Stawisha Instructional Leadership Institute
Learner Assessments Report
June 2021

1. Introduction

Dignitas' mission is to equip and empower educators in marginalized communities to transform learners' opportunities for children to develop the skills and strength of character to thrive and succeed.

After School Leader baseline data collection, Dignitas conducted learner assessments to establish whether Dignitas' Stawisha program leads to gains in learner competencies and academic outcomes.

Currently, Dignitas partners with 41 schools in Homabay and 42 schools in APBET (Nairobi) under Stawisha program. The selected 32 schools were sampled randomly (16 from APBET cohort and 16 from Homabay cohort) whereas the 8 APBET control schools were selected from Mukuru kwa Reuben and the 8 Homabay control schools were from Ramba and Ringa zones; where Dignitas' Stawisha program has not been implemented before hence ruling out the chances that the program could have cascaded to the schools in the region.

In order to determine the capability of learners at the beginning of the program, Dignitas carried out learner assessments using three tools;

i. 21st Century Skills
ii. English Literacy Assessment (Developed by Uwezo - Kenya).
iii. Numeracy Assessment (ICAN – developed by PAL Networks).

All the three tools are suitable for children between age 5 – 16 years. The data collection took place between May and June 2021. The 21st Century skills assessments were administered to one class 5 stream in each of the 24 APBET schools (8 from 2020 cohort, 8 from 2021 cohort and 8 from control schools) and 24 Schools from Homabay (8 from Ayiengo, 8 from Awach and 8 from control schools). The Numeracy and literacy assessments were however administered 10 sampled learners from grade 2 and 10 sampled learners from class 5 from the selected schools. Data collected was recorded on paper and entered on ODK and Kobo collect.

2. Baseline Findings

21st Century Skills

Collaboration.

Collaboration is the process of two or more people or organizations working together to realize shared goals (Basic Education Curriculum Framework)

From Figure 1, at least 75% of the learners from all the cohorts indicated that they do classwork in groups. Notably, all learners from APBET 2021 cohort stated that they do group work during lessons.

Figure 1:Group works during lessons.

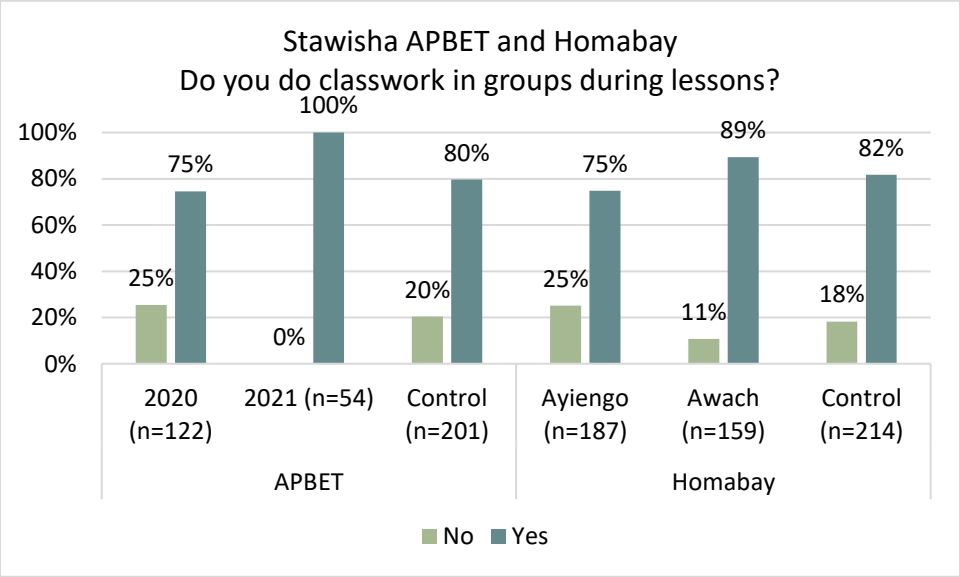
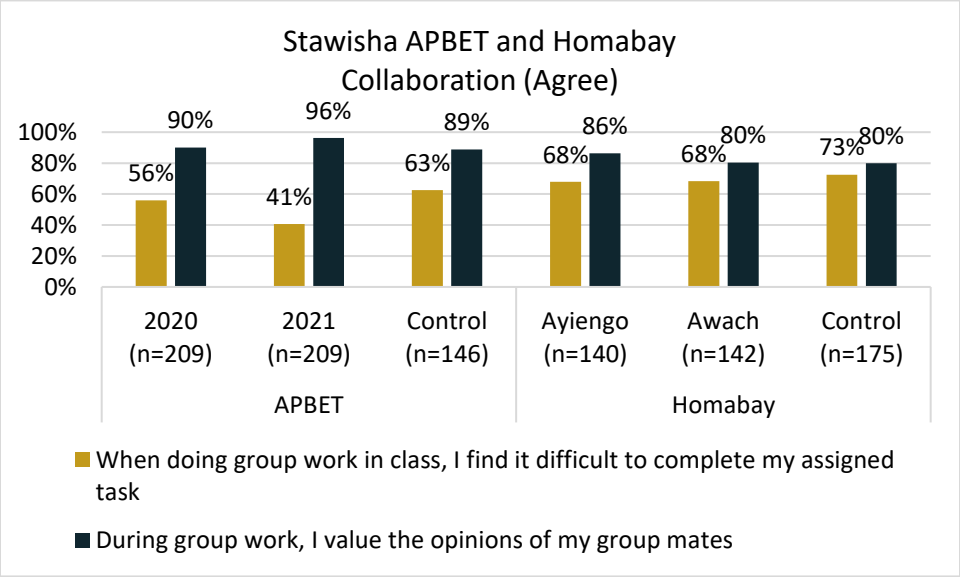


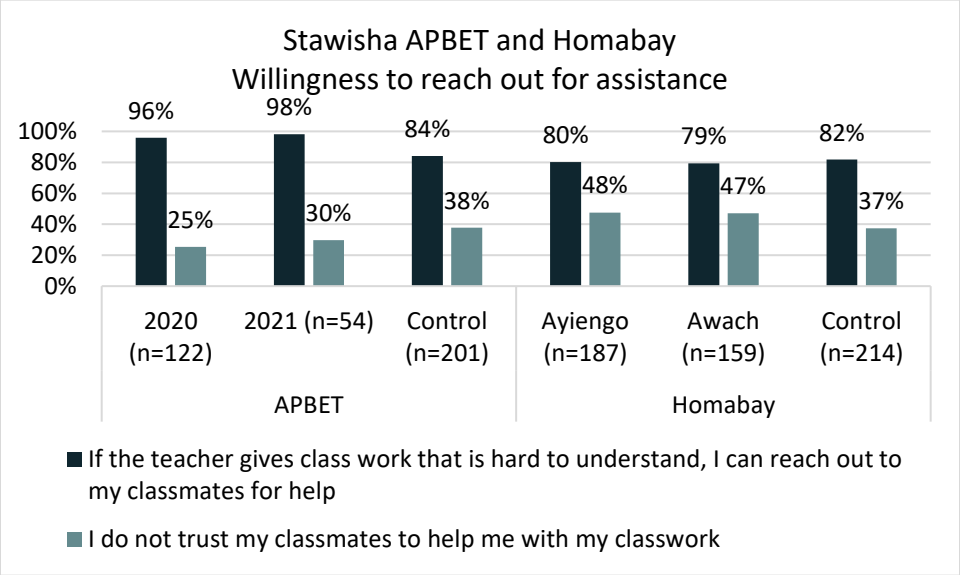
Figure 2 shows that Majority of the learners value opinions of their group mates during group discussions. The highest proportions were from APBET cohorts. On the contrary, more than 65% of the learners from Homabay cohorts and more than 40% from APBET cohorts agreed that they find it difficult to complete assigned tasks.

Figure 2: Collaboration



As illustrated in Figure 3, more than 75% learners agreed that they can reach out to their classmates for help on classwork with the higher proportions being from APBET cohorts. On the contrary, a notable proportion of learners do not trust their classmates to help with their classwork; Homabay cohorts had the higher percentages with Ayiengo having the higher proportion (48%). For APBET, Control schools had the higher proportion (38%).

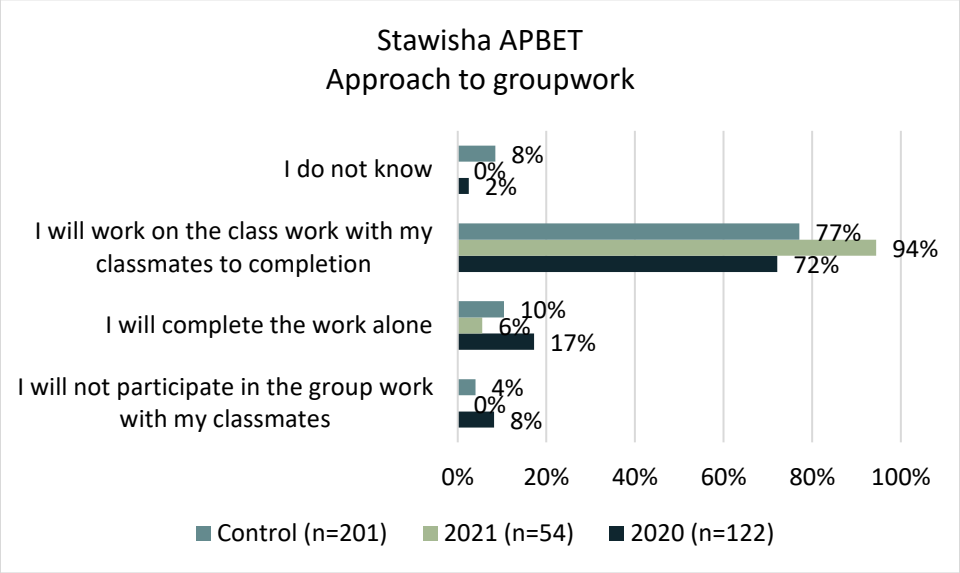
Figure 3: Ability/ Willingness to reach out for assistance



We asked learners how they would approach classwork when asked to complete them in groups.

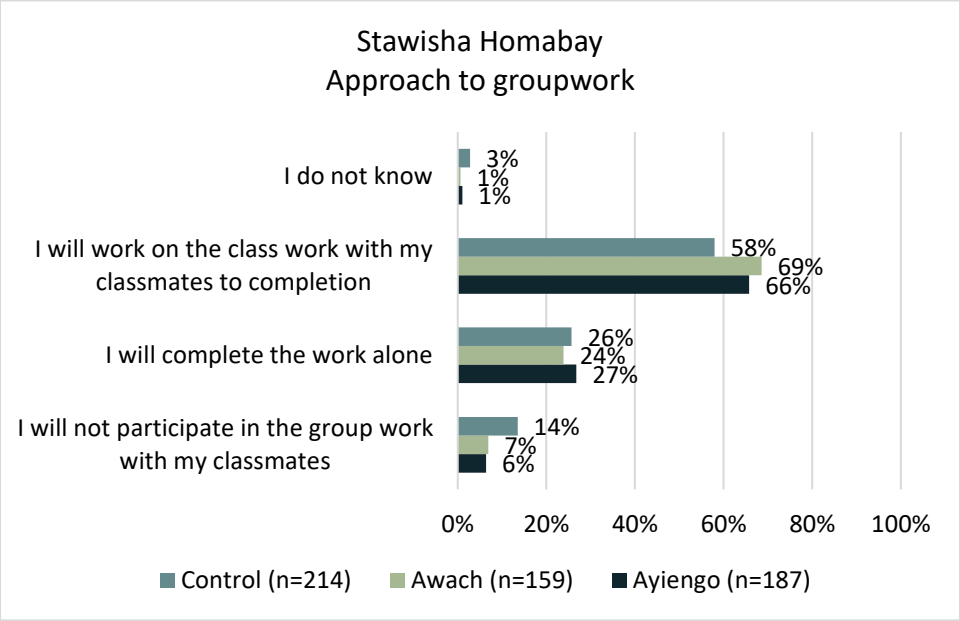
Figure 4 shows that from APBET Cohorts, majority of the learners would work with their classmates to completion with the higher proportion being from 2021 cohort (94%).

Figure 4: Stawisha APBET - Approach to group work



From Homabay Cohorts, majority of the learners would also work with their classmates to completion with the highest proportion being from Awach (69%). A notable proportion of learners also stated that they would complete the work alone; the higher proportion being from Ayiengo (27%) (Figure 5).

Figure 5:Stawisha Homabay - Approach to group work

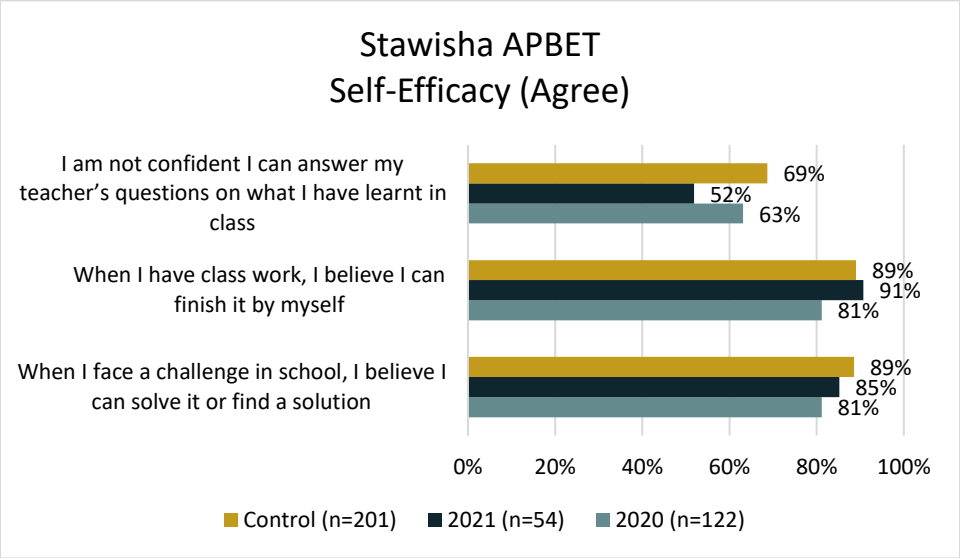


Self-Efficacy

Self- Efficacy refers to a person's belief about his/her capabilities to perform tasks that can change or transform his/her life (BECF)

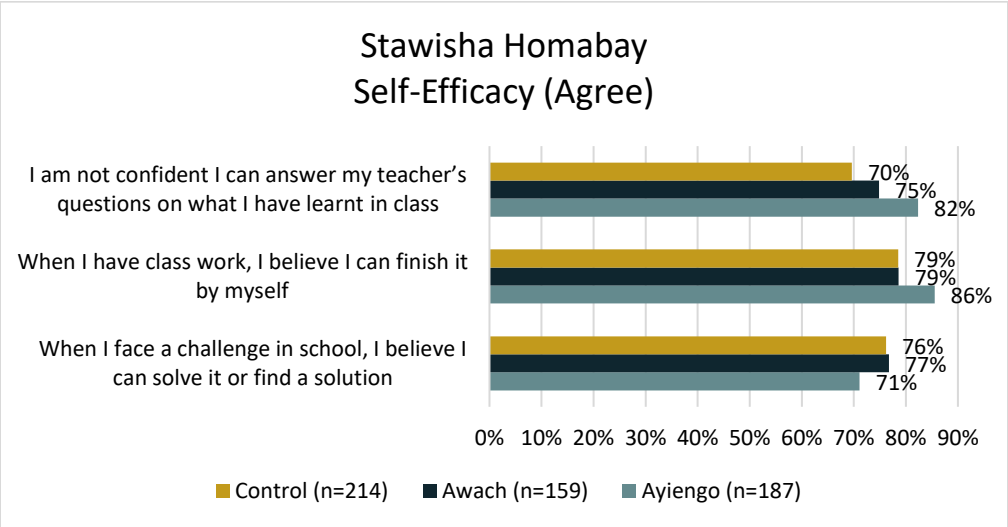
Figure 6 shows that from the APBET cohorts, More than 80% of the learners believe that they can solve challenges faced in school and also finish classwork by themselves. On the other hand, more than 50% of learners agreed that they are not confident they can answer their teachers' questions on what they had learnt; the higher proportion being from control schools (69%).

Figure 6: Stawisha APBET - Self- Efficacy



Similarly, for Homabay Cohorts, more than 70% of the learners believe they can solve challenges faced in school and finish classwork by themselves. More than 70% of the learners however do not feel confident to answer the teachers' questions on what they have learnt (Figure 7)

Figure 7: Stawisha Homabay - Self- Efficacy



Learning to Learn

The ability to pursue and persist in learning, to organize one's own learning by the effective management of time and information, both individually and in groups. (BECF)

As illustrated in Figure 8, more than 90% of learners from APBET schools enjoy learning new things, feel happy when there is something new to learn and seek guidance from the teacher to improve their learning experience. In contrast, a notably proportion of learners do not feel excited when there is something new to learn in school; the higher percentage being from 2021 cohort (31%).

Figure 8: Stawisha APBET - Learning to Learn

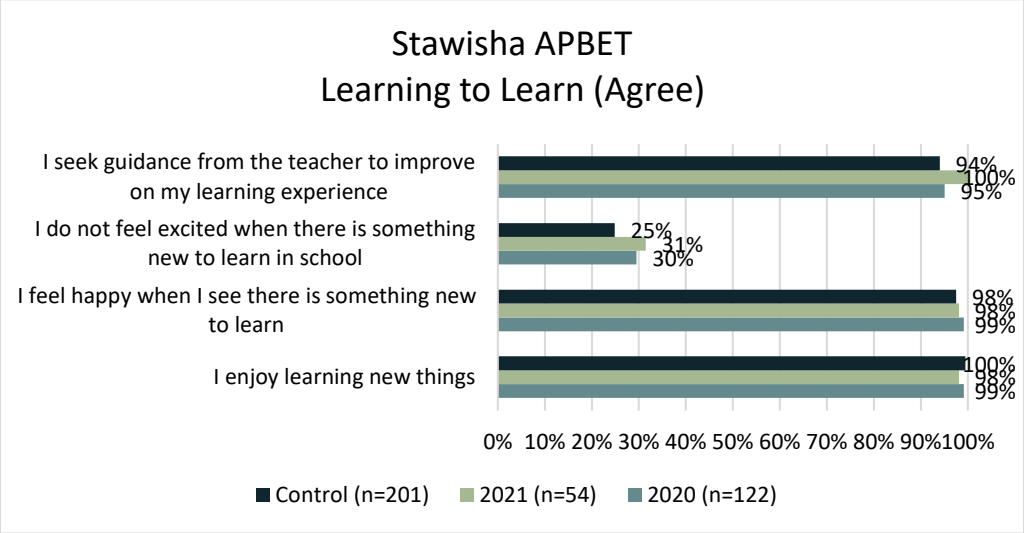
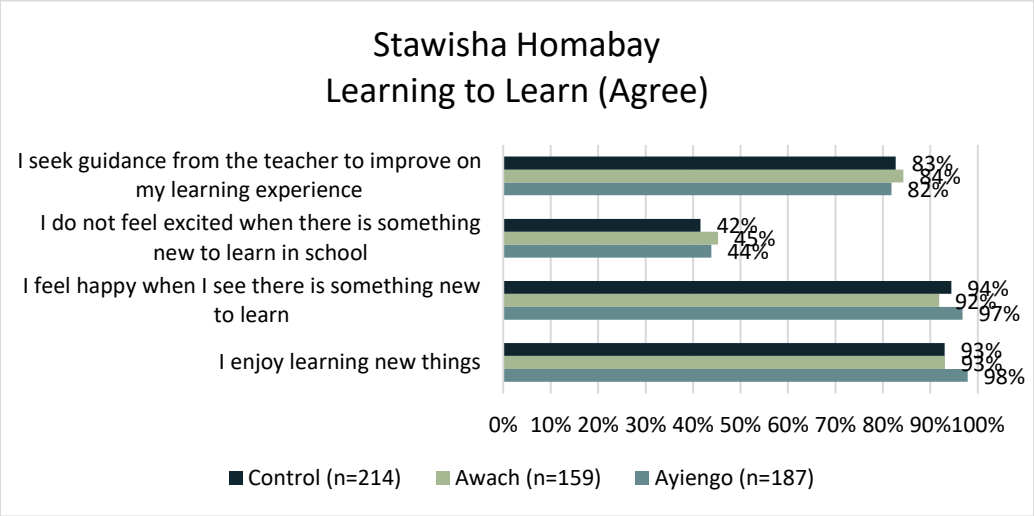


Figure 9 demonstrates that from Homabay cohorts, more than 80% of learners from APBET schools enjoy learning new things, feel happy when there is something new to learn and seek guidance from the teacher to improve their learning experience. However, a notable proportion of learners do not feel excited when there is something new to learn in school; the higher percentage being from Awach (45%).

Figure 9:: Stawisha Homabay - Learning to Learn

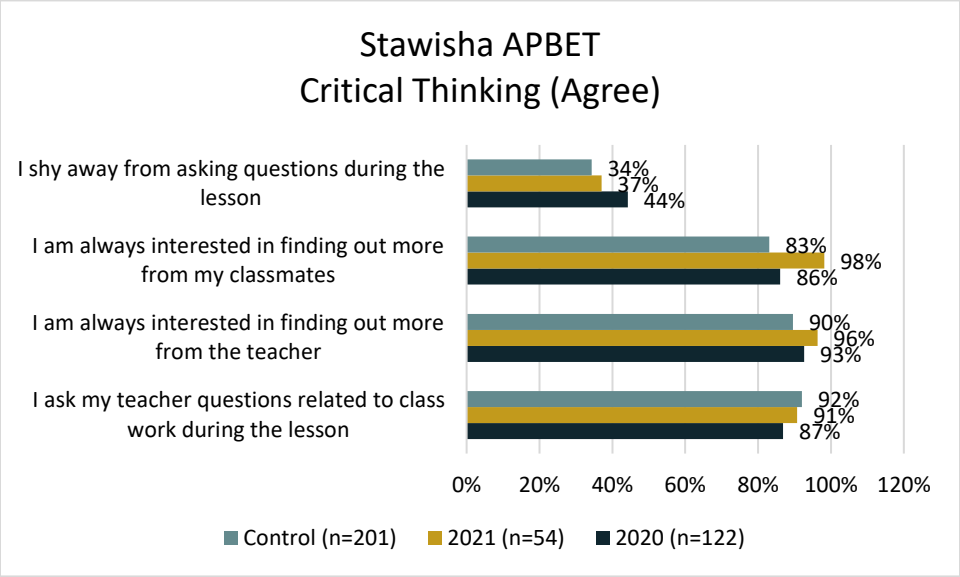


Critical Thinking

Critical thinking facilitates exploring new ways of doing things and learner autonomy. Children learn that for every issue there are multiple perspectives that they can explore, rather than a rigid recall and regurgitation of information. (BECF)

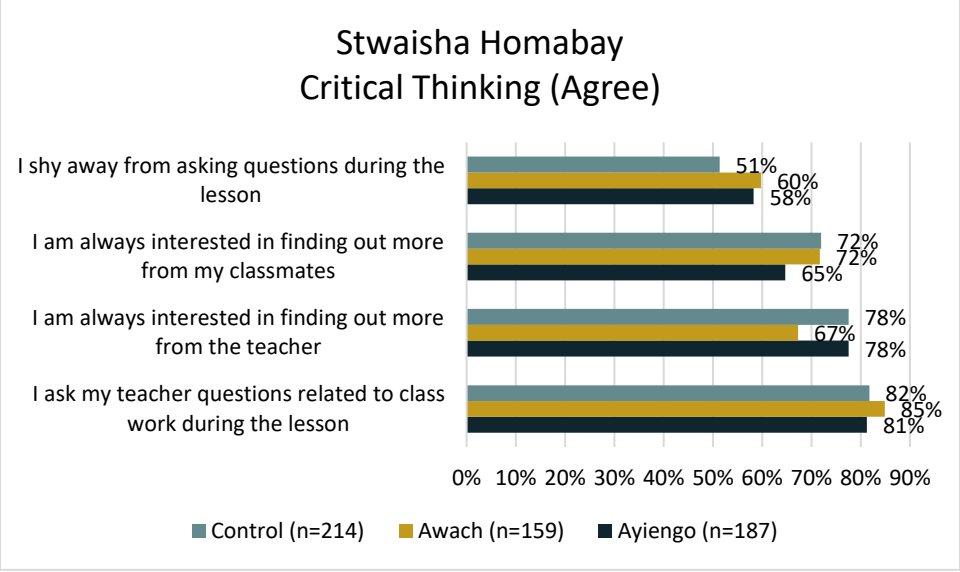
For APBET Cohorts, more than 80% of the learners are always interested in finding out more from their classmates, teachers and always ask questions related to class work during the lessons. Slightly higher percentages of learners from control schools and 2020 cohorts indicated that they were interested in finding out more from their teachers as compared to finding out more from their classmates. On the contrary, between 34% – 44% of learners indicated that they shy away from asking questions during the lesson. (Figure 10).

Figure 10: Stawisha APBET - Critical Thinking



Relatively Figure 11 shows that from the Homabay cohorts, more than 60% of the learners agreed that they are always interested in finding out more from their classmates and teachers. Additionally, more than 80% of the learners from each cohort indicated that they ask their teachers questions during class work although more than 50% of learners from each cohort stated that they shy away from asking questions during the lessons.

Figure 11: Stawisha Homabay - Critical Thinking

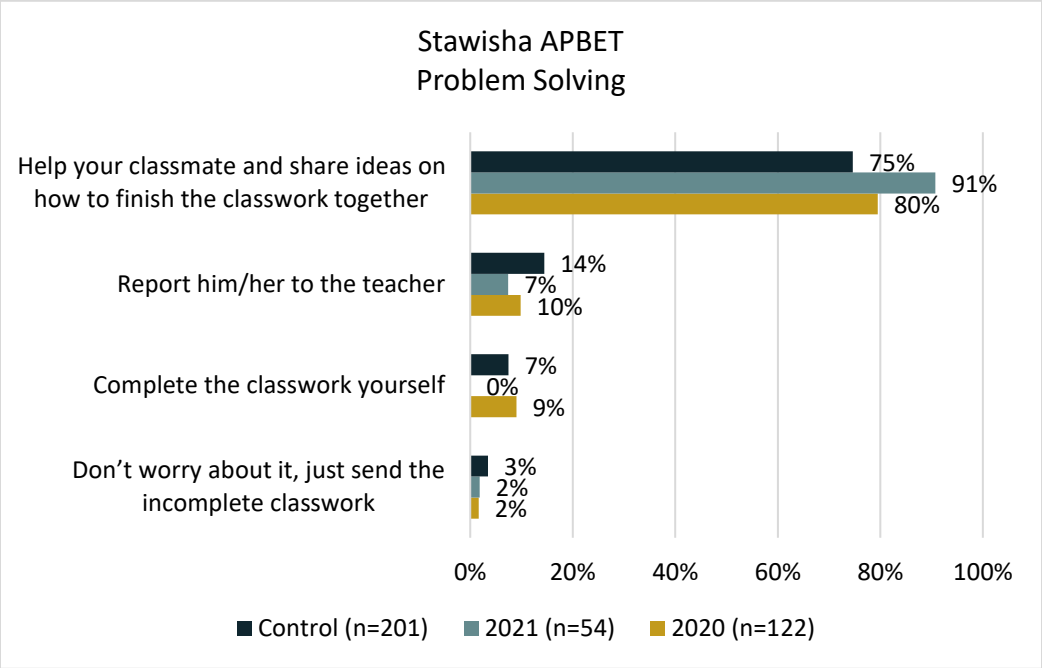


Problem Solving

We asked the learners what they would do when they noticed one member of the group is not willing to contribute.

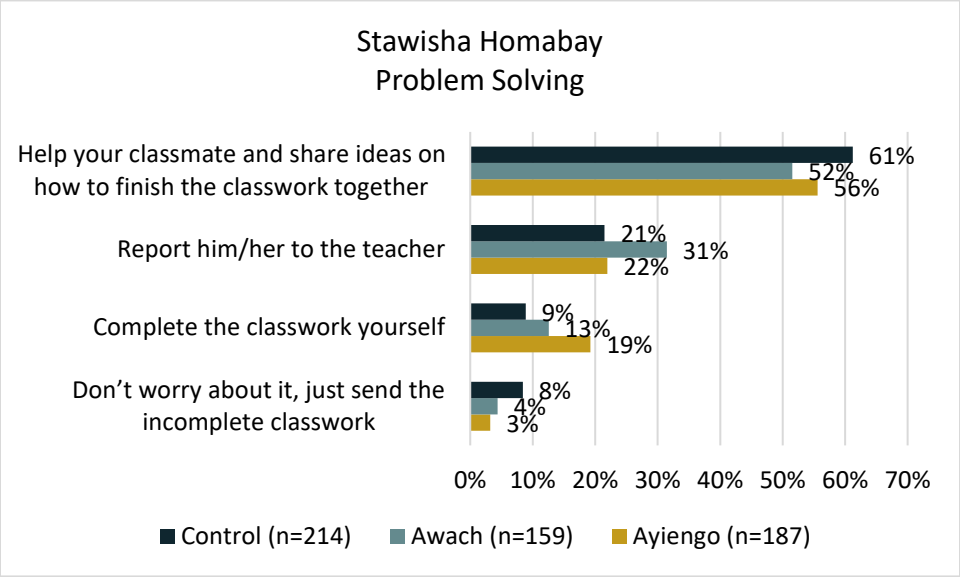
From the APBET cohorts, majority of the learners from each cohort stated that they would help their classmates and share ideas on how to finish the classwork together. The highest percentage being from 2021 cohort (91%) (Figure 12).

Figure 12: Stawisha APBET - Problem Solving



Likewise, from Homabay cohorts, the higher percentages of learners stated that they would help their classmates and share ideas on how to finish the classwork together; the highest percentage being from control schools (61%). A notable amount of learners (between 21% - 331%) stated that they would report to the teacher.

Figure 13: Stawisha Homabay - Problem Solving

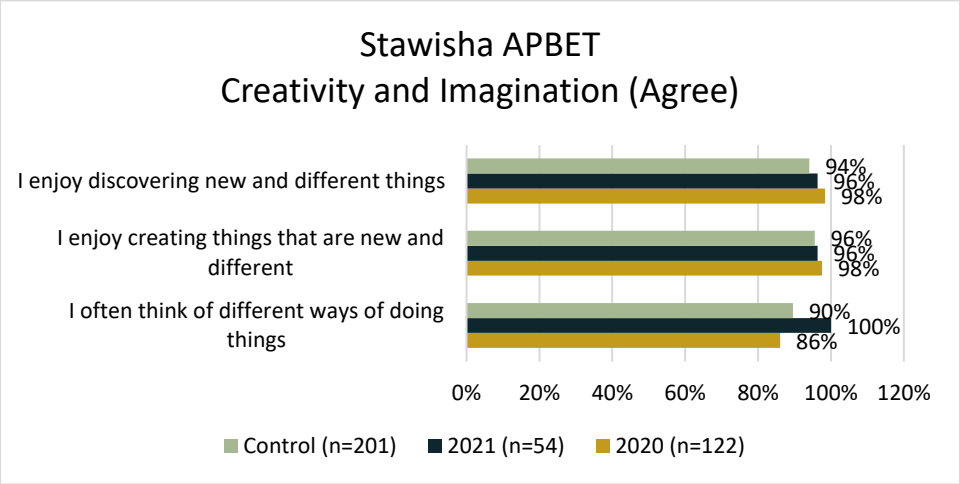


Creativity and Imagination

The ability to form new images and sensations in the mind, and to turn them into reality. (BECF)

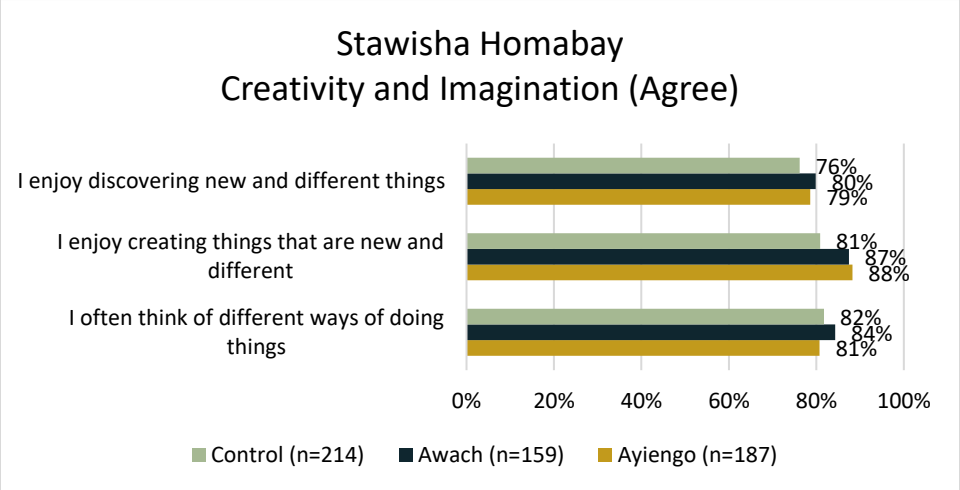
More than 90% of learners from APBET cohorts stated that they enjoy discovering new and different things, creating things that are new and different and often think of different ways of doing things. The highest percentages being from 2020 cohort except for thinking of different ways of doing things where all learners from 2021 cohort agreed (Figure 14)

Figure 14: Stawisha APBET - Creativity and Imagination



Similarly as illustrated in Figure 15, for the Homabay cohorts, majority of the learners (More than 70%) stated that they enjoy discovering new and different things, creating things that are new and different and that they often think of different ways of doing things. The percentages were relatively close.

Figure 15: Stawisha Homabay - Creativity and Imagination



English Literacy Assessment

For the APBET cohorts, the highest literacy level attained by majority of learners was story. Generally, grade 2 learners were at lower levels compared to their class 5 counterparts. The 2021 cohort had the highest percentage of learners at story level both in grade 2 and class 5 (72% and 100% respectively) (Figure 16)

Figure 16: Stawisha APBET - Highest literacy level attained

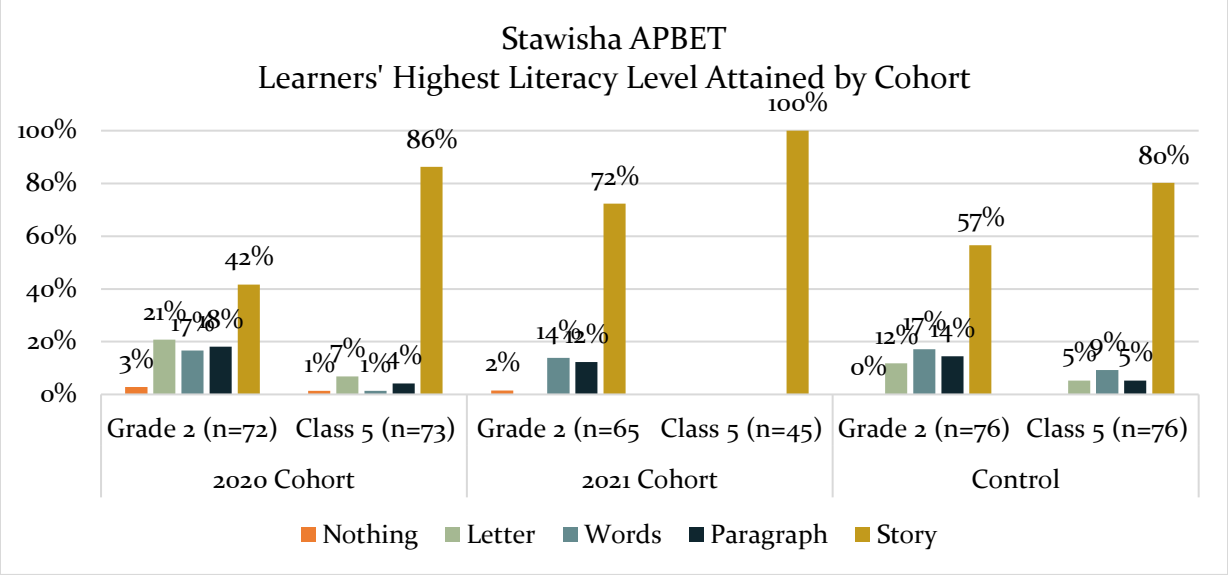
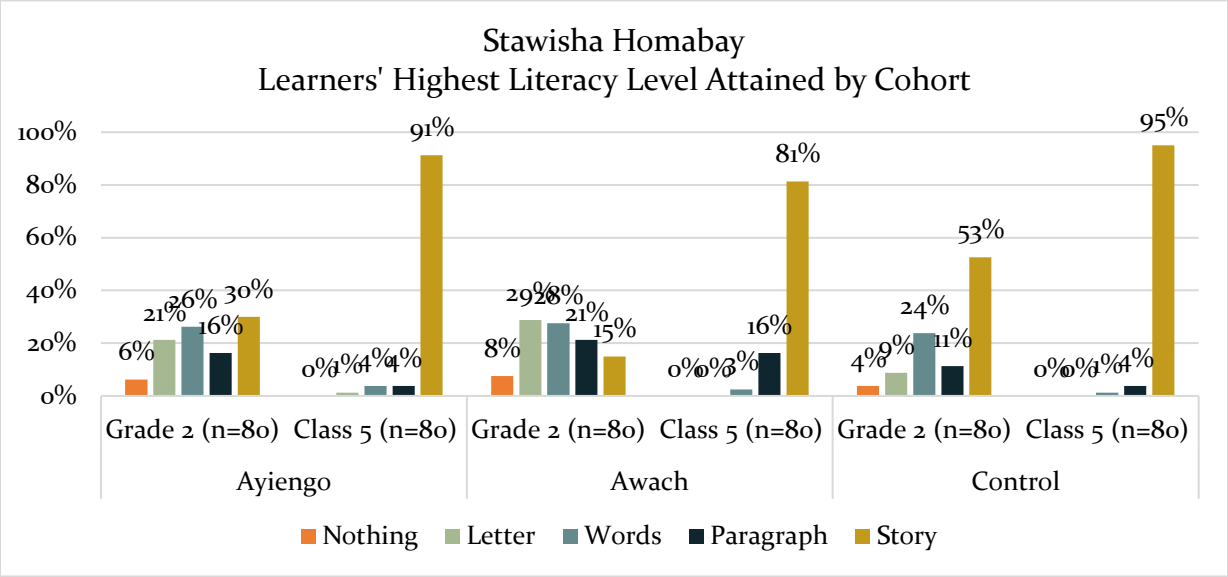


Figure 17 shows that for Homabay cohorts, only a small proportion of grade 2 learners from 2020 and 2021 cohorts attained the story level (30% and 15% respectively). For class 5 learners, majority of the learners attained story level with the highest percentage being from control schools (95%)

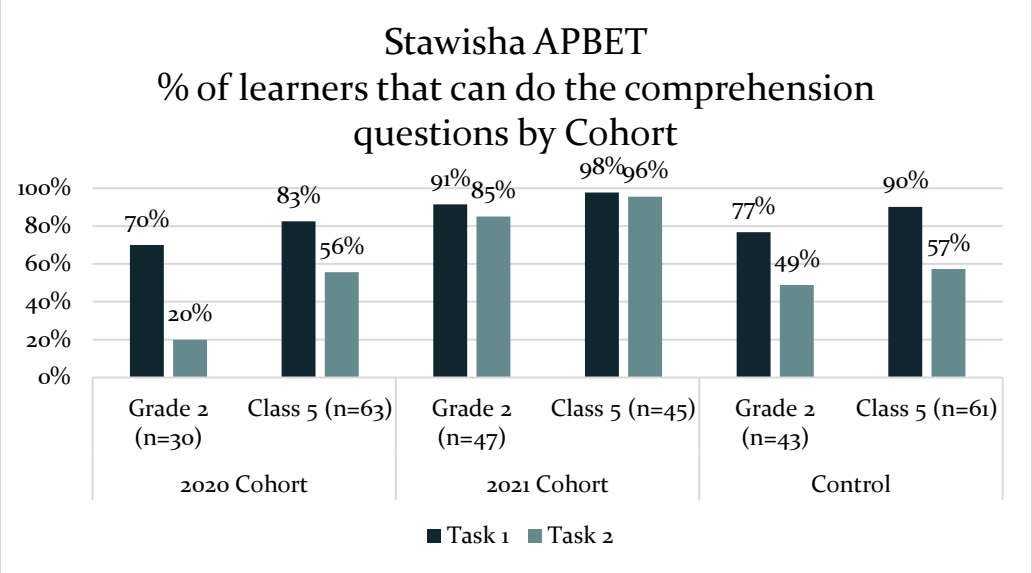
Figure 17:Stawisha Homabay - Highest literacy level attained



The comprehension questions were only administered to the learners who attained "story" as their highest level.

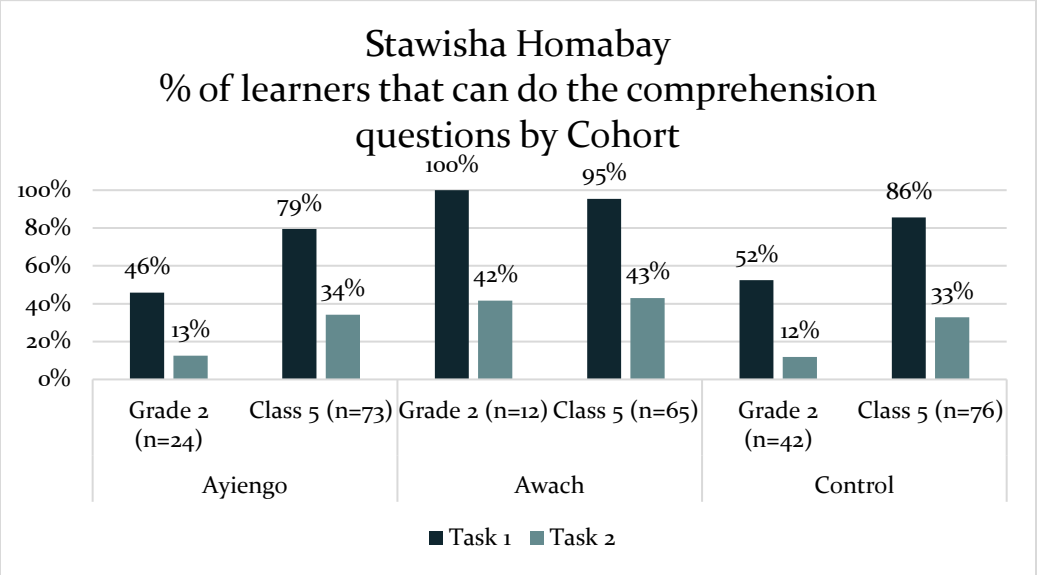
Figure 18 illustrates that the highest percentage of learners who could do both the comprehension questions in grade 2 and class 5 were both from the 2021 cohort. While the smallest percentages were from 2020 cohort both for grade 2 and class 5.

Figure 18: Stawisha APBET - Proportion of learners that can do comprehension questions



Similarly, for the Homabay cohorts, the highest percentages of learners who could do both comprehension questions for the two classes were from 2020 cohort whereas the lowest percentages for both classes were majorly from the 2020 cohorts (Figure 19).

Figure 19:: Stawisha Homabay - Proportion of learners that can do comprehension questions

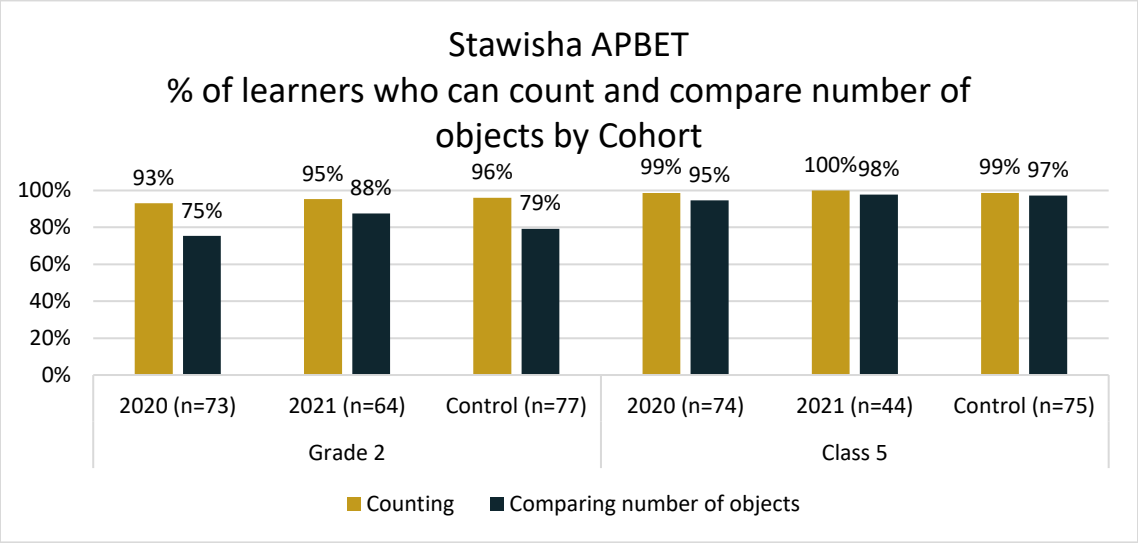


Numeracy Assessment

Number recognition.

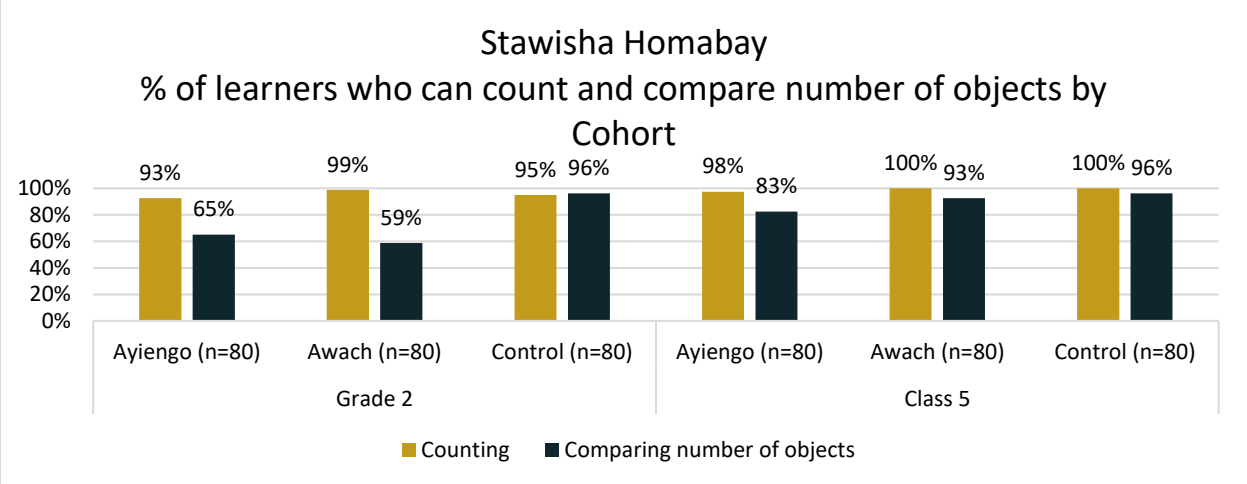
Figure 20 illustrates that almost all learners from class 5 were able to count and compare number of objects (95% +). For grade 2 learners, slightly higher percentages of learners were able to count compared to those who could compare number of objects. The highest percentages of learners who could count and compare number of objects were majorly from the 2021 cohort.

Figure 20: Stawisha APBET - Proportion of learners who can count and compare number of objects



For the Homabay cohorts, majority of the learners from both classes could count (90% +). The highest proportion of learners who could compare number of objects in grade 2 and 5 were both from control schools (96% each). (Figure 21)

Figure 21: Stawisha Homabay - Proportion of learners who can count and compare number of objects

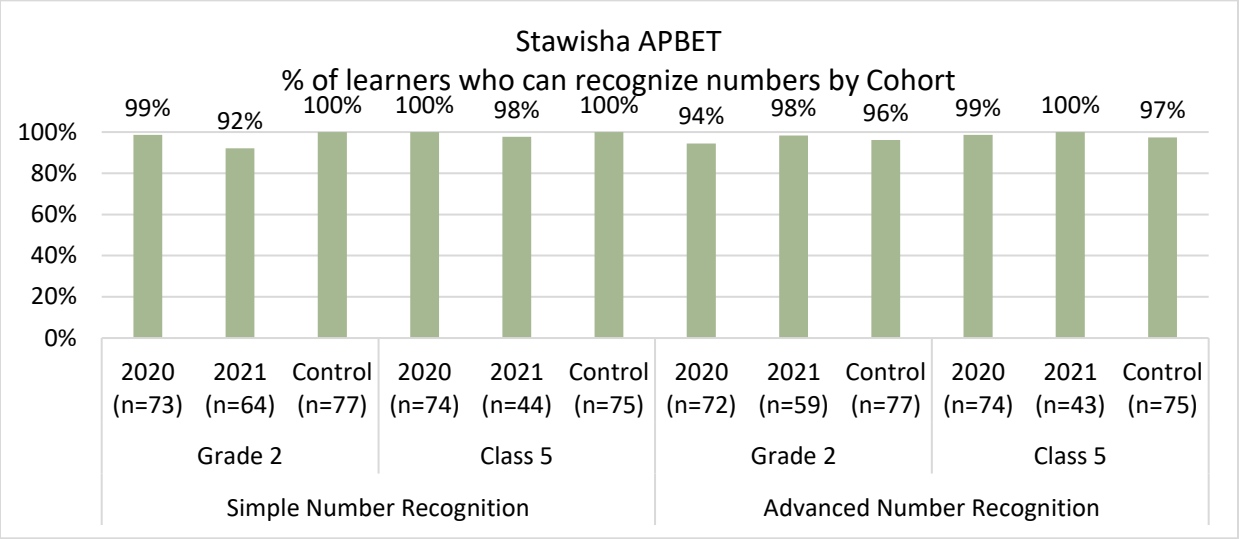


All the learners assessed were asked to do simple number recognition and only learners who could do simple number recognition were asked to do the advanced number recognition.

From Figure 22, majority of the learners from each cohort were able to do both simple and advanced number recognition tasks. However, the proportion of class 5 learners who were able to do advance number recognition were slightly higher than their grade 2

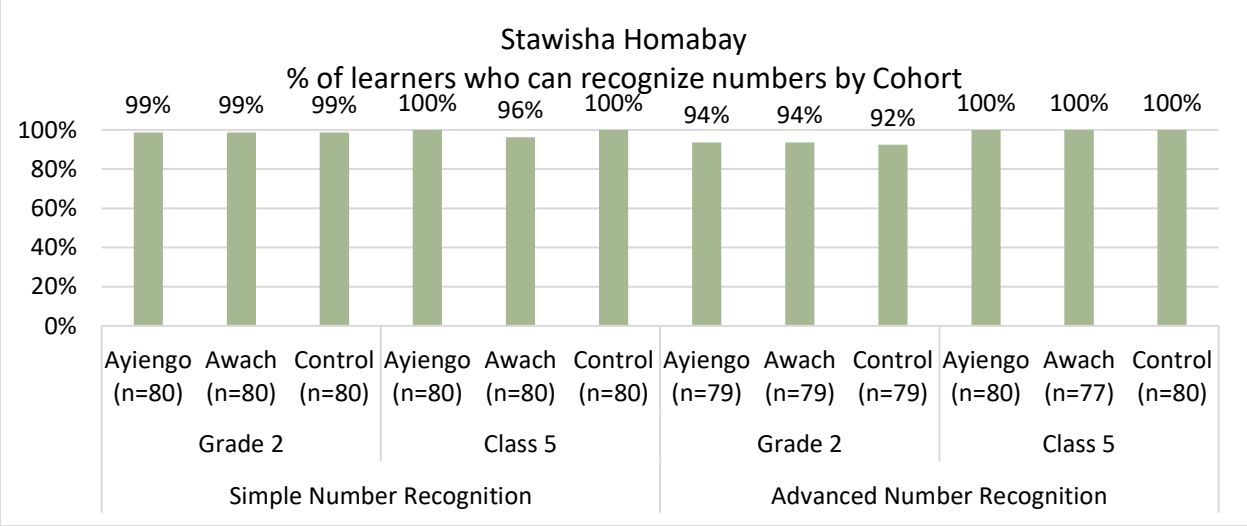
counterparts. 2021 cohort recorded the higher percentages of learners who could do advanced number recognition for both classes.

Figure 22: Stawisha APBET - Proportion of learners who can recognize numbers



Similarly, for Homabay cohorts, majority of the learners were able to do both simple and advanced number recognition tasks. All class 5 learners who could do simple number recognition were also able to do advanced number recognition (Figure 23).

Figure 23: Stawisha Homabay - Proportion of learners who can recognize numbers



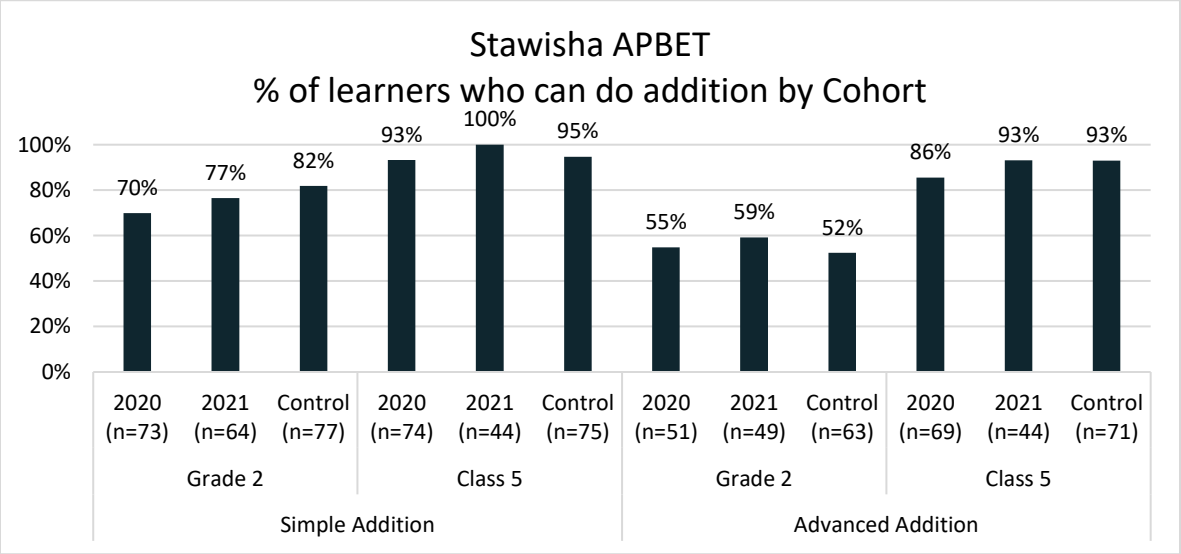
Number Operations.

Addition.

All the learners were asked to do simple number operations whereas only learners who could do simple number operations were asked to do the advanced number operations.

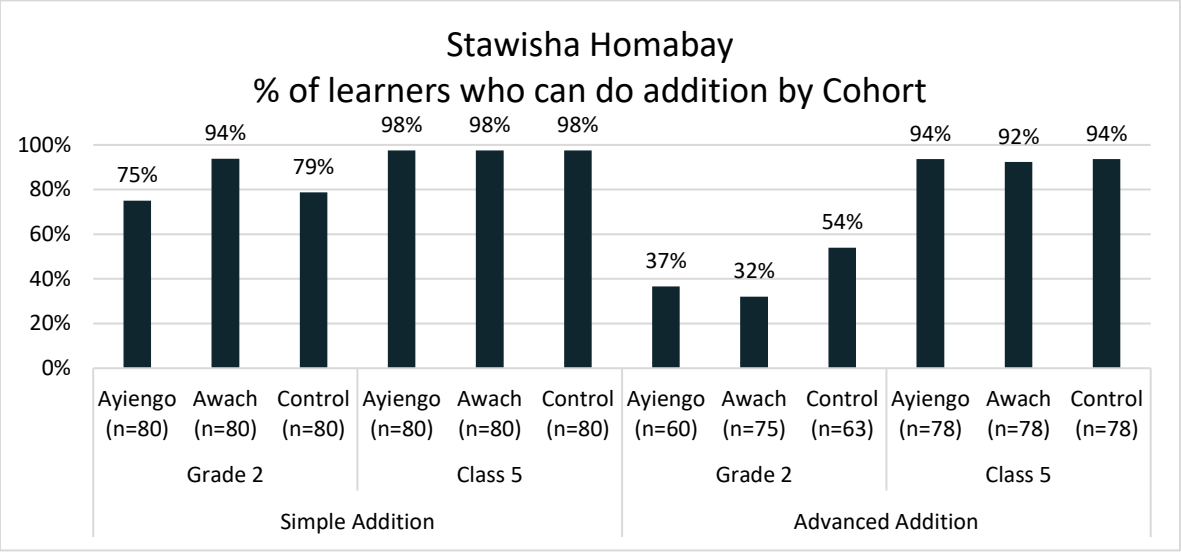
As indicated in Figure 24, highest percentage of learners who could do simple addition (Addition without carry over) in grade 2 were from control schools (82%) and all grade 5 learners from 2021 cohort. For grade 2, there was quite a considerate drop in learners who could do advanced addition (Addition with carry-over) whereas for grade 5, there was a slight drop. 2021 cohort had the highest percentage of learners who could do advanced addition for grade 2 (59%) and for class 5, both 2021 cohort and control schools recorded 93% each which was the highest.

Figure 24: Stawisha APBET - Proportion of learners who can do Addition



Likewise, for the Homabay cohorts, the proportion of grade 2 learner who could do simple addition (Addition without carry over) were slightly less than the grade 5 learners. Additionally, there was quite a notable drop in grade 2 learners who could do advanced addition (Addition with carry-over) whereas for grade 5 learners, there was a very slight drop. The proportion of learners who could do simple addition was the same for class 5 learners in each cohort (98% each) (Figure 25).

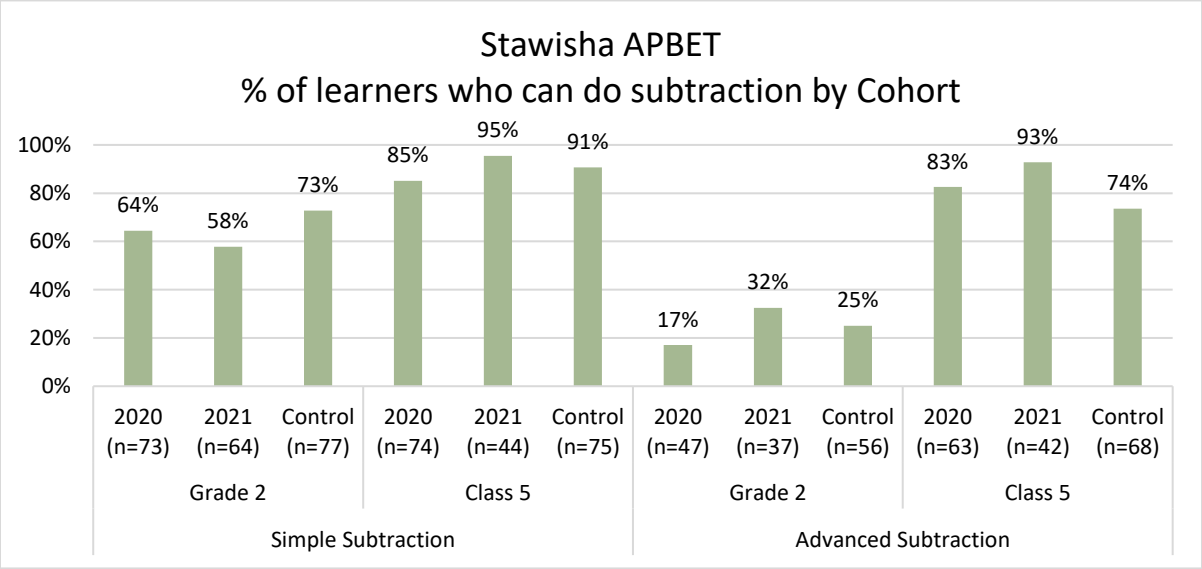
Figure 25: Stawisha Homabay - Proportion of learners who can do Addition



Subtraction.

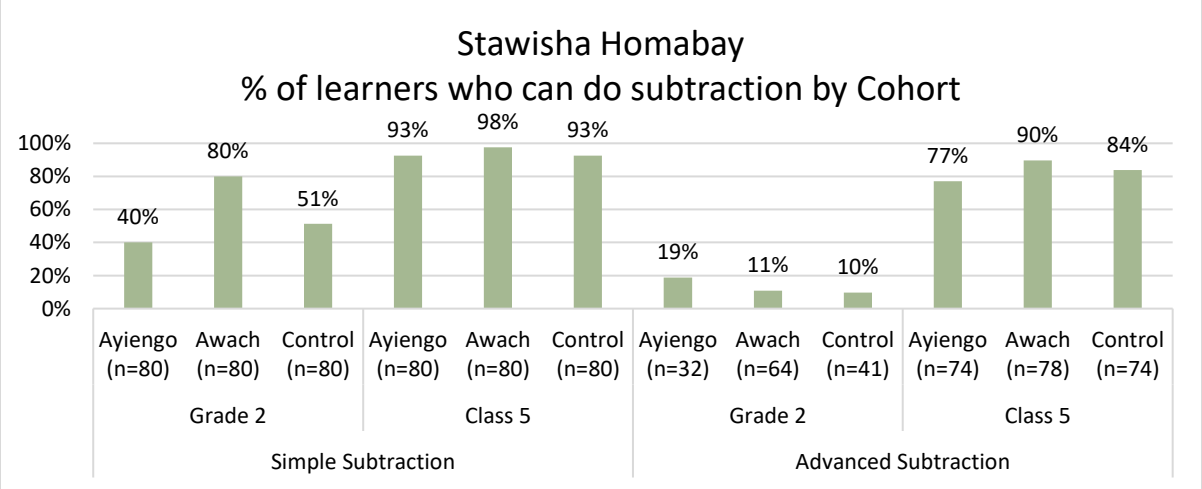
Generally, the proportion of grade 2 learners who could do subtraction were quite smaller than class 5 learners. Additionally, there was a big drop in the proportion of grade 2 learners who could do advanced subtraction (Subtraction with borrow) in all the cohorts. For grade 5 learners there was a slight drop in proportion of learners who could do advanced subtraction compared to those who could do simple subtraction (Subtraction without borrow). The highest proportion of learners who could do subtraction were from 2021 cohort except for grade 2 simple subtraction where the highest proportion were from control schools. (Figure 26).

Figure 26:Stawisha APBET - Proportion of learners who can do Subtraction



Likewise, for Homabay cohort, the proportion of school leaders who could do advanced subtraction (Subtraction with borrow) in grade 2 was much lower than those who could do simple subtraction (Subtraction without borrow). The higher percentages were majorly from Awach except for grade 2 advanced subtraction where Ayiengo had the higher percentage (Figure 27).

Figure 27: Stawisha Homabay - Proportion of learners who can do Subtraction



Multiplication.

On multiplication, compared to class 5, the proportion of grade 2 learners who could do simple multiplication (Single digit multiplication) was quite lower. Additionally, the

proportion of class 5 learners who could do advanced multiplication (two-digit by one-digit multiplication) was slightly less than those who could do simple multiplication. For grade 5 learners, the highest proportion of learners who could do both simple and advanced division were from 2021 cohort (95% and 86% respectively). However, for grade 2, the only learners who were able to do advanced multiplication were from control schools (7%) (Figure 28).

Figure 28: Stawisha APBET - Proportion of learners who can do Multiplication

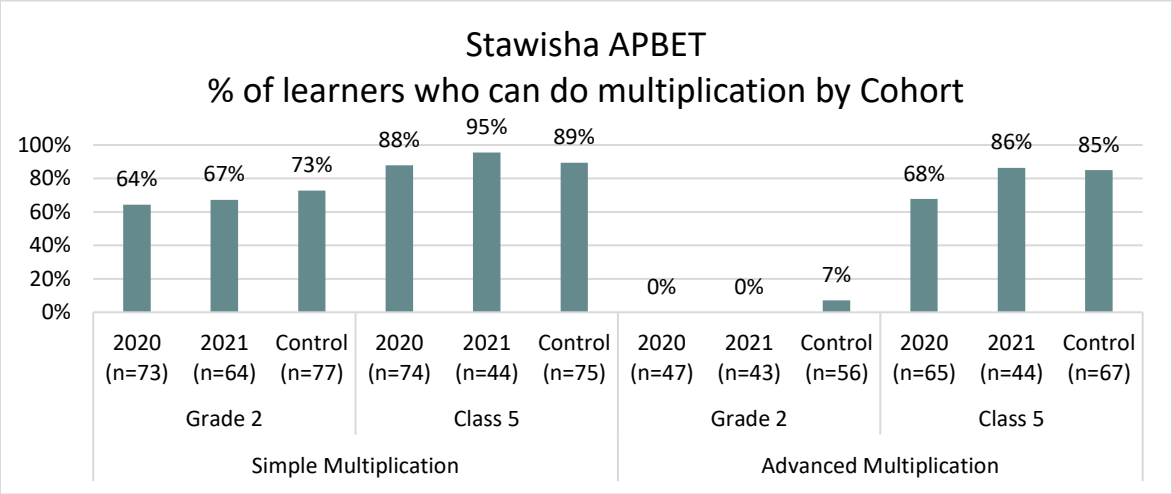
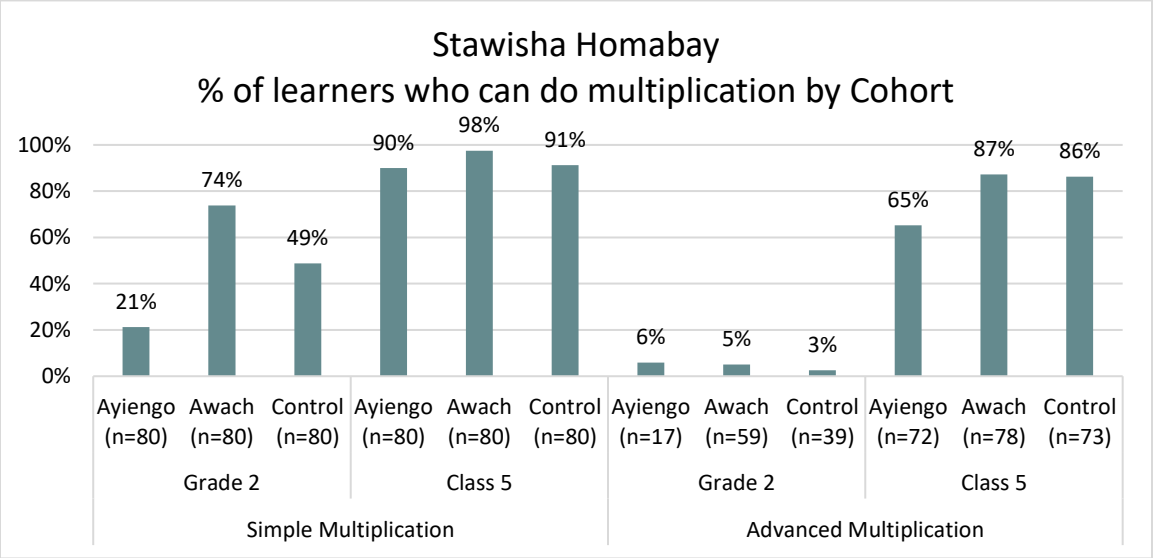


Figure 29 illustrates that for the Homabay cohort, the proportion of grade 2 learners who could do simple multiplication (Single digit multiplication) was very low for Ayiengo (21%). However, there was a small proportion of grade 2 learners who were able to do advanced multiplication (two-digit by one-digit multiplication) from each of the cohorts (between 3% - 6%). As for the class 5 learners, majority were able to do simple multiplication whereas the proportion that was able to do advanced multiplication was slightly lower. The higher proportions who could do both simple and advance multiplication were from Awach (98% and 87% respectively).

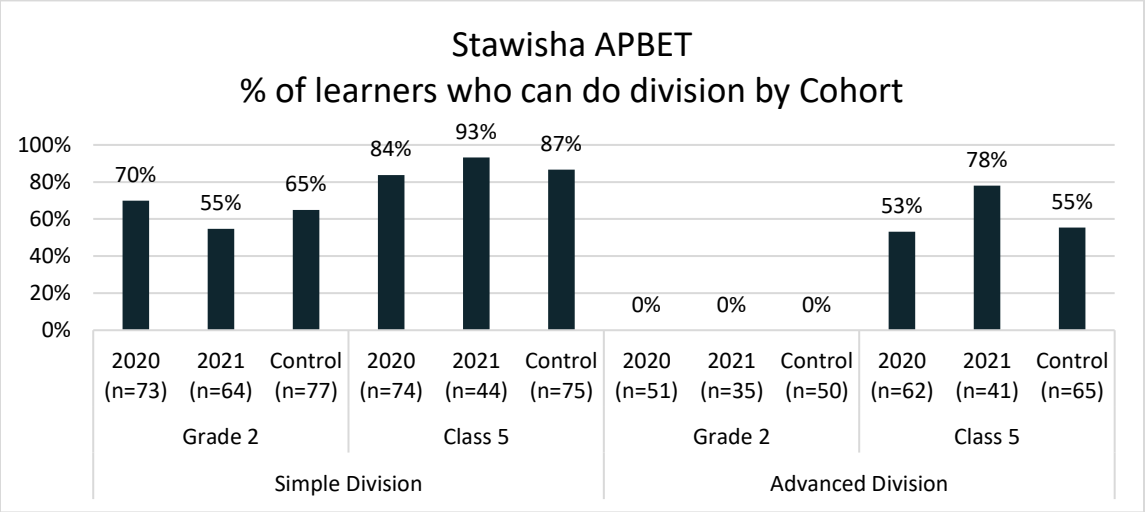
Figure 29: Stawisha Homabay - Proportion of learners who can do Multiplication



Division.

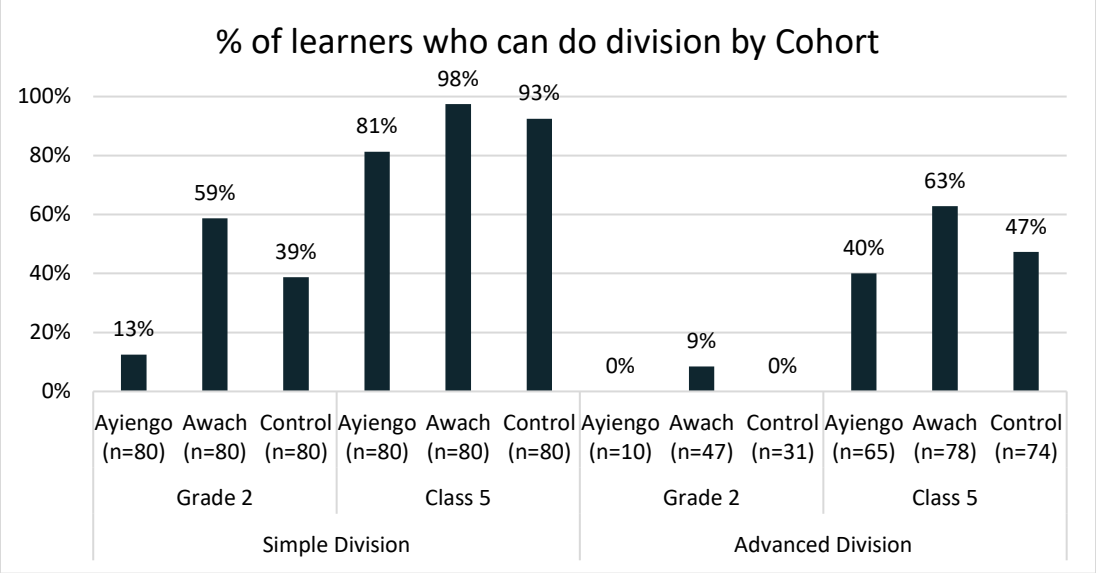
From Figure 30, majority of the learners from grade 5 could do simple division (Single digit division) although there was quite a notable drop in proportion of learners who could do advanced division (two-digit by one-digit division). 2021 cohort recorded highest proportion of grade 5 who could do both simple and advanced division (93% and 78% respectively). For grade 2 however between 55% and 70% of learners from the different cohorts could do simple division with the higher percentage being from 2020 cohort (70%). There were no grade 2 learners who were able to do advanced division.

Figure 30: Stawisha APBET - Proportion of learners who can do Division



Generally, for the Homabay cohorts, the higher percentage of learners who could do both simple and advanced division for both grade 2 and class 5 were from Awach cohort. For class 5, the proportion of learners who could do advanced division (two-digit by one-digit division) was notably lower than the ones who could do simple division (Single digit division). For grade 2 however, the learners who were able to do advance division were all from Awach cohort (9%) (Figure 31).

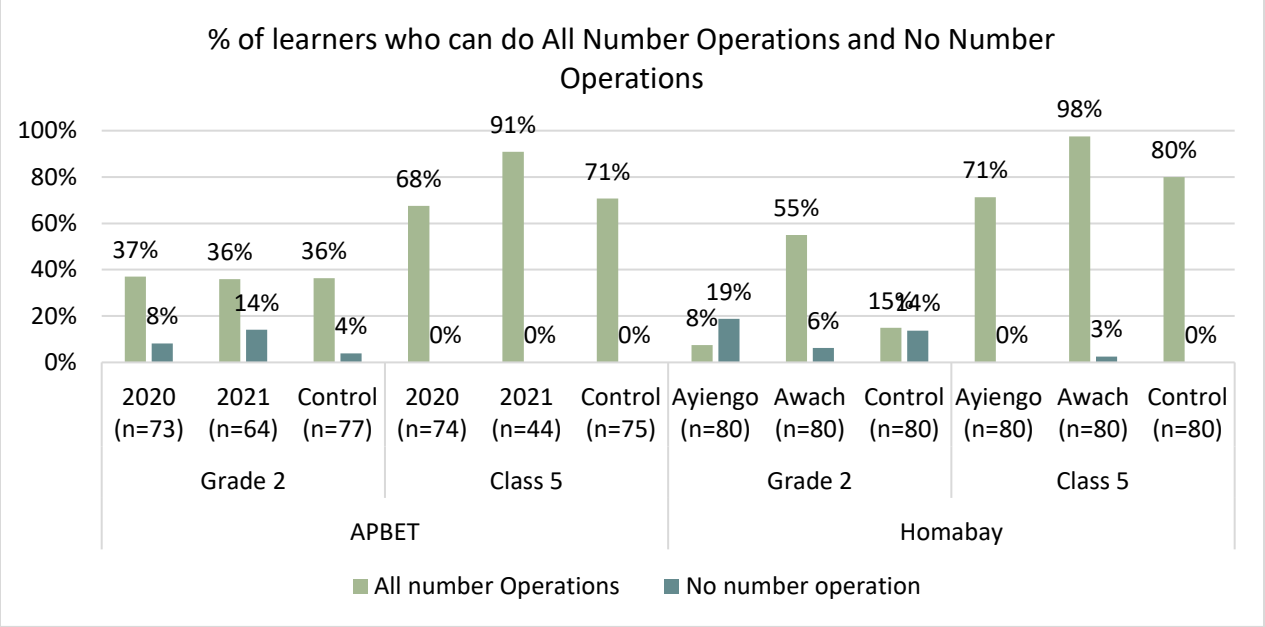
Figure 31: Stawisha Homabay - Proportion of learners who can do Division



The highest proportion of grade 2 and class 5 learners who could do all the simple number operations were from Homabay Awach cohort (55% and 98% respectively).

However, the higher proportion of grade 2 learners who could do none of the simple operations were from Homabay Ayiengo cohort (19%) whereas the only cohort that had class 5 learners who could not do any simple operations was Homabay Awach cohort (3%).

Figure 32: Proportion of learners who can do simple number operations and none of the number operations

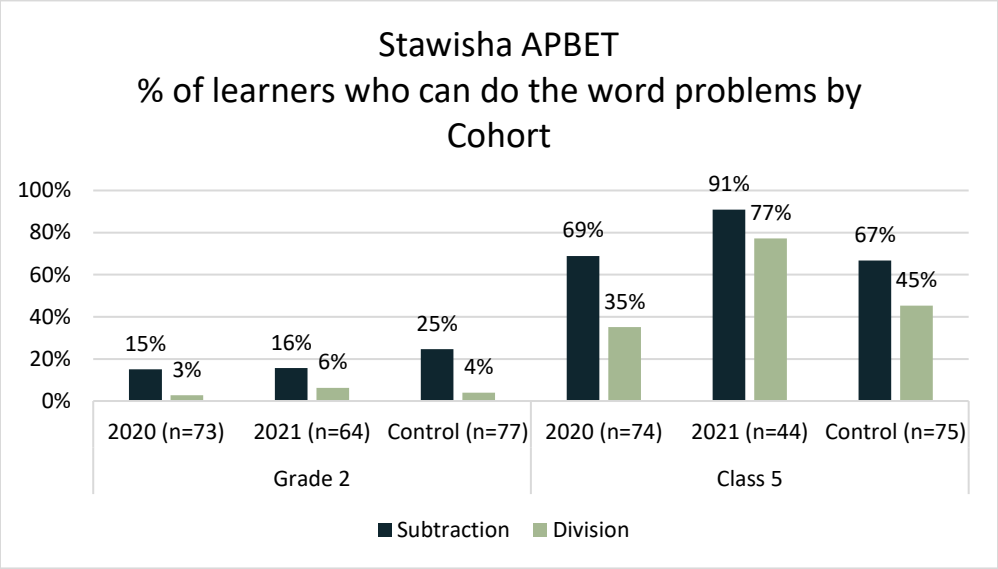


Word Problems

The word problems were administered to all the learners assessed.

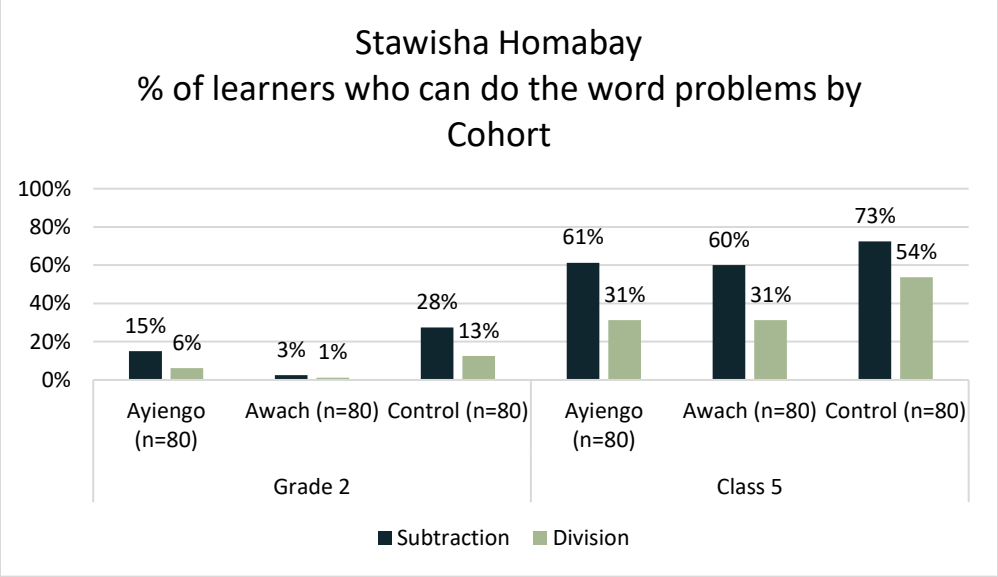
Generally, Figure 33 shows that a very small proportion of grade 2 learners from APBET were able to the word problems. However, the proportion of learners who could do subtraction was quite higher than those who could do division. For Class 5 however, 65% + were able to subtraction; the highest percentage being from 2021 cohort (91%).The proportion of grade 5 learners who were able to division were slightly less than those who could do subtraction.

Figure 33: Stawisha APBET - Proportion of learners who can do the word problems



Similarly, for Homabay cohorts, there were very few grade 2 learners who could do subtraction and division with the higher proportions being from control schools (28% and 13% respectively). For class 5 however, between 61% - 73% were able to do subtraction whereas the proportion that was able to do division was slightly lower; the higher percentages for both subtraction and division were from control schools (73% and 54% respectively) (Figure 34).

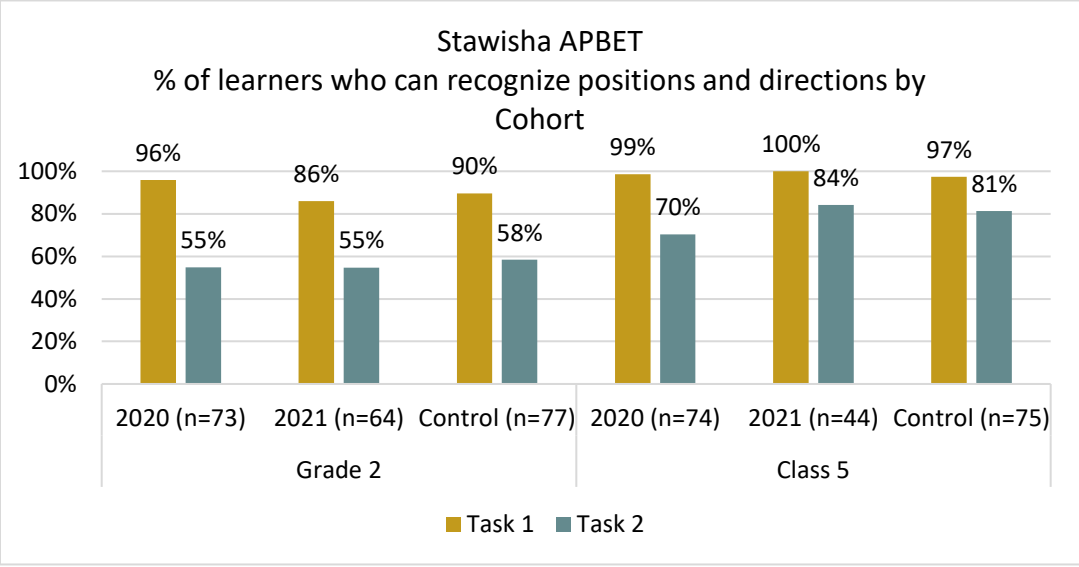
Figure 34: Stawisha Homabay - Proportion of learners who can do the word problems



Geometry

As shown in Figure 35, majority of the learners could do the first task on recognizing positions and directions whereas lower proportions were able to do the second task. For grade 2, the highest proportion of learners who could do task 1 were from 2020 cohort (96%) and task 2 from control schools (58%). For grade 5 learners, the highest percentages were both from 2021 cohort (100% - task 1 and 84% - task 2).

Figure 35: Stawisha APBET - Proportion of learners who can recognize positions and directions



Likewise, for Homabay cohorts, majority of the learners from both grade 2 and class 5 were able to do the first task on recognizing positions and directions (90% +). The proportions of learns who could do the second task were slightly lower with the highest for both grade 2 and class 5 being from control schools (91% and 84% respectively) (Figure 36).

Figure 36: Stawisha Homabay - Proportion of learners who can recognize positions and directions

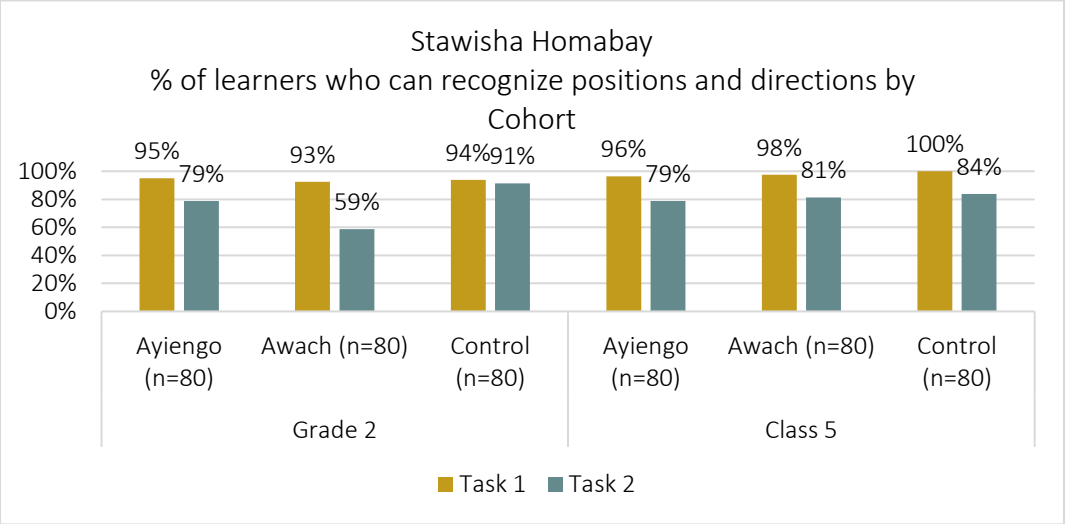
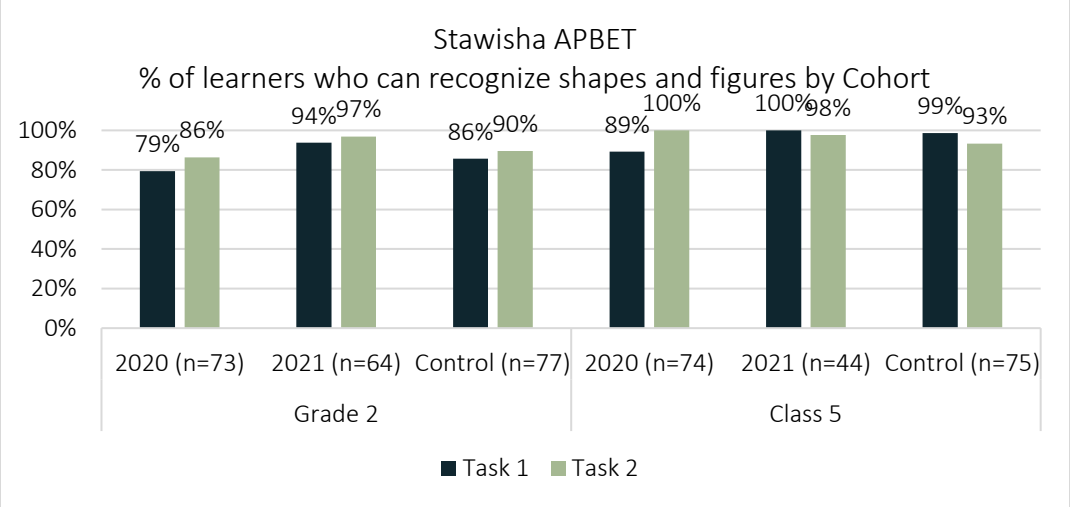


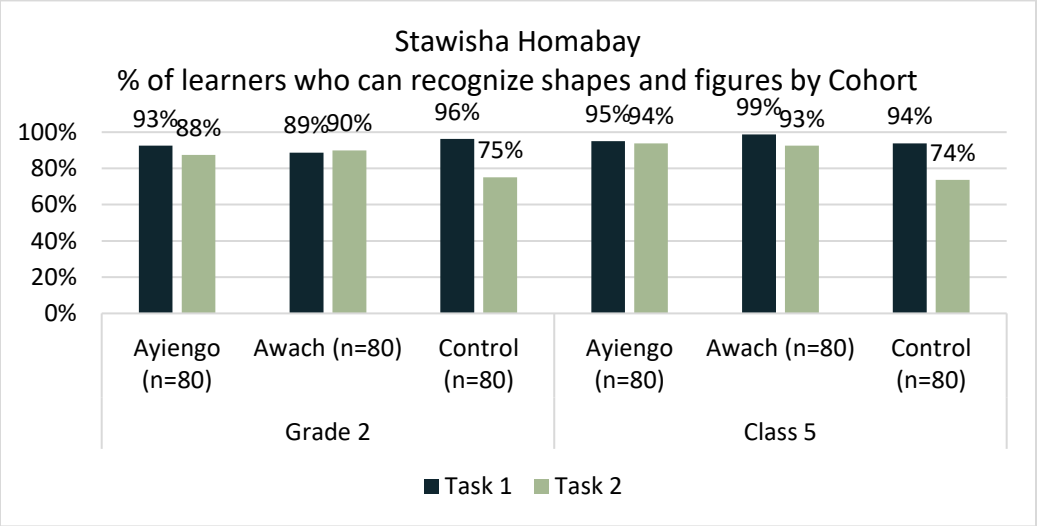
Figure 37 shows that most of the learners were able to do both task 1 and 2 on recognizing shapes and figures. Slightly higher proportions of class 5 learners were able to do the tasks compared to their grade 2 counterparts. For grade 2, the higher percentages of learners who could do both tasks were from 2021 cohort (94% - task 1 and 97% - task 2). All grade 5 learners from both 2020 and 2021 cohorts were able to do task 1 while 2021 cohort also had the highest proportion who could do task 2.

Figure 37: Stawisha APBET - Proportion of learners who can recognize shapes and figures



As shown in Figure 38, majority of the learners from Homabay cohorts were able to do both tasks on recognizing shapes and figures. The proportion of learners from control schools who were able to do task 2 was quite lower compared to the other cohorts.

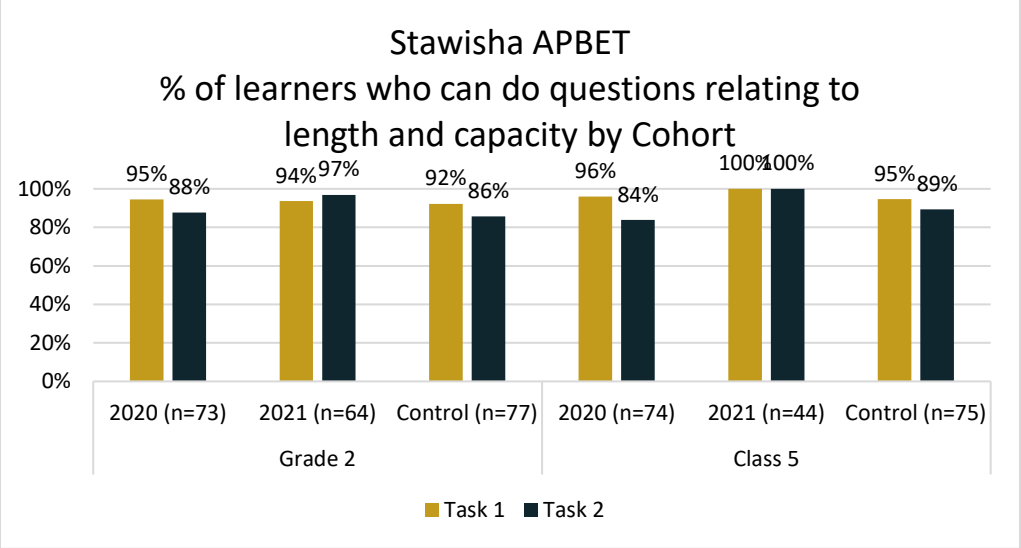
Figure 38: Stawisha Homabay - Proportion of learners who can recognize shapes and figures



Measurement

On length and capacity, majority of the learners from all APBET cohorts were able to do the two tasks. All class 5 learners from 2021 cohort were able to do both tasks. Under this category, the difference in proportion of class 5 and grade 2 learners who could do the two tasks was extremely small (Figure 39).

Figure 39: Stawisha APBET - Proportion % of learners who can do questions relating to length and capacity



Similarly, for the Homabay cohorts, majority of the learners could do both tasks. All grade 2 learners from control schools were able to do the second task. For class 5, the

highest percentages for task 1 were from Awach and control schools (95% each) and the highest proportion for task 2 was also from Awach cohort (99%).

Figure 40: Stawisha Homabay - Proportion % of learners who can do questions relating to length and capacity

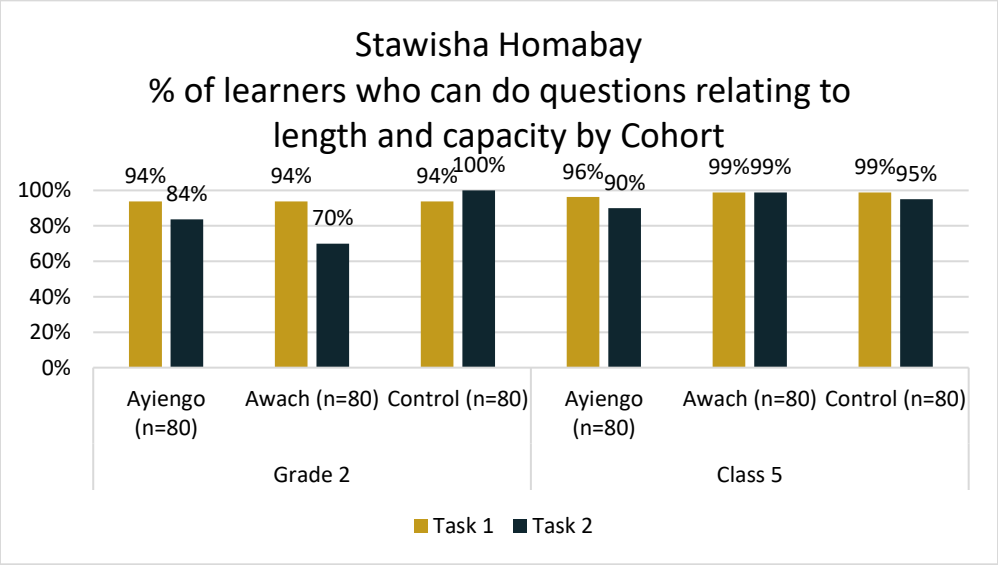
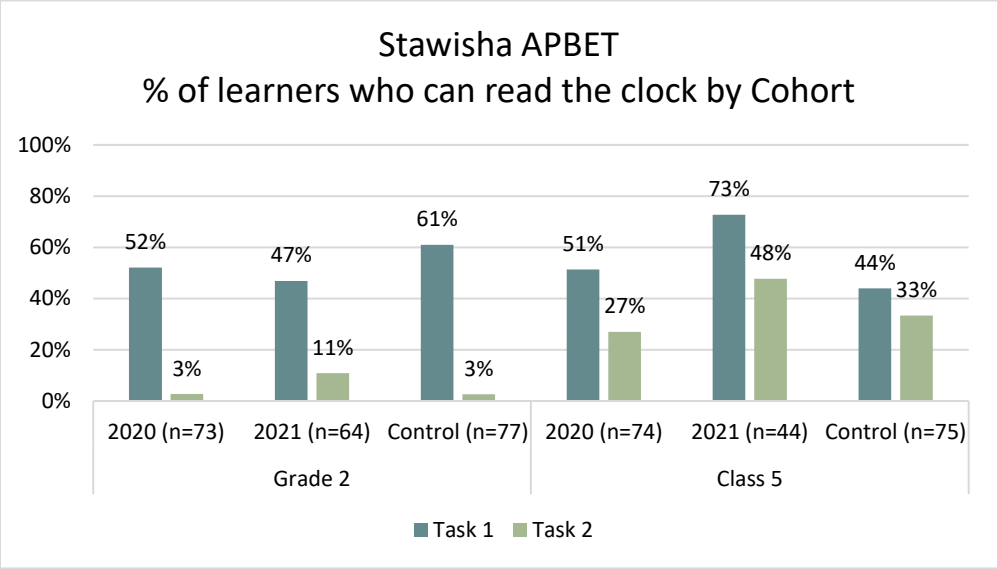


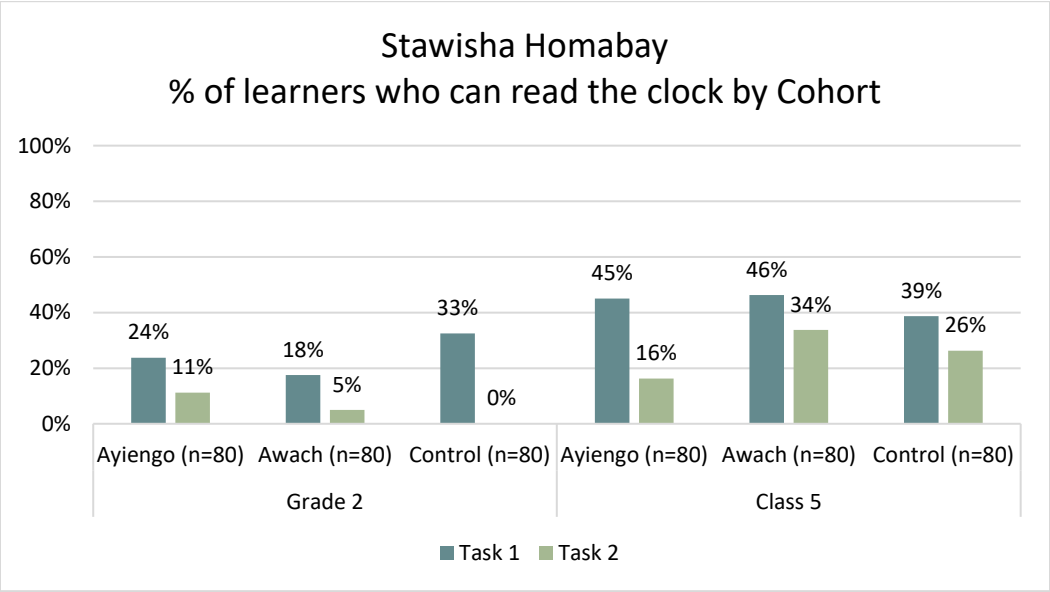
Figure 41 below shows that the proportions of learners who could read the clock varied . However, the proportion who could do task 2 was much lower than those who could do task 1. Additionally, the higher percentages of grade 5 who could do both tasks were from 2021 cohort (73% - task 1 and 48% - task 2). For grade 2, the highest proportion that could do task 1 was from control schools (61%). Generally, the proportion of learners who could do the second task was quite low. The first question on time was 2:00 o'clock while the second task was 30 minutes past 7 (alternatively 7:30 o'clock).

Figure 41: Stawisha APBET - Proportion of learners who can read the Clock



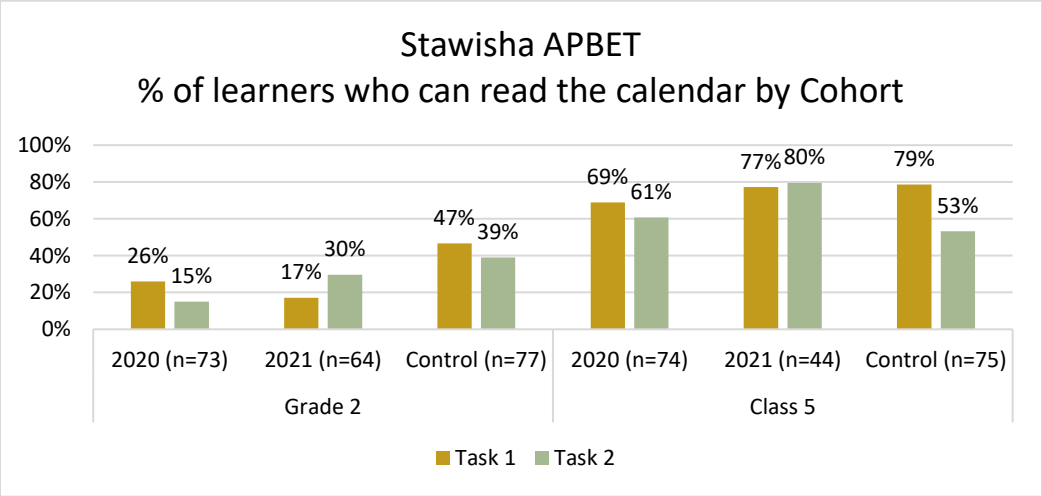
For Homabay cohorts however, the proportion of grade 2 learners who could read the clock was quite low for all cohorts (The higher percentage being 33% for task 1 and 11% for task 2). For grade 5, the higher percentages were from Awach (46% - task 1 and 34% - task 2) (Figure 42).

Figure 42: Stawisha Homabay - Proportion of learners who can read the Clock



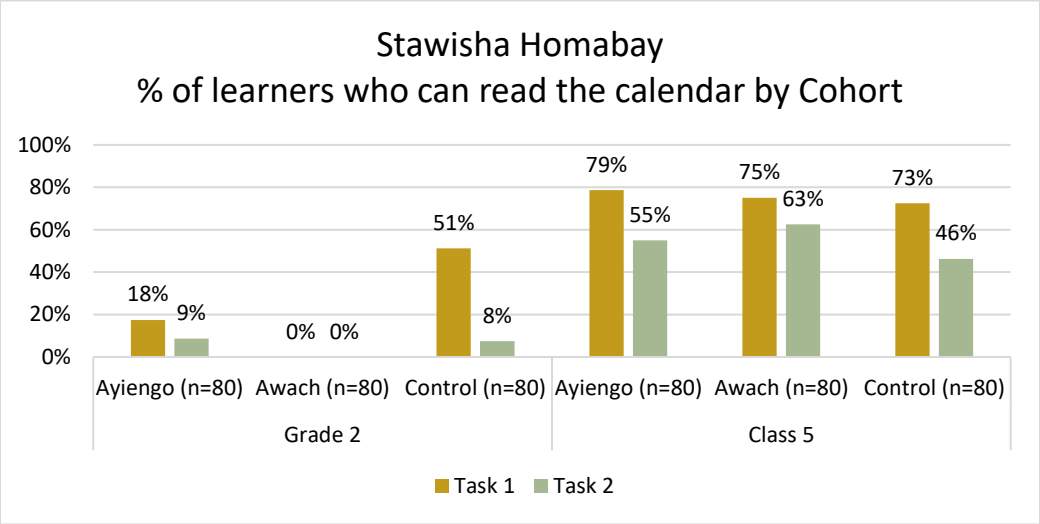
As shown in Figure 43, only a small proportion of grade 2 APBET learners especially from 2020 and 2021 cohorts could read the calendar. The control school had slightly higher proportions of learners who could read the calendar. For class 5 learners, more than 50% of the learners could read the calendar; the higher percentage who could do task one were from control schools (76%) and task 2 from 2021 cohort (80%).

Figure 43: Stawisha APBET - Proportion of learners who can read the Calendar



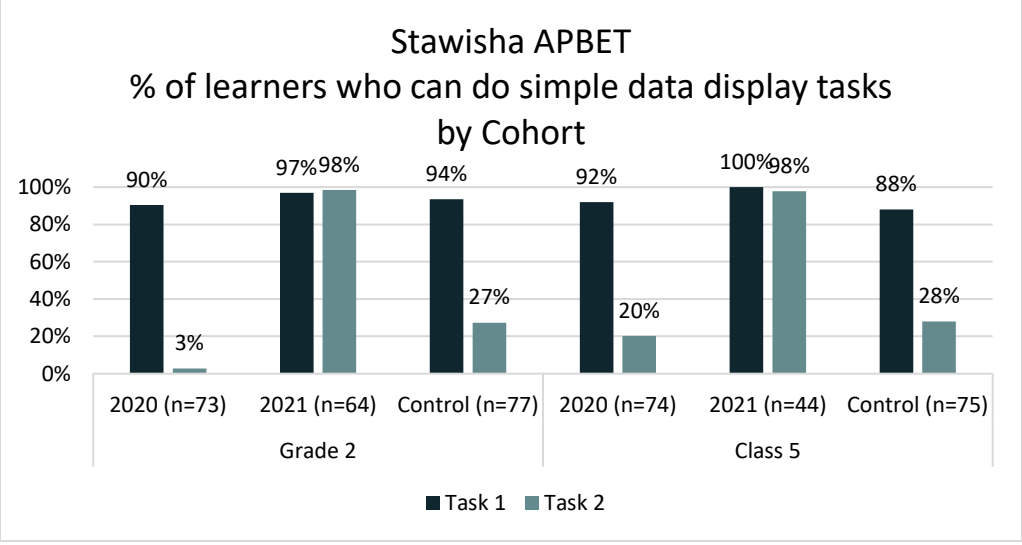
For Homabay cohorts, the proportion of grade 2 learners who could read the calendar was very small although notably, 51% of learners from control schools could do the first task and no grade 2 learner from Awach could do either tasks. However, for class 5 learners, more than 70% from each cohort could do the first task. The percentage of learners who could do task 2 were slightly lower than those who could do task 1 (Figure 44).

Figure 44: Stawisha Homabay - Proportion of learners who can read the Calendar



As illustrated in Figure 45, 85% + of learners from both classes were able to task 1 on data display. The proportion of learners who could do task 2 for both grade 2 and 5 were so much lower except 2021 cohort where majority of learners from both classes were able to task 2 (98% for each class).

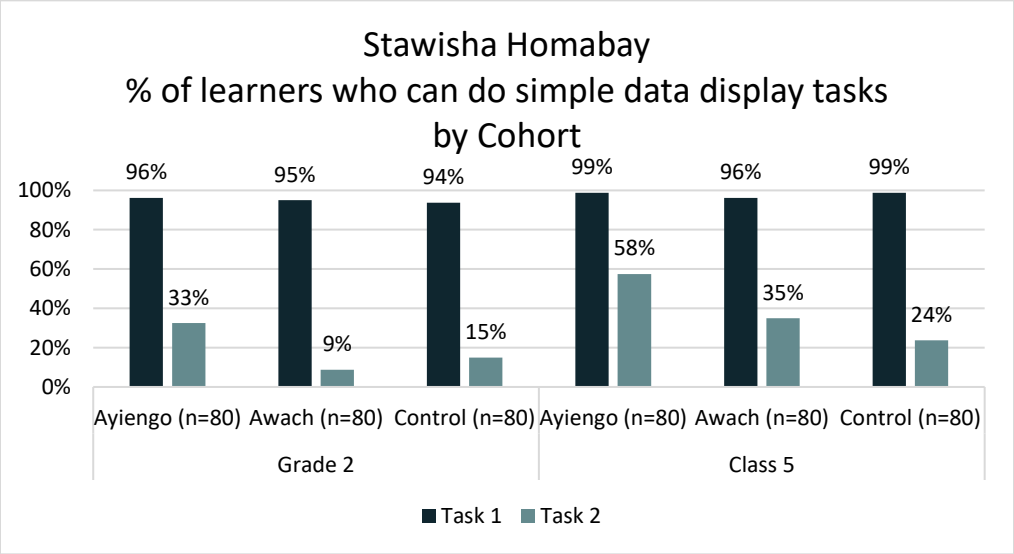
Figure 45: Stawisha APBET - Proportion of learners who can do simple data display tasks



Likewise, for Homabay cohorts, majority of the learners could do task 1 (more than 90% across the two classes) although the proportion of class 5 learners who could do the tasks was slightly higher than their grade 2 counterparts. There was quite a big drop in the proportion of learners who could do task 2 especially for grade 2 learners. The higher

percentages of learners who could do task 2 in grade 2 and class 5 were both from Ayiengo (33% and 58% respectively) (Figure 46).

Figure 46: Stawisha Homabay - Proportion of learners who can do simple data display tasks



3. Conclusion

We can draw the following conclusions from the learner assessments;

- More than 75% of the learners do classwork in groups during lessons (Figure 1**Error! Reference source not found.**). Additionally, more than 40% of learners from APBET and 65% + from Homabay find it difficult to complete their assigned tasks during group work (Figure 2). On the positive side, majority of the learners (more than 80%) value opinions of their group mates during group work (Figure 2**Error! Reference source not found.**).
- More than 80% of the learners from APBET and 75% + from Homabay indicated that they could reach out to their classmates for help with class work. On the contrary, a notable proportion of learners from both APBET and Homabay do not trust their classmates to help them with class work (Figure 3) and would also complete group work on their own (Figure 4 and Figure 5**Error! Reference source not found.**).
- More than 50% of learners from APBET and more than 70% from Homabay are not confident they can answer the teachers' questions whereas at least 81% from APBET and more than 70% from Homabay believe that they can find solutions whenever they face a challenge at school (Figure 6 and Figure 7). Additionally, more than 30% of learners from APBET and 50% + from

Homabay shy away from asking questions during the lesson (Figure 10 and Figure 11).

- More learners from class 5 attained story level compared to their grade 2 counterparts in both APBET and Homabay cohorts (Figure 16 and Figure 17). The highest percentages of learners who could do both comprehension tasks for APBET were from 2021 cohort for both grade 2 and class 5 (Figure 18) while the highest for Homabay were from Awach (both grade 2 and class 5) (Figure 19).
- Compared to the learners who could count, the learners who could compare number of objects were slightly less for both APBET and Homabay cohorts (Figure 20 and Figure 21).
- More than 90% of the learners from APBET and Homabay cohorts could recognize numbers (Figure 22 and Figure 23).
- The proportion of learners who could do addition (Figure 24 and Figure 25) was slightly higher than those who could do subtraction (Figure 26 and Figure 27) for both APBET and Homabay cohorts. Similarly, the proportion of learners who could do multiplication (Figure 28 and Figure 29) was slightly higher than those who could do division (Figure 30 and Figure 31). Generally, the proportion of learners who could do advanced number operations was much than those who could do simple number operations; especially for grade 2 multiplication and division.
- The highest proportion of grade 2 and class 5 learners who could do all the simple number operations were from Homabay Awach cohort (55% and 98% respectively). However, the higher proportion of grade 2 learners who could do none of the simple operations were from Homabay Ayiengo cohort (19%) whereas the only cohort that had class 5 learners who could not do any simple operations was Homabay Awach cohort (3%) (Figure 32)
- The proportion of grade 2 learners who could do the word problems was very small in general. For class 5 APBET however, the highest proportion of learners who could do both subtraction and division were from 2021 cohort (91% and 77% respectively) (Figure 33). For Homabay class 5, the higher percentages of learners who could do both subtraction and division were from control schools (73% and 54% respectively) (Figure 34). Generally, the proportion of learners who could do subtraction was slightly higher than those who could do division for both APBET and Homabay.
- The proportion of learners who could read the clock was slightly higher in APBET (Figure 41) compared to Homabay (Figure 42). Similarly, the proportion of APBET learners who could read the calendar (Figure 43) was slightly higher than Homabay learners (Figure 44). No grade 2 learners from Awach could read the calendar.

4. Recommendations

- All teachers should encourage group work during lessons and enlighten the learners on importance of collaboration both inside and outside the classroom.
- Teachers should also increase learner talk time during lesson as a way of building the learners' confidence. Teacher – learner interaction should be encouraged to reduce the proportion of learners who shy away from asking the teacher questions.
- Teachers should focus more on developing learners' English literacy abilities especially for grade 2 learners because when they cannot read well, they will have a challenge solving word problems (both in Literacy and Numeracy). If possible, English should be the major language of instruction since most subjects in primary schools are in English.
- The major focus on number operations should be subtraction (especially for grade 2), multiplication and division since most learners were able to do addition effectively.

Appendix

Below are the three assessments administered to learners;

i. 21st Century Skills Assessment
ii. English Literacy Assessment
iii. Numeracy Assessment

21ST CENTURY SKILLS' ASSESSMENT

School: _____Name of Learner: _____

Class/Grade: _____

a. Do you do classwork in groups during lessons?
Yes----------(1)
No----------(2)

Section 1: Read sentences b, c, d, e, and f below and tick ONE of the three choices you agree with the most

b. When doing classwork in a group, I find it difficult to complete my part of the classwork

Not true	Somewhat true	Very true

c. During group work, I appreciate the opinions of my group mates

Not true	Somewhat true	Very true

d. If the teacher gives classwork that is hard to understand, I can reach out to my classmates for help

Not true	Somewhat true	Very true

e. I do not trust my classmates to help me with my classwork

Not true	Somewhat true	Very true

f. Imagine when your teacher asks you and your classmates to complete **class work in groups**. How will you make sure you finish the class work? (Please tick one of the choices provided)
☐ I will not participate in the group work with my classmates
☐ I will complete the class work alone
☐ I will work on the class work with my classmates to completion
☐ I do not know

Section 2: Read sentences g, h, and i below and tick ONE of the three choices you agree with the most

g. When I face a problem in school, I believe I can solve it or find a solution

Not true	Somewhat true	Very true

h. When I have class work, I believe I can finish it by myself.

Not true	Somewhat true	Very true

i. I am not confident I can answer my teacher's questions on what I have learnt in class

Not true	Somewhat true	Very true

Section 3: Read sentences j, k, l, and m below and tick ONE of the three choices you agree with the most

j. I enjoy learning new things

Not true	Somewhat true	Very true

k. I feel happy when I see there is something new to learn

Not true	Somewhat true	Very true

l. I do not feel excited when there is something new to learn in school

Not true	Somewhat true	Very true

m. I seek help from the teacher when I do not understand classwork

Not true	Somewhat true	Very true

Section 4: Read sentences n, o, p, q, and r below and tick ONE of the three choices you agree with the most

n. I ask my teacher questions during the lesson

Not true	Somewhat true	Very true

o. I am always interested in finding out more from the teacher

Not true	Somewhat true	Very true

p. I am always interested in finding out more from my classmates

Not true	Somewhat true	Very true

q. I shy away from asking questions during the lesson

Not true	Somewhat true	Very true

r. Think of a time the teacher asks learners to work in groups during the lesson. You work really hard on the classwork given but you realize that one of the group members is not willing to contribute. What would you do in this situation?
   - ☐ Don't worry about it, just send the incomplete classwork
   - ☐ Complete the classwork yourself
   - ☐ Report him/her to the teacher
   - ☐ Help your classmate and share ideas on how to finish the classwork together

Section 5: Read sentences s, t, and u below and tick ONE of the three choices you agree with the most

s. I regularly think of different ways of doing things

Not true	Somewhat true	Very true

t. I enjoy creating things that are new and different

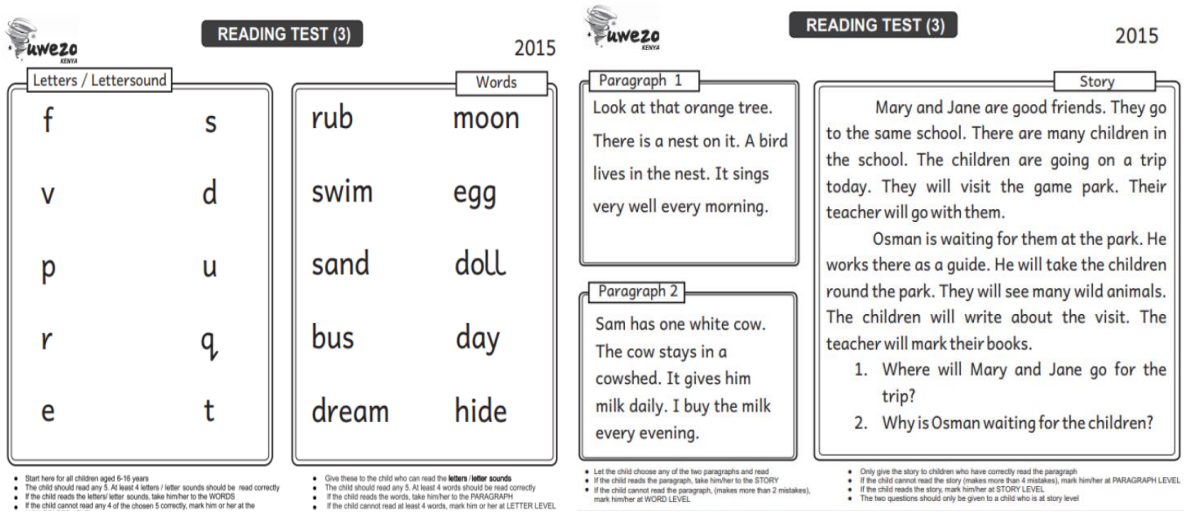
Not true	Somewhat true	Very true

u. I enjoy discovering new and different things

Not true	Somewhat true	Very true

Thank you

English Literacy Assessment.



READING TEST (3) 2015

Letters / Lettersound		Words	
f	s	rub	moon
v	d	swim	egg
p	u	sand	doll
r	q	bus	day
e	t	dream	hide

- Start here for all children aged 6-16 years
- The child should read any 5. At least 4 letters / letter sounds should be read correctly
- If the child reads the letters/ letter sounds, take him/her to the WORDS
- If the child cannot read any 4 of the chosen 5 correctly, mark him or her at the
- Give these to the child who can read the **letters / letter sounds**
- The child should read any 5. At least 4 words 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 or her at LETTER LEVEL

READING TEST (3) 2015

Paragraph 1

Look at that orange tree. There is a nest on it. A bird lives in the nest. It sings very well every morning.

Paragraph 2

Sam has one white cow. The cow stays in a cowshed. It gives him milk daily. I buy the milk every evening.

- Let the child choose any of the two paragraphs and read
- 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

Story

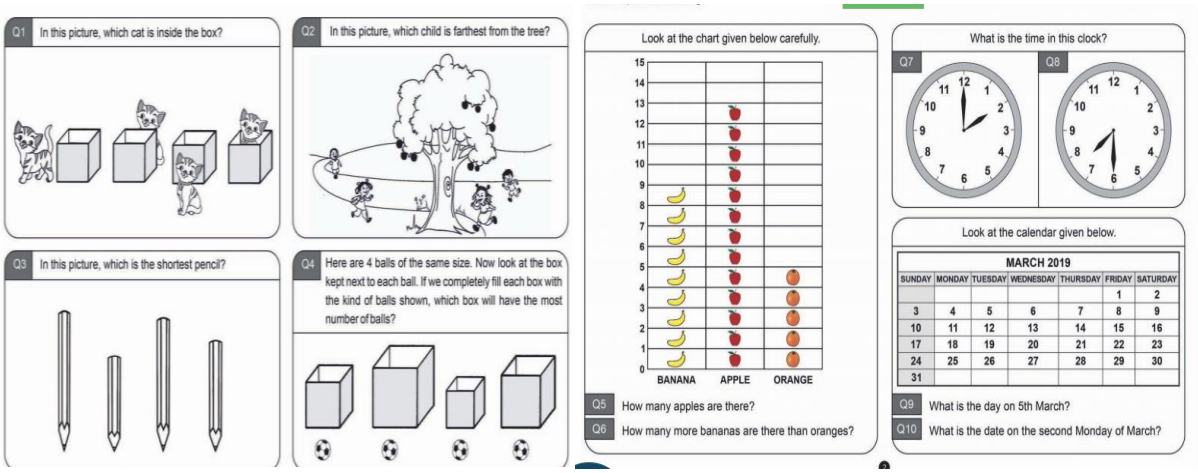
Mary and Jane are good friends. They go to the same school. There are many children in the school. The children are going on a trip today. They will visit the game park. Their teacher will go with them.

Osman is waiting for them at the park. He works there as a guide. He will take the children round the park. They will see many wild animals. The children will write about the visit. The teacher will mark their books.

1. Where will Mary and Jane go for the trip?
2. Why is Osman waiting for the children?

- 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

Numeracy Assessment



Q1 In this picture, which cat is inside the box?

Q2 In this picture, which child is farthest from the tree?

Q3 In this picture, which is the shortest pencil?

Q4 Here are 4 balls of the same size. Now look at the box kept next to each ball. If we completely fill each box with the kind of balls shown, which box will have the most number of balls?

Look at the chart given below carefully.

BANANA APPLE ORANGE

Q5 How many apples are there?

Q6 How many more bananas are there than oranges?

What is the time in this clock?

Q7 Q8

Look at the calendar given below.

MARCH 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Q9 What is the day on 5th March?

Q10 What is the date on the second Monday of March?

DIGNITAS
dignity through education