

## UWEZO LEARNING ASSESSMENT 2024



**ASSESSMENT PACK - ENGLISH, LEBLANGO AND NUMERACY**

# ASSESSMENT BOOKLET

## INSTRUCTIONSTOTHEVOLUNTEER

- This booklet contains 2 (two) assessment samples indicated as Sample -1 and Sample -2 for Literacy and Numeracy and a Bonus question.
- Administer the assessment to all children aged 4 - 16 years.
- Administer the bonus question to all children aged 4 - 16 years irrespective of how they have performed in literacy and numeracy.



- Only administer one sample to each child.
- The other sample is there to be administered in case a household has more than one child.



- For Literacy, tick only the highest level the child can do in the survey booklet.
- For matching/ number recognition and operations in numeracy, administer all tasks to the children.



- Remember that for literacy, only children who read the **STORY** should do the comprehension questions.

### Remember:

- Let the child hold the assessment booklet
- Let the child sit comfortably
- Give the child a second chance in case the child does not do well in the first attempt
- Listen carefully without interruption
- Be patient with the child

# ENGLISH

## Sample 1

### 1. Letter

o m r  
t b k y  
s d u

- Start here for all children aged 4 -16 years.
- The child should read any five (5) letters/ sounds and at least FOUR (4) should be read correctly.
- If the child reads the letters/ sounds correctly, take him/her to word level.
- If the child cannot read at least 4 of the letters/sounds correctly, mark him /her at NON - READER level.

### 3. Paragraph

Mark lives near lake Edward. Mark likes fishing during weekends. He likes fishing with his friends. Today the friends did not go.

- Let the child choose to read any of the two paragraphs.
- If the child reads the paragraph correctly, take him/ her to story level.
- If the child cannot read the paragraph correctly or makes more than TWO (2) mistakes, mark him/her at word level.

### 2. Word

one bat work  
read open desk  
key sleep add  
lion

- Give these only to the child who can read the letters/ sounds.
- The child should read any 5 words and at least 4 should be read correctly.
- If the child reads the words correctly, take him/her to paragraph level.
- If the child cannot read at least 4 of the words correctly, mark him /her at letter level.

John is a rich young farmer. He grows many crops. John is in his coffee garden. It is time for planting coffee.

### 4. Story

#### The Sun and the Moon

The sun and the moon are good friends. The sun shines during day time. The moon appears at night. Today the moon came out during day time. It covered part of the sun. Day time changed into darkness.

Birds started singing on trees. We thought this was end of life. The sun was not seen for some time. It was seen again after thirty minutes. Children were happy to see light again. My sister left her hiding place.

#### Questions:

1. When does the moon always appear?
2. Why were the children happy?

- Only give the story to a child who has read the paragraph correctly.
- If the child cannot read the story correctly or makes more than FOUR (4) mistakes, mark him/her at paragraph level.
- If the child reads the story correctly, mark him/ her at story level. Then take the child to the two comprehension questions.

# LEBLANGO

## Sample 1

### 2 Lwongo Cilabul

je ag il  
ad eb ku  
ga  
ak cu op

- Cak ikakan pi otino me mwaka4- 16
- Atin myero lwong cilabul 5 ame en oyeru. En myero lwong cilabul 4 kakare
- Ka atin olwongo cilabul kakare cwale i KWANNO NYIG KOP
- Ka atin pe twero lwongo cilabul 4 ame en oyeru nyutu ni en pe twero kwano ginoro

### 4. Kwanno centen

Kot mio wa pii acil. Tin odiko kot ocwe adwong. Aya ojolo pii me amata. Cwe akot obin okelo peko. Otokki apol omoko i gudu

- Wek atin yer dul me centen ame en amitto te kwanno
- Ka atin okwano dul me centen cwale ikwanno ceko
- Ka atin pe twero kwanno dul me centen (otimo bal ame kato aryo) nwongo en gik irwom me kwanno NYIG KOP keken

### 3. Kwanno nyig kop

atin tara cukul  
pacu  
pala bin odilo  
pur otino alam

- Mi man bot otino ame twero lwongo nuktae kakare
- Atin myero kwan nyig kop 5. En myero kwan nyig kop 4 kakare
- Ka atin okwano nyig kop kakare cwale ikwanno centen
- Ka atin pe twero kwanno nyig kop kakare nwongo en gik irwom me LWONGO CILABUL keken

Apap gwoko dyang pacu. Lee man maro cammo lum. Opio ciro cak nino ducu. Aya tedo cak wan ote matto. Matto cak medo yotkom wa.

### 5. Kwanno ceko

#### Opio Owoto i duka

Aya obin ocwalo Opio i duka. Wan onwongo omitto cukal kede kado. Duka Okello cok kede pacu wa. Jo me kan wilo jami bote.

Opio owoto odok cen abongo cukal. En owilo kado kilu adek twal. Yi jo owang atek i kome. Aya oringo adwir naka bot Okello. En ogamo cukal kede cente okene. Aya otedo cai pi wan ducu.

#### Apeny:

1. Opio owoto owilo ngo?
2. Pingo Aya owoto i duka?

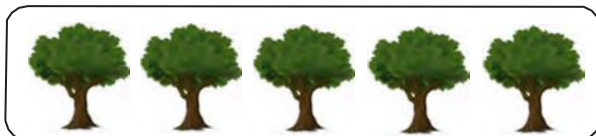
- Mi ceko bot otino ame okwano dul me centen kakare keken
- Ka atin pe twero kwanno ceko (otimo bal ame kato 4) nwongo en gik irwom me KWANNO CENTEN keken
- Ka atin okwano ceko kakare nwongo en gik irwom me KWANNO CEKO
- Apeny aryo ikom ceko myero mi keken bot atin ame tye irwom me KWANNO CEKO

# NUMERACY

## Sample 1

### 1. Count and Match (Numbers 0-9)

- Let the child attempt any FIVE sets and match with the number
- Can the child correctly match FOUR sets of pictures?
- If yes, mark the child can do and proceed to level 2 (number recognition 10-99)
- If no, mark him/ her at NON-NUMERATE level.



6

5

0

3

8

2

4

1

# NUMERACY

## Sample 1

### 2. Number recognition 10 - 99

10

43

27

39

56

68

99

71

- Let the child choose and recognise any FIVE numbers
- At least FOUR numbers must be correct for the child to be marked 'can do'
- If the child gets less than 4 numbers correct mark him/her cannot do and proceed to addition
- If the child gets FOUR numbers correct mark him/her can do and proceed to addition

### 4. Subtraction

$$\begin{array}{r} 98 \\ - 36 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ - 52 \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ - 44 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ - 70 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ - 18 \\ \hline \end{array}$$

- Let the child choose and do any THREE subtraction tasks
- At least TWO must be correct to be marked can do
- If the child gets less than TWO tasks correct, mark him/her cannot do and proceed to multiplication level
- If the child gets at least TWO tasks correct, mark him/her can do and proceed to multiplication level

### 3. Addition

$$\begin{array}{r} 13 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ + 32 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ + 56 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ + 17 \\ \hline \end{array}$$

- Let the child choose and do any THREE addition tasks
- At least TWO must be correct to be marked can do
- If the child gets less than TWO tasks correct, mark him/her cannot do and proceed to subtraction level
- If the child gets at least TWO tasks correct, mark him/her can do and proceed to subtraction level

### 5. Multiplication

$$3 \times 3 = \text{---} \quad 2 \times 8 = \text{---}$$

$$5 \times 7 = \text{---} \quad 4 \times 7 = \text{---}$$

$$4 \times 1 = \text{---} \quad 4 \times 5 = \text{---}$$

- Let the child choose and do any THREE multiplication tasks
- At least TWO must be correct to be marked can do
- If the child gets less than TWO tasks correct, mark him/her cannot do and proceed to division level
- If the child gets at least TWO tasks correct, mark him/her can do and proceed to division level

# NUMERACY

## Sample 1

### 6. Division

$$4 \div 2 = \text{---} \quad 24 \div 2 = \text{---}$$

$$15 \div 3 = \text{---} \quad 6 \div 2 = \text{---}$$

$$21 \div 3 = \text{---} \quad 3 \div 3 = \text{---}$$

- Let the child choose and do any THREE division tasks
- At least TWO must be correct to be marked can do
- If the child gets less than TWO tasks correct, mark him/her cannot do and proceed to ethno math
- If the child gets at least TWO tasks correct, mark him/her can do and proceed to ethno math

### 7. Ethno Math

#### Questions:

1) Otto has 100 shillings and Dina has 300 shillings. How much money do they have altogether?

2) Dad has 15 bananas. He gives three to Sara. How many bananas does dad remain with?

3) Anna has five hens. Each hen has 2 legs. How many legs do five hens have?

4) Share eight bottles of water equally among two boys. How many bottles does each boy get?

- Give all ethno math tasks to all children regardless of whether they have been marked can do or cannot do on the previous tasks
- Record for each ethno math question whether he/ she can do or cannot do

# ENGLISH

## Sample 2

### 1. Letter

u t i n  
h j w  
p z v

- The child should read any five (5) letters/ sounds and at least FOUR (4) should be read correctly
- If the child reads the letters/ sounds correctly, take him/her to word level
- If the child cannot read at least 4 of the letters/sounds correctly, mark him /her at NON - READER level

### 3. Paragraph

Mary is at home. Mary has not gone to school. Schools closed because of holidays. She has homework to do. Schools will soon open

- Let the child choose to read any of the two paragraphs
- If the child reads the paragraph correctly, take him/ her to story level
- If the child cannot read the paragraph correctly or makes more than TWO (2) mistakes, mark him/her at word level

### 2. Word

man hunt clean  
tree food road  
run nest chair  
dig

- Give the words only to the child who can read the letters/ sounds
- The child should read any 5 words and at least 4 should be read correctly
- If the child reads the words correctly, take him/her to paragraph level
- If the child cannot read at least 4 of the words correctly, mark him /her at letter level

Jemima has many hens. She keeps them in a big house. She sells fifty hens every day. She wants to buy a car.

### 4. Story

#### Sarah and her cat

My name is Sarah. I have a cat called Kiti. My friend sent it to me. I like my cat very much. It stays in my room.

One day, Kiti followed me to school. My friends were happy to see my cat. Everyone loved to carry it. Our class teacher took it to her home. She kept Kiti until school time was over. After school, I took my cat back home.

#### Questions

1. What is the name of the cat?
2. Why did the teacher take Kiti to her home?

- Only give the story to a child who has read the paragraph correctly
- If the child cannot read the story correctly or makes more than FOUR (4) mistakes, mark him/her at paragraph level
- If the child reads the story correctly, mark him/ her at story level Then take the child to the two comprehension questions



### 2. Lwongo Cilabul

ju ko nu  
ob al da  
ne  
ro gi ap

- Cak ikakan pi otino me mwaka 4 - 16
- Atin myero lwong cilabul 5 ame en oyero. En myero lwong cilabul 4 kakare
- Ka atin olwongo cilabul kakare cwale i KWANNO NYIG KOP
- Ka atin pe twero lwongo cilabul 4 ame en oyero nyuto ni en pe twero kwano ginoro

### 4 . Kwanno centen

Cukul wa opito yen apol. Otino ducu tye kede yen gi. Wan otuko ite tipu yen. Yen dang mio wa bao. Jo myero mar pitto yen.

- Wek atin yer dul me centen ame en amitto te kwanno
- Ka atin okwano dul me centen cwale ikwanno ceko
- Ka atin pe twero kwanno dul me centen (otimo bal ame kato aryo) nwongo en gik irwom me kwanno NYIG KOP keken

### 3. Kwanno nyig kop

awobi piti otino  
cuk keli okeka  
dano  
apena tic maki

- Mi man bot otino ame twero lwongo nuktae kakare
- Atin myero kwan nying kop 5. En myero kwan nyig ko 4 kakare
- Ka atin okwano nyig kop kakare cwale ikwanno centen
- Ka atin pe twero kwanno nyig kop kakare nwongo en gik irwom me LWONGO CILABUL keken

Ikare me weo wan olimo Atat. Tunga Atat cok kede Lira. Wan okonye me tiyo tic apapat. An atweo dyegi kede dok. Apio twomo pii me lwokko jami.

### 5. Kwanno ceko

#### Nekko ogoleogole

Awobe moro onwongo amitto nekko ogoleogole ame otyeko otin gwen ducu. Ocen okobo ni kong nek oyo. Ot oyo onwongo tye ite abolo. Otim okelo kweri me kunyu oyo.

Otino okunyu bur ento oyo pe. Ginoro te kok iyi bur. Otino man otamo ni oneko oyo. Twol adit en aye te katto. Otino te ngwec ata. Kop me nekko ogole ogik kanono.

#### Apeny:

1. Awobe adi ame tye i ceko man?
2. Pingo otino pe oneko oyo?

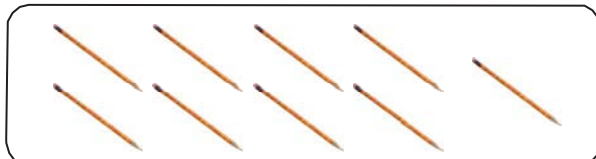
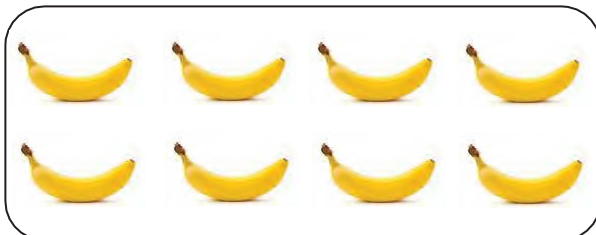
- Mi ceko bot otino ame okwano dul me centen kakare keken
- Ka atin pe twero kwanno ceko (otimo bal ame kato 4) nwongo en gik irwom me KWANNO CENTEN keken
- Ka atin okwano ceko kakare nwongo en gik irwom me KWANNO CEKO
- Apeny aryo ikom ceko myero mi keken bot atin ame tye irwom me KWANNO CEKO

# NUMERACY

## Sample 2

### 1. Count and Match (Numbers 0-9)

- Let the child attempt any FIVE sets and match with the number
- Can the child correctly match FOUR sets of pictures?
- If yes, mark the child can do and proceed to level 2 (number recognition 10-99)
- If no mark him/ her at NON-NUMERATE level.



9

1

8

7

4

0

2

6

# NUMERACY

## Sample 2

### 2. Number recognition 10 - 99

73

56

20

95

81

49

66

13

- Let the child choose and recognise any FIVE numbers
- At least FOUR numbers must be correct for the child to be marked 'can do'
- If the child gets less than 4 numbers correct mark him/her cannot do and proceed to addition
- If the child gets FOUR numbers correct mark him/her can do and proceed to addition

### 4. Subtraction

$$\begin{array}{r} 85 \\ - 31 \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ - 64 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ - 22 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ - 20 \\ \hline \end{array}$$

$$\begin{array}{r} 96 \\ - 13 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ - 32 \\ \hline \end{array}$$

- Let the child choose and do any THREE subtraction tasks
- At least TWO must be correct to be marked can do
- If the child gets less than TWO tasks correct, mark him/her cannot do and proceed to multiplication level
- If the child gets at least TWO tasks correct, mark him/her can do and proceed to multiplication level

### 3. Addition

$$\begin{array}{r} 63 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ + 41 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ + 42 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ + 16 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 60 \\ \hline \end{array}$$

- Let the child choose and do any THREE addition tasks
- At least TWO must be correct to be marked can do
- If the child gets less than TWO tasks correct, mark him/her cannot do and proceed to subtraction level
- If the child gets at least TWO tasks correct, mark him/her can do and proceed to subtraction level

### 5. Multiplication

$$1 \times 4 = \underline{\quad} \quad 3 \times 6 = \underline{\quad}$$

$$2 \times 7 = \underline{\quad} \quad 5 \times 9 = \underline{\quad}$$

$$4 \times 3 = \underline{\quad} \quad 3 \times 1 = \underline{\quad}$$

- Let the child choose and do any THREE multiplication tasks
- At least TWO must be correct to be marked can do
- If the child gets less than TWO tasks correct, mark him/her cannot do and proceed to subtraction level
- If the child gets at least TWO tasks correct, mark him/her can do and proceed to subtraction level

# NUMERACY

## Sample 2

### 6. Division

$12 \div 3 = \underline{\quad}$      $4 \div 2 = \underline{\quad}$

$10 \div 2 = \underline{\quad}$      $6 \div 2 = \underline{\quad}$

$22 \div 2 = \underline{\quad}$      $3 \div 3 = \underline{\quad}$

- Let the child choose and do any THREE division tasks
- At least TWO must be correct to be marked can do
- If the child gets less than TWO tasks correct, mark him/her cannot do and proceed to ethno math
- If the child gets at least TWO tasks correct, mark him/her can do and proceed to ethno math

### 7. Ethno Math

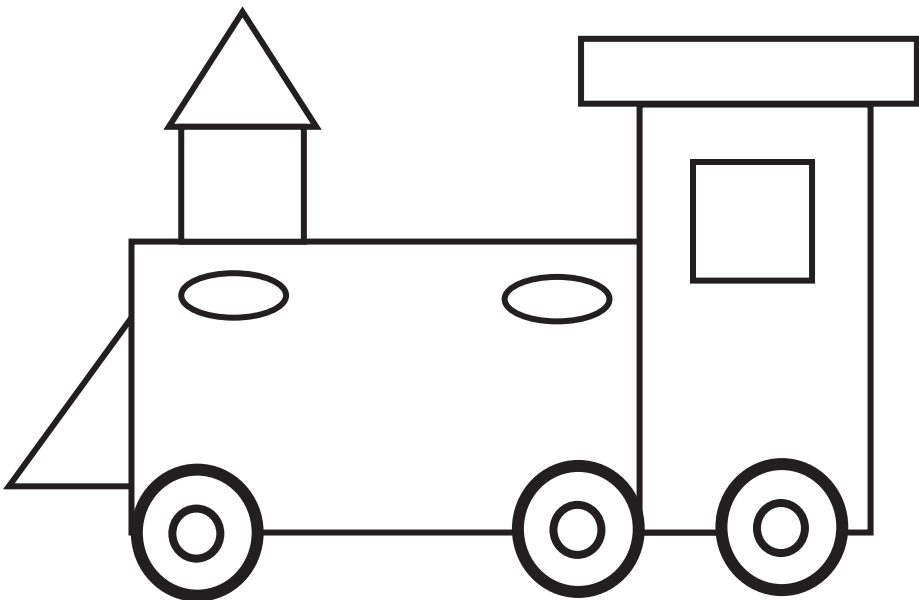
#### Questions:

- 1) Kafu has three eggs and Ddumba has six eggs. How many eggs do they have altogether.
- 2) A farmer had 27 goats, He gave away 15 goats . Find the number of goats that remained?
- 3) The cost of one tomato is sh.200. How much will 2 tomatoes cost?
- 4) Share 10 pencils equally between 2 children.

- Give all ethno math tasks to all children regardless of whether they have been marked can do or cannot do on the previous tasks
- Record for each ethno math question whether he/ she can do or cannot do

# BONUS QUESTIONS

1. Study the picture below and mention any four different shapes you can see?  
(The child should identify atleast four shapes to be graded as 'can do').



2. How many Triangles can you see in the following diagram?  
(The child should identify all five triangles to be graded as 'can do').

