Learning Progress Assessments: Guidance notes

Zimbabwe
Ministry of Primary and Secondary Education

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Background to this document

The Supporting Adolescents Girls' Education (SAGE) programme has been working with out of school learners who have never been to school or who dropped out before completing Grade 5 to improve their basic literacy and numeracy skills before transitioning into various exit pathways. As such, SAGE needed to track the girls' learning without triggering anxiety that can be associated with exams/ tests. The tracking, combined with setting realistic targets for improvement, supports teachers and educators to ensure learners progress across their learning programmes. This three part-assessment package supports learners at the beginning, middle and end of their learning trajectory. The time frame for administering the progress assessment can vary (from one year to three years), as long as the emphasis remains on the learner progressing throughout the programme.

To note:
Assessment *of* learning (also called 'summative assessment') takes place at the end of specific blocks of learning. In SAGE, this type of assessment is called a *progress assessment*.

Purpose of the learning progress assessments

The **SAGE Learning Progress Assessments** help you determine the progress of your learners at three different points in your learning programme. As learners join your programme, the ***Initial Progress Assessment (IPA)*** tells you about the strengths of the learner and which areas they need to work on over their first year of learning. Mid-way into the programme (usually at the end of year one), the ***Mid Progress Assessment (MPA)*** continues to evidence learners' progress across the same set of Literacy/ Learning English and Numeracy sub-tasks. The assessment strategy is designed as a test/retest from the start to the end of the programme (usually at the end of year two) through the ***End Progress Assessment (EPA)***.

To help you in supporting learners with a disability, we've added this symbol to these instructions

Tracking progress

The SAGE learning progress assessments are designed to help you track individual and cohort progress using an innovative colour-coding + scoring system. Each of the three subject areas (numeracy, literacy + English) gives a learner the opportunity to score in the blue level (ECD-Grade 2), the pink level (Grade 2-4) and the yellow level (Grade 5+). The use of overlapping colour-coding allows for a 'best fit' within and across the sub-tasks and also means that learners can be referred to as working within a particular colour-banding, rather than being reduced to a single absolute score.

The learner completes the sub-tasks within each of the two assessments (numeracy, literacy + English). Scores are collated numerically and colour-coded using the SAGE scoring guides and recorded on the *Progress Assessment Forms* (IPAF/MPAF/EPAF).

The test is designed to be a progress by girl test; however, the numerical scores also allow for aggregate scores at a setting, district or area and/or programme level.

Instructions

Read these guidance notes carefully.

STEP 1: Undertaking the assessments

You will need

- The IPA/MPA or EPA
- Paper/pencil for recording learners' answers
- Progress Assessment Form

Learners will need

- Paper/pencil for the learners to use (if they wish)
- ALL learners need a LEARNER copy for each assessment

Planning 

1. Find a safe space to carry out the assessment. *(Please check your organisations' safeguarding policies and standard operating procedures).*
2. Complete one assessment with one learner at a time. Each learner needs to complete one assessment for numeracy (10 minutes) and one assessment for literacy/Learning English at two different times.
3. SAGE welcomes parent/caregivers to remain nearby so they can observe the safety of their child throughout the screening process, particularly if they are a learner with a disability who may require extra assistance.
4. If a learner has a disability, ask her/him or her/his caregiver, what s/he needs to feel comfortable in this process (e.g. being in a quiet space, sitting at a table, using an assistive device).
5. The tasks should be quick and informal (up to 10 minutes). Your role is to help the learners show what they **can** do. Be friendly and encouraging.
6. If a learner has a disability, discuss with your coordinator about adaptations. This may include: giving more time, dividing assessment into smaller tasks, enlarged text, use of braille/sign language, with an interpreter.
7. Use English for literacy/Learning English.
8. Use English/home language/vernacular for numeracy.
9. Learners can use concrete resources to help them in numeracy and paper/pens to show their workings out.

Process

1. Follow the guidance notes for the appropriate IPA/MPA/EPA literacy/Learning English tasks and then the numeracy tasks (See Appendices A, B and C).
2. The comment boxes are prompts for you. They provide additional information that helps you assess accurately.
3. Complete the whole assessment before colour banding the learners.
4. To find out the colour band, you need to score the learners as they respond in the assessment.

5. You need a piece of paper and pen/pencil so you can score the learners as they move swiftly through the sub-tasks.
6. All learners should attempt the blue questions, but not all learners will be able to answer. For these learners try the next question. If a learner finds the questions difficult, be encouraging and kind. If s/he gets five questions in a row wrong, move onto the next task.
7. When the learner finishes the first assessment, thank her/him for working hard. Tell her/him if/when s/he will be completing the second assessment.
8. At the end of the assessment, congratulate the learner for trying her/his best. Ask the learner if s/he has any questions for you.
9. Score the assessment and complete the relevant *Progress Assessment Form* using the guidance notes.

STEP 2: Scoring the *a*ssessment

1. **IMPORTANT -** Look at the appropriate IPA/MPA/EPA **Progress Assessment Form**
2. Look at the **Progress Assessment Task** instructions and the **Progress Assessment Scoring Guide**. The scores and colours are clearly listed.
3. Record the score the learner achieved for each sub-task and add the corresponding colour. For example, on **Speaking and listening**, if Patience scores 2 out of a possible 8 marks, this is **Blue**. If you do not have any colours, write the letter **B** (for blue) instead.
4. Total up each learner's score for **Numeracy** and **Literacy/Learning English sub-total**.

STEP 3: Next steps

Check all of your scoring, the sub-totals and the final score before submitting your results to your school coordinator or relevant colleagues.

STEP 4: Setting t*a*rgets

The most important thing to remember when assessing your learners is to understand what their scores mean. Make time to review the learners' progress. Read the individual progress of the learners and ask questions; for example:

- Where did this learner do well? Where does s/he need more support?
- Are there any surprises in the data? Have learners performed better than expected/not as well as expected?

As well as looking at individual scores/colours. Read the progress of the whole cohort and ask questions; for example:

- Which colour is the most prominent in numeracy, in literacy, in English? Why is this?
- As an educator, which is your strongest subject? Which areas need more consideration?
- What next for your cohort? What professional development needs can you identify for yourself?

Step 5: Learning about Learning: Progress assessment data reflections

Part A - Understanding the individual learner

Once all assessments are done it is important that you understand the meaning of data from each learner, subject and hub level. Remember learner's individual scores on each sub-task links to sub-totals. It is possible for a learner to be working within individual sub-tasks at different levels, for example have high attainment in number sense but lower attainment in number operations. As you are going through each learner's profile it is important to reflect as follows; What are the learner's strengths and weaknesses? Which is their best subject? Is there anything they do well in one subject that they might be able to use in another? What can you do as an educator to help the learner improve?

The next step is to look at learner's progress results from the IPA to the MPA results or MPA to EPA results.

Hopefully, you can see that the numbers and colours combine to tell a story about an individual learner.

Example

Initial Progress Assessment (IPA)

NAME AND ID NUMBER	Speaking and listening (7)	Letter/sound knowledge (8)	Word reading (30)	Picture reading (2)	Short passage reading (18)	Comprehension (5)	Writing (11)	TOTAL (81)	1. Record each girl's motivation for coming to the hub
Patience Dube 011209	4	3	3	2	9	2	3	**26**	*Writing in Ndebele*

Mid Progress Assessment (MPA)

NAME AND ID NUMBER	Speaking and listening (7)	Letter/sound knowledge (8)	Word reading (30)	Picture reading (3)	Short passage reading (23)	Comprehension (5)	Writing (11)	TOTAL (87)	1. Record each girl's aspiration for the future. 2. What has been your biggest success since joining SAGE?
Patience Dube 011209	5	5	9	2	15	4	5	45	*Taxi driver* *Being able to check my change*

Figure 1: Patience's literacy learning from IPA to MPA

Over the course of one year of learning, Patience has progressed in her learning, in all areas. Her word reading has improved and she can now read and understand short passages of text. Patience has only scored one more point in her Speaking and Listening task. As an educator, you may have more information about Patience that explains why this is – maybe she is a shy girl, or maybe the educator asked her questions in English, instead of home language. There are lots of questions we can ask, but a good educator will know how to explain the data.

Part B – Understanding the class

The next step is to look at the hub/class data as a whole. Remember this can be done for all progress assessments IPA, MPA and EPA. By looking at the colours under each sub category in numeracy, literacy and English, you can ask which subject needs more attention. Other questions might be: What would you say about the overall group performance? What are the areas learners might need to develop or where do they need more support?

When you have completed the Progress Assessment Form for your group of learners, you can also ask questions about your own performance. In this example (Figure 2), one girl does less well, why might that be? Does she have attendance issues, is she a learner who is ignored by the educator because she has a disability? Maybe this educator needs more support and guidance supporting learners who need additional support. This is useful information

Example

NAME AND ID NUMBER		Speaking and listening (7)	Letter/sound knowledge (8)	Word reading (30)	Picture reading (2)	Short passage reading (18)	Comprehension (5)	Writing (11)	TOTAL (81)	1. Record each girl's motivation for coming to the hub
Patience Dube 011209		4	3	3	2	9	2	3	**26**	*Writing in Ndebele*
Clara Farai 011207	✓	4	NS	NS	2	NS	NS	NS	**6**	*Making friends*

Figure 2: Looking at hub/class level data

Learners' profiles are complex and the aim of understanding progress assessment is not to reduce learners in the hubs/class to numbers or colour codes, but for the different colours the learners achieve in the sub-tasks to be understood in terms of 'next steps' for support.

APPENDIX A: Initial Progress Assessment supporting documents

LITERACY/LEARNING ENGLISH

- Initial Progress Assessment (IPA)
- Initial Progress Assessment Learner copy
- Initial Progress Assessment (IPA) form

NUMERACY

- Initial Progress Assessment (IPA)
- Initial Progress Assessment Learner copy
- Initial Progress Assessment (IPA) form

Literacy/Learning English Initial Progress Assessment (IPA): Module 1a

All learners need to complete the **Initial Progress Assessment** when they join the Hub.

<table>
<tr><td colspan="3">Speaking and listening</td></tr>
<tr><td colspan="3">Ask the learner these questions in her/his home language. (Note these two questions are introductory, and do not score.)</td></tr>
<tr><td colspan="3">What is your name? Can you write it down?</td></tr>
<tr><td colspan="2">Ask the learner these questions in home language.
Encourage her to answer in full sentences.</td><td>What the assessor should look for:
Add up the total number of questions answered. No score (NS) if one or no questions answered.</td></tr>
<tr><td>How many are in your family?</td><td>What is your aspiration for the future?</td><td>Can answer questions with one or two word answers
Can answer questions in full sentences
Can express attitude/feelings/ opinions & interests
1 point for each question answered correctly.</td></tr>
<tr><td colspan="3">Ask the learner these questions in home language. Encourage her/him to answer in full sentences.</td></tr>
<tr><td>Point to something green and ask:
This is the colour green. True or False.</td><td>Point to a pencil and point to a book and ask:
The pencil is bigger than the book.
True or False.</td><td>Can answer true/false statements
1 point for each question answered correctly.</td></tr>
<tr><td colspan="2">Ask the learner
How did you travel to the hub today? Who did you travel with?</td><td>Can express mood attitude and emotion using stress, intonation and facial features
1 point for each question answered correctly.</td></tr>
<tr><td colspan="2">Why do you want to come to SAGE sessions?
Ask the learner to explain her/his answer.</td><td>Absolute justification of answer (able to explain her/his choices).
1 point for simple response.
2 points for detailed response.</td></tr>
<tr><td colspan="2"></td><td>Questions correct
NS | 2 | 3-5 | 6-7</td></tr>
</table>

Letter/sound knowledge

What is the name of this letter or letters? What sound does it make?

1 point for a correct letter/sound combination.
s/ssss = 1 point; s/ppp = 0 points

s	**a**
p	**t**
j	**v**
sh	**ch**

1 point for each correct sound. NS if one or no questions answered.

Sounds correct			
NS	**2-4**	**5-6**	**7-8**

Reading: Word reading

Point to each word and ask the learner, **What is this word?**
Stop when s/he gets five words wrong.

a	**if**	**dad**	**yam**	**in**
pan	**dog**	**toe**	**big**	**get**
see	**look**	**go**	**and**	**no**
line	**plate**	**children**	**help**	**came**
water	**would**	**find**	**live**	**away**
different	**another**	**stop**	**thought**	**suddenly**

1 point for each correct word. NS if two or fewer questions answered.

Sounds correct			
NS	**3-10**	**11-20**	**21-30**

Reading: Picture reading

Turn to page 9 in the Module 1a Learner's Self-Study Workbook.

Ask the learner: **What can you see in this picture?**
Describe what is happening. What might happen next?

1 point for each answer. NS if no questions answered.	
NS	**1-2**

Reading: Short passage reading

Point to the word 'Chipinge – ask the learner to tell you the word. If s/he cannot read the word tell her/him what it says before s/he starts to read.

Tell the learner: **Read the words silently to yourself.**
Give her/him time to do this then say: **Read the sentences to me.**

Chipinge is a big town. It has a busy market. Mufaro lives there. She sells crops in the market.

1 point for each correct word. NS if three or fewer questions answered.			
Can read orally with expression			
NS	**4-7**	**8-14**	**15-18**

Comprehension

Ask the learner: **What is the story about?**	Reading to retell a story
	1 point for correct answer. NS if no questions answered.
Ask the learners two questions: Question 1: **Where does Mufaro live?** Question 2: **What does she sell in the market?**	Read silently and answer comprehension questions Read with clarity and expression
	1 point for each correct answer.
Ask the learner: **What do you think could happen next?**	Character analysis such as behaviour or actions
	1 point for a simple answer. **2 points for detailed answer.**

Questions correct			
NS	**1**	**2-3**	**4-5**

Writing

Ask the learner if s/he can write in home language. If s/he can, ask her/him to write two sentences about her/his homestead. If s/he cannot write, ask her/him to draw a picture of her homestead.

• Correct pen handling • Shaping letters correctly – small and capital letters • Simple sentences correctly punctuated: question marks, full stops and capital letters • Conjunctions 'and', 'but' • Descriptions of people, objects, pictures	**1 point for each of the bullet points (up to 5 points)** **No Score if picture drawn or less skills shown.**
• Description of people, objects, pictures and places using parts of speech – nouns, verbs, prepositions and adjectives • Fluent, legible joined handwriting • Extended punctuation – full stop, question mark, comma and exclamation mark	**1 point for each of the bullet points (up to 3 points)**
Can write fluently and confidently across creative works, including prose/poetry and drama	**1 additional point if learner can write a little more and in more detail (up to 3 points)**

Questions correct			
NS	**3-5**	**6-8**	**9-11**

Literacy/Learning English Initial Progress Assessment (IPA): Module 1a

Learner copy

s	**a**
p	**t**
j	**v**
sh	**ch**

a	**if**	**dad**	**yam**	**in**
pan	**dog**	**toe**	**big**	**get**
see	**look**	**go**	**and**	**no**
line	**plate**	**children**	**help**	**came**
water	**would**	**find**	**live**	**away**
different	**another**	**stop**	**thought**	**suddenly**

Chipinge is a big town. It has a busy market. Mufaro lives there. She sells crops in the market.

Initial Progress Assessment (IPA) Form: Module 1a

Complete the IPA on all learners as they join at the hub. Your District Coordinator or Community Mobiliser will collect your **Initial Progress Assessment Form (IPAF)** by the end of Module 1a.

Add the colour the learner achieved and the score s/he achieved for each activity. For example on **Speaking and listening**, Patience scores 2 out of a possible 8 marks, which is **Blue**. If you do not have any colours, write the letter **B** (for blue) instead.

Codes

NS = No score - the learner did not score. ✓ =Learner has a disability known to the team.

Literacy and Learning English Initial Progress Assessment (IPA): Module 1a										
Learning Hub						District				
Community Educator						Coordinator/Mobiliser				
		Literacy and Learning English								Comments
NAME AND ID NUMBER		Speaking and listening (7)	Letter/sound knowledge (8)	Word reading (30)	Picture reading (2)	Short passage reading (18)	Comprehension (5)	Writing (11)	TOTAL (81)	1. Record each learner's motivation for coming to the hub
Patience Dube 011209		4	3	3	2	9	2	3	26	*Writing in Ndebele*
Clara Farai 011207	✓	4	NS	NS	2	NS	NS	NS	6	*Making friends*

Initial Progress Assessment (IPA) Form: Module 1a

NAME AND ID NUMBER		Speaking and listening (7)	Letter/sound knowledge (8)	Word reading (30)	Picture reading (2)	Short passage reading (18)	Comprehension (5)	Writing (11)	**TOTAL (81)**	1. Record each learner's motivation for coming to the hub

Initial Progress Assessment (IPA) Form: Module 1a

NAME AND ID NUMBER		Speaking and listening (7)	Letter/sound knowledge (8)	Word reading (30)	Picture reading (2)	Short passage reading (18)	Comprehension (5)	Writing (11)	**TOTAL (81)**	1. Record each learner's motivation for coming to the hub

Signed: Community Educator Date:

Signed: District Coordinator Date:

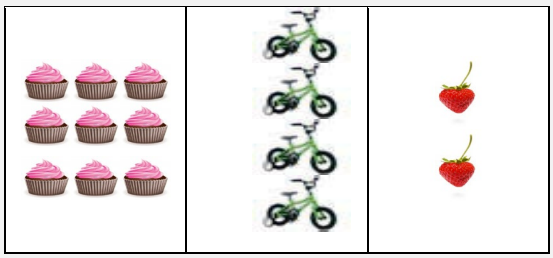
Numeracy Initial Progress Assessment (IPA): Module 1a

All learners need to complete the **Initial Progress Assessment** when they join the Hub.

If the learner does not understand English, use home language. Then move on to the next numeracy task.	**What the assessor should look for** Add up the total number of questions answered.

Number sense: Counting

How many in each group?



Learner can count to 10

This is a practice activity for the learners.

For learners who do not know their numbers, try the next activity but if they do not score, stop the assessment.

1 point for each question answered correctly. NS if one or no questions answered

NS	2-3

Number sense: Number recognition

Read the numbers shaded blue
Read the numbers shaded red
Read the numbers shaded yellow

1	2	3	4	5	6	**7**	8	9	10
11	12	13	14	15	16	17	**18**	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	**46**	47	48	49	50
51	**52**	53	54	55	56	57	58	59	60
61	62	63	64	**65**	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	**89**	90
91	92	93	94	95	96	97	98	99	100

742	**3,405**	**625, 400**

Learner knows numbers to 50

Learner knows numbers to 100

Learner knows numbers to 100,000

1 point for each question answered correctly. NS if one or no questions answered

NS	2-3	4-6	7-9

Number sense: Missing numbers

What numbers are missing?

8		10			13

Learner knows missing numbers to 50

What numbers are missing?

12	14			20	

Learner knows missing numbers to 100 (multiples)

What numbers are missing?

980	970	960			

Learner knows missing numbers to 100,000 (backwards, multiples)

1 point for each question answered correctly. NS if no questions answered.

NS	1-3	4-6	7-9

Number sense: Comparing and ordering numbers

Which number is bigger?

6 or 10	30 or 50

Learner can compare numbers to 50

Arrange these numbers, smallest to largest

75, 11, 9, 100

Learner can arrange numbers to 100

Arrange these numbers, smallest to largest

630, 2050, 54, 202, 1100,

Learner can arrange numbers to 100000

1 point for each question answered correctly. NS if one or no questions answered.

NS	2	3	4

Number sense: Place value

What is the value of the underlined digit?

4<u>2</u>	**<u>6</u>3**	**<u>3</u>80**

Learner understands value of digits in numbers

1 point for each question answered correctly. NS if no questions answered.

NS	1	2-3

Number operations: Addition

Find the total of

2 + 7	**7 + 3**

The learner can use any method.

Can add single-digit numbers

Find the total of

23 + 20	**34 + 31**

The learner can use any method.

Can add two 2-digt numbers (without crossing tens boundary)

Find the total of

4 2 1 **+ 1 3 6**	**5 1 5** **+ 2 7 5**

The learner can use any method. S/he should show working if s/he can.

Can add two 3-digit numbers (crossing tens boundary)

1 point for each question answered correctly. NS if no questions answered.

NS	1-2	3-4	5-6

Number operations: Subtraction

5 – 3	9 – 7
27 – 20	43 – 21
6 7 5 - 2 3 0	5 7 8 - 4 3 2

The learner can use any method.

Can subtract single-digit numbers

The learner can use any method.

Learner can subtract two-digit numbers (without crossing tens boundary)

The learner can use any method. S/he should show working if s/he can.

Can subtract three-digit numbers (without crossing tens boundary)

1 point for each question answered correctly. NS if no questions answered.

NS	1-2	3-4	5-6

Number operations: Multiplication

3 × 2	4 × 5
21 × 2	14 × 3
6 7 × 2 0	5 2 7 × 1 5

The learner can use any method.

Can multiply two single-digit numbers

The learner can use any method.

Can multiply a two-digit number by a single-digit number

The learner can use any method.

Can multiply two and three-digit numbers

1 point for each question answered correctly. NS if no questions answered.

NS	1-2	3-4	5-6

Number operations: Division

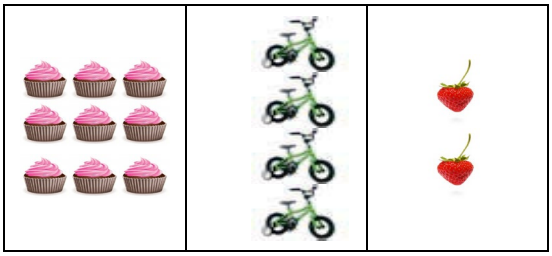
8 ÷ 2 | 20 ÷ 5	Learner can divide by a single digit number
42 ÷ 6 | 80 ÷ 10	Learner can divide by a 1 or 2-digit number (any method)
$4\overline{)428}$ | $9\overline{)369}$	Learner can divide a larger numbers (any method)

1 point for each question answered correctly. NS if no questions answered.

NS	1-2	3-4	5-6

Numeracy Initial Progress Assessment (IPA): Module 1c

Learner copy



1	2	3	4	5	6	**7**	8	9	10
11	12	13	14	15	16	17	**18**	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	**46**	47	48	49	50
51	**52**	53	54	55	56	57	58	59	60
61	62	63	64	**65**	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	**89**	90
91	92	93	94	95	96	97	98	99	100

742	**3,405**	**625, 400**

8		**10**			**13**
12	**14**			**20**	
980	**970**	**960**			

6 or 10	**30 or 50**
7 11, 9, 100	
630, 2050, 54, 202, 1100,	

6 or 10	**30 or 50**

75, 11, 9, 100

630, 2050, 54, 202, 1100,

42	63	380

2 + 7	7 + 3
23 + 20	34 + 31
4 2 1 + 1 3 6	5 1 5 + 2 7 5

5 – 3	9 – 7
27 – 20	43 – 21
6 7 5 - 2 3 0	5 7 8 - 4 3 2

3 × 2 =	4 × 5 =
21 × 2 =	14 × 3 =
6 7 × 2 0	5 2 7 × 1 5

8 ÷ 2	20 ÷ 5
42 ÷ 6	80 ÷ 10
$4\overline{)428}$	$9\overline{)369}$

Initial Progress Assessment (IPA) Form: Module 1a

Complete the IPA on all learners as they join at the hub. Your District Coordinator or Community Mobiliser will collect your **Initial Progress Assessment Form (IPAF)** by Week 8 of Module 1a.

Add the colour the learner achieved and the score s/he achieved for each activity. For example, on **Place Value** Patience scores 2 out of a possible 3 marks, which is **Yellow**. If you do not have any colours, write the letter **Y** (for yellow) instead.

Codes

NS = No score - the learner did not score. ✓ =Learner has a disability known to the team.

Numeracy Initial Progress Assessment (IPA): Module 1a

Learning Hub		District	
Community Educator		Coordinator/Mobiliser	

		Number sense						Number operations				
NAME AND ID NUMBER		Counting to 10 (3)	Number recognition (9)	Missing numbers (9)	Comparing and ordering numbers (4)	Place value (3)	**TOTAL (28)**	Addition (6)	Subtraction (6)	Multiplication (6)	Division (6)	**TOTAL (24)**
Patience Dube 011209		3	3	6	3	2	**17**	3	2	NS	NS	**5**
Clara Farai 011207	✓	2	5	NS	NS	NS	**7**	2	2	NS	NS	**4**

Initial Progress Assessment (IPA) Form: Module 1a

		Number sense						Number operations				
NAME AND ID NUMBER		Counting to 10 (3)	Number recognition (9)	Missing numbers (9)	Comparing and ordering numbers (4)	Place value (3)	**TOTAL (28)**	Addition (6)	Subtraction (6)	Multiplication (6)	Division (6)	**TOTAL (24)**

Initial Progress Assessment (IPA) Form: Module 1a

		Number sense						Number operations				
NAME AND ID NUMBER		Counting to 10 (3)	Number recognition (9)	Missing numbers (9)	Comparing and ordering numbers (4)	Place value (3)	**TOTAL (28)**	Addition (6)	Subtraction (6)	Multiplication (6)	Division (6)	**TOTAL (24)**

Signed: Community Educator Date:

Signed: District Coordinator Date:

APPENDIX B: Mid Progress Assessment supporting documents

LITERACY/LEARNING ENGLISH

- Mid Progress Assessment (MPA)
- Mid Progress Assessment Learner copy
- Mid Progress Assessment (MPA) form

NUMERACY

- Mid Progress Assessment (MPA)
- Mid Progress Assessment Learner copy
- Mid Progress Assessment (MPA) form

Literacy/Learning English Mid Progress Assessment (MPA): Module 1c

All learners need to complete the **Mid Progress Assessment** before the end of Module 1c. Time is given in Units 9 and 10 to complete them. Module 1c training will equip you with the skills to complete the assessments.

<table>
<tr><th colspan="3">Speaking and listening</th></tr>
<tr><td colspan="3">Ask the learner these questions in her/his home language. (Note these two questions are introductory, and do not score.)</td></tr>
<tr><td colspan="3">What is your name? Can you write it down?</td></tr>
<tr><td colspan="2" rowspan="2">Ask the learner these questions in home language.
Encourage her to answer in full sentences.
If the learner does not understand English, ask her the blue questions in her home language and move on to the next task.</td><td rowspan="2">What the assessor should look for:
Add up the total number of questions answered. No score (NS) if one or no questions answered.</td></tr>
<tr></tr>
<tr><td>How many are in your family?</td><td>What have you enjoyed most about the SAGE sessions?</td><td rowspan="2">Can answer questions with one- or two-word answers
Can answer questions in full sentences
Can express attitude/feelings/ opinions & interests
1 point for each question answered correctly.</td></tr>
<tr><td colspan="3">Ask the learner these questions in home language. Encourage her/him to answer in full sentences.</td></tr>
<tr><td>Point to something green and ask:
This is the colour blue. True or False.</td><td>Point to the numbers 12 and 10 and ask:
Twelve is less than ten. True or False.</td><td>Can answer true/false statements
1 point for each question answered correctly.</td></tr>
<tr><td colspan="2">Ask the learner
What is your wish for your future?</td><td>Can express mood attitude and emotion using stress, intonation and facial features
1 point for each question answered correctly.</td></tr>
<tr><td colspan="2" rowspan="2">What will help you achieve your goal?
Ask the learner to explain her/his answer.</td><td>Absolute justification of answer (able to explain her/his choices).
1 point for simple response.
2 points for detailed response.</td></tr>
<tr><td>Questions correct
NS | 2 | 3-5 | 6-7</td></tr>
</table>

Letter/sound knowledge

What is the name of this letter or letters? What sound does it make?

1 point for a correct letter/sound combination.
1 point for each correct sound. s/ssss = 1 point; s/ppp = 0 points

a	d
m	g
ch	ck
gl	spr

1 point for each correct sound. NS if one or no questions answered.

Sounds correct			
NS	2-4	5-6	7-8

Reading: Word reading

Point to each word and ask the learner, **What is this word?**
Stop when s/he gets five words wrong.

to	is	up	he	at
dog	one	shut	wish	door
went	boys	that	learner	water
nurse	carry	quickly	village	scramble
because	impossible	known	expecting	tongue
serious	disappear	although	believe	strangely

1 point for each correct word. NS if two or fewer questions answered.

Sounds correct			
NS	3-10	11-20	21-30

Reading: Picture reading

Turn to page 9 in the Module 1c Learner's Self-Study Workbook.
Ask the learner: **What can you see in this picture?**
Describe what is happening. What might happen next?

1 point for each answer. NS if no questions answered.	
NS	**1-3**

Reading: Short passage reading

Point to the word 'tomatoes' – ask the learner to tell you the word. If s/he cannot read the word tell her/him what it says before s/he starts to read.

Tell the learner: **Read the words silently to yourself.**
Give her/him time to do this then say: **Read the sentences to me.**

Harare is a big city. It has a busy market. My mother sells tomatoes there. Children like her tomatoes. They always buy them.

1 point for each correct word. NS if three or fewer questions answered.			
Can reads orally with expression			
NS	**4-7**	**8-14**	**15-23**

Comprehension

Ask the learner: **What is the story about?**	Reading to retell a story
	1 point for correct answer. NS if no questions answered.
Ask the learners two questions: Question 1: **What does the mother sell in the market?** Question 2: **Who buys the tomatoes?**	Read silently and answer comprehension questions Read with clarity and expression
	1 point for each correct answer.
Ask the learner: **Why do you think the mother sells her tomatoes in the market and not by the roadside?**	Character analysis such as behaviour or actions
	1 point for a simple answer. **2 points for detailed answer.**

Questions correct			
NS	**1**	**2-3**	**4-5**

Writing

Look at the writing in each Learner's Self-Study Workbook. Decide if s/he is writing at blue, orange or yellow level. If s/he is not able to write, ask her to draw a picture of her favourite things.

• Correct pen handling • Shaping letters correctly – small and capital letters • Simple sentences correctly punctuated: question marks, full stops and capital letters • Conjunctions 'and', 'but' • Descriptions of people, objects, pictures	**1 point for each of the bullet points (up to 5 points)** **No Score if picture drawn or less skills shown.**
• Description of people, objects, pictures and places using parts of speech – nouns, verbs, prepositions and adjectives • Fluent, legible joined handwriting • Extended punctuation – full stop, question mark, comma and exclamation mark	**1 point for each of the bullet points (up to 3 points)**
Can write fluently and confidently across creative works, including prose/poetry and drama	**1 additional point if learner can write a little more and in more detail (up to 3 points)**

Questions correct			
NS	**3-5**	**6-8**	**9-11**

Literacy/Learning English Mid Progress Assessment (MPA): Module 1a

Learner copy

a	**d**
m	**g**
ch	**ck**
gl	**spr**

to	**is**	**up**	**he**	**at**
dog	**one**	**shut**	**wish**	**door**
went	**boys**	**that**	**learner**	**water**
nurse	**carry**	**quickly**	**village**	**scramble**
because	**impossible**	**known**	**expecting**	**tongue**
serious	**disappear**	**although**	**believe**	**strangely**

Harare is a big city. It has a busy market. My mother sells tomatoes there. Children like her tomatoes. They always buy them.

Mid Progress Assessment (MPA) Form: Module 1c

Complete the **Mid Progress Assessment (MPA)** on all learners at the end of Module 1c. Your District Coordinator or Community Mobiliser will collect your **Mid Progress Assessment Form (MPAF)** at the end of Module 1c.

Add the colour the learner achieved and the score s/he achieved for each activity. For example on **Speaking and listening**, Patience scores 5 out of a possible 7 marks, which is **Pink**. If you do not have any colours, write the letter **P** (for pink) instead.

Codes

NS = No score - the learner did not score. ✓ =Learner has a disability known to the team.

Literacy/Learning English Mid Progress Assessment (MPA): Module 1c											
Learning Hub						District					
Community Educator						Coordinator/Mobiliser					
		Literacy/Learning English								Comments	
NAME AND ID NUMBER		Speaking and listening (7)	Letter/sound knowledge (8)	Word reading (30)	Picture reading (3)	Short passage reading (23)	Comprehension (5)	Writing (11)	TOTAL (87)	1. Record each learner's aspiration for the future. 2. What has been your biggest success since joining SAGE?	
Patience Dube 011209		5	5	9	2	15	4	5	45	*Taxi driver* *Being able to check my change*	
Clara Farai 011207	✓	5	4	6	2	7	2	3	29	*Business woman* *Walking to the hub with my friends*	

Mid Progress Assessment (MPA) Form: Module 1c

NAME AND ID NUMBER		Speaking and listening (7)	Letter/sound knowledge (8)	Word reading (30)	Picture reading (3)	Short passage reading (23)	Comprehension (5)	Writing (11)	**TOTAL (87)**	1. Record each learner's aspiration for the future. 2. What has been your biggest success since joining SAGE?

Mid Progress Assessment (MPA) Form: Module 1c

NAME AND ID NUMBER		Speaking and listening (7)	Letter/sound knowledge (8)	Word reading (30)	Picture reading (3)	Short passage reading (23)	Comprehension (5)	Writing (11)	**TOTAL (87)**	1. Record each learner's aspiration for the future. 2. What has been your biggest success since joining SAGE?

Signed: Community Educator Date:

Signed: District Coordinator Date:

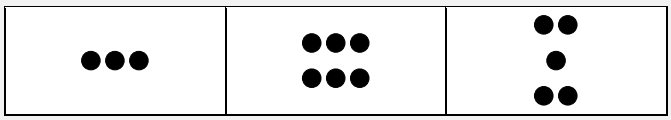
Numeracy Mid Progress Assessment (MPA): Module 1c

All learners need to complete the **Mid Progress Assessment** before the end of Module 1c. Time is given in Units 9 and 10 to complete them. Module 1c training will equip you with the skills to complete the assessments.

If the learner does not understand English, use home language. Then move on to the next numeracy task.	**What the assessor should look for** Add up the total number of questions answered.

Number sense: Counting

How many dots are there? Can you count them?



Learner can count to 10

This is a practice activity for the learners.

For learners who do not know their numbers, try the next activity but if they do not score, stop the assessment.

1 point for each question answered correctly. NS if one or no questions answered

NS	2-3

Number sense: Number recognition

What number is this?

12	**39**	**27**
87	**54**	**76**
2 126	**34 865**	**10 940**

Learner knows numbers to 50

Learner knows numbers to 100

Learner knows numbers to 100,000

1 point for each question answered correctly. NS if one or no questions answered

NS	2-3	4-6	7-9

Number sense: Missing numbers

What numbers are missing?

18		**20**	**21**		

Learner knows missing numbers to 50

What numbers are missing?

5		**15**	**20**		

Learner knows missing numbers to 100 (multiples)

What numbers are missing?

200	**190**		**170**		

Learner knows missing numbers to 100,000 (backwards, multiples)

1 point for each question answered correctly. NS if one or no questions answered.

NS	2-3	4-6	7-9

Number sense: Comparing and ordering numbers

Which number is bigger?

3 and 9	**16 and 42**

Learner can compare numbers to 50

Arrange these numbers, smallest to largest

58, 23, 98, 19

Learner can arrange numbers to 100

Arrange these numbers, smallest to largest

10 000, 324, 97, 172, 4 055

Learner can arrange numbers to 100000

1 point for each question answered correctly. NS if one or no questions answered.

NS	2	3	4

Number sense: Place value

What is the value of the underlined digit?

3<u>6</u>7	**50<u>9</u>**	**<u>7</u>84**

Learner understands value of digits in numbers

1 point for each question answered correctly. NS if no questions answered.

NS	1	2-3

Number operations: Addition

Find the total of

5 + 2	**8 + 6**

The learner can use any method.

Can add single-digit numbers

Find the total of

12 + 23	**62 + 37**

The learner can use any method.

Can add two 2-digt numbers (without crossing tens boundary)

Find the total of

5 5 1 **+ 6 4 2**	**2 5 6** **+ 6 9 5**

The learner can use any method. S/he should show working if s/he can.

Can add two 3-digit numbers (crossing tens boundary)

1 point for each question answered correctly. NS if no questions answered.

NS	1-2	3-4	5-6

Number operations: Subtraction

9 - 3	5 - 2
28 -13	46 - 14
$\begin{array}{r} 845 \\ -\ 431 \\ \hline \end{array}$	$\begin{array}{r} 456 \\ -\ 68 \\ \hline \end{array}$

The learner can use any method.

Can subtract single-digit numbers

The learner can use any method.

Learner can subtract two-digit numbers (without crossing tens boundary)

The learner can use any method. S/he should show working if s/he can.

Can subtract three-digit numbers (without crossing tens boundary)

1 point for each question answered correctly. NS if no questions answered.

NS	1-2	3-4	5-6

Number operations: Multiplication

4 × 2	3 × 5
23 × 2	12 × 3
$\begin{array}{r} 23 \\ \times\ 9 \\ \hline \end{array}$	$\begin{array}{r} 36 \\ \times\ 14 \\ \hline \end{array}$

The learner can use any method.

Can multiply two single-digit numbers

The learner can use any method.

Can multiply a two-digit number by a single-digit number

The learner can use any method.

Can multiply two and three-digit numbers

1 point for each question answered correctly. NS if no questions answered.

NS	1-2	3-4	5-6

Number operations: Division

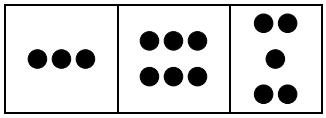
10 ÷ 2 | 25 ÷ 5	Learner can divide by a single digit number
21 ÷ 7 | 45 ÷ 9	Learner can divide by a 1 or 2-digit number (any method)
$6\overline{)366}$ | $5\overline{)645}$	Learner can divide a larger numbers (any method)

1 point for each question answered correctly. NS if no questions answered.

NS	1-2	3-4	5-6

Numeracy Mid Progress Assessment (MPA): Module 1c

Learner copy



12	39	27
87	54	76
2 126	34 865	10 940

18		20	21		
5		15	20		
200	190		170		

3 and 9	16 and 42
58, 23, 98, 19	
10 000, 324, 97, 172, 4 055	

367	509	784

5 + 2	8 + 6
1 2 + 2 3	6 2 + 3 7
5 5 1 + 6 4 2	2 5 6 + 6 9 5

9 – 3	5 – 2
28 – 13	46 – 14
8 4 5 - 4 3 1	4 5 6 - 6 8

4 × 2	3 × 5
23 × 2	12 × 3
2 3 × 9	3 6 × 1 4

10 ÷ 2	25 ÷ 5
21 ÷ 7	45 ÷ 9
6) 3 6 6	5) 6 4 5

Mid Progress Assessment (MPA) Form: Module 1c

Complete the **Mid Progress Assessment (MPA)** on all learners at the end of Module 1c. Your District Coordinator or Community Mobiliser will collect your **Mid Progress Assessment Form (MPAF)** at the end of Module 1c.

Add the colour the learner achieved and the score s/he achieved for each activity. For example, on **Place Value** Patience scores 2 out of a possible 3 marks, which is **Yellow**. If you do not have any colours, write the letter **Y** (for yellow) instead.

Codes

NS = No score - the learner did not score. ✓ =Learner has a disability known to the team.

Numeracy Mid Progress Assessment (MPA): Module 1c

Learning Hub		District	
Community Educator		Coordinator/ Mobiliser	

		Number sense						Number operations				
NAME AND ID NUMBER		Counting (3)	Number recognition (9)	Missing numbers (9)	Comparing and ordering numbers (4)	Place value (3)	**TOTAL (28)**	Addition (6)	Subtraction (6)	Multiplication (6)	Division (6)	**TOTAL (24)**
Patience Dube 011209		3	6	6	3	2	**20**	6	4	2	2	**14**
Clara Farai 011207	✓	2	4	4	2	NS	**12**	4	3	NS	NS	**7**

Mid Progress Assessment (MPA) Form: Module 1c

		Number sense						Number operations				
NAME AND ID NUMBER		Counting (3)	Number recognition (9)	Missing numbers (9)	Comparing and ordering numbers (4)	Place value (3)	**TOTAL (28)**	Addition (6)	Subtraction (6)	Multiplication (6)	Division (6)	**TOTAL (24)**

Mid Progress Assessment (MPA) Form: Module 1c

		Number sense						Number operations				
NAME AND ID NUMBER		Counting (3)	Number recognition (9)	Missing numbers (9)	Comparing and ordering numbers (4)	Place value (3)	**TOTAL (28)**	Addition (6)	Subtraction (6)	Multiplication (6)	Division (6)	**TOTAL (24)**

Signed: Community Educator Date:

Signed: District Coordinator Date:

APPENDIX C: End Progress Assessment supporting documents

LITERACY/LEARNING ENGLISH

- End Progress Assessment (EPA)
- End Progress Assessment Learner copy
- End Progress Assessment (EPA) form

NUMERACY

- End Progress Assessment (EPA)
- End Progress Assessment Learner copy
- End Progress Assessment (EPA) form

Literacy/Learning English End Progress Assessment (EPA): Module 2C

Complete the **End Progress Assessment (EPA)** for all learners before the end of Module 2c. Your District Coordinator or Community Mobiliser will collect your **End Progress Assessment Form (EPAF)** before the end of Module 2c.

<table>
<tr><td colspan="3">Speaking and listening</td></tr>
<tr><td colspan="3">Ask the learner these questions in her/his home language. (Note these two questions are introductory, and do not score.)</td></tr>
<tr><td colspan="3">What is your name? Can you write it down?</td></tr>
<tr><td colspan="2">Ask the learner these questions in home language.
Encourage her to answer in full sentences.
If the learner does not understand English, ask her the blue questions in her home language and move on to the next task.</td><td>What the assessor should look for:
Add up the total number of questions answered. No score (NS) if one or no questions answered.</td></tr>
<tr><td>What has been your favourite thing about coming to SAGE?</td><td>What is the best thing you have you learned?</td><td>Can answer questions with one- or two-word answers
Can answer questions in full sentences
Can express attitude/feelings/ opinions & interests
1 point for each question answered correctly.</td></tr>
<tr><td colspan="3">Ask the learner these questions in home language. Encourage her/him to answer in full sentences.</td></tr>
<tr><td>Point to something green and ask:
This is the colour green. True or False.</td><td>Point to a pencil and point to a book and ask:
The pencil is bigger than the book.
True or False.</td><td>Can answer true/false statements
1 point for each question answered correctly.</td></tr>
<tr><td colspan="2">Ask the learner
What will you do now you have completed SAGE?</td><td>Can express mood attitude and emotion using stress, intonation and facial features
1 point for each question answered correctly.</td></tr>
<tr><td colspan="2">What will help you achieve your goal?
Ask the learner to explain her/his answer.</td><td>Absolute justification of answer (able to explain her/his choices).
1 point for simple response.
2 points for detailed response.</td></tr>
<tr><td colspan="2"></td><td>Questions correct
NS | 2 | 3-5 | 6-7</td></tr>
</table>

Letter/sound knowledge

What is the name of this letter or letters? What sound does it make?

1 point for a correct letter/sound combination.
*** = digraphs should be one sound, not separate sounds. For example, /sh/ not /s/ /h/**

s	**a**
p	**t**
j	**v**
sh	**ch**

1 point for each correct sound. NS if one or no questions answered.

Sounds correct			
NS	**2-4**	**5-6**	**7-8**

Reading: Word reading

Point to each word and ask the learner, **What is this word?**
Stop when s/he gets five words wrong.

a	**if**	**dad**	**yam**	**in**
pan	**dog**	**toe**	**big**	**get**
see	**look**	**go**	**and**	**no**
line	**plate**	**children**	**help**	**came**
water	**would**	**find**	**live**	**away**
different	**another**	**stop**	**thought**	**suddenly**

1 point for each correct word. NS if two or fewer questions answered.

Sounds correct			
NS	**3-10**	**11-20**	**21-30**

Reading: Picture reading

*Turn to page 6 in the **Module 2c Learner's Self-Study Workbook**.*
Ask the learner: **What can you see in this picture?**
Describe what is happening. What might happen next?

1 point for each answer. NS if no questions answered.	
NS	**1-2**

Reading: Short passage reading

Point to the word 'Chipinge – ask the learner to tell you the word. If s/he cannot read the word tell her/him what it says before s/he starts to read.

Tell the learner: **Read the words silently to yourself.**
Give her/him time to do this then say: **Read the sentences to me.**

Chipinge is a big town. It has a busy market. Mufaro lives there. She sells crops in the market.

1 point for each correct word. NS if three or fewer questions answered.			
Can reads orally with expression			
NS	**4-7**	**8-14**	**15-18**

Comprehension

Ask the learner: **What is the story about?**	Reading to retell a story
	1 point for correct answer. NS if no questions answered.
Ask the learners two questions: Question 1: **Where does Mufaro live?** Question 2: **What does she sell in the market?**	Read silently and answer comprehension questions Read with clarity and expression
	1 point for each correct answer.
Ask the learner: **What do you think could happen next?**	Character analysis such as behaviour or actions
	1 point for a simple answer. **2 points for detailed answer.**

Questions correct			
NS	**1**	**2-3**	**4-5**

Writing

Ask the learner if s/he can write in home language. If s/he can, ask her/him to write two sentences about her/his homestead. If s/he cannot write, ask her/him to draw a picture of her homestead.

• Correct pen handling • Shaping letters correctly – small and capital letters • Simple sentences correctly punctuated: question marks, full stops and capital letters • Conjunctions 'and', 'but' • Descriptions of people, objects, pictures	**1 point for each of the bullet points (up to 5 points)** **No Score if picture drawn or less skills shown.**
• Description of people, objects, pictures and places using parts of speech – nouns, verbs, prepositions and adjectives • Fluent, legible joined handwriting • Extended punctuation – full stop, question mark, comma and exclamation mark	**1 point for each of the bullet points (up to 3 points)**
Can write fluently and confidently across creative works, including prose/poetry and drama	**1 additional point if learner can write a little more and in more detail (up to 3 points)**

Questions correct			
NS	**3-5**	**6-8**	**9-11**

Literacy/Learning English End Progress Assessment (EPA): Module 2c

Learner copy

s	**a**
p	**t**
j	**v**
sh	**ch**

a	**if**	**dad**	**yam**	**in**
pan	**dog**	**toe**	**big**	**get**
see	**look**	**go**	**and**	**no**
line	**plate**	**children**	**help**	**came**
water	**would**	**find**	**live**	**away**
different	**another**	**stop**	**thought**	**suddenly**

Chipinge is a big town. It has a busy market. Mufaro lives there. She sells crops in the market.

End Progress Assessment (EPA) Form: Module 2c

Complete the **End Progress Assessment (EPA)** on all learners before the end of Module 2c. Your District Coordinator or Community Mobiliser will collect your **End Progress Assessment Form (EPAF)** before the end of Module 2c.

Add the colour the learner achieved and the score s/he achieved for each activity. For example, on **Speaking and listening**, Patience scored 7 out of a possible 7 marks, which is **Yellow**. If you do not have any colours, write the letter **Y** (for yellow) instead.

Codes

NS = No score – the learner did not score. ✓= The learner has a disability known to the team.

Literacy/Learning English End Progress Assessment (EPA): Module 2c										
Learning Hub					District					
Community Educator					Coordinator/Mobiliser					
		Literacy/Learning English								**Comments**
NAME AND ID NUMBER		Speaking and listening (7)	Letter/sound knowledge (8)	Word reading (30)	Picture reading (2)	Short passage reading (18)	Comprehension (5)	Writing (11)	**TOTAL (81)**	1. Record each learner's favourite thing about SAGE and what s/he learned. 2. Record each learner's goal for the future.
Patience Dube 011209		7	7	22	2	16	5	8	67	*Meeting friends, being able to add up money* *To become a taxi driver*
Clara Farai 011207	✓	7	8	15	2	12	4	6	54	*Singing songs, learning letters and sounds* *To return to school*

End Progress Assessment (EPA) Form: Module 2c

NAME AND ID NUMBER		Speaking and listening (7)	Letter/sound knowledge (8)	Word reading (30)	Picture reading (2)	Short passage reading (18)	Comprehension (5)	Writing (11)	**TOTAL (81)**	1. Record each learner's favourite thing about SAGE and what s/he learned. 2. Record each learner's goal for the future.

End Progress Assessment (EPA) Form: Module 2c

NAME AND ID NUMBER		Speaking and listening (7)	Letter/sound knowledge (8)	Word reading (30)	Picture reading (2)	Short passage reading (18)	Comprehension (5)	Writing (11)	**TOTAL (81)**	1. Record each learner's favourite thing about SAGE and what s/he learned. 2. Record each learner's goal for the future.

Signed: Community Educator Date:

Signed: District Coordinator Date:

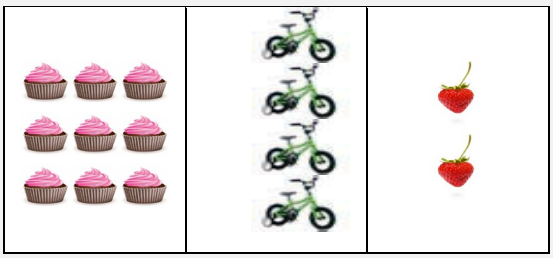
Numeracy End Progress Assessment (EPA): Module 2c

All learners need to complete the **End Progress Assessment** when they join the Hub.

If the learner does not understand English, use home language. Then move on to the next numeracy task.	**What the assessor should look for** Add up the total number of questions answered.

Number sense: Counting

How many in each group?



Learner can count to 10

This is a practice activity for the learners.

For learners who do not know their numbers, try the next activity but if they do not score, stop the assessment.

1 point for each question answered correctly. NS if one or no questions answered

NS	2-3

Number sense: Number recognition

Read the numbers shaded blue
Read the numbers shaded red
Read the numbers shaded yellow

1	2	3	4	5	6	**7**	8	9	10
11	12	13	14	15	16	17	**18**	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	**46**	47	48	49	50
51	**52**	53	54	55	56	57	58	59	60
61	62	63	64	**65**	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	**89**	90
91	92	93	94	95	96	97	98	99	100

742	**3,405**	**625, 400**

Learner knows numbers to 50

Learner knows numbers to 100

Learner knows numbers to 100,000

1 point for each question answered correctly. NS if one or no questions answered

NS	2-3	4-6	7-9

Number sense: Missing numbers

What numbers are missing?

8		**10**			**13**

Learner knows missing numbers to 50

What numbers are missing?

12	**14**			**20**	

Learner knows missing numbers to 100 (multiples)

What numbers are missing?

980	**970**	**960**			

Learner knows missing numbers to 100,000 (backwards, multiples)

1 point for each question answered correctly. NS if no questions answered.

NS	1-3	4-6	7-9

Number sense: Comparing and ordering numbers

Which number is bigger?

6 or 10	**30 or 50**

Learner can compare numbers to 50

Arrange these numbers, smallest to largest

75, 11, 9, 100

Learner can arrange numbers to 100

Arrange these numbers, smallest to largest

630, 2050, 54, 202, 1100,

Learner can arrange numbers to 100000

1 point for each question answered correctly. NS if one or no questions answered.

NS	2	3	4

Number sense: Place value

What is the value of the underlined digit?

4<u>2</u>	**<u>6</u>3**	**<u>3</u>80**

Learner understands value of digits in numbers

1 point for each question answered correctly. NS if no questions answered.

NS	1	2-3

Number operations: Addition

Find the total of

2 + 7	**7 + 3**

The learner can use any method.

Can add single-digit numbers

Find the total of

23 + 20	**34 + 31**

The learner can use any method.

Can add two 2-digt numbers (without crossing tens boundary)

Find the total of

4 2 1 **+ 1 3 6**	**5 1 5** **+ 2 7 5**

The learner can use any method. S/he should show working if s/he can.

Can add two 3-digit numbers (crossing tens boundary)

1 point for each question answered correctly. NS if no questions answered.

NS	1-2	3-4	5-6

Number operations: Subtraction

5 – 3	**9 – 7**
27 – 20	**43 – 21**
6 7 5 **- 2 3 0**	**5 7 8** **- 4 3 2**

The learner can use any method.

Can subtract single-digit numbers

The learner can use any method.

Learner can subtract two-digit numbers (without crossing tens boundary)

The learner can use any method. S/he should show working if s/he can.

Can subtract three-digit numbers (without crossing tens boundary)

1 point for each question answered correctly. NS if no questions answered.

NS	1-2	3-4	5-6

Number operations: Multiplication

3 × 2	**4 × 5**
21 × 2	**14 × 3**
6 7 **× 2 0**	**5 2 7** **× 1 5**

The learner can use any method.

Can multiply two single-digit numbers

The learner can use any method.

Can multiply a two-digit number by a single-digit number

The learner can use any method.

Can multiply two and three-digit numbers

1 point for each question answered correctly. NS if no questions answered.

NS	1-2	3-4	5-6

Number operations: Division

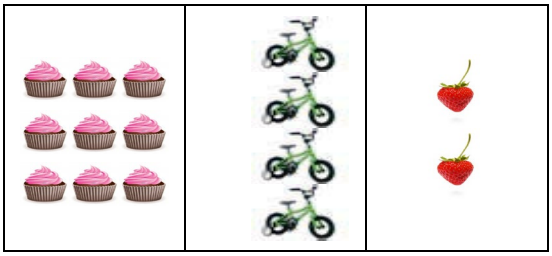
8 ÷ 2 | 20 ÷ 5	Learner can divide by a single digit number
42 ÷ 6 | 80 ÷ 10	Learner can divide by a 1 or 2-digit number (any method)
$4\overline{)428}$ | $9\overline{)369}$	Learner can divide a larger numbers (any method)

1 point for each question answered correctly. NS if no questions answered.

NS	1-2	3-4	5-6

Numeracy End Progress Assessment (EPA): Module 2c

Learner copy



1	2	3	4	5	6	**7**	8	9	10
11	12	13	14	15	16	17	**18**	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	**46**	47	48	49	50
51	**52**	53	54	55	56	57	58	59	60
61	62	63	64	**65**	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	**89**	90
91	92	93	94	95	96	97	98	99	100

742	**3,405**	**625, 400**

8		**10**			**13**
12	**14**			**20**	
980	**970**	**960**			

6 or 10	**30 or 50**
7 11, 9, 100	
630, 2050, 54, 202, 1100,	

6 or 10	**30 or 50**

75, 11, 9, 100

630, 2050, 54, 202, 1100,

42	**63**	**380**

2 + 7	7 + 3
23 + 20	34 + 31
4 2 1 + 1 3 6	5 1 5 + 2 7 5

5 – 3	9 – 7
27 – 20	43 – 21
6 7 5 - 2 3 0	5 7 8 - 4 3 2

3 × 2 =	4 × 5 =
21 × 2 =	14 × 3 =
6 7 × 2 0	5 2 7 × 1 5

8 ÷ 2	20 ÷ 5
42 ÷ 6	80 ÷ 10
4) 4 2 8	9) 3 6 9

End Progress Assessment (EPA) Form: Module 2c

Complete the **End Progress Assessment (EPA)** on all learners before the end of Module 2c. Your District Coordinator or Community Mobiliser will collect your **End Progress Assessment Form (EPAF)** before the end of Module 2c.

Add the colour the learner achieved and the score s/he achieved for each activity. For example, on **Place value**, Patience scored 3 out of a possible 3 marks, which is **Yellow**. If you do not have any colours, write the letter **Y** (for yellow) instead.

Codes

NS = No score – the learner did not score. ✓ =The learner has a disability known to the team.

Numeracy End Progress Assessment (EPA): Module 2c

Learning Hub		District	
Community Educator		Coordinator/ Mobiliser	

		Number sense						Number operations				
NAME AND ID NUMBER		Counting (3)	Number recognition (9)	Missing numbers (9)	Comparing and ordering numbers (4)	Place value (3)	**TOTAL (28)**	Addition (6)	Subtraction (6)	Multiplication (6)	Division (6)	**TOTAL (24)**
Patience Dube 011209		3	9	9	4	3	**28**	6	6	5	5	**22**
Clara Farai 011207	✓	3	6	6	4	2	**21**	6	6	4	4	**20**

End Progress Assessment (EPA) Form: Module 2c

		Number sense						Number operations				
NAME AND ID NUMBER		Counting (3)	Number recognition (9)	Missing numbers (9)	Comparing and ordering numbers (4)	Place value (3)	**TOTAL (28)**	Addition (6)	Subtraction (6)	Multiplication (6)	Division (6)	**TOTAL (24)**

End Progress Assessment (EPA) Form: Module 2c

		Number sense						Number operations				
NAME AND ID NUMBER		Counting (3)	Number recognition (9)	Missing numbers (9)	Comparing and ordering numbers (4)	Place value (3)	**TOTAL (28)**	Addition (6)	Subtraction (6)	Multiplication (6)	Division (6)	**TOTAL (24)**

Signed: Community Educator Date:

Signed: District Coordinator Date: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