



2013 English Oral Assessment Pupil Protocol Form

1. Fill in this table with the pupil's information.

Date of Assessment	
Enumerator's Name	
School Name	
Teacher's Name	
Class	<input type="radio"/> Stream A <input type="radio"/> Stream B
Pupil's Name	
Pupil's Age	
Pupil's Gender	<input type="radio"/> Boy (1) <input type="radio"/> Girl (2)
Time Started	_____ : _____

2. Say to the pupil:

Aman owot i tuku me witkop i Lëbmunu.

Onenno cale mörö karacel. Abino penynyi apeny ikom cale no i Lëbmunu.

Akwayyi nī igamma apenynyo i Lëbmunu.

Iniaŋ gin ame owot timmo? Onyo itye kede apenynyoro?

Iyikërë doŋ me cakko?



Test 1: Vocabulary Identification (Receptive)

1. Show the child the **PICTURE OF PEOPLE IN THE MARKET BUYING FOOD**. Say:

Anyutti cale mörö. Amitto ni ituc-ca nyiñ ginoro no kun imio agammi i Lëbmunu.

Me apor , köñ inen cale ni. [Cimme cal jo atye awillo cem i cuk.]

Abino kobbi ni, “Cimma cal dīta.” i Lëbmunu ni “Point to the basket.” Yin myero icimma cal-lo ikokome itë kobba ni “Man obedo dīta.” i Lëbmunu ni “This is a basket.” [Kobbe kop man kun nwongo itye icimmo cal adīta.]

Aman doñ köñ otem mörö karacel ento i Lëbmunu doñ keken . “Point to the table.”

[lyonge kobbo kop-pi, atinkwan myero dok iye kun nwongo itye icimmo cal mēja.]

*Ka atin ogamo aber, kobbe ni: **Good. This is a table.*** [Kob kop man kun icimo cal meja].

*Ka atin pe ogamo aber, kobbe ni: **This is a table.*** [Kob kop man kun icimo cal meja]

Poyo ni agammi ducu abedo i Lëbmunu.

Iniañ gin ame owot timmo? Ocañ doñ.

2. Ask the child to point to the items in the picture in this order by saying **“Point to the ____.”** Give the child one tick mark for each item they point to correctly. If they do not respond or point to the wrong item, leave the cell in the table blank.

Item	Tick if pointed to correctly
Rice	
Tomatoes	
Onions	
Beans	
Eggs	
Pineapple	

3. Ask the child to tell you how many eggs they see in the picture by saying **“How many eggs do you see?”** (The correct answer is 8 or 8 eggs).
4. Ask the child to tell you how many pineapples they see in the picture by saying **“How many pineapples do you see?”** (The correct answer is 1 or 1 pineapple).
5. If the child answers correctly in English in steps 3 and 4, 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
Eggs		
Pineapple		



Test 2a: Vocabulary Identification (Expressive)

1. Show the child the sheet with the **PICTURE OF DIFFERENT ACTIVITIES IN THE VILLAGE**.
Say:

Anyutti callörö. Amitto ni ituc-ca ɲo ame ɲattoro-no tye atimmo kun imio agammi i Lëbmunu.

Me apor , köŋ inen cal-lï. [Cimme cal tic apapat ame otimo paco.]

Abino penynyi nï, “Ën tye atimmo ɲo?” i Lëbmunu nï “What is she doing?” [Point to the image of the person sweeping as you say this.] Yin ite gamma i Lëbmunu kun ikobba ɲo ame dano ical-lo tye atimmo. Me apor, “Ën tye awëyyo piŋ,” ento i Lëbmunu nï “She is sweeping.”

Aman doŋ köŋ otem mörö karacel ento i Lëbmunu doŋ keken. [Cimme cal dano a tye atedo kun i kobbe i Lëbmunu nï] “What is she doing?”

Ka atin ogamo aber, kobbe nï: **Good. She is cooking.** [Kob kop man kun icimo cal dano atye atedo].

Ka atin pe ogamo aber, kobbe nï: **She is cooking.** [Kob kop man kun icimo cal dano atye atedo].

Poyo nï agammi ducu abedo i Lëbmunu.

Iniaŋ aber gin ame i wot timmo? Ocak doŋ.

2. Show the child the sheet with the **PICTURE OF DIFFERENT TYPES OF TRANSPORTATION**.
3. Point to each of the following images in the picture in the order they appear in the table below. As you point to each image say in English, “**What is she/he doing?**” Wait for the child to respond in English using the structure “**She/he is ____.**”
4. If the child answers using the correct action word in English, give them a tick mark for each correct answer in the first column. Give the child a tick mark in the second column if they answer using the correct structure in English “**She/he is ____.**” If the child answers using the correct action word, but in Leblango, give the child a tick mark in the third column. Give the child a tick mark in the fourth column if they answer using the correct 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.

Action	Tick if correct action word used in English	Tick if correct structure used in English	Tick if correct action word used in Leblango	Tick if correct structure used in Leblango
Walking				
Driving				
Riding				



Test 2b: Vocabulary Identification (Expressive)

1. Show the child the sheet again with the **PICTURE OF DIFFERENT ACTIVITIES IN THE VILLAGE**. Say:

Dök anyutti cal okene. Apenynyi i Lëbmunu nĩ ituc-ca jami ame tye i cal-lo. Tim ber imi agammi i Lëbmunu.

Me apor , kõŋ inen cal -lĩ. [*Cimme cal tic apapat ame otimo paco.*]

Abino penynyi nĩ, “Man obedo ŋo?” i Lëbmunu nĩ “What is this?” [*Kob kop-pi kun icimo cal a gweno.*] Yin ite kobba ŋo agin-no obedo i Lëbmunu. **Me apor i gamma nĩ “Man obedo gweno,” i Lëbmunu nĩ “This is a chicken.”**

Aman doŋ kõŋ otem mörö karacel ento i Lëbmunu doŋ keken. [*Cimme cal öt kun ikobo i Lëbmunu nĩ*] **“What is this?”**

Ka atĩn ogamo aber, kobbe nĩ: Good. This is a house. [*Kob kop man kun icimo cal öt*]. *Ka atĩn pe ogamo aber, kobbe nĩ: This is a house.* [*Kob kop man kun icimo cal öt*].

Poyo nĩ agammi ducu abedo i Lëbmunu.

Iniaŋ aber gin ame iwot tĩmmo? Ocaŋ doŋ.

2. Show the child the sheet again with the **PICTURE OF DIFFERENT TYPES OF TRANSPORTATION**.
3. Point to each of the following items in the picture in the order they appear in the table below. As you point to each item say in English, **“What is this?”** Wait for the child to respond in English using the structure **“This is a ____.”**
4. If the child answers using the correct vocabulary word in English, give them a tick mark for each correct answer in the first column. Give the child a tick mark in the second column if they answer using the correct structure in English **“This is a ____.”** If the child answers using the correct vocabulary word, but in Leblango, give the child a tick mark in the third column. Give the child a tick mark in the fourth column if they answer using the correct 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.

Item	Tick if correct vocabulary word used in English	Tick if correct structure used in English	Tick if correct vocabulary word used in Leblango	Tick if correct structure used in Leblango
Bicycle				
Bus				
Taxi				
Airplane				
Motorcycle				

NOTE TO ENUMERATOR: It is also acceptable for the child to say **“It is a ____”** instead of **“This is a ____.”** Count both responses as a correct answer.



Test 3: Vocabulary Identification (Expressive)

1. Show the child the **PICTURE OF PEOPLE MAKING THINGS IN THE VILLAGE**. Say:

Dök anyutti cal okene. Apenynyi nĩ “ño ame itye inenno i cal-li?” i Lëbmunu nĩ “what can you see?”

Tim ber ituc-ca nying jami ame ineno ical-lo kun i kobo oyot-oyot i Lëbmunu.

Iniañ aber gin ame iwot timmo? Ocak doñ.

2. Ask the child, “**What can you see?**” If the 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 number 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
Mats		
Dolls		
Balls		
Toys		
Pots		
Ropes		
Baskets		
Boxes		



3. Say:

Ēn ical acēllo, amīto nī ikobba nā amē itye inēnno icallo kun apenyo nī “nā amē itye inēno?” I Lēbmunu nī “who can you see?”

Tim ber ituc-ca nying dāno ame ineno ical-lo kun i kobo oyot-oyot i Lēbmunu.

Iniaŋ aber gin ame iwot tīmmo? Ocaŋ doŋ.

4. Ask the child, “**Who can you see?**” Give the child a tick mark for each correct person in the picture they identify correctly in English in the first column. However, give the child a tick mark for each correct person in the picture 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
Apio (<i>playing with dolls in circle print dress</i>)	Sister, girl		
Sarah (<i>playing with dolls in checked skirt</i>)	Sister, girl		
Opio (<i>making banana fiber balls</i>)	Brother, boy		
James (<i>watching ball-making</i>)	Brother, boy		
Grandmother (<i>weaving basket</i>)	Grandmother, woman		

NOTE TO ENUMERATOR: It is also acceptable to use the vocabulary words ‘sister’ or ‘girl’ to identify Apio and Sarah. The words ‘brother’ or ‘boy’ can be used to identify Opio and James. The words ‘grandmother’ or ‘woman’ can be used to identify Grandmother.



Dul më 4. Kwanno nyigkop amë ina nënnö

Nyut bot atin papara amë witkoppogo amë atin maro nënnö tye iyë. Kob nî,

Witkoppogo ene. Amitto nî ikwana gi apol kit amë itwero kede (pe igatto witkop magi, ënto kwan gi). Më apoorere, nyigkop man obedo: “cat”.

Köj otëm pwonyere: kwan köj nyigkop man [cîm nyigkop amë ocöo nî “sick”]:

Ka atin ogämo käkärë, kob nî: **Bër, nyigkop man obedo “sick.”**

Ka atin pe ogämo käkärë, kob nî: **nyigkop man obedo “sick.”**

Aman dök tëm ën okënë: kwan nyigkop man [cîm nyigkop amë ocöo nî “made”]:

Ka atin ogämo käkärë, kob nî: **Bër, nyigkop man obedo “made.”**

Ka atin pe ogämo käkärë, kob nî: **nyigkop man obedo “made.”**

Ka akobo nî “Cäk”, kwan witkop magi oyotoyot kit amë itwero. Kwan witkop amë tye ocöo i pot buk, cakko kede rek më acël. An aliñ itii ate winynyo kit amë ikwan kede, nîkwanynyo ka imitto kony. Iniañ gin amë myero itim? Iyikërë? Cäki.



Cäk pimmo cawa ka atin okwano nyigkop më acël. Wop nyigkop köre iköre kede alam kalo ekä itë girö nyigkop amë pe tye käkärë kede (/). Kwan gin amë atin oyikö ikome nî nwoño otyeko. Ka don igiro gin amë atin oyikö ikome nî pe otyeko gür nukuta man itë mëddë anyim. **Liañ itii**, nîkwanynyo ka imiyo agäm kit man: ka atin ogal pi cëkën 3, tuc nyigkop man, cîm nyigkop alubu itë kobo nî “**Mëddë anyim.**”, gwët nyigkop amë ikwano bot atin nî opoto okö.

IYONE CĖKĖN 60, KOB NĖ “cuñ.” gür nyigkop amë okobo më agiki kede gür (]).

Cik më wëkkö kwan cön: Ka igürö nî opoto agäm ducu amë tye i layin më acël, kob nî “**Apwoyo!**”, wëk kwan man okö, gwët bokci itërë, ekä itë mëddë kede kwan olübü.

Apor.: cat sick made

1	2	3	
eggs	pineapple	walking	(3)
driving	riding	bicycle	(6)
bus	taxi	airplane	(9)
motorcycle	mats	dolls	(12)
balls	toys	pots	(15)
ropes	baskets	boxes	(18)

Cawa amë odor i kom cëkën 60 iyoñe tyekko kwan man (wel namma më CĖKĖN)

Gwët bokci man ka kwan ogik iyo pien at in onwoño pe kede agäm pi nyiñ nukuta mörö këkën i layin më acël.