

CHILD OUTCOMES REPORT

DECEMBER 2023



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INTRODUCTION

This report summarises the performance of a sample of children enrolled in one early learning programme in the Western Cape. Children were assessed on the ELOM 6&7 Years assessment tool.

The report describes the sample's developmental performance on the ELOM.

Assessments were conducted in November 2023 by accredited ELOM assessor X, primarily in Afrikaans.

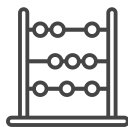
This report was prepared at the request of X.




THE elom 6 & 7 YEARS ASSESSMENT [1]

The ELOM 6 & 7 Years Literacy and Maths Assessments measures the development of children aged between 70 and 89 months old (at the end of Grade R or the start of Grade 1). The items that make up the instrument were developed using the Grade R Curriculum Assessment Policy Statements (CAPS), as well as extensive research into the Grade 1 skills that predict children's future reading and maths abilities as they progress through the Foundation Phase.

There are two tools which can be used independently, but are most effective when used together to understand fully how well a Grade R programme is preparing children for Grade 1. The ELOM 6 & 7 Years Mathematics tool focuses on performance in early Mathematics, while the ELOM 6 & 7 Years Literacy tool focuses on early Language skills. Underlying cognitive skills are assessed in both tools.

 **Mathematics tool:** 18 items that assess children's ability to work with: shape and space; number sense and operations; data handling; and patterns, functions and algebra.

 **Literacy tool:** 10 items that assess children's underlying cognitive skills, listening and speaking skills, phonemic awareness, writing skills, and understanding of print.

The ELOM suite of tools also includes measures of children's socio-emotional functioning and height-for-age (described on the following page). Home learning and classroom learning environment tools are available too, and can be explored [here](#). Your chosen domains and focus areas are highlighted on the following page.

The ELOM 6&7 assessment tools have not yet been standardised. As such, in this report, raw ELOM 6&7 scores are presented as percentages.

WHAT CAN THIS REPORT SAY ABOUT YOUR PROGRAMME?

Your ELOM study is a **dipstick assessment**, meaning that it is intended to give an indication of how your programme children are currently performing at this point in time.

How can dipstick data be used?

- To describe the developmental status of children in early learning programmes.
- To identify potential developmental domains that require intervention.
- To establish a baseline performance level, which can be compared to future ELOM assessments of the same children.

It is important to note that this kind of assessment **cannot** be used to:

- Provide a measurement of individual child performance. The ELOM 6&7 is designed to describe the average developmental status of groups of children. It should only be used as an individual assessment by registered professionals such as psychologists and occupational therapists to aid in assessment of developmental difficulties.
- Establish the impact of the learning programme. For this, you need to compare a baseline to a follow-up assessment of the same children.
- Replace an outcomes or implementation evaluation. This requires additional data collection, such as a pre- and post-measurement using the ELOM 6&7, as well as other measurements (e.g., [programme quality](#), staff interviews).



SAMPLE OVERVIEW

This ELOM study included a sample of **Grade R** children from the programme, believed to represent the whole programme cohort. The scores provided in this report represent the performance of sampled children only. Details of the sample are below.

Number of children in the sample	Children aged 6- 7 years (70 - 89 months)
Final sample size	25
% Boys	32%
% Girls	68%
Average age (months)	75



Your sample exhibits a notable disparity in terms of gender. Please note this for future ELOM sampling, aiming for a 50-50 gender split.



ELOM 6 & 7 LITERACY: THE SUBSCALES

1. Underlying cognitive skills: This subscale assesses short-term, working and auditory memory. Working memory, which is associated with the ability to switch between tasks and strategies to solve problems, is the most readily assessed among the dimensions of executive functioning and commonly found to be predictive of early ability.

2. Listening & speaking: This subscale assesses vocabulary and oral language. Vocabulary and oral language is essential for comprehension and is strongly predictive of later reading comprehension.

3. Phonemic awareness: This subscale assesses letter and word recognition, as well as the auditory, visual and spatial perception required for reading. Awareness of individual sounds (phonemes) in words is difficult for young children, but particularly important for successful literacy acquisition. Phonological awareness and phonological memory is consistently found to predict the acquisition of later word-reading skills.

4. Writing: This subscale assesses children's writing and handwriting skills, with a focus on the perceptual motor skills (particularly spatial and visual awareness) that underpin writing skills. The visual motor integration and fine motor coordination needed for writing is one of the three Grade R language learning focus areas.

5. Understanding of print: This subscale assesses children's understanding of the orthographic system and written language. Print concepts include book orientation, directionality (e.g., left to right; top to bottom), and a purpose for reading.

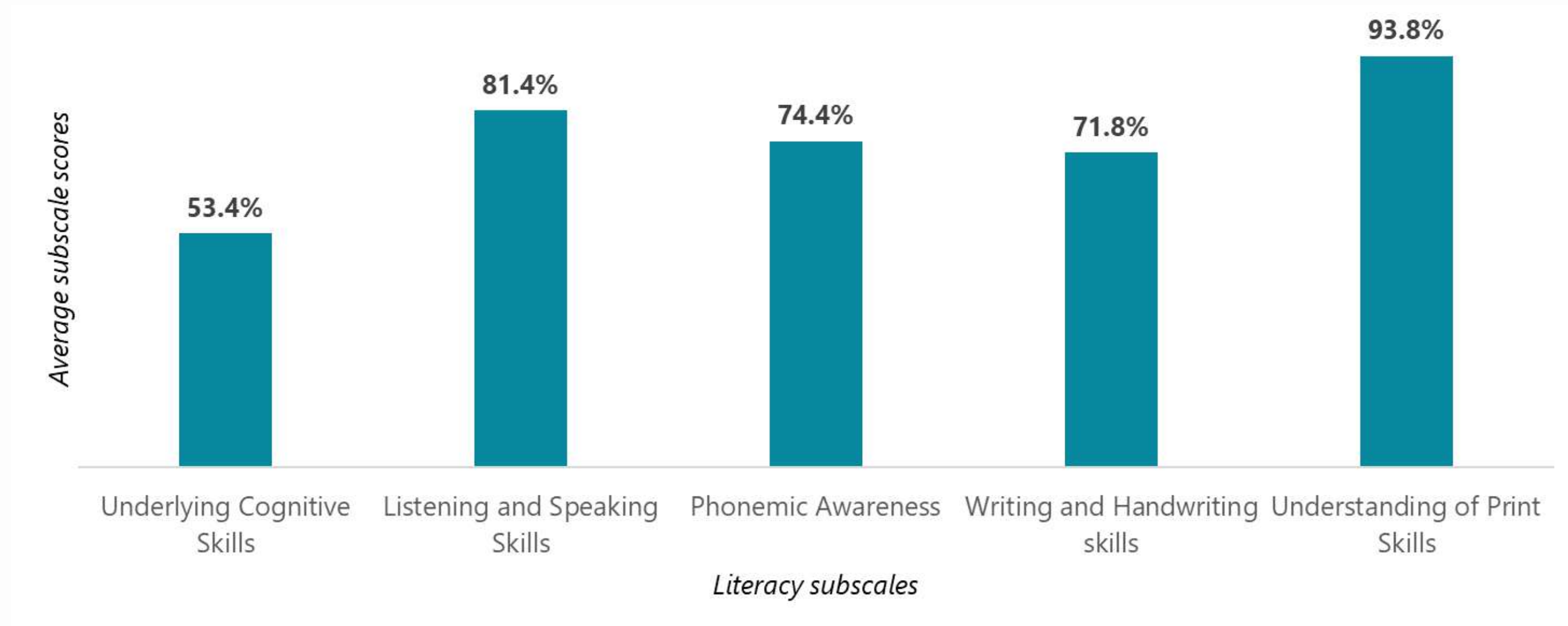




ELOM 6 & 7 LITERACY RESULTS: HOW DID YOUR SAMPLE SCORE? [1]

Your sample completed the full ELOM 6&7 literacy assessment. The ELOM 6&7 Years Literacy Assessment has not yet been standardised on a nationally representative sample. Reported in the following pages are simply the raw scores as a percentage.

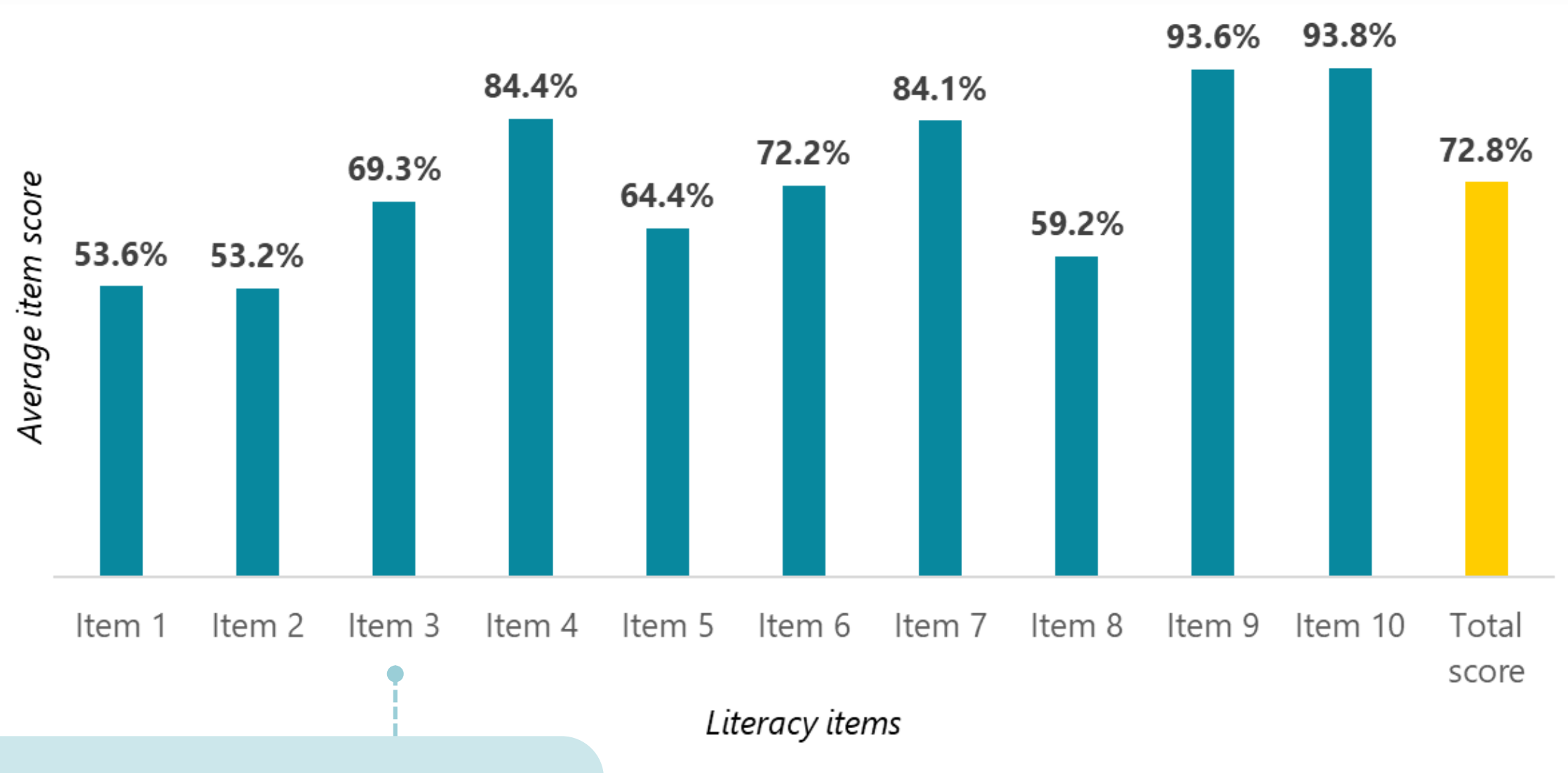
Your sample scored an average total literacy score of **72.8%**. In the graph below, the average score per literacy subscale is presented.





ELOM 6 & 7 LITERACY RESULTS: HOW DID YOUR SAMPLE SCORE? [2]

In the graph below, the average score per literacy item is presented. As noted earlier, we report the raw scores here as a percentage. For example, for item 3, the average percentage score was 69.3%. This means that, on average, children correctly named 25 out of 36 objects (see box below).

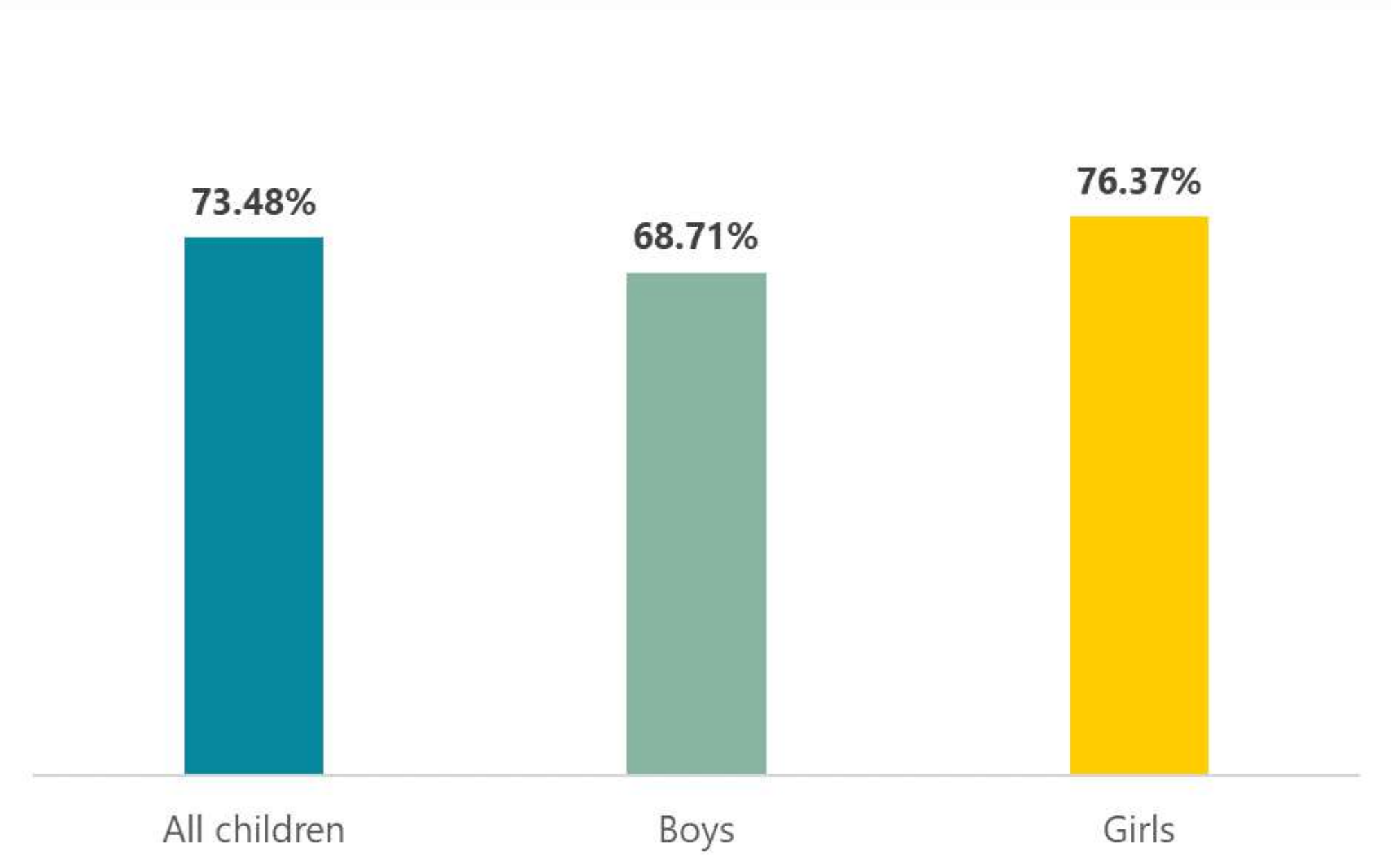


Item 3 assesses productive vocabulary. The underlying CAPS skills assessed here are vocabulary and oral language. The child is shown pictures of objects (e.g. ball, foot, shoe) and asked to name each of them. One point is awarded for each correctly named object. The maximum possible score is 36. There are three sets of twelve pictures, and a stop rule after 8 consecutive errors in a set.



ELOM 6 & 7 LITERACY RESULTS: HOW DID YOUR SAMPLE SCORE? [3]

The graph below presents total literacy score according to the children's gender.

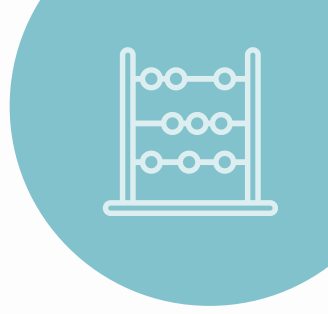




ELOM 6 & 7 MATHEMATICS: THE SUBSCALES

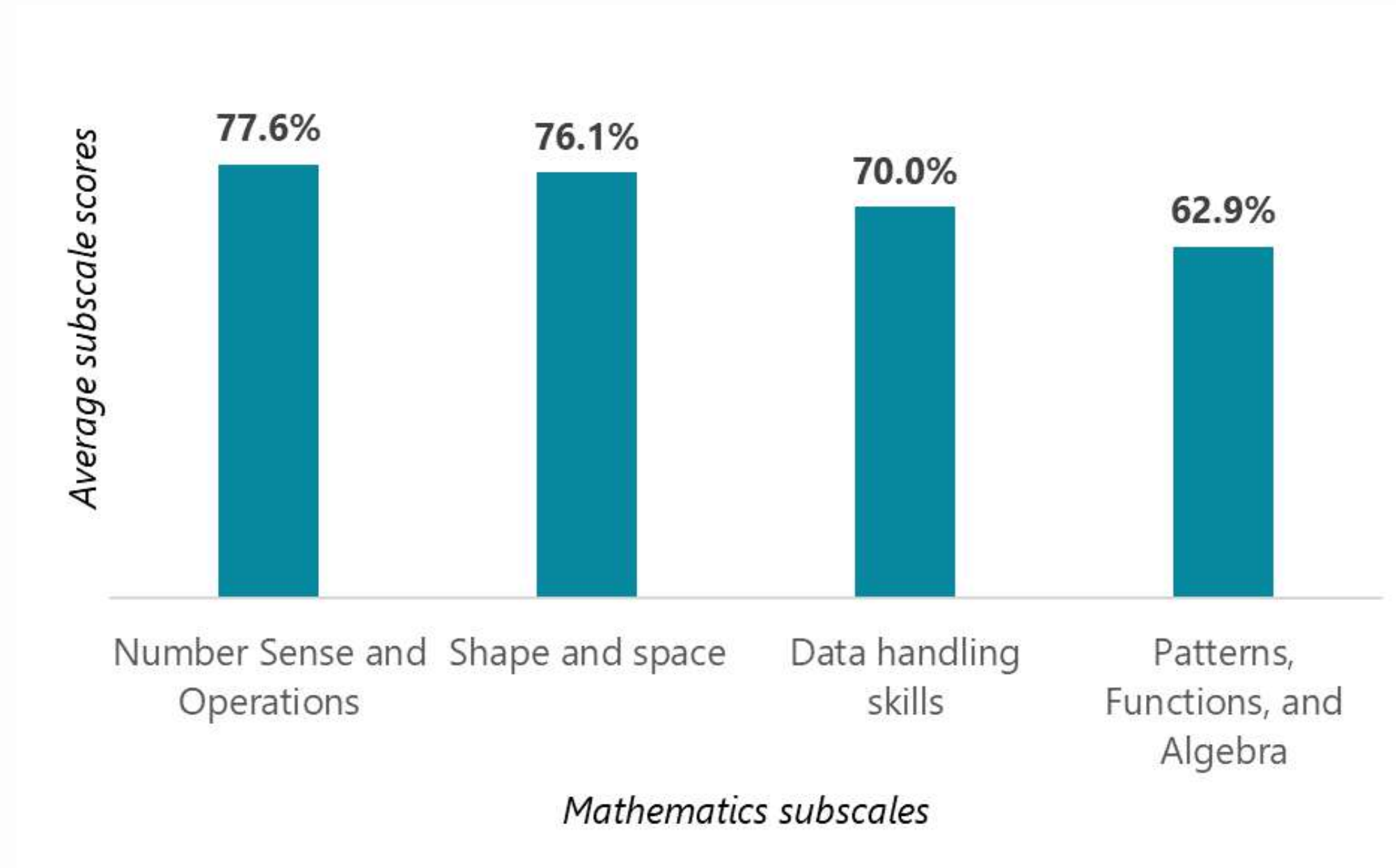
- 1. Number sense & operations:** The ability to count fluently and accurately, along with other number-sense skills, is predictive of later mathematics achievement. Oral counting fluency and number identification are known as “gateway skills” and are comparable to letter-naming fluency measures in assessing reading ability.
- 2. Space & shape:** While numbers and number operations are the main content focus of Grade R maths, shape and space, patterning, measurement and data handling are also covered. Spatial skills are highly related to achievement in maths and science, and appear to be foundational to some aspects of maths.
- 3. Data handling skills:** Data handling skills are ascertained by sorting different shape, size and colour cards into groups based on their various properties.
- 4. Patterns, functions & algebra:** Patterning knowledge (pattern recognition, completion and extension) is an important area of the Grade R Curriculum Assessment Policy Statements (CAPS).

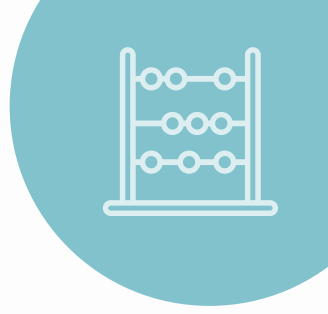




ELOM 6 & 7 MATHEMATICS RESULTS: HOW DID YOUR SAMPLE SCORE? [1]

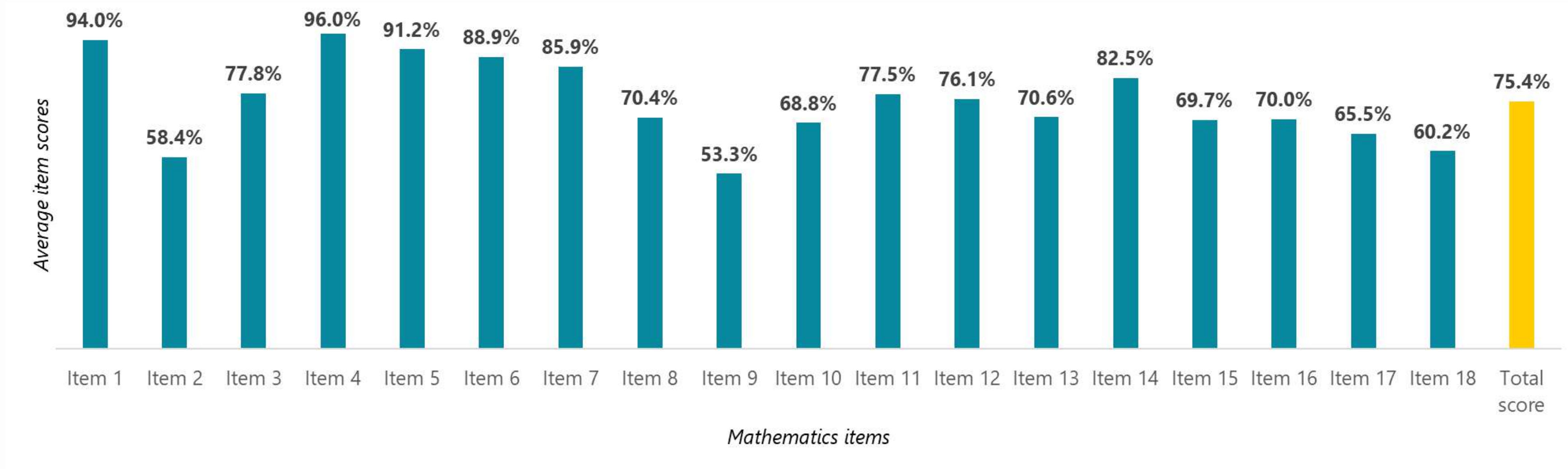
Your sample completed the full ELOM 6&7 mathematics assessment. Your sample scored an average total mathematics score of **75.4%**. In the graph below, the average score per literacy subscale is presented.





ELOM 6 & 7 MATHEMATICS RESULTS: HOW DID YOUR SAMPLE SCORE? [2]

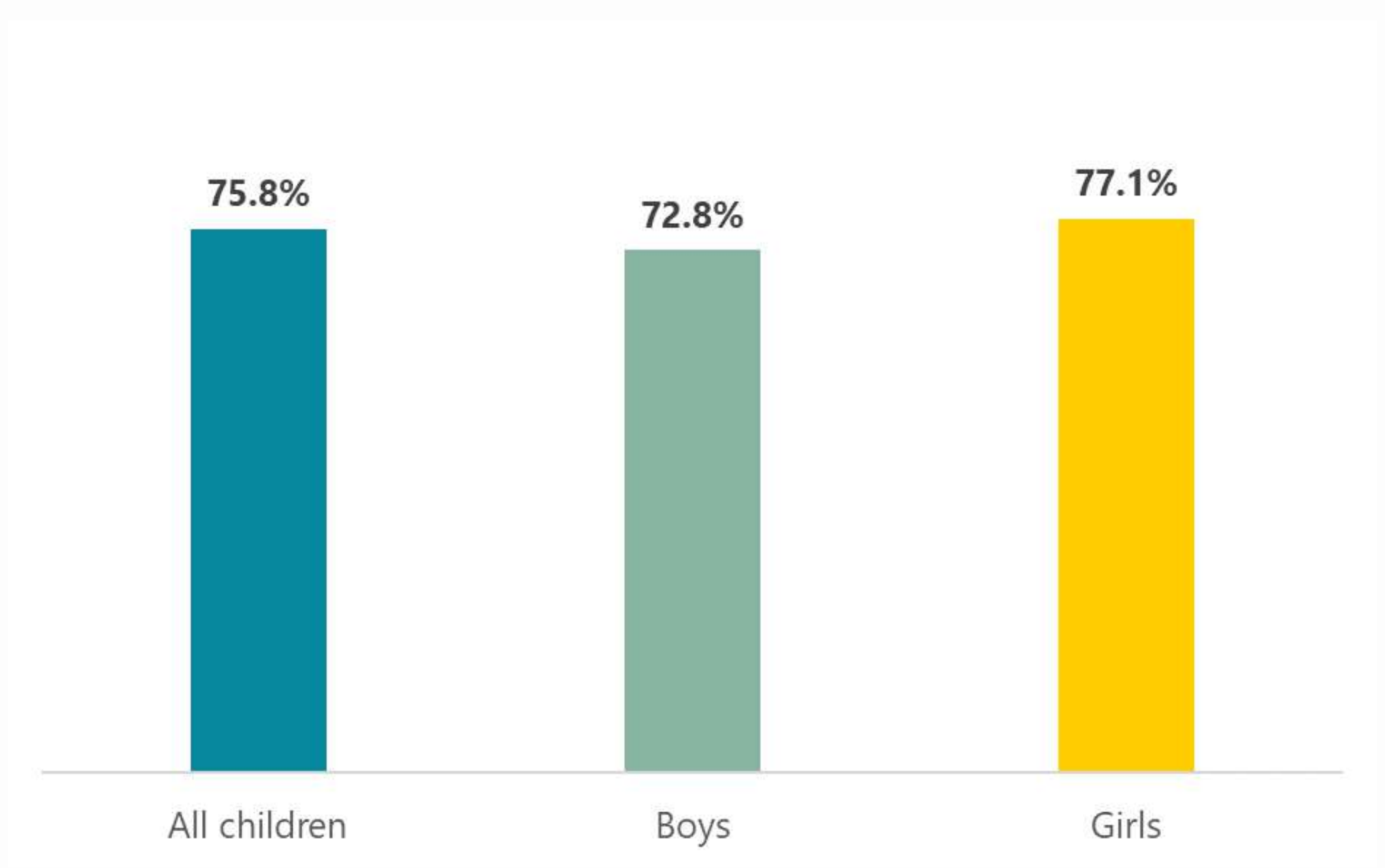
In the graph below, the average score per mathematics item is presented.





ELOM 6 & 7 MATHEMATICS RESULTS: HOW DID YOUR SAMPLE SCORE? [3]

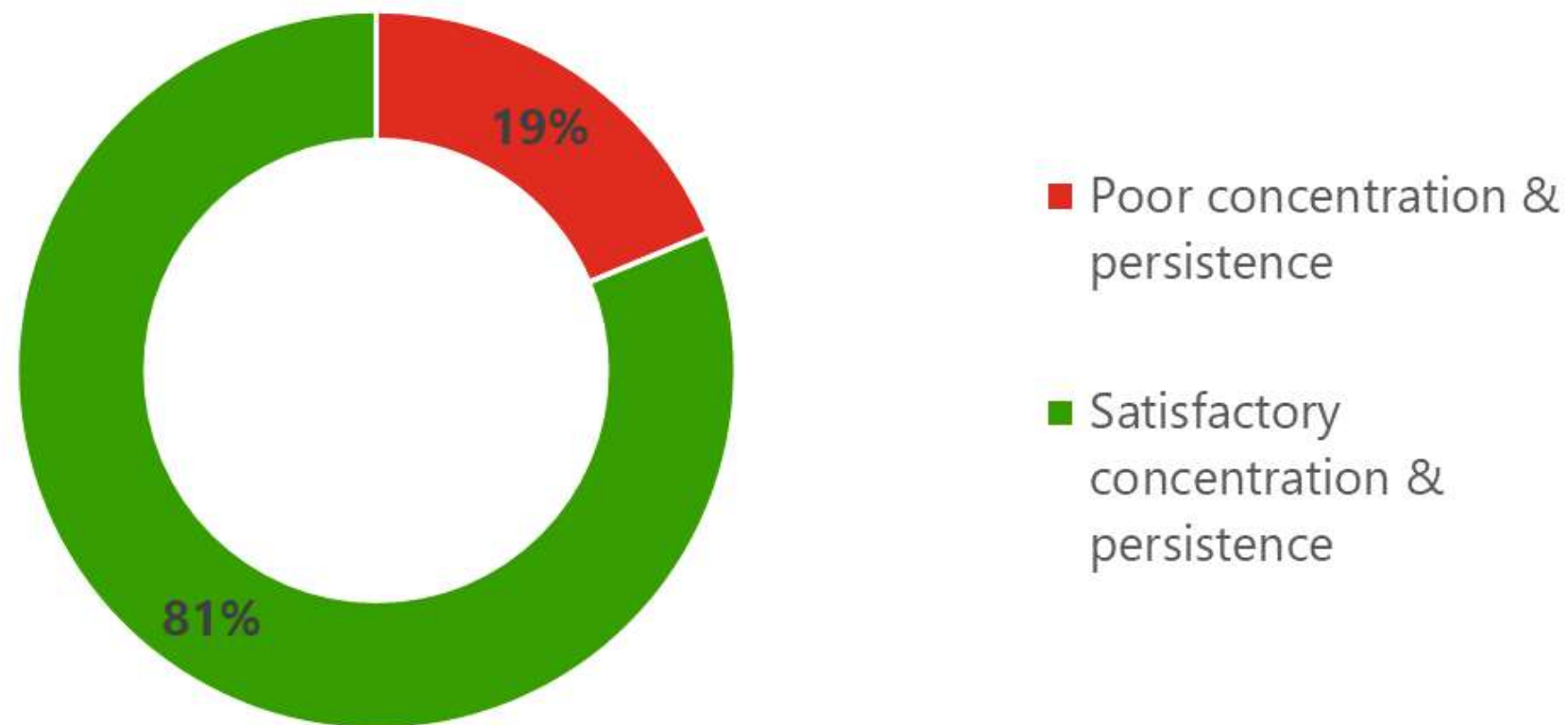
The graph below presents total mathematics score according to the children's gender.



TASK ORIENTATION: HOW WELL DID YOUR SAMPLE CONCENTRATE DURING ASSESSMENT?

Task orientation measures how well children concentrate and are able to persist on tasks during an ELOM assessment - important attributes for entering school. Your sample's task orientation scores were assigned by the ELOM assessors after completing each child's assessment. Note that the scores are subjective and may be affected by factors such as the assessor's own ability to hold the child's attention.

The graph below shows the proportion of your sample that demonstrated satisfactory versus poor levels of concentration and persistence.



Most of your sample demonstrated satisfactory concentration and persistence during ELOM assessments, meaning that they were able to stay on task.

KEY FINDINGS

This report provides details on how your sample of children are performing, on average, on the ELOM 6 & 7 assessment. The report is intended to help you identify areas of strengths and weaknesses among your children to help inform your programming and track your children's developmental progress. Follow-up ELOM assessments of the same children will help you obtain a more in-depth understanding of change over time, and whether your programme is having an observable effect on child outcomes. The following key points summarise your ELOM 6 & 7 results:

- Boys are slightly underperforming in comparison to their female peers, with a larger gap seen in the literacy assessment. This is a pattern observed across most studies.
- For literacy, children seem to be performing best in the subscale focused on Understanding Print Skills, and the worst in Underlying Cognitive Skills.
- For mathematics, children seem to be performing best in the Number Sense & Operations subscale and poorest in the Patterns, Functions and Algebra subscale.

NOTE: It is critical to note that items and sub-scales cannot be given equivalent weights and results should be revisited once the ELOM 6&7 psychometrics have been completed.

WHAT ARE BEST PRACTICES TO SUPPORT TEACHERS?

Continued professional development and support for teachers are key to improving child outcomes. Best practices from the literature on supporting and developing teachers include the following:

Management Best Practices	Peer Support Best Practices	Training Best Practices	Tailoring Support
<ul style="list-style-type: none">• Provide individual mentoring by pairing more experienced staff members, or someone from another programme, with less experienced teachers.• Ensure supervision that includes actual time observing in the classroom, joint planning, monitoring, regular feedback and discussions around goal-setting.• Create an enabling environment that is supportive and developmental, ensuring leadership provides practical assistance and opportunities for on-the-job learning.	<ul style="list-style-type: none">• Create time for group reflection among practitioners who work together or in similar spaces, so they can share successes, challenges and troubleshoot together.• Create time for critical individual reflection in which practitioners consider their strengths and what is working well in their contexts, as well as to identify the areas in which they need to develop. This should also include a critical reflection on teachers' own beliefs about how children best learn and develop.	<ul style="list-style-type: none">• Explain the reasons behind certain classroom practices to ensure practitioners understand how activities work to achieve outcomes.• Provide concrete examples of good practice, such as video clips or observing a skilled teacher at work.• Include role plays and other practice-oriented activities that enable practitioners to practice engaging in different activities and interacting with children.	<ul style="list-style-type: none">• Gathering input from teachers on what types of support they may find helpful can also be useful in deciding whether and how to update your current activities, and ensuring that teachers get the targeted support that they need.

HOW TO PLAN FOR YOUR NEXT STEPS

Turning data into action is a critical component of quality programme planning and delivery. Consider how you will take the insights from this report and use them effectively to enhance your programme, or what additional information you need to do so.

Collectively identify 5 key priorities

- What changes need to be made based on the ELOM results? Or what do you need to investigate further?
- What key issues require your immediate attention?

Determine the actions needed to turn those priorities into reality

- What particular actions, tasks or deliverables are needed to turn these five priorities into reality?
- What do you need to do, or who do we need to consult?

Agree on the people responsible for taking action

- Which team members are responsible for each action item?
- What support do they require?

Agree on deadlines

- By when should these action items be completed?



A planning worksheet to work through with your team is available [here](#).



**This report was produced by
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democratise early years data, making
relevant information accessible,
understandable and actionable for all key
stakeholders.**

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