

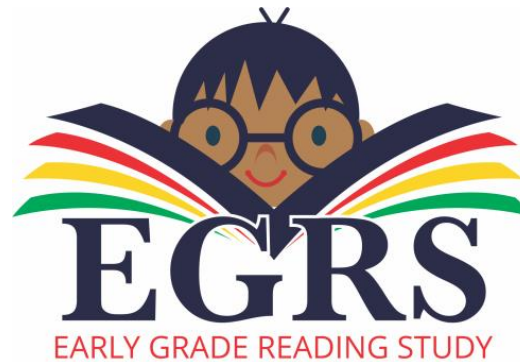


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**REPUBLIC OF SOUTH AFRICA**



# **GRADE 3**

## Learner Assessment

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~~Start of one on one assessment ~~

**Introduction to the learner**

Introduction	Introduction
Say to the learner:	Say to the learner:
Hello. My name is _____. Today we are going to do a few activities together for 15 minutes. I will explain what I will ask you to do before each activity starts, but it is very similar to what you do in school every day. Everything we do today will just be between you and me. It's not for marks.	Dumelang, Leina la me ke _____. Gompiano re tle go dira ditirwana di le mmalwa mmogo mo metsotsong e le 15. Ke tla tlhalosa se ke batlang gore o se dire pele ga tirwana nngwe le nngwe., Re ya go dira ditirwana tse, fela jaaka re tlwaetse go di dira mo sekolong tsatsi le letsatsi. Sengwe le sengwe se re se dirang gompiano e tla be e le sa rona fela mme ebile ga se na maduo.
Are you comfortable? Can we begin?	A o dutse sentle? A re ka simolola?

**Learner Information**

<ul style="list-style-type: none"> <li>• Test Identifier</li> <li>• School EMIS:</li> <li>• School Name:</li> <li>• Learner Name:</li> <li>• Learner Surname:</li> <li>• Age:</li> <li>• Sex: 1 male 0 female</li> <li>• Surname of Teacher</li> </ul>	<p>How old are you?</p> <p>What is the name of your teacher?</p>	<p><i>(write the <b>test identifier</b>, <b>name</b> and <b>surname</b> on <u>the learner page for the writing booklet</u> AND on <u>the linking form</u>)</i></p> <p>O na le dingwaga tse kae?</p> <p>Leina la morutabana wa gago ke mang?</p>
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## Task 1.1.: Object Naming

Instructions for learner:	Instructions for learner:
<p><i>Place chart 1.1.1. face-up for the learner.</i></p> <p><b>We are now going to play a quick game where we have to see how fast you can say the names of these pictures (<i>wave over the chart</i>) before the time runs out. First we will make sure we call these things by the same names.</b></p> <p><i>Place your finger on each object and say What do you call this picture?</i>  <i>If correct: Yes, that is a [chair, pig, table, dog, book, sun].</i>  <i>If wrong or no response: we call this a [chair, pig, pencil, hand, mug, star]. Make sure the child knows all objects before you move on.</i></p> <p><i>Show chart 1.1.2. I am going to ask you to say the names for these objects on this chart as fast as you can. Start here (<i>point to upper left corner</i>) and carry on saying the names across the row, and when you are finished the row, go to the next one (<i>show with your finger how they should read from left to right and then go to the next row</i>). Do you understand?</i></p> <p><b>Please start saying the names of these objects as <u>fast</u> as you can when I uncover this page.</b></p> <p><b>Are you ready?</b></p> <p><b>Begin</b></p> <p><i>Start timer when child names the first object.</i></p>	<p><i>Place chart 1.1.1. in front of the learner.</i></p> <p><b>Jaanong re ile go tshameka motshameko o re tlleng go bona gore o ka bitsa maina a ditshwantsho tse ka bonako jo bo kana kang. (<i>wave over the chart</i>) pele re felelwa ke nako. Sa ntlha re tla netefatsa gore re bitsa ditshwantsho tse ka go tshwana.</b></p> <p><b>Setshwantsho se se bitswa eng?</b>  <b>E, ke setulo, kolobe, tafole, ntša, buka, lesedi,</b>  <b>Nnyaya, se re se bitsa: setulo, kolobe, tafole, ntša, buka, lesedi.</b>  <i>Make sure the child knows all objects before you move on.</i></p> <p><i>Show chart 1.1.2 Ke ile go go kopa go bitsa maina a dilo tse di mo tšhateng ka bonako jo o ka bo kgonang. Simolola fa (<i>point to upper left corner</i>) mme o tswelile go bitsa maina a go kgabaganya mola mme fa o fetsa o ye kwa moleng o o latelang (<i>show with your finger how they should read from left to right and then go to the next row</i>). A o a tlhaloganya?</i></p> <p><b>Tsweetswee simolola go bitsa maina a dilo tse ka bonako jo o kabo kgonang fela fa ke phetlolola tsebe.</b></p> <p><b>A o siame?</b></p> <p><b>Simolola.</b></p> <p><i>Start timer when child names the first object.</i></p>

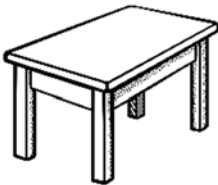
Note for transfer to Tangerine	Timed for 20 seconds, capture remaining time
Variable name	
1_1_att	Number of objects attempted
1_1_cor	Number of objects sounded correctly
1_1_time	Remaining time

On Tangerine Grid:

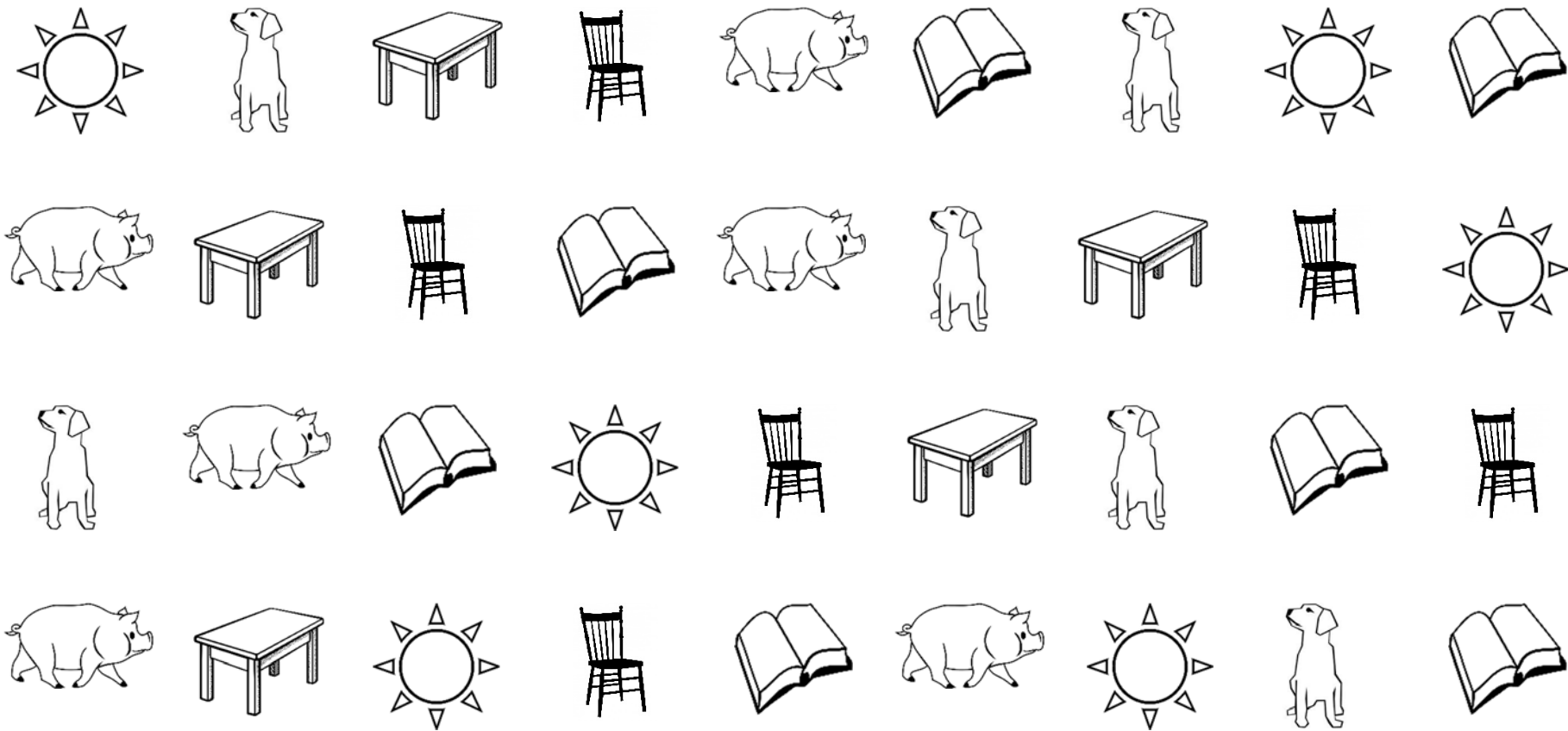
Write the name of the object

Lesedi	ntša	Tafole	Setulo	Kolobe	Buka	Ntša	Lesedi	Buka
Kolobe	Tafole	Setulo	Buka	Kolobe	Ntša	Tafole	Setulo	Lesedi
Ntša	Kolobe	Buka	Lesedi	Setulo	Tafole	Ntša	Buka	Setulo
Kolobe	Tafole	Lesedi	Setulo	Buka	Kolobe	Lesedi	Ntša	buka

1.1.1



1.1.2





## Task 1.2.: Letter Naming

Instructions for learner:	Instructions for learner:
<p><i>Turn chart 1.2.1.. face-up for the learner.</i></p> <p><b>We are now going to play a quick game where we have to see how fast you can say the <u>sounds</u> of these <u>letters</u> (wave over the chart) before the time runs out.</b></p> <p><i>Place your finger on each object and say <u>What sound does this letter make?</u></i></p> <p><i>If correct: Yes, that is <u>correct</u>..</i></p> <p><i>If wrong or no response: <u>This letter is</u> [letter sound]. Make sure the child knows all objects before you move on.</i></p> <p><i>Show chart 1.3.2. I am going to ask you to say the <u>sounds</u> for these <u>letters</u> on this chart as fast as you can. Start here (point to upper left corner) and carry on saying the <u>sounds</u> across the row, and when you are finished the row, go to the next one (show with your finger how they should read from left to right and then go to the next row). Do you understand?</i></p> <p><i>Cover the learner page with the examples sheet for 5 seconds. Please start saying the <u>sounds</u> of these <u>letters</u> as fast as you can when I uncover this page.</i></p> <p><b>Are you ready?</b></p> <p><b>Begin [uncover the page]</b></p>	<p><i>Turn chart 1.2.1.. face-up for the learner.</i></p> <p><b>Jaanong re ile go tshameka motshameko o re tlileng go bona gore o ka bitsa maina a medumo ya <u>ditlhaka</u> tse ka bonako jo bo kana kang. (wave over the chart) pele re siiwa ke nako.</b></p> <p><i>Place your finger on each letter and say <u>Tlhaka e e dira modumo ofe?</u></i></p> <p>If correct: <b>e</b></p> <p>If incorrect: <b><u>Tlhaka e e duma jaaka:</u> [letter sound]</b></p> <p><i>Show chart 1.3.2. Ke ile go go kopa go bitsa <u>medumo</u> ya <u>ditlhaka</u> tse di mo tšhateng e ka bonako jo o ka bo kgonang. Simolola fa (point to upper left corner) mme o tswelele go bitsa <u>medumo</u> e go kgabaganya mola mme fa o fetsa o ye kwa moleng o o latelang (show with your finger how they should read from left to right and then go to the next row). A o a tthaloganya?</i></p> <p><b>Tsweetswee simolola go bitsa <u>medumo</u> ya <u>ditlhaka</u> tse ka bonako jo o kabo kgonang fela fa ke phetlolola tsebe.</b></p> <p>A o siame?</p> <p>Simolola.</p> <p><i>Start timer when child names the first letter.</i></p>

<i>Start timer when child names the first letter.</i>	
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Note for transfer to Tangerine	Timed for 20 seconds, capture remaining time
Variable name	
1_2_att	Number of objects attempted
1_2_cor	Number of objects sounded correctly
1_2_time	Remaining time

**On Tangerine:**

o t a e b l t o l

b a e l b t a e o

t b l o e a t l e

b a o e l b o t a

1.2.1

o l a e t b

o t a e b l t o l  
b a e l b t a e o  
t b l o e a t l e  
b a o e l b o t a



### Task 2: Setswana Letter Sound Recognition

Instructions for learner:	Instructions for learner:
<p><i>Turn chart 2 face-up for the learner</i></p> <p>I am going to ask you to read some Setswana letters to me. Please tell me what sound each letter makes. Please read as many letters as you can from left to right, such as in this example (show example). I will tell you when to stop.</p> <p>Are you ready?</p> <p>Begin.</p>	<p><i>Turn chart 2 face-up for the learner</i></p> <p>Ke tlile go kopa gore o mpuietse medumo e e latelang ka Setswana. O buise go tswa ka fa molemeng go ya ka fa mojeng jaaka re tlwaetse go dira. Buisetsa kwa godimo gore ke go utlwe sentle, mme o buise go fitlhelela ke go kopa gore o eme. A re leke dikao tse mmogo [show example to learner, allow him/her to try alone before you help him/her].</p> <p>A o siame?</p> <p>Simolola.</p>

Note for transfer to Tangerine	Timed for 60 seconds, capture remaining time
Variable name	
2_att	Number of letters attempted
2_cor	Number of letters sounded correctly
2_time	Remaining time

## Chart 2 LETTER SOUNDS

Examples: b M s f

m	l	h	g	S	y	r	W	L	n
f	k	T	D	a	t	s	d	N	w
H	ng	o	U	ny	š	tl	kh	B	u
K	sw	J	ts	kg	G	R	ngw	e	rw
th	N	gw	l	ph	Y	F	nts	W	E
y	tš	A	ph	M	lw	O	tlw	ny	P
thw	oo	a	tlh	f	kw	tšh	u	A	t
W	kg	H	L	b	tl	ngw	m	nw	U
R	o	kw	aa	tšh	N	E	ng	p	m
G	K	B	D	tshw	y	b	n	R	tlh
e	M	W	tshw	r	nts	h	g	S	y



## Task 3: Setswana Word Recognition

Instructions for learners:	Instructions for learners:
<p><i>Turn chart 3 face-up for the learner</i></p> <p>I will now ask you to read some words in Setswana for me. Please read the words from left to right, here is an example we can do together [go through example]. Please read as many words as you can. I will tell you when to stop.</p> <p>Are you ready?</p> <p>Start.</p>	<p><i>Turn chart 3 face-up for the learner</i></p> <p>Jaanong ke tlile go go kopa gore o mpusetse mafoko mangwe ka Setswana. Ke kopa gore o a buise go tswa ka fa molemeng go ya kwa mojang, O buise go fitlhela ke go kopa gore o eme. A re buise dikao tseno mmogo <i>[show example to learner, allow him/her to try alone before you help him/her].</i></p> <p>A o siame?</p> <p>Simolola</p>

Note for transfer to Tangerine	Timed for 60 seconds
Variable name	
3_att	Number of words attempted
3_cor	Number of words read correctly
3_time	Remaining time

## Chart 3

Examples:

rre	tlou			
fa	ja	tau	ntlo	mme
poo	rata	lema	meno	dira
bua	tlosa	motho	hempe	metsi
sentle	kwala	tlhano	ngwana	ntisa
tlhapi	mmele	tshwara	opela	adima
tsamaya	dumela	godimo	lenyalo	sebaka
gagola	mosima	kwalela	lefeelo	lesea
polelo	batsadi	loleme	mosese	letsatsi
motlogolo	morutabana	legadima	simolola	itumetse
mapodisi	segwagwa	sirelediwa	fitlhelela	tsamaile
letlelela	didimetse	botlhabatsatsi	boikhutso	tshwanetse
kgaisano	babalesegile	bogologolo	tlhatlhoba	matlhogonolo
phapharega	farologanya	tshireletsego	kelotlhoko	setshwantsho
itumedisa	ditlhongwanamorago	tlhabololo	setimamolelo	setlhongwanapele

## English Translation of chart 3

give	eat	lion	house	mother
bull	love/like	plough	teeth	do
speak	remove	person	shirt	water
well	write	five	child	guard me
fish	body	catch	sing	borrow
walk	agree	up	marriage	space
tear	hole	write to/for	broom	baby
story/statement	parents	tongue	dress	day
nephew	teacher	lightning	start	happy
policemen	frog	protected	reach	gone
allow	quiet	sunrise	rest/holiday	should
competition	safe	long time ago	examine	blessings
wakeup suddenly/unexpectedly	Differentiate	Security/safety	Carefully	Picture
Please/impress	Suffixes	Development	Fire engine	Prefix

**Task 4.1. Setswana Reading**  
**“Tshoswane le Lephoi”**

ORF



60s

Comprehension



Instructions for learner:	Instructions for learner:
<p><i>Turn chart 5 face-up for the learner</i></p> <p>I am going to ask you to read another story to me out loud. Read as best you can. I will ask you some questions when you are finished reading so make sure to remember what you read.</p> <p>This story is called “Tshoswane le Lephoi”</p> <p>Are you ready to read the story to me out loud? I will tell you when to stop reading.</p> <p>Start.</p>	<p><i>Turn chart 5 face-up for the learner</i></p> <p>Ke tlile go kopa gore o mpusetse kanelo e nngwe gape, mme o buisetse kwa godimo. Buisa ka kelotlhoko, gore o tle o kgone go gakologelwa se o se o se buisang. Ke tlile go go botsa dipotso fa o fetsa go buisa. Buisa go fitlhelela ke go kopa gore o eme.</p> <p>Kanelo eno e bidiwa “Tshoswane le Lephoi”</p> <p>A o siame? Ke tla go bolelela gore o eme leng.</p> <p>Simolola</p>

Note for transfer to Tangerine	Timed for 60 seconds
Variable name	
Orf5tsw	
4_att	Number of words attempted
4_cor	Number of words read correctly
4_time	Remaining time

English translation	Setswana story
<p>"Ant and Dove"</p> <p>One day it was a very hot day [Q1]. Ant and Dove were sitting [q2] in the shade of a tree [q3].</p> <p>"I'm thirsty," Ant said aloud. "Why don't you get a drink of water from the river?" (Q4) cooed Dove from a nearby tree. "Just be careful. Don't fall in."</p> <p>Ant ran to the river and began to drink. Suddenly a strong wind blew Ant into the water (Q5). "Help!" cried Ant.</p> <p>Dove broke a twig from the tree. Dove then flew over the river and dropped the twig into the water (Q6). Ant climbed on to the twig and floated safely to dry land (Q7).</p> <p>Two days later Ant saw a hunter trying to catch Dove. He crawled up the hunter's leg and bit his ankle. "Ouch!" cried the hunter. Dove heard the hunter and flew away safely.</p>	<p>"Tshoswane le Lephoi"</p> <p>Letsatsi lengwe go ne go fisa thata (Q1). Tshoswane le Lephoi (Q2) ba ne ba dutse mo moriting wa setlhare (Q3).</p> <p>"Ke nyorilwe!," ga bua Tshoswane. "Goreng o sa ye go nwa metsi kwa nokeng?" (Q4) la kunkuretsa Lephoi mo setlhareng se gaufi le sekgwa. "O ele tlhoko gore o seka wa wela."</p> <p>Tshoswane a tabogela kwa nokeng a simolola go nwa. Ka tshoganyetso phefo e maatla ya mo phepheulela mo metsing (Q5). "Thusa!" ga goa Tshoswane.</p> <p>Lephoi o ne a roba kala mo setlhareng morago ga moo o ne a fofa mo godimo ga noka mme a digela kala mo metsing (Q6). Tshoswane o ne a palama mo kaleng mme a kokobala a tswa mo metsing ka pabalesego.(Q7)</p> <p>Malatsi a mabedi morago ga moo, Tshoswane o ne a bona motsomi a leka go tshwara Lephoi, a gagabela mo leotong la motsomi, a mo loma lengenana. "Ijoo!" ga goa motsomi. Lephoi a utlwa motsomi mme a fofa, a ya go iphitlha ka pabalesego mo setlhareng.</p>

**Task 4.2. Setswana Text 2 Comprehension**

	Question	Words Read	Words Read
4.2.1.	Q: What kind of day is it at the start of the story? A: A hot day	Q: <b>Letsatsi le ntse jang fa kanelo e simolola?</b> A: Go a fisa/ go mogote/ go bolelo/ go bollo	7
4.2.2	Q: What are the names of the main characters in the story? A: Ant and Dove	Q: <b>Maina a baanelwa ba bagolo mo kanelong ke bomang?</b> A: Tshoswane le Lephoi	10
4.2.3	Q: Why are the characters sitting under a tree? A: they were in the shade because it was a hot day	Q: <b>Ke eng fa baanelwa ba ntse ka fa tlase ga setlhare?</b> A: Ba ntse mo meriting ka gore go bolelo/mogote/ go tshaba letsatsi	18
4.2.4.	Q: How can you tell that Dove cared about Ant? A: he told ant to be careful at the river, he saved Ant from drowning, they were sitting under the tree together	Q: <b>O itse jang gore Lephoi o rata Tshoswane?</b> A: O ne a bolelela Tshoswane gore a itlhokomele kwa nokeng./ O falositse Tshoswane mo go betiweng / Ba ne ba ntse mmogo ka fa tlase ga setlhare.	32
4.2.5.	Q: What happened to Ant at the river? A: The wind blew him in the river, he almost drowned, Dove saved Ant from drowning	Q: <b>Tshoswane o diragaletswe ke eng ko nokeng?</b> A: Phefo e mo latlhetse mo nokeng, o batlile a nwela, Lephoi o mo thusitse gore a se ka a nwela,	68
4.2.6.	Q: How did Dove get the twig to Ant? A: he broke it off the tree with his beak/foot and carried it to the river then dropped it in	Q: <b>Lephoi o kgonne jang go isetsa Tshoswane kalana?</b> A: O e robile mo setlhareng ka molomo/leoto mme a e isa kwa nokeng a e latlhela mo metsing.	97
4.2.7.	Q: After reading the story, do you think that two people who are very different can be friends? A: yes, they can be friends.	Q: <b>A fa o fetsa go buisa kgang e, o akanya batho ba babedi ba ba farologaneng e ka nna ditsala?</b> A: Ee, e ka nna ditsala./	113
4.2.8	Q: Tell me why you think so. In the story Ant and Dove are different but they are friends. Ant is small and Dove is big. Ant is an insect but Dove is a bird but they are still friends.	Q: <b>Goreng o gopola jalo?</b> Mo kgannyeng e Tshoswane le Lephoi ba farologane fela ke ditsala. /Tshoswane ke tshenekegi mme Lephoi ke nonyane le fa go ntse jalo ke ditsala.	113

Note for transfer to Tangerine	Comprehension is untimed
variable name	Ask only questions up to where the learner read
4_2_1	1 - correct 0 – incorrect 99 – non response
4_2_2	2 – correct: both names 1 – partially correct: one name 0 – incorrect 99 – non response
4_2_3	1 - correct 0 – incorrect 99 – non response
4_2_4	
4_2_5	
4_2_6	
4_2_7	0.5 – correct 0 – incorrect 99 – non response
4_2_8	0.5 – correct 0 – incorrect 99 – non response 98 – the learner answered the previous question incorrectly

## Task 5: English Word Recognition



Instructions for learners:	Instructions for learners:
<p><i>Turn chart 5 face-up for the learner</i></p> <p>I will now ask you to read some words in English for me. Please read the words from left to right, here is an example [go through example]. Please read as many words as you can. I will tell you when to stop reading.</p> <p>Are you ready?</p> <p>Start.</p>	<p><i>Turn chart 5 face-up for the learner</i></p> <p><b>Jaanong ke tlile kopa gore o mpuietsa mafoko mangwe a Sekgowa. Ke kopa gore o buise mafoko go tswa molemeng go ya kwa mojeng, A re buise dikao tseno mmogo</b> <i>[show example to learner, allow him/her to try alone before you help him/her].</i> <b>Ke kopa gore o buise go fitlhelela ke go emisa.</b></p> <p>A o siame?</p> <p>Simolola</p>

Note for transfer to Tangerine	Timed for 60 seconds
Variable name	
5_att	Number of words attempted
5_cor	Number of words read correctly
5_time	Remaining time

Task 5: English Word recognition

Examples:     cat               bell

[turn over page for Learner Chart]

it	be	do	of	we	to	she	was
but	did	eat	got	once	you	day	girl
the	are	boat	some	here	within	then	came
went	have	heat	away	from	their	white	what
near	colour	shape	ideas	which	when	these	drum
square	said	little	there	knee	things	other	answer
water	enough	pictures	carry	wheels	straight	giraffe	bright
mother	people	through	jackal	quickly	hungry	together	kitchen
uncle	thought	earth	oxygen	twisted	complete	heavy	beautiful
giant	different	autumn	general	electricity	surprise	newspaper	multiply
tongue	laugh	morning	ground	knowledge	favourite	environment	journey
reverse	summarise	muscles	energy	triangle	paragraph	character	weight
identify	amount	length	subtract	temperature	measure	thousand	volcano

**Task 6.1. English text reading**  
**“How the elephant got its trunk”**

ORF



60s

Comprehension



Instructions for learners:	
<p><i>Turn chart 6 face-up for the learner</i></p> <p>I am going to ask you to read another story to me out loud. This is a story written in English so I will ask you to read it in English to me. Read as best you can. I will ask you some questions when you are finished reading so make sure to remember what you read. I will tell you when to stop reading.</p> <p>This story is called “How the elephant got its trunk”</p> <p>Are you ready to read the story to me out loud?</p> <p>Start.</p>	<p><i>Turn chart 6 face-up for the learner</i></p> <p>Ke tlile go kopa gore o mpusetse kanelo eno,mme o buisetse kwa godimo. Kanelo eno e kwadilwe ka Sekgowa. Buisa ka kelotlhoko gore o kgone go gakologelwa se o se buisang. Ke tlile go go botsa dipotso fa o fetsa go buisa kanelo e. Buisa go fitlhelela ke go bolelela gore o eme.</p> <p>Kanelo eno e bidiwa “How the elephant got its trunk”</p> <p>A o siame go mpusetse kanelo o buisetse kwa godimo?</p> <p>Simolola</p>

Note for transfer to Tangerine	Timed for 60 seconds
Variable name	
orfeng	
6_att	Number of words attempted
6_cor	Number of words read correctly
6_time	Remaining time

## How the elephant got its trunk

In times long ago, elephants had short noses [Q1].	8
One day Bubu [Q2], the baby elephant, went for a walk through the forest [Q3].	21
He always wanted to know things, so he asked lots of questions [Q4].	33
He walked to the banks of a river.	41
He had never seen a crocodile before.	48
“Hello, Mr Crocodile [Q5]. What do you like to eat?” Bubu asked politely.	60
The crocodile grabbed the little elephant by his nose and pulled hard [Q6].	72
But Bubu fought back by spreading out his legs and pulling back [Q7].	84
At each pull his nose grew longer and longer.	93
At last the crocodile let go of the nose and swam away.	105
Instead of his short nose, Bubu now had a long trunk.	116
He could do all kinds of new things with it!	126
<b>[126 words]</b>	

**Task 6.2. English text reading comprehension**

Question		Word	Answer
6.2.1.	Long ago, did elephants have long or short noses?	8	short noses
6.2.2.	In this story, what is the name of the elephant?	11	Bubu
6.2.3.	Where did Bubu, the elephant, go for a walk?	21	through the forest, by the river (banks)
6.2.4.	Bubu asks lots of questions. Why do you think he asks lots of questions?	33	He wanted to find out/learn about things/ he was inquisitive/curious
6.2.5.	Who did Bubu talk to at the river?	51	He spoke to a/the/Mr crocodile
6.2.6.	Why did the crocodile grab Bubu's nose?	72	He wanted to pull him into the river to eat him
6.2.7.	How can you tell that Bubu was brave?	106	He didn't want to be pulled into the river so he fought back, even though he was a baby elephant, he didn't cry, he fought back

<b>Note for transfer to Tangerine</b>	<b>Comprehension is untimed</b>
<b>Variable name</b>	<b>Ask only questions up to where the learner read</b>
6_2_1	1 – correct in English 2 – correct in Setswana then English 3- correct in Setswana only 0 – incorrect 99 – non response
6_2_2	
6_2_3	
6_2_4	
6_2_5	
6_2_6	
6_2_7	

## Task 7. "Do this" - English receptive proficiency

Instructions for learners:		
<p><b>Please push your chair a little away from the desk so that you have some space. I am now going to ask you to do some actions for me. I want to see if you can understand English so I will tell you what to do in English.</b></p> <p><b>Please can you do the following actions to show me that you understand English.</b></p>		<p><b>Kgarametsa setulo sa gago kwa moragonyana o katoge teseke go le gonnye. Jaanong ke ya go kopa gore o ntirele diketso dingwe. Ke batla go bona gore a o tlhaloganya Sekgowa ka jalo ke tla go bolelela gore o direng ka Sekgowa.</b></p> <p><b>Tsweetswee a o ka dira diketso tse di latelang go mpontsha gore o tlhaloganya Sekgowa.</b></p>
<p><b>EXAMPLE:</b></p> <p><b>Please can you: kick your leg</b></p>		<p><b>EXAMPLE:</b></p> <p><b>Please can you: kick your leg</b></p> <p>Show the learner that s/he should kick his/her leg. They should now understand that you want them to perform an action. Move on to the rest of the task.</p>
<p><b>Please can you: (say the instruction <u>once</u> only)</b></p>		
	English	Response options (only select one)
7.1.	<p><b>Close your eyes</b> (thanks you can open them now)</p>	<p>1 Closes eyes; 2 Performs other action; 99 No response</p>
7.2.	<p><b>Stand up</b></p>	<p>1 Stands up; 2 Performs other action; 99 No response</p>
7.3.	<p><b>Put your hands <u>up</u> in the air</b> (learner must put up both hands)</p>	<p>1 Raises both hands; 2 Performs other action; 99 No response</p>

7.4.	<b>Turn around</b> <i>(stop turning)</i>	1 Turns around; 2 Performs other action; 99 No response
7.5.	<b>Sit down <u>and</u> put your hands on the table</b> <i>(the order in which the child performs the task does not matter)</i>	1 Both actions done; 3 Only sits; 4 Only puts hands on the table; 2 Performs other actions; 99 No response

Note for transfer to Tangerine	
Variable name	Categories
7_1	1 Closes eyes; 2 Performs other action; 99 No response
7_2	1 Stands up; 2 Performs other action; 99 No response
7_3	1 Raises both hands; 2 Performs other action; 99 No response
7_4	1 Turns around; 2 Performs other action; 99 No response
7_5	1 Both actions done; 3 Only sits; 4 Only puts hands on the table; 2 Performs other actions; 99 No response

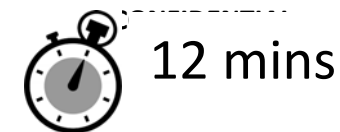
~~Start of Large group written assessment~~

Marking Protocol - Front Page (Tangerine):

- Test Identifier
- School EMIS
- School Name
- Learner name
- Learner surname

**Introduction to written assessment**

Instructions for learners:	Instructions for learners:
<p>Learners, We will now do some writing activities together. Does everyone have a pencil? Have you all got books in front of you?</p> <p>Good. We will all work at the same time. Do not turn the pages until we tell you to do so.</p>	<p>Baithuti, jaanong re tlile go kwala ditirwana dingwe mmogo. A mongwe le mongwe o tshotse pensele? A le bone dibukana tse le kwalelang mo go tsona?</p> <p>Go siame. Re tlile go kwalela gongwe. Le seka la phuthulola dibuka ke ise ke le bolelele gore le dire jalo.</p>



## Task 8: Setswana written comprehension

Instructions for learners:	Instructions for learners:
Turn the page	Phutholola tsebe
We will now complete a written comprehension activity where we read a story in Setswana and then answer some questions at the end.	Jaanong re ya go kwala tekotlhaloganyo. Re ya go buisa kgannyana ka Setswana re be re araba dipotso kwa bokhutlong.
<p>Let's read the instructions:</p> <ul style="list-style-type: none"> <li>- read the story below and answer the questions that follow it</li> <li>- you have 12 minutes to finish</li> <li>- answer all the questions as best as you can</li> </ul> <p>Do you have any questions?</p> <p>Begin.</p> <p>You have 12 minutes to read the story and answer all the questions. If you finish early you can put your head on the desk and sleep.</p>	<p><b>Reetsang ka tlhwaafalo</b> (<i>only fieldworker reads instructions out loud. Learners follow in the booklet.</i>)</p> <ul style="list-style-type: none"> <li>- Buisang kgannyana e, mme le arabe dipotso tse di latelang</li> <li>- Le neelwa metsotso e le 12 gore le fetse tiro eno.</li> <li>- Arabang dipotso tsotlhe ka mokgwa o le ka kgonang ka teng.</li> </ul> <p>A le na le dipotso?</p> <p>Simololang.</p> <p>Le na le metsotso e le 12 ya go buisa le go araba dipotso tsotlhe. Ba ba fetsang pele ba ka robatsa ditlhogo tsa bona mo ditiesekeng.</p>

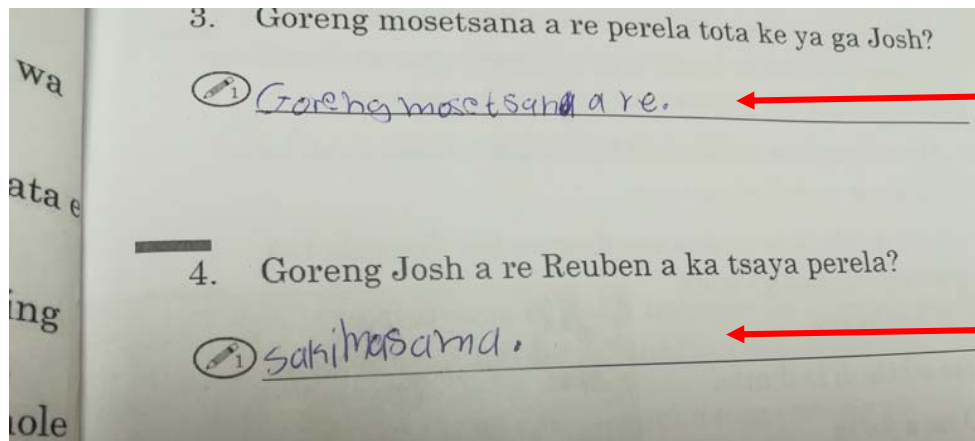
English	Setswana
<p>"How Hippo lost his fur"</p> <ol style="list-style-type: none"> <li>1. One day Mmutla was walking along the river.</li> <li>2. Kubu was also there, just walking and even eating nice grass.</li> <li>3. Kubu did not see Mmutla there and he stepped on his foot by mistake.</li> <li>4. Mmutla shouted at Kubu, "You Kubu! Can't you see that you are stepping on my foot?"</li> <li>5. Kubu asked for forgiveness, "Please forgive me my friend. I wasn't looking.</li> <li>6. Mmutla did not want to listen and he continued being angry at Kubu, "you did this on purpose! One day you will see! You will pay for this!</li> <li>7. Now Mmutla went to look for Fire and said, "Go and burn Kubu when he comes out of the water</li> <li>8. "No problem, Mmutla my friend. I will do what you are asking for," Molelo responded.</li> <li>9. While Kubu was eating grass away from the water, he heard "shuuu!"</li> <li>10. Molelo started to burn all Kubu's hair. (Q7)</li> <li>11. Kubu started to cry and ran to the water.</li> <li>12. Kubu cried, "Molelo has burnt all my hair!</li> <li>13. That is why Kubu doesn't walk away from the water because he is scared that he will be burnt by the fire. (Q 8)</li> </ol>	<p>"Goreng Bokubu Ba Sena Bowa"</p> <p>Ka letsatsi lengwe Mmutla o ne a tsamaya fa thoko ga noka. Kubu le ena o ne a le koo, a itsamaela fela ebile a ijela bojang jo bo monate.</p> <p>Kubu o ne a sa bone Mmutla, mme a mo gata mo leotongka phoso. Mmutla o ne a goelela Kubu,, "Wena Kubu! Ga o bone gore o gata leoto la me?"</p> <p>Kubu o ne a kopa maitshwarelo, "Intshwarele tsala ya me tsweetswee. Ke ne ke sa go bone."</p> <p>Mmutla o ne a sa batle go reetsa mme a tswelela kago omanyanya Kubu. "O dirile ka boomo! Ka letsatsi lengwe, o tlile go se bona! O tlile go duela!"</p> <p>Mmutla o ne a ya go batla Molelo mme a re, "Tsamaya o ye go fisa Kubu fela fa a tswa mo metsing." "Ga gona bothata, Mmutla tsala ya me. Ke tla dira se o se kopang," ga araba Molelo.</p> <p>Fa Kubu a ntse a fula kgakajana le metsi, ga utlwala "shuuu!" Molelo o ne a simolola go fisa bowa jotlhe jwa ga Kubu. Kubu o ne a simolola go lela mme a tabogela kwa metsing. Kubu o ne a lela, "Molelo o fisitse bowa jwa me jotlhe!</p> <p>Ke ka moo Kubu a sa tsamaeleng kgakala le metsi ka gonne a tshaba gore o tla fisiwa ke Molelo.</p>

Table 1. Questions for Task 8

	English	Answer	Notes
8.1.	Q: Where were Hippo and Rabbit walking? A: by the riverside, on the grass	Q: <b>Kubu le Mmutla ba ne ba tsamaya fa kae?</b> A: go bapa le noka, mo bojannye	Answers in Setswana: Also accept: by the river,  Do not accept vague answers or repetition of question.
8.2.	Q: What was Hippo eating? A: grass	Q: <b>Kubu o ne a ja eng?</b> A: bojang/tlhaga	Only accept a word for “grass” – bojang/ tlhaga
8.3.	Q: Why did Rabbit scream/shout at Hippo? A: Rabbit was hurt/ Hippo stood on Rabbit’s foot/	Q: <b>Goreng fa Mmutla a ne a omanyanya Kubu?</b> A: Mmutla o ne a utlwile botlhoko/ Kubu o ne a gatile Mmutla mo lenaong/	The answer must show that Rabbit was hurt when Hippo stood on Rabbit. Accept either: - Rabbit was hurt, - Rabbit was angry, - Hippo stood on Rabbit  Unacceptable response: repetition of question or unrelated to the story e.g. Rabbit felt like it.
8.4.	Q: Why do you think Hippo didn’t see Rabbit? A: Hippo is bigger than Rabbit/ he was enjoying eating the grass and not paying attention to where he was walking/ Rabbit was behind Hippo	Q: <b>O akanya gore ke goreng Kubu a ne a sa bona Mmutla?</b> A: Kubu o mogolo thata mo go Mmutla/ O ne a natefelelwa ke go ja bojang mme a sa tlhokomele fa a neng a tsamaya teng/ Mmutla o ne a le kafa morago ga Kubu	Answer must give a reason why Hippo might not have seen Rabbit.  Unacceptable response: repetition of question or unrelated to the story e.g. Hippo was blind. Hippo was lying.
8.5.	Q: What happened to Hippo’s fur? A: he was burned, Rabbit sent fire to burn him	Q: <b>Go ne go diragetseng ka bowa jwa ga Kubu?</b> A: O ne a šele, Mmutla o ne a rometse Molelo go ya go mo fisa	Answer must relate to the story. His fur was burned off.  Unacceptable response: repetition of question or unrelated to the story e.g. Hippo never had fur. Hippo’s don’t have fur.

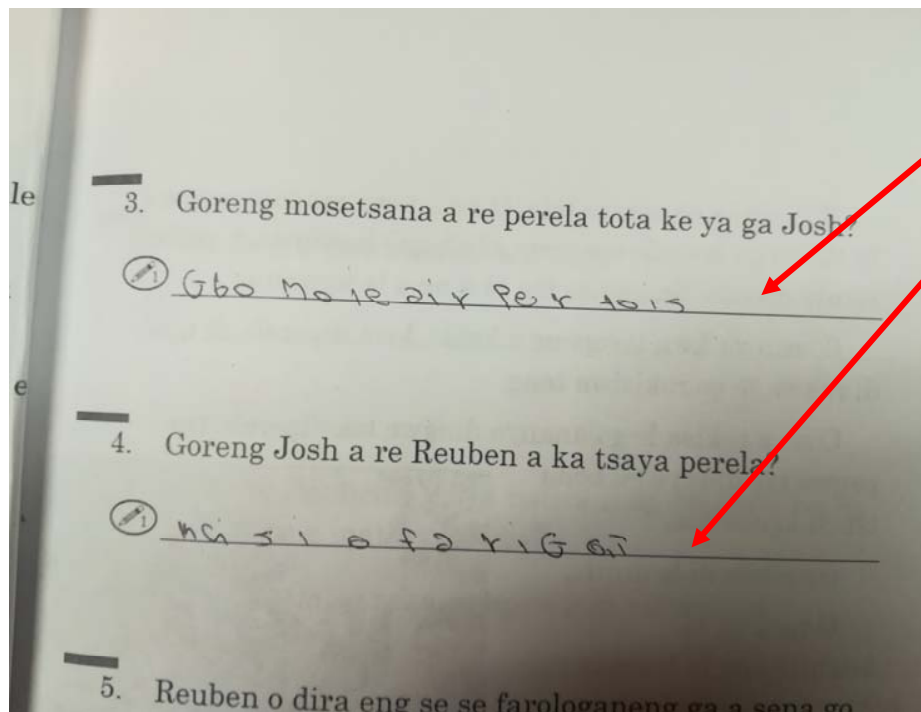
8.6.	Q: Why does Hippo not go far from the water now? A: He is scared of being burned again	Q: <b>Ke goreng fa Kubu a sa tsamaele kgakala le metsi jaanong?</b> A: O tshaba go fisiwa gape	Answer must show that Hippo is afraid (of being burned again). Accept: he is scared.  Unacceptable response: repetition of question or unrelated to the story. He can't walk.
8.7.	Q: Write down one word to describe Rabbit's behaviour towards Hippo. A: Mean, unforgiving, unfriendly, ugly	Q: <b>Kwala lefoko le le lengwe kgotsa mafokonyana go tlhalosa kafa Mmutla a neng a tshwara Kubu ka teng.</b> A: Setlhogo, go sa itshwarele, go seng botsalano, maswe	Answer must provide a word or phrase which describes Rabbit's character. The word should be <b>negative</b> such as mean, unforgiving, or unfriendly.  Unacceptable response: repetition of question or unrelated to the story. E.g. He is nice. He is kind. He is funny. He loves Hippo.

Note for transfer to Tangerine		
Variable name		
8_1	1 – correct answer; correct spelling	
8_2	2 – correct answer; errors in spelling	
8_3	0 – incorrect	
8_4	99 – non response	
8_5	98 – writing is unreadable/ not possible words	
8_6		
8_7		

**Examples of unacceptable responses**

Repeats question = unacceptable response

writing is unreadable/ not possible words



## Task 9: English written comprehension



8 mins

Instructions for learners:	Instructions for learners:
Turn the page	Phutholola tsebe.
We will now read an English story and then answer some questions about it.	Jaanong re ya go buisa kgang ya Sekgowa re be re araba dipotso.
<p>Let's read the instructions:</p> <ul style="list-style-type: none"> <li>- read the story below and answer the questions that follow it</li> <li>- you have 8 minutes to finish</li> <li>- answer all the questions as best as you can.</li> </ul> <p>Do you have any questions?</p> <p>Begin.</p> <p>You have 8 minutes to read the story and answer all the questions. If you finish early you can put your head on the desk and sleep.</p>	<p><b>Reetsang ka tlhwaafalo</b> (<i>only fieldworker reads instructions out loud. Learners follow in the booklet</i>).</p> <ul style="list-style-type: none"> <li>- Buisang kgannyana e, mme le arabe dipotso tse di latelang</li> <li>- Le neelwa metsotso e le 8 gore le fetse tiro eno.</li> <li>- Arabang dipotso tsotlhe ka mokgwa o le ka kgonang ka teng.</li> </ul> <p>A le na le dipotso?</p> <p>Simololang</p> <p>Le na le metsotso e le 8 gore le be le feditse go araba dipotso tsotlhe. Fa le fetsa pele ga nako le ka robatsa ditlhogo mo ditekeng tsa lona.</p>

**Jabu and his dog**

Jabu had a little dog. It was a fat and happy dog.

One day Jabu and his dog went to play in the fields behind the house.

The little dog saw a rabbit and tried to chase it.

The dog got lost.

Jabu called him but he didn't come.

Jabu got tears in his eyes and went home.

But before evening the little dog came back.

Jabu was very happy to see his friend.



Question		Answer	Notes
9_1	What is the name of the boy in the story?	Jabu	Only acceptable answer; spelling must be correct
9_2	Where did the boy and dog go and play one day?	In the fields (veld) / behind Jabu's house	<b>Accept also:</b> fields, veld, <b>Unacceptable:</b> outside, garden, inside, in the house; repetition of question
9_3	What happened to the dog?	He got lost.	<b>Accept also:</b> he ran away <b>Unacceptable:</b> answer unrelated to story (e.g. he died) or repetition of question
9_4	Why did the boy have tears in his eyes?	He was sad/was crying because his dog was lost/he could not find his dog.	<b>Accept also:</b> he did not know what to do; he was alone <b>Unacceptable:</b> answer not related to story e.g. someone hit him, he was a crybaby, he was very happy the dog was gone; repetition of question or repeated sentence from story e.g. "Jabu got tears in his eyes and went home"

Note for transfer to Tangerine	Comprehension is untimed
	Ask only questions up to where the learner read
Variable name	
9_1	1 – correct 0 – incorrect 99 – non response 98 – writing is unreadable/ not possible words
9_2	1 – correct answer; correct spelling 2 – correct answer; errors in spelling 0 – incorrect 99 – non response 98 – writing is unreadable/ not possible words
9_3	
9_4	



120s

## Task 10: Maths

Instruction to learners:	Instruction to learners:
Turn the page	Phutholola tsebe.
<p>For our last activity, we will do a few Maths sums. Please turn the page.</p> <p>We are going to do a few examples together first.</p> <p>Let's start at example 1. It says 2 plus 2 equals (pause) and then there is a box for you to write your answer. There is a pencil next to the box to show that we can write our answer in the box. Lets write the answer in the box together for this example. The answer is "4" because <math>2 + 2</math> is 4. Did everyone write in the answer?</p> <p>Let's do example 2 together. This sum says <math>10 + 2</math> and there is a space under the sum to write our answer. Class what is the answer? Yes <math>10 + 2</math> is 12. Then we all write our answer in the space under the sum next to the pencil.</p> <p>We are now going to move on to the exercise. When I tell you to start I want you to try complete as many sums as you can and I will tell you when to stop. If you get to a sum and you don't know the answer you can skip to the next one.</p>	<p>Ka tirwana ya rona ya bofelo, re tla dira dipalwana di le mmalwa. Ke kopa gore le phutholole tsebe e e latelang ya buka.</p> <p>Re tlile go dira dikao mmogo.</p> <p>A re simololeng ka sekao 1. 2 fa a tlhakana le 2 ke(pause) go na le lebokoso le o ka kwalang karabo ya gago mo go lona. A re kwaleng karabo mmogo ka mo lebokosong le. Karabo ke 4 ka gonne 2 le 2 ke 4. A le kwadile karabo lotlhe?</p> <p>A re direng sekao 2 mmogo. Palo ya re le tlhakanye 10 le 2 mme go na le lefelo le le ka kwalelang karabo mo go lone. Baithuti, karabo ke eng? Ee, 10 le 2 ke 12. A re kwaleng karabo mo lefelong le le maleba.</p> <p>Jaanong re ya go dira thutiso. Fa ke re le simolole ke batla gore le leke dipalo tse di bontsi jo le ka bo kgonang mme ke tla le bolelela go re le emise leng. Fa le fitlha fa palong e le sa e kgoneng e tlolelang mme le dire e e latelang.</p>
<p>Unfold your arms, take your pencil and turn the page over. Are you ready to start?</p> <p>Your time starts now. Start completing the sums.</p> <p><i>Fieldworker stops learners after 120 seconds</i></p>	<p>Tsayang dipensele tsa lona mme le phutholole dibukana tsa lona go ya mo tsebeng e e latelang.. A le siame?</p> <p>Nako ya lona ya go simolola ke jaanong.</p> <p><i>Fieldworker stops learners after 120 seconds</i></p>


Time is up. Everyone put down your pencils and close your books.	Nako e fedile. Bayang dipensele tsa lona fa fatshe mme le tswale dibuka tsa lona.
<i>Fieldworker collects books and pencils and releases learners.</i>	<i>Fieldworker collects books and pencils and releases learners.</i>

Examples:

Example 1:  $2 + 2 = \boxed{\phantom{00}}$



Example 2:

$$\begin{array}{r} 10 \\ + 2 \\ \hline \end{array}$$


	Question	Answer
1.	$8+3$	11
2.	Halof o ya 28 (Half of 28)	14
3.	$20 - 6$	14
4.	$24 \div 3$	8
5.	$7 \times 2$	14
6.	$400 + 206$ (long sum)	606
7.	$105 - 7$ (long sum)	98
8.	$270 + 28$	298
9.	$121 - 39$	82
10.	$(4 \times 10) + 7$	47

Note for transfer to Tangerine	Timed for 120 Seconds
Variable name	
10_1	1 - correct 0 – incorrect 99 – non response 98 – writing is unreadable
10_2	
20_3	
10_4	
10_5	
10_6	
10_7	
10_8	
10_9	
10_10	