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# MEASUREMENT AND RESEARCH SUPPORT TO EDUCATION STRATEGY GOAL I TOOLKIT FOR THE LOCAL EDUCATION MONITORING APPROACH (LEMA)



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# MEASUREMENT AND RESEARCH SUPPORT TO EDUCATION STRATEGY GOAL I TOOLKIT FOR THE LOCAL EDUCATION MONITORING APPROACH (LEMA)

Prepared for

Office of Education  
Bureau for Economic Growth, Education, and Environment (E3)  
United States Agency for International Development (USAID)  
Arthur Muchajer, Contracting Officer  
Penelope Bender, Contracting Officer's Representative

Prepared by

Kellie Betts, Amy Mulcahy-Dunn, and Joseph Valadez  
3040 East Cornwallis Road  
P.O. Box 12194  
Research Triangle Park, NC 27709-2194  
USA

Cover photo: Chris Cummiskey, RTI International. During a pilot application of LEMA conducted in Ethiopia in April 2016, a pupil comes to the blackboard to complete an example during the Group Administered Literacy Assessment.

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# Glossary

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Term	Definition
Aggregated Data	Data from multiple sources that have been gathered or combined in order to be viewed or analyzed together
Alpha Error	The chance of misclassifying a school or district that is meeting the minimum performance standards as one that is not meeting them.
Assent	Oral or written expression of willingness or agreement to participate in a research study after it has been described and explained by an assessor to a child who is too young to give legal consent.
Assessor	A trained individual who is responsible for administering evaluation instrument(s) to students, teachers, and/or head teachers. The assessor accurately records responses or other data collected through interviews and observations.
Assessor Tool	Document containing guidelines, protocols, and instructions for correctly administering the Group Administered Literacy Assessment (GALA).
Beta Error	The chance of misclassifying a school or district that is not meeting the minimum performance standards as a school that is meeting them.
Binary Results	Results that are classified into one of two groups and are often expressed as 0 (“no” or not present) or 1 (“yes” or present).
Census	In a census, all the members of a population are included in a study (that is, no sampling is conducted). <sup>1</sup>
Classification Tool	Tool used to measure the existence or non-existence of a particular item—that is, whether something is present or not.
Classroom Observation	Observation of a reading lesson and assessment of teacher practices.

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<sup>1</sup> Some definitions provided in this list were taken verbatim or adapted from the *Early Grade Reading Assessment (EGRA) Toolkit, Second Edition* (RTI International, 2016).

Term	Definition
Consent	An adult respondent's written expression of willingness or agreement to participate in a research study after it has been described and explained by an assessor.
District-Level Decision Rule	The minimum number of schools that must be performing acceptably in order for a district to be classified as meeting the minimum performance standard on the whole.
EGRA	The Early Grade Reading Assessment (EGRA) is an oral student assessment designed to measure the most basic foundational skills for literacy acquisition in the early grades.
Evaluation Instruments	Assessment tools used to collect data in schools; includes the School Instrument and the Group Administered Literacy Assessment
Group Administered Literacy Assessment (GALA)	The GALA, administered to a group of primary school pupils, is designed to determine proficiency across a range of basic to more advanced literacy skills.
Indicator	A simple and reliable measure of change, whether at the project, activity, or system level.
LEMA Decision-Rule Table	A table that provides the minimum number of schools or students needed to meet minimum performance standards to classify a school or district.
LEMA	Local Education Monitoring Approach; a monitoring approach used to classify districts as meeting minimum education performance standards or not. The approach is based on the LQAS methodology and data collection instruments that allow for measurement of binary indicators.
LQAS	Lot Quality Assurance Sampling; is a classification tool which relies on small random samples and binary indicators (yes/no questions) to provide statistically valid quality assurance testing.
Minimum Performance Standard	The minimum value set for a given indicator to determine which schools or districts are most in need of support.
Nonrandom Sample	Items are selected from a population purposefully, without the requirement of equal probability of selection for all units.
Pupil Exercise Book Inventory	Table used to record availability and use of pupil exercise books.

Term	Definition
Pupil Performance	For individual pupil literacy performance, pupils are said to have mastered a particular skill if they are able to correctly answer a set number of questions for a specific section of the pupil assessment. The standards for individual pupil mastery are set universally; that is, they do not change by country, region, language, or current average performance levels.
Pupil Sample	19 randomly selected pupils per school who are tested to classify a <u>school</u> as meeting or not meeting minimum performance standards.
Random Number / Sample Table	Table of numbers used for random selection of students and schools. Total sample size is displayed in the first row; total population size is displayed in the first column.
Random Sample	Items selected from a population such that at the time of selection, each item has an equal chance of being chosen for the sample.
Reliability	The overall consistency with which a measurement tool functions as intended over time or across groups of students.
Sampling Frame	The list of all the members of a population that can be assessed for inclusion in a sample. The sample is drawn from the sampling frame.
School Instrument	Document containing guidelines, protocols, and instructions for properly monitoring and evaluating a sampled classroom or teacher during a school visit (including consent, teacher selection, classroom observation, and pupil exercise book inventory).
School-Level Decision Rule	The minimum number of pupils that must be performing acceptably in order for the school to be classified as meeting the minimum performance standard.
School Sample	19 randomly selected schools where data will be collected and used to classify a district as meeting or not meeting a minimum performance standard.
Summary Sheet	Document used for recording all student and school performance—and determining whether or not schools or districts are meeting minimum performance standards.

Term	Definition
Tabulation	Recording the information collected during the school visit in a form that allows the data to be analyzed.
Target Population	The theoretical group of subjects (individuals or units) to which a study's results can be generalized. The <i>sample</i> and the target population share similar characteristics, as the sample is a subset of the <i>target population</i> .
Validity	The correctness of measures and ultimately the appropriateness of inferences or decisions based on the test results.

# 1 About the Approach

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The approach described in this manual—and along with it the guidance for trainers, the materials for assessor trainees, and the instruments used in pilot administrations—has evolved in such a way that some preliminary clarifications of terminology and concepts may be helpful.

The Local Education Monitoring Approach (LEMA) as it is presented in this toolkit was previously referred to by the name of Lot Quality Assurance Sampling (LQAS). Original pilot applications of this approach, along with training exercises, reports, and papers, were conducted or produced under the name LQAS. Lot Quality Assurance Sampling, the name itself, represents only a specific random sampling methodology and small-sample analysis approach. The sampling technique was adapted and refined through multiple pilot applications within the education sector. At the same time, evaluation tools (described later in this manual) were designed to accompany the technique.

As LQAS—as applied in the education sector—transformed from a sampling method into an approach encompassing specific indicators and survey instruments, the name Local Education Monitoring Approach (LEMA) was created. LEMA, as a name, is more appropriate for presenting the approach as a whole, and is more intuitive across cultural contexts. In some instances, for referring to the specific sampling method and the analysis model that LEMA uses, Lot Quality Assurance Sampling is still applicable and used in this manual. It should be noted that when applying LQAS as a sample methodology, it is possible use other types of evaluation tools than those presented in this manual as part of the Local Education Monitoring Approach.

Additionally, what is now referred to in this manual as the Group Administered Literacy Assessment (GALA) was called the Group Administered Reading Assessment (GARA) in previous applications. Again, as the instrument was adapted and refined to accompany this approach, some subtasks were added or removed. The instrument is currently designed to measure more than reading performance, and therefore, the name GALA is more suitable.

One further change is that the sample sizes presented in this manual are stated as 19 pupils per school and 19 schools per district. In some previous applications and reports, the sample sizes of 16 pupils per school and 19 schools per district were used. The modification to the pupil sample size was made in order to simplify the process by using consistent samples across schools and pupils. The increase from 16 to 19 pupils also allows the users of this approach to reduce the chance of alpha and beta error rates (explained later in the manual) at the school level.

In terms of system requirements, there are no prerequisites for using LEMA per se, but it is ultimately easier and more sustainable if the education system has an existing inspectorate and

school monitoring system. Accordingly, it is recommended to build on existing systems to the greatest extent possible, in order to maximize ministry involvement, reduce redundancies, take advantage of previously trained school inspectors, and provide an approach that can be sustainable once a project has ended. Capacity building therefore depends on the strength of the existing monitoring system (including inspector training, school accessibility, school monitoring instruments, etc.). Strong monitoring systems will require less capacity building; weak or nonexistent monitoring systems will require extensive capacity building.

## 2 About the Manual

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### 2.1 What Is Its Purpose?

This manual was created at the request of the United States Agency for International Development (USAID). It is a tool to guide individuals who are implementing a pilot application of a quality monitoring technique called the **Local Education Monitoring Approach**, or LEMA, in locations that have not previously tested it. The assumption is that they will be gauging the appropriateness and effectiveness of using the method within that context as a routine monitoring tool.

### 2.2 Who Will Use It?

The audience for the manual is anyone who has an interest in routinely monitoring the quality of schools and education at a local, decentralized level, through routine data collection and reporting. These individuals, who will use this manual—and who from this point forward are referred to as “trainers”—may range from international consultants to government education officers from national or subnational jurisdictions (e.g., region or district). They may have varying levels of experience with routine monitoring approaches, data collection procedures, and/or school inspections and supervision. The manual is set up to guide individuals who have little to no experience with the Local Education Monitoring Approach to effectively conduct a pilot application of LEMA: training assessors,<sup>2</sup> collecting data, and tabulating and analyzing results.

### 2.3 What Will the Manual Help Me to Accomplish?

The manual will help you to

- understand the Local Education Monitoring Approach,
- lead an effort to pilot the LEMA and lay the groundwork for its subsequent use,

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<sup>2</sup> Throughout this manual, the trainees are referred to as “assessors.” These assessors may range from school supervisors and inspectors to privately contracted data collectors.



- adapt the training materials and data collection instruments for the context in which you are conducting the pilot, and
- train groups of education stakeholders to appropriately administer the instruments, tally data, and analyze it for effective decision making.

The manual begins (Section 3) by explaining **what the Local Education Monitoring Approach is** and how local monitoring is useful in education. This background is important for you, as a trainer, to understand (and to teach).

After the description of what LEMA is and scenarios in which it is appropriate to apply the approach within the education sector, the remainder of this manual is designed to help you plan for and execute a pilot application of LEMA. A typical LEMA pilot is carried out over the course of two weeks and includes aspects of training, field data collection, and data tabulation.

Before the pilot begins, you will complete several **recommended preliminary activities** to help prepare and plan. Section 4 discusses the steps of **meeting with key local stakeholders** to gauge and promote buy-in for the approach, **adapting the instruments** to the fit purposes and resources of the pilot, and **sampling schools** in the districts where the pilot will take place.

Section 5 provides **presentation materials and step-by-step instructions** to use as you are implementing the two-week LEMA pilot application.

## 3 Introduction to LEMA

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### 3.1 What is the Local Education Monitoring Approach (LEMA)?<sup>3</sup>

LEMA is an adaptation of a monitoring approach known as Lot Quality Assurance Sampling (LQAS). LQAS uses small sample sizes and binary indicators to classify local areas as meeting or not meeting minimum performance standards. This approach was first developed in the 1920s as a way to monitor the quality of manufacturing production. A small sample of items would be randomly selected from a production lot and examined for any imperfections. If the number of defective items within the lot was greater than a pre-set threshold level, then the entire lot was rejected (Robertson et al., 1997, p. 199). Rejected lots were then “examined more closely and either repaired or discarded” (MEASURE *Evaluation* Project 1998, p. 5).

This classification method has since spread beyond manufacturing into other domains. For example, the sampling methodology has been gaining popularity as a way to efficiently monitor health programs over time. More recently, the methodology has been adapted for use in the education sector and paired with specific evaluation instruments to become the Local Education Monitoring Approach.

### 3.2 Why Should Local Monitoring Be Applied to Education?

Monitoring systems are designed to produce information needed to improve education program fidelity and effectiveness. However, project-level evaluations often turn out to be cumbersome, take too long to produce actionable results, do not disaggregate data at local levels, and frequently are not locally sustainable past the life of the project. Ministry-run inspectorate systems also face challenges. For example, Ministry inspectors may be unable to visit schools with sufficient frequency due to financial and other resource constraints. These same constraints, combined with a lack of supervision, result in inspectors tending to focus their monitoring on centrally located schools while more rural and remote schools are rarely inspected. Inspectors also tend to focus on school inputs rather than on school quality indicators. Finally, school inspectors may not all use the same principles for assessment, or have standardized assessment checklists, such that data are not comparable across schools or districts.

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<sup>3</sup> Portions of the introductory and background material in this toolkit were adapted from recent summaries prepared for USAID, including a concept note (RTI International, 2012) prepared during early discussions about a case study application of LEMA (referred to at that time as LQAS) under the Education Data for Decision Making (EdData II) project, and a brief requested by USAID on rationales for the use of the LQAS methodology in education programs (Mulcahy-Dunn, Jukes, and Stern, 2016). An initial pilot study that took place in Ghana in February–March 2013 is described in Mulcahy-Dunn, Valadez, Cummiskey, and Hartwell (2013).

The argument for using the LEMA to monitor education systems and programs may be explained quite simply. Improving educational practices in ways that can lead to improved student performance outcomes requires frequent feedback. To achieve this, data must be collected using relatively low-cost methods and should be manageable at the local level. LEMA can do all this. LEMA is particularly appealing for governments striving to decentralize responsibilities, as it gives district-level managers a way to monitor the programs or communities in their district and determine which ones are “meeting particular targets and goals” (Robertson et al., 1997, p. 199).

A few key characteristics associated with this approach should be noted. First, LEMA divides populations into small, “administratively meaningful units (lots)” (Mabirizi, Orobato, David, and Nsabagasani 2004, p. 5) for which a local supervisor can influence or ensure quality of effective school management and instruction. Lots must be small enough to be homogeneous, and have similar socioeconomic characteristics (Mabirizi et al. 2004, p. 5). In the case of education (and this manual), lots are typically defined as districts.<sup>4</sup>

Second, as a classification tool, LEMA identifies which districts are meeting performance expectations and which are not. Framing the analysis in this binary way means that only a relatively small sample size is needed (Robertson et al. 1997, p. 199).<sup>5</sup> The sampling methodology LEMA uses, which combines small random sample sizes with binary questions, yields data that can be tabulated relatively quickly and analyzed easily. District-level results are locally available in only days as they can easily be tabulated with pen and paper (Robertson et al. 1997, p. 207).

Finally, although the data collected are designed to estimate binary results at the district level, data can be aggregated to estimate regional or national averages (Espeut 2000, p. 4). For example, while at the district level this approach allows us to classify districts as meeting or not meeting minimum student performance standards, by aggregating district data up to the regional level, the approach can estimate average student performance for the region. Another example could be identifying which districts meet the minimum standards for student attendance rates. The district data could be combined to calculate average student attendance rates in the region.

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<sup>4</sup> The sample methodology used by LEMA can be applied to units other than districts, determined based upon the specific country’s administrative structure.

<sup>5</sup> Lot Quality Assurance Sampling uses “one-sided hypothesis testing for analysis” of resulting data (Robertson et al. 1997, p. 199). The null hypothesis used with this sampling methodology is that the number of defective items in the lot exceeds the allowable pre-set limit, and the lot has to be rejected. In the social sector, “rejection” is not an option. Thus, rather than setting a limit as the number of defective items, the hypothesis requires setting the limit as the number of individuals or institutions that are performing above targeted expectations.

### 3.3 How Is LEMA Applied?

A practical application of LEMA looks something like the following.

First, identify a small number of key indicators of effective instruction and pupil performance that you want to monitor. These indicators could be based on curricular standards or program design and should reflect expected school and teacher behavior and management. To help ensure the data you collect will be impactful, make sure that the indicators you select will result in actionable data.

Examples of indicators could include

- students' ability to read with comprehension,
- sufficient length of teachers' reading lessons,
- minimum proportion of teachers in attendance at the start of school day,
- whether teachers are having students read silently,
- sufficient availability of textbooks in the classroom.

In cases where use of the approach is linked to a program design, these indicators can provide insights into overall program implementation. Although many instruments can collect similar information, the characteristics of the sampling methodology used with this approach distinguish how these data are both collected and used for routine monitoring and rapid analysis.

Once the indicators are chosen, current school practices and student performance levels are used to set minimum performance standards.

A small sample of schools is then randomly chosen and formally observed on those indicators.

Districts whose schools are unable to meet these performance standards can then be targeted for additional support right away. At the system level, support for the districts could take the form of

- additional training for teachers and head teachers,
- more routine monitoring and coaching of teachers, and/or
- provision of needed pedagogical materials.

At the program level, corrective steps could be taken to address identified weaknesses in either the design or the implementation of an education intervention program. Examples of corrective steps might include

- making adjustments in curricular content,
- making changes in teacher-training approaches,
- reviewing resource allocation decisions, or
- sending out district-wide communication regarding proper program applications.

### **3.3.1 Using LEMA as a Routine Monitoring System**

The examples of program-level applications of LEMA mentioned above highlight the important role that LEMA can play as the basis for a locally sustainable routine monitoring system. In contexts where governments are struggling to establish a rigorous school monitoring system, this approach can be easily adapted and implemented. Requiring inspectors to visit just a sample of schools in the district means that costs associated with a LEMA administration are lower than would be required for census-based inspections. Implementation costs can be further reduced by having subdistrict-level staff administer a LEMA. In Ghana, for example, subdistrict staff (known as Circuit Supervisors) are responsible for collecting data from schools within their circuits<sup>6</sup>. Given the number of circuits in a district, Circuit Supervisors are asked to visit a maximum of one or two schools in a two-week span as part of a LEMA data collection. As schools are randomly selected for the survey, there is no risk of only centrally located schools being selected. The use of standardized data collection tools and protocols ensures that data are comparable and can be aggregated. A locally sustainable, systematic monitoring approach provides the information needed to help government programs continue to evolve and improve when project funding has ended.

As noted earlier, the presence of a pre-existing system is not mandatory for using LEMA; however, using subdistrict-level staff and taking advantage of existing resources is recommended. The simplicity of the approach is conducive for training local staff who may already have some experience with school monitoring instruments and are knowledgeable about schools' accessibility. LEMA is inherently designed to be implemented and managed locally, which makes leveraging existing resources (e.g., vehicles or transportation systems, training venues, routing plans) easy to facilitate. Building upon resources that already exist helps ensure the approach can be maintained after it is piloted.

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<sup>6</sup> Referred to in Ghana as the District Quality Monitoring System for Education (DQMS-E).

### **3.3.2 Using LEMA in Implementation Programs Where Other Data Are Already Being Collected**

Given the abundance of data often collected under implementation programs, it is important to evaluate the appropriateness of when and for what reason data should be collected using LEMA as well. What benefit would result from incorporating LEMA into a program design?

Below we describe some scenarios where an application of LEMA could improve program fidelity, effectiveness, and sustainability.

#### **Programs that collect nationally representative outcome data, but no monitoring data:**

With intervention programs that collect sample-based, nationally (or even regionally) representative outcome data at baseline, midline, and endline, but do not routinely collect such data, LEMA could regularly collect district-level monitoring data. Additionally, LEMA could help establish a sustainable monitoring system for use by a ministry or department of education.

#### **Programs that collect nationally representative outcome data, with coaches who collect “fidelity of implementation” data from all program schools:**

When instructional coaches visit all the schools to which they are assigned to collect “fidelity of implementation” data, it may seem that collecting data using LEMA is not necessary. However, in some cases LEMA can be useful:

- To collect information that is not part of the coach’s data collection process, for example by adding student achievement tests;
- To provide a quality check on coaches and the data being collected;
- To indicate which districts are meeting minimum performance standards; and
- To set up a more sustainable monitoring system that extends beyond the life of the program. (as noted above in Section 3.3.1).

### **3.4 Limitations**

There are some limitations of LEMA that you should be aware of if you are planning to pilot this approach or use it long term.

First, the approach measures whether something is present or absent; it does not differentiate levels in between. Similarly, as a classification tool, the district-level information will only identify simply whether the district is meeting or not meeting minimum performance standards—no information is provided about average performance levels or percentage increases that would be necessary to meet these standards. Additionally, school-level information is given only for

sampled schools. Actionable data at the district level are in terms of district-wide performance as opposed to targeted school-level indicators.

Finally, although the specific sampling methodology (LQAS) has been applied extensively in the health sector and it is inherently structured as a sustainable monitoring technique, applications of this approach in the education sector have been limited to date. At the time this manual was written, pilot applications of the approach had been conducted in Ethiopia, Ghana, Jordan, Tanzania, and Uganda. The Greater Accra region in Ghana had started to implement the approach as a way to monitor school quality given the success of the original pilot within the country. Additionally, Jordan applied the approach on a national scale to monitor student performance at a local level. In the case of Jordan, the student assessment data is used to supplement existing coaching data to help guide decisions regarding program implementation.

## 4 Preparing for a LEMA Pilot

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This section discusses the activities that you should take into account and execute before a LEMA pilot. Steps required to properly implement the two-week pilot training and data collection include meeting with key stakeholders to introduce the Local Education Monitoring Approach, choosing the jurisdictions to be involved, developing and adapting data collection instruments, and sampling schools (see **ANNEX A: Example Agenda for 2-week LEMA Pilot**).

### 4.1 Meeting with Key Local Stakeholders

Especially in cases of external assistance, the first critical step in the planning process is meeting with key stakeholders in the country where a LEMA pilot will take place. This will allow for introductory discussions with government and ministry officials regarding the background, purpose, and the sampling methodology this approach uses. Completing this step early in the process helps to ensure that the data being collected reflect the local school system's priority issues. Overall, it can help establish support for the pilot activity while gaining commitment from local counterparts for help with other preparatory tasks (e.g., defining indicators, adapting the instruments, identifying school supervisors/inspectors for training and data collection).

In cases where this manual is being used directly by central government officials within a given country, key stakeholders may include regional, district, or subdistrict staff whose support would be critical for piloting LEMA.

In both instances—i.e., external and locally driven initiatives—these meetings and discussions can also begin to establish buy-in needed for continued support of the monitoring approach past

the piloting phase. **ANNEX B**<sup>7</sup> provides presentation materials accompanied by step-by-step presenter instructions that can serve as your guide for discussing this approach with in-country stakeholders who will need to understand the approach, its relevance to education, and its benefits.

## 4.2 Developing and Adapting the Evaluation Instruments

The evaluation instruments that are presented in this manual and that are used with this approach collect information on key indicators quickly, easily, and reliably; also the instruments produce data that are ideal for routine monitoring because they are easy to interpret and use.

To date, two instruments have been used in the pilots in Ghana, Jordan, Ethiopia, and Tanzania. These instruments are a School Instrument and the GALA.<sup>8</sup> The School Instrument collects information on key school instructional and management practice indicators that are identified through research and experience as being critical to effective early grade learning, while the GALA measures student performance. Both the School Instrument and the GALA were designed to classify schools as meeting or not meeting minimum performance standards. It should be noted that though the instruments described in this manual were specifically designed to accompany this approach, the sampling methodology prescribed by Lot Quality Assurance Sampling can be utilized with other instruments. These instruments are merely examples of tools that have been piloted with this approach.<sup>9</sup>

### 4.2.1 Adapting the School Instrument

The standard School Instrument is designed to measure indicators that both research and experience have shown are key factors that contribute to early grade learning. An example of a School Instrument from the Tanzania pilot<sup>10</sup> is provided in **Annex C**. The questions in the instrument are strong predictors of early grade outcomes, and the answers to the questions can be observed and recorded with relative ease. In particular, they have a high reliability in a binary judgment (condition exists, condition does not exist). Lastly, the questions relay data whose meaning is transparent to stakeholders. The domains in the School Instrument are:

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<sup>7</sup> Annex B contains technical details which explain the sampling methodology—Lot Quality Assurance Sampling—employed by LEMA. The user of this manual may find the information useful and relevant for pilot trainees as well, and as such, Annex B can be used in conjunction with or in addition to the materials provided in Module 1: Session 2.

<sup>8</sup> As previously noted, in earlier applications the Group Administered Literacy Assessment (GALA) was referred to as the Group Administered Reading Assessment (GARA). As the instrument was refined and subtasks were added, the name was adapted to be more appropriate for what the instrument is designed to measure.

<sup>9</sup> Any instrument that allows for binary indicators to be calculated can be used with this approach.

<sup>10</sup> For more information on the Tanzania pilot, see Batchelder, Betts, Mulcahy-Dunn, and Stern (2015).



- Pupil engagement
- Pupil attendance
- Pupils' involvement in learning tasks linked to the acquisition of reading competencies
- Availability and use of teaching and learning materials
- Teacher characteristics
  - Attendance
  - Lesson planning
  - Time on task
  - Feedback to students
  - (Occasionally) Content knowledge

The content of the questionnaire should be adapted to reflect country- or program-specific characteristics or issues. However, a majority of the questions in the School Instrument are so fundamental to early grade learning (i.e., student attendance) that they can remain the same regardless of context. Context-specific language and terminology must be reviewed and adapted to reflect the location in which the instrument is being administered. For example, teacher lesson plans, lesson guides, and syllabi are not used or identified by the same name in all contexts. Discussions with key stakeholders before the pilot will establish whether indicators, and hence questions, should be added or removed per the specific context.

#### **4.2.2 Common Instrument Components for the Group Administered Literacy Assessment**

The GALA discussed throughout this manual and used in conjunction with LEMA was designed to assess early grade literacy skills. Skills generally tested include letter/sound recognition, phonemic awareness, familiar words, reading comprehension, and dictation.<sup>11</sup> As with the Early Grade Reading Assessment (EGRA), the selection and content of the subtasks that are included in a GALA should be based on curricular standards and adapted for the linguistic and cultural contexts of the particular location to which it is being applied. This group assessment was designed to be effectively and reliably administered by a single assessor during a school observation visit. Minimal training is required to ensure effective test administration.

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<sup>11</sup> These skills are similar to those measured by the Early Grade Reading Assessment (EGRA). For background and descriptions of the EGRA, see Gove & Wetterberg (2011) and Dubeck & Gove (2015).

Local language and early literacy experts should be engaged to construct the subtask items for the GALA and to translate the instructions. Once the assessment is designed, it should be pretested for reliability, validity, and when possible, concurrent validity (with an existing EGRA or other pre-existing, validated reading assessment).

To illustrate the content of the GALA, **ANNEX D** is a template for the protocol that assessors use to administer the instrument. **ANNEX E** is an example Pupil Response Sheet from an Amharic GALA administered as part of a LEMA pilot in Ethiopia in 2016.<sup>12</sup>

Not every GALA will contain the same subtasks; however, six core subtasks commonly appear in the instrument.

1. Letter sounds or letter names
2. Familiar words
3. Invented words
4. Reading comprehension
5. Dictation
6. Maze

In some contexts, other subtasks have been piloted. For example, in LEMA pilots conducted both Ghana and Tanzania, a “picture-phrase match” subtask was used. This subtask is often problematic, however, as it is difficult to develop high-quality and relevant pictures. A “word separation” subtask was also piloted in Tanzania, but has since been dropped from list of commonly used subtasks as it was difficult for students to complete and did not yield high-quality data.

The subsections below provide item-level development guidelines for each of the six core subtasks. You should engage language and early literacy experts, and present the guidelines to these individuals to serve as instructions as they develop the items that will make up each of the subtasks.

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<sup>12</sup> The pilot application of this approach in Ethiopia was conducted under USAID EdData II Task Order No. AID-OAA-12-BC-00003, “Measurement and Research Support to Education Strategy Goal 1” (RTI International Task 20, Activity 5). For more information about the Ethiopia pilot, see Batchelder, Betts, Mulcahy-Dunn, and Stern (2016).

### 4.2.3 Letter Names and/or Letter Sounds

1. Develop a list of 11 “target” letters that are appropriate for the grade level being assessed. Ten of the letters will be used on the student assessment, while the remaining one will be used for an example to be given to the students prior to the start of this subtask.
2. Select a combination of uppercase and lowercase letters, if relevant.
3. Select letters of varying levels of difficulty. The selection of letters should also be based on their frequency within grade-level text. Note that the example letter should be a relatively easy letter.
4. Select a grade-appropriate word to represent each letter name/sound. This word should begin with the chosen letter. For example, in English if the letter were “p,” you might choose the word “pencil.”
5. Fill in the student response sheet table with the target letters and four distractors for each letter.
  - a. The target letter should appear in different positions throughout the page (i.e., the target letter should not always be in the first available space).
  - b. Distractors should represent a combination of letters that look and/or sound like the target letter. For example, if the target letter in a Latin alphabet is “t,” example distractors could be “b,” “c,” “d,” “f,” “g,” “i,” “j,” “l,” “p,” or “v.”

In the example below, the assessor would ask pupils to tick the letter that makes the sound /t/ as in “table.”

1.	t	i	d	l	f
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### 4.2.4 Familiar Words

1. Use a list of frequent words<sup>13</sup> to select 11 “target” words that are appropriate for the grade-level being assessed (i.e., if you are creating a grade 2 exam, you should use a grade 2 frequent-word list). Ten of these familiar “target” words will be used on the student assessment, while the remaining one will be used for an example to be given to the students before they start this subtask.

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<sup>13</sup> A list of frequent words can be generated by using national reading textbooks from the grade level being assessed and conducting word-frequency analyses to select common, familiar, and simple words representing different parts of speech.

2. Select words of varying levels of difficulty (based on their frequency in the grade-level text). Note that the example word should be relatively easy and common in the grade-level text.
3. Create appropriate distractors for each of the target words. The distractors should be similar in look and sound to the target word. For example, if the target word in English is “bed,” then appropriate distractors may be “bad,” “beg,” “dad,” or “had.” Avoid using proper nouns for the target word or distractor words.
4. Fill in the student response sheet table with the target words and the distractors, ensuring that the target word appears in different positions throughout the item list (i.e. the target word should not always be in the first available space).

In the example below, the assessor would ask pupils to tick the word “like.”

1.	lick	hike	like	bike	line
----	------	------	------	------	------

#### 4.2.5 Invented Words

1. Use a list of frequent words to select 11 words of varying levels of difficulty. Note that the 11 selected words for this subtask should be different from the words selected for the familiar words subtask.
2. Convert the selected words to create invented “target” words, by replacing minimal letters in such a way that the new item becomes a “nonword” in both written and spoken form (i.e., it does not have any meaning in the language being assessed). In English, “kat” would not be an appropriate invented word because it is a homophone of “cat.”
3. When changing letters in the selected familiar words to create invented words, ensure that the new items follow the orthographic rules of the language.
4. Use a range of letters to create the invented words (e.g., do not use any consonant disproportionately to others).
5. Make sure that the example word is a relatively easy one from the grade-level text.
6. Create appropriate distractors for each of the target invented words. Note that all of the distractors should also be invented words and not real or familiar words.
7. Fill in the student response sheet table with the target words and the distractors, ensuring that the target word appears in different positions throughout the item list (i.e., the target word should not always be in the first available space).

In the example below, the assessor would ask pupils to tick the word “leb.”

1.	lus	lew	del	leb	lut
----	-----	-----	-----	-----	-----

#### 4.2.6 Reading Comprehension

1. Write a story in the language in which the pupils are to be assessed that is approximately 60 words long (following the guidelines below).
2. Write corresponding questions:
  - a. Create five comprehension questions total.
  - b. Four of the comprehension questions should align directly with the story.
  - c. One question should be an inferential question.
3. Create distractors for comprehension questions:
  - a. Distractors should be made up of reasonable answers and/or other words contained in the story. Other words from the story should be used whenever possible, to limit the ability of a student to recognize a word from the story and automatically select it as the correct answer.
4. Create a student response sheet with the passage, questions, answers, and distractors. Ensure that the correct answer appears in different positions throughout the five questions (i.e., the correct answer should not always be in the first available space).

**Use the following guidelines to create your reading passage:**

- Keep the passages relatively short: approximately 50–60 words.
- Use simple present tense (simple past tense is also acceptable if it makes sense for the language which the test is being administered).
- Use words from the grade-level frequent-word list—these words will have been taken from students’ reading books so they are familiar with them.
- Use common characters (family, friends, animals, etc.) and do not use more than two names of people or other proper nouns in the story.

- Make sure that the story is age appropriate. Remember: We are writing for young pupils. Avoid violence or topics that are too mature for children.
- Use short sentences with short words so that it is easy to ask a question about something in each sentence (or every other sentence).
- Have a Beginning→Middle→End.

In the English example below, students would read the story silently. They would then be asked to turn to the questions and read the questions and answer choices to themselves.

**Example Story:** Manu likes birds very much. One day her father brought home a parrot from the fair. The parrot started calling Manu every morning. Manu gave food to the parrot and took good care of it. One day, Manu was playing with her friends. She noticed a flock of parrots singing and flying away. Manu returned home and released the parrot from the cage.

Example Questions:

1. What does Manu like? (answer: birds)
2. Who brought the parrot home? (answer: father)
3. What did the parrot do in the morning? (answer: called Manu)
4. Who was Manu playing with? (answer: friends)
5. Why did Manu release the parrot from the cage? (answer: to be free)

**Example Distractors:**

Who brought the parrot home?

Manu	Parrot	Her father	Her friends	Her mother
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#### 4.2.7 Dictation

1. Create three short sentences based on grade-relevant text, using approximately five short words per sentence.
2. Use simple present tense (simple past tense is also acceptable if it makes sense in the language in which the test is being administered).
3. Use words from the grade-level frequent-word list that has been developed—these words will have been taken from students’ reading books so they are familiar with them.

4. Do not use any names or proper nouns in the sentences.
5. Make sure that the sentences are age appropriate—avoid violence or topics that are too mature for children.

#### **4.2.8 Maze**

This subtask is often less formally referred to as “sentence completion”; however, the sentences in this subtask should be connected to form a short passage. The guidelines below are the recommended instructions for constructing the subtask items.

1. For each passage, create a total of nine sentences.
2. The first and last sentence passage are to be complete.
3. The remaining seven sentences each are missing only one word.
4. In a couple of the sentences, a short phrase could be missing.
5. The missing item should not be the first word or phrase in the sentence, and there should be only one missing word or phrase per sentence.
6. There are three options for each missing word/phrase.
7. The options in the response set might be plausible, but they should not be responses that would actually be possible; therefore, there really is only one true answer in the response set.
8. The response options are listed in parentheses<sup>14</sup> within the sentence.
9. Create an example sentence (where one word is missing and three options are provided) which can be used by assessors prior to beginning this subtask.

Below is an English example of a maze passage that would be read silently by pupils:

On Saturday Yambile went to the lake to fish.

The lake was big and he saw the fish (swimming/receiving/digging).

Yambile caught five small fish with a (stick/fish hook/hoe).

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<sup>14</sup> In some contexts, the layout of this subtask and the way in which the response options are listed may vary. The local linguist developing the test items should consult grade-level textbooks to find similar tasks and mimic the layout whenever possible, such that the pupils taking being assessed may better understand the instructions of the subtask.

He sat near the lake so that he could (light/pick up/eat) fire.

He looked into his pocket where he had put (fish hook/purse/matchbox) for lighting the fire.

Yambile could not find it so he stood up in order to (beat/go/cook) home.

Big birds came when he stood up and wanted to (read/take/cut) the fish.

Quickly he gathered the fish and hid them in a (rope/chair/bag).

Yambile ran home with the bag of fish.

### **4.3 Sampling Schools**

The sample of schools is identified before the LEMA pilot begins. The sampling is most commonly carried out by the trainers with support from district-level supervisors who oversee the school inspectors or assessors who will carry out the data collection process. This section outlines the steps to properly identify schools within a district where data collection will occur.

#### **4.3.1 Review the Population of Interest**

As mentioned in Section 4.1, any external implementing organization piloting this approach should discuss the focus of the study early on with key stakeholders such as government or ministry counterparts. If instead the pilot is to be administered directly by a decentralized government, these discussions will take place between the various jurisdictions involved (e.g., central-level officials and district officials). The parties involved with the pilot should determine the grade (or class, or standard), type of school, and language of instruction before the training starts. The focus of the study will determine the content of the instruments and the schools to be included in the sampling frame from which schools will be randomly selected.

Given that discussions already will have occurred with government or ministry staff, this step should be a review of the intended purpose of the data collection to ensure everyone involved clearly understands of the grade(s), type(s) of school(s), and language(s) that are of interest and related directly to implementation of this survey. This information will very clearly identify the schools from which the sample is drawn and to which sample data/findings can be generalized.

#### **4.3.2 Identify the Target Population from the Census List**

In this step, you will use a complete census list of schools to identify the target population from which the random sample is drawn. The target population list serves as the sampling frame as it contains only the schools from which the random sample will be selected.



First, identify any schools that do not meet the criteria of the target population and draw a line through these schools. These schools will be removed from the list. For example, the *School Census List* below in **Figure 1** crosses out schools that use English as the medium of instruction from the school list, because in this example, we are interested only in schools that instruct in Kiswahili (stated another way, schools that instruct in English are not in our population of interest).

Next, it is helpful to rewrite the list with only the schools meeting all the criteria for the target population. This new list is the target population list that you will use to draw the random sample.

**Figure 1. School census list**

Name of school	Type of school	Medium of instruction	Grade 2			Grade 3		
			Boys	Girls	Total	Boys	Girls	Total
Vingung	Govt.	Kiswahili	150	157	307	163	186	349
Miembe	Govt.	Kiswahili	214	164	378	195	192	387
Komibo	Govt.	Kiswahili	245	254	499	252	233	485
Makuja	Govt.	Kiswahili	221	195	416	228	184	412
Kisutun	Govt.	Kiswahili	47	65	112	35	55	90
Mtendenik	Govt.	Kiswahili	42	39	81	36	33	69
Tabat	Govt.	Kiswahili	108	110	218	134	129	263
Mtambani Jica	Govt.	Kiswahili	86	94	180	94	98	192
Tabata Ji	Govt.	Kiswahili	80	80	160	85	85	170
Kinyerezi Ta	Govt.	Kiswahili	119	133	252	225	238	463
Kibaga Kom	Govt.	Kiswahili	108	114	222	64	90	154
Kifuri	Govt.	Kiswahili	126	87	213	90	98	188
Zimbilu	Govt.	Kiswahili	70	68	138	58	62	120
Bonyokwag	Govt.	Kiswahili	66	74	140	54	76	130
Airwin	Govt.	Kiswahili	106	104	210	94	92	186
Minazimirefi	Govt.	Kiswahili	190	215	405	203	200	403
Mogi	Govt.	Kiswahili	90	88	178	75	71	146
Karakat	Govt.	Kiswahili	99	90	189	101	98	199
Majani Chai	Govt.	Kiswahili	173	175	348	165	113	278
Muhimbi	Govt.	Kiswahili	44	55	99	52	68	120
Mataifa Um	Govt.	Kiswahili	46	46	92	50	42	92
<del>Diamond Di</del>	<del>Govt.</del>	<del>English</del>	<del>163</del>	<del>182</del>	<del>335</del>	<del>175</del>	<del>178</del>	<del>353</del>
<del>Olympioki</del>	<del>Govt.</del>	<del>English</del>	<del>163</del>	<del>172</del>	<del>335</del>	<del>171</del>	<del>188</del>	<del>359</del>
Zanaku	Govt.	Kiswahili	86	101	187	79	77	156
Upangi	Govt.	Kiswahili	73	72	145	56	83	139
Maktabi	Govt.	Kiswahili	78	84	162	65	93	158

Name of school	Type of school	Medium of instruction	Grade 2			Grade 3		
			Boys	Girls	Total	Boys	Girls	Total
Bugurun	Govt.	Kiswahili	117	122	239	120	124	244
Bug Kiswahi	Govt.	Kiswahili	96	92	188	99	90	189

### 4.3.3 Randomly Sampling the Schools from the Target Population

**ANNEX F** contains the *School Sampling Worksheet* that should be used for completing this step in the school sampling process.

First, fill in the “Region,” “District,” “Date,” and “# of schools in target population” fields at the top of the worksheet, as shown in **Figure 2**.

**Figure 2. School Sampling Worksheet**

**SCHOOL SAMPLING WORKSHEET**

*NOTE: Use this worksheet to select a random sample of schools.*

Region: Region X District: District K

Date: 01 / 12 / 2010  
dd / mm / yyyy

Total number of schools
26

*NOTE: Three alternate schools are indicated in the first column as Alt. 1, Alt. 2, and Alt 3.*

	Sampling Reference Number	Sampled School Name
1		

Use a random number table—such as the table found in **ANNEX G**—while filling in the School Sampling Worksheet. Use the number of schools represented in the target population to find the appropriate row within the table. (**Note:** the *N* column corresponds to the total number schools in the target population.) Then, record the numbers corresponding to s1–s22 (from the selected row) onto the “Sampling Reference Number” column of the School Sampling Worksheet.

**Figure 3** below shows an example of  $N = 26$ .

**Figure 3. Example use of School Random Number Table ( $N = 26$ )**

$N =$  number of schools in target population

N	s1	s2	s3	s4	s5	s6	s7	s8	s9	s10	s11	s12	s13	s14	s15	s16	s17	s18	s19	s20	s21	s22
22	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
23	1	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
24	1	3	4	5	6	7	8	9	11	12	13	14	15	16	17	18	19	20	21	22	23	24
25	1	3	4	5	6	7	8	9	10	11	12	13	15	16	17	18	19	20	21	22	23	25
26	1	3	5	6	7	8	9	10	11	12	14	15	17	18	19	20	21	22	23	24	25	26
27	2	3	5	7	8	9	10	11	12	14	15	16	17	18	19	21	22	23	24	25	26	27
28	1	2	3	4	6	7	8	10	11	12	14	15	16	17	19	20	21	24	25	26	27	28

N	s1	s2	s3	s4	s5	s6	s7	s8	s9	s10	s11	s12	s13	s14	s15	s16	s17	s18	s19	s20	s21	s22
26	1	3	5	6	7	8	9	10	11	12	14	15	17	18	19	20	21	22	23	24	25	26

After identifying and recording the sample reference numbers, identify and record the schools' names from the list that corresponds to the reference number from the random sampling table. The example in **Figure 4** shows the process for recording the corresponding school names in the School Sampling Worksheet. Alternate schools have already been randomly selected and labeled on the School Sampling Worksheet. The schools, numbers 3, 14, and 19, will serve as alternate schools.

It is important to note that alternate schools should replace a sampled school ONLY if a serious event or reason prevents an assessor from visiting one of the randomly sampled schools.

**Figure 4. Illustrated process for recording school names in the School Sampling Worksheet**

S/N	NAME OF SCHOOL	TYPE OF SCHOOL	MEDIUM OF INSTRUCTION	CLASS II			CLASS III		
				BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	VINGUNG								
2	MIEMBE								
3	KOMIBO								
4	MAKUJA								
5	KISUTUN								
6	MTENDENIK								
7	TABAT								
8	MTAMBANI JICA								
9	TABATA JI								
10	KINYEREZI TA								
11	KIBAGA KOM								
12	KIFURI								
13	ZIMBILU								
14	BONYOKWAG								
15	AIRWIN								
16	MINAZIMIREFI								
17	MOGI								
18	KARAKAT								
19	MAJANI CHAI								
20	MUHIMBI								
21	MATAIFA UM								
22	ZANAKU								
23	UPANGI								
24	MAKTABI								
25	BUGURUN								
26	BUG KISWAHI								

*NOTE: Three alternate schools are indicated in the first column as Alt. 1, Alt. 2, and Alt 3.*

	Sampling Reference Number	Sampled School Name
1	1	VINGUNG
2	3	KOMBO
Alt. 1	5	KISUTUN
3	6	MTENDENK
4	7	TABAT
5	8	MTAMBANI JICA
6	9	TABATA JI
7	10	KINYEREZI TA
8	11	KIBAGA KOM
9	12	KIFURI
10	14	BONYCKWAG
11	15	AIRWIN
12	17	MOGI
Alt. 2	18	KARAKAT
14	19	MAJANI CHAI
15	20	MUHIMBI
16	21	MATAIFA LIM
17	22	ZANAKU
Alt. 3	23	UPANGI
18	24	MAKTABI
19	25	BUGURUN
20	26	BUG KISWAHI
21		
22		

#### 4.4 Logistical Planning for Data Collection

The final preparatory stage before the training and data collection is for you (the trainer) to work with local district-level supervisors to organize and map out a schedule for who will visit which school on a particular day. Within each district, assessors must complete data collection at the 19 schools which have been randomly sampled. Therefore, you and the district-level supervisors should divide the data collection responsibilities as evenly as possible among the assessors who will be visiting the schools. The ideal scenario would be to have three days for data collection and seven trained assessors to collect data from 19 schools in each district. This

would allow the assessors to visit one school per day for three days, leaving two as alternates to fill in where or when necessary.

Tips to keep in mind while you are finalizing the data collection agenda:

1. Identify existing resources available to the district to help carry out the assessment. This may include names of head teachers, hotels, local bus schedules, or places to have lunch.
2. Transportation considerations and getting to the schools in a timely and efficient manner will be important. Therefore, plan the school visits so that each day's route is convenient, cost effective, and time efficient.
3. Record the schedule to clearly outline which schools will be visited when and by whom.
4. Give copies of the agenda to each participant from within the district and to the supervisor who will be overseeing the school visits.
5. Create a contact list with names and telephone numbers for each participant from within the district as well as the names and numbers for supervisors.

## **5 Step-by-Step Training Instructions and Materials**

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# Module 1: What Is the Local Education Monitoring Approach (LEMA)?

<b>Module 1/Session 1: Introducing Participants and the Training</b>	
<b>PURPOSE</b>	This is the opening session of the training. In this session you will introduce yourself and the participants will introduce each other. You will discuss the overall and daily schedules of training and any site or other logistics, including issues of meals, telephones, transportation, allowances, etc.
<b>OBJECTIVES</b>	<p><i>By the end of this session, participants will have:</i></p> <ol style="list-style-type: none"> <li>1. Been introduced to the trainer(s).</li> <li>2. Become familiar with the other participants in the room.</li> <li>3. Have been exposed to the overall schedule for the two-week pilot.</li> <li>4. Asked any questions they have about logistics.</li> </ol>
<b>PREPARATION</b>	<p><i>Before beginning this session, you will need to do the following:</i></p> <ol style="list-style-type: none"> <li>1. Request a list of all participant names and the name of each one's district before they arrive.</li> <li>2. Prepare/adapt and print hard copies of the agenda (see <b>ANNEX A</b>) for participants.</li> <li>3. Prepare/adapt the participant introduction slide, as necessary.</li> <li>4. Prepare/adapt the purpose and goals slides.</li> <li>5. Prepare for the opening formalities (introducing yourself and any guests or officials who are attending the training), as necessary.</li> <li>6. Prepare the logistics presentation, creating appropriate handouts. If someone else is the point person for logistics and gives this talk, it's a good idea for the lead trainer to review the presentation with the speaker ahead of time to make sure all the information is accurate and clearly organized. Important details such as details of transportation, per diem, meals, lodging, equipment, and supplies should be provided to participants on a written handout.</li> </ol>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>✓ List of participants and their districts for attendance</li> <li>✓ Flipchart and markers</li> <li>✓ Full training agenda</li> <li>✓ Handout of important details on training logistics, etc.</li> </ul>
<b>PRESENTATION SLIDES</b>	<p>Getting to Know Each Other</p> <p>Purpose: Why Are You Here?</p> <p>Participant Training Goals</p>

## STEP 1—Introductions:

A. Complete the trainer(s) introduction.

- Remind participants to sign in on the attendance sheets.
- Introduce yourself, explaining who you are and how you came to teach the participants about LEMA.
- Introduce any speakers or guests you've invited to the session. These might include political or community leaders, donor officials, training sponsors, government officials, senior officials of your organization, or any other relevant people. These people will then make brief remarks.

B. Complete the participant introductions by display the **SLIDE: *Getting to Know Each Other***.

- Ask participants to pair up, or separate them into pairs yourself. If there is an odd number of participants, you can pair up with the final participant. Give participant pairs a few minutes to talk with each other and discover any interesting information. Participants can ask questions of each other and record their answers on paper. Explain that each participant will introduce his or her partner to the class.
- Have participants introduce each other pair by pair.



## STEP 2—Reviewing the Pilot Schedule and Week 1 of Training:

- A. Provide each participant with a hard copy of the agenda. Then, review the overall design and purpose of the pilot, using the following slides:
  - ***SLIDE: Purpose: Why Are You Here?***
  - ***SLIDE: Participant Training Goals***
- B. Go over the schedule for the entire two-week pilot. Discuss the training site and other logistics.
  - Explain to participants that on certain days within the first week of training, they will go out to schools—field locations—to carry out practice exercises. If the information is available at this time, tell the participants in detail how groups will be organized for the practice visits, which schools will be visited, and how they will get to the selected schools.

### Note to Trainer:

At this point in time, you should focus participants' attention and provide the most details on the first week of training. However, it will be important to give participants the full picture of the two weeks of activities for which they will be involved.

Additionally, for the purpose of the practice visits which occur during week 1, the schools selected should be close to the training site. Make sure it is clear who will be responsible for contacting the local leaders to notify the schools of the upcoming visit.

## Module 1/Session 2: Introduction to LEMA

<b>PURPOSE</b>	The purpose of this session is to show participants what they will gain by going through this training. While they may understand in general the importance of having reliable information about school or district performance or the impact and results of their programs, many participants will not understand why they have to sit through a workshop on the subject of surveys and data collection. The point of this session, then, is to first introduce this new approach to them. Then you will provide a brief background on where it came from and go on to explain how it can be used. <b>Technical details explaining the sampling methodology—Lot Quality Assurance Sampling—employed by LEMA is provided in ANNEX B. Trainers may find the materials useful and relevant for pilot trainees, and as such, ANNEX B can be used in conjunction with or in addition to the information provided in this session.</b>
<b>OBJECTIVES</b>	<p><i>By the end of this session, participants will have:</i></p> <ol style="list-style-type: none"> <li>1. An understanding of LEMA is and its origin.</li> <li>2. Knowledge of how local monitoring is helpful in education.</li> <li>3. An understanding of the difference between a census and a sampling approach for gathering information.</li> </ol>
<b>PREPARATION</b>	<p><i>Before beginning this session, you will need to do the following:</i></p> <ol style="list-style-type: none"> <li>1. Adapt any of the slides you will be using, as necessary.</li> <li>2. Print hard copies of <b>ANNEX H: School and Pupil Sample Sizes</b> for each participant.</li> </ol>
<b>MATERIALS</b>	✓ School and Pupil Sample Sizes handout
<b>PRESENTATION SLIDES</b>	<p>What Is LEMA?          We Turn to Industry          Use of Quality Monitoring in Industry          How is LEMA Applied?          Classifying Districts          Using LEMA Results to Make Informed Decisions          Advantages for Local Management          LEMA School Sample          LEMA Pupil Sample</p>

## STEP 1—Understanding What LEMA Is:

A. Begin by using the **SLIDE: What Is LEMA?** to introduce LEMA and explain to the participants what it is.

- At this time, emphasize to participants that LEMA is a classification tool (yes/no) that can classify schools, districts, and/or regions as performing acceptably or not performing acceptably. In order to do so, we set minimum performance standards for all the indicators that are being measured through the survey instruments.
- Be sure to explain how LEMA, as a classification tool, is different from other approaches, as indicated on the slide.

### What Is LEMA?

The Local Education Monitoring Approach (LEMA) is:

A classification approach and evaluation instruments: used locally – to *routinely* monitor and classify schools, districts, or regions as performing or not performing acceptably based on minimum performance standards.

- Classification requires a smaller sample size.
- Classification helps local managers target their assistance to those schools/districts most in need of it.
- District-level data can be aggregated to the regional or national level to calculate weighted averages.

### Note to Trainer:

“Minimum performance standards” will be explained to participants in more detail in a later session. However, it may be helpful to provide a simple example now as you begin to explain the LEMA.

Use the following example: 80% teacher attendance

In every instance, a minimum performance standard will be tied to an indicator. For this example, the indicator is “teacher attendance.” The minimum performance standard is 80%, which is to say that at least 80% of teachers must be in attendance.

Then, pose this question to participants:

“If you are inspecting a school that employs 10 teachers, but only 7 teachers were present when you arrived, did the school meet the minimum performance standard?”

This question will force participants to classify the school using YES (the school met the standard) or **NO (the school did not meet the standard)**.

## STEP 2—Explaining Where LEMA Came From:

- A. Provide background on the origin of the sampling methodology LEMA uses. Using **SLIDE: We Turn to Industry** and **SLIDE: Use of Quality Monitoring in Industry**, you will state the explanation provided below in **Quotation A**, which was drawn from the Introduction to this manual. The purpose of these slides is to give the participants a better understanding of the original application of this sampling method (called LQAS) and how it has been adapted for use in the health and education sectors.

### Use of Quality Monitoring in Industry

It was too costly and time-consuming for manufacturers to inspect the quality of every single product they produced.

Therefore:

1. They randomly chose a small and set number of items from within each lot of production to determine whether this lot met their minimum **quality standard**.
2. If enough of the items chosen met the quality standard, then the producers were satisfied that the whole lot met the quality standard.
3. If an insufficient number of items met the minimum quality standard, then the entire lot of production was rejected.

### Quotation A

*The sampling methodology that LEMA uses was first developed in industry in the 1920s. It was used as a way to monitor the quality of production on assembly lines. Controlling the quality of every single item produced was time consuming and costly. The sampling method allowed a small number of items from each production lot (or group) to be randomly sampled. A minimum quality standard was set, and if insufficient numbers of the items sampled in the lot met the minimum quality standard, then the entire lot was rejected. The lots were given a pass or a fail mark. In the 1980s, the health sector began adopting the method as a way to monitor vaccination prevalence rates, use of oral rehydration solution, quality of health clinics, etc.*

### STEP 3—Gauging Participants’ Understanding:

- A. Take a few moments to allow participants to ask questions. This will help you to gauge their understanding of the explanations of LEMA that you have provided this far.
- Participants may be confused about some of the terms you have just used—such as “minimum performance standards” or “classification tool”—so you should be prepared to reiterate the points you have previously explained.

#### Note to Trainer:

While you are explaining the concept of LEMA as a classification tool, remember that it will measure only whether something is present or not (whether a school or district IS or IS NOT meeting the minimum standard performance). It won’t provide levels or say to what degree District A is performing better than District B (for example). Therefore, you should reiterate the concept of “classification tool” using examples such as black/white, yes/no, etc.

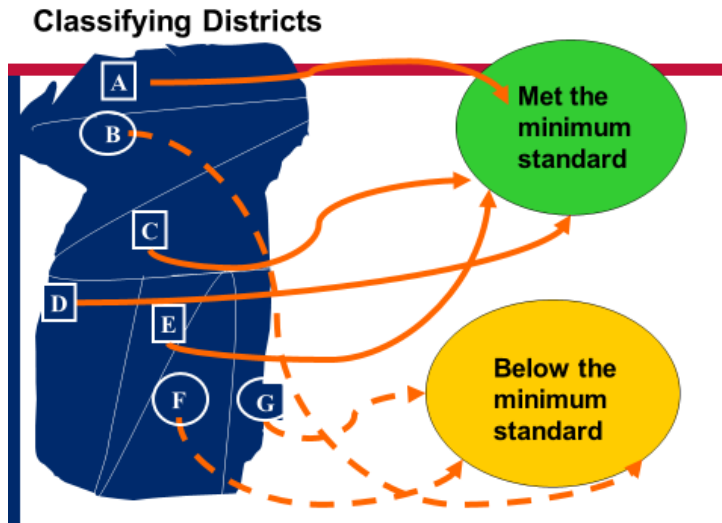
### STEP 4—Discussing How Local Monitoring is Useful for Education:

- A. Display the **SLIDE: *How is LEMA Applied?*** to discuss how the sample methodology can be applied to education.
- Review the bullet points provided on the slide.
  - Emphasize that with this tool, we are classifying schools and districts, meaning we are getting local-level data.

#### How is LEMA Applied?

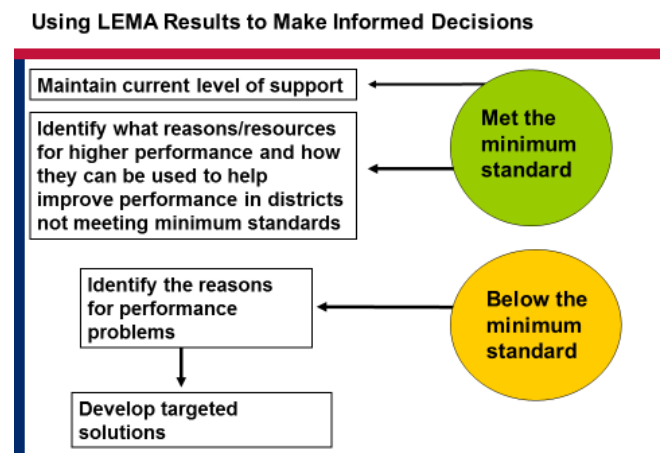
- Local Education Monitoring Approach (LEMA) allows districts and regions to assess the quality of teaching and learning using small samples and specific evaluation instruments.
- Remember: LEMA is a classification tool.
- District officials can classify schools as “meeting” or “not meeting” minimum performance standards.
- Similarly, regional officials can classify districts as “meeting” or “not meeting” minimum performance standards.

- B. Then, display the **SLIDE: *Classifying Districts*** to demonstrate how districts can be classified as meeting or not meeting the minimum performance standard.



- C. Further explain how LEMA, as a classification tool, will help local leaders make informed decisions. Display the **SLIDE: *Using LEMA Results to Make Informed Decisions*** to describe how the data that will be collected using this methodology will be helpful.

- Note that for schools/districts that are meeting minimum standards, we can examine what reasons or particular resources are causing higher performance. These resources or reasons can then serve as models to be used in the lower-performing schools/districts.
- Note that for schools/districts that are not meeting minimum standards, we can identify the reasons for lower performance and work to develop a targeted solution.



D. Explain the bullet points on the **SLIDE: *Advantages for Local Management***.

#### **Advantages for Local Management**

- Can be used at a local level with modest amounts of supervision (sustainability)
- Identifies where the successes and challenges are located
- Produces information that can quickly be available for interpretation and use by local managers
- Simple tabulation can be done with paper/pencil and doesn't require computer analyses for local results
- Data can be used for national reporting as well as for local management

- Emphasize that the LEMA can be used at a local level and be used to identify where the successes and challenges occur within the system that is being monitored.
- Take a moment to explain that this approach is different because the information is available quickly due to a simple tabulation that can be done with paper and pencil. Local analyses do not require a computer.

## STEP 5—Explaining Sampling:

- A. Explain to participants why sampling is preferable to a complete census and introduce the LEMA sampling numbers (19 schools, 19 pupils per school). Begin a discussion on how sampling can be used effectively to learn about school or district performance without testing the whole population. Read **Quotation B** and engage participants to join the discussion by asking why sampling might be preferable to using a census.

### **Quotation B**

*Samples are much more efficient than a census as we don't have to go to all the schools in a district and we don't have to test all the pupils in every school to get a clear sense of how the district or school is performing. Let me give you an example of how sampling works. If you were cooking a big pot of soup and you wanted to see if it was salty enough, would you have to eat the whole pot to test it? No, you would stir the pot and take a sip from your spoon. The same is true when we sample schools and pupils. We need just a few pupils to get a sense of how the schools are performing (and a few schools to see how the district is performing).*

### **Note to Trainer:**

You will need to explain to participants that there is more than one way to collect the information. As you may know, we can assess all the schools and pupils in a district to see if the district is meeting the minimum performance standards, or we can take what is called a random sample, assessing fewer pupils and schools and using the results to determine if a district is meeting the minimum performance standards. Obviously, assessing every pupil or every school in the district would be time-consuming and costly and would not be practical in many situations. Random sampling, however, makes it possible to get useful and reliable data more quickly and with less effort and cost. Random sampling allows us to choose the smallest possible sample size that can enable us to determine if a district is performing acceptably or needs special support to improve.



- B. Ensure each participant has a printed copy of **ANNEX H**, which summarizes the LEMA school and pupil sample sizes. Participants will reference this handout throughout the remainder of this session.
- C. Discuss the LEMA school sample size of 19 schools using the **SLIDE: LEMA School Sample**.
- Be sure that participants understand that in order to classify a district as meeting minimum performance standards, we will need to collect data from 19 schools.
- D. Next, explain that before we classify a whole district, we will first classify each of the 19 sampled schools. Display the **SLIDE: LEMA Pupil Sample** to state the LEMA pupil sample size of 19 pupils per school.
- Part of classifying a school is determining how well the pupils within that school are performing on basic literacy skills. Therefore, we will test 19 pupils per school.

# Module 2: What Happens When I Arrive at a School, and What Questions Do I Ask?

<b>Module 2/Session 1: Data Collection Instruments and Administration Guidelines</b>	
<b>PURPOSE</b>	In this session, participants—starting with this module, sometimes referred to as “assessors” as they move toward the fieldwork—prepare for data collection by reviewing the data collection instruments and administration guidelines they will be using at the schools.
<b>OBJECTIVES</b>	<p><i>By the end of this session, participants will have:</i></p> <ol style="list-style-type: none"> <li>1. Been introduced to the two types of LEMA evaluation instruments.</li> <li>2. Reviewed the School Instrument and Group Administered Literacy Assessment (GALA) instrument.</li> <li>3. Learned the basic guidelines for administering the instruments during the survey.</li> <li>4. Posed questions to clear up any confusion about the evaluation instruments.</li> </ol>
<b>PREPARATION</b>	<p><i>Before you begin this session, you will need to do the following:</i></p> <ol style="list-style-type: none"> <li>1. Ensure that the instruments have been adapted and pre-piloted before this training session; see Sections 4.2 and 4.3 of the Introduction. As previously mentioned, other evaluation instruments may be used alongside the LQAS methodology, and the instruments presented in this module are tools that have been used in previous LEMA pilots.</li> <li>2. Review the previous module (Module 1) to prepare for any questions from participants.</li> <li>3. Prepare and adapt the necessary PowerPoint slides for this module.</li> <li>4. Print copies of <b>ANNEX I: School Instrument Administration Guidelines</b> for each participant.</li> </ol>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>✓ Printed copies of the School Instrument and GALA (or other evaluation instruments you will use to collect data)</li> <li>✓ Printed copies of School Instrument Administration Guidelines handout</li> <li>✓ Flipchart and markers</li> </ul>
<b>PRESENTATION SLIDES</b>	<p>Data Collection Instruments Used with LEMA</p> <p>Head Teacher Interview</p> <p>Classroom Observation (3 slides)</p> <p>GALA (2 slides)</p> <p>Pupil Exercise Book Inspection</p> <p>Instrument Administration Guidelines</p> <p>How to Navigate the Instruments</p>

## STEP 1—Introduction of the Data Collection Instruments used with LEMA:

- A. Introduce the evaluation instruments that will be used to collect data at the schools. Use **SLIDE: *Data Collection Instruments Used with LEMA*** to provide a general overview of the instruments the participants will use.
- B. Direct participants' attention to the Head Teacher Interview in the School Instrument and show the **SLIDE: *Head Teacher Interview***.
- Provide a few examples of the types of questions that respondents will answer during the Head Teacher Interview, as shown on the slide. Allow the participants to review this portion of the School Instrument.
- C. Direct participants' attention to the Classroom Observation section in the School Instrument and display the **SLIDES: *Classroom Observation***.
- Provide a few examples of the types of questions that will be answered during the Classroom Observation as shown on the slides, and allow the participants to review the section in the School Instrument.
- D. Direct participants' attention to the Pupil Exercise Book Inspection section in the School Instrument and display the **SLIDE: *Pupil Exercise Book Inspection***.
- E. Direct participants' attention to the GALA Assessor Protocol.
- Provide a few examples of the types of questions that will be answered during the Group Administered Literacy Assessment (as shown on the **SLIDES: *GALA***) and allow the participants to review their copy of the instrument.

### Note to Trainer:

As you are going through the administration guidelines with the participants, emphasize that it is important that they follow the order in which the questionnaires are written, as the order provides step-by-step instruction for assessors.

You may also want to reiterate these points to make sure participants understand the directions clearly.

1. Don't leave any question blank unless a "skip" instruction tells you to do so.
2. Read each question and the consent language exactly as they are written in the questionnaire. For reasons of standardization and consistent data, assessors may NOT improvise or change the wording in any way.
3. If you notice a wording problem with a question during the practice test, please note this on the form and share it during the trainer(s).

## STEP 2—Reviewing Administration Rules:

- A. Ensure each participant has a printed copy of the School Instrument Administration Guidelines, which summarizes the information covered in this step. They will keep this handout as a reference sheet.
- B. Explain to participants the general setup of these instruments and how they should be used. The **SLIDE: *Instrument Administration Guidelines*** provides the information participants need.
  - The instruments are set up as manuals as well as questionnaires.
  - Discuss the rules from the slide with the participants as these are guidelines that must be followed at all times. You can write the rules on the flipchart.
- C. Discuss the **SLIDE: *How to Navigate the Instruments*** with the participants. As you review the symbols and their meanings, have participants point to and identify the symbols in their printed copy of the School Instrument. The slide makes the following points that you should review:
  - *Italic font* indicates instructions to the assessor.
  - 🗣️ symbol is used to indicate the assessor should read the text to the person being observed or assessed.
  - ✂️ symbol indicates an instruction about marking or scoring the assessment.
  - ➡️ symbol indicates a “skip” instruction.
- D. Explain the purpose of a “skip pattern” using the text on the slide.
  - In some cases, questions contained within the questionnaire will become irrelevant. Based on how a respondent answers a question, the subsequent questions may become irrelevant, and therefore, some questions will be skipped.

## Module 2/Session 2: Arriving at the School, Selecting a Teacher, and Completing the School Instrument

<b>PURPOSE</b>	The participants by now will have a general understanding of the instruments that they will use to collect information while they are at schools. However, they need to better understand the exact data they are collecting, and from whom. This section explains what will happen when an assessor arrives at a school, first obtaining head teacher consent, then obtaining teacher consent, and filling out the School Instrument.
<b>OBJECTIVES</b>	<p><i>By the end of this session, participants will have:</i></p> <ol style="list-style-type: none"> <li>1. Received an overview of what to expect when they arrive at a school.</li> <li>2. Reviewed the head teacher and teacher introduction and consent procedures.</li> <li>3. Practiced selecting a teacher at random to begin data collection.</li> <li>4. Reviewed the questions contained in the School Instrument.</li> </ol>
<b>PREPARATION</b>	<p><i>Before beginning this session, you will need to do the following:</i></p> <ol style="list-style-type: none"> <li>1. Adapt the Head Teacher Introduction and Consent form and print it out for participants to review and practice with later in the session (see <b>ANNEX C</b>).</li> <li>2. Adapt the Teacher Introduction and Consent form and print it out for participants to review and practice with later in the session (see <b>ANNEX C</b>).</li> <li>3. Print copies of <b>ANNEX J: What Happens When I Arrive at a School?</b> for each participant.</li> </ol>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>✓ Printed version of the School Instrument</li> <li>✓ Printed copies of What Happens When I Arrive at a School? handout</li> <li>✓ Flipchart and markers</li> </ul>
<b>PRESENTATION SLIDES</b>	<p>LEMA at the School – What Happens When I Arrive?          Selecting a Teacher to Observe and Interview          Random Number Boxes for Teacher Selection          Teacher Selection Protocols          Lesson Observation</p>

## STEP 1—Arriving at a School:

- A. Provide participants with an overview of what they can expect when they arrive at a school. Begin by reading the text in **Quotation A** and ensuring participants have copies of *What Happens When I Arrive at a School?* This handout summarizes the information contained within this session; participants will keep the printed version as a reference sheet.

### Note to Trainer:

Remember to inform participants that ideally their introductory visits with the head teachers will take place just before school starts for the day; they should plan to arrive early at the school they are assessing.

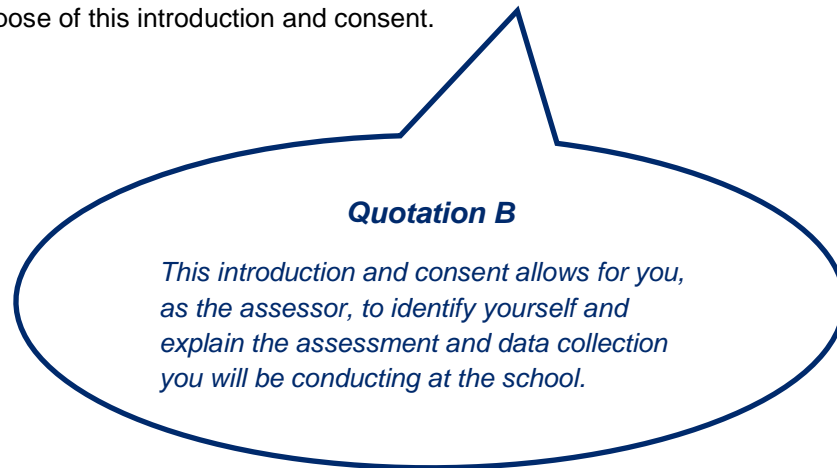
#### Quotation A

*Since we have already identified 19 schools that you will visit, let's assume that you have now gone to the first location. The first task is to get consent to collect data and then select a teacher at random, and this session will teach you how to do that.*

- B. As you display the **SLIDE: LEMA at the School – What Happens When I Arrive?**, describe to the participants the steps they can expect to follow, listed below. You will cover each of these in more detail later. The assessor will:
1. First meet the head teacher to obtain permission to conduct the assessment.
  2. Obtain the number of teachers employed for the grade being assessed, including the absent teachers.
  3. Randomly select a teacher from the grade of interest, and observe the teacher giving a reading lesson.
  4. Randomly select students to participate in the Group Administered Literacy Assessment.
  5. Conduct the group assessment with the randomly sampled students.
  6. Conduct the Pupil Exercise Book Inventory.

## STEP 2—The School Instrument—Head Teacher Introduction and Consent:

- A. Begin with the Head Teacher Introduction and Consent section of the School Instrument. You or a participant can read this section aloud. Use the text in **Quotation B** below to describe to participants the purpose of this introduction and consent.



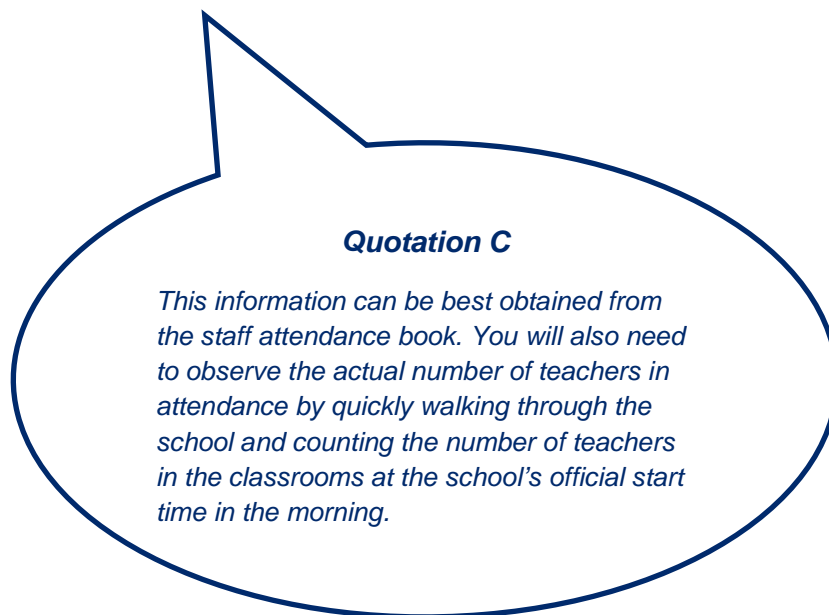
- B. Explain that when they arrive early at a sampled school, participants will meet first with the head teacher.
- Be sure to review the importance of this meeting with the participants and what they should accomplish.
  - The participants, as assessors, should assure the head teacher that the assessment is not intended to judge the teachers or students, and no names or identifying information will be collected.
  - The head teacher must clearly consent to have the school participate in the assessment.
  - **Figure 5** below provides the text from the School Instrument which the participants will use to obtain consent from the head teacher.
- C. Explain to your participants that if the head teacher does NOT agree or consent to participate, then the assessor must mark “NO” on the questionnaire and proceed to another school.

### Figure 5. Consent text from the School Instrument

1. “I will not write any names on the questionnaires because the survey is not meant to check up on individual teachers or pupils.”
2. “Do you agree to participate in the survey and allow for your teachers and pupils to participate as well?”

### STEP 3—The School Instrument—Gathering Teacher Attendance:

- A. Explain to participants that the next step will be to determine the number of teachers employed at the school. Read the text in **Quotation C** below to give participants a tip for gathering teacher attendance. Point out that teachers who arrive late, after the teacher head count, are not marked in the School Instrument as present at the start of school for that day.



- B. Ask participants to locate the text (shown below in **Figure 6**) in their copy of the School Instrument. You or a participant can read the text aloud. It is important to have the participants recognize the 🗨️ symbol, which means they will be responsible for reading these instructions to the head teacher during the visit.

#### Figure 6. Script for requesting for permission to observe teacher attendance

“I will need to walk around your school to observe how many teachers are in their classrooms this morning. I will then need to compare this with the number of teachers in your attendance book. May I please see your attendance book?”



## STEP 4—Selecting a Teacher to Observe and Interview:

- A. Display the **SLIDE: *Selecting a Teacher to Observe and Interview***. Read the bullet points included on the slide to participants.

### Selecting a Teacher to Observe and Interview

- Identify the total number of teachers from the targeted grade who are listed in the attendance book.
- If there is more than one teacher in that grade, then you must randomly select the teacher to interview.
- Select the random number box that corresponds to the number of teachers from the targeted grade on the duty roster or staff list.

- B. Next display the **SLIDE: *Random Number Boxes for Teacher Selection***. Ask the participants to find the Random Number Boxes for Teacher Selection section in the School Instrument.
- C. Lead participants through a practice selection using the number boxes. Begin by reading **Quotation D** below to set up an example scenario for the participants to practice using the number boxes.
- Instruct participants to use the random number box for 4 teachers to randomly select a teacher on the list by dropping the pencil on the page to see what number it lands on.

#### **Quotation D**

*You have just asked the head teacher for the teacher roster. You notice there are four Grade 3 teachers employed at this school.*

- D. Explain that the number the pencil lands on will be the number of the teacher on the roster list who is selected for the observation and interview, as indicated on the **SLIDE: Random Number Boxes for Teacher Selection**.
- E. Finish explaining the teacher selection protocols to the participants by reading the points on the **SLIDE: Teacher Selection Protocols**.

### Random Number Boxes for Teacher Selection

Without looking, hold your pencil over the appropriate random number box and pick the teacher whose number your pencil lands on.

For example, if your pencil lands on a 2, then pick the second teacher on the duty roster or staff list.

Random number boxes for selection of teacher

RANDOM NUMBER TABLE TO SELECT ONE P3 TEACHER FROM ANOTHER 4 TEACHERS	RANDOM NUMBER TABLE TO SELECT ONE P3 TEACHER FROM ANOTHER 3 TEACHERS	RANDOM NUMBER TABLE TO SELECT ONE P3 TEACHER FROM ANOTHER 2 TEACHERS
0 1 2 3	0 1 2	0 1
1 2 3 4	1 2 3	1 2
2 3 4 5	2 3 4	2 3
3 4 5 6	3 4 5	3 4
4 5 6 7	4 5 6	4 5
5 6 7 8	5 6 7	5 6
6 7 8 9	6 7 8	6 7
7 8 9 0	7 8 9	7 8
8 9 0 1	8 9 0	8 9
9 0 1 2	9 0 1	9 0

Ask the lead teacher to confirm that the selected P3 teacher is in attendance today, and record the teacher's name on the top of the sampling worksheet. If the selected teacher is not in attendance today, then repeat the process. If you are working in a school that only has two teachers in their registry and one of the teachers is absent, then observe the only P3 teacher that is in attendance.

## STEP 5—The School Instrument—Lesson Observation Instructions:

- A. Explain to participants the purpose of the obtaining informed consent from the teacher who will be observed. Ask them to locate this section in the School Instrument and read **Quotation E**.
- B. Using the **SLIDE: Lesson Observation**, explain the instructions that the participants should follow to conduct the observation of the teacher's lessons. Read through each bullet point on the slide.

### **Quotation E**

*Once you have finished randomly selecting the teacher to observe and interview, you will first need to obtain oral consent from the teacher before proceeding with the observation and interview. It is important that you read the text exactly as it is shown in the instrument when you are obtaining consent from the teacher.*

### **Lesson Observation**

During your observation of the reading lesson, remember to:

- Keep quiet.
- Sit at the back of the room.
- Do not ask questions.
- Do not speak with the pupils or the teacher during the lesson.
- Do not suggest activities for the teacher to carry out during her lesson.

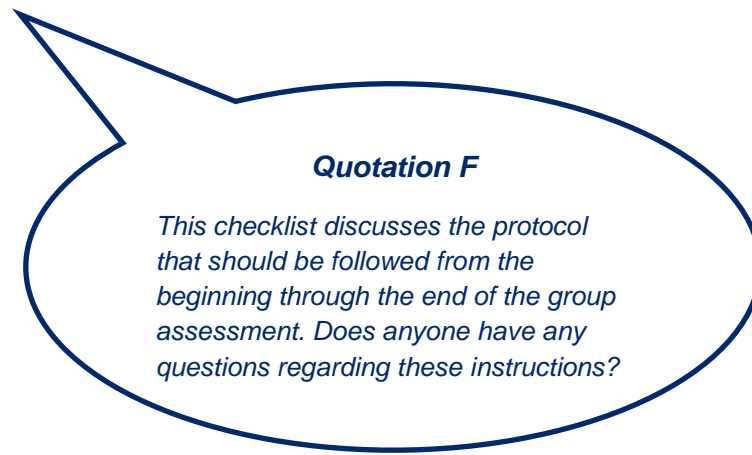
Your goal is to observe the teacher's normal reading lesson in its entirety.

## Module 2/Session 3: How to Administer the GALA

<b>PURPOSE</b>	The purpose of this session is to describe the various subtasks' design and provide guidelines for administering each of the subtasks contained within the GALA.
<b>OBJECTIVES</b>	<p><i>By the end of this session, participants will have:</i></p> <ol style="list-style-type: none"> <li>1. Knowledge of the GALA subtasks and an understanding of how to administer the assessment.</li> </ol>
<b>PREPARATION</b>	<p><i>Before beginning this session, you will need to do the following:</i></p> <ol style="list-style-type: none"> <li>1. Adapt the PowerPoint slides you will use, especially to reflect the subtasks you have included.</li> <li>2. Print out copies of <b>ANNEX K: GALA Checklist</b>, one for each participant.</li> </ol>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>✓ GALA Assessor Protocol</li> <li>✓ Student Response Sheets</li> <li>✓ Printed copies of the GALA Checklist</li> <li>✓ Flipchart and markers</li> </ul>
<b>PRESENTATION SLIDES</b>	<p>GALA Checklist (1 of 2)</p> <p>GALA Checklist (2 of 2)</p> <p>Letter Sounds Subtask</p> <p>Familiar Words Subtask</p> <p>Invented Words Subtask</p> <p>Reading Comprehension Subtask</p> <p>Maze Subtask</p> <p>Dictation Subtask</p> <p>Pupil Exercise Book Inspection</p>

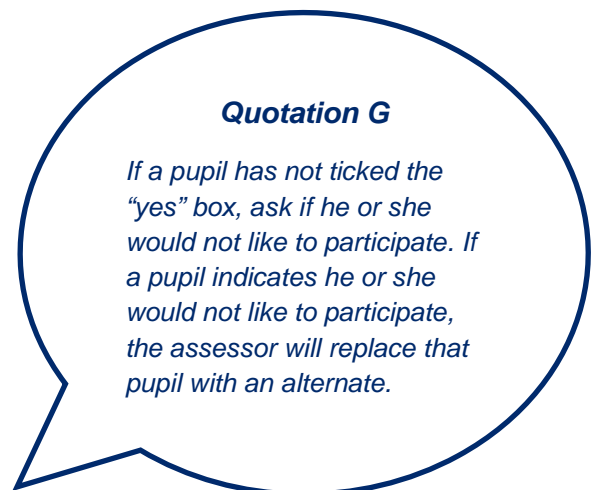
## STEP 1—Reviewing the Checklist:

- A. Ensure participants have printed copies of the GALA Checklist. You can also display the **SLIDE: GALA Checklist (1 of 2)** and **SLIDE: GALA Checklist (2 of 2)**. These slides illustrate the points of the checklist.
- B. You or a participant can read aloud through the checklist, which gives the step-by-step instructions in how to administer this type of test.
- C. Using **Quotation F** below, ask participants if they have any questions regarding the checklist.



## STEP 2—Obtaining Written Assent:

- A. Have participants locate the assent box in the GALA Assessor Protocol. Remind participants that they will read this box to the 19 selected pupils once they are performing an assessment in the field. For the purposes of this training, select one participant to read the box aloud while others follow along silently.
- B. Explain the step of how to draw a small box on the board and write the word “Yes” next to it. During fieldwork, the assessors should place a tick mark in the box as an example for the pupils.
- C. Further remind the participants it will be their responsibility to go around the classroom to ensure that all the pupils have ticked “Yes.” Read **Quotation G** to help explain what a participant should do if a pupil has not ticked the “Yes” box.



## STEP 3—Explaining the Subtasks and the Subtasks' Administration

### Instructions:

- A. Using the **SLIDE: Letter Sounds Subtask**, explain the Letter Sounds subtask by using **Quotation H** below.
  - Demonstrate (or ask a participant to come to the front to do so) the example in the Assessor Tool section of the GALA for the participants.
- B. Draw the example on flipchart paper at the front of the room.
- C. Read the instructions from the Assessor Tool to the participants, exactly as the assessor should read them to pupils during the actual group assessment.
- D. Tick the letter on the flipchart that matches the letter read aloud.
  - Give participants a few minutes to review the rest of the subtask by asking them to silently read the page for Letter Sounds.

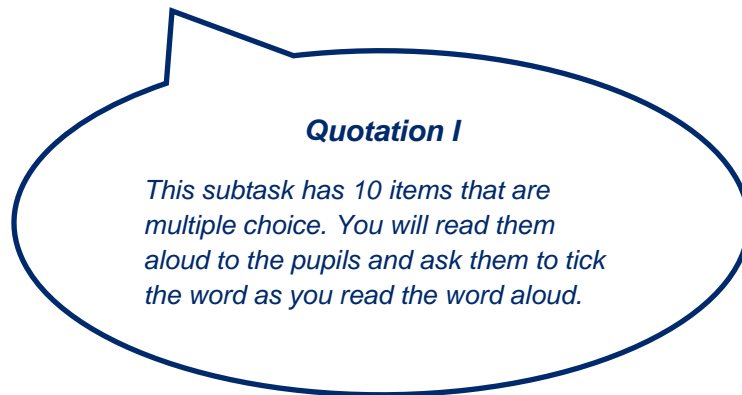
### Note to Trainer:

The subtasks, explanations, and administration instructions included here in Step 3 (and in the PowerPoint) are based on an example *GALA* only. The subtasks and subtask items used in this section should be adapted prior to the training, and that will likely result in adapting this section of the other training materials so that the subtasks and subtask items you are discussing match what is included in the assessor protocol and pupil response sheets.

#### **Quotation H**

*This subtask has 10 items that you will read aloud. You will notice that the pupil response is set up with multiple choices for each item. You will read the correct item aloud to the pupils and ask them to tick the correct letter as you give the sound.*

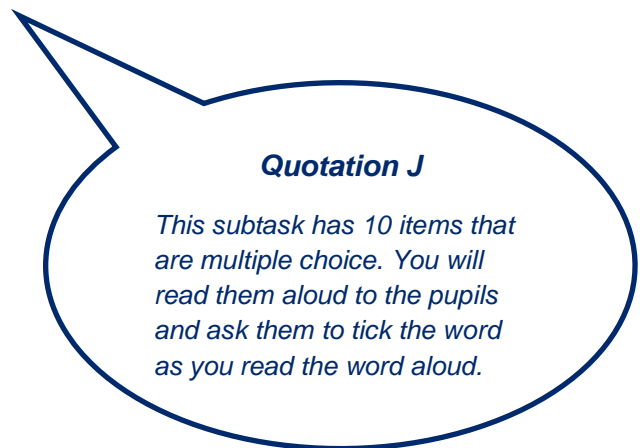
- E. Using the **SLIDE: Familiar Words Subtask**, explain the Familiar Words subtask by reading **Quotation I** below.
- You or a participant will demonstrate the example in the Assessor Tool for the participants.
- F. Draw the example on flipchart paper at the front of the room.
- G. Read the instructions from the Assessor Tool to the participants, exactly as the assessor should read them to pupils during the actual group test.
- H. Tick the word on the flipchart that matches the word in the example.
- Give participants a few minutes to review the rest of the subtask by asking them to silently read the page for Familiar Words.



- I. Using the **SLIDE: Invented Words Subtask**, explain the Invented subtask by reading **Quotation J**.

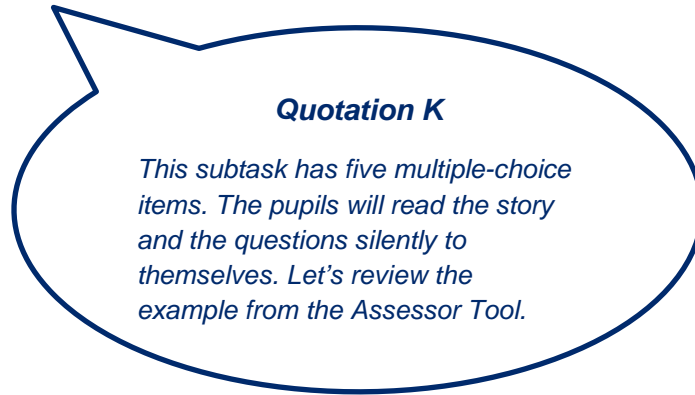
- You or a participant will demonstrate the example in the Assessor Tool for the participants.

- J. Draw the example on flipchart paper at the front of the room.
- K. Read the instructions from the Assessor Tool to the participants, as they should be read to pupils during the actual group test.
- L. Tick the word on the flipchart that matches the word in the example.



- Give participants a few minutes to review the rest of the subtask by asking them to silently read the page for Invented Words.

M. Using the **SLIDE: Reading Comprehension Subtask**, explain the Reading Comprehension subtask by reading **Quotation K** below.



- You or a participant will demonstrate the example in the Assessor Tool for the participants.

N. Draw the example on flipchart paper at the front of the room.

O. Read the instructions from the Assessor Tool to the participants, exactly as the assessor should read them to pupils during the actual group test.

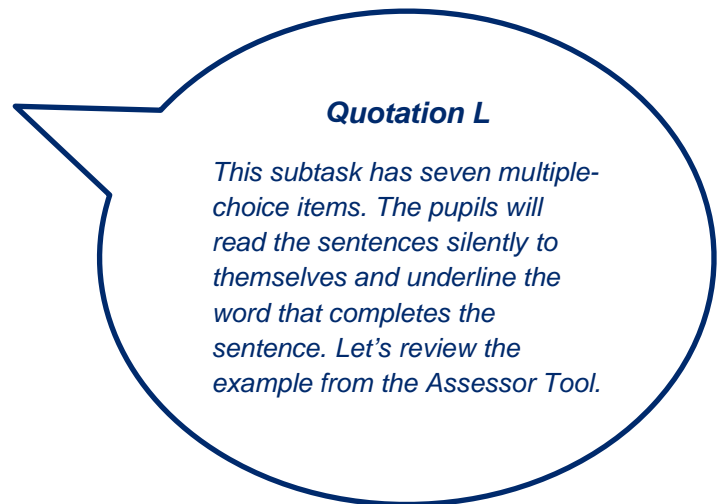
P. Tick the correct answer from the multiple-choice answers on the flipchart.

- Give participants a few minutes to review the rest of the subtask by asking them to silently read the page that has the Reading Comprehension subtask in the pupil answer sheet.

Q. Using the **SLIDE: Maze Subtask**, explain the content of the Maze subtask by reading **Quotation L**.

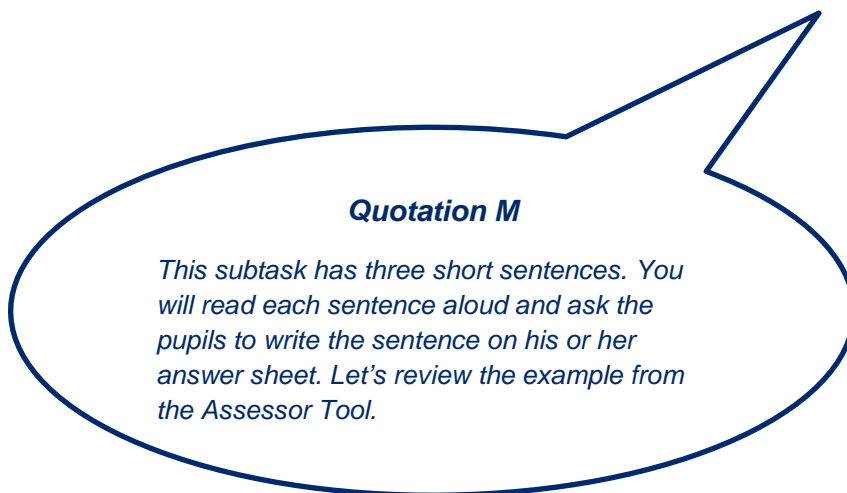
- You or a participant will demonstrate the example in the Assessor Tool for the participants.

R. Draw the example on flipchart paper at the front of the room.





- S. Read the instructions from the Assessor Tool to the participants, exactly as the assessor should read them to pupils during the actual group test.
- T. Underline the word that completes the sentence on the flipchart.
- Point out to participants the additional instructions for this subtask in the Assessor Tool, which indicate this subtask will be timed, and pupils will be expected to complete the task in 3 minutes.
  - Give participants a few minutes to review the rest of the subtask by asking them to silently read the page that has the Maze subtask in the pupil answer sheet.
- U. Using the **SLIDE: Dictation Subtask**, explain the Dictation subtask by reading **Quotation M** below.



- Demonstrate the example in the Assessor Tool for the participants.
- Ask a participant to volunteer to be the “pupil” and come to the front of the training room to write on the flipchart.
- Read the instructions from the Assessor Tool to the participants, exactly as the assessor should read them to pupils during the actual group test.
- Give the participant acting as the pupil a few seconds to write the sentence from the example.
- Give all the participants a few minutes to review the rest of the subtask by asking them to silently read the Dictation page in the Assessor Tool.

## STEP 4—Pupil Exercise Book Inventory:

- A. Ask participants to find the Pupil Exercise Book Inventory section at the end of the School Instrument and display the example of an inventory by showing the **SLIDE: Pupil Exercise Book Inspection**.

**Pupil Exercise Book Inspection**

Student	ENGLISH			GHANAIAN LANGUAGE	
	English exercise book available? [0 = no; 1 = yes]	Number of pages with pupil work (front and back - 1 page)	Teacher comments/ marks on one or more of the last two exercises in the student's exercise book? [0 = no; 1 = yes]	Ghanaian language exercise book available? [0 = no; 1 = yes]	Number of pages with pupil work (front and back - 1 page)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
..					

- B. Review the headings in each column with the participants.
- C. Ask one of the participants to read the first heading out loud. Next, instruct all the participants in how they are expected to mark row 1. For example: They will write a 0 if the answer is no; a 1 if the answer is yes.
- D. You can ask a new participant to read the second heading in the second column out loud. Afterward, instruct all the participants on how to appropriately fill in the rows for the second column. Continue in the same manner until you have discussed all of the column headings and rows.

### Note to Trainer:

Remind the participants that as the assessor, they will complete the Pupil Exercise Book Inventory immediately following the administration of the GALA.

They will call the sampled pupils to the front of the classroom and ask them to bring their exercise books.

Then, they will conduct a review of the exercise books by answering the questions on the inventory sheet and recording responses of the questions for all 19 sampled pupils.

# Module 3: How Do I Improve My Skills as an Assessor?

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<b>Module 3/Session 1: School Instrument and GALA Administration Practice</b>	
<b>PURPOSE</b>	In Module 2, participants were introduced to the <i>School Instrument</i> and the <i>GALA</i> . Specifically, they reviewed the questions within the School Instrument, the subtasks within the GALA, and the administration procedures of both instruments. Now it is time for them to practice administering the instruments in order to improve their skills and become experts at following the protocols.
<b>OBJECTIVES</b>	<i>By the end of this session, participants will have:</i> <ol style="list-style-type: none"><li>1. Practiced administering the School Instrument and Teacher Observation in small groups</li><li>2. Completed role-play exercise to practice administering the GALA.</li></ol>
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>✓ GALA Assessor Protocol</li><li>✓ School Instrument</li></ul>

## **STEP 1—The School Instrument—Small Group Practice:**

- A. Instruct the participants that they will be working in groups of three. Have your participants divide themselves up into groups of three to role play. Or to mix the groups more randomly, if you have 18 participants, for example, and will need six groups, have all participants “count off” aloud to assign themselves a number from 1 to 6, then have the participants with the same number join together.
- B. One participant is assigned to act as the teacher.
- C. A second participant is assigned to act as the assessor and will use the School Instrument to practice reading the scripts and questions.
- D. A third participant should watch the role play and take notes to give feedback to help the assessor improve on his or her assessment skills.
- E. Give participants time to get into groups of three and to complete the activity.
- F. Following the small-group practice, allow time to debrief with participants and answer any questions that they may have. You can write their questions on the flipchart.

### **Note to Trainer:**

Instruct participants that it is not necessary to act out or role play the reading lesson observation portion. The participants will practice this during school visits, which are covered later in the training.

## **STEP 2—Participant Role Play and Practice with GALA:**

- A. Instruct the participants to work in groups of three to role play. The participants will practice administering the group test in the following manner:
  - 1. One participant is assigned to act as the pupil.
  - 2. A second participant is assigned to act as the assessor and will use the Assessor Tool to practice reading the scripts and questions.
  - 3. A third participant should watch the role play and take notes to give feedback to help the assessor improve on his/her assessment skills.
- B. Give participants time to get into groups of three and complete the role-play activity.
- C. Following the small-group practice, allow time to debrief with participants and answer any questions that they may have.

## Module 3/Session 2: Selecting Pupils for the Group Assessment

<b>PURPOSE</b>	Participants will now have an understanding of the instruments that will be used to collect information. Remind participants that the steps described in this session come after the assessor has arrived at the assessment location and received head teacher and teacher consent. As the assessor, the participant also will have randomly selected the teacher who will be interviewed and observed. Now they need to select students to participate in the GALA.
<b>OBJECTIVES</b>	<p><i>By the end of this session, participants will have:</i></p> <ol style="list-style-type: none"> <li>1. Learned the steps for selecting 19 students to participate in the GALA, with 2 alternate students.</li> <li>2. Practiced the pupil sampling.</li> </ol>
<b>PREPARATION</b>	<p><i>Before beginning this session, you will need to do the following:</i></p> <ol style="list-style-type: none"> <li>1. Print copy of <b>ANNEX L: Pupil Sampling Instructions</b> and <b>ANNEX M: Pupil Sampling Worksheet</b> to provide as handouts.</li> <li>2. Copy and laminate the <b>ANNEX N: Pupil Random Number Table</b> to provide as a handout</li> <li>3. Make sure you have enough copies of the handouts for all participants.</li> </ol>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>✓ Pupil Sampling Instructions</li> <li>✓ Pupil Sampling Worksheet</li> <li>✓ Pupil Random Number Table</li> </ul>

## STEP 1—Counting the Pupils:

- A. Ensure participants have printed copies of Pupil Sampling Instructions, Pupil Sampling Worksheet, and Pupil Random Number Table. These annexes will be useful handouts for participants to complete the subsequent steps in this session.
- B. Begin by asking participants to locate the Pupil Sampling Instructions and give them a few moments to review the information.
- C. Explain to the participants that they are expected to count the number of pupils present in the selected teacher’s classroom on the day of the assessment.
- D. Have the participants find the wording below in **Figure 7** within their copy of the Pupil Sampling Instructions handout.

### Figure 7. Text from the Pupil Sampling Instructions Handout

“I will randomly pick 21 of you to play a literacy game today.”

“Please form a line so I count how many pupils there are.”

## STEP 2—Randomly Selecting Pupils:

- A. You will demonstrate the instructions from the handout. Explain to the participants that you will be the “assessor” and they will be the “pupils” in a mock sampling scenario.
  1. Acting as the assessor, read the two statements in **Figure 7**.
  2. Allow time for the participants to get out of their chairs and form a line as instructed. Have participants bring their printed versions of Pupil Random Number Table (**Figure 8**) and Pupil Sampling Worksheet (**Figure 9**) with them as they line up so they can follow along during the exercise.
  3. Acting as the assessor, you should go down the line and count all the participants. Using Pupil Sampling Worksheet, write down the total number of participants in the line as shown in **Figure 9**. Make sure to show the participants where they will write this number when they are the assessor in the school.

**Figure 8. Annex N: Pupil Random Number Table**

N	p1	p2	p3	p4	p5	p6	p7	p8	p9	p10	p11	p12	p13	p14	p15	p16	p17	p18	p19	p20	p21
21	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
22	1	2	3	4	5	6	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
23	1	2	3	4	5	6	7	8	9	10	12	13	14	15	16	17	18	19	20	21	23
24	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	18	19	20	21	23	24
25	1	2	3	4	5	6	7	8	9	10	11	13	15	16	17	19	21	22	23	24	25
26	2	3	4	5	6	7	9	10	12	13	14	15	16	17	18	20	21	22	24	25	26
27	1	2	3	4	5	6	10	12	14	15	16	17	18	19	20	21	22	23	25	26	27
28	1	2	3	4	7	8	9	12	13	15	16	17	18	19	20	22	23	24	25	27	28
29	1	3	4	5	6	7	8	9	10	11	12	13	14	15	18	19	20	23	24	26	28
30	5	7	10	11	12	13	14	15	16	17	19	21	22	23	24	25	26	27	28	29	30
31	1	2	3	6	7	8	9	11	12	14	15	17	18	19	20	22	23	24	27	28	29
32	1	2	5	8	10	12	13	14	15	16	18	19	20	21	22	23	24	25	26	27	31
33	1	2	4	5	6	8	10	11	13	16	17	18	20	23	24	25	26	27	29	31	33
34	5	6	7	8	10	12	13	14	18	21	22	23	24	25	26	27	28	30	31	32	34
35	3	4	5	6	7	9	10	11	14	16	17	19	21	23	25	26	27	28	29	31	33
36	3	4	5	7	8	11	12	13	14	16	18	19	20	21	22	23	27	28	30	34	35
37	1	2	4	5	6	8	11	13	15	19	21	22	23	24	25	30	32	33	34	35	37
38	1	3	6	7	12	13	14	16	17	20	21	22	25	27	28	30	31	33	35	36	37
39	1	2	4	5	6	7	8	13	17	20	23	24	25	29	30	31	33	34	35	37	38
40	1	3	6	8	11	14	15	16	19	20	21	23	26	27	28	30	31	35	38	39	40
41	2	3	4	6	7	8	10	12	13	14	16	17	19	20	21	25	32	33	34	38	41
42	1	7	9	10	11	15	18	20	21	25	26	27	30	31	32	33	34	36	38	41	42
43	2	4	5	11	12	13	14	16	20	22	23	27	30	34	36	38	39	40	41	42	43
44	1	2	3	9	10	12	13	14	17	18	21	24	26	30	31	32	36	39	42	43	44
45	2	3	5	14	15	17	19	23	24	25	26	29	32	33	35	36	37	39	41	43	44
46	1	2	3	11	12	13	14	16	17	19	20	21	22	25	26	27	30	32	37	38	40
47	1	2	3	5	6	8	11	12	14	15	18	22	24	25	34	35	36	39	40	41	46
48	1	2	5	6	7	12	14	17	18	21	27	29	30	31	34	37	40	41	42	44	45
49	1	2	3	5	7	8	11	12	15	17	18	19	24	29	37	41	43	45	46	48	49

**Figure 9. Demonstrated use of Pupil Sampling Worksheet**

*NOTE: This worksheet is to be used to assist you in your sample selection. Please discard this sheet prior to leaving the school. Do not record the student or the teacher names on the questionnaires.*

Region: \_\_\_\_\_ District: \_\_\_\_\_

School Name: \_\_\_\_\_

Selected P3 Teacher Name: \_\_\_\_\_

Date:   /  /    
dd / mm / yyyy

Total number of P3 pupils in the school on day of sampling


*NOTE: Select 2 pupils as alternates.*

	Sampling Reference Number	Pupil's First name	Pupil's Last name
1			
2			
3			
4			
5			
6			
7			
8			
9			

- Tell participants that if there are exactly 21 pupils, then the 20th and 21st pupils in line would automatically be used as replacement or alternate pupils should any of the previous pupils be unwilling or unable to be assessed. If there are 19 or fewer pupils, participants will still continue with the assessment.

- Demonstrate to the participants how they will use the Random Sampling Table (as shown in **Figure 10**) to find the row where the first column is equal to the total number of participants counted and recorded. This is the  $N$ -value.

**Figure 10. Demonstrated use of the Random Sampling Table**

$N$  = number of pupils in line

N	p1	p2	p3	p4	p5	p6	p7	p8	p9	p10	p11	p12	p13	p14	p15	p16	p17	p18	p19	p20	p21
21	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
22	1	2	3	4	5	6	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
23	1	2	3	4	5	6	7	8	9	10	12	13	14	15	16	17	18	19	20	21	23
24	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	18	19	20	21	23	24
25	1	2	3	4	5	6	7	8	9	10	11	13	15	16	17	19	21	22	23	24	25
26	2	3	4	5	6	7	9	10	12	13	14	15	16	17	18	20	21	22	24	25	26
27	1	2	3	4	5	6	10	12	14	15	16	17	18	19	20	21	22	23	25	26	27
28	1	2	3	4	7	8	9	12	13	15	16	17	18	19	20	22	23	24	25	27	28
29	1	3	4	5	6	7	8	9	10	11	12	13	14	15	18	19	20	23	24	26	28
30	5	7	10	11	12	13	14	15	16	17	19	21	22	23	24	25	26	27	28	29	30
31	1	2	3	6	7	8	9	11	12	14	15	17	18	19	20	22	23	24	27	28	29
32	1	2	3	6	7	8	9	10	11	12	13	14	15	16	18	19	20	21	22	23	24
33	1	2	4	5	6	8	10	11	13	16	17	18	20	23	24	25	26	27	29	31	33
34	5	6	7	8	10	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27

- Using the specific row that matches the  $N$ -value in your current example, demonstrate the process of recording the numbers found in the columns labeled p1 to p19 into the Sampling Reference Number column of the Pupil Sampling Worksheet. An illustrative example is provided in **Figure 11** with  $N = 33$ . Remember to change the  $N$ -value to match the number of participants currently in the training.

**Figure 11. Demonstrated use of Pupil Sampling Worksheet**

**PUPIL SAMPLING WORKSHEET**

*NOTE: Use this worksheet to select a random sample of pupils. Select 2 alternates; only record the FIRST name of the alternate pupils and be sure to tear up the paper at the end of the assessment.*

Region: \_\_\_\_\_ District: \_\_\_\_\_

School Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Date:     /     /    

Total number of pupils
33

	Sampling Reference Number	Sampled Pupil's First Name
1	1	
2	2	
3	4	
4	5	
5	6	
6	8	
7	10	
8	11	
9	13	
10	16	

**Note to Trainer:**

Allow the participants to practice filling in their own Pupil Sampling Worksheet with  $N$  = number of participants in the room. Also, remind participants to use the Random Sampling Table to help them complete this exercise.



7. Go down the row of participants, counting them again and pointing out the participants whose number is indicated by the sampling reference number you previously recorded. These are the participants you will select for your assessment. As you come to one of the sampled participants, ask the participant to take two steps out of the line. For the participants numbered 20 and 21, ask for their first name, and write it down in the appropriate spot on the Worksheet.
8. You can now ask the participants to return to their seats.

### **STEP 3—Participants Practice Randomly Selecting Pupils:**

- A. Follow the steps below to allow the participants to continue practicing the pupil sampling exercise:
  1. Select a participant to be the assessor for a second practice round.
  2. Have the participants form a line to allow the new assessor to practice the sampling that was demonstrated a moment ago.
  3. The remainder of the participants will be the pupils in the example and form a straight line.
  4. Instruct the participant acting as the assessor to begin counting the other participants in the line.
  5. Remind the participant acting as the assessor that once the sampling reference numbers are recorded on the Sampling Reference Sheet, he or she should ask participants who are part of the sample to take two steps out of the line and then record the participants' names where appropriate.
- B. Have participants rearrange themselves in the line. Pick a new participant to act as the assessor, and continue the exercise until the participants are confident in their abilities to randomly sample pupils.

## Module 3/Session 3: Preparing For and Carrying Out Practice School Visits

<b>PURPOSE</b>	The purpose of this session is to have the participants review the protocols and procedures that were introduced in the previous modules in preparation for their school field visits. Participants will visit schools to practice in a school setting what they have learned in the training.
<b>OBJECTIVES</b>	<p><i>By the end of this session, participants will have:</i></p> <ol style="list-style-type: none"> <li>1. Reviewed the protocols and procedures for a school visit.</li> <li>2. Visited a school and practiced using the evaluation instruments.</li> </ol>
<b>PREPARATION</b>	<p><i>Before beginning this session, you will need to do the following:</i></p> <ol style="list-style-type: none"> <li>1. Assemble the materials listed in <b>ANNEX O: School Visit Materials and Packing Checklist</b>. Depending on how many schools or classrooms are available for practice visits by your participants, you can organize the participants into groups of 2 to 3 per classroom. Each <u>group</u>, not individual, will need one set of materials on the checklist for everyone to share. You can gather sets of materials into folders, one per group of participants.</li> <li>2. You may want to tape or glue a copy of <b>ANNEX P: Daily Tasks Checklist</b> to the cover of each folder, as well as a list of the essential contact numbers for group members or training leaders.</li> <li>3. Adapt the <b>ANNEX Q: Example of Assessor Observation Checklist</b> as necessary to match the structure of the instruments the participants will practice with. Print copies of the checklist to give to school supervisors or other staff who will be conducting the observations of participants during Step 3.</li> <li>4. Assign supervisors or co-trainers to observe specific participants in Step 3. Make sure there is a supervisor or trainer to observe each of the participants and provide feedback in a later session. The supervisor or trainer will complete the Assessor Observation Checklist (one per participant) during the observations.</li> </ol>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>✓ School Visit Materials and Packing Checklist handout</li> <li>✓ Printed copies of Assessor Observation Checklist (for supervisors and trainers only)</li> <li>✓ Daily Tasks Checklist handout</li> <li>✓ Flipchart and markers</li> </ul>
<b>PRESENTATION SLIDES</b>	<p>Conduct at Schools</p> <p>What Happens When I Arrive at a School?</p> <p>School Visit Materials and Packing Checklist</p> <p>Daily Tasks Checklist (1 of 2)</p> <p>Daily Tasks Checklist (2 of 2)</p> <p>Post-Survey Checklist: Before You Leave the School!</p>

## STEP 1—Reviewing Assessor Procedures and Protocols:

- A. Introduce the practice school visit. Use **Quotation A** to help introduce the purpose of this activity to the participants.

### **Quotation A**

*This session will give you actual practice administering the school instrument and the group assessment. We will visit a nearby school where you will get a chance to practice with the instruments. First, let's review what we have learned in this training.*

### **Note to Trainer:**

For the practice school visit, you should work with local counterparts or school supervisors to arrange visits to nearby schools to practice the instruments. Ideally, you will want to arrange for no more than 2 to 3 participants to be in one classroom at a time, practicing with the various instruments. Make the arrangements ahead of time, dividing your participants into groups for the practice school visit. The day before the visit, verify that the school is expecting you.

- B. Start a group discussion by asking the participants the question on the **SLIDE: Conduct at Schools**. Allow participants to offer different answers about how they should conduct themselves when visiting a school and why their conduct it is important.

Answers:

- Good programming decisions depend on valid and high-quality data.
  - Valid and high-quality data depend on good, local information.
  - Good, local information depends on the assessor having effective interactions with pupils, teachers, and head teachers who are being assessed. Also, the tools and methods used for administering the approach should be routine and standardized.
- C. Continue with the group discussion, displaying the **SLIDE: What Happens When I Arrive at a School?** Ask participants to find their printed copies of **ANNEX J** that were previously distributed as part of Module 2.
1. Read the first step on the slide, indicated in black, about what the participants will do when they arrive at the school. (Meet the head teacher to obtain permission to carry out the assessment.)

2. Next, ask participants the follow-up question indicated in red on the slide. (What is the protocol for this?)
3. Allow participants to offer answers to the question. Make sure all of the procedures for the step are reviewed either by participants or by you before you move on to the next step. Again, you can use the flipchart to record answers.
4. Continue reading the slide by bullet point and follow-up question. Ask participants to share their answers, and write answers down for the class on the flipchart.

### Note to Trainer:

Participants will conduct the practice visit at a nearby school. The visit will take several hours. Make sure all the participants have transportation and the necessary materials for the practice visit.

As the trainer, you should accompany the participants on the visit. Be prepared to take notes during the visit of what you observe the trainers doing. You will share your observations with the participants in the next session (debrief).

Arrange for supervisors or other trainers to conduct an observation of each participant and fill out the Assessor Observation Checklist. Each participant should be observed for some period of time at the school.

If you have access to a smartphone, tablet, or camera, you may take pictures or short video clips of the participants to share with the group during the debrief session.

To protect pupil and teacher privacy, be sure to destroy photos and videos after the training is concluded.

## STEP 2—Preparing for Field Practice in Schools:

- A. Ask participants to sit in the groups that you prearranged for the school practice visit. The groups will include 2 or 3 assessors who will be in one classroom together for the practicing exercises.
- B. Take a moment to distribute printed copies of the Materials Packing Checklist.
- C. Display the **SLIDE: School Visit Materials and Packing Checklist**.

### Note to Trainer:

Step 2 provides several opportunities for you to engage the participants. Before presenting the slides that discuss the daily schedule, take a moment to let the participants brainstorm and come up with ideas of what needs to be done before, during, and after a school visit.

- D. Allow time for participants (within their groups) to review the checklist to ensure they have all of the materials indicated on the list before heading out for the school practice visit.
- E. Distribute printed copies of Daily Tasks Checklist. Then, review the **SLIDES: Daily Tasks Checklist (1 of 2)** and **Daily Tasks Checklist (2 of 2)** with the participants using **Quotation B**. You or a participant should read through the list out loud.

**Quotation B**

*We will now review the daily schedule that your group will follow during the practice visit. This is the same schedule of tasks you will follow when you are visiting schools to collect data. Some of these tasks must be done now, before we go for the visit; others will be done during your visit, and there are tasks to be completed at the end of the school visit.*

- As noted in the preparations list above, it is helpful for the trainer to have taped or glued a copy of the tasks on the outside of each folder beforehand.
  - Discuss the list of tasks with participants.
  - Be sure to point out that the “before” tasks have been completed for them already for the purposes of the practice visit.
  - Participants will start with the “beginning” tasks when they arrive at the school for practice. They should check off each item on the list as they complete it.
- F. Display the **SLIDE: Post-Survey Checklist: Before You Leave the School!** and remind participants of what they will want to check for before they leave the school. Read through the points on the slide.

### **STEP 3—Participants Carry Out the Practice School Visit:**

- A. Make sure the school supervisors or other trainers are prepared to observe the participants and assess them according to the Assessor Observation Checklist.
- B. Accompany your participants to the practice school, according to whatever arrangements you have made in advance.
- C. Make sure the participants, in their assigned groups, go to the correct classrooms and begin their practice on schedule.
- D. Collect the completed school instruments and student assessments from the participants when they are finished. Make notes of any errors you find or issues you notice. You will need to review these before your debriefing session.
- E. Be certain to thank the school and school officials at the end of the practice visit.

#### **Note to Trainer:**

Tell the participants before the school visits that you and the other supervisors will be capturing pictures and videos that may be used—for training purposes only—during the debrief. It is highly recommended, however, before showing a video clip to the whole group, that you talk to the individual separately to get assent.

## Module 3/Session 4: Debrief of School Practice Visits

<b>PURPOSE</b>	This session is used to gather feedback from the participants about school practice visits. Have them report on what went well and what did not go well. Discuss solutions for problems that arose during the visit. Have participants identify any points at which teachers or students did not understand the instruments or the point of the survey, and make a note of any other issues that they noticed.
<b>OBJECTIVES</b>	<p><i>By the end of this session, participants will have:</i></p> <ol style="list-style-type: none"> <li>1. Reflected on what went well and what did not go well when they were using the evaluation instruments during the visit.</li> <li>2. Received feedback on interviewing and group assessment techniques.</li> <li>3. Reviewed good and bad techniques that they noticed during the practice school visits.</li> </ol>
<b>PREPARATION</b>	<p><i>Before beginning this session, you will need to do the following:</i></p> <ol style="list-style-type: none"> <li>1. Have participants submit completed assessment instruments with the assessor's name written on them. Review each completed instrument (school instrument and group assessment) to make notes about common mistakes you notice in the completed instruments. Gathering the instruments immediately following the school visit will also help to ensure participants complete them at the school and do not fill them in after the visit is over. You can check to make sure the participants correctly used the checklist on the front of the folder to ensure they completed all the necessary items during the visit.</li> <li>2. If you have access to a smartphone, tablet, or camera, you may want to take pictures of a few pages containing errors you notice when reviewing the sheets and insert these into PowerPoint slides to be shown during the training as examples.</li> <li>3. Summarize all of the findings you gathered from your review of the materials to share with the participants during this session.</li> </ol>
<b>PRESENTATION SLIDES</b>	School Visit Debrief

## STEP 1—Debrief and Group Discussion:

- A. Display the **SLIDE: *School Visit Debrief*** to begin a group discussion with the participants about their individual experiences from the previous session at the school. Using the questions on the slide, allow each participant to describe his or her experience at the school.

### School Visit Debrief

#### Reflect on your experience during the school practice visit:

- What did you like about the visit and using the Local Education Monitoring Approach?
- What did you find challenging about the visit?
- What will you do differently at your next school visit?

### Note to Trainer:

Ask follow-up questions and make notes regarding any difficulties participants encountered with the wording of the instruments. You can have any necessary changes made in the final version of the instruments before real data collection begins.

## STEP 2—Provide Feedback to the Participants:

- A. After the visit, meet briefly with the other trainers or supervisors to collect, assemble, and compare impressions and observations.
- B. Using the feedback or comments you and the other supervisors recorded during the visits, share with participants common errors you noticed. You do not want to name any particular individual. Instead, try to generalize and summarize common errors you noticed for the whole group to learn from.
- C. Display any slides you may have added to the PowerPoint presentation discussing best practices.
- D. If you were able to take pictures of the completed instruments from the practice visit, display the examples. Ask participants if they can identify what might be right or wrong about the picture.
- E. Provide a summary of the best practices and worst practices you observed during the practice school visit to help the participants improve their skills prior to fieldwork.



# Module 4: How Will I Know Which Districts Are in Most Need of Support?

Module 4/Session 1: Using Minimum Performance Standards to Determine Decision Rules	
<b>PURPOSE</b>	The purpose of this session is to help participants understand how data they are collecting will be used. In Module 1, participants became familiar with LEMA sample sizes for pupils and schools. This session goes a step further to explain how LEMA sample sizes are used to identify the districts that are in most need of support. This is done by setting minimum performance standards for the indicators for which data will be collected. Once participants understand what minimum performance standards are, they will practice using them in combination with the LEMA Decision-Rule Table to determine decision rules.
<b>OBJECTIVES</b>	<p><i>By the end of this session, participants will have:</i></p> <ol style="list-style-type: none"> <li>1. Learned the difference between pupil performance and minimum performance standards.</li> <li>2. Practiced using the LEMA Decision-Rule Table to determine decision rules.</li> </ol>
<b>PREPARATION</b>	<p><i>Before you begin this session, you will need to do the following:</i></p> <ol style="list-style-type: none"> <li>1. Prepare hard copies of <b>ANNEX R: LEMA Decision-Rule Table</b></li> <li>2. Print copies of <b>ANNEX S: School and District Decision Rules</b></li> </ol>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>✓ LEMA Decision-Rule Table</li> <li>✓ School and District Decision Rules Handout</li> </ul>
<b>PRESENTATION SLIDES</b>	<p>School-Level Decision Rule</p> <p>District-Level Decision Rule</p> <p>Decision Rules for Sample Sizes for Minimum Performance Standards 10% to 95% (4 slides)</p>

## Step 1—Setting the Minimum Performance Standard:

- A. Explain how minimum performance standards are set, using the information in **Quotation A** below.



### Quotation A

*Minimum performance standards are set based on the current situation found in the schools where you are conducting your survey. For each indicator that is being measured, a minimum performance standard is set. For example, let's discuss the indicator "access to pupil textbooks." Although we would like for all pupils in all schools to have access to textbooks, we know that frequently they do not. Depending on the average availability of textbooks in schools where the survey is being conducted, we may need to set the minimum performance standard of pupils with books quite low in order to identify the neediest districts and schools. For example, using existing data on availability of books in schools, your minimum performance standard may be set at 70% initially rather than the ideal 100%.*

- B. Next, review and summarize the text presented in **Figure 12** and **Figure 13** to emphasize the difference between pupil performance and minimum performance standards. Alternatively, you may choose to read the text directly to the participants.
- Be sure to indicate that pupil performance also has standards, but these are set based on international research. These differ from minimum performance standards, which are set based on the current situation of the limited context in which the survey is taking place.

## Figure 12. Explanation of pupil performance on literacy skills

For individual pupil reading performance, pupils are said to have mastered a particular literacy skill if they are able to correctly answer a set number of questions for a specific subtask in the GALA. For example, for reading comprehension questions, a pupil is said to read with comprehension if he or she is able to correctly answer 4 of the 5 questions. The pupil-level performance standards were developed by reading experts and are based on international reading standards. These performance standards do not change per country, language, region, or current average performance levels.

## Figure 13. Explanation of school and district performance on indicators

Schools and districts must meet minimum performance standards on indicators included in the survey. These indicators can range from pupils' performance on literacy-skills items to the availability of teachers' materials to pupils' engagement during a reading lesson.

First, a school will first be classified as **meeting** or **not meeting** a minimum performance standard for a given indicator. An example of a school level minimum performance standard might be 80% for the indicator of *teacher attendance*. Each school visited as part of the LEMA pilot will be classified as meeting or not meeting this minimum performance standard for teacher attendance.

Similarly, minimum performance standards are set at the district level. This means that a minimum number of schools in the district must pass the minimum performance standard set at the school level in order to say the district as a whole is meeting the minimum performance standard. The minimum performance standards at the school and district levels should be updated regularly to reflect overall improvements in the system. A minimum performance standard of 40% one year might be increased to 60% in subsequent years as performance in the education system improves.

- C. Ensure participants have a printed copy of the School and District Decision Rules handout. Use the **SLIDE: School-Level Decision Rule** to reemphasize that a certain number of pupils within a sample has to perform acceptably to classify the school as meeting the minimum performance standards.
- D. Then, use the **SLIDE: District-Level Decision Rule** to reemphasize that a certain number of schools within the sample must perform acceptably in order to classify the district as meeting the minimum performance standard.

#### School-Level Decision Rule

The **decision rule** for a school is:

the *minimum number of pupils* who must be performing acceptably in order for the whole school to be classified as meeting the minimum performance standard.

#### District-Level Decision Rule

The **decision rule** for a district is:

the *minimum number of schools* that must be performing acceptably in order for a whole district to be classified as meeting the minimum performance standard.

### Note to Trainer:

As a reminder, LEMA is a classification tool. In the education setting, we establish indicators for pupils, teachers, and schools based on what the literature and research tell us are minimum requirements to ensure the acquisition of reading skills. For example, pupils and teachers must be in attendance, reading lessons must take place and last an acceptable length of time, teachers must be prepared for their lessons, reading material must be available to pupils and teachers, and pupils must engage in reading activities linked to the acquisition of reading.

While the ideal scenario would be 100% compliance with all of these requirements, that is not always possible. In addition, LEMA is used as a way to target resources to those districts or schools that are struggling the most and, therefore, in greatest need of assistance. We therefore set **minimum** (rather than ideal) performance standards.

Those schools or districts unable to meet the minimum performance standards are then flagged for additional support. We should note that meeting the minimum performance standard does not imply that these districts or schools should become complacent about their performance. Meeting the minimum standard merely indicates that they are not the weakest schools or districts. These schools and districts should continue to strive to improve their performance until all of their pupils are reading fluently and with comprehension. The indicators examined in the LEMA visits should help schools focus on where improvements are most needed.

## Step 2—Converting a Minimum Performance Standard into a Decision Rule:

- A. Ensure that participants have a hard copies of the LEMA Decision-Rule Table (see **Figure 14** and **Annex R**).
- B. Explain how the LEMA Decision-Rule Table allows us to convert our minimum performance standard into a decision rule. Use **SLIDES: Decision Rules for Sample Sizes for Minimum Performance Standards of 10% to 95%** and read the text provided in **Quotation B**.

### Quotation B

*Let me explain how this table works. The first column (far left) is the size of your sample. Samples 12 to 30 are displayed. The percentages across the top of the page represent the percent meeting the performance standard. Based on the sample and the minimum performance standard set for your indicator, you can find your decision rule, which is the minimum number of pupils or schools needed to be classified as meeting the performance standard.*

**Figure 14. LEMA Decision-Rule Table**

Sample Size*	Decision Rules for Sample Sizes of 12-30 and Minimum Performance Standards/Average of 10%-95%																		
	Average Performance (Baselines) / Annual Minimum Performance Standard (Monitoring and Evaluation)																		
	10%	15%	20%	25%	30%	35%	40%	45%	50%	55%	60%	65%	70%	75%	80%	85%	90%	95%	
12	N/A	N/A	1	1	2	2	3	4	5	5	6	7	7	8	8	9	10	11	
13	N/A	N/A	1	1	2	3	3	4	5	6	6	7	8	8	9	10	11	11	
14	N/A	N/A	1	1	2	3	4	4	5	6	7	8	8	9	10	11	11	12	
15	N/A	N/A	1	2	2	3	4	5	6	6	7	8	9	10	10	11	12	13	
16	N/A	N/A	1	2	2	3	4	5	6	7	8	9	9	10	11	12	13	14	
17	N/A	N/A	1	2	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
18	N/A	N/A	1	2	2	3	5	6	7	8	9	10	11	11	12	13	14	16	
19	N/A	N/A	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
20	N/A	N/A	1	2	3	4	5	6	7	8	9	11	12	13	14	15	16	17	
21	N/A	N/A	1	2	3	4	5	6	8	9	10	11	12	13	14	16	17	18	
22	N/A	N/A	1	2	3	4	5	7	8	9	10	12	13	14	15	16	18	19	
23	N/A	N/A	1	2	3	4	6	7	8	10	11	12	13	14	16	17	18	20	
24	N/A	N/A	1	2	3	4	6	7	9	10	11	13	14	15	16	18	19	21	
25	N/A	1	2	2	4	5	6	8	9	10	12	13	14	16	17	18	20	21	
26	N/A	1	2	3	4	5	6	8	9	11	12	14	15	16	18	19	21	22	
27	N/A	1	2	3	4	5	7	8	10	11	13	14	15	17	18	20	21	23	
28	N/A	1	2	3	4	5	7	8	10	12	13	15	16	18	19	21	22	24	
29	N/A	1	2	3	4	5	7	9	10	12	13	15	17	18	20	21	23	25	
30	N/A	1	2	3	4	5	7	9	11	12	14	16	17	19	20	22	24	26	

N/A: *Not Applicable*, meaning the method cannot be used in this assessment because the minimum performance standard is either too low or too high to assess a district. This table assumes the lower threshold is 30 percentage points below the upper threshold.

- ☐ : Clear cells indicate that alpha and beta errors are less than 10%.
- ☐ : Light-shaded cells indicate where *alpha* or *beta* errors are greater than or equal to 10%.
- ☐ : Dark-shaded cells indicate where *alpha* or *beta* errors are greater than 15%.

- C. Read **Quotation C** to give participants a practical example of how the table provides a decision rule based on the minimum performance standard.

**Quotation C**

*This decision rule then allows us to classify schools and districts as meeting or not meeting the minimum performance standard. If our minimum performance standard is that at least 50% of pupils must have their textbook, and we have a sample of 19 pupils per school, the LEMA Decision-Rule Table tells us that at least 7 of the 19 pupils must have had their textbook for the school to have met the minimum standard for decision-making purposes.*

- D. Remind participants the goal of LEMA is to set priorities and to differentiate districts and schools that meet minimum performance standards from those that do not.
- E. Allow participants to find the decision rule for another example. Use a school sample size of 19 and a minimum performance standard of 80% for the indicator of “teacher attendance.” (Participants should provide 13 as the answer; see **Figure 15.**)

**Figure 15. LEMA Decision-Rule Table: Two examples**

Decision Rules for Sample Sizes for Minimum Performance Standards  
10% to 95%

Sample Sizes	10%	15%	20%	25%	30%	35%	40%	45%	50%	55%	60%	65%	70%	75%	80%	85%	90%	95%
12	N/A	N/A	1	1	2	2	3	4	5	6	7	7	8	8	9	10	11	
13	N/A	N/A	1	1	2	3	3	4	5	6	6	7	8	8	9	10	11	11
14	N/A	N/A	1	1	2	3	4	4	5	6	7	8	8	9	10	11	11	12
15	N/A	N/A	1	2	2	3	4	5	5	6	7	8	9	10	10	11	12	13
16	N/A	N/A	1	2	2	3	4	5	6	7	8	9	9	10	11	12	13	14
17	N/A	N/A	1	2	2	3	4	5	6	7	8	9	10	11	11	12	13	14
18	N/A	N/A	1	2	2	3	5	6	7	8	9	10	11	11	12	13	14	16
19	N/A	N/A	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
20	N/A	N/A	1	2	3	4	5	6	7	8	9	11	12	13	14	15	16	17
21	N/A	N/A	1	2	3	4	5	6	8	9	10	11	12	13	14	16	17	18
22	N/A	N/A	1	2	3	4	5	7	8	9	10	12	13	14	15	16	18	19
23	N/A	N/A	1	2	3	4	6	7	8	10	11	12	13	14	16	17	18	20
24	N/A	N/A	1	2	3	4	6	7	9	10	11	13	14	15	16	18	19	21
25	N/A	1	2	2	4	5	6	8	9	10	12	13	14	16	17	18	20	21
26	N/A	1	2	3	4	5	6	8	9	11	12	14	15	16	18	19	21	22
27	N/A	1	2	3	4	5	7	8	10	11	13	14	15	17	18	20	21	23
28	N/A	1	2	3	4	5	7	8	10	12	13	15	16	18	19	21	22	24
29	N/A	1	2	3	4	5	7	9	10	12	13	15	17	18	20	21	23	25

N/A: Not Applicable, meaning the method cannot be used in this assessment because the minimum performance standard is either too low or too high to assess a district. This table assumes the lower threshold is 30 percentage points below the upper threshold.

Light Blue: Alpha and Beta Errors are > 10%

Yellow: Alpha and Beta Errors are > 15%

## Module 4/Session 2: Introduction to Tabulating Results

<b>PURPOSE</b>	The main goal of conducting this survey is to determine which schools in the districts or which districts in the region are meeting or not meeting the minimum performance standards. Now that the participants have practiced collecting data at schools, the next step will be to tabulate the results from the evaluation instruments.
<b>OBJECTIVES</b>	<p><i>By the end of this session, participants will have:</i></p> <ol style="list-style-type: none"> <li>1. Described why it's important to tabulate.</li> <li>2. Worked in teams to tabulate the results from the completed evaluation instruments used in the practice school visits.</li> <li>3. Checked the summary sheets for errors.</li> </ol>
<b>PREPARATION</b>	<p><i>Before beginning this session, you will need to do the following:</i></p> <ol style="list-style-type: none"> <li>1. Prepare a blank tabulation table for each type of evaluation instrument used in the data collection. For example tabulation tables see: <b>ANNEX T: Example of School and Teacher Results Table</b> and <b>ANNEX U: Example of Pupil Results Table</b>. You will need a copy of the blank tabulation tables for each participant.</li> <li>2. Adapt PowerPoint slides to match the sections of your blank tabulation tables for the demonstration.</li> <li>3. Scan examples of the completed instruments and insert them into the presentation for practice tabulation.</li> </ol>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>✓ Printed tabulation tables: pupil results and teacher and school results</li> <li>✓ A set of 19 completed Pupil Response Sheets for each group of 3 trainees (depending on how many schools the participants reached during the practice visit, you may have to make copies so that each group is able to have 1 complete set of 19 Pupil Response Sheets)</li> </ul>
<b>PRESENTATION SLIDES</b>	<p>School and Teacher Results Table</p> <p>Example: Completed School Instrument</p> <p>Example of Tabulating School and Teacher Results</p> <p>Pupil Results Table</p> <p>Example: Completed Pupil Exercise Book Inventory</p> <p>Example of Tabulating Pupil Results</p> <p>Example: Completed Maze Passage</p> <p>Example of Tabulating Pupil Results for Maze (2 slides)</p> <p>During Tabulation</p>

## STEP 1—Explaining Tabulation:

- A. Explain what tabulation is, using **Quotation D**.
- B. Discuss why it's important to tabulate the results.
- C. Ask participants why they think tabulation is important, and allow them to answer.
  - Possible answers: to make program decisions, to identify priorities by district, to better assign resources.

### **Quotation D**

*Tabulation brings together the information collected during the survey in a form that allows you to analyze it. We want to see which schools and districts are meeting the minimum performance standards.*

## STEP 2—Reviewing the Tabulation Tables:

- A. Provide each participant with printed copies of the tabulation tables.
- B. Ask participants to put away their completed instruments (Pupil Response Sheets and School Instruments) from the practice visit. They will have an opportunity to practice filling in the tabulation tables using these instruments in **Step 6**.
- C. Introduce the tabulation tables to the participants, one at a time, reading the title of each table and ensuring that the participants are able to differentiate among the three tables.

### **Note to Trainer:**

The indicators and code for correct/appropriate responses indicated in the presentation slides are only examples. You may change the examples to match your tabulation table so you don't confuse participants.

The purpose of **Step 2** is to show participants how the tabulation tables are set up and how to code the results. This exercise is only meant to be an example, and no participant should fill in his or her tabulation table at this time.



### STEP 3—Example and Practice Using Teacher and School Results Table:

- A. Begin with the **SLIDE: *School and Teacher Results Table*** and instruct participants to find their copies of the printed table.
- B. Explain the different rows and columns in the table. Be sure to point out the column headings: Number, Indicator, Code for Correct/Appropriate Response or Observation, and Score.
- C. Direct participants' attention to the Score Key and explain how they will mark Correct, Not Correct, and Missing responses:

Correct = 1; Not Correct = 0; Missing = X

- D. Read the example Indicator and the Code for Correct/Appropriate Response or Observation as shown in **Figure 16**, and ask participants to locate it on their printout of the table.

**Figure 16. Indicator and corresponding code for correct/appropriate response or observation**

Indicator	Code for Correct/Appropriate Response or Observation
% of teachers employed by the school who are present on the day of the survey. $(2.1/2.2) \times 100$ = _____%	80% or more of teachers must be observed present at start of the school day = 1

- E. Display the example of a completed instrument as shown on **SLIDE: *Example: Completed School Instrument***.
- F. Ask a participant to volunteer to read the text on the slide starting with No. 2.1 Questions and Filters, as well as Coding Categories. Choose another participant to read No. 2.2, and proceed in this way until all of the questions and codes have been read.
- G. Ensure participants understand how the final code “0” or “No” was reached based on the previous codes provided in 2.1, 2.2, and 2.3.

**Example: Completed School Instrument**

No.	Questions and Filters	Coding Categories	Skips (if any)
2.1	How many teachers are in their classroom at the school's official start time?(observe this by walking around to all the classrooms)	10 NUMBER OF TEACHERS	
2.2	How many teachers are employed at the school include MOE/V and for private schools, teachers employed by the schools, PTA, and Community teachers – anyone listed on the attendance book?	13 NUMBER OF TEACHERS	
2.3	What percent of teachers are in attendance (2.1/2.2 x100)?	76% PER CENT OF TEACHERS	
2.4	Were 80 per cent of teachers in attendance at the school's official start time?	YES.....1 NO.....0	0

- H. Display the completed instrument as shown on **SLIDE: Example of Tabulating School and Teacher Results.**

**Example of Tabulating School and Teacher Results**

TANZANIA LQAS SCHOOL + TEACHER RESULTS			
REGION:		DISTRICT:	SCHOOL:
ASSESSOR:		TEACHER CLASSROOM #:	DATE OF ASSESSMENT:
SCORE KEY: CORRECT=1 NOT CORRECT=0 MISSING=X			
No.	Indicator	Code for a Correct / Appropriate Response or Observation	SCORE
<b>TEACHER ATTENDANCE</b>			
2.4	% of Teachers employed by the school who are present on the day of the survey. (2.1/2.2x100) = %	80% or more of teachers must be observed present at start of the school day = 1	0
<b>PUPIL ATTENDANCE</b>			
15.1	% of registered pupils in selected Standard 3 class that are in attendance on the day of the visit.	80% or more of pupils must be observed present on the day of the school visit = 1	
<b>PUPIL ENGAGEMENT: KISWAHILI LANGUAGE</b>			
15.2	Majority of pupils actively engaged in listed reading activities.	Must have score of 1 for 15.1 to score 1 for PUPIL ENGAGEMENT: KISWAHILI LANGUAGE	
<b>TIME ON TASK: KISWAHILI LANGUAGE</b>			
15.3	Did the Kiswahili language reading lesson last 40 minutes or more and did the teacher cover an appropriate unit for this time of the school year?	See 8.4 for the total number of units or chapters in Standard 3 Kiswahili Language Reader. Use Time on Task Table to determine which unit should be covered at time of school visit. COMPARE THIS NUMBER TO THE VALUE IN 8.5. The teacher should not be more than two units behind. 8 is five for the teacher to be ahead.	

- I. Emphasize that the “0” score from No. 2.4 on the School Instrument is transferred to the School and Teacher Tabulation Table under the “Score” column for row No. 2.4.

**STEP 4—Example and Practice Pupil Results Table:**

- A. Display the **SLIDE: Pupil Results Table** and ask each participant to find his or her printout of the tabulation table. Read the first indicator presented on the slide and also shown below in **Figure 17** (extracted from the slide and enlarged for clarity).

Figure 17. Example indicator on Pupil Results Table

ETHIOPIA SCHOOL MONITORING (LQAS)																																						
PUPIL RESULTS																																						
ZONE:					WOREDA:					SCHOOL:																												
ASSESSOR:					TEACHER OR CLASSROOM #:					DATE OF ASSESSMENT:																												
SCORE KEY: CORRECT=1 NOT CORRECT=0 SKIPPED=S MISSING=X																																						
Indicator	PUPIL NUMBER																			TOTAL	PERCENT MEETING MINIMUM STANDARD	DECISION RULE	DECISION RULE MET? (met=1 not met=0)															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19																			
<b>TIGRINYA PUPIL MATERIALS</b>																																						
Exercise Book Inv. Pupil has his/her Tigrinya exercise book																						50%	7															
Exercise Book Inv. Tigrinya exercise book has sufficient work for this time of the school year. There should be at least one exercise per day of the school year.																																						

B. Then display the **SLIDE: Example: Completed Pupil Exercise Book Inventory**. The completed table from the presentation slide is also provided below in **Figure 18**.

Figure 18. Table column from presentation slide: Example: Completed Pupil Exercise Book Inventory

*Note immediately after group*

marks last pupil's	Kiswahili exercise book available? [0 = no; 1 = yes]	Number with pt [page = sheet]
	1	
	1	
	1	
	0	
	1	
	1	
	1	
	1	
	1	
	1	
	0	
	0	
	1	
	1	
	0	
	1	
	0	

- C. Continue to use the **SLIDE: Example of Tabulating Pupil Results** to show how the numbers from the example in **Figure 18** (also on the slide) are transferred into the Pupil Results Table.
- D. Continue with the slide to show how the 19 scores will be transferred to the Pupil Results Table.
- E. The total score will be added and then compared to the decision rule based on the minimum performance standard.
- F. The comparison of the total to the decision rule will determine the overall score of 1 (met) or 0 (not met), as shown below in **Figure 19** (extracted from the slide).

**Figure 19. Comparing the “Total” Column with “Decision Rule” Column**

ETHIOPIA SCHOOL MONITORING (LQAS)																								
PUPIL RESULTS																								
ZONE:					WOREDA:					SCHOOL:					TEACHER OR CLASSROOM #:					DATE OF ASSESSMENT:				
SCORE KEY: CORRECT=1 NOT CORRECT=0 SKIPPED=S MISSING=X																								
Indicator	PUPIL NUMBER																			TOTAL	PERCENT MEETING MINIMUM STANDARD	DECISION RULE	DECISION RULE MET? (met=1 not met=0)	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19					
<b>TIGRINYA PUPIL MATERIALS</b>																								
Exercise Book Inv.	Pupil has his/her Tigrinya exercise book																			6	50%	7	0	
Exercise Book Inv.	Tigrinya exercise book has sufficient work for this time of the school year. There should be at least one exercise per day of the school year.																				50%	7		
Exercise Book Inv.	Teacher marks/comments on one or more of the last two exercises in the pupil's Tigrinya exercise book																				50%	7		

- G. Provide a second example of how to fill the Pupil Results Table.
- H. This example will require using the Pupil Response Sheet rather than the School Instrument.
- I. Display the **SLIDE: Example: Completed Maze Passage**. This example is also shown in **Figure 20**.

**Figure 20. Completed maze example from presentation slide**

7

Kukamilisha sentensi - 1

Siku moja wazazi wa Monji walifanya sherehe nyumbani.  
 Monji na ndugu zake wanapenda (wageni / karibu / wao). X  
 Mama yao alipika pilau (chungu / kali / tamu) wakala pamoja na vinywaji.  
 Monji alikula pilau nyingi kwa vile (alikimbja / hakufurahia / aliipenda) na tumbo likajaa sana. X  
 Monji hakusikia vizuri akaenda (kulala / kusikiliza / kukimbiza) chumbani.  
 Wageni walikuja wakala pilau na (kusema / kutembea / kufurahia) chakula hicho. X  
 Wageni, wazazi na ndugu zake Monji (walifaulu / walicheza / walikohoa) ngoma. X  
 Monji (hakupotea / hakuokota / hakuwaona) wageni na kucheza. X  
 Siyo vizuri kula sana kama Monji kwani alilala badala ya kufurahi na wageni.

- J. You will use this example to demonstrate how the participants should fill in the response for Pupil Number 1 for the indicator “Pupil able to correctly complete 5 or more sentences in the maze passage.”
- K. Using **Figure 20** and as presented on the slide to the participants, ask a participant to indicate how many questions were answered correctly in the example. (Answer: 2)
- L. Then display **SLIDE: Example of Tabulating Pupil Results Table for Maze** and ask a participant to read the information in the indicator column for “Maze.”
- M. Ask a participant to indicate what score should be marked on the table for Pupil Number 1 based on the example show on the previous slide.
- N. **Figure 21** shows the table with the appropriate score, which also appears on the **SLIDES: Example of Tabulating Pupil Results for Maze**.
  - The volunteer should indicate that Pupil Number 1 score is “0” as shown in **Figure 21**.
  - Remind participants that each of them will record responses for each of the 19 pupils assessed within the school for this indicator.

**Figure 21. Completed table from presentation slide with score for Pupil Number 1**

ETHIOPIA Local Education Monitoring Approach (LEMA)																								
PUPIL RESULTS																								
ZONE:					WOREDA:					SCHOOL:														
ASSESSOR:					TEACHER OR CLASSROOM #:					DATE OF ASSESSMENT:														
SCORE KEY: CORRECT=1 NOT CORRECT=0 SKIPPED=S MISSING=X					PUPIL NUMBER																			
No.	Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	TOTAL	PERCENT MEETING MINIMUM STANDARD	DECISION RULE	DECISION RULE MET? (met=1 not met=0)
<b>TIGRINYA PUPIL ASSESSMENT</b>																								
Letter names	Pupil able to correctly identify 9 or more letter sounds																					50%	7	
Maze	Pupil able to correctly complete 6 or more sentences in the maze passage																					50%	7	
Dictation	Pupil able to correctly write 9 or more words from dictated sentences																					50%	7	

## STEP 5—Tabulation Instructions:

- A. Using the **SLIDE: *During Tabulation***, explain to participants that they will work in groups of three to complete the tabulation process.
1. The first person reads the correct answer on the tabulation sheet.
  2. The second person looks at the answer on the questionnaire, and determines if the answer is a “1” for correct or a “0” for incorrect.
  3. The first person records the answer on the tabulation sheet.
  4. The third person confirms that the second person correctly determined if the answer should be coded “1” or “0,” and that the first person recorded it properly.

## STEP 6—Practice Tabulating Results:

- A. Instruct participants to divide into groups of three.
- B. They should take their materials with them to complete the tabulation process.
- C. Each participant should have the following materials to practice tabulation:
- School and Teacher Results Table
  - Pupil Results Table
  - Completed School Instrument from the practice school visit
- D. Each group should have the following materials to practice tabulation:
- 19 completed Pupil Response Sheets from the practice school visit
- E. Allow time for participants to work through the tabulation process as indicated in the previous **SLIDE: *During Tabulation***.
- F. You should walk around the room to oversee the participants and help them through the tabulation process, answering any questions that come up.

# Module 5: How Do I Prepare for Data Collection?

Module 5/Session 1: Preparing for Data Collection in the Districts	
<b>PURPOSE</b>	The purpose of this session is to prepare the participants to collect the data within their districts. Participants should spend this time organizing all the materials they will use for the school visits.
<b>OBJECTIVES</b>	<p><i>By the end of this session, participants will have:</i></p> <ol style="list-style-type: none"> <li>1. Packed all necessary materials to complete the appropriate number of school visits.</li> </ol>
<b>PREPARATION</b>	<p><i>Before beginning this session, you will need to do the following:</i></p> <ol style="list-style-type: none"> <li>1. Make sure all the arrangements have been made to transport people to and within the districts for data collection at the sampled schools.</li> <li>2. Adapt <b>ANNEX O: School Visit Materials and Packing Checklist</b> to account for all the materials and print a copy for each participant.</li> <li>3. Print <b>ANNEX P: Daily Tasks Checklist</b>; one copy per school will be needed.</li> <li>4. Ensure that all the instruments (School Instrument and Group Administered Literacy Assessment or other data collection tools being used) plus the accompanying materials (for example, pupil response sheets) have been printed and delivered to the training venue.</li> <li>5. Ensure all other necessary materials are available, such as pencils, erasers, random number tables, folders, bags (as listed in the School Visit Materials and Packing Checklist).</li> </ol>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>✓ Appropriate number of printed copies of instruments and Daily Tasks Checklist</li> <li>✓ Appropriate number of stationery items needed for each participant according to the School Visit Materials and Packing Checklist</li> <li>✓ Bags for participants to pack and carry materials in during data collection</li> </ul>

## STEP 1—Packing Materials for Data Collection:

- A. Ensure participants have printed copies of the School Visit Materials and Packing Checklist. This checklist was first introduced to participants in Module 3, Session 3, Step 2.
- B. Help participants determine the number of schools each will be responsible for visiting during the data collection days.
- C. Ask participants to use the School Visit Materials and Packing Checklist to calculate the total number of items they will need in order to collect data during their upcoming school visits.
- D. Remind participants of the order to follow when they are packing the materials into a folder and the method they should use to make sure that all the materials on the checklist are accounted for.
- E. Ask the participants to count out the materials as indicated on the checklist and to pack them into the folders to be organized for the school visits.
- F. Instruct the participants to tape or glue the Daily Tasks Checklist on the outside of each folder before putting the correct number of materials into the folder.
- G. Provide guidance and answer any questions that may arise as participants are packing the folders and bags with the materials they will need for the data collection within the districts.

### Note to Trainer:

Within each district, data collection must be completed at 19 schools (assessing 19 pupils per school). You will want to divide data collection responsibilities as evenly as possible among the participants. (The ideal scenario would be to have 3 days for data collection and 7 trained participants to collect data from 19 schools in one district. This would allow participants, as assessors, to visit 1 school per day for 3 days, leaving 2 participants to be available to fill in where or when necessary.)

You will need to calculate (beforehand) the number of schools each participant will have to visit to complete the data collection in the allotted time.

Once each participant knows how many schools he or she will visit and assess, the participant can calculate the materials needed and pack accordingly.



# Module 6: What Do I Do with the Information I Collected at Schools?

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<b>Module 6/Session 1: Fieldwork Debriefing</b>	
<b>PURPOSE</b>	The purpose of this session is to bring participants together to discuss their experiences with data collection. You can also find out whether there are missing data or any other problems that you may need to address.
<b>OBJECTIVES</b>	<p><i>By the end of this session, participants will have:</i></p> <ol style="list-style-type: none"> <li>1. Shared with each other important lessons learned during data collection.</li> <li>2. Identified their needs for follow-up and planned to deal with outstanding issues.</li> </ol>
<b>PREPARATION</b>	<p><i>Before beginning this session, you will need to do the following:</i></p> <ol style="list-style-type: none"> <li>1. Contact district supervisors to ensure data collection has concluded in each district and participants have returned to the training venue location. Some teams may be visiting districts and schools that are further away from the training venue, making travel time longer.</li> </ol>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>✓ Boxes for storing completed instruments</li> <li>✓ Flipchart and markers</li> </ul>
<b>PRESENTATION SLIDES</b>	<p>Fieldwork Debriefing – Small Group Discussion</p> <p>Fieldwork Debriefing – Plenary Group Discussion</p>

## **STEP 1—Debrief Discussions, in Small Groups:**

- A. Ask participants to sit together with other participants from the same district.
- B. Display the **SLIDE: *Fieldwork Debriefing – Small Group Discussion*** and direct the groups to discuss the information on the slide to get a sense of what information each person has brought back from the field.
  - A district supervisor from each district will review the data collected.
  - The district supervisor should collect the information from all the participants from his or her district.
  - If no supervisor is present, a selected assessor can collect and present the district's information.
  - Ask the supervisors to report to the plenary on the status of the data collection that occurred in each district.

## **STEP 2—Debrief Discussions, in Plenary Group:**

- A. Ask the participants to offer comments and feedback about their experiences during data collection. Display the **SLIDE: *Fieldwork Debriefing – Plenary Group Discussion***.
- B. Discuss lessons learned from the data collection and record answers on a flipchart. Ask participants to discuss what went well and what was difficult. For each of the difficulties, discuss suggestions for overcoming or avoiding this problem in the future.

## Module 6/Session 2: Tabulating Results

<b>PURPOSE</b>	The main goal of conducting this survey is to determine which schools in the districts or which districts in the region are meeting or not meeting the minimum performance standards. Now that the participants have finished collecting data at the schools, the next step will be to tabulate the results from the evaluation instruments.
<b>OBJECTIVES</b>	<p><i>By the end of this session, participants will have:</i></p> <ol style="list-style-type: none"> <li>1. Reviewed the tabulation process, including the Tabulation Quality Checklist and the appropriate order of tabulating the data.</li> <li>2. Worked in teams to tabulate the results from the completed evaluation instruments used in the survey.</li> <li>3. Checked the summary sheets for errors.</li> <li>4. Transferred data from the Pupil Results Table and the School and Teacher Results Table into a single District-Level Summary Sheet.</li> </ol>
<b>PREPARATION</b>	<p><i>Before beginning this session, you will need to do the following:</i></p> <ol style="list-style-type: none"> <li>1. Prepare/adapt a blank tabulation table for each type of evaluation instrument used in the data collection. For an example results table for schools and teachers see <b>ANNEX T</b>, for pupils see <b>ANNEX U</b>, and for a District-Level Summary Sheet see <b>ANNEX V</b>. You will need a copy of the blank tabulation tables for each participant.</li> <li>2. Scan examples of the completed instruments and insert them into the presentation for practice tabulation.</li> </ol>
<b>MATERIALS</b>	✓ Printed tabulation tables: Pupil Assessment Results Table, School and Teacher Results Table, and District-Level Summary Sheet
<b>PRESENTATION SLIDES</b>	<p>Tabulation Quality Checklist</p> <p>During Tabulation</p> <p>Order of Tabulation</p> <p>Record Results in District-Level Summary Sheet</p> <p>After Completing the District-Level Summary Sheet</p>

## STEP 1—Review of the Tabulation Process:

- A. Ensure that each group has the appropriate number of printed tabulation tables, and review each table.
- B. Display the **SLIDE: *Tabulation Quality Checklist*** and ask the participants to confirm the order of the instruments and that they all have the correct number of pages before beginning the tabulation process. Give participants time to match the instruments with the tabulation tables and put the instruments in the correct order.
- C. Using the **SLIDE: *During Tabulation***, review with participants how to work in groups of three to complete the tabulation process.
  1. The first person reads the correct answer on the tabulation sheet.
  2. The second person looks at the answer on the questionnaire and determines if the answer is a “1,” correct; or a “0,” incorrect.
  3. The first person records the answer on the tabulation sheet.
  4. The third person confirms that the second person correctly determined if the answer should be coded “1” or “0,” and that the first person recorded it properly.
- D. Display the **SLIDE: *Order of Tabulation***. Use **Quotation A** below to instruct participants of the order they will follow to complete the tabulation process.

### **Quotation A**

*Each of you should first score the Pupil Response Sheets from the GALA and then complete one Pupil Results Table per school. Next, you should complete the School and Teacher Results Table by recoding the results from a single School Instrument on the results table.*

## STEP 2—Completing Tabulation Tables and District-Level Summary Sheet:

- A. Ask participants if they have any questions before the tabulation process begins.
- B. Allow time for district teams to complete the School and Teacher Results Tables (see **ANNEX T** for an example) and the Pupil Results Tables (see **ANNEX U** for an example). Walk around the room as teams are working to conduct spot checks and answer any questions.
- C. Once teams have finished tabulating results from pupils, teachers, and schools (that is, they have completed both tabulation tables for all 19 schools within the district), explain the District-Level Summary Sheet (see **ANNEX V** for an example). Read the points on the **SLIDE: Record Results in District-Level Summary Sheet** to explain to participants how they are expected to record the results in the District-Level Summary Sheet.
  - Explain the purpose of this summary sheet and how it will be used to classify the district results.
  - Results from all 19 sampled schools in the district will be tabulated into this summary table.
- D. Display the **SLIDE: After Completing the District-Level Summary Sheet** and read the text from **Quotation B** to explain to participants how to check for error and finalize the summary sheet.

### **Quotation B**

*After transferring data from all 19 schools onto the District-Level Summary Sheet, then count the “total” number of schools in the district that met each indicator. This count is recorded in the “total” column for each indicator. Finally, compare the “total” with the district-level decision rule, and record whether the district met or did not meet the minimum performance standard.*

- E. **Figure 22** shows how participants will compare the total number with the decision rule number to determine if the decision rule was met. If the total number was the same or higher than the decision rule number, the decision rule was met for that indicator, and they will mark a “1”; if the total number was lower, they will mark a “0.”

**Figure 22. Comparing “Total” with “Decision Rule” to Determine the “Decision Rule Met”**

TEACHER ATTENDANCE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	TOT AL	MIN STAN D-ARD	DECSI ON RULE	DECSI ON RULE MET?
2.4	School met decision rule for teacher attendance on the day of the survey.	1	1	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1	0	1	80%	13	1	
PUPIL ATTENDANCE																								
19.4	School met decision rule for pupil attendance rate in selected Standard 3 class on the day of the visit.	1	0	1	0	0	1	0	0	0	1	1	0	1	1	0	1	1	0	1	80%	13	0	

# Module 7: How Do I Use the Data to Make Informed Decisions?

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<b>Module 7/Session 1: Analyzing Results</b>	
<b>PURPOSE</b>	In this session, participants will practice simple analysis of data and become familiar with a useful format for reporting data to make informed decisions.
<b>OBJECTIVES</b>	<p><i>By the end of this session, participants will have:</i></p> <ol style="list-style-type: none"> <li>Used the summary table to identify schools and districts that are not meeting the minimum performance standard for each indicator.</li> <li>Identified priorities within the districts (schools and indicators) for each district, using the summary results.</li> <li>Created an action plan that has recommendations for addressing priority areas and further disseminating survey results.</li> <li>Presented district-level action plans and solicited feedback from other participants.</li> </ol>
<b>PREPARATION</b>	<p><i>Before beginning this session, you will need to do the following:</i></p> <ol style="list-style-type: none"> <li>Complete tabulation of District-Level Summary Sheets.</li> <li>Change/adapt the examples on PowerPoint slides to reflect the updated summary sheet.</li> </ol>
<b>MATERIALS</b>	✓ Flipchart and markers
<b>PRESENTATION SLIDES</b>	Analyzing the Summary Sheet: Priority Indicators Analyzing the Summary Sheet: Priority Schools Decision-Making Exercise: Create an Action Plan Effective Decision-Making Reminders

## STEP 1—Identifying Priorities:

- A. Display the **SLIDE: Analyzing the Summary Sheet: Priority Indicators** to demonstrate how participants can identify within their districts the indicators that didn't meet the minimum performance standard.
- B. Ask the participants to circle these indicators.

### Note to Trainer:

You can take a moment to remind participants how the minimum performance standards for indicators were set (Module 4, Step 1), as well as how the minimum performance standards were converted into decision rules (Module 4, Step 2). In the example from the slide, the minimum performance standard was set to **80%** and the decision rule was **13**; therefore, the district did not meet the minimum performance standard for the indicator “School met decision rule for pupil attendance rate in the selected Standard 3 class on the day of the visit.” You can advise participants to circle indicators where the minimum performance standard was not met in the district, as has been done in the examples on the slide.

### Analyzing the Summary Sheets: Priority Indicators

Priority **indicators** within a district:

- Look for **indicators** at the district level where the minimum performance standard was not met.

INDICATOR	Schools Sampled in the Visits / Not met minimum standard during the visit	PERCENT MET	DECISION RULE MET?
SCHOOL MET DECISION RULE FOR TEACHER ATTENDANCE	1 1 1 1 0 1 1 1 1 0 1 1 0 0 1 1 1 1 0 1 1	14 80%	13 1
SCHOOL MET DECISION RULE FOR PUPIL ATTENDANCE	0 1 1 0 1 1 1 1 0 0 0 1 0 1 1 1 1 0 1 0 0	10 80%	13 0

- C. Display the **SLIDE: Analyzing the Summary Sheet: Priority Schools** to demonstrate how participants can identify (within their districts) the schools that were struggling the most by marking those that were frequently not meeting the minimum performance standards.
- D. Ask participants to circle these schools on their District-Level Summary Sheet.

### Analyzing the Summary Sheet: Priority Schools

Priority **schools** within a district:

- Look for **schools** in the district where the minimum performance standards were frequently not met.

INDICATOR	Schools Sampled in the Visits / Not met minimum standard during the visit	PERCENT MET	DECISION RULE MET?
SCHOOL MET DECISION RULE FOR TEACHER ATTENDANCE	1 1 1 1 0 1 1 1 1 0 1 1 0 0 1 1 1 1 0 1 1	14 80%	13 1
SCHOOL MET DECISION RULE FOR PUPIL ATTENDANCE	0 1 1 0 1 1 1 1 0 0 0 1 0 1 1 1 1 0 1 0 0	10 80%	13 0



- E. Continuing to work in district groups, participants should discuss why the minimum standard may not have been met for the items that were circled on the District-Level Summary Sheet, as well as possible solutions for fixing or addressing the identified problems in the future.

## STEP 2—Preparing a Presentation Based on District Results:

- A. Display the **SLIDE: *Decision-Making Exercise: Create an Action Plan*** to explain to the district groups that each group will be responsible for preparing a short presentation.
- B. Ensure that each group has enough flipchart paper and markers to complete the assignment.
- C. Read through each point listed on the slide (also included in **Figure 23** below) so that participants understand what the presentation should include.

### Figure 23. Instructions from PowerPoint Slide for Decision-Making Exercise

- List the areas of priority for your district.
- Then, develop recommendations for each priority area.
- Within the recommendations, lay out the first steps that need to be taken (and by whom) in order to enact your recommendations.
- Finally, design a plan for how you would disseminate the information and results from this survey to help accomplish the recommendations you propose.

- D. Then, discuss the important reminders on how to make effective decisions while displaying the **SLIDE: *Effective Decision-Making Reminders***.
- E. Be sure to ask participants if they have any questions or if any parts of the exercise instructions are not clear.
- F. Allow sufficient time for groups to finish the exercise and record their action plans. As groups are working, you should walk around the room to answer questions and engage in the groups' discussions.
- G. Once all the groups have finished creating their action plan and summarizing key points of the plan on the provided flipchart paper, each group should report out to the plenary. At the end of each presentation, allow participants to ask questions or offer feedback to the presenting group.

## Effective Decision-Making Reminders

- First step is **identifying root causes for priority areas.**
- Recommendations being made based on district-level results must be **actionable at the district level.**
- With limited resources, it is important to select **one or two priority areas that should be addressed first.**
- Providing feedback to schools is useful but it is essential to determine **the best way to disseminate findings.**

### Note to Trainer:

As you review these bullet points on how to make effective decisions and action plans, encourage participants to:

- Limit the number of priority areas they select for their presentation.
- Focus their recommendations and steps on items that are actionable at the local level and by local-level officials; this includes limiting the need for assistance (in terms of decision-making and/or funding) from central or external sources, which may delay the process.
- Continue the discussions they started in the previous step regarding why minimum performance standards might not have been met.
- Be creative with ways to engage other members of the community or other local stakeholders, such that they will want to take part in the action items or the next steps the group identifies.

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## Annex A. Example Agenda for 2-Week LEMA Pilot

Reference Section 4, page 9; and Module 1, page 25

This example agenda provides the overall schedule for a two-week LEMA pilot. It contains the topics (broken down as sessions) that are covered throughout the course of the pilot.

<b>Week 1 – Sunday</b>	
5:00 p.m.	Participants arrive; each participant should arrange transportation and hotel accommodations.
<b>Week 1 – Monday</b>	
9:00 a.m.–11:00 a.m.	<b>Session 1:</b> Local Education Monitoring Approach (LEMA): Introduction and Background
11:00 a.m.–11:15 a.m.	Morning break / tea and snacks
11:15 a.m.–12:15 p.m.	<b>Session 2:</b> Introduction to data collection instruments
12:15 p.m.–1:15p.m.	Lunch
1:15 p.m.–3:00 p.m.	<b>Session 3:</b> School Instrument
3:00 p.m.–3:15 p.m.	Afternoon break / tea and snacks
3:15 p.m.–5:00 p.m.	<b>Session 4:</b> Group Administered Literacy Assessment (GALA)
<b>Week 1 – Tuesday</b>	
9:00 a.m.–10:00 a.m.	<b>Session 1:</b> Opening remarks and review of Day 1 material
10:00 a.m.–10:30 a.m.	Morning health break
10:30 a.m.–1:00 p.m.	<b>Session 2:</b> Practice administration of School Instrument and GALA
1:00 p.m.–2:00 p.m.	Lunch
2:00 p.m.–3:15 p.m.	<b>Session 3:</b> Introduction and practice with pupil sampling
3:15 p.m.–3:30 p.m.	Afternoon health break
3:30 p.m.–5:00 p.m.	<b>Session 4:</b> Preparing for practice school visits; protocols at the schools

<b>Week 1 – Wednesday</b>	
7:30 a.m.	Depart training venue
9:00 a.m.–1:00 p.m.	<b>Session 1:</b> Practice visits at schools
1:00 p.m.–1:30 p.m.	Travel back to training venue
1:30 p.m.–2:30 p.m.	Lunch
2:30 p.m.–3:30 p.m.	<b>Session 2:</b> Debrief from school visits
3:30 p.m.–3:45 p.m.	Afternoon health break
3:45 p.m.–4:30 p.m.	<b>Session 3:</b> Recap, questions, and comments
<b>Week 1 – Thursday</b>	
9:00 a.m.–10:30 p.m.	<b>Session 1:</b> Practice instrument administration
10:00 a.m.–10:30 a.m.	Morning health break
10:30 a.m.–12:00 p.m.	<b>Session 2:</b> Minimum performance standards and decision rules; Introduction to tabulation
12:00 p.m.–1:00 p.m.	Lunch
1:00 p.m.–3:30 p.m.	<b>Session 2:</b> Practice tabulation
3:30 p.m.–3:45 p.m.	Afternoon health break
3:45 p.m.–4:30 p.m.	<b>Session 3:</b> Recap, questions, and comments
<b>Week 1 – Friday</b>	
9:00 a.m.–11:00 a.m.	<b>Session 1:</b> Schedules and checklists for data collection
11:00 a.m.–11:15 a.m.	Morning break / tea and snacks
11:15 a.m.–12:45 p.m.	<b>Session 2:</b> Preparation of materials for data collection
12:45 p.m.–1:45 p.m.	Lunch
1:45 p.m.–3:15 p.m.	<b>Session 3:</b> Preparation of materials for data collection (continued)
3:30 p.m.	Participants depart to districts

<b>Week 2 – Monday through Wednesday</b>	
7:00 a.m.–until data collection is complete	Assessors visit assigned schools to collect data. The routes and schools being visited should be decided before departure for schools at 7:00. Supervisors are assigned schools to supervise and monitor data collection each day.
<b>Week 2 – Thursday</b>	
9:00 a.m.–10:30 a.m.	<b>Session 1:</b> Debrief on data collection and school visits
10:30 a.m.–10:45a.m.	Morning health break
10:45 a.m.–12:30 p.m.	<b>Session 2:</b> Debriefing, continued
12:30 p.m.–1:30 p.m.	Lunch
1:30 p.m.–3:00 p.m.	<b>Session 3:</b> Tabulation
3:00 p.m.–3:30 p.m.	Afternoon health break
3:30 p.m.–5:00 p.m.	<b>Session 4:</b> Tabulation, continued
<b>Week 2 – Friday</b>	
9:00 a.m.–10:30 a.m.	<b>Session 1:</b> Analyzing results for decision making
10:30 a.m.–10:45 a.m.	Morning health break
10:45 a.m.–12:30p.m.	<b>Session 2:</b> District team action plans
12:30 p.m.–1:30 p.m.	Lunch
1:30 p.m.–3:00 p.m.	<b>Session 3:</b> District team presentations
3:00 p.m.–3:30 p.m.	Afternoon health break
3:30 p.m.–4:00 p.m.	<b>Session 4:</b> Closing remarks and presentation of certificates

# Annex B. Key Stakeholders Presentation

*Reference Section 4.1, page 10 and Module 1: Session 2, page 28*

Annex B contains presentation materials—accompanied by step-by-step presenter instructions—that can serve as a guide for discussing the Local Education Monitoring Approach with in-country stakeholders. This presentation is designed to provide government and ministry officials with information on the background, purpose, and sampling methodology of this approach. The content contained in this annex may be useful and relevant to pilot trainees as well, and as such, this annex may be used in conjunction with or in addition to the information contained in Module 1: Session 2.

## Annex B Table of Contents

- Session 1: Introduction to the Local Education Monitoring Approach (LEMA) .....99
- Session 2: Using Minimum Performance Standards to Determine Decision Rules ..... 108
- Session 3: Understanding Sampling and LEMA Sample Sizes ..... 114
- Session 4: Overview of Data Collection Instruments ..... 124
- Session 5: Practice Using LEMA Data to Monitor Performance in Education ..... 126



# Key Stakeholders Presentation

<b>Session 1: Introduction to the Local Education Monitoring Approach (LEMA)</b>	
<b>PURPOSE</b>	The purpose of this presentation is to introduce the Local Education Monitoring Approach (LEMA) to key stakeholders. These individuals will need to understand the approach, the purpose of piloting the approach and instruments, and the potential benefits it can bring to their context. While they may understand in general the importance of having reliable information about school performance or the impact and results of their programs, many may not understand this particular sampling technique and classification tool, and the benefits it can have when used to monitor school performance. The point of this presentation, then, is to show them how LEMA can be used to generate useful data for effective decision making. Once these stakeholders see how helpful this data collection format can be, hopefully they will recognize the value of and agree to support piloting LEMA.
<b>OBJECTIVES</b>	<i>By the end of this session, participants will:</i> <ol style="list-style-type: none"> <li>1. Understand why it is important to assess school and district performance.</li> <li>2. Be knowledgeable about how LEMA can provide routine monitoring that will help them target districts and/or indicators that are in most need of attention or resources.</li> </ol>
<b>PREPARATION</b>	<i>Before beginning this session, you will need to do the following:</i> <ol style="list-style-type: none"> <li>1. Adapt any of the slides you will be using, as necessary.</li> </ol>
<b>MATERIALS</b>	✓ Blank paper for participants
<b>PRESENTATION SLIDES</b>	<p>What Information Is Necessary to Identify Pockets of Risk? (2 slides)</p> <p>What is LEMA?</p> <p>We Turn to Industry</p> <p>Use of Quality Monitoring in Industry</p> <p>Ghana (2012) Three Regions Assessed</p> <p>10 Districts in Northern Region: Ghana 2012</p> <p>5 Supervision Areas in Central Gonja District: Ghana 2012</p> <p>How is LEMA Applied?</p> <p>Classifying Districts</p> <p>Using LEMA Results to Make Informed Decisions</p> <p>Advantages for Local Management</p>

## STEP 1—Understanding the Importance of Gathering Local Data:

- A. Begin with a review of monitoring by asking participants what monitoring systems they currently use, what the advantages of the system(s) are, and what the limitations of the current system(s) might be. Make sure your participants understand the idea of local data. Be sure you or someone else correctly defines national-level data and local data. The information in the note below will help you. You can call on participants to see if any know the difference.
- B. Examine a hypothetical example of why local data are needed. Display the **SLIDES: What Information Is Necessary to Identify Pockets of Risk?** Discuss the information on this slide.
- C. Explain the importance of looking beyond the regional average to the performance for these individual districts. Continue using the **SLIDES: What Information Is Necessary to Identify Pockets of Risk?** to make the point. Be sure to read **Quotation A** below.

### Note to Trainer:

National-level data are needed to see how the country's education system as a whole is performing. However, local managers need local data that describe more specifically what's happening in their area.

### Quotation A

*Let's assume that the national minimum performance standard says that 75% of schools must reach the Primary 3 or grade 3 reading target. We conduct a regional assessment and find that on average, 68.4% of schools meet this standard. Our logical reaction could be: Well, that's great. We're very close to meeting our standard and no additional effort is needed to achieve the 75% performance standard. I'll just increase spending or training a little bit for all the districts in this region. But there is a problem with national- or even regional-level data. Can anyone explain this problem?*

*(Answer: Means or national-level data can hide information.)*

What information is necessary to identify pockets of risk?

Target = 75% of schools reach the grade 3 reading standard

Outcome = 68.4% of schools reach the target



What information is necessary to identify pockets of risk?

Target = 75% of schools reach the grade 3 reading standard

Outcome = 68.4% of schools reach the target

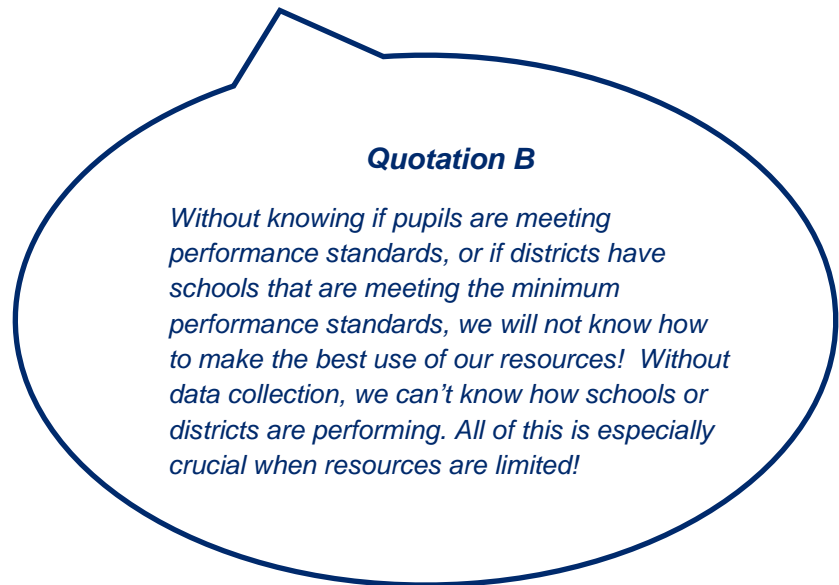
80%	90%	85%	80%	D I S T R I C T S
55%	85%	95%	55%	
90%	30%	30%	95%	
70%	45%	45%	65%	

### Note to Trainer:

When survey data reveal LARGE differences in performance between districts or between schools within a district, they identify the areas that are not doing well and which, all other things being equal, should be the priority. Performance can vary a great deal from district to district, with some districts performing really well and others really struggling. This usually means that stakeholders should focus attention, resources, and especially time on the low-performing priority areas. To meet minimum performance standards, expenditures do not have to be increased for all districts and/or schools; instead, stakeholders can learn from those districts or schools that are performing well, and apply successful methodologies to the districts or schools that are struggling, using any extra resources.

When the data from a survey reveal LITTLE difference in performance across districts (or schools within districts), this means the districts or schools are having the same success (or lack of success) in all areas. This would normally mean that all areas can be treated the same. Naturally, if the data show that performance is uniformly low, this means, for example, that an intervention program may need to be redesigned to reach its goals. This may also mean that all areas need more resources. If data show that performance is uniformly high, then other education activities can be given priority.

D. Finish the discussion by reading the text in **Quotation B** below.



## STEP 2—Understanding What LEMA Is:

A. Begin by using the **SLIDE: What Is LEMA?** to introduce LEMA and explain to the participants what it is.

- At this time, emphasize to participants that LEMA is a classification tool (yes/no) that can classify schools, districts, and/or regions as performing acceptably or not performing acceptably. In order to do so, we set minimum performance standards for all the indicators that are being measured through the survey instruments.

### What Is LEMA?

The Local Education Monitoring Approach (LEMA) is:

A classification approach and evaluation instruments: used locally – to *routinely* monitor and classify schools, districts, or regions as performing or not performing acceptably based on minimum performance standards.

- Classification requires a smaller sample size.
  - Classification helps local managers target their assistance to those schools/districts most in need of it.
  - District-level data can be aggregated to the regional or national level to calculate weighted averages.
- Be sure to explain how LEMA, as a classification tool, is different from other approaches, as indicated on the slide.

- B. Provide background on the origin of the sampling methodology LEMA uses. Using **SLIDE: We Turn to Industry** and **SLIDE: Use of Quality Monitoring in Industry**, you will state the explanation provided below in **Quotation C**, which was drawn from the Introduction to this manual. The purpose of these slides is to give the participants a better understanding of the original application of this sampling method (called LQAS) and how it has been adapted for use in the health and education sectors.

#### Use of Quality Monitoring in Industry

It was too costly and time-consuming for manufacturers to inspect the quality of every single product they produced.

Therefore:

1. They randomly chose a small and set number of items from within each lot of production to determine whether this lot met their minimum **quality standard**.
2. If enough of the items chosen met the quality standard, then the producers were satisfied that the whole lot met the quality standard.
3. If an insufficient number of items met the minimum quality standard, then the entire lot of production was rejected.

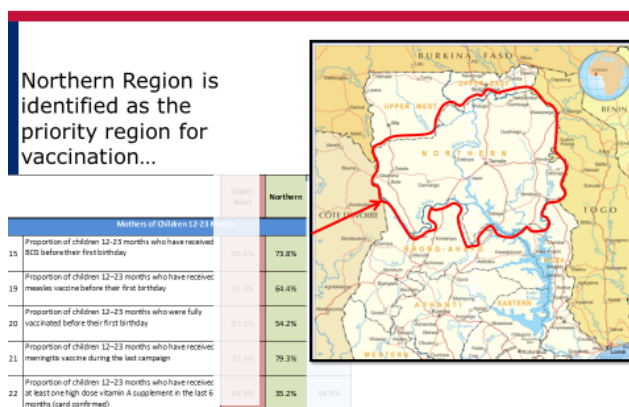
#### Quotation C

*The sampling methodology that LEMA uses was first developed in industry in the 1920s. It was used as a way to monitor the quality of production on assembly lines. Controlling the quality of every single item produced was time consuming and costly. The sampling method allowed a small number of items from each production lot (or group) to be randomly sampled. A minimum quality standard was set, and if insufficient numbers of the items sampled in the lot met the minimum quality standard, then the entire lot was rejected. The lots were given a pass or a fail mark. In the 1980s, the health sector began adopting the method as a way to monitor vaccination prevalence rates, use of oral rehydration solution, quality of health clinics, etc.*

## STEP 3—Examples of the Sampling Methodology Used in the Health Sector:

- A. Use examples of the sampling methodology from the health sector to help the participants better understand how it works and why it is an important method.
  1. Display the **SLIDE: Ghana (2012) Three Regions Assessed**. This example from UNICEF shows how the sampling methodology generates data at regional, district, and sub-district levels.

### Ghana (2012) Three Regions Assessed



2. Using the text in **Quotation D**, explain that data yielded when using this sampling methodology can be used to “drill down” to provide information at local levels.

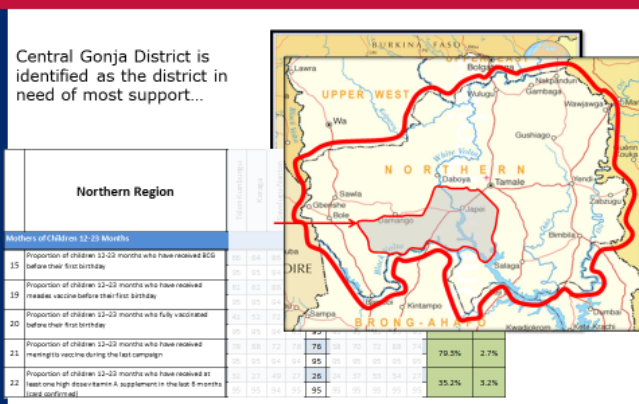
#### Quotation D

*This is an example of health data that were collected by the Liverpool School of Tropical Medicine for UNICEF in 2012 using the same sample methodology that LEMA uses. This study examines vaccination and vitamin A prevalence rates in three regions in Ghana (Northern, Upper West, Upper East). Looking at the data in these columns, which region seems to have the lowest rates of children receiving vaccinations and vitamin A supplements? The Northern region seems to have the lowest rates. But as we saw previously, regional averages can mask quite a bit of information. Let's look a bit deeper to see what we can learn from the district-level data within the Northern region.*

- Emphasize to participants that collected data guide local managers to target scarce resources most effectively to the areas of greatest needs.

- Tell participants to take a look at the district-level results for the Northern region in the next **SLIDE: 10 Districts in Northern Region: Ghana 2012.**

### 10 Districts in Northern Region: Ghana 2012

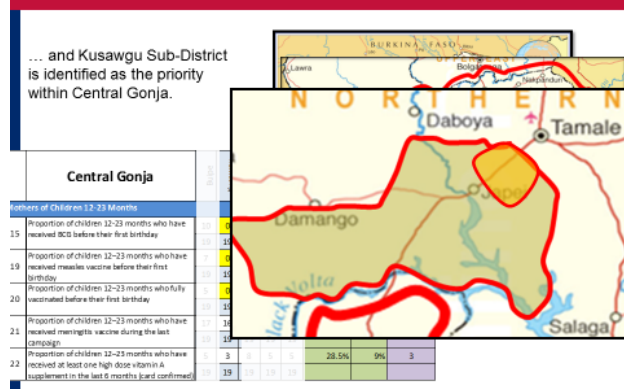


- Ask the participants to identify which district seems to have had the lowest prevalence on a number of different indicators such as vaccinations and access to vitamin A supplements. (Answer: Central Gonja)

- Now, have participants look even closer to see where the problem is most severe in Central Gonja. Display **SLIDE: 5 Supervision Areas in Central Gonja District: Ghana 2012.**

- Show participants that within Central Gonja, it is quite clear that Kusawgu Sub-district has the most severe problem, with zero-prevalence rates on a number of indicators. Kusawgu is the “worst of the worst,” and if this district only has access to limited resources, it should be targeted to receive additional assistance over other sub-districts.

### 5 Supervision Areas in Central Gonja District: Ghana 2012



- Ask the participants if this example helps them to understand how the sample methodology LEMA uses can help target resources effectively.

B. Allow participants to ask questions about this information. Make sure they understand the importance of monitoring and how local monitoring can be used improve program impact.

## STEP 4—Discussing How Local Monitoring is Useful for Education:

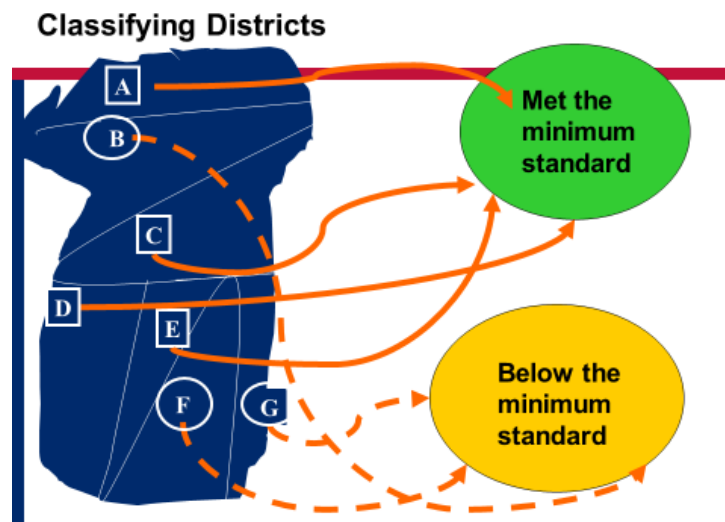
A. Display the **SLIDE: *How is LEMA Applied?*** to discuss how the sample methodology can be applied to education.

- Review the bullet points provided on the slide.
- Emphasize that with this tool, we are classifying schools and districts, meaning we are getting local-level data.

### How is LEMA Applied?

- Local Education Monitoring Approach (LEMA) allows districts and regions to assess the quality of teaching and learning using small samples and specific evaluation instruments.
- Remember: LEMA is a classification tool.
- District officials can classify schools as “meeting” or “not meeting” minimum performance standards.
- Similarly, regional officials can classify districts as “meeting” or “not meeting” minimum performance standards.

B. Then, display the **SLIDE: *Classifying Districts*** to demonstrate how districts can be classified as meeting or not meeting the minimum performance standard.

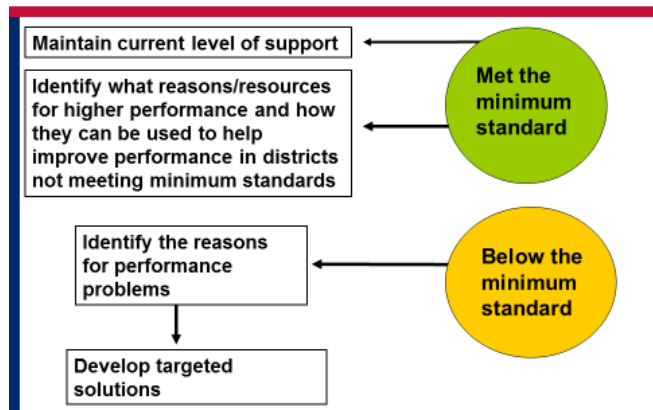


C. Further explain how LEMA, as a classification tool, will help them, as local leaders, make informed decisions. Display the **SLIDE: *Using LEMA Results to Make Informed Decisions*** to describe how the data that will be collected using this methodology will be helpful.



- Note that for schools/districts that are meeting minimum standards, we can examine what reasons or particular resources are causing higher performance. These resources or reasons can then serve as models to be used in the lower-performing schools/districts.
- Note that for schools/districts that are not meeting minimum standards, we can identify the reasons for lower performance and work to develop a targeted solution.

#### Using LEMA Results to Make Informed Decisions



#### D. Explain the bullet points on the **SLIDE: Advantages for Local Management**.

- Emphasize that LEMA can be used at a local level and be used to identify where the successes and challenges occur within the system that is being monitored.
- Take a moment to explain that this approach is different because the information is available quickly due to a simple tabulation that can be done with paper and pencil. Local analyses do not require a computer.

#### Advantages for Local Management

- Can be used at a local level with modest amounts of supervision (sustainability)
- Identifies where the successes and challenges are located
- Produces information that can quickly be available for interpretation and use by local managers
- Simple tabulation can be done with paper/pencil and doesn't require computer analyses for local results
- Data can be used for national reporting as well as for local management

## Session 2: Using Minimum Performance Standards to Determine Decision Rules

<b>PURPOSE</b>	The purpose of this session is to help participants understand how collected data can be used to make informed decisions based on how pupils, schools, and districts are performing. In the next session, participants will become more familiar with LEMA sample sizes for pupils and schools. However, it is first important to explain how LEMA can help identify the districts that are in most need of support. This is done by setting minimum performance standards for the indicators for which data will be collected. Once participants understand what minimum performance standards are, they will practice using them in combination with the LEMA Decision-Rule Table to determine decision rules.
<b>OBJECTIVES</b>	<p><i>By the end of this session, participants will have:</i></p> <ol style="list-style-type: none"> <li>1. Learned the difference between pupil performance and minimum performance standards.</li> <li>2. Practiced using the LEMA Decision-Rule Table to determine decision rules.</li> </ol>
<b>PREPARATION</b>	<p><i>Before you begin this session, you will need to do the following:</i></p> <ol style="list-style-type: none"> <li>1. Prepare hard copies of <b>ANNEX R: LEMA Decision-Rule Table</b>.</li> </ol>
<b>MATERIALS</b>	✓ LEMA Decision-Rule Table
<b>PRESENTATION SLIDES</b>	<p>School-Level Decision Rule</p> <p>District-Level Decision Rule</p> <p>Decision Rules for Sample Sizes for Minimum Performance Standards 10% to 95% (4 slides)</p>

## STEP 1—Setting the Minimum Performance Standard:

- A. Explain how minimum performance standards are set, using the information in **Quotation E** below.

### **Quotation E**

*Minimum performance standards are set based on the current situation found in the schools where you are conducting your survey. For each indicator that is being measured, a minimum performance standard is set. For example, let's discuss the indicator "access to pupil textbooks." Although we would like for all pupils in all schools to have access to textbooks, we know that frequently they do not. Depending on the average availability of textbooks in schools where the survey is being conducted, we may need to set the minimum performance standard of pupils with books quite low in order to identify the neediest districts and schools. For example, using existing data on availability of books in schools, your minimum performance standard may be set at 70% initially rather than the ideal 100%.*

- B. Next, review and summarize the text presented in **Figure 1** and **Figure 2** to emphasize the difference between pupil performance and minimum performance standards. Alternatively, you may choose to read the text directly to the participants.
- Be sure to indicate that pupil performance also has standards, but these are set based on international research. These differ from minimum performance standards, which are set based on the current situation of the context in which the survey is taking place.

## Figure 1. Explanation of pupil performance on literacy skills

For individual pupil reading performance, pupils are said to have mastered a particular literacy skill if they are able to correctly answer a set number of questions for a specific subtask in the GALA. For example, for reading comprehension questions, a pupil is said to read with comprehension if he or she is able to correctly answer 4 of the 5 questions. The pupil-level performance standards were developed by reading experts and are based on international reading standards. These performance standards do not change per country, language, region, or current average performance levels.

## Figure 2. Explanation of school and district performance on indicators

Schools and districts must meet minimum performance standards on indicators included in the survey. These indicators can range from pupils' performance on literacy-skills items to the availability of teachers' materials to pupils' engagement during a reading lesson.

First, a school will first be classified as **meeting** or **not meeting** a minimum performance standard for a given indicator. An example of a school level minimum performance standard might be 80% for the indicator of *teacher attendance*. Each school visited as part of the LEMA pilot will be classified as meeting or not meeting this minimum performance standard for teacher attendance.

Similarly, minimum performance standards are set at the district level. This means that a minimum number of schools in the district must pass the minimum performance standard set at the school level in order to say the district as a whole is meeting the minimum performance standard. The minimum performance standards at the school and district levels should be updated regularly to reflect overall improvements in the system. A minimum performance standard of 40% one year might be increased to 60% in subsequent years as performance in the education system improves.

- C. Use the **SLIDE: School-Level Decision Rule** to reemphasize that a certain number of pupils within a sample has to perform acceptable to classify the school as meeting the minimum performance standards.
- D. Then, use the **SLIDE: District-Level Decision Rule** to reemphasize that a certain number of schools within the sample must perform acceptably in order to classify the district as meeting the minimum performance standard.

#### School-Level Decision Rule

The **decision rule** for a school is:

the minimum number of pupils who must be performing acceptably in order for the whole school to be classified as meeting the minimum performance standard.

#### District-Level Decision Rule

The **decision rule** for a district is:

the minimum number of schools that must be performing acceptably in order for a whole district to be classified as meeting the minimum performance standard.

### Note to Trainer:

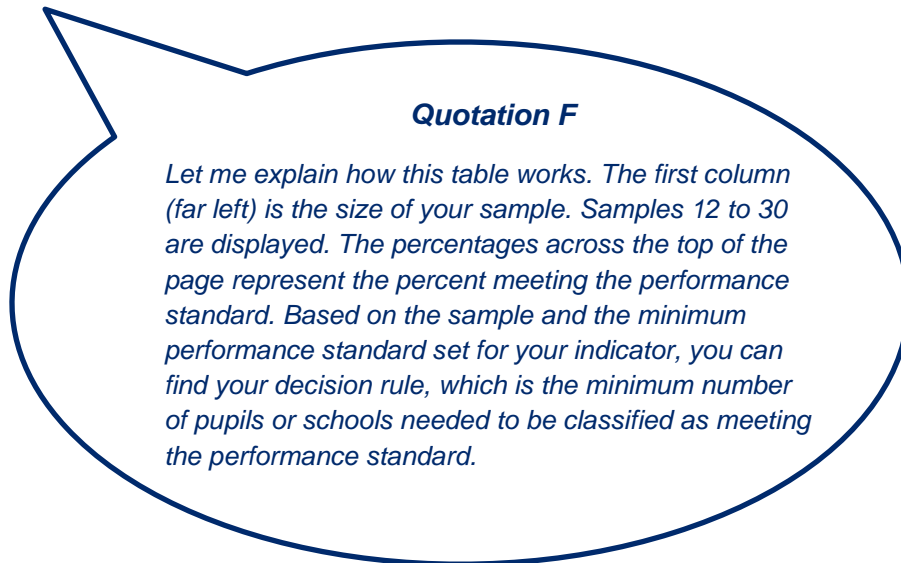
As a reminder, LEMA is a classification tool. In the education setting, we establish indicators for pupils, teachers, and schools based on what the literature and research tell us are requirements to ensure the acquisition of reading skills. For example, pupils and teachers must be in attendance, reading lessons must take place and last an acceptable length of time, teachers must be prepared for their lessons, reading material must be available to pupils and teachers, and pupils must engage in reading activities linked to the acquisition of reading.

While the ideal scenario would be 100% compliance with all of these requirements, that is not always possible. In addition, LEMA is used as a way to target resources to those districts or schools that are struggling the most and, therefore, in greatest need of assistance. We therefore set **minimum** (rather than ideal) performance standards.

Those schools or districts unable to meet the minimum performance standards are then flagged for additional support. We should note that meeting the minimum performance standard does not imply that these districts or schools should become complacent about their performance. Meeting the minimum standard merely indicates that they are not the weakest schools or districts. These schools and districts should continue to strive to improve their performance until all of their pupils are reading fluently and with comprehension. The indicators examined in the LEMA visits should help schools focus on where improvements are most needed.

## STEP 2—Converting a Minimum Performance Standard into a Decision Rule:

- A. Ensure that participants have a hard copies of the LEMA Decision-Rule Table (see **Figure 3** and **Annex R**).
- B. Explain how the LEMA Decision-Rule Table allows us to convert our minimum performance standard into a decision rule. Use **SLIDES: Decision Rules for Sample Sizes for Minimum Performance Standards of 10% to 95%** and read the text provided in **Quotation F**.



**Figure 3. LEMA Decision-Rule Table**

Decision Rules for Sample Sizes of 12-30 and Minimum Performance Standards/Average of 10%-95%																		
Sample Size*	Average Performance (Baselines) / Annual Minimum Performance Standard (Monitoring and Evaluation)																	
	10%	15%	20%	25%	30%	35%	40%	45%	50%	55%	60%	65%	70%	75%	80%	85%	90%	95%
12	N/A	N/A	1	1	2	2	3	4	5	5	6	7	7	8	8	9	10	11
13	N/A	N/A	1	1	2	3	3	4	5	6	6	7	8	8	9	10	11	11
14	N/A	N/A	1	1	2	3	4	4	5	6	7	8	8	9	10	11	11	12
15	N/A	N/A	1	2	2	3	4	5	6	6	7	8	9	10	10	11	12	13
16	N/A	N/A	1	2	2	3	4	5	6	7	8	9	9	10	11	12	13	14
17	N/A	N/A	1	2	2	3	4	5	6	7	8	9	10	11	12	13	14	15
18	N/A	N/A	1	2	2	3	5	6	7	8	9	10	11	11	12	13	14	16
19	N/A	N/A	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
20	N/A	N/A	1	2	3	4	5	6	7	8	9	11	12	13	14	15	16	17
21	N/A	N/A	1	2	3	4	5	6	8	9	10	11	12	13	14	16	17	18
22	N/A	N/A	1	2	3	4	5	7	8	9	10	12	13	14	15	16	18	19
23	N/A	N/A	1	2	3	4	6	7	8	10	11	12	13	14	16	17	18	20
24	N/A	N/A	1	2	3	4	6	7	9	10	11	13	14	15	16	18	19	21
25	N/A	1	2	2	4	5	6	8	9	10	12	13	14	16	17	18	20	21
26	N/A	1	2	3	4	5	6	8	9	11	12	14	15	16	18	19	21	22
27	N/A	1	2	3	4	5	7	8	10	11	13	14	15	17	18	20	21	23
28	N/A	1	2	3	4	5	7	8	10	12	13	15	16	18	19	21	22	24
29	N/A	1	2	3	4	5	7	9	10	12	13	15	17	18	20	21	23	25
30	N/A	1	2	3	4	5	7	9	11	12	14	16	17	19	20	22	24	26

N/A: *Not Applicable*, meaning the method cannot be used in this assessment because the minimum performance standard is either too low or too high to assess a district. This table assumes the lower threshold is 30 percentage points below the upper threshold.

- ☐ : Clear cells indicate that alpha and beta errors are less than 10%.
- ☐ : Light-shaded cells indicate where alpha or beta errors are greater than or equal to 10%.
- ☐ : Dark-shaded cells indicate where alpha or beta errors are greater than 15%.

C. Read **Quotation G** to give participants a practical example of how the table provides a decision rule based on the minimum performance standard.

- Remind participants the goal of LEMA is to set priorities and to differentiate districts and schools that meet minimum performance standards from those that do not.

**Quotation G**

*This decision rule then allows us to classify schools and districts as meeting or not meeting the minimum performance standard. If our minimum performance standard is that at least 50% of pupils must have their textbook, and we have a sample of 19 pupils per school, the LEMA Decision-Rule Table tells us that at least 7 of the 19 pupils must have had their textbook for the school to have met the minimum standard for decision-making purposes.*

D. Allow participants to find the decision rule for another example. Use a school sample size of 19 and a minimum performance standard of 80% for the indicator of “teacher attendance.” (Participants should provide 13 as the answer; see **Figure 4.**)

**Figure 4. LEMA Decision-Rule Table: Two examples**

**Decision Rules for Sample Sizes for Minimum Performance Standards 10% to 95%**

Sample Sizes	10%	15%	20%	25%	30%	35%	40%	45%	50%	55%	60%	65%	70%	75%	80%	85%	90%	95%
12	N/A	N/A	1	1	2	2	3	4	5	6	7	7	8	8	9	10	11	11
13	N/A	N/A	1	1	2	3	3	4	5	6	6	7	8	8	9	10	11	11
14	N/A	N/A	1	1	2	3	4	4	5	6	7	8	8	9	10	11	11	12
15	N/A	N/A	1	2	2	3	4	5	6	6	7	8	9	10	10	11	12	13
16	N/A	N/A	1	2	2	3	4	5	6	7	8	9	9	10	11	12	13	14
17	N/A	N/A	1	2	2	3	4	5	6	7	8	9	10	11	12	13	14	15
18	N/A	N/A	1	2	2	3	5	6	7	8	9	10	11	11	12	13	14	16
19	N/A	N/A	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
20	N/A	N/A	1	2	3	4	5	6	7	8	9	11	12	13	14	15	16	17
21	N/A	N/A	1	2	3	4	5	6	8	9	10	11	12	13	14	16	17	18
22	N/A	N/A	1	2	3	4	5	7	8	9	10	12	13	14	15	16	18	19
23	N/A	N/A	1	2	3	4	6	7	8	10	11	12	13	14	16	17	18	20
24	N/A	N/A	1	2	3	4	6	7	9	10	11	13	14	15	16	18	19	21
25	N/A	1	2	2	4	5	6	8	9	10	12	13	14	16	17	18	20	21
26	N/A	1	2	3	4	5	6	8	9	11	12	14	15	16	18	19	21	22
27	N/A	1	2	3	4	5	7	8	10	11	13	14	15	17	18	20	21	23
28	N/A	1	2	3	4	5	7	8	10	12	13	15	16	18	19	21	22	24
29	N/A	1	2	3	4	5	7	9	10	12	13	15	17	18	20	21	23	25

N/A: Not Applicable, meaning the method cannot be used in this assessment because the minimum performance standard is either too low or too high to assess a district. This table assumes the lower threshold is 30 percentage points below the upper threshold.

Light Blue: Alpha and Beta Errors are > 10%

Yellow: Alpha and Beta Errors are > 15%

## Session 3: Understanding Sampling and LEMA Sample Sizes

<b>PURPOSE</b>	<p>The purpose of this session is to explain the value of random sampling surveys, showing how they are carried out and why they work.</p> <p>Throughout this session, you will help the participants understand the purpose of random sampling and emphasize the sample sizes associated with LEMA. As stakeholders, they could assess all the schools and pupils in a district to see if the district is meeting the minimum performance standards, or they could take what is called a random sample, assessing fewer pupils and schools and using the results to determine if a district is meeting the minimum performance standards. Obviously, assessing every pupil or every school in the district would be time-consuming and costly and would not be practical in many situations. Random sampling, however, makes it possible to get useful and reliable data more quickly and with less effort and cost. Random sampling, using LEMA, allows us to choose the smallest possible sample size that can enable us to determine if a district is performing acceptably or is in need of special support to improve.</p>
<b>OBJECTIVES</b>	<p><i>By the end of this session, participants will have:</i></p> <ol style="list-style-type: none"> <li>1. Contrasted using a census versus a sampling approach for gathering information.</li> <li>2. Described problems with nonrandom sampling.</li> <li>3. Mastered basic LEMA sampling techniques.</li> </ol>
<b>PREPARATION</b>	<p><i>Before you begin this session, you will need to do the following:</i></p> <ol style="list-style-type: none"> <li>1. Prepare bags of 100 marbles containing 50 black and 50 white (or any two colors) marbles. You will need one bag of 50/50 marbles for every three participants in the training.</li> <li>2. You may want to have a towel or clear container for the demonstration to place the marbles in so they don't roll away.</li> <li>3. Prepare a second set of bags of 100 marbles each, containing 80 black and 20 white (or whatever two colors you have chosen) marbles. You will need one 80/20 bag for every three participants in the training.</li> <li>4. (You may use an alternative to marbles, such as drafts/checkers or poker chips. However, the alternative item must come in two distinct colors and each piece must be the same size and shape as other pieces. This is so each piece is indistinguishable by touch from the other pieces.)</li> <li>5. Review the information in the Introduction on minimum performance standards.</li> </ol>
<b>MATERIALS</b>	<p>✓ Bags of 100 marbles of two colors only, divided into 50/50 and 80/20 color-ratio bags, one bag of each proportion for every three participants in your training</p>
<b>PRESENTATION SLIDES</b>	<p>LEMA School Sample LEMA Pupil Sample Classification Errors</p>



## STEP 1—Introduction to Sampling:

- A. Explain to participants why sampling is preferable to a complete census and introduce the LEMA sampling numbers (19 schools, 19 pupils per school). Begin a discussion on how sampling can be used effectively to learn about school or district performance without testing the whole population. Read **Quotation H** and engage participants to join the discussion by asking why sampling might be preferable to using a census.



### **Quotation H**

*Samples are much more efficient than a census as we don't have to go to all the schools in a district and we don't have to test all the pupils in every school to get a clear sense of how the district or school is performing. Let me give you an example of how sampling works. If you were cooking a big pot of soup and you wanted to see if it was salty enough, would you have to eat the whole pot to test it? No, you would stir the pot and take a sip from your spoon. The same is true when we sample schools and pupils. We need just a few pupils to get a sense of how the schools are performing (and a few schools to see how the district is performing).*

- B. Discuss the LEMA school sample size of 19 schools using the **SLIDE: LEMA School Sample**.
- Be sure that participants understand that in order to classify a district as meeting minimum performance standards, we will need to collect data from 19 schools.
- C. Next, explain that before we classify a whole district, we will first classify each of the 19 sampled schools. Display the **SLIDE: LEMA Pupil Sample** to state the LEMA pupil sample size of 19 pupils per school.
- Part of classifying a school is determining how well the pupils within that school are performing on basic literacy skills. Therefore, we will test 19 pupils per school.

## STEP 2—Understanding Misclassification Errors in Sampling:

- A. Introduce the potential misclassification errors that can occur with LEMA. Discuss these errors with the participants so they will be able to better understand the sample sizes used in LEMA. Read **Quotation I** below to start the discussion.



**Quotation I**

*Unlike a census, where you can be 100% certain of your results, a sample of the data provides us with an estimate of performance. Even if you feel very confident about the sample data you collected, there is still some potential for misclassifying a school or district.*

B. Explain that there are two types of misclassification while displaying the **SLIDE: Classification Errors**.

- First describe an alpha error: a district that is performing acceptably can be classified as one that is not performing acceptably.
- Second describe a beta error: a district that is not performing acceptably can be classified as one that is performing acceptably.
- Then, ask the participants which type of error they think is worse. (Answer: The beta error is worse because it means that a district that needs additional support will not get it.)

#### Classification Errors

- Relying on a sample is more cost effective than relying on a census.
- BUT there is the potential to introduce misclassification errors:
  1. misclassify a district that **is** meeting performance standards as one that is **not** meeting them ( $\alpha$  error)
  2. misclassify a district that is **not** meeting performance standards as a school that **is** meeting them ( $\beta$  error)

### STEP 3—Random Sampling:

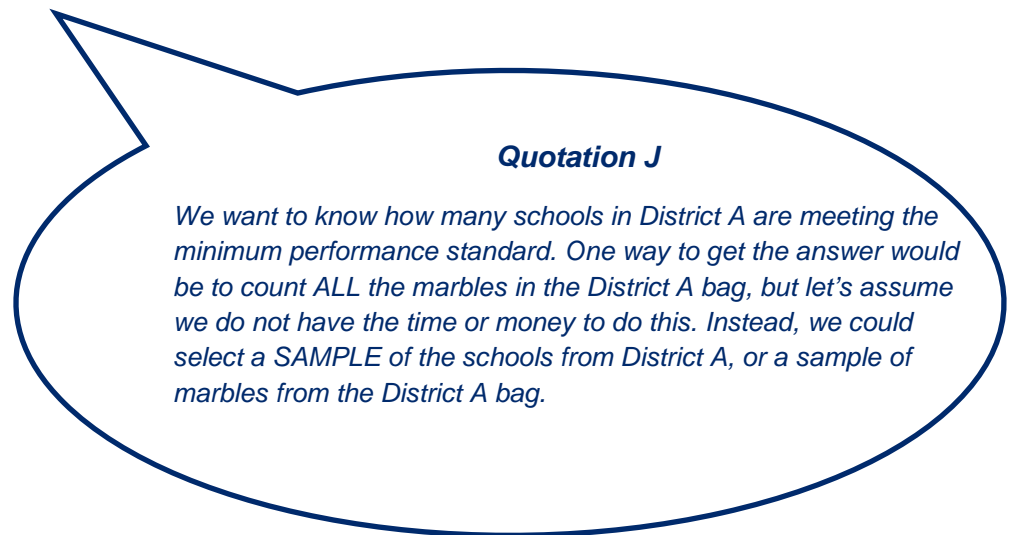
- A. Demonstrate random sampling to help the participants better understand how the sample of 19 pupils can be used to estimate performance within a school or how 19 schools can be used to estimate performance within a district.
- B. Using the two-color bags of marbles, lead participants through a demonstration of how to take a sample. For the first sampling exercise, you will use the bags that have 50 marbles of each color, the District A bags. If the marbles are black and white:
- **BLACK** = schools that meet the grade 3 performance standard for reading
  - **WHITE** = schools that do not meet the grade 3 performance standard for reading
- C. Divide the participants into pairs or groups of 3.

- D. Give each group a District A bag (50/50) and a blank sheet of paper. Using flipchart paper, draw the table and write the labels shown in **Figure 5**. Instruct participants to replicate the table on the blank paper you provided.

**Figure 5. Table for Random Sampling Exercise**

DISTRICT A	DISTRICT B

- E. Use the text in **Quotation J** to explain the bags of marbles.



- F. Instruct groups to elect one member from each group to close his or her eyes, reach into the bag, and take out a few marbles at a time, putting them into a provided container, until he or she has 19 marbles out of the bag.

- Remind participants that black marbles stand for schools that meet the grade 3 performance standard for reading and white marbles stand for schools that do not meet the standard.
- G. Instruct groups to select another member of the group to count all the black marbles removed from the bag and record the number on the paper under the heading “District A.”
- H. Next, instruct the groups to put the marbles back into the bag, shake it up, and repeat the blinded sampling 4 more times, for a total of 5 random samplings of 19 marbles from the District A bag.
- I. Once all groups have completed their 5 rounds of sampling, ask each group to call out their 5 numbers. Write the numbers from each group on a flipchart page, as shown in **Figure 6**.
- J. Now ask the groups to count all the marbles in the bag and state the total number of black and white marbles. You may have to give groups a few minutes to remove all the marbles from the bag to count them.
- K. Explain that for District A, the minimum performance standard is to have 50% of schools meeting the minimum performance standard. Ask participants to use the LEMA Decision-Rule Table to determine the decision rule for the District A sample. Participants should determine that 7 schools (represented by 7 black marbles) must meet the minimum performance standard in order to classify the district as meeting the minimum performance standard.

**Figure 6. Example of completed table from random sampling exercise**

DISTRICT A (50/50) Sample Size= 19 Minimum Performance Standard= 50% Decision Rule= 7	DISTRICT B (80/20) Sample Size= 19 Minimum Performance Standard= 80% Decision Rule=13
12 5 9 8 5 10 7 6 11 7 10 8	14 16 18 13 14 13 18 14 14
11 13 9 10 12 11 9 12 11	14 15 16 16 12 13 18 15 17
10 8 11 8 10 11 12 7 13	14 15 17 17 17 14 16 15 13
2/30 misclassified= 7 % error	15 17 13
	1/30 misclassified= 7 % error

- L. Then, ask the participants to repeat instructions F through H using the District B bags with a mix of 80 black marbles and 20 white marbles.
- Remember to emphasize the minimum performance standard is set at 80% for District B.

- Allow participants to determine that according to the LEMA Decision-Rule Table, the decision rule for this performance standard is 13 schools.
  - Again, once participants have completed 5 rounds of sampling with District B, record the groups' numbers on the flipchart paper under the District B column.
- M. Show participants how to calculate the error rate for each example (the District A bag and the District B bag) as shown in the example in **Figure 6**. Explain that to do this, they take the number of misclassifications—or the number of times the sample did not meet the decision rule—and use it as a numerator over the total samples from a single type of bag. This yields the error term. In **Figure 6**, the error for the District Bag A was  $2/30$  (2 samples crossed out, that did not meet the decision rule of 7, out of 30 total samples), or 7%; for District Bag B, it was  $1/20$ , or 3%.

## Note to Trainer:

Use the numbers you record from the participants on the flipchart paper to compare the two different samples. The LEMA Decision-Rule Table decision will lead participants to make the correct decision at least 90% of the time. In other words, for districts that have a minimum performance standard of 50%, such as District A, you will have 7 or more black marbles more than 90% of the time. Ask participants how many times in the exercise there were fewer than 7 black marbles. (This almost never happened—in the example above, it happened 2 out of 30 times.) Therefore, the LEMA Decision-Rule Table almost always identified districts that reached the minimum performance standard of 50%.

District B (the 80/20 bag), with a minimum performance standard of 80%, had only one occasion—in the example above—that fewer than 13 black marbles were sampled. Therefore, the LEMA Decision-Rule Table almost always identified districts that reached the minimum performance standard of 80%.

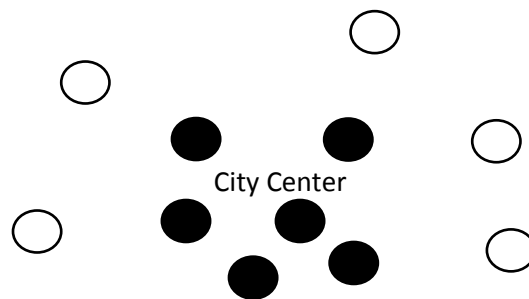
How many times in District A were there 13 or more black marbles? This almost never happened either. Almost all 50/50 District A bag samples should have fewer than 13. And, almost all 80/20 District B bag samples should have at least 13.

Therefore, areas that meet a performance standard only 50% of the time would almost never be confused with areas that meet the performance standard 80% of the time.

## STEP 4—Nonrandom Sampling:

- A. Demonstrate nonrandom sampling to help participants understand why LEMA sampling must be random and why nonrandom sampling does not yield reliable information on which to base decisions.
- B. First, empty a 50/50 bag of marbles on the table where all participants can see the marbles.
- C. Disperse the marbles such that the black marbles are clustered together in the middle and the white marbles surround the cluster of black marbles, as shown in **Figure 7**.

**Figure 7. Nonrandom Sampling Marble Demonstration**

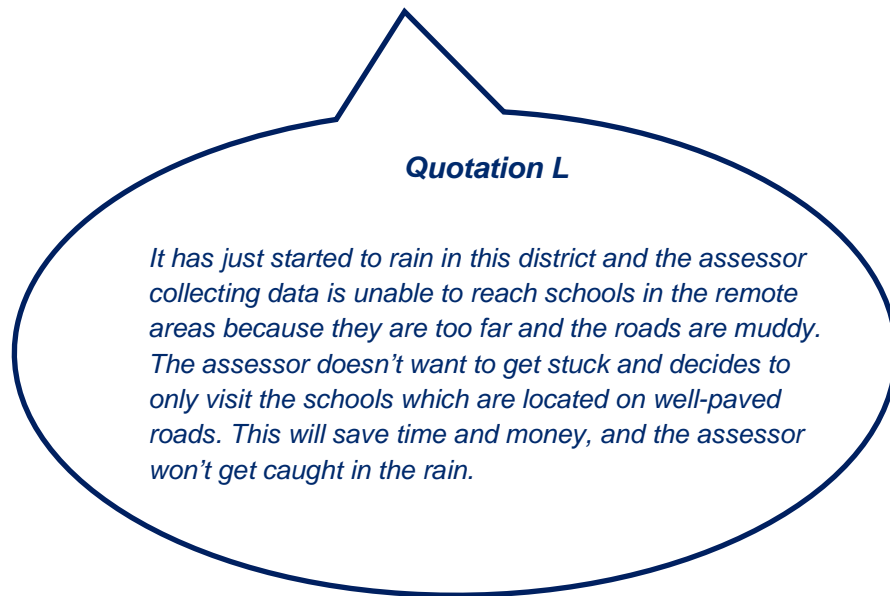


- D. Tell participants that the marbles represent different schools in District C, with black marbles representing those schools whose pupils meet the performance standards and white marbles representing schools whose pupils do NOT meet the performance standards.
  - Be sure to indicate the “city center” as shown in the figure.
- E. Next, read the text provided in **Quotation K** to set the stage for this exercise.

### **Quotation K**

In this district, some of the schools are EASIER to assess because they are located in or near the city, making them easily accessible using good roads. *[Point to the black marbles.]* Other schools are located in remote areas and are harder to reach. *[Indicate the white marbles.]*

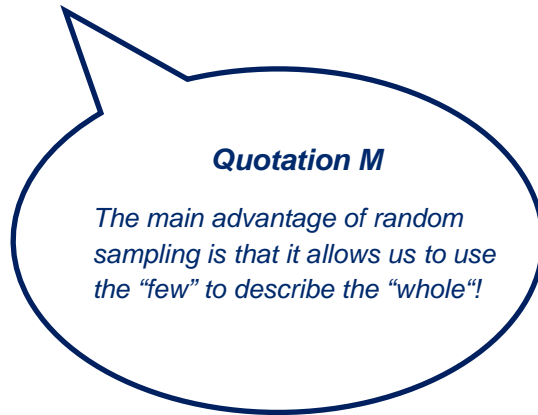
- F. Continue the demonstration by reading **Quotation L** while picking up several of the black marbles.



- G. Announce to participants that District C survey findings show that all or most schools in District C are meeting the performance standard.
- H. Ask participants what they think of this conclusion. Prompt them to think about the scenario you are describing by asking the following questions:
- How are the results different from the random sample taken from the same bag?
  - Why are they different?
  - Are conclusions and decisions based on this nonrandom sample going to be reliable?
- I. Reiterate the advantages of random sampling or ask participants to state the advantages of random sampling before you give the answer. You can write some responses on the flipchart.



J. Make the point in **Quotation M** to be certain participants understand.



## Session 4: Overview of Data Collection Instruments

<b>PURPOSE</b>	In this session, participants receive an overview of the two types of instruments that will be used to collect data during school visits. As stated in Section 4.2, the instruments presented in this toolkit were specifically designed to accompany the Local Education Monitoring Approach. These evaluation instruments have been used in previous LEMA pilots; however, other instruments which allow for binary indicators to be calculated can be used with the LQAS methodology. You may decide to use this time to discuss the viability of the two instruments presented in this session and explore alternative data collection tools.
<b>OBJECTIVES</b>	<p><i>By the end of this session, participants will have:</i></p> <ol style="list-style-type: none"> <li>1. Been introduced to the two types of LEMA evaluation instruments.</li> <li>2. Posed questions to clear up any confusion about the evaluation instruments.</li> </ol>
<b>PREPARATION</b>	<p><i>Before you begin this session, you will need to do the following:</i></p> <ol style="list-style-type: none"> <li>1. Prepare and adapt the necessary PowerPoint slides for this module.</li> <li>2. Printed copies of <b>ANNEX C: Example of School Instrument from Tanzania LEMA Pilot</b>, <b>ANNEX D: GALA Assessor Template</b>, and <b>ANNEX E: Example of Pupil Response Sheet</b>, to share examples of adapted instruments with participants (you may not need one per participant, but rather a few copies for participants to share and review). If the instrument adaptation process has been completed, you can replace the annexes with the relevant instruments to share with the participants.</li> </ol>
<b>MATERIALS</b>	✓ Printed copies of the GALA Assessor Template, the Example of Pupil Response Sheet, and the Example of a School Instrument from the Tanzania LEMA Pilot
<b>PRESENTATION SLIDES</b>	<p>Data Collection Instruments Used with LEMA</p> <p>Head Teacher Interview</p> <p>Classroom Observation (3 slides)</p> <p>Pupil Exercise Book Inspection</p> <p>GALA (2 slides)</p>

## STEP 1—Introduction of the Data Collection Instruments Used with LEMA:

- A. Introduce the evaluation instruments that will be used to collect data at the schools. Use **SLIDE: *Data Collection Instruments Used with LEMA*** to provide a general overview of the instruments the participants will use.
- B. Explain to participants that the instruments shown in the slides are only examples. The instruments will be updated and adapted to fit their particular context. These examples are from previous pilots to give them a sense of the indicators and types of data LEMA can collect.
  - Let participants know that hard copies of example instruments are available should anyone be interested in reviewing them (see **Annex C, Annex D, Annex E**).
  - If the instrument adaptation process has been completed, share copies of the relevant instruments with the participants instead of the examples provided in the annexes.
- C. Show the **SLIDE: *Head Teacher Interview***.
  - Provide a few examples of the types of questions that respondents will answer during the Head Teacher Interview, as shown on the slide.
- D. Display the **SLIDES: *Classroom Observation***.
  - Provide a few examples of the types of questions that will be answered during the Classroom Observation as shown on the slides.
- E. Display the **SLIDE: *Pupil Exercise Book Inspection***.
- F. Provide a few examples of the types of questions that will be answered during the Group Administered Literacy Assessment (as shown on the **SLIDES: *GALA***) and allow the participants to review the examples presented on the slides.

## Session 5: Practice Using LEMA Data to Monitor Performance in Education

<b>PURPOSE</b>	LEMA can be used for various purposes. Earlier sessions proved the basic soundness of the approach and showed that 19 schools is a large enough sample size for most surveys. In this session, you will show participants how to apply LEMA to decide three things: (1) whether a district is meeting the performance standards for a particular indicator; (2) which indicators a district is performing well on and which ones they are not; and (3) how districts within a program area compare with one another—three of the principal purposes of a baseline and performance monitoring survey.
<b>OBJECTIVES</b>	<p><i>By the end of this session, participants will have:</i></p> <ol style="list-style-type: none"> <li>1. Compared indicators across districts.</li> <li>2. Compared indicators within a district.</li> <li>3. Used performance data to help them identify priorities and make program decisions.</li> </ol>
<b>PREPARATION</b>	<p><i>Before you begin this session, you will need to do the following:</i></p> <ol style="list-style-type: none"> <li>1. Review the material to make sure you understand everything you will go over.</li> </ol>
<b>MATERIALS</b>	✓ LEMA Decision-Rule Table
<b>PRESENTATION SLIDES</b>	<p>Five Districts and One Indicator: Example 1 (2 slides)</p> <p>Five Districts and One Indicator: Example 2 (2 slides)</p> <p>District A and Five Indicators (2 slides)</p> <p>Comparing Districts A, B, C, D, and E (6 slides)</p>

## STEP 1—Reviewing the Decision Rule:

- A. Remind participants that a decision rule gives the number that corresponds to a specific minimum performance standard:
- It is the minimum number of pupils in a school or schools in a district, out of a particular LEMA sample size, that must meet the minimum performance standard on an indicator, in order to determine that the school or the district as a whole is meeting the minimum performance standard.
  - If the decision rule is not met, we can assume that the performance standard has not been met in the school or district.
- B. Then, show participants the **SLIDE: Five Districts and One Indicator: Example 1**. The table from this slide is also presented below in **Figure 8**. Read **Quotation N** below to explain it. Note that the performance standard is 80% in this case.

### **Quotation N**

*This slide contains performance data for an indicator for five districts. Let's determine if each district is meeting the minimum performance standard for the indicator "percentage of schools with grade 3 pupils who have satisfactory reading competency."*

**Figure 8. Completed table from the slide Five Districts and One Indicator: Example 1**

District: A, B, C, D or E			
Indicator: Percentage of schools with Grade 3 students who have a satisfactory reading competency	Number performing acceptably	Minimum Performance Standard =  <b>80%</b>	Is the Decision Rule reached? Yes or No
District A	12		Decision Rule =  <b>13</b>
District B	9	<b>No</b>	
District C	16	<b>Yes</b>	
District D	7	<b>No</b>	
District E	14	<b>Yes</b>	

- C. Have participants use their LEMA Decision-Rule Table to find the decision rule based on the example standard provided in the table. They should determine that the decision rule in this case is 13.
- D. Have one of the participants show how to use the LEMA Decision-Rule Table to arrive at the number 13. Give participants time to determine if the decision rule was met in all the districts.
- E. Allow participants to answer aloud if the decision rule was met by the 5 districts. Then ask participants to answer the questions presented at the bottom of the slide (also shown in **Figure 9**).

**Figure 9. Questions for participants from the slide Five Districts and One Indicator: Example 1**

1. Is the decision rule met in all the districts? For which districts is it met?
2. Can you identify the district or districts that should be the priority districts for this region?
3. How is the region doing as a whole?

- F. Have participants complete the second example provided on the **SLIDE: Five Districts and One Indicator: Example 2**. This example uses a minimum performance standard of 70%, meaning the decision rule is now 11.

## STEP 2—Using LEMA to Assess Indicators within One District:

- A. Display the slide of **SLIDE: District A and Five Indicators** and work through it with participants. **Figure 10** provides the table presented on the slide.

**Figure 10. Completed table from the slide District A and Five Indicators**

Indicators		Number Meeting Performance Standard	Minimum Performance Standard	Decision Rule	Is the Decision Rule reached? Yes or No
1	Percentage of schools with Grade 3 students who have a satisfactory reading competency	7	45%	6	Yes
2	Percentage of schools with 80% of teachers in attendance on day of survey	4	45%	6	No
3	Percentage of schools with teachers who are up-to-date in their lesson plans	4	75%	12	No
4	Percentage of schools with sufficient number of student textbooks	13	65%	10	Yes
5	Percentage of schools with students who have reading competency in local language per the national guidelines	6	50%	7	No

- B. Point out that this slide deals with District A only.
- C. Explain that for indicator 1, for which the minimum performance standard is 45%, at least 6 schools must be classified as meeting the performance standard. Data collected show that 7 schools met the standard, which is more than the decision rule of 6. Therefore, in District A, the minimum number of schools were performing well enough to classify the district as meeting the minimum performance standard for indicator 1. (Participants should say “yes” as the appropriate answer for the last column.)

- D. Continue with the other indicators, asking a new participant to state the decision rule and whether or not it was met for each indicator.
- E. Finish the discussion by asking participants to identify which indicators should be highest priority for District A. (Indicators 2, 3, and 5).

### STEP 3—Using LEMA Results to Compare the Conditions of All Districts within a Region:

- A. Display the **SLIDE: Comparing Districts A, B, C, D, and E** about comparing districts. The table from this slide is presented below in **Figure 11**. Explain that by bringing together results from previous exercises, we can now take a look at our entire region and see which of the five districts we looked at in the earlier slide are doing well overall and which need support. This slide combines the information gathered in in the earlier **Five Districts** and **District A** slides.

**Figure 11. Table from the slide Comparing Districts A, B, C, D, and E**

Indicators		District				
		A	B	C	D	E
1	Percentage of schools with Grade 3 students who have a satisfactory reading competency	Y	N	N	Y	Y
2	Percentage of schools with 80% of teachers in attendance on day of survey	Y	Y	Y	N	Y
3	Percentage of schools with teachers who are up-to-date in their lesson plans	N	N	Y	N	Y
4	Percentage of schools with sufficient number of student textbooks	Y	Y	N	N	Y
5	Percentage of schools with students who have reading competency in local language per the national guidelines	Y	Y	Y	N	Y

- B. Now that the chart is complete, have participants answer the five questions that follow it. You may instruct participants to pair up or form small groups to answer the questions at the bottom of the slide if time permits.
- C. Review the answers with participants.



- D. Discuss which district(s) appear to be performing the best for all 5 indicators. The participants should have identified Districts A and E.
- E. Discuss which district(s) appear to need the most support for their overall program. The participants should have identified District D as the worst performing district.
- F. Discuss which indicator(s) need improvement across most of the districts. The participants should have identified indicator 3 as an indicator of problems across most districts. Note to participants that this can identify a chronic problem in a region, one for which all or most districts have problems.
- G. Discuss which indicator(s) need improvement in only a few districts. The participants should have identified indicators 2 and 5 as the indicators of the least problems. Ask participants an additional discussion question: What is it about District D that gives it a problem with an indicator for which other districts seem to have success?
- H. Discuss which district(s) need special attention (District D) and which district(s) you would visit to learn possible ways to improve performance on other indicators in weaker districts (District E). This slide reinforces for participants that the classifications can help identify districts (like District E) that can help other districts (like District D).

## **Annex C. Example of School Instrument from Tanzania LEMA Pilot**

*Reference Section 4.2.1, page 10; and Module 2: Session 2, page 39*

Annex C is an example of a School Instrument that was adapted for a pilot application of this approach conducted in Tanzania. All the questions in the instrument are presented in English and Kiswahili. This annex illustrates the types of questions, guidelines, and protocols that assessors can use to monitor and evaluate a sampled classroom or teacher during a school visit. The format of the instrument and the questions it includes can be adapted for use in other contexts.

# LQAS School Instrument / LQAS Kifaa cha shule

## Tanzania LQAS 2015

School code: / Shule idadi:	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
School LQAS number out of 19:	<input type="text"/> <input type="text"/>
/ Namba ya shule ya LQAS kati ya 19:	
District / Wilaya	_____
Wards / Kata	_____
School Name / Jina la shule	_____
District School Inspectors / Wakaguzi wa shule wa Wilaya	_____
Date of Visit / Tarehe ya kutembelea shule	____ / ____ / ____ dd / mm / yyyy / Siku/mwezi/mwaka
Arrival time at the school (HH:MM) / Muda wa kufika shuleni (Saa:Dakika)	__:__ (Use 24 hour time) / (Tumia saa 24)
Departure time at the school (HH:MM) / Muda wa kuondoka shuleni (Saa:Dakika)	__:__ (Use 24 hour time) / (Tumia saa 24)
This questionnaire was reviewed by: / Dodoso hili limehakikiwa na:	_____
(Head of Supervision name and signature) / (Jina na saini ya Kiongozi msimamizi)	_____

## **Section 1: Head Teacher Introduction and Consent / Sehemu ya 1: Utambulisho wa Mwalimu Mkuu na ridhaa**

☞ Good morning. My name is \_\_\_\_\_ and I work with the Ministry of Education and Vocational Training We are conducting a pilot study to evaluate a new way to monitor schools in order to identify schools that are in the greatest need of additional support. This exercise is not meant to penalize schools. / Habari ya asubuhi. Jina langu ni \_\_\_\_\_ na ninafanya kazi pamoja na Wizara ya Elimu na Mafunzo ya Ufundi. Tunaendesha utafiti wa majaribio ili kutathmini njia mpya ya kufuatilia shule ili kubaini shule zinazohitaji msaada zaidi. Zoezi hili halikusudii kuwa adhabu kwa shule.

In today's visit, we are particularly interested in examining language and literacy practice in STANDARD 3 classrooms. For this reason, we would like to observe one of your STANDARD 3 teachers teaching their typical reading lessons. We will ask to see the teacher's lesson plan and the teacher's guide. / Katika ziara ya leo, tunapenda kuchunguza lugha inavyofundishwa na kuona mnavyofundisha kusoma na kuandika katika DARASA la 3. Kwa sababu hii, tutapenda kuona mwalimu akifundisha kusoma DARASA la 3 moja. Tutapenda pia kuona daftari la maandalio la mwalimu na kiongozi kwa mwalimu.

Once we are done with the observation and assessment of your STANDARD 3 teacher, we would like to sample 18 of your STANDARD 3 pupils. 16 of these pupils will participate in a simple group Kiswahili reading assessment. The remaining 2 selected pupils will be asked to participate in the group test if any of the selected pupils is unable or unwilling to participate. The pupil assessment includes questions about letters, words, simple sentences, and a short passage. The pupil assessment should take about 45 minutes to an hour. We will also examine the pupil's literacy exercise books. We will try to be as fast as we can so as to minimize the disruption to your school. / Tutakapomaliza kumchunguza na kupima ubora wa mwalimu wa DARASA la 3, tutachagua sampuli kielelezo wanafunzi 18 wa DARASA la 3. Wanafunzi hawa 16 watahiriki katika uchunguzi wa kusoma Kiswahili katika kikundi. Wanafunzi 2 waliobaki katika wale waliochaguliwa watahiriki katika jaribio la kikundi kama kati ya wale waliochaguliwa hawataweza kushiriki au watakataa kushiriki. Upimaji wa ubora wa wanafunzi utahusu kuuliza maswali ya herufi, maneno, sentensi rahisi, na kusoma kifungu kifupi cha habari. Kazi ya upimaji wa ubora wa mwanafunzi utachukua muda wa dakika kama 45 hadi saa moja. Tutachunguza pia daftari za wanafunzi za mwandiko. Tutajitahidi kufanya haraka kadri tuwezavyo ili tuisababishie usumbufu shuleni.

I will not write any names on the questionnaires because the survey is not meant to check up on individual teachers or pupils. / Hatutaandika jina lolote katika dodoso hili kwa sababu nia ya utafiti huu si kumkagua mwalimu au mwanafunzi.

The pupil reading assessment is a written test and will need to be administered in the pupils' classroom. The non-selected pupils will have to leave the classroom while the test is being conducted. We would like to assess 16 randomly selected pupils from the chosen STANDARD 3 class. In order to ensure quiet during this assessment, we would like to conduct this assessment

when the school is not on break. Could you please suggest a time when it would be most convenient to conduct this test? / Tutachagua wanafunzi 16 kwa njia ya uchaguzi usiofuata utaratibu maalum kwa DARASA LA 3 lililochaguliwa. Ilikupata utulivu wakati wa kupima ubora wa wanafunzi, tutapenda zoezi hili la upimaji lifanyike wakati ambao si wa mapumziko. Je mnaweza kuchagua muda muafaka ambao unafaa kufanya hili jaribio?

Finally, we are also interested in documenting the percentage of teachers who arrived on time at your school today. / Mwisho, tutapenda kuandika asilimia ya walimu waliowahi kufika shuleni leo.

Participation in this pilot study is voluntary however, we hope that you will participate so that we can learn from this assessment and improve this new monitoring tool to support schools. Do you have any questions you would like to ask me? Do you agree to participate in this survey and allow your teachers and pupils to participate? / Kushiriki katika utafiti huu wa majaribio si lazima, lakini tuna matumaini kuwa utashiriki ili tuweze kujifunza kutoka upimaji huu wa kuboresha kifaa hiki kipya cha kufuatilia na kuisaidia shule. Je, una swali ambalo ungependa kuniuliza? Je, unakubali kushiriki utafiti huu pamoja na kuwaruhusu walimu na wanafunzi wa shule yako kushiriki?

YES  NO   
Ndiyo Hapana

*If no, mark this head teacher as a refusal. Then proceed to another school. Reuse this same introduction and questionnaire. / Kama hapana, onyesha kuwa mwalimu mkuu amekataa. Nenda shule nyingine, Tumia utangulizi huu na dodoso hili.*

**THANK YOU / ASANTE**

## **Section 2: Teacher Attendance / Sehemu 2: Mahudhurio ya Mwalimu**

Fill in this section as soon as you have met the head teacher and they have agreed to the monitoring visit. Ideally, your introductory visit with the head teacher will take place just before school starts. Please note the number of teachers employed at the school (this should include teachers that are employed by the MOEVT or teachers directly employed by the School.). This information is best obtained from the staff **attendance book**. Observe the actual number of teachers in attendance by quickly walking through the school and counting the number of teachers in their classrooms at the school's **official start time** in the morning. If you have time before the school's official start time, go ahead and complete the other sections while you wait for the school's start time. / Jaza sehemu hii mara unapokutana na mwalimu mkuu na anapokubali kufanyika kwa ufuatiliaji wa uchunguzi huu. Utangulizi wako na mwalimu mkuu ufanyike kabla ya ratiba ya masomo kuanza. Tafadhali andika idadi ya walimu walioajiriwa shuleni hapo (andika walioajiriwa na TAMISEMI au walimu walioajiriwa na shule). Taarifa inayofuata ichukuliwe kwenye **kitabu cha mahudhurio**. Kagua idadi halisi ya walimu waliopo shuleni kwa kutembea shuleni na kuhesabu idadi ya walimu waliopo darasani **wakati wa kuanza vipindi** asubuhi. Kama utakuwa na muda kabla ratiba ya masomo haijaanza, malizia vipengele vingine unaposubiri muda wa masomo kuanza.

🗨️ I will need to walk around your school to observe how many teachers are in their classrooms this morning. I will then need to compare this with the number of teachers on your attendance book. May I please see your attendance book? Thank you. / Nitahitaji kutembea kuzunguka shule yako ili kuona idadi ya walimu waliopo darasani asubuhi ya leo. Pia nitahitaji kulinganisha na idadi ya walimu waliojiorodhesha kwenye daftari la mahudhurio. Je naweza kuona daftari la mahudhurio? Asante.

No.	Questions and Filters / Maswali na kuchuja	Coding Categories / Kupanga kanuni kwenye makundi	Skips (if any) / Sehemu zilizorukwa (kama zipo)
2.1	How many teachers are in their classroom at the school's official start time? ( <i>observe this by walking around to all the classrooms</i> ) / Wapo walimu wangapi darasani wakati wa kuanza masomo? ( <i>chunguza hili kwa kupita kwenye madarasa yote</i> )	<div style="text-align: center; border: 1px solid black; width: 100px; height: 20px; margin: 0 auto 10px auto;"></div> NUMBER OF TEACHERS / IDADI YA WALIMU	

No.	Questions and Filters / Maswali na kuchuja	Coding Categories / Kupanga kanuni kwenye makundi	Skips (if any) / Sehemu zilizorukwa (kama zipo)
2.2	How many teachers are employed at the school <i>include MOEVT and for private schools, teachers employed by the schools, PTA, and Community teachers – anyone listed on the attendance book</i> ? / Wapo walimu wangapi walioajiriwa shuleni wakiwepo walioajiriwa na TAMISEMI, <i>na kwa shule za binafsi, onyesha walioajiriwa na shule, Chama cha Wazazi Tanzania, na walimu wa Jumua- andika wote waliopo kwenye daftari la mahudhuria</i> ?	<input data-bbox="954 499 1133 541" type="text"/> NUMBER OF TEACHERS / IDADI YA WALIMU	
2.3	What per cent of teachers are in attendance (2.1/2.2 x100)? / Je ni asilimia ngapi ya walimu wamehudhuria? (2.1/2.2 x100)?	<input data-bbox="954 951 1133 993" type="text"/> PER CENT OF TEACHERS / ASILIMIA YA WALIMU	
2.4	Were 80 per cent of teachers in attendance at the school's official start time? / Je asilimia 80 ya walimu walikuwepo shuleni wakati wa kuanza masomo?	YES / NDIYO ..... 1 NO / HAPANA ..... 0	

**Section 3. STANDARD 3 Teacher Selection for the Language and Literacy Lesson Observation and Teacher Reading Assessment /**  
**Sehemu 3. Uchaguzi wa Walimu wa Lugha na upimaji wa ubora wa**  
**Kusoma na kuandika kwa DARASA LA 3.**

*If the school has more than one STANDARD 3 teacher, explain to the Head Teacher the need to randomly select just one STANDARD 3 teacher. If there is only one STANDARD 3 teacher, then observe that teacher. Kama shule ina MADARASA ya 3 zaidi ya moja, mweleze Mwalimu Mkuu umuhimu wa kuchagua bila kufuata utaratibu maalum ili kumpata mwalimu mmoja tu wa DARASA LA 3. Kama shule ina DARASA moja tu la 3, basi mpime mwalimu huyo.*

🗨️ I will need to randomly select a STANDARD 3 teacher to observe teaching a language and literacy lesson. In order to pick a teacher, I'll need to see your teacher attendance book. / Nitahitaji kuchagua mwalimu wa DARASA LA 3 bila kufuata utaratibu maalum ili kuchunguza ufundishaji wake katika lugha, kusoma na kuandika. Ili kumpata mwalimu huyo, nitaangalia daftari la mahudhurio.

*Identify the total number of STANDARD 3 teachers that are listed in attendance book. Select the random number box below that corresponds to the number of teachers on the duty roster or staff list. / Tambua idadi ya walimu wa DARASA LA 3 waliopo kwenye daftari la mahudhurio. Chagua bila kufuata utaratibu maalum namba kwenye kisanduku kinachokubaliana na idadi ya walimu waliopo kwenye daftari lao la mahudhurio.*

*Without looking, hold your pencil over the appropriate random number box and pick the STANDARD 3 teacher whose number your pencil lands on. If your pencil lands on a 2, then pick the second teacher on the duty roster or staff list. / Bila kuangalia, shika kalamu yako juu ya namba ya kisanduku ambacho utachagua bila kufuata utaratibu maalum na kuteua namba ya mwalimu wa DARASA LA 3 ambapo kalamu yako itagusa. Kama penseli yako itagusa namba 2, basi teua mwalimu wa pili kwenye daftari la mahudhurio au orodha ya walimu.*



Random number boxes for selection of teacher / Visanduku vya namba za Uchaguzi usiofuata utaratibu maalum wa mwalimu

RANDOM NUMBER TABLE TO SELECT ONE STANDARD 3 TEACHER FROM AMONG <b>4 TEACHERS</b> / JEDWALI LA NAMBA ZA UCHAGUZI USIOFUATA UTARATIBU MAALUM ILI KUCHAGUA MWALIMU MMOJA WA DARASA LA 3 KUTOKA MIONGONI MWA <b>WALIMU</b> <b>4</b>				
2	3	1	2	3
1	2	4	1	1
3	3	2	1	2
1	1	1	2	2
4	2	2	1	1
1	3	2	4	4
1	3	1	4	1
3	4	1	3	1
4	3	2	2	1
1	3	4	2	3

RANDOM NUMBER TABLE TO SELECT ONE STANDARD 3 TEACHER FROM AMONG <b>3 TEACHERS</b> / JEDWALI LA NAMBA ZA UCHAGUZI USIOFUATA UTARATIBU MAALUM ILI KUCHAGUA MWALIMU MMOJA WA DARASA LA 3 KUTOKA MIONGONI MWA <b>WALIMU</b> <b>3</b>				
3	2	1	2	2
3	2	1	1	3
2	1	1	1	3
1	3	3	3	3
2	2	3	1	1
1	1	3	2	2
2	2	2	2	3
3	2	1	3	2
2	1	1	3	1
3	2	3	3	1

RANDOM NUMBER TABLE TO SELECT ONE STANDARD 3 TEACHER FROM AMONG <b>2 TEACHERS</b> / JEDWALI LA NAMBA ZA UCHAGUZI USIOFUATA UTARATIBU MAALUM ILI KUCHAGUA MWALIMU MMOJA WA DARASA LA 3 KUTOKA MIONGONI MWA <b>WALIMU</b> <b>2</b>				
2	2	1	2	1
1	2	2	2	1
2	2	1	1	2
1	1	1	2	2
2	2	2	2	1
2	2	1	1	1
2	2	1	2	2
1	1	2	1	2
1	1	2	1	1
1	1	2	1	2

Ask the head teacher to confirm that the selected STANDARD 3 teacher is in attendance today, and record the teacher's name at the top of the sampling worksheet. If the selected teacher is not in attendance today, then repeat the process. If you are working in a school that only has two teachers in their registry and one of the teachers is absent, then observe the only STANDARD 3 teacher that is in attendance. / Mwulize mwalimu mkuu kama mwalimu aliyechaguliwa wa DARASA LA 3 amehudhuria leo, na kisha rekodi jina la mwalimu juu katika karatasi ya mazoezi ya sampuli. Kama mwalimu hajahudhuria leo, rudia mchakato. Kama unafanya kazi katika shule iliyo na walimu wawili waliondikishwa na mmoja wa walimu hao hayupo, basi mchunguze mwalimu huyo aliyepo wa DARASA LA 3.

No.	Questions and Filters / Maswali na kuchuja	Coding Categories / Kupanga kanuni kwenye makundi	Skips (if any) / Sehemu zilizoruk wa (kama zipo)
3.1	Is the teacher that I've selected in attendance today? / Je mwalimu niliyemchagua yupo shuleni leo?	YES / NDIYO.....1 NO / HAPANA .....0	If 'no' repeat the teacher selection process. / Kama 'hapana' rudia mchakat o wa uchaguzi.
3.2	Does the teacher I have selected normally teach the Kiswahili lesson? / Je mwalimu niliyemchagua anafundisha somo la Kiswahili?	YES / NDIYO.....1 NO / HAPANA .....0	
3.3	If not, is there a different teacher in your school who normally teaches the Kiswahili lesson for this teacher? / Kama hafundishi, kuna mwalimu mwingine shuleni kwako ambaye anafundisha somo la Kiswahili la mwalimu huyu?	YES / NDIYO.....1 NO / HAPANA.....0	

<b>No.</b>	<b>Questions and Filters / Maswali na kuchuja</b>	<b>Coding Categories / Kupanga kanuni kwenye makundi</b>	<b>Skips (if any) / Sehemu zilizoruk wa (kama zipo)</b>
3.4	Do you have the current 2005 version of the Kiswahili syllabus? / Je mnao muhtasari wa sasa wa somo la Kiswahili wa mwaka 2005?	YES / NDIYO.....1 NO / HAPANA.....0	

**Section 4. STANDARD 3 Teacher Introduction and Consent / Sehemu ya 4. Mwalimu wa DARASA LA 3 Utambulisho na ridhaa**

**Informed Consent for the STANDARD 3 Teacher Who Will Be Observed / Kupata ridhaa ya Mwalimu wa DARASA LA 3 Ambaye Atachunguzwa**

Good morning. My name is \_\_\_\_\_ and I work with the Ministry of Education and Vocational Training. In our visit today, we are particularly interested in examining reading practice in STANDARD 3 classrooms. Your classroom was randomly selected to participate in this monitoring visit. We would like to ask you about some of the teaching and pupil materials that you have and use in your routine teaching. We would also like to quietly observe your reading lesson or lessons. / Habari ya asubuhi. Jina langu ni-----na ninafanya kazi pamoja na Wizara ya Elimu na Mafunzo ya Ufundi. Katika ziara yetu leo, tuna nia ya kuchunguza zoezi la usomaji kwa DARASA LA 3.

Darasa lenu limechaguliwa kwa njia ya uchaguzi usiofuata utaratibu maalumu ili kushiriki katika ziara hii ya ufuatiliaji. Tutapenda kukuuliza maswali juu ya ufundishaji na vifaa vya wanafunzi ulivyonavyo na jinsi unavyovitumia katika ufundishaji. Tutapenda pia kuchunguza somo au masomo ya kusoma yakifundishwa.

Once we have observed your reading lesson, we would like to randomly select 18 children in your classroom. 16 of these 18 children will take part in a group Kiswahili reading and comprehension assessment. The remaining 2 pupils will be called on to participate in case any of the original 16 students is unable or unwilling to participate. / Mara tutakapomaliza kuchunguza somo la kusoma, tutapenda kuchagua wanafunzi 18 kwa njia ya uchaguzi usio na utaratibu maalum darasani kwako. Wanafunzi hawa 16 watahiriki katika uchunguzi wa kusoma Kiswahili katika kikundi. Wanafunzi 2 waliobaki katika wale waliochaguliwa watahiriki katika jaribio la kikundi kama kati ya wale waliochaguliwa hawataweza kushiriki au watakataa kushiriki. Hawa wanafunzi watahiriki Kusoma na kujibu maswali ya ufahamu kwenye somo la Kiswahili katika upimaji wa ubora wa kikundi.

We will not record names on any questionnaires because the survey is not meant to check up on individual teachers or pupils. Rather, it is meant to help the District Education Officer plan how to best support schools and teachers. The pupil assessment includes questions about letters, words, simple sentences and a reading passage and it should take about 45 minutes to one hour. We will also examine the pupil's literacy exercise books. We will try to be as fast as we can so as to minimize the disturbance to your class. / Hatutaweka rekodi ya majina yenu kwenye dodoso tutakalouliza kwa sababu utafiti huu hauna nia ya kupata habari ya mwalimu au mwanafunzi kama mtu binafsi. Uchunguzi huu una nia ya kumsaidia Afisaelimu wa Wilaya kupanga vizuri jinsi ya kusaidia shule na walimu. Upimaji wa ubora kwa wanafunzi utahusu herufi, maneno, sentensi rahisi na kusoma habari na zoezi hili litachukua dakika 45 hadi saa moja. Tutaangalia pia daftari za wanafunzi za kusoma na kuandika. Tutafanya hii kazi kwa haraka iwezekanavyo ili tuisumbue darasa lenu.

Participation in this pilot study is voluntary, however, we hope that you will participate so that we can learn from this assessment and improve this new monitoring tool. Do you have any questions you would like to ask me? Do you agree to participate in this survey and allow your pupils to participate? / Kushiriki kwenye utafiti huu wa majaribio ni wa hiari, hata hivyo, tunategemea utashiriki ili tuweze kujifunza kutoka katika huu upimaji huu ili kukiendeleza kifaa hiki kipya cha ufuatiliaji. Je una swali lolote la kuniuliza? Unakubali kushiriki katika huu utafiti na kuwaruhusu wanafunzi wako kushiriki?

YES  NO   
 NDIYO HAPANA

*If "no," mark this teacher as a refusal in the table on the cover page. Then proceed to another teacher or school. Reuse these same instructions and questionnaire. / Kama "hapana", weka alama kuonyesha kuwa amekataa kwenye orodha iliyopo ukurasa wa mbele. Sasa endelea kwa mwalimu mwingine au shule. Tumia tena maelekezo haya na hojaji.*

**THANK YOU / ASANTE**

☞ Thank you very much. Now, could you please show me your STANDARD 3 Teacher’s Guide and your lesson plan for today? / Asante sana. Sasa, naomba unionyeshe Kiongozi cha Mwalimu kwa DARASA la 3 na maandalio yako ya somo la leo.

*In your notebook, note what content and activities are planned for today’s Reading lesson. After the lesson observation, you will need to note whether teacher has or hasn’t followed their lesson plan for the day. Please remember that you should not keep the lesson plan during the observation so that the teacher can consult this plan if needed. / Katika daftari lako, andika maudhui na matendo yaliyopangwa kwa ajili ya somo la Kusoma la leo. Baada ya uchunguzi wa somo, andika kama mwalimu amefuata au hakufuata maandalio yake ya somo. Tafadhali kumbuka kutokaa na daftari lake la maandalio ya mwalimu wakati wa uchunguzi wa somo ili mwalimu aweze kuyatumia kama atataka.*

### **Section 5: Availability of Teacher Materials / Sehemu ya 5: Upatikanaji wa Zana za Walimu**

No.	Questions and Filters / Maswali na kuchuja	Coding Categories / Kupanga kanuni kwenye makundi	Skips (if any) / Sehemu zilizorukwa (kama zipo)
5.1	Does the teacher have the STANDARD 3 Teacher’s Guide in his/her classroom that you can see? / Je mwalimu anacho Kiongozi cha Mwalimu hapo darasani kwa DARASA LA 3 ambacho unakiona?	YES / NDIYO ..... 1 NO / HAPANA ..... 0	
5.2	Does the teacher have the Kiswahili scheme of work? / Je mwalimu analo azimio la kazi la Kiswahili?	YES / NDIYO ..... 1 NO / HAPANA ..... 0	

No.	Questions and Filters / Maswali na kuchuja	Coding Categories / Kupanga kanuni kwenye makundi	Skips (if any) / Sehemu zilizoruk wa (kama zipo)
5.3	Does the teacher have a lesson plan for the day in the lesson notebook? / Je mwalimu analo andalio la somo la leo kwenye daftari?	YES / NDIYO ..... 1 NO / HAPANA ..... 0	
5.4	Does the teacher have lesson notes for the day in the lesson notebook? / Je mwalimu ameandaa muhtasari wa somo kwenye daftari la maandalio?	YES / NDIYO ..... 1 NO / HAPANA ..... 0	
5.5	Does the lesson plan refer to the teachers guide, syllabus or scheme of work? / Je maandalio ya somo yanarejea kwenye kiongozi cha mwalimu, muhtasari wa somo au azimio la kazi?	YES / NDIYO ..... 1 NO / HAPANA ..... 0	
5.6	<p>Note below what the main focus of the lesson is today and what activities are planned. Refer to your notes when observing the lesson. Return the lesson plan to the teacher once you have taken your notes so that they can use them while teaching. / Andika hapa chini lengo kuu la somo la leo na kuona shughuli zilizopangwa. Rejea kumbukumbu zako wakati ulipokuwa unachunguza somo. Rudisha andalio la somo kwa mwalimu mara unapomaliza kuandika kumbukumbu zako ili mwalimu aweze kulitumia kwenye ufundishaji.</p> <hr/> <hr/> <hr/>		

No.	Questions and Filters / Maswali na kuchuja	Coding Categories / Kupanga kanuni kwenye makundi	Skips (if any) / Sehemu zilizoruk wa (kama zipo)
	<hr/> <hr/> <hr/>		

*Ask the STANDARD 3 teacher to show you the Readers and ask what unit they are currently working on in the Readers. / Mwombe mwalimu wa DARASA LA 3 akuonyeshe kitabu cha Kusoma na mwombe akueleze ni sura ipi wanayosoma sasa.*

🗨️ Could you please show me your Kiswahili readers? I would like to count how many you have. Also, could you please tell me what unit or chapter you are currently working on in the Readers? / Je mnaweza kunionyesha Vitabu vya Kiswahili? Naomba nihesabu vipo vingapi. Pia, mnaweza kuniambia sasa hivi mnasoma sura ipi ya kitabu cha Kusoma?



**Section 6: Availability of Pupil Materials: Kiswahili / Sehemu ya 6:**  
**Upatikanaji wa zana za Kufundishia Wanafunzi Kiswahili**

No.	Questions and Filters / Maswali na kuchuja	Coding Categories / Kupanga kanuni kwenye makundi	Skips (if any) / Sehemu zilizoru kwa (kama zipo)
6. 1	How many STANDARD 3 Kiswahili readers are there in the class? / Kuna vitabu vingapi darasani vya kusoma DARASA LA 3 kwenye somo la Kiswahili?	<div style="text-align: center;"> <input style="width: 100px; height: 20px; border: 1px solid black;" type="text"/>            NUMBER OF BOOKS / IDADI YA VITABU         </div>	If 0, → 7.1 / Kama 0, → 7.1
6. 2	What is the title of the Kiswahili Reader? / Kitabu cha kiada cha kusoma cha Kiswahili kinaitwaje?		
6. 3	How many units or chapters are there in this STANDARD 3 Kiswahili reader? / Kitabu hiki cha kusoma cha Kiswahili cha DARASA LA 3 kina sura ngapi?	<div style="text-align: center;"> <input style="width: 100px; height: 20px; border: 1px solid black;" type="text"/>            TOTAL NUMBER OF UNITS / JUMLA YA SURA         </div>	
6.4	What unit in the Kiswahili reader is the teacher working on during this lesson? / Ni sura ipi kwenye somo la Kiswahili mwalimu anafundisha sasa?	<div style="text-align: center;"> <input style="width: 100px; height: 20px; border: 1px solid black;" type="text"/>            UNIT / SURA         </div>	

*Let the STANDARD 3 teacher know that you would like to observe a normal reading lesson and assess 16 pupils in her class. Let her know that you would like to assess the pupils when it's not*

*a break time and ask which time would be more convenient for this. Depending on the teacher's response, move to either the pupil assessment (See the pupil assessment booklet) or the classroom observation (starting on section 7 below). / Mweleze mwalimu wa DARASA LA 3 kuwa utapenda kuchunguza ufundishaji darasani wa somo la kusoma kwa wanafunzi 16. Mweleze kuwa utapenda kuchunguza ubora wa wanafunzi wakati ambao si wa mapumziko hivyo akuambie muda upi ni muafaka kwake. Kutegemea mwalimu atakuambiaje, endelea ama kupima ubora wa wanafunzi (ona kijitabu cha kupima ubora wa wanafunzi) au kuchunguza darasa (inaanza kipengele cha 7 hapa chini)*

**CLASSROOM OBSERVATION / UCHUNGUZI DARASANI**

*For the classroom observation, if the teacher normally teaches English and Kiswahili, then you must say that you would like to observe Kiswahili. Do not try to influence the content of the lessons nor the duration of the lessons. Be a quiet observer of the entire lesson. / Kwa uchunguzi darasani, kama mwalimu anafundisha English na Kiswahili, basi lazima umwaambie kuwa utachunguza somo la Kiswahili. Usijaribu kuathiri mada ya somo kwa namna yoyote au muda wa somo. Chunguza somo kwa utulivu muda wote.*

🔊 As part of this visit, I would like to observe you teaching the reading lesson you had planned for today. If you normally teach an English lesson or Kiswahili lesson then I would like to observe Kiswahili. Which language or languages do you normally teach? / Kama sehemu ya ziara hii, nitapenda kukuchunguza ukifundisha somo la kusoma kama ulivyoliandalia leo. Kama kwa kawaida unafundisha somo la English au Kiswahili nitapenda kuchunguza somo la Kiswahili. Kwa kawaida unafundisha lugha ipi au zipi?

**Section 7: Time on Task: KISWAHILI / Sehemu ya 7: Muda wa kufanya kazi: KISWAHILI**

No.	Questions and Filters / Maswali na kuchuja	Coding Categories / Kupanga kanuni kwenye makundi	Skips (if any) / Sehemu zilizorukwa (kama zipo)
7. 1	Did the selected STANDARD 3 teacher teach a Kiswahili reading lesson? / Je mwalimu aliyechaguliwa wa DARASA LA 3 amefundisha somo la kusoma la Kiswahili?	YES / NDIYO.....1 NO, Kiswahili reading lessons are not taught / HAPANA, Masomo ya Kiswahili hayafundishwi.....2	If 2 → Instructions after <b>10.2</b> / Kama ni 2 Maelekezo baada ya <b>10.2</b>

No.	Questions and Filters / Maswali na kuchuja	Coding Categories / Kupanga kanuni kwenye makundi	Skips (if any) / Sehemu zilizorukwa (kama zipo)
7.2	At what time did the Kiswahili reading lesson begin? / Je ni muda gani somo la kusoma la Kiswahili lilianza?	____:____	
7.3	At what time did the Kiswahili reading lesson end? / Je ni muda gani somo la Kiswahili lilikwisha?	____:____	
7.4	How long did the Kiswahili reading lesson last? / Je somo la kusoma la Kiswahili limechukua muda gani?	____:____	
7.5	Did the Kiswahili reading lesson last at least 40 minutes? / Je somo la Kiswahili la kusoma limedumu angalau dakika 40?	YES / NDIYO.....1 NO / HAPANA.....0	

**Section 8: Reading Practice: KISWAHILI / Sehemu ya 8: Zoezi la Kusoma: KISWAHILI**

No.	Questions and Filters / Maswali na kuchuja	Coding Categories / Kupanga kanuni kwenye makundi	Skips (if any) / Sehemu zilizorukwa (kama zipo)
8. 1	Did the teacher ask pupils to read aloud individually or in pairs during the Kiswahili reading lesson? / Je mwalimu aliwaambia wanafunzi kusoma kwa sauti mmojammoja au kwa jozi wakati wa somo la kusoma Kiswahili?	YES / NDIYO .....1 NO / HAPANA .....0	
8. 2	Did the teacher ask the class to read silently during the Kiswahili reading lesson? / Je mwalimu aliwaambia wanafunzi wasome kimya wakati wa somo la Kiswahili la kusoma?	YES / NDIYO .....1 NO / HAPANA .....0	
8. 3	Did the teacher ask the whole class to read a passage together during the Kiswahili reading lesson? / Je mwalimu aliwaambia wanafunzi wote wasome kifungu cha habari wakati wa somo la kusoma la Kiswahili?	YES / NDIYO .....1 NO / HAPANA .....0	
8.4	Did the teacher ask pupils to give the sounds of letters, and/or phonemes during the lesson? / Je mwalimu aliwaambia wanafunzi wasome sauti za herufi, na/au fonimu wakati wa somo?	YES / NDIYO .....1 NO / HAPANA .....0	

<b>No.</b>	<b>Questions and Filters / Maswali na kuchuja</b>	<b>Coding Categories / Kupanga kanuni kwenye makundi</b>	<b>Skips (if any) / Sehemu zilizorukwa (kama zipo)</b>
8.5	Did the teacher ask pupils comprehension questions based on what was read? / Je mwalimu aliuliza maswali ya ufahamu yanayotokana na habari aliyosoma?	YES / NDIYO .....1 NO / HAPANA .....0	

**Section 9: Pupil Engagement: KISWAHILI / Sehemu ya 9: Ushiriki wa Wanafunzi: KISWAHILI**

No.	Questions and Filters / Maswali na kuchuja	Coding Categories / Kupanga kanuni kwenye makundi	Skips (if any) / Sehemu zilizorukw a (kama zipo)
9. 1	Did the majority of pupils (more than half) practice <b>any</b> of the following activities for at least half of the Kiswahili reading lesson: individual reading, pair or group reading, raising their hands, coming up to the front of the class to read or write, or writing at their desks? / Je wanafunzi walio wengi (zaidi ya nusu) wanashiriki mojawapo ya shughuli zifuatazo kwa angalau nusu ya muda wa somo la kusoma la Kiswahili: kusoma mmojammoja, kusoma katika jozi au vikundi, kunyoosha mikono, kufika mbele ya darasa na kusoma au kuandika, au kuandika wakiwa kwenye madawati yao?	YES / NDIYO .....1 NO / HAPANA.....0	

**Section 10: Teacher Material Use and Preparedness: KISWAHILI /**  
**Sehemu ya 10: Utumiaji wa zana za kufundishia na maandalizi:**  
**KISWAHILI**

No.	Questions and Filters / Maswali na kuchuja	Coding Categories / Kupanga kanuni kwenye makundi	Skips (if any) / Sehemu zilizorukwa (kama zipo)
10.1	Did the teacher use or consult the Teacher’s Guide, the lesson plan, or the pupil textbook during the Kiswahili reading lesson? / Je mwalimu alitumia au kurejea Kiongozi cha Mwalimu, maandalio ya somo, au kitabu cha kiada cha mwanafunzi wakati akifundisha somo la kusoma la Kiswahili?	YES / NDIYO .....1 NO / HAPANA .....0 N/A / Haihusiki .....2	
10.2	Did the teacher follow the lesson plan during the observed Kiswahili reading lesson? ( <i>Please consult your notes on the lesson plan when answering this question. If the teacher did not have a lesson plan, select “Not Applicable”</i> ) / Je wakati wa uchunguzi, mwalimu alionekana akifuata maandalio yake ya somo wakati akifundisha somo la Kiswahili? ( <i>Tafadhali rejea nukuu zako kwenye maandalio ya somo unapojibu swali hili. Kama mwalimu hakuwa na andalio la somo, chagua “Haihusiki”</i> )	YES / NDIYO .....1 NO / HAPANA .....0 N/A / Haihusiki .....2	



*After you have observed the reading lesson, let the teacher know that you would like to see the class register (be sure to use the most recent/up to date register) to record the number of pupils that are enrolled in this STANDARD 3 class. Also, let the teacher know that you would like to line up the pupils (pupils need not be in any particular order) so that you can count the pupils that are currently in attendance and conduct your sampling exercise being careful to complete the sampling sheet as you do so. / Baada ya kuchunguza somo, mwambie mwalimu utapenda kuona daftari la mahudhurio (hakikisha unaona daftari la hivi karibuni) ili kuandika idadi ya wanafunzi walioandikishwa wa DARASA hili LA 3. Pia mwambie mwalimu kuwa utapenda kuwapanga wanafunzi katika mstari (sio lazima wawe katika mpangilio maaum) ili uweze kuwahesabu wale waliopo na kuwachagua ili kupata sampuli na kukamilisha kuandika kwenye karatasi ya sampuli.*

☞ Thank you for allowing me to observe your reading lesson/s today. It was very interesting. As the next phase of our visit today, I would like to see your class register to see how many pupils are enrolled in your class. I would also like to line the pupils up to count the number that are here today and then conduct an exercise to randomly select 18 pupils. We will work with 16 of these selected pupils, the remaining 2 pupils will be identified in case any of the originally selected 16 students is unable or unwilling to participate. At a time that is convenient for you and your class, we would like to assess 16 of the selected pupils in your class using a simple written test. I will also ask the selected 16 pupils to bring with them their Kiswahili exercise book. I will look through these once the pupils have completed their assessment. In order to ensure quiet, we would like to conduct this assessment when the school is not on break. Could you please let me know when it would be convenient to conduct this pupil assessment? Could we do this now? / Asante kwa kuniruhusu kuchunguza somo/masomo yako ya kusoma leo. Nimependezwa na somo lako. Katika ziara hii pia nitapenda kuona daftari la mahudhurio ya wanafunzi walioandikishwa darasani mwako. Naomba wanafunzi wajipange ili niwahesabu waliopo bila kutumia utaratibu maalum ili kupata wanafunzi 18. Tutafanyakazi na wanafunzi 16 waliochaguliwa, wanafunzi 2 waliobaki watachaguliwa ili kama katika wale wa kwanza waliochaguliwa 16 kuna atakayeshindwa kushiriki au hatataka kushiriki, wachukuliwe. Muda ambao utakufaa wewe na wanafunzi, tutapenda kupima ubora wa wanafunzi 16 katika wale waliochaguliwa tukitumia jaribio rahisi la kuandika. Nitawaomba pia wanafunzi 16 waliochaguliwa waje na daftari zao za Kiswahili. Nitaziangalia mara baada ya wanafunzi kukamilisha kupima ubora wa kazi zao. Ili tuwe na

utulivu, naomba tufanye upimaji huu wakati usio wa mapumziko. Je ni muda upi muafaka wa kuweza kupima ubora wa hawa wanafunzi? Tunaweza kufanya sasa?

### **Section 11: Pupil attendance / Sehemu ya 11: Mahudhurio ya wanafunzi**

<b>No.</b>	<b>Questions and Filters / Maswali na kuchuja</b>	<b>Coding Categories / Kupanga kanuni kwenye makundi</b>	<b>Skips (if any) / Sehemu zilizoruk wa (kama zipo)</b>
11.1	<p>How many STANDARD 3 pupils are <u>registered</u> in the selected classroom? / Je ni wanafunzi wangapi waliopo kwenye rejesta ya DARASA LA 3 ambao darasa lao limechaguliwa?</p> <p><i>The most accurate register may be with the classroom teacher or with the Head Teacher. / Rejesta sahihi inaweza ikawa ni ile ya mwalimu wa darasa au/na Mwalimu Mkuu.</i></p>	<div style="text-align: center;"> <input style="width: 100px; height: 20px; border: 1px solid black;" type="text"/>            NUMBER OF PUPILS /            IDADI YA WANAFUNZI         </div>	

No.	Questions and Filters / Maswali na kuchuja	Coding Categories / Kupanga kanuni kwenye makundi	Skips (if any) / Sehemu zilizoruk wa (kama zipo)
11.2	<p>How many STANDARD 3 pupils are <u>present</u> in the selected classroom? / Je kuna wanafunzi wangapi <u>waliohudhuria</u> wa DARASA LA 3 lililochaguliwa?</p> <p><i>Record the total number of pupils counted during the pupil sampling exercise below. / Andika hapa chini jumla ya wanafunzi waliohesabiwa wakati wa zoezi la kupata sampuli.</i></p>	<p style="text-align: center;"><input type="text"/></p> <p style="text-align: center;">NUMBER OF PUPILS/ IDADI YA WANAFUNZI</p>	
11.3	<p>What per cent of pupils are in attendance (11.1/11.2 x100)? / Ni asilimia ngapi ya wanafunzi wamehudhuria (11.2/11.1x 100)?</p>	<p style="text-align: center;"><input type="text"/></p> <p style="text-align: center;">PER CENT OF PUPILS / ASILIMIA YA WANAFUNZI</p>	
11.4	<p>Are 80 percent or more of the registered pupils in attendance? / Je asilimia 80 au zaidi ya wanafunzi walioandikwa wamehudhuria?</p>	<p>YES / NDIYO ..... 1 NO / HAPANA ..... 0</p>	

**Pupil Exercise Book Inventory (*complete immediately after group assessment*) / Orodha Hakiki ya Daftari za wanafunzi  
(*kamilisha mara moja baada ya upimaji wa ubora wa kikundi*)**

Pupil # / Mwanafunzi #	KISWAHILI		
	Kiswahili exercise book available? / Daftari la Kiswahili lipo? [0 = no / hapana; 1 = yes / ndiyo]	Number of pages with pupil work / Idadi ya kurasa zenye mazoezi ya wanafunzi [page = 1 side of sheet]	Teacher comments/marks on one or more of the last two exercises in the pupil's exercise book? / Maoni ya Mwalimu/alama ipo kwenye moja au zaidi ya mazoezi mawili kwenye daftari za wanafunzi inayoashiria mwalimu anapitia daftari? [0 = no / hapana; 1 = yes / ndiyo]
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

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Pupil # / Mwanafunzi #	KISWAHILI		
	<b>Kiswahili exercise book available? / Daftari la Kiswahili lipo?</b> [0 = no / hapana; 1 = yes / ndiyo]	<b>Number of pages with pupil work / Idadi ya kurasa zenye mazoezi ya wanafunzi</b> [page = 1 side of sheet]	<b>Teacher comments/marks on one or more of the last two exercises in the pupil's exercise book? / Maoni ya Mwalimu/alama ipo kwenye moja au zaidi ya mazoezi mawili kwenye daftari za wanafunzi inayoashiria mwalimu anapitia daftari? [0 = no / hapana; 1 = yes / ndiyo]</b>
15.			
16.			

*Note the time the visit at the school ends: / Andika muda wa ziara kuisha:*

\_\_\_\_:\_\_\_\_  
*(Use 24 hour time) / (Tumia saa 24)*

**THANK YOU – THE END / ASANTE- MWISHO**

## **COMMENTS / MAONI**

## LQAS PUPIL SAMPLING WORKSHEET / SAMPULI YA KARATASI YA LQAS KWA WANAFUNZI

*NOTE: This worksheet is to be used to assist you in your sample selection. Please **discard** this sheet prior to leaving the school. Do not record the pupil or the teacher names on the questionnaires. / KUMBUKA: Karatasi hii itatumika ili kukusaidia wakati wa kufanya sampuli. Tafadhali **itupe** hii karatasi kabla ya kuondoka shuleni. Usiandike majina ya wanafunzi au walimu kwenye dodoso.*

Region: / Mkoa: \_\_\_\_\_

District: / Wilaya: \_\_\_\_\_

School Name: / Jina la Shule: \_\_\_\_\_

Date: / Tarehe:

\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
dd / mm / yyyy /  
Siku/mwezi/mwaka

Total number of STANDARD 3 pupils in the selected STANDARD 3 classroom on day of sampling / Jumla ya wanafunzi wa DARASA LA 3 katika darasa lililochaguliwa siku ya kutafuta sampuli

*NOTE: Select 2 pupils as alternates. Remember to record the names of the two alternates before you dismiss them. Also, please remember to have the selected pupils go into the classroom to get their Exercise books (Kiswahili) and bring the books with them to the group assessment location. If a pupil doesn't have an exercise book, mark that they do not have the book – DO NOT DISMISS pupils that are missing a book. / Kumbuka: Chagua wanafunzi wawili wa ziada. Kumbuka kuandika majina ya hao wanafunzi wawili wa ziada kabla ya kuwaruhusu kuondoka. Pia kumbuka kuwaambia wanafunzi waliochaguliwa waende darasani kuchukua daftari zao (Kiswahili) na waende na daftari hizo pale ambapo watafanyia upimaji wa ubora wa kikundi. Kama mwanafunzi hana daftari, andika kwamba hana kitabu- USIWAFUKUZE WASIO na vitabu.*



	Sampling Reference Number / Namba ya Rejea ya Sampuli	
1		<b>STANDARD 3 Alternate Pupil's Name / Jina la Mwanafunzi wa ziada wa DARASA LA 3</b>
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17. Alt. / Ziada 1		
18. Alt. / Ziada 2		

## **Annex D. GALA Assessor Template**

*Reference Section 4.2.2, page 12*

Annex D is a template that illustrates the content and format of the protocol that assessors use to administer the Group Administered Literacy Assessment. This template can be adapted to other languages and updated to include test items that reflect the context in which the test is being administered.

COUNTRY

Group Administered Literacy Assessment (GALA)


English Assessor Tool

TEMPLATE

## GALA CHECKLIST

1. Prior to selecting pupils, ensure that there are at least XX desks/tables and chairs in the classroom.
2. Follow the sampling protocol to randomly select XX pupils to participate in the group assessment.
3. Instruct pupils to sit as spread out across the classroom as possible, ensuring (at a minimum) that each pupil is sitting at his/her own desk. Make sure, however, that all pupils will be able to clearly hear your instructions from the front of the classroom.
4. Ask pupils to clear their desks.
5. Ensure that the board is clean and that chalk/markers are available.
6. Write the examples for each section of the assessment (from the assessor tool) on the board, prior to beginning the assessment. Ensure that the examples are spread out enough in order to keep the pupils from getting confused when explaining the examples for each section.
7. Write examples low enough on the board for students to mark them.
8. Distribute pencils and erasers to each of the XX pupils.
9. Distribute pupil assessment sheets, alternating Form A and Form B so that pupils sitting next to one another have different forms.
10. Use the instrument script to explain the activity and obtain pupil consent.
11. Put pupils at ease by explaining the activity as a reading game.
12. Administer all six sections of the group assessment.
13. Gather all completed and blank pupil assessment sheets and place them in a clearly labeled envelope.
14. Thank the pupils for participating.

## REMINDER

 Signifies instructions that should be read aloud to the class.

**INSTRUCTIONS:** Signifies assessor instructions that are to be read silently.

**INSTRUCTIONS: Written Assent.** Clearly read the text in the box to the children. [NECESSARY FOR RESEARCH STUDIES]

🗣️ Good morning. My name is \_\_\_\_\_ and I work with \_\_\_\_\_. We are visiting schools and trying to understand how children learn to read. We would like your help in this. We are going to do a reading activity together. As part of that activity, I am going to ask you to read letters, words and a short story. This is NOT a test and it will not affect your grade at school. I will NOT write down your name so no one will know that these are your answers. You do not have to participate if you do not wish to. Do you have any questions?

**INSTRUCTIONS:** Write the word “Yes” and a small box on the board and draw a tick in the box as an example.

🗣️ If you understand and would like to stay and play the reading game, please make a tick in the box next to the word “Yes” at the top of your paper. If you would rather not stay, please raise your hand.

**INSTRUCTIONS:** Check to ensure that pupils have marked their papers with a tick. If they have not, ask them if they would not like to participate. If any student declines to participate, find one of the chosen alternates to take his/her place.

🗣️ Excellent. Are you ready to get started?

**INSTRUCTIONS:** Write the word “Age” and a small line next to it on the board. Also write the words “Boy” and “Girl” with small boxes next to them, as they appear on the cover of the student sheet. You will now have the students complete these items before moving to the first page of the activity.

🗣️ On the cover of your booklet, you should see the word “Age” like I’ve written on the board. Does everyone see this? On the line next to the word “Age” I want you to write your age in numbers.

**INSTRUCTIONS:** Check to ensure that everyone wrote their age on the line next to the word “Age”.

🗣️ You will also see the words “Boy” and “Girl” on the cover page. Does everyone see them? If you are a boy, I want you to tick the box next to the word “Boy.” If you are a girl, I want you to tick the box next to the word “Girl.” Does everyone understand?

***INSTRUCTIONS:*** Check to ensure that everyone correctly marked their gender on the cover.

👤 Good work. Now put your pencil down on your desk and turn to the next page.

## Letter Identification

### Sounds – Page #

**INSTRUCTIONS:** Before beginning the game, draw the following box with the letters on the chalkboard.

t	a	p	s	e
---	---	---	---	---

🗣️ Everyone should be on the # page of the booklet. Do you all see the number # at the top of your page? Good. We are now going to do an example before we start. Please keep your pencils on your desk and look at me. Do not mark any answers on your sheet until I tell you to do so.

🗣️ On the first page you'll see some boxes like the ones I've drawn on the board. I'm going to ask you to tick the letter that makes a particular sound. Please look at my mouth as I make the sound. So, if I say tick the letter that makes the sound /t/, as in "table," I would want you to tick letter "t," like this:

**INSTRUCTIONS:** Tick the letter "t" on the board. .

🗣️ Is that clear? Does somebody want to try another example? Who can come up and tick the letter that makes the sound /s/ as in "soap"?

**INSTRUCTIONS:** If anyone raises their hand, clean the tick from the letter "t" and let him/her come up to the chalkboard to tick the letter "s." When he/she ticks the letter "s," ask the class if he/she did this correctly. Thank the student and have him/her go sit down.

🗣️ Does everyone understand? I am now going to read the questions for you to mark on your papers. You can now pick up your pencils. Let's begin.

1. 🗣️ Put your finger on box number 1. Look at my mouth. Tick the letter that makes the sound /X/, as in "XXXXX" .... /X/, as in "XXXXX."

2. 🗣️ Put your finger on box number 2. Look at my mouth. Tick the letter that makes the sound /X/, as in "XXXXX" .... /X/, as in "XXXXX."

3. 🗣️ Put your finger on box number 3. Look at my mouth. Tick the letter that makes the sound /X/, as in "XXXXX" .... /X/, as in "XXXXX."

4. 🗨️ Put your finger on box number 4. Look at my mouth. Tick the letter that makes the sound /X/, as in “XXXXX” ..../X/, as in “XXXXX.”

5. 🗨️ Put your finger on box number 5. Look at my mouth. Tick the letter that makes the sound /X/, as in “XXXXX” ..../X/, as in “XXXXX.”

6. 🗨️ Put your finger on box number 6. Look at my mouth. Tick the letter that makes the sound /X/, as in “XXXXX” ..../X/, as in “XXXXX.”

7. 🗨️ Put your finger on box number 7. Look at my mouth. Tick the letter that makes the sound /X/, as in “XXXXX” ..../X/, as in “XXXXX.”

8. 🗨️ Put your finger on box number 8. Look at my mouth. Tick the letter that makes the sound /X/, as in “XXXXX” ..../X/, as in “XXXXX.”

9. 🗨️ Put your finger on box number 9. Look at my mouth. Tick the letter that makes the sound /X/, as in “XXXXX” ..../X/, as in “XXXXX.”

10. 🗨️ Put your finger on box number 10. Look at my mouth. Tick the letter that makes the sound /X/, as in “XXXXX” ..../X/, as in “XXXXX.”

🗨️ Good work. Now put your pencil on your desk and turn to the next page of the booklet.



## Letter Identification

### Names – Page #

**INSTRUCTIONS:** Before beginning the game, draw the following box with the letters on the chalkboard.

g	d	b	v	c
---	---	---	---	---

🗨️ Everyone should be on the # page of the booklet. Do you all see the number # at the top of your page? Good. We are now going to do an example before we start. Please keep your pencils on your desk and look at me. Do not mark any answers on your sheet until I tell you to do so.

🗨️ On the first page you'll see some boxes like the ones I've drawn on the board. I'm going to say the name of a letter and ask you to tick the letter that I name. Please look at my mouth as I name the letter. So, if I say tick the letter "B," as in "boy," I would want you to tick letter "B," like this:

**INSTRUCTIONS:** Tick the letter "b" on the board.

🗨️ Is that clear? Does somebody want to try another example? Who can come up and tick the letter "C" as in "color"?

**INSTRUCTIONS:** If anyone raises their hand, clean the tick from the letter "b" and let him/her come up to the chalkboard to tick the letter "c." When he/she ticks the letter "c," ask the class if he/she did this correctly. Thank the student and have him/her go sit down.

🗨️ Does everyone understand? I am now going to read the questions for you to mark on your papers. You can now pick up your pencils. Let's begin.

1. 🗨️ Put your finger on box number 1. Look at my mouth. Tick the letter /X/, as in "XXXXX" ..../X/, as in "XXXXX."

2. 🗨️ Put your finger on box number 2. Look at my mouth. Tick the letter /X/, as in "XXXXX" ..../X/, as in "XXXXX."

3. 🖐️ Put your finger on box number 3. Look at my mouth. Tick the letter /X/, as in “XXXXX” ..../X/, as in “XXXXX.”
  
  4. 🖐️ Put your finger on box number 4. Look at my mouth. Tick the letter /X/, as in “XXXXX” ..../X/, as in “XXXXX.”
  
  5. 🖐️ Put your finger on box number 5. Look at my mouth. Tick the letter /X/, as in “XXXXX” ..../X/, as in “XXXXX.”
  
  6. 🖐️ Put your finger on box number 6. Look at my mouth. Tick the letter /X/, as in “XXXXX” ..../X/, as in “XXXXX.”
  
  7. 🖐️ Put your finger on box number 7. Look at my mouth. Tick the letter /X/, as in “XXXXX” ..../X/, as in “XXXXX.”
  
  8. 🖐️ Put your finger on box number 8. Look at my mouth. Tick the letter /X/, as in “XXXXX” ..../X/, as in “XXXXX.”
  
  9. 🖐️ Put your finger on box number 9. Look at my mouth. Tick the letter /X/, as in “XXXXX” ..../X/, as in “XXXXX.”
  
  10. 🖐️ Put your finger on box number 10. Look at my mouth. Tick the letter /X/, as in “XXXXX” ..../X/, as in “XXXXX.”
- 🖐️ Good work. Now put your pencil on your desk and turn to the next page of the booklet.

## Word Reading

### Familiar Words – Page #

**INSTRUCTIONS:** Before beginning this section, draw the following box with the words on the chalkboard.

dig	dot	dog	bog	big
-----	-----	-----	-----	-----

🗨️ Everyone should be on the # page of the booklet. Do you all see the number # at the top of your page? Good. We are now going to do another example. Please keep your pencils on your desk and look at me. Do not mark any answers on your sheet until I tell you to do so.

🗨️ On this page you'll see some boxes like the ones I've drawn on the board. For this task, I'm going to ask you to tick one of the words in the box. So, if I say "tick the word "dot," I would want you to draw a tick on the word "dot," like this:

**INSTRUCTIONS:** Tick the word "dot" on the board.

🗨️ Is that clear? Does somebody want to try another example? Who can come up and tick the word "big"?

**INSTRUCTIONS:** If anyone raises their hand, clean the tick from the word "dot" and let him/her come up to the chalkboard to tick the word "big." When he/she ticks the word "big," ask the class if he/she did this correctly. Thank the student and have him/her go sit down.

🗨️ Does everyone understand? I am now going to read the questions for you to mark on your papers. You can now pick up your pencils. Let's begin.

1. 🗨️ Put your finger on box number 1. Look at my mouth. Tick the word "XXX" .... "XXX."
2. 🗨️ Put your finger on box number 2. Look at my mouth. Tick the word "XXX" .... "XXX."
3. 🗨️ Put your finger on box number 3. Look at my mouth. Tick the word "XXX" .... "XXX."
4. 🗨️ Put your finger on box number 4. Look at my mouth. Tick the word "XXX" .... "XXX."

5. 🗣️ Put your finger on box number 5. Look at my mouth. Tick the word “XXX” .... “XXX.”
  
6. 🗣️ Put your finger on box number 6. Look at my mouth. Tick the word “XXX” .... “XXX.”
  
7. 🗣️ Put your finger on box number 7. Look at my mouth. Tick the word “XXX” .... “XXX.”
  
8. 🗣️ Put your finger on box number 8. Look at my mouth. Tick the word “XXX” .... “XXX.”
  
9. 🗣️ Put your finger on box number 9. Look at my mouth. Tick the word “XXX” .... “XXX.”
  
10. 🗣️ Put your finger on box number 10. Look at my mouth. Tick the word “XXX” .... “XXX.”

🗣️ Good work. Now put your pencil on your desk and please turn to the next page of the booklet.

## Word Reading

### Invented Words – Page #

**INSTRUCTIONS:** Before beginning this section, draw the following box with the words on the chalkboard.

nem	ner	ren	mel	lem
-----	-----	-----	-----	-----

🗨️ Everyone should be on the # page of the booklet. Do you all see the number # at the top of your page? Good. We are now going to do another example. Please keep your pencils on your desk and look at me. Do not mark any answers on your sheet until I tell you to do so.

🗨️ On this page you'll see some boxes like the ones I've drawn on the board. For this task, I'm going to ask you to tick one of the words in the box. So, if I say "tick the word 'ren,'" I would want you to draw a tick on the word "ren," like this:

**INSTRUCTIONS:** Tick the word "ren" on the board.

🗨️ Is that clear? Does somebody want to try another example? Who can come up and tick the word "lem"?

**INSTRUCTIONS:** If anyone raises their hand, clean the tick from the word "ren" and let him/her come up to the chalkboard to tick the word "lem." When he/she ticks the word "lem," ask the class if he/she did this correctly. Thank the student and have him/her go sit down.

🗨️ Does everyone understand? I am now going to read the questions for you to mark on your papers. You can now pick up your pencils. Let's begin.

1. 🗨️ Put your finger on box number 1. Look at my mouth. Tick the word "XXX" .... "XXX."
2. 🗨️ Put your finger on box number 2. Look at my mouth. Tick the word "XXX" .... "XXX."
3. 🗨️ Put your finger on box number 3. Look at my mouth. Tick the word "XXX" .... "XXX."
4. 🗨️ Put your finger on box number 4. Look at my mouth. Tick the word "XXX" .... "XXX."
5. 🗨️ Put your finger on box number 5. Look at my mouth. Tick the word "XXX" .... "XXX."

6. 🗣️ Put your finger on box number 6. Look at my mouth. Tick the word “XXX” .... “XXX.”

7. 🗣️ Put your finger on box number 7. Look at my mouth. Tick the word “XXX” .... “XXX.”

8. 🗣️ Put your finger on box number 8. Look at my mouth. Tick the word “XXX” .... “XXX.”

9. 🗣️ Put your finger on box number 9. Look at my mouth. Tick the word “XXX” .... “XXX.”

10. 🗣️ Put your finger on box number 10. Look at my mouth. Tick the word “XXX” .... “XXX.”

🗣️ Good work. Now put your pencil on your desk and please turn to the next page of the booklet.

## Word Meaning

### Sentence-Picture Match – Page #

**INSTRUCTIONS:** Before beginning this section, draw the following example on the board. Write three sentences (in a column): “**The boy is standing,**” “**The boy is sitting,**” and “**The boy is lying.**” To the right of these sentences, draw three pictures (each above the other): (1) someone sitting; (2) someone lying down; (3) someone standing.

🗨️ Everyone should be on the # page of the booklet. Do you all see the number # at the top of your page? Good. We are now going to do another example. Please keep your pencils on your desk and look at me. Do not mark any answers on your sheet until I tell you to do so.

🗨️ On this page you will see six sentences on the left and six pictures on the right. After we finish the example, you are going to read each sentence and then make a line from the sentence to the picture that means what you just read. For example, if the sentence says “The boy is standing,” you should look for a picture of a standing boy and make a line from the sentence to that picture, like this:

**INSTRUCTIONS:** Draw a line on the chalkboard from the sentence about the standing boy to the picture of the standing boy.

🗨️ Do you understand? Does someone want to come up and try another example?

**INSTRUCTIONS:** If anyone raises their hand, have them come up to the chalkboard. DO NOT erase the line that you have drawn. Ask them to make a line from the sentence “The boy is sitting” to the picture of the sitting boy. Ask the class if the student did this correctly. Thank the student and have him/her go sit down.

🗨️ Now it’s your turn. Is everyone ready? You will have two minutes to finish matching all 6 sentences and pictures on your sheet. I will not tell you to move from one sentence to the next. You will do them all by yourself. You do not need a ruler for this task. After 2 minutes I will say “Time is up.” Put your finger on the first sentence. Begin.

**INSTRUCTIONS:** Start your timer and prepare to stop after 2 minutes. When 2 minutes have passed or when all the pupils have finished, say the following:

🕒 Time is up. Good work. Now put your pencil on your desk and please turn to the next page of the booklet.



### Reading Comprehension – Pages # and #

**INSTRUCTIONS:** Before beginning this section, write the following example story, the example question and the example list of answers on the board.

EXAMPLE STORY: Chanda is at school. Chanda has found her pencil. Chanda is happy.

EXAMPLE QUESTION: What has Chanda found?

A	B	C	D
Shoes	Pencil	School	Book

👤 Everyone should be on the # page of the booklet. Do you all see the number # at the top of your page? Good. We are now going to do another example. Please keep your pencils on your desk and look at me. Do not mark any answers on your sheet until I tell you to do so.

👤 In this section, you will read a short story silently for 2 minutes. After 2 minutes, you will read 5 questions about the story. You will then tick the correct answer to each question from a list of possible answers on your sheet. Let us begin with an example.

👤 Does anyone want to read the story on the board for the class?

**INSTRUCTIONS:** If a pupil raises his/her hand, have them read the story aloud.

👤 Now does anyone want to read the question?

**INSTRUCTIONS:** If a pupil raises his/her hand, have them read the question aloud.

👤 Who is prepared to come and tick the correct answer?

**INSTRUCTIONS:** When the pupil ticks the correct option [“Pencil”], thank them and have them sit down.

👤 It is now time for you to read a story on your own. This time you will all read the story on your paper silently to yourself. Put your finger on the story on your paper. Are all of you ready? Good. If you finish the story, read it again to make sure that you understand it. Now begin to read.

**INSTRUCTIONS:** Start your timer. When 2 minutes have passed, say the following:

👤 Time is up. Please stop reading. Now turn to the next page and prepare to answer the questions about the story. Everyone should now be on page #. On this page you will see five questions about the story you just read. Each question is on top of boxes with possible answers. Tick the correct answer for each question. Below the questions, you will see the story printed again. You do not have to read the story again but it is there in case you want to review it. You

will have four minutes to answer all five of these questions by ticking the word or words in one of the boxes that gives the correct answer to the question. Begin.

***INSTRUCTIONS:*** Start your timer and prepare to stop after 4 minutes. When 4 minutes have passed or when all students are finished, say the following:

🔔 Time is up. Please stop writing. Good work. Now put your pencil down on your desk and turn to the next page.

**Maze – Page #**

**INSTRUCTIONS:** *Before beginning this section, write the following sentence on the board.*

EXAMPLE: I like to read (ball / dog / books).

🗨️ Everyone should be on the # page of the booklet. Do you all see the number # at the top of your page? Good. We are now going to do another example. Please keep your pencils on your desk and look at me. Do not mark any answers on your sheet until I tell you to do so.

🗨️ In this section, you will read a short story silently. In the story, you will need to complete some of the sentences correctly with one of the list of words given. Underline the correct word or words that fit in the sentence. Sometimes the missing word/words will be at the end of the sentence and sometimes it will be in the middle.

🗨️ Does anyone want to try with the example? Who can come up and underline the correct word that completes the sentence on the board?

**INSTRUCTIONS:** *If anyone raises their hand, let him/her come up to the chalkboard. When he/she underlines the word “books,” thank the student and have him/her sit down.*

🗨️ The full sentence is “I like to read books.” Does everyone understand? Now it is your turn to complete the sentences on your paper. You will do this task silently. I will not tell you to move from one sentence to the next. You will do them all by yourself. Put your finger on the first word of the story. Ok, begin.

**INSTRUCTIONS:** *Start your timer and prepare to stop after 5 minutes. When 5 minutes have passed or all the pupils have finished, say the following:*

🗨️ Time is up. Good work. Now put your pencil down and turn to the next page of the booklet.

**Word Dictation – Page #**

**INSTRUCTIONS:** You will read each word two times. The first time you will read it at regular speed. Then you will repeat the word a second time. Then wait about ten seconds before moving to the next word.

🗣️ Everyone should be on the # page of the booklet. Do you all see the number # at the top of your page? Good. Now I am going to read you ten words. Please listen carefully. I will read each word two times. After I read the word the first time, you should write the word on your paper. We will do each word separately and you should write each word on a separate line. Does everyone understand? Good.

🗣️ I am now going to read the words for you to mark on your papers. You can now pick up your pencils. Let's begin.

1. 🗣️ Put your finger on line number 1. Write the word "XXX" .... "XXX."

**INSTRUCTIONS:** Wait about 10 seconds and then say:

2. 🗣️ Good. Now put your finger on line number 2. Write the word "XXX" .... "XXX."

**INSTRUCTIONS:** Wait about 10 seconds and then say:

3. 🗣️ Good. Now put your finger on line number 3. Write the word "XXX" .... "XXX."

**INSTRUCTIONS:** Wait about 10 seconds and then say:

4. 🗣️ Good. Now put your finger on line number 4. Write the word "XXX" .... "XXX."

**INSTRUCTIONS:** Wait about 10 seconds and then say:

5. 🗣️ Good. Now put your finger on line number 5. Write the word "XXX" .... "XXX."

**INSTRUCTIONS:** Wait about 10 seconds and then say:

6. 🗨️ Good. Now put your finger on line number 6. Write the word “XXX” .... “XXX.”

**INSTRUCTIONS:** Wait about 10 seconds and then say:

7. 🗨️ Good. Now put your finger on line number 7. Write the word “XXX” .... “XXX.”

**INSTRUCTIONS:** Wait about 10 seconds and then say:

8. 🗨️ Good. Now put your finger on line number 8. Write the word “XXX” .... “XXX.”

**INSTRUCTIONS:** Wait about 10 seconds and then say:

9. 🗨️ Good. Now put your finger on line number 9. Write the word “XXX” .... “XXX.”

**INSTRUCTIONS:** Wait about 10 seconds and then say:

10. 🗨️ Good. Now put your finger on line number 10. Write the word “XXX” .... “XXX.”

🗨️ Time is up. Good work. Now put your pencil down and turn to the next page of the booklet.

**Sentence Dictation – Page #**

**INSTRUCTIONS:** You will read each sentence three times. The first time you will read it at regular speed. Then you will repeat the sentence a second time at about one word per second. Then wait about five seconds and repeat the sentence a third time at regular speed. Finally, give the children about 15 seconds to finish writing the sentence.

🗣️ Everyone should be on the # page of the booklet. Do you all see the number # at the top of your page? Good. Now I am going to read you three short sentences. Please listen carefully. I will read each sentence three times. First I will read it at regular speed. Then I will read it slowly a second time so you can write what you hear. I will then read it again so that you can check your work. We will do each sentence separately. Do you understand?

🗣️ Put your pencil at the beginning of the first line on the paper and listen carefully to each sentence I read. Then write down the sentences on your answer sheet. You will write one sentence on each line. The first sentence is: "Xxxx xxxx xxxx." "Xxxxx...xxxx...xxxx."

**INSTRUCTIONS:** Wait about 10 seconds and then say:

🗣️ "Xxxx xxxx xxxx."

**INSTRUCTIONS:** Wait about 15 seconds and then say:

🗣️ Good. Now put your pencil on line number two. The second sentence is "Xxxx xxxx xxxx." "Xxxxx...xxxx...xxxx."

**INSTRUCTIONS:** Wait about 10 seconds and then say:

🗣️ "Xxxx xxxx xxxx."

**INSTRUCTIONS:** Wait about 15 seconds and then say:

🗣️ Good. Now put your pencil on line number three. The third sentence is "Xxxx xxxx xxxx." "Xxxxx...xxxx...xxxx."

**INSTRUCTIONS:** Wait about 10 seconds and then say:

💡 "XXXX XXXX XXXX."

**INSTRUCTIONS:** *Wait about 15 seconds and then say:*

💡 Time is up. Put your pencil down. Good work. You have now completed this activity. Congratulations.

## **Annex E. Example of GALA Pupil Response Sheet**

*Reference Section 4.2.2, page 12*

Annex E is an example Pupil Response Sheet from an Amharic GALA administered as part of a LEMA pilot in Ethiopia. This example illustrates the format and appropriate layout of response items for each subtask. Students are supplied with a Pupil Response Sheet during the administration of a GALA to record their responses to test questions. This Response Sheet must be updated and adapted to reflect the specific language and test items for the context in which the test is being administered.



# Group Administered Reading Assessment for LQAS

በቡድን የሚተገበር የጀመሪ (የዝቅተኛ) ክፍል ደረጃ ተማሪዎች የማንበብ ክሂል ምዘና-ወጥማጥን (የወረዳ-አቀፍ ጥራት ማረጋገጫ ጥናት ንሞና)

## የተማሪዎች ወረቀት

### ወረቀት ሀ

ይህ ተግባር በሚገባ ተገልጾልኝ ለመሳተፍ ተስማምቻለሁ።

አዎ

ዕድሜ

\_\_\_\_\_

ወንድ (ልጅ)

ሴት (ልጅ)

ፊደል (የፊደል ሥያሜ) መለየት

1.	ቃ	ካ	ቀ	ቆ	ቅ
----	---	---	---	---	---

2.	ፀ	ጣ	ዪ	ፃ	ፆ
----	---	---	---	---	---

3.	ሰ	ሰ	ሳ	ሱ	ሶ
----	---	---	---	---	---

4.	ማ	ሞ	ሜ	ሚ	ም
----	---	---	---	---	---

5.	ፉ	ፉ	ፍ	ፊ	ፎ
----	---	---	---	---	---

6.	እ	ላ	ከ	ካ	አ
----	---	---	---	---	---

7.	ጌ	ገ	ግ	ጋ	ጊ
----	---	---	---	---	---

8.	ዘ	ዘ	ዙ	ዝ	ዚ
----	---	---	---	---	---

9.	ጉ	ግ	ጎ	ጋ	ጊ
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10.	ቦ	ቦ	ባ	ቧ	ቦ
-----	---	---	---	---	---

0-8 → 0

9-10 → 1

የተዘወተሩ ቃላት

1.	ወናፍ	መዳፍ	መጋጥ	መራቅ	መፃፍ
2.	አልብሱ	አስምሩ	አንብቡ	አንጥፉ	አልቅሱ
3.	ድርሰት	ድርቀት	ድክመት	ድንገት	ድምቀት
4.	መጠንከር	መገንተር	መገንፈል	መገንጠል	መደንገጥ
5.	ደግሞ	ደክሞ	ደግኖ	ደግፎ	ደምሮ
6.	ደላላ	ቆላማ	ኮሳሳ	ሞላላ	ቆሻሻ
7.	ውልቃት	መክዳት	ምክንያት	ድርሳናት	ምርቃት
8.	ብዙ	በዛ	ብሉ	ብቁ	ቤዛ
9.	ባላ	ቦታ	ቦጋ	ገታ	ጌታ
10.	መቃተት	መናደድ	መዛወር	መናገር	መፋቀር

0-8 → 0

9-10 → 1

የተፈጠሩ ቃላት (ፍቺ-ዐልባ ቃላት)

1.	ደረመት	ሠረመት	ሠረመዳ	በረመት	መረሠት
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2.	ርሦ	ሦር	ርሥ	ርም	መሥ
----	----	----	----	----	----

3.	ድማጊ	ምዳጊ	ምጋዲ	ግማዲ	ግዳሚ
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4.	ቅይ	ልቀ	የቀ	ይቀ	ቀል
----	----	----	----	----	----

5.	ፍርፌፊ	ርፍፊፌ	ርፍርፌ	ርፍፋፌ	ርፍፊር
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6.	ዘገ	ዛቸ	ዛጋ	ዣገ	ገቻ
----	----	----	----	----	----

7.	መቀሮ	በቀማ	በሮቀ	በቀሮ	ሮበቀ
----	-----	-----	-----	-----	-----

8.	እርት	እትግ	ትርግ	እብር	እርግ
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9.	ፎመጥ	ፎመር	ጦፈም	ፎንጥ	ጥፈም
----	-----	-----	-----	-----	-----

10.	ርንባህ	ርብንሃ	ብርናሃ	ርብናህ	ንሃብር
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0-8 → 0

9-10 → 1

አንብቦ መረዳት

አበበና በቀለ የሚባሉ ሁለት ወንድማማቾች ነበሩ። አባታቸውና እናታቸው መምህራን ናቸው። እነሱም ልጆቻቸው ተምረው ጥሩ ሥራ እንዲይዙ ይመኛሉ። አበበ የወላጆቹን ምኞት ለማሳካት ሁሉንም ይጥራል። በአንፃሩ በቀለ አብዛኛውን ጊዜ ጨዋታ ብቻ ይወዳል። ወንድሙ ብዙ ጊዜ ሳይታክት ይመክረው ነበር። የእሱ ጓደኞችም አዘውትረው ይመክሩትና ያበረታቱት ነበር። ቀለንም በቀለ ምክራቸውን ሰምቶ ጎበዝ ተማሪ ሆነ።

0-8 → 0

9-10 → 1

አበበና በቀለ የሚባሉ ሁለት ወንድማማቾች ነበሩ። አባታቸውና እናታቸው መምህራን ናቸው። እነሱም ልጆቻቸው ተምረው ጥሩ ሥራ እንዲይዙ ይመኛሉ። አበበ የወላጆቹን ምኞት ለማሳካት ሁሉንም ይጥራል። በአንፃሩ በቀለ አብዛኛውን ጊዜ ጨዋታ ብቻ ይወዳል። ወንድሙ ብዙ ጊዜ ሳይታክት ይመክረው ነበር። የእሱ ጓደኞችም አዘውትረው ይመክሩትና ያበረታቱት ነበር። ቀስበቀስም በቀለ ምክራቸውን ስምቶ ጎበዝ ተማሪ ሆነ።

1. የአበበና የበቀለ ዝምድና ምንድን ነው?

እህተማማችነት	ቤተሰብነት	ወንድማማችነት	ጎረቤታምነት	አብሮ አደግነት
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2. የሁለቱ ልጆች ወላጆች ሥራ ምንድን ነው?

አርሶአደር	ነጋዴ	ቤተሰብ	አስተማሪ	ምክር
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3. አበበ የቤተሰቦቹን ምኞት ለማሳካት ሁልጊዜ ምን ያደርጋል?

ጠንክሮ ያጠናል	አዘውትሮ ይጫወታል	በቀለን ይመክራል	ከቤተሱ ጋር ይሠራል	የእናቱን ምክር ይሰማል
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4. በቀለ ብዙ ጊዜ የሚወደው ምን ማድረግ ነው?

ማጥናት	መማር	ማንበብ	ማጠብ	መጫወት
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5. በቀለ በመጨረሻ ምን ሆነ?

ጎበዝ መምህር	ጎበዝ ተማሪ	ጎበዝ ሠራተኛ	ጎበዝ ተጫዋች	ጎበዝ አባት
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0-3 → 0

4-5 → 1

ዓረፍተነገር ማሟላት (አመራማሪ)

ታደሰ የስድስት ዓመት ልጅ ነው።

የፊደል (ዝግጅቱን፣ ትምህርቱን፣ ደረጃውን) በማጠናቀቅ ላይ ነው።

በ (አለፈው፣ መጨው፣ መስከረም) ዓመት አንደኛ ክፍል ይገባል።

የታደሰ እናት በጣም (ደሀ፣ ደሀነት፣ እናት) ናቸው።

ምንም ዓይነት (የወንድም፣ የሀብታም፣ የገቢ) ምንጭ የላቸውም።

ለታደሰና ለታላቅ ወንድሙ ምግብና ልብስ (የሚሸጡት፣ የሚገዙት፣ የሚያመጡት) ከጫካ እንጨት አምጥተው በመሸጥ ነው።

የታደሰ (እናት፣ አባት፣ ወንድም) እንጨት የሚያመጡት ከእንጦጦ ጫካ ነው።

አንደ ቀን ታደሰ፣ “እባክሽ እማማ! አብሬሽ (ወደመናፈሻው፣ ወደጫካው፣ ወደሜዳው) ልሂድ?” ብሎ እናቱን ለመናቸው።

እናቱም፣ “ካልደከመህ ምንቸገረኝ” ብለው ስለፈቀዱለት በጣም ደስ አለው።

0-5 → 0

6-7 → 1

## ቃል ጸሕፍት

1.

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2.

---

3.

---

0-11 → 0

12-14 → 1



## **Annex F. School Sampling Worksheet**

*Reference Section 4.3.3, page 20*

The School Sampling Worksheet is a tool that can be used during the process of randomly selecting schools to participate in a LEMA pilot. The user records the “sampling reference numbers” from a random number table (see Annex G) and corresponding school names onto the worksheet.

# SCHOOL SAMPLING WORKSHEET

*NOTE: Use this worksheet to select a random sample of schools.*

**Region:** \_\_\_\_\_ **District:** \_\_\_\_\_

**Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
dd / mm / yyyy

<b>Total number of schools</b>

*NOTE: Three alternate schools are indicated in the first column as Alt. 1, Alt. 2, and Alt 3.*

	Sampling Reference Number	Sampled School Name
1		
2		
<b>Alt. 1</b>		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
<b>Alt. 2</b>		
14		
15		
16		
17		
18		
<b>Alt. 3</b>		
19		
20		
21		
22		

# Annex G. School Random Number Table

Reference Section 4.3.3, page 20

This random number table includes “sample reference numbers” for schools 1 through 22 (S1–S22). It is designed for randomly sampling 22 schools, 19 of which will be visited as part of a LEMA pilot. “Sample reference numbers” are recorded on the School Sampling Worksheet (Annex F) and help the user to identify which schools from the school list are to be included in the random sample. “N” in the far left column corresponds to the total number of schools in the target population.

N	s1	s2	s3	s4	s5	s6	s7	s8	s9	s10	s11	s12	s13	s14	s15	s16	s17	s18	s19	s20	s21	s22
22	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
23	1	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
24	1	3	4	5	6	7	8	9	11	12	13	14	15	16	17	18	19	20	21	22	23	24
25	1	3	4	5	6	7	8	9	10	11	12	13	15	16	17	18	19	20	21	22	23	25
26	1	3	5	6	7	8	9	10	11	12	14	15	17	18	19	20	21	22	23	24	25	26
27	2	3	5	7	8	9	10	11	12	14	15	16	17	18	19	21	22	23	24	25	26	27
28	1	2	3	4	6	7	8	10	11	12	14	15	16	17	19	20	21	24	25	26	27	28
29	1	2	3	4	8	10	11	12	13	14	15	16	18	19	20	21	22	23	24	25	26	29
30	1	2	3	4	5	6	7	9	10	11	12	13	14	15	17	18	20	21	22	23	24	29
31	1	2	3	4	5	8	9	11	13	14	15	17	19	20	21	22	23	24	26	27	28	31
32	2	4	5	6	7	10	12	13	14	17	18	19	20	21	22	24	25	26	28	29	30	32
33	2	3	4	5	6	8	9	10	12	15	17	18	19	20	21	23	24	27	28	29	31	33
34	4	6	8	9	10	11	13	14	15	19	20	21	22	25	26	27	28	29	30	31	32	34
35	3	4	5	6	9	10	13	15	16	17	18	19	20	21	23	24	27	28	29	32	34	35
36	1	4	5	6	8	9	14	15	16	17	18	19	20	21	22	23	29	30	31	32	35	36
37	1	2	4	5	6	8	9	13	15	16	18	19	24	25	27	29	30	31	32	33	35	37
38	1	3	4	8	10	11	13	14	15	18	21	22	24	25	26	29	30	31	32	34	36	37
39	2	4	6	7	9	11	12	13	14	17	19	22	24	26	30	31	32	33	34	35	38	39
40	1	2	4	5	7	12	13	15	16	17	19	20	21	24	25	27	31	33	35	36	38	40
41	1	2	4	5	6	9	14	17	18	20	21	22	24	25	26	27	29	31	35	37	38	41
42	1	3	4	8	9	11	12	14	15	17	22	23	25	30	31	32	33	34	35	37	38	40
43	1	2	5	10	13	15	16	17	18	20	21	22	23	26	27	28	32	34	39	40	41	42
44	1	4	9	12	13	14	15	16	20	21	22	23	25	27	32	33	36	37	41	42	43	44
45	9	10	12	13	17	19	20	21	23	24	26	27	28	29	30	32	33	37	40	41	43	44
46	1	2	4	6	11	12	14	17	20	21	23	26	27	30	32	34	35	36	39	41	42	46
47	2	3	6	7	11	12	18	22	23	26	27	28	30	31	35	36	37	40	41	44	45	46
48	1	2	4	8	11	17	18	19	22	24	25	27	28	30	31	35	36	37	38	39	41	46
49	2	4	7	8	11	13	16	17	19	20	21	23	27	28	30	31	36	38	40	42	43	45
50	1	2	3	6	7	9	12	16	17	18	20	21	25	27	28	30	33	35	36	40	42	49

N	s1	s2	s3	s4	s5	s6	s7	s8	s9	s10	s11	s12	s13	s14	s15	s16	s17	s18	s19	s20	s21	s22
51	2	3	7	10	14	23	26	27	28	30	32	34	35	36	37	41	44	45	48	49	50	51
52	1	2	4	5	10	11	12	14	15	18	21	28	31	33	35	36	41	42	44	46	50	52
53	1	4	5	7	9	10	11	16	17	19	22	23	32	35	37	39	40	44	48	49	50	51
54	3	8	9	10	11	15	16	17	18	19	21	25	32	33	35	36	39	42	45	47	51	52
55	3	5	6	9	17	18	22	25	26	28	31	32	33	35	37	41	44	45	48	50	51	52
56	2	6	10	11	14	18	20	21	23	25	26	28	29	34	35	37	41	43	44	47	50	54
57	1	3	7	8	10	11	12	13	27	28	29	30	32	36	41	47	48	49	50	52	53	54
58	1	3	5	6	9	10	11	15	23	25	26	29	36	38	40	42	44	48	50	51	54	57
59	2	6	7	9	13	18	21	24	25	29	31	32	34	37	38	39	41	46	48	49	53	55
60	5	7	8	9	11	15	19	21	23	24	30	31	32	36	37	41	46	47	48	49	50	53
61	8	14	16	20	22	23	26	30	31	32	33	35	44	45	46	48	51	53	54	55	57	60
62	2	3	10	11	12	15	16	18	23	27	33	38	40	43	45	46	48	49	52	53	55	62
63	6	10	15	18	19	23	25	29	31	34	35	39	43	48	49	50	53	54	57	58	59	61
64	5	6	7	9	11	13	15	17	19	26	29	30	34	38	40	41	44	46	48	53	54	57
65	3	4	8	13	14	17	19	22	23	25	29	34	35	36	39	40	43	45	46	55	63	65
66	5	7	13	15	16	17	19	25	26	28	34	37	39	42	46	48	53	55	56	57	58	62
67	4	6	7	10	12	18	19	22	24	35	38	41	43	45	47	48	49	51	55	57	59	61
68	1	5	6	24	26	29	32	35	36	38	41	47	50	51	52	54	55	56	58	64	67	68
69	1	4	9	10	11	14	15	17	22	31	33	34	37	38	41	45	46	51	54	61	62	68
70	3	6	8	11	12	16	22	27	28	35	38	42	45	46	49	54	55	56	61	65	68	70
71	1	4	6	8	9	23	26	27	31	34	35	37	39	42	43	45	47	49	52	53	64	69
72	5	6	7	13	15	17	18	19	23	27	30	33	34	36	41	44	46	49	51	55	60	63
73	1	2	7	9	13	24	26	29	30	32	46	49	51	53	54	58	60	62	65	67	70	71
74	8	12	14	15	16	18	19	20	24	28	29	34	36	37	40	42	48	51	57	68	69	73
75	3	8	10	12	15	16	17	26	30	31	32	43	47	48	50	57	61	67	70	71	73	75
76	2	4	7	11	16	19	21	22	28	29	30	34	37	39	48	53	57	62	63	69	72	74
77	2	3	6	8	9	10	15	20	23	25	29	38	40	42	45	51	52	57	60	62	67	74
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307	13	18	34	38	48	130	145	155	156	195	201	206	224	231	232	236	244	246	256	269	274	276
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<b>N</b>	<b>s1</b>	<b>s2</b>	<b>s3</b>	<b>s4</b>	<b>s5</b>	<b>s6</b>	<b>s7</b>	<b>s8</b>	<b>s9</b>	<b>s10</b>	<b>s11</b>	<b>s12</b>	<b>s13</b>	<b>s14</b>	<b>s15</b>	<b>s16</b>	<b>s17</b>	<b>s18</b>	<b>s19</b>	<b>s20</b>	<b>s21</b>	<b>s22</b>
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311	32	43	76	97	133	138	140	176	177	180	192	206	208	212	228	229	231	248	285	288	304	309
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316	9	12	20	46	53	55	56	61	62	89	95	113	116	149	169	174	191	202	208	212	255	292
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321	5	13	51	53	75	83	94	98	128	166	194	209	264	284	287	288	295	297	304	307	319	320
322	8	21	26	56	67	69	79	82	97	119	129	133	172	188	198	204	229	237	257	285	289	311
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344	16	19	28	58	121	129	130	134	139	145	157	173	174	260	286	312	316	320	325	329	330	333
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346	5	23	28	35	43	61	120	124	159	170	199	200	231	233	253	265	266	270	282	290	300	325
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<b>N</b>	<b>s1</b>	<b>s2</b>	<b>s3</b>	<b>s4</b>	<b>s5</b>	<b>s6</b>	<b>s7</b>	<b>s8</b>	<b>s9</b>	<b>s10</b>	<b>s11</b>	<b>s12</b>	<b>s13</b>	<b>s14</b>	<b>s15</b>	<b>s16</b>	<b>s17</b>	<b>s18</b>	<b>s19</b>	<b>s20</b>	<b>s21</b>	<b>s22</b>
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N	s1	s2	s3	s4	s5	s6	s7	s8	s9	s10	s11	s12	s13	s14	s15	s16	s17	s18	s19	s20	s21	s22
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402	27	45	48	61	87	95	101	120	121	126	133	180	194	204	206	222	224	228	276	281	328	379
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404	2	3	18	43	51	54	77	84	92	95	98	119	138	155	239	246	299	332	336	360	363	366
405	8	19	22	39	48	124	132	141	174	200	210	227	230	234	244	254	281	282	291	367	377	403
406	13	18	26	36	47	64	75	104	120	123	162	188	227	234	257	322	334	350	364	378	387	399
407	43	52	59	81	90	111	122	127	162	187	194	195	228	234	242	244	251	297	299	315	371	400
408	5	21	48	53	60	62	68	87	166	186	201	202	208	213	214	221	243	254	255	300	356	358
409	9	14	31	53	66	73	76	77	132	134	174	204	228	255	266	330	354	358	360	388	403	406
410	38	57	89	93	115	160	164	197	203	209	221	227	264	290	309	313	314	318	337	363	402	406
411	55	82	91	101	133	151	174	186	192	207	256	275	276	292	294	301	303	316	335	344	347	392
412	28	31	49	58	150	178	185	208	210	239	246	259	263	269	280	298	305	343	365	366	370	385
413	6	7	41	52	68	70	88	106	116	132	151	165	186	226	234	291	303	312	318	324	345	382
414	46	100	118	123	126	135	138	139	143	196	203	268	321	328	338	340	362	368	385	393	394	397
415	5	27	37	47	70	73	79	83	108	135	160	162	163	168	214	265	289	303	333	355	369	407
416	30	31	38	62	109	123	160	176	190	227	230	268	270	299	300	323	328	353	369	374	399	406
417	13	14	85	94	104	117	170	171	219	220	225	230	267	277	289	326	339	357	360	374	380	407
418	9	22	71	80	111	126	127	132	157	173	175	204	211	245	265	287	309	342	345	361	376	385
419	13	33	103	126	150	166	213	246	261	264	266	273	281	287	291	321	327	353	371	385	388	418
420	9	24	26	44	52	62	88	123	186	204	220	224	234	247	275	276	286	319	347	351	403	410
421	52	57	61	70	71	78	80	82	104	130	151	158	162	166	198	279	313	332	335	336	381	393
422	1	21	43	83	101	116	124	131	157	175	204	211	232	248	249	260	269	300	306	346	361	399
423	1	3	18	26	83	96	100	124	133	135	157	176	230	231	239	272	286	289	317	331	366	416
424	58	78	87	112	121	122	141	168	191	206	240	243	247	267	273	283	285	286	316	354	373	423
425	5	8	19	33	45	80	100	104	143	150	156	190	240	305	324	344	347	358	366	390	403	415
426	25	66	89	92	106	112	195	220	235	239	243	252	254	283	289	299	309	375	385	386	399	411
427	58	80	81	117	121	123	134	142	158	173	183	194	198	219	234	238	254	261	270	289	312	363
428	32	47	98	99	161	170	178	186	202	265	277	296	310	321	335	344	350	369	399	403	413	418
429	33	67	75	83	84	120	137	143	145	232	273	316	321	322	335	338	345	352	357	380	390	422
430	15	84	88	108	109	130	132	133	150	165	184	207	222	231	233	279	329	347	376	381	396	416
431	10	13	40	65	69	78	99	123	133	148	160	208	226	263	269	315	337	367	368	392	393	422
432	36	57	104	115	120	133	164	167	177	180	190	224	227	239	272	279	297	369	376	387	404	419
433	6	13	26	40	50	59	60	65	79	165	179	190	222	235	248	276	286	301	327	329	356	391
434	5	7	17	24	32	34	38	49	77	140	141	150	194	216	234	290	294	296	319	353	354	418
435	31	41	84	99	100	111	119	146	168	174	197	223	236	286	291	296	307	314	319	334	342	423
436	57	58	90	135	158	159	175	220	249	254	271	274	297	306	317	334	379	380	392	408	410	421
437	34	37	43	86	90	97	128	164	190	227	237	258	264	280	287	323	329	353	367	375	390	421

N	s1	s2	s3	s4	s5	s6	s7	s8	s9	s10	s11	s12	s13	s14	s15	s16	s17	s18	s19	s20	s21	s22
438	3	20	36	44	109	124	138	140	177	189	195	209	224	231	261	282	287	302	339	341	359	421
439	12	24	69	88	91	122	131	151	172	183	202	214	219	236	240	255	341	367	368	375	391	403
440	8	19	35	37	69	72	103	110	124	192	211	268	270	328	347	356	371	375	393	416	431	437
441	31	42	58	79	148	162	166	168	181	208	216	225	236	248	254	303	331	345	347	377	393	406
442	54	64	90	110	111	130	133	135	163	204	216	257	258	312	322	326	329	338	339	383	423	435
443	9	42	54	66	82	92	112	126	134	135	152	198	261	288	292	348	358	372	376	393	421	422
444	31	33	43	46	48	67	73	80	107	135	180	202	215	222	233	257	274	336	362	368	395	409
445	9	10	27	36	118	119	121	130	148	149	159	161	162	181	228	260	263	296	315	319	343	369
446	4	5	23	45	49	51	77	89	128	225	246	248	257	266	275	280	291	300	317	327	405	428
447	23	61	70	77	80	83	89	165	177	186	194	201	232	265	278	281	296	298	381	404	424	426
448	27	30	48	101	116	150	171	172	229	244	245	261	266	278	341	355	361	394	427	431	438	442
449	12	44	50	54	101	114	126	137	138	192	267	272	293	312	322	354	358	412	421	423	429	447
450	6	7	44	45	47	56	86	94	119	191	192	209	212	243	282	286	309	343	357	437	444	445
451	9	35	66	115	127	137	144	157	199	231	233	248	271	312	318	333	345	346	371	374	381	436
452	15	22	24	30	69	72	96	98	122	147	184	195	220	238	258	273	301	358	367	375	380	440
453	3	10	17	40	92	95	142	166	185	192	217	228	237	296	311	331	358	359	360	374	392	430
454	12	37	40	84	117	135	141	152	163	172	184	255	256	271	282	322	337	345	353	357	367	379
455	12	13	46	95	102	105	110	140	176	189	252	278	284	344	356	360	363	406	420	421	433	436
456	6	14	16	114	121	129	130	164	184	190	204	226	243	273	276	282	332	336	354	391	397	408
457	29	56	65	74	76	103	108	131	152	171	178	179	197	269	272	276	307	344	358	377	434	436
458	10	36	75	87	104	123	133	140	144	163	187	227	278	285	302	352	358	363	396	402	439	458
459	6	8	25	28	40	56	88	89	90	116	123	157	166	199	233	252	293	296	307	335	347	392
460	4	26	80	84	88	105	130	136	148	193	207	214	242	253	295	360	364	380	388	414	445	456
461	33	42	53	54	60	67	100	131	172	180	181	182	246	254	260	343	345	351	355	377	388	454
462	10	11	70	94	100	101	157	191	198	205	239	248	255	317	334	341	361	370	433	436	454	459
463	18	38	95	128	152	161	189	202	205	220	266	275	294	306	318	363	384	391	396	402	448	455
464	34	39	53	88	130	150	182	184	201	205	218	255	267	271	379	380	386	406	426	431	432	447
465	40	61	75	78	97	121	145	152	163	166	171	186	197	280	297	316	320	361	365	376	416	432
466	3	24	45	50	88	96	99	109	142	152	163	166	199	201	237	272	335	369	420	454	457	463
467	69	76	92	97	103	138	152	179	186	227	232	250	255	327	339	356	373	379	403	408	438	457
468	5	13	18	22	26	69	75	128	181	199	203	209	219	259	305	343	349	355	370	387	393	408
469	1	9	15	83	114	129	159	180	191	209	232	248	332	346	354	360	366	369	393	429	439	440
470	3	42	74	92	95	117	137	208	216	219	238	260	279	297	311	327	328	373	389	393	407	450
471	18	52	97	106	122	123	198	217	264	272	274	275	277	297	320	321	326	377	391	431	437	438
472	27	31	72	82	94	107	143	145	147	180	184	219	229	234	238	243	262	293	333	401	415	422
473	1	10	22	24	37	82	86	137	185	207	224	232	286	287	294	316	317	342	350	370	394	444
474	15	23	27	119	192	218	238	250	255	258	269	270	274	277	313	333	359	367	368	375	377	414
475	16	27	41	79	93	95	148	171	172	244	246	256	274	279	355	382	386	394	418	425	438	450
476	23	53	65	69	82	87	88	122	152	164	181	195	211	282	308	329	330	362	408	412	429	452
477	20	57	86	101	136	175	180	182	189	221	239	241	281	314	379	397	422	432	434	437	445	453
478	7	17	29	34	55	87	96	176	185	187	193	229	246	286	287	351	375	413	422	428	437	442
479	58	68	72	158	163	169	176	190	201	222	228	233	259	301	340	378	391	400	412	423	466	477
480	1	9	53	55	97	118	136	148	175	188	207	219	230	253	303	312	320	389	417	426	431	445

<b>N</b>	<b>s1</b>	<b>s2</b>	<b>s3</b>	<b>s4</b>	<b>s5</b>	<b>s6</b>	<b>s7</b>	<b>s8</b>	<b>s9</b>	<b>s10</b>	<b>s11</b>	<b>s12</b>	<b>s13</b>	<b>s14</b>	<b>s15</b>	<b>s16</b>	<b>s17</b>	<b>s18</b>	<b>s19</b>	<b>s20</b>	<b>s21</b>	<b>s22</b>
481	9	17	49	54	75	114	118	135	198	204	222	269	271	306	386	403	405	407	410	467	469	470
482	13	64	72	92	118	133	146	154	164	168	196	198	211	222	264	277	290	314	339	344	369	418
483	75	83	100	106	120	166	190	204	218	219	253	286	289	292	296	297	327	351	433	437	441	475
484	25	47	64	73	80	122	131	145	164	166	196	231	233	249	256	267	350	352	364	408	459	462
485	4	7	54	71	80	108	113	156	164	165	235	243	267	286	300	320	328	346	364	399	457	474
486	23	33	72	79	91	114	117	183	215	216	219	238	286	338	356	398	405	433	450	454	476	480
487	5	33	69	145	151	166	171	192	199	245	261	265	290	311	337	348	376	420	424	432	472	480
488	12	96	123	124	131	151	182	192	193	218	237	240	243	245	257	262	282	380	394	440	475	478
489	2	9	32	41	53	112	125	142	178	259	325	328	331	347	396	399	406	422	426	440	469	470
490	5	16	80	130	178	181	183	223	257	267	282	297	350	403	429	435	439	458	459	463	467	473
491	30	41	63	70	107	164	211	248	254	340	341	347	348	385	395	402	412	432	440	461	480	483
492	39	41	55	61	64	98	114	123	143	228	259	269	276	302	327	347	367	390	408	415	426	486
493	25	40	128	132	145	159	170	248	251	266	285	300	337	362	364	386	393	419	422	458	470	488
494	13	32	54	79	84	88	89	96	141	146	164	165	180	266	267	273	297	404	421	442	449	491
495	9	53	84	97	98	138	140	174	191	221	241	242	248	269	278	285	344	356	363	413	420	445
496	11	37	57	81	99	138	158	179	183	201	217	251	264	282	288	295	347	380	387	400	431	461
497	26	70	95	110	118	125	136	177	191	214	220	237	255	289	347	356	366	381	398	428	468	483
498	7	27	56	70	104	118	122	126	140	201	232	235	241	244	280	316	340	374	389	426	474	482
499	60	105	107	110	119	123	142	182	195	205	223	233	248	258	261	335	341	389	412	439	441	457
500	34	47	79	96	101	121	134	155	157	174	190	193	235	296	302	313	328	404	416	421	437	474

## **Annex H. School and Pupil Sample Sizes**

*Reference Module 1: Session 2, page 28 and page 35*

This annex is intended as a printed handout that pilot trainees can use as a reference sheet. It explains school and pupil sample sizes associated with the Local Education Monitoring Approach.

## **Local Education Monitoring Approach**

- The Local Education Monitoring Approach (LEMA) uses a specific sample method and evaluation instruments which allow districts and regions to ensure quality control of teaching and learning.
- LEMA is a classification tool.
- School Supervisors/Inspectors can classify schools as “meeting” or “not meeting” minimum performance standards.
- Similarly, district officials can classify districts as “meeting” or “not meeting” minimum performance standards.

### **School Sample**

Statisticians have determined that to classify a district as meeting or not meeting the minimum performance standards, data must be collected from

**19**

**schools per district**

With 19 randomly selected schools, we can be very confident that we are correctly classifying districts.

### **Pupil Sample**

Similarly, statisticians have determined that to classify a school in a district as meeting or not meeting the minimum performance standard, we must test

**19**

**pupils per school**

With 19 randomly selected pupils, we can be very confident that we are correctly classifying schools.



# **Annex I. School Instrument Administration Guidelines**

*Reference Module 2: Session 1, page 36*

This annex is intended to be a printed handout that pilot trainees can use as a reference sheet. The handout provides guidelines for administering the School Instrument.

## **School Instrument Administration Guidelines**

- The School Instrument is set up as a manual as well as a questionnaire.
- You will need to follow the order in which the questionnaire is written, as this provides step-by-step instructions.
- Don't leave any question blank unless a skip instruction tells you to do so.
- You will also need to explain your observation visit to the teacher and head teacher, as you will need their assistance for the duration of your visit.
- Read each question and consent language exactly as it is written in the questionnaire. Do not improvise or change the wording in any way.

### **How to Navigate the School Instrument**

1. Instructions to the assessors are always *written in italics*.
2. 👁 This symbol indicates you should read the text to the person you are observing or assessing.
3. ✂ This symbol indicates an instruction about marking or scoring the assessment.
4. ➔ This symbol indicates a skip instruction.

Skip patterns are used to ensure the respondent is only asked relevant questions. For example, if the questionnaire contains a series of questions about the use of the teacher's guide but the teacher doesn't have a teacher's guide, the skip pattern will have you skip past the irrelevant questions.

### **During a Lesson Observation**

- Sit quietly at the back of the room.
- Do not ask questions.
- Do not speak with the pupils or the teacher during the lesson.
- Do not suggest activities for the teacher to carry out during his or her lesson.
- The goal of the observation is to observe the teacher's normal reading lesson in its entirety.

## **Annex J. What Happens When I Arrive at a School?**

*Reference Module 2: Session 2, page 39; and Module 3: Session 3, page 61*

This annex is intended as a printed handout that pilot trainees can use as a reference sheet. It explains the steps and procedures the trainees (as assessors) will follow once they arrive at a sampled school to collect data.

# What Happens When I Arrive at a School?

1. First, meet the head teacher to obtain permission to conduct the assessment.
2. Obtain the number of teachers employed at the school, including the absent teachers.
3. Randomly select a teacher to observe following the instructions in the School Instrument.
4. Conduct the classroom observation and complete the **School Instrument**.
5. Following the classroom observation, randomly select students to participate in the **Group Administered Literacy Assessment (GALA)**.
6. Conduct the GALA with the randomly sampled students.
7. Conduct the **Pupil Exercise Book Inventory**.

## Selecting a Teacher and Classroom to Observe

- Identify the total number of teachers (for the targeted grade) who are listed in attendance book.
- If there is more than one teacher (for the targeted grade), you must randomly select a teacher to interview.
- Select the random number box that corresponds to the number of teachers on the duty roster or staff list.
- Without looking, hold your pencil over the appropriate random number box and pick the teacher whose number your pencil lands on.
- If your pencil lands on a 2, pick the second teacher on the duty roster or staff list.

## Teacher Selection Protocols

- Ask the head teacher to confirm that the selected teacher is in attendance, and record the teacher's name at the top of the sampling worksheet.
- If the selected teacher is not in attendance on the day of the school visit, repeat the process.
- If you are visiting a school that only has two teachers in the registry and one of the teachers is absent, then observe the only teacher who is in attendance.

## **Annex K. GALA Checklist**

*Reference Module 2: Session 3, page 46*

This annex is intended as a printed handout that pilot trainees can use as a reference sheet. The checklist is a list of instructions and tips for assessors to follow before and during the administration of a Group Administered Literacy Assessment.

## **GALA Checklist**

- ✓ **DESKS/CHAIRS:** Ensure that there are at least 19 desks and chairs in the classroom.
- ✓ **SEATING:** Have the students sit as spread out across the classroom as possible, ensuring (at a minimum) that each student is sitting at his/her own desk. Ensure that all students can hear assessor instructions from the front of the room.
- ✓ **PUPILS ONLY:** Only the 19 selected students should be in the classroom for the assessment. The teacher and all other students should be asked to leave prior to the assessment.
- ✓ **PENCILS/ERASERS:** Hand out a sharpened pencil and an eraser to each student.
- ✓ **CLEAN DESKS:** Students should have nothing on their desks aside from the pencil and eraser.
- ✓ **ASSESSOR NEEDS:** Ensure that you have clean marker board/chalkboard space, as well as working markers/chalk for writing examples.
- ✓ **EXAMPLES:** Write examples on the board prior to beginning the assessment.
- ✓ **STUDENT SHEETS:** When passing out the pupil sheets, be sure to alternate Form A and Form B so that pupils sitting next to each other have different forms.
- ✓ **QUIET CLASSROOM:** Make sure that the room is quiet (to the greatest extent possible). This means ensuring that other pupils aren't hanging around the doorway and windows.
- ✓ **COMFORT/LOW-STRESS:** Make the pupils feel comfortable and relaxed. This is not meant to be a high-stress exam; it should be introduced as a reading game.

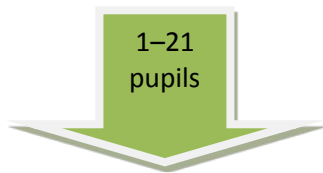
# Annex L. Pupil Sampling Instructions

*Reference Module 3: Session 2, page 55*

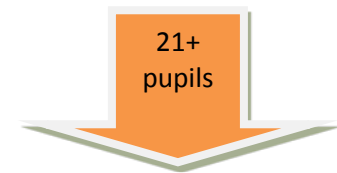
This annex provides step-by-step instructions for randomly sampling 21 pupils, 19 of whom will be assessed using the GALA during a LEMA pilot. Annex L should be printed and supplied to participant trainees as they are trained on the procedures for randomly sampling pupils.

## PUPIL SAMPLING INSTRUCTIONS

*This document explains how to randomly sample 21 pupils from randomly sampled teacher’s class. You will assess 19 of these pupils and the remaining 2 will be replacement pupils should any of the first 19 not wish to participate. Note: You must complete the Pupil Sampling Worksheet document at every school visited.*



Step	Instruction
1.	Make an announcement to the pupils: 🗣️: <b>“I will randomly pick 21 of you to play a literacy game with us today.”</b>
2.	🗣️: <b>“Please form a line so I count how many pupils there are.”</b>
3.	Go down the line counting all of the pupils.
4.	On the <i>Pupil Sampling Worksheet</i> , write down the total number of pupils lined up.



**If there are 21 or fewer pupils in the line:**  
You will automatically select all pupils. Even if there are fewer than 21 pupils, still continue with the assessment.

Step	Instruction
Note	If there are 20 or 21 pupils: Use the 20th and 21st pupils as replacement pupils if one or two of the previous pupils are not willing or able to be assessed. Be sure to write down only their FIRST names on the <i>Pupil Sampling Worksheet</i> . You will destroy the worksheet at the end of the assessment.
5.	Have all the pupils sit back in their regular seats. Remind the selected pupils to please bring their language exercise books when they come to read with you. Call the first pupil on your sampling worksheet.

**If there are 21 or more pupils:** You will need to randomly sample 21 pupils.

Step	Instruction	Example
5.	Using the <i>Pupil Random Number Table</i> , find the row where the first column is equal to the total number of pupils in the class, or the <b>N-value</b> .	In the first column under “N,” search for the number <b>35</b> .
6.	Using the specific row with the N-value, copy the numbers found in the columns labeled p1–p21 into the “Sampling Reference Number” column in the <i>Pupil Sampling Worksheet</i> .	According to the table, write out 3, 4, 5, 6, 7, 9, 10, 11, 14, 16, 17, 19, 21, 23, 25, 26, 27, 28, 29, 31, 33 into the <i>Pupil Sampling Worksheet</i> .
7.	Go down the row of pupils counting again and pointing out the children whose number is indicated by the sampling sheet. As you come to one of the sampled pupils, ask them to take two steps forward. Write down only the FIRST names of the 20 <sup>th</sup> and 21 <sup>st</sup> selected pupils.	Ask the 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 14 <sup>th</sup> , 16 <sup>th</sup> , 17 <sup>th</sup> , 19 <sup>th</sup> , 21 <sup>st</sup> , 23 <sup>rd</sup> , 25 <sup>th</sup> , 26 <sup>th</sup> , 27 <sup>th</sup> , 28 <sup>th</sup> , 29 <sup>th</sup> , 31 <sup>st</sup> , 33 <sup>rd</sup> child to take two steps forward. Then you are finished with this phase!
8.	Have the first 19 selected pupils sit back in their regular seats. Remind the selected pupils to put their language exercise books on their desks/tables in front of them. Destroy the marked <i>Pupil Sampling Worksheet</i> .	



## Annex M. Pupil Sampling Worksheet

*Reference Module 3: Session 2, page 55*

The Pupil Sampling Worksheet is a tool that can be used during the process of randomly selecting pupils to participate in the GALA. The user records the “sampling reference numbers” from a random number table (see Annex N) onto the worksheet. Next, after arranging a classroom of pupils to stand in a line, the assessor counts each pupil aloud and selects the ones who correspond to those numbers.

## PUPIL SAMPLING WORKSHEET

*NOTE: Use this worksheet to select a random sample of pupils. Select two alternates; record only the FIRST name of the alternate pupils and be sure to tear up the paper at the end of the assessment.*

**Region:** \_\_\_\_\_ **District:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**Teacher's Name:** \_\_\_\_\_

**Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_  
dd / mm / yyyy

<b>Total number of pupils</b>

	Sampling Reference Number	Sampled Pupil's First Name
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
Alt. 1 20		
Alt. 2 21		

## Annex N. Pupil Random Number Table

*Reference Module 3: Session 2, page 55*

This random number table includes “sample reference numbers” for pupils 1 through 21 (P1–P21). It is designed for randomly sampling 21 pupils, 19 of whom will participate in the group test. “Sample reference numbers” are documented on the Pupil Sampling Worksheet (Annex M) and help the user to identify which of the pupils who are standing in line should be selected for the group test. “N” in the far left column corresponds to the number of pupils in the line.

<b>N</b>	<b>p1</b>	<b>p2</b>	<b>p3</b>	<b>p4</b>	<b>p5</b>	<b>p6</b>	<b>p7</b>	<b>p8</b>	<b>p9</b>	<b>p10</b>	<b>p11</b>	<b>p12</b>	<b>p13</b>	<b>p14</b>	<b>p15</b>	<b>p16</b>	<b>p17</b>	<b>p18</b>	<b>p19</b>	<b>p20</b>	<b>p21</b>
21	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
22	1	2	3	4	5	6	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
23	1	2	3	4	5	6	7	8	9	10	12	13	14	15	16	17	18	19	20	21	23
24	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	18	19	20	21	23	24
25	1	2	3	4	5	6	7	8	9	10	11	13	15	16	17	19	21	22	23	24	25
26	2	3	4	5	6	7	9	10	12	13	14	15	16	17	18	20	21	22	24	25	26
27	1	2	3	4	5	6	10	12	14	15	16	17	18	19	20	21	22	23	25	26	27
28	1	2	3	4	7	8	9	12	13	15	16	17	18	19	20	22	23	24	25	27	28
29	1	3	4	5	6	7	8	9	10	11	12	13	14	15	18	19	20	23	24	26	28
30	5	7	10	11	12	13	14	15	16	17	19	21	22	23	24	25	26	27	28	29	30
31	1	2	3	6	7	8	9	11	12	14	15	17	18	19	20	22	23	24	27	28	29
32	1	2	5	8	10	12	13	14	15	16	18	19	20	21	22	23	24	25	26	27	31
33	1	2	4	5	6	8	10	11	13	16	17	18	20	23	24	25	26	27	29	31	33
34	5	6	7	8	10	12	13	14	18	21	22	23	24	25	26	27	28	30	31	32	34
35	3	4	5	6	7	9	10	11	14	16	17	19	21	23	25	26	27	28	29	31	33
36	3	4	5	7	8	11	12	13	14	16	18	19	20	21	22	23	27	28	30	34	35
37	1	2	4	5	6	8	11	13	15	19	21	22	23	24	25	30	32	33	34	35	37
38	1	3	6	7	12	13	14	16	17	20	21	22	25	27	28	30	31	33	35	36	37
39	1	2	4	5	6	7	8	13	17	20	23	24	25	29	30	31	33	34	35	37	38
40	1	3	6	8	11	14	15	16	19	20	21	23	26	27	28	30	31	35	38	39	40
41	2	3	4	6	7	8	10	12	13	14	16	17	19	20	21	25	32	33	34	38	41
42	1	7	9	10	11	15	18	20	21	25	26	27	30	31	32	33	34	36	38	41	42
43	2	4	5	11	12	13	14	16	20	22	23	27	30	34	36	38	39	40	41	42	43
44	1	2	3	9	10	12	13	14	17	18	21	24	26	30	31	32	36	39	42	43	44
45	2	3	5	14	15	17	19	23	24	25	26	29	32	33	35	36	37	39	41	43	44
46	1	2	3	11	12	13	14	16	17	19	20	21	22	25	26	27	30	32	37	38	40
47	1	2	3	5	6	8	11	12	14	15	18	22	24	25	34	35	36	39	40	41	46
48	1	2	5	6	7	12	14	17	18	21	27	29	30	31	34	37	40	41	42	44	45
49	1	2	3	5	7	8	11	12	15	17	18	19	24	29	37	41	43	45	46	48	49

<b>N</b>	<b>p1</b>	<b>p2</b>	<b>p3</b>	<b>p4</b>	<b>p5</b>	<b>p6</b>	<b>p7</b>	<b>p8</b>	<b>p9</b>	<b>p10</b>	<b>p11</b>	<b>p12</b>	<b>p13</b>	<b>p14</b>	<b>p15</b>	<b>p16</b>	<b>p17</b>	<b>p18</b>	<b>p19</b>	<b>p20</b>	<b>p21</b>
50	2	3	7	8	9	10	11	12	13	19	20	25	26	30	31	34	35	37	42	47	49
51	2	4	5	6	7	11	12	14	21	22	24	27	29	31	34	39	40	41	42	44	49
52	2	3	8	13	16	20	22	23	26	27	28	30	31	35	36	37	41	44	45	46	48
53	1	2	4	10	11	13	14	18	22	26	27	28	30	34	40	45	46	48	49	52	53
54	1	2	3	6	7	9	12	15	18	22	24	26	27	34	37	41	43	49	50	51	52
55	2	7	10	16	17	18	19	21	23	24	26	27	29	31	32	36	38	40	45	49	54
56	3	5	16	17	18	19	22	24	25	28	29	30	34	40	42	46	47	49	52	53	54
57	2	3	4	9	10	14	15	16	19	21	23	25	30	36	39	40	42	45	52	53	55
58	1	2	3	6	12	15	17	21	22	26	29	30	31	36	42	45	50	51	54	56	57
59	5	8	9	10	11	16	20	23	28	29	30	33	34	35	37	39	45	49	51	56	58
60	1	4	6	7	8	9	11	14	15	29	31	32	36	40	44	45	46	47	50	52	57
61	1	4	5	6	11	14	15	16	20	27	28	31	32	36	38	43	47	55	56	57	61
62	8	13	16	18	21	22	25	26	28	29	31	36	40	43	50	52	55	56	58	61	62
63	8	9	13	16	19	22	23	27	30	34	38	42	43	45	47	48	49	50	52	59	61
64	1	2	3	5	11	12	14	18	20	29	32	43	44	51	54	56	58	59	60	61	63
65	6	8	10	11	13	14	17	22	23	24	29	35	36	37	40	42	47	55	56	61	62
66	2	6	8	11	13	15	17	25	28	35	36	37	47	49	51	52	55	58	60	62	64
67	8	10	11	13	18	19	21	22	28	31	32	35	37	43	49	50	57	58	59	61	66
68	2	3	14	15	16	22	28	29	40	42	46	48	52	53	55	56	57	58	62	63	67
69	4	8	9	11	15	21	24	25	26	27	36	40	43	46	49	50	52	57	61	66	68
70	3	6	9	10	13	15	24	26	27	32	40	41	46	47	48	53	54	60	61	65	70
71	4	10	11	13	14	15	28	30	31	35	38	43	45	46	51	53	58	60	62	66	71
72	2	3	6	15	17	24	27	28	30	31	36	39	41	43	44	49	54	55	56	68	70
73	2	11	12	15	17	22	24	27	28	32	33	34	35	36	49	58	59	62	64	66	68
74	1	5	7	9	13	16	19	21	22	23	27	29	37	41	45	46	55	57	68	69	72
75	5	10	21	22	25	27	28	31	43	44	46	49	55	56	57	61	63	67	68	71	73
76	1	5	8	10	16	19	20	26	28	34	35	38	40	41	43	57	59	61	65	66	72
77	9	10	11	14	21	25	27	28	29	31	34	41	42	51	54	61	62	72	74	75	77
78	5	7	8	9	11	16	20	22	28	32	45	46	47	54	56	57	61	64	71	73	76

<b>N</b>	<b>p1</b>	<b>p2</b>	<b>p3</b>	<b>p4</b>	<b>p5</b>	<b>p6</b>	<b>p7</b>	<b>p8</b>	<b>p9</b>	<b>p10</b>	<b>p11</b>	<b>p12</b>	<b>p13</b>	<b>p14</b>	<b>p15</b>	<b>p16</b>	<b>p17</b>	<b>p18</b>	<b>p19</b>	<b>p20</b>	<b>p21</b>
79	7	12	16	21	32	34	37	41	42	48	52	53	56	57	58	62	63	68	69	74	77
80	2	5	9	11	18	25	26	28	36	37	38	41	46	53	54	57	58	64	66	69	74
81	8	10	11	12	20	31	33	36	46	51	53	58	61	63	66	68	70	71	72	74	75
82	4	7	16	18	19	32	33	34	38	42	44	46	48	49	57	68	73	74	77	78	81
83	5	9	21	26	28	29	30	31	32	38	39	45	48	54	57	59	62	63	71	80	81
84	7	10	14	15	32	34	39	40	42	44	47	53	56	58	59	67	71	72	73	76	78
85	4	10	17	22	28	34	38	48	50	51	52	54	55	57	58	59	60	74	76	82	84
86	4	10	23	26	31	33	35	42	46	51	54	56	59	60	63	66	74	78	79	82	83
87	3	4	15	18	20	22	24	37	39	47	55	58	65	70	71	74	79	80	83	85	87
88	7	8	10	11	14	15	24	32	35	39	42	50	52	53	60	61	64	75	84	85	86
89	7	8	9	12	18	21	26	31	33	39	48	53	55	57	60	62	68	78	85	88	89
90	5	12	14	17	21	22	26	27	34	44	48	52	55	57	60	69	70	72	83	88	90
91	26	28	32	36	37	38	39	40	42	43	51	61	66	67	68	70	71	79	81	84	85
92	3	7	12	15	19	22	25	31	32	40	45	46	47	60	64	72	77	79	86	89	91
93	2	6	14	16	18	23	25	31	33	35	39	57	58	64	67	68	72	74	84	88	91
94	10	16	18	23	41	46	48	50	51	55	58	59	62	63	70	75	79	81	84	85	87
95	3	6	11	14	16	24	33	40	46	47	52	54	58	65	68	76	77	79	80	89	95
96	4	5	10	13	15	23	27	29	33	38	41	47	50	55	60	67	73	77	82	87	95
97	3	6	7	13	19	21	29	34	50	66	73	80	81	83	84	85	86	87	91	92	97
98	5	6	8	10	11	12	14	18	21	22	26	28	36	39	50	52	68	71	78	93	97
99	5	6	15	17	19	20	23	24	44	45	50	62	66	71	74	81	83	84	92	94	98
100	14	24	29	34	38	39	43	46	48	51	52	53	54	56	63	65	72	90	92	96	99
101	4	6	7	9	17	22	33	34	38	47	53	56	57	59	60	61	63	71	90	95	101
102	2	17	19	21	25	27	33	39	44	50	58	60	63	73	79	82	84	85	87	97	100
103	5	12	13	22	23	27	31	33	36	38	42	44	45	49	57	58	60	71	77	79	90
104	11	12	15	16	20	38	41	42	48	56	57	67	70	71	77	78	81	84	85	93	101
105	1	8	15	20	22	23	24	25	34	39	43	52	56	60	64	77	78	86	94	96	105
106	4	13	18	27	29	31	32	45	48	58	67	76	79	81	85	89	90	91	92	99	102
107	10	15	20	22	28	38	48	50	55	56	59	61	62	66	70	80	84	91	96	103	107

<b>N</b>	<b>p1</b>	<b>p2</b>	<b>p3</b>	<b>p4</b>	<b>p5</b>	<b>p6</b>	<b>p7</b>	<b>p8</b>	<b>p9</b>	<b>p10</b>	<b>p11</b>	<b>p12</b>	<b>p13</b>	<b>p14</b>	<b>p15</b>	<b>p16</b>	<b>p17</b>	<b>p18</b>	<b>p19</b>	<b>p20</b>	<b>p21</b>
108	3	4	29	31	32	45	47	52	53	56	69	73	76	79	93	99	100	103	104	106	107
109	1	5	10	20	26	32	35	45	58	67	72	75	84	91	93	96	102	103	107	108	109
110	4	13	18	22	27	29	41	43	48	50	55	60	62	70	76	96	98	99	102	104	105
111	7	23	31	33	42	47	49	50	51	58	64	65	66	70	71	72	74	85	87	96	109
112	4	5	9	11	14	16	19	29	42	46	50	63	64	66	72	80	82	83	89	93	104
113	2	3	9	10	11	15	16	21	37	41	42	46	47	55	57	60	62	64	72	90	112
114	3	6	20	22	26	29	43	44	50	53	54	55	56	57	58	70	74	75	86	94	97
115	1	10	12	39	42	46	48	55	61	73	82	85	89	92	95	97	101	103	104	105	111
116	7	8	9	10	11	15	18	24	29	30	43	49	54	73	76	77	81	85	88	99	103
117	4	5	9	16	36	41	44	56	60	62	63	66	81	86	92	94	96	97	111	113	117
118	3	6	14	26	36	48	49	51	52	54	61	63	71	74	77	79	89	91	107	114	117
119	7	8	13	16	18	21	25	26	35	39	40	48	49	74	84	95	99	100	103	105	114
120	2	4	6	14	18	28	54	58	64	65	66	67	72	82	88	89	94	104	105	106	110
121	1	6	23	34	38	45	46	47	53	63	65	72	77	84	86	87	90	91	97	112	117
122	7	17	20	26	27	29	30	36	48	67	69	72	75	90	91	92	93	101	107	110	121
123	5	7	8	18	27	39	42	48	53	57	63	70	79	83	86	88	91	101	108	118	123
124	7	12	20	28	32	53	54	65	72	87	94	96	98	99	105	107	108	109	112	116	120
125	1	11	13	19	35	36	46	58	60	63	74	84	97	102	103	108	110	113	114	116	125
126	2	3	6	7	10	19	22	25	36	46	49	68	70	71	80	88	90	91	110	111	117
127	5	7	9	11	13	41	44	52	56	57	64	66	78	79	83	88	96	101	115	121	123
128	4	13	15	18	20	21	30	37	38	45	77	82	84	99	100	104	106	110	119	120	121
129	3	9	10	12	18	39	43	45	46	49	61	68	72	84	89	102	104	116	122	124	128
130	6	10	15	27	44	54	58	72	77	78	79	88	97	100	102	107	108	113	114	123	124
131	6	14	15	18	19	27	28	48	55	65	75	77	78	90	102	106	111	112	117	124	126
132	4	8	10	15	18	28	30	32	37	55	58	63	64	67	68	73	79	106	118	122	131
133	8	10	28	32	33	34	41	42	56	72	73	76	79	92	96	97	98	119	121	130	131
134	6	10	24	28	40	43	47	54	59	61	64	73	81	86	88	100	114	127	132	133	134
135	7	10	12	21	23	32	35	39	50	54	63	64	71	93	94	99	101	113	116	119	134
136	8	14	16	25	26	29	32	41	44	51	54	63	79	82	88	89	94	100	121	131	132

<b>N</b>	<b>p1</b>	<b>p2</b>	<b>p3</b>	<b>p4</b>	<b>p5</b>	<b>p6</b>	<b>p7</b>	<b>p8</b>	<b>p9</b>	<b>p10</b>	<b>p11</b>	<b>p12</b>	<b>p13</b>	<b>p14</b>	<b>p15</b>	<b>p16</b>	<b>p17</b>	<b>p18</b>	<b>p19</b>	<b>p20</b>	<b>p21</b>
<b>137</b>	1	2	5	7	17	30	38	40	41	43	49	60	67	77	78	88	96	97	98	101	103
<b>138</b>	1	10	20	29	31	33	34	40	51	54	59	60	79	86	93	106	123	124	125	130	133
<b>139</b>	1	6	19	22	28	31	33	35	37	38	39	52	64	76	83	86	96	99	114	128	138
<b>140</b>	10	13	14	18	21	35	38	52	69	78	80	87	89	91	94	104	124	126	131	132	133
<b>141</b>	7	16	21	22	29	35	44	47	73	78	87	89	92	94	104	111	120	124	130	138	139
<b>142</b>	16	18	28	29	39	43	44	51	73	74	84	90	91	107	108	113	124	129	133	135	142
<b>143</b>	5	13	14	19	31	36	40	41	54	58	59	60	61	78	87	108	114	115	120	136	138
<b>144</b>	4	20	26	29	33	35	47	50	66	74	76	93	95	104	111	123	127	128	132	139	144
<b>145</b>	11	12	13	23	25	29	35	37	38	42	45	48	53	56	83	84	96	99	101	104	131
<b>146</b>	1	11	20	35	40	60	63	64	74	75	81	82	84	109	113	114	119	123	138	141	144
<b>147</b>	7	10	14	16	29	40	44	47	48	52	54	57	71	84	106	120	125	126	133	140	146
<b>148</b>	9	21	22	24	28	31	39	44	45	56	57	65	81	83	102	120	121	131	142	144	148
<b>149</b>	5	6	21	22	29	43	57	65	69	70	73	91	94	109	111	120	129	134	140	144	149
<b>150</b>	9	10	16	20	21	24	37	49	53	56	58	75	76	93	101	111	117	128	131	140	147



## **Annex O. School Visit Materials and Packing Checklist**

*Reference Module 3: Session 3, page 60; and Module 5: Session 1, page 81*

This checklist specifies the materials that assessors will need when they visit schools to collect data. Assessors will first calculate and record the number of items needed (for each item in the list) according to the number of schools being visited. Then, they will organize and pack the items before conducting the fieldwork.

## School Visit Materials and Packing Checklist

<b>Materials Specific to Each School:</b>	
1 School Instrument	
21 GALA Pupil Response Sheets (11 Form A; 10 Form B)	
Envelope for incomplete materials	
Envelope for completed materials	
21 pencils and erasers for pupils	
1 "Daily Tasks Checklist"	
<b>Materials for Assessors to Keep and Reuse at All Schools:</b>	
2 pencils for observations	
1 pencil sharpener	
Chalk and eraser	
Clipboard	
Group Administered Literacy Assessment Assessor Tool	
Watch with second hand or mobile phone with timer	
Laminated random number table	

## **Annex P. Daily Tasks Checklist**

*Reference Module 3: Session 3, page 60; and Module 5: Session 1, page 81*

This checklist contains tasks that assessors are expected to complete before, during, and at the end of each school visit.

# Daily Tasks Checklist

Name of School Visited: _____ Date: _____		
Task	Timeframe	Complete ✓
Plan and organize your school visit	Before	
Pack all materials needed for the school	Before	
Make any transport arrangements needed to ensure arrival at each school before classes begin	Before	
Introduce yourself to the head teacher (HT) and explain the purpose of your visit	Beginning	
Go around the school and count the number of teachers in their classrooms right after you have met with the HT	Beginning	
Ask the head teacher for the teacher roster. Note the total number of teachers that teach at the school	Beginning	
Note the number of teachers in the targeted grade	During	
If there is more than one teacher for this grade, use random number table to select one teacher and class to observe	During	
Ask the HT to help identify a good assessment location	During	
Meet with selected teacher to obtain consent and explain the day's observation visit	During	
Ask to see the teacher's guide and lesson plan	During	
Observe the reading lesson(s)	During	
Select pupils for the group assessment (ensure they have their reading exercise books)	During	
Escort selected pupils to location for group assessment.	During	
Once group assessment is finished, thank the pupils and collect their pupil response sheets. Ensure that you have 19 completed sheets and 2 blank sheets.	During	
After collecting pupil exercise books, send students back to their teacher. Then inspect exercise books	During	
Thank the teacher and HT for their participation	End	
Make sure all your materials are completed and place them in the envelope before leaving the school	End	

## **Annex Q. Example of Assessor Observation Checklist**

*Reference Module 3: Session 3, page 60*

The Assessor Observation Checklist is intended for use by supervisors and trainers during a practice school visit. During practice visits, each trainee is evaluated, using the items on the checklist. Following the practice visit, trainers and supervisors provide feedback to the observed trainees based on their performance and completion of the items included on the checklist.

# Assessor Observation Checklist

Trainer/Observer: \_\_\_\_\_ Assessor: \_\_\_\_\_ Date: \_\_\_\_\_

Checklist Items	Observed?
<b>Introduction, Consent, and Classroom Sampling</b>	Section
1. Assessor uses the instrument script to introduce/explain the activity to the head teacher.	Section 1
2. Assessor works with the head teacher to determine the best time in day to conduct each activity.	Section 1
3. Assessor correctly marks teacher attendance.	Section 2
4. Assessor follows instrument instructions to randomly select a classroom for the targeted grade.	Section 3
5. Assessor uses the instrument script to explain the purpose of the observation activity to the selected teacher and gain consent.	Section 4
<b>Reading Lesson and Teacher Observation</b>	
6. Assessor correctly marks availability of teaching materials.	Section 5
7. Assessor correctly marks availability of pupil materials.	Section 6
8. Assessor takes a seat at the back of the classroom before the lesson begins.	
9. Assessor notes what time the lesson begins.	Section 7
10. Assessor correctly marks time on task.	Section 7
11. Assessor correctly marks reading practices.	Section 8
12. Assessor correctly marks pupil engagement.	Section 9
13. Assessor correctly marks teacher material use and preparedness.	Section 10
14. Assessor observes lesson quietly and does not interrupt or cause a disturbance.	
<b>Group Administered Literacy Assessment (GALA)</b>	
15. Assessor ensures that there are at least 19 desks and chairs in the classroom.	
16. Assessor follows sampling protocol to randomly select 19 pupils to participate in group assessment.	
17. Assessor instructs pupils to sit as spread out across the classroom as possible, ensuring (at a minimum) that each pupil is sitting at his/her own desk.	
18. Assessor distributes pencil and eraser to each of the 19 pupils, ensuring that nothing else is on the desk.	
19. Assessor ensures that chalkboard is clean and chalk is available.	
20. Assessor distributes pupil assessment sheets, alternating Form A and Form B so that pupils sitting next to one another have different forms.	
21. Assessor uses the script to explain the activity and obtain pupil assent.	
22. Assessor puts pupils at ease by explaining the activity as a reading game.	
23. Assessor correctly administers Letter Names task.	
24. Assessor correctly administers Familiar Words task.	
25. Assessor correctly administers Invented Words task.	
26. Assessor correctly administers Reading Comprehension task.	
27. Assessor correctly administers Maze task.	
28. Assessor correctly administers Dictation task.	
29. Assessor gathers completed pupil assessment sheets.	
30. Assessor thanks pupils and distributes pupil gifts.	
31. Assessor counts pupil sheets and places them in correct envelope.	

# Annex R. LEMA Decision-Rule Table

*Reference Module 4: Session 1, page 67*

This table provides the minimum number of schools or students needed to meet minimum performance standards to classify a school or district. The first column (far left) contains sample sizes. Samples 12 to 30 are displayed. The percentages across the top of the page represent the percentage meeting the performance standard. Based on the sample and the minimum performance standard set for an indicator, users can find the decision rule, which is the minimum number of pupils or schools needed to be classified as meeting the performance standard.

Decision Rules for Sample Sizes of 12-30 and Minimum Performance Standards/Average of 10%-95%																		
Sample Size*	Average Performance (Baselines) / Annual Minimum Performance Standard (Monitoring and Evaluation)																	
	10%	15%	20%	25%	30%	35%	40%	45%	50%	55%	60%	65%	70%	75%	80%	85%	90%	95%
12	N/A	N/A	1	1	2	2	3	4	5	5	6	7	7	8	8	9	10	11
13	N/A	N/A	1	1	2	3	3	4	5	6	6	7	8	8	9	10	11	11
14	N/A	N/A	1	1	2	3	4	4	5	6	7	8	8	9	10	11	11	12
15	N/A	N/A	1	2	2	3	4	5	6	6	7	8	9	10	10	11	12	13
16	N/A	N/A	1	2	2	3	4	5	6	7	8	9	9	10	11	12	13	14
17	N/A	N/A	1	2	2	3	4	5	6	7	8	9	10	11	12	13	14	15
18	N/A	N/A	1	2	2	3	5	6	7	8	9	10	11	11	12	13	14	16
19	N/A	N/A	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
20	N/A	N/A	1	2	3	4	5	6	7	8	9	11	12	13	14	15	16	17
21	N/A	N/A	1	2	3	4	5	6	8	9	10	11	12	13	14	16	17	18
22	N/A	N/A	1	2	3	4	5	7	8	9	10	12	13	14	15	16	18	19
23	N/A	N/A	1	2	3	4	6	7	8	10	11	12	13	14	16	17	18	20
24	N/A	N/A	1	2	3	4	6	7	9	10	11	13	14	15	16	18	19	21
25	N/A	1	2	2	4	5	6	8	9	10	12	13	14	16	17	18	20	21
26	N/A	1	2	3	4	5	6	8	9	11	12	14	15	16	18	19	21	22
27	N/A	1	2	3	4	5	7	8	10	11	13	14	15	17	18	20	21	23
28	N/A	1	2	3	4	5	7	8	10	12	13	15	16	18	19	21	22	24
29	N/A	1	2	3	4	5	7	9	10	12	13	15	17	18	20	21	23	25
30	N/A	1	2	3	4	5	7	9	11	12	14	16	17	19	20	22	24	26

N/A: *Not Applicable*, meaning the method cannot be used in this assessment because the minimum performance standard is either too low or too high to assess a district. This table assumes the lower threshold is 30 percentage points below the upper threshold.

	: Clear cells indicate that alpha and beta errors are less than 10%.
	: Light-shaded cells indicate where <i>alpha</i> or <i>beta</i> errors are greater than or equal to 10%.
	: Dark-shaded cells indicate where <i>alpha</i> or <i>beta</i> errors are greater than 15%.



## **Annex S. School and District Decision Rules**

*Reference Module 4: Session 1, page 67*

This annex is intended to be a printed handout for pilot trainees and should be used as a reference sheet.

# **What is a decision rule?**

## **School-Level Decision Rule:**

The decision rule for a school is: the *minimum number of pupils* that must meet the minimum performance standard (%) in order for the whole school to be classified as meeting the minimum performance standard.

## **District-Level Decision Rule:**

The decision rule for a district is: the *minimum number of schools* that must meet the minimum performance standard (%) in order for a whole district to be classified as meeting the minimum performance standard.

## **Annex T. Example of School and Teacher Results Table**

*Reference Module 4: Session 2, page 73; and Module 6: Session 2, page 85*

Annex T is an example of a School and Teacher Results Table that was adapted and used in a pilot application of this approach conducted in Ethiopia. This annex provides sample indicators and corresponding codes for correct/appropriate responses. The format of the table and the indicators it includes can be adapted for use in other contexts.

### ETHIOPIA Local Education Monitoring Approach (LEMA)

<b>ZONE:</b>				<b>WOREDA:</b>				<b>SCHOOL:</b>			
<b>ASSESSOR:</b>				<b>TEACHER CLASSROOM #:</b>				<b>DATE OF ASSESSMENT:</b>			
<b>SCORE KEY: CORRECT=1 NOT CORRECT=0 MISSING=X</b>											
No.	Indicator	Code for a Correct / Appropriate Response or Observation						SCORE			
<b>1. TEACHER ATTENDANCE</b>											
2.4	% of Teachers employed by the school who are present on the day of the survey.  (2.1/2.2)X100 = _____%	90% or more of teachers must be observed present at start of the school day = 1									
<b>2. PUPIL ATTENDANCE</b>											
11.4	% of registered pupils in selected Standard 2 class that are in attendance on the day of the visit.  (11.2/11.1)X100 = _____%	80% or more of pupils must be observed present on the day of the school visit to score 1 for <b>PUPIL ATTENDANCE</b>									
<b>3. PUPIL ENGAGEMENT: TIGRINYA</b>											
9.1	Majority of pupils actively engaged in listed reading activities	Must have score of 1 on 9.1 to score 1 for <b>PUPIL ENGAGEMENT: TIGRINYA</b>									
<b>4. TIME ON TASK: TIGRINYA</b>											
7.5, 5.4	Did the TIGRINYA language lesson last 40 minutes or more AND did the lesson cover appropriate material from the syllabus?	Must have score of 1 on 7.5 <b>and</b> on 5.4 to score 1 overall on <b>TIME ON TASK: TIGRINYA</b>									

<b>ZONE:</b>		<b>WOREDA:</b>	<b>SCHOOL:</b>
<b>ASSESSOR:</b>		<b>TEACHER CLASSROOM #:</b>	<b>DATE OF ASSESSMENT:</b>
<b>SCORE KEY: CORRECT=1 NOT CORRECT=0 MISSING=X</b>			
<b>No.</b>	<b>Indicator</b>	<b>Code for a Correct / Appropriate Response or Observation</b>	<b>SCORE</b>
<b>5. TIGRINYA READING PRACTICE</b>			
8.6	Teacher carries out reading practice appropriately	Must have completed four of the five activities (i.e. scoring a 1 on question 8.6), to score 1 overall for <b>TIGRINYA READING PRACTICE</b>	
<b>6. AVAILABILITY OF TIGRINYA TEACHER MATERIALS</b>			
3.4, 5.1	Teacher has current version of the syllabus and the teacher's guide?	Must have score of 1 for 3.4 and 1 for 5.1 to score 1 for <b>AVAILABILITY OF TIGRINYA TEACHER MATERIALS</b>	
<b>7. AVAILABILITY OF TIGRINYA PUPIL MATERIALS</b>			
6.1, 11.1	School met decision rule for availability of Tigrinya pupil readers. $(6.1/11.1) \times 100 = \underline{\quad\quad} \%$	Must be sufficient Tigrinya readers for <u>50% or more of registered pupils</u> to score 1 for <b>AVAILABILITY OF TIGRINYA PUPIL MATERIALS</b>	
<b>8. TEACHER PREPAREDNESS: TIGRINYA</b>			
5.4, 10.1	Teacher has a prepared lesson plan that refers to the teacher's guide, syllabus or annual plan and the teacher's lesson follows the prepared lesson plan.	Must have score of 1 for 6.4 and a score of 1 for 12.2 to score 1 for <b>TEACHER PREPAREDNESS: TIGRINYA</b>	

## Annex U. Example of Pupil Results Table

*Reference Module 4: Session 2, page 73; and Module 6: Session 2, page 85*

Annex U is an example of a Pupil Results Table that was adapted and used in a pilot application of this approach conducted in Ethiopia. This table was used by trainees to tabulate the performance of the 19 pupils (in all 19 schools) who participated in the group test. This annex provides sample indicators. The format of the table and the indicators it includes can be adapted for use in other contexts.

**ETHIOPIA SCHOOL MONITORING (LQAS)**

**PUPIL RESULTS**

<b>ZONE:</b>		<b>WOREDA:</b>					<b>SCHOOL:</b>																	
<b>ASSESSOR:</b>		<b>TEACHER OR CLASSROOM #:</b>										<b>DATE OF ASSESSMENT:</b>												
<b>SCORE KEY:</b>		<b>CORRECT=1</b>		<b>NOT CORRECT=0</b>		<b>SKIPPED=S</b>		<b>MISSING=X</b>																
	Indicator	PUPIL NUMBER																		TOTAL	PERCENT MEETING MINIMUM STANDARD	DECISION RULE	DECISION RULE MET? (met=1 not met=0)	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18					19
<b>TIGRINYA PUPIL MATERIALS</b>																								
<b>Exercise Book Inv.</b>	Pupil has his/her Tigrinya exercise book																					50%	7	
<b>Exercise Book Inv.</b>	Tigrinya exercise book has sufficient work for this time of the school year. There should be at least one exercise per day of the school year.																					50%	7	
<b>Exercise Book Inv.</b>	Teacher marks/comments on one or more of the last two exercises in the pupil's Tigrinya exercise book																					50%	7	

## **Annex V. Example of District-Level Summary Sheet**

*Reference Module 6: Session 2, page 85*

Annex V is an example of a District-Level Summary Sheet that was adapted and used in a pilot application of this approach conducted in Ethiopia. This table was used by trainees to tabulate performance of the 19 schools that were sampled to participate in the LEMA pilot. This annex provides sample indicators. The format of the table and the indicators it includes can be adapted for use in other contexts.





ETHIOPIA Local Education Monitoring Approach (LEMA)

DISTRICT-LEVEL SUMMARY OF 19 SCHOOLS

SCORE KEY: CORRECT=1 NOT CORRECT=0 MISSING=X

No.	Indicator	Schools Sampled in the District																			Total	Percent Meeting Minimum Standard	Decision Rule	Decision Rule Met?
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19				
<b>4. TIME ON TASK: TIGRINYA</b>																								
	School met decision rule for time on task. Tigrinya reading lesson lasted at least 40 minutes and the teacher covered an appropriate unit for this time of the school year																					80%	13	
<b>5. READING PRACTICE: TIGRINYA</b>																								
	School met decision rule for Teachers who carry out reading practice appropriately																					80%	13	
<b>6. AVAILABILITY OF TIGRINYA TEACHER MATERIALS</b>																								
	School met decision rule for availability of Tigrinya teacher materials																					80%	13	

ETHIOPIA Local Education Monitoring Approach (LEMA)

DISTRICT-LEVEL SUMMARY OF 19 SCHOOLS

SCORE KEY: CORRECT=1 NOT CORRECT=0 MISSING=X

No.	Indicator	Schools Sampled in the District																	Total	Percent Meeting Minimum Standard	Decision Rule	Decision Rule Met?		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17					18	19
<b>7. AVAILABILITY OF TIGRINYA PUPIL MATERIALS</b>																								
	School met decision rule for availability of Tigrinya language pupil readers																				80%	13		
<b>8. TEACHER PREPAREDNESS: TIGRINYA</b>																								
	School met decision rule for use of Tigrinya teacher materials																				80%	13		
<b>GO TO PUPIL ASSESSMENT SHEETS</b>																								
<b>TIGRINYA PUPIL MATERIALS</b>																								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		<b>PERCENT MEETING MINIMUM STANDARD</b>	<b>DECISION RULE</b>	<b>DR Met?</b>
<b>Exercise Book Inv.</b>	School met decision rule for availability of Tigrinya exercise books																				80%	13		
<b>TIGRINYA TEACHER FEEDBACK</b>																								
<b>Exercise Book Inv.</b>	School met decision rule for Teacher marks/comments in pupil's Tigrinya exercise books																				80%	13		

ETHIOPIA Local Education Monitoring Approach (LEMA)

DISTRICT-LEVEL SUMMARY OF 19 SCHOOLS

SCORE KEY: CORRECT=1 NOT CORRECT=0 MISSING=X

No.	Indicator	Schools Sampled in the District																	Total	Percent Meeting Minimum Standard	Decision Rule	Decision Rule Met?		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17					18	19
<b>TIGRINYA PUPIL ASSESSMENT SUMMARY</b>																								
<b>Letter names</b>	School met decision rule for pupil performance on letter names																					80%	13	
<b>Familiar words</b>	School met decision rule for pupil performance on familiar word recognition																					80%	13	
<b>Invented words</b>	School met decision rule for pupil performance on invented words																					80%	13	
<b>Reading comprehension</b>	School met decision rule for pupil performance on reading comprehension																					80%	13	
<b>Maze</b>	School met decision rule for pupil performance on maze passage																					80%	13	
<b>Dictation</b>	School met decision rule for pupil performance on dictation section																					80%	13	