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TIME TO LEARN ENDLINE EVALUATION REPORT

ANNEX 7

February 2017

This publication was produced for the United States Agency for International Development Time to Learn Project. It was prepared by Zachariah Falconer-Stout, Rebecca Frischkorn, and Lynne Franco, Time to Learn/EnCompass LLC.

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TIME TO LEARN ENDLINE EVALUATION REPORT

DISCLAIMER

This evaluation was made possible by the support of the American people through the United States Agency for International Development (USAID). It was produced by Encompass LLC for the Time to Learn project, which was funded by USAID in Zambia under Contract No. AID-611-C-12-00002. The contents of this evaluation are the sole responsibility of the authors and do not necessarily reflect the views of USAID or the United States Government.

Time to Learn Project

Time to Learn (TTL) was funded by USAID in Zambia under Contract No. AID 611-C-12-00002, awarded on March 1, 2012. TTL was implemented by Education Development Center, Inc. (EDC), in collaboration with the Campaign for Female Education (Camfed), the Forum for African Women Educationalists in Zambia (FAWEZA), and EnCompass LLC. The project assisted the Zambian Ministry of General Education (MOGE) through a 5-year national program to provide an equitable standard of education service for vulnerable learners, improve reading skills, and implement practical strategies to strengthen school quality and promote community engagement in community schools.

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ACRONYMS

Camfed	Campaign for Female Education
COP	Classroom Observation Protocol
CPD	Continuing Professional Development
DEBS	District Education Board Secretary
EDC	Education Development Center, Inc.
EGRA	Early Grade Reading Assessment
FAWEZA	Forum for African Women Educationalists in Zambia
MOGE	Ministry of General Education
OGCS	Operational Guidelines for Community Schools
PCSC	Parent community school committee
TTL	Time to Learn
USAID	United States Agency for International Development

EARLY GRADE READING ASSESSMENT (EGRA): CINYANJA

Database ID: _____

Time to Learn Endline Evaluation Early Grade Reading Assessment (EGRA) – CiNyanja Administrator Instructions and Protocol – 2016

General Instructions

Establish a playful and relaxed rapport with the child through a short conversation (see example topics below). The child should perceive the assessment almost as a game to be enjoyed rather than a test. Use this time to identify in what language the child is most comfortable communicating. Read aloud slowly and clearly **ONLY** the sections in boxes.

Mwauka bwanji. Dzina langa ndine.....ndipo ndimakhala ku.....Ndingakonde kukuuza za moyo wanga.

Good morning. My name is ____ and I live in _____. I'd like to tell you a little bit about myself.

[Number and ages of children; favorite sport, radio, or television program, etc.]

1. **Kodi umakonda kucita ciani ngati siuli mu sukulu?** What do you like to do when you are not in school?

[Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal consent].

2. **Kodi ndi masewera otani amene umakonda kusewera?** What games do you like to play?

Verbal Assent: Read the text in the box clearly to the child.

- **Ndifuna kukuuza cifukwa cake ndabwera kuno lero. Ndimagwira nchito mu unduna wa maphunziro mu Zambia ndipo tikufuna kumvetsetsa mmene ana amaphunzirira kuwerenga ndi kuchita masamu. Iwe wasankhidwa mwamwai.** Let me tell you why I am here today. I work with the Ministry of Education and we are trying to understand how children learn to read. You were picked by chance.
- **Ife tifuna thandizo lako pa nkhanayi. Koma iwe suyenera kutengamo mbali ngati sufuna.** We would like your help with this, but you do not have to take part if you do not want to.
- **Ife tizachita masewero a kuwerenga. Ine ndizakufunsa kuwerenga malembo, mau ndi ka nkhani kocepa mokweza mau.** We are going to play a reading game. I am going to ask you to read letters, words, and a short story out loud.
- **Mwakugwiritsa nchito koloko ili, ndizaona nthawi imene utenga kuti utsiriza nchito zoperekedwa.** Using this stopwatch/device/gadget, I will see how long it takes you to read.

- Zimene tizachita pano si mayeso ndipo sizidzakhudza magiredi ako pasukulu lino. This is NOT a test and it will not affect your grade at school.
- Ndizakufunsanso mafunso ena onena za banja lako monga kuti ndi cilankhulo citi cimene banja lanu limagwiritsa nchito ndipo ndi zimene banja lanu liri nazo. I will also ask you other questions about your family, like what language your family uses at home and some of the things your family has.
- Sindizalembe dzina lako ndipo palibe aliyense adzadziwa za mayankho ako. I will NOT write down your name so no one will know these are your answers.
- Kaciwirinso, sungatengemo mbali ngati sufuna kutero. Tikayamba kufunsa mafunso, ngati sufuna kuyankha funso unghale cete, zilibwino cabe. Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right.
- Kodi uli ndi mafunso alionse? Do you have any questions?
- Kodi wakonzeka kuti tiyambe? Are you ready to get started?

Check box if verbal assent is obtained:

YES

(If verbal consent is not obtained, thank the child and move on to the next child, using this same form)

LEARNER BACKGROUND INTERVIEW

Data collector to fill in items 1-10 individually or with help from respondent, as necessary.

1. EMIS:
2. Dzina la Wotenga uthenga: Data Collector Name:
3. Tsiku: Date (dd/mmm/yyyy):
4. Dzina la Sukulu: School Name:
5. Dera: Province:
6. Cigawo: District:
7. Zoni: Zone:
8. Woyankha Mafunso: Mwamuna/Mkazi: Respondent Sex:
 - a. Male
 - b. Female:
9. Zaka zakubadwa: Age: (in years)
 - a. No response/don't know
10. Class
 - a. Grade 2

11. Kunyumba kwanu, kodi banja lanu lili ndi: (Linganizani zonse zoyenera): At home, does your family have: (Check all that apply)

- a. Rediyo Radio
- b. Foni yam' manja (Selefoni) Mobile phone
- c. Magetsi Electricity
- d. Firiji Fridge
- e. Sitovu Yophikira Cooking stove
- f. Televizyoni TV
- g. Kompyuta Computer
- h. Cimbudzi cokumba Latrine
- i. Njinga yamoto Motorcycle
- j. Njinga Bicycle
- k. Galimoto Car/Motor Vehicle
- l. None

12. Kodi ndi cilankhulo citi cimene mumagwiritsila nchito/mukamalankhula ku sukulu? (Linganizani zonse zoyenera) What language do you use/speak at school? (Check all that apply)

- a. Chibemba Bemba
- b. Chikaonde Kaonde
- c. Chilozi Lozi
- d. Chilunda Lunda
- e. Chiluvale Luvale
- f. Chinyanja Nyanja
- g. Chitonga Tonga
- h. Chingerezi English
- i. Zina Other
 - i. Ngati ndi zina: Ndi ziti? If other, which? _____

13. Kodi ndi cilankhulo citi cimene mumagwiritsila nchito/mukamalankhula kunyumba? (Linganizani zonse zoyenera) What language do you use/speak at home? (Check all that apply)

- a. Chibemba Bemba
- b. Chikaonde Kaonde
- c. Chilozi Lozi
- d. Chilunda Lunda
- e. Chiluvale Luvale
- f. Chinyanja Nyanja

- g. Chitonga Tonga
 - h. Chingerezi English
 - i. Zina Other
 - i. Ngati ndi zina: Ndi ziti? If other, which? _____
14. Kodi mumakhala ndi ndani kunyumba kwanu? (Linganizani zonse zoyenera) Whom do you live with? (Check all that apply)
- a. Amai ndi/kapena Atate Mother and/or father
 - b. Agogo (Ambuya) Grandparent
 - c. Wacibale Wamwamuna Male relative
 - d. Wacibale Wamkazi Female relative
 - e. Wosati Wacibale Non-relative
 - f. Abale Anga Siblings
 - g. Ndekha (ngati ndi g., lumphirani funso 17) Alone (if g., skip to question 17)
15. Kodi ndani amene adziwa kuwerenga kunyumba kwanu? (Linganizani zonse zoyenera) Who in your house knows how to read? (Check all that apply)
- a. Amai ndi/kapena Atate Mother and/or father
 - b. Agogo (Ambuya) Grandparent
 - c. Wacibale Wamwamuna Male relative
 - d. Wacibale Wamkazi Female relative
 - e. Wosati Wacibale Non-relative
 - f. Abale Anga Siblings
 - g. Palibe amene adziwa kuwerenga (ngati ndi g., lumphirani funso 17) Nobody knows how to read (if g., skip to question 17)
16. Kodi umayererera kuwerenga ndi munthu wina aliynse kunyumba kwanu? Izi ziphatikizapo iweyo kuwerenga nao ndiponso iwo kuwerenga mokweza kwa iwe. Do you practice reading with anybody in your house? This includes you reading with them and them reading aloud to you.
- a. Inde Yes
 - b. Iai No
17. Kodi ndi nthawi zingati pomwe umayererera kuwerenga ndi munthu wacikulire kunja kwa sukulu? (Linganizani zonse zoyenera) How often do you practice reading with an adult outside of school?
- a. Masiku onse Every day
 - b. Kosacepera pa kamodzi pamlungu At least once a week
 - c. Kosacepera pa kamodzi pamwezi At least once a month
 - d. Kocepera pa kamodzi pamwezi Less than once a month

- e. **Palibe** Never
18. Kodi ndi nthawi zingati zomwe umawerenga pawekha kunjira kwa sukulu? (Linganizani zonse zoyenera) How often do you read on your own outside of school?
- Masiku onse Every day
 - Kosacepera pa kamodzi pamlungu At least once a week
 - Kosacepera pa kamodzi pamwezi At least once a month
 - Koacepera pa kamodzi pamwezi Less than once a month
 - Palibe** Never
19. Kodi muli ndi zowerenga kunyumba? Do you have reading materials at home?
- Inde** Yes
 - Iai** No (If no, skip to Q21)
20. Kodi uli ndi ciani cimene ungawerenge kunyumba kwanu? What do you have to read in your home?
- Manyuzipepala ndi zowerenga zina Newspapers and other periodicals
 - Mabuku a acikulire Books for adults
 - Mabuku a ana Children's books
 - Zinthu zowerenga za ana Other reading materials for children
 - Zinthu zacipembedzo, kupatikizapo Baibulo Religious materials, including the bible
 - Zinthu zina zowerenga Other reading materials
 - Ngati ndi zina, ndi ziti? If other, which? _____
 - Palibe** Nothing
21. Kodi ndi nthawi zingati zimene umayeserera kuwerenga kusukulu? How often do you practice reading in school?
- Masiku onse Every day
 - Masiku 4 4 days
 - Masiku 3 3 days
 - Masiku 2 2 days
 - Tsiku 1 1 day
 - Palibe** Never (0 days)
 - Don't know
22. Kodi aphunzitsi anu amakuwerengerani nthano mokweza mu kalasi? Does your teacher read stories aloud to you in class?
- Inde** Yes
 - Iai** No

23. Pambali pa mabuku anu owerenga ndi mabuku anchito, kodi pali zinthu zina zowerenga kusukulu? Besides your textbooks and notebooks, are there other things for you to read at school?
- Inde Yes
 - Iai No
- Ngati inde, kodi zimenezo n'ciani? If yes, what are they?

24. Kodi wakhala pa sukulu lino kucokera pamene munatsegulira sukulu caka cino? Have you been in this school since the start of the school year?
- Inde Yes
 - Iai No
25. Kodi ndi masiku angati pamlungu amene umapita kusukulu? (0-5) How many days do you normally attend school in a week? (0-5) ____
- Masiku onse Every day
 - Masiku 4 4 days
 - Masiku 3 3 days
 - Masiku 2 2 days
 - Tsiku 1 1 day
 - Palibe 0 days
26. Kodi aphunzitsi anu amakupatsani homuweki? Does your teacher give you homework?
- Inde Yes
 - Iai No
27. (Ngati inde), kodi pali wina aliyense amene mukhala naye amakutandidze kucita homuweki? (If yes), does anyone you live with help you do your homework?
- Inde Yes
 - Iai No

Sub-test 1a. LISTENING COMPREHENSION (2014)		📖 X	🕒 X
<p>🔊 Ndidzakuwerengera ka nthano/nkhani mokweza KAMODZI ndipo pambuyo pake ndidzakufunsa mafunso. Conde umvetsere mosamalitsa ndipo uyankhe mafunso mmene ungakwanitsire. Ungayankhe mafunso mcilankhulo ciriconse cimene ukonda. I am going to read you a short story aloud ONCE and then ask you some questions. Please listen carefully and answer the questions as best as you can. You can answer the questions in whichever language you prefer. Ready? Let's begin.</p>		<p>Remove the learner stimuli booklet from the child's view.</p> <p>Do not allow the child to look at the passage or the questions.</p> <p>If a child says "I don't know," mark as incorrect.</p>	
<p>🔍 (✓) 1 = Correct (✓) 0 = Incorrect (✓) . = No response.</p>			
<p>Patsiku Lolemba, Mangani anapita kusukulu. Ananyamula mabuku ndi nyama m'cola cake. Pamene anali kuyenda, anapeza galu wamkulu panjira. Anafuna kuthawira pathengo koma anagwa pansi. Yunifomu yake inada ndipo galu anatenga nyama yake. Mangani anathawira kunyumba. Pamene anafika kunyumba, m'bale wake anamubwereka yunifomu yake. Anakondwera.</p>			
Ndi tsiku liti pamene Mangani anapita kusukulu? (Pa Lolemba)	1	0	.
Ananyamula ciani mu cola cake? (Mabuku ndi nyama)	1	0	.
N'ciani cimene anapeza panjira? (Anapeza galu wamkulu)	1	0	.
Ndi cifukwa ciani Mangani anathawa galu? (Anaopa kuti galu angamulume)	1	0	.
Ndi cifukwa ciani m'bale wake anamubwereka yunifomu Mangani? (Cifukwa yunifomu yake inada).	1	0	.


Wacita bwino! Tiye tipitirize patsamba lotsatira Good effort! Let's go on to the next section.

Sub-test 2. LETTER SOUND KNOWLEDGE	Page 1	60 seconds																																																																																																																								
<p>Pano ndili ndi tsamba limene liri ndi malembo a alifabeti ya muchingerezi. Coonde ndiuzze MVEKERO za malembo a alifabeti amene udziwa. Usanene maina ake. Koma mvekero zake. Here is a page full of letters of the Chinyanja alphabet. Please tell me the SOUNDS of as many letters of the alphabet as you can. Not their names, but their sounds.</p> <p>[point to the letter A] Mwacitsanzo, mvekero la lembo ili ndi /a/. For example, the sound of this letter is /a/.</p> <p>[point to the letter p] Tiye tiyesserere: ndiuzze mvekero la lembo ili: Let's practice: Tell me the sound of this letter.</p> <p>✓ Cabwino, mvekero la lembo ili ndi /p/ Good, the sound of this letter is /p/.</p> <p>✗ Mvekero la lembo ili ndi /p/ The sound of this letter is /p/.</p> <p>[point to the letter L] Tsopano tiye tiyese lembo lina. Ndiuzze mvekero la lembo ili. Now let's try another one. Tell me the sound of this letter.</p> <p>✓ Cabwino, mvekero la lembo ili ndi //. Good, the sound of this letter is //.</p> <p>✗ Mvekero la lembo ili ndi //. The sound of this letter is //.</p> <p>[point to first letter] Ndikanena kuti “tiyambe”, uyambire apa ndi kupitiriza mopingasa tsamba ili. Lata ku lembo lirilonse ndipo ndiuzze mvekero la lembo limenelo mmau okweza. Ngati wafika pa lembo limene sudziwa, pitiriza kupita ku lembo lotsatira. Ika cala cako pa lembo loyamba. Wakonzeka? Yamba. When I say “begin,” start here and go across the page. Point to each letter and tell me the sound of that letter in a loud voice. Read as quickly and carefully as you can. If you come to a letter you do not know, go on to the next letter. Put your finger on the first letter. Ready? Begin.</p>	<p>Start the timer when the child reads the first letter.</p> <p>☞ If a child hesitates or stops on a letter for <u>3 SECONDS</u>, point to the next letter and say “Go on.”</p> <p>👉 When the timer reaches 0, say “stop.”</p> <p>👉 If the child does not provide a single correct response on the first line (10 items), say “Thank you!” then discontinue this subtask, check the box at the bottom, and go on to the next subtask.</p>																																																																																																																									
<p>✗ (/) Mark any incorrect letters with a slash (Ø) Circle self-corrections if you already marked the letter incorrect (]) Mark the final letter read with a bracket</p> <p>Examples: A p L</p> <table border="1" data-bbox="219 1291 1226 1690"> <thead> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th></th> </tr> </thead> <tbody> <tr> <td>N</td><td>A</td><td>J</td><td>M</td><td>u</td><td>m</td><td>K</td><td>d</td><td>l</td><td>k</td><td>(10)</td> </tr> <tr> <td>A</td><td>L</td><td>C</td><td>d</td><td>k</td><td>l</td><td>w</td><td>U</td><td>o</td><td>b</td><td>(20)</td> </tr> <tr> <td>a</td><td>s</td><td>G</td><td>g</td><td>l</td><td>A</td><td>E</td><td>D</td><td>e</td><td>n</td><td>(30)</td> </tr> <tr> <td>W</td><td>i</td><td>v</td><td>A</td><td>l</td><td>r</td><td>T</td><td>a</td><td>f</td><td>A</td><td>(40)</td> </tr> <tr> <td>Y</td><td>t</td><td>a</td><td>N</td><td>a</td><td>A</td><td>D</td><td>L</td><td>M</td><td>i</td><td>(50)</td> </tr> <tr> <td>O</td><td>N</td><td>l</td><td>e</td><td>i</td><td>N</td><td>t</td><td>u</td><td>k</td><td>z</td><td>(60)</td> </tr> <tr> <td>l</td><td>i</td><td>Z</td><td>M</td><td>u</td><td>i</td><td>N</td><td>i</td><td>P</td><td>u</td><td>(70)</td> </tr> <tr> <td>B</td><td>T</td><td>A</td><td>a</td><td>M</td><td>p</td><td>k</td><td>c</td><td>W</td><td>A</td><td>(80)</td> </tr> <tr> <td>h</td><td>E</td><td>w</td><td>R</td><td>a</td><td>N</td><td>A</td><td>a</td><td>m</td><td>a</td><td>(90)</td> </tr> <tr> <td>S</td><td>n</td><td>U</td><td>A</td><td>l</td><td>O</td><td>n</td><td>o</td><td>T</td><td>a</td><td>(100)</td> </tr> </tbody> </table>	1	2	3	4	5	6	7	8	9	10		N	A	J	M	u	m	K	d	l	k	(10)	A	L	C	d	k	l	w	U	o	b	(20)	a	s	G	g	l	A	E	D	e	n	(30)	W	i	v	A	l	r	T	a	f	A	(40)	Y	t	a	N	a	A	D	L	M	i	(50)	O	N	l	e	i	N	t	u	k	z	(60)	l	i	Z	M	u	i	N	i	P	u	(70)	B	T	A	a	M	p	k	c	W	A	(80)	h	E	w	R	a	N	A	a	m	a	(90)	S	n	U	A	l	O	n	o	T	a	(100)	
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<p>✗ Time remaining on stopwatch at completion (number of SECONDS)</p>																																																																																																																										
<p>✗ Exercise discontinued because the child had no correct answers in the first line</p>																																																																																																																										

Wacita bwino! Tiye tipitirize patsamba lotsatira Good effort! Let's go on to the next section.

Sub-test 3. NON-WORD READING	Page 2	60 seconds																																																																	
<p>👂 Pano pali mau opangidwa mcinyanja. Ndifuna kuti uwerenge mau amene ungakwanitse kuwerenga, Uwerenge mau awa osati masipelingi. Here are some made-up words in Chinyanja. I would like you to read as many as you can. Do not spell the words, but read them.</p> <p>[point to the word “oli”] Mwacitsanzo, liu lopangidwa ili ndi: “oli” For example, this made-up word is: “oli.”</p> <p>[point to the word “koki”] Tiye tiyaserere: conde werenga liu ili. Let’s practice: Please read this word.</p> <p>✓👂 wacita bwino. Liu ili ndi “koki” Good, This made-up word is “koki.”</p> <p>✗👂 Liu lopangidwa ili ndi “koki” This made-up word is “koki.”</p> <p>[point to the word “cota”] Tsopano tiye tiyese liu lina: conde werenga liu ili: Now let’s try another one. Please read this word.</p> <p>✓👂 “wacita bwino, liu lopangidwa ili ndi “cota” Good, This made-up word is “cota.”</p> <p>✗👂 Liu lopangidwa ili ndi “cota” This made-up word is “cota.”</p> <p>[point to first word] Ndikanena kuti “yamba” uyambire pano ndipo uwerenge mopingasa patsamba ili. Lata liu lirlonse ndipo uliwerenge mokweza. Uwerenge mofulumira ndi mosamala mmene ungakwanitsire. Ngati wapeza liu limene sudziwa, pita ku liu lotsatira. Ika cala cako pa liu loyamba. Wakonzeka? Yamba. When I say “begin,” start here [point to first word] and read across the page [point]. Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.</p>	<p>Start the timer when the child reads the first word.</p> <p>🕒 If a child hesitates or stops on a letter for <u>3 SECONDS</u>, point to the next word and say “Go on.”</p> <p>👉 When the timer reaches 0, say “stop.”</p> <p>👉 If the child does not provide a single correct response on the first line (5 items), say “Thank you!” then discontinue this subtask, check the box at the bottom, and go on to the next subtask.</p>																																																																		
<p>🗑️ (/) Mark any incorrect words with a slash (Ø) Circle self-corrections if you already marked the word incorrect (]) Mark the final word read with a bracket</p> <p><i>Examples:</i> ola koki cota</p> <table border="1" data-bbox="219 1302 1161 1705"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th></th> </tr> </thead> <tbody> <tr> <td>atapi</td> <td>nipe</td> <td>mdzimu</td> <td>kelo</td> <td>gelu</td> <td>(10)</td> </tr> <tr> <td>ninane</td> <td>wondi</td> <td>rizi</td> <td>umbe</td> <td>ninda</td> <td>(20)</td> </tr> <tr> <td>zirama</td> <td>fikiraku</td> <td>ngalo</td> <td>ledesi</td> <td>tomo</td> <td>(30)</td> </tr> <tr> <td>yu</td> <td>mwane</td> <td>mukudi</td> <td>dzimo</td> <td>ane</td> <td>(40)</td> </tr> <tr> <td>ia</td> <td>anuli</td> <td>liraku</td> <td>dzimoli</td> <td>wekusera</td> <td>(50)</td> </tr> <tr> <td>kubu</td> <td>udi</td> <td>cofukwa</td> <td>mtisinaka</td> <td>anauna</td> <td>(60)</td> </tr> <tr> <td>wera</td> <td>amoi</td> <td>kasuci</td> <td>diko</td> <td>eka</td> <td>(70)</td> </tr> <tr> <td>labo</td> <td>lia</td> <td>nacho</td> <td>komi</td> <td>ateta</td> <td>(80)</td> </tr> <tr> <td>ndaako</td> <td>ncheto</td> <td>balo</td> <td>menepa</td> <td>nthua</td> <td>(90)</td> </tr> <tr> <td>mtanyama</td> <td>ko</td> <td>ndokonda</td> <td>mtingi</td> <td>mtutu</td> <td>(100)</td> </tr> </tbody> </table>	1	2	3	4	5		atapi	nipe	mdzimu	kelo	gelu	(10)	ninane	wondi	rizi	umbe	ninda	(20)	zirama	fikiraku	ngalo	ledesi	tomo	(30)	yu	mwane	mukudi	dzimo	ane	(40)	ia	anuli	liraku	dzimoli	wekusera	(50)	kubu	udi	cofukwa	mtisinaka	anauna	(60)	wera	amoi	kasuci	diko	eka	(70)	labo	lia	nacho	komi	ateta	(80)	ndaako	ncheto	balo	menepa	nthua	(90)	mtanyama	ko	ndokonda	mtingi	mtutu	(100)	
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Wacita bwino! Tiye tipitirize patsamba lotsatira Good effort! Let’s go on to the next section.

Sub-test 4. ORIENTATION TO PRINT		Page 3	X
 Show the child a story passage in the learner stimuli packet. Read the instructions in the gray boxes below, recording the child's response before moving to the next instruction.	Materials: a passage from the learner stimuli packet		
Sindifuna kuti uwerenge tsopano. Pa pepela iri, ungayambire kuti kuwerenga? Ndionetse ndi cala cako. I don't want you to read this now. On this page, where would you begin to read? Show me with your finger.			
1. <i>(Child puts finger on the top row, left-most word)</i> <input type="radio"/> Correct <input type="radio"/> Incorrect <input type="radio"/> No Response			
Tsapano ndionetse mbali imene udzawerenga motsatira. Now show me in which direction you would read next.			
2. <i>(Child moves finger from left to right)</i> <input type="radio"/> Correct <input type="radio"/> Incorrect <input type="radio"/> No Response			
Ukafika kotsirizira kwa mzere, udzawerenga kuti motsatira? When you get to the end of the line, where would you read next?			
3. <i>(Child moves finger to left-most word of second line)</i> <input type="radio"/> Correct <input type="radio"/> Incorrect <input type="radio"/> No Response			
Total Correct			/3

Sub-test 5a. ORAL READING PASSAGE (2016)	⌚ 60 seconds	Sub-test 5b: READING COMPREHENSION			
Show the child the sheet in the student stimulus booklet as you read the instructions.	<p>👉 If a child hesitates or stops on a letter for <u>3 SECONDS</u>, say “Go on.”</p> <p>👉 If the child does not provide a single correct word on the first line of text. Do not ask any comprehension questions.</p> <p>If a child says “I don’t know,” mark as incorrect.</p>	<p>After the child is finished reading, REMOVE the passage from in front of the child.</p> <p>Ask the child only the questions related to the text read. A child must read all the text that corresponds with a given question. If the child does not provide a response to a question after 10 seconds, mark “no response” and continue to the next question. Do not repeat the question.</p>			
<p>👉 Pano pali nthano yayifupi. Ndifuna kuti uwerenge mokweza, mofulumira komanso mosamala. Ukatsiriza kuwerenge, ndizakufunsa mafunso onena za nkhani imene wawerenge. Ndikanena kuti “yamba,” uwerenge bwino kwambiri mmene ungakwanisire. Ngati wapeza liu limene sudziwa, pita ku liu lotsatira. Ika cala cako pa liu loyamba. Wakonzeka? Yamba. Here is a short story. I want you to read it aloud, quickly but carefully. When you finish, I will ask you some questions about what you have read. When I say “begin,” read the story as best as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.</p>		<p>👉 Tsopano ndizakufunsa mafunso ocepa onena za nthano imene wawerenga. Yesa kuyankha mafunso mmene ungakwanisire. Ungayankhe mafunso mcilankhulo ciriconse cimene ukonda. Now I am going to ask you a few questions about the story you just read. Try to answer the questions as well as you can. You can provide your answers in whichever language you prefer.</p>			
<p>✂ (/) Mark any incorrect letters with a slash (Ø) Circle self-corrections if you already marked the letter incorrect (]) Mark the final letter read with a bracket</p>		<p>✂ (✓) 1 = Correct (✓) 0 = Incorrect (✓) . = No response.</p>			
		Questions [Answers]			
Panali mnyamata wina dzina lake Paulo.	6	Dzina la mnyamata ali mnkhani iyi ndani? [Paulo]	1	0	.
Atate ake anamtuma kumsika kukagula mcere.	12	Kodi atate ake anamtuma kuti? [kumsika]	1	0	.
Ali kubwerera kunyumba anakhumudwa ndi kugwa. Paulo analira pamene mcere unataika.	23	Ncifukwa ciani Paulo analira? [anagwa, anataya mcere, anakhumudwa]	1	0	.
Anasowa cocita. Ali kuganzira cocita, anaona amai ena akubwera. Amai aja anamva cifundo poona mnyamata akulira.	39	Amai anadziwa bwanji kuti Paulo anataya mcere? [Paulo anali kulira, amai anaona mcere pansu, Paulo anawauza amai]	1	0	.
Anamthandiza pomupatsa ndalama zokagulanso mcere.	44	Ndani anamupatsa ndalama yokagulanso mcere? [amai]	1	0	.
Iye anatenga ndalama ija ndi kukagulanso mcere. Nabwerera kunyumba mokondwera.	54				
✂ Time remaining on stopwatch at completion (number of SECONDS)					
✂ Exercise discontinued: the child had no correct answers in the first line					

Wacita bwino! Tiye tipitirize patsamba lotsatira Good effort! Let’s go on to the next section.

Sub-test 6. LISTENING COMPREHENSION - ENGLISH		📖 X	🕒 X
<p>🔊 Ndidzakuwerengera ka nthano/nkhani mokweza KAMODZI ndipo pambuyo pake ndidzakufunsa mafunso. Conde umvetsere mosamalitsa ndipo uyankhe mafunso mmene ungakwanitsire. Ungayankhe mafunso mcilankhulo ciriconse cimene ukonda. I am going to read you a short story aloud ONCE in English and then ask you some questions. Please listen carefully and answer the questions as best as you can. You can answer the questions in whichever language you prefer. Ready? Let's begin.</p>		Remove the learner stimuli booklet from the child's view.	
<p>✎ (✓) 1 = Correct (✓) 0 = Incorrect (✓) . = No response.</p>		Do not allow the child to look at the passage or the questions	
<p>Every morning Mukata's father walks out from the house. "Where are you going?" Mukata asked. "I am going to the river to fish," said his father. Mukata asked to go with him. "When you grow up, I will teach you how to fish," said Mukata's father. The next day father was surprised to see Mukata down by the river with a hook.</p>			
<p>What does Mukata's father do every morning? / Kodi atate ake Mukata amacita ciani m'mawa muli monse? [walks out of the house]</p>	1	0	.
<p>Where does he go? / Kodi amapita kuti? [to the river]</p>	1	0	.
<p>What did Mukata ask his father? / Kodi Mukata anawafunsa ciani atate ake? [asked to go with him]</p>	1	0	.
<p>What does Mukata's father do? / Kodi atate a Mukata amacita ciani? [he is a fisherman]</p>	1	0	.
<p>What was Mukata doing by the river? / Kodi Mukata anali kucita ciani kumtsinje? [trying to fish]</p>	1	0	.
		If a child says "I don't know," mark as incorrect.	

EARLY GRADE READING ASSESSMENT (EGRA): CHITONGA

Database ID: _____

Time to Learn Endline Evaluation Early Grade Reading Assessment (EGRA) – ChiTonga Administrator Instructions and Protocol – 2016

General Instructions

Establish a playful and relaxed rapport with the child through a short conversation (see example topics below). The child should perceive the assessment almost as a game to be enjoyed rather than a test. Use this time to identify in what language the child is most comfortable communicating. Read aloud slowly and clearly ONLY the sections in boxes.

Wabuka buti? Izyina lyangu ndime _____, ndikkala _____. Ndiyanda kulipandulula asyoono kutegwa undizyibe. Good morning. My name is ____ and I live in _____. I'd like to tell you a little bit about myself.

[Number and ages of children; favorite sport, radio, or television program, etc.]

1. Ncinzi ncoyandisya kucita ciindi notali kucikolo? What do you like to do when you are not in school?

[Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal consent].

2. Nzyisobano nzi nzyoyandisya kusobana? What games do you like to play?

Verbal Assent: Read the text in the box clearly to the child.

- Ndiyanda kukwaambila nceli waano sunu. Ndibeleka mumutabi wamfwulumende uulanganya lwiiyo mucisi ca Zambia alimwi tusola kuzyiba mbuli bana mbobayiya kubala. Yebo nduwe wakasalwa mucoolwe. Let me tell you why I am here today. I work with the Ministry of Education and we are trying to understand how children learn to read. You were picked by chance.
- Tuyanda kuti yebo mbookasalwa utugwasye. Pele kuti naa kotayandi kutola lubazu inga wakaka. We would like your help with this, but you do not have to take part if you do not want to.
- Tuyakusobana cisobano cakubala mabala. Ndila kwaambila kuti ubale tubala, mabala alimwi akaano kafwaafwi cakwaambisya. We are going to play a reading game. I am going to ask you to read letters, words, and a short story out loud.
- Kwiinda mukubelesya nkoloko ceyi, ndiyakubona ciindi ncotitole kubala. Using this stopwatch/device/gadget, I will see how long it takes you to read.

- Ooyu TAWULI musunko pe alimwi taakwe mbowukonzya kunyonganya lwiiyo lwako lwamucikolo. This is NOT a test and it will not affect your grade at school.
- Ndilakubuzya iimbi mibuzyo ijatikizya mukwasyi wako mbuli mulaka ngomwaambaula mumukwasyi kung'anda yanu alimwi azyintu nzyomujisi mumukwasyi wenu. I will also ask you other questions about your family, like what language your family uses at home and some of the things your family has.
- TANDIKWE kulilemba zyina lyako kutegwa kubule uuzyiba kuti nduwe wandipa bwiinguzi oobu. I will NOT write down your name so no one will know these are your answers.
- Alimwi ulaangulukide kutatola lubazu kuti kotayandi. Twatalika, naa kuli mubuzyo uutikukakile kuwiingula, cili biyo kabotu inga wauleka. Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right.
- Sena ulijisi mibuzyo yakubuzya? Do you have any questions?
- Sena walibambila kuti inga twatalika? Are you ready to get started?

Check box if verbal assent is obtained:

YES

(If verbal consent is not obtained, thank the child and move on to the next child, using this same form)

LEARNER BACKGROUND INTERVIEW

Data collector to fill in items 1-10 individually or with help from respondent, as necessary.

1. EMIS:
2. Data Collector Name:
3. Date (dd/mmm/yyyy):
4. School Name:
5. Province:
6. District:
7. Zone:
8. Sena sikubuzygwa: Respondent's sex:
 - a. Musankwa Male
 - b. Musimbi Female
9. Myaka: Age (in years):
 - a. No response/don't know
10. Class
 - a. Grade 2

11. Ku njanda, hena mukwasyi wako ulijisi: At home, does your family have: (Check all that apply)

- a. Sikapepele Radio
- b. Fooni yakumaanza Mobile phone
- c. Magesi Electricity
- d. Fuliji Fridge
- e. Cotokufwu cakujikila Cooking Stove
- f. Namacaaca TV
- g. Kkompyuta Computer
- h. Cimbuzi Latrine
- i. Kandukunduku/Mundududu Motorcycle
- j. Ncinga Bicycle
- k. Mootokala Car/motor vehicle
- l. None

12. Ino kucikolo mubelesye/mukanana musyobo nzi? What language do you use/speak at school? (Check all that apply)

- a. Chibemba Bemba
- b. Chikaonde Kaonde
- c. Chilozi Lozi
- d. Chilunda Lunda
- e. Chiluvale Luvale
- f. Chinyanja Nyanja
- g. Chitonga Tonga
- h. Chikuwa English
- i. Azyimwi Other

i. Kuti naa wavwiila kuti zyimwi ino zyinzi? If other, which? _____

13. Musyobo nzi ngomubelesye/kukanana? What language do you use/speak at home? (Check all that apply)

- a. Chibemba Bemba
- b. Chikaonde Kaonde
- c. Chilozi Lozi
- d. Chilunda Lunda
- e. Chiluvale Luvale
- f. Chinyanja Nyanja

- g. Chitonga Tonga
- h. Chikuwa English
- i. Azyimwi Other

i. Kuti naa wavwiila kuti zyimwi ino zyinzi? If other, which? _____

14. Ino ukkala aba ni? Whom do you live with? (Check all that apply)

- a. Bamaama/Bataata Mother and/or father
- b. Bakaapa Grandparent
- c. Basazima baalumi Male relative
- d. Basazima bakaintu Female relative
- e. Muntu buyo utali musazima Non-relative
- f. Bana bokwesu Siblings
- g. Endikke Alone (if g, skip to Q17)

15. Nguni muᵇanda yanu ucizyi kubala? Who in your house knows how to read? (Check all that apply)

- a. Bamaama/Bataata Mother and/or father
- b. Bakaapa Grandparent
- c. Basazima baalumi Male relative
- d. Basazima bakaintu Female relative
- e. Muntu buyo utali musazima Non-relative
- f. Bana bokwesu Siblings
- g. Taku ucizyi kubala Nobody knows how to read (if g., skip to question 17)

16. Hena kuli ngomuyiisanya kubala muᵇanda yanu? Eeci caamba iwe kubala ambabo abo kubala cakupozya kuli ndiwe. Do you practice reading with anybody in your house? This includes you reading with them and them reading aloud to you.

- a. Inzya Yes
- b. Peepe No

17. Ino zyiindi zyoungaye zyumuyiisanya amuntu mupati citali ciindi cacikolo? How often do you practice reading with an adult outside of school?

- f. Buzuba abuzuba Every day
- g. Ciindi comwe amwiki At least once a week
- h. Ciindi comwe amwezi At least once a month
- i. Kutaindilila ciindi comwe amwezi Less than once a month
- j. Taakwe Never

18. Ino zyiindi zyangaye zybala olikke citali ciindi cacikolo? How often do you read on your own outside of school?
- Buzuba abuzuba Every day
 - Ciindi comwe amvwiki At least once a week
 - Ciindi comwe amwezi At least once a month
 - Kutaindilila ciindi comwe amwezi Less than once a month
 - Taakwe Never
19. Hena mulijisi zyakubala kuገanda? Do you have reading materials at home?
- Inzya Yes
 - Peepe No (If no, skip to Q21)
20. Ino inga ubala nzi kuገanda kwenu? What do you have to read in your home?
- Miteende azyimwi buyo zyakubala Newspapers and other periodicals
 - Mabbuku abapati Books for adults
 - Mabbuku aabana Children's books
 - Zyimwi buyo zyakubala zybana Other reading materials for children
 - Zyakubala zyakombi kubikkilizya Bbaibele Religious materials, including the Bible
 - Zyakubala buyo zyimwi Other reading materials
 - Kuti naa wasala zyimwi, Ino zyinzi? If other, which?

 - Taakwe Nothing
21. Ino zyiindi ገzyongaye zybala mucikolo? How often do you practice reading in school?
- Abuzuba Every day
 - Mazuba one amvwiki 4 days per week
 - Mazuba otatwe amvwiki 3 days per week
 - Mazuba obilo amvwiki 2 days per week
 - Buzuba bomwe amvwiki 1 day per week
 - Taakwe 0 days per week
 - Tandizyi Don't know/no response
22. Hena bayi benu balamubalila cakupozya twaano mukkilasi? Does your teacher read stories aloud to you in class?
- Inzya Yes
 - Peepe No

23. Kunze kwamabbuku akubala akulembela, hena kuli zyimwi zynomukonzya kubala kucikolo?
Besides your textbooks and notebooks, are there other things for you to read at school?
- Inzya Yes
 - Peepe No
 - Kuti naa Inzya, ino zynzi? If yes, what are they?

24. Hena wali mucikolo oomu kuzwa kumatalikilo amwaka? Have you been in this school since the start of the school year?
- Inzya Yes
 - Peepe No
25. Ino mazuba ongaye acikolo ngowunka kucikolo a mvwiki? How many days do you normally attend school in a week? (0-5)
- Abuzuba Every day
 - Mazuba one amvwiki 4 days per week
 - Mazuba otatwe amvwiki 3 days per week
 - Mazuba obilo amvwiki 2 days per week
 - Buzuba bomwe amvwiki 1 day per week
 - Taakwe 0 days per week
26. Hena bayi benu balamupa mulimo wakucita kuṅanda? Does your teacher give you homework?
- Inzya Yes
 - Peepe No
27. (Kuti naa Inzya), hena kuli ngomukkala limwi ukugwasya kucita mulimo ooyu? (If yes), does anyone you live with help you to do your homework?
- Inzya Yes
 - Peepe No

Sub-test 1. LISTENING COMPREHENSION (2014)		X		X
<p>🔊 Ndilakubalila caano cifwaafwi munzila yakwaambisya CIINDI COMWE biyo, mpoona ndamana kubala, ndakubuzya mibuzyo imwi. Ndalomba uswiilisyisye kabotu ndabala, kutegwa upe bwiinguzi bubotu kumibuzyo. Ulakonzya kupa bwiinguzi kumibuzyo mumulaka ngoyanda omwini. Sena walibambila?</p> <p>Atutalike. I am going to read you a short story aloud ONCE and then ask you some questions. Please listen carefully and answer the questions as best as you can. You can answer the questions in whichever language you prefer. Ready? Let's begin.</p>				Remove the learner stimuli booklet from the child's view.
<p>✎ (✓) 1 = Correct (✓) 0 = Incorrect (✓) . = No response.</p>				Do not allow the child to look at the passage or the questions.
<p>Banji ukkala mudolopo. Ukkala a banyina abawisi. Ulabeleka canguzu ang'anda. Ulagwasya bazyali bakwe kujika mapopwe akusanzya zyimbaya-mbaya. Bazyali bakwe balikkomene ku milimo njacita. Bazyali bakwe ba kamuulila ncinga ku mulumba. Banji uliyanda ncinga yakwe, alimwi njabelesya kuya kucikolo.</p>				If a child says "I don't know," mark as incorrect.
Banji ukkala kuli? (Kudolopo)	1	0	.	
Ncinzi Banji ncabagwasya bazyali kucita? (Kujika mapopwe akusanzya zyimbaya-mbaya)	1	0	.	
Nkaambo nzi cobakkomene bazyali bakwe anguwe? (Nkaambo kakubeleka canguzu/Nkaambo ka milimo yakwe)	1	0	.	
Nkaambo nzi bazyali bakwe ncobakamuulila ncinga? (Kumulumba kumilimo yakwe)	1	0	.	
Ncinzi Banji ncayiyandila ncinga yakwe? (Nkaambo njabelesya kuunka ku cikolo).	1	0	.	

Wacita kabotu! Atuunke kucibeela citobela. Good effort! Let's go on to the next section.

Ndeeli peeji lijisi tubala tubelesegwa kubamba mabala aacitonga. Ndalombesya undaambile tubeela twamabala MBOTUMVWIKWA mbuli mbokonzya. Here is a page full of letters of the Chitonga alphabet. Please tell me the SOUNDS of as many letters of the alphabet as you can. Not their names, but their sounds.

[point to the letter T] **Mukonzyanyo ngooyu, mbokamvwika kabeela kakabala aaka ngu /t/.** For example, the sound of this letter is /t/.

[point to the letter M] **Atutalike kubala: Ndaambile mbokamvwika kabeela kakabala aaka?** Let's practice: Tell me the sound of this letter.

✓ **Cabota, mbombuboobu mbokamvwika kabeela kakabala aaka, ngu /m/.** Good, the sound of this letter is /m/.

✗ **Aaka kabeela kakabala kamvwika boobu /m/.** The sound of this letter is /m/.

[point to the letter S] **Ono atusoleke kubala kambi kabeela kakabala. Ndaambile mbokamvwika kabeela kakabala aaka.** Now let us try another one. Tell me the sound of this letter.

✓ **Cabota, mbombuboobu mbokamvwika kabeela kakabala, ngu /s/.** Good, the sound of this letter is /s/.

✗ **Aaka kabeela kakabala kamvwika boobu/s/.** The sound of this letter is /s/.

[point to first letter] **Ndaamba kuti "talika", utalike mpoona aawa a peeji kuunka kumbela. Kotondeka kabeela kakabala komwe-komwe akundaambila mbokamvwika cakwaambisya. Kofwambaanisya kubala alimwi mukabotu-kabotu mbuli mbokonzya. Kuti naa wajana kabeela kakabala nkozayi, kasotoke wiinke kukabeela kakabala katobela. Kobikka kanwe kako akabeela katanguuna kakabala. Sena walibambila? Talika.** When I say "begin," start here and go across the page. Point to each letter and tell me the sound of that letter in a loud voice. Read as quickly and carefully as you can. If you come to a letter you do not know, go on to the next letter. Put your finger on the first letter. Ready? Begin.

- ☞ (/) Mark any incorrect letters with a slash
- ☞ (Ø) Circle self-corrections if you already marked the letter incorrect
- ☞ (]) Mark the final letter read with a bracket

Examples: t m s

1	2	3	4	5	6	7	8	9	10
V	s	m	E	c	y	T	A	u	A (10)
A	u	f	l	a	B	b	N	J	b (20)
S	L	k	u	i	O	a	e	l	O (30)
e	o	E	k	W	U	i	p	D	A (40)
η	S	t	U	a	B	k	m	l	b (50)
N	w	l	h	m	A	a	l	n	z (60)
w	N	Y	U	K	M	Z	u	A	U (70)
l	A	c	E	W	g	n	M	B	N (80)
N	c	K	y	i	t	H	L	a	o (90)
K	E	B	G	i	O	L	K	d	Y (100)

Start the timer when the child reads the first letter.

☞ If a child hesitates or stops on a letter for 3 SECONDS, point to the next letter and say "Go on."

☞ When the timer reaches 0, say "stop."

☞ If the child does not provide a single correct response on the first line (10 items), say "Thank you!" then discontinue this subtask, check the box at the bottom, and go on to the next subtask.

☞ Time remaining on stopwatch at completion (number of SECONDS)

☞ Exercise discontinued because the child had no correct answers in the first line

Wacita kabotu! Atuunke kucibeela citobela. Good effort! Let's go on to the next section.

Ngaaya mabala aabambidwe mucitonga. Ndiyanda kuti ubale mabala manji mbuli mbokonzya. Utaambi tubeela twamabala pele ubale mabala oonse mbuli mbwaabede. Here are some made-up words in Chitonga. I would like you to read as many as you can. Do not spell the words, but read them.

[point to the word “tico”] **Mukonznyano ngooyu, eeli bbala lyapangwa ngu: “tico.”** For example, this made-up word is: “tico.”

[point to the word “bino”] **Atutalike kubala: Akaka kobala bbala eeli.** Let’s practice: Please read this word.

✓ **Cabota. Eeli bbala lyabambwa ngu “bino.”** Good, this made-up word is “bino.”

✗ **Eeli bbala lyabambwa ngu “bino.”** This made-up word is “bino.”

[point to the word “maba”] **Lino atusoleke kubala limbi bbala: Ndalomba ubale bbala eeli.** Now let us try another one. Please read this word.

✓ **Cabota, eeli bbala lyabambwa ngu “maba.”** Good, this made-up word is “maba.”

✗ **Eeli bbala lyabambwa ngu “maba.”** This made-up word is “maba.”

[point to first word] **Ndaamba kuti “talika”, utalikile waawa, ubale peeji yoonse. Kotondeka ibbala lyomwe-lyomwe, akulibala cakwaambisya. Ubale cakufwambaana alimwi mukabotu-kabotu mbuli mbokonzya. Kuti naa wajana ibbala ndyotakozyi kubala, utaleki, ubale ibbala litobela. Kobikka kanwe kako abbala lyakutaanguna. Sena walibambila? Talika.** When I say “begin,” start here [point to first word] and read across the page [point]. Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.

- (/) Mark any incorrect words with a slash
- (Ø) Circle self-corrections if you already marked the word incorrect
- (]) Mark the final word read with a bracket

Examples: tico bino maba

1	2	3	4	5	
asi	juna	kila	kulusyika	ndewa	(10)
aambo	bbeki	bwede	lanza	kulu	(20)
mbaasi	nsodo	musumbi	nkati	monka	(30)
kisya	bwazu	ukwese	fakulya	bulona	(40)
ndongu	anji	nusikila	fwuza	gena	(50)
wupwe	mungila	meya	mbando	syuubwa	(60)
waga	fulilo	mudulu	anteza	puma	(70)
mevwulu	maku	jikuwa	misyubo	milebi	(80)
mbilule	kulenwa	taama	paambe	emba	(90)
myami	zanji	masufo	weta	duwe	(100)

Time remaining on stopwatch at completion (number of SECONDS)

Exercise discontinued because the child had no correct answers in the first line

Start the timer when the child reads the first word.

☞ If a child hesitates or stops on a letter for 3 SECONDS, point to the next word and say “Go on.”

👉 When the timer reaches 0, say “stop.”

👉 If the child does not provide a single correct response on the first line (5 items), say “Thank you!” then discontinue this subtask, check the box at the bottom, and go on to the next subtask.

Wacita kabotu! Atuunke kucibeela citobela. Good effort! Let’s go on to the next section.

Sub-test 4. ORIENTATION TO PRINT		📖 3	🕒 X	
👤	Show the child a story passage in the learner stimuli packet. Read the instructions in the gray boxes below, recording the child's response before moving to the next instruction.	Materials: a passage from the learner stimuli packet		
<p>[Tandyandi kuti eeci ucibale ono pe. Apeeji eeli, ino mpaali mpoyelede kutalikila kubala? Konditondezya amunwe wako]</p> <p>I don't want you to read this now. On this page, where would you begin to read? Show me with your finger.</p>				
1. <i>(Child puts finger on the top row, left-most word)</i>		<input type="radio"/> Correct	<input type="radio"/> Incorrect	<input type="radio"/> No Response
<p>Ono konditondezya lubazu ndoyelede kutobela kkuccilizya kubala.</p> <p>Now show me in which direction you would read next.</p>				
2. <i>(Child moves finger from left to right)</i>		<input type="radio"/> Correct	<input type="radio"/> Incorrect	<input type="radio"/> No Response
<p>Kuti naa wasika kumamanino aamulaini, mpaali mpoyelede kuccilizya kubala?</p> <p>When you get to the end of the line, where would you read next?</p>				
3. <i>(Child moves finger to the left-most word of second line)</i>		<input type="radio"/> Correct	<input type="radio"/> Incorrect	<input type="radio"/> No Response
Total Correct			/3	

Sub-test 5a. ORAL READING PASSAGE (2016)	⌚ 60 seconds	Sub-test 5b: READING COMPREHENSION	
Show the child the sheet in the student stimulus booklet as you read the instructions.	<p>⌚ If a child hesitates or stops on a letter for <u>3 SECONDS</u>, say “Go on.”</p> <p>✋ If the child does not provide a single correct word on the first line of text. Do not ask any comprehension questions.</p> <p>If a child says “I don’t know,” mark as incorrect.</p>	<p>After the child is finished reading, REMOVE the passage from in front of the child.</p> <p>Ask the child only the questions related to the text read. A child must read all the text that corresponds with a given question. If the child does not provide a response to a question after 10 seconds, mark “no response” and continue to the next question. Do not repeat the question.</p>	
<p>🗣️ Nceeci caano cifwaafwi nceyanda kuti ubale cakwaambisya alimwi mukabotu-kabotu cakufwaambaana. Mbotimanine buyo, ndilakubuzya mibuzyo imwi iizwa mucaano ncicona eeci ncoobala. Ndaamba kuti “talika”, ucibale kabotu caano mbuli mbokonzya. Naa kuti ujane ibbala ndyotakonzyi kubala, utaimi pele uunke kumbele akubala bbala litobela ndokonzya. Kobikka kanwe kako abbala lyakutaanguna. Sena walibambila? Talika. Here is a short story. I want you to read it aloud, quickly but carefully. When you finish, I will ask you some questions about what you have read. When I say “begin,” read the story as best as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.</p>		<p>🗣️ Lino ndiyanda kukubuzya mibuzyo misyoonto iizwa mucaano ncoobala. Soleka kupa bwiinguzi bubotu mbuli mbokonzya. Ulakonzya kupa bwiinguzi kumibuzyo mumulaka ngoyanda omwini. Now I am going to ask you a few questions about the story you just read. Try to answer the questions as well as you can. You can provide your answers in whichever language you prefer.</p>	
<p>✎ (/) Mark any incorrect words with a slash</p> <p>(Ø) Circle self-corrections if you already marked the letter incorrect</p> <p>(]) Mark the final letter read with a bracket</p>	<p>✎ (✓) 1 = Correct</p> <p>(✓) 0 = Incorrect</p> <p>(✓) . = No response.</p>		
		Questions	
		[Answers]	

Buzuba abuzuba kantombela kakali kunjila muḡanda.	6	Ncinzi cakali kunjila muḡanda buzuba abuzuba? [kantombela]	1	0	.
Bumwi buzuba banyina Cheelo bakali kujika nyama.	13	Ncinzi ncobakali kucita banyina Cheelo nikakabalokela kantombela? [Bakali kujika nyama]	1	0	.
Nobakali kujika kantombela kakalokela akuulu kwabo. Banyina Cheelo bakakwiila akumwiita Cheelo. Cheelo wakasinka kasena kakali kudoolo akali kunjilila kantombela.	32	Ino Cheelo wakacita nzi? [Wakasinka kasena]	1	0	.
Buzuba buccilila, kantombela kakausa, kakatisole kunjila pele kakajana kwiina kasena.	42	Sena kantombela kakanjila akasena alimwi? [peepe]	1	0	.
Eeci cakabakkomanisya kapati banyina Cheelo. Bakumulumba kapati Cheelo banyina. Kantombela asunu takacinjili muḡanda.	55	Ncinzi cakapa kuti banyina Cheelo bakkomane? [Nkaambo kantombela tiikacacili kunjila akasena/ nkaambo Cheelo wakasinka kasena]	1	0	.
<input checked="" type="checkbox"/> Time remaining on stopwatch at completion (number of SECONDS)					
<input checked="" type="checkbox"/> Exercise discontinued: the child had no correct answers in the first line					

Wacita kabotu! Atuunke kucibeela citobela. Good effort! Let's go on to the next section.

Sub-test 6. LISTENING COMPREHENSION - ENGLISH		📖 X	🗣️ X
<p>🔊 Ndilakubalila caano cifwaafwi, ciindi comwe mucikuwa, mpoonya ndamana kubala, ndakubuzya mibuzyo imwi. Ndakulomba uswiilisyisye kabotu-kabotu, kutegwa upe bwiinguzi bubotu kumibuzyo mbuli mbocikonzya. Ulakonzya kupa bwiinguzi kumibuzyo mumulaka ngoyanda omwini. Sena walibambila? Atutalike. I am going to read you a short story aloud ONCE in English and then ask you some questions. Please listen carefully and answer the questions as best as you can. You can answer the questions in whichever language you prefer. Ready? Let's begin.</p>		<p>Remove the learner stimuli booklet from the child's view.</p> <p>Do not allow the child to look at the passage or the questions.</p> <p>If a child says "I don't know," mark as incorrect.</p>	
<p>🗂️ (✓) 1 = Correct (✓) 0 = Incorrect (✓) . = No response.</p>			
<p>Every morning Mukata's father walks out from the house. "Where are you going?" Mukata asked. "I am going to the river to fish," said his father. Mukata asked to go with him. "When you grow up, I will teach you how to fish," said Mukata's father. The next day father was surprised to see Mukata down by the river with a hook.</p>			
<p>What does Mukata's father do every morning? / Ino bausyi Mukata ucitaanzi lyoonse mafwumina? [walks out of the house]</p>	1	0	.
<p>Where does he go? / Ino nkukuli nkobauka? [to the river]</p>	1	0	.
<p>What did Mukata ask his father? / Ino Mukata wakabalomba nzi bausyi? [asked to go with him]</p>	1	0	.
<p>What does Mukata's father do? / Ino bausyi Mukata baucita mulimo nzi? [he is a fisherman]</p>	1	0	.
<p>What was Mukata doing by the river? / Ino Mukata ncinzi ncaakali kucita kumulonga? [trying to fish]</p>	1	0	.

EARLY GRADE READING ASSESSMENT (EGRA): ICIBEMBA

Database ID: _____

Time to Learn Endline Evaluation Early Grade Reading Assessment (EGRA) – iCiBemba Administrator Instructions and Protocol – 2016

General Instructions

Establish a playful and relaxed rapport with the child through a short conversation (see example topics below). The child should perceive the assessment almost as a game to be enjoyed rather than a test. Use this time to identify in what language the child is most comfortable communicating. Read aloud slowly and clearly ONLY the sections in boxes.

Uli shani. Ishina lyandi nine _____ njikala _____. Nomba ndefwaya ukuilondololako panoono. Good morning. My name is _____ and I live in _____. I'd like to tell you a little bit about myself.

[Number and ages of children; favorite sport, radio, or television program, etc.]

1. Finshi watemwa ukucita ilyo ushili ku sukulu? What do you like to do when you are not in school?

[Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal consent].

2. Fyangalonshi watemwa ukwangala ilyo uli pa mushi? What games do you like to play?

Verbal Assent: Read the text in the box clearly to the child.

- Leka nomba nkwebe ico njishile kuno leelo. Ine momba ku ciputulwa ca masambililo muno calo umo tuleyesha ukwishiba ifyo abasambi basambilila ukubelenga na ukupenda. Iwe naukwatera ishuko lyaku kusala pa kusendamo ulubali. Let me tell you why I am here today. I work with the Ministry of Education and we are trying to understand how children learn to read. You were picked by chance.
- Tulefwaya utwafweko mulifi. Nomba ngataulefwaya ukuti usendemo ulubali, tatulekupatikisha kuti wakaana nga ulefwaya. We would like your help with this, but you do not have to take part if you do not want to.
- Nomba twalaangala ubwangalo bwa kubelenga. Nalakwipushako ukubelenga ifilembo, amashiwi na kalyashi kanoono mu kwikatisha ishiwi. We are going to play a reading game. I am going to ask you to read letters, words, and a short story out loud.
- Ukubomfya inkoloko iyi, twalamona inshita calatusendela ukuti upwishe uyu mulimo. Using this stopwatch/device/gadget, I will see how long it takes you to read.

- Aya temashindano iyoo, kabili tayakapilibule imibombele yoobe ku sukulu. This is NOT a test and it will not affect your grade at school.
- Kabili nalakwipushako ameepusho yambi ayapa lupwa loobe ifili nga ululimi ulupwa loobe lulanda pa ng'anda nafimbi ifyo ulupwa lwakwata pang'anda. I will also ask you other questions about your family, like what language your family uses at home and some of the things your family has.
- Nshalembe ishina lyobe, kabili takwabe uukeshiba amasuko yoobe. I will NOT write down your name so no one will know these are your answers.
- Nakabili, tapabe uwalakupatikisha ukusendamo ulubali ngataulefwaya. Ngatwatampa, nga ulefwaya teti wasuke ilipusho nangu limo ninshi cilifye bwino. Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right.
- Naukwata ameepusho? Do you have any questions?
- Nauipekanya ukuti tutampeko? Are you ready to get started?

Check box if verbal assent is obtained:

 YES

(If verbal consent is not obtained, thank the child and move on to the next child, using this same form)

LEARNER BACKGROUND INTERVIEW

Data collector to fill in items 1-10 individually or with help from respondent, as necessary.

1. EMIS:
2. Ishina lyabalecececa: Data Collector Name:
3. Ubushiku: Date (dd/mmm/yyyy):
4. Ishina lye sukulu: School Name:
5. Polofinshi: Province:
6. Disitilikiti: District:
7. Zone: Zone:
8. Abalecececa: Baume/Banakashi: Respondent Sex:
 - a. Male
 - b. Female:
9. Imyaka yakufyalwa: Age (in years):
 - a. No response/don't know
10. Class
 - a. Grade 2
11. Bushe ulupwa pa ng'anda lwalikwata ifi: (Moneni ifilingile): At home, does your family have: (Check all that apply)

- a. **Icilimba** Radio
- b. **Kamusange** Mobile phone
- c. **Amalaiti** Electricity
- d. **Fuliji** Fridge
- e. **Shitofu** Cooking stove
- f. **TV** Tv
- g. **Kompyuta** Computer
- h. **Icimbusu** Latrine
- i. **Icitukutuku** Motorcycle
- j. **Incinga** Bicycle
- k. **Motoka** Car/Motor vehicle
- l. **None**

12. **Bushe lulimi nshi mulanda pa sukulu? (Moneni fyonse ifilungeme)** What language do you use/speak at school? (Check all that apply)

- a. **IciBemba** Bemba
- b. **Kiikaonde** Kaonde
- c. **Silozu** Lozi
- d. **Lunda** Lunda
- e. **Luvale** Luvale
- f. **Cinyanja** Nyanja
- g. **Chitonga** Tonga
- h. **Icisungu** English
- i. **Fimbi** Other

a. **Ngakuli fimbi: Lumbuleni?** If other, which? _____

13. **Bushe lulimi nshi mulanda pa ng'anda? (Moneni fyonse ifilungeme)** What language do you use/speak at home? (Check all that apply)

- a. **IciBemba** Bemba
- b. **Kiikaonde** Kaonde
- c. **Silozu** Lozi
- d. **Lunda** Lunda
- e. **Luvale** Luvale
- f. **Cinyanja** Nyanja
- g. **Chitonga** Tonga
- h. **Icisungu** English

- i. **Fimbi Other**
 - i. **Ngakuli fimbi: Lumbuleni? If other, which? _____**
14. **Wikala nabani pa ng'anda? (Moneni amasuko ayalungeme) Whom do you live with? (Check all that apply)**
- a. **Bamayo elyo na/bataata** Mother and/or father
 - b. **Bashikulu naba maama** Grandparent
 - c. **Ulupwa lwaume** Male relative
 - d. **Ulupwa lwanakashi** Female relative
 - e. **Ku bantu abashili ba lupwa** Non-relative
 - f. **Bakalambabaudi/ baichebaudi** Siblings
 - g. **Neeka (nga apeela ubu kwasuko, kabiyeni ku 17)** Alone (if g., skip to question 17)
15. **Nibaani abaishiba ukubelenga pa ng'nda? (Moneni amasuko yalingile) Who in your house knows how to read? (Check all that apply)**
- a. **Bamayo elyo na/bataata** Mother and/or father
 - b. **Bashikulu naba maama** Grandparent
 - c. **Ulupwa lwaume** Male relative
 - d. **Ulupwa lwanakashi** Female relative
 - e. **Ku bantu abashili ba lupwa** Non-relative
 - f. **Bakalambabaudi/ baichebaudi** Siblings
 - g. **Tapaba uwaishiba ukubelenga(nga apeela ubu kwasuko, kabiyeni ku 17)** Nobody knows how to read (if g., skip to question 17)
16. **Bushe ulesha ukubelenga na umuntu uuli onse pa ng'anda? Ici kubabelengela elyo nabeena balekubecengela.** Do you practice reading with anybody in your house? This includes you reading with them and them reading aloud to you.
- a. **Ee** Yes
 - b. **Iyoo** No
17. **Miku inga wesha ukubelenga ukupitila mukukwafwilisha ku mukalamba kunse yakusukulu? (Moneni yonse ayalungeme)** How often do you practice reading with an adult outside of school?
- a. **Lyonse** Every day
 - b. **Umuku umo mu mulungu** At least once a week
 - c. **Umuku umo mu mweshi** At least once a month
 - d. **Tamuba mu mweshi** Less than once a month
 - e. **Takuba** Never

18. Miku inga ubelenga palobe kunse ya isukulu? (Moneni yonse ayalingile) How often do you read on your own outside of school?
- Lyonse Every day
 - Umuku umo mu mulungu At least once a week
 - Umuku umo mu mweshi At least once a month
 - Tamuba mu mweshi Less than once a month
 - Takuba Never
19. Bushe walikwata ifyakubelenga ku ng'anda? Do you have reading materials at home?
- Ee Yes
 - Iyoo No (If no, skip to Q21)
20. Finshi ukwata ifyakubelenga pa ng'anda? What do you have to read in your home?
- Inyunshipepala na ma magazini Newspapers and other periodicals
 - Ifitabo fyabakalamba Books for adults
 - Ifitabo fya baice Children's books
 - Ifyakubelenga fimbi ifya baice Other reading materials for children
 - Ifya kwa Lesa ukubikapo na Baibele Religious materials, including the bible
 - Ifyakubelenga fimbi Other reading materials
 - Nga epo fili, lumbula? If other, which? _____
 - Nothing
21. Miku inga wesha ukubelenga pa sukulu? How often do you practice reading in school?
- Cila bushiku Every day
 - Inshiku shine (4) 4 days
 - Inshiku shitatu (3) 3 days
 - Inshiku shibili (2) 2 days
 - Ubushiku bumo (1) 1 day
 - Takuba (0) Never (0 days)
 - Don't know
22. Bushe bakafundisha balamubelengela utumilumbe mu kalashi? Does your teacher read stories aloud to you in class?
- Ee Yes
 - Iyoo No
23. Kufumyako ifitabo fyamu kalashi, bushe kwaliba ifintu fimbi ifyo mubomfya mukubelenga pa sukulu? Besides your textbooks and notebooks, are there other things for you to read at school?

- a. Ee Yes
- b. Iyoo No

Nga watila, Ee fintunshi ifi, filumbule? If yes, what are they? _____

24. Bushe waba pali lino isukulu ukutampafye umwaka baiswile? Have you been in this school since the start of the school year?

- a. Ee Yes
- b. Iyoo No

25. Ninshiku shinga uyakusukulu muli cila mulungu (0-5)? How many days do you normally attend school in a week? (0-5) _____

- a. Cila bushiku Every day
- b. Inshiku shine (4) 4 days
- c. Inshiku shitatu (3) 3 days
- d. Inshiku shibili (2) 2 days
- e. Ubushiku bumo 1 day
- f. 0 0 days

26. Bushe bakafundisha obe balakupeela umulimo wakuyabombela ku ng'anda? Does your teacher give you homework?

- a. Ee Yes
- b. Iyoo No

27. (Ngawasumina), bushe kwaliba abo mwaikala nabo abamwafwilishako ukulemba ifiya kusukulu? (if yes), does anyone you live with help you do your homework?

- a. Ee Yes
- b. Iyoo No

Sub-test 1. LISTENING COMPREHENSION (2014)		📖 X	🕒 X
<p>🔊 Nalakubelengela ilyashi iliipi kabili mukwikatisha ishiwi UMUKU UMO elyo nkwapushesho amepusho. Ufwikishe elyo wasuka amepusho nalakwipusha bwino-bwino. Kuti wayasuka amepusho mu lulimi ulo wingafwaya ukubomfya. Nauipekanya? Katutampe. I am going to read you a short story aloud ONCE and then ask you some questions. Please listen carefully and answer the questions as best as you can. You can answer the questions in whichever language you prefer. Ready? Let's begin.</p>		<p>Remove the learner stimuli booklet from the child's view.</p> <p>Do not allow the child to look at the passage or the questions.</p> <p>If a child says "I don't know," mark as incorrect.</p>	
<p>✎ (✓) 1 = Correct (✓) 0 = Incorrect (✓) . = No response.</p>			
<p>Mulenga alitemwa umupila waku makasa. Alitemwa ukutamba ibumba lyakwe ngalileteya. Mulenga alatemwa ibumba lyakwe nga lyawina. Alapundisha ukukoselesha ibumba lyakwe. Mukuteya kumo ukwaliko, aleefwaya ukupona pa mupando ku mulandu wakusansamuka. Banyina balimukenye ukulapundisha pantu kuti akalifya abeena mupalamano.</p>			
Finshi Mulenga atemwa? (umupila waku makasa)	1	0	.
Libumbanshi Mulenga atemwa ukutamba? (ibumba lyakwe ngalileteya)	1	0	.
Ni munshilanshi Mulenga akoseleseshamo ibumba lyakwe? (alapunda saana)	1	0	.
Mulandunshi aalefwaila ukupona pa mupando? (Aaliisansamwike)	1	0	.
Mulandunshi banyina Mulenga bamuleseshe ukulapundisha? (Kuti akalifya abeena mupalamano)	1	0	.

Eya cawama waesha! Katuleya ku cipande ca konkapo. Good effort! Let's go on to the next section.

Sub-test 2. LETTER SOUND IDENTIFICATION	Page 1	60 seconds																																																																																																																									
<p> Ili ipepala nalikwata ifilembo ifili mu alufabeti wa Cibemba. Nomba njobako ifiunda fya ifi filembo, ulande fyonse ifyo wiishibe. Ibukisha ukuti temashina yalefwaikwa iyoo, leelo fiunda. Here is a page full of letters of the Cibemba alphabet. Please tell me the SOUNDS of as many letters of the alphabet as you can. Not their names, but their sounds.</p> <p>[point to the letter T] Icilangililo, iciunda ca cilembo ici t, ni /t/. For example, the sound of this letter is /t/.</p> <p>[point to the letter M] Natweshe ukucita ifi: Njobako iciunda ca cilembo ici: Let's practice. Tell me the sound of this letter.</p> <p> Eya cawama, iciunda ca cilembo ici ni /m/. Good, the sound of this letter is /m/.</p> <p> Iciunda ca cilembo ici ni /m/. The sound of this letter is /m/.</p> <p>[point to the letter S] Nomba natwasha icilembo cimbi: Njobako iciunda ca cilembo ici. Now let's try another one. Tell me the sound of this letter.</p> <p> Eya cisuma, iciunda ca cilembo ici ni /s/. Good, the sound of this letter is /s/.</p> <p> Iciunda ca icilembo ici ni /s/. The sound of this letter is /s/.</p> <p>[point to first letter] Nganati "tampa", utampe mpaka upwishe ipepala lyonse. Uleesonta pali cila cilembo na ukunjeba iciunda ca cilembo mu kwikatisha ishiwi. Ubelenge mukwangufyanya kabili busaka-busaka. Ngawasanga icilembo ushishibe, wikokolapo konkanyapo ukwabula ukupoosa inshita kabiye pa cilembo cakonkapo. Biika umunwe pa cilembo ca kubalilapo. Nauipekanya? Tampako. When I say "begin," start here and go across the page. Point to each letter and tell me the sound of that letter in a loud voice. Read as quickly and carefully as you can. If you come to a letter you do not know, go on to the next letter. Put your finger on the first letter. Ready? Begin.</p>		<p>Start the timer when the child reads the first letter.</p> <p> If a child hesitates or stops on a letter for <u>3 SECONDS</u>, point to the next letter and say "Go on."</p> <p> When the timer reaches 0, say "stop."</p> <p> If the child does not provide a single correct response on the first line (10 items), say "Thank you!" then discontinue this subtask, check the box at the bottom, and go on to the next subtask.</p>																																																																																																																									
<p> (/) Mark any incorrect letters with a slash (Ø) Circle self-corrections if you already marked the letter incorrect (]) Mark the final letter read with a bracket</p> <p>Examples: t m s</p> <table border="1"> <thead> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th></th> </tr> </thead> <tbody> <tr> <td>u</td><td>p</td><td>e</td><td>a</td><td>t</td><td>W</td><td>b</td><td>L</td><td>F</td><td>a</td><td>(10)</td> </tr> <tr> <td>i</td><td>k</td><td>s</td><td>A</td><td>e</td><td>o</td><td>U</td><td>B</td><td>E</td><td>a</td><td>(20)</td> </tr> <tr> <td>P</td><td>a</td><td>N</td><td>L</td><td>u</td><td>M</td><td>c</td><td>F</td><td>I</td><td>Y</td><td>(30)</td> </tr> <tr> <td>L</td><td>i</td><td>s</td><td>A</td><td>a</td><td>K</td><td>M</td><td>η</td><td>i</td><td>a</td><td>(40)</td> </tr> <tr> <td>n</td><td>A</td><td>u</td><td>U</td><td>K</td><td>i</td><td>t</td><td>m</td><td>o</td><td>u</td><td>(50)</td> </tr> <tr> <td>a</td><td>u</td><td>E</td><td>b</td><td>a</td><td>s</td><td>a</td><td>n</td><td>E</td><td>O</td><td>(60)</td> </tr> <tr> <td>M</td><td>η</td><td>m</td><td>A</td><td>b</td><td>n</td><td>L</td><td>S</td><td>T</td><td>a</td><td>(70)</td> </tr> <tr> <td>c</td><td>u</td><td>B</td><td>u</td><td>i</td><td>l</td><td>N</td><td>w</td><td>l</td><td>t</td><td>(80)</td> </tr> <tr> <td>m</td><td>a</td><td>i</td><td>k</td><td>w</td><td>a</td><td>L</td><td>a</td><td>N</td><td>l</td><td>(90)</td> </tr> <tr> <td>O</td><td>A</td><td>n</td><td>P</td><td>y</td><td>A</td><td>M</td><td>U</td><td>A</td><td>a</td><td>(100)</td> </tr> </tbody> </table>	1	2	3	4	5	6	7	8	9	10		u	p	e	a	t	W	b	L	F	a	(10)	i	k	s	A	e	o	U	B	E	a	(20)	P	a	N	L	u	M	c	F	I	Y	(30)	L	i	s	A	a	K	M	η	i	a	(40)	n	A	u	U	K	i	t	m	o	u	(50)	a	u	E	b	a	s	a	n	E	O	(60)	M	η	m	A	b	n	L	S	T	a	(70)	c	u	B	u	i	l	N	w	l	t	(80)	m	a	i	k	w	a	L	a	N	l	(90)	O	A	n	P	y	A	M	U	A	a	(100)		
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Eya cawama waesha! Katuleya ku cipande cakonkapo. Good effort! Let's go on to the next section.

Sub-test 3. NON-WORD READING	Page 2	60 seconds																																																																	
<p>👂 Apa pali amashiwi aya kupangafye ayashilepilibula nangu cimo mu Cibemba. Ndefwaya ukuti ubelenge aya mashiwi yonse ayo wingabelenga. Wilalumbula ifilembo cimo-cimo iyoo kanofye ukubelenga ishiwi lyonse. Here are some made-up words in Icimemba. I would like you to read as many as you can. Do not spell the words, but read them.</p> <p>[point to the word “ut”] Icilangililo: Ili shiwi lyapangwa iyakuti: “ut.” For example, this made-up word is: “ut.”</p> <p>[point to the word “dif”] Natweshe nomba: belenga ili shiwi. Let’s practice. Please read this word.</p> <p>✓👂 Eya cawama, ilishiwi ni “dif.” Good, this made-up word is “dif.”</p> <p>✗👂 Ilishiwi lyakupangafye “dif” talipilibula nangu cimo. This made-up word is “dif.”</p> <p>[point to the word “mab”] Nomba esha nalimbi: Belenga nalimbi ishiwi ili. Now let’s try another one. Please read this word.</p> <p>✓👂 Ciisuma, ilishiwi lyaku pangafye ni “mab”. Good, this made-up word is “mab.”</p> <p>✗👂 Ili shiwi lyaku pangafye ni “mab”. This made-up word is “mab.”</p> <p>[point to first word] Ilyo ndetila “Tampa” utampile apa no kubelenga yonse ayali pepapala lyonse. Uleesonta pali cila ishiwi na ukubelenga ukwikatisha ishiwi. Belenga mukwangufyanya kabili mu mutekatima. Ngawasanga ishiwi ushishibe wikokolapo uye palikonkelepo. Sonta peeshiwi lyaku balilapo waipekanya? Tampako. When I say “begin,” start here [point to first word] and read across the page [point]. Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.</p>	<p>Start the timer when the child reads the first word.</p> <p>🕒 If a child hesitates or stops on a letter for 3 SECONDS, point to the next word and say “Go on.”</p> <p>👋 When the timer reaches 0, say “stop.”</p> <p>👋 If the child does not provide a single correct response on the first line (5 items), say “Thank you!” then discontinue this subtask, check the box at the bottom, and go on to the next subtask.</p>																																																																		
<p>✍ (/) Mark any incorrect words with a slash (Ø) Circle self-corrections if you already marked the word incorrect (]) Mark the final word read with a bracket</p> <p><i>Examples:</i> opa toti maba</p> <table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th></th> </tr> </thead> <tbody> <tr> <td>oya</td> <td>lebi</td> <td>luti</td> <td>lusi</td> <td>ndite</td> <td>(10)</td> </tr> <tr> <td>kibe</td> <td>njolo</td> <td>mibu</td> <td>shuti</td> <td>tobe</td> <td>(20)</td> </tr> <tr> <td>sani</td> <td>opu</td> <td>nomi</td> <td>shipe</td> <td>angi</td> <td>(30)</td> </tr> <tr> <td>tupu</td> <td>naye</td> <td>koi</td> <td>nepa</td> <td>wipi</td> <td>(40)</td> </tr> <tr> <td>shuma</td> <td>tate</td> <td>yoba</td> <td>shingu</td> <td>telu</td> <td>(50)</td> </tr> <tr> <td>etu</td> <td>kika</td> <td>nupa</td> <td>onu</td> <td>seni</td> <td>(60)</td> </tr> <tr> <td>ebi</td> <td>tawe</td> <td>pafu</td> <td>ewa</td> <td>sale</td> <td>(70)</td> </tr> <tr> <td>ombi</td> <td>ngopa</td> <td>ndika</td> <td>ipa</td> <td>kendi</td> <td>(80)</td> </tr> <tr> <td>tebi</td> <td>folo</td> <td>yema</td> <td>afu</td> <td>maw e</td> <td>(90)</td> </tr> <tr> <td>fimu</td> <td>tibu</td> <td>bife</td> <td>yapo</td> <td>lefu</td> <td>(100)</td> </tr> </tbody> </table>	1	2	3	4	5		oya	lebi	luti	lusi	ndite	(10)	kibe	njolo	mibu	shuti	tobe	(20)	sani	opu	nomi	shipe	angi	(30)	tupu	naye	koi	nepa	wipi	(40)	shuma	tate	yoba	shingu	telu	(50)	etu	kika	nupa	onu	seni	(60)	ebi	tawe	pafu	ewa	sale	(70)	ombi	ngopa	ndika	ipa	kendi	(80)	tebi	folo	yema	afu	maw e	(90)	fimu	tibu	bife	yapo	lefu	(100)	
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Eya cawama waesha! Katuleya kucipande cakonkapo. Good effort! Let’s go on to the next section.

Sub-test 4. ORIENTATION TO PRINT		Page 3	X
<p>☛ Show the child a story passage in the learner stimuli packet. Read the instructions in the gray boxes below, recording the child's response before moving to the next instruction.</p>		Materials: a passage from the learner stimuli packet	
<p>Nshilefwaya ukuti ubelenge nomba. Pali ili pepala, kuti wayambila peesa ukubelenga? Sontapo na umunwe obe.</p> <p>I don't want you to read this now. On this page, where would you begin to read? Show me with your finger.</p>			
<p>a. <i>(Child puts finger on the top row, left-most word)</i></p>		<input type="radio"/> Correct	<input type="radio"/> Incorrect <input type="radio"/> No Response
<p>Nomba ndanga uko wingalalola ilyo ulebelenga.</p> <p>Now show me in which direction you would read next.</p>			
<p>b. <i>(Child moves finger from left to right)</i></p>		<input type="radio"/> Correct	<input type="radio"/> Incorrect <input type="radio"/> No Response
<p>Nga wafika kumpela ya mulaini, ni peesa wingatendekela ukubelenga nakabili?</p> <p>When you get to the end of the line, where would you read next?</p>			
<p>c. <i>(Child moves finger to the left-most word of second line)</i></p>		<input type="radio"/> Correct	<input type="radio"/> Incorrect <input type="radio"/> No Response
Total Correct			/3

Sub-test 5a. ORAL READING PASSAGE (2016)	⌚ 60 seconds	Sub-test 5b: READING COMPREHENSION			
Show the child the sheet in the student stimulus booklet as you read the instructions.	<p>👉 If a child hesitates or stops on a letter for <u>3 SECONDS</u>, say “Go on.”</p> <p>👉 If the child does not provide a single correct word on the first line of text. Do not ask any comprehension questions.</p> <p>If a child says “I don’t know,” mark as incorrect.</p>	After the child is finished reading, REMOVE the passage from in front of the child.			
<p>👉 Aka akalyashi keepi. Ndefwaya ukuti ubelenge ukwikatisha ishiwi mu mutima nteka kabili bwangu bwangu. Nga wapwisha ukubelenga nalakwipusha amepusho pa lyashi walabelenga. Nganati “Tampa”, walabelenga akalyashi busaka-busaka. Nga wasanga ishiwi ushishibe wikokolapo kabiye peeshiwi limbi. Sonta peeshiwi lyaku balilapo. Nauipekanya? Tampako. Here is a short story. I want you to read it aloud, quickly but carefully. When you finish, I will ask you some questions about what you have read. When I say “begin,” read the story as best as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.</p>		Ask the child only the questions related to the text read. A child must read all the text that corresponds with a given question. If the child does not provide a response to a question after 10 seconds, mark “no response” and continue to the next question. Do not repeat the question.			
<p>⊘ (/) Mark any incorrect letters with a slash (∅) Circle self-corrections if you already marked the letter incorrect (]) Mark the final letter read with a bracket</p>		<p>👉 Nomba nalakwipusha amepusho ayanoono peelyashi wabelenga. Weshe ukwasuka amepusho ayo wingeshiba bwino-bwino. Kuti wayasuka amepusho mu lulimi wingafwaya ukubomfya. Now I am going to ask you a few questions about the story you just read. Try to answer the questions as well as you can. You can provide your answers in whichever language you prefer.</p> <p>⊘ (✓) 1 = Correct (✓) 0 = Incorrect (✓) . = No response.</p>			
		Questions [Answers]			
Chileshe aali umwana uwacenjela.	4	Bushe Chileshe aali mwana wamusangonshi? [uwacenjela]	1	0	.
Ubushiku bumo, banyina baamutumine ku maliketi kukushita isabi na leepu.	14	Finshi Chileshe baamutumine ukushita? [isabi na leepu]	1	0	.
Cilya aleenda aakumenye umunankwe Muma.	19	Umunankwe wakwa Chileshe aali naani ishina? [Muma]	1	0	.
Baatampile ukwangala. Umo baleyangala, Chileshe alilufishopo impiya shimo. Impiya shashelepo shakushitafye leepu. Taishibe ifyakucita. Ilyo aletontokanya, aamwene bashikulu bamo baleisa. Bashikulu baaseendele bashiketi. Chileshe aalibafwile ukusenda bashiketi.	46	Chinshi Chileshe ayafwile bashikulu ukusenda? [bashiketi]	1	0	.
Bashikulu nabo baamuppee impiya.	50	Ninshi bashikulu baapeelele Chileshe ulupiya? [kumutootela pakubafwa]			
Chileshe aabomfesho impiya ukushita isabi. Chileshe aabwekeele na ku nanda.	60		1	0	.
⊘ Time remaining on stopwatch at completion (number of SECONDS)					
⊘ Exercise discontinued: the child had no correct answers in the first line					

Eya cawama waesha! Katuleya ku cipande cakonkapo. Good effort! Let’s go on to the next section.

Sub-test 6. LISTENING COMPREHENSION - ENGLISH		📖 X	🕒 X
<p>🔊 Nalakubelengela akalyashi akepi akamucisungu mu kwikatisha ishiwi UMUKU UMO elyo nkwapushe amepusho. Umfwikishe bwino, na ukwasuka amepusho nalakwipusha mu mutima nteka. Kuti wayasuka amepusho mu cilimi ico wingafwaya ukubomfya. Nauipekanya? Katutampe. I am going to read you a short story aloud ONCE in English and then ask you some questions. Please listen carefully and answer the questions as best as you can. You can answer the questions in whichever language you prefer. Ready? Let's begin.</p>		<p>Remove the learner stimuli booklet from the child's view.</p> <p>Do not allow the child to look at the passage or the questions.</p>	
<p>✂ (✓) 1 = Correct (✓) 0 = Incorrect (✓) . = No response.</p>		<p>If a child says "I don't know," mark as incorrect.</p>	
<p>Every morning Mukata's father walks out from the house. "Where are you going?" Mukata asked. "I am going to the river to fish," said his father. Mukata asked to go with him. "When you grow up, I will teach you how to fish," said Mukata's father. The next day father was surprised to see Mukata down by the river with a hook.</p>			
<p>What does Mukata's father do every morning? / Finshi bawishi Mukata bacita cila lucelo? [walks out of the house]</p>	1	0	.
<p>Where does he go? /Bushe bayakwi? [to the river]</p>	1	0	.
<p>What did Mukata ask his father? / Finshi Mukata aipwishe bawishi? [asked to go with him]</p>	1	0	.
<p>What does Mukata's father do? / Mulimonshi bawishi Mukata babomba? [he is a fisherman]</p>	1	0	.
<p>What was Mukata doing by the river? /Finshi Mukata aaleecita ku mumana? [trying to fish]</p>	1	0	.

COMMUNITY SCHOOL HEAD TEACHER QUESTIONNAIRE

Notes to interviewer are in italics

PREPARATION

This questionnaire is intended for the head teacher or, if the head teacher is not present, then the individual best able to provide information about the school. Prior to starting data collection, the head teacher, parent community school committee (PCSC) chair, evaluation team manager, and data collectors should meet for introductions and the informed consent procedure.

INTRODUCE YOURSELF AND PROJECT: Thank you very much for setting time aside for us today. My name is _____, and I am part of the USAID-funded Time to Learn (TTL) project, which collaborates with the MOGE to improve reading in community schools and increase equitable access to education for orphans and other vulnerable children.

INTRODUCE EVALUATION: This interview is part of the TTL Endline Evaluation, which will assess how TTL activities are fostering learners’ literacy so we can improve future education projects. Yours is one of 100 schools sampled for this evaluation in six provinces (Central, Copperbelt, Eastern, Lusaka, Muchinga, and Southern). We are interested in learning more about your school. This is not an evaluation of your school, your performance, or the MOGE, and we will not be reporting on this school to anyone. I also want to tell you that I am not directly involved in any funding decisions for TTL; I am here simply to gather information about the effectiveness of TTL.

EXPLAIN CONFIDENTIALITY AND INFORMED CONSENT: Before we begin, we want to let you know that no information we gather during today’s visit will be attributed to a specific school or person. All information used in the evaluation report will only be attributed to a general stakeholder group (e.g., teacher, head teacher, boy/girl learners in province X, MOGE officials). Also, this school will not be identified in any reports. Your participation is completely voluntary and you are free stop the interview at any time or not to answer any questions, and this will not affect your relationship with TTL or the MOGE.

CONFIRM TIMEFRAME AND ASK PERMISSION TO RECORD: This interview will take about 60 minutes and if you don’t mind, I would like to take notes today on this tablet.

ANY QUESTIONS? Before we begin, do you have any questions about the interview?

ASK PERMISSION: Are you willing to participate?

YES informed consent provided (if not provided, discontinue)

BACKGROUND

Data collector to fill in items 1-9 individually or with help from respondent, as necessary.

1. EMIS:
2. Team Coordinator Name:
3. Data Collector Name:
4. Date:
5. School Name:
6. Province:
7. District:
8. Zone:
9. Distance to District Education Board Secretary (DEBS): (in kilometers)

RESPONDENT BACKGROUND

10. Respondent's sex:
 - a. Male
 - b. Female
11. Age (in years):
12. Respondent's mobile phone number:
13. Was this the same teacher observed in the classroom observation protocol?
 - a. No
 - b. Yes
14. What is your primary position at this school? (Select all that apply) *Skip questions 32-44 if NOT head teacher/ teacher in charge. Skip questions 45-52 if head teacher.*
 - a. Head teacher/ Teacher in charge
 - b. School manager/ Supervisor
 - c. Deputy head teacher
 - d. Senior teacher
 - e. Teacher
 - f. PCSC chair
 - g. Other
 - i. Please specify:

SCHOOL PROFILE

"I am now going to ask some information about the number of classes, learners, and teachers at your school. It would be helpful if you could have a school register with you to help answer these questions."

15. In what year was the school founded? _____
16. How many classes/streams are there in the school this year? _____
17. What is the highest grade being taught in the school this year? *Do not read response choices.*
 - a. Grade 1

- b. Grade 2
- c. Grade 3
- d. Grade 4
- e. Grade 5
- f. Grade 6
- g. Grade 7
- h. Higher than Grade 7

18. Are there any combined classes in the school this year?

- a. No (Skip to 20)
- b. Yes (Go to 19)

19. Which classes are combined? (*Select all that apply*)

- a. Grades 1 and 2
- b. Grades 2 and 3
- c. Grades 3 and 4
- d. Grades 4 and 5
- e. Grades 5 and 6
- f. Grades 6 and 7
- g. Other
 - i. Please specify:
- h. None

Based on responses above, ask the head teacher about the number of classes, learners, and teachers for each grade that is taught in the school. The tablet automatically calculates the number of total learners and teachers.

	# 2016 Classes	Total Learners	# Male Learners	# Female Learners	Total Learners	# Male Teachers	# Female Teachers	Total Teachers
20. Grade 1								
21. Grade 2								
22. Grade 3								
23. Grade 4								
24. Grade 5								
25. Grade 6								
26. Grade 7								

	Male	Female
27. What is the total number of teachers for all grades in your school?		
28. How many teachers at the school are volunteers?		
29. How many teachers at the school are retired from government schools?		
30. How many teachers at the school are employed by the MOGE and seconded (deployed) to this school?		
31. How many teachers at the school are trained and waiting for postings/hiring into teaching service by MOGE?		

HEAD TEACHER BACKGROUND

This section is only for respondents who indicated that they were the head teacher/ teacher in charge (Question 14).

“I would like to ask you a few questions about your background and role as a head teacher.”

32. What is the highest level of academic education you have completed?
 - a. Grade 7 (exam passed)
 - b. Grade 8
 - c. Grade 9 (exam passed)
 - d. Grade 10
 - e. Grade 11
 - f. Grade 12 (exam passed)
 - g. BA/BS
 - h. MA/MS
 - i. Other
 - i. Please specify:
33. What is the highest level of pre-service training you have received?
 - a. Teaching certificate/diploma: Early Childhood Education
 - b. Teaching certificate/diploma: Primary Education
 - c. Diploma: Secondary Education
 - d. Degree/Bachelors of Primary Education/Bachelors of Education
 - e. Other
 - i. Please specify:
 - f. None
34. How many years have you been in the teaching service? ____
35. How many years have you been the head teacher at this school? ____
36. Were you a head teacher at another school before becoming a head teacher at this school?
 - a. No (Skip to 38)
 - b. Yes (Go to 37)
37. For how many years were you a head teacher at another school? ____
38. Were you a teacher before becoming a head teacher?
 - a. No (Skip to 40)
 - b. Yes (Go to 39)
39. How many years were you a teacher before becoming a head teacher? ____
40. Do you currently teach any classes?
 - a. No (Skip to 42)
 - b. Yes (Go to 41)
41. If yes, which grade do you currently teach? (*Select all that apply*).
 - a. Grade 1
 - b. Grade 2
 - c. Grade 3
 - d. Grade 4

- e. Grade 5
 - f. Grade 6
 - g. Grade 7
 - h. Combined grades 1 and 2
 - i. Combined grades 2 and 3
 - j. Combined grades 3 and 4
 - k. Combined grades 4 and 5
 - l. Combined grades 5 and 6
 - m. Combined grades 6 and 7
 - n. Other
 - i. Please specify:
42. What is your employment status? (If a government teacher, skip to 44)
- a. Government teacher (seconded)
 - b. Trained teachers not deployed
 - c. Retired from government school
 - d. Volunteer teacher
43. Who hired/pays you? (*Select all that apply*).
- a. PCSC
 - b. Church
 - c. Private employer
 - d. Other
 - i. Please specify:
44. What are your most important roles as a head teacher? (Choose top three choices) *Ask as an open-ended question then select appropriate responses. Do not read response choices to the head teacher unless the respondent is unable to answer the question.*
- a. Teaching
 - b. Information and records management (i.e., maintaining attendance records, school log book, staff files, etc.)
 - c. Financial management (i.e., maintaining financial records, creating budgets, etc.)
 - d. Finding and organizing teaching materials
 - e. Supervising teachers and classrooms
 - f. Monitoring curriculum and instruction
 - g. Monitoring students and teachers performance
 - h. Fundraising
 - i. Building and developing infrastructure
 - j. Implementing MOGE policy
 - k. Working with the community (i.e., PCSC, NGOs, etc.)
 - l. Providing psychosocial support to learners and teachers
 - m. Other
 - i. Please specify:

*This section is only for respondents who indicated that they were **NOT** head teacher/ teacher in charge (Question 14).*

“I would like to ask you a few questions about the background of the head teacher.”

45. What is the sex of the head teacher?
- Male
 - Female
46. What is the age (in years) of the head teacher?
- Don't know
47. What is the highest level of academic education the head teacher has completed?
- Grade 7 (exam passed)
 - Grade 8
 - Grade 9 (exam passed)
 - Grade 10
 - Grade 11
 - Grade 12 (exam passed)
 - BA/BS
 - MA/MS
 - Don't know
 - Other
 - Please specify:
48. What is the highest level of pre-service training the head teacher has received?
- Teaching certificate/diploma: Early Childhood Education
 - Teaching certificate/diploma: Primary Education
 - Diploma: Secondary Education
 - Degree/Bachelors of Primary Education/Bachelors of Education
 - None
 - Don't know
 - Other
 - Please specify:
49. How many years has the head teacher been the head teacher at this school? ____
- Don't know
50. Does the head teacher currently teach any classes?
- No (Skip to 52)
 - Yes (Go to 51)
51. If yes, which grade does the head teacher currently teach? (*Select all that apply*).
- Grade 1
 - Grade 2
 - Grade 3
 - Grade 4
 - Grade 5
 - Grade 6

- g. Grade 7
 - h. Combined grades 1 and 2
 - i. Combined grades 2 and 3
 - j. Combined grades 3 and 4
 - k. Combined grades 4 and 5
 - l. Combined grades 5 and 6
 - m. Combined grades 6 and 7
 - n. Other
 - i. Please specify:
52. Who hired/pays the head teacher employer? (*Select all that apply*).
- a. Government
 - b. PCSC
 - c. Church
 - d. Private employer
 - e. Other
 - i. Please specify:

FUNDING AND RESOURCES

“I am now going to ask a few questions about the school’s resources and funding.”

53. Please name all the TTL teaching and learning materials you ever received at a training, or from MOGE zones or districts. (*Select all that apply*) *Ask the respondent about each item in turn, i.e., “Did you receive flash cards?” Try to verify each item.*
- a. Stepping Stone Phone
 - b. eEGRA Instruct Handbook
 - c. Vernacular tablet (only in Lusaka province)
 - d. Flash cards
 - e. Story cards
 - f. CASAS graded readers (story books)
 - g. Maiden Health Books (in local languages)
 - h. Assessment sheets (to record results)
 - i. Assessment booklets/guides (instructional)
 - j. Teachers Guide on School-based Assessment
 - k. School register
 - l. Enrollment forms
 - m. Training Module Materials
 - i. Materials received in Quickstart training
 - ii. Materials received in reading/module reading training
 - iii. Materials received in writing/module writing training
 - iv. Materials received in alphabet/module alphabet training
 - n. Zambia Basic Education Syllabi (grades 1-7)
 - o. Radios

- p. Operational Guidelines for Community Schools, 2007 (PCSC)
- q. Operational Guidelines for Community Schools, 2014 (PCSC)
- r. Community Literacy Mobilization Manual (for PCSC)
- s. Education Leadership and Management Training Manual for Community School Head Teachers
- t. TOTAL book box
- u. Other
 - i. Please specify:
- v. None

54. Have you or your teachers received any in-service training on how to teach early grade reading or on leadership skills in 2015 or 2016?

Probe, if respondent is not sure or answers question with no: In-service training is training received since starting service as a teacher, and does not include pre-service training. This training could be called in-service training, Grace meetings, Teacher Learner Circles (TLC), Continuing Professional Development (CPD), workshops, Inset, or go by another name. We are not interested in the name of the training, only in the content.

- a. No (Skip to 61)
- b. Yes (Go to 55)

55. How many literacy- or leadership-related trainings have you or your teachers attended in total this year and last year (2015 and 2016)? ____

56. Please enter the total number of literacy- or leadership-related trainings received from each source, counting each training only once:

- a. Time to Learn ____ (if 0, proceed to question 58)
- b. MOGE ____
- c. Other government institution ____
 - i. Please specify:
- d. Private institution ____
 - i. Please specify:
- e. Non government organization ____
 - i. Please specify:
- f. Other ____
 - i. Please specify:

57. What was the name or focus of the TTL trainings? (*Check all that apply*)

- a. Guided reading/Literacy steps
- b. Stepping Stone
- c. Quickstart
- d. Reading/module reading
- e. Writing/module writing
- f. Alphabet/module alphabet
- g. Assessment training, also known as CPD literacy training/CPD for community school teachers
- h. Operational Guidelines for Community School (OGCS) orientation

- i. PCSC training in supporting reading (at the household and community level) (could also be known as Parent Community Literacy Mobilization)
 - j. Educational Leadership and Management
 - k. Don't Know
 - l. Other
 - i. Please specify:
58. *Please enter the total number of literacy- or leadership-related trainings received at each location, counting each training only once:*
- a. School___
 - b. Zone___
 - c. District___
 - d. Province___
 - e. National___
 - f. Other___
 - g. Do not remember___
59. *Please enter the total number of literacy- or leadership-related trainings received each year, counting each training only once:*
- a. 2015___
 - b. 2016___
60. How many individuals attended the trainings?
- a. Head teachers___
 - b. Teacher___
61. What non-monetary support has the school received from the MOGE?
- a. Basic classroom materials/free basic materials (chalk, notebooks/exercise books, etc.)
 - b. Teaching and learning materials (e.g., learners' books, teachers' guides, supplementary readers)
 - c. Teacher trainings/continuing professional development
 - d. Building materials (e.g., cement, wood)
 - e. Infrastructure (e.g., toilets, classrooms, teacher's house)
 - f. Furniture (e.g., desks, tables, chairs)
 - g. Seconded government teachers
 - h. None
 - i. Other
 - i. Please specify:
62. What non-monetary support has the school received from other partners?
- a. Basic classroom materials/free basic materials (chalk, notebooks/exercise books, etc.)
 - b. Teaching and learning materials (e.g., learners' books, teachers' guides, supplementary readers)
 - c. Teacher trainings/continuing professional development
 - d. Building materials (e.g., cement, wood)
 - e. Infrastructure (e.g., toilets, classrooms, teacher's house)
 - f. Furniture (e.g., desks, tables, chairs)

- g. Seconded government teachers
 - h. None
 - i. Other
 - i. Please specify:
63. How many times was your class observed this year by the following? (*Fill in all that apply*)
- a. My head teacher/teacher in charge ____
 - b. Zonal official from MOGE ____
 - c. District official from MOGE ____
 - d. Provincial official from MOGE ____
 - e. Central official from MOGE ____
 - f. Other ____
 - i. Please specify
 - e. None
64. During the most recent visit by a MOGE official, what did they do at the school? (*Check all that apply*).
- a. Recorded school details (enrollment levels, number of teachers, etc.)
 - b. Observed a literacy class
 - i. Which grade?__
 - c. Observed other class
 - d. Provided feedback to teacher/head teacher on lesson
 - e. Assessed the reading levels of Grade 2 learners
 - f. Provided results of assessment of learners to teacher/head teacher
 - g. Met with the PCSC
 - h. Worked on the School Improvement Plan with PCSC and/or head teacher
 - i. Nothing
 - j. Don't know
 - k. Other
 - i. Please specify:
65. Does the school currently have a feeding program?
- a. No (Skip to 67)
 - b. Yes (Go to 66)
66. Who funds the feeding program?
- a. Government ministry or institution
 - i. Please specify:
 - b. PCSC
 - c. Nongovernmental organization
 - i. Please specify:
 - d. Private institution
 - i. Please specify:
 - e. Other
 - i. Please specify:

"I am now going to ask a few questions about the school's budget."

67. Does your school have an annual operating budget (financial resources, not in-kind resources)?
- No (Skip to 70)
 - Yes (Go to 68)

68. What is the annual operating budget for your school? _____ Kwacha

69. Please list this year's funding sources and amounts:

a. DEBS grant	i. Amount _____
b. School fees	ii. Amount _____
c. Parent/community contributions	iii. Amount _____
d. NGO	iv. Amount _____
e. Church	v. Amount _____
f. Private benefactor	vi. Amount _____
g. Income generating activity	vii. Amount _____
h. Other	viii. Amount _____
a. Please specify:	
TOTAL	

70. Has the school had major changes in funding over the last 2 years?

- No
- Yes

"I will now ask you a question about the physical infrastructure of the schools to better understand the environment in which you are teaching." Visually confirm the following with the head teacher.

71. How many does your school have of the following?

	Number
Classrooms	
Male staff toilets (number of stalls)	
Female staff toilets (number of stalls)	
Male learner toilets (number of stalls)	
Female learner toilets (number of stalls)	
Teacher offices where materials can be locked	
Safe room for exams	

72. Does your school have adequate number of the following?

	No	Yes
Student benches		
Teacher desks and chairs		
Chalk boards		
Basic classroom materials (chalk, notebooks)		
Literacy textbooks (one per learner)		
Other teaching and learning materials		
Water supply		

INSTRUCTIONAL PRACTICES

“I will now ask some questions on reading instruction and assessment in grades 1 and 2.”

73. What is the main language that teachers use to teach literacy in Grade 1?
- Bemba
 - Chewa/ Nyanja
 - Tonga
 - Lozi
 - English
 - Other
 - Please specify:
74. What is the main language that teachers use to teach literacy in Grade 2?
- Bemba
 - Chewa/ Nyanja
 - Tonga
 - Lozi
 - English
 - Other
 - Please specify:
75. Is a town dialect spoken in class?
- No
 - Yes
76. According to the revised curriculum, in which grade should schools start to teach literacy in English (not oral English)?
- Grade 1
 - Grade 2
 - Grade 3
 - Grade 4
 - Grade 5
 - Grade 6
 - Grade 7
 - Other
 - Please specify:
77. How much is local language used in Grade 1 literacy classes?
- All of the time
 - More than half of the time
 - About half of the time
 - Less than half of the time
 - None of the time
 - Don't know
78. How much is local language used in Grade 2 literacy classes?
- All of the time

- b. More than half of the time
- c. About half of the time
- d. Less than half of the time
- e. None of the time
- f. Don't know

79. What prevents teachers from using the local language more often to teach literacy in grades 1 and 2 in this school? (Select all that apply)

- a. Teachers do not speak the local language
- b. Teachers do not know how to teach reading in the local language
- c. The school does not have local language materials
- d. Teachers think English is required
- e. Teachers think English is more important
- f. Parents do not support use of the local language to teach reading
- g. All grade 1 and 2 reading lessons are in local language
- h. Other
 - i. Please specify:
 - i. None

80. How many minutes per day do you expect your teachers to spend teaching literacy to their learners?

- a. Grade 1: _____
- b. Grade 2: _____
- c. Don't know

81. What activities do teachers in grades 1 and 2 use the most often to teach literacy skills? (*Choose all that apply*)

Ask as an open-ended question then select appropriate responses. Do not read response choices to the head teacher unless respondent is unable to answer the question.

- a. Learners match pictures to words
- b. Learners memorize words
- c. Learners recite words
- d. Learners sound out letters
- e. Learners decode words/make words with syllables
- f. Learners read from books
- g. Learners read from the chalk board
- h. Teacher reads books to learners
- i. Don't know
- j. Other
 - i. Please specify:

82. How often do teachers prepare lesson plans at your school?

- a. For every lesson
- b. For most lessons
- c. For some lessons
- d. For a few lessons

- e. Never
 - f. Don't know
83. Does the school have reading materials that learners are allowed to take home?
- a. No (Go to 85)
 - b. Yes (Go to 84)
84. What reading material do the learners take home?
- a. Textbooks
 - b. Supplementary readers
 - c. Story cards
 - d. Other
 - i. Please specify:
85. How often do teachers assess learner progress in literacy in grades 1 and 2?
- a. Weekly
 - b. Monthly
 - c. Termly
 - d. Yearly
 - e. Never
 - f. Don't know
 - g. Other
 - i. Please specify:
86. How do teachers monitor learners' progress in learning to read in grades 1 and 2? (*Check all that apply*)
- a. Use reading Continuous Assessment tool
 - b. Give 5th/10th/13th week assessments
 - c. Use red level tracker
 - d. Give quiz or test
 - e. Ask learners questions about lesson
 - f. Monitor learners as they work
 - g. Observe learners in group activities
 - h. Listen to individual learners read aloud
 - i. Ask a learner to tell about what they have just read
 - j. Check learner's exercise book or homework
 - k. Don't know
 - l. Other
 - i. Please specify:

EDUCATIONAL LEADERSHIP AND MANAGEMENT

"I will now ask some questions on the types of support that are available for teachers at this school."

87. Did you ever observe literacy lessons being taught this year?
- a. No (Skip to 91)
 - b. Yes (Go to 88)

88. How often have you observed literacy lessons being taught this year?

- a. Weekly
- b. Monthly
- c. Termly
- d. Yearly

89. Do you provide feedback to teachers after the observation?

- a. Yes (Go to 90)
- b. No (Go to 91)

90. How did you give feedback to the teacher?

Probe: Ask teacher to describe how feedback is given and check all that apply as they speak. Do not read response categories. If teachers do not speak to these categories, prompt them for type (written/verbal) and setting (one-on-one/group) of feedback.

- a. Written form
- b. Verbally, one-on-one
- c. Verbally, in a group
- d. Other
 - i. Please specify:

91. Have you ever organized a meeting with teachers to specifically address teaching quality?

- a. No (Skip to 94)
- b. Yes (Go to 92)

92. How often do you organize these meetings?

- a. Monthly
- b. Fortnightly (every 2 weeks)
- c. Termly
- d. Yearly
- e. Never

93. How often do these meetings specifically address reading/writing or literacy?

- a. Monthly
- b. Fortnightly (every 2 weeks)
- c. Termly
- d. Yearly
- e. Never

PARENT COMMUNITY SCHOOL COMMITTEE

“I am now going to ask a few questions about the role of parents at this school.”

94. Does this school have a Parent Community School Committee (PCSC)?

- a. No (Skip to 99)
- b. Yes (Go to 95)

95. How often does it meet?

- a. Monthly or more
- b. Termly
- c. Yearly
- d. No regular meetings

96. How does the PCSC work together with/support the school? What activities do PSCS do at the school? (*Select all that apply*)

Ask as an open-ended question and then select the appropriate responses. Do not read responses choices to the head teacher unless respondent is unable to answer the question.

- a. Monitoring attendance of teachers
- b. Monitoring attendance of learners
- c. Hiring and firing teachers, including head teacher
- d. Curriculum design
- e. Building and maintaining school facilities
- f. Purchasing teaching and learning materials or classroom supplies, and monitoring their use
- g. Helping with teaching/learning activities
- h. Helping with sports activities for learners
- i. Providing social support to learners
- j. Observing classes
- k. Monitoring educational outcomes
- l. Liaising with MOGE
- m. Engaging with/sensitizing parents
- n. Collecting teachers' salaries
- o. Fundraising
- p. Nothing
- q. Other
 - i. Please specify:

97. Does the school provide academic reports to the PCSC?

- a. Yes
- b. No

98. What forms of support has the PCSC received?

- a. TTL orientation on Operational Guidelines for Community Schools (OGCS)
- b. TTL training supporting reading (at the household and community level), Parent Community Literacy Mobilization
- c. MOGE assistance to develop School Improvement Plans
- d. MOGE training
 - i. Please specify
- e. NGO support
 - i. Please specify
- f. Private institution support
 - i. Please specify
- g. Other
 - i. Please specify

ABSENTEEISM AND ATTRITION

“I am now going to ask a few questions about learner and teacher absenteeism and dropout.”

99. How many days has your school closed in the last year outside of the normal school calendar?

If 0, skip to 101.

100. Why did the school close? (Select all that apply)

Ask as an open-ended question then select the appropriate responses. Do not read response choices to the head teacher unless respondent is unable to answer the question.

- a. Teachers left the school
- b. School structure collapsed
- c. Local festivals
- d. Teachers were ill
- e. Teachers were attending trainings
- f. Rainy season/difficult to get to school
- g. Teacher and/or students participating in seasonal activities (farming, etc.)
- h. Conflicts
- i. Funerals
- j. Don't know
- k. Other
 - i. Please specify:

101. On average in week, how many days of class do teachers miss/are absent?

- a. Male teachers ____
- b. Female teachers ____

102. On average, how many of your learners are absent per day?

- a. Male learners ____
- b. Female learners ____

103. On average, how many of your learners have dropped out in the last year?

- a. Male learners ____
- b. Female learners ____

“Thank you for your participation! Do you have any additional questions about the interview?”

EARLY GRADE READING CLASSROOM OBSERVATION PROTOCOL AND TEACHER INTERVIEW

PREPARATION

Selection of teacher and class

This observation protocol is intended for a Grade 2 literacy lesson. In schools where there is more than one Grade 2 classroom or there are mixed grades, the evaluation team manager will select a classroom at random. The head teacher should inform the teacher of the classroom being observed as soon as the decision is made and, if possible, the teacher should join the head teacher, PCSC chair,

and evaluation team manager for introductions and the informed consent conversation prior to the beginning of data collection at the school.

You should observe a class called ‘Literacy’ or ‘Literacy hour.’ If this class does not exist in the syllabus or is not taught on the day you visit the school, observe the following classes in this order of priority:

- a. Reading
- b. Writing
- c. Any class that is about a local language (e.g., “Bemba,” “Tonga,” “Nyanja”)
- d. English

Frequently, teachers do not teach the class that is listed in the syllabus/timetable for that hour. Thus, you need to ask the teacher before the class which class the teacher will be teaching. Do not rely on the syllabus.

Meet with the teacher at least 5-10 minutes before the lesson begins.

If the teacher who is being observed participated in the informed consent conversation with the head teacher and PCSC chair, then skip to “Discuss the following with the teacher.” If the teacher was not present for the informed consent conversation, begin with the following:

INTRODUCE YOURSELF AND PROJECT: Thank you very much for setting time aside for us today. My name is _____, and I am part of the USAID-funded Time to Learn (TTL) project, which collaborates with the MOGE to improve reading in community schools and increase equitable access to education for orphans and other vulnerable children.

INTRODUCE EVALUATION: This observation is part of the TTL Endline Evaluation, which will assess how TTL activities are fostering learners’ literacy so we can improve future education projects. Yours is one of 100 schools sampled for this evaluation in six provinces (Central, Copperbelt, Eastern, Lusaka, Muchinga, Southern). We are interested in learning how you are teaching the Primary Literacy Program for the purpose of understanding learners’ learning. This is not an evaluation of your school, your performance, or the MOGE, and we will not be reporting on this school to anyone. I also want to tell you that I am not directly involved in any funding decisions for TTL; I am here simply to gather information about the effectiveness of TTL.

EXPLAIN CONFIDENTIALITY AND INFORMED CONSENT: Before we begin, we want to let you know that no information we gather during today’s visit will be attributed to any specific school or person. All information used in the evaluation report will only be attributed to a general stakeholder group (e.g., teacher, head teacher, boy/girl learners in province X, MOGE officials). Also, this school will not be identified in any reports. Your participation is completely voluntary and you are free stop the observation at any time or not to answer any questions, and this will not affect your relationship with TTL or the MOGE.

CONFIRM TIMEFRAME AND ASK PERMISSION TO RECORD: This observation will last the duration of the literacy lesson and, if you don’t mind, I would like to take notes today on this

tablet. After I observe your class, I would like to ask you a series of questions, which will take up to 60 minutes, to understand your reflections on the Primary Literacy Program.

ANY QUESTIONS? Before we begin, do you have any questions about the observation or interview?

ASK PERMISSION: Are you willing to participate?

YES informed consent provided (if not provided, discontinue)

Discuss the following with the teacher after having received informed consent:

- I'd like you to explain our presence to your learners when we enter your classroom. I suggest that you tell them in a friendly and comforting manner that:
 - We have some guests in our classroom today who want to understand what we do together in our classroom.
 - Everyone should do their best to ignore the observers; pretend they are not there.

NOTE: It may help allay learners' curiosity for the observers to briefly introduce themselves.

Ask the teacher if s/he has any questions about the observation or evaluation. **ENTER ANY QUESTIONS HERE:**

OVERVIEW OF THE CLASSROOM OBSERVATION PROTOCOL AND INTERVIEW

PROTOCOL OBJECTIVES

1. To document data collector's observation of Grade 2 literacy lessons to capture how teachers are implementing key actions they are exposed to during TTL teacher trainings.
2. To identify potential barriers in teachers' knowledge, skills, and attitudes to further change.

These data will be used to improve TTL activities.

HOW TO USE THIS PROTOCOL

This observation protocol is divided into three parts:

PART I: BACKGROUND INFORMATION:

Data collectors fill in items 1-12 individually. For section 1.A 'School information,' the help of the respondent may be asked.

PARTS 2.A AND 2.B: CLASSROOM OBSERVATION:

The observation consists of six literacy domains plus one lesson delivery domain. Each domain represents an area covered by the TTL and MOGE training curricula. Domains are subdivided into specific criteria representing MOGE standards for early grade reading instruction.

You will observe what is occurring during the lesson in 3-minute intervals. During each interval, check the boxes for those criteria being fulfilled (satisfied) during that interval. The tablet keeps track of the time and automatically moves on to the next column after each 3-minute interval. You do not need to pay attention to time during the lesson.

Unchecked boxes are automatically recorded as unfulfilled criteria for that interval.

You may check as many criteria as satisfied during any one interval, and any single criterion may be checked for more than one interval.

Do not give the teacher feedback on the lesson. If the teacher requests feedback, explain that you are not assessing the teacher; you are simply trying to understand how literacy is taught.

Additional comments/observations should be noted in the comments box after the observation.

PART 2.C.: POST-CLASS OBSERVATIONS ON CLASSROOM ENVIRONMENT AND INSTRUCTION:

Data collectors fill in items 13-15 individually. Data collectors must make observations regarding questions 14 and 15 during the classroom observation in order to be able to answer the questions afterwards.

PART 3: TEACHER QUESTIONNAIRE:

The teacher questionnaire has seven sections with 91 questions. It is essential to ask every single question. Before starting a new section, the data collector reads an introductory sentence that explains the new section to the teacher

PART I: BACKGROUND INFORMATION

Data collectors fill in items 1-12 individually. For section 1.A 'School information,' the help of the respondent may be asked.

I.A SCHOOL INFORMATION

1. EMIS:
2. Team Coordinator Name:
3. Data Collector Name:
4. School name:
5. Province:
6. District:
7. Zone:
8. Class subject:
 - a. Reading
 - b. Writing
 - c. Reading and Writing/Literacy
 - d. Zambian languages (iCiBemba/CiTonga/CiNyanja)
 - e. English
9. Grade level of class observed:
 - a. Grade 1
 - b. Grade 2
 - c. Multi-grade
 - d. Other
 - i. Specify: _____

I. B AUTO FIELDS

10. Date of observation _____ / _____ / _____
dd / mm / yyyy
11. Start time __:__:__
12. End time __:__:__
hh:mm:ss

PART 2: CLASSROOM OBSERVATION

This part consists of seven domains. Each domain represents an area covered by the TTL and MOGE training curricula. Domains are subdivided into specific criteria representing MOGE standards for early grade reading instruction.

You will observe what is occurring during the lesson in 3-minute intervals. During each interval, check the boxes for those criteria being fulfilled (satisfied) during that interval. The tablet keeps track of the time and automatically moves on to the next column after each 3-minute interval. You do not need to pay attention to time during the lesson.

Unchecked boxes are automatically recorded as unfulfilled criteria for that interval.

You may check as many criteria as satisfied during any one interval, and any single criterion may be checked for more than one interval.

***Do not give the teacher feedback on the lesson.** If the teacher requests feedback, explain that you are not assessing the teacher; you are simply trying to understand how literacy is taught.*

Additional comments/observations should be written clearly in the last two columns to explain, add to, or elaborate on the yes/no responses

No.	Criteria	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20
Part 2A																					
I. ORIENTATION TO PRINT (top to bottom, left to right, return)																					
1	The teacher models or requires learners to model with a finger or pointer which direction to read, how to move from top to bottom of a page, and to the next line.																				
II. PHONEMIC AWARENESS AND PHONICS																					
2	The teacher teaches or reviews letter sounds.																				
3	The teacher demonstrates phonemic awareness (sounds) to build and take apart words and syllables.																				
4	The teacher requires learners to demonstrate phonemic awareness (sounds) to build and take apart words and syllables.																				
5	The teacher teaches or reviews syllables.																				
6	The teacher teaches coding and decoding skills (building words from syllables and taking apart words using syllables).																				
7	The teacher sounds out words.																				
8	The teacher asks learners to sound out words.																				
9	The teacher dictates words or sentences for learners to write (encoding).																				

No.	Criteria	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20
III. PASSAGE/STORY READING (fluency)																					
10	The teacher models fluent reading by reading connected text aloud to the class.																				
11	The teacher offers learners an opportunity to read connected text aloud or silently.																				
IV. READING COMPREHENSION (comprehension)																					
12	The teacher asks questions about material that learners have read themselves.																				
13	The teacher asks learners to predict what will happen as they are reading (reading individually or together as a class).																				
14	The teacher introduces and explains new vocabulary found in classroom reading material.																				
V. ORAL LANGUAGE (listening comprehension)																					
15	The teacher checks learners' comprehension, including vocabulary, while or after s/he reads aloud or storytelling.																				
16	The teacher asks prediction questions as s/he reads to the class or tells a story.																				
17	The teacher encourages dialogue (participation, discussion, conversation, not just questions and answers) between learners or between teacher and learner as a means of teaching listening skills.																				

No.	Criteria	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20
VI. WRITING (handwriting/letter formation, drawing, original writing, copying)																					
18	The teacher has learners form letters by writing the curves and lines of a letter or practicing strokes with the learners.																				
19	The teacher asks learners to copy/trace words or letters.																				
20	The teacher gives learners the opportunity to draw and/or write without telling them what to draw or write.																				
Part 2B: Lesson Delivery																					
B.21	Whole Class – teacher presenting/explaining to whole class (includes teacher modeling/demonstrating)																				
B.22	Whole Class – call and response																				
B.23	Learner demonstrating task for class (includes single learner responding)																				
B.24	Learners working independently or in small groups/pairs																				
B.25	Teacher is checking learners' work																				
B.26	Teacher is not interacting with learners (including writing on the board, preparing for lesson, leaving room)																				

Check if the lesson ended

Check if lesson continued beyond 60 minute time fame

P = 3-minute period (interval)

2.C POST-CLASS OBSERVATIONS ON CLASSROOM ENVIRONMENT AND INSTRUCTION

Data collectors fill in items 13-15 individually. Data collectors must make observations regarding questions 13 to 15 during the classroom observation in order to be able to answer the questions afterwards.

13. What learning aids are observed in the classroom? (Check all that apply):
- a. Chalkboard
 - b. Posters/talking walls
 - c. Government textbooks
 - d. Stepping Stone phone
 - e. TTL supplementary readers (CASAS readers, Maiden Health Books, etc)
 - f. TTL story cards
 - g. TTL flash cards
 - h. Other supplementary reading materials
 - i. Other flashcards
 - j. Exercise books or slates
 - k. Materials made by teacher
 - l. None
 - m. Other
 - i. Please specify:
14. What learning aids are observed *in use during the lesson*? (Check all that apply):
- a. Chalkboard
 - b. Posters/talking walls
 - c. Government textbooks
 - d. Stepping Stone phone
 - e. TTL supplementary readers (CASAS readers, Maiden Health Books, etc)
 - f. TTL story cards
 - g. TTL flash cards
 - h. Other supplementary reading materials
 - i. Other flashcards
 - j. Exercise books or slates
 - k. Materials made by teacher
 - l. None
 - m. Other
 - i. Please specify:
15. In which language did the lesson take place? (Check all that apply)
- a. Bemba
 - b. Nyanja
 - c. Tonga
 - d. English
 - e. Other
 - i. Please specify:

PART 3: TEACHER INTERVIEW

3.A TEACHER BACKGROUND

The teacher questionnaire has seven sections with 91 questions. It is essential to ask every single question. Before starting a new section, the data collector reads an introductory sentence that explains the new section to the teacher:

“I would like to ask you a few questions about your background.”

1. Respondent's sex:
 - a. Male
 - b. Female
2. Age (in years):
3. What is your position/designation at this school?
 - a. Teacher
 - b. Senior teacher
 - c. Deputy head teacher
 - d. Head teacher/Teacher in charge
 - e. Acting teacher
 - f. Acting senior teacher
 - g. Acting head teacher
 - h. Other
 - i. Please specify:
4. What is the highest level of academic education you have completed?
 - a. Grade 7 (exam passed)
 - b. Grade 8
 - c. Grade 9 (exam passed)
 - d. Grade 10
 - e. Grade 11
 - f. Grade 12 (exam passed)
 - g. BA/BS
 - h. MA/MS
 - i. Other
 - i. Please specify:
5. What is the highest level of pre-service training you have received?
 - a. Teaching certificate/diploma: Early Childhood Education
 - b. Teaching certificate/diploma: Primary Education
 - c. Diploma: Secondary Education
 - d. Degree/Bachelors of Primary Education/Bachelors of Education
 - e. None
 - f. Other
 - i. Please specify:

6. How many years have you been teaching/a teacher? ____
7. How many years have you been teaching at this school? ____
8. What is your employment status?
 - a. Government teacher (seconded)
 - b. Trained teachers not deployed
 - c. Retired from government school
 - d. Volunteer teacher
9. Was this teacher (or will s/he be) the respondent for the *Community School and Head Teacher Questionnaire*?
 - a. No (Go to 10)
 - b. Yes (discontinue interview)

3.B FREQUENCY OF ACTIVITIES IN CLASS

“I will now ask some questions on literacy instruction in grades 1 and 2. How often during a week do you do the following during literacy lessons?”

ORIENTATION TO PRINT

10. Model with a finger or pointer to show which direction to read, and how to move from top to bottom and to the next line.
 - a. 5 times per week
 - b. 4 times per week
 - c. 3 times per week
 - d. 2 times per week
 - e. 1 time per week
 - f. Never
 - g. Never because it is inappropriate for my grade
 - h. Never because I haven’t had time/gotten to it in the curriculum

PHONICS/PHONEMIC AWARENESS

11. Demonstrate how to break a word into syllables.
 - a. 5 times per week
 - b. 4 times per week
 - c. 3 times per week
 - d. 2 times per week
 - e. 1 time per week
 - f. Never
 - g. Never because it is inappropriate for my grade
 - h. Never because I haven’t had time/gotten to it in the curriculum
12. Help learners identify the sound each letter (or combinations of letters) in the alphabet produces.

- a. 5 times per week
 - b. 4 times per week
 - c. 3 times per week
 - d. 2 times per week
 - e. 1 time per week
 - f. Never
 - g. Never because it is inappropriate for my grade
 - h. Never because I haven't had time/gotten to it in the curriculum
13. Help learners use their knowledge of sounds and letters to read new words.
- a. 5 times per week
 - b. 4 times per week
 - c. 3 times per week
 - d. 2 times per week
 - e. 1 time per week
 - f. Never
 - g. Never because it is inappropriate for my grade
 - h. Never because I haven't had time/gotten to it in the curriculum
14. Ask learners to find a letter in a word.
- a. 5 times per week
 - b. 4 times per week
 - c. 3 times per week
 - d. 2 times per week
 - e. 1 time per week
 - f. Never
 - g. Never because it is inappropriate for my grade
 - h. Never because I haven't had time/gotten to it in the curriculum

WRITING

15. Demonstrate how to form letters.
- a. 5 times per week
 - b. 4 times per week
 - c. 3 times per week
 - d. 2 times per week
 - e. 1 time per week
 - f. Never
 - g. Never because it is inappropriate for my grade
 - h. Never because I haven't had time/gotten to it in the curriculum
16. Ask learners to copy text from the board.
- a. 5 times per week
 - b. 4 times per week
 - c. 3 times per week

- d. 2 times per week
 - e. 1 time per week
 - f. Never
 - g. Never because it is inappropriate for my grade
 - h. Never because I haven't had time/gotten to it in the curriculum
17. Ask learners to complete writing assignments at home (as homework).
- a. 5 times per week
 - b. 4 times per week
 - c. 3 times per week
 - d. 2 times per week
 - e. 1 time per week
 - f. Never
 - g. Never because it is inappropriate for my grade
 - h. Never because I haven't had time/gotten to it in the curriculum
18. Repeat or practice the spelling of high-frequency words.
- a. 5 times per week
 - b. 4 times per week
 - c. 3 times per week
 - d. 2 times per week
 - e. 1 time per week
 - f. Never
 - g. Never because it is inappropriate for my grade
 - h. Never because I haven't had time/gotten to it in the curriculum

READING FLUENCY

19. Ask learners to read out loud for you or for classmates.
- a. 5 times per week
 - b. 4 times per week
 - c. 3 times per week
 - d. 2 times per week
 - e. 1 time per week
 - f. Never
 - g. Never because it is inappropriate for my grade
 - h. Never because I haven't had time/gotten to it in the curriculum
20. Ask learners to read at home (as homework).
- a. 5 times per week
 - b. 4 times per week
 - c. 3 times per week
 - d. 2 times per week
 - e. 1 time per week
 - f. Never

- g. Never because it is inappropriate for my grade
 - h. Never because I haven't had time/gotten to it in the curriculum
21. Invite learners to read texts or stories that are NOT in their textbook.
- a. 5 times per week
 - b. 4 times per week
 - c. 3 times per week
 - d. 2 times per week
 - e. 1 time per week
 - f. Never
 - g. Never because it is inappropriate for my grade
 - h. Never because I haven't had time/gotten to it in the curriculum
22. Help learners memorize whole words by sight, without having to sound them out.
- a. 5 times per week
 - b. 4 times per week
 - c. 3 times per week
 - d. 2 times per week
 - e. 1 time per week
 - f. Never
 - g. Never because it is inappropriate for my grade
 - h. Never because I haven't had time/gotten to it in the curriculum

COMPREHENSION (READING OR LISTENING)

23. Ask learners to try to figure out the meaning of a new word by examining how it is used in a text or a sentence.
- a. 5 times per week
 - b. 4 times per week
 - c. 3 times per week
 - d. 2 times per week
 - e. 1 time per week
 - f. Never
 - g. Never because it is inappropriate for my grade
 - h. Never because I haven't had time/gotten to it in the curriculum
24. Ask learners to find a word in a sentence.
- a. 5 times per week
 - b. 4 times per week
 - c. 3 times per week
 - d. 2 times per week
 - e. 1 time per week
 - f. Never
 - g. Never because it is inappropriate for my grade
 - h. Never because I haven't had time/gotten to it in the curriculum

25. Read or tell stories to learners
- a. 5 times per week
 - b. 4 times per week
 - c. 3 times per week
 - d. 2 times per week
 - e. 1 time per week
 - f. Never
 - g. Never because it is inappropriate for my grade
 - h. Never because I haven't had time/gotten to it in the curriculum
26. Ask learners to predict the content of a story by examining the title, or have learners discuss with classmates what they know about the theme or subject of a text before reading it (pre-reading).
- a. 5 times per week
 - b. 4 times per week
 - c. 3 times per week
 - d. 2 times per week
 - e. 1 time per week
 - f. Never
 - g. Never because it is inappropriate for my grade
 - h. Never because I haven't had time/gotten to it in the curriculum
27. Ask learners to tell you what happened in the beginning, middle, or end of a story or text they have read.
- a. 5 times per week
 - b. 4 times per week
 - c. 3 times per week
 - d. 2 times per week
 - e. 1 time per week
 - f. Never
 - g. Never because it is inappropriate for my grade
 - h. Never because I haven't had time/gotten to it in the curriculum
28. Ask learners to predict what will happen next in a story.
- a. 5 times per week
 - b. 4 times per week
 - c. 3 times per week
 - d. 2 times per week
 - e. 1 time per week
 - f. Never
 - g. Never because it is inappropriate for my grade
 - h. Never because I haven't had time/gotten to it in the curriculum
29. Ask learners to identify what they liked about a story or a text.
- a. 5 times per week
 - b. 4 times per week

- c. 3 times per week
 - d. 2 times per week
 - e. 1 time per week
 - f. Never
 - g. Never because it is inappropriate for my grade
 - h. Never because I haven't had time/gotten to it in the curriculum
30. Ask learners to identify whether there are any similarities between the events in a story and their own life experiences.
- a. 5 times per week
 - b. 4 times per week
 - c. 3 times per week
 - d. 2 times per week
 - e. 1 time per week
 - f. Never
 - g. Never because it is inappropriate for my grade
 - h. Never because I haven't had time/gotten to it in the curriculum
31. Have learners repeat after you the sentences of a text.
- a. 5 times per week
 - b. 4 times per week
 - c. 3 times per week
 - d. 2 times per week
 - e. 1 time per week
 - f. Never
 - g. Never because it is inappropriate for my grade
 - h. Never because I haven't had time/gotten to it in the curriculum

3.C EDUCATIONAL MANAGEMENT

“The next set of questions is no longer about frequency. I will now ask some questions on attendance, lesson planning, and assessment in grades 1 and 2.”

32. Do you have an attendance register for the class I observed?
- a. No (Skip to 37)
 - b. Yes (If YES, ask: May I see your class register?)
33. Does the teacher produce the attendance register?
- a. No
 - b. Yes
34. Did you take attendance for the class I observed today?
- a. No (Go to 35)
 - b. Yes (Skip to 36)
35. Why didn't you take attendance today?
- a. Forgot
 - b. No book

- c. Don't know
 - d. Was distracted by your presence
 - e. Don't take attendance every day
 - f. Other
 - i. Please specify:
36. When was the last time you took class attendance?
- a. This week
 - b. Last week
 - c. This month
 - d. Last month
 - e. Don't remember
37. What do you do when a learner in your class is absent for several days? (Check all that apply)
- a. Notify the head teacher, deputy head teacher, or other school administrator
 - b. Notify the PCSC chair or other PCSC member
 - c. Ask classmates about the learner
 - d. Ask other teachers about the learner
 - e. Contact (call or send a note) the learner's parents/guardian
 - f. Visit the learner at their home
 - g. Nothing
 - h. Other
 - i. Please specify:
38. Do you have a scheduled time for teaching literacy?
- a. No (Skip to 42)
 - b. Yes

ASK: Can you show me the timetable? Data collectors do not ask questions 39 to 41, but answer the questions individually.

39. Teacher can show timetable
- a. No
 - b. Yes
40. Number of literacy lessons scheduled per week: _____
41. Amount of time scheduled per week for literacy lessons in hours and minutes: _____:_____ (hours: minutes).
42. How long does the literacy lesson actually take? _____:_____ (hours: minutes)
43. How often do you actually teach literacy per week _____
44. Do you develop daily plans for literacy lessons?
- a. No (Skip to 46)
 - b. Yes (Go to 45)

ASK: May I see the plans? Data collectors do not ask question 45, but answer the question individually.

45. Teacher can produce lesson plan or script corresponding to the lesson observed.

- a. No (Go to 46)
 - b. Yes (Skip to 47)
46. What is the main reason that you don't have any lesson plan or script for literacy for today's lesson? (*Check all that apply*)
- a. Don't need it/not useful
 - b. Was not given or lost lesson plan or scripts
 - c. Don't know how to prepare a lesson plan for literacy
 - d. Takes too much time to prepare
 - e. Don't have materials to make a lesson plan
 - f. I'm a new teacher
 - g. I don't teach this grade
 - h. Other
 - i. Please specify:
47. What materials did you use to plan *this* lesson? (Indicate lesson plan teacher produced, which corresponds to the lesson observed.) (*Check all that apply*)
- a. Stepping Stone phone (If selected, go to 48)
 - b. Teacher's guide
 - c. National Literacy Framework
 - d. Learners' book
 - e. Syllabus
 - f. TTL training materials
 - g. Scripted lesson
 - h. None
 - i. Other
 - i. Please specify:
48. (*Only ask if 48 is "Stepping Stone phone"*) What Stepping Stone phone content did you use to plan this lesson?
- a. Letter sound recording
 - b. Syllable Slider
 - c. Question cubes
 - d. Alphabet sounds
 - e. Letter caps
 - f. Read Aloud
 - g. Stories from pictures
 - h. Other
 - i. Please specify:
49. What teaching approach do you use the most often in your classroom to teach literacy? (Give one example as prompt, if necessary.)
- a. New Break Through to Literacy
 - b. Primary Literacy Program
 - c. Read on Express
 - d. Step into English

- e. Read on
 - f. Don't know
 - g. Other
 - i. Please specify:
50. Do you monitor your learners' progress in learning to read?
- a. No (Skip to 54)
 - b. Yes
51. How do you monitor your learners' progress in learning to read? (Give limited, non-leading prompts to elicit responses, if necessary.) (*Check all that apply*)
- a. Use reading Continuous Assessment tool
 - b. Give 5th/10th/13th week assessments
 - c. Use red level tracker
 - d. Give quiz or test
 - e. Ask learners questions about lesson
 - f. Monitor learners as they work
 - g. Observe learners in group activities
 - h. Listen to individual learners read aloud
 - i. Ask learner to tell about what they have just read
 - j. Check learner's exercise book or homework
 - k. Other
 - i. Please specify:
52. How often do you track individual learners' progress?
- a. Daily
 - b. Weekly
 - c. Monthly
 - d. Termly/quarterly
 - e. Yearly

ASK: May I see your learner progress or learner record book for literacy?

53. The teacher... (*Check all that apply*)
- a. Keeps records of structured assessments (tests; exams; 5th, 10th, 13th week assessment)
 - b. Keeps informal notes of learner progress/ability
 - c. Can produce learner progress or record book
 - d. Cannot produce records
54. (*Only ask if 50 is answered with "No"*) What are the main reasons for not recording or tracking learner progress? (*Check all that apply, then go to 57*)
- a. No record book
 - b. Don't know how
 - c. Takes too much time
 - d. Class is too large
 - e. Not necessary

- f. Other
 - i. Please specify:
55. *(Only show if “Can produce learner progress or record book” is selected in 53)* The date of last entry for the learner progress or record book is:
- a. This week
 - b. This month
 - c. Last month
 - d. More than 2 months ago
56. *(Only ask if “Never” is not the answer for 52)* Where do you obtain the criteria you use to assess learner progress? *(Check all that apply)*
- a. MOGE curriculum
 - b. Specific reading program materials
 - c. District or zone education authorities
 - d. School head teacher
 - e. Other teachers
 - f. Develop them myself
 - g. I don’t use any criteria
 - h. Other
 - i. Please specify:
57. What teaching-learning materials do you have access to? *(Check all that apply)*
- a. Stepping Stone phone
 - b. Chalkboard
 - c. Posters/talking walls
 - d. Textbooks
 - e. Supplementary reading materials
 - f. Flashcards
 - g. Exercise books or slates
 - h. Other
 - i. Please specify:
58. Have you ever made any of your own teaching-learning materials?
- a. Yes
 - b. No

ASK: May I see the teaching material you have made yourself? Data collectors do not ask question 59, but answer it individually.

59. Teacher can produce self-made teaching-learning material.
- a. No
 - b. Yes

3.D TEACHER ATTITUDES

“I am now going to read a few statements to you and ask you whether you agree or disagree with them. If you are not sure whether you agree or disagree, please tell me that you ‘do not have an opinion’ on this statement.”

3.D Do you agree with the statements below? (Put an X in the appropriate column. Mark one column only.)		Agree	Disagree	No opinion
60.	All learners can learn to read.			
61.	All learners can learn to write.			
62.	Learners have a lot of difficulty learning to write.			
63.	It is very difficult for learners to learn to read.			
64.	Girls learn to read or write faster than boys.			
65.	Boys learn to read or write faster than girls.			
66.	If I had sufficient reading material in my classroom, I would give learners time each day to read materials of their own choice.			
67.	If a learner makes an error spelling a word for the first time, it is not a major concern.			
68.	It is better to teach reading and writing as two separate subjects so as to not confuse them.			
69.	It is better to teach reading and writing together because learning to write strengthens learners’ reading skills and vice versa.			
70.	A learner must learn to read before they can learn to write.			
71.	Girls like to read.			
72.	Boys like to write.			
73.	It is important to give learners time each day to write freely on topics of their own choice.			
74.	It is important to correct all the errors in learners’ sentences.			
75.	Before having learners read a text for the first time, it is important to discuss what they know about the subject in the text.			

3.D Do you agree with the statements below? (Put an X in the appropriate column. Mark one column only.)		Agree	Disagree	No opinion
76.	Reading stories to learners helps develop their reading skills.			
77.	Learners must memorize a text before they can understand it.			
78.	Telling learners stories helps create interest in reading and learning to read.			
79.	Silent reading should be avoided because the teacher cannot check whether learners are actually reading or reading correctly.			
80.	A learner who writes “well” is a learner who does not make any grammatical or spelling errors.			
81.	I have received adequate training on how to teach reading/writing.			
82.	I often have opportunities to talk to colleagues about how to teach reading/writing.			

3.E RESOURCES AND TTL EXPOSURE

“I will now ask some questions on the types of support that are available for teachers at this school.”

83. Have you received any in-service training on how to teach early grade literacy in 2015 and 2016?

Probe, if respondent is not sure or answers question with no: In-service training is training received since starting service as a teacher, and does not include pre-service training. This training could be called in-service training, Grace meetings, Teacher Learner Circles (TLC), Continuing Professional Development (CPD), workshops, Inset, or go by another name.

- a. No (Skip to 89)
 - b. Yes (Go to 84)
84. How many literacy-related trainings have you attended in total this year and last year (2015 and 2016)? ____
85. Please enter the total number of literacy-related trainings received from each source, counting each training only once:
- a. Time to Learn ____ (*if 0, proceed to question 87*)
 - b. MOGE ____
 - c. Other government institution ____
 - i. Please specify:
 - d. Private institution ____
 - i. Please specify:
 - e. Nongovernmental organization ____
 - i. Please specify:

- f. Other ____
 - i. Please specify:
86. What was the name or focus of the TTL trainings? (*Check all that apply*)
- a. Guided Reading/Literacy steps
 - b. Stepping Stone
 - c. Quickstart
 - d. Reading/module reading
 - e. Writing/module writing
 - f. Alphabet/module alphabet
 - g. Assessment training, also known as CPD literacy training/CPD for community school teachers
 - h. Operational Guidelines for Community School (OGCS) orientation
 - i. PCSC training in supporting reading (at the household and community level) (could also be known as Parent Community Literacy Mobilization)
 - j. Educational Leadership and Management
 - k. Don't know
 - l. Other
 - i. Please specify:
87. Please enter the total number of literacy-related trainings received at each location, counting each training only once:
- a. School ____
 - b. Zone ____
 - c. District ____
 - d. Province ____
 - e. National ____
 - f. Other ____
 - g. Do not remember ____
88. Please enter the total number of literacy-related trainings received each year, counting each training only once:
- a. 2015 ____
 - b. 2016 ____
89. How many times was your class observed this year by the following? (*Fill in all that apply*)
- b. My head teacher/teacher in charge ____
 - c. Zonal official from MOGE ____
 - d. District official from MOGE ____
 - e. Provincial official from MOGE ____
 - f. Central official from MOGE ____
 - g. Other ____
 - i. Please specify
 - h. None

90. If a MOGE official visited your class in the last year, what did s/he do during and after observing your class? (*Check all that apply*) (*If h. No MOGE official observed my class, skip Q91 and end interview*)

- a. Reviewed lesson plans
- b. Reviewed learner assessments
- c. Modeled or demonstrated how to conduct a literacy lesson
- d. Provided ideas regarding how to develop or use teaching/learning materials
- e. Assessed learners in literacy and provided specific feedback on their performance
- f. Gave feedback on your lesson
- g. Nothing
- h. No MOGE official observed my class (Skip Q87 and end interview)
- i. Other
 - i. Please specify:

91. What specific of feedback did the MOGE official give to you after observing your class? (*Check all that apply*)

- i. Show learners how to read left to right (i.e., show children how to use fingers to trace sentence)
- j. Break words into sounds and syllables to help learners read difficult words
- k. Review new vocabulary with children (i.e., let children to use new vocabulary in sentences)
- l. Model fluency to the learners through a reading a story
- m. Read stories to the learners and ask questions based on story
- n. Give learners a chance to read
- o. Allow learners to answer questions based on what they read
- p. Ask how or why questions (inferential or predictive questions) based on a story
- q. Discuss the picture discussion with learners
- r. Give children a chance to write (i.e., let children come up with and write words and sentences, let children draw)
- s. No specific feedback
- t. Other
 - i. Please specify:

“Thank you for your participation! Do you have any additional questions about the interview?”

MOGE SELF-ADMINISTERED SURVEY QUESTIONNAIRE

INTRODUCTION

This is a self-administered survey questionnaire for the office of the District Education Board Secretary (DEBS). The DEBS is provided this survey during the initial courtesy call by the provincial TTL Endline Evaluation data collection team after all protocols are observed (including the informed consent procedure for the community schools to be sampled in that district). The DEBS is responsible for ensuring that his/her office completes the questionnaire and consults different officers for different questions. The data collection team will pick up this survey when leaving the district (typically 1 to 3 days after dropping the survey off).

Time to Learn (TTL) is a 5-year USAID-funded project working in collaboration with the Ministry of General Education (MOGE) to improve reading in community schools in six provinces: Central, Copperbelt, Eastern, Lusaka, Muchinga, and Southern.

This survey is part of the TTL endline evaluation to assess how TTL activities have fostered learner literacy so we can improve future education projects. This DEBS Office is selected for participation because community schools in this district are part of the endline evaluation sample.

TTL is interested in learning how the MOGE is supporting community schools, how this support has changed and developed since the beginning of the project, and what additional forms of support are needed the most. This is an evaluation of the TTL project, not the DEBS Office. TTL will not be reporting on this office to anyone. Information collected through this survey will be used in a general way by aggregating data from all districts, and this office will not be identified in any reports. Your office's participation is completely voluntary, and you are free to stop the survey at any time or not to answer any questions. Doing so will not affect your relationship with TTL or the MOGE. If you choose to complete the survey, the information will be very helpful for TTL to get a more complete picture of the support each community school receives. Therefore, it is our hope that your office will be able to assist the project in this regard.

Instructions for use:

Please answer every question in this survey in the next 3 days. The data collection team will collect it from your office upon the completion of data collection in this district.

Column A	Column B
1. Date	1.
2. Province	2.
3. District	3.
4. Name of DEBS officer	4.
5. Sex of DEBS officer	5.
6. Mobile phone number of DEBS officer:	6.
7. How many schools does this DEBS office support?	7.
8. How many government schools does this DEBS office support?	8.
9. How many community schools does this DEBS office support?	9.
10. How many private schools does this DEBS office supervise?	10.
11. How many grant-aided schools does this DEBS office supervise?	11.
12. Which of these community schools does your office support? Answer the following questions for all community schools in Column B.	12.

A. BACKGROUND

The following questions are about each of the community schools listed in Question 12. Please answer the questions for each school.

13. For each type of support listed below, write the specific support provided to this school by this DEBS Office for the relevant year(s)? If no support was provided to this school for any given year, write “none” for that year.

SCHOOL NAME:		
Type of Support	2015	2016
a) Direct financial support (via grants) <i>*Please list amount of support in Kwacha under the relevant years</i>		

SCHOOL NAME:		
Type of Support	2015	2016
b) Trainings/CPD for head teachers <i>*Please list names of trainings and number of attendants from this school under the relevant years</i>		
c) Trainings/CPD for teachers <i>*Please list names of trainings and number of attendants from this school under the relevant years</i>		
d) Trainings for Parent Community School Committees <i>*Please list names of trainings and number of attendants from this school under the relevant years</i>		
e) Free basic materials (e.g., chalk, exercise books, pencils) <i>*Please list type of materials and amount given under the relevant years</i>		
f) Teaching and learning materials (e.g., learners' books, teachers' books) <i>*Please list type of materials and amount given under the relevant years</i>		
g) Monitoring visits <i>*Please list purpose and number of visits under the relevant years</i>		
h) Building materials (e.g., cement, wood) <i>*Please list materials given under the relevant years</i>		
i) Infrastructure (e.g., toilets, classrooms) <i>*Please list infrastructure provided under the relevant years</i>		
j) Furniture (e.g., desks, tables) <i>*Please list furniture given under the relevant years</i>		
k) Seconded government teachers <i>*Please list number of teachers seconded to this school and their role under the relevant years</i>		
l) Other support		

SCHOOL NAME:		
Type of Support	2015	2016
<i>*Please specify what kind of support and the quantity provided</i>		

B. SCHOOL NAME:

13. For each type of support listed below, write the specific support provided to this school by this DEBS Office for the relevant year(s)? If no support was provided to this school for any given year, write “none” for that year.

SCHOOL NAME:		
Type of Support	2015	2016
a) Direct financial support (via grants) <i>*Please list amount of support in Kwacha under the relevant years</i>		
b) Trainings/CPD for head teachers <i>*Please list names of trainings and number of attendants from this school under the relevant years</i>		
c) Trainings/CPD for teachers <i>*Please list names of trainings and number of attendants from this school under the relevant years</i>		
d) Trainings for Parent Community School Committees <i>*Please list names of trainings and number of attendants from this school under the relevant years</i>		
e) Free basic materials (e.g., chalk, exercise books, pencils) <i>*Please list type of materials and amount given under the relevant years</i>		
f) Teaching and learning materials (e.g., learners' books, teachers' books) <i>*Please list type of materials and amount given under the relevant years</i>		
g) Monitoring visits <i>*Please list purpose and number of visits under the relevant years</i>		

SCHOOL NAME:		
Type of Support	2015	2016
h) Building materials (e.g., cement, wood) <i>*Please list materials given under the relevant years</i>		
i) Infrastructure (e.g., toilets, classrooms) <i>*Please list infrastructure provided under the relevant years</i>		
j) Furniture (e.g., desks, tables) <i>*Please list furniture given under the relevant years</i>		
k) Seconded government teachers <i>*Please list number of teachers seconded to this school and their role under the relevant years</i>		
l) Other support <i>*Please specify what kind of support and the quantity provided</i>		

COMMUNITY SCHOOL WRITTEN INFORMED CONSENT FORM

This informed consent form is designed for the **Community school head teacher and the Parent Community School Committee (PCSC) chairperson** to grant permission to conduct an Endline Evaluation of the USAID-funded Time to Learn (TTL) project at their Community School. A similar form is completed by the Ministry of General Education (MOGE) District Education Board Secretary (DEBS) for the corresponding district.

Principle Investigators and Contact information:

Rebecca Frischkorn +260 966 633 310, rfrischkorn@encompassworld.com

Zachariah J. Falconer-Stout, zstout@encompassworld.com

Organization: Time to Learn

Sponsor: USAID

Project: Time to Learn

This Informed Consent Form has two parts:

1. Information Sheet (to share information about the study with you)
2. Certificate of Consent (for signatures if you choose to allow your community school to participate).

You will be given a full copy of this Informed Consent Form.

Part I: Information Sheet

Introduction and Purpose:

My name is _____ [data collection team lead name], and I am here as part of the USAID-funded Time to Learn (TTL) project, which collaborates with the MOGE to increase equitable education services for orphans and other vulnerable children. TTL has worked with a range of partners, such as teachers, head teachers, PCSCs, and community members, to improve reading and writing among community school learners.

We are conducting an endline evaluation of the Time to Learn project to assess the degree to which the project is on track to achieve its intended results 2 years since project implementation, and what corrections should be made to achieve its goals in the project's final years. It is not an evaluation of any of the partners or participants.

I am going to provide information and invite _____ [school name] to be a part of this evaluation. Before you decide, you can talk with anyone you feel comfortable with about whether or not to participate. As I go through this information, there may be aspects that are not familiar to you. Please interrupt me at any time to ask questions. If you have questions later you can ask them of me or another Time to Learn evaluation team member.

School Selection

_____ [School name] was randomly selected to be part of this evaluation; the list of schools from which the school was selected (“sampling frame”) included approximately 2,100 registered community schools (the “population”) in the six provinces in which TTL works: Central, Copperbelt, Eastern, Lusaka, Muchinga, and Southern. We are asking your permission to participate because you are a key partner of this community school.

Method of Data Collection

This evaluation will involve up to four data collection tools administered to different participant groups. The first three of these tools will be administered by a trained data collector who will take notes on a tablet. The fourth tool is a self-administered survey for the MOGE.

1. Early Grade Reading Assessment (EGRA) is an oral reading exercise that up to 20 Grade 2 learners at each community school will participate in. Both male and female learners will be selected based on the number of total Grade 2 boys and girls enrolled in your school.
2. Classroom Observation Protocol entails observing a literacy lesson and interviewing the teacher afterwards.
3. Head Teacher Questionnaire is a set of questions we will ask to the head teacher during the school visit.
4. MOGE Self-administered Questionnaire is a set of questions that will be given to the local DEBS office, and that the officers there will fill out and return to TTL.

Data collection may capture other information as needed. Those selected to take part in the evaluation were chosen to represent various aspects of the community school: teachers, head teachers, students, MOGE officials.

Voluntary Participation

The participation of _____ [school name] in this evaluation is entirely voluntary. It is your choice whether to participate or not. If you decide that you and _____ [school name] should not participate, there will be no negative consequences. If you do decide you and _____ [school name] will participate, you may change your mind at any time and withdraw with no negative consequences.

Procedures

We are asking you and the partners at this community school to help us learn more about what supports Grade 2 reading and writing, and invite you and _____ [school name] to participate in this evaluation. If you accept on behalf of yourself and _____ [school name], you and the partners at the school will be asked to participate in the data collection activities I just described.

Some data collected will be recorded. The evaluation team may also take photos or shoot a video, including audio. The information collected by the four tools and any audiovisual material will remain with the evaluation team at all times. The data and any audiovisual material are confidential, and no one else except the evaluation team will have access to them.

Data collectors will ask participants' permission each time before taking any photos or recordings of them, and each person may refuse or request the material be deleted at any time. Photos might be used in the evaluation report, but the persons appearing on the photo will not be identified with their name.

Duration

The data collection in this community school for this evaluation in will take about a half day.

Risks

There is a risk that participants may share some personal information by chance or that they may feel uncomfortable talking about some of the topics. We do not wish for this to happen. Participants do not have to answer any question or take part in any of the data collection activities if it makes them uncomfortable.

Benefits

Participating in this evaluation may provide you, other partners, Time to Learn, and this school with insight into the success of Time To Learn and help improve the project in future years, and may also help to identify best practices that should be promoted at yours and other community schools.

Reimbursements

Evaluation participants will not be provided with any incentives to take part in the research. Learners participating in the Early Grade Reading Assessment will receive a snack.

Confidentiality

We will not share information about evaluation respondents with anyone outside of the evaluation team. The data that we collect from this evaluation will be kept confidential and anonymous.

Sharing the Results

Nothing that is shared with the Time to Learn evaluation team during data collection will be shared with anybody outside the evaluation team, and nothing will be attributed to participants by name. We plan to publish the results so that other interested people may learn from the evaluation.

Right to Refuse or Withdraw

Participants do not have to take part in this evaluation if they do not wish to do so. Participants may stop participating in the data collection at any time without affecting their relationship with Time to Learn or USAID.

You can ask me any questions about any part of the research if you wish to. Do you have any questions?

Part II: Certificate of Consent

The community school noted in this consent statement has been invited to participate in the Time to Learn Endline Evaluation. I have read the foregoing information. I have had the opportunity to ask questions about it and any questions I have asked have been answered to my satisfaction. I consent voluntarily to allow the aforementioned school to participate in this evaluation.

Print Name of Participant _____

Title of Participant _____

Signature of Participant _____

Date _____

(day/month/year)

MOGE DEBS WRITTEN INFORMED CONSENT FORM

This informed consent form is designed for the Ministry of General Education (MOGE) District Education Board Secretary to grant permission to conduct an Endline Evaluation of the USAID-funded Time to Learn (TTL) project at a sample of community schools in their district. A similar form is completed by the head teacher and the Parent Community School Committee (PCSC) chairperson at each individual community school.

Principle Investigators and Contact information:

Rebecca Frischkorn, +260 966 633 310, rfrischkorn@encompassworld.com

Zachariah J. Falconer-Stout, zstout@encompassworld.com

Organization: Time to Learn

Sponsor: USAID

Project: Time to Learn

This Informed Consent Form has two parts:

1. Information Sheet (to share information about the study with you)
2. Certificate of Consent (for signatures if you choose to allow your community school to participate).

You will be given a full copy of this Informed Consent Form.

Part I: Information Sheet

Introduction and Purpose:

My name is _____ [data collection team lead name] and I am here as part of the USAID-funded Time to Learn project (TTL), which collaborates with the MOGE to increase equitable education services for orphans and other vulnerable children. TTL has worked with a range of partners, such as teachers, head teachers, PCSCs, and community members, to improve reading and writing among community school learners.

We are conducting an endline evaluation of the Time to Learn project to assess the degree to which the project is on track to achieve its intended results 2 years since project implementation, and what corrections should be made to achieve its goals in the project’s final years. It is not an evaluation of any of the partners or participants.

I am going to provide information and invite a sample of community schools in _____ [district name] to be a part of this evaluation; the list of sampled schools for this province is attached. Before you decide, you can talk with anyone you feel comfortable with about whether or not to participate. As I go through this information, there may be aspects that are not familiar to you.

Please interrupt me at any time to ask questions. If you have questions later, you can ask them of me or another Time to Learn evaluation team member.

School Selection

The sampled schools were randomly selected to be part of this evaluation; the list of schools from which the school was selected (“sampling frame”) included approximately 2,100 registered community schools (the “population”) in the six provinces in which TTL works: Central, Copperbelt, Eastern, Lusaka, Muchinga, and Southern. We are asking your permission to participate because you are a key partner of this school. In the event a sampled school cannot participate in data collection, we will replace it with a school listed under “reserve units” in the attachment. Reserve units may or may not be from this district, but will be from this province.

Method of Data Collection

This evaluation will involve up to four data collection tools administered to different participant groups. The first three of these tools will be administered by a trained data collector who will take notes on a tablet. The fourth tool is a self-administered survey for the MOGE.

1. Early Grade Reading Assessment (EGRA) is an oral reading exercise that up to 20 Grade 2 learners at each community school will participate in. Both male and female learners will be selected based on the number of total Grade 2 boys and girls enrolled in that school.
2. Classroom Observation Protocol entails observing a literacy lesson and interviewing the teacher afterwards.
3. Head teacher Questionnaire is a set of questions we will ask to the head teacher during the school visit.
4. MOGE Self-administered Questionnaire is a set of questions that will be given to the local DEBS office and that the officers there will fill out and return to TTL.

Data collection may capture other information as needed. Those selected to take part in the evaluation were chosen to represent various aspects of the community school: teachers, head teachers, students, and MOGE officials.

Voluntary Participation

The participation of the sampled schools in this evaluation is entirely voluntary. If you decide that _____ [district name] should not participate, there will be no negative consequences. If you decide that _____ [district name] will participate, you may change your mind at any time and withdraw without negative consequences.

Procedures

We are asking you and the partners at these community schools to help us learn more about what supports Grade 2 reading and writing, and invite the sampled schools to participate in this evaluation. If you accept on behalf of yourself and these schools, you and the partners at each school will be asked to participate in the data collection activities I just described.

Some data collected will be recorded. The evaluation team may also take photos or shoot a video, including audio. The information collected by the four tools and any audiovisual material will remain with the evaluation team at all times. The data and any audiovisual material are confidential, and no one else except the evaluation team will have access to them.

Data collectors will ask participants' permission each time before taking any photos or recordings of them, and each person may refuse or request the material be deleted at any time. Photos might be used in the evaluation report, but the persons appearing on the photo will not be identified with their name.

Duration

The data collection for this evaluation will take about a half day in each community school.

Risks

There is a risk that participants may share some personal information by chance, or that they may feel uncomfortable talking about some of the topics. We do not wish for this to happen. Participants do not have to answer any question or take part in any of the data collection activities if it makes them uncomfortable.

Benefits

Participating in this evaluation may provide you, other partners, Time to Learn, and this district with insight into the success of Time To Learn and help improve the project in future years, and may also help to identify best practices that should be promoted community schools.

Reimbursements

Evaluation participants will not be provided with any incentives to take part in the research. Learners participating in the Early Grade Reading Assessment will receive a snack.

Confidentiality

We will not share information about evaluation respondents with anyone outside of the evaluation team. The data that we collect from this evaluation will be kept confidential and anonymous.

Sharing the Results

Nothing that is shared with the Time to Learn evaluation team during data collection will be shared with anybody outside the evaluation team, and nothing will be attributed to participants by name. We plan to publish the results so that other interested people may learn from the evaluation.

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Participants do not have to take part in this evaluation if they do not wish to do so. Participants may stop participating in the data collection at any time without affecting their relationship with Time to Learn or USAID.

You can ask me any questions about any part of the research if you wish to. Do you have any questions?

Part II: Certificate of Consent

The district noted in this consent statement has been invited to participate in the Time to Learn Endline Evaluation. I have read the foregoing information. I have had the opportunity to ask questions about it and any questions I have asked have been answered to my satisfaction. I consent voluntarily to allow the aforementioned community schools to participate in this evaluation.

Print Name of Participant _____

Title of Participant _____

Signature of Participant _____

Date _____

(day/month/year)

Attachment: Sampled Schools and Reserve Units for _____ [province name]

TIME TO LEARN PROJECT
PLOT NUMBER 203B, OFF KUDU ROAD
KABULONGA, LUSAKA
ZAMBIA