

AFRICAN POPULATION AND HEALTH RESEARCH CENTER
EDUCATION RESEARCH PROGRAMME
EVALUATION OF THE EAQEL INTERVENTION (KE_ENDLINE_JUNE/JULY 2011)
LITERACY TEST & SCORING RUBRIC FOR GRADE 1/2/3 (KISWAHILI) (Q305a_LIT)

ONE ON ONE WITH PUPIL (KENYA)

SECTION II: ADMINISTER THIS SECTION ONE ON ONE, WITH INDIVIDUAL PUPILS IN THE SAMPLE OF 20

GENERAL INSTRUCTIONS TO THE FIELD INTERVIEWER

- A Read instructions carefully.
- B If the pupil is in standard 1, administer number 1.1 to 6.3 and any other question that the child may be able to answer.
- C If the pupil is in standard 2, administer number 1.1 to 8.6 and any other question that the child may be able to answer.
- D If the standard/primary 3, administer **ALL** the questions
- E It is important that you administer each question carefully and as accurately as possible.
- F Score the pupil in the spaces provided.
- G Please ensure the completeness of the questionnaire before ending the assessment. Treat the pupil responses as confidential.
- H Thank the pupil for their time before and after the assessment.

1 BACKGROUND INFORMATION

1.1	START TIME	[USE 24 HR CLOCK]	<input type="text"/>
1.2	DATE OF INTERVIEW	(DD/MM/YYYY)	<input type="text"/>
1.3	FIELD INTERVIEWER'S (FI) CODE		<input type="text"/>
1.4	COUNTRY	1=KENYA; 2=UGANDA	<input type="text"/>
1.5	NAME OF DISTRICT	1=KWALE; 2=KINANGO; 3=DOKOLO; 4=AMOLATAR	<input type="text"/>
1.6	NAME OF DIVISION/SUB-COUNTY <input type="text"/>		
1.7	NAME OF ZONE <input type="text"/>		
1.8	NAME OF CLUSTER <input type="text"/>		
1.9	FULL NAME OF THE SCHOOL <input type="text"/>		
1.10	FULL NAME OF PUPIL (AT LEAST 3 NAMES) <input type="text"/>		
1.11	PUPIL ID [FI: INDICATE THE PUPIL ID FROM THE LIST]		<input type="text"/>
1.12	CLASS/GRADE e.g. 1A, 2A, 3A		<input type="text"/>
1.13	GENDER OF THE PUPIL	1=FEMALE; 2=MALE	<input type="text"/>
1.14	END TIME	[USE 24 HR CLOCK]	<input type="text"/>

2 GREETINGS

2.1 [F1: ENSURE THAT YOU HAVE THE FOLLOWING ITEMS ON THE TABLE; BOOK, RULER, PIECE OF CHALK AND A BOTTLE. WHEN THE PUPIL GETS IN, GREET HIM/HER AS FOLLOWS AND WAIT FOR HIS/HER ANSWER AFTER EACH QUESTION. DO NOT ACCEPT NODDING OF THE HEAD OR NON-VERBAL CUES FOR CORRECT ANSWER EVEN IF YOU PERCEIVE THIS TO BE CORRECT. THE CHILD MUST SPEAK]

2.1.1 Habari za asubuhi /adhuhuri/mchana/jioni?

2.1.2 Hujambo?

2.1.3 Jina langu ni [NAME OF INTERVIEWER], Na wewe je, jina lako nani?

2.1.4 Je, kwenu ni wapi?

2.1.5 Ni mbali na hapa?

2.1.6 Uko katika darasa gani?

NO RESPONSE/INCORRECT RESPONSE=0
 CORRECT RESPONSE=1

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3 LISTENING

IDENTIFYING OBJECTS

- 3.1 [FI: TELL THE PUPIL THE FOLLOWING; Tafadhali karibia mezani. Nitakuuliza maswali machahe ambayo si magumu. Huu si mtihani kwa hivyo usiogope]. Angalia mezani kisha uniambie unaona nini?

NO RESPONSE/INCORRECT RESPONSE=0; IDENTIFICATION OF CORRECT OBJECT=1

- a) Kitabu
- b) Penseli
- c) Chaki
- d) Chupa

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IDENTIFYING A SET OF INSTRUCTIONS

- 3.2 [FI: MWAMBIE MWANAFUNZI HIVI; Sasa mimi nitakupa maagizo kadhaa ambayo nitakuomba uyafuate jinsi nitakavyoyatoa]

- a) Tafadhali weka chupa juu ya kitabu

NO RESPONSE/INCORRECT RESPONSE=0; CORRECT RESPONSE TO INSTRUCTION=1

- b) Sasa ondoa chupa hiyo kutoka kwenye kitabu na ukiinue kitabu hicho juu.

NO RESPONSE/INCORRECT RESPONSE=0; CORRECT RESPONSE FOR ONE INSTRUCTION ONLY=1
CORRECT RESPONSE FOR TWO INSTRUCTIONS=2

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SOUND DISCRIMINATION

- 3.3 [FI; Nitakusomea sentensi zifuatazo kisha unieleze sentensi iliyo sahihi]

- a) Mzee anavaa koti /mzee anavaa goti

NO RESPONSE/INCORRECT RESPONSE=0; CORRECT DISCRIMINATION=1

- b) Juma anaimba kitabu/Juma anaiba kitabu

NO RESPONSE/INCORRECT RESPONSE=0; CORRECT DISCRIMINATION=1

- c) Fatuma anashuka nywele/Fatuma anasuka nywele

NO RESPONSE/INCORRECT RESPONSE=0; CORRECT DISCRIMINATION=1

- d) Baba alinyoa ndevu/Baba alinyoa ndefu

NO RESPONSE/INCORRECT RESPONSE=0; CORRECT DISCRIMINATION=1

- e) Mwanamziki alipiga ngoma/Mwanamziki alipika ngoma

NO RESPONSE/INCORRECT RESPONSE=0; CORRECT DISCRIMINATION=1

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LISTENING COMPREHENSION

- 3.4 [FI: Sasa nitakusomea sentensi ifuatayo. Sikiliza kwa makini kisha ujibu maswali yafuatayo.]

- 3.3.1 Mama aliwatuma Juma na Fatuma sokoni kununua machungwa kumi

- a) Juma na Fatuma walitumwa kwenda wapi? [ANSWER: **SOKONI**]

- b) Ni nani aliyewatuma Juma Na Fatuma? [ANSWER: **MAMA**]

- c) Ni nini walichotumwa kununua? [ANSWER: **MACHUNGWA/MACHUNGWA KUMI**]

NO RESPONSE/INCORRECT RESPONSE=0; CORRECT WORD/PHRASE=1

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4 SPEAKING

DESCRIBING OBJECTS

- 4.1 [FI: TAZAMA PICHA HII (**P103**) NA UJIBU MASWALI KUHUSU UNAYOYAONA KWENYE PICHA YENYEW

- a) Nieleze kile unachoona katika picha hii

ITEMS: NO RESPONSE/INCORRECT RESPONSE=0; ONE ITEM IDENTIFIED=1;
TWO ITEMS IDENTIFIED=2; THREE ITEMS IDENTIFIED=3; FOUR ITEMS IDENTIFIED=4

- b) Tafadhali nieleze rangi unazaoona kwenye picha hii

COLOURS: NO RESPONSE/INCORRECT RESPONSE=0; ONE COLOUR IDENTIFIED=1;
TWO COLOURS IDENTIFIED=2; THREE COLOURS IDENTIFIED=3;
FOUR COLOURS IDENTIFIED=4

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TELLING DIRECTION

- 4.2 [FI: MWAMBIE MWANAFUNZI HIVI: Mimi ningependa kwenda ofisini kwa mwalimu mkuu.

Tafadhali nieleze jinsi ninaweza kufanya hivyo].

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NO RESPONSE/INCORRECT RESPONSE=0;

RESPONSE WITH ONE WORD e.g. Kule/Pale=1;

RESPONSE WITH PHRASE/PHRASES e.g. Ni Kule/ Ni Pale=2;

RESPONSE IN WORD/PHRASE WITH CORRECT PREPOSITION e.g. Pindukia pale mtini na uende... =3;

STORY COMPOSITION

- 4.3 [FI: PICTURE **104** IS ABOUT CHILDREN AT SCHOOL. TELL THE PUPIL THE FOLLOWING; Tazama picha hii na unieleze nini unachoona] (**P104**)

- a) PICTURE IDENTIFICATION

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NO RESPONSE/INCORRECT RESPONSE=0;

IDENTIFY ONE OBJECT IN PICTURE=1;

IDENTIFY TWO OBJECTS IN PICTURE=2;

- b) CREATING STORY FROM PICTURE

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NO RESPONSE=0;

TELLING THE STORY WITH ONE WORD=1;

TELLING THE STORY WITH A PHRASE(S)=2;

5 READING

- 5.1 [FI: TELL THE PUPIL THE FOLLOWING; Tafadhali angalia herufi zifuatazo kwenye hii kadi/kartasi kisha unisomee kwa sauti kubwa nitakapokuonyesha] (**W105 VOKALI**)

5.1.1 VOKALI/IRABU

1) a

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2) e

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3) i

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4) o

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5) u

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NO RESPONSE/INCORRECT RESPONSE=0; CORRECT RESPONSE/IDENTIFICATION=1

5.1.2 KONSONANTI (**W105 VOKALI**)

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2) b

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3) r

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6) n

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7) m

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8) g

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9) k

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NO RESPONSE/INCORRECT RESPONSE=0; CORRECT RESPONSE/IDENTIFICATION=1

- 5.2 [FI: TELL THE PUPIL THE FOLLOWING; Sasa nitakuonyesha kadi/kartasi iliyo na maneno yafuatayo kisha unisomee kwa sauti nitakapokuonyesha] (**W106**)

a) Mama

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b) Mbuzi

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c) Ndege

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NO RESPONSE/INCORRECT RESPONSE=0; CORRECT RESPONSE/READING=1

6 PRE-READING SKILLS

6.1 [FI: TELL THE PUPIL THE FOLLOWING; Angalia sentensi zifuatazo kisha unionyeshe;

a) Herufi, b) Neno, c) Herufi kubwa, d) Herufi ya kwanza ya neno] (W107)

a) Mama anapika jikoni. (Onyesha herufi) [ANSWER: m, a, n, p, i, k, o]

NO RESPONSE/INCORRECT RESPONSE=0; CORRECT RESPONSE/READING=1

b) Mama anapika chakula chetu cha mchana (Onyesha neno "anapika") [ANSWER: "anapika"]

NO RESPONSE/INCORRECT RESPONSE=0; CORRECT RESPONSE/READING=1

c) Kazungu yuko nje. (Onyesha herufi kubwa) [ANSWER: "K"]

NO RESPONSE/INCORRECT RESPONSE=0; CORRECT RESPONSE/READING=1

READING SIMPLE SENTENCES

6.2 [FI: TELL THE PUPIL THE FOLLOWING; Nitakuonyesha sentensi fupi zifuatazo kisha ningependa uzisome kwa sauti] (W108)

a) PICTURE IDENTIFICATION

a) Ninapenda kucheza

b) Mimi ni mwanafunzi

c) Soma kwa bidii

d) Matunda haya ni matamu

NO RESPONSE/INCORRECT RESPONSE=0; ONE WORD/PHRASE=1

TWO WORDS=2; WHOLESSENTENCE=3

PICTURE READING

6.3 [FI: THIS PICTURE IS ABOUT CHILDREN PLAYING AND ONE GETS HURT. TELL THE PUPIL THE FOLLOWING; Angalia picha hii kisha uniambie unaona nini] (P109)

a) IDENTIFYING OBJECTS IN A PICTURE

NO RESONSE=0; IDENTIFYING ONE ITEM/PERSON=1;

IDENTIFYING TWO ITEMS/OBJECTS/PERSONS=2; IDENTIFYING THREE OBJECTS=3

b) IDENTIFYING ACTIVITIES IN THE PICTURE

NO RESONSE=0; ONE ACTIVITY=1; TWO ACTIVITIES=2; THREE ACTIVITIES=3

C) CREATING A STORY OUT OF THE PICTURES

NO RESONSE=0; WORD=1; PHRASE=2; WHOLE SENTENCE=3

GRADE 2 LITERACY

7 RESPONDING TO A SET OF INSTRUCTIONS

7.1 [FI: ENSURE YOU HAVE THE FOLLOWING; a) PIECES OF CHALK OF DIFFERENT COLOURS, (RED, WHITE, GREY, GREEN) b) DUSTER, c) BLACK BOARD, d) MANILA PAPERS OF DIFFERENT COLOURS, (WHITE, GREY, GREEN) AND e) BIRO PENS OF DIFFERENT COLOURS. NOW TALK TO THE PUPIL AS FOLLOWS];

a) Karibia mezani na uchukue kalamu nyekundu

b) Chukua kalamu nyekundu na karatasi ya samawati

c) Andika jina lako kwenye karatasi hiyo ya samawati

d) Chukua kalamu ya rangi ya samawati na uiweke juu ya karatasi nyeupe

NO RESPONSE/INCORRECT RESPONSE=0

CORRECT RESPONSE FOR (A-D)=1

DESCRIBING OBJECTS/PEOPLE/EVENTS

- 8.1 [FI: ENSURE YOU HAVE TWO WATER BOTTLES, ONE BIGGER AND THE OTHER SMALLER. THE SMALLER BOTTLE SHOULD HAVE WATER 3/4 FULL. NOW TALK TO THE PUPIL AS FOLLOWS];
Angalia chupa hizi mbili na unieleze tofauti baina ya chupa zenyewe [EXPECT THE PUPIL TO TALK ABOUT THE COLOUR, LIDS, WEIGHT etc BUT DO NOT DIRECT HIM/HER ON WHAT TO SAY, e.g WHAT COLOUR IS THIS...]

- a) COLOUR DISTINCTION BETWEEN THE BOTTLES
- b) DESCRIPTION OF LIDS
- c) DESCRIPTION OF WEIGHT
- d) DESCRIPTION OF CONTENTS

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NO RESPONSE/INCORRECT RESPONSE/DESCRIPTION/DISTINCTION=0;
CORRECT RESPONSE FOR (A-D)=1

DESCRIBING A PROCESS

- 8.2 [FI: TALK TO THE PUPIL AS FOLLOWS; Nieleze wewe unafanya nini unapojitayarisha kuja shuleni. Nieleze kitu cha kwanza, cha pili, cha tatu, cha nne na cha tano kwa mfuatano huo].

FI: CHECK FOR THINGS THAT ARE LIKELY TO BE DONE BEFORE GOING TO SCHOOL. REMEMBER THAT THESE THINGS MAY BE CONTEXTUAL. SOME OF THE THINGS DONE MAY INCLUDE, BUT NOT LIMITED TO;
(i) WAKE UP, (ii) BRUSH TEETH, (iii) BATH, (iv) CLOTHING, (v) TAKE BREAKFAST,
(vi) TAKE SCHOOL BAG, (vii) GO TO SCHOOL etc

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NO RESPONSE/INCORRECT RESPONSE/DESCRIPTION=0;
CORRECT RESPONSE FOR ONE THING=1
CORRECT RESPONSE FOR TWO THINGS=2
CORRECT RESPONSE FOR THREE THINGS=3
CORRECT RESPONSE FOR FOUR THINGS=4
CORRECT RESPONSE FOR FIVE THINGS=5

STORY COMPOSITION

- 8.3 [FI: **(P201)** HAVE A PICTURE WITH THE FOLLOWING FEATURES; a) CHILDREN COMING FROM SCHOOL,
b) HOME SCENE WITH THE MOTHER SWEEPING THE COMPOUND etc **(P201)**]

- a) ABILITY TO INTERPRET EACH PICTURE

NO RESPONSE/INCORRECT RESPONSE=0;
CORRECT RESPONSE FOR ONE PICTURE=1; CORRECT RESPONSE FOR TWO PICTURES=2
CORRECT RESPONSE FOR THREE PICTURES=3; CORRECT RESPONSE FOR FOUR PICTURES=4

- b) ABILITY TO TELL THE STORY SEQUENTIALLY

NO RESPONSE/INCORRECT RESPONSE=0; CORRECT STORY-SEQUENCE=1

- c) ABILITY TO USE AT LEAST TWO CONNECTING WORDS e.g. AMBAYE, HALAFU, LAKINI etc

NO RESPONSE/INCORRECT RESPONSE=0; AT LEAST TWO CORRECT CONNECTORS=1

- d) ABILITY TO PRONOUNCE WORDS CORRECTLY

NO RESPONSE=0/INCORRECT RESPONSE=0;
CORRECT WORD PRONUNCIATION OF AT LEAST TWO WORDS=1

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SINGLE WORD READING

- 8.4 [FI: TALK TO THE PUPIL AS FOLLOWS; Angalia maneno ambayo yameandikwa katika kadi hii na uyasome kwa sauti, moja baada ya jingine] **(W201)**

- a) MSTATILI
b) MMOMONYOKO
c) RUNUNU
d) TARAKILISHI
e) RUNGOYA

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NO RESPONSE/INCORRECT RESPONSE=0; CORRECT READING=1

READING SIMPLE SENTENCES

- 8.5 [FI: TALK TO THE PUPIL AS FOLLOWS; Angalia sentensi ambazo zimeandikwa katika kadi hii na uzisome kwa sauti, moja baada ya nyingine] **(W203)**

- a) Juma anasoma vyema ingawa ni mchanga.
b) Niliamka mapema lakini nilichelewa kufika shuleni.
c) Nitakunywa chai kwa mkate.
d) Talu na Mrisho wanakwenda sokoni.
e) Nimefika sasa ili nimsaidie mama.

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NO RESPONSE/INCORRECT RESPONSE=0;

ABILITY TO RECOGNIZE PUNCTUATION MARKS=1

ABILITY TO PRONOUNCE/ARTICULATE WORDS CORRECTLY=2

ABILITY TO READ EACH SENTENCE FLUENTLY=3

READING COMPREHENSION

- 8.6 [FI: GIVE THE PUPIL PICTURE **(P204)** OF A MAN FISHING FROM A CANOE WITH FISHING NETS, HE COMES HOME WITH THE FISH, IT IS COOKED AND THE FAMILY HAVE A MEAL TOGETHER]. NOW GIVE THE CHILD STORY **(W204)** AND THEN TALK TO THE PUPIL AS FOLLOWS; Soma hadithi iliyoandikwa kwenye karatasi uliyopewa kisha nikuulize maswali kuihusu].

Mzima ni mvuvi. Yeye huenda kuvua samaki baharini kila siku.

Yeye huvua samaki wadogo kwa wakubwa kwa ajili ya chakula na kuuza sokoni.

Familia yake hufurahia mlo wa samaki kwa sima.

- a) Mzima hufanya kazi gani? [ANSWER: **MVUVI/HUVUA SAMAKI**]
b) Yeye hufanyia kazi yake wapi? [ANSWER: **BAHARINI**]
c) Yeye huwapeleka samaki wapi baada ya kuwavua? [ANSWER: **NYUMBANI/SOKONI**]
d) Familia ya Mzima hufurahia nini? [ANSWER: **SAMAKI KWA SIMA/UGALI**]

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NO RESPONSE/INCORRECT RESPONSE=0; CORRECT ANSWER=1

GRADE 3 LITERACY

9 SPEAKING

ORAL STORY COMPOSITION

- 9.1 [FI: TALK TO THE PUPIL AS FOLLOWS; Mimi nitakupa hadithi yangu fupi kisha baadaye wewe pia utanipa hadithi yako fupi. Hadithi yangu ni kama ifuatavyo;

Hapo zamani za kale palikuwa na fisi na sungura. Walikuwa marafiki sana ingawa urafiki huu ulielekea kumfaidi sana fisi kwa sababu hakupenda kufanya kazi bali kula tu. Sungura akachoshwa na urafiki huu. Kwa hivyo, siku moja sungura alichukua jiwe na kulipaka damu ya kondoo. Fisi aliporudi nyumbani jioni, alisikia harufu ya damu. Mbio, akatwaa jiwe lile akifikiri ni pande la nyama. Akalimeza hata bila kutafuna. Sasa, jiwe lile likamkwama kooni mwake na akashindwa kupumua. Sungura alikuwa amejificha pembeni akichungulia. Akajitokeza na kumwambia fisi, “Kila mara wewe hupenda kula chakula chote peke yako, sasa leo umekula jiwe. Jiokoe.” Sungura akaondoka huku akicheka na kumwacha fisi taabani.

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Sasa, niambie hadithi yako.

NO RESPONSE/INCORRECT RESPONSE=0;

GIVES STORY BUT IN STATTERED WORDS=1

GIVES STORY IN SHORT SENTENCES WITH SOME INCOHERENT FLOW=2

GIVES STORY IN LONG SENTENCES THAT MAKE SENSE =3

GIVES STORY THAT HAS AN INTRODUCTION AND A CONCLUSION=4

GIVES STORY IN GOOD SENTENCE S USING GOOD AND RICH LANGUAGE WITH CONFIDENCE=5

10 READING SKILLS

- 10.1 [FI: GIVE THE PUPIL A CARD THAT HAS MRIMA'S STORY. ASK HIM TO READ IT OUT ALOUD. PAY ATTENTION TO PUNCTUATION, AND PRONUNCIATION OF THE UNDERLINED AND WORDS IN BOLD. NOW SAY THIS TO THE PUPIL; Nisomee kwa makini aya iliyo kwenye kadi niliyokupa] (W301)

Mrima ni mtoto wa mhunzi anayetengeneza visu. Aliumwa na viroboto wa rangi ya hudhurungi. Alipoenda hospitalini, alishauriwa ale matunda ya aina tofauti hasa, parachichi. Kabla ya kutoka hospitalini, Mrima alimshukuru daktari kisha akamwuliza, “Je, nitapona?”

- a) PRONUNCIATION

NO RESPONSE/INCORRECT PRONUNCIATION OF UNDERLINED WORDS=0;

CORRECT PRONUNCIATION OF UNDERLINED WORDS=1

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- b) PUNCTUATION

NO RESPONSE/INCORRECT PUNCTUATION=0;

CORRECT PUNCTUATION (FULLSTOPS, COMAS etc)=1

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- c) Mrima alikuwa mtoto wa nani?

[ANSWER; **MHUNZI**]

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- d) Kwa nini Mrima alienda kwa daktari?

[ANSWER; **ALIUMWA NA VIROBOTO/MATIBABU**]

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- e) Daktari alimshauri vipi?

[ANSWER; **ALE MATUNDA TOFAUTI/PARACHICHI**]

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- f) Parachichi ni nini?

[ANSWER; **TUNDA**]

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NO RESPONSE/INCORRECT RESPONSE=0; CORRECT RESPONSE USING 1-2 WORDS=1;

CORRECT RESPONSE USING 3-4 WORDS=2; CORRECT RESPONSE USING 5-6 WORDS=3

CORRECT RESPONSE USING MORE THAN 6 WORDS BUT WITH EXCLAMATIONS etc=4

11 EXPRESSIVE SKILLS

11.1 [FI: YOU ARE GOING TO ENGAGE IN A SHORT DIALOGUE WITH THE PUPIL. SAY THE FOLLOWING WORDS TO THE PUPIL; Tutakuwa na mazungumzo mafupi baina yangu na wewe. Mimi nitajifanya muuzaji na wewe utajifanya mnunuzi. Mimi nitazungumza sehemu yangu kama mwenye duka na wewe utazungumza sehemu yako kama mnunuzi. Sasa tuanze.

SHOPKEEPER: Hujambo [PUPIL NAME]?

BUYER: [Possible answer_____ Sijambo] ☐

SHOPKEEPER: Leo ungependa nikuuzie nini?

BUYER: [Possible answer_____ Naomba uniuzie sukari kilo moja, majani na mkate mmoja] ☐

SHOPKEEPER: [Anampa mnunuzi bidhaa zenyewe]. Bidhaa zenyewe ndizo hizi.

Je ungependa bidhaa nyingine?

BUYER: [Possible answer_____ nilikuwa nimeambiwa ninunie bidhaa nyingine lakini nimesahau]. ☐

SHOPKEEPER: Haya, ni sawa tu. Bidhaa hizi zote zitagharimu shilingi mia moja sitini.

BUYER: [Anampa mwuzaji pesa] ☐

SHOPKEEPER: Asante. Haya kimbia peleka vitu nyumbani

NO RESPONSE/INCORRECT RESPONSE=0;

CORRECT WORD e.g. morning, sugar etc=1

CORRECT ANSWER IN PHRASE e.g. yes sugar etc=2

CORRECT ANSWER IN SENTENCE e.g. I would like some sugar and tea leaves=3