



November 2014 Oral English Assessment: Pupil Protocol Form

1. Fill in the start time: _____:_____

2. Say to the pupil:

Wan otukko tuku me nyigkop i Lëbmunu.

Wan onënnö cale mögö karacël.

An apenynyi apenyögö a kwakö cale i Lëbmunu.

Yin myero igam apeny magi i Lëbmunu.

Inñan gin ame wan otïmmö? Itye kede apenynyörö këkën?

Iyikërë okö me cakkö?



Test 1: Vocabulary Identification (Receptive/Expressive – Clothing and Colours)

1. Show the child the picture of people looking at clothes. Say to the pupil:

An anyutti callörörö. An akobbi nĩ icīm jami a papat i cal i Lëbmunu. Cīm gin opore i cal iyoŋŋe an ikobbo.

Me apor, nēn cal-lĩ. [Cīm cal jō ame tye anēnnō boŋŋi.]

An akobbi nĩ, “Cīm loŋ.” I Lëbmunu, “Point to the trousers.” Myero icīm gin-no ikokome i cal iyoŋŋe an ikobbo. [Cīm loŋ i cal kun ikobo kop man]. Eka dök apenyinyi, “Loŋ tye kala aceledi?” I Lëbmunu, “What colour are the trousers?” [Cīm cal loŋ a bullu kun ikobo kop man.] Yin ite gammö nĩ, “Loŋ tye i kala a bullu.” I Lëbmunu, “Those trousers are blue.”

Aman wëk köŋ otēm karacël. “Point to the shoes.”(Iyoŋŋe yin ikobbo kop man, atĩn myero cīm amük a cöl iyi cal.)

Ka atĩn ocīmō kakarē kobbe nĩ: Good, those are shoes (kun icīmō amük a cöl).

Ka atĩn pe ocīmō kakarē kobbe nĩ: Those are shoes (kun icīmō amük a cöl).

“What color are those shoes?”

Ka atĩn ocīmō kakarē kobbe nĩ: Good, those shoes are black (kun icīmō amük a cöl).

Ka atĩn pe ocīmō kakarē kobbe nĩ: Those shoes are black (kun icīmō amük a cöl).

Inĩaŋ gin ame itĩmmö? Aco ocak doŋ.

2. Ask the child to point to the items in the picture in this order by saying, “Point to the ____.” Give the child a tick mark in the first column for each item they point to correctly.
3. Then ask the child, “What colour is that _____?” (singular) or “What colour are those _____?” (plural). Give the child a tick mark in the second column if the child identifies the correct colour in English. If the child gives identifies the correct colour but in Leblango, give the child a tick mark in the third column. If they answer using the correct structure in English, “**That [item of clothing] is [colour].**” (singular) or “**Those [items of clothing] are [colour].**”(plural), give the child a tick mark in the fourth column. Give the child a tick mark in the fifth column if they answer using the correct structure, but in Leblango. If they do not respond or points to the wrong item, leave the cell in the table blank.

| Item | Tick if pointed to clothing correctly | Tick if correct colour identified in English | Tick if correct colour identified in Leblango | Tick if correct structure given in English | Tick if correct structure given in Leblango |
|---------------|---------------------------------------|--|---|--|---|
| red skirt | | | | | |
| yellow dress | | | | | |
| white sweater | | | | | |
| green shirt | | | | | |
| blue shorts | | | | | |

4. Ask the child to tell you how many shoes they see in the picture by saying “How many shoes do you see?”
(The correct answer is 10 shoes).
5. Ask the child to tell you how many skirts they see in the picture by saying “How many skirts do you see?”
(The correct answer is 2 skirts).
6. If the child answers correctly in English in steps 4 and 5, give them a tick mark for each correct answer in the first column. If the child says the correct number, but in Leblango, give the child a tick mark in the second column. If the child does not respond or gives the wrong number in either English or Leblango, leave the cell in the table blank.

| Item | Tick if correct number given in English | Tick if correct number given in Leblango |
|--------|---|--|
| Shoes | | |
| Skirts | | |



Test 2a: Vocabulary Identification (Expressive – Introduction Dialogue)

1. Say to the pupil:

Olok ikomwa i Lëbmunu. Gam apenyinya kun itio i Lëbmunu. Me apor, “An nyiŋa _____. An abedo Lira.” I Lëbmunu nĩ, “My name is _____. I stay in Lira.”

Aman ba, wëk kõŋ otëm karacël. “What is your name?”

Ka atin ogamö kakarë kobbe nĩ: **Good, your name is _____.**

Ka atin pe ogamö kakarë kobbe nĩ: **Your name is _____.** (Tii kede nyiŋ atin ame ocöö i potpapara me acakkĩ.)

Iniaŋ gin ame itimmö? Aco ocak doŋ.

2. Say in English, “**How are you?**” Wait for the child to respond in English using the structure “**I am fine.**”
3. Say in English, “**Where do you go to school?**” Wait for the child to respond in English using the structure “**I go to _____ P/S.**”
4. Say in English, “**What is the name of your teacher?**” Wait for the child to respond in English using the structure “**My teacher’s name(s) is/are _____.**” (Use teacher’s name captured from the front page).
5. Say in English, “**Are you well?**” Wait for the child to respond in English using the structure “**Yes I am**” or “**No I am not.**”
6. Say in English, “**What do you like?**” Wait for the child to respond in English using the structure, “**I like _____.**”
7. If the child answers using the correct response in English, give them a tick mark for each correct answer in the first column. For example, a one-word response to “**How are you?**” would be “**Fine.**” Give the child a tick mark in the second column if they answer using the correct one-word response, but in Leblango. If the child answers using the correct response and structure in English, give the child a tick mark in the third column. For example, response using a structure to “**How are you?**” would be “**I am fine.**” Give the child a tick mark in the fourth column if the child answers using the correct response and structure but in Leblango. If the child does not respond gives the wrong action, and/or structure in either English or Leblango, leave the cell in the table blank.

| Response | Tick if correct response (one word) given in English | Tick if correct response (one word) given in Leblango | Tick if correct response and structure given in English | Tick if correct structure given in Leblango |
|------------------------------------|--|---|---|---|
| I am fine. | | | | |
| I go to _____ P/S. | | | | |
| My teacher’s name(s) is/are _____. | | | | |
| Yes, I am. / No I am not. | | | | |
| I like _____. | | | | |



Test 2b: Vocabulary Identification (Expressive – Naming Body Parts)

1. Say to the pupil:

Apenynyi nĩ ituc dul komi i Lëbmunu. Gam apenynya i Lëbmunu.

Me apor, apenynyi, “Nyutta ciŋi.” I Lëbmunu nĩ, “Show me your hand.” Yin igammö, “Man ciŋa.” I Lëbmunu nĩ “This is my hand” kun icimö dul komi. (Cim ciŋi kun ikobo kop man.)

Aman wëk kõŋ otëm acël karacël. “Show me your arm.”

Ka atin ocimö kakarë kobbe nĩ: **Good, that is your arm.** (Cim bad atin kun ikobo kop man).

Ka atin pe ocimö kakarë kobbe nĩ: **That is your arm.** (Cim bad atin kun ikobo kop man).

Atin myero cim dul kome me nwoŋŋo makci pi këb man.

Inĩaŋ gin ame itimmö? Aco ocak doŋ.

2. Ask each of the following items in the order they appear in the table below. As you point to each item say in English, “Show me your _____.” Wait for the child to respond in English using the structure “This is my _____.”
3. Give the child one tick mark each time they use a vocabulary word correctly in English in the first column, and one tick mark for each time they use a vocabulary word correctly in Leblango in the second column. Give the child a second tick mark each time they answer using the structure “**This is my** _____.” in English in the third column and a tick mark in the fourth column if they answer in Leblango. Give the child a tick mark in the fifth column each time they point to the correct body part. If the child does not respond, gives the wrong vocabulary and/or structure in either English or Leblango, or points to the wrong body part, leave the cell in the table blank.

| Item | Tick if correct vocabulary used in English | Tick if correct vocabulary used in Leblango | Tick if correct structure used in English | Tick if correct structure used in Leblango | Tick if pointed to correct body part |
|---------|--|---|---|--|--------------------------------------|
| Foot | | | | | |
| Head | | | | | |
| Ear | | | | | |
| Fingers | | | | | |
| Leg | | | | | |



Test 3: Vocabulary Identification (Expressive – Items in a Classroom)

1. Say to the pupil:

Dök anyutti cal okënë. Apenynyi nĩ “Nö ame itye inënnö i cal-lĩ?” i Lëbmunu nĩ “What can you see?”

Tĩm bër itucca nyĩj jami ame itye inënnö i cal-lo kun ikobo oyotoyot i Lëbmunu.

Inĩanj gin ame itĩmmö? Aco ocaak doj.

2. Ask the child, “What can you see?” If child answers correctly in English, give them a tick mark for each correct answer in the first column. If the child says the correct vocabulary word, but in Leblango, give the child a tick mark in the second column. If the child does not respond or gives the wrong vocabulary word in either English or Leblango, leave the cell in the table blank.

| Item | Tick if correct vocabulary word used in English | Tick if correct vocabulary word used in Leblango |
|-----------------------|---|--|
| Desk | | |
| Book | | |
| Chair | | |
| Blackboard/Chalkboard | | |
| Bell | | |
| Table | | |
| Chalk | | |
| Window | | |

Dök anyutti cal okënë. Apenynyi nĩ “Ŋa ame itye inënnö i cal-lĩ?” i Lëbmunu nĩ “Who can you see?”

Tĩm bër itucca nyĩj jö ame itye inënnö i cal-lo kun ikobo oyotoyot i Lëbmunu.

Inĩanj gin ame itĩmmö? Aco ocaak doj.

3. Ask the child, “Who can you see?”
4. Give the child one tick mark for each person they identify correctly in English in the first column. Give the child a tick mark for each person they identify correctly, but in Leblango, in the second column. If the child does not respond or gives the wrong people in either English or Leblango, leave the cell in the table blank.

| Person by Name | Person by Family Status | Tick if person identified correctly in English | Tick if person identified correctly in Leblango |
|--|-------------------------|--|---|
| Mr. Moses (<i>teaching in front</i>) | teacher/man | | |
| James | boy(s) | | |
| | girl | | |
| | pupils | | |



Test 4: Vocabulary Word Reading (Expressive)

Nyut bot atin papara amē witkoppogo amē atin maro nēnnō tye iyē. Kob nī,

Witkoppogo ene. Amitto nī ikwana gī apol kit amē itwero kede (pe igatto witkop magī, ěnto kwan gī). Mē apoorere, nyigkop man obedo: “cat”.

Kōj otēm pwonyere: kwan kōj nyigkop man [cīm nyigkop amē ocōō nī “sick”]:

Ka atin ogāmo kākārē, kob nī: **Bēr, nyigkop man obedo “sick.”**

Ka atin pe ogāmo kākārē, kob nī: **nyigkop man obedo “sick.”**

Aman dōk tēm ěn okēnē: kwan nyigkop man [cīm nyigkop amē ocōō nī “made”]:

Ka atin ogāmo kākārē, kob nī: **Bēr, nyigkop man obedo “made.”**

Ka atin pe ogāmo kākārē, kob nī: **nyigkop man obedo “made.”**

Ka akobo nī “Cāk”, kwan witkop magī oyotoyot kit amē itwero. Kwan witkop amē tye ocōō i pot buk, cakko kede rek mē acēl. An alīj itii ate winynyo kit amē ikwan kede, nīkwanynyo ka imitto kony. Inianj gin amē myero itīm? Iyikērē? Cāki.



*Cāk pimmo cawa ka atin okwano nyigkop mē acēl. Wop nyigkop kōre ikōre kede alam kalo ekā itē gīrō nyigkop amē pe tye kākārē kede (/). Kwan gin amē atin oyikō ikome nī nwojō otyeko. Ka donj igīro gin amē atin oyikō ikome nī pe otyeko gūr nukuta man itē mēddē anyim. **Linj itii**, nīkwanynyo ka imiyo agām kit man: ka atin ogal pi cēkēn 3, tuc nyigkop man, cīm nyigkop alubu itē kobo nī “**Mēddē anyim.**”, gwēt nyigkop amē ikwano bot atin nī opoto okō.*

IYODE CĒKĒN 60, KOB NĪ “cuŋ.” gūr nyigkop amē okobo mē agiki kede gūr (]).

Cik mē wēkkō kwan cōn: *Ka igūrō nī opoto agām ducu amē tye i layin mē acēl, kob nī “Apwoyo!”, wēk kwan man okō, gwēt bokci itērē, ekā itē mēddē kede kwan olübū.*

| Example: cat | sick | made | |
|--------------|----------|----------|------|
| 1 | 2 | 3 | |
| blue | book | desk | (3) |
| shirt | boy | trousers | (6) |
| door | shoes | red | (9) |
| washing | flag | black | (12) |
| chair | cooks | table | (15) |
| woman | teaching | cleaning | (18) |

Cawa amē odorj ikom cēkēn 60 iyorje tyekko kwan man (wel namma mē CĒKĒN)

Gwēt bokci man ka kwan ogik iyo pien atin onwojō pe kede agām pi nyiŋ nukuta mōrō kēkēn i layin mē acēl.