SAGE Learning Progress Assessments: Undertaking assessments, analysing learning data and target setting

Girls' Education Challenge
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SAGE Learning Progress Assessments:
Undertaking assessments, analysing learning data and target setting

Background to this document

The aim of this document is to support educators to carry out the SAGE Learning Progress Assessments (LPAs) and to demonstrate how to input learners' scores onto both the Learning Assessment Progress Forms (Step 2) and the Learning Progress dashboard (Step 3). This document also provides information on understanding learners' attainment data and how to set targets for their future learning.

The document is divided into five steps:

Step 1	*Undertaking the learning progress assessments*
Step 2	*Scoring the learning progress assessments*
Step 3	*Inputting the scores onto the learning progress dashboard**
Step 4	*Understanding attainment data*
Step 5	*Setting targets for learners*
Step 6	*Planning next steps*

* To complete Step 3, you will need the ***SAGE Learning Progress Assessment Dashboard*** *file in Excel format*.

Assessment on the SAGE learning programme

Learning on the SAGE programme is assessed in two different ways – assessment *for* learning and assessment *of* learning.

The role of ongoing formative assessment: assessment for learning

Different learners need different amounts of support, depending on the subject and the activity and of course their experience of previous learning. Formative assessment helps learning, because to learn, learners must:

- understand what they are expected to learn;
- know where they are now with that learning;
- understand how to make progress (what to study and how to study);
- know when they have reached the goals and expected outcomes.

As part of the SAGE approach to teaching and learning, educators are encouraged to observe learners during learning activities and to notice and note down how well they are learning at an individual and small group level.

Progress Assessment Record/Book

The ongoing use of progress books allows educators to capture each learner's individual progress related to the skills they develop. It provides information on the different starting points of the learners as captured through the *Initial Progress Assessment* (Appendix A). When learners undertake SAGE Learning Progress Assessments, you are advised to use your Assessment Record/Book to note down any challenges learners face or areas that they found easier. The *Progress Book* can be used in collaboration with the SAGE Learning Progress Assessment Dashboard and will help you design tailored interventions to support individual's ongoing learning targets.

Purpose of the Learning Progress Assessments

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

Tracking progress

The SAGE learning progress assessments are designed to help you track individual and cohort progress using an innovative scoring and colour-coding system. The learner completes the sub-tasks within each of the subject assessments (numeracy, literacy/English). Educators score the assessments numerically using the SAGE scoring guides which they then record on the Learning *Progress Assessment Forms* (IPAF/MPAF/EPAF). The full set of SAGE learning progress assessments and the learning progress assessment forms can be found in Appendices A-C of this document.

Learning on the SAGE programme is aligned to the Infant and Junior curricula of Zimbabwe and associated learning objectives. There are nine sub-tasks for numeracy and seven sub-tasks for literacy/English. Each of the subject areas (numeracy, literacy/English) gives a learner the opportunity to score separately at sub-task level which combines to create an overall subject score. The numerical scores also allow for aggregate scores at a setting, district and programme level (See Step 2). The subject sub-tasks and the overall subject score cross-reference to one of four colours – white, blue, pink and yellow. The associated *learning descriptors* reflect levels of learning related to the specific module objectives connected to the three assessment points of the specific module objectives.

The colour-coding links with both the learning descriptors and a curriculum grade (see Figure 1).

SCORE/s LITERACY	SCORE/s NUMERACY	LEVEL	Learning descriptors	Curriculum grade
0-15	0-15	White level	Below	
16-33	16-21	Blue level	Emerging	ECD – Grade 2
34-60	22-37	Pink level	Developing	Grade 2 – 4
61-87	38-52	Yellow level	Secure	Grade 5+

Figure 1: Levels of SAGE learning

This use of colour-coding allows for a 'best fit' within and across the subject sub-tasks and means that learners can be referred to as *working within* a particular colour-banding, rather than being reduced to a single absolute score. It is possible to collate the scores, show the colour band distribution and to see progression from the IPA to MPA to EPA, or from IPA to EPA (See Step 3). In addition, it is also possible that in the MPA (after one year of learning) a learner demonstrates **Secure** (Yellow) subject knowledge in one or all subject areas (numeracy, literacy/English). However, they may begin Module 2 with **Developing** knowledge and understanding (Pink) in one or all subject areas and progress over the year to reach **Secure** (Yellow) understanding. On the MPA to EPA progress assessment form it could appear as though a learner had

maintained a **Secure** understanding. However, your **Progress Assessment Record/Book** would tell a more detailed story of this data and reflect the more nuanced journey of the learner, from Yellow (MPA) to Pink (start of Year 2) to Yellow (MPA).

STEP 1: Undertaking the assessments

Instructions

Read these guidance notes carefully.

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

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/English at two different times. It is recommended that you plan for your assessments to take place over a period of one week with a maximum of 10-15 learners assessed in any one day.
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/his 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, or giving extra time).
5. The tasks should be quick and informal (up to 10 minutes, except for learners with a disability – see Point 6). 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/home language for literacy.
8. Use English for English.
9. Use English/home language/vernacular for numeracy.

10. Learners can use concrete resources to help them in numeracy and paper/pens to show their workings out.

Process

1. Follow the guidance notes in Appendices A, B and C for the appropriate IPA/MPA/EPA literacy/English tasks and then the numeracy tasks.
2. The comment boxes are prompts for you. They provide additional information that helps you assess accurately.
3. Keep your Progress Assessment Record/Book close to hand.
4. Complete the whole assessment before colour banding the learners.
5. Note down in your Progress Assessment Record/Book any specific challenges for each learner. You will need this information when planning targets for the learners (Step 5).
6. To find out the colour band, you need to score the learners as they respond in the assessment.
7. You need a piece of paper and pen/pencil so you can score the learners as they move swiftly through the sub-tasks.
8. 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 or next section of the assessment. Apply the same principle to each subject assessment.
9. When the learner finishes the first assessment, e.g., Numeracy, thank her/him for working hard. Tell her/him if/when s/he will be completing the second assessment, e.g., literacy.
10. At the end of both assessments, congratulate the learner for trying her/his best. Ask the learner if s/he has any questions for you.
11. Score the assessment and complete the relevant *Progress Assessment Form* using the guidance notes (See Appendices A, B & C).

STEP 2: Scoring the assessments

IMPORTANT
Look at the appropriate IPA/MPA/EPA **Progress Assessment Form**

1. Look at the **Progress Assessment Task** instructions and the **Progress Assessment Scoring Guide**. The scores and colours are clearly listed.
2. 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.
3. Total up each learner's score for **Numeracy** and **Literacy/English sub-total**.

STEP 3: Inputting the scores on the LPA Dashboard

The **Learning Progress Assessment Dashboard** is an Excel spreadsheet that enables you to store and track progress across the assessments. It is possible to collate the scores, show the **colour band** distribution and to see progression from the IPA to MPA to EPA.

When you complete the Progress Assessment Form (Step 2), you should also add the same information to the **Learning Progress Assessment Dashboard.**

1. Open the **Learning Progress Assessment Dashboard** and fill in the table at the top of the *Setting details* sheet (if you have not done so already).
2. For the dashboard to work effectively, each learner's name and ID must first be entered on the *IPA* sheet. This information will then automatically be copied to the *MPA*, *EPA* and *Progression* sheets.

To enter IPA scores

3. Go to the *IPA* sheet. For each learner add their name, ID and date of test (if known).
4. Add the literacy/English and numeracy IPA subtask scores for each learner. When a score is entered the cell will change colour (white/blue/pink/yellow according to the **Progress Assessment Scoring Guide**). If there is an error (when a score is higher or lower than possible) the cell will turn red. Enter the correct score to rectify.

	A	B	C	D	E	F	G	H	I	J	K
1	IPA										
2					Literacy						
3	Name	ID	Assessment date	Picture reading (0-2)	Speaking & listening (0-7)	Letter/sound knowledge (0-8)	Word reading (0-30)	Short passage reading (0-18)	Comprehension (0-5)	Writing (0-11)	Total literacy (0-81)
4	Patience Dube	011209	01/01/2020	2	3	2	6	3	1	1	18
5											0
6											0

Figure 2: Entering IPA literacy/English score information

5. The totals and subtotals for each learner are calculated automatically. You may need to scroll across to see these.

L	M	N	O	P	Q	R	S	T	U	V	W
Numeracy											
Counting (0-3)	Number recognition (0-9)	Missing Numbers (0-9)	Comparing & Ordering (0-4)	Place Value (0-3)	Number sense total (0-28)	Addition (0-6)	Subtraction (0-6)	Multiplication (0-6)	Division (0-6)	Number operations total (0-24)	Total numeracy (0-52)
3	6	2	2	0	13	3	3	1	0	7	20
					0					0	0
					0					0	0

Figure 3: Entering IPA subtask scores and viewing total scores for numeracy

6. Scroll to the bottom of the table. The number of learners scoring in each colour band for each subtask is calculated automatically. This is also done for the total literacy and total numeracy scores in the right hand column. For example, Figure 4 shows the number of learners working within each band for

literacy/English in a Setting of 20 learners. The *total literacy* scores show that 6 have overall scores that place them within the No score/White band, 9 within the Blue band, 5 within Pink and 0 (zero) within Yellow.

	Picture reading	Speaking & listening	Letter/sound knowledge	Word reading	Short passage reading	Comprehension	Writing	**Total literacy**
NS/No colour	5	4	6	4	7	1	10	**6**
Number at blue	8	6	10	12	10	5	7	**9**
Number at pink	n/a	8	2	2	2	9	2	**5**
Number at yellow	7	2	2	2	1	5	1	**0**

Figure 4: Collated colour band scores

To enter MPA/EPA scores

7. Go to the *MPA/EPA* sheet. The learners' names and IDs will be listed automatically (they are copied from those you entered in the IPA sheet).
8. Add the literacy/English and numeracy MPA/EPA subtask scores for each learner. As with the *IPA* sheet, when a score is entered the cell will change colour (white/blue/pink/yellow according to the **Progress Assessment Scoring Guide**). If there is an error (when a score is higher or lower than possible) the cell will turn red. Enter the correct score to rectify.
9. The totals and subtotals for each learner are calculated automatically. You may need to scroll across to see these.
10. Scroll to the bottom of the table. As before, the number of learners scoring in each colour band for each subtask is calculated automatically. This is also done for the total literacy and total numeracy scores.

To view Progression information

1. Go to the *Progression* sheet. Do not enter any data on this sheet, it will be added automatically (it is copied from IPA/MPA/EPA sheets).
2. This sheet shows the learners total scores and associated colour for each learning progress assessment. For example, Figure 5 shows two learners' progression through the colour bands at IPA/MPA/EPA for both literacy and numeracy.

Progression

Name	ID	Literacy			Numeracy		
		IPA	MPA	EPA	IPA	MPA	EPA
Patience Dube	011209	18	37	64	20	32	44
Clara Farai	011207	6	24	42	9	18	31

Figure 5: IPA/MPA/EPA total scores and colours for two learners

3. Scroll to the bottom of the table. The number of learners scoring in each colour band across the IPA/MPA/EPA for each subtask in both literacy and numeracy is calculated automatically. The percentage of learners scoring in each colour band is also shown. For example, Figure 6 shows the distribution of scores across the colour bands for the IPA/MPA/EPA for a group of 20 learners.

NS/No colour	7	1	0	10	0	0
Number at blue	8	17	0	7	14	2
Number at pink	5	1	12	3	5	11
Number at yellow	0	1	8	0	1	7
% NS/No colour	35%	5%	0%	50%	0%	0%
% at blue	40%	85%	0%	35%	70%	10%
% at pink	25%	5%	60%	15%	25%	55%
% at yellow	0%	5%	40%	0%	5%	35%
	IPA	MPA	EPA	IPA	MPA	EPA
	Literacy			Numeracy		

Figure 6: IPA/MPA/EPA colour band score distribution

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

STEP 4: Understanding the attainment data

Part A - Understanding individual learner attainment

Once all assessments are complete, it is important that you understand the meaning of data from each learner, subject and setting level. On the three progress assessments for numeracy there are two sub-totals, one is 'number sense' and the other is 'number operations' and for literacy there is 'short passage reading' and 'comprehension'. These were identified as the key areas of learning in numeracy and literacy that would best demonstrate learner progress. So, it is possible for a learner to be working within individual sub-tasks at different levels, for example to have high attainment in number sense but lower attainment in number operations.

Refer to the **Learning Progress Assessment Dashboard** spreadsheet to review learners progress across the assessments. Scoring at a sub-task level can be reviewed assessment by assessment in the IPA/MPA/EPA sheets, with overall progress shown in the final Progression sheet. It is recommended that you also refer to your **Progress Assessment Record/Book** where you have kept a record of the learners' achievements as they undertook each of the assessments. You will have noted that whilst some learners fall into the same colour band, they will have experienced different challenges across the different sub tasks. For individual and/or tailored assistance (Step 5), you will need to refer to these notes to review the types of challenges each learner is having and to plan appropriate interventions.

As you go through each learner's profile it is important to reflect as follows, think about what you know about the learner across both numeracy and literacy. Try to identify what the learner did well, where the learner did less well and why that might that be. 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 a teacher to help the learner improve?

Part B - Understanding individual learner progress

The next step is looking at a learner's progress from either IPA to the MPA (Start to end of Year 1) or from MPA to EPA (Year 1 to end of Year 2). The colour coding system (explained in Tracking Progress on Page 3) has been designed to help you do this quickly. Immediately you should be able to see whether in any literacy or numeracy sub-tasks a learner has improved or not.

Initial Progress Assessment (IPA) attainment (start of learning)

IPA

Name	ID	Assessment date	Literacy							
			Picture reading (0-2)	Speaking & listening (0-7)	Letter/sound knowledge (0-8)	Word reading (0-30)	Short passage reading (0-18)	Comprehension (0-5)	Writing (0-11)	Total literacy (0-81)
Patience Dube	011209	01/01/2020	2	4	3	3	9	2	3	26

Mid Progress Assessment (MPA) attainment (end of 1 year of learning)

MPA

Name	ID	Assessment date	Literacy							
			Picture reading (0-3)	Speaking & listening (0-7)	Letter/sound knowledge (0-8)	Word reading (0-30)	Short passage reading (0-23)	Comprehension (0-5)	Writing (0-11)	Total literacy (0-87)
Patience Dube	011209		2	5	5	9	15	4	5	45

Progression across IPA/MPA/EPA (as assessments are taken)

Progression

Name	ID	Literacy		
		IPA	MPA	EPA
Patience Dube	011209	26	45	

Figure 7: Patience's literacy learning from IPA to MPA

In this example, we can see that over the course of one year of learning, Patience has progressed 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 learner, 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 the stories behind the scores.

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

Part C – Understanding the cohort

The next step is to look at the setting/cohort data. Remember this can be done for all progress assessments IPA, MPA and EPA. By looking at the cohort colours under each sub task in both numeracy and literacy, 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 they need Educator-led support?

When you have completed the Learning Progress Assessment Dashboard spreadsheet for your group of learners, you can also ask questions about your own performance. In this example (Figure 8), one learner does less well, why might that be?

IPA										
Name	ID	Assessment date	Literacy							
			Picture reading (0-2)	Speaking & listening (0-7)	Letter/sound knowledge (0-8)	Word reading (0-30)	Short passage reading (0-18)	Comprehension (0-5)	Writing (0-11)	Total literacy (0-81)
Patience Dube	011209	01/01/2020	2	4	3	3	9	2	3	26
Clara Farai	011207	01/01/2020	2	4	0	0	0	0	0	6

Figure 8: Looking at setting/cohort level data

Does s/he have attendance issues, is s/he 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 all useful information. Learners' profiles are complex, and the aim of understanding progress assessment is not to reduce learners just to the setting/cohort 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.

STEP 5: Setting targets

Setting targets for learners

The most important thing to remember when assessing your learners is to understand what their scores mean. Make the time to review the progress of individual learners and the cohort as a whole 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?
- Are there particular sub-tasks within each subject that stand out? Are there tasks that learners have consistently scored less well in? Is this surprising? Why might this be?
- 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?
    - Looking at the cohort colours under each sub-task in both numeracy and literacy, you can ask which subject needs more attention.
    - Are there any patterns or anomalies in the data? How might learners' attainment in different tasks be connected? (Figure 9)
    - If you have identified learners to group together, how might you tailor support for them?

Numeracy											
Counting (0-3)	Number recognition (0-9)	Missing Numbers (0-9)	Comparing & Ordering (0-4)	Place Value (0-3)	Number sense total (0-28)	Addition (0-6)	Subtraction (0-6)	Multiplication (0-6)	Division (0-6)	Number operations total (0-24)	Total numeracy (0-52)
3	8	6	4	1	22	5	4	3	2	14	36
3	6	3	3	0	15	3	2	0	0	5	20
2	5	2	2	0	11	3	3	1	0	7	18
2	3	2	2	0	9	2	1	0	1	4	13

Figure 9: Looking at patterns of attainment in numeracy at setting/cohort level

As an educator, you can also review the data and ask yourself questions about your own teaching. For example,

- From the learners' progress, which appears to be your strongest subject? Which subject areas might need more attention? (Figure 9)
- What next for your cohort?
- What professional development needs can you identify for yourself that might help all learners in their next assessment?

Look at Figure 10 on the next page. What do you notice about the learning for this cohort? How could you explain the differences between literacy and numeracy attainment at the IPA stage? What do you think has happened between the IPA and MPA stage in numeracy? How could you describe the progress made by these learners from the start of the programme (IPA) to the end of the programme (MPA)?

Progression

ID	Literacy			Numeracy		
	IPA	MPA	EPA	IPA	MPA	EPA
011209	18	37	64	20	36	44
011207	6	24	47	9	20	31
011205	30	40	53	13	18	37
011203	24	46	61	18	23	38
011201	10	18	58	14	22	41
011199	15	23	62	19	21	35
011197	29	23	53	15	19	40
011195	30	21	49	16	22	41
011193	33	32	47	14	18	42
011191	34	40	58	15	21	36
011189	10	48	58	14	24	34
011187	15	23	57	15	23	35
011185	19	34	64	10	23	36
011183	17	30	55	16	18	24
011181	9	18	62	12	23	38
011179	14	25	61	17	21	24
011177	18	22	38	13	17	20
011175	23	33	46	18	20	27
011173	24	28	40	14	19	23
011171	16	25	31	10	17	22

NS/No colour	7	0	0	13	0	0
Number at blue	12	15	1	7	12	1
Number at pink	1	5	13	0	8	12
Number at yellow	0	0	6	0	0	7
% NS/No colour	35%	0%	0%	65%	0%	0%
% at blue	60%	75%	5%	35%	60%	5%
% at pink	5%	25%	65%	0%	40%	60%
% at yellow	0%	0%	30%	0%	0%	35%
	IPA	MPA	EPA	IPA	MPA	EPA
	Literacy			Numeracy		

Figure 10: Looking at scoring and distribution of colour bands across the IPA/MPA/EPA

Examples of targets

Refer to your **Progress Assessment Record/Book** where you have kept a record of the learners' achievements (Step 2), or at the **Learning Progress Assessment Dashboard** if you prefer. You may wish to refer to the notes in your record/book, but you may find it easier to identify patterns of attainment in the dashboard. Look closely at learners who fall in the same colour bands and review your notes. What different challenges did they experience? Are there any similarities? Can you group learners together based on these challenges, so that you can offer individual and tailored assistance to similar groups of learners?

Some educators like to think about distinct types of targets. A common framework refers to five different kinds of targets – *Knowledge*, *Reasoning*, *Skills*, *Product* and *Dispositions* targets. Here are some examples of each of the types of targets.

Knowledge targets

- Can answer true/false questions correctly.
- Can arrange 2- and 3-digit numbers in order from smallest to largest.

Reasoning targets

- Is able to share counters (up to 50) evenly between two people.
- Uses inference skills to explain the behaviour/actions of a character in a short reading passage.

Skills targets

- Recognises and reads five or more CCVC words in a word list.
- Is able to give the correct change in a transaction, such as buying produce at the market.

Product targets

- Can write a brief description using simple sentences correctly punctuated with question marks, full stops and capital letters.
- Is able to demonstrate addition of two 3-digit numbers and explain any appropriate workings.

Dispositions targets

- Has confidence in using developing number sense in everyday life.
- Enjoys reading aloud simple texts.

Write the targets into your **Progress Assessment Book/Record** and plan to review them regularly. You will also need to plan your teaching activities and interventions so that learners have time to practise their learning.

STEP 6: Planning next steps

When setting targets, it is important to ensure that they are both realistic and achievable. SMART targets are targets that are Specific, Measurable, Agreed, Relevant, and Time-based and help create a clear plan for your learners.

- **Specific**: Be clear and precise about what the learner needs to achieve. Check that the target can be interpreted in only one way.
- **Measurable**: How will you know if the learner has achieved the target? Ensure you have thought about how to measure (assess) it, for example through observation or more formal assessment.
- **Agreed**: Ensure that the learner understands the target that has been set and is clear about what is expected of them.
- **Realistic**: Be realistic about the targets you set. Consider the support available to the learner and their chances of achieving the goal. Targets can be challenging, but they should be achievable.

- **Time limited**: Ensure that both you and the learner are clear about the time it could take to achieve the goal. Do you expect it to be met by the end of the next module? Sooner? Later?

It is important for the targets to be dynamic, so they lead to an improvement in learning outcomes for the learners. One way to achieve this is through regular **Progress Reviews** and you can do this in different ways. You can make time in your timetable to meet regularly with your learners to talk about targets and their progress. This helps you understand any challenges and if the learner has made good progress, and you can discuss and set new targets. If the next summative assessment point is one year away, you can set short tasks that quickly check learners' progress through your usual *Assessment for Learning* activities.

APPENDIX A: Initial Progress Assessment (IPA) 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:

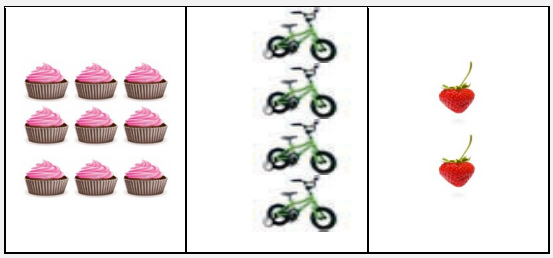
<u>Numeracy</u> Initial Progress Assessment (IPA): Module 1a

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

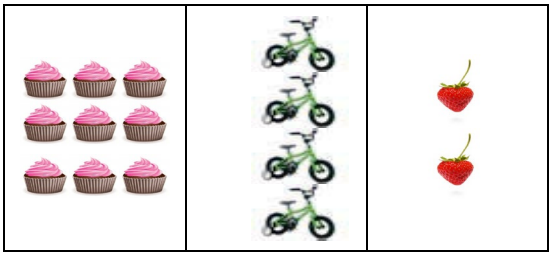
8 ÷ 2 | 20 ÷ 5	Learner can divide by a single digit number
42 ÷ 6 | 80 ÷ 10	Learner can divide by a 1 or 2-digit number (any method)
$4\overline{)428}$ | $9\overline{)369}$	Learner can divide a larger numbers (any method)

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 ⟌ 4 2 8	9 ⟌ 3 6 9

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 (27)**	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 (27)**	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 (27)**	Addition (6)	Subtraction (6)	Multiplication (6)	Division (6)	**TOTAL (24)**

Signed: Community Educator Date:

Signed: District Coordinator Date:

APPENDIX B: Mid Progress Assessment (MPA) 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">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>How many are in your family?</td><td>What have you enjoyed most about the SAGE sessions?</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 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">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.
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:

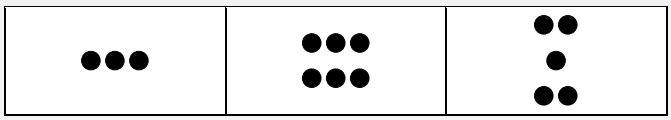
Numeracy Mid Progress Assessment (MPA): Module 1c

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

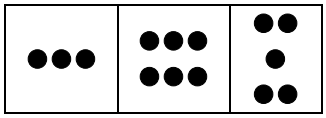
10 ÷ 2 | 25 ÷ 5	Learner can divide by a single digit number
21 ÷ 7 | 45 ÷ 9	Learner can divide by a 1 or 2-digit number (any method)
$6\overline{)366}$ | $5\overline{)645}$	Learner can divide a larger numbers (any method)

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 (EPA) 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:

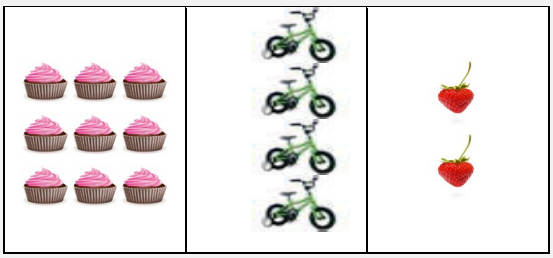
Numeracy End Progress Assessment (EPA): Module 2c

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

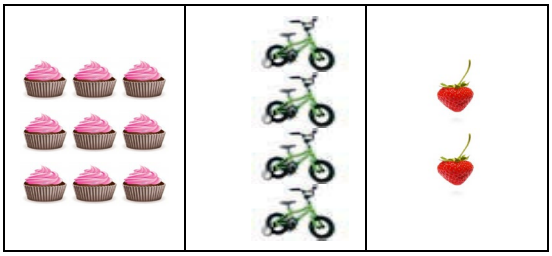
8 ÷ 2 | 20 ÷ 5	Learner can divide by a single digit number
42 ÷ 6 | 80 ÷ 10	Learner can divide by a 1 or 2-digit number (any method)
$4\overline{)428}$ | $9\overline{)369}$	Learner can divide a larger numbers (any method)

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:

Girls' Education Challenge
UKaid
from the British people
The Open University
cbm
PLAN INTERNATIONAL
ECONET
Wireless
Zimbabwe
Ministry of Primary and Secondary Education