



EGRS II Wave 4

GRADE 3 (retest)

Learner Assessment

Test development: L Pretorius, M Schaefer

Translation: S Madonsela

Department of Basic Education



Licensed as Attribution-NonCommercial 4.0 International (CC BY-NC 4.0)

You are free to:

Share — copy and redistribute the material in any medium or format

Adapt — remix, transform, and build upon the material

The licensor cannot revoke these freedoms as long as you follow the license terms.

Under the following conditions

Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

NonCommercial — You may not use the material for commercial purposes.

No additional restrictions — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.

Recommended Citation:

Department of Basic Education, 2019, Grade 3 (retest) Wave 4 Learner Assessment, Second Early Grade Reading Study. Pretoria: Department of Basic Education.

Contents

Instructions for converting to Tangerine-TM..... 3

Introduction to the learner 4

Learner Information 4

Task 1: Rapid Letter Naming 5

Task 2: HL Word Reading 7

Task 3.1 HL ORF 9

Task 3.2. HL ORF Text Comprehension 11

Task 4.1 English text reading..... 12

Task 4.2. English text reading comprehension 14

Instructions for converting to Tangerine-TM

This document includes the Grade 3 retest of the individual oral assessments. There should be separate forms on Tangerine for each language of the test as specified below for a total of **two** Tangerine forms.

- Grade 3 – isiZulu (retest)
- Grade 3 – Siswati (retest)

Some tasks are used in both grades. Note the labels for each task which indicate which grade they apply to. Including both tests in one document should make it easier for the service provider to load onto Tangerine.

The instructions for these tests can be found in the middle (isiZulu) and right (Siswati) hand column of each instructions table. The English translations are supplied only as a guide and are not to be used on Tangerine-TM.

All **grids** should be:

- Fixed
- 5 columns (unless otherwise specified)
- Small font

Option questions should include the number of the question/item, as well as the answer visible to the enumerator.

Suggested variable names are included in the section “Notes for transfer to Tangerine”. Any changes should be recorded.

~~Start of individual learner assessment~~

Introduction to the learner

English	isiZulu	Siswati
Introduction	Introduction	Introduction
Say to the learner:	Say to the learner:	Say to the learner:
<p>Hello. My name is _____. Today we are going to do a few activities together for 10 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>Can we begin?</p>	<p>Sawubona. Igama lami ngu _____. Namuhla sizokwenza ndawonye imisebenzi embalwa imizuzu eyi-10. Ngizokuchazela ukuthi ngicela wenzeni ngaphambi kokuqala komsebenzi ngamunye, kodwa kuyafana nalokho okwenza esikoleni nsuku zonke. Konke esikwenzayo namuhla kuzoba phakathi kwami nawe. Akunamamaki atholwayo.</p> <p>Sesingaqala manje?</p>	<p>Sawubona. Ligama lami ngu _____. Lamuhla sitakwenta imisebenti lembalwa ndawonye emaminithi lali-10. Ngitakuchazela kutsi ngicela wenteni ngembi kwekucala kwemsebenzi ngamunye, kodwa kuyafana naloko lokwenta esikolweni emalanga onkhe. Konkhe lesikwentako lamuhla kutawuba semkhatsini kwami nawe. Kute emamaki latfolwako.</p> <p>Sesingacala yini nyalo?</p>

Learner Information

<p>On Tangerine:</p> <ul style="list-style-type: none"> • Linking Identifier: (generated on Tangerine for the pilot; input existing linking ID from linking form for Wave 4) • School EMIS: • Learner Name: • Learner Surname: • Sex: 1 male 0 female



Task 1: Rapid Letter Naming

English	isiZulu	Siswati
Instructions for learner:	Instructions for learner:	
<p><i>Place chart 1.1. in front of the learner.</i></p> <p>Now I want to see how fast you can say the <u>sounds</u> of these <u>letters</u> (<i>wave over the chart</i>) before the time runs out. Lets make sure you know the sounds these letters make.</p> <p><i>Place your finger on each letter and say <u>What sound does this letter make in isiZulu/Siswati?</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].</i></p> <p><i>Make sure the child knows all letters before you move on.</i></p> <p><i>Show chart 1.2. I am going to ask you to say the <u>sounds</u> for these <u>letters</u> on this chart as fast as you can. Start here (<i>point to upper left corner</i>) and carry on saying the <u>sounds</u> across the row, and when you are finished the row, go to the next one (<i>show with your finger how they should read from left to right and then go to the next row</i>). Do you understand?</i></p> <p><i>Cover the learner page with the examples sheet for 5 seconds. Please start saying the <u>sounds</u> of these <u>letters</u> as fast as you can when I say “start”.</i></p> <p>Are you ready?</p> <p>Start. [<i>uncover the page</i>]</p> <p><i>Start timer (20 sec) when child sounds the first letter. Capture remaining time if necessary.</i></p>	<p><i>Place chart 1.1. in front of the learner.</i></p> <p>Manje ngifuna ukubona ukuthi ushesha kangakanani ukusho le <u>misindo yalezi zinhlamvu</u> (<i>wave over the chart</i>) ngaphambi kokuba kuphele isikhathi. Asiqinisekise ukuthi uyayazi imisindo eyenziwa yilezi zinhlamvu.</p> <p><i>Place your finger on each object and say <u>Yimuphi umsindo owenziwa yilolu hlamvu esiZulwini?</u></i></p> <p><i>If correct: Yebo, <u>kunjalo</u>.</i></p> <p><i>If wrong or no response: <u>Lolu hlamvu ngu</u> [uhlamvu lomsindo]. Make sure the child knows all letters before you move on.</i></p> <p><i>Show chart 1.2. Ngizokucela ukuba usho <u>imisindo yalezi zinhlamvu</u> kuleli shadi ngokushesha. Qala lapha (<i>point to upper left corner</i>) bese uqhubeka usho imisindo yonke emgqeni, uma usuqedile kulowo mugqa qhubekela kolandelayo (<i>show with your finger how they should read from left to right and then go to the next row</i>). Ingabe uyaqondisisa?</i></p> <p><i>Cover the learner page with the examples sheet for 5 seconds. Qala ngokusho amagama alezi zinto <u>ngokushesha</u> uma ngithi “qala”.</i></p> <p>Ingabe usulungile?</p> <p>Qala. [<i>uncover the page</i>]</p> <p><i>Start timer (20 sec) when child sounds the first letter. Capture remaining time if necessary.</i></p>	<p><i>Place chart 1.1. in front of the learner.</i></p> <p>Nyalo ngifuna kubona kutsi ushesha kangamani kusho <u>lemisindvo yaletinhlavu</u> (<i>wave over the chart</i>) ngembi kwekuphela kwesikhatsi. Asicinisekise kutsi uyayati imisindvo leyentiwa nguletinhlavu.</p> <p><i>Place your finger on each object and say <u>Ngumuphi umsindvo lowentiwa nguloluhlavu eSiswatini?</u></i></p> <p><i>If correct: Yebo, <u>kunjalo</u>.</i></p> <p><i>If wrong or no response: <u>Loluhlavu ngu</u> [luhlavu lwemsindvo]. Make sure the child knows all letters before you move on.</i></p> <p><i>Show chart 1.2. Ngitakucela usho <u>imisindvo yaletinhlavu</u> kulelishadi ngekushesha. Cala la (<i>point to upper left corner</i>) bese uchubeka usho yonkhe imisindvo emgceni, nasewucedzile kuloyomugca chubekela kulolandzelako (<i>show with your finger how they should read from left to right and then go to the next row</i>). Uyevisisa yini?</i></p> <p><i>Cover the learner page with the examples sheet for 5 seconds. Cala ngekusho emagama aletintfo <u>ngokushesha</u> nangitsi “cala”.</i></p> <p>Sewulungile yini?</p> <p>Cala. [<i>uncover the page</i>]</p> <p><i>Start timer (20 sec) when child sounds the first letter. Capture remaining time if necessary.</i></p>

Note for transfer to Tangerine	Timed for <u>20</u> seconds, capture remaining time
Variable name	2RAN_letters
1_att	Number of objects attempted
1_cor	Number of objects sounded correctly
1_time	Remaining time

On Tangerine:
otaeb ltolbaelbtaeotbloeatlebaaelbota

Chart 1.3.2. Letters

1.2.1

o l a e t b

Figure 1. Chart 1.1. Practice

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

Figure 2. Chart 1.2. Rapid Letter Naming



Task 2: HL Word Reading

English	isiZulu	Siswati
Instructions for learner:	Instructions for learner:	
<i>Place chart 2 in front of the learner</i>	<i>Place chart 2 in front of the learner</i>	<i>Place chart 2 in front of the learner</i>
<p>I am going to ask you to read some isiZulu/Siswati words to me. Please look at each word and read it aloud. Please read as many words 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>Start timer (1 min) when you say start.</i></p>	<p>Ngizokucela ukuba ungifundele izinhlamvu ezithile zesiZulu. Buka igama ngalinye bese ulifunda ngokuphimsela. Funda izinhlamvu eziningi ukusukela kwesokunxele ukuya kwesokudla njengakulesi sibonelo (show example). Ngizokutshela ukuthi ume.</p> <p>Ingabe usulungile?</p> <p>Qala.</p> <p><i>Start timer (1 min) when you say start.</i></p>	<p>Ngitokucela ungifundzele tinhlavu letitsite teSiswati. Buka ligama ngalinye bese ulifundza ngekuphimsa. Funda tinhlavu letinyenti kusukela kusancele kuya kusekudla njengakulesibonelo (show example). Ngitakutjela kutsi ume.</p> <p>Sewulungile yini?</p> <p>Cala.</p> <p><i>Start timer (1 min) when you say start.</i></p>

Note for transfer to Tangerine	Timed for <u>60</u> seconds, capture remaining time
Variable name	hl_words
2_att	Number of words attempted
2_cor	Number of words read correctly
2_time	Remaining time

isiZulu words

bona	yena	lokhu	kuna	thina
inja	amanzi	ikati	ijezi	igama
shono	hlala	wena	njalo	imoto
qala	azisa	kusasa	lalela	hamba
eduze	umlenze	dlala	khumbuza	itekisi
indlulamithi	abantwana	Umasingana	Ibhayisikili	shanela
umntwana	ikomishi	abafundi	impama	inkosikazi
isicabha	izinzwane	iminqathe	impukane	ingonyama
umnqwazi	igedlela	imbongolo	ifasitela	isigqoko
mpilonhle	isibhedlele	ukuxhentsa	uMgqibelo	intshonalanga
umshushuluzo	intofoviyane	iphephandaba	isicabucabu	ukuqhayisa
uMvelinqangqi	ubukhwebezane	umgqugquzeli	echwebeni	inxanxathela

Siswati words

bona	yena	loku	kuna	tsine
inja	emanti	likati	lijezi	ligama
shano	hlala	wena	nje	imoto
cala	yatisa	kusasa	lalela	hamba
edvute	mlente	dlala	khumbuta	itekisi
indlulamitsi	bantfwana	Bhombhidvwane	libhayisikili	shanyela
umntfwana	likomishi	bafundzi	imphama	inkosikati
sivalo	tintwane	imincatse	impungane	ingwenyama
sigcoko	ligedlela	imbongolo	lifasitelo	sigcoko
imphilolenhle	sibhedlela	kuhoca	uMgcibelo	inshonalanga
umshushuluzo	intfofoviyane	liphephandzaba	bulwembu	kutigcabha
uMvelinchanti	bukhwebetane	umgcugcuteli	echwebeni	linyenti

Task 3.1 HL ORF

***The isiZulu passage is taken from VulaBula. The Siswati version is a translation from isiZulu by S Madonsela.

***Distribution permissions should be granted from Vula Bula before making the EGRS II test publicly available.

***The isiZulu questions are from ERA isiXhosa and isiZulu literacy tests¹

ORF

1 +2
min

Comprehension ∞

English	isiZulu:	Siswati:
Instructions for learner:	Instructions for learner:	
<i>Place chart 3 in front of the learner</i>	<i>Place chart 3 in front of the learner</i>	<i>Place chart 3 in front of the learner</i>
<p>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.</p> <p>This story is called “Stone Soup”</p> <p>Are you ready to read the story to me out loud? I will tell you when to stop reading.</p> <p>Start.</p> <p><i>Start timer when you say start.</i></p> <p><i>Capture the last word attempted at the 1-minute mark, but allow the child to continue reading for a further 2 minutes (i.e. 3 minutes in total).</i></p> <p><i>Allow the child to look back for the answers</i></p>	<p>Ngizokucela ukuba ungifundele indaba ngokuphimisela. Funda ngokwekhono lakho. Ngizokubuza imibuzo ethile uma usuqedile ukufunda ngakho-ke qinisekisa ukuthi uyakukhumbula okufundile.</p> <p>Le indaba ethi “Isobho Lamatshe”</p> <p>Ingabe usukulungele ukungifundela indaba ngokuphimisela? Ngizokutshela ukuthi ume.</p> <p>Qala.</p> <p><i>Start timer when you say start.</i></p> <p><i>Capture the last word attempted at the 1-minute mark, but allow the child to continue reading for a further 2 minutes (i.e. 3 minutes in total).</i></p> <p><i>Allow the child to look back for the answers</i></p>	<p>Ngitakucela ungifundzele indzaba ngekuphimisela. Fundza ngekwelikhono lakho. Ngitakubuta imibuto letsite nasewucedzile kufundza ngaloko cinisekisa kutsi uyakukhumbula lokufundzile.</p> <p>Lena yindzaba letsi “Lisobho Lematje”</p> <p>Sewukulungele yini kungifundzela indzaba ngekuphimisela? Ngitakutjela kutsi ume.</p> <p>Cala.</p> <p><i>Start timer when you say start.</i></p> <p><i>Capture the last word attempted at the 1-minute mark, but allow the child to continue reading for a further 2 minutes (i.e. 3 minutes in total).</i></p> <p><i>Allow the child to look back for the answers</i></p>

¹ The ERA Xhosa literacy tests were adapted and modified from the original Xhosa EGRA tests received from the EC provincial department of Basic Education. Funded by Zenex, Dr Lauren Wildschut from ERA and Prof EJ Pretorius from Unisa adapted, piloted and revised the original EGRA assessments during 2015-2016.

during the comprehension questions.	during the comprehension questions.	during the comprehension questions.
-------------------------------------	-------------------------------------	-------------------------------------

Note for transfer to Tangerine	Timed for 60 seconds
Variable name	hl_orf
3_1_att	Number of words attempted
3_1_cor	Number of words read correctly
3_1_time	Remaining time

isiZulu: Isobho lamatshe	total	Cum total
Kunesihambi esilambile(Q1).	2	2
Sahamba sicela emizini yabantu. Abantu babengenakho ukudla(Q2). Isihambi sathola isu.	10	12
Isihambi sathola ibhodwe. Sathatha amatshe sawafaka ebhodweni(Q3).	7	19
Sathela amanzi. Sabasa umlilo, sabeka ibhodwe eziko(Q4).	7	26
Sama salinda ibhodwe laze labila(Q5).	5	31
Kwafika intombazane yacela ukwazi ukuthi siphekani isihambi eziko.	8	39
“Ngipheka isobho elimnandi lamatshe.	4	43
Kodwa kumele ngilifake into ukuze linongeke,” kusho isihambi.	8	51
“Nginezaqathe mina,” wabe esenika isihambi. Sazifaka ebhodweni.	7	58

Siswati: Lisobho lematje	total	Cum total
Kunesihambi lesilambile(Q1).	2	2
Sahamba sicela emitini yebantfu. Bantfu bebete kudla(Q2). Sihambi satfola lisu.	10	12
Sihambi satfola libhodo. Satsatsa ematje sawafaka ebhodweni(Q3).	7	19
Satsela emanti. Sabasa umlilo, sabeka libhodo etiko(Q4).	7	26
Sema salindza libhodo labila(Q5).	4	30
Kwefika intfombatane yacela kwati kutsi siphekani sihambi etiko.	8	38
“Ngipheka lisobho lelimnandzi lematje.	4	42
Kodvwa kumele ngilifake intfo letsite kute linongeke,” kusho sihambi.	9	51

"Ngineticadze mine," watinika sihambi. Satifaka ebhodweni.	6	57
--	---	----

Task 3.2. HL ORF Text Comprehension

isiZulu Questions			
Umbuzo		Words read	Impendulo
1.	1. Ngubani owayelambile?	2	Isihambi.
2.	2. Yini abantu ababengenayo?	9	Babengenakho ukudla.
3.	3. Senzani isihambi ngamatshe?	19	Sawafaka ebhodweni.
4.	4. Yini enye into eyenziwa isihambi?	26	Sathela amanzi ebhodweni / sabasa umlilo / sabeka ibhodwe eziko.
5.	5. Sasimeleni isihambi eduze kwebhodwe?	31	Sasilinde ukuthi libile ibhodwe.

Siswati Questions			
Umbuto		Words read	Imphendvulo
1.	1. Ngubani bekalambile?	2	Sihambi.
2.	2. Yini lentfo beanganayo bantfu?	9	Bebete kudla.
3.	3. Sentani sihambi ngematje?	20	Sawafaka ebhodweni.
4.	4. Nguyiphi lenye intfo leyentiwa sihambi?	26	Satsela emanti ebhodweni / sabasa umlilo / sabeka libhodo etiko.
5.	5. Besimeleni sihambi edvute nelibhodo?	30	Besilindze kutsi likoke libhodo.

Note for transfer to Tangerine	Comprehension is untimed
	Ask only questions up to where the learner read
Variable name	hl_comp
3_2_1	1 – correct
3_2_2	0 – incorrect
3_2_3	99 – non response
3_2_4	

3_2_5

Task 4.1 English text reading

ORF

1 + 2
min

Comprehension ∞

English	isiZulu	Siswati
Instructions for learner:	Instructions for learner:	
<i>Place chart 4 in front of the learner</i>	<i>Place chart 4 in front of the learner</i>	<i>Place chart 4 in front of the learner</i>
<p>I am going to ask you to read a story to me out loud. This is a story written in English so I will ask you to read it in English to me. Read as best you can. I will ask you some questions when you are finished reading so make sure to follow the story while you read. I will tell you when to stop reading.</p> <p>This story is called “How the elephant got its trunk”</p> <p>Are you ready to read the story to me out loud?</p> <p>Start. (Start from first word of story, not title) Start timer when you say start.</p> <p>Capture the last word attempted at the 1-minute mark, but allow the child to continue reading for a further 2 minutes (i.e. 3 minutes in total).</p> <p>NB: Allow the child to look back for the answers during the comprehension questions.</p>	<p>Ngicela ukuba ungifundele le ndaba ngokuphimisela. Le yindaba ebhalwe ngesiNgisi ngakho-ke ngizokucela ukuthi ungifundele yona ngesiNgisi. Funda ngendlela ongakhona ngayo. Ngizokubuza imibuzo ethile uma usuqedile ukufunda ngakho qinisekisa ukuthi uyayiqonda indaba ngenkathi ufunda. Ngizokutshela ukuthi uyekele nini ukufunda.</p> <p>Le yindaba ethi “How the elephant got its trunk”</p> <p>Ingabe usukulungele ukungifundela indaba ngokuphimisela?</p> <p>Qala. (Start from first word of story, not title) Start timer when you say start.</p> <p>Capture the last word attempted at the 1-minute mark, but allow the child to continue reading for a further 2 minutes (i.e. 3 minutes in total).</p> <p>NB: Allow the child to look back for the answers during the comprehension questions.</p>	<p>Ngitakucela ungifundzele lendzaba ngekuphimisela. Lena yindzaba lebhawwe ngesiNgisi ngako ngitakucela kutsi ungifundzele yona ngesiNgisi. Fundza ngekwelikhono lakho. Ngitakubuta imibuto letsite nasewucedzile kufundza ngako cinisekisa kutsi uyayivisisa indzaba ngesikhatsi ufndza. Ngitakutjela kutsi uyekele nini kufundza.</p> <p>Lena yindzaba letsi “How the elephant got its trunk”</p> <p>Sewukulungele yini kungifundzela indzaba ngekuphimisela?</p> <p>Cala. (Start from first word of story, not title) Start timer when you say start.</p> <p>Capture the last word attempted at the 1-minute mark, but allow the child to continue reading for a further 2 minutes (i.e. 3 minutes in total).</p> <p>NB: Allow the child to look back for the answers during the comprehension questions.</p>

Note for transfer to Tangerine	Timed for 60 seconds
Variable name	2eng_orf
4_1_att	Number of words attempted
4_1_cor	Number of words read correctly
4_1_time	Remaining time

How the elephant got its trunk

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

Task 4.2. English text reading comprehension

Question		Word	Answer
4.2.1.	Long ago, did elephants have long or short noses?	8	short noses
4.2.2.	In this story, what is the name of the elephant?	11	Bubu
4.2.3.	Where did Bubu, the elephant, go for a walk?	21	through the forest, by the river (banks)
4.2.4.	Who did Bubu talk to at the river?	51	He spoke to a/the/Mr crocodile
4.2.5.	Why did the crocodile grab Bubu's nose?	72	He wanted to pull him into the river to eat him

Note for transfer to Tangerine	Comprehension is untimed
Variable name	Ask only questions up to where the learner read
4_2_1	1 – correct in English 2 – correct in HL then English 3 – correct in HL only 0 – incorrect 99 – non response
4_2_2	1 – correct 0 – incorrect 99 – non response
4_2_3	1 – correct in English 2 – correct in HL then English 3 – correct in HL only 0 – incorrect 99 – non response
4_2_4	
4_2_5	