



NCDC

*NATIONAL CURRICULUM
DEVELOPMENT CENTRE*

End of Year Sample

ASSESSMENT ITEMS FOR S.1 AND S.2

UGANDAN SIGN

LANGUAGE

2022

UGANDAN SIGN LANGUAGE

SENIOR ONE SAMPLE ASSESSMENT ITEMS

SAMPLE ITEMS FOR SENIOR ONE

Time 1 hour 30 Minutes

Guidance to the Teacher

The purpose of these sample items is to guide the teacher on setting end of year assessment items for learners of Senior One. Below are some of the instructions you can consider in developing the standard paper.

Proposed Instructions:

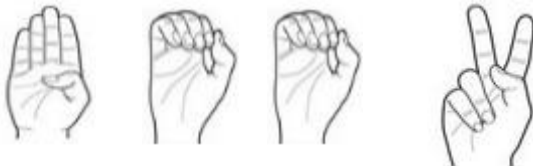
1. There are two sections in the paper, one is **Pen and Paper** and the other is **Signing practically**. The skills per section have been integrated.
2. Each section has two questions. Two questions are short response items and the other two are extended response items.
3. A learner is expected to spend 5 minutes on each short response item, that is, 10 minutes.
4. A learner is expected to spend 8 minutes on each question. For example, 3 minutes observing or reading the question and 5 minutes recording.

NOTE: The items in these guidelines are samples that you may use to set the full paper.

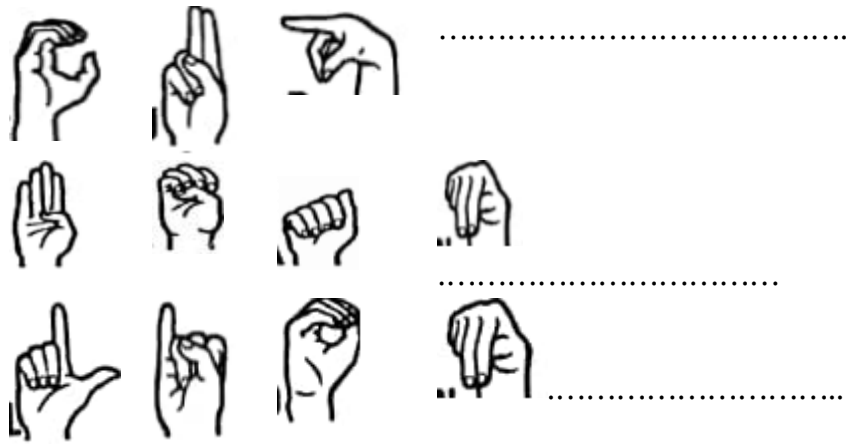
SECTION A

This is a **Pen and Paper** section. Learners will be provided with questions and answer sheets where necessary.

1. Write these words below in English language.










.....










2. Fill in the correct word in the space provided by translating the given sign language words into English words.





One day a    and   

were walking to the     to  

     and  

  , the    saw a

    and    to

    it.

SECTION B

Note: This section is basically **practical**.

1. Observe the signed Poem and write it down.

This is a pen and paper item. Learners will be provided with answer sheets.

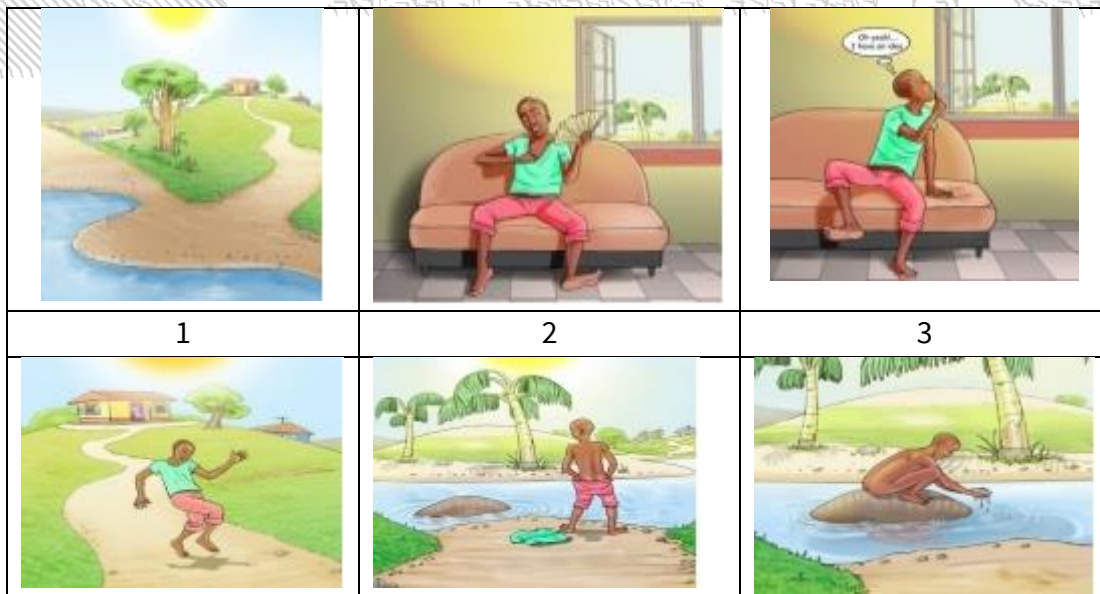
The school should provide a well recorded video for this question (a video clip of the story and the screen. This can be done by all learners in one classroom. The teacher projects the poem on the screen and allows learners to observe 3 times. The signer should not be too speedy or too slow. The learner will observe the poem 3 times and write it down.




2. Observe the pictures and come up with a complete story in sign language

The school should provide enough recording gadgets for this section (video recordings, CDs or USB stick). This question requires the teacher to provide clear pictures.

Each learner will be recorded as s/he signs.

The learner will read or observe or listen to (accordingly) the question for about 3 minutes and answer as instructed. Each learner takes 8 minutes on each question. For example, 3 minutes observing or reading the question and 5 minutes of recording the response.



4	5	6
		
7	8	9

END

MARKING GUIDE FOR SENIOR ONE

SECTION A

Answer for Question One: book, cup, bean, lion

Scores: Scores 3 if a learner writes all 4 answers correctly; Scores 2 if he/she writes 2-3 answers correctly; , Scores1 if he/she writes 1 answer correctly,.

Answer for Question two:

One day, a **man** and a **dog** were walking to the **shop** to **buy milk** and **bread**. The **dog** saw a **bone** and **ran** to **grab** it.

Scores: Out of 10 answers, if a learner passes 7 and above, he/she **scores 3**; **Scores 2** if he/she passes 4-6, will and **scores 1** if he/she passes 1-3 and below.

SECTION B

Question 1

WASH THOSE HANDS!!!

Wash wash wash those hands
 Never let a dirty moment pass
 Wash wash those hands
 Keep them clean all day

Wash them before eating
 Wash them after the toilet
 Round fingers and thumbs
 Bugs and germs will drain away
 Each time you wash those hands

Wash those hands so carefully
 Morning and night
 Wash them shake them dry them
 Get them clean that's right
 Hey you, please do it with all your might

Wash wash wash those hands
 Never let a dirty moment pass
 Without-wash wash those hands
 Keep them clean all day tooday










(By James Verner)

Output	Basis of evaluation	Relevance	Accuracy	Coherency
		3/10	4/10	3/10
Written poem	Title	A learner writes title and 8-12 key words (wash, dirty, hands, clean, eating, toilet, bugs, germs, morning, night, shake, dry) in relation to the poem. Scores 3	A learner writes title and 10-12 key words (wash, dirty, hands, clean, eating, toilet, bugs, germs, morning, night, shake, dry) correctly to the poem. Scores 4	A learner writes title and 8-12 key words (wash, dirty, hands, clean, eating, toilet, bugs, germs, morning, night, shake, dry) in a logical flow to the poem. Scores 3
	Key words	A learner writes title and 5-7 key words (wash, dirty, hands, clean, eating, toilet, bugs, germs, morning, night)	A learner writes title and 7-9 key words (wash, dirty, hands, clean, eating, toilet, bugs, germs,	A learner writes title and 5-7 key words (wash, dirty, hands, clean, eating, toilet, bugs, germs,

Output	Basis of evaluation	Relevance 3/10	Accuracy 4/10	Coherency 3/10
	<ul style="list-style-type: none"> • shake • dry 	<p>morning, night, and shake, dry) in relation to the poem. Scores 2</p> <p>A learner writes title and 1-4 key words (wash, dirty, hands, clean, eating, toilet, bugs, germs, morning, night, and shake, dry) in relation to the poem. Scores 1</p>	<p>morning, night, shake, dry) correctly to the poem. Scores 3</p> <p>A learner writes title and 4-6 key words (wash, dirty, hands, clean, eating, toilet, bugs, germs, morning, night, shake, dry) correctly to the poem. Scores 2</p> <p>A learner writes title and 1-3 key words (wash, dirty, hands, clean, eating, toilet, bugs, germs, morning, night, shake, dry) correctly to the poem. Scores 1</p>	<p>morning, night, shake, dry) in a logical flow to the poem. Scores 2</p> <p>A learner writes title and 1-4 key words (wash, dirty, hands, clean, eating, toilet, bugs, germs, morning, night, shake, dry) in a logical flow to the poem. Scores 1</p>

Question 2

Answers

		
1. Kapere lives on a hill.	2. It is so hot and dry.	3. Kapere needs cooling. He wants to swim.
		
4. Kapere slopes down to the river to swim.	5. Kapere takes off his clothes. He sees a big stone in the river.	6. Kapere steps on the stone to jump into the water.
		
7. The stone starts to move. Kapere looks down.	8. The stone stands up with Kapere on its back. It is not a stone, it is a hippo.	9. Kapere runs up the hill and flees. No time of putting on his clothes. He runs away naked.

Marking Guide

Output	Basis of evaluation	Relevance 3/10	Accuracy 4/10	Coherency 3/10
Signed story	Sign language parameters; <ul style="list-style-type: none"> • Sign space • orientation • hand shape • facial expression • body movement • correct signs • finger spellings • place of articulation 	<p>A learner uses 6-8 (Sign space, orientation, hand shape, facial expression, body movement, correct signs, finger spellings, place of articulation) parameters in relation to the given story. Scores 3</p> <p>A learner uses 4-5 (Sign space, orientation, hand shape, facial expression, body movement, correct signs, finger spellings, place of articulation) parameters in relation to the given story. Scores 2</p> <p>A learner uses 1-3 (Sign space, orientation, hand shape, facial expression, body</p>	<p>A learner uses 6-8 (Sign space, orientation, hand shape, facial expression, body movement, correct signs, finger spellings, place of articulation) parameters correctly to translate a given story. Scores 4</p> <p>A learner uses 4-5 (Sign space, orientation, hand shape, facial expression, body movement, correct signs, finger spellings, place of articulation) parameters correctly to translate a given story. Scores 3.</p> <p>A learner uses 3 (Sign space, orientation, hand</p>	<p>A learner uses 6-8 (Sign space, orientation, hand shape, facial expression, body movement, correct signs, finger spellings, place of articulation) parameters in a logical flow to the given story. Scores 3</p> <p>A learner uses 4-5 (Sign space, orientation, hand shape, facial expression, body movement, correct signs, finger spellings, place of articulation) parameters in a logical flow to the given story. Scores 2</p> <p>A learner uses 1-3 (Sign space, orientation, hand shape, facial expression, body</p>

Output	Basis of evaluation	Relevance 3/10	Accuracy 4/10	Coherency 3/10
		<p>movement, correct signs, finger spellings, place of articulation) parameters in relation to the given story. Scores 1</p>	<p>shape, facial expression, body movement, correct signs, finger spellings, place of articulation) parameters correctly to translate a given story. Scores 2</p> <p>A learner uses 1-2 (Sign space, orientation, hand shape, facial expression, body movement, correct signs, finger spellings, place of articulation) parameters correctly to translate a given story. Scores 1</p>	<p>movement, correct signs, finger spellings, place of articulation) parameters in a logical flow to the given story. Scores 1</p>

UGANDAN SIGN LANGUAGE

SENIOR TWO SAMPLE ASSESSMENT ITEMS

Guidance to the teacher

The purpose of these sample items is to guide the teacher on setting end of year assessment items for learners of Senior Two. Below are some of the instructions you can consider in developing the standard paper.

Proposed Instructions:




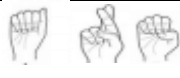

- 1. There are two sections in the paper; one is pen and paper and the other is signing practically. The skills per section have been integrated.*
- 2. Each section has two questions. Two questions are short response items and the other two are extended response items.*
- 3. A learner is expected to spend 5 minutes on each short response item. That is 10 minutes.*
- 4. A learner is expected to spend 8 minutes on each question. For example, 3 minutes observing or reading the question and 5 minutes of recording.*

NOTE: *The items in these guidelines are for you to bench mark when setting the full paper.*

SECTION A

This is a pen and paper section. Learners will be provided with questions and answer sheets where necessary.

1. Translate the following sentence into English words.

2. Rewrite the following in English language grammar.

i) YESTERDAY ME TREE FALL

.....

ii) MONTH JULY YEAR 2021 BOY POINT LEARN UGANDAN SIGN LANGUAGE

.....

iii) BULLYING SCHOOL ACCEPT NO

.....

iv) GIRL POINT DAUGHTER KING

.....

v) WE CHILDREN GOD

.....

SECTION B

Question 1. Observe the signed story and write it down.

This is a pen and paper item. Learners will be provided with answer sheets.

The school should provide a well recorded video for this question (a video clip of the story and the screen. This can be done by all learners in one classroom. The teacher projects the story on the screen and allows learners to observe three times. The signer should not be too speedy or too slow. The learner will observe the story three times and write it down.

Question 2. Read the story and sign it.

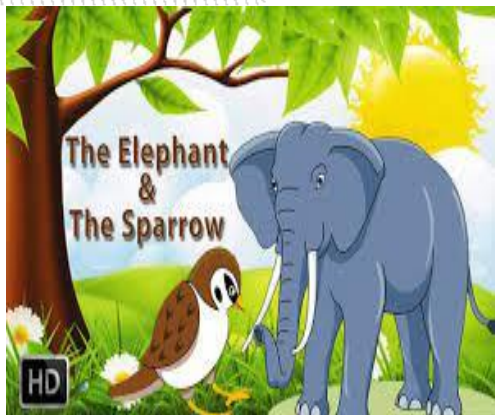
Note: This question is basically practical.

The school should provide enough recording gadgets for this question (video recordings, CDs or USB stick). This question requires the teacher to provide a well written story.

Each learner will be recorded as s/he signs.

The learner will read the question for about three minutes and sign the story. Each learner takes eight minutes on each question. For example, three minutes observing or reading the question and five minutes of recording the response.

Topic: Elephant and Sparrow



Once in the forest of Mabira, in Buikwe district, there lived Sparrow and Elephant. One day, Elephant went berserk and started breaking all the tree branches on its way. Sparrow had a nest with young ones in one of the branches.

When she saw that Elephant was approaching her nest, Sparrow pleaded with him to stop but Elephant did not listen and destroyed the branch where the nest was seated.

As the branch fell, so did her young ones fall on ground dying, one by one. Sparrow was heartbroken to see her young ones dying and started to cry loudly. Her friend, Woodpecker, heard her cry and came running to find out.

Only arrival, Woodpecker saw the dead young ones and was shocked! She then consoled her and said, "You can't do anything by crying. You can't change what has happened." After thinking, Woodpecker remembered and said, "I will help you, my friend. Let us go!" She took her to one of her friends, Fly. Fly welcomed them and asked them how she could help. Sparrow started narrating the story. On hearing this, Fly was also touched and requested them to go and consult her friend, Frog, on what to do.

They all agreed to visit Frog and explain everything for a solution. Then when Frog saw her friends coming, she excitedly started singing. Fly explained what had happened to her friend, Sparrow, and Frog listened attentively but in shock. She consoled her friend and felt sorry for the loss. After a few minutes, Frog said, "Elephant is big but he is alone. No one from us can beat him alone but if we work together, we can beat him. Let us make a plan to trap him."

Everyone became eager to know the plan. Frog started explaining the trap and said, "When the sun is burning, YOU! Fly, buzz in his ears. When he closes his eyes in sheer ecstasy, then YOU! Woodpecker get closer and peck his eyes until he becomes blind. Then both of you run away.

In this dry season, he will be thirsty and will certainly search for water but will not be able to move far as he will be blind. I will then sit on the edge of the nearby pond and croak at the top of my voice. He will then follow my voice to reach the pond and in so doing, will fall into the pond, get broken and die from there. This is how we can revenge for the death of the Sparrow's children."

Every one appreciated the idea and agreed to be part of the plan to help their friend, Sparrow. Next day, everyone played their part successfully and as a result, elephant fell into a muddy pond and died miserably.

END

MARKING GUIDE FOR SENIOR TWO

SECTION A

Answer for Question one:

JANE AND MARY ARE GIRLS				

Scores: If a learner writes all 4-5 words in a sentence correctly, **score 3**; if he/she writes 3 words in a sentence correctly, **scores 2**; if he/she writes 1 word in a sentence correctly, **score 1**.

Answer for question two:

Correct Sentences in English language grammar

- i) I fell from the tree yesterday. OR, Yesterday, I fell from the tree.
- ii) He learnt Ugandan Sign Language in July 2010.
- iii) In school, bullying is not allowed.
- iv) She is the daughter of the king.
- v) We are God's children.

Scores: If a learner writes 4-5 correct sentences in English, **score 3**; if he/she writes 2-3 correct sentences in English, **score 2**; if he/she writes 1 correct sentence, **score 1**.

SECTION B

Observe the story and write it.

Child Marriage



Miria is a girl in my neighborhood whom I used to play and study with. She had plans to become a doctor, a typical goal for top students such as Miria.

In January 2008, Miria and I who are both 14 at the time, returned home after a long day at school. There was a gathering in Miria's family's house which was unusual outside of holiday season. Her family and her relatives were preparing food and drinks. Miria began crying when her mother told her that she was getting married the following Sunday to a man who she had not met before. The marriage was dictated by Miria's family. Now Miria is a housewife trying to feed her five children and struggling with her health.

Miria's dream to be a doctor was cut short. This was a big loss for her as she had a vision for a better life. It is also a lost opportunity for Uganda, given the number of physicians in Uganda is very small. Unless serious action is taken to end child marriage, many young women will follow a similar story to Miria and child marriage will remain one of the major obstacles to Uganda's social and economic development.

Marking guide for question one:

Output	Basis of evaluation	Relevance 3/10	Accuracy 4/10	Coherency 3/10
Written story	Title: Child marriage Key words <ul style="list-style-type: none"> • Miria • girl • plans • doctor • January 2008 • both 14 • home • relatives • preparing food and drinks • crying • mother • married • a man • housewife • five children • dream • cut short • Uganda • serious action to end child marriage • obstacles to social and economic development 	<p>A learner writes title and 10-20 main key words (Miria, girl, plans, doctor, January 2008, both 14, home, relatives, preparing food and drinks, crying, Mother, married, a man, housewife, five children, dream, cut short, Uganda, serious action, end child marriage, obstacles social and economic) in relation to the story. Scores 3</p>	<p>A learner writes title and 15-20 main key words (Miria, girl, plans, doctor, January 2008, both 14, home, relatives, preparing food and drinks, crying, mother, married, a man, housewife, five children, dream, cut short, uganda, serious action, end child marriage, obstacles social and economic) are correctly used in the story. Scores 4</p>	<p>A learner writes title and 10-20 main key words (Miria, girl, plans, doctor, January 2008, both 14, home, relatives, preparing food and drinks, crying, Mother, married, a man, housewife, five children, Dream, cut short, Uganda, serious action, end child marriage, Obstacles social and economic) in a logical flow according to the story. Scores 3</p>
		<p>A learner writes title and 7-9 main key words reflected (Miria, girl, plans, doctor, January 2008, both 14, home, relatives, preparing food and drinks, crying, mother,</p>	<p>A learner writes title and 10-14 main key words reflected (Miria, girl, plans, doctor, January 2008, both 14, home, relatives, preparing food and drinks,</p>	<p>A learner writes title and 6-9 main key words (Miria, girl, plans, doctor, January 2008, both 14, home, relatives, preparing food and drinks, crying, Mother, married, a man, housewife, five children, dream, cut short, Uganda, serious action, end child marriage, obstacles social and economic) in a logical flow according to the story. Scores 2</p>
		<p>A learner writes title and 1-5 main key words (Miria, girl, plans, doctor, January 2008, both 14, home, relatives,</p>		

Output	Basis of evaluation	Relevance 3/10	Accuracy 4/10	Coherency 3/10
		<p>married, a man, housewife, five children, dream, cut short, Uganda, serious action, end child marriage, Obstacles social and economic) in relation to the story. Scores 2</p> <p>A learner writes title and 1- 6 main key words reflected (Miria, girl, plans, doctor, January 2008, both 14, home, relatives, preparing food and drinks, crying, Mother, married, a man, housewife, five children, Dream, cut short, Uganda, serious action, end child marriage, Obstacles social and economic) in relation to the story. Scores 1</p>	<p>crying, mother, married, a man, housewife, five children, Dream, cut short, Uganda, serious action, end child marriage, Obstacles social and economic) are correctly used in the story. Scores 3</p> <p>A learner writes title and 6-9 main key words reflected (Miria, girl, plans, doctor, January 2008, both 14, home, relatives, preparing food and drinks, crying, Mother, married, a man, housewife, five children, Dream, cut short, Uganda, serious action, end child marriage, Obstacles social and economic) are correctly used</p>	<p>preparing food and drinks, crying, mother, married, a man, housewife, five children, Dream, cut short, Uganda, serious action, end child marriage, Obstacles social and economic) in a logical flow according to the story Scores 1.</p>

Output	Basis of evaluation	Relevance 3/10	Accuracy 4/10	Coherency 3/10
			<p>in the story.</p> <p>Scores 2</p> <p>A learner writes title and 1-5 main key words reflected (Miria, girl, plans, doctor, January 2008, both 14, home, relatives, preparing food and drinks, crying, Mother, married, a man, housewife, five children, dream, cut short, Uganda, serious action, end child marriage, obstacles social and economic) are correctly used in the story.</p> <p>Scores 1</p>	

Marking Guide for Question Two

Read the story and sign it (the Elephant and Sparrow)

Output	Basis of evaluation	Relevance 3/10	Accuracy 4/10	Coherency 3/10
Signed story	Sign language parameters: <ul style="list-style-type: none"> • sign space • orientation • hand shape • facial expression • body movement • correct signs • finger spellings • place of articulation 	<p>A learner uses 6-8 (Sign space, orientation, hand shape, facial expression, body movement, correct signs, finger spellings, place of articulation) parameters in relation to the given story. Scores 3</p> <p>A learner uses 4-5 (sign space, orientation, hand shape, facial expression, body movement, correct signs, finger spellings, place of articulation) parameters in relation to the given story. Scores 2</p> <p>A learner uses 1-3 (sign space, orientation, hand shape, facial expression, body</p>	<p>A learner uses 6-8 (sign space, orientation, hand shape, facial expression, body movement, correct signs, finger spellings, place of articulation) parameters correctly to translate a given story. Scores 4</p> <p>A learner uses 4-5 (sign space, orientation, hand shape, facial expression, body movement, correct signs, finger spellings, place of articulation) parameters correctly to translate a given story. Scores 3</p> <p>A learner uses 3 (sign space, orientation, hand shape, facial expression, body movement, correct signs, finger spellings, place of articulation) parameters correctly</p>	<p>A learner uses 6-8 (sign space, orientation, hand shape, facial expression, body movement, correct signs, finger spellings, place of articulation) parameters logically according to the given story. Scores 3</p> <p>A learner uses 4-5 (sign space, orientation, hand shape, facial expression, body movement, correct signs, finger spellings, place of articulation) parameters</p>

Output	Basis of evaluation	Relevance 3/10	Accuracy 4/10	Coherency 3/10
		<p>movement, correct signs, finger spellings, place of articulation) parameters in relation to the given story. Scores 1</p>	<p>to translate a given story. Scores 2</p> <p>A learner uses 1-2 (sign space, orientation, hand shape, facial expression, body movement, correct signs, finger spellings, place of articulation) parameters correctly to translate a given story. Scores 1</p>	<p>logically according to the given story. Scores 2</p> <p>A learner uses 1-3 (sign space, orientation, hand shape, facial expression, body movement, correct signs, finger spellings, place of articulation) parameters logically according to the given story. Scores 1</p>