NHLRP National Home Language Reading Programme

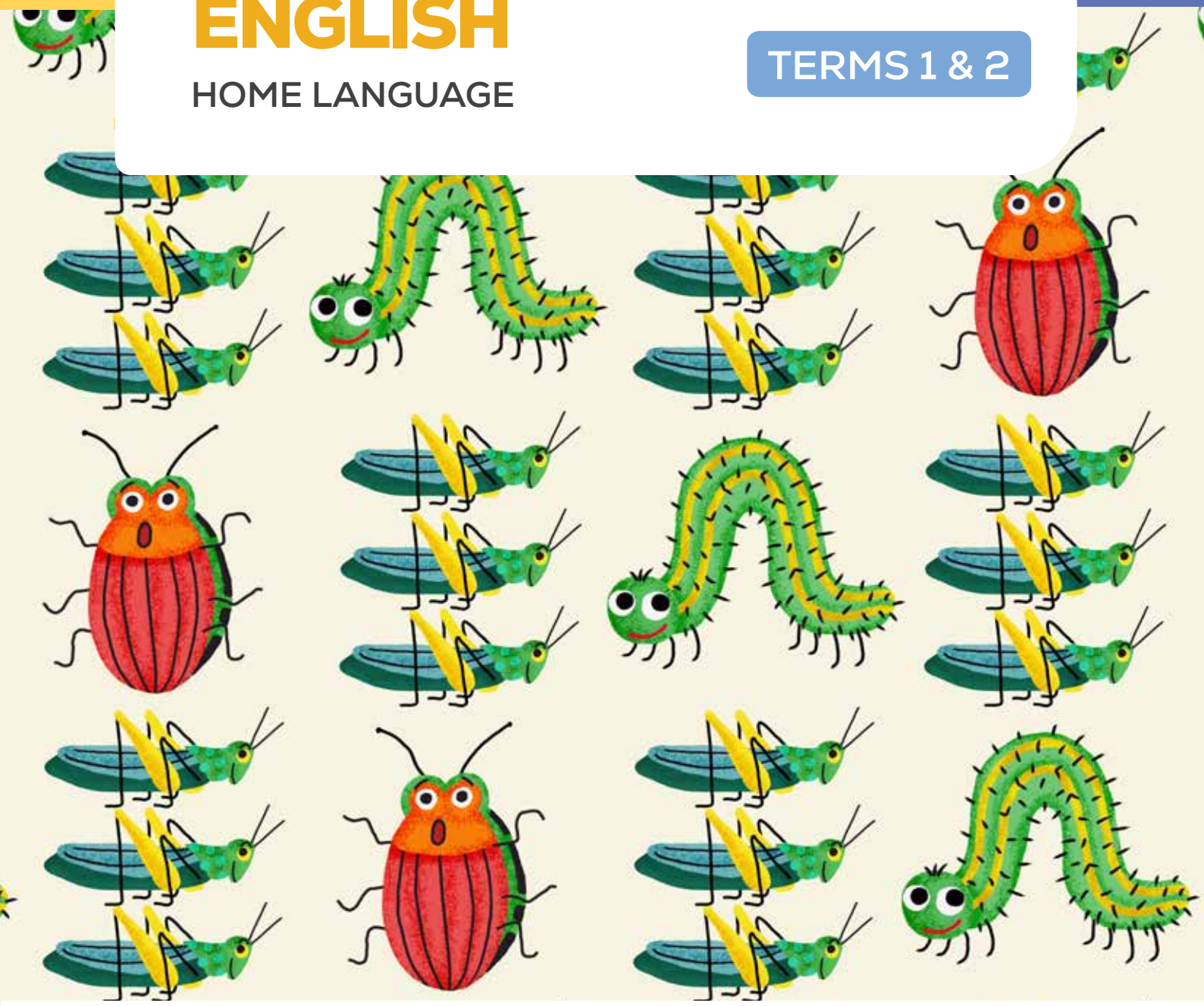
Assessment Booklet

GRADE 2

ENGLISH

HOME LANGUAGE

TERMS 1 & 2



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Read to Lead
A Reading Nation is a Leading Nation

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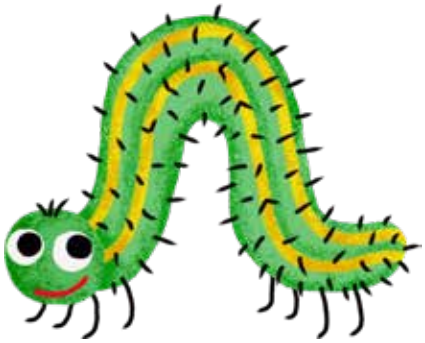

Assessment Booklet

GRADE 2 | TERM 1 & 2

ENGLISH

NHLRP | National Home Language Reading Programme

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Oral Reading Fluency Testing: Overview

DBE Early Grade Reading Fluency Benchmarks

The DBE benchmarks clearly state the expected outcomes for the end of each academic year:

Language	By the end of Grade 1 all learners should be able to read at least:	By the end of Grade 2 all learners should be able to read at least:	By the end of Grade 3 all learners should be able to read at least:
isiNdebele HL	40 clspm	20 cwpm	35 cwpm
isiXhosa HL	40 clspm	20 cwpm	35 cwpm
isiZulu HL	40 clspm	20 cwpm	35 cwpm
Siswati HL	40 clspm	20 cwpm	35 cwpm
Sepedi HL	40 clspm	40 cwpm	60 cwpm
Sesotho HL	40 clspm	40 cwpm	60 cwpm
Setswana HL	40 clspm	40 cwpm	60 cwpm
Tshivenda HL	40 clspm	35 cwpm	55 cwpm
Xitsonga HL	40 clspm	30 cwpm	40 cwpm
Afrikaans HL	40 clspm	50 cwpm	80 cwpm
English HL	40 clspm	50 cwpm	70 cwpm
English FAL	n/a	30 cwpm	50 cwpm

clspm = correct letter sounds per minute / cwpm = correct words per minute

The NHLRP supports the DBE goal to empower teachers to provide targeted support for learners in terms of reading. This support includes the following oral reading fluency tests for Grade 2:

Grade / Term	60 second letter sound knowledge	60 second word reading	60 / 180 second passage reading	oral comprehension questions
Grade 2 Term 1	2.1.A (60 sounds)	2.1.B (60 words)	2.1.C	2.1.D (4 questions)
Grade 2 Term 2	2.2.A (60 sounds)	2.2.B (60 words)	2.2.C	2.2.D (4 questions)
Grade 2 Term 3	2.3.A (60 sounds)	2.3.B (60 words)	2.3.C	2.3.D (8 questions)
Grade 2 Term 4	2.4.A (60 sounds)	2.4.B (60 words)	2.4.C	2.4.D (8 questions)

Preparing the Oral Reading Fluency Tests

1. Every term, you will receive two copies of each ORF test.
   - Teacher's copy – this includes the number of sounds or words per line.
   - Learner's copy – written in an appropriate font and font size.
2. Prepare for testing by laminating both copies of the test.
   - This allows you to write on the teacher's copy, then wipe it clean and re-use it.
   - It also protects the learner's copy, so that the same test can be used repeatedly.
3. Please note: Single-sided copies of the ORF tests are provided as part of the Flashcards pack.



NHLRP ORF Tests
Understanding the naming protocol

2.1.A - indicates the grade
2.1.A - indicates the term
2.1.A - indicates the test type: sound reading

Administering the Oral Reading Fluency Tests

1. Settle the class with a written activity.
2. Call one learner at a time to read.
3. Give the learner the learner's copy of the text.
4. Set a timer for the specified time.
5. Tell the learner to read the text aloud until you say stop.
6. Tell the learner to skip sounds / words they cannot quickly read.
7. Start the timer and listen to the learner read.
8. On the teacher's laminated copy of the text, use a non-permanent marker to 'dot' each:
   - Sound or word that the learner reads incorrectly
   - Sound or word that the learner skips
   - Sound or word that the learner takes longer than 5 seconds to read
9. After the specified time, tell the learner to stop, and make a note of the last sound or word that the learner read.
10. Test C, the passage reading tests, are designed for:
    - 60 second passage reading, and
    - 180 second passage reading
11. Use these tests as follows:
    - Administer Test C as usual for the first 60 seconds.
    - During the first 60 seconds, listen to the learner read aloud and make a dot on your copy of the test for every error made.
    - After 60 second, make a note of the last word the learner reads in 60 seconds.
    - Use this data as the result for Test C.
12. Then, allow the learner to continue reading the Test C passage for another 120 seconds, or until they have read the whole passage.
13. Next, use Test D to test the learner's oral comprehension.
    - Ask the learner each question and allow them to answer.
    - If they do not answer within 5-10 seconds, move to the next question.
    - If the learner did not finish reading the passage, only ask the questions that they may be able to answer.

Assessment of Oral Reading Fluency

Administering the tests

1

To administer the ORF:

- Listen to a learner reading the text for the specified time.
- Make a dot on your copy of the text every time the learner:
  - a Reads a sound or word incorrectly
  - b Skips a sound or word
  - c Takes longer than 5 seconds to read a sound or word
- Stop the learner when the specified time is up.



2

When I say start, please read this text. If you cannot read a word, skip over it. When my cell phone beeps, stop reading.

3

Start.

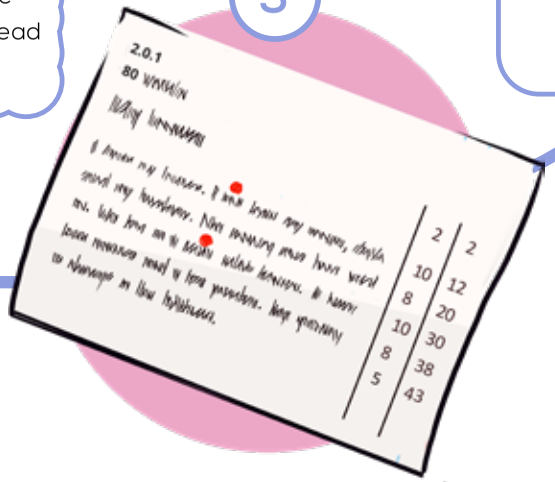


4



My home I love my home. I love with my mom, dad and my brother. My granny also lives with us. We live in a .... white house.

5



6

She could not read 'nice'.

She read the word 'love' instead of 'live'.



7

Thank you, time is up.



Calculating Reading Fluency

1. Work out the possible total for the learner.
   - See where the learner finished reading – take note of the accumulated total for that line
   - Subtract any sounds or words that the learner did not read in the last line
   - This is the possible total
2. Next, subtract the number of 'dotted' words from the possible total (words read incorrectly, skipped or taken too long to read). This gives you the learner's total.
3. Record the learner's total for the term.



Assessment of Oral Reading Fluency

Calculating results

1

To calculate reading fluency:

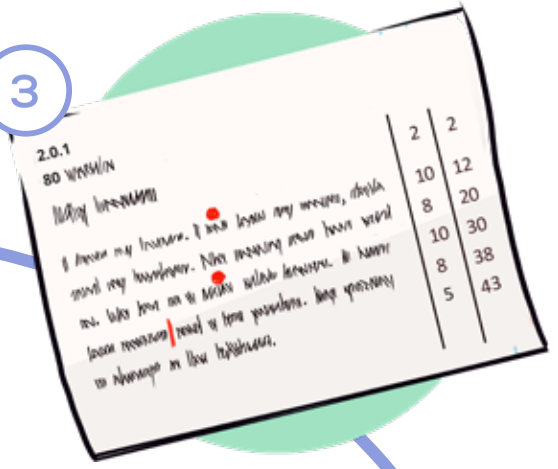
- Count how many words the learner reads in a minute.
- Subtract the number of 'dotted' words.
- Record the number of words read correctly in a minute.

2

Let me see how well Sifiso has done in his reading.

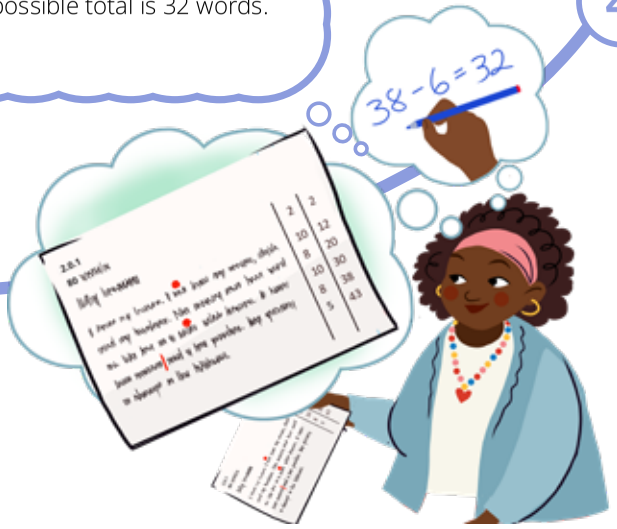


3



4

The last word Sifiso read was 'rooms'. He did not read 6 words in this line, so the possible total is 32 words.



5

Sifiso made 2 errors, so his total is 30 words correctly in one minute.

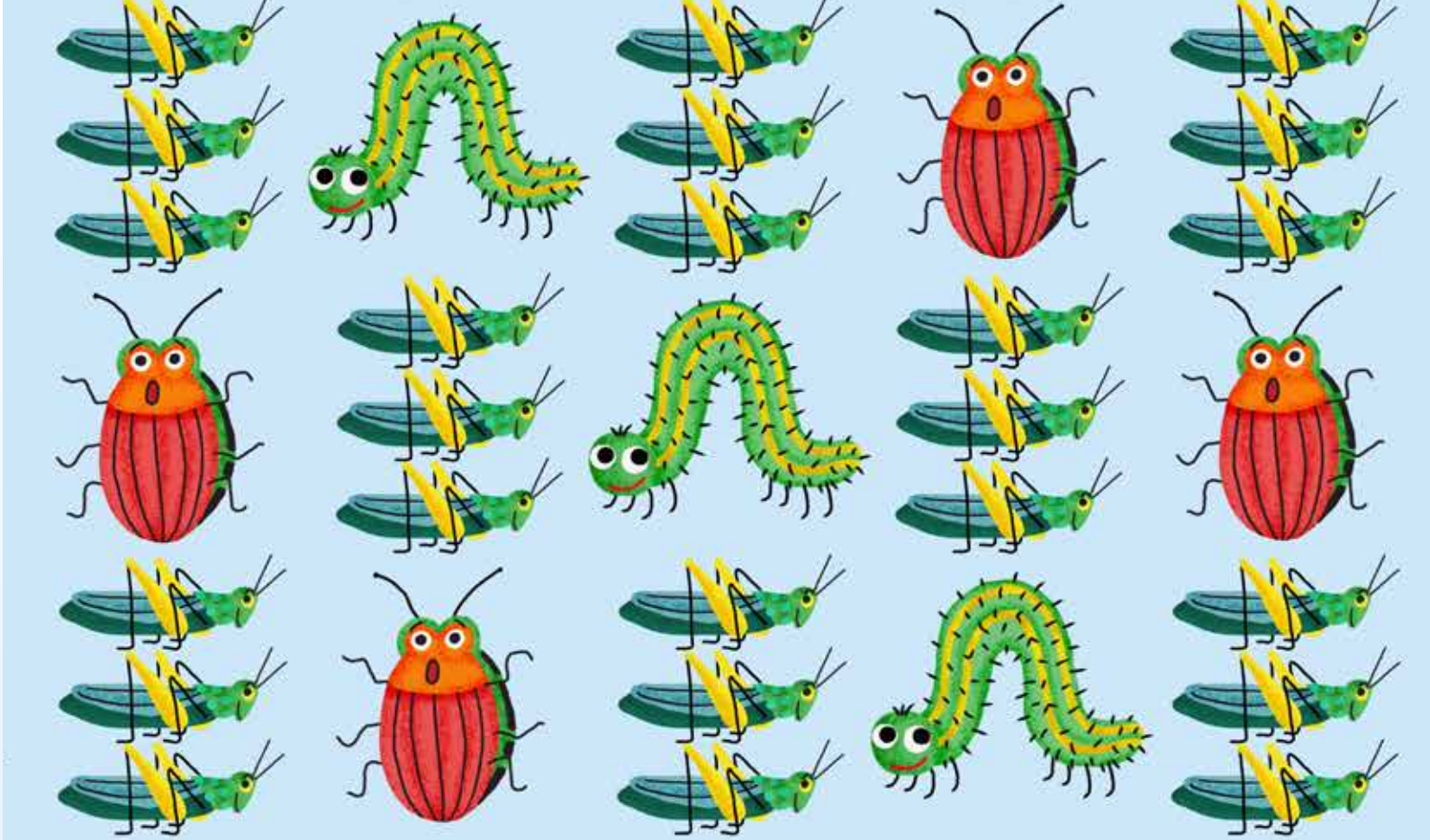


Recording ORF Results

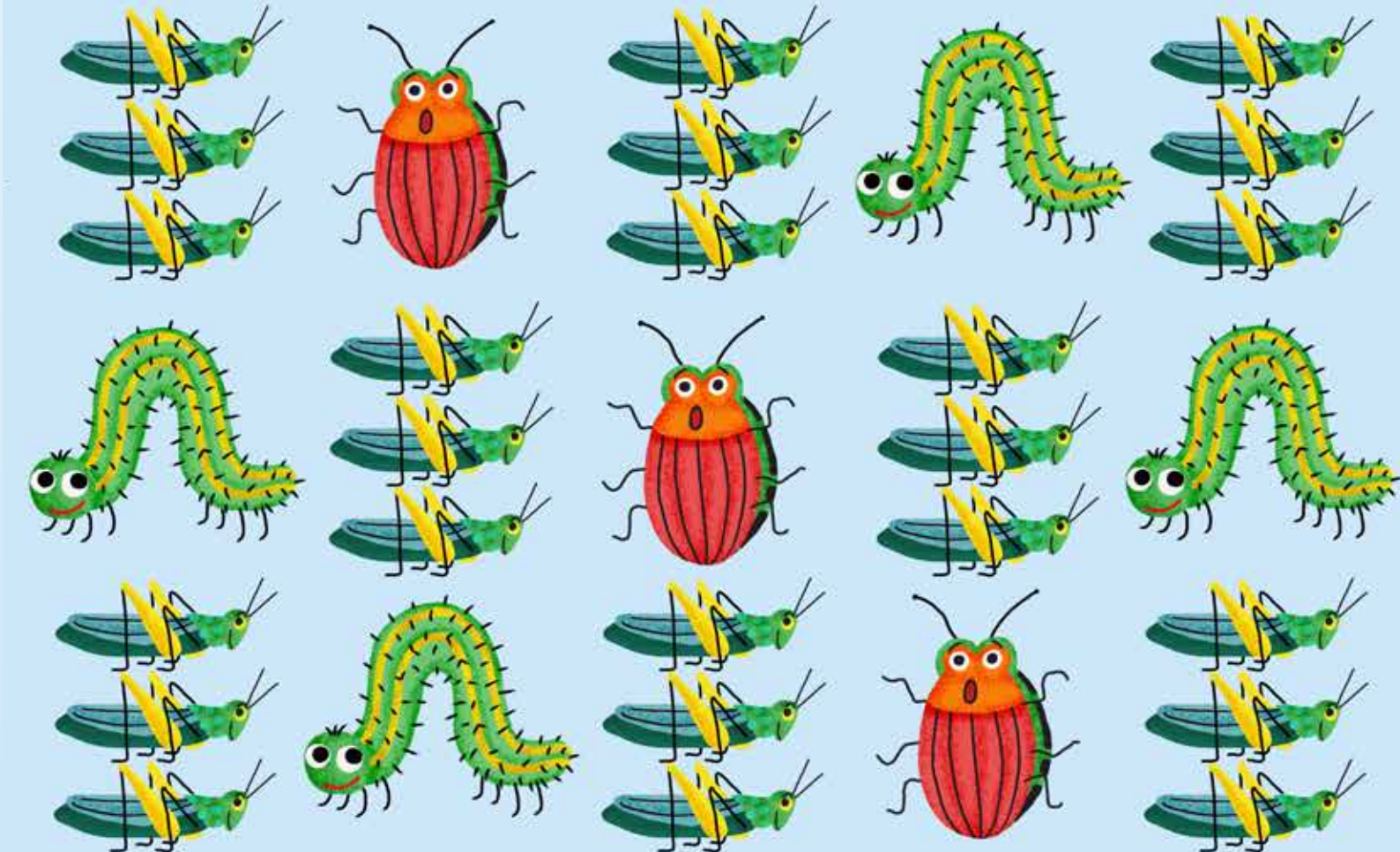
1. The programme includes *ORF Record Sheets*.
2. Digital copies of the NHLRP ORF Record Sheets are available on the NECT website.
3. Use these record sheets to record all ORF results throughout the year.

Using the Results Sheets and Analysis Forms

1. The programme also includes an *ORF Analysis Form* for each term.
2. This should be used to document learners' errors, for purposes of remediation.
   - Use this form throughout the testing process.
   - Make a mark in the relevant tally column every time a learner makes an error.
   - Once you have completed the testing, total up the tallies for each sound and word.
3. Prioritise the most frequently errors for remediation as follows:
   - **Sounds**: Reteach the sound to the whole class. Then, for the next few weeks, ensure that you include that sound in blending, segmenting and word building activities.
   - **Words**: Revise the sounds in the word with the whole class. Revise the skill of blending with the whole class. Call on individual learners to blend and segment words. For the next few weeks, focus on blending and word building activities.
   - **Passage reading**: Do repeated readings of that text as follows:
     - Read a text aloud to the class, as they follow along in their own books.
     - Read a text together with the class, modelling the pace and tone.
     - Call on different groups or learners to read a section of the text aloud.
     - For the next few weeks, continue to prioritise repeated readings of different texts.
   - **Oral comprehension**: Analyse the problem and provide remediation as follows:
     - **If learners are not managing to read the whole passage, or they are struggling with many words**: Continue to build decoding and fluency skills. Teach learners to read and blend sounds, practice blending and segmenting words, do repeated readings of texts.
     - **If learners are not understanding the content of the passages**: Focus on building vocabulary and background knowledge. Read as many stories to your class as possible.
     - **If learners follow and understand the passage but cannot answer the questions**: Focus on teaching comprehension skills during shared reading. Explain the meaning of the question. Show learners how to find the answer to a question. Give learners lots of practice in answering questions orally.
4. Use the results to update your group guided reading groups at the start of each term.
   - Place the learners with the highest scores together. These groups may be slightly bigger.
   - Place the learners with the lowest scores together. Try to keep these groups as small as possible.
5. Track each learner's results across the terms.
   - Take note of each learner's scores for the termly tests.
   - Take note of learners who are not progressing or who are regressing.
   - You will need to spend additional time with these learners, working at the correct level for remediation.
6. Take note of the class average score across terms. If you notice a lack of improvement or an overall drop in the class average, consider the following:
   - Think about lost or disrupted teaching time during the term. Remember to prioritise reading lessons going forward.



TERM 1



Term 1 ORF Tests

NHLRP ORF

Language: English
Test 2.1.A
Teacher's copy
60 sounds / 60 seconds

s	A	T	p	Y	ff	ll	ss	zz	ck	10
W	X	y	Z	nk	igh	oa	Ow	ar	Ea	20
N	d	E	m	K	Sh	ch	th	wh	oo	30
Ou	ow	ai	Ay	Y	H	f	U	J	v	40
nt	Nd	mp	St	Sp	Ck	sh	Th	ss	oo	50
R	o	G	l	B	Ng	ee	Ea	Th	Ch	60

NHLRP ORF

Language: English
Test 2.1.A
Learner's copy

s	A	T	p	Y	ff	ll	ss	zz	ck
W	X	y	Z	nk	igh	oa	Ow	ar	Ea
N	d	E	m	K	Sh	ch	th	wh	oo
Ou	ow	ai	Ay	Y	H	f	U	J	v
nt	Nd	mp	St	Sp	Ck	sh	Th	ss	oo
R	o	G	l	B	Ng	ee	Ea	Th	Ch

NHLRP ORF

Language: English
Test 2.1.B
Teacher's copy
60 words / 60 seconds

sat	lab	tap	hop	boy	sniff	follow	dress	nose	duck	10
water	fox	candy	zebra	neck	high	roar	window	artist	wear	20
net	dog	yet	mat	kid	shadow	chop	thank	wheel	look	30
shouting	away	chain	frowning	empty	hat	fat	up	jet	vet	40
plant	under	stamp	stand	spike	brick	shatter	thunder	lesson	balloon	50
red	log	get	let	bit	bring	sheep	leap	that	chunk	60

NHLRP ORF

Language: English
Test 2.1.B
Learner's copy

sat	lab	tap	hop	boy	sniff	follow	dress	nose	duck
water	fox	candy	zebra	neck	high	roar	window	artist	wear
net	dog	yet	mat	kid	shadow	chop	thank	wheel	look
shouting	away	chain	frowning	empty	hat	fat	up	jet	vet
plant	under	stamp	stand	spike	brick	shatter	thunder	lesson	balloon
red	log	get	let	bit	bring	sheep	leap	that	chunk

NHLRP ORF

Language: English
Test 2.1.C
Teacher's copy
Reading passage / 60 & 180 seconds

There are many things we can do to stay healthy. We must try to eat fruit and vegetables. We must eat eggs, nuts, beans and meat when we can.	9 17 24 29
And we must not eat too much sugar. We must not let flies sit on our food. Flies carry germs.	37 48 49
We must drink clean water every day. Children must try to sleep for 8 or 9 hours every night. Sleep makes, our bodies grow strong.	56 66 73 74
Walking is also very good for us. Try to walk every day.	84 86

NHLRP ORF

Language: English
Test 2.1.C
Learner's copy

There are many things we can do to stay healthy. We must try to eat fruit and vegetables. We must eat eggs, nuts, beans and meat when we can.

And we must not eat too much sugar. We must not let flies sit on our food. Flies carry germs.

We must drink clean water every day. Children must try to sleep for 8 or 9 hours every night. Sleep makes, our bodies grow strong.

Walking is also very good for us. Try to walk every day.



NHLRP ORF

Language: English
Test 2.1.D
Teacher's copy
4 oral comprehension questions

Question Type: Retrieval of Explicit Information

1. What are two foods that we should eat to stay healthy?
   Answer: fruit, vegetables, eggs, nuts, beans, meat

Question Type: Retrieval of Explicit Information

2. What must we not eat too much of?
   Answer: sugar

Question Type: Straightforward Inference

3. Why do you think it is bad to let flies sit on our food?
   Learner's own answer: Flies carry germs / dirt; flies are unclean; we don't know where fly was last - this could contaminate food / make our food bad / could make us sick.

Question Type: Interpret and Integrate / Examine and Evaluate

4. How do you feel if you don't get enough sleep for a few nights?
   Learner's own answer: Sleepy, bad mood, cry easily, get angry easily, don't want to do things; etc.

Note: If the learner answers that they feel okay, then rephrase question 4:
How do you think most children feel if they do not get enough sleep for a few nights?



Term 1 Analysis Form

NHLRP ORF
Language: English
Grade 2 Term 1
Analysis Form

Sounds 2.1.A	Error Tally	Total	Words 2.1.B	Error Tally	Total
s			sat		
A			lab		
T			tap		
p			hop		
Y			boy		
W			water		
X			fox		
y			candy		
Z			zebra		
Nk			neck		
N			net		
d			dog		
E			yet		
m			mat		
K			kid		
Ou			shouting		
ow			frowning		
ai			chain		
Ay			away		
Y			empty		
nt			plant		
Nd			under		
mp			stamp		
St			stand		
Sp			spike		
R			red		
o			log		
G			get		
I			let		
B			bit		

NHLRP ORF
Language: English
Grade 2 Term 1
Analysis Form continued

Sounds 2.1.A	Error Tally	Total	Words 2.1.B	Error Tally	Total
ff			sniff		
ll			follow		
Ss			dress		
Zz			nose		
Ck			duck		
igh			high		
oa			roar		
Ow			window		
ar			artist		
Ea			wear		
Sh			shadow		
ch			chop		
th			thank		
wh			wheel		
oo			look		
H			hat		
f			fat		
U			up		
J			jet		
v			vet		
Ck			brick		
sh			shatter		
Th			thunder		
ss			lesson		
oo			balloon		
Ng			bring		
ee			sheep		
Ea			leap		
Th			that		
Ch			chunk		



Programme of Assessment

GRADE 2 TERM 1

The Revised ATP provides a model School Based Assessment (SBA) for every term. According to this, the following skills and concepts should be assessed in Term 1

COMPONENT	TASK
 **Listening & Speaking**	Tells a story that has a beginning, a middle and an end.
 **Phonics**	Makes words with short vowels.
 **Reading & Comprehension**	Reads aloud from book at own level. Uses sight words, phonics, contextual and structural analysis decoding skills. Reads with increasing fluency and expression. Answers literal questions. Makes predictions. Reorders events in correct sequence. Makes inferences.
 **Handwriting**	Copies and writes short sentences paying attention to correct letter formation.
 **Writing**	Writes 3 sentences of own news using sounds learnt, sight words, capital letters and full stops.

EXAMPLE ASSESSMENT TASKS

- *These assessment tasks are designed to form part of the NHLRP.*
- *Where appropriate, the NHLRP ORF tests are included as part of the assessment programme.*
- *These assessment tasks may be used as is or adapted to suit District requirements.*



Listening & Speaking

Tells a story that has a beginning, a middle and an end.

Activity

- Do this towards the end of the term.
- Tell learners to think of their favourite story.
- Explain that they are going to come and tell the story to you.

Criteria

Tell learners that when they tell the story, they must:

- Tell the story in the correct order: it must have a beginning, a middle and an end
- Say things once: do not repeat themselves
- Know what they are going to say: practice telling the story

Implementation

- Give learners a few minutes to think of their stories.
- Allow them to turn and talk and tell their story to a partner.
- Tell learners to draw a labelled picture of part of the story, as you listen to other learners.
- Call learners one-by-one to tell their favourite story.
- Assess each learner using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Structure and sequence	The learner tells random bits of the story in the incorrect sequence. The beginning, middle and end are not clear.	The learner tells some of the story in the correct sequence. The beginning, middle and end are somewhat clear.	The learner tells most of the story in the correct sequence. The beginning, middle and end are clear.	The learner tells the story in the correct sequence. The beginning, middle and end are clear and interesting.
Fluency	The learner frequently pauses, hesitates and repeats words or phrases.	The learner sometimes pauses, hesitates and repeats words or phrases.	The learner tells the story with fluency, occasionally pauses, hesitates or repeats words or phrases.	The learner tells the story fluently and confidently, without pausing, hesitating or repeating words or phrases.



Phonics

Makes words with short vowels.

Activity

- Do this in Week 7 during Group Guided Reading.
- Use the 'Build words' activity on page 51 of the Core Reader.
- Tell learners that they must build as many words as possible in 5 minutes.
- Collect their books and mark and count the number of words that have been built correctly.
- Assess each learner using memorandum the below.

Memorandum

Award learners marks to a maximum of 20 marks as follows:

- 1 mark for each correct word written.
- Use the conversion table below to convert to a level.

Number of words written correctly	LEVEL
1 – 5	1
6 - 10	2
11 - 15	3
16 - 20	4



Reading

Reads aloud from book at own level.
Uses sight words, phonics, contextual and structural analysis decoding skills.
Reads with increasing fluency and expression.

Activity

- This can be done in Week 7 or Week 8.
- During Group Guided Reading call each member of the group to come and read to you individually.
- Ask the learner to read one of the following 'read aloud' texts from the Core Reader: page 52, page 59.

Implementation

- Call learners one-by-one to read a text aloud to you.
- Use the conversion table below to convert to a level.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Decoding skills	The learner requires a lot of support from the teacher to read an unknown word. The learner struggles to break words down into syllables or sounds.	The learner tries to use phonics to read unknown words but needs support from the teacher. The learner can break words into syllables and sounds with support from the teacher.	The learner uses phonics and syllabification to sound out unknown words but occasionally needs help to blend the sounds into a word.	The learner uses phonics and syllabification to sound out unknown words and can usually blend the sounds into a word.
High frequency words	The learner knows very few high frequency words.	The learner knows some high frequency words.	The learner knows many high frequency words.	The learner knows all taught high frequency words.
Fluency and expression	The learner pauses frequently, skips words and reads word-by-word. The learner gives no attention to expression.	The learner reads most of the text but word-by-word. The learner gives little to no attention to expression.	The learner reads most of the text fluently and with some expression.	The learner reads the text fluently and with good expression.



Comprehension

Answers literal questions.
Makes predictions.
Reorders events in correct sequence.
Makes inferences.

Activity

- This can be done at any time from Week 4 to Week 7.
- Use the Anthology story from the previous week.
- Settle the class to complete a written task.
- Then, call individual learners to your desk to complete the assessment.
- Ask learners to answer 1–2 of each of the following kinds of questions about the text:

Literal Questions about Details

1. Who.?
2. What...?
3. When...?
4. How...?

5. Where...?

Make predictions

1. What do you think will happen next? Why?
2. How do you think the story will end? Why?

Sequence

1. What happened at the beginning of the story?
2. What happened at the end of the story?
3. What happened after ...?
4. What happened first: ...or...?

Inferences

1. What can you infer about....from....?
2. How do you think....?
3. Why do you think...?

Assess each learner using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Literal questions about details	The learner struggles to recall any details from the story, even with prompting.	The learner correctly recalls some details from the story, with some prompting.	The learner correctly recalls most details from the story, with some prompting.	The learner correctly recalls all details from the story, with some prompting.
Predictions	The learner struggles to make a reasonable prediction.	The learner makes a reasonable prediction with support from the teacher.	The learner makes a reasonable prediction but struggles to justify the answer.	The learner makes a good prediction and can justify the answer.
Sequence	The learner struggles to correctly sequence events from the text, even with support.	The learner can correctly sequence events from the text with some support.	The learner correctly sequences events from the text but takes some time.	The learner quickly and correctly sequences all events from the text.
Inference	The learner struggles to make an inference about a character or event from the story, even with support.	The learner makes a reasonable inference about a character or event from the story, with support.	The learner makes a reasonable inference about a character or event from the story, without support.	The learner makes a good inference about a character or event from the story, without support.



Handwriting

Copies and writes short sentences paying attention to correct letter formation.

Activity

- Do this throughout the term during Handwriting lessons.
- Use the lessons provided in the NHLRP Teaching Plan.
- During lessons, walk around and observe learners' handwriting skills.
- Take note of each learner's ability to form letters correctly, to control the size and spacing of words, and to write at a good pace.
- Assess learners using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Letter formation	The learner often struggles to remember correct starting points and directions. Most letters are poorly or incorrectly formed.	The learner sometimes struggles to remember correct starting points and directions. Some letters are poorly or incorrectly formed.	The learner knows the correct starting points and directions. Letters are correctly formed but attention can be given to neatness.	The learner knows the correct starting points and directions. Letters are correctly and neatly formed.
Copying of sentences	The learner writes slowly and struggles to complete sentences. The size and spacing of words is inconsistent.	The learner completes sentences but with errors. The size and spacing of words is sometimes inconsistent.	The learner completes sentences without errors. The size and spacing of words is mostly consistent.	The learner completes sentences without errors. The size and spacing of words is consistent.



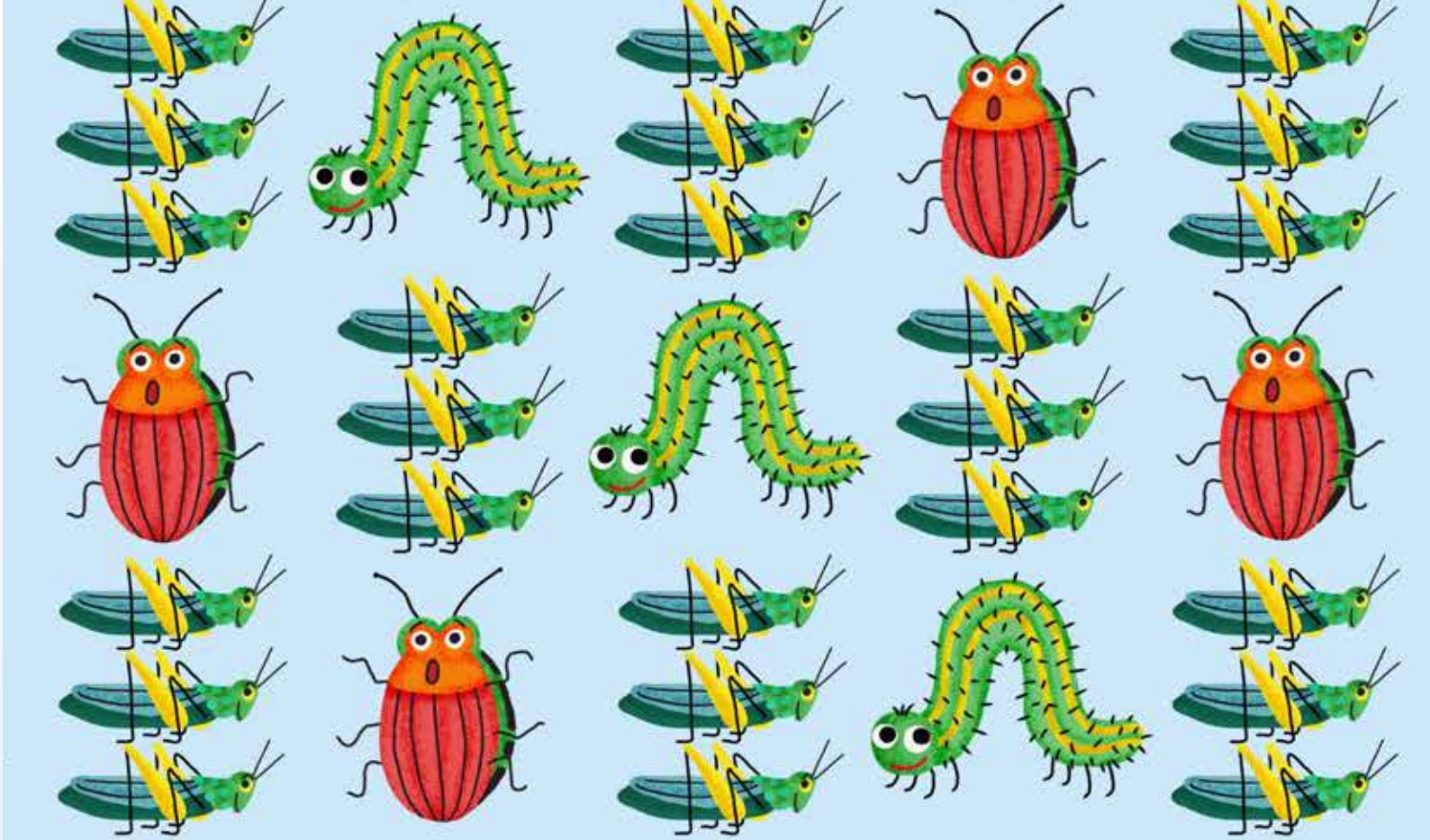
Writing

Writes 3 sentences of own news using sounds learnt, sight words, capital letters and full stops.

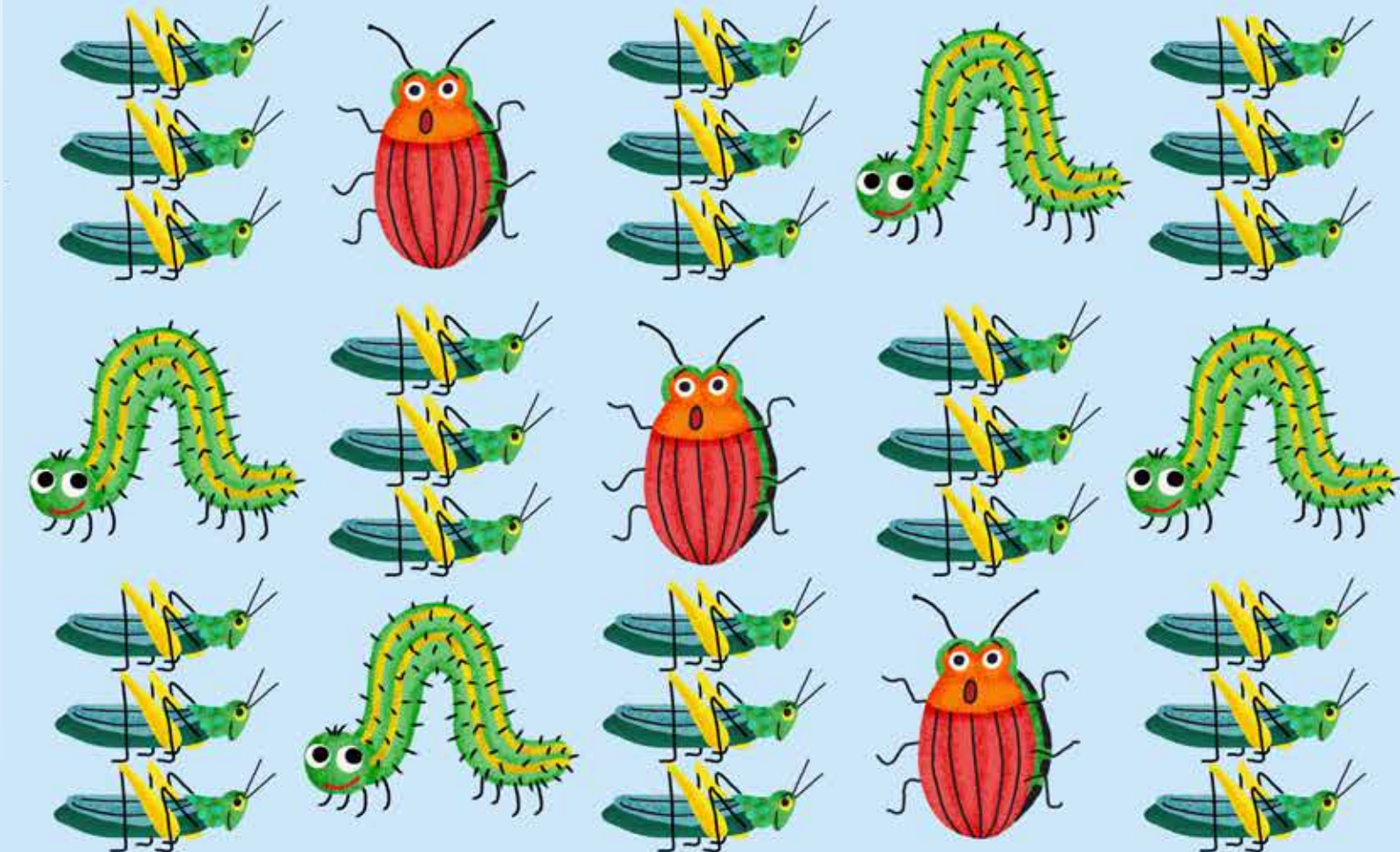
Activity

- Do this during the Writing lesson in Week 4.
- Use the lessons provided in the NHLRP Teaching Plan.
- At the end of the Friday lesson collect learners' books for assessment.
- Assess learners using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Originality	The idea is difficult to understand or is not original – the teacher's example is copied.	The idea is understandable and original, although similar to the example.	The idea is personal and original.	The idea is personal, original and creative.
Sentence structure	The learner makes 3 or more errors related to sentence structure.	The learner makes 2 errors related to sentence structure.	The learner makes 1 error related to sentence structure.	The learner structures all sentences correctly.
Length	The learner attempts to write 1 sentence, but it is incomplete.	The learner has written 1 complete sentence.	The learner has written 2 complete sentences.	The learner has written 3 complete sentences.
Punctuation	The learner struggles to use capital letters and full stops correctly, even with support.	The learner uses capital letters and full stops correctly, but struggles with other punctuation.	The learner usually uses all taught punctuation correctly.	The learner mostly uses all taught punctuation correctly.



TERM 2



Term 2 ORF Tests

NHLRP ORF

Language: English
Test 2.2.A
Teacher's copy
60 sounds / 60 seconds

u	i	a	j	t	B	W	Y	z	n	10
e	o	J	K	R	G	m	k	h	s	20
A	E	I	H	L	v	c	p	x	r	30
O	U	X	P	w	k	f	y	z	l	40
N	sh	x	qu	R	M	K	ch	T	G	50
th	ck	D	F	V	ng	wh	ll	L	W	60

NHLRP ORF

Language: English
Test 2.2.A
Learner's copy

u	i	a	j	t	B	W	Y	z	n
e	o	J	K	R	G	m	k	h	s
A	E	I	H	L	v	c	p	x	r
O	U	X	P	w	k	f	y	z	l
N	sh	x	qu	R	M	K	ch	T	G
th	ck	D	F	V	ng	wh	ll	L	W

NHLRP ORF

Language: English
Test 2.2.B
Teacher's copy
60 words / 60 seconds

hid	made	sing	fill	pet	when	backpack	went	splash	crush	10
hum	sad	mop	can	meet	pancake	windmill	cactus	lunchbox	nightlight	20
bathtub	beach	shape	bench	steam	fish	mad	dot	see	like	30
count	sunset	speech	resting	playing	bedroom	dentist	pastime	raindrop	stinging	40
spike	quit	bedbug	grape	snail	sick	top	duck	pass	pool	50
lunchbox	toothbrush	dustbin	bedtime	handstand	round	sandpit	bright	grain	trout	60

NHLRP ORF

Language: English
Test 2.2.B
Learner's copy

hid	made	sing	fill	pet	when	backpack	went	splash	crush
hum	sad	mop	can	meet	pancake	windmill	cactus	lunchbox	nightlight
bathtub	beach	shape	bench	steam	fish	mad	dot	see	like
count	sunset	speech	resting	playing	bedroom	dentist	pastime	raindrop	stinging
spike	quit	bedbug	grape	snail	sick	top	duck	pass	pool
lunchbox	toothbrush	dustbin	bedtime	handstand	round	sandpit	bright	grain	trout

NHLRP ORF

Language: English
Test 2.2.C
Teacher's copy
Reading passage / 60 & 180 seconds

It was time to take a trip to the zoo.	10
"Let's go to the zoo!" said Mom.	17
"Yay!" said the kids.	21
"I will drive us there," said Dad.	28
"Yay!" said the kids.	32
When they got to the zoo, they went to see	42
the apes. There was a big gorilla. There was	51
a cute chimpanzee. There was a cheeky	58
monkey, too.	60
Next, they went to see the big crocodile. It	69
was big and green. It was in a pond with fish.	80
"That croc gave me a fright!" said Mom.	88
"I like it!" said one of the kids.	96
"I think it is a cool croc," said Dad.	105
Then they went to see the sloth. It was	114
sleeping up in the top of a tree.	122
"That sloth is cute!" said Mom.	128
"I like it!" said one of the kids.	136
"It is sleepy and slow," said Dad.	143
It was time to eat lunch.	149
"I am hungry!" said Mom.	154
"Us too," said the kids.	159

“I could eat a crocodile!” said Dad.	166
On their way to get some lunch, a peacock	175
ran onto the path.	179
“I like that peacock!” said Mom.	185
“I think it is good luck!” said Dad.	193

NHLRP ORF

Language: English
Test 2.2.C
Learner's copy

It was time to take a trip to the zoo.
"Let's go to the zoo!" said Mom.
"Yay!" said the kids.
"I will drive us there," said Dad.
"Yay!" said the kids.

When they got to the zoo, they went to see the apes. There was a big gorilla. There was a cute chimpanzee. There was a cheeky monkey, too.

Next, they went to see the big crocodile. It was big and green. It was in a pond with fish.
"That croc gave me a fright!" said Mom.
"I like it!" said one of the kids.
"I think it is a cool croc," said Dad.

Then they went to see the sloth. It was sleeping up in the top of a tree.
"That sloth is cute!" said Mom.
"I like it!" said one of the kids.
"It is sleepy and slow," said Dad.

It was time to eat lunch.
"I am hungry!" said Mom.
"Us too," said the kids.

"I could eat a crocodile!" said Dad.

On their way to get some lunch, a peacock ran onto the path.
"I like that peacock!" said Mom.
"I think it is good luck!" said Dad.



NHLRP ORF

Language: English
Test 2.2.D
Teacher's copy
4 oral comprehension questions

Question Type: Retrieval of Explicit Information

1. Where did the family go for their trip?
   Answer: The family went to the zoo.

Question Type: Retrieval of Explicit Information

2. Dad said he could eat a ____.
   Answer: Dad said he could eat a crocodile.

Question Type: Straightforward Inference

3. How did the kids feel about going to the zoo?
   Model answer: They felt happy because they said "Yay!"

Question Type: Examine and Evaluate

4. Which animal do you think the family liked best? Give a reason for your answer.
   Model answer: Can be any animal with a logical reason from the story. For example: I think they liked the sloth the best, because it was cute, sleepy and slow.



Term 2 Analysis Form

NHLRP ORF
Language: English
Grade 2 Term 2
Analysis Form

Sounds 2.2.A	Error Tally	Total	Words 2.2.B	Error Tally	Total
u			hid		
i			made		
a			sing		
j			fill		
t			pet		
B			when		
W			backpack		
Y			went		
z			splash		
n			crush		
e			hum		
o			sad		
J			mop		
K			can		
R			meet		
G			pancake		
m			windmill		
k			cactus		
h			lunchbox		
s			nightlight		
A			bathtub		
E			beach		
I			shape		
H			bench		
L			steam		
v			fish		
c			mad		
p			dot		
x			see		
r			like		

NHLRP ORF
Language: English
Grade 2 Term 2
Analysis Form continued

Sounds 2.2.A	Error Tally	Total	Words 2.2.B	Error Tally	Total
O			count		
U			sunset		
X			speech		
P			resting		
w			playing		
k			bedroom		
f			dentist		
y			pastime		
z			raindrop		
l			stinging		
N			spike		
sh			quit		
x			bedbug		
qu			grape		
R			snail		
M			sick		
K			top		
ch			duck		
T			pass		
G			pool		
th			lunchbox		
ck			toothbrush		
D			dustbin		
F			bedtime		
V			handstand		
ng			round		
wh			sandpit		
ll			bright		
L			grain		
W			trout		



Programme of Assessment

GRADE 2 TERM 2

The Revised ATP provides a model School Based Assessment (SBA) for every term. According to this, the following skills and concepts should be assessed in Term 2:

COMPONENT	TASK
 **Listening & Speaking**	Listens to stories and poems and identifies the main idea, details and sequence of the story.
 **Phonics**	Builds words with at least three new vowel digraphs. Builds 3, 4 and 5 letter words using consonant blends and vowel digraphs taught this term.
 **Reading & Comprehension**	Reads aloud from book at own level. Uses sight words, phonics, contextual and structural analysis decoding skills. Reads with increasing fluency and expression. Answers literal questions. Makes predictions. Reorders events in correct sequence. Makes inferences.
 **Handwriting**	Writes all lower and upper letters in print script confidently and accurately. Uses appropriate spacing between words.
 **Writing**	Writes an expressive text such as a thank you card or letter. Writes own story of at least 1 paragraph (5 sentences) using a writing frame.

EXAMPLE ASSESSMENT TASKS

- *These assessment tasks are designed to form part of the NHLRP.*
- *Where appropriate, the NHLRP ORF tests are included as part of the assessment programme.*
- ***These assessment tasks may be used as is or adapted to suit District requirements.***



Listening & Speaking

Listens to stories and poems and identifies the main idea, details and sequence of the story.

Activity

- Do this in Week 5 or 6 during Group Guided Reading.
- Call individual learners to your desk.
- Ask each learner the following questions about the Week 4 Anthology Story: Kya uses screens.

Main idea identification

Questions:

- What do you think this story was about?
- What did you learn from this story?

Answers:

- We must not spend too much time on screens.
- We must make time for family and friends.
- If we spend too much time on screens, we lose out on many other good experiences.

Recall of details

Questions:

- Who wanted Kya to bake?
- Who wanted Kya to play soccer?
- Who wanted to hear about Kya's week?

Answers:

- Mom wanted Kya to bake.
- Sapho wanted Kya to play soccer.
- Granny wanted to hear about Kya's week.

Sequencing of events

Question:

- Whose phone did Kya use first, second and last?

Answers:

- Kya used Granny's phone first.
- Kya used Mom's phone second.
- Kya used Dad's phone third.

Assess each learner using the rubric that follows.

RUBRIC	Level 1	Level 2	Level 3	Level 4
Main idea identification	The learner struggles to give one correct answer without support from the teacher.	The learner gives 1 correct answer.	The learner gives 2 correct answers.	The learner gives 3 correct answers.
Recall of details	The learner struggles to give one correct answer without support from the teacher.	The learner gives 1 correct answer.	The learner gives 2 correct answers.	The learner gives 3 correct answers.
Sequencing of events	The learner struggles to give one correct answer without support from the teacher.	The learner gives 1 correct answer.	The learner gives 2 correct answers.	The learner gives 3 correct answers.



Phonics

Builds words with at least three new vowel digraphs.
Builds 3, 4 and 5 letter words using consonant blends and vowel digraphs taught this term.

- In Weeks 2–7 on Fridays, learners complete the Word Build activity found in the Core Reader.
- At the end of the Friday lessons collect learners' books for assessment.
- Assess learners using the rubric that follows.

RUBRIC	Level 1	Level 2	Level 3	Level 4
Number of correct words built each week	On average, the learner builds 0 - 3 words each week.	On average, the learner builds 4 - 6 words each week.	On average, the learner builds 7 - 9 words each week.	On average, the learner builds 10 or more words each week.
Use of vowel digraphs	The learner avoids building words that include vowel digraphs.	The learner is competent at building words that include vowel digraphs.	The learner is good at building words that include vowel digraphs.	The learner excels at building words that include vowel digraphs.
Use of consonant blends	The learner avoids building words that include consonant blends.	The learner is competent at building words that include consonant blends.	The learner is good at building words that include consonant blends.	The learner excels at building words that include consonant blends.



Reading

Reads aloud from book at own level.
Uses sight words, phonics, contextual and structural analysis decoding skills.
Reads with increasing fluency and expression.

Activity

- This can be done in Week 7 or Week 8.
- During Group Guided Reading call each member of the group to come and read to you individually.
- Ask the learner to read the Week 6 or 7 Friday 'Read Aloud' text found in the Core Reader.

Implementation

- Call learners one-by-one to read a text aloud to you.
- Assess each learner using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Decoding skills	The learner requires a lot of support from the teacher to read an unknown word. The learner struggles to break words down into syllables or sounds.	The learner tries to use phonics to read unknown words but needs support from the teacher. The learner can break words into syllables and sounds with support from the teacher.	The learner uses phonics and syllabification to sound out unknown words but occasionally needs help to blend the sounds into a word.	The learner uses phonics and syllabification to sound out unknown words and can usually blend the sounds into a word.
High frequency words	The learner knows very few high frequency words.	The learner knows some high frequency words.	The learner knows many high frequency words.	The learner reads most words with automaticity.
Fluency and expression	The learner pauses frequently, skips words and reads word-by-word. The learner gives no attention to expression.	The learner reads most of the text but word-by-word. The learner gives little to no attention to expression.	The learner reads most of the text fluently and with some expression.	The learner reads the text fluently and with good expression.



Comprehension

Answers literal questions.
Makes predictions.
Reorders events in correct sequence.
Makes inferences.

Activity

- This can be done at any time from Week 4 to Week 7.
- Use the Anthology story from the previous week.
- Settle the class to complete a written task.
- Then, call individual learners to your desk to complete the assessment.
- Ask learners to answer 1–2 of each of the following kinds of questions about the text:

Literal Questions about Details

1. Who.?
2. What...?
3. When...?
4. How...?

5. Where...?

Make predictions

1. What do you think will happen next? Why?
2. How do you think the story will end? Why?

Sequence

1. What happened at the beginning of the story?
2. What happened at the end of the story?
3. What happened after ...?
4. What happened first: ...or...?

Inferences

1. What can you infer about....from....?
2. How do you think....?
3. Why do you think...?

Assess each learner using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Literal questions about details	The learner struggles to recall any details from the story, even with prompting.	The learner correctly recalls some details from the story, with some prompting.	The learner correctly recalls most details from the story.	The learner correctly recalls all details from the story.
Predictions	The learner struggles to make a reasonable prediction.	The learner makes a reasonable prediction with support from the teacher.	The learner makes a reasonable prediction but struggles to justify the answer.	The learner makes a good prediction and can justify the answer.
Sequence	The learner struggles to correctly sequence events from the text, even with support.	The learner can correctly sequence events from the text with some support.	The learner correctly sequences events from the text but takes some time.	The learner quickly and correctly sequences all events from the text.
Inference	The learner struggles to make an inference about a character or event from the story, even with support.	The learner makes a reasonable inference about a character or event from the story, with support.	The learner makes a reasonable inference about a character or event from the story, without support.	The learner makes a good inference about a character or event from the story, without support.



Handwriting

Writes all lower and upper case letters in print script confidently and accurately.
Uses appropriate spacing between words.

Activity

- Do this throughout the term during Handwriting lessons.
- Use the lessons provided in the NHLRP Teaching Plan.
- During lessons, walk around and observe learners' handwriting skills.
- Take note of each learner's ability to form letters correctly, to control the size and spacing of words, and to write at a good pace.
- Assess learners using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Letter formation	The learner often struggles to remember correct starting points and directions. Most letters are poorly or incorrectly formed.	The learner sometimes struggles to remember correct starting points and directions. Some letters are poorly or incorrectly formed.	The learner knows the correct starting points and directions. Letters are correctly formed but attention can be given to neatness.	The learner knows the correct starting points and directions. Letters are correctly and neatly formed.
Spacing between words	Spacing of words is inconsistent and spaces are too big or small.	Spacing of words is sometimes inconsistent and / or spaces may be too big or small.	Spacing of words is occasionally inconsistent or too big or small.	Spacing between words is consistently appropriate.



Writing

Writes an expressive text such as a thank you card or letter.
Writes own story of at least 1 paragraph (5 sentences) using a writing frame.

Activity 1

- Do this during the Writing lessons in Week 4.
- Use the lessons provided in the NHLRP Teaching Plan for learners to write a letter or postcard to a friend.
- At the end of the Friday lesson collect learners' books for assessment.
- Assess learners using the rubric that follows.

Activity 2

- Do this during the Writing lessons in Weeks 2 or 3.
- Use the lessons provided in the NHLRP Teaching Plan for learners to write a story of at least 1 paragraph using a writing frame.
- At the end of the Friday lesson collect learners' books for assessment.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Originality of paragraph	The idea is difficult to understand or is not original – the teacher's example is copied.	The idea is understandable and original, although similar to the example.	The idea is personal and original.	The idea is personal, original and creative.
Sentence structure	The learner makes 3 or more errors related to sentence structure.	The learner makes 2 errors related to sentence structure.	The learner makes 1 error related to sentence structure.	The learner structures all sentences correctly.
Length	The letter and the paragraph are both too short and incomplete.	The letter or the paragraph is too short or incomplete.	The letter and the paragraph are both complete but one of the pieces is a little short.	The letter and the paragraph are both complete and of the correct length.
Punctuation	The learner struggles to use capital letters and full stops correctly, even with support.	The learner uses capital letters and full stops correctly, but struggles with other punctuation.	The learner usually uses all taught punctuation correctly.	The learner mostly uses all taught punctuation correctly.
Use of adjectives	The learner struggles to add adjectives to sentences.	The learner sometimes adds appropriate adjectives to sentences.	The learner adds appropriate adjectives to sentences as required.	The learner adds interesting adjectives to sentences as required.



Grade 2 ORF Record Sheets

NHLRP ORF
Language: English
Grade 2
ORF Record Sheet: Sound Reading

No.	**Learner Name**	**2.1.A** clspm score	**2.2.A** clspm score	**2.3.A** clspm score	**2.4.A** clspm score

NHLRP ORF
Language: English
Grade 2
ORF Record Sheet: Word Reading

No.	Learner Name	2.1.B cwpm score	2.2.B cwpm score	2.3.B cwpm score	2.4.B cwpm score

NHLRP ORF
Language: English
Grade 2
ORF Record Sheet: Passage Reading & Oral Comprehension

No.	Learner Name	2.1.C cwpm score	2.1.D 4 oral questions	2.2.C cwpm score	2.2.D 4 oral questions	2.3.C cwpm score	2.3.D 8 oral questions	2.4.C cwpm score	2.4.D 8 oral questions



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