



USAID
FROM THE AMERICAN PEOPLE

ACCELERATED QUALITY EDUCATION FOR LIBERIAN CHILDREN

SUMMATIVE ASSESSMENT TRAINING PACKAGE

2018

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

This document was made possible by the support of the American people through the United States Agency for International Development (USAID). This document was produced for review by the United States Agency for International Development. It was prepared by Education Development Center, Inc. (EDC) for USAID/Liberia Accelerated Quality Education for Liberian Children.

ACCELERATED QUALITY EDUCATION FOR LIBERIAN CHILDREN

SUMMATIVE ASSESSMENT TRAINING PACKAGE

2018

USAID/LIBERIA ABE: ACCESS IDIQ CONTRACT

AID-OAA-I-14-00073/AID-669-TO-17-00001

Prepared for:

Andrea Plucknett, Contractor Officer (CO)

Office of Acquisition and Assistance

United States Agency for International Development/Liberia

c/o American Embassy

502 Benson Street

Monrovia, Liberia



Prepared by:

Education Development Center

43 Foundry Avenue

Waltham, MA 02453-8313

USA

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

This document was made possible by the support of the American people through the United States Agency for International Development (USAID). This document was produced for review by the United States Agency for International Development. It was prepared by Education Development Center, Inc. (EDC) for USAID/Liberia Accelerated Quality Education for Liberian Children.



Rights and Permissions: This work is available under the Creative Commons Attribution 4.0 IGO license (CC BY 3.0 IGO) <http://creativecommons.org/licenses/by/3.0/igo>. Under the Creative Commons Attribution license, you are free to copy, distribute, transmit, and adapt this work, including for commercial purposes, under the following conditions:

- Attribution—Please cite the work as follows:

USAID and MOE, 2018. *Accelerated Quality Education Summative Assessment Training Package*
Monrovia: USAID& MOE.

License: Creative Commons Attribution CC BY 4.0 IGO




- Translations—If you create a translation of this work, please add the following disclaimer along with the attribution: This translation was not created by USAID and should not be considered an official USAID translation. USAID must not be liable for any content or error in this translation.
- Adaptations—If you create an adaptation of this work, please add the following disclaimer along with the attribution: This is an adaptation of an original work by USAID. Views and opinions expressed in the adaptation are the sole responsibility of the author or authors of the adaptation and are not endorsed by USAID.
- Third-party content—USAID does not necessarily own each component of the content contained within the work. USAID therefore does not warrant that the use of any third party owned individual component or part contained in the work will not infringe on the rights of those third parties. The risk of claims resulting from such infringement rests solely with you. If you wish to re-use a component of the work, it is your responsibility to determine whether permission is needed for that re-use and to obtain permission from the copyright owner. Examples of components can include, but are not limited to, tables, figures, or images.

SESSION TITLE:**OVERVIEW & PURPOSE OF THE ASSESSMENTS**


- Objectives:**
- Describe assessment and its usages in the teaching and learning process
 - Describe the purpose of the placement and summative assessments

Materials required: Flipchart, markers (draw a K-W-L chart: What do you already **know** about X type of assessment, what do you **want to know**, and what has been **learned** by the end of the day or training review); Copies of Pre-Test for Master Trainers. Notebook/pen for each participant.

Session Duration:  1 hour

Time	Activity	Notes
 15 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ■ Explain to participants that: <ul style="list-style-type: none"> ○ This session will give a brief overview of different types of assessments and how they inform practice and policy ○ This session will also explain the purpose of the Placement and Summative assessments in the ALP program. ■ Brainstorming – K-W-L chart. Break into small groups of 3-4 to discuss K-W (Know and Want to Know): <ul style="list-style-type: none"> ○ What do you already Know (K) about assessment? ○ What you Want to Know (W) about assessment? ○ Have small groups share with whole group and write answers on flipchart. ○ We will revisit this chart at the end to complete the L-Learn ■ Summarize the brainstorming activity making the following input: <ul style="list-style-type: none"> ○ <i>Assessment is important for the whole teaching and learning process. Assessment is continuous—we do it at the start and beginning of each class, we do it at the end of a topic and end of Level. There are different types of assessment. This session review these different types of the assessment.</i> 	
 10 minutes	<p>Training Pre-Test</p> <ul style="list-style-type: none"> ■ Administer Pre-Test for Master Trainers <ul style="list-style-type: none"> ○ Note that the purpose of this Test is to evaluate how much they have learned through the training, and what follow-ups are needed. It is not expected that they would know answers to all of these questions at this time. 	
 20 minutes	<p>Different Types and Purposes of Assessment</p> <ul style="list-style-type: none"> ■ Brainstorming – The use of Assessment in ALP context. Break into pairs. Discuss with a partner: <ul style="list-style-type: none"> ○ How are assessments used in the ALP program? ○ What has your experience been with the Placement Assessment? 	

	<ul style="list-style-type: none"> ○ What do you already know about the summative assessment (completion assessment)? ○ Give the pairs about 10 minutes to discuss. Have the pairs take brief notes – ask them to use these notes during the discussion at the end of this activity. <p>■ Explain different types of assessment to the whole group (all participants). In general:</p> <ul style="list-style-type: none"> ○ Formative assessment: a tool teachers use to study student progress and capacity, to give feedback to students and/or guide their instruction. Administered at the end of the learning units, throughout the school year. Important tool in the instruction process. Low stakes; does not have big impact on student grades. <ul style="list-style-type: none"> ▪ In ALP context, Formative assessment is conducted at the end of each instructional unit. ○ Diagnostic assessment: a form of pre-assessment to help determine students' individual strengths, weaknesses, knowledge, and skills <u>prior</u> to instruction. <ul style="list-style-type: none"> ▪ In ALP context, this is the Placement Assessment which helps us determine into what class level to place a student. ○ Summative assessment: a tool used to evaluate student learning at the end of a grade level. <ul style="list-style-type: none"> ▪ In ALP context, summative assessment is administered at the end of the school year to evaluate student knowledge and skills after all instructional units have been completed. <p>■ Review the Purpose of the ALP Assessments – Activity with the large group (all participants). Inform the group that you will read the description of an assessment and offer two response options; they will be asked to raise a hand for one of the possible options.</p> <ul style="list-style-type: none"> ○ <i>Which assessment type is used to determine whether a student is eligible for the ALP program and to help place students into the appropriate ALP class level. (Placement Assessment or Formative Assessment)</i> ○ <i>Which assessment type is used to determine evaluate student learning at the end of the grade level (Summative Assessment or Formative Assessment)</i> ○ <i>Which assessment type is used to determine evaluate student learning at the end of the instructional unit (Summative Assessment or Formative Assessment)</i> <p>■ Summarize main points from this module – Overall, the purposes of an assessments are multiple.</p> <ul style="list-style-type: none"> ○ Assessments help improve the process of teaching and learning ○ Assessment is used to provide feedback to teachers and learners – teachers use it to adjust instruction or revisit support for students; student understand what they have mastered and what they need to continue practicing. ○ All types of assessment evaluate student knowledge. However, the purpose of assessment varies: 	
--	--	--



	<ul style="list-style-type: none"> ○ Formative assessment evaluates knowledge and skills at the end of instructional unit. ○ Placement assessment evaluates student knowledge and skills for placement into appropriate class level ○ Summative assessment evaluate knowledge and skills at the end of class level to determine completion of a level and promotion in the next 	
 15 minutes	<p>Roundup</p> <ul style="list-style-type: none"> ■ Break into small groups of 3-4 and discuss L – What did you Learn? <ul style="list-style-type: none"> ○ Share with whole group and write answers on K-W-L flipchart. Will revisit KWL chart at end to add more Learnings ■ Ask participants to reflect (individually) on the first session today, and answer the following in their notebooks: <ul style="list-style-type: none"> ○ Why is assessment necessary? ○ What is the purpose of the Placement Assessment? ○ What is the purpose of the Formative Assessment? ○ What is the purpose of the Summative Assessment? ○ <i>What do you Want to Learn about ALP Assessments?</i> 	


SESSION TITLE:**ROLES & RESPONSIBILITIES**

- Objectives:**
- Describe the different players and their roles
 - Define the role and responsibility of a head teacher, teacher, DEO/CEO

Materials required: Flipchart, markers. Notebook/pen for each participant.

Session Duration:  1 hour 10 minutes

Time	Activity	Notes
 2 minutes	Introduction <ul style="list-style-type: none"> ■ Explain to participants that: <ul style="list-style-type: none"> ○ This session will identify different roles in the assessment process and provide details about their responsibilities 	
 60 minutes	Different roles and responsibilities <ul style="list-style-type: none"> • Identify four main type of roles in the assessment training: Master Trainer, Teacher, Head Teacher, DEO/CEO. • Review briefly what each role does (provide the participants with the Module 2 Annex) <ul style="list-style-type: none"> ○ <i>Master Trainer</i> prepares teachers to administer and score assessments accurately ○ <i>Teacher</i> administers and scores assessments ○ <i>Head Teacher</i> provides oversight by going into classrooms, doing spot checks of completed assessments. If teacher is absent, administers and scores assessments ○ <i>DEO/CEO</i> does site visits for quality control observation. Provides approval and sign-off of final assessment scores • Fishbowl exercise – Divide into 4 groups, assigning each group a role in the assessment process – Master Trainer, Teacher, Head Teacher, DEO • Brainstorm in your group (15 minutes): Think about the role your group has been assigned: <ul style="list-style-type: none"> ○ Imagine that you are filling the X role in the assessment process (the role your group is assigned for this activity; NOTE: this role may be your actual role, or it could be someone that you will work with). Brainstorm together and write down into your notebooks at least 2-3 answers to each of the questions (<i>each person in a group will need these notes</i>): <ul style="list-style-type: none"> ○ What will your work look like as you fulfill this role? ○ What are some things that you should do before/during/after the assessments to fulfill this role successfully? ○ What would you expect to be doing during the assessment? • Mix up the groups (25 minutes) – this time, instead of homogeneous groups by role, each new group has at least one representative from each role (Master Trainer, Teacher, Head 	

	<p>Teacher, DEO):</p> <ul style="list-style-type: none"> ○ Share out what each role looks like (use the notes from earlier brainstorming). ○ Ask other group members (who held other roles) to raise questions about the roles and responsibilities initially identified, and add to the list. ○ Go around until each group member discusses their role and responsibilities, and team members provide feedback. <p>■ After all roles are reviewed and discussed in the groups, bring all participants together (20 minutes). Ask participants to share out the following:</p> <ul style="list-style-type: none"> ○ What are some of the key take-aways from your group discussion? ○ Share out the actions/responsibilities for each role in the assessment process – write these on the flipchart. ○ As needed, discuss the responsibilities with the group. 	
 8 minutes	<p>Closing</p> <ul style="list-style-type: none"> • Each participant thinks about their role in the assessment process, and journal in their notebook: <ul style="list-style-type: none"> ○ What is your role in the assessment process? ○ What are some things that you need to do/support you will need to prepare for that role? 	

Annex – Module 2:

Assessment – Roles and Responsibilities



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



SESSION TITLE:**ASSESSMENT PROCEDURES**


- Objectives:**
- Introduce the materials (assessments and facilitator guides)
 - Describe test security and oversight


Materials required: Flipchart, markers, copies of the assessment materials (listed below), facilitator guides, team lead checklist. Notebook/pen for each participant.

Session Duration:  1 hour 45 minutes

Time	Activity	Notes
 2 minutes	Introduction <ul style="list-style-type: none"> ■ Explain to participants that: <ul style="list-style-type: none"> ○ This session is about introducing the assessment materials and procedure. ○ Discussing test security and oversight 	
 10 minutes	Introduction of Assessment Materials <ul style="list-style-type: none"> ■ For both the placement and summative assessment, Teacher Assessors will have two types of materials: <ul style="list-style-type: none"> ○ Materials administered with each student in an individual setting ○ Materials that are administered in a group setting. ■ Individually assessed materials include: <ul style="list-style-type: none"> ○ <u>Individual assessment: Student Copy</u> – this will include for a blank reading passage for each student. Additionally, the Placement Level 1 students will also receive a Letter and Number ID Grid ○ <u>Individual Assessment: Administration and Scoring Sheet</u> – this will provide guidance to the assessor to administer and to score the individual assessment ■ <u>Materials for Group Assessment include:</u> <ul style="list-style-type: none"> ○ <u>Placement/Summative Group Assessment</u> – this includes <ul style="list-style-type: none"> ○ <u>Level 1:</u> assessment sections on literacy (and writing) and numeracy ○ <u>Level 2:</u> language arts (and writing) and mathematics ○ <u>Assessor Guide</u> – this includes a script to help administer the Group Assessments ○ <u>Scoring Guide and Answer Key</u> – this will help score the Group Assessment accurately ○ <u>Master Trainers</u> will also receive the <u>Facilitator Guide</u> that instructs how to train the classroom teachers to administer the assessments ■ Show a copy of each material as introducing it. After introducing the materials, explain that the participants will have time to read through the guides and practice later in the training. 	

 <p>5 minutes</p>	<p>How to Get your School and Students Ready</p> <ul style="list-style-type: none"> ■ Head Teacher and Teacher(s) have separate responsibilities in ensuring the school and students are ready for the assessment administration. The following includes the actions that need to be taken by each role: ■ Head Teacher <ul style="list-style-type: none"> ○ Ensure your school has all materials <ul style="list-style-type: none"> ○ Student Copies of the assessment (oral reading passage, as well as group assessment) ○ Scoring Sheets for teachers (oral reading passage, as well as group assessment) ○ Check that that you have the right number of the above materials (review student enrolment and attendance and confirm the number of copies needed) ○ Check that the assessments are numbered (have ID) ○ Sign out the class sets of assessments to each teacher ■ Teacher <ul style="list-style-type: none"> ○ Remind students they will not get a grade for this assessment – Instead, <ul style="list-style-type: none"> ○ They would complete Placement assessment to see what level they should be in ○ They would complete Summative assessment to see what they have learned this year in ALP ○ Plan for students completing independent work while Oral reading portion of the assessment is completed with individual students ○ Set up the classroom for group assessment – enough space between students so they can’t see one another; all students facing the front or same direction 	
 <p>40 minutes</p>	<p>Assessment Administration Overview & Tips</p> <ul style="list-style-type: none"> ■ Review general process of administration <ul style="list-style-type: none"> ○ Share the one-pager that goes through the administration process of the assessment (Module 3 Annex) ○ Review the steps and explain that these steps are used in both placement and summative assessment. Check if there are questions. ■ Small group activity - Prepare the second page of the Module 3 Annex – cut out and shuffle the 13 paper slips listing the assessment process). ● Break into small groups or 3-4. Each small group receives 13 slips of paper that have the administration steps written out (Annex page 2). <ul style="list-style-type: none"> ○ Ask groups to put the steps in order ○ Walk around to see how groups are doing 	

	<ul style="list-style-type: none"> ○ Have one or two groups share out their order and discuss anything that needs to be switched around, or clarified. <p>■ Bring the participants together. In the large group, discuss:</p> <ul style="list-style-type: none"> ■ What should you do if a student asks a question about the assessment? ○ Some answers: remain positive; remind them they can skip a question; encourage them to try answering; do not give the answers to assessment questions; be kind to students – assessment can be stressful; don't seem impatient 	
 40 minutes	<p>Assessment Security</p> <p>■ Review security information – no copying, enough space between students, all materials left with enumerator/teacher</p> <p>■ Small group activity – break into 4 groups. Have each group discuss how to approach one of the security issues that may arise:</p> <ul style="list-style-type: none"> ○ What do you do if a student arrives late after the assessment has started? ○ You notice that a few students are looking at another student's test booklet. What do you do? ○ What do you do if you notice that students are moving slowly through the assessment items or they are not responding to any of the items? ○ What do you do if you notice that you do not have enough assessments? <p>■ Bring the groups together - ask one (1) group to present their discussions on one of the scenarios (switch the group for the second scenario). Ask the large group to add/ask questions/suggestions. The answers below are some possible solutions, but groups may identify other ideas that are appropriate and relevant to their classrooms and schools.</p> <ul style="list-style-type: none"> ○ What do you do if a student arrives late after the assessment has started? ○ <i>Answer: If you are working on the individual part of the test, move the late student to the end of the line and assess them at the end. If you have started the group administration, if you can have them join the test with minimal distractions to the other students, they can join (and then the assessor can go back and read the questions they missed at the end of the sessions). If you can't get them to join with few distractions to other students, instruct the student that they will take the assessment at another time. One teacher can administer a make-up session to students who arrived late or were absent.</i> ○ You notice that a few students are looking at another student's test booklet. What do you do? ○ <i>Answer: Remind the entire group that there is no talking</i> 	

	<p>during the assessment. If possible, put more space between students desks.</p> <ul style="list-style-type: none"> ○ What do you do if you notice that students are moving slowly through the assessment items or they are not responding to any of the items? ○ <i>Answer: Adhere to the time recommendations in the assessor guide. Encourage students to try their best and keep moving through the assessment items. Remind students they will have time at the end to check their answers or finish their work.</i> ○ What do you do if you notice that you do not have enough assessments? ○ <i>Answer: Immediately notify the head teacher to secure additional copies of the assessments.</i> 	
 8 minutes	<p>Closing</p> <ul style="list-style-type: none"> ■ Each participant thinks about the processes of administering and securing the assessment process, and journal in their notebook: <ul style="list-style-type: none"> ○ What assessment processes are easy to administer in your school? ○ What are some things that you need to do/support you will need to prepare for ensuring assessment administration processes can be implemented? 	

Annex – Module 3: Assessment Procedures

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

Introduce yourself and explain what you are doing – build rapport

Introduce the individual assessment to the student

Administer the individual assessment

- Level 1: Letter and Number ID, Reading Passage and comprehension questions

- Level 2: Reading passage and comprehension questions

After the reading passage – if a placement assessment, then determine: Should the student move on to the group test?

Direct the student to the group administration area (or if placement, send them home if not eligible for the group test)

Continue the individual test until all students are finished.

Welcome the group to the group assessment.

Review the rules for the group assessment.

Pass out test materials.

Use the assessor guide to give the test.

At the end of assessing, collect all materials.


Dismiss students.




Score the assessments.


SESSION TITLE:	DEO APPROVAL & SIGN-OFF OF ASSESSMENT SCORES
-----------------------	---

- Objectives:**
- Describe the role of the DEO/CEO when visiting a site
 - Describe how to perform spot checks
 - Describe process of approving scores

Materials required: Flipchart, markers. Notebook/pen for each participant.

Session Duration:  40 minutes

Time	Activity	Notes
 2 minutes	Introduction <ul style="list-style-type: none"> ■ Explain to participants that: <ul style="list-style-type: none"> ○ This session is for DEOs and CEOs ○ This session will describe the role of DEO/CEO, how to perform spot checks, and the process for approval and sign-off of scores 	
 15 minutes	Role of DEO/CEO ahead of site visit <ul style="list-style-type: none"> ■ Prior to observing the administration of an assessment at the schools, a DEO/CEO will review ALP materials provided to teachers to familiarize themselves with the assessment procedures and to: <ul style="list-style-type: none"> ○ Understand the purpose and the components of both Placement and Summative Assessments. ○ Understand the process of administration of each component. ○ Understand the process of scoring. ■ Large groups discussion with DEO/CEOs – As DEO/CEOs have attended earlier modules in the training, participating and learning about the assessment purposes, their components and administration procedures, ask the DEO/CEOs the following: <ul style="list-style-type: none"> ○ What areas they would like to learn more about? (provide brief responses, and direct them to the sections of the materials for their additional review after the training) 	
 15 minutes	Role of DEO/CEO during site visit <ul style="list-style-type: none"> ■ Observing the assessments <ul style="list-style-type: none"> ○ Check that the teacher is administering the correct assessment (placement/summative; appropriate assessment level) ○ Silently walk around the room to observe student response to the items ○ Make sure not to disrupt the assessment ○ If you have feedback, share it with the head teacher to communicate back to the teacher 	

	<ul style="list-style-type: none"> ■ Spot checks <ul style="list-style-type: none"> ○ Is the school keeping the assessments in a secure location? A secure location could be the Head Teacher's office or a closet that can be locked. ○ Randomly select about 5 assessments per level ○ Are the assessments numbered correctly? <ul style="list-style-type: none"> ▪ Each assessment will have a printed serial number and each school will be assigned a numbered set. Confirm that the numbers are correct and that all assessments are accounted for (both when they arrive at the site and after assessing). ○ Check a few math and literacy items for the following: Are they scored correctly? Are the scores recorded correctly on the approval sheet? ■ Approving the Scores (do this after you have spot checked a few assessments) <ul style="list-style-type: none"> ○ Review student names on the class score sheet ○ Check that each student has a score ○ Sign and stamp the class list 	
 8 minutes	Roundup <ul style="list-style-type: none"> ■ Ask CEO/ DEO participants to answer the following in their notebooks: <ul style="list-style-type: none"> ○ What is one thing you have learned about your role in the assessments? ○ What is one thing that you are looking forward to with the assessments? ○ What is a question that you still have about the assessment process? 	

Commented [HM1]: What is a secure location? Can we cross-check with M&E?

Cross-check with M&E




Commented [HM2]: Based on what? Cross-check with M&E to give more specific details on serial number root...


SESSION TITLE:**PLACEMENT ASSESSMENT**


- Objectives:**
- Introduce the Placement Assessment process and materials
 - Describe how to administer and score the individual oral assessments and group assessments

Materials required: Flipchart, markers, Placement Assessments (Reading Passage/Individual Assessment document and group administered assessment packets), Assessor Guides, Scoring Guide and Answer Key

Session Duration: 

Time	Activity	Notes
 minutes	Introduction <ul style="list-style-type: none"> ■ Explain to participants that: <ul style="list-style-type: none"> ○ This session will explain the Placement Assessment process and materials ○ Will describe how to administer and score the individual oral assessments and group assessments 	
 minutes	Introducing the Placement Assessment Materials <ul style="list-style-type: none"> ■ Introduce the registration/intake forms, assessments, and assessor guides ■ Give participants time to familiarize themselves with the materials ■ TEST SECURITY: Have all participants put their phones away while the assessment materials are in the room/circulating. Make sure to number the materials and collect everything at the end of the session 	
 minutes	Placement Assessment – Registration/Intake and Individual Assessment <ul style="list-style-type: none"> ■ Facilitators model the process to administer the registration/intake form and the individual oral assessment which includes the reading passage and comprehension questions for each level. <ul style="list-style-type: none"> ○ The facilitators will break up into 2 roles -about 5 will play assessors and the rest will be students. The “assessors” will model for the group (or act out) the assessment process so that the teachers can see the different stages of the assessment process. ○ “Assessors” will model walking the students through the individual assessment process. The “students” will receive a copy of the reading passage to read out loud. ■ Start with registration/intake. <ul style="list-style-type: none"> ○ Demonstrate how to welcome the student, and explain that they will first register for the ALP by answering several questions about themselves. ○ Show the participants the registration/intake forms. ○ Guide the participant through the registration/intake 	

	<p>form.</p> <ul style="list-style-type: none"> ■ Next, the assessors will model the individual assessment <ul style="list-style-type: none"> ○ Explain that they will read a story and answer some questions. ○ Then model the read aloud process (make sure to emphasize that the reading passage ends after three minutes) ○ Model how to administer reading comprehension. ○ Demonstrate that students will return to their classroom after the individual assessment on reading passage. ○ Highlight the importance of moving students through the different components (letter name, number ID grid, reading passage, reading comprehension) ○ Show how to keep the pace moving through the group assessment (encouraging students along, moving them to the next item after the recommended amount of time) ○ Discuss how to manage the rest of the students not taking the oral assessment <ul style="list-style-type: none"> ■ These students who can read independently, they can work on independent class assignments, time to work on homework ■ Small group work – Round 1: Work in pairs, taking turns being the assessor and student going through the following Level 1 assessment components: <ul style="list-style-type: none"> ○ Registration/intake form ○ Individual oral assessments ○ Practice reading the assessor guide script out loud, keeping the pace of the individual assessment ○ Make notes of questions or concerns that come up – the group will discuss at the end of the session ○ The facilitators will circulate through the room to answer questions, observe the assessors, provide support and make note of challenges that should be addressed with the whole group 	
 minutes	<p>Placement Assessment – Group Assessment (literacy and math)</p> <ul style="list-style-type: none"> ■ Facilitators model the process to administer the group assessment <ul style="list-style-type: none"> ○ Highlight the importance of moving students through the different parts (literacy, mathematics, writing) ○ Show how to keep the pace moving through the group assessment (encouraging students along, moving them to the next item after the recommended amount of time; answering questions) ■ Small group work round 2: Work in pairs, taking turns being the “assessor” and “student” going through the Level 2 assessment: <ul style="list-style-type: none"> ○ Group assessments ○ Practice reading the assessor guide script out loud, keeping the pace of the assessment ○ Encourage participant to note any issues and bring their questions to the Large Group Discussion ■ Break into small groups. Each assessor receives a role (assessor or student) 	




	<ul style="list-style-type: none"> ■ Small group will put together a mini-skit to model the assessment process to the group ■ ROLE PLAY: The small groups will demonstrate all or a component of the assessment - each group model a different section – one does intake/oral reading, one does math whole group, one does literacy whole group) <ul style="list-style-type: none"> ○ The broader group watches and provides feedback to the team ○ End with a group reflection: <ul style="list-style-type: none"> ▪ What went well? ▪ What were the challenges? ▪ What should assessors consider improving? ▪ What areas need more practice? 	
 minutes	Placement Assessment Scoring <ul style="list-style-type: none"> ■ Overview of scoring <ol style="list-style-type: none"> 1. Check names/IDs on each assessment 2. Match reading passage scoring sheet to the student assessment (the packet that is administered in the group session) 3. Compare each answer to the answer key (found in the Scoring and Answer Key packet) 4. Mark correct, incorrect, did not respond (highlight using the scoring symbols that are in the answer key) 5. Use the scoring guide to determine final score and what level to place the student in ■ Student Example Packets: Give participants time to individually review and score the student examples using the answer key (Use the Annex 1 document to let participants practice scoring) <ul style="list-style-type: none"> ○ In small groups compare answers and compile list of where scoring was the same and different ○ In whole group, talk about the differences and answer any questions 	
	Placement Assessment Conclusion <ul style="list-style-type: none"> • The participants will complete a Turn and Talk to reflect on the session: • Pair up with another participant in the training – if time is tight, participants can share with the person sitting next to them. If there is time, participants can get up and match with another participant in the room. • Discuss the following in pairs: <ul style="list-style-type: none"> ○ What excites you about the placement assessments? ○ What concerns/questions do you have about the placement assessments? ○ What do you feel you need more practice with to be ready for the assessments? 	


SESSION TITLE:**PLACEMENT ASSESSMENT**


- Objectives:**
- Introduce the Placement Assessment process and materials
 - Describe how to administer and score the individual oral assessments and group assessments

Materials required: Flipchart, markers, Placement Assessments (Reading Passage/Individual Assessment document and group administered assessment packets), Assessor Guides, Scoring Guide and Answer Key

Session Duration: 

Time	Activity	Notes
 minutes	Introduction <ul style="list-style-type: none"> ■ Explain to participants that: <ul style="list-style-type: none"> ○ This session will explain the Placement Assessment process and materials ○ Will describe how to administer and score the individual oral assessments and group assessments 	
 minutes	Introducing the Placement Assessment Materials <ul style="list-style-type: none"> ■ Introduce the registration/intake forms, assessments, and assessor guides ■ Give participants time to familiarize themselves with the materials ■ TEST SECURITY: Have all participants put their phones away while the assessment materials are in the room/circulating. Make sure to number the materials and collect everything at the end of the session 	
 minutes	Placement Assessment – Registration/Intake and Individual Assessment <ul style="list-style-type: none"> ■ Facilitators model the process to administer the registration/intake form and the individual oral assessment which includes the reading passage and comprehension questions for each level. <ul style="list-style-type: none"> ○ The facilitators will break up into 2 roles -about 5 will play assessors and the rest will be students. The “assessors” will model for the group (or act out) the assessment process so that the teachers can see the different stages of the assessment process. ○ “Assessors” will model walking the students through the individual assessment process. The “students” will receive a copy of the reading passage to read out loud. ■ Start with registration/intake. <ul style="list-style-type: none"> ○ Demonstrate how to welcome the student, and explain that they will first register for the ALP by answering several questions about themselves. ○ Show the participants the registration/intake forms. ○ Guide the participant through the registration/intake 	

	<p>form.</p> <ul style="list-style-type: none"> ■ Next, the assessors will model the individual assessment <ul style="list-style-type: none"> ○ Explain that they will read a story and answer some questions. ○ Then model the read aloud process (make sure to emphasize that the reading passage ends after three minutes) ○ Model how to administer reading comprehension. ○ Demonstrate that students will return to their classroom after the individual assessment on reading passage. ○ Highlight the importance of moving students through the different components (letter name, number ID grid, reading passage, reading comprehension) ○ Show how to keep the pace moving through the group assessment (encouraging students along, moving them to the next item after the recommended amount of time) ○ Discuss how to manage the rest of the students not taking the oral assessment <ul style="list-style-type: none"> ■ These students who can read independently, they can work on independent class assignments, time to work on homework ■ Small group work – Round 1: Work in pairs, taking turns being the assessor and student going through the following Level 1 assessment components: <ul style="list-style-type: none"> ○ Registration/intake form ○ Individual oral assessments ○ Practice reading the assessor guide script out loud, keeping the pace of the individual assessment ○ Make notes of questions or concerns that come up – the group will discuss at the end of the session ○ The facilitators will circulate through the room to answer questions, observe the assessors, provide support and make note of challenges that should be addressed with the whole group 	
 minutes	<p>Placement Assessment – Group Assessment (literacy and math)</p> <ul style="list-style-type: none"> ■ Facilitators model the process to administer the group assessment <ul style="list-style-type: none"> ○ Highlight the importance of moving students through the different parts (literacy, mathematics, writing) ○ Show how to keep the pace moving through the group assessment (encouraging students along, moving them to the next item after the recommended amount of time; answering questions) ■ Small group work round 2: Work in pairs, taking turns being the “assessor” and “student” going through the Level 2 assessment: <ul style="list-style-type: none"> ○ Group assessments ○ Practice reading the assessor guide script out loud, keeping the pace of the assessment ○ Encourage participant to note any issues and bring their questions to the Large Group Discussion ■ Break into small groups. Each assessor receives a role (assessor or student) 	

	<ul style="list-style-type: none"> ■ Small group will put together a mini-skit to model the assessment process to the group ■ ROLE PLAY: The small groups will demonstrate all or a component of the assessment - each group model a different section – one does intake/oral reading, one does math whole group, one does literacy whole group) <ul style="list-style-type: none"> ○ The broader group watches and provides feedback to the team ○ End with a group reflection: <ul style="list-style-type: none"> ▪ What went well? ▪ What were the challenges? ▪ What should assessors consider improving? ▪ What areas need more practice? 	
 minutes	<p>Placement Assessment Scoring</p> <ul style="list-style-type: none"> ■ Overview of scoring <ol style="list-style-type: none"> 1. Check names/IDs on each assessment 2. Match reading passage scoring sheet to the student assessment (the packet that is administered in the group session) 3. Compare each answer to the answer key (found in the Scoring and Answer Key packet) 4. Mark correct, incorrect, did not respond (highlight using the scoring symbols that are in the answer key) 5. Use the scoring guide to determine final score and what level to place the student in ■ Student Example Packets: Give participants time to individually review and score the student examples using the answer key (Use the Annex 1 document to let participants practice scoring) <ul style="list-style-type: none"> ○ In small groups compare answers and compile list of where scoring was the same and different ○ In whole group, talk about the differences and answer any questions 	
	<p>Placement Assessment Conclusion</p> <ul style="list-style-type: none"> • The participants will complete a Turn and Talk to reflect on the session: • Pair up with another participant in the training – if time is tight, participants can share with the person sitting next to them. If there is time, participants can get up and match with another participant in the room. • Discuss the following in pairs: <ul style="list-style-type: none"> ○ What excites you about the placement assessments? ○ What concerns/questions do you have about the placement assessments? ○ What do you feel you need more practice with to be ready for the assessments? 	

ANNEX I.

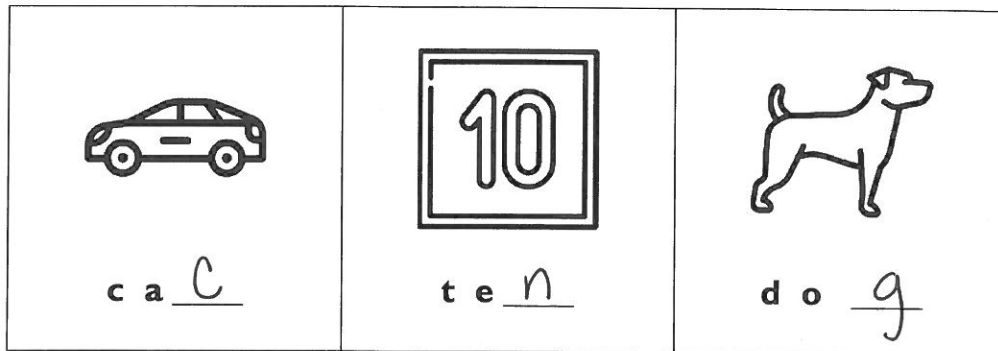
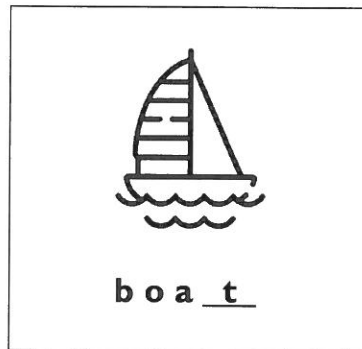
Instructions: Below you will find several examples of assessment items and common student responses below. Using your placement assessment scoring guide packet, mark the responses below as correct, incorrect, did not respond. The numbers in this packet do not go in consecutive, but have remained the same so that you can easily match the item to the item in the scoring guide.

LEVEL I PLACEMENT

Mathematics

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

Example:



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

a)	can	hot	man
b)	bat	hop	mop
c)	tap	dog	cap

5. Circle the pronoun in each sentence. Remember, a pronoun is a word used to replace a noun.

a) Sundaygar goes to school. He likes school.

b) Mom and Dad are on the farm. They are farmers.

12. Place a line between syllables. Remember, a syllable is a part of a word that includes a vowel sound.

Example: dif/fer/ent

a) chick|en

c) teach|er

b) cass|ava

d) banana

19. Circle the two words in each row that are synonyms. Remember, synonyms are words with the same meaning.

a	Loud	<u>Noisy</u>	<u>Quiet</u>
b	<u>Quick</u>	<u>Fast</u>	Start
c	Listen	<u>See</u>	Hear

20. Write the word for the number that you hear.

Example: 4 = four.

a) ten

b) 6

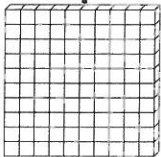
24. Write the numbers in order from smallest to largest.

a) 19, 20, 13, 9, 8
8 9 13 19 20

b) 3, 12, 7, 18, 1
1 7 12 18

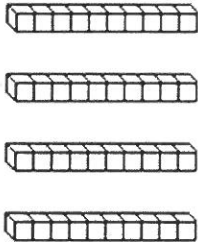
26. Count the number of blocks by hundreds, tens, and ones.

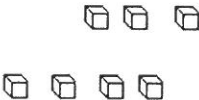
Example:

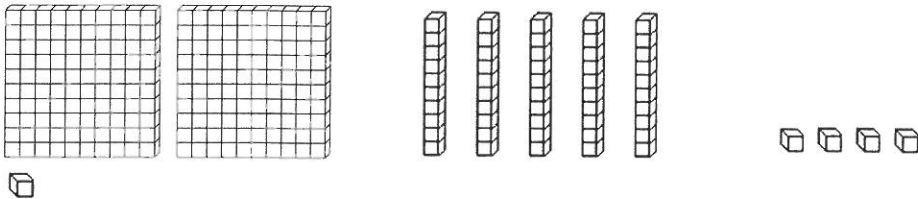

1 Hundred


1 Ten

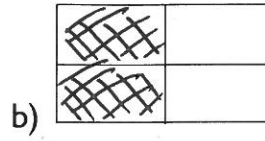
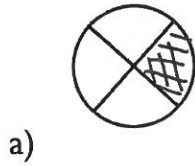

1 Ones


a) 4 Tens


7 Ones


b) 200 Hundreds 50 Tens 5 Ones

30. Shade in one-fourth of the shapes below.



34. Write the number in words.

a) 69 Six nine

b) 55 fifty - five

36. Place the number in the correct place value.

Example: 432 = 4 hundreds 3 tens 2 ones

a) 100 100 Hundreds 0 Tens 0 Ones

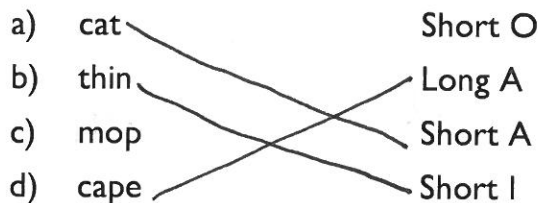
b) 85 Hundreds 8 Tens 5 Ones

c) 117 1 Hundreds 1 Tens 7 Ones

LEVEL 2 PLACEMENT

Language Arts

1. Match each word to the vowel sound that you hear in the word. Remember, vowel sounds include long A, short A, long E, short E, long I, short I, long O, short O, long U, and short U.

- | | |
|---------|---------|
| a) cat | Short O |
| b) thin | Long A |
| c) mop | Short A |
| d) cape | Short I |
- 

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

Example:

Annie plays with her sister.

Noun

- a) John reads to him.

Verb

- b) Mary wears her green dress to church on Sunday.

noun

- c) The book is on the shelf.

10. Circle the correct verb to complete the sentence. One is future tense, and one is past tense.

- a) Teta and Joy (ate, eat) breakfast with the guests earlier.
- b) Tomorrow, they (will sleep, slept) in your room.

Mathematics

12. Solve the problems. Write your answers in the boxes.

a)

$$\begin{array}{r} 14 \\ + 8 \\ \hline \end{array}$$

22

d)

$$\begin{array}{r} 38 \\ - 24 \\ \hline \end{array}$$

62

g)

$$\begin{array}{r} 85 \\ + 36 \\ \hline \end{array}$$

141

b)

$$\begin{array}{r} 48 \\ - 29 \\ \hline \end{array}$$

e)

$$\begin{array}{r} 66 \\ - 7 \\ \hline \end{array}$$

59

h)

$$\begin{array}{r} 12 \\ \times 4 \\ \hline \end{array}$$

84

18. Write the number in word form.

a) 231 two hundred thirty one

b) 1001 one zero zero one

19. Write the number in expanded form.

Example: 273 200+70+3

a) 431 400 + 300 + 1

b) 901 900 + 1

21. Solve the problems.

a) $6 \times \frac{2}{8} = \boxed{\frac{2}{3}}$

b) $4 \times \frac{3}{12} = \boxed{1}$

22. Order the fractions from least to greatest.

a) $\frac{2}{4}$ $\frac{3}{4}$ $\frac{1}{4}$

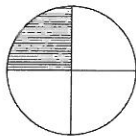
$\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$

b) $\frac{1}{3}$ $\frac{1}{6}$ $\frac{5}{6}$ $\frac{2}{3}$

$\frac{1}{6}$ $\frac{1}{3}$ $\frac{2}{3}$ $\frac{5}{6}$

24. Write the fraction to represent the shaded part.

a)



$\frac{1}{4}$

b)



$\frac{2}{3}$

26. Solve the following word problems. Write your answer in the box.

- a) In January 2017 in Gbarnga, 832 boys were born, and 721 girls were born. How many more boys than girls were born?

$$\begin{array}{r} 832 \\ - 721 \\ \hline \end{array}$$

111

Boys

- b) George and his mother made a big pot of soup for dinner. They made 24 bowls of soup. If there are 6 people eating dinner tonight, how many bowls of soup will each person receive?

$$24 \times 6$$

144

Bowls of soup

31. List the first five multiples for each.

a) 4 4, 8, 12, 16, 20




b) 5 0, 5, 10, 15, 20


SESSION TITLE:**SUMMATIVE ASSESSMENT**

- Objectives:**
- Introduce the Summative Assessment process and materials
 - Describe how to administer and score the individual oral assessments and group assessments

Materials required: Flipchart, markers, Summative Assessments and score sheets (Summative Assessment Reading Passage with scores, group administered summative assessment packet), Assessor guide, Scoring and Answer Key

Session Duration: 

Time	Activity	Notes
 minutes	Introduction <ul style="list-style-type: none"> ■ Explain to participants that: <ul style="list-style-type: none"> ○ This session will explain the Summative Assessment process and materials ○ Will describe how to administer and score the individual oral assessments and group assessments 	
 minutes	Introducing the Summative Assessment Materials <ul style="list-style-type: none"> ■ Introduce the assessments and assessor guides. Review the purpose of each material from Module 3. ■ Give participants time to familiarize themselves with the materials ■ TEST SECURITY: Have all participants put their phones away while the assessment materials are in the room/circulating. Make sure to number the materials and collect everything at the end of the session 	
 minutes	Summative Assessment – Individual Assessment <ul style="list-style-type: none"> ■ Facilitators model the process to administer individual assessment which includes for reading passage and comprehension questions for each level. <ul style="list-style-type: none"> ○ The facilitators will break up into 2 roles -about 5 will play assessors and the rest will be students. The “assessors” will model for the group (or act out) the assessment process so that the teachers can see the different stages of the assessment process. ○ “Assessors” will model walking the students through the individual assessment process. The “students” will receive a copy of the reading passage to read out loud. ■ First the assessors will model the individual assessment <ul style="list-style-type: none"> ○ Demonstrate how to welcome the student, explain that they will read a story and answer some questions. ○ Next, model the read aloud process (make sure to emphasize that the reading passage ends after three minutes) ○ Model how to administer reading comprehension. 	

	<ul style="list-style-type: none"> ○ Demonstrate that students will return to their classroom after the individual assessment on reading passage. ○ Highlight the importance of moving students through the different assessment component. For the summative assessment, the students will return to class after individual assessment and the group assessments will likely happen on a different day ○ Show how to keep the pace moving through the individual assessment (encouraging students along, moving them to the next item after the recommended amount of time) <p>■ Small group work – Round 1: Work in pairs, taking turns being the assessor and student going through the following Level 1 assessment components:</p> <ul style="list-style-type: none"> ○ Individual oral assessments ○ Practice reading the assessor guide script out loud, keeping the pace of the assessment ○ Encourage participant to note any issues and bring their questions to the Large Group Discussion. 	
 minutes	<p>Summative Assessment – Group Assessment</p> <p>■ Facilitators model the process to administer the group assessment</p> <ul style="list-style-type: none"> ○ Highlight the importance of moving students through the different parts (language arts, mathematics, writing) ○ Show how to keep the pace moving through the group assessment (encouraging students along, moving them to the next item after the recommended amount of time; answering questions) <p>■ Small group work – Round 2: Work in pairs, taking turns being the “assessor” and “student” going through the following Level 2 assessment component:</p> <ul style="list-style-type: none"> ○ Group assessments ○ Practice reading the assessor guide script out loud, keeping the pace of the assessment ○ Encourage participant to note any issues and bring their questions to the Large Group Discussion. <p>■ Break into small groups. Each assessor receives a role (assessor or student)</p> <p>■ Small group will put together a mini-skits to model the assessment process to the group</p> <p>■ ROLE PLAY: The small groups will demonstrate all or part (you could have each group model a different section – one does individual oral assessment, one does math whole group, one does literacy whole group)</p> <ul style="list-style-type: none"> ○ The broader group watches and provides feedback to the team ○ End with a group reflection: <ul style="list-style-type: none"> ■ What went well? ■ What were the challenges? ■ What should assessors consider improving? ■ What areas need more practice? 	



minutes

Summative Assessment Scoring

■ Overview of scoring

1. Check names/IDs on each assessment
2. Match reading passage scoring sheet to the group packet (the leveled assessment pack used during the group administration)
3. Compare each answer to the answer key
4. Mark correct, incorrect, did not respond (highlight using the scoring symbols that are in the answer key)
5. Use the scoring guide to determine final score and what level to place the student in

■ Student Example Packets: Give participants time to individually review and score the student examples using the answer key (See Annex 1 below)

- In small groups compare answers and compile list of where scoring was the same and different
- In whole group, talk about the differences and answer any questions

Summative Assessment Conclusion




- The participants will complete a Turn and Talk to reflect on the session:
- Pair up with another participant in the training – if time is tight, participants can share with the person sitting next to them. If there is time, participants can get up and match with another participant in the room.
- Discuss the following in pairs:
 - What excites you about the summative assessments?
 - What concerns/questions do you have about the summative assessments?


SESSION TITLE:**SUMMATIVE ASSESSMENT**

- Objectives:**
- Introduce the Summative Assessment process and materials
 - Describe how to administer and score the individual oral assessments and group assessments

Materials required: Flipchart, markers, Summative Assessments and score sheets (Summative Assessment Reading Passage with scores, group administered summative assessment packet), Assessor guide, Scoring and Answer Key

Session Duration: 

Time	Activity	Notes
 minutes	Introduction <ul style="list-style-type: none"> ■ Explain to participants that: <ul style="list-style-type: none"> ○ This session will explain the Summative Assessment process and materials ○ Will describe how to administer and score the individual oral assessments and group assessments 	
 minutes	Introducing the Summative Assessment Materials <ul style="list-style-type: none"> ■ Introduce the assessments and assessor guides. Review the purpose of each material from Module 3. ■ Give participants time to familiarize themselves with the materials ■ TEST SECURITY: Have all participants put their phones away while the assessment materials are in the room/circulating. Make sure to number the materials and collect everything at the end of the session 	
 minutes	Summative Assessment – Individual Assessment <ul style="list-style-type: none"> ■ Facilitators model the process to administer individual assessment which includes for reading passage and comprehension questions for each level. <ul style="list-style-type: none"> ○ The facilitators will break up into 2 roles -about 5 will play assessors and the rest will be students. The “assessors” will model for the group (or act out) the assessment process so that the teachers can see the different stages of the assessment process. ○ “Assessors” will model walking the students through the individual assessment process. The “students” will receive a copy of the reading passage to read out loud. ■ First the assessors will model the individual assessment <ul style="list-style-type: none"> ○ Demonstrate how to welcome the student, explain that they will read a story and answer some questions. ○ Next, model the read aloud process (make sure to emphasize that the reading passage ends after three minutes) ○ Model how to administer reading comprehension. 	

	<ul style="list-style-type: none"> ○ Demonstrate that students will return to their classroom after the individual assessment on reading passage. ○ Highlight the importance of moving students through the different assessment component. For the summative assessment, the students will return to class after individual assessment and the group assessments will likely happen on a different day ○ Show how to keep the pace moving through the individual assessment (encouraging students along, moving them to the next item after the recommended amount of time) <p>■ Small group work – Round 1: Work in pairs, taking turns being the assessor and student going through the following Level 1 assessment components:</p> <ul style="list-style-type: none"> ○ Individual oral assessments ○ Practice reading the assessor guide script out loud, keeping the pace of the assessment ○ Encourage participant to note any issues and bring their questions to the Large Group Discussion. 	
 minutes	<p>Summative Assessment – Group Assessment</p> <p>■ Facilitators model the process to administer the group assessment</p> <ul style="list-style-type: none"> ○ Highlight the importance of moving students through the different parts (language arts, mathematics, writing) ○ Show how to keep the pace moving through the group assessment (encouraging students along, moving them to the next item after the recommended amount of time; answering questions) <p>■ Small group work – Round 2: Work in pairs, taking turns being the “assessor” and “student” going through the following Level 2 assessment component:</p> <ul style="list-style-type: none"> ○ Group assessments ○ Practice reading the assessor guide script out loud, keeping the pace of the assessment ○ Encourage participant to note any issues and bring their questions to the Large Group Discussion. <p>■ Break into small groups. Each assessor receives a role (assessor or student)</p> <p>■ Small group will put together a mini-skit to model the assessment process to the group</p> <p>■ ROLE PLAY: The small groups will demonstrate all or part (you could have each group model a different section – one does individual oral assessment, one does math whole group, one does literacy whole group)</p> <ul style="list-style-type: none"> ○ The broader group watches and provides feedback to the team ○ End with a group reflection: <ul style="list-style-type: none"> ▪ What went well? ▪ What were the challenges? ▪ What should assessors consider improving? ▪ What areas need more practice? 	



minutes

Summative Assessment Scoring

- Overview of scoring
 1. Check names/IDs on each assessment
 2. Match reading passage scoring sheet to the group packet (the leveled assessment pack used during the group administration)
 3. Compare each answer to the answer key
 4. Mark correct, incorrect, did not respond (highlight using the scoring symbols that are in the answer key)
 5. Use the scoring guide to determine final score and what level to place the student in
- Student Example Packets: Give participants time to individually review and score the student examples using the answer key (See Annex 1 below)
 - In small groups compare answers and compile list of where scoring was the same and different
 - In whole group, talk about the differences and answer any questions

Summative Assessment Conclusion

- The participants will complete a Turn and Talk to reflect on the session:
- Pair up with another participant in the training – if time is tight, participants can share with the person sitting next to them. If there is time, participants can get up and match with another participant in the room.
- Discuss the following in pairs:
 - What excites you about the summative assessments?
 - What concerns/questions do you have about the summative assessments?

ANNEX 1.

Instructions: Below you will find several examples of assessment items and common student responses below. Using your scoring guide packet, mark the responses below as correct, incorrect, did not respond. The numbers in this packet do not go in consecutive, but have remained the same so that you can easily match the item to the item in the scoring guide.

LEVEL 1 SUMMATIVE

Mathematics

1. Listen to the numbers that are said out loud. On the blank line, write the number you hear.

Example:  thirteen  13

a. 15

b. 20

3. TOTAL CORRECT ____/2

3. Match the word with the number.

Example: 14 — Three hundred and thirty-two
a. 74 — Twenty-three
b. 23 — Nine
c. 9 — Fourteen
d. 332 — Six hundred and sixteen
e. 616 — Seventy-four

3. TOTAL CORRECT ____/5

6. Write the numbers from smallest to largest.

a. 5, 19, 20, 7, 12

5 12 19 20

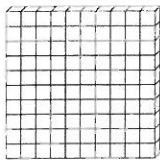
b. 4, 8, 5, 7, 6

4 5 6 7 8

6. TOTAL CORRECT ____/2

9. Count the number of blocks by hundreds, tens and ones.

Example:



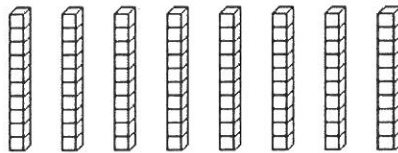
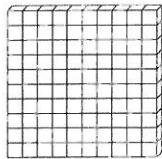
1 hundred



1 tens



1 ones



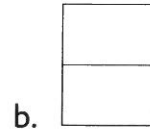
100 Hundreds

80 Tens

5 Ones

9. TOTAL CORRECT ____/1

10. Color in one half of the shape.



10. TOTAL CORRECT ____/2

17. Write the missing sign (+ or -) in the boxes to make the statement true.

Example: $5 \boxed{+} 3 = 8$

a. $6 \boxed{+} 4 = 10$

17. TOTAL CORRECT ____/1

23. Write the number in words.

Example: 231 two-hundred thirty-one

a. 35 thirty - five

b. 899 eight nine nine

c. 1,425 _____

23. TOTAL CORRECT ____/3

24. Place the number in the correct place value.

Example: 432 = 4 Hundreds 3 Tens 2 Ones

a. 201 200 Hundreds 0 Tens 1 Ones

b. 342 3 Hundreds 4 Tens 2 Ones

24. TOTAL CORRECT ____/2

28. Solve the addition problems below by placing the correct number in the boxes. You may use the space below to work out the answer.

a.
$$\begin{array}{r} 18 \\ + 23 \\ \hline \end{array}$$

41

b.
$$\begin{array}{r} 211 \\ + 167 \\ \hline \end{array}$$

378

c.
$$\begin{array}{r} 321 \\ + 179 \\ \hline \end{array}$$

490

28. TOTAL CORRECT ____/3

LANGUAGE ARTS

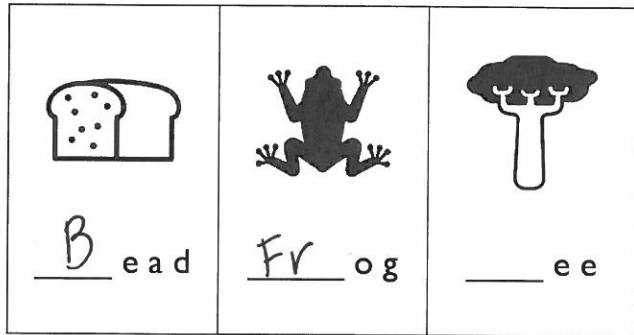
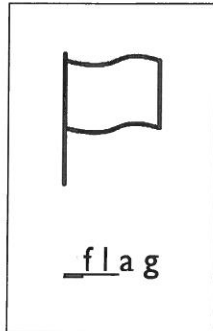
2. Look at the letters listed below. Circle the consonants.

<u>B</u>	<u>E</u>	<u>M</u>	<u>D</u>
Q	O	<u>C</u>	U

2. TOTAL CORRECT ____/5

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

Example:



4. TOTAL CORRECT ____/3

11. Read the words below. Circle the prefix that you see in each word. Remember a prefix is a set of letters that are added to the beginning of a word to change the meaning.

Example: (r)eplay

a. (u)nknown

b. prete(st)

11. TOTAL CORRECT ____/2

LEVEL 2 SUMMATIVE

Mathematics

1. Solve the problems. Write the answer in the box below. You may use the space on the page to solve the problems.

a.
$$\begin{array}{r} 13 \\ + 9 \\ \hline \end{array}$$

$\boxed{22}$

b.
$$\begin{array}{r} 55 \\ - 29 \\ \hline \end{array}$$

$\boxed{84}$

c.
$$\begin{array}{r} 12 \\ \times 8 \\ \hline \end{array}$$

$\boxed{20}$

d.
$$\begin{array}{r} 44 \\ - 7 \\ \hline \end{array}$$

$\boxed{37}$

e.
$$\begin{array}{r} 185 \\ + 36 \\ \hline \end{array}$$

$\boxed{}$

f.
$$\begin{array}{r} 16 \\ \times 4 \\ \hline \end{array}$$

$\boxed{64}$

I. TOTAL CORRECT ____/7

2. Read the problems carefully. Solve each problem. Write your answer in the box next to each question.

- a. Mary had 12 books on her shelf. She gave 3 books to Lorpu. How many books does Mary have left?

$$12 - 3$$

$\boxed{9}$ Books

- b. Musa owns a restaurant. Musa went to the market to buy potatoes. He bought 4 bags of potatoes. If each bag holds 15 potatoes, how many potatoes did Musa buy?

$$4 \times 15$$

$\boxed{19}$

6. Write the number in word form.

Example: 976 nine hundred seventy-six

a. 17,213

One Seven two One Three

b. 101,487

one hundred one Thousand four hundred
eighty seven

6. TOTAL CORRECT ____/2

7. Write the number in expanded form.

Example: 273 = 200+70+3

a. 231 200 + 30 + 1

b. 1,422 1 + 4 + 2 + 2

7. TOTAL CORRECT ____/2

8. Solve the fraction problems below.

Example: $= \frac{1}{6} + \frac{3}{6} = \boxed{\frac{4}{6}}$

a. $\frac{3}{6} + \frac{2}{6} = \boxed{\frac{5}{6}}$

c. $\frac{4}{10} - \frac{1}{5} = \boxed{\frac{2}{10}}$

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

d. $\frac{5}{8} - \frac{1}{4} = \boxed{\frac{3}{8}}$

8. TOTAL CORRECT ____/4

11. Round each number to the nearest hundred.

Example: 721 700

a. 376 400

11. TOTAL CORRECT ____/1

17. Musa and Mary created a bar graph to show the number of books their classmates read each month. Use the graph below to answer questions about the class.



a. How many books did the class read in January? 12

b. In what month did they read the most books? April

c. In what two months did they read the same number of books?

January and May

17. TOTAL CORRECT ____/3

21. List the factors of each number below. Remember, factors are the numbers you can multiply together to equal another number.

Example: 10 1, 2, 5, 10

a. 12 1, 3, 4, 6

b. 16 1, 2, 4, 8, 16

21. TOTAL CORRECT ____/2

LANGUAGE ARTS

I. Circle the words that are proper nouns.

Liberia

sister

Mary

Buchanan

rice

phone

Patrick

fruit

I. TOTAL CORRECT ____/8

- 13. Circle the word in each row that has the silent letter noted. Some words have letters in the spelling that you do not hear when you say the word out loud. These are called silent letters.**

Example: The W in the word write is silent. Write sounds like it starts with an R.

- a. Silent T rate whistle
- b. Silent G reign game
- c. Silent H ache hammer

13. TOTAL CORRECT ____/3

- 15. Read each sentence. The verb is underlined. On the blank line, write the verb's tense (present, past, future) on the line. Past tense shows that an action is completed. The present tense shows that the action is ongoing. Future tense shows that an action will take place.**

Example: My mother <u>will walk</u> to the market tomorrow.	Present	Past	<u>Future</u>
--	---------	------	---------------

a. They <u>will play</u> in the park tomorrow.	Present	Past	Future
b. He <u>cooks</u> the rice in the pot.	<u>Present</u>	Past	Future
c. My grandmother <u>lived</u> in Buchanan when she was young.	Present	<u>Past</u>	Future

15. TOTAL CORRECT ____/3

16. Read each sentence. Look at the words that are underlined. On the blank line, write the contraction that can replace the underlined words. A contraction combines two words.

Example: She will not play the game. Won't

a. I am going to the park. I'm

b. We will not cook rice today. Won't

c. We were not invited to the party. _____

16. TOTAL CORRECT ____/3

SESSION TITLE:	REVIEW OF THE ASSESSMENT TRAINING
-----------------------	--

Objectives: ■ Review the content of the training and evaluate areas for further practice

Materials required: Flipchart, markers (K-W-L chart: What do you already **know** about X type of assessment, what do you **want to know**, and what has been **learned** by the end of the day or training review); Copies of Post-Test for Master Trainers. Notebook/pen for each participant.

Session Duration: 🕒 2 hours 25 minutes


Time	Activity	Notes
🕒 2 minutes	Introduction <ul style="list-style-type: none"> ■ Explain to participants that: <ul style="list-style-type: none"> ○ This session will give a brief overview of the content covered in the training and allow for discussion how to prepare for teacher training 	
🕒 23 minutes	Review <ul style="list-style-type: none"> ■ Review the training modules <ul style="list-style-type: none"> ○ Assessment Types ○ Roles and responsibilities ○ Assessment procedures, in general ○ Placement Assessment ○ Summative Assessment ○ DEO/CEOs only -Approving the Assessment Scores ■ Ask participants to reflect on the first session today, and the answer they wrote down on the following in their notebooks: <ul style="list-style-type: none"> ○ Why is assessment necessary? ○ What is the purpose of the Placement Assessment? ○ What is the purpose of the Formative Assessment? ○ What is the purpose of the Summative Assessment? ○ What do you Want to Learn about ALP Assessments? ■ Break into small groups and discuss L – What did you Learn? ■ Share with whole group and write answers on K-W-L flipchart. Will revisit KWL chart at end to add more Learnings 	
🕒 120 minutes	Group Work <ul style="list-style-type: none"> ■ Assessment World Café ■ Break Master Trainers into 6 groups: <ul style="list-style-type: none"> ○ Assign to each group a Training Module ○ Ask the group to prepare a brief presentation (lasting no more than 7-10 minutes) on the 	

Commented [HM1]: One way to 'review' the training modules – is to use a flipped classroom approach that we used in one of our current trainings with MTs/ CMAs – that is:

- Ask the MT teams to prepare to prepare a presentation of one of the training modules
- Organize a world café session of 6 MT presentation – where groups circulate every 10-15 mins from one MT presentation to the next – to get a summary overview of what each presentation is about

Commented [LC2R1]: FOR STS – we can certainly try to flush this out for the assessors

Commented [JJ3R1]: See below the first draft of the World Cafe

	<p>module – the groups will receive 20 minutes to prepare.</p> <ul style="list-style-type: none"> ■ Small groups circulate presenting the training modules <ul style="list-style-type: none"> ○ After each presentation is over, ask the large group if there are any omitted areas or suggestions on how to administer the training module to teachers. Facilitate discussion; refer to the existing materials to serve as resources. ■ Bring all participants together. Ask the groups What do you want to continue practicing ahead of teacher training? <ul style="list-style-type: none"> ○ Reference ALP teacher materials that can assist Master Trainers familiarize themselves with the assessment and procedures. 	
 10 minutes	Training Post-Test <ul style="list-style-type: none"> • Administer Post-Test for Master Trainers <ul style="list-style-type: none"> ○ Note that the purpose of this Test is to evaluate how much they have learned through the training, and what follow-ups are needed. 	

ANNEX I.

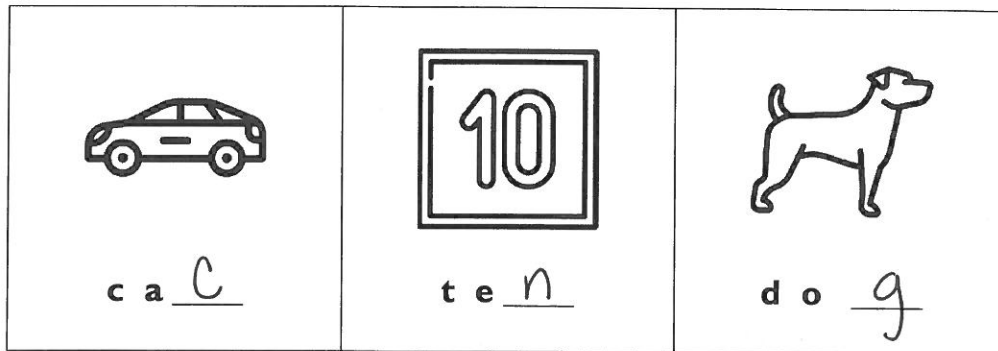
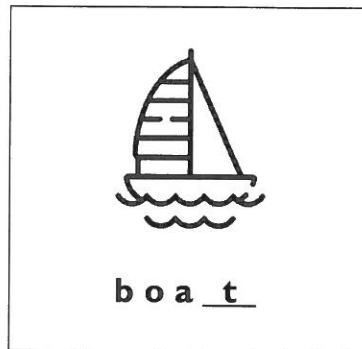
Instructions: Below you will find several examples of assessment items and common student responses below. Using your placement assessment scoring guide packet, mark the responses below as correct, incorrect, did not respond. The numbers in this packet do not go in consecutive, but have remained the same so that you can easily match the item to the item in the scoring guide.

LEVEL I PLACEMENT

Mathematics

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

Example:



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

a)	can	hot	man
b)	bat	hop	mop
c)	tap	dog	cap

5. Circle the pronoun in each sentence. Remember, a pronoun is a word used to replace a noun.

a) Sundaygar goes to school. He likes school.

b) Mom and Dad are on the farm. They are farmers.

12. Place a line between syllables. Remember, a syllable is a part of a word that includes a vowel sound.

Example: dif/fer/ent

a) chick|en

c) teach|er

b) cass|ava

d) banana

19. Circle the two words in each row that are synonyms. Remember, synonyms are words with the same meaning.

a	Loud	<u>Noisy</u>	<u>Quiet</u>
b	<u>Quick</u>	<u>Fast</u>	Start
c	Listen	<u>See</u>	Hear

20. Write the word for the number that you hear.

Example: 4 = four.

a) ten

b) 6

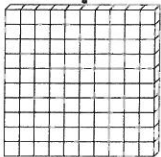
24. Write the numbers in order from smallest to largest.

a) 19, 20, 13, 9, 8
8 9 13 19 20

b) 3, 12, 7, 18, 1
1 7 12 18

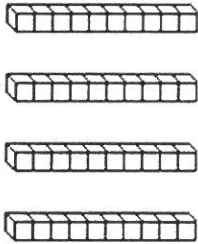
26. Count the number of blocks by hundreds, tens, and ones.

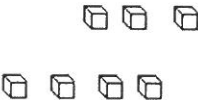
Example:

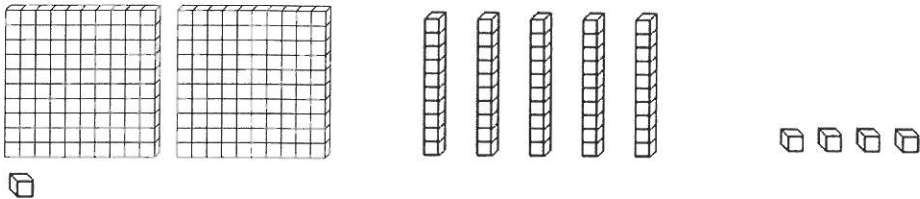

1 Hundred


1 Ten

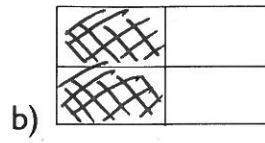
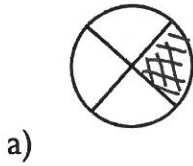

1 Ones


a) 4 Tens


7 Ones


b) 200 Hundreds 50 Tens 5 Ones

30. Shade in one-fourth of the shapes below.



34. Write the number in words.

a) 69 Six nine

b) 55 fifty - five

36. Place the number in the correct place value.

Example: 432 = 4 hundreds 3 tens 2 ones

a) 100 100 Hundreds 0 Tens 0 Ones

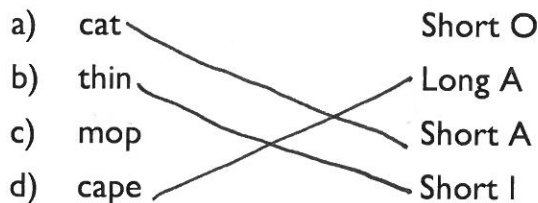
b) 85 Hundreds 8 Tens 5 Ones

c) 117 1 Hundreds 1 Tens 7 Ones

LEVEL 2 PLACEMENT

Language Arts

1. Match each word to the vowel sound that you hear in the word. Remember, vowel sounds include long A, short A, long E, short E, long I, short I, long O, short O, long U, and short U.

- | | |
|---------|---------|
| a) cat | Short O |
| b) thin | Long A |
| c) mop | Short A |
| d) cape | Short I |
- 

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

Example:

Annie plays with her sister.

Noun

- a) John reads to him.

Verb

- b) Mary wears her green dress to church on Sunday.

noun

- c) The book is on the shelf.

10. Circle the correct verb to complete the sentence. One is future tense, and one is past tense.

- a) Teta and Joy (ate, eat) breakfast with the guests earlier.
- b) Tomorrow, they (will sleep, slept) in your room.

Mathematics

12. Solve the problems. Write your answers in the boxes.

a)

$$\begin{array}{r} 14 \\ + 8 \\ \hline \end{array}$$

22

d)

$$\begin{array}{r} 38 \\ - 24 \\ \hline \end{array}$$

62

g)

$$\begin{array}{r} 85 \\ + 36 \\ \hline \end{array}$$

141

b)

$$\begin{array}{r} 48 \\ - 29 \\ \hline \end{array}$$

e)

$$\begin{array}{r} 66 \\ - 7 \\ \hline \end{array}$$

59

h)

$$\begin{array}{r} 12 \\ \times 4 \\ \hline \end{array}$$

84

18. Write the number in word form.

a) 231 two hundred thirty one

b) 1001 one zero zero one

19. Write the number in expanded form.

Example: 273 200+70+3

a) 431 400 + 300 + 1

b) 901 900 + 1

21. Solve the problems.

a) $6 \times \frac{2}{8} = \boxed{\frac{2}{3}}$

b) $4 \times \frac{3}{12} = \boxed{1}$

22. Order the fractions from least to greatest.

a) $\frac{2}{4}$ $\frac{3}{4}$ $\frac{1}{4}$

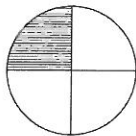
$\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$

b) $\frac{1}{3}$ $\frac{1}{6}$ $\frac{5}{6}$ $\frac{2}{3}$

$\frac{1}{6}$ $\frac{1}{3}$ $\frac{2}{3}$ $\frac{5}{6}$

24. Write the fraction to represent the shaded part.

a)



$\frac{1}{4}$

b)



$\frac{2}{3}$

26. Solve the following word problems. Write your answer in the box.

- a) In January 2017 in Gbarnga, 832 boys were born, and 721 girls were born. How many more boys than girls were born?

$$\begin{array}{r} 832 \\ - 721 \\ \hline \end{array}$$

111

Boys

- b) George and his mother made a big pot of soup for dinner. They made 24 bowls of soup. If there are 6 people eating dinner tonight, how many bowls of soup will each person receive?

$$24 \times 6$$

144

Bowls of soup

31. List the first five multiples for each.

a) 4 4, 8, 12, 16, 20

b) 5 0, 5, 10, 15, 20

ANNEX 1.

Instructions: Below you will find several examples of assessment items and common student responses below. Using your scoring guide packet, mark the responses below as correct, incorrect, did not respond. The numbers in this packet do not go in consecutive, but have remained the same so that you can easily match the item to the item in the scoring guide.

LEVEL 1 SUMMATIVE

Mathematics

1. Listen to the numbers that are said out loud. On the blank line, write the number you hear.

Example:  thirteen  13

a. 15

b. 20

3. TOTAL CORRECT ____/2

3. Match the word with the number.

Example: 14 — Three hundred and thirty-two
a. 74 — Twenty-three
b. 23 — Nine
c. 9 — Fourteen
d. 332 — Six hundred and sixteen
e. 616 — Seventy-four

3. TOTAL CORRECT ____/5

6. Write the numbers from smallest to largest.

a. 5, 19, 20, 7, 12

5 12 19 20

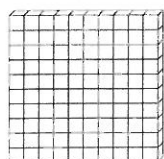
b. 4, 8, 5, 7, 6

4 5 6 7 8

6. TOTAL CORRECT ____/2

9. Count the number of blocks by hundreds, tens and ones.

Example:



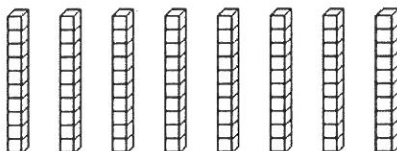
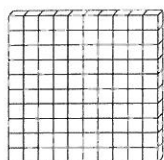
1 hundred



1 tens



1 ones



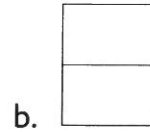
100 Hundreds

80 Tens

5 Ones

9. TOTAL CORRECT ____/1

10. Color in one half of the shape.



10. TOTAL CORRECT ____/2

17. Write the missing sign (+ or -) in the boxes to make the statement true.

Example: $5 \boxed{+} 3 = 8$

a. $6 \boxed{+} 4 = 10$

17. TOTAL CORRECT ____/1

23. Write the number in words.

Example: 231 two-hundred thirty-one

a. 35 thirty - five

b. 899 eight nine nine

c. 1,425 _____

23. TOTAL CORRECT ____/3

24. Place the number in the correct place value.

Example: 432 = 4 Hundreds 3 Tens 2 Ones

a. 201 200 Hundreds 0 Tens 1 Ones

b. 342 3 Hundreds 4 Tens 2 Ones

24. TOTAL CORRECT ____/2

28. Solve the addition problems below by placing the correct number in the boxes. You may use the space below to work out the answer.

a.
$$\begin{array}{r} 18 \\ + 23 \\ \hline \end{array}$$

41

b.
$$\begin{array}{r} 211 \\ + 167 \\ \hline \end{array}$$

378

c.
$$\begin{array}{r} 321 \\ + 179 \\ \hline \end{array}$$

490

28. TOTAL CORRECT ____/3

LANGUAGE ARTS

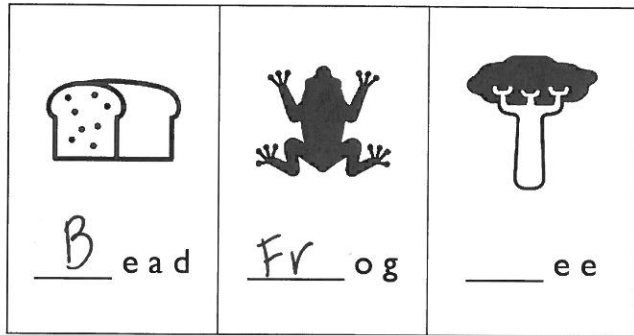
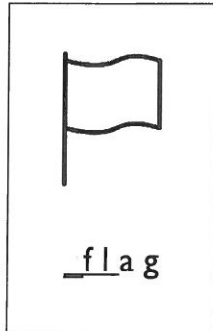
2. Look at the letters listed below. Circle the consonants.

<u>B</u>	<u>E</u>	<u>M</u>	<u>D</u>
Q	O	<u>C</u>	U

2. TOTAL CORRECT ____/5

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

Example:



4. TOTAL CORRECT ____/3

11. Read the words below. Circle the prefix that you see in each word. Remember a prefix is a set of letters that are added to the beginning of a word to change the meaning.

Example: (r e)play

a. (u n)known

b. prete(st)

11. TOTAL CORRECT ____/2

LEVEL 2 SUMMATIVE

Mathematics

1. Solve the problems. Write the answer in the box below. You may use the space on the page to solve the problems.

a.
$$\begin{array}{r} 13 \\ + 9 \\ \hline \end{array}$$

$\boxed{22}$

b.
$$\begin{array}{r} 55 \\ - 29 \\ \hline \end{array}$$

$\boxed{84}$

c.
$$\begin{array}{r} 12 \\ \times 8 \\ \hline \end{array}$$

$\boxed{20}$

d.
$$\begin{array}{r} 44 \\ - 7 \\ \hline \end{array}$$

$\boxed{37}$

e.
$$\begin{array}{r} 185 \\ + 36 \\ \hline \end{array}$$

$\boxed{}$

f.
$$\begin{array}{r} 16 \\ \times 4 \\ \hline \end{array}$$

$\boxed{64}$

I. TOTAL CORRECT ____/7

2. Read the problems carefully. Solve each problem. Write your answer in the box next to each question.

- a. Mary had 12 books on her shelf. She gave 3 books to Lorpu. How many books does Mary have left?

$$12 - 3$$

$\boxed{9}$

Books

- b. Musa owns a restaurant. Musa went to the market to buy potatoes. He bought 4 bags of potatoes. If each bag holds 15 potatoes, how many potatoes did Musa buy?

$$4 \times 15$$

$\boxed{19}$

6. Write the number in word form.

Example: 976 nine hundred seventy-six

a. 17,213

One Seven two One Three

b. 101,487

one hundred one Thousand four hundred
eighty seven

6. TOTAL CORRECT ____/2

7. Write the number in expanded form.

Example: 273 = 200+70+3

a. 231 200 + 30 + 1

b. 1,422 1 + 4 + 2 + 2

7. TOTAL CORRECT ____/2

8. Solve the fraction problems below.

Example: $= \frac{1}{6} + \frac{3}{6} = \boxed{\frac{4}{6}}$

a. $\frac{3}{6} + \frac{2}{6} = \boxed{\frac{5}{6}}$

c. $\frac{4}{10} - \frac{1}{5} = \boxed{\frac{2}{10}}$

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

d. $\frac{5}{8} - \frac{1}{4} = \boxed{\frac{3}{8}}$

8. TOTAL CORRECT ____/4

11. Round each number to the nearest hundred.

Example: 721 700

a. 376 400

11. TOTAL CORRECT ____/1

17. Musa and Mary created a bar graph to show the number of books their classmates read each month. Use the graph below to answer questions about the class.



a. How many books did the class read in January? 12

b. In what month did they read the most books? April

c. In what two months did they read the same number of books?

January and May

17. TOTAL CORRECT ____/3

21. List the factors of each number below. Remember, factors are the numbers you can multiply together to equal another number.

Example: 10 1, 2, 5, 10

a. 12 1, 3, 4, 6

b. 16 1, 2, 4, 8, 16

21. TOTAL CORRECT ____/2

LANGUAGE ARTS

I. Circle the words that are proper nouns.

Liberia

sister

Mary

Buchanan

rice

phone

Patrick

fruit

I. TOTAL CORRECT ____/8

- 13. Circle the word in each row that has the silent letter noted. Some words have letters in the spelling that you do not hear when you say the word out loud. These are called silent letters.**

Example: The W in the word write is silent. Write sounds like it starts with an R.

- a. Silent T rate whistle
- b. Silent G reign game
- c. Silent H ache hammer

13. TOTAL CORRECT ____/3

- 15. Read each sentence. The verb is underlined. On the blank line, write the verb's tense (present, past, future) on the line. Past tense shows that an action is completed. The present tense shows that the action is ongoing. Future tense shows that an action will take place.**

Example: My mother <u>will walk</u> to the market tomorrow.	Present	Past	<u>Future</u>
--	---------	------	---------------

a. They <u>will play</u> in the park tomorrow.	Present	Past	Future
b. He <u>cooks</u> the rice in the pot.	<u>Present</u>	Past	Future
c. My grandmother <u>lived</u> in Buchanan when she was young.	Present	<u>Past</u>	Future

15. TOTAL CORRECT ____/3

16. Read each sentence. Look at the words that are underlined. On the blank line, write the contraction that can replace the underlined words. A contraction combines two words.

Example: She will not play the game. Won't

a. I am going to the park. I'm

b. We will not cook rice today. Won't

c. We were not invited to the party. _____

16. TOTAL CORRECT ____/3

Accelerated Quality Education for Liberian Children (AQE)

Completion and placement training for existing sites

June 26 -28, 2019

Venues: Montserrado, Grand Bassa, Bong, Margibi, Lofa and Nimba

Learning Outcomes:

By the end of the training participants will be able to:

- Explain the purpose for the placement and completion assessments
- Describe assessment how it can be used in the teaching and learning process
- Administer and score the placement and completion assessments accurately and efficiently
- Explain the process for administering the placement and completion assessments
- Explain the roles and responsibilities of DEOs, CEOs, principals, teachers, and the PTA in the assessment process

AGENDA

Day 1 – June 26, 2019

Time	Session Title	Lead/Co-Facilitators	Comments
7:00 – 7:30	REGISTRATION	M&E	
7:30 – 8:30	BREAKFAST	All	
9:00-10:00	Introduction to the training pre-test administration		
10:00-11:15	Overview and Purpose of the Assessments		
11:15-12:30	Roles and Responsibilities		
12:30-1:30	LUNCH		
1:15-2:15	Procedures for the Assessments		
2:15-3:45	DEO and CEO Role in supervision and certification of assessments (brain storm-checklist for supervision and certification)		
3:45 – 4:30	Debrief from day's sessions	<i>Facilitators</i>	

Day 2—June 27, 2019 (EOs branch off into ALP Site Quality Improving Training)

Time	Session Title	Lead/Co-Facilitators	Comments
7:00 – 8:30	BREAKFAST/REGISTRATIONS	M/E/ALL	
8:30 – 9:00	Recap of Day 1		
9:00-12:00	Level 1 Placement Assessments		
	<ul style="list-style-type: none"> Level 1 Placement Assessment_Literacy_06.2019 Level 1 Placement Assessment_Numeracy_06.2019 Level 1 Letter ID, #ID, Reading Passage_Scoring sheet_06.2019 Level 1 Letter ID, #ID, Reading Passage_Student Copy_06.2019 Level 1 Placement Assessment Scoring and Answer Key_06.2019 Level 1 Placement Assessment_Assessor Guide_06.2019 		
12:00-1:00	LUNCH		
1-4 pm	Level 2 Placement Assessments		
	<ul style="list-style-type: none"> Level 2 Placement Assessment_Assessor Guide_06.2019 Level 2 Placement Assessment_ELA_06.2019 Level 2 Placement Assessment_Mathematics_06.2019 Level 2 Reading Passage Student Copy_06.2019 Level 2_Placement Assessment Scoring and Answer Key_06.2019 Level 2_Reading Passage Scoring Sheet_06.2019 		
4:00-4:30	Debrief from day's sessions		

Day 3 –June 28, 2019

Time	Session Title	Lead/Co-Facilitators	Comments
7:00 – 8:30	BREAKFAST/REGISTRATIONS	ALL/M&E	
8:30 – 9:00	Recap based on Day 2		
9:00 – 12:00	Level 1 Completion (ELA & Numeracy)		
	<ul style="list-style-type: none"> Level 1 Completion Assessment Assessor Guide_06.2019 Level 1 Completion Assessment Group Test_06.2019 Level 1 Completion Assessment Scoring Guide_06.2019 Level 1 Reading Passage Scoring Sheet_06.2019 Level 1 Reading Passage Student Copy_06.2019 		
12:00 – 1:00	LUNCH		
1-4:00 pm	Level 2 completion(ELA & Math)		
	<ul style="list-style-type: none"> Level 2 Completion Assessment: Reading Passage Student Copy_06.2019 Level 2 Completion Assessment: Reading Passage Scoring Sheet_06.2019 Level 2 completion Assessment: Student Group assessment_06.2019 Level 2 Completion Assessment: Scoring Guide_06.2019 Level 2 Completion Assessment: Assessor Guide_06.2019 		
4:4:30 pm	Debrief from day's sessions		

Day 4 –June 29, 2019

7:00 – 8:30	BREAKFAST/REGISTRATIONS	ALL/M&E	
8:30 – 9:00	Recap based on Day 2		
9:00 – 10:30	Level 2 Completion (Science)		
	<ul style="list-style-type: none"> Level 2 Science Completion Assessment: Level 2 Science Completion Assessment: Assessor Guide Level 2 Science Completion Assessment: Scoring Key 		
10:30-12:00	Level 2 Completion (Social Studies)		
	<ul style="list-style-type: none"> Level 2 Social Studies Completion Assessment: Level 2 Social Studies Completion Assessment: Assessor Guide Level 2 Social Studies Completion Assessment: Key 		
12:00-1:00	LUNCH		
1:00-1:30	Post Test Administration		
1:30 – 4:00 pm	Review of assessment training <ul style="list-style-type: none"> Develop schedule for placement and 		

	summative test implementation in the schools		
4:00 – 5:00	Packaging and sorting of materials		

Departure is Sunday morning, June 30th.



SESSION TITLE:**OVERVIEW & PURPOSE OF THE ASSESSMENTS**


- Objectives:**
- Describe assessment and its usages in the teaching and learning process
 - Describe the purpose of the placement and summative assessments


Materials required: Flipchart, markers, copies of Pre-Test for Master Trainers. Notebook/pen for each participant.

On one flipchart, draw a K-W-L chart: What do you already **know** about X type of assessment, what do you **want to know**, and what has been **learned** by the end of the day or training review

Session Duration:  1 hour

Time	Activity	Notes						
 15 minutes	Warm Up and Pre-Test <ul style="list-style-type: none"> ■ Warm Up ■ Administer Pre-Test <ul style="list-style-type: none"> ○ Note that the purpose of this Test is to evaluate what they know coming into the training. It is not expected that they would know answers to all of these questions at this time. 							
 15 minutes	Introduction <ul style="list-style-type: none"> ■ Explain to participants that: <ul style="list-style-type: none"> ○ This session will give a brief overview of different types of assessments and how they inform practice and policy ○ This session will also explain the purpose of the Placement and Summative assessments in the ALP program. ■ Brainstorming – K-W-L chart. Break into small groups of 3-4 to discuss K-W (Know and Want to Know): <table border="1" data-bbox="443 1621 1166 1805"> <thead> <tr> <th>K (What do you know)</th><th>W (What do you want to know?)</th><th>L (What have you learned?)</th></tr> </thead> <tbody> <tr> <td> </td><td> </td><td> </td></tr> </tbody> </table> ○ Have small groups share with whole group and write answers on flipchart. ○ We will revisit this chart at the end to complete the L-Learn at the end of the training. Trainers should keep the KWL charts hanging up for the session so they are ready for the closing. 	K (What do you know)	W (What do you want to know?)	L (What have you learned?)				<i>Chart paper for flip chart – create the three columns ahead of time</i>
K (What do you know)	W (What do you want to know?)	L (What have you learned?)						

	<ul style="list-style-type: none"> ■ Summarize the brainstorming activity making the following input: <ul style="list-style-type: none"> ○ <i>Assessment is important for the whole teaching and learning process. Assessment is continuous—we do it at the start and beginning of each class, we do it during the lesson presentation, and we do it at the end of a topic and end of Level. There are different types of assessment. This session will review these different types of the assessment.</i> 	
 20 minutes	<p>Different Types and Purposes of Assessment</p> <ul style="list-style-type: none"> ■ Brainstorming – The use of Assessment in ALP context. Break into pairs. Discuss with a partner, using a Turn and Talk: <ul style="list-style-type: none"> ○ How are assessments used in the ALP program? ○ What has your experience been with the Placement Assessment? ○ What do you already know about the summative assessment (completion assessment)? ○ Give the pairs about 10 minutes to discuss. Have the pairs take brief notes – ask them to use these notes during the discussion at the end of this activity. ■ Explain different types of assessment to the whole group (all participants). In general: <ul style="list-style-type: none"> ○ Formative assessment: a tool teachers use to study student progress and capacity, to give feedback to students and/or guide their instruction. Administered at the end of the learning units, throughout the school year and is used to inform instruction. Formative Assessment is an important tool in the instruction process. Low stakes; does not have big impact on student grades. <ul style="list-style-type: none"> ▪ In ALP context, Formative assessment is conducted at the end of each instructional unit. ○ Diagnostic assessment: a form of pre-assessment to help determine students' individual strengths, weaknesses, knowledge, and skills <u>prior</u> to instruction. <ul style="list-style-type: none"> ▪ In ALP context, this is the Placement Assessment which helps us determine what class level to place a student. ○ Summative assessment: a tool used to evaluate student learning at the end of a grade level. <ul style="list-style-type: none"> ▪ In ALP context, summative assessment is administered at the end of the school year to evaluate student knowledge and skills after all instructional units have been completed. The summative assessment is used to help inform whether a student will transition to formal schools or move up to the next ALP level. ■ Review the Purpose of the ALP Assessments – Activity with the large group (all participants). Inform the group that you will read the description of an assessment and offer two response options; they will be asked to raise a hand for one of the possible options. <ul style="list-style-type: none"> ○ <i>Which assessment type is used to determine whether a student is eligible for the ALP program and to help place students into the appropriate ALP class level. (Placement</i> 	



	<p>Assessment or Formative Assessment)</p> <ul style="list-style-type: none"> ○ <i>Which assessment type is used to determine evaluate student learning at the end of the grade level</i> (Summative Assessment or Formative Assessment) ○ <i>Which assessment type is used to determine evaluate student learning at the end of the instructional unit</i> (Summative Assessment or Formative Assessment) <p>■ Summarize main points from this module – Overall, there can be multiple purposes for assessments.</p> <ul style="list-style-type: none"> ○ Assessments help improve the process of teaching and learning ○ Assessment is used to provide feedback to teachers and learners – teachers use it to adjust instruction or revisit support for students; student understand what they have mastered and what they need to continue practicing. ○ All types of assessment evaluate student knowledge. However, the purpose of assessment varies: <ul style="list-style-type: none"> ○ Formative assessment evaluates knowledge and skills at the end of instructional unit. ○ Placement assessment evaluates student knowledge and skills for placement into appropriate class level ○ Summative assessment evaluate knowledge and skills at the end of class level to determine completion of a level and promotion in the next 	
 10 minutes	<p>Roundup</p> <p>■ Break into small groups of 3-4 and discuss L – What did you Learn?</p> <ul style="list-style-type: none"> ○ Share with whole group and write answers on K-W-L flipchart. Will revisit KWL chart at end to add more Learnings <p>■ Ask participants to reflect (individually) on the first session today, and answer the following in their notebooks:</p> <ul style="list-style-type: none"> ○ Why is assessment necessary? ○ What is the purpose of the Placement Assessment? ○ What is the purpose of the Formative Assessment? ○ What is the purpose of the Summative Assessment? ○ <i>What do you Want to Learn about ALP Assessments?</i> 	


SESSION TITLE:**ROLES & RESPONSIBILITIES**

- Objectives:**
- Describe the different players and their roles
 - Define the role and responsibility of a Principal, teacher, DEO/CEO

Materials required: Flipchart, markers. Notebook/pen for each participant.

Session Duration:  1 hour 15 minutes

Time	Activity	Notes/Materials
 2 minutes	Introduction <ul style="list-style-type: none"> ■ Explain to participants that: <ul style="list-style-type: none"> ○ This session will identify different roles in the assessment process and provide details about their responsibilities 	
 65 minutes	Different roles and responsibilities <ul style="list-style-type: none"> ■ Identify five main type of roles in the assessment training: Master Trainer, Teacher, Principal, DEO/CEO, PTA. ■ Review briefly what each role does (provide the participants with Annex 1) <ul style="list-style-type: none"> ○ <i>Master Trainer</i> prepares teachers to administer and score assessments accurately ○ <i>Teacher</i> administers and scores assessments ○ <i>Principal</i> provides oversight by going into classrooms, doing spot checks of completed assessments. If teacher is absent, administers and scores assessments ○ <i>DEO/CEO</i> does site visits for quality control observation. Provides approval and sign-off of final assessment scores ○ <i>PTA</i> helps ensure that parents and community members are aware of the assessments (purpose and dates); help monitor timeliness and attendance of teachers and learners during the assessments <p>Jigsaw Activity – Divide into 5 groups, assigning each group a role in the assessment process – Master Trainer, Teacher, Principal, DEO, PTA.</p> <ul style="list-style-type: none"> ○ Example: one group will focus entirely on the roles and responsibilities of the teachers. They may not all be teachers, but it is important to understand all of the different roles in the assessments <ul style="list-style-type: none"> ■ Brainstorm in your group (15 minutes): Think about the role your group has been assigned: <ul style="list-style-type: none"> ○ Imagine that you are filling the X role in the assessment process (the role your group is assigned for this activity; NOTE: this role may be your actual role, or it could be someone that you will work with). Brainstorm together and write down into your notebooks at least 2-3 answers to each of the questions (<i>each person in a group will need these notes</i>): 	<p><i>Flip charts and/or post-it notes for each group to record their discussions</i></p> <p><i>Annex 1 – Roles and Responsibilities</i></p>

	<ul style="list-style-type: none"> ○ What will your work look like as you fulfill this role? ○ What are some things that you should do before/during/after the assessments to fulfill this role successfully? ○ Who should you reach out to if you experience any challenges in your role? <ul style="list-style-type: none"> ● BREAK – 5 minutes (give participants a brief break to move around) <ul style="list-style-type: none"> ■ Mix up the small groups (15 minutes) – this time, instead of groups by role, each new group has at least one representative from each role (Master Trainer, Teacher, Principal, DEO, PTA): <ul style="list-style-type: none"> ○ Share out what each role looks like (use the notes from earlier brainstorming). ○ Ask other group members to ask questions about the roles and responsibilities initially identified, and add to the list. ○ Encourage the groups to think about how the different roles should support one another. ○ Go around until each group member discusses their role and responsibilities, and team members provide feedback. ● Return to the whole group - After all roles are reviewed and discussed in the groups, bring all participants together (20 minutes). Ask participants to share out the following: <ul style="list-style-type: none"> ○ What are some of the key take-aways from your group discussion? ○ Share out the actions/responsibilities for each role in the assessment process – write these on the flipchart. ○ As needed, discuss the responsibilities with the group. 	
 8 minutes	<p>Closing</p> <ul style="list-style-type: none"> ■ Each participant thinks about their role in the assessment process, and journals in their notebook: <ul style="list-style-type: none"> ○ What is your role in the assessment process? ○ What are some things that you need to prepare for assessment administration? ○ What support you will need to prepare for that role? 	

ANNEX 1:

Assessment – Roles and Responsibilities

Role	Responsibilities
AQE Staff	<ul style="list-style-type: none"> ■ Attend Training for Master Trainers ■ Review and become familiar with the content of the Teacher Orientation Materials and Assessor Guides (for both Placement and Summative Assessment) ■ Facilitate Teacher Trainings ■ Mobilization of principals/teachers for training ■ Liaise with principals/teachers to draft completion and placement schedule ■ Gather and prepare materials for assessments
Teacher	<ul style="list-style-type: none"> • Attend teacher training • Become familiar with the assessment administration and scoring process • Administer assessments to students enrolled in ALP classes • Score the assessments • Keep assessments secure while in the classroom • Ensure that students' names are recorded on all materials • Preparation of test venue
Principal	<ul style="list-style-type: none"> • Provide assessment oversight (observe assessment administration, circulate through classrooms during the assessments) • Answer questions teachers and/or parents may have about the assessments • Oversee the assessment security protocols at the ALP center • Observe assessment scoring process – this can include observing teachers completing the scoring or spot checking a few assessments and/or items to see that scores are accurate • Administer assessments if a teacher is absent • Brief teachers before the assessments • Ensure/create Safe Learning Environment for the administration of the assessments
DEO and/or CEO	<ul style="list-style-type: none"> • Provide oversight of assessments at the ALP centers in the district and/or county • Complete assessment observations at ALP centers • Check that schools adhere to assessment security protocols • Spot check at least 5 assessments at each ALP center – check the scoring for these assessments to make sure scores are accurate • Attend Trainings • Check the availability of assessment materials at the site



	<ul style="list-style-type: none"> • Certify completion assessment results
PTA	<ul style="list-style-type: none"> • Communicate to families and community members the dates and purpose for the placement and completion assessments • Monitor the timeliness and attendance of teachers and students during the assessments


SESSION TITLE:**ASSESSMENT PROCEDURES**


- Objectives:**
- Introduce the materials (assessments and facilitator guides)
 - Describe test security and oversight


Materials required: Flipchart, markers, copies of the assessment materials (listed below), facilitator guides, team lead checklist. Notebook/pen for each participant.


Session Duration:  1 hour

Time	Activity	Notes/Materials
 2 minutes	Introduction <ul style="list-style-type: none"> ■ Explain to participants that: <ul style="list-style-type: none"> ○ This session is about introducing the assessment materials and procedures. ○ Discussing test security and oversight 	
 10 minutes	Introduction of Assessment Materials <ul style="list-style-type: none"> ■ For both the placement and completion assessment teachers will have two types of materials during the administration process: <ul style="list-style-type: none"> ○ Materials administered with each student in an individual setting ○ Materials that are administered in a group setting. ■ <i>Individually assessed materials include:</i> <ul style="list-style-type: none"> ○ <u>Individual assessment: Student Copy</u> – this will include for a blank reading passage for each student. Additionally, the Placement Level 1 students will also receive a Letter and Number ID Grid ○ <u>Individual Assessment: Administration and Scoring Sheet</u> – this will provide guidance to the assessor to administer and to score the individual assessment ■ <i>Materials for Group Assessment include:</i> <ul style="list-style-type: none"> ○ <u>Placement Group Assessment</u> – this includes <ul style="list-style-type: none"> ○ <u>Level 1:</u> assessment sections on literacy (and writing) and numeracy ○ <u>Level 2 and Level 3:</u> language arts (and writing) and mathematics ○ <u>Completion Group Assessment</u> – this includes <ul style="list-style-type: none"> ○ <u>Level 1:</u> assessment sections on literacy (and writing) and numeracy ○ <u>Level 2 and Level 3:</u> language arts (and writing), mathematics, social studies and science ○ <u>Assessor Guides</u> – this includes a script to help administer the Group Assessments ○ <u>Scoring Guide and Answer Key</u> – this will help score the 	<p><i>Completion Assessment Materials: Student booklet, reading passages, assessor guides</i></p> <p><i>Placement Assessment Materials: Student booklet, reading passages, counting and letter ID grids for L1, assessor guides</i></p>

	<p>Group Assessment accurately</p> <ul style="list-style-type: none"> ■ Show a copy of each material as introducing it. After introducing the materials, explain that the participants will have time to read through the guides and practice later in the training. 	
 10 minutes	<p>How to Get your School and Students Ready: For the Placement Assessments</p> <ul style="list-style-type: none"> ■ Principal and Teacher(s) have separate responsibilities in ensuring the school and students are ready for the assessment administration. The following includes the actions that need to be taken by each role: ■ Principal <ul style="list-style-type: none"> ○ Ensure your school has all materials <ul style="list-style-type: none"> ○ Student Copies of the assessment (oral reading passage, as well as group assessment) ○ Scoring Sheets for teachers (oral reading passage, as well as group assessment) ○ Check that that you have the right number of the above materials based on anticipated number of students you expect to come to the registration/placement day ○ Check that the assessments are numbered (have ID) ○ Sign out the placement assessments to the teachers. ○ Help teachers develop a plan for moving students from the registration/intake area to the individual assessments. Identify a place for students to wait for the group assessment and who will supervise these students. ■ Teacher <ul style="list-style-type: none"> ○ Prepare students ahead of time for the completion assessments <ul style="list-style-type: none"> ○ Complete the formative assessments in the teaching and learning materials to help students become familiar with taking assessments ○ Continue to teach all content to prepare the students for the questions ○ Remind students to try their best on the assessments ○ For placement – remind students they will not receive a grade for the assessment <ul style="list-style-type: none"> ○ They will complete the assessment to help determine the ALP level they should be placed into ○ Teachers should remind students that there is not a grade during registration, during the independent assessment, and during the group session. This can help students who might be nervous ○ Set up the classroom for group assessment – enough space between students so they can't see one another; all students facing the front or same direction 	

	<p>How to get your school and students ready: For the Summative Assessment</p> <ul style="list-style-type: none"> ■ Principal and Teacher(s) have separate responsibilities in ensuring the school and students are ready for the assessment administration. The following includes the actions that need to be taken by each role: ■ Principal <ul style="list-style-type: none"> ○ Ensure your school has all materials <ul style="list-style-type: none"> ○ Student Copies of the assessment (oral reading passage, as well as group assessment) ○ Scoring Sheets for teachers (oral reading passage, as well as group assessment) ○ Check that that you have the right number of the above materials (review student enrolment and attendance and confirm the number of copies needed) ○ Check that the assessments are numbered (have ID) ○ Sign out the class sets of assessments to each teacher ■ Teacher <ul style="list-style-type: none"> ○ Plan for students completing independent work while Oral reading portion of the assessment is completed with individual students <ul style="list-style-type: none"> ▪ Some ideas: independent writing assignment, workbook activities, independent reading ○ Set up the classroom for group assessment – enough space between students so they can’t see one another; all students facing the front or same direction 	
 25 minutes	<p>Assessment Administration Overview & Tips</p> <ul style="list-style-type: none"> ■ Review general process of administration <ul style="list-style-type: none"> ○ Share the one-pager that goes through the administration process of the assessment (Annex 2) ○ Review the steps and explain that these steps are used in both placement and completion assessments. ■ Small group activity - In this activity the participants will order the assessment steps (see Annex 3). Using the annex, cut each step into a small slip of paper and shuffle the order before giving the set of paper slips to each small group. <ul style="list-style-type: none"> ■ Break into small groups of 3-4. Each small group receives slips of paper that have the administration steps written out (Annex page 2). <ul style="list-style-type: none"> ▪ Ask groups to put the steps in order ▪ Walk around to see how groups are doing ▪ Have one or two groups share out their order and discuss anything that needs to be switched around or clarified. 	<p><i>Annex 2</i></p> <p><i>Annex 3</i></p>

	<p>*if you are not able to cut the slips out, then have the groups number the steps on the page of steps. There is space on the left to add in the numbers to designate the order.</p> <p>■ Bring the participants together. In the large group, discuss:</p> <ul style="list-style-type: none"> ■ What steps or part of the process do you think might be more challenging and why? ■ Take time to brainstorm ways to plan ahead or mitigate these challenges. ■ Remind the participants who they can reach out to with questions and/or concerns. 	
 20 minutes	<p>Assessment Security</p> <p>■ Review security information</p> <ul style="list-style-type: none"> ○ During training: no photos, return ALL materials ○ No copying – make sure students are not looking at other papers ○ Set up the room so all seats face the same direction and there is space between each student ○ Teachers must collect all materials after the assessment and return everything to the Principal ○ Materials must stay in the Principal’s office – locked for security <p>■ Small group activity – break into 4 groups. Have each group discusses how to approach one of the security issues that may arise (see Annex 4):</p> <ul style="list-style-type: none"> ○ What do you do if a student arrives late after the assessment has started? ○ You notice that a few students are looking at another student’s test booklet. What do you do? ○ What do you do if you notice that students are moving slowly through the assessment items or they are not responding to any of the items? ○ What do you do if you notice that you do not have enough assessments? <p>■ <i>If a group finishes early, they can talk through one of the other scenarios.</i></p> <p>■ Bring the groups together - ask the groups to present their discussions on one of the scenarios. Ask the large group to add/ask questions/suggestions. The answers below are some possible solutions, but groups may identify other ideas that are appropriate and relevant to their classrooms and schools.</p> <ul style="list-style-type: none"> ○ What do you do if a student arrives late after the assessment has started? ○ <i>Answer: If you are working on the individual part of the test, move the late student to the end of the line and assess them at the end. If you have started the group administration, if you can have them join the test with minimal distractions to the other students, they can join (and then the assessor can go back and read the</i> 	Annex 4

	<p><i>questions they missed at the end of the sessions). If you can't get them to join with few distractions to other students, instruct the student that they will take the assessment at another time. One teacher can administer a make-up session to students who arrived late or were absent.</i></p> <ul style="list-style-type: none"> ○ You notice that a few students are looking at another student's test booklet. What do you do? ○ <i>Answer: Remind the entire group that there is no talking during the assessment. If possible, put more space between students desks.</i> ○ What do you do if you notice that students are moving slowly through the assessment items or they are not responding to any of the items? ○ <i>Answer: Adhere to the time recommendations in the assessor guide. Encourage students to try their best and keep moving through the assessment items. Remind students they will have time at the end to check their answers or finish their work.</i> ○ What do you do if you notice that you do not have enough assessments? ○ <i>Answer: Immediately notify the Principal to secure additional copies of the assessments.</i> 	
 8 minutes	<p>Closing</p> <ul style="list-style-type: none"> ■ Each participant thinks about the processes of administering and securing the assessment process, and journal in their notebook: <ul style="list-style-type: none"> ○ What assessment processes are easy to administer in your school? ○ What are some things that you need to do/support you will need to prepare for ensuring assessment administration processes can be implemented? ● Depending on the size of the group, participants can share out whole group after they have time to complete their individual responses or you can facilitate a quick Turn and Talk to share their thoughts with a person sitting near them. 	

ANNEX 2: Assessment Procedures

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

ANNEX 3. Small group activity - order the assessment procedures

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

ANNEX 4. Assessment Security Scenarios


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




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


SESSION TITLE:**DEO and CEO Role in supervision and certification of assessments**

- Objectives:**
- Describe the role of the DEO/CEO when visiting a site
 - Describe how to perform spot checks
 - Describe process of approving scores

Materials required: Flipchart, markers. Notebook/pen for each participant.

Session Duration:  1 hour

Time	Activity	Notes
 5 minutes	Introduction <ul style="list-style-type: none"> ■ Explain to participants that: <ul style="list-style-type: none"> ○ This session will outline the roles and responsibilities of the DEOs and/or CEOs ○ This session will describe how to perform spot checks, and the process for approval and sign-off of scores 	
 10 minutes	Role of DEO/CEO ahead of site visit <ul style="list-style-type: none"> ■ Prior to observing the administration of an assessment at the schools, a DEO/CEO will review ALP materials provided to teachers to familiarize themselves with the assessment procedures and to: <ul style="list-style-type: none"> ○ Understand the purpose and the components of both Placement and Summative Assessments. ○ Understand the process of administration of each component. ○ Understand the process of scoring. 	
 30 minutes	Role of DEO/CEO during site visit <ul style="list-style-type: none"> ■ Observing the assessments <ul style="list-style-type: none"> ○ Check that the teacher is administering the correct assessment (placement/summative; appropriate assessment level) ○ Silently walk around the room to observe student responses to the items ○ Make sure not to disrupt the assessment ○ If you have feedback, share it with the Principal to communicate back to the teacher ■ Spot checks of materials and administration <ul style="list-style-type: none"> ○ Check that assessments are kept in a secure location. Ideally, the Principal's office or another room that can be locked ○ Check that all assessment materials are collected at the end of each assessment period and all materials are returned to the locked office. ○ Randomly select about 5 assessments per level ○ Are the assessments numbered correctly? 	

	<ul style="list-style-type: none"> ▪ Check that all assessments are numbered ○ Check a few math and literacy items for the following: <ul style="list-style-type: none"> ▪ Are they scored correctly? ▪ Are the scores recorded correctly on the approval sheet? ■ Approving the Scores (do this after you have spot checked a few assessments) <ul style="list-style-type: none"> ○ Review student names on the class score sheet ○ Check that each student has a score ○ Check that the sampled test (above) scores match the scores recorded on the class list ○ Sign and stamp the class list <p>Turn and Talk – participants will turn to the person sitting next to them and discuss the following:</p> <ul style="list-style-type: none"> • What are the key roles and responsibilities for the DEOs/CEOs to approve the assessment scores? • Why is this an important part of the assessment system? • How can principals and teachers support the DEOs/CEOs (how can they make sure their school is ready for their observations and visits)? <p>Whole group discussion – groups can share the key takeaways from their Turn and Talk discussion.</p>	
 <p>8 minutes</p>	<p>Roundup</p> <ul style="list-style-type: none"> ■ Ask participants to answer the following in their notebooks: <ul style="list-style-type: none"> ○ What is one thing you have learned about the DEO/CEO role in the assessments? ○ What is one thing that you are looking forward to with the assessments? ○ What is a question that you still have about the assessment process? 	

ANNEX 5: CEO and DEO Checklist

1. **School visits** – observing the assessment administration process
 - Check that teachers are administering the correct assessments
 - Check that teachers and principals have set up the classrooms for the assessments (students facing the same direction and as they are able, there is space between the students)
 - Silently observe the assessments
 - If you have feedback, share it with the principal before leaving. The principal will share any feedback with the teachers after the assessments are complete.

1. **Assessment Materials Spot Check**
 - Check that assessments are kept in a secure location (ideally an office or classroom with a lock)
 - Check that all materials are collected after the assessments are administered each day

1. **Approving the assessment scores**
 - This should be done AFTER the school has finished administering and scoring the assessments
 - Each school should put together a list of student names and scores for each assessment
 - Select 4-5 assessments per level to spot check
 1. Are the items on the assessments scored correctly?
 2. Are the correct scores recorded on the class list?
 - If there are any issues, share them with the principal so the school can make any adjustments
 - Sign and stamp the class list of scores

SESSION TITLE:**PLACEMENT ASSESSMENTS**



- Objectives:**
- Introduce the Placement Assessment process and materials
 - Describe how to administer and score the individual oral assessments and group assessments

Materials required: Flipchart, markers, Placement Assessments (Reading Passage/Individual Assessment document and group administered assessment packets), Assessor Guides, Scoring Guide and Answer Key

*For assessment security, number all copies of the assessments, assessor guides, scoring guides and answer keys. Make sure to collect all materials before dismissing the participants.

Session Duration: 

3 hours

Time	Activity	Notes
 2 minutes	Introduction <ul style="list-style-type: none"> ■ Explain to participants that: <ul style="list-style-type: none"> ○ This session will explain the Placement Assessment process and materials ○ Will describe how to administer and score the individual oral assessments and group assessments 	
 20 minutes	Introducing the Placement Assessment Materials <ul style="list-style-type: none"> ■ Introduce the registration/intake forms, assessments, and assessor guides. Provide copies of the assessment materials to each pair of participants <ul style="list-style-type: none"> ○ Each pair of participants will receive the following: <ul style="list-style-type: none"> ■ Level 1: individual assessment materials (letter ID, #ID, reading passage), student copy of group assessment package, assessor guide, scoring guide ■ Level 2: individual assessment materials (reading passage), student copy of group assessment package, assessor guide, scoring guide ■ Level 3: individual assessment materials (reading passage), student copy of group assessment package, assessor guide, scoring guide ■ Give participants time to familiarize themselves with the materials. They can flip through the materials to familiarize themselves with the different packets and their purpose and content. ■ TEST SECURITY: Have all participants put their phones away while the assessment materials are in the room/circulating. Make sure to number the materials and collect everything at the end of the session 	





40 minutes


Placement Assessment – Registration/Intake and Individual Assessment



- **Facilitators model the process** to administer the registration /intake form and the individual oral assessment which includes the reading passage and comprehension questions for each level.
 - The facilitators will break up into roles to play assessors and students. The “assessors” will model for the group (or act out) the assessment process so that the participants can see the different stages of the assessment process.
 - “Assessors” will model walking the students through the individual assessment process, including registration and intake. The “students” will receive a copy of the reading passage to read out loud.
 - Make sure to model the three different assessment areas (registration/intake and individual assessment).
 - The “Assessors” should highlight how some students will not take the individual assessment and that others may not progress to the group administration based on the information gathered during registration/intake and the individual assessment.
- **Start with registration/intake.**
 - Demonstrate how to welcome the student and explain that they will first register for the ALP by answering several questions about themselves.
 - Show the participants the registration/intake forms.
 - Guide the participant through the registration/intake form.
- **Next, the assessors will model the individual assessment**
 - Explain that they will read a story and answer some questions.
 - Then model the read aloud process (make sure to emphasize that the reading passage ends after three minutes)
 - Model how to administer reading comprehension.
 - Demonstrate that students will return to their classroom after the individual assessment on reading passage.
 - Highlight the importance of moving students through the different components (letter name, number ID grid, reading passage, reading comprehension)
 - Show how to keep the pace moving through the group assessment (encouraging students along, moving them to the next item after the recommended amount of time)
 - Discuss how to manage the rest of the students not taking the oral assessment
 - These students who can read independently, they can work on independent class assignments, time to work on homework
- **Paired practice work – Round 1:** Participants break up into pairs for this small group work; they take turns being the “assessor” and “student” going through the following Level 1, 2, and 3 assessment components:
 - Registration/intake form
 - Individual oral assessments – letter ID, number ID,

Registration/Intake forms

Level 1, Level 2, Level 3 placement reading passage student copy and scoring sheet

	<p>reading passage and questions</p> <ul style="list-style-type: none"> ○ Make notes of questions or concerns that come up – the group will discuss at the end of the session ○ The facilitators will circulate through the room to answer questions, observe the assessors, provide support and make note of challenges that should be addressed with the whole group <p><i>*Note: It is important that the participants take turns in practicing both assessor and student role; a participant should not remain only in one role (e.g. practice only in a role of a student). It is important for each participant to be comfortable administering ALL sections of the assessment, so they should practice administering the reading passage, as well as all sections in the group assessment.</i></p>	
5 minutes	Break	
 45 minutes	<p>Placement Assessment – Group Assessment (literacy and math)</p> <p>■ Facilitators model the process to administer the group assessment</p> <ul style="list-style-type: none"> ○ Highlight the importance of moving students through the different parts (literacy, mathematics, writing) ○ Show how to keep the pace moving through the group assessment (encouraging students along, moving them to the next item after the recommended amount of time; answering questions) ○ Level 1: the assessor will read each assessment item; Level 2 and Level 3: the students will read the assessments items to themselves <p>■ Paired Practice – Round 2: Participants break up into pairs for this small group work; they take turns being the “assessor” and “student” going through the <u>Level 1 group assessment</u>:</p> <ul style="list-style-type: none"> ○ Group assessments ○ Practice reading the assessor guide script out loud, keeping the pace of the assessment ○ Encourage participant to note any issues and bring their questions to the Large Group Discussion <p><i>*Note: It is important that the participants take turns in practicing both assessor and student role; a participant should not remain only in one role (e.g. practice only in a role of a student).</i></p> <p>■ Paired Practice - Round 3: Participants work in pairs to read through the <u>Level 2 and Level 3 group assessments</u>; practice reviewing the prompts (See Annex 6) to encourage students to move through the items independently.</p>	Level 1, Level 2, Level 3 placement group assessments, assessor guides, scoring guides
 20 minutes	<p>Placement Assessment Interactive Overview</p> <p>■ ROLE PLAY: Pairs will put together a skit to model one section of the assessment. Depending on the number of pairs, several pairs will put together the following: registration/intake; individual assessment demonstration (letter ID, number ID, reading passage); Level 1 group assessment; Level 2 and Level 3 group assessment</p>	

	<ul style="list-style-type: none"> ■ The small groups will demonstrate (depending on time, may select only a few pairs to demonstrate) their section of the assessment <ul style="list-style-type: none"> ○ The broader group watches and provides feedback to the team ○ End with a group reflection: <ul style="list-style-type: none"> ▪ What went well? ▪ What were the challenges? ▪ What should assessors consider improving? ▪ What areas need more practice? 	
 35 minutes	<p>Placement Assessment Scoring</p> <ul style="list-style-type: none"> ■ Facilitators review the scoring process <ul style="list-style-type: none"> ○ Check names/IDs on each assessment ○ Match reading passage scoring sheet to the student assessment (the packet that is administered in the group session) ○ Compare each answer to the answer key (found in the Scoring and Answer Key packet) ○ Mark correct or incorrect (highlight using the scoring symbols that are in the answer key) ○ Count the total number of correct items for each assessment section ○ Use the scoring guide to determine final score and what level to place the student in ■ Practice with Student Example Packets: Give participants time to individually review and score the student examples using the answer key. Each participant will receive the “Sample Student Assessment” they will use the corresponding answer key to score the “student assessment.” The assessment will include a mixture of items from the three whole group placement assessments. (Use the Annex 1 document to let participants practice scoring) ■ Checking Scoring Accuracy <ul style="list-style-type: none"> ○ Participants use the scoring key to score each item on the student practice assessment ○ Participants record the total number of correct responses for each section of the assessment ○ In small groups, participants can share their scores for each assessment section and identify the areas where they are not in agreement with their partner ○ Facilitators should take the group through the answer key and the assessment <ul style="list-style-type: none"> ▪ Explain how the items should be scored ▪ Discuss any questions or confusion on scoring the items ▪ Remind participants that for this assessment, they MUST score based on the 	Annex 7 Annex 8

	<p>answer key. The answers in the scoring key are the accepted correct answers for each item. If they think there is an issue, they can share it with the facilitators during a break.</p>	
 10 minutes	<p>Placement Assessment Scenarios</p> <ul style="list-style-type: none"> • Participants can work with a partner to discuss one or more of the scenarios (see Annex 9). Each scenario describes a type of student they may encounter during the placement and the small group will need to determine the most appropriate next step for the student. • After the groups discuss their scenario, review the different scenarios with the whole group. Each group should provide the reasons for their placement decisions. 	<i>Annex 9</i>
 3 minutes	<p>Placement Assessment Conclusion</p> <ul style="list-style-type: none"> • Participants can reflect in their journal/notebook or in a small group discussion on the following: <ul style="list-style-type: none"> ○ What are the important things to remember for the placement assessments? ○ What is the purpose of the placement assessment? ○ What questions/concerns do they have • Come back and have time for a brief Q&A around any questions and/or concerns that remain. 	

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

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

ANNEX 7. “Mock Test” for scoring practice

***attached separately**

ANNEX 8. Scoring Practice – scoring key

***attached separately**

ANNEX 9. Student Placement Scenarios

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

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




SESSION TITLE:**COMPLETION ASSESSMENTS**


- Objectives:**
- Introduce the Completion Assessment process and materials
 - Describe how to administer and score the individual oral assessments and group assessments


Materials required: Flipchart, markers, Completion Assessments and score sheets (Completion Assessment Reading Passage with scores, group administered completion assessment packets – ELA/math; social studies; science), Assessor guides, Scoring and Answer Keys



Session Duration: 



Part I: 3 hours 30 minutes; Part II: 2 hours 30 minutes

Time	Activity	Notes
 5 minutes	Introduction <ul style="list-style-type: none"> ■ Explain to participants that: <ul style="list-style-type: none"> ○ This session will explain the Completion Assessment process and materials ○ Will describe how to administer and score the individual oral assessments and group assessments 	
 20 minutes	Introducing the Completion Assessment Materials <ul style="list-style-type: none"> ■ Introduce the assessments and assessor guides. Participants will receive the following <ul style="list-style-type: none"> ○ Math/ELA Completion Assessments (all three levels)– individual assessments (reading passages and comprehension questions), group assessment; scoring guides; assessor guides ○ Science group assessment (Level 2 and Level 3); scoring guide; assessor guide ○ Social Studies group assessment (Level 2 and Level 3); scoring guide; assessor guide ■ Give participants time to familiarize themselves with the materials ■ TEST SECURITY: Have all participants put their phones away while the assessment materials are in the room/circulating. Make sure to number the materials and collect everything at the end of the session 	<i>Level 1, 2, and 3 completion assessment materials</i>
 40 minutes	Completion Assessment – Individual Assessment <ul style="list-style-type: none"> ■ Facilitators model the process to administer individual assessment which includes for reading passage and comprehension questions for each level. <ul style="list-style-type: none"> ○ The facilitators will break up into 2 roles -about 5 will play assessors and the rest will be students. The “assessors” will model for the group (or act out) the assessment process so that the teachers can see the different stages of the assessment process. 	

	<ul style="list-style-type: none"> ○ “Assessors” will model walking the students through the individual assessment process. The “students” will receive a copy of the reading passage to read out loud. <ul style="list-style-type: none"> ■ First the assessors will model the individual assessment <ul style="list-style-type: none"> ○ Demonstrate how to welcome the student, explain that they will read a story and answer some questions. ○ Next, model the read aloud process (make sure to emphasize that the reading passage ends after three minutes) ○ Model how to administer reading comprehension. ○ Demonstrate that students will return to their classroom after the individual assessment on reading passage. ○ Highlight the importance of moving students through the different assessment components. For the summative assessment, the students will return to class after individual assessment and the group assessments will likely happen on a different day ○ Show how to keep the pace moving through the individual assessment (encouraging students along, moving them to the next item after the recommended amount of time) ■ Paired Practice – Round 1: Work in pairs, taking turns being the assessor and student going through individual reading passage assessment <ul style="list-style-type: none"> ○ Level 1, Level 2 and Level 3 – reading passage and comprehension questions ○ Practice reading the assessor guide script out loud, keeping the pace of the assessment ○ Encourage participant to note any issues and bring their questions to the Large Group Discussion. 	<p><i>Level 1, 2, and 3 completion assessment individual assessments – student copy of passage; scoring sheet</i></p>
 75 minutes	<p>Summative Assessment – Group Assessment Math and ELA</p> <ul style="list-style-type: none"> ■ Facilitators model the process to administer the group assessment <ul style="list-style-type: none"> ○ Highlight the importance of moving students through the different parts (language arts, mathematics, writing) ○ Show how to keep the pace moving through the group assessment (encouraging students along, moving them to the next item after the recommended amount of time; answering questions) ○ Explain the key difference between Level 1 and Level 2/Level 3: In Level 1, the teacher/assessor will read all items out loud to students. In Level 2/Level 3, the students must read all items individuals. Teachers may use prompts (Annex 6) to help move students through the assessment. ■ Paired Practice – Round 2 – Level 1 Group Assessment: Work in pairs, taking turns being the “assessor” and “student” going through the <u>following Level 1 group assessment components</u>: <ul style="list-style-type: none"> ○ Level 1 – math and ELA; assessors practice reading the assessor guide out loud (they will need to practice reading ALL assessment items out loud) 	<p><i>Level 1 – group assessment materials (student assessment, assessor guide,</i></p>

	<ul style="list-style-type: none"> Practice reading the assessor guide script out loud, keeping the pace of the assessment Encourage participant to note any issues and bring their questions to the Large Group Discussion. <p>■ Paired Practice – Round 3 – Level 2 and 3 Group Assessment: Work in pairs, taking turns being the “assessor” and “student” going through the following Level 2 and Level 3 ELA and math group assessment components:</p> <ul style="list-style-type: none"> Familiarize themselves with the assessment components Practice reading the prompts to encourage students The students will read these items to themselves. Assessors WILL NOT read the assessment items to the students. (See Annex 6 prompts) <p>■ ROLE PLAY: The small groups will demonstrate all or part (you could have each group model a different section – one does individual oral assessment, one does math whole group, one does literacy whole group)</p> <ul style="list-style-type: none"> The broader group watches and provides feedback to the team End with a group reflection: <ul style="list-style-type: none"> What went well? What were the challenges? What should assessors consider improving? What areas need more practice? 	<p><i>scoring key)</i></p> <p><i>Level 2 and Level 3 group assessment materials (student assessment, assessor guides, scoring key)</i></p>
 <p>70 minutes</p>	<p>SUMMATIVE ASSESSMENT – Group Assessment – Social Studies and Science</p> <p>Introduce the social studies completion assessments.</p> <ul style="list-style-type: none"> Only for students in Level 2 and Level 3 Students must read all items independently <p>■ Paired Practice – Round 4 – Social Studies: Work in pairs, taking turns being the “assessor” and “student” going through the following Level 2 and Level 3 social studies group assessment components:</p> <ul style="list-style-type: none"> Familiarize themselves with the assessment components Practice reading the prompts to encourage students The students will read these items to themselves. Assessors WILL NOT read the assessment items to the students. <p>Introduce the science completion assessments.</p> <ul style="list-style-type: none"> Only for students in Level 2 and Level 3 Students must read all items independently <p>■ Paired Practice – Round 5 – Science: Work in pairs, taking turns being the “assessor” and “student” going through the following Level 2 and Level 3 social studies group assessment components:</p> <ul style="list-style-type: none"> Familiarize themselves with the assessment components Practice reading the prompts to encourage students The students will read these items to themselves. Assessors WILL NOT read the assessment items to the students. 	<p><i>Level 2 and Level 3 social studies assessment materials</i></p> <p><i>Level 2 and Level 3 science assessment materials</i></p>

	<ul style="list-style-type: none"> ■ REFLECTION: Participants will break into small groups (5-6 per group) and discuss the following after their paired-practice work administering the assessments <ul style="list-style-type: none"> ○ End with a group reflection: <ul style="list-style-type: none"> ▪ What went well? ▪ What were the challenges? ▪ What should assessors consider improving? ▪ What areas need more practice? 	
Completion Assessments Part II		
 40 minutes	<p>Completion Assessment Review: Part 1 Pass the football</p> <p>Use the questions in Annex 10. The participants can form a circle and the facilitator will ask a question about the completion assessments. Participants can raise their hand to respond, and the person with the ball will pass it to the person they choose to answer the question.</p> <p>Wrap up in the last 10-15 minutes with a group review discussion on the following:</p> <ul style="list-style-type: none"> • What are the four content areas in the completion assessments? • What are some important things to remember when administering the completion assessments? 	<i>Annex 10</i>
 1 hour 25 minutes	<p>Completion Assessment Scoring</p> <ul style="list-style-type: none"> ■ Overview of scoring <ul style="list-style-type: none"> ○ Check names/IDs on each assessment ○ Match reading passage scoring sheet to the group packet (the leveled assessment pack used during the group administration) ○ Compare each answer to the answer key ○ Mark correct, incorrect, did not respond (highlight using the scoring symbols that are in the answer key) ○ Use the scoring guide to determine final score and what level to place the student in ■ Practice with Student Example Packets: Give participants time to individually review and score the student examples using the answer key. Each participant will receive the “Sample Student Assessment” they will use the corresponding answer key to score the “student assessment.” The assessment will include a mixture of items from the three whole group placement assessments. (Use the Annex 1 document to let participants practice scoring) ■ Checking Scoring Accuracy 	<i>Annex 11</i> <i>Annex 12</i>

	<ul style="list-style-type: none"> ○ Participants use the scoring key to score each item on the student practice assessment ○ Participants record the total number of correct responses for each section of the assessment ○ In small groups, participants can share their scores for each assessment section and identify the areas where they are not in agreement with their partner ○ Facilitators should take the group through the answer key and the assessment <ul style="list-style-type: none"> ▪ Explain how the items should be scored ▪ Discuss any questions or confusion on scoring the items ▪ Remind participants that for this assessment, they MUST score based on the answer key. The answers in the scoring key are the accepted correct answers for each item. If they think there is an issue, they can share it with the facilitators during a break. 	
 25 minutes	<p>Summative Assessment Conclusion</p> <ul style="list-style-type: none"> • The participants will complete a Turn and Talk to reflect on the session: <ul style="list-style-type: none"> ○ Pair up with another participant in the training – if time is tight, participants can share with the person sitting next to them. If there is time, participants can get up and match with another participant in the room. • Discuss the following in pairs: <ul style="list-style-type: none"> ○ What are the most important things to remember about the completion assessments? ○ What excites you about the completion assessments? ○ What concerns/questions do you have about the summative assessments? <p>Whole Group discussion – groups can share out their key takeaways from the Turn and Talk discussion</p>	
 30 minutes	<p>Training Post-Test</p> <p>■ Administer Post-Test for Master Trainers Note that the purpose of this Test is to evaluate how much they have learned through the training, and what follow-ups are needed.</p> <p><i>Review and score the Post-test, compare with the Pre-test ahead of the Final Module.</i></p> <p><i>Determine if there are common questions or areas of confusion that need to be reviewed before the end of training</i></p>	<i>Post Test Questionnaire</i>

ANNEX 10. Completion Assessment Part I Review Questions

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

ANNEX 11. Scoring Practice – Mock Student Test

*attached separately

ANNEX 12: Scoring Practice Answer Key




*attached separately



SESSION TITLE:**REVIEW OF THE ASSESSMENT TRAINING**

Objectives: ■ Review the content of the training and evaluate areas for further practice

Materials required: Flipchart, markers (K-W-L chart: What do you already **know** about X type of assessment, what do you **want to know**, and what has been **learned** by the end of the day or training review); Copies of Post-Test for Master Trainers. Notebook/pen for each participant.

Session Duration:  2 hours 30 minutes

Time	Activity	Notes
 5 minutes	Introduction ■ Explain to participants that: <ul style="list-style-type: none"> ○ This session will give a brief overview of the content covered in the training and allow for discussion how to prepare for teacher training 	
 30 minutes	Review ■ Review the training modules <ul style="list-style-type: none"> ○ Assessment Types ○ Roles and responsibilities ○ Assessment procedures, in general ○ Placement Assessment ○ Summative Assessment ○ DEO/CEOs only -Approving the Assessment Scores ■ Ask participants to reflect on the following questions in their notebook: <ul style="list-style-type: none"> ○ Why is assessment necessary? ○ What is the purpose of the Placement Assessment? ○ What is the purpose of the Formative Assessment? ○ What is the purpose of the Completion Assessment? ○ What do you Want to Learn about ALP Assessments? ■ Break into small groups and discuss L – What did you Learn? ■ Share with whole group and write answers on K-W-L flipchart. Will revisit KWL chart at end to add more Learnings	<i>KWL chart – from day 1</i>
 1 hour 55 minutes	Group Work ■ Assessment World Café ■ Break Master Trainers into 5 groups: <ul style="list-style-type: none"> ○ Assign to each group a Training Module (some of the modules are included together and some are 	

	<p>split so that each group has a more equal amount of content)</p> <ul style="list-style-type: none"> ○ Ask the group to prepare a brief presentation (lasting no more than 7-10 minutes) on the module – the groups will receive 20 minutes to prepare. ○ Groups are as follows: <ul style="list-style-type: none"> ▪ Introduction of Assessments and Roles and Responsibilities ▪ Assessment Procedures and Approving Scores ▪ Placement Assessments ▪ Completion Assessments (math and ELA) ▪ Completion Assessments (science and social studies) <p>■ Small groups circulate presenting the training modules (in order of the training modules)</p> <ul style="list-style-type: none"> ○ After each presentation is over, ask the large group if there are any omitted areas or suggestions on how to administer the training module to teachers. Facilitate discussion; refer to the existing materials to serve as resources. <p>■ Bring all participants together. Ask the groups What do you want to continue practicing ahead of teacher training?</p> <ul style="list-style-type: none"> ○ Reference ALP teacher materials that can assist Master Trainers familiarize themselves with the assessment and procedures. <p><i>*facilitators can use time during the group work to review the post-test results and determine areas for further discussion/clarification</i></p>	
 25 minutes	<p>Discuss Pre- and Post-Test Results</p> <ul style="list-style-type: none"> ▪ Facilitator reviews the purpose of Pre- and Post-test – to understand the knowledge ahead of the training, what has been learned during the training, and identify the areas for additional support after the training. ▪ Share the results of both Pre-and Post-Test. Ahead of the final session, the facilitator needs to identify the following : <ul style="list-style-type: none"> ○ In which areas participants showed they were knowledgeable ahead of the training? ○ Which areas appear to show learning during the training? ○ What areas appear to need more support? ▪ Discussion with the participants: <ul style="list-style-type: none"> ○ Do these areas align with what they feel are their strengths? What is the additional support they need ahead of the teacher training? 	
	<p>Closing and Reflections: The participants can complete a journal entry answering the following questions:</p> <ul style="list-style-type: none"> • What have you learned over the course of this training? 	

5 minutes	<ul style="list-style-type: none"> • What are you most excited about/looking forward to as you support the placement and summative assessments? • What is something that you are still unsure of? What type of support would help you feel more prepared for this part of the process? <p>After 4-5 minutes for journaling, the participants can either Turn and Talk to share their responses, or if it is a smaller group, several participants can share out with the group.</p>	
-----------	---	--

PRE-TEST QUESTIONNAIRE

Placement and Completion Assessments

Training Location: _____ Date: _____

Code: _____ Score: _____

Please complete the Pre-Test Questionnaire for the Training on Placement and Summative Assessment.

DIRECTIONS: Carefully read each question before answering. Select one (1) option for each question.

1. Which of the following best describes the purpose of the ALP Placement Assessment?
 - a. Evaluates students' literacy and mathematics knowledge prior to enrolling into ALP.
 - b. Evaluates students' eligibility for the ALP class.
 - c. Provides guidance on placing students into appropriate ALP class level.
 - d. All of the above.

2. Which of the following best describes the purpose of the ALP Summative Assessment?
 - a. Determines whether students can be promoted into next ALP class level or transition into the formal school.
 - b. Evaluate students' literacy and mathematics knowledge at the end of the ALP class level.
 - c. Evaluate students' knowledge against MOE set standards of learning.
 - d. All of the above.

3. Which of the following best describes the teacher's role during the assessment administration?
 - a. Oversees the assessment administration across the classrooms.
 - b. Administers and scores the assessment.
 - c. Conducts spot check of completed assessments.
 - d. Conduct quality control observation of assessment administration.

4. Which of the following represents the best approach to secure the content of the assessments?
 - a. All students need to return the assessment to their teachers after completing the assessment.
 - b. Teachers cannot copy or take pictures of assessment materials.
 - c. Education Officer needs to account for each copy of the assessment sent to a school/site.
 - d. All of the above.

5. What is the main role of the DEO/CEO during assessment site visit?
- Observing the assessments
 - Spot check assessment scoring
 - Approve the assessment scores
 - All of the above
6. Which of the following DOES NOT describe the administration of the ALP Placement or Summative Assessment?
- Student reads the questions on their own, then answers at their own pace.
 - Assessment are administered as a group assessment.
 - Teacher reads the assessment questions to the class from the Assessor Guide, in order and one at a time.
 - Teachers assess oral reading passage individually with each student.
7. Which of the following components of the ALP Placement Assessment IS NOT administered to the students individually?
- Registration/Intake Form
 - Writing assessment section
 - Oral Reading Passage
 - Letter name identification
8. Placement/Summative Assessments are primarily scored by:
- Teacher
 - Principal
 - DEO/CEO
 - Student
9. Which of the following describes a component administered only on the ALP Placement Assessment?
- Evaluate student knowledge of the literacy and mathematics in the upcoming or completing class level.
 - Assess student knowledge of letter name and number identification.
 - Assess student reading comprehension at the given class level.
 - Administered as group assessments.

POST-TEST QUESTIONNAIRE

Placement and Completion Assessments

Training Location: _____ Date: _____

Code: _____ Score: _____

Please complete the Post-Test Questionnaire for the Training on Placement and Summative Assessment.

DIRECTIONS: Carefully read each question before answering. Select one (1) answer for each question.

1. Which of the following best describes teacher's role during the assessment administration?
 - a. Oversees the assessment administration across the classrooms.
 - b. Administers and scores the assessment.
 - c. Conducts spot check of completed assessments.
 - d. Conduct quality control observation of assessment administration.
2. Which of the following best describes the purpose of the ALP Summative Assessment?
 - a. Determines whether students can be promoted into next ALP class level or transition into the formal school.
 - b. Evaluate students' literacy and mathematics knowledge at the end of the ALP class level.
 - c. Evaluate student knowledge against MOE set standards of learning.
 - d. All of the above.
3. Which of the following DOES NOT describe the administration of the ALP Placement or Summative Assessment?
 - a. Student reads the questions on its own, then answers at its own pace.
 - b. Assessment are administered as a group assessment.
 - c. Teacher reads the assessment questions to the class from the Assessor Guide, in order and one at a time.
 - d. Teachers assess oral reading passage individual with each student.
4. Which of the following components of the ALP Placement Assessment IS NOT administered to the students individually?
 - a. Registration/Intake Form
 - b. Writing assessment section
 - c. Oral Reading Passage
 - d. Letter name identification

5. Which of the following best describes the purpose of the ALP Placement Assessment?
- a. Evaluates students' literacy and mathematics knowledge prior to enrolling into ALP.
 - b. Evaluates students' eligibility for the ALP class.
 - c. Provides guidance on placing students into appropriate ALP class level.
 - d. All of the above.
6. Which of the following represents the best approach to secure the content of the assessments?
- a. All students need to return the assessment to their teachers after completing the assessment.
 - b. Teachers cannot copy or take pictures of assessment materials.
 - c. Education Officer needs to account for each copy of the assessment sent to a school/site.
 - d. All of the above.
7. Which of the following describes a component administered only on the ALP Placement Assessment?
- a. Evaluate student knowledge of the literacy and mathematics in the upcoming or completing class level.
 - b. Assess student knowledge of letter name and number identification.
 - c. Assess student reading comprehension at the given class level.
 - d. Administered as group assessments.
8. What is the main role of the DEO/CEO during assessment site visit?
- a. Observing the assessments
 - b. Spot check assessment scoring
 - c. Approve the assessment scores
 - d. All of the above
9. Placement/Summative Assessments are primarily scored by:
- a. Teacher
 - b. Principal
 - c. DEO/CEO
 - d. Student

PRE-TEST QUESTIONNAIRE ANSWER KEY

Placement and Completion Assessments

Training Location: _____ Date: _____

Code: _____ Score: _____

Please complete the Pre-Test Questionnaire for the Training on Placement and Summative Assessment.

DIRECTIONS: Carefully read each question before answering. Select one (1) answer for each question.

1. Which of the following best describes the purpose of the ALP Placement Assessment?

- e. Evaluates students' literacy and mathematics knowledge prior to enrolling into ALP.
- f. Evaluates students' eligibility for the ALP class.
- g. Provides guidance on placing students into appropriate ALP class level.
- ☒ h. All of the above.

2. Which of the following best describes the purpose of the ALP Summative Assessment?

- i. Determines whether students can be promoted into next ALP class level or transition into the formal school.
- j. Evaluate students' literacy and mathematics knowledge at the end of the ALP class level.
- k. Evaluate student knowledge against MOE set standards of learning.
- ☒ l. All of the above.

3. Which of the following best describes the teacher's role during the assessment administration?

- m. Oversees the assessment administration across the classrooms.
- ☒ n. Administers and scores the assessment.
- o. Conducts spot check of completed assessments.
- p. Conduct quality control observation of assessment administration.

4. Which of the following represents the best approach to secure the content of the assessments?

- q. All students need to return the assessment to their teachers after completing the assessment.
- r. Teachers cannot copy or take pictures of assessment materials.
- s. Education Officer needs to account for each copy of the assessment sent to a school/site.
- ☒ t. All of the above.

5. What is the main role of the DEO/CEO during assessment site visit?

- u. Observing the assessments
- v. Spot check assessment scoring
- w. Approve the assessment scores
- ☒ x. All of the above

6. Which of the following DOES NOT describe the administration of the ALP Placement or Summative Assessment?

- ☒ y. Student reads the questions on its own, then answers at its own pace.
- z. Assessment are administered as a group assessment.
- aa. Teacher reads the assessment questions to the class from the Assessor Guide, in order and one at a time.
- bb. Teachers assess oral reading passage individually with each student.

7. Which of the following components of the ALP Placement Assessment IS NOT administered to the students individually?

- cc. Registration/Intake Form
- ☒ dd. Writing assessment section
- ee. Oral Reading Passage
- ff. Letter name identification

8. Placement/Summative Assessments are primarily scored by:

- ☒ gg. Teacher
- hh. Principal
- ii. DEO/CEO
- jj. Student

9. Which of the following describes a component administered only on the ALP Placement Assessment?

- kk. Evaluate student knowledge of the literacy and mathematics in the upcoming or completing class level.
- ☒ ll. Assess student knowledge of letter name and number identification.
- mm. Assess student reading comprehension at the given class level.
- nn. Administered as group assessments.

POST-TEST QUESTIONNAIRE ANSWER KEY

Placement and Completion Assessments

Training Location: _____ Date: _____

Code: _____ Score: _____

Please complete the Post-Test Questionnaire for the Training on Placement and Summative Assessment.

DIRECTIONS: Carefully read each question before answering. Select one (1) answer for each question.

1. Which of the following best describes teacher's role during the assessment administration?

- e. Oversees the assessment administration across the classrooms.
- ☒ f. Administers and scores the assessment.
- g. Conducts spot check of completed assessments.
- h. Conduct quality control observation of assessment administration.

2. Which of the following best describes the purpose of the ALP Summative Assessment?

- i. Determines whether students can be promoted into next ALP class level or transition into the formal school.
- j. Evaluate students' literacy and mathematics knowledge at the end of the ALP class level.
- k. Evaluate student knowledge against MOE set standards of learning.
- ☒ l. All of the above.

3. Which of the following DOES NOT describe the administration of the ALP Placement or Summative Assessment?

- ☒ m. Student reads the questions on its own, then answers at its own pace.
- n. Assessment are administered as a group assessment.
- o. Teacher reads the assessment questions to the class from the Assessor Guide, in order and one at a time.
- p. Teachers assess oral reading passage individual with each student.

4. Which of the following components of the ALP Placement Assessment IS NOT administered to the students individually?

- q. Registration/Intake Form
- ☒ r. Writing assessment section
- s. Oral Reading Passage
- t. Letter name identification

5. Which of the following best describes the purpose of the ALP Placement Assessment?

- u. Evaluates students' literacy and mathematics knowledge prior to enrolling into ALP.
- v. Evaluates students' eligibility for the ALP class.
- w. Provides guidance on placing students into appropriate ALP class level.
- ☒ x. All of the above.

6. Which of the following represents the best approach to secure the content of the assessments?

- y. All students need to return the assessment to their teachers after completing the assessment.
- z. Teachers cannot copy or take pictures of assessment materials.
- aa. Education Officer needs to account for each copy of the assessment sent to a school/site.
- ☒ bb. All of the above.

7. Which of the following describes a component administered only on the ALP Placement Assessment?

- cc. Evaluate student knowledge of the literacy and mathematics in the upcoming or completing class level.
- ☒ dd. Assess student knowledge of letter name and number identification.
- ee. Assess student reading comprehension at the given class level.
- ff. Administered as group assessments.

8. What is the main role of the DEO/CEO during assessment site visit?

- gg. Observing the assessments
- hh. Spot check assessment scoring
- ii. Approve the assessment scores
- ☒ jj. All of the above

9. Placement/Summative Assessments are primarily scored by:

- ☒ kk. Teacher
- ll. Principal
- mm. DEO/CEO
- nn. Student

SCORING SHEET

PRE- AND POST-TEST QUESTIONNAIRE

Placement and Summative Assessments

The purpose of Pre- and Post- test is to evaluate the areas that the participants have learned during the training, as well as identify the areas that need additional support after the training.

DIRECTIONS: Enter below the TOTAL for each question across all participants, in the order as listed.

*Enter Pre-Test results in the order that the questions appear on the test.

** Enter Post-Test results in the order that the questions are listed in the above table. This will allow for easier scoring of the change in participant's knowledge on each test item.

POST-Test** TOTAL	PRE-Test* TOTAL	Change from Pre- to Post Test (subtract Pre- from Post-test)	Corresponding Content
Q6. _____	Q1. _____	_____	Purpose of the ALP Placement Assessment
Q3. _____	Q2. _____	_____	Purpose of the ALP Summative Assessment
Q1. _____	Q3. _____	_____	Teacher's role during the assessment administration
Q7. _____	Q5. _____	_____	Securing the content of the assessments
Q9. _____	Q6. _____	_____	Role of the DEO/CEO during assessment site visit
Q4. _____	Q7. _____	_____	Administration process of the ALP Placement or Summative Assessment
Q5. _____	Q8. _____	_____	Components of the ALP Placement/Summative Assessment
Q10. _____	Q9. _____	_____	Scoring Placement/Summative Assessments
Q8. _____	Q10. _____	_____	Components of the ALP Placement/Summative Assessment

HOW TO INTERPRET:

- The total for each question on the Post-Test results should ideally be as close to the total number of participants.
 - For questions where more than a 2/3 of participants do not know responses on Post-test, consider taking time to review during the final Module.
- Review the change in the Pre- to Post-test results
 - Praise the participants for questions where there is a steep learning curve (low scores on Pre- and high scores on Post-test)
 - Identify questions where no or low improvements were made – if the total for Post-test is less than 2/3 of the participants, consider taking time to review during the final Module.

PRE-TEST QUESTIONNAIRE FOR THE MASTER TRAINERS

Placement and Summative Assessments

Training Location: _____ Date: _____

Code: _____ Score: _____

Please complete the Pre-Test Questionnaire for the Training on Placement and Summative Assessment.

DIRECTIONS: Carefully read each question before answering. Select one (1) answer for each question.

1. Which of the following best describes the purpose of the ALP Placement Assessment?
 - a. Evaluates students' literacy and mathematics knowledge prior to enrolling into ALP.
 - b. Evaluates students' eligibility for the ALP class.
 - c. Provides guidance on placing students into appropriate ALP class level.
 - d. All of the above.
2. Which of the following best describes the purpose of the ALP Summative Assessment?
 - a. Determines whether students can be promoted into next ALP class level or transition into the formal school.
 - b. Evaluate students' literacy and mathematics knowledge at the end of the ALP class level.
 - c. Evaluate students' knowledge against MOE set standards of learning.
 - d. All of the above.
3. Which of the following best describes the teacher's role during the assessment administration?
 - a. Oversees the assessment administration across the classrooms.
 - b. Administers and scores the assessment.
 - c. Conducts spot check of completed assessments.
 - d. Conduct quality control observation of assessment administration.
4. Master Trainers will train the classroom teachers on Placement/Summative Assessment using which of the following materials as the main resource?
 - a. Facilitator Guide
 - b. Scoring Guide and Answer Key
 - c. Assessor Guide
 - d. Student Assessment copy
5. Which of the following represents the best approach to secure the content of the assessments?
 - a. All students need to return the assessment to their teachers after completing the assessment.
 - b. Teachers cannot copy or take pictures of assessment materials.
 - c. Education Officer needs to account for each copy of the assessment sent to a school/site.
 - d. All of the above.

- 6.** What is the main role of the DEO/CEO during assessment site visit?
- Observing the assessments
 - Spot check assessment scoring
 - Approve the assessment scores
 - All of the above
- 7.** Which of the following DOES NOT describe the administration of the ALP Placement or Summative Assessment?
- Student reads the questions on its own, then answers at its own pace.
 - Assessment are administered as a group assessment.
 - Teacher reads the assessment questions to the class from the Assessor Guide, in order and one at a time.
 - Teachers assess oral reading passage individually with each student.
- 8.** Which of the following components of the ALP Placement Assessment IS NOT administered to the students individually?
- Registration/Intake Form
 - Writing assessment section
 - Oral Reading Passage
 - Letter name identification
- 9.** Placement/Summative Assessments are primarily scored by:
- Teacher
 - Head teacher
 - DEO/CEO
 - Student
- 10.** Which of the following describes a component administered only on the ALP Placement Assessment?
- Evaluate student knowledge of the literacy and mathematics in the upcoming or completing class level.
 - Assess student knowledge of letter name and number identification.
 - Assess student reading comprehension at the given class level.
 - Administered as group assessments.

POST-TEST QUESTIONNAIRE FOR THE MASTER TRAINERS

Placement and Summative Assessments

Training Location: _____ Date: _____

Code: _____ Score: _____

Please complete the Post-Test Questionnaire for the Training on Placement and Summative Assessment.

DIRECTIONS: Carefully read each question before answering. Select one (1) answer for each question.

1. Which of the following best describes teacher's role during the assessment administration?
 - a. Oversees the assessment administration across the classrooms.
 - b. Administers and scores the assessment.
 - c. Conducts spot check of completed assessments.
 - d. Conduct quality control observation of assessment administration.
2. Master Trainers will train the classroom teachers on Placement/Summative Assessment using which of the following materials as the main resource?
 - a. Facilitator Guide
 - b. Scoring Guide and Answer Key
 - c. Assessor Guide
 - d. Student Assessment copy
3. Which of the following best describes the purpose of the ALP Summative Assessment?
 - a. Determines whether students can be promoted into next ALP class level or transition into the formal school.
 - b. Evaluate students' literacy and mathematics knowledge at the end of the ALP class level.
 - c. Evaluate student knowledge against MOE set standards of learning.
 - d. All of the above.
4. Which of the following DOES NOT describe the administration of the ALP Placement or Summative Assessment?
 - a. Student reads the questions on its own, then answers at its own pace.
 - b. Assessment are administered as a group assessment.
 - c. Teacher reads the assessment questions to the class from the Assessor Guide, in order and one at a time.
 - d. Teachers assess oral reading passage individual with each student.
5. Which of the following components of the ALP Placement Assessment IS NOT administered to the students individually?
 - a. Registration/Intake Form
 - b. Writing assessment section
 - c. Oral Reading Passage
 - d. Letter name identification

- 6.** Which of the following best describes the purpose of the ALP Placement Assessment?
- a. Evaluates students' literacy and mathematics knowledge prior to enrolling into ALP.
 - b. Evaluates students' eligibility for the ALP class.
 - c. Provides guidance on placing students into appropriate ALP class level.
 - d. All of the above.
- 7.** Which of the following represents the best approach to secure the content of the assessments?
- a. All students need to return the assessment to their teachers after completing the assessment.
 - b. Teachers cannot copy or take pictures of assessment materials.
 - c. Education Officer needs to account for each copy of the assessment sent to a school/site.
 - d. All of the above.
- 8.** Which of the following describes a component administered only on the ALP Placement Assessment?
- a. Evaluate student knowledge of the literacy and mathematics in the upcoming or completing class level.
 - b. Assess student knowledge of letter name and number identification.
 - c. Assess student reading comprehension at the given class level.
 - d. Administered as group assessments.
- 9.** What is the main role of the DEO/CEO during assessment site visit?
- a. Observing the assessments
 - b. Spot check assessment scoring
 - c. Approve the assessment scores
 - d. All of the above
- 10.** Placement/Summative Assessments are primarily scored by:
- a. Teacher
 - b. Head teacher
 - c. DEO/CEO
 - d. Student

PRE-TEST QUESTIONNAIRE FOR THE MASTER TRAINERS

Placement and Summative Assessments

Training Location: _____ Date: _____

Code: _____ Score: _____

Please complete the Pre-Test Questionnaire for the Training on Placement and Summative Assessment.

DIRECTIONS: Carefully read each question before answering. Select one (1) answer for each question.

1. Which of the following best describes the purpose of the ALP Placement Assessment?
 - a. Evaluates students' literacy and mathematics knowledge prior to enrolling into ALP.
 - b. Evaluates students' eligibility for the ALP class.
 - c. Provides guidance on placing students into appropriate ALP class level.
 - ☒ d. All of the above.
2. Which of the following best describes the purpose of the ALP Summative Assessment?
 - a. Determines whether students can be promoted into next ALP class level or transition into the formal school.
 - b. Evaluate students' literacy and mathematics knowledge at the end of the ALP class level.
 - c. Evaluate student knowledge against MOE set standards of learning.
 - ☒ d. All of the above.
3. Which of the following best describes the teacher's role during the assessment administration?
 - a. Oversees the assessment administration across the classrooms.
 - ☒ b. Administers and scores the assessment.
 - c. Conducts spot check of completed assessments.
 - d. Conduct quality control observation of assessment administration.
4. Master Trainers will train the classroom teachers on Placement/Summative Assessment using which of the following materials as the main resource?
 - ☒ a. Facilitator Guide
 - b. Scoring Guide and Answer Key
 - c. Assessor Guide
 - d. Student Assessment copy
5. Which of the following represents the best approach to secure the content of the assessments?
 - a. All students need to return the assessment to their teachers after completing the assessment.
 - b. Teachers cannot copy or take pictures of assessment materials.
 - c. Education Officer needs to account for each copy of the assessment sent to a school/site.
 - ☒ d. All of the above.

6. What is the main role of the DEO/CEO during assessment site visit?
- a. Observing the assessments
 - b. Spot check assessment scoring
 - c. Approve the assessment scores
 - ☒ d. All of the above
7. Which of the following DOES NOT describe the administration of the ALP Placement or Summative Assessment?
- ☒ a. Student reads the questions on its own, then answers at its own pace.
 - b. Assessment are administered as a group assessment.
 - c. Teacher reads the assessment questions to the class from the Assessor Guide, in order and one at a time.
 - d. Teachers assess oral reading passage individually with each student.
8. Which of the following components of the ALP Placement Assessment IS NOT administered to the students individually?
- a. Registration/Intake Form
 - ☒ b. Writing assessment section
 - c. Oral Reading Passage
 - d. Letter name identification
9. Placement/Summative Assessments are primarily scored by:
- ☒ a. Teacher
 - b. Head teacher
 - c. DEO/CEO
 - d. Student
10. Which of the following describes a component administered only on the ALP Placement Assessment?
- a. Evaluate student knowledge of the literacy and mathematics in the upcoming or completing class level.
 - ☒ b. Assess student knowledge of letter name and number identification.
 - c. Assess student reading comprehension at the given class level.
 - d. Administered as group assessments.

POST-TEST QUESTIONNAIRE FOR THE MASTER TRAINERS

Placement and Summative Assessments

Training Location: _____ Date: _____

Code: _____ Score: _____

Please complete the Post-Test Questionnaire for the Training on Placement and Summative Assessment.

DIRECTIONS: Carefully read each question before answering. Select one (1) answer for each question.

1. Which of the following best describes teacher's role during the assessment administration?
 - a. Oversees the assessment administration across the classrooms.
 - ☒ b. Administers and scores the assessment.
 - c. Conducts spot check of completed assessments.
 - d. Conduct quality control observation of assessment administration.
2. Master Trainers will train the classroom teachers on Placement/Summative Assessment using which of the following materials as the main resource?
 - ☒ a. Facilitator Guide
 - b. Scoring Guide and Answer Key
 - c. Assessor Guide
 - d. Student Assessment copy
3. Which of the following best describes the purpose of the ALP Summative Assessment?
 - a. Determines whether students can be promoted into next ALP class level or transition into the formal school.
 - b. Evaluate students' literacy and mathematics knowledge at the end of the ALP class level.
 - c. Evaluate student knowledge against MOE set standards of learning.
 - ☒ d. All of the above.
4. Which of the following DOES NOT describe the administration of the ALP Placement or Summative Assessment?
 - ☒ a. Student reads the questions on its own, then answers at its own pace.
 - b. Assessment are administered as a group assessment.
 - c. Teacher reads the assessment questions to the class from the Assessor Guide, in order and one at a time.
 - d. Teachers assess oral reading passage individual with each student.
5. Which of the following components of the ALP Placement Assessment IS NOT administered to the students individually?
 - a. Registration/Intake Form
 - ☒ b. Writing assessment section
 - c. Oral Reading Passage
 - d. Letter name identification

6. Which of the following best describes the purpose of the ALP Placement Assessment?
- a. Evaluates students' literacy and mathematics knowledge prior to enrolling into ALP.
 - b. Evaluates students' eligibility for the ALP class.
 - c. Provides guidance on placing students into appropriate ALP class level.
 - ☒ d. All of the above.
7. Which of the following represents the best approach to secure the content of the assessments?
- a. All students need to return the assessment to their teachers after completing the assessment.
 - b. Teachers cannot copy or take pictures of assessment materials.
 - c. Education Officer needs to account for each copy of the assessment sent to a school/site.
 - ☒ d. All of the above.
8. Which of the following describes a component administered only on the ALP Placement Assessment?
- a. Evaluate student knowledge of the literacy and mathematics in the upcoming or completing class level.
 - ☒ b. Assess student knowledge of letter name and number identification.
 - c. Assess student reading comprehension at the given class level.
 - d. Administered as group assessments.
9. What is the main role of the DEO/CEO during assessment site visit?
- a. Observing the assessments
 - b. Spot check assessment scoring
 - c. Approve the assessment scores
 - ☒ d. All of the above
10. Placement/Summative Assessments are primarily scored by:
- ☒ a. Teacher
 - b. Head teacher
 - c. DEO/CEO
 - d. Student