

Instructions to educators on using the Zulu tests

These instructions are for use with the Zulu tests and the second (2004) edition of the Learner Workbook (*Inwadi yabafundi*).

As you can see in the *Educator's Guide* (pages 4 and 5), these tests are for use at the beginning and the end of the mother tongue literacy section.

The tests test learners' skill, not only in reading and writing, but also in the skills that go with reading and writing. For example, there is skill in knowing, without being told, that a gap in a form or in the middle of a sentence or word shows that something must be filled in. This test shows if learners can **see what they need to do** in the tests, as well testing their reading and writing.

It is important therefore that you **do not tell your learners** how you think they should fill these tests in. It is best if you simply hand your learners the test they are writing and tell them to complete the test in whatever way they think is right, without any help at all from you or anyone else.

Test 1

This test will help you decide where your learners will start. Learners who cannot read or write at all will start at the beginning of the *Learner's Workbook*. **They do not have to do this test.** If you think a new learner might be able to read or write to some extent, ask him or her to do this test. If the learner can not finish the test, or gets some of the questions wrong, he or she should start at the beginning of the *Learner's Workbook*. If the learner gets everything right in Test 1, let him or her try Test 2.

Marking Test 1

Question 1.	3 marks, 1 for each letter correctly filled in. (h, k and n)	3
Question 2.	5 marks, 1 for each correctly linked word and object (any method)	5
Question 3.	4 marks, ½ for each number correctly filled in	8

Total: 12 marks. Learner must get 10 out of 12 to pass.

Test 2

At the beginning of teaching:

If a new learner passes Test 1, ask him or her to do Test 2. If he or she passes Test 1, but gets some of Test 2 wrong, he or she should start on page 59 of the *Learner's Workbook*.

If the learner passes Test 2, the mother tongue literacy part of this course is too easy. But he or she might like to do the English section of the course (from page 135 in the *Learner's Workbook*).

At the end of the mother tongue literacy part of *Asifunde!*

Learners should be able to pass Test 2 without help when they have got to the end of the mother tongue literacy part of the book. If they fail Test 2 they should go back and redo the parts of the workbook that they are weak in. Then they should try Test 3.

Marking Test 2

1 mark for each box ticked as follows:

Question 1: Nontuthuko

Question 2: Dlamini

Question 3: Buthelezi

Question 4: Uyinkosikazi ehluhanisile

Question 5: Septhemba

Question 6: In 2002, the correct answer will be 42, in 2003 the correct answer will be 43, in 2004 the correct answer will be 44 and in 2005 the correct answer will be 45.

Question 7: Give 2 marks for each sentence, 1 for its being recognisably a sentence, and 1 for its containing any reason for coming to class.

Total: 12 marks. Learner must get 10 out of 12 to pass.

Test 3

Test 3 is equal in difficulty to Test 2 and tests the same skills. Test 3 can be used as an alternative to Test 2 to test the learners' skill in mother tongue literacy.

Marking Test 3

1 mark for each box correctly ticked.

Question 1: Siphamandla

Question 2: Mthembu

Question 3: Chamusela

Question 4: Ungumfana osaya esikoleni

Question 5: 30 Julayi

Question 6: izinsuku eziwu 24

Question 7: Give 2 marks for each sentence, 1 for its being recognisably a sentence, and 1 for its containing anything about how reading and writing have helped, or not helped this person.

Total: 12 marks. Learner must get 10 out of 12 to pass.