THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

A REPORT ON THE ASSESSMENT OF READING, WRITINGAND ARITHMETIC SKILLS (3Rs) OF STANDARD TWO PUPILS 2018

Prepared by:
The National Examinations Council of Tanzania,
P. O. Box. 2624,
Dar es Salaam.

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TABLE OF CONTENTS

LIST OF TABLES

EXECUTIVE SUMMARY

The Examinations Council of Tanzania (NECTA) conducted an assessment of Reading, Writing and Arithmetic skills (3Rs) on 11th and 12th April, 2019. The assessment focused on pupils who had completed the Standard Two 3Rs syllabus in 2018 and had been in Standard Three for about three months at the time of the assessment. The aim of using this group of pupils who had already completed the Standard Two 3Rs syllabus was to determine the effectiveness of the implementation of the syllabus.

This assessment is the third in the series after the initial evaluation which was conducted in 2015 followed by the one that was held in 2017. As was the case in 2017, the assessment of the 3Rs in 2018 was carried out in 11 regions based on Tanzania Mainland. The 2018 assessment brings the total number of regions to have participated in the study sample to 15. In each year, a few new regions for assessment are added to the sample.

The data analysis was done by calculating the percentage of the pupils who participated in each skill in 2018 to determine their competence. The comparison of their performances was carried out by considering the sum of their percentage in performance which were classified as average, good and very good. Other comparison criteria considered were based on gender, the medium of instruction (Kiswahili or English) and location of the school (urban or rural).

Overall, the asessment results for 2018 show that, the pupils' competence in the three skills—Reading, Writing and Arithmetic, was good moreover it was better than the results obtained in 2017. For Reading, 90.22 percent of the pupils were found to be competent compared to 90.13 percent who did so in 2017. For Writing, 89.19 percent of the pupils were competent in this skill compared 88.86 percent who did so in 2017. Finally for Arithmetic, 77.49 percent of the pupils were competent in this skill compared to 76.95 percent in 2017. In other words, there were slight improvements in competences for all the 3Rs in 2018 as compared to 2017.

As was the case in the preceding assessments of 2015 and 2017, data analysis shows that, the performance of pupils in Arithmetic continued to be low compared to performances in the other two skills-Reading and Writing. Moreover, pupils from English-medium schools have continued to demonstrate better performances across board than their counterparts in Kiswahili-medium schools. Gender-wise, the comparative assessment show that, the performance of girls in Reading and Writing skills was better than that of the boys. On the other hand, boys had better performance in

Arithmetic skills. Further analysis show that, urban-based schools had better performance than rural-based one in all the 3Rs.

The analysis of data from the questionnaire survey demonstrated that, 98.33 percent of the schools that were assessed had textbooks which were used in the teaching of the 3Rs, and other teaching and learning materials particularly for Arithmetic exercises. Overall, the results indicate decrease in the challenges pertaining to the shortage of textbooks for teaching the 3Rs compared to the reports on the availability of teaching aids during the assessment carried out in 2017. With regard to attendance, the number of truancy cases had dropped from 86.5 percent in 2017 to 68.6 percent in 2018, which manifest that deliberate efforts were carried out to ensure pupils' good attendance in school were successful.

Based on the 2018 assessment results for the 3Rs, the National Examination Council of Tanzania recommends to the Ministry of Education, Science and Technology through its institutions and authorities, to make further follow-up of teaching and learning processes in a bid to raise the quality of both teaching and learning of particularly Arithmetic, whose level of competence remains rather low relative to the other two skills-Reading and Writing.

Moreover, there is need for making further follow-up to bridge the gap in performance in the 3Rs between pupils from English-medium schools and those from Kiswahili-medium schools, on the one hand, gap between the performance of pupils in urban and rural-based schools, on the other. Furthermore, NECTA advises regional and district educational officers nation-wide to continue finding solutions to the challenges still affecting the pupils' school attendance.

Dr. Charles E. Msonde
Executive Secretary

ACKNOWLEDGEMENTS

The 2018 assessment of the 3Rs would not have come to fruition without the generous support of different education stakeholders. As such, the National Examination Council of Tanzania expresses its sincere gratitude to all those who participated in ensuring that this assessment endeavour was a success.

In particular, NECTA extends its sincere gratitude to all workers who participated in the excise of preparing the research tools, making follow-up on the assessment exercise and co-ordinating the assessment as well as supervising the grading of the pupils' scripts. Additionally, they analysed the data from the questionnaire survey, the results from the assessment and finally, produced this report.

Moreover, the Examination Council would like to express its sincere thanks to Education Ministry leaders at the regional and district levels who participated in the assessment to ensure it was done effectively and efficiently. Furthermore, the Council extends its gratitude to teachers of the primary schools who invigilated and graded the assessments. The Council also thanks all the primary school pupils for participating in this assessment of the 3Rs.

1.0 INTRODUCTION

The assessment of the Reading, Writing and Arithmetic skills (3Rs) has the primary objective of analysing the learning progress of pupils in the respective skill particularly in terms of their acquired understanding and competences.

This report describes how assessment of the 3Rs was carried out by explaining the sampling and registration of the pupils, preparation of the research tools and supervision of the assessment exercise. In addition, it presents information on the availability or unavailability of teaching and learning materials as well as the teaching and learning environments of respective schools. Furthermore, it explains how the exercise of marking the pupils' scripts and analysis of the results were carried out. Finally, it presents the conclusion coupled with the recommendations at the end of the report.

2.0 SAMPLING AND REGISTRATION OF 3Rs PUPILS

The first step in the 3Rs assessment was to establish and draw a sample of pupils to participate in the exercise. The assessment used the NECTA administered system known as PReM to generate the sample. PReM is a database that NECTA introduced for keeping primary school pupils' records. The sampling took into account the regions, districts and schools that were selected for participating in the assessment.

2.1 Registration of Pupils for the Assessment

Information for the pupils was drawn from the NECTA primary school registration database, PReM, generated after every school had registered its pupils. Moreover, documents such as *Collective Attendance List* (CAL) and *Individual Subject Attendance List* (ISAL) were prepared for use during the assessment. Whereas ISAL was used only for recording attendance for Reading skills, CAL was employed for all the 3Rs.

Registration data show that, a total of 6,941 pupils from 66 sampled primary schools were drafted to take part in the assessment for 2018.

2.2 Sampling for Assessment Schools

The selection of the schools that took part in the assessment took into account education zones. Purposive sampling was deployed drawing the sample from all the 11 education zones. Every zone was represented by one region via random sampling. Moreover, two municipal councils from each sampled region were selected also through random sampling, hence bringing the total of municipalities selected for participation in the assessment to 22.

The drawing of the sample of schools for participating in the study from these municipalities was done using stratified random sampling whereby from each municipality three schools were selected, hence a total of 66 schools. The criteria used in the selection of the sampled schools were level of performance, school location (whether rural or urban-based) and language of instruction. Out of the selected school, two used Kiswahili as the language of instruction whereas one was an English-medium school. Table 1 shows the distribution of the sampled schools:

Table 1: Sample Distribution for the 2018 Assessment of 3Rs

No.	Zone	Region	Municipality
1.	Dar es Salaam	Dar es Salaam	Temeke, Ubungo
2.	Northeast	Kilimanjaro	Hai, Moshi (R)
3.	East	Morogoro	Morogoro (M), Mvomero
4.	Northwest	Arusha	Arusha (M), Monduli
5.	West Lake	Kagera	Bukoba (M), Bukoba (R)
6.	Lake	Mwanza	Magu, Mwanza (C)
7.	Highlands	Mbeya	Mbeya (C), Mbeya (R)
8.	Southern Highlands	Njombe	Njombe (M), Wanging'ombe
9.	South	Mtwara	Mtwara (M), Mtwara (R)
10.	Central	Singida	Singida (M), Singida (R)
11.	West	Tabora	Nzega (M), Tabora (M)

3.0 PREPARATION OF THE ASSESSMENT TOOLS

To achieve the objective of assessing the pupils' competences in the 3Rs of Reading, Writing and Arithmetic, the assessment tools comprising questions and questionnaires were developed.

3.1 Preparation of Questions for the 3Rs' Assessment

The question paper for assessing each skill was prepared and edited by six (6) experts for the Reading, Writing and Arithmetic from the National Examinations Council of Tanzania. The assessment papers were prepared in accordance with the NECTA rules and guidelines.

3.1.1 Typesetting of the Assessment Questions

Typesetting of the assessment questions was carried out by NECTA Examinations Officers who are the specialists in respective subjects (Appendices 1 – 8). The questions were prepared using the parameters based of the assessment performance for the year 2015 which are: Poor performance, average performance, good performance and very good performance. The questions for the visually - impaired, on the other hand, were typed in Braille.

3.1.2 Editing of the Assessment Questions

The final editing of the assessment questions was carried out by the Head of the Department of Examinations Design and Development and the Deputy Executive Secretary of the National Examination Council of Tanzania. Subsequently, all the faults the editors identified were corrected by respective officers for each assessment paper.

3.2 Preparation of the Questionnaires

The assessment of the competences in the 3Rs was coupled with questionnaires that were to be filled out by the head-teachers and invigilators (Appendices 9-10). The questionnaires were used to collect varied data pertaining to the assessment of the 3Rs. The questionnaires filled out by the invigilators targeted generating data on the conditions/environment under which the assessment was carried out whereas the questionnaire for the Head-teachers

was designed to collecting information on the general state of the school as well as the teaching and learning resources available at the institution. Moreover, the research tool collected data on the teaching and learning environment and on other aspects pertaining to the skills in the 3Rs.

4.0 SEMINARS FOR INVIGILATORS AND THE INVIGILATION OF THE 3Rs' ASSESSMENT

4.1 Selection and Seminars for Invigilators

To ensure an efficient invigilation process, the invigilators selected for the assessment were exposed to a seminar on effective invigilation. In this regard, the National Examinations Council held a seminar for 66 Examination Officers to equip them with the necessary expertise on running seminars for the invigilators for every participating school. The seminar for Examination Officers was held in the NECTA Conference room under the supervision of the Council's Management. Subsequently, the invigilators from each school benefited from the seminars conducted by the NECTA Examination Officers, who had undergone a preparatory seminar that equipped them with the expertise to run such seminars in the invigilation centres.

The one-day seminars for invigilators were carried out in each participating school on 10th April 2019. The particpants in the seminar were 696 teachers who teach at the schools which were sampled in the assessment of the 3Rs.

4.2 Conducting of the 3Rs' Assessment in Schools

The assessment was conducted for two consecutive days, that is, on 11th April 2019 and 12th April 2019 at 66 selected centres. Every assessment centre had a supervisor, principally an Examination Officer from NECTA assisted by invigilators to each assessment room. All the invigilators were teachers teaching at the respective school/centre. Each invigilator superintended over twenty-five (25) pupils during the assessment of the Writing and Arithmetic skills. During the assessment of the Reading skill, on the other hand, each invigilator oversaw only ten (10) pupils. In addition, each assessment centre had one officer-in-charge from NECTA, who

was as an overseer after providing the invigilators with the necessary expertise during the seminar. He or she stayed on to ensure everything went according to plan by making a close supervision of the invigilation during the assessment process.

5.0 MARKING OF THE 3Rs' ASSESSMENT

5.1 Participants in the Marking of the 3Rs Skills

The marking exercise for the Reading, Writing and Arithmetic skills in 2018 involved 93 out of 97 expected participants, which represents a 95.8 percent participation rate. These participants were teachers of primary schools, secondary schools, Braille experts and NECTA officials. Table 2 presents the distribution of these participants:

Table 2: Marking Exercise Participants

No.	Type of Participants	Number
1.	NECTA Examination Officers	23
2.	Markers (Teachers)	56
3.	Checkers and data enterers	9
4.	Medical Doctor and Nurse	2
5.	Education Officers (Academic)	2
6.	PO-RALG Representative	1
	Total	**93**

5.2 The Marking Exercise

The marking of examination scripts for the Writing and Arithmetic skills was carried out using the '*Conveyor Belt*'[1] system. Writing and Arithmetic skills scripts for visually-impaired candidates (in Braille) had to be transcribed into regular print before being marked. After the marking exercise, the scripts had to be counter-checked before the grades were entered into the computer. The assessment scales for the Reading skills were used to enter the grades into the computer. Similarly, the assessment of visually-impaired candidates were graded in the same way as the sighted pupils. The data entry personnel and grade verifiers were teachers drawn from secondary schools with aptitude and knowledge on computer application.

[1] *The Conveyor Belt marking system allows one marker to mark only one question in the examination script before passing on the script to the next marker for the subsequent question until all the questions have been marked for the data enterer person to tally and enter the grade*.

6.0 ANALYSIS OF THE 3Rs SKILLS ASSESSMENT RESULTS

Out of 7,034 pupils registered to participate in the assessment, 5,771 (82.04%) actually took part. As such, a total of 1,263 pupils comprising 734 boys and 529 girls. In other words, 17.96 percent of the registered pupils did not participate in the assessment. The challenges that prevented the pupils from participating in the assessment included truancy, transfers, repeating a grade, illness and death.

6.1 Pupils' Level of Competence in the Assessment of the 3Rs

During the analysis of the overall results for every skill, the performance levels have been classified into four groups as follows: Poor, Average, Good and Very Good performance.

The assessment for paper each skill accounted for 50 marks. As such, the competence of each pupil was determined based on the total cumulative grade he or she scored. A pupil was considered to have a very good performance if he or she managed to obtain a grade ranging from 39 to 50 marks. A pupil who managed to get 26 to 38 marks was considered to have had a good performance**.** On the other hand, a pupil who scored 13 to 25 marks was considered to have had an average performance and pupils with 0 to 12 marks had poor performance. Overall, the pupils were considered to have had a good performance when they obtained 13 to 50 marks, which represent marks ranging from average to very good performances.

6.2 General Competence in the 3Rs Skills

Overall, statistics indicate that, the performance level the pupils had attained during the assessment for the 3Rs (Reading, Writing and Arithmetic) was generally good. Table 3 presents the results:

Table 3: Pupils' Competence in the 3Rs

No.	Skill	Candidates	Performance (Average to very good)	(%)
1.	Reading	5,621	5,071	90.22
2.	Writing	5,677	5,063	89.18
3.	Arithmetic	5,682	4,403	77.49

Statistical analysis of data presented in Table 3 reveals that, 5,621 pupils took part in the Reading assessment. Out of these pupils, 5,071 (90.22%) had average to very good performance. Pupils assessed for the Writing skill were 5,677 out of whom 5,063 (89.18%) had average to very good performance. For the Arithmetic skill assessment, 5,682 pupils took part in the evaluation with 4,403 (77.49%) scoring average to very good performance. As such, the results generally show that, 96.01 percent of the pupils had average to very good performance. In other words, these were ready and capable of mastering lessons at the next grade.

The assessment results for 2018 indicate a minor improvement in pupils' competence in terms of average to very good performances as compared to the 2017 results. For example, for the Reading skill, pupils with average to very good performances had a negligible increase of 0.09 percent from 90.13 percent in 2017 to 90.22 percent in 2018 assessment results. Similarly, for the Writing skill, pupils with average to very good results had an increase in the assessment results from 88.86 percent in 2017 to 89.18 percent in 2018 which is a slight increase of 0.32 percent.

For the Arithmetic skill, pupils with average to very good performance had increased from 76.95 percent in 2017 to 77.49 percent in 2018. Nevertheless, the problem of pupils performing poorly in Arithmetic persisted as competence in this skill as it had a large percentage of the pupils (22.54%) had poor performance compared to only 10.82 percent performing poorly in Writing. Overall, many of the pupils appeared to have

good Reading skills as only 9.78 percent performed poorly in this competence, the least of all the 3Rs.

Generally, the increase in the number of pupils with average to very good performance indicates that, deliberate efforts aimed at improving the teaching and learning in primary schools continued being made and brought the desired success.

6.3 Pupils' Competence in Each Skill

The analysis carried out on every skill of the 3Rs for the purpose of determining the dispersion of pupils' competence level (very good, good, average and poor performance) in respective skills assessed. Taking into account the set assessment criteria, the performance of the pupils for each skill has been classified as presented in Table 4:

Table 4: Distribution of Pupils' Performance in Each Skill

Skill	Assessed	Poor		Average		Good		Very Good	
		No.	%	No.	%	No.	%	No.	%
Reading	5,621	550	9.78	216	3.84	469	8.38	4,386	78.03
Writing	5,677	614	10.82	857	15.10	1,891	33.32	2,314	40.77
Arithmetic	5,682	1,281	22.54	1,300	22.87	1,967	34.61	1,136	19.99

Table 4 shows that, generally the percentage of pupils with poor performance in the 3Rs assessed has slightly dropped. For example, in the Reading skill, the percentage of the pupils falling in the average and good levels declined as the number of those who scored very good increasing by 12.70 percent. As a result, the very good performance in this skills has reached 78.03 percent compared to 65.33 percent registered during the 2017 assessment of the pupils' competence in Reading.

For Writing skill, statistics indicate a fall in percentage of the pupils with 'very good' performance by 9.46 percent, that is, from 50.23 percent scored during the 2017 assessment to 40.78 percent in 2018. Despite the reduction in the number of pupils with 'very good' performance, there is an increase in the number of pupils with average and good performances in the

Writing skill from 12.13 percent and 26.50 percent in 2017 to 15.10 and 33.32 in 2018 respectively.

For the Arithmetic skill, the percentage of pupils with poor performance dropped slightly by 0.49 from 23 percent during the 2017 assessment to 22.51 percent in 2018 indicating a positive development. Even then, the number of pupils with 'very good' performance in Arithmetic dropped by 0.25 percent from 20.24 percent in 2017 to 19.99 percent in 2018. On top of that, the number of pupils with good performance dropped by 0.36 percent from 34.98 percent in 2017 to 34.62 percent in 2018. Thus, the increase registered in the 2018 assessment can be accounted for by pupils with average performance which rose by 1.01% from 21.87 in 2017 to 22.88 percent in 2018.

The drop in the number of pupils with poor performance in the Arithmetic skill assessment coupled with the increase in percentage of those with an average performance indicates an improvement in the teaching of this skill.

6.4 Comparison of Pupils' Competence by Gender, Medium of Instruction and School Location

A comparative data analysis was carried out in terms of gender, medium of instruction and school location (urban or rural) to establish whether there were differences in performance based on this classification and determine the reasons behind such differences.

6.4.1 Comparison of Pupils' Competence in the 3Rs by Gender

The analysis of the pupils' performance by gender was carried out to compare and contrast the performance of the two groups gender-wise. Statistics show that, girls had a better performance compared to boys. Figure 1 presents the gender-based performance results in Reading and Writing skills:

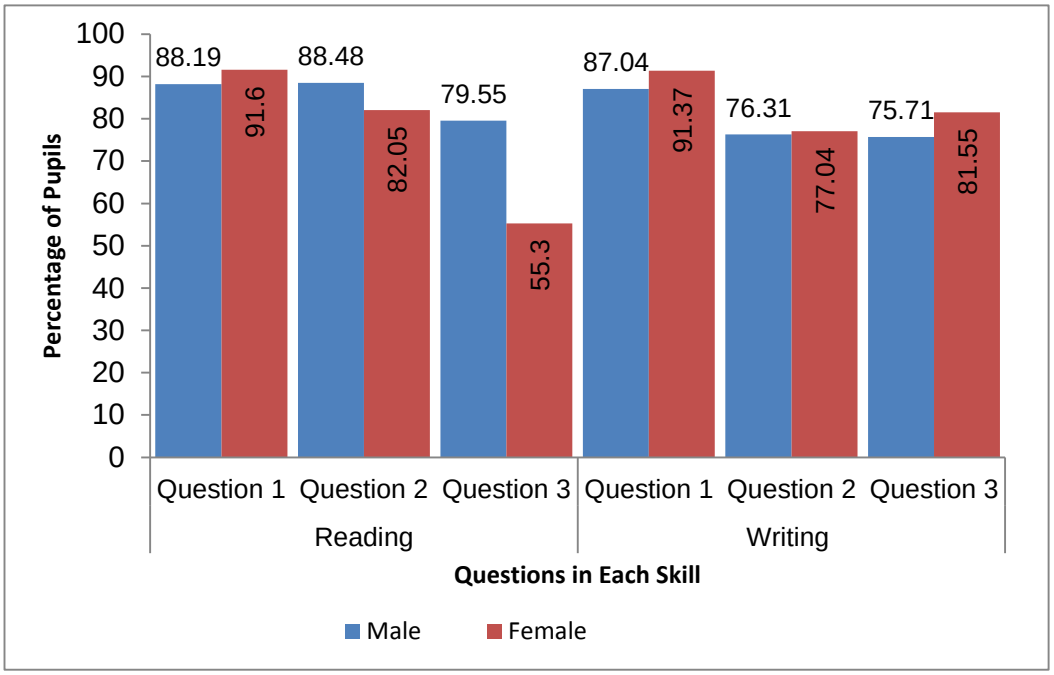


Figure. 1: Comparison of Pupils' Performance in Reading and Writing Skills by Gender

Figure 1 illustrates that girls had a better performance in Reading and Writing than boys. These results are consistent with those of the 2017 assessment in Reading and Writing skills, whereby the girls displayed edged the boys with a better performance in all the components of the assessment in those two skills.

Statistics from the 2018 assessment also indicate that, girls had 91.60 percent competence specifically for question 1 which had to do with reading words compared to 88.19 percent for boys' competence. The girls also had a better performance especially in the specific competence of reading sentences in question 2 whereby they had 'average' to 'very good' competence of 92.05 percent compared to 88.48 percent of boys on the same item. This trend also emerged on the component of reading a passage before answering question 3. For items in question 3, the girls had an 'average' to 'very good'

performance of 85.30 percent compared to 79.55 percent of the same component.

In Writing skill the girls also had a better performance than boys in specific skills tested whereby, in the competence of writing words (names), girls with average to very good performance accounted for 91.37 percent compared to 87.04 percent for boys for the same level of performance. For question 2 that tested a specific skill of recognising capital and small letters of the alphabet, girls with average to very good performance accounted for 77.04 percent compared to boys' 76.31 percent in the same range of performance. As in the competence of copying an information from the passage and the use of punctuation marks, girls with average to very good performance accounted for 81.65 percent compared to 75.71 percent for boys in the same range of performance. Overall, the performance of the pupils in the Reading competence in 2018 was consistent with that of 2017 whereby the girls had a better performance than boys in this skill.

The difference in the performance of pupils in Arithmetic skill between the two genders was not that clear-cut. Nevertheless, girls had a better performance in specific numerical skills tested except in the concept of numbers where the boys performed better than girls. Figure 2 shows the performance of gender-based performance for boys and girls in Arithmetic skill:

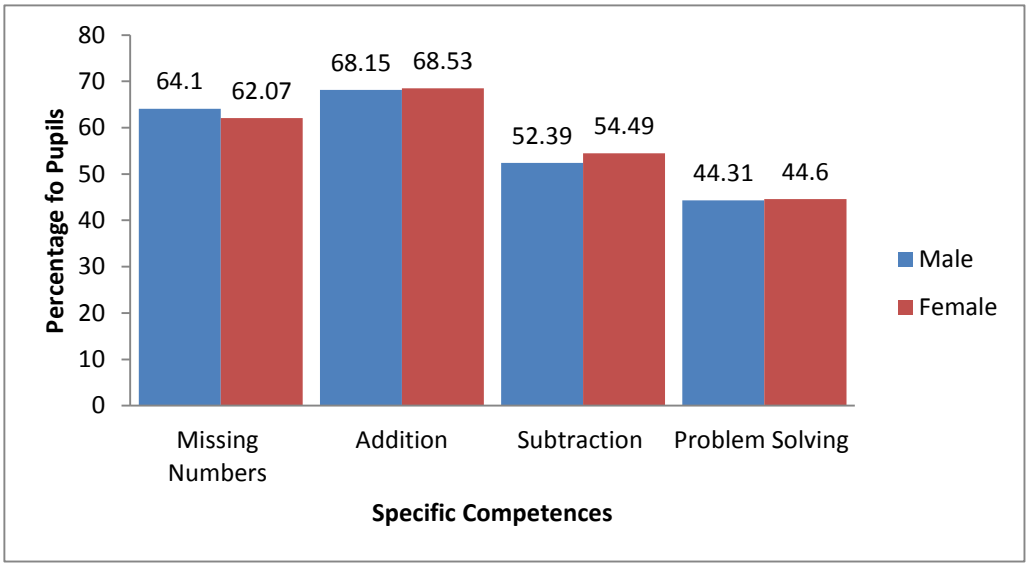


Figure 2: Performance of Boys and Girls in Arithmetic

Figure 2 shows that, the performance of boys in the concept of numbers was at 64.10 percent compared to 62.07 percent for girls with a performance of average to very good. With regard to the concept of addition, concept of subtraction and unravelling Arithmetic puzzles, the girls had a better performance than the boys. However, the difference was rather small whereby girls with average to very good performance relative to boys was 68.53 percent, 54.49 percent and 44.60 percent versus 68.18 percent of boys, 52.39 percent and 44.31 percent, respectively.

Generally, statistics indicate that, the performance standards of the girls and boys in all the 3Rs reveal a slight difference. Implicitly, the results affirm that the gender of a pupil has no effect on the teaching and learning when both genders are subjected to a level playing field, get equal opportunities and learn in a friendly teaching and learning environments.

6.4.2 Comparison of Pupils' Competence in the 3Rs by Language of Instruction (English and Kiswahili)

Data analysis was carried out to compare and contrast the pupils' competence based on the language of instruction for

English-medium and Kiswahili-medium schools. This comparison was carried out by considering the total percentage of the pupils with average to very good performance in all the 3Rs. Thus, the performance statistics for the two groups were compared and contrasted.

Statistical analysis shows that, pupils from English-medium schools had a better performance than those in Kiswahili-medium schools in all the 3Rs. However, this difference in performance could not be categorically be associated with the language of instruction as Kiswahili is the language that almost all Tanzanians use, which is so widespread even to the villages.

Statistics show that, in the Reading skill pupils from English-medium schools performed better over those in Kiswahili-medium ones by 9.50 percent. In substantive terms, 98.16 percent of the pupils from English-medium schools had average to very good performance compared to 88.66 percent of pupils from Kiswahili-medium ones with a similar performance.

For the Writing competence, these two groups (English and Kiswahili medium schools) differed by 8.51 percent. This difference was attributable to pupils from English-medium schools having average to very good accounted for 96.31 percent compared to 87.80 percent for Kiswahili-medium schools.

With regard to Arithmetic skill the difference in the performance between pupils from English-medium schools and from those using Kiswahili as the language of instruction was comparatively huge (24.96%) relative to the differences in performance between the two sets of schools for Reading and Writing skills. For Arithmetic skill, 98.37 percent of the pupils from English-medium schools had average to very good performance compared to only 73.41 percent of Kiswahili – Medium Schools as Figure 3 illustrates:

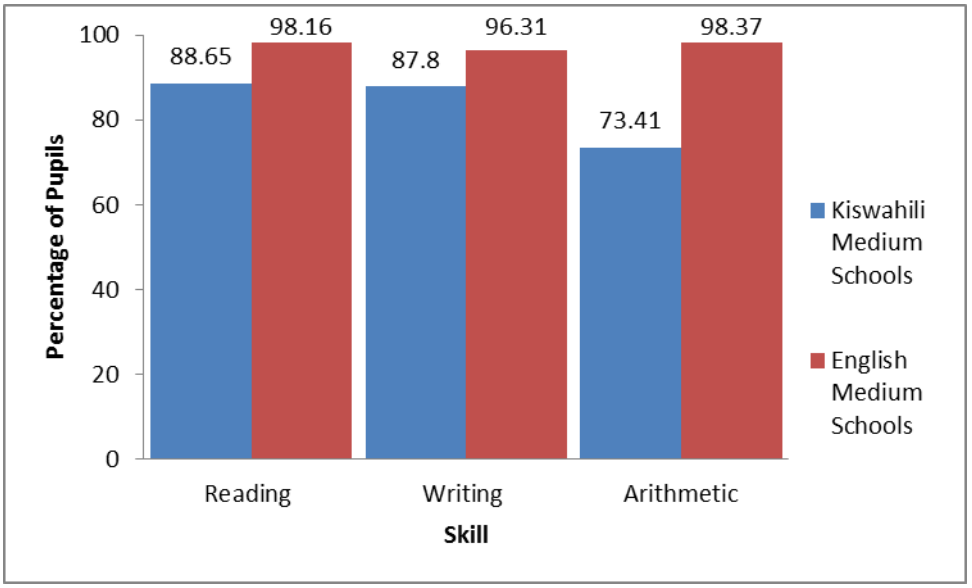


Figure 3: Comparison Performance of Pupils from English-medium and Kiswahili-medium Schools

Figure 3 shows that, pupils who study in English-medium schools had a better performance in all the 3Rs; however, the biggest difference was notable in Arithmetic competence.

The difference between pupils from English-medium schools and those from Kiswahili-medium ones started emerging in the assessment results for the 3Rs in 2015 and 2017. To establish the reasons behind these differences in performance between the two sets of schools, a questionnaire was used to collect data on teaching and learning environments of the schools.

Among other things, the questionnaire inquired on the teaching resources such as textbooks, reference books and other learning resources. It also inquired on the number of streams and teachers for imparting skills in the 3Rs for the purpose of determining whether the ration between the pupils and the teachers at that level was considered. The availability of textbooks and additional supporting materials together with the availability of adequate numbers of classrooms for teaching and learning was reported to be good for both English-medium and Kiswahili-medium schools. However, the differences were apparent when it comes to the teacher-pupils ratios.

With regard to the ratio between the teachers and the pupils, 63.60 percent of the schools that participated in the assessment had a teacher-pupils ration of 1:40. This proportionality is as stipulated in the 2007 Curriculum for Primary Education. This implies that, 36.40 percent of the schools had more pupils that exceeded the standard teacher-pupil ratio of 1:40 as recommended by the Curriculum. These results were expected as the pupil enrolment had had increased, as one of the positive challenges of the Tanzania government's fee-free policy for public primary schools. Due to this fact, 16 schools (24.24%) had more than 70 pupils in one stream.

Further analysis manifested that, almost all the English-medium schools met the 2007 Curriculum requirement on the teacher-pupils ratio. In fact, kit was only one English-medium school, an equivalent of 1.5 percent that had exceeded the standard ratio of 1:40.

Therefore, the difference in the performance between English-medium schools and those employing Kiswahili as a language of instruction could be caused by the challenges associated with the teacher-pupils ratio, as pupils acquiring the 3Rs skills need close monitoring including monitoring their character development.

6.4.3 Comparison of the Pupils Performance in Rural and Urban Based Schools

Analysis was carried out for the purpose of determining the difference in performance of the pupils in the 3Rs between rural and urban based schools. The comparison considered the total percentage of the pupils with average to very good performance. Statistics show that, during the 2018 assessment pupils from urban-based schools had a better performance in all the three 3Rs than those from rural-based.

The analysis also show that, during the 2018 assessment the performance of pupils studying in urban-based schools had improved in all the three competences to varying degrees.

Moreover, statistics show that, the performance of pupils studying in rural-based schools had dropped even further in all the three competences.

Specifically, in Reading skills, the performance of pupils from urban-based schools had improved from 90.81 percent for the pupils with average to very good performance in the 2017 assessment to 91.59 percent in 2018, an increase of 0.78 percent. In that skill, the performance of pupils from rural schools was dropped by 2.97 percent from 89.68 percent obtained during the 2017 assessment to 86.71 percent in 2018.

For the Writing skills, the performance of pupils from urban schools was improved by 2.04 percent from 88.38 percent scored during the 2017 assessment to 90.42 in 2018. For pupils from rural schools, on the other hand, their performance was dropped by 3.54 percent from 89.57 percent in 2017 to 86.03 percent in 2018.

The drop in the pupils' performance was clearly vivid in Arithmetic by 10.39 percent for pupils studying in rural-based schools. Conversely, the performance increased by 5.45 percent for pupils in urban schools. Statistics show that, the performance of pupils studying in urban-based school had improved from 75.33 percent during the 2017 to 80.78 percent in 2018. On the part of pupils from rural schools, their performance was dropped from 79.49 percent obtained during the 2017 assessment to 69.10 percent in 2018. Figure 4 presents the results of the comparison of the performance of rural-based and urban-based pupils:

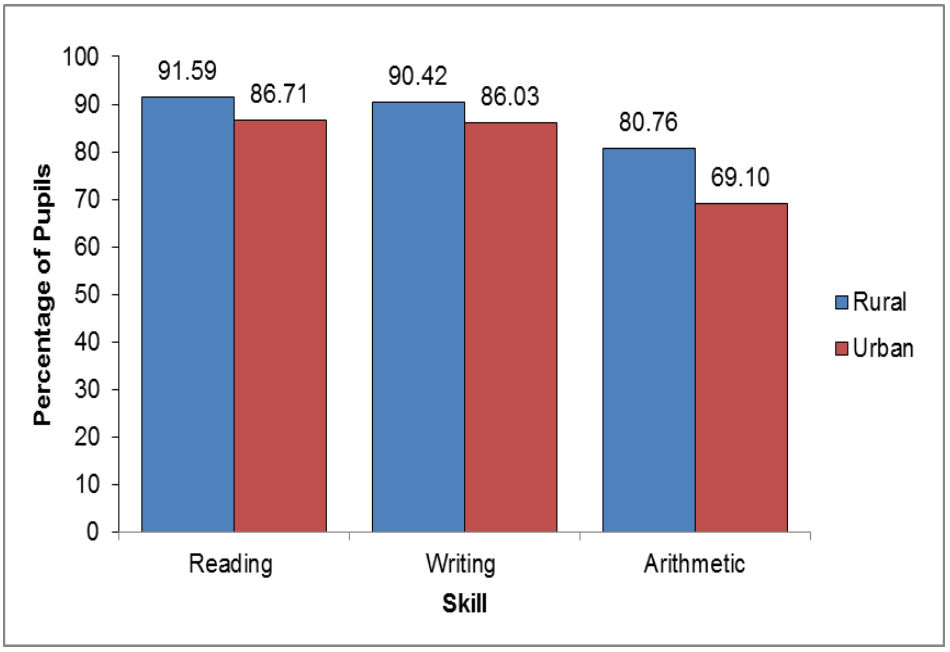


Chart 4: Performance of Pupils from Rural and Urban Schools
Chart number 4 shows that, the performance of pupils from urban-based schools was better than that of those from rural-based schools.

6.5 Comparison of the Pupils' Competence in the 3Rs between first-time and repeat participating schools in 2018

During the sampling of regions, municipalities and schools which participated in the assessment, 33 schools that had initially conducted aneunment in 2017 were co-opted in the 2018 sample for a repeat assessment. Moreover, 33 new schools were added to the sample to complete the 66 schools required for the sample.

The comparison was also carried out for the performance of pupils from schools that were participating for a second assessment in 2018 and those participating for the first time. The aim of this comparison was to determine whether teachers from schools that had initially participated in the 2017 assessment had had gained knowledge on how the assessments were carried out. Additionally, the benefits of the recommendations provided in the 2017 report to enable them

to adjust accordingly the teaching and learning strategies were to be determined forthwith.

Statistics show that, pupils who studied in the schools that had participated for the first time in the assessment in 2018 had better performance than pupils who studied in schools that were taking part in the assessment for the second consecutive year. These results are consistent with the outcome from the 2017 assessment whereby the performance from schools participating for the first time in 2017 was better than that of pupils who had initially taken part in the 2015 assessment subsequently for the second time in 2017.

In the Reading skill, the performance of pupils from schools taking part in the assessment for the first time, 90.62 percent of the pupils had 'average' to 'very good' performance compared to 88.71 percent obtained by the pupils studying in schools taking part in the assessment for the second consecutive year. Moreover, for the Writing skill, pupils with 'average' to 'very good' performance accounted for 91.19 percent compared to 88.05 percent for pupils from schools taking part for the second time.

This trend is similar to that was also observed for the Arithmetic skill whereby 79.83 percent of pupils from schools participating in the assessment of the 3Rs for the first time had average to very good performance compared to 74.69 percent registered by pupils from schools taking part for the second consecutive year. Figure 5 summarises the statistical results:

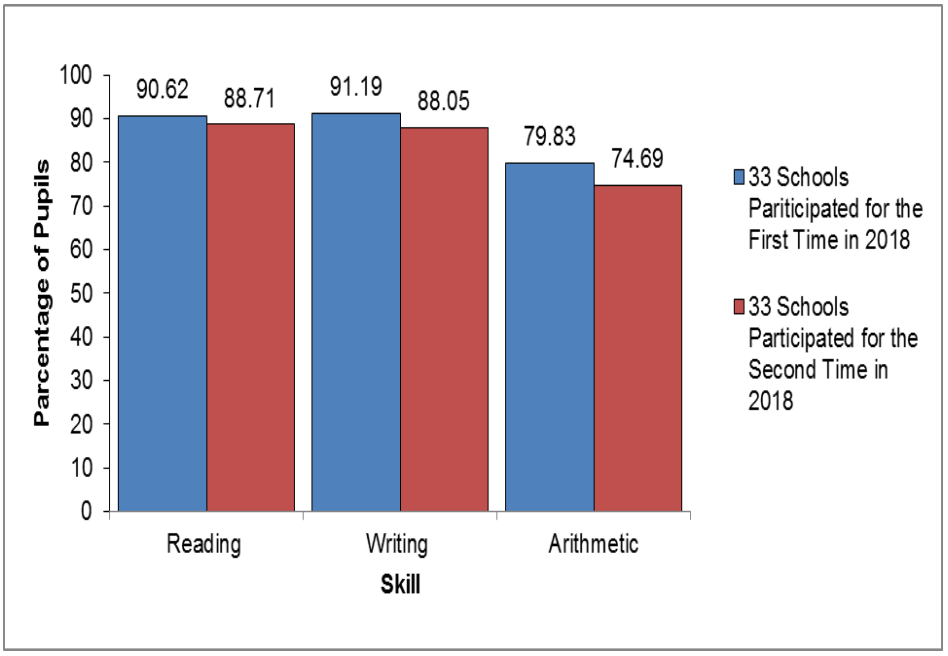


Figure 5: Performance of Pupils from Schools that Participated in the Consecutive Assessments in 2017 and 2018

Figure 5 shows that, there was a minor difference between schools that took part in the assessment for the first time in 2018 and those that took part for two consecutive years. The results show, the pupils from the school participating for the first time in the assessment for the first time demonstrated better performance than those participating for the second time.

6.6 Comparison of the of Pupils' Performance from the 33 Schools that Participated in the 2017 and 2018 Assessments

Comparison of the performance of pupils from 33 schools that initially participated in the assessment in 2017 before taking part in the 2018 was conducted.

Data analysis results show that, the performance of the pupils who had participated in the 2018 assessment has improved in all the three skills compared to the performance of the pupils from those schools in the 2017 assessment. Statistics also show that, for the Reading skill, 92.03 percent of the pupils who were assessed in 2018 had average to very good performance

compared to 88.71 percent obtained during the 2017 assessment. Similarly, the 90.53 percent performance of the pupils assessed in 2018 in Writing skills was better performance than the 88.05 percent by pupils in the 2017 assessment. Furthermore, 80.82 percent performance obtained by the pupils assessed in 2018 in Arithmetic skill was better than the 74.69 percent the pupils managed in those schools in 2017. Figure 6 presents the comparative results of the pupils' performance:

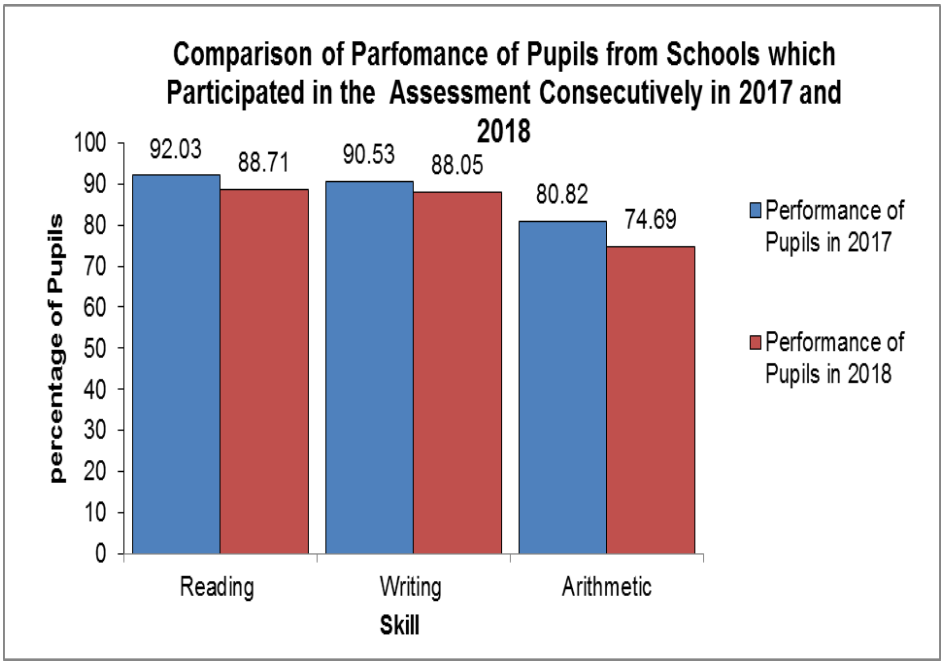


Figure 6: Comparative Results for Pupils from 33 Schools that Participated in 2017 and in 2018 Assessments Consecutively

Figure. 6 indicates that, there is a slight improvement in the performance of pupils in the 2018 assessment compared to 2017. The increase in the number of pupils with average to very good in 2018 for schools participating in the two consecutive years (2017 and 2018) shows that, the participation of those schools in the assessment facilitated the improvement of teaching and learning.

7.0 ANALYSIS OF PUPILS' RESPONSES

The pupils' responses to the assessment questions for Reading, Writing and Arithmetic skills were analysed with the aim of determining their competence in each skills and every component tested. Moreover, the analysis of the responses was conducted to identify the challenges pupils face with the aim of advising accordingly the authorities concerned to devise interventions that would improve the teaching and learning of the 3Rs.

7.1 Analysis of Pupils' Responses in Reading Skill

The competence of pupils in Reading was assessed by considering the performance criteria for reading words, sentences and a comprehension passage. The analysis of the pupils' competence in Reading for the first and second questions depend on the number of words a pupil was able to read whereas the third question based the assessment on the number of question the pupil was able to answer correctly based on the passage read.

The analysis of the responses of the pupils was conducted using the performance criteria in reading words, sentences and a comprehension passage. During the reading of words, a pupil was considered to have a **poor performance** if he/she failed to read all the words or read only 1-6 words out of 25 words. Similarly, a pupil who managed to read 7-13 words out of 25 was considered to have an **average performance**. On the other hand, a pupil who managed to read 14-19 words had **good performance** and a pupil who read 20-25 words had a **very good performance**. This criterion was also used to determine the competence of the pupils in reading sentences, whereby the performance of pupils was measured based on the number of words each pupil was able to read in 25-word sentences.

For the third question, the pupil's competence was determined based on his/her ability to read a comprehension passage and then answer four questions based on the passage he or she has just read within three minutes. A pupil

failing to answer all the question or answering only one question correctly was deemed to have a **poor performance**. A pupil who managed to answer two questions based on the passage was classified to have an **average performance** whereas a pupil who answered three of the four questions had a good performance. Finally, a pupil who answered correctly all the four question had **very good performance**.

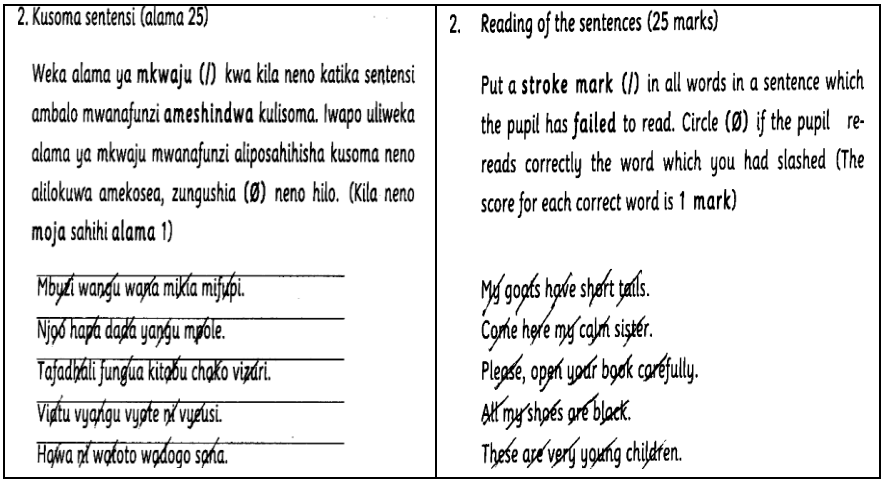
The analysis of the pupils' responses in Reading shows that, many pupils had 'very good' performance for question 2 compared to the other two questions. Specifically, statistics of the results show that, 4,627 (82.32%) had a 'very good' performance as they were able to read 20 to 25 words. An example of one of the pupil's sample who read all the words is presented in Extract 1:

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 1: The Assessment Scale of pupils who were able to read all the sentences within the allocated time.

Further analysis of the statistics for this question shows that, pupils who had good performance were able to read 14 to 19 words were 291 (5.18%) whereas 170 pupils (3.02%) had an average performance as they were able to read 7 to 13 words. Furthermore, 533 (9.48%) had poor performance because they read 0 to 6 words. Nevertheless, statistics show that, 335 pupils (5.96%) failed to read all the words in all the

sentences. Extract 2 illustrates one of the responses of some of the pupils who failed to read all the words in a given sentence:



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.

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.

Extract 2: Sample of Response by the Pupils who failed to read all the words in the five sentences.

On the other hand, the question that had many pupils with a 'very good' score was question 1. The performance of the pupils in reading words was average to a 'very good' as 89.91 percent of the pupils were able to read 7 - 25 words as Table 5 illustrates:

Table 5: Pupils' Reading Performance

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**

Table 5 shows that, a total of 4,402 pupils (78.31%) had a 'very good' performance as they were able to read 20 – 25 words. This word count is more than three-thirds of all the words they were supposed to read under this question. Extract 3 is a sample of the responses of the pupils who were able to read correctly all the words.

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

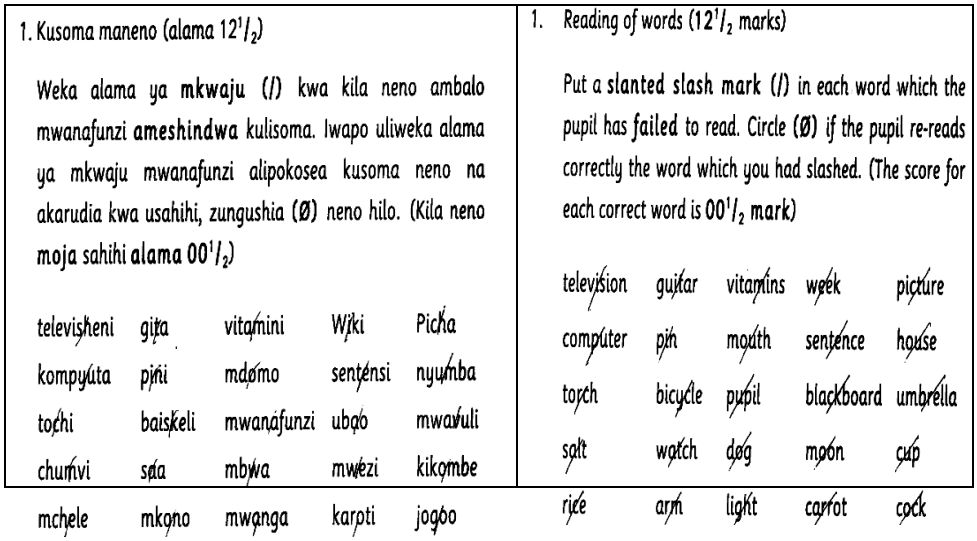
1. Reading of words ($12^1/_2$ marks)

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

Extract 3: Sample responses of the pupils who were able to read correctly all the 25 words within one minute.

Data also show that, 414 pupils (7.37%) had a good performance as they were able to read 14 - 19 words and 238 (4.23%) had an average performance as they were able to read 7 - 13. On the other hand, 567 pupils (10.09%) had poor performance. Out of these poor performing pupils, 4.86 percent were only able to read 1-6 words and 5.23 percent could not read any word. Extract 4 presents sample responses of pupils who could not read any word:



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

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

Extract 4: Sample responses of pupils who could not read any word out of the 25 provided.

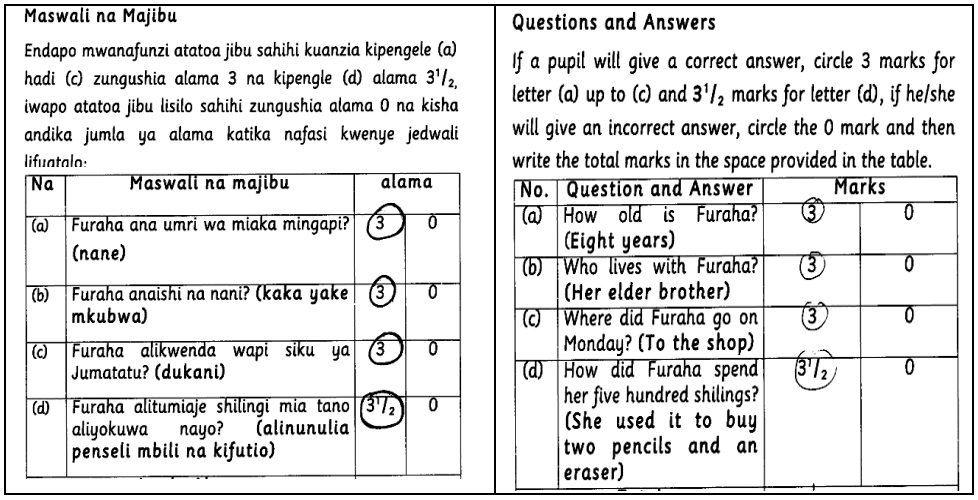
For question 3, which entailed reading a comprehension passage and answering the attendant questions, 71.20 percent of the pupils had 'good' to 'a very good' performance as they were able to answer correctly at least three questions. Out of these, 46.79 percent had very good performance and 24.41 percent had a good performance. These pupils had the ability to read the comprehension passage, understand it meaningfully and answer the attendant questions correctly. Table 6 presents the results on the performance of the pupils on comprehension passage:

Table 6: Pupils' Performance in Answering Comprehension Passage Questions

Number of Items	Performance Level	Number of Pupils	Percentage
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**	**100.00**

The statistical analysis of the pupils' responses shows that, 4,635 pupils (82.46%) had an average to 'a very good

performance'. On the other hand, 986 pupils had poor performance. Out of whom, 681 (12.12%) could not even answer correctly any of the question items. Extract 5 exemplifies the responses of the pupils who managed to answer correctly question 3:



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

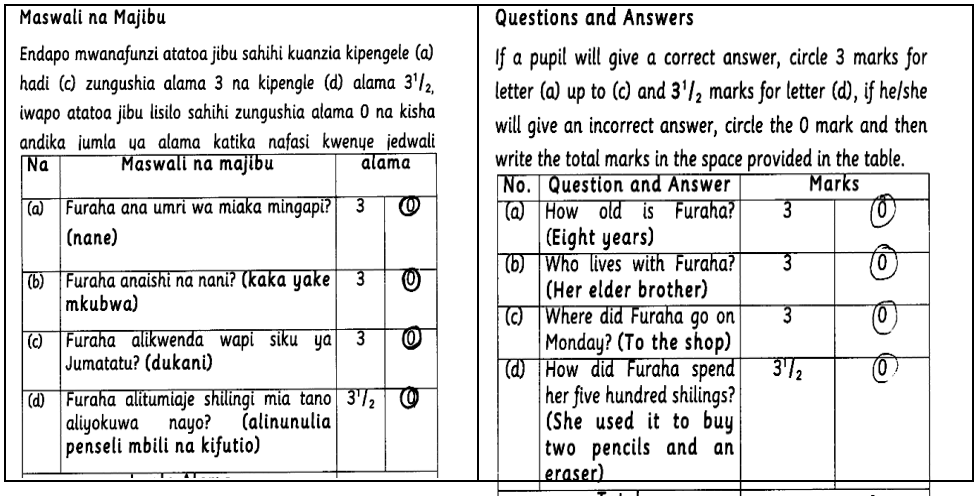
Questions and Answers

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

Extract 5: Sample responses for pupils who managed to answer correctly all the items in question 3 after reading the comprehension passage.

Nevertheless, some of the pupils failed to answer the comprehension passage questions. As a result, they had poor performance. Examples of the responses of pupils who failed to answer the questions correctly are presented in Extract 6:



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

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

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

Extract 6: Sample responses for pupils who failed to answer any of the questions after reading the comprehension passage.

The statistical comparative analysis for the performance in Reading Skills shows that, pupils who answered question 3 had the lowest performance relative to the other two questions pertaining to this competence. Figure 7 shows the competence of the pupils in questions 1, 2 and 3:

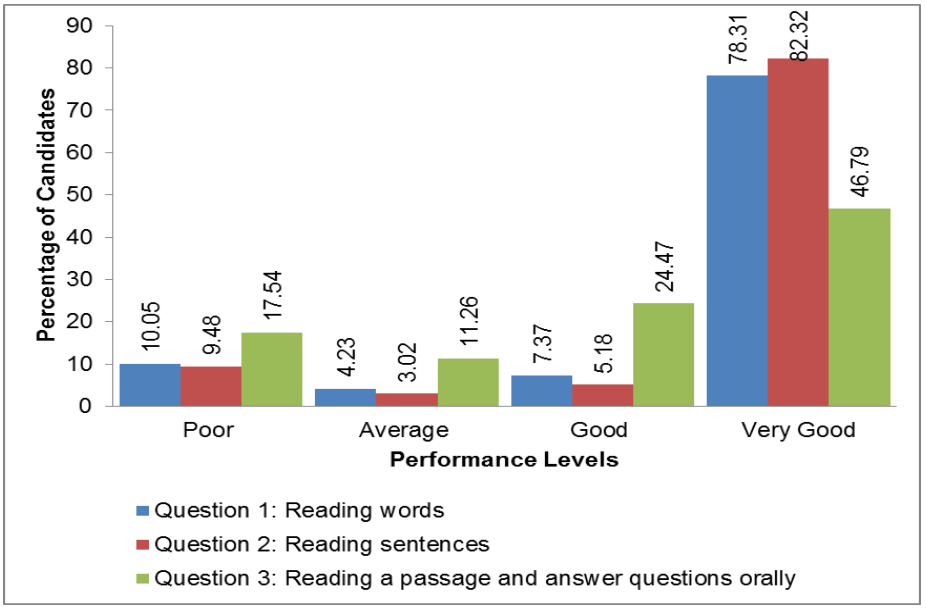


Figure. 7: Pupils' Performance in each Reading skill Question

Figure 7 shows that pupils had very good performance for question 2 (reading sentences) followed by question 1 (reading individual words). On the other hand, the performance of pupils was lower for question 3 than for the other two reading assessment questions.

7.2 Analysis of Pupils' Reponses in Writing Skill

The number of pupils who were assessed of the Writing skills was 5,677 or 81.77 percent of the 6,941 registered for the 3Rs assessment in 2018. The assessment in this competence focused on the pupils' ability to identify pictures of things and correctly naming those things. They were also required to identify words written in capital and small letters in

addition to their ability to copying a passage and using correct punctuation marks.

The performance criteria for question 1 were taken into account to determine the pupils' ability to recognise and write down the names of itemised things in the picture (competence in word formation). In this regard, a pupil who was able to write 9-10 names had **very good performance**; one who was able to write down 6-8 names had **good performance**; one who managed to write down 3 - 5 names had an average performance; and one who was able to write down less than two names pertaining to the pictures was deemed to have **poor performance**.

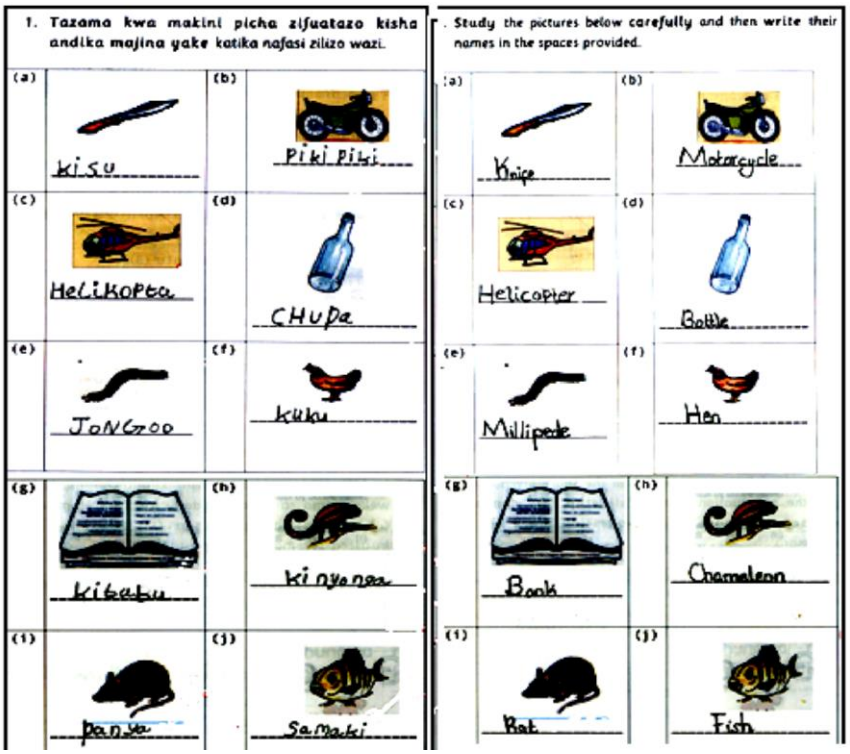
For question 2 (word formation), a pupil was provided with a total of 20 words. Of these words, 10 were capitalised. Thus, the pupil was required to identify and underline the words written in capital letters. In this regard, a pupil who managed to underline 9 - 10 capitalised words had **very good performance** and a pupil who managed to underline 6 - 8 words had a **good performance**. On the other hand, a pupil who managed to underline 3 - 5 capitalised words had an **average performance** and a pupil who underlined less than three of the capitalised words had **poor performance**.

For question 3, which carried 20 marks, the pupil who was able to copy 13 – 16 words and use correctly four punctuation marks was considered to have a **very good performance**. Moreover, a pupil who managed to copy 11 - 15 words and put correctly three (3) punctuation marks was considered to have a good performance. For an **average performance**, the criteria was for a pupil to copy 6 - 10 words and to put correctly two (2) punctuation marks. In case, a pupil was able to copy less than four (4) words and put only one correct punctuation mark, that pupil was considered to have **poor performance**.

Overall, the statistical data show that, 72.85 percent of the pupils performed better on question 1 by scoring from

average to very good performances. Out of these, 27.00 percent had a very good performance.

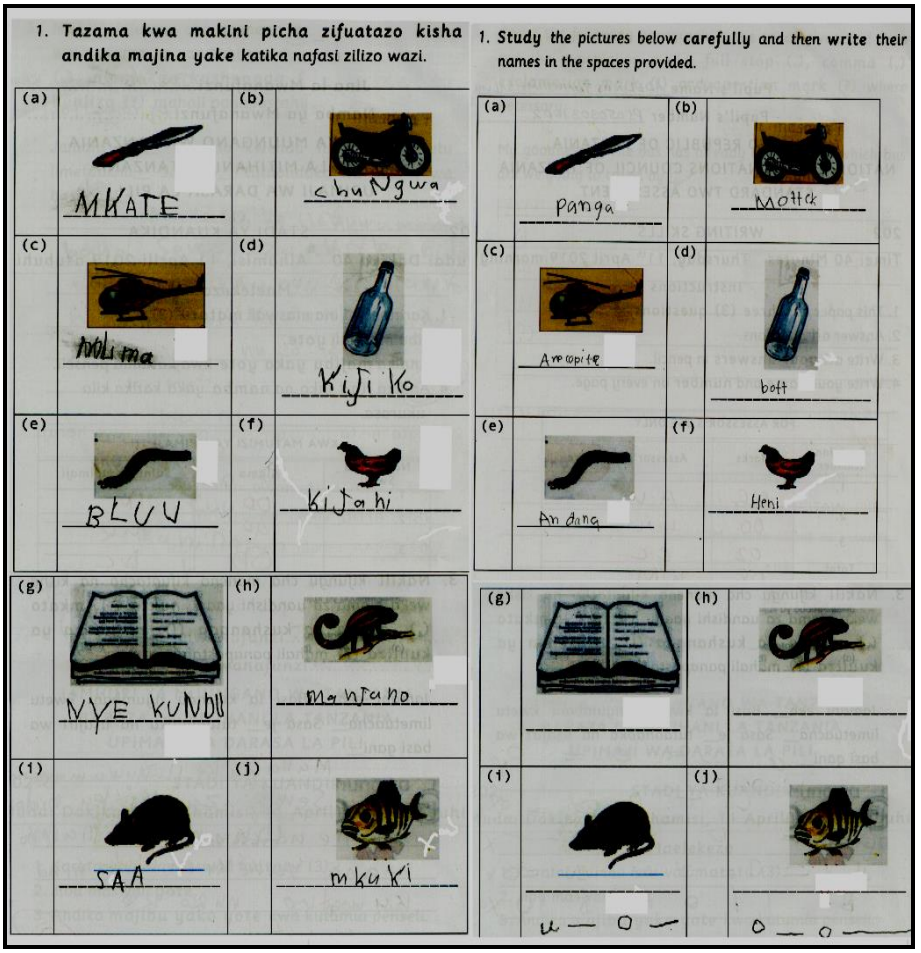
The pupils with a good aptitude in Writing were able to write 6 -8 names to represent correctly the things they had identified in all the pictures. Moreover, the pupils who demonstrated a high level of competence write down correctly the names of 9 -10 things on the pictures, something that indicated that they had an ability good capacity of writing down words. Extract 7 presents a sample of the pupils' responses on identifying, naming and writing down the names of the objects in the picture:



Extract 7: Sample of responses for pupils who managed to write down correctly the names of the objects in the picture.

On the other hand, the number of pupils who had poor performance in this question accounted for 10.78 percent. Some of these pupils were either able to write down the names of two objects pictured or failed to write any of the pictorial images. In addition, there were pupils who simply

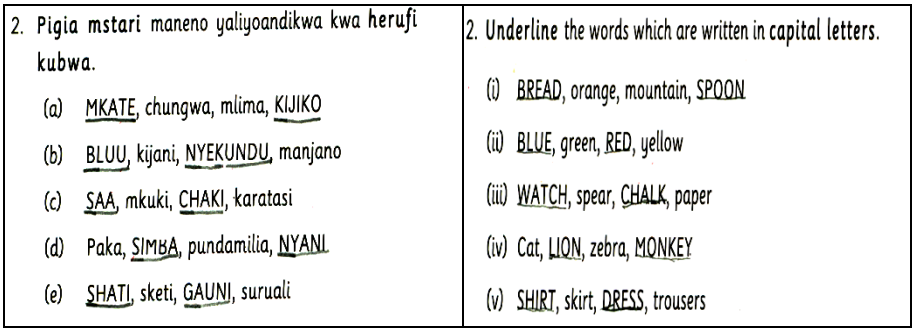
transferred the words they had copied in question 2, which required their underlining of capitalised words and made them answers to naming the pictorial images. Extract 8 exemplifies responses of pupils who failed to write down correctly the names of the pictured images:



Extract 8: Sample responses for pupils who failed to write down the names of the images appearing in the pictures. The pupil who answered in Kiswahili, for example, transferred some of the words from question 2.

For question 2, 70.74 percent of the pupils were able to identify and then underline the capitalised words for 6 – 10 items, which amounted to 'good' and 'very good' performances. Out of these, 60.28 managed to underline 9 –

10 capitalised words, which demonstrates that they had enough competence in the use of capital letters and small letters of the alphabet. Extract 9 presents answer samples of answers from pupils who managed to answer correctly this question:


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

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

(i) BREAD, orange, mountain, SPOON

(ii) BLUE, green, RED, yellow

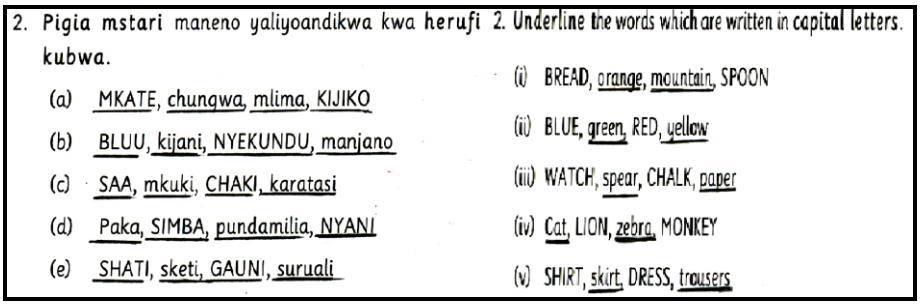
(iii) WATCH, spear, CHALK, paper

(iv) Cat, LION, zebra, MONKEY

(v) SHIRT, skirt, DRESS, trousers

Extract 9: Sample of responses for pupils who managed to identify and underline all the capitalised words.

Data analysis shows that, a small percentage (5.94%) of the pupils demonstrated average performance. In addition 23.32 percent of pupils had poor performance in this question. The pupils that demonstrated such low level of performance failed to identify even two words written in capital letters and instead some of them underlined words in small letters. Others underlined all the words (capitalised and small ones), which demonstrates that they lacked an ability to distinguish capitalised words from small ones. Examples of such answers are presented in Extract 10:


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

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

(i) BREAD, orange, mountain, SPOON

(ii) BLUE, green, RED, yellow

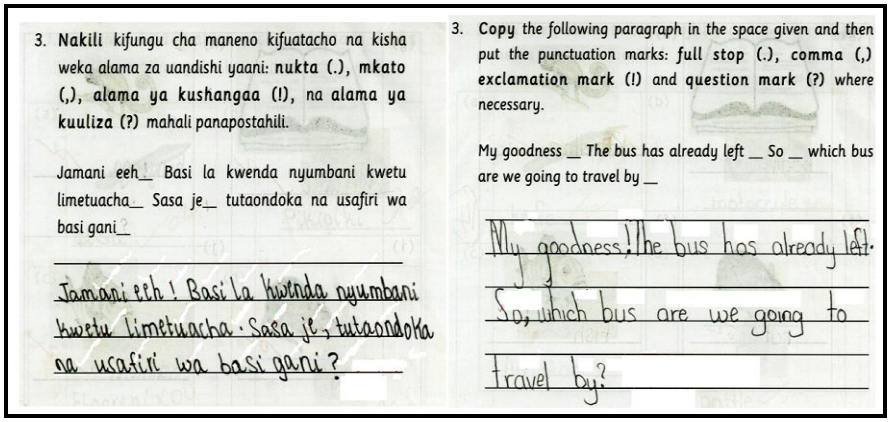
(iii) WATCH, spear, CHALK, paper

(iv) Cat, LION, zebra, MONKEY

(v) SHIRT, skirt, DRESS, trousers

Extract 10: Sample responses for pupils who underlined all the words instead of the capitalised ones.

Question 3 required the pupils to copy the group of words and punctuate them accordingly. The applicable punctuation marks were the full-stop (period) (**.**), a comma (**,**), an exclamation mark (!) and a question mark (?). This question carried a total of 20 marks. In all, 69.49 percent of the pupils who answered this question had 'good' to 'very good' performance on this question. Out of these, 42.33 percent had very good performance due to their ability to copy 13-16 words and the use of four punctuation marks. Pupils who had good performance were able to copy 11 -15 and put correctly three (3) punctuation marks. Extract 11 presents sample responses for pupils who managed to copy the whole section and punctuate it accordingly:


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 11: Sample responses for pupils who were able to copy and punctuate accordingly the passage provided.

Statistics of the pupils' assessment results on this question show that, 21.30 percent had poor performance because they failed to copy the wording section and put at least one punctuation mark. Some of the pupils neither copied nor put the punctuation marks where required. Moreover, out of the pupils who failed to copy the wording section, some of them misspelled the words whereas others wrote the words without any spacing. In addition, some of them wrote down words that were different from those in the wording section which they were provided. Furthermore, there were some pupils who managed to copy the wording section as required but they

failed to punctuate it accordingly. Extract 12 presents sample responses for pupils who failed to punctuate appropriately the wording section:

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	9	

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	9	

Extract 12: Sample responses for pupils who failed to copy the wording section and punctuate it accordingly. These pupils wrote syllables/words incongruent with the wording in the section.

Comparative statistics on the performance of the pupils for every question assessing the Writing competence have been presented in Figure 8:

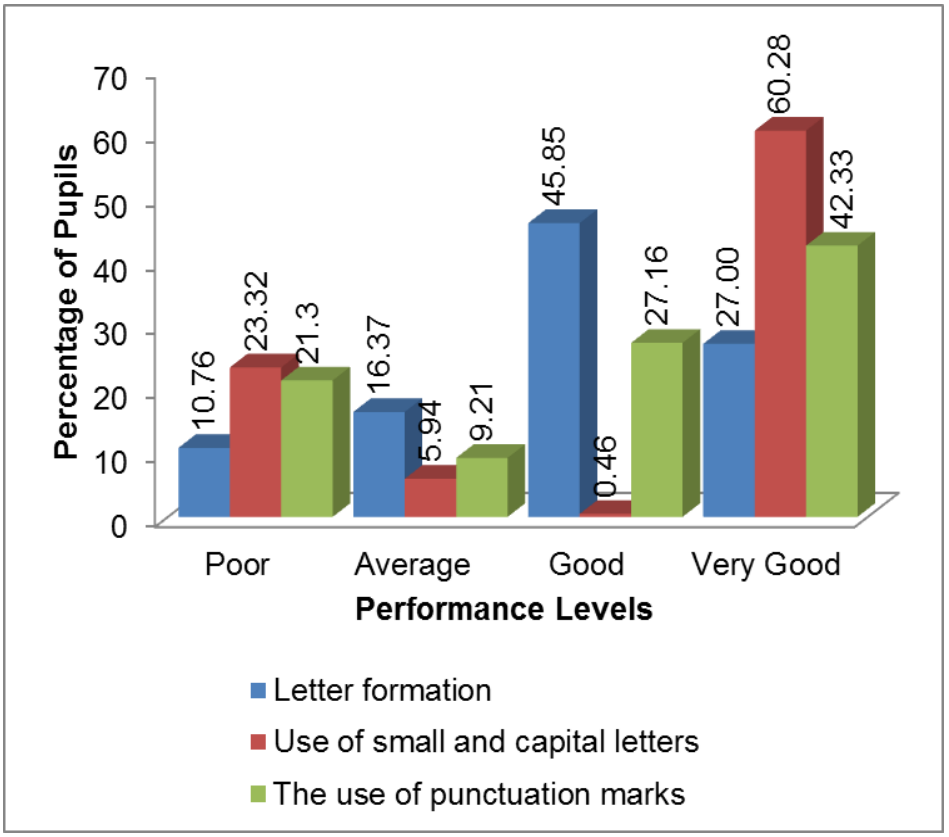


Figure 8: Performance Levels of pupils for every Writing competence question

Figure. 8 shows that, the percentage of pupils with very good performance was lower for question 3 than for questions 1 and 2. For questions 1 and 2, the pupils with very good performance accounted for 27.00 and 60.28 respectively, whereas for question 3 pupils with very good performance accounted for 42.33 percent.

Overall, the assessment results for 2018 show that, for the Writing skill, pupils performed better in writing capital letters in question 2 (to identify capitalised words) whereby 60.28 percent had very good performance. In word formation competence (question 1 writing down the names of the images in the pictures), a few pupils had very good performance (27.00%). Moreover, 45.85 percent had good performance. The competence of pupils in the use of punctuation (question 3) stood at 42.33 percent, which was higher than question 1

when compared to the results of 2017. The pupils' performance in the word forming dropped from 51.57 percent in 2017 to 27.00 percent in 2018. In addition, the competence in word capitalisation also slightly dropped from 60.38 percent registered during the 2017 assessment to 60.28 percent in 2018. However, statistical evidence shows that, competence in the principles of writing has improved from 30.32 percent to 42.33 in 2018 which is an increase of 12 percent.

7.3 Analysis of the Pupils' Responses in Arithmetic Skill

A total of pupils 5,682 (81.9%) participated in the Arithmetic skill assessment. The assessment paper had a total of 20 questions focusing on the competence in number concept, Arithmetic application and ability to identify relationship between things and numbers. The concept of number application had to do with addition for step 1 and 2; and subtraction step 1 and 2 for figures not exceeding three (3). As such the levels of competence in each skill depend on the number of questions a pupil was able to answer. The assessment of the pupils' competence relied on four criteria for every skill, which are **poor performance** for a pupils able to answer at least two (2) questions; **average performance** for a pupils able to answer correctly at least three (3) questions; **good performance** for a pupil who managed to answer four (4) questions: and **very good performance** for pupils who managed to answer correctly all the five (5) questions.

In addition, statistical analysis shows that, pupils performed better in the 'addition' competence followed by identification of the number concept, especially the missing numbers in a given sequence. The performance of the pupils in the application of numbers, particularly the activity of subtraction, was poor when compared to the addition activity and identifying the missing numbers of a given number sequence. Moreover, the pupils obtained lower performance in Arithmetic puzzles as Table 7 illustrates:

Table 7: Pupils' Performance in Various Arithmetic tasks

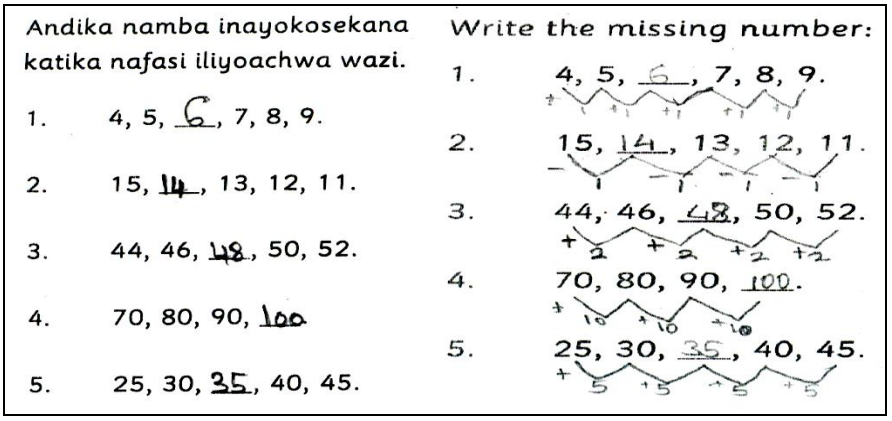
Concept tested	Pupils' Performance							
	Poor		Average		Good		Very Good	
	No.	%	No.	%	No.	%	No.	%
Number sequence	2,098	36.92	1,176	20.70	953	16.77	1,455	25.61
Addition	1,800	31.68	1,117	19.66	1,427	25.11	1,338	23.55
Subtraction	2,646	46.57	1,404	24.71	1,025	18.04	607	10.68
Solving Arithmetic Puzzles	3,157	55.56	1,031	18.15	906	15.95	588	10.35

Table 7: The Pupils' Competence in different Arithmetic Concepts.

Data in Table 7 show that, for the tested concepts, pupils had average to very good performance in Addition as represented by 68.32 percent. These pupils were able to add correctly questions 3 to 5, which were used to determine this competence. The pupils who were able to realise and indicate the missing numbers in the sequence for questions 3 to 5 (average to very good performance) accounted for 63.08 compared to the 68.32 percent of registered pupils in that group on the concept of Addition.

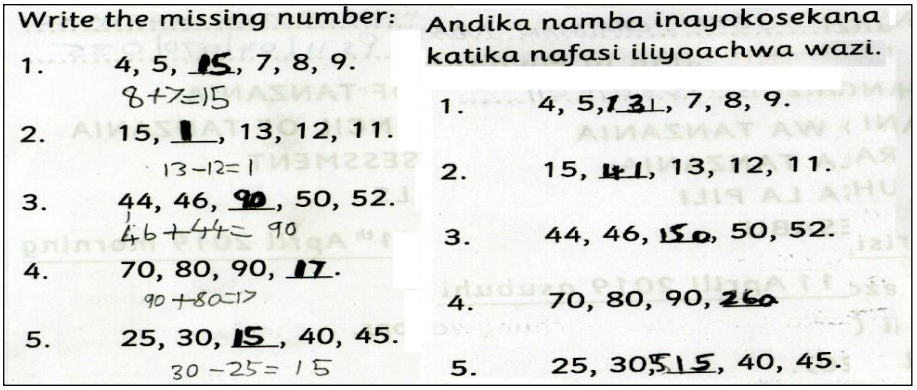
Only 25.61 percent of the pupils had very good performance in identifying missing numbers in a given numerical sequence, a slight drop by 0.16 percent over the results obtained in the 2017 assessment. Generally, however, the competence in identifying the missing numbers for questions 3 to 5 in the given sequence (average to very good performance) increased by 4.98 percent over the performance for the 2017 assessment.

Extract 13 presents sample responses of pupils who answered correctly all the five (5) questions testing the competence in identifying the missing numbers in a given sequence:



Extract 13: Sample response of pupils who managed to identify appropriately the missing numbers in the given sequence.

Statistics also show that, there were pupils who failed to answer all the five questions. Out of these, there were pupils who used guess-work to write the required numbers which indicates that, they lacked an understanding of the applicable principles to get the right answers. Others wrote wrong answers in the blank space during addition and subtraction. Extract 14 provides such sample answers:



Extract 14: Sample responses for pupils who failed to identify the right missing numbers in the sequences for questions 1 to 5. A pupil who answered an English-medium paper used the number application to get a wrong answer to the question.

Further analysis shows that, in the number sequence the majority of the pupils (4,709) which is equal to 82.88 percent; managed to answer correctly the first question, which had a sequence of numbers incremental by one. Question 4 presented a sequence of numbers incremental by 10 for which 4,034 pupils (71.00%) were able to get the correct answer.

For question 2 that dealt with the number sequence in descending order by one, 3,780 pupils (66.53%) were able to answer it correctly. In addition, the statistics show that, many of the pupils failed to answer questions 3 - 5, which number sequences incremental by two (2) and five (5), respectively. Statistical evidence also shows that, 2,316 pupils (40.76%) managed to answer correctly question 5 and 1,994 pupils (35.09%) managed answer correctly question 3.

These statistics indicate that, pupils generally faced challenges when it came to identifying the missing incremental numbers in a given sequence for questions 2 and 5 but for those increasing by tens. Figure 9 presents the performance statistics for questions 1 – 5:

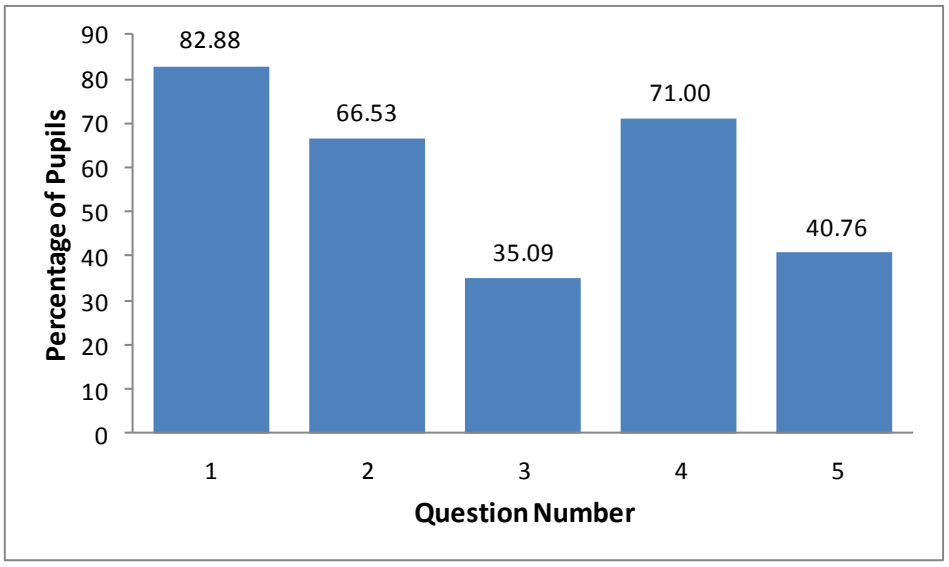


Figure 9: Pupils' competence in the specicfic skill for number recognition.

The pupils' competence in the addition of numbers not exceeding three digits was tested in questions 6-10. These questions entailed the addition of two (2) one-digit numbers; addition of two numbers, one with two digits and the other with one digit without carrying over at once; and adding two numbers; adding two numbers, one with one digit and the other with two digits for carrying once and summing up two digit numbers by carrying once and summing up the resulting monetary figure.

The distribution of the statistics pertaining to pupils' performance results for each question that measured the pupils' competence in adding numbers has been presented in Figure10:

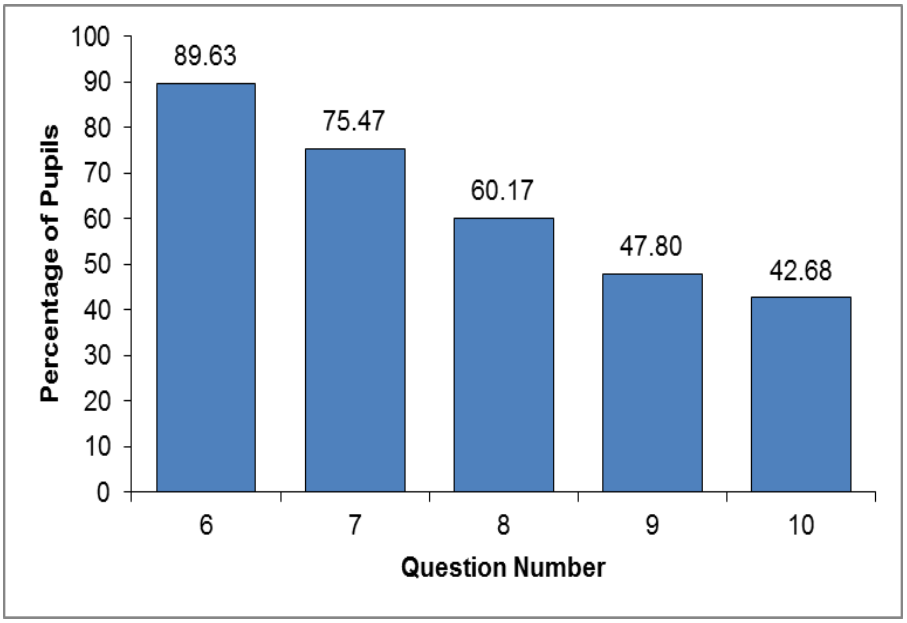
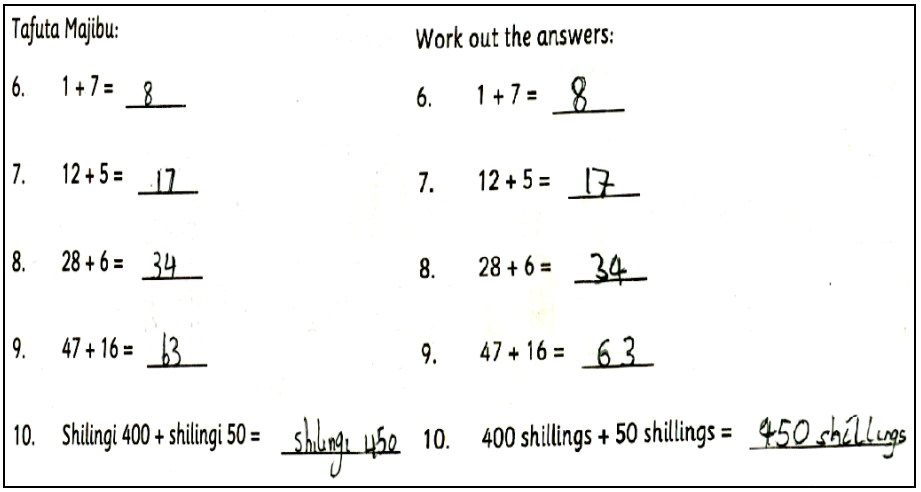


Figure 10: Performance of Pupils in the Specific Addition Arithmetic Skill.

As Table 10 illustrates, 89.63 percent of the pupils had very good performance in the addition of two one-digit numbers in question 6 followed by question 7. For question 7, 75.47 percentage of the pupils had good performance in adding a two-digit number with a one-digit one. Extract 15 exemplifies

the responses of a pupil who managed to answer correctly questions 6 – 10:

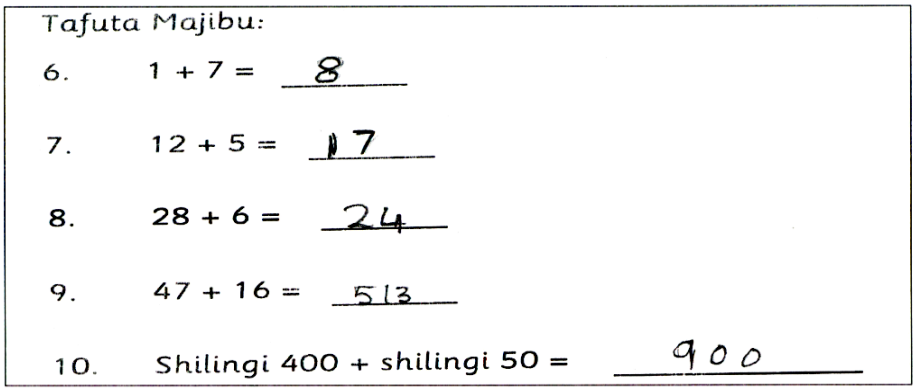


Extract 15: Sample responses of a pupil who managed to answer correctly questions 6 to 10.

Nevertheless, the pupils' competence dropped in the Addition of numbers which required the pupils to carry a number to make ten. For question 8, that is, $28+6=$, some of the pupils' responses were 24 and others 214 instead of 34. Also, for question 9, which asked them to find the solution to $47+16=$, some of the pupils wrote down answers such as 513, 53 and others 43 instead of 63 which is the correct response.

This challenge arose because the pupils failed to carry the numbers or they failed to follow the procedures for carrying one number to the tenth. In addition, 3,257 pupils (57.32%) faced a challenge in answering question 10 which had to do with the addition of money compared to other questions, as in this question the pupils were required to arrange correctly the numbers given for the one-digit numbers, tens and hundreds before summing up the monetary values up . For example, some of the pupils obtained 900 as the answer whereas others got 40,050 instead of 450 mainly because of their failure to arrange properly the numbers before summing them up. This challenge, however, has dropped when

compared to the 2017 assessment results (61.99%). The response sample for pupils who failed to answer correctly questions 8 to10 have been presented in Extract 16.


Tafuta Majibu:

6. 1 + 7 = 8

7. 12 + 5 = 17

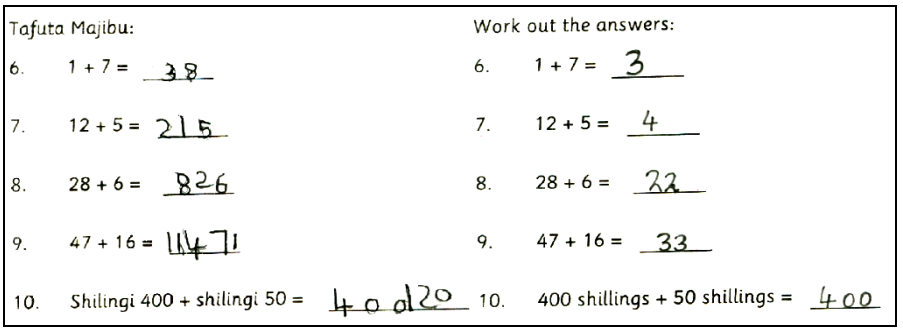
8. 28 + 6 = 24

9. 47 + 16 = 513

10. Shilingi 400 + shilingi 50 = 900

Extract 16: Sample response of a pupil who arranged the number 50 in the hundreds instead of the tens, hence getting 900 as a response instead of 450.

Further data analysis of the statsitics show that, 431 pupils (7.58%) had poor performance because of their failure to answer correctly all the five (5) questions. For example, one pupil answered by combining the numbers he/she was supposed to add in question 7 and tried to do the same for question 8. Another pupil substracted instead of adding in question 8. Extract 19 presents sample responses of pupils who provided wrong answers to questions 6 to 10.


Tafuta Majibu:

6. 1 + 7 = 38

7. 12 + 5 = 215

8. 28 + 6 = 826

9. 47 + 16 = 1171

10. Shilingi 400 + shilingi 50 = 400120

Work out the answers:

6. 1 + 7 = 3

7. 12 + 5 = 4

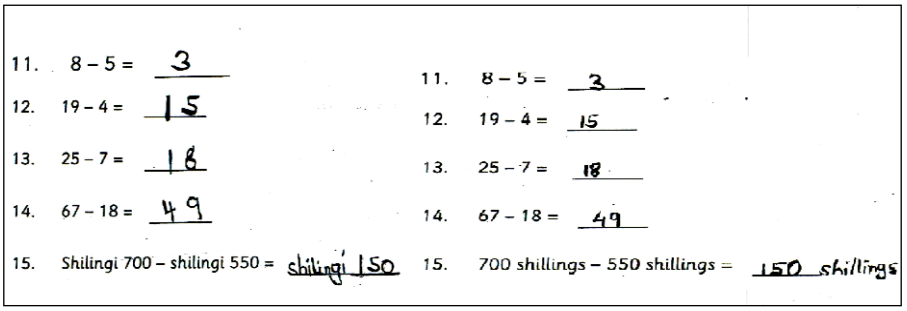
8. 28 + 6 = 22

9. 47 + 16 = 33

10. 400 shillings + 50 shillings = 400

Extract 17: Responses of pupils who failed to answer correctly questions 6-10.

The competence of pupils in subtracting numbers with less than three figures was assessed in questions 11 to 15. The statistical analysis of the results in the specific competence of subtraction shows that, 2,647 pupils (46.57%) had poor performance. In all, 3,037 pupils (53.43%) were able to answer correctly 3-5 questions. On the other hand 1,405 pupils (24.72%) had an average performance while 1,025 pupils (18.03) had good performance. Pupils who had very good performance were very few relative to other levels of performance and accounted for only 10.68 percent. Extract 18 shows sample responses of pupils who answered correctly questions 11 to 15:

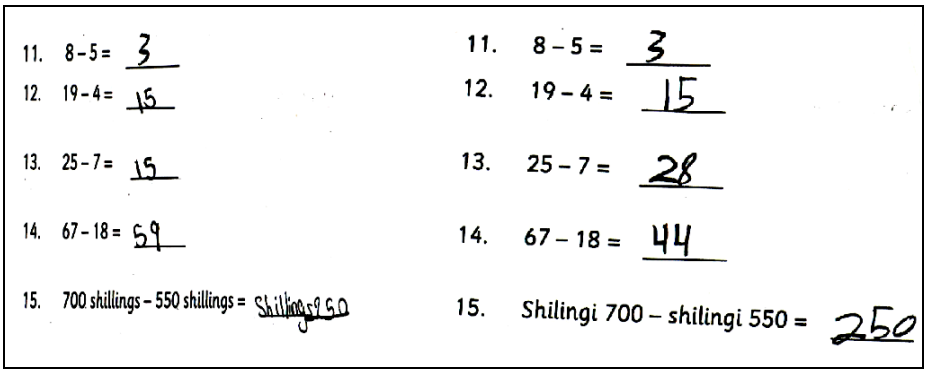


Extract 18: Sample responses of pupils who managed to answer correctly questions 11 to 15.

Further data analysis shows that, question 11 accounted for the most correct answers (75.82%) followed by question 12 (64.20%). The analysis of the pupils' answers show that, the pupils who answered correctly question 11 managed to subtract two numbers, one with two digits and the other with one digit. These results differ from those of the 2017 assessment when question 11 accounted for the most outstanding performance with 72.14 percent followed by question 12 with 66.46 percent. This shows that, the concept of subtraction coupled with money-related questions continued to cause problems to many pupils who failed to do effectively carry its tasks.

The competence of the pupils' understanding of the concept of number subtraction tested in questions 13, 14 and 15 yielded results of 54.38 percent, 31.19 percent and 21.52

percent respectively. This demonstrates that, the performance of pupils in subtraction questions dropped particularly as the number of digits increased. Extract 19 presents sample responses of pupils who failed to answer questions 13 to 15:



Extract 19: Responses of pupils who failed to answer questions 13 to 15. All the pupils lacked the subtraction competence required to answer question 15.

Further data analysis shows that, the performance of pupils in the competence of solving arithmetic word problems was average except for question 20 for which the pupils had poor performance (20.59%). The respective percentages for questions that had average pupils' performance were as follows (in descending order): For question 16 (51.18%), for question 19 (49.54%), question 17 (47.41%) and question 18 (45.88%). The results for the performance in the operation of numbers used to test the pupils' competence in arithmetic word have been presented in Table 8:

Table 8: Pupils' Competence in Solving Word Problems

Question Number	Operation	No. of Pupils Assessed	No. of Pupils with Correct Answers	%
16	Addition	5,682	2,908	51.18
17	Subtraction	5,682	2,695	47.43
18	Addition	5,682	2,607	45.88
19	Addition	5,682	2,815	49.54
20	Subtraction	5,682	1,170	20.59

Table 8: Shows the performance in the number operations in the activities used to test the pupils' competence in solving Arithmetic word problems.

Even then, the competence of the pupils in solving Arithmetic words problems especially in subtraction has slightly increased from 18.19 percent obtained in 2017 to 20.59 percent in the 2018 assessment. This progress shows that, there were ongoing efforts aimed at overcoming the challenges that continue affecting mastery of this particular skill.

On the other hand, more than half of the pupils (55.54%) had poor performance. Out of these, 26.59 percent failed to answer correctly all the questions. The analysis of the pupils' responses show that, the reasons behind the pupils' poor performance included the following:

(a) The pupils failed to apply appropriately Addition and Subtraction. For example, for questions 16, 18 and 19 some of the pupils subtracted instead of adding the numbers provided. Similarly, for questions 17 and 20 some pupils added instead of subtracting numbers. This anomaly shows that, the pupils failed to understand the meaning of the words such as "remaining with", "total" as used in the questions.

(b) Some pupils copied the questions provided to them instead of solving and providing answers, thus failing to answer the questions as required while others wrote down incomprehensible answers.

(c) Some pupils made errors when adding or subtracting numbers, which resulted in to incorect answers.

Extract 20 presents a sample of the responses of the pupils who failed to answer correctly questions 16 to 20:

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

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

machungwa 240

machungwa - 342 = 102

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

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

450
+ 220
630

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

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

70
+ 90
170

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

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

150
- 500
250

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

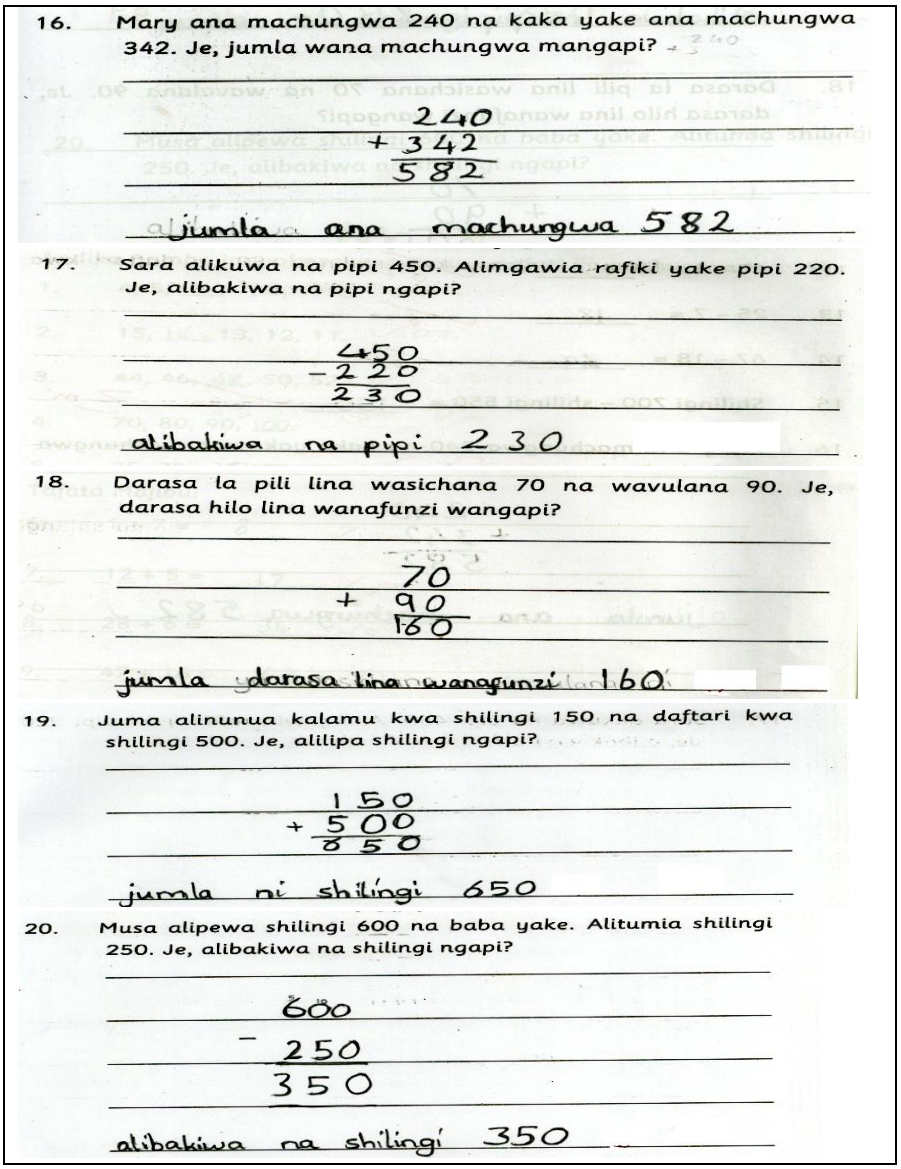
Musa alipewa shilingi 600 na baba yake Alitumia shilingi 250 Je, alibakiwa na shilingi ngapi?

600
- 250
450

Extract 20: Responses of a pupil who failed to answer correctly questions 16 to 20.

Despite the average performance generally registered for this competence, there were pupils who had good performance

after managing to answer all the questions correctly. Extract 21 exemplifies the responses of pupils who managed to solve all the Arithmetic word problems:



Extract 21: Responses of a pupil who managed to answer correctly questions 16 to 20. The pupil applied effectively Addition and Subtraction for the respective questions.

8.0 ANALYSIS OF DATA ON SUPERVISION

The National Examinations Council of Tanzania (NECTA) prepared a questionnaire to generate information on various relevant information to the assessment of the teaching and learning of the 3Rs. The questionnaire also targeted to gather views aimed at determining the challenges that continued to crop up. Moreover, it aimed at determining the state of the teaching and learning environment for the acquisition of the 3Rs in order to to make recommendations towards the improvement of the quality of education being offered at that level.

To generate the necessary information, two types of questionnaires were employed: One was for 66 heads of school and the other was for 696 invigilators for the 3Rs. The information that was required in the two sets of questionnaires included data on the teaching and learning of the pupils, pupils' attendance in each component of the 3Rs, teachers' competence in teaching and the availability of teaching resources. Additionally, an essential was information on the state of teaching and learning environment for Standard I and II in 2019.

8.1 General Information for the Assessed Schools

The questionnaire for the head teachers aimed at generating information on the availability of respective syllabus for teaching and learning of the 3Rs (Reading, Writing and Arithmetic skills). The purpose was to determine whether teaching and learning adhered to the set guidelines as outlined in the teaching curriculum.

The analysis of the responses from the questionnaire shows that, all the 66 schools (100%) that participated in the assessment in 2018 had syllabuses for teaching the 3Rs for standards I and II compared to 98.2% in 2017. These statistics imply that, deliberate efforts had been made to enable the all the schools that participated in the assessment in 2018 to posses syllabuses for teaching the 3Rs of Reading, Writing and Arithmetic skills.

Further analysis was carried out to acquire information on the number of streams and number of pupils per stream. This information was vital in determining whether the number of pupils per class was consistent with the national set standard teacher-pupil ratio of 1: 40 as stipulated in the Tanzania Curriculum for Primary School of 2007. The responses of the head teachers are as presented in Table 9:

Table 9: Number of Pupils in Stream

No.	Range of number of pupils	No. of Schools Standard I		No. of Schools Standard II	
		Number	%	Number	%
1.	9 - 40	42	63.6	41	62.1
	41 - 50	5	7.6	3	4.5
2.	51 - 60	4	6	4	6
3.	61 - 70	1	1.5	2	3
4.	71 - 80	3	4.5	6	9.1
5.	81 - 90	2	3	1	1.5
6.	91- 100	4	6	1	1.5
7.	101+	5	7.6	8	12.1

N= 66

Table 9 shows that, 42 schools (63.6%) had streams with the number of pupils falling within the approved ration for Standard I and 41 schools (62.1%) for Standard II. These statistics show that, a big number of primary schools that participated in the assessment of the 3Rs in 2018 did not have to contend with the problem of classroom overcrowding. Conversely, 25 schools (37.9%) had streams with more pupils per class than the national approved ratio of 1: 40 for Standard II and 24 schools (36.2%) had such numbers for Standard I. Out of these overcrowded classes, 8 schools (12.1%) for Standard II and 5 schools (7.6%) for Standard I had streams with more than 100 pupils.

Even then, statistics show that, for English-medium schools only one school had a stream with more than 40 pupils for Standard I. Further analysis of the data from the questionnaires shows that, the primary reasons behind some

of the schools having streams with huge numbers of pupils were the few classrooms at the disposal of pupils and shortage of teachers for imparting pupils with 3Rs.

These statistics show that, there was still a challenge of overcrowding of pupils in standards I and II. As such, there was a need for deliberate efforts to solve this problem.

8.2 3Rs Teaching and Provision of Education to Teachers

The questionnaire for head teachers sought to collect information on the teaching of Reading, Writing and Arithmetic skills and on teachers getting education on imparting these skills. Statistics show that, all the 66 schools (100%) that took part in the assessment at least had one teacher for standards I and II. However, out of 178 teaching 3Rs in those schools, 71 teachers or 39.89 percent had received special training for teaching respective skills of Reading, Writing and Arithmetic.

The results show that, the percentage of teachers who have undergone special training in 3Rs in the 2018 assessment has dropped significantly when compared to the 81.9 percent registered in 2017. This drop is attributable to the 2018 assessment involving teachers from higher grades of Standard III – VII when the 2017 assessement focused only on teachers for standards I and II.

8.3 Availability of Teaching and Learning Resources and Tools

The head teachers were also inquired on the questionnaire survey about the availability of different teaching and learning such as textbooks, additional learning materials and other resources used in teaching every skill of the 3Rs. The results of the head-teachers have been presented in Table 16:

Table 10: Availability of Books and Learning Resources (Teaching and Learning Resources for 3Rs)

S/N	Variable	Number	Number of Respondents	%
(a)	Availability of textbooks for teaching Arithmetic	66	62	93.9
(b)	Availability of additional books for teaching Arithmetic	66	57	86.4
(c)	Availability of tools for teaching Arithmetic, for example, for counting	66	61	92.4
(d)	Availability of textbooks and teaching and learning resources for teaching Writing skills	66	56	87.9
(e)	Availability of textbooks for teaching Reading skills	66	61	92.4
(f)	Availability of teaching and learning resources aimed at promoting the teaching of Reading	66	59	89.4
(g)	Availability of textbooks for teaching Writing skills	66	61	92.4

As Table 10 illustrates, the availability of books for teaching the three skills of Reading, Writing and Arithmetic in the schools that participated in the assessment was generally good. The availability of textbooks for Arithmetic skill was very good as denoted by 93.9 percent of availability, Writing skill (92.4%), and for Reading skill (92.4%). Moreover, the presence of additional books for teaching Arithmetic was good as denoted by 86.4 percent and other teaching and learning resources for enhancing the competence in that lesson as represented by 92.4 percent. On the other hand, the results on the availability of teaching and learning resources such as children's story books for fostering Reading skills was also good as it stood at 89.4 percent.

These statistics show that, the availability of textbooks was generally very good in 2018 compared to 2017. For example, the availability of textbooks for teaching Arithmetic stood at 93.3 percent in 2017 when in 2018 it was at 93.9 percent. In addition, the availability of books for exercises in Arithmetic increased from 85.0 percent in 2017 to 86.4 percent in 2018.

On the other hand, the availability of teaching tools for the subject increased from 91.8 percent in 2017 to 92.4 percent in 2018.

The availability of books together with the teaching and learning resources is a manifestation of ongoing concerted tangible efforts geared towards improving the teaching and learning of the 3Rs made by the Ministry of Education, Science and technology (MoEST) and the Tanzania government through the President's Office, Regional Administration and Local Governments (PO-RALG), education leaders at the regional, district and school levels.

8.4 Infrastructure and Environment for Teaching and Learning

To get information on the actual teaching environment, the teachers were required to provide their views on the availability of desks, tables and chairs for pupils and teachers during the teaching and learning of the 3Rs (Reading, Writing and Arithmetic). Moreover, they were inquired on the availability of classrooms and special room to serve as a library for both pupils' and teachers' use while in the school premises. The summary of responses is as presented in Table 11:

Table 11: Availability of Books and learning Resources

S/N	Variable	Number	No. of Respondents	%
1.	Availability of desks, tables and chairs for pupils and teachers	66	56	84.8
2.	State of presence of enough classrooms at the school relative to the number of pupils in Standard I and II.	66	52	78.8
3.	Availability of a special room to serve as a school library for pupils and teachers to borrow books for the learners to gain more knowledge on the 3Rs even during after-school hours.	66	36	54.5

Table 11 shows that, 78.8 percent of the teachers reported the availability of enough classrooms, on one hand, and furniture such as desks, chairs and tables at 84.8 percent, on the other hand. These statistics also confirm the availability of a slight increase in the school furniture when compared to the 2017 assessment as 84.6 percent was recorded. Nevertheless, statistics show that, schools with a library or special room to serve that purpose for children and their teachers to borrow books for more self-study during the after-school hours stood at 54.5 percent.

8.5 Pupils' School Attendance and Participation in Assessment

Data on the pupils' attendance in the questionnaire for invigilators indicate that, pupils who participated in the assessment were 5,771 (82.04%) and pupils who failed to participate for different reasons were 1,263 (17.96%). The reasons for failing to participate in the assessment were established from the invigilators as listed in Table12:

Table 12: Reasons for Pupils Non-Participating in Assessment

S/N	Reason	Number	Percentage
1.	Truancy	867	68.6
2.	School Transfer	198	15.7
3.	Repeating of grade	61	4.8
4.	Sickness	25	2.1
5.	Death	07	0.6
6.	No reason provided	105	8.6
	Total	**1,263**	**100**

N= 1,263

Table 12 shows that, truancy was a major cause accounting for the pupils' failure to participate in the assessment and accounted for 68.6 percent of the absentees. Another reason was the transferring of the pupils to other schools (15.7%) and repeating Standard II (4.8%). Some of the pupils (2.1%) did not show up due to illness and a few had passed away (0.6%). Furthermore, some of the invigilators acknowledged the

existence of pupils who did not participate in the assessment for undisclosed reasons (8.6%).

The number of truant pupils during the 2018 assessment had actually dropped by 17.9 percent when compared to 86.5 percent of truancy registered in 2017. This achievement indicates that, the Ministry of Education, Science and Technology in collaboration with the Presidents' Office – Regional Administration and Local Governments (PO-RALG) had successfully worked together with education officers at the regional, district and school level to ease the effects of the challenges facing the primary schools.

9.0 CONCLUSION AND RECOMMENDATIONS

9.1 Conclusion

The assessment of the 3Rs in Reading, Writing and Arithmetic for Standard II pupils in 2018 was conducted by following all the laid-down procedures as outlined in the Assessment Guidelines. In all, 5,771 pupils participated in the assessment. Out of these, 1,263 pupils (17.96%) did not take part in the assessment for varied reasons with the major reason being truancy (68.6%). Nevertheless, cases of truancy had declined significantly by 17.9 percent from 86.5 percent in 2017 to 68.6 percent in 2018. This demonstrates that, efforts being made by relevant education authorities at different levels continue bringing about the desired results.

The results also show that, the competence of the pupils had increased for all the 3Rs. However, competence is the Arithmetic skill stood at 77.49 percent for the pupils who had a very good to good performance compared to Reading that registered 90.2 percent and Writing skill (89.19%). Thus, the teaching and learning of Arithmetic skill needs further improvement. Moreover, when compared to the assessment of 2017, it is apparent that the emergence of differences among pupils based on gender, school location (urban/rural) and language of instructions (English or Kiswahili), differences

that NECTA believes largely have to do with teaching (pedagogical) factors. As such, it is the hope of NECTA that, responsible authorities will work on the recommendations in this report to improve the teaching and learning environment to boost competences in the 3Rs (Reading, Writing and Arithmetic).

Overall, the 2018 results show that, improvements have been made, hence, the notable strengthening of teaching and learning of skills in the 3Rs. Areas accounting for such improvements include the availability of teaching and learning resources such as textbooks and additional materials, enhancement of the teaching and learning environment in terms of the availability of desks, chairs and tables in addition to classrooms, which demonstrate that relevant authorities were not resting on their laurels as they made concerted efforts to improve and strengthen the teaching of the 3Rs.

9.2 Recommendations

Based on the results of the assessment of the 3Rs among Standard II pupils in 2018, NECTA recommends the following:

(a) The Ministry of Education, Science and Technology (MoEST) through its relevant authorities in collaboration with the President's Office – Regional Administration and Local Governments (PO - RALG) to effect specific initiatives aimed to empower teachers to improve the teaching of Arithmetic, which had continued to be a thorn in the flesh for pupils as performance remained generally average when compared to other assessed skills (Reading and Writing). In addition, there is a need for further follow-up in a bid to enhance the Reading skill particularly reading capitalised words and correct use of punctuation marks in sentences.

(b) The Ministry of Education, Science and Technology and the Presidents' Office – Regional Administration and Local Government in collaboration with the educational authorities at the regional and municipal

level should continue strengthening the making of follow-up and monitoring of the pupils' attendance for the purpose of reducing or eliminating altogether the truancy problem among pupils that continues rearing its ugly head.

(c) The MoEST through its institutes in collaboration with the PO-RALG should investigate aiming at determining the reasons which contribute to the poor performance of some of the pupils during the assessment considering the language of instruction in both rural and urban based public schools to ensure that all the pupils had competences that were reciprocal.

(d) The PO-RALG should continue to empower primary schools to have libraries from which teachers can borrow books and provide to their pupils to strengthen the teaching and learning of the 3Rs.

(e) The MoEST and PO-RALG should consider the possibility of building more classrooms for all schools with such shortages in addition to increasing the staffing of teachers to teach the 3Rs in primary schools. In addition, it is better for all the schools to be equipped with all the recommended teaching and learning resources as a priority matter for the pupils in Tanzania to gain universally the necessary knowledge.

(f) The assessment of the 3Rs of Reading, Writing and Arithmetic skills 5 needs to be sustainable to identify levels of proficiency reached by the pupils in standards I and II, to determine the attendant challenges and put in place initiatives for overcoming them. The purpose is to ensure that pupils enter Standard III with the required competence and readiness in Reading, Writing and Arithmetic skills.

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 dukanikununua 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 ya Alama			

THE UNITED REPUBLIC OF TANZANIA

NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

STANDARD TWO ASSESSMENT

201 READING SKILLS

Time: 15 Minutes Friday, 12th April 2019 morning

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**)

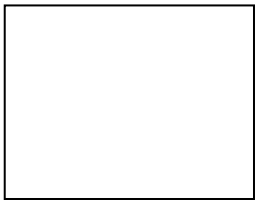
My goats have short tails.

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 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			

Kiambatisho Na. 5: Karatasi ya Upimaji Stadi ya Kuandika

*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

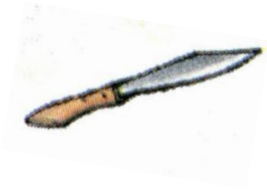
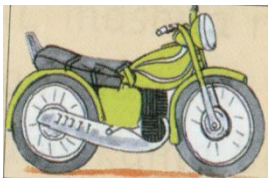
Muda: Dakika 40 Alhamisi, 11 Aprili 2019 asubuhi

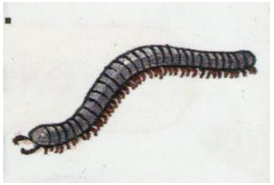
Maelekezo

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

Time: 40 Minutes Thursday, 11th April 2019 morning

Instructions

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

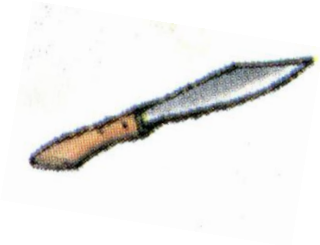
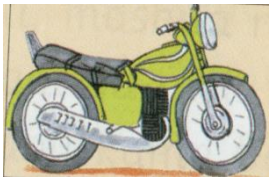
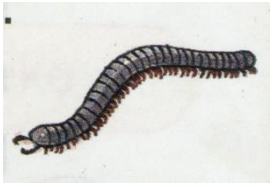
2·Answer **all** questions·

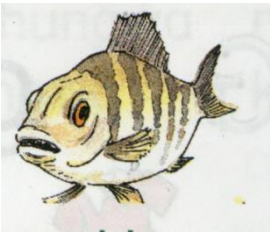
3·Write **all your answers** in pencil·

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	Saini ya
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 Initials
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

SN	Swali	Hafifu (2)	Chini ya Wastani (2)	Wastani (3)	Mzuri (4)	Mzuri Sana (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	1	2	3	4	5

SN	Swali	Hafifu (2)	Chini ya Wastani (2)	Wastani (3)	Mzuri (4)	Mzuri Sana (5)
	kuwawezesha wanafunzi kujifunza zaidi stadi za KKK hata baada ya muda wa shule yakoje?					

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)_____

_____

_____

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)

_____
_____
_____
_____

Kiambatisho Na. 10: Dodoso la Msimamizi

BARAZA LA MITIHANI LA TANZANIA

UPIMAJI WA STADI YA KUSOMA, KUANDIKA NA KUHESABU 2018

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.

_____

_____

_____

_____

Asante kwa ushirikiano