

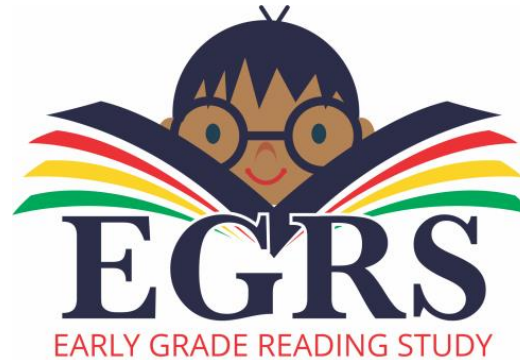


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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



GRADE 4

Learner Assessment

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~~Start of one on one assessment ~~

Introduction to the learner

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

Learner Information

<ul style="list-style-type: none"> - Test Identifier (<i>generate new</i>): - Linking ID (from linking form) - School EMIS: - School Name - Learner Name: from linking form - Learner Surname: from linking form - Age: ask learner - Sex: 1 male 0 female - Current Grade: 4 Gr4, 3 Gr3, 2 Gr 2 - Surname of Teacher 	<p>How old are you?</p> <p>What Grade are you in?</p> <p>What is the name of your teacher?</p>	<p>(write the new Test identifier on <u>the linking form</u>)</p> <p>O na le dingwaga tse kae?</p> <p>O mo Mophatong ofe?</p> <p>Leina la morutabana wa gago ke mang?</p>
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Task 1.1.: Object Naming

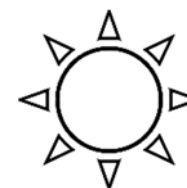
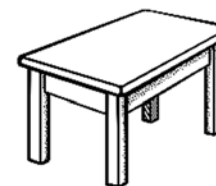
<p>Instructions for learner:</p> <p><i>Place chart 1.1.1. face-up for the learner.</i></p> <p>We are now going to play a quick game where we have to see how fast you can say the names of these pictures (<i>wave over the chart</i>) before the time runs out. First we will make sure we call these things by the same names.</p> <p><i>Place your finger on each object and say What do you call this picture? If correct: Yes, that is a [chair, pig, table, dog, book, sun]. If wrong or no response: we call this a [chair, pig, pencil, hand, mug, star]. Make sure the child knows all objects before you move on.</i></p> <p><i>Show chart 1.1.2. I am going to ask you to say the names for these objects on this chart as fast as you can. Start here (<i>point to upper left corner</i>) and name them from left to right. Do you understand?</i></p> <p>Are you ready?</p> <p>Begin</p> <p><i>Start timer when child names the first object.</i></p>	<p>Instructions for learner:</p> <p><i>Place chart 1.1.1. in front of the learner.</i></p> <p>Jaanong re ile go tshameka motshameko o re tlleng go bona gore o ka bitsa maina a ditshwantsho tse ka bonako jo bo kana kang. (<i>wave over the chart</i>) pele re felelwa ke nako. Sa ntlha re tla netefatsa gore re bitsa ditshwantsho tse ka go tshwana.</p> <p>Setshwantsho se se bitswa eng? E, ke setulo, kolobe, tafole, ntša, buka, lesedi, Nnyaya, se re se bitsa: setulo, kolobe, tafole, ntša, buka, lesedi. <i>Make sure the child knows all objects before you move on.</i></p> <p>Ke ile go go kopa gore o bitse maina a dilo tse di mo tšhateng ka bonako jo o ka bo kgonang. Simolola fa (<i>point to upper left corner</i>) mme o a bitse go tswa kwa molemeng go ya kwa mojeng. A o a tlhaloganya?</p> <p>A o siame?</p> <p>Simolola.</p> <p><i>Start timer when child names the first object.</i></p>
Note for transfer to Tangerine	Timed for 15 seconds, capture remaining time
Variable name	
1_1_att	Number of objects attempted
1_1_cor	Number of objects sounded correctly
1_1_time	Remaining time

On Tangerine Grid:

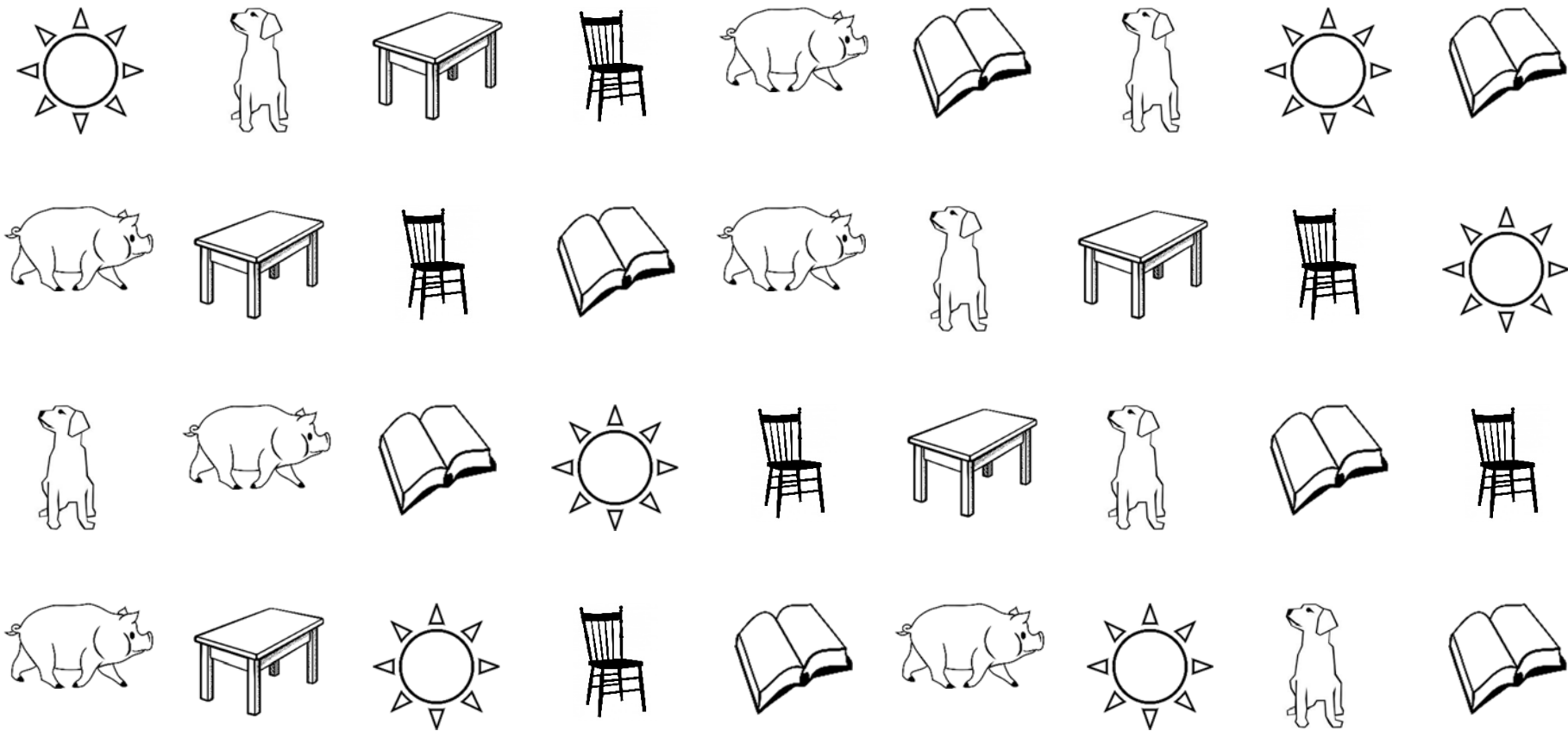
Write the name of the object

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

1.1.1



1.1.2





Task 1.2.: Letter Naming

<p>Instructions for learner:</p> <p><i>Show chart 1.2.1.. to the learner.</i></p> <p>We are now going to play a quick game where we have to see how fast you can say the <u>sounds</u> of these <u>letters</u> (wave over the chart) before the time runs out.</p> <p><i>Place your finger on each object and say <u>What sound does this letter make?</u></i></p> <p><i>If correct: Yes, that is <u>correct</u>..</i></p> <p><i>If wrong or no response: <u>This letter is</u> [letter sound]. Make sure the child knows all objects before you move on.</i></p> <p><i>Show chart 1.3.2. I am going to ask you to say the <u>sounds</u> for these <u>letters</u> on this chart as fast as you can. Read from left to right.</i></p> <p>Are you ready?</p> <p>Begin [uncover the page]</p> <p><i>Start timer when child names the first letter.</i></p>	<p>Instructions for learner:</p> <p><i>Show chart 1.2.1.. to the learner.</i></p> <p>Jaanong re ile go tshameka motshameko o re tlileng go bona gore o ka bitsa maina a medumo ya <u>ditlhaka</u> tse ka bonako jo bo kana kang. (wave over the chart) <u>pele</u> re siiwa ke nako.</p> <p><i>Place your finger on each letter and say <u>Tlhaka e e dira modumo ofe?</u></i></p> <p>If correct: e</p> <p>If incorrect: <u>Tlhaka e e duma jaaka:</u> [letter sound]</p> <p><i>Show chart 1.2.2. Ke ile go go kopa go bitsa <u>medumo</u> ya <u>ditlhaka</u> tse di mo tšhateng e ka bonako jo o ka bo kgonang. Buisa go tswa ka fa molemeng go ya ka fa mojeng.</i></p> <p>A o siame?</p> <p>Simolola.</p> <p><i>Start timer when child names the first letter.</i></p>
Note for transfer to Tangerine	Timed for 15 seconds, capture remaining time
Variable name	
1_2_att	Number of objects attempted
1_2_cor	Number of objects sounded correctly
1_2_time	Remaining time

On Tangerine:

o t a e b l t o l

b a e l b t a e o

t b l o e a t l e

b a o e l b o t a

1.2.1

o l a e t b

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



Task 2: Setswana Letter Sound Recognition

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

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

Chart 2 LETTER SOUNDS

Examples: b M s f

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



Task 3: Setswana Word Recognition

Instructions for learners:	Instructions for learners:
<p><i>Turn chart 3 face-up for the learner</i></p> <p>I will now ask you to read some words in Setswana for me. <i>[run through examples]</i>. Start here. <i>[point to first word]</i> Please read as many words as you can. I will tell you when to stop.</p> <p>Are you ready?</p> <p>Start.</p>	<p><i>Turn chart 3 face-up for the learner</i></p> <p>Jaanong ke tlile go go kopa gore o mpusetse mafoko mangwe ka Setswana <i>[run through examples]</i>. Simolola fa <i>[point to first word]</i> Buisa mafoko a bontsi jo o ka bo kgonang tsweetswee. Ke tla go bolelela gore o emise leng.</p> <p>A o siame?</p> <p>Simolola</p>

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

Chart 3

Examples:

rre

tlou

[see next page]

fa	ja	tau	ntlo	mme
po0	rata	lema	men0	dira
bua	tlosa	motho	hempe	metsi
sentle	kwala	tlhano	ngwana	ntisa
tlhapi	mmele	tshwara	opela	adima
tsamaya	dumela	godimo	lenyalo	sebaka
gagola	mosima	kwalela	lefeelo	lesea
polelo	batsadi	loleme	mosese	letsatsi
motlogolo	morutabana	legadima	simolola	itumetse
mapodisi	segwagwa	sirelediwa	fitlhelela	tsamaile
letlelela	didimetse	botlhabatsatsi	boikhutso	tshwanetse
kgaisano	babalesegile	bogologolo	tthatlhoba	matlhogonolo
phapharega	farologanya	tshireletso	kelotlhoko	setshwantsho
itumedisa	ditlhongwanamorago	tlhabololo	setimamolelo	setlhongwanapele

English Translation of chart 3

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

ORF



60s

Task 4.1. Setswana Text 1 Reading

“Tshoswane le Lephoi”

Comprehension ∞

Instructions for learner:	Instructions for learner:
<i>Turn chart 4 face-up for the learner</i>	<i>Turn chart 4 face-up for the learner</i>
I am going to ask you to read a story to me out loud. Read as best you can. I will ask you some questions when you are finished reading so make sure to remember what you read.	Ke tlile go kopa gore o mpusetse kanelo mme o e buisetse kwa godimo. Buisa ka bokgoni jwa gago jotlhe. ke tlile go go botsa dipotso fa o fetsa go buisa ka jalo, tlhomamisa gore o gakologelwa se o se buisang.
This story is called “Tshoswane le Lephoi”	Kanelo eno e bidiwa “Tshoswane le Lephoi”
Start.	Simolola

Note for transfer to Tangerine	Timed for 60 seconds
Variable name	
orf4tsw	
4_att	Number of words attempted
4_cor	Number of words read correctly
4_time	Remaining time

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

Task 4.2. Setswana Text 1 Comprehension

	Question	Words Read	Words Read
4.2.1.	Q: What kind of day is it at the start of the story? A: A hot day	Q: Letsatsi le ntse jang fa kanelo e simolola? A: Go a fisa/ go mogote/ go bolelo/ go bollo	7

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

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

Task 5. Setswana Text 2 Reading

“Goreng Bokubu Ba Sena Bowa”

ORF



60s

Comprehension



Instructions for learner:	Instructions for learner:
<p><i>Turn chart 5 face-up for the learner</i></p> <p>I am going to ask you to read another story to me out loud. Read as best you can.</p> <p>This story is called “How Hippo Lost his Fur”</p> <p>Start.</p>	<p><i>Turn chart 5 face-up for the learner</i></p> <p>Ke tlile go kopa gore o mpusetse kanelo e nngwe gape, mme o buisetse kwa godimo. Buisa ka bokgoni jwa gago jotlhe.</p> <p>Kanelo eno e bidiwa “Goreng Bokubu Ba Sena Bowa”</p> <p>Simolola.</p>

Note for transfer to Tangerine	Timed for 60 seconds
Variable name	
orf3tsw	
5_att	Number of words attempted
5_cor	Number of words read correctly
5_time	Remaining time

English	Setswana
<p>“How Hippo lost his fur”</p> <ol style="list-style-type: none"> One day Mmutla was walking along the river. Kubu was also there, just walking and even eating nice grass. Kubu did not see Mmutla there and he stepped on his foot by mistake. Mmutla shouted at Kubu, “You Kubu! Can't you see that you are stepping on my foot?” Kubu asked for forgiveness, “Please forgive me my friend. I wasn't looking. Mmutla did not want to listen and he continued being angry at Kubu, “You did this on purpose! One day you will see! You will pay for this!” Now Mmutla went to look for Fire and said, “Go and burn Kubu when he comes out of the water “No problem, Mmutla my friend. I will do what you are asking for,” Molelo responded. While Kubu was eating grass away from the water, he heard “shuuu!” Molelo started to burn all Kubu’s hair. (Q7) Kubu started to cry and ran to the water. Kubu cried, “Molelo has burnt all my hair! That is why Kubu doesn’t walk away from the water because he is scared that he will be burnt by the fire. (Q 8) 	<p>“Goreng Bokubu Ba Sena Bowa”</p> <p>Ka letsatsi lengwe Mmutla o ne a tsamaya fa thoko ga noka. Kubu le ena o ne a le koo, a itsamaela fela ebile a ijela bojang jo bo monate. (30)</p> <p>Kubu o ne a sa bone Mmutla, mme a mo gata mo leotong ka phoso. Mmutla o ne a goeela Kubu,, “Wena Kubu! Ga o bone gore o gata leoto la me?” (61)</p> <p>Kubu o ne a kopa maitshwarelo, “Intshwarele tsala ya me tsweetswee. Ke ne ke sa go bone.” (78)</p> <p>Mmutla o ne a sa batle go reetsa mme a tswelala kago omanyanya Kubu. “O dirile ka boomo! Ka letsatsi lengwe, o tlile go se bona! O tlile go duela!”</p> <p>Mmutla o ne a ya go batla Molelo mme a re, “Tsamaya o ye go fisa Kubu fela fa a tswa mo metsing.” “Ga gona bothata, Mmutla tsala ya me. Ke tla dira se o se kopang,” ga araba Molelo.</p> <p>Fa Kubu a ntse a fula kgakajana le metsi, ga utlwala “shuuu!” Molelo o ne a simolola go fisa bowa jotlhe jwa ga Kubu. Kubu o ne a simolola go lela mme a tabogela kwa metsing. Kubu o ne a lela, “Molelo o fisitse bowa jwa me jotlhe!</p> <p>Ke ka moo Kubu a sa tsamaeleng kgakala le metsi ka gonne a tshaba gore o tla fisiwa ke Molelo. (216 words)</p>

Task 6: English Word Recognition



Instructions for learners:	Instructions for learners:
<p><i>Turn chart 6 face-up for the learner</i></p> <p>I will now ask you to read some words in English for me. Here is an example [go through example]. Please read as many words as you can. I will tell you when to stop reading.</p> <p>Are you ready?</p> <p>Start.</p>	<p><i>Turn chart 6 face-up for the learner</i></p> <p>Jaanong ke tlile kopa gore o mpusetse mafoko mangwe a Sekgowa. Sekai ke se [go through example]. Buisa mafoko a a bontsi jo o ka bo kgonang tsweetswee. Ke tla go bolelela gore o emise go buisa leng.</p> <p>A o siame?</p> <p>Simolola</p>

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

Task 6: English Word recognition

Examples: cat bell

[turn over page for Learner Chart]

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

Task 7.1. English text reading
“How the elephant got its trunk”

ORF



60s

Comprehension ∞

Instructions for learners:	
<p><i>Turn chart 7 face-up for the learner</i></p> <p>Please read this English story for me out loud. I will ask you some questions when you are finished reading so make sure to remember what you read. I will tell you when to stop reading.</p> <p>This story is called “How the elephant got its trunk”</p> <p>Start.</p>	<p><i>Turn chart 7 face-up for the learner</i></p> <p>Ke kopa gore o mpusetse kanelo eno tsweetswee, mme o buisetse kwa godimo. ke tlile go go botsa dipotso fa o fetsa go buisa ka jalo tlhomamisa gore o gakologelwa se o se buisang. Ke tla go bolelela gore o emise go buisa leng.</p> <p>Kanelo eno e bidiwa “How the elephant got its trunk”</p> <p>Simolola.</p>

Note for transfer to Tangerine	Timed for 60 seconds
Variable name	
orfeng	
7_att	Number of words attempted
7_cor	Number of words read correctly
7_time	Remaining time

Chart 7 How the elephant got its trunk

In times long ago, elephants had short noses. [Q1]	8
One day Bubu,[Q2] the baby elephant wanted to explore the world	19
so he went for a walk through the forest.[Q3]	28
He always wanted to know things, so he asked lots of questions. [Q4]	40
He walked to the banks of a river.	48
He had never seen a crocodile before. [Q5]	55
“Hello, Mr Crocodile. What do you like to eat?” Bubu asked politely. [Q6]	67
The crocodile grabbed the little elephant by his nose and pulled hard.	79
But even though he was little, Bubu fought back.	88
He spread out his legs and pulled back.	96
At each pull his nose grew longer and longer.	105
At last the crocodile let go of the nose and swam away, disappointed.	118
Instead of his short nose, Bubu now had a long trunk.	129
To his surprise, he found that he could do all kinds of new things with it!	142
[142 words]	

Task 7.2. English text reading comprehension

Question		Word	Answer
7.2.1.	Long ago, did elephants have long or short noses?	8	short noses
7.2.2.	In this story, what is the name of the elephant?	11	Bubu
7.2.3.	Where did Bubu, the elephant, go for a walk?	28	through the forest, by the river (banks)
7.2.4.	Bubu asks lots of questions. Why do you think he asks lots of questions?	40	He wanted to find out/learn about things/ he was inquisitive/curious
7.2.5	What kind of animal had Bubu never seen before?	55	A crocodile
7.2.6.	Who did Bubu talk to at the river?	67	He spoke to a/the/Mr crocodile
7.2.7.	Why did the crocodile grab Bubu's nose?	79	He wanted to pull him into the river to eat him
7.2.8.	How can you tell that Bubu was brave?	96	He didn't want to be pulled into the river so he fought back, even though he was a baby elephant, he didn't cry, he fought back

Note for transfer to Tangerine	Comprehension is untimed
Variable name	Ask only questions up to where the learner read
7_2_1	1 – correct in English 2 – correct in Setswana then English 3- correct in Setswana only 0 – incorrect 99 – non response
7_2_2	
7_2_3	
7_2_4	
7_2_5	
7_2_6	
7_2_7	
7_2_8	

~~Start of Large group written assessment~~

Marking Protocol - Front Page (Tangerine):

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

Introduction to written assessment

Instructions for learners:	Instructions for learners:
<p>Learners, We will now do some writing activities together. Does everyone have a pencil? Have you all got books in front of you?</p> <p>Turn the page.</p> <p>[the learners should be on the example page]</p>	<p>Baithuti, jaanong re tlile go kwala ditirwana dingwe mmogo. A mongwe le mongwe o tshotse pensele? A le bone dibukana tse le kwalelang mo go tsona?</p> <p>Phutholola tsebe</p> <p>[the learners should be on the example page]</p>



15 mins

Task 8: Setswana written comprehension (The Pearl PIRLS Literacy Passage)

Instructions for learners:	Instructions for learners:
<p>I will now ask you complete a written comprehension activity. <u>Please read the story called Perela, and answer the questions after you read each page.</u> Some of the questions ask you to write down your answer in your own words, and some questions are multiple choice questions. A multiple choice question asks a question and you have to choose an answer from the list of answers. You must colour in the circle next to the answer you agree with.</p> <p>Let's look at an example. This is a multiple choice question. The question asks: How do you get to school? There are four answers to choose from below the question.</p> <p>A: I walk to school. B: I take a bus to school. C: I take a taxi to school. D: I go in a car to school. Which answer is true for you?</p> <p>If you walk to school, colour in the circle that says A, If you take the bus, colour in the circle that says B. If You take a taxi colour in the circle that says C. If you use a car, colour in the circle that says D.</p> <p>Let's do another example: The question is: How many legs does a dog have? We can choose one of four answers:</p>	<p>Jaanong ke tla le kopa gore le kwale tirwana ya tekotlhaloganyo. Buisang kanelo e e bitswang Perela tsweetswee mme le arabe dipotso fa le fetsa go buisa tsebe nngwe le nngwe. Dipotso dingwe di tlhoka gore le di arabe le dirisa mafoko a lona, mme tse dingwe ke tsa tlhophobontsing. Potso ya tlhophobontsing ke mofuta wa potso e le tshwanetseng go itlhophela karabo e le nngwe go tswa mo lenaaneng la dikarabo. Le tshwanetse go tshasa tshekeletsa e e fa thoko ga karabo e le dumelanang le yona.</p> <p>A re lebelele sekai. Se ke potso ya tlhophobontsing. Potso: O ya jang kwa sekolong? Go na le dikarabo di le nne tse le tshwanelang go tlhopha mo go tsona.</p> <p>A. Ke tsamaya ka dinao/maoto. B. Ke palama bese. C. Ke palama thekisi. D. Ke palama koloi.</p> <p>O dumalana le karabo efe?</p> <p>Fa o tsamaya ka dinao tshasa tshekeletsa e e reng A, Fa o palama bese tshasa tshekeletsa B. Fa o palama thekisi tshasa C. Fa o dirisa koloi tshasa D.</p> <p>A re direng sekai se sengwe Potso: Ntša e na le maoto a le makae? Re ka tlhopha e le nngwe mo dikarabong tse nne:</p>

<p>A. 2 legs, B. 3 legs, C. 4 legs D. dogs do not have legs.</p> <p>Which one is true? Yes, C dogs have 4 legs, so colour in the circle that says C.</p> <p>If you make a mistake put a line through the circle and colour in the correct circle.</p> <p>Do you understand?</p>	<p>A. A le mabedi. B. A le mararao. C. A le mane. D. Dintša ga di na maoto.</p> <p>Go nepagetse e e feng? E, dintša di na le maoto a le mane, ka jalo tshasang tshekeletsa C.</p> <p>Fa le dirile phoso ralang moradi mo tshekeletseng e mme le tshase e e nepagetseng.</p> <p>A le a utlwisisa?</p>
<p>Ok you now have 15 minutes to read the story and answer the questions. There are 7 questions. Read the story, answer the questions and keep turning the pages until you see a block that says “stop”. When you see the block that says “stop” please stop. <i>[show example]</i> I will tell you when you can move on.</p> <p><i>Note to fieldworker: do not ask learners to close their books when they are finished before everyone else. They can wait on the last page of the section before moving on.</i></p>	<p>Go siame, jaanong le na le metsotso e le 15 ya go buisa kanelo le go araba dipotso. Go na le dipotso di le 7. Buisang kanelo, le arabe dipotso, mme le nne le phuthole ditsebe go fitlhelela le bona lebokoso le le reng “ema” emisang tsweetswee. <i>[show example]</i> ke tla le bolelela gore le ka tswelela leng.</p> <p><i>Note to fieldworker: do not ask learners to close their books when they are finished before everyone else. They can wait on the last page of the section before moving on.</i></p>

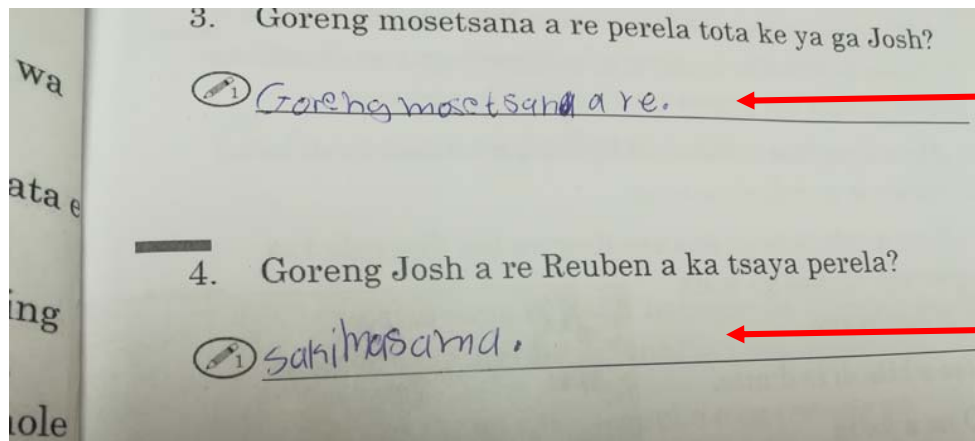
Questions and Answers

Question-Answer		Question-Answer	Notes
8.1.	Q: Where does the boy find the pearl? Answer: D	Q1: Mosimane o fitlhela perela kwa kae? Answer: D	Only acceptable answer
8.2.	Q: Why are the children all eager to touch the pearl? Answer: B	Q2: Goreng bana botlhe ba šwegašwega go kgoma perela? Answer: B	Only acceptable answer
8.3.	Q: Why does the girl say the pearl really belongs to Josh? Answer: Josh found the pearl.	Q3: Goreng mosetsana a re perela tota ke ya ga Josh? Answer: Josh o bone perela.	Correct: The response must identify that Josh found the Pearl. Unacceptable: The response does not identify that Josh found the Pearl. It may be vague, unrelated to the text, or repeat words in the question.
8.4	Q: Why does Josh say Reuben can have the Pearl? Answer: Because Reuben/he really likes it (the pearl) NOT he wants it	Q4: Goreng Josh a re Reuben a ka tsaya perela? Answer: Ka gore Reuben/ o tota a e <u>rata</u> (perela).	Correct: The response identifies that Reuben really likes the pearl. E.g. because he really likes it/ he likes it/ he loves it Unacceptable: The response does not identify that Reuben really likes the pearl. It may be vague, unrelated to the text, or repeat words in the question. e.g. o a e <u>batla</u>

8.5.	<p>Q: What does Reuben do differently after he gets the Pearl?</p> <p>(Any two:)</p> <ul style="list-style-type: none"> • He doesn't play with friends anymore/he stays indoors • He reads/learns about pearls • He reads/learns about oysters/shellfish • He asks for pearls as a present/wants to have more pearls • He wants to become a pearl merchant/seller 	<p>Q5: Reuben o dira eng se se farologaneng ga a sena go tsaya perela? Kwala dilo tse pedi.</p> <p>Answer: (Any two:)</p> <ul style="list-style-type: none"> • Ga a sa tlhola a tshameka le ditsala/ o nna ka mo ntlong. • buisa/ithuta ka ga diperela • kopa dimpho tsa diperela/o batla go nna le diperela tse dintsi • O batla go nna mogwebi ka diperela 	<p>Correct: the answer identifies two things from the list</p> <p>Unacceptable: The response does not identify any of Reuben's actions. It may be vague, unrelated to the text or repeat words in the question.</p>
8.6..	<p>Q: Where does Reuben go when he leaves?</p> <p>Answer: He goes to the (great) city, the ocean or other countries.</p>	<p>Q5: Reuben o ya kwa kae fa a tswa?</p> <p>Answer: O ya kwa teropong (e kgolo), kwa lewatleng kgotsa kwa mafatsheng a mangwe.</p>	<p>Correct: The correct response identifies that Reuben goes to the (great) city. Also accept responses that identify the ocean shore or other countries.</p> <p>Unacceptable: The response does not identify that Reuben goes to the (great) city, the ocean shore or other countries. It may be vague, unrelated to the text or repeat words in the question.</p>
8.7.	<p>Q: Why does Reuben look for fisherman unloading their nets?</p> <p>Answer: D</p>	<p>Q7: Goreng Reuben a batla batsomi ba diperela ba ba pegololang matloa a bona?</p> <p>Answer: D</p>	<p>Only acceptable answer</p>

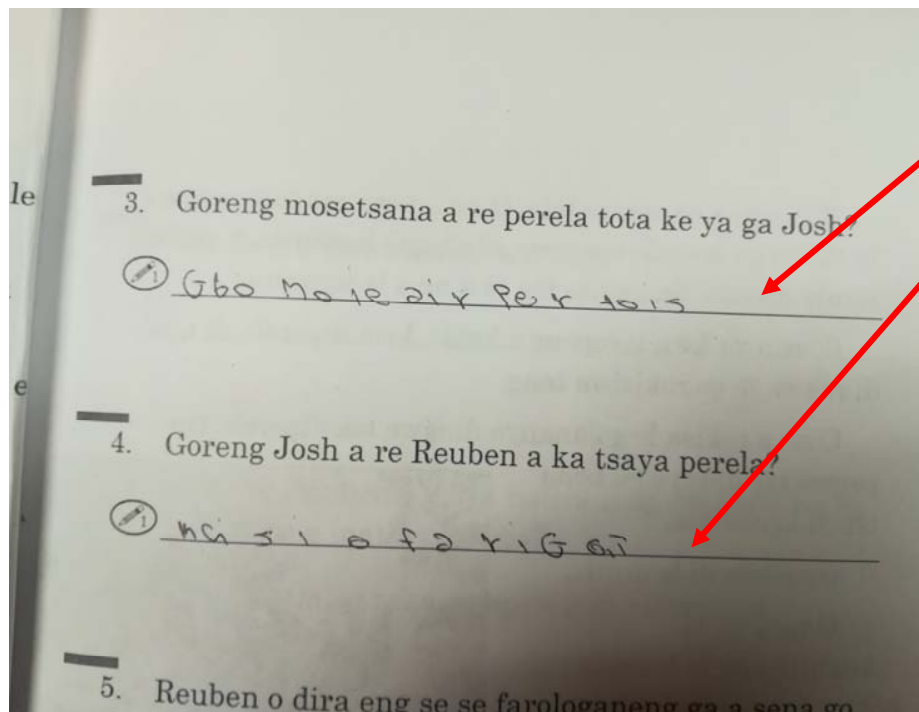
Options on Tangerine

Note for transfer to Tangerine	Comprehension is untimed	Type of comprehension tested
Variable name	Ask only questions up to where the learner read	
8_1	1 – correct 0 – incorrect	MCQ - Explicit retrieval
8_2	99 – non-response 98 – more than one option selected	MCQ - inference
8_3	1 – correct answer; spelling correct 2 – correct answer; spelling errors 0 – incorrect answer	Explicit retrieval
8_4	99 – non-response 98 – writing is unreadable/ not possible words	Explicit retrieval
8_5	2 – two correct answers; spelling correct for both 3 - two correct answers; spelling correct for one 4 – two correct answers; spelling errors for both 1 – one correct answer; spelling correct 5 – one correct answer; spelling errors 0 – both incorrect 99 – non-response 98 – writing is unreadable/ not possible words	inference
8_6	1 – correct answer; spelling correct 2 – correct answer; spelling errors 0 – incorrect answer 99 – non-response 98 – writing is unreadable/ not possible words	Explicit retrieval
8_7	1 – correct 0 – incorrect 99 – non-response 98 – more than one option selected	MCQ - Explicit retrieval

Examples of unacceptable responses

Repeats question = unacceptable response

writing is unreadable/ not possible words



Task 9: English written comprehension



12 mins

Instructions for learners:	Instructions for learners:
Turn the page	Phutholola tsebe.
We will now read an English passage and then answer some questions about it.	Jaanong re ya go buisa kgang ya Sekgowa re be re araba dipotso.
<p>Read the English passage and answer the questions in English. You have 12 minutes to answer 6 questions. Read both pages and answer all 6 questions. When you see the block that says “stop”, do not turn over the page. Wait for everyone and we will turn the page together.</p> <p><i>Note to fieldworker: do not ask learners to close their books when they are finished before everyone else. They can wait on the last page of the section before moving on</i></p>	<p>Buisang temana e ya Sekgowa le be le araba dipotso ka Sekgowa. Le na le metsotso e le 12 ya go araba dipotso tse 6. Buisang ditsebe tsoopedi mme le arabe dipotso tsotlhe ka borataro ba tsone. Fa le bona lebokoso le le reng “ema”, le se ka la phutholola tsebe. Letelang ba bangwe mme re tla phetlolola tsebe mmogo.</p> <p><i>Note to fieldworker: do not ask learners to close their books when they are finished before everyone else. They can wait on the last page of the section before moving on</i></p>

Questions and Answers

		Answer	Notes
9.1	1. What is the process of living, growing, changing and dying called?	Life cycle	Only acceptable response
9.2	2. How do many plants begin their life cycle?	As a seed	Also accept: seed
9.3	3. What two things does a seed need to have with it in the ground to be able to grow?	1. warmth/heat/sunlight 2. water	Warmth/heat/sun/sunlight accepted as variations of the same idea. (only get a mark for stating one of these) Can accept other variations of 'water' such as "rain". Do not accept: soil, ground,
9.4.	4. When the seed starts growing small roots and sprouts, what is this process called?	Germination	Also accept: germinating, germinate No other responses accepted as correct e.g. growing
9.5	5. What is a small plant called?	Seedling	Unacceptable: seed, plant, young plant,
9.6	6. Which arrow is pointing to the stem of the plant? Circle the correct label.	B	Only correct answer

Note for transfer to Tangerine	Comprehension is untimed
	Ask only questions up to where the learner read
Variable name	
9_1	1 – correct answer; spelling correct 2 – correct answer; spelling errors 0 – incorrect answer 99 – non-response 98 – writing is unreadable/ not possible words
9_2	
9_3	2 – two correct answers; spelling correct for both 3 – two correct answers; spelling correct for one 4 – two correct answers; spelling errors for both 1 – one correct answer; spelling correct 5 – one correct answer; spelling errors 0 – both incorrect 99 – non-response 98 – writing is unreadable/ not possible words
9_4	1 – correct answer; spelling correct 2 – correct answer; spelling errors 0 – incorrect answer 99 – non-response 98 – writing is unreadable/ not possible words
9_5	
9_6	1 – correct 0 – incorrect 99 – non-response 98 – more than one option selected

**Task 10: Maths**

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


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

Examples:

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



Example 2:

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


	Question	Answer – only these are accepted
1.	8+3	11
2.	Halof o ya 28 (Half of 28)	14
3.	20 - 6	14
4.	24 ÷ 3	8
5.	7 x 2	14
6.	400 +206 (long sum)	606
7.	105 – 7 (long sum)	98
8.	270 + 28	298
9.	121 – 39	82
10.	(4 x 10) + 7	47

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