



EdData II

Measurement and Research Support to Education Strategy Goal 1

Lot Quality Assurance Sampling (LQAS) Pilot in Tanzania: Final Report



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Lot Quality Assurance Sampling (LQAS) Pilot in Tanzania: Final Report

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Introduction¹

This report summarizes main findings and lessons learned from the piloting of lot quality assurance sampling (LQAS) in the education sector in Tanzania. It also suggests next steps for applying LQAS more broadly for education program monitoring.

Background

It is a truism that ministry-run programs and donor-funded projects need to ensure maximum efficiency. As one tool to attain this end, information from routine monitoring ideally should be used to revise project approaches and/or provide additional support where ongoing programs are not as successful as hoped. However, evaluation of programs and projects can be quite costly and, as a result, may happen infrequently. Ministries often rely on in-person school inspections, which do not happen with optimal frequency due to financial and other resource constraints, and which focus primarily on school inputs and not on the quality of instruction. Also, school inspectors may not all use the same principles for assessment or have standardized assessment checklists. Similarly, projects routinely rely on baseline studies at the beginning of an activity and then midterm or end-of-project evaluations. When these evaluations are conducted, results often are not available for months and actions meant to address identified problems are not implemented for even longer amounts of time. In addition, traditional evaluation approaches tend to produce aggregate findings, making it difficult to target precise assistance where it is most needed. National assessment programs, for example, often do not provide precise measures at subregional levels such as the district and, thus, district managers do not have the data they need to guide management decisions, to target interventions, or to monitor progress. By contrast, lot quality assurance sampling is a technique that allows relatively low-cost, routine, and quick monitoring that yields disaggregated, actionable data needed to target needy areas or institutions in a timely manner.

The LQAS technique was first developed in the 1920s in the manufacturing industry as a way to monitor the quality of production. A small sample of items was randomly selected from each production lot and examined for any imperfections. If the number of defective items was greater than a pre-set threshold level, then the lot was rejected (Robertson et al. 1997). Rejected lots were then “examined more closely and either repaired or discarded” (MEASURE *Evaluation Project* 1998, p. 5). Application of the method has since spread far beyond manufacturing into other domains, including the social sciences. For example, the LQAS concept has been adapted for use in the health sector, and has been gaining popularity as a way to efficiently monitor health programs over time. LQAS has more recently been introduced into the education sector² as a way of monitoring program performance and identifying areas that need additional support.

¹ Portions of the introductory and background material in this report were adapted from a concept note prepared for USAID by RTI International during early discussions about a case study application of LQAS under the Education Data for Decision Making (EdData II) project.

² USAID’s Uganda Program for Human and Holistic Development (UPHOLD) project is an example; see Mabilirizi et al. (2004).

Use of LQAS in Education

The argument for using LQAS in education can be stated quite logically. In short: Improving education practice in the classroom is a complex matter. It involves interactions between districts and head teachers, head teachers and teachers, and teachers and their students. Improvements in this complex system require fundamental changes in cultural and institutional habits. The only way to change is through frequent feedback, which must be collected using relatively low-cost methods and should be manageable at the local level. In addition, it should be feasible to aggregate data from this feedback system to higher levels. LQAS can do all this.

To elaborate further, LQAS is particularly appealing for the education sector as more and more governments strive to decentralize education responsibilities. District-level managers need a way to monitor the programs or communities in their district and determine which ones are “meeting particular targets and goals” (Robertson et al. 1997, p. 199). As just indicated, the LQAS method is relatively fast and inexpensive and yields timely data needed to identify subdivisions and schools that may have fallen behind and need additional support. LQAS can also generate feedback on the overall implementation of a program. LQAS is, therefore, an ideal methodology for routine monitoring of subdistricts, districts, or schools.

The central characteristics of this approach as applied to the social sectors may be described as follows. First, LQAS divides populations into small, “administratively meaningful units (lots)” (Mabirizi et al. 2004, p. 5) where a local supervisor can influence or ensure quality of effective school management and instruction. In the case of education, these lots could be schools, districts, or subdistricts. Lots or subdivisions must be small enough to be homogeneous in nature, with similar socioeconomic characteristics (Mabirizi et al. 2004). Second, rather than estimating the performance of districts, subdistricts, or schools, LQAS identifies which of these subdivisions are meeting minimum standards, and which are not meeting standards.³ Framing the analysis question in such stark terms (at, above, or below standard; meeting expectations or not; acceptable/not acceptable; or pass/fail) means that only a relatively small sample size is needed (Robertson et al. 1997). Third, LQAS uses stratified random sampling rather than clustering to select small samples of individuals or institutions to assess within each of the subdivisions or lots (Espeut 2000; Robertson et al. 1997). This sampling approach has the benefit of requiring an even smaller sample size.⁴ Fourth, aggregating findings from all the lots or subdivisions does yield aggregate performance estimates or average scores (Espeut 2000). Finally, LQAS produces simple data that can be almost immediately interpreted. In addition, data may be analyzed as soon as they are available for one subdivision or lot; one does not need to wait for data to be collected from all sampled subdivisions before analyzing the data and making recommendations (Robertson et al. 1997).

³ To further explain the reasoning behind the choice of limits: LQAS uses “one-sided hypothesis testing for analysis” of resulting data (Robertson et al. 1997, p. 199). The null hypothesis used in LQAS is that the number of defective items in the lot exceeds the allowable pre-set limit and the lot has to be rejected. In the social sector, “rejection” is not an option. Thus, rather than setting a limit as the number of defective items, the hypothesis requires setting the limit as the number of individuals or institutions that are performing below targeted expectations.

⁴ Random sampling, unlike clustering, does not introduce a design effect and, therefore, does not require as large a sample.

In the education field, a practical application of LQAS looks something like the following. A small set of key indicators is identified, based on curricular standards as well as expected school and teacher behavior and management. Examples of indicators might be student reading fluency, amount of reading time that teachers set aside for students in class every day, availability of textbooks for students, and frequency with which teachers carry out certain required class exercises. Current school practices and student performance levels are then used to set minimum performance standards. Particular schools are chosen for the “supervision lot” and formally observed on those indicators. Supervisors or inspectors can collect data on these chosen indicators during routine supervision visits as long as the sample of schools to be visited has been selected randomly. Schools that do not meet these set minimum performance standards are identified. These “below standard” schools can then be targeted for additional support right away. Support for these schools could take the form of additional training to teachers and head teachers, more routine monitoring/coaching of teachers, and provision of needed pedagogical materials, for example.

More generally, LQAS would allow us to track the overall implementation of a program. By this we mean that with LQAS, we could monitor whether the various resources, actions, and steps we assumed were necessary to result in changed teacher behavior and student performance were in place. For example, LQAS would make it feasible to note whether books were delivered from districts to schools, from schools to classrooms, and from classrooms to pupils. LQAS would also allow us to evaluate the integrity of training; that is, are teachers implementing what they have learned? Similarly, the LQAS data could be used at the national level to identify districts or subdistricts that were performing “below expectations.” As with the schools, these districts and subdistricts could then be targeted for additional support. By being able to evaluate individual schools, districts, and/or subdistricts, LQAS could give national, district, and subdistrict administrators vital information needed to target schools or areas and improve overall student performance in an efficient manner.

Unlike annual or biannual assessments, routine, periodic LQAS monitoring would allow administrators to intervene in a timely manner wherever support was needed. When programs or projects rely only on annual or biannual assessments to measure the effectiveness of implementation, the information gets back to the key implementers too late to impact the program.

Design of the LQAS Instruments

To be useful for routine monitoring, LQAS instruments must collect information on key indicators quickly, easily, and reliably; also the results must be easily interpreted and used.

The original design team (Ash Hartwell, Amy Mulcahy-Dunn, and Joseph Valadez) identified indicators that research and experience have shown are the most critical to contributing to early grade learning. The indicators from the original set of LQAS instruments were developed and piloted in Ghana (in late 2013, and again in late 2014 under the USAID *Testing* program, another EdData II task order, while the Tanzania pilot was still under discussion).

The design team applied the following three criteria to select the LQAS indicators:

1. Strength of the indicator to predict literacy outcomes;
2. Relative ease in observing and collecting the data, and specifically in having a high level of reliability in a binary judgment (condition exists, does not exist);
3. Strength in contributing to an index with transparent meaning to stakeholders (including pupils, teachers, community members, and education officials).

The domain areas included in the LQAS pilot were:

- Pupil engagement
- Pupil attendance
- Pupils' involvement in learning tasks linked to the acquisition of reading competencies
- Teacher characteristics
 - attendance
 - lesson planning
 - time on task
 - feedback to students
- Availability and use of teaching materials and learning materials.

Funding and Support for LQAS Pilot in Tanzania

USAID/Washington, via the Education Data for Decision Making (EdData II) task order “Learning Outcomes Research and Assessment-Related Projects” (RTI Task 7) funded the initial development and piloting for the LQAS methodology in Ghana in 2013 (see Mulcahy-Dunn, Valadez, Cumiskey, & Hartwell, 2013). As noted above, funding from Ghana *Testing* permitted further refinement of the LQAS instruments and protocols based on the lessons learned from the original pilot. Ghana *Testing* funding also allowed for additional piloting of the instruments in November 2014. Feedback from pilot participants in Ghana was positive and the tools were shown to satisfy the unmet need for local, easily administered and interpreted school monitoring data.

At the same time, the discussions from the dissemination workshop on Tanzania’s National Baseline Assessment using EGRA, EGMA, and SSME (funded jointly by two other EdData II task orders⁵) highlighted the need for better and more systematic monitoring to identify challenges at the school level. An enhanced monitoring system was felt to be particularly important, given the recently adopted “Big Results Now” initiative introduced by the MoEVT. As a result, USAID/Washington, with support from USAID/Tanzania and the MoEVT, offered

⁵ The task orders were “Data for Education Research and Programming (DERP) in Africa” (RTI Task 19) and “National Baseline Assessment for the 3Rs (Reading, Writing, and Arithmetic) Using EGRA, EGMA, and SSME in Tanzania” (RTI Task 24).

to fund the administration of an LQAS pilot in Tanzania. The MoEVT, and in particular the National School Inspectorate, felt that LQAS could help to enhance the MoEVT's monitoring needs. Technical and logistical support for the pilot activity came from USAID/Tanzania and the MoEVT. RTI staff worked directly with the Deputy Director of the School Inspectorate, Dr. Edicome Shirima, as well as Mr. John Senzighe from the MoEVT Policy and Planning Department, to develop and plan the pilot activities.

School Inspection and Monitoring in Tanzania

The National School Inspectorate, which operates within the MoEVT, consists of Chief Inspectors of Schools (CISs) and School Inspectors at the zonal, regional, and district levels. The MoEVT uses the School Inspectorate to monitor education as it pertains to the set curriculum and standards within Tanzania. The school inspections conducted by the district School Inspectors are meant to be a decentralized way to oversee the quality and delivery of the curriculum and standards within schools.

The Chief Inspectors are responsible for recruiting and deploying the School Inspectors and supervising the school inspection process. This management and oversight allow the CIS to better communicate recommendations and strategies directly to the Commissioner regarding implementation of educational policies aimed at improving learning in schools.

District-level School Inspectors are tasked with monitoring schools via routine inspections and writing reports that are used to advise the Commissioner on how to best make decisions that will lead to improvement of education in Tanzania. School Inspectors' duties include conducting in-service training or supervision visits aimed at improving the quality of teaching in schools. Once the school inspections are completed, the Chief Inspectors of Schools are better informed and able to report to the Commissioner on matters pertaining to the inspections.

While the School Inspectorate division has been established for some time in Tanzania, a system audit conducted in 2008 by the National Audit Office of Tanzania reported the Inspectorate division was "not functioning properly (National Audit Office 2008, p. 1)." A summary report of the audit findings (Twaweza 2008) stated that a lack of resources resulted in fewer school inspections than the annual visit per school required by law. In fact, between 2004/2005 and 2008/2009, the percentage of schools visited annually ranged from 9% to a maximum of 54% of all schools (National Audit Office, 2008, p. 4–5). The Audit Office also noted that when inspectors did visit schools, they focused on school infrastructure and school resources, paying almost no attention to student performance or teacher pedagogy. Information gathered at the school level was seldom shared at the district level, and audits were not being shared with the media. Results of inspections were not shared with the schools, and Inspectorate recommendations that were being directed back to the schools were generic and were not linked to the Inspectorate assessment results for that particular school, resulting in inappropriate or untenable recommendations. Thus, the Inspectorate was found to be missing vital opportunities to help schools improve their performance (Twaweza 2008).

Rationale

The structure and identified gaps within the School Inspectorate division allowed Tanzania to be a viable candidate to pilot the LQAS approach and methodology. The LQAS tools, which are geared toward monitoring the quality of reading instruction in the early grades, would give the Inspectorate a mechanism to easily and systematically provide feedback to the Big Results Now implementation. LQAS could be a way for the School Inspectors to easily and uniformly monitor the status of various indicators within schools and districts on a routine basis. This monitoring would allow inspectors to flag implementation issues that schools were facing, and to identify schools or districts that most needed support.

LQAS inspection and assessment methods would focus primarily on key quality-of-instruction and student performance indicators which schools could begin addressing right away (teacher attendance, use of available teaching materials, allocation of lesson time, pedagogic technique). Piloting LQAS within the MoEVT provided an opportunity to train School Inspectors and Chief Inspectors using a methodology and an approach for group assessment of pupils that would allow for time-effective and cost-efficient data collection. Additionally, the research pilot in Tanzania would permit further advances and refinement of the LQAS methodology, protocols, and assessment instruments.

Three specific districts were selected to participate in the pilot application of LQAS in Tanzania. The Deputy Director of the Inspectorate, Dr. Shirima, targeted districts that would reflect a range of district types to participate. The selected districts were all accommodating and interested in receiving training using the new tools and LQAS approach. Ilala, Mvomero,⁶ and Hai districts were selected on the basis of their interest and potential need for improved monitoring tools. Dr. Shirima coordinated directly with Chief Inspectors of the three districts to orchestrate their participation in the two-week training and fieldwork, which was led by RTI technical and managerial staff in late April 2015.

Adapting the LQAS School Instrument for Piloting in Tanzania

Using the Ghana instruments as a base, the instruments for Tanzania were discussed with senior officers of the MoEVT in late 2014 to gauge interest in the activity. RTI coordinated another meeting in early 2015 with Dr. Shirima, Mr. Senzighe, a group of Chief Inspectors, and a representative from the Education Management Information System (EMIS) unit. During this follow-up discussion, the indicators and associated instruments carefully reviewed and deliberated to ensure the instruments were localized for the Tanzanian context. The indicator lists and the data collection tools were subsequently revised to reflect the responses from this review. Overall, the representatives from the MoEVT were satisfied with the original draft instruments, and the discussions were very useful to ensure the wording of each question correctly reflected

⁶ The CIS and School Inspectors from Mvomero attended the training and conducted the pilot activities. However, due to rainy-season conditions, the schools and pupils they assessed were from the Morogoro municipal district. This change ensured that the schools were sampled according to a simple random sample and that all schools were reachable during the unpredictable and potentially dangerous weather circumstances.

the Tanzanian context (such as the correct phrasing for the materials teachers were expected to have). The instrument and protocol were then translated into Kiswahili.

The adapted school instrument for the Tanzanian pilot included 12 sections.⁷ The school LQAS instrument was designed to sample one Standard 2 (grade 2) teacher in each school, whose Kiswahili reading lesson would be observed to assess his/her teaching of Kiswahili reading. The instrument contained additional questions that the assessor would use to gauge teacher absenteeism and the presence and use of teaching materials. The wording in this section was carefully adjusted to reflect standard practice of teaching materials required in Tanzania. An inventory of pupil notebooks remained part of the instrument to assess whether teachers were routinely providing feedback on student work.

Pre-Pilot Activities to Develop the Group Assessment Instrument

In addition to the school data collection instrument, a student reading assessment was developed. The Early Grade Reading Assessment (EGRA) tool (used in prior reading assessment surveys in Tanzania) was adapted to a written group format to assess the reading skills, comprehension, and writing skills of the sample of Standard 2 pupils in each school. This written format was first developed and used in the 2013 LQAS pilot in Ghana. The assessment was adapted to the Tanzanian context, combined with features of the full EGRA,⁸ and administered in Kiswahili (the official language of instruction in the sampled schools). A local Kiswahili language expert was involved in developing the instrument items, as well as translating the instructions and protocols. The group assessment was designed to gather data more efficiently and at a lower cost. One assessor could collect data from a group of up to 25 students at once, in 45–60 minutes. According to the calculations associated with the LQAS methodology, 16 students is the desired sample size at one school.

Prior to the LQAS pilot, the group assessment was administered to a small sample of Tanzanian students alongside the EGRA, as a pre-pilot to ensure that the same constructs were being measured in both instruments, and to refine the design of the group reading assessment. The EGRA instrument used for this study was the same instrument used for the National Baseline Assessment for the 3Rs (Reading, Writing, Arithmetic) in 2013.⁹

Assessor training and data collection for the LQAS pre-pilot activities took place in Dar es Salaam over five workdays, March 25–31, 2015. The training was held at the RTI offices in Dar es Salaam. Ten assessors from the MoEVT were recruited to attend and participate. Some of these assessors had been or were currently School Inspectors. As has been explained above, the LQAS instrument is targeted toward use by School Inspectors to streamline their inspection and

⁷ The 12 sections were: 1. Head Teacher Introduction and Consent, 2. Teacher Attendance, 3. Teacher Selection for Language and Literacy Lesson Observation, 4. Teacher Introduction and Consent, 5. Availability of Teacher Materials, 6. Availability of Pupil Materials, Classroom Observation, 7. Time on Task, 8. Reading Practice, 9. Pupil Engagement, 10. Teacher Material Use and Preparedness, 11. Pupil Attendance, and 12. Notebook Inventory.

⁸ For more about features and uses of EGRA, see RTI International (2009).

⁹ See Brombacher et al. (2014) for a summary of content and results of the baseline assessment.

monitoring work, so the assessors were familiar with the types of information sought by the LQAS approach.

The group reading assessment instrument was designed to measure a range of reading skills by testing pupils on eight subtasks, namely: (1) Letter Sounds; (2) Familiar Words; (3) Invented Words; (4) Phrase Match; (5) Reading Comprehension; (6) Maze; (7) Dictation; and (8) Word Separation (see **Appendix A** for descriptions of each subtask, and **Appendix B** for reproductions of the instruments).

As the results of the pre-pilot study were analyzed, revisions were made to the group reading assessment to improve its content and structure. The revisions included selecting one of the two sentence-completion passages, modifying some of the distractors in the letter-sound and invented-word subtasks, and modifying one of the response items in the letter-sound subtasks. A few minor improvements to the Kiswahili translations of the assessor protocols were updated as well. Following those revisions, the instruments were finalized for use during the full LQAS pilot.

Pilot Protocol

The LQAS pilot in Tanzania mimicked the training and field data collection model previously piloted in Ghana. The model combines one week of assessor training, three days of data collection, and two days of tabulation and data analysis.

The full pilot activities took place April 27–May 8, 2015. Three RTI staff members were present to facilitate the workshop and support the logistics. Dr. Jonathan Stern and Ms. Kate Batchelder facilitated the content of the workshop, and Ms. Kellie Betts supported the logistics. The Nashera Hotel in Morogoro was selected as the training location. RTI field staff were engaged to help with in-country logistics such as local transportation procurements and per diem payment schedules. MoEVT staff were engaged in discussions to advise on standard protocols and best methods for training and piloting logistics in an efficient and plausible way.

The goal of the first five days of training was for the participants to learn the fundamentals of the background, purpose, and application of the LQAS group reading assessment and the school instrument. The participants in the training included School Inspectors from Ilala, Mvomero (who assessed the schools in Morogoro), and Hai districts. Additional MoEVT officials, such as the Director of the Inspectorate, participated in parts of the training and pilot activities.

To effectively classify a district as meeting or not meeting the minimum performance standards for specific indicators, the LQAS approach uses random sampling of 19 schools within a district. The number of School Inspectors needed to attend the training was determined in accordance with the ability to complete the fieldwork in two or three days within 19 schools. Due to the location of Hai and the distance from the training site, only two days were feasible to complete the data collection. Therefore, the CIS of Hai selected 11 School Inspectors to participate in the training and field work. Ilala and Morogoro used three days to complete the fieldwork, and for that reason, it was determined that only seven School Inspectors were needed from each of these two districts.

The Chief Inspectors from all three districts also attended and participated in the training and fieldwork. Each Chief Inspector was tasked with coordinating which School Inspector would visit each of the sampled schools on a given day. During the field days, each CIS helped to arrange transportation within the districts such that each School Inspector could reach the school he or she was to inspect. Additionally, the Chief Inspector provided supervision and support to the School Inspectors during data collection. The CIS would randomly select a school and inspector to monitor while generally overseeing the data collection process to help ensure data quality. One RTI technical staff member and one additional MoEVT representative also supervised and supported the data collection through random, unannounced spot checks of the School Inspectors during their school visits.

Pilot Sample

As previously mentioned, the required sample size for the LQAS approach consisted of 19 schools per district. Additionally, 16 students per school are randomly selected and assessed. The process for selecting these schools and students was standardized across districts so that all schools and students had an equal probability of being selected for participation. First, facilitators were given a list of all public primary schools in each of the three districts participating in this pilot. After schools with fewer than 18 pupils in Standard 2 were removed, a random number table was used to randomly select 22 schools per district (this allowed for three alternate schools in case one or more of the selected schools were unable to participate). Accordingly, the final sample consisted of 57 schools (19 per district) with 9 alternates (3 per district). The list of selected schools was then given to Chief Inspectors in order to map out the visit schedule for data collection.

Upon arrival at each school (and after the selection of a Standard 2 classroom to be observed), assessors would line up the students from the selected classroom in order to get a total count. Once again, using a random number table, 18 pupils would be selected from each selected classroom (16 to participate in the group-administered assessment, along with 2 alternates, should they be needed). Therefore, the final tested sample consisted of 912 pupils (304 from each of the three selected districts).

Main Results

Table 1 shows the district-level summary results for school and teacher performance in Ilala, Morogoro, and Hai (see **Appendix C** for an example of the district-level summary sheet). The first column displays the indicator. The second column defines the minimum school-level performance standard for each indicator being measured. Each district then has three underlying columns: (1) the number of schools meeting the minimum school-level performance standard for each indicator; (2) the number of schools not meeting the minimum school-level performance standard; and (3) whether the district met the district-level decision rule (i.e., whether 80% of schools within the district are estimated to be meeting the school-level minimum performance standard for each indicator).

Table 1: District summary sheet for school and teacher performance

Indicator	Minimum School-Level Performance Standard	Number of schools, by district								
		Ilala			Morogoro			Hai		
		Schools meeting standard	Schools not meeting standard	District decision rule met (80%)	Schools meeting standard	Schools not meeting standard	District Decision rule met (80%)	Schools meeting standard	Schools not meeting standard	District Decision rule met (80%)
Teacher attendance	80% of teachers in attendance at the start of the school day	3	16	No	10	9	No	1	18	No
Pupil attendance	80% of pupils in attendance on the day of the school visit	12	7	No	15	4	Yes	12	7	No
Pupil engagement	Majority of pupils actively engaged in appropriate reading activities for at least half the lesson	17	2	Yes	18	1	Yes	19	0	Yes
Time on task	Did the Kiswahili language reading lesson last 40 minutes or more and did the teacher cover an appropriate unit for this time of the school year?	17	2	Yes	15	3	Yes	14	5	Yes
Kiswahili reading practice	Teacher carries out reading practice appropriately (Pupils: read aloud or in pairs; read silently; read together; give letter/phoneme sounds; are asked comprehension questions)	15	4	Yes	15	4	Yes	15	4	Yes
Availability of Kiswahili teacher materials	Teacher has Standard 2 Teacher's Guide and Kiswahili scheme of work	15	4	Yes	17	2	Yes	18	1	Yes
Availability of Kiswahili pupil materials	More than half of the pupils have Kiswahili language books	1	18	No	5	14	No	2	17	No
Teacher preparedness	Teacher has a prepared lesson plan that refers to the teacher's guide, syllabus, or scheme of work, and the lesson follows the prepared lesson plan	16	3	Yes	14	5	Yes	15	4	Yes

Teacher Attendance

The minimum school-level performance standard for teacher attendance was set at 80% of teachers being on school grounds by the beginning of the school day. In Hai district, only one school met this mark (with only 3 and 10 schools meeting this standard in Ilala and Morogoro, respectively). As can be seen from Table 1, none of the three districts had a sufficient number of schools meeting this standard in order to meet the district-level standard. Therefore, teacher attendance should be seen as a priority area for all three districts. While it should be noted that these numbers might be lower than normal due to the transportation strike that occurred during the school visits, inspectors from all three districts still believed that this is a major issue that needs to be addressed.

Pupil Attendance

The same standard that was used for teacher attendance was also applied to pupil attendance (i.e., 80% of pupils). Although Morogoro met the minimum performance standard for pupil attendance at the district level, Ilala and Hai districts were unable to do so. Pupil attendance should therefore be considered a priority area for these latter two districts.

Pupil Engagement, Time on Task, and Reading Practice

These three measures all related to teacher practice during the Kiswahili reading lesson. Pupil engagement was a basic measure of whether at least half of the pupils were engaged in the lesson



at least half of the time. Out of 57 schools, only three did not meet this standard. This is a positive finding, but it is important to remember that this is a minimum standard and that it does not necessarily mean that pupil engagement is as high as it should be across the board.

Time on task was used to determine whether the observed reading lesson covered an appropriate unit (from the

textbook) based on the time of year (measured by the number of weeks in the school year and the number of units in the textbook) and whether it lasted at least 40 minutes (the MoEVT curricular

Pupil engagement during a reading lesson

standard length for reading lessons). Both measures needed to be met for a given school to meet the minimum standard. A sufficient number of schools in all three districts met this standard. However, it should be noted that while all districts met the minimum performance standard for this measure, 9 of the 57 schools had lessons that were shorter than 40 minutes (while one school

was missing data for the time of the lesson). On average, lessons under the 40-minute minimum were found to be approximately 25 minutes long (ranging from 10 to 39 minutes). Additionally, although only three schools were more than two units behind in their textbook, 21 schools were more than three units ahead in their books (with seven schools at least six units ahead). Given that the original indicator was intended to ensure that teachers were not *behind* in the curriculum, it may be worth investigating whether students are able to keep up with the pace of the lessons in schools where teachers are far ahead of the curriculum.

The Kiswahili reading practice indicator was a measure of the activities performed by teachers during the reading lesson. Teachers had to ask pupils to read aloud individually (or in pairs), and ask comprehension questions based on what was read. Additionally, teachers had to ask pupils to read silently, read as a class, or give the sounds of letters and/or phonemes during the lesson in order to meet the minimum standard for reading practice. All three districts met the set minimum performance standard for this indicator. There are, however, two limitations to this measure. First of all, it does not measure how often these activities occur in the classroom (simply that they each occur at least once). Secondly, a teacher may perform only three of the five activities but will still receive credit for meeting the standard. If the measure were to be adjusted to require all five activities to be performed during the lesson, not a single district would meet the minimum standard (with only 23 of the 57 schools found to meet the standard). Since this measure is still not highly correlated with reading performance across schools, suggestions for indicator revisions are provided in the recommendations section.

Availability of Materials

The minimum school-level performance standard for teachers was to have both a Standard 2 teacher's guide and a scheme of work available for review in their classroom during the school visit. All three districts had a sufficient number of schools meeting this standard in order to meet the standard at the district level.

With regard to pupil materials, the minimum performance standard required at least half of the pupils in the classroom to have a Kiswahili language book. Only 8 of the 57 sampled schools met this requirement and in many of the schools, the proportion of pupils with Kiswahili language books was as low as 5%–10%. Ultimately, none of the three districts met the minimum performance standard for the availability of pupil materials. This is clearly an area in need of further improvement and one that each of the three sampled districts should focus on.

Teacher Preparedness

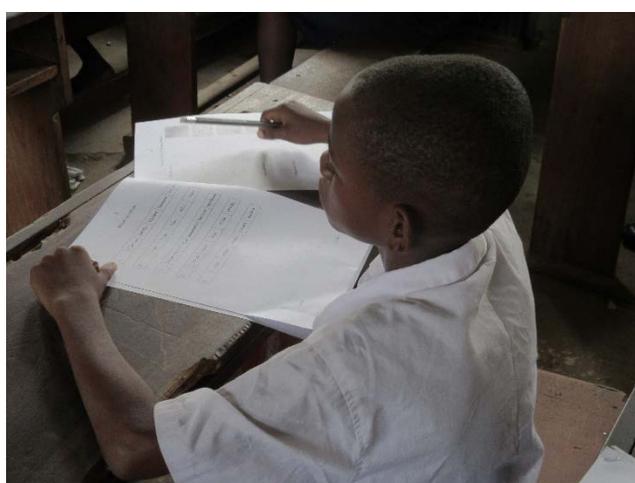
In order to meet the minimum school-level performance standard for teacher preparedness, the observed teacher in a school must have prepared a lesson plan that referred to the teacher's guide, syllabus, or scheme of work; and the observed lesson had to actually follow the prepared lesson plan. Sufficient numbers of schools met this requirement in order for all three districts to meet the minimum performance standards. This measure did not independently generate information about what was actually taught in the lesson or whether the lesson plan was well formulated, but it did reveal that the majority of teachers appeared to be preparing lesson plans and following them during their Kiswahili reading lessons.

Pupil Reading Ability

As previously noted, pupils were tested on a range of early grade reading skills via a group-administered reading assessment.

Initial analyses of the pre-pilot data showed that the assessment required revisions to some subtasks in order to ensure that it functioned as intended. As a result of these changes, the final pilot assessment produced very promising reliability statistics. The overall test scale for the assessment (a measure of internal consistency calculated by Cronbach’s alpha) was 0.85 (which is considered strong reliability). Exploratory factor analyses found strong evidence of unidimensionality, with a first factor eigenvalue nearly seven times that of the second factor—explaining nearly 100% of the variance in pupil scores). In layperson’s terms, this means that we can be confident that the assessment was measuring a single construct (that is, early grade reading ability).

Table 2 is an overview of the average scores for each subtask, across each of the three tested districts. As expected, average scores tended to decrease as pupils moved from more basic skills (e.g., letter sounds) to more advanced skills (e.g., word separation). It should be noted, however, that pupils across all districts performed better on the dictation task than expected (though still not as well as needed to meet the minimum performance standards). Additionally, it is clear from this table that pupils did extremely well on the first three subtasks (averaging 89%–92% overall).



Completing the Invented Word subtask

Table 2: Average scores on early grade reading skills, by subtask and district (in %)

Subtask	District scores			Overall
	Hai	Ilala	Morogoro	
Letter Sounds	90	93	93	92
Familiar Words	90	93	91	91
Invented Words	86	91	89	89
Phrase Match	68	82	81	77
Reading Comprehension	59	63	64	62
Maze	55	63	66	61
Dictation	66	73	71	70
Word Separation	27	38	38	34

Although it is important to examine the average scores of pupils across subtasks, the purpose of conducting these assessments was to determine which skills pupils were able to adequately demonstrate and which were in greatest need of additional assistance. In order to determine this, both pupil-level minimum performance standards and school-level minimum performance

standards needed to be set. Minimum standards for pupil performance were based on the early grade reading literature and were set at the levels necessary for pupils to be prepared for higher-order skills. Minimum standards for pupil performance for each of the eight subtasks are shown in **Table 3**. Additionally, Table 3 displays the school-level minimum performance standards in the third column. These standards (in %) had to be met in order for a school to be designated as meeting the minimum performance standard for a given subtask. For example, *90% of pupils* in a sampled school had to be able to correctly identify at least *six of the seven letter sounds* correctly in order for that school to meet the minimum performance standard for the “Letter Sounds” subtask. While school-level minimum performance standards used to create the summary sheets during the workshop were set based on the pre-pilot data, the standards used below were set based on the final pilot data. As such, it is suggested that these standards replace the initial estimates (since they are based on complete information across all three districts).

Table 3: Subtask standards and school-level decision rules

Subtask	Minimum Performance Standard for Pupil Performance	School-level Minimum Performance Standard (in %)
Letter Sounds	6 out of 7	90
Familiar Words	4 out of 5	90
Invented Words	4 out of 5	90
Phrase Match	5 out of 6	75
Reading Comprehension	4 out of 5	65
Maze	6 out of 7	50
Dictation	9 out of 10	55
Word Separation	40 out of 65 (timed, limit 2 minutes)	50

District-level results for all subtasks are displayed in **Table 4**. Although all three districts met the district-level minimum performance standards for letter sounds and familiar words, only Ilala and Morogoro were able to meet the minimum performance standards for invented words and the phrase match tasks. As a matter of fact, Hai district was able to meet the minimum performance standards only for the two lowest-level subtasks, thus attesting that work is needed in this district on all additional skills. Ilala and Morogoro districts were unable to meet the minimum performance standards for reading comprehension, maze, dictation, and word separation. Since few differences were apparent with regard to the school instrument findings across districts, much of this difference seen in pupil reading ability should likely be attributed to poorer infrastructure, difficulties accessing exceedingly remote schools, and possibly out-of-school factors such as parental education/involvement, nutrition, etc. (all of which are tied to lower economic inputs).

Table 4: District-level results for subtasks

Subtask	Number of schools, by district								
	Hai			Ilala			Morogoro		
	Schools meeting standard	Schools not meeting standard	District Decision rule met (80%)	Schools meeting standard	Schools not meeting standard	District Decision rule met (80%)	Schools meeting standard	Schools not meeting standard	District Decision rule met (80%)
Letter Sounds	15	4	Yes	17	2	Yes	15	4	Yes
Familiar Words	14	5	Yes	17	2	Yes	16	3	Yes
Invented Words	12	7	No	17	2	Yes	15	4	Yes
Phrase Match	5	14	No	14	5	Yes	14	5	Yes
Reading Comprehension	9	10	No	10	9	No	11	8	No
Maze	7	12	No	7	12	No	11	8	No
Dictation	10	9	No	9	10	No	9	10	No
Word Separation	2	17	No	9	10	No	8	11	No

Observations and Recommendations from This Pilot

This section focuses on the key takeaway messages from the pilot activity, lessons learned, opportunities for improvement, and suggested next steps.

Local Support and Interest

At both the pre-pilot and pilot stages, the facilitators noted the high level of enthusiasm, engagement, and professionalism by ministry staff. The participants demonstrated strong interest in using and adopting the LQAS instrument for school monitoring and inspection at the national level. Inspectors felt the instruments were easy to use and helped them to quickly and systematically identify issues faced by the schools and districts. Inspector comments were collected through paper evaluations following the LQAS pilot.

- Feedback on the training was very positive:
 - *“It will enable me as a school inspector to classify schools within my district as meeting the minimum performance standard, and then I can advise the district education officer on how to help the teachers and improve the schools.”*
 - *“It will add to my knowledge of a simple way of making follow up with schools and a simple means of identifying the schools which need assistance.”*
 - *“It will simplify my work as an inspector.”*
 - *“Implementation should be done to include all inspectors in the country.”*
- Two suggested improvements from inspectors:
 - Increased time for training
 - Improved organization for transportation for school visits (which was particularly difficult due to the transportation strike).

Overall Observations from School Visits

- Shortages of textbooks and learning materials were the norm. This had an impact on the ability of students to fully participate in the lessons (with some students having to read upside down or over other students’ shoulders) and led to time being wasted in the classroom (while textbooks were handed around the classroom for “read out loud” exercises).
- Overcrowded classrooms and shortages of desks and chairs/benches also were commonplace.
- Student notebooks were being used and marked but teachers were using class time to mark the notebooks, which led to much downtime for students during the lesson.
- Students generally were engaged during the lessons, but the instruction did not seem very participatory. Students did not ask questions and discussion was extremely limited.

- Student performance was particularly strong on basic-level tasks (such as letter sounds and familiar words).
- Word separation, reading comprehension, and maze subtasks were the areas of greatest difficulty. Differences were apparent by district (with Ilala performing best and Hai struggling the most). However, there is still room for improvement in these skills across all districts.

Recommendations on Common Themes

The following recommendations are based on conversations with participants regarding common areas of improvement found across districts.

- Teacher attendance was low on the days of the visits. This was reported as a persistent issue. However, it should be noted that this issue was likely exacerbated by a nationwide transportation strike that took place during the pilot.
 - Proposed responses:
 - Incentive system (monetary or otherwise) to improve attendance.
 - Increased teacher housing options (particularly for those with significant travel).
- Student attendance was also problematic across districts.
 - Proposed responses from some districts revolved around increased school feeding programs. This was noted as being of particular importance in Hai district (providing additional evidence that both pupil attendance and out-of-school factors were strong contributors to the lower test scores in that district).
- Textbook/materials shortages were evident.
 - The proposed response was two-pronged: Ministry and local/community support—including funding—for increased production and/or acquisition of materials.
 - Differences in textbook quality were an issue. Some textbooks were strong in one area, but narrow on other topics. This unevenness was complicated by the overall shortage of materials, as well as the fact that multiple reading instruction books were in use in some classrooms (with few students having access to any given one). Increased regulation and distribution of textbooks is necessary.
- Time on task is an issue in terms of both teacher practice and teacher/student absenteeism.
 - Teachers were often found to individually mark exercises in student workbooks during class time. It is recommended that teachers review the answers to exercises aloud with the class after taking up the workbooks, and then mark the student workbooks outside of instructional time.
 - See suggested instrument updates below for further information on this issue.

Suggested Instrument Updates

The following suggested revisions/updates could increase the usefulness of this tool moving forward:

- Remove the letter-sounds subtask in order to decrease the amount of time needed to administer the group assessment. Pupils scored exceedingly well on this subtask and it could be removed from future iterations of this assessment used in these three districts. However, it should still be piloted in any future districts to ensure that its removal would be appropriate there.
- Revise the school-level minimum standards for group assessment subtasks. During the final analyses, these school-level minimum standards were adjusted to meet the actual performance across the three districts. As a result, more subtasks were identified as being in need of further assistance than initial results implied (when school-level standards were set too low). Districts still have flexibility to set school-level targets as they see fit, which would allow them to more appropriately identify areas for improvement (especially in higher-performing districts).
- Include an additional time-on-task measure in the school instrument in order to capture instructional time versus downtime during classroom observations. This would provide some much-needed nuance to a currently useful but limited variable.
- Adjust the measure of reading practice in order to incorporate more practices. In the simplest sense, it could be required for teachers to conduct all five aforementioned practices during their lesson, as opposed to just three (which is the current approach). It may also be useful to add a measure on the review of exercises during class time. Additionally, inspectors could be asked to record the use of specific activities at several time points throughout the lesson (as opposed to current practice, where they are simply recorded once). However, this option would require additional training on timed observations, which could prove costly and difficult to implement.
- Review teaching guides and work with Tanzanian curriculum specialists to revise the student engagement question. At a minimum, the indicator should be broken down into separate questions (similar to the reading practice indicator). This would provide greater nuance to the indicator and would likely be more closely tied to student performance. In addition to the measures currently included, possible measures to add would be: students asking questions, and the use of classroom discussion.

Next Steps

The ministry inspectors plan to return to the districts to share their findings. In addition, the Deputy Director of the School Inspectorate has called for a presentation to the MoEVT management to discuss findings from the LQAS pilot exercise and the possibility of scaling up the use of the LQAS instruments among inspectors across more districts.

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Appendix A: Overview of Group-Administered Assessment Subtasks

1. Letter Sounds

Pupils were asked to correctly identify a given letter based on the sound made by the letter (as opposed to the name of the letter). In the example below, the assessor would ask pupils to tick the letter that makes the sound /t/ as in “table.” The standard for this subtask was to correctly identify 6 of 7 letter sounds.

t	A	p	s	e
---	---	---	---	---

2. Familiar Words

Pupils were asked to correctly identify familiar Standard 2 words. In the example below, the assessor would ask pupils to tick the word “fua.” The standard for this subtask was to correctly identify 4 of 5 familiar words.

pipa	pupa	fua	fidia	jua
------	------	-----	-------	-----

3. Invented Words

Pupils were asked to correctly identify invented words (i.e., these were not real words in Kiswahili but they mimicked the structure of real words). In the example below, the assessor would ask pupils to tick the word “wenzue.” The standard for this subtask was to correctly identify 4 of 5 invented words.

vyete	vipwe	wenzue	wakiseji	vizareri
-------	-------	--------	----------	----------

4. Phrase Match

Pupils were given a page with six short sentences on the left-hand side and six accompanying pictures on the right-hand side. Pupils were asked to read the short phrases and to match each phrase with the corresponding picture by drawing a line that connected the two. For example, one of the phrases might say “The boy is standing” and should be connected to the picture of the standing boy. The standard for this subtask was to correctly identify 5 of 6 phrase-picture matches.

5. Reading Comprehension

In this section, pupils were asked to read a short story silently for two minutes. They were then given an additional four minutes to answer five comprehension questions about the passage that

they had just read. As with all previous sections, the questions were all multiple choice. The standard for this subtask was to correctly answer 4 of 5 reading comprehension questions.

6. Maze

In this section, pupils were asked to read a short story silently. In the story, they were asked to complete some of the sentences correctly with one of the list of words given. Sometimes the missing word/words were at the end of the sentence and sometimes they were in the middle. In the English example below, pupils would need to underline the word that correctly completed the sentence. The standard for this subtask was to correctly complete 6 of 7 sentences.

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

7. Dictation (Sentence)

In this section, assessors read three short sentences to the pupils. Pupils were asked to write each of the dictated sentences in the designated space on their answer sheets. The assessor read each sentence three times and allowed the students sufficient time to write before moving on to the next sentence.

8. Word Separation

Pupils were given with a 65-word passage that contained all uppercase letters and no spaces. Pupils were then asked to start at the beginning of the passage and to identify as many words as possible in the time allotted by drawing a line/slash after each word. The example below shows a shortened English version of this task. The standard for this subtask was to correctly identify 40 words in two minutes.

READINGMAKESHAWAVEVERYHAPPY
READING/MAKES/HAWA/VERY/HAPPY



Practicing the Word Separation Subtask

Appendix B. Instruments Used for the 2015 LQAS Pilot

LQAS School Instrument / LQAS Kifaa cha shule

Tanzania LQAS 2015

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

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

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

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

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

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

The pupil reading assessment is a written test and will need to be administered in the pupils' classroom. The non-selected pupils will have to leave the classroom while the test is being conducted. We would like to assess 16 randomly selected pupils from the chosen STANDARD 3 class. In order to ensure quiet during this assessment, we would like to conduct this assessment when the school is not on break. Could you please suggest a time when it would be most convenient to conduct this test? / Tutachagua wanafunzi 16 kwa njia ya uchaguzi usiofuata utaratibu maalum kwa DARASA LA 3 lililochaguliwa. Ilikupata utulivu wakati wa kupima ubora wa wanafunzi, tutapenda zoezi hili la upimaji lifanyike wakati ambao si wa mapumziko. Je mnaweza kuchagua muda muafaka ambao unafaa kufanya hili jaribio?

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

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

YES NO
Ndiyo Hapana

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

THANK YOU / ASANTE

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

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

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

No.	Questions and Filters / Maswali na kuchuja	Coding Categories / Kupanga kanuni kwenye makundi	Skips (if any) / Sehemu zilizorukwa (kama zipo)
2.1	How many teachers are in their classroom at the school's official start time? (<i>observe this by walking around to all the classrooms</i>) / Wapo walimu wangapi darasani wakati wa kuanza masomo? (<i>chunguza hili kwa kupita kwenye madarasa yote</i>)	<div style="text-align: center;"> <input style="width: 100px; height: 20px; border: 1px solid black;" type="text"/> NUMBER OF TEACHERS / IDADI YA WALIMU </div>	
2.2	How many teachers are employed at the school <i>include MOEVT and for private schools, teachers employed by the schools, PTA, and Community teachers – anyone listed on the attendance book</i> ? / Wapo walimu wangapi walioajiriwa shuleni wakiwepo walioajiriwa na TAMISEMI, <i>na kwa shule za binafsi, onyesha walioajiriwa na shule, Chama cha Wazazi Tanzania, na walimu wa Jumuiya- andika wote waliopo kwenye daftari la mahudhurio</i>)?	<div style="text-align: center;"> <input style="width: 100px; height: 20px; border: 1px solid black;" type="text"/> NUMBER OF TEACHERS / IDADI YA WALIMU </div>	

2.3	What per cent of teachers are in attendance (2.1/2.2 x100)? / Je ni asilimia ngapi ya walimu wamehudhuria? (2.1/2.2 x100)?	<div style="text-align: center; border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div> PER CENT OF TEACHERS / ASILIMIA YA WALIMU	
2.4	Were 80 per cent of teachers in attendance at the school's official start time? / Je asilimia 80 ya walimu walikuwepo shuleni wakati wa kuanza masomo?	YES / NDIYO 1 NO / HAPANA 0	

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

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

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

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

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

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

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

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

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

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

No.	Questions and Filters / Maswali na kuchuja	Coding Categories / Kupanga kanuni kwenye makundi	Skips (if any) / Sehemu zilizoruk wa (kama zipo)
3.1	Is the teacher that I've selected in attendance today? / Je mwalimu niliyemchagua yupo shuleni leo?	YES / NDIYO 1 NO / HAPANA 0	If 'no' repeat the teacher selection process. / Kama 'hapana'

			rudia mchakat o wa uchaguzi.
3.2	Does the teacher I have selected normally teach the Kiswahili lesson? / Je mwalimu niliyemchagua anafundisha somo la Kiswahili?	YES / NDIYO 1 NO / HAPANA 0	
3.3	If not, is there a different teacher in your school who normally teaches the Kiswahili lesson for this teacher? / Kama hafundishi, kuna mwalimu mwingine shuleni kwako ambaye anafundisha somo la Kiswahili la mwalimu huyu?	YES / NDIYO 1 NO / HAPANA 0	
3.4	Do you have the current 2005 version of the Kiswahili syllabus? / Je mnao muhtasari wa sasa wa somo la Kiswahili wa mwaka 2005?	YES / NDIYO 1 NO / HAPANA 0	

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

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

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

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

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

We will not record names on any questionnaires because the survey is not meant to check up on individual teachers or pupils. Rather, it is meant to help the District Education Officer plan how to best support schools and teachers. The pupil assessment includes questions about letters, words, simple sentences and a reading passage and it should take about 45 minutes to one hour. We will also examine the pupil's literacy exercise books. We will try to be as fast as we can so as to minimize the disturbance to your class. / Hatutaweka rekodi ya majina yenu kwenye dodoso tutakalouliza kwa sababu utafiti huu hauna nia ya kupata habari ya mwalimu au mwanafunzi kama mtu binafsi. Uchunguzi huu una nia ya kumsaidia Afisa elimu wa Wilaya kupanga vizuri jinsi ya kusaidia shule

na walimu. Upimaji wa ubora kwa wanafunzi utahusu herufi, maneno, sentensi rahisi na kusoma habari na zoezi hili litachukua dakika 45 hadi saa moja. Tutaangalia pia daftari za wanafunzi za kusoma na kuandika. Tutafanya hii kazi kwa haraka iwezekanavyo ili tuisumbue darasa lenu.

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

YES NO
NDIYO HAPANA

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

THANK YOU / ASANTE

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

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

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

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

	ameandaa muhtasari wa somo kwenye daftari la maandalio?		
5.5	Does the lesson plan refer to the teachers guide, syllabus or scheme of work? / Je maandalio ya somo yanarejea kwenye kiongozi cha mwalimu, muhtasari wa somo au azimio la kazi?	YES / NDIYO 1 NO / HAPANA 0	
5.6	Note below what the main focus of the lesson is today and what activities are planned. Refer to your notes when observing the lesson. Return the lesson plan to the teacher once you have taken your notes so that they can use them while teaching. / Andika hapa chini lengo kuu la somo la leo na kuona shughuli zilizopangwa. Rejea kumbukumbu zako wakati ulipokuwa unachunguza somo. Rudisha andalio la somo kwa mwalimu mara unapomaliza kuandika kumbukumbu zako ili mwalimu aweze kulitumia kwenye ufundishaji. _____ _____ _____ _____ _____		

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

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

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

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

Let the STANDARD 3 teacher know that you would like to observe a normal reading lesson and assess 16 pupils in her class. Let her know that you would like to assess the pupils when it's not a break time and ask which time would be more convenient for this. Depending on the teacher's response, move to either the pupil assessment (See the pupil assessment booklet) or the classroom observation (starting on section 7 below). / Mweleze mwalimu wa DARASA LA 3 kuwa utapenda kuchunguza ufundishaji darasani wa somo la

kusoma kwa wanafunzi 16. Mweleze kuwa utapenda kuchunguza ubora wa wanafunzi wakati ambao si wa mapumziko hivyo akuambie muda upi ni muafaka kwake. Kutegemea mwalimu atakuambiaje, endelea ama kupima ubora wa wanafunzi (ona kijitabu cha kupima ubora wa wanafunzi) au kuchunguza darasa (inaanza kipengele cha 7 hapa chini)

CLASSROOM OBSERVATION / UCHUNGUZI DARASANI

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

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

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

No.	Questions and Filters / Maswali na kuchuja	Coding Categories / Kupanga kanuni kwenye makundi	Skips (if any) / Sehemu zilizorukwa (kama zipo)
7.1	Did the selected STANDARD 3 teacher teach a Kiswahili reading lesson? / Je mwalimu aliyechaguliwa wa DARASA LA 3 amefundisha somo la kusoma la Kiswahili?	YES / NDIYO 1 NO, Kiswahili reading lessons are not taught / HAPANA, Masomo ya Kiswahili hayafundishwi 2	If 2 → Instructions after 10.2 / Kama ni 2 Maelekezo baada ya 10.2
7.2	At what time did the Kiswahili reading lesson begin? / Je ni muda gani somo la kusoma la Kiswahili lilianza?	_____ : _____	
7.3	At what time did the Kiswahili reading lesson end? / Je ni muda gani somo la Kiswahili lilikwisha?	_____ : _____	
7.4	How long did the Kiswahili reading lesson last? / Je somo	_____ : _____	

	la kusoma la Kiswahili limechukua muda gani?		
7.5	Did the Kiswahili reading lesson last at least 40 minutes? / Je somo la Kiswahili la kusoma limedumu angalau dakika 40?	YES / NDIYO 1 NO / HAPANA 0	

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

No.	Questions and Filters / Maswali na kuchuja	Coding Categories / Kupanga kanuni kwenye makundi	Skips (if any) / Sehemu zilizorukwa (kama zipo)
8.1	Did the teacher ask pupils to read aloud individually or in pairs during the Kiswahili reading lesson? / Je mwalimu aliwaambia wanafunzi kusoma kwa sauti mmojammoja au kwa jozi wakati wa somo la kusoma Kiswahili?	YES / NDIYO 1 NO / HAPANA 0	
8.2	Did the teacher ask the class to read silently during the Kiswahili reading lesson? / Je mwalimu aliwaambia wanafunzi wasome kimya wakati wa somo la Kiswahili la kusoma?	YES / NDIYO 1 NO / HAPANA 0	

8.3	Did the teacher ask the whole class to read a passage together during the Kiswahili reading lesson? / Je mwalimu aliwaambia wanafunzi wote wasome kifungu cha habari wakati wa somo la kusoma la Kiswahili?	YES / NDIYO 1 NO / HAPANA 0	
8.4	Did the teacher ask pupils to give the sounds of letters, and/or phonemes during the lesson? / Je mwalimu aliwaambia wanafunzi wasome sauti za herufi, na/au fonimu wakati wa somo?	YES / NDIYO 1 NO / HAPANA 0	
8.5	Did the teacher ask pupils comprehension questions based on what was read? / Je mwalimu aliuliza maswali ya ufahamu yanayotokana na habari aliyosoma?	YES / NDIYO 1 NO / HAPANA 0	

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

No.	Questions and Filters / Maswali na kuchuja	Coding Categories / Kupanga kanuni kwenye makundi	Skips (if any) / Sehe mu zilizo r ukwa (kam a zipo)

9. 1	Did the majority of pupils (more than half) practice any of the following activities for at least half of the Kiswahili reading lesson: individual reading, pair or group reading, raising their hands, coming up to the front of the class to read or write, or writing at their desks? / Je wanafunzi walio wengi (zaidi ya nusu) wanashiriki mojawapo ya shughuli zifuatazo kwa angalau nusu ya muda wa somo la kusoma la Kiswahili: kusoma mmojammoja, kusoma katika jozi au vikundi, kunyoosha mikono, kufika mbele ya darasa na kusoma au kuandika, au kuandika wakiwa kwenye madawati yao?	YES / NDIYO 1 NO / HAPANA 0	
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Section 10: Teacher Material Use and Preparedness: KISWAHILI / Sehemu ya 10: Utumiaji wa zana za kufundishia na maandalizi: KISWAHILI

No.	Questions and Filters / Maswali na kuchuja	Coding Categories / Kupanga kanuni kwenye makundi	Skips (if any) / Sehemu zilizorukwa (kama zipo)
10. 1	Did the teacher use or consult the Teacher’s Guide, the lesson plan, or the pupil textbook during the Kiswahili reading lesson? / Je mwalimu alitumia au kurejea Kiongozi cha Mwalimu, maandalio ya	YES / NDIYO 1 NO / HAPANA 0 N/A / Haihusiki 2	

	somo, au kitabu cha kiada cha mwanafunzi wakati akifundisha somo la kusoma la Kiswahili?		
10.2	Did the teacher follow the lesson plan during the observed Kiswahili reading lesson? <i>(Please consult your notes on the lesson plan when answering this question. If the teacher did not have a lesson plan, select "Not Applicable")</i> / Je wakati wa uchunguzi, mwalimu alionekana akifuata maandalio yake ya somo wakati akifundisha somo la Kiswahili? <i>(Tafadhali rejea nukuu zako kwenye maandalio ya somo unapojibu swali hili. Kama mwalimu hakuwa na andalio la somo, chagua "Haihusiki")</i>	YES / NDIYO 1 NO / HAPANA 0 N/A / Haihusiki 2	

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

☞ Thank you for allowing me to observe your reading lesson/s today. It was very interesting. As the next phase of our visit today, I would like to see your class register to see how many pupils are enrolled in your class. I would also like to line the pupils up to count the number that are here today and then conduct an exercise to randomly select 18 pupils. We will work with 16 of these selected pupils, the remaining 2 pupils will be identified in case any of the originally selected 16 students is unable or unwilling to participate. At a time that is convenient for you and your class, we would like to assess 16 of the selected

pupils in your class using a simple written test. I will also ask the selected 16 pupils to bring with them their Kiswahili exercise book. I will look through these once the pupils have completed their assessment. In order to ensure quiet, we would like to conduct this assessment when the school is not on break. Could you please let me know when it would be convenient to conduct this pupil assessment? Could we do this now? / Asante kwa kuniruhusu kuchunguza somo/masomo yako ya kusoma leo. Nimependezwa na somo lako. Katika ziara hii pia nitapenda kuona daftari la mahudhurio ya wanafunzi walioandikishwa darasani mwako. Naomba wanafunzi wajipange ili niwahesabu waliopo bila kutumia utaratibu maalum ili kupata wanafunzi 18. Tutafanyakazi na wanafunzi 16 waliochaguliwa, wanafunzi 2 waliobaki watachaguliwa ili kama katika wale wa kwanza waliochaguliwa 16 kuna atakayeshindwa kushiriki au hatataka kushiriki, wachukuliwe. Muda ambao utakufaa wewe na wanafunzi, tutapenda kupima ubora wa wanafunzi 16 katika wale waliochaguliwa tukitumia jaribio rahisi la kuandika. Nitawaomba pia wanafunzi 16 waliochaguliwa waje na daftari zao za Kiswahili. Nitaziangalia mara baada ya wanafunzi kukamilisha kupima ubora wa kazi zao. Ili tuwe na utulivu, naomba tufanye upimaji huu wakati usio wa mapumziko. Je ni muda upi muafaka wa kuweza kupima ubora wa hawa wanafunzi? Tunaweza kufanya sasa?

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

No.	Questions and Filters / Maswali na kuchuja	Coding Categories / Kupanga kanuni kwenye makundi	Skips (if any) / Sehe mu zilizo r ukwa (kama zipo)
11.1	<p>How many STANDARD 3 pupils are <u>registered</u> in the selected classroom? / Je ni wanafunzi wangapi waliopo kwenye rejesta ya DARASA LA 3 ambao darasa lao limechaguliwa?</p> <p><i>The most accurate register may be with the classroom teacher or with the Head Teacher. / Rejesta sahihi inaweza ikawa ni ile ya mwalimu wa darasa au/na Mwalimu Mkuu.</i></p>	<p style="text-align: center;"><input type="text"/></p> <p style="text-align: center;">NUMBER OF PUPILS / IDADI YA WANAFUNZI</p>	
11.2	<p>How many STANDARD 3 pupils are <u>present</u> in the selected classroom? / Je kuna wanafunzi wangapi <u>waliohudhuria</u> wa DARASA LA 3 lililochaguliwa?</p> <p><i>Record the total number of pupils counted during the pupil sampling exercise below. / Andika hapa chini jumla ya wanafunzi waliohesabiwa wakati wa zoezi la kupata sampuli.</i></p>	<p style="text-align: center;"><input type="text"/></p> <p style="text-align: center;">NUMBER OF PUPILS/ IDADI YA WANAFUNZI</p>	

11.3	What per cent of pupils are in attendance (11.1/11.2 x100)? / Ni asilimia ngapi ya wanafunzi wamehudhuria (11.2/11.1x 100)?	<div style="text-align: center;"> <input style="width: 100px; height: 20px; border: 1px solid black;" type="text"/> PER CENT OF PUPILS / ASILIMIA YA WANAFUNZI </div>	
11.4	Are 80 percent or more of the registered pupils in attendance? / Je asilimia 80 au zaidi ya wanafunzi walioandikwa wamehudhuria?	YES / NDIYO1 NO / HAPANA.....0	

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

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

15.			
16.			

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

____:____
(Use 24 hour time) / (Tumia saa 24)

THANK YOU – THE END / ASANTE- MWISHO

COMMENTS / MAONI

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

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

Region: / Mkoa: _____ **District: / Wilaya:** _____

School Name: / Jina la Shule: _____

Date: / Tarehe: ____/____/_____
dd / mm / yyyy /
Siku/mwezi/mwaka

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

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

	Sampling Reference Number / Namba ya Rejea ya Sampuli	
1		STANDARD 3 Alternate Pupil's Name / Jina la Mwanafunzi wa ziada wa DARASA LA 3
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

14		
15		
16		
17. Alt. / Ziada 1		
18. Alt. / Ziada 2		

TANZANIA

Group Administered Early Grade Reading Assessment for LQAS /
Usimamizi wa kikundi cha EGRA Upimaji wa LQAS

Assessor Tool / Kifaa cha upimaji

Pilot

LQAS GROUP ASSESSMENT CHECKLIST / ORODHA HAKIKI YA UPIMAJI WA LQAS

1. Prior to selecting pupils, ensure that there are at least 16 desks and chairs in the classroom. / Kabla ya kuchagua wanafunzi, hakikisha kuna madawati yenye viti angalau 16 darasani.
2. Follow the sampling protocol to randomly select 16 pupils to participate in the group assessment. / Tumia njia ya kuchagua bila kutumia utaratibu maalum ili kupata sampuli kielelezo cha wanafunzi 16 watakaoshiriki kwenye upimaji wa vikundi.
3. Instruct pupils to sit as spread out across the classroom as possible, ensuring (at a minimum) that each pupil is sitting at his/her own desk. Make sure, however, that all pupils will be able to clearly hear your instructions from the front of the classroom. / Waelekeze wanafunzi wakae mbalimbali kwenye darasa ukihakikisha kila mwanafunzi amekaa kwenye dawati lake (kwa kadri itakavyowezezana). Hata hivyo hakikisha wanafunzi wote wanaweza kukusikia vizuri ukitoa maelekezo ukiwa mbele ya darasa.
4. Ask pupils to clear their desks. / Waambie wanafunzi waondoe vitu vyote kwenye madawati yao.
5. Ensure that the board is clean and that chalk/markers are available. / Hakikisha ubao ni msafi na chaki zipo au kalamu za kuandikia ubaoni kama zinatumika ziwepo.
6. Write the examples for each section of the assessment (from the assessor tool) on the board, prior to beginning the assessment. Ensure that the examples are spread out enough in order to keep the pupils from getting confused when explaining the each for each section. / Andika mifano kwa kila sehemu ya upimaji (kutoka katika kifaa cha mpimaji) ubaoni, kabla ya kuanza upimaji. Hakikisha kuwa mifano umeiandika na kuisambaza ubaoni vizuri ili wanafunzi wasichanganyikiwe unapotoa maelezo ya kila mfano kwa kila kipengele.
7. Distribute pencils and erasers to each of the 16 pupils. / Gawanya penseli na vifutio kwa wanafunzi wote 16.
8. Distribute pupil assessment sheets, alternating Form A and Form B so that pupils sitting next to one another have different forms. / Gawanya kwa wanafunzi karatasi za upimaji, kwa kubadilishana Fomu A na Fomu B ili mwanafunzi aliyekaa karibu na mwenzake wawe na fomu tofauti.
9. Use the instrument script to explain the activity and obtain pupil consent. / Tumia kifaa cha kuelezea kazi ili kupata kibali cha wanafunzi.

10. Put pupils at ease by explaining the activity as a reading game. / Waeleze wanafunzi wasiogope kwa kuwa zoezi litafanyika kama mchezo wa kusoma.
11. Administer all 8 sections of the group assessment. / Simamia sehemu zote 8 za upimaji wa kikundi.
12. Gather all completed and blank pupil assessment sheets and place them in a clearly labeled envelope. / Kusanya kazi zote za wanafunzi walizofanya wakamaliza na zile ambazo hazikuandikwa kitu na kuziweka ndani ya bahasha iliyowekwa.
13. Thank the pupils for participating and release them. / Washukuru wanafunzi kwa kushiriki na kuwatoa darasani.
14. Conduct Pupil Exercise Book Inventory. / Chukua taarifa toka daftari za wanafunzi.
15. Return exercise books to pupils' classroom. / Rudisha daftari za wanafunzi darasani.

Verbal Consent: / Ridhaa ya maneno: Read the text in the box clearly to the children. / Wasomee wanafunzi kwa ufasaha maandishi yaliyopo kwenye kisanduku.

🗣️ Let me tell you why I am here today. I work with the Tanzania Ministry of Education and Vocational Training and we are trying to understand how children learn to read.

We would like your help in this. But you do not have to take part if you do not want to. We are going to play a reading game. I am going to ask you to read letters, words and a short story. / Ngojeni niwaambie kwanini nipo hapa leo. Mimi nafanya kazi na Wizara ya Elimu na Mafunzo ya Ufundi hapa Tanzania na tupo hapa ili kujifunza jinsi wanafunzi wanavyojifunza kusoma. Tunahitaji msaada wenu kwenye hili. Lakini si lazima kushiriki kama hupendi. Tutacheza mchezo wa kusoma. Nitakuomba usome herufi, maneno na hadithi fupi.

This is NOT a test and it will not affect your grade at school.

I will NOT write down your name so no one will know these are your answers. Once again, you do not have to participate if you do not wish to. Do you have any questions? / Huu SI mtihani kwa hiyo maksi zako darasani hazitaathirika. SITAANDIKA jina lako kwa hiyo hakuna atakayejua haya ni majibu yako. Narudia, si lazima ushiriki zoezi hili kama hupendi. Kuna mwenye swali?

If you understand and would like to stay and play the reading game, please make a tick in the box next to the word “Yes” on the bottom of your paper. [*Write the word “Yes” and a small box on the board and draw a tick in the box as an example.*] If you would rather not stay, you may leave. / Kama umelewa na utapenda kukaa na kushiriki mchezo wa kusoma, tafadhali weka vema kwenye kisanduku karibu na neno “NDIYO” chini ya karatasi yako. [Andika neno “Ndiyo” na chora kisanduku ubaoni na weka vema ndani ya kisanduku kama mfano]. Kama hupendi, kushiriki unaweza kuondoka.

[*Check to ensure that pupils have marked their papers with a tick. If they have not, ask them if they would not like to participate.*] Are you ready to get started? / [*Angalia kwa makini ili kuhakikisha kama wanafunzi wameweka vema kwenye karatasi yao. Kama bado waulize kama hawapendi kushiriki.*] Mpo tayari kuanza?

Letter Identification Sounds / Sauti za Herufi

– Page 1 / ukurasa wa 1

INSTRUCTIONS / EXAMPLE: *Before beginning the game, draw the box with the letters below on the chalkboard. Then, say: / MAELEKEZO/MFANO: Kabla ya kuanza mchezo, chora kisanduku ubaoni chenye herufi zifuatazo. Halafu, sema:*

👤 On the first page you'll see some boxes like this (*point to example on the chalkboard*). I'm going to ask you to tick the letter that makes a particular sound. Please look at my mouth as I make the sound. So, if I say tick the letter that makes the sound /t/, as in 'table', I would want you to tick letter 't' (*Tick the letter 't' for them to see*). Is that clear? Does somebody want to try? / Kwenye ukurasa wa kwanza utaona kisanduku kama hiki (*onyesha mfano uliopo ubaoni*). Weka vema kwenye herufi ambayo ina sauti fulani. Tafadhali angalia mdomo wangu wakati natoa sauti hiyo. Kwa hiyo kama nikisema tiki herufi ambayo ina sauti ya /t/, kama kwenye neno "tota". Utaweka vema kwenye herufi 't' (*Weka vema herufi 't' ili waweze kuona*). Imeeleweka? Kuna anayetaka kujaribu?

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

If anyone raises their hand, clean the tick from the letter 't' and let him/her come up to the chalkboard. Then say "tick the letter that makes the sound /s/ as in 'soap'. When he/she ticks the letter "s", ask the class if he/she did this correctly and say "very good." Ask him/her to go sit down. / Kama kuna atakayenyoocha mkono, futa vema kutoka herufi 't' na aende ubaoni. Halafu sema 'weka vema kwenye herufi ambayo hutoa sauti /s/ kama kwenye neno "sabuni". Akitiki herufi "s", uliza wanafunzi darasani kama amepata sema "vizuri sana". Mwambie aende kuketi.

👤 Does everyone understand? Let's begin. / Je wote mmelewa? Haya tuanze.

1. 👤 Put your finger on box number 1 (*Go round and see/check*). Look at my mouth. Tick the letter that makes the sound / d /, as in 'debe'. (*Repeat sound and word.*) / Weka kidole chako kwenye kisanduku chenye namba 1 (*Zunguka darasani kucheki*). Angalia mdomo wangu. Weka vema herufi inayofanya sauti "d" kama kwenye "debe". (*Rudia sauti na neno*).

2. 👤 Put your finger on box number 2 (*Go round and see/check*). Look at my mouth. Tick the letter that makes the sound / w /, as in 'wape'. (*Repeat sound and word.*) / Weka kidole chako kwenye kisanduku chenye namba 2 (*Zunguka darasani kucheki*).

Angalia mdomo wangu. Weka vema herufi inayofanya sauti “w” kama kwenye “wape”.
(*Rudia sauti na neno*).

3. 🕒 Put your finger on box number 3 (*Go round and see/check*). Look at my mouth.
Tick the letter that makes the sound / k /, as in ‘kitabu’. (*Repeat sound and word.*) /
Weka kidole chako kwenye kisanduku chenye namba 3 (*Zunguka darasani kucheki*).
Angalia mdomo wangu. Weka vema herufi inayofanya sauti “k” kama kwenye “kitabu”.
(*Rudia sauti na neno*).

4. 🕒 Put your finger on box number 4 (*Go round and see/check*). Look at my mouth.
Tick the letter that makes the sound / j /, as in ‘jaji’. (*Repeat sound and word.*) / Weka
kidole chako kwenye kisanduku chenye namba 4 (*Zunguka darasani kucheki*). Angalia
mdomo wangu. Weka vema herufi inayofanya sauti “j” kama kwenye “jaji”. (*Rudia
sauti na neno*).

5. 🕒 Put your finger on box number 5 (*Go round and see/check*). Look at my mouth.
Tick the letter that makes the sound / h /, as in ‘hofu’. (*Repeat sound and word.*) /
Weka kidole chako kwenye kisanduku chenye namba 5 (*Zunguka darasani kucheki*).
Angalia mdomo wangu. Weka vema herufi inayofanya sauti “h” kama kwenye “hofu”.
(*Rudia sauti na neno*).

6. 🕒 Put your finger on box number 6 (*Go round and see/check*). Look at my mouth.
Tick the letter that makes the sound / E /, as in ‘Ema’. (*Repeat sound and word.*) /
Weka kidole chako kwenye kisanduku chenye namba 6 (*Zunguka darasani kucheki*).
Angalia mdomo wangu. Weka vema herufi inayofanya sauti “E” kama kwenye “Ema”.
(*Rudia sauti na neno*).

7. 🕒 Put your finger on box number 7 (*Go round and see/check*). Look at my mouth.
Tick the letter that makes the sound / S /, as in ‘Songea’. (*Repeat sound and word.*) /
Weka kidole chako kwenye kisanduku chenye namba 7 (*Zunguka darasani kucheki*).
Angalia mdomo wangu. Weka vema herufi inayofanya sauti “S” kama kwenye
“Songea”. (*Rudia sauti na neno*).

🕒 Good work. Now put your pencil on your desk and turn to the next page of the
game. / Kazi nzuri. Sasa weka penseli kwenye dawati na uende ukurasa unaofuata wa
mchezo.

Word Reading Familiar Words / Maneno yanayojulikana

– Page 2 / ukurasa wa 2

INSTRUCTIONS / EXAMPLE: *Before beginning this section, draw the box with the words below on the chalkboard. Then, say: / MAELEKEZO/MIFANO: Kabla ya kuanza mchezo, chora kisanduku chenye herufi hizi hapa chini kwenye ubao. Halafu, Sema:*

👤 On this page you'll see some boxes like this (*point to the example on the chalkboard*). I'm going to ask you to tick one of the words (*point to the words*) in this box. So, if I say "tick the word "fua", I would want you to draw a tick on the word "fua" (*Draw a tick on the word 'fua' for them to see*). Is that clear? Does somebody want to try? / Kwenye ukurasa huu utaona visanduku kama hivi (*onyesha mfano uliopo ubaoni*). Nitakuambia kuweka vema kwenye neno mojawapo (*onyesha maneno*) kwenye kisanduku hiki. Kama nikisema, weka vema neno "fua", Naomba uweke vema kwenye neno "fua". (*Weka vema kwenye neno ili waweze kuliona*). Je imeeleweka? Je kuna anayetaka kujaribu?

If anyone raises their hand, clean the tick from the word "fua", and let him/her come up to the chalkboard. Then say "tick the word "fidia". When he/she ticks the word "fidia", ask the class if the student did this correctly. Say "very good" and ask him/her to go back and sit down. / Kama kuna atakayenyoocha mkono, futa vema kutoka neno "fua" na kumtaka mwanafunzi aje mbele ubaoni. Halafu sema 'weka vema kwenye neno "fidia"'. Anapoweka vema kwenye neno "fidia", uliza darasa kama mwanafunzi amepata. Sema "vizuri sana" na mwambie aende kukaa.

pipa	pupa	fua	fidia	jua
------	------	-----	-------	-----

👤 Does everyone understand? Let's begin. / Je wote mmelewa? Haya tuanze.

1. 👤 Put your finger on box number 1 (*Go round and see/check*). Look at me. Tick the word 'meta'. *Repeat word.* / Weka kidole chako kwenye kisanduku cha 1 (*zunguka kucheki*). Niangalie. Weka vema kwenye neno "meta". *Rudia neno.*

2. 👤 Put your finger on box number 2 (*Go round and see/check*). Look at me. Tick the word 'nzuri'. *Repeat word.* / Weka kidole chako kwenye kisanduku cha 2 (*zunguka kucheki*). Niangalie. Weka vema kwenye neno "nzuri". *Rudia neno.*

3. 👤 Put your finger on box number 3 (*Go round and see/check*). Look at me. Tick the word 'washiriki'. *Repeat word.* / Weka kidole chako kwenye kisanduku cha 3 (*zunguka kucheki*). Niangalie. Weka vema kwenye neno "washiriki". *Rudia neno.*

4. 👤 Put your finger on box number 4 (*Go round and see/check*). Look at me. Tick the word 'juu'. *Repeat word.* / Weka kidole chako kwenye kisanduku cha 4 (*zunguka kucheki*). Niangalie. Weka vema kwenye neno "juu". *Rudia neno.*

5. 👤 Put your finger on box number 5 (*Go round and see/check*). Look at me. Tick the word 'yake'. *Repeat word.* / Weka kidole chako kwenye kisanduku cha 5 (*zunguka kucheki*). Niangalie. Weka vema kwenye neno "yake". *Rudia neno.*

👤 Good work. Now put your pencil on your desk and please turn to the next page of the game. / Kazi nzuri. Sasa weka penseli kwenye dawati na uende ukurasa unaofuata wa mchezo.

Word Reading Invented Words / Maneno ya Kubuni

– Page 3 / ukurasa wa 3

INSTRUCTIONS / EXAMPLE: 🗣️ On this page you will see the same kind of boxes but this time the words are made up. These are not words you read in your books so pay close attention to how I pronounce them. Just like we did before, I'm going to ask you to tick one of the made up words after I say it (*point to the example on the chalkboard*). Do you understand? /

MAELEKEZO/MIFANO: 🗣️ Katika ukurasa huu utaona visanduku ambavyo vina maneno ya kutunga tu. Haya si maneno ambayo utayasoma kwenye vitabu vya kiada kwa hiyo sikiliza vizuri nitakapoyasoma. Kama tulivyofanya hapo awali, nitakuambia uweke vema kwenye neno moja la kutunga baada ya mimi kuyatamka (*onyesha mfano uliopo ubaoni*). Mmeelewa?

vyete	vipwe	wenzue	wakiseji	vizareri
-------	-------	--------	----------	----------

1. 🗣️ Put your finger on box number 1 (*Go round and see/check*). Tick the word 'kimula'. *Repeat word.* / Weka kidole chako kwenye kisanduku cha 1 (*zunguka kucheki*). Niangalie. Weka vema kwenye neno 'kimula'. *Rudia neno.*
2. 🗣️ Put your finger on box number 2 (*Go round and see/check*). Tick the word 'leho'. *Repeat word.* / Weka kidole chako kwenye kisanduku cha 2 (*zunguka kucheki*). Niangalie. Weka vema kwenye neno 'leho'. *Rudia neno.*
3. 🗣️ Put your finger on box number 3 (*Go round and see/check*). Tick the word 'twaiana'. *Repeat word.* / Weka kidole chako kwenye kisanduku cha 3 (*zunguka kucheki*). Niangalie. Weka vema kwenye neno 'twaiana'. *Rudia neno.*
4. 🗣️ Put your finger on box number 4 (*Go round and see/check*). Tick the word 'shoke'. *Repeat word.* / Weka kidole chako kwenye kisanduku cha 4 (*zunguka kucheki*). Niangalie. Weka vema kwenye neno 'shoke'. *Rudia neno.*
5. 🗣️ Put your finger on box number 5 (*Go round and see/check*). Tick the word 'sukito'. *Repeat word.* / Weka kidole chako kwenye kisanduku cha 5 (*zunguka kucheki*). Niangalie. Weka vema kwenye neno 'sukito'. *Rudia neno.*

👏 Good work. Now put your pencil on your desk and please turn to the next page of the game. / Kazi nzuri. Sasa weka penseli kwenye dawati na uende ukurasa unaofuata wa mchezo.

Word Meaning Phrase-Picture Match / Kuoanisha Picha na Vifungu vya Maneno.

– Page 4 / ukurasa wa 4

Word Meaning. The child reads the phrases and matches each of them to the corresponding picture. This task should take no more than two minutes. If all pupils finish early, it is not necessary to wait until the timer ends. / Maneno yenye maana. Mwanafunzi asome vifungu vya maneno na kuvioanisha kila kimoja na picha inayofanana nayo. Kazi hii isichukue zaidi ya dakika mbili. Kama wanafunzi wote watamaliza mapema, sio lazima kusubiri muda uishe.

INSTRUCTIONS / EXAMPLE: *Before beginning this section, write two sentences (one above the other) “The boy is standing” and “The boy is sitting” on the chalkboard. To the right of these sentences, draw two pictures on the chalkboard (one above the other): 1) someone sitting; 2) someone standing. Then, say: / MAELEKEZO/MIFANO: Kabla ya kuanza sehemu hii, andika ubaoni sentensi mbili (moja juu ya nyingine) “Mvulana amesimama” na “Mvulana amekaa”. Upande wa kulia wa sentensi hizi chora picha mbili ubaoni (moja juu ya nyingine): 1) mtu akiwa amekaa, 2) mtu akiwa amesimama. Kisha sema:*

👤 On this page you will see six sentences on the left and six pictures on the right. Please read each sentence and then make a line from the sentence to the picture that means what you just read. For example, if the sentence says “The boy is standing”, you should look for a picture of a standing boy and make a line from the sentence to that picture, like this (*draw a line on the chalkboard from the sentence about the standing boy to the picture of the standing boy*). Do you understand? Does someone want to come up and try? / 👤 Katika huu ukurasa mtaona sentensi sita kushoto na picha sita kulia. Tafadhali soma kila sentensi na kisha chora mstari kutoka kwenye sentensi hadi kwenye picha ambayo inaonyesha maana ya kile ulichosoma. Kwa mfano, kama sentensi inasema “Mvulana amesimama”, tafuta picha ya mvulana aliyesimama na kuchora mstari toka kwenye sentensi hadi kwenye picha, kama hivi (*chora mstari ubaoni toka kwenye sentensi ya mvulana aliyesimama hadi kwenye picha ya mvulana aliyesimama*). Je Umeelewa? Nani aje ajaribu zoezi hili?

If anyone raises their hand, have them come up to the chalkboard. Ask them to make a line from the sentence “The boy is sitting” to the picture of the sitting boy. Ask the class if the student did this correctly. Tell them “very good” and then have them sit back at their seat. / Kama kuna atakayenyoocha mkono, waambie waende ubaoni. Mwambie achore mstari kutoka kwenye sentensi “Mvulana amekaa” hadi kwenye picha ya mvulana aliyeketi. Uliza darasa kama mwanafunzi amefanya sawa. Mwambie “vizuri

sana” na mwambie aende kukaa.

👤 Is everyone ready? You will have two minutes to finish matching all 6 sentences and pictures. I will not tell you to move from one sentence to the next. You will do them all by yourself. After 2 minutes I will say “Time is up.” Put your finger on the first sentence (*go round and check*). Begin. / 👤 Je kila mmoja yupo tayari? Utakuwa na dakika mbili za kumaliza kuoanisha sentensi zote 6 na picha. Sitakuambia endelea kutoka sentensi moja kwenda nyingine. Wewe utafanya zote wewe mwenyewe. Baada ya dakika 2 nitakuambia “Muda umekwisha”. Weka kidole chako kwenye sentensi ya kwanza (*zunguka kucheki*). Anza.

- The cat is eating. / Paka anakula.
- The bird is playing. / Ndege anacheza.
- The bird is reading. / Ndege anasoma.
- The cat is sleeping. / Paka amelala.
- The cat is writing. / Paka anaandika.
- The bird is talking. / Ndege anaongea.

***Prepare to stop after 2 minutes. When 2 minutes have passed or when all the pupils have finished, say the following: / *** Jitayarishe kuacha baada ya dakika 2. Dakika 2 zikiisha au wanafunzi wote wakiwa wamemaliza, sema hivi:*

👤 Time is up. Good work. Now put your pencil on your desk and please turn to the next page of the game. / 👤 Muda umekwisha. Kazi nzuri. Weka penseli yako kwenye dawati tafadhali na nenda ukurasa unaofuata wa mchezo.

Reading Comprehension / Kusoma kwa Ufahamu

– Page 5 and 6 / ukurasa wa 5 na 6

INSTRUCTIONS / EXAMPLE. 🗣️ In this section, **you** will read a short story silently for 2 minutes. After 2 minutes, you will read 5 questions about the story. You will tick the correct answer from the list of answers given for each question. Let us begin with an example. / MAELEKEZO/MIFANO: 🗣️ Katika sahemu hii, utasoma hadithi fupi kwa dakika 2. Baada ya dakika 2, utasoma maswali 5 juu ya hadithi. Utaweka vema kwenye jibu sahihi kutoka kwenye orodha ya majibu uliyopewa kwa kila swali. Tuanze kwa mfano.

First, write the example story, the example question and the example list of answers given on the board. Then, ask children to pay attention as you have a pupil read the short story aloud to the class. Finally, have a pupil read the question and the list of answers given to the question. / Kwanza, andika mfano wa hadithi, mfano wa swali na mfano wa orodha ya majibu ubaoni. Halafu, waambie wanafunzi wakusikilize kwa makini wakati mwanafunzi anasoma kwa sauti hadithi fupi darasani. Mwishoni, mwanafunzi asome swali na orodha ya majibu yaliyotolewa kwa swali.

EXAMPLE TO WRITE ON THE BOARD: / MFANO WA KUANDIKA UBAONI:

Justus is at school. Justus has found his pencil. Justus is happy.

Justus yupo shuleni. Justus amepata penseli yake. Justus anafuraha.

Example Question (write on board) - What has Justus found? / Mfano wa Swali (andika ubaoni) – Justus amepata nini?

Example list of answers given (write on board): / Mifano ya majibu iliyotolewa (iandike ubaoni):

A	B	C	D
Shoes / Viatu	Pencil / Penseli	School / Shule	Book / Kitabu

🗣️ Does anyone want to read this story for the class? [If a pupil raises his/her hand, have them read the story aloud.] Thank you. / 🗣️ Nani anataka kutusomea hii hadithi? [kama mwanafunzi atanyoosha kidole, mpe nafasi ya kusoma kwa sauti.] Asante.

👤 Now does anyone want to read the question? [If a pupil raises his/her hand, have them read the story aloud.] Thank you. / 👤 Nani sasa anataka kusoma swali? [Kama mwanafunzi atanyoosha kidole, mpe nafasi ya kusoma swali kwa sauti.] Asante.

👤 Who is prepared to come and tick the correct answer? / 👤 Nani yuko tayari kuja na kuvema kwenye jibu sahihi?

When the pupil ticks the correct option [pencil], say “well done.” Ask the class to clap for him/her and have him/her sit down. / Mwanafunzi atakapo weka vema kwenye jibu sahihi [penseli], sema “vizuri sana”. Waambie wanafunzi wampigie makofi na baadaye aketi.

👤 It is now time for you to read a story on your own. This time you will all read the story on your paper silently to yourself. Put your finger on the story on the paper in front of you. Are all of you ready? / 👤 Sasa ni muda wako wa kusoma hadithi. Safari hii utasoma hadithi kimya iliyopo kwenye karatasi. Weka kidole kwenye hadithi iliyo kwenye karatasi mbele yako. Wote mpo tayari?

****Before starting, check to make sure pupils have their finger on the reading passage. / ***Kabla ya kuanza, hakikisha wanafunzi wameweka kidole kwenye hadithi watakasoma.*

👤 Good. If you finish the story, read it again to make sure that you understand it. Now begin to read. / 👤 Vizuri. Kama ukimaliza kusoma hadithi, isome tena ili hakikisha unielewa. Sasa anza kusoma.

[Short story pupils will read *silently*. DO NOT READ ALOUD.] / [Hadithi fupi ambayo wanafunzi watasoma kimya. USISOME KWA SAUTI.]

Chanda is in the garden of flowers. He is picking white flowers. After some time he saw yellow butterflies standing on the flowers. Chanda looked at them keenly and he was happy. The butterflies stood on the flowers pecking at them. Chanda called his friends loudly to come and look at the beautiful butterflies. All the butterflies flew away. When Chanda’s friends came they did not see them. / *Chanda yupo kwenye bustani ya maua. Amesimama anachuma maua meupe. Baada ya muda aliona vipepeo wa njano wakitua kwenye maua. Chanda akawaangalia kwa makini na kufurahi. Vipepeo wakasimama kwenye maua na kuyadonoa. Chanda akawaita kwa sauti kubwa rafiki zake waje waone vipepeo wazuri. Vipepeo wote wakaruka na kuondoka. Rafiki zake Chanda walipofika wakakuta vipepeo hawapo.*

****Prepare to stop after 2 minutes. When 2 minutes have passed, say the following: / *** Jiandae kusimamisha zoezi baada ya dakika 2. Dakika 2 zikiisha, sema yafuatayo:*

🕒 Time is up. Please stop reading. Now turn the next page and prepare to answer the questions about the story. / 🕒 Muda umekwisha. Tafadhali acha kusoma. Sasa fungua ukurasa mwingine na jiandae kujibu maswali juu ya hadithi uliyosoma.

****Make sure all the pupils have turned to the correct page before proceeding. / *** Hakikisha wanafunzi wote wamefungua ukurasa sahihi kabla ya kuendelea.*

🕒 There are five questions about the story on this page. Each question is on top of boxes with possible answers. Tick the correct answer for each question. You will have a few minutes to answer all five of these questions by ticking the word or words in one of the boxes that gives the correct answer to the question. / 🕒 Yapo maswali matano kwenye ukurasa huu. Kila swali lipo juu ya kisandukui pamoja na uwezekano wa majibu. Weka vema kwenye jibu sahihi kwa kila swali. Utakuwa na muda mfupi wa kujibu maswali yote matano kwa kuweka vema neno au maneno kwenye kisanduku ambayo yanakupa jibu sahihi kwa swali.

🕒 Begin. / 🕒 Anza.

****Prepare to stop after 4 minutes. When 4 minutes have passed or all the pupils have completed this task, say the following: / *** Jiandae kuacha baada ya dakika 4. Dakika 4 zikiisha au wanafunzi wote wakiwa wamemaliza hii kazi, sema haya yafuatayo:*

1. Which colour of flowers did Chanda pick? / Chanda alichuma maua ya rangi zipi?

Garden / Bustani	White / Nyeupe	Red / Mekundu	Yellow / Njano	Picking / Chuma
---------------------	-------------------	------------------	-------------------	--------------------

2. Who was happy to see the butterflies? / Ni nani alifurahi kuwaona vipepeo?

Time / Maua	Garden / Bustani	Chanda / Chanda	Friends / Rafiki	Colours / Rangi
-------------	---------------------	--------------------	---------------------	--------------------

3. Where did the butterflies stand? / Vipepeo walisimama kwenye nini?

On flowers / Maua	Yellow / Njano	Pecking / Kuchuma	Butterfly / Vipepeo	Colours / Rangi
----------------------	-------------------	----------------------	------------------------	--------------------

4. What kind of voice did Chanda call his friends? / Chanda aliwaita rafiki zake kwa sauti ipi?

Colours / Rangi	Beautiful / Mazuri	Butterflies / Vipepeo	Friends / Rafiki	Loud / Kubwa
--------------------	-----------------------	--------------------------	---------------------	--------------

5. Why did the butterfly fly away? / Kwa nini vipepeo waliruka na kuondoka?

Chanda's friends came / Marafiki wa Chanda walikuja	Chanda looked at them keenly / Chanda aliwaangalia kwa makini	They pecked the flowers / Walidonoa maua	They flew away / Waliruka na kuondoka	Chanda's loud voice frightened them / Sauti kubwa ya Chanda iliwastua
---	--	---	--	---

🕒 Time is up. Please stop writing. Good work. Now put your pencil down on your desk and turn to the next page. / 🕒 Muda umekwisha. Tafadhali acha kuandika. Kazi nzuri. Weka kalamu chini na fungua ukurasa unaofuata.

Maze/Sentence Completion / Kukamilisha Sentensi

– Page 7 / ukurasa wa 7

INSTRUCTIONS / EXAMPLE: *Before beginning this section, write the following example on the chalkboard. / MAELEKEZO/ MFANO: Kabla ya kuanza sehemu hii, andika mfano huu ubaoni.*

Example: I like to read (ball / dog / books). / Mfano: Napenda kusoma (mpira / mbwa / vitabu).

👁️ In this section, you will read a short story silently. In the story, you will need to complete some of the sentences correctly with one of the list of words given. Underline the correct word or words that fit in the sentence. Sometimes the missing word/words will be at the end of the sentence and sometimes it will be in the middle. / 👁️ Katika sehemu hii utatakiwa kusoma kimya hadithi fupi. Katika hadithi hii utahitaji kumaliza baadhi ya sentensi kwa usahihi ukitumia neno moja katika orodha ya maneno uliyopewa. Pigia mstari neno au maneno sahihi yanayoendana na sentensi. Mara nyingine neno/maneno yanayokosekana yatakuwa mwishoni mwa sentensi na mara nyingine yatakuwa katikati.

👁️ Does anyone want to try? / 👁️ Nani anataka kujaribu?

If anyone raises their hand, let him/her come up to the chalkboard. Then say “underline the word that completes the sentence.” When he/she underlines the word “books”, say “Very good. The sentence is ‘I like to read books.’” Ask the pupil to go back and sit down at his/her seat. / Kama kuna atakayenyosha mkono, mwambie aje ubaoni. Sema “pigia mstari neno linalomalizia sentensi,” Atakapo pigia mstari neno “vitabu”, sema “Vizuri sana”. Sentensi ni ‘Napenda kusoma vitabu.’” Mwambie mwanafunzi arudi kukaa.

👁️ Does everyone understand? Put your finger on the first word of the story (*go round and see/check*). Ok, begin. / 👁️ Je kila mmoja ameelewa? Weka kidole chako kwenye neno la kwanza la hadithi (*zunguka uona/cheki*). Haya, anza.

Maze Passage

On Saturday Yambile went to the lake to fish.

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

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

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

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Page 17 of
Pupil Stimuli Sheet

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

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

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

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

Yambile ran home with the bag of fish.

Siku ya Jumamosi Yambile alikwenda ziwani kuvua samaki.

Ziwa lilikuwa kubwa na aliwaona samaki (wakiogelea/wakipokea/wakilima).

Yambile alivua samaki wadogo watano kwa (fimbo/ndoana/jembe).

Akaketi kando ya ziwa ili (awashe /aokote/ale) moto.

Akaangalia mfukoni alipokuwa ameweka (ndoana/pochi/kibiriti) ili awashe moto.

Yambile hakukiona hivyo akasimama ili (apige/arudi/apike) nyumbani.

Ndege wakubwa wakaja aliposimama wakataka (kusoma/kuchukua/kukata) samaki.

Haraka akawakusanya samaki na kuwaficha kwenye (kamba/kiti/mfuko).

Yambile akakimbia nyumbani na mfuko wa samaki.

***Prepare to stop after 3 minutes. When 3 minutes have passed or all the pupils have finished, say the following: / ***Jitayarishe kuacha baada ya dakika 3. Dakika 3 zikiisha au wanafunzi wote wakiwa wamemaliza, sema hivi:*

🕒 Time is up. Please stop writing. Good work. Now put your pencil down on your desk and turn to the next page. / 🕒 Muda umekwisha. Tafadhali acha kuandika. Kazi nzuri. Sasa weka kalamu kwenye dawati na fungua ukurasa unaofuata.

Dictation Sentence / Imla Sentensi

– Page 8 / ukurasa wa 8

NOTE TO ASSESSOR: You will read the sentences one time at regular speed. Then you will repeat the sentence a second time at about one word per second. Then wait about five seconds and repeat the sentence a third time. Then give the children about 15 seconds to finish writing the sentence. / NENO KWA MPIMAJI: Utasoma sentensi moja kwa kasi ya kawaida. Rudia sentensi mara ya pili kwa kusoma neno kwa sekunde moja. Kisha subiri kwa sekunde tano ndipo urudie tena sentensi mara ya tatu. Kisha wape wanafunzi sekunde kama 15 ili wakamilishe kuandika sentensi.

INSTRUCTIONS: 🗣️ Now I am going to read you three short sentences. Please listen carefully. I will read each sentence once. Then I will read it slowly a second time so you can write what you hear. I will then read it again so that you can check your work. We will do each sentence separately. Do you understand? Ok. Let's begin. / **MAELEKEZO:** 🗣️ Sasa nitakusomea sentensi tatu fupi. Tafadhali sikiliza vizuri. Nitasoma kila sentensi mara moja. Kisha nitasoma kila sentensi mara ya pili ili uweze kuandika unachosikia. Nitasoma tena polepole ili uangalie kazi yako. Tutasoma kila sentensi peke yake. Umeelewa. Sawa. Tuanze.

🗣️ Put your pencil at the beginning of the first line on the paper and listen carefully to each sentence I read. Then write down the sentences on your answer sheet. You will write one sentence on each line. The first sentence is: "We love writing." ****Repeat the sentence slowly. Wait about five seconds, then say:** / 🗣️ Weka kalamu yako mwanzoni mwa mstari wa kwanza katika karatasi na usikilize kwa makini kila sentensi nitakayosoma. Kisha uandike kila sentensi kwenye karatasi ya majibu. Utaandika kila sentensi kwenye kila mstari. Sentensi ya kwanza ni: "Tunapenda kuandika." ****Rudia sentensi polepole. Subiri kwa muda wa kama sekunde tano, kisha sema:**

🗣️ We love writing. ****Wait about 15 seconds, then say:** / 🗣️ Tunapenda kuandika. ****Subiri kwa muda wa sekunde 15, kisha sema:**

🗣️ Good. The second sentence is "Learning at school is fun." ****Repeat the sentence slowly. Wait about five seconds, then say:** / 🗣️ Vizuri. Sentensi ya pili ni, "Kujifunza shuleni ni burudani." ****Rudia sentensi polepole. Subiri kwa sekunde tano, kisha sema:**

👤 Learning at school is fun. ***Wait about 15 seconds, then say: / 👤 Kujifunza shuleni ni burudani. **Subiri kwa sekunde 15 kisha sema:*

👤 Good. The third sentence is “This game is my favorite.” ***Repeat the sentence slowly. Wait about five seconds, then say: / 👤 Vizuri. Sentensi ya tatu ni, “Huu mchezo ndio ninaupenda. **Rudia kusema sentensi polepole. Subiri kwa sekunde tano, kisha sema:*

👤 This game is my favorite. ***Wait about 15 seconds, then say: / 👤 Huu mchezo ndio ninaupenda. **Subiri sekunde 15, kisha sema:*

👤 Time is up. Please stop writing. Good work. Now put your pencil down and turn to the last page of the game. / 👤 Muda umekwisha. Tafadhali acha kuandika. Kazi nzuri. Sasa weka kalamu chini na fungua ukurasa wa mwisho wa mchezo.

Word Separation/ Tenganisha Maneno

– Page 9 / ukurasa wa 9

INSTRUCTIONS: 🗨️ On the paper in front of you there are long lines of words. All of the words have been run together so that there are no spaces and no punctuation. For this game, you are to start from the beginning and find as many words as possible in the time allotted. Each time you find a word, draw a line/slash after it. Find the words in the line that create a story. You will have 2 minutes to complete this game. /

MAELEKEZO: 🗨️ Mbele yako kwenye karatasi kuna mstari mrefu wa maneno. Maneno yote yameunganishwa pamoja kiasi kwamba hakuna nafasi na hakuna vituo. Kwa mchezo huu utanza tangu mwanzo kutafuta maneno mengi kwa kadri unavyoweza kwa muda uliopangwa. Kila wakati unapona neno, weka alama ya mstari/mkato baada yake. Tafuta maneno katika mstari ambayo yanaunda hadithi. Utakuwa na dakika 2 za kukamilisha mchezo huu.

EXAMPLE #1 /MFANO #1

READINGMAKESHAWAVEERYHAPPY/ KUSOMAHUMFANYAHAWAAFURAHISANA

🗨️ Does anyone want to try? / 🗨️ Nani anataka kujaribu?

If anyone raises their hand, let him/her come up to the chalkboard. Then say “draw a slash line where you find the words in this line so that you make a sentence.” When he/she draws the slash lines in the correct places, say “Very good. The sentence is ‘Reading makes Hawa very happy.’” Ask the pupil to go back and sit down at his/her seat. / Kama kuna atakayenyoocha mkono, mwambie aje ubaoni. Sema “weka mstari mkato utakapona neno ili kutenganisha neno na neno katika mstari ili kutengeneza sentensi,” Atakapo weka mstari mkato sehemu sahihi sema “Vizuri sana. Sentensi ni ‘Kusoma humfanya Hawa afurahi sana.’” Mwambie mwanafunzi arudi kukaa.

🗨️ Let’s try another example. Does anyone want to try? / 🗨️ Tujaribu mfano mwingine. Kuna anayetaka kujaribu?

EXAMPLE #2 /MFANO #2

FRIENDSPLAYEDUNDERTHETREE / MARAFIKIWALICHEZACHINIYAMTI

🗨️ Does anyone want to try? / 🗨️ Nani anataka kujaribu?

If anyone raises their hand, let him/her come up to the chalkboard. Then say “draw a

slash line where you find the words in this line so that you make a sentence.” When he/she draws the slash lines in the correct places, say “Very good. The sentence is ‘Friends played under the tree.’” Ask the pupil to go back and sit down at his/her seat. / Kama kuna atakayenyoosha mkono, mwambie aje ubaoni. Sema “weka mstari mkato utakapoona neno ili kutenganisha neno na neno katika mstari ili kutengeneza sentensi,” Atakapo weka mstari mkato sehemu sahihi sema “Vizuri sana. Sentensi ni ‘Marafiki walicheza chini ya mti’” Mwambie mwanafunzi arudi kukaa.

👤 Does everyone understand? In this game there are 11 lines like this that make a story. Try to get as far as you can in 2 minutes working quickly and carefully. Put your finger on the first word of the story (*go round and see/check*). Ok, begin. / 👤 Je kila mmoja ameelewa? Weka kidole chako kwenye neno la kwanza la hadithi (*zunguka uona/cheki*). Haya, anza.

SIKUMOJAFURAHAAALIKWENDAPORINIKUCHUMAMATUNDANJIANIALIMWONABIBIMLE
MAVUAMEKETICHINIFURAHAAALIOGOPAATAKAKUKIMBIABIBIALIMWAMBIAUSIOGO
PELAKINIFURAHAAKAZIDIKUOGOPABIBIAKAMWOMBAMFURAHAAAMTOEMWIBAMGUUN
IFURAHAAALIMSOGEELEAAKACHUKUAKISUNAKUMTOAMWIBAMGUUNIBIBIALIMSHUKU
RKFURAHANAKUMWAMBIAAMFUATENYUMBANIKWAKEWALIPOFIKANYUMBANIBIBIA
LIMCHUMIAFURAHAMACHUNGWAMENGIFURAHAAALIFURAHISANAAMKAMSHUKURUBIB
ITANGUSIKUHIYOFURAHAAHAKUACHAKUWASAIKAWATU

***Prepare to stop after 2 minutes. When 2 minutes have passed or all the pupils have finished, say the following: /** Jitayarisha kuacha baada ya dakika 2. Dakika 2 zikiisha au wanafunzi wote wakiwa wamemaliza, sema hivi:*

👤 Time is up. Put your pencil down. Good work. You have now completed this game. Congratulations. / 👤 Muda umekwisha. Weka penseli kwenye dawati. Kazi nzuri. Umemaliza mchezo huu. Hongera.

******After releasing the pupils, conduct the Pupil Exercise Book Inventory using the form at the back of the School Instrument. / ***Baada ya wanafunzi kutoka, pitia daftari za wanafunzi na jaza fomu zilizopo nyuma ya kifaa cha shule.***

TANZANIA

Usimamizi wa kikundi cha EGRA Upimaji wa LQAS
Fomu ya mwanafunzi

Pilot –Fomu A

Umri _____

Mvulana

Msichana

Nimeelezwa hii kazi na nakubali kushiriki.

Ndiyo

1

Sauti za Herufi

1.	e	d	t	b	p
----	---	---	---	---	---

2.	v	z	y	m	w
----	---	---	---	---	---

3.	ch	k	f	g	h
----	----	---	---	---	---

4.	j	y	i	ch	g
----	---	---	---	----	---

5.	m	n	h	r	k
----	---	---	---	---	---

6.	B	E	H	D	I
----	---	---	---	---	---

7.	F	Z	B	S	H
----	---	---	---	---	---

Maneno Yanayojulikana

1.	meza	meta	mbega	mawe	mate
----	------	------	-------	------	------

2.	ndizi	nyuzi	inzi	kizuri	nzuri
----	-------	-------	------	--------	-------

3.	washiriki	wanaashiri	haishiriki	wanaishi	wasili
----	-----------	------------	------------	----------	--------

4.	huu	huo	huyu	juu	jua
----	-----	-----	------	-----	-----

5.	vyake	yake	yahe	yeyuka	yetu
----	-------	------	------	--------	------

3

Maneno ya Kubuni

1.	kijumula	kimula	kiinzula	kamuila	kinulila
----	----------	--------	----------	---------	----------

2.	riga	linja	leho	rabo	lewo
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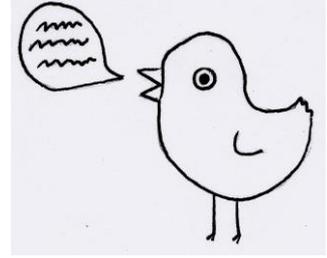
3.	tunewana	titwana	tuwainena	twaiana	twaikona
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4.	siogeke	shoeke	soge	shoke	choake
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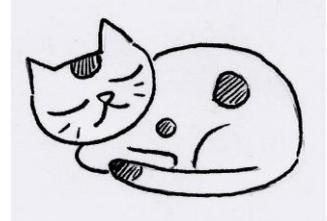
5.	sujigo	sukito	sokato	suchilo	sukoka
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Kuoanisha Picha na Vifungu vya Maneno

Paka anakula.



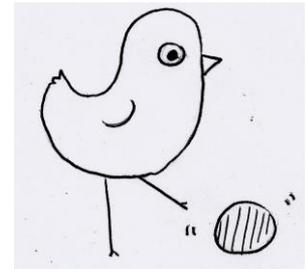
Ndege anacheza.



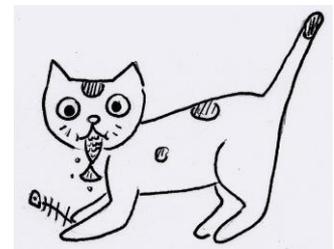
Ndege anasoma.



Paka amelala.



Paka anaandika.



Ndege anaongea.



Chanda yupo kwenye bustani ya maua. Amesimama anachuma maua meupe. Baada ya muda aliona vipepeo wa njano wakitua kwenye maua. Chanda akawaangalia kwa makini na kufurahi. Vipepeo wakasimama kwenye maua na kuyadonoa. Chanda akawaita kwa sauti kubwa rafiki zake waje waone vipepeo wazuri. Vipepeo wote wakaruka na kuondoka. Rafiki zake Chanda walipofika wakakuta vipepeo hawapo.

Chanda yupo kwenye bustani ya maua. Amesimama anachuma maua meupe. Baada ya muda aliona vipepeo wa njano wakitua kwenye maua. Chanda akawaangalia kwa makini na kufurahi. Vipepeo wakasimama kwenye maua na kuyadonoa. Chanda akawaita kwa sauti kubwa rafiki zake waje waone vipepeo wazuri. Vipepeo wote wakaruka na kuondoka. Rafiki zake Chanda walipofika wakakuta vipepeo hawapo.

1. Chanda alichuma maua ya rangi zipi?

Bustani	Nyeupe	Mekundu	Njano	Chuma
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2. Ni nani alifurahi kuwaona vipepeo?

Maua	Bustani	Chanda	Rafiki	Rangi
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3. Vipepeo walisimama kwenye nini?

Maua	Njano	Rangi	Vipepeo	Kuchuma
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4. Chanda aliwaita rafiki zake kwa sauti ipi?

Rangi	Mazuri	Vipepeo	Kubwa	Rafiki
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5. Kwa nini vipepeo waliruka na kuondoka?

Marafiki wa Chanda walikuja	Chanda aliwaangalia kwa makini	Walidonoa maua	Waliruka na kuondoka	Sauti kubwa ya Chanda iliwastua
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Kukamilisha Sentensi

Siku ya Jumamosi Yambile alikwenda ziwani kuvua samaki.

Ziwa lilikuwa kubwa na aliwaona samaki (wakiogelea / wakipokea / wakilima).

Yambile alivua samaki wadogo watano kwa (fimbo / ndoana / jembe).

Akaketi kando ya ziwa ili (awashe / aokote / ale) moto.

Akaangalia mfukoni alipokuwa ameweka (ndoana / pochi / kibiriti) ili awashe moto.

Yambile hakukiona hivyo akasimama ili (apige / arudi / apike) nyumbani.

Ndege wakubwa wakaja aliposimama wakataka (kusoma / kuchukua / kukata) samaki.

Haraka akawakusanya samaki na kuwaficha kwenye (kamba / kiti / mfuko).

Yambile akakimbia nyumbani na mfuko wa samaki.

Imla - Sentensi

Tenganisha Maneno

SIKUMOJAFURAHAAALIKWENDAPORINIKUCHUMAMATUNDANJIANIALIMWONABIBI

MLEMAVUAMEKETICHINIFURAHAAALIOGOPAAKATAKAKUKIMBIABIBIALIMWAMBIA

USIOGOPELAKINIFURAHAAKAZIDIKUOGOPABIBIAKAMWOMBAFURAHAAAMTOEMWIBA

MGUUNIFURAHAAALIMSOGELEAAKACHUKUAKISUNAKUMTOAMWIBAMGUUNIBIBI

ALIMSHUKURUFURAHANAKUMWAMBIAAMFUATENYUMBANIKWAKEWALIPOFIKA

NYUMBANIBIBIALIMCHUMIAFURAHAMACHUNGWAMENGIFURAHAAALIFURAHISANA

AKAMSHUKURUBIBITANGUSIKUHIYOFURAHAAKUACHAKUWASAIIDIAWATU

TANZANIA

Usimamizi wa kikundi cha EGRA Upimaji wa LQAS

Fomu ya mwanafunzi

Pilot –Fomu B

Umri _____

Mvulana

Msichana

Nimeelezwa hii kazi na nakubali kushiriki.

Ndiyo

1

Sauti za Herufi

1.	t	b	e	d	p
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2.	y	w	z	v	m
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3.	h	f	ch	k	g
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4.	g	ch	i	j	y
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5.	r	m	k	n	h
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6.	E	I	B	H	D
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7.	S	F	H	Z	B
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2

Maneno Yanayojulikana

1.	meza	mbega	mate	meta	mawe
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2.	nzuri	inzi	ndizi	nyuzi	kizuri
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3.	wanaishi	wasili	washiriki	haishiriki	wanaashiri
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4.	juu	huyu	huu	jua	huo
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5.	yetu	yahe	vyake	yeyuka	yake
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3

Maneno ya Kubuni

1.	kinulila	kamuila	kimula	kijumula	kiinzula
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2.	linja	riga	lewo	leho	rabo
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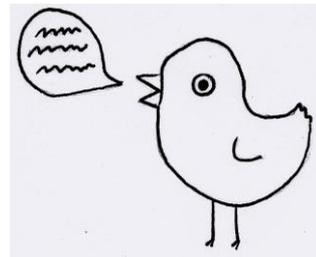
3.	twaiana	tunewana	titwana	twaikona	tuwainena
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4.	shoeke	siogeke	choake	soge	shoke
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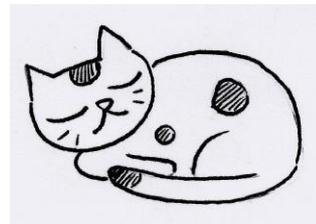
5.	sokato	sujigo	sukoka	sukito	suchilo
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Kuoanisha Picha na Vifungu vya Maneno

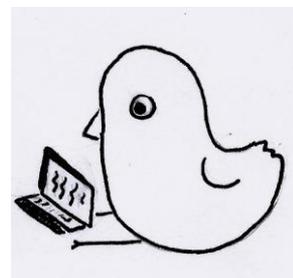
Paka anaandika.



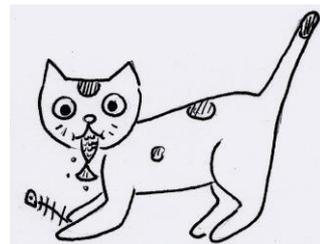
Paka anakula.



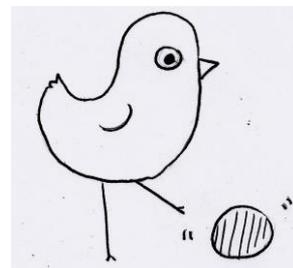
Ndege anacheza.



Ndege anasoma.



Ndege anaongea.



Paka amelala.



Chanda yupo kwenye bustani ya maua. Amesimama anachuma maua meupe. Baada ya muda aliona vipepeo wa njano wakitua kwenye maua. Chanda akawaangalia kwa makini na kufurahi. Vipepeo wakasimama kwenye maua na kuyadonoa. Chanda akawaita kwa sauti kubwa rafiki zake waje waone vipepeo wazuri. Vipepeo wote wakaruka na kuondoka. Rafiki zake Chanda walipofika wakakuta vipepeo hawapo.

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1. Chanda alichuma maua ya rangi zipi?

Mekundu	Njano	Chuma	Nyeupe	Bustani
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2. Ni nani alifurahi kuwaona vipepeo?

Chanda	Rafiki	Bustani	Rangi	Maua
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3. Vipepeo walisimama kwenye nini?

Vipepeo	Rangi	Maua	Kuchama	Njano
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4. Chanda aliwaita rafiki zake kwa sauti ipi?

Mazuri	Vipepeo	Rafiki	Rangi	Kubwa
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5. Kwa nini vipepeo waliruka na kuondoka?

Waliruka na kuondoka	Marafiki wa Chanda walikuja	Sauti kubwa ya Chanda iliwastua	Chanda aliwaangalia kwa makini	Walidonoa maua
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Kukamilisha Sentensi

Siku ya Jumamosi Yambile alikwenda ziwani kuvua samaki.

Ziwa lilikuwa kubwa na aliwaona samaki (wakipokea / wakilima / wakiogelea).

Yambile alivua samaki wadogo watano kwa (ndoana / fimbo / jembe).

Akaketi kando ya ziwa ili (aokote / ale / awashe) moto.

Akaangalia mfukoni alipokuwa ameweka (pochi / kibiriti / ndoana) ili awashe moto.

Yambile hakukiona hivyo akasimama ili (arudi / apike / apige) nyumbani.

Ndege wakubwa wakaja aliposimama wakataka (kukata / kusoma / kuchukua) samaki.

Haraka akawakusanya samaki na kuwaficha kwenye (kiti / mfuko / kamba).

Yambile akakimbia nyumbani na mfuko wa samaki.

Imla - Sentensi

Tenganisha Maneno

SIKUMOJAFURAHAAALIKWENDAPORINIKUCHUMAMATUNDANJIANIALIMWONABIBI

MLEMAVUAMEKETICHINIFURAHAAALIOGOPAAKATAKAKUKIMBIABIBIALIMWAMBIA

USIOGOPELAKINIFURAHAAKAZIDIKUOGOPABIBIAKAMWOMBAFURAHAAAMTOEMWIBA

MGUUNIFURAHAAALIMSOGELEAAKACHUKUAKISUNAKUMTOAMWIBAMGUUNIBIBI

ALIMSHUKURUFURAHANAKUMWAMBIAAMFUATENYUMBANIKWAKEWALIPOFIKA

NYUMBANIBIBIALIMCHUMIAFURAHAMACHUNGWAMENGIFURAHAAALIFURAHISANA

AKAMSHUKURUBIBITANGUSIKUHIYOFURAHAAKUACHAKUWASAIIDIAWATU

TANZANIA LQAS TIME ON TASK TABLE

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SINGLE SCHOOL AND TEACHER RESULTS

TANZANIA LQAS			
SCHOOL + TEACHER RESULTS / SHULE + MATOKEO ya WALIMU			
REGION: / MKOA:		DISTRICT: / WILAYA:	
SCHOOL: / SHULE:		ASSESSOR: / MPIMAJI:	
TEACHER CLASSROOM #: MWALIMU WA DARASA#:		DATE OF ASSESSMENT: / TAREHE YA UPIMAJI:	
SCORE KEY: / UFUNGUO NA ALAMA ZA MATOKEO: CORRECT / SAHIHI =1 NOT CORRECT / SIYO SAHIHI =0 MISSING / ISIYOONEKANA =X			
No.	Indicator / Kiashiria	Code for a Correct/Appropriate Response or Observation / Geresho la iliyosahihi/Majibu yanayofaa/ Uchunguzi	SCORE / REKODI ALAMA
TEACHER ATTENDANCE / MAHUDHURIO YA MWALIMU			
2.4	% of Teachers employed by the school who are present on the day of the survey. / % ya Walimu walioajiriwa na shule ambao wapo siku ya uchunguzi (2.1/2.2)X100 = _____%	80% or more of teachers must be observed present at start of the school day = 1 / 80% au zaidi ya walimu lazima wachunguzwe kama wapo shule inapoanza= 1	
PUPIL ATTENDANCE / MAHUDHURIO YA WANAFUNZI			
11.4	% of registered pupils in selected Standard 3 class that are in attendance on the day of the visit. / % ya wanafunzi walioandikishwa kwenye Darasa la 3 lililochaguliwa ambao wamehudhuria siku ya ziara (11.1/11.2)X100 = _____%	80% or more of pupils must be observed present on the day of the school visit to score 1 for PUPIL ATTENDANCE / 80% au zaidi ya wanafunzi wawe wameonekana wapo shuleni siku ya ziara ili kupata alama 1 kwa MAHUDHURIO YA WANAFUNZI	
PUPIL ENGAGEMENT: KISWAHILI / USHIRIKI WA WANAFUNZI: KISWAHILI			
9.1	Majority of pupils actively engaged in listed reading activities / Wanafunzi wengi wameshiriki kikamilifu katika shughuli ya kusoma iliyoorodheshwa	Must have score of 1 for 9.1 to score 1 for PUPIL ENGAGEMENT: KISWAHILI LANGUAGE / Lazima awe na alama 1 kwenye 9.1 ili kupata alama 1 kwenye USHIRIKI WA WANAFUNZI: KISWAHILI	

SINGLE SCHOOL AND TEACHER RESULTS

TIME ON TASK: KISWAHILI / MUDA WA KUFANYA KAZI: KISWAHILI		
<p>7.5, 6.3, 6.4</p> <p>Did the Kiswahili language reading lesson last 40 minutes or more <u>and</u> did the teacher cover an appropriate unit for this time of the school year? / Je somo la Kiswahili la kusoma lilifundishwa kwa dakika 40 au zaidi na je mwalimu alifundisha sura sahihi inayoendana na wakati huu wa mwaka wa shule?</p>	<p><i>See 6.3 for the total number of units or chapters in Standard 3 Kiswahili Language Reader. Use <u>Time on Task Table</u> to determine which unit should be covered at time of school visit. COMPARE THIS NUMBER TO THE VALUE IN 6.4. The teacher should not be more than two units behind. It is fine for the teacher to be ahead. / Ona 6.3 ili kujua idadi ya sura katika kitabu cha Kiswahili cha Kusoma cha Darasa la 3. Tumia Jedwali la Muda wa Kufanya kazi ili kujua ni sura ipi iliyofundishwa wakati wa ziara. LINGANISHA HII NAMBA NA THAMANI KWENYE 6.4. Mwalimu anatakiwa asiwe nyuma zaidi ya sura mbili. Ni sawa mwalimu akiwa mbele.</i></p> <p>Must have score of 1 on 7.5 <u>and</u> be teaching from appropriate unit for the time of the year to score 1 overall on TIME ON TASK: KISWAHILI / Lazima awe na alama 1 kwa 7.5 <u>na</u> awe anafundisha sura inayoendana na kipindi hiki cha mwaka ili aweze kupata alama 1 kwa jumla kwenye MUDA WA KUFANYA KAZI: KISWAHILI.</p>	

SINGLE SCHOOL AND TEACHER RESULTS

KISWAHILI READING PRACTICE / MAZOEZI YA KUSOMA KISWAHILI		
8.1, 8.2, 8.3, 8.4, 8.5	Teacher carries out reading practice appropriately / Mwalimu anaendesha mazoezi ya kusoma kwa usahihi.	Must have, at a minimum, a 1 for 8.1 and a 1 for 8.5, as well as a 1 for any of the following: 8.2, 8.3, or 8.4, to score 1 overall for KISWAHILI READING PRACTICE. / Lazima awe, kwa uchache, na 1 kwenye 8.1 na 1 kwa 8.5, pia 1 kwa hizi zifuatazo:8.2, 8.3, au 8.4, mpaka 1 kwa ujumla kwa MAZOEZI YA KUSOMA KWENYE KISWAHILI.
AVAILABILITY OF KISWAHILI TEACHER MATERIALS / UPATIKANAJI WA VIFAA VYA KUFUNDISHIA KWA MWALIMU KWENYE SOMO LA KISWAHILI		
5.1, 5.2	Teacher has Standard 3 Teacher's Guide and Kiswahili scheme of work. / Mwalimu ana Kiongozi cha Mwalimu na Azimio la kazi kwa Darasa la 3	Must have score of 1 for 5.1 and 1 for 5.2 to score 1 for AVAILABILITY OF KISWAHILI TEACHER MATERIALS / Lazima awe na alama ya 1 kwa 5.1 na 1 kwa 5.2 ili kupata 1 kwa UPATIKANAJI WA VIFAA VYA KUFUNDISHIA KWA MWALIMU KWENYE SOMO LA KISWAHILI
AVAILABILITY OF KISWAHILI PUPIL MATERIALS / UPATIKANAJI WA VIFAA VYA KUFUNDISHIA WANAFUNZI KISWAHILI		
6.1, 11.1	% of students having access to a KISWAHILI READER / % ya wanafunzi wanavyo vitabu vya kiada kwenye KISWAHILI (6.1/11.1)X100 = _____%	Must be sufficient Kiswahili language readers for 50% or more of registered pupils to score 1 for AVAILABILITY OF KISWAHILI PUPIL MATERIALS / Lazima viwe vya kutosha kwenye Kiswahili kwa 50% au zaidi kwa wanafunzi waliondikwa ili kupata 1 kwa UPATIKANAJI WA VIFAA VYA KUFUNDISHIA WANAFUNZI KISWAHILI.
TEACHER PREPAREDNESS: KISWAHILI / UTAYARI WA MWALIMU: KISWAHILI		
5.5, 10.2	Teacher has a prepared lesson plan that refers to the teacher's guide, syllabus or scheme of work and the teachers lessons follows the prepared lesson plan. / Mwalimu analo andalio la somo ambalo lina rejea kiongozi cha mwalimu, muhtasari au maazimio ya kazi na somo la mwalimu linafuata andalio hilo.	Must have score of 1 for 5.5 and a score of 1 for 10.2 to score 1 for TEACHER PREPAREDNESS: KISWAHILI / Lazima awe na alama 1 kwa 5.5 na alama 1 kwa 10.2 ili kupata alama ya 1 kwa UTAYARI WA MWALIMU: KISWAHILI
TOTAL SCORE / JUMLA YA ALAMA		

TANZANIA LQAS
PUPIL ASSESSMENT RESULTS / UPIMAJI WA MATOKEO YA WANAFUNZI

REGION: / MKOA:		DISTRICT: / WILAYA:								SCHOOL: / SHULE:											
ASSESSOR: / MPIMAJI:		TEACHER OR CLASSROOM #: / MWALIMU AU DARASA #								DATE OF ASSESSMENT: / TAREHE YA UPIMAJI:											
SCORE KEY: / UFUNGUO NA ALAMA ZA MATOKEO: CORRECT / SAHIHI =1 NOT CORRECT / SIYO SAHIHI =0 SKIPPED / ZILIZORUKWA =S MISSING / ISIYOONEKANA =X																					
Indicator / Kiashiria	STUDENT NUMBER / NAMBA YA WANAFUNZI																	TOTAL / JUMLA	MINIMUM PERFORMANCE STANDARD / KIWANGO CHA CHINI CHA UTENDAJI	DECISION RULE / KIGEZO CHA KUFANYIA MAAMUZI	DECISION RULE MET? (met=1 not met=0) / KIGEZO CHA KUFANYIA MAAMUZI KIMAFIKIWA? (umefikiwa=1 haukufikiwa=0)
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16				
KISWAHILI PUPIL MATERIALS / ZANA ZA KISWAHILI KWA WANAFUNZI																					
Exercise Book Inv. / UHAKIKI WA DAFTARI ZA WANAFUNZI	Pupil has his/her Kiswahili exercise book / Mwanafunzi analo daftari la Kiswahili																				
Exercise Book Inv. / UHAKIKI WA DAFTARI ZA WANAFUNZI	Kiswahili exercise book has sufficient work for this time of the school year. See the appropriate unit on the school and teacher summary sheet. If the teacher should be on unit 3, the pupil should have at least 3 exercises completed in the exercise book. / Daftari la Kiswahili lina mazoezi ya kutosha kulingana na muda huu wa mwaka wa shule. Angalia sura ya somo kwenye karatasi ya muhtasari wa mwalimu na shule. Kama mwalimu yupo sura ya 3, mwanafunzi awe na mazoezi angalau 3 yaliyofanyika kwenye daftari.																				

LQAS School Report / Ripoti ya Shule ya LQASSchool / Shule _____ Class / Darasa _____ Date /
Tarehe _____**I. Teacher and School Survey / Mwalimu na Uchunguzi wa Shule**

Item #	Indicator / Kiashiria	Minimum Performance Standard / KIWANGO CHA CHINI CHA UTENDAJI	Meets minimum standard? / Kiwango cha chini cha utendaji kimefikiwa?
Attendance / Mahudhurio			
2.4	Teacher Attendance / Mahudhurio ya mwalimu	80% or more of teachers present at start of the school day / 80% au zaidi ya walimu lazima wachunguzwe kama wapo shule inapoanza	
11.4	Pupil Attendance / Mahudhurio ya wanafunzi	80% or more of students in selected class observed present on the day of the school visit / 80% au zaidi ya wanafunzi wawe wameonekana wapo shuleni siku ya ziara	
Kiswahili Lesson / Somo la Kiswahili			
7.1	Reading Lesson / Somo la Kiswahili	Kiswahili reading lesson occurred / Somo la Kiswahili lilitokea.	
7.5, 6.3, 6.4	Time on Task / Muda wa kazi	Reading lesson lasted 40 minutes or more and teacher covered an appropriate unit for this time of the year / Somo la kusoma la Kiswahili lilidumu kwa muda wa dakika 40 na mwalimu alifundisha sura inayoendana na muda huu wa mwaka	
5.3	Teacher Preparedness / Utayari wa mwalimu	Teacher had summary lesson plan for reading lesson in Kiswahili / Mwalimu alikuwa na muhtasari wa andalio la somo la Kiswahili	
8.1	Reading Practice / Zoezi la kusoma	Teacher asked pupils to read aloud individually or in pairs / Mwalimu aliwaambia wanafunzi kusoma kwa sauti mmojammoja au kwa jozi	
8.2	Reading Practice / Zoezi la kusoma	Teacher asked the class to read silently during the lesson / Mwalimu aliwaambia wanafunzi wasome kimya wakati wa somo	
8.3	Reading Practice / Zoezi la kusoma	Teacher asked whole class to read a passage together / Mwalimu aliwaambia wanafunzi wote wasome kifungu cha habari kwa pamoja	
8.5	Reading Practice / Zoezi la kusoma	Teacher asked pupils comprehension questions based on what was read / Mwalimu aliuliza maswali ya ufahamu yanayotokana na habari iliyosomwa	
Total (School) / Jumla (Shule)			

II. Student Performance in Kiswahili Reading / Utendaji wa Wanafunzi Kwenye kusoma Kiswahili

[Note: Administrator should explain and if needed demonstrate the task to the HT or other school staff that he is debriefing on the results] / [Kumbuka: Msimamizi aeleze na ikibidi aonyeshe kazi kwa Mwalimu Mkuu au mwalimu mwingine ambaye anapewa taarifa ya matokeo]

Task / Kazi	Minimum Performance Standard (For the school, XX out of 16 pupils meet standard or XX%) / Kiwango cha chini cha utendaji (Kimefikwa kwa shule, xx kati ya wanafunzi 16 au xx%)	# Meeting Standard / Waliofikia kiwango	# Not Meeting Standard / Wasiofikia kiwango	School Performing Acceptably / Shule zilizofanya vizuri
Letter Sound Identification / Sauti za Herufi	Pupils correctly identify at 6 OR MORE letter sounds. / Mwanafunzi aweze kutambua kwa usahihi sauti za herufi 6 AU ZAIDI			
Familiar Word Identification / Maneno yanayojulikana	Pupils are able to identify 4 OR MORE familiar words when presented to them verbally. / Mwanafunzi aweze kusoma maneno 4 AU ZAIDI yanayojulikana			
Invented Word Identification / Maneno ya kubuni	Pupils are able to identify at least 4 invented words when presented to them verbally. / Mwanafunzi aweze kusoma maneno 4 AU ZAIDI ya kubuni			
Picture-phrase match / Kuoanisha picha na vifungu vya maneno	Pupils are able to read and match 5 OR MORE short phrases to the correct picture. / Mwanafunzi aweze kutambua kwa usahihi maana ya maneno kwa kuoanisha maneno 5 AU ZAIDI na picha			
Reading comprehension / Kusoma kwa ufahamu	After reading a short story, pupils ARE ABLE TO CORRECTLY ANSWER 4 OR MORE questions about the story. / Baada ya wanafunzi kusoma hadithi wanafunzi WANAWEZ KUJIBU KWA USAHIHI MASWALI 4 AU ZAIDI yanayotokana na hadithi yoyote			
Maze / Sentence Completion / Kukamilisha sentensi	Pupils are able to read and select 5 OR MORE correct words to complete sentences in printed passages. / Mwanafunzi ameweza kusoma na kuchagua maneno ma 5 AU ZAIDI ili kukamilisha kwa usahihi sentensi kwenye kifungu cha habari			
Dictation / Imla	Pupil able to correctly write 9 OR MORE words from dictated sentences / Mwanafunzi aweze kuandika kwa usahihi maneno 9 AU ZAIDI kutoka kwenye imla ya sentensi zinazosomwa			
Word separation / Kutenganisha maneno	Pupil able to correctly separate 25 OR MORE words in passage / Mwanafunzi aweze kutenganisha kwa usahihi maneno 25 AU ZAIDI kwenye kifungu cha habari			
Total (School) / Jumla (Shule)				

III. Comments / Maelezo

Strong areas where school could potentially help/support other schools in the circuit / Maeneo ya mafanikio katika shule moja yanaweza kusaidia shule zingine za jirani zinazozizunguka

Areas where support is needed / Eneo ambalo msaada unahitajika

Teacher Comments / Maoni ya Mwalimu

Head Teacher Comments / Maoni ya Mwalimu Mkuu

Appendix C. Example Summary Sheets (used for Ilala, Morogoro, and Hai Districts)

TANZANIA LQAS - Sample Summary Sheet

DISTRICT LEVEL SUMMARY OF 19 SCHOOLS / MUHTASARI WA SHULE 19 KIWILAYA

SCORE KEY: / UFUNGUO NA ALAMA ZA MATOKEO: CORRECT / SAHIHI =1 NOT CORRECT / SIYO SAHIHI =0 MISSING / ISIYOONEKANA =X

No.	Schools Sampled in the District / Sampuli ya shule kwenye Wilaya																			TOTAL / JUMLA	MINIMUM PERFORMANCE STANDARD / KIWANGO CHA CHINI	DECISION RULE / KIGEZO CHA KUFANYIA MAAMUZI	DECISION RULE MET? / KIGEZO CHA KUFANYIA MAAMUZI KIMAFIKIWA ?
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19				
TEACHER ATTENDANCE / MAHUDHURIO YA MWALIMU																							
2.4	School met decision rule for teacher attendance on the day of the survey. / Kigezo cha kufanyia maamuzi ya shule kuhusu kuwahi kwa walimu siku ya uchunguzi																				80%	13	
PUPIL ATTENDANCE / MAHUDHURIO YA WANAFUNZI																							
11.4	School met decision rule for pupil attendance rate in selected Standard 3 class on the day of the visit. / Kigezo cha kufanyia maamuzi ya shule kuhusu mahudhurio ya wanafunzi kwa Darasa la 3 siku ya ziara																				80%	13	
PUPIL ENGAGEMENT: KISWAHILI / USHIRIKI WA WANAFUNZI: KISWAHILI																							
9.1	School met decision rule for pupil engagement / Kigezo cha kufanyia maamuzi ushiriki wa wanafunzi																				80%	13	
TIME ON TASK: KISWAHILI / MUDA WA KUFANYA KAZI: KISWAHILI																							
7.5, 6.3, 6.4	School met decision rule for time on task. Kiswahili reading lesson lasted at least 40 minutes and the teacher covered an appropriate unit for this time of the school year. / Kigezo cha kufanyia maamuzi ya shule kwa muda wa kazi. Somo la kusoma la Kiswahili lilidumu kwa muda wa dakika 40 na mwalimu alifundisha sura inayoendana na muda huu wa mwaka.																				80%	13	
KISWAHILI READING PRACTICE / MAZOEZI YA KUSOMA KISWAHILI																							

8.1, 8.2, 8.3, 8.4, 8.5	Teacher carries out reading practice appropriately / Mwalimu anatekeleza kwa usahihi mazoezi ya somo la kusoma																											80%	13				
AVAILABILITY OF KISWAHILI TEACHER MATERIALS / UPATIKANAJI WA VIFAA VYA KUFUNDISHIA KWA MWALIMU KWENYE SOMO LA KISWAHILI																																	
5.1, 5.2	School met decision rule for availability of Kiswahili teacher materials / Kigezo cha kufanyia maamuzi ya shule kwa upatikanaji wa vifaa vya kufundishia kwa Kiswahili																										80%	13					
AVAILABILITY OF KISWAHILI PUPIL MATERIALS / UPATIKANAJI WA ZANA ZA KUFUNDISHIA WANAFUNZI KISWAHILI																																	
6.1, 11.1	School met decision rule for availability of Kiswahili pupil readers / Kigezo cha kufanyia maamuzi ya shule kwa upatikanaji wa vitabu vya wanafunzi vya kusoma kwa Kiswahili																									80%	13						

TEACHER PREPAREDNESS: KISWAHILI / UTAYARI WA MWALIMU: KISWAHILI																							
5.5, 10.2	School met decision rule for use of Kiswahili teacher materials / Kigezo cha kufanyia maamuzi ya shule kwa vifaa vya mwalimu wa Kiswahili																				80%	13	
GO TO PUPIL ASSESSMENT SHEETS / NENDA KWENYE KARATASI ZA UPIMAJI WA UBORA WA WANAFUNZI																				MIN STAND-ARD / KIWANGO CHA CHINI CHA UTENDAJI	DECISION RULE / KIGEZO CHA KUFANYIA MAAMUZI	DECISION RULE MET? / KIGEZO CHA KUFANYIA MAAMUZI KIMAFIKIWA ?	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19			
KISWAHILI PUPIL MATERIALS / ZANA ZA KISWAHILI KWA WANAFUNZI																							
Exercise Book Inv. / UHAKIKI WA DAFTARI ZA WANAFUNZI	School met decision rule for availability of Kiswahili exercise book / Kigezo cha kufanyia maamuzi ya shule ya kuwepo kwa mazoezi kwenye daftari za wanafunzi za Kiswahili																				80%	13	
KISWAHILI TEACHER FEEDBACK / MREJESHO WA MWALIMU WA KISWAHILI																							
Exercise Book Inv. / UHAKIKI WA DAFTARI ZA WANAFUNZI	School met decision rule for Teacher marks/comments pupil's Kiswahili exercise books / Kigezo cha kufanyia maamuzi ya shule mwalimu kusahihisha kazi za wanafunzi kwenye daftari la Kiswahili																				80%	13	
KISWAHILI PUPIL ASSESSMENT SUMMARY / / UPIMAJI WA MATOKEO YA WANAFUNZI - KISWAHILI (PRE- DATA PERFORMANCE STANDARDS)																							
Letter sounds / Sauti za Herufi	School met decision rule for pupil performance on letter sounds / Kigezo cha kufanyia maamuzi ya shule kwa wanafunzi kuweza zoezi la sauti za herufi																				80%	13	
Familiar words / Maneno yanayojulikana	School met decision rule for pupil performance on familiar word recognition / Kigezo cha kufanyia maamuzi ya shule kwa wanafunzi kuweza kutambua maneno yanayojulikana																				80%	13	

