

# IGATE Diagnostic tool: Literacy

## Instructions

Make the learners feel that the test is fun thing, and they will not be in trouble if they make mistakes or can't answer.

In each section, if you are sure a learner can't proceed any further, move to the next section. Record the results in the **Recording sheet** (at the end of this document).

## Section A

Demonstrate with three letters. Point at and say the sound of each letter. Say only the sound of the letter, with no other sound added.

Ask the learner to point and say the sound of each letter in the box.

If the learner can give 8 correct sounds, write a tick (✓) on the recording sheet. Otherwise write a cross (×). If a learner cannot say the sounds for three letters, stop and go to Section B.

## Section B

Demonstrate with three words. Point at and say each word.

Ask the learner to say each word in the box.

If the learner can say 8 words, write a tick. Otherwise, write a cross. If a learner cannot say three words, stop and go to the next section.

## Section C

Ask the learner to say each word in the box.

If the learner can say 8 words, write a tick. Otherwise, write a cross. If a learner cannot say three words, stop and go to the next section.

## Section D

Ask the learner to read the story aloud. Scores:

- The learner cannot read the story: **end the test**.
- The learner reads the story unconfidently and/or makes serious mistakes: **2 points**.
- The learner reads fluently and confidently with no serious mistakes: **4 points**.
- Ask the questions. Give 2 points for each correct answer: **up to 6 points**.

If the learner scores 8 or more in total, write a tick. Otherwise, write a cross.

## **Section E**

Ask the learner to read the story aloud, and then ask the questions.

Follow the same method for the scores as Section D.

## **Section F**

Only use this to assess learners with the highest levels of literacy. Ask the learner to read the story aloud, and then ask the questions. Follow the same method for the scores as Section D, but give **one point for each question**.

## **Total**

Give the learner one point for each tick, to give a score out of 6.

# Using the results of the Literacy diagnostic tool

You can use this information in three ways.

- What total scores out of 5 did most of your class get? For example, mostly 1 to 3? This can help you to know their average level of literacy, so you can choose activities which are at the right level.
- In general, what total scores did your class get for **each section**? For example, do many of your learners still have problems saying the sounds of individual letters? (This is tested in Section A.) This can help you to choose the best activities to improve their literacy.
- Are there any learners whose level is much higher or much lower than the average for the class? The lower-level ones will need extra help. The higher-level ones will need extra activities to challenge them.

## Acting on the results and choosing activities

### Section A

✘: Needs to do more work with the sounds of single letters. Use activities from **IGATE Module 1**.

### Section B

✘: Needs to do more work with digraphs/trigraphs (pairs/threes of letters which make one sound). Use activities from **Module 2, Unit 1** and **Module 2, Unit 2 Activity 1**.

### Section C

✘: Needs to do more work with common words with irregular spellings (also known as 'sight words' and 'tricky spellings'). Use activities from **Module 2, Unit 2 Activities 2 & 3** and **Module 3 Unit 2**.

### Section D

✘: Needs to do more work with reading and understanding short sentences and short texts. Use activities from **Module 4, Unit 3** and **Module 5**.

### Section E

✘: Needs to do more work with reading and understanding longer sentences and more complex texts. Use activities from **Module 6, Unit 1** and **Unit 2**.

✓: Ready to attempt **Section F**, and to move on to more challenging literacy activities, such as reading real texts. May also still need to work on the things from Sections A to E.

# QUESTIONS AND ANSWERS

## TEST 1

### Section D

1. Where is Gift?
2. What is Gift doing?
3. What is the book about?

#### Answers

1. Any answer which means 'at school'.
2. Any answer which means 'reading a book'.
3. Any answer which means 'animals and birds of Zimbabwe'.

### Section E

1. (*Touch the text.*) What is this about?
2. (*Point to the first paragraph.*) It says three ways people can use a bicycle. What are they?
3. (*Point to the second paragraph.*) It says bicycles can help people to have more money. How can bicycles help people to have more money?

#### Answers

1. 'Bicycles', 'bikes' or any other answer which shows the learner understands that the main topic is bicycles.
2. Any answer which means travelling to school, travelling to work and moving things.
3. Any answer which means that if people spend less time travelling, they can use that time to earn more money.

### Section F

1. What job did Beauty want to do?
2. How long had she wanted to have that job?
3. What did some of her friends say?
4. Why were her friends wrong?
5. Where is she working now?
6. What has she done in this job so far?

#### Answers

Accept any answers with the following meanings.

1. Wildlife ranger
2. Since she was a young child.
3. Only boys could become wildlife rangers.
4. There are many female wildlife rangers in Zimbabwe.
5. In a game reserve near her home.
6. She has already helped to save several animals from the poachers.

## **TEST 2**

### **Section D**

1. Where is Simba?
2. What is Simba doing?
3. Where does Simba clean?

#### **Answers**

1. Any answer which means 'at home'.
2. Any answer which means 'cleaning the floor'.
3. Any answer which means 'under the table and chairs'.

### **Section E**

1. (*Touch the text.*) What is this about?
2. (*Point to the first paragraph.*) It says three places that chickens can live. What places they?
3. (*Point to the second paragraph.*) It says two ways that chickens can get food. What ways are they?

#### **Answers**

1. 'Chickens' or any other answer which shows the learner understands that the main topic is chickens.
2. Any answer which means farms, gardens and schools.
3. Any answer which means that chickens can find (insects and other) food on the ground, and they can eat food which people throw away.

### **Section F**

1. Where does Thuba live?
2. Who are Zenzo and Nomusa?
3. Why isn't Nomusa going to be a teacher in Thuba's school?
4. Where is Nomusa going to work?
5. How does Nomusa feel about moving to the city?
6. Why can Thuba still see her sister often?

#### **Answers**

Accept any answers with the following meanings.

1. In a small village.
2. They are Thuba's older brother and sister.
3. Because there are already enough teachers there.
4. In (a big school in) Harare.
5. She is feeling excited.
6. Because it isn't a long way from Harare to the village, so Nomusa can visit at weekends.

# IGATE Diagnostic tool: Literacy Test 1 LEARNER SHEET

## Section A

*Demonstrate:* t o N

s a p M g u H f J Z

## Section B

*Demonstrate:* yes clock tree

at sun big went stand  
shop with car make night

## Section C

you the what know little  
said here people didn't because

## Section D

Gift is at school. She is reading a book. The book is about the animals and birds of Zimbabwe.

## Section E

There are many uses for bicycles. They can help children get to school more quickly. They are very useful for people who work far from their homes. They can be used to move things from one place to another.

These simple machines can also help people to become richer. If they spend less time travelling, they can use that extra time to work.

## Section F

Ever since she was a young child, Beauty had wanted to be a wildlife ranger. She loved the wild animals of Zimbabwe, and she wanted to protect them from people who wanted to kill them. Some of her friends told her that only boys could become wildlife rangers, but she refused to believe them. In fact, there are many female wildlife rangers in Zimbabwe, and a few months ago Beauty's dreams came true. She was offered a job as a wildlife ranger in a game reserve near her home. Now she looks after elephants, giraffes and many other amazing wild animals, and she has already helped to save several of them from the poachers.

# IGATE Diagnostic tool: Literacy Test 2 LEARNER SHEET

## Section A

*Demonstrate:* s A m

t e N D n O V b y K

## Section B

*Demonstrate:* red shop green

on big sat hand like  
three look day high children

## Section C

she they who page bottle  
very there water can't through

## Section D

Simba is at home. He cleaning the floor. He cleans under the table and chairs.



## Section E

We get eggs and meat from chickens, and it is easy to keep them. They can live in many different places. They can live on farms and in people's gardens. They can live in schools too.

Chickens do not need special food. They can find insects and other things to eat on the ground. They can also eat food that we throw away.

## Section F

Thuba lives in a small village. She is the youngest child in her family. She has an older brother called Zenzo and an older sister called Nomusa. Nomusa has just become a teacher. She studied at a college, and now she is ready to start her first job as a teacher. She is not going to work in Thuba's school, because there are already enough teachers there. Instead, she is going to work in big school in Harare. Nomusa is feeling very excited about moving to the big city. Thuba will miss her sister, but it is not a very long way from Harare to their village. Nomusa will be able to visit her family at the weekends.

## Section E

Zimbabwe has many trees. We get lots of wood from these trees. People use wood to make many different things. They also use wood for fires to cook food.

Trees give us other things too. Some trees give us fruit, like apples and lemons. Other trees give us nuts. Some trees don't have fruit or nuts, but they give us shade from the sun.

## Section F

Until last year, Mufaro lived with just his grandmother. She works as a cleaner in a hospital. They lived far from the hospital, and it took Mufaro's grandmother two hours each way to walk to the hospital every day. It took Mufaro nearly one hour to walk to school. One year ago, Mufaro's aunt asked Mufaro and his grandmother to go and live with her and her children. Mufaro's grandmother agreed, and they moved. Now it only takes Mufaro's grandmother half an hour to walk to work, and it only takes Mufaro twenty minutes to walk to school. Mufaro and his grandmother have also been helping with the work in the fields around their new home. It is better for everybody.

# IGATE Assessment: Recording sheet Literacy - EXAMPLE

Name	Sec A ✓/✗	Sec B ✓/✗	Sec C ✓/✗	Sec D ✓/✗	Sec E ✓/✗	Sec F ✓/✗	Total: - / 6
Tendai	✓	✓	✓	✓	✗	✗	4
Thabo	✗	✗	✗	✗	✗	✗	0
Precious	✗	✗	✓	✗	✗	✗	1
Innocent	✓	✓	✗	✗	✗	✗	2
Zanele	✓	✓	✓	✓	✓	✓	6
Nkosi	✗	✓	✓	✓	✗	✗	3
Tendai	✓	✓	✓	✓	✓	✗	5
Question total	4	5	5	4	2	1	

