



# ARE OUR CHILDREN LEARNING BEYOND THE BASIC SKILLS?

Findings from the 2016 Uwezo Beyond Basics Assessment in Uganda

December 2018



**THE UWEZO AT TWAVEZA INITIATIVE IS  
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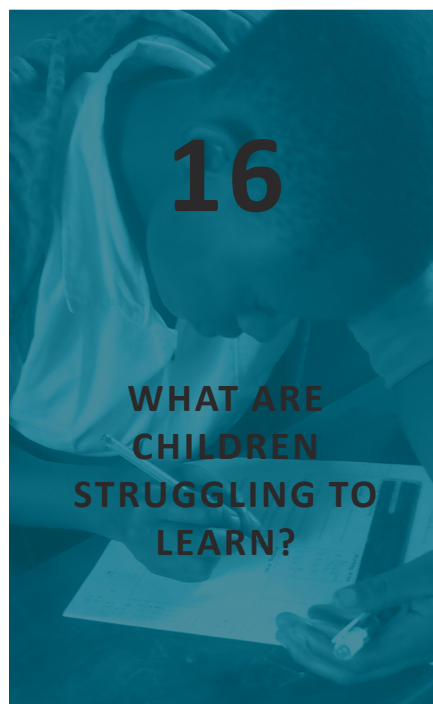
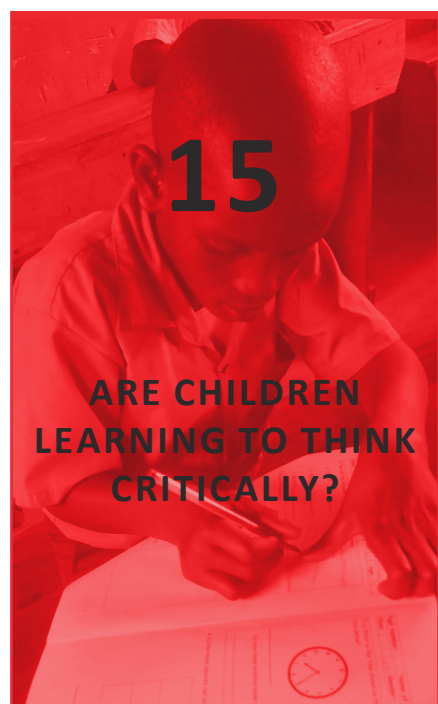
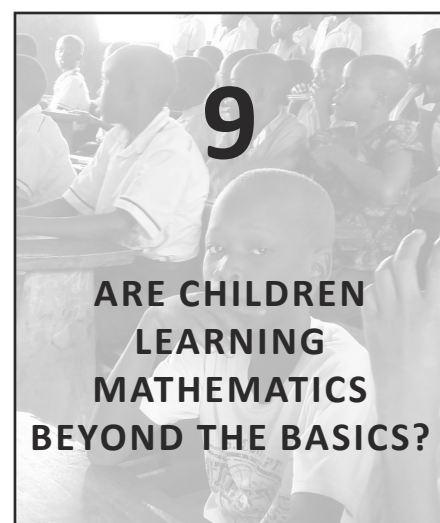
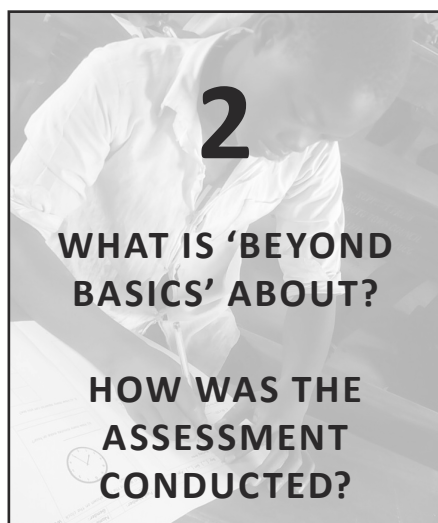
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# ARE OUR CHILDREN LEARNING BEYOND THE BASIC SKILLS?

## A LOOK AT UGANDA

## WHAT IS BEYOND BASICS ABOUT?

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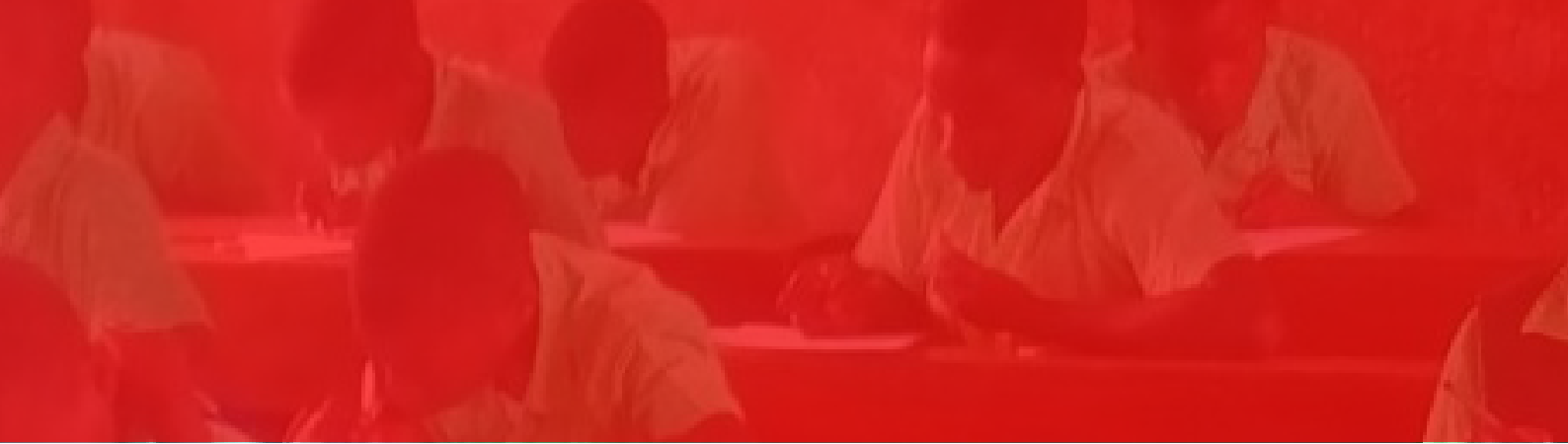
Since 2010, the Uwezo learning assessment (an initiative of Twaweza East Africa) has reported on the learning levels of children aged 6-16 years in Kenya, Tanzania and Uganda. Using Primary 2 tests in literacy (reading in English in all three countries, Kiswahili in Kenya and Tanzania, and selected local languages in Uganda) and numeracy, this assessment is conducted at the household. Citizen volunteers, in all or select sampled districts, conduct the assessment. In Uganda, Uwezo has assessed over 400,000 children since 2010, in over 170,000 households in over 13,000 villages. While the outcomes of the Uwezo assessment have widely been acknowledged, and the work continues to be relevant to the Sustainable Development Goals (SDG) era for monitoring learning outcomes at lower grades (SDG 4.1.1), the Uwezo assessment has been inadequate in telling the story of how children transit from the basics to the ideal of lifelong learning.

In 2016, Twaweza with the help of partners sought to expand this assessment by going deeper (assessing more than just reading and operations) and higher (testing skills and competencies beyond Primary 2). This we named the Uwezo Beyond Basics study. The study was conducted at school by citizen volunteers, provided instant feedback to engage teachers on what their learners could do, and involved discussions on the strategic choices that teachers could make to improve learning at their schools. This report presents the findings of this study, conducted in October 2016 in 195 schools in 10 districts in Uganda (Mukono, Mubende, Kaberamaido, Maracha, Butambala, Ntoroko, Ngora, Otuke, Dokolo and Kalangala). We underline that the sample of 10 districts is not representative of Uganda, and should only be inferred to understand learning outcomes in the sampled districts.

## HOW WAS THE ASSESSMENT CONDUCTED?

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The Uwezo Beyond Basics was conducted at school, and targeted pupils in Primary 5 and 6 who were assessed in Primary 4 English and Mathematics. Unlike the traditional Uwezo assessment that focuses on reading and comprehension only, the Beyond Basics Assessment incorporated three further levels of literacy skills: writing, listening and spelling. In numeracy, the study combined different levels of addition, subtraction, multiplication and division. The assessment also included critical thinking.



## SELECTION OF THE SCHOOLS AND PUPILS

The assessment took place in 10 districts across the country. The 10 districts were selected through the following process

- The 112 districts that participated in the 2015 Uwezo assessment were ranked according to their learning levels and categorized into five equal groups. (very good, good, middle, poor, very poor)
- Two districts were randomly selected from each of the groups
- All the primary schools in the 10 selected districts were listed
- Twenty schools were randomly sampled from the list of the primary schools in each selected district
- Forty pupils were selected in each school (20 boys and 20 girls). Twenty pupils in Primary 5 and twenty pupils in Primary 6 were selected. They were randomly selected using random numbers, based on the list of those who were present on the day of assessment.

Overall, 6,970 pupils (3,470 boys and 3,500 girls) were finally assessed in 195 schools (a 98% response rate). The discussions held at the schools involved 757 teachers.

## THE ASSESSMENT TESTS

The assessment used Primary 4 tests. Experts from the National Curriculum Centre, practicing teachers and teacher training college tutors and other tests experts developed the tests. The tests also benefitted from expertise from Kenya and Tanzania in curriculum development, assessments and quality assurance and standards. The national curriculum guided the test development. The tests were pre-tested in four different parts of the country to ensure that they were appropriate for any child across the country. There were three tests: English, Mathematics and Critical Thinking (embedded in the Mathematics test).

## ENGLISH TEST

The English test had five tasks (See Annex 1):

<b>Spelling:</b>	Pupils were to write down five words familiarly used in Primary 4. The assessor read the words to the children.
<b>Vocabulary:</b>	The pupils undertaking the test were given a list of five words to fill in available five blank spaces.
<b>Writing:</b>	A coloured picture of a hunting expedition was presented to the pupils. They were then asked to write three sentences on what they could see.
<b>Reading:</b>	The pupils undertaking the test were given a continuous prose text of about 100 words to read aloud. The assessor followed through the reading while recording the mistakes to establish if the child was reading fluently (without hesitating, skipping or adding words/sounds).
<b>Comprehension:</b>	Those who read the text were asked three questions. There was a direct question (recall), an inferential question (that required interpretation) and an application question.



### MATHEMATICS TEST

The mathematics test had seven tasks (See Annex 2):

<b>Number work:</b>	This assessed whether pupils could write numbers in words, write words in numbers with a zero concept being assessed too. There were two questions on numbers.
<b>Addition</b>	The test had three questions on this operation; addition involving carrying and without carrying.
<b>Subtraction</b>	The test had three questions; subtraction involving borrowing and without borrowing.
<b>Multiplication</b>	The test had three questions; multiplying a number with a single digit number, two digit numbers and multiplying a number with one hundred.
<b>Division:</b>	The test had three questions on division. Answer resulting to whole numbers and answer resulting to a remainder.
<b>Application of operations:</b>	There were two questions on application of the operations. The questions were presented in words as cases. The questions involved subtraction and division.
<b>Real life Mathematics</b>	These questions tested whether learners could read time on a clock face and tell the number of minutes in an hour.

### CRITICAL THINKING TEST

This question assessed whether the pupils could demonstrate the ability to think critically. The children were given a box of squares and asked to count and report the number of squares in the box.

### ASSESSMENT PROCESS

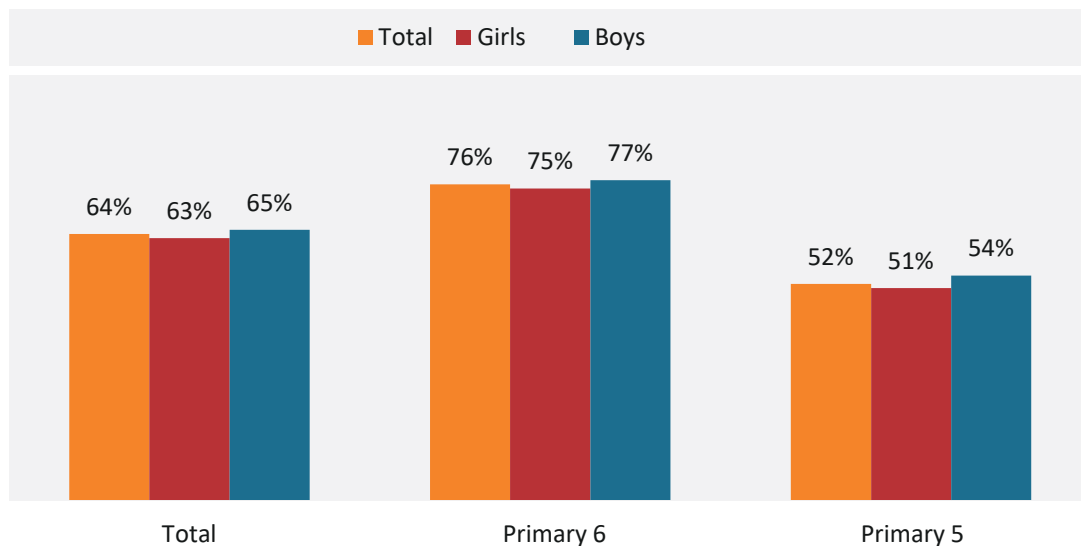
Two assessors visited each selected school. They assessed the learners and collected other school information. The Mathematics and part of the English tests were given out in-group. The reading and comprehension test was undertaken one-on-one. After testing, the assessors marked and shared instant feedback on the findings with the teachers at the school.

# ARE CHILDREN LEARNING LITERACY BEYOND THE BASICS?

## FACT 1: 6 OUT OF 10 PRIMARY 5 AND 6 PUPILS CAN SPELL PRIMARY 4 WORDS.

The writing skill relies on the ability to identify the right letters and sounds that make up words. Spelling is a critical skill in language mastery. In this assessment, five commonly used words were read twice to the test takers. On average, over six in every ten (64%) of the pupils in Primary 5 and 6 could correctly spell words appropriate for Primary 4. Primary 6 pupils (76%) were more likely to be able to spell the words than Primary 5 pupils (52%). There was no significant difference between genders. Notably, 6% of learners in Primary 6 and 22 % in Primary 5 could not spell a single word.

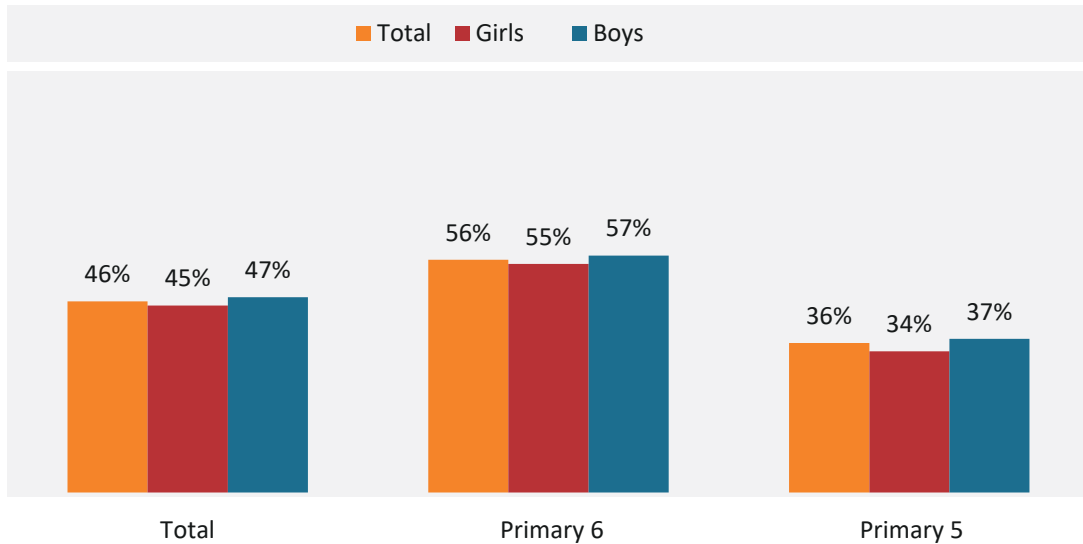
### SPELLING



## FACT 2: LESS THAN HALF OF THE PUPILS IN PRIMARY 5 AND 6 UNDERSTAND PRIMARY 4 VOCABULARY

In testing vocabulary, pupils were expected to read and decode the meanings of a few words, and appropriately use them in the right contexts within a simple passage. The analysis reveals that 46% of Primary 5 and 6 pupils have mastery of Primary 4 vocabulary and can use the words appropriately in the right context. There is almost no difference between boys and girls. There is however a difference of over 20 percentage points between Primary 5 and 6. However, 24% of Primary 5 and 10% of Primary 6 pupils faced extreme difficulty and could not get any of the words right.

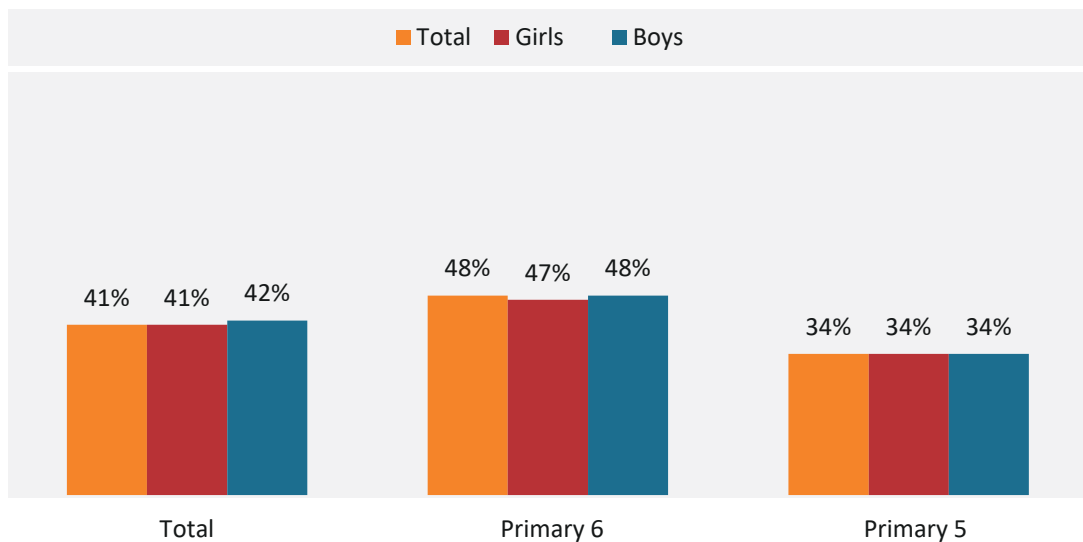
## VOCABULARY



### FACT 3: 4 OUT OF 10 PUPILS CAN FLUENTLY READ A PRIMARY 4 TEXT

Reading is a basic skill that is the building block for development of other competencies and serves as the foundation to learning other skills. Reading for fluency requires automaticity. This facilitates increased comprehension. Reading fluently requires reading without hesitating, skipping, replacing or omitting words or sounds in addition to correctly reading almost all the words in a text. The analysis reveals that only four out of ten learners can read fluently with almost no difference between boys and girls.

## FLUENT READING LEVELS

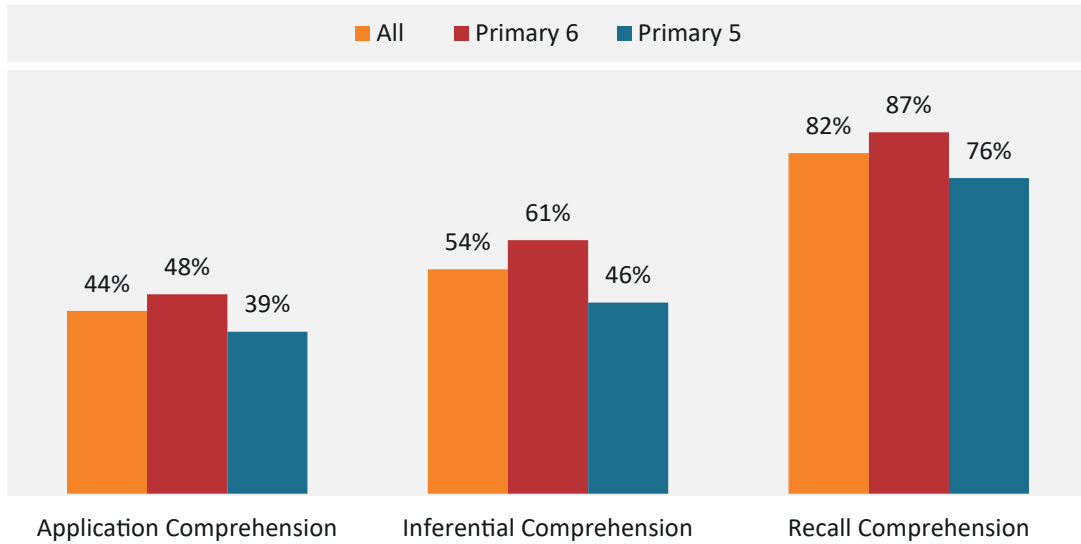


### FACT 4: ALTHOUGH CHILDREN WERE UNABLE TO READ FLUENTLY, THEY COMPREHENDED WHAT THEY HAD READ

Reading fluently facilitates comprehension. There were three comprehension questions: retrieval of facts, inference and application. Although less than a half of the learners read fluently, over 80% could retrieve facts from the text that they had read when questions were read out to them. However, the limited fluency seems to hamper with comprehension at higher levels. For instance, less than a half of them could respond rightly to the application questions. This 44% is still higher than the 41% who read fluently. This points to a possibility that although some children may be unable to read orally, they can silently decode and comprehend written text.



## COMPREHENSION

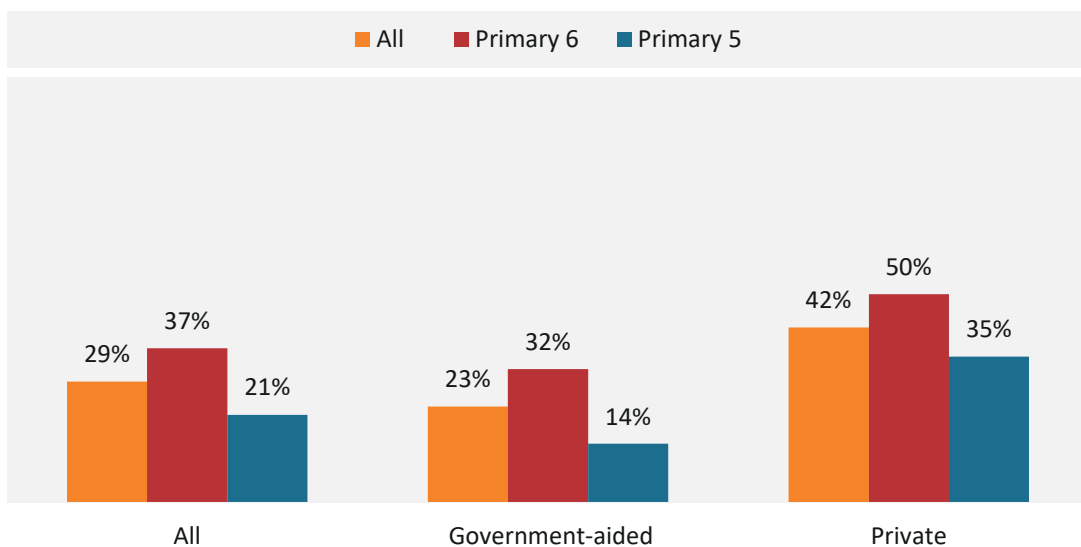


### FACT 4: MORE THAN 7 OUT OF 10 PRIMARY 5 AND PRIMARY 6 PUPILS CANNOT WRITE AT PRIMARY 4 LEVEL

Writing is a complex skill that combines different competences: mastery of vocabulary, correct spelling, presentation and language patterns. To assess writing, a picture of a hunting scene was presented to the learners. They were then asked to write three sentences on what they could see in the picture.

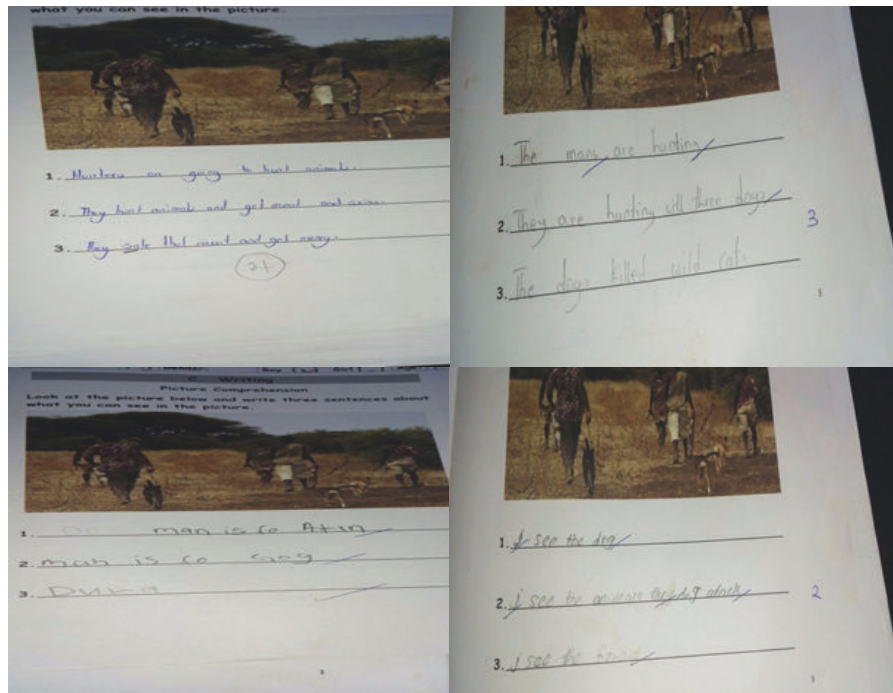
**C. Writing (Picture Comprehension)**  
 Look at the picture below and write three sentences about what you can see in the picture.

## WRITING



Only 3 out of every 10 children enrolled in Primary 5 and 6 could write. However, there were evident differences between government-aided and the private schools. There were almost twice the number of children who could write in private schools as in government-aided schools. In addition, 34% of the Primary 5 pupils and 14% of the Primary 6 pupils could not write at all. Children mostly found difficulty in constructing sentences, using tenses properly and spelling. Punctuation, including starting sentences with a capital letter and ending a sentence with a full-stop was also challenging to the pupils.

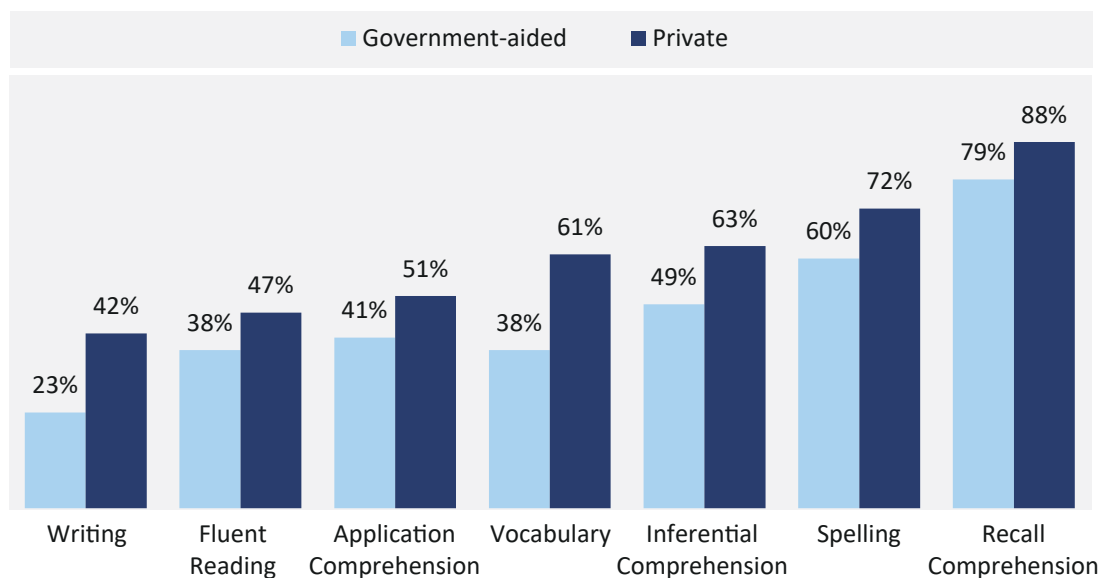
### SAMPLE WRITINGS (PRIMARY 5 & 6)



### FACT 5: PUPILS IN PRIVATE SCHOOLS DEMONSTRATE HIGHER MASTERY OF COMPETENCIES THAN THOSE IN GOVERNMENT-AIDED SCHOOLS

Across all the seven competencies assessed in literacy, pupils in private schools performed better than those in government-aided schools. The lowest difference was in answering the recall question, while the largest difference was in vocabulary levels of pupils in private versus government-aided schools.

### LITERACY PERFORMANCE BY PRIVATE & GOVERNMENT-AIDED



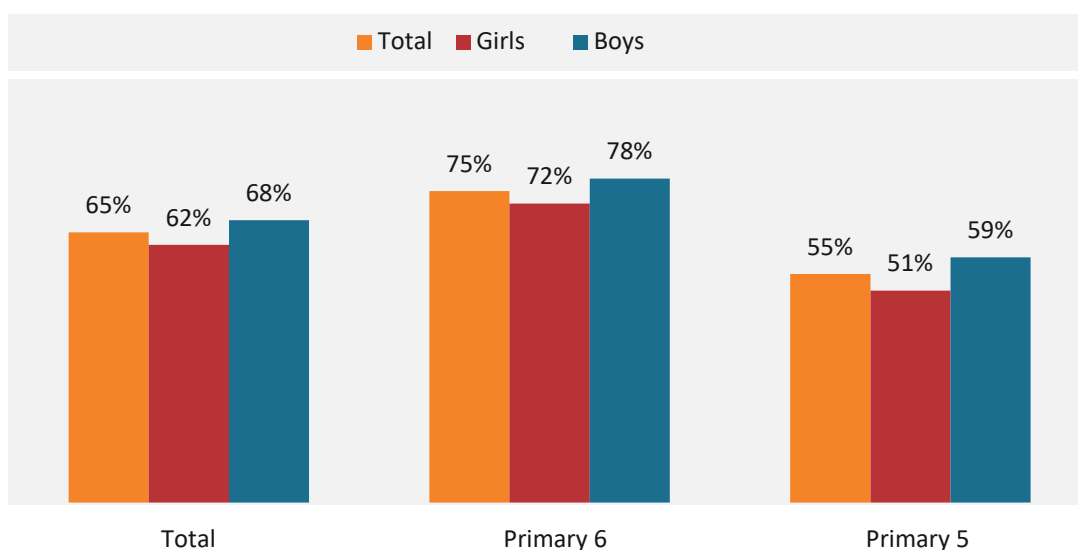


# ARE CHILDREN LEARNING MATHEMATICS BEYOND THE BASICS?

## FACT 1: 7 OUT OF 10 PUPILS IN PRIMARY 5 AND 6 HAVE MASTERED THE NUMBER CONCEPT APPROPRIATE FOR PRIMARY 4.

The foundation of understanding mathematical concepts lies in deeper understanding around numbers. This includes identification and sequencing of concrete numbers, place values, writing numbers in words and vice versa. Overall, 7 out of 10 (65%) learners in Primary 5 and 6 have mastered the number concept.

### NUMBERS

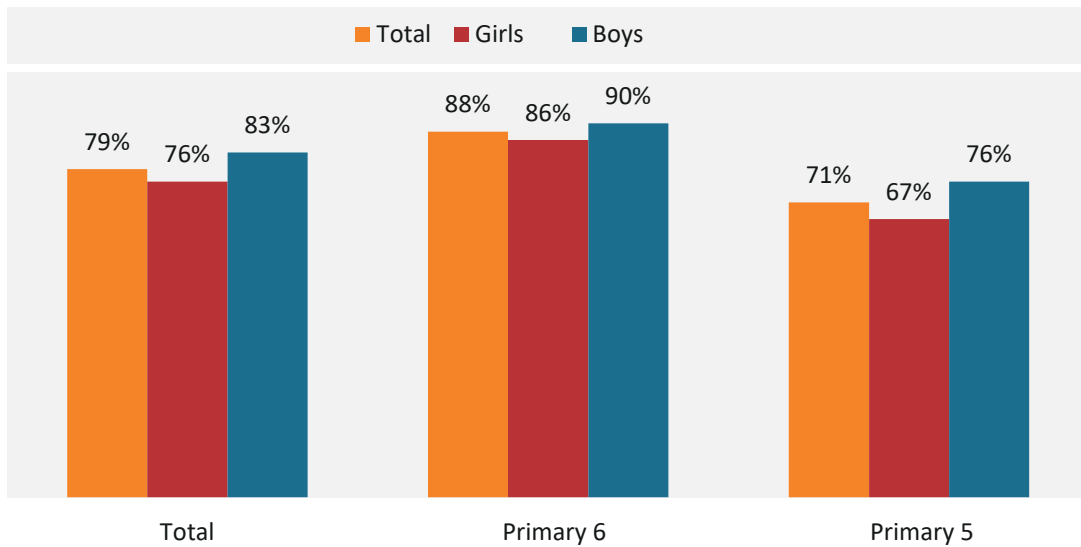


More boys (68%) than girls (62%) understand the number concept. There are more pupils in Primary 6 who understand the number concept than the pupils in Primary 5. Overall, the pupils found it a little easier to write numbers from given words (80%), than translate figures into words (73%).

## FACT 2: ADDITION IS THE MOST WELL UNDERSTOOD OPERATION AMONG THE PRIMARY 5 AND 6 PUPILS

Almost 8 out of 10 pupils in Primary 5 and 6 understand the addition concept. The assessment of the addition concept included adding whole numbers with and without carrying. The sums presented are also horizontally arranged such that they require pre-arrangement before working them out. This also indirectly assesses whether the pupils understood the place value concept.

## ADDITION

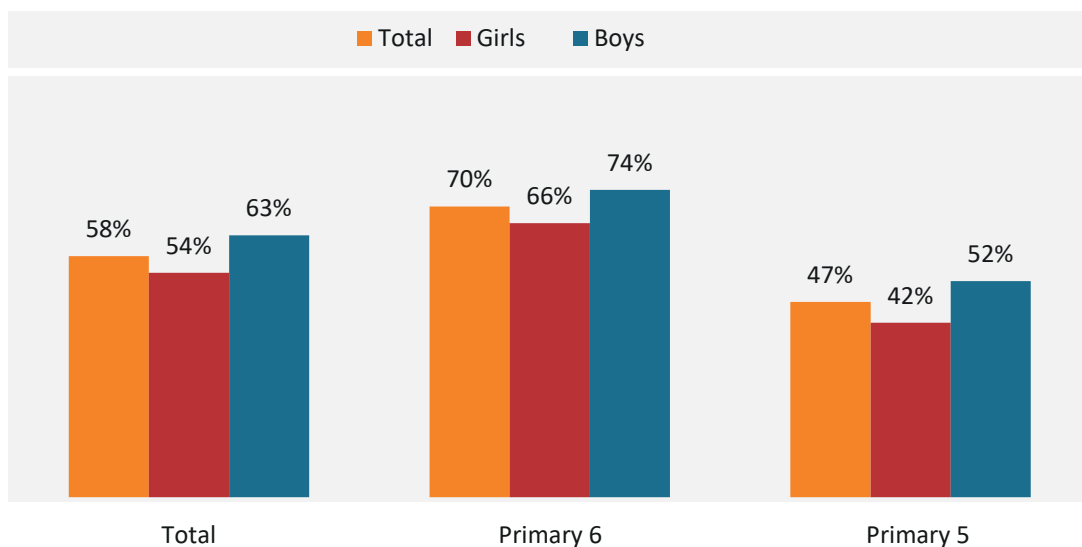


Addition is a comparatively well-understood operation among the Primary 5 and 6 pupils. Overall, 79% of the pupils (71% in Primary 5 and 88% in Primary 6) could add with or without carrying, with a difference of 7 percentage points between boys and girls. While most pupils could add without carrying (88%), an average 29% of the pupils had problems adding with carrying.

### FACT 3: 6 OUT OF 10 PRIMARY 5 AND 6 PUPILS CAN SUBTRACT WITH OR WITHOUT BORROWING

Assessment of the subtraction concept involved subtracting whole numbers with and without borrowing. The tasks were also arranged horizontally to test mastery of place value. Nearly six out of ten (58%) of the pupils enrolled in Primary 5 and 6 could subtract whole numbers appropriate for Primary 4.

## SUBTRACTION

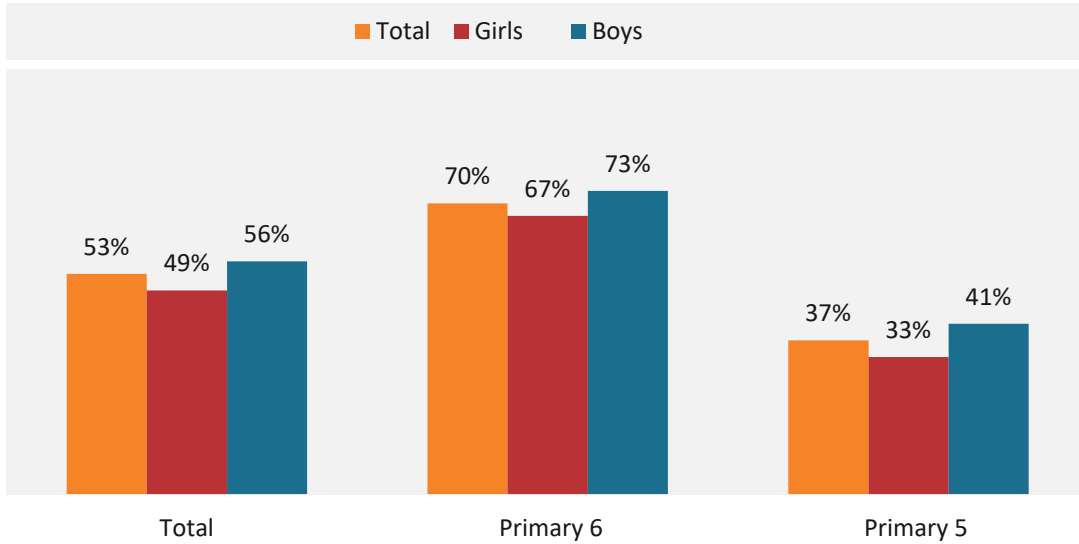


More boys (63%) than girls (54%) could subtract. While 63% of the learners were able to subtract without borrowing (regrouping), 47% of the learners in Primary 5 and 6 could subtract with borrowing. This indicates that the regrouping concept requires greater emphasis in teaching and learning. We also think that giving problems where pupils had to first arrange the numbers (testing place value) may have made subtraction more difficult.

**FACT 4: HALF OF LEARNERS ENROLLED IN PRIMARY 5 AND 6 CAN DO PRIMARY 4 LEVEL MULTIPLICATION.**

Overall, half (53%) of the learners in Primary 5 and 6 could multiply at Primary 4 level. There was a difference of seven percentage points between the boys and the girls, and a large difference between Primary 5 (37%) and 6 (70%).

**MULTIPLICATION**

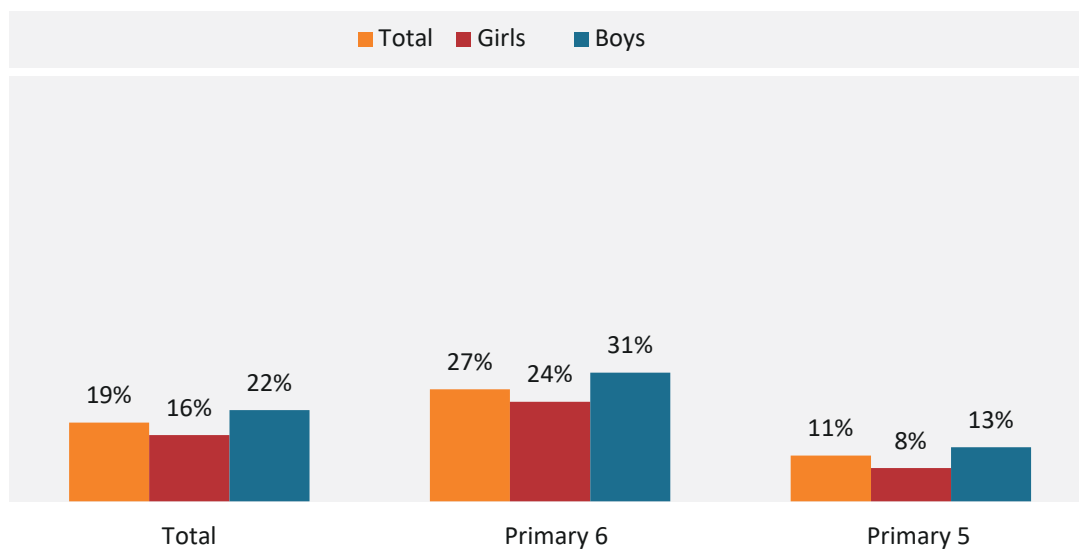


A closer look at the results reveals that children had a problem multiplying a number by 100. In total 58% were able to multiply a number by 10, while 47% could multiply a number by 100.

**FACT 5: DIVISION WAS THE MOST DIFFICULT OPERATION FOR THE PRIMARY 5 AND 6 PUPILS**

Less than one in five (19%) pupils in Primary 5 and 6 could do Primary 4 division. There was a difference between boys (22%) and girls (16%), and between Primary 5 (11%) and Primary 6 (27%) pupils.

**DIVISION**





A closer look shows that 73% of the children could not divide a number by 10 and only 4% could divide with a remainder.

**TASK : WORK OUT**

$3448 \div 8 = \underline{\hspace{2cm}}$	$6122 \div 6 = \underline{\hspace{2cm}}$
$5640 \div 10 = \underline{\hspace{2cm}}$	

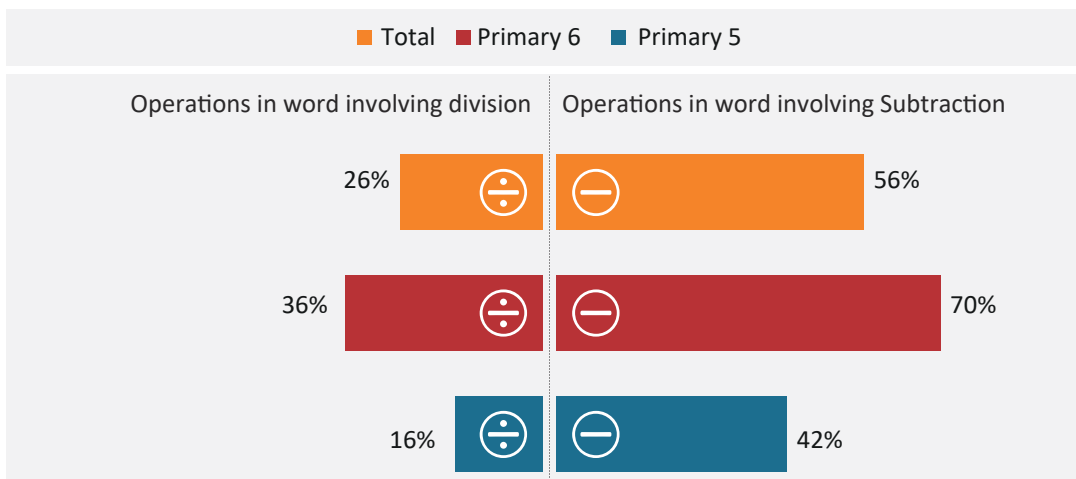
**FACT 6: ALMOST ALL ASSESSED PUPILS IN PRIMARY 5 AND 6 FIND IT HARD TO APPLY MATHEMATICAL CONCEPTS IN REAL LIFE**

Mathematics in real life does not always appear in written form. It comes in form of situations and scenarios that require systematic application of the operations (adding, subtracting, multiplying and dividing numbers). Real life provides many opportunities to test out abilities to apply mathematical concepts presented as cases. One such a scenario is responding to operations in word. In this assessment, two word problems were presented to the learners.

**TASK:**

A class has 115 pupils. It has 60 girls, how many boys are in the class? \_\_\_\_\_  
 Angela had shillings 1400. She bought matchboxes each costing Shillings 100. How many matchboxes did she buy? \_\_\_\_\_

**OPERATIONS IN WORD**

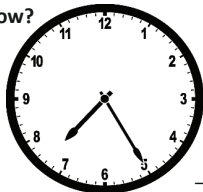


From this analysis, 56% of the pupils were able to get the question on subtraction with evident differences between Primary 5 (42%) and Primary 6 (70%). On the other hand, one out of four children could divide. This indicates that even when presented as practical problems, learners have marked difficulty in division. On the other hand, reading and comprehension challenges may make the operations in words more difficult for pupils. Future assessment could compare this with a test in which the problem is read out to the learners.

**FACT 7: MORE THAN HALF OF PRIMARY 5 PUPILS CANNOT TELL HOW MANY MINUTES MAKE AN HOUR**

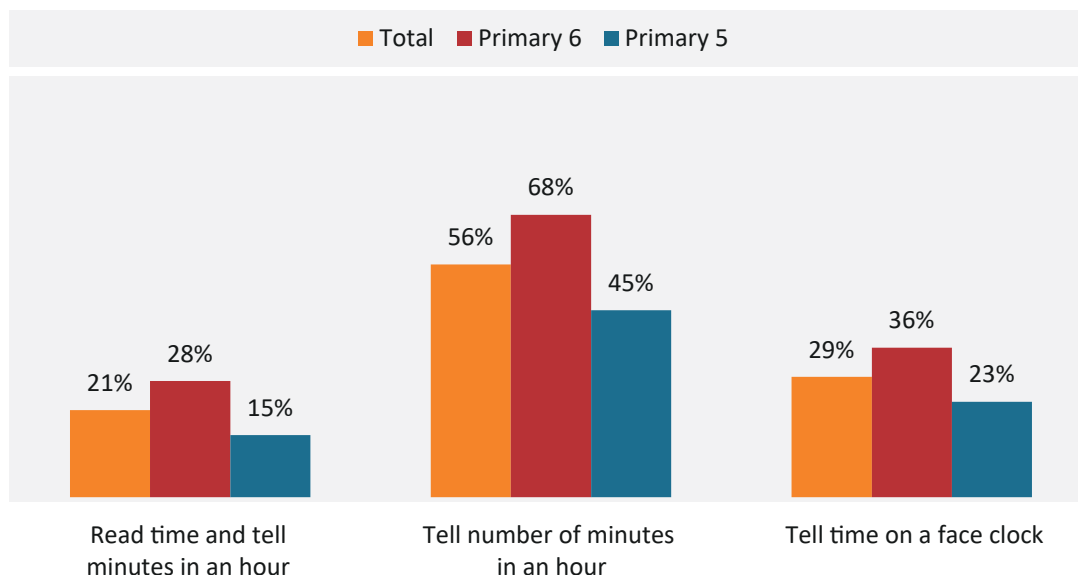
Telling time is part of everyday measurement. Many decisions are made around time. Reading time on a face clock is also a skill that children require as part of functional literacy. The task below was used to measure every day mathematics.

**ASSESSMENT TASK:**

<p>a) What is the time shown on the clock face below?</p>  <p>_____</p>	<p>b) How many minutes make an hour?</p> <p>_____</p>
--	---

Only 21% of the pupils in Primary 5 and 6 got these two questions right. Primary 6 pupils performed better (28%) than Primary 5 (15%). On the specific tasks, over 30% of Primary 6 pupils could not tell how many minutes make an hour while more than half (55%) of pupils in Primary 5 could not. On the other hand, around 7 out of 10 of both Primary 6 (64%) and Primary 5 (77%) pupils could not read time on a clock face. The poor performance on the task may also point to a comprehension difficulty, indicating the need for mathematics teachers to integrate more language (word problems) in the teaching and learning process.

**EVERYDAY MATHEMATICS**

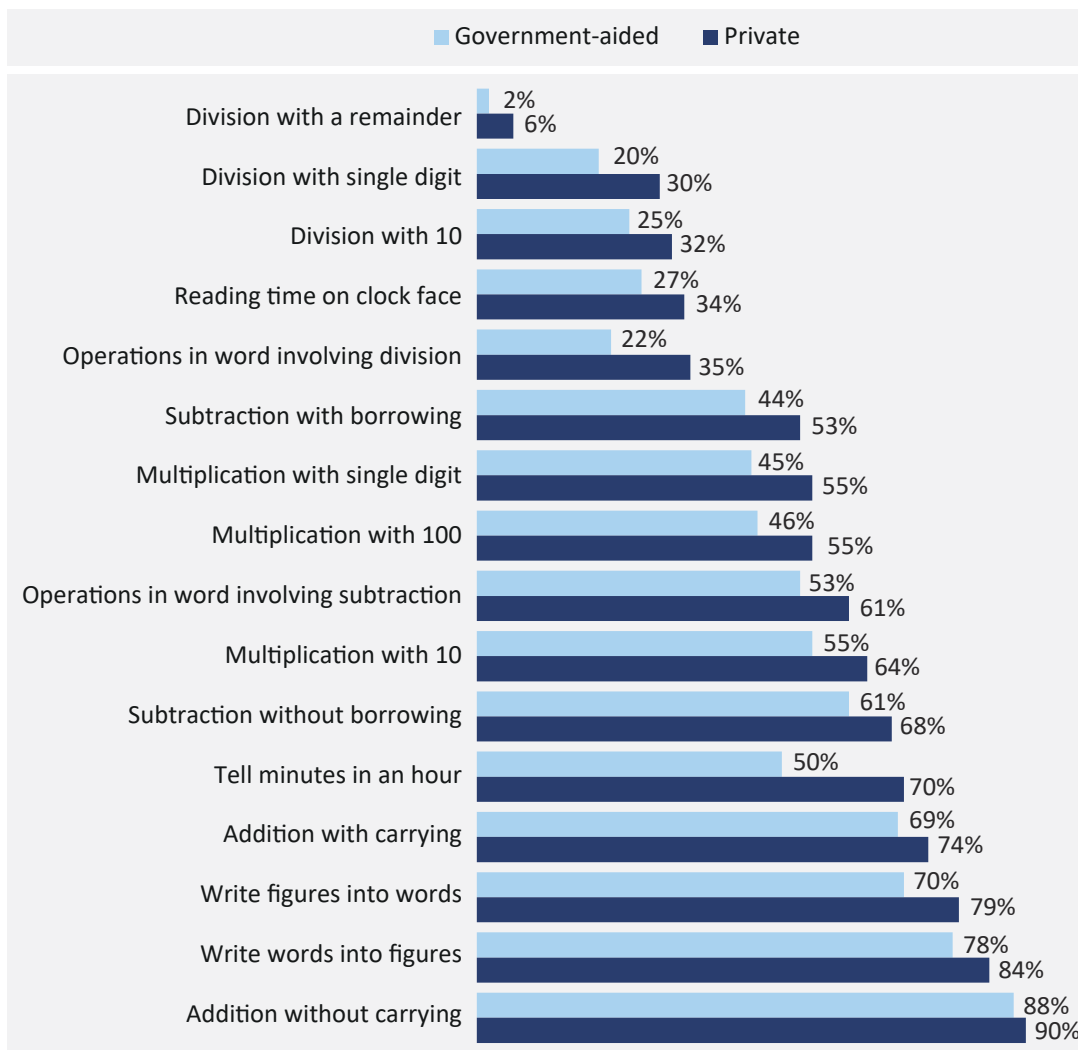


**FACT 8: PRIVATE SCHOOL PUPILS PERFORM BETTER THAN THOSE IN GOVERNMENT-AIDED SCHOOLS IN ALL THE NUMERACY COMPETENCIES**

All the competencies assessed reveal that private school pupils perform better than the government-aided school pupils; whether in competencies such as addition and telling minutes in an hour in which government-aided school pupils also perform reasonably, or in complex skills such as division and reading time on the clock face.



### NUMERACY PERFORMANCE BY PRIVATE/GOVERNMENT-AIDED





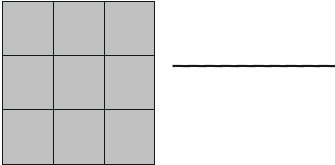
# ARE CHILDREN LEARNING TO THINK CRITICALLY?

## CRITICAL THINKING REMAINS AN UNDEVELOPED SKILL AMONG PRIMARY 5 AND 6 PUPILS

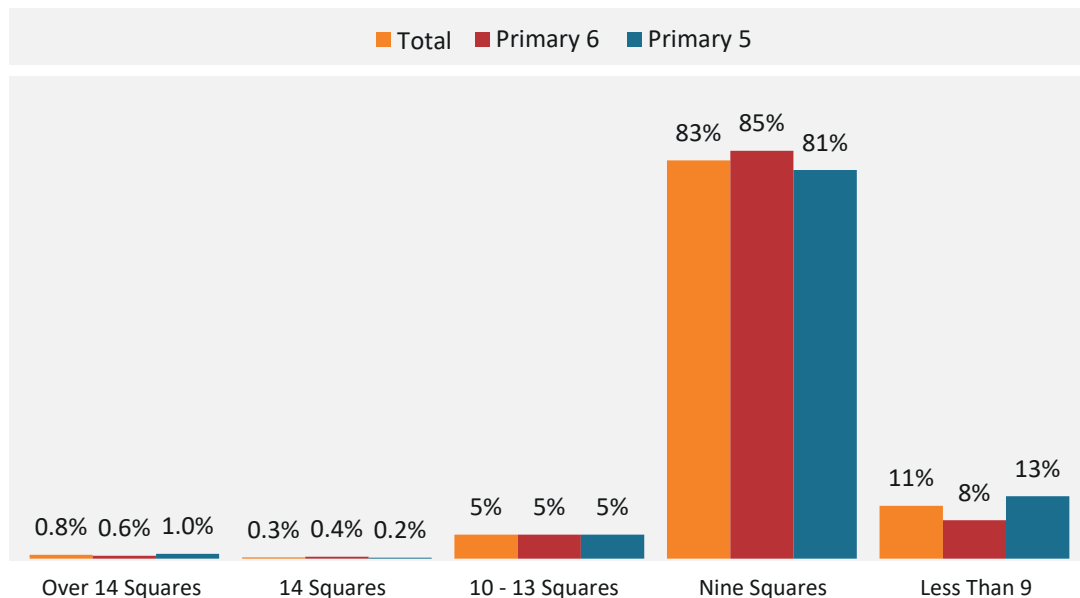
One of the most important skills that learners have to develop in the 21st century is the ability to think critically. Assessment of critical thinking involved identifying total number of squares in a figure divided into a number of smaller squares. Only 5% of pupils were able to identify at least 10 of the 14 possible squares, beyond the obvious 9.

### CRITICAL THINKING TASK

1. Work out:  
 a) How many squares do you see?



### NUMBER OF SQUARES THAT PUPILS SAW



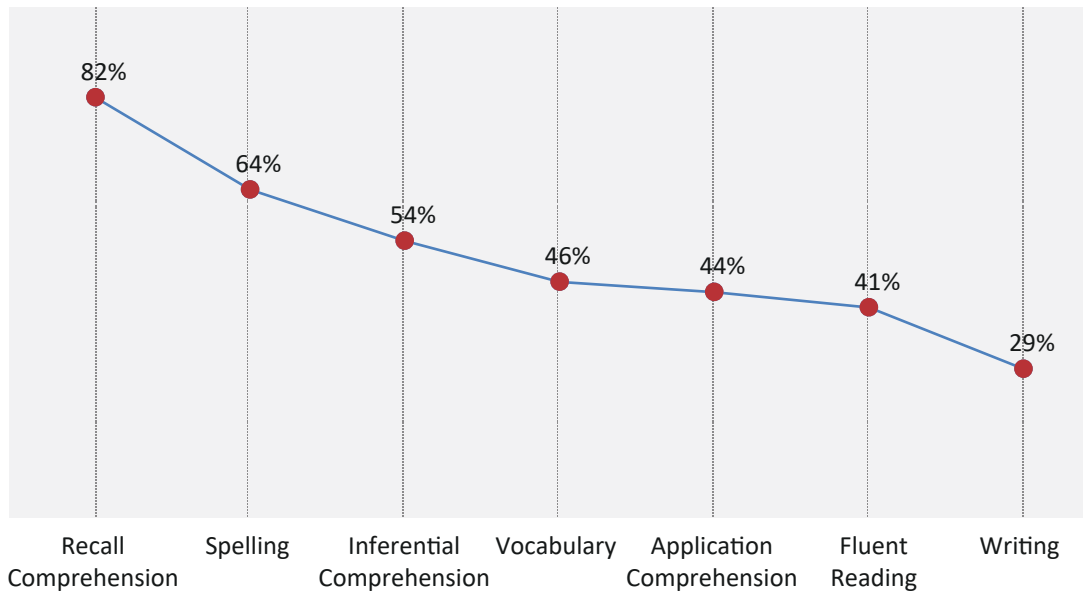
Nearly all the learners (83%) could only count the obvious nine squares, while one out of ten could not count the nine. Only 5% were able to see the bigger square while a paltry 0.3% could see the 14 squares. In fact, the difference in performance between the Primary 5 and 6 was lowest on the critical thinking task. This is a clear manifestation that children lack critical thinking skills and are not necessarily gaining them over time. These results point to the necessity of ensuring that schools and teachers promote thinking as a basic human need, and as core ingredient to learning in other areas and thriving in life. The sense of critical thinking can be nurtured through deliberate effort within the curriculum.



# WHAT ARE THE CHILDREN STRUGGLING TO LEARN?

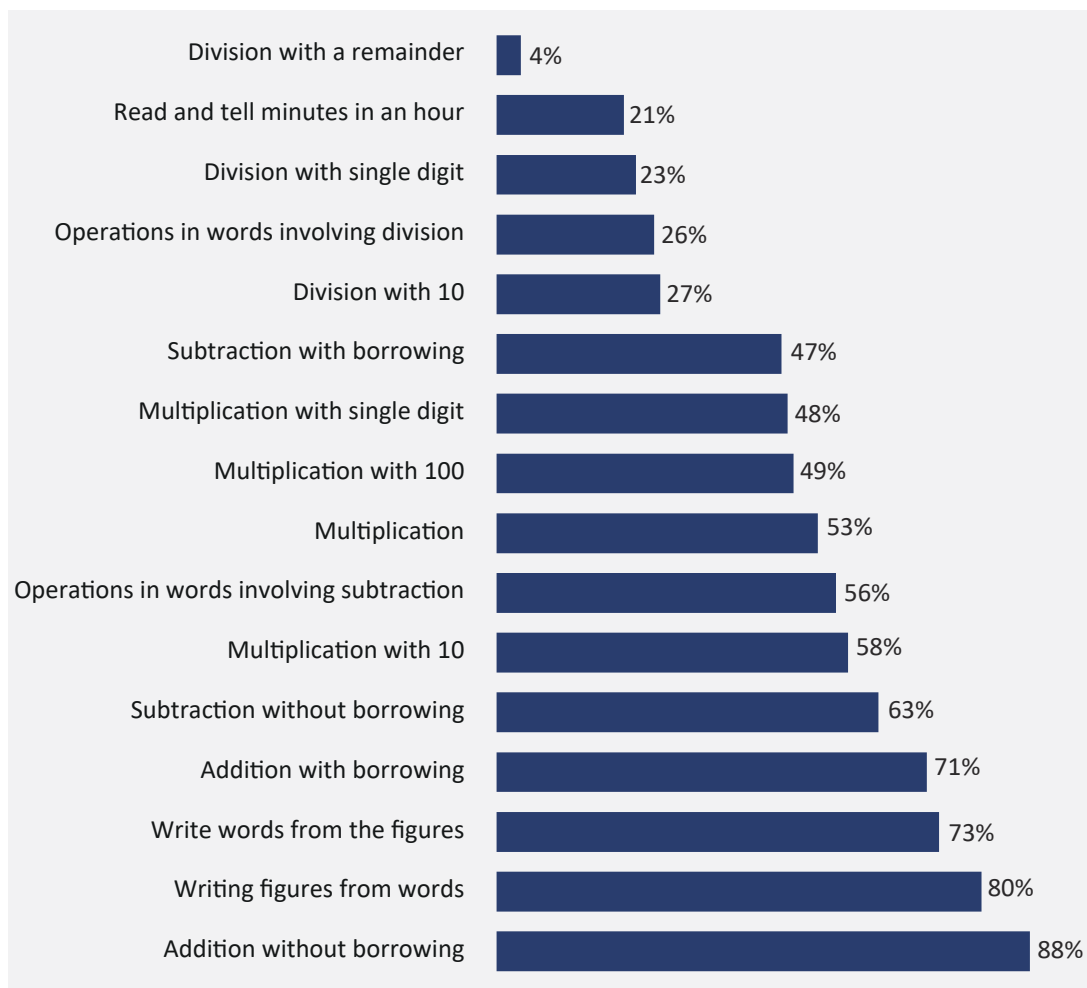
Writing is the most complex competency among the Primary 5 and Primary 6 pupils assessed. Reading for fluency is also another challenging competency. In addition, the application of comprehension competency is still undeveloped in over half of the pupils.

## LITERACY COMPETENCIES





### NUMERACY COMPETENCIES



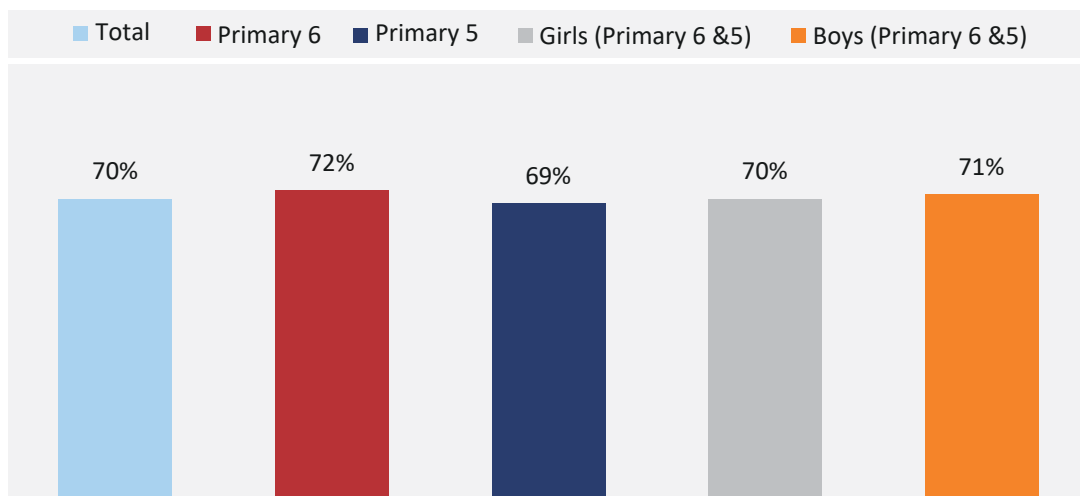
Critical thinking remains an underdeveloped skill among the pupils attending Primary 5 and 6. When presented with a situation that required careful thinking, many children applied the mathematical operations. In fact, only 5% of all the pupils were able to see more than nine squares.

# HOW AND WHERE ARE THE CHILDREN LEARNING?

## FACT 1: SEVEN IN TEN LEARNERS IN PRIMARY 5 AND 6 HAVE REPEATED AT LEAST ONE CLASS

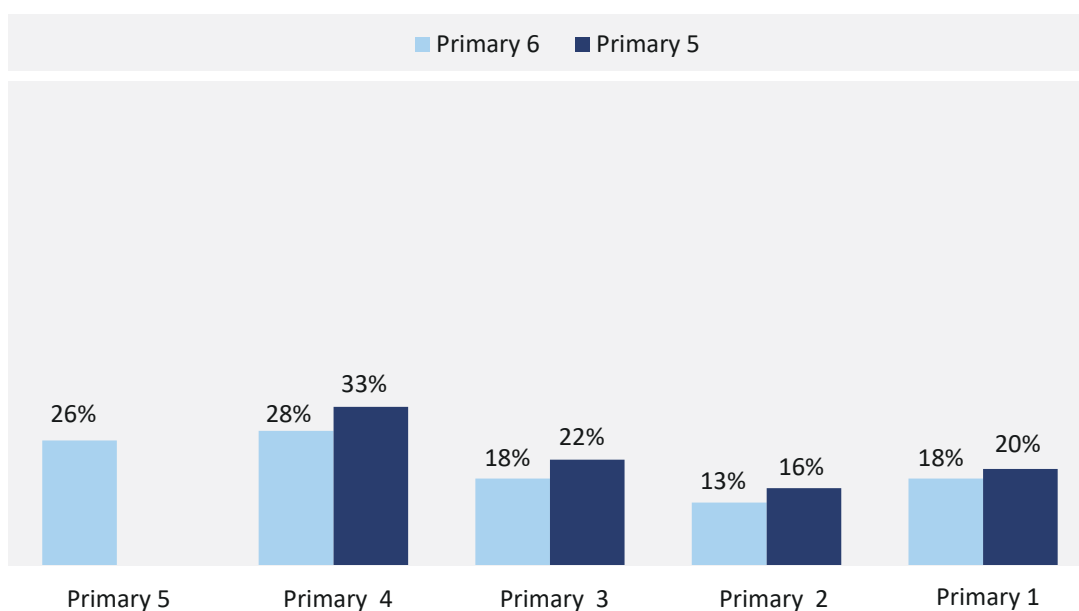
Repetition is a phenomenon associated with school wastage. In essence, resources are used more than once to achieve the same purpose. Overall, seven in every ten children in Primary 5 and 6 have repeated at least one class. The difference between boys and girls is insignificant.

### REPETITION BY CLASS & GENDER



Repetition is highest in Primary 4 (the transition class) and lowest in Primary 2. It is possible that children begin facing intense learning challenges in Primary 4 at the time they start using English as a medium of instruction.

### REPETITION BY CLASS

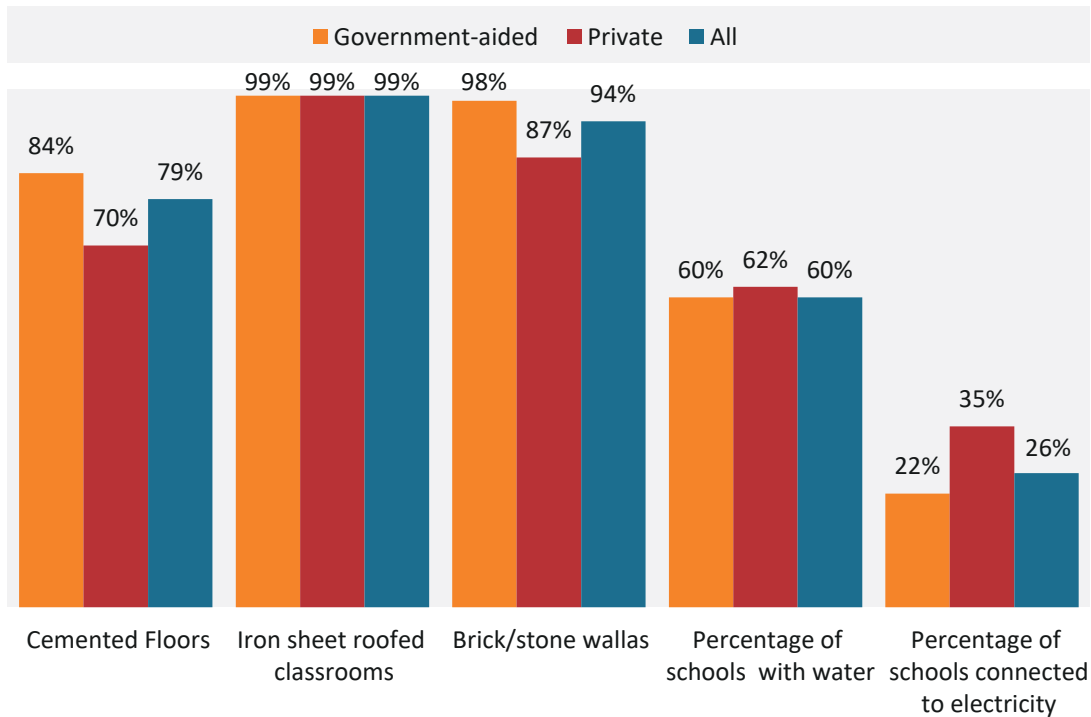


**FACT 2: ALL SCHOOLS HAVE ENCLOSED ROOFS BUT FEW ARE CONNECTED TO ELECTRICITY.**

School infrastructure includes the buildings (floors, roofs, walls), as well as access to the basic services including water and power.

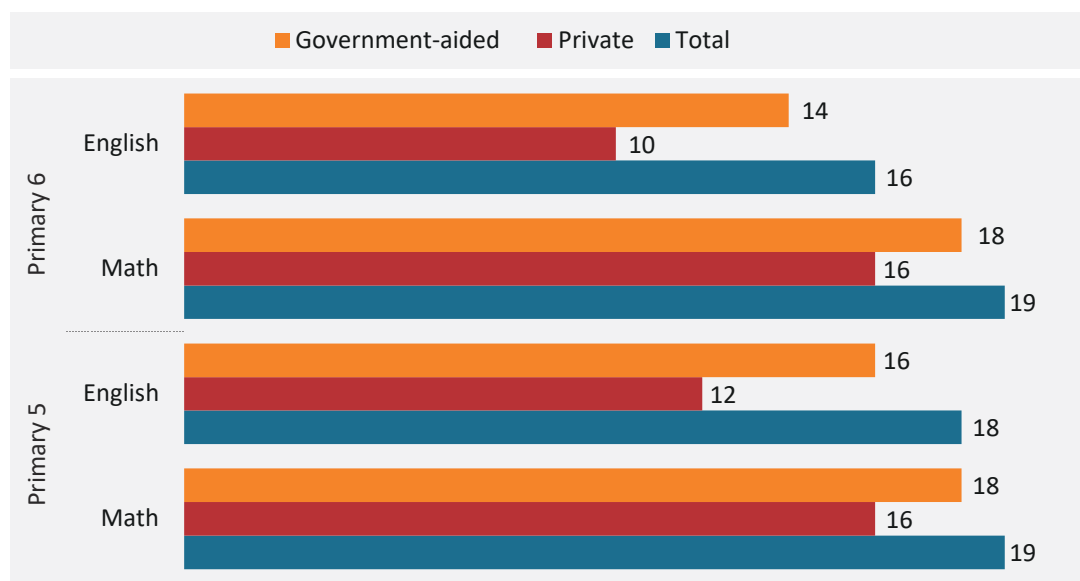
- Almost all the government-aided schools have stone/brick walls (98%) compared to 87% of the private schools.
- 2 out of 5 schools do not have a source of water in the school.
- More private schools (35%) than government-aided (26%) are connected to electricity.

**SCHOOL INFRASTRUCTURE**



**FACT 3: BETWEEN 10 AND 19 PUPILS SHARE TEXTBOOKS**

**PUPIL-BOOK RATIO**

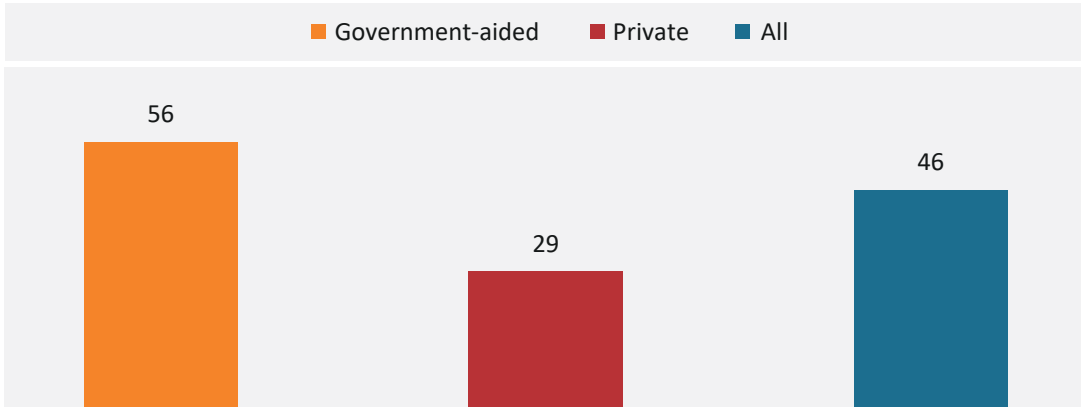


Schools have an acute shortage of books. Fourteen pupils in Primary 5 share an English textbook (16 in government-aided and 12 in private schools) and 19 share a Mathematics textbook. Sixteen children share an English textbook and 19 share a Mathematics textbook in Primary 6.

**FACT 4: GOVERNMENT-AIDED SCHOOLS HAVE A HIGHER PUPIL-TEACHER RATIO ALMOST DOUBLE THAT OF PRIVATE SCHOOLS**

On average, there are 46 pupils per teacher in Primary 5 and 6. However, private school teachers have an average of 29 pupils while government-aided school teachers have 56 pupils.

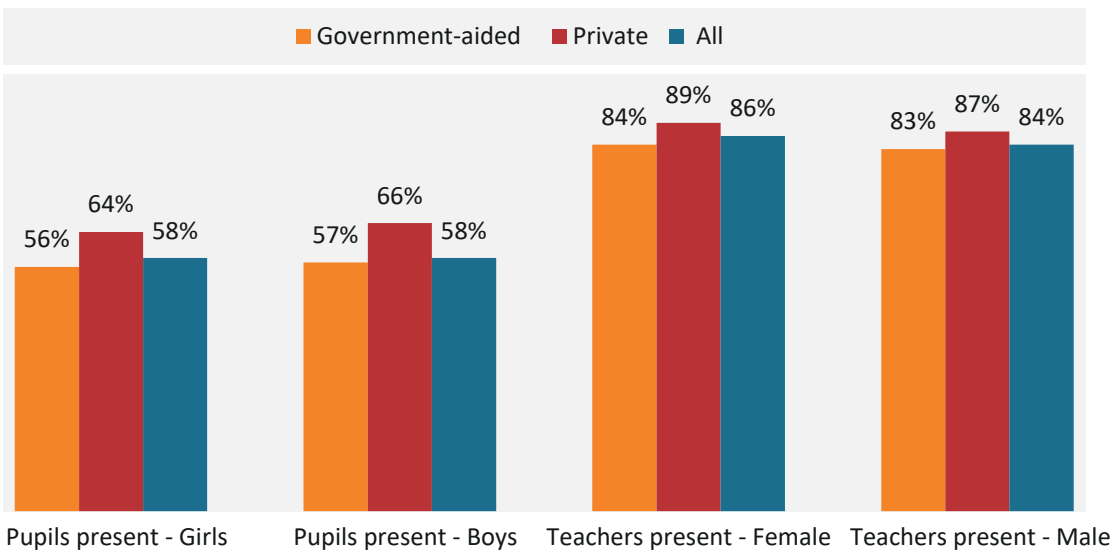
**PUPIL-TEACHERS RATIO**



**FACT 5: THERE ARE MORE PUPILS THAN TEACHERS ABSENT FROM SCHOOL EVERY DAY; TEACHER ATTENDANCE IS HIGHER IN PRIVATE SCHOOLS**

Teacher attendance is higher than pupil attendance in both private and government-aided schools. In addition, there are slightly more female than male teachers attending school in both private and government-aided schools.

**TEACHER AND LEARNER ATTENDANCE RATES**





## IN SUMMARY

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1. Learning levels among the Primary 5 and 6 pupils in English and Mathematics are low across the assessed districts. Learners did not show complete mastery in any of the assessed competences (Annex 3). Learners are struggling to comprehend and divide.
2. As expected, Primary 6 pupils perform slightly better than Primary 5 pupils do. However, the performance of Primary 6 pupils still shows that many of them have not mastered Primary 4 English and mathematics competencies despite remaining with only a year to complete primary education.
3. Repetition is common in schools. Seven out of ten pupils attending Primary 5 and 6 have repeated at least one class. Furthermore, more children repeated Primary 4 than any other class.
4. Government-aided schools have higher pupil teacher ratios, almost twice the ratio in private schools.
5. Learner absenteeism is higher than teacher absenteeism. Almost 42% of the pupils are absent from school every day.



## WHAT ARE THE POLICY IMPLICATIONS?

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### THESE RESULTS REVEAL A NUMBER OF POLICY ISSUES:

1. **Automatic Transition:** Neither repetition nor automatic transition are a cure in themselves, but require attached accountability if wastage has to be managed. Repetition means that more resources are being used to keep children in school. Almost three quarters of the children have repeated a class. Yet, despite these children repeating a class, their mastery is still low. This casts doubt then, on the extent to which repeating classes can help resolve the learning crisis. At the same time, promotion to next class with no accountability to ensure every child learns may even make the problem worse.
2. **Learning domains:** The debate on what children ought to learn rages on. Global skills such as critical thinking cannot be overemphasized. From these findings, it is clear that critical thinking remains a highly undeveloped skill among pupils with just a year left to completing primary education. As such, there is need to interrogate the place of these critical learning skills in the school system.
3. **Language in Education Policy:** Despite English being the language of instruction, children have difficulty writing and using it. It is imperative to interrogate the teaching methods used to prepare the learners in English particularly in developing expressive language skills such as writing.
4. **Assessment policy** – it is evident that pupils in upper primary still struggle to acquire basic skills. Therefore, screening and diagnostic assessments (early assessments) for remedial action are necessary. There is value in pivoting towards ‘assessment for learning’ (so that the process and results of assessment becomes an input for teaching and away from ‘assessment of learning’ that is summative and high stake (an output of teaching that is sterile in its power to improve learning). These assessments for learning may help to identify areas of difficulty and inform changes in instruction.



## ANNEX 1: ENGLISH LITERACY TEST AND SCORING GUIDE

### ORAL READING & COMPREHENSION

#### ADMINISTRATOR COPY AND SCORING SHEET

##### INSTRUCTIONS TO THE ASSESSOR

*Show the child the text on a separate paper. Ask the child to read as fluently as much as they can. Tell the child that you will ask them a few questions after the child reads the text. When the child finishes reading the text, ask the child the three questions.*

Juma has two beautiful birds. He keeps them for enjoyment, not for food or work. These are pets. Their home is a tree with a shade in the garden. Juma has nailed a wooden box on the tree. That is their nest where they sleep. They feed from a tin beside the box.

The tree is fenced to keep them safe from cats. He has named the birds 'Daudi' and 'Kiwa'. They enjoy flying around the branches.

Juma feeds them with sunflower seeds. He gives them a bowl of water to drink. The birds make lovely sounds. They make Juma feel happy and important.

##### INSTRUCTIONS TO THE ASSESSOR

*If the child was unable to read, terminate and thank the child and dismiss him/her.*

*If the child has read, proceed and ask the questions below:*

No	Questions	Actual response	Score (1/0)
1	How many birds does Juma keep as pets?		
2	Why has Juma nailed a wooden box on the tree?		
3	Why is it important to take care of pets?		

##### Instructions to the assessor

*Reflect on how the child read and answer the questions below before you assess the next child.*

	Questions	Yes	No
1	Was the child completely unable to read? (Unable to read almost all the words in a sentence?)		
2	Was the child reading sentences as a string of words?		
3	Was the child stopping often/hesitating while reading words in the text?		
4	Was the child omitting/skipping reading some words/sounds in the text?		
5	Was the child replacing words/sounds that he/she was unable to read?		

### Score Guide

#### English

##### 1. Words for dictation

**Instructions:** Read the following words to the pupils. The words should be read **TWICE**

1. blanket
2. garden
3. teacher
4. woman
5. president

##### 2. Answers for the Guided Composition

1. nest
2. looked
3. hatch
4. bird
5. excited

### 3. Writing

Incompetent (1)	Beginner (2)	Emergent (3)	Competent (4)
<ul style="list-style-type: none"> <li>- There is no evidence that the child has comprehended the task (writing of sentences) or topic</li> <li>- The text is full of grammatical and spelling errors that hinder understanding of what the pupil has written</li> <li>- Capitalization of first letter and use of full stop at the end is not done</li> <li>- This level also includes no attempts.</li> </ul>	<ul style="list-style-type: none"> <li>- They may be three or less than three sentences The text indicates that the pupil comprehended the task and the topic</li> <li>- The text is full of grammatical and spelling errors but one is still able to understand what the pupil has written due to some key words</li> <li>- Capitalization of first letter and use of full stop is hardly done.</li> </ul>	<ul style="list-style-type: none"> <li>- There are three sentences</li> <li>- The text indicates that the pupil comprehended the task and the topic</li> <li>- The rules of grammar and correct spellings are observed in most of the text</li> <li>- The sentences are well punctuated with capitalization of first letter and use of full stop</li> <li>- Mistakes (punctuation and grammar) are between 5 and 8)</li> </ul>	<ul style="list-style-type: none"> <li>- The text contains three complete sentences</li> <li>- The text indicates that the pupil comprehended the task and the topic</li> <li>- The rules of grammar and spellings are obeyed.</li> <li>- The sentences are well punctuated with capitalization of first letter and use of full stop.</li> <li>- Mistakes (punctuation and grammar) are not more than 4 in the entire text.</li> </ul>

### 2. Oral passage (story)

No.	Question	Answer
1.	How many birds does Juma keep as pets?	Juma keeps two beautiful birds as pets.
2.	Why has Juma nailed a wooden box on the tree?	Juma has nailed a wooden box on the tree to make a nest for the birds
3.	Why is it important to take care of pets?	<p><b>NB:</b> Any answer that expresses sustaining the wellbeing of the pet or the benefits that human beings get from keeping pets should be acceptable</p> <ol style="list-style-type: none"> <li>i. It is important to take care of pets to keep them alive,</li> <li>ii. stop them from suffering,</li> <li>iii. stop them from being eaten by wild animals,</li> <li>iv. stop them from getting sick, pets are friendly to man,</li> <li>v. they are created by God and we have a duty to take care of them,</li> <li>vi. They protect us from danger e.g. dogs bark when there are strangers, pets keep away other harmful creatures e.g. cats eat rats and snakes.</li> </ol>

## ANNEX 2: NUMERACY TEST AND SCORING GUIDE

### NUMERACY

<p>1. Write the following numbers in figures:</p> <p>a) Two thousand four hundred seventy nine <b>2479</b></p> <p>b) <b>3356</b> <b>Three thousand three hundred fifty six</b></p>
<p>2) Add the following:</p> <p>a) <math>3141 + 1023 = 4164</math></p> <p>b) <math>61202 + 3744 = 64946</math></p> <p>c) <math>67749 + 1428 = 69177</math></p>
<p>3) Subtract the following:</p> <p>a) <math>96241 - 4230 = 92011</math></p> <p>b) <math>8365 - 4272 = 4093</math></p> <p>c) <math>94052 - 2119 = 91933</math></p>
<p>4) Multiply the following:</p> <p>a. <math>325 \times 9 = 2925</math></p> <p>b. <math>432 \times 10 = 4320</math></p> <p>c. <math>86 \times 100 = 8600</math></p>
<p>5) Work out:</p> <p>a) <math>3448 \div 8 = 431</math></p> <p>b) <math>5640 \div 10 = 564</math></p> <p>c) <math>6122 \div 6 = 1020 \text{ Rem } 3</math></p>

**ANNEX 3: LEARNING COMPETENCIES ACROSS THE ASSESSED DISTRICTS  
(% OF PUPILS DEMONSTRATING MASTERY)**

District	Spelling	Vocabulary	Writing 3 Sentences	Comprehension	Division	Ethno Math	Critical Thinking
Butambala	64.1	43.1	23.0	25.6	12.9	17.3	5.3
Dokolo	56.0	42.2	28.2	27.7	21.2	20.8	1.3
Kaberaido	60.7	52.0	35.6	25.2	18.5	25.5	2.1
Kalangala	83.8	65.8	48.2	31.4	17.7	31.1	20.0
Maracha	65.3	26.7	8.0	19.0	18.1	21.6	3.1
Mubende	66.9	46.5	26.9	21.2	18.4	17.8	6.1
Mukono	82.0	74.0	55.1	52.0	25.1	30.4	11.1
Ngora	49.2	36.1	27.8	20.1	15.2	18.3	0.9
Ntoroko	65.7	42.2	28.3	19.1	22.2	17.3	5.4
Otuke	51.7	33.3	13.3	18.7	18.1	13.6	2.1

**ANNEX 4: SCHOOL LEARNING ENVIRONMENT INDICATORS BY DISTRICTS**

District	Pupils-Teacher Ratio	Book Ratio English	Book Ratio Math	Ever Repeated a Class (%)	Assisted with Homework (%)	Electricity Connectivity (%)	Availability of Clean Water at School (%)
Butambala	23.2	10.8	11.6	49.7	59.5	25.0	63.2
Dokolo	61.0	12.5	13.2	79.3	74.0	31.3	71.4
Kaberaido	61.6	9.8	19.7	87.7	52.2	17.7	82.4
Kalangala	27.3	1.1	1.1	63.1	67.0	61.1	66.7
Maracha	72.3	16.6	20.7	92.7	70.0	10.0	47.4
Mubende	35.8	7.8	9.6	59.6	60.2	25.0	65.0
Mukono	27.4	5.9	6.3	42.1	67.7	50.0	40.0
Ngora	47.3	16.8	13.4	82.0	56.9	5.0	29.4
Ntoroko	40.7	16.4	21.0	52.4	62.6	27.3	59.1
Otuke	57.1	28.5	29.2	86.6	66.8	15.0	75.0

