Are Our Children Learning?

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UWEZO LEARNING ASSESSMENT 2021

ASSESSMENT PACK - ENGLISH, LUSOGA AND NUMERACY

ASSESSMENT BOOKLET

INSTRUCTIONS TO THE VOLUNTEER

- This booklet contains 2 (two) assessment samples indicated as Sample –1 and Sample –2 for Literacy and Numeracy and two Bonus questions.

- Administer the assessment to all children aged 4– 16 years.

- Administer the bonus questions to all children aged 4 – 16 years irrespective of the level at which they are in literacy and numeracy.

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

- For literacy, give each child the letter recitation task and tick if the child can do or cannot do. Only tick the highest level a child can do from letter recognition onwards in the survey booklet.

- For numeracy, give each child all level one tasks and tick if the child can or cannot do. Only tick the highest level the child attains from count and match onwards.

- Remember 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. Pre-Literacy Level (Letter recitation)

- Ask the Child to recite any 5 letters of the English alphabet.
- Any four letters should be recited correctly to be graded 'can do'

2. Letter

e   i   n
t
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. 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.

4. Paragraph

Mary is at home. Mary has not gone to school. Schools closed because of COVID-19. She has homework to do. Schools will soon open.

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

- 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.

5. 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 friends carry the cat?

- 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.

1. Emyaka gyokwega okusoma nga gikaalikutuuka (Kwatula nhuguta).

- Koba omwana ayatuleku ehuguta 5 mu Walifu w'Olusoga.
- Enhuguta ina dhiteekwa kuba nga dhaatwirwa mu butuufu bwadho olwo omwana omughandiikeku ekikoba kiti " asobola okudhaatula".

2. Okusoma enkenga

ko	mbo	te
gi	vo	nti
gha	lu	bo
	nhu	

- Tandiikira ghano ku baana abava ku myaka 4 – 16 egy'obukulu.
- Omwana ateekwa okusoma enkenga (5). Wakiri enkenga ina (4) adhisome mu butuufu bwadho.
- Omwana bwaba asomye enkenga, mutwale kwidaala ery'ebigambo.
- Omwana bwaba taghanga kusoma enkenga eina (4) edhirondeibwa mu butuufu bwadho, mukeberere kwidaala ery'obutaghanga kusoma.

3. Okusoma ebigambo

kide	meeza	nku
soma	muti	lima
bala	kuba	mata
	kyeyo	

- Bino bighe omwana aghanga okusoma enkenga.
- Omwana ateekwa okusoma ebigambo, bitaanu (5) mu butuufu bwabyo. Ebina (4) kubyo bisomebwe mu butuufu bwabyo.
- Omwana bwaba asomye ebigambo, mutwale ku kikutu.
- Omwana bwaba taghanga kusoma wakiri bigambo bina (4) mu butuufu bwabyo, mukeberere kwidaala lya nkenga.

4 Okusoma ekikutu

Tuli kwisomero lyaife Kiroba. Kwisomero kubaaku omukuumi. Omukuumi aigulawo olwigi. Olwigi lwaife lwa kiragala omugemu.

Mucaala Katono musomesa. Mucaala asomesa Olusoga bulungi. Asomesa okulusoma bukalamu. Abaana bamwenda kuba abasomesa bulungi.

- Leka omwana mwene yerondere ekirala ku bikutu ebibiri era akisome.
- Omwana bwaba asomye ekikutu, mutwale ku lufumo.
- Omwana bwaba taghanga kusoma kikutu (ng'akoze ensobi edhiswika mwibiri), mukeberere kwidaala lya bigambo.

5. Okusoma olufumo

Omuzaire Omulungi

Omuzaire omulungi ayenda abaana. Omuzaire ono akolera abaana ebirungi. Abaana banhwa caayi omulungi. Caayi abaamu amata ni sukaali. Ku caayi bataaku akaloosa oba kaawa. Omuzaire asasuulira abaana sente ne ebisale kwisomero. Abagulira yunifoomu, ebitabo ni kalaamu. Abaana abagulira ne ngaito endhirugavu oba emyufu.

Abaana tibatuuka kikeerezi. Ekide ekisooka oluvuga, baja baasoma ebitabo. Kwisomero banhwa buugi alimu amata ni sukaali. Basoma bulungi nga endhala tebaluma. Abaana bakola ebigezo baabibita bulungi. Abasomesa babenda kuba basoma bulungi.

Ebibuuzo:
1 Ku caayi bataaku ki?
2. Abaana abatanhwa buugi kwisomero, basoma batya?

- Olufumo olugha abo abaana bonka abaghanga, okusoma ekikutu mu butuufu bwakyo.
- Omwana bwaba taghanga kusoma lufumo (ng'akoze ensobi edhiswika mwina), mukeberere kwidaala lya kikutu.
- Omwana bwaba asomye olufumo, mukeberere kwidaala lya lufumo.
- Ebibuuzo ebibiri biteekwa kugheebwa abo abaana abali kwidaala ery'olufumo.
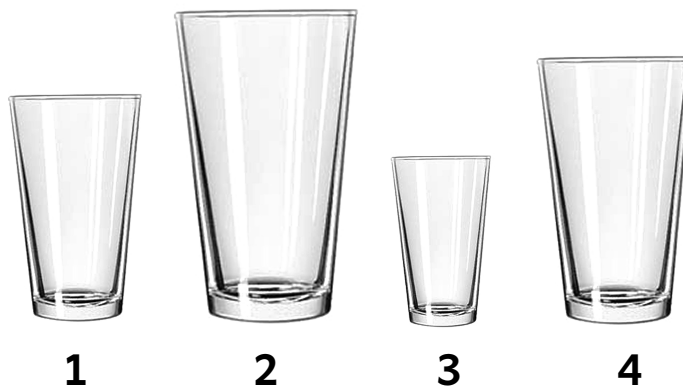
NUMERACY

Sample 1

Level 1

- Give level 1 to all children aged 4 to 16. Do not terminate at level 1. Only tick the highest level the child attains from count and match onwards.

1. Pre-numerate Level (Number recitation)

- The child should be asked to recite any numbers, at least 4 should be correct to be graded 'can do'.

2. Recognition of relations among things in order

- In the picture which glass is shortest?

1   2   3   4

NUMERACY

2. Count and Match

- Let the child attempt any FIVE sets and match with the number   .
- At least FOUR sets must be correct to move the child to NUMBER RECOGNITION.
- If the child does not get at least FOUR sets correct mark him/ her at NON-NUMERATE level.

6

5

0

3

8

2

4

1

NUMERACY

3. 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 does not get at least 4 numbers correct, mark him/her connot do and proceed to addition, subtraction, multplication and division.

4. Addition

$$
\begin{array}{r} 1\ 3 \\ +\ 2\ 5 \\ \hline \end{array}
\qquad
\begin{array}{r} 5\ 0 \\ +\ 4\ 4 \\ \hline \end{array}
$$

$$
\begin{array}{r} +\ 4\ 7 \\ 3\ 2 \\ \hline \end{array}
\qquad
\begin{array}{r} +\ 6\ 1 \\ 1\ 2 \\ \hline \end{array}
$$

$$
\begin{array}{r} 7\ 8 \\ +\ 2\ 1 \\ \hline \end{array}
\qquad
\begin{array}{r} 4\ 8 \\ +\ 3\ 0 \\ \hline \end{array}
$$

- Let the child choose and do any THREE tasks.
- At least TWO must be correct to move to SUBTRACTION.
- If the child does not get at least two tasks correct, mark him/her at NUMBER RECOGNITION level.

5. Subtraction

$$
\begin{array}{r} 9\ 8 \\ -\ 3\ 6 \\ \hline \end{array}
\qquad
\begin{array}{r} 4\ 5 \\ -\ 1\ 2 \\ \hline \end{array}
$$

$$
\begin{array}{r} 6\ 6 \\ -\ 5\ 2 \\ \hline \end{array}
\qquad
\begin{array}{r} 7\ 9 \\ -\ 4\ 4 \\ \hline \end{array}
$$

$$
\begin{array}{r} 8\ 7 \\ -\ 7\ 0 \\ \hline \end{array}
\qquad
\begin{array}{r} 5\ 8 \\ -\ 1\ 8 \\ \hline \end{array}
$$

- Give these to the child who has done ADDITION correctly.
- Let the child choose and do any THREE tasks.
- At least TWO must be correct to move to MULTIPLICATION.
- If the child does not get at least 2 tasks correct, mark him/her at ADDITION level.

6. Multiplication

$$3 \times 3 = \underline{\quad} \qquad 2 \times 8 = \underline{\quad}$$

$$5 \times 7 = \underline{\quad} \qquad 4 \times 7 = \underline{\quad}$$

$$4 \times 1 = \underline{\quad} \qquad 4 \times 5 = \underline{\quad}$$

- Give these to the child who has done SUBTRACTION correctly.
- Let the child choose and do any THREE tasks.
- At least TWO must be correct to move to DIVISION.
- If the child does not get at least 2 tasks correct, mark him/her at SUBTRACTION level.

NUMERACY

Sample 1

8. Ethno Math

7 Division

$$4 \div 2 = \underline{\quad} \qquad 24 \div 2 = \underline{\quad}$$

$$15 \div 3 = \underline{\quad} \qquad 6 \div 2 = \underline{\quad}$$

$$21 \div 3 = \underline{\quad} \qquad 3 \div 3 = \underline{\quad}$$

Give these to the child who has done MULTIPLICATION correctly.
Let the child choose and do any THREE tasks.

- At least TWO must be correct to mark him/her at DIVISION level.
- If the child does not get at least 2 tasks correct, mark him/her at MULTIPLICATION level.

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 altogether?

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

- Give all ethno math tasks to a child regardless of the level they stopped at.
- Record whether he/she can do or cannot do in the survey booklet.

ENGLISH

Sample 2

1. Pre-Literacy Level (Letter recitation)

- Ask the Child to recite any 5 letters of the English alphabet.
- Any four letters should be cited correctly to be graded 'can do'

2. Letter

z k u
h b r
t n c o

- 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. Word

ride mat
tin shut
give week
fan sell
pen grass

- Give the words only to the child who can read the letters/ sounds.
- The child should read any FIVE (5) words and at least FOUR (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 FOUR (4) of the words correctly, mark him /her at letter level.

4. Paragraph

My father has a new car. The car is made in Uganda. Juma is learning how to drive. Juma will soon drive the car.

Mr. Lion was alone at home. He was very hungry. His friends visited him. They brought food for him. Mr. Lion was very happy.

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.

THE BIG FOREST

There was a big forest near my home. It had many living things. There were many trees, animals and birds. There were also monkeys, insects and snakes. The birds sang nice songs. Monkeys played among the trees.

Last year people came to the forest. They cut down many trees to get firewood. Some people came to hunt. Others came to make gardens. The forest is not there any more. Today animals have no home.

Questions:
1. Where was the big forest?
2. Why do the animals have no home today?

- 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 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.

1. Emyaka gyokwega okusoma nga gikaalikutuuka (Kwatula nhuguta).

- Koba omwana ayatuleku ehuguta 5 mu Walifu w'Olusoga.
- Enhuguta ina dhiteekwa kuba nga dhaatwirwa mu butuufu bwadho olwo omwana omughandiikeku ekikoba kiti " asobola okudhaatula".

2. Okusoma enkenga

ma   kye   ne

ntu   pa   fu

ze   vi

nho   ge

- Tandiikira ghano ku baana abava ku myaka 4- 16 egy'obukulu.
- Omwana ateekwa okusoma enkenga (5). Wakiri enkenga ina (4) adhisome mu butuufu bwadho.
- Omwana bwaba asomye enkenga, mutwale kwidaala ery'ebigambo.
- Omwana bwaba taghanga kusoma enkenga eina (4) edhirondeibwa mu butuufu bwadho, mukeberere kwidaala ery'obutaghanga kusoma.

3. Okusoma ebigambo

vuga   koba   kivu

sala   buuza   bona

kuba

bulo   mukazi

mbuzi

- Bino bighe omwana aghanga okusoma enkenga.
- Omwana ateekwa okusoma ebigambo, bitaanu (5) mu butuufu bwabyo. Ebina (4) kubyo bisomebwe mu butuufu bwabyo.
- Omwana bwaba asomye ebigambo, mutwale ku kikutu.
- Omwana bwaba taghanga kusoma wakiri bigambo bina (4) mu butuufu bwabyo, mukeberere kwidaala lya nkenga.

4. Okusoma ekikutu

Amaadhi amafumbe gaba mayondho. Amaadhi bwegeesera obuwuuka bufa. Bwegawola gafuke mu nsuwa enhondho. Bwetunhwa amaadhi amafumbe titulwala. Kibi okunhwa amaadhi agatali mafumbe gaaku.

Ogusiko ne ebiina mubamu ensiri edhituluma. Ensiri bwekuluma ekuleetera omusuudha. Omusuudha bwegukuluma bakutwala mwirwaliro. Abasawo bakuwa obulezi obukuwonia omusuudha. Bakukoba otoolewo ogusiko ne ebiina.

- Leka omwana mwene yerondere ekirala ku bikutu ebibiri era akisome.
- Omwana bwaba asomye ekikutu, mutwale ku lufomo.
- Omwana bwaba taghanga kusoma kikutu (ng'akoze ensobi edhiswika mwibiri), mukeberere kwidaala lya bigambo.

5. Okusoma olufumo

Okulya Obulungi

Abasawo batukoba okulya emere entabike. Batukoba emere yaabika bisatu. Waliwo etuwa amaani ne etuzimba emibiri. Abasawo batukoba eyindi eyamba obutalwala. Batukoba okufumba emere eye bulungi. Okulya emere embisi ofuna obuwuuka.

Eka maama afumba emere etuwa amaani. Bwetulya obulungi, tukula nga tuli baamaani. Olundi tulya empindi oba emamba. Bino bituyamba okuzimba emibiri gyaife. Tuja mu nimiro twaleeta ebibala twalya. Ebibala biyamba emibiri gyaife obutalwala.

Ebibuuzo:

1. Emere yetulya yaabika bimeka?

2. Koba ebibala bisatu byoidhi ebiva mu nimiro?

- Olufomo olugha abo abaana bonka abaghanga, okusoma ekikutu mu butuufu bwakyo.
- Omwana bwaba taghanga kusoma lufomo (ng'akoze ensobi edhiswika mwina), mukeberere kwidaala lya kikutu.
- Omwana bwaba asomye olufomo, mukeberere kwidaala lya lufomo.
- Ebibuuzo ebibiri biteekwa kugheebwa abo abaana abali kwidaala ery'olufomo.
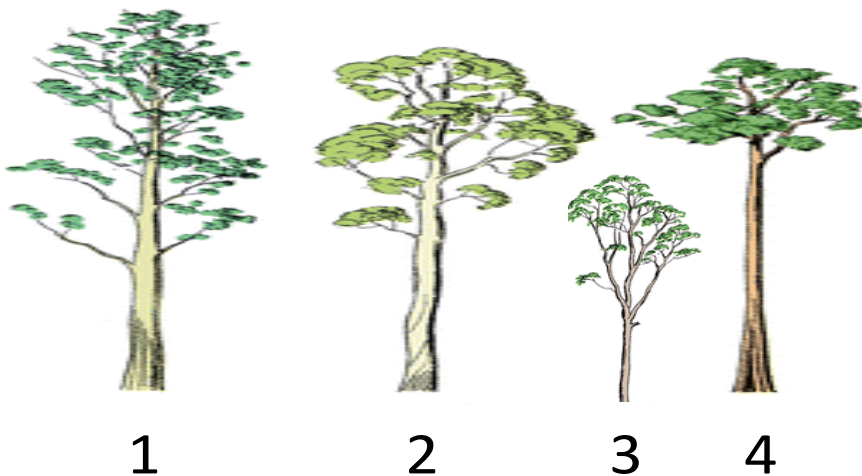
10

NUMERACY

Level 1

- Give level 1 to all children aged 4 to 16. Do not terminate at level 1. Only tick the highest level the child attains from count and match onwards.

1. Pre-numerate Level (Number recitation)

- The child should be asked to recite any numbers, at least 4 should be correct to be graded 'can do'.

2. Recognition of relations among things in order
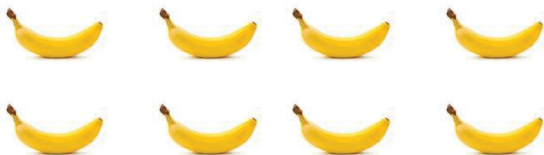
- In the picture which tree is the shortest?

1   2   3   4

NUMERACY

2. Count and Match

- Let the child attempt any FIVE sets and match with the number ..
- At least FOUR sets must be correct to move the child to NUMBER RECOGNITION.
- If the child does not get at least FOUR sets correct mark him/ her at NON-NUMERATE level.

9

1

8

7

4

0

2

6

NUMERACY

Sample 2

3. 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 does not get at least 4 numbers correct, mark him/her connot do and proceed to level 2 tasks (addition, subtraction, multplication and division).

4 Addition

$$
\begin{array}{r} 6\ 3 \\ +\ 1\ 3 \\ \hline \end{array}
\qquad
\begin{array}{r} 4\ 8 \\ +\ 4\ 1 \\ \hline \end{array}
$$

$$
\begin{array}{r} 1\ 6 \\ +\ 4\ 2 \\ \hline \end{array}
\qquad
\begin{array}{r} 5\ 5 \\ +\ 2\ 3 \\ \hline \end{array}
$$

$$
\begin{array}{r} 2\ 3 \\ +\ 7\ 4 \\ \hline \end{array}
\qquad
\begin{array}{r} 3\ 9 \\ +\ 6\ 0 \\ \hline \end{array}
$$

- Let the child choose and do any THREE tasks.
- At least TWO must be correct to move to SUBTRACTION.
- If the child does not get at least two tasks correct, mark him/her at NUMBER RECOGNITION level.

5. Subtraction

$$
\begin{array}{r} 8\ 5 \\ -\ 3\ 1 \\ \hline \end{array}
\qquad
\begin{array}{r} 7\ 9 \\ -\ 6\ 4 \\ \hline \end{array}
$$

$$
\begin{array}{r} 5\ 3 \\ -\ 2\ 2 \\ \hline \end{array}
\qquad
\begin{array}{r} 4\ 1 \\ -\ 2\ 0 \\ \hline \end{array}
$$

$$
\begin{array}{r} 9\ 6 \\ -\ 1\ 3 \\ \hline \end{array}
\qquad
\begin{array}{r} 7\ 8 \\ -\ 4\ 7 \\ \hline \end{array}
$$

- Give these to the child who has done ADDITION correctly.
- Let the child choose and do any THREE tasks.
- At least TWO must be correct to move to MULTIPLICATION.
- If the child does not get at least 2 tasks correct, mark him/her at ADDITION level.

6. Multiplication

1 x 4 = ___   3 x 6 = ___

2 x 7 = ___   5 x 9 = ___

4 x 3 = ___   3 x 1 = ___

- Give these to the child who has done SUBTRACTION correctly.
- Let the child choose and do any THREE tasks.
- At least TWO must be correct to move to DIVISION.
- If the child does not get at least 2 tasks correct, mark him/her at SUBTRACTION level.

NUMERACY

Sample 2

7. Division

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

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

$$14 \div 2 = \underline{\quad} \qquad 3 \div 3 = \underline{\quad}$$

- Give these to the child who has done MULTIPLICATION correctly.
- Let the child choose and do any THREE tasks.
- At least TWO must be correct to mark him/her at DIVISION level.
- If the child does not get at least 2 tasks correct, mark him/her at MULTIPLICATION level.
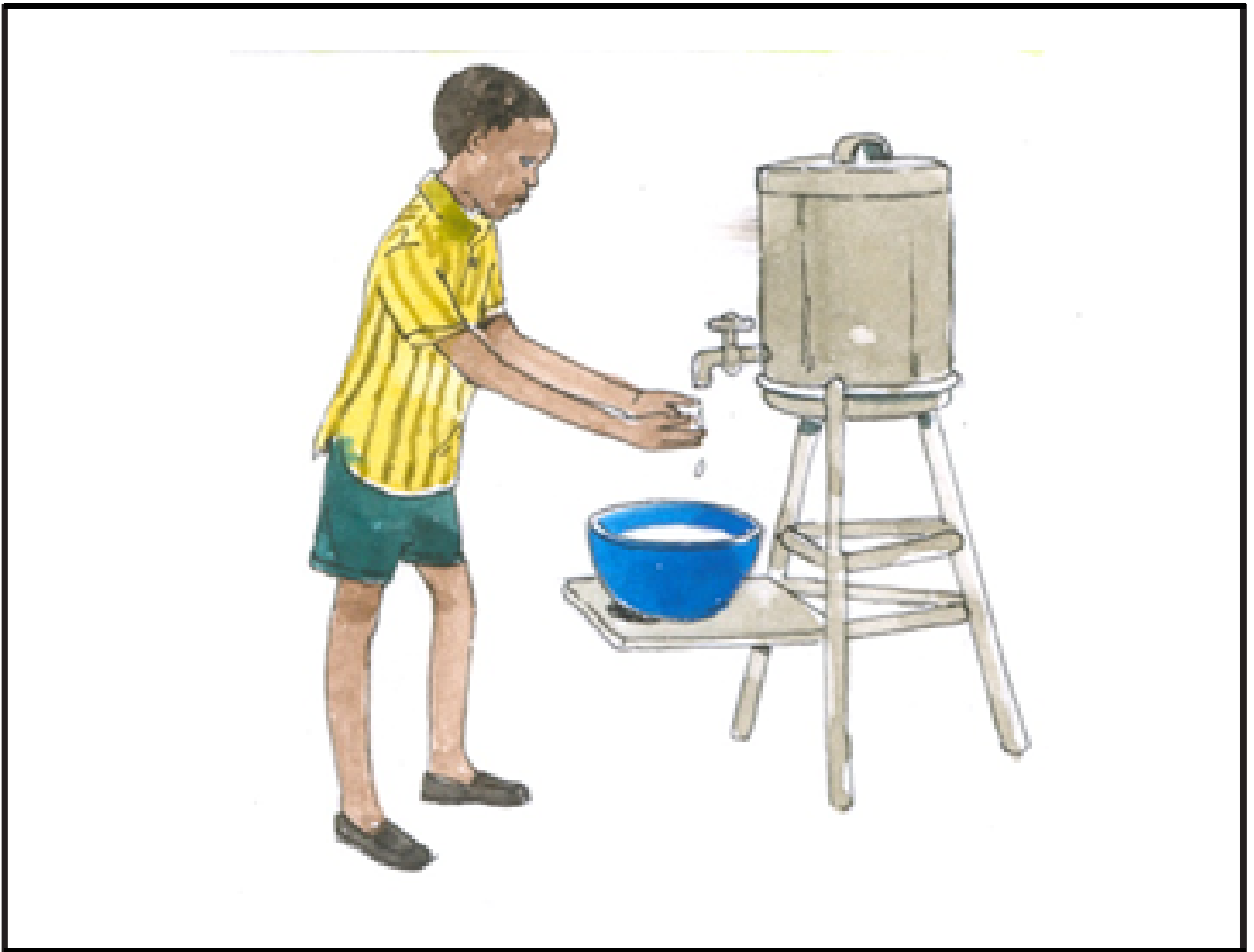
8. Ethno Math

Questions:

1) Kafu has **three** eggs and Dumba has **six** eggs. How many eggs do they have altogether.

2) A farmer has 27 goats, he gives away 15 goats. How many goats remain?

3) The cost of one tomato is sh.200. How much will 2 tomatoes cost?

4) Kiiza has 10 pencils and shares them equally between 2 children. How many pencils does each child get?

- Give all ethno math tasks to a child regardless of the level they stopped at.
- Record whether he/she can do or cannot do in the survey booklet.

1. Look at this picture, and give three reasons why you should wash your hands? (Two must be correct to be graded 'can do').

2. Mention three ways in which you can control against contracting or spreading COVID-19 (Corona Virus). Two must be correct to be graded 'can do'.