ASER, UWEZO, AND BEEKUNGO TEST ITEMS

Compiled June 2014

EPDC compiled sample test items to inform learning outcomes data for the ASER-India, ASER-Pakistan, UWEZO, and Beekungo learning assessments. These assessments all test basic reading and math skills in similar ways, but the exact content, difficulty of questions, and criteria for passing a level vary by country and sometimes by year. The samples in this document provide a sense of these differences and are taken directly from the reports cited. The catalog includes items from the assessments that EPDC offers data for, and users should consult the assessment websites for additional years of reports as well as more detailed information about the assessments.

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Math Assessments – Sample Test Items

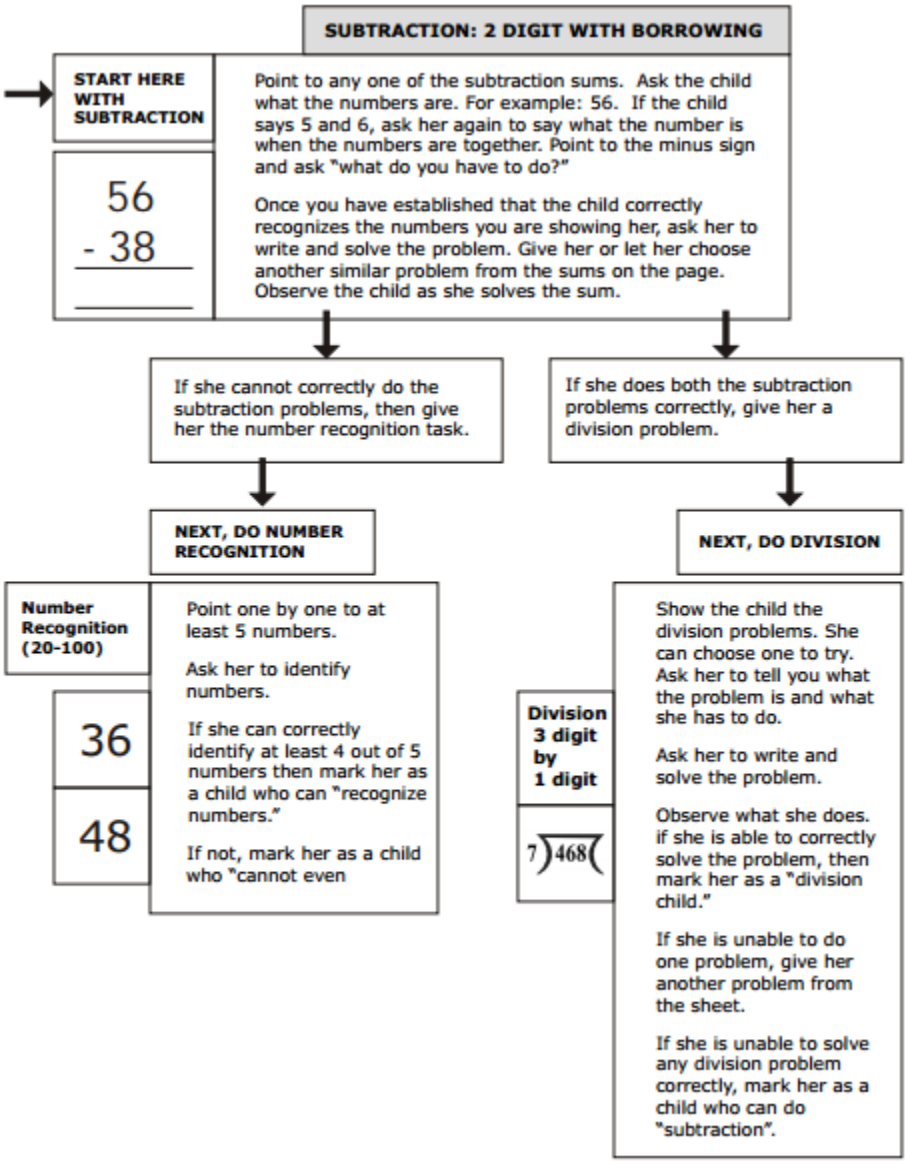
ASER: India 2005

Arithmetic tasks for Rani

Make sure children are relaxed. Chat with them : ask them ~ who is their best friend, what is their favourite game ... Playing simple games may also help. When the child seems relaxed then you can introduce the testing tasks. Give children time to become familiar with the tool and the task. Each tester has several sample tests. Let the child practice for a few minutes with one sample paper. For actual testing use a different one. If the child makes a mistake, let her have another chance. Show her a different problem. If she is struggling with subtraction, take her to number recognition and then come back to subtraction. Work with the child, until you are sure of what the child is able to do comfortably and confidently.

Math Test : Sample 1 Aser

Number		Subtraction		Division
36	72	56 − 38 =	73 − 56 =	2) 441 (
64	48	45 − 18 =	75 − 37 =	5) 274 (
33	76	63 − 47 =	94 − 65 =	8) 495 (
45	81	84 − 68 =	84 − 46 =	3) 175 (
56	99			
Ask any 5. Of 5, 4 must be correct		Ask any 2. Both must be correct		Ask any 1, it must be correct



Source: *ASER 2005 – Full Report. Retrieved from* http://www.asercentre.org/

ASER: India 2006

Can Rani recognize numbers? Can Rani subtract? Can Rani divide?

Arithmetic tasks for Rani...

Like Rani, all children were assessed using a simple arithmetic tool. The arithmetic test has 3 categories:

- Number recognition: randomly chosen numbers from 11 to 99
- Subtraction: 2 digit numerical problems with carryover
- Division: 3 digit by 1 digit numerical problems.

MATH TEST/गणित (4)

Number/संख्या पहचान	Subtraction/घटा	Division/भाग
27 86	82 - 27 ; 58 - 29	7)823
44 71	77 - 69 ; 55 - 36	4)578
52 83	65 - 48 ; 25 - 17	6)783
75 56		
31 64	32 - 18 ; 41 - 25	8)969
Ask any 5. Of 5, 4 must be correct./ पाँच पूछो। 5 में से 4 सही होने चाहिए।	Ask any 2. Both must be correct. दो करो। दोनों ही सही होने चाहिये।	Ask any 1. It must be correct. एक करो। किया हुआ सवाल सही होना चाहिए।

Sample: Arithmetic test

Similar tests developed in all languages

How to test arithmetic? Can Rani do Arithmetic?

SUBTRACTION: 2 DIGIT WITH BORROWING

START HERE WITH SUBTRACTION

56
-38

- Point to any one of the subtraction sums. Ask the child what the numbers are. For example: 56. If the child says 5 and 6, ask her again to say what the number is when the numbers are together. Point to the minus sign and ask "what do you have to do?"
- Once you have established that the child correctly recognizes the 2 digit numbers you are showing her, ask her to write and solve the problem. Give her or let her choose another similar problem from the sums on the page. Observe the child as she solves the sum.

If she cannot correctly do the subtraction problems, then give her the number recognition task.

NEXT, DO NUMBER RECOGNITION

Number Recognition (11-100)

36

48

- Point one by one to at least 5 numbers.
- Ask her to identify numbers.
- If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can "recognize numbers."
- If not, mark her as a child who "cannot even recognize numbers."

If she does both the subtraction problems correctly, give her a division problem.

NEXT, DO DIVISION

Division 3 digit by 1 digit

$7\overline{)468}$

- Show the child the division problems. She can choose one to try. Ask her to tell you what the problem is and what she has to do.
- Ask her to write and solve the problem.
- Observe what she does. if she is able to correctly solve the problem, then mark her as a child who can do "division"
- If she is unable to do one problem, give her another problem from the sheet.
- If she is unable to solve any division problem correctly, mark her as a child who can do "subtraction".

Source: *ASER 2006 – Full Report. Retrieved from* http://www.asercentre.org/

ASER 2008 : Arithmetic Tasks...

All children were assessed using a simple arithmetic tool. The arithmetic test has 3 categories:

- Number recognition 1 to 9 : randomly chosen numbers from 1 to 9
- Number recognition 11 to 99 : randomly chosen numbers from 11 to 99
- Subtraction: 2 digit numerical problems with borrowing
- Division: 3 digit by 1 digit numerical problems.

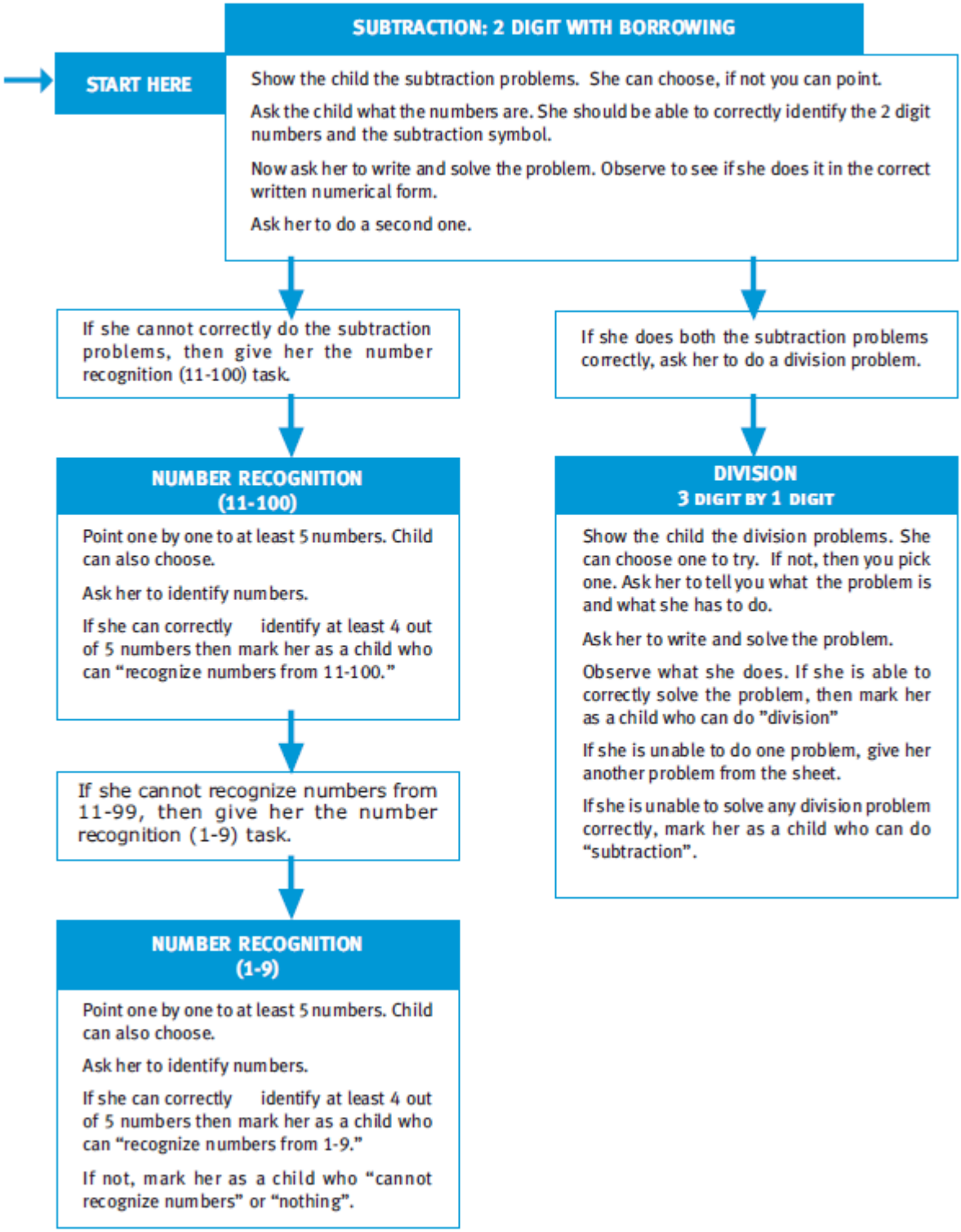
MATH TEST / गणित SAMPLE(3)

अंक पहचान 1–9	संख्या पहचान 11–99	घटाव	भाग
1 4	52 83	37 − 29 63 − 39	7) 879 (
7 3	37 27	47 − 28 35 − 17	6) 824 (
6 9	55 28	92 − 76 74 − 57	8) 985 (
5 2	91 65	52 − 14 66 − 48	4) 517 (
पाँच पूछें, जिनमें 4 सही होनी चाहिए।	पाँच पूछें, जिनमें 4 सही होनी चाहिए।	दो करो। दोनों ही सही होने चाहिए।	एक करवाओ जो सही होना चाहिए।

Sample: Arithmetic test

Similar tests developed in all languages

How to test arithmetic?



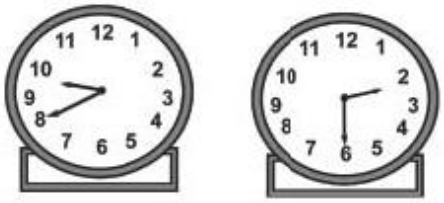
ASER 2008 : Telling Time

Tasks related to daily life:

How well can children do tasks related to daily life?

At home or in school, several times a day people look at a clock or watch. In most states, maths textbooks teach children how to tell time from Std III onwards.

Show clock. Ask time.



There were two tasks for telling time

Clock One had telling time in 15 minute intervals; for example: on the hour, 15 mins past the hour, 30 mins past the hour or 45 mins past the hour.

Clock Two had telling time in 5 minute intervals.

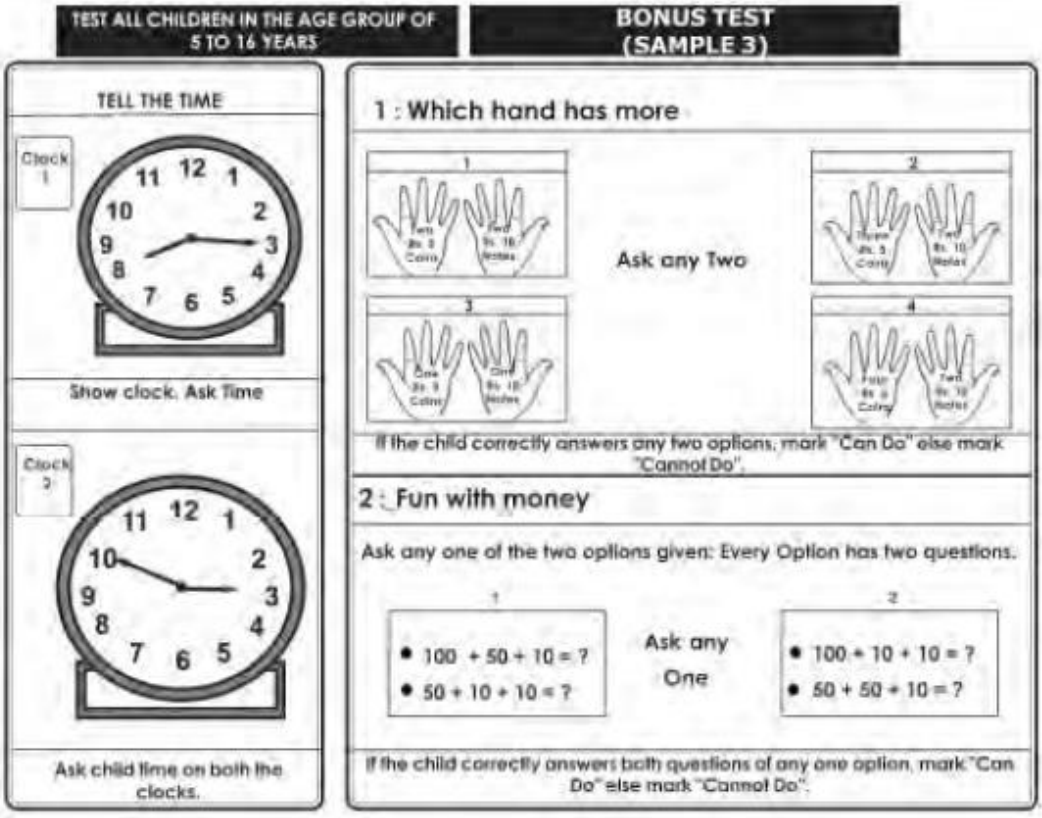
Children were marked for each of these tasks. The findings reported in the report are for children who could tell time correctly in both clocks.

ASER 2008 : Currency Tasks

Tasks related to daily life:

Children are familiar with money. From a young age, they observe and they participate in money transactions. In many states, textbooks have currency related tasks from Std 3 onwards.

Apart from the usual arithmetic questions that are asked each each year, in 2008, children were asked to do two currency related tasks that are described below.



Source: *ASER 2008 – Full Report. Retrieved from* http://www.asercentre.org/

ASER: India 2009

ASER 2009 : ARITHMETIC TASKS

All children were assessed using a simple arithmetic tool. The arithmetic test has 3 categories:

- Number recognition 1 to 9 : randomly chosen numbers from 1 to 9
- Number recognition 11 to 99 : randomly chosen numbers from 11 to 99
- Subtraction: 2 digit numerical problems with borrowing
- Division: 3 digit by 1 digit numerical problems.

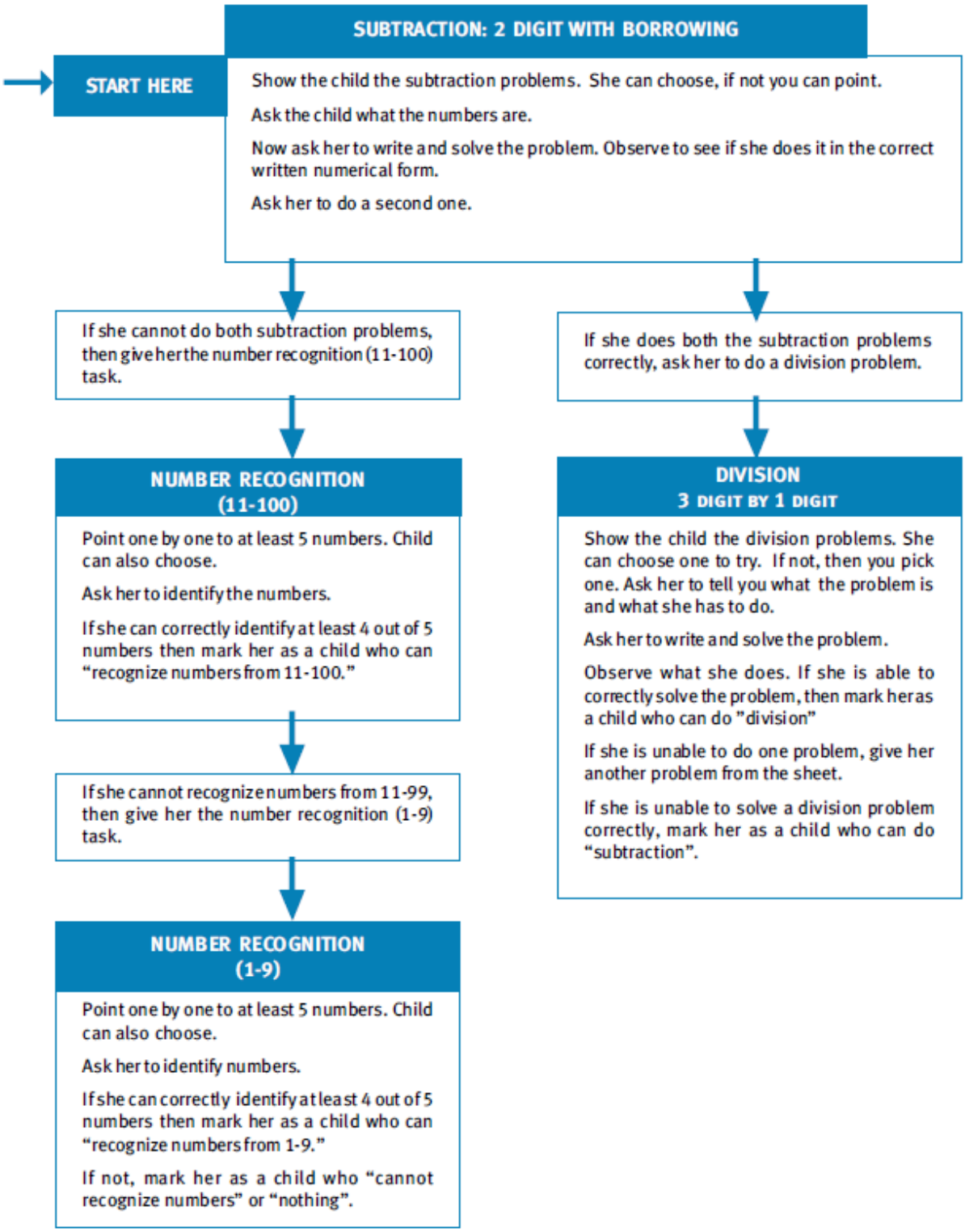
MATH TEST/ गणित SAMPLE(3)

अंक पहचान 1–9	संख्या पहचान 11–99	घटाव	भाग
1 4	52 83	37 − 29 ; 63 − 39	7) 879 (
7 3	37 27	47 − 28 ; 35 − 17	6) 824 (
6 9	55 28	92 − 76 ; 74 − 57	8) 985 (
5 2	91 65	52 − 14 ; 66 − 48	4) 517 (
पाँच पूछें, जिनमें 4 सही होनी चाहिए।	पाँच पूछें, जिनमें 4 सही होनी चाहिए।	दो करो। दोनों ही सही होने चाहिये।	एक करवाओ जो सही होना चाहिए।

Sample: Arithmetic test

Similar tests developed in all languages

How to test arithmetic?



ASER 2010 : ARITHMETIC TASKS

All children were assessed using a simple arithmetic tool. The arithmetic test has 4 categories:

- Number recognition 1 to 9 : randomly chosen numbers between 1 to 9
- Number recognition 11 to 99 : randomly chosen numbers between 11 to 99
- Subtraction: 2 digit numerical problems with borrowing
- Division: 3 digit by 1 digit numerical problems.

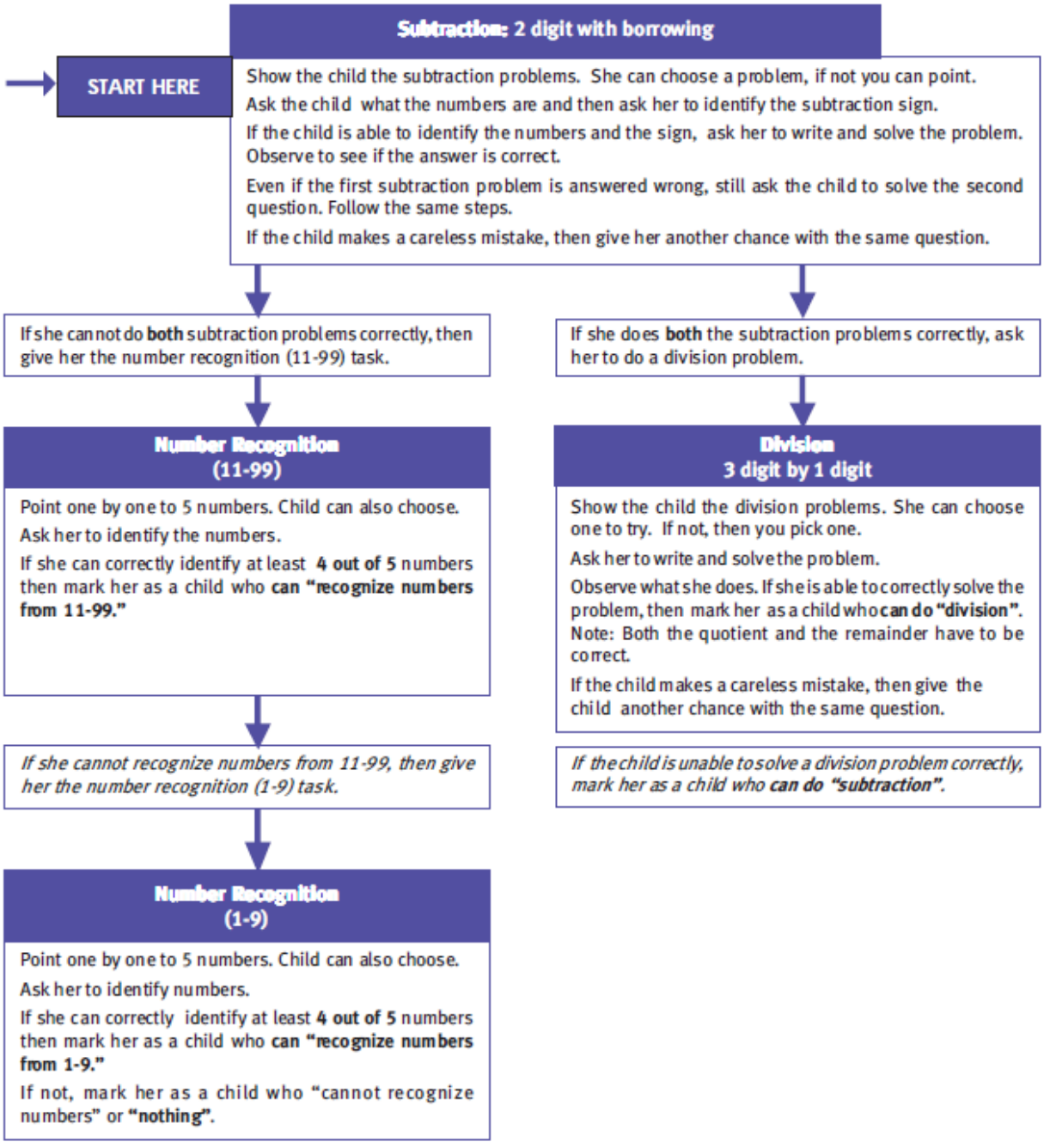
MATH TEST/गणित SAMPLE(1)

अंक पहचान 1–9	संख्या पहचान 11–99	घटाव	भाग
3 7	65 38	52 − 24 = ____ 76 − 47 = ____	6) 919 (
1 4	92 23	48 − 29 = ____ 75 − 37 = ____	7) 869 (
8 9	47 72	46 − 38 = ____ 31 − 15 = ____	5) 583 (
5 2	56 87	65 − 18 = ____ 23 − 14 = ____	3) 512 (
पाँच पूछें, जिनमें 4 सही होनी चाहिए।	पाँच पूछें, जिनमें 4 सही होनी चाहिए।	दो करो। दोनों ही सही होने चाहिये।	एक करवाओ जो सही होना चाहिए।

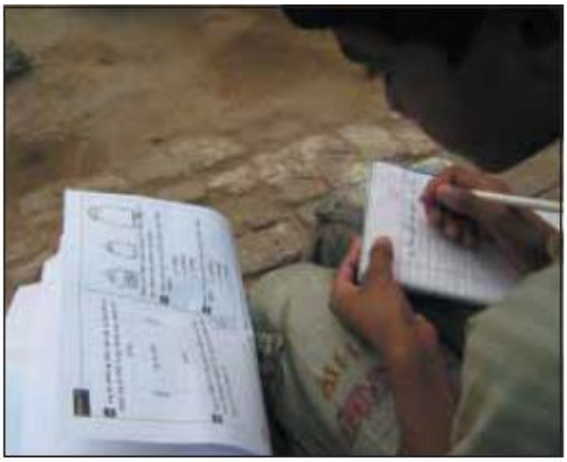
Sample: Arithmetic test

Similar tests developed in all languages

How to test arithmetic?

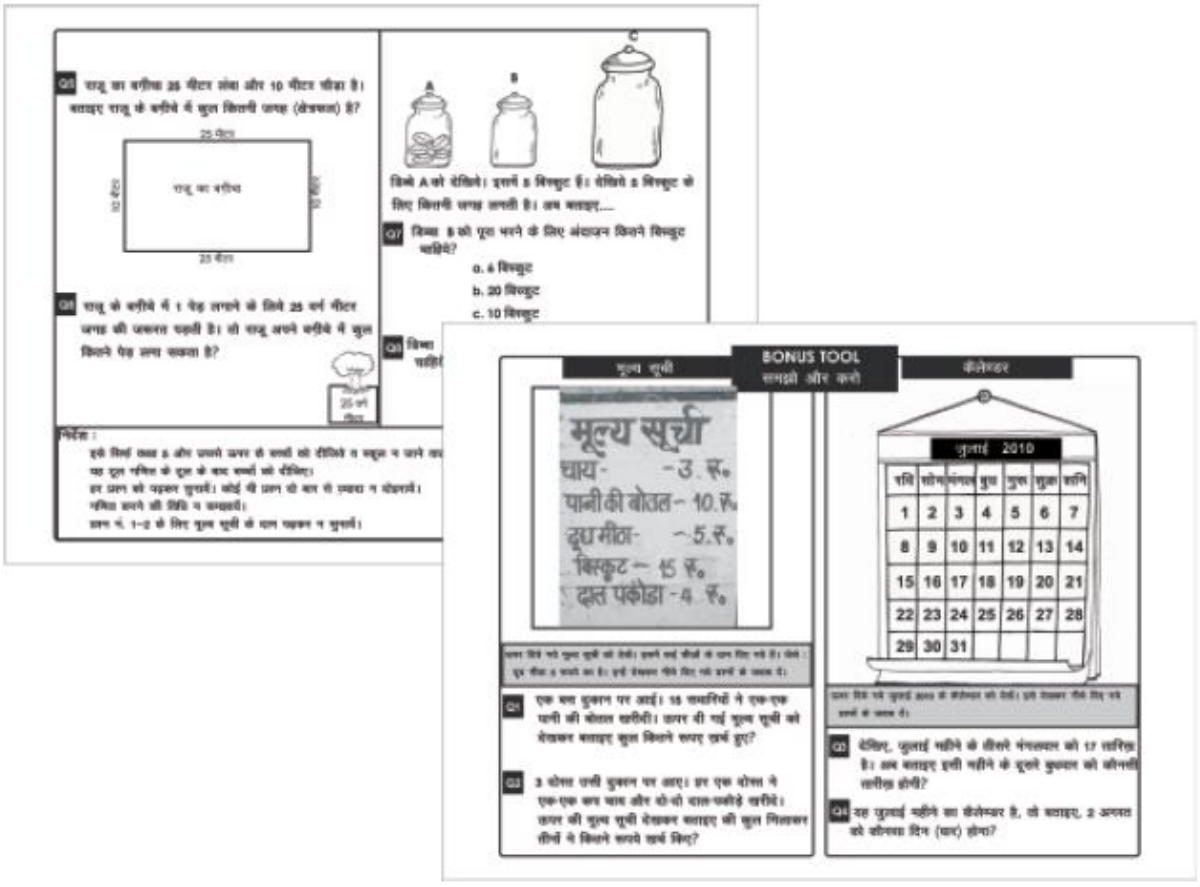


ASER 2010 : Everyday math tasks



All children in Std 5 and above were assessed on simple application based everyday Math problems. The task had 4 categories:

- **Money task:** Solving money related word problems based on prices given on a menu card.
- **Calendar task:** Finding dates and days in a calendar.
- **Area:** Calculating the area of a field.
- **Estimation:** Estimating the volume of a given figure.



How to test everyday math tasks?

Target age group for the Bonus Tool

- If currently enrolled in school- Std 5 and above.
- If currently out of school- 10 to 16 years of age.

Administer the tool to **all** such children even if you think she or he will not be able to solve any of the questions.

Process for Administration of the Tool

1. The bonus tool will be administered after the ASER basic tools. It is administered for each child (one on one testing). The order of testing should ALWAYS be: first Language, then Math and then the bonus tool.
2. Read each question clearly to the child. Do not read the questions more than twice to the child. Repeat the question once if necessary. The child can solve the questions on a separate piece of paper or orally.
3. Be patient and give enough time to solve each question. Administering this tool may take 15-20 minutes or even longer for each child.
4. If you think the child is making a careless mistake then ask her to look carefully and solve the question again.
5. Do not alter/change the question to make it easier for the child. Please stick to the question in the tool.
6. Do not teach the child the mathematical concept of the question. You are there to test the child, not teach her.
7. Q1-Q2: Show the child the picture of the menu card. Tell her that it is a menu card and that you are going to ask questions based on the menu card. **DO NOT READ THE MENU OUT TO THE CHILD.**

   Only give the example that is given in the Menu Card.
8. Q3-Q4: Show the picture of the calendar to the child and tell her that it's a calendar. Also that you are going to ask questions based on this calendar.

   Do not tell the child that August comes after July.
9. Q5-Q6: If the child does not answer Q5 (the area question) correctly, then skip Q6 and go to Q7.

   The child does not need to answer the question with the unit of measurement i.e. if the child says 250 without saying 250 Rs, it should be marked correct.
10. Q7-Q8: Tell the child that these two questions are multiple choice questions, and that she needs to choose the correct answer.

NOTE: All surveyors should solve all the questions of the bonus tool individually during the training.

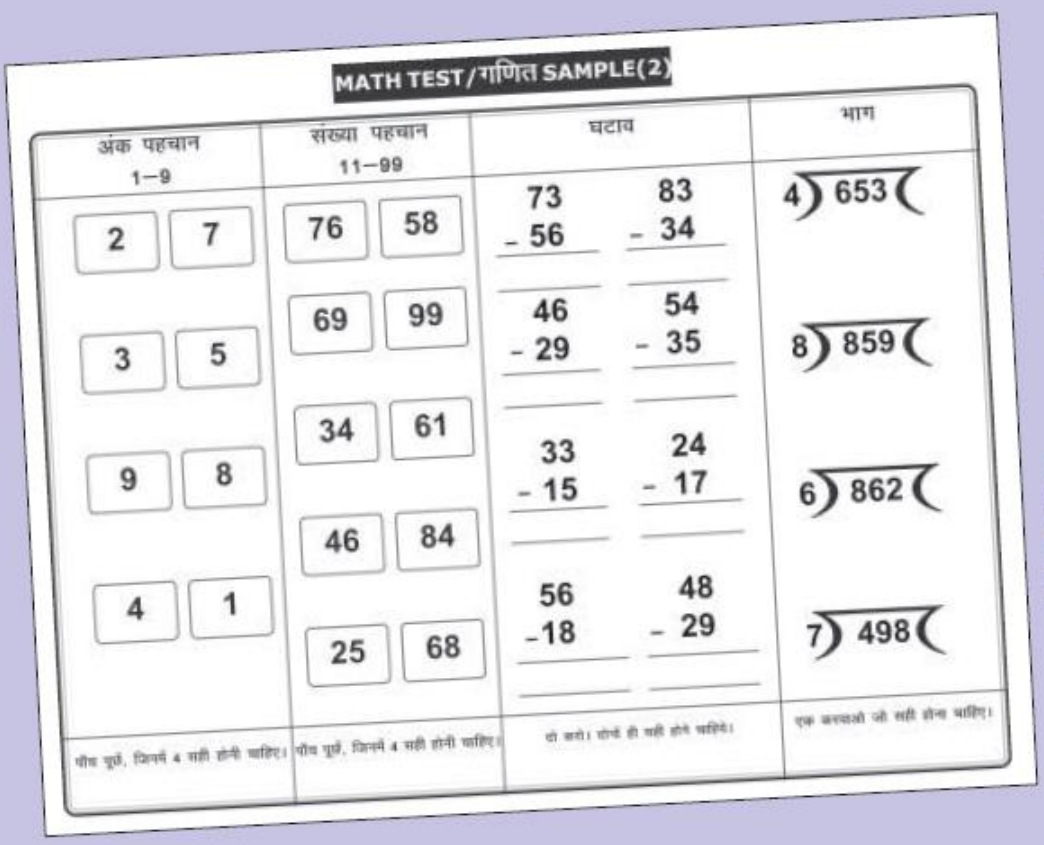
Source: *ASER 2010 – Full Report. Retrieved from* http://www.asercentre.org/

ASER: India 2011

ASER 2011 : Arithmetic tasks

All children were assessed using a simple arithmetic tool. The arithmetic test has 4 categories:

- Number recognition 1 to 9: randomly chosen numbers between 1 to 9
- Number recognition 11 to 99: randomly chosen numbers between 11 to 99
- Subtraction: 2 digit numerical problems with borrowing
- Division: 3 digit by 1 digit numerical problems.

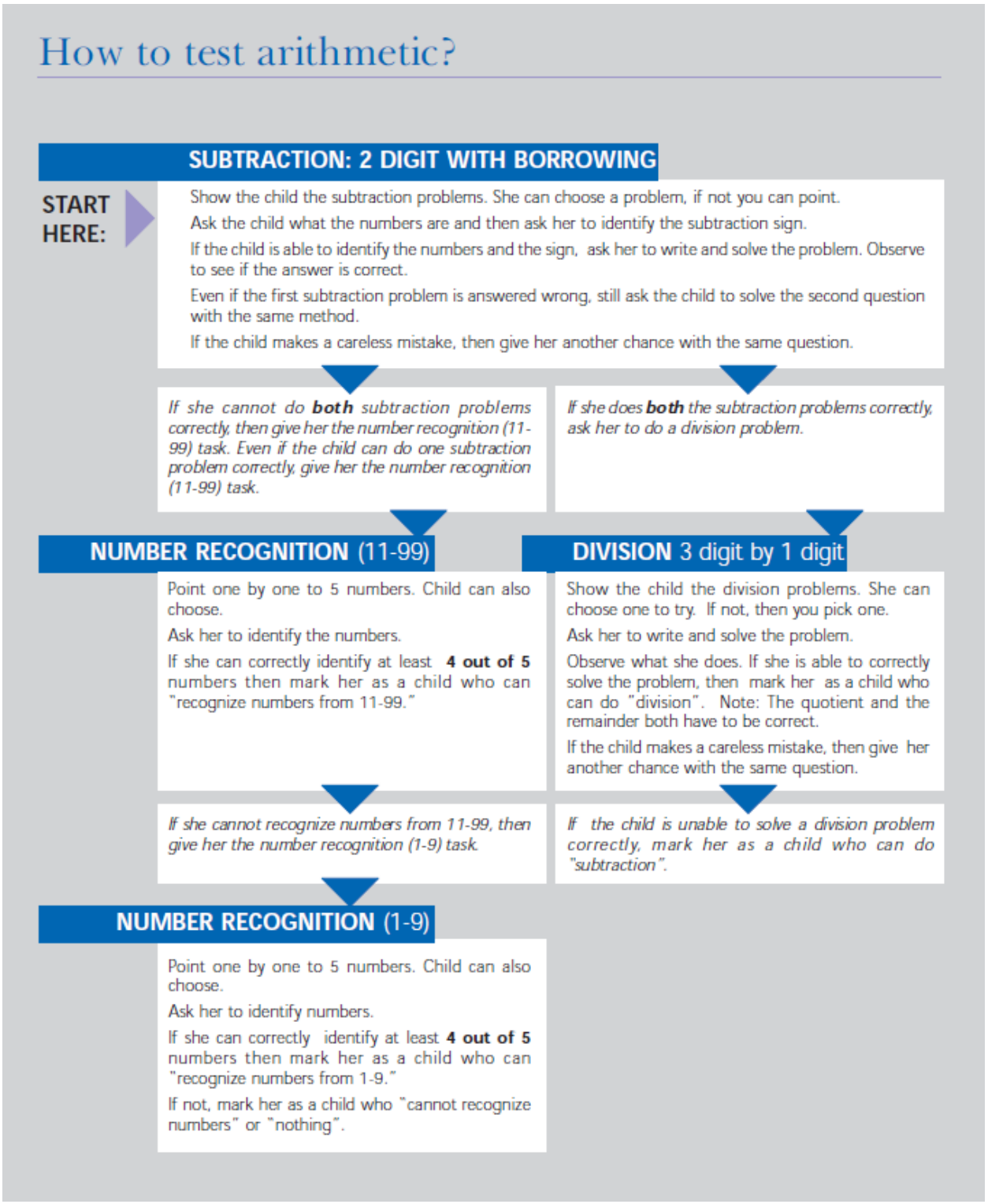


MATH TEST/गणित SAMPLE(2)

अंक पहचान 1–9	संख्या पहचान 11–99	घटाव		भाग
2 7	76 58	73 − 56	83 − 34	4) 653 (
3 5	69 99	46 − 29	54 − 35	8) 859 (
9 8	34 61	33 − 15	24 − 17	6) 862 (
4 1	46 84	56 − 18	48 − 29	7) 498 (
पाँच पूछें, जिनमें 4 सही होनी चाहिए।	पाँच पूछें, जिनमें 4 सही होनी चाहिए।	दो करो। दोनों ही सही होने चाहिये।		एक करवाओ जो सही होना चाहिए।

Sample: Arithmetic test

Similar tests developed in all languages



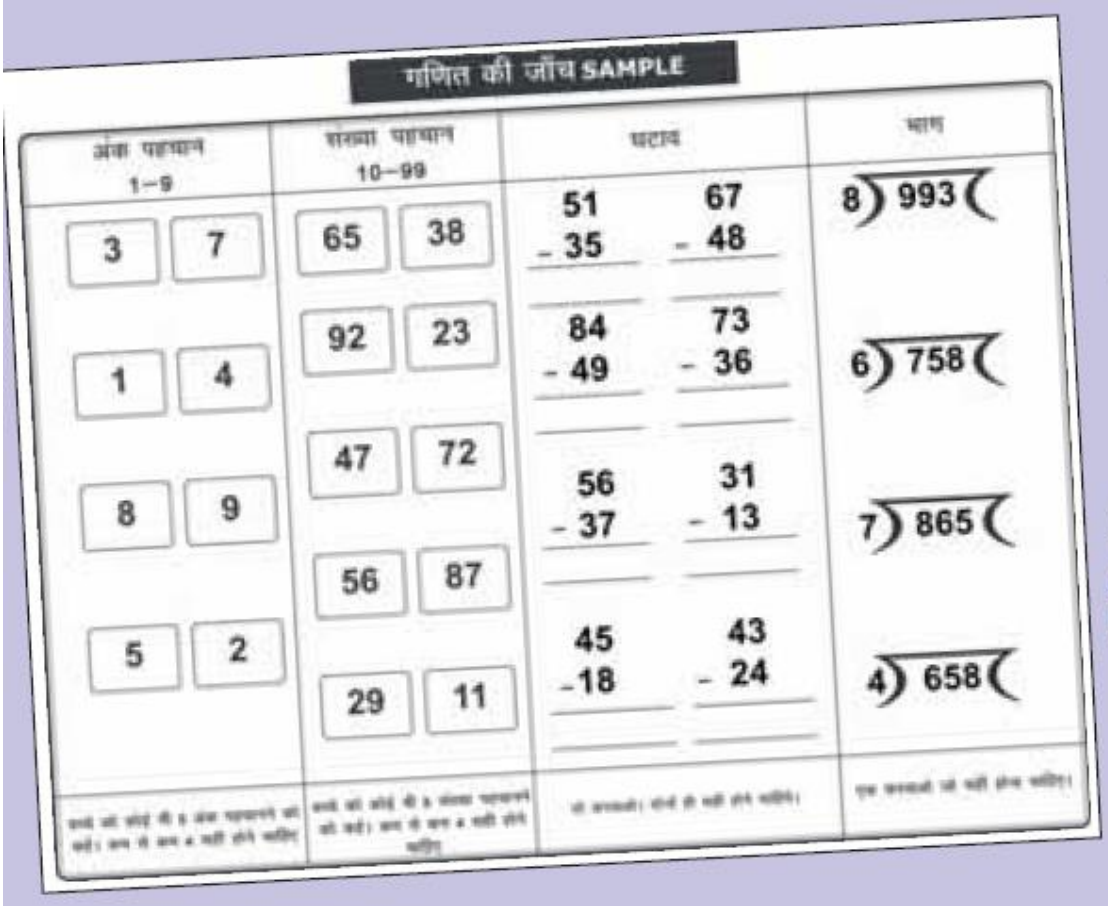
Source: *ASER 2011 – Full Report. Retrieved from* http://www.asercentre.org/

ASER: India 2012

ASER 2012 : Arithmetic tasks

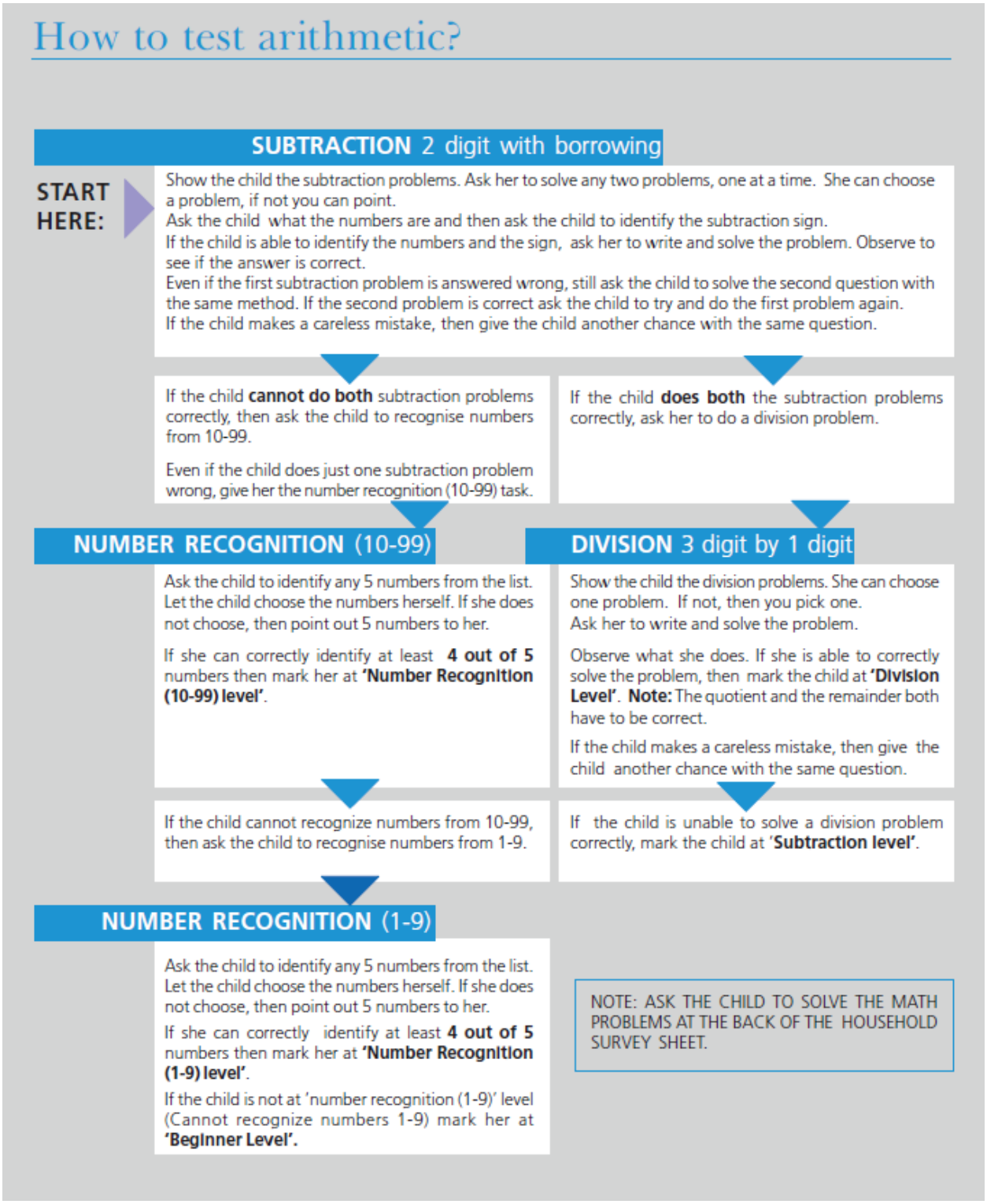
All children were assessed using a simple arithmetic tool. The arithmetic test has 4 categories:

- Number recognition 1 to 9: randomly chosen numbers between 1 to 9.
- Number recognition 11 to 99: randomly chosen numbers between 11 to 99.
- Subtraction: 2 digit numerical problems with borrowing.
- Division: 3 digit by 1 digit numerical problems.



Sample: Arithmetic test

Similar tests developed in all languages



Source: *ASER Pakistan 2012: Annual Status of Education Report. Retrieved from* http://www.aserpakistan.org/

ASER: Pakistan 2008

Arithmetic Tools:

There are four categories used in arithmetic tool as same as in reading tool, for assessing arithmetic skills of children which are as following:

1. **Number recognition 1 to 9**: randomly chosen numbers from 1 to 9.
2. **Number recognition 11 to 99**: randomly chosen numbers from 11 to 99.
3. **Subtraction:**
   - 2 digits subtraction problems which must have borrowing.
   - Not put any number that have zero in the unit place.
4. **Division:**
   - 3 digits by 1 digit division problems
   - Keep the number "divisors"
   - Between 4 and 8 not include digit 5.

STEPS FOR ASSESSING BASIC ARITHMETIC SKILLS

Child's Arithmetic level	• How to test and what criteria to use for categorizing children
Division: 3 digits by 1 digit	• Show the child the division problems. She can choose one to try. If not, then you can pick one. Ask her to tell you what the problem is and what she has to do. • Then write the problem on a piece of paper and ask her to solve it. • Watch what she does. • If she is able to follow the right method and come to the right answer, then mark her as a "division" child. • If she is unable to do one problem, give her another problem from the sheet. • If she is unable to do either, mark her as a "subtraction child".
Subtraction: 2 digits borrowing **Start here**	• Show the child the subtraction problems. She can choose one. If not, then you can pick one. • Show the child the number on the top row of any problem and ask what that is (e.g. 56). If the child says 5 and 6, ask her again to say what the number is when the numbers are together. Probe to see if she can recognize and identify 2 digit numbers. Show her the number on the next line and do the same. Point to the minus sign and ask "what do you have to do". Once you have established that the child knows the numbers and knows what to do, then write down the sum on a piece of paper yourself or ask the child to copy it on a piece of paper and ask her to solve it. Watch while she solves it. See if she correctly moves from the units column to the tens column and solves the problem. • Give her another similar problem from the sums on the page. • If she correctly does both then show her the division problem. • If she does not want to attempt the division problem or is unable to do it, then mark the child as a "subtraction" child. • If she cannot correctly do the subtraction problems then give her the number recognition task described below.
Number recognition: 11-99	• Point one by one to at least 5 numbers. Child can also choose them. • Ask her to identify the numbers. • If she can correctly identify at least 4 out of 5 numbers, then mark her "Number Recognize 11-99" child. If not then give her the number recognition 1 to 9 task.

Number recognition: 1 to 9	• Point one by one to at least 5 numbers. Child can also choose them. • Ask her to identify the numbers. • If she can correctly identify at least 4 out of 5 numbers then mark her "Number Recognize 1- 9" child.
Beginner / Nothing	• Child cannot recognize any numbers.

Source: *ASER Pakistan 2008: Annual Status of Education Report. Retrieved from* http://www.aserpakistan.org/

ASER: Pakistan 2010

Basic Math

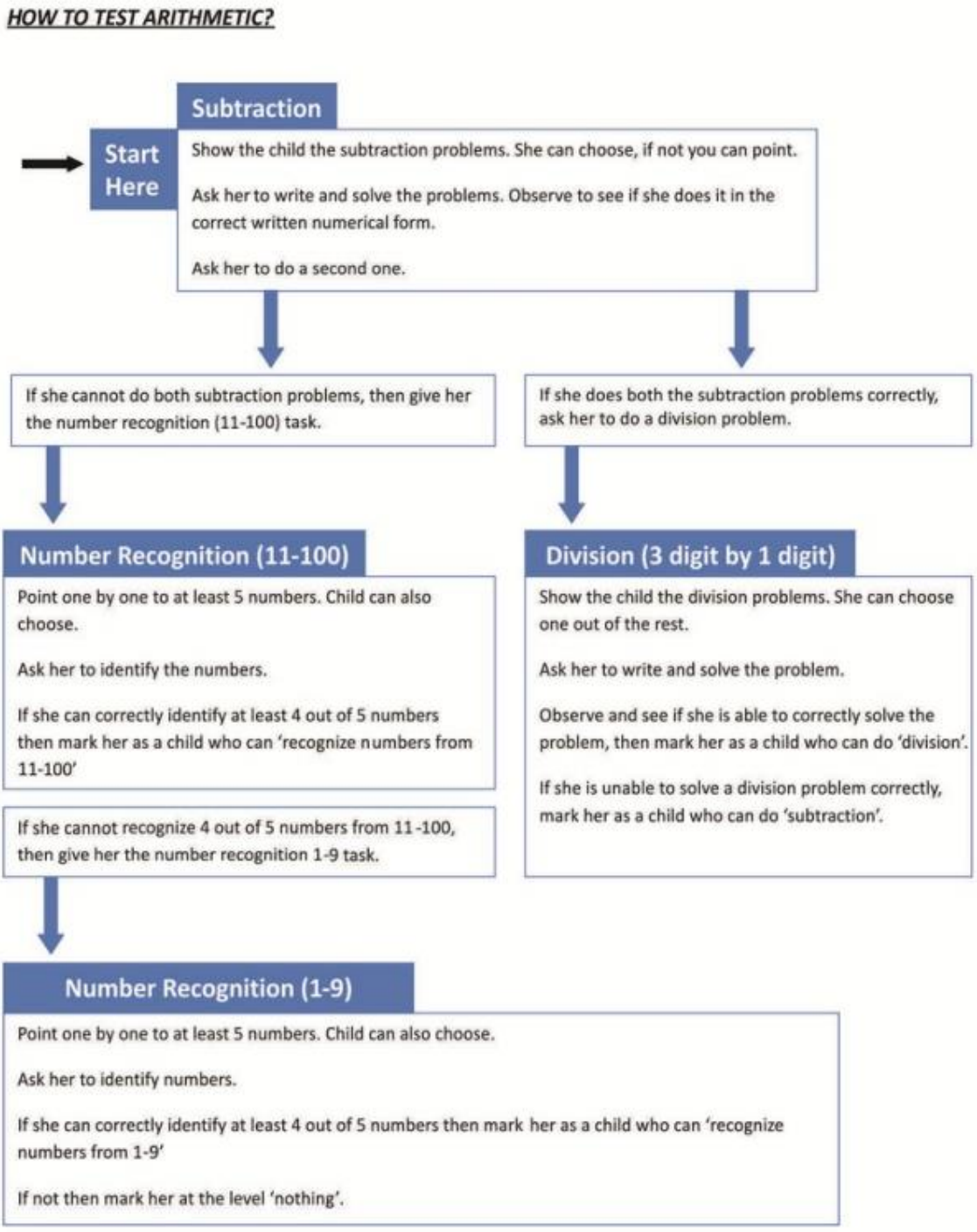
Tick the Relevant Box, the highest level of learning/ numeracy (e.g. Nothing, Number Recognition 1 -9, Number Recognition 11-99, Subtraction, and Division), the child achieves during the arithmetic ability Test. REMEMBER TO USE BOTH SAMPLES OF TOOLS GIVEN to you. For Arithmetic Test Process see following Table

STEPS FOR ASSESSING BASIC MATHS

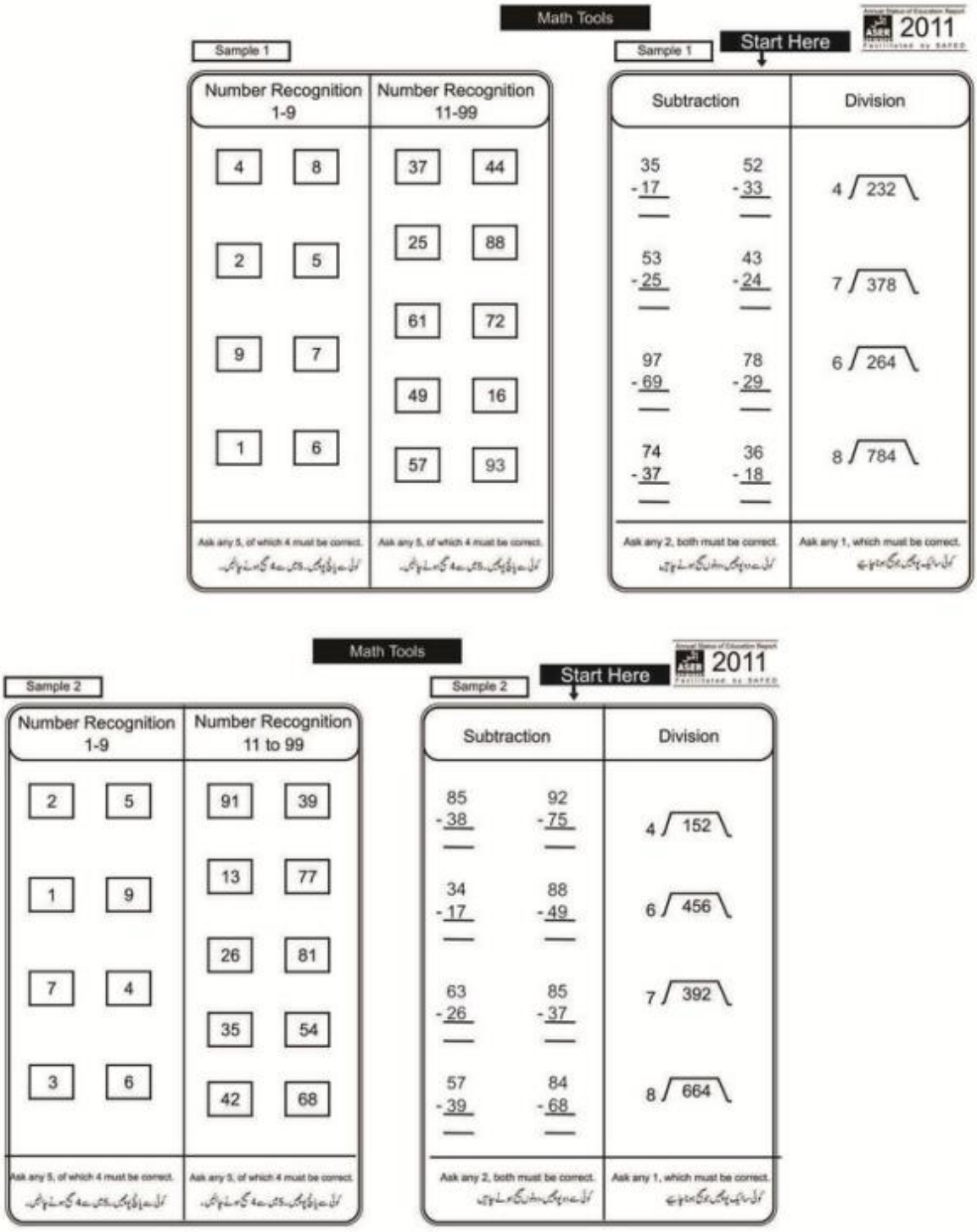
Child's math level	How to test and what criteria to use for categorizing children
Division: 3 digit by 1 digit	▪ Show the child the division problems. She can choose one to try. If not, then you can pick one. Ask her to tell you what the problem is and what she has to do. ▪ Then write the problem on a piece of paper and ask her to solve it. ▪ Watch what she does ▪ If she is able to follow the right method and come to the right answer, then mark her as a "division child. ▪ If she is unable to do one problem, give her another problem from the sheet. ▪ If she is unable to do either, mark her as a "subtraction child"
Subtraction: 2 digit borrowing **Start Here** →	▪ Show the child the subtraction problems. She can choose one. If not, then you can pick one. ▪ Show the child the number on the top row of any problem and ask what that is (e.g. 56). If the child says 5 and 6, ask h er again to say what the number is when the numbers are together. Probe to see if she can recognize and identify 2 digit numbers. Show h er the number on the next line and do the sam e. Point to the minus sign and ask "what do you have to do". It is not necessary that s/he should use the term MINUS or SUBSTRACT, consider it correct if she conveys the meaning in her local language (e.g. nikalna hai is used for minus in Urdu) ▪ Once you have established that the child knows the number s and knows what to do, then write down the sum on a piece of paper yourself or ask the child to copy it on a piece of paper and ask h er to solve it. Watch while she solves it. See if she correctly moves from the units column to the tens column and solves the problem. ▪ Give her another similar problem from the sums on the page. ▪ If she correctly does both then show h er the division problem. ▪ If she does not want to attempt the division problem or is unable to d o it, then mark the child as a "subtraction" child. ▪ If she cannot correctly do the subtraction problems then give h er the number recognition task described below.
Number recognition: 11-99	▪ Point one by one to at least 5 numbers. Child can also choose them. ▪ Ask her to identify the numbers. ▪ If she can correctly identify at least 4 out of 5 numbers , then mark h er "Number Recog. 11 - 99" child. If not then give h er the number recognition 1 to 9 task.
Number recognition: 1 to 9	▪ Point one by one to at least 5 numbers. Child can also choose them. ▪ Ask her to identify the numbers. ▪ If she can correctly identify at least 4 out of 5 numbers then mark h er "Number Recog. 1 - 9" child.
Beginner	▪ Child cannot even recognize 4 out of 5 numbers from the 1 to 9 num ber recognition list.

Source: *ASER Pakistan 2010: Annual Status of Education Report. Retrieved from* http://www.aserpakistan.org/

ASER: Pakistan 2011



Math Tools



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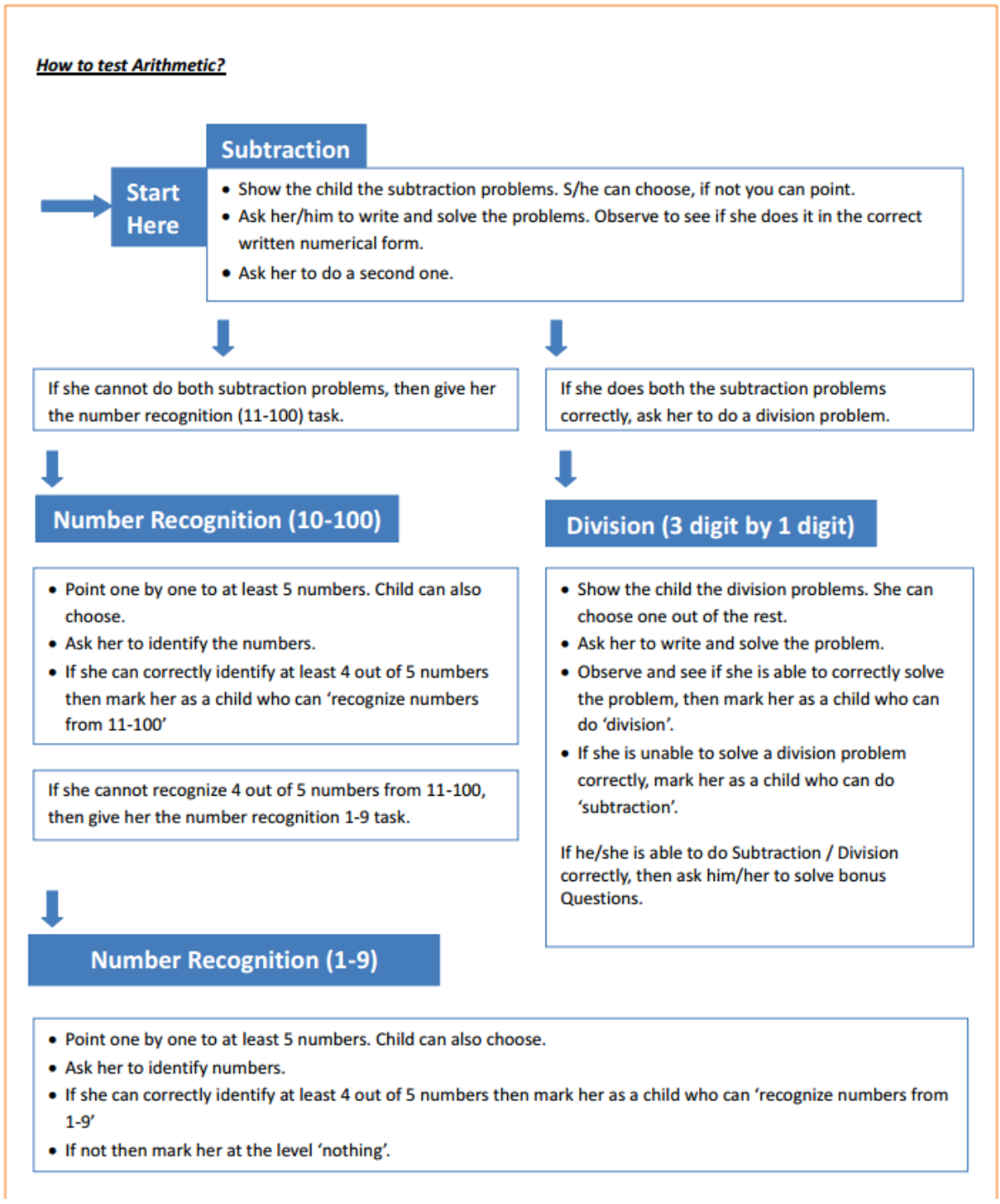
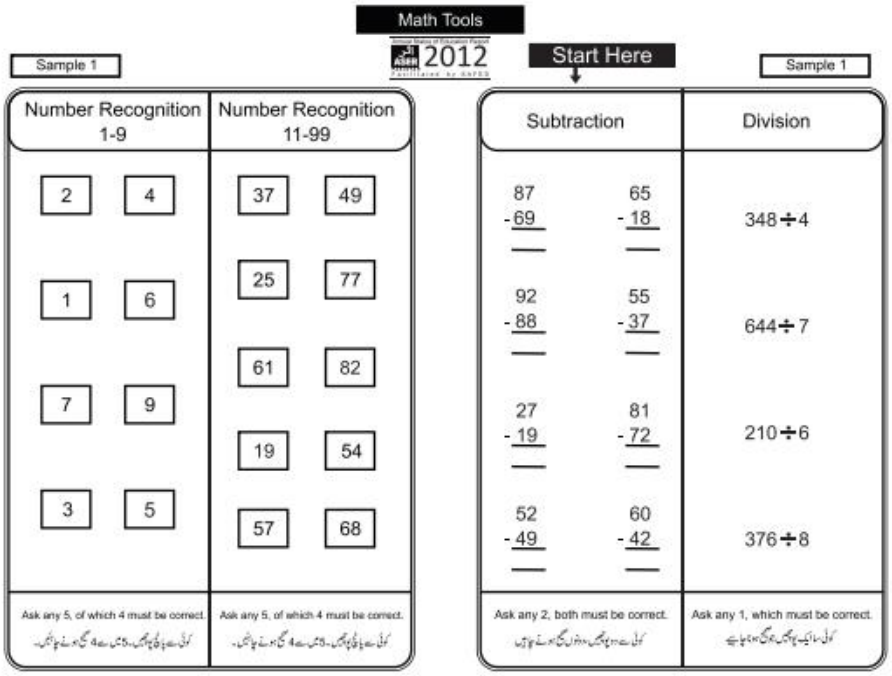
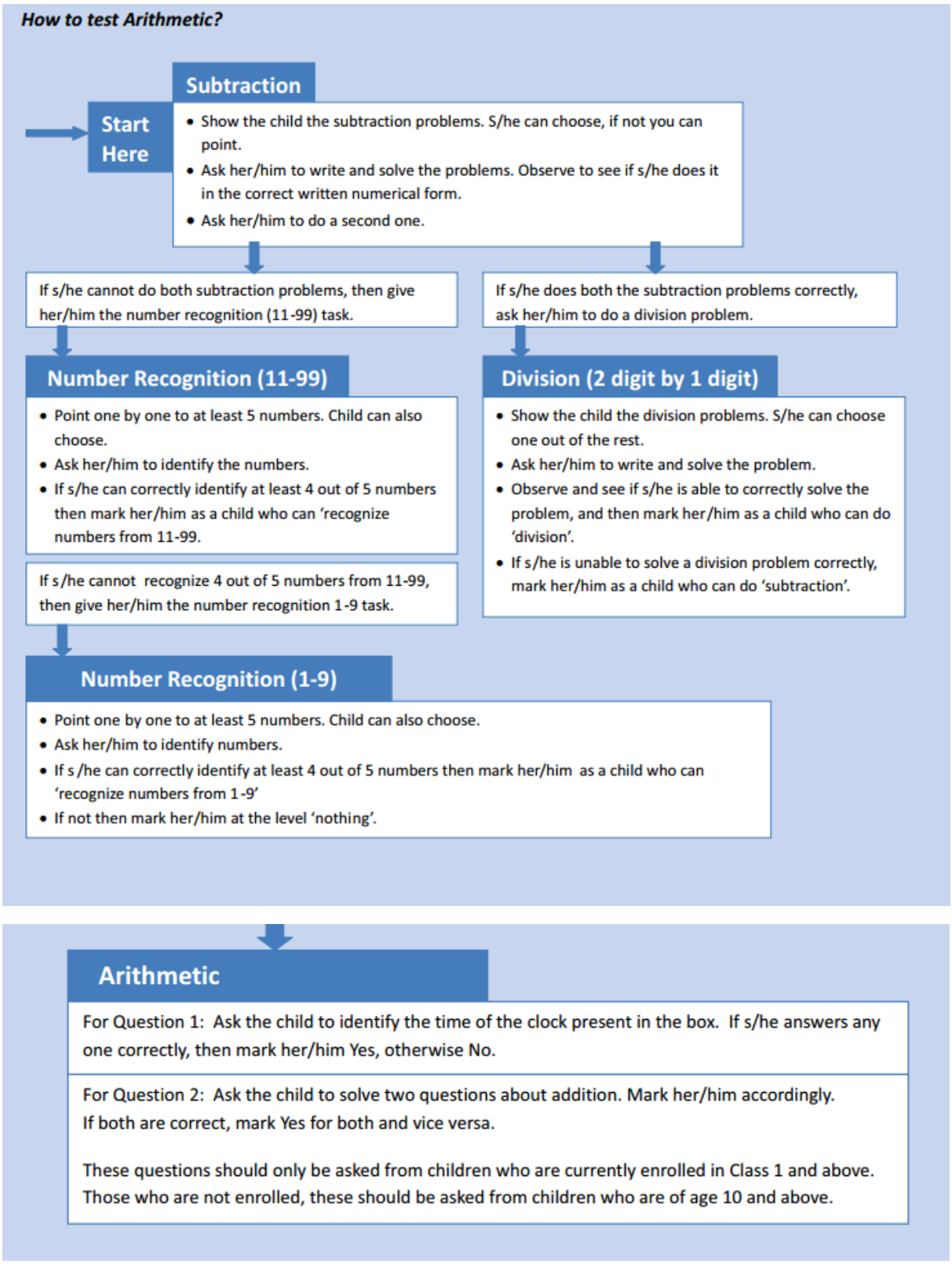

How to test Arithmetic?
Subtraction
Start Here
• Show the child the subtraction problems. S/he can choose, if not you can point.
• Ask her/him to write and solve the problems. Observe to see if she does it in the correct written numerical form.
• Ask her to do a second one.
If she cannot do both subtraction problems, then give her the number recognition (11-100) task.
If she does both the subtraction problems correctly, ask her to do a division problem.
Number Recognition (10-100)
• Point one by one to at least 5 numbers. Child can also choose.
• Ask her to identify the numbers.
• If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can 'recognize numbers from 11-100'
If she cannot recognize 4 out of 5 numbers from 11-100, then give her the number recognition 1-9 task.
Division (3 digit by 1 digit)
• Show the child the division problems. She can choose one out of the rest.
• Ask her to write and solve the problem.
• Observe and see if she is able to correctly solve the problem, then mark her as a child who can do 'division'.
• If she is unable to solve a division problem correctly, mark her as a child who can do 'subtraction'.
If he/she is able to do Subtraction / Division correctly, then ask him/her to solve bonus Questions.
Number Recognition (1-9)
• Point one by one to at least 5 numbers. Child can also choose.
• Ask her to identify numbers.
• If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can 'recognize numbers from 1-9'
• If not then mark her at the level 'nothing'.

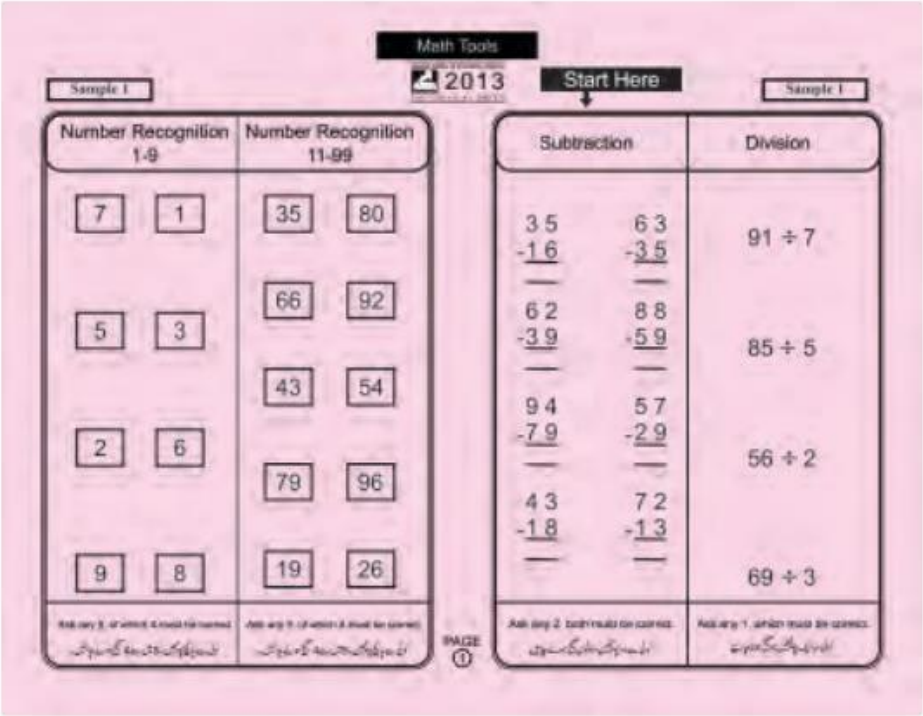
Math Tools



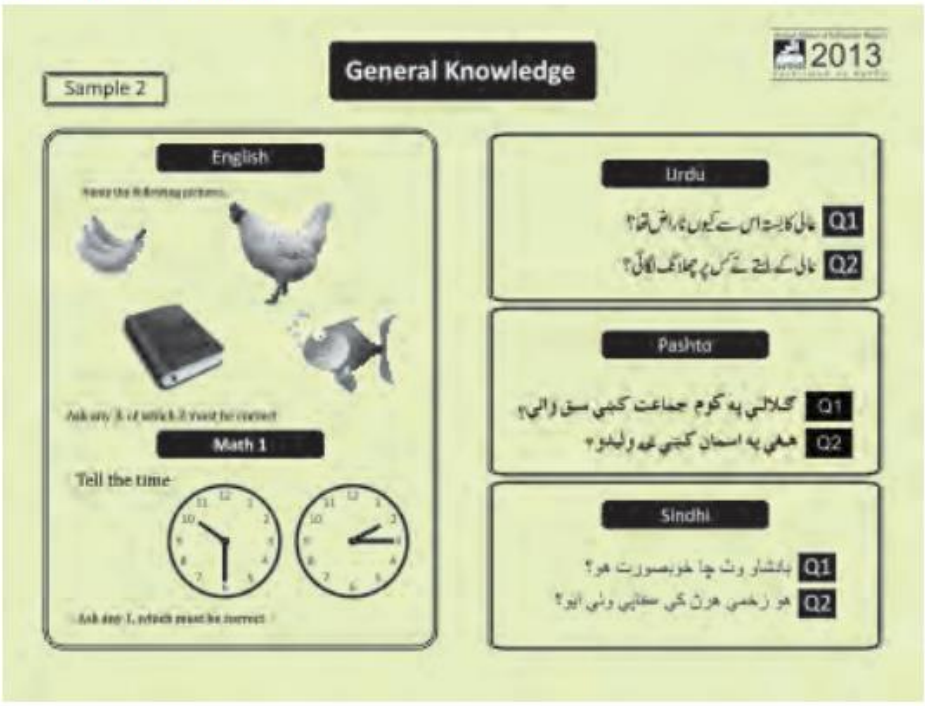
Source: *ASER Pakistan 2012: Annual Status of Education Report. Retrieved from* http://www.aserpakistan.org/


How to test Arithmetic?
Start Here
Subtraction
• Show the child the subtraction problems. S/he can choose, if not you can point.
• Ask her/him to write and solve the problems. Observe to see if s/he does it in the correct written numerical form.
• Ask her/him to do a second one.
If s/he cannot do both subtraction problems, then give her/him the number recognition (11-99) task.
If s/he does both the subtraction problems correctly, ask her/him to do a division problem.
Number Recognition (11-99)
• Point one by one to at least 5 numbers. Child can also choose.
• Ask her/him to identify the numbers.
• If s/he can correctly identify at least 4 out of 5 numbers then mark her/him as a child who can 'recognize numbers from 11-99.
Division (2 digit by 1 digit)
• Show the child the division problems. S/he can choose one out of the rest.
• Ask her/him to write and solve the problem.
• Observe and see if s/he is able to correctly solve the problem, and then mark her/him as a child who can do 'division'.
• If s/he is unable to solve a division problem correctly, mark her/him as a child who can do 'subtraction'.
If s/he cannot recognize 4 out of 5 numbers from 11-99, then give her/him the number recognition 1-9 task.
Number Recognition (1-9)
• Point one by one to at least 5 numbers. Child can also choose.
• Ask her/him to identify numbers.
• If s/he can correctly identify at least 4 out of 5 numbers then mark her/him as a child who can 'recognize numbers from 1-9'
• If not then mark her/him at the level 'nothing'.
Arithmetic
For Question 1: Ask the child to identify the time of the clock present in the box. If s/he answers any one correctly, then mark her/him Yes, otherwise No.
For Question 2: Ask the child to solve two questions about addition. Mark her/him accordingly. If both are correct, mark Yes for both and vice versa.
These questions should only be asked from children who are currently enrolled in Class 1 and above. Those who are not enrolled, these should be asked from children who are of age 10 and above.

Math Tool



General Knowledge Tool



Source: *ASER-Pakistan 2013: National Report. Retrieved from* http://www.aserpakistan.org/

Beekungo: Mali 2013

- **Evaluation en Calcul:** le niveau de l'enfant est évalué selon la démarche qui suit :

Etape 1 : Item « Rangement des chiffres de 0 à 9»

8	4	2	5	1
3	6	9	7	0

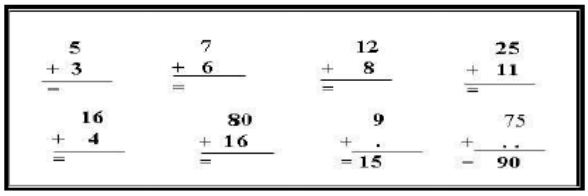
L'enfant choisit librement cinq (05) chiffres parmi les dix (10) de l'Item. Il les range dans l'ordre croissant et dans l'ordre décroissant. S'il les range correctement dans les deux sens, il est performant et il passe à l'Item **«Rangement des nombres de 10 à 99»**. Sinon, son niveau correspondant est **«RIEN»** et le relais marque 0 dans la colonne Mathématiques.

Etape 2 : Item « Rangement des nombres de 10 à 99»

18	11	20	34	47
56	13	99	75	16

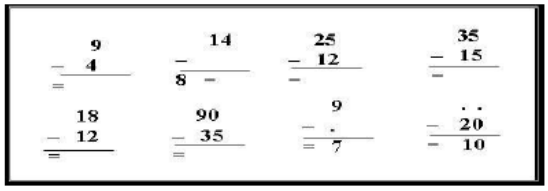
L'enfant choisit librement cinq (05) nombres parmi les dix (10) de l'Item. Il les range dans l'ordre croissant et dans l'ordre décroissant. S'il les range correctement dans les deux sens, il est performant et il passe à l'Item « Addition». Sinon, son niveau est **«Rangement des chiffres de 0 à 9»,** le relais marque 1 dans la colonne Mathématiques et l'évaluation en calcul s'arrête à ce niveau.

Etape 3 : Item « Addition »



L'enfant choisit librement et effectue, quatre (04) opérations parmi les huit (08) de l'Item. Il est performant s'il réussi trois (03) opérations sur les quatre (04) choisies. Il passe à l'Item « Soustraction ». Sinon, son niveau correspondant est **« Rangement des nombres de 10 à 99»**, le relais marque 2 dans la colonne Mathématiques et l'évaluation en calcul s'arrête à ce niveau.

Etape 4 : Item « Soustraction»



L'enfant choisit librement et effectue, quatre (04) opérations parmi les huit (08) de l'item. S'il en réussi trois (03) il passe à l'Item «résolution de problème». Sinon, son niveau correspondant est **«Addition»,** le relais marque 3 dans la colonne Mathématiques et l'évaluation en calcul s'arrête à ce niveau.

Etape 5 : Item « résolution de problème»

Problème 1 : Moussa a 8 mangues. Son père lui donne 7 mangues. Moussa a combien de mangues en tout ?

Problème 2 : Ali a 15 francs. Il achète une orange à 5 francs. Ali a combien maintenant ?

L'enfant doit résoudre les deux problèmes posés. S'il les réussit, son niveau est résolution de problème et il est performant pour l'ensemble du test. Sinon il est au niveau **«Soustraction »**, le relais marque 4 dans la colonne Mathématiques et l'évaluation en calcul s'arrête à ce niveau.

Source: *Rapport Annuel d'Evaluation des Apprentissages Scholares au Mali (Version Provisoire). Retrieved from* http://www.omaes.net/

UWEZO: Kenya 2009

II. Numeracy

A. Numeracy tests

The numeracy test had six incremental levels: number recognition 1-9, number recognition 10-99, addition, subtraction, multiplication and division.

B. The Bonus Test (The Ethno Mathematics)

Each child was given a bonus test, based on day to day and functional tasks using the language the child preferred.

Sample numeracy and ethno mathematics tests

ADDITION

42	68	32	76	14
+23	+11	+27	+27	+35
___	___	___	___	___

SUBTRACTION

87	39	75	43	69
- 41	- 24	- 50	- 13	- 34
___	___	___	___	___

ETHNO MATHEMATICS

Price List

Sugar sh 50 Milk sh 20 Rice sh 40

Q1. What will you pay if you buy:
(i) Sugar and milk?
(ii) Rice and sugar?

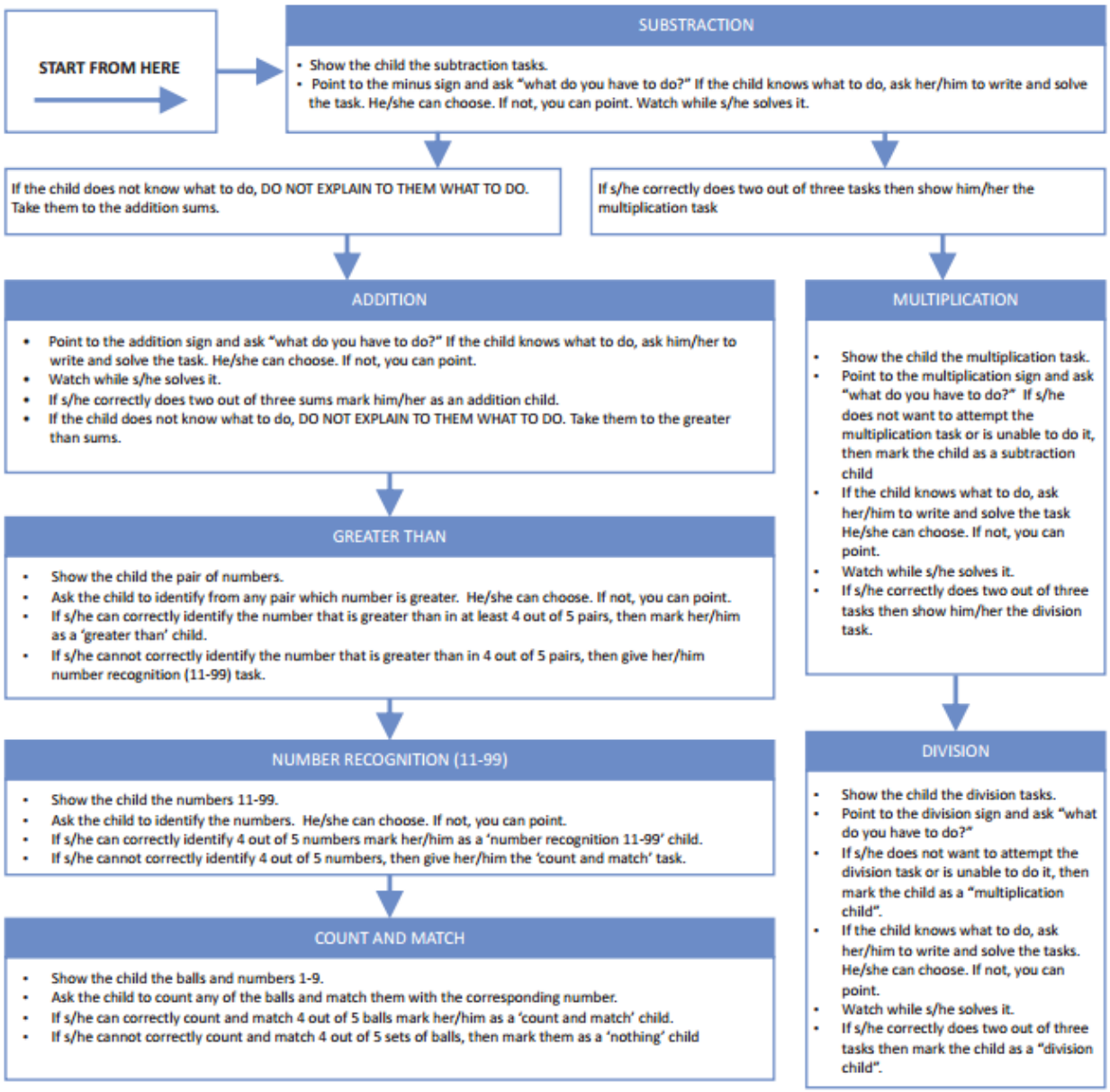
Q2. You have sh 90. How much will you be left with after buying:
(i) Sugar?
(ii) Rice?

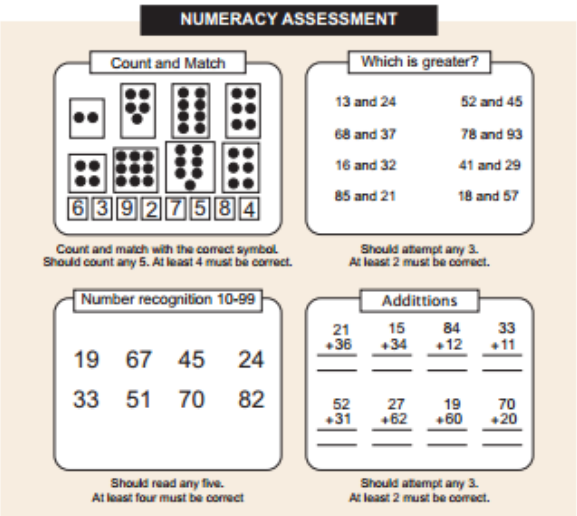
For the next four years, Uwezo's sampling and testing frameworks will remain constant to allow for valid comparisons across the years.

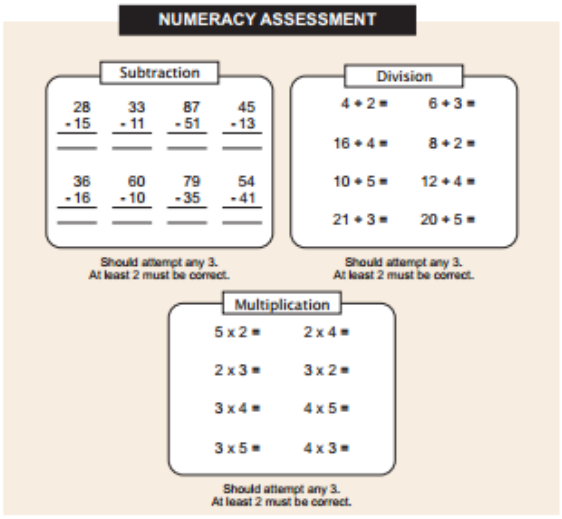
Source: *UWEZO Kenya 2009: Are Our Children Learning? Retrieved from* www.uwezo.net

Testing numeracy

The Numeracy test has 7 distinct levels of difficulty which are: count and match, Greater than, recognition of numbers 10-99, addition, subtraction, multiplication and division. Testing starts at the subtraction level, and moves downwards to addition (for children who cannot subtract), or upwards to multiplication and division (for children who can subtract).

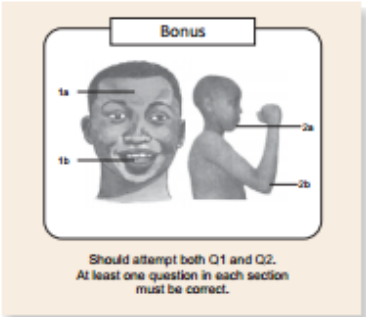






The Bonus Test

After testing numeracy, each child was given a bonus test. In 2011, knowledge on the parts of the body was tested. The child was expected to look, identify and name two body parts in a language of their choice. It is important to note that volunteers were expected to adhere to the ethical standards by not touching or pointing to any part of the body as required by the legal provisions. One key feature of the bonus test is that it was given to all the children; whether in school or out of school.



Source: *UWEZO Kenya 2011: Are Our Children Learning? Retrieved from* www.uwezo.net

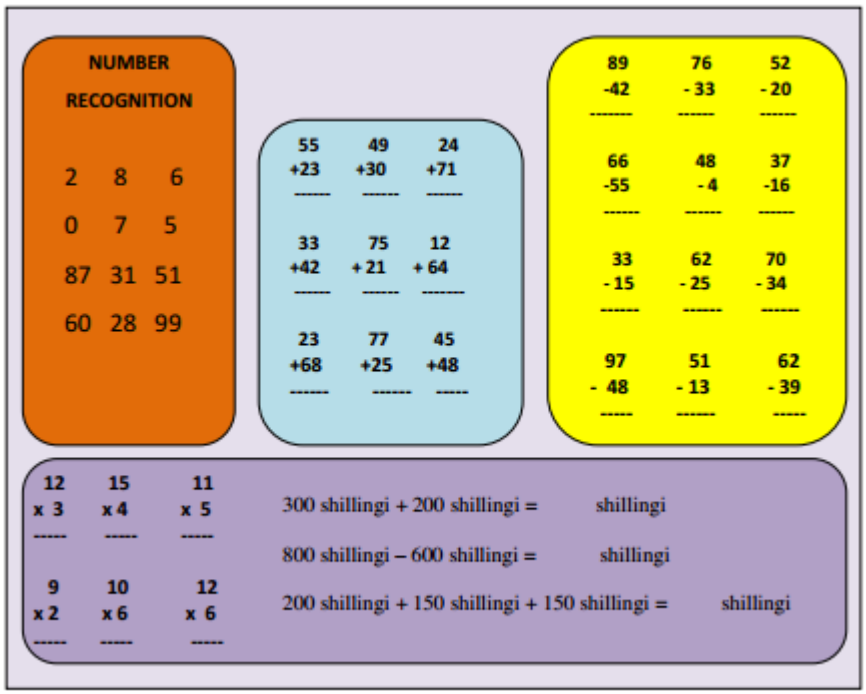
UWEZO: Tanzania 2010

Assessing numeracy levels

Children were provided with note books and pencils to do the sums. The maths test had five sections – number recognition, addition, subtraction, multiplication, and adding money.

- **Number recognition**: Volunteers were to point to any number and ask the child what number that was. If a child knew three or four numbers and was recognising them with certainty, then the child moved to the next stage.
- **Addition:** The child was shown an addition sum and asked to do that in the exercise book. If the child was able to do five sums correctly then he/she moved to the next stage.
- **Subtraction**: Children were given two types of subtraction questions, where they did not have to borrow and where they had to borrow.
- **Multiplication:** Children were asked to multiply 2 digit numbers by a number not greater than 6.
- **Adding money**: Children in Tanzania do not do problem solving at Standard 2 level. To test their knowledge of ethno maths, children were given simple questions that required adding money.

Mathematics Test



Source: *UWEZO Tanzania 2010: Are Our Children Learning? Retrieved from* www.uwezo.net

Numeracy - Set 1 of 4

COUNTING	
	●●●●
	●●●●●
	●
	●●●●●●●●●
	●●●●●●●●
	●●●●●●
	●●
	●●●

The child should choose (6) and answer at least four (4) correctly.

NUMBER RECOGNITION			
19	75	69	56
35	87	23	40

The child should choose (6) and answer at least four (4) correctly.

WHICH NUMBER IS BIGGER	
19 or 29	71 or 99
10 or 13	62 or 28
82 or 42	80 or 39
23 or 11	22 or 50

The child should choose (6) and answer at least four (4) correctly.

ADDITION			
26 +54	39 +29	14 +17	56 +25
38 +25	22 +79	54 +28	67 +34

The child should choose (6) and answer at least four (4) correctly.

MULTIPLICATION	
5 X 6 =	4 X 4 =
3 X 2 =	6 X 8 =
9 X 6 =	11 X 4 =
7 X 5 =	2 X 6 =

The child should choose (6) and answer at least four (4) correctly.

SUBTRACTION			
67 - 38	92 - 74	34 - 17	53 - 24
80 - 68	20 - 19	48 - 29	62 - 49

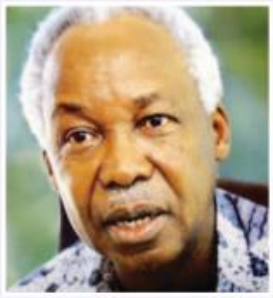
The child should choose (6) and answer at least four (4) correctly.

EVERYDAY MATHEMATICS	
300 Shillings + 50 Shillings	250 Shillings + 100 Shillings
350 Shillings - 150 Shillings	

The child should answer three (3)

Bonus Test

Can you identify these people?



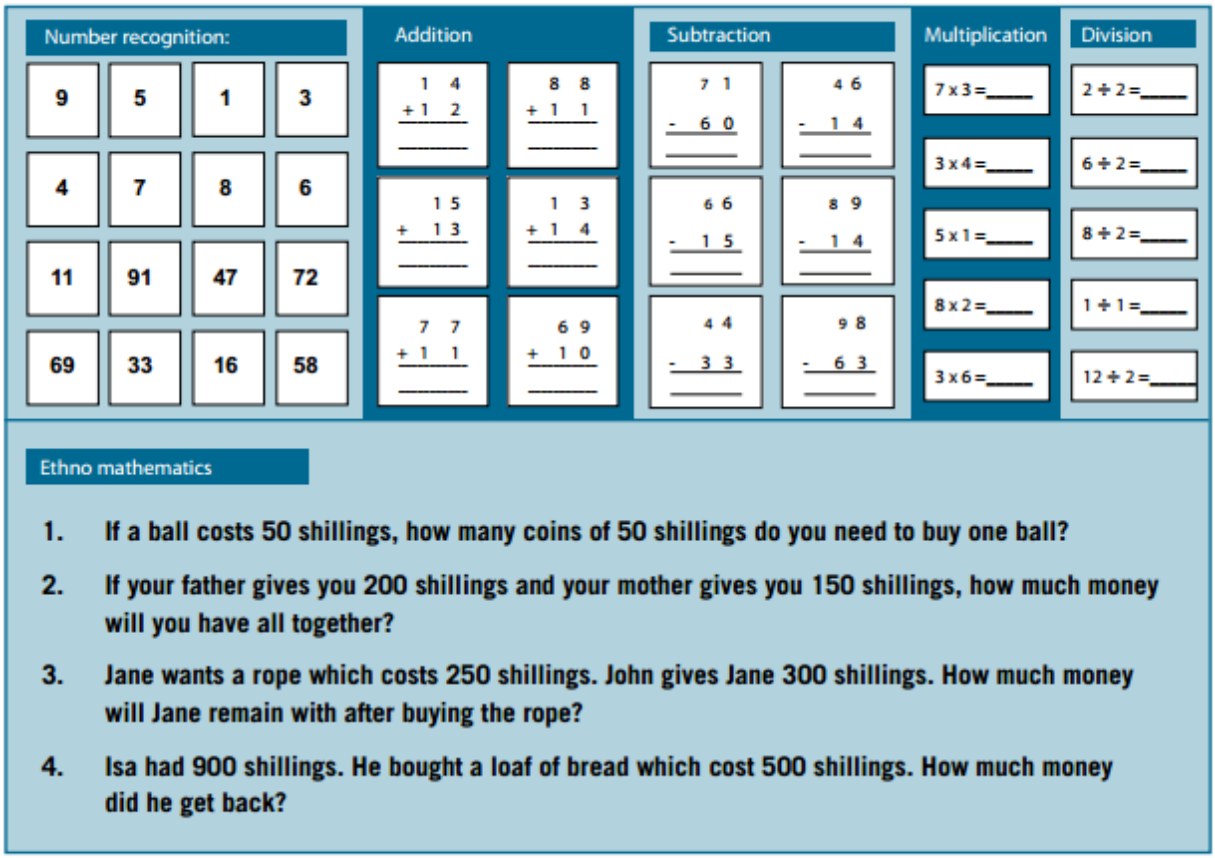
The Uwezo bonus test aimed at something beyond literacy and numeracy: recognition of Tanzania's leaders. Overall, President Jakaya Kikwete was the most well-known of the three pictures above; Prime Minister Mizenge Pinda was the least known. One in four children was able to identify all three; of children whose family owns a TV, the number rises to over half.

Source: *UWEZO Tanzania 2011: Are Our Children Learning? Retrieved from* www.uwezo.net

UWEZO: Uganda 2010

The numeracy tests were developed with six levels; recognition of numbers 1-9, recognition of numbers 11-99, addition, subtraction, multiplication and lastly division. Similarly in administration of the numeracy tests children were first made to attempt the subtraction level and were then taken a level lower or higher depending on their ability in order to determine their numeracy skills. This greatly helped in saving time. Determining the child's ability to recognize numbers 1-9 and 11-99 was based on ability to recognize four out of five numbers in these levels and were one could not recognize the lowest level they were assessed at nothing level. Determining levels of the children in the levels of addition, subtraction, multiplication and division depended on the ability to accurately solve two out of three problems at that particular level.

Sample of Mathematics test



Number recognition:

9	5	1	3
4	7	8	6
11	91	47	72
69	33	16	58

Addition

14 + 12 = ____	88 + 11 = ____
15 + 13 = ____	13 + 14 = ____
77 + 11 = ____	69 + 10 = ____

Subtraction

71 - 60 = ____	46 - 14 = ____
66 - 15 = ____	89 - 14 = ____
44 - 33 = ____	98 - 63 = ____

Multiplication

- 7 x 3 = ____
- 3 x 4 = ____
- 5 x 1 = ____
- 8 x 2 = ____
- 3 x 6 = ____

Division

- 2 ÷ 2 = ____
- 6 ÷ 2 = ____
- 8 ÷ 2 = ____
- 1 ÷ 1 = ____
- 12 ÷ 2 = ____

Ethno mathematics

1. **If a ball costs 50 shillings, how many coins of 50 shillings do you need to buy one ball?**
2. **If your father gives you 200 shillings and your mother gives you 150 shillings, how much money will you have all together?**
3. **Jane wants a rope which costs 250 shillings. John gives Jane 300 shillings. How much money will Jane remain with after buying the rope?**
4. **Isa had 900 shillings. He bought a loaf of bread which cost 500 shillings. How much money did he get back?**

A bonus test (ethno mathematics was also given to all categories of children within the age group regardless of having attended school or not in order to gauge their cognitive ability. Volunteers were tasked to test whether the children had any skills of addition and subtraction with money. In administration of this test volunteers were allowed to translate in local languages for easier understanding.

Source: *UWEZO Uganda 2010: Are Our Children Learning? Retrieved from* www.uwezo.net

UWEZO: Uganda 2011

Numeracy test

The numeracy tests were developed with eight levels and with a bonus test; counting of numbers 1-9, recognition of numbers 10-99, recognition of numbers 100-999, recognition of place values, and operation of whole numbers. Similarly in administration of the numeracy tests children were first made to attempt the counting level and were then taken higher depending on their ability in order to determine their numeracy skills.

Sample of Mathematics test

Counting:
How many members are there in each set?
(Should attempt any 5, atleast 4 must be correct)

Number Recognition 10 – 99 :(Should attempt any 5, atleast 4 must be correct)

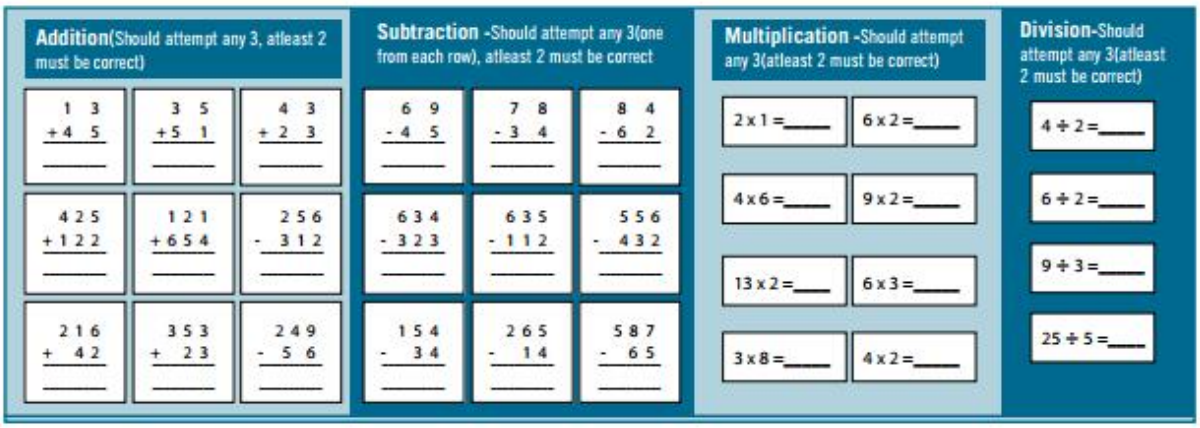
15	47	25	23
30	94	36	51

Number Recognition 100 – 999: (Should attempt any 5, atleast 4 must be correct)

104	129	200	476
374	234	581	943

Place value: (The child to place the lined number in its right place value)

Number	H	T	O
2<u>6</u>3			
4<u>5</u>3			
<u>5</u>78			



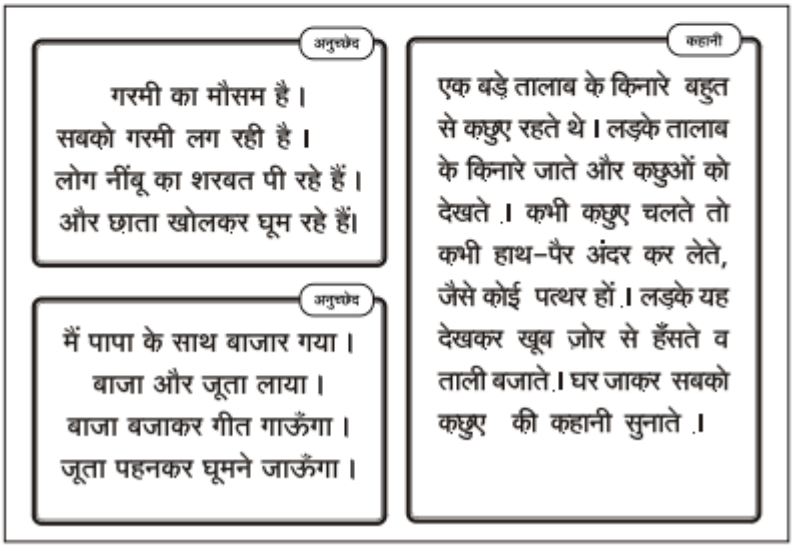
Tell the time: (Should attempt any 3, atleast 2 must be correct - for half and full hour)

Source: *UWEZO Uganda 2011: Are Our Children Learning? Retrieved from www.uwezo.net*

Reading Assessments – Sample Test Items

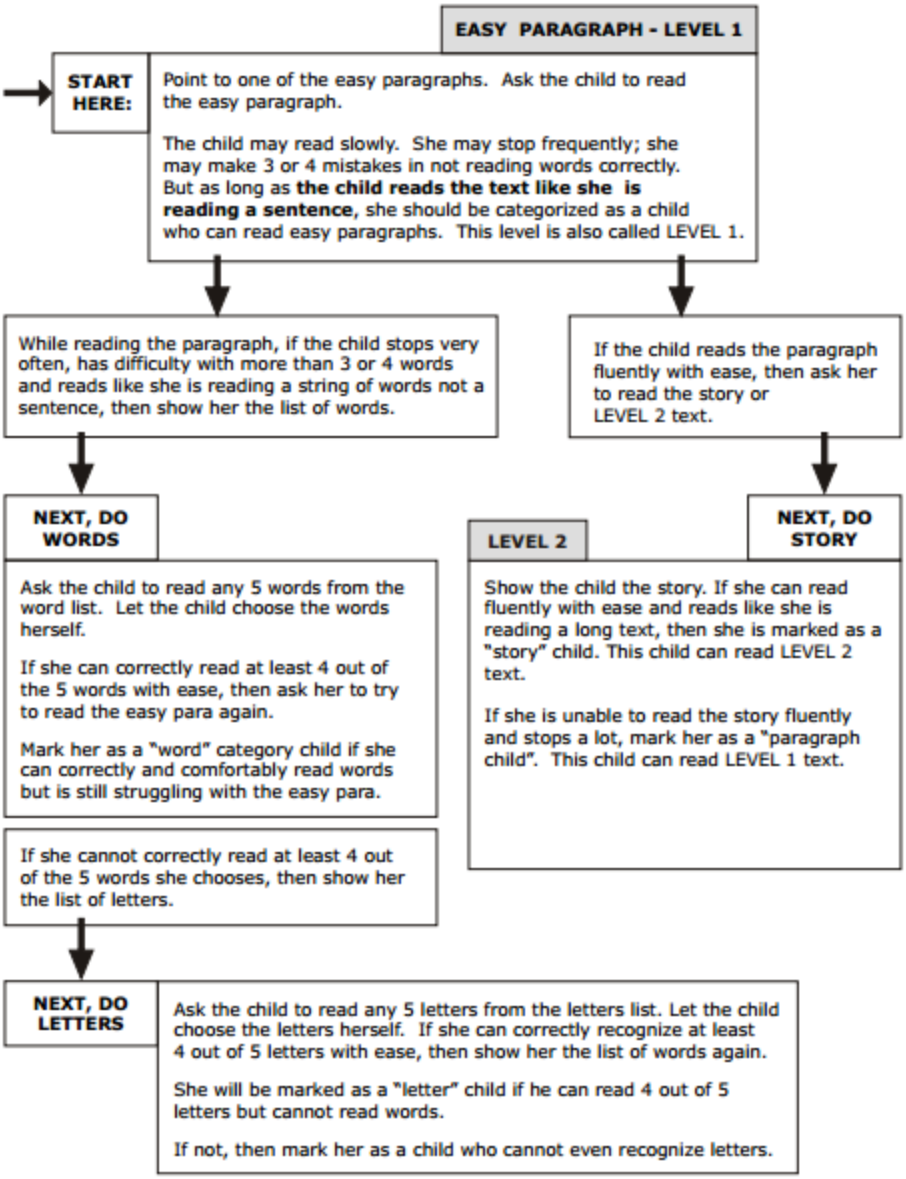
ASER: India 2005

Reading tasks for Rani



Children are assessed as being in one of the following five categories: Level 2 (story), Level 1 (easy paragraph), Word, Letter, Not able to recognize letters.

How to test reading. Can Rani read?



Source: *ASER 2005 – Full Report. Retrieved from* http://www.asercentre.org/

Reading tasks for Rani ...

Like Rani, all children were assessed using a simple reading tool. The reading test has 4 categories:

- Letters: Common letters
- Words: Common familiar words with 2 letters and 1 or 2 matras
- Level 1 (Std 1) text: Set of simple 4 linked sentences. Each no more than 4-5 words. These words or their equivalent are in the Std 1 text book of the state.
- Level 2 (Std 2) text: "Short" story with 7-10 sentences. Sentence construction is straightforward, words are commonly used and context is familiar. These words (or their equivalent) are in the Std 2 textbook of the state.

Adult women were given the easy paragraph (Level 1) text to read.

पढ़ने का टेस्ट

कहानी

मैं और मेरी बहन छत पर खेल रहे थे । अचानक आसमान में बादल गरजने लगे, बिजली कड़कने लगी । बड़ी-बड़ी बूँदें पड़ने लगीं । हम जल्दी से भागकर नीचे आ गए । तभी भैया गरम-गरम समोसे और पकौड़े ले आया । हमने खिड़की के पास बैठकर समोसे-पकौड़े खाये और बारिश का मज़ा लिया ।

अनुच्छेद

सोनू बाग में खेल रहा था ।
वहाँ आम के बहुत पेड़ थे ।
सोनू ने एक आम तोड़ा ।
आम बहुत मीठा था ।

Sample: Hindi basic reading test

अक्षर

ल प
स
क र
ट

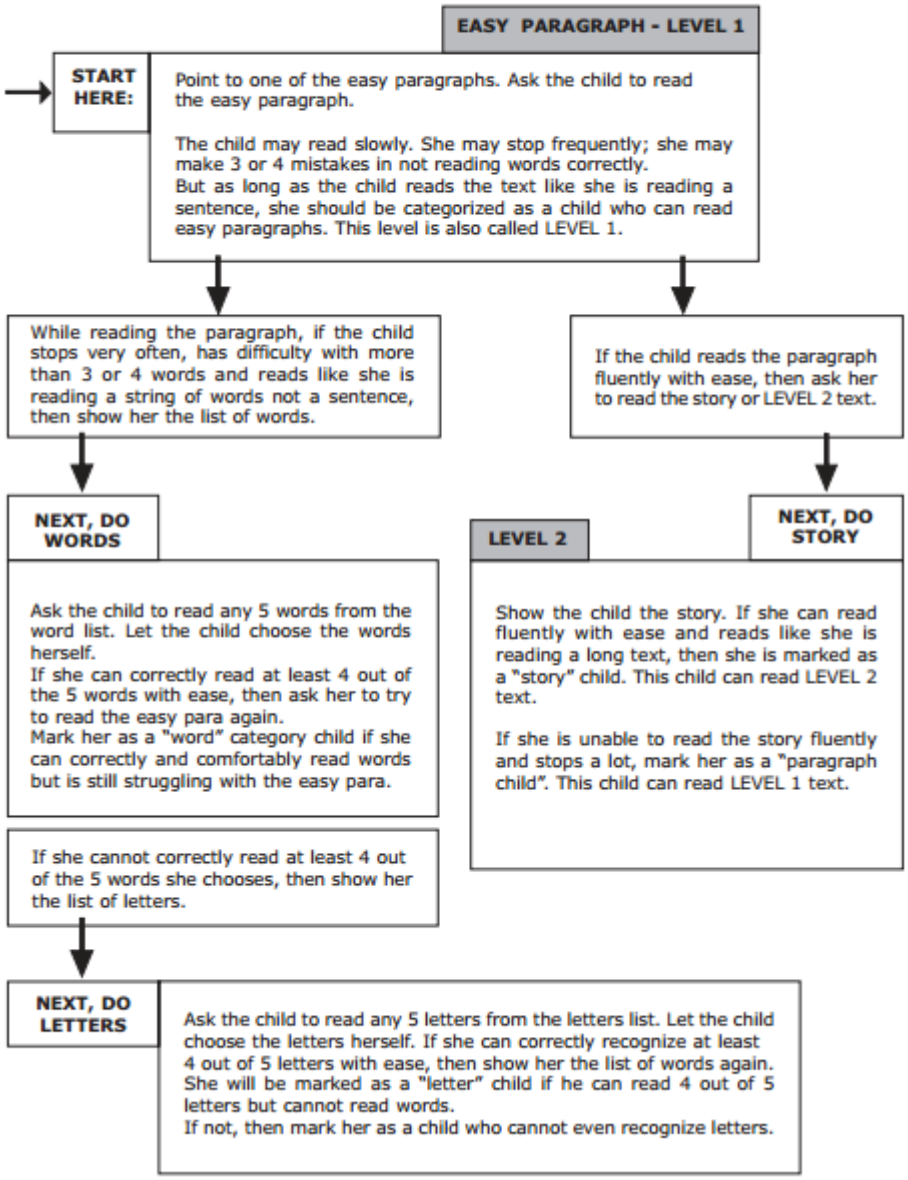
शब्द

लाभ दूध
पैर
चाकू कूड़ा
छोटा

Similar tests developed in all languages

Women were asked to read only the easy para (Level 1-Std 1) text

How to test reading?



Can Rani read, understand and answer?
Can Rani read and solve?

Comprehension tasks for Rani ...

Like Rani, all children who are capable of reading stories were assessed using a simple comprehension tool.

The text has 150-200 words. Sentence construction, vocabulary and grammar at Std 2 level of difficulty.

Only fluent readers (those who could read Level 2 – Std 2 text) are to be given the comprehension test.

Children were asked to read and answer 2 questions based on the text. Both questions required retrieving information directly from the text.

There were 2 additional arithmetic words problems that a child had to read, understand and solve.

The comprehension and computation questions are like those in the Std 2 and Std 3 textbooks of each state. The same set of comprehension tests were translated into all languages.

हिन्दी 1

आज रविवार है। आज रानी बहुत खुश है। उसके पिताजी उसे मेले ले जाने वाले हैं। रानी का भाई मोनू भी उनके साथ जा रहा है। रानी ने अपने भाई को जगाया और मेले जाने के लिए तैयार किया। पिताजी दोनों को अपनी साइकिल पर मेले ले जायेंगे। रानी को मेले में जाना पसंद है। वे हर साल मेले में जाते हैं।

रानी अपनी परिवार के साथ दोपहर में मेले पहुँची। रानी झूला झूलना चाहती है। मोनू बंदूक चलाना चाहता है। पिताजी ने रानी के लिए सुंदर कपड़े, मोनू के लिए खिलौने और माँ के लिए चूड़ियाँ खरीदी। दोनों को अपनी चीज़ें अच्छी लगी। फिर पिताजी उन्हें सर्कस ले गये। सर्कस में उन्होंने एक जोकर देखा। जोकर के नाचने पर सबने तालियाँ बजाई।

उन्होंने एक भालू और एक बंदर भी देखा। रानी और मोनू को सर्कस अच्छा लगा। सर्कस के बाद उन्होंने घर ले जाने के लिए मिठाई खरीदी। रानी मोनू और उनके पिताजी शाम को देर से घर पहुँचे।

1 रानी कहाँ जा रही है?

2 सर्कस में उन्होंने क्या-क्या देखा?

3 रानी मेले में खर्च करने के लिए 82 रूपये लेकर गई। उसमें से उसने कुल 67 रूपये खर्च किये। बताओ रानी के पास कुल कितने रूपये बचे?

4 रानी ने 245 टॉफियाँ खरीदी। जिसे वह अपने 5 दोस्तों में बराबरी से बाँटना चाहती है। एक दोस्त के हिस्से में कितनी टॉफियाँ आयेंगी?

पढ़िये और समझिये :

- बच्चे से अपने आप कहानी पढ़ने के लिए कहिए।
- उसे बच्चों की पढ़ने के साथ-साथ उसे कुछ प्रश्नों के उत्तर देने होंगे।
- बच्चे से प्रश्न जोर से पढ़ने के लिये कहें।
- बच्चे से कहानी संबंधित प्रश्नों का जवाब मौखिक रूप से लें। बच्चा चाहे तो दोबारा कहानी पढ़ सकता है।
- गणित के प्रश्नों को वह लिखकर हल कर सकते हैं।

Similar tests were translated into all languages. Nouns were changed for context

How to test comprehension?

Tasks:
Children had to do several tasks. They had to read the text, understand it and answer / solve the questions below the text.
There were,
❑ 2 questions (comprehension) based on the text.
❑ 2 arithmetic word problems.

GENERAL INSTRUCTIONS

- Children who are able to read at Level 2 (story level) in the basic test should be given the advanced test.
- Give the test paper to the child and say "Read this carefully. There are some questions you have to answer on this after you finish reading."
- Allow the child time to read the passage.

QUESTIONS BASED ON THE PASSAGE:

- Once the child has finished reading, point to Question 1: ask the child to read the question aloud. Ask the child what the answer is. If you feel the child needs to read the passage again, ask him or her to do so. The child can re-read the passage upto about 3-4 times.
- The child may tell you the answer in one word, or phrase or sentence. As long as he or she tells you most of the main point, you should mark a tick in the format – denoting that the child can read, understand and answer.
- Sometimes children go back and read the passage aloud in order to get the answer to the question asked. If the child begins to read the passage aloud again and stops at the sentence which contains the answer the question asked then mark the child as 'can read+comprehend". If the child continues to read beyond the sentence(s) where the answer is located, then mark as "cannot read".

WORD PROBLEMS:

- Ask the child to read each problem. He or she can read it aloud to you if needed. Ask them to solve the problem. DO NOT tell the child what needs to be done.
- Ask the child to write down how they are solving the problem numerically. Mark as correct if the child solves the problem correctly.

Source: *ASER 2006 – Full Report. Retrieved from* http://www.asercentre.org/

All children were assessed using a simple reading tool. The reading test has 4 categories:

- Alphabets : Set of common alphabets
- Words: Common familiar words with 2 letters and 1 or 2 matras
- Level 1 (Std 1) text: Set of simple 4 linked sentences. Each no more than 4-5 words. These words or their equivalent are in the Std 1 text book of the state.
- Level 2 (Std 2) text: "Short" story with 7-10 sentences. Sentence construction is straightforward, words are common and the context is familiar. These words (or their equivalent) are in the Std 2 textbook of the state.

पढ़ने की जाँच (2)

कहानी

रमेश और महेश मित्र थे। एक दिन वे दोनों आम के बगीचे में घूमने गये। अचानक दोनों ने वहाँ साँप और नेवले को लड़ते हुये देखा। उन्होंने लड़ाई रोकने के लिये एक तरीका निकाला। महेश ने जल्दी से नेवले की ओर लकड़ी फैंकी। नेवला डर कर भाग गया। साँप भी बिल में छिप गया। रमेश और महेश यह देखकर खुश हुये।

अनुच्छेद

गाँव में एक सड़क है।
वह काफी पुरानी है।
उसमें पानी भर जाता है।
इससे सब दुखी हैं।

अनुच्छेद

गाँव में भालू वाला आया।
उसने भालू का नाच दिखाया।
सब लोगों को मज़ा आया।
सबने ताली बजाई।

Sample: Hindi basic reading test

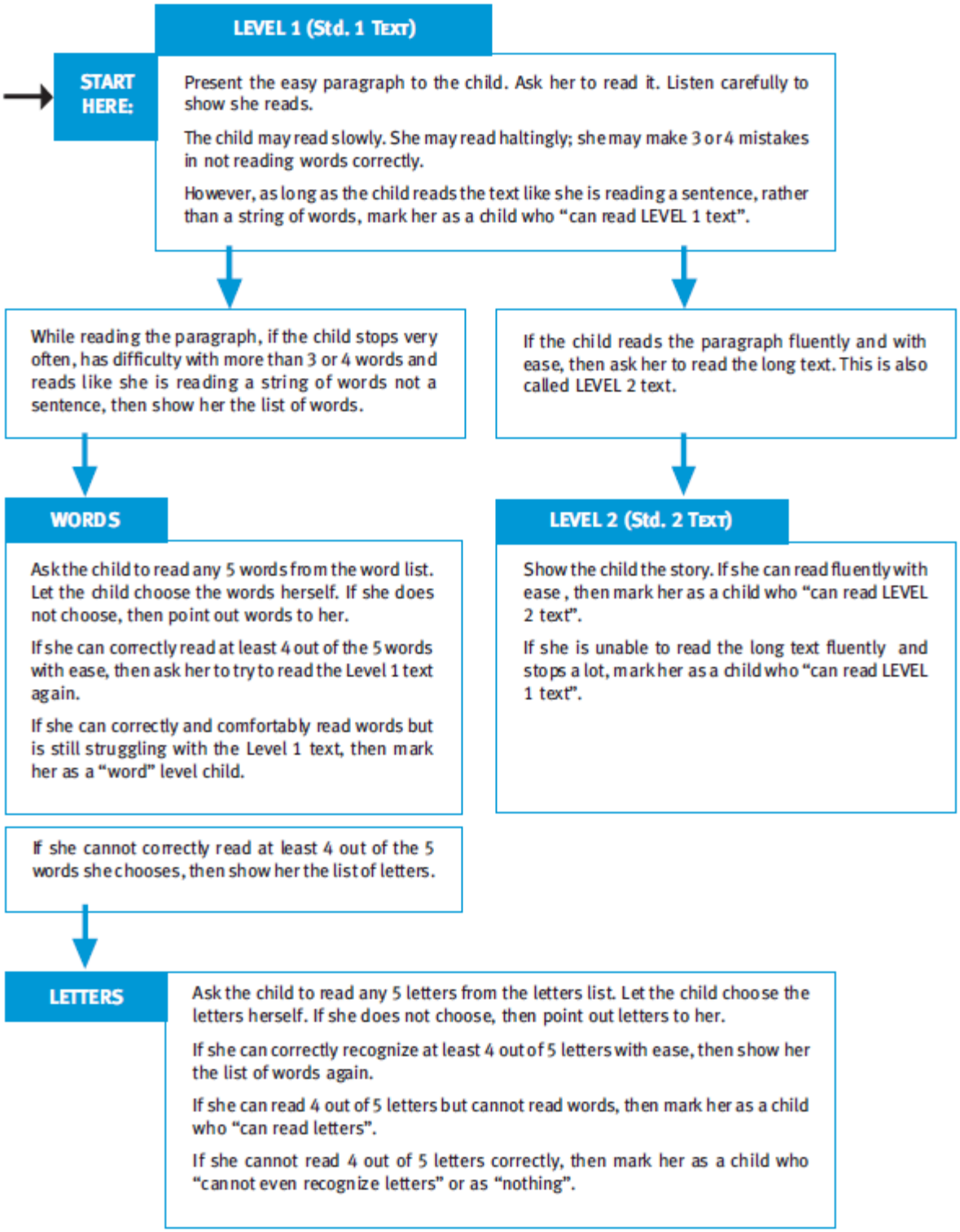
Similar tests developed in all languages

Child can choose the language in which she wants to read.

In developing these tools, in each state language, care is taken to ENSURE

- comparability with the previous years' tool with respect to word count, sentence count, type of word and conjoint letters in words
- compatibility with the vocabulary and sentence construction used in Std 1 and Std 2 language textbooks of the state
- familiarity with words and context through extensive field piloting

How to test reading?



Source: *ASER 2008 – Full Report. Retrieved from* http://www.asercentre.org/

ASER 2009 : READING TASKS

All children were assessed using a simple reading tool. The reading test has 4 categories:

- Letters : Set of common letters.
- Words: Common familiar words with 2 letters and 1 or 2 matras.
- Level 1 (Std 1) text: Set of 4 simple linked sentences. Each no more than 4-5 words. These words or their equivalent are in the Std 1 text book of the state.
- Level 2 (Std 2) text: "Short" story with 7-10 sentences. Sentence construction is straightforward, words are common and the context is familiar. These words (or their equivalent) are in the Std 2 textbook of the state.

पढ़ने की जाँच (3)

Std II Level

कहानी

विमला और अजय मेला देखने गये। उन्हें मेले में तरह-तरह की दुकाने दिखीं। मेले में बहुत झूले थे। वहाँ गरम-गरम हलवा और जलेबियाँ भी बिक रहीं थीं। जलेबी देखकर दोनों के मुँह में पानी आने लगा। उन्हें जलेबी खाने का मन करने लगा। विमला ने जलेबी खरीदी। दोनों ने मिलकर जलेबी खाई। शाम को दोनों घर लौट आये।

Std I Level

अनुच्छेद

नीतू के घर में गाय है।
उसका रंग सफ़ेद है।
गाय हरी घास खाती है।
वह बहुत दूध देती है।

द क च
ब ल
थ ह त
म ख

हीरा कैसा
शेर
नानी भालू
काम पीला
फूल
दिन मोर

Sample: Hindi basic reading test

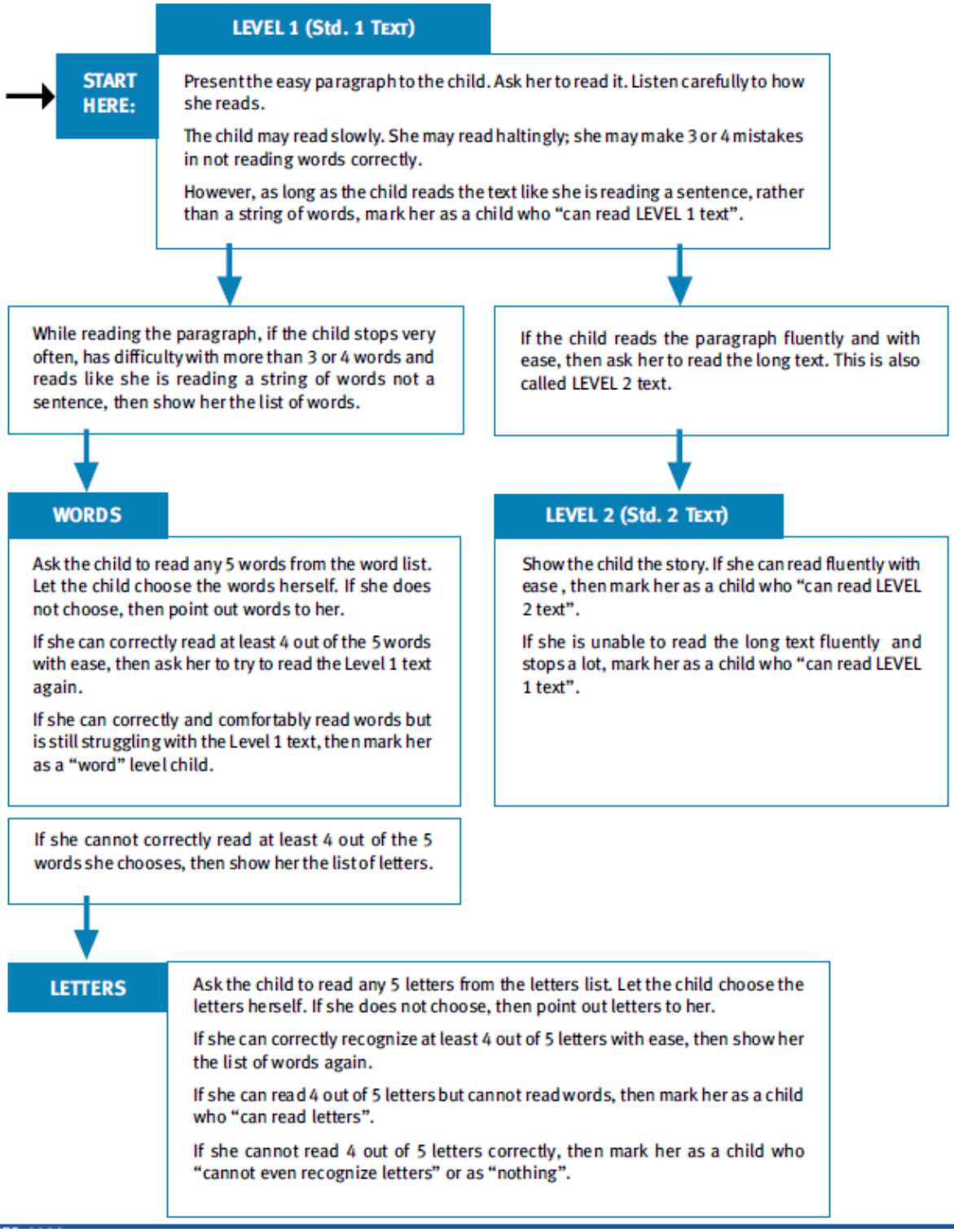
Similar tests developed in all languages

Child can choose the language in which she wants to read.

In developing these tools, in each state language, care is taken to ENSURE

- comparability with the previous years' tool with respect to word count, sentence count, type of word and conjoint letters in words
- compatibility with the vocabulary and sentence construction used in Std 1 and Std 2 language textbooks of the state
- familiarity with words and context through extensive field piloting

How to test reading?



ASER 2009 : ENGLISH TASK

All children are given reading tasks in their own language (or the language of their choice). All children are also given a set of simple tasks to do in English.

The English test includes reading and simple comprehension activities.

Children were asked to read:

Capital letters

Small letters

Words: These are common 3 letter words, familiar to children from their daily life. After reading the word, the child is asked what the word means. The child can reply in her own language. Words are chosen with care. Not only is the word easy to read in English, it is also a simple and familiar word in the child's own language.

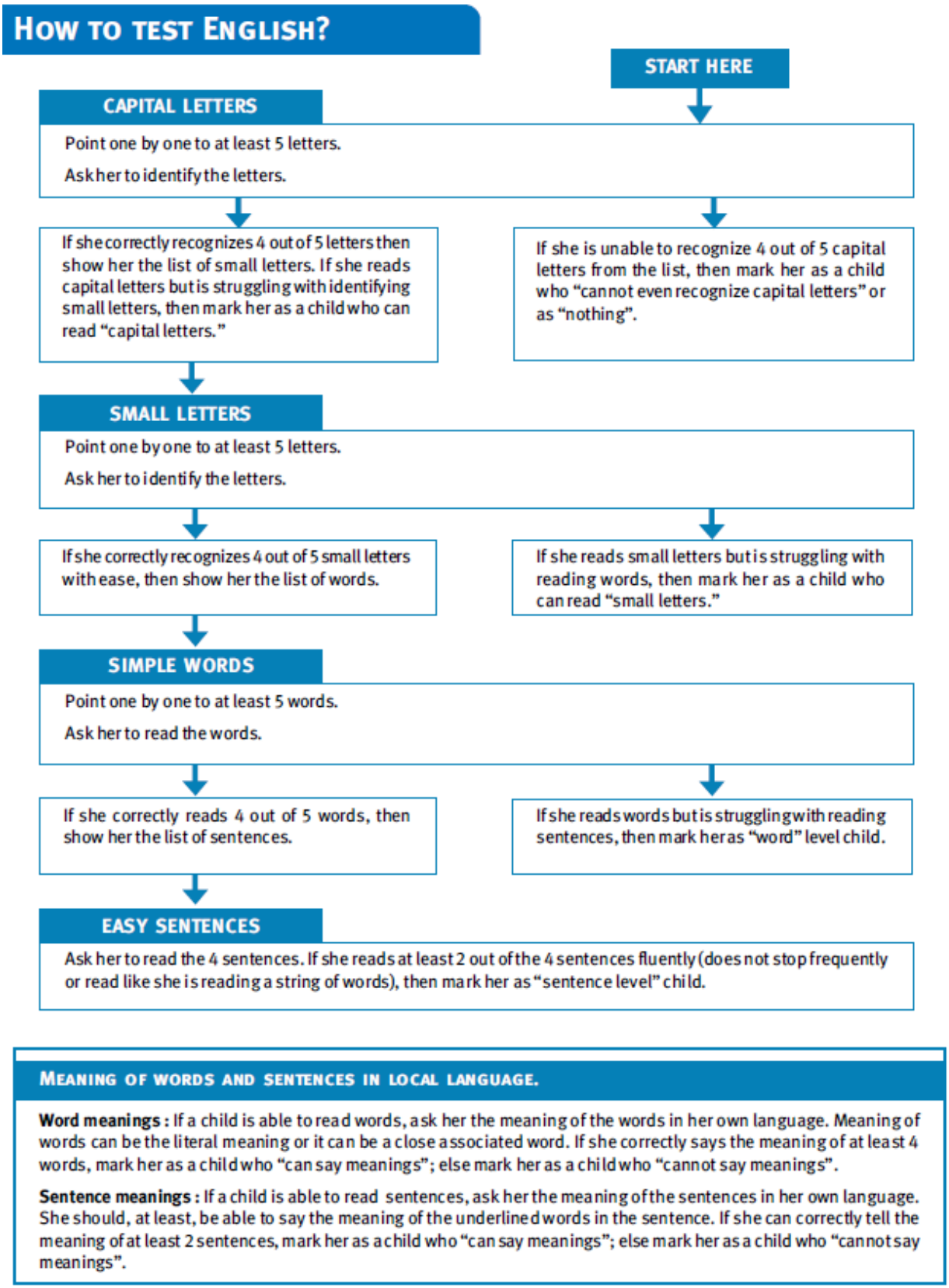
Sentences: These are sentences with common words and simple syntax. Each sentence has no more than 5 words. After reading the sentence, the child is asked the meaning of the sentence in her own language.

The child is marked at the highest level that she can read comfortably. If the child can read a word, then she is asked the meaning of the word. If the child can read sentences, then she is asked the meaning of the sentence.

ENGLISH TEST Sample (1)

Give this test to ALL children.
Record the highest reading level.
For word & sentence meanings, note child's ability to do each.

①	②
A J Q R E Y N O	h p x u m d g t
Ask the child to read any 5. 4 out of 5 must be correct.	Ask the child to read any 5. 4 out of 5 must be correct.
③	④
cat red cup lip pig bus	What is your name? This is a small bag. I like to read. I have a mother.
Ask the child to read any 5 words. At least 4 must be correct. Ask the child to say the meaning of the words in the local language.	Ask the child to read all sentences. At least 2 must be correct. Ask the child to say the meaning of the sentences in the local language.



Source: *ASER 2009 – Full Report. Retrieved from* http://www.asercentre.org/

ASER 2010 : READING TASKS

All children were assessed using a simple reading tool. The reading test has 4 categories:

- Letters : Set of commonly used letters.
- Words: Common familiar words with 2 letters and 1 or 2 matras.
- Level 1 (Std 1) text: Set of 4 simple linked sentences, each having no more than 4-5 words. These words or their equivalent are in the Std 1 textbook of the state.
- Level 2 (Std 2) text: "Short" story with 7-10 sentences. Sentence construction is straightforward, words are common and the context is familiar to children. These words (or their equivalent) are in the Std 2 textbook of the state.

पढ़ने की जाँच (1)

कहानी

राजू नाम का एक लड़का था। उसकी एक बड़ी बहन व एक छोटा भाई था। उसका भाई गाँव के पास के विद्यालय में पढ़ने जाता। वह खूब मेहनत करता था। उसकी बहन बहुत अच्छी खिलाड़ी थी। उसे लंबी दौड़ लगाना अच्छा लगता था। वे तीनों रोज़ साथ-साथ मौज-मस्ती करते थे।

अनुच्छेद

रानी नदी किनारे रहती है।
नदी में बहुत मछलियाँ हैं।
रानी उनको दाना देती है।
वे सब मज़े से दाना खाती हैं।

म र ड
ह च
ल ब न
क य

गाना खुश
मौसी
पैर झोला
आलू खेत
किला
आग मोर

Sample: Hindi basic reading test

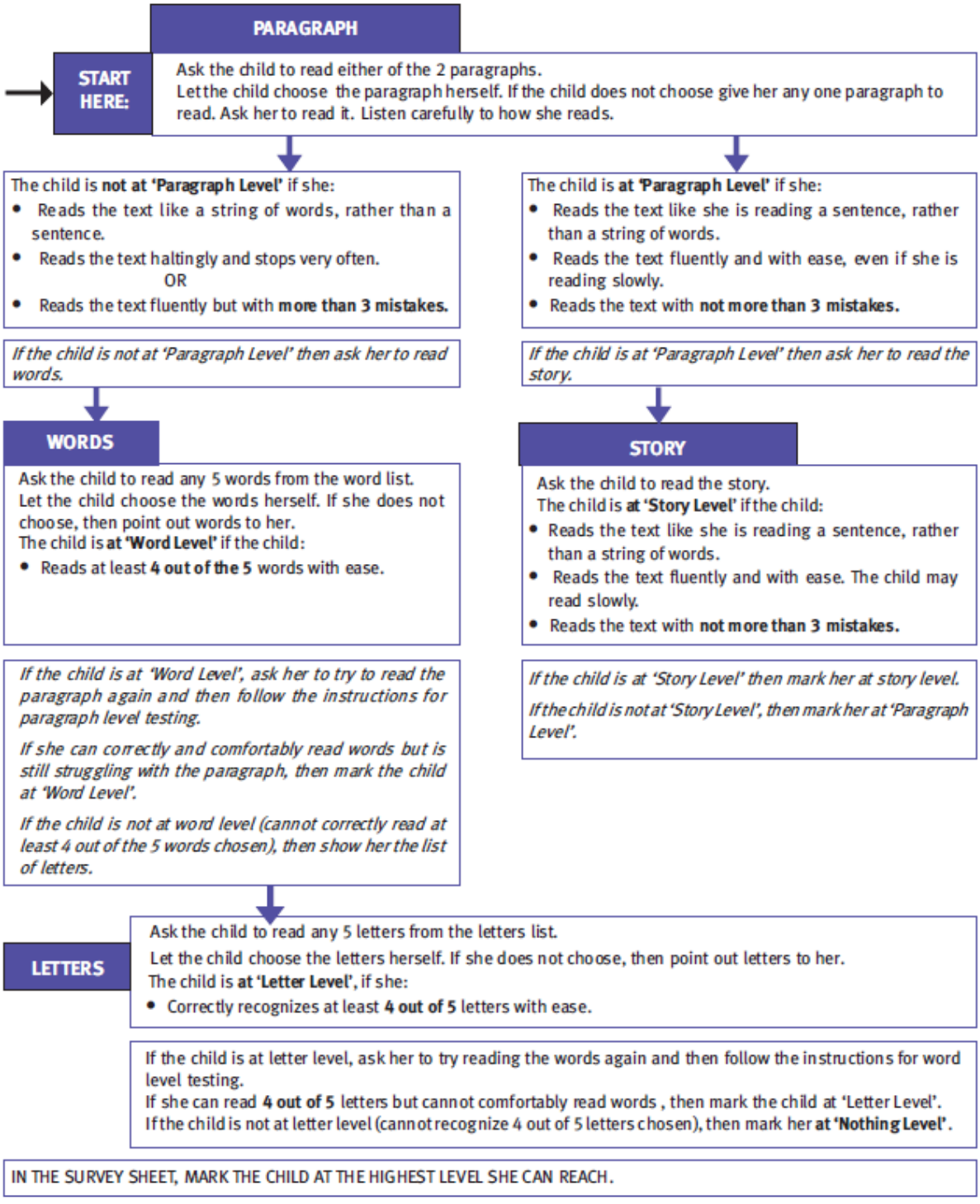
Similar tests developed in all languages

Child can choose the language in which she wants to read.

In developing these tools, in each state language, care is taken to ENSURE

- comparability with the previous years' tool with respect to word count, sentence count, type of word and conjoint letters in words
- compatibility with the vocabulary and sentence construction used in Std 1 and Std 2 language textbooks of the state
- familiarity with words and context through extensive field piloting

How to test reading?

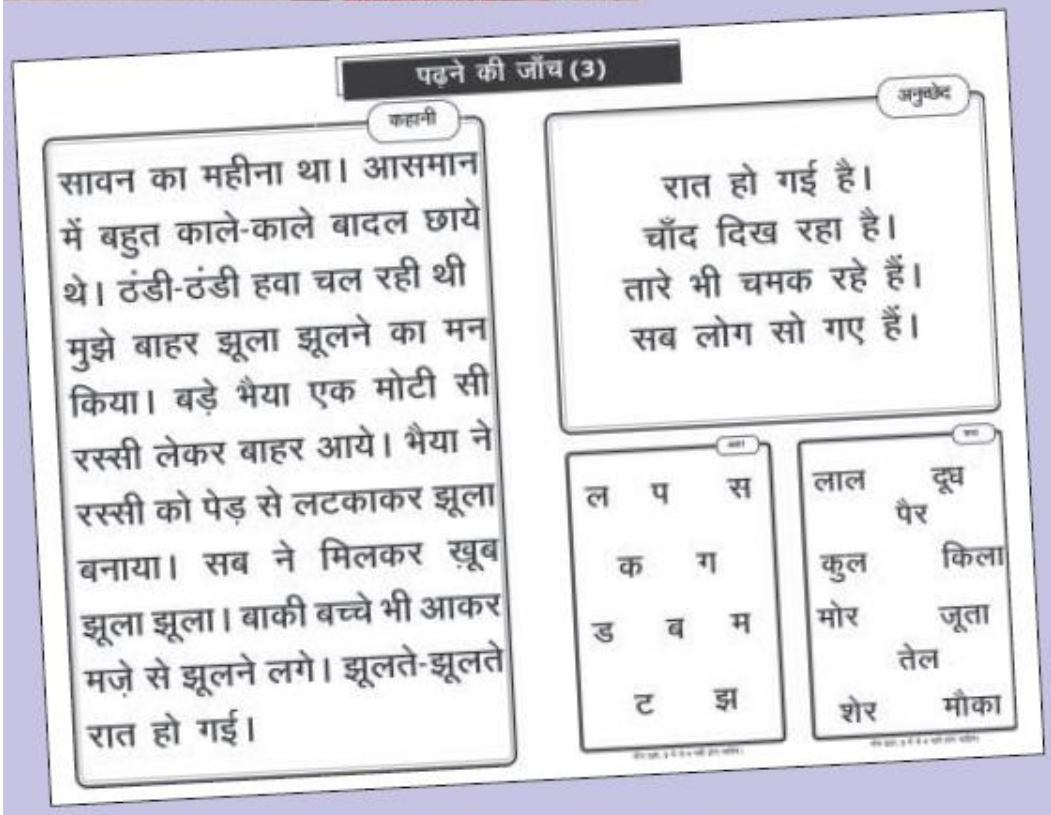


Source: *ASER 2010 – Full Report. Retrieved from* http://www.asercentre.org/

ASER 2011 : Reading tasks

All children were assessed using a simple reading tool. The reading test has 4 categories:

- Letters : Set of commonly used letters.
- Words: Common familiar words with 2 letters and 1 or 2 matras.
- Level 1 (Std 1) text: Set of 4 simple linked sentences, each having no more than 4-5 words. These words or their equivalent are in the Std 1 textbook of the state.
- Level 2 (Std 2) text: "Short" story with 7-10 sentences. Sentence construction is straightforward, words are common and the context is familiar to children. These words or their equivalent are in the Std 2 textbook of the state.



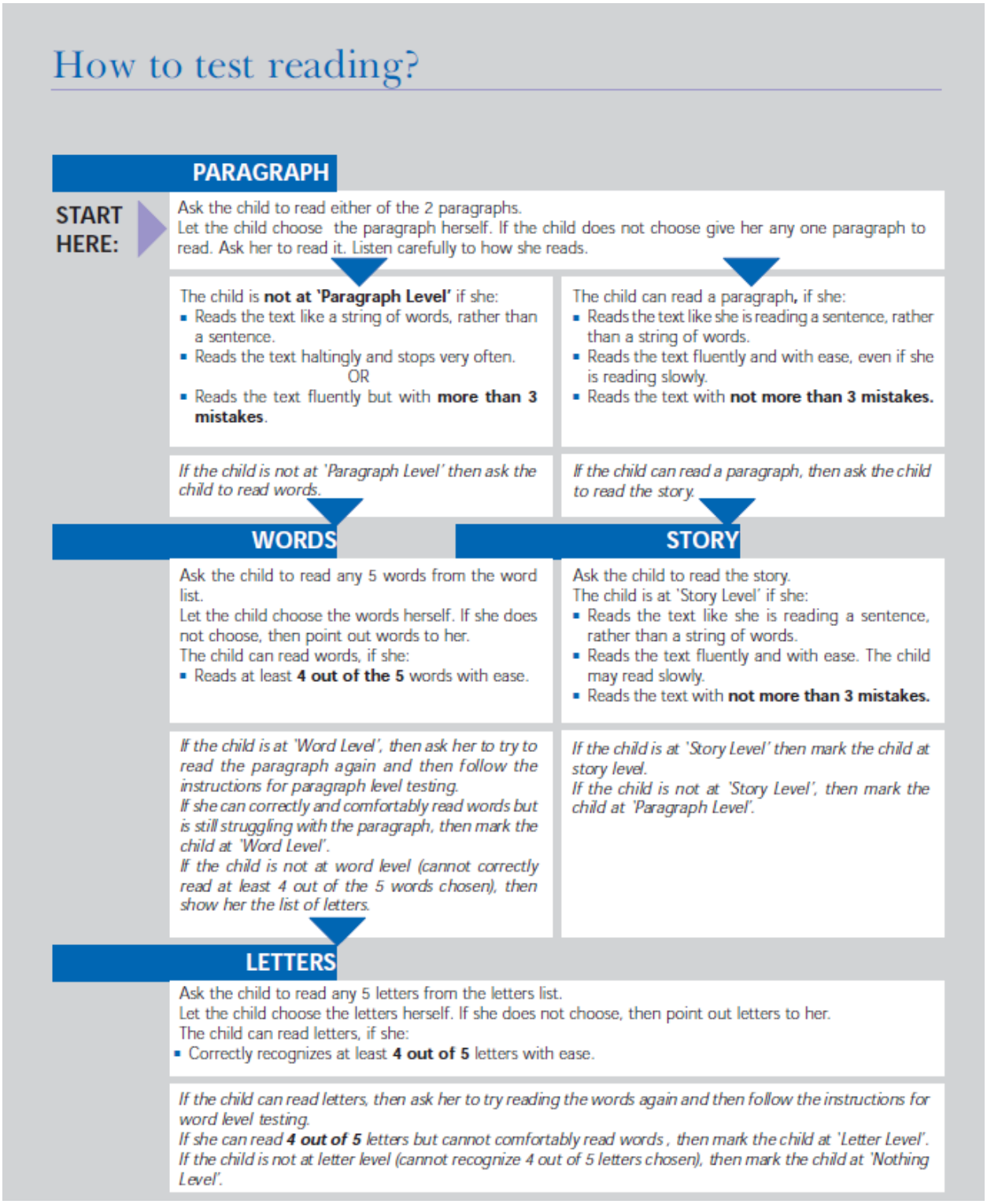
Sample: Hindi basic reading test

Similar tests developed in all languages

Child can choose the language in which she wants to read.

In developing these tools in each state language, care is taken to ENSURE

- Comparability with the previous years' tools with respect to word count, sentence count, type of word and conjoint letters in words
- Compatibility with the vocabulary and sentence construction used in Std 1 and Std 2 language textbooks of the state
- Familiarity with words and context through extensive field piloting

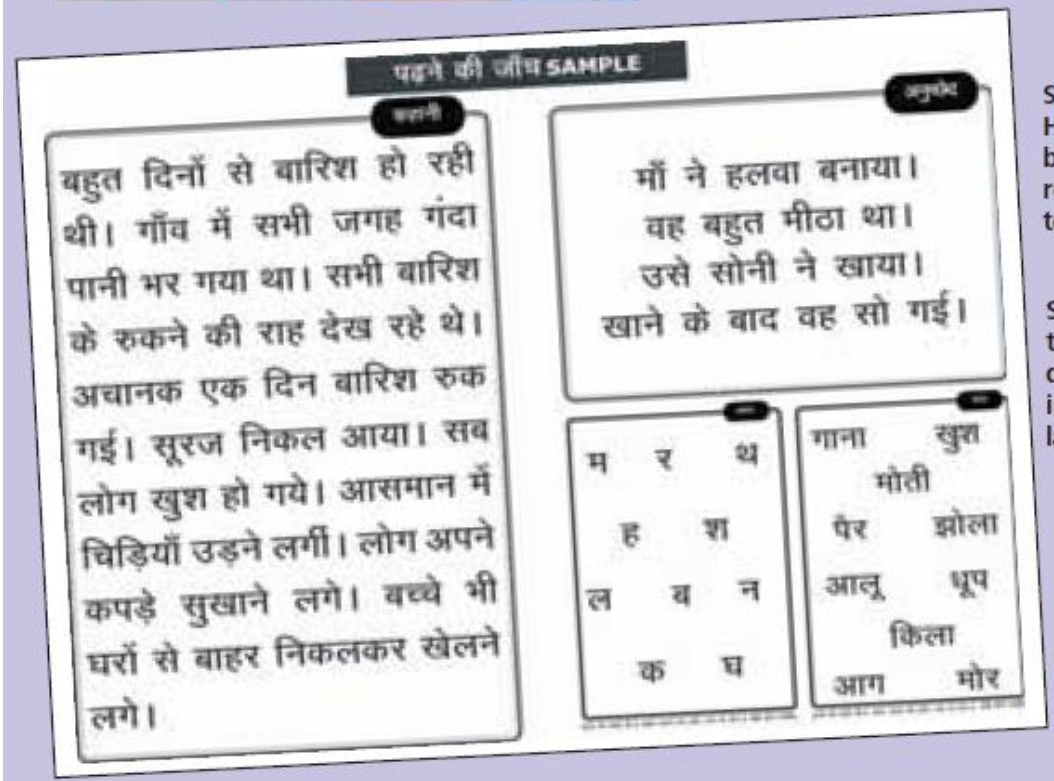


Source: *ASER 2011 – Full Report. Retrieved from* http://www.asercentre.org/

ASER 2012 : Reading tasks

All children were assessed using a simple reading tool. The reading test has 4 categories:

- Letters : Set of commonly used letters.
- Words: Common familiar words with 2 letters and 1 or 2 matras.
- Level 1 (Std 1) text: Set of 4 simple linked sentences, each having no more than 4-5 words. These words or their equivalent are in the Std 1 textbook of the states.
- Level 2 (Std 2) text: "Short" story with 7-10 sentences. Sentence construction is straightforward, words are common and the context is familiar to children. These words (or their equivalent) are in the Std 2 textbook of the states.



Sample: Hindi basic reading test*

Similar tests developed in all languages

Child can choose the language in which she wants to read.

In developing these tools, in each state language, care is taken to ENSURE:

- Comparability with the previous years' tools with respect to word count, sentence count, type of word and conjoint letters in words.
- Compatibility with the vocabulary and sentence construction used in Std 1 and Std 2 language textbooks of the states.
- Familiarity with words and context through extensive field piloting.

How to test reading?

PARAGRAPH

START HERE:

Ask the child to read either of the 2 paragraphs.
Let the child choose the paragraph herself. If the child does not choose give her any one paragraph to read.
Ask her to read it. Listen carefully to how she reads.

The child is not at **'Paragraph Level'** if the child:

- Reads the text like a string of words, rather than a sentence.
- Reads the text haltingly and stops very often.
- Reads the text fluently but with **more than 3 mistakes**.

If the child is not at '**Paragraph Level**' then ask the child to read words.

The child can read a paragraph**,** if the child:

- Reads the text like she is reading sentences, rather than a string of words.
- Reads the text fluently and with ease, even if she is reading slowly.
- Reads the text with **3 or less than 3 mistakes.**

If the child can read a paragraph, then ask the child to read the story.

WORDS

Ask the child to read any 5 words from the word list.
Let the child choose the words herself. If she does not choose, then point out 5 words to her.
The child is at **'Word Level'** if the child:

- Reads at least **4 out of the 5** words with ease.

If the child is at **'Word Level'***, then ask her to try to read the paragraph again and then follow the instructions for paragraph level testing.*
If she can correctly and comfortably read words but is still struggling with the paragraph, then mark the child at '**Word Level**'.
If the child is not at word level (cannot correctly read at least **4 out of the 5** words chosen), then show her the list of letters.

STORY

Ask the child to read the story.
The child is at **'Story Level'** if the child:

- Reads the text like she is reading sentences, rather than a string of words.
- Reads the text fluently and with ease. The child may read slowly.
- Reads the text with **3 or less than 3 mistakes.**

If the child can read the story then mark the child at **'Story Level'**.

If the child is not at '**Story Level**', then mark the child at '**Paragraph Level**'.

LETTERS

Ask the child to read any 5 letters from the letters list.
Let the child choose the letters herself. If she does not choose, then point out letters to her.
The child is at **'Letter level'** if the child:

- Correctly recognizes at least **4 out of 5** letters with ease.

If the child can read letters, then ask her to try reading the words again and then follow the instructions for word level testing.
If she can read **4 out of 5** letters but cannot comfortably read words , then mark the child at '**Letter Level**'.
If the child is not at letter level (cannot recognize 4 out of 5 letters chosen), then mark the child at '**Beginner Level**'.

ASER 2012 : English tasks

All children were assessed in English reading and comprehension using a simple tool. The test has 4 categories:

- Capital letters: Set of commonly used capital letters.
- Small letters: Set of commonly used small letters.
- Words: Common familiar 3 letter words. After reading, the child is asked to say the meaning of the read words in the child's local language.
- Simple sentences: Set of 4 simple sentences, each having no more than 4-5 words. These words or their equivalent are in the textbooks of the class English is introduced in the states. After reading, the child is asked to say the meaning of the read sentence in the child's local language.

Sample: English test

This test was administered in all states.

In developing these tools in English, care is taken to ENSURE:

- Comparability with the previous years' tools with respect to word count, sentence count and type of word.
- Compatibility with the vocabulary and sentence construction used in the introductory English textbooks of the states.
- Familiarity with words and context through extensive field piloting.
- Meanings of the words are easy in all regional languages.

How to test English?

There are 2 sections in the tool: Reading and Comprehension.

- First administer the reading section and mark the highest reading level of the child.
- Then administer the comprehension section.

PART 1: READING

CAPITAL LETTERS

START HERE: Ask the child to read any 5 capital letters from the capital letter list. Let the child choose the letters herself. If she does not choose, then point out any 5 letters to her.

The child is not at '**Capital Letters Level**' if the child cannot read 4 out of the 5 letters.	The child is at '**Capital Letters Level**' if the child can read at least 4 out of the 5 letters with ease.
If the child is not at **'Capital Letters Level'**, mark the child at '**Nothing Level**'.	If the child is at **'Capital Letters Level',** then ask the child to read the small letters.

SMALL LETTERS

Ask the child to read any 5 small letters from the small letter list. Let the child choose the letters herself. If she does not choose, then point out any 5 letters to her.

The child is not at '**Small Letters Level**' if the child cannot read 4 out of the 5 letters.	The child is at '**Small Letters Level**' if the child can read at least 4 out of the 5 letters.
If the child is not at '**Small Letters Level**', mark the child at '**Capital Letters level**'.	If the child is at '**Small Letters Level**', then ask the child to read the words.

SIMPLE WORDS

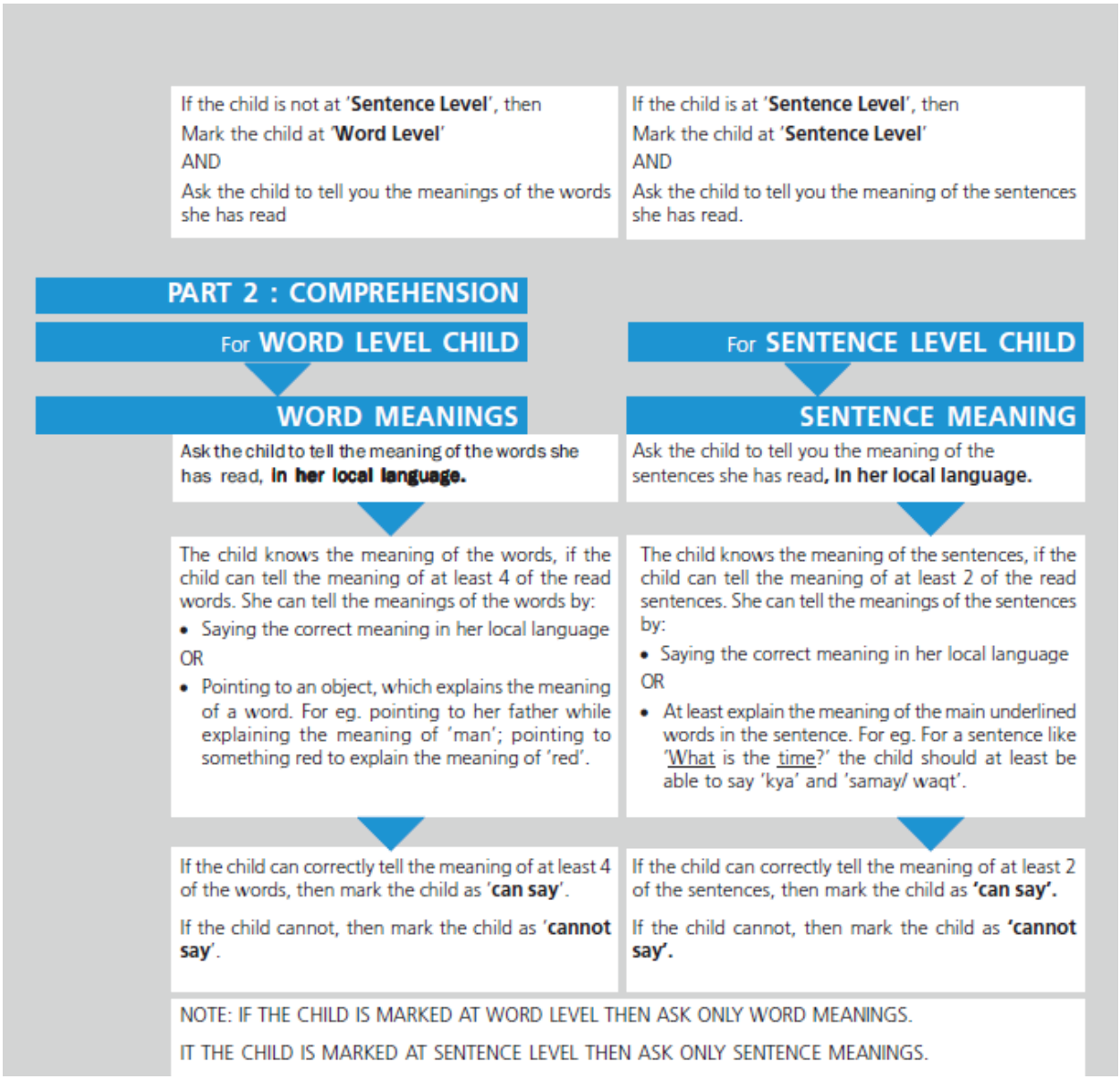
Ask the child to read any 5 words from the word list. Let the child choose the words herself. If she does not choose, then point out any 5 words to her.

The child is not at '**Word Level**' if the child cannot read 4 out of the 5 words.	The child is at '**Word Level**' if the child can read at least 4 out of the 5 words.
If the child is not at '**Word Level**', mark the child at '**Small Letters Level**'.	If the child is at '**Word Level**', then ask the child to read the sentences.

EASY SENTENCES

Ask the child to read all four of the given sentences.

The child is not at '**Sentence Level**' if the child: • Cannot read even 2 out of the 4 sentences fluently • Reads the sentences like a string of words,rather than a sentence • Reads the sentences haltingly or stops very often	The child is at '**Sentence Level**' if the child: • Reads at least 2 out of the 4 sentences fluently • Reads the sentence like a sentence, and not a string of words • Reads the sentence fluently and with ease, even if she is reading slowly



Source: *ASER Pakistan 2012: Annual Status of Education Report. Retrieved from* http://www.aserpakistan.org/

Assessment Tools & their focus:

Reading Tools:

Reading tools are developed in three languages for ASER. Children can choose language of their own choice for learning test. Therefore, the ASER team has a set of tools in any basic language that the child is likely to know. ASER tools were developed in following languages:

- Urdu
- English
- Sindhi

There are four levels used in tools for assessing reading which are as following:

1. **Alphabets**

This includes a set of 10 different commonly used alphabets.

Simple Words

This includes a list of 10 different words (nouns and verbs).All words have 2 consonant and one or two vowels. All the words in word list are checked off against our grade 1 text books to make sure that these words are similar to those words found in textbooks and commonly used.

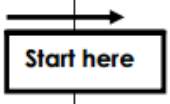
2. **Easy Paragraph**

This is a set of 4 sentences with 4-5 words in each sentence: 2 easy paragraphs in each sample. Care is taken to ensure that sentences are connected to each other. The words and sentence structure used in reading tools are similar to those in the grade 1 text books of the country. The words used in paragraphs are easy and common in daily usage.

3. **Simple Story**

These are 8-10 sentence long stories (approx. 60-65 words) with simple Vocabulary and sentence structure. Words and sentences used in story are comparable to grade 2 level textbooks of the state.

STEPS FOR ASSESING READING

Child's reading level	• How to test and what criteria to use for categorizing children.
Story reading (Std 2 level text)	• If the child reads the story fluently, with ease and speed, mark her as a "story level" child (or a child who can read Std 2 level text).
Easy paragraph (Std 1 level text) 	• Ask the child to read any easy paragraph. • Listen carefully when the child reads. • The child may read slowly. She may stop frequently. But as long as she is reading the text like she is reading a sentence rather than a STRING OF WORDS, categorize her as a "para level" child (or a child who can read Std 1 level text). • Once you have decided that this child is a "para" level child, ask the child to read the story. • If a child is reading very slowly and stops between words for a long time, or if she is reading the text like it is one word after another, and therefore not reading the text like she is reading a sentence, then she is not a "para level" child. Then you should take the child one level lower and ask her to read words.
Words (Set of easy words)	• Ask the child to read any 5 words from the word list. Let the child choose the words herself. If she does not choose, then point out the words to her. If she can correctly read at least 4 out of the 5 words with ease, then ask her to try to read the easy paragraph again. She will be marked as a "word level" child if she can correctly read words but is still struggling with the easy paragraph. • If she cannot correctly read at least 4 out of 5 words she chooses, then show her the list of letters.
Letter (Set of common letters)	• Ask the child to read any 5 letters from the letters list. Let the child choose the letters herself. If she does not choose, then point out letters to her. If she can correctly recognize at least 4 out of 5 letters with ease, then show her the list of words again. She will be marked as a "letter level" child if she can read 4 out of 5 letters but cannot read words.
Beginner / Nothing	• Child cannot recognize even 4 out of 5 common letters from the letters list.

Note: Children, who took basic reading test in English, need not to be tested in Urdu and vice versa.

Source: *ASER Pakistan 2008: Annual Status of Education Report. Retrieved from* http://www.aserpakistan.org/

ASER: Pakistan 2010

Basic Learning Levels

Reading

Tick the Relevant Box, the highest level of learning (e.g. Nothing, Letter, Words, Sentences, Story), the child achieves during the reading Test. REMEMBER TO USE BO TH SAMPLES OF TOOLS GIVEN to you.

For Reading Test Process see following Table

STEPS FOR ASSESING READING

Child's reading level	How to test and what criteria to use for categorizing children
Story reading (Class 2 level text)	If the child reads the story fluently, with ease and speed, mark her as a **"story level" child (or a child who can read Std 2 level text)**.
Easy Sentences (Class 1 level text) **Start Here** →	Ask the child to read any easy Sentences. Listen carefully when the child reads. The child may read slowly. She may stop frequently. But as long as she is **reading the text like she is reading a sentence rather than a STRING OF WORDS**, categorize her as a **"Sentence level" child (or a child who can read Std 1 level text)**. Once you have decided that this child is a "sentence" level child, ask the child to read the story. If a child is reading very slowly and stops between words for a long time, or if she is reading the text like it is one word after another, and therefore not reading the text li ke she is reading a sentence, then she is not a "Sentence level" child. Then you should take the child one level lower and ask her to read words.
Words (Set of easy words)	Ask the child to read any 5 words from the word list. Let the child choose the wo rds herself. If she does not choose, then point out the words to her. If she can correctly read at least 4 out of the 5 words with ease, then ask her to try to read the easy paragraph again. She will be marked as a "word level" child if she can correctly r ead words but is still struggling with the easy paragraph. If she cannot correctly read at least 4 out of 5 words she chooses, then show her the list of letters. Don't let the child read MORE than FIVE words because it will be difficult for you to select which 4 or 5 words are to be marked correct.
Letter (Set of common letters)	Ask the child to read any 5 letters from the letters list. Let the child choose the letters herself. If she does not choose, then point out letters to her. If she can correctl y recognize at least 4 out of 5 letters with ease, then show her the list of words again. She will be marked as a "letter level" child if she can read 4 out of 5 letters but cannot read words. ONLY ask the child to **READ ANY FIVE**. Please remember that cho ice should be given to child.
Nothing	Child cannot recognize even 4 out of 5 common letters from the letters list.

English Competency Assessment

Tick the Relevant Box, the highest level of learning (e.g. Nothing, Capital Alphabets, Small Alphabets, Words, Sentences), the child achieves during the reading Test. REMEMBER TO USE BOTH SAMPLES OF TO OLS GIVEN to you. For Basic English Competency Assessment Test Process see following Table

STEPS FOR ASSESSING BASIC ENGLISH

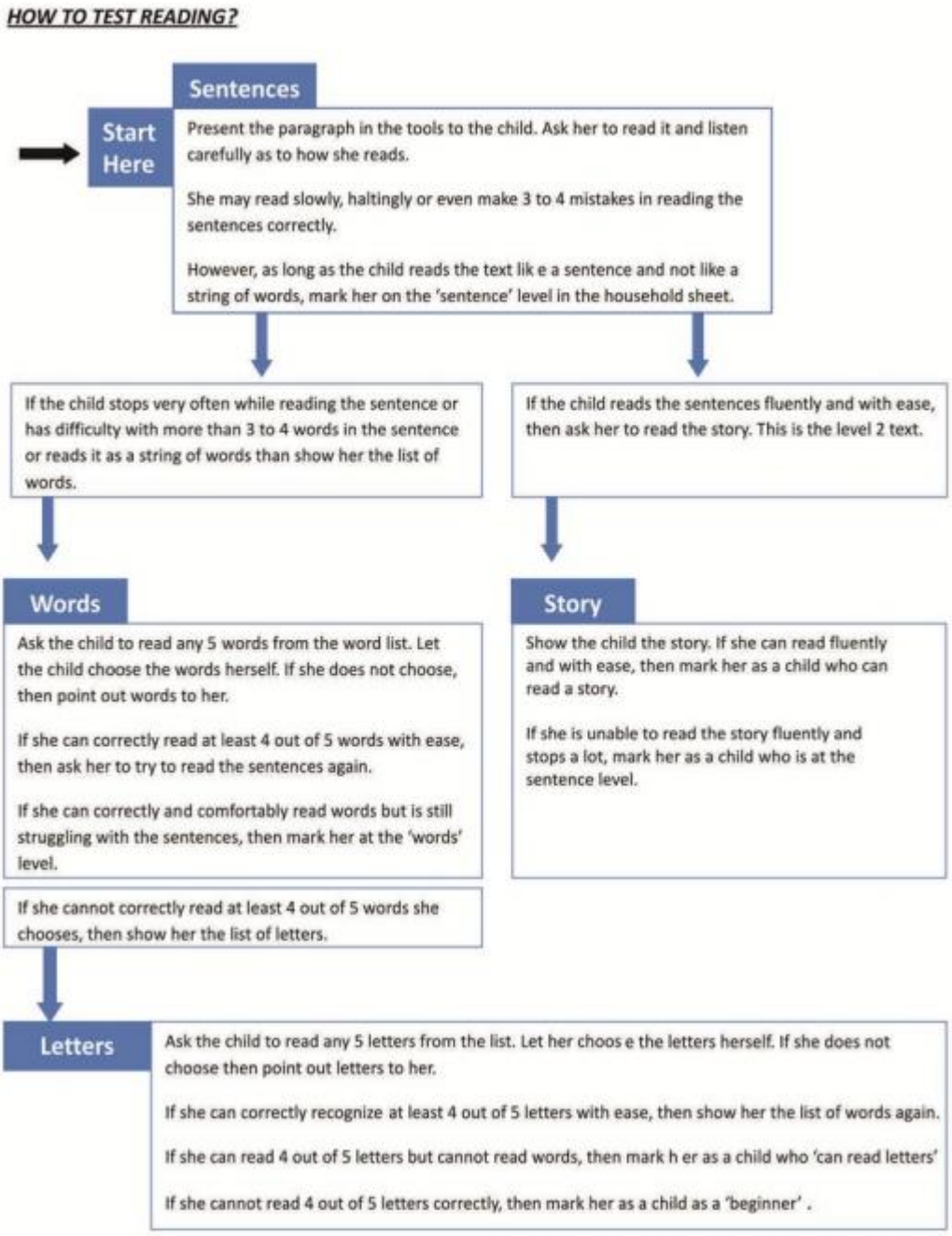
READING: mark the highest reading level that the child is able to read comfortably.

MEANINGS: for word meanings & sentence meanings, separately note child's ability to do each.

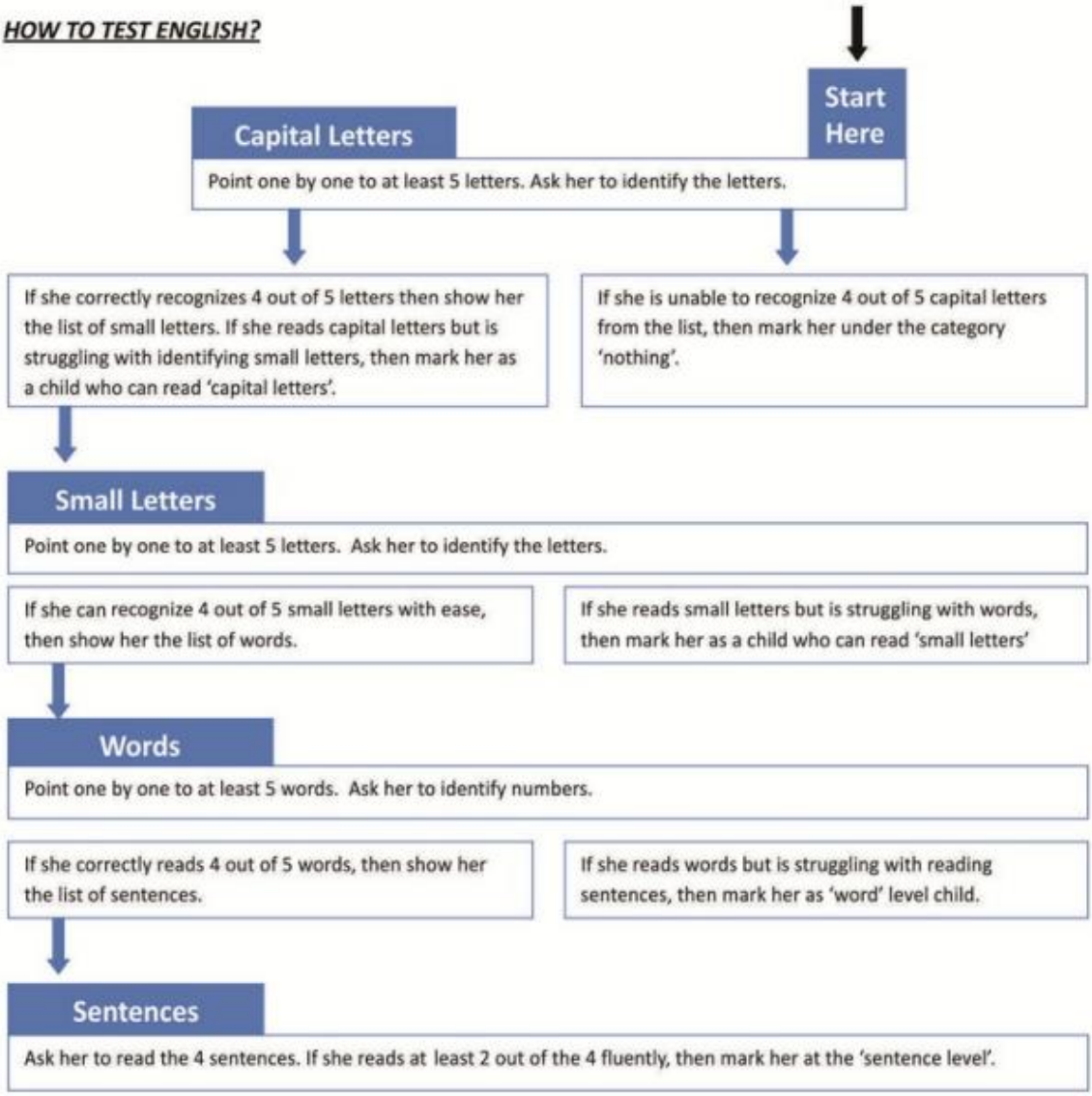
English level	How to test and what criteria to use for categorizing children's ability in English
Capital alphabets Start Here →	▪ Ask the child to read any 5 capital alphabets from the letters list. Let the child choose the letters herself. If the child cannot choose, then point to 5 randomly chosen alphabets on the sheet. If she can correctly recognize at least 4 out of 5 letters with ease, then show her the list of small alphabets. ▪ If the child can read capital alphabets but is struggling with identifying small alphabets, then mark her as "capital letter" level child. ▪ Child cannot recognize even 4 out of 5 capital alphabets from the letters list, then mark her as a "nothing" child. ▪ Remember to ask ONLY five alphabets so you are able to assess correctly.
Small alphabets	▪ Ask the child to read any 5 small alphabets from the letters list. Let the child choose the letters herself. If the child cannot choose, then point to 5 randomly chosen alphabets on the sheet. If she can correctly recognize at least 4 out of 5 letters with ease, then show her the list of words. ▪ If the child can read small alphabets but is struggling with reading words, then mark her as "small letter" level child. ▪ Remember to ask ONLY five alphabets so you are able to assess correctly
Simple words	**Reading words:** ▪ From the list of 6 words ask the child to read any 5. ▪ If she can correctly read at least 4 out of the 5 words, then show the child the list of sentences. ▪ If the child does not want to read the sentences, or is unable to do so, mark her as ▪ "Word" child. **Meaning of words: (after the child has been marked at "word" level)** ▪ For the same words the child has just read, ask her to tell you the meaning of the words in her local language. ▪ Meaning of words can either be the literal meaning or can be an associated word. E.g. Instead of saying 'red' means 'laal' the child may point out to an object around her that is red in color. Similarly, instead of saying that 'man' means 'aadmi' the child may point to her father or to a man standing besides her. Similarly, for a word like 'cup', the child says 'Piyali'. All these responses are acceptable. ▪ If the child can correctly tell the meaning of at least 4 words, then mark her as "can say"; if not, mark "cannot say".
Easy sentences	**Reading sentences:** ▪ Ask the child to read the 4 sentences given. If the child can read at least 2 out of the 4 sentences as a complete sentence (does not stop frequently or does not read the sentence as a string of words), then mark her as "sentence" child. **Meaning of sentences**: (after the child has been marked at "sentence" level) • For the same sentences the child has just read; ask her to tell you the meaning of each sentence in her local language. • The child should be able to at least tell the meaning of the main underlined words in the sentence but do not point out these words to the child. E.g. for a sentence like 'what is your name?' the child should at least say 'what' means 'kya' and 'name' means 'naam'. It is acceptable as long as the child is able to say the meaning of the main words. • If the child can correctly tell the meaning of at least 2 sentences, then mark her as "can say" else "cannot say". • If the child cannot say the meaning of the sentences then ask the child meaning of the 5 words she read and mark accordingly.

Source: *ASER Pakistan 2010: Annual Status of Education Report. Retrieved from* http://www.aserpakistan.org/

ASER: Pakistan 2011



HOW TO TEST ENGLISH?

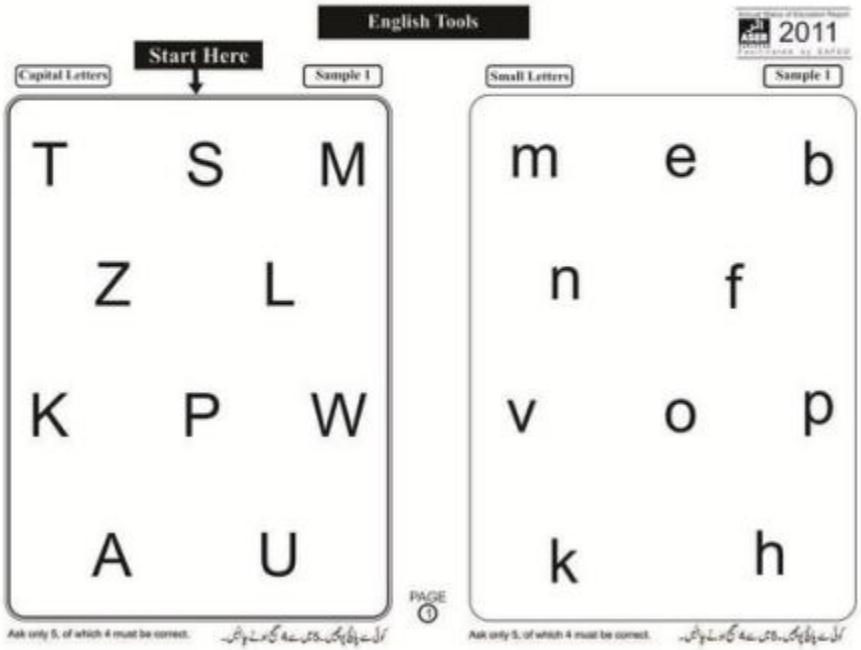


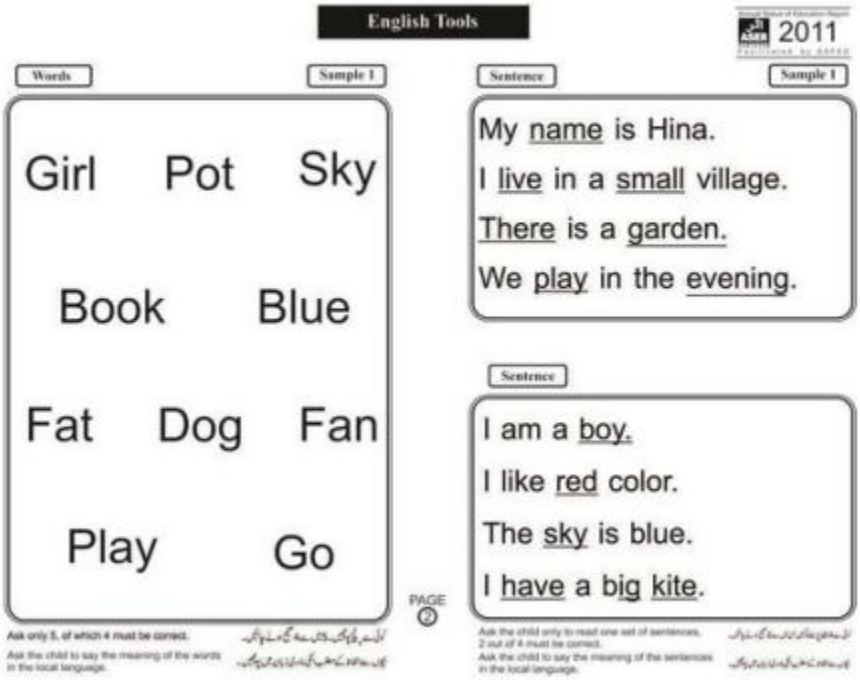
Meaning of Words and Sentences in Local Language

Word Meanings: If a child is able to read words, ask her their meaning in her own language. Meaning can be literal or even a closely associated word. If she correctly says the meaning of the 4 words , mark her as a child who 'can say meanings', otherwise mark her as a child who 'cannot say meanings'.

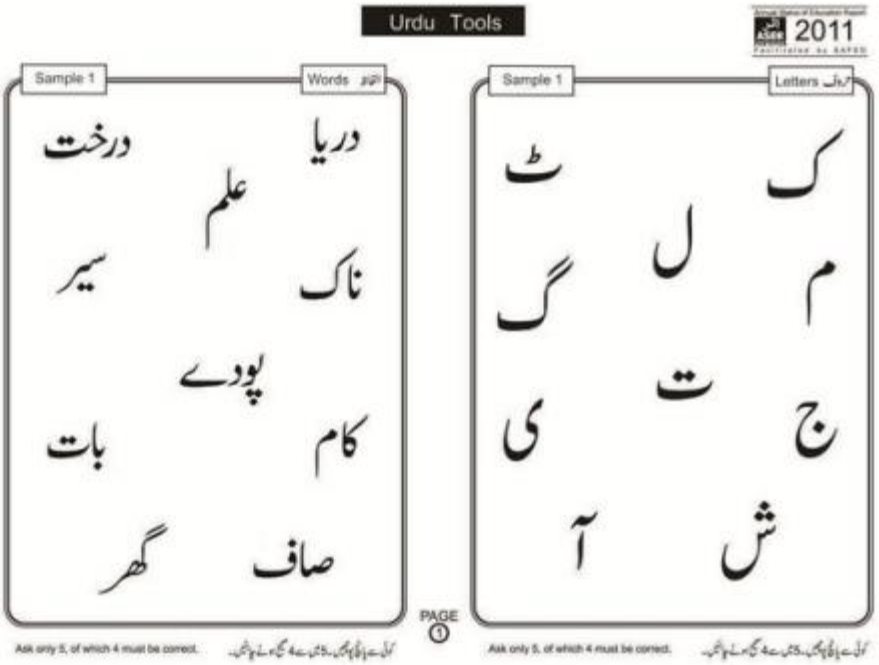
Sentence Meanings: If a child is able to read sentences, ask her the meaning of the underlined sentences in her own language. If she correctly says the meaning of at least 2 sentences, mark her as a child who 'can say meanings', otherwise mark her as a child who 'cannot say meanings'

English Tools





Urdu Tools


Urdu Tools
2011
Sample 1
Words الفاظ
دریا
درخت
علم
ناک
سیر
پودے
کام
بات
صاف
گھر
Ask only 5, of which 4 must be correct.
PAGE 1
Sample 1
Letters حروف
ک
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ج
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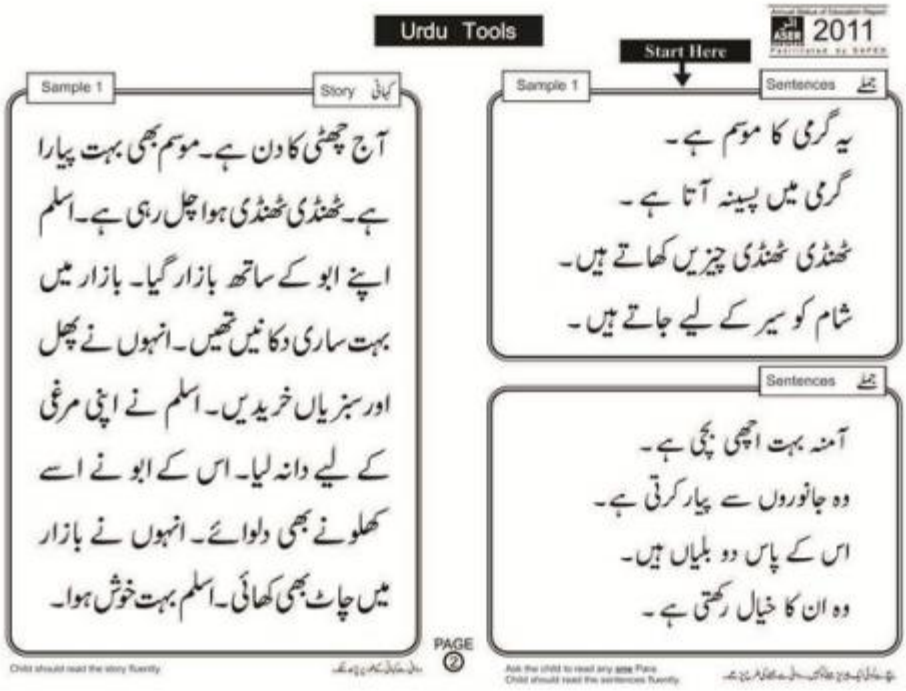
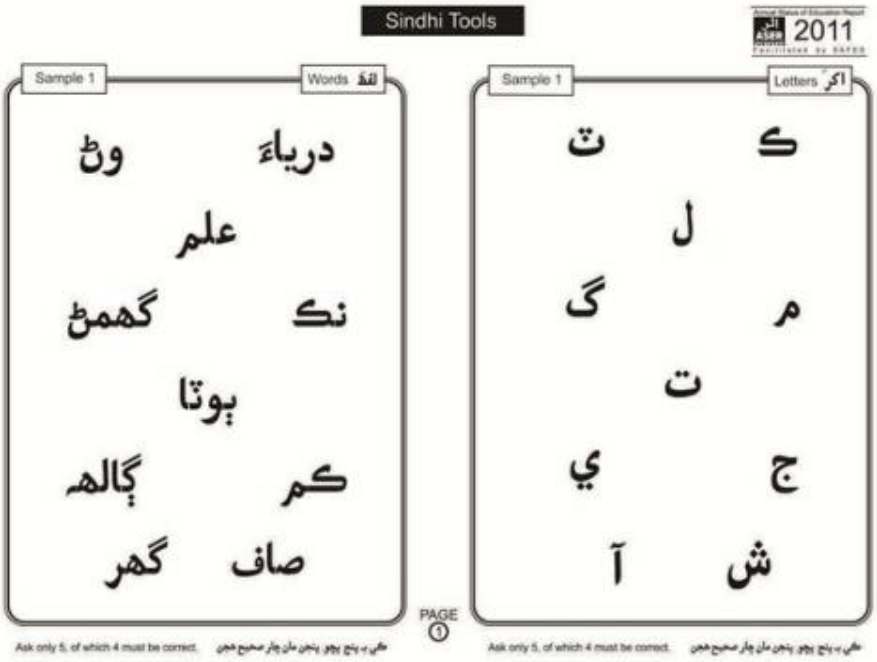
ش
آ
Ask only 5, of which 4 must be correct.


Urdu Tools
2011
Start Here
Sample 1
Story کہانی
آج چھٹی کا دن ہے۔ موسم بھی بہت پیارا ہے۔ ٹھنڈی ٹھنڈی ہوا چل رہی ہے۔ اسلم اپنے ابو کے ساتھ بازار گیا۔ بازار میں بہت ساری دکانیں تھیں۔ انہوں نے پھل اور سبزیاں خریدیں۔ اسلم نے اپنی مرغی کے لیے دانہ لیا۔ اس کے ابو نے اسے کھلونے بھی دلوائے۔ انہوں نے بازار میں چاٹ بھی کھائی۔ اسلم بہت خوش ہوا۔
Child should read the story fluently
PAGE 2
Sample 1
Sentences جملے
یہ گرمی کا موسم ہے۔
گرمی میں پسینہ آتا ہے۔
ٹھنڈی ٹھنڈی چیزیں کھاتے ہیں۔
شام کو سیر کے لیے جاتے ہیں۔
Sentences جملے
آمنہ بہت اچھی بچی ہے۔
وہ جانوروں سے پیار کرتی ہے۔
اس کے پاس دو بلیاں ہیں۔
وہ ان کا خیال رکھتی ہے۔
Ask the child to read any one Para
Child should read the sentences fluently

Sindhi Tools



Source: *ASER Pakistan 2011: Annual Status of Education Report. Retrieved from* http://www.aserpakistan.org/

ASER: Pakistan 2012

How to test Reading?

Start Here

Sentences

- Ask the child to read any paragraph. Listen carefully as to how s/he reads.
- S/he may read slowly.
- However, as long as the child reads the text like a sentence and not like a string of words, mark her/him as a 'sentence' level child.

If the child stops very often while reading the sentence or has difficulty with more than 4 words in the sentence or reads it as a string of words than show her/him the list of words.

Words

- Ask the child to read any 5 words from the word list. Let the child choose the words themselves. If s/he does not choose, then point out words to her/him.
- If s/he can correctly read at least 4 out of 5 words with ease, then ask her/him to try to read the paragraph again.
- S/he will be marked at the 'words' level if s/he can correctly read words but is still struggling with the paragraph.

If she cannot correctly read at least 4 out of 5 words she chooses, then show her the list of letters.

Letters

- Ask the child to read any 5 letters from the list. Let her/him choose the letters herself. If s/he does not choose then point out letters to her/him.
- If s/he can correctly recognize at least 4 out of 5 letters with ease, then show her/him the list of words again.
- If s/he can read 4 out of 5 letters but cannot read words, then mark her as a child who 'can read letters'
- If she cannot read 4 out of 5 letters correctly, then mark her as a child as a 'beginner'.

If the child reads the sentences fluently and with ease, then ask her to read the story. This is the level 2 text.

Story

- Show the child the story. If she can read fluently and with ease, then mark her as a child who can read a story.
- If she is unable to read the story fluently and stops a lot, mark her as a child who is at the paragraph level.
- Those children who can easily read story should be tested for bonus question 1 and bonus question 2. This assesses students for their comprehension skills. Mark yes if she/he answers them correctly and vice versa.

How to test English?

Start Here

Capital Letters

Point one by one to at least 5 letters. Ask her to identify the letters.

- If s/he correctly recognizes 4 out of 5 letters then show her/him the list of small letters.
- If s/he reads capital letters but is struggling with identifying small letters, then mark her/him as a child who can read 'capital letters'.

If s/he is unable to recognize 4 out of 5 capital letters from the list, then mark her/him under the category 'nothing'.

Small Letters

Point one by one to at least 5 letters. Ask her to identify the letters.

If she can recognize 4 out of 5 small letters with ease, then show her the list of words.

If she reads small letters but is struggling with words, then mark her as a child who can read 'small letters'

Words

Point one by one to at least 5 words. Ask her to read them.

If she correctly reads 4 out of 5 words, then show her the list of sentences.

If she reads words but is struggling with reading sentences, then mark her as 'word' level child.

Meaning of words: (after the child has been marked at "word" level)

- For the same words the child has just read, ask her to tell you the meaning of the words in her local language.
- Meaning of words can either be the literal meaning or can be an associated word. E.g. Instead of saying 'red' means 'laal' the child may point out to an object around her that is red in color. Similarly, instead of saying that 'man' means 'aadmi' the child may point to her father or to a man standing beside her. Similarly, for a word like 'cup', the child says 'Piyali'. All these responses are acceptable.
  If the child can correctly tell the meaning of at least 4 words, then mark her as "can say". If not, mark "cannot say".

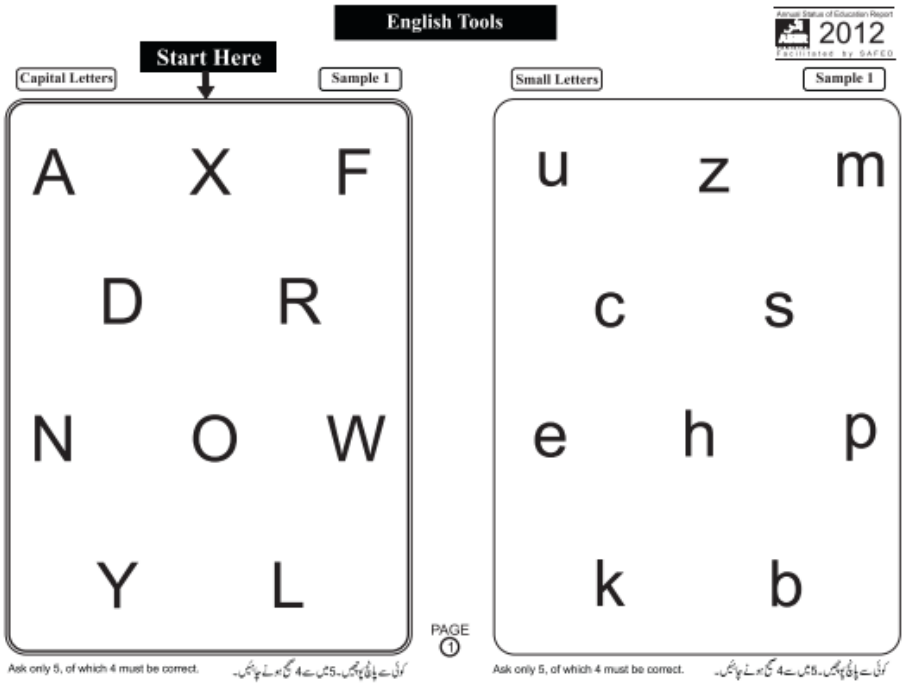
Sentences

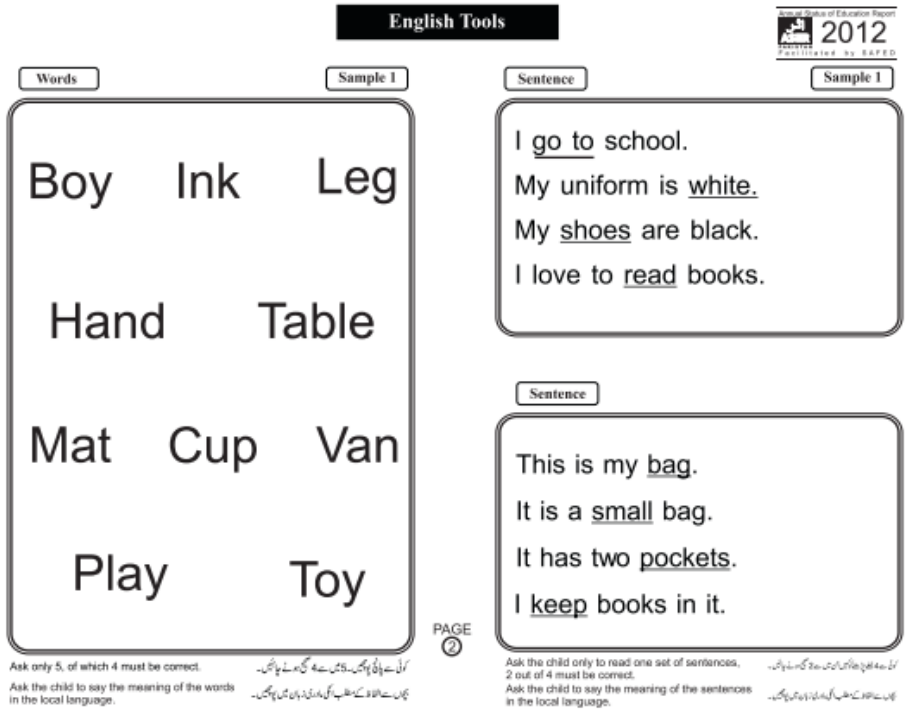
Ask her to read the 4 sentences. If she reads at least 2 out of the 4 fluently, then mark her at the 'sentence level'.

Meaning of sentences: (after the child has been marked at "sentence" level)

- For the same sentences the child has just read; ask her to tell you the meaning of each sentence in her local language.
- The child should be able to at least tell the meaning of the main underlined words in the sentence but do not point out these words to the child. E.g. for a sentence like 'what is your name?' the child should at least say 'what' means 'kya' and 'name' means 'naam'. It is acceptable as long as the child is able to say the meaning of the main words.
- If the child can correctly tell the meaning of at least 2 sentences, then mark her as "can say" else "cannot say".
  If the child cannot say the meaning of the sentences then ask the child meaning of the 5 words she read and mark accordingly.

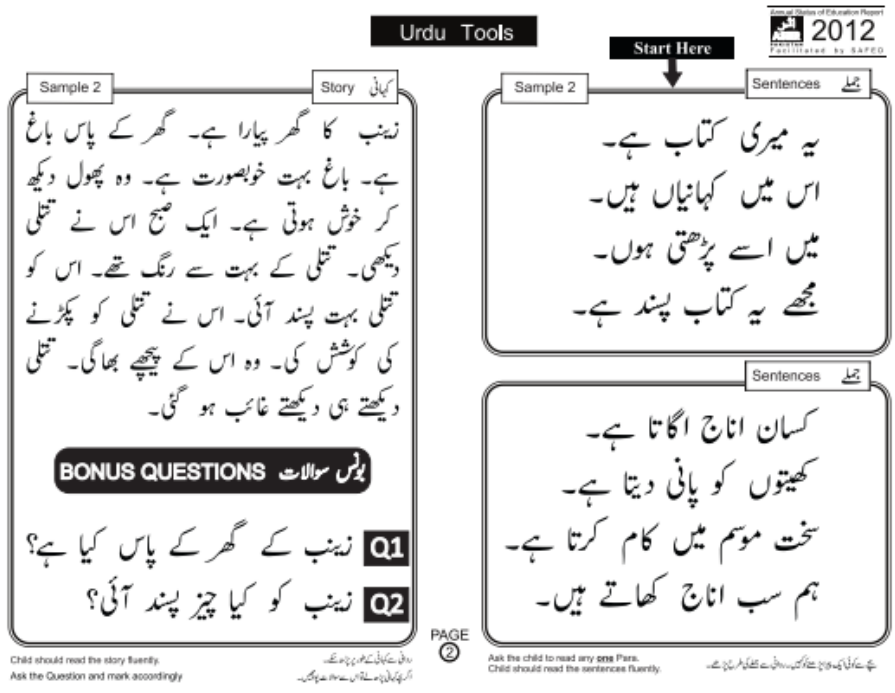
English Tools





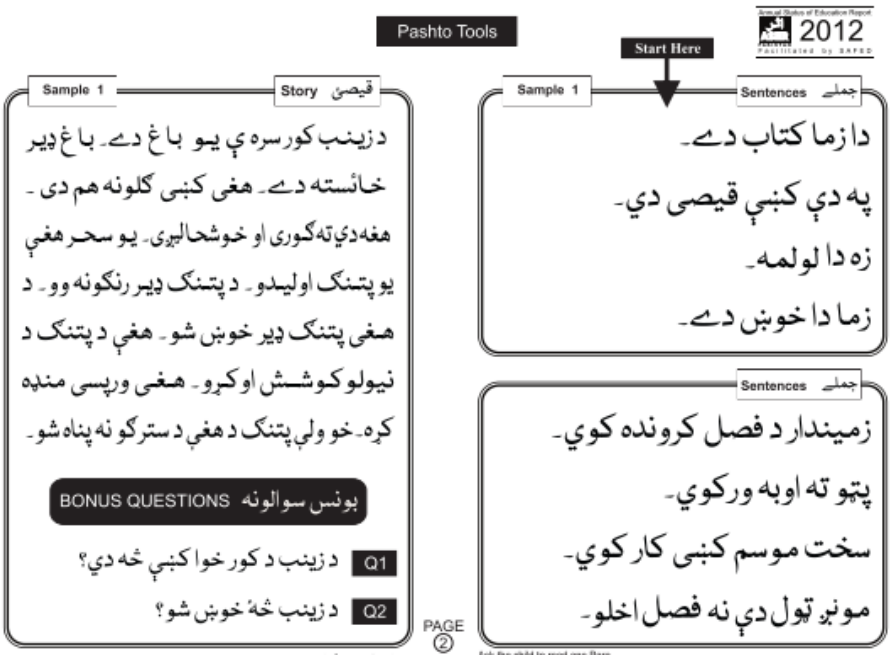
Urdu Tools

Urdu Tools
2012
Sample 1
Words الفاظ
انار
رنگ
ورق
کاغذ
لٹو
جوتا
میز
بس
امرود
طوطا
Sample 1
Letters حروف
گ
ج
ث
غ
ط
م
ر
ب
PAGE
1
Ask only 5, of which 4 must be correct.
کوئی سے پانچ پوچھیں۔5 میں سے 4 صحیح ہونے چاہئیں۔


Urdu Tools
2012
Start Here
Sample 2
Story کہانی
زینب کا گھر پیارا ہے۔ گھر کے پاس باغ ہے۔ باغ بہت خوبصورت ہے۔ وہ پھول دیکھ کر خوش ہوتی ہے۔ ایک صبح اس نے تتلی دیکھی۔ تتلی کے بہت سے رنگ تھے۔ اس کو تتلی بہت پسند آئی۔ اس نے تتلی کو پکڑنے کی کوشش کی۔ وہ اس کے پیچھے بھاگی۔ تتلی دیکھتے ہی دیکھتے غائب ہو گئی۔
BONUS QUESTIONS بونس سوالات
Q1 زینب کے گھر کے پاس کیا ہے؟
Q2 زینب کو کیا چیز پسند آئی؟
Sample 2
Sentences جملے
یہ میری کتاب ہے۔
اس میں کہانیاں ہیں۔
میں اسے پڑھتی ہوں۔
مجھے یہ کتاب پسند ہے۔
Sentences جملے
کسان اناج اگاتا ہے۔
کھیتوں کو پانی دیتا ہے۔
سخت موسم میں کام کرتا ہے۔
ہم سب اناج کھاتے ہیں۔
PAGE
2
Child should read the story fluently.
Ask the Question and mark accordingly
Ask the child to read any one Para.
Child should read the sentences fluently.

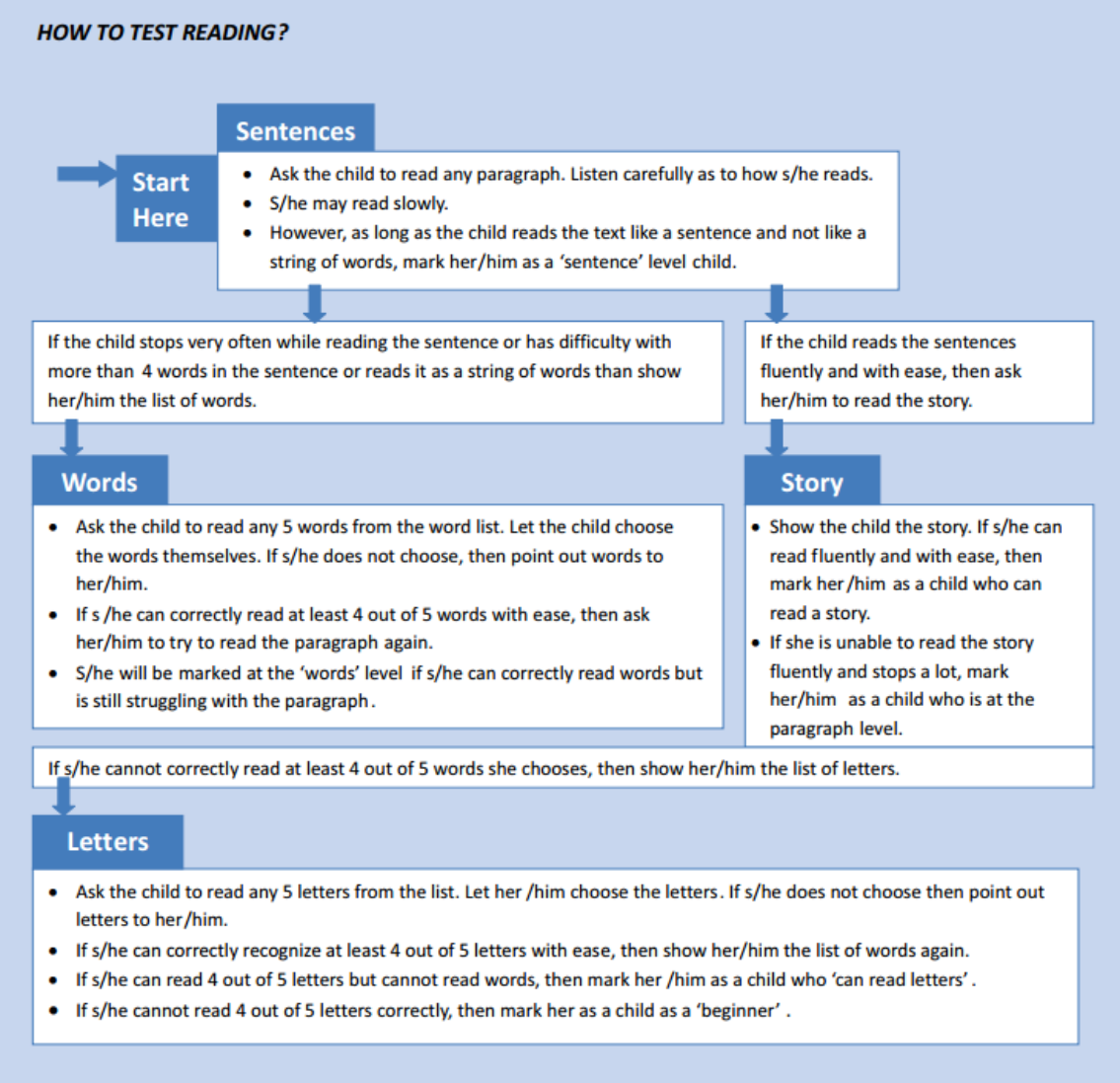
Sindhi Tools

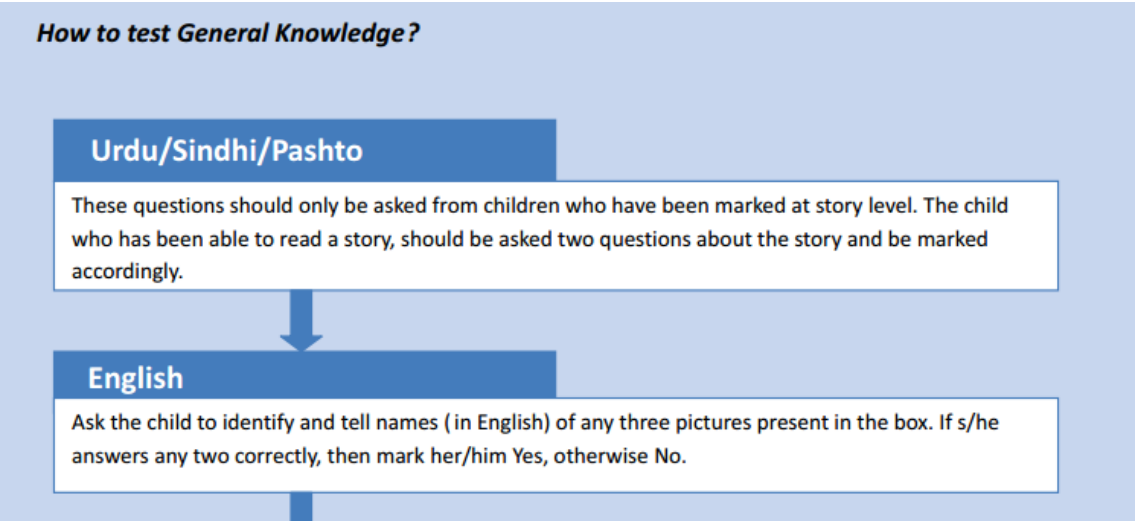
Pashto Tools



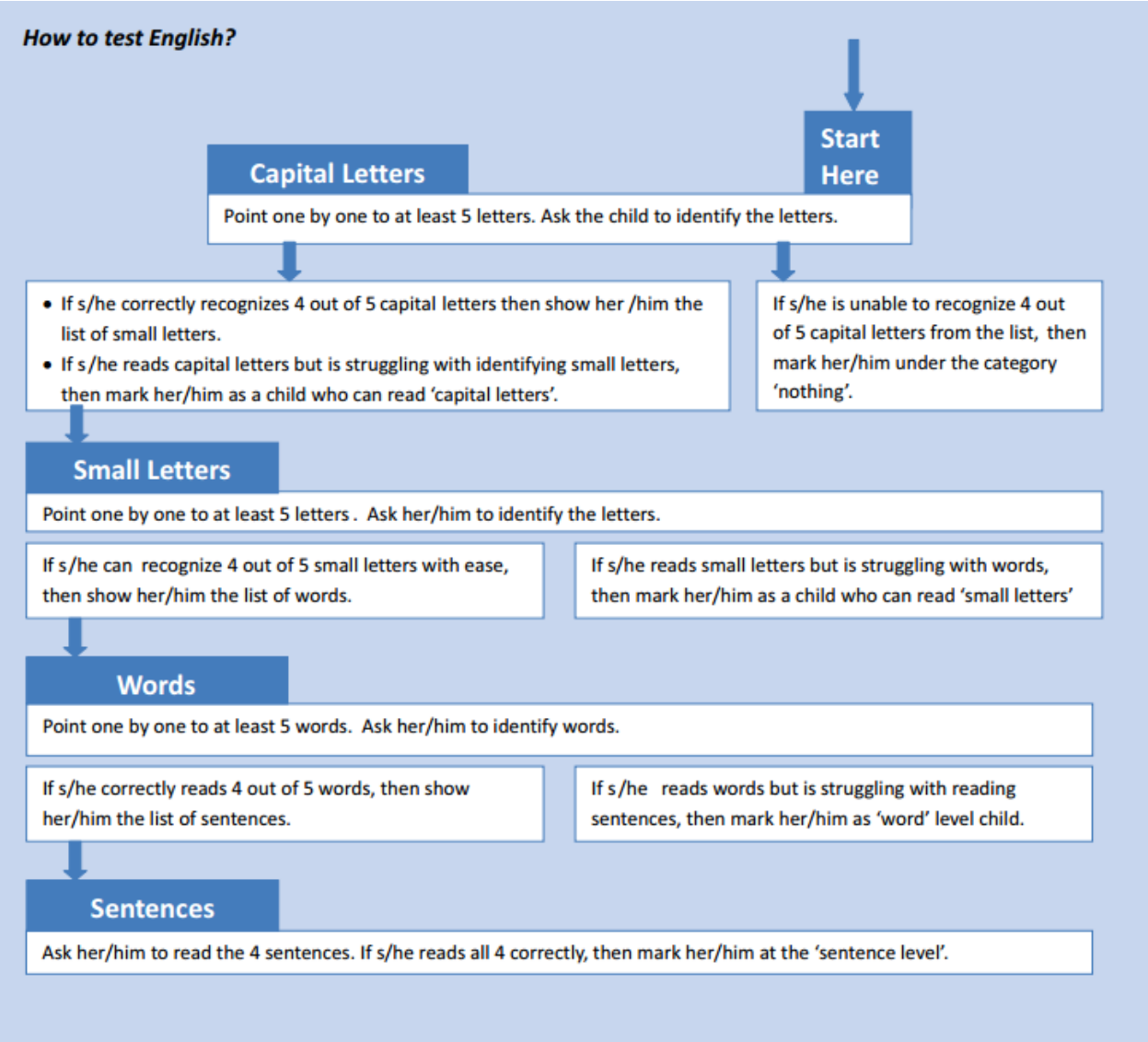
Source: *ASER Pakistan 2012: Annual Status of Education Report. Retrieved from* http://www.aserpakistan.org/

ASER: Pakistan 2013

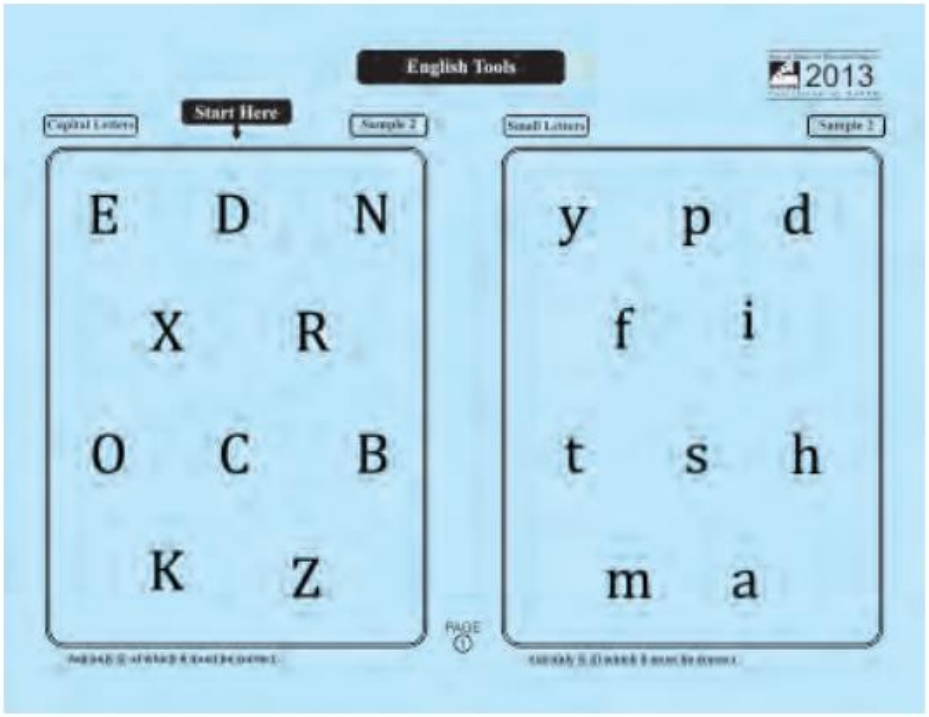


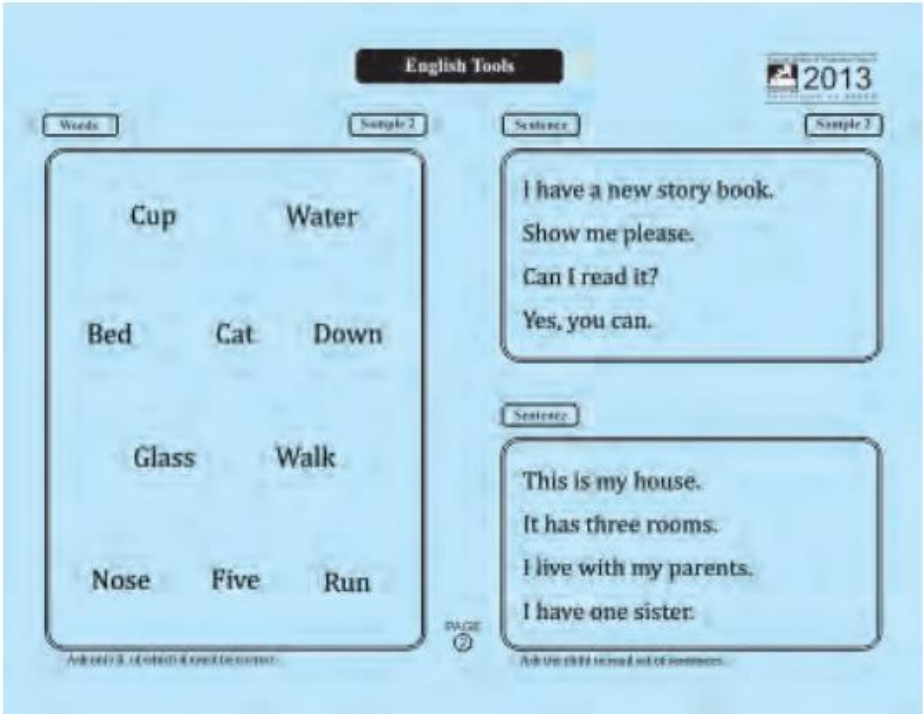


How to test English?

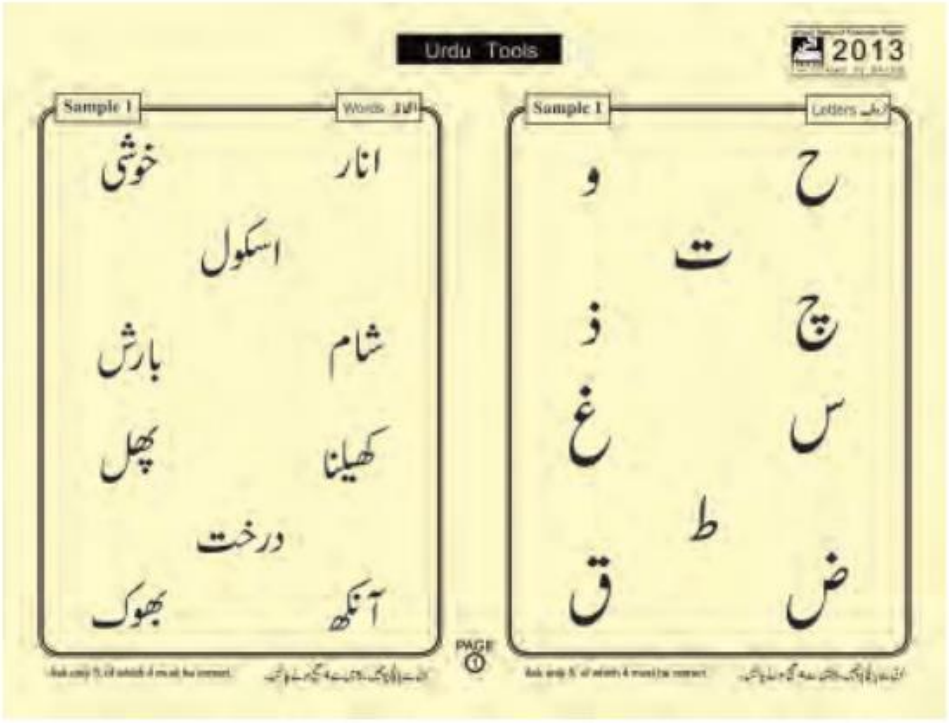


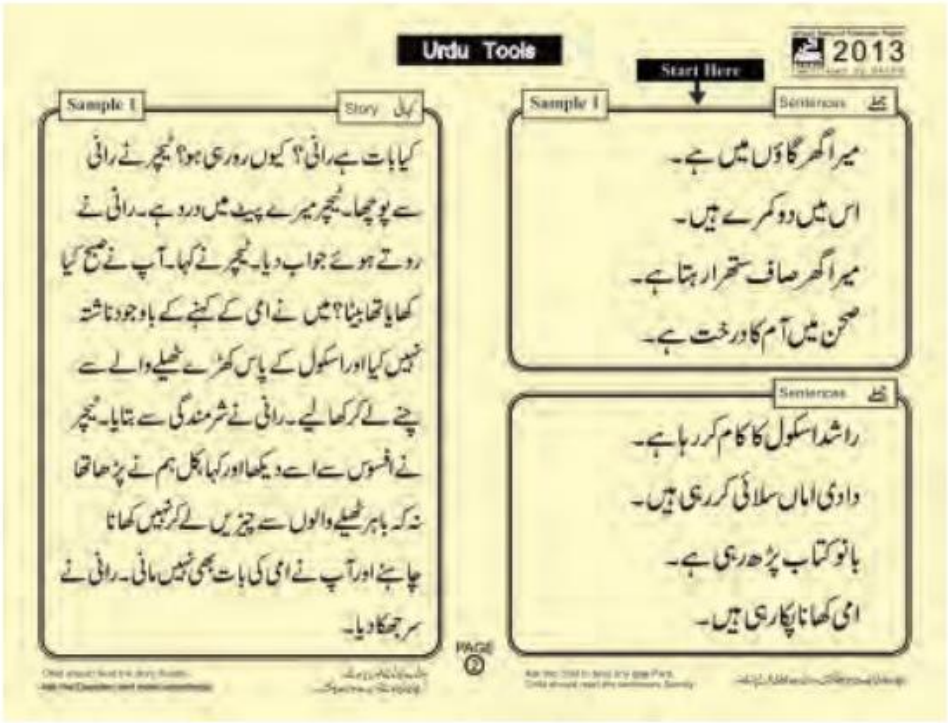
English Tools



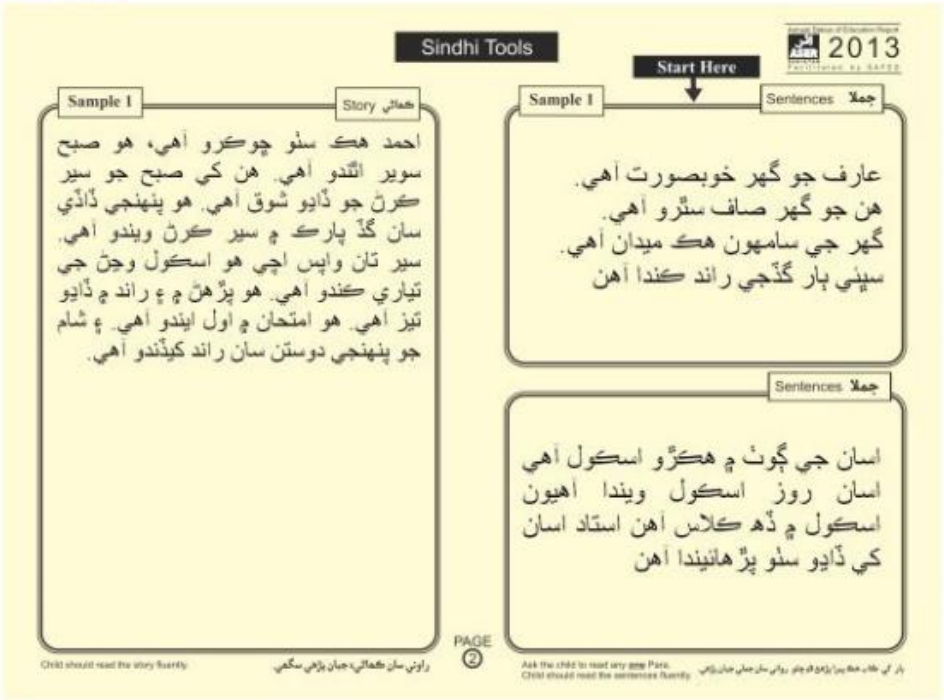


Urdu Tools

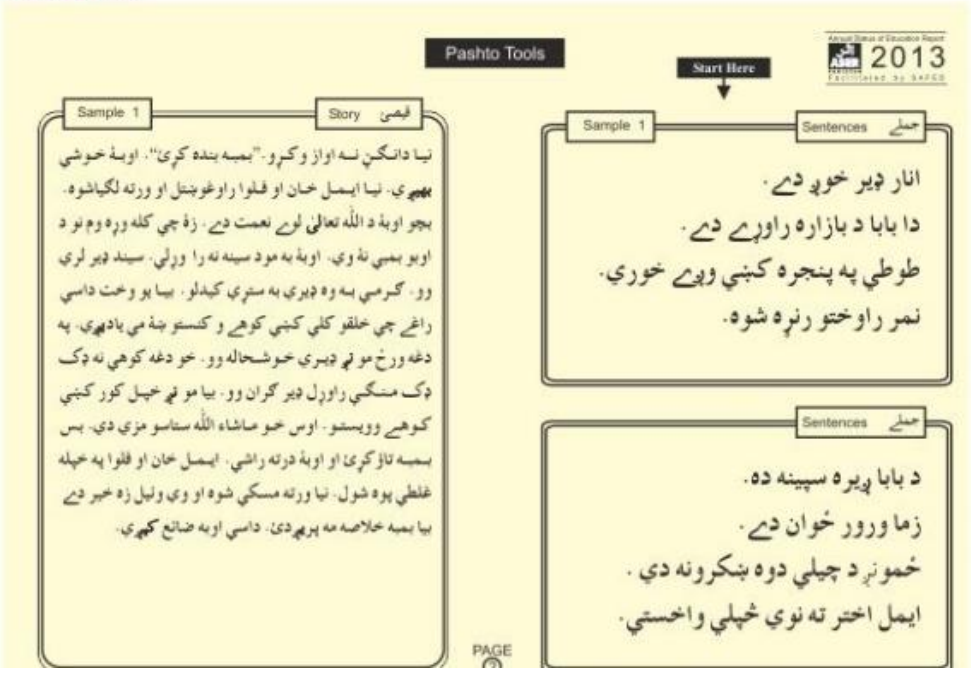

Urdu Tools
2013
Sample 1
Words
انار
خوشی
اسکول
شام
بارش
کھیلنا
پھل
درخت
آنکھ
بھوک
Sample 1
Letters
ح
و
ت
چ
ذ
س
غ
ط
ض
ق
PAGE 1


Urdu Tools
2013
Start Here
Sample 1
Story
کیا بات ہے رانی؟ کیوں رو رہی ہو؟ ٹیچر نے رانی سے پوچھا۔ ٹیچر میرے پیٹ میں درد ہے۔ رانی نے روتے ہوئے جواب دیا۔ ٹیچر نے کہا۔ آپ نے صبح کیا کھایا تھا بیٹا؟ میں نے امی کے کہنے کے باوجود ناشتہ نہیں کیا اور اسکول کے پاس کھڑے ٹھیلے والے سے چنے لے کر کھا لیے۔ رانی نے شرمندگی سے بتایا۔ ٹیچر نے افسوس سے اسے دیکھا اور کہا کل ہم نے پڑھا تھا نہ کہ باہر ٹھیلے والوں سے چیزیں لے کر نہیں کھانا چاہئے اور آپ نے امی کی بات بھی نہیں مانی۔ رانی نے سر جھکا دیا۔
Sample 1
Sentences
میرا گھر گاؤں میں ہے۔
اس میں دو کمرے ہیں۔
میرا گھر صاف ستھرا رہتا ہے۔
صحن میں آم کا درخت ہے۔
Sentences
راشد اسکول کا کام کر رہا ہے۔
دادی اماں سلائی کر رہی ہیں۔
بانو کتاب پڑھ رہی ہے۔
امی کھانا پکا رہی ہیں۔
PAGE 2

Sindhi Tool



Pashto Tool



Source: *ASER-Pakistan 2013: National Report. Retrieved from* http://www.aserpakistan.org/

Beekungo: Mali 2013

Note: Children are administered reading tests in French and in a national language.

- **Evaluation en lecture**

Il y a deux tests de lecture : le test de lecture en français et le test de lecture en langue nationale.

Etape 1 : Item « lettres »

a	f	O	b
l		c	
u	s	m	t

L'enfant choisit librement et lit cinq (05) lettres sur les dix (10) de l'Item. S'il lit correctement quatre (04) lettres sur les cinq (05) choisies, il est performant et il passe à l'item « Mots ». Sinon, son niveau est "RIEN", le relais marque O dans la colonne lecture et l'évaluation en lecture s'arrête à ce niveau.

Etape 2 : Item « Mot »

case	bic	fête	route
papa		pile	
lu	toto	fil	mère

L'enfant choisit librement et lit cinq (05) mots parmi les dix (10) de l'Item. Il est jugé performant s'il lit correctement quatre (04) mots sur les cinq (05) choisis. Le cas échéant, il passe à l'Item « Paragraphe ». Au cas contraire, son niveau est lecture des « Lettres », le relais marque 1 dans la colonne lecture et l'évaluation en lecture s'arrête à ce niveau.

Etape 3 : Item « Paragraphe »

Kalifa est le frère de Sata. Tous les jours, ils vont à l'école. Le dimanche, Sata lave les habits. Kalifa va au champ avec son père.	**1**
Le père de Mamadou va à la chasse. Hier, il a tué un gros lapin. Maman Sitan a préparé la viande. Mamadou a bien mangé.	**2**

L'enfant choisit librement et lit un des deux paragraphes. S'il le lit bien, il passe à l'item « Texte ». Sinon, son niveau est lecture des « Mots », le relais marque 2 dans la colonne lecture et l'évaluation en lecture s'arrête à ce niveau.

Etape 4 : Item «Texte»

Le lundi 3 Octobre, c'est la rentrée des classes. Le matin de bonne heure, Alou s'est lavé et a porté ses habits neufs. Après le petit déjeuner, il est allé à l'école. Partout, c'est des pleurs et des cris de joie. Tout à coup, la cloche sonne. Tous les élèves rentrent en

L'enfant doit lire tout le texte. S'il le lit correctement, il passe alors à l'item « compréhension ». Sinon, il a un niveau correspondant à la lecture de « Paragraphes », le relais marque 3 dans la colonne lecture et l'évaluation en lecture s'arrête à ce niveau.

Etape 5 : Item « Compréhension»

Alou a porté quoi? **près le petit déjeuner, il est allé où ?**

Si l'enfant lit correctement le texte on lui pose les deux questions de compréhension suivantes : Si l''enfant répond correctement aux deux questions, il est jugé performant et son niveau correspond à «Compréhension » de texte. Le relais marque 5 dans la colonne lecture. Sinon, il est au niveau « Texte », le relais marque 4 dans la colonne lecture et l'évaluation en lecture s'arrête à ce niveau.

NB : - L'exemple donné ici traite de l'évaluation de l'enfant en français. Cependant, la démarche d'application des tests est la même que l'on soit en train d'évaluer en français ou en langue nationale. Pour évaluer un enfant d'une classe à curriculum, la liberté lui est donnée de choisir la langue dans laquelle il souhaite être évalué (français ou langue nationale). - Il n y a pas d'interdépendance entre le test de lecture et le test de calcul. Quel que soit le niveau de l'enfant dans l'un, il est également testé dans l'autre.

Source: *Rapport Annuel d'Evaluation des Apprentissages Scholares au Mali (Version Provisoire). Retrieved from* *http://www.omaes.net/*

UWEZO: Kenya 2009

I. Literacy

A. Reading Tests

All children between the ages 6-16 years were given the reading test first in English then in Kiswahili. Their reading skills were evaluated using an incremental method that had four levels - letter, word, paragraph and story - with each stage serving as the pre-requisite for the next.

Sample reading tests in English and Kiswahili

PARAGRAPH	AYA
Atieno is my sister.	Anna huamka asubuhi.
She is in class four.	Yeye hunawa uso wake.
She has a blue skirt.	Kisha huvaa sare yake.
She likes it very much.	Alafu huenda shuleni.

B. Comprehension tests

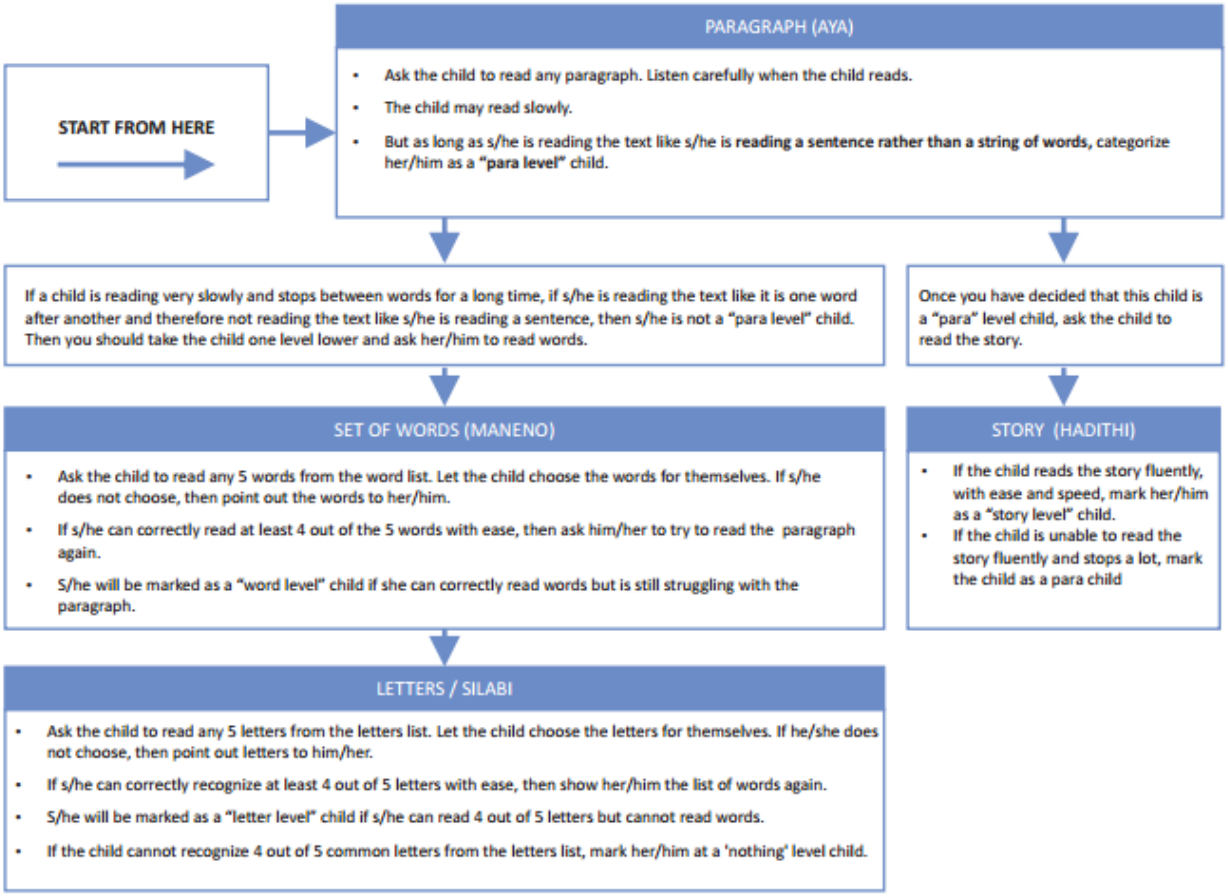
Only children that completed the reading test at story (hadithi) level were given the comprehension test.

Source: *UWEZO Kenya 2010: Are Our Children Learning? Retrieved from* www.uwezo.net

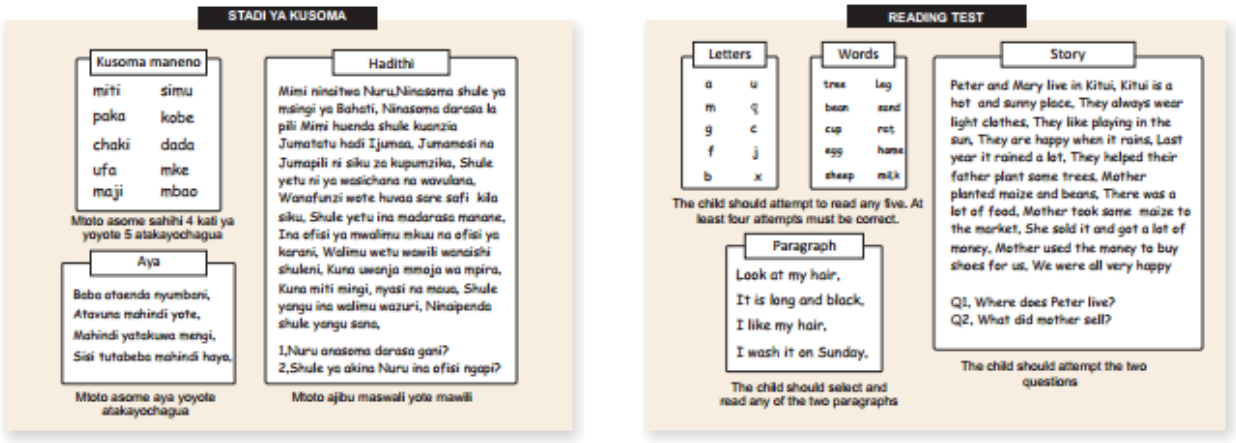
Testing English and Kiswahili Reading - **Amos Kaburu**

Using the assessment tools (Standard 2 level texts), reading of English and Kiswahili are assessed at four distinct levels of difficulty. Levels: letter (silabi), words (maneno), paragraph (aya) and story (hadithi). Test administrators (Volunteers) always begin at the paragraph (aya) level, and then move up to the story level (hadithi) or down to the words (maneno) depending on the competence of the child. The child is first assessed in English, and then Kiswahili. There are four test samples for variability in households with more than one child to be tested. Both reading for fluency and for comprehension are assessed at the first 3 and last level respectively.

Table 4. How to assess reading and what criteria to use to categorize children



English and Kiswahili Sample Tests



STADI YA KUSOMA

Kusoma maneno

miti	simu
paka	kobe
chaki	dada
ufa	mke
maji	mbao

Mtoto asome sahihi 4 kati ya yoyote 5 atakayochagua

Aya

Baba ataenda nyumbani,
Atavuna mahindi yote,
Mahindi yatakuwa mengi,
Sisi tutabeba mahindi haya.

Mtoto asome aya yoyote atakayochagua

Hadithi

Mimi ninaitwa Nuru.Ninasoma shule ya msingi ya Bahati, Ninasoma darasa la pili Mimi huenda shule kuanzia Jumatatu hadi Ijumaa, Jumamosi na Jumapili ni siku za kupumzika, Shule yetu ni ya wasichana na wavulana, Wanafunzi wote huvaa sare safi kila siku, Shule yetu ina madarasa manane, Ina ofisi ya mwalimu mkuu na ofisi ya karani, Walimu wetu wawili wanaishi shuleni, Kuna uwanja mmoja wa mpira, Kuna miti mingi, nyasi na maua, Shule yangu ina walimu wazuri, Ninaipenda shule yangu sana,

1,Nuru anasoma darasa gani?
2,Shule ya akina Nuru ina ofisi ngapi?

Mtoto ajibu maswali yote mawili

READING TEST

Letters

a	u
m	t
g	c
f	j
b	x

Words

tree	leg
bean	sand
cup	rat
egg	home
sheep	milk

The child should attempt to read any five. At least four attempts must be correct.

Paragraph

Look at my hair,
It is long and black,
I like my hair,
I wash it on Sunday.

The child should select and read any of the two paragraphs

Story

Peter and Mary live in Kitui, Kitui is a hot and sunny place, They always wear light clothes, They like playing in the sun, They are happy when it rains, Last year it rained a lot, They helped their father plant some trees, Mother planted maize and beans, There was a lot of food, Mother took some maize to the market, She sold it and got a lot of money, Mother used the money to buy shoes for us, We were all very happy

Q1, Where does Peter live?
Q2, What did mother sell?

The child should attempt the two questions

Source: *UWEZO Kenya 2011: Are Our Children Learning? Retrieved from* www.uwezo.net

Assessing literacy levels

In both literacy and numeracy tests, the aim of the assessment was to find the highest level reached by the child. The highest level reached was recorded in the data book. Both the English and Kiswahili tests had five sections. These are:

- **Letter recognition.** Every letter represents a particular sound. These sounds are important to that particular language. Therefore different languages have different alphabets. When assessing, volunteers were to point to an alphabet and say "What letter is that?" If the child was able to identify five alphabets correctly, he/she moved to the next level.

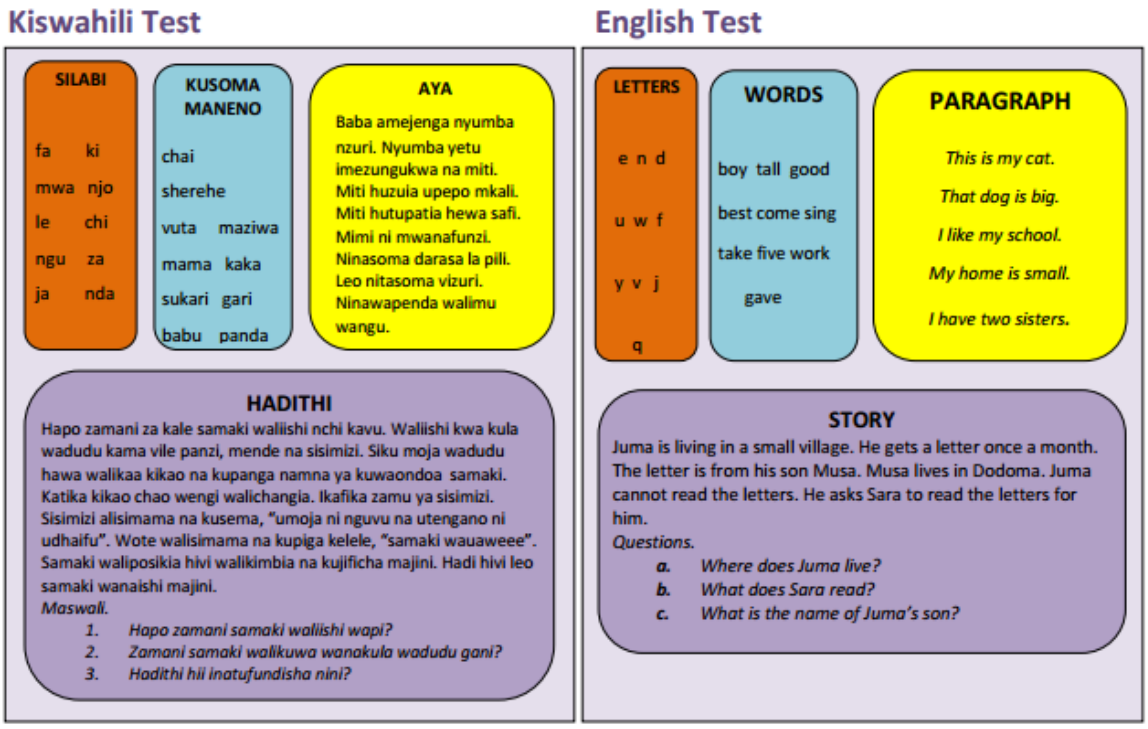
- **Word recognition.** In both English and Kiswahili tests, there were ten words for a child to read. A person doing the assessment picks the words randomly and asks the child to read the word. If a child was able to read six words correctly then the volunteer moved to the next level. For a child to be judged to have the ability to read the words, he/she should be able to read words accurately and automatically decode them.

- **Sentence and Story Reading Levels**. The next level measured was the ability to read a sentence and read a story. These will be assessed as a combined skill as they require the same ability. We have kept the sentences short. Story level is where sentences are read as a string rather than each sentence separately. The act of reading includes decoding written words and letters, transforming them into recognisable language, and understanding their meaning. When assessing a child's reading ability, the following were to be considered:

1. *Accuracy*: words are read correctly, without mispronunciations or omissions. Accuracy also in terms of stress, pitch variations, intonation, rate, phrasing and pausing.

2. *Fluency*: A child who reads word by word in a monotonous way has not achieved necessary fluency levels. A child who has achieved fluency reads smoothly, pauses shortly after a comma, pauses a bit longer at the period mark, and uses the right intonation and stress when a sentence ends with a question mark or exclamation mark.

- **Comprehension**: Those children who had reached story level were asked questions to find out if they understood what they read.



Source: *UWEZO Tanzania 2010: Are Our Children Learning? Retrieved from* www.uwezo.net

English - Set 1 of 4

LETTERS / SOUNDS	
v	b
c	k
e	n
h	a
s	d

The child should choose any 5 letters and correctly name at least 4.

PARAGRAPH (1)
Our school is good. Boys play at school. We sing good songs. Then we go home.

WORDS	
boy	leg
three	come
girl	book
cat	house
milk	bed

The child should choose any 5 words and correctlly read atleast 4.

PARAGRAPH (2)
Sara likes to read. She writes in books. She is my sister. I like to play.

The child should choose either group and read at least 3 sentences correctly.

STORY

Musa is a good teacher. He teaches us well. He comes to class in the morning. He does not like lazy pupils. All the pupils at my school love him. I love him too.

QUESTIONS:

1. Who is a good teacher?
2. Which pupils does Musa not like?

Kiswahili - Seti 1 ya 4

SILABI	
wa	du
nywe	mo
kwa	bi
ji	te
fya	cha

Mtoto asome silabi nne kati ya zozote tano atakazochagua.

AYA (1)
Mimi ni mwanafunzi. Ninasoma darasa la pili. Mwalimu wetu anafundisha vizuri. Ninajua kusoma na kuandika.

MANENO	
bata	paa
kwetu	chura
kuku	ndoo
taa	fyeka
duka	gari

Mtoto asome maneno manne kati ya yoyote matano atakayochagua.

AYA (1)
Baba analima shamba. Mama anapika chakula. Leo tutakula chakula kizuri. Nitakula na rafiki yangu Baraka.

Mtoto asome aya yoyote atakayochagua.

HADITHI

Hapo zamani Jongoo alikuwa na macho na Nyoka alikuwa na miguu. Siku moja nyoka alitaka kwenda kwenye sherehe. Alimuomba Jongoo amuazime macho yake na yeye amwachie miguu yake. Jongoo alikubali na kusisitiza kuwa akirudi amrudishie macho yake. Nyoka aliahidi kumrudishia macho mara akirudi.

Nyoka alifurahi kuona ngoma na michezo mingi kwenye sherehe. Aliamua kutoroka na macho ya Jongoo. Hadi hivi leo Jongoo hana macho.

MASWALI:

1. Hapo zamani nani alikuwa na macho?
2. Hadithi hii inatufundisha nini?

Source: *UWEZO Tanzania 2011: Are Our Children Learning? Retrieved from* www.uwezo.net

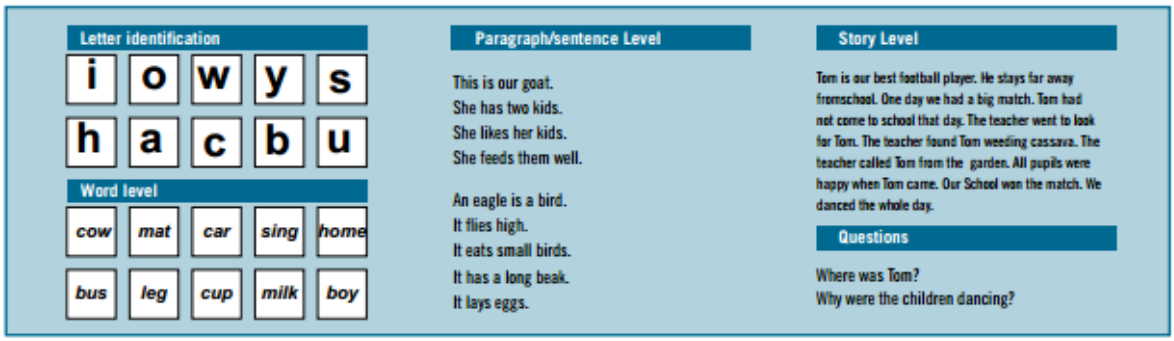
UWEZO: Uganda 2010

Administering the test in English (Reading) and in Arithmetic

The four developed sets of tests in English were produced at letter, words, paragraph and story levels. During the administration of tests, volunteers started with the paragraph level and would then move a level higher or lower depending on the child's ability. Ability to fluently read words was gauged on ease, speed and accuracy. At paragraph and story level fluency was gauged on ability to read sentences accurately rather than as a string of words. Comprehension ability was gauged on accuracy of the child to read the given story and correctly answer one of the two questions given orally.

Sample of Literacy Test

Letter Identification, Word Level, Paragraph/Sentence Level, Story level, Questions:



Letter identification

i	o	w	y	s
h	a	c	b	u

Word level

cow	mat	car	sing	home
bus	leg	cup	milk	boy

Paragraph/sentence Level

This is our goat.
She has two kids.
She likes her kids.
She feeds them well.

An eagle is a bird.
It flies high.
It eats small birds.
It has a long beak.
It lays eggs.

Story Level

Tom is our best football player. He stays far away fromschool. One day we had a big match. Tom had not come to school that day. The teacher went to look for Tom. The teacher found Tom weeding cassava. The teacher called Tom from the garden. All pupils were happy when Tom came. Our School won the match. We danced the whole day.

Questions

Where was Tom?
Why were the children dancing?

Source: *UWEZO Uganda 2010: Are Our Children Learning? Retrieved from* www.uwezo.net

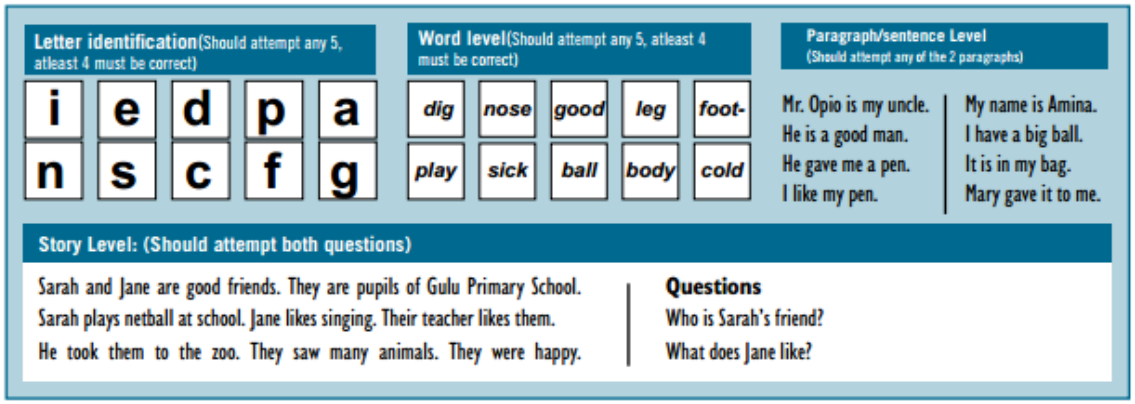
Administering the test in English (Reading) and in numeracy

English reading test

The four developed sets of tests in English were produced at letter, words, paragraph and story levels. During the administration of tests, volunteers started with the letter level and would then progress a level higher depending on the child's ability. Ability to fluently read words was gauged on ease and accuracy. At paragraph and story level fluency was gauged on ability to read sentences accurately rather than as a string of words. Comprehension ability was gauged on accuracy of the child to read the given story and correctly answer the questions given orally.

Sample of reading test

Letter Identification, Word Level, Paragraph/Sentence Level, Story level, Questions:



Letter identification (Should attempt any 5, atleast 4 must be correct)

i	e	d	p	a
n	s	c	f	g

Word level (Should attempt any 5, atleast 4 must be correct)

dig	nose	good	leg	foot-
play	sick	ball	body	cold

Paragraph/sentence Level (Should attempt any of the 2 paragraphs)

Mr. Opio is my uncle.
He is a good man.
He gave me a pen.
I like my pen.

My name is Amina.
I have a big ball.
It is in my bag.
Mary gave it to me.

Story Level: (Should attempt both questions)

Sarah and Jane are good friends. They are pupils of Gulu Primary School.
Sarah plays netball at school. Jane likes singing. Their teacher likes them.
He took them to the zoo. They saw many animals. They were happy.

Questions

Who is Sarah's friend?
What does Jane like?

Source: *UWEZO Uganda 2011: Are Our Children Learning? Retrieved from* www.uwezo.net