

**KENYA:
LITERACY ASSESSMENT TOOLS
FOR GRADES 1-3 AND SPECIAL
EDUCATION**

GraphoLearning



**TRAINING PROGRAMME
(2012-2014)**



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Foreword

This booklet and its content was developed under GraphoLearn (GL) Diploma Training Programme (2012-2014) organized by Niilo Mäki Institute, Finland and co-funded with the Ministry for Foreign Affairs of Finland. The purpose of the programme was to train teacher educators from Kenya, Zambia, Namibia and Tanzania with the latest evidence based knowledge on literacy teaching and learning with special focus on children who have challenges in acquiring basic skills due to biological or environmental factors or both.

As a part of this training programme the teacher educators modified basic assessment tools relevant to emergent literacy in Kenyan context. The tools were piloted in small-scale intervention studies in all four countries. With these tools the assessor (teacher/psychologist) can identify what kind of skills the learners have for reading and writing. This will enable the assessor to focus on the learner's skills that still need training. A learner's motivation to learn to read and write is also important and should be taken into consideration when assessing literacy skills.

Please note that the collected pilot data for rapid naming and reading fluency tasks are presented in the tables at the end of the booklet. Also kindly note that all the results in the tables are pilot results and thus **only indicative**.

This material contains assessment tools for:

- Letter naming: the amount of letters a learner can name.
- Letter-sound correspondence: the amount of letter-sounds a learner can name.
- Phonological awareness: an ability to identify, blend or segment sounds in words.
- Naming speed: an ability to retrieve (to name) serially presented items such as objects and letters as fast and as accurately as possible.
- Working memory: an ability to keep in mind information temporarily and process it at the same time.
- Reading accuracy: an ability to read accurately without mistakes.
- Spelling accuracy: an ability to spell accurately without spelling errors.
- Reading fluency: an ability to read accurately with speed.

On behalf of Niilo Mäki Institute we would like to thank the Kenyan team for their effort in creating the relevant content and collecting data. The team members were Jotham Dinga (PhD), Tabitha Wangeri (PhD), Doyne Mugambi (PhD), Jacinta Kwena (PhD), Suzanne Puhakka (PhD), Flora Malasi (MSc) and Lydia Kairanya (M.Ed)

This booklet and the tools were developed under the guidance of Ritva Ketonen (PhD), Paula Salmi (PhD), Jari Westerholm (MSc) and Pia Krimark (MSc) from Niilo Mäki Institute. We are also grateful to Emeritus Professor Timo Ahonen (University of Jyväskylä, Finland) for his continuous support in this process.

1.UFAHAMU WA HERUFI NA SAUTI ANDAMIZI (LETTER-SOUND NAMING)**a. Maagizo (Instructions)**

Mtahini apange kadi za herufi za alfabeti kwenye meza/dawati(*hakikisha kwamba herufi za alfabeti zimepangwa kuambatana na mpangilio kwenye jaribio*). Kisha aketi akimtazama mtoto. Mtahini ainue kadi moja baada ya nyingine akimwonyesha mtoto na amuilize mtoto ataje sauti ya herufi ya alfabeti iliyo kwenye kila kadi. Mtahini anaweza kutumia herufi za alfabeti zozote zilizosahihi kwa Kiswahili

b. Stakabadhi ya utuzaji ya mtahini (Scoring sheet for the assessor)

Mtahini aweke alama (✓) kwa kila herufi iliyotamkwa ipasavyo au (X) kwa kila herufi ambayo haikutamkwa ipasavyo.

Jina la mtoto: _____ Umri: _____ Jinsia: _____

Nambari	Herufi Kubwa	Sahihi (✓)/Si Sahihi(X)	Herufi Ndogo	Sahihi (✓)/Si Sahihi(X)
1.	A	✓	a	
2.	B		b	
3.	CH	x	ch	
4.	D		d	
5.	E		e	
6.	F		f	
7.	G		g	
8.	H		h	
9.	I		i	
10.	J		j	
11.	K		k	
12.	L		l	
13.	M		m	
14.	N		n	
15.	O		o	
16.	P		p	
17.	R		r	
18.	S		s	
19.	T		t	
20.	U		u	
21.	V		v	
22.	W		w	
23.	Y		y	
24.	Z		z	
Jumla ya alama sahihi				

c. Herufi Kubwa

Letter-sound naming

A	B	CH	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

a	b	ch	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
z				

2. MAJARIBIO YA FONOLOJIA (PHONOLOGICAL AWARENESS)

2.1. Matamshi ya sauti (Initial sound naming)

a. Maagizo (Instructions)

Mtahini amwonyeshe mtoto karatasi iliyoandaliwa herufi, maneno ya silabi moja, mbili na tatu kisha amuulize atamke herufi hizo na kuyasoma maneno hayo ipasavyo.

b. Stakabadhi ya utuzaji ya mtahini (Scoring sheet for the assessor)

Mtahini aweke alama (✓) kwa kila herufi na maneno yaliyosomwa ipasavyo au (X) kwa kila herufi na maneno ambayo hayakusomwa ipasavyo.

Jina la mtoto: _____ Umri: _____ Jinsia: _____

Tarehe: _____ Shule: _____ Darasa: _____

Jina la Mtahini: _____

Nambari	Herufi/maneno	Sahihi (✓) /Si Sahihi (X)
1.	a	
2.	i	
3.	o	
4.	e	
5.	u	
6.	b	
7.	r	
8.	ch	
9.	k	
10.	d	
11.	ni	
12.	ya	
13.	cha	
14.	kwa	
15.	mama	
16.	kuku	
17.	taka	
18.	bahati	
19.	zurura	
20.	kitabu	
Jumla ya alama sahihi		

Alama za jumla za mtoto zitakuwa idadi ya herufi na maneno yote yaliosomwa ipasavyo kati ya maneno ishirini (20).

2.2. Jaribio la kuhesabu silabi (Syllable counting)**a. Maagizo (Instructions)**

Mtahini amwelekeze mtoto namna ya kuhesabu silabi kwa njia ya kupiga makofi kwa kutumia mifano kadhaa na ahakikishe kwamba mtoto ameelewa kikamilifu. Baadaye mtoto ataulizwa apige makofi huku akihesabu idadi ya silabi zilizoko katika kila neno atakalolisoma mtahini. Kwa mfano, neno “**tiara**” – **ti a ra** – litafuatiliwa na makofi mara tatu.

b. Stakabadhi ya utuzaji ya mtahini (Scoring sheet for the tester)

Kwenye fomu yenye maneno kumi mtahini aweke alama (**v**) kwa kila silabi itakayotambuliwa ipasavyo, na alama ya (*) mtoto akipokea usaidizi au (**X**) kwa kila silabi ambayo haitasomwa ipasavyo.

Jina la mtoto: _____ Umri: _____ Jinsia: _____

Tarehe: _____ Shule: _____ Darasa: _____

Jina la Mtahini: _____

Neno	Silabi	Sahihi	Usaidizi	Si Sahihi
kupe	Ku pe	√ √		
gurudumu	Gu ru du mu			X
uliza	U li za	√ √ √		
debe	De be	√ √		
tarakilishi	Ta ra ki li shi			X
ondoa	O ndo a		*	
wakilisha	Wa ki li sha			
mkoba	M ko ba			
taratibu	Ta ra ti bu			
utingo	U ti ngo			
Jumla ya alama				

3. JARIBIO LA KUTAJA HERUFI NA MAJINA YA VITU KWA HARAKA (RAPID NAMING)

3.1. Vitu (Objects)

a. Maagizo (Instructions)

MJARABU WA RAN (RAN TEST)

Mtahini amweleze mtoto, maagizo yafuatayo. Unahitajika kutaja majina ya vitu vyote unavyoviona kwenye karatasi hii moja baada ya nyingine kwa haraka iwezekanavyo bila kufanya makosa yoyote.

Kwanza, niambie kwa utaratibu, majina ya vitu vyote vitano vilivyoko juu ya ukurasa. (*mtahini anaonyesha kwa kuashiria kidole kila mojawapo, hadi mtoto atakapotoa jawabu lake*). Mta hini ahakikishe kwamba mtoto ametamka majina ya vitu ipasavyo. Ikiwa wakati wa kutaja vile vitu vitano vya kwanza vilivyoko juu ya ukurasa (*katika mifano*) mtoto atataja kitu namna isivyohitajika mtahini anafaa kumpa jawabu sahihi la kitu hicho. Iwapo mtoto atataja jina la kitu kingine badala ya kilichoa shiriwa kwa mfano 'nyumba ndogo' badala ya 'nyumba' mtahini yuafaa kumpa jina sahihi na akubali ane na mtoto kuwa hilo ndilo jina mwafaka la kutumia kwenye jaribio.

Naam! Sasa twende chini kwenye kitu cha kwanza na nitakaposema '**Twende,**' utaje jina la kila kitu utakachokiona katika kila mstari kwa mfululizo kuanzia kushoto kuenda kulia. (*mtahini anaashiria kwa kidole kwa mfululizo kwenye mstari wa kwanza*) kisha (*mtahini anaashiria kwa kidole vivyo hivyo kwenye mstari wa pili*)na kuendelea hadi kwenye mstari wa mwisho wa ukurasa. Ukifanya kosa, lirekebishe. Unaweza ku tumia kidole kuashiria huku ukitaja majina ukipenda. Kumbuka kutaja haraka na kwa uyaकिनifu iwezekanavyo. Jitayarisha "**Twende!**"

(*Anzisha saa ya kupima wakati (stop watch)*). Andika makosa anayoyafanya mtoto kwenye karatasi ya matokeo. Si mamisha saa baada ya mtoto kukamilisha kutaja kila kitu hadi mwisho).

TATHMINI

MUDA (kipimo kamili): Muda wote uliotumika katika kutaja utapimwa na kulinganishwa na viwango vya kawaida.

MAKOSA (si lazima): Idadi ya makosa itahesabiwa. Hesabu idadi ya; 1) makosa yaliyorekebishwa na mtoto mwenyewe, 2) makosa yale hayakurekebishwa na kisha jumulisha idadi yote ya makosa (yaliyorekebishwa na yale hayakurekebishwa). Linganisha idadi ya makosa na kaida yake (kama ipo).

KUMBUKA

Makosa yaliyorekebishwa na mtoto mwenyewe; mtoto anarekebisha kosa papo hapo ('meza... la....kiti'-kiti)

Makosa ambayo hayakurekebishwa: mtoto harekebishi makosa yake (*meza – kiti*); pia kurukaruka, kurudia maneno na kurudi nyuma kwa mfano mtoto anapoanza kutaja jina kama vile '*meza*' anaanza kusema '*me-*' kisha anarejea kwa neno la kitu kilichotangulia (hili litahesabiwa kama makosa).



Meza

Paka

Kiti

Gari

Kuku

b. Stakabadhi ya utuzaji ya mtahini (Scoring sheet for the assessor)

Mtahini aweke alama ya (✓) kwa kila picha itayayotambuliwa ipasavyo na alama ya (*) kwa picha itaka yotambuliwa vyema baada ya kukosea hapo mwanzo na alama ya (#) kwa picha itakayo rukwa na ala ma(X) kwa picha ambayo haitatambuliwa ipasavyo.

Jina la mtoto: _____ Umri: _____ Jinsia: _____

Tarehe: _____ Shule: _____ Darasa: _____

Jina la Mtahini: _____

Gari paka kiti kuku meza kiti meza kuku gari paka

Kuku meza paka kiti gari kiti paka gari meza kuku

Kiti kuku meza paka gari paka meza gari kuku kiti

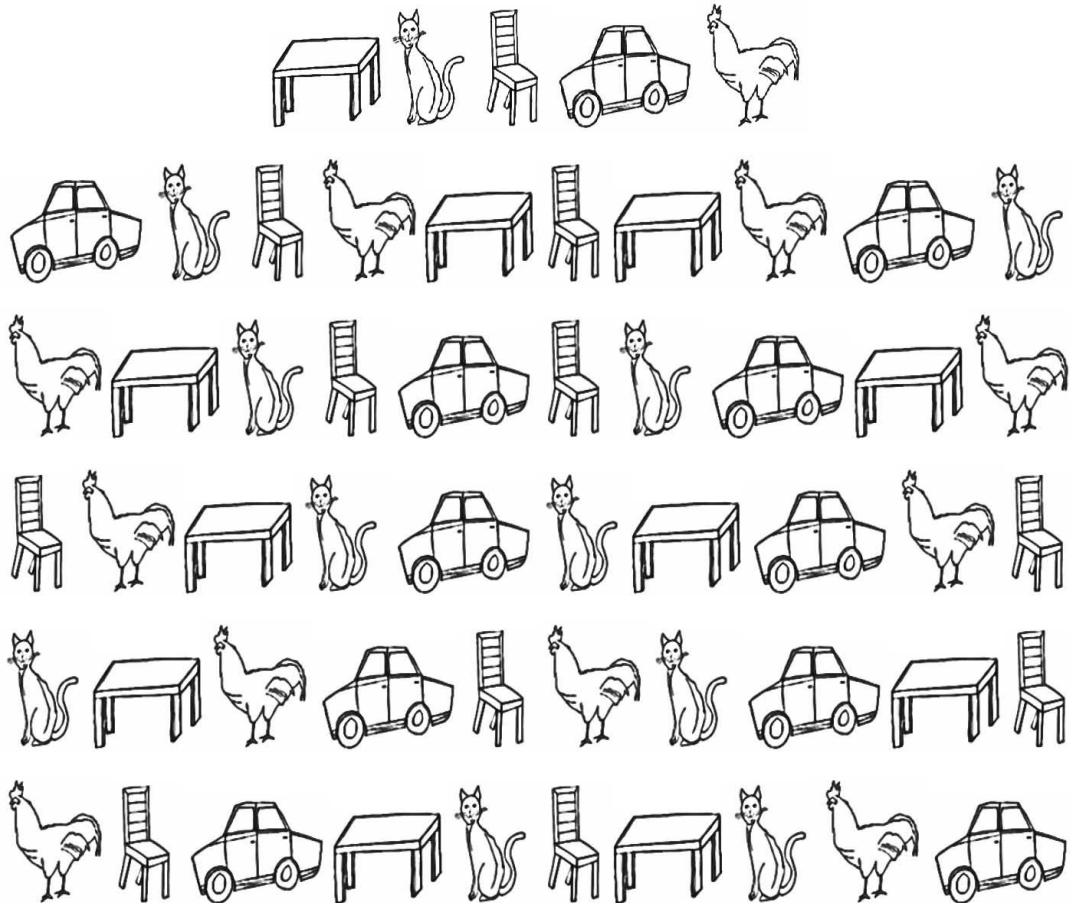
Paka meza kuku gari kiti kuku paka gari meza kiti

Kuku kiti gari meza paka kiti meza paka kuku gari

Dakika zilizo tumika _____ Idadi ya makosa aliyojirekebisha _____

Idadi ya makosa ambayo hakujirekebisha _____ Jumla ya makosa _____

c. Karatasi yenye orodha ya zoezi la mtoto



3.2. Herufi (Letters)

a. Maagizo (Instructions)

MJARABU WA RAN (RAN TEST)

Mtahini amweleza mtoto maagizo yafuatayo. Unahitajika kutaja herufi zote unazoziona kwenye karatasi hii kwa haraka iwezekanavyo bila kufanya makosa yoyote.

Kwanza, niambie kwa utaratibu, herufi zote tano zilizoko juu ya ukurasa. (*mtahini anaonyesha kwa kuashiria kidole kwa kila herufi, hadi mtoto atakapotoa jawabu lake*). Mtahini ahakikishe kwamba mtoto anayafahamu majina ya sauti za herufi za alphabeti. Ikiwa wakati wa kutaja hizo herufi tano za kwanza zilizoko juu ya ukurasa (katika mifano) mtoto atataja herufi namna isivyohitajika mtahini anafaa kumpa jawabu sahihi la herufi hiyo. Iwapo mtoto atataja herufi nyingine badala ya iliyoa shiriwa kwa mfano /e/ badala ya /a/ mtahini inafaa kumpa mtoto jibu sahihi na akubaliane na mto to kuwa hivyo ndivyo litakavyo tumika kwenye jaribio.

Naam! Sasa twende chini kwenye herufi ya kwanza na nitakaposema '**Twende,**' utaje kila herufi katika kila mstari kwa mfululizo. (*mtahini anaashiria kwa kidole kwa mfululizo kwenye mstari wa kwanza*) kisha (*mtahini anaashiria kwa kidole vivyo hivyo kwenye mstari wa pili*)na kuendelea hadi kwenye mstari wa mwisho wa ukurasa. Ukifanya kosa, lirekebishe. Unaweza kutumia kidole kuashiria huku ukitaja herufi ukipenda. Kumbuka kutaja haraka na kwa uyaakinifu iwezekanavyo. Jitayarisha '**Twende!**'

(*Anzisha saa ya kupima wakati (stop watch). Andika makosa anayoyafanya mtoto kwenye karatasi ya matokeo. Simamisha saa baada ya mtoto kukamilisha kutaja kila herufi hadi mwisho*).

TATHMINI

MUDA (kipimo kamili): Muda wote uliotumika katika kutaja utapimwa na kulinganishwa na viwango vya kawaida.

MAKOSA (si lazima): Idadi ya makosa itahesabiwa. Hesabu idadi ya; 1) makosa yaliyorekebishwa na mtoto mwenyewe, 2) makosa yale hayakurekebishwa na 3) idadi yote ya makosa (yaliyorekebishwa na yale hayakurekebishwa). Linganisha idadi ya makosa na kaida yake (kama ipo)

KUMBUKA:

Makosa yaliyorekebishwa na mtoto mwenyewe; mtoto anarekebisha kosa papo hapo ('A'...la....'P' - 'P')

Makosa ambayo hayakurekebishwa: mtoto harekebishi makosa yake (A – P); pia kurukaruka, kurudia herufi na kurudi nyuma kwa mfano mtoto anapoanza kutaja herufi kama vile 'A' anaanza kusema 'P' kisha anarejea kwa herufi iliyotangulia (hili litahesabiwa kama makosa).

A P O K T

b. Stakabadhi ya utuzaji ya mtahini (*Scoring sheet for the assessor*)

Mtahini aweke alama ya (✓) kwa kila herufi itakayotamkwa ipasavyo na alama ya (*) kwa herufi itaka yotambuliwa vyema baada ya kukosea hapo mwanzo na alama ya (#) kwa herufi itakayorukwa na alama (X) kwa herufi ambayo haitatambuliwa ipasavyo.

Jina la mtoto: _____ Umri: _____ Jinsia: _____

Tarehe: _____ Shule: _____ Darasa: _____

Jina la Mtahini: _____

A P O K T A O P K T
O K T P A K T P A O
P A O K T K T P A O
P T O K A T A O K P
K O P A T K A P T O

Dakika zilizo tumika: _____ Idadi ya makosa aliyojirekebisha: _____

Idadi ya makosa ambayo hakujirekebisha: _____ Jumla ya makosa: _____

c. Karatasi yenye orodha ya zoezi la mtoto

A P O K T
A P O K T A O P K T
O K T P A K T P A O
P A O K T K T P A O
P T O K A T A O K P
K O P A T K A P T O

4. FIKIRA TENDAJI (WORKING MEMORY)**a. Maagizo (Instructions)**

Sehemu ya Kwanza: Mtahini atasoma tarakimu kwa mtoto kwa mwenendo wa sekunde moja kwa tarakimu moja. Mtahini atamuuliza mtoto arudie tarakimu hizo kulingana na vile atakavyo zisema (kwa mfano mtahini atasema mbili-tano kisha mtoto atarudia vivyo hivyo).

Sehemu ya pili: Mtahini atamsomea mtoto tarakimu hizo na kumuuliza mtoto aziru die huku akianza na iliyotajwa mwisho (Kwa Mfano, 2-5 kisha mwanafunzi aseme 5-2)

b. Stakabadhi ya utuzaji ya mtahini (Scoring sheet for the assessor)

Jina la mtoto: _____ Umri: _____ Jinsia: _____

Tarehe: _____ Shule: _____ Darasa _____

Jina la Mtahini: _____

Tarakimu	Tarakimu Kuanzia Mbele	Tarakimu Kuanzia Nyuma
2 – 5		
6 – 1		
3 – 5 – 7		
2 – 6 – 3		
4 – 8 – 2 – 1		
7 – 3 – 5 – 9		
8 – 2 – 3 – 6 – 1		
3 – 9 – 2 – 4 – 7		
7 – 3 – 1 – 5 – 4 – 2		
2 – 5 – 3 – 7 – 1 – 8		
4 – 2 – 8 – 4 – 5 – 3 – 9		
8 – 3 – 1 – 4 – 5 – 2 – 9		
Jumla ya alama		

Idadi ya tarakimu

Tarakimu Kuanzia Mbele 12; Tarakimu Kuanzia Nyuma 12

SAHIHI

Alama za kumbukumbu la muda mfupi (kuanzia nyuma) (Short term memory score - Forwards) _____

Alama za Fikiria tendaji (kuanzia nyuma) (Working Memory score - Backwards] _____

Jumla ya alama sahihi (kwenda mbele na myuma) _____

5. KUSOMA KWA UFASAHA (READING ACCURACY)**a. Maagizo (Instructions)**

Mtahini ataandaa orodha ya maneno ishirini kisha atamuuliza mtoto ayasome kwa sauti huku akichukua idadi ya maneno yaliyosomwa ipasavyo na yale ambayo mtoto atakosea na muda ata kao chukua kumaliza zoezi. Zoezi litajumuisha maneno yenye silabi moja, mbili, tatu na nne. Jumla ya maneno ambayo mtoto anahitajika kusoma kisahihi ni ishirini. Mtahini aweke alama (v) kwa neno lililosomwa sahihi na (X) kwa neno lisilosomwa sahihi.

Kwa mfano, si, tamu, amani, hesabati.

b. Stakabadhi ya utuzaji ya mtahini (Scoring sheet for the assessor)

Jina la mtoto: _____ Umri: _____ Jinsia: _____

Tarehe: _____ Shule: _____ Darasa: _____

Jina la Mtahini: _____

Nambari	Maneno	Sahihi (v)/si sahihi (X)
	UA	
	YA	
	NI	
	KWA	
	CHA	
	UMA	
	TOA	
	MAMA	
	KEKI	
	BATA	
	PAKA	
	UMA	
	BARAFU	
	DARASA	
	KITABU	
	DHABITI	
	MVIRINGO	
	KUZUNGUKA	
	BAHATIKA	
	TAMBARARE	
Idadi ya maneno yaliyosomwa sahihi		
Idadi ya maneno ambayo hayakusomwa sahihi		
Muda wa kulikamilisha Zoezi		

c. Karatasi yenye orodha ya zoezi la mtoto

UA

YA

NA

NI

KWA

CHA

UMA

TOA

MAMA

KEKI

BATA

PAKA

BARAFU

DARASA

KITABU

DHABITI

MVIRINGO

KUZUNGUKA

BAHATIKA

TAMBARARE

6. JARIBIO LA KUENDELEZA MANENO (SPELLING WORDS)**a. Maagizo (Instructions)**

Mtahini ataandaa orodha ya maneno ishirini kisha atamuuliza mtoto ayaandike kulingana na vile atakavyokuwa akiyasoma.

b. Stakabadhi ya utuzaji ya mtahini (Scoring sheet for the assessor)

Jina la mtoto: _____ Umri: _____ Jinsia _____

Tarehe: _____ Shule _____ Darasa _____

Jina la Mtahini: _____

Maneno	Sahihi (✓)/si sahihi (X)
Ua	
Ya	
Ni	
Kwa	
Cha	
Uma	
Toa	
Mama	
Keki	
Bata	
Paka	
barafu	
darasa	
kitabu	
dhabiti	
mviringo	
bahatika	
tambarare	
Jumla ya alama	

Idadi ya maneno sahihi atakayoyaandika mtoto _____

Idadi ya maneno ambayo mtoto hakuandika sahihi _____

c. Karatasi yenye orodha ya zoezi la mtoto (*Test item sheet for the child*)

Jina la mtoto: _____ Umri: _____ Jinsia _____

Tarehe: _____ Shule _____ Darasa _____

IMLA

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

7. UFASAHA WA KUSOMA (READING FLUENCY TEST)

a. Maagizo (Instructions)

Mwanafunzi ataulizwa kusoma kwa sauti hadithi juu ya mtoto mtundu haraka iwezekanavyo na kwa makini huku akijaribu kuepuka makosa panapowezekana. Mwanafunzi aanzie kusoma kutoka kwa kichwa cha hadithi hadi atakapoambiwa “koma” na mtahini.

Itakapotimia sekunde 60 mtahini anasema “ koma!” kisha anaweka alama kwa neno la mwisho alilosoma mwanafunzi.

Mtahini ahesabu maneno yaliosomwa ipasavyo na kunakili nambari iliyofikiwa, maneno yali orukwa na yaliosomwa makosa.

b. Stakabadhi ya utuzaji ya mtahini (*Scoring sheet for the assessor*)

Jina la mtoto: _____ Umri: _____ Jinsia: _____

Tarehe: _____ Shule: _____ Darasa: _____

Jina la Mtahini: _____ Muda (sekunde/dakika): _____

Mtoto Mtundu

Andika idadi yamaneno mwisho wa kila sentensi

Mtukutu aliishi katika kijiji kimoja na alisifika sana kwa utundu wake.	11
Siku moja alitumwa na mama yake kwenda kuchukua maziwa kutoka kwa jirani. Jirani alimpatia maziwa kwenye chupa. Alipokuwa njiani akirudi nyumbani, alikutana na watoto wengine akaanza kucheza nao. Watoto hao walimshawishi kutumia chupa hiyo kuashiria alama ya goli. Mchezo ulipo pamba moto Mtukutu alijaribu kuwahadaa wenzake ili aibuke mshindi. Katika hali hii aliupiga mpira teke kwa nguvu ili kuonyesha uhodari wake lakini lo! mpira uligonga chupa na kuipasua papo hapo. Kuona yaliyotokea watoto wengine walishtuka na kutimua mbio kuelekea makwao. Mtukutu alibaki pale akilia asijue la kufanya. Mwishoe aliamua kurudi nyumbani na kumdanganya mama yake kwamba jirani hakumpatia maziwa. Mamake kwa hasira aliamua kuenda kwa jirani kujua sababu ya Mtukutu kutopewa maziwa. Akiwa njiani, akapata vipande vya chupa yake ya maziwa na kando yake unyevunyevu wa maziwa. Alirudi nyumbani kwa hamaki na Mtukutu akaonyeshwa kilichomtoa kanga manyoya.	22 31 41 51 60 72 83 92 103 112 123 135 144 148

Jumla ya maneno yaliyosomwa (<i>the ordinal number of the last word read</i>)	
Jumla ya maneno ambayo hayakusomwa (<i>skipped words</i>)	
Jumla ya maneno yaliyosomwa kwa makosa (<i>incorrectly read words</i>)	
Maneno yaliosomwa sawa (<i>correctly read words</i>)	/ 148 words

c. Karatasi yenye orodha ya zoezi la mtoto**MTOTO MTUNDU**

Mtukutu aliishi katika kijiji kimoja na alisifika sana kwa utundu wake. Siku moja alitumwa na mama yake kwenda kuchukua maziwa kutoka kwa jirani. Jirani alimpatia maziwa kwenye chupa. Alipokuwa njiani akirudi nyumbani, alikutana na watoto wengine akaanza kucheza nao. Watoto hao walimshawishi kutumia chupa hiyo kuashiria alama ya goli. Mchezo ulipo pamba moto Mtukutu alijaribu kuwahadaa wenzake ili aibuke mshindi. Katika hali hii aliupiga mpira teke kwa nguvu ili kuonyesha uhodari wake laki ni lo! mpira uligonga chupa na kuipasua papo hapo. Kuona yaliyotokea watoto wengine walishtuka na kutimua mbio kuelekea makwao. Mtukutu alibaki pale akilia asijue la kufanya. Mwishoe aliamua kurudi nyumbani na kumdanganya mama yake kwamba jirani hakompatia maziwa. Mamake kwa hasira aliamua kuenda kwa jirani kujua sababu ya Mtukutu kutopewa maziwa.

Akiwa njiani, akapata vipande vya chupa yake ya maziwa na kando yake unyevunyevu wa maziwa. Alirudi nyumbani kwa hamaki na Mtukutu akaonyeshwa kilichomtoa kanga manyoya.

8. ZOEZI LA KUSOMA LA DAKIKA MOJA (ONE MINUTE READING EXERCISE)**a. Maagizo (Instructions)**

Mtoto ataulizwa kusoma kwa sauti hadithi juu ya Pundamilia haraka iwezekanavyo na kwa makini huku akijaribu kuepuka makosa panapowezekana. Mtoto aanzie kusoma kutoka kwa kichwa cha hadithi hadi atakapoambiwa “koma” na mtahini. Itakapotimia sekunde 60 mtahini anasema “ koma! “ kisha anaweka alama kwa neneo la mwisho alilosoma mtoto. Mtahini ahesabu manemo yaliosomwa ipasavyo na kunakili nambari iliyofikiwa, maneno yaliorukwa na yaliosomwa makosa.

b. Stakabadhi ya utuzaji ya mtahini (Scoring sheet for the assessor)

Jina la mtoto: _____ Umri: _____ Jinsia _____

Tarehe: _____ Shule _____ Darasa _____

Jina la Mtahini: _____ Muda(sekunde/dakika) _____

Pundamilia

Andika idadi yamaneno mwisho wa kila sentensi

Hapo zamani za kale wanyama waliishi katika msitu wa mlima Kenya.	11
Katika msitu huo kulikuwa na wawindaji haramu wengi. Mara kwa mara	22
wawindaji hao walitembea kwenye msitu wakiwasaka wanyama na	30
matunda. Katika uwindaji wao, waliweza kujirundikia mapato mengi kwa	39
hivyo iliwabidi watafute namna ya kubeba mapato hayo. Iliwabidi wasake	49
punda ili awasaidie kubeba hayo mapato amabayo yalikuwa mazito sana.	59
Mara nyingi punda walipowapelekea mizigo vijijini, hawakukubaliwa	66
kurudi msituni wala kutangamana na punda wezao na wanyama wengine.	76
Siku moja Gavana wa punda alikusudia kuelewa yaliyowafika punda	85
waliokwenda kijijini. Jambo hili lilimfanya kuwatuma wajumbe wake	93
watatu waaminifu.	95
Mjumbe wa kwanza alijulikana kama Kengele. Kengele alikuwa maarufu	104
kwa kuarifu punda wengine kuhusu hatari zozote kabla hazijajiri.	113
Mjumbe wa pili alijulikana kama Taratibu. Alipewa jina hili kwa sababu	124
ya utaratibu wake katika utendaji kazi kwani hakusita kulitenda	133
lililomwajibika. Utaratibu huu ulimfanya kuwa mshauri wa karibu kuliko	142
wote wa Gavana. Mjumbe watatu alijulikana kama Shujaa. Kutokana na	152
ujasiri wake aliweza kudadisi mambo magumu kutoka kwenye sehemu za	162
hatari....Kuwanusuru punda waliosalia wanyama mwitu walikubali	169
kupapaka punda wote milia myeupe. Tangu siku hiyo waliitwa pundamilia.	179
Jumla ya maneno yaliyosomwa (= the ordinal number of the last word read)	
Jumla ya maneno hayakusomwa (= skipped words)	
Jumla ya maneno yaliyosomwa makosa (= incorrectly read words)	
Maneno yaliosomwa sawa (= correctly read words)	/179

c. Karatasi yenye orodha ya zoezi la mtoto

Hapo zamani za kale wanyama waliishi katika msitu wa mlima Kenya. Katika msitu huo kulikuwa na wawindaji haramu wengi. Mara kwa mara wawindaji hao walitembea kwenye msitu wakiwasaka wanyama na matunda. Katika uwindaji wao, waliweza kujirundikia mapato mengi kwa hivyo iliwabidi watafute namna ya kubeba mapato hayo. Iliwabidi wasake punda ili awasaidie kubeba hayo mapato amabayo yalikuwa mazito sana. Mara nyingi punda walipowapelekea mizigo vijijini, hawakukubaliwa kurudi msituni wala kutangamana na punda wezao na wanyama wengine. Siku moja Gavana wa punda alikusudia kuelewa yaliyowafika punda waliokwenda kijijini. Jambo hili lilimfanya kuwatuma wajumbe wake watatu waaminifu.

Mjumbe wa kwanza alijulikana kama Kengele. Kengele alikuwa maarufu kwa kuarifu punda wengine kuhusu hatari zozote kabla hazijajiri.

Mjumbe wa pili alijulikana kama Taratibu. Alipewa jina hili kwa sababu ya utaratibu wake katika utendaji kazi kwani hakusita kulitenda lililomwajibika. Utaratibu huu ulimfanya kuwa mshauri wa karibu kuliko wote wa Gavana. Mjumbe watatu alijulikana kama Shujaa. Kutokana na ujasiri wake aliweza kudadisi mambo magumu kutoka kwenye sehemu za hatari....Kuwanusuru punda waliosalia wanyama mwitu walikubali kupapaka punda wote milia myeupe. Tangu siku hiyo waliitwa pundamilia.

1. Kenya Pilot Study Results: Rapid Naming Objects (RAN)

**Table 1.1. Kenya RAN Time Objects Pilot Results by Grades:
Sample size, Mean and Standard Deviation in seconds**

Grade	n	2sd slower than mean	1sd slower than mean	Mean	1sd faster than mean	2sd faster than mean
3	247	100,05	83,12	66,19	49,26	32,33
4	110	85,35	72,86	60,37	47,88	35,40
5	99	81,13	68,41	55,70	42,98	30,26

**Table 1.2. Kenya RAN Time Objects Pilot Results by Ages:
Sample size, Mean and Standard Deviation in seconds**

Age	n	2sd slower than mean	1sd slower than mean	Mean	1sd faster than mean	2sd faster than mean
7	6	74,52	69,59	64,67	59,74	54,81
8	72	99,34	83,15	66,95	50,75	34,56
9	144	94,82	79,56	64,29	49,03	33,77
10	124	90,14	75,23	60,32	45,42	30,51
11	64	82,07	70,01	57,95	45,89	33,84
12	32	97,83	79,18	60,53	41,88	23,23
13	11	123,95	95,61	67,27	38,94	10,60
14	2	79,54	67,52	55,50	43,48	31,46
15	1			60,00		

MEAN – mean is the average performance of the age group or the grade level.

1 SD SLOWER THAN MEAN – the naming time is one standard deviation (sd) or more slower than mean but less than 2 sd slower than mean. Slower means in this case bigger numerical value because question is about time measurement.

2 SD SLOWER THAN MEAN – the naming time is two standard deviation (sd) or more slower than mean. Slower means in this case bigger numerical value because question is about time measurement.

NOTE All the results in the table are pilot results and **ONLY INDICATIVE!**

2. Kenya Pilot Study Results: Rapid Naming Letters (RAN)

**Table 2.1. Kenya RAN Time Letters Pilot Results by Grades:
Sample size, Mean and Standard Deviation in seconds**

Grade	n	2sd slower than mean	1sd slower than mean	Mean	1sd faster than mean	2sd faster than mean
3	97	73,52	60,58	47,64	34,70	21,76
4	110	70,99	57,17	43,35	29,54	15,72
5	99	58,68	48,51	38,33	28,16	17,99

**Table 2.2. Kenya RAN Time Letters Pilot Results by Ages:
Sample size, Mean and Standard Deviation in seconds**

Age	n	2sd slower than mean	1sd slower than mean	Mean	1sd faster than mean	2sd faster than mean
7	3	59,94	52,30	44,67	37,03	29,39
8	27	71,42	58,90	46,37	33,85	21,32
9	62	70,22	57,72	45,21	32,70	20,20
10	112	68,38	55,53	42,69	29,84	17,00
11	59	62,59	51,30	40,00	28,70	17,41
12	31	79,57	61,75	43,94	26,12	8,30
13	9	63,15	52,35	41,56	30,76	19,97
14	2	61,80	51,90	42,00	32,10	22,20
15	1			35,00		

MEAN – mean is the average performance of the age group or the grade level.

1 SD SLOWER THAN MEAN – the naming time is one standard deviation (sd) or more slower than mean but less than 2 sd slower than mean. Slower means in this case bigger numerical value because question is about time measurement.

2 SD SLOWER THAN MEAN – the naming time is two standard deviation (sd) or more slower than mean. Slower means in this case bigger numerical value because question is about time measurement.

NOTE All the results in the table are pilot results and **ONLY INDICATIVE!**

3. Kenya Pilot Study Results: Fluency

Table 3.1. Kenya Fluency Correctly Read Words in one minute Pilot Results by Grades: Sample size, Mean and Standard Deviation

Grade	n	2sd slower than mean	1sd slower than mean	Mean	1sd faster than mean	2sd faster than mean
3	117	5,83	26,30	46,77	67,24	87,71
4	110	1,38	27,46	53,54	79,62	105,69
5	110	14,00	41,24	68,48	95,72	122,96

Table 3.2. Kenya Fluency Correctly Read Words in one minute Pilot Results by Ages: Sample size, Mean and Standard Deviation

Age	n	2sd slower mean	1sd slower than mean	Mean	1sd faster than mean	2sd faster than mean
7	1			10,00		
8	25	0*	20,07	40,40	60,73	81,06
9	61	8,00	28,66	49,33	69,99	90,65
10	96	10,28	30,69	51,10	71,51	91,92
11	66	11,93	37,15	62,38	87,60	112,83
12	66	1,88	34,01	66,14	98,26	130,39
13	22	1,77	34,46	67,14	99,82	132,50

Note: 0* means cut down to zero score.

MEAN – mean is the average performance of the age group or the grade level.

1 SD SLOWER THAN MEAN – the reading fluency (= amount of correctly read words) is one standard deviation (sd) or more slower than mean but less than 2 sd slower than mean. Slower means in this case smaller numerical value because question is about amount of words.

2 SD SLOWER THAN MEAN – the reading fluency (= amount of correctly read words) is two standard deviations (sd) or more slower than mean. Slower means in this case smaller numerical value because question is about amount of words.

NOTE All the results in the table are pilot results and **ONLY INDICATIVE!**

3. RAPID NAMING TASK (OBJECTS/LETTERS) - IN ENGLISH

a. Instructions

'You are going to name ALL these objects/letters you see as fast as you can without making mistakes. First, tell me, the names of these first five objects/letters. (The assessor points at the five practice items one by one on the first line and the learner names them. If the learner names the items incorrectly, the assessor says the correct names.) **Good. Start to name from the first item and name one by one all the objects/letters of this line** (the assessor sweeps a finger across the first line of ten items) **and this** (again the assessor sweeps a finger across the second line of ten items etc.) **up to the last one. You can use a finger while naming items if you want. Try to be FAST and ACCURATE. If you make a mistake, you should correct it. Now look at the first line when I say 'Go', start naming all the objects/letters. OK? Ready, set, go.'** (Start the stopwatch. Stop the stopwatch when the learner has finished naming all items.)

4. MEMORY: SHORT TERM MEMORY AND WORKING MEMORY TEST - IN ENGLISH

a. Instructions

Read to the learner the digits at the rate of **1 digit/second**

SHORT TERM MEMORY TASK

Part I: Learner is asked to repeat the digits in the same order.

- (You will say "2-5" and the learner repeats "2-5").
- Write down the answer.
- If the learner fails in both items in the same block (e.g. 3-5-7, and 2-6-3), you stop the task.

WORKING MEMORY TASK

Part II: Learner is asked to repeat the digits backwards, from the last one to the first one.

- (You will say "2-5" and the learner answers "5-2").
- If the learner fails in both items in the same block, you stop the task.

SCORING

- Task score is the sum of the correct items in both tasks.
- Part I task Forwards gives **Short Term Memory Score**.
- Part II task Backwards gives **Working Memory Score**.

B. Scoring Sheet for the assessor

Name of the learner: _____

Gender: Girl/Boy

Date of birth: _____

Age in years: _____

Name of the school: _____

Date: _____

Name of the assessor: _____

ITEMS	FORWARDS	BACKWARDS
2-5		
3-5-7		
4-8-2-1		
8-2-3-6-1		
7-3-1-5-4-2		
4-2-8-4-5-3-9		
8-3-1-4-5-2-9		
Total	/12	/12

7. READING FLUENCY - IN ENGLISH

a. Instructions

A learner is asked to read aloud a story of an animal as fast and accurately as possible. The learner is asked to start reading from the heading and to stop reading when assessor asks to do so.

After 60 seconds the assessor says “Stop!”, and marks where the learner reached in the text. The assessor counts how many words there are up to that point.

The assessor writes down the ordinal number of last word read, amount of skipped words and errors below and counts the amount of correctly read words.