The Journey of Oral Reading Fluency (ORF) in the Gauteng Province

Faith Lindiwe Tshabalala

Director: Education Research and Knowledge Management

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PRESENTATION OUTLINE

1. How and why GDE chose to asses Oral Reading Fluency (ORF) ?
2. What has the journey has been like?
3. How has GDE used the results for provincial planning and system?
4. What lessons do you have for other provinces?

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How and why GDE chose to assess Oral Reading Fluency (ORF) ?

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	Goal 1: Early Childhood Development	Goal 2: Promote Quality Education	Goal 3: Safe School	Goal 4: Change the Education Landscape	Goal 5: Youth Development
Strategic Goal					
Priorities	Complete the universalisation of Grade R and begin the preparations for the introduction of Grade RR	**Strengthening Foundations across all GET Grades** Defending the "crown" – continuing the improvement of quality learning in the FET Band Expand and enhance Schools of Specialisation **Provincial, National, Regional and International Learner Assessments** **Skills for a Changing World including Technical High Schools** **Fourth Industrial Revolution, ICT and E-learning** **Expand access to special schools and improve quality of programmes for Learners with Special Needs**	Safe schools and Social Cohesion School Sports : Tournaments Soccer, Rugby, Cricket, Netball and Athletics School Health, Anti-Drugs Programmes, Girl Child Support and Guidance	Twinning and Resource Optimisation, small schools and normalisation of grade structure of schools New improved School Infrastructure - Adhering to National Norms and Standards Reposition Principals and Educator Development and Support Increase and intensify SGB Support and Advisory Work Improve District Support and Labour Dispute Resolutions Mechanism Resolve Education Disputes and implement Resolutions: Intervention Unit	Develop a Master Skills Programme aligned to skills required by the Fourth Industrial Revolution Continue with the Bursaries Programmes targeting the poor and critical skills **Promote Young Writers and Publications for use in schools**

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FOCUS ON TEACHING AND LEARNING

1. ASSESSING LEARNING:

Knowing where learners are in their learning journeys. Learning information for the system and for teachers. Using formation to inform teaching. Setting system expectations, communicating expectations.

2. MAXIMISE INTRUCTIONAL TIME:

In every way, finding ways to maximize both macro and micro time for engaging learning

3. SYSTEMIC INTRUCTION:

Encouraging explicit and systematic instruction. Teaching at the right level, sequencing and progression. Using textbooks, lesson plans, workbooks.

4. TEACHING ROUTINES:

Improved use of productive teaching routines. e.g., revision of previous lesson, presenting new information, guided practice, independent practice, review (formative assessment).

5. ADDRESSING SOCIAL AND EMOTIONAL CHALLENGES:

Creating child-friendly classrooms and schools as happy places. Safety and security, clean toilets, clean water, places to play, extra-murals, etc.

What has the journey been like?

ORAL READING FLUENCY (ORF) - BACKGROUND

2019 – Determine the reading competencies in EFAL for grade 3 learners through an Oral Reading Assessment

Assess number of words correctly read per minute

Targeted schools across 15 districts per random sampling – 735 Primary schools – 289 Primary schools participated

6338 Learners participated

Passage used for the assessment – 126 words

ORAL READING FLUENCY (ORF)

2021 – Determine the reading competencies in EFAL for grade 3 learners through an Oral Reading Assessment

Assess number of words correctly read per minute (Fluency, recognition of sigh words and comprehension (understanding of the passage read)

Targeted schools per stratified random sampling – Primary schools across 15 districts participated

8281 Learners participated

Passage used for the assessment – 126 words

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2023 ORAL READING FLUENCY (ORF)

Conduct an ORF for Grade 3 learners – EFAL, Sesotho, Setswana, Sepedi and IsiZulu

Focus on fluency, word recognition, sight word recognition and reading with comprehension

735 Primary schools (random sample)

Head office (Provincial Languages Subject Heads) and District Languages officials

Head office – Provincial Quality Assurance officials

Head office – Provincial Assessment officials

COLLABORATION

QUALITY ASSURANCE

Random sampling, Development of Assessment Instrument	Administration of ORF

CURRICULUM

Provide Reading passage, assist with development of Assessment Instrument	Administration of ORF

ASSESSMENT

Development of Assessment Instrument	Administration of ORF

RESEARCH

Guidance on Development of Test Items/ Capturing of results and Final Report

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2023 EARLY MATHS ASSESSMENT (EMA)

Language – critical role in the understanding of Mathematics

Basic Mathematics competencies acquired by the end of grade 3, 6 and 9

NDP Target:

90% of grade 3, 6 and 9 performing at 50% and above in Languages and Mathematics

Early identification of Mathematics challenges

Intervention at an early stage

Impact on Mathematics in higher grades

2023 Rapid assessments

- **Oral Reading Fluency (ORF) in sampled schools**
- **Grade 3 Early Maths Assessment (EMA) in sampled schools**

How has GDE used the results for provincial planning and system?

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READING EMBEDDED IN THE GET LANGUAGES AND MATHS STRATEGY

Support given to the Foundation Phase based on the results?

Pillar 9: Research, Monitoring and Evaluation

- Dissemination of the systemic report to relevant stakeholders
- Examining whether the foundation phase English instruction in English additional language schools equips learners with the necessary competencies to handle the English language during the intermediate phase.
- Conduct research on the identified gaps i.e. why schools with certain intervention programs (i.e. PSIRP) did not perform well.
- Exploring why well resourced schools (with fully fledged libraries donated by Hyundai and Lotus) did not perform well in ORF

What lessons do you have for other provinces?

Lessons learned.

- Clear purpose why the rapid assessments are conducted
- Continuous benchmarking (learning best practices from others and adhere to standardized benchmarks)
- Strong collaboration and communication
- Continuous training for data collectors
- Clear feedback to the PELRC after the administration
- Ensure that the findings are not utilsed to stigmatise schools
- Findings to inform current strategy
- Tailormade interventions directly linked to the needs

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LANGUAGES INTERVENTION

- **INTERVENTION: STRENGTHEN PILLARS 1, 2 and 3**

Pillar 1 Assessment and Diagnosis

- **Conduct an ORF Assessment for Grade 3 Learners in sampled schools**
- Pre-Assessment to identify gaps (current cohort)
- EFAL, Sepedi, Sesotho, Setswana and IsiZulu
- Grade 3 – Transition grade
- Grade 7 – Prepare learners for grade 8

Pillar 2 Resources

- Provide identified Primary and Secondary schools with:
- Library boxes (IsiZulu and Setswana) – LTSM Budget
- Library boxes through Zenex Foundation (Sepedi and Setswana)
- 72 Titles – African Languages (Zenex Foundation)
- Grade and age-appropriate readers (grades 1-9), wall charts (Grades 1-3) and guideline documents – Teaching Reading in the Intermediate and Senior Phase

Pillar 3 Learner Support

- Develop learner support material
- Grade 3 – Additional Support classes (x 2 days per week)
- Grade 7 – Additional Support classes

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MATHEMATICS INTERVENTION

- **INTERVENTION:**
- **STR ARS 1, 2 and 3**

Pillar 1 Assessment and Diagnosis

- **Conduct an Early Maths Assessment (EMA)** for Grade 3 Learners in sampled schools
- Pre-Assessment to identify gaps (current cohort)
- Pre-Assessment – grade 8 and 9 learners

Pillar 2 Resources

- Provide identified Primary and Secondary schools with:
- Mathematics kits
- Mathematics games
- Calculators
- Wall charts
- Mental Maths Activities
- TIMSS Support material

Pillar 3 Learner Support

- Develop learner support material
- Grade 8 and 9 – Additional Support classes – 2 sessions per week (E.g., Algebra and Geometry
- Intervention for Maths participation in preparation for Grade 12 processes
- Target – 454 SSIP and 35 SOS/Twinning Schools as part of random sample

TIMEFRAMES

Component	July to September 2023	October to Dec 2023	January to March 2024
Oral Reading Fluency Assessment	- Develop Test Instruments - Conduct exercise of testing the assessment instrument - Stakeholder Engagements	- Administration of ORF Assessment in sampled schools - Preliminary Report	- Present final report to relevant stakeholders - Enhance and implement strategy based on data gathered
Grade 3 Early Maths Assessment (EMA)	- Develop Test Instruments - Conduct exercise of testing the assessment instrument - Stakeholder Engagements	- Administration of Early Maths Assessment (EMA) in sampled schools - Preliminary Report	- Present final report to relevant stakeholders - Enhance and implement strategy based on data gathered

Has already presented to the PELRC Curriculum and Assessment Task Team grant permission for the GDE to conduct:

- Grade 3 Oral Reading Fluency (ORF) in sampled schools
- Grade 3 Early Mathematics Assessment (EMA) in sampled schools
- Grade 3 Home languages

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THANK YOU