



# Placement Screening Tool: Guidance notes



The SAGE project is a collaboration with the Ministry of Primary and Secondary Education of the Government of Zimbabwe.

This material has been funded by UK aid from the UK government.

© The Open University, October 2021



This content is licensed under a Creative Commons Attribution-ShareAlike 4.0 License <https://creativecommons.org/licenses/by-sa/4.0/>

Except for third party materials and otherwise stated, this content is made available under a Creative Commons Attribution-ShareAlike license. You are free to use, adapt and reuse this material as long as you credit this source appropriately and license the material under the same terms.



[www.inclusivesymbols.com/any-disability](http://www.inclusivesymbols.com/any-disability)

All other illustrations and diagrams are copyright The Open University and included in the CC-BY-SA license apart from partner logos. Every effort has been made to contact copyright holders. If any have been inadvertently overlooked the publishers will be pleased to make the necessary arrangements at the first opportunity.

---



# SAGE

## Placement Screening Tool

### Guidance Notes

## Table of Contents

<b>Background to this document</b> .....	<b>2</b>
<b>Purpose of the placement screening tool</b> .....	<b>2</b>
<b>Instructions</b> .....	<b>2</b>
<b>Step 1: Undertaking the screening</b> .....	<b>2</b>
You will need .....	2
Learners will need .....	2
Planning .....	2
Process .....	3
<b>Step 2: Scoring the screening</b> .....	<b>4</b>
<b>Step 3: Making a recommendation</b> .....	<b>4</b>
Numeracy .....	4
Literacy/Learning English .....	5
<b>Step 4: Next steps</b> .....	<b>5</b>
<b>Placement Screening Tool: Numeracy tasks</b> .....	<b>6</b>
<b>Placement Screening Tool: Literacy/Learning English tasks</b> .....	<b>8</b>
<b>LEARNER copy: Numeracy tasks</b> .....	<b>11</b>
<b>LEARNER copy: Literacy/Learning English tasks</b> .....	<b>12</b>
<b>Step 5: SAGE Placement Screening Tool Recommendation Form</b> .....	<b>13</b>
<b>Step 6: Learning about Learning: Screening tool assessment data</b> .....	<b>15</b>
<b>APPENDIX A: Placement Screening Tool *Telephone Version*</b> .....	<b>16</b>

## Background to this document

The Supporting Adolescents Girls' Education (SAGE) programme has been working with out-of-school learners who have never been to school, or those who dropped out before Grade 5 to improve their basic literacy and numeracy skills before transitioning into various exit pathways. As such, SAGE needed to ensure that the learners on the programme were those most in need. This led to the development of this placement screening tool.

## Purpose of the placement screening tool

The **SAGE Placement Screening Tool** is designed to support you in understanding the starting point of new learners to your school or educational setting, and in so doing you can ensure they are placed in the most appropriate classes.

It is our hope that the process of assessment is simple, short, fun, subtle and learner focused.

Read these guidance notes carefully. If you have any questions or queries, discuss with your colleagues or a school coordinator or relevant colleague **before** undertaking any screenings.



To help you in supporting learners with a disability, we've added this symbol to these instructions.

## Instructions

### Step 1: Undertaking the screening

#### You will need

- Paper/pencil for recording learners' answers
- Placement Screening Tool Recommendation Form
- Placement Screening Tool tasks for each assessment

#### Learners will need

- Paper/pencil for the learners to use (if they wish)
- ALL learners need a LEARNER COPY for each assessment

#### Planning



1. Find a safe space to carry out the screening. Please adhere to your organisation's safeguarding policies and operating procedures.
2. Complete the screening with one learner at a time.
3. SAGE welcomes parent/caregivers to remain nearby so they can observe the safety of their child throughout the screening process, particularly if they are a learner with a disability who may require extra assistance.
4. If a learner has a disability, ask her/him or her/his caregiver, what s/he needs to feel comfortable in this process (e.g being in a quiet space, sitting at a table, using an assistive device).
5. The tasks should be quick and informal (up to 10 minutes). Your role is to help the learners show what they **can** do. Be friendly and encouraging.

6. If a learner has a disability, discuss with a school coordinator or relevant colleague about adaptations. This may include: giving more time, dividing assessment into smaller tasks, enlarged text, use of braille/sign language, with an interpreter.
7. Use English for Literacy/Learning English.
8. Use English/home language/vernacular for numeracy.
9. Learners can use concrete resources to help them in numeracy and paper/pens to show their workings out.

## Process

1. Follow the guidance notes for **the Placement Screening Tool: Numeracy tasks** (p6) and then the **Placement Screening Tool: Literacy/Learning English tasks** (p8)
2. The comment boxes are prompts for you. They provide additional information that helps you assess accurately.
3. Complete the whole assessment before colour banding the learners.
4. To find out the colour band, you need to score the learners as they respond in the assessment.
5. You need a piece of paper and pen/pencil so you can score the learners as they move swiftly through the sub-tasks.
6. All learners should attempt the blue questions, but not all learners will be able to answer. For these learners try the next question. If a learner finds the questions difficult, be encouraging and kind. If s/he gets five questions in a row wrong, move onto the next task.
7. **Only** high achieving learners (those who have correctly answered all the previous questions in that sub-task) should complete the green questions.
8. When the learner finishes the numeracy tasks, thank her/him for working hard. Ask her/him if s/he is ready to try the literacy/learning English tasks.
9. If the learner wants to stop, then finish the screening. Make arrangements with the learner and her/his family to complete it on another time and day.
10. At the end of the screening, congratulate the learner for trying her/his best. Ask the learner if s/he has any questions for you.
11. Tell the learner that s/he will find out very soon which grade/SAGE module s/he will be invited to join.
12. It is not your responsibility to tell the learner or her/his family member/s which grade/SAGE module they will join. Check the process with a school coordinator or relevant colleague.
13. Clarify with the learner and/or her/his family member her/his contact details so their eligibility results can be shared quickly.
14. Score the screening and complete the Placement Screening Tool Recommendation Form using the guidance notes below.

## Step 2: Scoring the screening

### 1. IMPORTANT

Only two sub-tasks in numeracy and literacy/Learning English are used to make the placement recommendation. These are **Addition** and **Subtraction** for Numeracy and **Reading Comprehension** and **Listening Comprehension** for literacy/learning English. Look at the **Placement Screening Tool Recommendation Form** (Step 5, p.13) and locate the two specific columns for numeracy and the two specific columns for Literacy/Learning English.

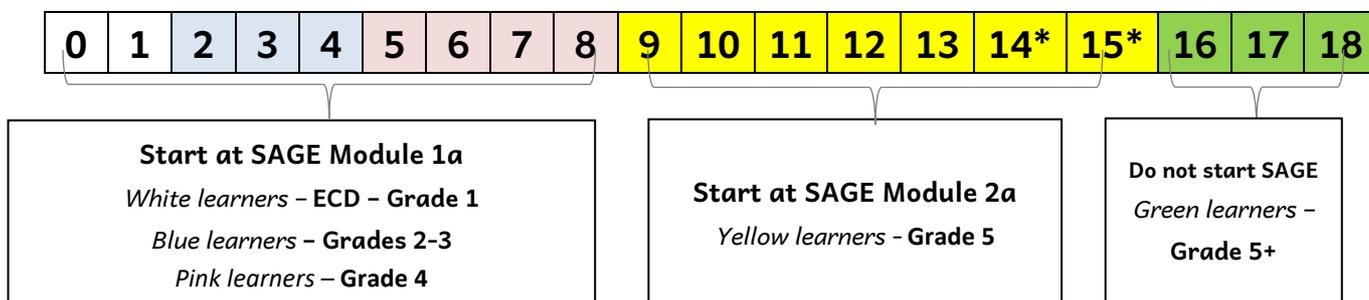
- Record each learner's score for each sub-task and record on the Screening Tool Recommendation Form. Add the colour the learner achieved alongside the score. For example, for **Number Recognition**, Patience scored 5 out of a possible 6 marks, which is **Yellow**. If you do not have any colours, write the letter **Y** (for yellow) instead.
- Total up each learner's score for the **Addition** and **Subtraction** numeracy sub-tasks (**Numeracy sub-total**), and for the **Reading Comprehension** and **Listening Comprehension** literacy/learning English sub-tasks (**Literacy/Learning English sub-total**). Only these sub-tasks count towards a learner's placement recommendation. Make sure you understand this before carrying out the assessment.
- WAIT** until you have completed all of your allocated screenings to complete the recommendation column. Refer to the guidance notes below.

## Step 3: Making a recommendation

To make a recommendation about which grade, or which of the SAGE modules (if any) a learner should join, use the grid below.

### Numeracy

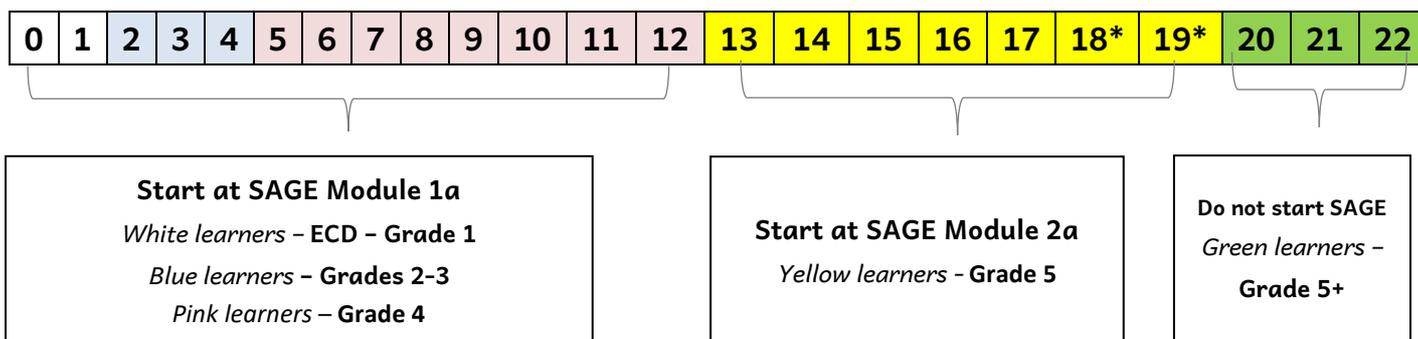
Use the learner's **NUMERACY SUB-TOTAL (addition + subtraction)** to determine the numeracy recommendation using the diagram.



\* These learners should attempt the green questions

## Literacy/Learning English

Use the learner's **LITERACY/LEARNING ENGLISH SUB-TOTAL** (reading comprehension + literacy comprehension) to determine the literacy recommendation using the diagram.

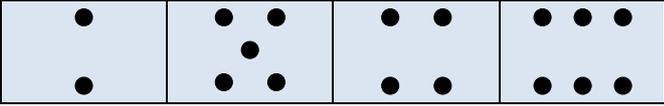


\* These learners should attempt the green questions

## Step 4: Next steps

Check all of your scoring, the sub-totals and the recommendations before submitting your results to your school coordinator or relevant colleague. Clarify that you have the learner's contact details recorded.

# Placement Screening Tool: Numeracy tasks

<p>Ask the learner the questions in her/his home language or English.</p>	<p>What the assessor should look for Add up the total number of questions answered.</p>																							
<p>How many dots are there? Can you count them?</p> 	<p>All learners should attempt this question, but not all learners will be able to answer. For these learners try the next question, if they don't score then stop the assessment.</p> <p><b>1 point for each correct answer</b></p> <p>1-4</p>																							
<p>What number is this?</p> <table border="1" data-bbox="213 770 718 1001"> <tr> <td>9</td> <td>26</td> </tr> <tr> <td>150</td> <td>307</td> </tr> <tr> <td>1 300</td> <td>2 568</td> </tr> </table>	9	26	150	307	1 300	2 568	<p>Let the learner try each one. Encourage her/him.</p> <p><b>1 point for each correct answer</b></p> <p>1-2      3-4      5-6</p>																	
9	26																							
150	307																							
1 300	2 568																							
<p>What numbers are missing?</p> <table border="1" data-bbox="108 1144 616 1193"> <tr> <td>2</td> <td>3</td> <td>4</td> <td></td> </tr> </table> <table border="1" data-bbox="108 1232 616 1281"> <tr> <td>7</td> <td>8</td> <td></td> <td>10</td> </tr> </table> <table border="1" data-bbox="108 1319 616 1368"> <tr> <td>12</td> <td>14</td> <td>16</td> <td></td> </tr> </table> <table border="1" data-bbox="108 1406 616 1456"> <tr> <td>20</td> <td>30</td> <td>40</td> <td></td> </tr> </table> <table border="1" data-bbox="108 1494 493 1543"> <tr> <td>435</td> <td></td> <td>445</td> </tr> </table> <table border="1" data-bbox="108 1581 616 1630"> <tr> <td>87</td> <td>86</td> <td>85</td> <td></td> </tr> </table>	2	3	4		7	8		10	12	14	16		20	30	40		435		445	87	86	85		<p>Let the learner try each one. Encourage her/him.</p> <p><b>1 point for each correct answer</b></p> <p>1-2      3-4      5-6</p>
2	3	4																						
7	8		10																					
12	14	16																						
20	30	40																						
435		445																						
87	86	85																						
<p>Find the total of</p> <table border="1" data-bbox="202 1778 729 1839"> <tr> <td>5 + 3</td> <td>10 + 7</td> </tr> </table> <table border="1" data-bbox="202 1877 729 1937"> <tr> <td>18 + 11</td> <td>28 + 14</td> </tr> </table>	5 + 3	10 + 7	18 + 11	28 + 14	<p>Let the learner try each one. Encourage her/him.</p> <p>Only learners who score 7 should attempt the green questions.</p> <p><b>1 point for each correct answer</b></p> <p>1-2      3-4      5-7      8-9</p>																			
5 + 3	10 + 7																							
18 + 11	28 + 14																							

$$\begin{array}{r} 91 \\ + 48 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 125 \\ + 566 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 399 \\ + 722 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7223 \\ + 2089 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3046 \\ + 574 \\ \hline \\ \hline \end{array}$$

$8 - 5$

$9 - 2$

$24 - 12$

$32 - 15$

$$\begin{array}{r} 78 \\ - 54 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 485 \\ - 66 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 906 \\ - 527 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} - 5079 \\ - 3289 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9001 \\ - 787 \\ \hline \\ \hline \end{array}$$

Let the learner try each one. Encourage her/him.

Only learners who score 7 should attempt the green questions.

1 point for each correct answer

1-2

3-4

5-7

8-9

## Placement Screening Tool: Literacy/Learning English tasks

Speaking and listening					
Ask the learner these questions in her/his home language. <i>(Note these two questions are introductory, and do not score.)</i>					
<b>What is your name? Can you write it down?</b>					
Ask the learner these questions in English, and if s/he does not understand, ask her/him in home language. Encourage her/him to answer in full sentences.		What the assessor should look for <b>Add up the total number of questions answered.</b>			
<b>How many are in your family?</b>	<b>Find out if the learner has attended school before. If yes, ask What do you remember about it? If no, ask What stopped you attending?</b>	Can answer questions with one- or two- word answers Can answer questions in full sentences Can express attitudes/feelings/opinions and interests <b>1 point for each question answered.</b>			
Ask the learner these questions in English, and if s/he does not understand, ask her/him in home language. Encourage her/him to answer using full sentences. S/he does not get it wrong if s/he answers in single words.					
<i>Point to something black and ask:</i>	<i>Point to a table and point to a chair and ask:</i>	Encourage the learner to think carefully about the true or false question.			
<b>This is the colour black. True or False.</b>	<b>The chair is bigger than the table. True or False.</b>	<b>1 point for each question answered correctly.</b>			
Ask the learner <b>Why did you want to come along to this meeting today?</b>		Encourage the learner to express her/him emotions, observe her/him attitude, intonation and facial expression. <b>1 point for full sentence answer.</b>			
<b>What do you know about the SAGE programme?</b> Ask the learner to explain her/his answer.		The learner needs to give full sentence(s) answer and to justify her/his response (able to explain her/his answer). <b>1 point for simple response.</b> <b>2 points for detailed response.</b>			
		<b>Questions correct</b>			
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 33%; text-align: center;"><b>1-2</b></td> <td style="width: 33%; text-align: center;"><b>3-5</b></td> <td style="width: 33%; text-align: center;"><b>6-7</b></td> </tr> </table>	<b>1-2</b>	<b>3-5</b>	<b>6-7</b>
<b>1-2</b>	<b>3-5</b>	<b>6-7</b>			

Letter/sound knowledge							
What sound does this letter make?							
1 point for each correct sound.							
s	P	T	a	i	N	o	E
j	L	H	w	k	e	v	A
x	U	r	R	D	s	g	C
				1 point for each correct sound			
				Sounds correct			
		4-8		9-16		17-24	

Reading: short passage reading		
Tell the learner this is a story about a learner who lives with her/his family. Point to the name <b>Chipo</b> and tell the learner the name.		
Tell the learner: <b>Read the words silently to yourself.</b> Give her/him time to do this then say: <b>Read the sentences to me.</b>		
Mark each word s/he gets correct.		
<b>Chipo lives in a village with her/his aunt.</b> <b>Chipo has a dog. At the market Chipo sells pots and pans.</b>	1 point for each correct word	
	Words correct	
	1-5	6-11

Reading comprehension	
Ask the learner: <b>Who are the two characters in the story?</b> <b>What happens in the story?</b>	1 point for each correct answer
Ask the learners these questions: Question 1: <b>Where does Chipo live?</b> Question 2: <b>What does s/he sell in the market?</b> Question 3: <b>What animal does s/he have?</b> Question 4: <b>Who does s/he live with?</b>	1 point for each correct answer
Ask the learner: <b>What would I see and hear if I went to a market?</b>	1 point for a simple answer. 2 points for detailed answer. 3 points for answer with justification (reasons why something might happen)
<b>What could happen at the market to Chipo and her/his dog?</b>	1 point for a full answer with explanations and reasons.

<b>Why do you think that might happen next?</b>	1 point for a full answer with explanations and reasons.			
	<b>Questions correct</b>			
	1-2	3-6	7-9	10-11

## Listening comprehension

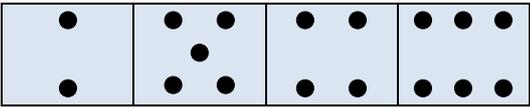
**Tell the learner that you are going to read her/him a story.**  
**After you read the story, you will ask her/him some questions.**

**Read this story to the learner.**

My name is Chiedza and I go to SAGE with my friend Vimbai. I live with my grandmother/his. I have to help her/his at home. I also have to look after Tobe, my daughter, and I do most of the work in the house. There are always lots of things to do. It is difficult to remember everything. My friend Vimbai said I should make a list to help me remember. S/he helped me to write a list of things to do for today and tomorrow.

Ask the learner: <b>What are the names of the two girls?</b>  <b>Who does Chiedza live with?</b>	1 point for each correct answer			
Ask the learners these questions: Question 1: <b>Does Chiedza have a son or a daughter?</b>  Question 2: <b>What does s/he sell in the market?</b>  Question 3: <b>What does Chiedza find difficult?</b>  Question 4: <b>What type of work might Chiedza do in the house?</b>	1 point for each correct answer			
Ask the learner: <b>How and why does Vimbai help Chiedza?</b>	1 point for a simple answer. 2 points for detailed answer. 3 points for answer with justification (reasons why something might happen)			
<b>What reasons might there be for Chiedza living with her/his grandmother/his?</b>	1 point for a full answer with explanations and reasons.			
<b>How do you remember the different things you need to do?</b>	1 point for a full answer with explanations and reasons.			
	<b>Questions correct</b>			
	1-2	3-6	7-9	10-11

# LEARNER copy: Numeracy tasks

	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td style="background-color: #d9e1f2;">9</td><td style="background-color: #d9e1f2;">26</td></tr> <tr><td style="background-color: #f4cccc;">150</td><td style="background-color: #f4cccc;">307</td></tr> <tr><td style="background-color: #ffff00;">1 300</td><td style="background-color: #ffff00;">2 568</td></tr> </table>	9	26	150	307	1 300	2 568																		
9	26																								
150	307																								
1 300	2 568																								
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>2</td><td>3</td><td>4</td><td style="background-color: #d9e1f2;"></td></tr> <tr><td>7</td><td>8</td><td style="background-color: #d9e1f2;"></td><td>10</td></tr> <tr><td>12</td><td>14</td><td>16</td><td style="background-color: #f4cccc;"></td></tr> <tr><td>20</td><td>30</td><td>40</td><td style="background-color: #f4cccc;"></td></tr> <tr><td>435</td><td style="background-color: #f4cccc;"></td><td>445</td><td></td></tr> <tr><td>87</td><td>86</td><td>85</td><td style="background-color: #f4cccc;"></td></tr> </table>	2	3	4		7	8		10	12	14	16		20	30	40		435		445		87	86	85		
2	3	4																							
7	8		10																						
12	14	16																							
20	30	40																							
435		445																							
87	86	85																							
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td style="background-color: #d9e1f2;"><math>5 + 3</math></td><td style="background-color: #d9e1f2;"><math>10 + 7</math></td></tr> <tr><td style="background-color: #f4cccc;"><math>18 + 11</math></td><td style="background-color: #f4cccc;"><math>28 + 14</math></td></tr> </table>	$5 + 3$	$10 + 7$	$18 + 11$	$28 + 14$	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td style="background-color: #d9e1f2;"><math>8 - 5</math></td><td style="background-color: #d9e1f2;"><math>9 - 2</math></td></tr> <tr><td style="background-color: #f4cccc;"><math>24 - 12</math></td><td style="background-color: #f4cccc;"><math>32 - 15</math></td></tr> </table>	$8 - 5$	$9 - 2$	$24 - 12$	$32 - 15$																
$5 + 3$	$10 + 7$																								
$18 + 11$	$28 + 14$																								
$8 - 5$	$9 - 2$																								
$24 - 12$	$32 - 15$																								
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; background-color: #ffff00; padding: 10px;"> <math display="block">\begin{array}{r} 91 \\ + 48 \\ \hline \\ \hline \end{array}</math> </td> <td style="width: 33%; background-color: #ffff00; padding: 10px;"> <math display="block">\begin{array}{r} 125 \\ + 566 \\ \hline \\ \hline \end{array}</math> </td> <td style="width: 33%; background-color: #ffff00; padding: 10px;"> <math display="block">\begin{array}{r} 399 \\ + 722 \\ \hline \\ \hline \end{array}</math> </td> </tr> <tr> <td style="background-color: #fce4d6; padding: 10px;"> <math display="block">\begin{array}{r} 7223 \\ + 2089 \\ \hline \\ \hline \end{array}</math> </td> <td style="background-color: #fce4d6; padding: 10px;"> <math display="block">\begin{array}{r} 3046 \\ + 574 \\ \hline \\ \hline \end{array}</math> </td> <td style="padding: 10px;"></td> </tr> </table>	$\begin{array}{r} 91 \\ + 48 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 125 \\ + 566 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 399 \\ + 722 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 7223 \\ + 2089 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 3046 \\ + 574 \\ \hline \\ \hline \end{array}$		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; background-color: #ffff00; padding: 10px;"> <math display="block">\begin{array}{r} 78 \\ - 54 \\ \hline \\ \hline \end{array}</math> </td> <td style="width: 33%; background-color: #ffff00; padding: 10px;"> <math display="block">\begin{array}{r} 485 \\ - 66 \\ \hline \\ \hline \end{array}</math> </td> <td style="width: 33%; background-color: #ffff00; padding: 10px;"> <math display="block">\begin{array}{r} 906 \\ - 527 \\ \hline \\ \hline \end{array}</math> </td> </tr> <tr> <td style="background-color: #fce4d6; padding: 10px;"> <math display="block">\begin{array}{r} 5079 \\ - 3289 \\ \hline \\ \hline \end{array}</math> </td> <td style="background-color: #fce4d6; padding: 10px;"> <math display="block">\begin{array}{r} 9001 \\ - 787 \\ \hline \\ \hline \end{array}</math> </td> <td style="padding: 10px;"></td> </tr> </table>	$\begin{array}{r} 78 \\ - 54 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 485 \\ - 66 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 906 \\ - 527 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 5079 \\ - 3289 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 9001 \\ - 787 \\ \hline \\ \hline \end{array}$													
$\begin{array}{r} 91 \\ + 48 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 125 \\ + 566 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 399 \\ + 722 \\ \hline \\ \hline \end{array}$																							
$\begin{array}{r} 7223 \\ + 2089 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 3046 \\ + 574 \\ \hline \\ \hline \end{array}$																								
$\begin{array}{r} 78 \\ - 54 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 485 \\ - 66 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 906 \\ - 527 \\ \hline \\ \hline \end{array}$																							
$\begin{array}{r} 5079 \\ - 3289 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 9001 \\ - 787 \\ \hline \\ \hline \end{array}$																								

**LEARNER copy: Literacy/Learning English tasks**

s	P	T	a	i	N	o	E
j	L	H	w	k	e	v	A
x	U	r	R	D	s	g	C

**Chipo lives in a village with her aunt. Chipo has a dog. At the market Chipo sells pots and pans.**



Name and ID	Numeracy						Literacy/Learning English					Recommendation		
	Counting (4)	Number recognition (6)	Missing numbers (6)	Addition (9)	Subtraction (9)	<b>NUMERACY SUB-TOTAL</b> Addition + subtraction (18)	Speaking and listening (7)	Letter/sound knowledge (24)	Short passage reading (17)	Reading comprehension (11)	Listening comprehension (11)	<b>LITERACY/LEARNING ENGLISH SUB-TOTAL</b> Reading + listening comprehension (22)	<b>NUMERACY</b>	<b>LITERACY/LEARNING ENGLISH</b>
Comments														

Signed:

Teacher

Date:

Signed:

School coordinator

Date:

## Step 6: Learning about Learning: Screening tool assessment data

Remember the purpose of this placement screening tool is to help you know and appreciate the attainment level of each child as they are being recruited into the school system. The attainment level of the learner can be grouped as Grade 1 - 5 or Grade 5 and above. The screening tool also gives an insight on the general learning level of the child in literacy or numeracy. However, that is not its main focus as this will be done in-depth through other progress assessments. The purpose of this screening is to help you place children within your school.

Due to differences in learners, their progress is likely to vary. Level of exposure will determine what the learner can and cannot do. A learner may perform better in numeracy than literacy or vice versa. There is likelihood of finding a learner who also performs equally the same in both literacy and numeracy. As a placing teacher you should use your discretion to recommend which grade they should join, based on their individual literacy or numeracy performance.

The numeracy sub totals (of addition and subtraction) and the literacy subtotals (of reading and listening) are the key indicators that should be used to determine the level of each learner.

Using the **Making a recommendation** key (p.4) informs you how the learner has performed and the best grade for them to join.

### Example 1

*A learner scores lower blue in literacy and lower pink in numeracy.*  
The learner is placed child in Grade 2 (SAGE Module 1a).

### Example 2

*A learner scores higher yellow in numeracy with a score of a 15 and higher yellow in literacy with a score of 18.*

The decision is made to place the learner in Grade 6 (not SAGE). The rationale is they are more likely to cope with the learning expectations than another learner scoring lower yellow in both literacy and numeracy.

Finally, it is important to reiterate that your experience with the learner also plays a role to inform the overall decision on which grade level the learner should be placed. If you think the learner would gain much in starting at lower level than a high level that also counts.

There are some experiences that the paper and scores cannot capture hence the human element that comes from your interaction becomes important.

# APPENDIX A: Placement Screening Tool \*Telephone Version\*

## Purpose

The **SAGE Placement Screening Tool** is designed to support you in understanding the starting point of new learners to your school or educational setting, and in so doing you can ensure they are placed in the most appropriate classes. However, sometimes it may only be possible to interact with a learner at a distance. To help you, SAGE has adapted the screening tool so you can complete the placement screening over the telephone.

Even though you are talking to a learner on the telephone, it is our hope that the process of assessment is simple, short, fun, subtle and learner focused.

## Step 1: Undertaking the screening

### You will need

- Screening Tool
- Screening Tool Recommendation Form

### Learners will need

- Paper/pencil for the learners to use (if they wish)
- Resources available in the home – stones, pegs, etc.

### Planning



1. Telephone the learner's family to arrange a convenient time to carry out the screening.
2. The learner will need to be in a safe and quiet space to complete the screening. Please advise all adults to adhere to your organisation's safeguarding policies and operating procedures.
3. Complete the screening with one learner at a time. Allocate 30 minutes to complete the screening.
4. SAGE welcomes parent/caregivers to remain nearby so they can observe the safety of their child throughout the screening process, particularly if they are a learner with a disability who may require extra assistance. **It is important that parents/caregivers are not tempted to help the learners answer.**
5. If a learner has a disability, ask her/him or her/his caregiver, what s/he needs to feel comfortable in this process (e.g. being in a quiet space, sitting at a table, using an assistive device).
6. The tasks should be quick and informal. Your role is to help the learners show what they **can** do. Be friendly and encouraging.
7. Speak slowly and clearly, so that the learner can understand the task. Sometimes it can be difficult to hear specific sounds on the telephone.
8. Remember to smile as you speak into the telephone. The learner has no other cues, other than your voice, so try and sound friendly.
9. You may find you have to repeat questions. This is acceptable, as it means the learner will do her/his best.
10. If a learner has a disability, discuss with the school coordinator or relevant colleague about adaptations. This may include: giving more time, dividing assessment into smaller tasks, or having an interpreter with the learner to use sign language.
11. Use English for literacy/Learning English.

12. Use English/home language/vernacular for numeracy.
13. Learners can use concrete resources to help them in numeracy and paper/pens to show their workings out.

## Process

1. Follow the guidance notes for the **Placement Screening Tool: numeracy tasks** and then the **Placement Screening Tool: literacy/learning English tasks**.
2. The comment boxes are prompts for you. They provide additional information that helps you assess accurately.
3. Complete the whole assessment before colour banding the learners.
4. To find out the colour band, you need to score the learners as they respond in the assessment.
5. You need a piece of paper and pen/pencil so you can score the learners as they move swiftly through the sub-tasks.
6. All learners should attempt the blue questions, but not all learners will be able to answer. For these learners try the next question. If a learner finds the questions difficult, be encouraging and kind. If s/he gets five questions in a row wrong, move onto the next task.
7. **Only** high achieving learners (those who have correctly answered all the previous questions in that sub-task) should complete the green questions.
8. When the learner finishes the numeracy tasks, thank her/him for working hard. Ask her/him if s/he is ready to try the literacy/learning English tasks.
9. If the learner wants to stop, then finish the screening. Make arrangements with the learner and her/his family to complete it on another/his time and day.
10. At the end of the screening, congratulate the learner for trying her/his best. Ask the learner if s/he has any questions for you.
11. Tell the learner that s/he will find out very soon which grade/SAGE module s/he will be invited to join.
12. It is not your responsibility to tell the learner or her/his family member/s which grade/SAGE module they will join. Check the process with the school coordinator or relevant colleague.
13. Clarify with the learner and/or her/his family member her/his contact details so their eligibility results can be shared quickly.
14. Score the screening and complete the **Placement Screening Tool Form** using the guidance notes below.

## Step 2: Scoring the screening

### 1. IMPORTANT

Only two sub-tasks in numeracy and three sub-tasks in literacy/Learning English are used to make the placement recommendation. These are **Addition** and **Subtraction** for Numeracy and **Letter/sound knowledge**, **Rhyming words** and **Listening Comprehension** for literacy/learning English. Look at the **Placement Screening Tool Recommendation Form** and locate the two specific columns for numeracy and the three specific columns for literacy/Learning English.

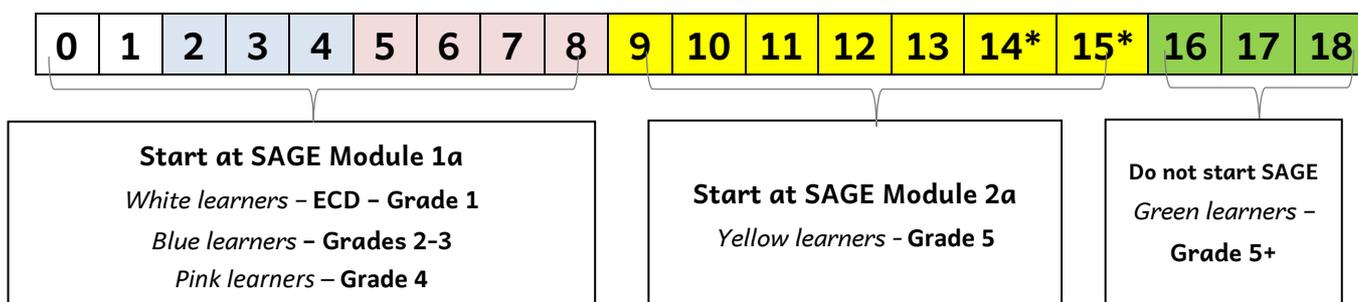
- Record each learner's scores for each sub-task and record on the Placement Screening Recommendation Form. Add the colour the learner achieved alongside the score. For example, for **Missing numbers**, Clara scored 2 out of a possible 6 marks, which is **Blue**. If you do not have any colours, write the letter **B** (for blue) instead.
- Total up each learner's score for the Addition and Subtraction numeracy sub-tasks (**Numeracy sub-total**), and for the Letter/sound knowledge, Rhyming words and Listening comprehension literacy/Learning English sub-tasks (**Literacy/Learning English sub-total**). Only these sub-tasks count towards a learner's placement recommendation. Make sure you understand this before carrying out the assessment.
- WAIT** until you have completed all of your allocated screenings to complete the recommendation column. Refer to the guidance notes below.

### Step 3: Making a recommendation

To make a recommendation about which grade, or which of the SAGE modules (if any) a learner should join, use the grid below.

#### Numeracy

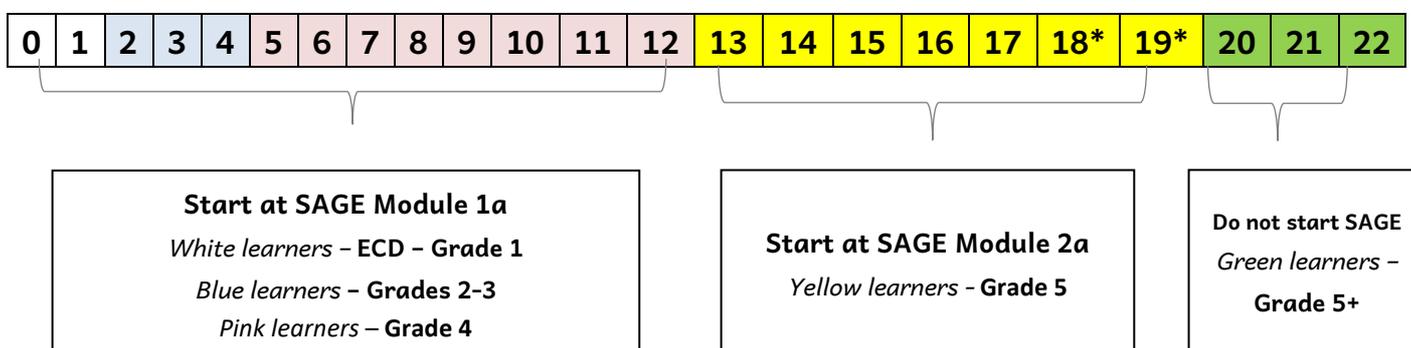
Use the learner's **NUMERACY SUB-TOTAL (addition + subtraction)** to determine the numeracy recommendation using the diagram.



\* These learners should attempt the green questions

#### Literacy

Use the learner's **LITERACY/LEARNING ENGLISH SUB-TOTAL (reading comprehension + literacy comprehension)** to determine the literacy recommendation using the diagram.



\* These learners should attempt the green questions

## **Step 4: Next steps**

Check all of your scoring, the sub-totals and the recommendations before submitting your results to your school coordinator or relevant colleague. Clarify that you have the learner's contact details recorded.

## Placement Screening Tool: Numeracy tasks (telephone)

Ask the learner the questions in her/his home language or English.	What the assessor should look for																											
<p>Ask the learner to look at the telephone or the telephone's keypad and to tell you which numbers they know.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 10px;">Counting</div> 	<p>All Learners should attempt this question, but not all Learners will be able to answer. For these Learners try the next question, if they don't score then stop the assessment.</p> <p>This question does not score.</p>																											
<p>Read out the row of numbers and ask the learner 'What number is missing?' Read the numbers out a second time.</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> <td style="width: 25%; background-color: #d9e1f2;"></td> </tr> <tr> <td>7</td> <td>8</td> <td style="background-color: #d9e1f2;"></td> <td>10</td> </tr> <tr> <td>12</td> <td>14</td> <td>16</td> <td style="background-color: #f4cccc;"></td> </tr> <tr> <td>20</td> <td>30</td> <td>40</td> <td style="background-color: #f4cccc;"></td> </tr> <tr> <td>435</td> <td style="background-color: #f4cccc;"></td> <td>445</td> <td></td> </tr> <tr> <td>87</td> <td>86</td> <td>85</td> <td style="background-color: #f4cccc;"></td> </tr> </table>	2	3	4		7	8		10	12	14	16		20	30	40		435		445		87	86	85		<p>Let the Learner try each one. Encourage her/his.</p> <div style="text-align: center; padding: 20px;">1 point for each correct answer</div> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 33%; background-color: #d9e1f2;">1-2</td> <td style="width: 33%; background-color: #f4cccc;">3-4</td> <td style="width: 33%; background-color: #ffff00;">5-6</td> </tr> </table>	1-2	3-4	5-6
2	3	4																										
7	8		10																									
12	14	16																										
20	30	40																										
435		445																										
87	86	85																										
1-2	3-4	5-6																										
<p>Read out each question to the learner. Tell them they can write it down if they wish. Ask the Learner to tell you the answer. Give them time to work out the answer – be patient.</p> <p>Find the total of</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 50%; background-color: #d9e1f2;"><math>5 + 3</math></td> <td style="width: 50%; background-color: #d9e1f2;"><math>10 + 7</math></td> </tr> <tr> <td style="background-color: #f4cccc;"><math>18 + 11</math></td> <td style="background-color: #f4cccc;"><math>28 + 14</math></td> </tr> </table>	$5 + 3$	$10 + 7$	$18 + 11$	$28 + 14$	<p>Let the learner try each one. Encourage her/his.</p> <p>Only learners who score 7 should attempt the green questions.</p> <div style="text-align: center; padding: 20px;">1 point for each correct answer</div> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%; background-color: #d9e1f2;">1-2</td> <td style="width: 25%; background-color: #f4cccc;">3-4</td> <td style="width: 25%; background-color: #ffff00;">5-7</td> <td style="width: 25%; background-color: #c6e0b4;">8-9</td> </tr> </table>	1-2	3-4	5-7	8-9																			
$5 + 3$	$10 + 7$																											
$18 + 11$	$28 + 14$																											
1-2	3-4	5-7	8-9																									

$\begin{array}{r} 91 \\ + 48 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 125 \\ + 566 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 399 \\ + 722 \\ \hline \\ \hline \end{array}$
$\begin{array}{r} 2089 \\ + 7223 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 3046 \\ + 574 \\ \hline \\ \hline \end{array}$	

Read out each question to the learner. Tell them they can write it down if they wish. Ask the learner to tell you the answer. Give them time to work out the answer – be patient.

8 - 5	9 - 2
24 - 12	32 - 15

Let the learner try each one. Encourage her/his. Only learners who score 7 should attempt the green questions.

1 point for each correct answer			
1-2	3-4	5-7	8-9

$\begin{array}{r} 78 \\ - 54 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 485 \\ - 66 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 906 \\ - 527 \\ \hline \\ \hline \end{array}$
$\begin{array}{r} 5079 \\ - 3289 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 9001 \\ - 787 \\ \hline \\ \hline \end{array}$	

## Placement Screening Tool: Literacy/Learning English tasks (telephone)

Speaking and listening				
Ask the learner these questions in home language.				
<b>What is your name? Ask her/his if s/he can write it down?</b>				
Ask the learner these questions in English, and if s/he does not understand, ask her/him in home language. Encourage her/his to answer in full sentences.			What the assessor should look for. <b>Add up the total number of questions answered. Accept full sentences or phrases. Of most importance is that s/he answers correctly. .</b>	
<b>How many are in your family?</b>	<b>Find out if the learner has attended school before.</b> If yes, ask her/him: <b>What do you remember about it?</b> If no, ask her/his: <b>What stopped you attending?</b>		Encourage the learner to answer in full sentences. <b>1 point for each question answered.</b>	
	Ask the learner these questions in English, and if s/he does not understand, ask her/him in home language. Encourage her/his to answer using full sentences. S/he does not get it wrong if s/he answers in single words.			
<b>How did you find out about the SAGE programme?</b> Ask the learner to explain her/his answer. <b>What do you know about the SAGE programme?</b> Ask the learner to explain her/his answer.			The learner needs to give full sentence(s) answer and to justify her/his response (able to explain her/his answer).	
			<b>1 point for simple response.</b> <b>2 points for detailed response.</b>	
<b>Questions correct</b>				
1-2		3-5		6
Letter/sound knowledge				
Say the word. Say the word in a sentence. Ask the learner, 'Can you spell the word?' Repeat the word.				
1 point for spelling each correct word.				
hat	bed	dad	dog	The man wears a black hat. Spell the word 'hat'. The baby sits on the bed. Spell the word 'bed'. The child plays with her/his dad. Spell the word 'dad'. The brown dog is barking. Spell the word 'dog'.
key	book	and	play	The key can unlock the door. Spell the word 'key'. This book has many pages. Spell the word 'book' I like mangoes and tomatoes. Spell the word 'and'. The children play in the school yard. Spell the word 'play'
stop	kind	live	plate	Stop before you cross the road. Spell the word 'stop'. The learner has a kind and friendly face. Spell the word 'kind' I live in a small homestead. Spell the word 'live'. The sadza is on my plate. Spell the word 'plate'.
				<b>1 point for each word spelt correctly</b>
1-4		5-8		9-12

## Rhyming words

Say to the learner:

I'm going to say a word. I want you to tell me a word which rhymes with it. Let's try the first one together.

**Note:** It is the rhyming sound, not the spelling that is important.

**bat, bat.** What word rhymes with bat?

*Cat, cat.*

**Yes, cat rhymes with bat.**

Say to the learner:

**Now try on your own.**

Each time, say the word twice. Then ask, 'What word rhymes with \_\_\_\_\_?' Learners give only one answer.

<b>hat</b>	<i>rat, pat, mat, fat, cat</i>	<b>bed</b>	<i>red, said, ted, led, read</i>	<b>dad</b>	<i>sad, lad, had, bad</i>	<b>sit</b>	<i>pit, fit, kit, bit</i>		
<b>key</b>	<i>tree, three, bee, sea, see, knee</i>	<b>shoe</b>	<i>blue, glue, you</i>	<b>chair</b>	<i>hair, air, lair, bear, fair</i>	<b>spoon</b>	<i>moon, tune</i>		
							1 point for one correct rhyme for each word		
							1-2	3-5	6-8

## Listening comprehension

**Tell the learner that you are going to read her/him a story. Read this story to the learner.**

My name is Chiedza and I go to SAGE with my friend Vimbai. I live with my grandmother. I have to help her at home. I also have to look after Tobe, my daughter, and I do most of the work in the house. There are always lots of things to do. It is difficult to remember everything. My friend Vimbai said I should make a list to help me remember. S/he helped me to write a list of things to do for today and tomorrow.

**Read the story again, and tell the learner you will ask her/him some questions about the story.**

Ask the learner:

**What are the names of the two girls?**

**Who does Chiedza live with?**

1 point for each correct answer

To help the learner, read the story again.

Ask the learners these questions:

Question 1: **Does Chiedza have a son or a daughter?**

Question 2: **What does Chiedza find difficult?**

Question 3: **What type of work might Chiedza do in the house?**

1 point for each correct answer

<p>Ask the learner:  <b>How and why does Vimbai help Chiedza?</b></p>	<p>1 point for a simple answer.  2 points for detailed answer.  3 points for answer with justification (reasons why something might happen)</p>			
<p><b>What reasons might there be for Chiedza living with her/his grandmother?</b></p>	<p>1 point for a full answer with explanations and reasons.</p>			
<p><b>How do you remember the different things you need to do?</b></p>	<p>1 point for a full answer with explanations and reasons.</p>			
<b>Questions correct</b>				
<b>1-2</b>		<b>3-5</b>		<b>6-8</b>
<b>9-10</b>				

## Step 5: Placement Screening Tool Recommendation Form (telephone)

### Codes

NS = No score. The learner did not score. ✓ = Learner has a disability known to the team

SAGE Screening Tool Recommendation Form												
Learning Hub				District								
Enumerator/school buddy				District Coordinator								
Name and ID		Numeracy				Literacy/Learning English					Recommendation	
		Missing numbers (6)	Addition (9)	Subtraction (9)	<b>NUMERACY SUB-TOTAL</b> Addition + subtraction (18)	Speaking and listening (6)	Letter/sound knowledge (12)	Rhyming words (8)	Listening comprehension (10)	<b>LITERACY/LEARNING ENGLISH SUB-TOTAL</b> Letter/sound knowledge + listening comprehension (30)	<b>NUMERACY</b>	<b>LITERACY/LEARNING ENGLISH</b>
Patience Dube 011209		NS	4	4	8	2	5	2	2	9	Module 1a	Module 1a
Clara Farai 011207		✓	2	6	5	11	4	2	2	4	8	Module 2a Module 1a
Chiedza Tigere 254870			5	9	7	16	6	9	8	7	24	X —
Comments												

Signed:

Enumerator

Date:

Signed:

Coordinator

Date

