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Assistance to Basic Education: All Children Reading (ABE-ACR)

ABE-ACR Tanzania National EGRA Final, Validated Instruments Report



*Standard 3 students in Dar es Salaam show their exercise books during a practice Classroom Inventory.
Photo credit: RTI staff*

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The authors' views expressed in this report do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

List of Abbreviations

3Rs	reading, writing, and arithmetic
ABE-ACR	Assistance to Basic Education: All Children Reading
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
MoEST	Ministry of Education, Science, and Technology
NECTA	National Examinations Council of Tanzania
SSME	Snapshot of School Management Effectiveness
TOCOR	Task Order Contracting Officer's Representative

Funded by the U.S. Agency for International Development and implemented by RTI International, the Tanzania National Early Grade Reading Assessment (EGRA) seeks to answer the following research questions:

- Is student performance improving? Specifically, are students progressing toward and achieving the established benchmarks for the 3Rs (reading, writing, and arithmetic) skills?
- Are teachers and schools able to effectively implement the 3Rs curricular and teaching reforms?

To address these questions, RTI developed a suite of instruments that are directly linked to the research questions that the study seeks to answer. The specific questions and subtasks address specific elements of the research questions to provide an informed understanding of student learning toward the established benchmarks and implementation of 3Rs reforms by teachers and in schools.

Conducted in 2013, the National Baseline Assessment for the 3Rs using EGRA, the Early Grade Mathematics Assessment (EGMA), and the Snapshot of School Management Effectiveness (SSME) established the baseline data to understand how Standard 2 students in Tanzania were performing on fundamental reading and mathematics skills. The study also provided data about teachers and Head Teachers and the context at schools in which students in Tanzania learn. As part of the dissemination of the results in early spring 2014, specific benchmarks for student performance in reading and mathematics were developed and agreement was reached by a body of technical experts, stakeholders, and education officials in Tanzania. To ensure comparability of the 2013 and 2016 student performance measurements while taking steps to mitigate potential test leakage, slightly modified versions of the 2013 EGRA and EGMA were developed for use in 2016. Comparable tests are essential in measuring the progress that students are making toward reaching the established benchmarks. In addition, some of the contextual questions in the SSME instruments were modified to address questions about the newly implemented 3Rs program.

A team of technical experts from RTI met with representatives from the Ministry of Education, Science, and Technology (MoEST), the National Examinations Council of Tanzania (NECTA), and other counterparts during a set of meetings in November 2015. The purpose of the meetings was to review the instruments to be used in the 2016 round of data collection to ensure that the instruments reflected the changes implemented in the 3Rs reforms. After the meetings, RTI made further adjustments to the instruments before the January 2016 pilot study. RTI made refinements and final revisions to the instruments after the pilot data analysis. (For more information about the pilot data collection and analysis and the instrument revisions, see the Pilot Study Report.)

NECTA reviewed and approved the EGRA and EGMA instruments prior to the January pilot study. (Note: NECTA indicated that the questionnaires, inventories, and observations did not need to be submitted for review). The appointed review team from NECTA evaluated the pilot version of the instruments, providing comments and raising a few technical questions regarding the content of the instruments. The RTI technical experts responded to NECTA's comments in a brief report and submitted the final, post-pilot revised instruments to NECTA for final approval. Subsequently, NECTA staff provided formal approval of the instruments

and noted their appreciation for the responses to their questions and comments. The final, validated instruments used for the 2016 round of data collection are presented in the annex that follows.

The full collection of the final, validated instruments consists of the following instruments and the subtasks within the instruments:

EGRA: Syllable Names, Non-Word Reading, Oral Reading Passage x 2, Oral Reading Comprehension x 2, and Dictation Sentences

EGMA¹: Number Discrimination, Missing Number, Addition, Subtraction, and Word Problems

SSME: Student Questionnaire, Teacher Questionnaire, Head Teacher Questionnaire, Classroom Inventory, Classroom Observation Kiswahili, and Classroom Observation Mathematics

Life Skills²: Student Life Skills Questionnaire (administered to a subset of students).

¹ Funded by Global Affairs Canada/High Commission of Canada in Tanzania

² Funded by the United Nations Children's Fund

Annex: Final Data Collection Instruments

Student Consent Form

EGRA

EGMA

Student Questionnaire

Life Skills Questionnaire

Teacher/Head Teacher Consent Form

Head Teacher Questionnaire

Teacher Questionnaire

Classroom Inventory

Classroom Observation: Kiswahili

Classroom Observation: Mathematics

Student Consent Form

EGRA /SSME: Fomu ya Majibu ya Mwanafunzi
Maelekezo ya Msimamizi na Protokali / Pupil Consent Form – 2016

Maelekezo kwa ujumla

Fanya utangulizi/utambulisho rafiki na mwanafunzi kwa namna ya mchezo kwa mazungumzo mafupi kati yenu. (*ona mfano hapo chini*). Mwanafunzi anatakiwa ahisi maswali anayoulizwa ni kama vile anacheza badala ya kujihisi anatahiniwa. Tumia muda huu kumuuliza ni lugha ipi atakuwa huru kuitumia. Soma taratibu kwa sauti na kwa ufasaha maelezo yaliyomo NDANI ya kisanduku tu.

Establish a playful and relaxed rapport with the child through a short conversation. The child should perceive the assessment almost as a game to be enjoyed rather than a test.

Use this time to identify in what language the child is most comfortable communicating. Read aloud slowly and clearly ONLY the sections in boxes.

Habari ya asubuhi. Jina langu ni ___ naishi __ . Napenda nikueleze kidogo habari zangu. [Eleza idadi ya watoto uliona, umri wao, mchezo unaoupenda, kipindi cha redio au luninga unachopendelea, n.k.] Good morning. *My name is ___ and I live in _____. I'd like to tell you a little bit about myself.*

[Number and ages of children; favourite sport, radio or television program, etc.]

1. Unapenda kufanya nini unapotoka shuleni? [Subiri jibu lake; kama mwanafunzi hataki kusema lolote, uliza swali la pili, lakini kama anaonekana angependa kuendelea kuongea basi endelea kupata ridhaa yake kwa maneno]

What do you like to do when you are not in school?

[Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal consent].

2. Unapenda kucheza michezo ipi? What games do you like to play?

Maridhiano kwa maneno: Msomee mwanafunzi kwa ufasaha habari ifuatayo iliyopo ndani ya kisanduku.

Read the text in the box clearly to the child.

- **Ngoja nikueleze kwa nini nipo hapa leo; Mimi nafanya kazi na Wizara ya Elimu na Mafunzo ya Ufundi. Tunataka kujua ni kwa jinsi gani wanafunzi wanajifunza kusoma na kuhesabu. Kwa bahati ninyi mmechaguliwa.** *Let me tell you why I am here today. I work with the Ministry of Education and we are trying to understand how children learn to read and do maths. You were picked by chance.*
- **Tungependa kupata msaada wenu katika zoezi hili. Lakini si lazima ushiriki kama hupendi.** *We would like your help in this. But you do not have to take part if you do not want to.*
- **Tutafanya mchezo wa kusoma na kuhesabu. Nitakupa herufi za kusoma, maneno na hadithi fupi ambazo utasoma kwa sauti. Utafanya pia hesabu chache.** *We are going to play reading and maths games. I am going to ask you to read letters, words and a short story out loud and to solve some sums.*
- **Kwa kutumia kifaa hiki ambacho ni kama saa, nitajua muda gani umetumia kusoma.** *Using this stopwatch/device/gadget, I will see how long it takes you to read.*
- **Huu si mtihani kwa hiyo zoezi hili halitahusishwa na matokeo yako ya mitihani hapa shuleni.** *This is NOT a test and it will not affect your grade at school.*
- **Nitakuuliza pia maswali yanayohusiana na familia yenu, kama vile lugha mnayotumia mkiwa nyumbani na vitu mlivyonavyo nyumbani.** *I will also ask you other questions about your family, like what language your family uses at home and some of the things your family has.*
- **Sitaandika jina lako ili mtu yeyote asijue kuwa haya ni majibu yako.** *I will NOT write down your name so no one will know these are your answers.*
- **Napenda kusema tena, sio lazima ushiriki katika zoezi hili kama hupendi . Pia tukianza kuongea ukiona hutaki kujibu swali, ni sawa tu.** *Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right.*
- **Una swali lolote? Do you have any questions?**
- **Upo tayari kuanza? Are you ready to get started?**

Weka tiki kuonyesha unakubali

Check box if verbal consent is obtained:

NDIO YES

(Kama amekataa kuhojiwa, mshukuru mwanafunzi na endelea na mwanafunzi mwingine ukitumia fomu hii hii)

(If verbal consent is not obtained, thank the child and move on to the next child, using this same form)

A. Tarehe ya Tathmini : Date of assessment: (Mfano: 3 Mei 2016) Example: 3 May 2016 = 3/05/2016)	Tarehe: _____ Date: _____ Mwezi: _____ Month: _____ Mwaka: _____ Year: _____		
		K. Kifungu Section:	
		L. Namba ya Mwanafunzi: Pupil number:	
		M.Tarehe ya kuzaliwa mwanafunzi Pupil birth date:	Mwezi Mo _____ Mwaka Yr _____
E. Jina la Msimamizi Mhojaji:		N. Jinsi Gender	<input type="checkbox"/> Mvulana Boy <input type="checkbox"/> Msichana Girl
F. Namba ya Mhojaji Administrator code:			
G: Jina la Shule School name:			
H: Namba ya Shule EMIS School EMIS code:			
I. Awamu za shule School shift:	<input type="checkbox"/> =Siku nzima Full Day <input type="checkbox"/> =Asubuhi Morning <input type="checkbox"/> = Mchana Afternoon	Muda wa kuanza Start Time	_____ : _____ <input type="checkbox"/> Asubuhi AM [weka vema kwa moja inayohusu Tick one] <input type="checkbox"/> Mchana PM

EGRA

Mwoneshe mwanafunzi karatasi yenye sylabi. Show the pupil the sheet of syllables.

Hii ni karatasi yenye silabi. Soma silabi nyingi kwa haraka kadri uwezavyo. Kwa mfano, silabi hii: Hii ni /ma/ [Onesha silabi ma].

Here is a page full of syllables of the Kiswahili alphabet. Read as many syllables as quickly as you can. For example: This is /ma/ [Point to the syllable ma].

Sasa tufanye: zoezi wote. Soma silabi hii [Onesha silabi nda].

Now let's do the exercise together. Read the syllable [Point to the syllable nda].

: Vizuri.

Good.

X : Silabi hii ni /nda/.

The syllable is /nda/.

Jaribu mfano mwingine. Soma silabi hii [Onesha silabi re].

Let's try another one. Read the syllable [Point to the syllable re].

: Vizuri.

Good.

X : Silabi hii ni /re/.

The syllable is /re/.

Je, umeelewa unachotakiwa kufanya? Nikisema "Anza" soma silabi kwa umakini na haraka kadri uwezavyo. Anzia hapa [onesha] endelea mpaka mwisho wa mstari baada ya mfano sogeza kidole chako mpaka mwisho wa mstari. Ukifikia silabi ambayo huifahamu endelea kusoma inayofuata. Je, upo tayari? Anza.

Do you understand what you are supposed to do? When I say "Begin," start here and go on to the end of the line. If you come to a syllable you do not know, go on to the next syllable. Ready? Begin.

Anza kupima muda mara mwanafunzi anapoanza kusoma silabi la kwanza. Start the timer when the child reads the first syllable.

Endapo mtoto hajajibu swali baada ya sekunde 3. If the child doesn't respond to an item after 3 seconds.

Endapo muda umekwisha [sekunde 60]. If the time on the stopwatch runs out [60 seconds]

Iwapo mwanafunzi hataweza kusoma silabi lolote kwa usahihi tangu mwanzo mpaka mwisho wa mstari, (silabi 10), sema "Asante", sitisha zoezi hili, kisha weka alama kwenye kisanduku kilichopo hapa chini kisha endelea na zoezi linalofuata. If the child does not provide a single correct response on the first line (10 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and continue to the next subtask.

(/) Weka alama ya mkwaju kwa silabi aliyokosea kuisoma. Mark any incorrect syllable with a slash.
 (Ø) Iwapo uliweka alama ya kosa aliposahihisha kusoma silabi aliyokosea, zungushia silabi kisha endelea. Circle self-corrections if you already marked the syllable incorrect.
 (]) Weka alama ya mabano katika silabi ya mwisho aliyosoma. Mark the final syllable read with a bracket.

Mfano: ma nda re

no	kwa	he	ta	ge	lu	ma	fe	zu	ndwa
----	-----	----	----	----	----	----	----	----	------

bi	ke	so	ji	ya	nywe	du	che	a	ru
----	----	----	----	----	------	----	-----	---	----

mba	nu	wa	fo	sa	hi	u	pi	chwa	to
-----	----	----	----	----	----	---	----	------	----

te	ro	ni	e	mi	cho	nyu	bu	la	wi
----	----	----	---	----	-----	-----	----	----	----

yu	vi	gu	ra	ho	mwa	se	ndi	ka	de
----	----	----	----	----	-----	----	-----	----	----

su	re	go	nzi	ng'o	da	po	ju	mwe	bo
----	----	----	-----	------	----	----	----	-----	----

we	i	ha	kwe	mu	le	yo	li	tu	nya
----	---	----	-----	----	----	----	----	----	-----

ngo	pa	ndo	ne	mo	fi	ku	jo	dha	vu
-----	----	-----	----	----	----	----	----	-----	----


si	za	pe	ki	nda	o	ba	ze	to	chu
----	----	----	----	-----	---	----	----	----	-----


cha	ye	tha	me	zi	ga	fu	va	je	ka
-----	----	-----	----	----	----	----	----	----	----

Muda uliobaki (sekunde)
Time remaining (seconds)


Sitisha zoezi kwa sababu mwanafunzi hana majibu kwenye mstari wa kwanza.
Exercise discontinued because the child had no correct answers in the first line.

Mwoneshe mwanafunzi karatasi yenye maneno yasiyokuwa na maana. Show the pupil the sheet of non-words.

 Hii ni karatasi yenye maneno yasiyokuwa na maana: Soma maneno mengi kwa haraka kadri uwezavyo. Kwa mfano, neno “fisa” [Onesha neno “fisa”], soma “fisa”. Here is a page with some non-words in Kiswahili. Read the non-words as quickly as you can. For example, this non-word is “fisa” [Point to the word “fisa”], read “fisa”.

 Tufanye zoezi pamoja: Soma neno hili [Onesha neno “mwate”].

Let's practise: Please read this word [Point to the non-word “mwate”].

✓ : Vizuri, neno hili ni “mwate”.

Good, this made-up word is “mwate”.

X : Neno hili ni “mwate”.

This made-up word is “mwate”.

Jaribu mfano mwingine. Soma neno hili [Onesha neno lisilo na maana “hefa”].


Now try another one. Please read this word [Point to the next made-up word: “hefa”].

✓ : Vizuri, neno hili ni “hefa”.


Good, this made-up word is “hefa”.

X : Neno hili ni “hefa”.

This made-up word is “hefa”.

 Nikisema “Anza”, anzia hapa [Onesha neno la kwanza] na soma maneno kwenye ukurasa huo [Elekeza]. Onesha kila neno na soma kwa sauti kubwa. Soma haraka kadri uwezavyo na kwa makini. Ukifikia neno ambalo huwezi kulisoma, endelea kusoma neno linalofuata. Weka kidole kwenye neno la kwanza. Je upo tayari? Anza.

When I say “Begin”, start here [Point to first non-word] and read across the page [Point]. Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.

 (/) Kwa kutumia penseli fuatilia na weka alama ya mkwaju kwa maneno yote aliyokosea kuyasoma. Mark any incorrect words with a slash.


(Ø) Iwapo uliweka alama ya kosa aliposahihisha kusoma neno alilokosea, zungushia neno kisha endelea. Circle self-corrections if you already marked the word incorrect.


() Weka alama ya mabano katika neno la mwisho alilosoma. Mark the final word read with a bracket.


Mfano: fisa mwate hefa


keya	yuhu	tikaka	mbanyu	rishadi
sarada	jami	kojima	tuwa	kamula
fumre	naa	shoke	lesho	lengeke
zame	varede	rufishi	ongu	kela
nefesi	riga	lihi	rabo	mbwaku
zihi	tewo	chito	buba	goge
leki	funanziwa	takibu	mbekoki	koya
towato	rakinja	suki	naji	daifa
fasira	domgo	twaiana	mbeje	nyuya
uhu	vinja	pifu	rinzu	limwamu


Anza kupima muda mara mwanafunzi anapoanza kusoma neno la kwanza. Start the timer when the child reads the first word.

 Endapo mtoto hajajibu swali baada ya sekunde 3. If the child doesn't respond to an item after 3 seconds.

 Endapo muda umekwisha [sekunde 60]. If the time on the stopwatch runs out [60 seconds]

 Iwapo mwanafunzi hataweza kusoma neno lolote kwa usahihi tangu mwanzo mpaka mwisho wa mstari, (maneno 5), sema “Asante,” Sitisha zoezi hili, kisha weka alama kwenye kisanduku kilichopo hapa chini kisha endelea na zoezi linalofuata. If the child does not provide a single correct response on the first line [5 items], say “Thank you!”, discontinue this subtask, check the box at the bottom, and continue to the next subtask.

 Muda uliobaki (sekunde)
Time remaining (seconds)

 Sitisha zoezi kwa sababu mwanafunzi hana majibu sahihi kwenye mstari wa kwanza.
Exercise discontinued because the child had no correct answers in the first line.

Subtask 3a2. ORAL READING PASSAGE	Sekunde 60 seconds	Subtask 3b2. READING COMPREHENSION
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1. Iwapo mwanafunzi atashindwa kusoma japo neno moja kwa usahihi kabla ya kisanduku sema “Asante!”, sitisha zoezi hili, kisha weka alama kwenye kisanduku kilichopo hapa chini kisha endelea na zoezi linalofuata. Usimuulize maswali ya ufahamu. If the child does not provide a single correct word before the word in a box, say “Thank you!”, discontinue this subtask and check the box at the bottom. Do not ask any comprehension questions. **2. Iwapo mwanafunzi atasema “Sijui”, chukulia kama ni kosa.** If a child says, “I don’t know,” mark as incorrect.

<p>Muoneshe mwanafunzi karatasi yenye hadithi wakati unasoma maelekezo. Show the child the sheet in the student stimulus booklet as you read the instructions.</p> <p> Hii ni karatasi yenye hadithi fupi. Soma hadithi hii kwa sauti, haraka na kwa umakini: Ukimaliza kusoma nitakuuliza maswali kuhusu yale uliyosoma. Je umelewa unachotakiwa kufanya. Nikisema “Anza” soma hadithi, haraka na kwa umakini kadri uwezavyo. Kama utaona neno usiloweza kusoma endelea kusoma neno linalofuata. Weka kidole chako kwenye neno la kwanza. Je, upo tayari? “Anza”. Here is a short story. I want you to read it aloud, quickly but carefully. When you finish, I will ask you some questions about what you have read. When I say “Begin”, read the story as best as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.</p> <p> Anza kupima muda mara mwanafunzi anapoanza kusoma neno la kwanza. Start the timer when the child reads the first word.</p> <p> Endapo muda umekwisha (sekunde 60). If the time on the stopwatch runs out (60 seconds).</p> <p> (/) Weka alama ya mkwaju kwa maneno yote aliyokosea kuyasoma. Mark any incorrect words with a slash.</p> <p>(Ø) Iwapo uliweka alama ya kosa aliposahihisha kusoma neno alilokosea, zungushia neno kisha endelea. Circle self-corrections if you already marked the word incorrect.</p> <p>() Weka alama ya mabano katika neno la mwisho alilosoma. Mark the final word read with a bracket.</p>	<p> 3. Endapo mtoto hajajibu swali baada ya sekunde tatu. If the child doesn’t respond to an item after 3 seconds.</p>	<p>Baada ya mwanafunzi kumaliza kusoma. ONDOA karatasi ya hadithi mbele yake. Muulize mwanafunzi maswali yanayohusiana na hadithi aliyosoma. Mwanafunzi lazima asome hadithi ambayo inahusiana na maswali atakayoulizwa. Iwapo mwanafunzi atashindwa kujibu swali baada ya sekunde kumi (10) weka alama ya ‘hakuna jibu’ na endelea kuuliza swali linalofuata. Usirudie kuuliza swali. After the child is finished reading, REMOVE the passage from in front of the child. Ask the child only the questions related to the text read. A child must read all the text that corresponds with a given question. If the child does not provide a response to a question after 10 seconds, mark “no response” and continue to the next question. Do not repeat the question.</p> <p> Sasa nitaanza kuuliza maswali machache kuhusu hadithi uliyosoma. Jitahidi kujibu maswali vizuri kwa kadri uwezavyo. Now I will ask you a few questions about the story you just read. Try to answer the questions as well as you can.</p> <p> (✓) 1 = Sahihi / Correct (✓) 0 = Isiyosahihi / Incorrect (✓) . = Hakuna jibu / No response</p> <p><small>One day Furaha went to the bush to pick fruits. On the way she saw an old woman sitting on the pathway. Near her was a basket of oranges. Some of them had spilled. The old woman was happy to see Furaha. She asked Furaha to remove a thorn that had pierced her leg. The old woman could not reach the thorn. Furaha took out the thorn slowly. The old woman thanked Furaha and gave her some oranges. 1. Where did Furaha go? [to the bush] 2. Who sat on the pathway? [an old woman] 3. What was in the basket? [oranges] 4. What did the old woman ask Furaha? [to remove a thorn] 5. Why did the old woman give Furaha oranges? [because she helped; she removed the thorn; she removed the thorn slowly]</small></p>
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Piloted January 2016; Used February 2016		Maswali [Majibu] Questions [Answers]			
Siku moja Furaha alikwenda porini kuchuma matunda.	7	Furaha alikwenda wapi? [porini]	1	0	.
Njiani alimwona bibi ameketi barabarani.	12	Nani aliketi barabarani? [bibi]	1	0	.
Jirani naye lilikuwepo kapu la machungwa. Baadhi ya machungwa yalikuwa yamemwagika.	23	Kwenye kapu kulikuwa na kitu gani? [machungwa]	1	0	.
Bibi alifurahi kumwona Furaha. Bibi akamwomba Furaha amtoe mwiba mguuni.	33	Bibi alimwomba Furaha afanye nini? [amtoe mwiba]	1	0	.
Bibi hakuweza kuufikia ule mwiba. Furaha alimtoa mwiba polepole. Bibi alimshukuru Furaha na kumpa machungwa machache.	49	Kwa nini Bibi alimpa Furaha machungwa? [kwa sababu alimsaidia; alimtoa mwiba mguuni; alimtoa polepole]	1	0	.

Muda uliobaki (sekunde) Time remaining (seconds)		
Sitisha zoezi kwa sababu mwanafunzi hana majibu kwenye mstari wa kwanza. Exercise discontinued because the child had no correct answers in the first line.		

Subtask 3a3. ORAL READING PASSAGE

Sekunde
60 seconds

Subtask 3b3. READING COMPREHENSION

1. Iwapo mwanafunzi atashindwa kusoma japo neno moja kwa usahihi kabla ya kisanduku sema "Asante!", sitisha zoezi hili, kisha weka alama kwenye kisanduku kilichopo hapa chini kisha endelea na zoezi linalofuata. Usimuulize maswali ya ufahamu. If the child does not provide a single correct word before the word in a box, say "Thank you!", discontinue this subtask and check the box at the bottom. Do not ask any comprehension questions. **2. Iwapo mwanafunzi atasema "Sijui", chukulia kama ni kosa.** If a child says, "I don't know," mark as incorrect.

Muoneshe mwanafunzi karatasi yenye hadithi wakati unasoma maelekezo.
Show the child the sheet in the student stimulus booklet as you read the instructions.

Hii ni karatasi yenye hadithi fupi. Soma hadithi hii kwa sauti, haraka na kwa umakini: Ukimaliza kusoma nitakuuliza maswali kuhusu yale uliyosoma. Je umeelewa unachotakiwa kufanya. Nikisema "Anza" soma hadithi, haraka na kwa umakini kadri uwezavyo. Kama utaona neno usiloweza kusoma endelea kusoma neno linalofuata. Weka kidole chako kwenye neno la kwanza. Je, upo tayari? "Anza". Here is a short story. I want you to read it aloud, quickly but carefully. When you finish, I will ask you some questions about what you have read. When I say "Begin", read the story as best as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.

Anza kupima muda mara mwanafunzi anapoanza kusoma neno la kwanza.
Start the timer when the child reads the first word.

Endapo muda umekwisha (sekunde 60). If the time on the stopwatch runs out (60 seconds).

(/) **Weka alama ya mkwaju kwa maneno yote aliyokosea kuyasoma.** Mark any incorrect words with a slash.

(Ø) **Iwapo uliweka alama ya kosa aliposahihisha kusoma neno alilokosea, zungushia neno kisha endelea.** Circle self-corrections if you already marked the word incorrect.

() **Weka alama ya mabano katika neno la mwisho alilosoma.** Mark the final word read with a bracket.

3. Endapo mtoto hajajibu swali baada ya sekunde tatu.
If the child doesn't respond to an item after 3 seconds.

Baada ya mwanafunzi kumaliza kusoma. ONDOA karatasi ya hadithi mbele yake. Muulize mwanafunzi maswali yanayohusiana na hadithi aliyosoma.
Mwanafunzi lazima asome hadithi ambayo inahusiana na maswali atakayoulizwa. Iwapo mwanafunzi atashindwa kujibu swali baada ya sekunde kumi (10) weka alama ya 'hakuna jibu' na endelea kuuliza swali linalofuata. Usirudie kuuliza swali.
After the child is finished reading, REMOVE the passage from in front of the child.
Ask the child only the questions related to the text read. A child must read all the text that corresponds with a given question. If the child does not provide a response to a question after 10 seconds, mark "no response" and continue to the next question. Do not repeat the question.

Sasa nitaanza kuuliza maswali machache kuhusu hadithi uliyosoma. Jitahidi kujibu maswali vizuri kwa kadri uwezavyo. Now I will ask you a few questions about the story you just read. Try to answer the questions as well as you can.

(✓) 1 = Sahihi / Correct
(✓) 0 = Isiyosahihi / Incorrect
(✓) . = Hakuna jibu / No response

Neema was born on a Sunday. Neema had invited her friends to her birthday party. Neemas' friends had gone to the party carrying gifts. The sitting room was decorated with flowers and balloons. When Neema saw Joni she invited him inside. When the time came to give gifts, Joni did not have any gift. Joni had forgotten to ask his mother for money. He felt ashamed and bent down his head. Joni blamed himself because he did not have a gift. 1. Which day was Neema born? [Sunday] 2. Who did Neema invite? [his friends; Joni] 3. What did Neemas' friends carry? [gifts] 4. Who did not have a gift? [Joni] 5. Why did Joni bend his head? [he was ashamed; he did not have a gift].

2013 passage; Piloted January 2016; Used February 2016		Maswali [Majibu] Questions [Answers]			
Jumapili ilikuwa tarehe ya kuzaliwa kwa Neema .	7	Siku ya kuzaliwa Neema ilikuwa lini? [Jumapili]	1	0	.
Neema aliwaalika rafiki zake kwenye sherehe.	13	Neema aliwaalika nani? [Rafiki zake; Joni]	1	0	.
Rafiki zake walikwenda kwenye sherehe wakiwa wamebeba zawadi.	21	Rafiki zake Neema walibeba nini? [Zawadi]	1	0	.
Sebuleni kulikuwa kumepambwa kwa maua na mapulizo. Neema alipomwona Joni alimkaribisha ndani. Ilipofika wakati wa kutoa zawadi, Joni hakuwa nayo.	41	Nani hakuwa na zawadi? [Joni]	1	0	.
Joni alisahau kuomba fedha kwa mama yake. Aliona aibu akainamisha kichwa chini. Joni alijilaumu kwa sababu hakuwa na zawadi.	60	Kwa nini Joni aliinamisha kichwa chini? [aliona aibu; hakuwa na zawadi]	1	0	.

Muda uliobaki (sekunde)
Time remaining (seconds)

Sitisha zoezi kwa sababu mwanafunzi hana majibu kwenye mstari wa kwanza.
Exercise discontinued because the child had no correct answers in the first line.

Subtask 4. Imla (sentensi) / Dictation (sentence)

Mpe mwanafunzi penseli na karatasi. Give the child a pencil and paper.

🔊 Sikiliza kwa makini. Nitasoma sentensi nzima kwa mara ya kwanza kisha nitasoma tena sehemu ya sentensi hiyo ili uweze kuandika ulichokisikia. Nitasoma tena mara ya tatu ili uweze kuhakiki sentensi yako. Uko tayari? Sikiliza na andika sentensi hii.

I will read a short sentence. Please listen carefully. I will read the whole sentence once. Then I will read it in parts so you can write what you hear. I will read it a third time so that you can check your work. Are you ready? Listen and write a sentence.

Soma sentensi ifuatayo mara moja, neno moja kwa sekunde moja. Read the following sentence once, at about 1 word per second.

🔊 Baba na mama wanakwenda dukani.

Soma sentensi kwa mara ya pili, ukipumzika sekunde 5 kwa kila kifungu cha maneno. Read the sentence a second time, pausing 5 seconds between groups of words.

🔊 Baba na mama [sekunde 5] [5 seconds]

🔊 wanakwenda [sekunde 5] [5 seconds]

🔊 dukani. [sekunde 5] [5 seconds]

Subiri kwa sekunde 15 (Iwapo mwanafunzi hakumaliza kuandika sentensi hiyo) soma tena sentensi nzima. Wait up to 15 seconds (If the child has not finished) and read the whole sentence.

🔊 Baba na mama wanakwenda dukani.

✂ (/) Weka alama ya mkwaju kwa maneno yote aliyokosea. Mark any incorrect words with a slash.

(Ø) Zungushia neno ambalo mwanafunzi amesahihisha kosa lake kama ulikuwa tayari umemwekea kosa hilo neno. Circle self-corrections if you already marked the word incorrect.

Herufi kubwa B <i>Capital B</i>	Baba	Nafasi Space	na	Nafasi Space
mama	Nafasi Space	wanakwenda	Nafasi Space	dukani
Nukta <i>Full-stop</i>				

EGMA

Kazi 1: Kutofautisha namba kwa idadi: Zoezi kwa vitendo) / Number Discrimination: Practice		A1	X																																																		
<p>P1:</p> <p> Angalia namba hizi kwa makini. Niambie ni namba gani kubwa kuliko nyingine. Look at these numbers. Tell me which number is bigger.</p> <p style="text-align: center;">8 4</p> <p>✓ Vizuri, 8 ndio namba kubwa kuliko zote. Hebu tuendelee. That's correct, 8 is bigger. Let's do another one.</p> <p>X Namba kubwa ni 8. [<i>Onesha namba 8</i>]. [<i>Onesha namba 4</i>]. Hii ni namba 4. Namba 8 ni kubwa kuliko namba 4. Hebu tuendelee. The bigger number is 8. [<i>Point to 8</i>] This is 8. [<i>Point to 4</i>] This is 4. 8 is bigger than 4. Let's do another one.</p>			X																																																		
<p>P2:</p> <p> Angalia namba hizi kwa makini. Niambie ni namba gani kubwa kuliko nyingine. Look at these numbers. Tell me which number is bigger.</p> <p style="text-align: center;">10 12</p> <p>✓ Vizuri namba 12 ni kubwa zaidi, tuendelee na swali lingine. That's right, 12 is bigger. Let's continue.</p> <p>X Namba 12 ni kubwa zaidi. [<i>Onesha ilipo namba 10</i>] Namba hii ni 10. [<i>Onesha ilipo namba 12</i>] Namba hii ni 12. 12 ni namba kubwa kuliko 10. Hebu tuendelee. The bigger number is 12. [<i>Point to 10</i>] This number is 10. [<i>Point to 12</i>] This is 12. 12 is bigger than 10. Let's continue.</p>																																																					
Kazi 1: Kutofautisha namba - idadi / Number Discrimination		A2 & A3	X																																																		
<p> Angalia namba hizi kwa makini. Niambie ni namba gani kubwa kuliko nyingine. [<i>Rudia kwa kila namba.</i>] Look at these numbers. Tell me which number is bigger. [<i>Repeat for each item.</i>]</p> <p> (✓) 1 = Sahihi / Correct (✓) 0 = Jibu sio sahihi au halijajibiwa / Incorrect or no response</p> <table border="1" style="width: 100%; text-align: center;"> <tbody> <tr> <td>7</td><td>5</td><td><u>7</u></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> <td>77</td><td>67</td><td><u>77</u></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> <tr> <td>16</td><td>23</td><td><u>23</u></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> <td>146</td><td>153</td><td><u>153</u></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> <tr> <td>39</td><td>23</td><td><u>39</u></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> <td>395</td><td>421</td><td><u>421</u></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> <tr> <td>52</td><td>47</td><td><u>52</u></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> <td>705</td><td>750</td><td><u>750</u></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> <tr> <td>65</td><td>67</td><td><u>67</u></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> <td>967</td><td>965</td><td><u>967</u></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </tbody> </table>		7	5	<u>7</u>	<input type="checkbox"/>	<input type="checkbox"/>	77	67	<u>77</u>	<input type="checkbox"/>	<input type="checkbox"/>	16	23	<u>23</u>	<input type="checkbox"/>	<input type="checkbox"/>	146	153	<u>153</u>	<input type="checkbox"/>	<input type="checkbox"/>	39	23	<u>39</u>	<input type="checkbox"/>	<input type="checkbox"/>	395	421	<u>421</u>	<input type="checkbox"/>	<input type="checkbox"/>	52	47	<u>52</u>	<input type="checkbox"/>	<input type="checkbox"/>	705	750	<u>750</u>	<input type="checkbox"/>	<input type="checkbox"/>	65	67	<u>67</u>	<input type="checkbox"/>	<input type="checkbox"/>	967	965	<u>967</u>	<input type="checkbox"/>	<input type="checkbox"/>		<p></p> <ul style="list-style-type: none"> Endapo mwanafunzi atakosea mara 4 kwa mfululizo. If the child makes 4 successive errors. <p></p> <ul style="list-style-type: none"> Endapo mwanafunzi hajajibu swali baada ya sekunde 5. If the child doesn't respond after 5 seconds.
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Kazi 2: Namba inayokesekana: Practice / Missing number: Practice	📖 B1	🕒 X
<p><u>P1</u></p> <p>👤 Angalia namba hizi. 1, 2, na 4. Ni namba gani itaingia hapa? Here are some numbers. 1, 2, and 4. What number goes here?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">1</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">2</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center; background-color: #cccccc;">(3)</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">4</div> </div> <p>✓👤 Vizuri ni namba 3. Tufanye swali jingine. That's correct, 3. Let's do another one.</p> <p>X👤 Namba 3 itaingia hapa, tutamke namba hizi pamoja. [Onesha kila namba] 1, 2, 3, 4. Tufanye swali jingine. The number 3 goes here. Say the numbers with me. [Point to each number] 1, 2, 3, 4. 3 goes here. Let's do another one.</p> <p><u>P2:</u></p> <p>👤 Hapa pana baadhi ya namba 5, 10, 15. Namba gani itaingia hapa? Here are some numbers. 5, 10, and 15. What number goes here?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">5</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">10</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">15</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center; background-color: #cccccc;">(20)</div> </div> <p>✓👤 Vizuri ni 20. Tuendelee na swali jingine. That's correct, 20. Let's do some more.</p> <p>X👤 Namba 20 itakuwa hapa katika mfululizo huu. Tusome namba hizi kwa pamoja. [Onesha kila namba] . . . 5, 10, 15, 20. Tuendelee na swali jingine. The number 20 goes here. Say the numbers with me. [Point to each number] 5, 10, 15, 20. 20 goes here. Let's do some more.</p>	<p>👤 X</p> <p>🔄 X</p>	

Kazi 2: Namba inayokosekana / Missing number		📖 B2 & B3	🕒 X
<p>🧠 Hapa kuna namba zaidi. [Onesha katika sanduku] ni namba gani inaingia hapa? [Rudia kwa kila namba.] Here are some more numbers. [Point to the box] What number goes here? [Repeat for each item.]</p>		<p>👉</p> <ul style="list-style-type: none"> • Endapo mwanafunzi amekosea mara 4 mfululizo. If the child makes 4 successive errors 	
<p>🗑️ (✓) 1 = Sahihi / Correct (✓) 0 = Jibu sio sahihi au halijajibiwa / Incorrect or no response</p>		<p>🔄</p> <ul style="list-style-type: none"> • Endapo mwanafunzi hajajibu swali baada ya sekunde 5. If the child doesn't respond after 5 seconds. 	
1		6	
2		7	
3		8	
4		9	
5		10	

Kazi 3A: Kujumlisha: Hatua 1 / Addition: Level 1		📖 C1 & C2	🕒 Sekunde 60 seconds																				
<p>👤 Hapa kuna maswali ya kujumlisha [Onesha kwa mkono kutoka juu hadi chini]. Nitakwambia wakati wa kuanza na wa kumaliza. Toa majibu kwa kila swali na kama hujui jibu, endelea na swali linalofuata. Upo tayari? Anzia hapa [Onesha swali la kwanza]. Here are some addition problems [Glide hand from top to bottom]. I will tell you when to start and when to stop. Say the answer for each problem. If you don't know an answer, move to the next problem. Are you ready? Start here [Point to first problem].</p>	<p>👤 (/) Jibu sio sahihi au halijajibiwa / Incorrect or no response () Baada ya swali la mwisho kusomwa / After the last number read</p> <table border="1" style="width: 100%; text-align: center;"> <tbody> <tr> <td>$3 + 1 = (4)$</td> <td>$11 + 4 = (15)$</td> </tr> <tr> <td>$4 + 2 = (6)$</td> <td>$13 + 4 = (17)$</td> </tr> <tr> <td>$6 + 2 = (8)$</td> <td>$15 + 2 = (17)$</td> </tr> <tr> <td>$4 + 5 = (9)$</td> <td>$6 + 5 = (11)$</td> </tr> <tr> <td>$4 + 4 = (8)$</td> <td>$8 + 6 = (14)$</td> </tr> <tr> <td>$8 + 1 = (9)$</td> <td>$9 + 7 = (16)$</td> </tr> <tr> <td>$6 + 4 = (10)$</td> <td>$7 + 7 = (14)$</td> </tr> <tr> <td>$2 + 7 = (9)$</td> <td>$5 + 6 = (11)$</td> </tr> <tr> <td>$5 + 5 = (10)$</td> <td>$10 + 5 = (15)$</td> </tr> <tr> <td>$3 + 7 = (10)$</td> <td>$8 + 10 = (18)$</td> </tr> </tbody> </table>		$3 + 1 = (4)$	$11 + 4 = (15)$	$4 + 2 = (6)$	$13 + 4 = (17)$	$6 + 2 = (8)$	$15 + 2 = (17)$	$4 + 5 = (9)$	$6 + 5 = (11)$	$4 + 4 = (8)$	$8 + 6 = (14)$	$8 + 1 = (9)$	$9 + 7 = (16)$	$6 + 4 = (10)$	$7 + 7 = (14)$	$2 + 7 = (9)$	$5 + 6 = (11)$	$5 + 5 = (10)$	$10 + 5 = (15)$	$3 + 7 = (10)$	$8 + 10 = (18)$	<p>🕒 Endapo muda umekwisha (sekunde 60). If the time on the stopwatch runs out (60 seconds).</p> <p>👤 Endapo mwanafunzi hajajibu swali baada ya sekunde 5. If the child doesn't respond to an item after 5 seconds.</p>
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<p>🕒 Muda uliobaki (sekunde) / Time left (seconds):</p>																							

Kazi 3B: Kujumlisha: Hatua 2 / Addition: Level 2		📖 C3	🕒 X
✍️ Karatasi na kalamu / Paper and pencil			
<p>💡 Hapa kuna maswali mengine. Unaweza kutumia karatasi na penseli kama unataka lakini sio lazima. Anzia hapa [Onesha swali la kwanza]. Here are more addition problems. You may use this paper and pencil if you want to. You do not have to do so. Start here [<i>Point to first problem</i>].</p>	<p>👋</p> <ul style="list-style-type: none"> • Endapo mtoto hajajibu swali lolote la hatua ya kwanza kwa usahihi. If the child did not answer any Level 1 question correctly. • Endapo mwanafunzi amekosea mara 4 mfululizo. If the child makes 4 consecutive errors. <p>↻</p> <ul style="list-style-type: none"> • Iwapo mwanafunzi atatumia njia isiyoridhisha (Mf; kuchora chora vimstari) muulize mwanafunzi kama anaweza kutumia njia nyingine? If the child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?” • Endapo mwanafunzi ataendelea kutumia njia isiyosahihi au atasimama / atakwama kwa sekunde tano katika swali hilo. If a child continues to use an inefficient strategy or stops on an item for 5 seconds. 		
<p>🔍 (✓) 1 = Sahihi / Correct (✓) 0 = Jibu sio sahihi au halijajibiwa / Incorrect or no response</p> <p style="text-align: center;"> $12 + 5 = (17)$ <input type="checkbox"/> 1 <input type="checkbox"/> 0 $18 + 7 = (25)$ <input type="checkbox"/> 1 <input type="checkbox"/> 0 $13 + 25 = (38)$ <input type="checkbox"/> 1 <input type="checkbox"/> 0 $25 + 35 = (60)$ <input type="checkbox"/> 1 <input type="checkbox"/> 0 $46 + 17 = (63)$ <input type="checkbox"/> 1 <input type="checkbox"/> 0 </p> <p>Mwanafunzi / The pupil:</p> <p><input type="checkbox"/> Ametumia vidole au kutali / Used fingers or tallies</p> <p><input type="checkbox"/> Ametumia karatasi na penseli / Used paper & pencil</p> <p><input type="checkbox"/> Amejibu maswali kwa kichwa / Solved the problem(s) in his/her head</p>			

Kazi 4A: Kutoa: Hatua ya 1 / Subtraction: Level 1	📖 D1 & D2	🕒 sekunde 60 seconds																			
<p>👤 Hapa kuna maswali ya kutoa [Onesha kwa mkono kutoka juu hadi chini]. Nitakwambia wakati wa kuanza na wa kumaliza. Toa majibu kwa kila swali na kama hujui jibu, endelea na swali linalofuata. Upo tayari? Anzia hapa [Onesha swali la kwanza]. Here are some subtraction problems [Glide hand from top to bottom]. I will tell you when to start and when to stop. Say the answer for each problem. If you don't know an answer, move to the next problem. Are you ready? Start here [Point to first problem].</p>	<p>👤</p> <ul style="list-style-type: none"> • Endapo muda umekwisha (sekunde 60). If the time on the stopwatch runs out (60 seconds). • Endapo mwanafunzi hajajibu swali baada ya sekunde 5. If the child doesn't respond to an item after 5 seconds. 																				
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<p>🕒 Muda uliobaki (sekunde) / Time left (seconds):</p>																					

Kazi 4B: Kutoa: Hatua ya 2 / Subtraction: Level 2		📖 D3	🕒 X
✍️ Karatasi na kalamu / Paper and pencil			
<p>💡 Hapa kuna maswali mengine ya hesabu za kutoa. Unaweza kutumia karatasi na penseli kama unataka. Lakini sio lazima. Anzia hapa [Onesha swali la kwanza]. Here are more subtraction problems. You may use this paper and pencil if you want to. You do not have to do so. Start here [<i>Point to first problem</i>].</p>		<p>👋</p> <ul style="list-style-type: none"> • Endapo mtoto hajajibu swali lolote la hatua ya kwanza kwa usahihi. If the child did not answer any Level 1 question correctly. • Endapo mwanafunzi amekosea mara nne mfululizo. If the child makes 4 consecutive errors. 	
<p>👁️ (✓) 1 = Sahihi / Correct (✓) 0 = Jibu sio sahihi au halijajibiwa / Incorrect or no response</p> <p style="text-align: center;"> $18 - 4 = (14)$ <input type="checkbox"/> 1 <input type="checkbox"/> 0 $21 - 3 = (18)$ <input type="checkbox"/> 1 <input type="checkbox"/> 0 $36 - 12 = (24)$ <input type="checkbox"/> 1 <input type="checkbox"/> 0 $30 - 12 = (18)$ <input type="checkbox"/> 1 <input type="checkbox"/> 0 $42 - 25 = (17)$ <input type="checkbox"/> 1 <input type="checkbox"/> 0 </p> <p>Mwanafunzi / The pupil:</p> <p><input type="checkbox"/> Ametumia vidole au kutali/ Used fingers or tallies</p> <p><input type="checkbox"/> Ametumia karatasi na penseli / Used paper & pencil</p> <p><input type="checkbox"/> Amejibu maswali kwa kichwa / Solved the problem(s) in his/her head</p>		<p>↻</p> <ul style="list-style-type: none"> • Iwapo mwanafunzi atatumia njia isiyoridhisha (Mf; kuchora chora vimstari) muulize mwanafunzi kama anaweza kutumia njia nyingine? If the pupil uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?” • Endapo mwanafunzi ataendelea kutumia njia isiyosahihi au atasimama/ atakwama kwa sekunde 5 katika swali hilo. If a pupil continues to use an inefficient strategy or stops on an item for 5 seconds. 	

Kazi 5: Mafumbo: Zoezi / Word Problems: Practice		📖 x	🕒 x
✎ ❖ Vihesabio, Karatasi na penseli / Counters, paper and pencil			
<p>👤 Nina swali nataka ulijibu. Hapa kuna vitu vinavyoweza kukusaidia kujibu. Unaweza ukavitumia lakini sio lazima. Sikiliza kwa makini kila swali. Kama ukihitaji nitarudia swali. Haya, tuanze. I have some problems that I will ask you to solve for me. Here are some things to help you. You can use them if you need them, but you don't have to use them. Listen very carefully to each problem. If you need, I will repeat problem for you. Okay, let's get started.</p> <p>👤 Kuna watoto 3 kwenye basi. [Subiri na angalia kama amekuelewa] Mtoto mmoja aliteremka. [Subiri na angalia kama amekuelewa] Wamebaki watoto wangapi kwenye basi? There are three children on the bus. <i>[Pause & check]</i> One child gets off the bus. <i>[Pause & check]</i> How many children are left on the bus?</p> <p>✓👤 Ni sawa, Watoto wawili wamebaki kwenye basi. Ngoja tufanye maswali mengine. That's right. There are two children left on the bus. Let's do some more.</p> <p>X👤 Fanya watoto kuwa vihesabio. Hesabu watoto 3 walio kwenye basi. Mtoto mmoja ashuke kwenye basi. Onesha mtoto mmoja akishuka kwenye basi. Watoto wangapi wamebaki kwenye basi? Sawa. Kuna watoto wawili (2) wamebaki kwenye basi. Tufanye maswali mengine. Pretend these counters are children. Count out three children. These children are on the bus. One child gets off the bus. Show me one child getting off the bus with the counters. How many children are left on the bus? That's right. There are two children left on the bus. Let's do some more.</p>	<p>👤 x</p>		

Kazi 5: Mafumbo / Word Problems		📖 X	🕒 X
✍️ Vihesabio, karatasi na penseli / Counters, paper and pencil			
<p>🗣️ Sasa nina maswali mengine kwako. Now I have some more problems for you.</p> <p>👉 (✓) 1 = Sahihi / Correct (✓) 0 = Jibu sio sahihi au halijajibiwa / Incorrect or no response</p>		<p>👉</p> <ul style="list-style-type: none"> • Endapo mwanafunzi amekosea mara 4 mfululizo. If the child makes 4 successive errors. • Kama mwanafunzi hajajibu baada ya sekunde 5 (na hajaribu kufanya kwa kutumia vihesabio , daftari, vidole, karatasi au penseli. If a child stops on an item for 5 seconds (and does not attempt to use counters, fingers, paper, or pencil) • Endapo mwanafunzi anaonesha kufanya lakini hajibu swali baada ya dakika moja, oneshwa kuwa swali hilo amelikosa na endelea. If the child is working but does not respond to an item after 1 minute, mark item as wrong and move on. <p>Maoni: (Subiri na angalia kama amekuelewa) Katika kila swali inaonesha kuwa utahakikisha mwanafunzi anaelewa ulichosema kabla ya kuendelea. Unaweza ukauliza (Umeelewa) Comment: The "[Pause & checks]" in each problem indicate that you should be certain that the child understands what you have said before continuing. You may want to ask, "Do you understand?"</p>	
<p>Swali 1</p> <p>🗣️ Kuna watoto wawili (2) kwenye gari. [Subiri na angalia kama amekuelewa] Watoto wengine watatu(3) wanapanda kwenye gari hilo. [Subiri na angalia kama amekuelewa] Je kwenye gari kuna watoto wangapi? There are two (2) children in a vehicle. [Pause & check] Three (3) more children get into the vehicle. [Pause & check] How many children are there in the vehicle altogether?</p>		<p>(5)</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">1</div> <div style="border: 1px solid black; padding: 2px 5px;">0</div> </div>	
<p>Swali 2</p> <p>🗣️ Kuna wanafunzi sita (6) darasani. [Subiri na angalia kama amekuelewa] Wanafunzi wawili (2) ni wavulana. [Subiri na angalia kama amekuelewa] Waliobaki ni wasichana. Je kuna wasichana wangapi darasani? There are six (6) children in the classroom. [Pause & check] Two (2) of the children are boys. [Pause & check] The rest are girls. How many girls are there in the classroom?</p>		<p>(4)</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">1</div> <div style="border: 1px solid black; padding: 2px 5px;">0</div> </div>	
<p>Swali 3</p> <p>🗣️ Mama ana watoto wanane (8) na ana machungwa matatu (3). [Subiri na angalia kama amekuelewa] Je anahitaji machungwa mangapi zaidi ili kila mtoto apate chungwa moja? A mother has eight (8) children, and she has three (3) oranges. [Pause & check] How many more oranges does mother need so that each child gets one (1) orange?</p>		<p>(5)</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">1</div> <div style="border: 1px solid black; padding: 2px 5px;">0</div> </div>	
<p>Swali 4</p> <p>🗣️ Kikapu kina maembe. [Subiri na angalia kama amekuelewa] Maembe matano (5) yameongezwa kwenye kikapu. [Subiri na angalia kama amekuelewa] Kwa sasa yapo maembe tisa (9) kwenye kikapu. [Subiri na angalia kama amekuelewa] Je hapo awali kulikuwa na maembe mangapi kwenye kikapu? There are some mangoes in the basket. [Pause & check] Five (5) mangoes are added to the basket. [Pause & check] Now there are nine (9) mangoes in the basket. [Pause & check] How many mangoes were there in the basket to begin with?</p>		<p>(4)</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">1</div> <div style="border: 1px solid black; padding: 2px 5px;">0</div> </div>	

<p>Swali 5</p> <p>☛ Watoto wawili (2) wanagawana pipi kumi (10) kwa idadi sawa. [Subiri na angalia kama amekuelewa] Je kila mmoja atapata pipi ngapi? Two (2) children share ten (10) sweets equally between themselves. [Pause & check] How many sweets does each child get?</p>	<p>(5)</p> <p><input type="text" value="1"/> <input type="text" value="0"/></p>	
<p>Swali 6</p> <p>☛ Wanafunzi wamesimama kwenye mistari miwili (2). [Subiri na angalia kama amekuelewa] Kuna wanafunzi wanne (4) katika kila mstari. [Subiri na angalia kama amekuelewa] Jumla kuna wanafunzi wangapi? Pupils stand in two (2) lines. [Pause & check] There are (4) pupils in each line. [Pause & check] How many pupils are there altogether?</p>	<p>(8)</p> <p><input type="text" value="1"/> <input type="text" value="0"/></p>	
<p>Mwanafunzi / The pupil:</p> <p><input type="checkbox"/> Ametumia vidole, vihesabio au kutali / Used fingers, counters, or tallies</p> <p><input type="checkbox"/> Ametumia karatasi na penseli / Used paper & pencil</p> <p><input type="checkbox"/> Amejibu maswali kwa kichwa / Solved the problem(s) in his/her head</p>		

Student Questionnaire

General Instructions

Read aloud slowly and clearly ONLY the sections in boxes.

- DO NOT READ THE ANSWER OPTIONS TO THE STUDENT UNLESS THE INSTRUCTIONS INDICATE TO DO SO.
- Wait for the student to respond to each question, then select the answer that corresponds to his or her response.
- For most questions, only one response is permitted. The instructions indicate the exceptions.
- Note that all instructions to the interviewer are in **bold letters**. All instructions to the Tangerine team are in **red letters**.

School Name <input type="text"/>										
School EMIS Number [If school is on mainland]	<p>School Identification Code: [If main land]</p> <table border="1"> <tr> <td>P</td> <td>S</td> <td></td> <td></td> <td></td> <td></td> <td>-</td> <td></td> <td></td> <td></td> </tr> </table> <p><i>[PS + 4digits + "-" + 3digits]</i></p>	P	S					-			
P	S					-					
Region	_____										
District	_____										
Date of Visit	<table border="1"> <tr> <td></td> <td>/</td> <td></td> <td>/</td> <td></td> </tr> </table> <p><input type="text"/> / <input type="text"/> / <input type="text"/></p> <p>Month / Date / Year</p> <p>3 May 2016 would be 03 / 05 / 2016</p>		/		/						
	/		/								
Assessor User Name <input type="text"/>										
Signature <input type="text"/>										






1.	<p>[Je, mwanafunzi ni msichana?]</p> <p>[Is the student a girl?]</p>	<p>Hapana / No 0</p> <p>Ndiyo / Yes 1</p>
2.	<p>Una umri gani?</p> <p>How old are you? <input style="width: 50px; height: 20px;" type="text"/></p>	<p>Range: 5-12 [Kati ya 5-12] / Years [Miaka]</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
3.	<p>Ulikuwa darasa gani mwaka jana?</p> <p>Usitake ufafanuzi zaidi kama mwanafunzi anarudia.</p> <p>What class were you in last year?</p> <p>Do not verify by asking if pupil is repeating.</p>	<p>Darasa la 1 / Standard 1 1</p> <p>Darasa la 2 / Standard 2 2</p> <p>Darasa la 3 / Standard 3 3</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
4.	<p>Je, umepitia elimu ya awali?</p> <p>Did you go to pre-primary?</p>	<p>Hapana / No 0</p> <p>Ndiyo / Yes 1</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
5.	<p>Umepata chakula kabla ya kuja shuleni leo? Kama ndiyo, ulikula wapi?</p> <p>Did you eat any food before you arrived at school today? If yes, where did you eat?</p>	<p>Hapana / No 0</p> <p>→ Kama hapana, nenda swali la 6 / If no, skip to 6.</p> <p>Ndiyo, nyumbani / Yes, at home 1</p> <p>Ndiyo, njiani kwenda shule / Yes, on the way to school 2</p> <p>Mengineyo / Other 3</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
6.	<p>Je ulikula shuleni? Kama ndiyo, ulikula chakula gani?</p> <p>Weka tiki majibu YOTE yanayohusika.</p> <p>Did you eat at school? If yes, what meal was it?</p> <p>Tick ALL responses.</p>	<p>Hapana / No 0</p> <p>→ Kama hapana, nenda swali la 7 / If no, skip to 7</p> <p>Ndiyo, kifungua kinywa / Yes, breakfast 1</p> <p>Ndiyo, uji / Yes, porridge 1</p> <p>Ndiyo, chakula cha mchana / Yes, lunch 1</p> <p>Mengineyo / Other 1</p> <p>Hajui/hajajibu / don't know/Refuse 888</p>

<p>7. Ningependa kuona ni vitabu gani unavyo leo. Tafadhali naomba unionyeshe. Mtake mwanafunzi akuoneshe vitabu vyote na uoneshe kama wanaweza kufanya hivyo.</p> <p>I would like to see what school books you have with you today. Please show me your [.....].</p> <p>Ask the pupil to show you each item and indicate if they could do so.</p>		Hapana No	Ndiyo Yes	Hajui/hajajibu Do not know/No response
	Kitabu cha kiswahili cha hadithi (3Rs materials only)	0	1	888
	Kiswahili 3Rs reader			
	Kitabu cha kiswahili (3Rs materials only)	0	1	888
	Kiswahili 3Rs textbook			
	Daftari la mazoezi la kiswahili	0	1	888
	Kiswahili exercise book			
	Kitabu cha hisabati (3Rs materials only)	0	1	888
	Mathematics 3Rs textbook			
	Daftari la mazoezi la hisabati	0	1	888
	Mathematics exercise book			
<p>8. [Rekodi ni kurasa ngapi zilizo andikwa kazi za mazoezi katika daftari la mwanafunzi la hisabati. Hesabu karatasi kwa kartasi na sio kurasa.]</p> <p>[Record how many pages have work on them in the pupil's mathematics exercise book. Count the pages individually, not front to back.]</p>	<p>Hakuna daftari la mazoezi la hisabati / No mathematics exercise book available 9</p> <p>Idadi ya karatasi / Number of pages <input type="text"/></p>			

<p>9.</p>	<p>[Rekodi ni kurasa ngapi mwalimu amesahihisha au kurekebisha makosa katika daftari la mazoezi la mwanafunzi. Hesabu karatasi kwa kartasi na sio kurasa.]</p> <p>[Record how many pages the teacher has marked or corrected mistakes on in the pupil's mathematics exercise book. Count the pages individually, not front to back]</p>	<p>Hakuna daftari la mazoezi la hisabati / No mathematics exercise book available 9</p> <p>Idadi ya karatasi / Number of pages <input type="text"/></p>
<p>10</p>	<p>Mwalimu anafanyaje unapokuwa huwezi kujibu swali au unapokosea kujibu swali?</p> <p>USIMSOMEE mwanafunzi majibu. Weka tiki majibu YOTE.</p> <p>What does the teacher normally do when you are unable to answer a question or you answer a question incorrectly?</p> <p>Do NOT read the responses to the pupil. Tick ALL responses.</p>	<p>Mwalimu hurudia/hufafanua swali Teacher rephrases/explains the question..... 1</p> <p>Mwalimu humtaka mwanafunzi kujaribu tena Teacher encourages the student to try again 1</p> <p>Mwalimu humuuliza mwanafunzi mwingine/ Teacher asks another student..... 1</p> <p>Mwalimu huuliza tena / Teacher asks again 1</p> <p>Mwalimu humsahihisha tena /Teacher corrects the student 1</p> <p>Mwalimu humpiga mwanafunzi Teacher hits student..... 1</p> <p>Mengineyo / Other..... 1</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
<p>11</p>	<p>Je, kuna mtu anakusaidia kufanya mazoezi unapohitaji msaada ukiwa nyumbani?</p> <p>Does someone at home help you with your homework when you need it?</p>	<p>Hapana / No 0</p> <p>Ndiyo / Yes 1</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
<p>12</p>	<p>Je wiki iliyopita ulikosa shule siku yoyote? Kama ndiyo, kwa nini hukuwepo?</p> <p>Msomee mwanafunzi majibu. weka tiki kwa jibu MOJA tu linalohusika.</p> <p>Were you absent from school any day last week? If yes, why were you absent?</p> <p>Read the responses to the pupil. Tick only ONE response.</p>	<p>Hapana, nilikuwepo siku zote shuleni wiki iliyopita / No, was not absent from school last week 0</p> <p>Ndiyo, ugonjwa / Yes, illness..... 1</p> <p>Ndiyo, kwa sababu kulikuwa na kazi nyumbani / Yes, because there was other work at home 2</p> <p>Ndiyo, kwa sababu ilibidi kumhudumia ndugu wa familia / Yes, because I had to take care of a family member 3</p> <p>Ndiyo, hakuna usafiri / Yes, no transportation 4</p> <p>Ndiyo , kwa sababu ya hali mbaya ya hewa / Yes, because of bad weather 5</p>

		<p>Ndiyo, kwa sababu ya dharura / Yes, because of an emergency..... 6</p> <p>Ndiyo, kwa sababu kwenda shule ilikuwa hatari / Yes, because getting to school was too dangerous..... 7</p> <p>Ndiyo, kwa kuwa niliamka nimechelewa Yes, because I woke up late 8</p> <p>Ndiyo, kwa sababu sikuona sare yangu ya shule, au kwa sababu sare yangu ya shule haikuwa tayari asubuhi / Yes, because I could not find my uniform, or because my uniform was not ready on time in the morning9</p> <p>Ndiyo, kwa sababu walimu hawanitendei haki shuleni / Yes, because I am treated poorly by teachers at school 10</p> <p>Ndiyo, kwa sababu wanafunzi wengine wananichokoza shuleni / Yes, because I am treated poorly by other students at school 11</p> <p>Mengineyo / Other..... 12</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
13	<p>Je unapata muda wa kusoma vitabu darasani au kwenye maktaba ya shule kila siku?</p> <p>Do you have time to read books in your classroom or in your school library every day?</p>	<p>Hapana / No 0</p> <p>Ndiyo / Yes 1</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
14	<p>Je huwa unachukua vitabu vya kusoma kutoka darasani au maktaba ya shule unaporejea/ unapokwenda nyumbani?</p> <p>Do you bring home reading books from your classroom or from the school library?</p>	<p>Hapana / No 0</p> <p>Ndiyo / Yes 1</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
15	<p>Mbali na vitabu vya shule, je kuna vitabu, magazeti au machapisho mengine unayosoma ukiwa nyumbani?</p> <p>Apart from your school books, are there books, newspapers or other materials for you to read at your home?</p>	<p>Hapana / No 0</p> <p>Ndiyo / Yes 1</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>

16	<p>Ni mara ngapi ukiwa nyumbani huwa unasoma kwa sauti mbele ya mtu? sijawahi, mara chache, au kila siku? Msomee mwanafunzi majibu. weka tiki kwa jibu MOJA tu linalohusika.</p> <p>How often do you read out loud to someone at home? Never, sometimes, or every day?</p> <p>Read the responses to the pupil. Tick only ONE response.</p>	<p>Sijawahi / Never 0</p> <p>Mara chache / Sometimes 1</p> <p>Kila siku / Every day..... 2</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
17	<p>Ni mara ngapi ukiwa nyumbani huwa mtu anakusomea kwa sauti? sijawahi, mara chache, au kila siku? Msomee mwanafunzi majibu. weka tiki kwa jibu MOJA tu linalohusika.</p> <p>How often does someone read to you at home? Never, sometimes, or every day?</p> <p>Read the responses to the pupil. Tick only ONE response.</p>	<p>Sijawahi / Never 0</p> <p>Mara chache / Sometimes 1</p> <p>Kila siku / Every day..... 2</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
<p>Sasa ningependa nikuulize maswali kuhusu kaya ya familia yenu.</p> <p>Now I would like to ask you some questions about your household.</p>		
18	<p>Je nyumbani kwenu mnatumia umeme? Does your family have electricity in your home?</p>	<p>Hapana / No 0</p> <p>Ndiyo / Yes 1</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
19	<p>Je kwa kawaida nyumbani kwenu mnapata maji kutoka wapi? Soma maelezo kwa sauti 📖 Onesha picha inayohusika Weka tiki kwenye jibu sahihi.</p> <p>Where do you normally get your water from at home?</p> <p>Read answer options aloud. 📖 Point to appropriate pictograms. Tick only ONE response.</p>	<p>Mto, kijito au ziwa / River, stream or lake 1</p> <p>Kisima cha asili au kisima cha kuchimba / Well or borehole 1</p> <p>Bomba la jumuiya / Communal tap 1</p> <p>Maji ya bomba la ndani ya nyumba / Water pipe / tap in your home 1</p> <p>Gari la maji au tanki / Water truck or tank 1</p> <p>Mengineyo / Other..... 1</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>

20	<p>Je nyumbani kwenu kwa kawaida chakula kinapikwa kwa kutumia nini? Soma maelezo kwa sauti Onesha picha inayohusika Weka tiki kwenye jibu sahihi.</p> <p>How is food most often cooked at your home?</p> <p>Read answer options aloud.  Point to appropriate pictograms. Tick only ONE response.</p>	<p>Kuni / Firewood 1</p> <p>Jiko la mkaa / A charcoal burner 2</p> <p>Jiko la mafuta ya taa / A kerosene stove..... 3</p> <p>Jiko la gesi / A gas stove 4</p> <p>Jiko la umeme / An electric stove/cooker..... 5</p> <p>Mengineyo / Other..... 6</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>			
21	<p>Je nyumbani kwenu mnatumia choo cha aina gani? Soma maelezo kwa sauti  Onesha picha inayohusika Weka tiki kwenye jibu sahihi.</p> <p>What type of toilet does your family use at your home?</p> <p>Read answer options aloud.  Point to appropriate pictograms. Tick only ONE response.</p>	<p>Hakuna choo / No toilet 0</p> <p>Choo cha shimo (ikiwa ni pamoja na choo cha ushirika na familia nyingine au choo cha jumuiya) / Pit toilet (including shared and communal)..... 1</p> <p>Choo cha kuflashi nje ya nyumba / Flush/eastern toilet outside your home 2</p> <p>Choo cha kuflashi ndani ya nyumba / Flush/eastern toilet inside your home 3</p> <p>Mengineyo / Other..... 4</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>			
22	<p>Je familia yenu ina vitu vifuatavyo nyumbani kwenu?  Onyesha picha husika.</p> <p>Does your family have the following items in your home?</p> <p> Point to appropriate pictograms.</p>		Hapana No	Ndiyo Yes	Hajui/hajajibu Do not know/No response
Redio / Radio		0	1	888	
Simu ya kiganjani / Mobile phone		0	1	888	
Televisheni / Television		0	1	888	
Kompyuta / Computer		0	1	888	
Jokofu / Refrigerator		0	1	888	
Baiskeli / Bicycle		0	1	888	
Pikipiki / Motorbike		0	1	888	
Gari / Car/truck		0	1	888	

<p>23</p> <p>Je kwa kawaida huwa unazungumza lugha ipi kwenye familia yenu?</p> <p>Weka tiki majibu YOTE yanayohusika.</p> <p>What language do you normally speak with your family at home?</p> <p>Tick ALL responses.</p>	<p>Kanda ya Kaskazini / Northern Zone</p> <p>Kimasai1</p> <p>Kiiraqi.....1</p> <p>Kimeru1</p> <p>Kichaga1</p> <p>Kipare1</p> <p>Kisambaa1</p> <p>Kidigo1</p> <p>Kizigua1</p> <p>Kibondei.....1</p> <p>Kiarusha.....1</p> <p>Kanda ya Ziwa / Lake Zone</p> <p>Kihaya1</p> <p>Kisukuma1</p> <p>Kijita.....1</p> <p>Kikerewe.....1</p> <p>Kikurya.....1</p> <p>Kijaluo1</p> <p>Kanda ya Mashariki / Eastern Zone</p> <p>Kindengereko1</p> <p>Kiluguru1</p> <p>Kipogoro1</p> <p>Kanda ya Magharibi / Western Zone</p> <p>Kinyamwezi1</p> <p>Kiha.....1</p> <p>Kanda ya Kusini / Southern Zone</p> <p>Kimakonde.....1</p> <p>Kingoni.....1</p> <p>Kanda ya Nyanda za juu / Highlands Zone</p> <p>Kinyakyusa.....1</p> <p>Kibena.....1</p> <p>Kihehe.....1</p> <p>Kifipa.....1</p> <p>Kisafwa1</p> <p>Kiswahili.....1</p> <p>Mengineyo / Other.....1</p> <p>Hajui/hajajibu / Don't know/Refuse888</p>
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Life Skills Questionnaire

Dodoso la Mwanafunzi kuhusu Stadi za Maisha / Student Life Skills questionnaire.

“Nitakuuliza maswali yanayokuhusu wewe zaidi. Hakuna jibu sahihi au kosa kwa hiyo tafadhali uwe mkweli kwa kadri unavyoweza. Pia hakuna mtu yeyote atakayejua kuwa haya ni majibu yako.” / “I’m now going to ask you some more questions about yourself. There are no right or wrong answers so please be as honest as possible and please try to answer all questions. Also, remember that no one will know that these are your answers.”

[Haya ni maswali yanayomhusu mtu binafsi, kwa hiyo ni muhimu USIONYESHE hisia au kutoa mrejesho wowote mwanafunzi anapojibu.] [As these are personal questions, it is very important that you NOT show any emotion or reaction to any of the children’s responses.]

[Kwa kila swali katika hadithi tumia jina la jinsi ya mwanafunzi unayemhoji]
[For each question use the name in the story that is the same as the gender of the student you are interviewing]

<p>Katika sehemu hii nitakusomea maelezo ya wanafunzi tofauti. Tafadhali sikiliza kwa makini maelezo haya na kisha niambie ni mara ngapi unajisikia au unatenda kama mtoto huyo. Ninaposema ni mara ngapi, ningependa uniambie kama hua unatabia kama hizi sifanyi hivyo, mara chache, mara nyingi, au kila siku. Hakuna jibu sahihi au kosa. Naomba uwe mkweli katika majibu yako kwani itatusaidia kuelewa jinsi ya kuwasaidia wanafunzi kwenye masomo yao.</p> <p><i>In this section I’m going to read you descriptions of different children. Please listen carefully to each description and then in each case I want you to tell me how frequently you feel or behave like that child. So when I say how frequently, I want you to tell me whether you do not feel or behave like this, you feel or behave like this sometimes, often, or every day. There are no right or wrong answers. Please just be honest in your responses as this will give us a better understanding of how to help children with their schoolwork.</i></p>	
<p>Sehemu I: Ujasiri wa kitaaluma</p> <p><i>Section I: Academic Grit¹</i></p>	
<p>1. Ngoja nikuambie kuhusu kijana anayeitwa Bakari/Amina. Bakari/Amina anafanya kazi kwa bidii kila mara. Je, kwa kiasi gani unafanya kama Bakari/Amina? Soma majibu.</p> <p><i>Let me tell you about a child called Bakari/Amina. He/She always works very hard. How often do you behave like Bakari/Amina?</i></p> <p>Read the responses.</p>	<p>Sifanyi hivyo / Does not 0</p> <p>Mara chache / Sometimes 1</p> <p>Mara nyingi / Often..... 2</p> <p>Kila siku / Every day 3</p> <p>Sijui/Amekataa kujibu / Don’t know/refuse 888</p>
<p>2. Daudi/Hawa anamaliza kufanya kazi zote za nyumbani. Je, kwa kiasi gani unafanya kama Daudi/Hawa? Soma majibu.</p> <p><i>Daudi/Hawa always completes all his/her chores at home. How often do you behave like Daudi/Hawa?</i></p>	<p>Sifanyi hivyo / Does not 0</p> <p>Mara chache / Sometimes 1</p> <p>Mara nyingi / Often..... 2</p> <p>Kila siku / Every day 3</p> <p>Sijui /Amekataa kujibu / Don’t know/refuse 888</p>

¹ Questions 1, 2, 4 – 8 were adapted from Rojas, J. P., Reser, J. A., Usher, E. L., & Toland, M. D. (2012). *Psychometric properties of the Academic Grit Scale*. Lexington: University of Kentucky. Used by permission.

	Read the responses.	
3	<p>Linus/Hilda hamaliza kazi za nyumbani badala yake huenda kucheza. Je, kwa kiasi gani unafanya kama Linus/Hilda?</p> <p>Soma majibu.</p> <p><i>Linus/Hilda does not finish his/her chores at home, instead he/she goes out and plays. How often do you behave like Linus/Hilda?</i></p> <p>Read the responses.</p>	<p>Sifanyi hivyo / Does not 0</p> <p>Mara chache / Sometimes 1</p> <p>Mara nyingi / Often..... 2</p> <p>Kila siku / Every day 3</p> <p>Sijui /Amekataa kujibu / Don't know/refuse..... 888</p>
4	<p>Jakaya/Zawadi anapona kazi ni ngumu huiacha na hajitahidi. Je, kwa kiasi gani unafanya kama Jakaya/Zawadi?</p> <p>Soma majibu iwapo mtoto atahitaji tena.</p> <p><i>When Jakaya/Zawadi finds that a task is hard, he/she gives up and stops trying. How often do you behave like Jakaya/Zawadi?</i></p> <p>Read the responses, as needed from this point to prompt the child.</p>	<p>Sifanyi hivyo / Does not 0</p> <p>Mara chache / Sometimes 1</p> <p>Mara nyingi / Often..... 2</p> <p>Kila siku / Every day 3</p> <p>Sijui /Amekataa kujibu / Don't know/refuse..... 888</p>
5	<p>Mashaka/Naoimi pale anapokuwa ameshindwa kazi kwa mara ya kwanza, huendelea kuirudia. Je, kwa kiasi gani unafanya kama Mashaka/Naoimi?</p> <p><i>Mashaka/Naoimi always carries on trying even after he/she failed on a task the first time, How often do you behave like Mashaka/Naoimi?</i></p>	<p>Sifanyi hivyo / Does not 0</p> <p>Mara chache / Sometimes 1</p> <p>Mara nyingi / Often..... 2</p> <p>Kila siku / Every day 3</p> <p>Sijui /Amekataa kujibu / Don't know/refuse..... 888</p>
6	<p>Ignas/Hadija huendelea kujaribu hata kama jambo analofanya ni gumu sana kwake. Je, kwa kiasi gani unafanya kama Ignas/Hadija?</p> <p><i>Ignas/Hadija always keeps trying even when what he is doing is very difficult. How often do you behave like Ignas/Hadija?</i></p>	<p>Sifanyi hivyo / Does not 0</p> <p>Mara chache / Sometimes 1</p> <p>Mara nyingi / Often..... 2</p> <p>Kila siku / Every day 3</p> <p>Sijui /Amekataa kujibu / Don't know/refuse..... 888</p>
7	<p>Damasi/Maria akiwa na kazi za shule wakati mwingine huwa hazifanyi. Je, kwa kiasi gani unafanya kama Damasi/Maria?</p> <p><i>When Damasi/Maria has school work, Damasi/Maria does not always do it. How often do you behave like Damasi/Maria?</i></p>	<p>Sifanyi hivyo / Does not 0</p> <p>Mara chache / Sometimes 1</p> <p>Mara nyingi / Often..... 2</p> <p>Kila siku / Every day 3</p> <p>Sijui /Amekataa kujibu / Don't know/refuse..... 888</p>

8	<p>Isaya/Pendo mara zote anafanya kazi anayotakiwa kuifanya hata kama hajisikii kufanya hivyo. Je, kwa kiasi gani unafanya kama Isaya/Pendo?</p> <p><i>Isaya/Pendo always does what has to be done even if Isaya/Pendo does not feel like doing it. How often do you behave like Isaya/Pendo?</i></p>	<p>Sifanyi hivyo / Does not 0</p> <p>Mara chache / Sometimes 1</p> <p>Mara nyingi / Often..... 2</p> <p>Kila siku / Every day 3</p> <p>Sijui /Amekataa kujibu / Don't know/refuse..... 888</p>
<p>Sehemu IV: Kujitawala</p> <p>Section IV: Self-Control²</p>		
9	<p>Kila mara Ally/Naima anasahau vifaa anavyohitaji darasani nyumbani. Je, kwa kiasi gani unafanya kama Ally/Naima?</p> <p><i>Let me tell you about a child called Ally/Naima. He/She often forgets the things he/she needs for class at home. How often do you forget your things like Ally/Naima?</i></p>	<p>Sifanyi hivyo / Does not 0</p> <p>Mara chache / Sometimes 1</p> <p>Mara nyingi / Often..... 2</p> <p>Kila siku / Every day 3</p> <p>Sijui /Amekataa kujibu / Don't know/refuse..... 888</p>
1	<p>Musa/Rosi kila mara anaingilia kati maongezi ya wanafunzi wenzake. Je, kwa kiasi gani unafanya kama Musa/Rosi?</p> <p><i>Musa/Rosi often interrupts other children when they are talking. How often do you behave like Musa/Rosi?</i></p>	<p>Sifanyi hivyo / Does not 0</p> <p>Mara chache / Sometimes 1</p> <p>Mara nyingi / Often..... 2</p> <p>Kila siku / Every day 3</p> <p>Sijui /Amekataa kujibu / Don't know/refuse..... 888</p>
1	<p>Huseni/Gloria huongea kwa kiburi. Je, kwa kiasi gani unafanya kama Huseni/Gloria?</p> <p><i>Huseni/Gloria says cheeky things. How often do you behave like Huseni/Gloria?</i></p>	<p>Sifanyi hivyo / Does not 0</p> <p>Mara chache / Sometimes 1</p> <p>Mara nyingi / Often..... 2</p> <p>Kila siku / Every day 3</p> <p>Sijui /Amekataa kujibu / Don't know/refuse..... 888</p>
1	<p>Eriki/Anna hawezi kuona vitu anavyovitaka kwa kuwa chumba chake hakipangi vizuri. Je, kwa kiasi gani hali kama hiyo hukutokea?</p>	<p>Sifanyi hivyo / Does not 0</p> <p>Mara chache / Sometimes 1</p> <p>Mara nyingi / Often..... 2</p>

²Questions 20 – 27 were adapted from (Tsukayama, E., Duckworth, A. L., & Kim, B. (In press). Domain-specific impulsivity in school-age children. *Developmental Science*.). Retrieved from: <https://sites.sas.upenn.edu/duckworth/pages/research> and <https://upenn.app.box.com/DSIS-C>.

	<p><i>Eriki/Anna cannot find things because his/her room is untidy. How often does this happen to you?</i></p>	<p>Kila siku / Every day 3 Sijui /Amekataa kujibu / Don't know/refuse..... 888</p>
1	<p>Doto/Subira aliudhiwa na akakasirika akiwa shuleni. Je, kwa kiasi gani unafanya kama Doto/Subira?</p> <p><i>Doto/Subira got upset and lost his/her temper at school. How often do you behave like Doto/Subira?</i></p>	<p>Sifanyi hivyo / Does not 0 Mara chache / Sometimes 1 Mara nyingi / Often..... 2 Kila siku / Every day 3 Sijui /Amekataa kujibu / Don't know/refuse..... 888</p>
1	<p>Joshua/Mwajuma kila mara husahau mwalimu anachomwambia. Je, kwa kiasi gani wewe unasahau kama Joshua/Mwajuma?</p> <p><i>Joshua/Mwajuma often forgets what he/she was told by the teacher. How often do you forget like Joshua/Mwajuma?</i></p>	<p>Sifanyi hivyo / Does not 0 Mara chache / Sometimes 1 Mara nyingi / Often..... 2 Kila siku / Every day 3 Sijui /Amekataa kujibu / Don't know/refuse..... 888</p>
1	<p>Joti/Lulu mara nyingine hasikilizi kwa sababu anafikiria mambo mengine. Je, kwa kiasi wewe hufikiria mambo mengine kama Joti/Lulu?</p> <p><i>Joti/Lulu sometimes does not listen because he/she is thinking about other things. How often do you get distracted like Joti/Lulu?</i></p>	<p>Sifanyi hivyo / Does not 0 Mara chache / Sometimes 1 Mara nyingi / Often..... 2 Kila siku / Every day 3 Sijui /Amekataa kujibu / Don't know/refuse..... 888</p>
1	<p>Walter/Rebeca alikosa heshima kwa wazazi wake alipokasirika. Je, kwa kiasi gani unafanya kama Walter/Rebeca?</p> <p><i>Walter/Rebeca was disrespectful to his/her parents when he/she was upset. How often do you behave like Walter/Rebeca?</i></p>	<p>Sifanyi hivyo / Does not 0 Mara chache / Sometimes 1 Mara nyingi / Often..... 2 Kila siku / Every day 3 Sijui /Amekataa kujibu / Don't know/refuse..... 888</p>
<p>Asante sana! Thank you very much!</p>		

Teacher/Head Teacher Consent Form

Dodoso la Mwalimu Mkuu/Mwalimu – Head/Teacher Questionnaire – Tanzania EGRA/ EGMA/SSME 2016

Fomu ya Ridhaa Mwalimu Mkuu/Mwalimu - Head/Teacher Consent Form

Habari, Jina langu ni / Hello, my name is _____.

Tunafanya kazi na Kampuni ya Data Vision kwa niaba ya Wizara ya Elimu Sayansi teknolojia na Ufundi ili kufanya utafiti mdogo kupima uwezo wa wanafunzi wa Darasa la 3 katika Kusoma na Kuhesabu katika baadhi ya Shule. Utafiti huu mdogo unaitwa 'Upimaji wa awali katika Kusoma (EGRA – Early Grade Reading Assessment na EGMA – Early Grade Mathematics Assessment). We are working with DataVision on behalf of the Ministry of Education, Science, and Technology to conduct a survey to assess the reading and mathematics ability of pupils in Standard 3 in a sample of schools. This survey is called the Early Grade Reading Assessment, or EGRA and Early Grade Mathematics Assessment, or EGMA.

- **Lengo la utafiti wa EGRA na EGMA ni kupima uwezo wa wanafunzi katika Kusoma na Kuhesabu. Tunakusanya pia taarifa kuhusu Shule na Walimu ili kujifunza zaidi kuhusu hali na utendaji unaoweza kuathiri wanafunzi katika kujifunza Kusoma na Kuhesabu.**The purpose of the EGRA survey is to assess the reading and mathematics ability of pupils. We are also gathering information about schools and school staff to learn more about conditions and practices that may affect children's reading and mathematics.

- **Hii ni mojawapo kati ya Shule iliyoteuliwa katika utafiti huu mdogo. Ushiriki wako ni wa muhimu sana, vilevile hulazimishwi kushiriki kama haupo tayari. Kama umekubali kushiriki nitakuuliza maswali yanayoendana na shughuli zako za kawaida ukiwa kazini. Pia tutachunguza masomo ya Kiswahili na Hisabati yakifundishwa. Nitakuuliza maswali yatakayochukua muda kati ya dakika 15-20 na uchunguzi wa somo utachukua dakika 30.**This school was randomly selected for participation in this survey. Your participation is very important, but you do not have to participate if you do not wish to. If you agree to participate, I will ask you some questions regarding your normal activities at school and will observe a Kiswahili and mathematics classroom. My questions for you will take approximately 15-20 minutes and the observation will take 30 minutes.

- **Jina lako halitaandikwa katika fomu hii wala kutajwa mahali popote katika, utafiti huu. Majumuisho katika matokeo ya utafiti huu wa EGRA na EGMA utakaofanywa katika shule nyingi, yatajadiliwa pamoja na mradi wa Data Vision, Wizara ya Elimu Sayansi teknolojia na Ufundi na Wadau wengine wa Elimu ili kubainisha maeneo yatakayohitaji msaada wa ziada kuboresha Kusoma na Kuhesabu katika madarasa ya ngazi ya Awali. Taarifa zitakazotolewa na Walimu katika Utafiti huu hazitawekwa bayana kuwa zimetolewa na shule fulani bali zitajumuishwa na taarifa kutoka Shule nyingine kama taarifa ya utafiti.** Your name will NOT be recorded on this form, nor mentioned anywhere in the survey data. The combined results of the EGRA and EGMA surveys conducted in many schools will be shared with DataVision, the Ministry of Education, Science, and Technology and other education stakeholders to identify areas where additional support may be needed to improve reading and mathematics in the early grades. Information provided in surveys will be anonymous and will not be reported by school, but will be combined with results from many other schools.

- **Tunaamini hakutakuwa na madhara kwa wewe kushiriki katika utafiti huu.** We believe there is no risk to you in participating in this research.

- **Hakuna manufaa binafsi utakayoyapata kwa wewe kushiriki katika mahojiano haya. Hata hivyo majibu yako yatasaidia katika kuboresha Kusoma na Kuhesabu katika madarasa ya ngazi za Awali.** You will not personally benefit from participating in this interview. However, your responses will be used to help support improvements in early grade reading and mathematics in Tanzania.

- **Kama una swali lolote katika utafiti huu tafadhali wasiliana na:-**

If you have any questions regarding this study, please feel free to contact:

DataVision : Garden Road, Mikocheni Area. Plot No. 373. P.O. Box 9983

Dar es Salaam, Tanzania. +255 654 869 302

Kwa mara nyingine tena, usishiriki katika utafiti kama haupo tayari. Mara tutakapoanza kama hutajibu swali hiyo ni ni sawa tu. Uko tayari kushiriki? Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right. Are you willing to participate?

Ukubali kwa ridhaa ya Mwalimu Mkuu/Mwalimu kushiriki (Zungushia duara kama Mwalimu Mkuu/Mwalimu amekubali kwa ridhaa yake) Head/Teacher provided consent (Circle to indicate consent was received): **NDIYO/YES**

Head Teacher Questionnaire

General Instructions

-
- DO NOT READ THE ANSWER OPTIONS TO THE HEAD TEACHER UNLESS THE INSTRUCTIONS INDICATE TO DO SO.
- Wait for the Head Teacher to respond to each question, then select the answer that corresponds to his or her response.
- For most questions, only one response is permitted. The instructions indicate the exceptions.
- If the Head Teacher is not available, conduct the interview with the Assistant Head Teacher.
- Note that all instructions to the interviewer are in **bold letters**. Instructions to the Tangerine team are in **red letters**.

School Name <input type="text"/>										
School EMIS Number [If school is on mainland]	School Identification Code: [If main land] <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">P</td> <td style="width: 20px; text-align: center;">S</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px; text-align: center;">-</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table> <i>[PS + 4digits + "-" + 3digits]</i>	P	S					-			
P	S					-					
Region										
District										
Supervisor User Name <input type="text"/>										
Supervisor Signature <input type="text"/>										

1.	Muda wa kuwasili shuleni [Tumia saa 24-muda Saa: Dakika] Time of arrival at school [Use 24-hour time HH:MM]	<input type="text"/> : <input type="text"/>
2.	Interview date [Tarehe/ Mwezi/ Mwaka] [DD/MM/YY]	<input type="text"/> / <input type="text"/> / <input type="text"/>
3.	Una wadhifa gani hapa shuleni? [Swali kwa Mwalimu Mkuu] What is your position at the school? [Question asked to Head Teacher]	Mwalimu mkuu / Head Teacher 1 Mwalimu Mkuu msaidizi / Assistant Head Teacher .. 2 Nyingine / Other 3 Hajui/hajajibu / Don't know / Refuse..... 888
4.	[Je, Mwalimu mkuu/ mwalimu mkuu msaidizi/ mwalimu wa taaluma ni mwanamke?] [Is the Head Teacher / Assistant Head Teacher female?]	Hapana / No 0 Ndiyo / Yes..... 1
5.	Je ulihudhuria mafunzo ya stadi za kusoma, kuandika na kuhesabu? [Swali kwa Mwalimu Mkuu] Did you attend the 3Rs training? [Question asked to Head Teacher]	Hapana / No 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse 888
6.	Walimu wangapi wa darasa la 2 wanafundisha shule hii? [Swali kwa Mwalimu Mkuu] How many Standard 2 teachers teach at this school? [Question asked to Head Teacher]	Idadi ya walimu wa darasa la 2 / Number of Standard 2 teachers..... <input type="text"/>
7.	Je kuna walimu wangapi wa darasa la 2 waliopo leo? [Swali kwa Mwalimu Mkuu] <i>[Idadi ilingane au iwe pungufu kama swali la juu]</i> How many Standard 2 teachers are present today? [Question asked to Head Teacher] <i>[Should be less than or equal to the previous question]</i>	Idadi ya walimu wa darasa la pili waliopo / Number of Standard 2 teachers present <input type="text"/>

8.	<p>Je kuna mikondi mangapi ya darasa la 3 shuleni? [Swali kwa Mwalimu Mkuu]</p> <p>How many Standard 3 classes are there? [Question asked to Head Teacher]</p>	<p>Idadi ya madarasa ya 3 shuleni / Number of Standard 3 classes at the school..... <input type="text"/></p>
9.	<p>Je ni wasichana wangapi wa darasa la 3 wameandikishwa shuleni? [Swali kwa Mwalimu Mkuu]</p> <p>How many Standard 3 females are enrolled at this school? [Question asked to Head Teacher]</p>	<p>Idadi ya wasichana wa darasa la 3 walioandikishwa / Number of Standard 3 females enrolled at the school <input type="text"/></p>
10.	<p>Je ni wavulana wangapi wa darasa la 3 wameandikishwa shuleni? [Swali kwa Mwalimu Mkuu]</p> <p>How many Standard 3 males are enrolled at this school? [Question asked to Head Teacher]</p>	<p>Idadi ya wavulana wa darasa la 3 waliondikishwa shuleni / Number of Standard 3 males enrolled at the school <input type="text"/></p>
11.	<p>Je ni wasichana wangapi wa darasa la 3 wapo leo? [Chunguza kama mwezeshaji]</p> <p><i>[Idadi ilingane au iwe pungufu kama swali la juu]</i></p> <p>How many Standard 3 females are present today? [Observe directly]</p> <p><i>[Should be less than or equal to the previous question]</i></p>	<p>Idadi ya wasichana wa darasa la 3 waliopo shuleni leo / Number of Standard 3 females present today at the school <input type="text"/></p>
12.	<p>Je wapo wavulana wangapi wa darasa la 3 leo? [Chunguza kama mwezeshaji]</p> <p><i>[Idadi ilingane au iwe pungufu kama swali la juu]</i></p> <p>How many Standard 3 males are present today? [Observe directly]</p> <p><i>[Should be less than or equal to the previous question]</i></p>	<p>Idadi ya wavulana wa darasa la 3 waliopo shuleni leo / Number of Standard 3 males present today at the school <input type="text"/></p>
13.	<p>Je wasichana wangapi darasa la 3 walimaliza upimaji? [Muhtasari kabla ya kuondoka shuleni]</p>	<p>Idadi ya wasichana wa darasa la 3 waliomaliza upimaji / Number of Standard 3 females who completed the assessment <input type="text"/></p>

	How many Standard 3 females completed the assessment? [Summary before leaving the school]	
14.	Je ni wavulana wangapi darasa la 3 waliomaliza kupimwa? [Muhtasari kabla ya kuondoka shuleni] How many Standard 3 males completed the assessment? [Summary before leaving the school]	Idadi ya wavulana wa darasa la 3 waliomaliza kupimwa / Number of Standard 3 males who completed the assessment <input type="text"/>
15.	Je ni walimu wangapi wa darasa la 2 waliohojiwa na kuchunguzwa? [Muhtasari kabla ya kuondoka shuleni] How many Standard grade 2 teachers were interviewed and observed? [Summary before leaving the school]	Idadi ya walimu wa darasa la 2 waliohojiwa na kuchunguzwa / Number of Standard 2 teachers interviewed and observed..... <input type="text"/>
16.	Onesha muda timu iliondoka shuleni [Tumia saa 24-muda Saa: Dakika] Time the team departed the school [Use 24-hour time HH:MM]	<input type="text"/> : <input type="text"/>
Thank you very much! / Asante sana!		

Teacher Questionnaire

General Instructions

- Teachers selected for this interview **MUST** teach either mathematics or Kiswahili to the student population being studied. Do **NOT** interview teachers if they do not teach at least **ONE** of these subjects to children in these levels.
 - Ask the teacher to answer each question orally, as in an interview.
 - **DO NOT READ THE ANSWER OPTIONS TO THE TEACHER UNLESS THE INSTRUCTIONS INDICATE TO DO SO.**
 - Wait for the teacher to respond to each question, then select the answer that corresponds to his or her response.
 - For most questions, only one response is permitted. The instructions indicate the exceptions.
- Note that all instructions to interviewer are in **bold letters**. Instructions for Tangerine team are in **red letters**.

School Name <input type="text"/>										
School EMIS Number [If school is on mainland]	School Identification Code: [If main land] <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">P</td> <td style="width: 20px; text-align: center;">S</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px; text-align: center;">-</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table> <i>[PS + 4digits + "-" + 3digits]</i>	P	S					-			
P	S					-					
Region	_____										
District	_____										
Date of Visit	<input style="width: 40px;" type="text"/> / <input style="width: 40px;" type="text"/> / <input style="width: 40px;" type="text"/> <input style="width: 100px;" type="text"/> Date / Month/ Year 3 May 2016 would be 03 / 05 / 2016										
Assessor User Name <input type="text"/>										
Signature <input type="text"/>										

1.	<p>[Je, mwalimu ni mwanamke]</p> <p>[Is the teacher female?]</p>	<p>Hapana / No 0</p> <p>Ndiyo / Yes..... 1</p>
A	<p>Je unafundisha somo lipi / masomo yapi darasa la 2?</p> <p>Soma majibu. Weka tiki katika majibu yote.</p> <p>What subjects do you teach to the Standard 2 class?</p> <p>Read the responses.</p> <p>Tick ALL that apply.</p>	<p>Kusoma / Kiswahili Reading..... 1</p> <p>Kuandika / Kiswahili Writing..... 1</p> <p>Kusoma English / English Reading 1</p> <p>Kuandika English / English Writing..... 1</p> <p>Hisabati / Mathematics 1</p> <p>Elimu ya afya na mazingira / Health and Environment Education..... 1</p> <p>Michezo, kuchora na kuigiza / Games, Sports, and Fine and Performing Arts 1</p> <p>Elimu ya dini / Religious Studies..... 1</p> <p>Mengineyo / Other 1</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
2.	<p>Je, umefika kiwango gani cha juu cha elimu?</p> <p>USIMSOME majibu.</p> <p>Weka tiki katika jibu moja linalohusika.</p> <p>What is your highest level of academic education?</p> <p>Do NOT READ the options.</p> <p>Tick only ONE response.</p>	<p>Kidato cha sita / Form 6 1</p> <p>Cheti / Certificate 2</p> <p>Stashahada / Diploma 3</p> <p>Stashahada ya Juu / Advanced diploma..... 4</p> <p>Shahada / Bachelor's degree..... 5</p> <p>Shahada ya Uzamili / Master's degree 6</p> <p>Shahada ya Uzamivu / PhD..... 7</p> <p>Mengineyo / Other 8</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
3.	<p>Ni programu /mashirika gani yanafadhili mafunzo shuleni hapa?</p> <p>What programs / NGOs support training for the school?</p>	<p>Hakuna / none 0</p> <p>EQUIP (DfID) 1</p> <p>LANES (GPE)..... 2</p> <p>UNICEF 3</p> <p>TZ 21(USAID)..... 4</p> <p>Mengineyo / Other 5</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>

4.	<p>Wakati ukiwa mafunzo ya walimu uliwahi kupata mafunzo rasmi ya kufundisha kusoma kuandika na kuhesabu katika darasa la kwanza na la pili?</p> <p>During your pre-service training, did you receive any specific training on how to teach reading, writing and arithmetic to early grade pupils?</p>	<p>Hapana / No 0</p> <p>Ndiyo / Yes..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse 888</p>
5.	<p>Je umehudhuria mafunzo kazini kwa ajili ya marekebisho ya kufundisha stadi za KKK?</p> <p>Have you attended any in-service training on the 3Rs reforms?</p>	<p>Hapana / No 0</p> <p>→ Kama hapana, nenda swali la 6 / If no, skip to 6</p> <p>Ndiyo / Yes..... 1</p> <p>→ Kama ndiyo, nenda swali la 7 / If yes, skip to 7</p> <p>Hajui/Hajajibu / Don't know/Refuse 888</p>
6.	<p>Je kuna mwenzako aliyehudhuria mafunzo kazini kwa ajili ya kuwezesha stadi za KKK aliyekufundisha?</p> <p>Did one of your colleagues who attended in-service training on the 3Rs train you on the 3Rs approach?</p>	<p>Hapana / No 0</p> <p>→ Kama hapana, nenda swali la 10 / If no, skip to 10</p> <p>Ndiyo / Yes..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse 888</p>
7.	<p>Je mafunzo ya stadi za KKK yameleta matokeo tarajiwa?</p> <p>Was the 3Rs training effective?</p>	<p>Hapana / No 0</p> <p>→ Kama hapana, nenda swali la 8, na swali 10, si swali 9/ If no, go to question 8 and question 10, not 9</p> <p>Ndiyo / Yes..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse 888</p>
8.	<p>Je mafunzo ya stadi za KKK yangeweza kuboreshwaje ili kuleta matokeo bora zaidi?</p> <p>Weka tiki katika majibu yote.</p> <p>What could have made the 3Rs training more effective?</p> <p>Tick all that apply.</p>	<p>Mafunzo yawe kwa vikundi vidogo vidogo / Smaller training groups 1</p> <p>Kuwe na vitabu vya kiada vya wanafunzi wa KKK / Having 3Rs student textbooks..... 1</p> <p>Fursa ya kutayarisha vifaa vya kufundishia darasani / Opportunity to develop teaching aids for use in class1</p> <p>Meginyeo / Other 1</p> <p>Hajui/Hajajibu / Don't know/Refuse 888</p>

<p>9.</p>	<p>Nini kimefanya mafunzo ya stadi za KKK kuleta matokeo tarajiwa? Weka tiki katika majibu yote.</p> <p>What made the 3Rs training effective? Tick all that apply.</p>	<p>Uchambuzi wa mtaala na muhtasari wa KKK / Analysis of 3Rs curriculum and syllabus..... 1</p> <p>Uchambuzi na utumiaji wa mwongozo wa mwalimu wa kufundishia Kusoma, Kuandika na Kuhesabu / Analysis and use of 3Rs teacher guides..... 1</p> <p>Matayarisho ya andalio la somo na azimio la kazi / Preparation of lesson plan and scheme of work..... 1</p> <p>Kufaragua na kutumia zana za kufundishia na kujifunzia / Improvisation and use of teaching and learning aids 1</p> <p>Ufundishaji kiduchu / Micro teaching 1</p> <p>Mengineyo (Eleza bayana)/ Other 1</p> <p>Hajui/Hajajibu / Don't know/Refuse 888</p>
<p>Sasa ningependa kukuuliza maswali yanayohusiana na darasa lako na vile vile wanafunzi kwa mwaka huu.</p> <p>Now I would like to ask you some questions about your class and pupils this school year.</p>		
<p>10.</p>	<p>Je, unafundisha katika darasa mchanganyiko (la pili na la kwanza kwa pamoja)? Is the class that you teach a multi-grade class?</p>	<p>Hapana / No 0</p> <p>Ndiyo / Yes..... 1</p> <p>Hajui/Hakuna jibu / Don't know/Refuse 888</p>
<p>11.</p>	<p>Tafadhali, nipatie daftari la Mahudhurio ya wanafunzi wako? Could I please see your pupil attendance register?</p>	<p>Hakuna daftari la Mahudhurio / Register was not available to be examined 0</p> <p>→ Kama Hakuna daftari la la Mahudhurio, Nenda swali la 13 / If no register available, skip to 13</p> <p>Mahudhurio yanarekodiwa kila siku / Attendance records were completed daily 1</p> <p>Mahudhurio yanarekodiwa kila wiki / Attendance records were completed weekly 2</p> <p>Mahudhurio yanarekodiwa kila baada ya wiki mbili / Attendance records were completed biweekly 3</p> <p>Mahudhurio yanarekodiwa kwa mwezi / Attendance records were completed monthly 4</p> <p>Mengineyo / Other 5</p>
<p>12.</p>	<p>[Andika tarehe ya hivi karibuni ya mahudhurio ya wanafunzi kwa kufuata utaratibu ufuatao: (Siku/Mwezi/Mwaka)] [Record the date of the most recent attendance record entry. (DD/MM/YY)]</p>	<p>Panda: tarehe ya kufunguliwa shule ([...]) hadi sasa. Range: date school opened ([----])to current date</p> <p style="text-align: right;"> <input type="text"/>/ <input type="text"/>/ <input type="text"/> </p>

13.	Kuna wanafunzi wangapi wavulana wameandikishwa kwenye darasa hili? How many boys are enrolled in this class?	Range: 3-digit number field in case class has more than 99. Range check: If >200, ask assessor to confirm number Wavulana / Boys..... <input type="text"/> Hajui/hajajibu / Don't know/Refuse 888
14.	Kuna wanafunzi wangapi wasichana wameandikishwa kwenye darasa hili? How many girls are enrolled in this class?	Range: 3-digit number field in case class has more than 99. Range check: If >200, ask assessor to confirm number Wasichana / Girls..... <input type="text"/> Hajui/hajajibu / Don't know/Refuse 888
15.	Kuna wanafunzi wangapi wavulana waliorudia katika darasa hili? How many boys in this class are repeaters?	Wavulana / Boys..... <input type="text"/> Hajui/hajajibu / Don't know/Refuse 888
16.	Kuna wanafunzi wangapi wasichana waliorudia katika darasa hili? How many girls in this class are repeaters?	Wasichana / Girls..... <input type="text"/> Hajui/hajajibu / Don't know/Refuse 888
17.	Kwa siku ya kawaida ni wanafunzi wangapi huwa hawahudhuri shuleni? On a typical day, how many pupils are absent?	<input type="text"/> Hajui/hajajibu / Don't know/Refuse 888
18.	Katika siku ya kawaida, ni wanafunzi wangapi huchelewa darasani? Kuchelewa hapa ninamaanisha mwanafunzi kuchelewa kufika darasani baada ya dakika 15 ya kipindi cha kwanza kuanza. On a typical day, how many pupils are late? We define "late" to be arriving at least 15 minutes after the start of the first class.	<input type="text"/> Hajui/hajajibu / Don't know/Refuse 888
<p>Sasa napenda kukuuliza maswali yanayohusu usimamizi/ maelekezo unayopata kutoka kwa mwalimu mkuu au mwalimu mkuu msaidizi wa shule.</p> <p>Now I would like to ask you some questions about the supervision you receive from the Head Teacher or Assistant Head Teacher.</p>		

<p>19.</p>	<p>Mwalimu mkuu au mwalimu mkuu msaidizi amewahi kukagua andalio lako la somo? Does the Head Teacher or Assistant Head Teacher ever check your lesson plans?</p>	<p>Hapana / No 0 → Kama hapana, endelea swali la 21 / If no, skip to 21 Ndiyo / Yes..... 1 Hajui/hajajibu / Don't know/Refuse 888 → Kama Hajui/hajajibu, endelea swali la 21 / If don't know/refuse, skip to 21</p>
<p>20.</p>	<p>Kama ndiyo, ni mra ngapi kwa mwaka huu andalio lako limekaguliwa? Soma majibu. Weka tiki katika jibu moja. If yes, how often during this school year have your lesson plan been checked? Read the responses. Tick only ONE response.</p>	<p>Mara moja kwa kila miezi 2-3 / Once every 2-3 months..... 3 Mara moja kwa mwezi / Once every month 4 Mara moja kwa kila wiki mbili / Once every two weeks..... 5 Mara moja kwa wiki / Once every week 6 Kila siku / Daily 7 Hajui/hajajibu / Don't know/Refuse 888</p>
<p>21.</p>	<p>Unapohitaji msaada wa ufundishaji unamwona nani? Soma majibu. Weka tiki katika majibu yote. When you need some help with your teaching, whom do you consult? Read the responses. Tick ALL responses.</p>	<p>Sijawahi kuhitaji msaada / Never need help 1 Hakuna wa kumwomba msaada / There is no one to ask for help 1 Jadiliana na walimu wengine / Discuss casually with other teachers 1 Jadili katika vikao vya masomo na waalimu wengine / Discuss at subject meetings with other teachers..... 1 Mwalimu wa taaluma / Academic teacher 1 Mwalimu mkuu msaidizi / Assistant Head Teacher .. 1 Mwalimu mkuu / Head Teacher 1 Mratibu wa elimu kata / mkaguzi wa shule/Ward Education Coordinator or School Inspector 1 Mengineyo / Other 1 Hajui/hajajibu / Don't know/Refuse 888</p>

22.	<p>Tangu mwaka huu wa masomo umeanza, ni mara ngapi mwalimu mkuu au mwalimu mkuu msaidizi huangalia ufundishaji wako darasani?</p> <p>Soma majibu. Weka tiki katika jibu MOJA.</p> <p>Since the beginning of the school year, how frequently does the Head Teacher or Assistant Head Teacher observe your teaching?</p> <p>Read the responses. Tick only ONE response.</p>	<p>Hajawahi / Never 0</p> <p>Robo mwaka / Quarterly 3</p> <p>Kila mwezi / Monthly..... 4</p> <p>Kila wiki / Weekly 5</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
23.	<p>Tangu mwaka huu wa masomo umeanza, ni mara ngapi mwalimu wa taaluma hujadiliana na wewe kuhusu ufundishaji wako?</p> <p>Soma majibu. Weka tiki katika jibu MOJA.</p> <p>Since the beginning of the school year, how frequently does the Academic Teacher discuss your teaching with you?</p> <p>Read the responses. Tick only ONE response.</p>	<p>Hajawahi / Never 0</p> <p>Robo mwaka / Quarterly 3</p> <p>Kila mwezi / Monthly..... 4</p> <p>Kila wiki / Weekly 5</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
24.	<p>Tangu mwaka huu wa masomo umeanza, ni mara ngapi Afisa Elimu Kata amekutembelea?</p> <p>Soma majibu. Weka tiki katika jibu MOJA.</p> <p>Since the beginning of the school year, how frequently does the Ward Education Officer visit you?</p> <p>Read the responses. Tick only ONE response.</p>	<p>Hajawahi / Never 0</p> <p>Robo mwaka / Quarterly 3</p> <p>Kila mwezi / Monthly..... 4</p> <p>Kila wiki / Weekly 5</p> <p>Hajui/hajajibu / Don't know/Refuse..... 888</p>

<p>25.</p>	<p>Tangu mwaka huu wa masomo umeanza ni mara ngapi mkaguzi wa shule amekutembelea?</p> <p>Soma majibu. Weka tiki katika jibu MOJA.</p> <p>Since the beginning of the school year, how frequently does the School Inspector visit you?</p> <p>Read the responses. Tick only ONE response.</p>	<p>Hajawahi / Never 0</p> <p>Robo mwaka / Quarterly 3</p> <p>Kila mwezi / Monthly 4</p> <p>Kila wiki / Weekly 5</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
<p>26.</p>	<p>Una vifaa vya kutosha vya kufundishia na kujifunzia stadi za kusoma, kuandika na kuhesabu katika darasa lako?</p> <p>Do you have adequate materials in your classroom for teaching and learning the 3Rs?</p>	<p>Hapana / No 0</p> <p>Ndiyo / Yes 1</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
<p>27.</p>	<p>Je kuna vitabu vingapi kwa ajili ya darasa lenu?</p> <p>How many books are registered for your class?</p>	<p>Panga: Kama >200, mwambie msimamizi ahakikishe idadi.</p> <p>Range check: If >200, ask assessor to confirm number</p> <p>..... <input type="text"/></p>
<p>28.</p>	<p>Ni mara ngapi unachanganya lugha ya kikabila na Kiswahili katika mchakato wa ufundishaji na ujifunzaji? Kamwe, mara chache, mara kwa mara, muda wote</p> <p>Soma majibu weka tiki katika jibu MOJA.</p> <p>How frequently do you code-switch between Kiswahili and a vernacular language during the teaching and learning process? Never, occasionally, often, all of the time.</p> <p>Read the responses. Tick only ONE response.</p>	<p>Kamwe / Never 0</p> <p>Mara chache / Occasionally 1</p> <p>Mara kwa mara / Often 2</p> <p>Muda wote / All of the time 3</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>

29.	<p>Nini kiwango cha stadi za kusoma kwa wanafunzi wako katika Kiswahili? Dhaifu, wastani, kiwango cha juu</p> <p>Soma majibu. Weka tiki katika jibu MOJA.</p> <p>How would you rate the reading skills of your pupils in KISWAHILI: Weak, Average or Strong?</p> <p>Read the responses. Tick only ONE response.</p>	<p>Dhaifu / Weak..... 0</p> <p>Wastani / Average 1</p> <p>kiwango cha juu / Strong..... 2</p> <p>Haihusiki – hafundishi kiswahili / Not applicable – does not teach Kiswahili..... 3</p> <p>Hajui/hajajibu / Don’t know/Refuse 888</p>
30.	<p>Nini kiwango cha stadi za kuandika kwa wanafunzi wako katika Kiswahili? Dhaifu, wastani, kiwango cha juu</p> <p>Soma majibu. Weka tiki katika jibu MOJA.</p> <p>How would you rate the writing skills of your pupils in KISWAHILI: Weak, Average or Strong?</p> <p>Read the responses. Tick only ONE response.</p>	<p>Dhaifu / Weak..... 0</p> <p>Wastani / Average 1</p> <p>Kiwango cha juu / Strong 2</p> <p>Haihusiki – hafundishi kiswahili / Not applicable – does not teach Kiswahili..... 3</p> <p>Hajui/hajajibu / Don’t know/Refuse 888</p>
31.	<p>Nini kiwango cha ujuzi cha wanafunzi wako katika somo la Hisabati?Dhaifu, wastani, au vizuri.</p> <p>Soma majibu. Weka tiki katika jibu MOJA.</p> <p>How would you rate the skills of your pupils in MATHEMATICS: Weak, Average or Strong?</p> <p>Read the responses. Tick only ONE response.</p>	<p>Dhaifu / Weak..... 0</p> <p>Wastani / Average 1</p> <p>Kiwango cha juu / Strong 2</p> <p>Haihusiki – hafundishi hesabu / Not applicable – does not teach Mathematics 3</p> <p>Hajui/hajajibu / Don’t know/Refuse 888</p>

Sasa napenda kukuuliza namna unavyopima na kufuatilia maendeleo ya mwanafunzi.		
Now, I would like to ask you about how you assess and monitor pupil progress.		
32.	<p>Unapima namna gani maendeleo ya taaluma ya wanafunzi? Usimsomee majibu.</p> <p>Weka tiki katika majibu yote aliyotoa.</p> <p>How do you measure your pupils' academic progress?</p> <p>Do NOT READ the options. Tick ALL that apply.</p>	<p>Majaribio / Written tests 1</p> <p>Tathimini ya mazungumzo / Oral evaluations 1</p> <p>Uchunguzi / Observation 1</p> <p>Mkoba wa kazi na kazi mradi / Portfolios and other projects 1</p> <p>Kazi za Nyumbani / Homework 1</p> <p>Karatasi ya mazoezi / Worksheets 1</p> <p>Tathmini ya mwisho wa muhula / End-of-term evaluation 1</p> <p>Mengineyo / Other..... 1</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
33.	<p>Je unatathmini namna gani uelewa wa wanafunzi unapofundisha somo lako? Usimsomee majibu.</p> <p>Weka tiki katika majibu yote aliyotoa.</p> <p>How do you check for pupil understanding during the lesson? Do NOT READ the options. Tick ALL that apply.</p>	<p>Uliza maswali ya ufahamu mwanafunzi mmojammoja / Ask comprehension questions to individual students..... 1</p> <p>Uliza maswali ya ufahamu darasa zima / Ask comprehension questions to whole class 1</p> <p>Uliza maswali ya ufahamu wanafunzi katika vikundi / Ask comprehension questions to students in groups..... 1</p> <p>Wape wanafunzi kazi na kusahihisha majibu yao kabla ya somo kuisha / Give students a task and correct the responses before the end of the lesson..... 1</p> <p>Wape wanafunzi kazi na sahihisha majibu baada ya somo kuisha / Give students a task and correct the responses after the end of the lesson..... 1</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
34.	<p>Unatumiaje matokeo ya wanafunzi ya upimaji wa kuzungumza na kuandika kuboresha ufundishaji wako? Usimsomee majibu.</p> <p>Weka tiki katika majibu yote aliyotoa.</p> <p>How do you use the results of pupils' oral and written assessments in your teaching? Do NOT READ the options. Tick ALL that apply.</p>	<p>Kuwapanga wanafunzi kwa madaraja / Grade pupils 1</p> <p>Kutathmini uelewa wa maudhui ya somo / Evaluate pupils' understanding of subject matter 1</p> <p>Kuandaa kazi za kufundishia na kujifunzia / Plan teaching and learning activities 1</p> <p>Kufundisha kwa kuzingatia mahitaji ya wanafunzi / Adapt teaching to better suit pupils' needs 1</p> <p>Kuwapanga wanafunzi katika makundi kulingana na uwezo / Arrange pupils in ability groups 1</p> <p>Mengineyo / Other..... 1</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>

35.	<p>Katika darasa lako, ni wazazi/walezi wangapi wanafuatilia mazoezi ya nyumbani ya watoto wao? Hakuna, baadhi, wengi, wote.</p> <p>Soma majibu. Weka tiki katika jibu MOJA.</p> <p>In your class, how many parents / guardians review pupils' homework? None, some, most or all?</p> <p>Read the responses. Tick only ONE response.</p>	<p>Hakuna / None 0</p> <p>Baadhi / Some 1</p> <p>Wengi / Most 2</p> <p>Wote / All 3</p> <p>Hajui/hajajibu / Don't know/refuse 888</p>
36.	<p>Je unaridhika kwa ujumla na ushiriki wa wazazi katika kazi za shule za watoto wao?</p> <p>Are you generally satisfied with parents' involvement in their children's schoolwork?</p>	<p>Hapana / No 0</p> <p>Ndiyo / Yes 1</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
37.	<p>Unategemea mwanafunzi akifika darasa la ngapi atakuwa anajua kusoma Kiswahili bila kusitasita (kwa ufasaha na kutumia alama za maneno (vituo))?</p> <p>Usimsomee majibu. Weka tiki katika jibu moja tu.</p> <p>At what class level do you expect children to read Kiswahili text fluently (accurately and to use punctuation marks correctly)?</p> <p>Do NOT READ the options. Tick only ONE response.</p>	<p>Darasa la 1 / Standard 1 1</p> <p>Darasa la 2 / Standard 2 2</p> <p>Darasa la 3 / Standard 3 3</p> <p>Darasa la 4 au zaidi / Standard 4 or higher 4</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
38.	<p>Unategemea mwanafunzi akifika darasa la ngapi atakuwa anajua kuandika hadithi fupi kwa ufasaha?</p> <p>Usimsomee majibu. Weka tiki katika jibu moja tu.</p> <p>At what class level do you expect children to write a coherent and comprehensible short story correctly?</p> <p>Do NOT READ the options. Tick only ONE response.</p>	<p>Darasa la 1 / Standard 1 1</p> <p>Darasa la 2 / Standard 2 2</p> <p>Darasa la 3 / Standard 3 3</p> <p>Darasa la 4 au zaidi / Standard 4 or higher 4</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>

Sasa nakuuliza maswali kuhusu usalama katika shule yako / Now I am going to ask you some questions about safety at your school.		
39.	Je kuna matatizo yoyote ya kiusalama hapa shuleni? Are there any security concerns at your school?	Hapana / No 0 → Kama hapana nenda swali la 41 / If no, skip to 41 Ndiyo / Yes 1 Hajui/hajajibu / Don't know/Refuse 888
40.	Kama ndiyo, fafaua. Weka tiki katika majibu yote. If yes, please explain. Tick all that apply.	Suala la jengo la shule (kuta, madirisha, paa, n.k.) / Issues with the structure of the school building (walls, windows, roof, etc.)..... 1 Suala la mazingira ya shule / Issues with the surrounding area 1 Kukosa mlinzi / Lack of guard..... 1 Kukosa ua / Lack of fence..... 1 Kukosa maji safi ya kunywa / Lack of clean drinking water 1 Mahusiano mabaya na wazazi/jumua / Poor relationships with parents/community 1 Wavamizi shuleni / Trespassers at the school 1 Wizi shuleni / Theft at school..... 1 Uharibifu wa mali za shule / Vandalism at school 1 Uhalifu mwingine / Other crime 1 Mengineyo (fafaua) / Other 1 Hajui/hajajibu / Don't know/Refuse 888
41.	Je kuna matatizo yoyote ya kiusalama kwa watoto hapa shuleni? Do you have any security concerns for your pupils at school?	Hapana / No 0 → Kama hapana nenda swali la 43/ If no, skip to 43 Ndiyo / Yes 1 Hajui/hajajibu / Don't know/Refuse 888

<p>42.</p>	<p>Kama ndiyo, fafanua.</p> <p>Weka tiki katika majibu yote.</p> <p>If yes, please explain.</p> <p>Tick all that apply.</p>	<p>Suala la jengo la shule (kuta, madirisha, paa, n.k.) / Issues with the structure school building (walls, windows, roof, etc.) 1</p> <p>Suala la mazingira ya shule / Issues with the surrounding area 1</p> <p>Kukosa mlinzi / Lack of guard..... 1</p> <p>Kukosa ua / Lack of fence..... 1</p> <p>Kukosa maji safi ya kunywa / Lack of clean drinking water 1</p> <p>Mahusiano mabaya na wazazi/jumuia / Poor relationships with parents/community 1</p> <p>Wavamizi shuleni / Trespassers at school..... 1</p> <p>Ukatili shuleni / Bullying at school 1</p> <p>Wizi shuleni / Theft at school..... 1</p> <p>Uharibifu wa mali za shule / Vandalism at school 1</p> <p>Uhalifu mwingine / Other crime 1</p> <p>Mengineyo (fafanua) / Other 1</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
<p>43.</p>	<p>Je shule inatoa chakula kwa wanafunzi? Kama ndiyo, chakula gani?</p> <p>Weka tiki katika majibu yote.</p> <p>Does the school provide meals for the students? If yes, what meals?</p> <p>Tick all that apply.</p>	<p>Hapana / No 0</p> <p>➔ Kama hapana, nenda swali la 45 / If no, skip to 45</p> <p>Ndiyo, kifungua kinywa / Yes, breakfast 1</p> <p>Ndiyo, chakula cha mchana / Yes, lunch..... 1</p> <p>Ndiyo, uji / Yes, porridge..... 1</p> <p>Ndiyo, Meginyeo / Yes, other 1</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
<p>44.</p>	<p>Je wanafunzi wanalipia chakula?</p> <p>Do students pay for the meals?</p>	<p>Hapana / No 0</p> <p>Ndiyo / Yes 1</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>

<p>45.</p>	<p>Je kuna siku hukuwepo shuleni wiki iliyopita? Kama ndiyo kwa nini? Usimsomee majibu. Weka tiki katika jibu moja tu.</p> <p>Were you absent from school any day last week? If yes, why were you absent? Do NOT READ the options. Tick only ONE response.</p>	<p>Hapana, nilikuwepo siku zote shuleni wiki iliyopita / No, was not absent from school last week 0</p> <p>Ndiyo, nilikuwa mgonjwa / Yes, illness 1</p> <p>Ndiyo, nilikuwa na kazi nyingine / Yes work on other jobs 2</p> <p>Ndiyo, sijalipwa/malipo ni madogo/silipwi kwa wakati / Yes, do not get paid/pay insufficient/pay irregular..... 3</p> <p>Ndiyo, hakuna motisha / Yes, lack motivation 4</p> <p>Ndiyo, majukumu ya kifamilia / Yes, family responsibility5</p> <p>Ndiyo, tatizo la usafiri / Yes, no transportation 6</p> <p>Mengineyo / Other..... 7</p> <p>Hajui/hajajibu / Don't know/Refuse 888</p>
<p>Thank you very much. Asante Sana.</p>		

Classroom Inventory

General Instructions

Note that all instructions to the assessor are in **bold letters**. Instructions to the Tangerine team are in **red letters**.

School Name <input type="text"/>											
School EMIS Number [If school is on mainland]	School Identification Code: [If main land] <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">P</td> <td style="width: 20px;">S</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;">-</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table> [PS + 4digits + "-" + 3digits]	P	S						-			
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	/		/									
Date / Month / Year												
Assessor User Name <input type="text"/>											
Signature <input type="text"/>											

<p>1.</p>	<p>Wavulana wangapi wapo darasani? [Wasimamishe na wahesabu]</p> <p>How many boys are present in this class at the time of the observation? [Have all the boys stand and count them.]</p>	<p>Panga: Kama >200, mwambie msimamizi ahakikishe idadi</p> <p>Range check: If >200, ask assessor to confirm number</p> <p>Idadi ya wavulana / Number of boys <input type="text"/></p>
<p>2.</p>	<p>Wasichana wangapi wapo darasani? [Wasimamishe na wahesabu]</p> <p>How many girls are present in this class at the time of the observation? [Have all the girls stand and count them.]</p>	<p>Panga: Kama >200,mwambie msimamizi ahakikishe idadi</p> <p>Range check: If >200, ask assessor to confirm number</p> <p>Idadi ya wasichana / Number of girls <input type="text"/></p>
<p>3.</p>	<p>Ili kujua idadi ya wanafunzi wenye vitabu vya stadi za Kusoma na Kuandika darasani, wavinyanyue juu. [Kama kuna vitabu vingine vya Kiswahili kabatini vitoe na wagawie wanafunzi.]</p> <p>To determine the number of children with the 3Rs Kiswahili textbooks, please ask the children to hold their 3Rs Kiswahili textbook up in the air. [If necessary, ask that language textbooks be removed from cupboard and distributed "as usual" to children.]</p>	<p>Idadi ya wanafunzi wenye vitabu vya stadi za Kusoma na Kuandika. / Number of children with 3Rs Kiswahili textbooks <input type="text"/></p>
<p>4.</p>	<p>Ili kujua idadi ya wanafunzi wenye vitabu vya Kuhesabu darasani, wavinyanyue juu uvihesabu. [Kama kuna vitabu vingine vya hisabati kabatini vitoe na wagawie wanafunzi.]</p> <p>To determine the number of children with mathematics textbooks, please ask the children to hold their 3Rs mathematics textbook up in the air. [If necessary, ask that language textbooks be removed from cupboard and</p>	<p>Idadi ya wanafunzi wenye vitabu vya kiada vya kuhesabu / Number of children with 3Rs mathematics textbook <input type="text"/></p>
<p>Je wanafunzi wana vifaa vifuatavyo? [Wanafunzi wanyanyue vifaa hivyo na uviandike kimojakimoja] / Do students have the following materials? [Name each type of material one by one, asking children to raise each type in air.]</p>		

5.	Idadi ya wanafunzi wenye madaftari ya lugha Kiswahili Number of students with Kiswahili exercise book	Panga:Kama >200, mwambie msimamizi ahakikishe idadi Range check: If >200, ask assessor to confirm number
6.	Idadi ya wanafunzi wenye daftari za hisabati Number of students with mathematics exercise book	Panga: Kama >200, mwambie msimamizi ahakikishe idadi. Range check: If >200, ask assessor to confirm number
7.	Idadi ya wanafunzi wenye penseli au kalamu ya wino Number of students with pencil or pen	Panga: Kama > 200, mwambie msimamizi ahakikishe idadi. Range check: If >200, ask assessor to confirm number
Uchunguzi ufuatao unahusu mazingira ya darasa na mwalimu. / The following observations relate to the classroom environment and the teacher.		
8.	Je kuna maktaba darasani? Is there a library in the classroom?	Hapana / No 0 ➔ Kama hapana, nenda swali la 10 / if no, skip to 10. Ndiyo / Yes 1
9.	Kuna vitabu vingapi/vijitabu ambavyo siyo vya kiada vilivyopo vipo (visivyofungiwa kabatini) kwa wanafunzi kusoma? How many books/booklets other than textbooks are available and accessible (not locked away) for children to read?	Hakuna / None 0 1-4 1 5-9 2 10-19 3 20-39 4 40+ 5
10.	Je kazi za wanafunzi zimebandikwa ukutani? Is student work displayed on the walls?	Hapana / No 0 Ndiyo / Yes 1
11.	Je zana za kufundishia zimeoneshwa ukutani?	Hapana / No 0

	Are instructional materials displayed on the walls?	Ndiyo / Yes 1
12.	Je idadi ya viti inatosha darasani kulingana na idadi ya wanafunzi waliopo? [Angalia kama wapo walio kaa chini. Ona kama viti vinawafaa wenye mahitaji maalum] Is the number of seats sufficient for the students who are present? [Check to see if students are sitting on the floor or if multiple students are in a seat designed for one.]	Hapana / No 0 Ndiyo / Yes 1
13.	Je mwalimu ana vifaa vifuatavyo? [Zungushia inayohusika] Does the teacher have the following materials? [Circle all that apply.]	Ubao / Blackboard/whiteboard..... 1 Chaki za ubao/kalamu za ubao mweupe / Chalk for blackboard/markers for whiteboard 1 Kalamu ya wino/penseli / Pen/pencil..... 1 Daftari / Notebook 1 Mtaala wa Elimu ya Msingi Darasa la I na la II / 3Rs Syllabus 1 Mwongozo wa mwalimu wa kufundishia stadi za kusoma na kuandika / 3Rs Teacher guide for Reading and Writing 1 Mwongozo wa mwalimu wa kufundishia Kuhesabu Darasa la I na la II / 3Rs Teacher guide for Mathematics 1 Kadi za namba / Number cards 1 Michezo ya kihesabu / Manipulatives for mathematics.... 1 Kadi za herufi / Letter cards..... 1 Kadi za maneno / Word cards 1 Picha za maneno / Picture words 1 Chati za maneno / Word charts 1 Chati za herufi / Letter charts 1 Kadi za vitabu / Card books..... 1
14.	Je mwalimu ana daftari la maandalio? Does the teacher have a lesson plan book?	Kataa/Hana daftari la maandalio / Refuse/Does not have a lesson plan book..... 0 → Kama amekataa kujibu/hana daftari, nenda swali la 17 → If refuse/Does not have, skip to 17 Ndiyo / Yes..... 1
15.	[Chunguza daftari la maandalio la mwalimu]. Je daftari lina maandalio ya mwalimu?	Hapana / No..... 0 → Kama hana nenda 17 → If no, skip to 17

	<p>[Ask to look in the teacher’s lesson plan book.]</p> <p>Does the lesson plan book have lesson plans prepared by the teacher?</p>	Ndiyo / Yes..... 1		
16.	<p>Je mwalimu mkuu ametia saini kwenye andalio la hivi karibuni la mwalimu?</p> <p>Is the most recent lesson plan entry signed by the Head Teacher?</p>	Hapana / No..... 0		
		Ndiyo / Yes..... 1		
17.	<p>Angalia ratiba ya mwalimu na oneshwa kama anafuata mwongozo wa kufundisha stadi za Kusoma, Kuandika na Kuhesabu.</p> <p>Kumbuka: Mtaala wa Elimu ya Msingi wa darasa la I na la II umetenga muda wa saa 5 kwa wiki kwa kusoma, saa 3 kwa kuandika na saa 4 kwa kuhesabu.</p> <p>Look at the teacher’s timetable and indicate if the timetable follows the 3Rs guidance for Reading, Writing, and Mathematics.</p> <p>NOTE: The 3Rs curriculum specifies that teachers should allot 5 hours per week for reading, 3 hours per week for writing, and 4 hours per week for mathematics.</p>	Somo / Subject	Hapana / No	Ndiyo / Yes
		Kusoma: Saa 5 kwa wiki / Reading: 5 hours per week	0	1
		Kuandika: Saa 3 kwa wiki / Writing: 3 hours per week	0	1
		Kuhesabu: Saa 4 kwa wiki / Mathematics: 4 hours per week	0	1
18.	<p>Je mwalimu analo azimio la kazi?</p> <p>Does the teacher have a scheme of work?</p>	Hapana / No..... 0		
		Ndiyo / Yes..... 1		
19.	<p>Je chumba cha darasa kina mwanga wa kutosha kwa wanafunzi na mwalimu kuona ubao na vifaa vyao?</p> <p>Does the classroom have adequate lighting for students and teacher to see the blackboard and their materials?</p>	Hapana / No..... 0		
		Ndiyo / Yes..... 1		
20.	<p>Mwisho. [Tumia muda wa saa 24 HH:MM]</p> <p>Ending time [Use 24-hour time HH:MM]</p>	<input type="text"/> : <input type="text"/>		

Classroom Observation: Kiswahili

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Angalia andalio la somo la leo. Andika mada katika nafasi hapo chini iliyoandaliwa kwenye somo hilo. Utatumia habari hii baada ya uchunguzi ili kujua kama mwalimu amefuata mada aliyoandalia kwenye somo la leo. /

Look at the teacher's lesson plan for the day. Make a note in the space below of what content is planned for today's lesson. You will use this information at the end of the observation to indicate whether the teacher followed the content planned for today's lesson.

1.	Je ni vipi mwalimu ameweza kufuatilia uelewa wa wanafunzi? <i>How well does the teacher monitor the pupils' understanding?</i>	
	Mwalimu hakuuliza swali lolote kwa wanafunzi / Teacher does not ask the pupils any questions.	
	Mwalimu aliuliza maswali ya kukumbuka na sio maswali ya kupima uelewa / Teacher asks pupils recall or repetition questions, but not questions that check for the pupils understanding (e.g., recall or repetition questions only).	
	Mwalimu aliuliza maswali ya kupima uelewa, lakini hakutoa msaada zaidi / Teacher asks pupils questions to check for pupil understanding, but does not provide further assistance.	
	Mwalimu aliuliza maswali ya kupima uelewa na alitoa msaada/ maelezo zaidi / Teacher asks pupils questions to check for pupil understanding and provides assistance/further explanation.	
2.	Je ni kwa kiasi gani mwalimu aliwasaidia wanafunzi kuelewa? <i>How well does the teacher support the pupils' understanding?</i>	
	Mwanafunzi alipotoa jibu ambalo si sahihi, mwalimu alimkaripia au kumuadhibu / When a pupil responds incorrectly, the teacher scolds or punishes the pupil.	
	Mwanafunzi alipotoa jibu ambalo si sahihi, mwalimu alimtaka kujaribu tena au alimwendea mwanafunzi mwingine / When a pupil responds incorrectly, the teacher tells the pupil to try again or she moves on to another pupil.	
	Mwanafunzi alipotoa jibu ambalo si sahihi, mwalimu alifafanua zaidi, alitoa vidokezo au alinyumbulisha swali katika lugha nyepesi zaidi. / When a pupil responds incorrectly, the teacher asks a clarifying question, cues the pupil, or breaks down the task as appropriate.	
	Hakuna jibu lisilo sahihi lililotolewa au halihusiki / No incorrect response given or not applicable	
3.	Ushiriki wa wanafunzi <i>Pupil participation</i>	
	Wanafunzi wanashiriki pale wanapotakiwa kufanya hivyo lakini si kwa kujitolea / Pupils participate when called on to do so but do not volunteer.	
	Wanafunzi wanashiriki pale wanapotakiwa kufanya hivyo na wengine kwa kujitolea / Pupils participate when called on to do so and some pupils volunteer.	
	Wanafunzi nashiriki kwa bidii (pamoja na kuonesha utayari wa kuuliza na kujibu maswali, kubuni) / Pupils participate actively (including showing a willingness to ask and answer questions or make guesses.)	
4.	Majadiliano ya wanafunzi <i>Pupil discussion</i>	
	Wanafunzi hawashiriki katika majadiliano / Pupils do not engage in discussions.	
	Ushiriki wa wanafunzi umejikita katika kujibu maswali wanapoulizwa / Pupil engagement in discussions is limited to responding to questions when called on.	
	Ushiriki wa wanafunzi umejikita kwa baadhi ya wanafunzi kuanzisha mada, kuuliza na kujibu maswali wanapoulizwa / Pupils' engagement in discussion is limited to some pupils initiating topics and/or posing and responding to questions.	
	Wanafunzi kueleza maoni yao na kutetea hoja zao. Wanafunzi kutumia mjadala unaofaa katika kukubaliana au kutokukubaliana / Pupils state their opinions and defend them. Pupils use appropriate interaction patterns to agree or disagree.	
5.	Je ni kwa kiasi gani wanafunzi wameweza kujibu maswali kwa usahihi? Pamoja na: kusoma kwa ufasaha wanapotakiwa kufanya hivyo. <i>What proportion of pupils are able to respond correctly to questions, including reading with fluency when asked to read?</i>	Hakuna maswali yaliyoulizwa / No questions were asked.
		Hakuna / None (0%)
		Chini ya nusu (<50%) / Less than half (<50%)
		Zaidi ya nusu (>50%) / More than half (>50%)
		Wote (100%) / All (100%)

Je mada iliyofundishwa ilifuata andalio la somo la leo la mwalimu? / Did the lesson content follow what was described for today's lesson from the teacher's lesson plans? Ndiyo / Yes Hapana / No Haihusiki / Not applicable

Je somo liliisha baada ya dakika 30? / Did the lesson last 30 minutes? Ndiyo / Yes Hapana / No

Classroom Observation: Mathematics

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Angalia andalio la somo la leo. Andika mada katika nafasi hapo chini iliyoandaliwa kwenye somo hilo. Utatumia habari hii baada ya uchunguzi ili kujua kama mwalimu amefuata mada aliyoandalia kwenye somo la leo. /

Look at the teacher's lesson plan for the day. Make a note in the space below of what content is planned for today's lesson. You will use this information at the end of the observation to indicate whether the teacher followed the content planned for today's lesson.

1.	Je ni vipi mwalimu ameweza kufuatilia uelewa wa wanafunzi? <i>How well did the teacher monitor the pupils' understanding?</i>	
	Mwalimu hakuuliza swali lolote kwa wanafunzi / Teacher does not ask the pupils any questions.	
	Mwalimu aliuliza maswali ya kukumbuka na sio maswali ya kupima uelewa / Teacher asks pupils recall or repetition questions, but not questions that check for the pupils understanding (e.g., recall or repetition questions only).	
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	Mwalimu aliuliza maswali ya kupima uelewa na alitoa msaada/maelezo zaidi / Teacher asks pupils questions to check for pupil understanding and provides assistance/further explanation.	
2.	Je ni kwa kiasi gani mwalimu aliwasaidia wanafunzi kuelewa? <i>How well did the teacher support the pupils' understanding?</i>	
	Mwanafunzi alipotoa jibu ambalo si sahihi, mwalimu alimkaripia au kumuadhibu / When a pupil responds incorrectly, the teacher scolds or punishes the pupil.	
	Mwanafunzi alipotoa jibu ambalo si sahihi, mwalimu alimtaka kujaribu tena au alimwendea mwanafunzi mwingine / When a pupil responds incorrectly, the teacher tells the pupil to try again or she moves on to another pupil.	
	Mwanafunzi alipotoa jibu ambalo si sahihi, mwalimu alifafanua zaidi, alitoa vidokezo au alinyumbulisha swali katika lugha nyepesi zaidi. / When a pupil responds incorrectly, the teacher asks a clarifying question, cues the pupil, or breaks down the task as appropriate.	
	Hakuna jibu lisilo sahihi lililotolewa au halihusiki / No incorrect response given or not applicable	
3.	Ushiriki wa wanafunzi <i>Pupil participation</i>	
	Wanafunzi wanashiriki pale wanapotakiwa kufanya hivyo lakini si kwa kujitolea / Pupils participate when called on to do so but do not volunteer.	
	Wanafunzi wanashiriki pale wanapotakiwa kufanya hivyo na wengine kwa kujitolea / Pupils participate when called on to do so and some pupils volunteer.	
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	Ushiriki wa wanafunzi umejikita katika kujibu maswali wanapoulizwa / Pupil engagement in discussions is limited to responding to questions when called on.	
	Ushiriki wa wanafunzi umejikita kwa baadhi ya wanafunzi kuanzisha mada, kuuliza na kujibu maswali wanapoulizwa / Pupils' engagement in discussion is limited to some pupils initiating topics and/or posing and responding to questions.	
	Wanafunzi kueleza maoni yao na kutetea hoja zao. Wanafunzi kutumia mjadala unaofaa katika kukubaliana au kutokukubaliana / Pupils state their opinions and defend them. Pupils use appropriate interaction patterns to agree or disagree.	
5.	Je ni kwa kiasi gani wanafunzi wameweza kujibu maswali kwa usahihi? Pamoja na: kusoma kwa ufasaha wanapotakiwa kufanya hivyo. <i>What proportion of pupils are able to respond correctly to questions, including reading with fluency when asked to read?</i>	Hakuna maswali yaliyoulizwa / No questions were asked.
		Hakuna / None (0%)
		Chini ya nusu (<50%) / Less than half (<50%)
		Zaidi ya nusu (>50%) / More than half (>50%)
		Wote (100%) / All (100%)

Je mada iliyofundishwa ilifuata andalio la somo la leo la mwalimu? / Did the lesson content follow what was described for today's lesson from the teacher's lesson plans? Ndiyo / Yes Hapana / No Haihusiki / Not applicable

Je somo liliisha baada ya dakika 30? / Did the lesson last 30 minutes? Ndiyo / Yes Hapana / No