

# Kiswahili Reading Assessment

(Use this tool to assess learners in grades 3, 4 and 5)

# Sample 1

## Hadithi

Start from here for all learners.

### Aya

Maria ni msichana mrembo.

Babake anaitwa Juma.

Mamake anaitwa Rehema.

Maria anawapenda wazazi wake.

*Je, mwanafunzi anaweza kusoma AYA hii kwa ufasaha bila makosa zaidi ya matatu?  
Kama ni NDIYO, enda kwa HADITHI.  
Kama ni LA, enda kwa MANENO.*

Mbuzi ana manufaa mengi mno. Nyama yake ni tamu. Pembe zake hutengeneza vipuli. Ngozi yake inatumika kutengeneza viatu na mishipi. Pia mbuzi hutupa maziwa. Babake Maria alimchinja mbuzi. Aliuza nyama na ngozi yake. Alipata pesa za kununua vitabu na kalamu. Siku iliyofuata akalipa karo. Maria anampenda mbuzi sana. Aliwasihi majirani wafuge mbuzi ili wafaidike.

### Maswali

1. Pembe za mbuzi zinatumiwa kutengeneza nini?
2. Babake Maria alitumia pesa kununua nini?

*Je, mwanafunzi anaweza kusoma HADITHI hii kwa ufasaha bila makosa zaidi ya matatu?  
Kama ni LA, andikisha mwanafunzi huyo kwa AYA.  
Kama ni NDIYO, andikisha mwanafunzi kwa kiwango cha HADITHI na uulize maswali ya ufahamu. Kwa kila swali la ufahamu, andika anaweza ama hawezi.*

## Maneno

figo debe

shwari ndani

sifa nena

kwetu dafu

Je, mwanafunzi anaweza kusoma angalau  
MANENO 4?

Kama ni NDIYO, andikisha mwanafunzi kwa  
kiwango cha MANENO

Kama ni LA, enda kwa SILABI.

## Silabi

Va Gu

Ba ngwe

chwa mba

ndwe ji

Je, mwanafunzi anaweza kusoma angalau  
SILABI 4?

Kama ni NDIYO, andikisha mwanafunzi  
kwa kiwango cha SILABI

Kama ni LA, andikisha mwanafunzi kwa  
kiwango cha MWANZO.

## Sample 2

Start from here for all learners.

### Aya

Leo ni siku ya karamu.

Wageni wameshafika nyumbani.

Mama amepika vyakula vingi.

Mimi na marafiki zangu tutakula

*Je, mwanafunzi anaweza kusoma AYA hii kwa ufasaha bila makosa zaidi ya matatu?*

*Kama ni NDIYO, enda kwa HADITHI.*

*Kama ni LA, enda kwa MANENO.*

### Hadithi

Musa ni mtoto Mwerevu sana. Jana aliingia darasani na kutufunza. Alitufunza kuhusu maumbo. Alisema duara ni kama macho yake Ali. Mche ni kama pipa. Mraba ni sawa na dirisha la nyumba. Mstari ni sawa na kalamu ya mwalimu wetu. Mwalimu alipoingia, Musa aliketi chini kwa haraka sana. Wanafunzi wenzake tulianza kucheka huku tukimtazama Musa. Mwalimu alituuliza kwa nini tulikuwa tukipiga kelele. Musa alisimama bila uoga. Alimweleza mwalimu kwamba alikuwa akitufunza juu ya maumbo. Mwalimu alikuwa na furaha na kumsifu Musa.

#### Maswali

- 1.Mwilu aliishi wapi?
- 2.Nini kilichomfanya Mwilu kuwa na furaha sana?

*Je,mwanafunzi anaweza kusoma HADITHI hii kwa ufasaha bila makosa zaidi ya matatu? Kama ni LA, andikisha mwanafunzi huyo kwa AYA. Kama ni NDIYO, andikisha mwanafunzi kwa kiwango cha HADITHI na uulize maswali ya ufahamu. Kwa kila swali la ufahamu, andika anaweza ama hawezi.*

## Maneno

pato dhani  
mchwa fyeka  
nywila chama  
jela mpya

*Je, mwanafunzi anaweza kusoma angalau MANENO 4? Kama ni NDIYO, andikisha mwanafunzi kwa kiwango cha MANENO. Kama ni LA, enda kwa SILABI.*

## Silabi

wa swa  
nya shwo  
ndwa vu  
tha njwa

*Je, mwanafunzi anaweza kusoma angalau SILABI 4? Kama ni NDIYO, andikisha mwanafunzi kwa kiwango cha SILABI Kama ni LA, andikisha mwanafunzi kwa kiwango cha MWANZO.*

## Sample 3

Start from here for all learners

### Aya

Nairobi ni mji mkubwa.  
Ni mji mkuu wa Kenya.  
Una magari mengi sana.  
Siku moja nitaenda Nairobi.

*Can the learner read this AYA with appropriate fluency without more than 3 mistakes?  
If YES, proceed to HADITHI.  
If NO, go to MANENO.*

### Hadithi

Hapo zama za kale palikuwa na kijana mmoja kwa jina la Bahati. Bahati alikuwa akiishi na mamake kwenye msitu mkubwa. Siku moja Bahati alitoka Kwenda kutafuta matunda ya msituni. Mkononi alikuwa amebeba panga na kamba. Akaona shimo kubwa sana. Ndani ya lile shimo akamuona nyani. Nyani akamsihi Bahati amtoe mle shimoni. Bahati akachukua Kamba akarusha shimoni na kumwoko. Kwa haraka, nyani akaruka na kukwea mti na kuangusha matunda mengi mno. Bahati kafurahi na kumshukuru sana. Nyani na Bahati wakawa marafiki.

#### Maswali

1. Bahati alitoka kwenda kutafuta nini?
2. Nini ilifanyika Nyani alipokwea mti kwa haraka?

*Je, mwanafunzi anaweza kusoma HADITHI hii kwa ufasaha bila makosa zaidi ya matatu? Kama ni LA, andikisha mwanafunzi huyo kwa AYA. Kama ni NDIYO, andikisha mwanafunzi kwa kiwango cha HADITHI na uulize maswali ya ufahamu. Kwa kila swali la ufahamu, andika anaweza ama hawezi.*

## Maneno

hali      nzige  
mpwa      mbizi  
fiwa      ngwena  
leta      Ajira

*Je, mwanafunzi anaweza kusoma angalau MANENO 4? Kama ni NDIYO, andikisha mwanafunzi kwa kiwango cha MANENO. Kama ni LA, enda kwa SILABI.*

## Silabi

ga      chwo  
nja      pya  
twa      nzwi  
shwi      yo

*Je, mwanafunzi anaweza kusoma angalau SILABI 4? Kama ni NDIYO, andikisha mwanafunzi kwa kiwango cha SILABI Kama ni LA, andikisha mwanafunzi kwa kiwango cha MWANZO.*

# English Reading Assessment

(Use this tool to assess learners in grades 3, 4 and 5)

## Sample 1

Start from here for all learners.

### Paragraph

My mother is a farmer.  
She grows crops for food.  
She also keeps one cow.  
The cow gives us milk.

*Can the learner read this Paragraph without making more than 3 mistakes? If YES, ask the learner to read the story*

### Story

Kelly and Omare are good boys. Their uncle gave them money. It was a ten shillings coin. They wanted to share the money. Kelly got a stone. He hit the coin very hard. The coin did not break. Omare got a big stone. He also tried to break the money. He hit the coin very hard. The coin did not break. They met their friend John. John told them to visit a shop for help.

#### Questions

1. How much money did the uncle give to Keli and Omare?
2. What did John tell Kelly and Omare?

*Can the learner read this STORY without making more than 3 mistakes? If YES, record the learner at STORY level and ask comprehension questions. If NO, record the learner at PARAGRAPH level*

**Story level:** Ask comprehension questions in English. If the learner does not seem to understand, ask them in local language

## Words

off

spell

brim

foot

sell

bless

*Can the learner read at least 4 WORDS? If YES, ask the learner to read paragraph. If NO, ask the learner to read SOUNDS.*

## Sounds

p

w

r

o

k

s

*Can the learner read at least 4 SOUNDS? If YES, record the learner at SOUND level. If NO, record the learner at BEGINNER level.*

## Sample 2

Start from here for all learners.

### Paragraph

Doctors are good.  
They treat sick people.  
I also want to be a doctor.  
I will be treating the sick.

*Can the learner read this Paragraph without making more than 3 mistakes? If YES, ask the learner to read the story*

### Story

Joyce is in class three. There are thirty pupils in her class. Her teacher is madam Nafula. Madam Nafula is a good teacher. She helps Joyce to read her story books. In class, Joyce sits in the front row. Reuben sits behind her between Lorina and Asha. The boys' uniform is yellow with a black pair of shorts. The girls uniform is blue with yellow stripes. All the pupils put on black shoes. The girls put on white pairs of socks while boys wear grey pairs of socks.

#### Questions

1. How many pupils are in Joyce's class?
2. Why is madam Nafula a good teacher?

*Can the learner read this STORY without making more than 3 mistakes? If YES, record the learner at STORY level and ask comprehension questions. If NO, record the learner at PARAGRAPH level*

**Story level:** Ask comprehension questions in English. If the learner does not seem to understand, ask them in local language.

## Words

help swim

grow dual

jet cat

*Can the learner read at least 4 WORDS?  
If YES, ask learner to read SENTENCES. If  
NO, ask the learner to read SOUNDS.*

## Sounds

c f

e d

v h

*Can the learner read at least 4 SOUNDS?  
If YES, record the learner at SOUND level. If  
NO, record the learner at BEGINNER level.*

## Sample 3

Start from here for all learners.

### Paragraph

This is a red pen.  
It belongs to my teacher  
He left it in class.  
I will take it to him

*Can the learner read this Paragraph without making more than 3 mistakes? If YES, ask the learner to read the story*

### Story

*One afternoon, the lion was hungry and fell asleep. He felt some animal walking on his back. He moved his hand to get hold of it. It was a rat. He wanted to eat the rat. The rat pleaded with the lion not to eat him. The lion forgave the rat and let him go. The lion fell asleep again. A hunter came and trapped the lion. The lion tried to free himself but it was hard. The rat saw the lion helpless and came to help. He bit the ropes with his teeth and freed the lion. The two became very good friends.*

#### Questions

1. Who came and trapped the lion?
2. How was the lion freed?

*Can the learner read this STORY without making more than 3 mistakes? If YES, record the learner at STORY level and ask comprehension questions. If NO, record the learner at PARAGRAPH level*

**Story level:** Ask comprehension questions in English. If the learner does not seem to understand, ask them in local language.

## Words

ill grass

skin keep

doll small

*Can the learner read at least 4 WORDS?  
If YES, ask learner to read SENTENCES. If  
NO, ask the learner to read SOUNDS.*

## Sounds

j w

b i

g l

*Can the learner read at least 4 SOUNDS?  
If YES, record the learner at SOUND level. If  
NO, record the learner at BEGINNER level.*

# **Numeracy Assessment Tools**

*(Use this tool to assess learners in grades 3, 4 and 5)*

# Sample 1

## Operations

Instruction: *Start at subtraction. For each learner, record the highest level attained.*

Start here

### Subtraction

$$\begin{array}{r} 63 \\ -48 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 94 \\ -59 \\ \hline \\ \hline \end{array}$$

Instructions: *Start here for all learners.*

Ask the learner to solve the two subtraction problems. If the learner is able to solve both subtraction problems, move on to Division. If the learner gets one or more problems wrong, move to **TWO DIGIT Numbers in Number Recognition**.

### Division

$$2 \overline{)57} \qquad 7 \overline{)93}$$

Instructions: *Ask the learner to solve the two division problems. If the learner is able to solve both division problems, mark them as "1" at Division level. If the learner gets one or more problems wrong, mark them as "1" at Subtraction level and end the assessment.*

## Number Recognition

### Two Digit

64

93

55

89

30

17

21

42

Ask the learner to read any five numbers.

If the learner correctly reads any four out of the five numbers, record "1" at 2-digit level and end the assessment.

If the learner cannot correctly read any 4, two-digit numbers, move on to 1-digit

### One Digit

4

5

8

9

2

7

3

1

Ask the learner to read any five numbers.

If the learner correctly reads any four out of the five numbers, record "1" at 1-digit level and end the assessment.

If the learner cannot correctly read any 4, one-digit numbers, record the learner at

# Sample 2

## Operations

Instruction: *Start at subtraction. For each learner, record the highest level attained*

Start here

### Subtraction

$$\begin{array}{r} 73 \\ - 65 \\ \hline \end{array} \qquad \begin{array}{r} 86 \\ - 27 \\ \hline \end{array}$$

Instructions: *Start here for all learners.*

*Ask the learner to solve the two subtraction problems. If the learner is able to solve both subtraction problems, move on to Division. If the learner gets one or more problems wrong, move to **TWO DIGIT** Numbers in **Number Recognition**.*

### Division

$$4 \overline{)67} \qquad 8 \overline{)97}$$

Instructions: *Ask the learner to solve the two division problems. If the learner is able to solve **both** division problems, mark them as "1" at Division level. If the learner gets one or more problems wrong, mark them as "1" at Subtraction level and end the assessment.*

## Number Recognition

### Two Digit

56

81

74

15

60

38

99

27

Ask the learner to read any five numbers.

If the learner correctly reads any four out of the five numbers, record "1" at 2-digit level and end the assessment.

If the learner cannot correctly read any 4, two-digit numbers, move on to 1-digit numbers.

### One Digit

6

4

2

1

7

3

Ask the learner to read any five numbers.

If the learner correctly reads any four out of the five numbers, record "1" at 1-digit level and end the assessment.

If the learner cannot correctly read any 4, one-digit numbers, record the learner at

# Sample 3

## Operations

Instruction: *Start at subtraction. For each learner, record the highest level attained*

Start here

### Subtraction

$$\begin{array}{r} 42 \\ -34 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 33 \\ -16 \\ \hline \\ \hline \end{array}$$

### Division

$$3 \overline{)73} \qquad 6 \overline{)85}$$

Instructions: *Start here for all learners.*

*Ask the learner to solve the two subtraction problems. If the learner is able to solve both subtraction problems, move on to Division. If the learner gets one or more problems wrong, move to **TWO DIGIT Numbers in Number Recognition***

*Instructions: Ask the learner to solve the two division problems. If the learner is able to solve **both** division problems, mark them as "1" at Division level. If the learner gets one or more problems wrong, mark them as "1" at Subtraction level and end the assessment.*

## Number Recognition

### Two Digit

48

14

77

63

90

85

36

59

Ask the learner to read any five numbers.

If the learner correctly reads any four out of the five numbers, record "1" at 2-digit level and end the assessment.

If the learner cannot correctly read any 4, two-digit numbers, move on to 1-digit numbers.

### One Digit

9

4

3

5

7

2

Ask the learner to read any five numbers.

If the learner correctly reads any four out of the five numbers, record "1" at 1-digit level and end the assessment.

If the learner cannot correctly read any 4, one-digit numbers, record the learner at

