



Progress Testing: Final Report English Proficiency of Teachers



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Acronyms

APTIS	British Council Testing System
CEFR	Common European Framework of Reference for Languages
CPD	Continuous Professional Development
DDG	Deputy Director General
DEO	District Education Officer
DfID	Department for International Development (UK)
EDC	Education Development Center, Inc
L3	Literacy, Language, and Learning Initiative
MCOP	Mentorship Community of Practice Portal
M&E	Monitoring and Evaluation
REB	Rwanda Education Board
REPS	Rwandan English Proficiency Standards for Teachers
SBM	School-based Mentor
SBMP	School Based Mentoring Program
SEO	Sector Education Officer
TDM	Teacher Development and Management
VSO	Voluntary Services Overseas

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Executive Summary

This is the third and final report concerning the Rwandan English Proficiency Standards (REPS) testing system in English for teachers in the School-based Mentoring Program (SBMP) schools. It follows on from the Field Testing Report (October 2013) and Diagnostic Testing Report (February 2014). It should be considered as final because the progress testing system is now fully established and can continue without fundamental change under Rwanda Education Board (REB) Teacher Development and Management Department (TDM) supervision as long as REB and the SBMP require it. The report looks at the background to the progress testing, the framework of the testing system, the logistics, training, and implementation that saw 30,158 Rwandan teachers tested in their ability in English over one week in October 2014. It then examines the results of the tests and compares them to the previous diagnostic testing conducted earlier in the year. The key findings of the data analysis are that:

1. 88% of teachers tested have demonstrated measurable improvement in their level of English.
2. 73% of teachers scored at REPS 2 and 2+, which is the equivalent of a Common European Framework of Reference for Languages (CEFR) A2 level compared with 30% at this level in February.

The report makes some projections about realistic target levels for the end of the next academic year which could see the majority of teachers at or 'approaching' B1 level. These projections are made with the understanding that appropriate materials must be provided for SBMs to use in their training for this to happen.

There is a tendency in a report such as this to concentrate on the quantitative results; to focus on numbers, statistics and percentages, but it must be noted at this point that the REPS progress tests and REPS levels are only indicators of the level a teacher would be expected to attain in a formal test situation. The report details the REPS system's role in changing the attitudes of teachers to English, in particular, through planning and coordination, clear communication protocols, diagnostic testing, self-assessment and progress testing. The decision to change the language of instruction to English in 2009 caused some negativity in teachers, with feelings ranging from fear, indifference and hostility. Mentors have reported that, by providing a motivating, encouraging framework, REPS and SBMP have had a massive impact in changing these attitudes.

The next section looks at the monitoring and evaluation implications for the SBMP, noting that the model used in progress testing has been effective in collecting data on teachers and all SBMs about the impact of the SBMP and the performance of SBMs.

These factors lead to a series of recommendations about English language training for Rwandan teachers in the short to medium term with the understanding that long term strategies are needed to take teachers to the next proficiency level. These recommendations are that:

1. Progress testing has provided a working model that measures impact and performance. It has shown that SBMP is capable of collecting useful data in an efficient way. This method should be adapted to all aspects of SBMP reporting and this data collection method would provide the Ministry with a portfolio of M&E data on the program.
2. Development of senior mentor skills and capacity building at REB/TDM are required to manage the links between setting objectives and implementation to increase the effectiveness of this M&E function.
3. A structured program of general English language training at CEFR A2 level is needed to operate throughout the next academic year, 2015. This is essential to maintain teachers' interest and is vital to providing a structure to SBM training now that the majority of teachers have moved up to this level.
4. Progress testing has been limited to SBMP schools only. Every effort should be made to extend testing to all schools. Initiatives concerning English training should be delivered nationwide and suitable resources and learning materials provided to all teachers.
5. Progress testing should continue in 2015. REB/TDM have demonstrated they can manage the system and have support systems in place including a small group of selected senior mentors.
6. Teachers' motivation must be maintained and encouraged. Teachers need to feel confident using the English that they now have in their classrooms and increase the exposure to English for Rwandan school children. This transition model should be implemented in all schools, allowing teachers to use bi-lingual methodologies and promote effective learning for all.
7. Feedback from District Education Stakeholders has reported that REPS Progress testing has been a positive, successful development for SBMP; this should be publicized and built upon.

The report concludes with a comprehensive appendix section.

Introduction & Background

In February 2014, diagnostic testing in English for Rwandan teachers took place across the country in all School Based Mentoring Programme (SBMP) schools. Over 30,000 teachers were tested and were given their results in the form of a Rwandan English Proficiency Standards (REPS) level. They were also set a target level to achieve within 6 months.

Following the diagnostic tests a full report was submitted to the Rwandan Education Board (REB), (Diagnostic Testing February 2014). This report made several recommendations. Some of these were concerned with the long term strategies for English, but the first two recommendations were that REB and education partners:

- 1) Build on the momentum created by the diagnostic tests, and
- 2) Prepare a follow-up test for September/October 2014.

The Field Testing Final Report looked at the development of the REPS system and how various tools were developed. The Diagnostic Testing Final Report detailed how tests were implemented and created an effective baseline regarding teacher levels of English. This report describes how these follow-up tests (or Progress Tests as they became known) were developed, implemented and analyzed. It is the third and final report on the development of the REPS system. This report compares results between the diagnostic and progress tests. It measures the impact of interventions and provides a sustainable method of tracking progress in teachers' proficiency in English.

The Progress Testing System



Figure 1 Basic User Oral Test: Reading Part A.

In the diagnostic test in February, teachers were not required to answer questions if they did not know the answer. This enabled SBMs to identify a teacher's areas of weakness and recommend an intervention.

In the progress test, teachers were encouraged to answer as many questions as they could.

A simple way of differentiating between these two types of tests is, that in the diagnostic test we were saying 'Tell us what you do not know.' In the progress test we were saying 'Show us what and how much you do know'.

Although the October progress test was an evaluative test some vital provisos must still be made:

- The REPS testing system's main objective remains as a motivational tool to help SBMs to train teachers and show improvement in levels.
- The tests cannot and should not be seen as official or formal assessments. This could only happen with externally validated and administered national examinations. They can be seen as realistic indicators of the level a teacher would attain under formal testing conditions.

The Progress Test Portfolio

Progress testing should be seen as an ongoing process. Testing takes place followed by intervention (language training) followed by a further test to measure improvement. For this reason a portfolio of tests is needed.

Table 1 Testing Rounds

(Diagnostic Tests)	February 2014
Progress Testing 1	October 2014 (Results compared with Diagnostic Testing)
Progress Testing 2	April 2015 (Results compared with Progress Testing 1)
Progress Testing 3	October 2015 (Results compared with Progress Testing 2)

For each round of testing, two levels of tests are required. These are Basic User and Independent User. For further details on REPS and CEFR levels please see Field Test Report (October 2013).

Table 2 Basic Users and Independent Users

	REPS levels	CEFR levels	Possible Grades
Basic User	1, 1+, 2, 2+	A1, A2	1, 1+, 2, 2+ and 'above 2+'. A score of 'above 2+' suggests that the learner can now be considered as an independent user (CEFR B1 and over).
Independent User	3, 3+, 4, 4+	B1, B2	3, 3+, 4, 4+ and 'above 4+'. A score of 'above 4+' suggests that the learner can now be considered as an advanced user (CEFR C1 and over).

A key feature of REPS' design is to have small attainable level targets for teachers as opposed to the broad range in CEFR. A teacher may stay at CEFR A1 for quite a long time, whereas under the REPS system, by moving from REPS 1 to 1+, teachers may feel that they have made progress (even though they are still at CEFR A1) and, therefore, may be motivated rather than discouraged. Motivating teachers to try harder with their English is a key concept of REPS and should be considered as more significant than the actual levels attained.

Each level test is made up of a written test and an oral test which takes the form of an individual, one to one test between mentor and candidate.

In the October 2014 progress testing, two slightly different versions of the Basic User written test were produced. Version A was carried out in the SBM's core school on the first day of testing; version B in the SBM's other school on the second day of testing. The language content tested in these two versions was the same, but non-tested vocabulary items, such as names, numbers, dates, places and times were changed. This was to prevent teachers who were tested on the first day from 'sharing' the answers to the tests with colleagues to be tested on the second day.

Basic User Progress Test Format

The progress test for basic users is designed to evaluate if a learner has a REPS level of 1, 1+, 2, 2+ or above 2+. The format is slightly different from the diagnostic test as the objectives of the test differ. Each skill sector is divided into 2 parts, Part A and Part B. Part A tasks are based on REPS performance indicators for REPS levels 1, 1+ with a few tasks at level 2 (broadly CEFR A1), Part B tasks are based on REPS 2, 2+ with a few tasks at level 3 (broadly CEFR A2). The reason for including a higher level component in each section e.g. a REPS 2 component in the CEFR A1 section, is to prevent artificially high scores. (It cannot be assumed that just because a teacher has scored well at REPS 1 and 1+; they can be considered to be at CEFR A2). Learners must score 7, 8, 9 or 10 in Part A for their scores in Part B to be marked and considered. (Teachers scoring at 'above 2+' should be considered as capable of attaining CEFR level B1 in formal evaluative tests and should from this point be considered as Independent Users).

Table 3 Basic User Progress Test

Basic User	Written Test	All candidates. Standard test procedures.
Skill Sector	Task	Evaluation
Listening A	Listen for 10 phrases (REPS 1, 1+ and 2/ CEFR A1)	1 mark per answer. Total 10. Learners must score 7, 8, 9 10 for Part B to be marked.
Listening B	Listening comprehension (REPS 2, 2+ and 3/ CEFR A2/B1)	Questions 1-4 (1 mark each) Questions 5, 6 and 7 (2 marks each). Total 10.
Reading B	Reading Comprehension (REPS 2, 2+ and 2/ CEFR A2/B1)	Questions 1-4 (1 mark each) Questions 5, 6 and 7 (2 marks each). Total 10.
Writing A	Fill in form. Complete the sentences. (REPS 1, 1+ and 2/ CEFR A1)	1 mark per answer. Total 10. Learners must score 7, 8, 9 10 for Part B to be marked.
Writing B	Write a paragraph(REPS 2, 2+ and 3/ CEFR A2/B1)	Use of rubric marking scheme. Total 10.
Mechanics A	10 multi choice(REPS 1, 1+ and 2/ CEFR A1)	1 mark per answer. Total 10. Learners must score 7, 8, 9 10 for Part B to be marked.
Mechanics B	5 gap fill vocabulary 5 gap fill grammar(REPS 2, 2+ and 3/ CEFR A2/B1)	1 mark per answer. Total 10.
Basic User	Oral Test	1 to 1. SBM and candidate.
Reading A*	Read aloud 5 sentences and show comprehension by selecting a picture that best illustrates the read sentence. (REPS 1, 1+ and 2/ CEFR A1)	1 mark per sentence based on whether the read sentence is comprehensible and accurate. 1 mark per sentence for selecting the correct picture. Total 10. Learners must score 7, 8, 9 10 for Part B to be marked.
Speaking A*	SBM asks 10 fixed information questions. (REPS 1, 1+ and 2/ CEFR A1)	1 mark per answer. Total 10. Learners must score 7, 8, 9 10 for test to continue to Part B.
Speaking B*	Describe a picture (REPS 2, 2+ and 3/ CEFR A2/B1)	Use of rubric marking scheme. Total 10.

*Individual Oral test (Speaking A and B and Reading A). All other skills tested in the written test.

Each section of the test carries a score of 10 marks leading to an overall total out of 100, but the results should be given to teachers and reported as a REPS level and not a percentage, in order to reinforce the idea that these tests are to motivate teachers to reach the next level. (See appendix I: Basic Use Progress Test)

The 7 and above Rule

In the diagnostic tests a ‘cut-off point’ method was used to avoid teachers scoring at a higher level than would be realistic. The idea was that, when a candidate was making too many errors at a REPS level, the SBM would stop marking the paper and this point would signify the correct level of that candidate in that particular skill. So that meaningful comparisons can be made between the diagnostic test and the progress test, a similar device has been used: the ‘7 and above rule’. This states that candidates must score 7, 8, 9 or 10 out of a possible 10 in section A of a skill for their marks in section B to be considered. Section A has CEFR A1 level questions (REPS 1 and 1+) and the reasoning here is that if too many mistakes are being made at this level, then we cannot consider the candidate to be at CEFR A2 level (REPS 2 and 2+).

Innovations in the Basic User Test

As well as the ‘7 and above rule’, several innovations have been made in the Basic User progress test with many of these being suggested by SBMs and senior mentors through forums and discussion on the MCOP (Mentoring Community of Practice Portal), an online platform for mentors, facilitated by FHI 360.

The ‘Oral’ Reading Test.

Foremost among these suggestions was the decision to move the low level Reading Part A from the written test to the oral test. This was suggested by a mentor who felt that low level reading skills were not best tested through a simple reading comprehension and that mentors would have a better understanding of a teacher’s reading level using an oral reading fluency test, with oral comprehension questions.

Audio Files

Several mentors on MCOP and verbal feedback from senior mentors confirmed that recorded materials for the listening would be preferable to having mentors read the listening script. This had been proposed for the diagnostic tests but at that stage there was a question of audio quality as the speakers available then were not particularly good. With new speakers provided by L3/USAID, audio quality was no longer a problem; therefore, professional quality listening materials were produced by EDC/L3 in the sound studio at REB. In test observations no problems were reported with the quality of the audio files.

Speaking and Writing Rubric

A further innovation was the development of speaking and writing rubrics for the tests to encourage higher consistency of marking.

Table 4 Speaking and Writing Rubric

REPS	Task Completion /4		Language Use /3		Accuracy /3	
Not good enough for REPS 2	Comprehensible answer. Completes task at minimum level.	1	Very simplistic use of language.	0	Many errors in basic language which cause problems in understanding.	0
REPS 2	Satisfactory answer. Completes task in a simple manner.	2	Simple lexis and sentence structure.	1	Some errors in basic language but these do not cause serious misunderstanding.	1
REPS 2+	Good answer. Solid, functional response.	3	Basic lexis some evidence of grammatical knowledge e.g. tenses.	2	Occasional errors in basic language.	2
Above REPS 2+	Good answer. Beginning to show some fluency.	4	Some evidence of knowledge of lexis and structure above that of basic user.	3	Few errors in basic language.	3

Simultaneous Testing.

A/B Versions

In the diagnostic testing, the process was rolled out on a regional basis. This was connected to the distribution of netbook computers to mentors by EDC/L3. This meant that testing took place over a 3-4 week period. For Progress testing, set dates were established for all schools. These were 6th October for SBM core schools and 7th October for other schools. To prevent the 'sharing' of information between teachers, two slightly different versions of the test were produced. Language content remained the same, but some answers and ordering were changed. As testing approached it became clear that having a set time for tests to start would make it much easier for SBMs to gain the cooperation of head teachers in providing a time slot for all teachers to take the tests. This was suggested to be 9.00 a.m. in all schools and DEOs were informed of this through REB/TDM.

No Separate Marking Sheets

The separate marking sheets used in the diagnostic tests were a little cumbersome but were necessary to allow mentors to work out the cut-off point in each skill which then determined the REPS level.

In the progress testing system the whole test is marked out of 100 with each skill section being out of 20. These numerical marks are then converted into a REPS level using a simple conversion table.

Table 5 REPS Conversion Table

REPS Level	Skills /20	Total /100
1	0-4	0-20
1+	5-8	21- 40
2	9-12	41-60
2+	13-16	61-80
Above 2+	17-20	81-100

Independent User Progress Test Format

Table 6 Independent User Progress Test

Independent User	Written Test	All candidates. Standard test procedures.
Skill Sector	Task	Evaluation
Listening	Listen to 5 graded listening passages. (REPS 3-5/CEFR B1-C1) and answer 2 comprehension questions for each passage.	2 marks per question. Total 20.
Reading	2 Reading comprehensions with 10 questions for each section	1 or 2 marks per question as indicated. Total 20.
Writing	1 discursive essay.	Marked using Independent User Writing Rubric. Total 20.
Mechanics	20 grammar/vocabulary questions.	1 mark each. Total 20.
Independent User	Oral Test	1 to 1. SBM and candidate.

Skill Sector	Task	Evaluation
Speaking	One to one discussion based on comparison of 2 pictures with extension of topic through guided questions.	Marked using Independent User Speaking Rubric. Total 20.

Why Was The Independent User Progress Test Not Used?

The Progress Test Training manual has instructions on how the Independent User test should be carried out. A full test has been developed and is ready for use, but the decision was taken not to include the Independent User test in October 2014 for the following reasons:

- 1) The numbers did not justify it. The diagnostic test showed that less than 2% of teachers scored at 'above 2+' level. Even including teachers who did not do the diagnostic test because they were known to be 'above 2+' this number is still relatively small. (1666 teachers across the country in SBMP schools).
- 2) Time constraints. The Progress tests required head teachers to make 2 days available for testing, the independent user test would have added another day to this. Also more time would have been needed for cascade training and marking.
- 3) Workload of SBMs and senior mentors. As this was the first progress testing there was a lot of information for SBMs to assimilate. It was agreed that it was better to have a well-run Basic User test, than risk over-stretching mentors by trying to do both tests.
- 4) Possibility of confusion. Connected to the above, there was the possibility that this 'third' test could lead to confusion. Having two versions of the basic user test had already caused a higher level of complexity than desired, and REB/TDM should decide if this precaution is necessary before the next round of testing.
- 5) Ability of all SBMs to carry out the test. The Independent User Test would provide scores of REPS 3, 3+, 4, 4+ and 5. These relate to CEFR levels B1, B2 and C1 at level 5. Concerns about the English ability of some SBMs have been raised and there would be the distinct possibility in some cases where, for example, the language knowledge of the teacher being tested would be higher than that of the SBM.

Given these reasons, it was felt that the exercise would have more value and benefit if it concentrated on the lower level majority than try to accommodate teachers with the higher level English. This also reflects that the REPS system and the whole SBMP are more effective and meaningful when helping lower level teachers.

Logistics

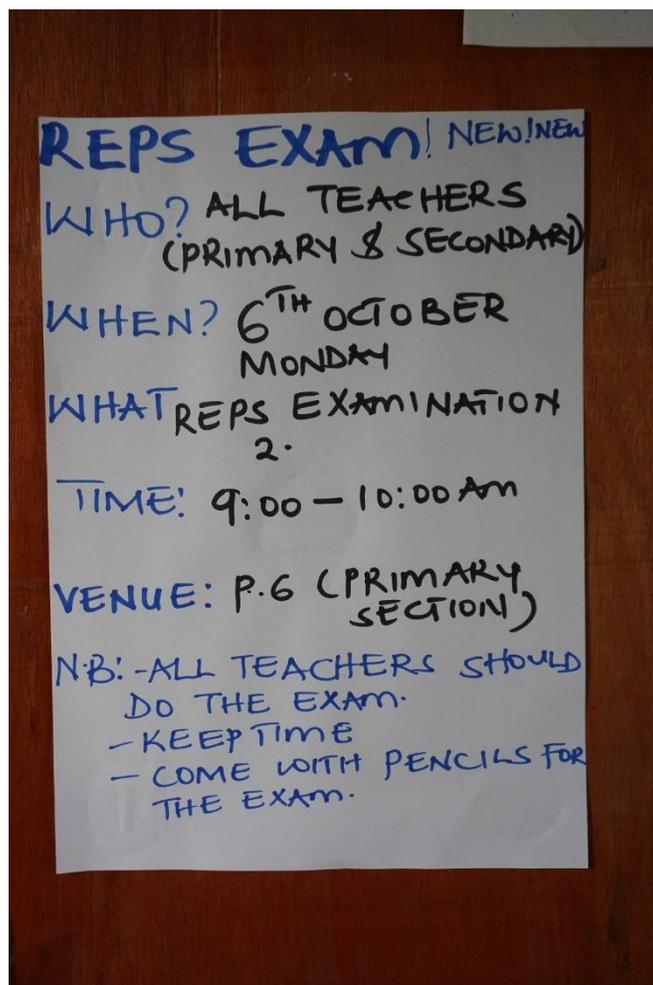


Figure 2 A very clear SBM sign about testing. Rubavu.

The logistics of testing such a large sample of teachers across the whole country were substantial especially in terms of the distribution of tests. Lessons were learnt from the previous diagnostic testing and improvements to the system were implemented. REB and particularly REB/TDM were very actively involved in the logistics and administration of the tests in order to make the progress testing system sustainable and completely under REB/TDM control in the next round of testing scheduled for April 2015.

REB was responsible for the printing and distribution of tests and this was done quickly and efficiently. Before printing, all senior mentors were asked to collect information about all of the teachers that SBMs in their district work with. (See appendix II: District Print Numbers). This information included total numbers of basic user tests required for the Monday testing in core schools and the Tuesday testing in other schools. SBMs also provided numbers for the teachers

that, following the diagnostic tests, were perceived to be independent users (REPS 3 and above/CEFR B1 and above) or did not take the diagnostic test in February because they were known to be at the independent user level.

REB/TDM were also responsible for providing information to DEOs and head teachers about progress testing and to ensure their cooperation with the timetabling of testing in all schools. A letter from REB was circulated to all concerned detailing the schedule for testing. (See appendix III: Information for DEOs). Senior mentors were given a precise timetable to pass on to SBMs for the whole process, including training, distribution, testing, marking and reporting.

Table 7 Progress Testing Schedule

September 1 st -17 th	Preparation of tests and training of senior mentors.
September 18 th -October 1 st	Senior mentor training of SBMs.
Late September	Printing of tests.
Wednesday October 1 st	All tests distributed to district education offices. Distribution of answer sheets, reporting sheets and audio files to senior mentors.
October 2 nd and 3 rd	Collection of tests from DEO and distribution of tests to SBMs.
Monday October 6 th	Basic User Test 1A (written) in all SBM core schools. Suggested 9.00am start in all schools.
Tuesday October 7 th	Basic User Test 1B (written) in all SBM second schools. Suggested 9.00am start in all schools.
Monday October 6 th to Friday October 10 th	SBMs carry out 1-1 oral tests with all basic user level teachers.
Monday October 6 th to Monday October 13 th	SBM marking of tests.
Tuesday October 14 th	SBMs meet with senior mentors in districts to cross check marking and complete REB/TDM results reporting forms.
Thursday October 16 th	Senior mentors submit district results to REB/TDM.
Mid November	Full report and data analysis presented to REB.

Training



Figure 3 Senior Mentor Regional Cluster Training. Huye.

Regional Cluster Training Model

Due to the short time frame and the need to convey a lot of information the same regional cluster model was used as for the diagnostic tests. 5 regional training sessions were held for senior mentors facilitated by EDC/L3's English Proficiency advisor. The timetable for these sessions was as follows:

Table 8 Training Schedule

Venue	Date	Districts	Number
Kigali	9 th September	Central	11
Musanze	11 th September	North and North West	10
Muhanga	15 th September	Central West	13
Huye	16 th September	South and South West	15
Rwamagana	18 th September	Eastern	11

Where senior mentors were unavailable due to unfilled senior mentor posts, illness and maternity leave, REB/TDM designated an SBM as an acting senior mentor, charged with cascading the training, overseeing testing in that district and reporting results.

REB/TDM also sent a representative to each of the training sessions which sent a clear message to all mentors that they fully supported the testing program and were directly involved in its implementation.

Cascade Training

The training with senior mentors was a full eight-hour day, but it was suggested that senior mentors should not cascade the whole session in one go to SBMs. They were advised to split their training over two CPD sessions. The first session would concentrate on test implementation, changes from the diagnostic test, marking schemes and rubrics and the new elements of the oral exam. The second session would be about the reporting mechanisms. This session eventually became formalized as 'Reporting Day'. A fixed day was established (Tuesday 14th October) on which SBMs were to be excused from their duties in schools by REB, in order for them to collectively work through the reporting process with their senior mentor.

Having SBMs working together on the reporting process provided other benefits as it allowed cross-checking of papers to ensure consistency and allowed senior mentors to have a moderating role to identify anomalies and seek explanations of them.

Training Manual

The whole training process was supported with a full training manual which was provided to all senior mentors and SBMs. (See appendix IV: Progress Test Training Manual). The PowerPoint presentation used in the regional cluster trainings was also given to senior mentors to use in their cascade training.

Training Updates

As aspects of the testing process, notably reporting procedures, were evolving, it was necessary to find a way of keeping senior mentors informed of any changes. This was done through a series of updates delivered to all senior mentors via email. In total, 9 updates were sent out. This also proved to be a valuable way of distributing the audio files and the amendment to the training manual which dealt with reporting. (See appendix V: Reporting Instructions). The updates have also been a useful tool for encouraging senior mentors and praising high quality working standards.

Implementation



Figure 4 Testing starting on time. Tuesday October 7th.

As stated previously, written tests were scheduled to begin at 9.00 am on the Monday and Tuesday of the selected week in October and in general this was observed in most schools. The ‘military precision’ of the Progress Testing, following a fixed timetable and having everyone understanding what should happen and when, was a major factor in its success and could provide models for other aspects of SBMP.

The facts that 30,000 teachers were tested nationwide in 2 days, that oral tests for all teachers took place in the same week, that all marking was completed in just one week and that all results were compiled and submitted to REB/TDM in a mere 10 days; all demonstrate that SBMP can be an extremely efficient and useful tool within Rwandan education.

Where there were challenges in implementing the tests, senior mentors were able to step in and resolve these with the minimum amount of fuss and the role of senior mentors in implementing the tests cannot be underestimated.

Due to the tight timeframe for the testing and the fact that details for implementation were to a certain extent evolving, two valuable communication methods were employed. The MCOP portal, facilitated by FHI 360, is proving to be an essential tool within SBMP. It provided feedback and ideas about progress testing, highlighted areas of misunderstanding and allowed clarification on these matters through direct intervention, but mostly through peer discussion. The second method, as mentioned previously, was to provide regular updates to senior

mentors, which again provided clarification and allowed new or amended instructions to be passed on to senior mentors and then to SBMs.

Such a huge project is bound to throw up some unexpected challenges, but all reports confirm that testing was implemented fairly, transparently and efficiently.

(As a side note regarding implementation of the tests, I was in Rubavu observing the testing and asked the senior mentors to ask their SBMs to give a little more time to teachers to read the questions in the listening section of the test, 'No problem' was the response 'we'll put a message on the Rubavu mentors Facebook page!' This is a very good example [and one of many] that demonstrates the flexible and innovative ways that senior mentors are now working.)

Reporting Results

The diagnostic tests in February 2014 produced a lot of data. It was necessary to differentiate between micro data that was useful for individual SBMs and teachers, and macro data that could provide more general information about trends in English to REB/TDM and education partners.

The progress tests have produced even more information and this is because, as well as looking at the actual results of the tests, we are asking for a comparison between the diagnostic test and the progress test.

Data analysis and quick reporting on 30,000 test scores has been adapted, taking into consideration limited human resources and time constraints. The reporting process was by nature complex and involved extra work for SBMs and senior mentors. It is a great achievement for all concerned in SBMP that results were consistent and were reported on schedule in a very limited time. The first tests took place on October 6th all testing was completed, marked, and moderated, and the results compiled and submitted to REB/TDM by October 17th.

The stages in reporting were as follows:-

1. Completion of testing and marking by SBMs with all results for all skills entered on the front page of the written test.
2. Conversion of numerical scores into REPS levels using conversion table, again entered on the written test.
3. Completion of SBM Summary Sheet. SBMs entered information about teacher gender, year group, diagnostic test result, progress test result and change in level (e.g. only one test available, up from 1 to 1+ etc.)
4. Compilation of results by SBM of 2 schools. Each SBM produced a sheet of data that detailed all results from both of their schools (e.g. Number of teachers in P4-P6 moving from REPS 1 to 1+, etc.)
5. Compilation of results by senior mentor of all of their SBM summary sheets.
6. Compilation of results by English Proficiency advisor of all senior mentor summary sheets to provide final national totals.

In the training sessions with senior mentors it became apparent that asking for this volume of data was an enormous challenge. The scope for error was also massive especially if individual SBMs were not able to follow the procedures exactly. For this reason, with the backing of REB/TDM, it was agreed to establish a 'reporting day' on which SBMs would bring all of their marked papers to a specialized senior mentor CPD session and the senior mentor would go through the entire process working with the SBMs on their results reporting. This had the

added advantage of allowing senior mentors to also take on a moderating role, by checking marking consistency and questioning anomalies.

The consistency of results and feedback from senior mentors suggests that this approach to reporting results is supportive, effective and successful. The design of the summary sheet in which total numbers had to add up both vertically and horizontally made it very easy for senior mentors to notice any incorrect data by the SBM and this was corrected before the senior mentor compiled their summary sheets.

The compilation of results by senior mentors also created huge 'mathematical' challenges and the possibility of 'catastrophic' statistical errors and this challenge led to one of the major triumphs of the progress testing process – the senior mentor summary spread sheet. (See appendix VI).

It should be noted here that when senior mentors received their netbooks, many of them had never used a computer before, certainly the majority had never been asked to use an excel spreadsheet before. However, through clear instructions, by taking the process one step at a time, by checking and saving their work regularly and thanks to some excellent peer support, nearly all of the senior mentors were able to complete the task accurately. Feedback from senior mentors on the reporting experience has expressed genuine satisfaction that new skills have been learned.

Results Analysis

The results of the progress testing are very good. A total of 30,158 basic user teachers were tested. (Information was received about a further 1,666 teachers who scored at above REPS 2+ in the diagnostic tests or were deemed to be independent users and therefore not asked to do the basic user test, giving information about a total of 31,824 teachers in SBMP). Within the total number of teachers tested direct comparison of results was possible for 26,800 teachers. (The number of teachers with only one test result is largely due to SBMs and teachers leaving the system and new SBMs and teachers being employed during the 6 months between tests, as well as absenteeism and some unavailable results). The table below details teacher numbers tested.

Table 9 Teacher numbers and gender information

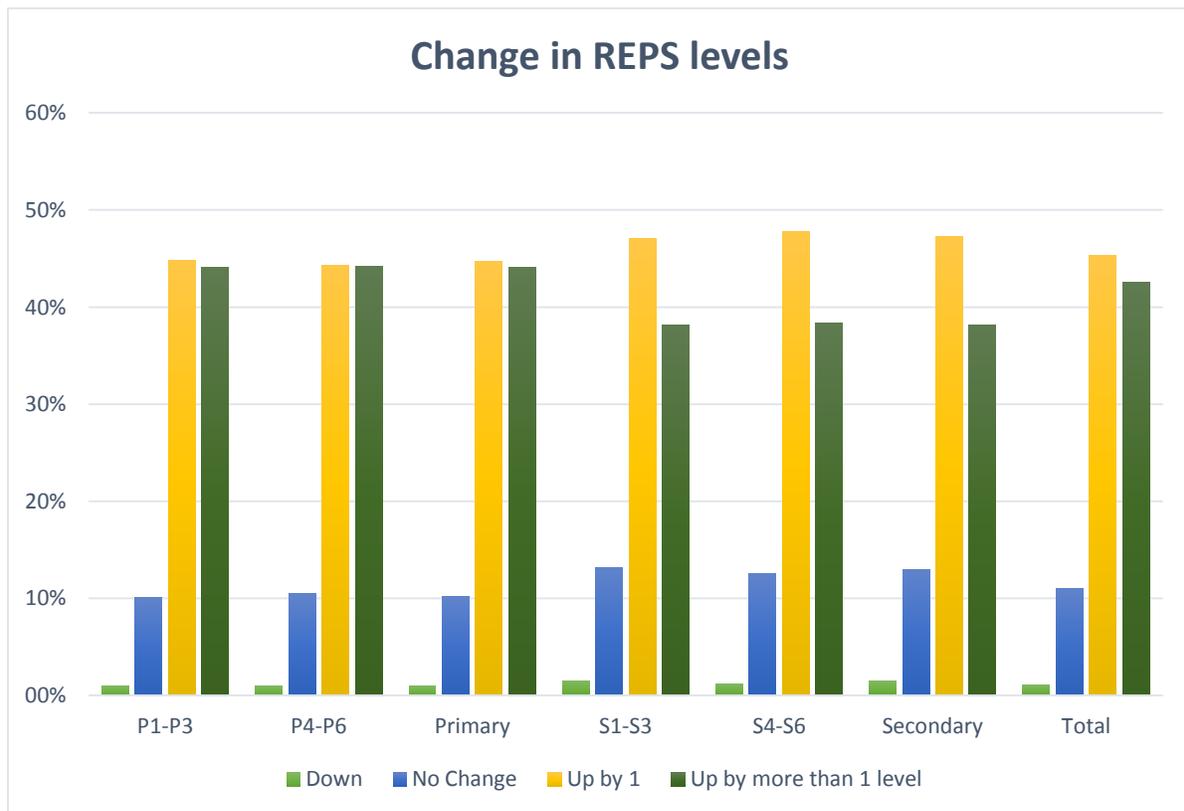
	Male	Female	Total
P1-P3	3525	8796	12321
P4-P6	6004	3691	9695
Total Primary	9529	12487	22016
S1-S3	3951	1978	5929
S4-S6	1592	621	2213
Total Secondary	5543	2599	8142
Total	15072	15086	30158

Below are some key findings from the data analysis. These detail general trends. Raw, micro data is available from SBMs.

- 1% of teachers actually went down by a REPS level and 11% recorded no change. It is disappointing for these teachers; mentors will need to look at their individual cases. However, in terms of the progress tests as a whole, these figures demonstrate the transparency of the whole testing process.
- The converse of this is that 88% of Rwandan teachers have demonstrated a quantifiable improvement in their level of English. This is a major achievement for SBMs, senior mentors and especially the teachers themselves.
- Within this group, 45.5% have achieved 'reasonable' improvement by going up by one REPS level and 42.5% have achieved 'substantial' improvement by going up more than one level.
- Within this group of substantial improvers, 85% improved by moving from REPS 1 or 1+ to REPS 2 or 2+.

- In terms of new REPS levels the results show that there has been a massive swing to take teachers out of CEFR A1 (REPS 1/1+) and into CEFR A2 (REPS 2/2+) which is the learner group that SBMs were asked to target following the diagnostic tests.
- Results proved to be remarkably consistent across all districts and year groups. (See appendix VI: Full Results By District)
- The table below demonstrates the consistency of improvement by year group. Results in the primary sector are slightly better than in secondary which would be expected given the targeting of lower levels. The fact that teachers have improved at higher levels demonstrates the value of general language instruction through the mentors being actively engaged with all teachers.

Table 10 Changes in REPS Levels



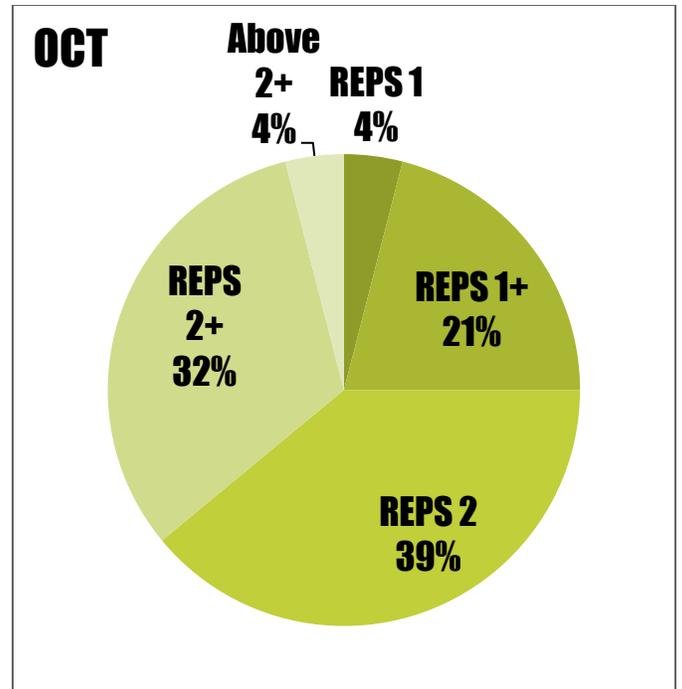
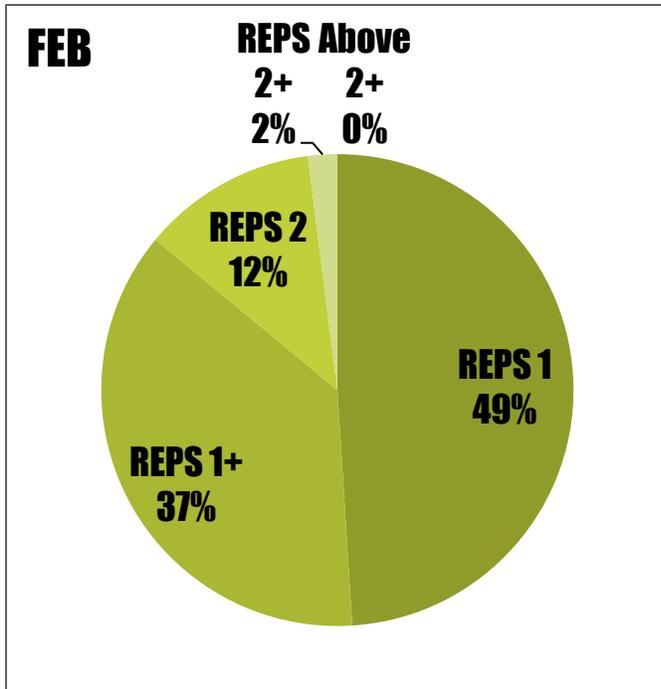


Figure 5 Comparison of test results P1-P3 teachers

Comparison of test results P1-P3.

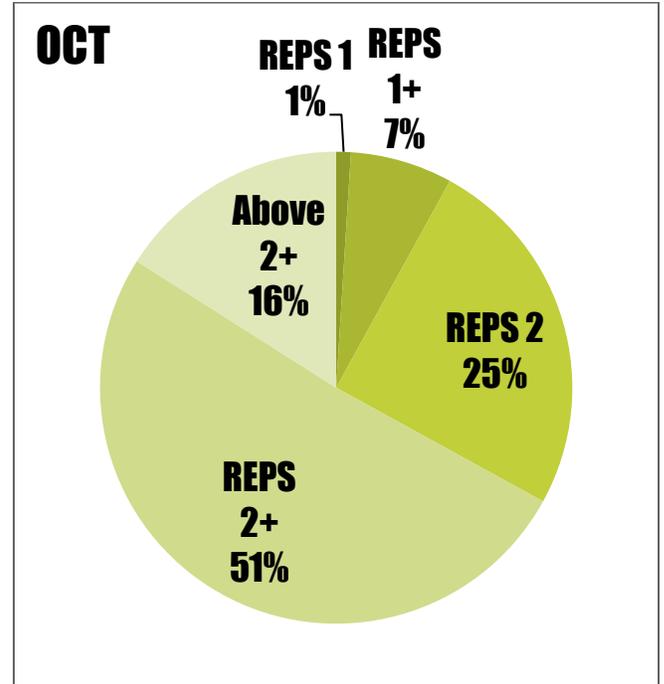
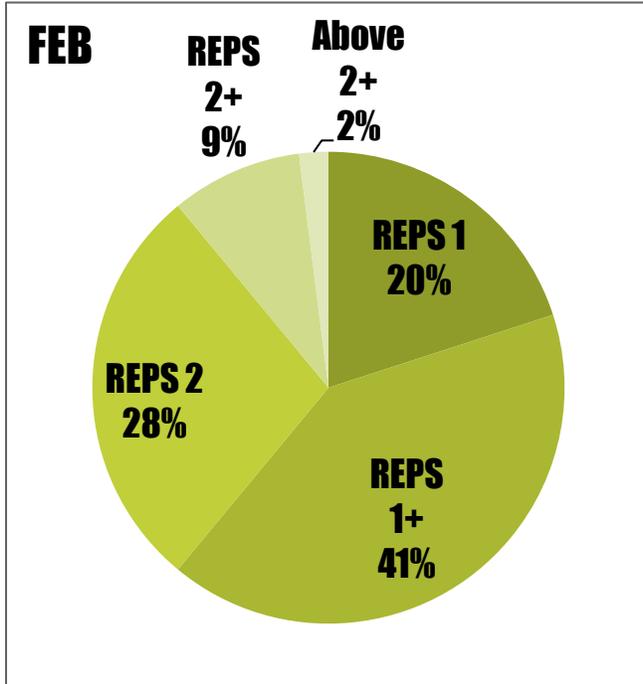


Figure 6 Comparison of test results P4-S6 teachers

Comparison of test results P4-S6.

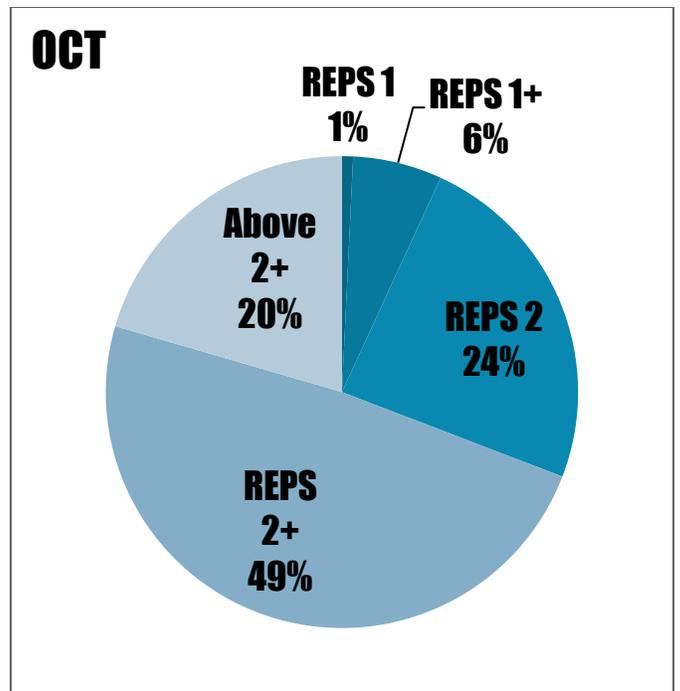
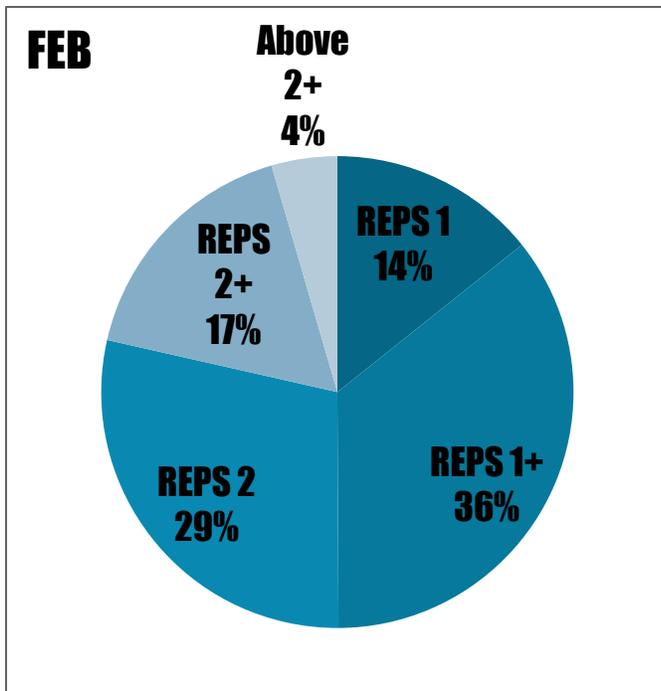


Figure 7 Comparison of test results S1-S3 teachers

Comparison of test results S1-S3.

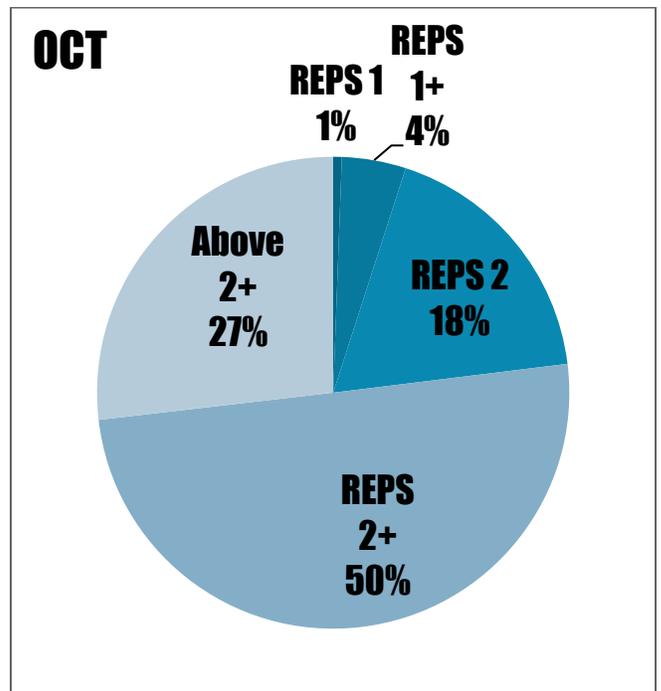
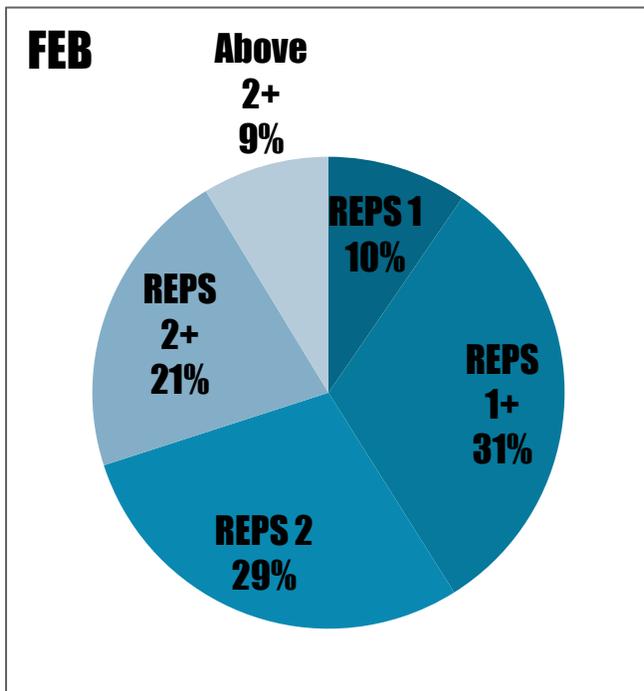


Figure 8 Comparison of test results S4-S6 teachers

Comparison of test results S4-S6.

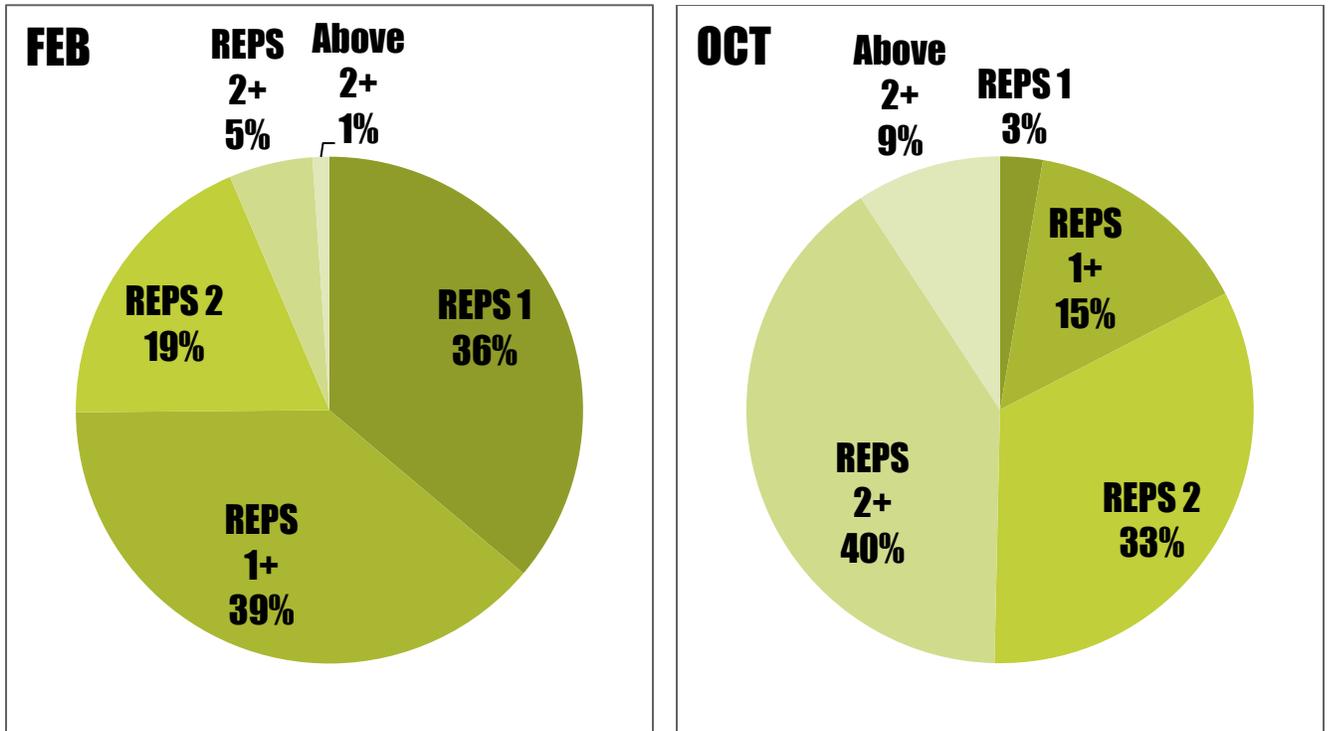


Figure 9 Comparison of test results primary sector

Comparison of test results Primary Sector.

In the 2012 British Council APTIS tests, over 60% of P1-P3 teachers scored at a CEFR level of A0 in speaking. The diagnostic tests to a certain extent confirmed these findings but by concentrating on these very low levels and targeting REPS 1 and 1+ teachers over the intervening period, the second British Council APTIS test in 2014 should confirm a massive reduction in that percentage in SBMP schools.

English as the language of instruction is not government policy until P4, but it is important to continue this improvement in P1-P3 as English is taught as a subject in these year groups, and especially as general English allows teachers to fully participate in SBMP/Education Partner programs such as EDC's L3 initiative.

Progress test results show that in the Primary sector 73% of teachers should now be studying at an A2 level compared to 24% in the diagnostic tests.

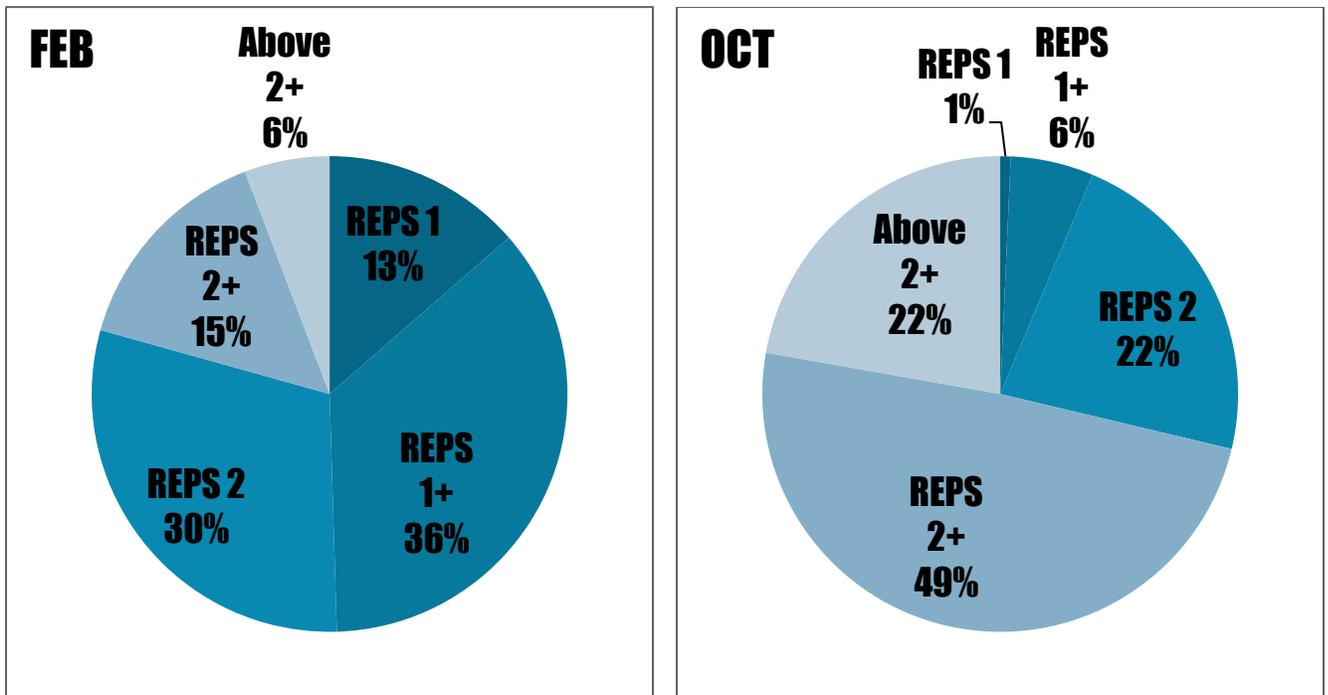


Figure 10 Comparison of test results secondary sector

Comparison of test results Secondary Sector.

As expected results in the Secondary sector are higher than those in Primary and the rate of improvement is slightly lower. As with primary however, the majority is still in CEFR A2 level.

Given the issues surrounding the provision of appropriate English teaching materials, the emphasis in the next academic year should be on providing structured general English at CEFR A2 level with a view to bringing all teachers up to or 'approaching' B1 level by the end of the year.

There is a danger here that the 22% in secondary that could now study at B1 level may feel neglected, but SBMP needs to address the needs of the majority of teachers at A2 first. As A2 is such a broad level, teachers in the 'above 2+' category would still benefit in terms of reinforcement and fluency from being involved in an A2 course. They could also be encouraged to offer peer support and help SBMs with lower level teachers. B1 is also seen by most language experts to be the level that self-study strategies become more effective, explaining why the term 'independent' is used for this level as learners can learn independently, notably through increased reading activity.

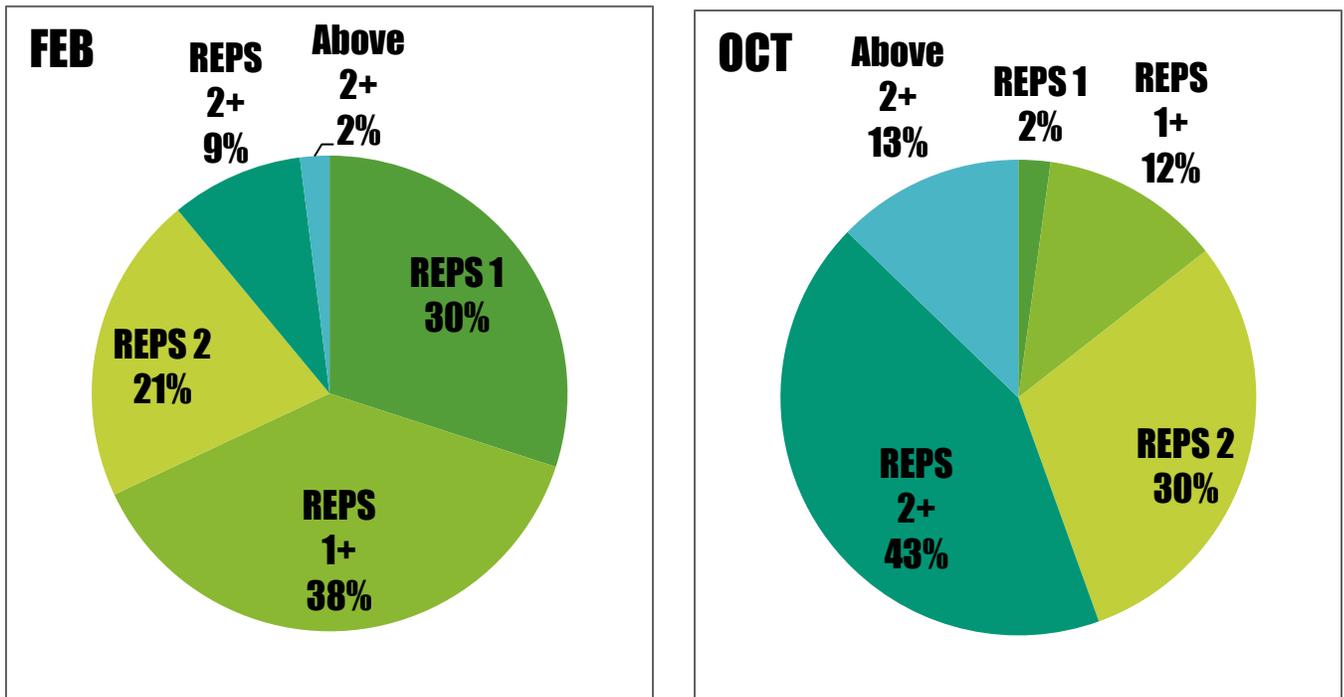


Figure 11 Comparison of test results overall total

Comparison of test results Overall Total.

Overall results show a massive shift from REPS 1/1+ (CEFR A1) to REPS 2/2+ (CEFR A2) and the overarching recommendation of this report is that a structured general English drive at A2 level over the next academic year would be the best way forward and the best use of SBMP. By having the majority of teachers at least exposed to A2 level language this significant level of improvement could be maintained as could teacher interest.

Having most teachers approaching B1 by the end of the academic year moves the ability of teachers to use English on much further and quicker than previous projections have suggested and is testament to the SBMP's ability to improve language levels.

This is not a reason to be complacent and while SBMP is having impact at these lower levels, it does not provide the solution to supporting English at higher levels. Other strategies, methods and materials will be required to take teachers to a level where English as the effective language of instruction becomes a reality.

Projections

Table 11 Projections

Diagnostic Test (February 2014)					
REPS	1	1+	2	2+	IND
	7750	8303	4015	1146	229
%	36%	39%	19%	5%	1%
CEFR	A1		A2		B1
%	75%		24%		1%
Results of Progress Testing 1 (October 2014)					
REPS	1	1+	2	2+	IND
	597	3236	7252	8896	2035
%	3%	15%	33%	40%	9%
CEFR	A1		A2		B1
%	18%		73%		9%
Projected results for Progress Testing 2 based on 60% improvement over 6 months. (April 2015)					
REPS	1	1+	2	2+	IND
	239	1652	4843	7901	7372
%	1%	7.5%	22%	36%	33.5%
CEFR	A1		A2		B1
%	8.5%		58%		33.5%
Projected results for Progress Testing 3 based on a further 60% improvement over the following 6 months. (October 2015)					
REPS	1	1+	2	2+	IND
	96	804	2929	6066	12112
%	0.5%	3.5%	13.5%	27.5%	55%
CEFR	A1		A2		B1
%	4%		41%		55%

The table on the previous page shows total results in the primary sector in the Diagnostic Testing (February 2014) and Progress Testing 1 (October 2014). It also attempts to make some projections about what could happen over the next academic year to teacher levels with projected results for primary school teachers in April and October 2015.

The massive 88% improvement in levels between the diagnostic test and first progress test owes something to the different reasons for the tests, with the diagnostic test concentrating more on what the teachers did not know so that appropriate interventions could take place. If a teacher was considered to be borderline, e.g. REPS 1/1+, then, given the motivational aspect of the testing, that teacher would be considered to be level 1 to increase the chance of improving before the next test. (Borderline cases were given a target level 2 above their diagnostic score). For this reason, to expect the same rate of change between Progress Testing 1 and 2 would be unrealistic. In the projections a more conservative rate of 60% going up by one level has been used.

Even with this conservative rate the projections are encouraging especially when converted into CEFR levels. A 60% improvement rate would see a third of primary school teachers break into the independent user level B1 by the second term of the academic year, with this figure increasing to 55% by the end of the year with virtually all of the other teachers at the higher end of the A2 scale.

REPS are indicators of levels and should not be seen as definite 'exam' levels. They should be used primarily to determine the level at which a teacher should be studying. Given this caveat however, it is still reasonable to suggest that, given access to materials at a suitable level and if the teachers' interest and positive attitude to English can be maintained, then by the end of the 2015 academic year it can be expected that the majority of Rwandan teachers will be at or approaching B1 level.

This is now a realistic and attainable target for SBMP.

A transformation from 75% at A1 at the start of 2014 to 55% and possibly more at B1 by the end of 2015 would represent an enormous contribution by SBMP to the implementation of the Rwandan government's policy of English as the language of instruction. It would also mean that essential groundwork had been carried out to lay the foundations for future improvements through new government initiatives.

Test Observation & Feedback



Figure 12 SEO and head teacher in Kanama sector, Rubavu taking the progress test!

It has been emphasized throughout this report that the REPS progress test system is essentially an internal (REB) motivational tool to encourage teachers to improve their English and to guide SBMP about the level of English that should be deployed for training. For this reason strict exam conditions and full monitoring and evaluation are not seen as essential or beneficial. Having said that, every attempt possible has been made to allow the tests to stand up to scrutiny and ensure that results from the tests provide valid indicators of teachers' levels of English.

Due to resource constraints, there has to be an element of trust involved in the testing process. In the October tests, two versions (A and B) were used to prevent teachers from different schools from 'sharing' the answers, but on reflection this was perhaps too much of a compromise to formal testing and worked against this idea of trust. Teachers are adults and the essence of diagnostic testing was that it would show mentors and teachers where improvements could be made. Invigilation of tests was carried out by SBMs themselves and again this has to be based on trust. In terms of monitoring the tests, many head teachers were actively involved in checking that testing was honest and transparent and this is something that needs further encouragement for future tests. Also senior mentors observed testing on both days and had a moderating role when the results were compiled on Reporting Day. It was also very pleasing to see DEOs and SEOs observing the tests.

Completely independent monitoring of the testing was provided by L3 provincial coordinators, who attended testing on both days and submitted detailed reports of their observations (an example of this external observation report is included as appendix IX.) Volunteers from both Peace Corps and VSO were also involved in observing the testing and the reporting sessions. Future support from REB's inspectorate in observing progress testing could further validate the system.

Broad Impact of the REPS systems

The REPS system

REB's decision to create narrower bands for English assessment based on CEFR levels, the Rwandan English Proficiency Standards (REPS) is largely vindicated by the testing. The reason for this decision was to motivate teachers and convince them that they could improve their language skills. It is far more encouraging to say to a teacher, 'Well done, you have gone up from 2 to 2+ in the last 6 months' than to say, 'You were A2 in February and you are still A2 in October'. The REPS system always has been a way of motivating teachers and is proving to be a successful way of doing this.

Level Change

Results in the October progress testing show substantial improvements in teacher levels of English. It is not the remit of this report to analyse which interventions have been most effective but over the past six months there are a number of factors that explain these improvements.

- Direct intervention by SBMs. The vast majority of mentors have been working with teachers in schools and providing language instruction in designated training sessions.
- Indirect intervention by SBMs. This is how mentoring should work. By having someone speaking to you in a different language on a regular basis over a length of time, it is inevitable that some of this language becomes embedded.
- Direct language input. The EFRT resource bank and British Council provided materials that targeted lower level basic users.
- Indirect language input. Using L3 materials and other English language resources has increased teachers' exposure to language.

There are limitations to what the data from the progress tests can tell us, in particular regarding what has been most effective in bringing about this improvement, but the fact that improvement has been achieved across a range of levels and with still highly inadequate materials points to the efforts of SBMs and senior mentors being important factors as agents of change. The implication is that SBMP is actually doing what it was set up to do. Whilst REPS and SBMP may be important in improving levels at the basic user level, it has to be recognized that this will not be adequate as teachers reach higher levels and that further strategies are required for teachers to be able to fully use English as the language of instruction.

Attitude Change

This is a major factor in the improvement of levels, but it should also be seen as a desired outcome in its own right. People will always look at the numbers when we talk about test results but the impact of REPS and progress testing has far more value in the area of the attitude change of teachers towards English. When the first diagnostic tests were rolled out the overriding attitudes of teachers were those of fear, ('I might lose my job'), resentment, (Why do I have to do this?) and hostility, ('I don't want English!'). Through adopting an encouraging and non-threatening approach to English the REPS system and its use by mentors has gradually changed these attitudes. Teachers have begun to realise that English is more about developing a communication skill that will provide opportunity for Rwandan children, including their own children at home as well as those they teach, than it is about having to teach in an alien language. The overwhelming attitude to the progress tests was that teachers wanted to show that they had made improvements in English and wanted to learn more.

There should also be a note of caution here; attitudes can easily be reversed. It would be easy for indifference to English to return if the momentum surrounding English is not maintained.

Monitoring and Evaluation in SBMP: The Progress Testing Model

A major criticism of SBMP has been that it does not monitor and evaluate the impact of mentoring in Rwandan schools.

The greatest achievement of the Progress Testing has been that for the first time in SBMP, data has been collected about all teachers in the programme and all SBMs working in the programme. This model shows how data can be effectively collected and analysed on the impact of the SBMP. This data measures the impact of SBM's work in one objective of their role – the improvement of teachers' English proficiency. The model could be adapted to collect additional data on other aspects of the SBMP.

Progress testing October 2014 achieved the objective of testing the maximum number of teachers in English in SBMP schools and comparing their results with the February diagnostic tests. So how has progress testing managed to achieve this? The key to this success can be summed up in one word, and that word is structure. The structure of the testing process set clear objectives, these objectives were communicated to senior mentors, SBMs, SEOs, DEOs, head teachers and teachers. A fixed timetable for implementing the testing was set. Results were collected systematically and uniformly, resulting in a complete set of data being collected.

Criticism of the SBMP about a perceived lack of impact and the lack of any systematic monitoring of the program are justified. However, without clear, specific targets, it is impossible to monitor and evaluate the program. Asking mentors to 'improve English' or 'improve pedagogy' is too vague to allow any meaningful, consistent monitoring and evaluation. The diagnostic tests enabled mentors to plan their work based on the needs of the teachers.

Recommendations

The following recommendations are only concerned with SBMP in its present form and are specifically about the next academic year. The recommendations aim to be practical, pragmatic, cheap, build on available systems and resources and benefit all stakeholders in the SBMP.

1. **Adopt the Progress Test Model for collecting other data on the SBMP.** By testing 30,000 teachers and comparing the results to the February tests, Progress testing has, for the first time in SBMP, collected data on all teachers in SBMP and all SBMs. The recommendation is that progress testing has provided a working model that can measure impact and performance. It has shown that SBMP is capable of collecting

useful data in an efficient way. This method should be adapted to all aspects of SBMP reporting and this data collection would provide the Ministry with a portfolio of data on the programme.

2. **Build capacity in REB/TDM and develop senior mentor skills for M&E.** The Progress test model has been successful because it has structure. Everybody knew what had to be done and when. M&E cannot take place unless there is a structure with clear objectives and expectations and also clear communication. This link between objectives and implementation is the weak point in SBMP. REB/TDM has made great progress in improving the logistical side of SBMP, but currently does not have staff capacity to oversee the educational input to the programme. Equally senior mentors have made improvements in implementation but require better communication channels with REB/TDM and further training in their M&E role. The second recommendation is that this link is strengthened through interim capacity building in REB/TDM and professional development of senior mentors.
3. **Provide an A2 Course for all teachers.** The results of the progress test combined with feedback from mentors and observation by education development partners indicate that the majority of teachers should be studying at CEFR A2 (basic user) level in the coming academic year. It would be highly beneficial to provide a structured general English programme for all basic user teachers in 2015. This structured programme would coordinate all inputs into English training over the academic year including SBM and senior mentor generated materials, possible classroom English inputs and potentially the development of video and audio based materials for SBMs to use in the 2 training sessions per week in all schools as directed by REB. Such a programme would have the following advantages:
 - a) It would build on the attitude change to English, maintain momentum and prevent regression back to previous attitudes of indifference, fear and hostility.
 - b) It would mean that most teachers could realistically be 'approaching' B1 level by the end of the year.
 - c) It would support and complement other initiatives by providing solid groundwork for self-study and classroom English (STEM), as well as preparing teachers for a full, coordinated English medium instruction (EMI) strategy.
4. **Extend the testing to all schools.** Every effort should be made to extend testing to all schools, including those where there are no SBMs. Initiatives concerning English training should be delivered nationwide and suitable resources and learning materials provided to all teachers. An example of this would be that the structured A2 general English programme would have to be flexible enough to be used in all schools.
5. **Continue the Progress Tests.** It is important that teachers understand that progress testing is a process that is ongoing. Provisions have been made for Progress Test 2 to take place in April 2015 and Progress Test 3 in October 2015. With teachers and

- mentors now familiar with the process, testing can be carried out easily by REB/TDM supported by a small group of selected senior mentors. Printing costs for these tests should be included in REB's budget. It is worth noting here that if there is not solid, structured English input for SBMs to use over the next year then further progress testing will become redundant as there will be little progress to measure.
6. **Require further improvements in teachers' English proficiency.** These improvements in levels are not enough for completely effective instruction in English in all year groups, so teachers' motivation must be maintained and encouraged. Teachers need to feel confident of using the English that they now have and take every opportunity to increase the exposure to English of Rwandan school children. Ultimately, this is not about how much English a teacher knows, but about providing quality English to Rwandan school children, allowing them to go through their entire education with increased confidence and proficiency in the language.
 7. **Provide publicity.** Progress testing October 2014 has been a resounding success for REB, SBMP and Rwandan teachers. In a programme that has faced many challenges and negative publicity, the whole progress testing process has demonstrated organisation and leadership from REB, professionalism, efficiency and impact by mentors and application and commitment by Rwandan teachers. This message should be publicised. SBMP is now in very good shape; teachers are ready to learn and mentors are ready to teach. This positive momentum should be built upon.

I make no apologies for overusing the word 'structure' throughout this report and especially in the recommendations; this is what SBMP now needs. Structure will allow REB/TDM to fully manage SBMP, and allow senior mentors to develop. It will give SBMs clear objectives, and give teachers realistic goals for their language learning. Finally it will allow partners to fully implement their programmes and ultimately it improves the quality of education in Rwanda.

My fear is that without these measures, SBMP will face another year of growing inertia and remain open to criticism about the lack of impact and accountability. On a more positive note, all of this is manageable and could be in place for the start of the next academic year if there is the will to make it happen.

Thanks and Appreciation

Such a large undertaking as testing 30,000 teachers in such a short period of time has required cooperation and support from a number of sources and it is fitting to acknowledge that support here.

First of all thanks to EDC/L3 and USAID for the financial support that allowed the testing to take place and their recognition that follow up testing to the diagnostic tests was vital to maintain teachers' interest and motivation to learn English. Also for the highly professional listening materials supplied by L3's sound technicians and the comprehensive reporting of test observations by L3's provincial coordinators.

Thanks to REB/TDM for their commitment and involvement in the progress testing process. To Damian Ntaganzwa (DDG/TDM) for his perseverance in overcoming all of the 'challenges' that the testing faced. To Claudien Nzitabakuze for his tireless work in ensuring that the logistics of printing and distributing tests happened ahead of schedule, to the point of physically standing in the back of a truck and hurling packs of tests to drivers! To Ruth Mukakimenyi and Nadine Nshimimirimana for their day to day encouragement and attendance at training sessions to ensure the sustainability of testing.

Thanks to all of the head teachers, directors of studies, SEOs and DEOs who cooperated at short notice to allow testing to take place on time and thanks to all of the 30,158 teachers who gave up their time to take the tests and have shown their commitment to improving their English skills.

Special thanks to all of the SBMs who worked exceptionally hard to administer the tests, carry out the oral tests, mark all of the papers and report all of their results. Well done to all.

Finally, I think it is worth mentioning a small group of education professionals whose commitment, enthusiasm, inventiveness and professionalism made the progress testing such a success – and by this I mean, of course, the senior mentors. From suggesting improvements, cascade training, trouble shooting local challenges and encouraging SBMs to grappling with a mass of data on an excel spread sheet, the senior mentors have once again proved what an incredibly valuable asset they are to providing quality education in Rwanda. Thanks.

Paul Gilbody.

EDC/L3. REB/TDM. November 10th 2014.

Appendices

- I. Basic User Progress Test: Version A.
- II. District Print Numbers.
- III. Information for DEOS.
- IV. Progress Test Training Manual
- V. Reporting Instructions
- VI. Sample of Senior Mentor Report.
- VII. Full Results.
- VIII. Full Results By District.
- IX. M&E Samples of Test Observation Reports

Appendix I: Basic User Progress Test: Version A.

Name		Date	Monday October 6th	
School		Year Groups		
	Part A /10	Part B /10	Total /20	
Speaking				
Listening				
Reading				
Writing				
Mechanics				
Total				
Reading: Part A	1	1	2	
	2	2	3	
	3	3	4	
	4	4	5	
	5	5		
	Total			/10
Speaking: Part A	1	2	3	
	4	5	6	
	7	8	9	
	10			
	Total			/10
Speaking: Part B	Task Completion/4	Language Use /3	Accuracy/3	
	Total			/10
Listening: Part A				
Circle the word or phrase that you hear in each sentence.				
1	a	morning	b	
			evening	
			c	
			afternoon	
2	a	English	b	
			England	
			c	
			Finland	
3	a	sit down	b	
			shut up	
			c	
			stand up	
4	a	5 old	b	
			5 old years	
			c	
			5 years old	
5	a	Can you say	b	
			Could you say	
			c	
			Can you speak	
6	a	in Rulindo	b	
			a maths teacher	
			c	
			in your school	
7	a	across the street	b	
			in the corner	
			c	
			opposite the market	
8	a	I'll pay you 500	b	
			I'll give you 500	
			c	
			500 francs for one kilo	
9	a	is born in 1996	b	
			finished school last year	
			c	
			has started university	
10	a	some tomatoes	b	
			pineapples	
			c	
			some carrots	
			/10	
Listening: Part B				
Listen to this radio news report about an attempted robbery and answer the questions below.				
1	When did the robbery take place?			
	a	10 in the morning	b	
			9 in the morning	
			c	
			9 in the evening	
2	What sort of shop was it?			
	a	electricity	b	
			electrical goods	
			c	
			a good shop	
3	Where is the shop?			
	a	Near to the centre	b	
			Near to the central station	
			c	
			Near to the bus station	
4	What was the man carrying?			
	a	a knife and a gun	b	
			a gun and a bag	
			c	
			a bag and a knife	
5	The manager said that the man was 'about and quite			
6	When he said there was no money, the robber got angry and the manager felt frightened.			
7	Write 2 things that the robber was wearing (colour and clothes).			
			/10	

Reading: Part B

Read the passage below and answer the questions 1-7.

Nziza is 11 years old. He lives with his family in a small village in Nyamasheke. He is quite a good boy, he helps with the jobs around the house and growing vegetables on the small piece of land next to the house, although Nziza and his best friend, Karemera, sometimes get into trouble. He always goes to school and in the last exams he did very well. He is an active boy and loves playing sport. Best of all he likes football and he dreams that he will be a professional footballer and, who knows, maybe one day he will play for Manchester United or Barcelona or possibly be captain of Rwanda in the world cup.

One day his father came to him with some exciting news, ‘Your uncle wants you to visit him for a few days in Kigali’ he said, ‘It is a present for doing well at school’. Nziza was very excited but also a little bit nervous. He had never travelled so far from home on his own. The big day arrived, Nziza’s mother was trying not to cry and telling him all the things he must be careful about in the big city. His father gave him a big bag of vegetables to give to his uncle, ‘Kigali vegetables are not as good as the ones we grow down here’ he said. His older brother took Nziza on his motorbike down to the bus stop and made sure that he got on the bus alright

The journey was very long and took almost 7 hours and Nziza was very tired when he arrived at Kigalibus station. Also he could not believe the noise and the number of people who were rushing around. He couldn’t see his uncle and for the first time he began to feel a little bit frightened. Then suddenly he heard his name shouted very loudly. It was his uncle. He greeted him and Nziza gave him the bag of vegetables from his father before they went to his uncle’s house.

Nziza slept very well that night, but early in the morning he went with his uncle into the city. He could not believe all of the tall buildings and the crowds of people everywhere. After lunch, Nziza’s uncle told him that he had another surprise. ‘Today’ he said ‘Rwanda are playing an important world cup match against Kenya and we have got 2 tickets to go and watch the game’. Nziza felt so lucky to have an uncle like this. Although the game finished 1 – 1, Nziza was not sad. It had been the best day of his life and he could not wait to get back to his village to tell Karemera all about his adventures and to practice even harder to be a professional footballer.

1	What does Nziza like doing most?		
	a Going to school.	b Growing vegetables.	c Playing sports.
2	How did Nziza travel to the bus stop?		
	a By bus.	b By motorbike.	c On foot.
3	How did Nziza feel when he could not find his uncle?		
	a Frightened.	b Excited.	c Lucky.
4	When did Nziza’s uncle tell him about the football match?		
	a At the bus station.	b Early in the morning.	c After lunch.
5	What does Nziza’s father think about vegetables grown in Nyamasheke?		
6	What does Nziza want to do when he gets back to Nyamasheke?		
7	Write a sentence that tells us about Nziza’s personality (Kinyarwanda).		
			/10

Writing: Part A

Complete the sentences.

1	What is your name? My name is
2	What is your job? I am
3	Where do you work? I work at school in (name of town/village)
4	What subjects do you teach? I teach
5	How do you travel to school? I go to school
6	What do you do after school? After school, I
7	What do you do at the weekend? At the weekend, I
8	What do you like about your job? I like
9	What did you do yesterday? Yesterday, I
10	Tell us about your future plans. In the future, I want to.....

/10

Writing: Part B

Write a short paragraph about somebody in your family. You should give general information about the person. You should describe their physical appearance and something about their character.

--	--	--	--	--

Writing: Part B

Task Completion/4

Language Use /3

Accuracy/3

Total

/10

Mechanics: Part A

Circle the correct answer.

1	Good morning. How are you? I'm, thank you.		
	a fine	b vine	c find
2	My friend from Rubavu.		
	a are	b am	c is
3	The students are sitting the classroom.		
	a on	b at	c in
4	Can she speak Kinyarwanda?		
	a Yes, she can't.	b No, she can.	c Yes, she can.
5	That boy never does his homework. He is very		
	a lovely	b lazy	c lucky
6	How often to church?		
	a you go	b do go you	c do you go
7	Where is your brother at the moment? He with his friends.		
	a play	b is playing	c plays
8	The teacher very angry yesterday!		
	a was	b were	c is
9	The boy was very ill, so he had to go to the		
	a school	b hospital	c dentist
10	Did you the football match on TV last night?		
	a watching	b watch	c watched
			/10

Mechanics: Part B

Complete each sentence with the correct word.

1 is your favourite colour?
2	Who you meet in town yesterday?
3	At the weekend, I'm to visit my friend.
4	I'm 26 and my sister is 29. She is 3 years than me.
5	I have never to the USA.
6	The Nile is the river in Africa.
7	She has worked at this school ten years.
8	The film was so that I fell asleep.
9	If I won a lot of money, I buy a new car.
10	I wanted to buy those shoes, but I didn't have money.
/10	

Appendix II: District Print Numbers.

District	SBMs	Schools	Basic A	Basic B	Independent
Bugesera	29	58	789	480	41
Burera	30	60	909	447	77
Gakenke	36	72	762	535	3
Gasabo	15	30	487	287	59
Gatsibo	18	36	378	306	187
Gicumbi	40	80	1034	541	65
Gisagara	14	28	465	281	7
Huye	29	58	641	363	70
Kamonyi	24	48	461	386	29
Karongi	40	80	644	444	15
Kayonza	33	66	846	540	59
Kicukiro	10	20	368	120	0
Kirehe	17	34	542	460	113
Muhanga	30	60	771	327	37
Musanze*	25	50	500	400	56
Ngogorero	36	72	877	477	46
Ngoma	25	50	539	471	58
Niyabihu	30	60	821	517	43
Nyagatare	22	44	547	366	270
Nyamagabe	30	60	746	449	65
Nyamasheke	45	90	930	546	49
Nyanza	21	42	625	325	20
Nyaruguru	29	58	626	468	2
Rubavu	24	48	779	365	10
Ruhanga	22	44	695	340	110
Rulindo	28	56	539	435	10
Rusizi	38	76	809	597	51
Rutsiro	36	72	878	547	35
Rwamagana	25	49	688	508	40
TOTALS	811	1621	20080	12677	1666

October 2014: Progress Tests in English for Rwandan Teachers

Information for Mayors, DEOs, SEOs and Head Teachers

In February 2014 REB carried out diagnostic testing of teachers in English as part of its strategy for improving the language skills of the teaching workforce. Nearly 30,000 teachers in the school based mentor programme (SBMP) were tested. The testing used the Rwandan English Proficiency Standards (REPS) system; every teacher was informed of their REPS level and set a target level. In October 2014 REB proposes to retest teachers to establish if these targets have been achieved.

There are 3 main reasons for this follow up testing:-

1. Motivation of teachers. Progress testing will hopefully give teachers information about improvements that they have made in their language skills. This should encourage teachers to continue to try to improve their English. It should increase their confidence in using English and will mean that more quality English is used in the classroom, ultimately leading to better language skills for Rwandan school children.
2. Evaluation of SBMP. Any improvement in language skills will show the value of SBM language training. Progress testing is an opportunity for mentors to demonstrate their impact as English trainers and this should also encourage them to increase their efforts.
3. Information for REB. Results from the progress tests will provide vital information to REB about standards of English which can be used to inform future language strategies.

Progress testing should be seen as an ongoing process. Progress Test 1 will take place in October 2014 and it is proposed to repeat this testing in April 2015 and October 2015 (using Progress Tests 2 and 3). SBMP English training and the REPS system is focused at the moment on teachers with a basic level of general English.

The Basic User Progress Test.

The diagnostic testing in February clearly confirmed that the vast majority of teachers in Rwandan schools are still at a 'basic' level in terms of their English skills. Basic in this sense, broadly means that teachers would be expected to test at level A1 or A2 using the internationally recognized CEFR standards. Under the REPS system, this means that the majority of teachers have a level of REPS 1, 1+, 2 or 2+. The Basic User Progress test will retest all teachers who scored at this level in February and check for any improvements.

Independent User progress tests have been developed, but at this stage the emphasis should still be on lower level English.

Who will be tested?

All teachers who scored at REPS 1, 1+, 2 and 2+ in the February diagnostic test should take the Basic User Progress Test 1 in October. (New teachers who did not take the diagnostic test should also take the Basic User Test).

Teachers who scored at 'Above 2+' and teachers who are known to have a CEFR level of at least B1 will not be asked to do the Basic User test. (Dates for testing Independent Users are not yet confirmed). This reflects a relatively small number of teachers, especially in the primary sector at this stage.

When are the progress tests?

The Basic User Progress test has a similar format to the diagnostic test and consists of a written test that all teachers in a school take at the same time and an individual oral test.

REB proposes that the written tests will take place on 2 consecutive days in October. There will be 2 slightly different versions of the Basic User written test (A and B) to prevent teachers from 'sharing' the answers with colleagues from other schools.

Basic User Test A will be used in an SBM's core school (School A) on Monday 6th October.

Basic User Test B will be used in the SBM's second school (School B) on Tuesday 7th October.

The oral test will be carried out by SBMs with individual teachers throughout the week.

REB appreciates the cooperation that DEOs and head teachers showed during the diagnostic testing in February and hopes that this will be repeated during the progress testing process. The dates have been selected to hopefully cause minimum disruption to the school timetable. DEOs are asked to support REB/TDM with the distribution of tests (details to follow) and head teachers are asked to assist SBMs in informing teachers about the progress tests and providing a suitable venue on the specified day when all teachers can be brought together to do the written test. This test should take a maximum of 90 minutes (including giving instructions, the listening section of the test and the written test).

The proposed timetable for the October Progress Testing is as follows.

September 1 st -17 th	Preparation of tests and training of senior mentors.
September 18 th -October 1 st	Senior mentor training of SBMs.
Late September	Printing of tests.
Wednesday October 1 st	All tests distributed to district education offices. Distribution of answer sheets,

	reporting sheets and audio files to senior mentors.
October 2 nd and 3 rd	Collection of tests from DEO and distribution of tests to SBMs.
Monday October 6 th	Basic User Test 1A (written) in all SBM core schools. Suggested 9.00am start in all schools.
Tuesday October 7 th	Basic User Test 1B (written) in all SBM second schools. Suggested 9.00am start in all schools.
Monday October 6 th to Friday October 10 th	SBMs carry out 1-1 oral tests with all basic user level teachers.
Monday October 6 th to Monday October 13 th	SBM marking of tests.
Tuesday October 14 th	SBMs meet with senior mentors in districts to cross check marking and complete REB/TDM results reporting forms.
Thursday October 16 th	Senior mentors submit district results to REB/TDM.
Mid November	Full report and data analysis presented to REB.

Results

Teachers will be given their results in the progress test as a REPS level. It must be emphasized that the testing process is designed to encourage teachers and not to frighten them! In this test SBMs are encouraged to explain answers and errors to individual teachers so that the test becomes a learning tool. Everyone concerned with the testing process needs to be honest and transparent about levels as this is the only way that genuine and sustainable progress in English can be made.

Thank you in advance for your cooperation in this important project.



REPS Progress Testing

Training Manual: September/October 2014



Senior Mentor CPD Session with SBMs

This manual contains all of the information that you and your SBMs need to carry out progress testing in October 2014 (and subsequent testing in March and October 2015). Because of the amount of information that you will need to give to your mentors it will be difficult to make this a ‘participatory’ session, but please try to involve mentors in the session as much as possible. Suggestions about how to do this include:-

- Brainstorm features of the diagnostic test and REPS before explaining the new progress tests.
- In the Listening section, select one or two SBMs to carry out the listening test for their peers by reading the scripts and have the other mentors ‘doing’ the test.
- The whole of the oral test can be done in pairs, with one as SBM/tester and the other as the teacher.
- Practice of the marking schemes, writing and speaking rubrics and reporting tools should be done in groups to encourage discussion and trouble-shooting.

Further advice, guidance and suggestions about how to train your mentors are included in the manual (**CPD Session**) and appear in *italics*. There is also a PowerPoint presentation to help you with your training.

Introduction: What is Progress Testing?

In February 2014 REB in association with EDC/L3 carried out diagnostic testing in English across the country for Rwandan teachers. Almost 30,000 teachers were tested using the REPS framework, (Rwandan English Proficiency Standards for teachers) in all SBMP schools in support of raising the language levels of teachers as part of the move towards English as the medium of instruction. All teachers were told their REPS working level and were set a REPS target level. This was a diagnostic test designed to find areas of weakness and to decide what language training was needed.

The REPS Progress Tests are a follow up to the REPS Diagnostic tests

The overall model being used is that the diagnostic tool identifies areas for improvement, training intervention takes place by the school based mentors (SBMs) and then there is an evaluation mechanism (progress test) to check if intervention has been successful.

How will the progress test differ from the diagnostic test?

In the diagnostic test teachers were asked not to answer questions if they did not know the answer so that SBMs would know areas of weakness.

In the progress test teachers will be encouraged to answer as much as they can.

A simple way of differentiating is that in a diagnostic test we were saying ‘Tell us what you do not know’. In a progress test we are saying ‘Show us what and how much you do know’.

The REPS testing system’s main objective remains as a motivational tool to help SBMs to train teachers and show improvement in levels.

What are the benefits of Progress Testing?

- Teachers should be motivated by seeing improvement in their language ability.
- SBMs can provide evidence that their language training is having impact.
- REB can be seen to be moving towards English as the medium of instruction.
- School children should be increasingly exposed to quality English in the classroom.

The Progress Test Portfolio

The REPS Progress Testing System consists of a portfolio of tests. These tests are based on the REPS performance indicators (the same as for the diagnostic test and the self-assessment tool). This means that there are different tests for Basic Users (REPS 1-2+/CEFR A1 and A2) and for Independent Users (REPS 3-4+/CEFR B1 and B2).

Due to the small number of teachers that got a score of ‘Above 2+’, this training manual is mostly concerned with the Basic User Progress Tests.

The testing that will take place in October 2014 is Progress Testing 1.

Different tests using the same format will be provided for Progress Testing 2 (March 2015) and Progress Testing 3 (October 2015).

Progress testing should be ongoing and consistent. This training manual should allow SBMs to carry out Progress Testing 1, 2 and 3. Once senior mentors, SBMs and teachers understand the testing process future testing will not need further training.

Every progress test has a written test and an oral test which between them cover the 4 main language skills, listening, speaking, reading and writing, as well as grammar and vocabulary in the mechanics section.

Each skill has 2 sections A and B. In the Basic User tests, Section A questions are based on REPS 1, 1+ and 2 indicators (this broadly corresponds to CEFR A1). Section B questions are based on REPS 2, 2+ and 3 indicators (CEFR A2).

Progress Test 1	Progress Test 2	Progress Test 3
October 2014	March 2015	October 2015
Basic User Test (A and B versions) (PT Basic 1A and 1B)	Basic User Test (A and B versions) (PT Basic 2A and 2B)	Basic User Test (A and B versions) (PT Basic 3A and 3B)
Independent User Test (PT Independent 1)	Independent User Test (PT Independent 2)	Independent User Test (PT Independent 3)

*There are 2 slightly different versions of the Basic User tests, A and B. The language content is the same, but some words and answer orders are different to reduce the chances of teachers telling other teachers the answers. In progress test 1, teachers in one of an SBM's schools will do the A version of the test on Monday 6th October and teachers from the SBM's other school will do the B version on Tuesday 7th October.

CPD Session: *How you present this information to SBMs is up to you, but the PowerPoint presentation should help. Also remind mentors of how they did the diagnostic testing before pointing out some of the differences. You should ask mentors to read all of this manual after the CPD session.*

2 Basic User Progress Test

Who takes this test?

All teachers who scored REPS 1, 1+, 2 and 2+ in the diagnostic test. Any teachers who did not take the diagnostic test.

Basic User Written Test Format

Listening A	Listen for 10 phrases (REPS 1, 1+ and 2/ CEFR A1)	1 mark per answer. Total 10.
Listening B	Listening comprehension (REPS 2, 2+ and 3/ CEFR A2/B1)	Questions 1-4 (1 mark each) Questions 5, 6 and 7 (2 marks each). Total 10.
Reading B	Reading Comprehension (REPS 2, 2+ and 2/ CEFR A2/B1)	Questions 1-4 (1 mark each) Questions 5, 6 and 7 (2 marks each). Total 10.
Writing A	Fill in form. Complete the sentences. (REPS 1, 1+ and 2/ CEFR A1)	1 mark per answer. Total 10.
Writing B	Write a paragraph (REPS 2, 2+ and 3/ CEFR A2/B1)	Use of rubric marking scheme. Total 10.
Mechanics A	10 multi choice (REPS 1, 1+ and 2/ CEFR A1)	1 mark per answer. Total 10.
Mechanics B	5 gap fill vocabulary 5 gap fill grammar (REPS 2, 2+ and 3/ CEFR A2/B1)	1 mark per answer. Total 10.

How to administer Basic User Progress Test 1 (Written Test October 2014)

As with the diagnostic test, REB will seek the full cooperation of schools and head teachers to allow all teachers to take the test at the same time on the specified dates.

In the week before the tests, SBMs should discuss arrangements for the tests with head teachers and DOSs. They should ensure that a suitable room is available and enough tests have been provided for both schools (version A for Monday and version B for Tuesday).

On the day of the test all teachers should be assembled and the SBM should explain a little about the test, in particular that teachers should not copy, cheat or talk. Although this is a more evaluative test than the diagnostic test, the objective is still to encourage teachers to get better at English.

Listening A and B

SBMs should do the listening test at the beginning of the written test. It is hoped that SBMs will have access to recorded material for the listening test and these should be played twice. If these materials are not available or there are some technical problems, the SBM can read the listening script. The listening script for PT1 Basic is below. Note: the listening script for versions A and B is the same but the questions and answers are different.

Listening A involves the recognition of words or phrases. 1 mark should be given for each correct answer. The mark out of 10 should be written on the paper. Part B is a listening comprehension. 1 mark for each of questions 1-4 and 2 marks for questions 5, 6 and 7.

Important

There is no cut-off point in the progress tests but teachers must score 7, 8, 9 or 10 in Part A for their answers to Part B to be considered. If a teachers scores 0-6 in Part A, Part B should not be marked even if there are correct answers there.

This marking rule is the same for speaking, reading, writing and mechanics.

The reason for this is that a teacher who is making so many errors at REPS 1 and 1+ level (CEFR A1) cannot be considered to have a level of 2 or 2+ (CEFR A2).

Times

The listening test should take about 15 minutes to complete. SBMs should inform teachers that they have 45 minutes to do the remainder of the test. There can be some flexibility with times, but the remainder of the written test should certainly not take more than an hour.

Listening: Part A

Listen to these 10 sentences and circle the word or phrase that you hear in each sentence. You will hear each sentence 2 times.

1	Sentence 1: Good morning students, how are you today? Sentence 1: Good morning students, how are you today?
2	Sentence 2: This is my friend, John. He is from England. Sentence 2: This is my friend, John. He is from England.
3	Sentence 3: When the head teacher comes in, you must stand up and be quiet. Sentence 3: When the head teacher comes in, you must stand up and be quiet.
4	Sentence 4: How old is your son? He is five years old. Sentence 4: How old is your son? He is five years old.
5	Sentence 5: Could you say that again please? Sentence 5: Could you say that again please?
6	Sentence 6: This is Mr., he is from Rulindo and he is a maths teacher in our school. Sentence 6: This is Mr., he is from Rulindo and he is a maths teacher in our school.
7	Sentence 7: The church is across the road, on the corner opposite the market. Sentence 7: The church is across the road, on the corner opposite the market.
8	Sentence 8: 700 francs for one kilo! No that is too expensive! I'll give you 500. Sentence 8: 700 francs for one kilo! No that is too expensive! I'll give you 500.
9	Sentence 9: Baptiste was born in 1996; he finished school last year and is starting at university in September. Sentence 9: Baptiste was born in 1996; he finished school last year and is starting at university in September.
10	Sentence 10: In the market yesterday she bought some carrots, some onions, some potatoes, some mangoes and five apples. Sentence 10: In the market yesterday she bought some carrots, some onions, some potatoes, some mangoes and five apples.

/10

Listening: Part B

Read the questions for Listening Part B. Listen to this radio news programme and answer the questions.

“And now, here is the latest local news. Police this morning are looking for a man who tried to rob a shop in the centre of town last night. The attempted robbery happened at about 9 in the evening at an electrical goods shop near to the bus station. The manager was just closing the shop when a man ran in carrying a knife and a bag and demanded all of the money. The manager described the man as about 22 and quite short. ‘When I told him there was no money, the robber got very angry and I was quite frightened’ said the manager. When the manager’s friend came into the shop the robber ran away. The police say that the man was wearing dark blue jeans, a black T-shirt, white trainers and a red cap.”

/10

CPD Session: A good way to practice the listening section would be to ask one of the mentors to 'do' the listening test with other mentors acting as the teachers. I am sorry that we do not have printed copies of the test at this stage, so mentors will have to use the soft copy test in this manual.

Reading B, Writing A and B, Mechanics A and B

Unlike the diagnostic test Reading A is part of the oral test not the written test. (See section on Basic User Oral Test).

Reading B is a reading comprehension. 1 mark for questions 1-4, 2 marks for questions 5, 6 and 7. A teacher must score 7, 8, 9 or 10 in Reading A for Reading B to be marked.

Writing A involves sentence completion. 1 mark for each sentence. Minor errors in spelling and grammar should not result in a score of zero. Comprehensible answers should be given the mark.

Writing B is a free writing composition and should be marked using the rubric below. Again this should not be marked if a teacher has scored 0-6 in Writing A.

REPS	Task Completion /4	Language Use /3	Accuracy /3
Not good enough for REPS 2	Comprehensible answer. Completes task at minimum level.	Very simplistic use of language.	Many errors in basic language which cause problems in understanding.
REPS 2	Satisfactory answer. Completes task in a simple manner.	Simple lexis and sentence structure.	Some errors in basic language but these do not cause serious misunderstanding.
REPS 2+	Good answer. Solid, functional response.	Basic lexis some evidence of grammatical knowledge e.g. tenses.	Occasional errors in basic language.
Above REPS 2+	Good answer. Beginning to show some fluency.	Some evidence of knowledge of lexis and structure above that of basic user.	Few errors in basic language.

Scores for task completion, language use and accuracy should be entered on the test paper under the written paragraph with the total score entered on the front page.

The same rubric is used for marking Speaking B.

Mechanics A and B all score 1 mark for each question. Teachers must score 7, 8, 9 or 10 for section B to be marked.

All marks for all sections are to be written in the table on the front page of the test.

CPD Session: *It would be useful to spend some time in your CPD session with mentors to make sure that all mentors are consistent with marking here especially in the use of the writing/speaking rubric. It would be a good idea to collect together some scripts written by teachers and ask mentors to mark them using the rubric to see if there is agreement. Remember Writing and Speaking B is to see if a teacher is in the REPS 2/2+ group. The first row scores are saying this is not REPS 2 level, the second row is REPS 2, the third is REPS 2+ and the fourth is 'above REPS 2+.*

Basic User Oral Test Format

Reading A	Read aloud 5 sentences and select the correct picture. (REPS 1, 1+ and 2/ CEFR A1)	1 mark for reading the sentence comprehensibly. 1 mark for selecting the correct picture. Total 10.
Speaking A	SBM asks 10 fixed information questions. (REPS 1, 1+ and 2/ CEFR A1)	1 mark per answer. Total 10.
Speaking B	Describe a picture (REPS 2, 2+ and 3/ CEFR A2/B1)	Use of rubric marking scheme. Total 10.

The oral test should be carried out with individual teachers in the days following the written test. The test should take 5-10 minutes depending on the ability of the teacher.

There is a major difference to the diagnostic test here, in that Reading A (REPS 1/1+) is in the oral test and not in the written test. I am very grateful to the SBM who suggested this change on the MCOP portal (it is one of several changes and innovations which were suggested there by senior mentors and SBMs), and I think it is a much better test of low level reading skills than the previous reading comprehension.

Reading A

The oral test should begin with this reading test. SBMs should show the teacher the 5 sentences and pictures on his/her netbook and ask the teacher to read them. The SBM should listen to the teacher reading each sentence. If the sentence is comprehensible the SBM should tick the number on the front page of the written test. If the teacher really cannot read the sentence or it is virtually incomprehensible the SBM should put a cross through the number. 1 mark is given for reading the sentence correctly. For each sentence the SBM should ask the teacher to point to the picture that is connected to the sentence. 1 mark is given for selecting the correct picture. Put a tick or a cross through the numbers on the front of the written test and add up the total of correct answers.

Teachers must score 7, 8, 9 or 10 in this section for Reading B in the written exam to be considered. (Because of this it would be a good idea for mentors to not mark Reading B until after the oral test).

Reading: Part A	1	1	2	2	3	3	4	4	5	5	Total	/10
Speaking: Part A	1	2	3	4	5	6	7	8	9	10	Total	/10
Speaking: Part B	Task Completion/4		Language Use /3		Accuracy/3		Total	/10				

Reading: Part A

Ask the teacher to read the sentence (1 mark) and then point to the correct picture (1 mark)

1 Good morning students. How are you this morning?

08.00

15.00

21.00

2 In this class there are thirty two students. There are eighteen boys and fourteen girls.

22

32

42

3 The girl is reading a book with her grandmother.



4 For the next exercise, I want you to work in pairs.



5 Yesterday after school, Emmanuel went home, ate his dinner and then listened to the radio.



Speaking A

The same method for marking should be used in the Speaking A section. This time the SBM asks the teacher 10 simple questions.

Speaking: Part A	
<i>Ask the teacher the following questions. One mark should be given if the answer is comprehensible</i>	
1	<i>What is your name?</i>
2	<i>Where are you from?</i>
3	<i>Can you speak English?</i>
4	<i>What is your job?</i>
5	<i>Have you got any brothers and sisters?</i>
6	<i>What time do you start work?</i>
7	<i>What sort of food do you like?</i>
8	<i>How often do you go to church/the market?</i>
9	<i>What did you do yesterday?</i>
10	<i>What are you going to do at the weekend?</i>
/10	

Again the teachers' answers should be recorded on the written test with ticks and crosses.

Speaking B

If a teacher scores 0-6 in Speaking A, SBMs should just say 'Thank you very much, that is the end of the speaking test'.

Teachers who score 7, 8, 9 or 10 should go on to Speaking B. The SBM should show one of the three pictures to the teacher on the netbook and ask the related questions. See example below.

Speaking: Part B

Teachers must score at least 7 in Part A to continue to this part of the test. Use the marking rubric to decide on the score. Show the teacher the picture and ask the questions below.



How many people can you see in the picture?

What are they carrying?

Where do you think they are going? Is this in the country or the city?

Do you live in the country or the city?

What are some differences between the country and the city?

The SBM should grade the teacher on task completion, language use and accuracy using the writing/speaking rubric and put the 3 marks on the front page of the written test.

CPD Session: *By far the best way to train mentors on the oral test is to have them do the test themselves. This could be done in pairs with mentors changing role after each activity.*

Conversion of marks to REPS levels

All marks should be recorded on the front page of the written test (including oral test marks).

Each section for each skill has a total mark out of 10, so for example there are a total of 20 marks for reading. The table below converts the numerical score into a REPS level.

REPS Level	Skills /20	Total /100
1	0-4	0-20
1+	5-8	21- 40
2	9-12	41-60
2+	13-16	61-80
Above 2+	17-20	81-100

When giving results to teachers it is far better to give them the REPS level than the numerical mark, this will avoid a lot of argument!

All results submitted to REB/TDM should be in the REPS level form as this is the best way to measure progress.

3 Independent User Progress Test

Who takes this test?

Teachers who scored 'above 2+' in the diagnostic test. Teachers who were known to be 'above 2+' and so did not take the diagnostic test.

Independent User Written Test

Listening	5 short recorded passages. 2 questions for each passage.	2 marks for each question. Total 20.
Reading	2 reading comprehensions with 10 questions.	2 marks for each question. Total 20.
Speaking	1 discursive essay.	Marked using the Independent User writing rubric. Total 20.
Mechanics	20 multi-choice grammar and vocabulary questions.	1 mark for each question. Total 20.

There are no cut-off points or A/B sections. Teachers should be given 15 minutes for the listening section and one hour for the written test.

Independent User Oral Test

Speaking	Discussion led by SBM based on a comparison of 2 pictures.	Marked using the Independent User speaking rubric. Total 20.
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The speaking test should take 5-10 minutes based on the level of the teacher. SBMs should encourage the teacher to speak as freely as possible, the questions are only for guidance and an open discussion will provide the SBM with more information to assess language level.

REPS Level	Skills /20	Total /100
2+ (Basic User)	0-3	0-15
3	4-7	16-35
3+	8-10	36-50
4	11-14	51-70
4+	15-17	71-85
5	18-20	86-100

CPD Session: At the time of preparing this manual it is not clear when the Independent User Progress test will take place. Based on the diagnostic test only a very small number of teachers are

currently ready to take the test. Also as SBMs have been working with teachers at basic user levels, it is difficult to see how this test will provide evidence of progress at the higher levels. However as more teachers hopefully move into the 'above 2+' category, i.e. they are at B1 CEFR level, then the more useful this test may become. Given the time restraints it is far more important for SBMs to be confident of administering the basic user tests and this should be reflected in your training session with the mentors.

4 Marking, Progress Tracking and Results

The diagnostic tests produced a lot of results and information. SBMs and senior mentors did a very good job of collecting these results and getting them to REB/TDM by the deadline. The bad news is that the progress tests will produce a lot more information and it is a lot more complicated as there will be a comparison between the 2 sets of results.

Marking

The marking schemes have been explained throughout this manual. The important things to remember are that:-

- If a teacher scores 0-6 in section A of a skill then section B for that skill should not be marked or considered. It is therefore impossible to score 6 in section A and 3 in section B. In this case the 3 marks in section B are not counted and the teacher has scored 6 out of 20 for that skill which is REPS 1+ using the conversion table.
- If a teacher scores 7, 8, 9 or 10 then section B must be marked and the 2 marks for the section should be added together to give a score and REPS level for that skill.
- All marks for every skill including the oral test should be written on the front page of the written test. So a completed test should look something like this.

Name	John Smith		Date	
School	Kigali Primary		Year Groups	P4 P5
	Part A /10	Part B /10	Total /20	REPS Level
Speaking	7	5	12	2
Listening	6	X	6	1+
Reading	9	2	11	2
Writing	6	X	6	1+
Mechanics	7	3	10	2
Total			45	2

Reading: Part A	1	1	2	2	3	3	4	4	5	5	Total	9/10
Speaking: Part A	1	2	3	4	5	6	7	8	9	10	Total	7/10
Speaking: Part B	Task Completion/4	2	Language Use /3	2	Accuracy/3	1	Total	5/10				

- This micro information is very useful for SBMs; the example above shows that training for this teacher should concentrate on listening and writing. The SBMs should keep all of their test scores for reference.

Progress Tracking Tool for SBMs

When all tests have been marked as above the SBM must fill in the Progress Tracking Tool for all teachers. This shows the comparison between the diagnostic test and the progress test. In October 2014 they should not tick boxes but write 1 in the relevant column. This is so that the same sheet can be used for future tests. (Marks for progress test 2 in March 2015 will be marked with a 2 etc.)

Teacher	Year Group	M/F	DT Feb 14	PT 1 Oct 14	PT 2 Mar 15	PT 3 Oct 15	Only 1 test	Down by 1 or more levels*	No Change	Up 1 to 1+	Up 1+ to 2
John Smith	P4-6	m	1+	2							1
Anne Smith	P4-6	f	1+	1+					1		
Paul Smith	P1-3	m	-	1+			1				
Ruth Smith	P1-3	f	2+	2				1			
Dave Smith	P1-3	m	1	1+						1	

When all of the results of individual teachers have been added to this sheet the SBM should then complete the summary sheet in which the totals for both of the schools are added together. It is this information that the senior mentor should use.

Note for senior mentors: The summary sheet will be quite difficult to fill in. Please encourage them to work together, help each other and perhaps check each other's work before giving it to you the senior mentor. It is very important that the totals all match up!

Progress Tracking Tool for senior mentors

The summary sheet for senior mentors has the same format as the summary sheet that SBMs will provide. It will be interesting to see how senior mentors manage this task and again it is strongly suggested that you work with your colleagues to make sure that the numbers all add up before this is sent to REB/TDM.

CPD Session: It might be better to just look at the various tools that need to be filled in by SBMs and yourselves and deciding on the best way to do it as a group. This is the first time that REB/TDM

have tried to collect such a vast amount of information, and to be honest, I am not sure myself how it should be done. I look forward to getting your ideas and input at the training sessions.

Conclusion

There is a lot of work involved in making these progress tests valid, accurate and beneficial to helping teachers improve their English. SBMs and senior mentors really showed their professionalism when working on the diagnostic tests and I have every confidence that a similar effort and quality will be achieved with these progress tests.

Thank you in advance for your hard work and good luck!

Paul Gilbody

REB/TDM. EDC/L3.

Appendix V: Reporting Instructions

Instructions for Reporting Progress Test Results

This is quite a complicated process but if you follow these steps, go at a steady pace and check the work regularly; I hope it will not be too painful!

SBMs

1. Complete all tests in both schools.
2. Mark all tests using answer sheet and rubrics. (Be careful to separate A and B versions of the test and remember the 7 and above rule).
3. Make sure that all marks are on the front page of the written test.
4. Add up all totals for each skill and the whole test.
5. Convert each mark and the total mark to a REPS level using the conversion table.

Skills/20	Total/100	REPS Level
0-4	0-20	1
5-8	21-40	1+
9-12	41-60	2
13-16	61-80	2+
17-20	81-100	Above 2+ (INDEPENDENT)

Reporting Day (Tuesday 14th October).

1. Bring all marked tests and February Diagnostic test results to workshop with senior mentor.
2. Fill in all names on SBM Report and the male/female column. Group teachers by P1-P3, P4-P6, S1-S3 and S4-S6. So on the P1-P3 sheet all teachers from the core school (school A), then draw a line and add all P1-P3 from the other school etc. (Please note there should be 2 totals for secondary, this is a mistake on my part. I suggest you use the printed row of Totals for S1-S3 and add another row for S4-S6 underneath – not ideal and sorry!)

29													
30													
	TOTALS (S1-S3)	-			-	-	-	-					
	Totals S4-S6												

3. Add the Diagnostic Test Result for each teacher and the Progress Test Result.
4. Senior mentors should use this time to check a couple of papers from each mentor to make sure that the marking is consistent and that SBMs are all following the system.
5. SBMs should now indicate what the teacher has done in the two tests in the 'comparison' section of the report. They should put a '1*' in one of the columns e.g. Up from 1 to 1+. This 1 is not about marks or levels, it says what happened in the first progress test. This way we can use the same sheets to record the results of Progress Test 2 in April 2015 (by putting a '2' in a column) and Progress Test 3 in October 2015 by using a '3'.
6. Next, the SBM should start adding up totals for both schools by year group and putting these totals on the Summary Sheet.
7. Start with all P1-P3 teachers. Fill in totals for male, female and total number of teachers. Then add up the totals for each REPS level in this year group and add to the sheet P1-P3 totals for REPS 1, REPS 1+ etc.
8. For the comparison section, SBMs should add totals in each column for each year group. So start with how many P1-P3 teachers only did one test, then how many went down by one or more levels, how many no change etc.
9. Enter these totals on the summary sheet and repeat this process for the other year groups. On the next page you will see what a completed summary sheet should look like!
10. You will notice from this filled in summary sheet that there are certain patterns that can be seen. The dark blue squares should always have the same number (in this case 42). This is because the 3 sections of the summary (male/female, REPS scores and changes in levels) are about the total number of teachers that were tested. The 3 blue columns going down should also follow the same pattern, in this case 20, 12, 6, 4 and 42. If these patterns are not there then a mistake has been made and the summary should be re-checked.
11. Senior mentors should check that the totals in the bottom row really do add up properly. E.g. $18+24=42$, REPS levels $5+11+19+6+1=42$ and changes, $4+3+7+9+14+3+1+1=42$. Please do not accept a summary sheet which does not add up properly!

Year Group	Teachers			REPS Results						Information about changes in levels								
	Male	Female	Total	1	1+	2	2+	Above 2+	Total	One test only	Down by one or more	No Change	Up from 1 to 1+	Up from 1+ to 2	Up from 2 to 2+	Up from 2+ to Above 2+	Up by more than one level	Total
P1-P3	4	16	20	3	9	8	0	0	20	3	0	4	7	6	0	0	0	20
P4-P6	7	5	12	2	1	6	2	1	12	1	2	0	2	4	1	1	1	12
S1-S3	3	3	6	0	1	2	3	0	6	0	1	1	0	2	2	0	0	6
S4-S6	4	0	4	0	0	3	1	0	4	0	0	2	0	2	0	0	0	4
Total	18	24	42	5	11	19	6	1	42	4	3	7	9	14	3	1	1	42

Appendix VI: Sample of Senior Mentor Report (See next page)

Mentor	Year	M	F	Total	1	1+	2	2+	Above 2+	Total	1 Test	Down	No Change	1-1+	1+2	2-2+	2+-IND	Up More	Total
Albert	P1-P3	6	5	11	0	8	3	0	0	11	1	0	0	7	1	0	0	2	11
Katusiime	P4-P6	7	1	8	0	1	7	0	0	8	2	0	0	1	5	0	0	0	8
Mukubwa	S1-S3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	S4-S6			0						0									0
	Total	13	6	19	0	9	10	0	0	19	3	0	0	8	6	0	0	2	19
Muhereza	P1-P3	4	12	16	3	12	1	0	0	16	0	0	3	12	1	0	0	0	16
Samuel	P4-P6	10	2	12	1	6	5	0	0	12	0	0	1	6	5	0	0	0	12
	S1-S3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	S4-S6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	14	14	28	4	18	6	0	0	28	0	0	4	18	6	0	0	0	28
Mugisha	P1-P3	6	7	13	2	11	0	0	0	13	0	0	2	11	0	0	0	0	13
James	P4-P6	12	1	13	0	8	5	0	0	13	0	0	0	8	5	0	0	0	13
	S1-S3	3	1	4	0	2	2	0	0	4	0	0	2	0	2	0	0	0	4
	S4-S6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	21	9	30	2	21	7	0	0	30	0	0	4	19	7	0	0	0	30
Mwitirehe	P1-P3	7	7	14	1	10	3	0	0	14	0	0	1	10	0	0	0	3	14
Fabien	P4-P6	9	2	11	0	2	7	2	0	11	1	0	0	1	0	0	0	9	11
	S1-S3	12	3	15	0	5	6	4	0	15	2	0	0	5	0	0	0	8	15
	S4-S6	5	1	6	0	0	4	2	0	6	0	0	0	0	0	0	0	6	6
	Total	33	13	46	1	17	20	8	0	46	3	0	1	16	0	0	0	26	46
Arinaitwe	P1-P3	7	8	15	0	8	7	0	0	15	3	0	0	6	2	0	0	4	15
Benon	P4-P6	8	2	10	0	5	5	0	0	10	1	0	1	4	2	2	0	0	10
	S1-S3	8	1	9	0	1	6	2	0	9	1	0	1	1	2	0	0	4	9
	S4-S6	5	1	6	0	0	4	2	0	6	0	0	0	0	4	2	0	0	6
	Total	28	12	40	0	14	22	4	0	40	5	0	2	11	10	4	0	8	40
Ayo Okello	P1-P3	3	11	14	0	1	9	4	0	14	0	0	0	1	0	0	0	13	14
Adams	P4-P6	10	5	15	0	0	4	9	2	15	4	0	0	0	1	3	1	6	15
	S1-S3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	S4-S6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	13	16	29	0	1	13	13	2	29	4	0	0	1	1	3	1	19	29
Kisubi	P1-P3	11	12	23	0	9	8	5	1	23	0	0	2	8	8	5	0	0	23
Robert	P4-P6	12	3	15	0	1	3	6	5	15	0	0	0	1	3	6	5	0	15
	S1-S3	7	2	9	0	0	3	5	1	9	0	0	0	0	3	5	1	0	9
	S4-S6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	30	17	47	0	10	14	16	7	47	0	0	2	9	14	16	6	0	47
Warren	P1-P3	7	9	16	1	7	8	0	0	16	0	0	1	7	3	0	0	5	16
Kaliisa	P4-P6	12	2	14	0	2	6	4	2	14	0	0	0	2	3	1	0	8	14
Bernard	S1-S3	10	2	12	0	0	5	4	3	12	0	0	0	0	4	2	2	4	12
	S4-S6	9		9	0	0	1	6	2	9	0	0	0	0	0	4	2	3	9
	Total	38	13	51	1	9	20	14	7	51	0	0	1	9	10	7	4	20	51
Amutuheire	P1-P3	7	2	9	0	2	5	2	0	9	0	0	0	2	0	0	0	7	9
Scovia	P4-P6	8	0	8	0	0	1	6	1	8	0	0	4	0	0	2	1	1	8
	S1-S3	10		10	0	0	4	4	2	10	0	0	3	0	1	2	2	2	10
	S4-S6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	25	2	27	0	2	10	12	3	27	0	0	7	2	1	4	3	10	27
Bashungana	P1-P3	6	8	14	0	1	9	4	0	14	0	0	0	1	0	0	0	13	14
Deo	P4-P6	10	0	10	0	0	3	7	0	10	1	0	0	0	0	0	0	9	10
	S1-S3	5	2	7	0	0	0	7	0	7	0	0	0	0	0	0	0	7	7
	S4-S6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	21	10	31	0	1	12	18	0	31	1	0	0	1	0	0	0	29	31
Komubaizi	P1-P3	1	12	13	1	6	5	1	0	13		0	1	6	0	1	0	5	13

Appendix VII: Full Results

	Teacher Numbers			REPS Levels						Change in REPS Levels								
	Male	Female	Total	1	1+	2	2+	Ind	Total	1 test	Down	No Change	1-1+	1+-2	2-2+	2+-IND	Up more than 1	Total
P1-P3	3525	8796	12321	479	2602	4828	3949	463	12321	1281	111	1110	1749	2129	921	154	4866	12321
P4-P6	6004	3691	9695	118	634	2424	4947	1572	9695	906	92	922	368	1183	1761	575	3888	9695
Total Primary	9529	12487	22016	597	3236	7252	8896	2035	22016	2187	203	2032	2117	3312	2682	729	8754	22016
S1-S3	3951	1978	5929	45	362	1421	2886	1215	5929	825	79	673	151	699	1021	533	1948	5929
S4-S6	1592	621	2213	13	97	400	1109	594	2213	346	23	236	46	184	398	264	716	2213
Total Secondary	5543	2599	8142	58	459	1821	3995	1809	8142	1171	102	909	197	883	1419	797	2664	8142
Total: All Teachers	15072	15086	30158	655	3695	9073	12891	3844	30158	3358	305	2941	2314	4195	4101	1526	11418	30158

Appendix VIII: Full Results by District

DISTRICT	Year	M	F	Total	1	1+	2	2+	Above 2+	Total	1 Test	Down	No Change	1-1+	1+-2	2-2+	2+-IND	Up More	Total
1 Nyarugenge	P1-P3	43	204	247	1	31	80	104	31	247	9	0	7	25	33	10	3	160	247
	P4-P6	76	134	210	0	2	28	111	69	210	9	0	5	2	10	27	10	147	210
	S1-S3	50	52	102	0	3	14	43	42	102	17	0	5	1	2	11	5	61	102
	S4-S6	23	20	43	0	1	6	25	11	43	4	0	5	0	3	8	5	18	43
	Total	192	410	602	1	37	128	283	153	602	39	0	22	28	48	56	23	386	602
2 Gasabo	P1-P3	48	253	301	2	43	114	120	22	301	43	0	19	22	43	13	10	151	301
	P4-P6	121	111	232	0	7	60	99	66	232	24	0	17	3	33	43	12	100	232
	S1-S3	66	48	114	0	3	23	54	34	114	25	1	14	0	11	19	6	38	114
	S4-S6	26	29	55	0	1	8	21	25	55	17	2	3	0	0	4	3	26	55
	Total	261	441	702	2	54	205	294	147	702	109	3	53	25	87	79	31	315	702
3 Kicukiro	P1-P3	44	141	185	5	45	72	55	8	185	19	10	23	28	18	11	4	72	185
	P4-P6	83	92	175	1	6	42	93	33	175	17	11	19	2	7	28	7	84	175
	S1-S3	67	44	111	0	1	21	58	31	111	16	3	24	0	2	19	15	32	111
	S4-S6	35	8	43	0	0	3	25	15	43	7	1	10	0	0	8	12	5	43
	Total	229	285	514	6	52	138	231	87	514	59	25	76	30	27	66	38	193	514
4 Bugesera	P1-P3	152	276	428	18	100	171	119	20	428	34	6	54	65	62	23	2	182	428
	P4-P6	213	76	289	0	17	84	141	47	289	21	3	37	8	38	35	13	134	289
	S1-S3	132	53	185	0	15	49	82	39	185	20	2	26	6	19	24	16	72	185
	S4-S6	72	25	97	1	6	16	51	23	97	3	2	17	2	11	21	8	33	97
	Total	569	430	999	19	138	320	393	129	999	78	13	134	81	130	103	39	421	999
5 Rulindo	P1-P3	92	257	349	5	41	149	135	19	349	17	0	21	26	72	38	3	172	349
	P4-P6	196	121	317	0	2	51	184	80	317	19	1	23	2	19	89	23	141	317
	S1-S3	133	76	209	0	0	41	119	49	209	10	0	35	0	18	59	22	65	209
	S4-S6	12	11	23	0	0	1	14	8	23	4	0	1	0	0	8	2	8	23
	Total	433	465	898	5	43	242	452	156	898	50	1	80	28	109	194	50	386	898
6 Gicumbi	P1-P3	230	385	615	10	83	238	257	27	615	65	1	66	34	155	65	2	227	615
	P4-P6	313	150	463	0	20	83	267	93	463	39	3	52	6	50	122	31	160	463

	S1-S3	215	111	326	1	16	59	173	77	326	51	3	48	1	28	54	32	109	326	
	S4-S6	176	70	246	0	13	30	127	76	246	51	1	24	0	25	44	32	69	246	
	Total	934	716	1650	11	132	410	824	273	1650	206	8	190	41	258	285	97	565	1650	
7	Burera																			
	P1-P3	185	308	493	17	156	184	127	9	493	33	7	50	110	102	46	13	132	493	
	P4-P6	296	77	373	1	27	107	161	77	373	17	0	27	16	57	79	18	159	373	
	S1-S3	166	46	212	1	21	59	99	32	212	18	5	25	13	29	41	18	63	212	
	S4-S6	65	14	79	1	3	23	40	12	79	7	2	11	1	9	13	8	28	79	
	Total	712	445	1157	20	207	373	427	130	1157	75	14	113	140	197	179	57	382	1157	
8	Gakenke																			
	P1-P3	133	319	452	28	84	177	155	8	452	28	2	33	48	90	26	13	212	452	
	P4-P6	241	135	376	9	40	81	208	38	376	21	3	44	6	46	68	18	170	376	
	S1-S3	170	95	265	0	17	84	129	35	265	38	1	26	7	38	34	16	105	265	
	S4-S6	43	20	63	1	4	16	35	7	63	13	0	1	5	6	7	3	28	63	
	Total	587	569	1156	38	145	358	527	88	1156	100	6	104	66	180	135	50	515	1156	
9	Musanze																			
	P1-P3	107	258	365	33	59	137	120	16	365	19	1	20	56	38	28	3	200	365	
	P4-P6	149	120	269	9	9	65	134	52	269	15	1	15	2	18	45	12	161	269	
	S1-S3	33	30	63	0	5	13	32	13	63	62	0	0	0	0	0	0	1	63	
	S4-S6	12	8	20	0	3	3	7	7	20	20	0	0	0	0	0	0	0	20	
	Total	301	416	717	42	76	218	293	88	717	116	2	35	58	56	73	15	362	717	
10	Nyabihu																			
	P1-P3	205	300	505	16	171	218	89	11	505	31	0	52	129	95	32	5	161	505	
	P4-P6	283	97	380	1	38	121	170	50	380	14	3	48	36	61	70	29	119	380	
	S1-S3	230	84	314	1	29	105	141	38	314	10	2	35	15	66	74	32	80	314	
	S4-S6	81	23	104	0	2	24	49	29	104	5	0	6	3	11	28	14	37	104	
	Total	799	504	1303	18	240	468	449	128	1303	60	5	141	183	233	204	80	397	1303	
11	Rubavu																			
	P1-P3	182	275	457	23	107	180	132	15	457	48	1	31	75	63	17	7	215	457	
	P4-P6	246	101	347	11	26	84	184	42	347	29	1	22	21	46	49	24	155	347	
	S1-S3	189	89	278	0	14	57	141	66	278	24	2	17	3	43	35	33	121	278	
	S4-S6	64	22	86	0	3	12	50	21	86	6	0	5	2	12	16	13	32	86	
	Total	681	487	1168	34	150	333	507	144	1168	107	4	75	101	164	117	77	523	1168	
12	Nyamasheke																			
	P1-P3	126	389	515	13	107	224	163	8	515	52	2	39	77	75	43	1	226	515	
	P4-P6	249	207	456	3	34	121	229	69	456	36	2	35	24	68	59	19	213	456	
	S1-S3	170	75	245	1	8	68	117	51	245	28	1	13	3	39	33	11	117	245	

	S4-S6	64	28	92	2	5	24	43	18	92	8	1	9	1	15	6	7	45	92
	Total	609	699	1308	19	154	437	552	146	1308	124	6	96	105	197	141	38	601	1308
13	Rusizi																		
	P1-P3	131	397	528	45	163	186	125	9	528	86	1	24	113	116	48	1	139	528
	P4-P6	274	209	483	24	56	121	220	62	483	74	4	17	26	92	105	12	153	483
	S1-S3	214	91	305	10	34	76	136	49	305	46	2	8	16	46	84	19	84	305
	S4-S6	97	28	125	0	9	23	63	30	125	21	1	3	8	8	40	8	36	125
	Total	716	725	1441	79	262	406	544	150	1441	227	8	52	163	262	277	40	412	1441
14	Nyaruguru																		
	P1-P3	120	300	420	28	129	196	65	2	420	63	0	22	99	37	1	0	198	420
	P4-P6	222	111	333	15	48	133	125	12	333	49	1	9	37	35	13	8	181	333
	S1-S3	133	68	201	10	22	56	95	18	201	22	0	7	13	25	11	2	121	201
	S4-S6	39	11	50	0	2	16	22	10	50	7	0	0	2	8	2	1	30	50
	Total	514	490	1004	53	201	401	307	42	1004	141	1	38	151	105	27	11	530	1004
15	Nyamagabe																		
	P1-P3	119	332	451	6	64	173	181	27	451	38	7	38	46	74	45	15	188	451
	P4-P6	194	140	334	2	7	77	191	57	334	24	3	35	8	32	67	28	137	334
	S1-S3	151	87	238	2	13	43	114	66	238	29	2	31	11	16	43	39	67	238
	S4-S6	60	30	90	0	7	11	44	28	90	7	0	9	6	5	15	8	40	90
	Total	524	589	1113	10	91	304	530	178	1113	98	12	113	71	127	170	90	432	1113
16	Huye																		
	P1-P3	59	269	328	23	81	137	84	3	328	18	1	49	56	79	26	3	96	328
	P4-P6	135	155	290	4	16	93	150	27	290	19	4	37	6	52	64	12	96	290
	S1-S3	136	80	216	1	13	56	112	34	216	41	5	31	3	18	45	17	56	216
	S4-S6	67	24	91	3	3	16	47	22	91	13	0	19	1	7	19	13	19	91
	Total	397	528	925	31	113	302	393	86	925	91	10	136	66	156	154	45	267	925
17	Gisagara																		
	P1-P3	72	212	284	22	39	97	117	9	284	37	0	9	34	27	8	1	168	284
	P4-P6	119	85	204	7	6	34	123	34	204	19	0	4	2	12	29	11	127	204
	S1-S3	90	28	118	3	5	19	64	27	118	24	0	6	3	10	14	4	57	118
	S4-S6	30	6	36	0	1	5	22	8	36	6	0	2	1	1	8	1	17	36
	Total	311	331	642	32	51	155	326	78	642	86	0	21	40	50	59	17	369	642
18	Nyanza																		
	P1-P3	72	253	325	6	67	132	113	7	325	17	2	38	43	72	36	4	113	325
	P4-P6	156	127	283	0	14	71	172	26	283	16	2	42	4	42	86	12	79	283
	S1-S3	113	35	148	0	4	39	78	27	148	11	1	27	2	17	40	19	31	148
	S4-S6	60	21	81	0	1	21	32	27	81	8	1	17	0	10	9	17	19	81

	Total	401	436	837	6	86	263	395	87	837	52	6	124	49	141	171	52	242	837	
19	Ruhango	P1-P3	46	330	376	13	65	147	133	18	376	36	8	43	34	58	50	3	144	376
		P4-P6	131	154	285	2	12	58	144	69	285	25	0	35	4	21	74	40	86	285
		S1-S3	122	83	205	1	11	38	82	73	205	11	5	36	0	13	36	46	58	205
		S4-S6	30	24	54	0	1	5	23	25	54	3	0	3	0	2	12	5	29	54
	Total	329	591	920	16	89	248	382	185	920	75	13	117	38	94	172	94	317	920	
20	Kamonyi	P1-P3	33	283	316	5	51	122	111	27	316	12	2	27	40	47	31	4	153	316
		P4-P6	130	173	303	0	17	76	138	72	303	11	7	24	16	29	59	32	125	303
		S1-S3	94	77	171	1	11	39	74	46	171	17	9	13	6	13	23	20	70	171
		S4-S6	47	32	79	0	3	10	36	30	79	12	3	9	3	1	10	15	26	79
	Total	304	565	869	6	82	247	359	175	869	52	21	73	65	90	123	71	374	869	
21	Muhanga	P1-P3	54	349	403	7	63	171	140	22	403	14	0	27	57	73	25	8	199	403
		P4-P6	151	209	360	2	13	84	179	82	360	10	3	36	7	51	58	25	170	360
		S1-S3	135	99	234	0	8	57	95	74	234	4	3	40	3	27	35	38	84	234
		S4-S6	61	22	83	0	3	12	47	21	83	3	1	27	0	5	14	11	22	83
	Total	401	679	1080	9	87	324	461	199	1080	31	7	130	67	156	132	82	475	1080	
22	Ngogorero	P1-P3	167	366	533	25	103	152	215	38	533	46	6	42	69	73	42	10	245	533
		P4-P6	277	127	404	2	21	81	185	115	404	26	1	29	14	55	77	44	158	404
		S1-S3	124	68	192	1	2	36	109	44	192	18	1	30	0	18	43	27	55	192
		S4-S6	53	20	73	0	0	10	32	31	73	4	1	5	0	2	15	20	26	73
	Total	621	581	1202	28	126	279	541	228	1202	94	9	106	83	148	177	101	484	1202	
23	Rutsiro	P1-P3	175	302	477	12	122	215	124	4	477	65	28	61	68	83	22	2	148	477
		P4-P6	284	120	404	1	47	112	209	35	404	50	14	51	30	51	57	9	142	404
		S1-S3	214	90	304	5	30	82	149	38	304	39	14	47	19	27	59	13	86	304
		S4-S6	68	22	90	0	9	17	56	8	90	6	4	18	5	4	23	13	17	90
	Total	741	534	1275	18	208	426	538	85	1275	160	60	177	122	165	161	37	393	1275	
24	Karongi	P1-P3	99	340	439	14	111	189	117	8	439	51	2	33	77	80	20	2	174	439
		P4-P6	238	141	379	2	33	99	213	32	379	34	1	34	14	55	69	19	153	379
		S1-S3	101	70	171	4	8	53	90	16	171	19	1	15	3	37	32	4	60	171
		S4-S6	35	11	46	1	1	10	25	9	46	11	0	0	0	6	10	2	17	46
	Total	473	562	1035	21	153	351	445	65	1035	115	4	82	94	178	131	27	404	1035	

25	Nyagatare	P1-P3	193	251	444	5	82	188	156	13	444	119	1	47	69	70	43	2	93	444	
		P4-P6	225	65	290	7	16	89	151	27	290	125	2	31	8	28	25	11	60	290	
		S1-S3	57	28	85	1	8	17	38	21	85	55	1	4	1	6	5	5	8	85	
		S4-S6	13	1	14	1	1	3	7	2	14	10	0	1	0	1	0	1	1	1	14
		Total	488	345	833	14	107	297	352	63	833	309	4	83	78	105	73	19	162	833	
26	Gatsibo	P1-P3	109	229	338	37	90	91	91	29	338	55	9	38	54	41	28	19	94	338	
		P4-P6	133	66	199	8	32	34	85	40	199	39	8	26	20	15	18	20	53	199	
		S1-S3	71	20	91	1	11	22	31	26	91	31	1	7	3	18	7	7	17	91	
		S4-S6	14	3	17	0	1	10	5	1	17	3	1	0	1	1	6	1	4	17	
		Total	327	318	645	46	134	157	212	96	645	128	19	71	78	75	59	47	168	645	
27	Kayonza	P1-P3	130	293	423	11	90	163	135	24	423	46	6	54	49	83	34	3	148	423	
		P4-P6	233	93	326	1	16	79	166	64	326	15	5	48	9	34	53	25	137	326	
		S1-S3	120	58	178	0	16	44	79	39	178	12	4	27	7	19	22	22	65	178	
		S4-S6	88	21	109	0	6	25	43	35	109	13	1	7	3	13	16	18	38	109	
		Total	571	465	1036	12	128	311	423	162	1036	86	16	136	68	149	125	68	388	1036	
28	Kirehe	P1-P3	154	234	388	5	67	156	152	8	388	54	2	41	37	71	32	5	146	388	
		P4-P6	197	60	257	1	6	70	155	25	257	26	3	27	4	31	66	14	86	257	
		S1-S3	113	41	154	0	2	36	94	22	154	19	1	23	0	19	33	10	49	154	
		S4-S6	51	21	72	0	0	10	43	19	72	11	0	7	1	7	19	8	19	72	
		Total	515	356	871	6	75	272	444	74	871	110	6	98	42	128	150	37	300	871	
29	Ngoma	P1-P3	145	331	476	20	90	181	171	14	476	73	0	31	63	76	29	3	201	476	
		P4-P6	207	101	308	0	12	65	186	45	308	42	1	31	1	37	56	22	118	308	
		S1-S3	158	68	226	0	11	53	118	44	226	57	3	8	7	35	35	17	64	226	
		S4-S6	45	18	63	0	2	13	40	8	63	33	0	8	1	3	6	1	11	63	
		Total	555	518	1073	20	115	312	515	111	1073	205	4	78	72	151	126	43	394	1073	
30	Rwamagana	P1-P3	100	360	460	24	98	188	143	7	460	53	6	71	46	123	49	3	109	460	
		P4-P6	232	134	366	5	34	121	174	32	366	41	5	62	30	58	71	15	84	366	
		S1-S3	184	84	268	1	21	62	140	44	268	51	6	45	5	40	51	18	52	268	
		S4-S6	61	28	89	3	6	17	35	28	89	30	1	9	0	8	11	14	16	89	
		Total	577	606	1183	33	159	388	492	111	1183	175	18	187	81	229	182	50	261	1183	

	M	F	Total	1	1+	2	2+	Above 2+	Total	1 test	Down	No Change	1-1+	1+-2	2-2+	2+-IND	Up More	Total
Total P1-P3	3525	8796	12321	479	2602	4828	3949	463	12321	1281	111	1110	1749	2129	921	154	4866	12321
Total P4-P6	6004	3691	9695	118	634	2424	4947	1572	9695	906	92	922	368	1183	1761	575	3888	9695
Total Primary	9529	12487	22016	597	3236	7252	8896	2035	22016	2187	203	2032	2117	3312	2682	729	8754	22016
Total S1-S3	3951	1978	5929	45	362	1421	2886	1215	5929	825	79	673	151	699	1021	533	1948	5929
Total S4-S6	1592	621	2213	13	97	400	1109	594	2213	346	23	236	46	184	398	264	716	2213
Total Secondary	5543	2599	8142	58	459	1821	3995	1809	8142	1171	102	909	197	883	1419	797	2664	8142
TOTAL	15072	15086	30158	655	3695	9073	12891	3844	30158	3358	305	2941	2314	4195	4101	1526	11418	30158

Appendix IX: M&E Samples of Test Observation Reports

**EDC/L3 INITIATIVE
RWANDA
Weekly Activities Report**

Name of Staff: NSHIMIYIMANA Jean Claude

Position: Provincial Coordinator / West

Date 8th Oct 2014

Introduction (Brief description of the activities)

Activity 1 :Test observation in Rusizi District Kamembe Sector ;

On 6th Oct 2014 , at GS Kamembe Presbyterian i assisted in teacher’s test where teachers were ready to pass the test ; The test were done in the teacher’s room of the school and all staff of the school were present; Before the test starts School Based mentor BAGALUA BYENDA Robert clarified the instructions on how the test was going to be monitored.

Participants in this Test were: **Teachers**

Females	Males	Total
11	14	25

General observation with regard to the activity

Activity 1: Information at GS Kamembe Presbyterian was communicated to teachers before the date of the test, teachers were ready to pass the test and they were at the school on time (at 9:00 am)

Chairs were well organized but were not enough because some 3 teachers were sitting on one desk; School staff were cooperative in facilitating the test and participated in it as well;

The school based mentor provided clear instructions on how the test should be administered.

Even if some teachers were sitting by three, they couldn’t copy nor talk from each other.

Audio file was played well and every teacher in all corners of the room could listen to it clearly.

Challenges

-School administrators were much occupied with parents who came to register their S3 children for National Examination 2014; this consumed time that was for the test to start

-There was great rain which started at 10 and stopped 10:40 Test started 10H47-12:17

Recommendations for the way forward

Such tests are of great importance but it could be better that they consider the levels of teachers in English because not all of the teachers have the same level in English language although they all passed the same test.

The starting time of the test should be standard in all schools and head teachers should not have any other motive to change the date of the test.

Activity 2: Teacher's test observed at SG Nanga in Nyabihu District Sector Mukamira on 7th Oct 2014; School based MUSHYIKIRANO Joseph Provided clearly the instructions on how the test should be done; Teacher's test at GS Nanga was done in the afternoon instead of morning.

Participants in this test were Teachers:

Females	Males	Total
11	7	18

General observation with regard to the activity

Activity 2: Teacher's test observed at SG Nanga in Nyabihu District Sector Mukamira on 7th Oct 2014; School based MUSHYIKIRANO Joseph provided instructions on how the test should be done by the teachers, Senior Mentor Monica Nyaga was also present. Teachers were informed before that they will pass this test they were ready to do the test. School based mentor and head teacher have organized the test to start in the afternoon instead of in the morning; During this test, no audio file was played but school based mentor was reading the audio file. Participants were sitting on desks arranged in rows and were supervised that they couldn't copy or talk from each other.

Challenges

The time that was provided for the Test to start was modified by headmaster and the school based mentor; the test started at 1: 30 and ended at 3: 00

Recommendations for the way forward

Such tests are of great importance but it could be better that they consider the levels of teachers in English because not all of the teachers have the same level in English language although they all passed the same test.

The starting time of the test should be standard in all schools and head teachers should not have any other motive to change the date of the test.

District: Ngoma	School: G.S. Gahama	Date: 7/10/2014
SBM: Catherine Mukabutare	Senior Mentor: Innocent	Head Teacher: Nsengiyumva Emmanuel
Number of teachers: 19	Male: 11	Female: 8
Start time of test: 9:10	Test Version: A	
How was the room set up for testing? Teachers sat around the room facing the center where the computer and audio speakers were located.		
Were school staff cooperative in facilitating the test? Very ready and cooperative.		
Did teachers appear informed about the test? Yes, these moreso. The Head Teacher briefed them the week before about the REPS test and purpose.		
Did the SBM give clear instructions and appear to understand the test procedure? Not as clear and were gone over very quickly in English only. Kinyarwanda should be a part.		
In the listening test was the audio file used? Yes, went well.		
Was the test monitored well to avoid talking/copying? Yes.		
How long did the test continue? Just under an hour.		
Other comments/feedback. Again, instructions need to be delivered in a slower, more deliberate, and clear manner. Use more simple English and potentially a mix of Kinyarwanda. Give mentors these instructions and they will be able to implement.		
Name of Observer: Jonathan Padway Position: Peace Corps Volunteer Signature: Jonathan		