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# ACCELERATED QUALITY EDUCATION FOR LIBERIAN CHILDREN

## COMPLETION AND PLACEMENT ASSESSMENT PROFESSIONAL DEVELOPMENT MODULES ANNEX MATERIALS

USAID/Liberia ABE:ACCESS IDIQ Contract AID-OAA-I-14-00073/AID-669-TO-17-00001

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## COMPLETION AND PLACEMENT ASSESSMENT PROFESSIONAL DEVELOPMENT MODULES

### ANNEX MATERIALS

USAID/LIBERIA ABE: ACCESS IDIQ CONTRACT  
AID-OAA-I-14-00073/AID-669-TO-17-00001

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## ANNEX 1:

### Assessment – Roles and Responsibilities

Role	Responsibilities
<b>Master Trainer</b>	<ul style="list-style-type: none"><li>■ Attend Training for Master Trainers</li><li>■ Review and become familiar with the content of the Teacher Orientation Materials and Assessor Guides (for both Placement and Summative Assessment)</li><li>■ Facilitate Teacher Trainings</li></ul>
<b>Teacher</b>	<ul style="list-style-type: none"><li>● Attend teacher training</li><li>● Become familiar with the assessment administration and scoring process</li><li>● Administer assessments to students enrolled in ALP classes</li><li>● Score the assessments</li><li>● Keep assessments secure while in the classroom</li><li>● Ensure that students' names are recorded on all materials</li></ul>
<b>Head Teacher</b>	<ul style="list-style-type: none"><li>● Provide assessment oversight (observe assessment administration, circulate through classrooms during the assessments)</li><li>● Answer questions teachers and/or parents may have about the assessments</li><li>● Oversee the assessment security protocols at the ALP center</li><li>● Observe assessment scoring process – this can include observing teachers completing the scoring or spot checking a few assessments and/or items to see that scores are accurate</li><li>● Administer assessments if a teacher is absent</li></ul>
<b>DEO and/or CEO</b>	<ul style="list-style-type: none"><li>● Provide oversight of assessments at the ALP centers in the district and/or county</li><li>● Complete assessment observations at ALP centers</li><li>● Check that schools adhere to assessment security protocols</li><li>● Spot check at least 5 assessments at each ALP center – check the scoring for these assessments to make sure scores are accurate</li><li>● Certify the classroom summative assessment score sheets</li></ul>
<b>PTA</b>	<ul style="list-style-type: none"><li>● Communicate to families and community members the dates and purpose for the placement and completion assessments</li><li>● Monitor the timeliness and attendance of teachers and students during the assessments</li></ul>

## **ANNEX 2: Assessment Procedures**

1. Introduce yourself and explain what you are doing – build rapport.
2. Introduce the individual assessment to the student.
3. Administer the individual assessment:
  - a. Level 1: Letter and Number ID (placement only), Reading Passage and comprehension questions.
  - b. Level 2: Reading passage and comprehension questions.
  - c. Level 3: Reading passage and comprehension questions.
4. After the reading passage – if a placement assessment, then determine: Should the student move on to the group test?
5. Direct the student to the group administration area (or if placement, send them home if not eligible for the group test).
6. Continue the individual test until all students are finished.
7. Welcome the group to the group assessment.
8. Review the rules for the group assessment.
9. Pass out test materials.
10. Use the assessor guide to give the test.
11. At the end of assessing, collect all materials.
12. Dismiss students.
13. Score the assessments.

### **ANNEX 3. Small group activity - order the procedures**

Administer the individual assessment -Level 1: Letter and Number ID, Reading Passage and comprehension questions -Level 2: Reading passage and comprehension questions
Introduce yourself and explain what you are doing – build rapport
Direct the student to the group administration area (or if placement, send them home if not eligible for the group test)
Introduce the individual assessment to the students.
Review the rules for the group assessment with students.
Dismiss students.
Pass out test materials.
Score the group assessments.
After the reading passage – if a placement assessment, then determine: Should the student move on to the group test?
Use the assessor guide to give the test.
Welcome the group to the group assessment.
At the end of assessing, collect all materials.

## **ANNEX 4. Assessment Security Scenarios**

Read the scenarios. With your small group, discuss how you would handle these situations.

- What do you do if a student arrives late after the assessment has started?
- You notice that a few students are looking at another student's test booklet. What do you do?
- What do you do if you notice that students are moving slowly through the assessment items or they are not responding to any of the items?
- What do you do if you notice that you do not have enough assessments?

## **ANNEX 5: CEO and DEO Checklist**

1. **School visits** – observing the assessment administration process
  - Check that teachers are administering the correct assessments
  - Check that teachers and principals have set up the classrooms for the assessments (students facing the same direction and as they are able, there is space between the students)
  - Silently observe the assessments
  - If you have feedback, share it with the principal before leaving. The principal will share any feedback with the teachers after the assessments are complete.
  
1. **Assessment Materials Spot Check**
  - Check that assessments are kept in a secure location (ideally an office or classroom with a lock)
  - Check that all materials are collected after the assessments are administered each day
  
1. **Approving the assessment scores**
  - This should be done **AFTER** the school has finished administering and scoring the assessments
  - Each school should put together a list of student names and scores for each assessment
  - Select 4-5 assessments per level to spot check
    1. Are the items on the assessments scored correctly?
    2. Are the correct scores recorded on the class list?
  - If there are any issues, share them with the principal so the school can make any adjustments
  - Sign and stamp the class list of scores



## ANNEX 6. Prompts for Level 2 and Level 3 Group Assessment Administration

Possible Situation	Prompt/Recommended Action
<b>Student asks the enumerator to read a question or a portion of the question</b>	Point to the instructions and say: “Read the instructions to yourself and try your best to answer the question.”
<b>Student asks the enumerator to explain the question or clarify what they are being asked to do</b>	Point to the instructions and say: “Read the instructions to yourself and try your best to answer the question.”
<b>Student is just sitting, not reading a question, or not attempting to answer</b>	<p>“Try your best to answer the question.”</p> <p>or</p> <p>“Let’s move on to the next question.”</p>
<b>Student is taking a long time to work on one question (while other students have completed the work)</b>	“Let’s move to the next question. You can take time at the end to go back to any questions that you need more time to finish.”
<b>Student is asking another student for help, or peaks into their assessment</b>	<p>“Remember, please keep your eyes on your own paper.”</p> <p>“Remember, there is no talking during the assessment.”</p>
<b>Student is talking out loud / being disruptive</b>	<p>Proximity: Silently move over to stand next to that student while you provide instructions.</p> <p>“Remember, there is no talking during the assessment.”</p>

## **ANNEX 7. “Mock Test” for scoring practice**



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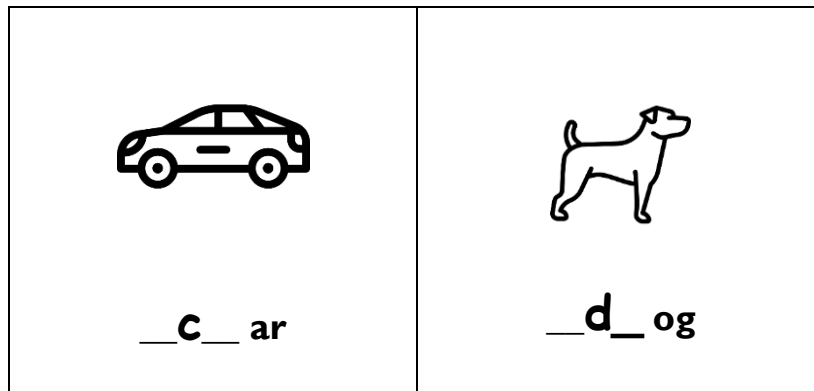
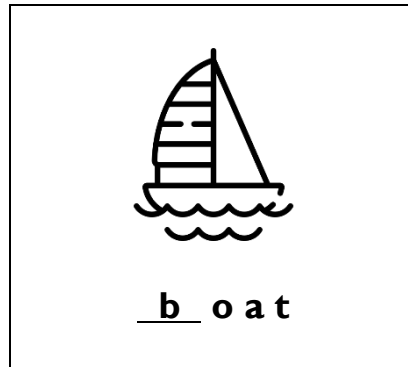


**PLACEMENT ASSESSMENT**  
**Mock Student Test**  
**FOR TRAINING**

# Literacy Mock Assessment

1. Look at the pictures below. Write the first letter to complete each word.

*Example*



1. Total Correct \_\_\_\_\_/2

2. Read each word. Circle the two words that rhyme in each line.

*Example*

	(run)	(fun)	rot
a)	(cat)	hot	(bat)
b)	(top)	(day)	pay

2. Total Correct \_\_\_\_\_/2

3. Read the sentences below. Circle the adjective in each sentence. Remember, adjectives are words that describe a person, place, or thing.



**Example** My father has a blue car.

- a) I like to read funny books.
- b) I like to eat spicy pepper soup.

3. Total Correct \_\_\_\_\_/2

4. Draw a line to match the preposition with the picture that shows the ball's position to the box. Remember, a preposition is a position word, which tells us about the relationship between two parts of a sentence.

**Example** In "Sara sits behind Patrick at school," behind is a preposition.

- a) **below** 
- b) **in** 
- A blue line is drawn from the word "below" to the picture of the box with the ball below it.

4. Total Correct \_\_\_\_\_/2

5. Circle the correct word to complete the sentence.

**Example** The (son sun) shines during the day.

- a) I was stung by a (be bee ).
- b) My brother goes to the market to (buy by ) onions.

5. Total Correct \_\_\_\_\_/2

6. Draw a line to match the underlined word with the part of speech. Remember, a noun is a person, place or thing; an adjective describes something; a verb is an action word; an adverb is a word that describes how, when, or where something happens; and a pronoun is a word that refers to a noun.

**Example** My sister is funny. \_\_\_\_\_ noun

- a) My funny brother tells jokes. \_\_\_\_\_ verb
- b) The car needs a repair. \_\_\_\_\_ noun
- c) I swim in the river. \_\_\_\_\_ adjective

6. Total Correct \_\_\_\_\_/3

7. Underline the prefix of the word. Remember, a prefix is a group of letters at the beginning of the word that changes the word's meaning.

**Example** embrace

- a) recycle                      b) disappear                      c) unfriendly

7. Total Correct \_\_\_\_\_/3

8. Read the sentence to yourself. Look at the underlined word. What part of speech is this word? Write the part of speech under the word. Remember, parts of speech include nouns, verbs, adjectives, and adverbs.

**Example** Annie plays with her sister. \_\_\_\_\_ noun

- a) Musa reads the book. \_\_\_\_\_ noun
- b) I wear a blue shirt to school each day. \_\_\_\_\_
- c) My sister runs quickly to catch the bus. \_\_\_\_\_ adverb

8. Total Correct \_\_\_\_\_/3

**9. Use the word bank to make a list of proper nouns and a list of common nouns.**

Word Bank		
Monrovia	lake	John
cat	book	Coca-Cola

Proper Nouns	Common Nouns
a) <u>Monrovia</u>	d) <u>cat</u>
b) <u>lake</u>	e) <u>book</u>
c) <u>John</u>	f) <u>Coca-Cola</u>

9. Total Correct \_\_\_\_\_ /6

**10. Read the words. Make a list of words that have a “hard c” sound. Remember the hard c sounds like a “k”. Make a list of words with a soft “c” sound.**

Word Bank		
code	cat	celery
cement	corn	ceiling

Soft “c”	Hard “c”
a) code	<b>Example</b> corn
b) cement	d) cat
c) celery	e) ceiling

10. Total Correct \_\_\_\_\_ /5

# Numeracy Mock Assessment

## 11. Draw a line to match the word with the number.

- a) 12 \_\_\_\_\_ One-hundred seventy-two
- b) 172 \_\_\_\_\_ Nine-hundred three
- c) 67 \_\_\_\_\_ Sixty-seven
- d) 903 \_\_\_\_\_ Twelve

11. Total Correct \_\_\_\_\_/4

## 12. Write the ordinal number.

**Example** 1 = 1<sup>st</sup>

- a) 9 \_\_\_\_\_ nine \_\_\_\_\_
- b) 3 \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_

12. Total Correct \_\_\_\_\_/2

## 13. Write the numbers in order from smallest to largest.

- a) 23, 19, 3, 7      3, 7, 19, 23
- b) 16, 44, 17, 56, 91 \_\_\_\_\_

13. Total Correct \_\_\_\_\_/2



**14. Count the number of blocks by tens and ones.**

*Example* | ●

\_\_\_\_\_ | \_\_\_\_\_ Ten

\_\_\_\_\_ | \_\_\_\_\_ Ones

| ●●●●●●●●

a) \_\_\_\_\_ **10** \_\_\_\_\_ Tens

\_\_\_\_\_ **7** \_\_\_\_\_ Ones

||| ●●●●

b) \_\_\_\_\_ **3** \_\_\_\_\_ Tens

\_\_\_\_\_ **4** \_\_\_\_\_ Ones

14. Total Correct \_\_\_\_\_/2

**15. Circle the number that is larger.**

a) **177** or **187**

b) **23** or **13**

15. Total Correct \_\_\_\_\_/2

**16. Write the number in words.**

a) 76 seventy-six

b) 33 three three

16. Total Correct \_\_\_\_\_/2

**17. Insert the greater than (>), less than (<), or equal to (=) symbols to make the statement correct.**

a)  $91 \quad \underline{\quad = \quad} \quad 91$

b)  $213 \quad \underline{\quad \quad \quad} \quad 113$

c)  $78 \quad \underline{\quad < \quad} \quad 87$

17. Total Correct \_\_\_\_\_/3

**18. Read the statements below. Each statement defines a property of operations. Write the name of the property that matches the definition.**

**Example**  $\sqrt{81} = 9$

a)  $\sqrt{64} =$

b)  $\sqrt{16} =$

18. Total Correct \_\_\_\_\_/2

**19. Compare the pairs of fractions listed below. Insert the symbol for less than, greater than, or equal to (<, >, =) to complete the number sentence.**

**Example**  $\frac{1}{3} < \frac{3}{5}$

a)  $\frac{1}{2} \quad \boxed{=}$   $\frac{4}{8}$

b)  $\frac{3}{8} \quad \boxed{<}$   $\frac{3}{4}$

c)  $\frac{4}{5} \quad \boxed{<}$   $\frac{3}{10}$

19. Total Correct \_\_\_\_\_/3

**20. Complete the number sentence. Write the correct number in the box that makes the statement true.**

a)  $14 - \boxed{\phantom{00}} = 9$

b)  $17 + \boxed{10} = 27$

20. Total Correct \_\_\_\_\_/2

**21. Solve the problems.**

a)  $\frac{1}{8} + \frac{5}{8} = \boxed{\frac{6}{8}}$

b)  $\frac{1}{5} + \frac{3}{10} = \boxed{\phantom{00}}$

21. Total Correct \_\_\_\_\_/2

## Reading passage – scoring sheet

### ASSESSOR SAYS:

**“Now you are going to read a story. This story is about Ben and things he does when it is raining. Please read out loud to me.”**

*NOTE TO THE ASSESSOR: As the student reads the story, cross out the words that are incorrect. Stop the student after 3 minutes. Complete the scoring below.*

Ben	On	A	Wet	Dy					
Ben	Woke	Up	Early.	Ben	Set	The	Tubs	Under	The
Rain	To	Get	Water.	Then	He	Went	To	School.	
Ben	Came	To	School.	Ben	Went	Out	To	Play	At
Recess.	It	Was	Very	Wet.					
Ben	And	His	Friends	Went	To	Beg	Their	Teacher	to
Let	Them	Play	In	The	Water.	The	Teacher	Said	No
I	Don't	Want	Any	Boys	To	Get	Wet.		

**3. Total Correct \_\_\_\_\_/62**

## Reading comprehension questions – scoring sheet

### ASSESSOR SAYS:

**“Now, I am going to ask you a few questions about the story. Try your best to answer the questions.”**

*Note to the assessor: Place the following symbols next to each question:*

✓ = Correct

X = Incorrect

a. a. What did Ben use to collect water?

**Correct Answer: tubs**

b. Where did Ben go after he put the tubs in the rain?

**Correct Answer: school**

c. What does Ben want to do at recess?

**Correct Answer: play in the rain water**

d. How do you think he felt when his teacher said no?

**Correct Answer: upset, sad that he can't play in the rain water**

e. Why did his teacher say no?

**Correct Answer: the teacher does not want the boys to get wet**

**4. Total correct \_\_\_\_/5**

## Combined Scores

In the box below, record the total number correct for each section of the assessment.

Literacy Assessment	# Correct	Did the student pass?
Words Read (Reading passage)	/62	
Reading Questions (Reading comprehension)	/5	
Language Arts Written Test	/30	

Numberacy Assessment	# Correct	Did the student pass?
Math Written Test	/26	

## **ANNEX 8. Scoring Practice – scoring key**



**PLACEMENT ASSESSMENT**  
**Mock Scoring Guide**  
**FOR TRAINING**



# SCORING LEVEL I PLACEMENT ASSESSMENTS

## Steps to Score

1. Use the answer key in the assessor guide (thin gray text).
2. Compare each student response to the correct answers in the guide.
3. Mark each question in the student assessment

Correct = ✓

Incorrect = X

4. Count the total number of correct responses.
5. Record the number correct for each assessment section on the back page of the student assessment.
6. Use the table below to determine placement.

## PLACEMENT INTO AQE LEVELS

After scoring is completed on the paper assessments, the enumerator will need to determine the student's placement level. The table below outlines placement scores.

Score	Placement Level
Less than 50% correct on mock test	Level 1
More than 50% correct on mock test	Level 2

## CALCULATING SCORES FOR LEVEL I

50% correct for each section means a student has passed level I. The following outlines the number correct for each section to earn 50%.

# Correct to Pass the Level	
Words Read	31 or more words read correctly
Reading Questions	At least 3 questions answered correctly
Literacy Group Test	30 or more items correct
Math Group Test	13 or more items correct



# Level I Individual Oral Assessment

\*Below are the instructions for teachers to administer the reading passage to students. In the training, use these instructions for teachers to practice in pairs.

This will be the first part of the test and it will be done with one assessor per student. The student will be asked to identify letters and numbers, as well as read a short passage. The directions to administer the letter identification, number identification and reading passage part of the assessment are in the back of the student assessment booklet. There is a laminated copy of these materials to place in front of the student.

**Time limit for Letter ID: 1 minute**

**Time limit for Number ID: 1 minute**

**Time limit for reading the story: 3 minutes** (stop the student after 3 minutes)

If a student does not pass the oral test, they will not take the written group assessment. Place the student in Level I.

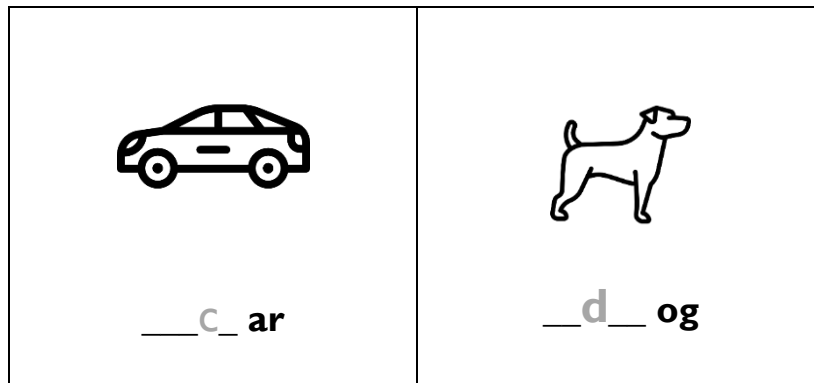
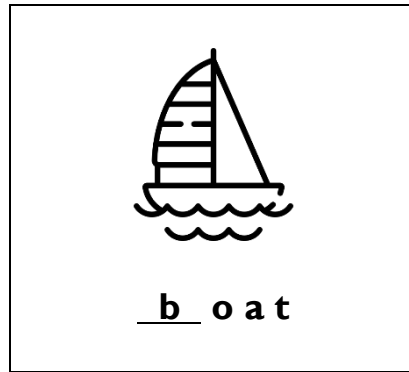
## **WHOLE GROUP TEST ADMINISTRATION**

After the individual oral tests are finished, use the directions below to administer the written literacy and numeracy test to the group of students. Read each question out loud (**bolded text**). It is important to keep the assessment moving. The literacy test should take approximately 45 minutes. The math assessment should take approximately 45 minutes. If students are not able to respond to a question, encourage them to try their best and then move the group to the next question.

# Literacy Mock Assessment

1. Look at the pictures below. Write the first letter to complete each word.

*Example*



2. Read each word. Circle the two words that rhyme in each line.

*Example*

	<u>run</u>	<u>fun</u>	rot
a)	<u>cat</u>	hot	<u>bat</u>
b)	top	<u>day</u>	<u>pay</u>


3. Read the sentences below. Circle the adjective in each sentence. Remember, adjectives are words that describe a person, place, or thing.


*Example* My father has a blue car.

- a) I like to read funny books.
- b) I like to eat spicy pepper soup.

4. Draw a line to match the preposition with the picture that shows the ball's position to the box. Remember, a preposition is a position word, which tells us about the relationship between two parts of a sentence.

**Example** In "Sara sits behind Patrick at school," behind is a preposition.

a) **below** 

b) **in** 

5. Circle the correct word to complete the sentence.

**Example** The (son sun) shines during the day.

- a) I was stung by a ( be bee ).
- b) My brother goes to the market to (buy by ) onions.

6. Draw a line to match the underlined word with the part of speech. Remember, a noun is a person, place or thing; an adjective describes something; a verb is an action word; an adverb is a word that describes how, when, or where something happens; and a pronoun is a word that refers to a noun.

**Example** My sister is funny. \_\_\_\_\_ noun

- a) My funny brother tells jokes.      verb
- b) The car needs a repair.      noun
- c) I swim in the river.      adjective
- 

**7. Underline the prefix of the word. Remember, a prefix is a group of letters at the beginning of the word that changes the word's meaning.**

**Example**    embrace

- a) recycle                      b) disappear                      c) unfriendly

**8. Read the sentence to yourself. Look at the underlined word. What part of speech is this word? Write the part of speech under the word. Remember, parts of speech include nouns, verbs, adjectives, and adverbs.**

- Example**    Annie plays with her sister.                      noun
- a)      Musa reads the book.                      verb
- b)      I wear a blue shirt to school each day.                      adjective
- c)      My sister runs quickly to catch the bus.                      adverb

9. Use the word bank to make a list of proper nouns and a list of common nouns.

Word Bank		
Monrovia	lake	John
cat	book	Coca-Cola

Proper Nouns		Common Nouns	
a)	<u>Monrovia</u>	d)	<u>lake</u>
b)	<u>John</u>	e)	<u>cat</u>
c)	<u>Coca-Cola</u>	f)	<u>book</u>

10. Read the words. Make a list of words that have a “hard c” sound. Remember the hard c sounds like a “k”. Make a list of words with a soft “c” sound.

Word Bank		
code	cat	celery
cement	corn	ceiling

Soft “c”	Hard “c”
a) cement	<b>Example</b> corn
b) celery	d) cat
c) ceiling	e) code

## Numeracy Mock Assessment

11. Draw a line to match the word with the number.

- a) 12      One-hundred seventy-two
- b) 172      Nine-hundred three
- c) 67      Sixty-seven
- d) 903      Twelve
- 

**12. Write the ordinal number.**

**Example** 1 = 1<sup>st</sup>

- a) 9      9th \_\_\_\_\_
- b) 3      3rd \_\_\_\_\_

**13. Write the numbers in order from smallest to largest.**

- a) 23, 19, 3, 7      3, 7, 19, 23
- b) 16, 44, 17, 56, 91      16, 17, 44, 56, 91

**14. Count the number of blocks by tens and ones.**

Example



\_\_\_\_\_ | \_\_\_\_\_ Ten

\_\_\_\_\_ | \_\_\_\_\_ Ones



a) \_\_\_\_\_ | \_\_\_\_\_ Tens

\_\_\_\_\_ | 7 \_\_\_\_\_ Ones



b) \_\_\_\_\_ | 3 \_\_\_\_\_ Tens

\_\_\_\_\_ | 4 \_\_\_\_\_ Ones

**15. Circle the number that is larger.**

a) 177 or 187

b) 23 or 13

**16. Write the number in words.**

a) 76 \_\_\_\_\_seventy-six\_\_\_\_\_

b) 33 \_\_\_\_\_thirty-three\_\_\_\_\_



17. Insert the greater than (>), less than (<), or equal to (=) symbols to make the statement correct.

a)  $91 \quad = \quad 91$

b)  $213 \quad > \quad 113$

c)  $78 \quad < \quad 87$

18. Read the statements below. Each statement defines a property of operations. Write the name of the property that matches the definition.

*Example*  $\sqrt{81} = 9$

a)  $\sqrt{64} =$        b)  $\sqrt{16} =$

19. Compare the pairs of fractions listed below. Insert the symbol for less than, greater than, or equal to (<, >, =) to complete the number sentence.

*Example*  $\frac{1}{3} < \frac{3}{5}$

a)  $\frac{1}{2}$    $\frac{4}{8}$

b)  $\frac{3}{8}$    $\frac{3}{4}$

c)  $\frac{4}{5}$    $\frac{3}{10}$

**20. Complete the number sentence. Write the correct number in the box that makes the statement true.**

a)  $14 - \boxed{5} = 9$

b)  $17 + \boxed{10} = 27$

**21. Solve the problems.**

a)  $\frac{1}{8} + \frac{5}{8} = \boxed{\frac{6}{8} \text{ OR } \frac{3}{4}}$

b)  $\frac{1}{5} + \frac{3}{10} = \boxed{\frac{5}{10} \text{ OR } \frac{1}{2}}$

# Placement Mock Test Scoring Tables

Count the number of correct items for each section of the assessment. Use the chart below to match the number correct with the percentage score.

Reading Passage				Reading Comprehension	
# Correct	Percent	# Correct	Percent	# Correct	Percent
1	2%	32	52%	1	20%
2	3%	33	53%	2	40%
3	5%	34	55%	3	60%
4	6%	35	56%	4	80%
5	8%	36	58%	5	100%
6	10%	37	60%		
7	11%	38	61%		
8	13%	39	63%		
9	15%	40	65%		
10	16%	41	66%		
11	18%	42	68%		
12	19%	43	69%		
13	21%	44	71%		
14	23%	45	73%		
15	24%	46	74%		
16	26%	47	76%		
17	27%	48	77%		
18	29%	49	79%		
19	31%	50	81%		
20	32%	51	82%		
21	34%	52	84%		
22	35%	53	85%		
23	37%	54	87%		
24	39%	55	89%		
25	40%	56	90%		
26	42%	57	92%		
27	44%	58	94%		
28	45%	59	95%		
29	47%	60	97%		
30	48%	61	98%		
31	50%	62	100%		

Literacy Assessment			
# Correct	Percent	# Correct	Percent
1	3%	16	53%
2	7%	17	57%
3	10%	18	60%
4	13%	19	63%
5	17%	20	67%
6	20%	21	70%
7	23%	22	73%
8	27%	23	77%
9	30%	24	80%
10	33%	25	83%
11	37%	26	87%
12	40%	27	90%
13	43%	28	93%
14	47%	29	97%
15	50%	30	100%

Mathematics Assessment			
# Correct	Percent	# Correct	Percent
1	4%	14	54%
2	8%	15	58%
3	12%	16	62%
4	15%	17	65%
5	19%	18	69%
6	23%	19	73%
7	27%	20	77%
8	31%	21	81%
9	35%	22	85%
10	38%	23	88%
11	42%	24	92%
12	46%	25	96%
13	50%	26	100%

## ANNEX 9. Student Placement Scenarios

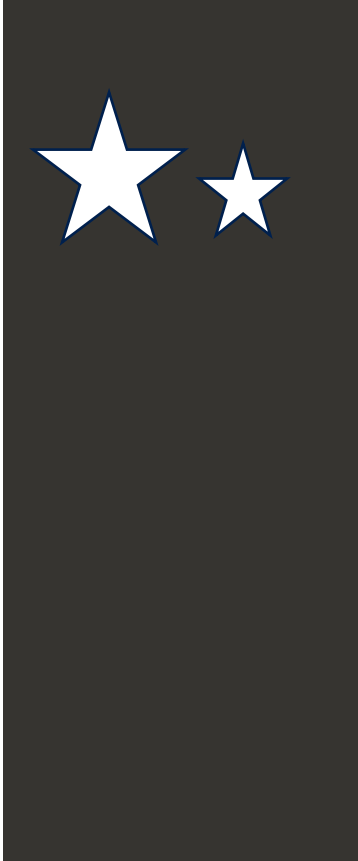
With your small group, read and discuss the following scenarios. Answer the question next to each scenario.

<p><b>A student arrives at the registration/intake table. You learn that they attended part of Grade 2.</b></p>	<p>What level placement assessment should they take?</p> <p>Response:</p>
<p><b>A student takes the Level 1 individual assessment. They score 60% correct on all sections of the assessment (letter ID, number ID, reading passage, comprehension questions).</b></p>	<p>Should this student take the Level 1 group assessment?</p> <p>Response:</p>
<p><b>A student arrives at the registration/intake table. You learn they have never attended school.</b></p>	<p>Should this student take the placement assessment? Why or why not?</p> <p>Response:</p>
<p><b>A student attended part of Grade 3. They take the Level 2 individual placement assessment. They read 30% of the words correct in the passage.</b></p>	<p>Should this student take the Level 2 group assessment? If not, where do you place this student?</p> <p>Response:</p>

## **ANNEX 10. Completion Assessment Part I Review Questions**

1. What are the four content areas in the completion assessments?
2. What levels are assessed in ELA and mathematics?
3. What levels are assessed in science and social studies?
4. Yes or No – Do you read the items out loud on the Level 1 group assessments?
5. What are the materials you will use for the completion assessments?
6. Yes or No – Do you read the items out loud on the Level 2 and Level 3 group assessments?
7. What is an example of a prompt that you may use during the Level 2 or Level 3 group assessment?
8. How should you set up the classroom for the group completion assessments?
9. What is another example of a prompt you may use during the Level 2 or Level 3 group assessment?
10. How many comprehension questions do you ask after the reading passage?
11. What is another example of a prompt you may use during the Level 2 or Level 3 group assessment?
12. What document do you use to administer the whole group assessments?

## **ANNEX 11. Scoring Practice – Mock Student Test**



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**COMPLETION ASSESSMENT**  
**Mock Student Test**

**FOR TRAINING**

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# Literacy Mock Assessment

1. Read the sentences below. Circle the adverb in each sentence. Remember, adverbs are words that describe a verb.

**Example** My father silently listens to the radio.

- a) My brother plays the drums loudly.  
b) She runs well.

1. Total Correct \_\_\_\_\_/2

2. Look at the pictures below. Write the first letter to complete each word.

**Example**



   b    o a t



   c    ar



   d    og

2. Total Correct \_\_\_\_\_/2

3. Read each word. Circle the contraction that matches the two words. Remember a contraction is when you combine two words into one word.

<b>Example</b>	I am	I'm	I'am
a)	Can not	Ca'nt	Can't
b)	We will	We'll	We'll

3. Total Correct \_\_\_\_\_/2

4. Circle the correct word to complete the sentence.

**Example** The (son sun) shines during the day.

- a) Can you (hear here) me when I use the microphone?  
 b) I made (for four) cakes for the party.

4. Total Correct \_\_\_\_\_/2

5. Underline the suffix of the word. Remember, a suffix is a group of letters at the end of the word that changes the word's meaning.

**Example** playful

- a) friendship      b) sickness      c) quickly

5. Total Correct \_\_\_\_\_/3

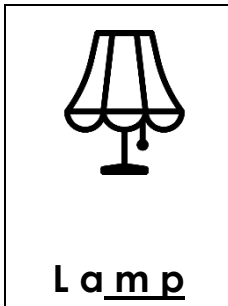
6. Circle the two words in each row that are antonyms. Remember antonyms are words with opposite meanings.

<b>Example</b>	<u>big</u>	<u>small</u>	little
a)	soft	<u>clean</u>	<u>dirty</u>
b)	<u>short</u>	<u>plus</u>	tall

6. Total Correct \_\_\_\_\_/2

7. Look at the pictures below. Fill in the missing letters to finish spelling the word.

Example:



7. Total Correct \_\_\_\_\_/3

8. Use the word bank to make a list of words with a silent letter. Remember a silent letter is in the spelling of a word but you do not hear the sound when you say the word.

Word Bank		
write	play	knock
globe		

Words with silent letters

Words without silent letters

a) write

c) globe

b) play

d) knock

8. Total Correct \_\_\_\_\_/4

**9. All sentences end with punctuation. Read the sentences below. Circle the punctuation mark that completes each sentence. A sentence with a period makes a statement. A sentence with a question mark asks a question. A sentence with an exclamation mark states a strong feeling.**

**Example:** What did you eat for breakfast ((?) .)

- a. How tall are you ((? .))
- b. My friend won the race (! ?)
- c. My mom listens to the radio ((. ?))

9. Total Correct \_\_\_\_\_/3



**13. Read the list of numbers. Make a list of even numbers. Make a list of odd numbers.**

Word Bank		
12	6	11
38	41	75

Even Numbers

Odd Numbers

a) 12

d) 38

b) 6

e) 41

c) 11

f) 75

13. Total Correct \_\_\_\_\_/6

**14. Solve the following word problems. Write your answer in the box.**

- a. There are 767 girls enrolled in my primary school. 983 boys are enrolled. How many more boys are enrolled than girls?

1,750 Boys

**15. Write the number in words.**

a) 345 \_\_\_\_\_ three four five \_\_\_\_\_

b) 98 \_\_\_\_\_ eighty-nine \_\_\_\_\_

15. Total Correct \_\_\_\_\_/2

**16. Insert the greater than (>), less than (<), or equal to (=) symbols to make the statement correct.**

a) 802 \_\_\_\_\_ > \_\_\_\_\_ 820

b) 23 \_\_\_\_\_ < \_\_\_\_\_ 23

c) 112 \_\_\_\_\_ < \_\_\_\_\_ 125

16. Total Correct \_\_\_\_\_/3

17. Solve each problem below. Write your answer in the box.

Example:  $\frac{6}{9} - \frac{2}{9} = \boxed{\frac{4}{9}}$

a.  $\frac{5}{8} - \frac{3}{8} = \boxed{\frac{2}{8}}$

b.  $\frac{2}{5} + \frac{1}{5} = \boxed{\frac{1}{5}}$

c.  $\frac{1}{10} + \frac{3}{5} = \boxed{\phantom{\frac{\quad}{\quad}}}$

17. Total Correct \_\_\_\_\_/3

# Science Mock Assessment

**18. Use the word bank. Complete the two blank lists. Create a list of inner planets. Create a list of outer planets.**

Jupiter	Earth	Venus	Neptune
Mercury	Uranus	Saturn	Mars

Inner planets	Outer planets
a. Earth	e. Jupiter
b. Venus	f. Uranus
c. Neptune	g. Saturn
d. Mercury	h. Mars

18. Total Correct \_\_\_\_\_/8

**19. Read the terms below. Draw a line to match the definition to the term.**

- a. Matter \_\_\_\_\_ These are the basic building blocks of matter. They can be combined to create molecules.
- b. Atom ~~\_\_\_\_\_~~ This is formed when two or more elements are chemically bonded together.
- c. compound ~~\_\_\_\_\_~~ It is all around. It is anything that has mass and takes up space.

19. Total Correct \_\_\_\_\_/3



**20. Read the words and definitions below. Use the word bank to complete the sentences. Use each word only one time.**


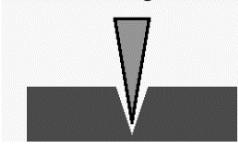
Word Bank			
Psychrometer	Seasons	Weather	Barometer

- The scientist uses a \_\_\_\_\_ *Psychrometer* \_\_\_\_\_ to measure humidity.
- There are two \_\_\_\_\_ *Seasons* \_\_\_\_\_ in Liberia. One is usually very wet and the other, which is shorter, is dry.
- On Tuesday, the \_\_\_\_\_ *Weather* \_\_\_\_\_ was not very good. We had a lot of rain which caused mud.
- My classmates used a \_\_\_\_\_ *Barometer* \_\_\_\_\_ to practice measuring the air pressure.

20. Total Correct \_\_\_\_\_/4

**21. Use the word bank below to complete the chart of simple machines. Remember, simple machines help apply force. Fill in the chart to match the machine with the picture and definition.**

Word Bank	
Screw	Wedge

a. _____ <i>Wedge</i> _____	
b. _____	

21. Total Correct \_\_\_\_\_/2

**22. Read the terms below. Circle the term that best matches the following definition:**

The process used by plants to convert light energy into energy that can fuel the organisms' activities.

- Nutrition
- Photosynthesis
- Growth
- Life cycle

22. Total Correct \_\_\_\_\_/1

# Social Studies Mock Assessment

**23. Read each statement about the American Colonization Society (ACS). Circle True if the statement is correct. Circle False if the statement is incorrect.**

a. Some Americans did not agree with the ACS. They wanted to focus on equal rights in the United States.  True OR  False

b. Disease was not a major problem for the people who moved to Liberia.  True OR  False

c. The people already living in Liberia were not happy to lose land and resources to the ACS.  True OR  False

23. Total Correct \_\_\_\_\_/3

**24. Use the word bank to best complete each sentence about physical features of Liberia. You will only use each word one time.**

Word Bank		
Mesurado	Mount Nimba	Mano

a. \_\_\_\_\_ Mount Nimba \_\_\_\_\_ is the highest mountain in Liberia.

b. The \_\_\_\_\_ Mano \_\_\_\_\_ River runs through Monrovia.

c. The \_\_\_\_\_ Mesurado \_\_\_\_\_ River forms part of the Liberian border with Sierra Leone.

25. Total Correct \_\_\_\_\_/3

**26. Use the word bank. Complete the two blank lists. Create a list of countries in West Africa. Create a list of countries that are not in West Africa.**

In West Africa	Not in West Africa
a. Mali	c. Egypt
B. Nigeria	d. Tanzania

26. Total Correct \_\_\_\_\_/4

## Reading passage – scoring sheet

### ASSESSOR SAYS:

**“Now you are going to read a story. This story is about Ben and things he does when it is raining. Please read out loud to me.”**

*NOTE TO THE ASSESSOR: As the student reads the story, cross out the words that are incorrect. Stop the student after 3 minutes. Complete the scoring below.*

Moses	Has	A	Problem						
Moses	Works	In	Small	Shop.	He	Sells	Small	Things.	His
Supervisor	I.s	Anna.	Anna	Talks	Very	Fast.	They	don't	Communicate
Well.	One	Day,	Anna	Gives	Moses	Two	Kinds	Of	Bread
To	Sell.	Anna	Says	One	Should	Cost	Five	dollars	The
Other	Should	Cost	Ten	Dollars	But	Moses	Doesn't	Listen.	He
Sells	The	Bread	For	Five	Dollars.	When	Anna	Comes	Back
She	Is	Very	Angry.	Moses	Is	Upset.	What	Can	He
Do?									

**3. Total Correct \_\_\_\_\_/73**

## Reading comprehension questions – scoring sheet

### ASSESSOR SAYS:

“Now, I am going to ask you a few questions about the story. Try your best to answer the questions.”

*Note to the assessor: Place the following symbols next to each question:*

✓ = Correct

X = Incorrect

a. Where does Moses work?

**Correct Answer:** a small shop, a shop

b. How much does Moses sell the bread for?

**Correct Answer:** five dollars

c. How does Anna feel when she gets back from the store?

**Correct Answer:** angry, upset

d. Why did Moses sell the bread for five dollars?

**Correct Answer:** he didn't pay attention, he didn't listen

e. Why is Moses upset?

**Correct Answer:** he made a mistake, Anna is upset with him

**4. Total correct \_\_\_\_/5**

## Combined Scores

In the box below, record the total number correct for each section of the assessment.

Literacy Assessment	# Correct	Percent Correct (use the scoring tables in the answer key)	Did the student pass?
Words Read (Reading passage)	/73		
Reading Questions (Reading comprehension)	/5		
Language Arts Written Test	/23		
Math Written Test	/22		
Science	/18		
Social Studies	/10		

## **ANNEX 12: Scoring Practice Answer Key**



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# COMPLETION ASSESSMENT

## Mock Scoring Guide

### FOR TRAINING

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# SCORING LEVEL I COMPLETION ASSESSMENTS

## Steps to Score

1. Use the answer key in the assessor guide (thin gray text).
2. Compare each student response to the correct answers in the guide.
3. Mark each question in the student assessment

Correct = ✓

Incorrect = X

4. Count the total number of correct responses.
5. Record the number correct for each assessment section on the back page of the student assessment.
6. Use the table below to determine placement.

## CALCULATING SCORES FOR LEVEL I

70% correct for each section means a student has passed level I. The following outlines the number correct for each section to earn 70%.

# Correct to Pass the Level	
Words Read	31 or more words read correctly
Reading Questions	At least 3 questions answered correctly
Literacy Group Test	30 or more items correct
Math Group Test	13 or more items correct





## Level I Individual Oral Assessment

\*Below are the instructions for teachers to administer the reading passage to students. In the training, use these instructions for teachers to practice in pairs.

This will be the first part of the test and it will be done with one assessor per student. The student will be asked to identify letters and numbers, as well as read a short passage. The directions to administer the letter identification, number identification and reading passage part of the assessment are in the back of the student assessment booklet. There is a laminated copy of these materials to place in front of the student.

**Time limit for Letter ID: 1 minute**

**Time limit for Number ID: 1 minute**

**Time limit for reading the story: 3 minutes** (stop the student after 3 minutes)

If a student does not pass the oral test, they will not take the written group assessment. Place the student in Level I.

### **WHOLE GROUP TEST ADMINISTRATION**

After the individual oral tests are finished, use the directions below to administer the written literacy and numeracy test to the group of students. Read each question out loud (**bolded text**). It is important to keep the assessment moving. The literacy test should take approximately 45 minutes. The math assessment should take approximately 45 minutes. If students are not able to respond to a question, encourage them to try their best and then move the group to the next question.

# Literacy Mock Assessment

1. Read the sentences below. Circle the adverb in each sentence. Remember, adverbs are words that describe a verb.

*Example* My father silently listens to the radio.

a) My brother plays the drums loudly.

b) She runs well.

2. Look at the pictures below. Write the first letter to complete each word.

*Example*



b  o a t



c  a r



d  o g

3. Read each word. Circle the contraction that matches the two words. Remember a contraction is when you combine two words into one word.

<b>Example</b>	I am	I'm	I'am
a)	Can not	Ca'nt	Can't
b)	We will	We'll	We'll

4. Circle the correct word to complete the sentence.

**Example** The (son sun) shines during the day.

- a) Can you (hear here) me when I use the microphone?  
b) I made (for four) cakes for the party.

5. Underline the suffix of the word. Remember, a suffix is a group of letters at the end of the word that changes the word's meaning.

**Example** playful

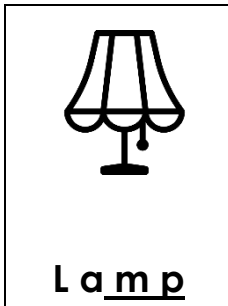
- a) friendship      b) sickness      c) quickly

6. Circle the two words in each row that are antonyms. Remember antonyms are words with opposite meanings.

<b>Example</b>	<u>big</u>	<u>small</u>	little
a)	soft	<u>clean</u>	<u>dirty</u>
b)	<u>short</u>	plus	<u>tall</u>

7. Look at the pictures below. Fill in the missing letters to finish spelling the word.

Example:



8. Use the word bank to make a list of words with a silent letter. Remember a silent letter is in the spelling of a word but you do not hear the sound when you say the word.

Word Bank		
write	play	knock
globe		

Words with silent letters

Words without silent letters

a) write

c) play

b) knock

d) globe

9. **All sentences end with punctuation. Read the sentences below. Circle the punctuation mark that completes each sentence. A sentence with a period makes a statement. A sentence with a question mark asks a question. A sentence with an exclamation mark states a strong feeling.**

**Example:** What did you eat for breakfast ( ? ) . )

a. How tall are you ( ? ) . )

b. My friend won the race ( ! ) ? )

c. My mom listens to the radio ( . ) ? )



**13. Read the list of numbers. Make a list of even numbers. Make a list of odd numbers.**

Word Bank		
12	6	11
38	41	75

Even Numbers

Odd Numbers

a) 12

d) 41

b) 38

e) 11

c) 6

f) 75

**14. Solve the following word problems. Write your answer in the box.**

- a. There are 767 girls enrolled in my primary school. 983 boys are enrolled. How many more boys are enrolled than girls?

Boys

**15. Write the number in words.**

a) 345 three hundred forty-five

b) 98 ninety-eight

**16. Insert the greater than (>), less than (<), or equal to (=) symbols to make the statement correct.**

a) 802 < 820

b) 23 = 23

c) 112 < 125

17. Solve each problem below. Write your answer in the box.

Example:  $\frac{6}{9} - \frac{2}{9} = \boxed{\frac{4}{9}}$

a.  $\frac{5}{8} - \frac{3}{8} = \boxed{\frac{2}{8} \text{ OR } \frac{1}{4}}$

b.  $\frac{2}{5} + \frac{1}{5} = \boxed{\frac{3}{5}}$

c.  $\frac{1}{10} + \frac{3}{5} = \boxed{\frac{5}{10} \text{ OR } \frac{1}{2}}$



# Science Mock Assessment

**18. Use the word bank. Complete the two blank lists. Create a list of inner planets. Create a list of outer planets.**

Jupiter	Earth	Venus	Neptune
Mercury	Uranus	Saturn	Mars
Inner planets		Outer planets	
a. Mercury		e. Jupiter	
b. Venus		f. Saturn	
c. Earth		g. Uranus	
d. Mars		h. Neptune	

**19. Read the terms below. Draw a line to match the definition to the term.**

a. Matter

These are the basic building blocks of matter. They can be combined to create molecules.

b. Atom

This is formed when two or more elements are chemically bonded together.

c. compound

It is all around. It is anything that has mass and takes up space.

**20. Read the words and definitions below. Use the word bank to complete the sentences. Use each word only one time.**


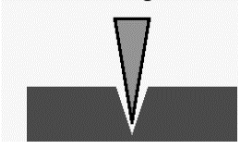
Word Bank			
Psychrometer	Season	Weather	Barometer

- The scientist uses a Psychrometer to measure humidity.
- There are two seasons in Liberia. One is usually very wet and the other, which is shorter, is dry.
- On Tuesday, the weather was not very good. We had a lot of rain which caused mud.
- My classmates used a barometer to practice measuring the air pressure.

20. Total Correct \_\_\_\_\_/4

**21. Use the word bank below to complete the chart of simple machines. Remember, simple machines help apply force. Fill in the chart to match the machine with the picture and definition.**

Word Bank	
Screw	Wedge

a. <u>screw</u>	
b. <u>wedge</u>	

21. Total Correct \_\_\_\_\_/2

**22. Read the terms below. Circle the term that best matches the following definition:**

The process used by plants to convert light energy into energy that can fuel the organisms' activities.

- Nutrition
- Photosynthesis
- Growth
- Life cycle

# Social Studies Mock Assessment

**23. Read each statement about the American Colonization Society (ACS). Circle True if the statement is correct. Circle False if the statement is incorrect.**

a. Some Americans did not agree with the ACS. They wanted to focus on equal rights in the United States.  True OR False

b. Disease was not a major problem for the people who moved to Liberia.  True OR False

c. The people already living in Liberia were not happy to lose land and resources to the ACS.  True OR False

**24. Use the word bank to best complete each sentence about physical features of Liberia. You will only use each word one time.**

Word Bank		
Mesurado	Mount Nimba	Mano

a. \_\_\_Mount Nimba\_\_\_ is the highest mountain in Liberia.

b. The \_\_\_Mesurado\_\_\_ River runs through Monrovia.

c. The \_\_\_Mano\_\_\_ River forms part of the Liberian border with Sierra Leone.

**26. Use the word bank. Complete the two blank lists. Create a list of countries in West Africa. Create a list of countries that are not in West Africa.**

Tanzania

Nigeria

Mali

Egypt

In West Africa	Not in West Africa
a. Mali	c. Tanzania
B. Nigeria	d. Egypt

# Placement Mock Test Scoring Tables

Count the number of correct items for each section of the assessment. Use the chart below to match the number correct with the percentage score.

Reading Passage				Reading Comprehension	
# Correct	Percent	# Correct	Percent	# Correct	Percent
1	1%	38	52%	1	20%
2	3%	39	53%	2	40%
3	4%	40	55%	3	60%
4	5%	41	56%	4	80%
5	7%	42	58%	5	100%
6	8%	43	59%		
7	10%	44	60%		
8	11%	45	62%		
9	12%	46	63%		
10	14%	47	64%		
11	15%	48	66%		
12	16%	49	67%		
13	18%	50	68%		
14	19%	51	70%		
15	21%	52	71%		
16	22%	53	73%		
17	23%	54	74%		
18	25%	55	75%		
19	26%	56	77%		
20	27%	57	78%		
21	29%	58	79%		
22	30%	59	81%		
23	32%	60	82%		
24	33%	61	84%		
25	34%	62	85%		
26	36%	63	86%		
27	37%	64	88%		
28	38%	65	89%		
29	40%	66	90%		
30	41%	67	92%		
31	42%	68	93%		
32	44%	69	95%		
33	45%	70	96%		
34	47%	71	97%		
35	48%	72	99%		
36	49%	73	100%		
37	51%				

Literacy Assessment			
# Correct	Percent	# Correct	Percent
1	4%	13	57%
2	9%	14	61%
3	13%	15	65%
4	17%	16	70%
5	22%	17	74%
6	26%	18	78%
7	30%	19	83%
8	35%	20	87%
9	39%	21	91%
10	43%	22	96%
11	48%	23	100%
12	52%		

Mathematics Assessment			
# Correct	Percent	# Correct	Percent
1	5%	12	55%
2	9%	13	59%
3	14%	14	64%
4	18%	15	68%
5	23%	16	73%
6	27%	17	77%
7	32%	18	82%
8	36%	19	86%
9	41%	20	91%
10	45%	21	95%
11	50%	22	100%

Science Assessment			
# Correct	Percent	# Correct	Percent
1	6%	10	56%
2	11%	11	61%
3	17%	12	67%
4	22%	13	72%
5	28%	14	78%
6	33%	15	83%
7	39%	16	89%
8	44%	17	94%
9	50%	18	100%

Social Studies Assessment			
# Correct	Percent	# Correct	Percent
1	10%	6	60%
2	20%	7	70%
3	30%	8	80%
4	40%	9	90%
5	50%	10	100%