basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIAGNOSTIC TEST ITEMS
GRADE 3

LANGUAGE AND MATHEMATICS
SEPEDI
QUESTIONS AND MEMORANDA

1. INTRODUCTION

The diagnostic test items aims to improve the relationship between assessment and classroom instruction. Assessment for learning is the process of gathering information about a learner's learning from a variety of sources, using a variety of approaches, or 'assessment tools', and interpreting that evidence to enable both the teacher and the learner to determine where the learner is in his or her learning; where the learner needs to go; and how best to get there. Teachers can adjust instructional strategies, resources, and environments effectively to help all learners achieve grade specific outcomes only if they have accurate and reliable information about what their learners know and are able to do at a given time.

When findings of assessment results are used to improve classroom practice, learner performance in general can improve. The diagnostic assessment tests/questions are designed to fulfill three purposes of assessment: namely to,

- reveal the misconceptions learners bring as prior knowledge to a class;
- measure the conceptual gains of a class as a whole; and
- identify concepts that are weak areas of understanding for the individual learner or as a class/grade.

A traditional multiple choice question (MCQ) provides little information about the learner's understanding of the concept/skill tested. The DBE has embarked on the design of diagnostic assessments using MCQs and assessment rubrics (for Languages) that are designed to assist teachers to diagnose learner misconceptions using the Pearson distractor rationale model as a basis for the classification of learner misconceptions. The diagnosis is also linked to the CAPS learning outcomes and skill acquisition.

MCQs designed for the diagnostic questions included in this package, include a breakdown of learners' understanding through the incorrect responses. All distractors are written not only to focus the attention of the teacher on those learners who are able to identify the correct response, but also to assist the teacher in identifying and understanding the misconceptions captured in the incorrect responses.

2. PURPOSE OF THE DIAGNOSTIC TEST ITEMS

This diagnostic test items should be used in conjunction with the requirements as stipulated in the CAPS document. It therefore does not replace the curriculum or the Annual Teaching Plan (ATP). The content therefore includes coverage from terms one to four. However, teachers may include questions from the resource bank into the ATP to facilitate assessment for learning.

These diagnostic assessments/questions are a phase based assessment. It also includes questions from four grades. There are questions set on the critical skills from the two earlier grades, the current grade and the next grade. The selection of questions from the four grades was done by looking at those concepts that were taught in the two earlier grades and were then extended in the next two grades as well. This would enable the teacher to identify at which specific grade the knowledge gap is.

The assessment guidelines per subject and grade have a detailed explanation of the topics/skills that are in this category. The spread of questions in the composite assessment is weighted to facilitate a phase based assessment and is broken down into the four composite grades as illustrated below:

Table 1: Percentage spread of questions (Languages and Mathematics)

	Spread of Questions			
Weighting	±10%	±20%	±60%	±10%
Grade 3	1	2	3	4

The purpose of including the content of the other grades is to diagnose the skill/concept acquisition at the earlier grade, the current grade as well as to ascertain whether the learner is ready to make the transition to the next grade. Once the teacher has identified the gaps in the conceptual knowledge/ skill acquisition it would be easier to design targeted intervention programmes to bring learners on par for the transition to subsequent grades/topics.

These diagnostic questions should be used as a tool for teachers to assess the strengths and weaknesses of learners for the purpose of designing teaching and learning strategies that will address the individual needs of the learner.

This assessment should not be used for grading a learner; as the intended purpose is to facilitate learning.

3. THE STRUCTURE OF THE DIAGNOSTIC TEST ITEMS

The diagnostic test items is divided into sections or questions. Questions are framed to direct teachers to possible misconceptions which could be as a result of an earlier grade knowledge deficit, erroneous conceptual knowledge or lack of comprehension. Each paper has a spread of the content areas and skills that span the entire phase and is extended into the next phase. The texts/topics that have been selected for the Languages questions indicate the concept/skill progression from one grade to the next. The Mathematics questions are clustered according to content areas.

MCQs are constructed in such a way that each distractor provides information on whether the learner has mastered the skill/concept or whether there is a misconception. The distractors are graded according to four levels of understanding. Levels one, two and three enlighten the teacher about the nature of the misconception. Level four is the correct response, see Table 3 for further clarity.

Short questions are constructed to assess writing skills, mental computations, knowledge recall and application of rules or theorems.

Longer responses are constructed so that thought process, writing skills and consolidation and application of content areas and concepts across the subject are consolidated to arrive at the intended response.

Mathematics

4. PROPOSED USAGE OF THE MATHEMATICS DIAGNOSTIC TEST ITEMS

4.1 Parts of the paper may be used independently at different intervals i.e. as a revision activity, formative task, etc.

4.2 Certain questions **per topic** or skill assessed may be selected from each section to compile a shorter testlet.

EXAMPLES

Grade 3: Subtraction of whole numbers
Section A question 7
Section B question 22
Section C question 30 & 31

4.3 Questions may be selected according to **levels of difficulty** and can be used to support learning according to different cognitive demands or be used to support progressed learners. E.g. Levels of difficulty (easy, moderate & difficult)

Table 2: Levels of difficulty using the Bloom's taxonomy

Level of difficulty	Blooms Taxonomy	**Descriptors** (These are not limited to the ones listed below)
Easy	Remembering and Understanding	Complete, list, name, identify; recall, repeat, state, classify, re-group/group, rearrange/arrange, collect, categorise, select, recognize, supply, separate, isolate, draw etc.
Moderate	Application and Analysis	Predict, infer, interpret, understand, rewrite in a certain order, apply, demonstrate, illustrate, investigate, factorise, differentiate, similarities, solve etc.
Difficult	Evaluating and Creating	Analyse, evaluate, justify, provide a reason, criticize, judge, derive, combine, construct, synthesise; proof; etc.

EXAMPLES

Grade 3 (easy questions)
Section A Question 1, 2, 4, 7, 8, 11 & 13
Section B Question 16, 17 & 23

4.4 Questions may also be used as a **baseline** assessment if administered prior to teaching a particular lesson. A teacher may want to establish whether learners meet the basic skills and knowledge acquired from the lower grades. This will assist the teacher to know learners' level of proficiency. A sample of questions for each grade is as follows:

Grade 3 Baseline questions (addition)

Grade 1	Grade 2
Section A Question 1	**Section A** Question 2 & 3

4.5 Diagnostic questions can also be selected according to **cognitive levels**. A sample of questions for each grade is as follows:

Cognitive levels	Grade 3
Knowledge	**Section A** Question 4, 5, 6 & 9 – 14 **Section B** Question 16, 17 & 26
Routine Procedure	**Section A** question 1 – 3 & 7 **Section B** Question 18 – 24 & 27
Complex Procedure	**Section C** Question 29 - 32
Problem Solving	**Section A** Question 8 & 15 **Section C** Question 28

4.6 The teacher should decide when, where and how the assessment may be used to enhance teaching and learning.

4.7 The questions may be used at the beginning of a phase to establish whether learners meet the conceptual knowledge for the new grade/phase.

5. DESIGN

The table below lists and describes the types of errors that correspond to each of the four levels of understanding encapsulated in the Mathematics MCQs. The distractor rationale as advocated by Pearson, 2004, forms the basis for diagnosing misconceptions. The taxonomies and cognitive levels as stipulated in CAPS (for Grades 4-9) are incorporated into the levels of understandings to provide the teacher with holistic information about the level of performance. The cognitive levels are now introduced in the Foundation Phase CAPS.

A more detailed unpacking of the nature of the misconceptions is addressed in the marking guidelines of each diagnostic question.

Table 3: Levels of understanding (thought process)

Levels of understanding	Descriptors for the levels of understanding.
Level 1	Learners demonstrate (i.e. a combination but may not be all of the following) that they: - have no understanding of the question or a conceptual misunderstanding; - are unfamiliar with operational procedures but can compute basic straight forward operations;

Levels of understanding	Descriptors for the levels of understanding.
	- are not able to implement (un)related strategies to solve a problem; - excessive depend on the information that is provided in the question and is incorrectly used/duplicated; - utilise unrelated vocabulary to the question. - Etc.
Level 2	Learners demonstrate (i.e. a combination but may not be all of the following) that they: - can apply some computational ability that may not necessarily relate to the question or that demonstrate inadequate conceptual knowledge and flawed reasoning to support conclusions/inferences; - can apply basic mathematical knowledge in straight forward situations; - demonstrate a limited knowledge of some concepts and some procedures; - Etc.
Level 3	Learners demonstrate (i.e. a combination but may not be all of the following) that they can: - apply some conceptual knowledge and ability to analyse but is inconsistent in computational and reasoning skills; - apply their knowledge and understanding to solve problems. - solve word problems involving operations with whole numbers and use division in a variety of problem solving situations. - interpret and use data to solve problems with minimal error of judgement; - use given information to complete various graphs; - Etc.
Level 4	Correct response. Learners demonstrate (i.e. a combination but may not be all of the following) that they: - consistently apply/demonstrate correct computational and reasoning skills required in the question; - apply their understanding and knowledge in a variety of relatively complex situations and explain their reasoning;

Levels of understanding	Descriptors for the levels of understanding.
	- solve a variety of multi-step word problems; - apply geometric knowledge of a range of two-and three-dimensional shapes in a variety of situations; - draw a conclusion from given data and justify their conclusion. - Etc.

Each level of understanding is captured in the distractors of all the multiple-choice questions. A question will include distractors that correspond to each level of understanding set out in the table above.

When learner responses are analysed the diagnostic distractors will reveal patterns in a learner's understanding of the content being tested. The teacher is thus guided towards instruction that specifically addresses a learner's understanding of a concept in the specific content.

6. MARKING GUIDELINES: MATHEMATICS

6.1 Multiple Choice Questions (MCQs): Marks are allocated according to the cognitive demand of the question. However, the focus of these assessments is not on scoring the learner, but rather on what the learner is able to do or not do.

6.2 Section A and B are allocated a mark each per answer. Marks for Section C are allocated according to the demand of the question.

6.3 The marking guideline has columns indicating the number for each question, the expected answer per question, the level of understanding/error analysis (for Section A), the cognitive level, the level of difficulty, the grade level at which a question and its answer are pitched. The mark allocation is merely a guide for the learner's response and should not be the focus of the task.

6.4 The levels of difficulty indicate the cognitive demands of the question which are: Easy (E), Moderate (M) and difficult (D).

6.5 The Cognitive levels are as prescribed in the CAPS for the Intermediate and Senior Phases and will now be introduced in the Foundation Phase. The cognitive levels, their descriptors and examples are indicated in Table 5.

Table 4: Example of the Marking Guideline (for Mathematics)

1. Complete: 2 + 2 + 2 + 2 =

No.		Expected answer	Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level
1.	A	6	3	Added only the first 3 numbers	R	E	1
	B	4	2	Added the first two numbers only.			
	C	2	1	Thought it is a number pattern			
	D	8 ✓	4	Correct response			

In cases where learners are required to display multiple steps/procedures in order to solve a problem, apply the following techniques when marking:

a. Where there is clear evidence of a misread/misinterpretation, a penalty of 1 mark is generally appropriate. A learner should not be penalised for the same error throughout the assessment.
b. If a learner has knowledge of the method but could not get the final correct answer, award a **method** (M) mark but not an **accuracy** (A) mark. If the method is incorrect but the answer is correct, award a mark for the answer only.
c. Consistent Accuracy mark is applied when an answer is correctly followed through from an incorrect previous answer.

E.g. Grade 3 question

1. What is the number that is 5 more than 20?
   1.1 Write the **number symbol** for the number.
   1.2 Write the **number name** for the same number you wrote in 1.1 above.

Learner response

1.1 **205** (the answer is incorrect)
1.2 **Two hundred and five**. (The number name is correct according to the number symbol provided by the learner in number 1.1 even though it was not the expected answer.)

In this instance do not award a mark for the 1st answer (in 1.1) but do award a mark for the 2nd answer (in 1.2) because it was correctly followed through from an incorrect answer. This is how to apply **consistent accuracy** (CA) marking.

Table 5: MATHEMATICS COGNITIVE LEVELS

LEVEL 1:	LEVEL 2:	LEVEL 3:	LEVEL 4:
KNOWLEDGE (K)	**ROUTINE PROCEDURES (R)**	**COMPLEX PROCEDURES (C)**	**PROBLEM-SOLVING (P)**
• **Knowing** • **Remember/Recall**	• **Applying routine procedures in familiar contexts** • **Understanding**	• **Applying multi-step procedures in a variety of contexts (including word sums)**	• **Reasoning and reflecting**
• Straight recall • Identification of correct formula • Know and use formulae such as the area of a rectangle, a triangle and a circle where each of the required dimensions is readily available. • Read information directly from a table (e.g. the time that bus number 1 234 departs • Use of mathematical facts • Appropriate use of mathematical vocabulary • Know appropriate vocabulary such as equation, formula, bar graph, pie chart, Cartesian plane, table of values, mean, median and mode. • Write the next three numbers in the sequence: 103; 105; 107… • Determine the factors of 64 • Write the prime numbers that are factors of 36	• Perform well-known procedures. • Learners know what procedure is required from the way the problem is posed. • Simple applications and calculations using the basic operations including: o algorithms for +, -, ×, and ÷ o calculating a percentage of a given amount • Calculations which might involve many steps • Derivation from given information may be involved • All of the information required to solve the problem is immediately available to the student and where each of the required dimensions is readily available. • Estimation and appropriate rounding off of numbers • Measure dimensions such as length, weight and time using appropriate measuring instruments sensitive to levels of accuracy. • Draw data graphs from provided data. • Solve equations by means of trial and improvement or algebraic processes • Determine the value for if x + 4 = 10.	• Problems involving complex calculations and/or higher order reasoning • The required procedure is not immediately obvious from the way the problem is posed. • Learners will have to decide on the most appropriate procedure to solve the solution to the question and may have to perform one or more preliminary calculations before determining a solution. • Investigations to describe rules and relationships – • There is often not an obvious route to the solution • Problems not based on a real world context - could involve making significant connections between different representations • Conceptual understanding	• Unseen, non-routine problems (which are not necessarily difficult) • Higher order understanding and processes are often involved • Might require the ability to break the problem down into its constituent parts • Generalise patterns observed in situations, • Make predictions based on these patterns and/or other evidence and determine conditions that will lead to desired outcomes. • Pose and answer questions about what mathematics they

	• Use three different techniques of calculating 488 + 16 • Calculate: 115 + 31 012.	• One or more preliminary calculations and/or higher order reasoning • Solve equations by means of trial and improvement or algebraic processes • Select the most appropriate data from options in a table of values to solve a problem. • Decide on the best way to represent data to create a particular impression. • Betty is 4 years old and Jabu is 8 years old. Determine the ratio between their ages. Write the ratio in simplest fractional form. • Investigate the properties rectangles and squares to identify similarities and differences. • There were 20 sweets in the $\frac{2}{5}$ of the sweets. How many sweets are left	require to solve a problem and then to select and use that mathematical content. • The sum of three consecutive whole numbers is 27. Find the numbers. • Sarah divided a certain number by 16. She found an answer of 246 with a remainder of 4. What is the number? • Busi has a bag containing three coloured balls: 1 blue, 2 red ball and 3 yellow balls. She puts her hand in the bag and draws a ball. What is the chance that she will draw a red ball? • Write the answer in simplest fractional form.

LANGUAGE

7. PROPOSED USE OF THE LANGUAGE RESOURCE BANK

7.1 Parts of the resource bank may be used independently at different intervals e.g. as revision activities, informal assessment activities and baseline assessments.

7.2 Certain questions, per skill assessed, may be selected from a section to compile a shorter activity, e.g.

Grade 3: Phonics (Phase based test)
No: 11 - 20

7.3 Questions may be selected according to levels of difficulty and can be used to support learning according to different cognitive demands or be used to support progressed learners. e.g.

Grade 3: **Easy questions related to punctuation**
Text 1: Story No: 21; 22;

7.4 Diagnostic tests may also be used as a baseline assessment if administered prior to teaching a particular topic/skill/grade. A teacher may want to establish whether learners meet the basic skills and knowledge levels required to learn a specific topic or content aspect. This will assist the teacher to know the learners' level of proficiency in a particular topic prior to lesson preparation.
e.g.

Grade 3: **(Grade 1 and 2 questions - Reading and Phonics)**
Text 4: Table of Contents No: 1; 2; 3; and 4

7.5 The questions may be used at the beginning of a grade/phase to establish whether learners meet the conceptual knowledge for the new grade/phase.

Grade 3: **(Grade 1 and 2 questions on visual text)**
Question 2: Graph No: 1 and 2

7.6 The teacher should decide when, where and how the assessment may be used to enhance teaching and learning.

8. DESIGN

Table 6 lists and describes the types of errors that correspond to each of the four levels of understanding encapsulated in the language diagnostic test. The distractor rationale as advocated by Pearson, 2004, forms the basis for diagnosing misconceptions. The cognitive levels, difficulty levels and taxonomies as stipulated in CAPS are incorporated into the levels of understanding to provide the teacher with holistic information about the level of performance.

A more detailed unpacking of the nature of the misconceptions is addressed in the marking guidelines of each diagnostic question.

Table 6: Levels of Performance for Language MCQs

Levels of Performance	Possible Learner Error
Level 1	• Makes errors that reflect focus on decoding and retrieving facts or details that are not necessarily related to the text or question. • Learner invokes prior knowledge related to the general topic being tested, but response is not text-based. • These errors indicate that the learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked.
Level 2	• Makes errors that reflect initial understanding of facts or details in the text, but is unable to relate them to the components in the question. • They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion or inference. • The learner may focus on literal/superficial aspects of a text and makes superficial connections to arrive at weak responses.

Levels of Performance	Possible Learner Error
Level 3	• Makes errors that reflect analysis and interpretation, but conclusions or inferences arrived at are secondary or weaker ones than required for correct response. • A distractor may be related to the correct response in meaning, but be too narrow or broad given the circumstances.
Level 4	• Correct response.

Each level of performance is captured in the distractors of all the multiple-choice questions. A question will include distractors that correspond to each level of understanding set out in the table above.

When learner responses are analysed, the diagnostic distractors will reveal patterns in their understanding of the content being tested. The teacher is thus guided towards instruction that specifically addresses a learner's understanding of a concept or specific content aspect.

9. MARKING GUIDELINES: LANGUAGE

9.1 LANGUAGE

9.1.1 MULTIPLE CHOICE QUESTIONS (MCQs)

Marks are allocated according to the levels of understanding of the question. However, the focus of these assessments is not on scoring the learner, but rather on what the learner is able to achieve/not achieve. The marking guideline has columns indicating an answer per question, the grade level at which a question and its answer are pitched, the level of understanding, the level of performance and the mark allocation. The mark allocation is merely a guide for the learner response and should not be the focus of the task.

9.1.2 OPINION QUESTIONS

These questions require an opinion and a reason as a response. A scoring guide has been included to guide teachers in identifying scores of 0/1/2. The teacher is assisted in identifying and understanding the misconception and the level of skill development required to improve cognition and performance.

9.1.3 TRANSACTIONAL AND ESSAY WRITING DIAGNOSTIC RUBRIC

The diagnostic rubric is designed to span the grades as depicted in Table 1. The assessment criteria are Content, Language Construction and Format, Length and Planning. The competency descriptors has been developed according to grade levels and is useful in informing the teacher of how learners should be scored and awarded scores for each criterion and grade level separately. The teacher would be able to collect and report data that reveals a learner's level of competency per criterion. The teacher would for e.g. be able to say that learner X is able to write an essay with the appropriate grade level content but the language competency of this Grade 9 learner is still at Grade 7 level. The teacher would then be able to pay more attention to integrating language skills during the writing lessons.

The teacher is able to diagnose the strengths and weaknesses of the learners according to the assessment criteria set out in the rubrics. Teachers can then focus on those aspects of writing that are problematic.

9.1.4 LANGUAGE STRUCTURES AND CONVENTIONS

These questions require learners to apply grammar skills in context to demonstrate their level of knowledge and understanding of all language aspects assessed. This stems from the assumption that grammar is taught for constructing texts in their context of use where real language is required. As a result, the application of grammar is not restricted to the analysis of isolated sentences as it explains the way in which sentences are structured to construct whole texts that learners learn to read and write. The marking guidelines provide insight on how to mark the test using scoring guides. The learner performance levels would assist the teacher to identify learners' strengths and weaknesses and thus provide corrective measures and interventions for improved grammar usage.

Table 7: Example of the Marking Guideline (for a MCQ)

1.1 What is the main idea of the article?

NO.		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDIN	LEVEL OF PERFORMANCE	GRADE
1.1	A	It is important to connect with many people on Facebook.		A superficial connection is made to the contents of paragraph 1, but it does not relate to the purpose of the text.		2	

NO.		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDIN	LEVEL OF PERFORMANCE	GRADE
	B	Not all contacts on Facebook are friends that you know. ✓	1	The correct response.	M	4	9
	C	13-year olds like to boast about Facebook friends.		Related to the text, but not to the main purpose that is focused in the text as a whole.		3	
	D	The Internet is required to connect to Facebook.		The response is not text-based.		1	

Table 8: Levels of Understanding that incorporate the two Taxonomies

Level of Understanding	Bloom's Taxonomy	Descriptors (Incorporation of both taxonomies)	Barrett's Taxonomy	Types of Questions
Easy	Remembering and Understanding	Label, list, name, relate, recall, repeat, state, classify, re-group, rearrange, assemble, collect, categorise, select, recognise, supply, separate, isolate	Literal comprehension/ Reorganisation	MCQ, Closed response Short response Fill in the blank Choose correct response
Moderate	Application and Analysis	Predict, infer, guess, translate, summarise, interpret, understand, rewrite, apply, demonstrate, illustrate, investigate, diagnose	Inferential comprehension	Short response MCQ Matching Directed response Closed response Open response
Difficult	Evaluating and Creating	Analyse, appraise, evaluate, justify, reason, criticise, judge, comment, appreciate, create, derive, combine, construct, devise, synthesise	Evaluation and Appreciation	MCQ Essay writing Transactional writing

10. MODERATION

Internal moderation is important in assuring that the marking criteria/guideline is consistently applied, and that there is a shared understanding of the academic standards learners are expected to achieve. There should be processes in place for assuring comparability of marks for alternative assessments. Schools may therefore determine the format for moderation as a standardisation and quality-assurance measure.

11. DATA ANALYSIS AND UTILISATION

The teacher would be able to collect data on an individual learner, a class, a grade or for the entire grade and report at each level. Further data can be collected per topic/skill/content area. The teacher is also able to use the phase test and identify at which grade the knowledge deficit is. Since this is an exercise in assessment for learning targeted interventions can be designed to address strengths and weaknesses. Teachers would be able to give feedback to parents on learning gaps, deficits and strengths per learner.

11.1 Purpose of the data analysis

After administering a test the teacher can do own diagnostic analysis to identify:-

a) The overall level of performance of the class or school;
b) Individual learners or schools that need special intervention;
c) Groups of learners or schools who need special support and
d) Subject content areas that require priority attention in teaching and learning.

11.2 Use of basic statistics for analysis

Basic statistics that can be used to summarize the data from a test include the following:-

i. **Mean** (often called average) – calculated by adding the scores of all the learners and dividing the sum by the number of learners. The mean is one score that is used to summarize all the scores obtained by learners in a test. A high mean score represents high performance and a low mean score represents low performance. However, the mean score does not indicate how learner scores are spread from the highest to the lowest and thus is not adequate for identifying individuals who either over-perform or under-perform.

ii. **Median** (or middle score) – calculated by first arranging the scores from the highest to the lowest and then determining the score that divides the data into two equal halves. Half of the learners who wrote a test will have scores above the median score and the other half will have scores below

the median score. If the number of learners is an odd number the median will be a real score that sits half-way between the extreme scores, e.g. 76, 57, 49, 45 and 39 have 49 as the median score. However, if the number of learners is an even number the median will be a score that may not belong to any of the learners calculated by adding the two adjacent scores that are half-way between the extremes and dividing their sum by two (2), e.g. the median of 76, 57, 49 and 45 is calculated by adding 57 and 49 and dividing the sum by two, i.e. (57 + 49)/2 = 106/2 = 52. As can be observed, 52 is not one of the four given scores but it is the median score that sits half-way between the extreme scores, viz. 76 and 45.
The median does not show what the extreme scores, i.e. the highest and the lowest scores, are.

iii. **Maximum** is the highest score obtained by a learner in a test.
iv. **Minimum** is the lowest score obtained by a learner in a test.
v. **Range** is the difference between the **Maximum** and the **Minimum** scores. The larger the range, the more diverse the ability levels of the test takers while a relatively small range indicates that the class of test takers has a relatively homogeneous ability profile.

11.3 Available tools for data analysis

Tools that are available for analysis of data include pre-programmed computer software such as the SA-SAMS in schools, the Microsoft Excel programme and even hand calculators. The Microsoft Excel programme, which comes with almost every computer software, is a reasonably easy-to-use tool for performing item-level diagnostic analysis of test data. An Excel spreadsheet is arranged in columns and rows.

11.4 Preparing data for analysis on Excel

Excel makes available useful formulae to calculate basic statistics. To prepare for analysis of data from an administered test, do the following:-

i. Mark the test and write the scores obtained by each learner next to the relevant question/item number in their books or scripts;
ii. Enter learner names and other particulars (e.g. the gender of each learner) in the rows, one after another;
iii. Enter test item numbers in the columns, one after another;
iv. Enter the score of each learner on each item in the correct cell (i.e. where the relevant column and row meet);
v. Check if all data has been entered correctly (i.e. do thorough data cleaning);
vi. Use correct formulae to calculate the statistics that you want to use to

summarize and analyse the test data; and

vii. Interpret the statistics in terms of what they suggest about performance of individuals in your class, performance of identifiable groups of learners (e.g. boys and girls) and performance in specific content areas.

11.5 Analysis and interpretation

To summarise the data calculate the average percentage score, the median, maximum and minimum score percentages and you may do this separately for boys and girls. To make sense of the analysis it is recommended that different colour codes be used to mark specific observations (Excel provides a wide range of colour codes) and also represent findings with appropriate graphs to enhance visual impressions to aid decision-making on where to focus improvement interventions. For instance, the following observations can be made from the analysis that has been done:

a) Overall performance

Overall performance in this class, measured through the mean score, may be e.g. 54,4% which is relatively acceptable but still leaves room for improvement. The median score for the class may be 56% which means that half of the learners obtained scores above 56% and another half obtained scores below 56%.

b) Performance spread

Although the mean and median scores were both above 50%, learner scores may range between eight percent (8%) and 100% which is a fairly wide range that suggests diverse abilities in this class. This implies that intervention strategies will have to be diversified in order to meet the learning needs of different learners, i.e. a one-size-fits-all improvement strategy will not work in this class.

c) Individual learner differences in performance

Individual learners who were identified to be particularly at risk have been indicated with e.g. red colour coding. They obtained scores below 40% and thus fall within the “Not achieved” and “Elementary achievement” levels. They require special attention in terms of teaching strategies and learning opportunities.

d) Group differences in performance

Analysis was done at two group levels, viz. boys and girls. All the summary statistics indicate that the boys performed much lower than the girls. Their mean score was 49,3% against the 60% mean score obtained by girls. The median score for the boys was four percent (4%) lower than of the girls, viz. 52% as against 56%. Boys' scores ranged between eight percent (8%) and 88% while the lowest score for the girls was 32% and the highest was 100%. It is evident that in this class boys require a different or more focused intervention than the girls.

e) Performance in specific topics or skills

The percentage scores per item indicate the items and, therefore, the topic or skill where interventions must focus. The analysis and diagnosis (from 'a' to 'e' above) identifies:-

i. Which learners need special attention?; and
ii. Which content areas require special focus?
The analysis also suggests what materials will be required to improve on the identified areas, what extra support the teacher will need (if necessary), whether additional time will be required, who else should be involved in the interventions and a host of other possibilities that the data analyser may see fit in their context.

11.6 Diagnostic or error analysis

Error analysis is the study of errors in learners' responses with a view to look for possible explanations for these errors. It provides specific information about the relative skill proficiency or misconception a learner has in his/her response, in order to understand what the learner can or cannot do. It is a multifaceted activity, for the teacher, because it involves analysis of the correct, partially correct and incorrect thought processes of the learners' individual responses and thinking about possible remediating interventions that might work well.

Understanding the errors a learner or a group of learners make will determine how learners are grouped in a certain subjects to enhance effective teaching.

REFERENCES

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2. The Cardiff University Assessment Strategy (http://www.cf.ac.uk/learning/themes/assess/strategy/index.htm

MATHEMATICS DIAGNOSTIC QUESTIONS & MEMO:

SEPEDI

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

MPHATO WA 3

Molaetša go MorutiŠi:

1. Moleko wo o diretŠwe go ba sediriŠwa sa go lekola.
2. Ithute mothalohlahli wo o filwego pele o ngwadiša moleko wo.
3. Ngwadiša dipotŠiŠo go ya ka dikarolo/boima/direrwa/maemo a kweŠiŠo goba mephato.
4. O ka tšwelapele wa hlahlamolla dipotšišo go tšwa go dikarolo/dithutwana/ boima/maemo a kwešišo goba mephato ya go fapana.
5. Kgetho ya dipotŠiŠo e tla laolwa ke maikemišetšo a moleko, mohl.
    - O ka nyaka go netefatša gore barutwana ba Mphato wa 3 ka phapošing ya gago ba na le bokgoni bja dithutwana tŠa Mphato wa 1 le wa 2. Ka fao o tla ikgethela dipotŠiŠo tŠa direrwa go tŠwa go dikarolo tŠa go fapana go Mphato wa 1 le wa 2.
    - Dikarolo tšeo di ka dira moleko wa mathomo wo o ka ngwadišwago mathomong a ngwaga.
    - O ka beakanya dithutwana tŠa barutwana ba gago ba Mphato wa 3 o thuŠwa ke dipoelo tŠa moleko wo o ngwadišitŠwego mathomong a ngwaga.
    - O ka šomiša mokgwa wo go kgetha dipotŠiŠo go ya ka direrwa tŠa go fapana ka go SEPHOLEKE (CAPS) le maikemišetšo a moleko wa gago.

Please note the following keys:

	Explanation	Levels of difficulty	Cognitive levels
NOR	1. Numbers, Operations and Relationships	**E:** easy	**K:** knowledge
	2.		
PFA	3. Patterns, Functions and Algebra	**M:** moderate	**R:** routine procedure
SS	4. Space and Shape (Geometry)	**D:** difficult	**C:** complex procedure
M	5. Measurement		**P:** problem solving
DH	6. Data Handling		
G (3)	Grade 3		

Please note that the tag above each question, as shown below, provides the following information in this order: content area, topic, grade level of the question, cognitive level and difficulty level e.g.:

Content area	Topic	Grade level	Cognitive level	Level of difficulty
NOR	repeated addition	G1 (Grade one)	R	E

It is thereafter written above each question in the format:

NOR/repeated addition/G1/R/E

KAROLO YA A

Agelete Ša tlhaka ya karabo ya maleba mo go potŠiŠo 1 go ya go potŠiŠo 15.

NOR/Repeated addition/G1/R/E

1. Felelete Ša: 2 + 2 + 2 + 2 =

A 6

B 4

C 2

D 8

NOR/Addition/G2/R/E

2. Hlakante Ša 50 le 5

A 250

B 505

C 10

D 55

NOR/Problem Solving addition/G2/R/M

3. Ka gare ga lepokisi, go na le diapola tŠe 18, dipeere tŠe 11 le dipanana tŠe 5. Naa ke dienywa tŠe kae ka moka ge di hlakane?

A 34

B 29

C 43

D 3

NOR/Counting/G3/K/E

4. Balela pele ka bo 10 go tloga go 100.

A 100, 105, 110, 115

B 130, 120, 110, 100

C 100, 110, 120, 130

D 110, 120, 130, 140

NOR/ Number symbol/G3/K/M

5. Naa makgolo tshela masomesenyane seswai ka sekapalo ke eng?

A 60 098

B 6 098

C 968

D 698

NOR/Fractions/G3/K/M

6. Go di taekeramo tŠe di latelago, naa ke taekeramo efe yeo e malafaditŠwego dikotara tŠe pedi?

A 

B 

C 

D 

NOR/Subtraction/G3/R/E

7. Felele tŠa: 236 – 136 =

A 136

B 100

C 172

D 472

NOR/Division/G3/P/M

8. Naa ke leswao lefe leo le tlogetŠwego mo go lefokopalo la ka fase?

40 □ 5 = 8

A –

B ×

C +

D ÷

PFA/Geometric Patterns/G2/K/E

9. Naa ke dibopego difetŠa maleba tŠe di latelago go paterone ye ya tŠeometri?

△○□ △○□ △○□

A 

B 

C 

D 

PFA/Number Patterns/G3/K/M

10. Ke dinomoro difetšeo di tlogetšwego mo go nomoropaterone ye?

___; ___; 12; 16; 20

A 10; 11

B 8; 10

C 4; 8

D 6; 9

SS/3-D Objects/G2/K/E

11. Go dilo tšeo di filwego ka fase ke efe ya go thelela?

A mabolo

B kgwele

C puku

D namune

SS/2-D shapes/G3/K/M

12. Ke sebopego sefe sa 2-D seo se se nago le mahlakorethwii?

A khutlonne

B khutlotharo

C sekwere

D sediko

M/Mass/G2/K/E

13. Go dilo tšeo di filwego ke selo sefe se boima go feta tše dingwe?

A 

B 

C 

D 

M/Time/G3/K/M

14. Naa matšatši a 28 a na le dibeke tše kae?

A 4

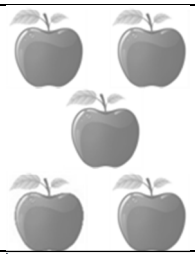
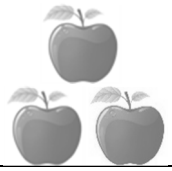
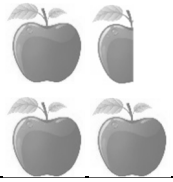
B 3

C 5

D 6

DH/Analyse and interpret data/G3/P/D

15. Lebelela kerafo go hwetša gore naa Jack o fetiša Lerato ka diapola tše kae?

		
Jack	Nicole	Lerato

A 3 le seripagare

B 5

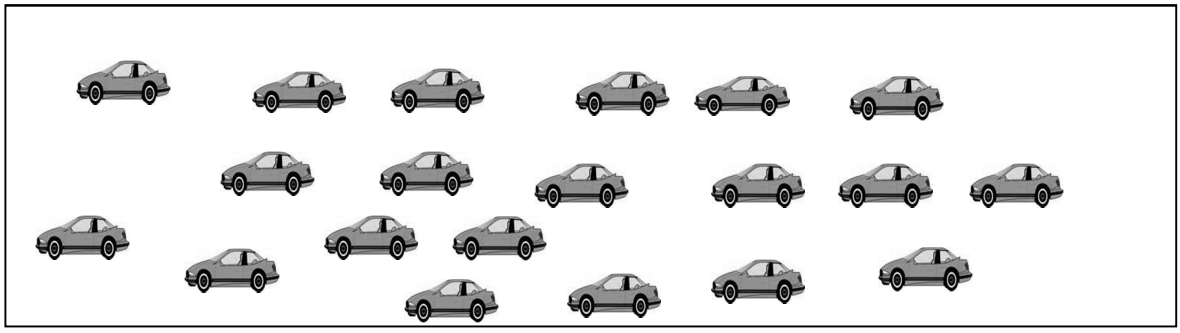
C 8 le seripagare

D 1 le seripagare

KAROLO YA B

NOR/Counting and number name/G2/R/K/E

16. Bala diswantšho tša dikoloi gomme o ngwale karabo ka leinapalo.



NOR/Place Value/G3/K/E

17. Ngwala boleng bja nomoro yeo e thaletšwego 1<u>5</u>6.

NOR/Describes, compares and orders numbers/G3/R/M

18. Beakanya dinomoro tše di filwego go tloga go ye kgolo go ya go ye nnyane.

391, 193, 913, 931, 139, 319

NOR/Division/G3/R/D

19. Feleletša: 72 ÷ 3 = ☐

NOR/Money/G3/R/M

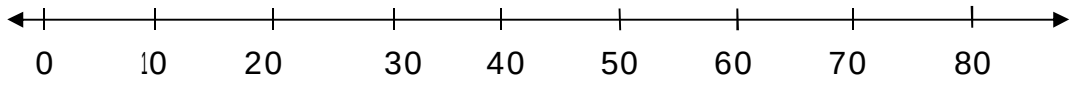
20. Feleletša phetogelo ye nngwe le ye nngwe:

a. 135c = R____

b. R1,60 = ____c

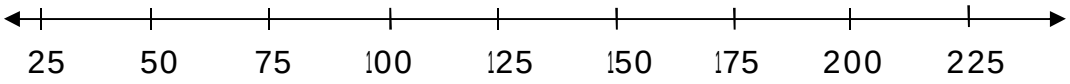
NOR/Multiplication/G3/R/M

21. Šomiša mothalopalo go bontšha gore 4 × 10 = 40



NOR/Subtraction on the Number Line/G3/R/D

22. Thala mefofo godimo ga mothalopalo go bontšha gore 125 - 50 = 75.



PFA/Geometric Patterns/G3/R/E

23. Oketša paterone ya tšeometri ga tee fela.

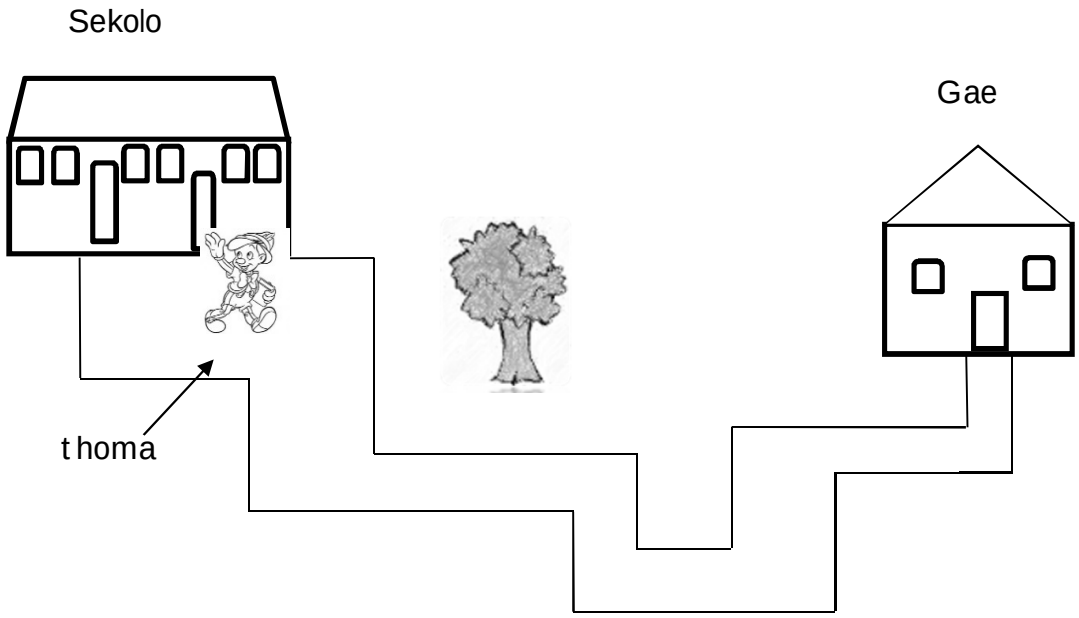
PFA/Number Patterns/G3/R/M

24. Ngwala molao wo o šomišitšwego go nomoropaterone ya ka fase.

380; 384; 388; 392

SS/Position, orientation and views/G3/R&K/M

25. Lebelela seswantšho gomme o arabe dipotšišo tša ka fase.

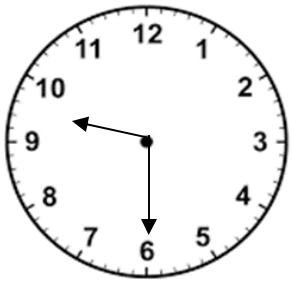


a. Tom o fapoga ga kae ge a sepela go tloga sekolong go ya gae?

b. Ge Tom a tloga sekolong, mohlare o tla ba ka letsogong la gagwe la nngele goba la go ja?

M/Time/G3/K/M

26. Bala nako mo go sešupanako gomme o felelete šwe lefoko la ka fase.

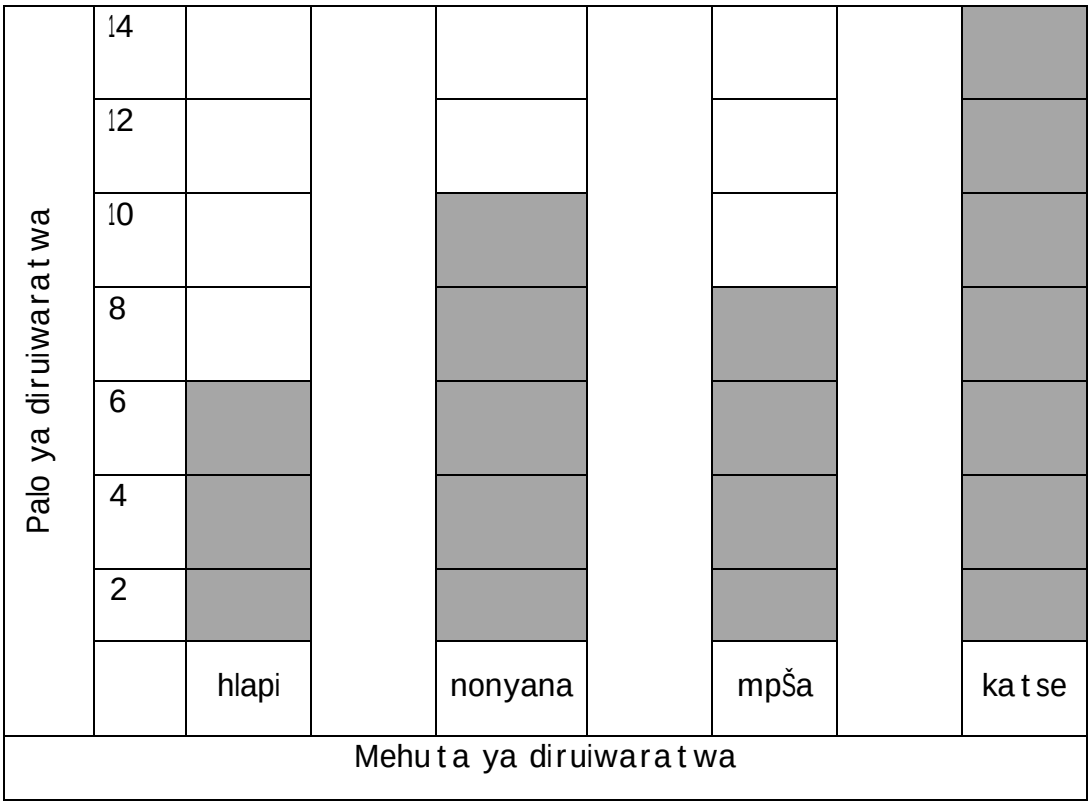


Nako ke... mo go sešupanako sa manakana.

DH/Analyse and interpret/G3/R/M

27. Ithute kerafo ya para gomme o arabe potšišo yeo e latelago.

Diruiwaratwa tše bana ba ikgethetšego



Ke seruiwaratwa sefe seo se ratwago kudu?

DH/Analyse and interpret/G3/R/M

KAROLO YA C

Laetša mešongwana ya gago ka moka.

NOR/Problem Solving, Money/G3/P/D

28. Eric o na le R32. Azwi o na le tšhelete ya Eric gararo. Naa Azwi o na le bokae?

NOR/Problem Solving, Halving/G4/C/D

29. Lepatlelong la kgwele ya maoto go na le batho ba 490. Seripagare sa bona ke bana, seripagare se sengwe ke batswadi. Naa go na le bana ba ba kae lepatlelong?

M/Time/G3/C/M

30. Thuli o tsoga ka iri ya 5 mesong ye mengwe le ye mengwe. Sekolo sa gagwe se thoma ka kotara go tŠwa go iri ya 7. Naa o na le nako ye kaakang go itokišetša go ya sekolong?

M/Mass/G3/C/D

31. Mary o kgobokeditše700g ya distroberi gomme Ann a kgobokeditša 350g ya distroberi. Distroberi tše Ann a di kgobokeditšego ke tše nnyane ka dikeramo tše kae go tša Mary?

M/Length/G3/C/D

32. Modikologo wa kampa ya sekwere ke bokgole bja 48m. Naa botelele bja lehlakore le lengwe le le lengwe la kampa ke bokae?

basic education
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REPUBLIC OF SOUTH AFRICA

DIAGNOSTIC RESOURCE BANK: MEMORANTAMO
MMETSE: SEPEDI
MPHATO WA 3

Memorantamo wo o na le matlakala a 6.

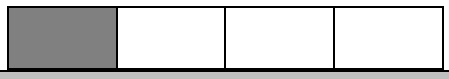
Levels of difficulty	Cognitive levels
E: easy	**K: knowledge**
M: moderate	**R: routine procedure**
D: difficult	**C: complex procedure**
	P: problem solving

Levels of understanding
1: There are unrelated strategies or excessive dependence on the information that is provided in the question and is incorrectly used/is duplicated.
2: There is some computational ability that **may** not relate to the question/topic.
3: There is some conceptual knowledge and ability to analyse but is inconsistent in computational and/reasoning skills.
4: correct response. The learner is able to consistently apply/demonstrate correct computational and reasoning skills required in the question.

KAROLO YA A

- **Moputso wo 1 go karabo ye nngwe le ye nngwe ya maleba.**
- **O se ke wa aba moputso ge go kgethilwe dikarabo tša go feta e tee.**

No.		Expected answer	Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level
2.	A	6	1	O hlakantšhitše dinomoro tše tharo tša mathomo fela.	R	E	1
	B	4	1	O hlakantšhitše dinomoro tše pedi tša mathomo fela.			
	C	2	1	O nagana gore ke paterone ya dinomoro.			
	D	8 ✓	4	O ngwadile karabo ya maleba.			
3.	A	250	2	O atišitše 50 ka 5 ebile ga a kwešiše lentšu le "hlakantšha".	R	E	2
	B	505	1	O kopolotše/ngwalolotše 50 le 5.			
	C	10	2	O arotše 50 ka 5.			

No.		Expected answer	Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level
	D	55✓	4	O ngwadile karabo ya maleba.			
4.	A	34✓	4	O ngwadile karabo ya maleba.	R	M	2
	B	29	2	O hlakantšhitše dinomoro tše pedi fela.			
	C	43	1	O fapantšhitše dinomoro.			
	D	3	1	O hlokomologile palo ya dienywa, a lebelela mehuta fela.			
5.	A	100, 105, 110, 115	1	O badile ka bo 5.	K	E	3
	B	130, 120, 110, 100	3	O baletše morago ka bo 10.			
	C	100, 110, 120, 130 ✓	4	O ngwadile karabo ya maleba.			
	D	110, 120, 130, 140	3	O badile ka bo 10 go tloga go 110.			
6.	A	60098	1	Ga go kwešišo ya kemapalo.	K	M	3
	B	6098	1	Ga go kwešišo ya kemapalo.			
	C	968	2	O hlakahlakantšhitše makgolotshela le masomesenyane.			
	D	698 ✓	4	O ngwadile karabo ya maleba.			
7.	A		1	O hlakahlakantšha kotara tše pedi le kotara tše tharo.	K	M	3
	B		2	O badile fela lentšu le ‘kotara’ gomme a ngwala lona.			
	C	 ✓	4	O ngwadile karabo ya maleba.			
	D		1	Ga a kgone go arola ka dipalophatlo.			
8.	A	136	1	O ntšhitše 100 fela.	R	E	3
	B	100 ✓	4	O ngwadile karabo ya maleba.			
	C	172	1	O ntšhitše 100 gomme a hlakantšha masome le metšo.			

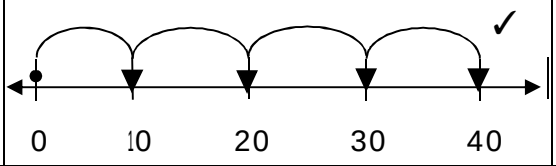
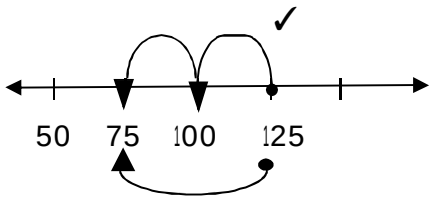
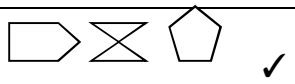
No.		Expected answer	Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level
	D	472	2	O hlakantšhitše sebakeng sa go ntšha. O hlakahlakantšha maswao.			
9.	A	–	1	O phopholeditše ebile ga a na tsebo ya go arola.	P	M	3
	B	×	1	O phopholeditše ebile ga a na tsebo ya go arola.			
	C	+	1	O phopholeditše ebile ga a na tsebo ya go arola.			
	D	÷ ✓	4	O ngwadile karabo ya maleba.			
9	A	△○□	4	O ngwadile karabo ya maleba.	K	E	2
	B	○△□	1	O paletšwe ke go lemoga tatelano ya maleba ya dibopego.			
	C	□△○	1	O paletšwe ke go lemoga tatelano ya maleba ya dibopego.			
	D	△□○	1	O paletšwe ke go lemoga tatelano ya maleba ya dibopego.			
10.	A	10; 11	1	O badile ka bo 1 gomme a hlokomologa dinomoro tše pedi tša mafelelo.	K	M	3
	B	8; 10	2	O badile ka bo 2 gomme a se kgone go hlaola paterone.			
	C	4; 8 ✓	4	O ngwadile karabo ya maleba.			
	D	6; 9	1	O badile ka bo 3 gomme a se kgone go hlaola paterone.			
11.	A	mabolo	1	Ga a tsebe lereo la go thelela.	K	E	2
	B	kgwele	1	Ga a tsebe lereo la go thelela.			
	C	therei✓	4	O ngwadile karabo ya maleba.			
	D	namune	1	Ga a tsebe lereo la go thelela.			
12.	A	khutlonne	1	Ga a kgone go hlaola dibopego tša go se be le mahlakore thwii/o hloka tlotlontšu ya ‘go se be le’.	K	M	3
	B	khutlotharo	1	Ga a kgone go hlaola dibopego tša go se be le mahlakore thwii/o hloka tlotlontšu ya ‘go se be le’.			

No.		Expected answer	Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level
	C	sekwere	1	Ga a kgone go hlaola dibopego tša go se be le mahlakore thwii/o hloka tlotlontšu ya 'go se be le'.			
	D	sediko ✓	4	O ngwadile karabo ya maleba.			
13.	A		1	Ga a kwešiše tlhalošo ya 'ye kgolo go feta'.	K	E	2
	B		4	Ga a kwešiše tlhalošo ya 'ye kgolo go feta'.			
	C		1	Ga a kwešiše tlhalošo ya 'ye kgolo go feta'.			
	D	 ✓	2	O ngwadile karabo ya maleba.			
14.	A	4 ✓	4	O ngwadile karabo ya maleba	K	M	3
	B	3	2	Ga a kgone go šomiša tsebo ya matšatši a beke le/goba go šomiša maswao.			
	C	5	1	Ga a kgone go šomiša tsebo ya matšatši a beke le/goba go šomiša maswao.			
	D	6	1	Ga a kgone go šomiša tsebo ya matšatši a beke le/goba go šomiša maswao.			
15.	A	3 le seripagare	1	O badile diapola tša Lerato fela.	P	D	3
	B	5	1	O badile diapola tša Jack fela.			
	C	8 le seripagare	1	O hlakantšhitše diapola tša Jack le Lerato.			
	D	1 le seripagare ✓	4	O ngwadile karabo ya maleba.			

KAROLO YA B

- **Amogela karabo ye nngwe le ye nngwe ya maleba yeo e sa ngwalwago godimo ga memorantamo.**
- **Hlokomologa mopeleto.**

- **Amogela dikarabo tšeo di ka fiwago ka maleme a mangwe a bosetšhaba, bj.k. ge e le lentšu.**
- **O se ke wa aba seripagare sa moputso.**

No.		Expected answer	Clarification	Mark	Cognitive level	Level of difficulty	Grade
16.		masomepedi ✓	• Efa moputso go leinapalo fela.	1	K&R	E	2
17.		50 goba masome a 5 ✓	• Efa moputso go boleng bja nomoro e sego kemapalo.	1	K	E	3
18.		931, 913, 391, 319, 193, 139 ✓	• Efa moputso wo tee ge dinomoro ka moka di le ka tatelano ya maleba	1	R	M	3
19.		24✓		1	R	D	3
20.	a.	R1, 35 ✓		1	R	M	3
	b.	160c ✓		1	R	M	3
21.			• Efa moputso ge mefofo ka moka ye mene e bonagaditšwe ka maleba.	1	R	M	3
22.			• Amogela taetšo ye nngwe le ye nngwe ya maleba.	1	R	D	3
23.		 ✓	• Efa moputso wo tee ge boraro bja tšona bo le ka tatelano ya maleba..	1	R	E	3
24.		hlakantšha le 4 **goba** + 4 **goba** nomoropaterone ya 4 **goba** balela pele ka bo 4 **goba** oketša ka 4.✓		1	R	M	3
25.	a.	7/šupa ✓		1	R	M	3
	b.	la nngele ✓		1	K	M	1

No.		Expected answer	Clarification	Mark	Cognitive level	Level of difficulty	Grade
26.		seripagare go tšwa go iri ya senyane **goba** metsotso ye 30 go tšwa go iri ya 9 **goba** metsotso ye 30 pele ga iri ya10 ✓		1	K	M	3
27.		katse ✓		1	R	M	2

KAROLO YA C

- **Ye ke tlhahlo ya go swaya. Mo mabakeng ao barutwana ba ka bego ba šomišitše mekgwa ye mengwe ya maleba ya go araba dipotšišo, ba šwanetše go fiwa meputso.**
- **Go šomišwa ga tlhahlo ye ya go swaya (memorantamo) go kgonthišiša gore barutwana ba hwetša dipoelo tše di nepagetšego, tša go se fetoge gomme di tshepega.**

No.	Expected answer	Clarification	Mark	Cognitive level	Level of difficulty	Grade
28.	Tšhelete ya Azwi = 3 x R32 = R30 + R30 + R30 + R2 + R2 + R2 ✓ = R90+ R6 = R96 ✓	• Moputso wo 1 go mokgwa wo mongwe le wo mongwe wa maleba, le moputso wo 1 go karabo ya maleba. • Mešongwana ka moka e swanetše e bontšhwe.	2	P	D	3
29.	Palo ya bana = 490 ÷ 2 = (400 + 80 + 10) ÷ 2 ✓ = 200 + 40 + 5 = 245 ✓		2	C	D	4
30.	7:15 – 5:00 ✓ = 2h:15 ✓ **goba** Diiri tše 2 le kotara ✓✓		2	C	M	3
31.	Palo ya dikeramo = 700g - 360g ✓ = 340g ✓		2	C	D	3

No.	Expected answer	Clarification	Mark	Cognitive level	Level of difficulty	Grade
32.	Botelele ka dimetara = 48 ÷ 4 ✓ = (40 + 8) ÷ 4 = 10 + 2 = 12m ✓		2	C	D	3

SEPEDI HOME LANGUAGE

DIAGNOSTIC QUESTIONS & MEMO

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIAGNOSTIC RESOURCE BANK
SEPEDI LELEME LA GAE
MPHATO WA 3

Moleko wo o na le matlakala a 30

Molaetša go morutiši:

1. Ditlhahlobo tše di diretšwe go šomišwa bjalo ka phekolo ya teko.
2. Bala tlhahlo ya morutiši pele o ka tšwela pele ka ditlhahlobo tše.
3. O ka tšwela pele ka ditlhahlobo tše go ya ka dikarolo/dipotšišo.
4. O ka aroganya dipotšišo go tšwa go dikarolo tša go fapafapana/dipotšišo go ya ka mabokgoni, maemo a boima le mephato.
5. Kgetho ya dikarolo/dipotšišo e tla ya ka morero wa teko. Mohlala, O ka lekola ge eba barutwana ba Mphato wa 3 ka phapošing ba kgona dikarolwana tša go bala le dituma tlhaka tša Mphato wa 1 le 2. O ka kgona go kgetha dintlha tša Mphato wa 1 le wa 2 go tšwa go Potšišo ya 1. E ka ba karolo ya teko ya pele ye e ka ngwalago mathomong a ngwaga. O ka beakanya lenaneothuto la Mphato wa 3 la barutwana go ya ka phetleko ya phekolo ya teko ya 1. Ka tsela yeo o ka kgetha dipotšišo go ya ka dikarolwana tša go fapafapana tša SEPHOLEKE le morero wa teko.

Potšišo ya pele

Bala kanegelo ye ka kelohloko gomme o arabe dipotšišo.

SENGWALWA SA 1: KANEGELO
Ka letšatši le lengwe segwagwa sa molomo wa sephara, se ile sa pharumela tseleng. Segwagwa se ile sa bona katse e robetše letšatšing thoko ga tsela. Segwagwa se ile sa hlaboša lentšu gore katse e tsoge. Se ile sa botšiša Katse gore e ja eng. Katse ya re meau, "Ke ja hlapi," gomme ya boela ya robala. Segwagwa se ile sa re, "Agaa, ke mo go botse!" Gomme sa pharumela tseleng. Ka bjako, Segwagwa se ile sa gahlana le mpša ya marothontho e na le mpšanyana. Segwagwa se ile sa botšiša Mpša gore e ja eng. Mpša e ile ya goba ya re e ja nama. Segwagwa se ile sa re, "Agaa, ke mo go botse!" Gomme sa pharumela tseleng. Se ile sa bona kgomo ya go swarwa ke tlala e na le namane di fula bjang. Segwagwa sa hlaboša lentšu, sa botšiša Kgomo gore e ja eng. "Ga o bone gore ke fula bjang?" Kgomo e ile ya re mmuuu! Segwagwa sa hlaboša lentšu gape, "Agaa, ke mo go botse!", Gomme sa pharumela tseleng. Morago ga fao, Segwagwa se ile sa bona noga ya sehwirihwiri e tatagane mo gare ga tsela. Segwagwa sa hlaboša lentšu gomme sa botšiša Noga gore e ja eng. Noga ya šutša ka gore e ja digwagwa eupša e rata sa go ba le molomo wa sephara go swana le wa Segwagwa. Segwagwa se ile sa llela fase, "Aowi, ga se mo go botse!" gomme sa pharumela gae ka bjako. **[E tšerwe kanegelong ya *"Segwagwa sa molomo wa sephara"*]**

Lemoga dipoloko tšeo di lego ka godimo ga potšišo ye nngwe le ye nngwe yeo e laeditšwego ka fase gore e laetša tshedimošo ka tsela ye e latelago: mohuta wa sengwalwa, dikarolwana tša sedirwa, diteng/dikgopolo goba mabokgoni, maemo a potšišo go ya ka mphato, maemo a boima le kotara (mo e lego gore diteng/ mabokgoni di a rutwa) mohlala:

Mohuta wa sengwala	Dikarolwana	Diteng/Dikgopolo/ Mabokgoni	Mphato	Maemo a boima	kotara
Go anega	Go bala le dituma tlhaka	Baanegwa kanegelong.	G1	E	2

E ngwetšwe go ya ka sebopego se, godimo ga potšišo ye nngwe le ye nngwe:

Go anega	Go bala le dituma tlhaka	Baanegwa kanegelong	G1	E	2

Teka tlhaloganyo

Mohuta wa sengwalwa	Dikarolwana	Diteng/Dikgopolo/ Mabokgoni	Mphato	Maemo a boima	Kotara

Go anega	Go bala le dituma tlhaka	Baanegwa kanegelong	G1	E	2

1. Moanegwa thwadi ke mang kanegelong?

   Moanegwa thwadi kanegelong ke ...

   A mpšanyana.

   B noga.

   C segwagwa.

   D ntšhi.

Go a nega	Go bala le di tuma tlhaka	Baanegwa kanegelong	G2	E	2

2. Efa maina a baanegwa ba ba bolelago mo kanegelong.

A Segwagwa, Katse, Mpša, Kgomo, Noga

B Segwagwa, Katse, Mpša, Kgomo, Hlapi

C Nku, Pudi, Namane, Mpho, Katse

D Segwagwa, Katse, Kgomo, Noga, Mpšanyana

Go anega	Go bala le di tuma tlhaka	Hlaloša moanegwa thwadi	G3	M	1

3. Naa ke mohuta ofe wa segwagwa se se pharumetšego tseleng?

A Segwagwa sa molomo wa sephara.

B Segwagwa sa go swarwa ke tlala.

C Segwagwa se se talamorogo.

D Segwagwa se sennyane.

Go anega	Go bala le di tuma tlhaka	Ta telano	G2	M	2

4. Naa ke tiragalo efe ye e diragetšego mafelelong a kanegelo?

A Segwagwa se pharumetše gae ka bjako.

B Segwagwa se bone Kgomo le Namane di fula bjang.

C Segwagwa se gahlane le Noga.

D Segwagwa se ile sa yo rutha.

Go anega	Go bala le ditumatlhaka	Tatelano	G3	D	2

5. Beakanya ditiragalo tša kanegelo ka tatelano.

Nomora ditiragalo 1 - 4.
Noga e ile ya šutša, ya re e ja segwagwa sa molomo wa sephara.
Katse e rile miau, ya re e ja hlapi.
Kgomo e rile mmuu, ya re e ja bjang.
Mpša e ile ya goba, ya re e ja nama.

Go anega	Go bala le ditumatlhaka	Dipotšišo tša maemo a godimo	G3	M	2

6. Ke ka lebaka la eng Segwagwa se lletše fase ge Noga e araba ka gore e ja digwagwa tša melomo ya sephara?

Segwagwa se lletše fase ka gore se be se ...

A tšhaba Noga.

B nyaka dijo tša Noga.

C e kwa bohloko mogolong.

D thabile

Go anega	Go bala le ditumatlhaka	Kgetha lefelo la tiragalo	G3	E	2

7. Naa kanegelo ye e diragetše kae?

A Tseleng.

B Polaseng.

C Lebenkeleng la diruiwaratwa.

D Kgauswi le letamo.

Go anega	Go bala le di tuma tlhaka	E fa kgopolo ya gago	G3	M	3

8. Ge nkabe Noga le Segwagwa di bile bagwera go ka be go dirage tše eng?

A Di be di tla fula bjang mmogo.

B Noga e be e tla lla le Segwagwa.

C Di be di tla rutha mmogo.

D Noga e be e ka se je Segwagwa.

Go anega	Go bala le di tuma tlhaka	E fa kgopolo ya gago	G3	D	4

9. O nagana gore ke ka lebaka la eng Segwagwa se ile sa pharumela gae ka bjako?

A Se be se nyaka go fenya papadi ya tša mabelo.

B Se be se tšhogile gore Noga e tla se ja.

C Se be se fedi tše go bolela le noga.

D Se be se sa nyake go fihla morago ga nako.

Go anega	Go bala le di tuma tlhaka	Lebaka le sepheto	G4	D	4

10. Naa o nagana gore go be go tla direga eng ge segwagwa se be se sa pharumela tseleng?

A Diphoofolo di be di ka se be gona.

B Segwagwa se be se tla pharumela tseleng.

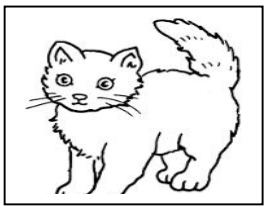
C Segwagwa se be se ka se gahlane le diphoofolo.

D Segwagwa se be se ka se kgone go pharuma.

Go anega	Go bala le di tuma tlhaka	Go lemoga mantšu a morumo	G1	E	1

11. Lebelela seswantšho se. Naa seswantšho se thoma ka modumo ofe?

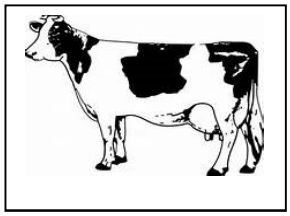
A k
B P
C B
D A



Go anega	Go bala le di tuma tlhaka	Tšhomišo ya di tumammogo tswakanywa	G1	E	3

12. Lebelela seswantšho se. Kgetha modumo wo o tlogetšwego.

A tl
B H
C kg
D hl



Go anega	Go bala le di tuma tlhaka	Lemoga mantšu a morumokwano	G2	M	1

13. Kgetha lentšu leo le nago le morumokwano wa ‘hlapa’.

A kgona
B hlaba
C tlola
D tsela

Go anega	Go bala le di tuma tlhaka	Kge tha man tšu a mo rumokwano	G3	D	1

14. Kge tha len tšu leo le se nago mo rumokwano wa ‘t seleng’.

A le tša tšing

B kgonyeng

C hleng

D nama

Go anega	Go bala le di tuma tlhaka	Dingwalwaswana	G3	D	1

15. Dingwalwaswana ke maina ao a ngwalwago ka go swana e f ela a f apana ka hlalošo.

Kgomo e swer we ke t lala
Hlama le f oko o šomiše t lala go bon tša phapano ya hlalošo.

Go anega	Go bala le di tuma tlhaka	Lemoga di tumanošipedi	G3	E	1

16. Lebelela seswan tšho se. Kge tha len tšu le le hlalošago leina la seswan tšho.

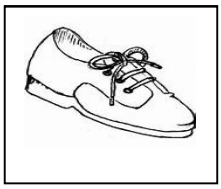
Se ke …

A moe ta.

B see ta.

C moe ti.

D mee ta.



Go anega	Go bala le di tuma tlhaka	Lemoga di tumanošipedi	G3	E	1

17. Bala lefoko gomme o kgethe modumo wa gare wo o nepagetšego.

Segwagwa se g... letša diphoofolo.

A ai

B ea

C oe

D oo

Go anega	Go bala le di tuma tlhaka	Tumammogopedi	G3	M	1

18. Bala lefoko gomme o kgethe lentšu le le nepagetšego.

Segwagwa se pharumetše mo …

A tseleng.

B ditseleng.

C ditsebe.

D tsela.

Go anega	Go bala le di tuma tlhaka	Lemoga tšhomišo ya nyenyefatšo ya maina	G3	E	3

19. Kgetha karabo ye e nepagetšego.

Segwagwa se gahlane le mpša le …

A mpšanyana.

B kwana.

C kwena.

D nkwe.

Go anega	Go bala le di tuma tlhaka	Lemoga di tumammogopedi	G3	M	1

20. Kge tha modumo wo o nepage tsego.

Kgomo e ...ahuna bjang.

A tl

B th

C hl

D tsh

Go anega	Go Ngwala	Maswaodikga	G1	E	4

21. Ke le foko le fe leo le na go le maswaodikga a a nepage tšego?

A se pharume tše mo tseleng

B Se pharume tše mo tseleng

C se pharume tše mo Tseleng.

D Se pharume tše mo tseleng.

Go anega	Go Ngwala	Maswaodikga	G2	E	3

22. Ke le foko le fe leo le na go le maswaodikga a a nepage tšego?

A naa o ja eng

B Naa o ja eng.

C Naa o ja eng?

D naa o ja eng?

Go anega	Go Ngwala	Maswaodikga	G3	M	1

23. Ke lefoko lefe leo le na go le maswaodikga a a nepagetšego?

A Ee, ke gabotse!

B ee ke gabotse

C Ee ke gabotse

D ee ke gabotse!

Go anega	Go Ngwala	Maswaodikga	G4	D	1

24. Ke lefoko lefe leo le na go le maswaodikga a a nepagetšego?

A noga e ile ya re ke rata go ja digwagwa

B Noga e ile ya re, Ke rata go ja digwagwa.

C Noga e ile ya re, “Ke rata go ja digwagwa.”

D noga e ile ya re, “ Ke rata go ja digwagwa”

Go anega	Go Ngwala	Dikarolwana tša polelo leina	G2	M	3

25. Naa lentšu le le thaletšwego ke la karolo efe ya polelo?

O bone <u>katse</u> ya go tšwafa e robetše.

A lešala

B lehlathi

C leina

D lediri

Go anega	Go ngwala	Tšhomišo ya kwano ya sediri le tiro	G4	M	2

26. Ke lefoko lefe leo le nepagetšego?

Noga e šutšetša segwagwa eupša dinoga ... segwagwa.

A di šutšetša

B ba šutšetša

C se šutšetša

D le šutšetša

Go anega	Go Ngwala	Kgetha madiri	G3	E	2

27. Ke lefe lediri lefokong le?

Segwagwa se hlaboša lentšu.

A hlaboša

B lentšu

C bolela

D segwagwa

Go anega	Go Ngwala	Bontši	G3	D	4

28. Kgetha bontši bjo bo nepagetšego.

Mpšanyana e tee, tše pedi ke ...

A mampšanyana.

B dimpšanyana.

C dimpšanana.

D bana.

Go anega sengwalwa	Go ngwala	Mabaka le fi tile	G3	E	4

29. Lebelela seswan tšho se. Ke karabo e fe ye e nepage tšego?

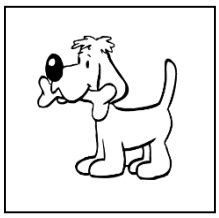
Mpša e ... le rapo mo molomong.

A moma

B tla moma

C momile

D sa tlile go moma



Go anega	Go ngwala	Kge tha lehla thi	G3	M	2

30. Ke len tšu le fe leo le hlalošago lediri?

Segwagwa se ile sa pharumela gae ka bjako.

A pharumela

B bohwirihwriri

C ka lebelo

D ka bjako

Go anega	Go Ngwala	Lebaka le le fi tilego	G3	E	1

31. Felele tša le foko.

Maabane mpša e ... nama.

A je tše

B je lile

C je le

D je a

Potšišo ya Bobedi

Lebelela kerafo gomme o arabe dipotšišo.

SENGWALWA SA 1: KERAFO

Lebenkele la Lerato la matšoba

Thekišo ya beke

Nomoro ya matšoba	Mošupologo	Labobedi	Laboraro	Labone	Labohlano
8					
7					
6					
5					
4					
3					
2					
1					

Matšatši a beke

[Mothopo wa mathomo DBE]

Kerafo	Go bala le ditumatlhaka	Hlatholla tshedimošo go tšwa go kerafo	G1	E	4

1. Naa Lerato o be a rekiša eng?

   A matšoba

   B makala

   C matlakala

   D mehlare

Kerafo	Go bala le ditumatlhaka	Fetleka le go bapetša tshedimošo	G2	E	3

2. Ke letšatši lefe leo Lerato a rekišitšego matšoba a mararo?

   A Laboraro

   B Mafelelo a beke

   C Mošupologo

   D Sontaga

Kerafo	Go bala le ditumatlhaka	Fetleka le go bapetša tshedimošo	G3	E	1

3. Naa Lerato o rekišitše matšoba a makae ka Labobedi le Labohlano ge a kopane?

   A masomepedi

   B lesometee

   C šupa

   D lefela

Kerafo	Go bala le ditumatlhaka	Fetleka le go bapetša tshedimošo	G3	M	2

4. Naa ke letšatši lefe leo Lerato a rekišitšego matšoba a mantši?

A Labobedi

B Mokibelo

C Mošupologo

D Labohlano

Kerafo	Go bala le ditumatlhaka	Fetleka le go bapetša tshedimošo	G3	E	

5. Naa ke letšatši lefe leo Lerato a rekišitšego palo ye nnyane ya matšoba?

A Laboraro

B Mošupologo

C Agosetose

D Labohlano

Kerafo	Go bala le ditumatlhaka	Fetleka le go bapetša tshedimošo	G4	D	1

6. Naa go hlokagala gore Lerato a rekiše matšoba a makae ka Mošupologo go bapetša le thekišo ya Laboraro?

A tharo

B hlano

C fentše

D le tee

Kerafo	Go bala le ditumatlhaka	Efa kgopolo ya gago	G3	M	4

7. Ke ka lebaka la eng o nagana gore Lerato o rekišitše matšoba a mantši ka Labohlano go feta ka Mošupologo?

A Batho ba reka matšoba a mantši ka Labohlano ba rekela mafelelo a beke.

B Matšoba a be a ponne.

C Matšoba a be a nkga monate.

D Dinose di dira mamepe.

Kerafo	Go bala le ditumatlhaka	Fetleka, bapetša le go farologantšha.	G3	M	3

8. Naa ke matšatši afe a mabedi ao Lerato a rekišitšego matšoba a a lekanago ka palo?

A Feberewari le Aporele

B Labobedi le Laboraro

C Labobedi le Labone

D Mokibelo le Sontaga

Kerafo	Go bala le ditumatlhaka	Hlaloša ditshwano le diphapano	G3	M	4

9. Naa go hlokagala gore Lerato a rekiše matšoba a makae ka Laboraro go a bapetša le a Labohlano?

A a mane

B a mabedi

C a mmane

D ba babedi

Kerafo	Go bala le ditumatlhaka	Efa kgopolo ya gago	G3	D	4

10. Naa o nagana gore Lerato a ka dira eng go oketša kgwebo ya matšoba ka Mošupologo?

Lerato a ka ...

A hlokomologa go nošetša matšoba kgafetša kgafetša.

B fetola leina la lebenkele.

C iša theko fase.

D ba le mothuši.

Potšišo ya Boraro

Lebelela phousetara gomme o arabe dipotšišo.

SENGWALWA SA 2: PHOUSETARA

[Mothapo wa mathomo www.teacherspayteachers.com 29.07.2016]

Phousetara	Go bala le ditumatlhaka	Hlatholla tshedimošo	G3	E	4

1. Naa molao wa 4 o reng?

   A Ikemišetše go ithuta.

   B Tsena ka setu.

   C Dira mošomo ka bothakga.

   D Eba ngwana wa go loka.

Phouse t a r a	Go bala le di t uma t lhaka	Hla t holla t shedimošo	G2	E	3

2. Naa ke molao o f e wo o t lago pele ga ‘Ikemiše t še go i t hu t a’?

   A Tsena ka se t u.

   B Emiša le t sogo ge o nyaka go bolela.

   C Bo f a marala a die t a t ša gago.

   D Tsena ka pela.

Phouse t a r a	Go bala le di t uma t lhaka	Fe t leka t shedimošo	G2	E	3

3. Phouse t a r a e bolela ka eng?

   Phouse t a r a e bolela ka …

   A sekolo.

   B t šhupadipaka.

   C lebo t lelo.

   D melao.

Phouse t a r a	Go bala le di t uma t lhaka	Fe t leka Tshedimošo	G3	M	4

4. Phous t a r a ye e ka hwe t šwa kae?

   Phous t a r a ye e ka hwe t šwa ka …

   A phapošing ya bašomišani.

   B phapošing ya baru t wana.

   C n t long.

   D lebenkeleng.

Phousetara	Go Ngwala	Maina	G1	E	3

5. Naa leina ke lefe lefokong le?

Eba mogwera wa go loka.

A botho

B lenaba

C mogwera

D loka

Phousetara	Go Ngwana	Bontši	G1	M	4

6. Kgetha lentšu le le nepagetšego go feleletša lefoko.

Barutwana ba swanetše go emiša ... a bona pele ba bolela.

A mekgoko

B matsogo

C letsogo

D letsoo

Phousetara	Go Ngwala	Matlema	G1	M	4

7. Kgetha letlema lefokong le?

Tsena ka setu.

A setu

B gare

C mo

D ka

Phouse t a r a	Go Ngwala	Mala t odi	G4	D	1

8. Kge t ha lela t odi la len t šu le le t hale t šwego.

Ngwala ka bo t hakga.

A bošaedi.

B bokgoni.

C gabo t se.

D mošomo.

Phouse t a r a	Ga Ngwana	Lehlaloše t šago t ee	G3	D	4

9. Kge t ha lehlaloše t šago t ee la ‘ki t ima’.

A t shega

B t šhabeša

C t sena

D ema

Phouse t a r a	Go ngwala	Makopanyi	G3	M	4

10. Kge t ha len t šu le le nepage t šego go kopan t ša ma f oko a a mabedi. Bala phous t a r a. O la t ele melao.

A Segomare t ši

B Ge

C gomme

D e f ela

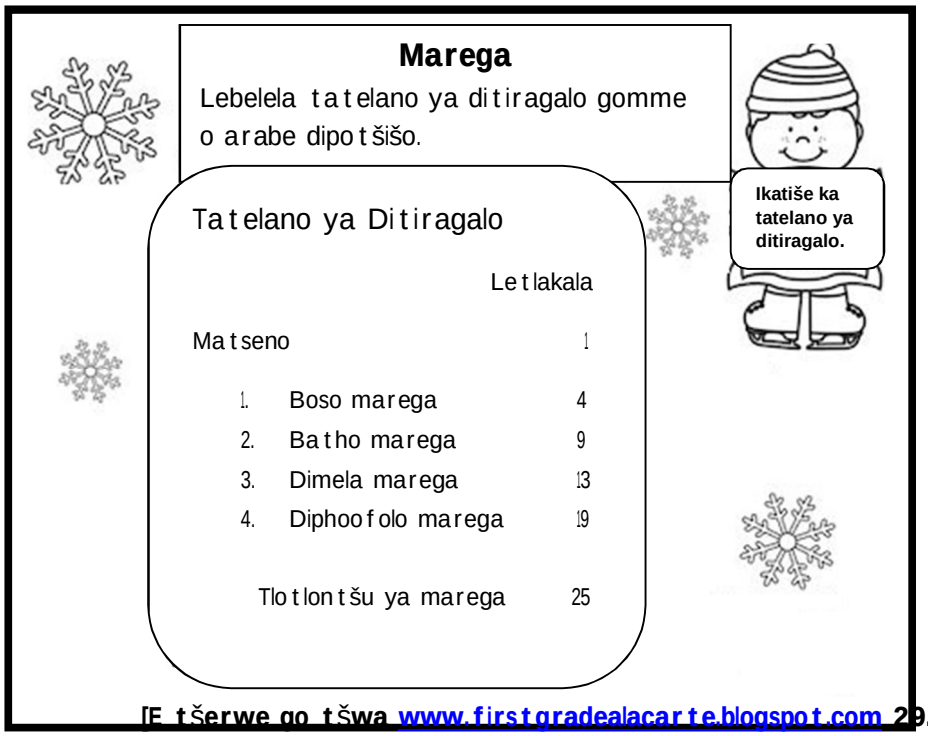
Mohuta wa sengwalwa	Dikarolwana	Diteng/dikgopol/ mabokgoni	Mphato	Maemo a boima	Kotara
Phousetara	Go Ngwala	Madiri	G3	E	2

11. Kgetha o be o ngwale lediri lefokong.
Emiša letsogo la gago.

Potšišo ya Bone

Bala Lenaneo la Ditiragalo ka kelo hloko gomme o arabe dipotšišo.

SENGWALWA SA 4: LENANEO LA DITIRAGALO



[Etšerwe go tšwa www.firstgradealacarte.blogspot.com 29.07.2016]

Tatelano ya diteragalo	Go bala le ditumatlhaka	Fetleka tshedimošo	G1	E	4

1. Puku ye e mabapi le eng?

A Batho marega

B Marega

C Boso

D Lehlwa

Tatelano ya diteragalo	Go bala le dituma tlhaka	Hlatholla tshedimošo	G2	E	3

2. Ke thaetlele efe yeo e tlago morago ga thaetlele' Batho marega'?

   A Boso marega

   B Lehlwa

   C Dimela marega

   D Baeti

Tatelano ya diteragalo	Go bala le dituma tlhaka	Hlatholla tshedimošo	G2	M	3

3. Matseno a ka letlakaleng lefe?

   'Matseno' a ka letlakaleng la …

   A 25.

   B 19.

   C 3.

   D 1.

Tatelano ya diteragalo	Go bala le dituma tlhaka	Hlatholla tshedimošo	G2	E	3

4. Thaetlele ya Kgaolo ya mathomo ke eng?
Thaetlele ya Kgaolo ya mathomo ke ...

A boso marega.

B diaparo tša ka tša maikhutšo.

C matseno.

D mošimane.

Tatelano ya diteragalo	Go bala le dituma tlhaka	Fetleka tshedimošo	G3	M	4

5. Kgaolo ya bone e mabapi le eng?

Kgaolo ya bone e mabapi le ...

A diphoofolo marega.

B pula marega.

C boso marega.

D mehlare marega.

Tatelano ya diteragalo	Go bala le dituma tlhaka	Fetleka tshedimošo	G3	M	4

6. O ka ithuta eng go tšwa kgaolong ya 'Diphoofolo Marega'?

A diphoofolo

B bana

C dimela

D dibaki

Tatelano ya diteragalo	Go bala le ditumatlhaka	Fetleka tshedimošo	G3	D	4

7. O ka bala ka eng mo matlakaleng a 4 - 8?

A batho marega

B dipuku marega

C Tatelano ya Ditiragalo

D boso marega

Tatelano ya diteragalo	Go bala le ditumatlhaka	Tatelano	G3	D	4

8. Beakanya dikgaolo go ya ka Tatelano ya Ditiragalo.

Nomora dikgaolo 1-4.

Diphoofolo Marega	
Batho Marega	
Dimela Marega	
Boso Marega	

Tatelano ya diteragalo	Go bala le ditumatlhaka	Hlatholla tshedimošo	G4	D	1

9. Naa re humana kae tlotlontšu ya marega?

Tlotlontšu ya marega re e humana letlakaleng la ...

A 1.

B 2.

C 25.

D 52.

Tatelano ya diteragalo	Go bala le dituma tlhaka	Lemoga tuma thlaka ka ma thomo	G1	E	1

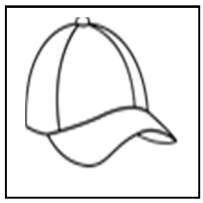
10. Lebelela seswantšho. Ke modumo ofe wa mathomo?

A d

B S

C A

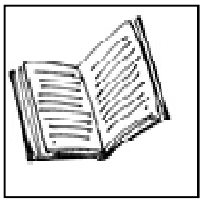
D K



Tatelano ya diteragalo	Go bala le dituma tlhaka	Tsebo ya dituma tlhaka le mopeleto	G1	E	3

11. Kgetha lentšu le le nepagetšego la seswantšho.

Ye ke buka/puku.



Tatelano ya diteragalo	Go bala le dituma tlhaka	Tsebo ya dituma tlhaka le mopeleto	G3	M	1

12. Kgetha lentšu le le nepagetšego go feletša lefoko.

Marega ... bo a tonya.

A Boso

B baswa

C Baso

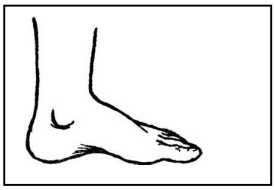
D boswa

Tatelano ya diteragalo	Go bala le dituma tlhaka	Tsebo ya dituma tlhaka le mopeleto	G3	E	3

13. Lebelela seswantšho.

Ngwala modumo wa maleba go feleletša lentšu.

Le ke l...to



Tatelano ya diteragalo	Go bala le dituma tlhaka	Morumokwano	G3	E	1

14. Kgetha lentšu leo le na go le morumokwano wa ‘kala’.

A marega

B Pala

C kgang

D Tloga

Tatelano ya diteragalo	Go Ngwala	Mabaka lebjale	G3	M	3

15. Mošemane o dira eng.
Mošemane o ... kgwele.

A Raga

B Ragile

C tla raga

D Sa tlile go raga

Tatelano ya diteragalo	Go Ngwana	Madiri	G3	M	2

16. Kgetha o be a ngwale lediri le le nepagetšego mo lefokong.

Marega bana ba a itutetša.

Tatelano ya diteragalo	Go Ngwala	Madiri	G3	M	2

17. Ke lediri lefe le le nepagetšego?

Maabane re ... mo phefong.

A bapala

B papadi

C Bapetše

D Kitima

Tatelano ya diteragalo	Go Ngwala	Mabaka	G3	M	2

18. Ke lentšu lefe le le nepagetšego le le swanelago lefoko le?

Nellie o ... 'Tatelano ya Ditiragalo' ye e lego ka pukung.

A Šoma

B Šomiša

C Šomile

D Šomang

Tatelano ya diteragalo	Go Ngwala	Dingwalwaswana	G3	M	2

19. Dingwalwaswana ke mantšu ao a ngwalwago go swana efela a fapana ka hlalošo.

Mma o swerwe ke <u>noka.</u>

Hlama lefoka o šomiša lentšu le 'noka' go bontšha dihlalošo tša go fapana.

Tatelano ya diteragalo	Go Ngwala	Malatodi	G3	M	2

20 Ngwala lelatodi la tonya

Lelatodi la tonya ke ...

A marega

B tonyago

C Reka

D Fiša

SENGWALWA SA 5: BOKGABO BJA GO NGWALA

Mohuta wa sengwala	Dikarolwana	Diteng/Dikgopolo/ Mabokgoni	Mphato	Maemo a boima	Kotara
Kanegelo /Temana	Go Ngwala	Ngwala ditemana tše pedi tša go ba le mafoko a l0 ka e tee ya dihlogo tše di latelago.	G1	E	2

Ngwala ditemana tše pedi tša go ba le mafoko a l0 ka e tee ya dihlogo tše di latelago. Šomiša maswaodikga, popopolelo le mopeleto wo o nepagetšego. O se nomore mafoko.

A Ngwala ka nako yeo o ilego wa dira phošo ye kgolo. O ile wa e rarolla bjang?

B Ge o ka fiwa ditakatšo tše 2 e tla ba dife? Efa lebaka.

C Paesekopo goba filimi ye ke e ratago.

D Dipapadi kua sekolong.

E Mogale wa ka.

F Ketelo polaseng.

G Sekolo sa ka.

Rubur**iki ya go swaya**

Selekanyo	**Mepu t so**	**Poelo**
Temana	1	
Di t eng	3	
Maswaodikga	2	
Popopolelo	2	
Mopele t o	2	
Palomoka	**10**	

TEXT FIVE: CREATIVE WRITING

Error Analysis for Creative Writing (Text 5)

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	Grade 4	Grade 3	Grade 2	Grade 1	
Paragraph	3 paragraphs	2 paragraphs	1 paragraph	0 paragraphs	Copied instructions/one word/phrase or part of sentence.
Content	13 and more meaningful sentences related to the topic.	9-12 meaningful sentences related to the topic.	3-8 meaningful sentences related to the topic.	1 - 2 simple sentences related to the topic.	Sentences unrelated to the topic.
Punctuation	0-3 punctuation errors.	4-6 punctuation errors.	7-9 punctuation errors.	10 and more punctuation errors.	Copied instructions/one word/phrase or part of sentence.
Grammar	0-3 grammatical errors.	4-6 grammatical errors.	7-9 grammatical errors.	10 and more grammatical errors.	Copied instructions/one word/phrase or part of sentence.
Spelling	0-3 spelling errors.	4-6 spelling errors.	7 -9 spelling errors.	10 and more spelling errors.	Copied instructions/one word/phrase or part of sentence.

TEXT FIVE Rubric for Creative Writing

ASSESSMENT TABLE		
CRITERIA	**DESCRIPTION**	**MARKS**
Paragraph **(Maximum 1 mark)**	Copies instructions / one word phrase or part of a sentence / less than 4 sentences / sentences are numbered.	0
	One paragraph with 4 of more sentences. Sentences are written fluently and is not written on separate lines.	1
Content **(Maximum 3 marks)**	Copy instructions / one word phrase or part of a sentence	0
	1 – 3 simple sentences that is related to the topic.	1
	4 – 6 meaningful sentences that is related to the topic.	2
	7 – 8 meaningful sentences that is related to the topic.	3
Punctuation **(Maximum 2 marks)**	More than 7 punctuation errors	0
	4 – 6 punctuation errors	1
	1 – 3 punctuation errors	2
Grammar **(Maximum 2 marks)**	More than 7 grammar errors	0
	4 – 6 grammar errors	1
	1 – 3 grammar errors	2
Spelling **(Maximum 2 marks)**	More than 7 spelling errors	0
	4 – 6 spelling errors	1
	1 – 3 spelling errors	2
	TOTAL MARK	**10**