



REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION



REVISED TEACHERS' GUIDE:

IMPLEMENTATION OF SCHOOL-BASED ASSESSMENT

INTEGRATING TEACHING, LEARNING & ASSESSING

RTS Learner Assessment (LA) Series # 1



School-to-School International
Creating the conditions of success for every child.



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MINISTRY OF GENERAL EDUCATION

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IMPLEMENTATION OF SCHOOL-BASED ASSESSMENT

***Directorate of Standards and Curriculum in Collaboration with
USAID/Zambia Read to Succeed Project***

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Preface

The Ministry of General Education (MOGE) is committed to the goal that all Zambian children should become competent readers starting in Grade 1. To achieve this goal, the MOGE its education partners have trained teachers, provided reading materials, and launched revised new curriculum to guide the development of new reading programs.

All of these programs are based on one important principle: that one of the most important tools a teacher has for helping children become competent learners is *continuous assessment*, or the ongoing observation and tracking of children's progress so the teacher can modify instruction and increase each learners' chances of success.

In order to help teachers apply this principle, the MOGE in collaboration with USAID/ Zambia Read to Succeed Project has developed and compiled several continuous assessment tools in one approach called School-Based Assessment (SB) Scheme. The SBA consists of daily, weekly, monthly, and end-of-term tools and procedures for assessing learning on an ongoing basis. This Teachers' Guide describes each of these tools and accompanying procedures so that you, the teacher, can begin planning for continuous assessment in your regular practice. While the same tools and procedures can be used in all subjects at all grade levels, this guide focuses on SBA strategies for the teaching of reading in Grades 1 to 4.

The SBA scheme is supported and enriched by the following resources.

- *Performance Level Descriptors (PLDs)*: these are descriptions of competencies learners must acquire, progressing from Minimum, Desirable and Outstanding levels;
- *The SBA Monitoring Guide*, a forthcoming guide, which outlines the roles and responsibilities of all parties from the school level through to the national level;
- *Time To Learn Literacy Activity Handbook*: resources to enrich classroom learning;
- *Teacher Group Meeting Enrichment Modules*: facilitation topics for teacher group meetings with modules on daily, weekly, monthly and end-of-term assessment including how to use PLDs; and
- *Homework Guidelines* for standardizing the administration of homework, another important tool to strengthen teaching, learning, and assessing.

It is the hope of the MOGE that this SBA Teachers' Guide will be a useful resource for teachers in their conduct of quality assessment as well as in their Continuous Professional Development (CPD) at school, zonal and district levels.



Chishimba Nkossa
Permanent Secretary
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Acknowledgments

The development of the School-Based Assessment scheme and guidelines was a result of a series of consultative and collaborative activities which accompanied the curriculum review processes conducted by the MOGE in collaboration with a number of education stakeholders. The process started with the review of the existing assessment procedures and guidelines in the Primary Reading Program (PRP) and in light of the general teaching and learning processes in the primary schools of Zambia. The process, therefore built on the MOGE's PRP and existing assessment practices.

This Teachers' Guide is prepared as an easy reference to class teachers and head teachers to implement the School-Based Assessment Scheme (SBA). The MOGE appreciates the efforts of the different organizations and individuals who were involved including class teachers, Zonal In-service Coordinators (ZICs), District Resource Center Coordinators (DRCCs), University and Colleges of Education Lecturers, Provincial Resource Center Coordinators (PRCCs), Head-teachers, Curriculum Specialists, Senior Education Officers at District and Provincial levels and Senior Examinations Specialists and Researchers. Their efforts helped to make this document relevant and authentic.

Special thanks go to USAID Zambia/Read to Succeed Project for their financial and technical support during the development process. In particular special mention should be made of Dr. Mark Lynd, President School to School International (STS) and Mr. William M. Kapambwe, Performance Monitoring Advisor-RTS who facilitated the process of developing the School-Based Assessment scheme and guidelines. I would like also to extend my heartfelt gratitude to the Read to Succeed Chief of Party, Dr. Tassew Zewdie and the Deputy Chief of Party, Mr. Francis Sampa for providing overall guidance during the development process.

The overall coordination of the task was led by Mr. Peter Kasaji, Chief Curriculum Specialist Curriculum Development Centre Mr. Bostor Mwendende, Principal Curriculum Specialist-Languages, Curriculum Development Center of the MOGE also recognize the technical support of Mrs Teza Nakazwe-Assistant Director, Research and Test Development (ECZ), Ms. Exilda Mulenga, Senior Examinations Specialist (ECZ), Charity Meki Kombe-Senior Research Officer, ECZ; Mrs E.Gondwe and Ms. A.K Yamboto both Curriculum Development Specialists from the CDC; Mrs. Happy Kalenga, Senior Education Standards Officer, Mrs. Bessie Tembo-Senior Education Officer, Teacher Education.

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Acronyms

ATM:	Assessment Task Map
CDC:	Curriculum Development Centre
CA:	Continuous Assessment
CDS:	Curriculum Development Specialist
CO:	Comprehension
DRCC:	District Resource Centre Coordinator
EOTA:	End of Term Assessment
ECZ:	Examinations Council of Zambia
MOGE:	Ministry of General Education
MS:	Mark Sheet
NS:	National Syllabus
NLF:	National Literacy Framework
NEP:	National Education Policy
PA:	Phonemic Awareness
PH:	Phonics
PLP:	Primary Literacy Program
PLDs:	Proficiency Level Descriptors
PS:	Proficiency Standards
PRCC:	Provincial Resource Centre Coordinator
PRP:	Primary Reading Program
RTS:	Read to Succeed
SBA:	School Based Assessment
SEO:	Senior Education Officer
SESO:	Senior Education Standards Officer
SIC:	School In-service Coordinator
SOW:	Scheme of Work
SK:	Scoring Key
SRO:	Senior Research Officer
STS:	School to School International
TESS:	Teacher Education and Specialized Services
TTL:	Time to Learn
USAID:	United States Agency for International Development
WR:	Writing
VO:	Vocabulary
ZIC:	Zonal In-service Coordinator

Introduction

This guide introduces you, a Grade 1-4 teacher in Zambia, to several tools that are designed to help you plan your literacy lessons and assessment activities so that your learners can learn better.

The first tool is the School-Based Assessment (SBA) Scheme and guidelines, which consists of assessments to be conducted daily, weekly, monthly, and at the end of each term. The SBA scheme and guidelines have been developed by the MOGE and the Read To Succeed project in response to the National Educational policy, which states that all schools must “develop a clear schedule of performance-monitoring activities that check pupils' progress.” The scheme and guidelines provide you with a schedule for assessing your learners’ progress systematically and regularly, especially in the teaching of reading.

This guide also references additional tools designed to help you organize instruction and monitor your learners’ progress. They are:

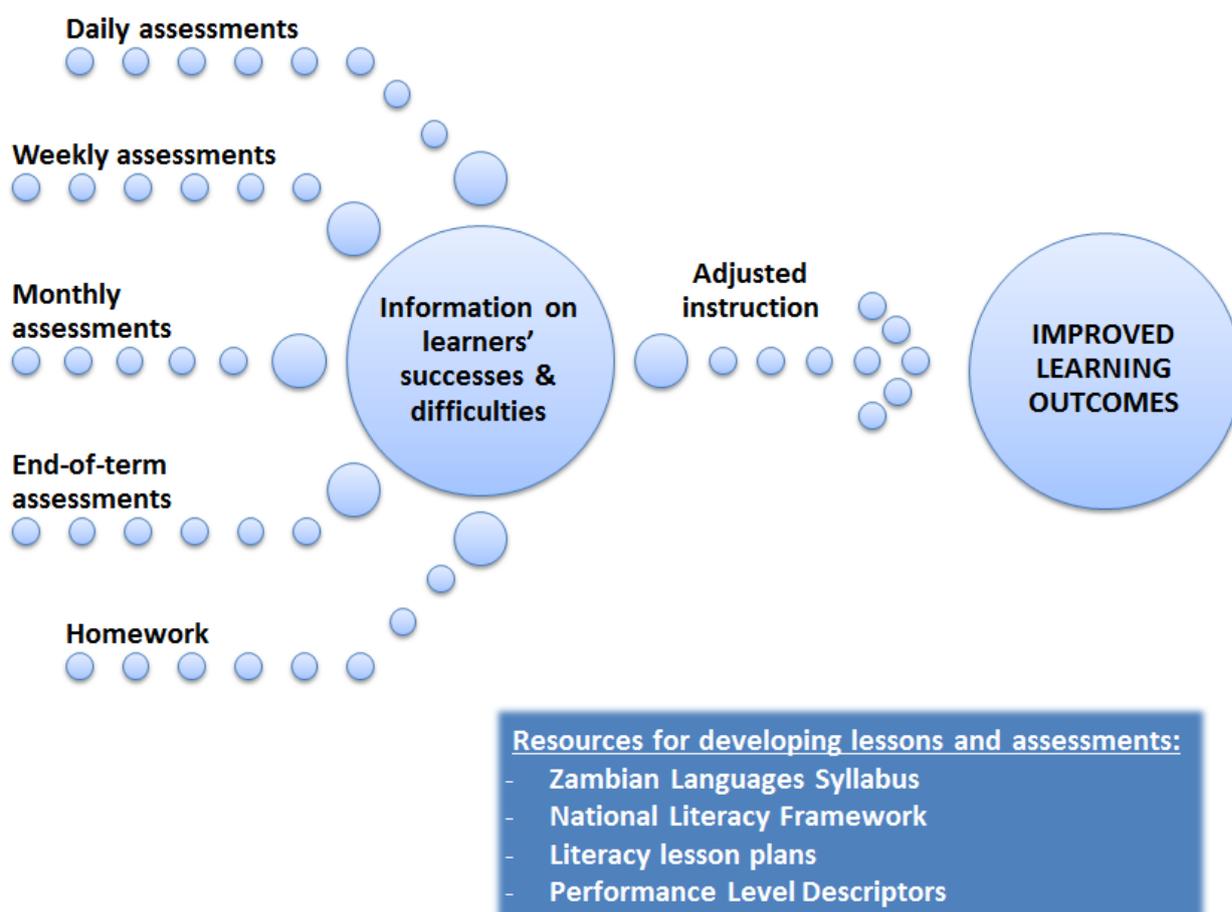
- *Proficiency Standards and Performance Level Descriptors* – these are categories of performance that describe the different levels of performance the learners are progressing through in each grade, and descriptions of what learners can do in each category;
- *The SBA Monitoring Guide* which outlines the roles and responsibilities of all parties from the school level through to the national level;
- *Time To Learn Literacy Activity Handbook*: resources to enrich classroom learning;
- *Teacher Group Meeting Enrichment Modules*: facilitation topics for teacher group meetings with modules on daily, weekly, monthly and end-of-term assessment including how to use PLDs; and
- *Homework Guidelines* that respond to the MOGE’s national policy that each school follow specific homework guidelines.

It is important to read this guide one step at a time. Though it may contain many new ideas, you probably already use many of them in some way in your normal teaching practice. It is our hope that this guide will help you think about them more in a new way – one which combines them in a routine that helps you better understand the needs of your learners, and therefore help them become competent readers.

Overview

In this guide, we will discuss a variety of tools that are designed to help you organize instruction and assess your learners on an ongoing basis in order to improve learning outcomes. These tools consist of four types of assessments – daily, weekly, monthly, and end-of-term – as well as homework. The following diagram summarizes these tools and how they are intended to work together to provide information that will help you understand the types of difficulties your learners face. This information will give you clues concerning how to adjust or adapt your instructional approach so that all learners have a greater chance to succeed. The box at the bottom summarizes the resources available to you when you develop your lessons and assessment tools.

Figure 1: School-based assessment tools



1. School-Based Assessment (SBA) Plan and Guidelines

1.1 Daily Assessments

What are daily assessments? Daily assessments are the many things you do as a teacher during instruction to determine whether your children are learning. They may consist of questioning, observation, and the organization of small tasks that show whether your learners are learning or not. Daily assessments are called “informal” because they might or might not be planned – you may simply think of them while you are teaching. Moreover, they are not scored. They are called formative because they provide information about how learners are doing *during* instruction, rather than waiting until the end of a unit or term, as summative assessments do.

Assessment type	Administration	Scoring	Structure	Purpose	Format	Share results with:
Daily	Group or individual	Not usually scored	Informal	Formative	Usually oral, sometimes written	Learners

Why do we do daily assessments? We do daily assessments in order to understand *as we are teaching*. For some learners, it may be too late if we wait until the end of a day, a week, or a unit to assess them. They may be having difficulties today, so daily assessments help us identify these learners and, if possible, diagnose the nature of their difficulties. Through daily assessments, we can also learn what kinds of activities help our learners learn best, which pace is best for most learners, and which teaching styles (e.g., visual, auditory, tactile/kinesthetic) work best with which lessons. Once we learn these things, we can change our lesson delivery so our children can learn better.

How do we do daily assessments? Presented here are three approaches that can be used for doing daily assessment.

- a. **Questions:** Think about the learning objective for a lesson: what do you want the learners to be able to do by the end of the lesson? Here are some ways you can find out during the lesson:
 - *Diagnostic assessment:* Ask your learners a question at the beginning of the lesson to find out what they already know about the subject.
 - *Checking for understanding:* When you introduce a new concept, or when you finish a lesson, ask the learner a question to determine whether they understand.
 - *Decoding questions:* If learners cannot read a word, break it into smaller parts. For example, if a child cannot read “mama,” point to the m and ask “what sound is this?” Then point to the other letters one at a time, asking them to name the sound. Then ask the learner to say the sounds together.

Tips for asking questions:

- *Ask a variety of questions*, not just ones limited to knowledge, so pupils' thinking can grow. For example, for every story, ask at least two literal questions and one inferential question (see box, previous page).
- *Encourage learners to help one another* (don't always answer the question yourself). For example, if a child doesn't know how to read a word, say "Can anyone help her?"
- *Ask all children*: Don't only ask the most vocal or willing children, or the ones in the front of the class. The ones who are struggling will usually be quieter, and will often sit in the back of the classroom. Over the course of a lesson, give as many children as possible an opportunity to respond.
- *Ask learners to ask questions*: This reinforces their understanding of the lesson content, and builds critical thinking skills and confidence.

Literal and Inferential Questions

Consider this sentence: "When the girl fell down, she cried."

A literal question might be: "When the girl fell down, what did she do?" (*She cried.*) Answers to literal questions are stated explicitly in the text.

An inferential question might be: "Why did the girl cry?" The reader can infer that she cried because she got hurt when she fell down. Answers to inferential questions are not stated explicitly in the text, so the reader must *infer* the answer based on what is stated. Importantly, the learner must be able to support her answer with evidence from the text and her own reasoning. In order to know if the answer is correct, the teacher must ensure that evidence is being used, and must judge whether the learner's reasoning is sound.

b. **Observation:** You probably already do this naturally – for example, when you ask children to come to the blackboard and observe them. In addition to board work, many types of activities can be observed. Here are some examples:

- *Oral reading*: When one learner at a time reads a word or passage
- *Role plays*: When learners act out a dialogue or story they just read
- *Seat work*: While learners are writing letters in their exercise books, circulate and observe whether they are doing it correctly.

Tips for observing learners

- *Vary the types of observed activities*: Blackboard is one way to actively involve readers, but learning is more interesting when the activities vary.
- *Focus your observation*: Choose one key skill to look for. For example, if you are listening to oral reading, which particular aspect will you highlight? Is it speed? Correct pronunciation? Fluency (correct expression)? Pick one, and help learners identify and improve it. Remember: It is impossible to observe everything, and we learn best when we focus on one or two things at a time.

- *Encourage self-assessment:* Sometimes, instead of providing feedback yourself, ask the learners to assess their own performance. For example, in a role play, ask learners to focus on the personality of each character. After the role play, ask the learners whether they felt they represented the character the way he/she was portrayed in the story. Like questioning, self-assessment promotes critical thinking and self-confidence.
 - *Give learners feedback:* Based on your observations, let learners know when they are doing things correctly. Instead of saying “good,” say “that’s correct,” and when they do not provide the correct answer, gently guide them to find it or ask other learners to help them. Immediate, clear feedback is one of the most powerful tools of learning because it helps us know when we are understanding correctly.
- c. **Writing:** As soon as children can hold a pencil, they can demonstrate what they know through writing. Developing writing skills helps children develop reading skills, because writing is “what we say in print.” So if they can say it, they can write it, and if they can write it, they can read it. Moreover, writing helps us learn to think: whenever we are writing, we are thinking about forming letters, choosing words to express ourselves, and developing ideas. We can use many types of writing exercises during or after the lesson engage our learners and to provide us feedback on what they are learning. See the sidebar for some examples:

Tips for Writing Exercises

- *Focus on targeted objectives.* As discussed above, determine which aspect you wish to focus on - e.g., writing legibly, capitalization, spelling – then focus on this aspect of when reviewing learners’ writing.
- *Remain positive:* In focusing on targeted objectives, encourage learners when they have performed the task correctly, and guide them when they need to be corrected. Focus on what they have done well, and do not try to correct every aspect of their writing at once. In particular, research shows that children learn to spell over time, so it is counterproductive to constantly correct their spelling, especially in the early years, and it discourages creative thinking.

- *Self-assessment*: Learners can re-read their own work and even improve it. Start by giving them several key questions to answers as they review: Did I begin with a capital letter? Did I use the correct punctuation? Are there any words that might be misspelled? When this stage of review is done, they can assess their writing using an answer key provided by you.
- *Peer review*: Encourage learners to assess the writing of their peers. It is important that learners gain experience thinking about how writing is put together, and if it is incorrect, then how and why to change it. For example, imagine a learner reviews the work of another learner and found it confusing because there was a question that was written without using a question mark. This experience will reinforce the importance of using proper punctuation for both the reviewer and the writer.

1.2 Weekly Assessments

What are weekly assessments? These are assessments we conduct at the end of each week, except for the weeks when we conduct monthly and end-of-term assessments. Like daily assessments, weekly assessments are “informal” and “formative.” They are “group administered,” which means you conduct the assessment with the whole class at one time (rather than with each student individually).

Example A:



Writing Activity Suggestions

- *Do write now*: Write three questions on the blackboard before class. When learners arrive, ask them to quietly take their seats and write the answers to the questions in their exercise books. When they are finished, ask them to read their answers out loud and discuss.
- *Composition*: Write three words on the blackboard and ask the learners to make sentences or a story with them. If children are younger, this exercise can start orally, then become a written exercise later in the year.
- *Spelling*: Give learners practice in encoding by presenting them with spelling challenges. Vary this activity by including silly words that incorporate sounds you are teaching or even words made up by the children.
- *Comprehension questions*: While the learners are reading a story, write 2-3 comprehension questions on the black board (see *literal and inferential questions* above), then ask the learners to write their responses in their exercise books. After, ask them to share their answers with their peers.
- *Telephone dictation*: Learners pass along a secret word, whispering it to one another until it reaches the last child who will write it on the chalkboard. For details see the *Time to Learn Literacy Activity Handbook*, p. 25

Assessment type	Administration	Scoring	Structure	Purpose	Format	Share results with:
Weekly	Group	Group	Informal	Formative	Oral or written	Learners

Why do we do weekly assessments? Weekly assessments help us understand how our learners are doing over the period of a week. Of course, a lot can happen in a week, so we want to be sure we are capturing the key learning – the most important skills for that week – before moving on to the next week.

This will enable us to capture especially the learners struggling most before it is too late, and to adjust our instruction so they can get the help they need.

Because they are formative in nature, these assessments are recorded for your own use, and are not to be included in the pupil’s end-of-term or end-of-year grade.

How do we do weekly assessments? Once a week, we conduct weekly assessments with the entire class. These consist of only two tasks – ones that focus on content and skill areas for the week:

- *Content:* In order to determine key content, refer to the National Literacy Framework, the literacy teaching guides developed by the MOGE, the National Syllabus, the PLDs or your own Scheme of Work

GRADE 1								
Assessment type	Week	PA	PH	FL	VO	CO	WR	Total
Weekly	11		1				1	2

- *Skill areas:* To determine which skills to test, look in the Assessment Task Map (see Annex A). For example, let’s look at Grade 1, Term 1, Week 11 (answers upside down at the end of this section):
 - How many tasks should there be?
 - How many skill areas are to be assessed?
 - How many tasks for PH?
 - How many tasks for WR?

Answers: a) 2 b) 2 c) 1 d) 1

Figure 2: Legend for literacy skill areas

PA: Phonemic awareness
PH: Phonics
FL: Fluency
VO: Vocabulary
CO: Comprehension
WR: Writing



Example B: So, let’s develop a weekly assessment, using an example from Grade 1, Term 1, Week 3 in Lunda. The National Literacy Framework identifies **n** and **k** as sounds to be developed that week, and the Assessment Task Map identifies phonemic awareness and phonics as the two skill areas to be assessed. Below is a model of a weekly assessment based on these content and skill areas.

Weekly assessment: Grade 1, Term 1, Week 11 Language: Lunda

Skill area	How many learners were able to:	All learners	Most learners	Some learners	No learners
PA (phonemic awareness)	Say a word that begins with the letter “n” and ask “what sound does this word begin with?” Repeat with the letter “k.” Repeat for both n and k with other words.				
PH (phonics)	Write the letters n, N, k, and K on flash cards. Hold them up one at a time and ask the learners what letter it is. Repeat in random order.				

Figure 3: Weekly assessment: Grade 1, Term 1, Week 11

Administration procedure: Ask the learners to perform the assessment tasks while sitting at their desks. Call on individual learners in random order. After each task is completed by the learners, tick ✓ in your table wherever appropriate. It is important to note that we are not looking for a precise measure of how each learner performs on each element of each task but rather, *what is our general finding?* Are most learners able to do most of the tasks?

How do we make decisions based on weekly assessment scores? One you have marked the levels for each task, do the following:

- If you marked “all learners” for any task, congratulate them (and yourself) for a job well done. Then make a note to yourself that you will not need to assess this content again.
- If you marked “most pupils” or “some learners,” make a note of the content that was giving learners the most difficulty and review it in your next lesson. Also, make a note of who the struggling learners were so you can return to them to ask follow-up questions and have a better idea of why they are having difficulties, and think about how you can help them overcome these difficulties.
- If you marked “no pupils,” this is a clear sign that this content must be re-taught from the beginning.

Tips for developing weekly assessments:

- Whenever developing weekly assessment tasks, assess the things you have been teaching that week.
- It is ok if you put two or three elements in one task (e.g., the letters n and k). The key idea is that you are systematically reviewing the extent to which your learners understood these things *overall*. You will have an opportunity to capture more specific information for each learner on the monthly and end-of-term assessments.
- Normally, PA tasks are individually administered. However, you can also administer them in a group if you wish to “get a feel” of how your learners are doing overall. For example, say: “Which word begins with a different sound: boy ball cat? Raise your hand if you think it is boy. Raise your hand if you think it is ball. Raise your hand if you think it is cat.”

1.3 Monthly Assessments

What are monthly assessments? These are assessments we give our learners at the end of each month – more specifically, they occur at the end of week 5 and week 10 of each term, as depicted in the box at right.

Monthly assessments are called “formal” because each learner receives a score based on his/her performance on the assessment. This is an “individually administered test,” which means that you will sit with each learner individually, give him/her 10 tasks, and then score the learner’s performance.

Monthly assessments are called “summative” because they provide a “summary” view of progress over a longer period of time than formative assessments – in this case, over the previous month, after five weeks.

Term 1	
Assessment type	Week
Weekly	1
Weekly	2
Weekly	3
Weekly	4
Monthly	5
Weekly	6
Weekly	7
Weekly	8
Weekly	9
Monthly	10
Weekly	11
Weekly	12
End-of-term	13



Assessment type	Administration	Scoring	Structure	Purpose	Format	Share results with:
Monthly	Individual	Individual	Formal	Summative	Oral or written	Head Teacher, parents

Why do we do monthly assessments? We do monthly assessments for two reasons: to learn about our learners’ progress and difficulties so we can help them improve their learning, and to inform others, especially the school administration and learners’ parents, so they can also be aware of how their learners are progressing.

How do we do monthly assessments? As with the weekly assessments, we need to consult the Assessment Task Map to see what areas of literacy are scheduled to be assessed. Two sample monthly assessments are provided here: *Grade 1, Week 5* and *Grade 3, Week 11*. The models presented here should be used as a guide only; you will need to develop your own monthly assessments for the remaining months of the year.

Example C: Here is a sample of a monthly assessment form from Grade 1



Sample Monthly Assessment Form, Grade 1, Term 1, Week 5

Task 1 (PA): I am going to say three words. You are going to tell me which word begins with a different sound. Let's take an example: lost map like - which one begins with a different sound? (might) Let's take another example: boy ball tag (tag). Are you ready? (Say each set once for each learner)

Task 2 (PH) (e.g., Luvale): Show the learner a flashcard for each of the following sounds and ask the learner to say the sound:

Learner's name	boy ball cat (cat)	girl can cold (girl)	ten back tin (back)	make leg long (make)	day nest dot (nest)	a	e	m	k	kh	Score	Level

Figure 4: Sample monthly assessment form, Grade 1, Term 1, Week 5

Example D:

Monthly Assessment Form, Grade 3, Term 2, Week 10



Task 1 (FL, VO, CO, WR): Ask the learner to read the story aloud and then answer a series of questions. *(According to the Grade 3 Assessment Task Map we need to ask: 1 Fluency question, 4 Vocabulary questions, 3 Comprehension questions, 2 Writing questions.)*

Susan and Thandi are friends. They are in the same class at school. Thandi wants Susan to visit her house, but her parents say she has to do her homework. One day, Thandi is doing her work. Suddenly, a goat runs into her house. Ah! Then she sees Susan running like the wind behind the goat. Thandi and Susan grab the goat. The two girls laugh!

1 – FL - Read the story aloud (listen for expression); 2 – VO – What word in the text is the opposite of “play”? (*work*) ; 3- VO - What word in the text is a synonym of “home”? (*house*); 4-VO - Susan is running. What is her running compared to? (*the wind*); 5 - VO– What word is the homophone of the word “to”? (*two*); 6 – CO – literal question – What is Susan running after? (*a goat*) 7- CO – inferential question – What does Thandi help Susan do? (*catch the runaway goat*); 8 – CO – inferential question – Why do Thandi and Susan laugh at the end of the story? (*because Susan visited Thandi’s house by accident, because the two friends were able to see each other*); 9 – WR – What happened after the two girls grabbed the goat and laughed. Write one sentence that continues the story; 10 - WR – Imagine a donkey ran into the house. Write a sentence to describe what happened.

Learner’s name	1 - FL	2 - VO	3 - VO	4 – VO	5 - VO	6- CO	7 - CO	8 - CO	9 - WR	10 - WR	Score	Level

Figure 5: Monthly assessment form, Grade 3, Term 2, Week 10

Here are samples from the Assessment Task Maps for Term 1 in Grades 2 and 3. We can compare what the monthly assessment should contain in Week 5 of each grade. Note that the *type* of tasks (PH, WR, etc) is different, but the *total number* of tasks stays the same (10).

GRADE 2 Assessment Task Map

	Assessment type	Week	PA	PH	FL	VO	CO	WR	Total
TERM 1	Weekly	1	1	1					2
	Weekly	2	1		1				2
	Weekly	3	1	1					2
	Weekly	4	1				1		2
	Monthly	5	4	5	1				10
	Weekly	6			1			1	2
	Weekly	7		1		1			2
	Weekly	8	1				1		2
	Weekly	9		1				1	2
	Monthly	10	4	5	1				10
	Weekly	11		1		1			2
	Weekly	12					1	1	2
	End-of-term	13		3			3	2	2

In this monthly assessment for Grade 2 Week 5, we can see that there should be: 0 Phonemic Awareness tasks (PA), 2 Phonics tasks (PH), 3 Fluency tasks (FL), 0 Vocabulary tasks (VO), 3 Comprehension tasks (CO), and 2 Writing tasks (WR) for a total of 10 tasks.

Figure 6: Grade 2 Assessment task map – Term 1

In this monthly assessment for Grade 3 Week 5, we can see that there should be: 0 Phonemic Awareness tasks (PA), 0 Phonics tasks (PH), 1 Fluency task (FL), 4 Vocabulary tasks (VO), 3 Comprehension tasks (CO), and 2 Writing tasks (WR) for a total of 10 tasks.

GRADE 3 Assessment Task Map – Term 1

	Assessment type	Week	PA	PH	FL	VO	CO	WR	Total
TERM 1	Weekly	1			1		1		2
	Weekly	2				1		1	2
	Weekly	3			1		1		2
	Weekly	4				1		1	2
	Monthly	5			1	4	3	2	10
	Weekly	6			1		1		2
	Weekly	7				1		1	2
	Weekly	8			1		1		2
	Weekly	9				1		1	2
	Monthly	10				4	3	2	10
	Weekly	11				1	1		2
	Weekly	12					1	1	2
	End of term	13				4	3	3	10

Figure 7: Grade 3 Assessment task map – Term 1

Administration procedure: Call the learners in one by one. You should be sitting where other learners cannot see or hear you or the learner you are assessing. When the learner is sitting next to you, explain Task 1, then begin the assessment.

While you are assessing each learner, record the results for each task. There are several ways to do this. Each teacher can use the technique that works best for him or her:

- **ticking ✓** : tick the box in your marking sheet where the learner obtained correct answers; boxes for incorrect answers are left blank; at the end of the assessment, add up the number of ticks for each learner
- **using 1s and 0s:** write 1 for correct answers and 0 for incorrect answers; at the end of the assessment, add up the number of 1’s for each learner.

Before the next learner comes in, count the number correct and write it in the box under “Total.” Then in the column called “Level,” mark 4, 3, 2, or 1 based on the following scale:

Table of Proficiency Levels

1	2	3	4	5	6	7	8	9	10	
0-39%			40-59%			60-79%		80-100%		
4: Below Minimum BM			3: Minimum M			3: Desirable D		1: Outstanding O		
Not yet started			Getting started “Breaking through”			Moving along		Showing results		

Figure 8: Description of proficiency levels

**this scale is developed for monthly assessments containing 10 questions.*

Call the next learner and continue.

In summary, the administration of a monthly assessment for literacy is the same for Grades 1 to 4. Learners are assessed individually on the content covered during the preceding month. 10 assessment tasks are recommended for monthly assessment in order to keep the assessment time manageable for teachers.

Calculating Proficiency Levels under Different Overall Marks

Some tests, especially those administered in higher grades or for end-of-term assessment, may have more than 10 items. To review, let’s say a test has 10 tasks worth 10 marks. To calculate cut-point marks, you will use 40 for Minimum; 60 for Desirable and 80 for Outstanding. This is calculated as follows:

- To find the lowest cut point mark for Minimum, $40/100 \times 10 = 4$ marks
- To find the lowest cut point mark for Desirable, $60/100 \times 10 = 6$ marks

- With these two lowest cut point marks, we can determine the range of marks for Below Minimum (0 to 3) and Minimum is 4 to 5.
- To find the lowest cut point marks for Outstanding, $80/100 \times 10 = 8$
- So the range of marks for Desirable will be 6 to 7 and Outstanding will be 8 to 10.

When tests are out of a higher number of marks, then teachers need to adjust the cut point marks for the different Proficiency Levels. Begin by calculating the lowest cut point and end at the mark below the next lowest cut point level for the Proficiency Level, and so forth. Below are the Proficiency Levels for three sets of assessments with different total marks of 10, 20 and 30 presented in tabular form:

When the assessment is marked out of: 10		When the assessment is marked out of: 20		When the assessment is marked out of: 30	
1-Outstanding	8 to 10	1-Outstanding	16 to 20	1-Outstanding	24 to 30
2-Desirable	6 to 7	2-Desirable	12 to 15	2-Desirable	18 to 23
3-Minimum	4 to 5	3-Minimum	8 to 11	3-Minimum	12 to 17
4-Below Minimum	0 to 3	4-Below Minimum	0 to 7	4-Below Minimum	0 to 11

Figure 9: Conversion tables for Proficiency Levels

How do we make decisions based on monthly assessment scores? Once you have marked the level for each learner, do the following:

- Look at the learners scoring Level 4: What kinds of difficulties are they having? Why can't they answer these questions? What can you do to help them answer these questions?
- Look at the learners scoring Level 1: How can you plan your lessons so that these learners are helping the Level 4 learners?

How do we develop additional monthly assessment tools? At the end of each month, you will need to develop a monthly assessment for your learners. Like the weekly assessments, the first thing we do when we make monthly assessment forms is to consider the key content covered over the past month.

Again, we can look at the National Literacy Framework, the National Syllabus, the PLDs, or our own Scheme of Work. Second, we identify the skill areas to be assessed by looking in the Assessment Task Map in the annex of this guide. This will tell us the skill areas that should be assessed, and the number of tasks should be developed for each skill area. A detailed example showing the steps involved in designing and marking a monthly assessment is provided in Annex B.

Tips for developing monthly assessments:

- *Test the things you have been teaching* over the previous 4 weeks.
- *Use the resources available to you.* In the younger grades for example, refer to the National Literacy Framework to find the letters to teach and assess in your language each term. You can also use the Reading Performance Level Descriptors (PLDs) and the assessment tips included in that document.
- *Vary the structure of your questions.* This will enable you to see if learners are understanding what you taught rather than simply recalling information.
 - For a phonemic awareness (PA) task in Grade 1 for example, instead of asking which word begins with a different sound, you can say: *Which word ends with a different sound? Or How many syllables? Clap and count*
 - For a comprehension (CO) task in Grade 4 for example, make sure to use a different story than the one you taught in class.

1.4 End-of-Term Assessments

What are end-of-term assessments? These are assessments we give our learners at the end of each term – three per year. Like the monthly assessments, end-of-term assessments are formal because each learner receives a score based on his/her performance on the assessment. Unlike the monthly assessments, the end-of-term assessment is a “group administered test,” which means that you will administer the test to the entire class, like the weekly assessments, though in this case, you will collect their exercise books and score each learner’s work individually.

Assessment type	Administration	Scoring	Structure	Purpose	Format	Share results with:
End-of-term	Group	Individual	Formal	Summative	Written	Head Teacher, parents

Why do we do end-of-term assessments? End-of-term assessments serve as a summary of performance and determine to what extent the learner has attained the learning outcomes. Often defined as an assessment of learning, it is used to make a judgment about learner performance, such as what mark a learner will receive. As with the monthly assessments, we do end-of-term assessments to learn about our learners’ progress and difficulties so we can help them improve their learning, and to inform others, especially the school administration and learners’ parents, so they can also be aware of how their learners are progressing. Additionally, we do end-of-term assessments to measure *our own* success by asking: have we been able to help most of our learners succeed in each skill area?

Each end-of-term assessment focuses on four key reading skills in Grades 1 and 2, and three key reading skills in Grades 3 and 4:

Grade	Skill area			
	(PH) Phonics: sounds, words, non-words	(VO) Vocabulary	(CO) Comprehension: listening and reading	(WR) Writing: mechanics and expression
1	✓	✓	✓	✓
2	✓	✓	✓	✓
3		✓	✓	✓
4		✓	✓	✓

Figure 10: Skill areas assessed in end-of-term assessment per grade

Results from the end-of-term assessment are useful in three ways:

1. For your own information: Each term, you can know which children are struggling, and in conjunction with information from the monthly assessments, understand the kinds of problems children are having. This will help you focus instruction for them on the areas where they need more help.
2. To inform education officials: At review meetings, teachers can discuss progress at the zonal, district, or support team level and agree on remedial interventions.
3. To inform parents: When parents visit you in the classroom, or the Head Teacher in his/her office, end-of-term results can serve as a basis for discussion of their children's progress in reading, the difficulties they are encountering, and the steps your school is taking to help them overcome these difficulties.

How do we do end-of-term assessments? As with the weekly and monthly assessments, this guide provides you with a model of an end-of-term assessment. You can use the model as a guide to help you develop your own end-of-term assessments for your Grade Level. Section C of the TGM Enrichment Modules also provides guidance on how to design and conduct end-of-term assessment.

Administration procedure: Here is a sample of an end-of-term assessment form from Grade 1:

Example E:



Grade 1, Term 2, End-of-Term Assessment

Note:

Instructions to the teacher are in normal font.

What the teacher says is in bold.

Answers to questions are in (parentheses). **DO NOT SAY THEM TO THE LEARNERS.**

Things to be written on the blackboard are in boxes.

Part 1: Phonics

Teacher writes on blackboard:

1. a k r t

Teacher says: **I am going to ask you to identify the initial letter sounds of words. For example, what sound does the word “tall” begin with.** If a learner raises their hand, ask them to come up and draw a circle around the letter “t”. Tell them **“very good”** ask them to return to their seat.

Teacher erases the example, then says: **I will write three more sets of letters on the blackboard. Open your exercise books to a blank page. At the top of the page, write your name.**

Circulate and ensure the learners understand the instruction.

No write these numbers (write the on the blackboard):

1.
2.
3.

While they are writing these numbers, write the following on the blackboard:

1. m w b f
2. c k y d
3. l n u h

I am going to say a number and a sound, and you will write the letter that makes that sound in your exercise book. You can look at the blackboard for help. (Say each letter twice.)

1. w
2. d
3. l

Part 2: Vocabulary

Now, write these numbers in your exercise books (write them on the blackboard in this order):

4.
5.
6.

We are going to play a vocabulary game.

While they are writing these numbers in their exercise books, write the following on the blackboard:

boy tree night dark

I am going to say a word, then you are going to look at these words and identify the word that is *most opposite in meaning* of the word I say. Are you ready?

“Day” Which word is the most opposite in meaning? Ask a learner to come forward and circle it (night).

Now you will write more words in your exercise book and circle the correct one. Do not look at your friend’s book; I want to know what each of you knows. You will pass me your books when you finish.

Write the following on the blackboard:

4. dog bird snake ant
5. sister daughter father uncle
6. star cloud rain moon

Say **cat**. Look at the words next to number 4. Which one is the most opposite in meaning to **cat**? Write the word next to 4 in your exercise book. (dog)

Walk around and ensure the learners understand the instructions, but do not help them find the right answer.

Say **mother**. Look at the words next to number 5. Which one is the most opposite in meaning to **cat**? Write the word next to 5 in your exercise book. (father)

Say **sun**. Look at the words next to number 6. Which one is the most opposite in meaning to **cat**? Write the word next to 6 in your exercise book. (moon)

Part 3: Comprehension (2)

Write the following story on the blackboard:

The girl walks to school. She sees her friend, William.

Ask the learners to write the following numbers in their exercise books, and write them on the blackboard:

7.
8.

Say: **Read the story on the blackboard. Read silently – to yourself – not out loud.**

After they have read the story, say: **I’m going to ask you two questions about the story. You will write the answer in your exercise book next to each number.**

Number 7: Where does the girl walk? (to school)

Number 8: Who is the girl’s friend? (William)

Part 4: Writing (2)

Write the word **Zambia** on the blackboard.

Say: **Write the number 9 in your exercise book and write this word next to it. (DO NOT SAY THE WORD.)**

Say: **Write the number 10 in your exercise book. I will say a sentence and you will write it in your exercise book.**

Say this sentence slowly three times. DO NOT WRITE IT.

Last night, I ate nshima.

When the learners have finished writing, ask them to make sure their names are on their exercise books and that their books are open to the page of the assessment. Ask several monitors to pick up the books and bring them to your desk or chair.

How do we score the end-of-term test? For this test, we will need two more tools: a scoring key and a mark sheet. You can create both of these in your notebook or on separate pieces of paper.

For the scoring sheet, simply look at each task and write it out as the learners did in their books, with the correct answers circled or correct words or sentences written.

Scoring key: Prepare a scoring sheet like the one pictured here, then use it as a reference to score each learner’s exercise book. Put a tick for the correct responses, and put an x for the incorrect responses, as in the example below:

Example F: Sample Scoring Key for End-of-term Assessment

Scoring sheet	Exercise book
1. m w b f	1. m ✗
2. c k y d	2. d ✓
3. l n u h	3. l ✓
4. dog	4. dog ✓
5. father	5. father ✓
6. moon	6. home ✗
7. to school	7. to school ✓
8. William	8. William ✓
9. Zambia	9. Zambia ✓
10. Last night, I ate nshima.	10. Last night, I eat nshima. ✗

Figure 11: Sample scoring key for end-of-term assessment

Example G: Sample Mark Sheet for End-of-term Assessment



As you correct each learner’s work, note correct responses on the mark sheet like the one pictured below. This teacher uses ticks ✓ for tasks that were answered correctly (here, incorrect responses are indicated by leaving blank boxes.)

Learner’s name	PH			VO			CO		WR		Score	Level
	1	2	3	4	5	6	7	8	9	10		
Francis	✓			✓			✓			✓	4	3
Miriam		✓		✓	✓	✓	✓	✓	✓	✓	8	1
Peter	✓	✓	✓	✓	✓	✓					6	2
Audrey	✓					✓					2	4

Figure 12: Sample mark sheet for end-of-term assessment

Next, add the total for each learner and write the number in the “Score” column.

Finally, as we did for the monthly assessment above, rate each learner’s level on the 4-point scale, and write their rating in the “Level” column.

How do we make decisions based on end-of-term assessment scores? Look at the following mark sheet for the whole class, then we will ask some questions:

	Learner's names	PH			VO			CO		WR		Total correct	Level
		1	2	3	4	5	6	7	8	9	10		
1	Mark	✓			✓	✓		✓		✓	✓	6	2
2	Joy			✓	✓							2	4
3	Joseph		✓				✓	✓				3	4
4	Esther	✓			✓						✓	3	4
5	Gabriel		✓		✓	✓		✓	✓	✓		6	2
6	Etc.						✓					1	4
7		✓	✓									2	4
8					✓		✓		✓		✓	4	3
9		✓	✓	✓		✓		✓		✓		6	2
10			✓			✓		✓				3	4
11		✓	✓	✓	✓					✓	✓	6	2
12		✓		✓	✓			✓		✓	✓	6	2
13		✓				✓	✓	✓	✓			5	3
14		✓		✓								2	4
15		✓	✓	✓		✓	✓					5	3
16			✓		✓	✓						3	4
17		✓				✓	✓	✓				4	3
18			✓	✓					✓	✓	✓	5	3
19			✓	✓	✓					✓		4	3
20							✓					1	4
Total correct		10	10	8	9	8	7	8	4	7	6	77	
Total possible		20	20	20	20	20	20	20	20	20	20	200	
Average by task		0.50	0.50	0.40	0.45	0.40	0.35	0.40	0.20	0.35	0.30		
Average by skill		0.47			0.40			0.30		0.33			
Average overall												0.39	3.2

Once you have filled out a mark sheet such as this for an end-of-term assessment, answer the following questions (see the answers at the bottom of this page):

1. What calculations did we make?
2. Which students scored below minimum?
3. What patterns do you see?
4. What next steps should the teacher take to help her learners improve their reading ability?

<p>1. Total correct for each learner, level for each learner, total correct for each task, average score for each task, average score for each skill, overall average score, and overall average level</p> <p>2. Students 2, 3, 4, 6, 7, 10, 14, 16, and 20</p> <p>3. While all scores are low, comprehension and writing were the lowest. Also, nearly half the class is scored below minimum overall.</p> <p>4. Because so many learners scored low, the whole class should be retaught these four skill areas, with a special emphasis on comprehension and writing.</p>

2. Proficiency Standards and PLDs

In addition to the SBA scheme we have discussed above, the MOGE has developed a scheme to assist with the organization of instruction and the interpretation of assessment results. The scheme is the use of standards in assessment – a scheme based on “proficiency standards.”

What are proficiency standards? Proficiency standards are statements that tell us the level at which a child is performing. For example, learners with the highest scores on a test might be considered “outstanding” while students with the lowest scores might be considered “below minimum.”

Recently in Zambia, the MOGE created the following proficiency standards scheme. Does it look familiar? It should – it is the one we used to establish the levels of learner for the monthly and end-of-term assessments above:

Proficiency standards

Outstanding	80-100%
Desirable	60-79%
Minimum	40-59%
Below minimum	0-39%

In this scheme, a performance of 80% or above on a test is considered “outstanding,” while students scoring 0-39% are not performing “at grade level” – that is, if they do not improve their score before the end of the school year, they will not be ready to advance to the next grade. As a general rule, we aim to ensure that all our learners are performing at least at the minimum level.

How can we use proficiency standards in our teaching? As we have seen in the monthly and end-of-term assessments, we can use proficiency standards to understand whether our learners are performing at optimal (i.e., desirable or outstanding) levels. However, if many of our learners are scoring “below minimum” on our assessments, we should try to reinforce their learning during the current school year.

As we have also seen, the terms we use for each of these categories might vary based on how we want to communicate them. For assessment purposes, the terms *outstanding*, *desirable*, *minimum* and *below minimum* have been adopted by the MOGE when reporting assessment results. However, when we are talking with our learners or their parents, we may wish to use the terms *not yet started*, *getting started* (or “*Breaking through*”), *moving along*, and *showing results*. These terms are more encouraging, and remind the learner that it takes time to learn, so it is ok to start at the *not yet started* level, but that an effort will be needed in order to *move along* and *show results*. The Below Minimum can be similar to the Red Level, Minimum to Yellow, Desirable to Green and Outstanding to Blue levels.

While proficiency standards help us understand categories of performance, how are we to know how well a learner is performing in reference to a given skill within a subject area? The answer is PLDs.

What are PLDs? PLDs are Performance Level Descriptors, or descriptions of what a pupil should be able to do in a specific subject at a given level of proficiency. Each PLD level is determined by the performance levels a country has established for its education system, as Zambia has done with outstanding, desirable, minimum, and below minimum.

PLDs are usually organized around specific skills within a given subject area. For example, in Grade 1, for the skill “Blend sounds to read syllables,” the PLDs are as follows:

Below Minimum	Minimum	Desirable	Outstanding
Learner is <i>not able</i> to blend sounds and say syllables.	Learner is able to blend sounds and say 1-syllable words.	Learner is able to blend sounds and say 2-syllable words.	Learner is able to blend sounds and say 3-syllable words.

Figure 13: Sample reading Performance Level Descriptor for Grade 1

How can we use PLDs? As noted in the weekly and end-of-term assessment sections above, we can refer to the PLDs when designing assessment tasks. They are useful in this way because they can give us ideas about what to assess as well as how to rate performance. A document entitled Reading Performance Level Descriptors has been developed with assessment tips to help us think about strategies for assessing our learners in each PLD area. For example, for the PLDs above, the assessment tip is as follows:

Assessment Tip: When shown written syllables, the learner is able to blend sounds to read syllables.

In addition to helping us with assessment ideas, PLDs can also help us organize our teaching by “planning backward.” In other words, if the PLD is the learning outcome we are seeking, what steps do we take to do to arrive at this outcome? For example, using the PLDs above, we might plan a sequence of lessons where learners learn to blend sounds to make 1-syllable words, then 2-syllable words, then 3-syllable words.

In this way, we are preparing all of our learners to become “outstanding” performers. Then, at the end of that sequence of learning, we assess their progress using these PLDs as a reference, either in weekly, monthly, or end-of-term assessments.

For more information on PLDs, see the introduction to the PLD document produced by the MOGE. Refer also to the Teacher Group Meeting (TGM) Enrichment Modules, Section C3.

The Summary Table for the PLDs or the descriptors themselves can be used in the preparation of the lessons, conduct of instruction and the development of the assessment tasks.

Summary of Literacy PLDs for Grade 2

<p>Outstanding</p> <ol style="list-style-type: none"> 1. Read at least 60 words in 1 minute 2. Summarize a story by giving all of the main ideas and no extraneous details 3. Tell the theme of a passage and explain it completely 4. Tell whether a passage is fact or opinion and explain why 5. Write a dictated sentence legibly, with correct use of capital letters, spacing and punctuation 6. Write a compound sentence 7. Write a complex sentence
<p>Desirable</p> <ol style="list-style-type: none"> 1. Read at least 40 words in 1 minute 2. Say the sounds made by most given 2-letter blends 3. Form 2-syllable words 4. Use a given word in a sentence 5. Recall all main events in a story 6. Answer literal and inferential questions from a Grade 2 text 7. Construct a sentence using a subject, a verb and an object 8. Tell whether a passage is fact or opinion 9. Write a short story of 3 sentences, with meaning 10. Write a dictated sentence legibly with errors
<p>Minimum</p> <ol style="list-style-type: none"> 1. Read 25 words in 1 minute 2. Say the blend in some given words 3. Form 1-syllable words 4. Spell simple words of up to 4 letters 5. Answer literal questions from a Grade 2 text 6. Tell the theme of a passage and explain it partially 7. Construct a sentence using a subject and a verb 8. Write one complete sentence with 4 words
<p>Below Minimum</p> <ol style="list-style-type: none"> 1. Tell the theme of a story but cannot explain it or provide details 2. Read less than 25 words in 1 minute 3. Recognize some unblended letters and sounds 4. Write some words and sentences but with errors 5. Form syllables but not words

This table is useful for both assessment and design.

For example, if you need to assess your learners' ability to tell whether a statement is a fact or an opinion, you will need to design lessons about the differences between facts and opinions and give the learners practice identifying each type of statement.

Figure 14: Summary of Literacy PLDs for Grade 2

Example H: How can you use Reading Performance Level Descriptors?

Reading Performance Level Descriptors are useful to teachers both **before**, **during** and **after** instruction. They can help you structure your lessons and assessments.

USE PLDs BEFORE YOU TEACH

...for lesson design

You can use PLDs to help you design your lesson.

- 1) Look at the **skill** – this shows you what you will teach
- 2) Look at the **assessment tip** – this shows you what learners need to be doing
- 3) Look at the **4 levels** - this tells you how to structure your lesson or lessons. You can start off teaching so that learners can accomplish the minimum level and then move on to teaching so that learners can perform at desirable and outstanding levels.



1. Skill: “I want the learners to describe characters, so I will need to build my lesson using a story that has characters and descriptions of the characters.”

v) **Skill:** Describe characters (comprehension)

Assessment Tip: After reading a Grade 4-level story, the learner is able to describe a character in a story, e.g.,

(1) what the character looks like, (2) how they act, (3) how they feel, and (4) why they did what they did in the story.

Below Minimum	Minimum	Desirable	Outstanding
Learner is <i>not</i> able to describe a character.	Identify the main character(s) in the passage	Describe the character – e.g., boy/girl, age, what they look like	Describe the character’s role, feelings, motivations

2. Assessment tip: “After we read the story, I will ask the learners questions about the characters – who they are, what they look like, etc...”

E.g. How old is Peter in the story? Is Peter tall or short?

3. Levels: “I will use the same story for two lessons. In the first lesson, I will ask the learners to identify the main characters and describe what they look like. In the second lesson, I will ask them questions about the character’s feelings.”

E.g. Why is Peter afraid? Why does he avoid the bus?

USE PLDs DURING YOUR LESSON

...for adapting your teaching

You can use PLDs to help you adapt and adjust your teaching even as you give your lesson.

- 1) Look at the **4 levels** – As you are teaching, ask yourself if the learners are responding readily to the questions you ask. If they are struggling, consider asking questions at a lower level first. In this way, you can ensure that learners are confident before moving on.
- 2) Look at the **“Below minimum”** level – when learners respond at the below minimum level, they require remediation. As a teacher you can ask yourself: “What does this learner need in order to reach the minimum level?” You will need to adapt your teaching.

USE PLDs AFTER YOU TEACH

...for designing assessment

You can use PLDs to help you design assessments.

- 1) Look at what the **skill** – this shows you what you need to assess
- 2) Look at the **assessment tip** – this shows you what learners need to be doing during the assessment.
- 3) Look at the **4 levels** - this tells you how to design the questions for the learners. You can start off by asking learners to respond to minimum level questions. Then you can ask learners to respond to desirable level questions. And finally, you can ask learners to respond to outstanding level questions.



1. Skill: “As part of the assessment, I want the learners to describe characters. So I will need to use a new story that has characters and descriptions of the characters.”

v) **Skill:** Describe characters (comprehension)

Assessment Tip: After reading a Grade 4-level story, the learner is able to describe a character in a story, e.g.,

(1) what the character looks like, (2) how they act, (3) how they feel, and (4) why they did what they did in the story.

Below Minimum	Minimum	Desirable	Outstanding
Learner is <i>not able</i> to describe a character.	Identify the main character(s) in the passage	Describe the character – e.g., boy/girl, age, what they look like	Describe the character’s role, feelings, motivations

2. Assessment tip: “As part of the assessment, I will ask the learners questions about the characters - who they are, what they look like, etc...” The learners will have to look for the answers in the text.

E.g. The story I use will need to have details about characters, so that I can ask the full range of questions.

3. Levels: “I will use the levels to help me develop specific questions for the minimum level, the desirable level and the outstanding level.”

Eg. Read the story. 1) Who is the story about? 2) Find two words that describe the grandmother in the text? 3) Why is Grandmother worried?

USE PLDs AFTER YOUR ASSESSMENT

...for attributing marks

You can use PLDs to help you adapt and adjust your teaching even as you give your lesson.

- 1) Look at the **4 levels** – Match the level of learner responses to the PLD level. If a learner can respond to desirable level questions, they have attained a desirable level of performance in this area of reading comprehension.
- 2) Look at how learners are performing overall. If most learners are at a desirable level or above, this tells you that your teaching is effective and your learners are succeeding. When learners are responding at a minimum level or below, you need to find ways to support them.

3. Homework Policy Implementation Guidelines

The final part of our guide concerns homework: what it is, why it is important, and how it should be managed.

What is homework? Homework is any kind of task we assign our learners to be carried out after school has ended. Though homework usually consists of written tasks, it can also consist of activities such as interviewing community members, building a model, or conducting a scientific experiment.

Assessment type	Administration	Scoring	Structure	Purpose	Format	Share results with:
Homework *	Individual	Individual	Informal	Formative	Written, projects, etc.	Learners, parents

Why do we give homework? We give homework for three reasons:

1. **It is required:** The National Education Policy calls for the use of homework as part of the teaching/learning process.
2. **It helps learners learn better:** Much of what we teach our learners in the classroom requires practice or extension exercises in order to fully learn a concept or skill well, yet there is often not enough time in the day for them to practice while at school. It is therefore important to organize additional learning time outside of school in the form of homework.
3. **It helps us assess learner progress** (hence our discussion of homework in this teacher’s guide): When learners present their homework to us, we can see how they are progressing, provide them with feedback, and consider additional teaching strategies to incorporate in our classroom instruction to reinforce their learning.

How should homework be administered? The MOGE has recently produced the following guidelines for the administration of homework. These guidelines are to be followed by teachers in all Zambian primary schools.

Guidelines for the administration of homework

- Homework should be administered daily in each class.
- For lower grades, homework in literacy should be administered every day in addition to another subject.
- A schedule for giving homework in different subjects should be provided with a subject per day in each school.

- The quantity of homework should vary from grade to grade, increasing progressively in terms of time and number of tasks.
- Homework should consist of a variety of activities and not only written tasks.
- Teachers should create a homework log-book where homework tasks are be recorded.
- Teachers should occasionally review homework and provide learners with feedback, either by noting comments in their exercise books or providing verbal feedback.

Additional recommendations for homework can be found in the Guidelines for Conducting Homework brochure produced by the MOGE. These homework administration guidelines are to be applied circulated in all schools.

Tips for the Formative Assessment Homework

A model formative assessment homework could be integrated with the teaching and learning processes as outlined below:

- Teacher writes five to ten words and displays them on the chart on the wall in class. The words should from the current lessons in reading and other areas.
- During the lesson the teacher discusses the words in class by using them in sentences. Learners are invited to use the words in their own sentences.
- Homework (1st day of the Week, Monday): Reading and Writing: Learners are given three words from the list to take home and to construct three sentences using the three words.
- Homework is returned and marked and further assistance to learners is provided.
- At the end of the week the same words can be included in the Weekly Assessment. For example, learners can be asked to use a word in a sentence, to make up a sentence using two of the words, to write a question using one of the words, to spell the word backwards.

The homework described above is formative in that learners are encouraged to read the words from the wall and they are given a homework exercise to do based on some of the words. Finally, the words are included in your weekly assessments.

GUIDANCE NOTES ON HOMEWORK MOGE, REP. OF ZAMBIA

WHAT IS HOMEWORK?

Homework is any task or activity assigned to pupils to be completed after class hours

Homework should be designed to help children continue learning outside the class

Homework is part of:

- The instructional process: It gives the child more time to learn
- The formative assessment process: It gives the teacher and parents information on the child's progress

Homework is a requirement in all Zambian schools according to the Homework Policy of the MOGE.



WHY IS HOMEWORK IMPORTANT?

Homework provides an opportunity:

- **For the teacher** to gauge learners' difficulties and to address them by changing instruction
- **For the learner** to engage in additional practice, to reinforce recently-learned concepts or skills, and to go beyond what was taught in the classroom
- **For the parents** to engage in the pupils' work, to help their child, and to follow his or her progress.

HOW SHOULD HOMEWORK BE DONE?

- Homework should be scheduled across different learning outcomes or areas and subjects.
- Homework should be linked to the learner's lessons

Frequency and quantity of homework

- Homework should be commensurate with the level of student attention span; hence the size and durations for the work differ from grades 1 to 4:
- Kindergarten, Grade 1: 10 minutes per day
- Grade 2: 20 minutes per day
- Grade 3: 30 minutes per day
- Grade 4: 40 minutes per day

Checking of homework

Homework should always be checked, either

- Verbally: Asking individuals or the class specific questions related to their homework
- In writing: Reviewing written homework and giving written feedback by teachers or by peers.

WHAT ARE SOME EXAMPLES OF HOMEWORK?

- Grade 1: Drawing and tracing letters at home
- Grade 2: Writing words that use letters, combinations or blends introduced in class
- Grade 3: Reading stories to family members at home and discussing their meaning
- Grade 4: Writing sentences and short stories

ROLES OF DIFFERENT ACTORS IN DEVELOPING AND USING HOMEWORK

ROLE OF MOGE

- Develop a policy on homework and standardized guidelines for its implementation in all Zambian schools
- Sensitize actors at the district and school level to the homework policy and guidelines

ROLE OF DISTRICT OFFICE

- Sensitize Head Teachers and class teachers on the importance of homework
- Monitor homework in schools
- Ensure that the guidelines for implementing homework are posted



ROLE OF PARENTS

- Check their children's homework
- Sign in the homework book
- Meet with the teacher about their children's progress

ROLE OF TEACHERS

- Teachers should check homework as soon as soon as it is brought back.
- Teachers should have a record of the homework tasks given every week which can be a reference material for monitoring by Head Teachers and Standards Officers, as the teacher the records can help to ensure a balance of homework coverage across learning areas.
- Teacher's homework feedback should be specific and actionable.
- Teachers should check parent's signatures in the learner's homework book.
- Hold regular meetings with parents to discuss learners' work

ROLE OF HEAD TEACHER

- With teachers and parents, develop a school-based homework policy
- Monitor the implementation of the homework policy in his/her school
- Display the school schedule or guidelines for implementing homework
- Ensure teachers and parents understand the importance of homework and their roles in its use

ROLE OF STUDENTS

- Do their homework as instructed by their teacher
- Peer monitoring: Learners exchange books and check their work with teacher's
- Each child can check or mark their own work with teacher's guidance

Conclusion

As we have seen in this guide, there are numerous ways to ensure that our learners are learning as planned. We can use more formative, informal methods such as daily and weekly assessment, and we can use more summative and formal methods such as monthly and end-of-term assessments. The following table summarizes the characteristics of each of the four types of assessments we discussed in the SBA section of this guide:

Characteristics of the 4 types of School-Based Assessment

Assessment type	Administration	Scoring	Structure	Purpose	Format	Share results with:
Daily	Group or individual	Not usually scored	Informal	Formative	Usually oral, sometimes written	Learners
Weekly	Group	Group	Informal	Formative	Oral or written	Learners
Monthly	Individual	Individual	Formal	Summative	Oral or written	Head Teacher, parents
End-of-term	Group	Individual	Formal	Summative	Written	Head Teacher, parents
Homework *	Individual	Individual	Informal	Formative	Written, projects, etc.	Learners, parents

Figure 15: Characteristics of the 4 types of School-Based Assessment

* Homework serves both as an instructional support as well as a formative assessment tool.

In addition to the SBA scheme, we have seen that additional tools exist to help us both enhance instruction and monitor learner progress. These include the use of proficiency levels, PLDs, and homework.

All of these methods serve different purposes. Yet when taken together, they provide a complete package of support that, when used properly, can dramatically increase all learners' chances of success. It is our sincere hope that each Zambian teacher will find ways to integrate these methods into their regular practice, so they can experience the joy of seeing greater numbers of children achieving learning outcomes while being more engaged in learning. For at the end of the day, assessment enhances not only our knowledge of our learners' progress, but the teaching/learning process itself, as we become more engaged in how our learners are learning, and they become more encouraged by their progress as they become competent learners.

The following pages contain “assessment task maps”. The maps are tables that show the type of skills to be assessed during weekly, monthly, and end-of-term assessments in Grades 1 to 4. As noted in this teacher’s guide, daily assessments are informal and hence need not be planned in advance. In contrast, weekly, monthly, and end-of-term assessments must be developed in advance.

These assessment task maps specify which skills and how many skills are to be assessed in each case. Weekly assessments consist of 2 tasks per week, and monthly and end-of term assessments consist of 10 items (or more) per week.

When reading these assessment task maps, note the following abbreviations:

Legend: Skill areas

PA:	Phonemic awareness	VO:	Vocabulary
PH:	Phonics	CO:	Comprehension
FL:	Fluency	WR:	Writing

GRADE 1 Assessment Task Map

	Assessment type	Week	PA	PH	FL	VO	CO	WR	Total
TERM 1	Weekly	1							0
	Weekly	2							0
	Weekly	3	1	1					2
	Weekly	4	1	1					2
	Monthly	5	5	5					10
	Weekly	6	1		1				2
	Weekly	7		1		1			2
	Weekly	8	1				1		2
	Weekly	9		1				1	2
	Monthly	10	4	5	1				10
	Weekly	11		1				1	2
	Weekly	12					1	1	2
	End-of-term	13		3		3	2	2	10
TERM 2	Weekly	1	1		1				2
	Weekly	2		1				1	2
	Weekly	3	1				1		2
	Weekly	4		1		1			2
	Monthly	5	4	5	1				10
	Weekly	6	1		1				2
	Weekly	7		1		1			2
	Weekly	8	1				1		2
	Weekly	9		1				1	2
	Monthly	10	4	5	1				10
	Weekly	11		1		1			2
	Weekly	12					1	1	2
	End-of-term	13		3		3	2	2	10
TERM 3	Weekly	1	1	1					2
	Weekly	2			1	1			2
	Weekly	3					1	1	2
	Weekly	4	1			1			2
	Monthly	5	4	5	1				10
	Weekly	6	1	1					2
	Weekly	7			1	1			2
	Weekly	8					1	1	2
	Weekly	9					1	1	2
	Monthly	10	4	5	1				10
	Weekly	11			1	1			2
	Weekly	12					1	1	2
	End-of-term	13		3		3	2	2	10
Total			36	51	11	17	15	16	146

Figure 16: GRADE 1 Assessment Task Map

GRADE 2 Assessment Task Map

	Assessment type	Week	PA	PH	FL	VO	CO	WR	Total
TERM 1	Weekly	1	1	1					2
	Weekly	2	1		1				2
	Weekly	3	1	1					2
	Weekly	4	1				1		2
	Monthly	5	4	5	1				10
	Weekly	6			1			1	2
	Weekly	7		1		1			2
	Weekly	8	1				1		2
	Weekly	9		1				1	2
	Monthly	10	4	5	1				10
	Weekly	11		1		1			2
	Weekly	12					1	1	2
	End-of-term	13		3		3	2	2	10
TERM 2	Weekly	1		1	1				2
	Weekly	2		1		1			2
	Weekly	3			1		1		2
	Weekly	4		1				1	2
	Monthly	5		3	1	3	3		10
	Weekly	6			1				1
	Weekly	7		1		1			2
	Weekly	8					1		1
	Weekly	9		1				1	2
	Monthly	10		3	1		3	3	10
	Weekly	11		1		1			2
	Weekly	12					1	1	2
	End-of-term	13		3		3	2	2	10
TERM 3	Weekly	1		1			1		2
	Weekly	2			1	1			2
	Weekly	3					1	1	2
	Weekly	4				1		1	2
	Monthly	5		3	1	3	3		10
	Weekly	6		1	1				2
	Weekly	7			1	1			2
	Weekly	8					1	1	2
	Weekly	9					1	1	2
	Monthly	10		3	1		3	3	10
	Weekly	11			1	1			2
	Weekly	12					1	1	2
	End-of-term	13		3		3	2	2	10
Total			13	44	15	24	29	23	148

Figure 17: GRADE 2 Assessment Task Map

GRADE 3 Assessment Task Map

	Assessment type	Week	PA	PH	FL	VO	CO	WR	Total
TERM 1	Weekly	1			1		1		2
	Weekly	2				1		1	2
	Weekly	3			1		1		2
	Weekly	4				1		1	2
	Monthly	5			1	4	3	2	10
	Weekly	6			1		1		2
	Weekly	7				1		1	2
	Weekly	8			1		1		2
	Weekly	9				1		1	2
	Monthly	10			1	4	3	2	10
	Weekly	11				1	1		2
	Weekly	12					1	1	2
	End-of-term	13				4	3	3	10
TERM 2	Weekly	1			1		1		2
	Weekly	2				1		1	2
	Weekly	3			1		1		2
	Weekly	4				1		1	2
	Monthly	5			1	4	3	2	10
	Weekly	6			1		1		2
	Weekly	7				1		1	2
	Weekly	8			1		1		2
	Weekly	9				1		1	2
	Monthly	10			1	4	3	2	10
	Weekly	11				1	1		2
	Weekly	12					1	1	2
	End-of-term	13				4	3	3	10
TERM 3	Weekly	1			1		1		2
	Weekly	2				1		1	2
	Weekly	3			1		1		2
	Weekly	4				1		1	2
	Monthly	5			1	4	3	2	10
	Weekly	6			1		1		2
	Weekly	7				1		1	2
	Weekly	8			1		1		2
	Weekly	9				1		1	2
	Monthly	10			1	4	3	2	10
	Weekly	11				1	1		2
	Weekly	12					1	1	2
	End-of-term	13				4	3	3	10
Total				18	51	45	36	150	

Figure 18: GRADE 3 Assessment Task Map

GRADE 4 Assessment Task Map

	Assessment type	Week	PA	PH	FL	VO	CO	WR	Total
TERM 1	Weekly	1			1		1		2
	Weekly	2				1		1	2
	Weekly	3			1		1		2
	Weekly	4				1		1	2
	Monthly	5			1	4	3	2	10
	Weekly	6			1		1		2
	Weekly	7				1		1	2
	Weekly	8			1		1		2
	Weekly	9				1		1	2
	Monthly	10			1	4	3	2	10
	Weekly	11				1	1		2
	Weekly	12					1	1	2
	End-of-term	13				4	3	3	10
TERM 2	Weekly	1			1		1		2
	Weekly	2				1		1	2
	Weekly	3			1		1		2
	Weekly	4				1		1	2
	Monthly	5			1	4	3	2	10
	Weekly	6			1		1		2
	Weekly	7				1		1	2
	Weekly	8			1		1		2
	Weekly	9				1		1	2
	Monthly	10			1	4	3	2	10
	Weekly	11				1	1		2
	Weekly	12					1	1	2
	End-of-term	13				4	3	3	10
TERM 3	Weekly	1			1		1		2
	Weekly	2				1		1	2
	Weekly	3			1		1		2
	Weekly	4				1		1	2
	Monthly	5			1	4	3	2	10
	Weekly	6			1		1		2
	Weekly	7				1		1	2
	Weekly	8			1		1		2
	Weekly	9				1		1	2
	Monthly	10			1	4	3	2	10
	Weekly	11				1	1		2
	Weekly	12					1	1	2
	End-of-term	13				4	3	3	10
Total			0	0	18	51	45	36	150

Figure 19: GRADE 4 Assessment Task Map

Overview:

- ❑ **Step 1:** Consult Assessment Task Map to find the assessment requirements for the week
- ❑ **Step 2:** Determine which reading skills need to be evaluated
- ❑ **Step 3:** Consult reading Performance Level Descriptors to help find an assessment tip for each skill.
- ❑ **Step 4:** Make or find the materials needed to design the assessment e.g.. Find a story and questions
- ❑ **Step 5:** Make a marking sheet for the assessment
- ❑ **Step 6:** Record results on the marking sheet
- ❑ **Step 7:** Calculate the scores and levels and summarize the results.

Step 1: Consult Assessment Task Map to find the assessment requirements for the week

Find the correct week in the assessment map: see Week 10

		GRADE 4							
	Assessment type	Week	PA	PH	FL	VO	CO	WR	Total
TERM 1	Weekly	1			1		1		2
	Weekly	2				1		1	2
	Weekly	3			1		1		2
	Weekly	4				1		1	2
	Monthly	5			1	4	3	2	10
	Weekly	6			1		1		2
	Weekly	7				1		1	2
	Weekly	8			1		1		2
	Weekly	9				1		1	2
	Monthly	10			1	4	3	2	10

Step 2: Determine which reading skills need to be evaluated

Look at the different types of assessment listed in the top row of the table– which ones are required in Week 10?

In Term 2, Week 10, the monthly assessment should contain 0 Phonemic Awareness (PA) tasks, 0 Phonics (PH) tasks, 1 Fluency task (FL), 4 Vocabulary tasks (VO), 3 Comprehension (CO) tasks, and 2 Writing tasks (WR)

Step 3:

Consult reading Performance Level Descriptors to help find an assessment tip for each skill.

Remember your evaluation should be based on what you have taught in the preceding month.

Find the reading PLDs that will help you figure out what to evaluate.

a. For the 1 fluency task:

- Learners can read a passage.

b. For the 4 vocabulary tasks:

- Learners can spell (2 tasks)
- Learners can try to put 5 words in alphabetical order as suggested by this PLD (2 tasks):

iv) **Skill:** Arrange words in alphabetical order (vocabulary)

Assessment Tip: The learner is able to put a group of 5 words that begin with the same letter in alphabetical order.

Below Minimum	Minimum	Desirable	Outstanding
Learner is <i>not</i> able to put words that begin with the same letter in alphabetical order.	Learner is able to put words that begin with different letters in alphabetical order (e.g., apple, boy, cat)	Learner is able to put words that begin with <i>the same letter</i> in alphabetical order (e.g., about, add, apple)	Learner is able to put words that begin with <i>the same 2 letters</i> in alphabetical order (e.g., man, mat, may)

c. For the 3 Comprehension tasks:

- Learners can be asked literal and inferential questions about a story (2 tasks)
- Learners can be asked to describe a character in the story as is suggested by this PLD:

v) **Skill:** Describe characters (comprehension)

Assessment Tip: After reading a Grade 4-level story, the learner is able to describe a character in a story, e.g.,

(1) what the character looks like, (2) how they act, (3) how they feel, and (4) why they did what they did in the story.

Below Minimum	Minimum	Desirable	Outstanding
Learner is <i>not</i> able to describe a character.	Identify the main character(s) in the passage	Describe the character – e.g., boy/girl, age, what they look like	Describe the character's role, feelings, motivations

d. For the 2 Writing tasks:

- Learners can write sentences based on the story (2 tasks)

Step 4: Make or find the materials needed to design the assessment e.g. Find a story and questions

Design your assessment using a model like this: It should include a story
Monthly Assessment Form, Grade 4, Term 2, Week 10

10 Tasks (FL, VO, CO, WR): Ask the learner to read the story aloud and then answer a series of questions. *(According to the Grade 4 Assessment Task Map we need to ask: 1 Fluency question, 4 Vocabulary questions, 3 Comprehension questions, 2 Writing questions.)*

Chanda and Keith are in Grade 4. Every day they walk home from school together. Every day there is a problem! Last week, Keith picked up a stone and it fell on his foot. He had to stay at home for two days! Yesterday, Chanda dropped his book in a mud puddle. He is usually so careful. Today, they see a clay pot in the middle of the road. It is upside down. Keith says, “Let’s look under the pot!” Chanda says, “No, Keith. Do not lift the pot. There will only be a problem for us!” Chanda sees the pot jiggle. He gasps and quickly moves away. But, Keith is very curious. He lifts up the pot. Amazing! It is a blue tortoise! “Hello, Keith! Hello, Chanda! I am pleased to meet you,” says Tortoise.

- 1 – FL - Read the story aloud (listen for expression)
- 2 – VO - How do you spell the word *morning*? (*m-o-r-n-i-n-g*)
- 3 – VO - How do you spell the word *night*? (*n-i-g-h-t*)
- 4 – VO – Put the following words in alphabetical order – *pot, puddle, problem*. (*pot, problem, puddle*)
- 5 – VO–Put the following words in alphabetical order *move, middle, mud, meet* (*meet, middle, move, mud*)
- 6 – CO – literal question – What do the boys see on the road? (*a clay pot*)
- 7 – CO – inferential question –Why did Keith stay home for two days? (*he injured his foot*)
- 8 – CO – character question –I am going to say something about Chanda, you should tell me if it is true or false and why it is true or false: Chanda is brave. (*False. Chanda moves quickly away from the pot when it jiggles. He is afraid*)
- 9 – WR – What happens after the Tortoise speaks to the boys? Write one sentence that continues the story
- 10 - WR – Imagine a bee was under the pot. Write a sentence to describe what happened.

Step 5: Make a marking sheet for the assessment

Design a marking sheet that has a line for each learner, and a column for each task. You should also add a column for the Total Score and the Level.

Learner's name	1 - FL	2 - VO	3 - VO	4 - VO	5 - VO	6 - CO	7 - CO	8 - CO	9 - WR	10 - WR	Score	Level
William												
Gladys												
Susan												
Peter												
Stanley												
Virginia												
Emily												
Albert												
Steven												
Robert												

Step 6: Record results using a marking sheet for the assessment

As you conduct the assessment, fill in your marking sheet. Here we have indicated corrected answers using a tick ✓. Incorrect answers are indicated by leaving a blank space in the box.

Learner's name	1 - FL	2 - VO	3 - VO	4 - VO	5 - VO	6 - CO	7 - CO	8 - CO	9 - WR	10 - WR	Score	Level
William	✓			✓	✓	✓				✓		
Gladys		✓	✓	✓		✓		✓	✓			
Susan	✓	✓	✓	✓		✓	✓		✓	✓		
Peter	✓	✓	✓		✓	✓		✓				
Stanley		✓	✓	✓		✓				✓		
Virginia		✓	✓	✓	✓	✓	✓	✓	✓	✓		
Emily		✓	✓		✓							
Albert	✓	✓		✓		✓		✓	✓			
Steven	✓					✓						
Robert	✓		✓	✓		✓	✓	✓		✓		

Step 7: Calculate the scores, levels and summarize results.

Calculate the scores by adding the number of correct answers for each learner. Then refer to the proficiency levels to determine the level attained by each child. After, summarize the results.

When the assessment is marked out of:	10
1-Outstanding	8 to 10
2-Desirable	6 to 7
3-Minimum	4 to 5
4-Below Minimum	0 to 3

Learner's name	1 - FL	2 - VO	3 - VO	4 - VO	5 - VO	6- CO	7 - CO	8 - CO	9 - WR	10 - WR	Score	Level
William	✓			✓	✓	✓				✓	5	3
Gladys		✓	✓	✓		✓		✓	✓		6	2
Susan	✓	✓	✓	✓		✓	✓		✓	✓	8	1
Peter	✓	✓	✓		✓	✓		✓			6	2
Stanley		✓	✓	✓		✓				✓	5	3
Virginia		✓	✓	✓	✓	✓	✓	✓	✓	✓	9	1
Emily		✓	✓		✓						3	4
Albert	✓	✓		✓		✓		✓	✓		6	2
Steven	✓					✓					2	4
Robert	✓		✓	✓		✓	✓	✓		✓	7	2

Summary of Results:

- 2 learners got *Outstanding*
- 4 learners got *Desirable*
- 2 learners got *Minimum*
- 2 learners got *Below Minimum*
- Strong point (skills with the most ticks): Learners generally performed well on Vocabulary tasks
- Weakest point (skills with the least ticks): Few learners were able to answer the inferential question in Comprehension. Writing was the weakest skill area.

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READ TO SUCCEED

