

THE EARLY GRADE READING STUDY NORTH-WEST PROVINCE GRADE 2 SETSWANA HOME LANGUAGE CLASSROOM DOCUMENT REVIEW

This instrument comprises a review of the classroom book collection and various documents from each of the teachers whose lessons are observed.

COVER PAGE			
School and teacher details			
1.	School Name or code		<i>Write name</i>
2.	School's EMIS number		<i>Write number</i>
3.	District		<i>Write one code</i> 1= Dr Kenneth Kaunda 2= Ngaka Modiri Molema
4.	Name of fieldworker responsible for data collection		<i>Write initials and surname</i>
5.	Today's date	/ 10 / 2016	<i>Write date</i>
6.	Day of the week		<i>Write the day of the week</i>
7.	Name of teacher. <i>The teacher should be a teacher that you observed teaching or the teacher whose class you were expected to observe</i>		<i>Write initial and surname</i>
8.	Name the specific Grade 2 class (or grades if combined grades) e.g. Grade 2a. <i>Should be the class that you observed or were supposed to observe</i>		<i>Write grade/s and designation</i> 98=N/A. There is only one Grade 2 class

Notes to fieldworkers:

After the lesson observation,

- ask the teacher if s/he has a **classroom book collection** (**not** the class readers/textbooks). If s/he has one, ask if you can see the book collection

For the document review, you need to ask the Grade 2 teacher for

- TWO randomly selected (by you as instructed in your training session and outlined in your manual) Grade 2 learners' workbooks/ exercise books for **Setswana Home Language for TERMS 3 and 4**. The teacher must **not** select the books. Make absolutely sure you have **ALL the books/files that reflect learners' written class and homework for TERM 3 and 4**. For example, you **must** ask the teacher whether learners have
 - classwork exercise books;
 - creative writing books;
 - handwriting books;
 - phonics books;
 - spelling books;
 - books for doing homework; and
 - assessment books

If the books are not stored in the classroom overnight and learners take their books home, you may need to collect workbooks/exercise books/work files from learners during or at the end of the observation period before they go home.

- her/his class **work schedules, lesson plans** or **ALL documents that show plans of work for Term 3 and 4 and lesson/s** for Grade 2 Setswana Home Language. Tell the teacher that it does not matter whether s/he is using plans that were developed by others;
- records of learner assessment** for Grade 2 Home Language for 2016 including **teacher's own** notes, comments or **records of individual learners' levels of ability**, development and progress if s/he keeps such records; and
- timetable** (if possible get a copy and attach it to this document with a paperclip).

This instrument consists of **six** sections:

SECTION	DESCRIPTION	PAGE
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Section B	Review of work schedules or plan of work for terms 3 and 4 or the year (may take the form of a whole series of lesson plans) and lessons	3
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Section A: Review of classroom book collection/reading corner/box library or equivalent *Note to fieldworkers: These books are **not** the class readers/ graded readers used for teaching.*

1.	Is there a book collection/reading corner/box library or equivalent evident in the classroom (may be kept in the classroom cupboard/storage space)?		1= Yes 2= No 98= Not Applicable (N/A). 'Open air' classroom 99= Don't know/unable to ascertain this
2.	If yes, how many of the following are available (different titles i.e. not copies of the same book)		
	1. Picture books (including comics)		0=None 1=Fewer than 5 2=5-10 3=10-20 4=More than 20 98= N/A. No classroom book collection 99= Don't know/unable to ascertain this
	2. Story books (narratives – mainly text)		
3.	If yes, are most of them available in ...		
	1. Setswana		Write a code for each 1= Yes 2= No 98= N/A. No classroom book collection 99= Don't know/unable to determine language/s
	2. English		
	3. Other South African languages, specify languages		
	Other, specify:		
4.	Do the books seem to be made available for regular use by learners in the class?		1= Yes 2= No 98= N/A. No classroom book collection/box library available 99= Don't know/unable to ascertain this

Note to fieldworker: You should complete Section B - F while reviewing the relevant documents.

Section B: Review of work schedules or plan of work for term 3 & 4 or the year and lesson plans

1.	Is the teacher able to provide her/his Term 3 and 4 plan of work for Grade 2 Home Language (HL)? Note: Term 3 started on 18 July and ended on 30 September and Term 4 started on 10 October and ends on 7 Dec. Note also that the work plan may take the form of a whole series of lesson plans.		1= Yes for both terms 2= Yes but only for Term 3 3= Yes but only for Term 4 4= No plan available for either term
2.	If plans for both terms are not available, why not? <i>Write the reason</i>		
3.	If yes, a) what period does the plan for Term 3 cover? Note: Term 3 started on 18 July and ended on 30 September .		Write the start date and the end date as DD/MM/2016 98= N/A. No plan made available 99= Don't know. Unable to tell
	Start date:		
	End date:		

	b) what period does the plan for Term 4 cover? Note: Term 4 started on 10 October and ends on 7 December.	Write the start date and the end date as DD/MM/2016 98= N/A. No plan made available 99= Don't know. Unable to tell	
	Start date:		
	End date:		
4.	Does the plan of work include or take the form of a whole series of lesson plans or include lesson plans?		1= Yes 2= No 98= N/A. No plan made available
5.	Do lesson plans mostly specify		
	1. Daily phonics activities/exercises/tasks for learners		1= Yes 2= No 98= N/A. No lesson plans made available 99= Don't know. Unable to tell
	2. Daily reading activities/exercises/tasks for learners (e.g. learners to read 15 new words or pages or textbook/ reader)?		
	3. Daily writing activities/exercises/tasks for learners (e.g. learners to write 5 whole sentences)?		
	4. Daily listening and speaking activities/exercises/tasks for learners ?		
6.	Do lesson plans provide details of content and skills to be covered each week/day? (e.g. phonics skills such as linking speech sounds to letters and letter patterns; sounding out, reading/writing separate syllables; word recognition; matching pictures to words; learning about the grammatical structure of text, reading/writing whole sentences, reading/writing paragraphs, etc.)		Write one code only 0= Not at all 1= Minimally 2= Moderately 3= Extensively 98= N/A. Lesson plans not made available 99= Don't know. Unable to tell
7.	Do plans make specific reference to developing vocabulary (specify what new words will be learnt)?		1= Yes 2= No 98= N/A. No lesson plans made available 99= Don't know. Unable to tell
8.	Is there evidence that the teacher tracks actual teaching implementation against an overall year/term plan? (e.g. track coverage through the use of a pace setter, etc.)		1= Yes 2= No 98= N/A. No work plan made available 99= Don't know.
9.	Is an assessment plan (e.g. dates or points for evaluating learning) integrated into the work plans?		1= Yes 2= No 98= N/A. No work plan made available 99= Don't know. Unable to tell
10.	Fieldworker: Compare the work actually covered in the lesson observed with the work outlined in the work plan for this time of the term/year		
	a) Was the content of the lesson/s observed in line with the work planned or indicated for the particular week in the term/year plan or series of lesson plans?		1= Yes 2= No 98= N/A. No plan made available 99= Don't know. Unable to tell e.g. days not indicated on plan or plan 'too general'
	b) Was the content of the lesson/s observed in line with the work planned or indicated for the particular day in the term/year plan or series of lesson plans?		

	c) If not, note any differences or reason for differences
11.	Any other comments (e.g. on weaknesses or strengths of plans and/or teacher's use of plans)

Section C: Review of learners' workbooks/exercise books/files

1.	Do learners mainly write their work in DBE pre-printed CAPS workbooks ?		1= Yes 2= No. They mainly write in exercise books 3= No. They seems to use workbook/s and exercise books equally 99= Don't know – workbooks/ exercise books/files are not made available
2.	If other books besides the CAPS workbooks are used for written work, do learners have one exercise book or file for all or most written work for Setswana Home language ?		1= Yes 2= No 98= N/A. All written work is done in the DBE workbooks 99= Don't know – exercise books/ files are not available
3.	If more than one book or file is used for written work, do learners have any of the following:		
	1. A book or file for exercises		1= Yes 2= No 98= N/A. All written work is done in the DBE workbooks 99= Don't know – exercise books/ files are not available
	2. A separate homework book/file		
	3. A separate handwriting book/file		
	4. A separate phonics book/file		
	5. A separate spelling book/file		
	6. A separate language writing book/file		
	7. A separate creative/story writing/news book/file (or similar for writing extended texts/paragraphs)		
	8. A separate book/file for assessment tasks/activities		
	9. Other arrangement, specify		
4.	How many of the pages requiring written work have been completed in the learner's Term 3 and 4 workbooks (NB. only count the pages where the learner actually completed all or most of the written work required)		Write the number 0= None 98= N/A. Workbooks are not used 99= Don't know. Unable to tell.

5.	If you were unable to count how many pages, write the reason.		
6.	Were exercises completed on the following pages in the DBE <u>Term 3 & 4</u> workbooks? <i>(Fieldworkers check these pages even if the workbooks are not mainly used. Note that the page numbers are on the bottom right or left of each page not at the top)</i>		
	1. Page 27		1= Yes 2= No 99= Don't know – workbooks are not made available
	2. Page 49		
	3. Page 83		
	4. Page 91		
	5. Page 107		
7.	How many pieces of daily written work are in the learners' exercise books/files in total for Term 3 ? As far as is possible use the dates in ALL the exercise books/files to count work daily done from 18 July to 30 September and count each date as one piece of work. Count homework as an extra day but do not count work headed 'corrections'.)		Write the number 0= None 98= N/A. Exercise books/files are not used. Only the workbooks are used. 99= Don't know. Unable to tell.
8.	If you were unable to tell, write the reason.		
9.	How many of the pages requiring written work that you counted as completed in the learner's Term 3 and 4 Setswana workbooks MAINLY comprise following types of writing exercises/tasks? Note: Use tallies to calculate this.		
	1. Patterns in preparation for joined script or cursive writing		Write the number 0= None 98= N/A. Workbooks not used. 99= Don't know. Unable to tell.
	2. Letters, vowels/ syllables/ phonemes		
	3. Whole words		
	4. Short sentences/ phrases		
	5. Long sentences (more than 5 words)		
	6. Whole paragraphs		
	7. Longer extended texts (more than one paragraph such as letters)		
10.	If you were unable to tell, write the reason.		

11.	How many of the pieces of daily written work that you counted in ALL exercise books/files for Term 3 (i.e. from 18 July to 30 September 2016) MAINLY comprise the following types of writing exercises/tasks. Note: Use tallies to calculate this.		
	1. Patterns in preparation for joined script or cursive writing		<i>Write the number</i> 0= None 98= N/A. Only workbooks are used. 99= Don't know. Unable to tell.
	2. Letters, vowels/ syllables/ phonemes		
	3. Whole words		
	4. Short sentences/ phrases		
	5. Long sentences (more than 5 words)		
	6. Whole paragraphs		
	7. Longer extended texts (more than one paragraph such as letters)		
12.	If you were unable to tell, write the reason.		
13.	Is there evidence of learners learning or practising cursive writing? (as opposed to printing or making patterns in preparation for cursive writing) in their HL workbooks and/or exercise books/files ?		<i>Write one code</i> 0= Not at all 1= Minimally 2= Moderately 3= Extensively 98= N/A. No workbooks/exercise books not made available 99= Don't know. Unable to tell
14.	Is there any evidence that learners keep personal 'dictionaries' or 'word banks' (lists of words relating to the development HL vocabulary)?		1= Yes 2= No 99= Don't know. No workbooks/ exercise book/files made available
15.	Is there evidence of the teacher marking learners' work regularly (symbols, ticks and crosses or other way of clearly indicating that work or answers are correct or incorrect, not just a signature) in		
	1. Workbooks		<i>Write one code for each</i> 0= Never 1= Hardly ever 2= Sometimes 3= Mostly 4= Always but only in assessment files/books 5= Always 6= Unable to tell 98= N/A. Not used 99= Don't know. Workbooks/exercise books/ files are not available
	2. Exercise books/files		
16.	Is there evidence of learners doing corrections in		
	1. Workbooks		<i>Write one code for each</i> 0= Never 1= Hardly ever 2= Sometimes 3= Mostly 4= Always but only in assessment files/books 5= Always 6= Unable to tell 98= N/A. Not used 99= Don't know. Workbooks/exercise books/ files are not available
	2. Exercise books/files		

17.	How often is there evidence of learners doing homework (i.e. work headed 'homework' or designated homework books)? Note: Use dates to estimate frequency		
	1. in their workbooks		0= Hardly ever/never 1= Daily 2= Four times a week 3= Three times a week 4= Twice a week
	2. in their exercise books/ files		5= Once a week 6= Unable to tell e.g. dates/heading 'homework' not used 98= N/A. Not used 99= Don't know. All books used not made available
18.	Does the work in learners' HL workbooks and/ or exercise books /files indicate that the teacher is managing to cover the curriculum for the grade?		1= Yes fully 2= To a large extent 3= To some extent 4= Barely 5= Unable to establish this (e.g. because the workbooks/ materials are in a muddle) 99= Don't know. All workbooks/ exercise books not made available
19.	Provide a reason/s for your assessment of coverage. <i>Write reason/s. For example, what aspects of the curriculum seem to be neglected?</i>		
20.	Any other comments on work in workbooks/exercise books or files		

Section D: Review of records of assessment of each learner (mark schedules or lists) and progress notes

1.	Can the teacher show you his/her record of formal assessment tasks for Setswana Home Language completed this year?		1= Yes 2= No
2.	If yes, how many marks/symbols/ assessment tasks are recorded in total for each learner for Setswana HL in 2016? In other words, how many times this year have learners been assessed?		<i>Write the number</i> 0= No marks/ assessment tasks are recorded in records. 98= N/A. Assessment records/ marks not made available

3.	How many of the following types of activities/tasks have been formally assessed in TERM 3 in 2016?		
	1. Phonics activities		
	2. Reading activities? [Sometimes teachers use 1 assessment to derive several scores e.g. for fluency, projection etc. Only count each reading assessment once.]		<i>Write the number for each</i> 0= None 98= N/A. Types of tasks or activities are not specified in the records 99= Don't know. Records not made available
	3. Writing activities?		
	4. Listening and Speaking activities? [Sometimes teachers use 1 assessment to derive several scores. Only count each oral assessment once.]		
4.	Is there any evidence that the teacher keeps daily or running notes or 'checklists' tracking each learner's levels of development, ability and progress? Does the teacher have any assessment records that include informative/ constructive comments about individual learner's progress? (For example, does s/he keep details of the graded reader that learners are using or the types of reading errors made by individual learners, or the different letters and/or number of words that each learner has learnt?)		1= Yes 2= No 99= Don't know. Assessment records not made available
5.	Any further comments on the assessment records		

Section E: Timetable

1.	Does the Grade 2 timetable operate on a 5 day cycle?		1= Yes 2= No 3= Unable to tell 98= N/A. Timetable not made available
2.	What is the total length of the Setswana Home Language lesson/s on:		
	Monday?		<i>Write the number of minutes. Use 24 hour clock e.g. 00h45</i> 98= Not able to ascertain time allocation for Setswana Home Language from the timetable 99= Don't know. Timetable not made available
	Tuesday?		
	Wednesday?		
	Thursday?		
	Friday?		

3.	Did the duration (number of minutes) of the lesson you observed today 'match' the time allocated for Setswana Home Language on the Grade 2 timetable for today? (refer to 'start' and end times noted on the lesson observation schedule to check length of lesson and compare the duration with that shown in the timetable)?		1= Yes 2= No 3= Unable to tell 98= N/A. Timetable not made available
4.	If not, how much		
	a) shorter was the lesson than timetabled?		Write the number of minutes. Use 24 hour clock. 98=N/A 99=Don't know. Unable to ascertain
	b) longer was the lesson than timetables?		
5.	If the duration of the lesson observed was different from what is scheduled on the timetable, provide the reason/s.		Write the reason. 98= N/A. Duration matched the timetable 99= Don't know
6.	Any other comments on the timetable or use of time for teaching		

Note to fieldworker: Complete the following after you have finished the review. Return all documents and workbooks/exercise books before you leave the school premises.

Section F: Comment on the document retrieval

1.	How organized was the document retrieval for this review?		1= Very organized, all documents were readily available 2= Fairly organized, most documents were readily available for review 3= Very disorganized, most documents were difficult to obtain/ not readily available.
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