



**MINISTRY OF EDUCATION, WOMEN'S AFFAIRS & CULTURE (MEWAC)
POTUNGAUE AKO, KAKAI FEFINE & TALA FAKAFONUA**

**Tonga Early Grade Reading Assessment (TEGRA) Survey: Student Response Sheet
VAKAI'I 'O E LAUKONGA FANAU IIKIANGE 'I TONGA / TEGRA:
PEPA TALI 'A E FĀNAU & FAKAHINOHINO KI HE TOKOTAHA FAKAHOKO SAVEA**

General Instructions / Ko e Ngaahi Fakahinohino:

It is important to establish a playful and relaxed rapport with the children to be assessed, via some simple initial conversation among topics of interest to the child (see example below). The child should perceive the following assessment almost as a game to be enjoyed rather than a severe situation. **It is important to read ONLY the sections in boxes aloud slowly and clearly.**

'Oku mahu'inga ke ma'u 'e he fānau' ha ongo'i fiefia mo fie kau mai ki he savea ko ení. 'Oku fiema'u ke ke kamata'aki ha talanoa mo kinautolu fekau'aki mo ha ngaahi me'a 'oku mahu'inga kiate kinautolu. 'Oku totonu ke mahino ki he fānau' ko ha ki'i va'inga pe 'eni 'o 'ikai ko ha sivi. 'Oku mahu'inga foki ke lau 'a e ngaahi lea pē ko ia 'i he loto puhá.

Good morning. My name is ____ and I live in _____. I'd like to tell you a little bit about myself. [Number and ages of children; favourite food, breakfast, sports; etc] You may want to shake hands with the child.

1. Could you tell me a little about yourself and your family? [Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal consent].
2. What do you like to do when you are not in school?

Mālō e lelei. Ko hoku hingoá ko pea 'oku ou nofo 'i 'Oku ou fie fai atu ha ki'i talanoa fekau'aki mo au. (Tokolahi mo e ta'u ho'o fānau, me'akai manako, kai pongipongi, sipoti) Mahalo pē te ke fie lulululu mo e tamasi'i/ ta'ahine ako.

1. *Te ke lava 'o talamai ha ki'i talanoa fekau'aki mo koe? (Tatali ki he tali 'a e fanau. Kapau 'e 'ikai fie tali, pea ke 'eke 'a e fehu'i fika 2 pea ka ne tali pea ke hoko atu koe ki he kole pē 'oku loto ke kau ki he savea.)*
2. *Ko e hā 'a e me'a 'oku ke sai'ia ke fai he taimi 'oku 'ikai te ke 'alu ai ki he ako?*

Verbal Consent: *Ko e vakai pe 'oku fie kau mai ki he savea'*

- Let me tell you why I am here today. I work with the Ministry of Education and we are trying to understand how children learn to read. You were picked by chance.
- We would like your help in this. But you do not have to take part if you do not want to.
- We are going to play a reading game. I am going to ask you to read letters, words and a short story out loud.
- Using this stopwatch, I will see how long it takes you to read.
- This is NOT a test and it will not affect your grade at school.
- I will also ask you other questions about your family, like what language your family uses at home and some of the things your family has.
- I will NOT write down your name so no one will know these are your answers.
- Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right.
- Do you have any questions? Are you ready to get started?

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- *Ko e 'uhinga eni 'oku ou 'i heni ai he 'aho' ni. 'Oku ou ngāue 'i he Potungaue Ako' pea 'oku fiema'u ke mau 'ilo ki he tu'unga 'oku 'i ai 'a e laukonga fakatonga 'a e fanau iiki he Kalasi 1 – 3. Na'e fili koe hangē koia kuo hoko he 'aho' ni.*
- *'Oku mau fiema'u ho'o tokoní ka 'oku 'atā pē ke 'oua te ke kau ki ai kapau 'oku 'ikai te ke fie kau mai.*
- *'E fai 'eta fanga ki'i va'inga pea te u kole atu kiate koe ke ke lau 'a e ngaahi mata'itohi, talamai 'a e ngaahi ongo 'o e ngaahi mata'itohí' pea lau mai mo e ongo ki'i talanoa nounou. 'E toe fiema'u foki ke ke tohi'i mai ha ki'i sētesi.*
- *Te u ngāue'aki 'a e uasi ko 'ení ke taimi'i 'a ho'o laukonga'.*
- *'Oku 'ikai ko e sivi 'eni pea 'e 'ikai ke ne uesia ha'o ola 'e taha 'i he 'apiako' ni.*
- *Te u toe 'eke atu foki mo ha ngaahi fehu'i kehe fekau'aki mo ho fāmilí' hangē ko e lea 'oku ngāue'aki 'i 'apí' pea mo e ngaahi tohi 'oku ke lau'.*
- *'E 'ikai te u tohi ho hingoá, 'a ia 'e 'ikai 'ilo 'e ha taha ia ko ho'o ngaahi talí' eni.*
- *'Oku 'ikai fakamalohi'i koe ke ke kau mai ki he savea ko 'ení. Kapau te ke kau mai ki he savea' pea 'oku 'i ai ha fehu'i ia 'oku 'ikai te ke fie tali, 'oku sai pe ia.*
- *'Oku 'i ai ha toe fehu'i? Kuo ke maau ke ta kamata?*

Check box if verbal consent is obtained: YES ☐

Faka'ilonga'i 'a e puha' (✓) kapau 'e tali 'e he tokotaha ako' ke kau ki he savea': 'IO ☐

(If verbal consent is not obtained, thank the child and move on to the next child, using this same form)

(Kapau 'oku 'ikai tali 'e he tamasi'i ako' ke kau ki he savea, fakamālō ki ai pea hoko atu ki he tokotaha hono hoko' kae kei ngaue'aki pe 'a e foomu ko eni.)

1. Date of assessment: 1. 'Aho 'o e savea':	
2. Enumerator's name : 2. Hingoa 'o e tokotaha 'oku ne fakahoko 'a e savea':	
3. NAME and location of school: 3. Hingoa mo e feitu'u 'oku 'i ai 'a e 'apiako':	
4. Unique School code : 4. Fika 'o e 'apiako':	
5. Unique TEGRA school code: 5. Fika TEGRA 'o e 'apiako':	
6. School type: 6. Founa Faiako':	<input type="radio"/> 1 = Single Teacher (ST) = Faiako 'e taha kihe kalasi 'e taha <input type="radio"/> 2 = Composite Teacher (CT) = Faiako 'e taha kihe kalasi 'e ua. <input type="radio"/> 3 = Multigrade Teacher (MT) = Faiako 'e taha ki he kalasi laka hake he ua. <input type="radio"/> 4 = Mission School (MS) = Ako Siasi
7. Student's Class 7. Kalasi 'a e tokotaha ako':	<input type="radio"/> 1 = Class 1/ Kalasi 1 <input type="radio"/> 2 = Class 2/ Kalasi 2 <input type="radio"/> 3 = Class 3/ Kalasi 3
8. Name of teacher: 8. Hingoa 'o e faiako':	
9. Student's month and year of birth : 9. Māhina mo e ta'u na'e fā'ele'i ai':	Month : _____ Mahina: _____ <hr/> Year : _____ Ta'u: _____
10. Student's gender: 10. Ta'ahine pe tamasi'i:	<input type="radio"/> 1 = girl = ta'ahine <input type="radio"/> 2 = boy = tamasi'i
11. Time Started: 11. Taimi 'oku kamata ai 'a e savea':	____ : ____ am / pm ____ : ____ pongipongi/ efiafi

Section 1. Letter Name Knowledge

KONGA 1: 'ILO'I 'O E NGAHI MATA'ITOH

FAKATĀTĀ 'O E ME'A KE FAKAHOKO 'I HE KONGA KO ENI 'O E SAVEA:

Show the child the sheet of letters in the student stimuli booklet. Say:

Fakahā ki he tokotaha ako 'a e la'ipepa 'oku 'i ai 'a e ngaahi mata'itohi' pea ke lea 'o pehē:

Here is a page full of letters of the alphabet. Please tell me the NAMES of as many letters as you can--not the SOUNDS of the letters, but the names.

For example, the name of this letter [point to O] is "O"

Let's practise: tell me the name of this letter [point to V]:

If the child responds correctly say: Good, the name of this letter is "VAA."

If the child does not respond correctly, say: The name of this letter is "VAA."

Now try another one: tell me the name of this letter [point to L]:

If the child responds correctly say: Good, the name of this letter is "LAA."

If the child does not respond correctly, say: The name of this letter is "LAA."

Do you understand what you are to do?

When I say "Begin," please name the letters as quickly and carefully as you can. Start here and continue this way. [Point to the first letter on the row after the example and draw your finger across the first line]. If you come to a letter you do not know, I will tell it to you. Otherwise I will keep quiet & listen to you. Ready? Begin.

Ko e la'ipepa 'eni 'oku fonu 'i he ngaahi mata'itohi kehekehe 'o e 'alafapeti'. Kātaki ko 'eku tuhu pē ki ha mata'itohi, pea ke talamai 'a e hinga 'o e mata'itohi ko ia'. Talamai pē 'a e mata'itohi ko ee teu tuhu ki ai'.

Hangē ko 'eni', ko e mata'itohi ko 'eni' (tuhu ki he "O") ko e "o". Sai. Talamai angē 'e koe pe ko e hā 'a e mata'itohi ko 'eni' (tuhu ki he V).

• *Kapau 'e tonu 'a 'ene talí' pea ke talaange ki ai:*
Sai 'aupito, ko e mata'itohi ko 'eni', ko e "Va".

• *Kapau 'e hala 'a 'ene talí' pea ke talaange ki ai:*
Sai. Ko e mata'itohi ko 'eni' ko e "Va".
Sai. Ta hoko atu, ke ta toe 'ahí'ahí'i ha fo'i mata'itohi 'e taha. Talamai angē 'a e mata'itohi ko 'eni'. (tuhu ki he L).

• *Kapau 'e tonu 'a 'ene talí' pea ke talaange ki ai:*
Sai 'aupito, ko e mata'itohi ko 'eni', ko e "La".

• *Kapau 'e hala 'a 'ene talí' pea ke talaange ki ai:*
Ko e mata'itohi ko 'eni' ko e "La".

Kuo u tui kuo mahino 'a e me'a te ke fai'. Ko 'eku pehē atu pē ke ta kamata pea ke talamai leva 'a e ngaahi mata'itohi' 'o kamata hee (tuhu ki he mata'itohi 'uluakí' 'o toho'i ho nima' ke a'u ki he mata'itohi faka'osi 'i he laine 'uluakí').

- **Manatu'i ke ke lau hokohoko pē 'e koe.**
- **Kapau 'e a'u atu ki ha mata'itohi 'oku 'ikai ke ke manatu'i, pea sai pe ia he teu talaatu ia 'e au kia koe, pea ke hoko atu pe ho'o lau' 'au.**
- **Te u fakalongolongo pē au ka ke lau hokohoko pē 'e koe. Sai pē? Sai, ta kamata leva.**

Start the timer when the child reads the first letter. Follow along with your pencil on the Student Response Form and **clearly** mark any incorrect letters with a slash (/). Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on.

Stay quiet, except when providing answers as follows: if the child hesitates for 3 seconds, provide the name of the letter, point to the next letter and say **"Please go on."** Mark the letter you provide to the child as incorrect. If the student gives you the letter sound, rather than the name, provide the letter name and say: **"Please tell me the NAME of the letter"**. This prompt may be given only once during the exercise.

AFTER 60 SECONDS SAY, "stop." Mark the final letter read with a bracket (]).

Early stop rule: If the child does not give a single correct response on the first line, say **"Thank you!"**, discontinue this exercise, check the box at the bottom, and go on to the next exercise.

- Lomi'i 'a e uasí 'i he kamata lau 'a e tokotaha akó.
- Muimui pē mo ho'o pení 'i he pepa tali 'a e fanau' pea ke kohi'i fakahihifi (/) 'a e ngaahi mata'itohi 'oku 'ikai 'ilo'i 'e he tokotaha akó.
- Kapau te ne toe fakatonutonu ha'ane 'uluaki lea na'e hala (self-correct), pea ke lau pē 'oku "tonu" 'eni. Siakale'i 'a e mata'itohi kuo fakatonutonu.
- Fakalongolongo pē, ka ke toki 'oange pē 'a e tali' 'o kapau 'e :
i) Longo 'a e tokotaha akó 'o laka hake 'i he sekoni 'e 3. Talaange 'e koe 'a e mata'itohi ko ia' pea ke tuhu leva ki he mata'itohi hokó mo talaange ki ai, **"Kātaki pē 'o hoko atu"**.
- Manatu'i ke kohi'i (/) 'a e mata'itohi 'a ē na'a ke talaange ki ai' he 'oku lau ia 'oku hala.
- Kapau 'e hanga 'e he tokotaha akó 'o pu'aki atu 'a e ONGO 'o e mata'itohi', pea ke talaange: **Kātaki 'o talamai pe 'a e mata'itohi'**. Ngāue'aki tu'o taha pē 'a e sētesi koení.

Ko 'ene 'osi pē 'a e sekoni 'e 60, pea ke talaange leva ki he tokotaha akó, **"Fe'unga, mālō"**. Tohi'i 'a e mata'itohi na'e ngata ai' 'aki 'a e faka'ilonga (]).

Tu'utu'uni ki he fakangata vave ange 'o e savea':

- Kapau 'e 'ikai ke lava 'a e tokotaha akó 'o tali ha me'a 'i he laine 'uluaki' 'o tonu pea ke talaange pē ki ai **"Mālō 'aupito"**, pea ke fakangata leva 'a e konga ko 'eni'.
- Faka'ilonga'i 'a e ki'i puha 'oku 'i lalo 'i he lekooti' pea mo hoko atu leva ki he konga hono hokó.

Example: O v L

Fakatātā: O v L

1	2	3	4	5	6	7	8	9	10	
E	A	u	p	'	L	e	o	a	n	(10)
k	'	A	o	K	a	f	E	u	e	(20)
L	S	'	i	a	p	h	u	a	K	(30)
o	F	e	O	I	H	A	o	u	a	(40)
'	a	m	K	o	f	N	h	o	A	(50)
U	i	V	e	'	E	k	S	E	ng	(60)
K	l	A	k	h	T	O	e	'	i	(70)
F	E	'	l	i	NG	a	'	M	t	(80)
s	A	H	T	a	U	K	u	A	F	(90)
'	s	i	E	k	e	a	i	A	e	(100)

Time on stopwatch at completion (number of SECONDS) :

Check this box if the exercise was discontinued because the child had no correct answers in the first line.

Sekoni 'oku hā he uasi' he 'osi 'a e lau'

Faka'ilonga'i 'a e puha ko 'eni' kapau na'e 'ikai ha tali tonu 'i he 'uluaki laine'

Good effort! Let's go on to next section.

Sai 'aupito ia. Ta hoko atu eni ki he kongā hono ua'.

Section 2. Initial Sound Identification

KONGA 2: 'ILO'I 'A E ONGO 'O E NGAHI MATA'ITOH:

'Ilo'i 'o e ongo 'uluaki 'o ha fo'i lea.

This is NOT a timed exercise and **THERE IS NO STUDENT SHEET**. Read aloud each word twice, and have the student say the sounds. Remember to model the "pure" sounds: /p/, not "puh" or "pay." Say:

FAKATĀTĀ 'O E ME'A KE FAKAHOKO 'I HE KONGA KO 'ENI 'O E SAVEA':

- 'I he konga ko 'eni 'o e savea', 'e 'IKAI ke taimi'i pea 'E 'IKAI KE 'I AI HA LA'IPEPA NGĀUE 'A E TOKOTAHA AKO'.
- Te ke lau tu'o ua 'a e fo'i lea kotoa koe'uhī ke hanga 'e he tokotaha ako' 'o pu'aki 'a e ongo 'uluaki 'o e fo'i lea ko ia'.

This is a listening exercise. I want you to tell me the beginning sound of each word. For example, in the word "sio", the first sound is "/s/". In this exercise, I would like you to tell me the first sound you hear in each word. I will say each word two times. Listen to the word, then tell me the very first sound in that word.

Let's practise. What is the first sound in "poto"? "/p/"

[If the child responds correctly, say]: Very good, the first sound in "poto" is /p/.

[If the child does not respond correctly, say]: Listen again: "poto". The first sound in "poto" is /p/.

Now let's try another one: What is the first sound in "ofa"? "/o/"

[If the child responds correctly, say]: Very good, the first sound in "ofa" is "o"

[If the child does not respond correctly, say]: Listen again: "ofa". The first sound in "ofa" is "o".

Do you understand what you are to do?

- Ko e konga ko 'eni' 'e fiema'u ke ke fanongo tokanga 'aupito. 'Oku ou loto ke ke talamai ko e hā 'a e ongo 'oku kamata'aki 'a e ngaahi fo'i lea ko 'eni teu lau atu'. Hangē ko 'eni', ko e ongo 'uluaki 'o e fo'i lea ko e "sio", ko e "ssss".
- 'Oku fiema'u ke ke talamai 'a e 'uluaki ongo 'oku ke fanongo ki ai' 'i he fo'i lea kotoa pē teu lau atu'.
- Te u pu'aki tu'o 2 atu 'a e fo'i lea kotoa pē. Fanongo lelei ki he fo'i lea', pea ke talamai 'a e fo'i ongo 'uluaki 'o e fo'i lea ko ia teu lau atu'.
- Ta ki'i 'ahī'ahi pē. Ko e hā 'a e ongo 'uluaki 'i he fo'i lea ko e "poto"? "pppp".
- [Kapau 'e tonu 'a 'ene talī' pea ke pehē ange]: Lelei 'aupito, ko e ongo 'uluaki 'i he fo'i lea "poto" ko e "p".
- [Kapau 'e 'ikai ke tonu 'a 'ene talī' pea ke pehē ange]: Toe fanongo lelei pe: "pppoto". Ko e ongo 'uluaki 'o e fo'i lea ko e "poto" ko e "ppppp".

Sai, 'ai ke ta toe 'ahī'ahi ha fo'i lea 'e taha. Ko e hā 'a e ongo

'uluaki 'i he fo'i lea ko e "ofa"?

- [Kapau 'e tonu 'a 'ene talī' pea ke pehē ange]: Tōtōatu, ko e ongo 'uluaki 'i he fo'i lea ko e "ofa", ko e "o"
- [Kapau 'e 'ikai ke tonu 'a 'ene talī' pea ke pehē ange]: Toe fanongo lelei pe: "ofa". Ko e ongo 'uluaki 'i he fo'i lea ko e "ofa" ko e ("o")

Read the prompt and then pronounce the target word a second time. Accept only as correct the isolated sound (without a shwah). If the child does not respond after 3 seconds, mark as

“No response” and say the next prompt. Enunciate clearly, but do not overemphasize the beginning sound of each word.

- Lau ‘a e ‘uluaki fo’i lea’ pea ke fakatātā ‘a e ongo totonu’ tu’o ua.
- Tali pē ‘a e fo’i ongo totonu taha’.
- Kapau ‘oku a’u ‘o sekoni ‘e 3 ‘oku te’eki ke lea, pea ke faka’ilonga’i pē ‘oku ‘ikai ha tali pea ke hoko ki he fo’i lea hono hoko’.
- **Pu’aki lelei mo mahino ‘a e ngaahi fo’i lea’ pea ‘oua ‘e fakamamafa’i ‘a e ongo ‘uluaki’.**

Early stop rule: If the child responds incorrectly or does not respond to the first five words, say “**Thank you!**”, discontinue this exercise, check the box at the bottom of the page, and go on to the next exercise.

Tu’utu’uni ki he fakangata vave ango ‘o e savea’:

- Kapau ‘e ‘ikai ke tonu ‘a e tali ‘a e tokotaha ako’ pē ‘e ‘ikai ke ne lava ‘o pu’aki ‘a e ongo ‘uluaki ‘i he ‘uluaki fo’i lea ‘e **nima**, talaange pē ki ai “**Mālō ‘aupito**”, pea ke fakangata leva ‘a e konga ko ‘eni’.
- Faka’ilonga’i ‘a e ki’i puha ‘i lalo ‘i he lekooti’ pea mo hoko atu leva ki he konga hono hoko’.

What is the first sound in “_____”? “_____”? [Repeat the word twice] Ko e hā ‘a e ongo ‘uluaki ‘i he “_____”? “_____” [Pu‘aki tu‘o ua ‘a e fo‘i lea kotoa pē.]				
niu coconut	/nnnn/	<input type="radio"/> Correct Tonu	<input type="radio"/> Incorrect ‘Ikai Tonu	<input type="radio"/> No Response ‘Ikai ha tali
tali wait	/tttt/	<input type="radio"/> Correct Tonu	<input type="radio"/> Incorrect ‘Ikai Tonu	<input type="radio"/> No Response ‘Ikai ha tali
kovi bad	/kkkk/	<input type="radio"/> Correct Tonu	<input type="radio"/> Incorrect ‘Ikai Tonu	<input type="radio"/> No Response ‘Ikai ha tali
ifo delicious	/iiii/	<input type="radio"/> Correct Tonu	<input type="radio"/> Incorrect ‘Ikai Tonu	<input type="radio"/> No Response ‘Ikai ha tali
uta (to) load	/uuuu/	<input type="radio"/> Correct Tonu	<input type="radio"/> Incorrect ‘Ikai Tonu	<input type="radio"/> No Response ‘Ikai ha tali
ou me	/oooo/	<input type="radio"/> Correct Tonu	<input type="radio"/> Incorrect ‘Ikai Tonu	<input type="radio"/> No Response ‘Ikai ha tali
hao fit/ fit in	/hhhh/	<input type="radio"/> Correct Tonu	<input type="radio"/> Incorrect ‘Ikai Tonu	<input type="radio"/> No Response ‘Ikai ha tali
ako school/ education	/aaaa/	<input type="radio"/> Correct Tonu	<input type="radio"/> Incorrect ‘Ikai Tonu	<input type="radio"/> No Response ‘Ikai ha tali
ngu (a sound)	/ng/	<input type="radio"/> Correct Tonu	<input type="radio"/> Incorrect ‘Ikai Tonu	<input type="radio"/> No Response ‘Ikai ha tali
‘eni here	/’/ or /’eee/	<input type="radio"/> Correct Tonu	<input type="radio"/> Incorrect ‘Ikai Tonu	<input type="radio"/> No Response ‘Ikai ha tali

Check this box if the exercise was discontinued because the child had no correct answers in the first line.

☐

Faka‘ilonga‘i e puha ko eni ‘kapau na’e ‘ikai ha tali tonu ‘i he ‘uluaki laine ‘

☐

Good effort! Let’s go on to next section.

Sai ‘aupito ia. Ta hoko atu ‘eni ki he kongia hono tolu’.

Section 3. Letter Sound Knowledge

KONGA 3: 'ILO'I 'O E ONGO 'O E NGAHI MATA'ITOH

Show the child the sheet of letters in the student stimuli booklet. Say:

FAKATĀTĀ 'O E ME'A KE FAKAHOKO 'I HE KONGA KO ENI 'O E SAVEA':

Fakahā ki he tokotaha ako' 'a e la'ipepa 'oku 'i ai 'a e ngaahi mata'itohi' pea ke lea 'o pehē:

Here is a page full of letters of the alphabet. Please tell me the SOUNDS of as many letters as you can--not the NAMES of the letters, but the SOUNDS.
For example, the sound of this letter [point to O] is "O" as in " OLOTELE" or "OOOO" as in "Ō".

Let's practise: tell me the sound of this letter [point to V]:

If the child responds correctly say: Good, the sound of this letter is "VVVV."

If the child does not respond correctly, say: The sound of this letter is "VVVV."

Now try another one: tell me the sound of this letter [point to L]:

If the child responds correctly say: Good, the sound of this letter is "LLL."

If the child does not respond correctly, say: The sound of this letter is "LLL."

Do you understand what you are to do?

When I say "Begin," please sound out the letters as quickly and carefully as you can. Tell me the sound of the letters, starting here and continuing this way. [Point to the first letter on the row after the example and draw your finger across the first line]. If you come to a letter sound you do not know, I will tell it to you. Otherwise I will keep quiet and listen to you. Ready? Begin.

- Ko e la'ipepa 'eni 'oku fonu 'i he ngaahi mata'itohi kehekehe 'o e 'alafapeti'. Kātaki ko 'eku tuhu pē ki ha mata'itohi' pea ke talamai 'a e ONGO 'o e mata'itohi ko ia'. Pu'aki mahino mai 'a e ONGO 'o e mata'itohi te u tuhu ki ai'.
- Hangē ko 'eni', ko e mata'itohi ko 'eni' (tuhu ki he "O") ko hono ongo' ko e "ooo". Sai. Talamai angē 'e koe pe koe hā 'a e ONGO 'o e mata'itohi ko 'eni' (tuhu ki he v).
- Kapau 'e tonu 'a 'ene talī' pea ke talaange ki ai: Sai 'aupito, ko e ongo 'o e mata'itohi ko 'eni', ko e "vvv".
- Kapau 'e hala 'a 'ene talī' pea ke talaange ki ai: Sai. Ko e ongo 'o e mata'itohi ko 'eni' ko e "vvv".
- Sai. Ta hoko atu ke ta toe 'ahi'ahi'i ha fo'i mata'itohi 'e taha. Talamai ange' 'a e ongo 'o e mata'itohi ko 'eni'. (tuku ki he L).
- Kapau 'e tonu 'a 'ene talī' pea ke talaange ki ai: Sai 'aupito, ko e ongo 'o e mata'itohi ko 'eni', ko e "lll".
- Kapau 'e hala 'a 'ene talī' pea ke talaange ki ai: Ko e ongo 'o e mata'itohi ko 'eni' ko e "lll".
- Kuo u tui kuo mahino 'a e me'a te ke fai'. Ko 'eku pehē atu pē ke ta kamata pea ke pu'aki mai leva 'a e ongo 'o e ngaahi mata'itohi' 'o kamata hee' (tuhu ki he mata'itohi 'uluaki' 'o toho'i ho nima 'o a'u ki he mata'itohi faka'osi 'i he laine 'uluaki').
- Pu'aki tu'o taha pē 'a e ongo 'o e mata'itohi ko ia'. Manatu'i ke ke pu'aki hokohoko pē 'e koe. Kapau 'e a'u atu ki ha mata'itohi 'oku 'ikai ke ke manatu'i, pea sai pē ia he te u talaatu ia 'e au pea 'e hoko atu pē 'a ho'o lau' 'a'au. Te u fakalongolongo pē au kā ke pu'aki hokohoko pē 'e koe. Sai pē? Sai, ta kamata leva.

Start the timer when the child reads the first letter. Follow along with your pencil in the Student Response Form and **clearly** mark any incorrect letters with a slash (/). Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on. **Stay quiet**, except when providing answers as follows: if the child hesitates for 3 seconds, provide the sound of the letter, point to the next letter and say **"Please go on."** Mark the letter you provide to the child as incorrect. If the student gives you the letter name, rather than the sound, provide the letter sound and say: **"Please tell me the SOUND of the letter"**. This prompt may be given only once during the exercise.

AFTER 60 SECONDS SAY, "stop." Mark the final letter read with a bracket (]).

- Lomi'i 'a e uasi' i he kamata pu'aki 'e he tokotaha ako' 'a e ongo 'o e 'uluaki mata'itohi'.
- Muimui pē mo ho'o peni' i he pepa tali 'a e fanau' pea ke kahi'i fakaheihē (/) 'a e ngaahi mata'itohi 'oku 'ikai ke ne 'ilo'i'.
- Kapau 'e toe fakatonutonu pē 'e he tokotaha ako' ha'ane 'uluaki lea na'e hala (self-correct), pea ke lau ia 'oku "tonu". Siakale'i 'a e mata'itohi kuo fakatonutonu.
- Fakalongolongo pē, kā ke toki 'oange pē 'a e tali' 'o kapau 'e :
 - i) Longo 'a e tokotaha ako' 'o laka hake 'i he sekoni 'e 3. Talaange 'e koe 'a e fo'i mata'itohi ko ia' pea ke tuhu lea ki he mata'itohi hoko' mo talaange ki ai, **"Kātaki pē 'o hoko atu"**.
 - ii) Manatu'i ke faka'ilonga'i 'a e mata'itohi 'a ee na'a ke talaange ki he tokotaha ako' (he na'e 'ikai ke ne 'ilo'i' pea 'oku lau pē ia ko e "hala").
 - iii) Kapau 'e hanga 'e he tokotaha ako' 'o tala atu 'a e hingoa 'o e mata'itohi', pea ke talaange: **"Kātaki 'o talamai pē 'a e ongo 'o e mata'itohi"**. Ngāue'aki tu'o taha pē 'a e sētesi ko 'eni'.

Ko 'ene 'osi pē 'a e sekoni 'e 60, pea ke talaange lea ki ai, **"Fe'unga, mālō"**. Tohi'i 'a e mata'itohi na'e ngata ai' 'aki 'a e faka'ilonga (]).

Early stop rule: If you have marked as incorrect all of the answers on the first line with no self-corrections, say **"Thank you!"**, discontinue this exercise, check the box at the bottom, and go on to the next exercise.

Tu'utu'uni ki he fakangata vave ange 'o e savea':

- Kapau 'e 'ikai ke lava 'a e tokotaha ako' 'o 'omi ha tali tonu 'i he laine 'uluaki' pea ke talaange pē ki ai **"Mālō 'aupito"**, pea ke fakangata lea 'a e kongā ko 'eni'.
- Faka'ilonga'i 'a e ki'i puha 'i lalo 'i he lekooti' pea mo hoko atu ki he kongā hono hoko'.

Example: O v L

Fakatātā: O v L

1	2	3	4	5	6	7	8	9	10	
E	A	u	p	'i	L	e	o	a	n	(10)
k	'u	A	o	K	a	f	E	u	e	(20)
L	S	'e	i	a	p	h	u	a	K	(30)
o	F	e	O	I	H	A	o	u	a	(40)
'e	a	m	K	o	f	N	h	o	A	(50)
U	i	V	e	'a	E	k	S	E	ng	(60)
K	l	A	k	h	T	O	e	'u	i	(70)
F	E	'a	l	i	NG	a	'o	M	t	(80)
s	A	H	T	a	U	K	u	A	F	(90)
'e	s	i	E	k	e	a	i	A	e	(100)

Time on stopwatch at completion (number of SECONDS) :

Check this box if the exercise was discontinued because the child had no correct answers in the first line.

☐

Sekoni 'oku hā he uasi' he 'osi 'a e lau'

☐

Faka'ilonga'i 'a e puha ko 'eni' kapau na'e 'ikai ha tali
tonu 'i he 'uluaki laine'

☐

Good effort! Let's go on to next section.

Sai 'aupito ia. Ta hoko atu eni ki he konga hono fā'.

Section 4. Familiar word reading

KONGA 4 : LAU 'O E NGAHI LEA MAHENI

Show the child the sheet of familiar words in the student stimuli booklet. Say,

FAKATĀTĀ 'O E ME'A KE FAKAHOKO 'I HE KONGA KO 'ENI 'O E SAVEA':

- *Fakahā ki he tokotaha ako' 'a e la'ipepa 'oku 'i ai 'a e ngaahi lea' pea ke lea 'o pehē:*

Here are some words. I would like you to read to me as many words as you can (do not spell the words, but read them). For example, this word is: "fale" (house)

Let's practise: please read this word [point to the word "tolu"]: (three)

If the child responds correctly say: **Good, this word is "tolu."**

If the child does not respond correctly, say: **This word is "tolu."**

Now try another one: please read this word [point to the word "alu"]: (go)

If the child responds correctly say: **Good, this word is "alu."**

If the child does not respond correctly, say: **This word is "alu."**

When I say "begin," read the words as quickly and carefully as you can. Read the words across the page, starting at the first row below the line. I will keep quiet and listen to you, unless you need help. Do you understand what you are to do? Ready? Begin.

- Vakai mai ki he ngaahi lea ko 'eni'. Te u kole atu kiate koe ke ke lau mai 'a e lahi taha 'o e lea te ke ala lau'. Hange ko 'eni', ko e fo'i lea ko ee (*tuhu ki he fo'i lea ko ia*) ko e "fale".
- Sai, ta 'ahi'ahi ee. Katakī 'o lau mai 'a e fo'i lea ko 'eni' [*tuhu ki he fo'i lea ko e "tolu"*].
- Kapau 'e tonu 'a 'ene talī' pea ke talaange ki ai: Sai 'aupito, ko e fo'i lea ko 'eni' ko e "tolu".
- Kapau 'e hala 'a 'ene talī' pea ke talaange ki ai: Sai. Ko e fo'i lea ko 'eni' ko e "tolu".
- Ta toe 'ahi'ahi pē ha fo'i lea 'e taha: Kātaki 'o lau mai 'a e fo'i lea ko 'eni' [*tuhu ki he fo'i lea ko e "alu"*].
- Kapau 'e tonu 'a 'ene talī' pea ke talaange ki ai: Sai 'aupito, ko e fo'i lea ko 'eni' ko e "alu".
- Kapau 'e hala 'a 'ene talī' pea ke talaange ki ai: Sai. Ko e fo'i lea ko 'eni' ko e "alu".
- Ko 'eku talaatu pe, "Kamata", pea ke lau hokohoko mai leva 'a e ngaahi lea 'oku 'asi atu 'i he la'i pepa'.
- Kamata mei he ngaahi lea he laine 'uluaki' 'o hokohoko atu aipe ai. Lau tokanga pe mo vavevave.
- Te u fakalongolongo pē 'o fanongo atu ki ho'o lau'.
- Kapau 'e 'ikai te ke 'ilo'i 'a e fo'i lea', te u talaatu leva 'e au kiate koe pea ke hoko atu pē 'e koe ia ho'o lau'.
- Kuo mahino 'a e me'a 'oku totonu ke ke fai'? Sai? Kamata.

Start the timer when the child reads the first word. Follow along with your pencil in the Student Response Form and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on. **Stay quiet**, except when providing answers as follows: if the child hesitates for 3 seconds, provide the word, point to the next word and say **"Please go on."** Mark the word you provide to the child as incorrect.

- Lomi'i 'a e uasi' he kamata lau 'a e tokotaha ako'.
- Muimui pē mo ho'o peni' i he pepa tali 'a e fanau' pea ke kahi'i fakahihifi (/) 'a e ngaahi fo'i lea 'oku 'ikai ke tonu 'a 'ene lau'.
- Kapau 'e toe fakatonutonu pē 'e he tokotaha ako' ha'ane fo'i lea na'a' ne 'uluaki lau 'o hala (self-correct), pea ke lau ia 'oku tonu.
- Kapau na'a' ke 'osi kahi'i (/) 'e koe 'a e fo'i lea ko ia 'oku hala', pea ne toe fakatonutonu pe 'e ia, pea ke siakale'i pē 'a e fo'i lea ko ia' pea hoko atu lea.
- Fakalongolongo, 'o toki lea pē ke 'oange 'a e tali', 'o kapau 'e 'ova he sekoni 'e 3 'ene 'ikai ke lea mai'.
- Lau ange lea 'e koe 'a e fo'i lea ko ia' pea ke tuhu ki he fo'i lea hoko' mo ke lea ange, **"Kātaki 'o hoko atu"**. Kohi'i 'a e lea (/) 'oku 'ikai ke lava 'a e tokotaha ako' 'o lau mai', pea faka'ilonga'i 'oku hala.
- Ko 'ene 'osi pē 'a e sekoni 'e 60 pea ke talaange lea, **"Fe'unga, mālō"**. Faka'ilonga'i'aki 'a e lea faka'osi na'e lau mai 'e he tokotaha ako' 'aki 'a e faka'ilonga(/).

AFTER 60 SECONDS, SAY "stop." Mark the final word read with a bracket (]).

Early stop rule: If you have slashed/marked as incorrect all of the answers on the first line, say **"Thank you!"**, discontinue this exercise, check the box at the bottom, and go on to the next exercise.

Tu'utu'uni ki he fakangata vave ange 'o e savea':

- Kapau kuo ke kahi'i 'e koe hono kotoa 'o e ngaahi fo'i lea 'i he 'uluaki laine', pea ke talaange ki he tokotaha ako', **"Mālō 'aupito!"**.
- Faka'ilonga'i 'a e ki'i puha 'i lalo 'i he lekooti' pea mo hoko atu ki he kongahono hoko'.

Example : fale tolu 'alu

Fakatātā: house three go

1	2	3	4	5	
ihu	huo	nofo	lele	foha	(5)
keli	pala	'ulu	temata	va'e	(10)
fale	heke	tahi	engeenga	nofo	(15)
loto	onioni	kili	piini	faile	(20)
'e he	ala	ngaolo	na'a	tamai	(25)
sio	tofua'a	'enau	'oatu	lole	(30)
tangata'eiki	'oku	veape	'ave	fanongo	(35)
me'a	'eva	paki'i	kulokula	na'e	(40)
hinehina	lelei	kui	he'ene	mo'ui	(45)
na'a' ku	tokoua	sisino	vāofi	'uakai	(50)

Time on stopwatch at completion (number of SECONDS) :

Check this box if the exercise was discontinued because the child had no correct answers in the first line.

Sekoni 'oku toe he uasi' he 'osi e lau'

Faka'ilonga'i 'a e puha ko 'eni' kapau na'e 'ikai ha tali tonu 'i he 'uluaki laine'

Good effort! Let's go on to next section.

Sai 'aupito ia. Ta hoko atu 'eni ki he kongia hono nima'.

Section 5. Invented word decoding

KONGA 5. LAU 'O E NGAHI LEA FA'U'

Show the child the sheet of invented words in the student stimuli booklet. Say,

FAKATĀTĀ 'O E ME'A KE FAKAHOKO 'I HE KONGA KO 'ENI 'O E SAVEA':

Fakahā ki he tokotaha ako' 'a e ngaahi lea kuo fa'u' 'a ē 'oku hā 'i he pepa 'a e fanau'.

Here are some made-up words. I would like you to read as many as you can.

Do not spell the words, but read them. For example, this made-up word is: "mela".

Let's practise: please read this word *[point to the next word: ngale]*.

[If the student says "ngale", say]: "Very good: "ngale"

[If the student does not say "ngale" correctly, say]: This made-up word is "ngale."

Now try another one: please read this word *[point to the next word: ve]*.

[If the student says "ve", say]: "Very good: "ve"

[If the student does not say "ve" correctly, say]: This made-up word is "ve."

When I say "begin," read the words as quickly and carefully as you can. Read the words across the page, starting at the first row below the line. I will keep quiet and listen to you, unless you need help. Do you understand what you are to do? Ready? Begin.

- Ko e ngaahi lea 'eni kuo toki fa'u. 'Oku ou fiema'u ke ke lau mai ange' 'a e lahi taha 'o e ngaahi lea te ke ala lau'. Fakatātā'aki 'eni, ko e fo'i lea ko ee ko e 'mela'.
- Ta 'ahí'ahi ee: Kātaki 'o lau mai 'a e fo'i lea ko 'eni' (tuhu ki he fo'i lea ko e – 'ngale')
- Kapau 'e tonu 'a 'ene talí' pea ke talaange ki ai: Sai 'aupito
- Kapau 'e hala 'a 'ene talí' pea ke talaange ki ai: Ko e fo'i lea fa'u ko 'eni' ko e 'ngale')
- Ta toe 'ahí'ahí ha fo'i lea 'e taha ee: Kātaki 'o lau mai ange' 'a e fo'i lea ko 'eni' (tuhu ki he fo'i lea ko e - 've')
- Kapau 'e tonu 'ene talí' pea ke talaange ki ai: Sai 'aupito.
- Kapau 'e 'hala 'ene talí' pea ke talaange ki ai: Ko e fo'i lea fa'u ko 'eni' ko e 've'.
- Ko 'eku pehē atu pē ke ke 'kamata' pea ke lau tokanga leva 'a e ngaahi lea' ke vavevave pē.
- Kamata lau 'a e ngaahi lea 'i he laine 'uluaki' 'o lau ai pē ke 'osi 'a e laine ko ia' pea ke toki hiki hifo ki he laine hono hoko'.
- Te u fakalongolongo pē au 'o fanongo, tukukehe kapau te ke fiema'u ha tokoni. 'Oku mahino? Teuteu....KAMATA.

Start the timer when the child reads the first word. Follow along with your pencil in the Student Response Form and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on. **Stay quiet**, except when providing answers as follows: if the child hesitates for 3 seconds, provide the word, point to the next word and say **"Please go on."** Mark the word you provide to the child as incorrect.

- Lomi'i 'a e uasi' he kamata lau 'a e tokotaha ako'.
- Muimui pē mo ho'o peni' 'i he pepa tali 'a e fanau' 'o faka'ilonga'i lelei 'a e ngaahi fo'i lea ko ia 'oku pu'aki hala' 'aki ha (/).
- Kapau 'e foki 'o fakatonutonu 'ene lau' faka'ilonga'i ia 'oku tonu.
- Kapau na'a' ke 'osi faka'ilonga'i 'a e fo'i lea na'e pu'aki hala', pea ke siakale'i pē 'a e fo'i mata'itohi na'e hala' kae hoko atu pē.
- Fakalongolongo pē tukukehe 'a e taimi 'oku ke tokoni ai': kapau 'e longo 'a e tokotaha ako' 'o 'ova he sekoni 'e 3, talaange 'a e fo'i lea', tuhu ki he fo'i lea hono hoko' pea ke lea: **"Kātaki 'o hoko atu"**. Faka'ilonga'i 'a e lea 'oku ke 'oange' 'oku hala (/).
- Ka hili lea 'a e sekoni 'e 60 pea ke pehē ange lea: **"Fe'unga. Mālō"**.

AFTER 60 SECONDS, SAY "Stop." Mark the final word read with a bracket (]).

Early stop rule: If you have slashed/marked as incorrect all of the answers on the first line, say **"Thank you!"**, discontinue this exercise, check the box at the bottom, and go on to the next exercise.

Tu'utu'uni ki he fakangata vave ange 'o e savea':

- Kapau kuo ke maaka 'a e 'uluaki laine' 'oku hala kotoa, pea ke **fakamālō** ki ai pea fakangata ai pē 'i he taimi ko ia'.
- Faka'ilonga'i 'a e puha 'i lalo 'i he lekooti' pea mo hoko atu ki he kongā hono hoko'.

Example : mela ngale ve

Fakatātā : mela ngale ve

1	2	3	4	5	
ifu	esa	'ua	aku	enu	(5)
'apa	kifa	ela	imu	solu	(10)
oa	ta'a	fa'ā	'ilu	'efe	(15)
eu	fe'e	la'a	epa	uka'a	(20)
eka	ele	ngē	le	'ue	(25)
sa	'ahe	ehu	'ofa	efo	(30)
epi	'ame	ko'o	sahi	huku	(35)
'angu	e'u	vahi	mi'i	'ami	(40)
i'e	eno	oau	teko	veki	(45)
ani	avo	keho	evi	uoae	(50)

Time on stopwatch at completion (number of SECONDS)

Check this box if the exercise was discontinued because the child had no correct answers in the first line.

☐

Sekoni 'oku hā he uasi' he 'osi 'a e lau'

☐

Faka'ilonga'i 'a e puha ko 'eni' kapau na'e 'ikai ha tali
tonu 'i he 'uluaki laine'

☐

Good effort! Let's go on to next section.

Sai 'aupito ia. Ta hoko atu 'eni ki he kongā hono ono'.

Section 6. Passage Reading and Comprehension

KONGA 6: VAKAI'I 'O E LAUKONGA' & MAHINO'

6a. Oral Passage Reading

Show the child the story in the student stimuli booklet. Say,

FAKATĀTĀ 'O E ME'A KE FAKAHOKO 'I HE KONGA KO 'ENI 'O E SAVEA':

6a. Laukonga

- Faka'ali'ali ki he tokotaha ako' 'a e talanoa 'i he'enau ki'i pepa'.

Here is a short story. I want you to read it aloud, quickly but carefully. When you have finished, I will ask you some questions about what you have read. Do you understand what you are to do? When I say "begin," read the story as best as you can. I will keep quiet & listen to you, unless you need help. Ready? Begin.

Ko e ki'i talanoa eni 'oku ou fiema'u ke ke hanga 'o lau mai. Te u hanga 'o 'eke atu e ngaahi fehu'i he 'osi ho'o lau e ki'i talanoa '. Ko 'eku pehē atu pe 'KAMATA' pea ke lau leva e ki'i talanoa' he vave taha te ke lava '.

*Start the timer when the child reads the first word. Follow along with your pencil in the Student Response Form and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. **Stay quiet**, unless the child hesitates for 3 seconds, in which case provide the word, point to the next word and say "**Please go on.**" Mark the word you provide to the child as incorrect.*

At 60 seconds, say "Stop." Mark the final word read with a bracket (]).

- Kamata'i e uasi' 'i he taimi pē koe' 'oku lau ai 'e he tokotaha ako' 'a e 'uluaki fo'i lea'.
- Muimui pē mo ho'o peni vahevahe' 'i he pepa tali 'a e fanau' 'o faka'ilonga'i lelei 'a e ngaahi fo'i lea ko ia 'oku pu'aki hala' 'aki ha (/).
- Kapau 'e foki 'o fakatonutonu 'ene lau', siakale'i 'a e lea kuo fakatonutonu' pea lau 'oku tonu.
- Fakalongolongo pē tukukehe 'a e taimi 'oku ke tokoni ai': kapau 'e longo 'a e tokotaha ako' 'o a'u ki he sekoni 'e 3, talaange 'a e fo'i lea', tuhu ki he fo'i lea hono hoko' pea ke lea: "**Kātaki 'o hoko atu**". Faka'ilonga'i 'a e lea 'oku ke 'oange' 'oku hala.
- Ka hili leva 'a e sekoni 'e 60 pea ke pehē ange leva: "**Fe'unga, mālō**". Faka'ilonga'i 'a e fo'i lea faka'osi na'a ne lau 'aki 'a e (]).

Early stop rule: If the child gives no correct answers on the first line, say “**Thank you!**”, discontinue this exercise, check the box at the bottom of the page, and go on to the next exercise.

Tu’utu’uni ki he fakangata vave ange ‘o e savea’:

- Kapau ‘oku hala ‘a e tali ki he fehu’i fekau’aki mo e laine/sētesī ‘uluaki ‘o e talanoa’ pea ke pehē ange: “**Mālō ‘aupito**” pea ke ta’ofi ai pē ‘a e konga ko ia’.
- Faka’ilonga’i ‘a e puha ‘i lalo ‘i he lekooti’ pea mo hoko atu ki he konga hono hoko’.

I am Malakai. I live with my parents,	8
my grandparent and my little sister, Mina.	15
Our mother told us to go to the shop. On our way home, I challenged Mina to a race.	32
Mina fell over and hurt herself.	43
At home, our grandparent patched up Mina’s wound and we were happy (again)	53
Ko Malakai au. ‘Oku ou nofo mo ‘eku ongo mātu’a’	10
mo ‘eku kui’ mo hoku ki’i tuofefine ko Mina.	19
Na’e fekau he’ema fa’ee’ ke ma ō ki falekoloa.	37
‘I he’ema foki’, na’a’ ma alea ke ma taufetuli.	
Na’e tō ‘a Mina ‘o lavea.	43
Na’a’ ma a’u ki ‘api ‘o faito’o he’ema kui’ ‘a e lavea ‘o Mina’ pea ma	60
fiefia leva.	

Time on stopwatch at completion (number of SECONDS)

Sekoni ‘oku hā he uasi’ he ‘osi ‘a e lau’

Section 6b. Reading Comprehension

When 60 seconds are up or if the child finishes reading the passage in less than 60 seconds, **REMOVE the passage from in front of the child**, and ask the first question below.

Give the child at most 15 seconds to answer the question, mark the child's response, and move to the next question.

Read the questions for each line up to the bracket showing where the child stopped reading.

6e. Vakai'i 'o e mahino¹

- Ka 'osi 'a e sekoni 'e 60 pē ka 'osi e talanoa' hono lau 'oku te'eki 'osi e sekoni 'e 60, pea ke **to'o 'a e talanoa' mei he tokotaha ako** kā ke 'eke 'a e 'uluaki fehu'i'.
- 'Oange ha sekoni 'e 15 ke ne tali ai e fehu'i, faka'ilonga'i pē 'oku tonu, hala pe 'ikai ha tali pea ke hoko atu ki he fehu'i hono hoko'.
- Lau pē 'a e ngaahi fehu'i 'oku a'u ki he kongā ko ia ne ngata ai 'ene lau'.

Now I am going to ask you a few questions about the story you just read. Try to answer the questions as well as you can.

Te u 'eke atu e ngaahi fehu'i ko eni' fekau'aki mo e talanoa na'a ke lau '. Tali mai ki he lelei taha te ke lava'.

				Correct	Incorrect	No Response
				Tonu	'Ikai Tonu	'Ikai ha tali
Ko Malakai au. 'Oku ou nofo mo 'eku ongo mātu'a' mo 'eku kui' mo hoku ki'i tuofefine ko Mina. 19	1. How many people live in Malakai's home? 'Oku toko fiha 'a e kakai 'oku nofo he 'api 'o Malakai'?	Five; Mom, Dad, Grandparent, Mina & Malakai Toko 5: Tamai, fa'ee, kui, Mina, Malakai To the shop Ki falekoloa				
Na'e fekau he'ema fa'ee' ke ma ō ki falekoloa. 28	2. Where were Malakai and Mina asked to go? Ko fē 'a e feitu'u na'e fekau ke ō ki ai 'a Malakai mo Mina'?					
'I he'ema foki', na'a' ma alea ke ma taufetuli. Na'e tō 'a Mina 'o lavea. 43	3. What happened to Mina on their return home? Ko e hā 'a e me'a na'e hoko kia Mina he 'ena lele ki 'api'?	Mina fell and hurt herself. Na'e tō ia 'o lavea.				

	<p>4. Why did Mina hurt herself?</p> <p>Ko e hā 'a e 'uhinga na'e lavea ai 'a Mina?</p>				
<p>Na'a' ma a'u ki 'api 'o faito'o he'ema kui' 'a e lavea 'o Mina' pea' ma fiefia leva.</p> <p>60</p>	<p>5. Who fixed Mina's wounds?</p> <p>Kohai na'a ne faito'o 'a e lavea 'o Mina'?</p>	<p><i>Their grandparent</i></p> <p><i>Ko 'ena kui</i></p>			

Good effort! Let's go on to next section.

Sai 'aupito ia. Ta hoko atu 'eni ki he kongā hono fitu'.

Section 7. Listening Comprehension

KONGA 7. VAKAI'I 'O E FANONGO' & MAHINO'

*This is NOT a timed exercise and **THERE IS NO STUDENT SHEET**. Read the following passage aloud to the child **ONLY ONE TIME**, slowly (about 1 word per second). Then allow **15 seconds for each question**. Say,*

FAKATĀTĀ 'O E ME'A KE FAKAHOKO 'I HE KONGA KO 'ENI 'O E SAVEA':

'Oku 'ikai ko ha konga 'eni 'oku taimi'i pea 'oku 'ikai ke 'i ai ha la'i pepa ki he konga' ni 'i he pepa 'a e fānau'. Te ke lau māmalie 'a e ki'i talanoa' ki he tokotaha ako' **TU'O TAHA PĒ**. Lau 'a e fo'i lea 'e taha he sekoni kotoa pē. Tukuange ha sekoni 'e 15 ke tali ai 'a e ngaahi fehu'i'.

I am going to read you a short story aloud **ONCE** and then ask you some questions. Please listen carefully and answer the questions as best as you can. Do you understand what you are to do?

- Te u lau atu e talanoa nounou ko eni' **tu'o taha pē** pea te u 'eke atu leva 'a e ngaahi fehu'i'.
- Kātaki 'o fanongo lelei mai, pea teuteu ke tali 'a e ngaahi fehu'i' ki he lelei taha te ke lava'.
- 'Oku mahino kiate koe 'a e me'a 'oku fiema'u ke ke fai'?

"Hey! Let's throw (stones/ sticks) at the neighbour's mangoes for they are ripe" shouted Peta to Siale. "No, they're going to get angry" was Siale's reply.

"Auē! Ta tolo e fu'u mango 'a e kaungā'api' he kuo momoho!" ko e kaila ia 'a Peta kia Siale'.

" 'Ikai, 'e 'ita mai e 'api' ia" ko e tali atu ia 'a Siale'.

Section 8. Dictation

KONGA 8 – TALA KAE TOHI

Turn this student response form to the last, lined page for writing, and place it in front of the student. Take the student stimulus sheet and turn to the last page, where you will find the same instructions as below. Say,

Fakaava ki he peesi faka'osi 'o e pepa tali 'a e fānau' pea folahi 'i mu'a he tokotaha ako'.

I am going to read you a short sentence. Please listen carefully. I will read the whole sentence once. Then I will read it in parts so you can write what you hear. I will then read it again so that you can check your work. Do you understand what you are to do?

Te u lau atu 'a e sētesi nounou ko eni'. Kātaki 'o fanongo lelei mai. Te u lau kakato atu e sētesi' TU'O TAHA pē. Ka 'osi ia' te u lau fakakongokonga atu koe'uhī ke ke lava 'o tohi. Ka hili ia' te u toe lau atu ka ke vakai'i faka'osi ho'o ngāue'. 'Oku mahino 'a e me'a 'oku fiema'u ke ke fai'?

The student will write the dictation sentence on the lined page of the response form. Read the following sentence aloud ONCE at about 1 word per second. Then give the child a pencil, and repeat a SECOND time, grouping the words "Come, let's go swimming because it's hot." Wait 10 seconds after each group, allowing the student to write. Then repeat the sentence a THIRD time while the child is writing. Give the child up to 15 seconds to complete writing after the third reading.

Come, let's go swimming because it's hot.

**Come,
let's go swimming
because it's hot.**

Ha'u ke tau ō 'o kaukau tahi he 'oku 'afu.

Ha'u (sēkoni 'e 10)

ke tau ō 'o kaukau tahi (sēkoni 'e 10)

he 'oku 'afu.

- 'E tohi 'a e tokotaha ako/ 'i he'ene pepa tali/.
- Lau le'ō lahi TU'O TAHA pē (fo'i lea 'e taha he sekoni kotoa pē).
- 'Oange leva 'ene peni vahevahe pea ke lau leva hono tu'ō ua/ kae fakakongokonga iiki ange kae tohi.
- Tatali 'i ha sekoni 'e 10 'i he vaha'a 'o e kongā kotoa pē.
- Toe lau faka'osi leva e sētesī/ kae kei tuku pē ke tohi e tamasi'i/ ta'ahine/.
- 'Oange ha sekoni 'e 15 ke fakakakato ai 'ene tohi/.
- Fakamālō ki ai he kau mai ki he sivi ko 'eni/.

'Uluaki Lau': Ha'u ke tau ō 'o kaukau tahi he 'oku 'afu. (fo'i lea 'e taha he sekoni)

Lau hono ua': Ha'u (tatali sekoni 10) ke tau ō 'o kaukau tahi (tatali sekoni 10) he 'oku 'afu.

Lau hono tolu': Ha'u ke tau ō 'o kaukau tahi he 'oku 'afu

Section 9. Pupil context interview

Konga 9: Ko e faka'eke'eke 'o e fānau ako^l.

Thank you. Please answer this last part of the survey to the best you can.

Mālō 'Aupito. Ko e konga faka'osi eni 'o e savea' pea 'e fiema'u ke ke tali mai 'a e ngaahi fehu'i teu 'eke atu' ki he lelei taha te ke lava'.

Interview the child as if in an interview. Please circle the answer the child gives without giving them the choices shown in the Student Response Form. Remember to record only the answers the child gives you.

Faka'eke'eke 'a e fānau' 'o hangē pē 'i ha 'initaviu'. 'Oua 'e lau le'o lahi 'a e ngaahi fili 'oku 'oatu he foomu' ka ke tohi'i pe siakale'i 'a e tali 'oku ofi taha ki he tali 'oku 'oatu 'e he tamaiki'. Ko e tali pe 'e taha 'oku tonu ke ke lekooti'.

1	How old are you? (in number of years) <i>'Oku ke ta'u fiha?</i>	Year..... Do not know/ No response.....99 _____ Ta'u 'ikai ke 'ilo/ 'ikai ha tali.....99
2	In what month were you born? <i>Ko fē 'a e mahina na'e fa'ele'i ai koe?</i>	Month:..... Do not know/ No response.....99 _____ Māhina ko 'ikai ke 'ilo/ 'ikai ha tali.....99
3.1	Do you speak the same language at home as you speak at school? <i>Ko e lea tatau 'oku ke ngāue'aki 'i 'api' mo ia 'oku ke ngāue'aki he ako'?</i> Other questions to assist: What language do you speak at home? What language do you speak at school? <i>Ko e hā 'a e lea 'oku ke ngāue'aki 'i 'api'?</i> <i>Ko e hā 'a e lea 'oku ke ngāue'aki 'i 'apiako'?</i>	No.....0 Yes.....1 Do not know/ No response.....9 'ikai.....0 'lo.....1 'ikai ke 'ilo/ 'ikai ha tali.....9
3.2	<i>[If "No" to Question 3.1],</i> What language do you speak at home? [Multiple responses are allowed] <i>Kapau na'e "ikai" ki 3.1 pea tali eni, ko e hā 'a e lea 'oku ngāue'aki 'i 'api'?</i> <i>('E malava pē ke lahi 'a e ngaahi tali hení.)</i>	English.....1 Other Language.....2 Do not know/ No response.....9 Lea Faka-Pilitania.....1 Lea Kehe.....2 'ikai ke 'ilo/ 'ikai ha tali.....9
4	Does anyone else read in your house or family? <i>'Oku 'i ai ha toe taha kehe 'oku laukonga 'i homou 'api'?</i>	No.....0 Yes.....1 Do not know/ No response.....9 'ikai.....0 'lo.....1

		<i>'ikai ke 'ilo/ 'ikai ha tali.....9</i>
5	<p>[If yes to Question 4] Who is that? [Multiple responses are allowed]</p> <p><i>Kapau na'e 'IO ki he fika 4, kohai 'a e tokotaha ko ia? 'E malava pe ke lahi 'a e ngaahi tali'.</i></p>	<p>Mother.....1 Father.....2 Sister.....3 Brother.....3 Any other person.....4 Identify that person ----- Do not know/ No response.....9</p> <p><i>Fa'ee'.....1 Tamai.....2 Tuofefine/tokoua/tehina.....3 Tuonga'ane/tokoua/ tehina.....3 Ha toe taha kehe (tala pau mai).....4 'ikai ke 'ilo/ 'ikai ha tali.....9</i></p>
6	<p>Did you go to a kindy before Class 1?</p> <p><i>Na'a' ke ako 'i ha kinitakāteni pea ke toki hū ki he Kalasi Taha'?</i></p>	<p>No.....0 Yes.....1 Do not know/ No response.....9</p> <p><i>'ikai.....0 'lo.....1 'ikai ke 'ilo/ 'ikai ha tali.....9</i></p>
7	<p>What grade are you in this year?</p> <p><i>'Oku ke kalasi fiha he ta'u' ni?</i></p>	<p>Class 1.....1 Class 2.....2 Class 3.....3</p> <p><i>Kalasi 1.....1 Kalasi 2.....2 Kalasi 3.....3</i></p>
8	<p>What grade were you in last year?</p> <p><i>Na'a' ke kalasi fiha he ta'u kuo 'osi'?</i></p>	<p>Did not attend school.....0 Class 1.....1 Class 2.....2 Class 3.....3 Kindy.....8 Do not know/ No response.....9</p> <p><i>'ikai ke ako.....0 Kalasi 1.....1 Kalasi 2.....2 Kalasi 3.....3 Kinitakāteni.....8 'ikai ke 'ilo/ 'ikai ha tali.....9</i></p>
9	<p>Last year, were you absent from school for more than</p>	<p>No.....0 Yes.....1 Do not know/ No response.....9</p>

	one week? <i>Na'a ke li'aki ako 'o lōloa ange he uike 'e taha' he ta'u kuo 'osi'?</i>	<i>'ikai.....0</i> <i>'lo.....1</i> <i>'ikai ke 'ilo/ 'ikai ha tali.....9</i>
10	Do you have the school reader? <i>'Oku 'i ai ha'o tohi laukonga mei he 'apiako'?</i>	No.....0 Yes.....1 Do not know/ No response.....9 <i>'ikai.....0</i> <i>'lo.....1</i> <i>'ikai ke 'ilo/ 'ikai ha tali.....9</i>
11	Apart from your school readers, are there other books, newspapers or other things to read at your house? <i>'Oku toe 'i ai mo ha ngaahi tohi kehe 'i homou 'api' tukukehe ange 'a e ngaahi naunau laukonga mei he ako', hangē koe nusipepa?</i>	No.....0 Yes.....1 Do not know/ No response.....9 <i>'ikai.....0</i> <i>'lo.....1</i> <i>'ikai ke 'ilo/ 'ikai ha tali.....9</i>
12	If yes to 11, what language(s) is used in these books? <i>Kapau 'e tali 'IO ki he fika 11, koe hā 'a e lea 'oku ngāue'aki he ngaahi tohi ko eni'?</i> <i>[‘E malava pe ke lahi ‘a e ngaahi tali.]</i>	Tongan.....1 English.....2 Any other language.....3 (List)----- Do not know/ No response.....9 <i>Lea Faka-Tonga1</i> <i>Lea Faka-Pilitania.....2</i> <i>Ha lea kehe.....3</i> <i>(Tala pau mai)-----</i> <i>'ikai ke 'ilo/ 'ikai ha tali.....9</i>
13	Do you do homework studies after school? <i>'Oku ke fai ho'o ngāue mei 'api/ homueka' he tuku 'a e ako'?</i>	No.....0 Yes.....1 Do not know/ No response.....9 <i>'ikai.....0</i> <i>'lo.....1</i> <i>'ikai ke 'ilo/ 'ikai ha tali.....9</i>
14	[If “yes” to Question 13), Does anyone help you to do your homework? <i>Kapau na'e tali 'IO ki he fika 13, 'oku 'i ai ha taha 'e tokoni atu kiate koe ke fai ho'o ngāue mei 'api/ homueka'?</i>	No.....0 Yes.....1 Do not know/ No response.....9 <i>'ikai.....0</i> <i>'lo.....1</i> <i>'ikai ke 'ilo/ 'ikai ha tali.....9</i>
15	[If yes to Question 14] Who is that? <i>[Multiple responses are allowed]</i> <i>Kapau na'e 'IO ki he fika 14,</i>	Mother.....1 Father.....2 Sister.....3 Brother.....3 Any other person.....4 Identify that person ----- Do not know/ No response.....9

	<i>kohai 'a e tokotaha ko ia'?</i> <i>'E malava pe ke lahi 'a e ngaahi tali'.</i>	<i>Fa'ee'.....1</i> <i>Tamai'.....2</i> <i>Tuofefine/tokoua/tehina.....3</i> <i>Tuonga'ane/tokoua/ tehina.....3</i> <i>Ha toe taha kehe (tala pau mai).....4</i> <i>-----</i> <i>'Ikai ke 'ilo/ 'Ikai ha tali.....9</i>		
	At home, do you have the following?: 'Oku 'i homou 'api' 'a e ngaahi me'a' ni?	Yes 'IO	No 'IKAI	No response 'IKAI HA TALI
16	<i>Radio/ letiō?</i>	1	0	9
17	<i>Telephone/ telefoni?</i>	1	0	9
18	<i>Mobile phone/ mōpaila?</i>	1	0	9
19	<i>Electricity/ ngaahi 'uhila?</i>	1	0	9
20	<i>TV/ televisone?</i>	1	0	9
21	<i>Sky TV (cable)/ TV Sky?</i>	1	0	9
22	<i>Refrigerator/ 'aisi?</i>	1	0	9
23	<i>Toilet inside the house/ falemālōlō 'i fale?</i>	1	0	9
24	<i>Vehicle/ me'alele?</i>	1	0	9
25	<i>Motor boat/ vaka fakamisini?</i>	1	0	9
26	<i>House/ fale nofo'anga?</i>	Brick/ piliki1 Timber/ papa.....2 Corrugated iron/ kapa.....3 Paper board/ pepa 'aofi.....4 Tongan house/ fale-tonga.....5 Do not know/ No response.....9 'Ikai ke 'ilo/ 'Ikai ha tali.....9		
27	<i>Preparation of food/ feime'atokoni?</i>	Gas stove/ sitou kasa.....1 Kerosene stove/ sitou kalasini.....2 Open fire/ tafu 'i tu'a.....3 Do not know/ No Response.....9 'Ikai ke 'ilo/ 'Ikai ha tali.....9		
28	<i>Access to water/ ma'u'anga vai?</i>	In the compound/ house/ 'I loto 'api.....1 From the neighbour/ mei he kaunga'api....2 Community tank/ mei ha toe feitu'u kehe 'ikai koe kaunga'api).....3 Do not know/ No Response.....9 'Ikai ke 'ilo/ 'Ikai ha tali.....9		

	<p>OK we are done! You have done a good job. Thank you for participating in this survey.</p> <p><i>Sai, kuo lava ia. Fakamālō atu ho’o fie kau mai ki he ki’i savea’.</i></p>
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<i>Time Finished: Taimi ne ‘osi ai e savea’:</i>	<i>____:____pongipongi:efiafi</i>
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District:	School Code:	Girl/ Boy	Student Code:
Vahe:	Fika TEGRA ‘o e ‘apiako’:	Ta‘ahine/Tamasi‘i	Fika ‘o e fanau’:

