



TEACHER LANGUAGE AND LITERACY ASSESSMENT (TLLA) INSTRUMENTS

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TLLA FOCAL AREAS AND SUBTASK RECOMMENDATIONS

The format of the TLLA will be a mix of direct assessment of abilities and performance tasks structured to replicate authentic instructional activities. It is anticipated that this balance treats teachers as professionals and will increase their support for the assessment.

RECOMMENDED SUBTASKS

Below is a description of the formats for assessing the proposed subtasks for language skills, grammar, and vocabulary.

Oral Reading: The oral reading component of the TLLA will have four parts. These subtasks will be the same subtasks found on the EGRA for students. First will be a letter sound identification task. Teachers will be presented with a list of letters and, where applicable, diagraphs, in the target language orthography, and be asked to pronounce the sound that each letter represents. For the pilot of the TLLA, this will be done in English and Luganda, a local LOI in Uganda. Next, teachers will be given a decoding task using invented words that adhere to the orthography and phonology of the target language. Third, teachers will read aloud a short narrative of about 60 words and be assessed for accuracy, rate, and prosody. They will be asked to read the story aloud as if they were reading it to a class of children to model fluent and expressive reading. Just like when children take an EGRA, for these first three subtasks, the teacher's accuracy and rate for letter sounds, invented words and oral passage reading will be calculated. Following the oral reading, teachers will be asked five comprehension questions as the fourth subtask. The four explicit and one inferential question will evaluate the teacher's reading comprehension, as is done with children. The proposed format is a mix of timed and untimed tasks and is expected to take about seven minutes to administer, which aligns with the amount of time for children to complete these four EGRA subtasks.

Silent Reading Comprehension: For this component, the teacher will read a short passage to themselves and will be asked to correct student responses to multiple choice and short answer questions about the passage. The questions will have been answered by a hypothetical student, and the teacher will identify if the student's answers are correct. If the answers are not correct, the teacher will supply the correct answer. The silent passage will be an informational text about 150-200 words long, with complexity similar to grade 4-6 textbooks. The items will include low level comprehension (i.e., text-based) items from the passage, as well as higher order items such as main idea and inferential questions. The proposed format is timed and is expected to take five minutes to administer.

Speaking: The speaking component of the TLLA will ask teachers to describe a picture. The picture will be a black and white scene that contains at least 25 items that could be mentioned. Teachers will be scored on the breadth of the items they identify, and their responses patterns will be recorded. Specifically, this subtask will assess grammatical/syntactical forms and vocabulary. To ensure consistency, assessors will tick responses from a comprehensive list of items that could be mentioned in describing the picture. To assess syntax, assessors will be provided with a description, specifics and example utterances for five types of response patterns. The proposed format is timed and is expected to take two minutes to administer.

Listening: The listening component of the TLLA will prompt teachers to repeat sentences supplied by the assessor. The sentences will begin with the simplest structure for that language (e.g., We fish.) and

increase in complexity. The proposed format will have 15 items and represent common linguistic structures of varying lengths. It is expected to take two minutes to administer.

Grammar: In addition to the contextual assessments described in the above components, teacher knowledge of grammar will also be assessed in a separate part of the TLLA. As grammar is an essential component of language proficiency, teachers should know the linguistic rules underlying the language of teaching and learning in order to explicitly model and teach these rules. The grammar assessment will consist of error corrections in two parts. The first component will include a structure and written expression, and teachers will be prompted to choose the correct grammatical phrase. The sentences will be read to the teacher to avoid conflating reading ability with grammar ability. The second part will ask teachers to choose the underlined words that contain an error from a provided set of words. The proposed format is untimed and is expected to take five minutes to administer.

Vocabulary: The TLLA will assess teacher vocabulary through a performance measure. Teachers will be given “Tier 2” vocabulary words and asked to orally provide a student-friendly definition for each word. A Tier 2 vocabulary word is the type of word that is used across domains and is more descriptive than a word classified as a Tier 1. Tier 1 words are used in everyday language (such as the word “sad”), while Tier 2 words are more sophisticated and generally learned through books and in adult-child interactions (such as the word “astonished”). Teachers should be directly teaching Tier 2 words, even in cases of second-language learners who need to learn Tier 1 words. In this component, a teacher’s ability to provide a student friendly definition will indicate whether they know the word. The proposed format is timed and is expected to take five minutes to administer.

Writing: Lastly, the writing component of the TLLA will consist of two parts. The first part will ask teachers to score and correct a sample piece of grade 4 student writing. Teachers will correct the student sample and supply edits for items that the teacher identifies as incorrect. The student writing sample will have errors in grammar, punctuation, capitalization, and spelling. The second part of writing will require teachers to produce a written response to a provided prompt. It will be scored on structure (i.e., paragraph) writing conventions (e.g., capitalization, punctuation) verb tenses, sentence length, spelling, vocabulary and overall meaning. The format is a mix of timed and untimed and is expected to take eight minutes to administer.

SUBTASK PROTOCOLS AND SAMPLE ITEMS

The format of each of the TLLA subtasks is presented below. While the TLLA is designed to be adaptable into any alphabetic language, the sample items are given in English here. Because we will be piloting the assessment in Uganda in English and Luganda, the sample items for the first four subtasks, which are the same as the student EGRA subtasks, are taken directly from the English EGRA administered by Uganda SHRP in 2017.

Adapting the assessment into a language other than English requires much more than just translation. The adaptation process requires input from linguistic experts in the target language and takes into consideration the unique phonological, lexical, and grammatical structures of the target language. The adaptation process for the TLLA will follow the same principles as the adaptation process for the EGRA, which is explained in detail in the *EGRA Toolkit 2.0*.¹ Some guidelines for adaptation are included here after each task.

A. TLLA Oral Reading Tasks

I. Letter Sound Identification Task

Timed task: 60 seconds for 100 items

Instructions to the Assessor:

Show the teacher the sheet of letters in the teacher stimuli booklet as you read the instructions below.

Learning the letters of the alphabet is one of the first steps that our learners take in learning to read. When we teach a new letter, we teach the sound that it represents.

Here is a page of letters of the English alphabet. Let's say you are presenting each of these letters to your learners for the first time. Please tell me the *sound* that you would teach your learners that each letter represents in English. Not the name of the letter, but the *sound* that it makes. [If the items include digraphs, say:] Some of the boxes contain two letters that combine to make just one sound.

Let's start with some examples. [Point to the letter *u*.] In English, the sound of this letter is /u/. If I were teaching my learners this letter for the first time, I would tell them that it makes the sound /u/ in English.

Try this one: [Point to the letter *f*.] What is the sound of this letter in English?

[If the teacher says /f/:] That's right. [If the teacher does not say /f/, say:] OK. Then say: In English, the sound of this letter is /f/. If we were teaching our learners the letter *f* for the first time, we would teach that it makes the sound /f/ in English.

Let's try one more: [Point to the letter *L*.] What is the sound of this letter in English?

¹ RTI International. (2016). *Early Grade Reading Assessment (EGRA) toolkit* (2nd ed.) Washington, DC: USAID. Retrieved from https://pdf.usaid.gov/pdf_docs/pa00m4tn.pdf

[If the teacher says //:] **That's right.** [If the teacher does not say //, say:] **OK.** Then say: **In English, the sound of this letter is //.** **If we were teaching our learners the letter L for the first time, we would teach that it makes the sound // in English.**

When I say “Begin,” start here [point to first letter] and go across the page [point]. Point to each letter (or letter combination) and tell me the *sound* of that letter in English. Read as quickly and carefully as you can. If you come to a letter that you do not know how to pronounce, just skip it and go on to the next letter.

Are you ready? Begin.

Start the timer when the teacher reads the first letter. Follow along with your pencil and clearly mark any incorrect letter sounds with a slash (/). Count self-corrections as correct. If you already marked the self-corrected letter as incorrect, circle it (\emptyset) and continue. [On the tablet: Follow along on your screen and mark any incorrect letters by touching that letter on the screen—it will turn blue. Mark self-corrections as correct by touching the letter again—it will return to gray.]

Stay quiet, except if the teacher hesitates for 3 seconds. Point to the next letter and say, “Please go on.” Mark the skipped letter as incorrect.

If the teacher provides the letter name rather than the sound, or if the teacher adds other explanation as if she were teaching, (e.g., “Learners, this is sound /m/”), say, “Please just say the *sound* of the letter in English.”

If a teacher provides the less common sound (e.g., in English short vowel a, e, i, o, u, soft c), say, “Please say the other common sound this letter makes.”

Early stop rule: If the teacher does not provide a single correct response for the first 10 items, say “Thank you, that’s all,” discontinue this subtask, check the box at the bottom of the task, and continue to the next task. [On the tablet: If the teacher does not provide a single correct response for the first 10 items, the screen will flash red and the timer will stop. Then press “Next.”]

If the timer runs out before the last item is read, say “Thank you, that’s all.” If the teacher is almost finished, you may let them finish; you do not have to interrupt them. Either way, mark with a bracket (\square) the final letter read when the timer ran out; do not count any letters that they read after the end of the timer. [On the tablet: If the timer runs out before the last item is read, the screen will flash red and the timer will stop. Mark the final letter read by touching it so that a red bracket appears. Then press “Next.”]

If the teacher reaches the last item before the screen flashes red, stop the timer as soon as the teacher reads the last letter. Note the number of seconds remaining and record it at the bottom of the task. [On the tablet: Touch the last letter so the red bracket appears. Then press “Next.”]

When finished, say: **Thank you! Let's go to the next section.**

Sample Task Stimulus²:

Example: u f L										
h	i	A	L	h	S	X	A	L	c	(10)
N	r	c	d	i	T	r	y	s	P	(20)
D	T	s	N	R	O	J	e	H	i	(30)
a	e	L	u	V	g	E	U	t	Z	(40)
e	t	o	E	l	t	S	n	w	e	(50)
W	F	A	n	o	E	G	T	N	R	(60)
M	h	T	b	E	i	n	H	m	T	(70)
O	e	L	D	Y	d	a	f	E	a	(80)
i	U	p	i	N	t	O	Q	h	R	(90)
e	o	C	A	O	e	S	a	K	S	(100)

Time remaining on stopwatch at completion (number of SECONDS): _____

Exercise discontinued because the teacher had no correct answers in the first line.

Exercise skipped because teacher refused.

- Development/Adaptation Guidelines:**
1. Do an inventory of all the letter-sound correspondences in the standard orthography.
 2. Do a corpus analysis of the relative frequencies of the different letter-sound correspondences.
 3. Include at a minimum the default letter representation of all consonant and vowel sounds in the language, up to 50.
 4. If the orthography includes commonly used digraphs/trigraphs with consistent letter-sound correspondences (e.g. th, ch), include them.
 5. If the orthography uses diacritics to distinguish between letter sounds, include them.
 6. If the language has fewer than 50 letter-sound correspondences, repeat items according to their relative frequency in the language.

²For this example, the items are taken directly from the 2017 English EGRA administered by the Uganda SHRP program.

7. Randomize the items. After randomizing, check that the neighboring letters do not form a word in that language, and if they do, re-scramble.
8. Ensure that the first line is not composed exclusively of rare items.
9. As much as possible, avoid contentious orthographic disputes.
10. If one letter commonly represents two sounds, accept either sound as correct.
11. Accept dialectal pronunciation differences.

2. Nonsense Word Decoding Task

Timed task: 60 seconds for 50 items

Instructions to the Assessor:

Show the teacher the sheet of nonsense words in the teacher stimuli booklet as you read the instructions below.

Decoding new words by sounding them out is an important skill that we teach our learners when teaching them to read.

Let's say you are teaching your learners to read some new words they have never seen before, using their knowledge of the letter sounds. For this exercise, we will use some nonsense words that are spelled like real words in English. Please tell me the correct way to read each of these words in English according to the way the words are spelled.

Let's start with some examples. [Point to the word *ud*. **This is not a real word in English, but if it were, we would expect a learner to read this word as /ud/.**

Try this one: [Point to the word *bif*.] **This is not a real word in English, but if it were, how would you expect a learner to read this word?**

[If the teacher says /bif/:] **That's right.** [If the teacher does not say /bif/:] **OK.** Then say: **In English we would read this word as /bif/.**

Let's try one more: [Point to the word *mep*.] **This is not a real word in English, but if it were, how would you expect a learner to read this word?**

[If the teacher says /mep/:] **That's right.** [If the teacher does not say /mep/:] **OK.** Then say: **In English we would read this word as /mep/.**

When I say "Begin," start here [point to first letter] and go across the page [point]. Point to each word and tell me the correct way that you would expect the learners to read that word in English. Remember that these are not real words in English, but they are spelled like real words, so we can still read them as if they were. Read as quickly and carefully as you can. If you come to a word that you do not know how to pronounce, just skip it and go on to the next word.

Are you ready? Begin.

Start the timer when the teacher reads the first word. Follow along with your pencil and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. If you already marked the self-corrected word as incorrect, circle it (ø) and continue. [On the tablet: Follow along on your screen and mark any incorrect words by touching that word on the screen—it will turn blue. Mark self-corrections as correct by touching the word again—it will return to gray.]

Stay quiet, except if the teacher hesitates for 3 seconds. Point to the next word and say, “Please go on.” Mark the skipped word as incorrect.

Early stop rule: If the teacher does not provide a single correct response for the first five items, say “Thank you, that’s all,” discontinue this subtask, check the box at the bottom of the task, and continue to the next task. [On the tablet: If the teacher does not provide a single correct response for the first five items, the screen will flash red and the timer will stop. Then press “Next.”]

If the timer runs out before the last item is read, say “Thank you, that’s all.” If the teacher is in the final five items, you may let them finish; you do not have to interrupt them. Either way, mark with a bracket (]) the final word read when the timer ran out; do not count any words that they read after the end of the timer. [On the tablet: If the timer runs out before the last item is read, the screen will flash red and the timer will stop. Mark the final word read by touching it so that a red bracket appears. Then press “Next.”]

If the teacher reaches the last item before the screen flashes red, stop the timer as soon as the teacher reads the last word. Note the number of seconds remaining and record it at the bottom of the task. [On the tablet: Touch the last word so the red bracket appears. Then press “Next.”]

When finished, say: **Thank you! Let’s go to the next section.**

Sample Task Stimulus³:

Example:	ud				bif				mep			
lus	paf	sim	zon	maz	lus	paf	sim	zon	maz	(10)		
ver	lut	ral	fid	gax	ver	lut	ral	fid	gax	(20)		
rop	teb	fut	et	sal	rop	teb	fut	et	sal	(30)		
sen	tib	lef	huz	leb	sen	tib	lef	huz	leb	(40)		
bif	wix	fim	riz	ret	bif	wix	fim	riz	ret	(50)		

Time remaining on stopwatch at completion (number of SECONDS): _____

Exercise discontinued because the teacher had no correct answers in the first line.

²For this example, the items are taken directly from the 2017 English EGRA administered by the Uganda SHRP program.

Exercise skipped because teacher refused.

Development/Adaptation Guidelines:

1. Do a corpus analysis to determine the permissible and prohibited letter combinations and syllable structures and the average word length in grade-appropriate texts. Ensure that the invented items conform to the phonological and orthographic constraints of real words and are representative of different structures that dominate grade 1 through grade 4 text.
2. Include at a minimum the default or most common letter representation of all consonant and vowel sounds in the language, up to 50.
3. Vary the word length in terms of letters and syllables.
4. Avoid any forms that are real words in another predominant language spoken in the region. We don't want the teacher to see the form and read it as it is pronounced in another language instead of reading it as it would be pronounced in the target language.
5. Randomize the items.
6. Ensure that the first line is not composed exclusively of rare items.
7. As much as possible, avoid contentious orthographic disputes.
8. Accept dialectal pronunciations differences.

3. Oral Reading Fluency

Timed task: 60 seconds for approximately 60 words

Instructions to the Assessor:

Show the teacher the oral reading fluency passage in the teacher stimuli booklet as you read the instructions below.

We often read stories aloud to our learners. In addition to building their language and reading skills, reading aloud to them lets us model what fluent and expressive reading sounds like.

Let's say you are going to read the following story to your learners. First, take a moment to skim the story. Then read it aloud to me as if you were reading it to your learners to model what fluent and expressive reading. If there are any words you don't know, just skip them and continue to the next word. After you read, we will do two comprehension activities.

Are you ready? Begin.

Start the timer when the teacher reads the first word aloud. Follow along with your pencil and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. If you already marked the self-corrected word as incorrect, circle it (ø) and continue. [On the tablet: Follow along on your screen and mark any incorrect words by touching that word on the screen—it will turn blue. Mark self-corrections as correct by touching the word again—it will return to gray.]

Stay quiet, except if the teacher hesitates for 3 seconds. Point to the next word and say, "Please go on." Mark the skipped word as incorrect.

Early stop rule: If the teacher does not read a single word correctly in the first line, say “Thank you, that’s all,” discontinue this subtask, check the box at the bottom of the task, skip the Text Comprehension Question Generation task, and continue to the next task. [On the tablet: If the teacher does not read a single word correctly in the first line, the screen will flash red and the timer will stop. Then press “Next.”]

If the timer runs out before the last item is read, say “Thank you, that’s all.” If the teacher is almost finished, you may let them finish; you do not have to interrupt them. Either way, mark with a bracket (]) the final word read when the timer ran out; do not count any words that they read after the end of the timer. [On the tablet: If the timer runs out before the last item is read, the screen will flash red and the timer will stop. Mark the final word read by touching it so that a red bracket appears. Then press “Next.”]

If the teacher reaches the last item before the screen flashes red, stop the timer as soon as the teacher reads the last word. Note the number of seconds remaining and record it at the bottom of the task. [On the tablet: Touch the last word so the red bracket appears. Then press “Next.”]

Mark the rating that best characterizes how expressive the teacher was in reading the passage using intonation (i.e. expressing meaning through strategic variation in vocal pitch and volume).

When finished, say: **Thank you! Let’s go to the next section.**

Sample Task Stimulus⁴:

<p>My name is Pat. I live on a farm with my mother, father, and brother. The land gets very dry. Every year we watch the sky and look for the rain. One afternoon as I sat outside, I saw dark clouds. Then something hit my head, lightly at first and then harder. The rains had come at last.</p> <p>Time remaining on stopwatch at completion (number of SECONDS): _____</p> <p><input type="checkbox"/> Exercise discontinued because the teacher had no correct answers in the first line.</p> <p><input type="checkbox"/> Exercise skipped because teacher refused.</p>
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Assessor Scoring Guide for Intonation:

3	2	1
Consistently read with vocal expressiveness, conveying meaning and emotional content through appropriate intonation.	Used occasional expressiveness and/or used it sometimes inappropriately (i.e. intonation did not match meaning).	Used little to no vocal expressiveness. Mostly dull and monotonous. Intonation offered little support toward conveying meaning.

⁴ For this example, the text and comprehension questions are taken directly from the 2017 English EGRA administered by the Uganda SHRP program.

Development/Adaptation Guidelines:

1. The story should be a narrative of approximately 60 words, written in third person. The story should have a plot line with a beginning, where the scene is set and the characters are introduced, a middle, where a dilemma is presented, and an end, where the dilemma is resolved. The story should end on a positive note.
2. Do not copy a well-known plot (e.g. from a folktale), but the setting, characters, and actions should be familiar and appropriate for children in the target area.
3. The story should contain emotional content (e.g. excitement, fear, sadness, surprise) so as to give the teacher the opportunity to use expressive intonation.
4. Limit the number of characters to two maximum. All names should be familiar in the context. Do not name a specific place such as the name of the city.
5. The story should be written approximately at a 4th grade level. Include a variety of sentence lengths: some shorter, some longer. Include some conjunctions and clauses.
6. Avoid words with dialect differences.
7. Use positive gender representations.

4. Oral Reading Comprehension

Untimed task: 5 items

Instructions to the Assessor:

Remove the passage from the Oral Reading Fluency task from in front of the teacher as you read the instructions below.

As teachers, we ask our learners a lot of questions to check their understanding of the lesson. Now I will ask you some questions that you might ask your learners about the story you just read. Please tell me what answer you would expect them to give if they understood the story.

Are you ready? Let's begin.

Ask the provided questions in the table. Mark the provided box according to the teacher's answer.

Look Back: This activity is used if the teacher did not answer a question correctly. Give the passage again to the teacher and say: **Now you can use the passage to help you find the answer.** Ask only the questions that were answered incorrectly the first time. If correct, tick the Correct with Lookback box.

Questions	Correct	Incorrect	Correct with Lookback	No Response
1. Where does Pat live? <i>[on a farm]</i>				

Questions	Correct	Incorrect	Correct with Lookback	No Response
2. What gets very dry? <i>[the land or the ground]</i>				
3. Why do Pat and his family watch the sky? <i>[hoping the rains come; waiting for the rain, looking or watching for rain]</i>				
4. What did Pat see as he sat outside? <i>[clouds, dark clouds]</i>				
5. How did Pat feel when the rains came? <i>[excited; thankful; happy; any reasonable answer]</i>				

Development/Adaptation Guidelines:

1. The questions should be complete statements. Do not use cloze. For example: “Where did the girl go?” is fine. “The girls went to the_____?” is not acceptable.
2. Create four explicit questions that are evenly spaced throughout the passage.
3. Create one inferential question for which the answer can be inferred by reading the passage.
4. Write the acceptable answer(s) next to the questions.

B. TLLA Silent Reading Comprehension Task

I. Silent Reading Comprehension

Timed Task: 10 items, 5 minutes

Instructions to the Assessor:

Open the teacher stimuli booklet to the Silent Reading Comprehension Task. Read the following instructions to the teacher.

Part of our tasks as teachers is to assess learner language proficiency to help improve their skills. Here is an English reading comprehension exercise completed by a primary 4 school learner. The purpose is for you to assess the learner's English reading comprehension skills. You will read the comprehension text silently and then correct the learner's responses. Use the symbol ✓ for the answers which are correct. If the answer is incorrect cross it out and circle the correct answer.

Example (Correct student answer):

Let's start with an example. I will read the text to you. [Point to the example and read it aloud. Then point to the question. **This question asks, "Why was Mary excited to go to a new school?"** [Read the response options aloud.] **The learner has selected C as the answer. Is the learner's answer correct?** [If the teacher says No say:] **That's right. Cross out the student answer. Which option do you think best answers the question?** [If the teacher says A say:] **That's right. Now, circle A.** [If the teacher says B, look at the text together again, and say:] **According to the text, A answers the question better than the other options.**

[If the teacher says the answer is correct say:] **Let's look at the text and then read the response options again. Answer A answers the question better than the other options. The learner's answer is incorrect. Cross out the learner's answer, and circle answer A.**

When you are ready, we can begin. Ready?

Sample Task Stimulus:

Example:

Mary was excited to go to her new school because it had good teachers and it was close to her house.

Question and Student Answers

Mark a tick (✓) if the selected answer by the student was correct. If the student answer is incorrect, cross it out and circle the correct answer.

- I. Why was Mary excited to go to a new school?
- a. It had good teachers.
 - b. It had many teachers.

<p><input checked="" type="radio"/> c. It was far from her house.</p>	
<p>William Kamkwamba was born in Masitala village in Malawi. His father was a farmer. When William was 14 years old, there was a drought because it had not rained for a long time. The farmers' crops could not grow. Soon, there was very little food. His family ate one meal a day. Everyone was hungry and thin. William's family had no crops to sell, so they could not pay his school fees. Then William had to stop going to school. He still wanted to learn so he went to the library and read many books. One day, William found a book with a picture of a windmill. A windmill is a tall machine with a wheel on top of it. When the wind blows hard, the wheel turns around and makes electricity. William wanted to build a windmill to help his family. He looked at the picture in the book to help him. William had no money, so he used old bicycle parts and pipes to build his windmill. He used the windmill to make electricity for his family's house. People came from far away to see William's windmill. Now his family is happy because they have electricity at home.</p>	
<p>Questions and Student Answers</p>	<p>Mark (✓) if the selected answer by the student was correct. If the student answer is incorrect, cross it out and circle the correct answer.</p>
<p>1. Why was everyone in the village hungry and thin?</p> <p><input checked="" type="radio"/> a. The people did not like to eat.</p> <p>b. There was no food because of the drought.</p> <p>c. It was raining everyday.</p>	
<p>2. What was the occupation of William's father?</p> <p>a. electrician.</p> <p><input checked="" type="radio"/> b. farmer.</p> <p>c. librarian.</p>	
<p>3. Why did William have to stop going to school?</p> <p>a. His family ate only one meal a day.</p> <p><input checked="" type="radio"/> b. His parents did not have money to pay his school fees.</p> <p>c. He preferred going to the library.</p>	
<p>4. Why did William's family only eat one meal a day?</p> <p><input checked="" type="radio"/> a. They ate one meal a day because they had very little food and no money.</p> <p>b. They ate only one meal a day because they had no electricity.</p> <p>c. They ate only one meal a day because they were too busy in the fields to eat.</p>	

<p>5. Why did William go to the library?</p> <ul style="list-style-type: none"> a. He went to the library because he loved to learn. <input checked="" type="radio"/> b. He went to the library because he wanted to find a windmill. c. He went to the library because there was food there. 	
<p>6. Why did William use old bicycle parts and pipes to build the windmill?</p> <ul style="list-style-type: none"> a. He used old bicycle parts and pipes because they are the best parts to use for building a windmill. b. He used old bicycle parts and pipes because the wind can move these parts easily. <input checked="" type="radio"/> c. He used old bicycle parts and pipes because he had no money to buy new parts. 	
<p>7. How did the windmill help William's family?</p> <ul style="list-style-type: none"> a. The windmill made electricity for their home. b. The windmill made food for his family to eat. <input checked="" type="radio"/> c. The windmill helped his family grow crops. 	
<p>8. People came from far away to see William's windmill because</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> a. They had never seen a windmill before. b. They thought William was very clever. c. They wanted electricity in their homes. 	
<p>9. Choose the most appropriate title for this passage.</p> <ul style="list-style-type: none"> a. William's Electric Windmill. b. A Drought in Masitala Village, Malawi. <input checked="" type="radio"/> c. All About Windmills. 	
<p>10. What is the main idea of the passage?</p> <ul style="list-style-type: none"> a. There was a drought in William Kamkwamba's village. <input checked="" type="radio"/> b. William Kamkwamba's electric windmill was a tall machine. c. William Kamkwamba used a book to build an electric windmill. 	

Development/Adaptation Guidelines:

Text selection:

1. Chose texts that are appropriate for learners in primary 4.
2. You can select and adapt texts from grade 4 textbooks, tourist guides, newspapers, recipe books, and Wikipedia.
3. To assess text complexity, and appropriate grade level for English use the Flesch-Kincaid test at www.readability.com or the readability check in Microsoft word. It is also important to weigh the readability of the selected text against the readability of primary 4 English textbooks to approximate readability for this grade level, as it may differ significantly from one country to another, even in the same language.
4. For local languages, English word and sentence lengths do not apply. Use the word and sentence lengths in primary 4 textbooks in the target language to approximate readability for primary 4. The website <https://wordcounttools.com> may help in determining word and sentence lengths of a sample text in the target language.
5. The text should be between 150-200 words.
6. Selected texts should be informational (non-fiction). Recommended informational text genres are:
 - a. **Process or “How To” Texts.** These are texts which describe the specific directions or steps in a process. Examples of process texts are recipes, how to cook a dish or play a game.
 - b. **Expository Texts.** The purpose of these texts is to inform and describe. The content of these texts are factual and educational.
7. Names and proper nouns should be familiar to learners in the context.
8. Select texts that are high in quality, ie texts that are well-written, are rich in content and have a variety of sentence types.
9. Select texts which give readers the opportunity to answer factual and inferential and questions. Answers to factual/literal questions can be found directly in the text. Inferential questions require the reader to read between the lines and draw reasonable conclusions based on information given in the text.

Developing multiple choice items:

There are 2 parts to a multiple-choice item. These are the stem, which identifies or poses the question which students must answer, and a list of suggested responses-options. One of the response options is correct. The rest which are incorrect, are distractors. Below is an example of a multiple-choice question.

Example:

A. Which idea below best expresses the main idea of the paragraph?] **Stem**

Answer [a. Reading will help you in every aspect of your life.

Distractor [b. We do not need to learn to read

Response-options

Distractor [c. Reading keeps your body in shape.

When constructing multiple choice items keep the following in mind:

10. Make sure only ONE response-option is correct or is the best answer to the question.
11. Keep the stem short and clear.
12. State the stem in a positive form. (Avoid negative stems, such as “Which of the following is *not* true of the characteristics of mammals?”)

13. Keep the grammar of each response-option consistent with the stem.
14. Make sure the stem clearly states the problem. The stem may consist of a direct question or an incomplete sentence which readers must complete.
 - a. **Direct question:** Which of the following is a characteristic of a mammal?
 - b. **Incomplete sentence:** A safari park is a place where ...
15. Response distractors should be relevant to the text. They should not be silly or obviously about a different topic.
16. Keep the response items similar in length.
17. Avoid lifting the response-options word for word from the text.
18. Answers to the reading comprehension questions should only be found in the text and should not be answerable from background knowledge.
19. The questions should require the reader to have read and understood the text, and not be answerable from background knowledge alone.
20. Randomize the position of the correct answer (a, b or c) from one item to the next.

C. TLLA Speaking Task

I. Speaking: Describing a Picture

Timed Task: 1 picture, 2 minutes

Instructions to the Assessor:

Show the teacher the picture in the teacher stimuli booklet and say, **Please look at this picture and tell me what is happening in it.**

Start the timer when the teacher starts talking. Follow along with your pencil and tick all the items that the teacher mentions from the list on the left of your score sheet. [On the tablet: Follow along on your screen and tick each item mentioned from the list—it will turn blue.] Stay quiet, except if the teacher hesitates for 5 seconds. Say: **You can tell me anything you see happening in this picture.**

Early stop rule: If the teacher does not say anything at all for 10 seconds, even after the second prompt, say, **Thank you, that's all**, discontinue this subtask, check the box at the bottom of the task, and continue to the next task.

If the timer runs out before teacher finishes speaking, say: **Thank you, that's all**. If the teacher is almost finished, you may let them finish; you do not have to interrupt them. Either way, tick the final item mentioned when the timer ran out; do not count any items mentioned after the end of the timer. [On the tablet: If the timer runs out before the teacher finishes speaking, the screen will flash red and the timer will stop. Mark the last item mentioned before the screen flashed red. Then press "Next."]

If the teacher finishes speaking before the timer runs out, stop the timer.

At the end of the timed portion, tick one item from the right side of your score sheet, the Utterances Description. Tick the one option that best describes the overall response pattern used by the teacher.

When finished, say: **Thank you! Let's go to the next section.**

Sample Task Stimulus:



Assessor Score Sheet:

Items Mentioned (Tick all that are said.)	Utterances Description (Tick one, the dominant response pattern)																																																																
<table border="0"> <tr><td><input type="checkbox"/> balloons</td><td><input type="checkbox"/> mouth</td></tr> <tr><td><input type="checkbox"/> barefoot</td><td><input type="checkbox"/> nudge</td></tr> <tr><td><input type="checkbox"/> bed</td><td><input type="checkbox"/> open (ajar)</td></tr> <tr><td><input type="checkbox"/> bent</td><td><input type="checkbox"/> pattern</td></tr> <tr><td><input type="checkbox"/> blanket</td><td><input type="checkbox"/> peaceful</td></tr> <tr><td><input type="checkbox"/> brother</td><td><input type="checkbox"/> plaid</td></tr> <tr><td><input type="checkbox"/> children</td><td><input type="checkbox"/> plain</td></tr> <tr><td><input type="checkbox"/> clean</td><td><input type="checkbox"/> rectangular</td></tr> <tr><td><input type="checkbox"/> confused</td><td><input type="checkbox"/> rise</td></tr> <tr><td><input type="checkbox"/> countryside</td><td><input type="checkbox"/> round</td></tr> <tr><td><input type="checkbox"/> cupboard</td><td><input type="checkbox"/> roof</td></tr> <tr><td><input type="checkbox"/> door</td><td><input type="checkbox"/> rural</td></tr> <tr><td><input type="checkbox"/> doorknob</td><td><input type="checkbox"/> shoulder</td></tr> <tr><td><input type="checkbox"/> early</td><td><input type="checkbox"/> siblings</td></tr> <tr><td><input type="checkbox"/> elbow</td><td><input type="checkbox"/> sister</td></tr> <tr><td><input type="checkbox"/> fields</td><td><input type="checkbox"/> sit up</td></tr> <tr><td><input type="checkbox"/> fists</td><td><input type="checkbox"/> solid</td></tr> <tr><td><input type="checkbox"/> floor</td><td><input type="checkbox"/> stretch</td></tr> <tr><td><input type="checkbox"/> gently</td><td><input type="checkbox"/> stripe (s)</td></tr> <tr><td><input type="checkbox"/> grass</td><td><input type="checkbox"/> sunrise</td></tr> <tr><td><input type="checkbox"/> ground</td><td><input type="checkbox"/> tap</td></tr> <tr><td><input type="checkbox"/> handle</td><td><input type="checkbox"/> tired (sleepy)</td></tr> <tr><td><input type="checkbox"/> hoe</td><td><input type="checkbox"/> thatch</td></tr> <tr><td><input type="checkbox"/> horizon</td><td><input type="checkbox"/> touch</td></tr> <tr><td><input type="checkbox"/> hut</td><td><input type="checkbox"/> tree</td></tr> <tr><td><input type="checkbox"/> kitenge(wrapper)</td><td><input type="checkbox"/> t-shirt</td></tr> <tr><td><input type="checkbox"/> landscape</td><td><input type="checkbox"/> two</td></tr> <tr><td><input type="checkbox"/> latch</td><td><input type="checkbox"/> village</td></tr> <tr><td><input type="checkbox"/> mattress</td><td><input type="checkbox"/> wake-up</td></tr> <tr><td><input type="checkbox"/> morning</td><td><input type="checkbox"/> white</td></tr> <tr><td><input type="checkbox"/> mother</td><td><input type="checkbox"/> wood</td></tr> <tr><td></td><td><input type="checkbox"/> yawn</td></tr> </table>	<input type="checkbox"/> balloons	<input type="checkbox"/> mouth	<input type="checkbox"/> barefoot	<input type="checkbox"/> nudge	<input type="checkbox"/> bed	<input type="checkbox"/> open (ajar)	<input type="checkbox"/> bent	<input type="checkbox"/> pattern	<input type="checkbox"/> blanket	<input type="checkbox"/> peaceful	<input type="checkbox"/> brother	<input type="checkbox"/> plaid	<input type="checkbox"/> children	<input type="checkbox"/> plain	<input type="checkbox"/> clean	<input type="checkbox"/> rectangular	<input type="checkbox"/> confused	<input type="checkbox"/> rise	<input type="checkbox"/> countryside	<input type="checkbox"/> round	<input type="checkbox"/> cupboard	<input type="checkbox"/> roof	<input type="checkbox"/> door	<input type="checkbox"/> rural	<input type="checkbox"/> doorknob	<input type="checkbox"/> shoulder	<input type="checkbox"/> early	<input type="checkbox"/> siblings	<input type="checkbox"/> elbow	<input type="checkbox"/> sister	<input type="checkbox"/> fields	<input type="checkbox"/> sit up	<input type="checkbox"/> fists	<input type="checkbox"/> solid	<input type="checkbox"/> floor	<input type="checkbox"/> stretch	<input type="checkbox"/> gently	<input type="checkbox"/> stripe (s)	<input type="checkbox"/> grass	<input type="checkbox"/> sunrise	<input type="checkbox"/> ground	<input type="checkbox"/> tap	<input type="checkbox"/> handle	<input type="checkbox"/> tired (sleepy)	<input type="checkbox"/> hoe	<input type="checkbox"/> thatch	<input type="checkbox"/> horizon	<input type="checkbox"/> touch	<input type="checkbox"/> hut	<input type="checkbox"/> tree	<input type="checkbox"/> kitenge(wrapper)	<input type="checkbox"/> t-shirt	<input type="checkbox"/> landscape	<input type="checkbox"/> two	<input type="checkbox"/> latch	<input type="checkbox"/> village	<input type="checkbox"/> mattress	<input type="checkbox"/> wake-up	<input type="checkbox"/> morning	<input type="checkbox"/> white	<input type="checkbox"/> mother	<input type="checkbox"/> wood		<input type="checkbox"/> yawn	<p><input type="checkbox"/> The teacher listed the items and events. Possibly with pauses between items.</p> <p><i>I see - children, a hoe, stretching, walking up.</i></p> <p><input type="checkbox"/> The teacher used sentences that were a mix of grammatically correct and incorrect.</p> <p><i>The mother taps. Child stretch.</i></p> <p><input type="checkbox"/> The teacher used sentences that were grammatically correct.</p> <p><i>The children stretch. They live near trees. The adult is barefoot.</i></p> <p><input type="checkbox"/> The teacher used sentences that were grammatically correct and cohesive.</p> <p><i>It is early morning. The adult wakes the kids. They are stretching.</i></p> <p><input type="checkbox"/> The teacher used sentences that are grammatically correct, cohesive, and extend the illustration.</p> <p><i>It is early morning. The adult is ready to work in the fields. Before she leaves, she has to wake the kids for school. Her shoes are likely kept outside the door.</i></p>
<input type="checkbox"/> balloons	<input type="checkbox"/> mouth																																																																
<input type="checkbox"/> barefoot	<input type="checkbox"/> nudge																																																																
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<input type="checkbox"/> mother	<input type="checkbox"/> wood																																																																
	<input type="checkbox"/> yawn																																																																
<p><input type="checkbox"/> Exercise discontinued because the teacher had no response.</p> <p><input type="checkbox"/> Exercise skipped because teacher refused.</p>																																																																	

Adaptation Guidelines

1. Locate a black and white drawing of a local scene (e.g., markets, school, domestic scenes from a pupil book). It should include people and show activities and objects. It is helpful if there is content in the foreground and background.
2. Generate a thorough list of all the objects and actions pictured in the list. Include synonyms. As part of the list generation process, show the picture to several proficient speakers of the target language and ask them to describe it. Ensure that you have included all of the words that they use.
3. The drawing should be between 4 inches by 6 inches and a full B5 page.
4. The prompt is to encourage the use of sentences. The two minutes is not to calculate speaking rate. It is to give the task a consistent structure.
5. Technical Adequacy: During cognitive interviewing we will ask teachers about the prompt. Scoring syntax (i.e., response patterns) will require some real examples for training.

Note: The order of the subtasks presented in this document aligns with the order they appear in the TLLA research plan. While the Oral Reading task appears first in the plan because of its relationship to the student EGRA, when these tasks are administered, we expect that this subtask would be administered first. It is a “friendly” task to begin the interaction and it avoids any priming effects that the other subtasks may offer.

D. TLLA Listening Task

I. Elicited Imitation (Sentence Repetition) Task

Untimed task: 15 items. (expected to take 2 minutes)

Instructions to the Assessor:

There is no text stimulus for the teacher for this task. Read the instructions below to the teacher.

I will read some sentences aloud in English. I will read each sentence only once. After I read each one, please repeat the same exact sentence back to me word for word. The sentences will gradually get longer as we go. If you cannot remember the whole sentence exactly, just repeat as much of it as you remember.

Let's start with an example. If I say, "We sing songs in the classroom", then you will just repeat back to me: "We sing songs in the classroom."

Now you try an example. I will say a sentence, and you repeat it back to me word for word: "Children like to go to school."

[If the teacher repeats some or all of it, say:] **That's right.**

[If the teacher does not repeat or does not understand what to do, say:] **OK, all you need to do is repeat the sentence back to me word for word as much as you remember. Let's try again: "Children like to go to school."**

Ready? Let's begin.

Read each sentence aloud clearly and naturally. Do not read too fast or too slowly. Read each sentence only one time. Listen as the teacher repeats the sentence and follow along with your pencil. Clearly mark any incorrect, transposed, or omitted words with a slash (/). Count self-corrections as correct. If you already marked the self-corrected word as incorrect, circle it (\emptyset) and continue. [On the tablet: Follow along on your screen and mark any incorrect, transposed, or omitted words by touching that word on the screen—it will turn blue. Mark self-corrections as correct by touching the word again—it will return to gray.]

Stay quiet, except if the teacher hesitates for 3 seconds. Say, "Please repeat as much as you remember." Mark any omitted words as incorrect. If the teacher cannot repeat any words in a given sentence, draw a line through the whole sentence. [On the tablet: If the teacher cannot repeat any words in a given sentence, touch the strike-through button to strike through the whole sentence. Then press "Next."]

Early stop rule: If the teacher does not correctly provide at least 50% of the syllables for any 3 sentences in a row, say "Thank you, that's all," discontinue this subtask, check the box at the bottom of the task, mark with a bracket (]) the end of the final sentence that you read, and continue to the next task. [On the tablet: Mark the final word read by touching it so that a red bracket appears. Then press "Next."]

When finished, say: **Thank you! Let's go to the next section.**

Assessor Stimulus and Score Sheet:

Example 1: We sing songs in the classroom.

Example 2: Children like to go to school.

1.	The	girls	bought	fruit	at	market.	(6 syllables)		
2.	Please	give	her	the	book	today.	(7 syllables)		
3.	Was	drought	the	reason	for	crop	loss?	(8 syllables)	
4.	They	stopped	here	to	rest	around	sunset.	(9 syllables)	
5.	The	parents	reject	the	new	policy.	(10 syllables)		
6.	Would	you	enjoy	coming	to	the	match	with	us?
									(11 syllables)
7.	Before	my	brother	left	today,	he	finished	his	work.
									(12 syllables)
8.	Did	they	lose	their	crops	because	there	wasn't	enough
	rain?	(13 syllables)							
9.	It	was	the	principal	who	said	we	should	do
	it	this	way.	(14 syllables)					
10.	The	girls	won	the	game	because	they	had	trained
	harder	than	the	others.	(15 syllables)				
11.	There	was	no	room	in	the	bed,	so	they
	slept	on	a	mat	on	the	floor.	(16 syllables)	
12.	Every	morning	Mother	rises	early	to	heat	water	for
	our	bath.	(17 syllables)						
13.	The	police	have	a	checkpoint	between	here	and	the
	city	that	slows	traffic.	(18 syllables)				

14.	She	was	a	smart	president	and	It's	logical	she
	was	elected	three	times.	(19 syllables)				
15.	When	John	woke	this	morning	he	discovered	that	his
	bike	had	been	stolen	in	the	night.	(20 syllables)	

Exercise discontinued because the teacher had no correct responses for three sentences in a row.

Exercise skipped because teacher refused.

Guidelines for the development of the items for this task:

1. Do an inventory of common sentence structures in the language.
2. Develop 15 sentences that gradually increase in length and complexity and use different common sentence structures. The following are some suggested grammatical structures that can be used to vary the sentence structure and level of complexity, if the target language uses them: different verb tenses (e.g. past, present, future); copula/linking verbs (e.g. *He is young*, *She is a strong woman*.) versus intransitive verbs (i.e. with no object, e.g. *We slept...*) versus transitive verbs (i.e. with a direct object, e.g. *We ate dinner*.) versus bi-transitive verbs (i.e. with direct and indirect object, e.g. *We gave him the book*.); passive voice (e.g. *They were robbed*.); subordinate/dependent clauses (such as adverbial clauses, e.g. *when we arrived...*, *because they wanted ...*; or relative clauses, e.g. *the man who left the book*, *the man that I saw*, etc.), negation, questions (interrogative form), commands (imperative form), prepositional phrases (e.g. *on the table*, *to school*), etc.
3. Note that making a sentence longer will usually increase its complexity but avoid simple listing. In the following example, both *b* (20 syllables) and *c* (21 syllables) are longer than *a* (9 syllables), but *c* is more syntactically complex than *b*.
 - a. Grace went to market to buy meat.
 - b. Grace went to market to buy onions, tomatoes, garlic, potatoes, and meat.
 - c. When Grace saw that the sky was getting dark, she quickly went to the market to buy meat.
4. Order the items from shortest to longest in terms of syllables. The shortest sentence should be 6-8 syllables long. The longest sentence should be at least 20 syllables long.
5. Use common, familiar, everyday vocabulary.
6. Each sentence should make sense and be grammatical, that is, sound perfectly natural to a native or highly proficient speaker of that language.
7. Each sentence should independent of and unrelated to all the other sentences.
8. Avoid well-known sentences with which the teacher may already be familiar, such as famous quotations or lines from well-known songs or poetry.
9. Avoid the use of the first or second person singular (i.e. In English, *I/me* or *you*), as the teacher may be tempted to use the opposite term when repeating the sentence.
10. Avoid words and structures that are only used in some dialects but not others.
11. Accept dialectal pronunciations differences. That is, if the teacher pronounces the same words in a slightly different way due to their own regional dialect/accents, accept their pronunciation.

E. TLLA Grammar Tasks

I. Structure and Written Expression Task

Untimed task: 5 items (expected to take 2 minutes)

Instructions to the Assessor:

Show the teacher the Structure and Written Expression task in the teacher stimuli booklet as you read the instructions below.

Here are some sentences in English. Each sentence is missing one part. Below each sentence are four ways to complete the sentence. I will read each sentence while you follow along. Then you tell me which answer fits the sentence best.

Let's start with an example. [Point to the example and read it aloud.] **This sentence says, "My father _____ beans every spring."** [Point to the response options.] **Here are four ways to complete that sentence: "A. planting; B. has plants; C. plants; D. is planted." Which answer fits the sentence best?**

[If the teacher says C, say:] **That's right.** / [If the teacher does not say C say:] **OK, consider this.**

[Then say:] **If we completed the sentence with C, the sentence would read "My father plants beans every spring." Answer C fits the sentence better than the other answers.**

When you are ready, we will begin. I will start reading here [point to the first sentence], you follow along and choose the best answer to complete the sentence and tell me which one. You can just say A, B, C, or D. If you come to one that you do not know the answer to, just skip it and continue to the next sentence.

Are you ready? Let's begin.

Follow along with your pencil and clearly mark the answer that the teacher indicates for each item. If the teacher says one answer and then changes his or her mind, mark the new answer. If you already marked the first answer, circle the old answer (\emptyset) and mark the new answer. [On the tablet: Follow along on your screen and mark each answer that the teacher indicates by touching that option on the screen—it will turn blue. Mark self-corrections by touching the new answer—the old answer will return to gray and the new answer will turn blue.]

Stay quiet, except if the teacher hesitates for more than 10 seconds on one item. Point to the next item and say, "Please go on." Mark the skipped item as incorrect.

When finished, say: **Thank you! Let's go to the next section.**

Sample Task Stimulus:

Example: My father _____ beans every spring.

- A. planting B. has plants C. plants D. is planted

1. The government recognizes education_____human right and strives to provide free primary education to all children.			
A. basic	B. as basic	C. as a basic	D. basically as
2. A tropical cyclone is expected to hit the region on Thursday evening,_____many domestic flights have been cancelled.			
A. so	B. because	C. provided that	D. due to
3. For the first time, the manufacturer has revealed that it_____three million tonnes of plastic packaging in one year.			
A. use	B. was used	C. used to	D. used
4. Our school plans to review_____official policies on student absenteeism.			
A. its	B. an	C. ourselves	D. one
5. With a quarter million people_____in its many villages in northern Uganda, Bidibidi is the second largest refugee camp in the world.			
A. life	B. have lived	C. living	D. lived

Exercise skipped because teacher refused.

Development/Adaptation Guidelines:

1. Local or online news stories, Wikipedia, or upper primary textbooks written in the target language can serve as inspiration for sentences. However, you do not have to use sentences verbatim from real sources. You may edit existing sentences for length, clarity, and appropriateness, or develop your own.
2. The sentences should be on topics familiar to adults in that context. Ensure that they are neutral and not disparaging or politically controversial. Avoid company names and proper nouns.
3. Choose one or two words from the sentence to omit. Replace them with a blank. Put those words as one of the four answer options. Devise three distractor options that are similar or plausible enough that the teacher needs to read the larger context of the sentence in order to choose the correct form. Nonetheless, the three distractor options must be grammatically impossible in the context of the sentence.
4. The selection of the correct answer should not require knowledge of prescriptive grammar rules of the “standard” dialect that are not widely known or used (e.g. *whom* in English). The correct answer should be immediately obvious to a native or highly proficient speaker of the target language based on common usage alone, even if that speaker does not have an academic or specialized background in that language’s grammar system.

5. The errors should be primarily grammatical in nature, and not based on spelling, punctuation, vocabulary, or factual accuracy. The following are some suggested grammatical structures that can be targeted, if the language uses them: verb conjugations, agreement (subject-verb, verb tenses, noun classes, pronoun references, etc.), conjunctions, subordinate/dependent clauses, negation, possession, determiners (e.g. articles, demonstratives), prepositions, etc.
6. Avoid any structures that are subject to dialect differences.
7. Randomize the position of the correct answer (A, B, C, or D) from one item to the next.
8. Because this is a written task, the item sentences can be slightly longer and more complex than if they were administered orally. Different languages have different average word lengths and ways of encoding meaning into words that make it difficult to prescribe an exact number of words per item. In English, an appropriate item length for this task would be one sentence containing about 12-20 words total. For other languages, adjust the number of words based on average word and sentence length of academic text at the upper primary level in that language.
9. The example sentence should be shorter (about six words in English) and relatively easy so that the teacher can focus primarily on the task procedure rather than on finding the right answer.

2. Written Error Identification Task

Untimed task: 5 items, (expected to take 2 minutes)

Instructions to the Assessor:

Show the teacher the Written Error Identification task in the teacher stimuli booklet as you read the instructions below.

Identifying and correcting student errors is an important part of our role as teachers.

Here are some sentences in English. Let's say that your learners wrote these sentences. Some of the sentences contain an error in one of the underlined parts, A, B, C, or D. Please read each sentence and tell me which part contains the error, if any. You do not have to correct the error, just find it, if there is one. You can answer A, B, C, D, or E for no error.

Let's start with an example. [Point to the first example.] This sentence says, "He was very interesting in what he had heard on the news." There is an error in Part B; "interesting in" is not correct in this sentence. So the answer here is B.

Now you try an example. [Point to the second example.] This sentence says, "She has been working as an accountant at this office for sometimes." Does any underlined part contain an error?

[If the teacher says D, say:] That's right. / [If the teacher does not say D say:] OK, consider this.

[Then say:] There is an error in Part D; "sometimes" is not correct in this sentence. So the answer here is D.

When you are ready, we will begin. You will start here [point to the first sentence], read the sentence, find the underlined part that contains an error, and tell me which one. You can

just say **A, B, C, D,** or no error. If you come to one that you do not know the answer to, just skip it and continue to the next sentence.

Are you ready? Begin.

Follow along with your pencil and clearly mark the answer that the teacher indicates for each item. If the teacher says one answer and then changes his or her mind, mark the new answer. If you already marked the first answer, circle the old answer (\emptyset) and mark the new answer. [On the tablet: Follow along on your screen and mark each answer that the teacher indicates by touching that option on the screen—it will turn blue. Mark self-corrections by touching the new answer—the old answer will return to gray and the new answer will turn blue.]

Stay quiet, except if the teacher hesitates for more than 20 seconds on one item. Point to the next item and say, “Please go on.” Mark the skipped item as incorrect.

When finished, say: **Thank you! Let’s go to the next section.**

Sample Task Stimulus:

Example 1: He was very interesting in what he had heard on the news. No Error
A B C D E

Example 2: She has been working as an accountant at this office for sometimes. No Error
A B C D E

1. Most areas <u>of Uganda</u> usually receive plenty of rain. <u>Some areas</u> of the Southeast and Southwest average <u>more than</u> 150 millimeters <u>per months</u> in rainy season. <u>No Error</u> A B C D E
2. Female <u>school attendance</u> is <u>low than</u> that of males <u>at all</u> levels of education. <u>No Error</u> A B C D E
3. The <u>increase population</u> in the city <u>in recent years</u> <u>has</u> put a lot of stress on the limited water resources. <u>No Error</u> A B C D E
4. In 2004, <u>a team</u> of government <u>scientists</u> at the Ministry of the Environment <u>find that</u> chemicals from the local factory <u>had contaminated</u> the river. <u>No Error</u> A B C D E
5. The PTA <u>decided to</u> provide more student desks <u>because</u> enrollment was high and <u>there was</u> not enough seating. <u>No Error</u> A B C D E

Exercise skipped because teacher refused.

Development/Adaptation Guidelines:

1. Local or online news stories, Wikipedia, or upper primary textbooks written in the target language can serve as inspiration for sentences. However, you do not have to use sentences verbatim from real sources. You may edit existing sentences for length, clarity, and appropriateness, or develop your own from scratch.
2. The sentences should be on topics familiar to adults in that context. Ensure that they are neutral and not disparaging or politically controversial. Avoid company names and proper nouns.
3. Choose one to three words from a well-formed sentence to alter so that the result is an ungrammatical sentence. Underline that part of the sentence; it is your correct answer. Underline three other words or groups of words in the sentence as distractor options. Label the four underlined parts A, B, C, and D. Add Part E for No Error.
4. Leave one item error-free so that the correct answer for that item is E.
5. The selection of the correct answer should not require knowledge of prescriptive grammar rules of the “standard” dialect that are not widely known or used (e.g. *whom* in English). The correct answer should be immediately obvious to a native or highly proficient speaker of the target language based on common usage alone, even if that speaker does not have an academic or specialized background in that language’s grammar system.
6. The errors should be primarily grammatical in nature, and not based on spelling, punctuation, vocabulary, or factual accuracy. The following are some suggested grammatical structures that can be targeted, if the language uses them: verb conjugations, agreement (subject-verb, verb tenses, noun classes, pronoun references, etc.), conjunctions, subordinate/dependent clauses, negation, possession, determiners (e.g. articles, demonstratives), prepositions, etc.
7. Avoid any structures that are subject to dialect differences.
8. Randomize the position of the correct answer (A, B, C, D, E) from one item to the next.
9. Because this is a written task, the item sentences can be longer and more complex than if they were administered orally. Different languages have different average word lengths and ways of encoding meaning into words that make it difficult to prescribe an exact number of words per sentence. In English, an appropriate item length for this task would be one to two sentences containing about 10-20 words total. For other languages, adjust the number of words based on average word and sentence length of academic text at the upper primary level in that language.
10. However, the example sentence should be shorter (about 10 words in English) and relatively easy so that the teacher can focus primarily on the task procedure rather than on finding the right answer.

F. TLLA Vocabulary Task

I. Vocabulary: Performance Task

Timed Task: 10 items, 5 minutes

Instructions to the Assessor:

Show the teacher the Vocabulary Performance Task in the teacher stimuli booklet as you read the instructions below.

Explaining new vocabulary words to students is an important part of our role as teachers. In this activity, I will give you a word, and you will provide a definition for that word. More specifically, you will provide an explanation of the word in child-friendly language.

[Point to the first word on the list and say:] **For example, this word is *exhausted*. A child-friendly explanation for *exhausted* is “feeling so tired you can hardly move.”**

You can provide the explanation in any language, as you might do in the classroom. I will give you ten words, one at a time. If you want to skip a word that is okay.

Are you ready? Begin.

Start the timer when you read the first word to the teacher. Read the word, listen to the teacher’s explanation, and rate the explanation on your score sheet. [On the tablet: Follow along on your screen and rate the teacher’s explanation by touching that option on the screen—it will turn blue. Mark self-corrections as correct by touching the option again—it will return to gray.] Then continue to the next word.

Stay quiet, except if the teacher hesitates for 5 seconds. Say: **How would you explain _____ to a child?**

If the teacher hesitates for another 5 seconds, move on to the next word.

Early stop rule: If the teacher does not provide any response at all for the first three items, say **Thank you, that’s all**, discontinue this subtask, check the box at the bottom of the task, and continue to the next task. [On the tablet: If the teacher does not provide any response at all for the first three items, the screen will flash red and the timer will stop. Then press “Next.”]

If the timer runs out before the last item is read, say **Thank you, that’s all**. If the teacher is attempting the last item, you may let them finish; you do not have to interrupt them. Either way, Rate the teacher’s explanation of the final word read before the timer ran out; do not count any words that they explained after the end of the timer. [On the tablet: If the timer runs out before the last item is read, the screen will flash red and the timer will stop. Rate the teacher’s explanation of the final word read before the timer ran out. Then press “Next.”]

When finished, say: **Thank you! Let’s go to the next section.**

Sample Assessor Stimulus and Score Sheet:

Word	A child-friendly explanation	Evaluate the teacher's explanation
1. curious	To want to know why something happened or how something works.	<input type="checkbox"/> It would help a child to learn the word. <input type="checkbox"/> It was mostly inaccurate or incomplete. <input type="checkbox"/> None provided.
2. fortunate	When you feel lucky that something happened.	<input type="checkbox"/> It would help a child to learn the word. <input type="checkbox"/> It was mostly inaccurate or incomplete. <input type="checkbox"/> None provided.
3. horrible	Something is really bad.	<input type="checkbox"/> It would help a child to learn the word. <input type="checkbox"/> It was mostly inaccurate or incomplete. <input type="checkbox"/> None provided.
4. timid	Someone who is a little scared to try something. They might wait to be asked or watch from the distance before they try.	<input type="checkbox"/> It would help a child to learn the word. <input type="checkbox"/> It was mostly inaccurate or incomplete. <input type="checkbox"/> None provided.
5. clutch	To hold something really tight so you do not drop it or lose it.	<input type="checkbox"/> It would help a child to learn the word. <input type="checkbox"/> It was mostly inaccurate or incomplete. <input type="checkbox"/> None provided.
6. regret	To feel really bad about something that you did. You wish you had not done it.	<input type="checkbox"/> It would help a child to learn the word. <input type="checkbox"/> It was mostly inaccurate or incomplete. <input type="checkbox"/> None provided.
7. stroll	This is like going on a walk. But there is no hurry. You might stop along the way to examine flowers or stop to talk with people.	<input type="checkbox"/> It would help a child to learn the word. <input type="checkbox"/> It was mostly inaccurate or incomplete. <input type="checkbox"/> None provided.
8. glance	To look at something quickly and then look away. This is the type of look you give a boy or girl you like but you don't want them to see you looking.	<input type="checkbox"/> It would help a child to learn the word. <input type="checkbox"/> It was mostly inaccurate or incomplete. <input type="checkbox"/> None provided.
9. feast	A large meal with many things to eat. It may be made for a party or wedding.	<input type="checkbox"/> It would help a child to learn the word. <input type="checkbox"/> It was mostly inaccurate or incomplete. <input type="checkbox"/> None provided.
10. commotion	A lot of noise that is noticed by others and causing a problem. For example, learners arguing outside a	<input type="checkbox"/> It would help a child to learn the word. <input type="checkbox"/> It was mostly inaccurate or incomplete. <input type="checkbox"/> None provided.

Word	A child-friendly explanation	Evaluate the teacher's explanation
	classroom would be heard by others and likely a teacher would stop it.	

Development/Adaptation Guidelines:

1. Identify 10 Tier 2 words in the target language. Tier 2 words are used across domains and content areas. They are more descriptive than Tier 1 words which are everyday words.
2. The ten words should be a mix of different parts of speech (e.g. adjectives, verb, and nouns) known to educated adults. (Examples: Tier 2=exuberant; Tier 1=happy).
3. Technical Adequacy: Expressive language measures are a challenge to get reliability. We may pilot a matching format.

G. TLLA Writing Tasks

Read this introduction to the teacher.

Writing is a critical component of literacy. Modeling writing with students as well as scoring student writing samples are ways in which we can assess and improve student language proficiency. For this task, you will complete two writing activities. For one task you will correct student work, and for the other answer a writing prompt.

I. Writing Task I – Correcting Student Writing Samples

Timed Task: 10 items, 2 minutes

Instructions to the Assessor:

Show the teacher Writing Task I – Correcting Student Writing Samples in the teacher stimuli booklet as you read the instructions below.

For this task you will correct a letter written by a primary 4 learner. Read the letter carefully and correct the letter for mistakes in grammar, capitalization, punctuation, and spelling. Underline the mistakes the student made in the student answer column and then write the correct answer in the teacher feedback column. If there is a punctuation mark missing, draw a line where the punctuation mark should be and then write the correct punctuation mark in the teacher feedback column. If there are no errors in the sentence leave the sentence as it is.

Let’s look at the example together. [Point to the example and ask the teacher to read the first sentence with you. Then say:] **This sentence says “Some children like playing football and netball.” Where is the learner error in the sentence?**

[If the teacher says football, say:] **That’s right. Now underline the word fotball in the student answer column and write the correct spelling answer in the teacher feedback column.** [If the teacher does not say football, say:] **Ok let’s look at the word fotbal. It should have two o’s. So, the spelling of the word football is the error in the sentence. Now underline the word fotbal in the student answer column and write the correct spelling in the teacher feedback column.**

Let’s look at the next example. [Point to the sentence and ask the teacher to read it with you. Then say:]. **This sentence says, “Can we play other schools” Where is the student error in the sentence?** [If the teacher says there is no question mark, say:] **That’s right. Now underline the space after the word schools, in the student answer column and write the question mark in the teacher feedback column.**

[If the teacher does not say there is no question mark, OR if the teacher says there is no full stop, or any other answer say:] **Ok. Let’s look at the sentence. The student is asking a question. Look at the end of the sentence. It does not have a question mark. The missing question mark**

is the punctuation error in this sentence. Now, underline the space after the word “schools”, in the student answer column and write the question mark in the teacher feedback column.

When you are ready, we will begin. You will start here. [Point to the first sentence.]

Are you ready? Begin.

Start the timer when you give the teacher the letter. Stay quiet. When the teacher completes the subtask, enter the answers written on paper into Tangerine. Mark any skipped items as incorrect. When the teacher is finished, say: **Thank you! Let’s go to the next section.**

Sample Task Stimulus:

Examples:

Student Answer	Teacher Feedback
Underline the student error in each line.	Write the correct answer here.
Some children like playing fotball and netball.	
Can we play other schools	

	Student Answer	Teacher Feedback
	Underline the student error in each line.	Write the correct answer here.
1.	Dear headmistress, I talk with my friends every morning.	
2.	They tells me what they like about school.	
3.	They have some ideas to make our school beter.	
4.	I will share one ideas with you.	
5.	Much pupils like to read.	
6.	They read befour school and during lunch.	
7.	They want more books for the libray.	
8.	Can the school get the pupils more books.	
9.	we think this will improve our school.	

	Student Answer	Teacher Feedback
	Underline the student error in each line.	Write the correct answer here.
10.	Sincerely	

Development/Adaptation Guidelines:

1. Choose a text that is appropriate for learners in primary 4. You can select and adapt texts from local newspapers, tourist guides, primary 4 textbooks and Wikipedia
2. Then insert grammar, capitalization, punctuation, and spelling errors.
3. You can also use student work (with permission).
4. The sentences should be on topics familiar to adults in that context.
5. Use texts that are not disparaging or controversial. Avoid stereotypes, cultural, gender, and ethnic bias.
6. Choose texts that are short and simple. (About 60 words in English). The whole passage should consist of 8-10 sentences of varied lengths.
7. Divide the text into sections. Each section of text should only have one error.
8. Make sure you have at least one grammar, punctuation, capitalization and spelling error in the selected text.

2. Writing Task II – Answering a Writing Prompt

Timed Task: 1 item, 4 minutes

Instructions to the Assessor:

Show the teacher Writing Task II – Answering a Writing Prompt in the teacher stimuli booklet as you read the instructions below.

For this next activity you will write a short letter that responds to a prompt. Follow along as I read it. [Point to the writing prompt and read it aloud. Then say:]

The Head Teacher would like to promote more reading in your school. She has asked teachers to send her suggestions that would encourage more reading. Think of activities you can do in your classroom to get your students to read more. Then write the Head Teacher a letter. Describe three or more activities and give reasons why these activities will help children read more.

You will have four minutes.

Are you ready? Begin. [Start the timer.] Follow the timer, at three minutes, tell the teacher there is one more minute. The writing piece is not scored in front of the teacher. It is scored after he/she is dismissed.

Sample Task Stimulus:

Writing Prompt:

The Head Teacher would like to promote more reading in your school. She has asked teachers to send her suggestions that would encourage more reading. Think of activities you can do in your classroom to get your students to read more. Then write the Head Teacher a letter. Describe three or more activities and give reasons why these activities will help children read more.

Development/Adaptation Guidelines:

1. Determine the writing genre. Examples of genres you can use are the following:
 - a. Opinion (viewpoint supported with reasons).
 - b. Process or “How To” (steps in a process or procedure)
2. Make sure the prompt is short and clear and can be responded to in limited time.
3. You can select and adapt prompts from grade 4 textbooks, tourist guides, newspapers, recipe books, and Wikipedia.
4. Make sure adults have some familiarity with the topic and the writing genre.
5. Develop prompts that are not disparaging or controversial. Avoid stereotypes, cultural, gender, and ethnic bias.
6. Develop a prompt which is interesting and meaningful. Some sample prompts include:

Opinion prompts:

 - a. Write a paragraph on the reasons why it is important to have a health clinic in your community.
 - b. Write a letter to a friend telling her why she should visit Murchison Falls in Uganda instead of Lake Victoria.

Process or “How To” prompts:

 - a. Write a letter to your friend from Ethiopia describing how to make your favorite Ugandan dish. (e.g., Ugali, Luwombo, Matooke).
 - b. Describe how to play your favorite game (e.g. chess, snakes and ladders, omweso, football).

Scoring the writing task:

7. Score the writing task on the following:
 - a. Ideas: The main message or central idea of the writing piece, with supporting details.
 - b. Organization: Three or more sentences centered on one idea, with examples.
 - c. Use of signal words relevant to the type of writing genre or text structure. Examples of signal words for opinion writing are: I think, I believe, in my opinion, the best, my favorite. Examples of signal words for process writing are: First, second, next, then, after.
 - d. Sentences: This demonstrates the ability to write a variety of sentence structures. These include long, short, simple and complex sentences.
 - e. Use a scoring guide that is unique to each writing prompt. Below are examples of a persuasive or opinion rubric and a process or “how to” rubric.

Assessor Scoring Guide:

Persuasive/Opinion Rubric:

	3	2	1
Ideas	Main idea focused and clearly identified. Personal opinion stated in fresh original way. Three to four points made with 3 or more detailed reasons	Main idea stated. Personal opinion stated. 2-3 points made, but not always supported with reasons.	Little or no reference to the main idea. Opinion not clearly stated. Two or fewer points made. No reasons given.
Organization	Clear paragraph structure (beginning, middle, end). Ideas logically arranged and connected with 4 or more signal/transitional words. Long, short, simple and complex sentences.	Basic paragraph structure. Ideas logically arranged. Some use of 2-3 transitional/ signal words, some variation in sentence structure.	Little or no evidence of paragraph structure. Ideas disconnected. Little variation in sentence structure. 1-2 signal words used. 2-3 incomplete sentences.
Word choice	Uses specific nouns and strong (vivid) verbs. Vocabulary above grade level. Writing clearly targeted for appropriate evidence.	Uses appropriate, correct usage of vocabulary. (nouns, strong verbs). Writing is appropriate for target audience.	Simple, limited vocabulary. Sometimes incorrectly used. Some parts of the message may be unclear.

Process or “How To” Rubric:

	3	2	1
Ideas	Main idea is focused, clearly identified and understood. Process introduced and stated in fresh original way. All the steps in the process clearly described.	Main message/topic stated. Process introduced. Not all the steps in the process described, some of the steps may be confusing.	Little or no reference to the main message/topic. Process not clearly stated. Many steps in the process are missing.
Organization	Clear paragraph structure (beginning, middle, end). Ideas logically arranged. Writing has a variety of simple and complex sentences.	Basic paragraph structure. Ideas logically arranged. Some variation in sentence structure. Some sentences incomplete.	Little or no evidence of paragraph structure. Ideas disconnected. Little or variation in sentence structure. Many incomplete sentences.

	3	2	1
Signal Words	Four or more signal words appropriate for process paragraphs are present and lead the reader from one step of the process to the next.	Two to three signal words are present but do not always lead the reader from one step to the next.	No signal words present.
Word choice	Uses specific, nouns and strong (vivid) verbs precise words Vocabulary above grade level. Writing clearly targeted for appropriate evidence.	Uses appropriate, correct usage. vocabulary nouns, verbs etc. Writing is appropriate for target audience.	Simple vocabulary. Sometimes incorrectly used. Some parts of the message may be unclear.

Note: The order of the subtasks presented in this document aligns with the order they appear in the TLLA research plan. When these tasks are administered, the writing subtasks will be administered last. They will not be scored in front of the teacher. They will be scored after he/she is dismissed.