THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
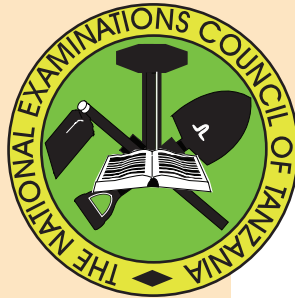

THE ANALYSIS OF READING, WRITING AND ARITHMETIC SKILLS (3Rs) OF STANDARD TWO PUPILS 2018

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PREFACE

The National Examinations Council of Tanzania (NECTA) assessed Reading, Writing and Arithmetic skills (3Rs) of Standard Two pupils in 2018. The aim of conducting Standard Two pupils' assessment was to determine the ability of the pupils of mastering the 3Rs. To achieve the objective, the National Examinations Council prepared assessment tools for all the three skills, questionnaires for the Head Teachers and supervisors selected to oversee the assessment.

The assessment involved 66 primary schools from 22 districts whereby 11 regions represent the educational zones of Tanzania Mainland. Selection of the three schools from each district council depend on their location (rural vs. urban) and their medium of instruction (two Kiswahili-medium schools and one English-medium school).

In total, 6,941 pupils were registered for the assessment (3Rs), out of which 5,621 (80.98%) participated in the assessment. The remaining 1,320 (19.02%) pupils did not participate in the assessment due to various reasons. These pupils' scripts were marked and their responses analysed to determine their competence in each skill. The analysis shows that, the performance of the pupils were good in all the three skills. Detailed analysis shows that, most of the pupils did better in Reading (90.22%) and Writing (89.18%) than in Arithmetic (77.49%).

This report is divided into six chapters. Chapter one is an introduction, chapter two, three and four describe the assessment in Reading, Writing and Arithmetic skills. Chapter five discusses the findings from the questionnaires whereas chapter six presents comments, conclusion and recommendations.

The National Examinations Council of Tanzania believes that the information herein will inspire education stakeholders to strive towards enhancing the effective teaching and learning of the 3Rs and hence improve the pupils' performance in all the three important skills.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

CHAPTER ONE

SAMPLE, ASSESSMENT TOOLS AND DATA ANALYSIS

1.1   Introduction

The National Examinations Council of Tanzania (NECTA) assessed the Reading, Writing and Arithmetic skills of Standard Two pupils. The assessment involved 2019 Standard Three pupils who had completed the Standard One and Two curriculums of 2018. The assessment was conducted on **11/04/2019** and **12/04/2019** to determine the pupils' performance in Reading, Writing and Arithmetic (3Rs). In Reading, pupils were assessed for their abilities to identify sounds and letters in addition to building their capacity to read and comprehend. In Writing, the pupils were assessed for their abilities in word formation; differentiate capital and small letters as well as copying and correct use of punctuation marks. Finally, in Arithmetic, the pupils were assessed for their ability to identify the missing numbers in a sequence provided, addition and substraction of numbers not exceeding 999 and solving arithmetic word problems.

1.2   Assessment Sample

The assessment involved 66 schools which were selected from 11 regions namely: Arusha, Dar es Salaam, Kagera, Kilimanjaro, Mbeya, Morogoro, Mtwara, Mwanza, Njombe, Singida and Tabora. From each region, two districts were selected. It was from each of these districts, three schools were selected,   that is, two Kiswahili-medium and one English-medium school.

A total of 6,941 pupils were selected for participation in the assessment of the 3Rs. Among them, 5,621 participated in Reading, 5,677 in Writing and 5,682 in arithmetic skills assessment. The variation in the participation of the pupils in these assessments was caused by reasons such as truancy, sickness and transfer.

1.3   Assessment Tools

The tools that were used in the assessment were question papers for Reading; Writing and Arithmetic skills (see Appendices No. 1-8). The questions on the papers were intended to measure pupils'

competences using the pre-set performance criteria in each skill. There were also questionnaires for head teachers, supervisors and invigilators. The questionnaires aimed to solicit information on the 3Rs' in order to get information about the availaibilty of 3Rs' teachers, of teaching and learning materials and the 3Rs' teaching and learning environment (see Appendices 9 and 10).

1.4   Data Analysis of the Assessment of the 3Rs in 2018

Reading, Writing and Arithmetic skills' assessment data were analysed to determine the pupils' competence in each skill. The competences were rated according to the set performances criteria, whereby, 0-12 marks was poor, 13-25 marks was average, 26-38 marks was good and 39-50 marks was very good. The analysis also compared the performances for 2017 and 2018 assessments. The analysis of the performance is as indicated in Table 1.

Table 1: Pupils' Performance in 2017 and 2018 Assessments

Skill	Number of Pupils Assessed		Average to Very Good Competence				
	2017	2018	2017		2018		Increase/ decrease (%)
			Number	%	Number	%	
Reading	6,464	5,621	5,681	90.13	5,071	90.22	0.09
Writing	6,174	5,677	5,486	88.86	5,063	89.18	0.32
Arithmetic	6,195	5,682	4,767	76.95	4,403	77.49	0.54

The analysis of the sample of pupils' responses has been used to show the competences of the pupils in their performances and the challenges they faced in a specific skill. The analysis also compared the performance of the pupils in both 2017 and 2018 assessments.

Conclusively, the competence of pupils in 2018 was better than in 2017 as there was an increase in the competence level for all the three skills. The competence in reading has increased by 0.09 percent. For Writing the increase was by 0.33 percent and for Arithmetic by 0.54 percent.

CHAPTER TWO

READING SKILLS ASSESSMENT

2.1 Introduction

The assessment in Reading skills was carried out to determine the pupils' ability to read words, sentences and a passage for the purpose of assessing their understanding of what they are reading. The analysis has considered the pupils' competence criteria in reading words, sentences and a passage. For the first question, their performance depended on the number of words they were able to read accurately in a minute whereas for the second question, their competence was based on reading a number of words in a sentence arranged in a logical sequence. The third question tested their comprehension competence based on the pupil's ability in reading the passage and answer questions orally. Overall, the comparison of the pupils' competence was based on the language of instruction (English/Kiswahili), location of the school (urban/rural), and whether the school in question participated in both the 2017 and 2018 assessments.

2.2 Structure of the Reading Skills Assessment Paper

Reading competence was assessed using one Kiswahili or English paper depending on the language of instruction in a given school. The papers had three questions. The first question tested the competence of reading twenty five (25) words and the second question tested the competence of pupils in reading sentences logically. The third question was on reading a passage and answering questions orally.

Each student spent five (5) minutes on reading words, sentences and a comprehension passage orally. In the meantime, the invigilator spent ten (10) minutes to rate each pupil's reading performance, calculate and sum up the grade based on the assessment scale provided. The assessment lasted for 15 minutes for each pupil.

2.3 Performance Criteria in Reading Skills Assessment

Reading competence was graded in four categories: VERY GOOD performance for a pupil who could read 20 to 25 words correctly within

a minute; GOOD performance for a pupil who could read 14 to 19 words; AVERAGE performance for reading 7 to 13 words; and POOR performance for reading 0 to 6 words for the first and second question.

Pupils' performance in reading a comprehension passage and answering questions orally was based on the number of items the pupil answered in three minutes. Thus, a pupil who answered four items correctly had a very good performance; the one who answered three items had good performance; and the one who answered two items had an average performance. On the other hand, the one who answered one item correctly or none had a poor performance.

2.4 Analysis of Pupils' Responses

A total of 6,941 pupils were registered for participation in the reading skills assessment. However, only 5,621 (80.98%) participated in the assessment. In terms of gender, 2,777 pupils were boys whereas 2, 844 were girls. The number of pupils who were assessed reading competence in Kiswahili and comprehension were 4,698 and 923 in English. The analysis of the pupils' responses in the reading skills assessment reveals that, 90.22 percent of the pupils had an average to very good performance. In fact, the reading competence of girls (91.87%) was higher by 3.43 percent than that of the boys (88.44%).

2.4.1 Question 1: Competence in Reading Words

This question tested the pupils' competence of reading twenty-five (25) words fluently within a minute. The performance of the pupils ranged from average to good as 89.91 percent were able to read 7 to 25 words as Table 2 illustrates:

Table 2: Performance of Pupils in Reading Words

Words	Performance	Number	Percentage
0 – 6	Poor	567	10.09
7 – 13	Average	238	4.23
14 – 19	Good	414	7.37
20 – 25	Very Good	4,402	78.31
Total		5,621	100.00

Data in Table 2 indicates that 4,402 pupils, an equivalent of 78.31 percent, were able to read 20 to 25 words fluently, hence

revelead an excellent performance. They were thus able to read more than three-quarters of all the words which they were supposed to read under that question. Extract 1 illustrates:

1. Kusoma maneno (alama 12$^1/_2$)	1. Reading of words (12$^1/_2$ marks)
Weka alama ya **mkwaju** (/) kwa kila neno ambalo mwanafunzi **ameshindwa** kulisoma. Iwapo uliweka alama ya mkwaju mwanafunzi alipokosea kusoma neno na akarudia kwa usahihi, zungushia (Ø) neno hilo. (Kila neno moja sahihi **alama 00$^1/_2$**)	Put a **slanted slash mark** (/) in each word which the pupil has **failed** to read. Circle (Ø) if the pupil re-reads correctly the word which you had slashed. (The score for each correct word is 00$^1/_2$ **mark**)

televisheni	gita	vitamini	Wiki	Picha
kompyuta	pini	mdomo	sentensi	nyumba
tochi	baiskeli	mwanafunzi	ubao	mwavuli
chumvi	saa	mbwa	mwezi	kikombe
mchele	mkono	mwanga	karoti	jogoo

television	guitar	vitamins	week	picture
computer	pin	mouth	sentence	house
torch	bicycle	pupil	blackboard	umbrella
salt	watch	dog	moon	cup
rice	arm	light	carrot	cock

Extract 1: Sample of the responses from a pupil who were able to read 20 words fluently.

In all, 414 pupils, an equivalent of 7.37 percent demonstrated a good performance on this question as they were able to read fluently 14 to 19 words, that is, more than half of the words given. Extract 2 demonstrates:

1. Kusoma maneno (alama 12$^1/_2$)	1. Reading of words (12$^1/_2$ marks)
Weka alama ya **mkwaju** (/) kwa kila neno ambalo mwanafunzi **ameshindwa** kulisoma. Iwapo uliweka alama ya mkwaju mwanafunzi alipokosea kusoma neno na akarudia kwa usahihi, zungushia (Ø) neno hilo. (Kila neno moja sahihi **alama 00$^1/_2$**)	Put a **slanted slash mark** (/) in each word which the pupil has **failed** to read. Circle (Ø) if the pupil re-reads correctly the word which you had slashed. (The score for each correct word is 00$^1/_2$ **mark**)

televisheni	gita	vitamini	Wiki	Picha
kompyuta	pini	mdomo	sentensi	nyumba
tochi	baiskeli	mwanafunzi	ubao	mwavuli
chumvi	saa	mbwa	mwezi	kikombe
mchele	mkono	mwanga	karoti	jogoo

television	guitar	vitamins	week	picture
computer	pin	mouth	sentence	house
torch	bicycle	pupil	blackboard	umbrella
salt	watch	dog	moon	cup
rice	arm	light	carrot	cock

Extract 2: Sample of responses from pupils who were able to read fourteen (14) words.

On the other hand, 238 (4.23%) pupils were able to read 7 to 13 words fluently, which is below half or half the number of all the words provided. Extract 3 demonstrates:

1. Kusoma maneno (alama 12¹/₂)	1. Reading of words (12¹/₂ marks)
Weka alama ya **mkwaju** (/) kwa kila neno ambalo mwanafunzi **ameshindwa** kulisoma. Iwapo uliweka alama ya mkwaju mwanafunzi alipokosea kusoma neno na akarudia kwa usahihi, zungushia (Ø) neno hilo. (Kila neno moja sahihi alama 00¹/₂)	Put a **slanted slash mark** (/) in each word which the pupil has **failed** to read. Circle (Ø) if the pupil re-reads correctly the word which you had slashed. (The score for each correct word is 00¹/₂ mark)
televisheni gita vitamini Wiki Picha	television guitar vitamins week picture
kompyuta pini mdomo sentensi nyumba	computer pin mouth sentence house
tochi baiskeli mwanafunzi ubao mwavuli	torch bicycle pupil blackboard umbrella
chumvi soda mbwa mwezi kikombe	salt watch dog moon cup
mchele mkono mwanga karoti jogoo	rice arm light carrot cock

Extract 3: Sample of responses from the pupils who were able to read eight (8) words.

On the other hand, 567 (10.09%) pupils had a poor performance, with 4.86 percent being able to read between 1 to 6 words provided. Another 5.23 percent read none of the words. Extracts 4 and 5 illustrate:

1. Kusoma maneno (alama 12¹/₂)	1. Kusoma maneno (alama 12¹/₂)
Weka alama ya **mkwaju** (/) kwa kila neno ambalo mwanafunzi **ameshindwa** kulisoma. Iwapo uliweka alama ya mkwaju mwanafunzi alipokosea kusoma neno na akarudia kwa usahihi, zungushia (Ø) neno hilo. (Kila neno moja sahihi alama 00¹/₂)	Weka alama ya **mkwaju** (/) kwa kila neno ambalo mwanafunzi **ameshindwa** kulisoma. Iwapo uliweka alama ya mkwaju mwanafunzi alipokosea kusoma neno na akarudia kwa usahihi, zungushia (Ø) neno hilo. (Kila neno moja sahihi alama 00¹/₂)
televisheni gita vitamini Wiki Picha	televisheni gita vitamini Wiki Picha
kompyuta pini mdomo sentensi nyumba	kompyuta pini mdomo sentensi nyumba
tochi baiskeli mwanafunzi ubao mwavuli	tochi baiskeli mwanafunzi ubao mwavuli
chumvi saa mbwa mwezi kikombe	chumvi saa mbwa mwezi kikombe
mchele mkono mwanga karoti jogoo	mchele mkono mwanga karoti jogoo

Extract 4: Sample of responses from pupils who were able to read one to six words

1. Kusoma maneno (alama 12¹/₂)					1. Reading of words (12¹/₂ marks)				
Weka alama ya mkwaju (/) kwa kila neno ambalo mwanafunzi ameshindwa kulisoma. Iwapo uliweka alama ya mkwaju mwanafunzi alipokosea kusoma neno na akarudia kwa usahihi, zungushia (Ø) neno hilo. (Kila neno moja sahihi alama 00¹/₂)					Put a slanted slash mark (/) in each word which the pupil has failed to read. Circle (Ø) if the pupil re-reads correctly the word which you had slashed. (The score for each correct word is 00¹/₂ mark)				
televişKeni	giļa	vitaⱮini	Wịki	Picħa	televişion	guįťar	vitaⱮins	woʲek	picⱡure
kompyúta	pịħi	mdⱷmo	senténsi	nyuⱮba	compúter	pịħ	mouⱡth	senténce	house
toⱡhi	baisⱡeli	mwanⱥfunzi	ubⱷⱷo	mwaⱡuli	toⱡch	bicyⱡle	puⱡbil	blaⱡkboard	umbrélla
chunⱡvi	sⱱa	mbⱡwa	mwⱡezi	kikoⱮbe	saⱡt	woⱡtch	doⱷg	moón	cúⱡp
mchⱡle	mkoⱡho	mwoⱡhga	karⱷti	joⱷⱷo	riⱡce	arⱮ	ligⱤt	carⱡrot	coⱡck

Extract 5: Sample of responses from pupils who read none of the words.

2.4.1.1 Performance of Pupils in Kiswahili-Medium Schools

The analysis of the performance in Kiswahili-medium schools shows that, 88.21 percent of the pupils had an average performance to a very good performance. These were able to read 7 to 25 words fluently. On the other hand, 11.79 percent of the pupils had a poor performance, with 5.62 percent who were able to read only 1 to 6 words fluently and another 6.17 percent were unable to read any word. Table 3 presents the details:

Table 3: Performance of Pupils in Reading Kiswahili Words

Words	Performance	Number	Performance
0 – 6	Poor	554	11.79
7 – 13	Average	212	4.51
14 – 19	Good	342	7.28
20 – 25	Very Good	3,590	76.42
	Total	**4,698**	**100.00**

Further analysis shows that, many of the pupils were able to read words fluently which have been formed by syllables which have a consonant and vowel structure, for instance, the word *pini*—pin. The performance of the pupils in reading words which had only syllables was excellent because during the pronunciation of vowels, the air is emitted freely without blockage. Examples of these words include "*saa*"—watch (89.97%) and "*ubao*"—blackboard (88.42%). Chart 1 presents the pupils' performance on every word:
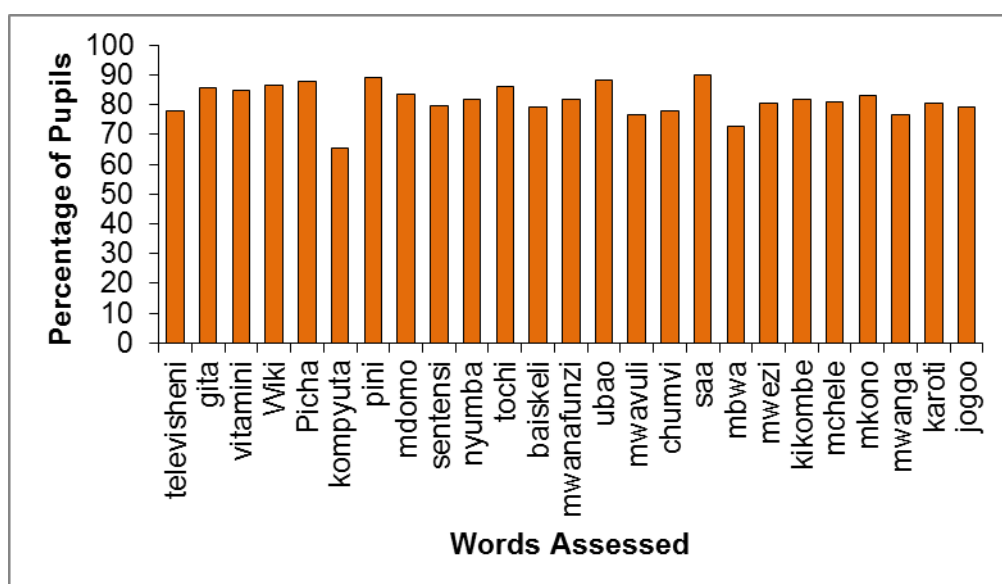
Chart 1: Percentage of pupils able to read each Kiswahili word.

Further analysis shows that, there were words that some of the pupils failed to read for various reasons. These words are "*kompyuta*" (34.64%), "*mbwa*" (27.14%), "*mwanga*" (23.55%), "*mwavuli*" (23.53%) and "*chumvi*" (22.04%). The pupils failed to read the word 'kompyuta' because it has a syllable which is formed by the 'm' consonant. In addition, the word has a syllable which has a consonant structure connected to a semi-vowel *y* which has a quality of a vowel and a vowel u in "pie". As a result, the pupils failed to pronounce half a semi-vowel and a full vowel at the same time.

The word "*mbwa"* posed a reading challenge to some of the pupils the way it is written it is not the way it is supposed to be read. Grammatically the word was supposed to be written as "mmbwa" but Kiswahili grammatical rules drops one letter sound in writing if similar letter follow each other but the reading of the word remains with both letters. The first sound 'm' is only pronounced but it is not specified in writing. Similarly, the words "*mwanga"* and "*mwavuli"* have been formed by syllables which follow one another interms of consonants which are 'mw' and 'ng'. Also, the word "*chumvi"* has a letter "m" which is a syllable formed by a consonant and when the pupil reads that word he or she needs to read it as a syllable. In general, words which have a syllable formed by one consonant and a vowel are read much more easily than words with syllables which have more than one consonant and a vowel.

2.4.1.2 Performance of Pupils in English-medium Schools

Pupils in English medium schools showed an average to outstanding at 98.59 percent. These pupils were able to read 7 to 25 words fluently. Moreover, 13 pupils (1.41%) of the total, had a poor performance because they either failed to read all the words or read less than seven (7) words. Table 4 shows poor performance of the pupils:

Table 4: Performance of Pupils in Reading English Words

Number of Words	Performance	Number of pupils	Percentage
0 – 6	Poor	13	1.41
7 – 13	Average	26	2.82
14 – 19	Good	72	7.80
20 – 25	Very Good	812	87.97
	Total	**923**	**100.00**

The analysis of the performance shows that, most of the pupils were able to read correctly some of the words. These words are "dog" (98.37%), "cup" (98.26%) and "pin" (97.18%). The words were simple to them because they are formed by one syllable (monosyllabic words). Also, the words "pin" and "dog" have a direct relation between their sounds and their structures.

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Despite the good performance of the pupils in reading words, there are words which some of them failed to read correctly. These words are "guitar" (31.97%), "computer" (20.92%), "salt" (20.92%), "cock" (16.8%) and "vitamins" (12.9%). The word "guitar" confused many pupils because the letters "ui" are reduced to one sound which is /i/ with no direct relationship between the vowel sound and the spelling. Also, the word "computer" has a syllable inform of a consonant and a semi-vowel 'y' with a quality of a vowel which is realised in pronunciation but not in writing. Also, when pronouncing the word "cock", the penultimate consonant 'c' is dropped; therefore, failure for such elision among the pupils resulted in the word being read incorrectly. Chart 2 shows poor performance of the pupils in each word:
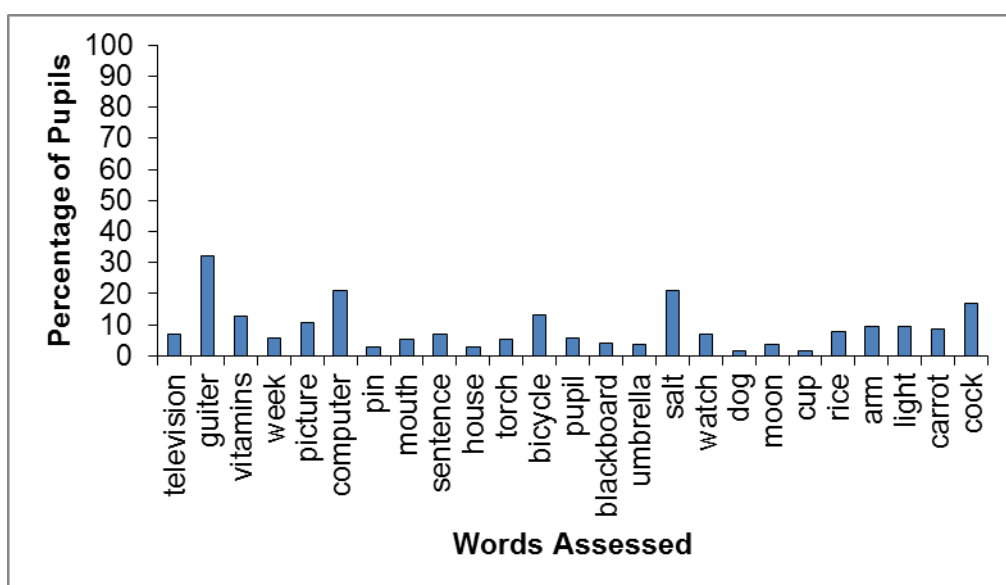
Chart 2: Percentage of pupils who failed to read English words.

2.4.2 Question 2: Competence in Reading Sentences

This question had five (5) sentences, with a total of twenty-five (25) words. A pupil was required to read all the sentences in one minute fluently. The results show that, 5,088 pupils (90.52%) of the total were able to read 7 to 25 words correctly. Chart 3 illustrates.
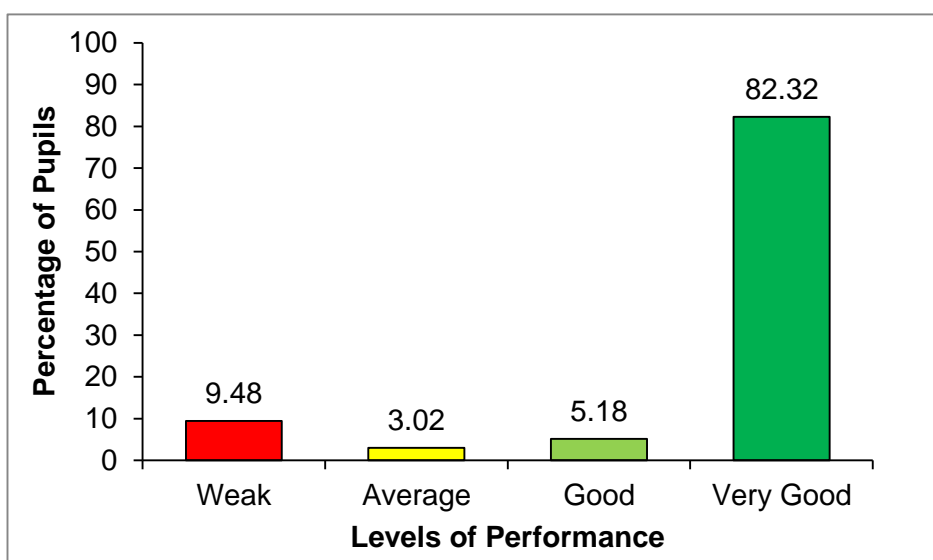
Chart 3: Performance of the Pupils in Reading Sentences

Chart 3 shows that, 4,627 pupils (82.32%) of the total had a very good performance, as they could read correctly 20 to 25 words, that is, more than three-thirds of all the words found in the sentences. Extract 6 illustrates:

2. Kusoma sentensi (alama 25)	2. Reading of the sentences (25 marks)
Weka alama ya **mkwaju** (/) kwa kila neno katika sentensi ambalo mwanafunzi **ameshindwa** kulisoma. Iwapo uliweka alama ya mkwaju mwanafunzi aliposahihisha kusoma neno alilokuwa amekosea, zungushia (Ø) neno hilo. (Kila neno moja sahihi **alama** 1)	Put a **stroke mark** (/) in all words in a sentence which the pupil has **failed** to read. Circle (Ø) if the pupil re-reads correctly the word which you had slashed (The score for each correct word is **1 mark**)
Mbuzi wangu wana mikia mifupi.	My goats have short tails.
Njoo hapa dada yangu mpole.	Come here my calm sister.
Tafadhali fungua kitabu chako vizuri.	Please, open your book carefully.
Viatu vyangu vyote ni vyeusi.	All my shoes are black.
Hawa ni watoto wadogo sana.	These are very young children.

Extract 6: Sample of responses from pupils who were able to read twenty-five (25) words**.**

Further analysis shows 291 pupils (5.18%) of the total, were able to read fluently 14 to 19 words, which is more than half of the words found in the sentences as extract 7 demonstrates:

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2. Kusoma sentensi (alama 25)	2. Reading of the sentences (25 marks)
Weka alama ya **mkwaju** (/) kwa kila neno katika sentensi ambalo mwanafunzi **ameshindwa** kulisoma. Iwapo uliweka alama ya mkwaju mwanafunzi aliposahihisha kusoma neno alilokuwa amekosea, zungushia (Ø) neno hilo. (Kila neno **moja** sahihi **alama** 1)	Put a **stroke mark** (/) in all words in a sentence which the pupil has **failed** to read. Circle (Ø) if the pupil re-reads correctly the word which you had slashed (The score for each correct word is 1 **mark**)
Mbuzi wangu wana mikia mifupi.	My goats have short tails.
Njoo hapa dada yangu mpole.	Come here my calm sister.
Tafadhali fungua kitabu chako vizuri.	Please, open your book carefully.
Viatu vyangu vyote ni vyeusi.	All my shoes are black.
Hawa ni watoto wadogo sana.	These are very young children.

Extract 7: Sample of Responses from Pupils who were able to read 16 Words

Similarly, 3.02 percent of the pupils had an average performance in reading 7 to 13 words, which was below or a half of the words given. Extract 8 illustrates the responses of pupils with an average performance:

2. Kusoma sentensi (alama 25)	2. Reading of the sentences (25 marks)
Weka alama ya **mkwaju** (/) kwa kila neno katika sentensi ambalo mwanafunzi **ameshindwa** kulisoma. Iwapo uliweka alama ya mkwaju mwanafunzi aliposahihisha kusoma neno alilokuwa amekosea, zungushia (Ø) neno hilo. (Kila neno **moja** sahihi **alama** 1)	Put a **stroke mark** (/) in all words in a sentence which the pupil has **failed** to read. Circle (Ø) if the pupil re-reads correctly the word which you had slashed (The score for each correct word is 1 **mark**)
Mbuzi wangu wana mikia mifupi.	My goats have short tails.
Njoo hapa dada yangu mpole.	Come here my calm sister.
Tafadhali fungua kitabu chako vizuri.	Please, open your book carefully.
Viatu vyangu vyote ni vyeusi.	All my shoes are black.
Hawa ni watoto wadogo sana.	These are very young children.

Extract 8: Sample of responses from pupils who were able to read 7 to 13 Words.

Some 533 pupils (9.48%) of the total, had poor performance, 3.52 percent of whom could read correctly 1 to 6 words, and 5.96 percent who could not read any word in the sentence.

Extracts 9 and 10 present the results of pupils who had no reading skills:

2. Kusoma sentensi (alama 25)	2. Reading of the sentences (25 marks)
Weka alama ya **mkwaju** (/) kwa kila neno katika sentensi ambalo mwanafunzi **ameshindwa** kulisoma. Iwapo uliweka alama ya mkwaju mwanafunzi aliposahihisha kusoma neno alilokuwa amekosea, zungushia (Ø) neno hilo. (Kila neno **moja** sahihi **alama** 1)	Put a **stroke mark** (/) in all words in a sentence which the pupil has **failed** to read. Circle (Ø) if the pupil re-reads correctly the word which you had slashed (The score for each correct word is **1 mark**)
Mbuzi wangu wana mikia mifupi.	My goats have short tails.
Njoo hapa dada yangu mpole.	Come here my calm sister.
Tafadhali fungua kitabu chako vizuri.	Please, open your book carefully.
Viatu vyangu vyote ni vyeusi.	All my shoes are black.
Hawa ni watoto wadogo sana.	These are very young children.

Extract 9: Sample from responses of pupils who read only 1 to 6 words.

2. Kusoma sentensi (alama 25)	2. Reading of the sentences (25 marks)
Weka alama ya **mkwaju** (/) kwa kila neno katika sentensi ambalo mwanafunzi **ameshindwa** kulisoma. Iwapo uliweka alama ya mkwaju mwanafunzi aliposahihisha kusoma neno alilokuwa amekosea, zungushia (Ø) neno hilo. (Kila neno **moja** sahihi **alama** 1)	Put a **stroke mark** (/) in all words in a sentence which the pupil has **failed** to read. Circle (Ø) if the pupil re-reads correctly the word which you had slashed (The score for each correct word is **1 mark**)
Mbuzi wangu wana mikia mifupi.	My goats have short tails.
Njoo hapa dada yangu mpole.	Come here my calm sister.
Tafadhali fungua kitabu chako vizuri.	Please, open your book carefully.
Viatu vyangu vyote ni vyeusi.	All my shoes are black.
Hawa ni watoto wadogo sana.	These are very young children.

Extract 10: Sample of responses from pupils who could not read any of the words in the sentences.

2.4.2.1 Performance of reading sentences for Pupils in Kiswahili-Medium Schools

Further analysis shows that, 4,178 of the pupils, an equivalent of 88.93 percent of the sample drawn from Kiswahili-medium schools had a medium to a very good performance in reading the sentences. Their competence resulted from their ability to read words in sentences correctly in one minute and in a logical manner.

Although many pupils were competent in reading the sentences, a few pupils (16.69%) failed to read the word "wangu" in the first sentence "Mbuzi wangu wana mikia mifupi." Also, 16.48 percent failed to read the word "mbuzi." They failed to read those words due to the presence of a vowel in the word "wangu" and of two consonants and a vowel in the word "wangu" and "mbu" in the word "mbuzi".

On the other hand, for the second sentence "Njoo hapa dada yangu mpole," 24.97 percent of the pupils failed to read the word "njoo" because of the presence of the syllable "njo" which is composed of a sequence of two consonants and a vowel. Also, the syllable "o" confused many pupils because it is only composed of a vowel, therefore making pupils read the syllable "njo" while omitting the vowel "o" which is like a syllable in that word. Also, 16.24 percent of the pupils failed to read the word "mpole" due to the presence of the letter "m" which is composed of the consonant alone, but which during reading stands as a syllable.

Moreover, 3,445 (26.67%) of the sample, failed to read the word "Tafadhali" in the third sentence: "Tafadhali fungua kitabu chako vizuri". The pupils failed to read that word due to closeness of the articulation of the sounds "dh", "z", and "s" whereby "dh" is pronounced when the tip of the tongue is in contact with the upper teeth. The sounds z and s are pronounced when the tip of the tongue comes in contact with alveolar ridge. As a result, some students pronounced "Tafasali/tafazali" instead of "tafadhali" when reading.

Further analysis shows that, 22.46 percent of the pupils failed to read the word "vyangu", 22.03 percent "vyeusi" and 20.84 percent "vyote" in the fourth sentence "Viatu vyangu vyote ni vyeusi". The pupils failed to read these words because they have the syllable "vye" and "vyo" which are composed of a sequence of consonants "vy". Also, the sounds /v/ and /f/ which are all pronounced when the lower lip and the upper front teeth are in contact were mixed up during the pronunciation. As such, many pupils pronounced "fyangu" instead of "vyangu", "fyeusi" instead of "vyeusi" and "fyote" instead of "vyote".

Furthermore, 4,090 pupils (87.06%), had a better performance in reading the fifth sentence "Hawa ni watoto wadogo sana" than all the other sentences. The good performance is associated with the sentence being made up of syllables with simple structures of consonants and vowels.

Generally, the competence of the pupils in Kiswahili-medium schools was from average to very good performance as their performance was above 82 percent. Indeed, they were able to read 3 to 5 words in each sentence. Chart 4 shows the pupils' reading competence in the first to the fifth sentence.
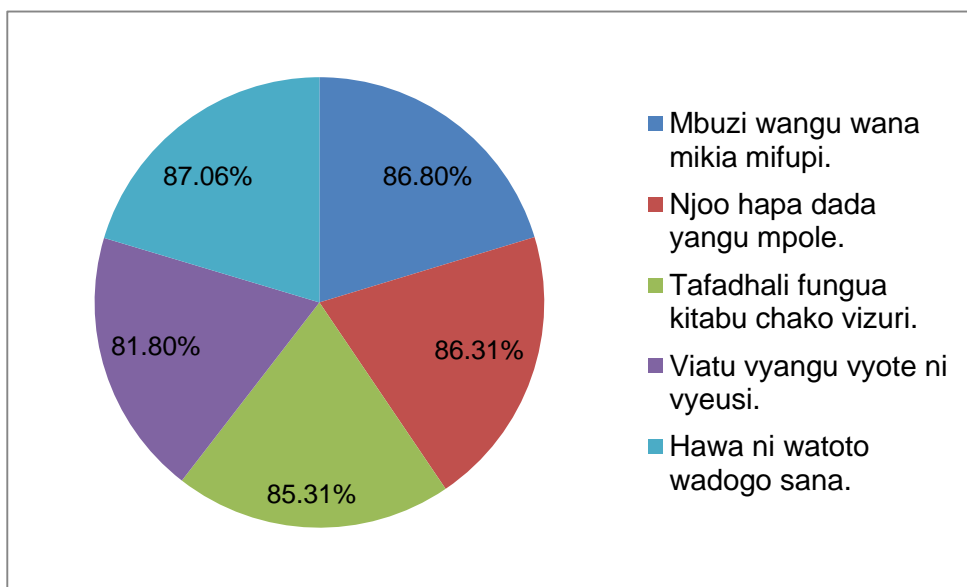
Chart 4: Pupils' Performance in Reading Sentences in Kiswahili.

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2.4.2.2 Performance of reading sentences for Pupils in English-Medium Schools

The analysis shows that, the majority of the pupils in English-medium schools could read the sentences given to them. In all, 910 pupils (98.59%) had an average to very good performance in reading the sentences given to them. Chart 5 shows the performance rates of the pupils per sentence:
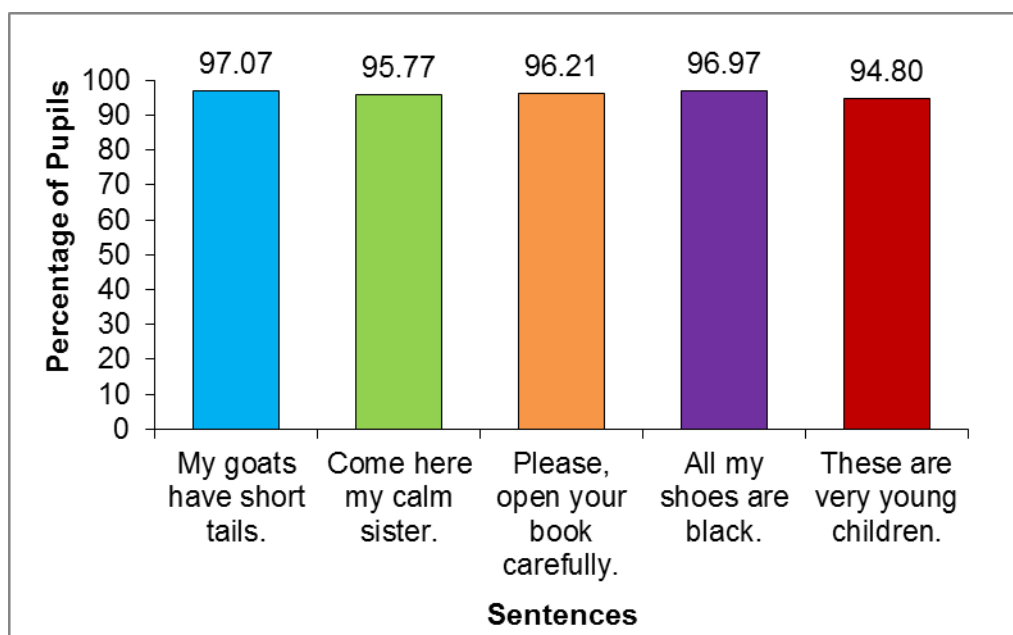
Chart 5: Pupils' Performance in Reading Sentences in English

Futher analysis shows that, 19.07 percent of the pupils failed to read the word 'tails' in the sentence "My goats have short tails" because the pronunciation of the word has no direct connection with the structure of the word. For instance, the letters "ai" are pronounced /ei/ and "s" is pronounced /z/. As a result, many of the pupils failed to read the word "tails" as /teilz/.

For the second sentence, "Come here my calm sister", 25.46 percent of the pupils failed to read the word "calm". When reading, the letter "c" is pronounced /k/, also the letter /l/ was suppose to be omitted during pronunciation. This word was the most difficult for the pupils among all of the words.

Likewise, 167 pupils (18.07%) failed to read the word "carefully" in the third sentence "Please open your book carefully". The

pupils failed to do so because the pronunciation of the word has no direct connection with the structure of the word. For example, the letter "c" was to be pronounced /k/, the two letters "ll" were represented by one sound which is /l/ and the letter /u/ was to be dropped during reading.

In the fourth sentence, "All my shoes are black", the word 'all' was not read correctly by 14.37 percent of the pupils. These pupils failed to read the word 'all' because it is pronounced in form of a long vowel 'a' together with the last letter 'l'.

Further analysis shows that, 16.79 percent of the pupils failed to read the word "These" in the sentence: "These are my shoes". The pupils failed to specify the union of the two letters 'th' which constitute one sound during pronunciation. In addition, the letter 's' ought to be pronounced as 'z' with the end vowel 'e' omitted in the pronunciation.

In general in English language, words which are read as long vowels, the vowel elision coupled with lack of words which have no direct connections between pronunciations and structure which influence some pupils to fail to read them properly.

2.4.3 Question 3: Competence in Reading Comprehension

The third question involved reading a comprehension passage and answering the attendant questions orally. A pupil was required to read carefully the passage and answer four items based on the words read. The invigilator read the questions and the pupil was given three minutes to answer them. Pupils were required to read the following passage:

> "Furaha ana umri wa miaka nane. Anaishi Kinondoni na kaka yake Mkubwa. Mara zote hutunza vitu vyake vizuri. Siku ya Jumatatu, Furaha alikwenda dukani kununua penseli. Alikuwa na shillingi mia tano mfukoni. Alinunua penseli mbili kwa shilingi mia nne. Furaha alibaki na shilingi mia moja ambazo alizitumia kununua kifutio".

The same passage was translated into English for pupils in English-medium schools as follows:

Furaha is eight years old. She lives at Kinondoni with her elder Brother. She always keeps her things properly. On Monday, Furaha went to the shop to buy pencils. She had five hundred shillings in her pocket. She bought two pencils for four hundred shillings. Furaha remained with one hundred shillings which she used to buy an eraser.

The performance of the pupils in answering this question ranged from average to very good because 4,635 pupils (82.86%) managed to answer more than one item of the question correctly. Table 5 presents the results:

Table 5: Performance of Pupils in Reading Comprehension

Number of the items	Performance rates	Number of Pupils	Percentage of Pupils
1	Poor	986	17.54
2	Average	633	11.26
3	Good	1,372	24.41
4	Very Good	2,630	46.79
	Total	**5,621**	**100**

The analysis shows that 2,630 of the pupils (46.79%) had very good performance. The pupils in this category managed to answer correctly all the four items of the questions as Extract 11 illustrates;

Maswali na Majibu			Questions and Answers		

Endapo mwanafunzi atatoa jibu sahihi kuanzia kipengele (a) hadi (c) zungushia alama 3 na kipengle (d) alama 3¹/₂, iwapo atatoa jibu lisilo sahihi zungushia alama 0 na kisha andika jumla ya alama katika nafasi kwenye jedwali lifuatalo:

Na	Maswali na majibu	alama	
(a)	Furaha ana umri wa miaka mingapi? (nane)	③	0
(b)	Furaha anaishi na nani? (kaka yake mkubwa)	③	0
(c)	Furaha alikwenda wapi siku ya Jumatatu? (dukani)	③	0
(d)	Furaha alitumiaje shilingi mia tano aliyokuwa nayo? (alinunulia penseli mbili na kifutio)	③¹/₂	0
Jumla Alama		12½	

If a pupil will give a correct answer, circle 3 marks for letter (a) up to (c) and 3¹/₂ marks for letter (d), if he/she will give an incorrect answer, circle the 0 mark and then write the total marks in the space provided in the table.

No.	Question and Answer	Marks	
(a)	How old is Furaha? (Eight years)	③	0
(b)	Who lives with Furaha? (Her elder brother)	③	0
(c)	Where did Furaha go on Monday? (To the shop)	③	0
(d)	How did Furaha spend her five hundred shillings? (She used it to buy two pencils and an eraser)	③¹/₂	0
Total		12½	

Extract 11: Samples of the responses from pupils who answered four items correctly

On the other hand, 1,372 pupils (24.41%) had a good performance. They managed to answer three items of the question correctly. The response is as shown in Extract 12:

Maswali na Majibu			Questions and Answers		

Endapo mwanafunzi atatoa jibu sahihi kuanzia kipengele (a) hadi (c) zungushia alama 3 na kipengle (d) alama 3¹/₂, iwapo atatoa jibu lisilo sahihi zungushia alama 0 na kisha andika jumla ya alama katika nafasi kwenye jedwali lifuatalo:

Na	Maswali na majibu	alama	
(a)	Furaha ana umri wa miaka mingapi? (nane)	③	0
(b)	Furaha anaishi na nani? (kaka yake mkubwa)	③	0
(c)	Furaha alikwenda wapi siku ya Jumatatu? (dukani)	③	0
(d)	Furaha alitumiaje shilingi mia tano aliyokuwa nayo? (alinunulia penseli mbili na kifutio)	3¹/₂	⓪
Jumla Alama		9	

If a pupil will give a correct answer, circle 3 marks for letter (a) up to (c) and 3¹/₂ marks for letter (d), if he/she will give an incorrect answer, circle the 0 mark and then write the total marks in the space provided in the table.

No.	Question and Answer	Marks	
(a)	How old is Furaha? (Eight years)	③	0
(b)	Who lives with Furaha? (Her elder brother)	③	0
(c)	Where did Furaha go on Monday? (To the shop)	③	0
(d)	How did Furaha spend her five hundred shilings? (She used it to buy two pencils and an eraser)	3¹/₂	⓪
Total		9	

Extract 12: Samples of the responses from pupils who answered three items correctly

The results show that 633 pupils (11.26%) had an average performance. These managed to answer two items of the question correctly. The sample of the response of the pupils is as presented in Extract 13:

Maswali na Majibu

Endapo mwanafunzi atatoa jibu sahihi kuanzia kipengele (a) hadi (c) zungushia alama 3 na kipengle (d) alama $3^1/_2$, iwapo atatoa jibu lisilo sahihi zungushia alama 0 na kisha andika jumla ya alama katika nafasi kwenye jedwali lifuatalo:

Na	Maswali na majibu	alama	
(a)	Furaha ana umri wa miaka mingapi? (nane)	③	0
(b)	Furaha anaishi na nani? (kaka yake mkubwa)	③	0
(c)	Furaha alikwenda wapi siku ya Jumatatu? (dukani)	3	⓪
(d)	Furaha alitumiaje shilingi mia tano aliyokuwa nayo? (alinunulia penseli mbili na kifutio)	$3^1/_2$	⓪
	Jumla Alama	6	

Questions and Answers

If a pupil will give a correct answer, circle 3 marks for letter (a) up to (c) and $3^1/_2$ marks for letter (d), if he/she will give an incorrect answer, circle the 0 mark and then write the total marks in the space provided in the table.

No.	Question and Answer	Marks	
(a)	How old is Furaha? (Eight years)	③	0
(b)	Who lives with Furaha? (Her elder brother)	③	0
(c)	Where did Furaha go on Monday? (To the shop)	3	⓪
(d)	How did Furaha spend her five hundred shilings? (She used it to buy two pencils and an eraser)	$3^1/_2$	⓪
	Total	6	

Extract 13: Sample of responses from pupils who were able to answer two items of the question out of the four correctly and managed to score average marks

On the other hand, 986 pupils (17.54%) had a poor performance, out of which 305 pupils (5.42%) managed to answer correctly only one item out of four whereas 12.12 percent answered none of the items of the items. Extract 14 represents the responses of the pupils who performed poorly on this question:

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Maswali na Majibu			

Endapo mwanafunzi atatoa jibu sahihi kuanzia kipengele (a) hadi (c) zungushia alama 3 na kipengle (d) alama $3^1/_2$, iwapo atatoa jibu lisilo sahihi zungushia alama 0 na kisha andika jumla ya alama katika nafasi kwenye jedwali lifuatalo:

Na	Maswali na majibu	alama	
(a)	Furaha ana umri wa miaka mingapi? (nane)	3	Ⓞ
(b)	Furaha anaishi na nani? (kaka yake mkubwa)	3	Ⓞ
(c)	Furaha alikwenda wapi siku ya Jumatatu? (dukani)	3	Ⓞ
(d)	Furaha alitumiaje shilingi mia tano aliyokuwa nayo? (alinunulia penseli mbili na kifutio)	$3^1/_2$	Ⓞ
	Jumla Alama		0

Questions and Answers

If a pupil will give a correct answer, circle 3 marks for letter (a) up to (c) and $3^1/_2$ marks for letter (d), if he/she will give an incorrect answer, circle the 0 mark and then write the total marks in the space provided in the table.

No.	Question and Answer	Marks	
(a)	How old is Furaha? (Eight years)	3	Ⓞ
(b)	Who lives with Furaha? (Her elder brother)	3	Ⓞ
(c)	Where did Furaha go on Monday? (To the shop)	3	Ⓞ
(d)	How did Furaha spend her five hundred shillings? (She used it to buy two pencils and an eraser)	$3^1/_2$	Ⓞ
	Total		0

Extract 14: Samples of pupils' responses who answered none of the question items

Further analysis of the pupils' performance on this question shows that item (a) which asked "Furaha ana umri wa miaka mingapi?" had a high performance as most of the pupils had the ability to recall the answer. On the other hand, an average performance was demmonstrated for item (d) which asked "Furaha alitumiaje shilingi mia tano aliyokuwa nayo?" this item tested pupils' analytical ability. Chart 6 presents the percentage of the pupils' score on each item:
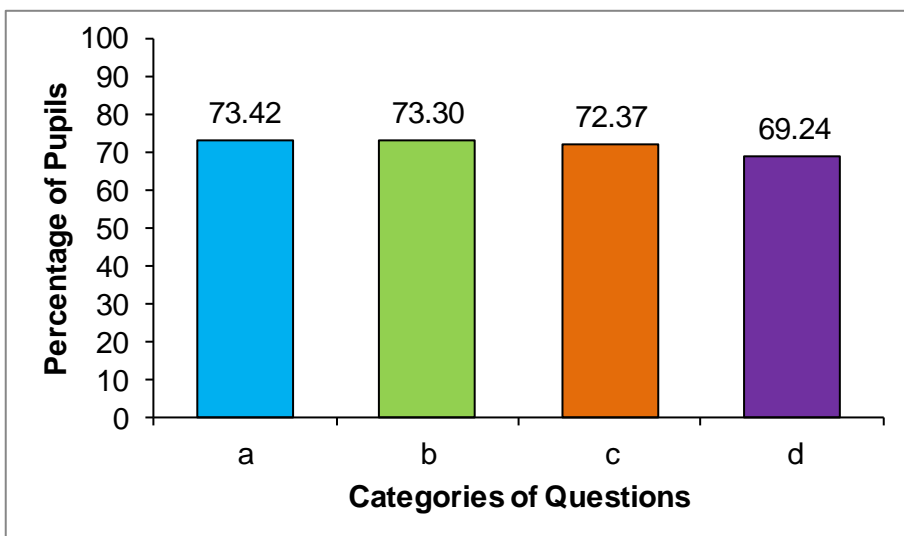
Chart 6: Performance of Pupils on each Item of the Question

2.4.4 Comparison of the Pupils' Competence in Reading Sentence and a Comprehension Passage

The analysis shows that, 4,002 pupils had good to a very good performance in reading and responding to questions orally. The pupils demonstrated a high performance in reading sentences whereby 3,996 pupils (97%) had average to very good performance. This comparison shows that, pupils who were capable of reading sentences had an ability to read, understand and comprehension passage questions correctly.

2.4.5 Performance of the Pupils in Kiswahili-medium Schools in Reading a Comprehension Passage

The analysis shows that 3,811 pupils (81.12%) had average to very good performance in reading skills. These pupils were able to answer two or more items. Table 6 presents the responses of the pupils who were able to answer two or more items.

Table 6: Pupils' Performance in Reading Comprehension

Number of Items answered	Levels of Performance	Number of the Pupils	Percentage of the Pupils
1	Poor	887	18.88
2	Average	506	10.77
3	Good	1,078	22.95
4	Very Good	2,227	47.40
Total		**4,698**	**100.00**

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On the other hand, 3,310 pupils (70.46%) managed to answer an item of the question which asked: (a) "Furaha ana umri wa miaka mingapi?" Also, 3,421 pupils (72.82%) answered correctly item (b) which asked "Furaha anaishi na nani?" followed by item (c) which asked them "Furaha alikwenda wapi siku ya Jumatatu?" This question was answered by 3,333 pupils (70.95%). The (d) item, which asked "Furaha alitumiaje shilingi mia tano aliyokuwa nayo?" was answered correctly by 3,331 pupils (70.90%).

Further analysis of the pupils' performance on these question items shows that, for item (b) "Furaha anaishi na nani?", most of the pupils (72.82) had the highest performance. Most of the pupils answered correctly this question because the question tested for their recalling ability. Chart 7 presents results on pupils' good performance on each item:
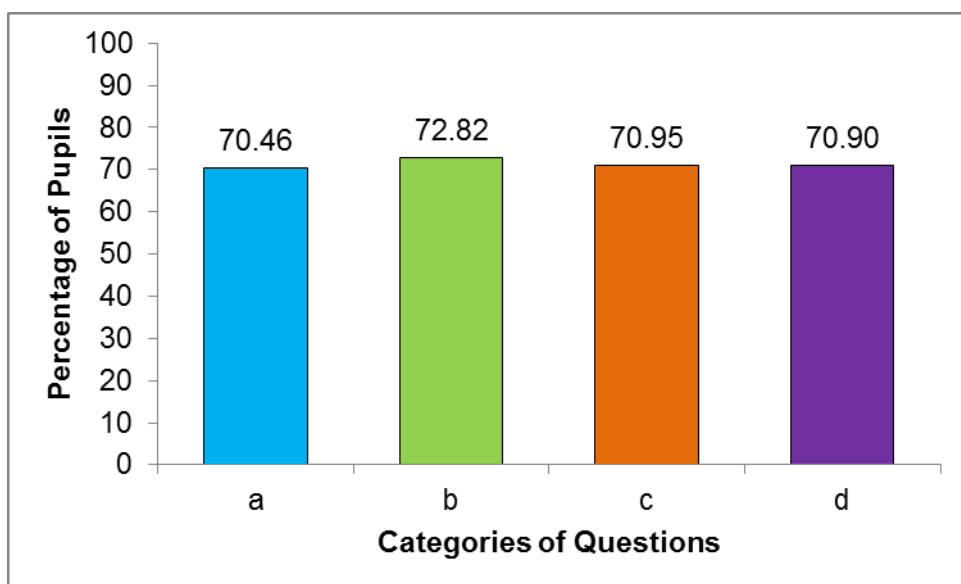
Chart 7: Percentage of pupils' performance on each Item

However, some pupils failed to answer some items correctly as follows: (a) 29.54 percent, (b) 27.18 percent, (c) 29.05 percent and (d) 29.1 percent. Table 7 shows the percentage of the pupils who failed to answer the question correctly for in each item:

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Table 7: Percentage of Pupils' who failed to answer Each Item in the Comprehension Question

Question	Assessed Pupils	Number of those who failed to Answer	Percentage of Pupils
3 (a)	4,698	1,388	29.54
3 (b)	4,698	1,277	27.18
3 (c)	4,698	1,365	29.05
3 (d)	4,698	1,367	29.1

2.4.6 Performance of Pupils in English-medium Schools in Reading Comprehension passage

The performance of the pupils in English-medium schools in reading a comprehensive passage ranged from an average to a very good performance. In other words, 89.27 percent of the pupils had average performance to very good performance in reading and answering correctly questions pertaining to a comprehensive passage. The pupils answered correctly two out of four items as Table 8 demonstrates:

Table 8: Performance of Pupils in Reading Comprehension

Number of items answered	Levels of Performance	Number of the Pupils	Percentage of the Pupils
1	Poor	99	10.73
2	Average	127	13.76
3	Good	294	31.85
4	Very Good	403	43.66
Total		**923**	**100.00**

The performance of the pupils on each item of the question shows that for (a) which asked "How old is Furaha?" 817 (88.52%) of the pupils answered the question correctly. In this regard, the pupils demonstrated good performance on this question since it tested their ability to recall. Item (b), which asked "Who lives with Furaha?'', was answered correctly by 699 pupils (75.73%). Similarly, item (c), which asked "Where did Furaha go on Monday?" was answered by 735 pupils (79.63%). Likewise, item (d), which asked "How did Furaha spend her five hundred shillings?" was performed by 60.78

percent with 561 pupils answering correctly. The low performance on this question was attributable to the pupils' low analytical ability. Chart 8 shows the percentage of the pupils in English-medium schools:
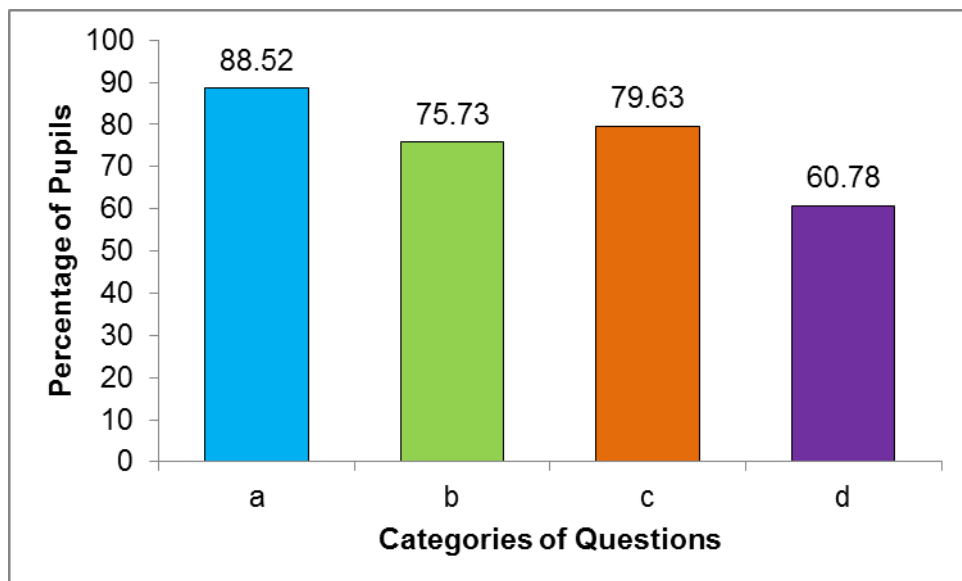
Chart 8: Performance of Pupils and Performance on each Item.

2.5 A Comparison of Pupils' Competence by Medium of Instruction, School Location, Gender and 33 schools Participating in both 2017 and 2018 Assessments

A comparison was made on the performance of pupils in Kiswahili and English-medium schools in both rural and urban schools, and between boys and girls and the 33 schools which were assessed in 2017 and repeated in 2018 was done. This comparison aimed establishing whether there was any difference in the performance of the groups in order to provide recommendations for the purpose of improving teaching and learning.

2.5.1 A Comparison of the Performance in Reading Skills by Medium of Instruction

Reading skills assessment was done for 4,698 pupils of Kiswahili and 923 of English-medium schools. The analysis of the performance by school shows that 86.24 percent of the pupils from English-medium schools obtained very good results compared to 76.42 of pupils from Kiswahili-medium schools. Chart 9 shows the comparison of the performance:
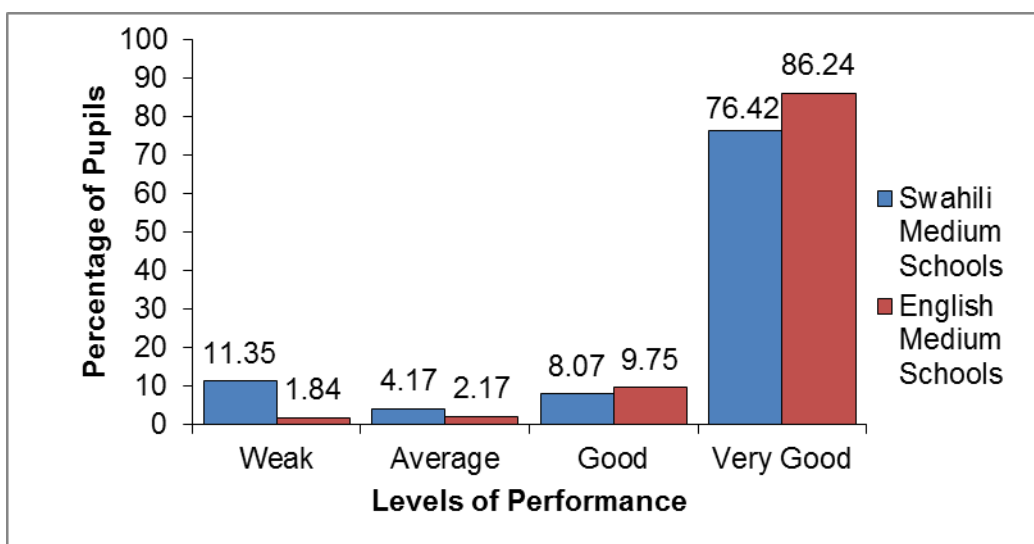
Chart 9: Comparative Competence between English and Kiswahili medium Schools

The results of the analysis shows that, the pupils from English-medium schools had higher performance (9.51%) than those from Kiswahili-medium schools. These results do not differ from the 2017 results as English-medium schools had higher performance than Kiswahili-medium schools by 8.71 in that year.

2.5.2 Comparison of Pupils' Performance by Location of the School

Reading skills assessment for 4,041 pupils from rural schools and 1,580 urban schools helped to establish whether there were differences in the performance of these pupils. Chart 10 presents the results of the comparison of the performance between urban and rural schools:
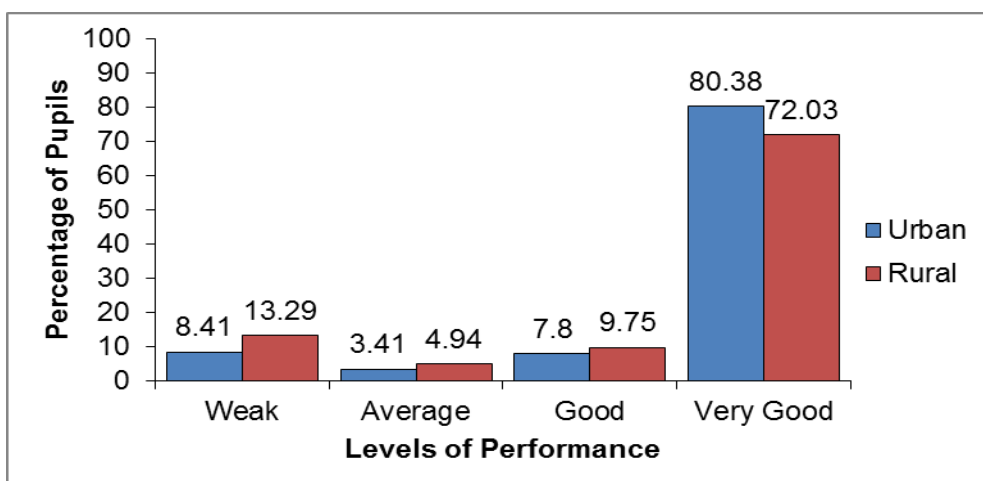
Chart 10: Comparison of Performance of Urban and Rural Schools

Further analysis shows that, the performance of the pupils in urban schools was very good by 80.38 percent compared to rural areas (72.03%). Thus, the pupils' performance indicates that 4.87 percent of urban pupils had an average to a very good performance compared to rural schools.

2.5.3 Comparison of Pupils' Performance by Gender

Reading skills assessment was done by 5,621 pupils of which 2,777 boys and 2,844 girls. The performance of the pupils shows that, girls performed better with a 91.95 percent score than boys with 88.44 percent. This illustrated in chart 11.
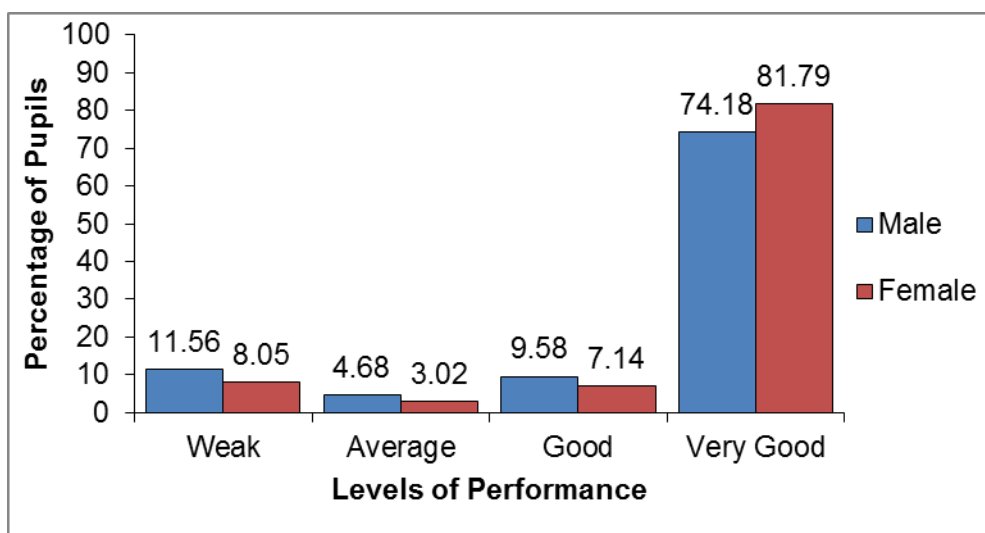
Chart 11: Comparison of Performance for Boys and Girls

2.5.4 Comparison of the Performance of 66 Schools which Participated in 2017 and 2018 Assessments

A total of 6,174 pupils were assessed in the reading skills in 2017, in which, 90.13 percent had an average to very good performance. However, in 2018 some 5,621 pupils had an average to a very good performance by 90.22 percent. This figure represents an increase of 0.09 percent compared to 2017. Yet, data show that in 2018, 78.03 percent of the pupils had a very good performance, representing an increase of 10.88 percent compared to 67.15 percent of 2017. Chart 12 presents the results:
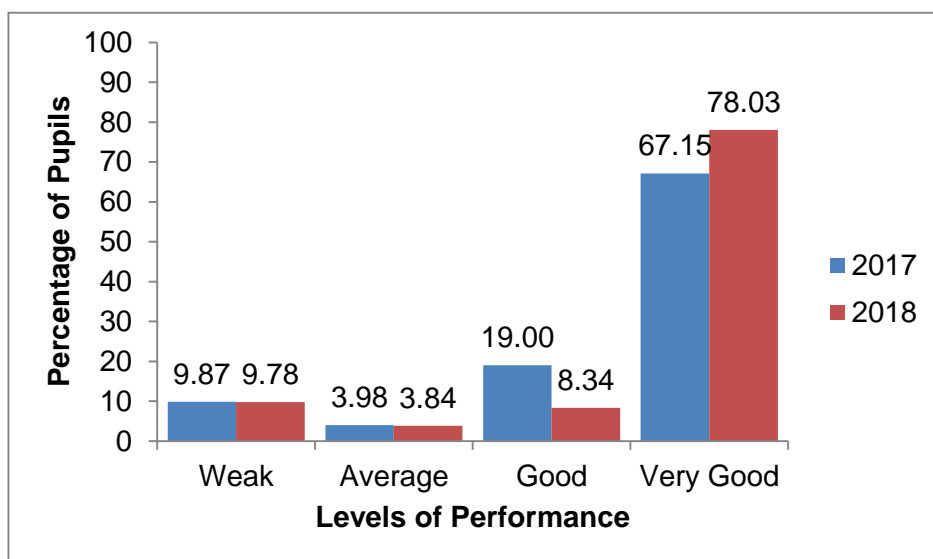
Chart 12: Comparison of Schools Assessed in 2017 and 2018

2.5.5 Comparison of the Pupils' Performance in 33 Schools Participating in 2017 and 2018 Assessments

In all, 3,074 pupils in the 33 schools participated in the 2017 assessment whereas in 2018 were 2,547. The comparison of the performance of the pupils is presented in chart 13:
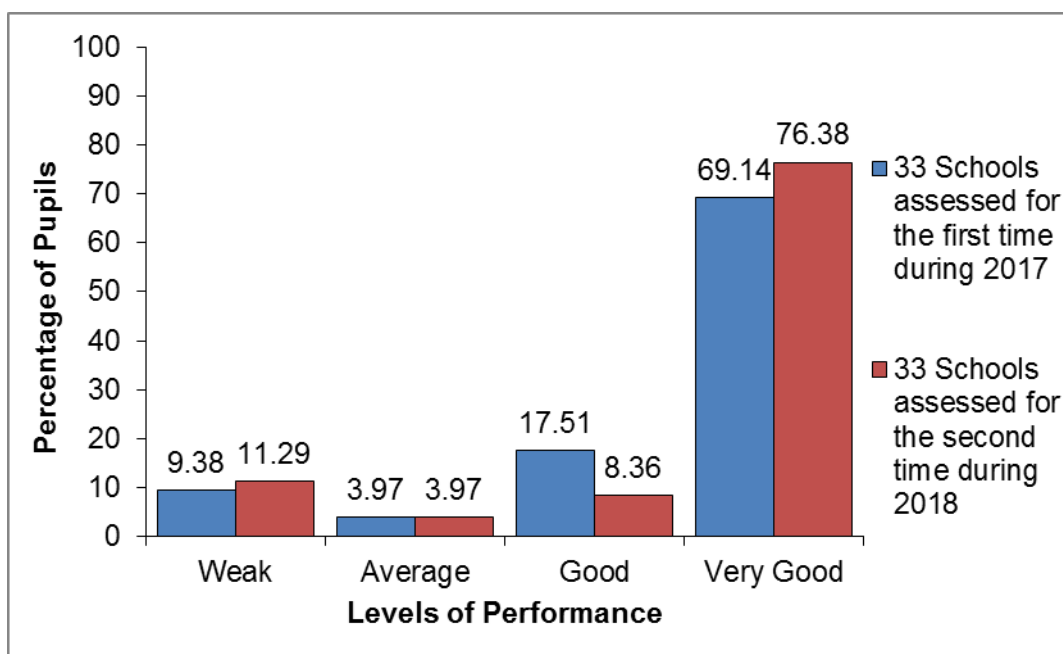
Chart 13: Comparison of the 33 Assessed Schools in 2017 and 2018

Data in Chart 13 show that the 33 assessed schools in 2017 had a performance of 69.14 percent compared to 76.38 percent in 2018. However, there is a decrease of 1.91 percent in the average to very a good performance in 2018 compared to 2017.

2.6 Summary of Reading Skills Analysis

The performance of the pupils was generally good, that is, 90.22 percent were able to read words, sentences and a passage and answered the question orally. Yet, 9.78 percent of the pupils did not have adequate competence in reading words, sentences and a passage thus, failed to answer correctly the questions that were given. They failed to read words comprising syllables with sequence of structural consonants, a consonant which is sequenced with a semi-vowel and English words which have no direct connection with the passage and its associated questions, particularly in questions that tested high levels of understanding.

CHAPTER THREE

WRITING SKILLS ASSESSMENT

3.1 Introduction

The analysis of the pupils' responses in the writing skills assessment was based on the performance criteria to assess the pupils' ability. In addition, the analysis of the pupils' competence was based on the medium of instruction, their participation in the 2017 and 2018 assessment and the location of school in question (urban vs. rural).

The grades of the pupils' performance in writing skills were in four categories: poor performance (0-12 marks); average performance (13 – 25); good performance (26-38); and very good performance (39-50).

3.2 Structure of Writing Skills Assessment Paper

The writing assessment paper had three (03) questions. The first question had 10 items and required the pupils to identify the image in each picture and write its name down (competence in words formation). The second question also had 10 items and determined the pupils' competence in identifying and underlining words in upper and lower cases, whereby the pupil was required to underline words written in upper cases. Question 3 required a pupil to copy a passage and punctuate it with appropriate punctuation marks.

Writing skills assessment was initially prepared in Kiswahili for pupils in Kiswahili-medium schools and then translated into English for those in English-medium schools.

3.3 Performance Criteria for Each Writing Skills Assessment Question

Pupils' competence levels in writing skills were determined by their ability to identify images in pictures and writing down their names (competence in words formation). A pupil's competence was deemed poor if he /she could write the names of 1 – 2 pictures; average for 3 – 5 pictures; good for 6 – 8 pictures; and very good for writing down the names 9 – 10 pictures.

In addition, the competence of the pupil depended on his or her ability to identify upper cases. The pupil's performance was poor for underlining 1 - 2 words, average for 3 – 5 words, good for 6 - 8 words, and very good for underlining 9 - 10 words. Also, pupils' performance depended on the overall score after copying and applying the correct punctuation marks whereby, scores from 1 - 5 denoted a poor performance; 6 - 10 meant an average competence, 11 - 15 denoted a good performance; and the 16 - 20 score meant a very good performance.

3.4 Pupils' Response Analysis

In all, a total of 5,677 pupils participated in the writing skills assessment. A summary of the performance in the writing skills is as shown in Table 9:

Table 9: Overall Performance in Writing Skills

Competence assessed	Level of Performance							
	Poor		Average		Good		Very Good	
	Number	%	Number	%	Number	%	Number	%
Word formation	612	10.78	929	16.37	2,603	45.85	1533	27.00
The use of upper and lower cases	1,324	23.32	336	5.94	594	10.46	3422	60.28
Copying the passage and putting appropriate punctuation marks	1,209	21.30	523	9.21	1,542	27.16	2,403	42.33

Table 9 shows the performance of pupils in writing skills. Data in the table shows that, 89.22 percent, 76.68 percent and 78.7 percent had an average to a very good performance in writing down the names of the pictures, identifying upper and lower cases, copying the passage and applying the correct punctuation marks. The pupils managed to identify 3 - 10 pictures by writing the names of the pictures, identified 3 capital letters, copied 6 - 16 words and put 2-4 punctuation marks in the given passage.

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3.4.1 Performance of Pupils in Identifying Pictures and Writing their Names

The analysis was conducted to identify pupils who were able to write the names of the pictures. The analysis shows that, 45.85 percent of the pupils had a good performance in identifying the pictures by writing their correct names of the pictures as shown in Chart 14.
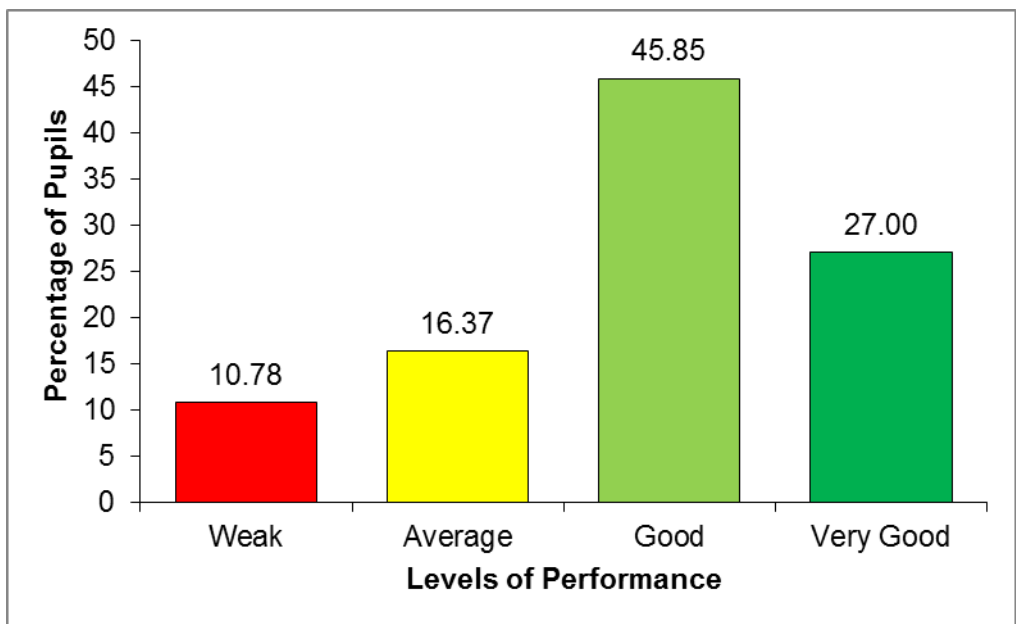
Chart 14: Performance of pupils in writing down names of pictures

The chart shows that, 89.21 percent of the pupils had an average to a very good performance. On the other hand, a minority (10.78%) of the pupils had poor performance. Extract 15 shows the performance of the pupils who were able to identify and write the names in all the pictures:

1. Tazama kwa makini picha zifuatazo kisha andika majina yake katika nafasi zilizo wazi.		. Study the pictures below **carefully** and then **write** their names in the spaces provided.	
(a) kisu	(b) Piki Piki	(a) Knife	(b) Motorcycle
(c) HeLiKoPta	(d) chupa	(c) Helicopter	(d) Bottle
(e) JoNGroo	(f) kuku	(e) Millipede	(f) Hen
(g) kitabu	(h) ki nyonga	(g) Book	(h) Chameleon
(i) panya	(j) Samaki	(i) Rat	(j) Fish

Extract 15: Sample of responses from pupils who wrote correctly the names of pictures.

The analysis of the responses shows that, 10.78 percent of the pupils failed to identify and write correctly the names of the pictures. These pupils failed to write even a single word regarding the pictures. Some pupils wrote 1 - 2 names of the pictures failed to, connect some of the letters to form the correct name or they misspelled the letters. Extract 16 shows a sample of the pupils who performed poorly:

1. Tazama kwa makini picha zifuatazo kisha andika majina yake katika nafasi zilizo wazi.	1. **Study** the pictures below **carefully** and then **write** their names in the spaces provided.

(a) Sia
(b) PaMi
(c) Lake
(d) so ki
(e) Skai
(f) Shasa
(g) beke
(h) Pika
(i) Palka
(j) SMaka

Right side:
(a) panga
(b) Mottck
(c) Amcopite
(d) boft
(e) An dang
(f) Heni
(g)
(h)
(i)
(j)

Extract 16: Sample of responses from pupils who wrote the names that do not match with the pictures.

3.4.1.1   Analysis of the Performance of Pupils in Identifying and Writing the Name of the Pictures

(a)   Kisu /Knife

A total of 3,737 pupils (78.59%) from Kiswahili-medium schools wrote correctly the word "kisu". These pupils were competent in identifying the picture and associating it with its correct name. On the other hand, a total of 1,017 pupils (21.39%) failed to identify and write the name of the picture image.

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The analysis of the responses of the pupils in English-medium schools, shows that, 666 pupils (72.23%) wrote correctly the word "knife" whereas 256 pupils (27.77%) failed to do so in English and instead wrote the Kiswahili syllables "naifi'.

(b) Pikipiki / Motorcycle

A total of 3,781 pupils (79.52%) from Kiswahili-medium schools wrote correctly the name "pikipiki". The analysis shows that, 974 pupils (20.48%) failed to write it correctly. Some of the pupils wrote the name not associated with pictures such as "chungwa" and some did not write anything.

On the other hand, 132 pupils, (14.32%) from English-medium schools only wrote correctly the name "motorcycle". These pupils managed to associate the picture with its name. The remaining 790 pupils (85.68%) failed to write the name "motorcycle" since they lacked the ability to write the letters "cycl". Other pupils wrote the name "mottc", "motocyocl" and even "pikipiki" in Kiswahili, which indicates that the pupils lacked ability of writing that word.

(c) Helikopta / Helicopter

The analysis of the performance indicates that 98.82 percent of pupils in Kiswahili-medium schools failed to write the name "helikopta" correctly. The responses show that, the pupils failed to differentiate the passenger plane with wings and a helicopter with rotor blades which can land anywhere. Only a few pupils (1.18%) had identified the picture and write its name correctly.

For English-medium schools, only 68 pupils (7.38%) percent associate correctly the picture with the name "helicopter". The overwhelming majority, 854 pupils (92.62%), on the other hand, failed to write correctly the name "helicopter". Some wrote "helicopta" and others wrote meaningless syllables such as "arecopite" and "eroplan". These pupils failed to associate syllables formation in the English language and, instead, wrote the names of the syllables in Kiswahili.

(d) Chupa / Bottle

The analysis indicates that 3,779 pupils (79.47%) in Kiswahili-medium schools were able to write the name "chupa" correctly. These pupils exhibited their ability of identifying syllables formed by letters "ch" and vowels /u; a/ in forming the word "chupa". On the other hand, 976 pupils (20.53%) failed to write the name "chupa" correctly. For example, some wrote the word "huba", "cupa", "ukpa" whereas others did not write anything in the space provided.

Analysis of data from English-medium schools shows that, 478 pupils (51.84%) managed to associate the words written as they are pronounced in English. Yet, 444 pupils (48.18%) failed to write correctly the word "bottle" since they did not realise that the words is written as it is pronounced. Some were affected by their mother tongue and wrote words wrongly as "bottl" "botlo" and "botlob".

(e) Jongoo/Millipede

The analysis indicates that 2,260 pupils (47.53%) in Kiswahili-medium schools managed to write the word "jongoo". However, 2,495 pupils (52.47%) wrote words such as "yoka" and "jongo" instead of

"jongoo". These students failed to identify the types of insects and hence failed to write correctly their names.

For English-medium schools, the performance of the pupils indicated that 876 pupils (95.01%) failed to write the word "millipede". This is because they failed to associate pronunciation with the structure of the syllable of the word "millipede". Moreover, the effect of the Kiswahili language and mother-tongue interference contributed to their failure of writing the correct name. These pupils wrote words such as "ontho", "andana", "milipadi" and "kef". Only 46 pupils (4.99%) wrote the word "millipede" correctly. These pupils exhibited competence in associating pronunciation with writing the word "millipede".

(f) Kuku/Hen

The analysis shows that 4,202 pupils (88.37%) in Kiswahili-medium schools had good performances in forming the letters for the word "kuku". These pupils were competent in associating the picture with forming letters/syllables that form the word "kuku". On the other hand, 553 pupils (11.63%) failed to write correctly the word "kuku". These pupils failed to associate the picture with forming the letters/syllables of the word "kuku". Instead, they wrote incorrect words such as "kuki","kiki" and "kijahi".

For English-medium schools, 843 pupils (91.43%) disclosed a higher performance since they had associated the correct picture with the word "hen" and wrote it correctly.

Further analysis indicates that, 79 pupils (8.57%) failed to write the name "hen" correctly. Some wrote the words "heni" and "kuku". This shows that these pupils had inadequate knowledge of different English words and some were affected by the Kiswahili language. There are also some pupils who did not write anything in the space provided.

(g) Kitabu/Book

A total of 3,825 of pupils (80.44%) in Kiswahili-medium schools demonstrated the best performance in writing the name "kitabu". These pupils identified the picture and wrote its name correctly. On the other hand, 930 pupils (19.56%) failed to write the name of the picture correctly.

For English-medium schools, analysis shows that 853 pupils (92.52%) demonstrated a good performance in identifying the picture of a book consequently write its name correctly. Another 69 pupils (7.48%) failed to write the word for the picture "book" correctly since they failed to form the letters of that word whereas others wrote nothing on the picture.

(h) Kinyonga/Chameleon

The analysis indicates that 2,899 pupils (60.97%) in Kiswahili-medium schools demonstrated a good performance of writing the name "kinyonga". These pupils managed to identify the image in picture and associated it with the letter of the word and write its name. Also, 1,856 pupils (39.03%) did not know the name of the picture. These pupils failed to identify the names of different creatures as a result, for "kinyonga", they wrote incorrect names such as "manjano", "mjusi" and "panyabuku".

For English-medium schools, 75 pupils (8.13%) had a good performance in writing the name "chameleon" whereas 847 pupils, (91.87%) the overwhelming majority failed to do so. These pupils failed to identify the name associated with that picture.

(i) Panya/Rat

The analysis also indicates that 3,456 pupils (72.68%) in Kiswahili-medium schools performed well in writing the name "panya". These pupils identified the picture and wrote down the name of the image. Conversely, 1,299 pupils (27.32%) failed to identify the name associated with the picture. They wrote names such as "saa", "swai" "swala". Some pupils did not write anything.

For English-medium schools, 789 pupils (85.57%) demonstrated good competence in writing the name "rat". These pupils identified the picture hence managed to write its name correctly. Another 133 pupils, (14.43%) did not know how to write that name. Some of them wrote incorrect names such as "cat", "lat" and "mice" for rat, which were not associated with the picture.

(j) Samaki/Fish

The analysis also indicates that 4,058 pupils (85.34%) in Kiswahili-medium schools demonstrated a good performance in writing the name "samaki". A minority of 697 pupils (14.66%) were incompetent in writing the word "samaki" as they failed to identify the picture and associate with its name. As a result, they wrote words such as "mkuki" and "semani". Others did not write anything.

For English-medium schools, 880 pupils (95.44%) demonstrated a good performance in writing the

name "fish". These pupils managed to identify creatures living in the water, hence forming appropriate letters of its name. Another 42 pupils (4.56%) had in adequate knowledge of writing the correct letter for the word "fish". These pupils failed to form the correct letters of the word because they were affected by the Kiswahili language. As a result, they wrote incorrect words such as "fsh" and "samaki".

3.4.2 Competence of the Pupils in Identifying capital letters

Further analysis was conducted for the purpose of identifying the competence of the pupils in identifying upper and lower cases letters. The pupils were required to underline words written in capital letters. The analysis shows that the majority of the pupils (76.68%) demonstrated an average to very good performance since they were able to identify correctly capital letters in the words provided. Chart 15 shows the performance of the pupils on this question:
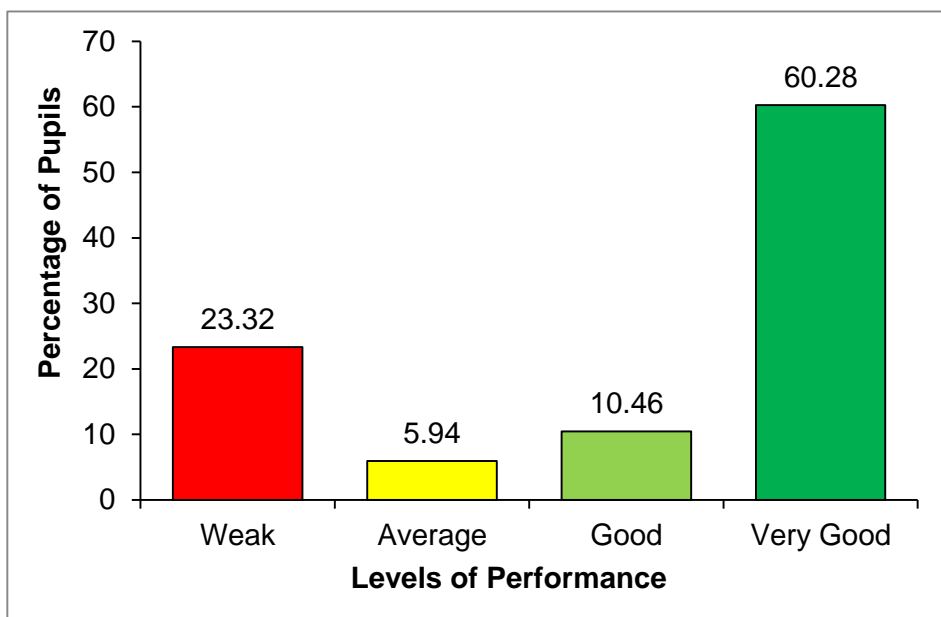
Chart 15: Performance of pupils in identifying capital letters.

Chart 15 indicates that, 5.94 percent of the pupils had an average performance as they were able to identify correctly 3 - 5 words. Another 10.46 percent identified 6 - 8 words correctly, which indicated a good performance. The majority (60.28%) identified 9 - 10 words correctly, which denoted a very good performance. Among these the latter group there were some pupils who identified correctly all the words as shown in Extract 17:

Extract 17: Sample responses of pupils who underlined correctly all capitalised words.

On the other hand, 23.32 pupils had poor performance as they failed to differentiate words written in capital and small letters. Among these pupils there were some who did not underline any word. Others did not underlined words which were written in small letters did not underline all the words written in upper or small letters as shown in extracts 18 and 19:

Extract 18: Sample responses from pupils who underlined words written in small letters or underlining all words.

1. **Pigia mstari** maneno yaliyoandikwa kwa **herufi kubwa**.	1. **Underline** the words which are written in **capital letters**.
(a) MKATE, chungwa, mlima, KIJIKO	(i) BREAD, orange, mountain, SPOON
(b) BLUU, kijani, NYEKUNDU, manjano	(ii) BLUE, green, RED, yellow
(c) SAA, mkuki, CHAKI, karatasi	(iii) WATCH, spear, CHALK, paper
(d) Paka, SIMBA, pundamilia, NYANI	(iv) Cat, LION, zebra, MONKEY
(e) SHATI, sketi, GAUNI, suruali	(v) SHIRT, skirt, DRESS, trousers

Extract 19: Sample responses from pupils who did not underline any word.

3.4.3 Competence of Copying a Passage and put pancutation marks

A pupil was also required to copy a passage and punctuate it with marks such as full stop (.), comma (,), exclamation mark (!), and the question mark (?) in the space provided. The analysis shows that, 78.7 percent of all the pupils demonstrated average to good performance in punctuating the passage. These pupils were able to copy the passage correctly. Table 10 summarises the performance of the pupils:

Table 10: Pupils' Competence in Copying and Using Punctuation

Number of Pupils	Percentage	Level of Performance
1,209	21.30	Poor
5,23	9.21	Average
1,542	27.16	Good
2,403	42.33	Very good

The analysis shows that, 78.7 percent of the pupils who answered this question had an average to a very good performance. Among them, 9.21 percent demonstrated an average performance (6 - 10 words), 27.16 percent had a good performance (11 - 15 words), and 42.33 percent had a very good performance (16 - 20 words). These pupils demonstrated a higher performance in copying the passage and currectly paunctuated it. Extract 20 illustrates:

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3. Nakili kifungu cha maneno kifuatacho na kisha weka alama za uandishi yaani: nukta (.), mkato (,), alama ya kushangaa (!), na alama ya kuuliza (?) mahali panapostahili.

Jamani eeh_ Basi la kwenda nyumbani kwetu limetuacha_ Sasa je_ tutaondoka na usafiri wa basi gani_

_____

Jamani eeh ! Basi la kwenda nyumbani kwetu limetuacha . Sasa je , tutaondoka na usafiri wa basi gani ?

3. Copy the following paragraph in the space given and then put the punctuation marks: full stop (.), comma (,) exclamation mark (!) and question mark (?) where necessary.

My goodness __ The bus has already left __ So __ which bus are we going to travel by __

_____

My goodness! The bus has already left. So, which bus are we going to travel by?

Extract 20: Sample responses from pupils who copied the passage and correctly punctuated it.

On the other hand, 1,209 pupils (21.30%) had poor performance as they failed to copy the passage and punctuate it correctly. Some of these inserted the punctuation marks in blank spaces in a given passage and copied the punctuation marks as shown in Extract 21:

3. Nakili kifungu cha maneno kifuatacho na kisha weka alama za uandishi yaani: nukta (.), mkato (,), alama ya kushangaa (!), na alama ya kuuliza (?) mahali panapostahili.

Jamani eeh_, Basi la kwenda nyumbani kwetu limetuacha , Sasa je ? tutaondoka na usafiri wa basi.gani !

_____
• nukta
, Mkato
? Alama ya Kuuliza
)) '' funga nafungua semi

Extract 21: Sample responses of a pupil who put punctuation marks in the passage given

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In addition, other pupils formed the sentences which were not associated with the passage given as Extract 22 illustrates:

3. **Copy** the following paragraph in the space given and then put the punctuation marks: **full stop** (.), **comma** (,) **exclamation mark** (!) and **question mark** (?) where necessary.

My goodness __ The bus has already left __ So __ which bus are we going to travel by __

What is your name
I have pen, book and bag
Help! Help
I go to School?

Extract 22: Sample responses of a pupil who formed individual explanations not associated with the passage.

Further analysis indicates that, 35 percent of the pupils were able to punctuate correctly. On the other hand, 25 percent of the pupils failed to punctuate correctly, some even used commas (,) instead of exclamation marks (!), question mark (?) instead of the full stop (.) and vice-versa. The majority (74.6%) failed to use comma (,) properly in puctuation the given passage. Extract 23 shows the performance of the pupils who mixed the punctuation marks in the passage provided:

3. Nakili kifungu cha maneno kifuatacho na kisha weka alama za uandishi yaani: nukta (.), mkato (,), alama ya kushangaa (!), na alama ya kuuliza (?) mahali panapostahili.

Jamani eeh__ Basi la kwenda nyumbani kwetu limetuacha__ Sasa je__ tutaondoka na usafiri wa basi gani__

Ja manieeh , Basi lakwenda nyumbani kwetu limetuacha! Sasa je? tutaondoka nausafiri Wabasi gani .

Copy the following paragraph in the space given and then put the punctuation marks: full stop (.), comma (,) exclamation mark (!) and question mark (?) where necessary.

My goodness __ The bus has already left __ So __ which bus are we going to travel by __

My goodness , The bus has already left? So.Which bus are we going to travel by!

Extract 23: Sample of responses from pupils who wrongly used punctuation marks

3.5 Comparison of the Pupils' Performance by Medium of Instruction, School Location a 33 schools Participated in both 2017 and 2018 Assessment

A comparison of pupils the performance was made basing on the medium of instruction (Kiswahili or English), the location of the school (urban and rural), performance of the school in the 2017 and 2018 and the 33 schools which were assessed for the first time in 2017 and then in 2018. This comparison intends to establish the challenges which emerged and provide recommendations to improve the teaching and learning of writing skills.

3.5.1 Comparison of the Pupils' Performance by Medium of Instruction

A comparison of the performance of the pupils in both Kiswahili and English-medium schools was conducted. Chart 16 summarises the statistical comparison on the medium of instruction:

45
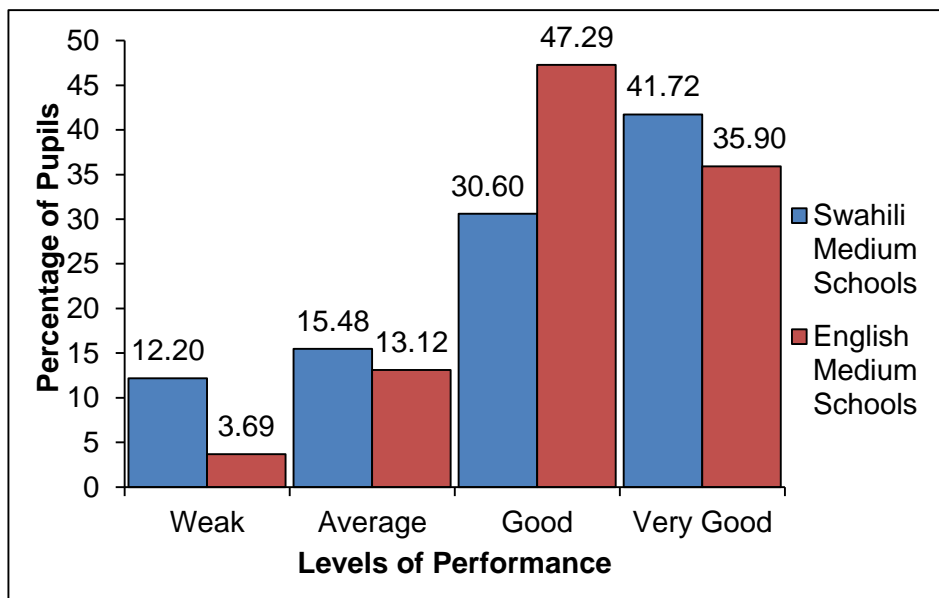
Chart 16: Competence of Pupils in Writing Skills in Kiswahili and English-medium Schools.

Chart 16 shows that, 87.80 percent of the pupils obtained average to a very good performance in Kiswahili-medium schools whereas in English-medium schools, 96.31 percent of the pupils had an average to very good performance. Overall, the analysis shows that, pupils in English-medium schools had a better performance by 8.51 percent than those in Kiswahili-medium schools.

3.5.2 Comparison of Pupils' Competence in Urban and Rural School

In all, 4,073 pupils who participated in the writing assessment were from the urban schools and 1,604 pupils were from rural areas. The comparison was conducted to identify whether there are differences in the performance between urban and rural schools. The results are as illustrated in Table 11 and Chart 17:

Table 11: Comparison Urban and Rural Schools Competences

Marks	Performance	Urban		Rural	
		Number	Percentage	Number	Percentage
1 - 12	Poor	390	9.58	224	13.97
13 - 25	Average	593	14.56	263	16.40
26 - 38	Good	1,367	33.56	525	32.73
39 - 50	Very Good	1,723	42.30	592	36.91
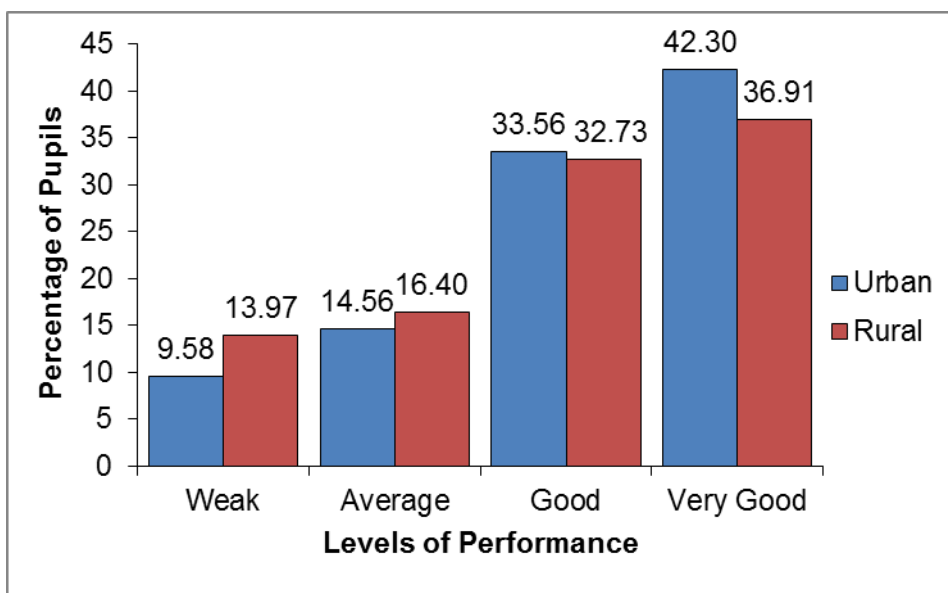
Chart 17: Comparison of Performance of Pupils from Urban and Rural Schools

Table 11 and Chart 17 indicate that, 90.42 percent of the urban schools had an average to a very good performance compared to rural based schools which had 86.04 percent. This indicates that, pupils from urban schools had a good performance compared to those from rural areas. These results differ from the assessment conducted in 2017 whereby 89.57 percent of the pupils from rural areas had a better performance than urban schools (88.38%).

3.5.3 Comparison of Pupils' Performance in the 2017 and 2018 Assessments

A total of 5,677 pupils from 66 schools participated in the 2018 assessment whereas 6,174 pupils participated in 2017.

A comparison of the performance of the pupils in the two years is as shown in Table 12:

Table 12: Comparison of Pupils' Performance in 2017 and 2018

Assessed		Pupils with average to very good performance				Increase
2017	2018	2017		2018		
Number	Number	Number	%	Number	Percent	
6,174	5,677	5,486	88.86	5,063	89.18	0.32

Table 12 shows that, the performance of the pupils who participated in the 2017 assessment was 88.86 percent whereas the performance of the pupils who participated in the 2018 was 89.18 percent. This indicates that there is an increase of 0.32 percent.

3.5.4 Comparison of Pupils' Performance in 33 Schools which Participated in both Assessing

A comparison of 33 schools which were assessed initially in 2017 and subsequently in 2018 was conducted. Chart 18 shows a comparison of the performance of the pupils.
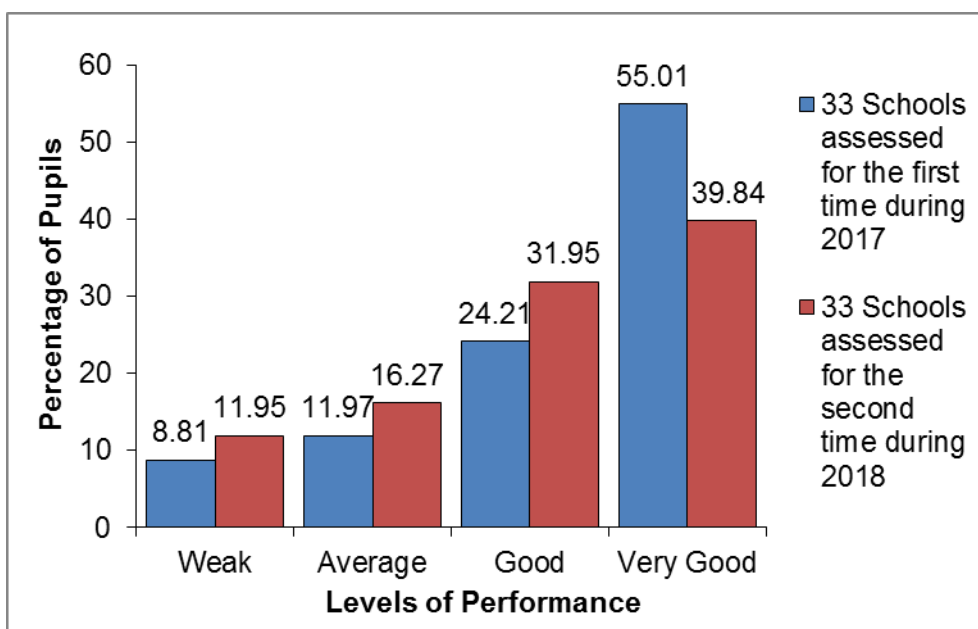
Chart 18: Results of the performance of the 33 schools assessed in 2017 and 2018

The analysis of data in Chart 18 shows that, in 2017, 91.19 percent of the pupils assessed had an average to a very good performance whereas in the 2018 assessment, the performance was in average 88.06 percent. Therefore, the performance in these schools had decreased by 3.13 percent in 2018 compared to the 2017 performance.

3.5.5 Comparison of Pupils' Performance by Gender

Writing skills assessment was done by 5,674, pupils whereby 2,816 were boys and 2,861 were girls. Table 13 shows a comparison of their performance:

Table 13: Comparison of Pupils' Performance by Gender

Grade	Male		Female	
	Number	%	Number	%
0 -12	369	13.10	245	8.56
13 - 25	432	15.34	425	14.85
26 - 38	961	34.13	930	32.51
39 - 50	1,054	37.43	1,261	44.08

Table 13 shows that, girls in the category of an average to very good performance had 91.44 percent, compared with 86.9 percent for boys. Therefore, girls had a better performance by 4.54 percent.

3.6 Summary of Writing Skills Analysis

The analysis shows that 89.18 percent of the pupils had an average to a very good performance. The questions of identifying and writing the names of the pictures had a good performance compared to the competence of differentiating capital and small letters and of writing emotionally and naturally.

The analysis shows that, 89.22 percent of the pupils had an average to a very good performance in identifying and writing the names of the pictures. These pupils could write 3 - 10 words correctly. On the other hand, 76.68 percent of the pupils had an average to very good performance in identifying upper cases, since they could underline 3 - 10 words correctly.

Moreover, 78.7 percent of the pupils managed to copy and insert punctuation marks in the passage given. These pupils copied and punctuated 6 - 16 words from the passage given.

CHAPTER FOUR

ARITHEMATIC SKILLS ASSESSMENT

4.1 Introduction

This chapter describes the structure of the assessment paper, the criteria used to measure the pupils' performance in Arithmetic Skills and the analysis of the pupils' performance. The comparison of pupils' performance was based on the respective medium of instruction (Kiswahili or English), school location, gender and the school assessed in 2017 and 2018. In addition, the chapter provides a summary of the Arithmetic Skills analysis.

4.2 Format of Arithmetic Skills Assessment Paper

The Arithmetic Skills assessment paper had twenty (20) questions with a total of 50 marks. Each pupil was required to answer all the questions. The paper was prepared in either Kiswahili or English depending on the medium of instruction.

Arithmetic Skills assessment was intended to assess the pupils' competence in identifying the missing numbers in a given sequence (level one and two), addition and substraction (level one and two) and solving word problems. Each competence was tested using five questions. The questions which tested the competence of the missing numbers, addition and substraction were given two marks per question whereas questions which tested the competence of solving word problems had four marks per question.

4.3 Performance Criteria in Arithmetic Skills Assessment

The assessment of pupils' competence in Arithmetic Skills for every competence focused on four areas: identifying missing numbers in sequences, addition, substraction and solving of word problems. Assessment in terms of levels of performance used the following four criteria: Poor performance for a pupil who answered not more than two (2) questions correctly; an average performance for a pupil who answered correctly three (3) questions; a good performance for a pupil who answered four (4) questions correctly; and a very good performance for a pupil who answered correctly all the five (5) questions.

4.4 Overall Performance in Arithmetic Skills

Overall, 5,682 pupils (81.9%) were assessed in Arithmetic Skills. The analysis revealed the number of pupils with a poor, an average, a good and a very good performances in each competence that was assessed. A summary of the overall performance in Arithmetic Skills is as shown in Table 14:

Table 14: Overall Performance in Arithmetic Skills

Competence Assessed	Performance of Pupils							
	Poor		Average		Good		Very Good	
	Number	%	Number	%	Number	%	Number	%
Identifying Missing Numbers	2,098	36.92	1,176	20.70	953	16.77	1,455	25.61
Addition	1,800	31.68	1,117	19.66	1,427	25.11	1,338	23.55
Substraction	2,646	46.57	1,404	24.71	1,025	18.04	607	10.68
Solving Word Problems	3,157	55.56	1,031	18.15	906	15.95	588	10.35

Table 14 shows that 63.08, 53.43 and 44.44 percent of the pupils managed to answer correctly question 3 - 5 missing numbers, addition, substraction and word problem respectively. This indicates that, pupils had satisfactory competence in Arithmetic skills.

4.5 Analysis of Pupils' Responses

A detailed analysis was done in each assessed competence.

4.5.1 Competence in Identifying Missing Numbers in a Sequence

The ability to identify a missing number in a sequence of numbers was tested in questions 1 to 5. The questions aimed at measuring the pupil's ability to identify the missing numbers and filling in the missing number. The summary of the pupils' performance in questions 1 to 5 is shown in Chart 19:
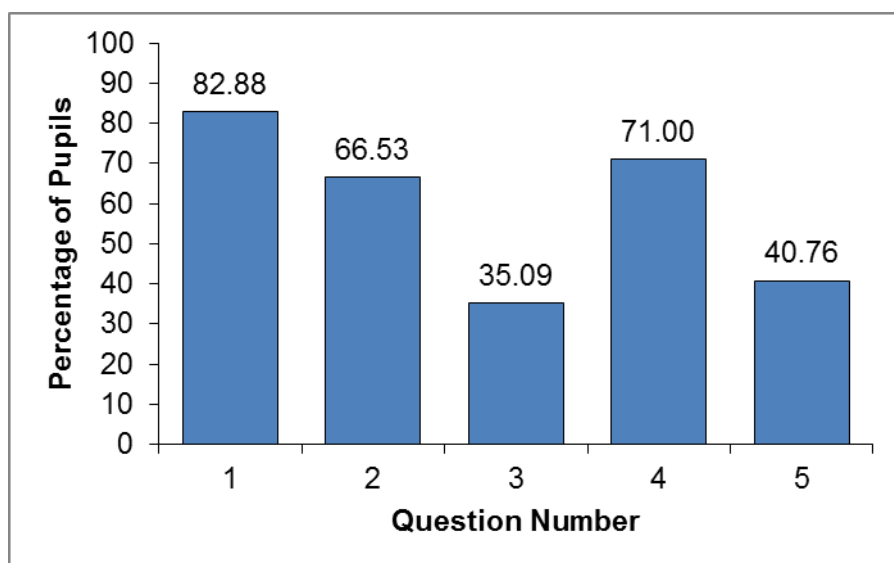
Chart 19: Percentage of Pupils who Answered Questions 1 - 5 correctly

Chart 19 shows that, many pupils answered correctly questions 1, 2 and 4 compared to questions 3 and 5. This indicates that, these pupils were more competent in filling in the missing numbers in an interval of 1 - 10 than for the interval of numbers from 2 - 5. Extract 24 shows a sample of the pupils who failed to fill the missing number in a sequence of an interval of 2 and 5.

Andika namba inayokosekana katika nafasi iliyoachwa wazi.

1. 4, 5, __6__, 7, 8, 9.

2. 15, __14__, 13, 12, 11.

3. 44, 46, __46__, 50, 52.

4. 70, 80, 90, __100__.

5. 25, 30, __36__, 40, 45.

Extract 24: Sample response from pupils who failed to answer
correctly question 3 - 5

In addition, Chart 19 shows that, 82.88 percent of the pupils managed to answer question 1 correctly. This question had a good performance. Also, 35.09 percent answered question 3 correctly. Thus, this question accounted for the lowest performance in identifying the missing number in a sequence. This shows that pupils were more competent in counting numbers that differ in an interval of one number than counting numbers that differ in two intervals.
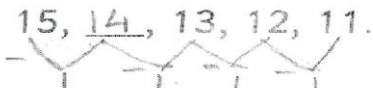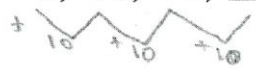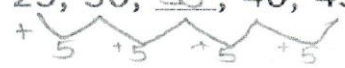
Further analysis shows that, 732 pupils (12.88%) failed to answer all 5 questions correctly. Some of the pupils did not understand the demand of the question and, hence, failed to write the responses. Others wrote incorrect answers which had no connection to the sequence of numbers provided. As a result, they wrote any number in the space provided through guesswork. This shows that they were not competent in the concept being measured. Moreover, some pupils did not know how to position ones and tens in the writing of numbers. For example, for question 5, some pupils wrote 53 instead of 35. Extract 25 shows a sample response of pupils who did not answer correctly all the questions, whereby one pupil wrote numbers which had no connections with the arrangement whereas another pupil added and substracted incorrectly the arranged numbers so as to fill the missing number:

Andika namba inayokosekana katika nafasi iliyoachwa wazi.	Write the missing number:
1. 4, 5, **13**, 7, 8, 9.	1. 4, 5, **15**, 7, 8, 9. 8+7=15
2. 15, **41**, 13, 12, 11.	2. 15, **1**, 13, 12, 11. 13−12=1
3. 44, 46, **150**, 50, 52.	3. 44, 46, **90**, 50, 52. 46+44= 90
4. 70, 80, 90, **260**	4. 70, 80, 90, **17**. 90+80=17
5. 25, 30,**515**, 40, 45.	5. 25, 30, **15**, 40, 45. 30−25= 15

Extract 25: Sample response from pupils who lacked competence in filling the missing numbers in a number sequence

On the other hand, 1,455 pupils (25.61%) answered all the five questions correctly. They were able to identify that, all the given numbers in question 1 differed by one interval and, therefore, added 5 and 1 and got 6 which is a missing number

in that sequence. Also, for question 3, the pupils were able to count two intervals and got 48, a number which followed after 46. Extract 26 shows a sample of the responses of the pupils who answered all the questions correctly:

Extract 26: Sample responses of pupils who managed to fill in correctly the missing numbers for questions 1 - 5

4.5.2 Pupils' Competence in Addition

The pupils' competence in adding numbers with less than three was assessed in question 6 to 10. The assessment questions had the following distribution:

(a) Adding two numbers with one digit;

(b) Adding a two-digit number to a one-digit number without carrying over;

(c) Adding a two-digit number and a one-digit number by carrying over once;

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

(e) Adding of currency (Tanzanian Shillings).

55

The analysis of pupils' performance in adding numbers shows that 68.36 percent had an average to very good performance. Specifically, 1,338 pupils (23.55%) answered all the five (5) questions correctly. These pupils arranged their work correctly in the spaces given, which means that they were competent in addition. Extract 27 shows a sample of the pupils who answered all the five (5) questions correctly.

Tafuta Majibu:		Work out the answers:	
6.	1 + 7 = __8__	6.	1 + 7 = __8__
7.	12 + 5 = __17__	7.	12 + 5 = __17__
8.	28 + 6 = __34__	8.	28 + 6 = __34__
9.	47 + 16 = __63__	9.	47 + 16 = __63__
10.	Shilingi 400 + shilingi 50 = __shilingi 450__	10.	400 shillings + 50 shillings = __450 shillings__

Extract 27: Sample responses of pupils who added correctly questions 6 - 10

Moreover, a detailed analysis was carried out to determine the percentage of the pupils who had performed well in adding numbers for each question and those who did not. Chart 20 presents the summary of the results:
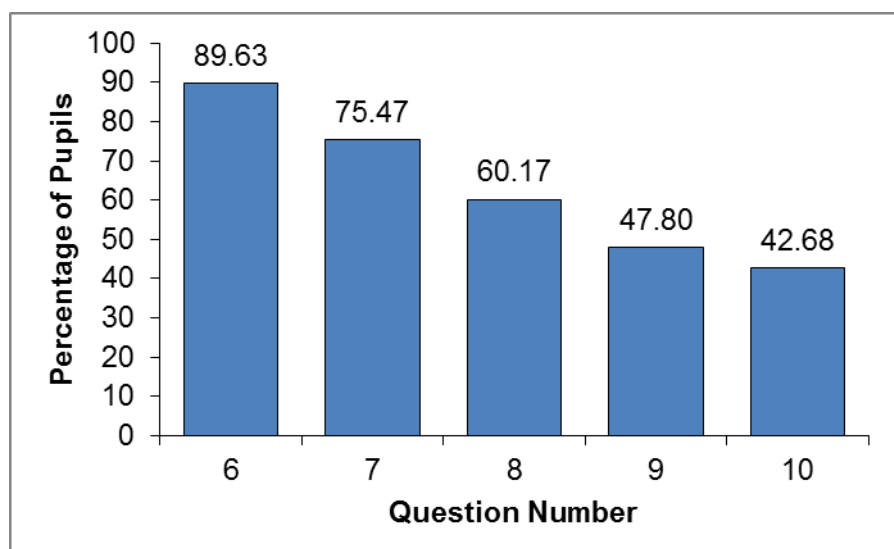
Chart 20: Percentage of Pupils who answered correctly Question 6 to10.

Chart 20 shows that, most of the pupils (89.63%) had a good performance in adding two numbers with one digit in question 6 whereas 4,288 pupils (75.47%) performed well in adding two numbers with a number of one digit without carrying over in question 7.

However, the level of performance of pupils dropped when adding numbers which required them to carry from ones to tens (level two). For example, in question 8, pupils were asked to do: 28 + 6= ___. Some of the pupils wrote 24 or 214, whereas others wrote 43 instead of 34. Also, for question 9, pupils were asked to do: 47 +16= ___. Some of the pupils wrote 513 or 53 whereas others wrote 36 instead of 63. This shows that these pupils were not competent in carrying one which resulted from adding numbers in the position of tens. In fact, some did not consider the procedures of writing numbers in the position of ones and tens.

Moreover, 3,257 pupils (57.32%) failed to answer correctly the questions related to the addition of money. As a result, accounted for the least performance compared to other questions. Pupils failed to arrange correctly the numbers given in ones and tens before adding the money. Some of the pupils added ones to tens and tens to ones, hence ending up with 900 whereas others merged the given numbers and ended up with 40,050 instead of adding to get 450. Extract 28 shows a sample of the pupils who failed to answer the question correctly:

Tafuta Majibu:

6.   1 + 7 =   8

7.   12 + 5 =   17

8.   28 + 6 =   24

9.   47 + 16 =   513

10.   Shilingi 400 + shilingi 50 =   900

Further analysis shows that, 431 pupils (7.58%) failed to answer correctly all the five questions. Extract 29 presents sample responses for pupils who failed to add numbers:

Tafuta Majibu:

6.   1 + 7 = 38

7.   12 + 5 = 215

8.   28 + 6 = 826

9.   47 + 16 = 1471

10.   Shilingi 400 + shilingi 50 = 400 20

Work out the answers:

6.   1 + 7 = 3

7.   12 + 5 = 4

8.   28 + 6 = 22

9.   47 + 16 = 33

10.   400 shillings + 50 shillings = 400

Extract 29: Sample responses from Pupils who failed to answer correctly questions 6 -10

4.5.3 Pupils' Competence in Subtraction

The pupils' competence in substracting numbers was assessed in questions 11 - 15. The questions assessed the pupils' ability to:

(a)   Subtract two numbers with one digit;

(b)   Subtract two numbers, one with two digits and another with one digit without borrowing;

(c)   Subtract two numbers, one with two digits and another with one digit by borrowing;

(d)   Subtracting two numbers with two digits by borrowing; and

(e)   Subtract three-digit currency by borrowing once.

The analysis on the pupils' performance in this regard was carried out to determine their competence for each question. Chart 21 presents the findings:
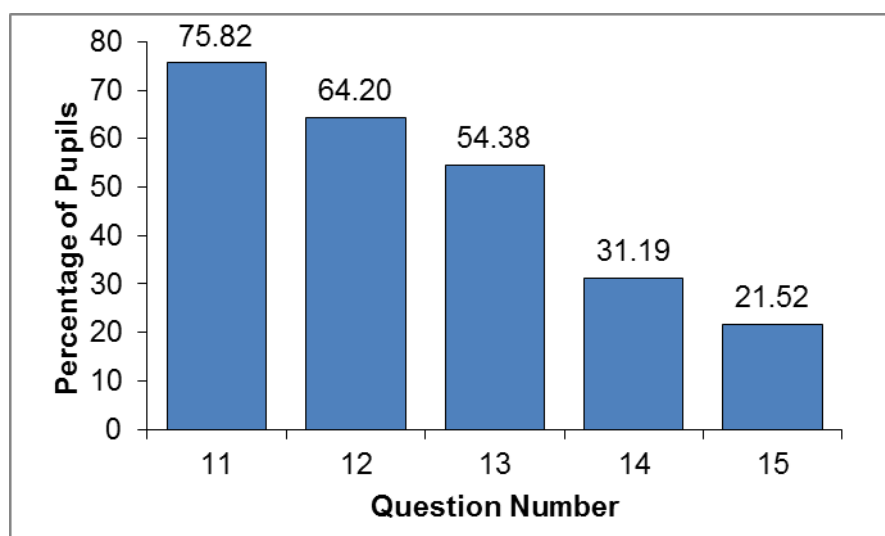
Chart 21: Percentage of pupils who answered correctly questions 11 - 15

As Chart 21 illustrates, pupils performed well on question 11 followed by question 12. Specifically, 75.82 percent of the pupils managed to subtract correctly two numbers with one digit in question 11. Similarly, 64.20 percent managed to subtract correctly two numbers, one with two digits and the other with one digit without borrowing in question 12.

Moreover, Chart 21 shows that the competence of the pupils in subtracting numbers, which required them to borrow was measured in questions 13 (54.38%), 14 (31.19%) and 15 (21.52%), respectively. This shows that, the competence of the pupils decreased in subtraction questions (at level two) and dropped even further whenever the number of digits increased. Extract 30 shows a sample of the pupils' responses:

11. 8 – 5 = 3	11. 8 – 5 = 3
12. 19 – 4 = 15	12. 19 – 4 = 15
13. 25 – 7 = 15	13. 25 – 7 = 28
14. 67 – 18 = 59	14. 67 – 18 = 44
15. 700 shillings – 550 shillings = Shillings 50	15. Shilingi 700 – shilingi 550 = 250

Extract 30: Sample responses of pupils who answered correctly questions 11 and 12 but failed in question 13, 14 and 15

On the other hand, 16.47 percent of the pupils failed to answer all the five questions correctly as Extract 31 illustrates:

11. 8 – 5 = 8	11. 8 – 5 = 3
12. 19 – 4 = 94	12. 19 – 4 = 23
13. 25 – 7 = 55	13. 25 – 7 = 33
14. 67 – 18 = 62	14. 67 – 18 = 86
15. Shilingi 700 – shilingi 550 = 200	15. 700 shillings – 550 shillings = 250

Extract 31: Sample responses from pupils who failed to answer all the substraction questions.

The analysis of the performance conducted in 2017 reveals that the substraction by borrowing and adding money was a challenge to many pupils. Their responses suggest that there are reasons which contributed to their failure to answer all the questions correctly. These reasons include:

(a) Lack of competence in Arithmetic, Reading and Writing numbers not exceeding three digits, hence resulting to wrong answers.

(b) Copying the given questions without writing the answers or writing incorrect answers.

(c) Failing to realise that they borrowed a number either in the position of ones for questions 13 and 14 or in the position of tens for question 15 during substraction of the numbers given.

(d) Failing to differentiate substraction from addition.

On the other hand, the analysis shows that 10.68 percent of the pupils answered correctly all the five (5) questions which measured the pupils' competence in substraction as revealed in Extract 32:

11. 8 – 5 = _3_	11. 8 – 5 = _3_
12. 19 – 4 = _15_	12. 19 – 4 = _15_
13. 25 – 7 = _18_	13. 25 – 7 = _18_
14. 67 – 18 = _49_	14. 67 – 18 = _49_
15. Shilingi 700 – shilingi 550 = shilingi _150_	15. 700 shillings – 550 shillings = _150 shillings_

Extract 32: Sample responses of pupils who answered questions 11 and 15, hence showing competence in adding in levels one and two.

4.5.4   Pupils' Competence in Word Problems

The competence in word problem questions was tested in questions 16 to 20. The questions assessed the pupils' ability to solve problems related to addition and substraction operations in their daily life. The performance of the pupils in solving word problems is as presented in Chart 22:
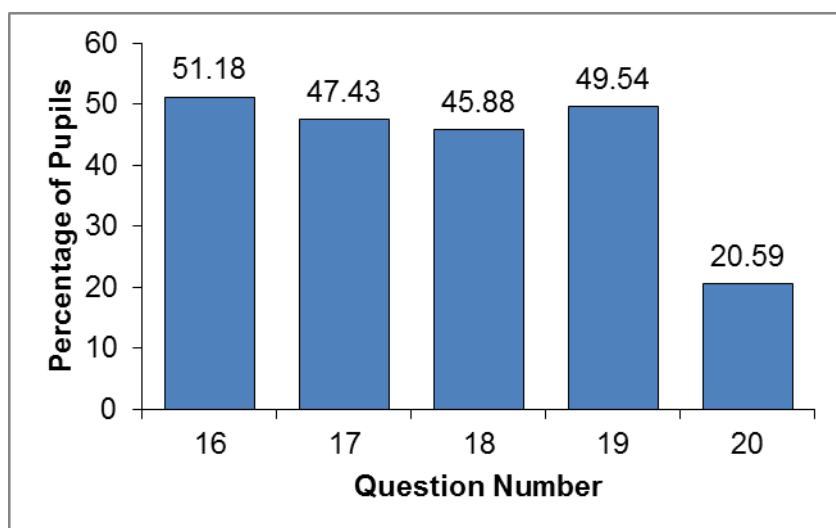
Chart 22: Percentage of pupils who answered correctly questions 16 – 20.

Chart 22 shows that, the pupils had their best performance in question 16, followed by questions 19, 17 and 18 respectively. On the other hand, question 20 indicated poor performance of pupils in solving word problems.

The analysis shows that 44.44 percent of the pupils had an average, a good and a very good performance. Specifically, 10.35 percent of the pupils had a very good competence for they answered all five questions accurately. This suggests that these pupils had the ability to add and subtract accurately and managed to arrange their work as shown in Extract 33:

16. Mary ana machungwa 240 na kaka yake ana machungwa 342. Je, jumla wana machungwa mangapi?

$$
\begin{array}{r}
240 \\
+\ 342 \\
\hline
582
\end{array}
$$

jumla ana machungwa 582

17. Sara alikuwa na pipi 450. Alimgawia rafiki yake pipi 220. Je, alibakiwa na pipi ngapi?

$$
\begin{array}{r}
450 \\
-2\,2\,0 \\
\hline
2\,3\,0
\end{array}
$$

alibakiwa na pipi 230

18. Darasa la pili lina wasichana 70 na wavulana 90. Je, darasa hilo lina wanafunzi wangapi?

$$
\begin{array}{r}
70 \\
+\ 90 \\
\hline
160
\end{array}
$$

jumla darasa lina wanafunzi 160

19. Juma alinunua kalamu kwa shilingi 150 na daftari kwa shilingi 500. Je, alilipa shilingi ngapi?

$$\begin{array}{r} 150 \\ +\ 500 \\ \hline 650 \end{array}$$

jumla ni shilingi 650

20. Musa alipewa shilingi 600 na baba yake. Alitumia shilingi 250. Je, alibakiwa na shilingi ngapi?

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

alibakiwa na shilingi 350

Extract 33: Sample responses from a pupil who answered correctly question 16 – 20.

On the other hand, more than half (55.54%) of the pupils had a poor performance, with 26.59 percent failing to answer all the questions. Further analysis of the pupils' responses shows that the reasons which could have contributed to the pupils' failure are:

(a) Failure of the pupils to understand correctly the basics of addition and substraction. For questions 16, 18 and 19, some of the pupils substracted instead of adding the numbers provided whereas for questions 17 and 20, they added, instead of subtracting the numbers. This shows

that, they did not understand the meaning of "remained with" and "the total" as employed in respective questions.

(b) Some pupils copying the questions given instead of calculating the answers and others writing incorrect responses.

(c) Pupils made mistakes during addition and substraction, leading to incorrect answers.

Extracts 34 and 35 are samples of the responses of pupils who failed to answer correctly all the five questions:

16. Mary ana machungwa 240 na kaka yake ana machungwa 342. Je, jumla wana machungwa mangapi?

17. Sara alikuwa na pipi 450. Alimgawia rafiki yake pipi 220. Je, alibakiwa na pipi ngapi?

Sara ali kua napipi 450 Alimgawia ra ti hi ya ke pipi 220

Je, o li ba kiwa na pipi ngapi?   450

                                  + 220
                                    630

18. Darasa la pili lina wasichana 70 na wavulana 90. Je, darasa hilo lina wanafunzi wangapi?

Dara sal dpili lina Wasichana 70 na wavulana 90 Je,

diapasa hilolina wana funzi wa ngapi?   70

                                         + 90
            ? 0   170

19. Juma alinunua kalamu kwa shilingi 150 na daftari kwa shilingi 500. Je, alilipa shilingi ngapi?

Juma alinunua kalamu kwa shilingi 150 na daft a

ri kwa shilingi 500 Je, alilipa shilingi ngapi?

              150

            - 500
              050

66

20. Musa alipewa shilingi 600 na baba yake. Alitumia shilingi 250. Je, alibakiwa na shilingi ngapi?

Musa alipewa Shilingi 600 na baba yake Alitumia
Shilingi 250 Je, alibakiwa na shilingi ngapi?

$$\begin{array}{r} 600 \\ -250 \\ \hline 450 \end{array}$$

Extract 34: Sample responses of a pupil who did not know the basics of substraction and addition applicable in questions 16, 17 and 19. For questions 18 and 20, the pupil used the right basics, but incorrectly added or substracted the numbers given

17. Sara alikuwa na pipi 450. Alimgawia rafiki yake pipi 220. Je, alibakiwa na pipi ngapi?

Mankri Ro hro ho ho Roho Koho
Samaka Kaho hawo ha pasi lia
ha asi po ghresi houha Ramama
hasi po gomsi asiha namo Ropsi

18. Darasa la pili lina wasichana 70 na wavulana 90. Je, darasa hilo lina wanafunzi wangapi?

NaseRaEas haba sioto siposi
haho ho RaMo hoso ha ho uho
msiho hahomho tohomhasi Bao
hahoy mahoesio EoI ku ci ha

Extract 35: Sample of incomprehensible pupil's responses

67

4.6 Comparison of Pupils' Competence in Arithmetic Skills by Medium of Instruction, School Location, and Participation in 2017 and 2018 Assessments

The analysis was done to compare the pupils' competence by medium of instruction, school location (Urban vs. Rural), gender and schools which had initially participated in the 2017 and subsequent 2018 assessments. The comparison intended to establish whether there were any differences between these groups so as to make appropriate recommendations aimed at improving the teaching and learning process.

4.6.1 Comparison of Pupils' Competence in terms of Medium of Instruction

An analysis was carried out to compare the performance of pupils from Kiswahili-medium schools (4,760) and those from English-medium schools (922). A summary of the results is presented in Chart 23:
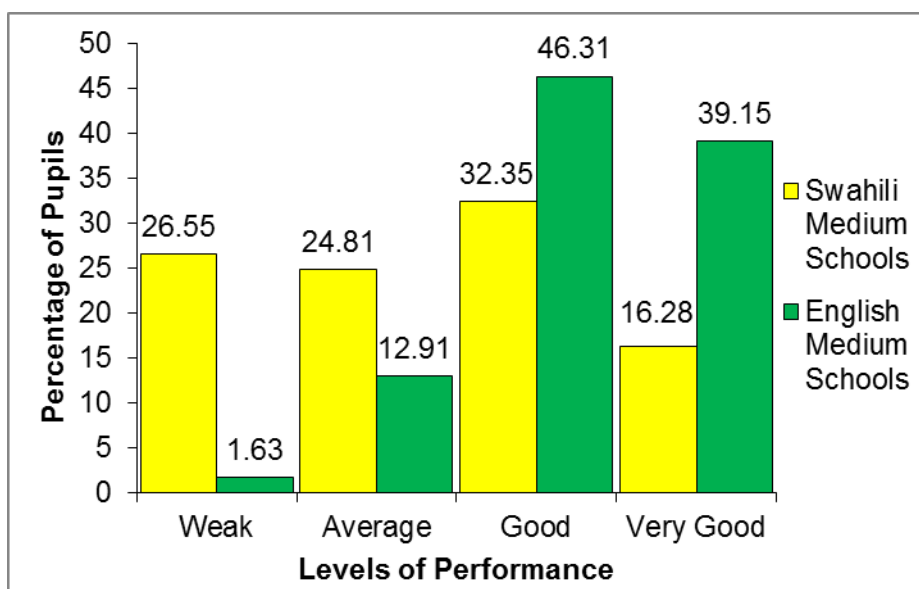
Chart 23: Comparison of Pupils' Performance by Medium of Instruction

Chart 23 shows that, 73.45 percent of the pupils in Kiswahili-medium schools had an average to a very good performances. On the other hand, in English-medium schools 98.37 percent had an average to a very good performances.

Therefore, pupils in English-medium schools had a better performance than those in Kiswahili-medium schools by 24.92 percent. These results do not differ much from the results of the 2017 assessment, whereby pupils in English-medium schools had a better performance than those from Kiswahili-medium schools by 25.09 percent.

4.6.2 Comparison of Pupils' Performance in Urban and Rural Schools

The arithmetic skills assessment involved 4,080 pupils from urban schools and 1,602 from rural schools. The comparison was carried out on the performance of pupils from the urban schools versus those from rural schools to determine any difference in the pupils' competence. The results of the comparison are presented in Chart 24:
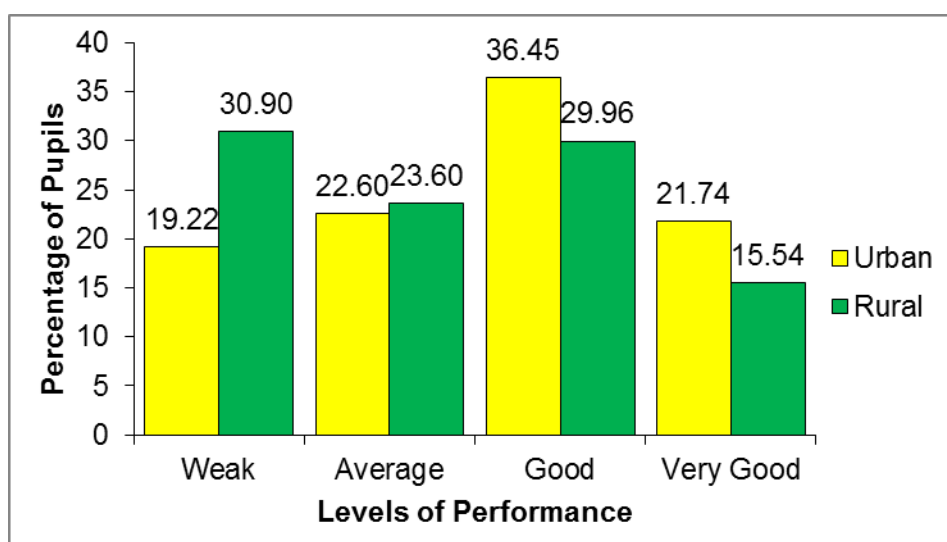
Chart 24: Comparison of competence between urban and rural-based school pupils.

The data in Chart 24 show that, 80.78 percent of the pupils from the urban schools had average to very good performances whereas their counterparts from rural schools had 69.10 percent. This shows that, pupils from urban schools had a better performance than those

from rural schools. These results differ from those of the 2017 assessment whereby 79.49 percent of the pupils from the rural schools had a good performance compared to 75.33 percent of the pupils from urban-based schools.

4.6.3 Comparison of Pupils' Performance by Gender

Out of 5.682 pupils assessed, 2,819 pupils were boys and 2,863 were girls. Chart 25 summarises the results of comparing the competence between boys and girls genders:

Chart 25: A comparison of the performance by gender

Chart 25 shows that, 77.51 percent of the male pupils had an average to very a good performance. Similarly, 77.47 percent of the female had average to very good performance. In other words, the difference in performance between male and female pupils was small of about 0.04 percent.

4.6.4 Comparison of pupils' performance in 33 schools which participated in both the 2017 and 2018 assessments

For 33 schools that were assessed for the second time in 2018, 3,086 pupils participated compared to 2,989 pupils that did so in 2017. The results of comparing the performance of pupils in 2017 and 2018 are shown in Chart 26:
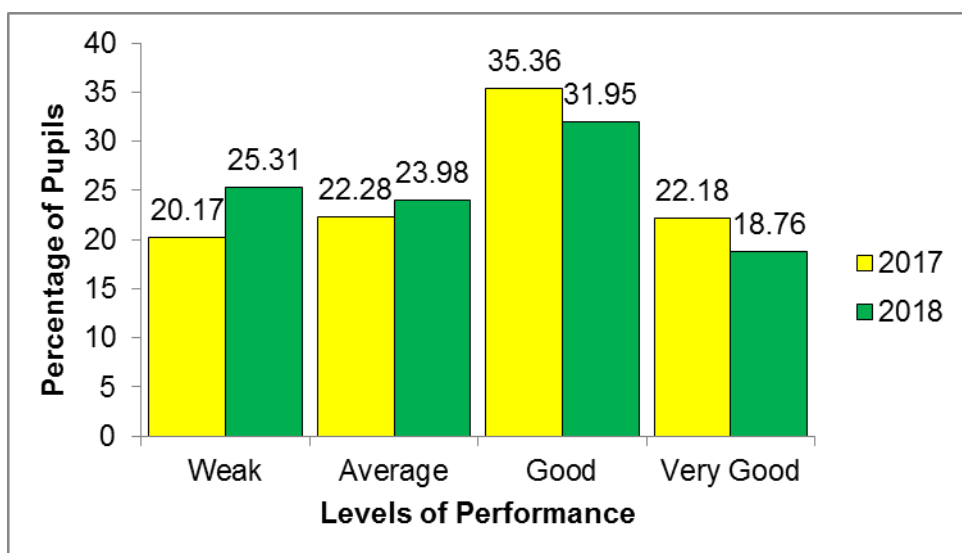
Chart 26: Comparison of Schools' Performances in 2017 and 2018 Assessments.

Chart 26 shows that, in the 2017 assessment, 79.83 percent of the pupils had an average, good and very good performances compared to 74.69 percent in 2018. In other words, the performance of pupils in 2018 dropped by 5.14 percent over the 2017 result.

4.6.5 Comparison of Pupils' Performance in 33 Schools which Participated for the First Time and the Second Time in 2018

The number of pupils in 33 assessed schools for the second time in 2018 was 3,086 compared to 2,589 assessed for the first time. A comparison of the pupils' performance in the two groups is shown in Chart 27:

Chart 27: Comparison of schools' performance for first and second time assessment

Chart 27 shows that 74.69 of the pupils in the 33 schools which participated for the second time obtained an average to a very good performance. The chart also shows that, 80.82 percent of the pupils which participated in the assessement for the first time obtained average to very good performance. This implies the 33 schools. Schools which were assessed for the first time had a good performance compared to the other 33 schools assessed for the second time.

4.6.6 Comparison of the Pupils Competence in 2017 and 2018 Assessments

The pupils in schools which participated in 2018 assessment were 5,682 and in 2017 were 6,195. The comparison of the performance of pupils in the two years is as shown in Chart 28:
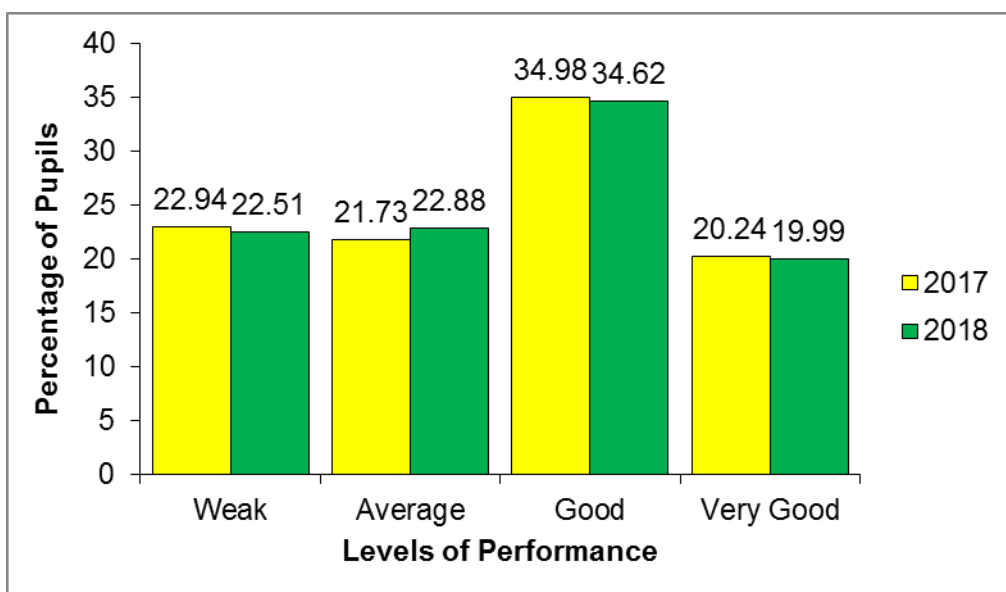
Chart 28: Comparison of pupils' performance in 66 schools which participated in the 2017 and 2018 Assessments

As Chart 28 illustrates, in the 2018 assessment, 77.4 percent of the pupils obtained the categories of an average to a very good performance compared performance to 76.95 percent in 2017. This reveals a slight increase in the pupils' performance by 0.54.

4.7 Summary of the Analysis of Arithmetic Skills

Generally, pupils showed a good performance in identifying the missing successive numbers in ascending or descending order in the interval of 1 and 10. However, the increasing intervals of two and five seemed to challenge many of the pupils.

For questions that tested the pupils' addition ability, they demonstrated a good performance for the addition of two numbers with one digit and for the addition of numbers with two digits and a number with one digit without carrying. However, most of the pupils failed to add accurately numbers with two digits and numbers with three digits, especially when the adding involved the concept of carrying.

Many of the pupils also demonstrated a good competence in subtracting two numbers with one digit and subtracting a number with one digit from a number with two digits without borrowing. On the other hand, many of the pupils failed to answer correctly questions involving the concept of borrowing.

For problem solving questions, almost half of the pupils failed to solve accurately word-based arithmetic problems. The failure was attributable to their inability to understand the demand of the question, the mistakes they made during adding and subtracting numbers, copying of questions instead of calculating answers, not answering questions and writing unclear answers.

CHAPTER FIVE

ANALYSIS OF INVIGILATION REPORTS

5.1 Analysis of School Reports

The National Examinations Council of Tanzania (NECTA) prepared a questionnaire to solicit information used during the assessement and about teaching and learning of reading, writing and arithmetic skills. The questionnaire aimed to obtain information about the environment of teachin and learning of 3Rs assessment in order to provide suggestions at improving level of education at that level.

Two types of questionnaire were used to solicit the required information. The first type of questionnaire was completed by 66 head teachers of the schools under review. The second type was administered with 696 invigilators who invigilated the assessment of the 3Rs. The questiononnaire aimed at getting information on pupil teaching and learning, their attendance in each skill, teachers'' skills in the 3R and the availability of teaching and learning materials. Other required information were the teaching and learning environment of the pupils in standard one and two.

5.1.1 School Reports in General

Through the questionnaire, the head teachers were required to report on the availability of the 3Rs syllabus. The aim was to determine whether the learning and teaching followed the specified procedures as spelled out in the basic education curriculum. The analysis of the questionnaire revealed that all the 66 (100%) assessed schools in 2018 had the 3Rs teaching and learning curriculum for Standard One and Two compared to the 98.2 percent recorded in 2017. Implicitly, efforts were made to ensure that all the schools which participated in the 2018 had the 3Rs teaching Syllabi.

Other pieces of information requested from the head teachers were the number of streams and pupils in each stream. The aim was to establish whether the required limit of 40 pupils per class as directed by the 2007 Tanzania Education Curriculum

was the norm. The head teachers' responses on this aspect are shown in Table 15:

Table 15: Number of Pupils in Stream

S/N	Range of Pupils Number	Number of Schools Standard I		Number of Schools Standard II	
		Number	%	Number	%
1.	09-40	42	63.6	41	62.1
2.	41 – 50	5	7.6	3	4.5
3.	51 – 60	4	6	4	6
4.	61 – 70	1	1.5	2	3
5.	71 – 80	3	4.5	6	9.1
6.	81 – 90	2	3	1	1.5
7.	91- 100	4	6	1	1.5
8.	101+	5	7.6	8	12.1

N= 66

Table 15 shows that 42 schools (63.6%) adhered to the required limit for Standard One pupils whereas 41 schools (62.1%) also the number of standard two pupils adhered to the required limit. Further statistical analysis show that the primary schools assessed in 2018 in the 3Rs had no serious pupil' congestion problems in the classrooms. In addition, 25 schools (37.9%) had streams standard two with many pupils contrary to the recommended limit of the pupils in a stream. Likewise, 24 schools (36.9%) had the same challenge of exceeding recommended limit number of pupils in a stream for standard I streams. Eight (8) congested schools were for Standard Two (12.1%) and five (5) schools for Standard One (7.6%) had streams of more than 100 pupils.

On the other hand, for English-medium schools, only one school had more than 40 pupils in Standard One. Further analysis of the questionnaire data reveals that some schools have streams with many pupils because of insufficient classes and shortage of teachers to teach 3Rs. From these statistics, it is evident that there are challenges related to the congestion of pupils in standard one and two. As such, efforts should be made to alleviate these challenges.

5.1.2 Teaching of Pupils and Teachers' 3Rs Training

The head teachers' questionnaire also intended to obtain information on the teaching and learning of 3Rs. Statistics show that all the 66 schools (100%) assessed had at least one teacher who teach in standard one and two. Among the 176 teachers teaching 3Rs in these schools, 71 (39.89%) had special training on teaching and learning the 3Rs skills.

Furthermore, statistics also shows that, the percentage of teachers with 3Rs training who invigilated the skills assessment in 2018 has drastically decreased. The decrease is by 41.2 percent of 2018 as compared to 81.9 percent of the 2017 assessemnt. The decrease was a result of involving teachers of higher classes (III and IV) contrary to the 2017 assessment which involved teachers of standards one and two only.

5.1.3 Resources and the Teaching and Learning Environment

Head teachers were inquired on the availability of teaching and learning resources such as textbooks, books and other teaching and learning materials used for each skill. The responses of the head teachers are as shown in Table 16:

Table 16: Availability of Books and Learning Materials for the 3Rs

SN	Question	Number of answers	Number	%
(a)	Availability of textbooks for teaching arithmetic skills	66	62	93.9
(b)	Availability of textbooks for the arithmetic exercises	66	57	86.4
(c)	Availability of teaching materials for the arithmetic skill such as catalysts	66	61	92.4
(d)	Availability of textbooks and other teaching materials for the writing skill	66	56	87.9
(e)	Availability of textbooks and teaching materials for reading skill.	66	61	92.4
(f)	Availability of materials to enhance the reading skill	66	59	89.4

| (g) | Availability of books for teaching the writing skill. | 66 | 61 | 92.4 |

Table 16 indicates that, the availability of teaching books for all the skills in the selected schools for assessment was good. Specifically, the availability of textbooks for Arithmetic skills was good by 93.9% Writing skills by 92.4% and reading skills was 92.4%. In addition, the availability of textbooks for teaching Arithmetic skills was good by 86.4% and for other teaching materials for developing competence was also good by 92.4%. On the other hand, the availability of materials such as books on children's stories for developing the Reading skills was good by 89.4%.

These statistics show that, in 2018, the availability of textbooks was better than in 2017. For instance, the availability of textbooks for teaching arithmetic skills in 2017 was 93.3 percent compared to 93.9 percent in 2018. Moreover, the availability of textbooks for exercises increased from 85.0 percent in 2017 to 86.4 percent in 2018. On the other hand, the availability of teaching materials for Arithmetic skills has increased increased from 91.8 percent in 2017 to 92.4 percent in 2018.

The availability of teaching and learning aids, including the increase of teaching and learning materials results from efforts made by the Tanzania government through the Ministry of Education, Science and Technology in collaboration with the President's Office, Regional Administration and Local Government (PO - RALG), education administration at the regional, district to the school level aimed at strengthening the teaching and learning of the 3Rs.

5.1.4 Infrastructure and the Teaching and Learning Environment

The head teachers were also required to report on the availability of desks, tables and chairs for teachers and pupils in the teaching and learning of the 3Rs. They were also inquired on the availability of classrooms and access to a

special room as a library for teachers and pupils at school. Table 17 summarises the responses of the teachers:

Table 17: Summary of Teachers' Responses on the 3Rs Learning Environment

SN.	Question	Number of Responses	Number	%
1.	The availability of desks, tables and chairs for pupils and teachers of Standard I and II.	66	56	84.8
2.	The availability of classrooms compared to pupils' number in Standard I and II available at the school.	66	52	78.8
3.	Access to a special room or library where pupils and teachers can borrow books to allow pupils to learn more about the 3Rs.	66	36	54.5

As Table 17 illustrates, 78.8 percent of the teachers reported that there were sufficient classrooms. In addition 84.8 percent of the teachers reported the availability of desks, chairs and tables. These statistics show a small increase compared to an increase in 2017 when these materials were available by 84.6. On the other hand, 54.2 percent of the teachers reported that, the schools had a library or a special room for pupils and teachers to borrow books and read more and this is particularly after school hours.

5.1.5 Pupils' Attendance

Invigilators' reports on the pupils' attendance show that the pupils assessed amounted to 5,771 (82.04%) and those who were not assessed for various reasons were 1,263 (17.96%). Table 18 summarises the reasons for non-participation in the assessment by some pupils:

Table 18: Pupils' Reasons for Missing the Assessment

Na	Reason	Number	%
1.	Truancy	867	68.6
2.	Transfer	198	15.7
3.	Repeating class	61	4.8
4.	Sickness	25	2.1
5.	Death	07	0.6

6.	No reasons provided	105	8.6
	Total	**1,263**	**100**

N= 1,263

Table 18 shows that, truancy was the major reason which affected the pupils' attendance (68.6%). Other reasons were transfer (15.7%) and repeating of standard two (4.8%). Other pupils did not attend assessement because of sickness (2.1%) while death was 0.6 percent. Another 8.6 percent of the pupils did not attend the assessment with no reason being provided by the invigilators.

Over all, the number of truants in the 2018 assessment has dropped by 17.9 percent compared to the number registered among pupils in the 2017 assessment which stood at 86.5 percent. These achievements show that the government through the Ministry of Education, Science and Technology in collaboration with the President's Office, Regional Administration and Local Government (TAMISEMI) co-operated well with the education administration at the regional, district, school to parental level in easing this challenge.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1   Conclusion

The performance of the pupils in all the 3Rs was generally good compared to the results in the 2017 assessment. Statistics show that 90.2 percent of the pupils had an average to very good performance in the Reading skills. However, 9.78 percent of the pupils had a weak performance in the Reading skills. These pupils failed to read words formed by syllables in a compound consonant structure and words in the English language, with no direct connection between the structure and the pronunciation. They were also not competent in answering comprehension questions from a given passage. Furthermore, 3.52 percent of the pupils failed to read any word in the sentences they were given. In addition, 12.12 percent of the pupils failed to answer all the items from the passage they read.

The analysis shows that, 89.19 percent of the pupils had average to very good performance in the Writing skills. A minority, 10.82 percent, had a weak performance because they failed to write the names of the things in the provided pictures, differentiate the words in upper and lower cases and they also failed to copy and punctuate accordingly the passage provided. Also, 74.6 percent were not competent in using the comma (,).

A comparison was also made on the medium of instruction and location of the school. The analysis shows that, English-medium schools performed better compared to Kiswahili-medium schools. Moreover, urban-based schools outperformed rural schools in all the 3Rs.

On the other hand, a detailed analysis of school reports indicates an improvement in some of the challenges of the teaching and learning of the 3Rs identified in the 2017 assessment. For instance, the availability of 3Rs syllabi was not identified as a challenge to all the 66 schools (100%) assessed in 2018 because they all reported presence of 3Rs syllabi. In addition, there was an increase in the the teaching materials and infrastructure available such as classrooms and other important teaching and learning materials.

6.2   Recommendations

In general, pupils' performance in all the 3Rs had improved in the 2018 assessment over the 2017 results. To improve pupils' performance in the future, NECTA recommends the following:

(a)   The Ministry of Education, Science and Technology through the School Inspection Department, the Regional and the District Administration and schools should make follow-ups on the challenges identified to improve the pupils' competence in the 3Rs.

(b)   The Education Administration at the Regional, District and the School level in collaboration with the parents should make follow-ups on the pupils' school attendance so that all the registered pupils in Standard One can Read, Write and Count fluently when they reach Standard Three.

(c)   Teachers for Reading skills should focus their efforts on teaching compound consonants words, different shapes and their pronunciation as well as in reading comprehension.

(d)   Teachers of writing skills, should provide adequate examples in writing letters, syllables and words as well as in identifying words written in upper and lower cases, copying passages and putting punctuation marks.

(e)   Teachers of arithmetic skills, should provide adequate exercises on identifying the missing numbers in a number sequence, especially in descending order at an interval of two or five numbers, addition of numbers by carrying, substraction requiring borrowing as well as currency addition and shapes.

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

201   STADI YA KUSOMA

Muda: Dakika 15 Ijumaa, 12 Aprili 2019 asubuhi

Maelekezo

1.   Karatasi hii ina **maswali matatu (3)**.

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

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

4.   Msimamizi anatakiwa kujaza taarifa za mwanafunzi katika nafasi zilizo wazi juu ya fomu maalum ya upimaji kwa **kalamu ya wino wa bluu**.

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

Kusoma Maneno

Mwongoze mwanafunzi kusoma maneno kwa kuzingatia yafuatayo:

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

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

(iii)   Hakikisha mwanafunzi anatumia **sekunde tatu tu**, kusoma kila neno. Baada ya sekunde tatu mwelekeze mwanafunzi kusoma neno linalofuata.

(iv)   Usomaji wa maneno utafanyika kwa **dakika tatu**, ambapo **dakika moja** itatumiwa na mwanafunzi katika usomaji na **dakika mbili** zitatumiwa na msimamizi kukokotoa alama na kujaza fomu maalum ya upimaji.

1.   Mwanafunzi asome maneno yafuatayo:

    televisheni   Gita   vitamini   wiki   picha

Kompyuta Pini   mdomo   sentensi nyumba

Tochi   Baiskeli mwanafunzi ubao   mwavuli

Chumvi   Saa   mbwa   mwezi   kikombe

Mchele   mkono   mwanga   karoti   jogoo

Kusoma Sentensi

Mwongoze mwanafunzi kusoma sentensi kwa kuzingatia yafuatayo:

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

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

(iii)   Hakikisha mwanafunzi anatumia **sekunde tatu tu,** kusoma neno katika sentensi. Baada ya sekunde tatu mwelekeze mwanafunzi kusoma neno linalofuata.

(iv)   Usomaji wa sentensi zote utafanyika kwa **dakika nne,** ambapo **dakika moja** itatumiwa na mwanafunzi katika usomaji na **dakika tatu**

zitatumiwa na msimamizi kukokotoa alama na kujaza fomu maalum ya upimaji.

2. Mwanafunzi asome sentensi zifuatazo:

(i)   Mbuzi wangu wana mikia mifupi.

(ii)   Njoo hapa dada yangu mpole.

(iii) Tafadhali fungua kitabu chako vizuri.

(iv)   Viatu vyangu vyote ni vyeusi.

(v)   Hawa ni watoto wadogo sana.

Kusoma Kifungu cha Maneno

Mwongoze mwanafunzi kusoma kifungu cha maneno kwa kuzingatia yafuatayo:

(i) 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 yake na utamuuliza maswali yanayohusiana na kifungu cha maneno alichosoma.

(ii) 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 fomu maalum ya Upimaji.

(iii) Mwanafunzi akimaliza kusoma, chukua karatasi yake ya upimaji kisha muulize maswali yaliyopo katika **fomu maalum ya Upimaji.**

(iv) Usomaji wa kifungu cha maneno utafanyika kwa **dakika nane,** ambapo **dakika tatu** zitatumiwa na mwanafunzi katika usomaji na **dakika tano** zitatumiwa na msimamizi kukokotoa alama na kujaza fomu maalum ya Upimaji.

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

Furaha ana umri wa miaka nane. Anaishi Kinondoni na kaka yake mkubwa. Mara zote hutunza vitu vyake vizuri. Siku ya Jumatatu, Furaha alikwenda dukani kununua Penseli. Alikuwa na shilingi mia tano mfukoni. Alinunua penseli mbili kwa shilingi mia nne. Furaha alibaki na shilingi mia moja ambazo alizitumia kununua kifutio.

JAMHURI YA MUUNGANO WA TANZANIA

BARAZA LA MITIHANI LA TANZANIA

Fomu Maalum ya Kujaza Alama za Mwanafunzi

katika 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 12$^1/_2$)

Weka alama ya **mkwaju (/)** kwa kila neno ambalo mwanafunzi **ameshindwa** kulisoma. Iwapo uliweka alama ya mkwaju mwanafunzi alipokosea kusoma neno na akarudia kwa usahihi, zungushia **(Ø)** neno hilo. (Kila neno **moja** sahihi **alama 00$^1/_2$**)

Televisheni	Gita	vitamini	Wiki	Picha
Kompyuta	Pini	mdomo	sentensi	nyumba
Tochi	baiskeli	mwanafunzi	ubao	mwavuli
Chumvi	Saa	mbwa	mwezi	kikombe
Mchele	mkono	mwanga	karoti	jogoo

Alama:

2. Kusoma sentensi (alama 25)

Weka alama ya **mkwaju (/)** kwa kila neno katika sentensi ambalo mwanafunzi **ameshindwa** kulisoma. Iwapo uliweka alama ya mkwaju mwanafunzi aliposahihisha kusoma neno alilokuwa amekosea, zungushia **(Ø)** neno hilo. (Kila neno **moja** sahihi **alama 1**).

Mbuzi wangu wana mikia mifupi.
Njoo hapa dada yangu mpole.
Tafadhali fungua kitabu chako vizuri.
Viatu vyangu vyote ni vyeusi.
Hawa ni watoto wadogo sana.

Alama:

3. *Kusoma kifungu cha maneno kisha kujibu maswali kwa mdomo (alama 12$^1/_2$).*

Sikiliza kwa makini wakati mwanafunzi anasoma kifungu cha maneno. Baada ya mwanafunzi kusoma, chukua karatasi aliyokuwa anasoma kisha muulize maswali yaliyopo chini ya kifungu cha maneno.

Furaha ana umri wa miaka nane. Anaishi Kinondoni na kaka yake mkubwa. Mara zote hutunza vitu vyake vizuri. Siku ya Jumatatu, Furaha alikwenda dukani kununua Penseli. Alikuwa na shilingi mia tano mfukoni. Alinunua penseli mbili kwa shilingi mia nne. Furaha alibaki na shilingi mia moja ambazo alizitumia kununua kifutio.

Maswali na Majibu

Endapo mwanafunzi atatoa jibu sahihi kuanzia kipengele (a) hadi (c) zungushia alama 3 na kipengle (d) alama $3^{1}/_{2}$, iwapo atatoa jibu lisilo sahihi zungushia alama 0 na kisha andika jumla ya alama katika nafasi kwenye jedwali lifuatalo:

Na	Maswali na majibu	alama	
(a)	Furaha ana umri wa miaka mingapi? **(nane)**	3	0
(b)	Furaha anaishi na nani? **(kaka yake mkubwa)**	3	0
(c)	Furaha alikwenda wapi siku ya Jumatatu? **(dukani)**	3	0
(d)	Furaha alitumiaje shilingi mia tano aliyokuwa nayo? **(alinunulia penseli mbili na kifutio)**	$3^{1}/_{2}$	0
	Jumla Alama		

THE UNITED REPUBLIC OF TANZANIA

NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

STANDARD TWO ASSESSMENT

201   READING SKILLS

<u>Time: 15 Minutes Friday, 12th April 2019 morning</u>

Instructions

1. This paper has **three (3) questions**.

2. Pupils should answer **all** questions **orally**.

3. Every pupil will be assessed for **15 minutes**.

4. The invigilator is required to fill in the pupil's information on the blank spaces at the top of the Assessment form by using a **blue pen**.

5. When the pupil has finished reading, the invigilator is required to fill in the marks on the **special assessment form** by using a **red pen**

Reading of Words

Guide the pupil to read words by considering the following:

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

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

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

(iv) Reading of words will take **three minutes,** of 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 form.

1. The pupils should read the following words.

television	guitar	vitamins	week	picture
computer	Pin	mouth	sentence	house
Torch	bicycle	pupil	blackboard	umbrella
Salt	watch	dog	moon	cup
Rice	Arm	light	carrot	cock

Reading of Sentences

Guide the pupil to read the sentences by considering the following:

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

(ii) Instruct the pupil to read the sentence loudly, carefully and as quickly as possible.

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

(iv) 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 form.

2. The pupil should read the following sentences:

(i) My goats have short tails.

(ii) Come here my calm sister.

(iii) Please, open your book carefully.

(iv) All my shoes are black.

(v) These are very young children.

Reading of a paragraph

Guide the pupil to read the paragraph by considering the following:

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

(ii) 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 form.

(iii) When the pupil has finished reading, take his/her assessment paper and ask him/her questions which are in the **special assessment form.**

(iv) 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 calculate marks and fill in the assessment scale paper.

3. The pupil should read the following paragraph and answer the questions which will be asked by the invigilator orally:

Furaha is eight years old. She lives at Kinondoni with her elder brother. She always keeps her things properly. On Monday, Furaha went to the shop to buy pencils. She had five hundred shillings in her pocket. She bought two pencils for four hundred shillings. Furaha remained with one hundred shillings which she used to buy an eraser.

THE UNITED REPUBLIC OF TANZANIA

NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

The Special 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 (12$^1/_2$ marks)

Put a **slanted slash mark (/)** in each word which the pupil has **failed** to read. Circle **(Ø)** if the pupil re-reads correctly the word which you had slashed. (The score for each correct word is **00$^1/_2$ mark)**

television	guitar	vitamins	week	picture
computer	Pin	mouth	sentence	house
torch	bicycle	pupil	blackboard	umbrella
Salt	watch	dog	moon	cup
Rice	Arm	light	carrot	cock

Marks:

2. Reading of the sentences (25 marks)

Put a **stroke mark (/)** in all words in a sentence which the pupil has **failed** to read. Circle **(Ø)** if the pupil re-reads correctly the word which you had slashed (The score for each correct word is **1 mark**)

My goats have short tails.

Come here my calm sister.

Please, open your book carefully.

All my shoes are black.

These are very young children.

Marks:

3. Reading of the paragraph and answering the questions orally ($12^1/_2$ marks)

Listen carefully while the pupil is reading the paragraph. When he/she has finished reading, collect the paper which the pupil was reading and then ask him/her the questions from the paragraph.

Furaha is eight years old. She lives at Kinondoni with her elder Brother. She always keeps her things properly. On Monday, Furaha went to the shop to buy pencils. She had five hundred shillings in her pocket. She bought two pencils for four hundred shillings. Furaha remained with one hundred shillings which she used to buy an eraser.

Questions and Answers

If a pupil will give a correct answer, circle 3 marks for letter (a) up to (c) and $3^1/_2$ marks for letter (d), if he/she will give an incorrect answer, circle the O mark and then write the total marks in the space provided in the table.

No.	Question and Answer	Marks	
(a)	How old is Furaha? (Eight years)	3	O
(b)	Who lives with Furaha? (Her elder brother)	3	O
(c)	Where did Furaha go on Monday? (To the shop)	3	O
(d)	How did Furaha spend her five hundred shilings? (She used it to buy two pencils and an eraser)	$3^1/_2$	O
	Total		

Jina la Mwanafunzi_____

Namba ya Mwanafunzi _____

JAMHURI YA MUUNGANO WA TANZANIA
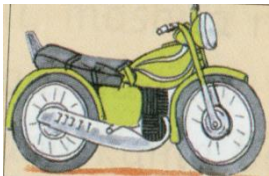# BARAZA LA MITIHANI LA TANZANIA
UPIMAJI WA DARASA LA PILI
202   STADI YA KUANDIKA

Muda: Dakika 40 Alhamisi, 11 Aprili 2019 asubuhi
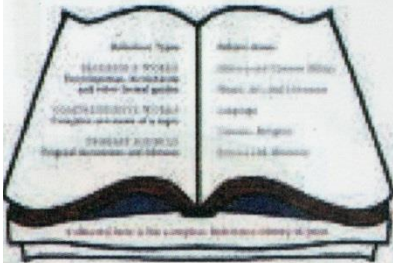
Maelekezo

1. Karatasi hii ina maswali **matatu (3)**.

2. Jibu maswali **yote**.

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

4. Andika **jina** lako na **namba** yako katika kila ukurasa.

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

1. **Tazama kwa makini picha zifuatazo kisha andika majina yake** katika nafasi zilizo wazi.

(a) _____	(b) _____
(c) _____	(d) _____

(e)	 _____ _	*(f)*	 _____
(g)	 _____	*(h)*	 _____
(i)	 _____	*(j)*	 _____

2. **Pigia mstari** maneno yaliyoandikwa kwa **herufi kubwa.**

   (a)   MKATE, chungwa, mlima, KIJIKO

   (b)   BLUU, kijani, NYEKUNDU, manjano

   (c)   SAA, mkuki, CHAKI, karatasi

   (d)   Paka, SIMBA, pundamilia, NYANI

   (e)   SHATI, sketi, GAUNI, suruali

3. **Nakili** kifungu cha maneno kifuatacho na kisha weka alama za uandishi yaani: **nukta (.), mkato (,), alama ya kushangaa (!),** na **alama ya kuuliza (?)** mahali panapostahili.

   Jamani eeh__ Basi la kwenda nyumbani kwetu limetuacha__ Sasa je__ tutaondoka na usafiri wa basi gani__

   _____

   _____

   _____

   _____

Pupil's Name_____

Pupil's Number _____

THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
STANDARD TWO ASSESSMENT

202   WRITING SKILLS
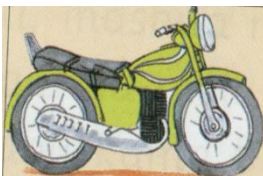
<u>Time: 40 Minutes Thursday, 11ᵗʰ April 2019 morning</u>
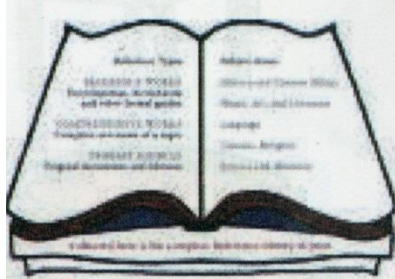
Instructions

1. This paper has **three (3) questions.**

2. Answer **all** questions.

3. Write **all your answers** in pencil.

4. Write your **name** and **number** on every page.

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

1. **Study** the pictures below **carefully** and then **write** their names in the spaces provided.

(a)	_____	(b)	_____
(c)	_____	(d)	_____
(e)	_____	(f)	_____

(g)	_____	(h)	_____
(i)	_____	(j)	_____

2. **Underline** the words which are written in **capital letters.**

(i)   BREAD, orange, mountain, SPOON

(ii) BLUE, green, RED, yellow

(iii) WATCH, spear, CHALK, paper

(iv) Cat, LION, zebra, MONKEY

(v)   SHIRT, skirt, DRESS, trousers

3. **Copy** the following paragraph in the space given and then put the punctuation marks: **full stop (·)**, **comma (,)** **exclamation mark (!)** and **question mark (?)** where necessary·

My goodness __ The bus has already left __ So __ which bus are we going to travel by __

_____

_____

_____

_____

_____

_____

_____

_____

JAMHURI YA MUUNGANO WA TANZANIA
BARAZA LA MITIHANI LA TANZANIA
UPIMAJI WA DARASA LA PILI
203   STADI YA KUHESABU

Muda: Saa 1   Alhamisi, 11 Aprili 2019 asubuhi

Maelekezo

1. Karatasi hii ina maswali **ishirini (20)**.

2. Jibu maswali **yote**.

3. Andika majibu yote kwa **penseli**.

4. Andika **namba** na **jina** lako katika kila ukurasa.

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

Andika namba inayokosekana katika nafasi iliyoachwa wazi.

1.   4, 5, ___, 7, 8, 9.

2.   15, ___, 13, 12, 11.

3.   44, 46, ___, 50, 52.

4.   70, 80, 90, ___.

5.   25, 30, ___, 40, 45.

Tafuta Majibu:

6.   1 + 7 = _____

7.   12 + 5 = _____

8.   28 + 6 = _____

9.   47 + 16 = _____

10.   Shilingi 400 + shilingi 50 = _____

11.   8 – 5 = _____

12.   19 – 4 = _____

13.   25 – 7 = _____

14.   67 – 18 = _____

15.   Shilingi 700 – shilingi 550 = _____

16. Mary ana machungwa 240 na kaka yake ana machungwa 342. Je, jumla wana machungwa mangapi?

_____

_____

_____

_____

17. Sara alikuwa na pipi 450. Alimgawia rafiki yake pipi 220. Je, alibakiwa na pipi ngapi?

_____

_____

_____

_____

18. Darasa la pili lina wasichana 70 na wavulana 90. Je, darasa hilo lina wanafunzi wangapi?

_____

_____

_____

_____

19. Juma alinunua kalamu kwa shilingi 150 na daftari kwa shilingi 500. Je, alilipa shilingi ngapi?

_____
_____
_____
_____

20. Musa alipewa shilingi 600 na baba yake. Alitumia shilingi 250. Je, alibakiwa na shilingi ngapi?

_____
_____
_____
_____
_____

Jina la Mwanafunzi_____

Namba ya Mwanafunzi _____

THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
STANDARD TWO ASSESSMENT
203　　　　　　ARITHMETIC SKILLS

Time: 1 Hour　　　Thursday, 11th April 2019 morning

Instructions

1. This paper has **twenty (20)** questions.

2. Answer all questions.

3. Write your answers in pencil.

4. Write your name and your number on each 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
7.			7.			13.			19.		
8.			8.			14.			20.		
9.			9.			15.					
10.			10.			16.					
11.			11.			17.					
12.			12.			18.					

Write the missing number:

1.   4, 5, ___, 7, 8, 9.

2.   15, ___, 13, 12, 11.

3.   44, 46, ___, 50, 52.

4.   70, 80, 90, ___.

5.   25, 30, ___, 40, 45.

Work out the answers:

6.   1 + 7 = _____

7.   12 + 5 = _____

8.   28 + 6 = _____

9.   47 + 16 = _____

10.   400 shillings + 50 shillings = _____

11.   8 – 5 = _____

12. 19 – 4 = _____

13. 25 – 7 = _____

14. 67 – 18 = _____

15. 700 shillings – 550 shillings = _____

16. Mary has 240 oranges and her brother has 342 oranges. How many oranges do they have altogether?

_____

_____

_____

_____

17. Sara had 450 sweets. She gave her friend 220 sweets. How many sweets was she left with?

_____

_____

_____

_____

18. A standard two class has 70 girls and 90 boys. How many pupils are in the class?

_____
_____
_____
_____

19. Juma bought a pen for 150 shillings and an exercise book for 500 shillings. How much did he pay?

_____
_____
_____
_____

20. Musa was given 600 shillings by his father. He spent 250 shillings. How much money was he left with?

_____
_____
_____
_____

BARAZA LA MITIHANI LA TANZANIA

UPIMAJI WA STADI YA KUSOMA, KUANDIKA NA KUHESABU

DODOSO LA MWALIMU MKUU WA SHULE

Jina:_____

Shule Unayoongoza:_____

1. Taarifa za shule kwa ujumla

Tafadhali jaza taarifa kuhusu wanafunzi na walimu wa KKK katika shule yako kwa kuandika katika visanduku ulivyopewa.

(i)   Kuna wanafunzi wangapi waliodahiliwa katika darasa la I na la II waliopo shuleni kwa sasa?

(ii)   Walimu wangapi wanafundisha stadi za Kusoma, Kuandika na Kuhesabu darasa la I na la II katika shule yako?

(iii)   Kati ya walimu wanaofundisha stadi za KKK, Walimu wangapi wana mafunzo maalumu ya kufundisha stadi hizo?

(iv)   Je shule ina mikondo mingapi ya wanafunzi wa darasa la I?

(v)   Mikondo ya wanafunzi wa darasa la I uliyoitaja katika (iv) hapo juu ina wanafunzi wangapi kila mmoja (jaza wastani kama idadi hailingani)

(vi)   Je shule ina mikondo mingapi ya wanafunzi wa darasa la II?

(vii)   Mikondo ya wanafunzi wa darasa la II uliyoitaja katika (iv) hapo juu ina wanafunzi wangapi kila mmoja (jaza wastani kama idadi hailingani)

(viii)   Je shule ina Muhtasari wa Kufundishia stadi za KKK kwa darasa la Kwanza na la Pili?   Ndiyo   Hapana

2. Taarifa kuhusu Vifaa vya Kufundishia na Kujifunzia

Tafadhali jaza maoni yako kuhusu uwepo wa vifaa mbalimbali vya kufundishia na kujifunzia kwa kuzungushia namba ya uchaguzi unaolingana na maoni yako kuhusu vifaa hivyo hapo shuleni kwako.

SN	Swali	Hafifu (2)	Chini ya Wastani (2)	Wastani (3)	Mzuri (4)	Mzuri Sana (5)
(i)	Upatikanaji wa Vitabu vya kiada vya kufundisha stadi za Kuhesabu unaweza kuelezewa kuwa ni:	1	2	3	4	5
(ii)	Upatikanaji wa vitabu vya ziada vya mazoezi ya stadi ya kuhesabu unaweza kuelezwa kuwa ni:	1	2	3	4	5
(iii)	Uwepo wa Vifaa vya kufundishia stadi ya kuhesabu (kama vile vihesabio na vifaa vingine) unaweza kuelezewa kuwa ni:	1	2	3	4	5
(iv)	Uwepo wa Vifaa vya kufundishia stadi ya Kuandika (kama vile vibao na vifaa vingine) unaweza kuelezewa kuwa ni:	1	2	3	4	5
(v)	Je uwepo wa vitabu vya kiada vya kufundishia stadi ya kusoma unaweza kuelezewaje?	1	2	3	4	5
(vi)	Je unaweza kuelezeaje upatikanaji wa vifaa vinavyolenga kuendeleza stadi ya Kusoma kama vile vitabu vya hadithi fupifupi kwa watoto wadogo?	1	2	3	4	5

3. Taarifa kuhusu mazingira ya ufundishaji na ujifunzaji

Tafadhali jibu maswali kuhusu mazingira ya ufundishaji na ujifunzaji kwa kuzungushia namba inayolingana na maoni yako kuhusu mazingira ya ufundishaji na ujifunzaji wa stadi za KKK katika shule yako.

SN	Swali	Hafifu (2)	Chini ya Wastani (2)	Wastani (3)	Mzuri (4)	Mzuri Sana (5)
(i)	Uwepo wa madawati, viti na meza za kukalia watoto na walimu shuleni kwako wakati wa kujifunza unaweza kuelezewa kuwa ni:	1	2	3	4	5
(ii)	Ikilinganishwa na idadi ya wanafunzi wa darasa la I na la II waliopo shuleni kwa sasa, hali ya uwepo wa vyumba vya madarasa inaweza kuelezewa kuwa ni:	1	2	3	4	5
(iii)	Je mazingira ya upatikanaji wa chumba maalumu au maktaba ambapo watoto na walimu wanaweza kuazima vitabu ili kuwawezesha wanafunzi kujifunza zaidi stadi za KKK hata baada ya muda wa shule yakoje?	1	2	3	4	5

4. Taarifa nyinginezo

Je ni jambo gani ambalo halikuulizwa kwenye dodoso hili kuhusu mazingira ya ufundishaji na ujifunzaji ambalo ungependa Baraza la Mitihani lifahamu? (Toa maelezo mafupi)

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5. Changamoto zinazojitokeza wakati wa ujifunzaji wa wanafunzi wa stadi za KKK kuwa mgumu

Tafadhali jibu maswali kuhusu changamoto zinazojitokeza ambazo zinafanya ujifunzaji wa wanafunzi wa stadi za KKK kuwa mgumu kwa kuzungushia namba ya changamoto inayojitokeza zaidi. (unaweza kuzungushia changamoto zaidi ya moja)
.
(i)   Umbali wa wanafunzi wengi kutoka shule ilipo.
(ii)   Wanafunzi kukosa masomo mara kwa mara kutokana na mahudhurio yasiyoridhisha.
(iii)   Uhaba wa walimu ikilinganishwa na idadi ya wanafunzi.
(iv)   Kupokea wanafunzi wanaohamia ambao stadi zao za KKK haziridhishi.
(v)   Uhaba wa vitendea kazi kama vile vitabu ikilinganishwa na idadi ya wanafunzi.
(vi)   Changamoto nyinginezo. (Zitaje)

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BARAZA LA MITIHANI LA TANZANIA

UPIMAJI WA STADI YA KUSOMA, KUANDIKA NA KUHESABU 2019

DODOSO LA MWALIMU (MSIMAMIZI)

Jina:_____ **Mkoa :** _____

Halmashauri: _____ **Shule :** _____

Mkondo Uliosimamia: _____ **Namba ya Simu:**_____

1. Je, umesimamia idadi ya wanafunzi wangapi katika stadi ya:

    (i)   Kuandika

    (ii)   Kuhesabu

    (iii)   Kusoma

2. Je wakati wa kusimamia vifaa vyote vilivyohitajika katika kufanya upimaji wa stadi za Kusoma, Kuandika na Kuhesabu vilitosheleza?

    Ndiyo   Hapana

    (a) Kama jibu ni hapana taja aina ya vifaa ambavyo havikutosheleza. _____

    _____

    _____

    _____

    (b) Eleza hatua zilizochukuliwa kutatua upungufu huo.

    _____

    _____

3. Je, kuna wanafunzi walioshindwa kufanya upimaji? Kama

wapo waorodheshe majina yao na sababu za kushindwa kufanya upimaji.

Na	Jina	Sababu za Kushindwa Kufanya Upimaji
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

4. Umewahi kupokea kitabu chenye taarifa ya uchambuzi wa upimaji wa KKK wa mwaka 2017 na kukitumia?

Ndiyo [ ]   Hapana [ ]

5. (a) Unafikiri vitabu hivyo vina tija katika kuboresha ufundishaji na ujifunzaji wa stadi za KKK?

Ndiyo [ ]   Hapana [ ]

(b) Toa maelezo mafupi kwa jibu lako hapo juu.

_____

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Asante kwa ushirikiano