a



**English Literacy**

**Cohort** Primary

**Country** Kenya

**Language** English/Swahili



**Note:** This is an assessment used in classrooms for the Schools2030 programme. It is being shared to demonstrate the approaches to assessment that Schools2030 is developing.

For those interested in using or adapting this tool, further information including teacher guides, psychometric analysis, and other supplementary materials are available on request.



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| **ENGLISH LITERACY** |
| **Introduction.**  Greet the learner. Explain to the learner the purpose of the assessment. Ask the learner whether s/he agrees to take the assessment. If the learner declines to take the assessment, do not force him/her, thank him/her for his/her time and ensure that it is ok for them to leave; and select another learner. |

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| **LETTERS SOUND IDENTIFICATION** | |
| Item 1 | **Instruction: Ask the learner to identify the letter sounds**   |  |  | | --- | --- | | s | r | | k | sh | | r | ou | | d | b | | u | oo | |
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| **Note 1: If a learner can identify 5/10 letter sounds correctly proceed to word identification 1. If a learner is unable to read 5/10 sounds correctly, thank the learner, and stop the test.**  **Instruction. Record the number of letter sounds read correctly (these will be later transferred to a capture sheet for literacy)** | |

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| **WORD IDENTIFICATION 1** | |
| Item 2 | **Instructions: Ask the learner to identify the words.**   |  |  | | --- | --- | | sit | girl | | oxen | chip | | cat | pot | | bus | report | | his | school | |
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| **Note: If a learner can recognise 5/10 words correctly proceed to word level 2. If a learner is unable to read 5/10 words correctly, thank the learner, and stop the test.**  **Instruction: Record the number of words read correctly (these will be later transferred to a capture sheet for literacy)** | |

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| **WORD IDENTIFICATION 2** | |
| Item 3 | **Instructions: Ask the learner to identify the words.**   |  |  | | --- | --- | | Fruit | playground | | damage | excuse | | teeth | weather | | mice | disease | | beautiful | through | |
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| **Note: if a learner can recognise 5/10 words correctly, proceed to paragraph level. If a learner is unable to read 5/10 words correctly, thank the learner, and stop the test.**  **Instruction: Record the number of words read correctly (these will be later transferred to a capture sheet for literacy)** | |

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| **PARAGRAPH READING** | |
| **Item 4** | **Instructions: Ask the learner to read aloud the paragraph below.**  **Mercy is in the toyshop. She wants a new toy. Her doll is old and broken. There are very many pretty dolls and toy cars. Some are small and others are big.**  **Mercy wants a big and pink doll.**  **It is very expensive. Mercy is sad.**  **She cannot have a new doll as she wished.** |
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| **Note: if a learner can read 20/55 words correctly, proceed to story level. If a learner is unable to read 20/55 words correctly, thank the learner, and stop the test.**  **Instruction: Record the number words read correctly (these will be later transferred to a capture sheet for literacy)** | |

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| **STORY** | |
| **Item 5** | **Instructions: Ask the learner to read the story below.**  **Ali and his family live in Salama village. Their home is near the office of the chief. Ali’s parents are Mr. and Mrs. Hassan. Ali’s big sister is called Nadia.**  **Ali and Nadia help their parents at home. They like sweeping the house and cleaning the dishes. Ali’s friend, Omar, does not like cleaning dishes.**  **Today Omar is visiting Ali. They want to play near the river. Ali’s mother says, “Nobody is going to play when the dishes are dirty. When the dishes are clean, everybody can go to play near the river.”** |
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| **Instruction: Ask the learner to answer the questions about the story and record their responses in the space below.** | |

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| 1 | **Where do Ali and his family live?**  **Answer:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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| 2 | **How do Ali and Nadia help at home?**  **Answer:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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| 3 | **Where do Omar and Ali want to play?**  **Answer:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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| **Instruction: Count the number of questions answered correctly and record in the score sheet.**  **Note that these questions are to be asked orally. Learners, however, are allowed to cross check in the story for answers.** | |

**END OF TEST**