



NCDC

*NATIONAL CURRICULUM
DEVELOPMENT CENTRE*

**End of Year Sample
ASSESSMENT ITEMS FOR S.1 AND S.2**

KISWAHILI

2022

NCDC KISWAHILI SAMPLE ASSESSMENT

GUIDANCE TO TEACHERS FOR SENIOR ONE AND SENIOR TWO

1. *These are sample items. It is not a full examination paper set.*
2. *Items should be both short response and extended response.*
3. *Ensure that the items encourage high order thinking where the learner is expected to create, analyse and evaluate the concepts or situations*
4. *The suggestion is that the paper should not exceed 2 hours.*
5. *You have the freedom, as a teacher, to determine a realistic number of items to be done in the given slotted time for the paper at your school.*
6. *Composition writing manifests most learning outcomes though not all. The essence is to explore the much that may not be assessable in the given pen and paper examination time. Grammar and language structure is best explored here. No learning outcome can be developed in isolation of this.*
7. *It is advisable that the examination format is put in sections, thus: Section A for SHORT RESPONSE items and Section B for extended response items.*
8. *For the end of year, in senior1 and 2, it should be only one paper for each class.*
9. *In assessing extended response items, score using RELEVANCE, ACCURACY, COHERENCE and EXCELLENCE (RACE) as provided in the assessment grid.*

NATIONAL CURRICULUM
DEVELOPMENT CENTRE

Sample Assessment Items for Senior One

2 Hours

Short Response Item

1. Tunga sentensi tano ukitumia maneno yafuatayo (kila neno sentensi moja.)
baba, babu, shangazi, mjukuu, mjomba

The learner should identify and use the vocabularies relating to names of relatives in a family. Greetings, words of manners and other language aspects selected for day to day usage

(Refer to Syllabus pp 10, pp 11. Learning Outcomes)

Scoring Guide

The marking grid for this should consider:

- Construction of sentences using the vowels correctly hence understanding
- Correctness of the language
- Exhibit understanding of the instructions
- Correct punctuation
- Correct message

S/N	Descriptors	Scores
01	If the candidate constructs 4 to 5 sentences correctly with the given words above	Score 3
02	If the candidate constructs 2 to 3 sentences correctly with the given words above	Score 2
03	If the candidate constructs none or 1 sentence correctly with the given words above	Score 1

Extended Response Item

2. Shule yako imesafiri Dar es Salaam kwa ajili ya kushiriki katika michuano ya michezo ya shule za Afrika Mashariki. Umekutana na mswahili huko Tanzania asiyejua lugha nyingine yoyote.

Tunga insha kuhusu mada Uhusiano na rafiki mswahili asiyejua lugha nyingine Daresalaam. Insha isizidi maneno sabini

Scoring Guide

Assessment Grid

OUTPUT	BASIS OF EVALUATION	RELEVANCE	ACCURACY	COHERENCE	EXCELLENCE
Composition writing	Format and Message	<p>The learner provides:</p> <ul style="list-style-type: none"> • The introduction, the body and the conclusion • Evidence of punctuation • Relevant message capturing the experience • Attempts to show how he addressed the language challenge • Explains the feelings in a new country with language challenges <p>If the learner writes 4 to 5 relevant aspects ,</p> <p>Score 3</p>	<ul style="list-style-type: none"> • Fairly formats the composition • Fair punctuation • Mentions names of places and believable incidents • Use of accurate language • Use of right grammar and • Use of right vocabulary <p>If the learner writes 4 to 6 aspects accurately,</p> <p>Score 3</p>	<ul style="list-style-type: none"> • Very perfect format of the composition • Perfect punctuation • Flow of the story being meaningful <p>If the learner writes following the 3 aspects above in a coherent manner,</p> <p>Score 3</p>	<p>If only a learner exhibits a flair of language command by use of idiomatic phrases and other aspects of language</p> <p>Score 1</p>

OUTPUT	BASIS OF EVALUATION	RELEVANCE	ACCURACY	COHERENCE	EXCELLENCE
		<i>If the learner writes 2 to 3 relevant aspects</i> Score 2.	<i>If the learner writes 2 to 3 aspects accurately</i> Score 2.	<i>If the learner writes following the 2 aspects above in a coherent manner</i> Score 2.	
		<i>If the learner writes none or 1 relevant aspect</i> Score 1.	<i>If the learner writes none or 1 aspect accurately</i> Score 1.	<i>If the learner writes following 1 or none of the aspects above in a coherent manner</i> Score 1.	

Total score: 3+3+3+1=10

Senior 2 Sample Assessment Items

Short Response Items

1. **Eleza maana ya kila methali hizo.**

(a) Ukitaka cha mvunguni sharti uiname

(b) Asiyefunzwa na mamae hufunzwa na ulimwengu

(c) Akili ni nywele kila mtu ana zake

(d) Asiyekubali kushindwa si mshindani

NOTE: Learning outcome Pg 24. The learner should be able to use and identify new words relating to travelling plus other language aspects.

Scoring Guide

Short Response Item Assessment Criteria

S/N	DESCRIPTORS	SCORES
01	If the learner correctly explains the meanings of 3-4 proverbs clearly, with very few spelling errors.	Score 3
02	If the learner correctly explains the meanings of 2 proverbs out of 3, clearly, with some spelling errors in the explanation.	Score 2
03	If the learner explains the meanings of proverbs with very many spelling errors in the explanation, poor sentence construction and grammar errors.	Score 1

Extended Response Items

2. **Buni insha fupi isiyoziidi maneno mia moja kuhusu sherehe ya kuhitimu masomo yako katika chuo kikuu**

Note: (Explore all the learning outcomes in Senior 2, especially Pg 19-27 of the syllabus) (Learning outcomes on grammar> Aspects of grammar and language structure Pg 19- 27)

SCORING GUIDE

ASSESSMENT GRID FOR S2 EXTENDED RESPONSE QUESTION

OUTPUT	BASIS OF EVALUATION	RELEVANCE	ACCURACY	COHERENCE	EXCELLENCE
Imaginative Composition	<ul style="list-style-type: none"> • Originality in creativity • Correctness of tenses, sentences and grammar usage • Punctuation, and paragraphing • Message relevance • Systematic story flow and error free spellings 	If the learner writes observing the 4 to 5 relevant aspects, score 3.	If the learner writes observing 4 to 5 aspects accurately score 3.	If the learner writes 4 to 5 aspects coherently his/her story with introduction, body and conclusion and the messages are flowing, score 3.	If the learner shows a flair by using idioms, proverbs, tong twisters in his/her story, score 1.
		If the learners writes observing the 2 to 3 relevant aspects, score 2	If the learner writes observing 2 to 3 aspects accurately, score2.	If the learner writes 2 to 3 aspects coherently in his/her story with any 2 of the three: introduction, body and conclusion and the messages are flowing, score 2.	

OUTPUT	BASIS OF EVALUATION	RELEVANCE	ACCURACY	COHERENCE	EXCELLENCE
		If the learner writes observing 1 or none of the relevant aspects, score 1.	If the learner writes observing 1 or none of the aspects accurately score 1.	If the learner writes coherently his/her story with or without introduction, body and conclusion and the messages are not flowing, score 1	

Total Score: 3+3+3+1 = 10

