THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

ANALYSIS OF READING, WRITING AND ARITHMETIC SKILLS (3Rs), STANDARD TWO 2015

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PREFACE

The National Examinations Council of Tanzania was given the responsibility to assess Reading, Writing and Arithmetic Skills (3Rs) for Standard Two in 2015. The aim of conducting Standard Two pupils' assessment is to identify the ability and competence of the pupils in mastering the 3Rs in the primary schools.

The Examinations Council prepared assessment tools and questionnaires for all the three skills in order to assess, and later analyse the results of the assessment. Sixty-six schools from 22 districts of 11 regions were involved in this assessment. Three schools were selected from each district, which included one English medium school and two Swahili medium schools. One school was selected from the rural environment and two schools from the urban environment.

A total of 5,992 pupils out of 7,018 registered pupils were assessed in all the 3Rs. The pupils' responses were marked and analysed in order to identify their level of performance in the relevant skills.

The general analysis of the levels of performance for the assessed pupils shows that most pupils (86.83%) had a good performance in all the three skills. The majority of the pupils (89.87%) performed better in the Reading Skills than Writing Skills (88.33%) and in Arithmetics (82.28%). Furthermore, performance of the pupils in Arithmetics was lower than in Reading and Writing.

The Examinations Council has prepared this report in order to give feedback to educational stakeholders, especially teachers, for the purpose of strengthening the teaching and learning of the 3Rs skills. This report is divided into six chapters, the first chapter is introduction, second, third and fourth chapters present the assessment of reading, writing and arithmetic respectively, chapter five discusses the findings from the questionnaires, and chapter six presents the conclusion and recommendations.

It is the hope of the Examinations Council that this report will be a catalyst to all educational stakeholders in setting up the basics for teaching and learning of the 3Rs skills and therefore increasing pupils' performance in these skills in the coming years.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

CHAPTER ONE

SAMPLE, ASSESSMENT TOOLS AND DATA ANALYSIS

1.1   Introduction

The National Examinations Council assessed the Arithmetic and Writing Skills on 23/11/2015 and the Reading Skills on 24/11/2015. In this assessment, Listening, Articulation of words, computation and Writing were done in order to determine the pupils' competence in the three Rs. This chapter explains the sampling of assessment, tools that were used in the assessment and presents the statistical data analysis.

1.2   Assessment Sample

The assessment involved a total of 66 schools which were selected from 11 regions which include Dar es Salaam, Dodoma, Geita, Kigoma, Kilimanjaro, Lindi, Manyara, Pwani, Rukwa, Ruvuma and Shinyanga. In each region, two districts were selected, and in turn three schools were selected from each district. The schools were selected on the following criteria: performance, school location, and the medium of instruction. Two schools were using Kiswahili as a medium of instruction, while one school used English as a medium of instruction. Moreover, among the three selected schools, some were from the rural and others from the urban areas.

A total of 7,018 pupils from 22 selected districts were registerd in the assessment. Among those pupils, 5,992 (equivalent to 85.4 percent) participated in the assessment. The rest of the pupils, that is 1,026 (14.6 percent), could not participate in the assessment due to several reasons, including truancy and illness.

1.3   Assessment Tools Used

Assessment questions and questionnaires on Reading, Writing and Arithmetic Skills were prepared by the National Examinations Council of Tanzania (Ref. Appendices 1 – 13). Assessment questions aimed at establishing the level of performance of every pupil. Moreover, questionnaires were prepared for Headteachers, supervisors and invigilators with the aim of collecting information from every assessment centre (school) and its teaching and learning environment, that is, the availability of teaching and learning of the 3Rs books and the availability of teachers who are trained to teach the 3Rs.

1.4   Data Analysis

Data analysis was done for every skill that was assessed, which included the location of the school (urban or rural) and the medium of instruction. The analysis that was done in every skill aimed at establishing the pupils' competence in a particular skill. The competence was assessed at the scale of poor performance (0-12), average (13-25), good (26-38) and very good (39-50).

Data on participants' competence are illustrated through the charts and tables. Moreover, illustrations from pupils' scripts are used to show some pupils' responses for every item with the aim of demonstrating how they attempted or failed to attempt a particular skill. Generally, the pupils' competence in all the three skills was good. Table No. 1 shows the total number of pupils who did the assessment on every skill including the level of their competence from average to very good.

Table No. 1: Total number of pupils who did the Assessment, showing the level of their Competence from Average to Very good

No.	Skill	Participants	Performance (Average to very good)	(%)
1.	Reading	5,992	5,385	89.87
2.	Writing	5,987	5,288	88.32
3.	Arithmetic	5,977	4,918	82.28

CHAPTER TWO

READING SKILLS ASSESSMENT

2.1   Introduction

The analysis of pupils' competence in Reading skills was done on every question based on performance criteria. The comparison of pupils' performance was done based on the criteria of the language of instruction (Kiswahili/English) and the location (urban or rural) of the pupil's school. This chapter explains the structure of the assessment paper in the Reading Skills, Performance criteria for the student's competence and the analysis of pupils' responses.

2.2   The Structure of the Assessment Paper for the Reading Skills

The assessment of the Reading Skills had one paper that was written in Kiswahili for pupils who used Kiswahili as the medium of instruction and another used English Language for those who used English as the medium of instruction. Each paper had three questions. The first question was about reading twenty words (20), the second was about reading five (5) sentences, with a total of **twenty words (20)** and the third was a comprehension question, whereby a pupil was required to read a passage and to answer four questions orally.

The assessment for each student was to last for fifteen (15) minutes. Five minutes were for the pupil to answer the questions and ten minutes (10) were used by the invigilator for calculating and filling the pupils' marks in the assessment scale for every question.

2.3 Performance Criteria in the Reading Skills

The performance criteria in assessing the Reading skills were grouped into four categories including very good performance (16-20 words), good (11-15 words), average (6-10 words) and poor (1-5 words), based on the number of words that a pupil was able to read correctly in the first and second question. Moreover, in the third question the student's level of competence was assessed based on the number of comprehension questions that the student answered orally after reading the passage. The pupil who correctly answered four (4) questions, his/her performance was very good; if answered three (3) questions then that was regarded as good performance; two questions (2) was an average performance; and one (1) question or failed to answer all the questions, was regarded as poor performance.

2.4 Analysis of Pupils' responses

2.4.1 Question No.1: Reading of Words

The first question had twenty words. A pupil had to use one minute to read all of them correctly. A total of 5,992 pupils attempted this question.

The data analysis on this question shows that pupils' competence was very good because 90.2% percent of all the pupils were able to read between 6 to 20 words. Among these, 4,870 (81.28%) pupils were able to read 16 to 20 words loudly and correctly (very good performance), which is more than three quarters of the total number of words as shown in the Table No. 2.

Table No. 2: Pupils' Performance in Reading of Words

Words	Performance	Number	Percentage
0 – 5	Poor	589	9.83
6 – 10	Average	195	3.25
11 – 15	Good	338	5.64
16 – 20	Very Good	4,870	81.28
Total		5,992	100.00

A total number of 338 pupils (5.64%) who did the assessment had good performance because they were able to read orally and correctly, between 11 to 15 words which is more than a half of the total number of words, as seen in Illustration No. 1.

Illustration No. 1: Responses of the pupils who were able to read fifteen words (15) in one minute.

Pupils who had average performance were 195 (3.25). Those pupils were able to read correctly between 6 to 10 words, which is below half of the total words, as seen in the Illustration No.2.

Illustration No. 2: Responses of the pupils who were able to read ten words (10) in one minute.

Although 5,403 pupils had average, good and very good performance in reading words, 589 (9.83%) pupils, had poor performance. Among those, 173 (2.9%) pupils, were able to read correctly between 1 to 5 words, which is below a quarter or is a quarter of the total words, as seen in Illustration No. 3.

Illustration No. 3: Responses of pupils who were able to read five (05) words in two minutes.

However, 416 (6.9%) pupils, totally failed to read even a single word

as seen in Illustration No. 4.

Illustration No. 4: Responses of the pupils who failed to read even a single word.

2.4.1.1 Pupils who Study Using Kiswahili as the Medium of Instruction

The analysis of the data on pupils' performance on the first question indicates that more than 75% of all the pupils who learn through Kiswahili as the medium of instruction, had competence in reading words. Those pupils were able to read clearly all twenty words (20) as seen in Chart No. 1.

Chart No. 1: Pupils Who were Able to Read Words
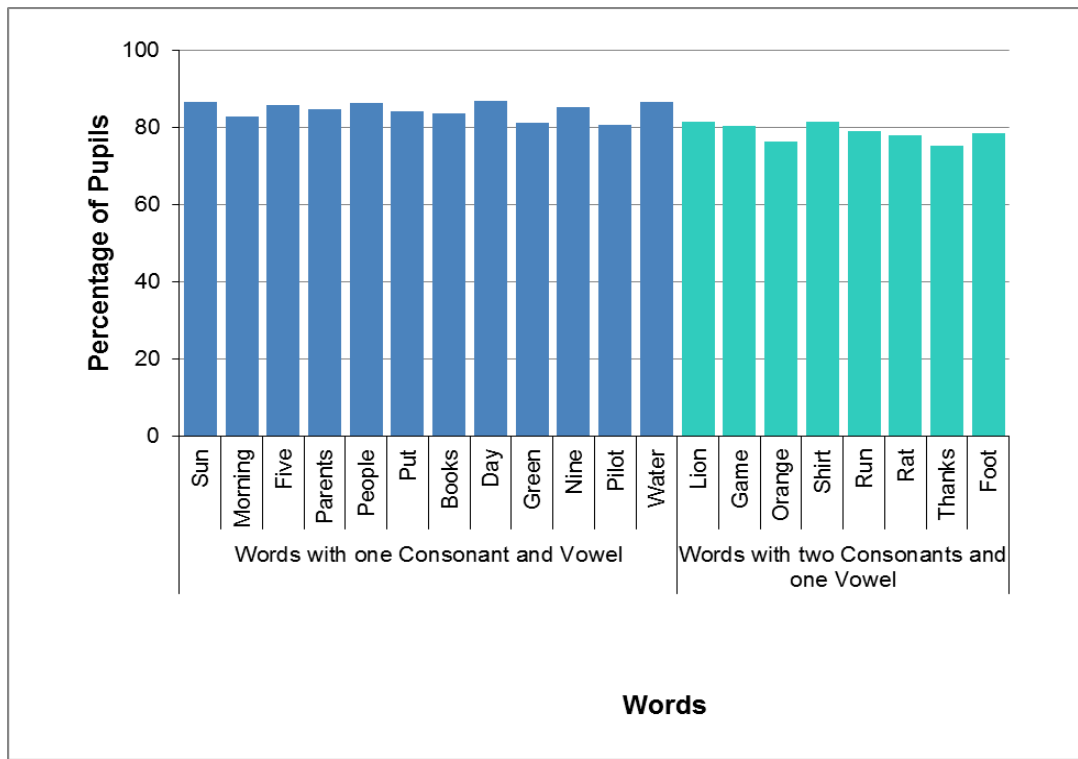
Further analysis shows that there were pupils who failed to read words which are formed by two consonants or more, which are preceded by a vowel like, *asante, chungwa,* and *panya.* Also they failed to read a word formed by a syllable which is formed by a consonant without a vowel like *mguu. These pupils did not have skills to read words formed by syllables which consist of consonants only or two consonants with one vowel*. On the other hand, the pupils failed to correctly pronounce the word *rubani* and pronounced it *lubani*. Such pronunciation was an effect of their mother tongue in which the sound /r/ was pronounced as /l/.

2.4.1.2   Pupils Who Used English as a Medium of Instruction

The assessment of pupils who learn using English as a medium of instruction shows that the performance was very good in reading words. However, there were pupils who failed to read some of the words correctly

as seen in Chart No. 2.

Chart No. 2: Pupils Who Failed to Read Words
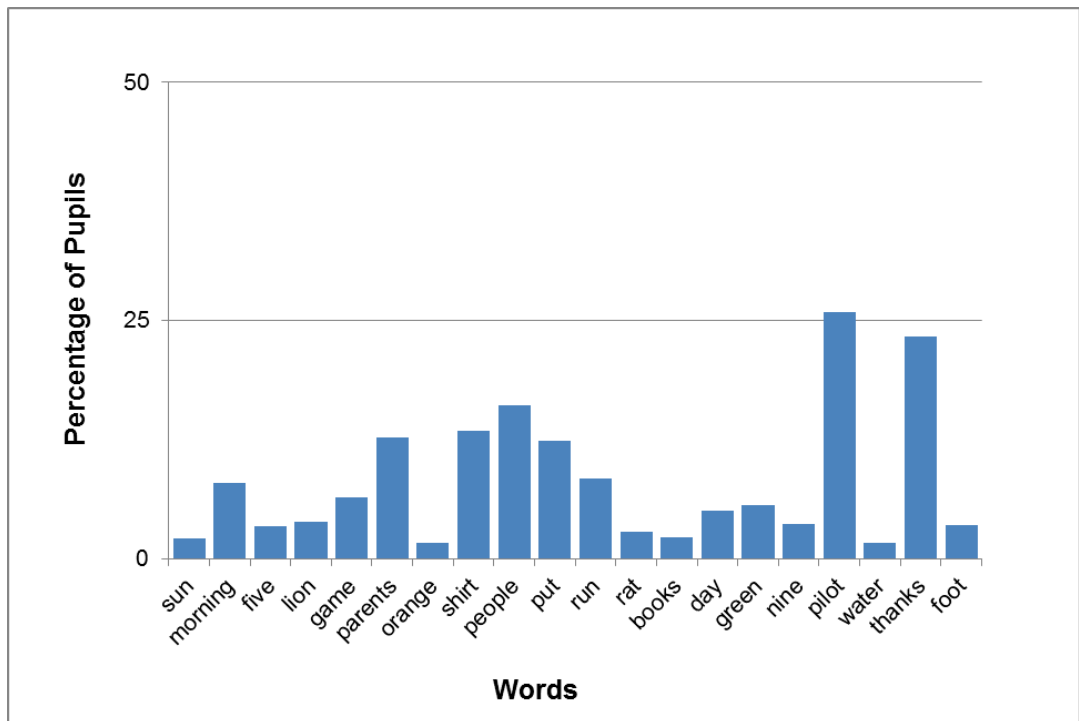
Chart No. 2 shows that pupils mostly failed to read three words which are *pilot* (25.86%), *thanks* (23.35%) and *people* (16.05%). Those pupils failed to associate the structure of the word *pilot* and *people* with their pronunciation because there is no direct relationship between the structure and the pronunciation. Not only that, but also pupils failed to pronounce the word '*thanks'* because they confused the sounds (th) /Ɵ/ with /s/.

2.4.2 Question 2: Reading of Sentences

The question had five (5) sentences, each consists of four words, hence making a total number of twenty (20) words for each question. A pupil was required to read all the sentences correctly in one minute.

The assessments results on levels of performance show that 82.43 percent of all the pupils were able to read correctly and loudly between 16 and 20

words, which is more than three quarters of the all words in a sentence, thus making the performance to be very good, as seen in Table No 3.

Table No. 3: Performance of Pupils in Reading Sentences

Words	Performance	Number	Percentage
0 – 5	Poor	596	9.94
6 – 10	Average	164	2.74
11 – 15	Good	293	4.89
16 – 20	Very good	4939	82.43
Total		5992	100.00

A total of 293 pupils, (4.89%) of all the pupils who did the assessment of reading sentences, had good performance because they were able to read correctly and loudly 11 to 15 words, as seen in Illustration No. 5.

Weka alama ya **mkwaju** (/) kwa maneno yote katika sentensi ambayo mwanafunzi **ameshindwa** kuyasoma. Iwapo uliweka alama ya mkwaju mwanafunzi aliposahihisha kusoma neno alilokuwa amekosea, zungushia (Ø) neno hilo. (Kila neno **moja** sahihi **alama 01**). Magári ni mazuri sana. Wazazi wangu ni wakarimu. Mwalimu wetu ni mzuri. Mimi nilifua nguo zangu. Tanzania ni nchi yangu	Put a **stroke mark** (/) in all words in a sentence which the pupil has failed to read and circle (Ø) self-correction if you already marked the word in a sentence incorrect. (Each correct word in a sentence is a **01 mark**). Cars are very nice. My parents are kind. Our teacher is good. I washed my clothes. Tanzania is my country.

Illustration No. 5: Responses of the pupils who were able to read fifteen (15) words in one minute.

The pupils who had an average performance were 164 (2.74%). The pupils were able to read correctly and loudly 6 to 10 words, which is below half, or it is half of all the words in a sentence, as seen in Illustration No. 6.

Weka alama ya **mkwaju (/)** kwa maneno yote katika sentensi ambayo mwanafunzi **ameshindwa** kuyasoma. Iwapo uliweka alama ya mkwaju mwanafunzi aliposahihisha kusoma neno alilokuwa amekosea, zungushia **(Ø)** neno hilo. (Kila neno **moja** sahihi **alama 01**).	Put a **stroke mark (/)** in all words in a sentence which the pupil has failed to read and circle **(Ø)** self-correction if you already marked the word in a sentence incorrect. (Each correct word in a sentence is a **01 mark**).
Magari ni mazuri sana.	Cars are very nice.
Wazazi wangu ni wakarimu.	My parents are kind.
Mwalimu wetu ni mzuri.	Our teacher is good.
Mimi nilifua nguo zangu.	I washed my clothes.
Tanzania ni nchi yangu	Tanzania is my country.

Illustration No. 6: Responses of the pupils who were able to read ten words (10) in one minute.

The pupils who had poor performance were 596 (9.94%). Those pupils were able to read correctly between 1 and 5 words, which is below a quarter or it is a quarter of all the words in a sentence, as it is shown in Illustration No. 7.

Weka alama ya **mkwaju (/)** kwa maneno yote katika sentensi ambayo mwanafunzi **ameshindwa** kuyasoma. Iwapo uliweka alama ya mkwaju mwanafunzi aliposahihisha kusoma neno alilokuwa amekosea, zungushia **(Ø)** neno hilo. (Kila neno **moja** sahihi **alama 01**).	Put a **stroke mark (/)** in all words in a sentence which the pupil has failed to read and circle **(Ø)** self-correction if you already marked the word in a sentence incorrect. (Each correct word in a sentence is a **01 mark**).
Magari ni mazuri sana.	Cars are very nice.
Wazazi wangu ni wakarimu.	My parents are kind.
Mwalimu wetu ni mzuri.	Our teacher is good.
Mimi nilifua nguo zangu.	I washed my clothes.
Tanzania ni nchi yangu	Tanzania is my country.

Illustration No. 7: Responses of the pupils who were able to read five words (05) in one minute.

However, some pupils failed to read even a single word in the sentences which were given because they had no reading skills, as seen in Illustration No. 8.

Weka alama ya **mkwaju** (/) kwa maneno yote katika sentensi ambayo mwanafunzi **ameshindwa** kuyasoma. Iwapo uliweka alama ya mkwaju mwanafunzi aliposahihisha kusoma neno alilokuwa amekosea, zungushia (Ø) neno hilo. (Kila neno **moja** sahihi **alama 01**).	Put a **stroke mark** (/) in all words in a sentence which the pupil has failed to read and circle (Ø) self-correction if you already marked the word in a sentence incorrect. (Each correct word in a sentence is a 01 mark).
Magari ni mazuri sana.	Cars are very nice.
Wazazi wangu ni wakarimu.	My parents are kind.
Mwalimu wetu ni mzuri.	Our teacher is good.
Mimi nilifua nguo zangu.	I washed my clothes.
Tanzania ni nchi yangu	Tanzania is my country.

Illustration No. 8: Responses of the pupils who failed to read even a single word.

2.4.2.1 Pupils who Learn Using Kiswahili as a Medium of Instruction

Further analysis after reading the sentences shows that in the sentence, "Magari ni mazuri sana", some pupils failed to read the words: *mazuri* (17.17%) and *magari* (16.66%) because they were confusing the sound /r/ with /l/, when pronouncing the syllable –*ri.*

Pupils' performance was good in reading the second sentence: "Wazazi wangu ni wakarimu". However, 21.36 percent of the pupils failed to read the word, *wakarimu* because they pronounced the sound: /l/ instead of /r/. Moreover, 19.65 percent of the pupils failed to read the word: *wangu* because of the syllable "ngu" that is formed by sounds "ng".

Besides, 20.55 percent of the pupils failed to read the word: '*mwalimu'* in the third sentence: "Mwalimu wetu ni mzuri", because this word is formed by the /mw/ sounds. On the other hand, 19.01% of the pupils failed to read the word: '*mzuri*' because they failed to distinguish the sound /r/ from /l/ in their pronunciation.

Pupils' performance in the sentence: "Mimi nilifua nguo zangu" shows that the pupils who failed to read the word: '*zangu' were* 18.37 percent and "*nguo"* were 18.13 percent. These pupils failed to read those words because they formed the consonants "ng".

1,316 (28.14%) pupils who failed to read the word, *nchi* in the sentence: "Tanzania ni nchi yangu" which is made of the syllables "n" and "chi" because syllable "n" does not have a vowel and "chi" a syllable is made up of two consonants. Moreover, 21.34 percent of the pupils failed to read the word: '*Tanzania'* because of the consonants "nz". Also the word: "*yangu"* was not correctly read by 20.23 percent of the pupils because it was formed by theconsonants "ng".

In general, the pupils demonstrated high competence in the first sentence: "Magari ni mazuri sana", which was formed by a word which has a syllable formed by one consonant and one vowel. On the other hand, the fifth sentence: "Tanzania ni nchi yangu" had a bigger number of pupils who failed to read correctly all the words compared to other sentences because it consisted of three words with syllables which are formed by two consonants preceded by a vowel. Also, the pupils lacked sufficient competence in reading words with letter: "r" and "l" as shown in Chart No. 3.

Chart No. 3: Performance of Pupils in Reading Sentences
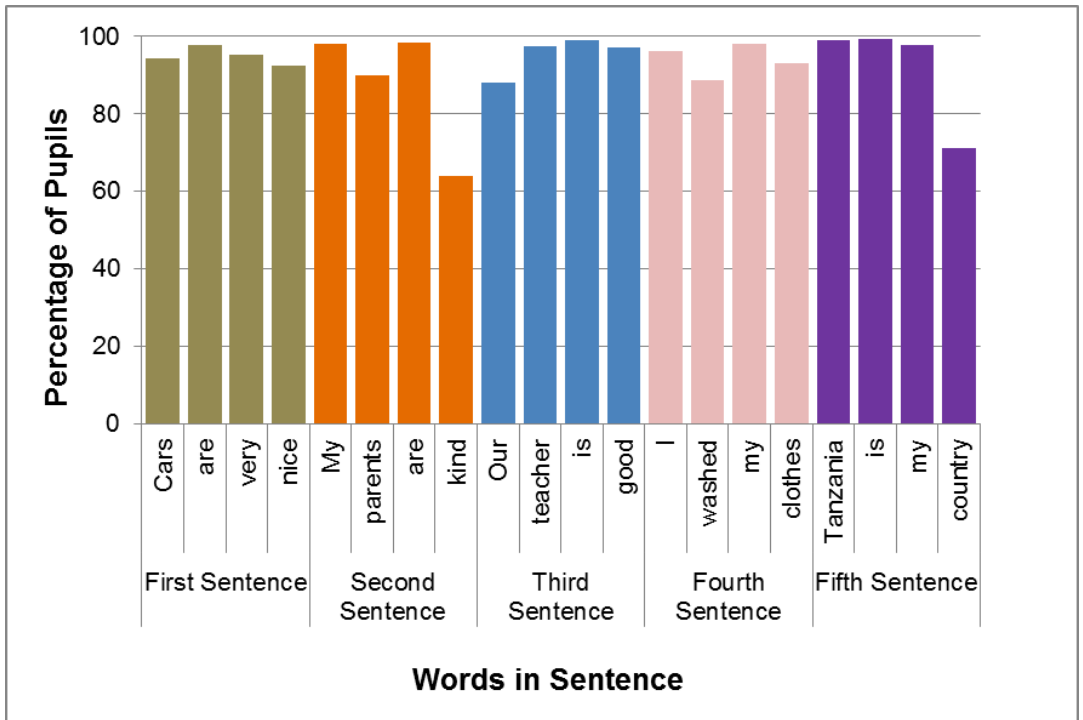
2.4.2.2   Pupils who learn using English Language

The analysis of the data in the second question indicates that the pupils had competence in reading sentences. The performance of those pupils was very good in the first, third and fourth sentence and in the second and fifth sentence they had a good performance. Chart No. 4 shows the level of pupils' performance in each sentence.

Chart No. 4: Percentage of Pupils in Reading Sentences
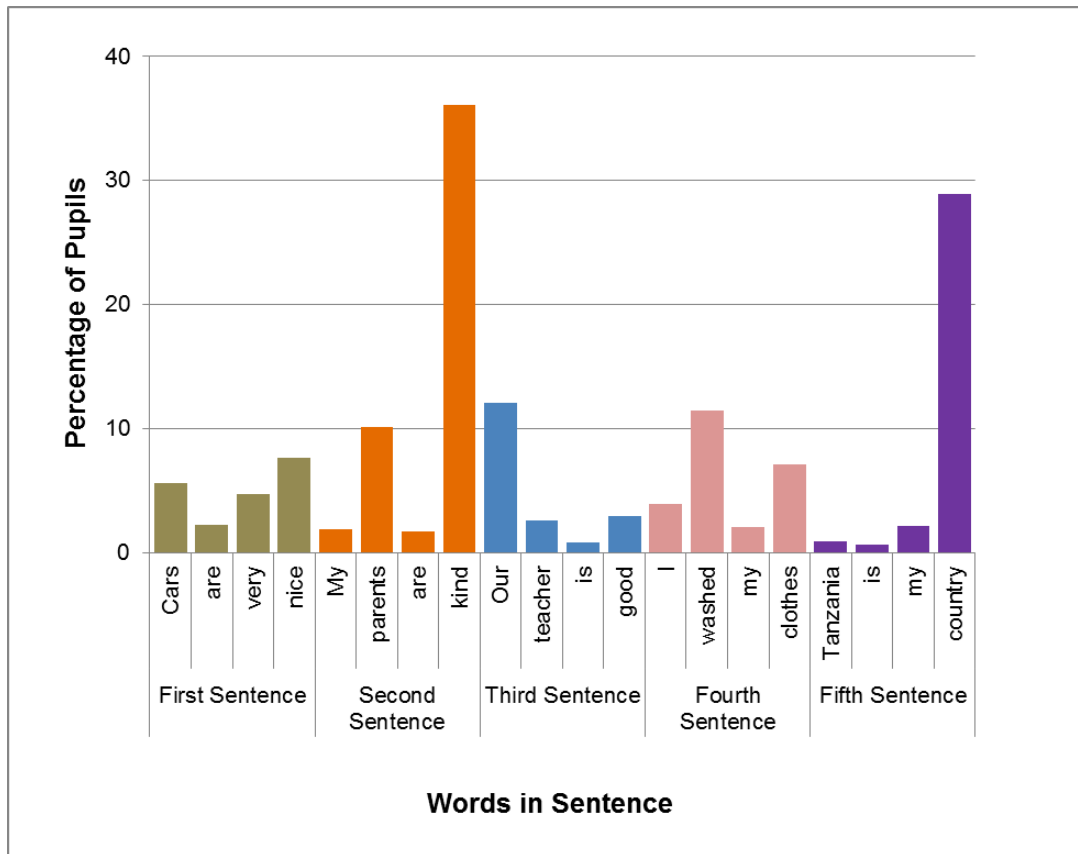
Despite the good performance of the pupils in reading the sentences, 36.12 percent of them failed to read the word: '*kind'* in a sentence: "My parents are kind" because the pronunciation of that word had no direct relationship with the structure of the word.

2.4.3 Question 3: Comprehension

The third question was about comprehension whereby pupils were required to read a passage and then answer four questions orally in three minutes. The passage for the pupils who learn using Kiswahili as the language of instruction was as follows:

Baraka na Tumaini ni marafiki, wanaishi kijiji cha Mtakuja. Watoto hawa wanasoma katika shule ya msingi Mtakuja. Wote wako darasa la pili. Walimu wao wanawapenda sana, kwa sababu wana akili. Katika matokeo ya muhula uliopita, Tumaini alikuwa wa kwanza. Rafiki yake alikuwa wa pili darasani kwao. Wote wawili walifurahi sana. Katika sherehe ya kufunga shule, wote wawili walipewa zawadi nzuri.

On the other hand, the passage for the pupils who use English as the language of instruction was as follows:

Baraka and Tumaini are friends. They are in standard two at Mtakuja primary school. Their teachers like them because they are clever. In the last term test results, Tumaini was the first. His friend was the second in their class. They were happy. At the end of the year, there was a party. In that party they were given nice gifts.

The competence of pupils in the third question was lower compared to their competence in the first and second questions. However, 78.05 percent of the pupils were able to answer correctly two (2) to four (4) questions. Among them, 25.23 percent of the pupils had very good performance because they answered correctly all the four questions, as shown in the Illustration No. 9:

Maswali na Majibu	Questions and Answers

Endapo mwanafunzi atatoa jibu sahihi, zungushia alama **5** na iwapo mwanafunzi atatoa jibu lisilo sahihi zungushia alama **0** na kisha andika jumla ya alama kwenye jedwali lifuatalo:

Na.	Maswali na Majibu	alama	
(a)	Rafiki yake Tumaini anaitwa nani? (Baraka)	⑤	0
(b)	Baraka na Tumaini wanasoma darasa gani? (Darasa la Pili)	⑤	0
(c)	Nani alikuwa wa kwanza katika matokeo ya muhula uliopita? (Tumaini)	⑤	0
(d)	Kwa nini walimu wanawapenda Baraka na Tumaini? (kwa sababu wana akili)	⑤	0
	Jumla	20	

If the pupil will give a correct answer, circle 5 marks and if he/she will give incorrect answer, circle 0 mark and then write a total marks in the space provided in the table.

No.	Questions and Answers	Marks	
(a)	Who is Tumaini's friend? (Baraka)	⑤	0
(b)	In what class is Baraka and Tumaini? (Standard two)	⑤	0
(c)	Who was the first one in the last term results? (Tumaini)	⑤	0
(d)	Why do teachers like Baraka and Tumaini?. (Because they were clever)	⑤	0
	Total	20	

Illustration No. 9: Responses of the pupils who were able to read the passage and answer all the four questions correctly.

The pupils, (30.86%) had good performance because they were able to answer correctly three (3) questions, which is three-quarters of the provided questions, as it is shown in Illustration No. 10.

Maswali na Majibu	Questions and Answers

Endapo mwanafunzi atatoa jibu sahihi, zungushia alama **5** na iwapo mwanafunzi atatoa jibu lisilo sahihi zungushia alama **0** na kisha andika jumla ya alama kwenye jedwali lifuatalo:

Na.	Maswali na Majibu	alama	
(a)	Rafiki yake Tumaini anaitwa nani? (Baraka)	⑤	0
(b)	Baraka na Tumaini wanasoma darasa gani? (Darasa la Pili)	⑤	0
(c)	Nani alikuwa wa kwanza katika matokeo ya muhula uliopita? (Tumaini)	⑤	0
(d)	Kwa nini walimu wanawapenda Baraka na Tumaini? (kwa sababu wana akili)	5	⓪
	Jumla	15	

If the pupil will give a correct answer, circle 5 marks and if he/she will give incorrect answer, circle 0 mark and then write a total marks in the space provided in the table.

No.	Questions and Answers	Marks	
(a)	Who is Tumaini's friend? (Baraka)	⑤	0
(b)	In what class is Baraka and Tumaini? (Standard two)	⑤	0
(c)	Who was the first one in the last term results? (Tumaini)	⑤	0
(d)	Why do teachers like Baraka and Tumaini?. (Because they were clever)	5	⓪
	Total	15	

Illustration No. 10: Responses of the Pupils who were able to answer three comprehension questions.

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The pupils, (21.96%) had an average performance because they were able to answer two (2) questions, which is half of the given questions as it is shown in Illustration No. 11.

Na.	Maswali na Majibu	alama	
(a)	Rafiki yake Tumaini anaitwa nani? (Baraka)	5	⓪
(b)	Baraka na Tumaini wanasoma darasa gani? (Darasa la Pili)	⑤	0
(c)	Nani alikuwa wa kwanza katika matokeo ya muhula uliopita? (Tumaini)	⑤	0
(d)	Kwa nini walimu wanawapenda Baraka na Tumaini? (kwa sababu wana akili)	5	⓪
	Jumla	10	

Maswali na Majibu

Endapo mwanafunzi atatoa jibu sahihi, zungushia alama **5** na iwapo mwanafunzi atatoa jibu lisilo sahihi zungushia alama **0** na kisha andika jumla ya alama kwenye jedwali lifuatalo:

Questions and Answers

If the pupil will give a correct answer, circle 5 marks and if he/she will give incorrect answer, circle 0 mark and then write a total marks in the space provided in the table.

No.	Questions and Answers	Marks	
(a)	Who is Tumaini's friend? (Baraka)	⑤	0
(b)	In what class is Baraka and Tumaini? (Standard two)	⑤	0
(c)	Who was the first one in the last term results? (Tumaini)	5	⓪
(d)	Why do teachers like Baraka and Tumaini?. (Because they were clever)	5	⓪
	Total	10	

Illustration No. 11: Responses of the Pupils who attempted correctly two comprehension questions.

The pupils, (11.06%) had poor performance because they were able to answer only one (1) question which is a quarter of all the given questions. These pupils used too much time reading, as they were hesitating and therefore failed to remember the contents in the given passage. Illustration No. 12 shows poor performance of these pupils.

Maswali na Majibu				Questions and Answers			

Endapo mwanafunzi atatoa jibu sahihi, zungushia alama **5** na iwapo mwanafunzi atatoa jibu lisilo sahihi zungushia alama **0** na kisha andika jumla ya alama kwenye jedwali lifuatalo:

If the pupil will give a correct answer, circle 5 marks and if he/she will give incorrect answer, circle 0 mark and then write a total marks in the space provided in the table.

Na.	Maswali na Majibu	alama		No.	Questions and Answers	Marks	
(a)	Rafiki yake Tumaini anaitwa nani? (Baraka)	5	(0)	(a)	Who is Tumaini's friend? (Baraka)	(5)	0
(b)	Baraka na Tumaini wanasoma darasa gani? (Darasa la Pili)	(5)	0	(b)	In what class is Baraka and Tumaini? (Standard two)	5	(0)
(c)	Nani alikuwa wa kwanza katika matokeo ya muhula uliopita? (Tumaini)	5	(0)	(c)	Who was the first one in the last term results? (Tumaini)	5	(0)
(d)	Kwa nini walimu wanawapenda Baraka na Tumaini? (kwa sababu wana akili)	5	(0)	(d)	Why do teachers like Baraka and Tumaini?. (Because they were clever)	5	(0)
	Jumla	5			Total	5	

Illustration No. 12: The performance of the Pupils who were able to answer one comprehension question.

Moreover, 618 pupils, (10.3%) failed to answer all the comprehension questions because they failed to read the given passage. Illustration No. 13 shows the sample of the responses of some of the pupils who failed to answer all the questions from the passage which they were required to read.

Maswali na Majibu				Questions and Answers			

Endapo mwanafunzi atatoa jibu sahihi, zungushia alama **5** na iwapo mwanafunzi atatoa jibu lisilo sahihi zungushia alama **0** na kisha andika jumla ya alama kwenye jedwali lifuatalo:

If the pupil will give a correct answer, circle 5 marks and if he/she will give incorrect answer, circle 0 mark and then write a total marks in the space provided in the table.

Na.	Maswali na Majibu	alama		No.	Questions and Answers	Marks	
(a)	Rafiki yake Tumaini anaitwa nani? (Baraka)	5	(0)	(a)	Who is Tumaini's friend? (Baraka)	5	(0)
(b)	Baraka na Tumaini wanasoma darasa gani? (Darasa la Pili)	5	(0)	(b)	In what class is Baraka and Tumaini? (Standard two)	5	(0)
(c)	Nani alikuwa wa kwanza katika matokeo ya muhula uliopita? (Tumaini)	5	(0)	(c)	Who was the first one in the last term results? (Tumaini)	5	(0)
(d)	Kwa nini walimu wanawapenda Baraka na Tumaini? (kwa sababu wana akili)	5	(0)	(d)	Why do teachers like Baraka and Tumaini?. (Because they were clever)	5	(0)
	Jumla	0			Total	0	

Illustration No. 13: Responses of the pupils who failed to answer all the comprehension questions.

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2.4.3.1 Pupils who Use Kiswahili as the Language of Instruction

Pupils' competence in the third question was good because the data show that 75.83 percent of all the pupils were able to answer two or more questions, as shown in Table No. 4.

Table No. 4: Pupils' Performance in Answering Comprehension Questions for those Using Kiswahili as the Language of Instruction

Number of Questions	Level of Performance	Number of Pupils	Pupils Percentage
1	Poor	1,130	24.16
2	Average	1,046	22.36
3	Good	1,406	30.06
4	Very Good	1,095	23.41
Total		**4,677**	**100.00**

Data analysis shows that among the four questions that were asked, the fourth: "Kwa nini walimu wanampenda Baraka na Tumaini?" was not properly answered by some of the pupils because they were required to make an evaluation.

The pupils demonstrated a lower level of competence in the third question as compared to the first and the second one due to lack of competence in the reading skills. They read without focusing on the meaning of what they were reading, and thus failed to recall what was in the passage. They read single words and thus failed to make connection of the sentences, and consequently failed to grasp what the passage was all about.

2.4.3.2   Pupils who Use English as the Medium of Instruction

Pupils who use English as the medium of the instruction demonstrated a high level of competence in the third question, because 85.93 percent of all the pupils were able to answer correctly two or more comprehension questions that were asked, as it is shown in the Table No. 5.

Table No. 5: Pupils' Performance in Answering Comprehension Questions for those Using English as the Language of Instruction

Number of Questions	Level of Performance	Number of Pupils	Pupils' Percentage
1	Poor	185	14.07
2	Average	270	20.53
3	Good	443	33.69
4	Very Good	417	31.71
Total		1,315	100.00

Moreover, most pupils failed to answer the fourth question among the four comprehension questions which were asked. This was due to the fact that they were required to give an evaluation. This challenge was also seen among the pupils who were using Kiswahili as the language of instruction.

Pupils' performance in question three was very good. However, that performance was lower when compared to their performance in questions 1 and 2 because some pupils could not read the passage at all. Some pupils were hesitating, thus used a lot of time to read the passage. This made them to forget what they had read earlier. Moreover, there were pupils who were reading the passage without competence and therefore they failed to comprehend what they had read. These are the factors that made the pupils fail to answer correctly, or even all the questions they were asked.

2.5 Comparison of Competence According to School and Language of Instruction

2.5.1 Competence of Pupils from the Urban and Rural Schools

A total 23 urban schools and 43 rural schools were selected for the assessment of Standard two pupils' competence in the reading skills. The result of the pupils' performance in the reading skills by considering location (urban/rural) shows that the competence of those from the urban schools was better by 5.56 percent. The competence of urban schools was 93.15 percent, while that of the rural schools was 87.59 percent, as shown in chart No. 5.

Chart No. 5: Competence of Urban and Rural Schools in the Reading Skills Assessment
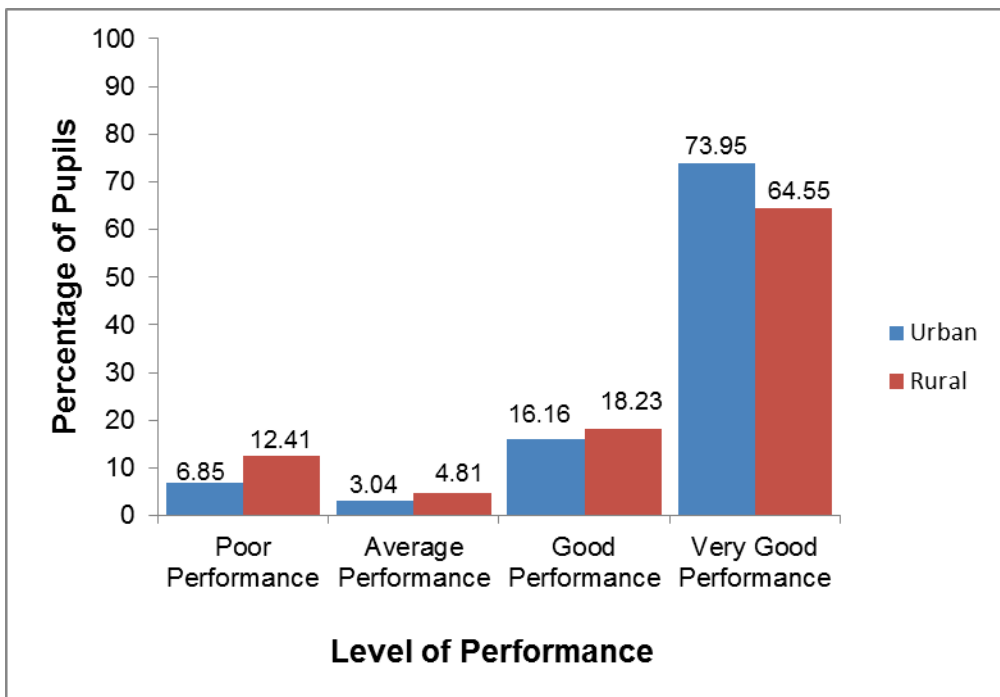
2.5.2 Comparison of Competence of the Pupils who Participated in the Assessment in Kiswahili and English Language

The total number of the pupils who participated in the assessment of the Reading skills was 5,992, and among them 4,677 used Kiswahili as a medium of instruction, and 1,315 used English. The results of the assessment show that pupils who used English had a very good performance, whereby 99.16 percent of them had performance levels between very good, good and average, as compared to those using Kiswahili as the language of instruction, who had 87.26 percent of the pupils with levels of performance between very good, good and average. Chart No.6 shows the levels of performance in relation to the language of instruction.

Chart No. 6: Competence of Pupils Using English and Kiswahili Language
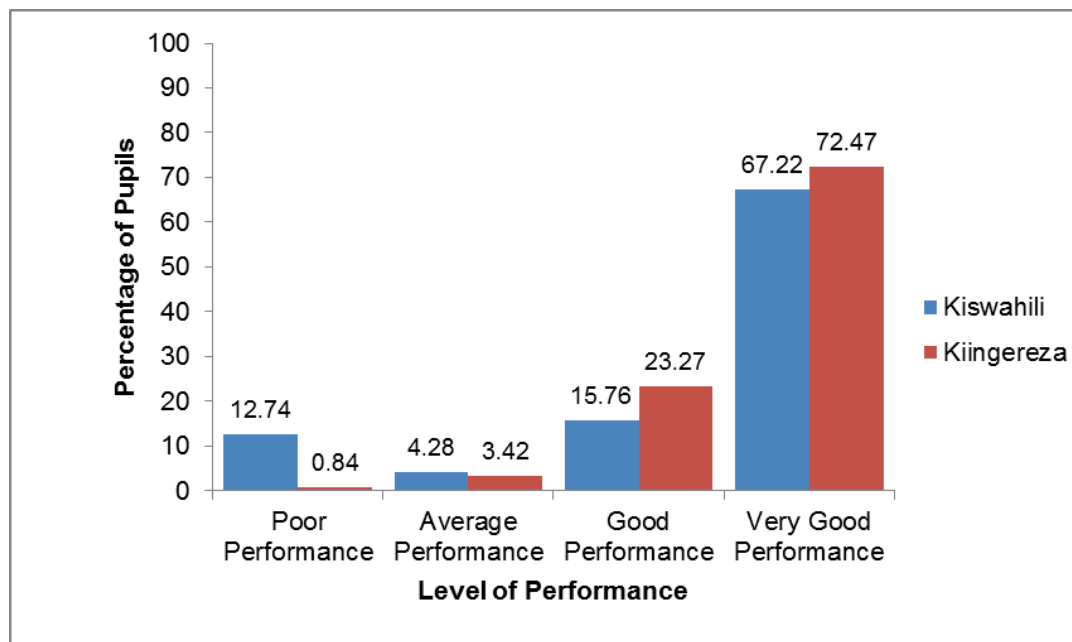
Furthermore, competence of the rural pupils studying in rural schools that used English as the medium of instruction was better by 13.23 percent,

whereby their competence was 85.3 percent compared to the rural pupils who were studying in schools that used Kiswahili as the medium of instruction. Also, the competence of pupils from urban English medium schools was better by 9.21 percent, whereby their competence was 99.72 percent compared to the competence of the pupils whose schools use Kiswahili as the language of instruction, whose performance was 90.51 percent.

2.5.3 Summary Analysis in the Reading Skills

In general, pupils had a good performance in reading fluently words, sentences, passages and they answered the questions correctly. A few pupils who did not do well, had no competence in reading the words that are formed by two consonants or more, preceded by a vowel from question one and two. Also they had no competence in reading the passage fluently and therefore failed to answer the comprehension questions.

CHAPTER THREE

THE WRITING SKILLS ASSESSMENT

3.1   Introduction

This chapter explains the structure of the assessment question paper, pupils' performance criteria in Writing and analysis of pupils' responses. The analysis of assessment of the Writing Skills together with pupils' responses was carried out in each question, taking into consideration the performance criteria. Comparison of competence in performance was carried out by considering the schools that use Kiswahili as the language of teaching and those which use English as the language of instruction.

Furthermore, comparison of pupils' competence was carried out by considering the location of the schools (urban/rural). The general levels of pupils' performances in the writing skills was divided into four groups. The groups were: poor performance, if a student scored from 0 to 12 marks; average performance, from 13 to 25 marks; good performance from 26 to 38 marks; and very good performance, from 39 to 50 marks.

3.2   The Structure of the Writing Skills Assessment Paper

The Writing Skills assessment paper had three questions. The first question was a dictation which had ten words. The second question required the pupils to write words in capital letters which had ten components. The third question was on copying a passage which needed to be completed by punctuation marks. The languages used in the Writing Skills Assessment were Kiswahili for the Kiswahili medium schools and English for the English medium schools.

3.3   Criteria for Performance in the Writing Skills for each Question

The pupils' competence levels in the Writing skills were divided into four groups, whereby in question 1 and 2 a pupil who was able to write correctly 1 to 2 words had poor performance, 3 to 5 words had average performance, 6 to 8 words good performance and the one who wrote 9 to 10 words had very good performance. In question 3, a pupil who was able to put one punctuation mark and copied correctly 3 words had poor performance, copied 8 words and 2 punctuation marks had an average performance, 13 words and 3 punctuation marks had good performance, and the one who was able to copy 15 words and put all the punctuation marks correctly had a very good performance.

3.4   Analysis of Pupils' Responses

3.4.1 Question 1: Dictation

This question had a total of ten words (a - j), whereby a teacher was required to read every word loudly and carefully, two times. The pupil was required to write the word in small letters. The teacher read again all the words for the last time so that a pupil could make corrections for mistakes done. The question had a total of 20 marks, whereby every word had 2 marks.

The overall performance in question 1 shows that 726 (12.13%) pupils, could not write any word correctly, or wrote correctly between 1 and 2 words, which is poor performance. The 568 (9.49%) pupils, were able to write between 3 and 5 words, therefore they had an average performance.

Moreover, 1,372 pupils (22.92%) were able to write correctly between 6 and 8 words, which is a good performance. More analysis shows that 3,321

pupils, (55%) were able to write 9 to 10 words, which is a very good performance. The general competence of the pupils in this question is 78.39 percent, which is a good performance. Chart No. 7 shows a summary of the pupils' performance in question 1.

Chart No. 7: Pupils' Performance in Dictation
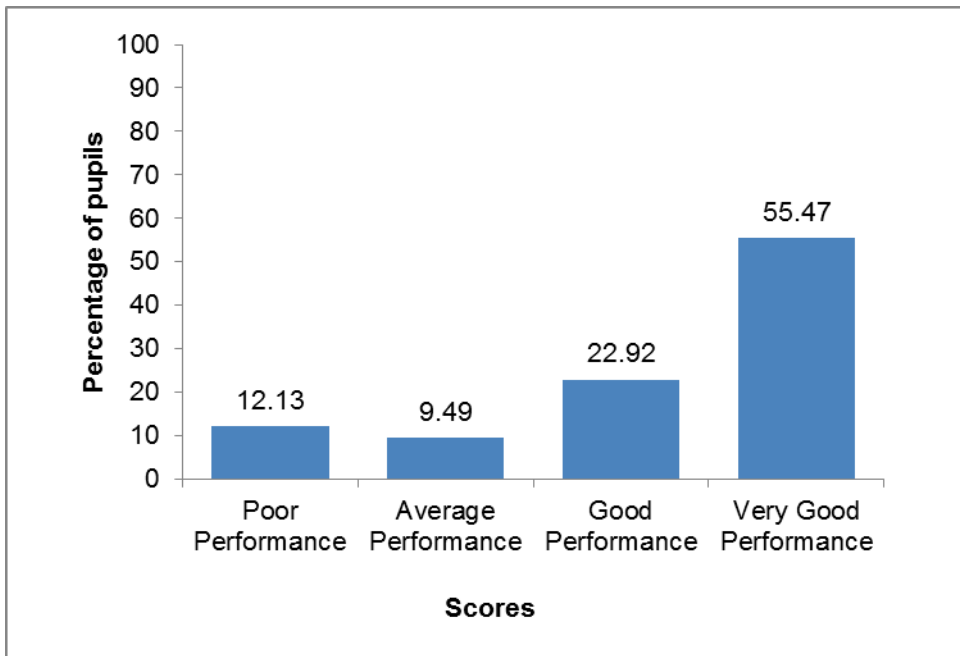
The words that were used in assessing the Dictation performance were analysed in detail as follows:

(a) ndege/bird

The analysis shows that a total of 3,396 (73%) pupils from the Kiswahili medium schools, were able to write the word "ndege" correctly. This shows that those pupils had enough knowledge in relating sound and compound letters "nd". Furthermore, the analysis revealed that a total of 1,281 pupils, (27.39%) could not write correctly the word "ndege". They could not write correctly the word "ndege' because they failed to relate the sound and the

compound letters "nd". For example, instead of a pupil writing "ndege", he/she wrote "*dege";* while another one wrote "*deke".*

An analysis carried out on the pupils in the English medium schools shows that 771 **(58.85%)** pupils, could not write correctly the word "bird". Those pupils were unable to relate the sound, whereby during pronunciation of the word "bird" the consonant "r" is not heard. Thus, others wrote the word "bed" instead of "bird" because the pronunciation of these sounds are almost similar.

(b) shoka/axe

A total of 3,619 (77.38) pupils from the Kiswahili medium schools were able to write the word "shoka" correctly. Further analysis revealed that a total of 1,058 (22.62%) pupils, could not write the word "shoka" correctly. The pupils who could not write the word "shoka" correctly lacked the competence and ability to relate sound and compound letters "sh" in writing the word "shoka". For example, instead of writing the word "shoka" some of the pupils wrote "hoka". This proves that those pupils could not write compound letters "sh".

Moreover, 850 (64.89%) pupils studying in the English medium schools were able to write the word "axe" correctly. Those pupils showed competence in identifying one sound in English language, created by three letters. Also a total of 460 pupils, equivalent to 35.11%, had no competence in writing letters for the word "axe". For example, some pupils wrote "Asi" instead of "axe".

(c) nzi/fly

The findings show that a total of 2,692 (57.56%) pupils studying in the Kiswahili medium schools were able to write the word "nzi". Those pupils showed their competence in relating the syllable sound formed by consonant "nz". Further analysis shows that those pupils were not influenced by the everyday pronunciation "inzi" and were able to identify the syllable "i" which is dropped during the pronunciation of the word "nzi".

The data shows that a total of 1,985 (42.44%) pupils were not able to write the word "nzi" correctly. This was due to failure to relate the syllabi sounds with the letters forming "nz", including inability to identify the difference between pronunciation and how to write the word "nzi".

Furthermore, about 1,007 (76.87%) pupils studying in the English medium schools were able to answer correctly this question. Those pupils were able to write the word "fly" correctly because this word is written as it is pronounced; therefore it was easy to relate the sound to what is written.

Statistics reveal that 303 (23.13%) pupils were unable to write the word "fly" correctly. This implies that those pupils failed to relate the sounds of the three letters which are only consonants forming the word "fly". Also the influence of Kiswahili usage had affected the pupils from the English medium schools as it was evident from the responses of those who wrote English word "fly" in Kiswahili. For example, some of the pupils wrote "flay" instead of "fly".

(d) saa/watch

The analysis of the performance shows that a total of 3,930 (84.03%) pupils studying in the Kiswahili medium schools were able to write the word "saa" correctly. This shows that those pupils had a competence in identifying syllables formed by a vowel i.e, "a" (s,a,a) in the word "saa".

However, a total of 747 (15.97%) pupils were unable to write the word "saa" correctly because they could not identify the vowel syllable, "a" when they pronounced the word "saa". For example, a pupil wrote "sa" instead of "saa". Another factor for that is the influence of the mother language and Kiswahili words. For example, some of the pupils wrote the word "zaa" instead of "saa".

Further analysis revealed that a total of 1,310 pupils from the English medium schools attempted this question, whereby 703 (53.66%) pupils wrote the word 'watch' correctly. Those pupils proved to be competent in relating compound consonants "watch", which is pronounced as a single syllable in English language. However, a total of 607 pupils, equivalent to 46.33%, were not able to write correctly the word "watch" because they could not remember its spelling and therefore wrote words like *woch*, *wach* and *warch,* instead.

(e) taa/lamp

Performance of pupils from the Kiswahili medium schools in writing the word "taa" was very good since 82.72 percent of all the pupils were able to write it correctly. Those pupils had enough competence in relating sounds and syllables formed by the vowels.

Statistics show that a total of 808 (17.28%) pupils were unable to answer this section correctly. Those pupils wrote "ta" instead of "taa". The reasons which caused them to fail writing the word "taa" correctly is inability to identify the sound stress in words with two consecutive vowels during the pronunciation of this word.

On the other hand, 879 (67%) pupils from the English medium schools were able to answer well this question by writing the word "lamp" correctly. Those pupils were able to write the word "lamp" correctly because the pronunciation/sound of the word does not differ with the way it is written.

Furthermore, a total of 431 (33%) pupils were unable to write a word "lamp" correctly. Those pupils had no competence in relating sound and the way the word "lamp" is written. Also, some of those pupils wrote it as "lap" and "lamb", as they failed to relate the sound and the formation of that word.

(f) viatu/shoes

The word was correctly written by 3,630 (77.61%) pupils from the Kiswahili medium schools. Those pupils had a competence in relating the sound and the syllables that form the word "viatu". Furthermore, the structure of the syllables forming the word "viatu" is simple, hence causing the pupils to write the word "viatu" correctly.

However, a total of 1,047 (22.39%) pupils were unable to write the word "viatu" correctly. Those pupils were unable to relate the sounds with syllables forming the word "viatu". The mother tongue effect caused some of them to fail to write correctly the word "viatu". For example, some of the pupils wrote "nziatu"or "fiatu" instead of "viatu".

Further analysis shows that 904 (69%) pupils from the English medium schools were able to write the word "shoes" correctly because they had a knowledge of relating word sounds "shoes" and the structure of two consonants "sh", hence forming the word "shoes".

The findings show that 406 (31%) pupils were unable to write the word "shoes" correctly. Some of the pupils were able to write the sound "sh" but failed to complete the word correctly. For example, they wrote words like "sheos" "*shose*", "*shuse*", "*shoaze*" and "*shourse*", which are not correct English words. Therefore, those pupils did not have enough knowledge of spelling different English words.

(g) chumba/room

The word "chumba" was correctly written by 3,525 (75.37%) pupils from the Kiswahili medium schools. Those pupils had knowledge of relating the consonants "ch-" and "mb-", and vowels "u" and "a" in "chu" and "mba" syllables, therefore making it easier to write the word "chumba".

The analysis shows that 1,152 (24.63%) pupils failed to answer this question because they could not write the word "chumba" correctly. Those pupils could not relate the sounds of letters that form the combination of consonants "ch" with vowel "u". Thus, instead of writing "chumba" they wrote other non-Kiswahili words. For example, some pupils wrote the word "humba". Also, the effects of the mother tongue caused some pupils to fail to write correctly the word "chumba", instead at the beginning of the word "chumba" they added some features taken from their mother tongues. For example, some pupils wrote "jichumba".

Further analysis of the pupils' performance from the English medium schools shows that 1,086 (83%) pupils were able to write the word "room" correctly. Those pupils demonstrated competence in relating a series of vowel sounds "oo" which in English are pronounced as one sound. The pupils who were unable to write the word 'room' wrote words like '*rum* '*rom*' and '*loom*'.

(h) gauni/dress

Most of the pupils (78.68%) from the Kiswahili medium schools were able to write the word "gauni" correctly. They were competent enough in identifying the sounds of the syllables which form the word "gauni".

However, 997 (21.32%) pupils were unable to write the word "gauni" correctly because they failed to relate the sound of the syllables forming the word "gauni", so they wrote words like "gu" and "gau". Also, some pupils were influenced by their mother tongue as they added other features at the beginning of the word "gauni". For example some pupils wrote "ngauni" and "hekigauni".

On the other hand, 846 (64.58%) of all pupils from the English medium schools wrote the word "dress" correctly. Those pupils were able to relate the sound of the syllables "ss" which are pronounced together.

Further analysis revealed that 464 (35.42%) pupils could not write the word "dress" correctly because they were unable to spell the word "dress", and instead they wrote other non-English words. For example, some of pupils wrote words like "drus", "drees" and "dres" instead of writing the correct word, "dress".

(i) nyeusi/black

The data from the Kiswahili medium schools shows that a total of 3,461 (74%) pupils answered this item well. Those pupils showed that they had enough knowledge of relating letters which form the syllable "nye", which was considered the difficult part in writing the word, "nyeusi".

Further analysis revealed that 1,216 (26%) pupils failed to write the word "nyeusi" correctly due to lack of competence in identifying the letters of syllable "nye" in writing the word "nyeusi". Some of the pupils wrote non-Kiswahili words like "heusi" and "usis" which have no meaning in Kiswahili language.

The analysis of the pupils' competence from the English medium schools shows that 1,160 (89%) pupils were able to answer this item by writing the word "black" correctly. They demonstrated to have enough knowledge in identifying the sound formed by two consonants that is "ck". The pupils who failed to write the word "black" correctly wrote non-words like "*blak*", "*blank*" "dlock" and "*brack*".

(j) meza/table

The word "Meza" was correctly written by 3,797 (81.18%) pupils from the Kiswahili medium schools. The reason for writing this word correctly was that, they had enough skills to identify the two syllables forming the word "meza".

Further analysis shows that 1,133 (87%) pupils from the English Medium School were able to write the word "table" correctly. The pupils from the English medium schools demonstrated enough competence in relating the

sounds of two syllables and the structure of the word "table". The pupils who failed to write the word "table" correctly, wrote non-English words like "teba", "tabo" and "teble".

A sample of the pupils' correct and incorrect responses in writing words from items (a) to (j) have been shown in Illustration No. 14 and No.15.

1. Sikiliza kwa makini maneno yanayosomwa na mwalimu kisha andika maneno hayo kwa usahihi katika nafasi zilizo wazi :

(a) Ndege

(b) Shoka

(c) Nzi

(d) Saa

(e) Taa

(f) Viatu

(g) Chumba

(h) Gauni

(i) Nyeusi

(j) Meza

1. Listen carefully to the words being read by the teacher and then write those words correctly in the spaces provided:

(a) bird

(b) axe

(c) fly

(d) watch

(e) lamp

(f) shoes

(g) room

(h) dress

(i) black

(j) hoe

Illustration No. 14: A sample from the pupils' responses studying in the Kiswahili/English medium schools, who were able to write all the ten words correctly.

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.Sikiliza kwa makini maneno yanayosomwa na mwalimu 1. Listen carefully to the words being read by the teacher
kisha andika maneno hayo kwa usahihi katika nafasi and then write those words correctly in the spaces
zilizo wazi : provided:

(a) _____

(b) ndenge _____

(c) hoka _____

(d) sa _____

(e) ta _____

(f) Vihafu _____

(g) Chuba _____

(h) nyeusi _____

(i) gau _____

(j) meza _____

(a) bed _____

(b) acs _____

(c) cly _____

(d) woch _____

(e) ban _____

(f) shos _____

(g) room _____

(h) dres _____

(i) dlock _____

(j) tcho _____

Illustration No. 15: A sample of the pupils' responses studying in the Kiswahili/
English medium schools, who were able to write one or two words correctly.

Also, chart No. 8 shows a comparison of competence for pupils who failed
to write ten words correctly using either Kiswahili or English.

Chart No. 8: Pupils who Failed to Write Words in Kiswahili and English

	Ndege / Bird	Shoka/ Axe	Nzi /Fly	Saa/ Watch	Taa/ Lamp	Viatu/ Shoes	Chum ba/ Room	Gauni/ Dress	Nyeusi / Black	Meza/ Table
Kiswahili (%)	27.39	22.62	42.44	15.97	17.28	22.39	24.63	21.32	26.00	18.82
Kiingereza (%)	58.85	35.11	23.13	46.34	32.90	30.99	17.10	35.42	11.45	13.52
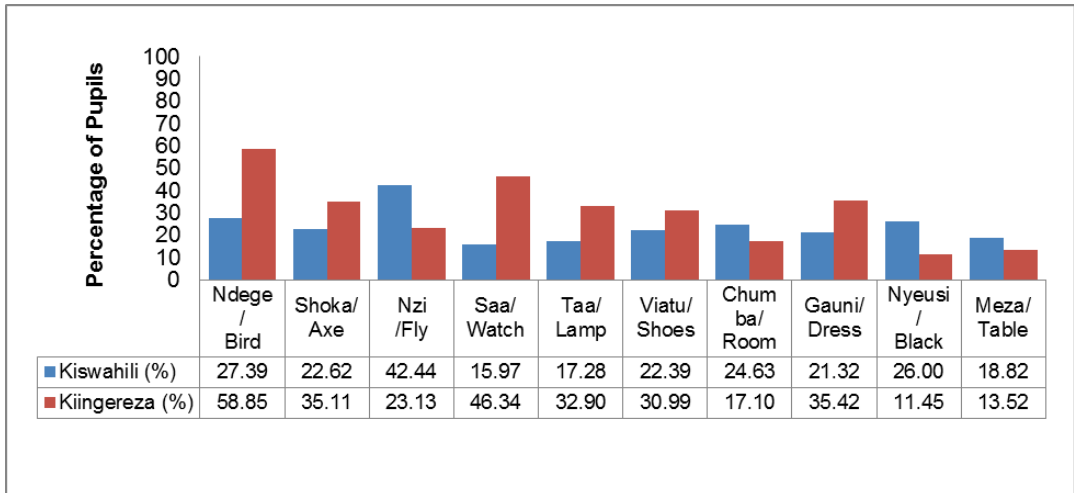
Chart No.8 shows that most pupils who use English as a medium of instruction failed to write the dictation of words.

3.4.2 Question 2: Using Capital Letters Correctly in the Construction of Words

This question was attempted by 5,987 out of 6,328 pupils, who were registered for this assessment. A total of 950 pupils (15.87%) were able to correctly write 9 to 10 words in capital letters; hence showing a very good performance. Those pupils successfully wrote the words in capital letters and constructed syllables accordingly. For example, they were able to write words with a series of consonants like "NYEUSI", "MLANGO", "CHUPA", "NYUMBA", "DHAHABU" and "SHINDWA". As regards the English words, the pupils also managed to write correctly words such as "BLACK", 'BOTTLE" and "SPOON".

Illustration No. 16 shows a sample of the pupils' responses for those who responded in Kiswahili and English correctly and scored 10 marks.

2. Andika maneno yafuatayo kwa **herufi kubwa** katika nafasi iliyo wazi.

2. Write the following words in capital letters in the spaces provided.

(a) ua _UA_

(b) nyeusi _NYEUSI_

(c) mmea _MMEA_

(d) kijiko _KIJIKO_

(e) gari _GARI_

(f) mlango _MLANGO_

(g) chupa _CHUPA_

(h) nyumba _NYUMBA_

(i) dhahabu _DHAHABU_

(j) shindwa _SHINDWA_

(a) flower _FLOWER_

(b) black _BLACK_

(c) plant _PLANT_

(d) spoon _SPOON_

(e) car _CAR_

(f) door _DOOR_

(g) bottle _BOTTLE_

(h) house _HOUSE_

(i) gold _GOLD_

(j) fail _FAIL_

Illustration No. 16: Sampled responses of pupils who were able to correctly change words written in small letters to capital letters.

In addition, the analysis shows that some pupils (2,845) equivalent to 47.52% completely failed to write the words given in capital letters and some of them were able to correctly write only one or two words among the 10 given words. The performance of those pupils is poor as they only scored from 0 to 2 marks. Some of the pupils mixed up capital letters with small letters, while the question required them to write the words in capital letters only. For instance, they mixed up words, such as, "shiNDWA", "DHAhaBU", "chuPA", "kiJIKO", "BLAck", "DooR" "GoLD" and "FloWER". Other pupils wrote all the words in small letters; hence failed to differentiate between small and capital letters. Illustrations No.17 and No. 18 show sampled responses of pupils who performed poorly, as they scored from 0 to 2 marks.

2. **Andika** maneno yafuatayo kwa **herufi kubwa** katika nafasi iliyo wazi.

(a) ua UA

(b) nyeusi NYEUSI

(c) mmea MMEA

(d) kijiko KIJIKO

(e) gari GARI

(f) mlango MLANGO

(g) chupa CHUPA

(h) nyumba NYUMBA

(i) dhahabu DHAHABU

(j) shindwa SHINDWA

Illustration No. 17: Sampled responses of a pupil who mixed up capital with small letters.

2. Write the following words in **capital letters** in the spaces provided.

(a) flower _FLowers_

(b) black _black s_

(c) plant _plants_

(d) spoon _spoons_

(e) car _cars_

(f) door _door_

(g) bottle _bottle_

(h) house _houses_

(i) gold _gold_

(j) fail _Fail_

Illustration No. 18: Sampled responses of a pupil who wrote all the words in small letters instead of capital letters. To some of the words, the pupil also added "s" showing plural, contrary to the requirement of the question.

Also, 1,179 pupils, equivalent to 19.69%, performed averagely as they were able to correctly write from 3 to 5 words in capital letters. The reason behind this average performance includes the mixing up of capital letters with small letters in some of the words. This entails that the pupils had inadequate competence in distinguishing capital letters from small letters.

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Further analysis of the pupils' responses shows that 1,013 (16.92%) pupils successfully wrote 6 to 8 words in capital letters; hence showing good performance. The pupils' good performance was contributed by their competence in using capital letters. However, some of these pupils failed to write words with syllables, which were formed by a series of consonants such as "SHINDWA", "CHUPA" and "DHAHABU". Pupils from the English medium schools mixed up capital letters with small letters. For example, the pupils wrote "FLoWER", "GoLD", "DooR" and "SPooN." These examples show that the pupils were incompetent in forming capital letters O, U and L.

3.4.3 Question 3: Copying a Paragraph and Using Punctuation Marks

The question required the pupils to copy a paragraph and use punctuation marks; namely, full stop (.), comma (,), exclamation mark (!) and question mark (?). The question had 20 marks which comprised 15 marks for copying words correctly and 5 marks for using punctuation marks correctly.

A total of 5, 983 pupils attempted this question. This number is equivalent to 94.5% of all the registered pupils for this assessment. The statistical analysis shows that the question was well performed, whereby 78.38% of the pupils had good performance as they scored from 11 to 20 marks. This shows that the the pupils had adequate knowledge and the required competence in copying a paragraph and using punctuation marks. Illustration No.19 shows sampled responses from pupils who copied the paragraph and used the punctuation marks correctly.

| 3. Copy the following paragraph and then put full stop (.): comma (,): exclamation mark (!) and question mark (?) correctly.

What did Furaha buy yesterday____ She bought mangoes ____ oranges and bananas____ Oh____ they were sweet____

What did Furaha buy yesterday? She

bought mangoes, oranges and bananas

Oh! they were sweet. | 3. Nakili kifungu cha maneno kifuatacho na weka alama za nukta (.): mkato (,): alama ya kushangaa (!) na alama ya kuuliza (?) kwa usahihi.

Furaha alinunua nini sokoni jana____ Alinunua maembe____machungwa na ndizi____ Oh____ yalikuwa matunda matamu sana____

Furaha alinunua nini sokoni jana ?

Alinunua maembe, machungwa na ndizi.

Oh ! Yalikuwa matunda matamu sana. |

Illustration No. 19: A sample of responses of the pupils who correctly copied the paragraph and used the punctuation marks.

The pupils who scored low marks were 1,306; equivalent to 21.81 percent. Those pupils failed to understand the requirement of the question; and therefore, failed to copy the paragraph and put the punctuation marks in the text properly. There were also pupils who just copied the instructions of the question instead of the required paragraph. Those pupils, who failed to copy the paragraph and use punctuation marks, seemed to have inadequate competence in copying a paragraph and using punctuation marks. Therefore they failed to determine the requirement of the question. Illustration No. 20 shows a sample of a student's incorrect responses.

3. Nakili kifungu cha maneno kifuatacho na weka alama za nukta (.): mkato (,): alama ya kushangaa (!) na alama ya kuuliza (?) kwa usahihi.

Furaha   alinunua   nini   sokoni   jana_____   Alinunua maembe_____machungwa na ndizi_____ Oh_____ yalikuwa matunda matamu sana_____

_____!_____

_____ɩ_____

_____ʃ_____

_____ˌ_____

_____ɩ_____

_____(_____

Illustration No. 20: A sampled response of a pupil who put punctuation marks in the space provided without copying the paragraph. Moreover, some of the punctuation marks were written differently. For instance, the question mark was turned in the wrong side (ˁ) and the comma was also turned in the opposite direction and written as (ɔ).

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3. Nakili kifungu cha maneno kifuatacho na weka alama za nukta (.): mkato (,): alama ya kushangaa (!) na alama ya kuuliza (?) kwa usahihi. Furaha alinunua nini sokoni jana⸌___ Alinunua maembe ,⸌ ___machungwa na ndizi !⸌___ Oh ?⸌___ yalikuwa matunda matamu sana ?⸌___ _____ _____ _____ _____	3. Copy the following paragraph and then put full stop (.): comma (,): exclamation mark (!) and question mark (?) correctly. What did Furaha buy yesterday !___ She bought mangoes _,___ oranges and bananas___?__ Oh_)___ they were sweet___,__ _____ _____ _____ _____ _____

Illustration No. 21: Sampled responses of pupils who put the punctuation marks in the space provided without copying the paragraph. In addition, those pupils did not use the correct punctuation marks.

3.5 Comparison of Performance School-wise, According to the Medium of Instruction

3.5.1 Performance in Terms of the Medium of Instruction in Question 1

Statistical analysis of the Kiswahili medium schools shows that 599 pupils, which is equivalent to 12.81%, were able to correctly write from 1 to 2 words or completely failed to write all the given 10 words, and therefore got a 0 or scored up to 4 marks. This shows poor performance in question 1.

A total of 352 pupils, equivalent to 7.53%, were able to correctly write from 3 to 5 words out of the ten words they were given and scored from 6 to 10 marks, which shows an average performance.

A total of 903 pupils, equivalent to 19.31%, correctly wrote from 6 to 8 words out of the ten words given, and scored from 12 to 16 marks, showing a good performance.

Further analysis of the pupils' performance shows that 2,823 pupils, which is equivalent to 60.36%, were able to correctly write from 9 to 10 out of all the words given, and scored 18 to 20 marks; which shows a very good performance.

With regard to the pupils from the English medium schools, the analysis shows that 1,310 pupils attempted question one. Statistics show that 127 pupils, which is equivalent to 9.69 percent, were able to correctly write from 1 to 2 words; or completely failed to write any word among the ten words they were given, and therefore scored from 0 to 4 marks. This is a poor performance.

Further statistics show that 216 pupils, which is equivalent to 16.47%, were able to correctly write from 3 to 5 words among the ten words given, and scored from 6 to 10 marks, showing an average performance.

Also, 469 pupils, which is equivalent to 35.8%, correctly wrote from 6 to 8 words out of the ten words they were given and scored from 12 to 16 marks; showing a good performance.

A total of 498 pupils, equivalent to 38.02%, were able to correctly write from 9 to 10 words out of ten words they were given, and scored from 18 to 20 marks; showing a very good performance. Chart No. 9 shows pupils' comparative competences in percentage, according to the medium of instruction.

Chart No. 9: Comparison of Pupils' Competence in terms of Kiswahili and English as media of instruction in Writing a Dictation
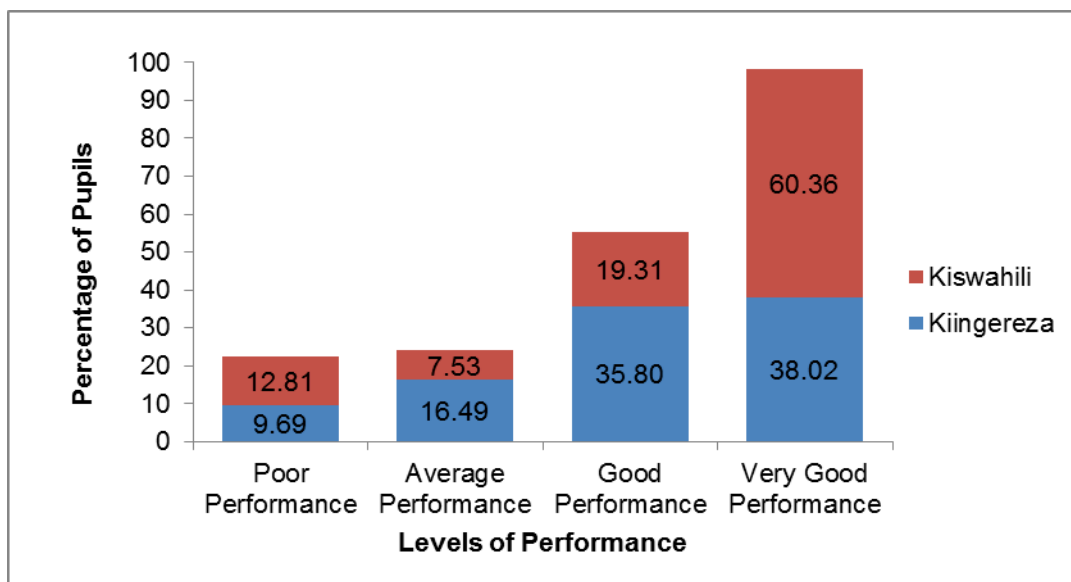
The statistical analysis in chart No.9 shows that there are some few areas in which pupils from the English medium schools correctly wrote the dictation words. However, the Kiswahili medium schools have proved to have a very good performance in writing the dictation as compared to the English medium schools.

3.5.2 Competence Comparison in terms of the Medium of instruction in Question 2

A total of 4,677 pupils out of 5,987 pupils, who did the assessment of writing in capital letters, equivalent to 78.12%, responded to this question using Kiswahili. Also, 1,310 pupils equivalent to 21.88%, used English in the assessment. These 361 pupils, which is equivalent to 7.72%, were able to write from 9 to 10 words correctly in Kiswahili, thus attaining a very good performance. The 589 pupils among 1,310 pupils from the English medium

schools, which is equivalent to 44.96 percent, had very good performance as they were able to write from 9 to 10 words correctly.

A statistical comparison of the pupils' performance regarding these two languages shows that 629 pupils, which is equivalent to 13.45 percent, who responded in Kiswahili, and 384 pupils, which is equivalent to 29.31 percent, who responded in English, were able to write correctly from 6 to 8 words in capital letters and scored from 6 to 8 marks; thus showing good performance.

The average performance was shown by 985 pupils from the Kiswahili medium schools, which is equivalent to 21.06 percent, whereas 194 pupils from the English medium schools, which is equivalent to 14.81 percent, were able to correctly write from 3 to 5 words, and had scores from 3 to 5 marks; thus showing average performance.

Further comparison of the medium of instruction criterion (Kiswahili or English) identified that the poor performance was shown by 2,702 pupils (equivalent to 57.77) from the Kiswahili medium schools, while only 143 pupils, (equivalent to 10.92), from English medium schools had poor performance. Chart No. 10 presents the comparison of performance of the pupils from the Kiswahili and English medium schools.

Chart No. 10: Comparison of Pupils' Competence in Capital Letter Writing in terms of the medium of Instruction
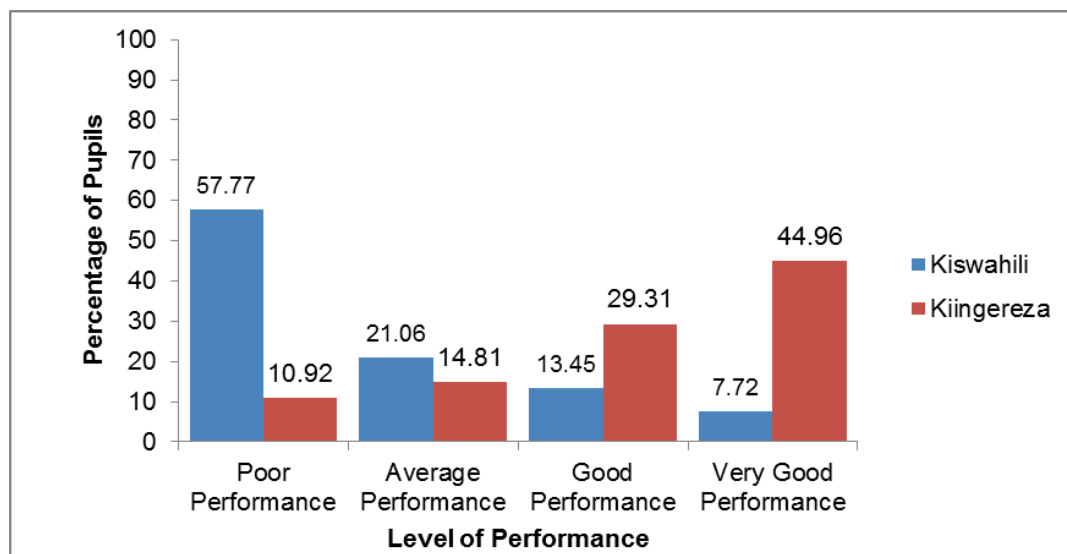
Generally, statistical analysis in chart 10 shows that pupils from the English medium schools performed better in changing words from small letters to capital letters than those from the Kiswahili medium schools.

3.5.3 Comparison of Competence in terms of the Medium of Instruction in Question 3

Statistics of the findings show that question three was attempted by 4,677 pupils from the Kiswahili medium schools. Those pupils had good performance as they scored from 11 to 16 marks, which is equivalent to 43.30 percent. Additionally, 1,310 pupils from the English medium schools, which is equivalent to 38.47 percent, had good performance. Pupils from the Kiswahili medium schools who had poor performance and scored from 0 to 4 marks, were 25.44 percent, while those from the English medium schools were 8.85 percent. Pupils who had average performance by scoring from 6 to 10 marks, from the Kiswahili medium schools were

9.94%, while those from the English medium schools were 7.10%. The pupils who had very good performance, from 17 to 20 marks from the Kiswahili medium schools, were 21.32%, while those from the English medium schools were 45.57%. This statistical analysis is presented in Table No. 6.

Table No. 6: Comparison of Pupils' Performance in Copying a Paragraph and Using Punctuation Marks

Language	Performance Levels			
	Poor Performance	Average Performance	Good Performance	Excellent Performance
Kiswahili	25.44	9.94	43.3	21.32
English	8.85	7.1	38.47	45.57

3.5.4 Comparison of Competence in Writing Skills in terms of the Medium of Instruction and School locations

Generally, a total of 5,987 pupils attempted the Writing Skills' Assessment. The general performance shows that 699 pupils, which is equivalent to 11.68 percent, had poor performance. On the other hand, 5,288 pupils, which is equivalent to 88.33 percent, had Average, Good and Very Good Performances.

The general performance in relation to the medium of instruction, shows that 661 pupils from the Kiswahili medium schools, which is equivalent to 14.13%, had poor performance. However, 4,016 pupils, which is equivalent to 85.86%, had average, good and very good performance.

A total of 34 pupils, which is equivalent to 2.9%, from the English medium schools, had poor performance. However, 1,272 pupils, which is equivalent to 97.09%, had average, good and very good performance. Therefore, the analysis shows that pupils from the English medium schools had very good performance when compared to those from the Kiswahili medium schools.

Statistical analysis of the Writing Skills, based on the rural and urban schools as focal areas, shows that the pupils who studied in the urban schools performed better than those in the rural schools.

Further statistical analysis shows that 615 pupils from the rural English medium schools had poor performance of 2.6 percent. On the other hand, 1,845 pupils, which is equivalent to 97.4 percent, had average, good and very good performance. Regarding the pupils from Kiswahili medium schools, 495 pupils, which is equivalent to 16.8 percent, had poor performance. However, 2,451 pupils, which is equivalent to 83.2 percent, had average, good and very good performance.

For schools in the urban areas, the statistical analysis showed that 695 pupils, which is equivalent to 3.1 percent, whose medium of instruction was English, had poor performance. However, 2,085 pupils, which is equivalent to 96.82 percent, had average, good and very good performance. On the other hand, in the Kiswahili medium schools, a total of 169 pupils, which is equivalent to 9.76 percent, had poor performance. Furthermore, 1,562 pupils, which is equivalent to 90.24 percent, had average, good, and very good performance. More elaboration on the comparison of performance in the Writing Skills, based on medium of instruction and the location of schools, is shown in Chart No. 11.

Chart No. 11: Statistical Comparison of Pupils' Performance in Writing Skills, Basing on the Medium of Instruction and the Location of Schools
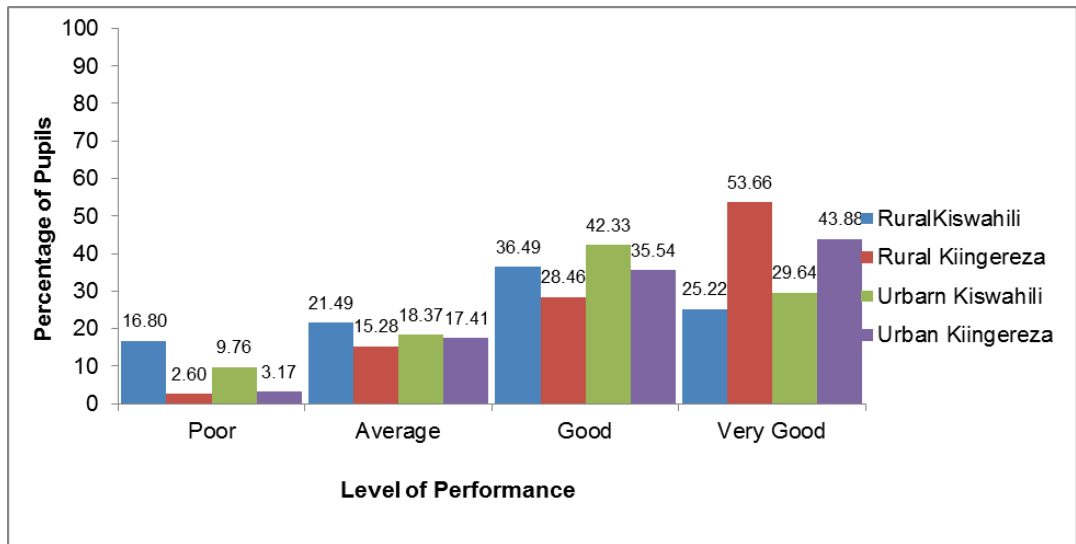
Statistical analysis as presented in chart No. 11, shows that pupils' performance differs due to the medium of instruction and location of the school. Statistical analysis shows that the schools that are located in the urban areas had very good performance (93.53 percent) in the Writing Skills compared to the ones located in the rural areas, which had a performance of 90.3 percent.

3.5.5 Analytical Summary of the Writing Skills

Generally, pupils' performance in the Writing Skills was good. However, most pupils showed very good performance in writing a dictation as compared to the performance shown in writing capital letters, copying a paragraph and using punctuation marks.

CHAPTER FOUR

ASSESSMENT IN ARITHMERIC SKILLS

4.1   Introduction

The analytical assessment of the Arithmetic Skills was carried out for each question by using the performance criteria. Also the analysis of the pupils' responses was carried out for each question by considering their scores. Moreover, the comparison of the performance was done in terms of the pupils' medium of instruction (Kiswahili vs English) and the location of the schools (rural vs urban). Generally, the analysis of the Arithmetic skills shows that 1,059 pupils (17.72%), had poor performance; 1,394 pupils, (23.32%), had average performance; 2,063 pupils (34.52%), had good performance; and 1,461 pupils (24.44%) had very good performance. This chapter explains the format of the assessment paper, pupils' performance criteria in the Arithmetic Skills and the analysis of the pupils' responses.

4.2   The Format of the Arithmetic Skills' Assessment Paper

The Standard Two National Assessment Paper in Arithmetic Skills had twenty (20) questions, with a total of 50 marks. A pupil was supposed to attempt all the questions.

4.3   Performance Criteria in the Arithmetic Skills

Assessment areas in the Arithmetic Skills dwelt on identifying the missing numbers in number series, addition, subtraction and solving of word problems. Competence in each area was assessed using five (5) questions. Assessment in terms of levels of performance used four criteria in each area, which are: poor performance to a pupil who correctly attempted not more than two (2) questions in the specific competence; average performance to a pupil who correctly attempted three questions in

the specific competence; good performance to a pupil who correctly attempted four questions in the specific competence; and very good performance to a pupil who correctly attempted five (5) questions in the related competence.

4.4   Analysis of Pupils' Responses

4.4.1 Competence in Identifying the Missing Number in the Sequence

This area has assessed question 1 to 5. Those questions were basically for assessing pupils' ability in identifying the missing number in a sequence increasing or decreasing either by 1, 2, 5 or 10 steps, and to write down the numbers.

A summary of performance in this competence, in terms of the above mentioned performance criteria, is shown in the first column of Table 7, which shows the general performance in the Arithmetic Skills.

Table No. 7: General Performance in the Arithmetic Skills

Total Number of pupils who attempted/registered for Arithmetic Skills' Assessment (5,977)							
	Poor 0 - 2		Average 3		Good 4		Very Good 5
Competence	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Missing Numbers	2,770	46.34	1,351	22.60	851	14.24	1,005	16.81
Addition	1,500	25.10	1,231	20.60	1,594	26.67	1,652	27.64
Subtraction	2,070	34.63	1,331	22.27	1,539	25.75	1,037	17.35
Word Problems	2,273	38.03	1,088	18.20	1,149	19.22	1,467	24.54

Table No. 7 shows that a total of 5,977 pupils sat for Arithmetic Skills' Assessment. Among them, 2,770 (46.34%) pupils had poor performance;

1,351 (22.6%) pupils had an average performance; 851(14.24%) pupils had good performance and 1,005 (16.81/%) pupils had very good performance. These statistics show that about half of the pupils who attempted question 1 to 5 had poor performance in identifying the missing numbers.

Further analysis was conducted to identify pupils' performance in each question. The findings from the analysis are presented in Table No.8 and Chart No. 12.

Table No. 8: Pupils who attempted Question 1 to 5 Correctly

Question Number	Number of assessed pupils	Pupils who responded correctly	Percentage
1	5,977	4,895	81.9
2	5,977	4,265	54.6
3	5,976	1,481	24.8
4	5,975	4,023	67.3
5	5,977	1,908	31.9

Table No. 8 shows that the pupils who attempted question 1, 2 and 5 were 5,977, while question 3 was attempted by 5,976, and question 4 was attempted by 5,975 pupils. Chart No. 12 clearly shows the performance.

Chart No. 12: Competence of the Pupils who Attempted Question 1 to 5 Correctly
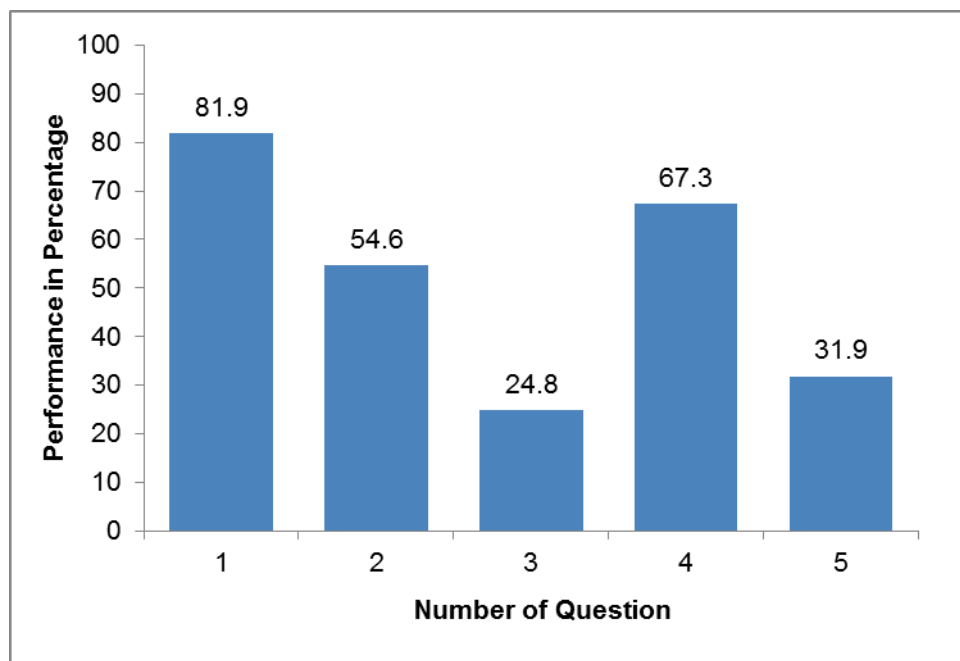
Chart No. 12 shows that many pupils (81.9%) responded to question 1 correctly, followed by question 4 of which 67.3 percent of all the pupils answered it correctly. The analysis also shows that question 2 had an average performance whereby 54.6% of all the pupils, attempted that question correctly. Further analysis shows that question 3 and 5 were poorly performed by many pupils, since only 24.8% in question 3 and 31.9 percent in question 5 attempted the questions correctly.

These findings show that many pupils were competent in completing a sequence that increases by one (question 1) and the one that increases by ten (question 4). Illustration No. 22 shows the sample of the response of a pupil who was able to identify and fill in the missing number.

1. 6, 7, 8, _9_, 10.

2. 15, 14, 13, 12, _11_.

3. 20, 22, 24, _26_, 28.

4. 60, _70_, 80, 90, 100.

5. 55, 60, _65_, 70, 75.

Illustration No. 22: A pupil who correctly attempted question 1 to 5, for missing numbers.

It was also found that some pupils failed to complete a sequence series that decreases by one step (question 2) compared to their competence, as shown in question 1. It is obvious that a sequence series that decreases by one step was a challenge to the pupils than the one that increases.

Further analysis also shows that many pupils were less competent in completing a missing number in a sequence that takes two steps (question 3) and five steps (question 5), compared to the competence shown in question number four which had ten steps. This implies that those pupils had insufficient competence in terms of number series that increase or decrease by more than one step. Illustration No. 23 shows sampled responses of a pupil who failed to identify missing numbers in some of the questions.

1.   6, 7, 8, __9__, 10.

2.   15, 14, 13, 12, __13__.

3.   20, 22, 24, __25__, 28.

4.   60, __70__, 80, 90, 100.

5.   55, 60, __70__, 70, 75.

Illustration No. 23: A pupil who responded correctly to question 1 and 4 but failed in questions 2, 3 and 5 that were on the concept of missing numbers.

4.4.2 Competence in Addition

Five questions were used to assess pupils' competence in adding numbers with less than three digits. Question 6 to 10 were used to assess addition competence. Distribution of those questions was as follows:

(a)   Adding two numbers with two digits without carrying;

(b)   Adding two numbers, one with two digits and the others with single digits without carrying;

(c)   Adding two numbers, one with a single digit and the other with two by carrying once;

(d)   Adding two numbers with two digits, each by carrying once; and

(e)   Addition of Tanzanian Shillings.

The analysis of pupils' performance shows that 1,500 (25.10%) pupils had poor performance; 1,231 (20.60%) had average performance; 1,594 (26.67%) had good performance, and 1,652 (27.67%) had very good performance. The findings show that 3,246 (54.31%) pupils were able to attempt four to five questions correctly.

Further analysis in each question was carried out to determine the questions that were performed well and the questions that were performed poorly. The summary of these findings is presented in Table No. 9 and Chart No. 13.

Table No. 9: Pupils who Responded Correctly to Question 6 to 10

Question Number	Number of pupils who attempted the questions	Pupils who responded correctly	Percentage
6	5,977	5,483	91.7
7	5,977	4,697	78.5
8	5,977	4,194	70.2
9	5,977	3,283	54.9
10	5,977	2,528	42.3

Chart No. 13: Pupils who Responded to Question 6 to 10 correctly
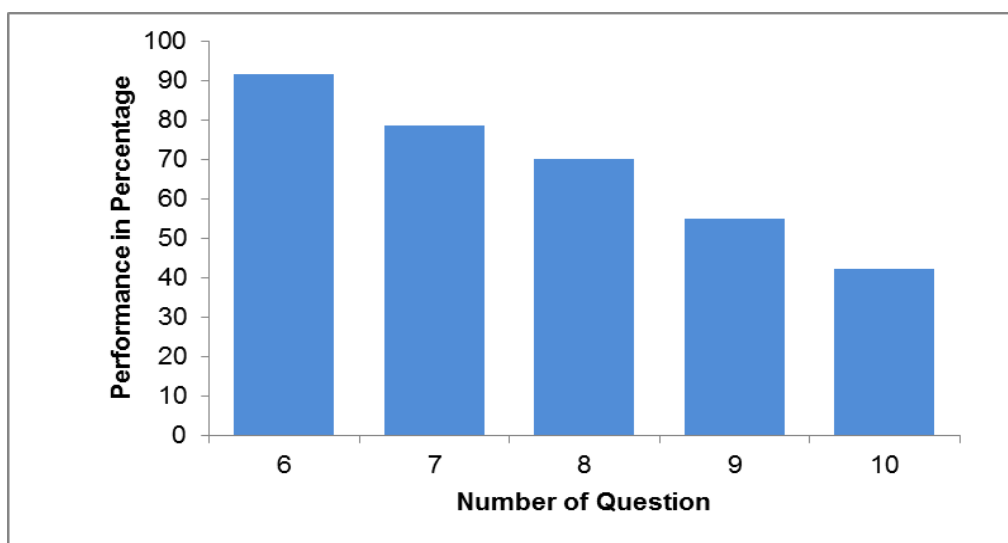
Table No. 9 and Chart No. 13 clearly show that the questions were arranged according to their levels of difficulty. This has been shown through the decrease of competence levels, from one question to another. Many pupils (91.7%) were more competent in question 6 as compared to question 10, which was correctly attempted by 42.3% of all the pupils. This shows that as the number of digits increased, the competence decreased. Moreover, pupils' competences decreased in addition questions that demanded carrying from ones to tens. Pupils' competence decreased more in the question that involved addition of money, compared to other additional tasks. Illustrations No. 24 and 25 are samples of pupils' responses showing that situation.

6.   1+ 3 = 4____.
7.   15+ 4 = 19____.
8.   26+ 5 = 211____.
9.   34 + 18 = 42____.

10. Shilingi 50 + shilingi 100 = shilingi 1050____

Illustration No. 24: A pupil from the Kiswahili medium school who failed to respond to question 8 and 9 that required adding numbers by carrying, and question 10 that demanded adding money.

Find out the answers:

6. 1+ 3 = ___4___.

7. 15+ 4 = ___9___.

8. 26+ 5 = ___21___.

9. 34 + 18 = ___42___.

10. 50 shillings + 100 shillings =___600___ shillings.

Illustration No. 25: A pupil from the English medium school who correctly responded to only question 6 that involved addition of two numbers, each having a single digit without carrying.

4.4.3 Competence in Subtraction

Pupils' competence in subtracting numbers with less than three digits was assessed using five questions (11 to 15). The construction of those questions based on:

(a) Subtraction of two numbers with one digit;

(b) Subtraction of two numbers, one with two digits and the other with one digit, without borrowing;

(c) Subtraction of two numbers, one with two digits and another one with a single digit, which involves borrowing ;

(d) Subtraction of two numbers, each with two digits by borrowing once, and subtraction of the Tanzanian Money.

The analysis on the pupils' competence in subtraction shows that 2,070 (34.63%) pupils had poor performance, 1,331 (22.27%) had average performance, 1,539 (25.75%) had good performance and 1,037 (17.35%)

had very good performance. These data indicate that almost 33.33 percent of the pupils who attempted questions 11 to 15 had poor performance.

The comparison of pupils' competence regarding the concepts of addition and subtraction of numbers shows that performance in addition was higher than that of subtraction. The pupils with average, good and very good performance in addition were many (74.91%) compared to 65.37 percent for those with the same levels of performance in subtraction.

A further analysis was carried out to determine between the questions that were attempted correctly and those with lower performance level. The summary of those findings is presented in Table No. 10 and Chart No. 14.

Table No. 10 : Pupils who Responded to Question 11 to 15 Correctly

Question Number	Number of Assessed Pupils	Pupils Responded Correctly	Percentage
11	5977	5045	84.6
12	5977	4236	70.9
13	5977	3581	59.9
14	5977	2711	45.4
15	5975	1959	32.8

Chart No. 14: Competence of the Pupils who Responded to Questions 11 to 15 Correctly
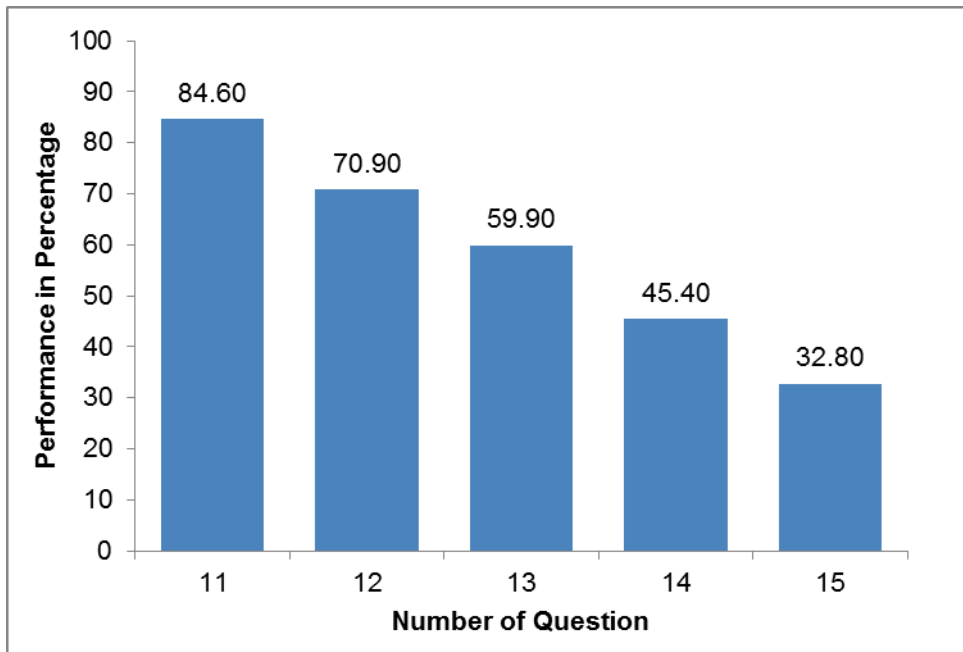
Table No. 10 and Chart No. 14 show that competence decreased from questions 11 to 15. Many pupils (84.6%) were able to subtract numbers with one digit (question 1) as well as subtracting a number with two digits from numbers with single digit without borrowing (question 2). Moreover, as the number of digits increased and therefore necessitating borrowing, the competence of the pupils decreased. This vividly shows that pupils lacked competence in subtracting numbers that involved more than one digit and also when the subtraction involved borrowing. Additionally, the question on subtraction of money was performed poorly compared to other questions. Illustration No. 26 and 27 show samples of pupils' responses during the assessment of their competence in subtraction of numbers.

11. 7 – 2= _5_ .
12. 18 – 6 = _12_ .
13. 24 – 9 = _10_
14. 45 – 17 = _27_
15. Shilingi 500 – shilingi 250 = shilingi _Sh 350_

Illustration No. 26: A pupil from the Kiswahili medium school who responded correctly to questions 11 and 12, but failed in questions 13, 14 and 15.

11. 7 – 2= _5_ .

12. 18 – 6 = _12_ .

13. 24 – 9 = _14_ .

14. 45 - 17 = _27_ .

15. 500 shillings - 250 shillings = _350_ shillings.

Illustration No. 26: A pupil from the English medium school who responded correctly to questions 11 and 12, but failed in questions 13, 14 and 15.

4.4.4 Competence in Word Problems

Questions 16 to 20 in this assessment were Word Problems. These questions assessed the competence in using addition and subtraction in

daily life. In order for pupils to be able to respond to the word problems they were supposed to conceptualize the relationship between real objects and numbers.

Findings on the pupils' competence in problem-solving show that 2,273 (38.03%) pupils had poor performance, while 1,088 (18.20%) pupils had average performance. On the other hand, 1,149 (19.22%) pupils had good performance; and 1,467 (24.54%) had very good performance.

Moreover, further analysis was carried out for each word question to show the number of pupils who responded correctly with their percentage, as shown on the Table No. 11 and Chart No. 15.

Table No. 11: Pupils who responded correctly to Problem-Solving Questions

Question Number	Number of Assessed Pupils	Pupils who responded Correctly	Percentage
16	5,976	4,099	68.6
17	5,976	3,052	51.1
18	5,977	3,834	64.1
19	5,977	3,403	56.9
20	5,975	2,567	43.0

Table No. 11 and Chart No. 15 show that 68.6% of all the pupils responded correctly to question 16 compared to other problem-solving questions. That was followed by question 18 in which 64.1% of all the pupils responded correctly. Question 19 was correctly responded to by 56.9 percent of all

the pupils, while 51.1 percent of all the pupils responded correctly to question 17.

Question 20 was correctly responded to by a few pupils (43%), compared to other four problem-solving questions.

Based on those findings, it can be argued that pupils were more competent in problem-solving questions related to the concept of addition than to subtraction. This is due to the fact that questions 16, 18 and 19 which required a pupil to do addition had a higher performance compared to questions 17 and 20 that required a pupil to subtract numbers.

However, the competence comparison in questions 16 and 18 shows that whenever the number of digits increased in addition, the level of competence decreased. Also, it has been shown that competence decreased more in question 19 , which was related to addition of money.

Comparison of performance in questions 17 and 20 shows that although those questions required a pupil to apply subtraction skills, pupils' competences in those questions differed. This situation implies that whenever the number of digits increased or involved an issue of subtraction of money, pupils' performance decreased. Chart No. 15 shows the pupils' performance in questions 16 and 20.

Chart No. 15: Competence of Pupils who responded to Questions 16 to 20 correctly
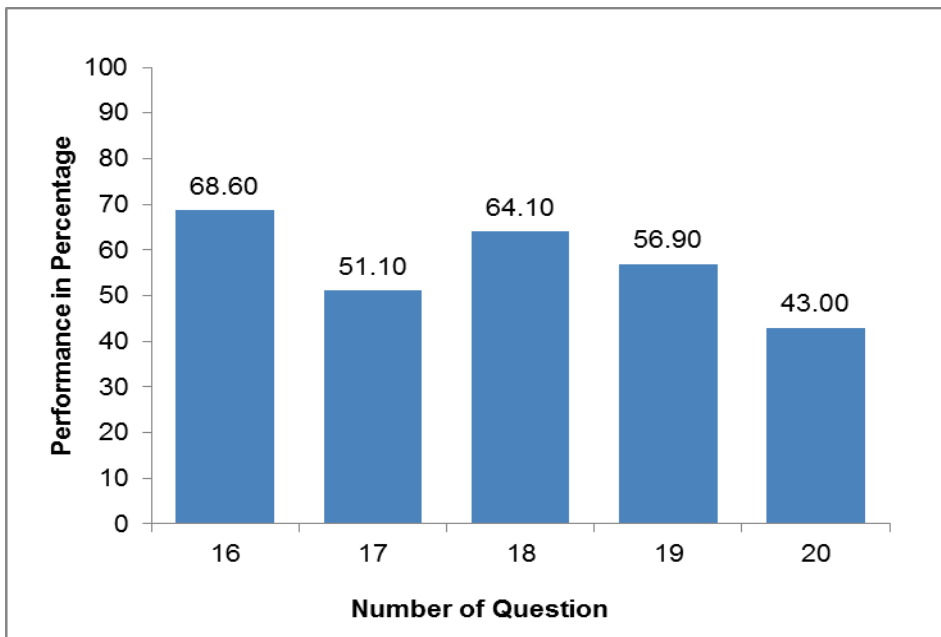
Illustration No. 27: Shows a sample of responses from a pupil who was able to answer well questions 16 to 20. Also, Illustration No. 29 and 30 show a sample of pupils' responses from the Kiswahili and English medium schools who failed to answer questions 17 and 20.

16. Katika darasa kuna wavulana 7 na wasichana 8. Je, darasa hilo lina jumla ya wanafunzi wangapi?

$$\begin{array}{r} 7 \\ +8 \\ \hline 15 \end{array}$$

17. Mkulima ana maembe 19. Alimgawia rafiki yake maembe 10. Je, mkulima alibakiwa na maembe mangapi?

$$\begin{array}{r} 19 \\ -10 \\ \hline 9 \end{array}$$

18. Kurwa ana nazi 30. Doto ana nazi 40. Jumla wana nazi ngapi?

$$\begin{array}{r} 30 \\ +40 \\ \hline 70 \end{array}$$

19. Mary ana shilingi 150. Rose ana shilingi 200. Je, wana jumla ya kiasi gani cha hela?

$$\begin{array}{r} 150 \\ +200 \\ \hline 350 \end{array}$$

20. Said ana shilingi 350. Alitumia shilingi 250 kununua kalamu. Je, kilibaki kiasi gani cha hela?

$$\begin{array}{r} 350 \\ -250 \\ \hline 100 \end{array}$$

Illustration No. 28: A pupil who answered all the five questions correctly.

16. Katika darasa kuna wavulana 7 na wasichana 8. Je, darasa hilo lina jumla ya wanafunzi wangapi?

$$\begin{array}{r} 7 \\ +8 \\ \hline \boxed{15} \end{array}$$

17. Mkulima ana maembe 19. Alimgawia rafiki yake maembe 10. Je, mkulima alibakiwa na maembe mangapi?

$$\begin{array}{r} 19 \\ +10 \\ \hline \boxed{29} \end{array}$$

18. Kurwa ana nazi 30. Doto ana nazi 40. Jumla wana nazi ngapi?

$$\begin{array}{r} 30 \\ +40 \\ \hline \boxed{70} \end{array}$$

19. Mary ana shilingi 150. Rose ana shilingi 200. Je, wana jumla ya kiasi gani cha hela?

$$\begin{array}{r} 150 \\ +200 \\ \hline 350 \end{array}$$

20. Said ana shilingi 350. Alitumia shilingi 250 kununua kalamu. Je, kilibaki kiasi gani cha hela?

$$\begin{array}{r} 350 \\ 250 \\ \hline 600 \end{array}$$

Illustration No. 29: A pupil from the Kiswahili Medium School, who attempted correctly to solve a problem about the concept of addition in question 16,18 and19, but got wrong the subtraction concept in question 17 and 20.

16. In a class there are 7 boys and 8 girls. How many pupils are in that class?

$$\begin{array}{r} 7 \\ +\ 8 \\ \hline 15 \end{array}$$

17. A farmer has 19 mangoes. She gives her friend 10 mangoes. How many mangoes have remained?

$$\begin{array}{r} 19 \\ +10 \\ \hline 29 \end{array}$$

18. Kurwa has 30 coconuts. Doto has 40 coconuts. How many coconuts do they have all together?

$$\begin{array}{r} 30 \\ +40 \\ \hline 70 \end{array}$$

19. Mary has 150 shillings. Rose has 200 shillings. How much money do they have?

$$\begin{array}{r} 150 \\ +\ 200 \\ \hline 350 \end{array}$$

20. Said has 350 shillings. He used 250 shillings to buy a pen. How much money was left?

$$\begin{array}{r} 350 \\ +\ 250 \\ \hline 600 \end{array}$$

Illustration No. 30: A pupil from the English medium school who attempted correctly a word problem about the concept of addition in questions 16,18 and19, but got wrong the subtraction concept in question 17 and 20.

4.5 Comparison in Terms of the Language of Instruction and the Location of the School

4.5.1 Competence in Terms of the Medium of Instruction

Analysis was carried out to compare performance of the pupils from the Kiswahili medium schools against the English medium schools. A summary of this analysis is shown in Tables No. 12 and 13, also in Charts No. 16 and 17.

Table No. 12: Performance of Pupils in the Arithmetic Skills from the Kiswahili Medium Schools

	Pupils Using Kiswahili (4,670)							
	Poor 0 - 2		Average 3		Good 4		Very Good 5	
Competence	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Missing Numbers	2,421	51.84	986	21.11	581	12.44	682	14.60
Addition	1,393	29.83	1,024	21.93	1,184	25.35	1,069	22.89
Subtraction	1,834	39.27	1,053	22.55	1,112	23.81	671	14.37
Problem Solving	1,972	42.23	753	16.12	816	17.47	1,129	24.18

Chart No. 16: Competence of Pupils in the Kiswahili Medium Schools

	Poor	Average	Good	Very Good
■ Missing Number	51.84	21.11	12.44	14.6
■ Addition	29.83	21.93	25.35	22.89
■ Subtraction	39.27	22.55	23.81	14.37
■ Word Problems	42.23	16.12	17.47	24.18
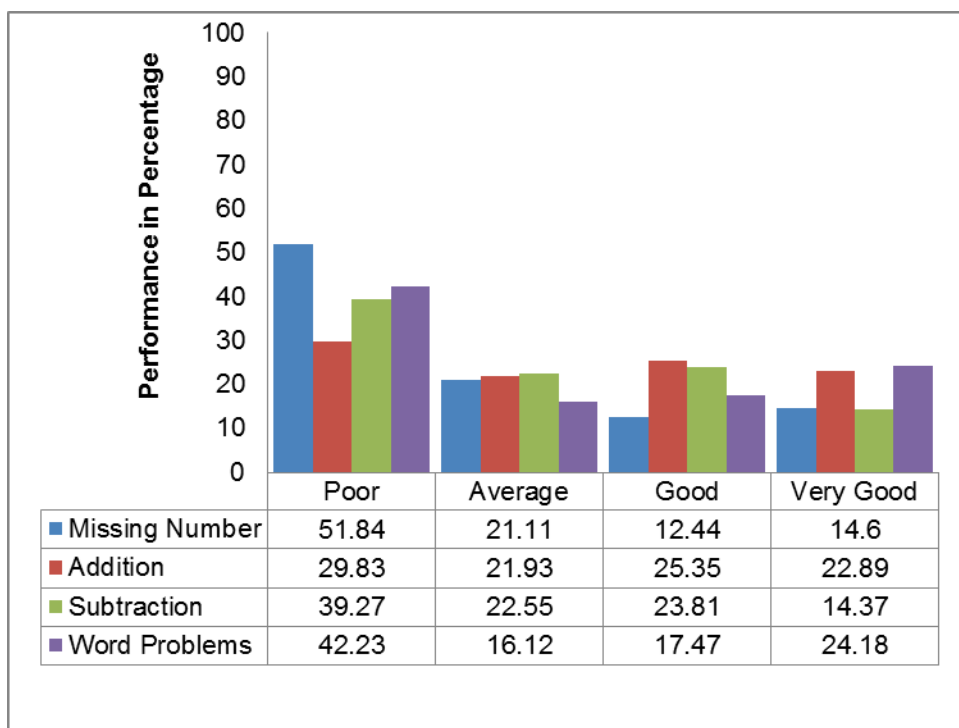
Table No. 13: Performance of Pupils from the English Medium Schools

Pupils Using English (1,307)

Question	Poor 0 - 2		Average 3		Good 4		Very Good 5	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Missing numbers	349	26.70	365	27.93	270	20.66	323	24.71
Addition	107	8.19	207	15.84	410	31.37	583	44.61
Subtraction	236	18.06	278	21.27	427	32.67	366	28.00
Problem Solving	301	23.03	335	25.63	333	25.48	338	25.86

Chart No. 17: Pupils' Competence in English Medium Schools

	Poor	Average	Good	Very Good
■ Missing Number	26.7	27.93	20.66	24.71
■ Addition	8.19	15.84	31.37	44.61
■ Subtraction	18.06	21.27	32.67	28
■ Word Problems	23.03	25.63	25.48	25.86
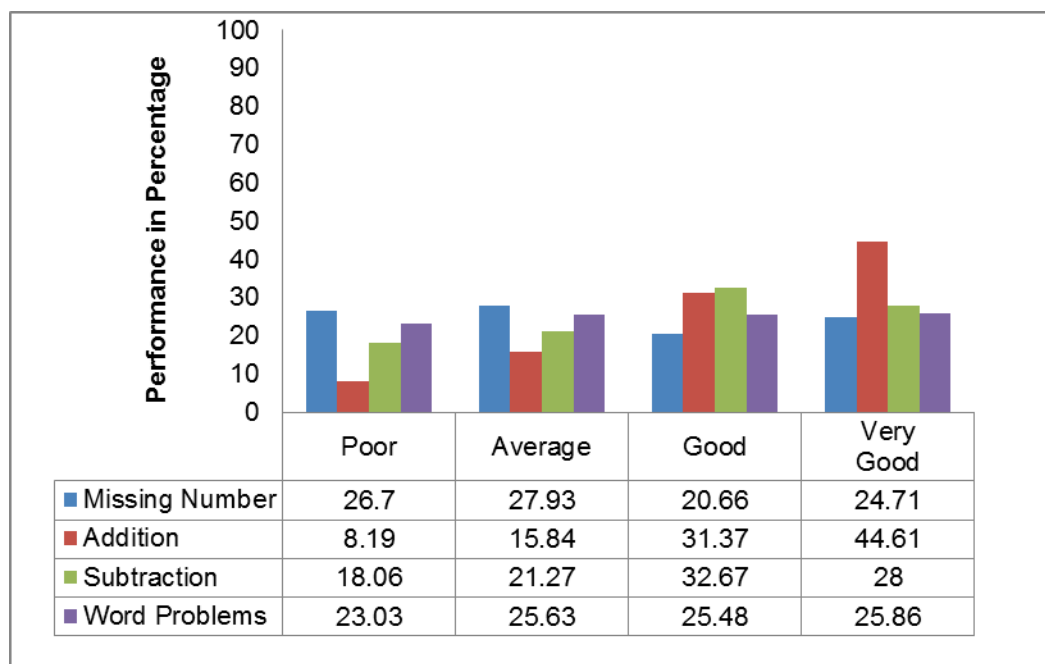
Tables No. 12 and No. 13, and Charts No. 16 and 17 show the pupils who were assessed in Kiswahili and English Medium. Among those pupils, 4,670 were from the Kiswahili medium schools and 1,307 were from the English medium schools. Average comparison in performance of these two groups in terms of levels of performance shows that:

(a)   Pupils with poor performance from the Kiswahili medium schools are many (40.79%), compared to those from the English medium schools.

(b)   Pupils with good performance from the English medium schools are many (27.55%) compared to 19.80 percent from Kiswahili medium schools.

(c)   Pupils with very good performance from the English medium schools are many (30.80%) compared to 19.01% of pupils from the Kiswahili medium schools.

Generally, the statistics show that pupils from the English medium schools had higher competence compared to those from the Kiswahili medium schools.

4.5.2 Pupils' Competence in terms of School Location

A total of 2,943 pupils from the rural schools were assessed and 1,727 pupils were from the urban schools. Score grades in terms of performance for rural and urban were: 0-12 poor performance, 13-25 average performance, 26-38 good performance; and 39-50 very good performance. The number of pupils and their performances in terms of percentage are shown on Table No. 14.

Table No. 14: Pupils' Performance from the Urban and Rural Schools

Score	Number of Pupils		Competence (%)	
	Urban	Rural	Urbun	Rural
0 - 12	255	773	14.77	26.27
13 - 25	449	730	26.00	24.80
26 - 38	619	858	35.84	29.15
39 - 50	404	582	23.39	19.78
Total	**1727**	**2943**	**100.00**	**100.00**

Also, Chart No. 18 illustrates more clearly on the performance of the pupils shown in Table No. 14.

Chart No. 18: Comparison of Competence for the Urban and Rural Schools in Kiswahili Language

Table No. 14 and Chart No. 18 show that many pupils from the rural schools had poor performance compared to few pupils from the urban schools. Also, many pupils from the urban schools had high performance levels of average, good and very good.

4.5.3 Performance in the Rural and Urban Schools

A number of pupils from the rural schools who were assessed was 615, while those from urban schools was 692. The number of pupils and their performance in terms of percentage is shown in Table No. 15.

Table No. 15: Performance in Arithmetic Skills from the Urban and Rural Schools

Score	Total Number of Pupils		Competence (%)	
	Urban	Rural	Urban	Rural
0 - 12	18	18	2.60	2.93
13 - 25	130	83	18.79	13.50
26 - 38	312	271	45.09	44.07
39 - 50	232	243	33.53	39.51
Total	**692**	**615**	**100.00**	**100.00**

Also, Chart No. 19 shows clearly the competence of the pupils shown in Table No. 15.

Chart No. 19: Competence of the Pupils from the Urban and Rural English Medium Schools in terms of Performance
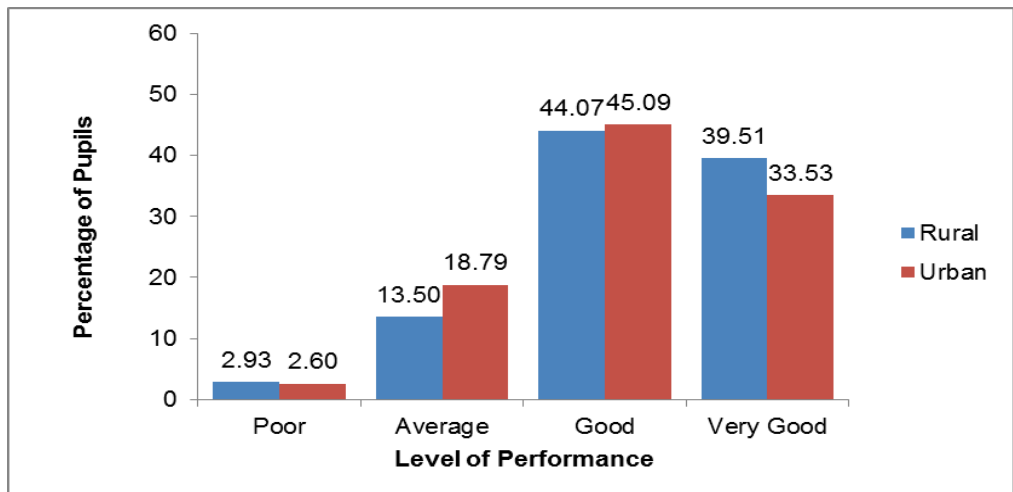
Table No. 15 and Chart No. 19 show that there is a slight difference in terms of competence of the pupils from the rural and urban schools.

However, there was a small difference for pupils with poor performance (0.33%), showing that pupils' competence in terms of performance does not depend only on the medium of instruction but also on the teaching and learning environment.

4.5.4 A Summary of Analysis of the Arithmetic Skills

Generally, the findings show that many pupils had high performance in completing the number series that increases by interval of one and that which increases by interval of ten. They also had high performance in adding and subtracting two numbers, with one digit without carrying and solving problems that involved the concept of addition of numbers.

On the other hand, the findings show that many pupils had low competence in completing the number series that skip by two intervals and by five; addition and subtraction of two numbers with two digits each; addition and subtraction of shillings; and in solving problems that required the concept of subtraction.

CHAPTER FIVE

ANALYSIS OF THE INVIGILATION REPORT

5.1   Introduction

Questionnaires for Headteachers and Invigilators in Reading, Writing and Arithmetic were prepared. The questionnaires required the headteachers and invigilators to give various details about pupils' attendance, school environment and teachers' skills in Reading, Writing and Arithmetic Skills. The purpose of having the questionnaire was to get an insight about the knowledge of the teachers in teaching Reading, Writing and Arithmetic, and to assess the teaching and learning materials as well as the teaching environment.

5.2   Teaching Knowledge and Teachers Training in Reading, Writing and Arithmetic (3Rs)

Statistics show that among the appointed 771 invigilators, 555 (71. 9%) invigilators filled in the questionnaire and submitted it. Among those, 529 (995.3%) indicated that they taught Standard 1 or 2, and 77.1 percent of those teachers had attended training in teaching Reading, Writing and Arithmetic. Therefore, the presence of 77.98 percent of the pupils with competence in Reading, Writing and Arithmetic has a relationship with good teaching because most of the teachers attended training in Reading, Writing and Arithmetic. Table No. 16 presents the details about the questions for invigilators, and teachers' training and the time used to assess the Reading, Writing and Arithmetic Skills.

Table No. 16: Teaching, Training and the Time allocated for Assessing Reading, Writing and Arithmetic

No.	Question	Total	Yes	%	No	%	No response	%
1.	Do you teach 3Rs in standard 1 or 2?	555	529	95.3	18	3.2	8	1.4
2.	Have you attended training on 3Rs?	555	398	71.7	149	26.8	08	1.4
3.	Is the time allocated for assessment of 3Rs enough?	555	441	79.5	85	15.3	29	5.2l

5.3   Pupils' Attendance

Analysis of the invigilators' information showed that 86% of the pupils who did not participate in the assessment were truants. Other pupils (8%) were sick and 6 percent did not participate due to other reasons including transfers of their parents and deaths. Chart No. 20 shows the percentage of the pupils who did not participate in the assessment.

Chart No. 20: Percentage of the Pupils who did not participate in the Assessment
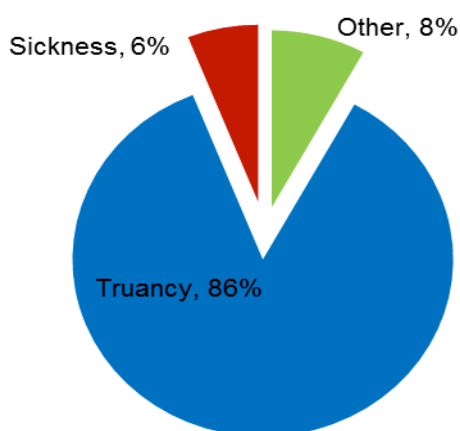
Chart No. 20: Main reasons for pupils not participating in Standard Two Assessment.

5.4 Materials and the Teaching and Learning Environment

Statistics show that 57.4% of the invigilators reported that in their schools there were no books for teaching Reading, Writing and Arithmetic. Also, for those who reported to have the books in their schools, 85 said the books were not sufficient. As regards the presence of curriculum for Reading, Writing and Arithmetic Skills, 84.1% indicated that the curriculum was available, while 15.9% said that their schools, didn't have the curriculum.

When the Headteachers were asked whether the desks were enough in their schools, 43.2% of them responded 'Yes', while 56.8% responded 'No'. From the Headteachers' responses on teaching materials, and the teaching and learning environment, it is obviously that the shortage of books could be the reason for that performance. Also, a small percent (15.9%) who said there was no curriculum indicates that those teachers were teaching without guidelines, hence resulting to pupils' lacking the expected competence.

The responses of Headteachers show that many schools had few desks. They also reported about having a shortage of teacher's books and the few they had were not sufficient. These two problems might have been contributed to the challenges in terms of the learning and teaching environment; and hence failing to reach a higher level of competence in Reading, Writing and Arithmetic. Table No. 17 presents the views of the Headteachers regarding teaching materials and the learning and teaching environment.

Table No. 17: Views of Headteachers

No.	Question	Yes	(%)	No	(%)	Didn't answer
1.	Does the school have a syllabus for 3Rs?	37	84.1	07	15.9	03
2.	Do you have teaching books for 3Rs in your school?	20	42.6	27	57.4	00
3.	Are the books sufficient for each pupil?	03	15	17	85	00
4.	Are the available desks enough for each pupil?	19	43.2	25	56.8	00

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1   Conclusion

Generally, the pupils showed good performance in all the three skills. However, in the Reading Skills, 10.13% of the pupils failed to read and respond to words with compound letters and comprehension questions. In the writing Skills, 11.68% of the pupils failed to write, copy a paragraph and use punctuation marks correctly because they were not competent in forming compound syllables. In the Arithmetic Skills, some of the pupils (17.72%) did not perform well because of insufficient knowledge in identifying the missing number in number series that increase or decrease by more than one interval. Also they lacked sufficient competence in arithmetic that involves addition and subtraction in stage two. The English medium schools performed well compared to the Kiswahili Medium schools in all the skills. Moreover, the urban schools had good performance compared to the rural schools.

Findings from the analysis of the invigilators' reports show that some of the schools that were involved in the assessment faced challenges such as shortage of instructional books, curricula, desks, and some teachers lacked training in the Reading, Writing and Arithmetic Skills. The National Examinations Council believes that if educational stakeholders, including headteachers and those who teach Reading, Writing and Arithmetic Skills, will work on the identified challenges, the Standard Two pupils' competence will be improved. In so doing, the performance of pupils in the upper educational levels will also improve.

6.2   Recommendations

In order to improve pupils' performance in the Reading, Writing and Arithmetic Skills, the National Examinations Council recommends the following:

(a)   The Ministry of Education, Science, Technology and Vocational Training should make a follow-up to improve teaching and learning in Reading, Writing and Arithmetic Skills so as to improve the pupils' levels of performance in those skills.

(b)   In order for pupils to have enough competence in Reading, Writing and Arithmetic Skills, headteachers should come up with strategies to ensure that Standard One and Two pupils are taught according to the curriculum set for Reading, Writing and Arithmetic Skills. Also, they should do a follow-up with regard to pupils' attendance to ensure that they attend school, so that the registered standard one pupils acquire skills and knowledge accordingly.

(c)   Teachers who teach Reading, Writing and Arithmetic should emphasise more on the following areas: Reading skills (Comprehension), Writing (tracing of compound letters and the use of punctuation marks) and Arithmetic (missing numbers, addition and subtraction of numbers in the second steps). Also, teachers are advised to be innovative in preparing teaching and learning materials to help the pupils in managing the Reading, Writing and Arithmetic Skills, and hence improving their competence that leads to higher levels of performance.

(d)   The Government, through the Ministry of Education, Science, Technology and Vocational Training Studies, together with the President's Office-RALG in collaboration with other educational stakeholders, should ensure that teaching and learning resources like books, curricula and desks are available in schools. Also, headteachers should ensure that all resources are taken care of and are used effectively.

JAMHURI YA MUUNGANO WA TANZANIA
BARAZA LA MITIHANI
UPIMAJI WA ELIMU YA MSINGI DARASA LA PILI

201   STADI YA KUSOMA

Muda: Dakika 15   Alhamisi, 24 Novemba 2015 asubuhi

Maelekezo

1.   Karatasi hii ina **maswali matatu**.

2.   Mwanafunzi anatakiwa kujibu maswali **yote** kwa kusoma.

3.   Kila mwanafunzi atapimwa kwa **dakika 15**.

4.   Msimamizi anatakiwa kujaza taarifa za mwanafunzi katika   nafasi zilizo wazi kwenye kona ya juu ya kulia mwa   karatasi ya skeli ya upimaji kwa **kalamu ya wino wa bluu**.

5.   Mwanafunzi atakapokuwa amemaliza kusoma, msimamizi   anatakiwa kujaza alama katika **karatasi maalum** ya skeli   ya upimaji aliyopewa kwa kutumia **kalamu ya wino   mwekundu**.

Kusoma Maneno

Mwongoze mwanafunzi kusoma maneno kwa kuzingatia yafuatayo:

(a) Mwoneshe mwanafunzi (kwa kugusa kwa kalamu) kuanzia neno la kwanza kutoka kushoto kwenda kulia katika kila mstari.

(b) Mwelekeze mwanafunzi kusoma maneno kwa sauti, umakini na haraka kadri awezavyo.

(c) Hakikisha kuwa mwanafunzi anatumia **sekunde tatu** tu kusoma neno. Baada ya sekunde tatu mwelekeze mwanafunzi kusoma neno linalofuata.

(d) Usomaji wa maneno yote utafanyika kwa **dakika tatu**, ambapo **dakika moja** itatumiwa na mwanafunzi katika usomaji na **dakika mbili** zitatumiwa na msimamizi katika ukokotoaji wa alama na ujazaji wa karatasi ya skeli ya upimaji.

1. Mwanafunzi asome maneno yafuatayo:

Jua	asubuhi	tano	simba	mchezo
wazazi	chungwa	shati	watu	weka
kimbia	panya	vitabu	siku	kijani
tisa	rubani	maji	asante	mguu

Kusoma Sentensi

Mwongoze mwanafunzi kusoma sentensi kwa kuzingatia yafuatayo:

(a)   Mwoneshe mwanafunzi (kwa kugusa kwa kalamu) kuanzia sentensi ya kwanza kutoka kushoto kwenda kulia katika kila mstari.

(b)   Mwelekeze mwanafunzi kusoma sentensi kwa sauti, umakini na haraka kadri awezavyo.

(c)   Hakikisha kuwa mwanafunzi anatumia **sekunde tatu** tu kusoma neno. Baada ya sekunde tatu mwelekeze mwanafunzi kusoma neno linalofuata.

(d)   Usomaji wa sentensi zote utafanyika kwa **dakika nne**, ambapo **dakika moja** itatumiwa na mwanafunzi katika usomaji na **dakika tatu** zitatumiwa na msimamizi katika ukokotoaji wa alama na ujazaji wa karatasi ya skeli ya upimaji.

2.   Mwanafunzi asome sentensi zifuatazo:

Magari ni mazuri sana.
Wazazi wangu ni wakarimu.
Mwalimu wetu ni mzuri.
Mimi nilifua nguo zangu.
Tanzania ni nchi yangu.

Kusoma Kifungu cha Maneno

Mwongoze mwanafunzi kusoma kifungu cha maneno kwa kuzingatia yafuatayo:

(a)   Mwoneshe mwanafunzi kifungu cha maneno (kwa kugusa kwa kalamu) kuanzia sentensi ya kwanza kutoka kushoto kwenda kulia katika kila mstari na mweleze mwanafunzi

kuwa akimaliza kusoma, utachukua karatasi na utamuuliza maswali yanayohusiana na habari aliyoisoma.

(b)   Mwelekeze mwanafunzi kusoma kifungu cha maneno kwa sauti, umakini na haraka kadri awezavyo. Mwanafunzi atakapokuwa anasoma, fuatilia usomaji wake kwa kutumia kifungu cha maneno kilichopo katika Skeli ya Upimaji.

(c)   Mwanafunzi akimaliza kusoma chukua karatasi yake kisha muulize maswali yaliyopo katika **karatasi maalum** ya skeli ya upimaji uliyopewa.

(d)   Usomaji wa kifungu cha maneno utafanyika kwa **dakika nane**, ambapo dakika **tatu** zitatumiwa na mwanafunzi katika usomaji na dakika **tano** zitatumiwa na msimamizi katika kuuliza maswali kwa mdomo, ukokotoaji wa alama na ujazaji wa karatasi ya skeli ya upimaji.

3.   Mwanafunzi asome kifungu cha maneno kifuatacho kisha ajibu maswali atakayoulizwa kwa mdomo:

Baraka na Tumaini ni marafiki, wanaishi kijiji cha Mtakuja.

Watoto hawa wanasoma katika shule ya msingi Mtakuja.

Wote wako darasa la pili. Walimu wao wanawapenda sana,

kwa sababu wana akili. Katika matokeo ya muhula uliopita,

Tumaini alikuwa wa kwanza. Rafiki yake alikuwa wa pili

darasani kwao. Wote wawili walifurahi sana. Katika sherehe

ya kufunga shule, wote wawili waliopewa zawadi nzuri.

THE UNITED REPUBLIC OF TANZANIA

THE NATIONAL EXAMINATIONS COUNCIL

STANDARD TWO PRIMARY EDUCATION ASSESSMENT

201   READING SKILLS

Time: 15 Minutes   Thursday, 29th October 2015 a.m

Instructions

1. This paper has **three** questions.
2. The pupil is required to answer **all** questions by reading.
3. Every Pupil will be assessed for **15 minutes**.
4. The invigilator is required to fill the pupil's information on the blank spaces at the top most corner on the right hand side of the Assessment Scale by using **blue   pen**.
5. When the pupil has finished the reading, the invigilator is required to fill in the marks on the special assessment scale paper given by using a **red pen**.

Reading of words

Guide the pupil to read words by considering the following:

(a)   Show the pupil (by pointing with a pen) starting   from the first word from left to right in each row.

(b)   Instruct the pupil to read words loudly, carefully and as quickly as possible.

(c)   Make sure that the pupil use only **three seconds** in reading each word. After three seconds, instruct the pupil to read the next word.

(d)   Reading of all words will take **three minutes**, in   which **one minute** will be used by the pupil to read and   **two minutes** will be used by the invigilator to   calculate marks and fill in the assessment scale   paper.

1.   The pupil should read the following words:

sun	morning	five	lion	game
parents	orange	shirt	people	put
run	rat	books	day	green
nine	pilot	water	thanks	foot

Reading of Sentences

Guide the pupil to read sentence by considering the following:

(a)   Show the pupil (by pointing with a pen) starting from the first sentence from left to right in each row.

(b)   Instruct the pupil to read five sentences loudly, carefully and as quickly as possible.

(c)   Make sure that the pupil use only **three seconds** in reading each word in a sentence. After three seconds, instruct the pupil to read the next word.

(d)   Reading of all sentences will be done for **four minutes**, in which **one minute** will be used by the pupil to read and **three minutes** will be used by the invigilator to calculate marks and fill in the assessment scale paper.

2.	The pupil should read the following sentences:

| Cars are very nice. |
| My parents are kind. |
| Our teacher is good. |
| I washed my clothes. |
| Tanzania is my country. |

Reading of a Paragraph

Guide the pupil to read paragraph by considering the following:

(a)	Show the pupil the paragraph (by pointing with a pen) starting from the first sentence from left to right in each row and also tell the pupil that when he/she has finished the reading, you will take his/her paper and ask him/her questions which are related to the paragraph.

(b)	Instruct the pupil to read the paragraph loudly, carefully and as quickly as possible. When the pupil is reading, trace his/her reading by using the paragraph which is in the assessment scale.

(c)	When the pupil has finished reading, take his/her assessment paper which he/she was reading and ask him/her questions given in a special assessment scale.

(d)	Reading of the paragraph will take **eight minutes**, in which **three minutes** will be used by the pupil to read and **five minutes** will be used by the invigilator to ask oral question, calculate marks and to fill in the assessment scale paper.

3. The pupil should read the following paragraph and answer orally the questions which the teacher will ask:

Baraka and Tumaini are friends. They are in standard

two at Mtakuja primary school. Their teachers' like them

because they are clever. In the last term test results,

Tumaini was the first. His friend was the second in their

class. They were happy. At the end of the year, there

was a party. In that party they were given nice gifts.

BARAZA LA MITIHANI LA TANZANIA

Fomu ya Kujaza Alama za Mwanafunzi kwa Upimaji wa Kusoma

Jina la Mwanafunzi_____

Namba ya Mwanafunzi_____

Jina la Shule_____

Wilaya_____

Mkoa_____

KWA MATUMIZI YA MPIMAJI TU		
Namba ya Swali	Alama	Saini ya Mpimaji
1.		
2.		
3.		
Jumla		

1. Kusoma maneno (alama 10).

   Weka alama ya **mkwaju (/)** kwa maneno yote ambayo mwanafunzi **ameshindwa** kuyasoma. Iwapo uliweka alama ya mkwaju mwanafunzi aliposahihisha kusoma neno alilokuwa amekosea, zungushia **(Ø)** neno hilo. (Kila neno **moja** sahihi **alama 00$^1/_2$**).

jua	asubuhi	tano	simba	mchezo
wazazi	chungwa	shati	watu	weka
kimbia	panya	vitabu	siku	kijani
tisa	rubani	maji	asante	mguu

   Alama:

2. Kusoma sentensi (alama 20).

   Weka alama ya **mkwaju (/)** kwa maneno yote katika sentensi ambayo mwanafunzi **ameshindwa** kuyasoma. Iwapo uliweka alama ya mkwaju mwanafunzi aliposahihisha kusoma neno alilokuwa amekosea, zungushia **(Ø)** neno hilo. (Kila neno **moja** sahihi **alama 01**).

   Magari ni mazuri sana.

   Wazazi wangu ni wakarimu.

   Mwalimu wetu ni mzuri.

   Mimi nilifua nguo zangu.

   Tanzania ni nchi yangu

Alama:

3. Kusoma kifungu cha maneno kisha kujibu maswali kwa mdomo (alama 20).

Sikiliza kwa makini usomaji wa mwanafunzi, baada ya mwanafunzi kusoma, chukua karatasi aliyokuwa anasoma kisha muulize maswali yaliyoko chini ya kifungu cha maneno.

Baraka na Tumaini ni marafiki, wanaishi kijiji cha

Mtakuja.Watoto hawa wanasoma katika shule ya msingi

Mtakuja. Wote wako darasa la pili. Walimu wao

wanawapenda sana, kwa sababu wana akili. Katika

matokeo ya muhula uliopita,Tumaini alikuwa wa kwanza.

Rafiki yake alikuwa wa pili darasani kwao. Wote wawili

walifurahi sana. Katika sherehe ya kufunga shule, wote

wawili waliopewa zawadi nzuri.

Maswali na Majibu

Endapo mwanafunzi atatoa jibu sahihi, zungushia alama **5** na iwapo mwanafunzi atatoa jibu lisilo sahihi zungushia alama **0** na kisha andika jumla ya alama kwenye jedwali lifuatalo:

Na.	Maswali na Majibu	alama	
(a)	Rafiki yake Tumaini anaitwa nani? **(Baraka)**	5	0
(b)	Baraka na Tumaini wanasoma darasa gani? **(Darasa la Pili)**	5	0
(c)	Nani alikuwa wa kwanza katika matokeo ya muhula uliopita? **(Tumaini)**	5	0
(d)	Kwa nini walimu wanawapenda Baraka na Tumaini? **(kwa sababu wana akili)**	5	0
Jumla			

Maoni ya msimamizi kuhusu usomaji wa mwanafunzi:

_____

_____

_____

_____

_____

Jina na Sahihi ya Msimamizi:_____

Shule Anayotoka:_____

Anuani: _____

Namba ya Simu:_____

Tarehe:_____

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
The Form to Fill in Pupil's Marks for Reading Assessment

Name of the Pupil_____

Pupil's Number _____

Name of the School_____

District _____

Region_____

FOR ASSESSOR'S USE ONLY		
Question number	**Marks**	**Assessor's Signature**
1.		
2.		
3.		
Total		

1. Reading of words (10 marks)

   Put a **stroke mark (/)** in all words which the pupil has failed to read and circle **(Ø)** self-correction if you already marked the word incorrect. (Each correct word is a **00$^1/_2$ mark**).

sun	morning	five	lion	game
parents	orange	shirt	people	put
run	rat	books	day	green
nine	pilot	water	thanks	foot

   Marks:

2. Reading of the sentences (20 marks)

   Put a **stroke mark (/)** in all words in a sentence which the pupil has failed to read and circle **(Ø)** self-correction if you already marked the word in a sentence incorrect. (Each correct word in a sentence is a **01 mark**).

Cars are very nice.
My parents are kind.
Our teacher is good.
I washed my clothes.
Tanzania is my country.

   Marks:

3. Reading of the paragraph and answering the questions orally (20 marks).

   Listern carefully while the pupil is reading the paragraph. When he/she has finished reading, take the paper which the

pupil was reading and then ask him/her questions which are below the paragraph.

Baraka and Tumaini are friends. They are in standard two at Mtakuja primary school. Their teachers' like them because they are clever. In the last term test results, Tumaini was the first. His friend was the second in their class. They were happy. At the end of the year, there was a party. In that party they were given nice gifts.

Questions and Responses

If the pupil will give a correct answer, circle 5 marks and if he/she will give incorrect answer, circle 0 mark and then write a total marks in the space provided in the table.

No.	Questions and Responses	Marks	
(a)	Who is Tumaini's friend? **(Baraka)**	5	0
(b)	In what class is Baraka and Tumaini? **(Standard two)**	5	0
(c)	Who was the first one in the last term results? **(Tumaini)**	5	0
(d)	Why do teachers like Baraka and Tumaini?. **(Because they were clever)**	5	0
	Total		

Invigilators comments on the reading of a pupil's

_____

_____

_____

_____

_____

Name and Signature of the Invigilator:_____

Working Station:_____

Address:_____

Telephone Number:_____

Date: _____

Jina la Mwanafunzi _____

Namba ya Mwanafunzi_____

JAMHURI YA MUUNGANO WA TANZANIA
BARAZA LA MITIHANI
UPIMAJI WA ELIMU YA MSINGI DARASA LA PILI

202   STADI ZA KUANDIKA

Muda: Dakika 40   Jumatano, 28 Oktoba 2015 asubuhi

Maelekezo

6.   Karatasi hii ina **maswali matatu**.

7.   Andika **Jina lako** na **Namba yako** katika ukurasa wa kwanza.

8.   Jibu maswali **yote** matatu.

9.   Andika **majibu yako yote** kwa kutumia penseli.

KWA MATUMIZI YA MPIMAJI TU		
Namba ya Swali	Alama	Saini ya Mpimaji
1		
2		
3		
Jumla		

1. **Sikiliza** kwa makini maneno yanayosomwa na mwalimu kisha **andika maneno hayo kwa usahihi** katika nafasi zilizo wazi:

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

(f) _____

(g) _____

(h) _____

(i) _____

(j) _____

2. **Andika** maneno yafuatayo kwa **herufi kubwa** katika nafasi iliyo wazi.

(a) ua_____

(b) nyeusi_____

(c) mmea_____

(d) kijiko_____

(e) gari_____

(f) mlango_____

(g) chupa_____

(h) nyumba_____

(i) dhahabu_____

(j) shindwa_____

3. **Nakili** kifungu cha maneno kifuatacho na weka alama za **nukta (.): mkato (,): alama ya kushangaa (!)** na **alama ya kuuliza (?)** kwa usahihi.

Furaha alinunua nini sokoni jana_____ Alinunua maembe_____machungwa na ndizi_____ Oh_____ yalikuwa matunda matamu sana_____

_____

_____

_____

_____

_____

JAMHURI YA MUUNGANO WA TANZANIA

BARAZA LA MITIHANI

UPIMAJI WA ELIMU YA MSINGI DARASA LA PILI

202   MANENO YA IMLA

Maelekezo kwa Msimamizi

1. Tumia **dakika kumi** kusoma imla kwa wanafunzi katika swali la 1.
2. Soma maneno ya Imla kwa **sauti** na kwa **umakini**.
3. Waelekeze wanafunzi kuwa utasoma kila neno **mara mbili** hivyo wasikilize kwa makini
4. Waelekeze wanafunzi kuwa maneno yote yatatakiwa kuandikwa kwa **herufi ndogo**.
5. Soma taratibu neno moja **mara mbili** na kuweka **pumziko** la **sekunde 20** ili wanafunzi waweze kuandika neno ulilosoma.
6. Soma tena maneno **yote** kwa **mara ya mwisho** ili wanafunzi wafanye marekebisho ya maneno waliyokosea kuandika.

IMLA

(a) ndege   (b) shoka   (c) inzi

(d) saa   (e) taa   (f) viatu

(g) chumba   (h) gauni   (i) nyeusi

(j) meza

Pupil's Name_____

Pupils Number_____

THE UNITED REPUBLIC OF TANZANIA

NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
STANDARD TWO PRIMARY EDUCATION ASSESSMENT

202   **WRITING SKILLS**

Time: 40 Minutes   **Wednesday, 23rd October 2015 a.m.**

Instructions

1. This paper has **three questions**.

2. Write your **Name** and **Number** on the first page.

3. Answer **all** three questions.

4. Write **all** your **responses** in **pencil**.

FOR ASSESSOR'S USE ONLY		
Question Number	**Marks**	**Assessor's Signature**
1.		
2.		
3.		
TOTAL		

1. **Listen carefully** to the words being read by the teacher and then **write** those words correctly in the spaces provided:

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

(f) _____

(g) _____

(h) _____

(i) _____

(j) _____

2. **Write** the following words in **capital letters** in the spaces provided.

(a) flower _____

(b) black_____

(c) plant_____

(d) spoon_____

(e) car_____

(f) door_____

(g) bottle_____

(h) house_____

(i) gold_____

(j) fail_____

3. **Copy** the following paragraph and then put **full stop (.): comma (,): exclamation mark (!)** and **question mark (?)** correctly.

What did Furaha buy yesterday_____ She bought mangoes _____ oranges and bananas_____ Oh_____ they were sweet_____

_____

_____

_____

_____

_____

THE UNITED REPUBLIC OF TANZANIA

NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
STANDARD TWO PRIMARY EDUCATION ASSESSMENT

202   **WRITING SKILLS**

WORDS FOR DICTATION

Instructions to the Invigilator

1. Use **ten minutes** to read the **dictation** for question 1 to the normal sighted pupils and **fifteen minutes** to the visual impaired pupils.
2. Read the words for dictation **loudly** and **carefully**.
3. Tell the pupils that you will read each word **two times**and that each pupil should **listen carefully.**
4. Tell the pupils that they should write the words read in **small letters**.
5. Read one word **two times** slowly and **pause** for **20 seconds**for thenormal sighted pupilsand **twenty five minutes** for the visual impaired pupilsto **write** the word read.
6. Read the words **forthe last time** so that the pupils can make corrections where necessary.

DICTATION

(a)   bird   (b)   axe

(c)   fly   (d)   watch

(e)   lamp   (f)   shoes

(g)   room   (h)   dress

(i)   black   (j)   table

Jina la Mwanafunzi.......................................

Namba ya Mwanafunzi.................................

JAMHURI YA MUUNGANO WA TANZANIA
BARAZA LA MITIHANI LA TANZANIA
UPIMAJI WA TAIFA DARASA LA PILI

203   **STADI YA KUHESABU**

Muda: Saa 1   **Jumatano, 28 Oktoba 2015 Asubuhi**

_____

Maelekezo

1.   Karatasi hii ina maswali **20**.
2.   Jibu maswali **yote**.
3.   Andika majibu **yote** kwa **penseli**.
4.   Andika **namba** yako na **jina** lako katika ukurasa wa kwanza.

KWA MATUMIZI YA MPIMAJI TU											
Namba ya Swali	Alama	Saini ya Mpimaji	Namba ya Swali	Alama	Saini ya Mpimaji	Namba ya Swali	Alama	Saini ya Mpimaji	Namba ya Swali	Alama	Saini ya Mpimaji
1.			7.			13.			19.		
2.			8.			14.			20.		
3.			9.			15.					
4.			10.			16.					
5.			11.			17.					
6.			12.			18.					

Kamilisha mfuatano wa namba zifuatazo kwa kuandika namba inayokosekana.

1. 6, 7, 8, _____, 10.
2. 15,14, 13, 12, _____.
3. 20, 22, 24, _____,28.
4. 60, _____, 80, 90,100.
5. 55, 60, _____, 70, 75.

   Tafuta majibu:
6. 1+ 3 = _____.
7. 15+ 4 = _____.
8. 26+ 5 = _____.
9. 34 + 18 = _____.
10. Shilingi 50 + shilingi 100 = shilingi _____.
11. 7 – 2= _____.
12. 18 – 6 = _____.
13. 24 – 9 = _____.
14. 45 – 17 = _____.
15. shilingi 500 – shilingi 250 = shilingi _____.
16. Katika darasa kuna wavulana 7 na wasichana 8. Je, darasa hilo lina jumla ya wanafunzi wangapi?
17. Mkulima ana maembe 19. Alimgawia rafiki yake maembe 10. Je, mkulima alibakiwa na maembe mangapi?
18. Kurwa ana nazi 30. Doto ana nazi 40. Jumla wana nazi ngapi?
19. Mary ana shilingi 150. Rose ana   shilingi 200. Je, wana jumla ya kiasi gani cha hela?
20. Said ana shilingi 350. Alitumia shilingi 250 kununua kalamu. Je, kilibaki kiasi gani cha hela?

Name of the Pupil.............................

Number of the Pupil...........................

THE UNITED REPUBLIC OF TANZANIA

THE NATIONAL EXAMINATIONS COUNCIL

STANDARD TWO NATIONAL ASSESSMENT

203   **ARITHMETIC SKILLS**

Time: 1 Hour   **Wednesday, 28th October 2015 Morning**

Instructions

1. This paper has **20** questions.
2. Answer **all** questions.
3. Write all responses in **pencil**.
4. Write your **name** and **number** on the first page.

FOR ASSESSOR'S USE ONLY											
Question Number	Score	Assessor's Initials	Question Number	Score	Assessor's Initials	Question Number	Score	Assessor's Initials	Question Number	Score	Assessor's Initials
1.			7.			13.			19.		
2.			8.			14.			20.		
3.			9.			15.					
4.			10.			16.					
5.			11.			17.					
6.			12.			18.					

Complete the pattern by filling in the missing numbers.

1. 6, 7, 8, _____, 10.

2. 15, 14, 13, 12, _____.

3. 20, 22, 24, _____, 28.

4. 60, _____, 80, 90, 100.

5. 55, 60, _____, 70, 75.

Find out the responses:

6. 3 = _____.

7. 15 + 4 = _____.

8. 26 + 5 = _____.

9. 34 + 18 = _____.

10. 50 shillings + 100 shillings = _____ shillings.

11. 7 – 2 = _____.

12. 18 – 6 = _____.

13. 24 – 9 = _____.

14. 45 - 17 = _____.

15. 500 shillings - 250 shillings = _____ shillings.

16. In a class there are 7 boys and 8 girls. How many pupils are in that class?

17. A farmer has 19 mangoes. She gives her friend 10 mangoes.

    How many mangoes have remained?

18. Kurwa has 30 coconuts. Doto has 40 coconuts. How many coconuts do they have all together?

19. Mary has 150 shillings. Rose has 200 shillings. How much money do they have?

20. Said has 350 shillings. He used 250 shillings to buy a pen. How much money was left?

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

READING, WRITING AND ARITHMETIC ASSESSMENT

QUESTIONNAIRE FOR HEADTEACHER

Name:_____

The school you head:_____

1. (a) How many teachers teach reading, writing and arithmetic skills?
        _____.

    (b) Among those teachers, how many in your school, received training on the skills of Reading, Writing and Arithmetic?

        _____.

2. How many pupils are in your school?

    (a) Standard One _____.

    (b) Standard Two _____.

3. (a) Do you have books for teaching Reading, Writing and Arithmetic in your school?
        _____(Yes/No).

    (b) Are the books sufficient for every student?

        _____

4. (a) How many streams are in every class?

        _____

(b)   How many pupils are in every stream?

_____

5.   Is the number of desks enough for every pupil?

_____

_____

6.   Which tools are needed in order to enable a pupil understand Reading, Writing and Arithmetic Skills?

7.   Does your school have the curriculum for the 3Rs skills?

(a)   _____(Yes/No)

(b)   If no, what efforts have you made to get it?

_____

_____

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

TESTING FOR READING, WRITING AND ARITHMETIC SKILLS

QUESTIONNAIRE FOR PRINCIPAL INVIGILATOR

Name:_____

Name of the school you are teaching:_____

Name of the school you invigilated:_____

1. Do you teach Reading, Writing and Arithmetic in standard 1 or 2? _____(Yes/No)

2. Have you attended training in Reading, Writing and Arithmetic Skills?

    (a) If the answer is yes, tell where did you attend the training and what was the duration?

    _____

    _____

    (b) What knowledge and skills did you acquire from the training?

    _____

    _____

3. How many pupils did you invigilate at the centre for Assessing Standard Two 2015?

    _____

    _____

4. Are there pupils who failed in this assessment?

If there are any, list their names and the reasons for the failure.

No	Name	Reasons for Failing the Assessment
1.		
2.		
3.		
4.		
5.		
6.		
7.		

5. What challenges did you meet in the school you invigilated?

(a) Explain briefly

_____

_____

(b) How did those challenges affect the assessment?

_____

_____

(c) Explain how you solved those challenges.

_____

_____

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

READING, WRITING AND ARITHMETIC SKILLS TESTS

QUESTIONNAIRE FOR THE TEACHER (INVIGILATOR)

Name:_____

Name of the school you teach:_____

Name of the school you invigilated:_____

1. Do you teach Reading, Writing and Arithmetic in Standard 1 or 2? _____(Yes/No)

2. For how long have you been teaching Standard 1 or 2? _____ (Show Years).

3. Did you attend training on Reading, Writing and Arithmetic Skills?
   _____ (Yes/No)

   If the answer is yes, show where and for how long.

   _____

   _____

4. What was the performance level of the pupils in reading fluently and answering correctly the reading questions?

   _____ (high, medium, low).

5. How many pupils were in the class which you invigilated?

   _____

6. Was the time allocated for Reading, Writing and Arithmetic sufficient?

_____(Yes/No)

If the answer is no, give your recommendations.

_____

_____