Uwezo Kenya
National Learning Assessment
2014
TEST BOOKLET
INSTRUCTIONS TO THE VOLUNTEER.

This booklet contains 4 samples of tests indicated as Test 1, Test 2, Test 3, Test 4, for English, Kiswahili and Numeracy.

The bonus test is on the last page of the booklet.

Administer the test to all the children aged 6-16 years.

- Only administer one set of tests to each child.
- The other sets are there to be administered in case a household has more than one child.

- Remember: Only children who can read a STORY or HADITHI should do the comprehension / ufahamu questions.

- Tick the highest level the child can do in the SURVEY BOOKLET.

- Give the bonus test to all the children aged 6-16 years regardless of their level in numeracy.

- Measure MUAC for all children aged 3-5 years and record the readings.
Kibet lives in Molo. He is a farmer. He grows maize and beans. He also has many cows.

A long time ago, there was a cow. She lived in a big forest. The forest had many wild animals. Some animals used to kill and eat others. One day, the cow gave birth to a calf. She loved it very much. She did not want the animals to eat it.

One morning, the cow went to the lion. She wanted him to help her. The lion roared at them. The cow and her calf ran away. They found a man outside his house. The man loved the animals. He made a cow shed for them. The cow never went back to the forest.

Q1. What did the forest have?
Q2. Why did the cow and her calf run away?
The child should read any 5. At least 4 letters should be read correctly. If the child cannot read these, mark him/her at the NOTHING LEVEL.

Give these to the child WHO CANNOT read words.

The child should read any 5. At least 4 words should be read correctly. If the child cannot read this take him/her to the LETTERS.

Give these to the child WHO CANNOT read the paragraph.
Aya 1

Aya 2


S1. Baba aliamka mapema kuelekea wapi?
S2. Kwa nini Ali alitamani siku ya soko ifike tena?
<table>
<thead>
<tr>
<th>Silabi</th>
<th>Maneno</th>
</tr>
</thead>
<tbody>
<tr>
<td>ji</td>
<td>pete</td>
</tr>
<tr>
<td>mo</td>
<td>dari</td>
</tr>
<tr>
<td>fe</td>
<td>moto</td>
</tr>
<tr>
<td>ru</td>
<td>nyama</td>
</tr>
<tr>
<td>wa</td>
<td>kisu</td>
</tr>
<tr>
<td>ba</td>
<td>jiko</td>
</tr>
<tr>
<td>tu</td>
<td>koti</td>
</tr>
<tr>
<td>ki</td>
<td>funza</td>
</tr>
<tr>
<td>so</td>
<td>gugu</td>
</tr>
<tr>
<td>ge</td>
<td>tope</td>
</tr>
</tbody>
</table>

- Give these to the child WHO CANNOT read words.
- The child should read any 5. At least 4 syllables should be read correctly.
- If the child cannot read these, mark him/her at the HAJUI LEVEL.

- Give these to the child WHO CANNOT read the paragraph.
- The child should read any 5. At least 4 words should be read correctly.
- If the child cannot read this take him/her to the SYLLABLES.
Start here for all children aged 6-16 years.
Let the child choose and do any THREE. At least TWO must be correct.
If the child does at least TWO subtractions, take him/her to the MULTIPLICATIONS.
If the child cannot do TWO subtractions, take him/her to the ADDITIONS.

Subtraction

78  96  43  79
- 41  - 54  - 20  - 19

67  88  30  56
- 46  - 33  - 10  - 23

Multiplication

2 x 2 =  5 X 3 =  3 X 4 =

4 X 3 =  3 X 5 =  4 X 5 =

5 X 4 =  3 X 2 =

Division

8 ÷ 2 =  6 ÷ 3 =  20 ÷ 5 =

18 ÷ 3 =  10 ÷ 2 =  12 ÷ 4 =

15 ÷ 5 =  16 ÷ 4 =

Only give these to children who can do subtraction.
Let the child choose and do any THREE. At least TWO must be correct.
If the child does at least TWO multiplications, take him/her to the DIVISIONS.
If the child cannot do TWO multiplications, rate him/her at “Multiplication Level”.

5  ÷  2  =  ÷  3  =  ÷  5  =

18 ÷ 3 =  10 ÷ 2 =  12 ÷ 4 =

15 ÷ 5 =  16 ÷ 4 =

Only give these to children who can do multiplication above.
Let the child choose and do any THREE. At least TWO must be correct.
If the child does at least TWO divisions, rate him/her at “Division Level”.
If the child cannot do TWO divisions, rate him/her at “Multiplication Level”.

Only give these to children who can do subtraction.
Let the child choose and do any THREE. At least TWO must be correct.
If the child does at least TWO multiplications, take him/her to the DIVISIONS.
If the child cannot do TWO multiplications, rate him/her at “Multiplication Level”.

5  ÷  2  =  ÷  3  =  ÷  5  =

18 ÷ 3 =  10 ÷ 2 =  12 ÷ 4 =

15 ÷ 5 =  16 ÷ 4 =

Only give these to children who can do multiplication above.
Let the child choose and do any THREE. At least TWO must be correct.
If the child does at least TWO divisions, rate him/her at “Division Level”.
If the child cannot do TWO divisions, rate him/her at “Multiplication Level”.

5  ÷  2  =  ÷  3  =  ÷  5  =

18 ÷ 3 =  10 ÷ 2 =  12 ÷ 4 =

15 ÷ 5 =  16 ÷ 4 =

5  ÷  2  =  ÷  3  =  ÷  5  =

18 ÷ 3 =  10 ÷ 2 =  12 ÷ 4 =

15 ÷ 5 =  16 ÷ 4 =
2014

TEST 1
NUMERACY

Which is greater?

- 39 and 84
- 87 and 92
- 72 and 25
- 58 and 19
- 43 and 51
- 64 and 38
- 26 and 63
- 85 and 76

Give these to children WHO CANNOT do at least any TWO addition sums.
Let the child choose and do any FIVE. At least FOUR must be correct.

Addition

14 +21 34 +54 27 +62 30 +40

55 —— 13 —— 60 —— 25 ——

11 +17 86 +43 —— —— ——

Give these to children WHO CANNOT do at least any TWO subtraction.
Let the child choose and do any THREE. At least TWO must be correct.
If the child does at least TWO additions, rate him/her at “Addition Level”.
If the child cannot do TWO additions, give the child “Which is Greater Exercise”.

Number recognition 10-99

- 52 47 66 28
- 93 81 30 59

Give these to children WHO CANNOT do at least any FOUR “Greater than”.
Let the child choose and read any FIVE numbers above. At least FOUR must be correct.

- Count and Match
- Give these to children WHO CANNOT recognize any of the FOUR numbers below.
- Let the child count any FIVE sets of symbols and match with the number.
- At least FOUR PAIRS must be correct.
Ali lives near Lake Turkana. He has a wife and four children. All his children go to school. He works very hard to keep them in school. He gives them all they need. The children work hard in school.

Ali has a boat and many fishing nets. Everyday he goes fishing in the Lake. He wakes up very early to set his nets. His friend James goes with him. The two catch a lot of fish. They sell most of the fish in the market. They then take the rest to their homes. Their families like the fish very much.

Q1. How many children does Ali have?
Q2. What do we learn about Lake Turkana from the story?
The child should read any 5. At least 4 letters should be read correctly. If the child cannot read these, mark him/her at the NOTHING LEVEL.

Give these to the child WHO CANNOT read words.
- Give these to the child WHO CANNOT read the paragraph.
- The child should read any 5. At least 4 words should be read correctly.
- If the child cannot read this take him/her to the LETTERS.
Shule yetu ni ya wavulana. 
Sisi husali kila siku jioni. Kila mmoja hutia bidii masomoni. 
Sisi hupita mitihani kila wakati.


S1. Kuku na Kanga waliishi wapi?
S2. Kwa nini kuku aliamua kubadilisha makao yake?

Aya 1


Aya 2
The child should read any 5. At least 4 syllables should be read correctly.

If the child cannot read these, mark him/her at the HAJUI LEVEL.

Give these to the child WHO CANNOT read words.

The child should read any 5. At least 4 words should be read correctly.

If the child cannot read this take him/her to the SYLLABLES.

Give these to the child WHO CANNOT read the paragraph.
### Subtraction

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>65</td>
<td>48</td>
<td>51</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>-32</td>
<td>-12</td>
<td>-40</td>
<td>-71</td>
<td></td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>83</td>
<td>77</td>
<td>36</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>-43</td>
<td>-55</td>
<td>-24</td>
<td>-30</td>
<td></td>
</tr>
</tbody>
</table>

- Start here for all children aged 6-16 years.
- Let the child choose and do any THREE. At least TWO must be correct.
- If the child does at least TWO subtractions, take him/her to the MULTIPLICATIONS.
- If the child cannot do TWO subtractions, take him/her to the ADDITIONS.

### Multiplication

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>2 X 3</td>
<td>4 X 5</td>
<td>5 X 4</td>
<td></td>
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<tr>
<td></td>
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</tr>
<tr>
<td>4 X 4</td>
<td>4 X 3</td>
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</tr>
<tr>
<td>3 X 5</td>
<td>5 X 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Only give these to children who can do subtraction.
- Let the child choose and do any THREE. At least TWO must be correct.
- If the child does at least TWO multiplications, take him/her to the DIVISIONS.
- If the child cannot do TWO multiplications, rate him/her at "Subtraction Level".

### Division

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>8 ÷ 4</td>
<td>9 ÷ 3</td>
<td>14 ÷ 2</td>
</tr>
<tr>
<td>18 ÷ 2</td>
<td>15 ÷ 5</td>
<td>6 ÷ 3</td>
</tr>
<tr>
<td>10 ÷ 5</td>
<td>20 ÷ 4</td>
<td></td>
</tr>
</tbody>
</table>

- Only give these to children who can do multiplication above.
- Let the child choose and do any THREE. At least TWO must be correct.
- If the child does at least TWO divisions, rate him/her at "Division Level".
- If the child cannot do TWO divisions, rate him/her at "Multiplication Level".
Which is greater?

28 and 71  56 and 67
46 and 53  83 and 49
74 and 24  19 and 32
34 and 85  95 and 18

Give these to children WHO CANNOT do at least any TWO subtraction. Let the child choose and do any THREE. At least TWO must be correct.

Addition

| 24 +45 70 +20 |
| 10 +47 11 +51 |
| 61 +18 37 +60 |
| 44 +22 53 +34 |

Give these to children WHO CANNOT do at least any TWO addition sums. Let the child choose and do any FIVE. At least FOUR must be correct.

Number recognition 10-99

32 61 27 53
78 45 89 14

Give these to children WHO CANNOT do at least any FOUR “Greater than”. Let the child choose and read any FIVE numbers above. At least FOUR must be correct.

Give these to children WHO CANNOT recognize any of the FOUR numbers below. Let the child count any FIVE sets of symbols and match with the number. At least FOUR PAIRS must be correct.

Count and Match

5 3 1 4 6 7 2 9
Long time ago, Hare and Hyena were friends. They lived in the same village. The hare was a good dancer. He always called Hyena to come see him dance. The hyena liked the way Hare danced. He tried the dance at his home. He became a good dancer too.

One day all the animals went for a dance. They wanted to see who was the best dancer. They all danced very well. Hare and Hyena danced better than the rest. Hare knew he would win. The animals were asked to name the winner. Most of them clapped for the hyena. The hare was very sad.

Q1. Why did the hare always invite the hyena to his home?
Q2. Why was the hare not happy after the dance?
The child should read any 5. At least 4 letters should be read correctly.
If the child cannot read these, mark him/her at the NOTHING LEVEL.

Give these to the child WHO CANNOT read words.
- The child should read any 5. At least 4 words should be read correctly.
- If the child cannot read these, take him/her to the LETTERS.

Give these to the child WHO CANNOT read the paragraph.

Aya 1


Aya 2


S1. Mwalimu anaitwa nani?
S2. Kwa nini mwalimu alimpongeza mwanafunzi?
The child should read any 5. At least 4 syllables should be read correctly.
If the child cannot read these, mark him/her at the HAJUI LEVEL.

Give these to the child WHO CANNOT read words.

The child should read any 5. At least 4 words should be read correctly.
If the child cannot read this take him/her to the SYLLABLES.

Give these to the child WHO CANNOT read the paragraph.
## Multiplication

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
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<td>-20</td>
<td>-11</td>
<td>-64</td>
<td></td>
</tr>
<tr>
<td>99</td>
<td>85</td>
<td>63</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>-66</td>
<td>-45</td>
<td>-50</td>
<td>-12</td>
<td></td>
</tr>
</tbody>
</table>

2 x 4 = 3 x 3 = 3 x 5 = 2 x 3 = 4 x 5 = 5 x 2 = 4 x 2 = 3 x 4 =

## Division

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6 ÷ 3 =</td>
<td>8 ÷ 4 =</td>
<td>16 ÷ 2 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 ÷ 4 =</td>
<td>25 ÷ 5 =</td>
<td>15 ÷ 3 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 ÷ 5 =</td>
<td>14 ÷ 2 =</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Subtraction

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>57</td>
<td>40</td>
<td>79</td>
<td>79</td>
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<tr>
<td>-34</td>
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</tr>
<tr>
<td>-66</td>
<td>-45</td>
<td>-50</td>
<td>-12</td>
<td></td>
</tr>
</tbody>
</table>

## Instructions

- Start here for all children aged 6-16 years.
- Let the child choose and do any THREE. At least TWO must be correct.
- If the child does at least TWO subtractions, take him/her to the MULTIPLICATIONS.
- If the child cannot do TWO subtractions, take him/her to the ADDITIONS.

- Only give these to children who can do subtraction.
- Let the child choose and do any THREE. At least TWO must be correct.
- If the child does at least TWO multiplications, rate him/her at "Division Level".
- If the child cannot do TWO multiplications, rate him/her at "Multiplication Level".

- Only give these to children who can do multiplication above.
- Let the child choose and do any THREE. At least TWO must be correct.
- If the child does at least TWO divisions, rate him/her at "Subtraction Level".
- If the child cannot do TWO divisions, rate him/her at "Addition Level".
NUMERACY

TEST 3

Count and Match

<table>
<thead>
<tr>
<th>7</th>
<th>6</th>
<th>2</th>
<th>3</th>
<th>1</th>
<th>8</th>
<th>5</th>
<th>4</th>
</tr>
</thead>
</table>

- Give these to children WHO CANNOT recognize any of the FOUR numbers below.
- Let the child count any FIVE sets of symbols and match with the number.
- At least FOUR PAIRS must be correct.

Number recognition 10-99

<table>
<thead>
<tr>
<th>21</th>
<th>48</th>
<th>73</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>86</td>
<td>65</td>
<td>92</td>
<td>13</td>
</tr>
</tbody>
</table>

- Give these to children WHO CANNOT do at least any FOUR “Greater than”.
- Let the child choose and read any FIVE numbers above. At least FOUR must be correct.

Which is greater?

| 49 and 86 | 92 and 77 |
| 22 and 18 | 31 and 44 |
| 63 and 37 | 81 and 26 |
| 75 and 59 | 57 and 19 |

- Give these to children WHO CANNOT do at least any TWO addition sums.
- Let the child choose and do any FIVE. At least FOUR must be correct.

Addition

<table>
<thead>
<tr>
<th>23</th>
<th>42</th>
<th>36</th>
<th>62</th>
</tr>
</thead>
<tbody>
<tr>
<td>+71</td>
<td>+16</td>
<td>+52</td>
<td>+12</td>
</tr>
<tr>
<td>33</td>
<td>20</td>
<td>40</td>
<td>14</td>
</tr>
<tr>
<td>+66</td>
<td>+50</td>
<td>+24</td>
<td>+35</td>
</tr>
</tbody>
</table>

- Give these to children WHO CANNOT do at least any TWO subtraction.
- Let the child choose and do any THREE. At least TWO must be correct.
- If the child does at least TWO additions, rate him/her at “Addition Level”.
- If the child cannot do TWO additions, give the child “Which is Greater Exercise”.

Give these to children WHO CANNOT do at least any TWO subtraction.

- Let the child choose and do any THREE. At least TWO must be correct.
- If the child does at least TWO additions, rate him/her at “Addition Level”.
- If the child cannot do TWO additions, give the child “Which is Greater Exercise”.

2014
Our school has many trees. There is one big mango tree. The tree is behind the office. It gives us many fruits.

We have a dog at home. She has a puppy. She gave birth to it yesterday. I named the puppy Rambo.

Long ago there lived a hyena and a dog. They lived in the middle of the forest. The two were close friends. The dog was very hardworking and brave. He planted all types of fruits. Hyena on the other hand was lazy. He kept stealing the fruits from the farm. The dog was very unhappy.

One day he decided to lay a trap. He wanted to teach the thief a lesson. He dug a big hole in his farm. He covered the hole with leaves. Hyena came to steal and fell in the hole. He broke two of his legs. That is why Hyena limps to this day.

Q1. Where did the hyena and the dog live?
Q2. Why did the hyena fall into the hole?
<table>
<thead>
<tr>
<th>Letters</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>boy</td>
</tr>
<tr>
<td>p</td>
<td>dock</td>
</tr>
<tr>
<td>f</td>
<td>ship</td>
</tr>
<tr>
<td>m</td>
<td>leg</td>
</tr>
<tr>
<td>a</td>
<td>foot</td>
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<tr>
<td>r</td>
<td>ball</td>
</tr>
<tr>
<td>d</td>
<td>rat</td>
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<tr>
<td>c</td>
<td>jug</td>
</tr>
<tr>
<td>k</td>
<td>class</td>
</tr>
<tr>
<td>z</td>
<td>face</td>
</tr>
</tbody>
</table>

- Give these to the child WHO CANNOT read words.
- The child should read any 5. At least 4 words should be read correctly.
- If the child cannot read these, mark him/her at the NOTHING LEVEL.

- Give these to the child WHO CANNOT read the paragraph.
- The child should read any 5. At least 4 letters should be read correctly.
- If the child cannot read this take him/her to the LETTERS.
Afya bora ni muhimu.
Watoto wetu watakula vizuri. Watakula samaki,
ugali na paipai. Mama atapika na kula nao.


S1. Fisi alimwomba nini sungura?
S2. Kwa nini urafiki kati ya fisi na sungura uliisha?
The child should read any 5. At least 4 syllables should be read correctly. If the child cannot read these, mark him/her at the HAJUI LEVEL.

Give these to the child WHO CANNOT read words.

- su
- vi
- be
- ho
- ga
- du
- mi
- le
- to
- za

The child should read any 5. At least 4 words should be read correctly. If the child cannot read this take him/her to the SYLLABLES.

Give these to the child WHO CANNOT read the paragraph.

- kanga
- leso
- simu
- gari
- jini
- embe
- neno
- timu
- ute
- saa
### Subtraction

<table>
<thead>
<tr>
<th>89</th>
<th>63</th>
<th>55</th>
<th>90</th>
</tr>
</thead>
<tbody>
<tr>
<td>-40</td>
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</tr>
<tr>
<td>59</td>
<td>68</td>
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<td>76</td>
</tr>
<tr>
<td>-36</td>
<td>-15</td>
<td>-27</td>
<td>-44</td>
</tr>
</tbody>
</table>

- Start here for all children aged 6-16 years.
- Let the child choose and do any THREE. At least TWO must be correct.
- If the child does at least TWO subtractions, take him/her to the MULTIPLICATIONS.
- If the child cannot do TWO subtractions, take him/her to the ADDITIONS.

### Multiplication

<table>
<thead>
<tr>
<th>2 X 4 =</th>
<th>3 X 3 =</th>
<th>4 X 5 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 X 3 =</td>
<td>5 X 4 =</td>
<td>5 X 2 =</td>
</tr>
<tr>
<td>3 x 2 =</td>
<td>2 X 5 =</td>
<td></td>
</tr>
</tbody>
</table>

- Only give these to children who can do subtraction.
- Let the child choose and do any THREE. At least TWO must be correct.
- If the child does at least TWO multiplications, take him/her to the DIVISIONS.
- If the child cannot do TWO multiplications, rate him/her at “Subtraction Level”.

### Division

<table>
<thead>
<tr>
<th>8 ÷ 2 =</th>
<th>10 ÷ 5 =</th>
<th>6 ÷ 3 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 ÷ 3 =</td>
<td>12 ÷ 4 =</td>
<td>15 ÷ 5 =</td>
</tr>
<tr>
<td>16 ÷ 4 =</td>
<td>14 ÷ 2 =</td>
<td></td>
</tr>
</tbody>
</table>

- Only give these to children who can do multiplication above.
- Let the child choose and do any THREE. At least TWO must be correct.
- If the child does at least TWO divisions, rate him/her at “Division Level”.
- If the child cannot do TWO divisions, rate him/her at “Multiplication Level”.

---

**Start here for all children aged 6-16 years.**

**Let the child choose and do any THREE. At least TWO must be correct.**

**If the child does at least TWO subtractions, take him/her to the MULTIPLICATIONS.**

**If the child cannot do TWO subtractions, take him/her to the ADDITIONS.**

**Only give these to children who can do subtraction.**

**Let the child choose and do any THREE. At least TWO must be correct.**

**If the child does at least TWO multiplications, take him/her to the DIVISIONS.**

**If the child cannot do TWO multiplications, rate him/her at “Subtraction Level”.**

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**Let the child choose and do any THREE. At least TWO must be correct.**

**If the child does at least TWO divisions, rate him/her at “Division Level”.**

**If the child cannot do TWO divisions, rate him/her at “Multiplication Level”.”**
NUMERACY

Count and Match

<table>
<thead>
<tr>
<th>5</th>
<th>1</th>
<th>8</th>
<th>3</th>
<th>6</th>
<th>4</th>
<th>7</th>
<th>2</th>
</tr>
</thead>
</table>

- Give these to children WHO CANNOT recognize any of the FOUR numbers below.
- Let the child count any FIVE sets of symbols and match with the number.
- At least FOUR PAIRS must be correct.

Which is greater?

- 57 and 48
- 92 and 27
- 23 and 19
- 35 and 53
- 80 and 65
- 43 and 76
- 34 and 71
- 82 and 69

- Give these to children WHO CANNOT do at least any TWO addition sums.
- Let the child choose and do any FIVE. At least FOUR must be correct.

Addition

- 26 + 13 = 39
- 54 + 30 = 84
- 33 + 44 = 77
- 80 + 10 = 90
- 12 + 55 = 67
- 61 + 27 = 88
- 23 + 14 = 37
- 72 + 25 = 97

- Give these to children WHO CANNOT do at least any TWO subtraction.
- Let the child choose and do any THREE. At least TWO must be correct.
- If the child does at least TWO additions, rate him/her at “Addition Level”.
- If the child cannot do TWO additions, give the child “Which is Greater Exercise”.

Number recognition 10-99

- 57 63 79 14
- 30 91 42 85

- Give these to children WHO CANNOT do at least any FOUR “Greater than”.
- Let the child choose and read any FIVE numbers above. At least FOUR must be correct.
Do you know these people?

- Show these to all children aged 6 - 16 years.
- Ask the child to name the person in the picture.
- Tick (if right) or cross (if wrong) on the survey booklet.