**Practicalities**

* Initial Progress Assessment (IPA) at the start of Module 1a (within 6 weeks of joining the programe).
* Mid Progress Assessment (MPA) at the end of Module 1c.
* End Progress Assessment (EPA) at the end of Module 2c (equivalent to Grade 5)
* A Learner’s learning is scored using the Scoring Guide and recorded on the IPA, MPA or EPA Form.
* Log a record of completed assessments in your **Progress Book**.

**Prepare**

* Read the assessment guidance and scoring guide carefully.
* Clarify the instructions that you will read out to the learner. The words are in **BOLD**.
* Try the test questions out on each other so you are clear before you begin.
* Create a 3 to 4-week timetable for when you are going to carry out the assessments.

**Planning**

* Each assessment should take no more than 15 minutes.
* Learners should complete each assessment on a different day.
* ALL Learners need a LEARNER copy for each assessment.
* If a Learner has a disability, discuss with school mentor or school lead adaptations. This may include: giving more time, dividing assessment into smaller tasks, enlarged text, use of braille/sign language, with an interpreter.
* Use English for literacy/Learning English.
* Use English/home language/vernacular for numeracy.
* Learners can use concrete resources to help them in numeracy and paper/pens to show their workings out.

**The scoring guide**

* Learners are assessed across three levels. Each level has been allocated a colour band. Blue – Learners are operating at Grade 1-2; Pink/orange – Grade 3-4, and Yellow – Grade 5.
* The colour bands mean the Learner is working within those grades. Using the colour bands allows for flexibility and that Learners can show their achievement in different sub-tasks. We know that Learners have different strengths in different tasks.
* To find out the colour band, you need to score the Learners as they respond in the assessment.
* Complete the whole assessment before colour banding the Learners
* You need a piece of paper and pen/pencil so you can score the Learners as they move swiftly through the sub-tasks.
* At the end of the assessment, look at the Learner’s score for each task. Cross-reference the score with the colour. For example, if Chipo gets 2 questions correct on *Speaking and Listening sub-task*, she achieves 2 points. 2 points = blue. Chipo likes reading and scores 5 points on the *Letter/Sound knowledge sub-task*. What colour is Chipo for this sub-task?
* You answer should be that Chipo is in the Pink colour band for Letter/Sound knowledge. Were you correct?
* On the Assessment Form record the score **and** the colour for each sub-task of the assessment.

**Completing the Learning Progress Assessments**

* Have a copy of the scoring guide and assessment in front of you. You will need a piece of paper and pen/pencil so you can score the Learners as they move swiftly through the assessments.
* The comment boxes are prompts for you. They provide additional information that helps you assess accurately.
* Particularly for numeracy, use a piece of paper to ‘hide’ the upcoming questions.
* Even if you do not agree in principle with a response, for example in the Speaking and Listening task, if a Learner responds ‘*I want to be 5th wife’* carry on with the assessment. At the end, you can say you would like to talk a little more about what the Learner said.

**Analysing the Learning Progress Assessments**

* Follow the guidance in the two documents: *Learning Progress Assessments – Undertaking, analysing and target setting* and the *Learning Progress Assessments Dashboard*.

**Personalise**

* Support Learners with disabilities with more time and enlarged Learner sheets. Indicate with a *✓* on the assessment form next to the Learner’s name if she has a disability.
* All Learners complete the assessments 1:1.
* Learners should be encouraged and supported.

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| **LITERACY**  *Speaking & Listening*  Ask all Learners all the questions (blue, pink and yell0w). Encourage her to answer, but accept she may only score on blue questions.  *Letter/sound knowledge*  Give Learners up to 10 seconds to answer. For this task, stop when a Learner gets 5 sounds wrong. Score. Learner scores 1 point for correct letter sound**. S/he does NOT need to give both the letter sound AND letter name.**  *Word reading*  Give Learners up to 10 seconds to answer. Stop when Learner gets 5 words wrong. Score.  *Reading: picture reading*  Follow assessment guidance.  *Reading: Short passage reading*  Give Learner time to read the sentences to herself first. Let her try each word in the first sentence. If she struggles move onto the comprehension questions.  *Comprehension*  Encourage the Learner to answer the questions in English. She can only score if her answer is in English.  *Writing*  Follow the assessment guidance. |

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| **NUMERACY**  Read all questions in the Learner’s home language if s/he does not understand English.  *Number sense: Counting*  Follow assessment guidance.  *Number sense: Number recognition*  Do not read the numbers. Point to the numbers. Give up to 10 seconds to answer each question. Stop when the Learner gets 3 wrong. Score.  *Number sense: Missing numbers*  Give up to 10 seconds to answer each question. Stop when the Learner gets 3 wrong. Score.  *Number sense: Comparing and ordering numbers*  Give up to 10 seconds to answer each question. Stop when s/he gets 3 wrong. Score. *Remind the Learner that s/he can use pen and paper or any other resource.*  *Number sense: Place value*  Do not read the numbers. Give up to 10 seconds to answer each question. *Only higher attaining Learners will tackle this question.*  *Number operations: Addition/subtraction/multiplication/division*  For each operation the instructions are the same. Give the Learner plenty of thinking time for each question (for some questions this could be up to a minute). Stop when the Learner gets 3 wrong. Score.  *Remind the Learner that s/he can use any resource (counters, bead strings, number lines, pen and paper etc.), but s/he does not have to.* |

**Principles**

* **Follow the assessment guidance.** The guidance notes have all the information you need. Follow the instructions.
* **Support the learner in doing their very best.** Any test situation can feel burdensome, for the learner and the volunteer. Your most important role is to motivate the Learner, so s/he wants to do his/her very best.
* **Accurate information is important for you and the project.**