



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

EARLY GRADE READING ASSESSMENT (EGRA)

English First Additional Language (EFAL)

A GUIDE FOR TEACHERS

Department of Basic Education

Department of Basic Education

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TO THE TEACHER:

1. WHAT WILL YOU NEED?

You will need:

1. This early grade assessment tool.
2. A stop watch or a minute timer or a cellular phone.
3. The Learner Assessment Charts to assess each learner. (Learner Booklet)
4. The Recording /Progression sheet to record each learner's scores for each Assessment.

2. WHEN WILL YOU ASSESS LEARNER READING SKILLS?

Assess learner reading skills to establish a baseline and to monitor progression in reading over time as follows:

1. At the **beginning** of the school year (towards the end of the first term), to establish their entry levels of reading (baseline assessment).
2. **Mid-line** (towards the end of the second term or the beginning of the third term), to assess if their reading levels have improved, remained the same or deteriorated (progression level assessment).
3. **End-line** (towards the end of the third term or the beginning of the fourth term), to evaluate if learners have achieved the expected levels of **fluency** and **comprehension** for their grade.
4. However, please take note that once a learner has mastered a skill (i.e. has met the benchmark), there is no need for this learner to be reassessed on this component of the Assessment in the current grade. So, if a learner has mastered the letter sounds properly (achieved the benchmark) in Assessment 1, there is no need to continue assessing this learner on the Letter Sound Chart in Assessment 1.
5. Similarly, if a learner cannot read a simple word list, it does not make sense to assess the learner's capacity to read and comprehend a passage.
6. Instead the teacher should read the passage and the learner will be assessed on Listening Comprehension.

3. WHAT DOES THE ASSESSMENT TOOL CONTAIN?

1. Instructions on how to carry out the assessments.
2. Charts (Assessment 1, 2 and 3) of **letters** that learners must recognise and sound aloud.
3. Charts (Assessment 1, 2 and 3) of **words** that learners must read out aloud.
4. Three **passages** (Assessment 1, 2 and 3) that learners must read out aloud.
5. **Questions**, based on the passages, which learners must answer to illustrate their comprehension of the reading passage.
6. **A progression sheet** to monitor the reading progress over time. You will use the sheet to enter each score for each learner for the four (4) tasks relating to reading fluency. Column 1 will be for letter sounds (LS); column 2 for familiar word reading (WR); column 3 for passage reading (PR) and column 4 for comprehension (CO). Once again, please take note that there is no need to re-assess a learner once he/she has met the benchmark for any of the components of each Assessment.

4. HOW TO ASSESS:

Use this tool to assess learners' **reading fluency** as follows

Letter sounds	How many letters can the learner sound correctly in one minute?
Word reading (test for phonemic awareness)	How many words can the learner read correctly in one minute?
Passage reading	How many words can the learner read correctly and fluently in one minute? And, do the learners understand what they read? The point is not mere speed, but to read fluently
Comprehension	Ask learners questions on the passage reading to assess their comprehension. How many questions can the learner answer correctly after having read the passage?

Important:

This is merely an assessment tool. It is not the intention that the learners should be taught how to use these tools, or coached deliberately to perform well in these specific tasks. The point is not to memorise these tasks. If learners receive proper, overall reading instruction, they will perform well in these assessments. However, the focus should be on proper reading instruction, not on specifically coaching learners to do these assessment tasks.

1. Assess letter sounds (LS)

Show the learner the chart of letters. (Charts from Assessment 1, 2 and 3, depending on the term.)



Say to the learner: “**Here is a page full of letters. I would like you to sound as many letters as you can. I’d like you to start here and move across the page.** (Point to the left most letter in the top row, moving from left to right. Sound the example letters provided to the learner.) **When I say, ‘Begin’, 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, I’ll pronounce it for you. Put your finger on the first letter. Ready? Begin.**”



- Start the timer when you say, “**Begin**”.
- In your marking sheet, strike a line through a letter that the learner sounds incorrectly or cannot sound at all. For example: ~~a~~
- If the learner stops for more than three (3) seconds, pronounce the sound and strike a line through the letter. For example: ~~a~~
- If the entire first line has strike-through lines across all the letters, stop the assessment and indicate that zero letters have been read by the learner.
- If the learner corrects himself/herself upon sounding a letter, accept it as correct.
- If the learner says the name rather than the sound, say “**Sound**”.
- After one minute, say “**Stop**”. Place a bracket (]) after the last letter that the learner has sounded correctly.
- Count and record the number of letters that the learner has sounded correctly on the progression sheet for the letter sounds (LS) task.
- If the learner sounds all the letters correctly in less than one (1) minute, make a tick mark (✓) on the progression sheet for the letter sounds (LS) task and do not assess the learner any further in this task in this Assessment.

Letter sounds

Example for marking Assessment 1 - Letter sound chart

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

In this case, the learner was able to sound only up to the letter “u”, which is followed by the bracket [d], entered by the teacher. The teacher only counts up to here, namely: 16. In other words, the learner sounded only 16 letters. Furthermore, the learner made three (3) mistakes, and the teacher has done a strike-through on “c”, “e” and “g”. Therefore, the learner sounded only 13 letters correctly. So the teacher enters “13” on the progression sheet for this assessment period for this letter sounds task (LS).

If the learner has managed to sound all the letters correctly in less than one minute, the teacher puts a tick mark (✓) on the progress sheet for the letter sounds task (LS) and the assessment is regarded as having been completed.

2. Assess familiar word reading (WR)

Show the learner the chart of the words. (Charts from Assessment 1, 2 and 3, depending on the term.)



Say to the learner: **“Look at these words.”** (Point to the words provided as **“Examples”**). Read the provided example words to the learner. **“Here are some more words. I’d like you to start here and move across the page.** (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. If you don’t know the word, I’ll read it for you. Put your finger on the first word. Ready? Begin.”**



- Start the timer when you say, **“Begin”**.
- In your marking sheet, strike a line through a word that the learner reads incorrectly or cannot read at all. For example: ~~sæt~~
- If the learner stops for more than three (3) seconds, provide the word and strike a line through the word. For example: ~~sæt~~
- If the entire first line has strike-through lines across all the words, stop the assessment and indicate that zero words have been read by the learner.
- If the learner corrects himself/herself upon reading a word, accept it as correct.
- After one minute, 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 has read correctly on the progression sheet for the word reading (WR) task.
- If the learner reads all the words correctly in less than one (1) minute, make a tick mark (✓) on the progression sheet for word reading (WR) task and do not assess the learner any further in this task in this Assessment.

Familiar words

Example for marking Assessment 1 – Word reading chart

I	me	a	my	to	in	he	it
of	and	was	you	we	on	she	is
for	at	his	but	do]	am	all	got
can	are	up	or	no	her	us	if
out	this	that	our	be	like	get	so
the	by	mum	now	walk	see	as	dog
saw	big	run	play	love	like	did	may
ran	run	fly	jump	car	cry	look	dad
house	baby	girl	boy	book	stop	will	home
go	sit	some	leg	come	cat	sat	bed

The learner read for one (1) minute. In this case, the learner was able to read only up to the word “do”, which is followed by the bracket (]), entered by the teacher. The teacher only counts up to here, namely: **21**. In other words, the learner only read **21 words**. Furthermore, the learner made two (2) mistakes or failed to read **two (2) words** and the teacher has done a strike-through on “the” and “you”. Therefore, the learner only read 19 words correctly. So the teacher enters “**19**” on the progression sheet for this assessment period for this word reading (WR) task.

If the learner had managed to read all the words correctly in less than one minute, the teacher puts a tick mark (✓) and records the total score on the progression sheet for the word reading (WR) task

3. Passage reading (PR)

Ask the learner to read the following story aloud, and time him or her. (You will be showing Charts from Assessment 1, 2 and 3, depending on the term.)



Say to the learner: **“I’m going to ask you to read this story out loud. If you get stuck, I will tell you the word so that you can keep on reading. When I say “stop”, I will ask you some questions about what you have just read. Therefore, do your best while reading. Start here.** (Point to the first word of the passage). **Ready? “Begin”**



- Start the timer when you say, **“Begin”**.
- On your marking sheet, strike a line through a word that the learner reads incorrectly or cannot read at all. For example: ~~little~~
- If you provided a word, do not mark it as correct.
- If the learner corrects himself/herself upon reading a word, accept it as correct.
- After one minute, say **“Stop”**. Mark the final word attempt by the learner before you said :stop: with a bracket (I) Place a bracket (I)
- Countw and record the number of words that the learner has read correctly on the progression sheet for the passage reading (PR) task.
- If the learner reads all the words correctly in less than one (1) minute, make a tick mark (✓) on the progression sheet for passage reading (PR) task and do not assess the learner any further in this task in this Assessment.

Passage reading

Example for marking Assessment 1 – Passage reading chart

	Words per line
Sam and Jill go to school by bus. The bus is red.	12
They take their bags on the bus. The bus stops.	10
What now? Sam looks at Jill. The bus stops for	10
the old man and his dog. The man and his dog get	12
on the bus. They also want to go to school.	10
Total number of words:	54

The learner read for one (1) minute. In this case, the learner was only able to read up to the word “now”, which is followed by the bracket (]), entered by the teacher. The teacher counts up to here, namely: **24**. In other words, the learner only read only 24 words. Furthermore, the learner made two (2) mistakes or failed to read two words, and the teacher has done a strike-through on “**school**” and “**their**”. Therefore, the learner only read **22 words** correctly. So the teacher enters “**22**” on the progress sheet for this assessment period for the passage reading (PR) task.

If the learner had managed to read all the words correctly in less than one minute, the teacher puts a tick mark (✓) on the progression sheet for the passage reading (PR) task and the assessment is regarded as having been completed. There is no need to continue with this assessment, where this learner is concerned, at all.

4. Comprehension questions (CO)



Say to the learner: “Now 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”

- Record the scores (correct responses) on the Recording Sheet / Progression Sheet

Comprehension questions

Example for marking Assessment 1 – Question chart

	Question	Answer	Correct
1	Who goes to school?	Sam/Jill	✓
2	What colour is the bus?	red	✓
3	What do they take with them?	bags	✓
4	Who got on the bus?	A man and his dog	
5	Where do they want to go?	To school	

Total of correctly answered questions: 3

In this case the learner answered three (3) questions correctly, so the teacher enters “3” on the progress sheet for this assessment period for this comprehension task (CO).

LEARNER ASSESSMENT CHARTS FOR

ASSESSMENT 1, 2 and 3

Assessment 1

Letter sounding (LS): Chart 1 (40 sounds)

Examples: a c t

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

Assessment 2

Letter sounding (LS): Chart 2 (60 sounds)

Examples: r m q

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

Assessment 3

Letter sounding (LS): Chart 3 (100 sounds)

Examples: d h v

B	n	l	j	v	o	S	h	g	d
e	T	k	y	l	c	r	w	o	F
v	q	U	p	a	m	z	G	y	a
x	r	t	f	W	n	d	v	m	z
A	p	g	E	h	j	b	e	J	r
f	o	w	r	C	i	y	u	t	e
h	K	t	i	p	n	c	l	A	s
d	f	M	k	o	v	D	t	u	c
g	k	b	s	a	L	e	n	H	p
j	t	u	v	x	Y	i	q	m	l

Assessment 1

Familiar word reading (WR): Chart 1 (80 words)

Examples: me my

I	me	a	my	to	in	he	it
of	and	was	you	we	on	she	is
for	at	his	but	do	am	all	got
can	are	up	or	no	her	us	if
out	this	that	our	be	like	get	so
the	by	mum	now	walk	see	as	dog
saw	big	run	play	love	like	did	may
ran	run	fly	jump	car	cry	look	dad
house	baby	girl	boy	book	stop	will	home
go	sit	some	leg	come	cat	sat	bed

Assessment 2

Familiar word reading (WR): Chart 2 (80 words)

Examples: no go

not	let	fun	all	with	good
bad	when	top	down	live	has
him	hug	what	time	there	were
man	have	call	make	here	how
they	took	well	work	door	made
friend	had	back	your	put	night
mother	then	met	into	from	over
them	who	hen	day	give	far
going	said	tell	take	best	school
teacher	went	old	after	new	ask

Assessment 3

Familiar word reading (WR): Chart 3 (80 words)

Examples: me be

yes	just	wish	draw	came	little	with	catch
try	top	meet	must	fell	told	gone	fire
table	fall	last	things	small	very	fast	sister
pull	gave	sky	take	took	goes	why	most
small	been	write	where	end	every	happy	took
thing	each	better	over	help	sleep	children	please
away	tree	many	find	know	cold	today	think
again	own	open	read	began	eight	along	early
inside	late	about	before	long	where	cried	much
party	brother	never	across	soon	three	could	always

Assessment 1

Passage reading (PR): Chart 1

	Words per line
Sam and Jill go to school by bus. The bus is red.	12
They take their bags on the bus. The bus stops.	10
What now? Sam looks at Jill. The bus stops for	10
the old man and his dog. The man and his dog get	12
on the bus. They also want to go to school.	10
Total number of words:	54

Assessment 1

Comprehension (CO): Chart 1

Question		Correct (✓)	Incorrect (x)
1.	Who goes to school?	Sam and Jill	
2.	What colour is the bus?	red	
3.	What do they take with them?	bags	
4.	Who got on the bus?	A man and his dog	
5.	Where do they want to go?	school	

Assessment 2

Passage reading (PR): Chart 2

	Words per line
Mpho goes to the farm to visit his friend, Buhle.	10
The boys like to help to feed the animals. They give	11
the hens food and water.	5
They run to the dam to see the ducks.	9
Then Buhle falls into the dam with a big splash.	10
Help me! Help me! He screams. Mpho jumps in and pulls	11
Buhle from the water. They are both very wet. The boys	11
sit in the sun until they are dry.	8
Total number of words:	75

Assessment 2

Comprehension (CO): Chart 2

Question		Correct (✓)	Incorrect (x)
1.	Who is Mpho's friend?	Buhle	
2.	Where does his friend live?	On the farm	
3.	Why do the boys go to the dam?	To see the ducks	
4.	What happened to Buhle?	He fell in the dam/water	
5.	Why do the boys sit in the sun?	To dry themselves	

Assessment 3

Passage reading (PR): Chart 3

	Words per line
Lebo is very excited. It is her birthday. She is	10
eight years old. She wants a bike.	7
Dad gives her a surprise on her birthday. He hides her gift in the	13
garden. She hears Dad singing in the garden.	8
Happy birthday! my dear Lebo .	5
She looks behind the big tree and sees Dad with the bike.	11
He gives her a big smile. Lebo is so happy and she shouts with joy.	15
"Is this bike for me! Dad?"	6
Yes! It is your gift Lebo. Thank you very much, Dad.	11
Now I will ride my new bike to school.	9
Total number of words:	95

Assessment 3

Comprehension (CO): Chart 3

Question		Correct (✓)	Incorrect (x)
1.	What does Lebo want for her birthday?	A bike	
2.	How old is Lebo?	8	
3.	Where did she find her gift?	In the garden	
4.	Why did her dad hide the bike?	He wanted to surprise her	
5.	Why do you think Lebo wanted a bike?	To ride to school	

EFAL EGRA PROGRESSION SHEET

School		Class Teacher		Grade		Grade 2 Early Grade Reading Assessment (EGRA) Progress Sheet													
				TWO		Assessment 1 (Beginning)				Assessment 2 (Middle)				Assessment 3 (End)				Comments	
Assessment Period	Date	Letter sounds	Word recognition	Passage reading	CO	Letter sounds	Word recognition	Passage reading	CO	Letter sounds	Word recognition	Passage reading	CO	Letter sounds	Word recognition	Passage reading	CO	Comments	
Maximum Totals		40	80	54	5Q	60	80	75	5Q	100	80	95	5Q	50	60	80	95		
Number of times		1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd		
Minimum Benchmark		20	30	20	30	30	40	30	40	30	40	30	40	50	60	40	50		
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Grade 2 Early Grade Reading Assessment (EGRA) Progress Sheet

Assessment Period	Assessment 1 (Beginning)						Assessment 2 (Middle)						Assessment 3 (End)						Comments
	Task	Letter sounds	Word recognition	Passage reading	CO		Letter sounds	Word recognition	Passage reading	CO		Letter sounds	Word recognition	Passage reading	CO				
Maximum Totals		40	80	54	5Q		60	80	75	5Q		100	80	95	5Q				
Number of times		1 st	2 nd	1 st	2 nd		1 st	2 nd	1 st	2 nd		1 st	2 nd	1 st	2 nd				
Minimum Benchmark		20	30	20	30		30	40	30	40		50	60	40	50				
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EFAL EGRA PROGRESSION SHEET

School															
Class Teacher															
Grade	THREE														
Grade 3 Early Grade Reading Assessment (EGRA) Progress Sheet															
Assessment Period	Assessment 1 (Beginning)					Assessment 2 (Middle)					Assessment 3 (End)				Comments
Date	Letter sounds	Word recognition	Passage reading	CO		Letter sounds	Word recognition	Passage reading	CO		Letter sounds	Word recognition	Passage reading	CO	
Maximum Totals	40	80	54	5Q		60	80	75	5Q		100	80	95	5Q	
Number of times	1 st	2 nd	1 st	2 nd		1 st	2 nd	1 st	2 nd		1 st	2 nd	1 st	2 nd	
Minimum Benchmark	20	30	20	30		30	40	30	40		50	60	40	50	
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Grade vvvv3 Early Grade Reading Assessment (EGRA) Progress Sheet

Assessment Period	Assessment 1 (Beginning)						Assessment 2 (Middle)						Assessment 3 (End)						Comments
	Task	Letter sounds	Word recognition	Passage reading	CO		Letter sounds	Word recognition	Passage reading	CO		Letter sounds	Word recognition	Passage reading	CO				
Maximum Totals		40	80	54	5Q		60	80	75	5Q		100	80	95	5Q				
Number of times		1 st	2 nd	1 st	2 nd		1 st	2 nd	1 st	2 nd		1 st	2 nd	1 st	2 nd				
Minimum Benchmark		20	30	20	30		30	40	30	40		50	60	40	50				
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