

A. Oral Pictorial Vocabulary Test (3ie Baseline Administration - 2015)










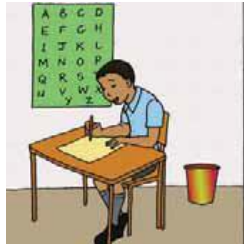
Learner Name & Surname: _____ [_____]

Age (at last birthday): _____ **Sex:** Boy ____ Girl ____ [For office use]

Grade & Class: _____ (e.g. Gr 1B) [SchID: _____]

School: _____ **Learner grade in 2014:** _____

Test Administrator: _____ **Date:** _____

(Acknowledgement: Most sketches were taken from Grade 1 readers that appear as teacher resources on the DBE website.)

Mark

B. Letter Sound (3ie Baseline Administration)

Examples:

l	z	s	w	m	j	i	y	a	h
h	e	r	o	t	c	i	e	t	o
e	n	f	v	b	k	o	d	a	t
g	s	u	x	a	i	r	n	d	p

Tshata 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	C	B	p	Y	F	c	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	c	D	d	y	b	j	R	s
P	M	W	a	D	I	h	g	S	y

Tshata 1.1

Mark

C. Digit Span or Auditory Sequencing (3ie Baseline Administration - 2015)

(In each row, either insert “✓” when a fully correct answer was given, or “✗” if it was not fully correct)

Words: To be read to and repeated by the learner in **Setswana**.

Task	[Practice item: “robetse – ntatemogolo” (sleep – grandfather”; in Setswana)]	Mark
1.	letsogo – setlhare	
2.	kgogo – mosese – pene	
3.	letlapa – mosimane – kgomo – tshameka	
4.	lebese – opela – tsebe – lebati – tau	
5.	nama – tsela – setlhako – lelomo – taboga – mme	

Sub-mark:

Numbers: To be read to and repeated by the learner in **Setswana**.

Task	[Practice item: “tlhano – tharo – pedi” (in Setswana; for 5 – 3 – 2)]	Mark
1.	nngwe – supa (1 – 7)	
2.	thataro – pedi – tlhano (6 – 2 – 5)	
3.	tharo – robedi – tlhano – nne (3 – 8 – 5 – 4)	
4.	pedi – robongwe – nne – supa – thataro (2 – 9 – 4 – 7 – 6)	
5.	supa – tharo – robedi – nngwe – nne – robongwe (7 – 3 – 8 – 1 – 4 – 9)	

Sub-mark:

Total mark:

D. Phonemic Awareness (Setswana) (3ie Baseline Administration - 2015)

(In each row, either insert “✓” when a fully correct answer was given, or “✗” if it was not fully correct)

Task	Mark
D1 Ask the learner to break up the following words into their sound components <i>Only continue if you are satisfied that the learner understands what to do and is able to do the following two examples:</i> (a) By data collector: “mme” By learner: “mm --- e” (b) By data collector: “bina” By learner: “b --- i --- n --- a”	
1. rre	
2. roka	
3. podi	
4. seme	
5. pitsa	
6. mongwe	
D2 Ask the learner to provide a different word starting (with) the same (two sounds) as the word provided <i>Only continue if you are satisfied that the learner understands what to do and is able to do the following two examples:</i> (a) By data collector: “ <u>se</u> ga” By learner: “ <u>se</u> ba” (or another correct word) (b) By data collector: “ <u>ba</u> ki” By learner: “ <u>ba</u> tsadi” (or another correct word)	
7. <u>r</u> ata	
8. <u>l</u> eruo	
9. <u>m</u> otsotso	
D3 Ask the learner to provide a different word ending (with) the same (two sounds) as the word provided <i>Only continue if you are satisfied that the learner understands what to do and is able to do the following two examples:</i> (a) By data collector: “ra <u>ta</u> ” By learner: “ga <u>ta</u> ” (or another correct word) (b) By data collector: “yo <u>na</u> ” By learner: “ba <u>na</u> ” (or another correct word)	
10. le <u>ba</u>	
11. po <u>di</u>	
12. po <u>tso</u>	

Sub-mark D1:

Sub-mark D2:

Sub-mark D3:

Total mark:

E. Word Recognition (Setswana – EGRA) (3ie Baseline Administration)

Tšhata 2.1

Dikai: pitsa tshipi

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	metsi	batsadi	nako
baki	kwala	ile	tlhano	letsatsi

Mark:

F. Sentence Reading (Setswana) (3ie Baseline Administration - 2015)

1. Pule o na le tsala.

What does Pule have?

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

Mark: ____

(tsala / a friend)

2. Tsala ya ga Pule ke Mosidi.

Who is (What is the name of) Pule's friend?

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

Mark: ____

(Mosidi)

3. Mosidi o rata dinamune.

Who loves oranges?

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

Mark: ____

(Mosidi)

Mark for number of words read correctly

Number of items answered correctly

Signature of data-collector: _____