

TANZANIA:
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 Tanzanian 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 Tanzanian team for their effort in creating the relevant content and collecting data. The team members were Damaris Ngorosho (PhD), Hanifa Kachicky F. Mponji (MA), Jeremiah A. Tito (B.Ed), Jerome Vicent Mbago (B.EdSNE) and Protas Lucas Mwalongo (BCAT).

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. LETTER SOUND NAMING

Letters used for both **letter naming** and **letter-sound naming** in the first case study included: “a, e, i, o, u, t, p, b, l, s, ch, m, k, d, g”

However in **Letter Naming** was either: a, e, i, o, u, ta, pa, ba, la, sa, cha, ma, ka, da, ga **OR** a, e, i, o, u, te, pe, be, le, se, che, me, ke, de, ge depending on what vowel between “a” and “e” grade one teachers added to the consonants in naming them.

Letter-sound naming included: a, e, i, o, u, t, p, b, l, s, ch, m, k, d, g

a. Maelekezo/Instructions

Ukaaji: Keti sambamba na mtoto – yaani mnaelekea upande mmoja

Mwambie mtoto: Tutakwenda kusoma pamoja. Lakini ninataka kwanza uniambie kama unazifa hamu sauti nitakazokuonyesha. Angalia hizi hapa (panga herufi kwenye meza mbele ya mtoto. Hakikisha unapozipanga hazifuati mpangilio wa kwenye orodha ya jaribio). Je unaifahamu herufi hii? Fuata mpangilio wa kwenye orodha ya jaribio. Mpe mtoto muda wa kutambua na kukusomea. Katika hatua ya Jaribio Kabla na Jaribio Baada, usimwambie mtoto jibu sahihi. Weka alama ya (v) panapostahili, kisha endelea na herufi inayofuata.

Wakati wa Intervention (ufundishaji), endapo mtoto atakosea, mwambie jibu sahihi. Hatua hii ni ya kumsaidia mtoto ili aweze kukumbuka wakati wa Jaribio Baada. Endapo utamsaidia mtoto, hakikisha unamwuliza atamke/asome ulichomsaidia, na ikiwezekana mwambia atamke mara mbili.

Hakikisha unampa mtoto zawadi yo yote baada ya baada ya hatua za jaribio (Kabla na Baada)

N.B. Trainees were required to insert all Letters in separate flash cards, which were shown to a learner to read one after another. The aim was to show one item after another to avoid confusion to a learner.

b. Fomu ya matokeo/Scoring sheet for the assessor

Jina..... Jinsia (Me/Ke)..... Tarehe ya kuzaliwa.....
 Umri/miaka..... Shule..... Muda: (1420 – 1450).....

Maelekezo: Weka alama ya (v) kwenye kisanduku cha Pata au cha Kosa (hata kama mtoto ame pata au amekosa). Hii itamfanya mtoto asikate tamaa hata kama akikosa endapo ataona unayoan dika.

Mfano:

Na.	Herufi/sauti	Pata (v)	Kosa (x)
1	a	V	
2	e		V
3	b		V
4	t		V
Jumla		1	3

Na.	Herufi/sauti	Pata	Kosa
1	a		
2	e		
3	i		
4	o		
5	u		
6	t		
7	p		
8	b		
9	l		
10	s		
11	ch		
12	m		
13	k		
14	d		
15	g		
Jumla			

c. Kadi yenye herufi kwa ajili ya mtoto/Letter cards for the learner

A

E

I

O

U

P

L

T

D

G

B

S

M

K

C H

2. PHONOLOGICAL AWARENESS

2.1. Jaribio la utambuzi wa sauti ya mwanzoni mwa neno/Initial sound naming

Jaribio la utambuzi wa sauti ya mwanzoni mwa neno/ initial sound naming 10 tasks (A, I, E, O, U, S, P, M, K, G)

a. Instructions/Maelekezo: Mtahini amwambie mtoto: Nitakwenda kukusomea maneno. Sikiliza kwa makini sauti ya mwanzoni mwa kila neno kwa sababu nitakutaka unitajie sauti hiyo. Sikiliza kwa makini sana, nitakusomea mara mbili lakini kama hujasikia neno vizuri uliza tena nikusomee. Jitahidi kusikiliza zaidi sauti ya mwanzoni mwa neno; hiyo ndiyo ninataka unitajie.

Tufanye mfano:

Niambie sauti ya mwanzoni mwa neno: PESA. Mpe mtoto fursa ajibu. Endapo atashindwa, mwambie jibu sahihi, halafu endelea. Sasa sikiliza kwa makini, nini sauti ya mwanzoni mwa neno Onja? Ha kikisha mtoto anaweza kujibu kabla ya kuendelea na zoezi.

Weka alama ya √ kama kwenye kisanduku sahihi

b. Fomu ya matokeo/Scoring sheet for the assessor

Jina..... Jinsia (Me/Ke)..... Tarehe ya kuzaliwa.....

Umri/miaka..... Shule..... Muda: (1420 – 1450).....

NENO	NDIYO	MSAADAA	HAPANA
Amka			
Itika			
Embe			
Oga			
Ugali			
Sabuni			
Pipi			
Majani			
Kitabu			
Giza			
Jumla			

2.2. Jaribio la kuhesabu silabi katika neno/Syllable counting

10 tasks: 2-syllable words/3-syllable words/4-syllable words in Kiswahili language

a. Maelekezo/Instructions

Safari hii tunakwenda kugawa maneno katika sehemu ndogo ndogo zinazoitwa silabi. Kwa mfano (elekeza kwa kupiga kofí kwa kila silabi), kwenye neno “chora” kuna silabi mbili yaani **cho** na **ra** na kwenye neno “anasoma”, kuna silabi nne yaani **a-na-so-ma**.

Sasa hebu fanya wewe: kuna silabi ngapi kwenye neno “rudisha?” Mpe mtoto nafasi ya kujibu kwa kupiga kofí kwa kila silabi. Akiweza, msifie kwa kusema, ”umefanya vizuri, hebu tufanye maneno mengine zaidi” (Kisha endelea na maneno ya mfano). Endapo, hajaelewa, rudia maelekezo hadi awe ze. Kisha endelea na mifano hii: tena, ogopesha, simama

Anza zoezi kwa kusema: Sasa niambie kuna silabi ngapi katika maneno haya (soma neno katika hali ya kawaida bila kuelekeza silabi).

b. Fomu ya matokeo/Scoring sheet for the assessor

Jina..... Jinsia (Me/Ke)..... Tarehe ya kuzaliwa.....

Umri/miaka..... Shule..... Muda: (1420 – 1450).....

NENO	NDIYO	MSAADA	HAPANA
Kula			
Maji			
Wizara			
Pilipili			
Fagilia			
Orodhesha			
Hadithi			
Mrefu			
Malaika			
Tisa			
Jumla			

3. MCHEZO WA STADI ZA KUTAJA MAJINA YA VITU/HERUFI/ RAPID NAMING – OBJECTS AND LETTERS

Vifaa: Saa (stopwatch)

3.1. Maelekezo/Instructions

Mtahini aanze mchezo kwa kumwonyesha mtoto karatasi yenyepicha za vitu au herufi mbali mbali (RAN – objects or Letters) huku akisema: “*Tunakwenda kutaja kwa haraka kadri iwezekanavyo na bila kufanya makosa, majina ya vitu vyote (herufi zote) unavyoviona (unazoziona) kwe nye karatasi hii. Kwanza, niambia taratibu, jina la kila kimojawapo ya hivi vitu vitano (5) / jina la kila erufi hizi (5).*

(Mtahini aonyeshe kitu kimoja kimoja kilichopo/aonyeshe kila herufi moja moja iliyopo kwenye safu ya mfano - Target items - na kumpa nafasi mtoto kutaja jina la herufi).

“*Vema, sasa angalia kwenye kitu cha kwanza kwenye safu ya kwanza/ herufi ya kwanza, na nita ka posema anza, nitakutaka utaje jina la kila kitu unachokiona/ la kila herufi unayoiona kwenye mstari huu* (Mtahini aonyeshe mstari kwa kuitisha kidole kuanzia picha za safu ya kwanza) *na huu* (apitishe kidole kwenye safu ya pili) n.k. *hadi utakapofika safu ya mwisho kwenye ukurasa huu.*

Endapo utataja jina la kitu/jina la herufi kimakosa, sahihisha na kutaja jina sahihi. Unaweza ku tu mia kidole, kama unapenda kufanya hivyo, kuonyesha picha/herufi wakati unapotaja jina la kitu chenyewe/herufi yenye. Kumbuka kutaja jina la kitu/herufi haraka na kwa usahihi kadri uweza vyo. Sawa?

Jiandae, jitayarische, anza!

(Anzisha saa. Andika makosa anayofanya mtoto kwenye fomu ya matokeo. Simamisha saa mara tu mtoto atakapotaja jina la kitu cha mwisho/herufi ya mwisho).

Endapo wakati amba si wa kurekodi muda hasa wakati wa vitu vitano (5) vya mfano (target items) mtoto atakosea majina/herufi, mtahini amwambie majina sahihi.

Utahini

MUDA (kipimo kikuu): Muda wote mtoto aliotumia kutaja majina ya vitu/herufi utapimwa na kulin ganisha na muda kigezo.

MAKOSA (kipimo kisicho cha lazima): Jumla ya makosa itahesabiwa.

Hesabu jumla ya (1) makosa mtoto aliyojisahihisha mwenyewe (2) makosa ambayo mtoto haku jisahihisha na (3) jumla ya makosa yote (aliyojisahihisha na ambayo hakujisahihisha). Linganisha idadi ya makosa na kigezo (endapo kipo).

Mfano wa makosa ya kujisahihisha mwenyewe: mtoto akijisahihisha makosa papo hapo: mfano akise ma meza... *hapana ... kiti/ au akasema be..... hapana ... pe*

Makosa ambayo hayakusahihishwa: *akiruka picha/herufi, kurudia kutaja kitu/herufi mara mbili, ku rudia safu moja mara mbili*

a. Fomu ya matokeo/Scoring sheet for the assessor

Jina..... Jinsia (Me/Ke)..... Tarehe ya kuzaliwa.....

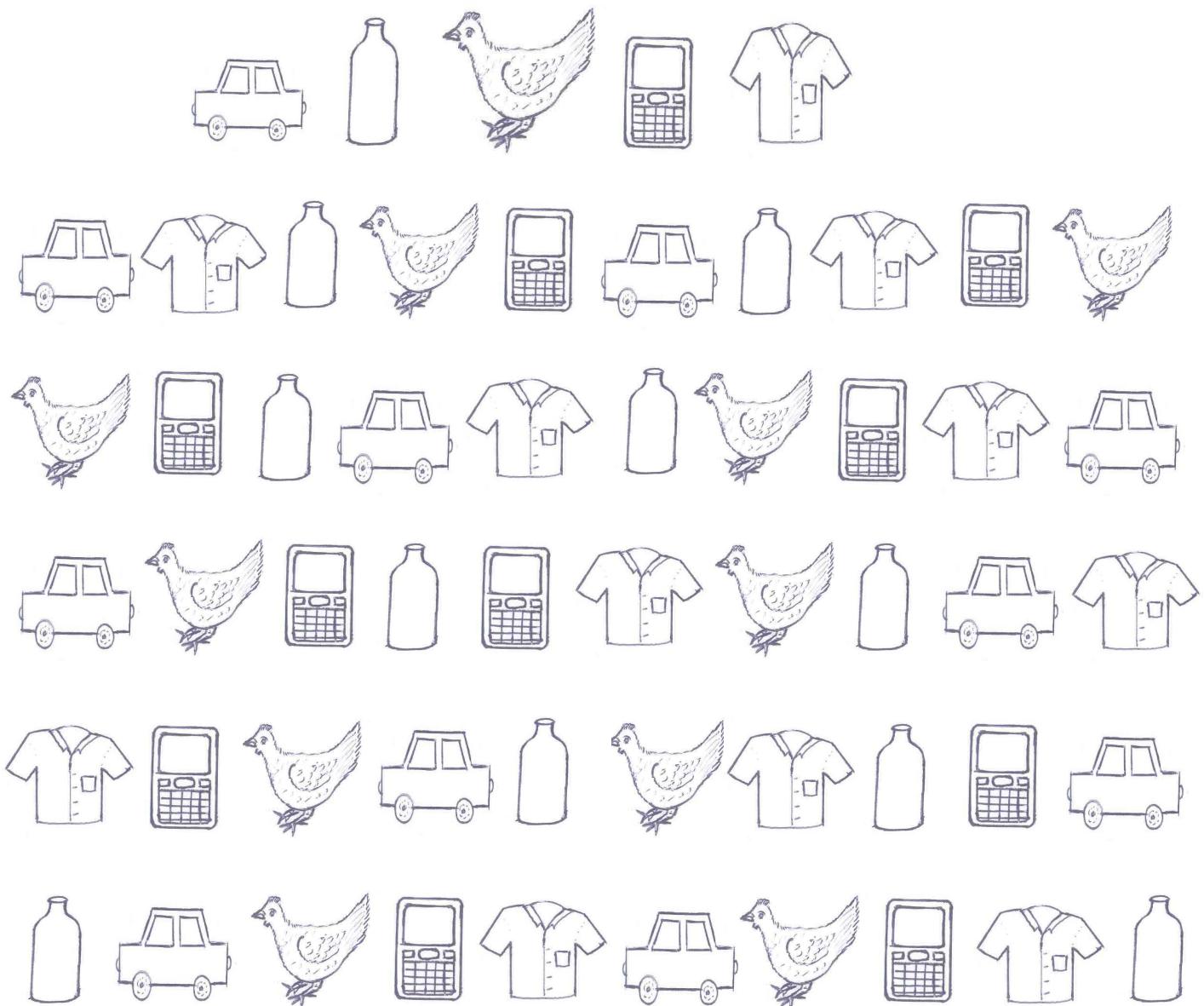
Umri/miaka..... Shule..... Muda: (1420 – 1450)

GARI	SHATI	CHUPA	KUKU	SIMU	GARI	CHUPA	SHATI	SIMU	KUKU
KUKU	SIMU	CHUPA	GARI	SHATI	CHUPA	KUKU	SIMU	SHATI	GARI
GARI	KUKU	SIMU	CHUPA	SIMU	SHATI	KUKU	CHUPA	GARI	SHATI
SHATI	SIMU	KUKU	GARI	CHUPA	KUKU	SHATI	CHUPA	SIMU	GARI
CHUPA	GARI	KUKU	SIMU	SHATI	GARI	KUKU	SIMU	SHATI	CHUPA

Jumla ya muda (dakika)..... Makosa kujisahihisha (/).....

Makosa yasiyosahihishwa (v)..... Jumla makosa.....

b. Orodha ya vitu kwa ajili ya mtoto/Test item sheet for the learner



c. Fomu ya matokeo/Scoring sheet for the assessor

Jina..... Jinsia (Me/Ke)..... Tarehe ya kuzaliwa.....

Umri/miaka..... Shule..... Muda: (1420 – 1450).....

A	O	B	K	T	A	K	O	T	B
O	T	A	B	K	O	B	T	K	A
B	A	K	T	O	B	T	A	O	K
O	B	T	A	K	O	A	B	K	T
T	K	O	B	A	T	B	K	A	O

Jumla ya muda (dakika)..... Makosa kujisahihisha (/).....

Makosa yasiyosahihishwa (v)..... Jumla makosa

d. Orodha ya herufi kwa ajili ya mtoto/Test item sheet for the learner

A O B K T

A O B K T A K O T B

O T A B K O B T K A

B A K T O B T A O K

O B T A K O A B K T

T K O B A T B K A O

4. IDADI YA NAMBA/WORKING MEMORY

Vifaa: Orodha yenyе mfuatano wa namba zilizoongezeka urefu – kila orodha iwe na namba za kujaribia (zoezi).

a. Maelekezo/Instructions

Tarakimu zisomwe kwa mwendo wa namba moja kwa sekunde. Ni muhimu kwa mtahini kutamka namba nam na ile ile ili asiusaidie au kufifisha uwezo wa mtoto.

Mtahini ahakikishe haziweki namba katika makundi wakati anapozisoma au kutofautisha mawimbi ya sauti yake. Jaribio lisimamishwe iwapo mtoto atashindwa katika safu zote za kujaribia (zoezi)

Maelekezo ya urefu wa tarakimu kimbele/Digit span forward (short memory)

Mtoto akisema namba tofauti kabisa na zilizosomwa, umwambie mara moja “useme namba nilizosema mimi, siyo namba nyingine.”

“Sasa nitasema namba fulani. Ninataka usikilize vizuri. Nitakapomaliza kusema, nitakutaka useme namba hizo vile nilivyozi sema. Kumbuka kurudia sawa kama mimi. Hebu tufanye ma zoezi. Kama nikisema 2-4 wewe utasemaje?”

Pumzika kidogo ili mtoto aweze kujibu. Kama mtoto anafanya makosa, rudia mfanu huo huo.

“Tujaribu tena. Kama nikisema 2-4 wewe utasemaje?” Iwapo atajibu sawa sema:

“Ndiyo, vizuri sana. Sasa kama nikisema 3-7-8, utasemaje?”

Ikijibiwa kwa usahihi sema

“Vizuri, umefanya vema. Sasa tutafanya nyingine zaidi. Napenda urudie sawa kama mimi. Tu taan za na namba chache na tutaendelea na nyingi zaidi. Kumbuka kusema namba kama nilivyo sema mi mi?”

Soma mwendelezo wa namba kutoka kwenye orodha iliyoandikwa kwenye karatasi ya kuingizia ala ma. Unaweza kurudia kila mfululizo mara moja tu kama ikibidi (mtoto asiposikia vizuri tu).

Mtahini akisoma namba visivyo kwa kuongeza au kupunguza idadi ya namba, aweke alama kwenye fomu kuonyesha makosa yalipofanyika.

Mtahini akisoma namba visivyo lakini kwa idadi iliyo kwenye fomu, aweke alama kuonyesha kama mtoto amepata au amekosa, lakini aonyeshe makosa vile vile.

Maelekezo ya urefu wa tarakimu kinyumenyume/Digit backwards (working memory)

“Sasa nitasema namba nyingine zaidi, lakini safari hii ninataka uziseme kinyumenyume. Kwa mfa no: Nikisema 9-2 wewe utasema 2-9”.

“Sasa nikisema 4 -5 wewe utasemaje?”

Kama mtoto hasemi “5-4” mtahini aseme: “Sikiliza vizuri. Nikisema 4-5 wewe utasema 5-4”

“Tujaribu tena. Kumbuka kusema namba kinyumenyume. Sasa nikisema 1-3 wewe utasemaje?”

Kama mtoto anasema 3-1 au anaposema kwa usahihi mapema zaidi, sema:

“Vema umepata” halafu endelea na mifano ya namba tatu. Kama hajibu kwa usahihi rudia mifa no hii kila mmoja mara moja.

Kama mtoto hapati mifano yote mitatu mara ya kwanza, rudia mifano yote mara moja tena, lakini kwanza useme hivi:

“Utaanza na namba ya mwisho, halafu ile ya kwanza”. Onyesha kwa mkono na kichwa “1-3” itakuwa “3-1”.

Mtoto asipojibu kwa usahihi hata mara moja kutoka mifano mitatu mara mbili (mifano sita jumla) acha jaribio hili.

Mifano ya namba tatu - “Sasa kama nikisema 5-6-8 wewe utasemaje?”

Ikijibiwa kwa usahihi, sema “Vema, umepata”

Halafu endelea na Jaribio namba 1. Iwapo mtoto atakoea mfano sema “Hapana, utasema 8-6-5. Sasa kama nikisema 5-6-3 wewe utasemaje?”

Mtoto akikosea tena sema hivi:

“Nilisema 5-6-3, wewe ungesema 3-6-5” – Onyesha kwa mkono pia “hebu tujaribu namba zifuatazo. Kumbuka utazisema kinyumenyume. Sasa sema “Nikisema 7-2-4, wewe utasemaje?”

Iwapo mtoto atajibu kwa usahihi endelea na Jaribio namba 1. Kama jibu si sahihi, dhana ilezwe tena kwa mfano wa tarakimu utolewe kabla ya kuendelea na Jaribio namba 1.

Jaribio namba 1 litaanzishwa kwa kusema: “Vizuri, umefanya vema. Sasa tutafanya nyingine zaidi. Napenda useme namba kinyumenyume. Tutaanza na namba chache na tutaendelea na nyingi zaidi. Kumbuka kusema namba kinyumenyume kwa kuanzia na ya mwisho?”

b. Fomu ya matokeo/Scoring sheet for the assessor

Tarehe:..... Jina:..... Jinsia.....

Umri/Miaka..... Tarehe ya kuzaliwa.....

ITEMS	FORWARDS	BACKWARDS
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		
Idadi		
Jumla ya majibu sahihi		

Namba kimbele (Forward) Zoezi: 2-4 3-7-8

Namba kinyumenyume: Zoezi: 9-2 5-6-8

5. JARIBIO LA KUANDIKA MANENO/SPELLING WORDS

a. Maelekezo/Instructions

Jaribio hili lifanyike kabla ya zoezi la kusoma maneno./This test should be done before reading accuracy words test.

Soma neno mara mbili kabla mtoto hajaandika. Hii itamsaidia mtoto kusikia neno kwa usahihi na uhakika zaidi. Hakikisha unasoma kwa sauti ile ile kwa maneno yote.

b. Fomu ya matokeo/Scoring sheet for the assessor

Jina..... Jinsia (Me/Ke)..... Tarehe ya kuzaliwa.....

Umri/miaka..... Shule..... Muda: (1420 – 1450).....

NENO	NDIYO	MSAADA	HAPANA
Anajua kuandika jina lake			
Kuandika maneno yenyе herufi 2			
UA			
OA			
NI			
TU			
Kuandika maneno yenyе herufi 3			
UTU			
MBA			
NOA			
ITA			
Kuandika maneno yenyе silabi 2			
TUNU			
SITA			
HOMA			
PETA			
Kuandika maneno yenyе silabi 3			
BIRIKA			
DEREVA			
TISHARI			
MBUMBUMBU			
Kuandika maneno yenyе silabi 4			
FISIMWITU			
MPELEKWAJI			
MASHAMBANI			
CHEKESHWAJI			
Jumla			

c. Orodha ya maneno kwa ajili ya mtoto/Test item sheet for the learner

Tarehe..... Jina..... Umri/Miaka.....

NENO

6. JARIBIO LA KUSOMA MANENO/READING ACCURACY WORDS

a. Maelekezo/Instructions

Mtahini aseme huku akionyesha maneno yaliyoandikwa kwenye kadi/karatasi:

Nina maneno kwa ajili yako na ninataka kuona unaweza kusoma maneno mangapi. Baadhi ya maneno ni rahisi sana, lakini maneno mengine ni magumu. Yaangalie maneno yote kwa makini na uone ni mangapi unaweza kuyasoma.

Vigezo vya uwezo wa mtoto

Weka alama ya pata (✓)

Endapo mtoto atasoma neno kwa usahihi, weka "pata" chini ya NDIYO

Endapo mtoto atasoma kwa usahihi sehemu tu ya neno, weka "pata" chini ya MSAADA

Endapo mtoto hawesi kabisa kusoma neno kwa usahihi, weka "pata" chini ya HAPANA

Mifano:

Neno	NDIYO	MSAADDA	HAPANA
baba	✓		
Chai	✓		
vuruga		✓	
shereheka			✓

b. Fomu ya matokeo/Scoring sheet for the assessor

Jina..... Jinsia (Me/Ke)..... Tarehe ya kuzaliwa.....

Umri/miaka..... Shule..... Muda: (1420 – 1450)

NENO	NDIYO	MSAADA	HAPANA
Anajua kuandika jina lake			
Kusoma maneno yenye herufi 2			
AU			
NA			
TU			
OA			
Kusoma maneno yenye herufi 3			
TAI			
MTU			
ONA			
MBU			
Kusoma maneno yenye silabi 2			
GARI			
SARE			
HEMA			
PIPA			
Kusoma maneno yenye silabi 3			
BAKULI			
DARASA			
NIDHAMU			
MWEMBAMBA			
Kusoma maneno yenye silabi 4			
MASANDUKU			
MBALAMWEZI			
MASHINDANO			
CHEZESHWAJI			
Jumla			

c. Orodha ya maneno kwa ajili ya mtoto/Test item sheet for the learner

NENO
AU
NA
TU
OA
TAI
MTU
ONA
MBU
GARI
SARE
HEMA
PIPA
BAKULI
DARASA
NIDHAMU
MWEMBAMBA
MASANDUKU
MBALAMWEZI
MASHINDANO
CHEZESHWAJI

7. KUFUNDISHA KUSOMA KWA MFULULIZO/READING FLUENCY (PB FLUENCY READING)

a. Maelekezo/Instructions

Maelekezo: (1) Kabla ya zoezi, mwalimu au mtoto asome habari/hadithi (2) Mwalimu na mtoto wajadili maudhui ya habari/hadithi yenyewe. Wafanye zoezi.

Zoezi la kusoma kwa dakika moja

- 1) Mtoto aelezwe kusoma habari/hadithi kwa haraka na kwa usahihi kadri iwezekanavyo kwa dakika moja. Mtoto aelezwe kusahihisha makosa ya kusoma wakati anaendelea kusoma au mara tu baada ya kusoma.
- 2) Mtoto aweke alama sehemu aliyofikia kusoma. Wahesabu idadi ya maneno hadi walikofikia na kisha waandike neno la mwisho kusomwa, idadi ya maneno yaliyosomwa na makosa ya kusoma.
- 3) Mtoto arudie kusoma habari/hadithi (mara 4)
- 4) Rudia zoezi hili mara kadhaa kwa siku hadi mtoto atakapoweza kusoma kwa mfululizo.
- 5) Chagua habari/hadithi mpya au nyingine na kisha rudia zoezi la kusoma.

Tembo hupenda kuishi kando kando ya maji ambako kuna chakula cha kutosha na maji pia. Siku moja tembo na familia yake walikwenda kwenye eneo la mta ili kupata chakula, kuywa maji na kuoga. Walipofika mtoni, watoto wa tembo walifurahi sana, wakala majani wakashiba sana. Baadaye wakahitaji kunywa maji na kuogelea. Kabla hawaajaingia kwenye maji, baba na mama yao waliwaonya kuwa wawe makini kwani, mamba hupenda kukaa kwenye maji na kuvizia wanyama wanaokunywa maji ili kuwakamata kwa ajili ya chakula. Watoto wakasema sawa watakuwa makini.	14 29 42 52 65 78 84
Watoto wa tembo wakanywa maji wakaridhika. Kisha wakasemezana “baada ya shibe ni furaha. Sasa tuingie kwenye maji tujiburudishe kwa kuogelea.” Kwa bahati mbaya mamba walikuwa ndani ya maji na walisikia mazungumzo hayo, nao wakafurahi wakasema, “Shibe na furaha ya tembo itageuka kuwa uchungu na kilio wakiingia kuogelea kwenye maji yetu leo”. Mamba wakajipanga vizuri namna ya kuwadaka watoto wa tembo.	96 108 119 132 144
Watoto wa tembo wakajitosa kwenye maji wakaogelea kwa furaha kwa kufukuzana kwenye maji mara kwa mara. Baada ya muda wakachoka, wakaamua kupumzika ndani ya maji humohumo. Wakati huo mamba wakaenda kasi wakakamata wototo watatu wa tembo, wakaanza kunyang’anyana ili kula nyama.	155 168 179 186
Ghafla baba na mama tembo wakaona watoto wao wanalia huku wanazamishwa ndani ya maji, wakaingia haraka kwenye maji ili kuwaokoa watoto wao. Basi katika purukushani za kuwaokoa watoto, na kwa kujihami, mamba walikamata midomo ya tembo ambayo ili-kuwa ni mifupi wakaivuta ikarefuka hata sasa. Tembo nao wakawakanyaga mamba hadi migongo yao ikawa bapa kama wanavyoonekana hivi leo.	199 211 223 234 243

b. Fomu ya matokeo/Scoring sheet for the assessor

Jina..... Jinsia (Me/Ke)..... Tarehe ya kuzaliwav.....
 Umri/miaka..... Shule..... Muda: (1420 – 1450).....

Jedwali la kumbukumbu			
Tarehe	Neno la mwisho kusomwa	Idadi ya maneno kwa dakika moja	Idadi ya makosa

Short Translation:

Elephants like to live near water where they can get green grass. One elephant family, parents and their three babies, went near a river and ate enough grass. When they were full, the kids asked for permission to swim in the river. The parents warned them to be careful with crocodiles.

The babies were enjoying the water, and talking to themselves “after food, now it is swimming”. A crocodile heard them and was happy that he was going to get prey. After some time, the crocodile caught the babies. Elephant parents heard their babies screaming with pain and they knew for sure that a crocodile was eating the babies. The parents tried to rescue the babies and in the course of the fight, the crocodile got hold of the elephant’s nose and pulled it hard. During the fight the elephants stumped their thick feet on the crocodile’s back. That’s why elephants have long noses and crocodiles have flat backs with cracks.

c. Kifungu cha habari kwa ajili ya mtoto/Test item passage for the learner**Tembo na Mamba Mtoni**

Tembo hupenda kuishi kando kando ya maji ambako kuna chakula cha kutosha na maji pia. Siku moja tembo na familia yake walikwenda kwenye eneo la mto ili kupata chakula, kuywa maji na kuoga. Walipofika mtoni, watoto wa tembo walifurahi sana, wakala majani wakashiba sana. Baadaye wakahitaji kunywa maji na kuogelea. Kabla hawajaingia kwenye maji, baba na mama yao waliwaonya kuwa wawe makini kwani, mamba hupenda kukaa kwenye maji na kuvizia wanyama wanaokunywa maji ili kuwakamata kwa ajili ya chakula. Watoto wakasema sawa watakuwa makini.

Watoto wa tembo wakanywa maji wakaridhika. Kisha wakasemezana “baada ya shibe ni furaha. Sasa tuingie kwenye maji tujiburudishe kwa kuogelea.” Kwa bahati mbaya mamba walikuwa ndani ya maji na walisikia mazungumzo hayo, nao wakafurahi wakasema, “Shibe na furaha ya tembo itageuka kuwa uchungu na kilio wakiingia kuogelea kwenye maji yetu leo”. Mamba wakajipanga vizuri namna ya kuwadaka watoto wa tembo.

Watoto wa tembo wakajitosa kwenye maji wakaogelea kwa furaha kwa kufukuzana kwenye maji mara kwa mara. Baada ya muda wakachoka, wakaamua kupumzika ndani ya maji humohumo. Wakati huo mamba wakaenda kasi wakakamata wototo watatu wa tembo, wakaaanza kunyang’anyana ili kula nyama.

Ghafla baba na mama tembo wakaona watoto wao wanalia huku wanazamishwa ndani ya maji, wakaingia haraka kwenye maji ili kuwaokoa watoto wao. Basi katika purukushani za kuwaokoa watoto, na kwa kujihami, mamba walikamata midomo ya tembo ambayo ili-kuwa ni mifupi wakaivuta ikarefuka hata sasa. Tembo nao wakawakanyaga mamba hadi migongo yao ikawa bapa kama wanavyoonekana hivi leo.

8. KUFUNDISHA KUSOMA KWA MFULULIZO /FLUENCY TRAINING

8.1. Zoezi la dakika moja/One minute reading training

a. Maelekezo/Instructions

Maelekezo: (1) Kabla ya zoezi, mwalimu au mtoto asome habari/hadithi (2) Mwalimu na mtoto wajadili maudhui ya habari/hadithi yenye. Wafanye zoezi.

Zoezi la kusoma kwa dakika moja

- 1) Mtoto aelezwe kusoma habari/hadithi kwa haraka na kwa usahihi kadri iwezekanavyo kwa dakika moja. Mtoto aelezwe kusahihisha makosa ya kusoma wakati anaendelea kusoma au mara tu baada ya kusoma.
- 2) Mtoto aweke alama sehemu aliyofikia kusoma. Wahesabu idadi ya maneno hadi walikofikia na kisha waandike neno la mwisho kusomwa, idadi ya maneno yaliyosomwa na makosa ya kusoma.
- 3) Mtoto arudie kusoma habari/hadithi (mara 4)
- 4) Rudia zoezi hili mara kadhaa kwa siku hadi mtoto atakapoweza kusoma kwa mfululizo.
- 5) Chagua habari/hadithi mpya au nyingine na kisha rudia zoezi la kusoma.

Katika kijiji cha Makutano kulikuwa na mzee mmoja aliyekuwa akiitwa Mzee Pakacha.	12
Mzee Pakacha alijaliwa kuwa na watoto wanne ambapo mtoto wake wa mwisho aliitwa Amina. Amina ambaye alikuwa ni binti aliyependa sana kuchezza maua. Mara nyingi Amina alikuwa anapenda kwenda katika bustani za maua ambazo zilikuwa karibu na nyumbani kwao na kuanza kuchezza maua ambayo yalikuwa yamepandwa katika bustani hizo.	26
Akiwa katika bustani ya maua, Amina alifurahia kuona vipepeo wakirukaruka katika bustani hizo. Siku moja Amina alitamani sana kukamata kipepeo mmoja ili aweze kumwangalia kwa ukaribu zaidi. Kutokana na kutumia muda mwangi kuchenza, Amina alichelewa kurudi nyumbani.	39
Siku moja Sikudhani, alimletea Amina ua la waridi. Amina aliviyoliona ua lile alilipenda. Alipokwenda katika ile bustani aliyoizoea, alilitafuta sana lakini hakuweza kuliona hivyo ikamlazimu kwenda kwa kina Sikudhani ili amwulize ua lile la waridi amelipata wapi? Kwa kuwa Amina na Sikudhani walikuwa ni marafiki kutokana na kuwa majirani sana ilibidi Sikudhani ampeleke Amina lilikopatikana waridi lile.	53
Siku hiyo marafiki hao wawili walitoroka nyumbani na kwenda katika milima ambayo ipo katika kijiji hicho cha Makutano kutafuta ua la waridi. Wakiwa huko walitumia siku nzima kutafuta maua ya waridi lakini hawakuweza kuyapata. Kumbe kulikuwa na bibi kizee mmoja aliyekuwa ameyachuma maua yale na kwenda kuyaficha nyumbani kwake.	61
Baada ya kukosa maua hayo Amina na Sikudhani walirudi nyumbani ambako wazazi wao walikuwa wamewatafuta sana. Waliporudi nyumbani walipewa adhabu na kuahidi kutorusia makosa. Amina na Sikudhani waliahidi kuwa watoto watifu na ambao wangeomba ruhusa wakitaka kwenda mahali.	111
	122
	136
	149
	155
	169
	183
	196
	204
	217
	227
	239
	242

b. Fomu ya matokeo/Scoring sheet for the assessor

Jina..... Jinsia (Me/Ke)..... Tarehe ya kuzaliwa.....

Umri/miaka..... Shule..... Muda: (1420 – 1450).....

Jedwali la kumbukumbu			
Tarehe	Neno la mwisho kusomwa	Idadi ya maneno kwa dakika moja	Idadi ya makosa

Brief Translation:

A man called Pakacha lived in Makutano village. He had four children and the youngest was called Amina. Amina liked to spend time in a garden near their house. In the garden there were beautiful flowers. While in the garden Amina also liked to play with butterflies that visited the flowers.

One day, Amina's friend Sikudhani brought her a beautiful rose. When Amina went to the garden, she tried to look for a rose but she didn't find one. Amina decided to visit Sikudhani at their home to ask where she could get a beautiful rose as the one Sikudhani gave her. They decided to go to the mountains to look for a rose. They spent the whole day looking for a rose but couldn't find one. Unfortunately, one old woman had picked all the roses and hid them in her house.

When the girls saw that they could not find a rose, they decided to return home. The parents had looked for them everywhere and now they were mad with them. They punished the girls and told them not to go anywhere far without asking for permission. The girls promised they will abide to the parents' ideas.

c. Kifungu cha habari kwa ajili ya mtoto /Test item passage for the learner**Amina na ua la waridi**

Katika kijiji cha Makutano kulikuwa na mzee mmoja aliyeokuwa akiitwa Mzee Pakacha. Mzee Pakacha alijaliwa kuwa na watoto wanne ambapo mtoto wake wa mwisho aliitwa Amina. Amina ambaye alikuwa ni binti aliyependa sana kuchezza maua. Mara nyingi Amina alikuwa anapenda kwenda katika bustani za maua ambazo zilikuwa karibu na nyumbani kwao na kuanza kuchezza maua ambayo yalikuwa yamepandwa katika bustani hizo.

Akiwa katika bustani ya maua, Amina alifurahia kuona vipepeo wakirukaruka katika bustani hizo. Siku moja Amina alitamani sana kukamata kipepeo mmoja ili aweze kumwangalia kwa ukaribu zaidi. Kutokana na kutumia muda mwingu kuchenza, Amina alichelewa kurudi nyumbani.

Siku moja Sikudhani, alimletea Amina ua la waridi. Amina alivyoliona ua lile alilipenda. Alipokwenda katika ile bustani aliyiozoea, alilitafuta sana lakini hakuweza kuliona hivyo ikamlazimu kwenda kwa kina Sikudhani ili amwulize ua lile la waridi amelipata wapi? Kwa kuwa Amina na Sikudhani walikuwa ni marafiki kutokana na kuwa majirani sana ilibidi Sikudhani ampeleke Amina lilikopatikana waridi lile.

Siku hiyo marafiki hao wawili walitoroka nyumbani na kwenda katika milima ambayo ipo katika kijiji hicho cha Makutano kutafuta ua la waridi. Wakiwa huko walitumia siku nzima kutafuta maua ya waridi lakini hawakuweza kuyapata. Kumbe kulikuwa na bibi kizee mmoja aliyeokuwa ameyachuma maua yale na kwenda kuyaficha nyumbani kwake.

Baada ya kukosa maua hayo Amina na Sikudhani walirudi nyumbani ambako wazazi wao walikuwa wamewatafuta sana. Waliporudi nyumbani walipewa adhabu na kuahidi kutorusia makosa. Amina na Sikudhani waliahidi kuwa watoto watifi na ambao wangeomba ruhusa wakitaka kwenda mahali.

8.2. Jaribio la kusoma kwa dakika moja baada ya kufundisha/ One minute reading test after training

a. Maelekezo/Instructions

Maelekezo: Mtoto aelekezwe kusoma kwa sauti hadithi ya Mamba na Tumbili. Mtoto asome kwa haraka na kwa usahihi kadri iwezekanavyo. Mtoto aanze kusoma kuanzia kichwa cha hadithi na ataacha kusoma pale mtahini atakapomwambia hivyo. Baada ya sekunde 60, mtahini aseme "Simama!", na kisha mtahini ataweka alama sehemu alikofikia mtoto kusoma hadithi. Mtahini atahesabu idadi ya maneno aliyosoma mtoto. Mtahini ataandika namba ya neno la mwisho kusomwa, idadi ya maneno yaliyorukwa, makosa, na idadi ya maneno yaliyosomwa kwa usahihi.

Mamba na Tumbili

Katika msitu wa Mayuku, kulikuwa na wanyama wengi. Wanyama hao walikuwa marafiki. Mto Mkulumuzi ulipita katika msitu wa Mayuku. Kando ya mto huo kulikuwa na mwembe. Tumbili na nyani walipendelea kupanda juu ya mwembe ule, wakiruka toka tawi hadi tawi kutafuta embe zuri lililoiva.	11 24 37 44
Siku moja Tumbili alipokuwa juu ya mwembe ule, alisikia akiitwa "rafiki hujambo?" Tumbili alishangaa nani aliyemwita. Kumbe ni Mamba. Tumbili alimjibu "sijambo rafiki yangu". Habari za nyumbani kwako! Mamba akaitika "nzuri". Mamba akamwambia Tumbili "nipe embe bivu nile" Tumbili akachuma embe bivu akamrushia mamba. Mamba alishukuru sana, akaenda zake.	56 67 77 88 93
Siku iliyofuata Mamba alienda tena pale mwembeni wakala embe, wakaongea na tumbili. Mamba alimtaka Tumbili akamtembelee nyumbani kwake. Tumbili alikubali. Wakaagana. Mamba alikimbia mbio hadi nyumbani kwake. Alimwambia mkewe kesho atamletea nyama nzuri ya Tumbili. Basi mkewe alifurahi sana, akaanza kurukaruka huku mate yakimondoka kwa uchu.	104 113 123 135 139
Asubuhi Mamba akawayi pale chini ya mwembe. Wakasalimiana kwa furaha. Mamba alimwambia Tumbili atelemke chini ya mti ili waanze safari. Mamba alimwambia tumbili "usiwe na wasiwasi rafiki nitakubeba mgongoni hadi nyumbani".	150 162 170
Walisaafari, wakiongea. Katikati ya mto, Mamba akasema "tutakula nyama ya moyo". Tumbili akauliza "umechinja mnyama gani"? Mamba kwa kejeli akamwambia, nyama ya moyo wa Tumbili. Tumbili aliogopa. Alifikirii...., akamwambia Mamba "Unataka kula moyo wangu? Ungeniambia mapema ningekuja nao maana uko juu ya mti. Itabidi turudi ili tukauchukue". Mamba alikubali. Akamrudisha Tumbili pale mtini akamsubiri. Tumbili akapanda juu ya mti akamzomea Mamba. Kwa hasira alimpiga mamba kwa maembe mabichi. Mamba, akazama majini akakimbia. Ndiyo sababu mgongo wa mamba hadi leo una manundu manundu.	181 191 201 214 224 236 246 252

b. Fomu ya matokeo/Scoring sheet for the assessor

Jina..... Jinsia (Me/Ke)..... Tarehe ya kuzaliwa.....

Umri/miaka..... Shule..... Muda: (1420 – 1450).....

Idadi ya maneno yote yaliyosomwa	
Maneno yaliyorukwa	
Maneno yaliyosomwa kwa makosa	
Maneno yaliyosomwa kwa usahihi	/252

Brief translation:

Crocodile and monkey were good friends living in a forest known as Mayuku. In the forest, there was river Mkulumuzi where crocodiles lived. One day, the monkey was up on mango trees picking ripe mangoes. The crocodile saw the monkey and planned to set a trap so that he could get the monkey and eat him. The crocodile told his friend that he very much liked and admired the ripe mangoes too. He asked to give him one. The crocodile went back to the river.

The next day, the crocodile came again, but this time with an invitation so that the monkey visited his family. The monkey agreed and jumped onto the crocodile's back and both started swimming to the crocodile's place. At the middle of the river, the crocodile told the monkey that he and the wife would have delicious heart meat at home. The monkey asked whose heart was it that it was going to be eaten. The crocodile revealed the secret that they planned to slaughter him as soon as they got to his place. The monkey was clever and told the crocodile that he should have told him because he left the heart up on the mango tree, and that they should go back so that the monkey would climb up the tree and pick up the heart.

The crocodile was deceived and agreed to send the monkey back so that he could climb the tree and pick up the heart. As soon as the monkey got up the tree, he told the crocodile that he was foolish because he had the heart with him. The monkey picked mangoes and throw on the crocodile's back and the skin was swollen and that's why the crocodile's back is not smooth.

c. Kifungu cha habari kwa ajili ya mtoto/Test item passage for the learner

Katika msitu wa Mayuku, kulikuwa na wanyama wengi. Wanyama hao walikuwa marafiki. Mto Mkulumuzi ulipita katika msitu wa Mayuku. Kando ya mto huo kulikuwa na mwembe. Tumbili na nyani walipendelea kupanda juu ya mwembe ule, wakiruka toka tawi hadi tawi kutafuta embe zuri lililoiva.

Siku moja Tumbili alipokuwa juu ya mwembe ule, alisikia akiitwa "rafiki hujambo?" Tumbili alishangaa nani aliyemwita. Kumbe ni Mamba. Tumbili alimjibu "sijambo rafiki yangu". Habari za nyumbani kwako! Mamba akaitika "nzuri". Mamba akamwambia Tumbili "nipe embe bivu nile" Tumbili akachuma embe bivu akamrushia mamba. Mamba alishukuru sana, akaenda zake.

Siku iliyofuata Mamba alienda tena pale mwembeni wakala embe, wakaongea na tumbili. Mamba alimtaka Tumbili akamtembelee nyumbani kwake. Tumbili alikubali. Wakaagana. Mamba alikimbia mbio hadi nyumbani kwake. Alimwambia mkewe kesho atamletea nyama nzuri ya Tumbili. Basi mkewe alifurahi sana, akaanza kurukaruka huku mate yakimdondoka kwa uchu.

Asubuhi Mamba akawahi pale chini ya mwembe. Wakasalimiana kwa furaha. Mamba alimwambia Tumbili atelemke chini ya mti ili waanze safari. Mamba alimwambia tumbili "usiwe na wasiwasni rafiki nitakubeba mgongoni hadi nyumbani".

Walisaafari, wakiongea. Katikati ya mto, Mamba akasema "tutakula nyama ya moyo". Tumbili aksauliza "umechinja mnyama gani"? Mamba kwa kejeli akamwambia, nyama ya moyo wa Tumbili. Tumbili aliogopa. Alifikirii...., akamwambia Mamba "Unataka kula moyo wangu? Ungeniambia mapema ningekuja nao maana uko juu ya mti. Itabidi turudi ili tukauchukue". Mamba alikubali. Akamrudisha Tumbili pale mtini akamsubiri. Tumbili akapanda juu ya mti akamzomea Mamba. Kwa hasira alimpiga mamba kwa maembe mabichi. Mamba, akazama majini akakimbia. Ndiyo sababu mgongo wa mamba hadi leo una manundu manundu.

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

**Table 1.1. Tanzania 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	120	77,25	65,69	54,13	42,56	31,00
4	120	66,99	58,75	50,51	42,27	34,02
5	134	63,81	54,88	45,95	37,01	28,08

**Table 1.2. Tanzania 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
8	2			50,00		
9	60	73,17	62,02	50,87	39,72	28,57
10	124	72,16	61,88	51,59	41,30	31,01
11	119	69,49	59,68	49,87	40,05	30,24
12	60	65,25	55,92	46,60	37,28	27,95
13	4	61,01	51,76	42,50	33,24	23,99
14	1			49,00		
15	4	77,99	65,87	53,75	41,63	29,51

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. Tanzania Pilot Study Results: Rapid Naming Letters (RAN)

Table 2.1. Tanzania 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	120	100,27	77,08	53,89	30,70	7,51
4	120	54,16	45,62	37,08	28,53	19,99
5	134	62,22	50,76	39,31	27,85	16,39

Table 2.2. Tanzania 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
8	2	43,83	42,41	41,00	39,59	38,17
9	60	82,47	64,30	46,13	27,96	9,80
10	124	70,27	56,87	43,48	30,08	16,69
11	119	64,24	53,12	42,00	30,88	19,76
12	60	63,01	51,10	39,20	27,30	15,39
13	4	54,24	45,25	36,25	27,25	18,26
14	1			34,00		
15	4	300,82	202,04	103,25	4,46	0,00

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. Tanzania Pilot Study Results: Fluency

**Table 3.1. Tanzania 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	119	20,49	41,21	61,92	82,64	103,36
4	120	33,90	53,61	73,32	93,03	112,74
5	134	38,23	58,88	79,52	100,17	120,81

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

Age	n	2sd slower than mean	1sd slower than mean	Mean	1sd faster than mean	2sd faster than mean
7	2	10,97	27,24	43,50	59,76	76,03
8	14	22,94	44,93	66,93	88,92	110,92
9	90	26,57	46,87	67,17	87,46	107,76
10	103	27,27	48,91	70,56	92,21	113,86
11	103	30,92	52,41	73,90	95,39	116,88
12	56	37,31	58,64	79,96	101,29	122,61
13	3	47,79	61,89	76,00	90,11	104,21
14	1			51,00		
15	2	8,55	46,02	83,50	120,98	158,45

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 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 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		
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		
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.