birth: _____

Age in years: _____

Name of the school: _____

Date: _____

Name of the assessor: _____

GALU NYUMBA NSOMBA PENSULO BOLA NYUMBA GALU NSOMBA BOLA PENSULO
 NSOMBA PENSULO GALU BOLA PENSULO GALU NYUMBA BOLA NSOMBA GALU
 NYUMBA GALU NSOMBA NYUMBA GALU PENSULO BOLA GALU PENSULO NYUMBA
 PENSULO NSOMBA BOLA GALU PENSULO NSOMBA NYUMBA NSOMBA GALU BOLA
 NSOMBA NYUMBA PENSULO BOLA NYUMBA BOLA NSOMBA NYUMBA BOLA PENSULO

Rapid Naming Objects Task	score
Total time taken to complete task	seconds
Non corrected errors	
Self-corrected errors	
Total number of errors	

c. Task item sheet for the learner



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

3.2. Rapid naming of letters**a. Scoring sheet for the assessor**

Name of the learner: _____

Gender: Girl/Boy

Date of birth: _____

Age in years: _____

Name of the school: _____

Date: _____

Name of the assessor: _____

K S T P G T P G K S
K P G S T K S G T P
K S P G T K S T G P
S K T P G S T K P G
K G S T P K S P G T

Score summary

Rapid Naming Letters Task	score
Total time taken to complete task	seconds
Non corrected errors	
Self-corrected errors	
Total number of errors	

b. Task item letters for the learner

KSTPG

K S T P G T P G K S

K P G S T K S G T P

K S P G T K S T G P

S K T P G S T K P G

K G S T P K S P G T

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 just 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

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. SPELLING WORDS

a. Instructions

Explain to the learner that you are going to ask him/her to write down 20 words that you are going to read aloud. If he/she has difficulty with the word proceed to the next one.

Present the learner with a paper and pencil. Ask the learner to write down his/her name on top of the paper. If the learner is unable to write his/her name, do not proceed with the task.

Read the first word aloud. Repeat the word. Ask the learner to write it down on the paper provided. Go to the next word until you reach the last word on the list.

Things needed for the task

Blank lined paper, pencil, rubber

b. Scoring Sheet for the assessor

Name of the learner_____

Gender: Girl/Boy

Date of birth_____

Age in years_____

Name of the school_____

Date_____

Name of the assessor_____

Two syllable words

ona uka ina ai liu bwera galu capa nyumba fulu

Three syllable words

mwetula cimanga dotolo delesi mabuku

Four syllable words

imirira galimoto yetserera gwiritsani phikirani

Spelling Score	score
1. Two syllable words	/10
2. Three syllable words	/5
3. Four syllable words	/5
Total	/20

c. Task Item sheet for the learner

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

6. READING ACCURACY

a. Instructions

Explain to the learner that you are going to give some words to read aloud. Present the wordlist and ask the learner to read all the words on the paper, starting from the top. If the learner is unable to read the word, go to the next word.

Things needed for the task

Word list/cards containing 20 words to be read.

b. Scoring sheet for the assessor

Name of the learner _____

Gender: Girl/Boy

Date of birth _____

Age in years _____

Name of the school _____

Date _____

Name of the assessor _____

Two syllable words

mwana cabe amai cule ndipo mtengo moto tsiku nthoci tero

Three syllable words

pamene tiyeni citenge maluwa liwiro

Four syllable words

madalisto anafunsa kusewera amakonda anapita

Reading Score	score
1. Two syllable words	/10
2. Three syllable words	/5
3. Four syllable words	/5
Total	20

c. Task Item sheet for the learner

1.	mwana
2.	cabe
3.	amai
4.	cule
5.	ndipo
6.	mtengo
7.	moto
8.	tsiku
9.	nthoci
10.	tero
11.	pamene
12.	tiyeni
13.	citenge
14.	maluwa
15.	liwiro
16.	madalisto
17.	anafunsa
18.	kusewera
19.	amakonda
20.	anapita

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 the assessor 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

Name of the learner: _____

Gender: Girl/Boy

Date of birth: _____

Age in years: _____

Name of the school: _____

Date: _____

Name of the assessor: _____

FISI NDI LAMYA YAKUMANJA

Siku lina muziko la Zambia Fisi anali kuyenda kufuna zakudya. Anatenga masiku ambili osadya cakudya ciliconse. Ndipo anali ndinjala. Pomwe Fisi anali funa cakudya anaona cinthu mumauzu. Anafika pafupi. Cinthuco inali lamya ya kumanja ina gwela mumauzu. Koma Fisi sanaziwe kuti cinthuco cinali ciani. Ananunshya kalamya kaja. Kanalibe fungo lililonse. Anakamyangula koma kanali kozizila. Fisi anasokonezeka kuti cinthuco niciani. Anakhala akuyang'ana kuti cinthuco niciani? Sikunapite nthawi yitali, lamya inayamba kuli...ngriii, ngriii, ngriii, ngriii!	13
Pomwe lamya inalila Fisi analumpha ndimantha nakukaimilila pena. Pamene Fisi anaona munjili apita anamuyitana. Anawaonesa cinthuco naukufunsa ngati angaciziwe cinthuco. Munjili nanyama zina zinalephela kuciziwa cintuco. Kupeza telo, anapeleka cicinthu kwa Mfumu Njovu. Amfumu anaitana nyama zonse muziko lawo. Amfumu anafunsa kuti cinthuco nichiani? Koma kunalibe yankho imene nyama zinapasa. Amfumu anakamba kuti azapeleka mphaso yaikulu kunyama yomwe idza dziwa cinthuco. Nyama zinayesa ku ganiza kuti nchito ya cinthuco niciani. Koma nyama zinalephela ku peza nchinto ya ce. Kulibe nyama ina kamba nchito ya cinthuco.	85
Kunabwela Kalulu. Ananyamula lamya ija nakuyamba kulankhula. Halo, halo zina langa ndine Kalulu...Nili mu Kafue National Park... Kalulu anauza nyama zinzake kuti iyi nilamya yakumanja. Munthu asewenzesa kulankhula na anthu anzake. Naifenso tingaisewenzese. Mfumu Njovu anapasa Kalulu m'pando waukulu pakucenjela kwake. Nyama zina zina pasa Kalulu ulemu. Mfume Njovu inali kufunsa Kalulu nkhanzi zimene zinali zo bvuta mumunzi. Kalulu anathandiza munzi wa Mfumu Njovu kwa mbili. Minzi ina ya pafupi inayamba ku bwela kuona mmene Kalulu anali ku thandizila nkhanzi mu munzi. Munzi wonse unakhala bwino masiku owonse.	94
	105
	116
	127
	138
	152
	159
	170
	184
	193
	205
	218
	232
	245
	248

SCORING: Fill in the table below. Fluency Task score is the number of correctly read words per minute.

Total number of words read per minute	
minus unread words (skipped words)	
minus incorrectly read words	
= correctly read words per minute	/248

c. Task item passage for the learner

Siku lina muziko la Zambia Fisi anali kuyenda kufuna zakudya. Anatenga masiku ambili osadya cakudya ciliconse. Ndipo anali ndinjala. Pomwe Fisi anali funa cakudya anaona cinthu mumauzu. Anafika pafupi. Cinthuco inali lamya ya kumanja ina gwela mumauzu. Koma Fisi sanaziwe kuti cinthuco cinali ciani. Ananunshya kalamya kaja. Kanalibe fungo lililonse. Anakamyangula koma kanali kozizila. Fisi anasokonezeka kuti cinthuco niciani. Anakhala akuyang'ana kuti cinthuco niciani? Sikunapite nthawi yitali, lamya inayamba kuli...**ngriiiii, ngriii, ngriii, ngriii!**

Pomwe lamya inalila Fisi analumpha ndimantha nakukaimilila pena. Pamene Fisi anaona munjili apita anamuyitana. Anawaonesa cinthuco nakuafunsa ngati angaciziwe cinthuco. Munjili nanyama zina zinalephela kuciziwa cintuco. Kupeza telo, anapeleka cicinthu kwa Mfumu Njovu. Amfumu anaitana nyama zonse muziko lawo. Amfumu anafunsa kuti cinthuco nichiani? Koma kunalibe yankho imene nyama zinapasa. Amfumu anakamba kuti azapeleka mphaso yaikulu kunya yomwe idza dziwa cinthuco. Nyama zinayesa ku ganiza kuti nchito ya cinthuco niciani. Koma nyama zinalephela ku peza nchinto ya ce. Kulibe nyama ina kamba nchito ya cinthuco.

Kunabwela Kalulu. Ananyamula lamya ija nakuyamba kulankhula. Halo, halo zina langa ndine Kalulu...Nili mu Kafue National Park... Kalulu anauza nyama zinzake kuti iyi nilamya yakumanja. Munthu asewenzesa kulankhula na anthu anzake. Naifenso tingaisewenzese. Mfumu Njovu anapasa Kalulu m'pando waukulu pakucenjela kwake. Nyama zina zina pasa Kalulu ulemu. Mfume Njovu inali kufunsa Kalulu nkhani zimene zinali zo bvuta mumunzi. Kalulu anathandiza munzi wa Mfumu Njovu kwa mbili. Minzi ina ya pafupi inayamba ku bwela kuona mmene Kalulu anali ku thandizila nkhani mu munzi. Munzi wonse unakhala bwino masiku owonse.

8. ONE MINUTE READING EXERCISE

a. Instructions

Explain to the learner that you are going to ask him/her to read a story. Present the story to the learner to read. First you read the story aloud with the learner. Then ask the learner to read the same story aloud. Discuss with the learner about the content of the text.

One minute reading exercise

1. Ask the learner to read the text as fast and accurately as possible for one (1) minute. Ask and allow learner to correct the errors while reading or immediately after reading.
2. After 1 (one) minute mark where the learner reached in the text. Count the number of words up to that point and write down the last word read and the errors made on the score table below.
3. Ask the learner to read the text several times (4 times) and each time record as above.
4. Repeat the exercise 3 times a day until reading is fluent.
5. Choose a new text and repeat the exercise.

b. Scoring sheet for the assessor

Name of the learner: _____

Gender: Girl/Boy

Date of birth: _____

Age in years: _____

Name of the school _____

Date: _____

Name of the assessor _____

Date	Last word read	Number of words read per min	Number of errors

c. Text sheet for the trainer

PEREZI WACIFUNDO NDI BWENZI LAKE NOWA	
Perezi anali mwana wa cifundo. Analii kukhala m'mudzi wa Malimba. Mudzi wa Malimba unali pafupi ndi sukulu lo cedwa Chisomo. Perezi amapita kusukulu masiku onse. Tsiku lina anakumana ndi mnyamata panjira. Mnyamata uyu anali kuyenda pang'ono-pang'ono ndipo anali ndi chola colema. Perezi anati "wauka bwanji? kodi upita kuti?" Mnyamata anati, "Ndauka bwino. Dzina langa ndine Nowa. Ndiri kupita kusukulu kwa Chisomo." "Aaa! Dzina langa ndine Perezi. Inenso ndiri kupita kusukulu kwa Chisomo. Perezi anati "Tingayendere pamodzi komweko."	12
Nowa ana yanka nati "Zikomo ndingakondwere ndithu kuyenda ndi iwe cifukwa, lyi ndi nthawi yanga yoyamba ndipo ungandilangize njira moyendera sukulu." Perezi anati," Ndizakuperekeza kuofesi kwa aphuzitsi aakulu. Kodi ndingakuthandize kunyamula chola chako?" "Zikomo," nowa anatero. Abwenzi awiri aja anapita kusukulu pamodzi.	24
Pofika kusukulu abwenzi awiri aja ana pita kuofesi ya aphunzisti aakulu a hedimasta. Pofika kuofesi, Perezi anati, "Kodi mwauka bwanji Abambo Manase. Uyu ndi Nowa. Ndi mlendo ndipo ndi nthawi yake yoyamba kubwera pasukulu pano pa Chisomo." Perezi athata kukamba ndi abambo Manasei, Nowa anati "Zikomo cifukwa condithandiza ine, Perezi." Perezi anapita ku kalasi lake.	35
Patangopita nthawi pang'ono Perezi anadabwa poaona kuti Nowa alinso mgeredi limodzi ndi iye. Anakondwera kuona bwenzi lake latsopano. Ana ena sanadziwe kweni-kweni momwe angachitire naye Nowa cifukwa analibe mwendo umodzi. Ena sanafune kuti akhale naye pafupi, koma Perezi anati, " ndi bwenzi langa angakhale pamodzi ndi ine." Perezi ndi Nowa anagwiririra nchito ndi kusewerera pamodzi.	47
Perezi anali wokondwa kwambiri kukhala ndi bwenzi wanzeru amene atha kumuthandiza panchito zake. Tsiku lina aphunzitsi ao anawauza za mpikisano wopanga kayiti. Onse azayenera kugwirira nchito pamodzi ndi kupanga kayiti. Mpatso idzapasiwa kwa kayiti yomwe idzapangidwa bwino ndi mwaluso. Perezi ndi Nowa anagwirira nchito pamodzi. Anapanga kayiti ya maonekedwe abwino. Iwo ananyada cifukwa ca kayitiyaoyo.	59
Tsiku losankha kayiti yopangidwa bwino linafika. Ana onse anaulutsa makaiti ao mumwamba. Kayiti ya Perezi ndi Nowa inali yaikulu koposa ndi ya maonekedwe yabwino kompambana yonse kwambiri. Inauluka koposa makaiti onse. Kayiti iyi ina-sankiwa pamikisanao ya makayiti. Perezi ndi Nowa anakondwera kwambiri pamene analandira mphatso yao. Ana ena anawafunsa momwe amapangira kayiti yabwino ija.	71
	78
	90
	100
	108
	118
	120
	133
	145
	157
	167
	175
	185
	196
	207
	219
	230
	235
	250
	260
	271
	281
	285

d. Exercise sheet for the learner**PEREZI WACIFUNDO NDI BWENZI LAKE NOWA**

Perezi anali mwana wa cifundo. Analı kukhala m'mudzi wa Malimba. Mudzi wa Malimba unali pafupi ndi sukulu lo cedwa Chisomo. Perezi amapita kusukulu masiku onse. Tsiku lina anakumana ndi mnyamata panjira. Mnyamata uyu anali kuyenda pang'ono-pang'ono ndipo anali ndi chola colema. Perezi anati "wauka bwanji? kodi upita kuti?" Mnyamata anati, "Ndauka bwino. Dzina langa ndine Nowa. Ndiri kupita kusukulu kwa Chisomo." "Aaa! Dzina langa ndine Perezi. Inenso ndiri kupita kusukulu kwa Chisomo. Perezi anati "Tingayendere pamodzi komweko."

Nowa ana yanka nati "Zikomo ndingakondwere ndithu kuyenda ndi iwe cifukwa, lyi ndi nthawi yanga yoyamba ndipo ungandilangize njira moyendera sukulu." Perezi anati," Ndizakuperekeza kuofesi kwa aphuzitsi aakulu. Kodi ndingakuthandize kunyamula chola chako?" "Zikomo," nowa anatero. Abwenzi awiri aja anapita kusukulu pamodzi.

Pofika kusukulu abwenzi awiri aja ana pita kuofesi ya aphunzisti aakulu a hedimasta. Pofika kuofesi, Perezi anati, "Kodi mwauka bwanji Abambo Manase. Uyu ndi Nowa. Ndi mlendo ndipo ndi nthawi yake yoyamba kubwera pasukulu pano pa Chisomo." Perezi athata kukamba ndi abambo Manasei, Nowa anati "Zikomo cifukwa condithandiza ine, Perezi." Perezi anapita ku kalasi lake.

Patangopita nthawi pang'ono Perezi anadabwa poaona kuti Nowa alinso mgeredi limodzi ndi iye. Anakondwera kuona bwenzi lake latsopano. Ana ena sanadziwe kweni-kweni momwe angachitire naye Nowa cifukwa analibe mwendo umodzi. Ena sanafune kuti akhale naye pafupi, koma Perezi anati, " ndi bwenzi langa angakhale pamodzi ndi ine." Perezi ndi Nowa anagwiririra nchito ndi kusewerera pamodzi.

Perezi anali wokondwa kwambiri kukhala ndi bwenzi wanzeru amene atha kumuthandiza panchito zake. Tsiku lina aphunzitsi ao anawauza za mpikisano wopanga kayiti. Onse azayenera kugwirira nchito pamodzi ndi kupanga kayiti.

Mpatso idzapasiwa kwa kayiti yomwe idzapangidwa bwino ndi mwaluso. Perezi ndi Nowa anagwirira nchito pamodzi. Anapanga kayiti ya maonekedwe abwino. Iwo ananyada cifukwa ca kayitiyaoyo.

Tsiku losankha kayiti yopangidwa bwino linafika. Ana onse anaulutsa makaiti ao mumwamba. Kayiti ya Perezi ndi Nowa inali yaikulu koposa ndi ya maonekedwe yabwino kompambana yonse kwambiri. Inauluka koposa makaiti onse. Kayiti iyi inasankiwa pamikisanao ya makayiti. Perezi ndi Nowa anakondwera kwambiri pamene analandira mphatso yao. Ana ena anawafunsa momwe amapangira kayiti yabwino ija.

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

**Table 1.1. Zambia 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	70	89,12	74,90	60,69	46,47	32,26
4	171	82,42	67,88	53,33	38,79	24,24
5	136	80,17	65,25	50,33	35,41	20,49
6	4	42,75	40,25	37,75	35,25	32,75

**Table 1.2. Zambia 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			75,00		
9	20	86,67	72,91	59,15	45,39	31,63
10	97	90,03	72,98	55,93	38,88	21,83
11	116	81,65	67,50	53,35	39,21	25,06
12	77	76,19	62,96	49,74	36,52	23,29
13	41	75,47	63,61	51,76	39,90	28,05
14	21	76,81	64,07	51,33	38,60	25,86
15	7	119,39	90,98	62,57	34,16	5,76
16	1			24,00		

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. Zambia Pilot Study Results: Rapid Naming Of Letters (RAN)

**Table 2.1. Zambia 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	70	75,30	58,93	42,56	26,18	9,81
4	171	84,64	65,66	46,68	27,71	8,73
5	95	88,08	64,02	39,96	15,90	0*
6	4	60,95	52,73	44,50	36,27	28,05

**Table 2.2. Zambia 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			50,00		
9	20	90,70	68,67	46,65	24,63	2,60
10	95	80,78	61,76	42,74	23,71	4,69
11	111	78,96	60,18	41,41	22,63	3,85
12	62	81,20	61,58	41,97	22,35	2,74
13	30	100,77	77,22	53,67	30,12	6,57
14	14	69,97	57,91	45,86	33,80	21,74
15	6	135,89	102,53	69,17	35,81	2,44
16	1			28,00		

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. Zambia Pilot Study Results: Fluency

**Table 3.1. Zambia 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	104	0*	0*	3,88	13,77	23,67
4	90	0*	14,73	38,00	61,27	84,54
5	120	0*	13,75	29,10	44,45	59,80

Note: 0*means cut down to zero score.

**Table 3.2. Zambia 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
8	24	0*	0*	3,54	10,98	18,43
9	34	0*	0*	5,74	17,25	28,76
10	67	0*	1,96	24,18	46,40	68,62
11	82	0*	5,48	28,61	51,74	74,86
12	60	0*	12,78	33,32	53,85	74,38
13	30	0*	8,02	27,33	46,65	65,96
14	14	0*	5,34	16,00	26,66	37,31
15	1			20,00		
16	1			6,00		

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.