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USAID FUNDED MALAWI TEACHER PROFESSIONAL DEVELOPMENT SUPPORT (MTPDS) PROGRAM

READING INTERVENTION PROGRAMME

COACHING MANUAL

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Introduction

The Malawi Teacher Professional Development Support (MTPDS) Project is a project which is funded by the United States Agency for International Development (USAID) and implemented by Creative Associates international Incorporated in partnership with Research Triangle Institute International and Seward International Incorporated in partnership with Malawi Ministry of Education, Science and Technology (MoEST). This project supports the Ministry of Education, Science and Technology in a number of its endeavours such as New Primary Curriculum implementation, Continuous Professional Development, and Monitoring and Evaluation, Policy in order to improve the quality of education. Improving early grade literacy and numeracy among learners in primary schools is one of the core indicators of MTPDS. Through MTPDS, the implementation of literacy approaches will guide effective teaching and learning of literacy in the early grades.

To improve early grade literacy and numeracy, USAID funded MTPDS in partnership with the MoEST is implementing an early grade reading intervention in Salima and Ntchisi which is geared towards the development of basic literacy skills and knowledge. The programme intends to provide teachers, headteachers and Primary Education Advisors on how to effectively teach reading in the early grades in Chichewa. The programme introduces foundational skills that students must learn in order to be able to read, such as letter knowledge, phonemic awareness, syllable reading, word reading and oral reading fluency as well as listening and reading comprehension. Together, these skills and knowledge along with effective practices will form package of training for early grade teachers.

This coaching manual focuses on effective practices that teachers use in teaching reading, but that can be used to teach any subject matter. The examples contain elements of the reading program, including basic skills such as phonological awareness, letter knowledge and letter sound identification that support teachers to effectively assist learners in early grades to be able to read and write in Chichewa. Although this intervention is focusing on Chichewa the approaches are quite suitable for teaching any language, including English.

MALAWI TEACHER PROFESSIONAL DEVELOPMENT SUPPORT

**Reading Intervention Programme
Prepared by USAID Funded MTPDS Program**

Coaches' Manual

What is a Coach?

The job of a coach is something very different from an inspector or a head teacher. It is more like an advisor

Main Jobs of a Coach:

- Observing
- Modeling
- Giving feedback

Planning a School Visit

- 1) Fill out the background information on the Coaching Protocol.
- 2) Greet the Head Teacher. Arrange a time to talk to the Head Teacher, preferably after the literacy class.
- 3) If possible, meet with the teacher before the literacy class to find out what lesson he/she is on. Ask the teacher if he/she has had any particular difficulties following the literacy program. Give advice or model part of a lesson to help. Ask the teacher to stay and meet you after class to discuss how to improve their practice. Also let the teacher know that you will be informally assessing a few learners after class.
- 4) Observe the literacy class. Complete as much as possible of the Coaching Protocol.
- 5) Ask 2-3 learners to read from the book at or before the current lesson.
- 6) Review what you observed with the teacher, providing feedback to the teacher with explanations and modeling if applicable.
- 7) Meet with Head Teacher to review your observations. Discuss with the head teacher how he/she and the community can support the reading program.
- 7) Complete the Coaching Protocol the same day so you don't forget what happened.

Observing lessons

The biggest part of the coaches' job is to visit the classroom to observe lessons. These observations will be the main way you will help teachers.

General Principles of Observation:

- Do your best to disrupt the class as little as possible
- Arrive a few minutes before the lesson is to begin so as not to disturb the lesson
- Find a place in the room to sit that is out of the way but still allows for a good view of the teacher and classroom and is out of the main view of the learners
- Settle into your place in the room quickly and quietly

First visit to the classroom:

- Make sure the teacher and Head Teacher know you are coming and at what time – call ahead
- Arrive early
- Greet the Head Teacher
- In the classroom greet the teacher and have the teacher introduce you to the class – say hello to the learners, tell them you are here to see how learners are learning and if you can be of help to their

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teacher. Tell learners that you will be sitting quietly and watching the class most of the time. While you are sitting learners should pretend that you are not there but that you might at some point get up and teach them something.

Teacher Feedback

First Rule of Feedback:

- Find something positive to say before any critical comment
 - o Always begin by providing genuine positive comments about what you have observed.
 - o Be thoughtful about criticism. Try to provide suggestions and not just negative comments.
 - Example: the way you followed the script and engaged the learners was very good but I think this routine could have been more successful if...Would you mind if I show you?
- Show the teacher what you mean by demonstrating to the class.

General Principles of talking with/giving feedback to teachers:

- Do not interrupt teachers directly, wait until finished with a routine or lesson
- Ask a teacher's permission to model part of a lesson
- Politely stop the lesson for a moment to show another way to teach a skill
- Remind teachers that you are not evaluating their performance

Remember to read from the manual sometimes to show the teacher that it is better to read from the manual than to try to create an explanation for learners that may be confusing.

Classroom Observation

Progress with lessons

- Good or neutral reasons to be behind:
 - Learners were having difficulties. Examples; Many learners were not responding during choral response, so teacher took time to coach the class more. Learners were having trouble writing, so teacher helped struggling writers to use the pencil and paper. Teacher took an extra day for re-teaching after a review lesson where the majority of learners had difficulties.
 - Teacher was sick for a week, or the school was closed.
- Not good reasons to be behind:
 - Teacher adds extra talk into the script so each lesson takes much longer than necessary.
 - Teacher takes too much time to transition between routines, or is unprepared for class.
 - Teacher is not teaching lessons on a daily basis.

Student Engagement

- When the lesson calls for all learners to respond in unison, do most learners respond?
- Are most learners paying attention during the majority of the class? When given an independent task, do learners know what to do? If not, does the teacher help them to understand and follow along, or re-teach?
- Learners participate actively (including showing a willingness to ask and answer questions, make guesses.)

Following the script

- Teacher language is the same or very similar to the language in the script – not adding and keeping all the same meaning and content
- Teacher follows the order of routines and includes the I do, we do, you do for each routine

Pacing

- Teacher talk is minimal
- Teacher repeats if necessary but does not spend more than 15 minutes on one routine
- Teacher is clearly prepared and knows what she is supposed to do for each routine and what routine is coming next
- Teacher is aware of learners' level of engagement and redirects inattentive learners without interrupting instruction.

Feedback

- Teacher talks to learners in a kind and positive way
- Teacher tells learners what they got wrong/right and why it is wrong/right. Teacher does not simply call on another learner and ignore the incorrect response.
- Teacher does not yell or chastise learners who answer incorrectly
- Teacher calls on all learners, not just the best or nearest learners.

Classroom Observation: Reading Components

Phonological Awareness

- Teacher does not use text
- Teacher pronounces sounds correctly
- What to do if you see issues: Talk to the teacher about emphasizing sounds and not print. Model a lesson with no print. Have the teacher practice saying words to learners and asking them to say sounds. And have the teacher practice saying the sounds in words.

Alphabetic Principle

- Teacher has letter, syllables, words, sentence on the board and/or asks learners to look at each in their books
- Teaching consonant digraphs: a digraph is 2 letters that make one unique sound ('sh' in ship, 'th' in this). Watch as the teacher teaches a digraph:
 - Does the teacher ask learners to sound out each letter separately? If yes, stop the teacher and model the correct way of teaching digraphs to learners: teach the 2 letters as one sound and always underline the 2 letters as a reminder that they make 1 sound.
- Spelling: How does the teacher integrate spelling into a phonics lesson?
 - Are learners asked to sound out words and write them using the sounds?
 - Does the teacher remind learners of rules of spelling while practicing? (for example, learners should be able to hear the difference between di and ndi and use those differences in spelling the word.)
 - Is the teacher asking learners to spell words that are from the lesson taught and from several prior lessons as review? Provide a teaching model if needed.

Fluency

- Do teachers explain directions for games clearly?
- Do learners know enough of the material to play the games independently or almost independently

Vocabulary

- New words: are definitions in "learner friendly" terms?
- Are teachers reviewing vocabulary words from previous lessons?
- Do sentences explain the definition of the word not just use the word in the sentence?
- Are they asking learners to use new words in their own writing and conversations?

Comprehension

- Do teachers read stories at an appropriate pace
- Do teachers choose appropriate main character, setting, main events, problem, solution

How Parents, Learners and Communities can Help Learners Learn to Read

A selection from the following publication: Dowd, A., O'Donnell, N., and Borisova, I. (2010). *Community Strategies for Promoting Literacy*. [PDF] Save the Learners. Retrieved on July 22, 2011 at:

<http://www.savethelearners.org/atf/cf/%7B9DEF2EBE-10AE-432C-9BD0-DF91D2EBA74A%7D/literacy-flipbook-2010.pdf> .

Tell stories to share knowledge and culture

Tell or read a story to a child. Then discuss the people, places, and events in it. Do it more than once if you can. With learners of all ages, tell the same story twice and then ask your child to help you re-tell it a third time. Begin with simple stories that are easy to remember. Each time you tell the story point out something important from the beginning, middle and end of the story to make it easier for your child to remember and retell the story later.

Benefits:

- Builds confidence; instills calm, attachment, and sense of security
- Builds vocabulary, fluency, and confidence in expression
- Strengthens memory and categorization skills
- Shares cultural knowledge

Sing for literacy

Singing songs can help improve literacy skills. Songs have rhymes, meter, and great words that are important for learners to learn. This month, sing songs in your community.

Benefits:

- Builds vocabulary, fluency, and confidence in expression
- Shares cultural knowledge
- It's fun!
- Turns a familiar idea or activity into a learning opportunity
- Builds learners' awareness of sounds and letters, and the ability to blend and combine them into words

Get talking by asking questions

This month, start each day with a question. Ask your mom, dad, or teacher something you always wanted to know. Count how many times you can ask why, how, who, where, or what this month!

Benefits:

- Builds vocabulary, fluency, and confidence in expression
- Encourages curiosity and dialogue

Grab a corner of education

One of the ways learners learn is through play. Make a reading corner in your house and give your child extra time and simple, inexpensive reading-related materials to play with.

Young learners usually recognize the letters in their name first. Cut these out and stick them on a wall in the house. Point out the letters and repeat their names. For learners who already recognize the letters in their name, include their sibling's name, the name of the place you live, etc. Play letter recognition games, asking: "Where is the letter A?" and letter identification games asking: "What letter is this?"

With older learners collect bottle caps or paper scraps and write the letters on them. When you have a complete alphabet, play games to put them in order and spell familiar words. Make more cards with letter blends you use often. Or make cards with words and begin building sentences. Add the numbers to help learners count too!

For readers, gather or make books with friends and family to place in this special part of your home.

Benefits:

- Helps learners practice their reading skills
- Gets learners in the habit of reading often outside of school
- Builds letter knowledge
- Creates more literacy materials

What's in a name?

Get your friends to think about words that have the same ending-sound as your names. Take turns thinking of rhyming names—you can even make a game of it! You can also have a laugh by inventing funny-sounding names that rhyme with yours.

Benefits:

- It's fun!
- Turns a familiar idea or activity into a learning opportunity
- Builds learners' awareness of sounds and letters, and the ability to blend and combine them into words

Annex 1. Elements of the Intervention

Intervention Components	Component Description	Resources
System-Level Diagnostic Assessment	Early Grade Reading Assessment	EGRA Toolkit (Gove, 2009)
Reading Curriculum	Early grade reading curriculum. Explicit, systematic approach to teaching reading that provides instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension.	<i>Teacher Manual</i> , volumes 1, 3 and 3
Continuous Assessment and Report Cards	Teachers conduct reading assessments to assess student progress toward reading goals for three reporting periods and record the results on a student report card. Teachers also monitor while learners on a daily basis while they read out loud to follow student progress and give feedback.	Learner Progress Tracker Learner Progress Report
Professional Development of Teachers and School-Based Support	Teachers receive 6 days of professional development in early reading instruction. They are given additional training on how to conduct the reading assessment and how to complete the report card for parents and for communities. Teachers are supported in their schools at least once per month via coaching visits from their PEA.	

Coaches Manual

Professional
Development in a
Training-of-Trainers
Model

Instructional leaders/coaches received 9 days of professional development in early reading instruction and how to coach teachers. This instruction included how to conduct the reading assessment and how to complete the report card. They were given tips on how parents and communities can support reading, to use in conjunction with the report card.

Coaches Feedback
Protocol

Coaching manual

Annex 2. Coaches Feedback Protocol

Date _____ Coach _____ Teacher _____
 Class Stream _____ School _____ Distict _____
 Zone _____ Cluster _____ Start Time: _____ End Time _____

1 Number of students in the literacy class today: **Female** _____ **Male** _____

Environment:

- | | | | |
|---|-----|------|------|
| 2 Students can clearly see print on board | all | some | none |
| 3 Students face the teacher while teaching | all | some | none |
| 4 Students have books | all | some | none |
| 5 Students use books during lesson | all | some | none |

Instruction:

- 6** What lesson is the teacher on today? Set _____ Day _____
7 Class is 1 week or more behind Yes No

If YES, why? _____

Support:

- | | | | |
|--|-----|------|------|
| 8 Students are engaged | all | some | none |
| 9 Students respond when appropriate | all | some | none |
| 10 Students respond in unison/chorally | all | some | none |

If some or none, why? _____

Support:

11 Teacher teaches routine:

- | | | | |
|--|-----|------|------|
| Phonological Awareness (no text) | all | part | none |
| Alphabetic Principal (with text) | all | part | none |
| Fluency | all | part | none |
| Vocabulary | all | part | none |
| Comprehension | all | part | none |
| Day 5/Assessment Day | Yes | No | |

- 12** Teacher uses appropriate pacing
 Always Often Sometimes Not Often Never

Positive Comments:

Support:

- 13** Students respond with correct answer
 Always Often Sometimes Not Often Never

Positive Comments:

Support:

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14 Teacher give formative feedback
 Always Often Sometimes Not Often Never
 Positive Comments:
 Support:

15 Teacher follows lesson plan accordingly including Model, Guided Practice, Independent Practice for each routine
 Always Often Sometimes Not Often Never
 Positive Comments:
 Support:

Student progress:

Ask 2-3 students to read aloud from the book (choose lesson already

- | | | | | |
|-----------|------------------------------------|----------|-----------|------------|
| 16 | taught). | | | |
| 17 | read letters fluently | well | somewhat | not at all |
| 18 | read word fluently | well | somewhat | not at all |
| 19 | read story (if applicable) | well | somewhat | not at all |
| 20 | do students use books at home | everyday | sometimes | never |
| 21 | Comments (problem, positive note): | | | |

Teacher Discussion

- | | | | | |
|-----------|---|-----|------|------|
| 22 | Ask the teacher: how much of class is learning what is taught | all | some | none |
| 23 | Ask the teacher: how do you know if students are learning? | | | |

Other:

- | | | | |
|-----------|--|-----|----|
| 24 | Did you meet with the headteacher? | Yes | No |
| 25 | Did you remind him or her about the importance of his/her and parents' support for reading? Discuss how parents can support reading? | Yes | No |

Coach Signature _____ Teacher Signature _____

Notes:

(What challenges did the teacher encounter? How were they overcome?
 General strengths observed. Suggested way forward.)

Annex 3. Learner Progress Assessment Instructions

SET 1-6, Reading Progress Assessment & Report

Preparation: Write the name of each child on the Learner Progress Tracker #1.

It is important to establish a playful and relaxed rapport with the children to be assessed. The child should experience the following assessment almost as a game to be enjoyed rather than as a severe situation.

Group Administered Assessment: Letters and Syllables

Have learners sit apart from each other, so they can't see their neighbor's paper easily. If necessary, have half the class wait outside with a fellow teacher and assess in two groups.

Ask the learners to open to a blank page in their notebook. Tell them that you will say each letter sound and they will write the letter in their notebook. Tell them you will read it twice, and they only need to write it one time (repeat this instruction twice). Ask them not to look at anyone else's notebook as they write the letter.

Dictate these letters two times each, pausing for students to write them:

k t e a o n d l z i u m

Now, tell learners that you will read syllables to them, and they will write them in their notebooks. Tell them you will read it twice, and they only need to write it one time.

Dictate these syllables two times each, pausing for students to write them:

ndi nzu nzi

After you are finished, collect the notebooks from learners. As you open a learner's notebook, put a check-mark in front of their name in the Progress Tracker #1 so you know you have completed their scoring. To score the assessment, you will put a check-mark in the box of each correct letter and syllable next to each child's name in Progress Tracker #1. Incorrect letters or syllables are left blank. When finished, check to make sure that all learners have a check-mark in front of their name. If they don't, assess those students on another day and add them, or cross-out the letters and syllables so you know they will not be counted with the totals.

Individually Administered Assessment: Sentences

Assessment environment: Create a comfortable space in the school yard, away from the other learners, where you and a single learner can sit together. Make sure other learners can't hear what you say from that spot. You could take two chairs, or both you and the learner could sit on the ground. Also remember to keep a positive attitude and don't let them see the paper you are marking or give them any feedback positive or negative during the test to avoid affecting student performance. Once finished tell them "good effort" and send them back to the other students.

Materials: Bring your book. Keep the page in the book with the assessment sentences marked, but so the learner can't see them.

Assess the learner:

Sentence Reading

- Bring the learner to the comfortable space you have created. Let them know you are going to ask them to read something.
- When the learner is sitting comfortably, show the learner the book and ask him/her to read the sentences. Say,

Here are three sentences. I want you to read them aloud, quickly but carefully. When you have finished, I will ask you a question about one of the sentences you have read. Do you understand what you are to do? When I say "begin," read the sentences as best as you can. I will keep quiet & listen to you, unless you need help. Ready? Begin. [*Learner reads sentences: Ikani aka. Atate atuma ana. Ataleka madzi.*]

- Follow along with your pencil and clearly mark any incorrectly read words with a slash (/). For example, if the child reads "atuma" incorrectly, mark this way: Atate atuma ana/. Do not let the child see what you are writing, because this may distract them.
- Give the learner 1 minute to read, using your personal method to mark the time (mobile phone or watch). If the child appears to be stuck on a word for more than 3 seconds, ask the child to try the next word, and mark that word as incorrect.
- Circle the last word read (correctly or incorrectly).

Sentence Comprehension:

- If the learner was able to read the second sentence completely (Atate atuma ana), let him/her know you will ask a question about what he/she read. [*Do not read or say the sentence to the child yourself.*] If not, check-mark no in the
- **Now I am going to ask you a question about one of the sentences you just read. Try to answer the question as well as you can. Ask;**
 - **Kodi ndi ndani amene watuma ana?**
 - If the child responds correctly, “atate”, mark “Yes” under comprehension correct in the Learner Progress Tracker #1.
- Say Thank you to the learner, and gently lead him/her back to the classroom, and bring the next child out. Repeat the process for each child.

Scoring

For Letters and Syllables, count up the total number correct for each column (for example, the number of times a “k” was written correctly) and write it at the bottom of the page of Progress Tracker #1. When each letter and syllable of each page is totaled, you will add the totals for any particular letter or syllable together. This will give you the number of correct times “k” was written for all the students who took the test.

Write the total for each letter and syllable on the Progress Report sheet.

Look at the box called “Determining 80%”. Match the number of students tested to the number of students that equals around 80%. Next, compare the number that equals around 80% to the total correct for each letter and syllable.

If the total correct is less than 80% of the students, put a check-mark in the box. These are letters and syllables that you should teach again.

For Sentences and Comprehension. Write the number of sentences correct (with no incorrect words) for each learner. Then for each of the sentences and comprehension columns, count up the total correct responses. Total this in the same way as letters and syllables. Put the final total on the Progress Report sheet.

Finally, to obtain the average (AVG) divide each of the totals by the number of learners assessed. For sentences, move the decimal point over 2 places to get a % correct. (so .8345 would be 83% correct).

Fill out the **Reading Progress on Module 1** box.

	Ikani aka	Atate atuma ana.	Ataleka madzi.	/3	Yes	No	k	t	e	a	o	n	d	l	z	i	u	m	ndi	nzu	nzi
	Ikani aka	Atate atuma ana.	Ataleka madzi.	/3	Yes	No	k	t	e	a	o	n	d	l	z	i	u	m	ndi	nzu	nzi
	Ikani aka	Atate atuma ana.	Ataleka madzi.	/3	Yes	No	k	t	e	a	o	n	d	l	z	i	u	m	ndi	nzu	nzi
	Ikani aka	Atate atuma ana.	Ataleka madzi.	/3	Yes	No	k	t	e	a	o	n	d	l	z	i	u	m	ndi	nzu	nzi
	Ikani aka	Atate atuma ana.	Ataleka madzi.	/3	Yes	No	k	t	e	a	o	n	d	l	z	i	u	m	ndi	nzu	nzi
	Ikani aka	Atate atuma ana.	Ataleka madzi.	/3	Yes	No	k	t	e	a	o	n	d	l	z	i	u	m	ndi	nzu	nzi
	Ikani aka	Atate atuma ana.	Ataleka madzi.	/3	Yes	No	k	t	e	a	o	n	d	l	z	i	u	m	ndi	nzu	nzi
PAGE _____	Total:																				

Annex 4. Reading Progress Report #1

	Ikani aka	Atate atuma ana.	Ataleka madzi.	/3	Yes	No	k	t	e	a	o	n	d	l	z	i	u	m	ndi	nzu	nzi	
Total																						
				AVG = total above / number of students tested		Above is number correct. If this number is less than 80% of the students, teacher should re-teach the letter or digraph. Teacher can use the chart below (called, Determining 80%) to find out how many students equals about 80% based on how many students were tested.																
				AVG =	AVG =																	
						Check-mark if the number in the previous row is less than 80% of students																

Determining 80%

Reading Progress on Module 1

Out of 12 letters, how many were correctly read by more than 80% of students?	_____ out of 12
Out of 3 syllables, how many were correctly read by more than 80% of students?	_____ out of 3
Average number of sentences read correctly by students (see AVG)	AVG = _____
Average number of students who answered the comprehension question correctly	AVG = _____

Total students <u>tested</u>	# students that equals about 80%
60-80	56

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