NATIONAL LEARNING ASSESSMENT 2015

TEST PACK
ENGLISH, LUGANDA & NUMERACY
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
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
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?
Okusoma ennyingo:

- Tandikira wano ku baana bonna abali wakati w’emyaka 6-16
- Omwana alina okusoma ennyingo 5. Ku nnyingo ezo z’anomye 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.

ma  mwe  lya  ke  se

gi  nji  tya  tu  nko

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.

muti  kide  kasooli  yiga  mata

luma  siika  yera  fumba  seka
Okusoma palagulaafu

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


Okusoma Emboozi:

- Emboozi giwe abaana abo bokka abasobodde okusoma sentensi
- Singa omwana abeera tasobola kusoma mboozi (akola ensobi ezisukka mu 4) mugololere ku ddaala lya sentensi.
- Singa omwana abeera asomye emboozi mugolorere ku ddaala lya mboozi.
- Ebibuuizo byombi birina kubuuzibwa mwana ali ku ddaala ly’emboozi.

Ensuwa ya Nakaye


Ebibuuizo:
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

1. **2 mugs**
   - **0**

2. **4 pencils**
   - **1**

3. **1 table**
   - **2**

4. **3 notebooks**
   - **8**

5. **4 erasers**
   - **4**

6. **10 chairs**
   - **6**

7. **7 soccer balls**
   - **5**

8. **5 balls**
   - **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

3 2
+ 1 5
______
______

2 7
+ 4 1
______
______

5 3
+ 4 2
______
______

6 3
+ 1 2
______
______

1 7
+ 8 1
______
______

4 0
+ 5 2
______
______
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

\[
\begin{array}{ccc}
84 - 24 & 96 - 15 & 78 - 13 \\
\hline
\hline
\end{array}
\]

\[
\begin{array}{ccc}
69 - 35 & 58 - 41 & 49 - 20 \\
\hline
\hline
\end{array}
\]

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

\[
\begin{array}{ccc}
2 \times 1 = ___ & 3 \times 4 = ___ & 4 \times 5 = ___ \\
\hline
\hline
5 \times 6 = ___ & 2 \times 6 = ___ & 3 \times 3 = ___ \\
\hline
\end{array}
\]
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.

\[
\begin{align*}
2 \div 2 &= \_\_ \\
6 \div 3 &= \_\_ \\
18 \div 3 &= \_\_ \\
20 \div 2 &= \_\_ \\
12 \div 2 &= \_\_ \\
4 \div 2 &= \_\_
\end{align*}
\]
1. Look at the list below, if Akello bought one mango and one banana how much money did she have to pay altogether?

<table>
<thead>
<tr>
<th>Items</th>
<th>Cost per Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mango</td>
<td>Shs. 200</td>
</tr>
<tr>
<td>Pineapple</td>
<td>Shs. 800</td>
</tr>
<tr>
<td>Banana</td>
<td>Shs. 200</td>
</tr>
<tr>
<td>Eggs</td>
<td>Shs. 300 each</td>
</tr>
</tbody>
</table>

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

abcdefghijklmnopqrstuvwxyz

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

cap grow head book mount

see buy make eye draw
Sample 2

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?
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 ziwa 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 mboozi
- Singa omwana abeera tasobodde kusoma palagulaafu (akola ensobi ezisukka mu 2) mugololere ku ddaala lya bigambo.


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

Okusoma Emboozi:

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

Ddodo


Ebibuuzo:
1. Maama atera kunoga wa dodo?
2. Efigimusa kigasa ki mu ttaka?
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

3 5 + 4 0  
_______  
_______  

2 1 + 5 2  
_______  
_______  

4 4 + 1 3  
_______  
_______  

5 4 + 2 5  
_______  
_______  

8 2 + 1 7  
_______  
_______  

7 4 + 2 3  
_______  
_______  

15
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

<table>
<thead>
<tr>
<th>26</th>
<th>57</th>
<th>68</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 12</td>
<td>- 23</td>
<td>- 54</td>
</tr>
<tr>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>79</th>
<th>98</th>
<th>82</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 19</td>
<td>- 47</td>
<td>- 60</td>
</tr>
<tr>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>3 x 1</th>
<th>2 x 4</th>
<th>5 x 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>____</td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4 x 6</th>
<th>5 x 5</th>
<th>3 x 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>____</td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>
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.

\[
\begin{align*}
4 \div 2 &= ___ \\
3 \div 3 &= ___ \\
16 \div 2 &= ___ \\
15 \div 3 &= ___ \\
6 \div 2 &= ___ \\
24 \div 3 &= ___
\end{align*}
\]
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?

<table>
<thead>
<tr>
<th>Items</th>
<th>Cost per Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balloon</td>
<td>Shs. 100</td>
</tr>
<tr>
<td>Eraser</td>
<td>Shs. 500</td>
</tr>
<tr>
<td>Ruler</td>
<td>Shs. 500</td>
</tr>
<tr>
<td>Toothbrush</td>
<td>Shs. 300</td>
</tr>
</tbody>
</table>

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.
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?
Okusoma ennyingo:

- Tandikira wano ku baana bona 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 mboozi
• Singa omwana abeera tasobodde kusoma palagulaafu (akola ensobi ezisukka mu 2) mugololere ku ddaala lya bigambo.


Okusoma Emboozzi:

• Emboozzi giwe abaana abo bokka abasobodde okusoma sentensi
• Singa omwana abeera tasobola kusoma mboozi (akola ensobi ezisukka mu 4) mugololere ku ddaala lya sentensi.
• Singa omwana abeera asomye emboozzi mugolorere ku ddaala lya mboozi.
• Ebibuuozo byombi birina kubuuzibwa mwana ali ku ddaala ly’emboozzi.

Okwewala obubenje


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

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
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

```
3 8
- 2 6
_____
_____

6 6
- 2 4
_____
_____

7 8
- 6 4
_____
_____

9 9
- 1 9
_____
_____

5 2
- 4 1
_____
_____

4 3
- 2 0
_____
_____```

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 × 1 = ___

5 × 4 = ___

2 × 2 = ___

4 × 6 = ___

3 × 5 = ___

4 × 7 = ___```
### 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.

<table>
<thead>
<tr>
<th>8 ÷ 2 = ____</th>
<th>18 ÷ 3 = ____</th>
<th>21 ÷ 3 = ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 ÷ 2 = ____</td>
<td>6 ÷ 2 = ____</td>
<td>9 ÷ 3 = ____</td>
</tr>
</tbody>
</table>
1. Kato bought one cabbage and one bundle of carrots from the list below. How much money did he spend altogether?

<table>
<thead>
<tr>
<th>Items</th>
<th>Cost per Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabbage</td>
<td>Sh.500 each</td>
</tr>
<tr>
<td>Avocado</td>
<td>Sh.300 each</td>
</tr>
<tr>
<td>Carrots</td>
<td>Sh.400 per bundle</td>
</tr>
</tbody>
</table>

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

\[ c \quad m \quad g \quad s \quad w \]
\[ a \quad b \quad o \quad h \quad d \]

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

\[ \text{tin} \quad \text{cup} \quad \text{song} \quad \text{leaf} \quad \text{coin} \]
\[ \text{bag} \quad \text{sit} \quad \text{eat} \quad \text{open} \quad \text{visit} \]
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.

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?
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.

lima kuma kiso gaana funa

nkuba yera mugo baaba wuzi
Okusoma palagulaafu

• Omwana muwe omukisa ku palagulaafu ez’emirundi ebiri alondeko emu gy’aba asoma.
• Singa omwana abeera asomye palagulaafu mweyongereyo ku mbooi.
• 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.

Wakayima ne Wango baali bamukwano.
Wakayima yabba kasooli ne bamusiba.

Okusoma Emboozi:

• Emboozi giwe abaana abo bokka abasobodde okusoma sentensi
• Singa omwana abeera tasobola kusoma mbooi (akola ensobi ezisukka mu 4) mugololere ku ddaala lya sentensi.
• Singa omwana abeera asomye emboozi mugolorere ku ddaala lya mbooi.
• Ebibuuozo byombi birina kubuuzibwa mwana ali ku ddaala ly’emboozi.

Kavuma ne Maguja


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

- Hats: 6
- Pencils: 3
- Horns: 4
- Baskets: 1
- Stools: 2
- Dolls: 0
- Chairs: 7
- Beds: 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

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
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

\[
\begin{array}{ccc}
21 & - & 11 \\
\hline
\hline
\hline
36 & - & 24 \\
\hline
\hline
48 & - & 35 \\
\hline
\hline
58 & - & 48 \\
\hline
\hline
69 & - & 57 \\
\hline
\hline
72 & - & 32 \\
\hline
\hline
\end{array}
\]

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

\[
\begin{array}{ccc}
4 \times 1 = \_
\hline
5 \times 9 = \_
\hline
3 \times 8 = \_
\hline
2 \times 6 = \_
\hline
2 \times 7 = \_
\hline
4 \times 4 = \_
\hline
\end{array}
\]
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.

\[
\begin{align*}
9 \div 3 &= ____ \\
4 \div 2 &= ____ \\
16 \div 2 &= ____ \\
3 \div 3 &= ____ \\
22 \div 2 &= ____ \\
12 \div 3 &= ____
\end{align*}
\]
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?

<table>
<thead>
<tr>
<th>Items</th>
<th>Cost per Item</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sh. 100</td>
</tr>
<tr>
<td></td>
<td>Sh. 400</td>
</tr>
<tr>
<td></td>
<td>Sh. 200 each</td>
</tr>
<tr>
<td></td>
<td>Sh 500</td>
</tr>
<tr>
<td></td>
<td>Sh. 500</td>
</tr>
</tbody>
</table>

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.