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Report on Monitoring Learning Achievement (MLA) Instrument Pre-test in Kano and Lagos

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JG	Jigawa
KD	Kaduna
KN	Kano
KW	Kwara
LG	Lagos

Contents

Acronyms and Abbreviations

AA	Above Average
BA	Below Average
EFA	Education for All
ESSPIN	Education Sector Support Programme in Nigeria
FMOE	Federal Ministry of Education
JS	Junior Secondary
MCQ	Multiple Choice Question
MLA	Monitoring Learning Achievement
NERDC	Nigeria Educational Research and Development Council
SS	Senior Secondary
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund

Abstract

1. This report presents the results of the pre-testing of an instrument to monitor the learning achievement of students in Mathematics and English in Class 3 and Class 5, conducted in 12 schools in Kano and 12 schools in Lagos in November 2009. The findings are intended to be used as a basis for wider testing in all ESSPIN states in June 2010.

Executive summary

2. Nigeria does not have a national system to assess learning. There are currently plans to introduce a survey based on multiple choice questions focusing on Class 4 and Class 6 at the primary level. However, there is also a need for alternative approaches to assessing learning. Successful response depends on the ability of the student to read and understand the language of the test, an assumption that may not hold in the case of English for Class 4 students. Moreover, when student responses are in a written format, the tests have limited scope in covering other aspects of learning such as listening and speaking.

3. An instrument was pre-tested in Kano and Lagos based on an alternative assessment approach that uses an enumerator to interact with the student on a one-to-one basis. The intention is to test Class 2 and Class 4 students in English and Mathematics in all ESSPIN states at the end of the current school year. As the exercise took place early in the school year, the pre-test selected Class 3 and Class 5 students who had just finished Class 2 and Class 4. The instruments did not only test students at the corresponding levels: tests were constructed on Class 1, Class 2, Class 3 and Class 4 NERDC curricula.

4. Class 3 students could hardly cope with many of the English and Mathematics expectations at the Class 1 level in Kano, although outcomes were stronger in Lagos. However, students from both states struggled with the Class 2 tests especially in basic numeracy.

5. Class 5 students in Kano had unexpected difficulties with the Class 1 English test and with the Class 2 tests in both English and Mathematics. Class 3 and 4 tests in both English and Mathematics were well beyond their general level of comprehension. Students in Lagos could generally cope with Class 1 and 2 tests in both English and Mathematics. However Class 3 test was shown to be much more demanding and Class 4 tests were well beyond their level of learning.

6. The report presents the next steps needed to ensure that a survey takes place in all ESSPIN states in June 2010.

1

Introduction

7. Nigeria last conducted a national assessment exercise in 2003 as part of the UNESCO-UNICEF Monitoring Learning Achievement (MLA) project in 1996 and 2003. To the extent that the results were comparable between Nigeria and other African countries, which is related not only to the instruments themselves but also to the method of administration, the performance of Nigerian students was the weakest in the continent.

8. Given the concerns about the quality of learning outcomes, the Federal and State governments recognise the need to establish a national assessment system that can provide reliable information on literacy and numeracy trends to guide policy and inform practice in the classroom and in teacher education institutions. Indeed, the Federal Ministry of Education (FMOE) Roadmap (March 2009) has identified the establishment of "a standardized assessment system that annually monitors and reports academic achievement in the core subjects" as one of its priorities.

9. Following two rounds of trial testing in 2008 and 2009 and depending on budget availability, the FMOE intends to conduct a national assessment survey in June 2010 on a range of subjects with a nationally representative sample of schools at the primary (Class 4 and Class 6), junior secondary (JS2) and senior secondary (SS2) level. All test items are multiple-choice questions (MCQ).

10. A national assessment system should be able to:

- Assess student numeracy and literacy learning outcomes in basic education
- Provide robust comparisons of results over time and across States
- Feed into robust analyses that lead to policy recommendations for decision makers and education practitioners
- Inform the general public on progress made towards achieving the EFA goals
- Build national capacity in assessment through sustainable funding by national sources

11. In this context, there is a need for alternative approaches to assessment.

- The use of multiple choice questions to monitor learning achievement, which is espoused by the FMOE, has been seen as a cost effective way to obtaining meaningful and comparable data. However, on the other hand, MCQ suffer from two major defects in monitoring achievement in early grades:
  - The items depend on the ability to read in the language of the test.
  - As student responses are in a written format, the tests have limited scope to cover non-written aspects such as listening, speaking, reasoning and conducting activities.

- Compared to a standard written test, an enumerator interacting on a one-to-one basis with a student may be able to determine achievement gains through all forms of communication and manipulations being taught. Although the number of items of assessment is necessarily limited, the student is only involved in the testing procedure for a short period of time (typically 15-20 minutes).

- Tests in Nigeria have been designed on the assumption that students reach the level of competence expected of them given the class they are currently attending. When this is not the case, a very high proportion of students perform poorly and the distribution of results does not allow researchers to make a assessment.

12. ESSPIN is proposing an alternative approach designed to tackle these three issues that will test students in Class 2 and Class 4 in English and Mathematics. This report presents the findings from the pre-test of an instrument carried out in Kano and Lagos in November 2009. On the basis of the findings, the intention is to undertake testing in all five ESSPIN States in June 2010 and to use the experience gained to develop a programme on a national scale in 2012, in cooperation with the FMOE.

Methodology and main activities

13. **Test development**. Given that the pre-test was undertaken early in the school year, it was necessary to select students who had completed Class 2 and Class 4. For that reason, Class 3 and Class 5 students were tested.

14. Tests were constructed in English and Mathematics based on the NERDC curricula and covered all major topics indicated. Students were not only tested at the level of the respective class, but also at the level of each one of the previous classes. In other words, Class 3 students took tests constructed on the Class 1 ('test 1') or Class 2 NERDC curricula ('test 2'). Class 5 students took tests constructed on the Class 1 ('test 1'), Class 2 ('test 2'), Class 3 ('test 3'), or Class 4 ('test 4') NERDC curricula.

15. The following table shows the number of students tested in each subject, at each level and in each school.

	Test 1	Test 2	Test 3	Test 4	Students per school
Class 3	10	10			20
Class 5	5	5	10	10	30

16. The tests were piloted by the enumerators in the school situation and were modified in terms of style and length to ensure ease of use, student comprehension and completion of testing within the stipulated time frame of 15 minutes per student per enumerator.

17. **Training**. Suitably experienced educators attended a two-day training programme for administering the English and Mathematics pre-tests to Class 3 and Class 5 students. The course consisted of presentations on MLA, detailed interactions on the draft test items, familiarisation with the enumerator guidebook, simulated situations using the guidebook and piloting the marksheet and test items in a school with a group of students. While at school, enumerators were asked to obtain data on:

- Students' opportunity to learn: Teachers were asked to complete a test sheet modified to provide boxes for teachers to record 1 for students had had the opportunity to learn and 2 if students had not had the opportunity to learn the particular item. Where a teacher was uncertain they left the box blank.

- Students' ability: Teachers were asked to identify whether selected students were above average (AA), average (A) or below average (BA) against their list of names.

18. **School selection**. The schools included in the pre-test were purposely selected from among those schools that had taken part in the ESSPIN classroom observation study (May 2009) and were considered non-privileged. Twelve schools were selected in Kano and Lagos State respectively.

19. **Test administration**. Each enumerator tested students in one school during the week 9-14 November 2009. The same students were tested in English and Mathematics, but where a student was absent on a subsequent test day for whatever reason, a randomly selected replacement student was used.

20. Students responded to test items verbally and in written form:

- Verbal items were not shown to students and students were asked to respond as guided by the enumerator.

- Items requiring student reading were shown to students in writing and space provided where the students were required to respond in writing. Where a written response was required, students were permitted and even encouraged to write additional notes, marks, etc on the item sheet, whenever this was useful for them.

21. Enumerators recorded the suitability of the student responses on a marksheet. The marksheets were designed so that no recording was necessary for correct responses, 0 for no response by the student and 1 for incorrect responses. For some items, additional data was collected, for example, number of words read and time taken. Data recorded on marksheets was entered into a computer spreadsheet against school, class and student number, checked for accuracy and transferred to SPSS for data analysis.

Findings

22. Frequency data was obtained for each item separately, indicating percentages of students giving correct responses. The data was processed separately for class 3 and class 5 students allowing an indication of growth for items in test 1 and test 2. Percentage correct response data for both Mathematics and English are given in the appendix.

23. Items related to a curriculum topic were grouped and the percentage of correct responses was compared across tests 1-2 for Class 3 students and across tests 1-4 for Class 5 students. The following two tables indicate the outcomes from the pre-testing in Kano and Lagos for Mathematics and English in terms of frequency of correct responses for curriculum topics:

- A = correct response rate above 50 % on all items within the topic
- B = correct response rate above 50 % on most items within the topic
- C = correct response rate below 50% for majority of items but above 25% for all items
- P (problem) = correct response rate below 25% in at least one item
- P* (severe problem) = correct response rate below 10% in at least one ite

Mathematics	Class 3						Class 5						Number of items in the specific test			
Subject sub-tasks (as included in the NERDC curriculum)	Test 1 (N=120)		Test 2 (N=120)		Test 1 (N=60)		Test 2 (N=60)		Test 3 (N=120)		Test 4 (N=120)		Test 1	Test2	Test 3	Test 4
	Kano	Lagos	Kano	Lagos	Kano	Lagos	Kano	Lagos	Kano	Lagos	Kano	Lagos	Test 1	Test2	Test 3	Test 4
Counting	A	A	P	A	A	A	B	A	P	A	P	A	1	1	1	1
Sequencing	C	B	P*	P*	A	A	P	P	P	A	-	-	3	3	3	-
Roman numerals	-	-	-	-	-	-	-	-	-	-	P*	P	-	-	-	4
Fractions	A	C	A	A	A	A	A	A	-	-	P*	P*	2	2	-	4
Addition	P	C	P*	P	P	A	P	A	P	A	P	B	4	3	2	2
Subtraction	P	P	P*	P	C	B	P	C	P*	A	P*	P*	4	3	2	2
Multiplication	-	-	P*	C	-	-	P	A	P*	C	P*	P*	-	3	2	2
Division/sq. root	-	-	-	-	-	-	-	-	C	A	P*	P*	-	-	2	2
LCM/HCF	-	-	-	-	-	-	-	-	-	-	P*	P*	-	-	-	2
Money	P	A	P*	P	B	A	P*	B	?	?	P	C	3	3	1	3
Estimation	-	-	-	-	-	-	-	-	P*	P	P*	P*	-	-	2	3
Measurement	A	B	C	P	A	A	B	A	P	P	P*	P*	2	2	2	2
Capacity	A	A	B	B	A	A	B	B	P	C	P*	P*	1	1	1	2
Weights	-	-	A	B	-	-	A	A	P	C	P*	P	-	1	1	2
Area	-	-	-	-	-	-	-	-	C	P	P*	P*	-	-	2	3
Time/dates	-	-	P	P	-	-	P	A	P*	P	-	-	-	2	4	-
Shape	P	C	P*	P	P*	C	P*	P	C	P	P*	P	4	3	3	4
Graph	-	-	-	-	-	-	-	-	B	C	P*	P*	-	-	2	3

LCM = lowest common multiple   HCF = highest common factor

English Subject sub-tasks (as included in the NERDC curriculum)	Class 3 Test 1		Test 2		Class 5 Test 1		Test 2		Test 3		Test 4		Number of items in the specific test Test 1	Test2	Test 3	Test 4
	Kano	Lagos	Kano	Lagos	Kano	Lagos	Kano	Lagos	Kano	Lagos	Kano	Lagos	Test 1	Test2	Test 3	Test 4
Speaking																
Answer questions	P	B	P*	P	P*	A	P*	B	P*	B	-	-	3(9)	2(7)	2(5)	
Reported speech	-	-	P*	P	-	-	P*	B	-	-	P*	P		1(2)		1(2)
Passive voice	-	-	-	-	-	-	-	-	-	-	P*	P				1(2)
Naming letters	P	A	-	-	B	A	-	-	-	-	-	-	1(50)			
Naming words	P	B	-	-	C	A	-	-	P	A	P	A	2(25/20)		1(20)	1(20)
Matching first letter/word	P	A	-	-	C	A	-	-	-	-	-	-	1(5)			
Plurals	-	-	P*	P	-	-	P*	B	-	-	-	-		1(4)		
Describe orally	-	-	-	-	-	-	-	-	-	-	P*	P				1
Intonation	-	-	-	-	-	-	-	-	-	-	P*	P				1(2)
Hold dialogue	-	-	-	-	-	-	-	-	-	-	P	A				1
Listening	-	-	P*	A	-	-	P*	A	-	-	-	-		1(3)		
Reading	-	-	P	B	-	-	P	A	P*	B	-	-		1	1(3)	
Retell	-	-	-	-	-	-	-	-	P	B	-	-			1	
Use dictionary	-	-	-	-	-	-	-	-	P*	P	P*	P			1(2)	1(2)
Writing																
Writing answers to oral questions	-	-	P*	P			P	A	P*	C				1(2)	1(3)	
Describe writing	-	-	-	-	-	-	-	-	P	B	P*	P			1	2
Copy	-	-	P	A			B	A	B	C				1	1	
Spelling	-	-	P*	P			P*	C						1(5)		
Fill in blanks	-	-	-	-	-	-	-	-	P	P					1(5)	
Correcting sentences	-	-	-	-	-	-	-	-	-	-	P*	P				1(3)
Write guided letter	-	-	-	-	-	-	-	-	-	-	P*	P				1
Write concisely	-	-	-	-	-	-	-	-	-	-	P*	P				1
Write directions	-	-	-	-	-	-	-	-	-	-	P*	P				1

24. The data supplied by the teachers confirmed that the students were randomly sampled, as a cross section of more able, average and below average ability students were selected. However correlation data showed that there was no strong correlation between ability level identified and achievement of the pre-tests.

25. Teachers generally agreed that the test items in tests 1-4 were within the appropriate school curriculum as taught in previous years. Where teachers indicated an aspect or item that had not been taught, correlation data indicated there was no identified connection with the percentage of correct responses.

26. Each test could be considered as appropriately compiled, in the sense that the balance of items reflected NERDC curriculum intentions for each year group, as agreed by the enumerators who were selected for handling the pre-test based on their familiarity with the school situation.

27. Each test had been validated by the 24 enumerators involved prior to the testing. Each enumerator examined each test item on an individual basis and then agreed on the item in its initial or modified format based on group consensus. As a result of this process, items were considered appropriate and sufficient for the testing time considered.

28. The findings tended to illustrate that sub-items within a question increased in conceptual demand. Students thus found the initial sub-item less demanding that others. This was in line with test construction intentions.

29. The layout of the mathematics test items was considered to be fine in general, although some unfamiliarity was present, especially in test items requiring 'whole sentence' introductions.

30. The layout of the English test items was less familiar to students and extensive interpretations in the local language were required by enumerators. Some evidence was gained, based on comments by enumerators, that stronger enumerator preparation related to determination of when to utilise the local language would have been helpful.

31. The use of an enumerator system is costly, but was a positive factor in determining the level of student achievement. Nevertheless, even with such encouragement, student non-response was common and students were clearly not used to giving individual, verbal responses.

32. Schools were regarded as appropriately chosen by a purposeful process, meeting a suggested proviso that they could be regarded as less privileged schools. In this manner, the 12 schools selected in each state were considered as suitable for the pre-test.

33. The random selection of students within the schools led to a selection of students of above, average and below average ability, as identified by the teacher.

34. The hypothesis that this sample of students would indicate progress by students from less favourable schools and would provide a reasonable indicator of lower achievement levels, as an indicator of the progress of students in general in two key indicators – prowess in literacy and numeracy - was accepted.

35. General achievement was much below that which was expected, in terms of the NERDC curricula, in both English and Mathematics. Students tended to achieve better on topics considered mathematics rather than basic numeracy (dealing with capacity/weight rather than numbers) perhaps because these components were tested in a more diagrammatical manner and hence more strongly related to being concrete and hence 'real life'.

36. Students having completed Class 2 and beginning Class 3 could hardly cope with many of the English and Mathematics expectations at the Class 1 level in Kano. Outcomes were stronger in Lagos. However, students beginning Class 3 struggled with the Class 2 tests in both Kano and Lagos, with basic numeracy a particular concern.

37. Students having completed Class 4 and beginning Class 5 in Kano had unexpected difficulties with the Class 1 English test and with the Class 2 tests in both English and Mathematics. It is not surprising, therefore, that Class 5 students in Kano found tests 3 and 4 in both English and Mathematics well beyond their general level of comprehension. This pointed to a large mismatch between the teaching and the learning gained by the students tested.

38. Students in Lagos who had completed Class 4 fared better and could generally cope with tests 1 and 2 in both English and Mathematics. However test 3, in both English and Mathematics, were found to be much more demanding with both tests at level 4 well beyond their level of learning.

Conclusions

39. In the case of Class 5 students, tests 1 and 2 seem appropriate but the level of expectation for tests 3 and 4 may need to be reconsidered for use in the actual testing of students. Aspect such as learning the Roman numerals system may be best omitted at this level in favour of more attention to basic numeracy.

40. If the use of diagrammatical test items can be shown to lead to greater student achievement on a wider scale, a useful recommendation to teachers might be to use more real life situations in their teaching. If this is the case, the test items, suitably adapted, may provide invaluable indicators to teachers on how to develop helpful teaching situations.

41. The use of enumerators for testing at the end of Class 2 and Class 4 is shown to be very appropriate and possibly essential for students needing extensive back-up in the local

language. It is predicted that the use of multiple choice questions, written in English, will not be appropriate in determining level of learning for students, as the general level of English at the end of class 4 is shown to be problematic.

42. Assuming the sampled students can be taken as a reasonable purposeful representation of student in the two states, it is suggested that students were not meeting the standards required by the NERDC curricula. Furthermore, and perhaps worrying, was that students were not making the progress expected from the end of Class 2 to the end of Class 4, as the data indicated insufficient consolidation of Class 2 work taking place for students in higher classes.

43. The pre-test outcomes suggest that the following are important considerations:

- Enumerator type testing is a useful method of gaining a more accurate picture of student achievement (for example, by the class teacher) than other procedures currently in use.

- State education authorities need to be aware that steps should be taken to increase 'real' teaching time (time on task) for literacy and numeracy, take greater note in the use of the student-activity teaching approach suggested in the NERDC curriculum or reduce expectation demands within the curriculum to allow more time on a more narrow range of topics.

- Make teachers and parents more specifically aware of the minimum learning outcome targets expected of all students at the end of each Class level. These outcomes can be explicitly identified, specified in measurable terms and student progress identified, provided a more than 'once only' measurement system is employed.

Options and next steps

44. Based on the pre-test findings, it is proposed that the pre-test structure should be used as the basis for developing a full test at the end of the current school year in June/July 2010 to be administered to a representative sample of schools in all ESSPIN states. It is proposed ESSPIN will provide week-long training to enumerators to ensure greater familiarity with handling the test situation and also permit involvement in the selection of actual test items within the test structure, piloted in the pre-test.

45. Preparations for the full testing are proposed as follows:

	Timeline 2010
Development/dissemination of MLA publicity brochure	January
Present pre-test outcomes findings and concerns to the ESSPIN states	January-February
Insert MLA and its objectives into workplans of the ESSPIN states	January-February
Set up MLA steering committee in each ESSPIN state to plan test in Class 2 and Class 4 in English and Mathematics in June/July 2010	March
Develop MLA manual for testing procedures and revised guidebook for enumerators	April
Select and train enumerators for five days	End April
Compile and validate instruments	May
Plan testing procedures, select random sample of schools and advise schools	May
Print and compile instruments, enumerator instructions and mark-sheets	May-June
Conduct actual testing	June-July

11

Appendix – Frequencies of correct answers by subject, level and class

The following conventions are used in the tables below.

- F   Percentage frequency of correct responses
- 3-5   Difference between class 5 percentage correct minus class 3 percentage correct
- ▓▓   Percentage correct greater than 75
- ▓▓   Percentage correct between 50 and 74
- ▓▓   Percentage correct between 25 and 49
- ▓▓   Percentage correct lower than 25
-     Percentages for Kano differ remarkably from those in Lagos
- x   No percentage correct possible

Mathematics, Level 1

| | | Kano | | | Lagos | | |
| | | Class 3 | Class 5 | | Class 3 | Class 5 | |
Item	Topic	F	F	3-5	F	F	3-5
1Qu1	Greeting	73	85	12	96	98	2
1Qu2	Count	73	83	10	99	100	1
1Qu3i1	Sequence	37	65	28	39	55	16
1Qu3a	Missing No.	53	68	15	52	63	11
1Qu 3b	Missing No.	31	57	26	43	63	20
1Qu 4a	Fraction of square	65	78	13	31	35	4
1Qu 4b	Fraction of circle	78	80	2	69	70	1
1Qu 5a	Addition 1 digit	63	90	27	83	85	2
1Qu 5b	Addition 1 digit with carry over	27	60	33	71	82	11
1Qu 5c	Addition 2 digit	26	37	11	45	62	17
1Qu 5d	Addition 2 digits with carry over	10	23	12	28	58	30
1Qu 6a	Subtraction 1 digit	59	83	24	65	80	15
1Qu 6b	Subtraction 1 digit	43	60	17	63	73	10
1Qu 6c	Subtraction 1 digit from 2 digits	38	40	2	24	37	13
1Qu 6d	Subtraction of 1 digit from 2 digits	15	28	13	35	50	15
1Qu 7a	Addition money 1 digit to 2 digits	27	62	35	58	80	22
1Qu 7b	Addition money 1 digit to 2 digits	20	43	23	54	77	23
1Qu 8a	Measuring using hands	67	65	-2	36	65	29
1Qu 8b	Measuring using feet	65	66	1	48	77	29
1Qu 9	Selecting container holding most water	68	77	9	56	58	2
1Qu 10sq	Naming square	12	35	23	28	30	2
1Qu 10re	Naming rectangle	12	17	5	28	35	7
1Qu 10ci	Naming circle	11	12	1	69	80	11
1Qu 10tr	Naming triangle	12	8	-4	40	48	8

Mathematics, Level 2

		Kano			Lagos		
		Class 3	Class 5		Class 3	Class 5	
Item	Topic	F	F	3-5	F	F	3-5
2Qu1	Counting from 100	24	40	16	87	87	0
2Qu2a	Missing number	19	23	4	11	35	24
2Qu2b	Missing number	12	22	10	10	30	20
2Qu2c	Missing number	7	12	5	6	15	9
2Qu3a	Fraction of square	59	68	9	78	75	-3
2Qu3b	Fraction of circle	69	78	9	83	75	-8
2Qu4a	Addition 1 digit to 2 digits with carry over	8	17	9	25	60	35
2Qu4b	Addition 2 digits with carry over	5	15	10	27	70	43
2Qu4c	Addition 3 digits (no carry over)	11	37	26	70	90	20
2Qu4d	Subtraction 1 digit from 2	18	28	10	17	35	18
2Qu4e	Subtraction 1 digit from 2	8	20	12	22	45	23
2Qu4f	Subtraction 2 digits with carry over	2	10	8	13	42	29
2Qu5a	Multiplication 1 digit	21	42	21	43	78	35
2Qu5b	Multiplication 1 digit	9	23	14	31	53	22
2Qu5c	Multiplication 1 digit	5	20	15	29	62	33
2Qu6a	Addition money 3 digits – no carry over	16	35	19	48	87	39
2Qu6b	Addition money 3 digits with carry over	4	7	3	16	67	51
2Qu6c	Subtraction money word expression	7	23	16	17	33	16
2Qu7l	Measurement ruler	27	43	16	33	58	25
2Qu7d	Measurement tape measure	30	40	10	19	50	31
2Qu8q	Quantity in container	37	48	11	32	47	15
2Qu8w	Choice of weight	50	55	5	38	62	24
2Qu9cl1	Telling time	37	47	10	58	77	19
2Qu9cl2	Telling time	10	17	7	15	53	38
2Qu10a	No. corners	21	20	-1	14	28	14
2Qu10b	No. faces	22	40	18	17	28	11
2Qu10c	No. edges	5	5	0	11	10	-1

Mathematics, Level 3

			Class 5	
			Kano	Lagos
Item	Topic		F	F
3Qu1	Count in 10s		24	57
3Qu2a	Greater/less 1 digit		22	66
3Qu2b	Greater/less 2 digits		21	57
3Qu2c	Greater/less fractions		22	55
3Qu3a	Add 3 digits no carry over		49	82
3Qu3b	Add 3 digits carry over		14	65
3Qu3c	Subtraction 3 digits no carry over		29	72
3Qu3d	Subtraction 3 digits with carry over		7	50
3Qu4a	Multiplication 2 digits by 1		7	30
3Qu4b	Multiplication 3 numbers		7	27
3Qu5a	Division 1 digit into 2		33	53
3Qu5b	Division 1 digit into 2		34	51
3Qu6a	Money change word question		24	17
3Qu6b			19	24
3Qu7el	Estimate length		8	14
3Qu7ew	Estimate width		8	16
3Qu7chl	Check length		20	37
3Qu7chw	Check width		18	38
3Qu8a	Area of rectangle		44	40
3Qu8b	Area of triangle		26	14
3Qu9a	Addition litres 3 bottles		15	31
3Qu9b	Addition weight 3 scales		12	33
3Qu10say	Say time		12	17
3Qu10wr	Write time		8	16
3Qu10d	Write date		52	62
3Qu10b	Write birthday		14	40
3Qu11a	Explain diff sq and rect.		33	27
3Qu11b	Determine longer line		62	75
3Qu11c	Give reasons		28	11
3Qu12	Most objects in picture chart		58	48
3Qu12re	Give reason		37	32

14

Mathematics, Level 4

| | | Class 5 | |
| | | Kano | Lagos |
Item	Topic	F	F
4Qu1	Count in 100s	25	69
4Qu2a	Roman numeral	34	62
4Qu2b	Roman numeral	13	40
4Qu2c	Roman numeral	11	33
4Qu2d	Roman numeral	2	10
4Qu3a	Improper fractions	1	9
4Qu3b	Improper fractions	1	7
4Qu3c	Fraction as decimal	2	9
4Qu3d	Decimal as fraction	2	10
4Qu4a	Add 3 numbers of 3 digits (no crossover)	36	72
4Qu4b	Add 3 4 digits (with cross over)	10	38
4Qu4c	Subtract fractions	0	5
4Qu4d	Subtract fractions	0	5
4Qu5a	Multiplication 2 digits	3	5
4Qu5b	Multiplication with decimals	2	7
4Qu5c	Division 3 digits by 1 digit	2	4
4Qu5d	Square root 1 digit	3	9
4Qu6a	LCM	9	15
4Qu6b	HCF	3	8
4Qu7a	Estimate addition of 2 3 digits	5	11
4Qu7b	Estimate addition 2 decimals	3	9
4Qu7c	Estimate multiplication	3	8
4Qu8a	Addition money 2 & 3 digits	34	36
4Qu8b	Multiplication money 2 digits	21	25
4Qu8c	Determine profit	49	36
4Qu9a	Addition m and cm	3	24
4Qu9b	Subtraction m and cm	1	8
4Qu9c	Area of square	1	9
4Qu9d	Area of rectangle	3	7
4Qu9e	Area of rectangle	3	9
4Qu10a	Multiplication litres	0	13
4Qu10b	Division of litres	0	8
4Qu10c	Multiplication of weights (kg)	0	13
4Qu10d	Division of weight (hg)	5	15
4Qu11	Addition of time	13	14
4Qu12rt	Indicate right angle	28	24
4Qu12ac	Acute angle	11	22
4Qu12c	Obtuse angle	7	19
4Qu12d	Compass points	3	15
4Qu13m	Interpret Bar graph	31	33
4Qu13l	Interpret bar graph	29	30
4Qu13b	Draw labelled bar graph	3	4

English, Level 1

			Kano			Lagos		
			Class 3	Class 5		Class 3	Class 5	
Item	Topic	Question	F	F	3-5	F	F	3-5
1Qu1	Greeting		68	82	14	95	98	3
1Qu2a	Listening,	Name	70	88	18	71	85	14
1Qu2b	responding	Age	11	25	14	62	92	30
1Qu2c	orally	No. brothers	12	13	1	55	78	23
1Qu2d		No. sisters	13	13	0	62	82	20
1Qu 3err	Naming		x	X		x	x	
1Qu 3dis	letters –		21	30	9	74	83	9
1Qu 3last	capital and		58	45	-13	64	67	3
1Qu 3secs	small		x	X		x	x	
1Qu 4dis	Pronouncing		18	32	14	49	70	21
1Qu 4err	familiar		x	X		x	x	
1Qu 4last	words		28	50	22	41	45	4
1Qu 4secs			x	X		x	x	
1Qu5dis	Reading		15	27	12	32	52	20
1Qu 5err	unfamiliar		x	x		x	x	
1Qu 5last	words		31	57	26	47	48	1
1Qu 5secs			x	x		x	x	
1Qu 6a	Listening to 2 sentences.	Name of dog	10	15	5	52	67	15
1Qu 6b	Answering	Colour of dog	3	8	5	34	53	19
1Qu 7a	Answering making a	Is this a book?	21	27	6	57	63	6
1Qu 7b	complete sentence	Where is the book?	10	12	2	48	60	12
1Qu 7c		How many pens are there on the table?	18	12	-6	46	62	16
1Qu 8a	Matching		32	48	16	56	70	14
1Qu 8b	first letter of		20	32	12	57	70	13
1Qu 8c	object to the		18	28	10	54	67	13
1Qu8d	picture – 5		22	37	15	55	67	12
1Qu8e	letters and 5 pictures given		21	38	17	52	57	5
1Qu9	Respond to good-bye		30	43	13	82	83	1

English, Level 2

Item	Topic	Questions	Kano Class 3 F	Kano Class 5 F	3-5	Lagos Class 3 F	Lagos Class 5 F	3-5
2Qu1	Greeting		61	85	24	95	93	-2
2Qu2pl1	Use of plurals	pen	18	40	22	55	77	22
2Qu2pl2		class	2	15	13	27	45	18
2Qu2pl3		story	1	8	7	17	25	8
2Qu2pl4		boy	11	38	27	58	78	20
2Qu 3a	Answer questions orally	Colour of book	7	17	10	42	65	23
2Qu 3b		Where is my pen?	5	10	5	39	60	21
2Qu 3c		In which country do you live?	3	8	5	20	47	27
2Qu 3d		Who is your friend?	11	15	4	46	73	27
2Qu 4a	Listen to passage. Answer questions	How many brothers does Ndi have?	9	8	-1	59	72	13
2Qu 4b		Do Ndi's brothers go to school?	19	10	-9	58	60	2
2Qu 4c		Why did Ndi like to go to school?	2	2	0	62	68	6
2Qu5a	Answering in present tense	What are you doing now?	3	10	7	47	67	20
2Qu5b		What is the boy doing?	3	7	4	58	58	0
2Qu5c		What are the girls doing?	5	10	5	65	62	-3
2Qu6inc	Reading aloud	51 words	28	23	-5	28	5	-23
2Qu6word			13	13	0	33	45	12
2Qu 7a	Writing		8	10	2	38	70	32
2Qu 7b			16	22	6	23	58	35
2Qu 7c			8	18	10	39	68	29
2Qu7d			15	27	12	34	65	31
2Qu8copy	Copy	sentence	6	8	2	44	57	13
2Qu8mis			32	52	20	64	72	8
2Qu8resp			57	58	1	78	83	5
2Qu9a	Spelling in writing from oral pronunciation	girl	3	8	5	65	82	17
2Qu9b		ship	3	10	7	10	32	22
2Qu9c		sheep	2	5	3	10	37	27
2Qu9d		sent	3	5	2	16	45	29
2Qu9e		this	4	12	8	30	57	27
2Qu10a	Use reported speech	I like sweets	5	7	2	19	42	23
2Qu10b		Your name is__	3	15	12	25	50	25
2Qu11	Respond to	goodbye	30	60	30	78	78	0

English, Level 3

Item	Topic	Question / item aspect	Class 5 Kano F	Lagos F
3Qu1	Greeting		79	97
3Qu2dis	Pronunciation		21	63
3Qu2err			x	x
3Qu2lword			20	58
3Qu2secs			x	x
3Qu 3a	Read and	What is the name of the cat?	1	65
3Qu 3b	comprehend	When do you like to get out of bed?	1	43
3Qu 3c		What did you do in the shop?	1	43
3Qu 3d	Retell story		15	28
3Qu 4a	Answer questions –	What do you always do each day?	2	58
3Qu 4b	always, sometimes,	What do you do sometimes?	1	52
3Qu 4c	for	How long does it take for you to come to school?	2	28
3Qu5a	Answer questions	Can you come to school by bus?	3	57
3Qu5b		What should you do when you see paper on the classroom floor	3	52
3Qu6look	Use of dictionary	dentist	2	23
3Qu6write			3	26
3Qu 7	Read a rhyme		3	63
3Qu8	Read a dialogue		3	38
3Qu9copy	Copy in writing		3	7
3Qu9inc			28	17
3Qu10a	Write sentence	Say what object is made of	8	38
3Qu10b		On action now doing	8	38
3Qu10c		On action for the future	8	33
3Qu11	Describe	2 sentences about a picture	11	32
2Qu12a	Fill in blanks	milk	13	48
2Qu12b		(breakfast food)	11	42
2Qu12c		No. brother/sisters	13	48
2Qu12d		(colour of shoes)	10	38
2Qu12e		Book; words	12	20

English, Level 4

Item	Topic	Question / item aspect	Class 5 Kano F	Lagos F
4Qu1	Willing to		59	80
4Qu2dis	Pronunciation of words		23	53
4Qu2err			X	x
4Qu2lword			65	43
4Qu2secs			X	x
4Qu 3a	Use of dictionary	Intonation	3	19
4Qu 3b			3	14
4Qu 4a	Intonation	Say three things on the table	4	25
4Qu 4b	Say	Say three things you like to do	10	41
4Qu5a	Use of passive voice	The teacher lost a pen	3	18
4Qu5b		Your parents sometimes visit the school	3	10
4Qu6a	Reported speech	Many people prefer the houses in one are to be of a similar style	2	19
4Qu6b		There are many different houses in my neighbourhood	3	25
4Qu 7a	Problem sentences use of that, which, when, who, where	The bus which is often full I ride	2	10
4Qu7b		What is this man? I do not recognise him	2	18
4Qu7c		When is there and where is now	3	13
4Qu7d	?		3	46
4Qu8	Note tense of verb		2	13
4Qu9	Write informal letter		2	15
4Qu10	Write concisely		2	15
4Qu11	Indicate directions	How to go to school	2	16
4Qu12res	Participate in a debate	Correct response	10	44
4Qu12nresp		No. of responses	x	x