



Quality Education, my Responsibility

Plot 77, Suwara Road, Naguru Go Down, P.O. Box 40163, Kampala, Uganda
Tel: +256 312 112815 | uganda@uwezo | www.uwezo.net

NATIONAL LEARNING ASSESSMENT 2015



**TEST PACK
ENGLISH, LUGANDA & NUMERACY**


TEST BOOKLET

INSTRUCTIONS TO THE VOLUNTEER.


This booklet contains 4 samples of tests indicated as Sample 1, Sample 2, Sample 3 and Sample 4, for English, Luganda & numeracy.

The bonus test is on the last page of the booklet.


Administer the test to all the children aged 6-16 years




• Only administer one set of tests to each child.
• The other sets are there to be administered in case a household has more than one child.



• Tick the highest level the child can do in the SURVEY BOOKLET



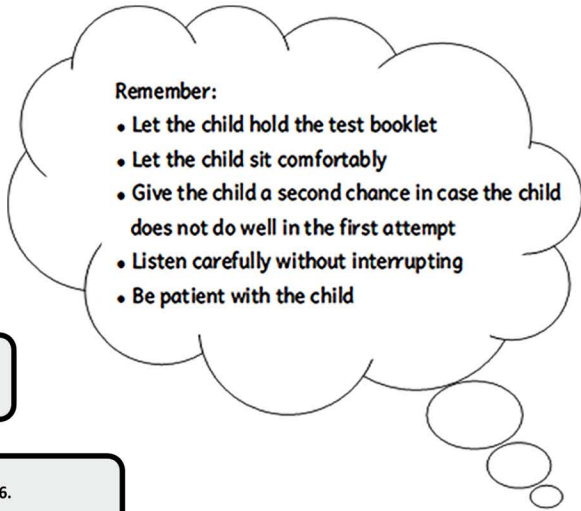
• Remember: Only children who can read a STORY should do the comprehension questions.



• Give the ethno math and bonus tests to all the children aged 6-16 years regardless of their level in reading or numeracy.



• Measure Visual acuity for all children aged 6-16.



Remember:

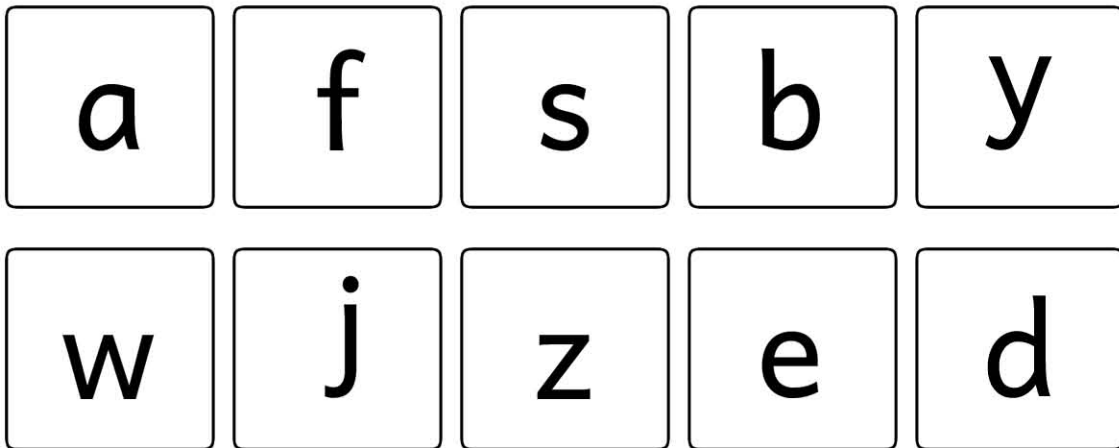
- Let the child hold the test booklet
- Let the child sit comfortably
- Give the child a second chance in case the child does not do well in the first attempt
- Listen carefully without interrupting
- Be patient with the child

ENGLISH

Sample 1

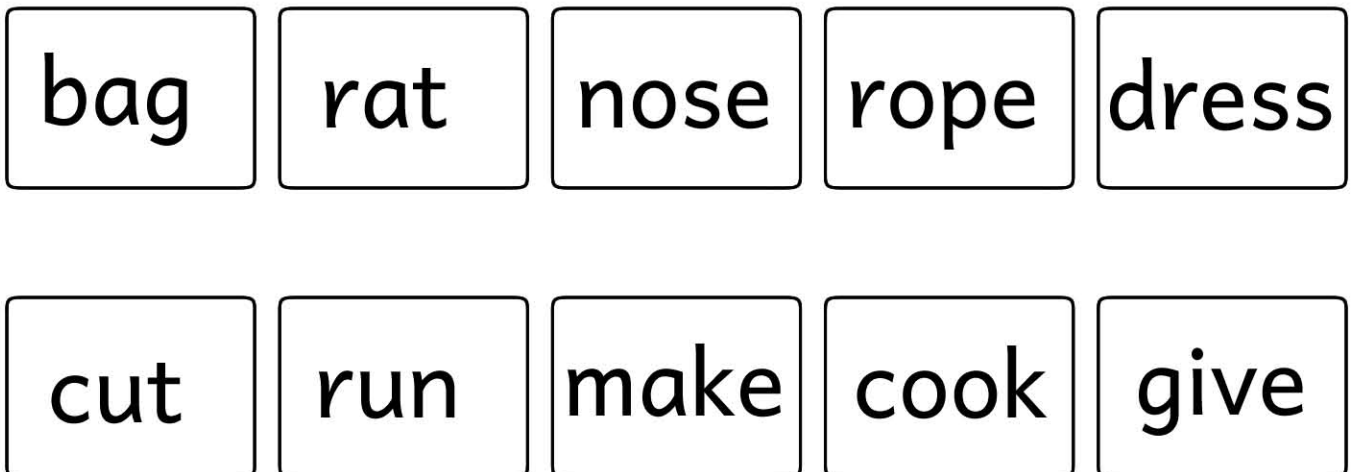
Letter identification:

- Start here for all children aged 6-16 years
- The child should read any 5 letters/sounds. At least 4 should be read correctly
- If the child reads the letters/sounds take him/her to words
- If the child cannot read at least 4 of the chosen letters/sounds correctly, mark him/her at NON-READER level



Word level:

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



Paragraph:

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

Omara is sitting under a tree. He is reading his books. He works hard at school. He will pass his exams.

Akia is a good school girl. Her aunt is a fruit farmer. The aunt grows many oranges. She likes to be with her.

Story Level:

- Only give the story to children who have correctly read the paragraph
- If the child cannot read the story (makes more than 4 mistakes), mark him/her at PARAGRAPH level
- If the child reads the story, mark him/her at STORY level
- The two questions should only be given to a child who is at STORY level

Trapping a cat

Moses and his friends wanted to trap a cat. It used to eat their chicken. They wanted to trap it using a rat. There was rubbish behind their kitchen. They saw a rat entering a hole. They got a hoe and started digging.

There was sound inside the hole. This made them very happy. John pushed a stick inside the hole. A big snake came out. All of them ran away. His father killed the snake.

Questions:

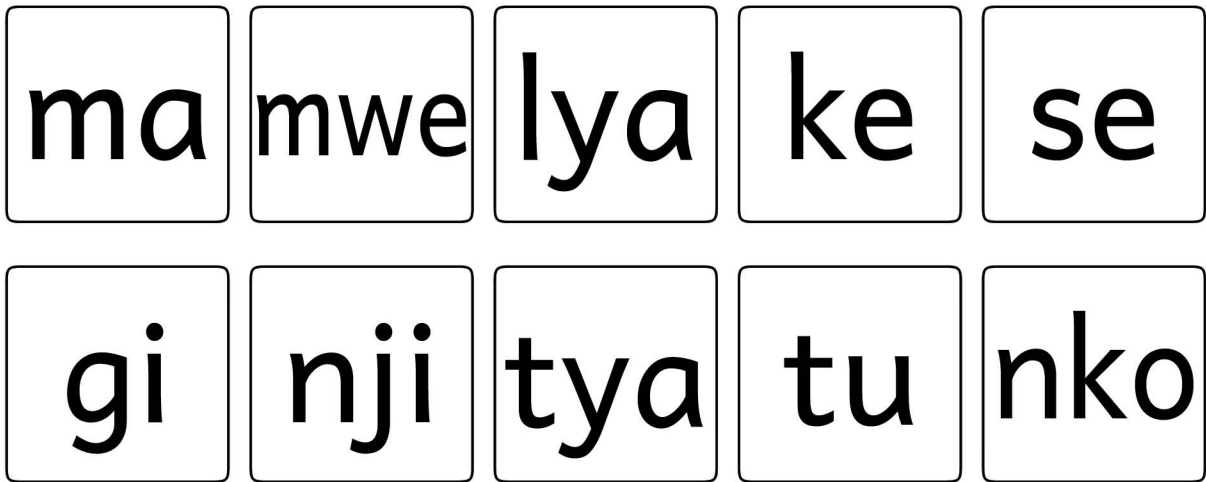
1. Where did the rat enter?
2. Why did the boys run away?

LUGANDA

Sample 1

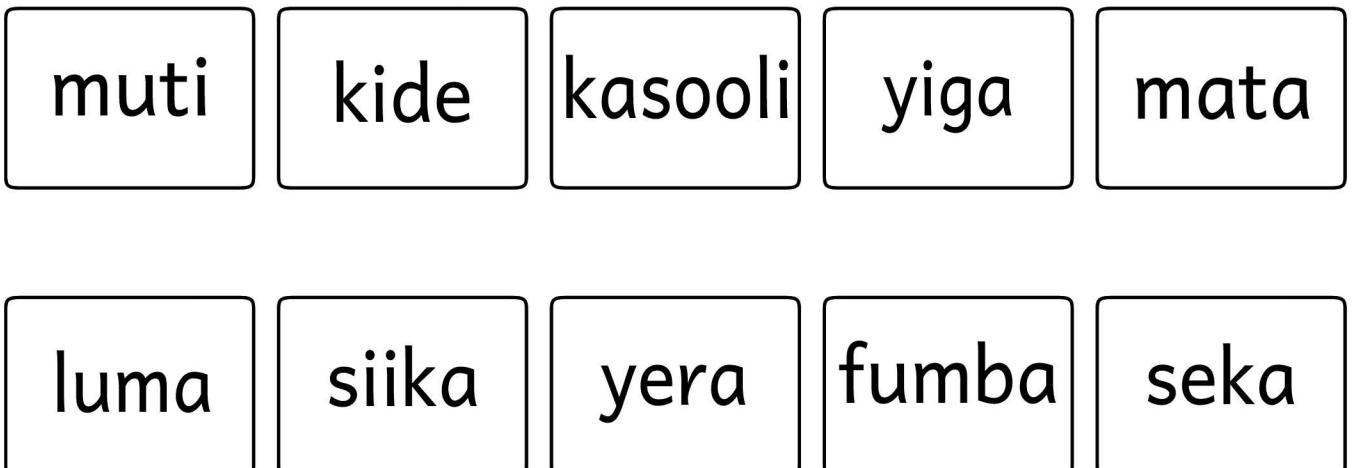
Okusoma ennyingo:

- Tandikira wano ku baana bonna abali wakati w'emyaka 6-16
- Omwana alina okusoma ennyingo 5. Ku nnyingo ezo z'asomye ennya (4) alina okuba ng'azituuse
- Singa omwana abeera asomye ennyingo mweyongereyo ku bigambo.
- Singa omwana abeera tasobodde kusoma nnyingo ziwera 4 mu butuufu ku ezo z'alonzeeko, kitwale nti tasobola kusoma.



Okusoma Ebigambo:

- Bino biwe omwana asobola okusoma ennyingo.
- Omwana asome ebigambo 5. Ku bigambo ebyo 4 alina okuba ng'abisomye mu butuufu.
- Singa omwana asoma ebigambo mweyongereyo ku sentensi.
- Singa omwana abeera tasobodde kusoma bigambo biwera 4 mu butuufu ku ebyo by'alonzeeko, mutwale nti akoma ku mutendera gw'okusoma ennyingo.



Okusoma palagulaafu

- Omwana muwe omukisa ku palagulaafu ez'emirundi ebiri alondeko emu gy'aba asoma.
- Singa omwana abeera asomye palagulaafu mweyongereyo ku mbooji
- Singa omwana abeera tasobodde kusoma palagulaafu (akola ensobi ezisukka mu 2) mugololere ku ddaala lya bigambo.

Obutiko nga buwooma nnyo. Bulimu ekiriisa ekizimba omubiri. Waliwo obutiko obwemeza bwokka. Waliwo obutiko bwe balima awaka. Obutiko tubufumba okufuna enva.

Lule yali ava ku ssomero. Lule yalaba omuyembe ku muti. Omuyembe gwali munene nnyo. Lule yayagala okugukuba ejinja gugwe. Yajjukira nga kibi okukasuka amayinja.

Okusoma Embooji:

- Embooji giwe abaana abo bokka abasobodde okusoma sentensi
- Singa omwana abeera tasobola kusoma mbooji (akola ensobi ezisukka mu 4) mugololere ku ddaala lya sentensi.
- Singa omwana abeera asomye embooji mugolorere ku ddaala lya mbooji.
- Ebibuuzo byombi birina kubuuzibwa mwana ali ku ddaala ly'embooji.

Ensuwa ya Nakaye

Omuwala Nakaye abumba ebintu ebirungi. Olumu yabumba ensuwa ennene ennyo. Ensuwa ya Nakaye yali nnungi nnyo. Abantu baayagala okugula ensuwa eyo. Nakaye ensuwa yagaana okugiguzza abantu. Nakaye eyo ensuwa yagiwa maamawe. Maama wa Nakaye yasiima ekirabo ekyo.

Maama wa Nakaye yafuna amazzi. Amazzi ago gaali ga kunywa. Yasooka kugafumba ne geesera bulungi. Amazzi bwe gaawola yagassa mu nsuwa. Amazzi yagabikkako bulungi obuwuka tebugwamu. Nakaye amazzi agasenesa ekikopo ekiyonjo. Kirungi okunywa amazzi amafumbe bulijjo.

Ebibuuzo:

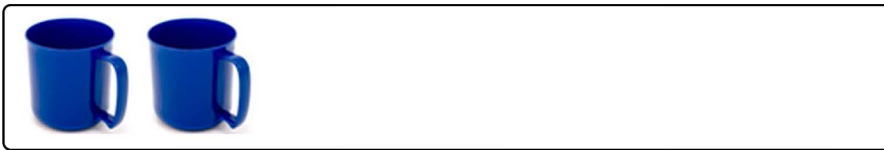
1. Nakaye ensuwa ye yagiwa ani?
2. Lwaki amazzi ag'okunywa bagafumba?

NUMERACY

Sample 1

Count and match

- Start here for all children aged 6-16 years
- Let the child attempt any FIVE sets and match with the number
- At least FOUR pairs must be correct to move to NUMBER RECOGNITION
- If the child does not get at least four right, mark him/her at NON-NUMERATE level



0



1



2



8



4



6



5



3

Number Recognition 10 – 99 :

- Give these to the child who has done count and match correctly
- Let the child choose and read any of the five numbers
- At least four must be correct to move to ADDITION
- If the child does not get at least 4 numbers right, mark him/her at COUNT AND MATCH level

12

94

34

82

45

51

60

79

Addition:

- Give these to the child who has done number recognition correctly
- Let the child choose and do any THREE
- At least TWO must be correct to be moved to SUBTRACTION
- IF THE CHILD DOES NOT do at least two correctly, mark him/her at NUMBER RECOGNITION level

$$\begin{array}{r} 32 \\ + 15 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ + 41 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ + 42 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ + 12 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 81 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ + 52 \\ \hline \\ \hline \end{array}$$

Subtraction:

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

$$\begin{array}{r} 84 \\ - 24 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 96 \\ - 15 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ - 13 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ - 35 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ - 41 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ - 20 \\ \hline \\ \hline \end{array}$$

Multiplication:

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

$$2 \times 1 = \underline{\quad}$$

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

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

$$5 \times 6 = \underline{\quad}$$

$$2 \times 6 = \underline{\quad}$$

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

Division:

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

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

$$6 \div 3 = \underline{\quad}$$

$$18 \div 3 = \underline{\quad}$$

$$20 \div 2 = \underline{\quad}$$





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

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

Ethno - Math

- Give these questions to all children 6-16 years
- Questions may be asked and responded to in any language that the child understands
- The child can answer orally or write

1. Look at the list below, if Akello bought one mango and one banana how much money did she have to pay altogether?

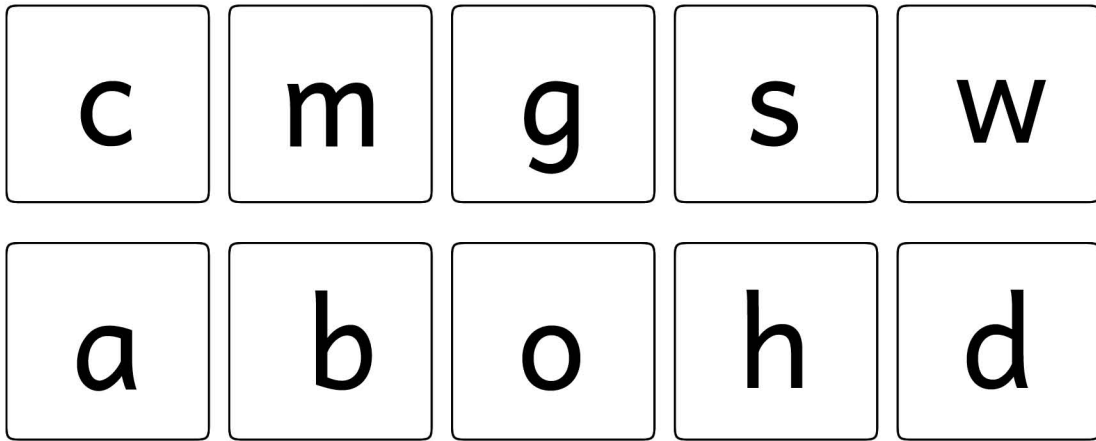
Items	Cost per Item
	Shs. 200
	Shs. 800
	Shs. 200
	Shs. 300 each

2. Mugisha had 500 shillings. He lost 200 shillings. How much money did he remain with?

Did you assess the previous child using this sample? If so please use the next sample.

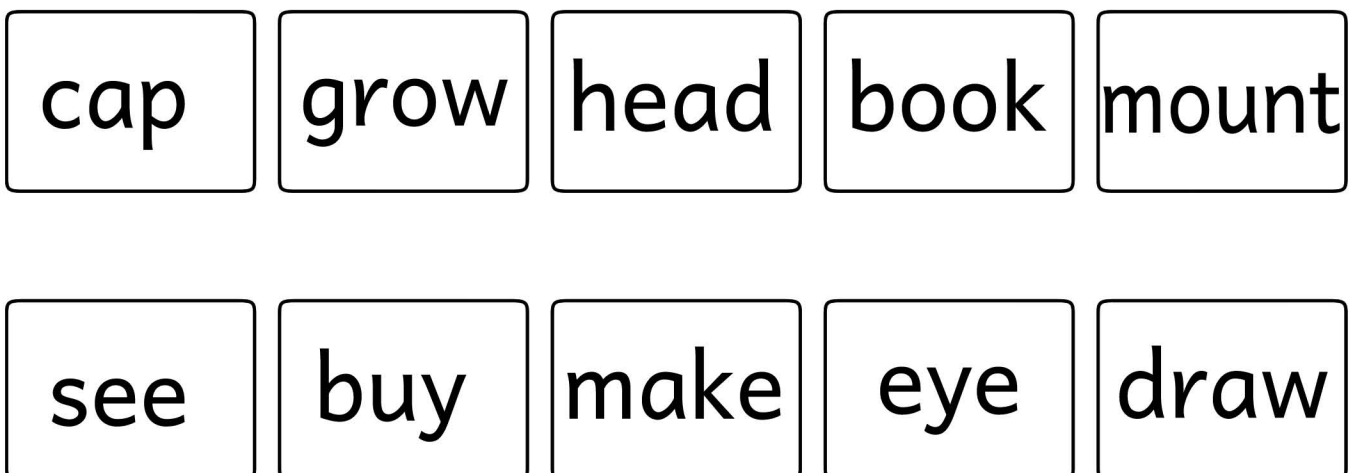
Letter identification:

- Start here for all children aged 6-16 years
- The child should read any 5 letters/sounds. At least 4 should be read correctly
- If the child reads the letters/sounds take him/her to words
- If the child cannot read at least 4 of the chosen letters/sounds correctly, mark him/her at NON-READER level



Word level:

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



Paragraph:

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

We are eating fish and beans. We always eat fresh beans. We shall eat greens tomorrow. Mother cooks good food.

Monday is a holiday for us. We will not go to school. We will go for prayers. School opens on Tuesday.

Story Level:

- Only give the story to children who have correctly read the paragraph
- If the child cannot read the story (makes more than 4 mistakes), mark him/her at PARAGRAPH level
- If the child reads the story, mark him/her at STORY level
- The two questions should only be given to a child who is at STORY level

Our Christmas

My brother Paul came home last holiday. It was at Christmas time. We were all happy to see him. He gave us many gifts. He gave me a shirt. My sister Nakato got a new dress.

Our mother cooked a lot of food. Our father bought soda for us. Paul will bring more gifts next Christmas. I like my brother because he is kind. He helps to pay our fees. He tells us to work hard at school.

Questions:

1. What did Nakato get?
2. What made christmas special for the family in the story?

LUGANDA

Sample 2

Okusoma ennyingo:

- Tandikira wano ku baana bonna abali wakati w'emyaka 6-16
- Omwana alina okusoma ennyingo 5. Ku nnyingo ezo z'asomye ennya (4) alina okuba ng'azituuse
- Singa omwana abeera asomye ennyingo mweyongereyo ku bigambo.
- Singa omwana abeera tasobodde kusoma nnyingo ziwera 4 mu butuufu ku ezo z'alonzeeko, kitwale nti tasobola kusoma.

ye va mbi zu lwe
gye wo pi ndo te

Okusoma Ebigambo:

- Bino biwe omwana asobola okusoma ennyingo.
- Omwana asome ebigambo 5. Ku bigambo ebyo 4 alina okuba ng'abisomye mu butuufu.
- Singa omwana asoma ebigambo mweyongereyo ku sentensi.
- Singa omwana abeera tasobodde kusoma bigambo biwera 4 mu butuufu ku ebyo by'alonzeeko, mutwale nti akoma ku mutendera gw'okusoma ennyingo.

liiso luku siga kuuta vuga
gula jangu tuma magi sika

Okusoma palagulaafu

- Omwana muwe omukisa ku palagulaafu ez'emirundi ebiri alondeko emu gy'aba asoma.
- Singa omwana abeera asomye palagulaafu mweyongereyo ku mbooji
- Singa omwana abeera tasobodde kusoma palagulaafu (akola ensobi ezisukka mu 2) mugololere ku ddaala lya bigambo.

Obulamu mu kibuga buzibu. Tewali kintu kya bwereere. Mu kibuga emmere ya kugula. Abantu bagula emmere ku buseere. Mu kyalo osobola okulima emmere.

Taata atusomesa okukola ebivuga. Tukola ebivuga mu bintu ebyangu. Olumu taata atugamba tufune omukebe. Mu mukebe tuteekamu amayinja. Bwe tumala ne tugunyeenya

Okusoma Embooji:

- Embooji giwe abaana abo bokka abasobodde okusoma sentensi
- Singa omwana abeera tasobola kusoma mbooji (akola ensobi ezisukka mu 4) mugololere ku ddaala lya sentensi.
- Singa omwana abeera asomye embooji mugolorere ku ddaala lya mbooji.
- Ebibuuzo byombi birina kubuuzibwa mwana ali ku ddaala ly'embooji.

Ddoodo

Ddoodo nva nnungi nnyo. Ze zimu ku nva ze tulya. Ddoodo atera okumera mu lusuku. Waliwo gwe balima mu kisenyi. Naawe osobola okulima ddoodo ku luggya. Kirungi okusooka okuteeka ebigimusa mu ttaka. Ate asaana okufukirira ku musana.

Maama atera okunoga ddoodo mu lusuku. Oluusi amuteeka mu kibbo ekiyonjo oba mu lulagala. Maama afumba ddoodo ne tumulya. Olumu ddoodo amufumba mu mazzi. Olulala amuteeka waggulu ku mmere. Maama olumu ddoodo amuteekamu obutungulu. Olulala amuteekamu omuzigo Omuganda. Ddoodo nva nnungi nnyo okulya.

Ebibuuzo:

1. Maama atera kunoga wa doodo?
2. Ekigimusa kigasa ki mu ttaka?

NUMERACY

Sample 2

Count and match

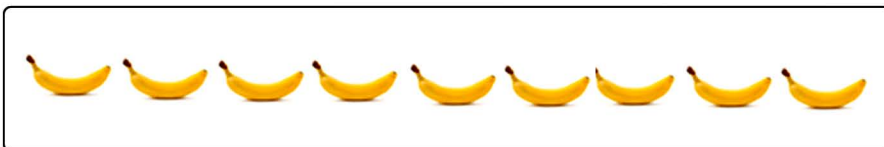
- Start here for all children aged 6-16 years
- Let the child attempt any FIVE sets and match with the number
- At least FOUR pairs must be correct to move to NUMBER RECOGNITION
- If the child does not get at least four right, mark him/her at NON-NUMERATE level



1



0



3



2



7



9



6



4

Number Recognition 10 – 99 :

- Give these to the child who has done count and match correctly
- Let the child choose and read any of the five numbers
- At least four must be correct to move to ADDITION
- If the child does not get at least 4 numbers right, mark him/her at COUNT AND MATCH level

10

63

48

27

74

95

52

81

Addition:

- Give these to the child who has done number recognition correctly
- Let the child choose and do any THREE
- At least TWO must be correct to be moved to SUBTRACTION
- IF THE CHILD DOES NOT do at least two correctly, mark him/her at NUMBER RECOGNITION level

$$\begin{array}{r} 35 \\ + 40 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ + 52 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ + 13 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ + 25 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ + 17 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ + 23 \\ \hline \\ \hline \end{array}$$

Subtraction:

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

$$\begin{array}{r} 26 \\ - 12 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ - 23 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ - 54 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ - 19 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ - 47 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ - 60 \\ \hline \\ \hline \end{array}$$

Multiplication:

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

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

$$2 \times 4 = \underline{\quad}$$

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

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

$$5 \times 5 = \underline{\quad}$$

$$3 \times 7 = \underline{\quad}$$

Division:

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

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

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

$$16 \div 2 = \underline{\quad}$$

$$15 \div 3 = \underline{\quad}$$





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

$$24 \div 3 = \underline{\quad}$$

Ethno - Math

- Give these questions to all children 6-16 years
- Questions may be asked and responded to in any language that the child understands
- The child can answer orally or write

1. Rashida bought one rubber and one toothbrush. How much money did she pay altogether?

Items	Cost per Item
	Shs. 100
	Shs. 500
	Shs. 500
	Shs. 300

2. Sarah had 6 eggs to sell. On her way to the market 3 eggs broke. How many eggs did she remain with?

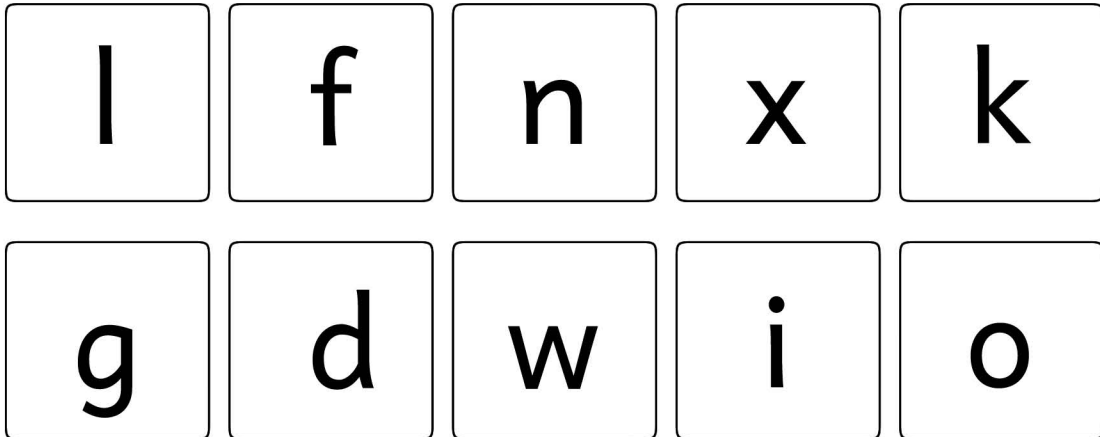
Did you assess the previous child using this sample? If so please use the next sample.

ENGLISH

Sample 3

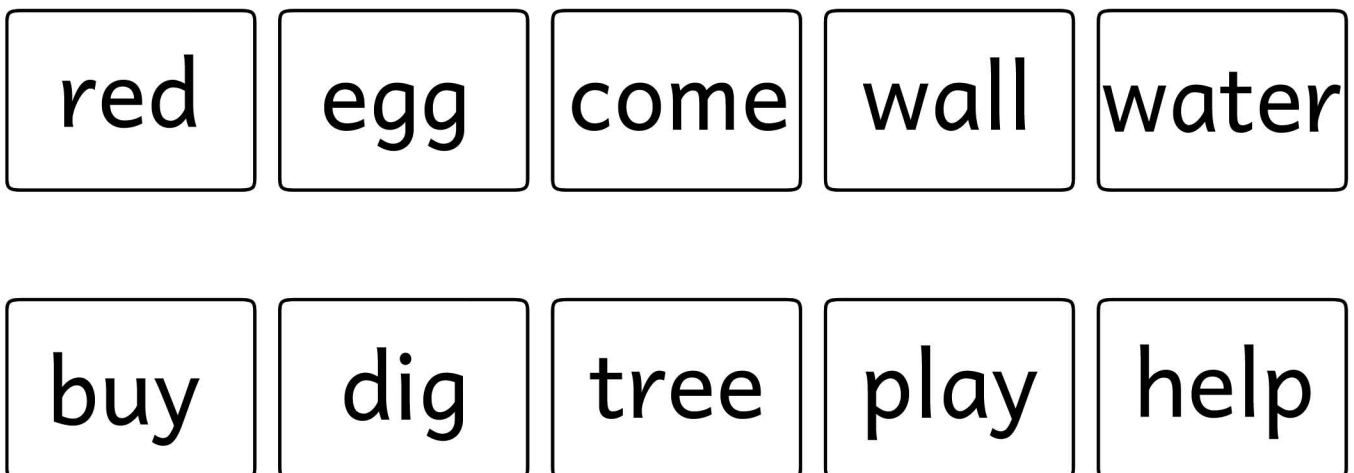
Letter identification:

- Start here for all children aged 6-16 years
- The child should read any 5 letters/sounds. At least 4 should be read correctly
- If the child reads the letters/sounds take him/her to words
- If the child cannot read at least 4 of the chosen letters/sounds correctly, mark him/her at NON-READER level



Word level:

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



Paragraph:

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

Bananas are on a table. They are yellow and big. Apples are on a clean table. These are fresh and green.

A zebra has a big head. An elephant has large ears. A giraffe has long legs. These are wild animals.

Story Level:

- Only give the story to children who have correctly read the paragraph
- If the child cannot read the story (makes more than 4 mistakes), mark him/her at PARAGRAPH level
- If the child reads the story, mark him/her at STORY level
- The two questions should only be given to a child who is at STORY level

My Country Uganda

I love my motherland Uganda. We have a national flag. Our flag has three colours. These colours are black, yellow and red. It has a crested crane in the middle. The crested crane stands on one leg.

I like staying in Uganda. It is good for crops. People grow different types of crops. There is enough rain for the whole year. This makes crops green all the time. Our country is a good place to stay in.

Questions:

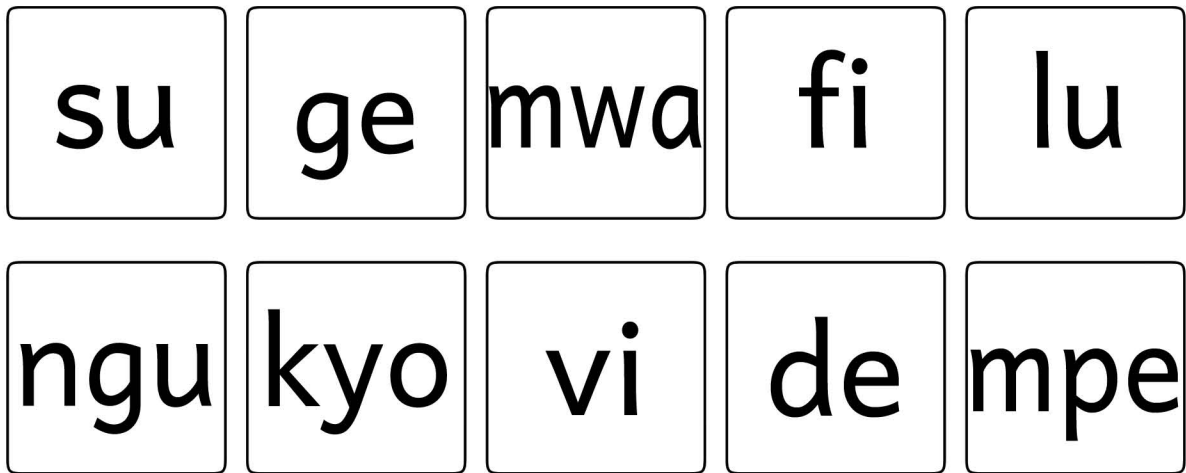
1. What are the colours of the Uganda flag?
2. Why are crops in Uganda green all the time?

LUGANDA

Sample 3

Okusoma ennyingo:

- Tandikira wano ku baana bonna abali wakati w'emyaka 6-16
- Omwana alina okusoma ennyingo 5. Ku nnyingo ezo z'asomye ennya (4) alina okuba ng'azituuse
- Singa omwana abeera asomye ennyingo mweyongereyo ku bigambo.
- Singa omwana abeera tasobodde kusoma nnyingo ziwera 4 mu butuufu ku ezo z'alonzeeko, kitwale nti tasobola kusoma.



Okusoma Ebigambo:

- Bino biwe omwana asobola okusoma ennyingo.
- Omwana asome ebigambo 5. Ku bigambo ebyo 4 alina okuba ng'abisomye mu butuufu.
- Singa omwana asoma ebigambo mweyongereyo ku sentensi.
- Singa omwana abeera tasobodde kusoma bigambo biwera 4 mu butuufu ku ebyo by'alonzeeko, mutwale nti akoma ku mutendera gw'okusoma ennyingo.



Okusoma palagulaafu

- Omwana muwe omukisa ku palagulaafu ez'emirundi ebiri alondeko emu gy'aba asoma.
- Singa omwana abeera asomye palagulaafu mweyongereyo ku mbooji
- Singa omwana abeera tasobodde kusoma palagulaafu (akola ensobi ezisukka mu 2) mugololere ku ddaala lya bigambo.

Embwa za mugaso nnyo ewaka. Embwa ziyamba okukuuma ewaka. Olumu embwa bazisiba ku njegere. Embwa zeetaaga ne bazigema obulwadde. Bwe batazigema zisiiga obulwadde.

Matovu yasaba Kato amuwe kkapa. Kkapa eyo yali nto. Matovu yagitwala mu nju. Kkapa yalya emmese ezaalimu. Yasanyuka nga bawonye emmese.

Okusoma Embooji:

- Embooji giwe abaana abo bokka abasobodde okusoma sentensi
- Singa omwana abeera tasobola kusoma mbooji (akola ensobi ezisukka mu 4) mugololere ku ddaala lya sentensi.
- Singa omwana abeera asomye embooji mugolorere ku ddaala lya mbooji.
- Ebibuuzo byombi birina kubuuzibwa mwana ali ku ddaala ly'embooji.

Okwewala obubenje

Nze Kawuki era mbeera Kakiri. Nsoma mu kibiina ekyokubiri e Lugeye. Mu kibiina kyaffe mulimu abaana bangi. Omusomesa waffe ye mwami Mutebi. Mwami Mutebi atusomesa bulungi Oluganda. Abaana baagala nnyo mwami Mutebi.

Mwami Mutebi yatusomesa ku kwewala obubenje. Yatugamba nti kyangu abaana okufuna obubenje. Abaana basaana okwegendereza ebivaako obubenje. Abaana tebasaana kumala gasala kkubo. Tebasaana kumala gakwata bintu ebinyinza okubasala. Omusomesa yatugamba nti tusaana okwewala omuliro. Mwami Mutebi yataasa abaana obubenje.

Ebibuuzo:

1. Kawuki abeera wa?
2. Lwaki abaana tebasaana kumala gasala kkubo?

NUMERACY

Sample 3

Count and match

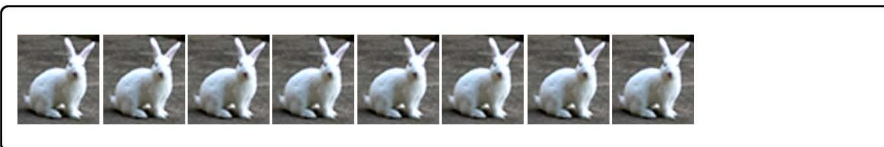
- Start here for all children aged 6-16 years
- Let the child attempt any FIVE sets and match with the number
- At least FOUR pairs must be correct to move to NUMBER RECOGNITION
- If the child does not get at least four right, mark him/her at NON-NUMERATE level



6



2



3



0



8



5



4



9

Number Recognition 10 – 99 :

- Give these to the child who has done count and match correctly
- Let the child choose and read any of the five numbers
- At least four must be correct to move to ADDITION
- If the child does not get at least 4 numbers right, mark him/her at COUNT AND MATCH level

73

35

22

99

69

82

41

57

Addition:

- Give these to the child who has done number recognition correctly
- Let the child choose and do any THREE
- At least TWO must be correct to be moved to SUBTRACTION
- IF THE CHILD DOES NOT do at least two correctly, mark him/her at NUMBER RECOGNITION level

$$\begin{array}{r} 55 \\ + 31 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ + 28 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ + 15 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ + 24 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ + 10 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ + 14 \\ \hline \\ \hline \end{array}$$

Subtraction:

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

$$\begin{array}{r} 38 \\ - 26 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ - 24 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ - 64 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 99 \\ - 19 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ - 41 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ - 20 \\ \hline \\ \hline \end{array}$$

Multiplication:

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

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

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

$$2 \times 2 = \underline{\quad}$$

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

$$3 \times 5 = \underline{\quad}$$

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

Division:

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

$$8 \div 2 = \underline{\quad}$$

$$18 \div 3 = \underline{\quad}$$

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

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



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

$$9 \div 3 = \underline{\quad}$$

Ethno - Math

- Give these questions to all children 6-16 years
- Questions may be asked and responded to in any language that the child understands
- The child can answer orally or write

1. Kato bought one cabbage and one bundle of carrots from the list below. How much money did he spend altogether?

Items	Cost per Item
	Sh.500 each
	Sh. 300 each
	Sh. 400 per bundle

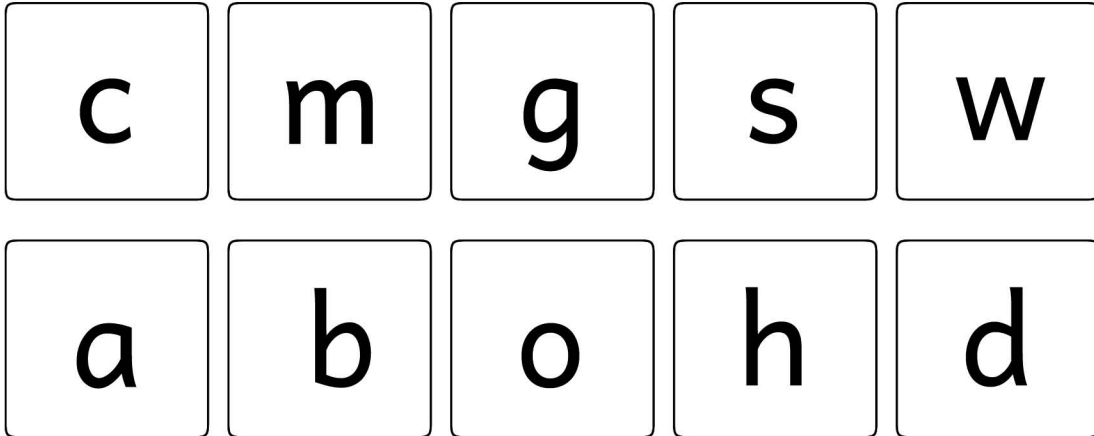
2. Nayiga had 9 cakes. She gave away 3 cakes. How many cakes remained?

Did you assess the previous child using this sample? If so please use the next sample.

Sample 4

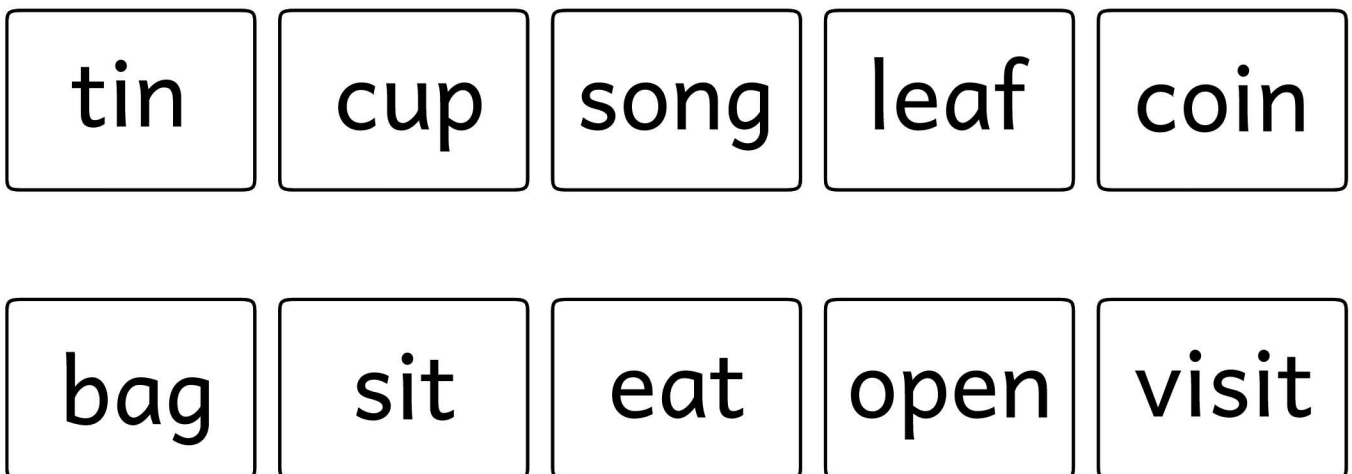
Letter identification:

- Start here for all children aged 6-16 years
- The child should read any 5 letters/sounds. At least 4 should be read correctly
- If the child reads the letters/sounds take him/her to words
- If the child cannot read at least 4 of the chosen letters/sounds correctly, mark him/her at NON-READER level



Word level:

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



Paragraph:

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

Daudi goes to the market. He goes with his brother Dan. He buys his brother toy cars. They play with his friend Rose.

Musa has two big mangoes. Jane has three apples. John has four big oranges. Fruits make children big and strong.

Story Level:

- Only give the story to children who have correctly read the paragraph
- If the child cannot read the story (makes more than 4 mistakes), mark him/her at PARAGRAPH level
- If the child reads the story, mark him/her at STORY level
- The two questions should only be given to a child who is at STORY level

Third term holiday

The third term ends on Friday. First term will open in January next year. I will visit my uncle Tom. He lives in Kampala city. Uncle has a son called John. John will have a wedding this holiday.

Mary is going to be the flower girl. Jane will also be with her. There will be a lot to eat and drink. People will dance all night. It will be a good holiday. I am going to enjoy it.

Questions:

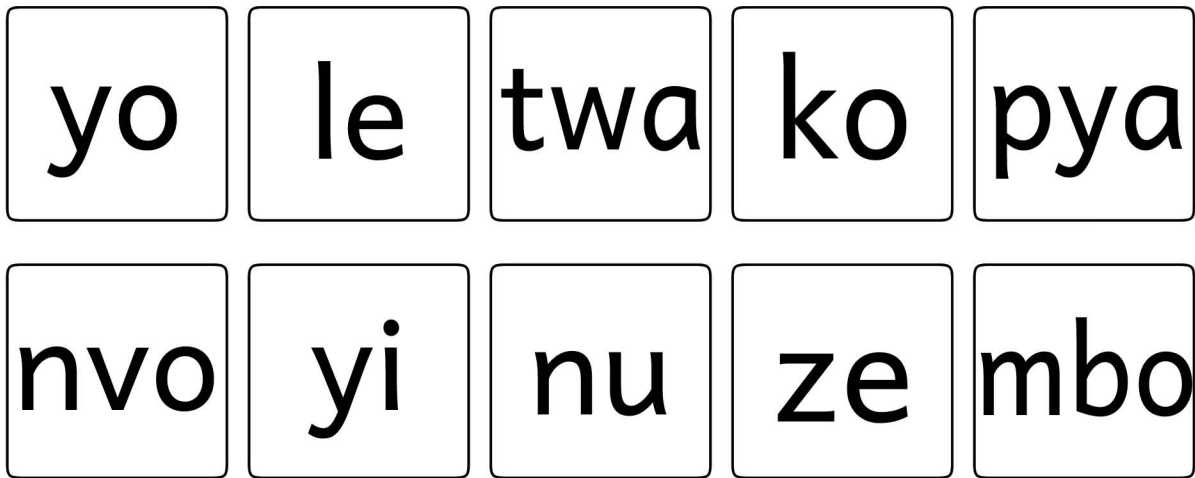
1. Where does the uncle live?
2. Why will there be a lot to drink and eat?

LUGANDA

Sample 4

Okusoma ennyingo:

- Tandikira wano ku baana bonna abali wakati w'emyaka 6-16
- Omwana alina okusoma ennyingo 5. Ku nnyingo ezo z'asomye ennya (4) alina okuba ng'azituuse
- Singa omwana abeera asomye ennyingo mweyongereyo ku bigambo.
- Singa omwana abeera tasobodde kusoma nnyingo ziwera 4 mu butuufu ku ezo z'alonzeeko, kitwale nti tasobola kusoma.



Okusoma Ebigambo:

- Bino biwe omwana asobola okusoma ennyingo.
- Omwana asome ebigambo 5. Ku bigambo ebyo 4 alina okuba ng'abisomye mu butuufu.
- Singa omwana asoma ebigambo mweyongereyo ku sentensi.
- Singa omwana abeera tasobodde kusoma bigambo biwera 4 mu butuufu ku ebyo by'alonzeeko, mutwale nti akoma ku mutendera gw'okusoma ennyingo.



Okusoma palagulaafu

- Omwana muwe omukisa ku palagulaafu ez'emirundi ebiri alondeko emu gy'aba asoma.
- Singa omwana abeera asomye palagulaafu mweyongereyo ku mbooji
- Singa omwana abeera tasobodde kusoma palagulaafu (akola ensobi ezisukka mu 2) mugololere ku ddaala lya bigambo.

Nalumu mukazi mulimi era mulunzi.
Nalumu alunda ente enzungu nkumu.
Ente zino zimuwa amata mangi. Amata
agasinga agatunda butunzi. Nalumu
afuna ssende mu mata.

Wakayima ne Wango baali bamukwano.
Baateesa buli omu alime kasooli. Wango
ye yasimba kasooli mungi. Wakayima
munafu tamanyi kulima mmere.
Wakayima yabba kasooli ne bamusiba.

Okusoma Embooji:

- Embooji giwe abaana abo bokka abasobodde okusoma sentensi
- Singa omwana abeera tasobola kusoma mbooji (akola ensobi ezisukka mu 4) mugololere ku ddaala lya sentensi.
- Singa omwana abeera asomye embooji mugolorere ku ddaala lya mbooji.
- Ebibuuzo byombi birina kubuuzibwa mwana ali ku ddaala ly'embooji.

Kavuma ne Maguja

Edda ennyo waaliwo omusajja Kavuma. Kavuma yali musajja muyizzi nnyo. Yalina embwa ye nga ye Maguja. Kavuma yayigganga ensolo ne Maguja. Kavuma yagula ekide ekinene ku dduuka. Yakisiba mu bulago bwa Maguja. Ekide ekyo kyavuganga nti de.

Kavuma ne Maguja baagendanga bonna okuyigga. Maguja yattanga ensolo nnyingi nnyo. Kavuma yasuubiza okuwa Maguja ebintu ebirungi. Bwe baatuukanga eka baamuwanga magumba. Kino kyaleetera Magujja okunyiiga ennyo. Maguja yalekera awo okwesiga Kavuma. Maguja yalekera awo okukwata ensolo.

Ebibuuzo:

1. Embwa ya Kavuma baagiyitanga batya?
2. Lwaki Maguja teyaddamu kukwata nsolo?

NUMERACY

Sample 4

Count and match

- Start here for all children aged 6-16 years
- Let the child attempt any FIVE sets and match with the number
- At least FOUR pairs must be correct to move to NUMBER RECOGNITION
- If the child does not get at least four right, mark him/her at NON-NUMERATE level



6



3



4



1



2



0



7

9

Number Recognition 10 – 99 :

- Give these to the child who has done count and match correctly
- Let the child choose and read any of the five numbers
- At least four must be correct to move to ADDITION
- If the child does not get at least 4 numbers right, mark him/her at COUNT AND MATCH level

41

59

18

25

67

72

93

36

Addition:

- Give these to the child who has done number recognition correctly
- Let the child choose and do any THREE
- At least TWO must be correct to be moved to SUBTRACTION
- IF THE CHILD DOES NOT do at least two correctly, mark him/her at NUMBER RECOGNITION level

$$\begin{array}{r} 12 \\ + 16 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ + 25 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ + 31 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ + 55 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ + 47 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ + 30 \\ \hline \\ \hline \end{array}$$

Subtraction:

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

$$\begin{array}{r} 21 \\ - 11 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ - 24 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ - 35 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ - 48 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ - 57 \\ \hline \\ \hline \end{array}$$

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

Multiplication:

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

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

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

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

$$2 \times 6 = \underline{\quad}$$

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

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

Division:

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

$$9 \div 3 = \underline{\quad}$$

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

$$16 \div 2 = \underline{\quad}$$

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

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

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

Ethno - Math

- Give these questions to all children 6-16 years
- Questions may be asked and responded to in any language that the child understands
- The child can answer orally or write

1. Look at the list below. How much money would you spend altogether if you buy a comb and a piece of soap?

Items	Cost per Item
	Sh. 100
	Sh. 400
	Sh. 200 each
	Sh 500
	Sh. 500

2. A tailor had 28 dresses. He sold 13 dresses. How many dresses remained?

Did you assess the previous child using this sample? If so please use the next sample.

BONUS QUESTION

Who are these people?



B1



B2



B3

- Show these to all children aged 6-16 years
- Ask the child to name the person in each picture
- For each of the pictures, tick can do or cannot do on the survey booklet.