

Learner Name & Surname: _____

Age: _____

Sex:

Boy	1	Girl	2
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Current Grade: _____ (e.g. Gr 2) **Current class:** _____ (e.g. B)

Name of Teacher: _____

Test Administrator: _____

Test Date: _____

Label

With School and

Learner info

A. Letter Sound (EGRS-3ie Wave 3 Main Administration - 2016)

Follow all the procedures from the manual to do the examples and instruct the learner as follows:

“Leba ditlhaka tse di mo sekaing se sa tšhata ya ditlhaka. Ke tlile go go dumisetsa ditlhaka tse di mo moleng o o kwa godimo. Ke tla simolola fa:

Jaanong leka go dumisa ditlhaka tse di mo moleng o o fa tlase go tswa kwa molemeng, go ya kwa mojang. Supa ka monwana wa gago, tlhaka nngwe le nngwe e o e dumisang.”

Sekai:

m	B	a	T
b	E	r	P

If the learner is correct, say: “bontle, tlhaka “e” e dumisiwa jaaka “e”, kgotsa tlhaka “r” e dumisiwa jaaka “r”.”

If the learner is not correct, say: “tlhaka “e” e dumisiwa jaaka “e”, kgotsa tlhaka “r” e dumisiwa jaaka “r”.”

Follow all the procedures from the manual and tell the learner as follows:

“Leba ditlhaka tsa tšhata 1. Ke rata gore o mpolelele medumo ya ditlhaka ka bontsi bo o ka bo kgonang. Bua medumo ya ditlhaka, e seng maina a ditlhaka. Ke rata fa o ka simolola fa mme o tsamaele kwa thoko. Fa ke re ‘Simolola’, mpolelele medumo ya ditlhaka ka bontsi bo o ka bo kgonang. Supa tlhaka nngwe le nngwe e o e dumisang. Fa o sa itse modumo wa tlhaka, ke tlile go e go bolelela. Baya monwana wa gago mo tlhakeng ya ntlha. A o siame? Simolola.”

Tshata 1.1

M	L	h	G	S	y	R	W	L	N
I	K	T	D	K	T	s	d	n	w
h	W	r	M	U	r	j	G	F	u
g	R	B	E	I	f	I	M	s	r
S	N	K	B	p	Y	F	k	a	E
y	S	K	P	M	j	O	t	n	P
R	A	e	P	f	F	h	u	A	t
W	G	H	B	S	I	g	m	i	L
B	L	o	O	m	N	E	Y	p	t
N	K	k	D	d	y	b	j	R	s
P	M	W	A	D	I	h	g	S	y

Tshata 1.1

Scoring A (Maximum = 110)

Number of letters reached: _____

Number of letters correct: _____

B. Word Recognition (EGRS-3ie Wave 3 Main Administration - 2016)

Follow all the procedures from the manual to do the examples and instruct the learner as follows:

“Leba mafoko a a mo moleng o o fa godimo fa nna ke a go buisetsa. Jaanong leka a a mo moleng o o fa tlase. Supa lefoko lengwe le lengwe fa o le buisa. Fa o sa kgone go buisa lefoko, o bue gore ga o kgone, mme nna ke tla go bolelela.”

Sekai:

lela	nona	pit-sa
sega	f of a	tshipi

If the learner read well, say: “bontle”, tlaya re tswelele pele”.

If the learner did not read well, say: “fetela kwa go le lengwe”.

Now tell the learner: “Jaanong buisa mafoko a Tšhata 2.1 ka bontsi bo o ka bo kgonang.”

Tšhata 2.1

aga	bana	gae	mme	pula
ntlo	rre	ja	thusa	raga
leina	feta	kgang	tsa	epa
sega	motho	leka	buka	tlosa
lema	thipa	mosima	hempe	lesea
pedi	leba	kwa	gata	fa
rata	meno	ntsho	supa	opela
sia	yona	sentle	mmele	ura
tsela	dira	metsetse	batsadi	nako
baki	kwala	ile	tlhano	letsatsi

Tshata 2.1**Scoring B (Maximum = 50)**

Number of words reached: _____

Number of words correct: _____

C. Non-words (Nonsense words) (EGRS-3ie Wave 3 Main Administration - 2016)

Follow all the procedures from the manual to do the examples and instruct the learner as follows:

“Leba sekai sa tšhata ya mafoko a a se nang bokao. Ke tlile go buisa a a mo moleng o o kwa godimo”.

Sekai:

lega	kara	piku
sepu	raru	tshimpo

“Jaanong leka a a mo moleng wa bobedi. Supa lefoko lengwe le lengwe fa o le buisa. Fa o sa kgone go buisa lefoko, o bue gore ga o kgone, mme nna ke tla go bolelela.”

If the learner read well, say: “bontle”, tlaya re tswelele pele”.

If the learner did not read well, say: “fetela kwa go le lengwe.”

“A o tthaloganya se o tshwanetseng go se dira? Fa ke re “simolola,” buisa mafoko sentle ka mo o ka kgonang. Ke tla didimala mme ka go reetsa, kwa ntle fela ga fa o batla thuso. A o siame? Simolola.”

Now tell the learner: “Jaanong buisa mafoko a Tšhata 3.1 ka bontsi bo o ka bo kgonang.”

Tšhata 3.1

mpu	teri	laba	kafa	sere
peku	nasa	katla	suka	rafu
bamu	sasu	luna	difa	latu
toku	lale	fomi	kaga	mote
leraku	mosifo	besefa	teleka	naro
katu	fari	kanebo	lerufa	pera
fafiro	malano	katshafa	foroga	naletla
mmelasu	nekasi	rorega	kakifa	fonaro
matlakwe	tshenoki	godika	paramu	tlatleru
molofa	pinora	nasalu	nnalaku	kakase

Tshata 3.1**Scoring C (Maximum = 50)**

Number of words reached: _____

Number of words correct: _____

D. Paragraph Reading (EGRS-3ie Wave 3 Main Administration - 2016)

D1. Puiso ya tekatlhaloganyo

Follow all the procedures from the manual to instruct the learner as follows:



“Ke tlile go go kopa gore o buisetse kgang eno kwa godimo. Fa o palelwa, ke tla go bolelela lefoko gore o tswelele go buisa. Fa ke re ‘Ema’ nka nne ka go botsa dipotso ka se o se buisitseng, ka jalo buisa ka bokgoni botlhe ba gago. Simolola fa. A o siame? Simolola.”

Tšhata 4.1

Tsala ya ga Pule ke Mosidi. Pule le Mosidi ba rata go tshameka diketso mmogo. Morago ga go tshameka Pule le Mosidi ba tlhapa diatla.

Pule le Mosidi ba rata go ja maungo thata. Maungo a ba thusa go nna ba itekanetse. Pule o rata diapole fa Mosidi a rata dinamune. Bobedi ba bona ba rata dipanana go gaisa. Ba dula ba itumetse ka dinako tsotlhe.

Scoring D1 (Maximum = 66)

Number of words reached: _____

Number of words correct: _____

D2. Dipotso tsa tekatlhaloganyo (Tšhata 4.1)



Tell the learner: “Jaanong ke tlile go go botsa dipotso di le mmalwa ka kgang e o sa tswang go e buisa. Leka go araba dipotso ka bokgoni botlhe ba gago. Dikarabo tsotlhe tsa dipotso tse, di tshwanetse go tswa mo tekatlhaloganyong e.”

(Indicate learner's answer as correct “✓” or incorrect “✗”)

Potso

Karabo

- (a) Pule le Mosidi ba rata go tshameka eng mmogo?
- (b) Pule le Mosidi ba dira eng morago ga go tshameka?
- (c) Ke goreng Pule le Mosidi ba rata maungo?
- (d) Mosidi o rata leungo le le fe thata?

Scoring D2

- (a): ____
- (b): ____
- (c): ____
- (d): ____

E. Phonemic Awareness (Setswana) (EGRS-3ie Wave 3 Main Administration - 2016)

Ask the learner to identify the position of a sound in the words provided. The learner must say whether the sound is “at the beginning”, “in the middle” or “at the end” of the word.

Note:

- Do not show the words to the learners.
- Follow all the procedures from the manual to instruct the learner as follows:

E1. Ke kopa gore o mpolelele gore modumo “s” o fa kae mo lefokong le. A o “kwa tshimologong”, “mo gare” kgotsa “kwa bofelong ba lefoko?”: (Do not show the word to the learners)

lesedi

If the learner is correct, say: “bontle, modumo “s” o fa gare ga lefoko. Tlaya re tswelele pele.”

If the learner did not answer correctly, say: “modumo “s” o fa gare ga lefoko. Tlaya re tswelele pele.”

(Indicate learner’s answer as correct “✓” or incorrect “✗”)

E2. Ke kopa gore o mpolelele gore modumo “a” o fa kae mo lefokong le. A o “kwa tshimologong”, “mo gare” kgotsa “kwa bofelong ba lefoko?”: (Do not show the word to the learners)

roka

Scoring E1+E2

E1: ____

E2: ____

If the learner is correct, say: “bontle, modumo “a” o kwa bofelong ba lefoko. Tlaya re tswelele pele.”

If the learner did not answer correctly, say: “modumo “a” o kwa bofelong ba lefoko. Tlaya re tswelele pele.”

(Indicate learner’s answer as correct “✓” or incorrect “✗”)

E3. Ask the learner to join two syllables together to form one word.

Follow all the procedures from the manual to do the examples and instruct the learner as follows:

"Ke kopa gore o kopanye dipopi tse di latelang go bopa lefoko le le lengwe".

Note:

- Leave a two second pause between the two syllables when sounding them for the learner.
- Do not show the word to the learner.

Sekai, tlaya re leke ka tse di latelang:

"re" + "ka" fa di kopana di bopa eng?

If the learner says: "reka", say: "bontle, "re" le "ka" fa di kopana di bopa "reka". Tlaya re tswelele pele".

If the learner did not answer correctly, say: "re" le "ka" fa di kopana di bopa "reka". Tlaya re tswelele pele."

Now tell the learner: "Jaanong kopanya dipopi tse di latelang go bopa lefoko le le lengwe".

"phu" + "tha"

Scoring E3

E3: ____

If the learner is correct", say: "bontle, "phu" le "tha" fa di kopana di bopa "phutha". Tlaya re tswelele pele".

If the learner did not answer correctly, say: "phu" le "tha" fa di kopana di bopa "phutha". Tlaya re tswelele pele."

(Indicate learner's answer as correct "✓" or incorrect "✗")

F. EGRS Writing (Setswana) (EGRS-3ie Wave 3 Main Administration - 2016)

F1. Dictation

- Dictate the following sound and word to the learner. (See back of test.)
- Do not read any of them more than twice

Follow all the procedures from the manual to instruct the learner as follows:

“Reetsa sentle fa ke go biletsa medumo le mafoko a a latelang mme o kwale mo meleng e e neetsweng. Kwala ka bonako bo o ka bo kgonang. Fa ke go biletsa modumo, kgotsa lefoko, kwala nngwe le nngwe ya tsona mo moleng wa yona. A o siame? A re simolole.”

(a) _____

(b) _____

(Indicate learner's answer as correct “✓” or incorrect “✗”)

Scoring F1

(a): _____

(b): _____

F2. Written pictorial

Follow all the procedures from the manual to instruct the learner as follows:

“Lebelela setshwantsho. Kwala lefoko le le tlogetsweng mo polelong.”



(c) Morutabana o _____ bana

(Indicate learner's answer as correct “✓” or incorrect “✗”)

Scoring F2

(c): _____

F3. Transcribing with correct punctuation

Tiriso ya matshwao a puiso.

Follow all the procedures from the manual to instruct the learner as follows:

“Kwalolola polelo e. Dirisa tlhakakgolo le letshwao la potso fa go tshwanetseng.”

ba batla eng

Scoring F3

(d) Word 1: _____

(e) Word 2: _____

(f) Word 3: _____

(g) Capital letter: _____

(h) Question mark: _____

(i) Spacing: _____

(Indicate learner's answer as correct “✓” or incorrect “✗”)

F4. Ask the learner to write the answers to the following sums.

Note:

- Give the learner 90 seconds to work on this section
- Follow all the procedures from the manual to instruct the learner as follows:

“Leba dipalo tse di latelang mme o kwale dikarabo mo diphatlheng tse di neetsweng.”

Dipalo	Dikarabo
(a) $8+3 =$	
(b) Halof o ya 28 =	

If the learner is correct, say: “bontle”, tlaya re tswelele pele”.

If the learner did not answer correctly, say: “tlaya re tswelele pele.”

(Indicate learner’s answer as correct “✓” or incorrect “✗”)

Scoring F4

(j): Answer (a) ____

(k): Answer (b) ____

G. EGRS Reading, English (EGRS-3ie Wave 3 Main Administration - 2016)

G1. Word Reading: Ask the learner to read the following four English words

Follow all the procedures from the manual to instruct the learner as follows:

“Ke kopa gore o buise mafoko a mane a a Sekgowa”.

- (a) cat
- (b) and
- (c) goat
- (d) which

Scoring G1

(a): _____

(b): _____

(c): _____

(d): _____

If the learner read well, say: “bontle”, tlaya re tswelele pele”.

If the learner did not read well, say: “fetela kwa go le lengwe” kgotsa “tlaya re tswelele pele.”

(Indicate learner’s answer as correct “✓” or incorrect “✗”)

G2. Sentence Reading: Ask the learner to read the English sentence given below.

Follow all the procedures from the manual to instruct the learner as follows:

“Ke kopa gore o buise polelo e ya Sekgowa.”

This is my bag.

Scoring G2

Word 1: _____

Word 2: _____

Word 3: _____

Word 4: _____

If the learner read well, say: “bontle”, tlaya re tswelele pele”.

If the learner did not read well, say: “fetela kwa go le lengwe” kgotsa “tlaya re tswelele pele.”

(Indicate learner’s answer as correct “✓” or incorrect “✗”)

Dictation items:

(a) s

(b) lesedi