

## Research Component

Save the Children and Improving Educational Quality Project Partnership

Pupil Assessment Manual  
Chichewa, English and Mathematics  
Standards 2, 3 and 4

This manual is a product of collaboration between the Improving Educational Quality (IEQ) Project, Save the Children and the Malawi Institute of Education. It was adapted from materials developed by the Center for Research on Improving Quality of Primary Education in Ghana (CRIQPEG) as part of the IEQ Project in Ghana. Both Save the Children and IEQ are supported by the United States Agency for International Development in this effort.

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# PUPIL PERFORMANCE ASSESSMENT Administration Manual

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## Preparing to Test

Before leaving the office: Be sure you have an administration manual for each level, sufficient assessment forms for recording data, a stapler with extra staples, extra pencils, clipboards, timers, and sufficient Standard 2, 3 and 4 English, Chichewa textbooks (note that standard 3 and 4 assessment uses material from standard 2-4 English and Chichewa texts). The number of extra texts you will need depends on how many team members are testing individual pupils at any one time. If two team members are assessing standard 3 students at one time, you will require two copies of each textbook from each level. Also, if you are uncertain about the availability of a desk or table that can be used for testing, you may wish to take along some materials that can be used to construct a writing surface. A list of materials needed is provided on the next page.

**Headteacher:** Explain to the teacher that you are investigating how children learn reading, writing and mathematics. Children learn at different rates and you are trying to determine the range of skill levels in standard 2, 3 and 4 classrooms. To do this you will be working with children individually. You will be assessing Chichewa, English, and Mathematics skills. Ask if there is more than standard 2 class held during the morning session at this school. If there is, you will need to randomly select the teacher to be included in the study.

**Teacher selection:** write the name of each standard 2 teacher on a slip of paper. Shuffle them behind your back and hold them out for a colleague to pick one without looking. This is the randomly selected teacher whose class you will study. Place the teacher's name on the Data Coding List next to the number 200. If more than one standard 3 teacher teaches at the school in the morning, repeat the process for standard 3., placing the selected teacher's name beside the 300 on the data coding list. Repeat the process for standard 4. Ask the headteacher to indicate the selected classroom.

**Teacher:** Explain to the teacher that you are investigating how children learn reading, writing and mathematics. Children learn at different rates and you are trying to determine the range of skill levels in standard 2, 3 and 4 classrooms. To do this you will be working with children individually. You will be assessing Chichewa, English, and Mathematics skills. Ask the teacher to tell the pupils that their help is needed to help researchers and teachers learn more about how children learn. Ask the teachers to reassure the children about the testing.

**Pupil sample selection:** Obtain from the selected standard 2 teacher a list of the names of children in the class. Without looking at the names, point to a starting place for counting and select every tenth child, (the name you point to is not in the sample). Cycle through the list until you have the names of 10 girls and 10 boys in standard 2. If you come to the end of the list before you have a full sample, continue counting off at the top of the list. If you have already obtained a list of 10 boys and come to another boy's name as you count ten on the list, skip him and proceed until you have selected 10 pupils of each sex. Copy the names of these pupils on the QUEST Pupil Tracking Form for the standard you are working with. Follow this same process in the standard 3 and 4 classrooms selected, but select only 5 boys and 5 girls.

Only 16 pupils in standard 2 to be tested and 8 in each of the other standards. However, since the testing will continue over several days, over-select names to allow for absences. **DO NOT ANNOUNCE THE NAMES OR LET THE LIST BE SEEN BY ANYONE, INCLUDING THE TEACHERS** as we do not wish to inadvertently cause absence in any way.

As you test each pupil, enter his/her name on the appropriate line of the Chichewa Pupil Performance Summary Sheet as well as all other data record sheets: English Pupil Performance Summary Sheet, Concepts About Print Data Record Sheet, Letters/Sounds Data Record Sheet (Parts I and II), and Most Used Words Data Record Sheet (Parts I and II). Be sure that child #1 on the Chichewa and English Pupil Performance Summary Sheet is also child #1 on each of the data record forms; child #2 on the Chichewa and English Pupil Performance Summary Sheet is always child #2 on each of the data record forms, and so on. Listing the children on all forms in the same order is critical. Also, be very careful to use the same, full name on each form.

**Testing Location:** Identify a quiet location that has enough light and few distractions. Set up the situation so that the child is facing away from visual distractions.

**Child:** Escort the child out of the classroom. Thank the child for helping you. Take a few minutes to establish rapport with the child to help the child feel more comfortable.

## List of Materials for Each School

- \_\_\_\_\_ 3 Administration Manuals
  
- \_\_\_\_\_ 3 Chichewa Pupil Performance Summary Sheets
- \_\_\_\_\_ 3 English Pupil Performance Summary Sheets
- \_\_\_\_\_ 3 Concepts About Print Data Record Sheets
- \_\_\_\_\_ 3 Letters/Sounds Data Record Sheets-Part I
- \_\_\_\_\_ 3 Letters/Sounds Data Record Sheets-Part II
- \_\_\_\_\_ 3 Letters Lists for use with Letters/Sounds Task
- \_\_\_\_\_ 6 Most Used Words Data Record Sheets for Each Standard (Parts I and II)
- \_\_\_\_\_ 3 Most Used Words List for English Standard 2
- \_\_\_\_\_ 3 Most Used Words List for Chichewa Standard 2
- \_\_\_\_\_ 3 Most Used Words List for English Standard 3
- \_\_\_\_\_ 3 Most Used Words List for Chichewa Standard 3
- \_\_\_\_\_ 3 Most Used Words List for English Standard 4
- \_\_\_\_\_ 3 Most Used Words List for Chichewa Standard 4
- \_\_\_\_\_ 32 copies of Standard 2 English Reading Passage Individual Reading Record Sheet
- \_\_\_\_\_ 32 copies of Standard 2 Chichewa Reading Passage Individual Reading Record Sheet
- \_\_\_\_\_ 16 copies of Standard 3 English Reading Passage Individual Reading Record Sheet
- \_\_\_\_\_ 16 copies of Standard 3 Chichewa Reading Passage Individual Reading Record Sheet
- \_\_\_\_\_ 8 copies of Standard 4 English Reading Passage Individual Reading Record Sheet
- \_\_\_\_\_ 8 copies of Standard 4 Chichewa Reading Passage Individual Reading Record Sheet
- \_\_\_\_\_ 3 copies of standard 2 English Pupil's Book
- \_\_\_\_\_ 3 copies of standard 2 Chichewa Pupil's Book
- \_\_\_\_\_ 2 copies of standard 3 English Pupil's Book
- \_\_\_\_\_ 2 copies of standard 3 Chichewa Pupil's Book
- \_\_\_\_\_ 1 copy of standard 4 English Pupil's Book
- \_\_\_\_\_ 1 copy of standard 4 Chichewa Pupil's Book
- \_\_\_\_\_ 3 Mathematics Assessment Tool Booklet
- \_\_\_\_\_ 3 math kits: (21 bottle tops, and coins: 1t (5), 2t (5), 5t (8), 10t (7), 20t (3), 50t (2))
- \_\_\_\_\_ 32 Mathematics Data Record Sheet
  
- \_\_\_\_\_ lined paper (at least one sheet per pupil)
- \_\_\_\_\_ extra pencils
- \_\_\_\_\_ timers
- \_\_\_\_\_ clipboards
- \_\_\_\_\_ staples
- \_\_\_\_\_ stapler
- \_\_\_\_\_ Straight edge for helping the child to focus on one line (e.g., this could be a rectangular piece of plain cardboard or heavy paper)

# Pupil Assessment Chichewa

## Writing-Chichewa

### Materials Needed:

- pencil
- lined paper
- clipboard
- administration directions
- timer
- Chichewa Pupil Performance Summary Sheet

### Directions for Administering:

Provide the child with a piece of lined paper. Give the child a clipboard to write on. Say to the child:

I want to see how many Chichewa words you can write. **Can you write your name?**

If the child doesn't understand the request, it may be repeated in the mother tongue. [start the timer as soon as the child begins writing]

**NO**=>If the child responds "no," ask the child if he/she knows any single letters or two letter words:

Do you know how to write ana, ndi, ya, ku, amai? Write any words you know.

**NO**=>If the child still says "no," print the first letter in the child's name on the paper and tell the child to copy the letter:

Look at this letter. Please copy this letter.

If the child is able to do this, print all of the child's name and ask the child to copy all of the letters:

Look at this word. Please copy this word.

If the child can copy his/her name, provide another simple word to copy (e.g., "ku") and ask the child to tell you what it says. If the child responds correctly, repeat the request for the child to write (independently) other words. [If the child is able to write words after the copying exercise, assume that the child didn't understand the original request and count the number of words correctly written.]

**YES**=>If the child says "yes," then say:

Write your name for me.

When the child finishes say:

Good. Now think of all the words you know how to write and write them all down for me.

When the child stops writing, or when he/she needs prompting, suggest words that she/he might know how to write:

Do you know how to write ku or ana? Do you know how to write amai?

Use words that the child would have encountered in the text and *prompt* with questions such as the following:

Can you write any children's names?  
Can you write the names of people in your family?  
Can you write things you do?  
Can you write the names of any animals?  
Can you write things to eat?  
Can you write...

Continue for ten minutes or until the child's writing vocabulary is exhausted. If after several prompts the child is clearly unable to write any more words, there is no need to wait until the ten minutes expires.

When the child is finished, say:

Now please read the words you have written to me.

Use this process to be sure you can read what the child has written. If you are unsure of a spelling, ask the child to tell you what has been written.

## Directions for Scoring Writing

Each word completed accurately is marked as correct. If the child accidentally writes a word that is correct but reads it as another word or does not know what it is, that word is scored as an error. Groups of words such as look, looks, looked, looking, hat, hats, etc. are allowed as separate words. Repeated words are only counted once. Misspelled words are not counted. Words with reversals (letters written backwards are counted if the child reads the word correctly). Words that run together on the page are scored as correct if the child is able to read them correctly. The child's score for this task is the total number of correctly written and read words (including the child's name). **English words that are used in Chichewa (words not replaced with a Chichewa translation) such as "computer" or proper names (Mike) SHOULD be counted.**

## Directions for Recording the child's scores

Three writing skills are scored. Scores are recorded on the Chichewa Pupil Performance Summary Sheet. Find the child's name and identifying information on this form.

If the child is able to write words, count up the number of correctly written words and write this number in the Writing Words column. Be sure to count the child's name.

If the child can correctly write his/her name, put a "1" in the Write Name column, and put a "1" in the Copy Letters column.

If the child is unable to write his/her name (without help), but can copy at least one legible letter, put a "0" in the Writing Words column, a "0" in the Write Name column, and a "1" in the Copy Letters column.

If the child is unable to write his/her name or to copy any letters legibly, put a "0" in all three writing columns.

## Pre-Reading: Concepts About Print

(adapted from: Clay, Marie M. (1985). The early detection of reading difficulties (3rd ed.) (pp. 28-29). Portsmouth, NH: Heinemann Publishers.

### Materials Needed:

- Standard 2 Chichewa textbook
- Concepts About Print Data Record Sheet
- Chichewa Pupil Performance Summary Sheet
- pencil

### Directions for Administering:

Say:

We are going to read a story. I want you to help me.

Pass the book to the child holding the book vertically by outside edge with the opening towards you, spine towards the child.

ITEM 1: Say:

Show me the front of the book.

Score: 1 point for the correct response.

ITEM 2: Turn to p. 20 Say:

I will read this story about Tipewe Matenda. You help me. Show me where to start reading. Where do I begin to read?

Score: 1 point for pointing to words, 0 for point to picture. **If the child points to the first word (Pamudzi) there is no need to ask ITEM 3, score it correct as well.**

ITEM 3: Say:

Show me where to start.

Score: 1 point for pointing to the top left (Pamudzi..)

ITEM 4: Say:

Which way do I go?

Score: 1 point for pointing or saying left to right

ITEM 5: Say:

Where do I go after that?

Score: 1 point for return sweep to left.

**(Score items 3-5 as correct if all movements are demonstrated in one response.)**

ITEM 6: Say:

Point to it while I read. (Read the entire passage **slowly**, but fluently. Pause in your reading where natural a few times to make sure the child is following.)

Score: 1 point for exact matching of most of the words.

ITEM 7: Say:

Show me the first part of the story.  
Show me the last part of the story.

Score: 1 point if BOTH are correct in any sense, i.e., applied to the whole text or a line, a word or a letter in that area of the text.

ITEM 8: Say:

Where do I look to find out what page I am on?  
Turn to page 3.

Score: 1 point if BOTH are correct, i.e., the child points to the page number or says 20 or 21 and the child is able to turn to page 3.

ITEM 9: Be sure the book is opened to page 4. Say:

How do I know what Unit I am on? What Unit is this?  
Turn to the next Unit. Turn to Unit 4.

Score 1 point if BOTH the child is able to point to the word Unit or the child says "3" and the child is able to turn to Unit 4.

ITEM 10: Looking with the child at any page in the book. Say:

Show me one letter and tell me its name.  
Show me one word and tell me what word it is.

Score 1 point if the child is able to identify and name BOTH a letter and a word.

### **Directions for Scoring**

Each of the 10 items is scored 1 point if the child responds correctly and 0 if the child does not respond correctly.

### **Directions for Recording the child's scores**

Find the child's name and identifying information on the Concepts About Print Data Record Sheet. Record either a 1 or 0 for each of the 10 items as the items are administered. Count up the total number of points (0-10) and record this number on the Chichewa Pupil Performance Summary Sheet.

## Pre-Reading: Letters/Sounds

### Materials Needed:

- letter list (not in alphabetical order) list of lower case and upper case (capital) letters
- Letters/Sounds Data Record Sheet-Part I (lower case letters)
- Letters/Sounds Data Record Sheet-Part II (upper case letters)
- pencil
- Chichewa Pupil Performance Summary Sheet

### Directions for Administering

Provide the child with the list of letters and say to the child:

What do you call these? Can you find some that you know? Pointing to each letter ask: What is this one?

If the child does not respond, use one or more of these questions:

Do you know its name? What sound does it make? Do you know a word that starts like that?

If the child hesitates, begin by pointing to the first letter in the child's name. Then move on to other letters.

### Directions for Scoring

Score the letter as correct if ANY of the following is provided by the child:

- an alphabet name in Chichewa or English
- a sound that is acceptable for that letter in Chichewa or English (NOTE: vowels such as “e” can be pronounced “a” or “e”)
- a response which says "It begins like..." giving a word for which the letter is the initial letter.

Score 1 point for each letter that the child is able to identify by any of these strategies. [Letter identification is very sensitive to instructional procedures. Some letters may be identified by the sound they make while other letters may be identified by their alphabetic name. The aim is to assess a child's ability to distinguish letters one from another on any basis that works.]

### Directions for Recording the child's scores

Find the child's name and identifying information on Parts I and II of the Letters/Sounds Data Record Sheets. Record a 1 by correctly identified letters. Mark a 0 by incorrectly or unidentified letters/sounds. For each child, count up the number of points (0-52) and record this number on the Chichewa Pupil Performance Summary Sheet.

## Reading: Most Used Words-Chichewa

### Materials Needed:

- Most Used Words List
- Most Used Word List Data Record Sheets (Part I-Reading and Part II-Aided Reading)
- Chichewa Pupil Performance Summary Sheet
- pencil (for examiner)

### Part I: Reading

#### Directions for Administering:

Provide the pupil with a copy of the "Most used words" list. Say:

Now I would like you to read some words for me. They are words from your text book. Point to and say each of these words.

If the child hesitates, ask the child,

Are there any words on the list that you know? Tell me the words you know. Say the words you know.

The directions may be given in the mother tongue if necessary. Repeat the request to encourage the child to continue.

#### Directions for Scoring

A child receives credit for reading the words regardless of the order in which the words are read. A word is counted as correctly read if the pupil reads the word incorrectly at first but then self corrects.

#### Directions for Recording the Child's Scores

Find the child's name and identifying information on the Most Used Words Data Record Sheet: Part I-Reading. Record a 1 next to each of the words that the child reads correctly; record a 0 next to misread or unknown words. Count the total number of words that the pupil is able to read correctly and record this number on the Most Used Words Data Record Sheet: Part I-Reading. Then calculate the percent correct ( $\text{number correct}/20$ ) and record this number on the Chichewa Pupil Performance Summary Sheet.

## Part II: Aided Reading-Most Used Words--Chichewa

### Directions for Administering

Once you have identified the words that a child can read and the words that the child cannot read or that they read incorrectly, say:

Now I am going to read some words aloud. I want you to find the word on the list and point to it.

The directions may be given in the mother tongue if necessary. To make sure the child understands what you want, begin with a word on the list that the child was able to read. Randomly move around on the list asking each of the words.

### Directions for Scoring

A child receives credit for words that are located correctly. A word is counted as correctly located if the pupil points to the correct word or points to an incorrect word and then independently self corrects.

### Directions for Recording the child's scores

Find the child's name and identifying information on the Most Used Words Data Record Sheet-Part II. Then record a 1 next to each of the words that the child locates correctly; record a 0 next to unknown or incorrectly identified words. Count the total number of words that the pupil is able to locate correctly and record this number on the Most Used Words Data Record Sheet: Part II-Aided Reading. Then calculate the percent correct (number correct/20) and record this number on the Chichewa Pupil Performance Summary Sheet.

## Chichewa Reading Passages

### Materials Needed:

- Chichewa Textbooks for Pupils for Standards 2-4 (Note: for standard 4 pupils you will need books 2-4, for standard 3 pupils you will need books 2-3, for standard 2 pupils you will only need the standard 2 book)
- Individual Reading Record Sheet for each passage
- Pencil (for the examiner)
- Timer
- Clipboard
- Straight edge for helping the child to focus on one line (e.g., this could be a rectangular piece of plain cardboard or heavy paper)
- Chichewa Pupil Performance Summary Sheet

### Directions for Administering

1. Open the textbook to the selected passage. Hand the opened textbook to the pupil. (If desired, you may provide the pupil with a straight edge and demonstrate how it could be used. Using the straight edge is optional.)
2. Place the Individual Reading Record Sheet in front of you but shielded so the pupil cannot see what you record. A clipboard is useful for this purpose.
3. Say these specific directions to the pupil for each passage:

When I say 'begin,' start reading aloud at the top of this page. Read across the page

(DEMONSTRATE BY POINTING TO THE PLACE WHERE YOU WANT THE PUPIL TO BEGIN).

Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Do you understand what I want you to do?

4. If you are uncertain as to whether the pupil understands what is expected, the directions may be repeated in the mother tongue.
5. Say 'begin' and start your timer when the pupil says the first word. If the pupil fails to say the first word of the passage after about 3 seconds, tell them the word and mark it as incorrect, then start your timer. (IF THE CHILD STOPS READING BEFORE THE END OF THE PASSAGE, TELL THE CHILD TO KEEP READING). Show the child where you mean if necessary.
6. Follow along on your copy. Put a slash (/) through words read incorrectly (see scoring procedures).
7. At the end of 1 minute, place a bracket (]) after the last word. Allow the pupil to finish the passage. Continue marking which words are read incorrectly

When the child has finished the last sentence on the numbered copy, say,  
Please stop. Thank you.

8. If at the end of one minute a pupil has read less than 4 words correctly and the child is struggling, stop the child, place a straight edge under the first line and say,

Now I want you to look at the rest of this line. Can you read something from this line? Do you see any words you know? Look and say the words you know.

After the child responds, move the straight edge to the next line and repeat this prompt. Continue for each line in the story. If, however, the child is still unable to read any words, stop moving line by line and ask if he/she can read any more words on the page.

On the Individual Reading Record Sheet circle the words that the child is able to read (the child must point to the word and say what it is). If the child knows a word that is repeated in the line, ask if the child sees that word anywhere else. Stop here, there is no need to ask the child to word by word tell you he/she cannot read the passage.

9. Comprehension questions: Before going to next passage, say to the child:

Now I am going to ask you some questions about what you read. You may look back in the story for the answers.

Ask each of the comprehension questions. Write the child's response on the Individual Reading Record Sheet. If the child has been unable to read, score 0 for comprehension and process to the next passage/activity.

Standard 2: REPEAT THESE DIRECTIONS FOR THE SECOND PASSAGE.

In standard 2, once the passages have been pilot tested, put both passages and the comprehension questions on the same pupil recording sheet--use the back if necessary. The child will have two words correct scores, two percent correct scores, two number words in the first minute scores and two comprehension scores.

Standard 3: REPEAT THESE DIRECTIONS FOR THE PASSAGE FOR STANDARD 3.

Standard 4: REPEAT THESE DIRECTIONS FOR THE PASSAGE FOR STANDARD 4.

## Directions for Scoring

This task is scored by counting the number of correctly read words. Below are rules for determining if a word has been read correctly. [These rules are adapted from Tilly, W. D., & Carlson, S. (1992).

Administration and scoring. In M. R. Shinn, N. Knutson, and W.D. Tilly (Eds.). Curriculum Based Assessment: Training Modules (3rd ed.) (pp. 8-12). Eugene, OR: University of Oregon.]

**Rule 1:** Correctly read words are pronounced correctly. A word must be read correctly given the context of the sentence.

Example: The word "read" must be pronounced "reed" when presented in the context of: "He will read the book."

Not as "He will red the book."

Example: The word "lead" must be pronounced "led" when presented in the context of: "She picked up the lead pipe." Not as "She picked up a leed pipe."

**Rule 2:** Self-corrected words are counted as correct. Words misread initially but corrected within 3 seconds are counted as correctly read.

Example: "The river was cold." read as: The river was could...(2 seconds)...cold. [4 correctly read words]

**Rule 3:** Repeated words are counted as correct. Words said over again correctly are ignored.

Example: "Ama ran swiftly" read as "Ama ran...Ama ran swiftly." [3 correctly read words]

**Rule 4:** Dialect. Variations in pronunciation that are explainable by local language norms are not errors.

**Rule 5:** Inserted words are ignored. When a pupil adds extra words, they are not counted as correct words nor as reading errors.

Example: "Yaw was happy." read as "Yaw was very happy." [3 words correctly read]

**Rule 6:** Mispronounced or substituted words are counted as incorrect.

Example: "Yaw wanted a new hat." read as "Yaw want a new hat." [4 correctly read words]

**Rule 7:** Omitted words are counted as errors.

Example: "Kofi climbed the tall tree." read as "Kofi climbed the tree." [4 correctly read words]

**Rule 8:** Hesitations: When a pupil hesitates or fails to correctly pronounce a word within 3 seconds, the pupil is told the word and an error is scored.

Example: "Dede saw an elephant." read as "Dede saw an ...(3 seconds)" or "Dede saw an ell-ee...(3 seconds)" At this point the examiner says, "elephant" [3 correctly read words]

**Rule 9:** Reversals: When a pupil transposes two or more words, those words not read in the correct order are errors.

Example: "Mensa ran quickly." read as "Mensa quickly ran." [1 correctly read word]

**Rule 10:** Numbers written as numerals are counted as words and must be read correctly within the context of the passage.

Example: "Mensa had 13 balls." read as "Mensa had thirteen balls." [4 correctly read words]; not as "Mensa had one three balls." [3 correctly read words]

**Rule 11:** Abbreviations are counted as words, and must be read correctly within the context of the sentence.

Example: "Mr. Poku went to the farm." should be read as "Mister Poku went to the farm." [6 words]

### **Directions for Recording the child's scores**

Record the child's name and identifying information on the Individual Reading Record Sheet (the numbered copy of the reading passage). Count up the total number of words read or attempted within one minute [use the numbers at the end of each line as a guide]. Record these numbers in the box that has been provided on the Individual Reading Record Sheet. Record the number of words read correctly in one minute on the Chichewa Pupil Performance Summary Sheet.

Then count the number of words read correctly for the whole passage. Then calculate the percentage correct for the entire passage (percentage correct = words read correctly/total number of words in the passage). [Even if the child didn't finish the passage (i.e., if the passage was too hard and the child read fewer than 4 words correctly in one minute) the total number of words for the whole passage is used as the basis for calculating percent correct.] Record this number in the Individual Reading Record Sheet box and on the Chichewa Pupil Performance Summary Sheet.

REPEAT THESE DIRECTIONS FOR ALL PASSAGES

### **Storing the Data**

Once you have completed testing one child and have recorded all of the scores on the Chichewa Pupil Performance Summary Sheet, staple together the paper used for the writing tasks and the Individual Reading Record Sheet for the reading passage. Make sure that the pupil's name is clearly written on both pages. Organize the papers by class and store the materials in a secure location.

# Pupil Assessment-English

## Writing-English

### Materials Needed:

- pencil
- lined paper—if possible, use the back side of the Chichewa writing words paper
- writing surface
- administration directions
- timer
- English Pupil Performance Summary Sheet

### Directions for Administering

Provide the child with a piece of lined paper and clipboard. It is best if you use the back of the page that was used for the Chichewa writing exercise.

Say to the child:

I want to see how many English words you can write. Please write any English words you know.

If the child was not able to write his/her name in the Chichewa writing exercise, suggest they write their name and/or any English words they know. Encourage them to try. There is no need to repeat the “copy letters” exercise but you do want to be sure that the pupil has understood what you are asking them to do.

If the child doesn't understand the request, it may be repeated in the mother tongue. [start the timer as soon as the child begins writing]

If the child attempts to copy their name or words from the back of the page (from the Chichewa exercise), tell them not to do it.

Next say:

Do you know how to write book? is? to? I? a? Write any English words you know.

When the child stops writing, or when he/she needs prompting, suggest words that she/he might know how to write:

Do you know how to write I or a? Do you know how to write is or to?

Use words that the child would have encountered in the text and prompt with questions such as the following:

Can you write any children's names?  
Can you write the names of people in your family?  
Can you write things you do?  
Can you write the names of any animals?  
Can you write things to eat?  
Can you write...

Continue for ten minutes or until the child's English writing vocabulary is exhausted. If after several prompts the child is clearly unable to write any more words, there is no need to wait until the ten minutes expires.

When the child is finished, say:

Now please read the words you have written to me.

Use this process to be sure you can read what the child has written. If you are unsure of a spelling, ask the child to tell you what has been written.

### **Directions for Scoring Writing**

Each word completed and read accurately is marked as correct. If the child accidentally writes a word that is correct but reads it as another word or does not know what it is, that word is scored as an error. Groups of words such as look, looks, looked, looking, hat, hats, etc. are allowed as separate words. Repeated words are only counted once. Misspelled words are not counted. Words with reversals (letters written backwards are counted if the child reads the word correctly). Words that run together on the page are scored as correct if the child is able to read them correctly. The child's score for this task is the total number of correctly written and read words (including the child's name). **Chichewa words that are used in English (words not replaced with an English translation) such as nsima or proper names (Lilongwe, Mphatso) SHOULD be counted.**

### **Directions for Recording the child's English writing score:**

The child's score for English writing is the total number of correctly written English words --including the child's name. Scores are recorded on the English Pupil Performance Summary Sheet. Find the child's name and identifying information on this form.

## Reading: Most Used Words -English

### Materials Needed:

- Most Used Words List
- Most Used Word List Data Record Sheets (Part I-Reading and Part II-Aided Reading)
- English Pupil Performance Summary Sheet
- pencil (for examiner)

### Part I: Reading

#### Directions for Administering

Provide the pupil with a copy of the "Most used words" list for their level.

Say:

Now I would like you to read some words for me. They are words from your text book. Point to and say each of these words.

If the child hesitates, ask the child,

Are there any words on the list that you know? Tell me the words you know. Say the words you know.

The directions may be given in the mother tongue if necessary. Repeat the request to encourage the child to continue.

#### Directions for Scoring

A child receives credit for reading the words regardless of the order in which the words are read. A word is counted as correctly read if the pupil reads the word incorrectly at first but then self corrects.

#### Directions for Recording the child's scores

Find the child's name and identifying information on the Most Used Words Data Record Sheet: Part I-Reading. Record a 1 next to each of the words that the child reads correctly; record a 0 next to misread or unknown words. Count the total number of words that the pupil is able to read correctly and record this number on the Most Used Words Data Record Sheet: Part I-Reading. Then calculate the percent correct (number correct/20) and record this number on the English Pupil Performance Summary Sheet.

## Part II: Aided Reading-Most Used Words--English

### Directions for Administering

Once you have identified the words that a child can read and the words that the child cannot read or read incorrectly, say:

Now I am going to read some words aloud. I want you to find the word on the list and point to it.

To make sure the child understands what you want, begin with a word on the list that the child was able to read. Randomly move around on the list asking each of the words.

### Directions for Scoring

A child receives credit for words that are located correctly. A word is counted as correctly located if the pupil points to the correct word or points to an incorrect word and then independently self corrects.

### Directions for Recording the child's scores

Find the child's name and identifying information on the Most Used Words Data Record Sheet-Part II. Then record a 1 next to each of the words that the child locates correctly; record a 0 next to unknown or incorrectly identified words. Count the total number of words that the pupil is able to locate correctly and record this number on the Most Used Words Data Record Sheet: Part II-Aided Reading. Then calculate the percent correct (number correct/20) and record this number on the English Pupil Performance Summary Sheet.

## English Reading Passage

### Materials Needed:

- English Textbooks for Pupils for Standards 2-4 (Note: for standard 4 pupils you will need books 2-4, for standard 3 pupils you will need books 2-3, for standard 2 pupils you will only need the standard 2 book)
- Individual Reading Record Sheet (Numbered copy of the passage; 1 copy per pupil; used by the examiner for recording the known and unknown words)
- Pencil or pen (for the examiner)
- Timer
- Clipboard
- Straight edge for helping the child to focus on one line (e.g., this could be a rectangular piece of plain cardboard or heavy paper)
- English Pupil Performance Summary Sheet

### Directions for Administering

1. Open the textbook to the selected passage. Hand the opened textbook to the pupil. Provide the pupil with the straight edge and demonstrate how it could be used. Using the straight edge is optional.
2. Place the Individual Reading Record Sheet in front of you but shielded so the pupil cannot see what you record. A clipboard is useful for this purpose.
3. Say these specific directions to the pupil for each passage:

When I say 'begin,' start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING TO THE PLACE WHERE YOU WANT THE PUPIL TO BEGIN). Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Do you understand what I want you to do?

Often the passage begins with the title. When you demonstrate where to begin, point to the title and then indicate that the child is to continue.

4. If you are uncertain as to whether the pupil understands what is expected, the directions may be repeated in the mother tongue.
5. Say 'begin' and start your timer when the pupil says the first word. If the pupil fails to say the first word of the passage after about 3 seconds, tell them the word and mark it as incorrect, then start your stopwatch. (IF THE CHILD STOPS READING BEFORE THE END OF THE PASSAGE, TELL THE CHILD TO KEEP READING--Show the child where you mean if necessary.)
6. Follow along on your copy. Put a slash (/) through words read incorrectly (see scoring procedures).
7. At the end of 1 minute, place a bracket (]) after the last word. Allow the pupil to finish the passage.

When the child has finished the last sentence on the numbered copy, say,

Thank you.

8. If at the end of one minute a pupil has read less than 4 words correctly and the child is struggling, stop the child, place a straight edge under the first line and say,

Now I want you to look at the rest of this line. Can you read something from this line? Do you see any words you know? Look and say the words you know.

After the child responds, move the straight edge to the next line and repeat this prompt. Continue for each line in the story. If, however, the child is still unable to read any words, stop moving line by line and ask if he/she can read any more words on the page.

On the Individual Reading Record Sheet circle the words that the child is able to read (the child must point to the word and say what it is). If the child knows a word that is repeated in the line, ask if the child sees that word anywhere else. Stop here, there is no need to ask the child to word by word tell you he/she cannot read the passage.

9. Comprehension questions: Before going to next passage, say to the child:

Now I am going to ask you some questions about what you read. You may look back in the story for the answers.

Ask each of the comprehension questions. Write the child's response on the Individual Reading Record Sheet.

REPEAT STEPS 1-9 OF THESE DIRECTIONS FOR THE SECOND PASSAGE (FOR PUPILS IN STANDARD 3, CONTINUE TO THE PASSAGES FOR STANDARD 3; FOR PUPILS IN STANDARD 4, CONTINUE WITH PASSAGES FROM BOTH STANDARD 3 AND STANDARD 4.)

## Directions for Scoring

This task is scored by counting the number of correctly read words. Below are rules for determining if a word has been read correctly. [These rules are adapted from Tilly, W. D., & Carlson, S. (1992).

Administration and scoring. In M. R. Shinn, N. Knutson, and W.D. Tilly (Eds.). Curriculum Based Assessment: Training Modules (3rd ed.) (pp. 8-12). Eugene, OR: University of Oregon.]

**Rule 1:** Correctly read words are pronounced correctly. A word must be read correctly given the context of the sentence.

Example: The word "read" must be pronounced "reed" when presented in the context of: "He will read the book."

Not as "He will red the book."

Example: The word "lead" must be pronounced "led" when presented in the context of: "She picked up the lead pipe." Not as "She picked up a leed pipe."

**Rule 2:** Self-corrected words are counted as correct. Words misread initially but corrected within 3 seconds are counted as correctly read.

Example: "The river was cold." read as: The river was could...(2 seconds)...cold. [4 correctly read words]

**Rule 3:** Repeated words are counted as correct. Words said over again correctly are ignored.

Example: "Ama ran swiftly" read as "Ama ran...Ama ran swiftly." [3 correctly read words]

**Rule 4:** Dialect. Variations in pronunciation that are explainable by local language norms are not errors.

**Rule 5:** Inserted words are ignored. When a pupil adds extra words, they are not counted as correct words nor as reading errors.

Example: "Yaw was happy." read as "Yaw was very happy." [3 words correctly read]

**Rule 6:** Mispronounced or substituted words are counted as incorrect.

Example: "Yaw wanted a new hat." read as "Yaw want a new hat." [4 correctly read words]

**Rule 7:** Omitted words are counted as errors.

Example: "Kofi climbed the tall tree." read as "Kofi climbed the tree." [4 correctly read words]

**Rule 8:** Hesitations: When a pupil hesitates or fails to correctly pronounce a word within 3 seconds, the pupil is told the word and an error is scored.

Example: "Dede saw an elephant." read as "Dede saw an ...(3 seconds)" or "Dede saw an ell-ee...(3 seconds)" At this point the examiner says, "elephant" [3 correctly read words]

**Rule 9:** Reversals: When a pupil transposes two or more words, those words not read in the correct order are errors.

Example: "Mensa ran quickly." read as "Mensa quickly ran." [1 correctly read word]

**Rule 10:** Numbers written as numerals are counted as words and must be read correctly within the context of the passage.

Example: "Mensa had 13 balls." read as "Mensa had thirteen balls." [4 correctly read words]; not as "Mensa had one three balls." [3 correctly read words]

**Rule 11:** Abbreviations are counted as words, and must be read correctly within the context of the sentence.

Example: "Mr. Poku went to the farm." should be read as "Mister Poku went to the farm." [6 words]

## **Directions for Recording the child's score**

Record the child's name and identifying information on the Individual Reading Record Sheet (the numbered copy of the reading passage). Count up the total number of words read or attempted within one minute [use the numbers at the end of each line as a guide]. Record these numbers in the box that has been provided on the Individual Reading Record Sheet. Record the number of words read correctly in one minute on the English Pupil Performance Summary Sheet.

Count the number of words read correctly for the whole passage. Then calculate the percentage correct for the entire passage (percentage correct = words read correctly/total number of words in the passage). [Even if the child didn't finish the passage (i.e., if the passage was too hard and the child read fewer than 4 words correctly in one minute) the total number of words for the whole passage is used as the basis for calculating percent correct.] Record this number in the Individual Reading Record Sheet box and on the English Pupil Performance Summary Sheet.

Also, record the number of comprehension questions that are answered correctly on the English Pupil Performance Summary Sheet

## **Storing the Data**

Once you have completed testing one child and have recorded all of the scores on the English Pupil Performance Summary Sheet, staple together the paper used for the writing tasks and the Individual Reading Record Sheet for the reading passages. Make sure that the pupil's name is clearly written on both pages. Organize the papers by class and store the materials in a secure location.

# Pupil Assessment Mathematics

## Materials needed

- 2 pencils: one for the assessor, one for the child
- 2 clipboards: one for the assessor, one for the child
- administration directions
- 18 bottle tops
- Number and picture cards set
- 2t (1), 10t (5), 20t (2), 50t (1) and K1 (3) coins
- Mathematics Data Record Sheet
- Math Problems Sheet

## Directions for Administering

Ask the child each of the following questions. For all math problems, children should be given the Math Problems Sheet to work out problems *if they choose to do so*. This is not required. Also, leave the bottle tops on the flat surface and tell children that they may use them at any time. During administration, follow along on your Math Data Record Sheet marking responses. All items are scored 1 if the pupil gives the answer indicated in ( ), and 0 if he/she does not. If the pupil does not attempt the problem or the problem is skipped (see rules below), mark an “X” in the corresponding box on the Math Data Record Sheet.

## Rules for pace and flow of administration.

The overall goal is to assess each pupil’s level of skill mastery without causing the pupil undue discomfort or fatigue while participating. Therefore, follow these 4 rules.

1. All pupils are given all Beginning Math items (Section 1: items 1-12).
2. To administer Section 2 to 7 of the test (numeration, addition, subtraction, multiplication and division, money and measurement problems) most efficiently, follow this rule: **IF THE PUPIL GETS 3 ITEMS WRONG IN A ROW, SKIP TO THE NEXT SECTION OF THE TEST.** Thus, if he/she gets addition items 23, 24 and 25 wrong, do not proceed to Item 26. It is more difficult. Mark items 26 through 34 with an “X” to indicate that the pupil did not attempt them. Move to Item 35, the first item in subtraction, next section of the test. If the pupil gets 23 and 24 wrong, but 25 right, proceed to item 26 and begin counting items missed again from 1.
3. If a pupil has 4 or fewer of the 12 beginning math items correct, skip Sections 3, 4 and 5 (addition, subtraction, and multiplication and division). Go directly to Sections 6 and 7: Money and Measurement to conclude the test. Mark items 21-63 with an “X”, indicating he/she was not familiar enough with numbers to attempt operations or word problems.
4. If the pupil struggles for more than 1 minute on any item -- either in silence or working on paper -- stop him/her. Assure them that they are making good progress and move on to the next item. If this occurs three times in a row, proceed to the next section of the test.

## SECTION 1: BEGINNING MATH

Tell the child that you are going to ask him/her a range of questions. Some are easy and some will be difficult for a pupil his/her standard. Ask the child to do his/her very best in answering as many as possible.

Place 4 bottle tops on the ground or any flat surface you are using. Say to the child:

*ITEM 1.* Here are some bottle tops, can you count them for me? (4)

Place 10 bottle tops on the flat surface. Say to the child:

*ITEM 2.* Can you count these bottle tops for me? (10)

Place 18 bottle tops on the flat surface. Say to the child:

*ITEM 3.* Can you count these bottle tops for me? (18)

Show the child a sheet with numbers 5, 8, 4, 11, 19, 17, 59, and 91. Say to the child:

*ITEM 4.* Show me the number 8. (8)

*ITEM 5.* Show me the number 19. (19)

Point to the 4 and say to the child:

*ITEM 6.* What number is this? (4)

Point to the 11 and say to the child:

*ITEM 7.* What number is this? (eleven)

If the child simply names the digits, in this case one and one, prompt him/her with: "Yes, those are the names of each of the digits, but what number is it when the 2 digits form one number?" To receive credit the child must answer using the full number: "eleven".

Hand the child a clipboard with the blank side of the Math Problems Sheet as well as a pencil. Say to the child:

I am going to ask you to write some numbers for me. Write it right here.

Point to a space on the paper.

*ITEM 8.* Can you write a five? (in figures, not words) (5)

*ITEM 9.* Can you write sixteen? (in figures, not words) (16)

Show a card with numbers arranged as follows: 10 11 \_\_\_ 13 \_\_\_

*ITEM 10.* Can you name the missing numbers? (12 AND 14)

Place cards with the numbers 5-8 in disarray on the flat surface. Say to the child:

*ITEM 11.* Can you arrange the numbers from lowest to highest? (5, 6, 7 AND 8)

*ITEM 12.* Count from 7 to 13. (7, 8, 9, 10, 11, 12, AND 13)

## SECTION 2: NUMERATION

ITEM 13. Count from 29 to 34. (29, 30, 31, 32, 33 AND 34)

Show the child a card with the number 365 on it. Say to the child,

ITEM 14. What number is this? (three hundred, sixty-five)

If the child simply names the three numbers, say to the child: Yes, those are the names of each of the digits, but what number is it when the 3 digits form one number?

Show a card with numbers arranged as follows: 30 29 \_\_\_ \_\_\_

ITEM 15. Can you name the missing numbers? (28 AND 27)

ITEM 16. Write the number: nine hundred and eighty two. (982)

Show the child a card with the number 2,379 on it. Say to the child,

ITEM 17. What number is this? (two thousand, three hundred seventy-nine)

If the child simply names the four numbers, say to the child: Yes, those are the names of each of the digits, but what number is it when the 3 digits form one number?

ITEM 18. Write the number: four thousand, three hundred and forty two. (4,342)

Show the child a card with the number 23.4 on it. Say to the child,

ITEM 19. What number is this? (twenty-three point four)

ITEM 20. Count in hundreds from 1000 to 2000  
(1000, 1100, 1200, 1300, 140, 1500, 1600, 1700, 1800, 1900, 2000)

## SECTION 3: ADDITION

Place two groups of objects at a time on the flat surface. For item 21, place one group of 3 bottle tops and another group of 5 bottle tops. Say to the child:

ITEM 21. How many bottle tops are these altogether? (8)

Regroup the bottle tops into groups of 12 and 6.

ITEM 22. How many bottle tops are these altogether? (18)

Orally, ask the child to do the following sums in her head:

ITEM 23. Add 3 and 6. (9)

ITEM 24. Add 5 and 15. (20)

Turn over the child's Math Problems Sheet. Fold it in half so that addition and subtraction items are at the top. Place it securely on the clipboard. Direct the child's attention to the first problem in the Addition Section. Ask the him/her to work out the items one by one. **He/she may write on the paper if he/she wishes. It is not required.** Record his/her answers on the Math Data Record Sheet as you proceed through the items.

ITEM 25. Add these two numbers: 
$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$
 (8)

ITEM 26. Add these two numbers:  $\begin{array}{r} 2 \\ + 4 \end{array}$  (6)

Place cards with these problems on them so that the child can see them one at a time. Say:

ITEM 27. Grace has 4 younger brothers and 1 older brother. How many brothers does she have altogether? (5)

Place a card with the following problem written on it so that the child can see it. Say:

ITEM 28. Ali has 12 pieces of chalk. He finds 5 more pieces. How many does he have altogether? (17)

Return to the Math Problem Sheet and ask the child's to solve the following one at a time:

ITEM 29. Add these two numbers:  $\begin{array}{r} 22 \\ + 23 \end{array}$  (45)

ITEM 30. Add these two numbers:  $\begin{array}{r} 25 \\ + 12 \end{array}$  (37)

ITEM 31. Add these two numbers:  $\begin{array}{r} 27 \\ + 67 \end{array}$  (94)

ITEM 32. Add these two numbers:  $\begin{array}{r} 28 \\ + 56 \end{array}$  (84)

ITEM 33. Add these two numbers:  $\begin{array}{r} 137 \\ + 50 \end{array}$  (187)

Place a card with the following problem written on it so that the child can see it. Say:

ITEM 34. Lester has 66 pieces of chalk. He gathers 28 from the teachers in his school. How many pieces of chalk does he have altogether? (98)

## SECTION 4: SUBTRACTION

Place one group of 9 bottle tops on the flat surface.

ITEM 35. Take away 6 bottle tops. How many are left? (3)

Do not take away the items or cover the pictures for the pupil. In each subtraction problem with objects, the pupil may take away or cover the items and give the answer.

Place one group of 14 bottle tops on the flat surface.

ITEM 36. Take away five. How many are left? (9)

Orally, ask the child to do the following in her head:

ITEM 37. 8 subtract 2 (6)

ITEM 38. 18 subtract 7. (11)

Direct the child's attention to the first problem in the Subtraction Section of the Math Problems Sheet. Ask the child to work out the items one by one. **He/she may write on the paper if he/she wishes, but it is not required.** Record his/her answers on the Math Data Record Sheet as you proceed through the items.

ITEM 39. Subtract these two numbers: 
$$\begin{array}{r} 7 \\ -5 \\ \hline \end{array}$$
 (2)

ITEM 40. Subtract these two numbers: 
$$\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$$
 (4)

Place a card with the following problem written on it so that the child can see it. Say:

ITEM 41. Joseph had 6 mangoes. He ate 3 of them. How many mangoes did he have left? (3)

Place a card with the following problem written on it so that the child can see it. Say:

ITEM 42. Patuma made 17 baskets. She sold 4 of them. How many baskets did she have left? (13)

ITEM 43. Subtract these two numbers: 
$$\begin{array}{r} 18 \\ -15 \\ \hline \end{array}$$
 (3)

ITEM 44. Subtract these two numbers: 
$$\begin{array}{r} 24 \\ -11 \\ \hline \end{array}$$
 (13)

ITEM 45. Subtract these two numbers: 
$$\begin{array}{r} 34 \\ -8 \\ \hline \end{array}$$
 (26)

ITEM 46. Subtract these two numbers: 
$$\begin{array}{r} 36 \\ -19 \\ \hline \end{array}$$
 (17)

Place a card with the following problem written on it so that the child can see it. Say:

ITEM 47. Alifa had 127 eggs. She sold 39 eggs. How many did she have left? (88)

## SECTION 5: MULTIPLICATION AND DIVISION

Place 4 bottle tops on the flat surface. Say to the child:

*ITEM 48.* You have 4 bottle tops. So does your teacher. How many bottle tops do you have together?  
(8)

Place 3 bottle tops on the flat surface. Say to the child:

*ITEM 49.* You have 3 bottle tops. So do your two friends. How many bottle tops do you have together?  
(9)

Place 4 bottle tops on the flat surface. Say to the child:

*ITEM 50.* Give these bottle tops to 2 children. Each gets the same number. How many does each child get?  
(2)

Place 10 bottle tops on the flat surface. Say to the child:

*ITEM 51.* Give these bottle tops to 5 children. Each gets the same number. How many does each child get?  
(2)

Direct the child's attention to the first problem in the Multiplication and Division Section of the Math Problems Sheet. Ask the child to work out the items one by one. **He/she may write on the paper if he/she wishes, but it is not required.** Record his/her answers on the Math Data Record Sheet as you proceed through the items.

*ITEM 52.* Multiply these two numbers: 
$$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$$
 (12)

*ITEM 53.* Multiply these two numbers: 
$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$
 (12)

*ITEM 54.* Divide these two numbers:

$$\begin{array}{r} 3 \overline{)6} \\ \hline \end{array}$$
 (2)

*ITEM 55.* Divide these two numbers:

$$\begin{array}{r} 1 \overline{)8} \\ \hline \end{array}$$
 (8)

*ITEM 56.* Multiply these two numbers: 
$$\begin{array}{r} 34 \\ \times 2 \\ \hline \end{array}$$
 (68)

*ITEM 57.* Multiply these two numbers: 
$$\begin{array}{r} 23 \\ \times 3 \\ \hline \end{array}$$
 (69)

ITEM 58. Divide these two numbers:

$$\begin{array}{r} 3 \overline{)36} \end{array}$$

(12)

ITEM 59. Divide these two numbers:

$$\begin{array}{r} 8 \overline{)48} \end{array}$$

(6)

ITEM 60. Multiply these two numbers:  $\begin{array}{r} 123 \\ \times 2 \\ \hline \end{array}$

(246)

ITEM 61. Divide these two numbers:

$$\begin{array}{r} 6 \overline{)480} \end{array}$$

(6)

Place a card with the following problem written on it so that the child can see it. Say:

ITEM 62. Alice has 4 boxes, Each box contains 12 eggs. How many eggs does she have? (5)

Place a card with the following problem written on it so that the child can see it. Say:

ITEM 63. A school in Mangochi has 456 pupils in standards 1, 2 and 3. If there is the same number of pupils in each standard, how many pupils are there in each standard? (132)

## SECTION 6: MONEY

Show the child a K1 coin. Say to the child:

*ITEM 64.* What is this? (1 kwacha)

If the child says, "money", ask: "How much money?"

Place 3 K1 coins on the flat surface.

*ITEM 65.* How much money is this? (3 kwacha)

Show the child a 2t coin. Say:

*ITEM 66.* What is this? (2 tambala)

If the child says, "money", ask: "How much money?"

Show the child a 10t coin. Point to the 2t coin and say:

*ITEM 67.* How many 2t coins are in 10t? (5)

Place two 20t coins on the flat surface. Say to the child:

*ITEM 68.* How much money is this? (40t)

Place three 10t and one 50t coin on the flat surface in separate groups. Say to the child:

*ITEM 69.* Which is more money? (1 x 50t)

Place two 20t and five 10t coins on the flat surface in separate groups. Say to the child:

*ITEM 70.* Which is more money? (5 x 10t)

Ask the child the following with reference to the coins:

*ITEM 71.* I want to buy a mango for 20t and a basket for 60t. How much will I pay? (80t)

*ITEM 72.* I want to buy a mango for 12t and sweets for 25t. How much will I pay? (37t)

*ITEM 73.* I want to buy a pencil for 7t and a notebook for 8t. I have a 20t coin. How much will I get back? (5t)

*ITEM 74.* I want to buy a sweet for 6t and a banana for 3t. I have a 10t coin. How much will I get back? (1t)

*ITEM 75.* Mrs. Ziwa wanted to buy 4 boxes. Each box cost 32 kwacha. What is the total cost of the 4 boxes? (K128)

*ITEM 76.* Maria wants to buy 3 pens at 20t per pen and 1 pad of paper for 80t. How much will she spend altogether? (140t)

## SECTION 7: MEASUREMENT/SIZE

Place two sticks of different lengths in front of the child. Say:

*ITEM 77.* Which stick is shortest?

(points to shortest)

Place a card with the following problem written on it so that the child can see it. Say:

*ITEM 78.* Mother has 8 liters of milk. She uses 3 liters of milk to cook soup for a celebration. How much milk does she have left? (5)

Place a card with the following problem written on it so that the child can see it. Say:

*ITEM 79.* Mary travels 6 kilometers to school each morning and 6 kilometers back to her village each afternoon. How many kilometers does she travel altogether each day? (12)

*ITEM 80.* Andrew's uncle lives 18 kilometers away from Andrew. How many kilometers would Andrew travel each time he visits his uncle? (36)

### Directions for Scoring

For every item, the score is 1 if correct and 0 if incorrect. This is true even if there are several numbers asked for in the response (as in, can you count from 7 to 13? Must be answered with all the numbers 7, 8, 9, 10, 11, 12 AND 13). If the child does not attempt an item because his/her skill level has led you to stop questioning within a section, mark the item with an X.

### Directions for Recording the child's scores

Mark 1 for correct and 0 for incorrect on the Mathematics Data Record Sheet as you administer the test. Total the number of 1's at the end of the assessment.