

**ACHIEVEMENT OF PRIMARY SCHOOL PUPILS IN
UGANDA IN NUMERACY, LITERACY AND
ORAL READING**

**NATIONAL ASSESSMENT OF PROGRESS IN EDUCATION
UGANDA NATIONAL EXAMINATIONS BOARD**

Published by Uganda National Examinations Board

All rights reserved. Reproduction of this publication for educational or other non-commercial purposes is allowed without prior permission from the copyright holder provided the source is acknowledged.

Reproduction for re-sale or other commercial purposes is prohibited, unless prior permission, in writing, is obtained from UNEB.

For further information, please refer to:

The Executive Secretary
Uganda National Examinations Board
P.O. Box 7066
KAMPALA
UGANDA

Telephone: 256 41 4 221592
 256 41 4 221596
 256 41 4 286173
 256 41 4 286637
 256 78 2 260753

Fax: 256 78 2 260752

Email: uneb@africaonline.co.ug

Website: www.uneb.ac.ug

© 2014 Uganda National Examinations Board

A publication of National Assessment of Progress in Education, Uganda National Examinations Board.

Prepared By: **Dan Kyagaba**
Senior Examinations Officer

Amos Opaman
Senior Examinations Officer

Omala St Kizito
Senior Examinations Officer

Jumanyol Kennedy
Examinations Officer

Sserunkuma Lutalo Bbosa
Examinations Officer

NAPE Advisory Committee:

Prof A J Lutalo Bosa (Chair), Team Institute of Business Management; Ministry of Education and Sports: Director of Basic and Secondary Education, Commissioner-Education Planning and Policy Analysis, Commissioner-Teacher and Instructor Education; Director DES; Director NCDC; Chair, Education Service Commission; Mr. John Bosco Mujjumba, Rep. Private Schools; Chair, Primary School Headteachers' Association; Chair, Secondary School Headteachers' Association; Chair, Principals' Association of Uganda; Fr. Dr. Lucan Arinaitwe, UJCC; Haji Rugasa Wahab, UMEA; Dean School of Education, Makerere University; Sr. Dr. Maria G. Kaahwa, Kyambogo University; Regional representatives: Mr. Moses Otyek (Northern), Mrs. Norah Owori (Eastern), Mr. Harry S Kamyia (Central) and Mr. Venie Tinkumanya (Western); Canon Njagala Godfrey, educationist, and UNEB Top Management.

ACKNOWLEDGEMENTS

We appreciate and glorify the Almighty God who gave us the wisdom and capacity to develop the instruments, administer them in schools and write this report. We would like to thank the Ministry of Education and Sports for supporting our activities. Our sincere gratitude goes to the United Nations International Children's Education Fund (UNICEF) who sponsored the assessment for this year.

The NAPE Advisory Committee, chaired by Prof. A. J. Lutalo Bosa, provided invaluable guidance. The Directors of Basic and Secondary Education, NCDC and DES, who always released staff when required, we thank you. Our appreciation also goes to the District Inspectors of Schools, Headteachers, teachers and pupils who participated in the Assessment, in one way or the other.

We also extend sincere appreciation to the reviewers of the report: Mr. Ochieng Cassian, Mrs. Harriet Mudondo, Mrs. Rose Nabukenya Mukasa, Ms. Harriet Nanteza and, Mr. Apiku Charles Wilson.

Ms. Betty Kaye and Mrs. Dorothy Ssettuba who patiently typeset the report – thanks. The UNEB Printery staff especially Mr. Robert Bigirwenkya and Mr. Jonathan Mukambya did a great job. The contribution of the other NAPE staff: Ms. Mariam Namirimu, Mr. John Bwete, Mrs. Barbara Barigye, Ms. Solomy Namukwaya and Ms. Josephine Nassonko is highly appreciated.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
ACRONYMS AND ABBREVIATIONS	ix
A WORD FROM THE MINISTER.....	x
FOREWORD.....	xi
EXECUTIVE SUMMARY	xii
Chapter 1	1
INTRODUCTION	1
1.1 BACKGROUND	1
1.2 EDUCATION IN UGANDA	2
1.3 NATIONAL ASSESSMENT OF PROGRESS IN EDUCATION	3
1.4 THE IMPACT OF NAPE ON THE EDUCATION SYSTEM IN UGANDA	4
1.5 THE 2014 NAPE STUDY	4
Chapter 2	7
SURVEY PROCEDURES	7
2.1 INTRODUCTION	7
2.2 INSTRUMENTS	7
2.3 SURVEY DESIGN	10
2.4 DATA COLLECTION	16
2.5 STATISTICAL DATA ANALYSIS	16
Chapter 3	18
ACHIEVEMENT OF P 3 PUPILS IN NUMERACY.....	18
3.1 INTRODUCTION	18
3.2 DESCRIPTION OF THE COMPETENCIES ASSESSED BY PROFICIENCY LEVEL	18
3.3 OVERALL LEVEL OF ACHIEVEMENT OF P 3 PUPILS IN NUMERACY	19
3.5 ACHIEVEMENT OF P 3 PUPILS IN SELECTED COMPETENCIES OF NUMERACY	21
3.6 ACHIEVEMENT OF P 3 PUPILS IN NUMERACY BY AGE.....	23
3.7 ACHIEVEMENT OF P 3 PUPILS IN NUMERACY BY SCHOOL OWNERSHIP.....	24
3.8 ACHIEVEMENT OF P 3 PUPILS IN NUMERACY BY SCHOOL LOCATION.....	25
3.9 ACHIEVEMENT OF P 3 PUPILS IN NUMERACY BY ZONE	26
3.10 ACHIEVEMENT OF P 3 PUPILS IN NUMERACY IN THE YEARS 2007 – 2014	28
3.11 CONCLUSION	28

Chapter 4	29
ACHIEVEMENT OF P 3 PUPILS IN LITERACY IN ENGLISH	29
4.1 INTRODUCTION	29
4.2 DESCRIPTION OF THE COMPETENCIES ASSESSED BY PROFICIENCY LEVEL	29
4.3 OVERALL LEVEL OF ACHIEVEMENT OF P 3 PUPILS IN LITERACY IN ENGLISH	31
4.4 ACHIEVEMENT OF P 3 PUPILS IN VARIOUS COMPETENCIES OF LITERACY IN ENGLISH	32
4.5 ACHIEVEMENT OF P 3 PUPILS IN LITERACY IN ENGLISH BY AGE	34
4.6 ACHIEVEMENT OF P 3 PUPILS IN LITERACY IN ENGLISH BY SCHOOL OWNERSHIP	35
4.7 ACHIEVEMENT OF P 3 PUPILS IN LITERACY IN ENGLISH BY SCHOOL LOCATION	36
4.8 ACHIEVEMENT OF P 3 PUPILS IN LITERACY IN ENGLISH BY ZONE	37
4.9 ACHIEVEMENT OF P 3 PUPILS IN LITERACY IN ENGLISH IN THE YEAR 2007 – 2014	39
4.5 CONCLUSION	39
 Chapter 5	 40
ACHIEVEMENT OF P 3 PUPILS IN ORAL READING	40
5.1 INTRODUCTION	40
5.2 DESCRIPTION OF COMPETENCIES ASSESSED IN ORAL READING	40
5.3 OVERALL LEVEL OF ACHIEVEMENT OF P 3 PUPILS IN ORAL READING	41
5.4 ACHIEVEMENT OF P 3 PUPILS IN ORAL READING BY READING TASKS	43
5.5 ACHIEVEMENT OF P 3 PUPILS IN VARIOUS SKILLS OF ORAL READING	44
5.6 ACHIEVEMENT OF P 3 PUPILS IN ORAL READING BY AGE.....	45
5.7 ACHIEVEMENT OF P 3 PUPILS IN ORAL READING BY SCHOOL OWNERSHIP	47
5.8 ACHIEVEMENT OF P 3 PUPILS IN ORAL READING BY SCHOOL LOCATION	48
5.9 ACHIEVEMENT OF P 3 PUPILS IN ORAL READING BY ZONE	48
5.10 ACHIEVEMENT OF P 3 PUPILS IN ORAL READING IN THE	50
YEARS 2003 – 2014	50
5.11 CONCLUSION	51
 Chapter 6	 52
ACHIEVEMENT OF P 6 PUPILS IN NUMERACY	52
6.1 INTRODUCTION	52
6.2 DESCRIPTION OF THE COMPETENCIES BY PROFICIENCY LEVEL	52
6.3 OVERALL ACHIEVEMENT OF P 6 PUPILS IN NUMERACY	53

6.4	ACHIEVEMENT OF P 6 PUPILS IN NUMERACY BY TOPICAL AREAS	54
6.5	ACHIEVEMENT OF P 6 PUPILS IN THE COMPETENCIES OF NUMERACY	55
6.6	ACHIEVEMENT OF P 6 PUPILS IN NUMERACY BY AGE.....	59
6.7	ACHIEVEMENT OF P 6 PUPILS IN NUMERACY BY SCHOOL OWNERSHIP AND GENDER.....	60
6.8	ACHIEVEMENT OF P 6 PUPILS IN NUMERACY BY SCHOOL LOCATION.....	61
6.9	ACHIEVEMENT OF P 6 PUPILS IN NUMERACY BY ZONE	62
6.10	ACHIEVEMENT OF P 6 PUPILS IN NUMERACY IN 2007 – 2014...	64
6.11	CONCLUSION	64
Chapter 7	66
	ACHIEVEMENT OF P 6 PUPILS IN LITERACY IN ENGLISH	66
7.1	INTRODUCTION	66
7.2	DESCRIPTION OF THE COMPETENCIES BY PROFICIENCY LEVELS	66
7.3	OVERALL LEVEL OF ACHIEVEMENT OF P 6 PUPILS IN LITERACY IN ENGLISH	68
7.4	ACHIEVEMENT OF P 6 PUPILS IN LITERACY IN ENGLISH BY SKILL AREA.....	69
7.5	ACHIEVEMENT OF P 6 PUPILS IN LITERACY IN ENGLISH BY AGE	72
7.6	ACHIEVEMENT OF P 6 PUPILS IN LITERACY IN ENGLISH BY SCHOOL OWNERSHIP.....	73
7.7	ACHIEVEMENT OF P 6 PUPILS IN LITERACY IN ENGLISH BY SCHOOL LOCATION AND GENDER	74
7.8	ACHIEVEMENT OF P 6 PUPILS IN LITERACY IN ENGLISH BY ZONE.....	75
7.9	ACHIEVEMENT OF P 6 PUPILS IN LITERACY IN ENGLISH IN THE YEARS 2007 – 2014	77
7.10	CONCLUSION	77
Chapter 8	79
	TEACHERS ASSESSMENT KNOWLEDGE AND PRACTICE AND ACHIEVEMENT OF PUPILS IN NUMERACY AND IN ENGLISH LITERACY	79
8.1	INTRODUCTION	79
8.2	DISTRIBUTION OF TEACHERS BY SELECTED FACTORS.....	79
8.3	TEACHER PROFESSIONAL DEVELOPMENT	80
8.4	TEACHERS' KNOWLEDGE OF THE PRINCIPLES OF TEST DEVELOPMENT	82
8.6	CONCLUSION	84

Chapter 9	85
CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS.....	85
9.1 INTRODUCTION	85
9.2 OVERALL LEVEL OF ACHIEVEMENT	85
9.3 ACHIEVEMENT OF PUPILS BY GENDER.....	91
9.4 ACHIEVEMENT OF PUPILS BY AGE	92
9.5 ACHIEVEMENT OF P 3 AND P 6 PUPILS IN NUMERACY AND LITERACY IN ENGLISH BY SCHOOL OWNERSHIP.....	92
9.6 ACHIEVEMENT OF P 3 AND P 6 PUPILS IN NUMERACY AND LITERACY BY ZONE.....	93
9.7 IMPLICATION OF FINDINGS OF TEACHERS' ASSESSMENT KNOWLEDGE AND PRACTICE.....	94
REFERENCES	95

ACRONYMS AND ABBREVIATIONS

ARK-PEAS	Absolute Returns for Kids-Promoting Equality in African School
BODMAS	Bracket of Division Multiplication Addition Subtraction
BOG	Board of Governors
BTVET	Business, Technical and Vocational Education and Training
DCs	District Coordinators
DEO	District Education Officer
DES	Directorate of Education Standards
DIS	District Inspector of Schools
DTE	Diploma in Teacher Education
EFA	Education For All
EMIS	Education Management Information System
EPRC	Economic Policy Research Centre
ESC	Education Service Commission
ESSAPR	Education and Sports Sector Annual Performance Report
ESSP	Education Sector Strategic Plan
HOTs	Higher Order Thinking Skills
IMU	Instruction Materials Unit
INSET	In-Service Education and Training
LABE	Literacy and Adult Basic Education
LCM	Lowest Common Multiple
LOTS	Low Order Thinking Skills
MDG	Millennium Development Goals
MoES	Ministry of Education and Sports
NAPE	National Assessment of Progress in Education
NCDC	National Curriculum Development Centre
NTCs	National Teachers' College
PGDE	Post Graduate Diploma in Education
PLE	Primary Leaving Examination
PPP	Public Private Partnership
PTA	Parents Teachers' Association
S.E	Standard Error of the Mean
SMCs	School Management Committees
TIE	Teacher Instructor Education
TLs	Team Leaders
UNEB	Uganda National Examinations Board
UNICEF	United Nations International Children's Education Fund
UPE	Universal Primary Education
UPPET	Universal Post Primary Education and Training
ZCs	Zonal Coordinators

A WORD FROM THE MINISTER

Quality Education is the paramount factor in any country's endeavour to achieve national economic development in this globalised world. In 1997, the Government of Uganda introduced Universal Primary Education (UPE) such that all school going children should be in school as a long term plan for sustainable economic development. This led to high increase in pupil enrolment. Over the years, there has been an improvement in the Pupil-Teacher ratio through increase in the number of qualified teachers. There has also been an increase in the number of pitlatrine stances in schools as well as many schools accessing safe water sources as a way of improving the learning environment. Government acknowledges the need to achieve Education For All (EFA) goals. Therefore, the Government pays special attention to pupils' achievement levels and the conditions of schooling.

All over the world, governments are concerned about the quality of learning obtaining in their respective education systems. The quality of learning is reflected, in the learners' achievement levels on the curriculum. The best measure and, therefore, determinant of pupils' learning achievement is national assessment, in our case referred to as National Assessment of Progress in Education (NAPE).

The Government, through Uganda National Examinations Board, conducts NAPE at the primary level, to be able to monitor and evaluate the quality of the education obtaining in the country over a period of time.

The findings of NAPE about the pupils achievement levels help, not only for policy and planning purposes, but also in providing feedback and feedforward information to stakeholders especially the classroom teachers. Therefore, at the end of each national assessment period, we expect a change in classroom instruction practices.

In other words, this report is intended to provide policy makers, education managers and other stakeholders with evidence about the achievement and successes of the system, challenges and constraints it may be facing and experiencing, all of which should provide a basis for proposals for the way forward.

It is my sincere appeal to all stakeholders in education, to take interest in this report and use the findings to better the education system.

For God and my Country.

Hon. Major (Rtd) Alupo Jessica Rose Epel, (MP)
Minister of Education and Sports.

FOREWORD

The Government of Uganda is committed to providing quality education as a means to achieving social-economic transformation and integral development.

According to the Education and Sports Sector Annual Performance Report (ESSAPR) FY 2013/2014, performance indicators show that there has been a tremendous improvement in attaining education for all at the Primary level. This has been achieved through establishing new schools, licensing and registration of schools, among others. In order to ensure sustainable quality education at Primary level, the education sector implemented new measures including the review of the primary education curriculum, enhanced school inspection and support supervision.

Regular national assessment of the impact of such efforts on the learners' achievement, therefore, becomes a key element in the education process.

Uganda has been conducting National Assessment of progress in Education (NAPE) for the last eighteen years. NAPE is an annual activity whose findings are published in reports.

This is the 12th annual publication of NAPE at the Primary level, in which assessment has continued to target P 3 and P 6 pupils in the subject areas of Numeracy and Literacy in English.

The report is meant for the key players in education, responsible for translating this information into effective education policies and practices, as well as those who monitor and assess the process and outcomes. The readers might note that this report format differs from that of academic researchers, due to the wide range of intended users: from parents and students to politicians and academicians.

It is my hope that all stakeholders will embrace the report.

M. B. B. Bukenya
EXECUTIVE SECRETARY

EXECUTIVE SUMMARY

The main objective of 2014 primary assessment was to monitor the performance of pupils in Numeracy, Literacy in English and Oral reading in English. The assessment was administered to pupils in P 3 and P 6 in 616 primary schools, selected from all the districts of Uganda. A summary of the main findings is given below.

OVERALL LEVEL OF ACHIEVEMENT

Primary 3

Overall, 72.7% of the P 3 pupils reached the defined proficiency level in Numeracy and 64.2% attained a similar rating in Literacy in English. This means that nearly three quarters of the pupils in P 3 demonstrated that they had acquired the Numeracy competencies as spelt out in the national curriculum. However, just nearly two thirds of the pupils showed such proficiency in Literacy in English. In Oral reading, 48.6% of the pupils were proficient.

Achievement of P 3 Pupils in competencies of Numeracy

Nearly all the P 3 pupils over 95%, were able to identify the place value of a number on an abacus as well as associate objects to figures.

Whereas majority of the pupils could count in ones, fives and tens, fewer than 3 in 4 demonstrated competence in writing number symbols from number names. P 3 pupils exhibited the worst performance in writing number names from their symbols where only 48.1% reached the desired proficiency level. The proportions of boys and girls reaching at or above the threshold proficiency were comparable.

Achievement of P 3 Pupils in competencies of Literacy in English

Majority of P 3 pupils (89.2%) could write letters of the alphabet correctly. A big proportion (80.9%) were also able to copy a story correctly. Three quarters of the pupils (75.6%) were able to read and complete words.

Nevertheless, only 36.3% of the pupils proved capable of naming objects, 27.3% of the pupils were able to read and describe activities in a picture. Girls were better than the boys in all the competencies of Reading and Writing.

Achievement of P 3 Pupils in competencies of Oral Reading

Majority of P 3 pupils (85.4%) could read the word 'book' and 82.6% of the pupils could read the word 'cow'. More than a half of the pupils could read all the sounds. Sound 's' registered the highest proportion of pupils (68%) rated proficient, while sound 'a' registered the lowest of 56.8%. Nevertheless, the proportions of pupils who were able to read the words: 'cupboard', 'friend' and 'dance' were very small: 15.1%, 27.0% and 28.8%, respectively.

Primary 6

Nearly the same percentages of P 6 pupils reached the defined competency levels in Numeracy (39.4%) and Literacy (38.3%). The gender differences were significant in Numeracy with more boys (44.2%) than girls (35%) rated proficient. However, in Literacy the gender differences were negligible though the girls performed slightly better than the boys.

Achievement of P 6 Pupils in competencies of Numeracy

P 6 pupils demonstrated best competence in 'addition of numbers' followed by 'subtraction', then 'multiplication' and lastly 'division of numbers'. Over two thirds of the pupils were rated proficient in the four basic operations.

Least performance was exhibited in the competence of currency conversion with only 6.1% of the pupils reaching the desired minimum proficiency. Whereas the pupils could carry out the four basic operations on numbers, they experienced increasing difficulty in applying the operations in real life situation, from 'addition' to 'division' Only 17.9% of the pupils met or exceeded the threshold proficiency on items which required them to use BODMAS principle.

Achievement of P 6 Pupils in competencies of Literacy in English

A big proportion of pupils, 72.3%, could write compositions legibly. Nearly two thirds (65.7%) of the pupils could read a sign post and answer questions requiring direct responses from the text, and 63.8% of the pupils were able to read a story and summarize its message.

However, fewer, 9.8%, 14.2% and 39.8% were able to write compositions with relevant punctuation and spelling, content and correct format, respectively. Generally, girls performed better than boys in Literacy in English, though the differences were not significant.

Achievement of P 3 and P 6 Pupils in Numeracy and Literacy in English by School ownership

Both P 3 and P 6 pupils in private schools performed better than their counterparts in government schools in the two subjects. Boys and girls (P 3 and P 6) in private schools performed at about the same levels in both subjects. While in government schools boys were better than girls in Numeracy the reverse occurred in Literacy.

Achievement of P 3 and P 6 pupils in Numeracy and Literacy in English by Zone

Majority of the zones had less than a half of the pupils rated proficient in Numeracy and Literacy in English. Only Numeracy at P 6, is where at least 88% of the zones had more than a half of the pupils rated proficient.

Chapter 1

INTRODUCTION

1.1 BACKGROUND

Uganda is located in the eastern region of Africa and mostly lies between latitudes 4° 12'N and 1° 29'S and longitudes 29° 34'E and 35° 0' E; astride the equator. Uganda is about 1200m above sea level. Its land area is 241,550.7 square kilometers of which 41,743.2 square kilometres is open water and swamps¹. Uganda's climate is favourable for agriculture and is generally tropical in nature but differs markedly from one region to another².

The country is land locked, bordered by Kenya in the East, the Democratic Republic of Congo in the West, Tanzania in the South, Rwanda in the South West and Southern Sudan in the North. The country is vastly a plateau, whose fringes are marked by mountains and valleys, which together with other physical features affect the provision of social services, like education in some areas. For instance, access to schools in the Island District of Kalangala, which is composed of many small islands on Lake Victoria, poses a challenge, not only to pupils and teachers, but also to education administrators and inspectors. The same applies to the rocky and mountainous districts; Bundibugyo and Kisoro in the West and Bukwo and Bududa in the East. Uganda is administratively divided into 112 districts (Appendix i) which are administered by the Local Governments and supervised by the Central Government's Ministry of Local Government.

Uganda with a population density of 126 per square kilometer has a fast growing population of 3.3%; increasing from 24.2 million in 2002 to the estimated figure of 35.4 million people by mid of 2013³. About a half of the population is below 15 years of age, which creates a high level of child dependence. The number of primary school pupils was expected to increase from 8.3 million in 2010 to 18.4 million in 2037⁴. The World Bank in 2011 reported that 24.5% of Ugandans fell below the poverty line and that the average life expectancy was 54.1 years while adult literacy was 73%⁵. The

¹ Uganda Bureau of Statistics, 2013 Statistical Abstract, Pg 1 <http://www.ubos.org>

² Teacher Issues In Uganda: A diagnosis for shared Vision on issues and the designing of a feasible, indigenous and effective teachers policy.

http://www.education.go.ug/files/downloads/TISSA%20Uganda%20Full%20Report_24%20August%202013%20edited%20version%20moses.pdf

³ Uganda Bureau of Statistics, 2013 Statistical Abstract, Pg 8 <http://www.ubos.org>

⁴ Ministry of Finance and economic Development, Population Secretariat: *Uganda – Population Factors and National Development, January 2010, Page 2*

⁵ Teacher Issues In Uganda: A diagnosis for shared Vision on issues and the designing of a feasible, indigenous and effective teachers policy. Page 8.

high rate of population growth affects the country's effort to achieve and sustain quality education.

The population comprises about fifty ethnic groups, each with a different local language, which is supposed to be used as the medium of instruction in lower primary in the rural areas, while English is taught as a subject. However, English is the medium of instruction in upper primary and institutions of higher learning. Kiswahili is also taught in some primary and secondary schools.

A list of the districts in Uganda showing the zones and regions as well as the major languages is given in Table 1.01.

1.2 EDUCATION IN UGANDA

Education is the process of imparting or acquiring skills and value systems to be able to provide solutions to present and future challenges for the purposes of living a happy life. Uganda with an educational system modeled on the selective system of England has always prided itself in the quality of its education. Upper-middle class families in Tanzania, Sudan and Kenya attest to this every year by sending their children to Uganda to be educated⁶. The system of formal education in Uganda has a structure of 3 years of pre- primary education, 7 years of primary education, 6 years of secondary education (divided into 4 years of lower secondary education and 2 years of upper secondary education), and 3 to 5 years of post- secondary education⁷. Primary education, however, is still largely considered the first level of formal education by ordinary people since government has not established any pre-primary schools for children⁸.

Uganda is committed to the international initiative of Education for All (EFA) first launched in Jomtien, Thailand in 1990 to bring benefits of education to every citizen in every society⁹. It is, therefore, essential for the country to provide quality and relevant education to all its citizens, irrespective of cultural, gender, regional or social differences. Uganda has made serious strides towards implementation of EFA goals

http://www.education.go.ug/files/downloads/TISSA%20Uganda%20Full%20Report_24%20August%202013%20edited%20version%20moses.pdf

⁶ Is it goodbye to Universal Primary education in Uganda? Thursday, February 23, 2012.

<http://ritchiesinuganda.blogspot.com/2012/02/is-it-goodbye-to-universal-primary.html>

⁷ Review of education policy in Uganda: working paper submitted by Ojijo to the Young Leaders Think tank for policy alternatives-Uganda, February 2012, Page 2.

<http://www.slideshare.net/ojijop/review-of-education-policy-in-uganda>

⁸ Status of Implementation of the ECD Policy in Uganda, Page 6

<http://www.education.go.ug/files/downloads/Early%20Childhood%20Development%20Policy%20Review.pdf>

⁹ Count Down To 2015: Is Uganda On Track? Assessment Of Progress To Attainment Of Efa Goals In Uganda, page 1

www.education.go.ug/files/downloads/ASSESSMENT_OF_PROGRESS_ON_EFA_GOAL.pdf

and objectives: adoption of the sector-wide approach to funding education in order to maximize benefits, decentralization of governance and management of education; adoption of free Universal Primary Education (UPE) in 1997, Functional Adult Literacy in 2001 and the Universal Secondary Education (USE) in 2007; expansion of infrastructure in schools; introduction of affirmative action towards the education of the girl child and vulnerable groups; promotion of private-public partnerships; and promotion of guidance and counselling in schools¹⁰.

To improve the quality of education in schools, Government and its development partners have put in place a number of quality enhancement initiatives (QEI). Classrooms, libraries and laboratories have been constructed for many schools. The curriculum is also under review to make it more relevant to the country's needs. In addition, more resources have been provided to the Directorate of Education Standards (DES) for supervision and monitoring of the teaching-learning process.

1.3 NATIONAL ASSESSMENT OF PROGRESS IN EDUCATION

Uganda is one of the few African countries with a functional national assessment system¹¹. The Education Policy Review Commission (EPRC, 1989) reported lack of reliable and up-to-date data on educational indicators. Back then, the only assessment information used for monitoring and evaluation was based on the end of cycle examination results and reports by examiners on the examinations. However, these examinations are designed to primarily serve as tools for certification and selection to higher institutions of learning. National Assessment of Progress in Education (NAPE) was, therefore, established to supplement the information from the examinations. NAPE is used to ascertain the level of pupils' learning achievement and to monitor changes in the achievement levels over time. It determines the skills that a cohort of pupils has acquired and is capable of acquiring in relation to the objectives of the curriculum. The first national assessment of progress in education in Uganda at the primary level, was conducted in P 3 and P 6 in 1996. Since then, it has been conducted annually in the same classes.

1.3.1 Objectives of NAPE

The main objectives of NAPE are to:

- Determine and monitor the level of achievement of students over time.
- Generate information on what students know and can do in different curricular areas.
- Evaluate the effectiveness of reforms in the education system.

¹⁰ Count Down To 2015: Is Uganda On Track? Assessment Of Progress To Attainment Of Efa Goals In Uganda, Pg 1

- Provide information on variables which affect learning achievement.
- Suggest measures for the improvement of teaching and learning in schools.
- Provide data for planning and research.

1.4 THE IMPACT OF NAPE ON THE EDUCATION SYSTEM IN UGANDA

Since its inception in 1996, NAPE has produced reports with findings which have been used in different ways by different stakeholders and organizations to foster the development of education in the country. NAPE findings and recommendations have helped policy makers and stake holders in education to come up with strategies to help improve teacher and classroom instruction. A case in point is the intervention in the area of Local Languages by Literacy and Adult Basic Education (LABE) in some districts in the North and West Nile. ARK-PEAS on the other hand is using the recommendations to identify areas to set up schools that provide affordable quality secondary education in the remotest areas of the country. At school level, during feedback seminars, UNEB through NAPE has advised schools to come together and plan for short training programmes in assessment for learning. Indeed, through this arrangement, assessment for learning workshops have been organized at Bishop Willis Core PTC and others in different districts in Central, North and West Nile zones in 2012 and 2013.

1.5 THE 2014 NAPE STUDY

This report presents the results of the 2014 NAPE survey. The objectives of the study are presented in this chapter. Chapter 2 describes the instruments and their administration and also the procedures for selecting the sample. P 3 pupils' achievement findings in Numeracy and Literacy in English are respectively presented in Chapters 3 and 4. Chapters 6 and 7 are presenting P 6 pupils achievement results in Numeracy and Literacy in English respectively. Chapter 5 presents Achievement of pupils in oral reading. Teachers' assessment knowledge and practice and achievement of pupils in Numeracy and Literacy in English is described in Chapter 8. Finally, the conclusions, discussions and recommendations drawn from pupils' achievement in Numeracy and Literacy in English and the teachers' interview schedule are presented in chapter 9. The results are presented in terms of the overall mean scores and percentages of pupils achieving the desired levels of proficiency. Statistics are also provided by gender, age, school ownership (government or private), location (urban or rural) and district.

The 2014 survey had the following objectives:

1. Determine the level of pupils' achievement in Numeracy and Literacy in English.
2. Examine pupils' performance in the competencies of Numeracy and Literacy in English.
3. Determine the level of pupils' achievement in Oral reading in English Language.
4. Examine the relationship between the achievement of pupils and gender, age, school ownership, location and district.

5. Compare the achievement of P 3 and P 6 pupils in Numeracy and Literacy in English between the years 2007 and 2014.
6. Determine the level of assessment knowledge and practice of P 3 and P 6 teachers of Numeracy and Literacy in English.

MAP OF UGANDA SHOWING THE DISTRICTS

TABLE 1.01 REGIONS, ZONES AND DISTRICTS IN UGANDA AND THE MAJOR LANGUAGES SPOKEN

REGION	ZONE	DISTRICTS	MAJOR LANGUAGES
Central	Central I	Buikwe, Butambala, Buvuma, Gomba, Kayunga, Mpigi, Mukono, Wakiso.	Luganda
	Central II	Kiboga, Kyankwanzi, Luweero, Mityana, Mubende Nakaseke, Nakasongola.	Luganda, Lululi, Runyoro, Kinyarwanda
	Central III	Bukomansimbi, Kalangala, Kalungu, Lwengo, Lyantonde, Masaka, Rakai, Sembabule.	Luganda, Runyankore
East	Far East	Amuria, Bukedea, Kaberamaido, Katakwi, Kumi, Ngora, Soroti, Serere.	Ateso, Kumam
	Mid East I	Bududa, Bukwo, Bulambuli, Kapchorwa, Kween, Manafwa, Mbale, Sironko.	Kupsabiny, Lumasaba
	Mid East II	Budaka, Busia, Butaleja, Kibuku, Pallisa, Tororo.	Ateso, Dhopadhola, Kiswahili, Lugwere, Lunyole, Lusamya
	Near East	Bugiri, Buyende, Iganga, Jinja, Kaliro, Kamuli, Luuka, Mayuge, Namayingo, Namutumba.	Lusoga, Lusamya
Kampala		Kampala.	English, Kiswahili, Luganda.
North	Mid North I	Alebtong, Amolatar, Apac, Dokolo, Kole, Lira, Otuke, Oyam.	Lango.
	Mid North II	Agago, Amuru, Gulu, Lamwo, Kitgum, Nwoya, Pader.	Acoli.
	North East	Abim, Amudat, Kaabong, Kotido, Moroto, Nakapiripirit, Napak.	Ngakarimojong, Thur.
	West Nile	Adjumani, Arua, Koboko, Maracha, Moyo, Nebbi, Yumbe, Zombo.	Alur, Kakwa, Lugbarati, Madi.
West	Far West	Kabale, Kanungu, Kisoro, Rukungiri.	Rukiga, Kinyarwanda, Rufumbira.
	Mid-West	Bundibugyo, Kabarole, Kamwenge Kasese, Kyegegwa, Kyenjojo, Ntoroko.	Kiswahili, Lukhonzu, Lwamba, Rutooro.
	North West	Buliisa, Hoima, Kibaale, Kiryandongo, Masindi.	Kiswahili, Runyoro
	South West	Bushenyi, Buhweju, Ibanda, Isingiro, Kiruhura, Mbarara, Mitooma, Ntungamo Rubirizi, Sheema.	Kinyarwanda, Runyankore.

Chapter 2

SURVEY PROCEDURES

2.1 INTRODUCTION

This chapter gives a description of the instruments and procedures that were used in selecting the sample; collecting, capturing and analyzing the data.

2.2 INSTRUMENTS

2.2.1 TESTS

At both P 3 and P 6, there were written tests of Numeracy and Literacy in English. The tests were based on the national curriculum and were developed according to test frameworks and detailed item specifications previously prepared by a team of experts. The item specifications allow for tests of comparable levels of difficulty over the years. All the items at P 3 were structured, but at P 6, the items were of restricted and free response forms. The tests were developed by experienced primary school teachers, tutors from Primary Teachers Colleges, staff from NCDC and UNEB. The compositions of the tests are given in Tables 2.01 to 2.04.

TABLE 2.01: COMPOSITION OF THE P 3 NUMERACY TEST BY COMPETENCIES

COMPETENCIES	WEIGHT (%)
Counting objects	18
Associating a number of objects to a number	9
Writing number symbols from words & vice versa	5
Identifying place values	11
Adding numbers	11
Subtracting numbers	10
Multiplying numbers	6
Dividing numbers	5
Completing sequences	6
Sorting shapes	2
Telling the time on a clock face	1
Solving sums involving money; and selling	6
Solving sums involving capacity in daily life	2
Interpreting and drawing graphs	8
Writing and drawing fractions, and forming sets	4
TOTAL	104

TABLE 2.02: COMPOSITION OF P 3 LITERACY TEST BY COMPETENCIES

SKILL AREA	COMPETENCIES	WEIGHT (%)	
Reading Comprehension	• Describing	6	52
	• Recognizing	4	
	• Comprehension	10	
	• Identifying	6	
	• Associating objects to their names in words.	3	
	• Associating words to the same words.	3	
	• Associating actions to sentences describing them.	3	
	• Completing pictures	4	
	• Completing words	8	
• Completing sentences	5		
Writing	• Naming	10	48
	• Reading and drawing	6	
	• Copying words	4	
	• Writing letters of the alphabet	4	
	• Writing words	6	
	• Writing patterns	4	
	• Writing sentences	10	
	• Copying a story	4	
TOTAL			100

TABLE 2.03: COMPOSITION OF P 6 NUMERACY TEST BY TOPICAL AREAS

TOPICAL AREAS	WEIGHT (%)
Operation on Numbers:	
Addition of numbers	5
Subtraction of numbers	5
Multiplication of numbers	6
Division of numbers	5
Use of symbols $>$, $<$ to compare numbers	1
Use brackets to show order in which combined operations (x, +) must be performed.	2
Number Systems and Place Values	10
Number Patterns and Sequence	13
Measures	18
Graphs and Interpretations	10
Fractions	29
Geometry	14
TOTAL	118

TABLE 2.04: COMPOSITION OF P 6 LITERACY IN ENGLISH TEST BY COMPETENCIES

SKILL AREA	COMPETENCIES	WEIGHT (%)	
Reading Comprehension	<ul style="list-style-type: none"> • Associating names in words to the objects • Associating words to actions • Describing the activities in a picture • Reading and interpreting a picture sequence • Reading and interpreting a calendar • Interpreting a cartoon • Reading and answering questions on a poem • Reading and answering questions on a story 	1 1 4 8 5 5 7 9	40
Writing	<ul style="list-style-type: none"> • Drawing named objects • Writing words correctly • Completing an application form • Writing a letter giving specific information • Naming objects • Writing a simple guided composition • Writing a short composition 	3 3 7 10 2 5 10	40
Grammar	<ul style="list-style-type: none"> • Using comparatives and superlatives correctly • Using given vocabulary • Using given structures • Using prepositions correctly • Giving correct plurals of words • Giving correct opposites of words • Using the correct tense 	2 4 4 2 2 2 4	20
TOTAL			100

2.2.2 THE ATTENDANCE REGISTER

The 0 register was used to obtain information on the pupil enrolment and actual attendance of pupils by gender in each of the sampled schools. The Head teacher's contact was also obtained to help UNEB in cross-checking the correctness of information provided on schools.

2.3 SURVEY DESIGN

2.3.1 SURVEY POPULATION

The target population consisted of pupils in primary three and primary six in all the primary schools (both government and private) in Uganda by July 2014.

2.3.2 SAMPLING DESIGN

A two-stage stratified cluster sampling design was used. The first stage involved selecting a random sample of schools, stratified by district. Schools in all the 112 districts of Uganda were included in the sampling frame. In the second stage, a random sample of pupils present in the school on the day of the survey was selected from each of P 3 and P 6 classes. Random selection of schools within a district and of pupils within a school was to minimize selection bias.

2.3.3 SELECTION OF SCHOOLS

A list of primary schools from the Education Management Information System (EMIS), showing the total school enrolment as well as the enrolment figures at P 3 and P 6 provided the sampling frame for schools. As in previous years, it was found appropriate that schools would be selected basing on P 6 enrolment, because the number of pupils in P 6 in a school is usually less than that of P 3. This, therefore, ensures that the number of pupils in P 3 is big enough to meet the minimum sample size.

The number of schools selected from a particular district was proportional to the P 6 enrolment in that district, but each district had to have at least 5 schools in the sample. The schools for the Blind and the Deaf were included, but not considered as part of the district quota.

2.3.4 SELECTION OF PUPILS

A simple random sample of 20 pupils was selected per class within each school according to guidelines which guaranteed the random nature of the selection procedures. The sample size of 20 was used for the following reasons. Firstly, increasing the number to more than 20 raises the accuracy level only by a negligible amount, and yet, the cost of instrument production and administration gets much higher. Secondly, it eases manageability, since most classrooms in Uganda take up to about 20 test takers, with appropriate spacing. Thirdly, 20 test takers can be effectively supervised by one test administrator.

2.3.5 SAMPLE SIZE

The national sample comprised of 616 primary schools, representing 3.4% of the primary schools in Uganda with 11,990 P 6 pupils, representing 1.3% of the national pupil enrolment at P 6. The distribution of sampled schools by district, is shown in appendix (iii).

TABLE 2.05: NUMBER OF SCHOOLS IN THE SAMPLE AND IN THE SAMPLING FRAME, BY DISTRICT

REGION	ZONE	DISTRICTS
Central (95; 4519)	Central I (54; 2031)	Buikwe (8; 278)*, Butambala (5; 86), Buvuma (5; 20), Gomba (5; 110), Kayunga (5; 232), Mpigi (5; 150), Mukono† (8; 383), Wakiso (13; 772).
	Central II (41; 1430)	Kiboga (5; 108), Kyankwanzi (5; 133), Luweero (8; 316), Mityana (5; 236), Mubende (8; 315), Nakaseke (5; 138), Nakasongola (5; 184).
	Central III (38; 1058)	Bukomansimbi (5; 93), Kalangala (5; 27), Kalungu (5; 98), Lwengo (5; 157), Lyantonde (5; 46), Masaka (5; 147), Rakai (8; 269), Sembabule (5; 221).
East (164; 3903)	Far East (41; 774)	Amuria (5; 121), Bukedea (5; 88), Kaberamaido (5; 99), Katakwi (5; 76), Kumi (5; 95), Ngora† (6; 63), Serere (5; 56), Soroti† (5; 176).
	Mid East I (41; 837)	Bududa (5; 120), Bukwo (5; 64), Bulambuli (5; 59), Kapchorwa (5; 64), Kween (5; 60), Manafwa† (6; 167), Mbale (5; 182), Sironko (5; 121).
	Mid East II (31; 748)	Budaka† (6; 68), Busia (5; 145), Butaleja (5; 115), Kibuku (5; 60), Pallisa (5; 145), Tororo (5; 215).
	Near East (51; 1544)	Bugiri (5; 213), Buyende (5; 100), Iganga† (4; 192), Jinja (5; 185), Kaliro (5; 124), Kamuli (7; 223), Luuka (5; 104), Mayuge (5; 180), Namayingo (5; 104), Namutumba (5; 119).
North (152; 2598)	Mid North I (41; 688)	Alebtong (5; 78), Amolatar (5; 58), Apac† (5; 131), Dokolo (5; 71), Kole (5; 62), Lira† (6; 128), Otuke (5; 47), Oyam (5; 113).
	Mid North II (35; 670)	Agago (5; 116), Amuru (5; 56), Gulu (5; 160), Kitgum (5; 110), Lamwo (5; 73), Nwoya (5; 44), Pader (5; 111).
	North East (33; 252)	Abim (5; 48), Amudat (3; 11), Kaabong (5; 63), Kotido (5; 26), Moroto (5; 24), Nakapiripirit (5; 44), Napak (5; 36).
	West Nile (43; 988)	Adjumani (5; 77), Arua (8; 293), Koboko (5; 68), Maracha (5; 65), Moyo (5; 76), Nebbi (5; 185), Yumbe (5; 128), Zombo (5; 96).
West (10; 5461)	Far West (24; 967)	Kabale (9; 353), Kanungu (5; 190), Kisoro (5; 157), Rukungiri (5; 267).
	Mid West (39; 1228)	Bundibugyo (5; 111), Kabarole (5; 167), Kamwenge (5; 225), Kasese (9; 432), Kyegegwa (5; 86), Kyenjojo (5; 166), Ntoroko (5; 41).
	North West (28; 1029)	Buliisa (5; 35), Hoima (5; 223), Kibaale (8; 561), Kiryandongo (5; 95), Masindi (5; 115).
	South West (56; 2237)	Buhweju (5; 73), Bushenyi (5; 196), Ibanda (5; 235), Isingiro (5; 316), Kiruhura (5; 290), Mbarara (8; 379), Mitooma (5; 150), Ntungamo (8; 354), Rubirizi (5; 69), Sheema (5; 175).
Kampala	Kampala	Kampala† (12; 635).
Uganda		(613; 17,116)

* The first figure in the brackets shows the number of schools in the sample. The second figure is the number of primary schools in the district.

† Districts with schools for the Deaf and Blind pupils.

2.3.6 DISTRIBUTION OF SAMPLED PUPILS BY SELECTED ACTORS

This section presents the distribution of P 3 and P 6 pupils who actually participated in the survey according to their gender, age, school ownership, location and district.

2.3.6.1.1 DISTRIBUTION OF P 3 PUPILS IN THE ACHIEVED SAMPLE

The distributions of P 3 pupils in the achieved sample according to gender, age, school ownership, location, district and zone are presented in Tables 2.06 to 2.09.

TABLE 2.06: DISTRIBUTION OF P 3 PUPILS IN THE ACHIEVED SAMPLE BY AGE AND GENDER

AGE (YEARS)	BOYS		GIRLS		ALL	
	N	Percentage	N	Percentage	N	Percentage
6 – 7	51	0.81	101	1.73	152	1.25
8	381	6.05	686	11.72	1,067	8.78
9	990	15.71	1,176	20.09	2,166	17.82
10	1,779	28.23	1,766	30.17	3,545	29.16
11	1,133	17.98	886	15.14	2,019	16.61
12	1,129	17.91	795	13.58	1,924	15.83
12+ [∇]	839	13.31	443	7.57	1,282	10.55
Total	6,302	100.0	5,853	100.0	12,155	100.0

The mean age at P 3 was 10.3 years: boys–10.6 years and girls 10.1 years.

TABLE 2.07: DISTRIBUTION OF P 3 PUPILS IN THE ACHIEVED SAMPLE BY SCHOOL OWNERSHIP AND GENDER

SCHOOL OWNERSHIP	BOYS		GIRLS		ALL	
	N	Percentage	N	Percentage	N	Percentage
Government	5,683	51.98	5,249	48.02	10,932	89.94
Private	619	50.61	604	49.39	1,223	10.06
Total	6,302	51.85	5,853	48.15	12,155	100.0

TABLE 2.08: DISTRIBUTION OF P 3 PUPILS IN THE ACHIEVED SAMPLE BY SCHOOL LOCATION AND GENDER

SCHOOL LOCATION	BOYS		GIRLS		ALL	
	N	Percentage	N	Percentage	N	Percentage
Urban	972	49.22	1,003	50.78	1,975	16.25
Rural	5,330	52.36	4,850	47.64	10,180	83.75
Total	12,503	51.85	5,853	48.15	12,155	100.0

[∇]Age above 12 years

TABLE 2.09: THE DISTRIBUTION OF P 3 PUPILS IN THE ACHIEVED SAMPLE BY DISTRICT AND GENDER

REGION	ZONE	DISTRICT
Central (2758;1345)	Central I (1053; 516)	Buikwe (160; 73) ^α , Butambala (92; 44) Buvuma (100;54), Gomba (100; 47), Kayunga (100; 44), Mpigi (88; 41), Mukono (155; 77), Wakiso (258; 136).
	Central II (810;405)	Kiboga (100; 53), Kyankwanzi (100; 50), Luweero(159; 78) Mityana (100; 49), Mubende (157; 78), Nakaseke (94; 47), Nakasongola (100; 50).
	Central III (895;424)	Bukomansimbi (100; 43), Kalangala (99; 47), Kalungu (100; 45), Lwengo (100; 56), Lyantonde (100; 39), Masaka (100; 51), Rakai (160; 84), Sembabule (100; 59).
East (3259;1608)	Far East (811; 396)	Amuria (100; 48), Bukedea (100; 47), Kaberamaido (100; 41), Katakwi (100;43), Kumi (100; 50), Ngora (113; 49), Serere (98; 50), Soroti (100; 68).
	Mid East I (820; 371)	Bududa (100; 45), Bukwo (100; 52), Bulambuli (100; 42), Kapchorwa (100; 34), Kween (100; 46), Manafwa (120; 70), Mbale (100; 47), Sironko (100; 35).
	Mid East II (612;305)	Budaka (112; 61), Busia (100; 45), Butaleja (100; 49), Kibuku (100; 54),Pallisa (100; 47), Tororo (100;49).
	Near East (1016;536)	Bugiri (99; 61), Buyende (100; 51), Iganga (80; 44), Jinja (100; 52), Kaliro (100; 57), Kamuli (140; 59), Luuka (100; 58), Mayuge (100; 51), Namayingo (100; 51), Namutumba (97; 52).
North (3031; 1405)	Mid North I (814; 408)	Alebtong (100; 59), Amolatar (100; 59), Apac (100; 44), Dokolo (100; 57), Kole (100; 49), Lira (114; 53), Otuke (100; 43), Oyam (100; 44).
	Mid North II (694;324)	Agago (100; 42), Amuru (100; 40), Gulu (100; 47), Lamwo (100; 45), Kitgum (94; 54), Nwoya (100; 47), Pader (100; 49).
	North East (664; 261)	Abim (100; 50), Amudat (60; 25), Kaabong (100; 32), Kotido (100; 46), Moroto (100; 33), Nakapiripirit (100; 34), Napak (100; 41).
	West Nile (859 ;412)	Adjumani (100; 51), Arua (160; 75), Koboko (99; 47), Maracha (100; 41), Moyo (100; 45), Nebbi (100; 48), Yumbe (100; 49), Zombo (100; 56).
West (2913; 1387)	Far West; 475;222)	Kabale (176; 80), Kanungu (100; 48), Kisoro (99; 56), Rukungiri (100; 38).
	Mid West (779; 380)	Bundibugyo (99; 54), Kabarole (100; 43), Kamwenge (100; 57), Kasese (180; 82), Kyegegwa (100; 45), Kyenjojo (100; 42), Ntoroko (100; 57).
	North West (560; 268)	Buliisa (100;48), Hoima (100; 46), Kibaale (160; 74), Kiryandongo (100; 47), Masindi (100; 53).
	South West (1099; 517)	Buhweju (100; 48), Bushenyi (97; 47), Ibanda (99; 45), Isingiro (100; 41), Kiruhura (100; 37), Mbarara (151; 82), Mitooma(98; 52), Ntungamo (160; 82), Rubirizi (100; 42), Sheema (94; 41).
Kampala	Kampala	Kampala (234; 121).
Uganda		(12,155; 5,853)

^α The first figure shows the number of pupils in the sample. The second is the number of girls in the sample.

2.3.6.1.2 DISTRIBUTION OF P 6 PUPILS IN THE ACHIEVED SAMPLE

The distributions of P 6 pupils in the achieved sample by gender, age, school ownership, location, district and zone are presented in Tables 2.10 to 2.13.

TABLE 2.10: DISTRIBUTION OF P 6 PUPILS IN THE ACHIEVED SAMPLE BY AGE AND GENDER

AGE (years)	BOYS		GIRLS		ALL	
	N	Percentage	N	Percentage	N	Percentage
9 – 10	40	0.67	74	1.24	114	0.95
11	192	3.19	355	5.94	547	4.56
12	770	12.80	858	14.36	1,628	13.58
13	1,280	21.28	1,519	25.42	2,799	23.34
14	1,804	30.0	1,840	30.79	3,644	30.39
15	1,025	17.04	865	14.47	1,890	15.76
15+ [∇]	903	15.01	465	7.78	1,368	11.41
Total	6,014	100.0	5,976	100.0	11,990	100.00

TABLE 2.11: DISTRIBUTION OF P 6 PUPILS IN THE ACHIEVED SAMPLE BY SCHOOL OWNERSHIP AND GENDER

SCHOOL OWNERSHIP	BOYS		GIRLS		ALL	
	N	Percentage	N	Percentage	N	Percentage
Government	5,390	89.62	5,365	89.78	10,755	89.70
Private	624	10.38	611	10.22	1,235	10.30
Total	6,014	100.0	5,976	100.0	11,990	100.0

TABLE 2.12: DISTRIBUTION OF P 6 PUPILS IN THE ACHIEVED SAMPLE BY SCHOOL LOCATION AND GENDER

SCHOOL LOCATION	BOYS		GIRLS		ALL	
	N	Percentage	N	Percentage	N	Percentage
Urban	1,056	17.56	1,147	19.19	2,203	18.37
Rural	4,958	82.44	4,829	80.81	9,787	81.63
Total	6,014	100.0	5,976	100.0	11,990	100.0

[∇]Age above 15 years

TABLE 2.13: DISTRIBUTION OF P 6 PUPILS IN THE ACHIEVED SAMPLE BY DISTRICT AND GENDER

REGION	ZONE	DISTRICT
Central (2644;1407)	Central I (1032; 528)	Buikwe (160; 79), ^a Butambala (87; 41), Buvuma (92; 47), Gomba (80; 41), Kayunga (100; 57), Mpigi (100; 50), Mukono (157; 82), Wakiso (256; 131).
	Central II (782; 426)	Kiboga (100; 57), Kyankwanzi (100; 57), Luweero (155; 77), Mityana (92; 45), Mubende (143; 72), Nakaseke (92; 57), Nakasongola (100; 61).
	Central III (830; 453)	Bukomansimbi (96; 61), Kalangala (84; 48), Kalungu (99; 54), Lwengo (100; 57), Lyantonde (100; 50), Masaka (100;42), Rakai (156; 89), Sembabule (95; 52).
East (3242;1854)	Far East (808; 394)	Amuria (100; 43), Bukedea (95; 43), Kaberamaido (100; 52), Katakwi (100; 31), Kumi (100; 47), Ngora (113; 59), Serere (100; 49), Soroti (100; 60).
	Mid East I (819; 448)	Bududa (100; 52), Bukwo (100; 55), Bulambuli (100; 42), Kapchorwa (100; 55), Kween (100; 54), Manafwa (119; 75), Mbale (100; 57), Sironko (100; 58).
	Mid East II (603; 280)	Budaka (107; 38), Busia (100; 46), Butaleja (96; 46), Kibuku (100; 49), Pallisa (100; 54), Tororo (100; 47).
	Near East (1012; 732)	Bugiri (100; 47), Buyende (100; 44), Iganga (80; 35), Jinja (100; 57), Kaliro (100; 51), Kamuli (138; 76), Luuka (100, 51), Mayuge (100; 47), Namayingo (94; 40), Namutumba (100; 50).
North (3008; 1333)	Mid North I (823; 385)	Alebtong (100; 43), Amolatar (100; 45), Apac (100; 50), Dokolo (100;43), Kole (100; 44), Lira (123; 69), Otuke (100; 44), Oyam (100; 47).
	Mid North II (682; 290)	Agago (100; 56), Amuru (98; 31), Gulu (96; 43), Lamwo (100; 59), Kitgum (88; 42), Nwoya (100; 40), Pader (100; 49).
	North East (653; 280)	Abim (100; 40), Amudat (59; 28), Kaabong (100; 46), Kotido (100; 41), Moroto (96; 43), Nakapiripirit (98; 47), Napak (100; 35).
	West (850;378)	Adjumani (100; 36), Arua (160; 76), Koboko (97; 42), Maracha (93; 37), Moyo (100; 47), Nebbi (100; 48), Yumbe (100; 42), Zombo (100; 50).
West (2862; 1470)	Far West (448; 234)	Kabale (162; 79), Kanungu (94; 51), Kisoro (95; 53), Rukungiri (97; 51).
	Mid West (769; 377)	Bundibugyo (100; 47), Kabarole (94; 47), Kamwenge (99; 40), Kasese (177; 86), Kyegegwa (100; 59), Kyenjojo (100; 52), Ntoroko (99; 46).
	North West (554; 274)	Buliisa (100; 40), Hoima (100; 50), Kibaale (160; 88), Kiryandongo (100; 47), Masindi (94; 49).
	South West (1091;585)	Buhweju (100; 54), Bushenyi (98; 46), Ibanda (90; 43), Isingiro (100; 59), Kiruhura (100; 54), Mbarara (151; 72), Mitooma (100; 54), Ntungamo (160; 90), Rubirizi (100; 56), Sheema (92; 57).
Kampala	Kampala	(234; 120).
Uganda		(11,990; 5,976).

^a The first figure shows the number of pupils in the sample. The second is the number of girls in the sample.

2.3.7 SAMPLING WEIGHTS

Sampling weights were computed to reflect the probability of pupils sampled and adjustments for non-responses, as well as post-stratification adjustments. These weights were applied to the data to obtain un-biased estimates of the levels of proficiency and mean scores in Numeracy and Literacy in English.

2.4 DATA COLLECTION

A total of 220 officers were appointed to work as District Coordinators (DCs) and Team Leaders (TLs) of the data collection Process in schools. These officers included Secondary School teachers and personnel from UNEB, DES, NCDC, Makerere University, Kyambogo University, Primary Teachers' Colleges (PTCs) and officials from the headquarters of the Ministry of Education and Sports (MoES).

The DCs and TLs had a one-day training in Kampala, guided by a pre-prepared Test Administrator's Manual, which detailed the procedures for the administration of instruments. The officers discussed fully what was outlined in the Manual, which included, among others, how to obtain a random sample of 20 pupils per class of P 3 and P 6 in each school and how to conduct the tests.

Each TL worked with two test administrators selected from among tutors of PTCs, secondary school teachers or professional staff from the District Education Office. Where there were schools for the Deaf and the Blind, there were two additional test administrators, selected from among teachers trained in special needs education. The team had a one-day training at the District Headquarters, facilitated by the DC. Equipped with the training, the team conducted assessments in one school per day. In each school visited, the TL and one team member attended to P 3 class while the other team member attended to P 6 class.

There was a team of monitors comprising senior officers from UNEB, MOES and satellite institutions. The team monitored the data collection process in selected districts.

2.5 STATISTICAL DATA ANALYSIS

The tests were scored by primary school teachers and tutors from PTCs at a central venue in Kampala. The test scores and information from the Attendance Register were captured using EpiDATA (version 3.02), and analysis was done using the STATA (version 12.0) statistical package.

Data analysis for each class was done at different levels. The first level of analysis involved determining the overall achievement level in each subject area in terms of mean score and the percentage of pupils reaching the desired level of proficiency. Then the proportion of pupils rated proficient in each competency of a subject was determined. Finally, performance was analyzed by pupils' gender and age, school ownership, location and district.

Pupils' overall achievement in each of the tests was described using one of four levels: 'Advanced', 'Adequate', 'Basic' and 'Inadequate', which were set at the time of preparing the tests. Detailed description of the categorization of the competencies, by performance levels is given in Section 2 of Chapters 3–7. The performance levels were defined as follows:

- Advanced level: indicates superior performance. A pupil with this rating would have demonstrated complete mastery of the subject matter.
- Adequate level: demonstrates competence in the subject matter. This is the desired minimum performance level that was required of all the pupils.
- Basic level: demonstrates competence in elementary concepts and skills. The pupil is performing at a level below his/her class.
- Inadequate level: demonstrates competence in only rudimentary concepts and skills and the pupil is performing far below the expected level of his/her class.

A pupil was rated proficient if he/she reached the 'Advanced' or 'Adequate' level of proficiency.

Chapter 3

ACHIEVEMENT OF P 3 PUPILS IN NUMERACY

3.1 INTRODUCTION

In this chapter, a presentation of the achievement of P 3 pupils in Numeracy is made. Firstly, the overall mean score and the proportions of pupils reaching the different proficiency levels is given. Secondly, the proportions of pupils attaining the threshold proficiency in each competence are made. Lastly, the mean scores and proportions of pupils rated proficient by gender, age, school ownership, location and zone is given. The competencies which constitute each proficiency level are highlighted in the next section.

3.2 DESCRIPTION OF THE COMPETENCIES ASSESSED BY PROFICIENCY LEVEL

This section describes the competencies within each proficiency level.

Note: *A pupil at a given proficiency level is assumed to have mastered all the competencies specified at his/her level and the competencies below the level.*

ADVANCED LEVEL
A pupil is able to: <ul style="list-style-type: none">• Apply addition or subtraction in novel situations.• Carry out buying and selling of common items.• Interpret a bar graph.• Draw a pictogram.• Write number names from numbers and vice versa.
ADEQUATE
A pupil is able to: <ul style="list-style-type: none">• Complete a sequence.• Add upto three 2 - digit numbers with carrying.• Subtract upto a 3 – digit number from a 3-digit number with borrowing.• Divide a 2 – digit number by a 1 – digit number.• Multiply a 2 – digit number by a 1 – digit number with carrying.• Draw a unit fraction.• Count numbers in twos, fives and tens.• Share equally a number of objects.• Identify the place value of a number upto hundreds.
BASIC
A pupil is able to: <ul style="list-style-type: none">• Show a 3 – digit number on an abacus.• Add upto three 3 – digit numbers without carrying.• Subtract upto a 3 – digit number from a 3 – digit number without borrowing.• Form sets• Sort objects (geometrical shapes).• Multiply upto a 2-digit number by 1 – digit number without carrying.

INADEQUATE
A pupil is able to: <ul style="list-style-type: none"> • Count objects or figures in ones and tens. • Add or subtract similar pictures. • Associate objects to objects or objects to figures. • Read a unit fraction.

3.3 OVERALL LEVEL OF ACHIEVEMENT OF P 3 PUPILS IN NUMERACY

In this section, a presentation of the overall level of performance of P 3 pupils in Numeracy is made. The overall mean score was 58.6% with a standard error (S.E) of 0.61. The respective mean scores of the boys and girls were 59.0% (S.E 0.61) and 58.3% (S.E 0.71), indicating that the means were comparable. The proportions of P 3 pupils reaching at or above the threshold proficiency in Numeracy are given in Table 3.01.

TABLE 3.01: PERCENTAGE OF P 3 PUPILS REACHING THE VARIOUS PROFICIENCY LEVELS IN NUMERACY, BY GENDER

PROFICIENCY LEVELS	BOYS	GIRLS	ALL
Advanced	23.4	23.0	23.2
Adequate	50.5	48.4	49.5
Basic	20.9	23.2	22.0
Inadequate	5.3	5.5	5.4
TOTAL	100.0	100.0	100.0

Over one in five pupils (23.2%) were rated 'Advanced'. These were the pupils who had a mastery of the concepts and skills expected of the national curriculum in P 3 Numeracy. For instance, they could not only carry out buying and selling of common items but were also able to interpret bar graphs and draw pictograms.

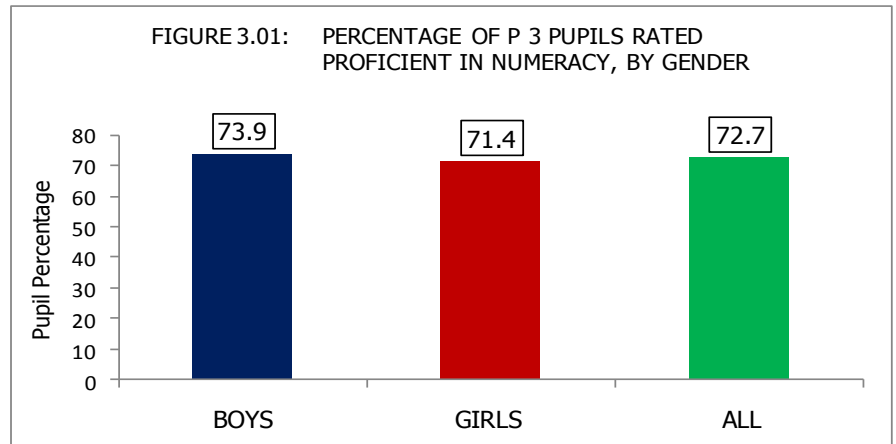
The second category of pupils rated 'Adequate' comprised 49.5%. These were the group of pupils who demonstrated satisfactory performance in the concepts and skills of P 3 Numeracy. They could not only carry out the four basic operations on whole numbers but also draw unit fractions and count numbers in twos, fives and tens.

The third category of P 3 learners rated 'Basic' constituted 22.0%. This category of pupils demonstrated partial understanding of the concepts and skills at the level. They could sort out geometrical shapes as well as show a 3-digit number on an abacus.

The last group of pupils rated 'Inadequate' comprised 5.4%. These were the pupils who demonstrated little understanding of the concepts at that level. For instance they had difficulty in adding or subtracting similar objects as well as counting objects in ones.

The proportion of boys and girls at each level of proficiency were comparable.

Figure 3.01 shows the proportions of P 3 pupils rated proficient (Advanced + Adequate) in Numeracy.



About 3 in 4 pupils (72.7%) reached at or above the threshold proficiency level. These were pupils who demonstrated competence over challenging subject matter and skills appropriate to the concepts. There was no significant difference in the proportion of boys and girls attaining the desired proficiency levels.

3.4 ACHIEVEMENT OF P 3 PUPILS IN NUMERACY BY TOPICAL AREAS OF NUMERACY

In this section, a description of the performance of P 3 pupils in Numeracy by topical areas is made. Table 3.02 shows the proportions of P.3 pupils rated proficient in topical areas of Numeracy.

TABLE 3.02: PERCENTAGE OF P 3 PUPILS RATED PROFICIENT IN TOPICAL AREAS OF NUMERACY


































TOPICAL AREA	BOYS	GIRLS	ALL
Associating objects	96.5	96.8	96.6
Counting	93.1	92.4	92.2
Multiplication	63.1	61.6	63.4
Subtraction	60.0	57.8	58.9
Addition	51.9	50.0	50.9
Division	47.5	42.6	45.1
Measures	31.5	27.0	29.3

Over 9 in 10 pupils reached the desired proficiency level in the topics of 'association' and 'counting'. The proportions of pupils rated proficient in the four basic operations on whole numbers ranged from 45.1% for 'division' to 63.4% for 'multiplication'. However, worst performance was exhibited in the topic of 'Measures'. There was no significant difference in the proportions of boys and girls attaining the threshold proficiency in Numeracy.

3.5 ACHIEVEMENT OF P 3 PUPILS IN SELECTED COMPETENCIES NUMERACY

This section outlines the performance of P 3 pupils in selected competencies assessed in the Numeracy test. The flags on each competence were assigned the colours 'Green', 'Yellow', or 'Red' where: 'Green' represents competencies in which at least three quarters of pupils were rated proficient. 'Yellow' represents the competencies in which at least a half, but less than three quarters of the pupils reached the desired proficiency. Lastly 'Red' shows competencies in which less than a half of the pupils attained the desired rating. Tables 3.03 – 3.06 give the proportions of P 3 pupils rated proficient in different competencies of Numeracy.

TABLE 3.03: PERCENTAGE OF P 3 PUPILS RATED PROFICIENT IN ASSOCIATING, PLACE VALUE AND COUNTING

COMPETENCIES	BOYS	GIRLS	ALL
Identifying place value on an abacus.	 98.2	 98.2	 98.2
Associating a number of objects to figures.	 95.8	 96.3	 96.1
Counting in fives.	 90.5	 91.5	 91.0
Counting in tens in increasing order	 89.2	 89.8	 89.5
Counting in ones in decreasing order.	 89.6	 88.3	 88.9
Associating a figure to its name in word(s).	 84.2	 83.9	 84.0
Counting in ones in increasing order.	 80.6	 78.0	 79.3
Showing a three digit number on an abacus.	 72.2	 74.1	 73.1
Associating an equal number of objects.	 62.6	 64.4	 63.5
Writing number symbols from words.	 63.0	 62.8	 62.9
Writing number names from symbols.	 47.0	 49.3	 48.1

Nearly all the P 3 pupils, over 95%, were able to identify the place value of a number on an abacus as well as associate objects to figures. Whereas majority of the pupils could count in ones, fives and tens, fewer than 3 in 4 could write number symbols from words as well as associate equal number of objects. P 3 pupils exhibited the worst performance in writing number names from their symbols where only 48.1% reached the desired proficiency level. The proportions of boys and girls reaching at or above the threshold proficiency were comparable.

3.04: PERCENTAGE OF P 3 PUPILS RATED PROFICIENT IN OPERATIONS ON NUMBERS

COMPETENCIES	BOYS	GIRLS	ALL
Adding two or three 2-digit numbers without carrying.	80.9	77.6	79.3
Subtracting up to a 3-digit number from up to 3-digit number without borrowing.	81.2	77.9	79.6
Multiplication as repeated addition.	77.6	78.9	78.2
Multiplying a one digit number by a one digit number.	74.3	72.0	73.2
Sharing objects	66.7	61.7	64.3
Division of a number less than 20 by a one-digit number.	63.2	61.4	62.3
Subtracting up to a two-digit number from a two-digit number with borrowing.	52.9	52.4	52.6
Dividing a number greater than 20 by a one digit number.	45.5	39.9	42.8
Adding two or three two-digit numbers with carrying.	43.1	40.5	41.9
Applying subtraction in daily life.	36.3	35.4	35.8
Applying addition in daily life.	30.5	31.5	31.0
Multiplying a two digit number by a one digit number.	15.2	14.0	14.7

In 'operations on numbers', best performance was exhibited in adding or subtracting up to three 2-digit numbers without carrying or borrowing. This was followed by multiplication as repeated addition where 78.2% of the pupils reached at or above the threshold proficiency. About 1 in 3 pupils could apply addition in daily life. Worst still only 14.7% of the pupils' demonstrated competence in multiplying a two digit number by a one digit number.

Apart from 'dividing a number greater than 20 by a one-digit number' where more boys than girls were rated proficient, the proportions of boys and girls reaching at or above the threshold proficiency in all the competencies of operation on numbers were comparable.

TABLE 3.05: PERCENTAGE OF P 3 PUPILS RATED PROFICIENT IN GRAPHS, SORTING, TELLING TIME AND MEASURES.

COMPETENCIES	BOYS	GIRLS	ALL
Sorting shapes.	73.2	73.4	73.3
Representing information in pictograms.	63.1	63.4	63.3
Telling time on the hour.	48.9	53.3	51
Interpreting bar graphs.	48.3	48.8	48.5
Solving sums involving buying and selling.	15.3	15.9	15.6

Nearly three quarters of P 3 pupils could sort geometrical shapes compared to a mere 15.6% who could solve sums involving buying and selling. About 1 in 2 pupils were rated proficient in the assessed competencies of 'Graphs', 'Measures' and 'Time'. The proportions of boys and girls reaching the desired rating in each competence were comparable.

TABLE 3.06: PERCENTAGE OF P 3 PUPILS RATED PROFICIENT IN FRACTIONS AND SETS

COMPETENCE	BOYS	GIRLS	ALL
Writing and drawing unit fractions with denominator less than 10.	85.0	84.3	85
Forming sets.	75.5	80.7	78

Overall 84.7% of P 3 pupils were rated proficient in writing and drawing unit fractions with denominator less than 10. Fewer than 4 in 5 pupils attained a similar rating in forming sets. Girls performed significantly better than the boys in 'forming sets'.

3.6 ACHIEVEMENT OF P 3 PUPILS IN NUMERACY BY AGE

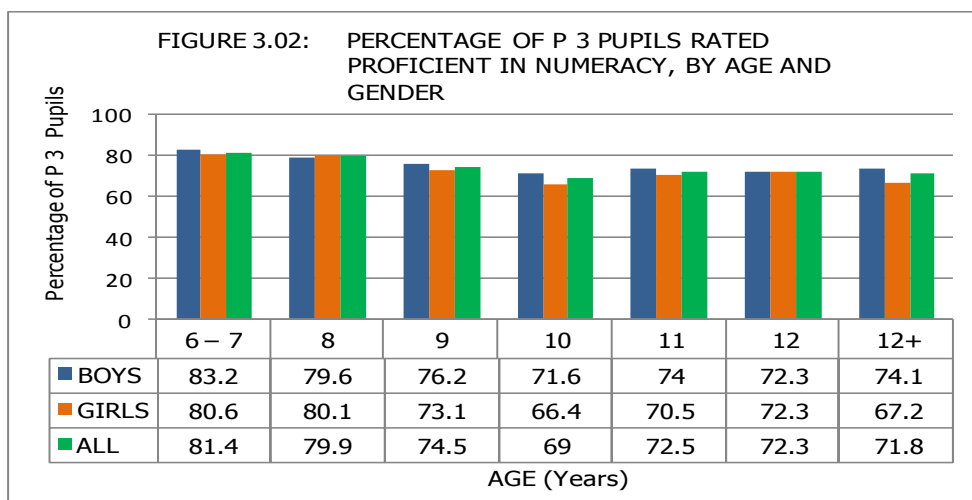
This section presents the performance of P 3 pupils in Numeracy by age and gender. Table 3.07 shows the mean scores of P 3 pupils by age and gender.

TABLE 3.07: MEAN SCORES OF P 3 PUPILS IN NUMERACY BY AGE AND GENDER

AGE (years)	BOYS		GIRLS		ALL	
	Mean	S.E	Mean	S.E	Mean	S.E
6 – 7	60.4	3.34	63.9	2.38	62.8	2.04
8	63.6	1.56	64.1	1.27	63.9	1.11
9	60.9	1.09	59.5	1.25	60.2	1.01
10	57.6	0.77	55.4	0.86	56.5	0.69
11	58.7	0.86	57.9	1.08	58.4	0.76
12	58.2	0.92	57.6	1.11	58.0	0.81
12+	58.1	1.08	54.9	1.31	57.0	0.96

The mean scores first increased with increase in age from 62.8% for the 6 – 7 year olds to 63.9% for the 8 year olds. It then decreased to 60.2% for the 9 year-olds and remained nearly constant for the other ages beyond 9 years. Boys and girls obtained insignificantly different mean scores.

Figure 3.02 shows the proportions of P 3 pupils rated proficient in Numeracy by age and gender.



The proportions of P 3 pupils reaching the desired rating in Numeracy by age first decreased with increase in age from 81.4% for 6 – 7 year-olds to 69.0% for the 10 year-olds. It then remained approximately the same ($\approx 72\%$) for the other ages beyond 10 years. The proportion of boys and girls reaching at or above the threshold proficiency was comparable.

3.7 ACHIEVEMENT OF P 3 PUPILS IN NUMERACY BY SCHOOL OWNERSHIP

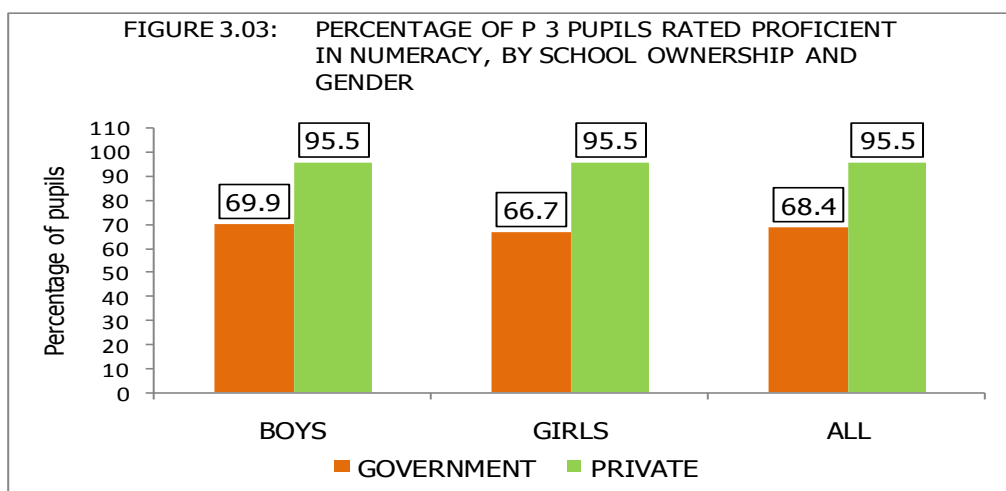
This section describes the performance of P 3 pupils in Numeracy by school ownership and gender. Table 3.08 shows the mean scores of P 3 pupils in Numeracy by school ownership and gender.

TABLE 3:08: MEAN SCORES (PERCENTAGE) OF P 3 PUPILS IN NUMERACY BY SCHOOL OWNERSHIP

SCHOOL OWNERSHIP	BOYS		GIRLS		ALL	
	Mean	S.E	Mean	S.E	Mean	S.E
Government	56.1	0.57	55.0	0.70	55.6	0.58
Private	74.6	1.25	74.9	1.31	74.7	1.19

Pupils from private schools obtained a significantly higher mean score (74.7%) than their counter parts from government schools (55.6%). Within each school ownership category, the boys and girls obtained comparable mean scores.

Figure 3.03 shows the proportions of P 3 pupils rated proficient in Numeracy by school ownership and gender.



Whereas over 19 in 20 pupils were rated proficient in private schools, only 68.4% (about 2 in 3 pupils) attained a similar rating in government schools. In either school setting, the proportions of boys and girls reaching at or above the threshold proficiency were comparable.

3.8 ACHIEVEMENT OF P 3 PUPILS IN NUMERACY BY SCHOOL LOCATION

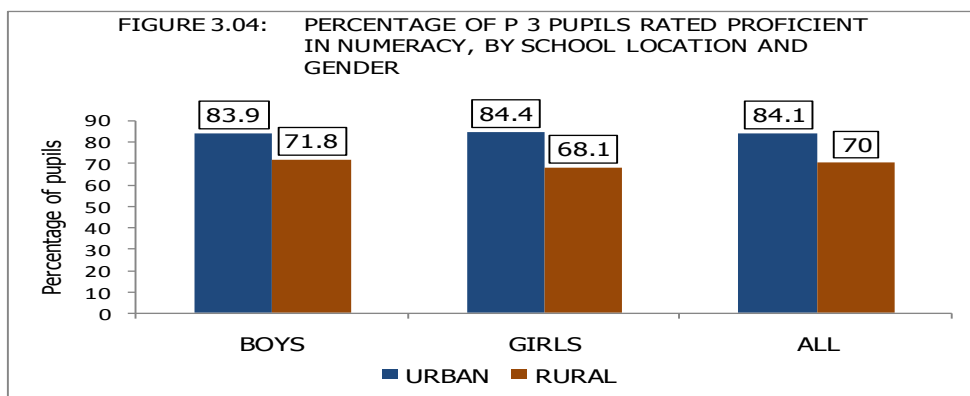
In this section, an outline of the achievement of P 3 pupils in Numeracy by school location is given. Table 3.09 shows the mean scores of P 3 pupils in Numeracy by school location and gender.

TABLE 3:09: MEAN SCORES OF P 3 PUPILS IN NUMERACY BY SCHOOL LOCATION AND GENDER

SCHOOL LOCATION	BOYS		GIRLS		ALL	
	Mean	S.E	Mean	S.E	Mean	S.E
Urban	65.2	1.66	66.3	2.04	65.8	1.76
Rural	57.6	0.66	56.2	0.73	57.0	0.65

Pupils from urban schools obtained a significantly higher mean score (65.8%) than that (57.0%) obtained by their counterparts from rural schools. Within each school location, the mean scores were comparable.

Figure 3.04 shows the percentage of pupils rated proficient in Numeracy by school location and gender.



The respective proportions of P 3 pupils rated proficient from urban and rural schools were 84.1% and 70.0%; implying that significantly more pupils from urban schools attained the desired rating. Within each school set up, the proportions of boys and girls reaching at or above the threshold proficiency was comparable.

3.9 ACHIEVEMENT OF P 3 PUPILS IN NUMERACY BY ZONE

In this section, a description of the performance of P 3 pupils in Numeracy by zone and gender is given. Table 3.10 shows the mean scores of P 3 pupils in Numeracy by zone and gender.

TABLE 3.10: MEAN SCORES (%) OF P 3 PUPILS RATED PROFICIENT IN NUMERACY BY ZONE

REGION	ZONE	BOYS		GIRLS		ALL	
		Mean	S.E	Mean	S.E	Mean	S.E
Central	Central I	60.8	1.54	64.5	1.46	62.6	1.40
	Central II	57.7	1.82	60.1	1.60	58.9	1.60
	Central III	66.2	1.71	65.2	1.50	65.7	1.52
East	Far East	46.5	2.31	43.2	2.62	44.8	2.18
	Mid East I	49.2	2.90	47.8	3.38	48.6	3.01
	Mid East II	49.1	4.38	48.5	6.03	48.8	5.13
	Near East	52.5	2.46	52.0	3.26	52.2	2.82
Kampala	Kampala	65.2	4.69	61.0	7.19	63.0	5.75
North	Mid North I	47.2	2.18	46.1	1.85	46.7	1.85
	Mid North II	45.4	2.37	38.0	2.02	41.8	1.96
	North East	60.2	2.53	49.5	2.62	56.2	2.51
	West Nile	61.6	3.10	57.5	2.38	59.7	2.53
West	Far West	60.8	2.48	59.4	3.29	60.2	2.62
	Mid West	57.2	2.31	55.3	2.31	56.3	2.20
	North West	59.0	3.92	57.2	4.37	58.1	4.03
	South West	72.2	1.2	71.6	1.27	71.9	1.19
Uganda		59.0	0.61	58.3	0.71	58.6	0.61

Pupils from South West obtained the highest mean score (71.9%) followed by those from Central III who obtained a mean score of 65.7% and then those from Kampala (mean score 63.0%). The mean scores of pupils from the rest of the districts were in the range of 41.8% - 62.6%. Low performance level (41.8%) was exhibited by pupils from Mid North II. Apart from Central I and II the boys obtained higher scores than the girls in the rest of the zones. Table 3.10 shows the percentages of P 3 pupils rated proficient by zone and gender.

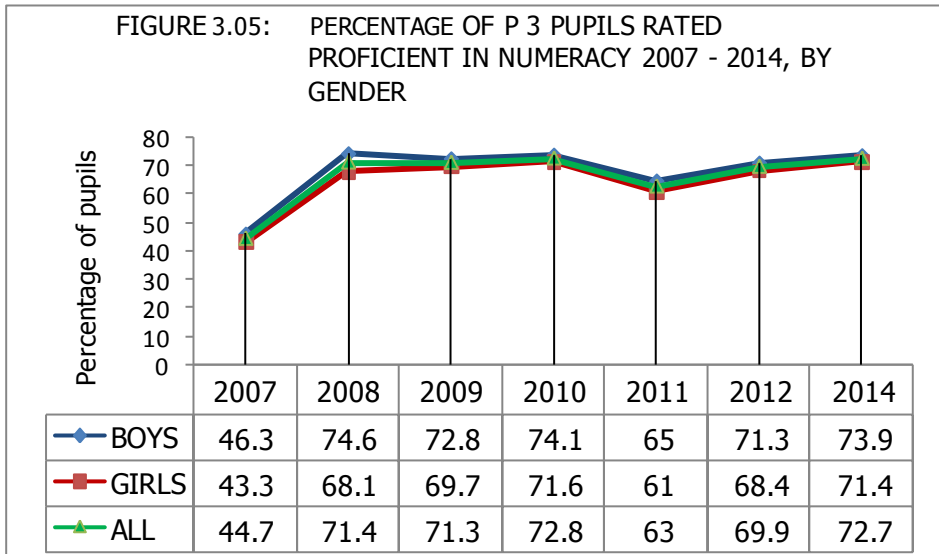
TABLE 3.11: PERCENTAGES OF P 3 PUPILS RATED PROFICIENT IN NUMERACY BY ZONE AND GENDER

REGION	ZONE	BOYS	GIRLS	ALL
Central	Central I	78.6	84.3	81.3
	Central II	75.8	78.2	77.0
	Central III	86.3	88.2	87.3
East	Far East	48.3	35.8	42.1
	Mid East I	52.6	49.9	51.4
	Mid East II	54.4	50.7	52.6
	Near East	60.1	55.7	57.8
Kampala	Kampala	84.7	75.7	80.0
North	Mid North I	51.1	50.2	50.7
	Mid North II	46.4	29.4	38.2
	North East	71.6	52.5	64.3
	West Nile	82.7	76.0	79.6
West	Far West	79.1	75.8	77.5
	Mid West	70.1	66.9	68.6
	North West	73.9	65.6	69.9
	South West	97.2	95.0	96.2
Uganda		73.9	71.4	72.7

South West had the highest proportion of pupils (96.2%) reaching at or above the minimum desired rating, followed by central III (87.3%). Far East and Mid North II had fewer than a half of their pupils rated proficient. A part from Central I, II and III more boys than girls attained the desired rating in the rest of the thirteen (13) zones.

3.10 ACHIEVEMENT OF P 3 PUPILS IN NUMERACY IN THE YEARS 2007 – 2014

This section presents the achievement pattern of P 3 pupils in Numeracy from 2007 – 2012, and then 2014. Figure 3.05 shows the proportions of pupils rated proficient in Numeracy over the years 2007 – 2014.



The proportions of P 3 pupils rated proficient in Numeracy increased from 44.7% in 2007 to 71.4% in 2008 where it remained nearly constant up to 2010. In 2011, the proportion dropped to 63.0% and in 2012 it rose to about its previous constant value up to 2014. More boys than girls reached at or above the threshold proficiency in Numeracy each year.

3.11 CONCLUSION

P 3 pupils performed best in the topics of 'association' and 'counting'. 'Measures' was the worst done topic in P 3 Numeracy.

Whereas 98.2% of P 3 pupils could identify the place value of a number on an abacus, only 73.1% could show a 3 – digit number on an abacus. Further more, P 3 pupils demonstrated the same competence in 'counting in tens' and 'counting in fives'.

P 3 pupils seem to have mastered subtraction with borrowing (52.6%) more than addition with carrying (41.9%).

On the whole, boys and girls are performing at the same level in P 3 Numeracy.

Girls (53.3%) seem to have mastered the reading of the clock 'to the hour' than the boys (48.9%).

The age difference at P 3 plays a small role since there is an insignificant difference in the proportions of pupils rated proficient between any two ages.

Chapter 4

ACHIEVEMENT OF P 3 PUPILS IN LITERACY IN ENGLISH

4.1 INTRODUCTION

The achievement of P 3 pupils in Literacy in English is presented in this chapter. The presentation begins with a description of the competencies that were assessed. This is followed by a description of the overall level of performance and the achievement of pupils in the various competencies. Then, finally, pupils' achievement in Literacy in English by gender is presented by age, school ownership, school location and zone. The competences which constitute each proficiency level are highlighted in the next section.

4.2 DESCRIPTION OF THE COMPETENCIES ASSESSED BY PROFICIENCY LEVEL

This section describes the competencies within each proficiency level.

Note: *A pupil at a given proficiency level is assumed to have mastered all the competencies below his/her level, plus the competencies specified at this/her level.*

ADVANCED LEVEL	
Reading Comprehension	Writing
<p>A pupil is able to:</p> <ul style="list-style-type: none">• Read and describe the activities in a picture using meaningful, correct sentences and form of words.• Associate activities to sentences describing them.• Read and complete sentences correctly.• Read and answer questions about a story, including those which require deeper understanding of the story.	<p>A pupil is able to:</p> <ul style="list-style-type: none">• Write a sentence with the correct spelling, spacing, capitalization and punctuation.• Copy a story neatly, legibly and with the correct spelling, spacing, and punctuation.
ADEQUATE LEVEL	
<p>A pupil is able to:</p> <ul style="list-style-type: none">• Associate pictures to words describing them.• Identify the missing parts on an object and draw and name them correctly.• Read a picture in the form of dots and join all the dots correctly.	<p>A pupil is able to:</p> <ul style="list-style-type: none">• Draw pictures of named objects correctly.• Copy words correctly.• Name objects found at home and school correctly.

<ul style="list-style-type: none"> • Complete words correctly. 	<ul style="list-style-type: none"> • Write the letters of the alphabet with the correct shape and placement.
<ul style="list-style-type: none"> • Read a story and answer questions that require short and direct answers. 	<ul style="list-style-type: none"> • Write patterns with the correct size, shape and rhythm. • Write words correctly. • Write sentences, but makes some errors in spelling, spacing, capitalization and punctuation. • Copy a story, but makes some errors in spelling, spacing, capitalization and punctuation
ADEQUATE LEVEL	
<p>A pupil is able to:</p> <ul style="list-style-type: none"> • Associate pictures to words describing them. • Identify the missing parts on an object and draw and name them correctly. • Read a picture in the form of dots and join all the dots correctly. • Complete words correctly. • Read a story and answer questions that require short and direct answers. 	<p>A pupil is able to:</p> <ul style="list-style-type: none"> • Draw pictures of named objects correctly. Copy words correctly. • Name objects found at home and school correctly. • Write the letters of the alphabet with the correct shape and placement. • Write patterns with the correct size, shape and rhythm. • Write words correctly. • Write sentences, but makes some errors in spelling, spacing, capitalization and punctuation. • Copy a story, but makes some errors in spelling, spacing, capitalization and punctuation
BASIC LEVEL	
Reading Comprehension	Writing
<p>A pupil is able to:</p> <ul style="list-style-type: none"> • Describe parts of an activity in a picture. • Associate object to the same object. • Identify some of the missing parts of an object and draw them correctly. • Read a picture in the form of dots, but joins only some dots to form the picture. 	<p>A pupil is able to:</p> <ul style="list-style-type: none"> • Draw pictures of some named objects in their immediate surroundings. • Name pictures of some objects in the home and at school, with simple and familiar names. • Write the letters of the alphabet, but with incorrect shape or

<ul style="list-style-type: none"> • Complete common words of up to three letters. • Identify words with a capital letter. 	<ul style="list-style-type: none"> • position. • Write patterns with varying sizes and rhythms. • Copy a story, but makes many errors in spelling, spacing and punctuation.
INADEQUATE LEVEL	
Reading Comprehension	Writing
<p>A pupil is able to:</p> <ul style="list-style-type: none"> • Identify some of the missing parts of an object, but draws them in the wrong positions. • Read a picture given in the form of dots, but not join the dots correctly. 	<p>A pupil is able to:</p> <ul style="list-style-type: none"> • Copy some familiar words, but the writing is nearly illegible. • Write the letters of the alphabet, but some in the mirror image form. • Write single letters repeatedly instead of a pattern.

4.3 OVERALL LEVEL OF ACHIEVEMENT OF P 3 PUPILS IN LITERACY IN ENGLISH

The overall mean score of P 3 pupils in Literacy in English was 53.8% (S.E:0.73). The mean scores by gender were: boys 52.2% (S.E: 0.73) and girls 55.5% (S.E: 0.83). The girls scored a higher mean score than the boys. Table 4.01 shows the percentage of P 3 pupils reaching the various levels of proficiency in Literacy in English by gender.

TABLE 4:01: PERCENTAGE OF P 3 PUPILS REACHING THE VARIOUS PROFICIENCY LEVELS IN LITERACY IN ENGLISH, BY GENDER

PROFICIENCY LEVELS	BOYS	GIRLS	ALL
Advanced	17.3	23.3	20.2
Adequate	44.7	43.2	44.0
Basic	28.5	25.0	26.8
Inadequate	09.5	08.5	09.0
TOTAL	100.0	100.0	100.0

About a fifth of the P 3 pupils (20.2%) were rated 'Advanced'. These are pupils who had mastered the competencies of P 3 Literacy in English as specified in the curriculum.

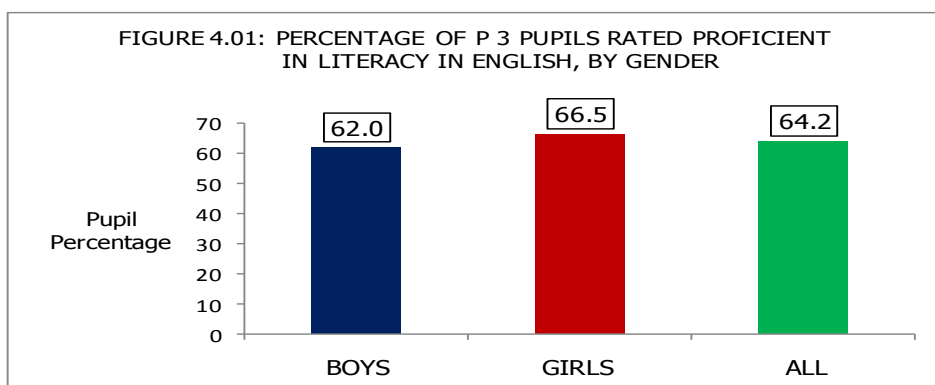
A total of 44.0% of the pupils were rated 'Adequate'. These are pupils who had acquired the desired minimum level of proficiency expected at the P 3 class level.

Slightly more than a quarter of the pupils (26.8%) were categorized 'Basic'. These are pupils who exhibited only the elementary competencies of Literacy in English.

Less than a tenth of the pupils (0.9%) were rated 'Inadequate'. These pupils performed below the P 3 class level.

A pupil is rated proficient if he/she attains the 'Advanced' or 'Adequate' proficiency level.

Figure 4.01 shows the percentage of P 3 pupils who reached the desired minimum level of proficiency in Literacy in English, by gender.



About two thirds of the P 3 pupils reached the desired minimum level of proficiency in Literacy in English. The girls (66.5%) performed significantly better than the boys (62.0%).

4.4 ACHIEVEMENT OF P 3 PUPILS IN VARIOUS COMPETENCIES OF LITERACY IN ENGLISH










This section presents the achievement of P 3 pupils in various competencies of Literacy in English. Table 4.02 shows the percentage of P 3 pupils rated proficient in the competencies of Reading Comprehension.

TABLE 4.02: PERCENTAGE OF P 3 PUPILS RATED PROFICIENT IN THE COMPETENCIES OF READING COMPREHENSION

COMPETENCIES	BOYS	GIRLS	ALL
Associating (object:object; object:word; activity:sentence).	🚩 95.5	🚩 94.5	🚩 95.0
Reading and Completing pictures.	🚩 80.6	🚩 80.1	🚩 80.3
Reading and Completing words.	🚩 73.7	🚩 77.7	🚩 75.6
Recognising objects in picture form.	🚩 65.7	🚩 71.5	🚩 68.6
Reading and comprehending a story.	🚩 62.9	🚩 70.2	🚩 66.4
Reading and completing sentences.	🚩 56.5	🚩 62.6	🚩 59.5
Identifying capital letters.	🚩 38.1	🚩 42.2	🚩 40.1
Reading and describing the activities in a picture.	🚩 24.5	🚩 30.2	🚩 27.3

More than three quarters of the P 3 pupils were rated proficient in 'associating' (95%), 'reading and completing pictures' (80.3%) and 'reading and completing words' (75.6%). However, less than a half of the pupils reached the same level in 'Reading and describing the activities in a picture' (27.3%) and 'identifying capital letters' (40.1%). The gender differences in most of the competencies were significant in favour of the girls.

























TABLE 4.03: PERCENTAGE OF P 3 PUPILS WHO ASSOCIATED VARIOUS ITEMS CORRECTLY

COMPETENCIES	BOYS	GIRLS	ALL
Associating objects to objects.	 99.4	 99.2	 99.3
Associating objects to names.	 72.6	 68.6	 70.7
Associating activity to a sentence.	 51.0	 56.9	 53.8

Nearly all the P 3 pupils (99.3%) could associate an object to the same object, while 70.7% were able to associate an object to its name. Nevertheless, just slightly more than a half (53.8%) could associate an activity to a sentence describing it.

Table 4.04 shows the percentage of P 3 pupils rated proficient in the competencies of writing.

TABLE 4.04: PERCENTAGE OF P 3 PUPILS RATED PROFICIENT IN THE COMPETENCES OF WRITING.

COMPETENCIES	BOYS	GIRLS	ALL
Writing patterns.	 94.7	 95.4	 95.1
Writing letters of the alphabet.	 88.5	 89.9	 89.2
Copying pictures.	 85.5	 87.2	 86.3
Drawing and naming pictures.	 84.1	 86.6	 85.4
Copying a story.	 78.6	 83.4	 80.9
Writing words.	 65.9	 70.1	 67.9
Writing sentences.	 56.7	 61.6	 59.1
Naming objects in pictures.	 34.8	 37.9	 36.3

Over three quarters of the pupils: 95.1%, 89.2%, 86.3%, 85.4%, and 80.9% were rated proficient in the competencies of: 'writing patterns', 'writing letters of the alphabet', 'copying pictures', 'drawing and naming pictures' and 'copying a story', respectively. Fewer: 67.9%, 59.1%, and 36.3% reached a similar level in 'writing words', 'writing sentences' and 'naming objects in pictures', respectively. Gender differences were significant in 'copying a story', 'writing words' and 'writing sentences' with more girls rated proficient.

4.5 ACHIEVEMENT OF P 3 PUPILS IN LITERACY IN ENGLISH BY AGE

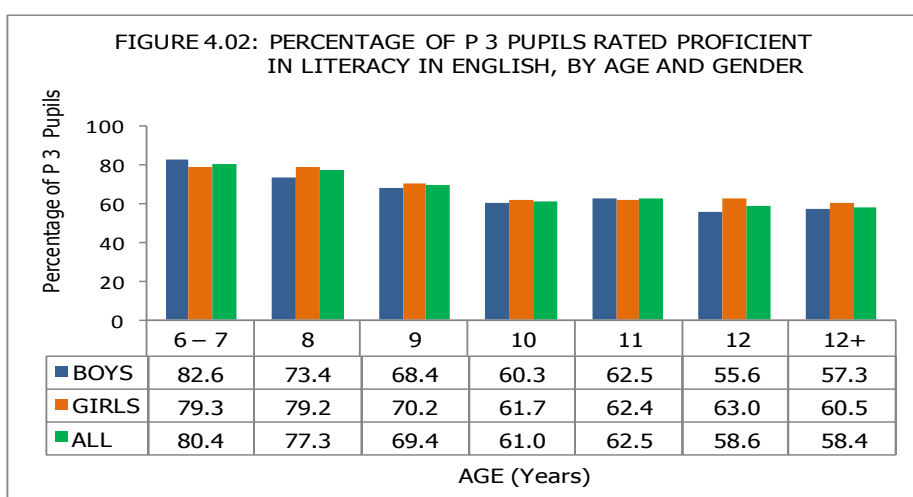
The achievement of P 3 pupils in Literacy in English by age is presented in this section. Table 4.05 shows the mean scores of P 3 pupils in Literacy in English by age.

TABLE 4.05: MEAN SCORES (PERCENTAGE) OF P 3 PUPILS IN LITERACY IN ENGLISH BY AGE AND GENDER

AGE (years)	BOYS		GIRLS		ALL	
	Mean	S.E	Mean	S.E	Mean	S.E
6-7	63.0	4.41	66.1	3.05	65.1	2.67
8	61.7	1.84	66.0	1.53	64.6	1.32
9	56.8	1.40	58.6	1.37	57.8	1.21
10	51.0	0.95	51.8	0.99	51.4	0.83
11	51.1	0.90	52	1.17	51.4	0.79
12	48.8	1.01	51.8	1.21	50.0	0.90
12+ ^γ	48.7	1.03	50.4	1.43	49.3	0.95

The mean scores of P 3 pupils declined with increase in age. The means at the different age levels ranged from 65.1% for age 6 - 7 years to 49.3% for pupils over 12 years of age. The gender differences in performance existed with the girls obtaining higher means than the boys, and significantly so at age 8 years.

Figure 4.02 shows the percentage of P 3 pupils rated proficient in Literacy in English by age and gender.



^γ Age above 12 years

The percentage of P 3 pupils rated proficient in Literacy in English ranged from 80.4% for the 6 – 7 year-olds to 58.4% for the pupils above 12 years old. Over three quarters of the pupils aged 6 – 8 years were rated proficient, while fewer of the pupils aged 9 – 12⁺ years attained the same rating at each respective age level. There were significant gender differences in performance of pupils aged 6 – 7, 8 and 12 years.

4.6 ACHIEVEMENT OF P 3 PUPILS IN LITERACY IN ENGLISH BY SCHOOL OWNERSHIP

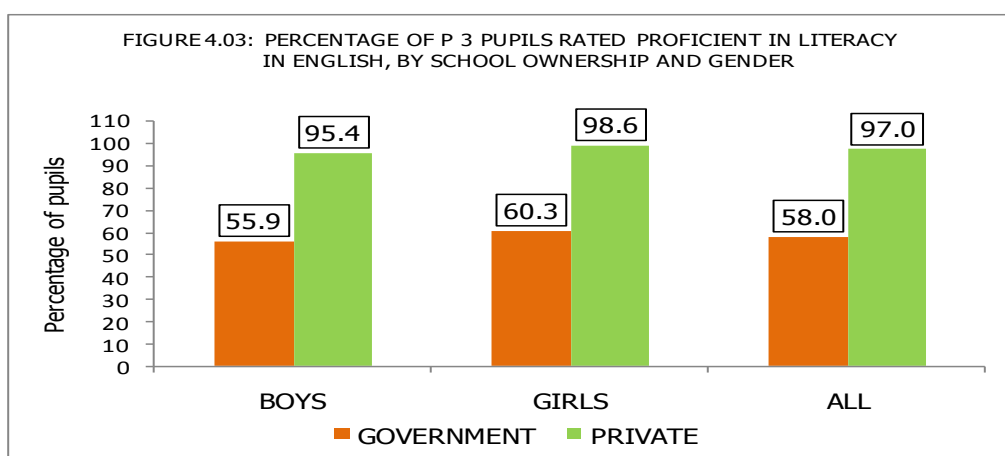
This section describes the achievement of P 3 pupils in Literacy in English by school ownership. Table 4.06 shows the mean scores of P 3 pupils in Literacy in English by school ownership.

TABLE 4.06: MEAN SCORES (PERCENTAGE) OF P 3 PUPILS IN LITERACY IN ENGLISH BY SCHOOL OWNERSHIP

SCHOOL OWNERSHIP	BOYS		GIRLS		ALL	
	Mean	S.E	Mean	S.E	Mean	S.E
Government	48.1	0.63	50.7	0.78	49.3	0.66
Private	74.5	1.63	80.0	1.35	77.3	1.41

The mean score of P 3 pupils in government schools was 49.3%, while pupils in private schools obtained a mean of 77.3%. Much as girls performed better than the boys, the differences were not significant.

Figure 4.03 presents the percentage of P 3 pupils rated proficient in Literacy in English by school ownership.



Nearly all the P 3 pupils in private schools (97.0%) reached the desired level of proficiency, while fewer (58.0%) in the government schools attained a similar rating. More girls than boys in both categories of school ownership were rated proficient.

4.7 ACHIEVEMENT OF P 3 PUPILS IN LITERACY IN ENGLISH BY SCHOOL LOCATION

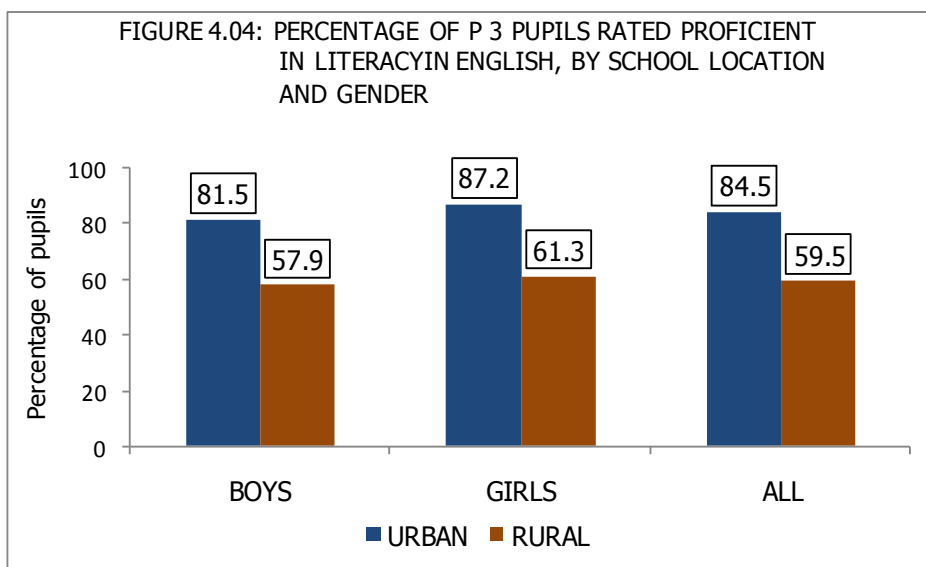
The results of the achievement of P 3 pupils in Literacy in English by school location is presented in this section. Table 4.07 shows the mean scores of P 3 pupils in Literacy in English by school location and gender.

TABLE 4.07: MEAN SCORES (PERCENTAGE) OF P 3 PUPILS IN LITERACY BY SCHOOL LOCATION AND GENDER

SCHOOL LOCATION	BOYS		GIRLS		ALL	
	Mean	S.E	Mean	S.E	Mean	S.E
Urban	64.4	1.82	70.6	1.93	67.7	1.79
Rural	49.6	0.80	51.7	0.87	50.6	0.80

The P 3 pupils in urban schools scored a mean of 67.7%, while that of the pupils in the rural schools was 50.6%. Whereas there was no significant gender difference in mean scores of pupils in the rural schools, there was significant gender difference in performance of pupils in the urban schools with the girls obtaining a higher mean.

Figure 4.04 presents the percentage of P 3 pupils rated proficient in Literacy in English by school location.



Over three quarters of the P 3 pupils in the urban schools (84.5%) reached the desired minimum level of proficiency in Literacy in English. Fewer (59.5%) obtained the same rating in the rural schools. Significantly more girls (87.2%) than boys (81.5%) were rated proficient in the urban schools. However, the gender difference in performance of pupils in the rural schools was not significant.

4.8 ACHIEVEMENT OF P 3 PUPILS IN LITERACY IN ENGLISH BY ZONE

This section describes the achievement of P 3 pupils in Literacy in English by zone. Table 4.08 shows the mean scores of P 3 pupils in Literacy in English by zone and gender.

TABLE 4.08: MEAN SCORES (%) OF P 3 PUPILS IN LITERACY IN ENGLISH BY ZONE

REGION	ZONE	BOYS		GIRLS		ALL	
		Mean	S.E	Mean	S.E	Mean	S.E
Central	Central I	57.3	2.30	66.0	1.87	61.5	2.00
	Central II	53.0	2.06	59.9	2.28	56.4	2.08
	Central III	60.1	1.94	63.0	2.03	61.6	1.91
East	Far East	36.4	2.60	35.9	3.15	36.1	2.55
	Mid East I	42.4	3.34	42.5	3.60	42.5	3.38
	Mid East II	42.0	5.22	44.7	6.02	43.3	5.58
	Near East	43.0	2.73	46.7	3.65	45.0	3.20
Kampala	Kampala	69.7	3.96	72.5	5.65	71.1	4.58
North	Mid North I	36.0	1.45	36.3	1.64	36.2	1.39
	Mid North II	34.0	2.37	29.6	1.59	31.9	1.78
	North East	53.4	2.54	44.8	2.20	50.1	2.27
	West Nile	48.2	3.20	45.6	1.97	47.0	2.47
West	Far West	51.8	3.19	54.0	4.39	52.8	3.51
	Mid West	50.0	2.63	50.6	2.30	50.3	2.32
	North West	49.6	5.08	52.4	5.34	50.9	5.10
	South West	66.8	1.90	71.1	1.64	68.9	1.70
Uganda		52.2	0.73	55.5	0.83	53.8	0.73

P 3 pupils in Kampala and South West zones scored the highest means of 71.1% and 68.9%, respectively. Far East (36.1%) and Mid North II (31.9%) obtained the lowest mean scores. Most of the zones under the same region scored means falling nearly in the same range. Gender differences in performance were significant in five zones – Central I, Central II and South West where girls scored significantly higher means than the boys; then Mid North II and North East with the boys obtaining significantly higher mean scores than the girls.

Table 4.09 shows the percentage of P 3 pupils rated proficient in Literacy in English by zone.

TABLE 4.09: PERCENTAGES OF P 3 PUPILS RATED PROFICIENT IN LITERACY IN ENGLISH BY ZONE.

REGION	ZONE	BOYS	GIRLS	ALL
Central	Central I	71.7	86.4	78.7
	Central II	66.8	77.5	72.0
	Central III	80.8	84.2	82.6
East	Far East	32.5	28.7	30.6
	Mid East I	42.0	40.0	40.9
	Mid East II	38.6	43.2	40.8
	Near East	40.6	47.4	44.3
Kampala	Kampala	70.0	89.1	89.5
North	Mid North I	29.9	28.7	29.4
	Mid North II	21.5	14.3	18.0
	North East	67.2	49.8	60.6
	West Nile	57.1	51.4	54.5
West	Far West	65.6	66.4	66.0
	Mid West	58.8	64.9	61.7
	North West	55.2	58.8	57.0
	South West	89.6	94.8	92.1
Uganda		62.0	66.5	64.2

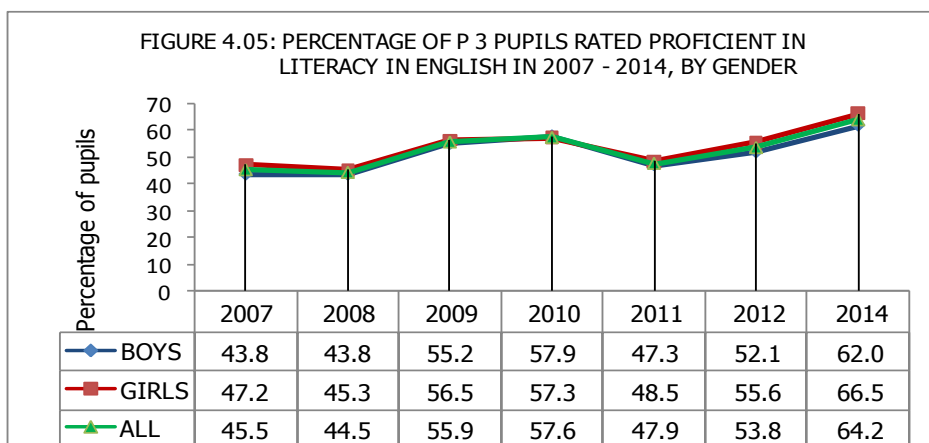
Over three quarters of the P 3 pupils in the zones of South West (92.1%), Kampala (89.5%), Central III (82.6%) and Central I (78.7%) reached the desired minimum proficiency level.

Six zones: Near East (44.3%), Mid East I (40.9%), Mid East II (40.8%), Far East (30.6%), Mid North I (29.4%) and Mid North II (18.0%) had each less than a half of the pupils rated proficient.

Gender differences were noticed in some zones in varying proportion. Girls performed significantly better than the boys in the seven zones of: Central I, Central II, Mid East II, Near East, Kampala, Mid West and South west. On the other hand, it was the reverse in the three zones of: Mid North II, North East and West Nile.

4.9 ACHIEVEMENT OF P 3 PUPILS IN LITERACY IN ENGLISH IN THE YEAR 2007 – 2014

This section presents the achievement of P 3 pupils in Literacy in English over the years 2007 – 2014. Figure 4.05 presents the P 3 pupils rated proficient in Literacy in English in the years 2007 – 2014.



The P 3 pupils' achievement between the years 2007 – 2008 was nearly the same. However, from the year 2008 the pupils' achievement changed positively from 44.5% to 57.6% in the year 2010; only to experience a decline in the year 2011. Nevertheless, in the year 2012, it regained and rose up to 53.8% pupils rated proficient and to 64.2% in the year 2014. The girls have consistently maintained an upper hand in Literacy in English achievement which was even significant in the year 2012..10:

4.5 CONCLUSION

P 3 pupils performed better in competencies of 'writing' compared to those of 'Reading Comprehension'.

Among the competencies of 'writing' where the pupils performed so well are: 'writing patterns', 'writing letters of the alphabet', 'copying pictures', 'drawing and naming objects' and 'copying a story'. They had difficulty naming objects presented in picture form.

In Reading Comprehension, the P 3 pupils performed best in the competence of 'associating'. They easily associated pictures of the same objects to their names. However, they had difficulty associating activities to simple sentences describing the activities.

This could be because of the poor reading skills required to read sentences as exhibited in the Oral Reading assessment; with only 51.4% rated proficient in 'Reading a sentence', which percentage is nearly the same as 53.8% who could associate an activity to a sentence describing it.

The pupils again had difficulty in reading and describing activities in a picture and identifying capital letters.

Chapter 5

ACHIEVEMENT OF P 3 PUPILS IN ORAL READING

5.1 INTRODUCTION

This chapter is a presentation of the P 3 pupils' achievement in Oral Reading. The assessment in Oral Reading focused on Reading and Listening Comprehension. Reading consisted of reading letter sounds, words, sentences and a story. Listening comprehension comprised a set of instructions given orally and the pupil was expected to respond appropriately. The presentation of the results begins with the overall achievement of the P 3 pupils in Oral Reading, which is followed by pupils' performance in the specific reading tasks. Lastly, performance is presented according to pupils' age, school ownership, location and zone. The competencies which constitute each proficiency level are highlighted in the next section.

5.2 DESCRIPTION OF COMPETENCIES ASSESSED IN ORAL READING

A description of the main competencies assessed in Oral Reading is given in the next section.

Note: *A pupil is assumed to have mastered all the competencies specified at his/her level, plus the competencies below his/her level.*

ADVANCED LEVEL

Reading letter sounds	Reading words	Reading sentences	Reading a story	Listening Comprehension
A pupil at this level is able to: <ul style="list-style-type: none"> Recognise letter sounds and pronounce them correctly. 	A pupil at this level is able to: <ul style="list-style-type: none"> Recognize and read given words correctly. 	A pupil at this level is able to: <ul style="list-style-type: none"> Recognise and read given sentences using the correct intonation. 	A pupil at this level is able to: <ul style="list-style-type: none"> Read a story fluently, expressively and with confidence. 	A pupil at this level is able to: <ul style="list-style-type: none"> Respond immediately and appropriately to all the commands given.

ADEQUATE LEVEL

Reading letter sounds	Reading words	Reading sentences	Reading a story	Listening Comprehension
A pupil at this level is able to: <ul style="list-style-type: none"> Recognize the letter sounds but has problems with pronouncing some of them correctly. 	A pupil at this level is able to: <ul style="list-style-type: none"> Read only some words correctly. 	A pupil at this level is able to: <ul style="list-style-type: none"> Read most of the words that make a sentence, but not fluently. 	A pupil at this level is able to: <ul style="list-style-type: none"> Read a story with minor errors in fluency, expressiveness and confidence. 	A pupil at this level is able to: <ul style="list-style-type: none"> Respond to all the commands, but not immediately.

BASIC LEVEL

Reading letter sounds	Reading words	Reading sentences	Reading a story	Listening Comprehension
<p>A pupil at this level is able to:</p> <ul style="list-style-type: none"> Recognize the letter sounds, but read them as letter names of the English alphabet. 	<p>A pupil at this level is able to:</p> <ul style="list-style-type: none"> Read only a few words. 	<p>A pupil at this level is able to:</p> <ul style="list-style-type: none"> Read only a few of the words in a sentence. 	<p>A pupil at this level is able to:</p> <ul style="list-style-type: none"> Read words in a story as independent words with little or no fluency, expressiveness and confidence. 	<p>A pupil at this level is able to:</p> <ul style="list-style-type: none"> Respond to only a few of the commands appropriately but not immediately.

INADEQUATE LEVEL

Reading letter sounds	Reading words	Reading sentences	Reading a story	Listening Comprehension
<p>A pupil at this level is able to:</p> <ul style="list-style-type: none"> Recognize some of the letter sounds, but pronounce some of them as letter names of the English alphabet. 	<p>A pupil at this level is able to:</p> <ul style="list-style-type: none"> Read one or two out of ten words. 	<p>A pupil at this level is able to:</p> <ul style="list-style-type: none"> Read one or two of the words in a five-word sentence. 	<p>A pupil at this level is able to:</p> <ul style="list-style-type: none"> Read some words in a story independently, but with a lot of regression and very little or no fluency. 	<p>A pupil at this level is able to:</p> <ul style="list-style-type: none"> Listen to the commands, but does not respond appropriately.

Note: A pupil is rated proficient if he/she attains the 'Advanced' or 'Adequate' level of proficiency.

5.3 OVERALL LEVEL OF ACHIEVEMENT OF P 3 PUPILS IN ORAL READING

The overall mean score of P 3 pupils in Oral Reading was 47.6% (S.E: 0.92). The respective mean scores of boys and girls were 45.6% (S.E: 0.89) and 49.7% (S.E: 1.06). The girls had a higher mean score than the boys in Oral Reading. Table 5.01 shows the percentage of P 3 pupils reaching the various levels of proficiency in Oral Reading, by gender.

TABLE 5.01: PERCENTAGE OF P 3 PUPILS REACHING VARIOUS LEVELS OF PROFICIENCY IN ORAL READING, BY GENDER

PROFICIENCY LEVEL	BOYS	GIRLS	ALL
Advanced	16.5	21.3	18.8
Adequate	29.1	30.5	29.8
Basic	35.2	32.3	33.8
Inadequate	19.2	15.9	17.6

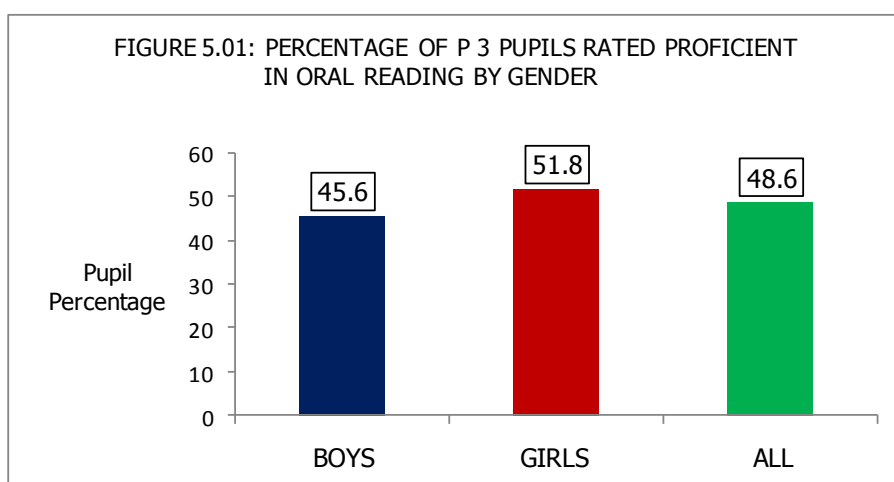
Less than a fifth of the P 3 pupils (18.8%) reached the 'Advanced' level of proficiency in Oral Reading. These are pupils who could perform up to the set standards of the curriculum at P 3 level.

More than a quarter of the pupils (29.8%) were at the 'Adequate' level. This is the desired minimum level of proficiency at P 3 class.

About a third of the pupils (33.8%) obtained the 'Basic' level of proficiency. These are pupils who had only acquired elementary skills of reading.

Another less than a fifth of the pupils (17.6%) were rated 'Inadequate'. These are pupils who are performing below the expected level for the P 3 standard.

Figure 5.01 presents the percentage of P 3 pupils rated proficient in Oral Reading by gender.



Nearly a half of the P 3 pupils (48.6%) were rated proficient in Oral Reading. Over a half of the girls (51.8%) were rated proficient, while 45.6% of the boys reached the same level. The girls performed significantly better than the boys in Oral Reading.

5.4 ACHIEVEMENT OF P 3 PUPILS IN ORAL READING BY READING TASKS

This section presents the achievement of P 3 pupils in Oral Reading by various reading tasks. The tasks included: Reading letter sounds, Reading words, Reading sentences and Reading a story.

The letter sounds chosen were 'a' to represent the vowel sounds, and letter sounds 'p', 'r', 's' and 'v' representing consonant sounds that are articulated at particular points in the mouth. These letter sounds were selected because pupils tend to mix up sounds of letters that are articulated at the same or nearly the same point. For example, plosive sounds /p/ and /b/; trill sound /r/ and the lateral sound /l/ as well as the fricative sounds /s/ and /z/. Similarly, the English letter names and the sounds of the four consonant letters referred to above are very close to each other when read out. The purpose of the letter sound reading task, therefore, was to assess whether the pupils could distinctly read the letter sounds and not names.

Similarly, the words selected were from within the recommended vocabulary and were of objects from within the pupils' immediate environment i.e. home and school. They consisted of simple words without digraphs, with digraphs of the same letter and then those with digraphs of different letters. The pupils were evaluated in reading letters of the English alphabet (as letter names in English).

Likewise, pupils were evaluated in reading sentences made up of different number of words ranging from four to six. This was followed with an assessment of the pupils' skills in reading a story, where the emphasis was on the correctness of the reading, fluency and confidence. This section presents the results of pupils' performance in the four Oral Reading Tasks.

Table 5.02 shows the percentage of P 3 pupils rated proficient in the four Oral Reading tasks.

TABLE 5.02: PERCENTAGE OF P 3 PUPILS RATED PROFICIENT IN VARIOUS READING TASKS

READING TASK	BOYS	GIRLS	ALL
Reading letter sounds	63.1	65.6	64.3
Reading sentences	48.5	54.5	51.4
Reading words	45.8	52.5	49.1
Reading a story	31.4	37.3	34.3

About two thirds of the pupils (64.3%) could read letter sounds. About a half of the pupils (51.4%) were able to read sentences. However, less than a half, 49.1% and 34.3%, could read 'words' and a 'story', respectively.

5.5 ACHIEVEMENT OF P 3 PUPILS IN VARIOUS SKILLS OF ORAL READING

This section describes the performance of P 3 pupils in each of the Oral Reading skill areas and Listening Comprehension. Tables 5.03 – 5.07 shows the percentage of P 3 pupils rated proficient in the skills in each reading task.

TABLE 5.03: PERCENTAGE OF P 3 PUPILS RATED PROFICIENT IN READING SELECTED LETTER SOUNDS BY GENDER

LETTER	LETTER SOUND			LETTER NAME			YET TO READ		
	BOYS	GIRLS	ALL	BOYS	GIRLS	ALL	BOYS	GIRLS	ALL
s	67.8	68.1	68.0	13.9	15.6	14.8	18.2	16.3	17.3
a	56.9	56.6	56.8	30.2	32.1	31.1	12.9	11.4	12.1
p	60.9	63.6	62.2	12.6	13.0	12.8	26.4	23.3	24.9
r	63.4	65.2	64.3	13.5	14.2	13.8	23.2	20.6	21.9
v	61.0	60.7	60.8	11.2	12.3	11.7	27.9	27.0	27.4

Most of the P 3 pupils (68%) could read letter sound 's' and about two thirds of the pupils, 64.3% and 62.2% were able to read letter sounds 'r' and 'p', respectively. Letter sound 'a' had the least percentage of pupils, 56.8%, rated proficient. Many pupils (31.1%) read the letter sound 'a' as letter name instead. There were no significant gender differences in performance.

TABLE 5.04: PERCENTAGE OF P 3 PUPILS RATED PROFICIENT IN READING WORDS CORRECTLY

WORDS	BOYS	GIRLS	ALL
book	84.8	86.0	85.4
cow	81.8	83.5	82.6
school	73.9	77.8	75.8
house	50.1	57.5	53.7
mother	40.4	50.4	45.3
read	34.4	38.4	36.3
doctor	41.4	47.1	44.2
dance	25.6	32.1	28.8
friend	23.8	30.4	27.0
cupboard	13.8	16.5	15.1

Over three quarters of the pupils could read the words: 'book' (85.4%), 'cow' (82.6%) and 'school' (75.8%). Only 53.7% of the pupils were able to read the word 'house'. Fewer pupils were rated proficient in reading the words: 'dance' (28.8%), 'friend' (27%) and 'cupboard' (15.1%). There were significant gender differences, in favour of the girls for most of the words.

TABLE 5.05: PERCENTAGE OF P 3 PUPILS RATED PROFICIENT IN READING SENTENCES

SENTENCE	BOYS	GIRLS	ALL
A four-word sentence	63.3	69.5	66.3
A five-word sentence	51.9	58.1	54.9
A six-word sentence	38.5	42.9	40.6

Pupils' performance in 'Reading sentences' varied with the complexity of the sentence in terms of the number of words. Whereas 66.3% were able to read a four – word sentence, fewer (54.9%) could read a five – word sentence and only 40.6% were rated proficient in reading a six – word sentence. The gender differences were significant in all cases with the girls performing better than the boys.

TABLE 5.06: PERCENTAGE OF P 3 PUPILS RATED PROFICIENT IN STORY READING SKILLS.

STORY READING SKILL	BOYS	GIRLS	ALL
Reading a story correctly.	35.9	41.8	38.8
Reading a story fluently.	19.2	25.5	22.2
Reading a story with confidence.	31.8	37.5	34.6

A total of 38.8% of the pupils could read a story correctly; and a near proportion of 34.6% were rated proficient in 'reading a story with confidence'. However, fewer pupils (22.2%) were able to read a story fluently. There were significant gender differences in all cases with the girls in the lead.

TABLE 5.07: PERCENTAGE OF P 3 PUPILS WHO RESPONDED APPROPRIATELY TO VERBAL COMMANDS.

COMMAND	BOYS	GIRLS	ALL
Stand up	98.2	98.2	98.2
Jump	81.6	84.8	83.2
Clap your hands	79.8	83.7	81.7
Touch your head	72.8	75.2	74.0

Over three quarters of the pupils could ably respond to verbal commands: 'Stand up' (98.2%), 'Jump' (83.2%) and 'Clap your hands' (81.7%). A near proportion of 74% were able to respond appropriately to the command: 'Touch your head'.

5.6 ACHIEVEMENT OF P 3 PUPILS IN ORAL READING BY AGE

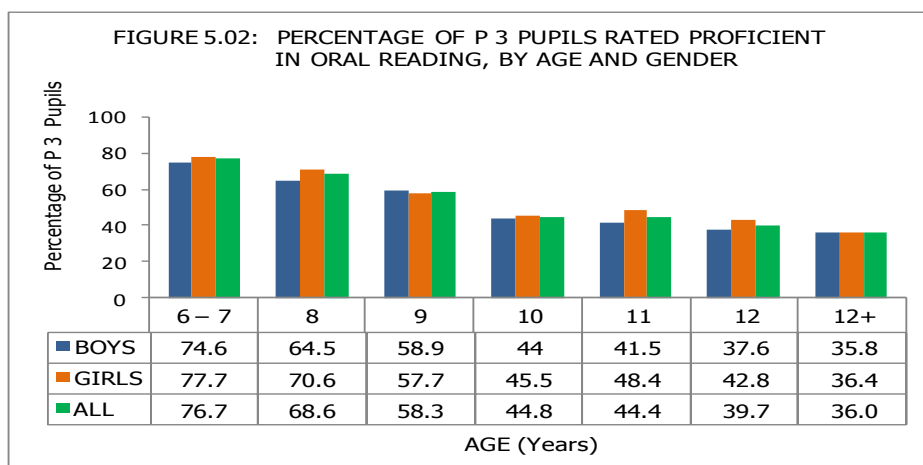
This section presents the achievement of P 3 pupils in Oral Reading by age. Table 5.08 shows the mean scores of P 3 pupils in Oral Reading by age and gender.

TABLE 5.08: MEAN SCORES (PERCENTAGE) OF P 3 PUPILS IN ORAL READING BY AGE AND GENDER.

AGE (years)	BOYS		GIRLS		ALL	
	Mean	S.E	Mean	S.E	Mean	S.E
6-7	64.8	4.31	66.3	3.24	65.8	2.61
8	60.0	2.13	63.1	2.0	62.1	1.67
9	53.1	1.47	53.3	1.70	53.2	1.32
10	44.7	1.15	45.9	1.12	45.3	0.97
11	43.0	1.33	47.1	1.52	44.8	1.09
12	40.5	1.15	43.0	1.67	41.5	1.15
12+	38.8	1.43	39.5	2.03	39.0	1.29

The mean scores of pupils declined with each successive increase in age, from 65.8% for the 6 – 7 year – olds to 39% for 12+ year – olds. Pupils of age range 6 – 9 years scored a mean of over 50%, while the ones aged 10 – 12+ years scored means below 50%. There were no significant gender differences in mean scores.

Figure 5.02 is a presentation of the percentage of P 3 pupils rated proficient in Oral Reading by age and gender.



The proportion of P 3 pupils rated proficient declined with progressive increase in age. Progressively, fewer of the older pupils were rated proficient. More than three quarters of the pupils aged 6 – 7 and 8 years were rated proficient in Oral Reading. For the 9 year olds, 58.3% of them reached a similar rating. Pupils aged between 10 – 12+ years had at each age level, less than a half of the pupils rated proficient in Oral Reading. There were significant gender differences in performance for pupils aged 8, 11 and 12 years with more girls than boys rated proficient.

5.7 ACHIEVEMENT OF P 3 PUPILS IN ORAL READING BY SCHOOL OWNERSHIP

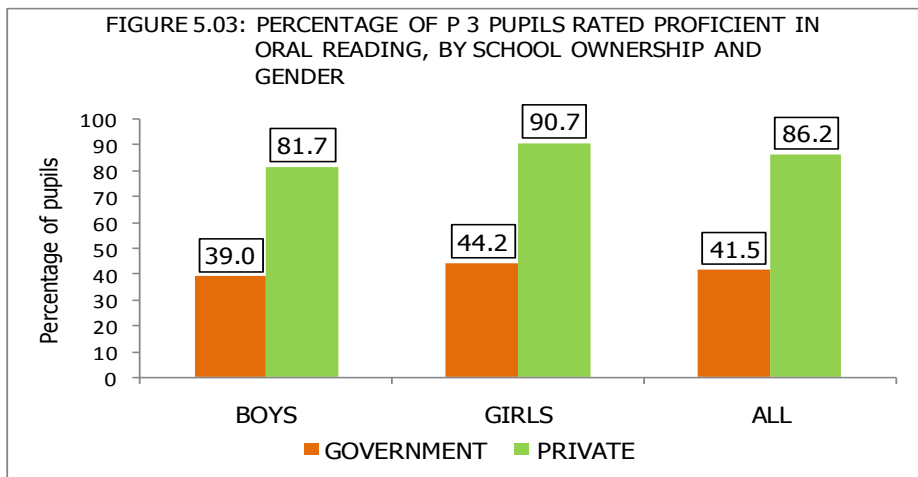
This section is a presentation of the P 3 pupils' achievement in Oral Reading by school ownership. Table 5.09 shows the mean scores of P 3 pupils in Oral Reading by school ownership.

TABLE 5.09: MEAN SCORES (PERCENTAGE) OF P 3 PUPILS IN ORAL READING BY SCHOOL OWNERSHIP AND GENDER

SCHOOL OWNERSHIP	BOYS		GIRLS		ALL	
	Mean	S.E	Mean	S.E	Mean	S.E
Government	41.2	0.85	44.5	1.07	42.8	0.89
Private	69.5	1.90	76.3	2.20	72.9	1.94

P 3 pupils in government schools obtained a mean score of 42.8%, while the ones from private schools scored a mean of 72.9%. The difference between the two means is greatly significantly big. There were significant differences in mean scores between genders in private schools with girls obtaining significantly higher mean.

Figure 5.03 presents the percentage of P 3 pupils rated proficient in Oral Reading by school ownership.



More than three quarters of the P 3 pupils in private schools (86.2%) were rated proficient in Oral Reading. Less than a half of the pupils in government schools (41.5%) attained a similar rating. This is nearly a half of the pupils rated proficient in Oral Reading in the private schools. There were significant gender differences in each category of school ownership with the girls in the lead.

5.8 ACHIEVEMENT OF P 3 PUPILS IN ORAL READING BY SCHOOL LOCATION

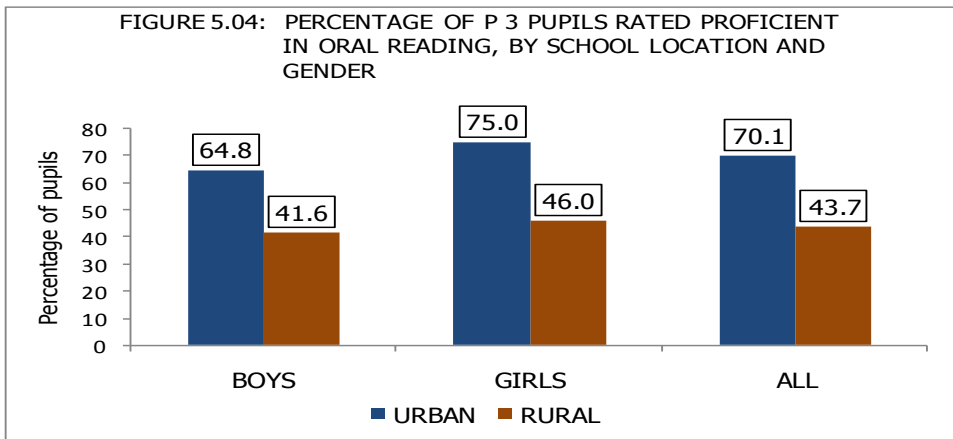
This section presents the achievement of P 3 pupils in Oral Reading by school location. Table 5.10 shows the mean scores of P 3 pupils in Oral Reading by school location.

TABLE 5.10: MEAN SCORES (PERCENTAGE) OF P 3 PUPILS IN ORAL READING BY SCHOOL LOCATION AND GENDER

SCHOOL LOCATION	BOYS		GIRLS		ALL	
	Mean	S.E	Mean	S.E	Mean	S.E
URBAN	58.5	3.10	65.8	3.80	62.3	3.37
RURAL	42.8	0.88	45.7	0.96	44.2	0.86

P 3 pupils in the urban schools scored a mean of 62.3% in Oral Reading, while their counterparts in the rural schools obtained a mean of 44.2%. The girls in the urban schools scored a significantly higher mean score than the boys in the same location.

Figure 5.04 shows the percentage of P 3 pupils rated proficient in Oral Reading by school location.



Over two thirds of the pupils in the urban schools were rated proficient in Oral Reading, while fewer, 43.7% reached the same rating in the rural schools. Significantly more girls than boys from each of the school locations were rated proficient.

5.9 ACHIEVEMENT OF P 3 PUPILS IN ORAL READING BY ZONE

This section presents the performance of P 3 pupils in Oral Reading by zone.

Table 5.11 shows the mean scores of P 3 pupils in Oral Reading by zone.

TABLE 5.11: MEAN SCORES (PERCENTAGE) OF P 3 PUPILS IN ORAL READING BY ZONE AND GENDER

REGION	ZONE	BOYS		GIRLS		ALL	
		Mean	S.E	Mean	S.E	Mean	S.E
Central	Central I	52.6	1.99	64.4	2.03	58.2	1.97
	Central II	47.8	2.81	56.3	3.16	52.0	2.83
	Central III	54.9	2.54	59.0	2.47	57.0	2.33
East	Far East	27.0	3.01	29.1	3.75	28.0	3.07
	Mid East I	34.1	3.06	36.7	3.72	35.4	3.21
	Mid East II	35.0	5.71	40.7	7.03	37.7	6.30
	Near East	32.3	2.57	37.5	3.29	35.1	2.9
Kampala	Kampala	57.7	12.5	58.9	15.88	58.2	14.1
North	MidNorth I	27.0	2.03	26.8	1.75	26.9	1.70
	Mid North II	25.3	3.91	20.6	2.06	23.1	2.72
	North East	43.9	3.58	32.9	2.73	39.7	3.07
	West Nile	42.8	4.68	35.9	2.80	39.5	3.48
West	Far West	45.2	2.56	47.8	4.17	46.4	2.98
	Mid West	45.4	3.51	45.2	3.29	45.3	3.20
	North West	46.8	4.81	49.8	4.79	48.2	4.68
	South West	60.5	2.19	65.7	1.94	63.0	1.87
Uganda		45.6	0.89	49.7	1.06	47.6	0.92

P 3 pupils from South West zone scored the highest mean of 63% in Oral Reading, followed by Central I and Kampala with a mean of 58.2% each. The zones of: Mid North II, Mid North I and Far East attained extremely low mean scores of: 23.1%, 26.9% and 28%, respectively. There were significant gender differences in mean scores favouring girls in the zones of: Central I, II, III, Mid East II, Near East and South West. The reverse occurred in the zones of: Mid North II, North East and West Nile.

Table 5.12 shows the percentage of P 3 pupils rated proficient in Oral Reading by zone.

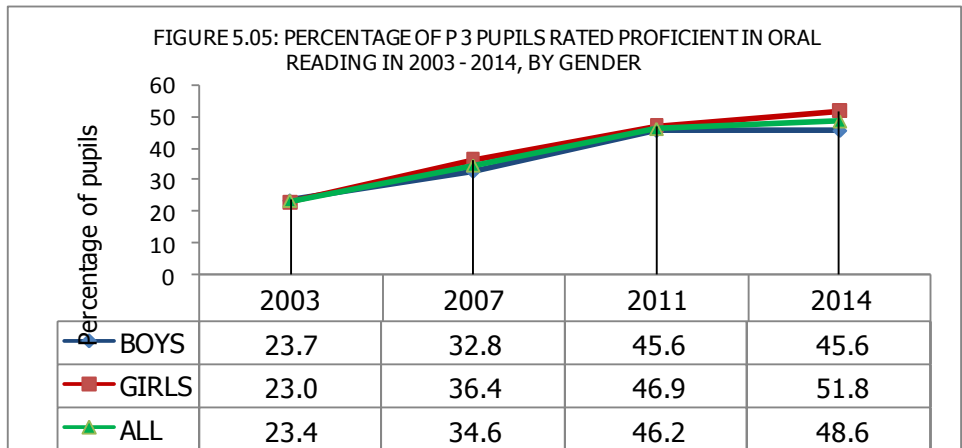
TABLE 5.12: PERCENTAGES OF P 3 PUPILS RATED PROFICIENT IN ORAL READING BY ZONE AND GENDER

REGION	ZONE	BOYS	GIRLS	ALL
Central	Central I	56.1	74.2	64.7
	Central II	48.1	61.0	54.4
	Central III	62.8	69.4	66.2
East	Far East	20.1	17.7	18.9
	Mid East I	24.0	28.2	25.9
	Mid East II	23.9	33.3	28.4
	Near East	18.9	29.6	24.7
Kampala	Kampala	65.8	66.6	66.2
North	Mid North I	15.7	18.7	17.1
	Mid North II	15.2	07.9	11.7
	North East	41.1	23.0	34.2
	West Nile	40.8	27.7	34.6
West	Far West	48.7	49.9	49.3
	Mid West	48.4	45.7	47.2
	North West	46.5	51.2	48.8
	South West	70.9	80.1	75.3
Uganda		45.6	51.8	48.6

Over three quarters of the pupils, 75.3%, in South West zone were rated proficient in Oral Reading; and 66.2% reached a similar rating in each of Kampala and Central III zones. The zones of: Mid North II, Mid North I, and Far East registered less than a fifth of the P 3 pupils rated proficient in Oral Reading. The girls performed significantly better than boys in the zones of: Central I, II, III, Mid East II, Near East, North West and South West. The reverse occurred in the zones of: Mid North II, North East, and West Nile.

5.10 ACHIEVEMENT OF P 3 PUPILS IN ORAL READING IN THE YEARS 2003 – 2014

This section presents the achievement of P 3 pupils in Oral Reading over the years 2003 – 2014. Figure 5.05 presents the percentage of P 3 pupils rated proficient in Oral Reading in the years 2003 – 2014.



The percentage of P 3 pupils rated proficient in Oral Reading has continued to rise over the years from 23.4% in the year 2003 to 34.6% in the year 2007 and then to 46.2% in the year 2011. In the year 2014, it continued to go up to 48.6%. There were no significant gender differences in the first three years of assessment. However, in 2014 significantly more girls, 51.8%, than boys, 45.6%, were rated proficient in Oral Reading.

5.11 CONCLUSION

Most of the P 3 pupils could read the letter sounds. However, slightly more than a tenth of the pupils were reading letter sounds as letter names of the English alphabet. Vowel sound 'a' had the highest percentage of pupils (31.1%) reading it as letter name. About a fifth of the pupils could not read at all. For instance, 27.4%, 24.9% and 21.9% of the pupils could not read at all the letters 'v', 'p', and 'r', respectively. It should be noted that the low levels in reading 'letter sounds' has a negative impact on reading in general and reading comprehension in particular.

Pupils were able to read words denoting items which are so common to them in their environment such as 'book', 'cow' and 'school'. Reading of words with digraphs like 'cupboard', 'friend', 'dance' proved difficult for the pupils. Pupils' inability to read digraphs as one sound could be a cause of this problem. Pupils tend to read the letters that make up a digraph as separate sounds whereas they make up one sound.

Majority of the pupils found reading sentences of fewer words easier than more complex sentences in terms of words. The more the words in a sentence the more difficult it was for the pupils to read the sentence. This somehow affects the correctness of the reading. The pupils' reading was characterized by reading of word by word with unnecessary pauses every after a word.

Reading a story registered few pupils who were able to read a story correctly, fluently and with confidence. This could be a problem developing from the weaknesses of reading 'letter sounds', 'words', and 'sentences'. At the story reading stage, the weaknesses have now developed into a more complex weakness hindering pupils' ability to read correctly, fluently and with confidence. It should be noted that the three (correctness, fluency and confidence) are key elements of reading comprehension.

Chapter 6

ACHIEVEMENT OF P 6 PUPILS IN NUMERACY

6.1 INTRODUCTION

This chapter presents the performance of P 6 pupils in Numeracy. First of all, the overall mean score and the percentage of pupils attaining the minimum proficiency is given. Secondly, the percentages of P 6 pupils rated proficient in each selected competence are presented. Lastly the mean scores and proportions of pupils reaching at or above the threshold proficiency by gender, age, school ownership location and zone is given. The competencies which constitute each level of proficiency are highlighted in the next section.

6.2 DESCRIPTION OF THE COMPETENCIES BY PROFICIENCY LEVEL

This section describes the competencies within each proficiency level.

NOTE: *A pupil at a given proficiency level is assumed to have mastered all the competencies specified at his/her level and the competencies below the level.*

ADVANCED LEVEL
A pupil is able to: <ul style="list-style-type: none">• Apply the four basic operations on numbers in daily life.• Apply the four basic operations on numbers in daily life.• Round off decimal numbers to the nearest whole number.• Apply the concepts of capacity and fractions in novel situations.• Find the number of small containers/surface areas of a liquid/solid which can fill/cover a larger one.• Interpret a bar graph/pictographs.• Draw a bar graph.• Construct a triangle whose dimensions are given.• Recognize and complete a sequence.
ADEQUATE LEVEL
A pupil is able to: <ul style="list-style-type: none">• Add upto 3 – digit number to a 3 – digit number with carrying.• Subtract upto a 3-digit number from a 3-digit number with borrowing.• Multiply a 2 – digit by upto a 2 – digit number.• Use brackets to work out a combined operation of addition and multiplication.• Find the lowest common multiple of upto three numbers each less than 50.• Find the square root of a number less than 300.• Construct special angles (30° or 45° or 60°).• Identify and draw lines of symmetry on a regular polygon.• Carry out house hold budgeting.• Construct a circle of given radius.• Apply the four basic operations on fractions with same/different denominators.

BASIC
<p>A pupil is able to:</p> <ul style="list-style-type: none"> • Add upto three 2 – digit numbers without carrying. • Subtract a 2-digit number from a 2 digit number without borrowing. • Change a fraction to a decimal and vice versa. • Tell time on a clock face to the hour. • Identify a prime number. • Arrange numbers from the smallest to the largest. • Measure lengths and angles • Compute the area/perimeter of a regular polygon
INADEQUATE
<p>A pupil is able to:</p> <ul style="list-style-type: none"> • State the number of faces of a regular pyramid. • Write a number shown on an abacus. • Write a 3-digit number in words. • Write a number in expanded form. • Write the place value of a number upto thousands.

Note: *A pupil is assumed to have mastered all the competencies below his/her level, plus the competencies specified at his/her level.*

6.3 OVERALL ACHIEVEMENT OF P 6 PUPILS IN NUMERACY

This section outlines the performance of P 6 pupils in Numeracy. The overall mean score was 44.8% with a standard error (S.E) of 0.63. Boys and girls obtained respective mean scores of 46.9% (S.E 0.69) and 42.8% (S.E 0.65).

Table 6.01 shows the proportions of P 6 pupils reaching different levels of proficiency in Numeracy by gender.

TABLE 6.01: *PERCENTAGE OF P 6 PUPILS REACHING THE VARIOUS PROFICIENCY LEVELS IN NUMERACY BY GENDER*

PROFICIENCY LEVEL	BOYS	GIRLS	ALL
Advanced	8.9	4.9	6.8
Adequate	35.3	30.1	32.6
Basic	43.9	48.9	46.5
Inadequate	11.9	16.1	14.1
TOTAL	100.0	100.0	100.0

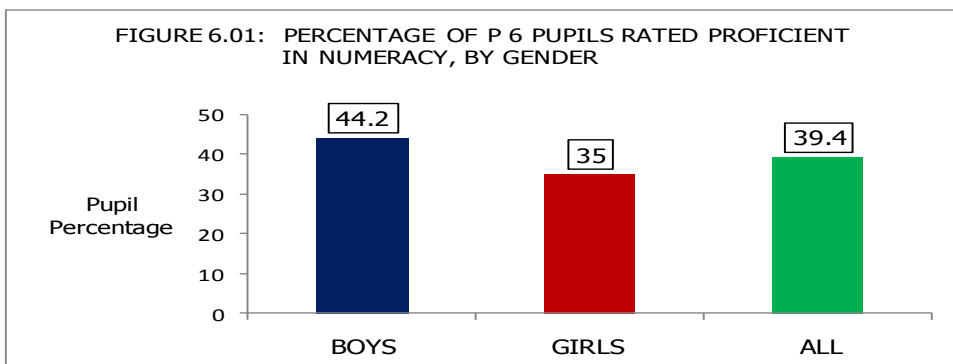
The proportion of P 6 pupils reaching at or above the 'Advanced' level of proficiency was 6.8%. These were the pupils who had a complete mastery of the concepts and the associated skills specified by the national curriculum at that level. For instance they could not only compute the number of mats which can cover a given floor but could also compute the amount of money required to buy the mats.

The second category of pupils rated 'Adequate' constituted 32.6%. These were the pupils who demonstrated satisfactory academic performance and displayed accurately the associated skills. For instance they could neatly construct a special angle as well as closely follow the instructions to construct a triangle whose dimensions were given.

The third group of pupils rated 'Basic' comprised 46.5%. These were the pupils who demonstrated marginal academic performance with a limited display of the associated skills. For instance they could add or subtract 2-digit numbers without carrying or borrowing. They could also measure a given length but give wrong units.

The last category of pupils rated 'inadequate' constituted 14.1%. These were the category of pupils beginning to understand the concepts and showed minimal display of the skills included in the curriculum.

Figure 6.01 shows the percentage of P 6 pupils rated proficient in Numeracy.



About two in five pupils reached at or above the threshold proficiency level in Numeracy. The proportion of boys (44.2%) rated proficient in Numeracy was significantly higher than that (35.0%) of the girls.

6.4 ACHIEVEMENT OF P 6 PUPILS IN NUMERACY BY TOPICAL AREAS

This section describes the performance of P 6 pupils in Numeracy by topical area and gender. Table 6.02 shows the proportions of pupils attaining the desired rating by topical area and gender.

TABLE 6.02: PERCENTAGE OF P 6 PUPILS RATED PROFICIENT IN TOPICAL AREAS OF NUMERACY

TOPICAL AREA	BOYS	GIRLS	ALL
Number system and place value.	🚩 82.9	🚩 76.6	🚩 79.7
Graphs	🚩 80.8	🚩 77.7	🚩 79.2
Operations on numbers.	🚩 79.8	🚩 72.9	🚩 76.2
Number patterns and sequence.	🚩 46.7	🚩 40.6	🚩 43.5
Fractions	🚩 31.6	🚩 26.6	🚩 29.0
Measures	🚩 23.0	🚩 16.6	🚩 19.7
Geometry	🚩 18.4	🚩 13.5	🚩 15.8













Best performance was exhibited in the topic of 'Number system and place value' where 79.7% of the pupils reached at or above the threshold proficiency. This was followed by 'Graphs' and 'Operations on numbers' where over 3 in 4 were rated proficient.

Below 30% of the pupils were rated proficient in 'Fractions', 'Measures' and 'Geometry'. Within each topical area, there was an inconsistent variation in the proportion of boys and girls attaining the desired rating in Numeracy although more boys than girls were proficient. The performance gap was closer in 'Graphs' than the rest of the topical areas.

6.5 ACHIEVEMENT OF P 6 PUPILS IN THE COMPETENCIES OF NUMERACY

This section presents the achievement of P 6 pupils in each of the competencies assessed in the test. The flags against the competencies were assigned the colours: 'Green', 'Yellow' and 'Red' where 'Green' represents the competencies in which at least, three quarters of the pupils were rated proficient. 'Yellow' represents the competencies in which at least a half, but less than three quarters of the pupils reached the desired proficiency. Lastly, 'Red' represents the competencies in which less than a half of the pupils were rated proficient. Tables 6.03 – 6.09 give the proportions of P 6 pupils rated proficient in the competencies grouped in their respective topics.

TABLE 6.03: PERCENTAGE OF P 6 PUPILS RATED PROFICIENT IN THE COMPETENCIES OF 'NUMBER SYSTEM AND PLACE VALUE'

COMPETENCIES	BOYS	GIRLS	ALL
Writing a number shown on an abacus.	 98.6	 98.7	 98.7
Writing numbers given in figures (up to 4 digits) in words and vice versa.	 92.0	 89.4	 90.7
Converting Roman numbers to Hindu - Arabic and vice versa.	 74.7	 63.1	 68.7
Rounding off decimals to the nearest whole number.	 30.6	 24.2	 27.2






















Whereas above 90% of the pupils could write either a number shown on an abacus or a name in words of a number given in figures, fewer than 30% of the pupils were able to correct a decimal number to the nearest whole number. More boys than girls were rated proficient in all the competencies of Number system and place value.

TABLE 6.04: PERCENTAGE OF P 6 PUPILS RATED PROFICIENT IN THE COMPETENCIES OF 'OPERATIONS ON NUMBERS'

COMPETENCIES	BOYS	GIRLS	ALL
Adding 3-digit numbers without carrying.	🚩 92.6	🚩 91.6	🚩 92.1
Multiplying a two-digit number by a one-digit number.	🚩 86.5	🚩 83.3	🚩 84.8
Applying addition in real life situations (up to 4 digits).	🚩 86.0	🚩 83.2	🚩 84.5
Subtracting 4-digit numbers without borrowing	🚩 86.6	🚩 81.3	🚩 83.8
Adding 3-digit numbers with carrying	🚩 84.8	🚩 80.4	🚩 82.6
Subtracting 4-digit numbers with borrowing	🚩 81.4	🚩 76.9	🚩 79.1
Applying subtraction in real life situations.	🚩 74.1	🚩 68.6	🚩 71.2
Multiplying a 2-digit number by a 2-digit number.	🚩 72.3	🚩 66.5	🚩 69.3
Dividing a two digit number by a one digit number.	🚩 68.4	🚩 69.2	🚩 68.8
Applying multiplication in real life situations, involving a 2-digit number by a one-digit number.	🚩 65.3	🚩 53.1	🚩 59.0
Using symbols $>$, $<$, to compare numbers.	🚩 59.1	🚩 54.1	🚩 56.5
Applying division in real life situations (a 3-digit number by a 2-digit number).	🚩 61.1	🚩 52.0	🚩 56.4
Carrying out long division.	🚩 47.9	🚩 38.9	🚩 43.2
Using brackets to show the order in which combined operations (x, +) must be performed.	🚩 19.0	🚩 16.9	🚩 17.9







Best performance was exhibited in addition of numbers followed by multiplication, then subtraction and lastly division of numbers. At least 2 in 3 pupils were rated proficient in the four basic operations on numbers. Whereas the pupils could add, subtract, multiply and divide numbers with little difficulty they encountered increasing difficulty in applying the four basic operations in real life situations. There was a drop of 40% from the expected competence, in applying division to novel situations. More boys than girls attained the desired rating in all the competencies of 'Operations on Numbers'.

TABLE 6.05: PERCENTAGE OF P 6 PUPILS RATED PROFICIENT IN THE COMPETENCIES OF 'NUMBER PATTERNS AND SEQUENCE'

COMPETENCIES	BOYS	GIRLS	ALL
Completing number sequence.	 87.7	 82.3	 84.9
Arranging numbers according to size .	 70.1	 67.1	 68.5
Finding the LCM of up to 3 numbers each of which is less than 50.	 59.0	 54.2	 56.5
Forming number patterns.	 56.2	 52.4	 54.2
Finding the squares of numbers up to 50.	 34.1	 32.0	 33.0
Identifying prime numbers.	 12.7	 11.2	 11.9
Finding the square roots of numbers up to 50.	 12.6	 9.1	 10.8

The pupils (84.9%) demonstrated the best performance in completing a number sequence. This was followed by arranging numbers according to their size, in which over two-thirds of them were rated proficient. Further, the proportion of pupils (33.0%) who were able to compute the square of a number was nearly three times that of pupils (10.8%) who could find the square roots of a number. Worst performance was exhibited in the competencies of either identifying a prime number or finding the square root of a number. The proportions of boys and girls rated proficient in all the competencies of number patterns; were comparable.

TABLE 6.06: PERCENTAGE OF P 6 PUPILS RATED PROFICIENT IN THE COMPETENCIES OF 'GRAPHS'

COMPETENCIES	BOYS	GIRLS	ALL
Interpreting bar graphs	 85.8	 83.3	 84.5
Drawing bar graphs	 70.5	 67.8	 69.1

Over two thirds of the pupils demonstrated proficiency in drawing or interpreting bar graphs with more pupils (84.5%) rated proficient in interpretation than drawing (69.1%). More boys than girls were rated proficient in 'Graphs'.

TABLE 6.07: PERCENTAGE OF P 6 PUPILS RATED PROFICIENT IN THE COMPETENCIES OF 'FRACTIONS'

COMPETENCIES	BOYS	GIRLS	ALL
Adding two decimal fractions of up to thousandths without carrying.	81.5	79.2	80.2
Adding fractions with the same denominator.	77.0	75.9	76.4
Subtracting fractions with same denominator.	77.1	75.6	76.3
Writing non-unit fractions.	74.5	71.5	73.0
Multiplying a fraction by a natural number.	64.0	59.8	61.8
Multiplying a fraction by a fraction.	57.1	56.6	56.8
Drawing, shading non-unit fractions.	52.4	50.2	51.2
Subtracting two decimal fractions of up to thousandths without borrowing.	46.8	42.4	44.5
Applying the concept of fractions in daily life.	35.8	33.0	34.3
Adding fractions with different denominators.	35.2	30.1	32.6
Subtracting fractions with different denominators.	33.3	28.4	30.8
Dividing a fraction by a fraction.	28.0	23.2	25.5
Changing fractions to decimals and vice versa.	24.8	20.7	22.7
Dividing a fraction by a natural number.	15.6	11.5	13.5

Whereas best performance was demonstrated in adding decimal fractions upto thousandths without carrying, satisfactory performance was exhibited in either writing non – unit fractions or adding/subtracting fractions with the same denominator where about three quarters of the pupils were rated proficient.

In majority of the competencies of fractions, fewer than 50% of the pupils attained the desired rating. Worst performance was exhibited in dividing a fraction by a natural number. Gender wise, there was an insignificant difference in the proportion of boys and girls reaching at or above the threshold proficiency level.

TABLE 6.08: PERCENTAGE OF P 6 PUPILS RATED PROFICIENT IN THE COMPETENCIES OF 'MEASURES'

COMPETENCIES	BOYS	GIRLS	ALL
Solving problems involving money (buying and selling).	87.6	82.2	84.8
Solving problems involving time and distance.	40.4	34.8	37.5
Telling the time shown on a clock face.	41	27.6	34.0
Calculating the perimeter of a polygon.	26.8	23.9	25.3
Finding number of small containers that can fill a large one.	22.9	15.5	19.1
Currency conversion	7.2	5	6.1

Apart from solving problems involving money where 84.8% of the pupils attained the desired rating, the proportions of pupils rated proficient in the rest of the competencies were unsatisfactory. The worst performance (6.1%) was exhibited in currency conversion. More boys than girls reached at or above the threshold proficiency.

TABLE 6.09: PERCENTAGE OF P 6 PUPILS RATED PROFICIENT IN THE COMPETENCIES OF 'GEOMETRY'

COMPETENCIES	BOYS	GIRLS	ALL
Constructing circles.	🚩 69.6	🚩 71.9	🚩 70.8
Constructing an angle of 60 ⁰ .	🚩 22.6	🚩 19.3	🚩 20.9
Drawing lines of symmetry.	🚩 33.5	🚩 29.3	🚩 31.3
Measuring lengths.	🚩 31.2	🚩 24.5	🚩 27.7
Measuring angles.	🚩 7.1	🚩 3.2	🚩 5.1
Constructing triangles.	🚩 18.0	🚩 14.4	🚩 16.2

Whereas 70.8% of the pupils were able to construct a circle, fewer than one in four pupils could either construct an angle of 60° or a triangle whose dimensions were given. Worst performance (5.1%) was exhibited in measuring an angle. It is worth noting that more girls (71.9%) than boys (69.6%) were rated proficient only in constructing circles.

6.6 ACHIEVEMENT OF P 6 PUPILS IN NUMERACY BY AGE

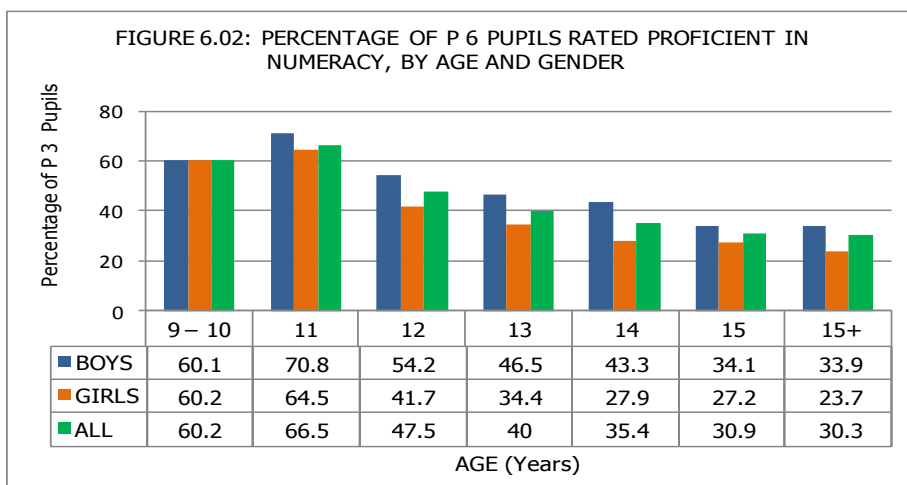
In this section a description of the performance of P 6 pupils in Numeracy by age and gender is made. Table 6.10 shows the mean scores of P 6 pupils in Numeracy by age and gender.

TABLE 6.10: MEAN SCORES (PERCENTAGE) OF P 6 PUPILS IN NUMERACY, BY AGE AND GENDER

AGE (years)	BOYS		GIRLS		ALL	
	Mean	S.E	Mean	S.E	Mean	S.E
9-10	52.4	3.71	53.5	3.38	53.1	2.82
11	61.9	2.11	55.2	1.35	57.4	1.39
12	51.2	1.29	45.4	0.98	48.1	0.96
13	47.9	0.89	43.2	0.87	45.2	0.77
14	45.9	0.89	39.8	0.66	42.8	0.66
15	43.2	0.84	39.3	0.81	41.4	0.67
15+ [†]	42.0	0.90	37.1	1.25	40.3	0.88

[†] Age above 15 years

The mean scores of P 6 pupils in Numeracy, first increased from 53.1% for the 9 – 10 year olds to 57.4% for the 11 year olds. Then they decreased gradually with increase in age to 40.3% for the 15+ year olds. Apart from the 9 – 10 year old pupils where the girls mean score was slightly higher than the boys, the boys obtained significantly higher mean scores than the girls in the rest of the ages. Figure 6.02 shows the proportions of P 6 pupils who reached at or above the threshold proficiency in Numeracy by age.



There was an increase in the proportion of pupils attaining the desired rating from 60.2% for the 9 – 10 year olds to 66.5% for the 11 year olds. The proportion of pupils rated proficient then decreased gradually with increase in age to 30.3% for the 15+ year olds. With exception of the 9 – 10 year olds where the achievement levels were comparable, more boys than girls attained the desired minimum proficiency at the rest of the ages.

6.7 ACHIEVEMENT OF P 6 PUPILS IN NUMERACY BY SCHOOL OWNERSHIP AND GENDER

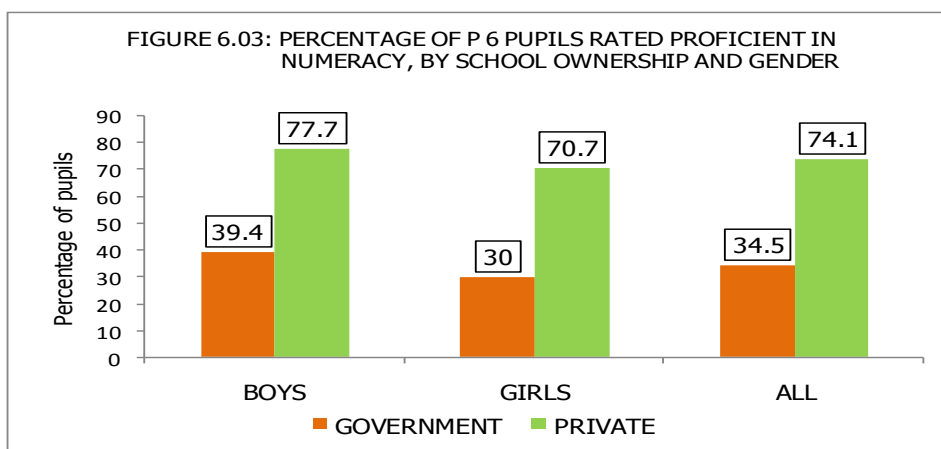
This section outlines the performance of P 6 pupils in Numeracy by school ownership and gender. Table 6.11 shows the mean scores of P 6 pupils in Numeracy by school ownership.

TABLE 6.11: MEAN SCORES (PERCENTAGE) OF P 6 PUPILS IN NUMERACY BY SCHOOL OWNERSHIP AND GENDER

SCHOOL OWNERSHIP	BOYS		GIRLS		ALL	
	Mean	S.E	Mean	S.E	Mean	S.E
Government	44.8	0.73	40.6	0.71	42.6	0.66
Private	61.6	1.83	58.9	2.47	60.2	2.10

Pupils from the private schools obtained a mean score (60.2%) which was 17.6 points above that of pupils (42.6%) from government schools. This was a significant performance gap. Within each school set up, the boys' mean scores were slightly

higher than the girls. Figure 6.03 shows the percentages of pupils rated proficient in Numeracy by school ownership.



The difference in the performance gap of the pupils (74.1%) from private schools and their counterparts (34.5%) from government schools was highly significant. This was also true about the achievement levels of the boys and girls within each school ownership.

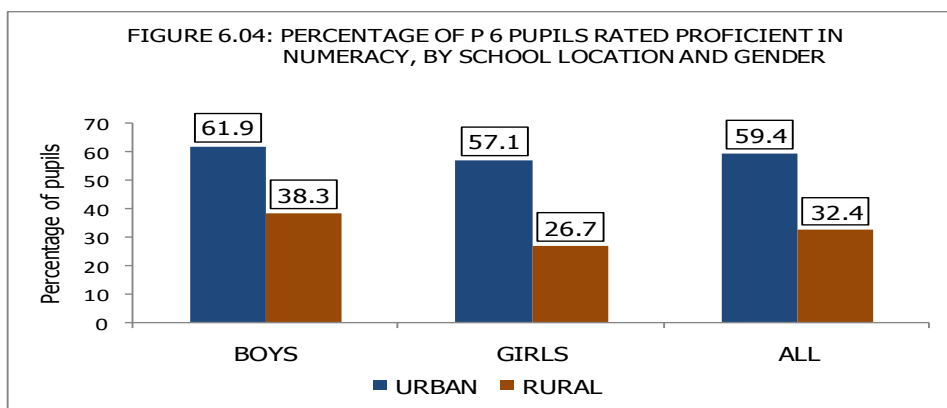
6.8 ACHIEVEMENT OF P 6 PUPILS IN NUMERACY BY SCHOOL LOCATION

An outline of the achievement levels of the P 6 pupils in Numeracy by school location and gender is given in this section. Table 6.12 shows the mean scores of P 6 pupils in Numeracy by school location and gender.

TABLE 6.12: MEAN SCORES (PERCENTAGE) OF P 6 PUPILS IN NUMERACY BY SCHOOL LOCATION AND GENDER

SCHOOL LOCATION	BOYS		GIRLS		ALL	
	Mean	S.E	Mean	S.E	Mean	S.E
Urban	54.6	1.81	51.8	1.46	53.1	1.56
Rural	44.4	0.63	39.5	0.63	41.9	0.58

Pupils from urban schools obtained a mean score (53.1) which was 11.2 points above that of pupils from rural schools. Within each school set up, boys' mean scores were slightly higher than those of the girls. Figure 6.04 shows the proportions of pupils rated proficient in Numeracy by school location and gender.



The percentage of pupils (59.4%) rated proficient in Numeracy in the urban schools was nearly double that of pupils (32.4%) from rural schools. The proportion of boys rated proficient was slightly higher than the girls who obtained a similar rating in each school location.

6.9 ACHIEVEMENT OF P 6 PUPILS IN NUMERACY BY ZONE

This section outlines the achievement patterns of pupils in Numeracy by zone and gender. Table 6.13 shows the mean scores of pupils in Numeracy by zone and gender.

TABLE 6.13: MEAN SCORES (%) OF P 6 PUPILS IN NUMERACY BY ZONE

REGION	ZONE	BOYS		GIRLS		ALL	
		Mean	S.E	Mean	S.E	Mean	S.E
Central	Central I	51.8	2.32	50.0	2.35	50.8	2.28
	Central II	39.0	1.77	40.4	1.71	39.8	1.59
	Central III	49.1	3.48	45.0	2.65	46.9	2.95
East	Far East	41.8	2.01	39.7	3.00	40.7	2.25
	Mid East I	36.6	2.10	33.8	2.61	35.0	2.11
	Mid East II	46.4	3.05	42.2	3.49	44.4	2.89
	Near East	43.0	2.12	37.5	1.57	40.2	1.66
Kampala	Kampala	55.0	3.40	53.6	4.03	54.2	3.53
North	Mid North I	43.2	1.70	35.9	1.59	39.7	1.63
	Mid North II	41.4	2.24	36.7	3.51	39.0	2.68
	North East	53.6	2.07	45.2	2.00	49.9	1.91
	West Nile	50.4	1.46	45.7	1.76	48.2	1.39
West	Far West	53.4	2.58	49.8	2.38	51.5	2.33
	Mid West	47.8	4.80	38.5	1.99	43.4	3.57
	North West	44.3	2.07	41.8	3.13	43.0	2.48
	South West	60.2	1.87	53.6	1.91	56.6	1.79
Uganda		46.9	0.69	42.8	0.65	44.8	0.63

Whereas the best performance (56.6%) was exhibited by pupils from South West, seven zones namely South West, Kampala, Far West, Central I, North East, West Nile and Central III in that descending order, had mean scores which were higher than the national mean score (44.8%). The rest of the zones had mean scores ranging from 35.0% for Mid – East I to 44.4% for Mid – East II. Girls’ mean score was slightly higher than the boys only in Central II. Table 5.14 shows the proportions of P 6 pupils rated proficient in Numeracy by zone and gender.

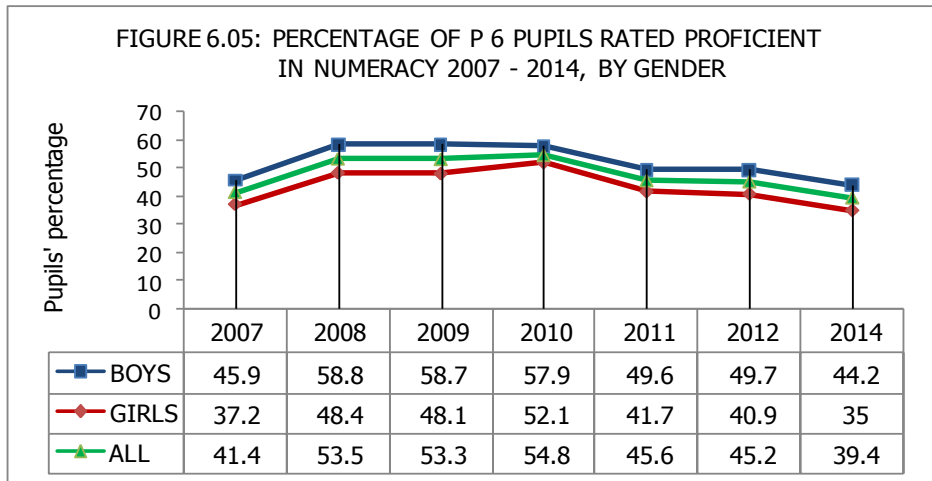
TABLE 6.14: PERCENTAGES OF P 6 PUPILS RATED PROFICIENT IN NUMERACY BY ZONE

REGION	ZONE	BOYS	GIRLS	ALL
Central	Central I	56.5	52.0	54.1
	Central II	28.2	25.6	26.7
	Central III	46.8	37.3	41.7
East	Far East	29.3	28.8	29.0
	Mid East I	26.4	20.9	23.2
	Mid East II	37.5	31.3	34.5
	Near East	35.9	22.4	29.0
Kampala	Kampala	66.4	61.2	63.6
North	Mid North I	34.7	19.0	27.1
	Mid North II	35.1	23.5	29.3
	North East	56.3	39.8	48.9
	West Nile	51.2	38.9	45.5
West	Far West	62.5	50.0	55.9
	Mid West	40.7	25.1	33.4
	North West	38.8	32.4	35.4
	South West	76.9	59.1	67.1
Uganda		44.2	35.0	39.4

About 2 in 3 students from South West attained the desired rating in Numeracy, giving the highest proportion of pupils rated proficient nationally. Kampala, Far West, and Central I had at least a half, but less than two thirds of their pupils reaching at or above the required minimum proficiency. The rest of the zones had fewer than one in every two pupils attaining a similar rating. Mid – East I had the lowest percentage of pupils rated proficient.

6.10 ACHIEVEMENT OF P 6 PUPILS IN NUMERACY IN 2007 – 2014

This section presents the performance of P 6 pupils in Numeracy over the years 2007 – 2012 and then 2014. Figure 6.05 shows the proportions of pupils rated proficient in Numeracy over the years 2007 – 2014.



The proportion of pupils rated proficient increased from 41.4% in 2007 to 53.5% in 2008, then remained constant for about 3 years. It then dropped to 45.6% in 2011 remaining nearly the same in 2012. However, in 2014, it dropped further to 39.4%.

6.11 CONCLUSION

Primary six pupils performed best in the topic of 'Number system and place value' where 8 in 10 pupils attained the desired rating.

Pupils have continued to perform poorly in topics of 'measures' and 'geometry'. This is an indication of the use of inappropriate and difficult teaching methods which do not trigger learners' behaviour and so the teachers fail to tailor lessons around the individual's problem/interest.

In the topic of 'number system and place value', pupils exhibited the best competence in writing a number shown on an abacus as well as writing number names in words. The concept of approximation is still challenging to the pupils since only 27.2% could round off a decimal number to the nearest whole number.

In the topic of 'operations on numbers', pupils' mastery and use of the four basic operations varies in the order 'addition', 'subtraction', 'multiplication' and lastly 'division'.

In the topic of 'fractions', whereas the pupils could adequately 'add' or 'subtract' fractions with the same denominator, they had some difficulty adding or subtracting fractions with different denominators.

The pupils demonstrated the worst performance in dividing a fraction by a whole number, indicating that learners have a difficulty in recognizing that a whole number is a fraction in itself.

In the topic of 'measures', the pupils had a mastery of a small aspect of buying and selling of objects leaving out bigger areas like capacity, temperature and geometrical attributes such as area, length and volume.

By school ownership, there is a significant performance gap between the two school ownerships which cannot be attributed to measurement or sampling techniques.

By zone, impressive performance arose from seven zones of South West, Kampala, Far West, and Central I, North East, West Nile and Central III. These are the zones where not only the mean scores of the pupils were above the national mean but also the proportions of pupils rated proficient were higher than the national statistics.

Chapter 7

ACHIEVEMENT OF P 6 PUPILS IN LITERACY IN ENGLISH

7.1 INTRODUCTION

This chapter describes the P 6 pupils' achievement in Literacy in English. The description is in terms of mean scores and percentages of pupils reaching the desired proficiency levels. The overall figures are presented first, followed by performance by competence. Finally, a description of the pupils' achievement by gender and age, school ownership, location and zone is made. The competencies which constitute each proficiency level are highlighted in the next section.

7.2 DESCRIPTION OF THE COMPETENCIES BY PROFICIENCY LEVELS

This section gives a description of the competencies expected of a pupil at each proficiency level.

NOTE: *A pupil at a given proficiency level is assumed to have mastered all the competencies below his/her level, plus the competencies specified at his/her level.*

ADVANCED LEVEL		
Reading Comprehension	Writing	Elements of Grammar
<p>A pupil is able to:</p> <ul style="list-style-type: none"> ▪ Read a text and answer questions requiring making predictions, inferences and deriving lessons from the text. ▪ Read a picture sequence and write a logical story about it. ▪ Read and interpret a sign post. 	<p>A pupil is able to:</p> <ul style="list-style-type: none"> ▪ Write an informal letter with the correct format. ▪ Write a well sequenced composition relevant to the topic. 	<p>A pupil is able to:</p> <ul style="list-style-type: none"> ▪ Use the future tense. ▪ Use given structures correctly.
ADEQUATE LEVEL		
Reading Comprehension	Writing	Elements of Grammar
<p>A pupil is able to:</p> <ul style="list-style-type: none"> ▪ Name objects and correctly spell them. ▪ Describe the activities in a picture using full sentences. ▪ Read a text and derive the meaning of words 	<p>A pupil is able to:</p> <ul style="list-style-type: none"> ▪ Fill an Application Form correctly and neatly. ▪ Write a simple guided composition. ▪ Write an informal 	<p>A pupil is able to:</p> <ul style="list-style-type: none"> ▪ Give the opposite of most words. ▪ Use a given vocabulary item in a full sentence. ▪ Use the present continuous tense

<p>as used in the text.</p> <ul style="list-style-type: none"> Read a picture sequence and write sentences about it, but the sentences may not make a logical story. 	<p>letter, but with errors in the format.</p> <ul style="list-style-type: none"> Write a composition relevant to the topic but lacking in sequence. 	<p>correctly.</p> <ul style="list-style-type: none"> Use most structures correctly. Use comparatives which are formed by modification of the stem.
BASIC LEVEL		
Reading Comprehension	Writing	Elements of Grammar
<p>A pupil is able to:</p> <ul style="list-style-type: none"> Describe the activities in a picture using short phrases. Associate words to actions. Read simple texts and answer questions requiring direct responses from the texts. Read and describe the pictures in a sequence. 	<p>A pupil is able to:</p> <ul style="list-style-type: none"> Draw and label objects. Write most words, beginning or ending with given sounds. Fill in most words in a guided composition. Write an informal letter, but with many errors and omissions. Write a short composition, making many errors. 	<p>A pupil is able to:</p> <ul style="list-style-type: none"> Give the opposites of simple common words. Give the plurals of common words. Use prepositions correctly. Use a given vocabulary, but make grammatical errors. Use the simple past tense. Use a few simple structures correctly. Use comparatives which are formed by adding 'er'.
INADEQUATE LEVEL		
Reading Comprehension	Writing	Elements of Grammar
<p>A pupil is able to:</p> <ul style="list-style-type: none"> Name some objects correctly. Describe the activities in a picture using single words. Associate words to objects. Read a picture sequence and write about the pictures using single words or phrases. Fill in basic information, e.g. name on an Application Form. 	<p>A pupil is able to:</p> <ul style="list-style-type: none"> Draw and label common objects. Write simple words from jumbled letters and some words ending with given syllables. Fill in a few words in a guided composition. 	<p>A pupil is able to:</p> <ul style="list-style-type: none"> Give the plurals of words that need adding 's'. Use a few prepositions. Use the present tense.

7.3 OVERALL LEVEL OF ACHIEVEMENT OF P 6 PUPILS IN LITERACY IN ENGLISH

The overall mean score of P 6 pupils in Literacy in English was 40.1% (standard Error: S.E: 0.83). The mean scores for the boys 39.9% (S.E: 0.87) and girls 40.2% (S.E: 0.83) was nearly the same. The percentages of P 6 pupils who reached the various proficiency levels are shown in Table 7.01.

TABLE 7.01: PERCENTAGE OF P 6 PUPILS REACHING THE VARIOUS LEVELS OF PROFICIENCY IN LITERACY IN ENGLISH, BY GENDER

PROFICIENCY LEVELS	BOYS	GIRLS	ALL
Advanced	5.8	6.3	6.1
Adequate	32.0	32.3	32.2
Basic	34.3	33.2	33.7
Inadequate	27.9	28.1	28.0

Few pupils 6.1% were rated 'Advanced'. These are pupils who have complete mastery of the competencies specified for P 6 level in the curriculum.

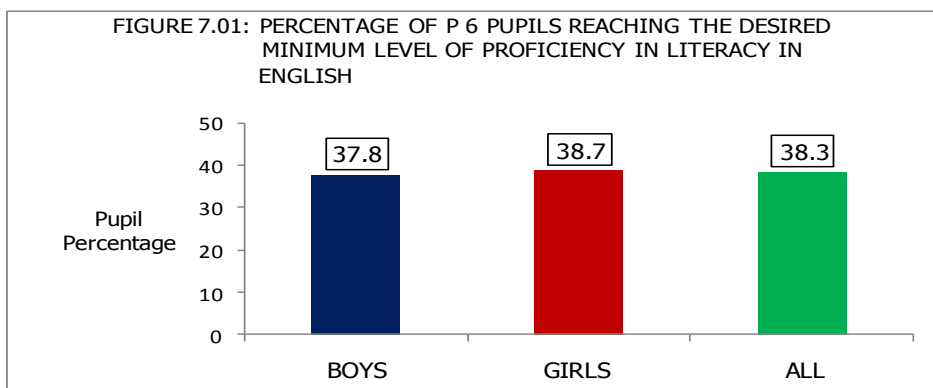
Nearly a third of the pupils, 32.2% were categorized 'Adequate'. Such pupils are performing at least at the minimum desired level of proficiency in Literacy in English at P 6 level.

Similarly, about a third of the P 6 pupils reached just the 'Basic' level of proficiency. These are pupils who have acquired just the elementary competencies in Literacy in English at P 6 level.

Slightly more than a quarter, 28.0%, of the P 6 pupils were rated 'inadequate'. The pupils are performing below the level of their class in Literacy in English.

A pupil is rated proficient if he/she attains the 'Advanced' or 'Adequate' proficiency level.

Figure 7.01 shows the percentage of P 6 pupils reaching the proficiency level in Literacy in English.



A total of 38.3% of the P 6 pupils reached the defined proficiency level in Literacy in English. The boys and girls who achieved the same rating were 37.8% and 38.7%, respectively. There were no significant gender differences in performance.






















7.4 ACHIEVEMENT OF P 6 PUPILS IN LITERACY IN ENGLISH BY SKILL AREA

This section is a presentation of the P 6 pupils' achievement in Literacy in English by various competencies of Reading Comprehension, Writing and Grammar

7.4.1 ACHIEVEMENT OF P 6 PUPILS IN READING COMPREHENSION

This sub-section describes the achievement of P 6 pupils in the sub skill areas of Reading Comprehension. Table 7.02 shows the percentage of P 6 pupils rated proficient in various sub-skill areas of Reading Comprehension.

TABLE 7.02: PERCENTAGE OF P 6 PUPILS RATED PROFICIENT IN THE SUB-SKILL AREAS OF READING COMPREHENSION BY GENDER

SUB-SKILL AREAS	BOYS	GIRLS	ALL
Associating words to objects and actions.	 99.1	 99.3	 99.2
Reading tabular information (e.g. a calendar).	 66.3	 62.5	 64.3
Reading and describing the activities in a picture.	 61.5	 63.2	 62.4
Reading and interpreting a sign post.	 56.1	 52.4	 54.2
Reading a picture sequence.	 31.6	 29.4	 30.5
Reading and comprehending a story.	 29.7	 29.3	 29.5
Reading a poem.	 28.6	 27.3	 27.9

P 6 pupils' performance in Reading Comprehension by sub-skill area differed from one skill area to the other. Nearly all P 6 pupils (99.2%) could 'associate words to objects and actions'. However, fewer 64.3%, 62.4% and 54.2% were rated proficient in 'reading tabular information', 'reading and describing the activities in a picture', and 'reading and interpreting a signpost', respectively. Each of the rest of the sub-skill areas had less than a third of the pupils rated proficient.

Table 7.03 shows the percentage of P 6 pupils rated proficient in selected competencies of Reading Comprehension.

TABLE 7.03: PERCENTAGE OF P 6 PUPILS RATED PROFICIENT IN SELECTED COMPETENCIES OF READING COMPREHENSION

COMPETENCIES	BOYS	GIRLS	ALL
<i>Reading a Calendar</i>			
Read a calendar of a month and tell the name of the month.	🚩 66.9	🚩 64.0	🚩 65.4
Read a calendar and tell a particular date on it.	🚩 38.8	🚩 34.8	🚩 36.7
<i>Reading a sign post</i>			
Read a sign post and answer questions requiring direct responses.	🚩 68.6	🚩 63.0	🚩 65.7
Read a sign post and interpret its message.	🚩 56.8	🚩 56.6	🚩 56.7
<i>Reading a Poem</i>			
Read a poem and interpret its message.	🚩 41.7	🚩 42.1	🚩 41.9
Read a poem and form own opinion based on the text.	🚩 17.8	🚩 18.0	🚩 17.9
<i>Reading a story</i>			
Read a story and summarize its message.	🚩 63.9	🚩 63.7	🚩 63.8
Read a story and answer questions by making inferences.	🚩 18.3	🚩 17.1	🚩 17.7

Pupils' performance on a particular competence varied with the complexity of the task. Whereas 65.7% of the pupils could read a sign post and answer questions requiring direct responses from the text, a lower proportion of 56.7% were able to read a sign post and interpret its message. Similarly, 63.8% of the pupils were able to read a story and summarize its message, while only 17.7% could use it to answer questions requiring making inferences.

Significant gender differences were realized in 'reading a calendar' with boys performing better than the girls. The girls performed better in 'reading a poem', though the gender differences were not significant.

7.4.2 ACHIEVEMENT OF P 6 PUPILS IN WRITING

This sub-section describes the achievement of P 6 pupils in the sub-skill areas of Writing.

Table 7.04 shows the percentage of P 6 pupils rated proficient in the sub-skill areas of Writing.

TABLE 7.04: PERCENTAGE OF P 6 PUPILS RATED PROFICIENT IN THE SUB-SKILL AREAS OF WRITING

SUB-SKILL AREAS OF WRITING	BOYS	GIRLS	ALL
Naming objects.	88.8	87.8	88.3
Completing an Application Form.	77.5	74.1	75.8
Writing a guided composition.	66.3	62.5	64.3
Writing a letter.	55.2	60.7	58.0
Writing words.	51.1	51.6	51.4
Drawing named objects.	53.0	43.3	48.0
Writing a composition.	36.3	39.5	38.0

More than three quarters of the pupils were able to name objects (88.3%) and complete an application form (75.8%). Fewer, 64.3%, 58.0% and 51.4% of the pupils could write a guided composition, write a letter and write words correctly, respectively.

Nevertheless, less than a half of the pupils, 48% and 38% were rated proficient in 'drawing named objects' and 'writing a composition', respectively. Significantly more girls than boys were rated proficient in letter writing and the reverse occurred in drawing named objects.

Table 7.05 shows the percentage of P 6 pupils rated proficient in selected attributes of Composition Writing.

TABLE 7.05: PERCENTAGE OF P 6 PUPILS WHO WERE RATED PROFICIENT IN SELECTED ATTRIBUTES OF COMPOSITION WRITING

COMPETENCIES	BOYS	GIRLS	ALL
Legibility	70.0	74.5	72.3
Correct format	39.5	40.1	39.8
Relevant content	14.2	14.3	14.2
Correct punctuation and spelling	9.7	10.0	9.8

Nearly three quarters of the P 6 pupils (72.3%) could write legibly. However, fewer pupils 39.8%, 14.2% and 9.8% were able to write compositions with the correct format, relevant content and correct punctuation and spelling, respectively. There were no significant gender differences in most of the competencies except legibility where the girls were significantly better than the boys.

7.4.3 ACHIEVEMENT OF P 6 PUPILS IN GRAMMAR

This sub-section is a presentation of the P 6 pupils' achievement in Grammar. Table 7.06 shows the percentage of P 6 pupils rated proficient in the competencies of Grammar.

TABLE 7.06: PERCENTAGE OF P 6 PUPILS RATED PROFICIENT IN THE COMPETENCIES OF GRAMMAR

COMPETENCES	BOYS	GIRLS	ALL
Identifying opposites.	🚩 57.6	🚩 61.5	🚩 59.6
Giving plurals.	🚩 50.6	🚩 53.7	🚩 52.2
Using Adjectives.	🚩 44.6	🚩 47.2	🚩 46.0
Using given vocabulary.	🚩 41.2	🚩 44.2	🚩 42.8
Using prepositions.	🚩 40.6	🚩 43.1	🚩 41.9
Using given structures.	🚩 36.5	🚩 38.2	🚩 37.4
Using tenses.	🚩 22.7	🚩 23.9	🚩 23.3

At least more than a half of the pupils were rated proficient in two competencies of Grammar i.e. 'giving plurals' (52.2%) and 'identifying opposites (59.6%)'. However, all the competencies which focused on the application of different grammatical aspects in real life-like situations registered less than a half of the P 6 pupils rated proficient.

7.5 ACHIEVEMENT OF P 6 PUPILS IN LITERACY IN ENGLISH BY AGE

The achievement of P 6 pupils in Literacy in English by pupils' age is described in this section. Table 7.07 shows the mean scores of P 6 pupils in Literacy in English by age and gender.

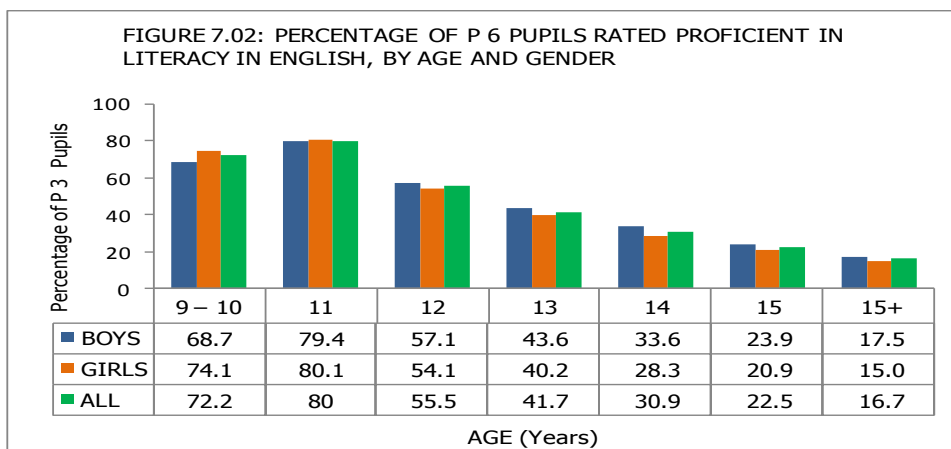
TABLE 7.07: MEAN SCORES (PERCENTAGE) OF P 6 PUPILS IN LITERACY IN ENGLISH BY AGE AND GENDER

AGE (years)	BOYS		GIRLS		ALL	
	Mean	S.E	Mean	S.E	Mean	S.E
9-10	58.2	4.58	58.2	3.58	58.2	3.02
11	62.6	2.28	61.8	1.80	62.0	1.71
12	48.9	1.56	47.1	1.36	47.9	1.21
13	43.0	1.10	40.4	1.03	41.5	0.94
14	37.6	0.94	34.7	0.81	36.1	0.73
15	32.7	0.84	32.8	0.94	32.8	0.71
15+ ^o	30.2	0.83	29.8	1.13	30.0	0.81

The mean scores of P 6 pupils in Literacy in English by age varied from age to age. Pupils aged 9–10 and 11 years old scored a mean of over 50% i.e. 58.2%, and 62.0%, respectively. The highest mean score was 62.0% for the 11-year olds. From age 12 to 15⁺ years, the mean scores of pupils declined with increase in age, up to 30% for the pupils above 15 years. There were no significant gender differences at all ages.

^o Age above 15 years.

Figure 7.02 presents the percentage of P 6 pupils rated proficient in Literacy in English by age.



Over a half of the P 6 pupils were rated proficient in Literacy in English at the ages of 9-10, 11 and 12 years. Fewer pupils (16.7%) aged above 15 years were rated proficient in Literacy in English. There were significant gender differences in performance at ages 9 -10 and 14 years.

7.6 ACHIEVEMENT OF P 6 PUPILS IN LITERACY IN ENGLISH BY SCHOOL OWNERSHIP

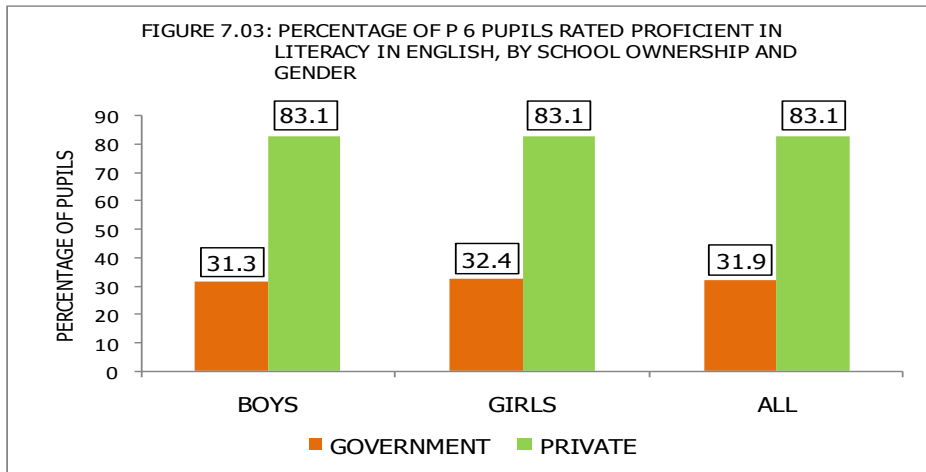
This section is a presentation of P 6 pupils' achievement in Literacy in English by school ownership. Table 7.08 shows the mean scores of P 6 pupils in Literacy in English by school ownership and gender.

TABLE 7.08: MEAN SCORES (PERCENTAGE) OF P 6 PUPILS IN LITERACY BY SCHOOL OWNERSHIP AND GENDER

SCHOOL OWNERSHIP	BOYS		GIRLS		ALL	
	Mean	S.E	Mean	S.E	Mean	S.E
Government	36.6	0.92	37.0	1.02	36.8	0.89
Private	62.8	2.16	63.2	2.99	63.0	2.46

P 6 pupils in Government schools scored a mean of 36.8% while those in Private schools obtained a mean of 63.0%. There were no significant gender differences in mean scores in either category of school ownership.

Figure 7.03 represents the percentage of P 6 pupils rated proficient in Literacy in English by school ownership and gender.



Just less than a half of the P 6 pupils in Government schools were rated proficient in Literacy in English. On the other hand, over three thirds of the pupils in Private schools reached the same rating. Girls and boys in Private schools performed at the same level.

7.7 ACHIEVEMENT OF P 6 PUPILS IN LITERACY IN ENGLISH BY SCHOOL LOCATION AND GENDER

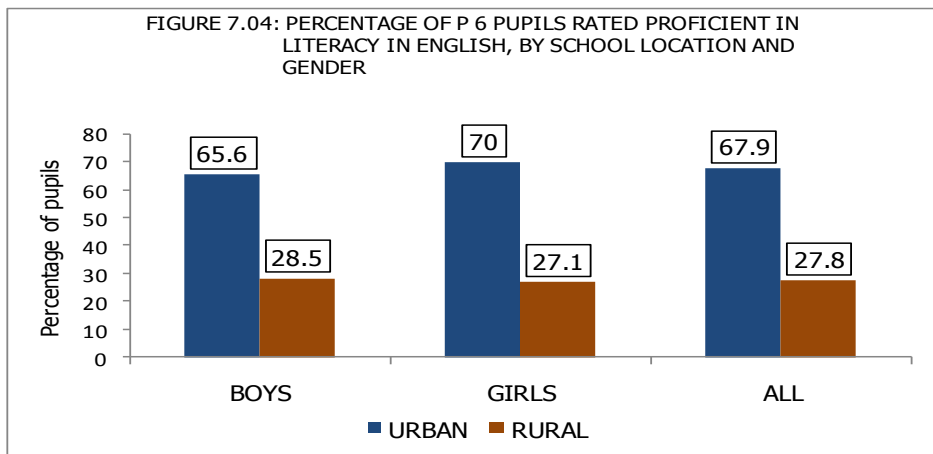
This section is a presentation of the P 6 pupils' achievement in Literacy in English by school location and gender. Table 7.09 shows the mean scores of P 6 pupils in Literacy in English by school location and gender.

TABLE 7.09: MEAN SCORES (PERCENTAGE) OF P 6 PUPILS IN LITERACY IN ENGLISH BY SCHOOL LOCATION AND GENDER

SCHOOL LOCATION	BOYS		GIRLS		ALL	
	Mean	S.E	Mean	S.E	Mean	S.E
URBAN	53.8	2.2	55.3	2.04	54.6	1.99
RURAL	35.3	0.72	34.6	0.77	34.9	0.69

P 6 pupils in urban schools scored a mean of 54.6%, while the pupils from rural schools obtained a mean of 34.9%. There is a significant difference between the two means. However, there were no significant gender differences in mean scores of pupils of schools in the same location.

Figure 7.04 represents the percentage of P 6 pupils rated proficient in Literacy in English by school location.



Over two thirds of the P 6 pupils in urban schools were rated proficient in Literacy in English. The percentage of pupils reaching a similar rating in rural schools was 27.8%. Girls in urban schools performed significantly better than the boys; while in rural schools the boys performed slightly better than the girls.

7.8 ACHIEVEMENT OF P 6 PUPILS IN LITERACY IN ENGLISH BY ZONE

This section describes the achievement of P 6 pupils in Literacy in English by zone. Table 7.10 shows the mean scores of P 6 pupils in Literacy in English by zone.

TABLE 7.10: MEAN SCORES (PERCENTAGE) OF P 6 PUPILS IN LITERACY IN ENGLISH BY ZONE

REGION	ZONE	BOYS		GIRLS		ALL	
		Mean	S.E	Mean	S.E	Mean	S.E
Central	Central I	49.9	2.95	51.1	2.7	50.5	2.72
	Central II	35.7	2.52	39.7	2.68	37.9	2.35
	Central III	45.6	5.12	44.4	3.69	45.0	4.23
East	Far East	32.7	1.67	39.0	5.42	36.1	3.32
	Mid East I	28.9	2.74	31.6	3.76	30.2	3.10
	Mid East II	36.9	3.52	38.0	4.67	37.4	3.73
	Near East	34.4	2.79	31.5	2.45	32.1	2.41
Kampala	Kampala	57.3	4.70	61.0	4.24	59.4	4.31
North	Mid North I	31.2	1.93	27.7	1.54	29.5	1.67
	Mid North II	32.3	3.02	33.8	5.95	33.1	4.36
	North East	48.9	1.59	44.6	2.09	47.0	1.55
	West Nile	42.6	2.08	43.5	2.94	43.0	2.40

REGION	ZONE	BOYS		GIRLS		ALL	
		Mean	S.E	Mean	S.E	Mean	S.E
West	Far West	43.7	2.35	41.0	2.61	42.3	2.44
	Mid West	41.6	5.77	35.7	3.03	38.8	4.37
	North West	39.5	2.68	39.4	2.92	39.4	2.58
	South West	50.1	2.24	49.5	2.48	49.8	2.31
Uganda		39.9	0.87	40.2	0.91	40.1	0.83

The mean scores of P 6 pupils in Literacy in English by zone, varied from one zone to another. Only two zones of Kampala (59.4%) and Central I (50.5%) obtained means which were over 50% (a half). Mid North I registered the least mean score. There were significant gender differences in mean scores in the zones of Far East and Mid West with the girls and boys performing better, respectively.

Table 7.11 shows the proportions of P 6 pupils reaching the defined proficiency level in Literacy in English by zone.

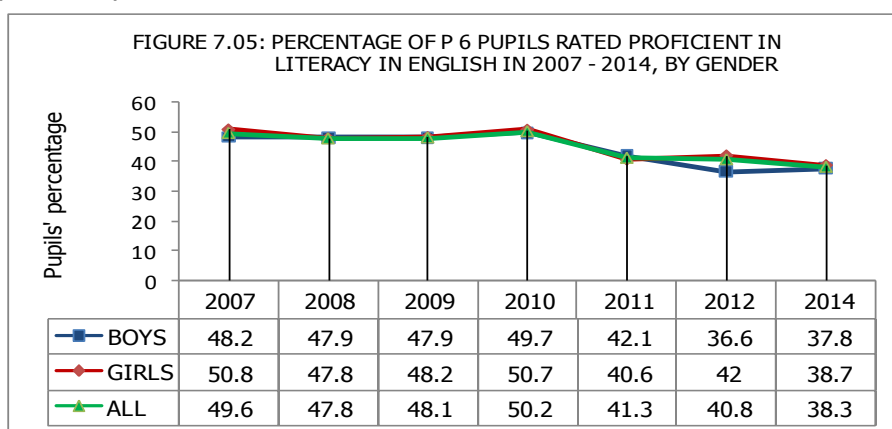
TABLE 7.11: PERCENTAGES OF P 6 PUPILS RATED PROFICIENT IN LITERACY IN ENGLISH BY ZONE

REGION	ZONE	BOYS	GIRLS	ALL
Central	Central I	57.9	59.7	58.8
	Central II	30.2	37.6	34.3
	Central III	46.2	48.1	47.2
East	Far East	22.6	32.7	20.0
	Mid East I	20.4	27.1	24.3
	Mid East II	33.3	28.5	31.0
	Near East	27.4	22.0	24.6
Kampala	Kampala	80.2	84.5	82.6
North	Mid North I	19.2	14.5	17.0
	Mid North II	22.2	32.3	27.3
	North East	59.1	50.3	55.2
	West Nile	41.4	40.6	41.0
West	Far West	46	34.7	40
	Mid West	36.0	28.4	32.4
	North West	35.8	39.5	37.8
	South West	58.4	57.0	57.7
Uganda		37.8	38.7	38.3

At least over a half of the P 6 pupils were rated proficient in Literacy in English in the zones of Kampala, (82.6%), Central I (58.8%), South West (57.7%) and North East (55.2%). Four zones: Near East (24.6%), Mid East I (24.3%), Far East (20%), and Mid North I (17%) had less than a quarter of the pupils rated proficient. Significantly more girls than boys were rated proficient in the zones of: Central II, Far East, Mid East I, Kampala and Mid North II. The reverse occurred in the zones of: Mid East II, Near East, Mid North I, North East, Far West and Mid West.

7.9 ACHIEVEMENT OF P 6 PUPILS IN LITERACY IN ENGLISH IN THE YEARS 2007 – 2014

This section presents the achievement of P 6 pupils in Literacy in English in the years 2007 – 2014. Figure 7.05 presents the percentage of P 6 pupils reaching the defined proficiency level in 2007 – 2014.



Whereas the overall percentage of the P 6 pupils rated proficient in Literacy in English in the years 2007 – 2010 was in the range of 49.6% - 50.2%, the percentage for the years 2011, 2012 – 2014 was in the range of 41.3% and 38.3%, except for the year 2013 where there was no assessment. The girls have continued to perform better than the boys for most of the years.

7.10 CONCLUSION

In 'Reading Comprehension', P 6 pupils still performed better in competencies of pre-reading activities such as associating words to objects and actions; and reading and completing pictures. They still exhibited difficulty in reading comprehension of printed texts such as a story and a poem.

Under 'Writing', pupils performed well in 'naming objects', 'completing an application form' and 'writing a guided composition'. However, they had difficulty 'writing a composition', of creative nature. The performance in composition writing was affected by the difficulty of the students to write relevantly to the topic and the inability to apply the appropriate punctuation and use the correct spelling. A sizeable percentage also had difficulty in using the correct format for composition writing.

In Grammar, pupils' achievement was better in grammatical aspects of lower ranking ability demand such as identifying opposites and giving plural forms of nouns. However, they experienced difficulty in the usage of different grammatical aspects of parts of speech such as tenses. They also had difficulty in using selected sentence structures.

Chapter 8

TEACHERS ASSESSMENT KNOWLEDGE AND PRACTICE AND ACHIEVEMENT OF PUPILS IN NUMERACY AND IN ENGLISH LITERACY

8.1 INTRODUCTION

This chapter begins with a brief presentation of the distribution of teachers by selected factors. This is followed by a description of the teachers' professional development in the field of assessment. Third is a description of some basic knowledge required by teachers in test development and then their assessment practices.

8.2 DISTRIBUTION OF TEACHERS BY SELECTED FACTORS

8.2.1 DISTRIBUTION OF TEACHERS BY SUBJECT AND GENDER

The percentages of teachers by subject they taught and gender is shown in Table 8.01.

TABLE 8.01: DISTRIBUTION OF TEACHERS BY SUBJECT AND GENDER

CLASS AND SUBJECT TAUGHT	GENDER				ALL	
	MALE		FEMALE			
	N	PERCENTAGE	N	PERCENTAGE	N	PERCENTAGE
P 3 Numeracy	138	9.9	93	7.7	231	17.5
P 3 Literacy	80	5.6	145	12.5	225	18.1
P 6 Numeracy	330	24.7	27	2.2	357	26.9
P 6 Literacy	233	16.1	89	7.4	322	23.5
P 3,P 6 Literacy & Numeracy	104	7.5	81	6.4	185	14.0
Total	885	63.8	435	36.2	1320	100.

The majority, 63.8%, of teachers are males, and just over a third are females. There is significant variation in the distribution of teachers across the learning areas and class. For instance at P 6, it is mostly male teachers who taught Numeracy (24.7%) and Literacy in English (16.1%) in contrast to much smaller proportions of females (2.2% and 7.4%, respectively) who taught the same learning areas.

8.2.2 DISTRIBUTION OF TEACHERS BY AGE AND SUBJECT TAUGHT

The distribution of teachers by age group and subject taught is in Table 8.02.

TABLE 8.02: DISTRIBUTION OF TEACHERS BY AGE AND SUBJECT TAUGHT

CLASS AND SUBJECT TAUGHT	AGE GROUP								Total	
	18-25		26-35		36-45		46+		N	PERCENTAGE
	N	PERCENTAGE	N	PERCENTAGE	N	PERCENTAGE	N	PERCENTAGE		
P 3 Numeracy	38	3.1	92	6.6	67	5.1	36	2.7	233	17.5
P 3 Literacy	35	2.8	93	7.0	72	6.0	28	2.4	228	18.2
P 6 Numeracy	30	2.3	176	12.9	109	8.4	44	3.3	359	26.9
P 6 Literacy	23	1.8	159	10.6	101	8.0	42	3.1	325	23.5
P 3,P 6 Literacy & Numeracy	27	2.1	72	5.4	58	4.4	30	2.1	187	14.0
Total	153	12.1	592	42.4	407	31.8	180	13.7	1332	100.0

There was no substantial variation in the subject and class taught according to teacher's age, although the majority, 42.5%, of teachers were in 26-35 age group.

8.3 TEACHER PROFESSIONAL DEVELOPMENT

There are several teacher capacity improvement initiatives, but in this Section we consider only teacher training in setting and marking tests. Table 8.03 shows the distribution of teachers who were trained to set or mark.

TABLE 8.03: DISTRIBUTION OF TEACHERS TRAINED TO SET OR MARK TESTS

TRAINED TO SET TEST	FREQUENCY	PERCENTAGE	TRAINED TO MARK TESTS	FREQUENCY	PERCENTAGE
Yes	792	59.3	Yes	689	52.4
No	538	40.7	No	647	47.6
Total	1330	100.0	Total	1336	100.0

More than half, 59.3%, of the teachers interviewed declared that they were trained in test setting and just slightly more than a half (52.4%) trained in test marking.

Table 8.04 shows the distribution of teachers according to the institution where they were trained to set tests.

TABLE 8.04: DISTRIBUTION OF TEACHERS ACCORDING TO WHERE THEY WERE TRAINED TO SET TESTS

WHERE TEACHER TRAINED TO SET TESTS	FREQUENCY	PERCENTAGE
Teacher Training Institution	359	55.7
School/District associations	160	24.8
Centre Coordinating Tutors	50	7.8
UNEB PLE setters workshop	46	7.1
NAPE Item Development workshop	21	3.3
NGOs	21	3.3
Private Assessment Bodies	20	3.1
Continuous Professional Development	17	2.6
NCDC	5	0.8

Over a half (55.7%) and just about a quarter (24.8%) of the teachers were trained to set tests at the teacher training colleges and by school or district associations, respectively. Small proportions have been trained by assessment institutions like UNEB - PLE setters (7.1%) and NAPE item development workshops (3.3%), respectively.

Table 8.05 shows the distribution of teachers according to the institution or organisation where they were trained to mark tests.

TABLE 8.05: DISTRIBUTION OF TEACHERS ACCORDING TO WHERE THEY WERE TRAINED TO MARK TESTS

WHERE TEACHER TRAINED TO MARK TESTS	FREQUENCY	PERCENTAGE
Teacher Training Institution	285	52.3
School/District associations	158	29.0
UNEB PLE workshops	62	11.4
Centre Coordinating Tutors	26	4.8
NAPE Item Scoring workshop	15	2.8
Private Assessment Bodies	15	2.8
Continuing Professional Development	10	1.8
NGOs	9	1.7

Just a half (52.3%) and 29.0% of the teachers were trained to mark tests at teacher training colleges and by school or district associations, respectively. Small proportions have been trained by assessment institutions like UNEB - PLE setters (11.4%) and NAPE item development workshops (2.8%), respectively.

8.4 TEACHERS' KNOWLEDGE OF THE PRINCIPLES OF TEST DEVELOPMENT

8.4.1 TEACHERS' ASSESSMENT KNOWLEDGE

This section entails a description of some basic knowledge required by teachers in test development. A sample test blue print was displayed and the teacher was asked to describe or name the instrument. Table 8.06 presents the distribution of the teachers by their responses.

TABLE 8.06: PERCENTAGE OF TEACHERS' RESPONSES ACCORDING TO DESCRIPTION OF A SAMPLE TEST BLUE PRINT

DESCRIPTION	FREQUENCY	PERCENTAGE
Others (Scheme of work/Lesson Plan, etc)	1136	84.9
Test blue print	91	7.3
Competence table/Learning areas	97	7.6
Specification Table	3	0.2
Total	1327	100.0

Only 7.3% of the teachers interviewed could correctly identify a test blue print, despite the claim by over half of the teachers that they have ever been trained in test development.

Table 8.07 shows the distribution of teachers' responses according to the attributes needed to prepare a test.

TABLE 8.07 : PERCENTAGE OF TEACHERS' RESPONSES ACCORDING TO ATTRIBUTES NEEDED TO PREPARE A TEST

REQUIREMENTS	FREQUENCY	PERCENTAGE
Other irrelevant responses	1055	79.6
Syllabus Coverage	687	51.8
Level of learners	440	33.2
Ability of learners	267	20.1
Test duration	108	8.1
Environment	93	7.0
Objectives of Test	90	6.8
Size of class	41	3.1

Most (79.6%) of the teachers could not provide a correct description of what ingredients are required in preparing a standard test. Those who responded

appropriately mentioned syllabus coverage (51.8%), level of learner (33.2%), ability of learners (20.1%), and test duration(8.1%), among others.

8.4.2 TEACHERS ASSESSMENT PRACTICE

This sub-section describes the teachers' varying assessment practices. Table 8.08 shows where the teachers obtained tests usually administered to pupils.

TABLE 8.08: PERCENTAGE OF TEACHERS' BY SOURCES OF TESTS

SOURCE OF TEST	FREQUENCY	PERCENTAGE
Teacher Sets own Test	862	83.8
School buys from commercial producers	734	71.3
Other Schools/friends	261	25.4
Teacher buys	108	10.5
District or Local Examinations Body	66	6.4
Past papers/Newspapers	25	2.4
Text books	16	1.6
No tests given in school	13	1.3

The bulk (83.8%) of teachers stated that tests administered to pupils constructed by them. More than two thirds, 71.3%, mentioned that the schools bought tests from commercial test producers, and about a quarter obtained the tests from other schools or their colleagues. Assessment tests were, in addition, obtained from local examinations bodies, UNEB past papers, text books as well as newspapers. However, 1.3% of the teachers confirmed that no tests were administered in their schools in the term immediately before the survey.

Table 8.09 shows the moments or periods when teachers administered tests to their pupils.

TABLE 8.09: PERCENTAGE OF TEACHERS BY TEST ADMINISTRATION MOMENTS

TIME	FREQUENCY	PERCENTAGE
End of term	759	66.1
Middle of term	583	50.7
Weekly	411	35.8
Beginning of term	356	31.0
Monthly/fortnightly	272	23.7
End of Topic	263	22.9
Daily	16	1.4

Tests were mainly (66.1%) administered at the end of school term. In about half, 50.7%, of cases, tests were given in the middle of the term and about a third, 35.8%, weekly. Tests were rarely administered at either end of topic or monthly.

On average, three tests were given in a term in each of the studied subjects, although the teachers would have wished to give six tests in a term.

Teachers were required to explain how they use the assessment tests they administered to pupils. Table 8.10 provides the reasons the teachers consider for testing their pupils.

TABLE 8.10: REASONS WHY TEACHERS GIVE TESTS TO PUPILS

REASON	FREQUENCY	PERCENTAGE
Measure what pupils have learned	1109	83.3
Others (e.g., keep students busy, fulfil school obligation, etc)	792	59.5
Evaluate teacher/teaching	333	25.0
Promote pupils to the next class/or to grade them	331	24.9
Motivation/competition	301	22.6
Revision/remedial teaching	261	19.6
Preparation for final exams	214	16.1
Record keeping	40	3.0
Feedback to parents	31	2.3

Teachers commonly (83.3%) indicated 'measure of what pupils have learned' as the reason for testing. Followed by over half, 59.5%, who mentioned 'keeping pupils busy' as well as 'fulfilment of school obligation' as the purpose for test administration to pupils. Other reasons included 'evaluation of the teacher' (25.0%), 'promotion of students to the next class' (24.9%), and 'provision of feedback to parents' (2.3%) *inter alia*.

8.6 CONCLUSION

Most of the teachers could not provide a correct description of what key attributes are required in preparing a standard test. In fact, whereas almost all teachers interviewed claimed that they had ever been trained in how to set a test, a very small proportion could identify a test blue print (test specification table) which is a fundamental device used in test item writing. Furthermore, the low ranking of testing to evaluate the teacher and teaching among the reasons for testing cited by teachers demonstrates unsuitable use of tests. Therefore, most of the teachers have inadequate skills in test construction and predominantly, engage in assessment of learning and not assessment for learning.

Chapter 9

CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

9.1 INTRODUCTION

This chapter presents the main findings, together with the tenable reasons for the performance patterns as well as the recommended actions to be taken in order to improve the learning achievement. In addition to that, the responsible centres expected to undertake the implementation of the suggested recommendations are also given. The chapter is divided into three sections. The first section gives the overall achievement of pupils in Numeracy, Literacy in English and Oral reading; the second, the achievement of pupils by selected factors: pupil gender and age, school ownership, and zone and then the trends in achievement. The third is, implication of findings of teachers' assessment knowledge and practice.

9.2 OVERALL LEVEL OF ACHIEVEMENT

9.2.1 PRIMARY 3

Results:

- Overall, 72.7% of the P 3 pupils reached the defined proficiency level in Numeracy and 64.2% attained a similar rating in Literacy in English. This means that nearly three quarters of the pupils in P 3 demonstrated that they had acquired the Numeracy competencies as spelt out in the national curriculum. However, just nearly two thirds of the pupils showed such proficiency in Literacy in English.
- In Oral Reading, 48.6% of the pupils were proficient.

Reasons:

- Teaching pupils in their local language could be leading to improvement in the understanding of concepts of Numeracy.
- Inadequate reading comprehension skills on the part of both pupils and teachers.
- Insufficient time devoted to oral reading skills development perhaps affects the performance in Oral Reading.
- Emphasizing 'letter names' instead of 'letter sounds' at the beginners' stage of reading.
- Inadequate regular practice in oral reading.

Recommendation:	Responsibility Centre
Strengthen the training of teachers in the implementation of the thematic curriculum.	NCDC, PTC, DES
Conduct regular supervision and monitoring of implementation of the Thematic Curriculum.	DIS, NCDC, CCT, MOES
Guide the pupils in the development of skills for reading comprehension.	Teacher CCT Headteacher
Review the teaching of reading and writing in PTCs.	PTCs NCDC, MOES
Provide enough appropriate reading materials.	Headteachers, Teachers, MOES
Encourage schools to allow pupils borrow books.	DIS, MOES, DES, Headteachers, SMCS

9.2.1.1 ACHIEVEMENT OF P 3 PUPILS IN NUMERACY

Results:

In Numeracy, P 3 pupils could, for example, do the following:

- Associate a number of objects to the corresponding number in figures.
- Count in ones, fives or tens.
- Add or subtract numbers without carrying or borrowing.
- Carry out multiplication as repeated addition.

P 3 pupils had difficulty in the following Numeracy competencies:

- Addition with carrying.
- Subtraction with borrowing.
- Multiplication.
- Division.
- Solving sums involving money.

Reasons:

- Teaching in an abstract manner, without practical demonstration.
- Introducing a new concept before pupils have fully mastered the pre-requisite concepts.
- Inadequate practice by pupils.
- Inability of teachers to appropriately use assessment to guide the teaching-learning process.
- Negative attitude of pupils and teachers towards numeracy.
- Poor classroom display/environment to enhance incidental learning.

Recommendation:	Responsibility Centre
Train teachers to practically relate what is taught to real life situations.	PTC, Headteachers, MOES
Ensure that pupils have mastered pre-requisite concepts before introducing new ones.	Teachers, Headteachers, DES, DOS.
Train teachers in assessment techniques.	PTCs, UNEB, NTCs

9.2.1.2 ACHIEVEMENT OF P 3 PUPILS IN LITERACY IN ENGLISH

Results:

In Literacy in English, P 3 pupils were able, among others to:

- Associate object:object; object:word; activity: sentence
- Read and complete words.
- Write letter patterns.
- Copy a story, with the correct spacing between the words.

Problem areas of Literacy in English at P 3

- Reading words
- Identifying capital letters.
- Reading and describing activities in a picture.
- Writing names of objects.
- Writing sentences.

9.2.1.3 ACHIEVEMENT OF P 3 PUPILS IN ORAL READING

P 3 pupils were able to:

- Read the letter sounds 'r', 's' and 'p'.
- Read the words 'book' and 'cow'.

P 3 pupils found difficulty in reading:

- Letter sound 'a'.
- The words 'cupboard', 'friend', 'dance', 'doctor', 'read' and 'mother'.

Reasons:

- Introducing 'letter names' instead of 'letter sounds' at the beginners' stage of reading.
- Inability of some teachers to teach reading skills using phonic and syllabic methods
- Lessons for teaching reading and writing used to teach something else.
- Inadequate appropriate readers.

- Pupils' limited practice and exposure to suitable reading materials.
- Lack of appropriate displays in and outside classrooms in some schools.
- Lack of guidance in independent reading and writing.
- Insufficient knowledge on the structure of individual capital letters.
- At P 3, pupils have not yet mastered reading.

<i>Recommendation:</i>	<i>Responsibility Centre</i>
Introduce 'letter sounds' to pupils, first, before 'letter names'.	Teachers, Headteacher, DES.
Refresh tutors and teachers on the appropriate skills of teaching reading and writing.	Universities, NTCs.
Teach reading and writing as timetabled.	Teachers, Headteacher, DES.
Provide enough appropriate readers.	MOES, Headteacher.
Encourage the parents and the community to engage their children in reading activities.	Parents, Community Leaders, Teachers, Headteacher.
Prepare appropriate displays and guide pupils also to prepare some.	Teachers, CCT, Headteachers
Guide pupils in independent reading and writing.	Teachers
Introduce intra and inter class reading and writing competitions.	Headteachers, Teachers, DES, PTCs
Train pupils to write individual capital letters with the correct structure.	Teachers, Headteachers, Parents

9.2.2 PRIMARY 6

Results:

- The proportion of P 6 pupils who reached the defined proficiency levels in Numeracy and Literacy in English was 39.4% and 38.3% respectively. This means less than a half of the P 6 pupils have proved that they have acquired most of the competencies of Numeracy and Literacy in English specified in the P 6 curriculum.

Reasons:

- Inadequate understanding, by teachers of upper primary, of pupils who are products of the Thematic Curriculum, because they themselves did not get training in thematic curriculum.
- Improper assessment methods which emphasize summative instead of formative assessment during classroom based assessment.
- Increasing number of pupils, especially in government schools, which is not matched by the resources.

- High rate of absenteeism among teachers and pupils, as they sometimes remain at home to work in the gardens or get involved in petty trade instead of going to school.
- Teaching geared towards passing examinations instead of skills learning.

Recommendation:	Responsibility Centre
Sensitize teachers on the importance of using 'formative' instead of 'summative' nature of assessment for classroom based assessment.	UNEB, MOES, DES
Endeavour to provide the necessary resources in adequate quantities.	MOES, Headteacher
Intensify on monitoring and supervision of the teaching-learning process at all levels.	Headteacher, MOES, DIS
Devise strategies of disorienting teachers and schools from teaching to pass examinations but orient them to teaching to impart skills.	MOES, Headteacher, DES

9.2.2.1 ACHIEVEMENT OF P 6 PUPILS IN NUMERACY

In Numeracy, P 6 pupils could:

- Add or subtract without carrying or borrowing.
- Apply addition and subtraction in daily life.
- Complete a number sequence.
- Add decimal fractions without carrying.
- Solve problems involving money.
- Construct circles.

P 6 pupils had difficulty in:

- Geometry
- Currency conversions
- Rounding off decimals to the nearest whole number.
- Using the principle of BODMAS in combined operation of multiplication and addition.
- Finding square roots of numbers less than 50.
- Identifying prime numbers.
- Dividing fractions.
- Changing fractions to decimals and vice versa.
- Application of operation on numbers in real life situations
- Measures.

Reasons:

- Teachers themselves lack adequate knowledge in the concepts.
- Lack of foreign currency in schools/circulation resulting to abstract teaching and examples of currency conversion.
- Lack of creativeness by some teachers.

- Some topics considered hard by some teachers so they skipped or less attend.

<i>Recommendation:</i>	<i>Responsibility Centre</i>
Regular refresher courses be organized for teachers.	CCT, Headteachers, MOES
Sensitize parents on provision of geometry sets.	Headteacher, MOES, Community leaders
Visit Forex Bureaus.	Teachers, Headteachers
Use Newspapers to get conversion rates.	Teachers, Headteachers
Books should contain adequate and appropriate examples.	NCDC, MOES.
Teachers should use real and relevant examples/ stories and draw pictures to help learners grasp the concepts.	NCDC, MOES, DIS, CCTs.
Apply operations on numbers in real life situation.	CCTs, DES, Headteachers, Teachers.
Ensure that time for reading is used for reading lessons.	Headteachers, Teachers, DIS, CCTs, SMCS, DES.

9.2.2.2 ACHIEVEMENT OF P 6 PUPILS IN LITERACY IN ENGLISH

In Literacy in English, pupils could:

- Read a text and respond to questions of recall nature about the text.
- Read and interpret a sign post.

P 6 pupils had difficulty in:

- Reading a calendar and telling the day of the last date of the previous month.
- Reading a story and poem, comprehending them and answering questions requiring deeper understanding, such as making simple inferences and forming own opinion.
- Writing a relevant composition with the correct format.
- Using the correct punctuation and spelling.

Reasons:

- Lack of guidance in use of reading materials.
- Some teachers lack the skills to teach reading.
- Lack of practice because teachers find it hard to write comprehension passages.
- Limited practice in composition writing
- Inappropriate assessment, which does not enhance critical thinking skills.
- Inability of some upper primary teachers to understand their pupils who are products of the thematic curriculum.
- Lack of creativity and innovativeness by teachers to write short stories, poems, advertisement.

- Lack of motivation and supervision.
- Lack of concentration by pupils caused by hunger, family problems/domestic issues and illiterate parents who cannot help.

<i>Recommendation:</i>	<i>Responsibility Centre</i>
Provide enough appropriate guidance to pupils in the use of reading materials.	Teachers, Headteacher, CCT
Strengthen the teaching of reading and writing in schools and PTCs.	PTCs CCT, Headteacher
Sensitize parents to have their children read for them selected texts regularly at home.	Parents Headteacher, DIS
Guide pupils to write stories and display some of their work.	Headteachers Teacher, CCT
Encourage the community to involve children in reading and writing activities, such as taking readings in places of worship.	Headteachers DIS, Parents, Teachers
Organise intra and inter class as well as inter school reading and writing competitions.	DIS, MOES Headteachers, CCT
Train teachers in assessment techniques required for classroom assessment.	PTC, CCT, Headteachers, UNEB.

9.3 ACHIEVEMENT OF PUPILS BY GENDER

Results:

At P 3, boys and girls performed at about the same level in Numeracy and literacy. However, at P 6, boys performed better than the girls in Numeracy.

Reasons:

- Gender stereotyping, especially in the rural areas.
- Lack of female role models in Mathematics and at upper primary level.

<i>Recommendation:</i>	<i>Responsibility Centre</i>
Sensitize the community on how to monitor learning activities.	MoE&S, LGs, Community leaders.
Popularize Mathematics and Science to female students in secondary schools.	Universities, NTCs, Headteachers, Teachers, Community leaders.
Use affirmative action to increase the enrolment of females into PTCs and NTCs.	MoE&S

9.4 ACHIEVEMENT OF PUPILS BY AGE

Results:

Pupils of 6–8 years in P 3 and 11 years in P 6 performed best followed by 9–10. The performance of pupils were poorer among older pupils. Performance tended to decrease with age of the pupil i.e. the younger the pupils the better the performance.

Reasons:

- Older children may have distracters to school attendance, such as petty trade.
- Some of the older pupils may be orphans, who are family heads or have inconsiderate care-takers.
- Some of the older pupils may have learning difficulties.

9.5 ACHIEVEMENT OF P 3 AND P 6 PUPILS IN NUMERACY AND LITERACY IN ENGLISH BY SCHOOL OWNERSHIP

Results:

- Both P 3 and P 6 pupils in private schools performed better than their counterparts in government schools in the two subjects. However, the difference was greater for P 6 than P 3 and in Literacy in English in comparison to Numeracy.
- Besides, boys and girls in private schools performed at about the same levels in both subjects, except P 6 Numeracy where the boys performed significantly better. The P 6 girls from government schools did slightly better than the boys. Similarly, in government schools, P 6 boys did better than girls in Numeracy.

Reasons:

- Some government schools have high pupil-teacher ratio.
- Better time management in private schools, therefore more time on task.
- More and better utilized reading materials in private schools.
- Demand for accountability by parents compels the school administration in private schools to strive to deliver.
- Competition by private schools for 'good clientele'.
- Private schools involvement of parents in their children's daily school work.
- Most private schools are in urban centres, therefore more exposure to newspapers, radios and TVs, which is likely to aid one's reading skills.
- Most pupils in private schools use English at home and they attend nursery schools, where they learn the basic competencies of Numeracy and Literacy in English.
- Lower rate of absenteeism among teachers and pupils in private schools.
- Pupils in private schools mainly come from homes with educated parents who treat boys and girls equally. Parents in government schools especially in rural areas, still have gender stereotyping.
- Continuous professional Development sessions on reading in private schools.

- Flexibility in procurement of books in private schools as compared to rigid approach government schools where books are supplied centrally.
- Private schools have well stocked libraries with adequate supplementary readers.
- Inadequate and late release of UPE funds for purchasing scholastic materials.
- Some teachers in government schools are forced to teach reading which they are poor at because of fixed staff ceiling.

<i>Recommendation:</i>	<i>Responsibility Centre</i>
Reduce the class sizes in government schools by recruiting more teachers and building more classrooms and teachers' houses.	MOES, DIS
Strengthen the mechanism of tracking teachers' and pupils' attendance in government schools.	MOES, Headteacher, DIS
Ensure increased monitoring and supervision of teaching and learning process in government schools.	DIS, Headteacher, CCT
Sensitize parents on their roles in the education of their children.	DIS, MOES, Headteachers
Ensure regular attendance of pupils by attaching promotion in class to regular attendance of school.	DIS, MOES
Government schools should borrow a leaf from private schools on their administration methods.	DIS, Headteachers
Review staff ceiling regularly.	DIS, CCTs, Headteachers, MOES, DIs
Regularly retrain teachers in reading and professionalism.	DIS, CCTs, Headteachers, MOES

9.6 ACHIEVEMENT OF P 3 AND P 6 PUPILS IN NUMERACY AND LITERACY BY ZONE

Results:

- Majority of the zones had less than a half of the pupils rated proficient in most of the subjects.
- Only Numeracy at P 3, is where at least 88% of the zones had more than a half of the pupils rated proficient.

Reasons:

- Variation in location of the different zones: zones in urbanized settings tend to benefit from the advantages of their set up.
- Level of parental or community involvement in school activities in the different zones.
- The nature of social and economic activities in the zone and the degree of their impact to learning resulting from teacher and pupil absenteeism.

Recommendation:	Responsibility Centre
Find out the good practices in the well performing zones and replicate them in other zones.	DIS, Headteacher, Teacher

9.7 IMPLICATION OF FINDINGS OF TEACHERS' ASSESSMENT KNOWLEDGE AND PRACTICE

Results:

- Teachers' level of knowledge and practice of effective assessment is low.
- High rate of buying of tests from commercial producers or other schools.

Reasons:

- Without proper assessment based on basic principles of assessment, assessment is done haphazardly. It becomes assessment of learning instead of the much needed assessment for learning. This results into drilling to pass exams instead of acquisition and display of competencies.
- Tests acquired in such manner might contain content not yet covered by the teacher or less of what the class has covered. Therefore, not a true measure of the achievement of learners in the buying school. This is mainly so because the test would have been set in a different context, unique from the context of the learners of the buying school.

Recommendation:	Responsibility Centre
Introduce a full independent unit (course) on education assessment in Primary Teachers' Colleges to enable teachers acquire at least the basic principles of assessment.	PTCs, MOES, CCT, NTCS
Assessment training for in-service teachers should be organized with assistance of assessment experts like UNEB.	UNEB, MOES, PTCs, NTCS
For effective assessment, the teacher should set his/her own tests for his/her learners. Such tests would reflect the teacher's understanding of the pupils and the context in which they learn.	Headteacher, DIS, MOES Teachers

REFERENCES

- Achieving Universal Primary Education by 2015. A chance for every child, Washington D.C. World Bank.
- Brain Barbara et al., (2003).
- Government of Uganda (1989). Report of Education Policy Review Commission.
- Government of Uganda (1992). Government White Paper on the Education Policy Review Commission Report.
- Ministry of Education and Sports (2013) Education Management Information System.
- Ministry of Finance and Economic Development, Population Secretariat (2010). Population Factors and National Development.
- National Curriculum Development Centre (1999) Uganda primary school curriculum volume I, 1999.
- National Curriculum Development Centre (2006) The National primary school curriculum for Uganda Primary 1, 2 and 3.
- Review of Education Policy in Uganda: February 2012, Page 2.
- Status of implementation of the ECD policy in Uganda, Page 6.
- Teacher Issues in Uganda (2013. www.education.org).
- The Ministry of Education and Sports Education 2013/2014 Education and Sports Annual Performance Reports.
- The World Conference on Education for All Jomtien, Thailand.
- Uganda Bureau of Statistics, (2010). Statistical Abstract, [htt.www.ubos.org](http://www.ubos.org).
- Uganda Bureau of Statistics, (2013). Statistical Abstract, Page 1, 8, 14.
- Uganda National Examinations Board (2008, 2009, 2010, 2011). The Achievement of primary school pupils in Numeracy and Literacy in English.