

Nigeria Teacher Development Programme (TDP) Impact Evaluation of Output 1: In- Service Teacher Training Endline Survey 2017

Pupil background and test instrument.

Excerpt from enumerator endline manual.

October 2017

Pupil test instructions

- When giving instructions to the pupil, you can express the question in **language that they understand**.
- However, in **English** questions, text presented in **orange** must be read in English without changing anything. Other instructions may be read in the local language.
- In **maths and science** use **local language** wherever possible.
- **Praise the pupil** throughout the interview. Ask the pupil to clap for him/herself, or say 'well done', 'great job'. Even if the child makes a mistake, do not discourage him/her but tell them 'good try', 'good effort' etc.
- **Give the pupil time to answer**, especially when they are trying to answer.
- If after **about 30 seconds** there is no response, tell them the correct answer. Mark it as "Not attempted," and move on to the next question. Telling the pupil the correct answer does not mean explaining or teaching.
- **Do not teach**: expressing the question differently does not mean you can teach the child how to do the question or guide the pupil in their attempts to answer the question. Having read the question carefully and repeated it, you must leave the pupil to show what they can do by themselves.
- If you can see the pupil knows what to do but has made minor errors, always encourage them to **check their work** and where appropriate give them some extra time (around 10 seconds) to make corrections.
- **Accept self-corrections as correct answers**. If the pupil writes the wrong answer then realises their mistake and says or writes the correct answer, then mark this as correct.
- If the pupil still gets the answer wrong, tell them the correct answer. Do not explain or teach the correct answer. Briefly mention it, and move on to the next question.
- Don't encourage the pupil to guess an answer if they do not know the answer.



Some questions are **oral**. There is no page in the pupil book for these questions. You read the text on your tablet and the pupil responds with a spoken answer. If not an oral question, make sure you turn the page of the pupil book so the correct page is showing.



Some questions are **timed**. The time will appear on your tablet screen, at the top. When time is up, thank the child and move on to the next question.



In E4 (reading words) you have to tick the items that the pupil **does NOT read correctly**



In S16 (movement) and S17 (plants), tick the items that have been completed **correctly**

- In most other questions you choose one of these 3 options →

- | | |
|-----------------------|---------------|
| <input type="radio"/> | Correct |
| <input type="radio"/> | Incorrect |
| <input type="radio"/> | Not attempted |

1.1 Preliminaries

The initial set of questions seek to find out about the abilities of the child to hear, speak, see and write and to gather some background information about the pupil.

Able to hear

While leading the pupil to the test location, greet the child and ask his/her name, using the local language where possible.

When you first speak to the pupil, if the pupil shows no signs of hearing what you say, confirm with the teacher whether the pupil can hear.

If he or she cannot hear but can understand through some other means – lip-reading or through a signing assistant – continue with the test.

If the pupil is not able to understand you, give them the biscuit, drink and pencil, and thank them for their participation.

- Able to understand you ☐
- Not able to understand you ☐

This question is about whether the child can **hear**. If you think the child may not be able to understand because of the language you are speaking, then try to find someone who can help.

Able to speak

Prompt if necessary until you get a reply to your greeting or introduction.

Mark whether the pupil responds verbally to your greeting, to say their name, or in response to any other question by you or anyone else.

- Responds verbally ☐
- Does not respond verbally ☐

Again, make sure the child speaks the same language as you, or ask for help.

First name

Enter the pupil's first name.

Last / father's name

Enter the pupil's last name or father's name.

Sex

Is the pupil a boy or girl?

- Boy ☐
- Girl ☐

Grade

What grade are you in?

- Grade 3 ☐
- Grade 4 ☐
- Grade 5 ☐
- Grade 6 ☐
- No longer in primary school ☐
- Don't know / refuses to answer ☐

Most of the pupils should be in grade 6.

Children who are no longer in primary school are not supposed to participate, but you can continue if the pupil tells you this.

Age

How old are you?

Enter 98 if the child doesn't know or refuses to answer

Enter a number from 4 to 16, or 98. Use the local language.

If they are confused, explain that you are asking about

their age at their last birthday. For example if a pupil says he will be 11 years old in two weeks' time, record 10. Some pupils may not know their exact age. If so, record 98 (Don't know) and continue.

Language

What language do you mostly speak at home?

- | | |
|------------------|-----------------------|
| Benin / Edo | <input type="radio"/> |
| Ebira | <input type="radio"/> |
| English / Pidgin | <input type="radio"/> |
| Esan | <input type="radio"/> |
| Fulfulde | <input type="radio"/> |
| Hausa | <input type="radio"/> |
| Gbagyi | <input type="radio"/> |
| Gbari | <input type="radio"/> |
| Ibibio | <input type="radio"/> |
| Igbo | <input type="radio"/> |
| Kanuri | <input type="radio"/> |
| Nupe | <input type="radio"/> |
| Yoruba | <input type="radio"/> |
| Other (specify) | <input type="radio"/> |
| Refused | <input type="radio"/> |
| Don't know | <input type="radio"/> |

If the pupil speaks more than one language at home, ask about which one they speak most.

Able to see

I am going to ask you some questions. I will ask you to write or say the answers. You should try your best but do not worry if you cannot answer.

Can you see the book here?

Point to the pupil book on the table. Mark whether the pupil indicates that he/she can see the book, by looking at it and/or saying yes.

- | | |
|-----------------|-----------------------|
| Can see book | <input type="radio"/> |
| Cannot see book | <input type="radio"/> |

Able to write

Turn to the 'Drawing' page and give the child the pencil.

I'm going to draw a line between these two dots.

Draw a line on the pupil book between the two dots at the top of the page.

Now, can you do the same and draw a line between these two dots?

Point to the two dots lower down the page. Mark whether the pupil draws or writes something on the book, regardless of whether it is a straight line between the two dots or something else.

- | | |
|------------------------|-----------------------|
| Draws or writes | <input type="radio"/> |
| Does not draw or write | <input type="radio"/> |

2 English literacy

The English literacy section is designed to test children's literacy skills in English for primary school pupils studying in class 6. There are questions on letters, reading, listening, grammar, etc.

Words in **orange** must be read **word for word in English**.

Answers have to be in English. If the pupil answers in another language say **"Please answer in English."** If they still reply in another language mark the question as incorrect.

Aside from words in orange, you can use local language, e.g. Hausa. You can also repeat a question in both Hausa and English if this helps the pupil to understand – but the bold text must only be read in English.

The questions **do not require full sentences** except E5 (continuous present tense).

English introduction

Thank you! I'm going to start with some questions about English. Are you ready to start?

Okay ☐

ORAL

E1: Point to parts of the body: example

What we are going to do now is, I am going to say a word, and if you can see what I am saying anywhere around you, then I would like you to either point to it, or to touch it. So, if I said to you **hand** you could touch your **hand** (*Touch your hand*). Let's see how you go.

Example done ☐

E1a: Point to parts of the body: nose

Point to your **nose**.

E1b: Point to parts of the body: toes

Now, point to your **toes**.

E1c: Point to parts of the body: knee

Point to your **knee**.

E1d: Point to parts of the body: ear

Point to your **ear**.

E2: Identifying simple words: example

Fine. Now I will tell you a word and I want you to point to the word on the page. Let's try an example. Which word is **foot**?

*Let the pupil try. If he/she does not get the answer then point to the right word and say, No, this word here is **foot**.*

Example done ☐

E2a: Identifying simple words: *Removed*

Name the body part in **English**. Do not translate the name of the body part. However you can explain the instruction in the pupil's local language (e.g. Point to the thing I am saying.)

Correct: Points to or touches the right body part.

Incorrect: Points elsewhere.

Not attempted: No answer.

The pupil has to point to the word you have said in **English**. You must not translate the word into any other language. However you can repeat the instructions in the local language if it helps the pupil to understand.

Be careful not to point to the answers.

E2b: Identifying simple words: Removed

Correct: points to the right word.

E2c: Identifying simple words: Removed

Incorrect: points to the wrong word.

E2d: Identifying simple words: Removed

Not attempted: No answer.

E3: Naming familiar pictures: Removed

E3a: Naming familiar pictures: Removed

E3b: Naming familiar pictures: Removed

E4: Reading familiar words: example

Do the examples together. Show the pupil the words in the pupil book:

cat one

*Point first to "cat", and say This says **cat**. Then say, Please read this word (point to the word 'one'). If the pupil responds correctly, say: Good, this word is one.*

*If the pupil does not respond correctly, say: This word is **one**. Help them if they read it incorrectly or do not attempt to read it. If they try to spell the word, tell them just to read it.*

Example done ☐

E4: Reading familiar words >>> 1 MIN <<<

Ask the pupil to do the test question, saying:

Read the words as quickly and carefully as you can.

*Show the learner the words in the pupil book. Point to the first. Select 'Start' and go to the next screen to start the timer. Do this when the child says the first word (or after 3 seconds if they hesitate). Tick the words that the child **does not** read correctly.*

Time: 1 minute

Start ☐




The timer will start when you advance to the next screen. It will vibrate when time runs out.

If the child does not read the words in the right sequence (along the rows), you can prompt them, pointing along the rows.

E4a: Reading familiar words (1st row)

*Tick the words that the child **does not** read correctly.*

- Word removed ☐
- Word removed ☐
- Word removed ☐
- Word removed ☐
- Word removed ☐
- All correct ☐
- Time ran out ☐

 Remember to tick the words **NOT READ CORRECTLY**.

If the learner hesitates for 3 seconds, say the word, point to the next word, and say 'Please go on'. Tick this word as not correctly read.

When time runs out the timer will vibrate. Say 'Please stop'. Tick any remaining words that the child has not read, and then tick 'Time ran out'.

E4b. Words: 2nd row

*Tick the words that the child **does not** read correctly.*

- Word removed ☐
- Word removed ☐
- Word removed ☐

<p>Word removed <input type="checkbox"/></p> <p>Word removed <input type="checkbox"/></p> <p>All correct <input type="checkbox"/></p> <p>Time ran out <input type="checkbox"/></p>	<p>If you tick all 5 words to show that the child read none correctly, or 'Time ran out', CAPI will skip to the next question.</p>
<p>The remaining rows (E4c, E4d, E4e) continue as above.</p>	
<p>E5a: Continuous present tense: Removed</p>	<p>This question assesses a pupil's ability to look at a picture and answer a simple question, using the continuous present tense in a whole sentence.</p> <p>Correct: <i>Removed.</i></p> <p>Incorrect: <i>Removed.</i></p> <p>Not attempted: No answer.</p>
<p>E5b: Continuous present tense: Removed</p>	<p>Sentences with minor grammatical errors can be accepted, but the present continuous (e.g. "is reading") needs to be correct.</p>
<p>ORAL E6: Listening comprehension: passage I will read a short passage twice and then ask two questions about it.</p> <p>Passage removed</p> <p><i>Repeat the passage before going on.</i></p> <p>Passage read twice ○</p>	<p>This question is oral. It involves reading a passage then asking two questions about it. It assesses the pupil's ability to understand a passage being read to them and demonstrate their understanding (by answering questions). Make sure you read the passage very slowly, clearly and loudly.</p>
<p>E6a: Listening comprehension: Removed</p> <p>Question removed</p> <p><i>A full sentence answer is not required for this question.</i></p>	<p>Correct: <i>Removed.</i></p> <p>Incorrect: <i>Removed.</i></p> <p>Not attempted: No answer.</p>
<p>E6b: Listening comprehension: Removed</p> <p>Question removed</p> <p><i>A full sentence answer is not required for this question.</i></p>	<p>Correct: <i>Removed.</i></p> <p>Incorrect: <i>Removed.</i></p> <p>Not attempted: No answer.</p>

Box 1. Marking spelling

A correctly spelled word is one where the letters are legible, and all letters are present in the right sequence (from left to right).

Some children may write letters **back to front** occasionally. E.g. **ehop**. Accept this as **correct**.

Some children forget to **dot the letter i**. E.g. like. Accept this as **correct**.

Upside down letters, letters in the wrong order, or missing letters will be marked as **incorrect**.

When marking spelling, it does not matter if the word is correctly spaced or not, and whether it uses capital letters correctly. Spacing and capitals are usually marked in a separate part of the question. It does not matter if words are not written in a straight line, as long as they are written from left to right.

Mark the way the writing appears on the page. It does not matter if the child wrote it from right to left or in some other way, as long as it looks right.

E7a. Spelling: Removed

Correct: Removed.

For a word to be marked as correct, the right letters have to be written in the right order. It does not matter whether capital or lower-case letters are used.

E7b. Spelling: Removed

Correct: Removed

E7c. Spelling: Removed

Correct: Removed

E7d. Spelling: Removed

Correct: Removed



E8: Opposites: example

I am going to give you three words and I want you to tell me their opposites. I will say the words and you will **say** the answers.

Here is an example before we start: The opposite of **hot** is **cold**. Here are the questions for you.

Example done ○

Do not use the pupil book. The pupil needs to respond by saying the answers. Repeat the instruction if they do not understand this.

E8a: Opposites: Removed

Correct: Removed.

E8b: Opposites: Removed	Correct: Removed
E8c: Opposites: Removed	Correct: Removed
E9: Synonyms: Removed	Correct: Removed
E10: Singular and plural: example Now look at these questions. They are about changing words to show that there is more than one of something. For example, I say One foot , you say Two feet , and so on. Do you understand? Example done <input type="radio"/>	If the pupil does not understand, illustrate by pointing to your foot and saying One foot , then pointing to both feet and saying Two feet . If they still do not understand say, "Okay, let's try a question," and continue with the next part of the question.
E10a: Singular and plural: Removed	Correct: Removed
E10b: Singular and plural: Removed	Correct: Removed The pupil does not have to write in the pupil book. If they do, ask them again to tell you the answer. Mark as correct if they tell you the answer.
E11: Completion of sentences: example <i>Point to the example.</i> Here is an example of a question where you have to fill in the blank with a word from a list, using correct grammar. She [blank] to my house yesterday. The sentence needs a verb in the past tense because it happened yesterday. <i>Point to the four words one at a time as you say the complete sentences.</i> She came to my house yesterday. She come to my house yesterday. She coming to my house yesterday. She comes to my house yesterday. The answer is A – came . <i>Tick the answer.</i> Example done <input type="radio"/>	

E11a: Completion of sentences (a): <i>Removed</i>	Correct: <i>Removed.</i> The pupil should tick the answer, but also mark as correct if they point to it, tell you the right answer or write it in the book.
E11b: Completion of sentences (b): <i>Removed</i>	Correct: <i>Removed</i>
E11c: Completion of sentences (c): <i>Removed</i>	Correct: <i>Removed</i>
E11d: Completion of sentences (d): <i>Removed</i>	Correct: <i>Removed</i>
E11e: Completion of sentences (e): <i>Removed</i>	Correct: <i>Removed</i>
E11f: Completion of sentences (f): <i>Removed</i>	Correct: <i>Removed</i>
E11g: Completion of sentences (g): <i>Removed</i>	Correct: <i>Removed</i>
E12. Use of a and an: <i>Removed: Removed</i>	Correct: <i>Removed</i> If the pupil cannot read the sentences, ask them if they know which one is correct. The pupil is not being asked which of the statements is true but which of the statements is grammatically correct. The pupil should tick the correct sentence, but you can also mark as correct if they tell it to you, point or circle it.
E13: Prepositions: introduction Here are three pictures. There is a tree in all of the pictures. What I want you to do is look at the picture and look at the incomplete sentence, and then select the right word to complete each of the sentences. You cannot use the same word more than once. Okay ○	

<p>E13a: Prepositions: dog Where is the dog? Select one of the words from the list above the first picture to complete the sentence to match the picture. <i>Point to the words because the pupil might think all lists are presented vertically. Prompt the pupil to write something if he or she tries to tell you the answer or just points to the word.</i></p>	<p>Correct: writes 'under'. Minor spelling mistakes can be accepted as long as the word is recognizable. ('Beside' is not accepted because it is needed for part c and they cannot use the same word twice.)</p>
<p>E13b: Prepositions: Removed</p>	<p>Correct: <i>Removed</i></p>
<p>E13c: Prepositions: Removed</p>	<p>Correct: <i>Removed</i> If necessary, remind the pupil that they can only use each word once. They can correct their earlier answer if they want.</p>
<p>ORAL E14: Common objects: introduction I am asking you a couple of questions about some common objects (things) around you. Okay <input type="radio"/></p>	
<p>ORAL E14a: Common objects: Removed</p>	<p>Correct: <i>Removed</i></p>
<p>ORAL E14b: Common objects: Removed</p>	<p>Correct: <i>Removed</i></p>
<p>E15: What things are made of: introduction Here is a question about what things are made of. <i>Point to the three pictures.</i> It is clear what is in the pictures. I am going to ask you what the things in the pictures are made of. You can look at the list above the pictures to help you choose the right answer. Okay <input type="radio"/></p>	
<p>E15a: What things are made of: Removed</p>	<p>Correct: <i>Removed</i></p>
<p>E15b: What things are made of: Removed</p>	<p>Correct: <i>Removed</i></p>
<p>E15c: What things are made of: Removed</p>	<p>Correct: <i>Removed</i></p>
<p>E16: Syllables: Removed</p>	<p>Correct: <i>Removed</i></p>
<p>E17: Reading and answering questions: start <i>Show the pupil the story and say:</i> I want you to read through this story. Then you can answer the questions on the next page by ticking the correct answer.</p>	<p>If Not attempted, the rest of this question will be skipped</p>

If the pupil shows no signs of reading the story you can prompt them by asking them to read it out loud or quietly. If they still show no sign of reading mark the question as not attempted. Allow a few minutes for the pupil to read.

After the pupil has read the story (aloud or quietly) you can prompt them to circle the correct answers on the next page. Do not read the questions to the pupil. The pupil must read the questions him/herself.

- Pupil reads the passage and looks at the questions ☐
- Not attempted ☐

E17a: Reading and answering questions: *Removed*

Correct: *Removed*

E17b: Reading and answering questions: *Removed*

Correct: *Removed*

E17c: Reading and answering questions: *Removed*

Correct: *Removed*

3 Mathematics

This section is designed to test the numeracy and basic mathematics skills of primary school pupils studying in grade 6. In this instrument, there are questions on counting, ordering of numbers, fractions, basic mathematical operations (addition, subtraction, multiplication), counting money, telling the time, measuring lengths and capacity, shapes, etc.

Speak to the pupil in the **local language** wherever possible. If you do not speak the local language and if the pupil speaks English, administer the questionnaire in English. If the pupil does not speak English and you need an interpreter to help you, make sure it is not a teacher. Ask a colleague data collector for help if available.

The pupil may use their fingers and draw or write anything on the page that helps them find the answer, but they are not allowed to use other aids such as counters.

Mathematics introduction

Thank you very much! Now we are going to look at some mathematics questions.

Okay

○

M1a. Shapes: Removed

Correct: Removed



M1b. Shapes: Removed

Correct: Removed

M2. Weights: Removed

M2a. Weights: Removed

Correct: Removed

M2b. Weights: Removed

Correct: Removed

M3. Different shapes: Removed

Correct: Removed

The pupil should tick the correct answer, but can also tell it to you, circle it, or point to it.

M4. Same shapes: Removed

Correct: Removed

The pupil should tick the correct answer, but can also tell it to you, circle it, or point to it.

M5. Algebra: Removed

Correct: Removed

The pupil should tick the right answer, but you can also mark correct if they point to it or say it.

M6. Number cubed: Removed

Correct: Removed

M7. Number sequence: <i>Removed</i>	Correct: <i>Removed</i> The pupil should tell you their answer or write it in the box
M8. Race – compare times: <i>Removed</i>	Correct: <i>Removed</i> The pupil should point to their answer but can also tell you.
M9. Calendar: introduction I am going to ask you some questions that relate to the calendar for the month of January and I want you to tell me your answers. <i>Point to the calendar in the pupil book as you are speaking.</i> Start ○	
M9a. Calendar: <i>Removed</i>	Correct: <i>Removed</i>
M9b. Calendar: <i>Removed</i>	Correct: <i>Removed</i>
M10. Angles: introduction Look at these angles. I'm going to ask you what type of angles they are. One of them is an acute angle. One of them is a right-angle. And one of them is an obtuse angle. Okay ○	
M10a. Angles: <i>Removed</i>	Correct: <i>Removed</i> Pupil can point to or name the correct answer.
M10b. Angles: <i>Removed</i>	Correct: <i>Removed</i> Pupil can point to or name the correct answer.
M11. Subtraction: <i>Removed</i>	Correct: <i>Removed</i> The pupil can do workings on the page if they need to.
M12. Decimals: <i>Removed</i>	Correct: <i>Removed</i>
M13. Speed, time and distance: <i>Removed</i>	Correct: <i>Removed</i> Partially correct: <i>Removed</i> (without the unit) Incorrect: anything else You can translate and explain to the pupil in the local language. Explain only the question and do not try to create scenarios outside the question.
M14. Square root: <i>Removed</i>	Correct: <i>Removed</i>

M15a. Fractions: three-quarters*Show the first shape to the pupil*

Please colour three quarters of this shape.

M15b. Fractions: *Removed*

Let the pupil choose a pencil. The pupil should colour part of the shape.

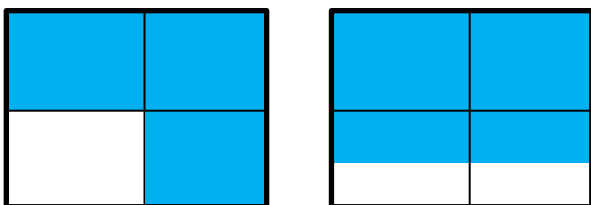
Saying “three over four” or “three fourths” instead of “three quarters” is acceptable if that helps the pupil to understand the question. You can point at the shape to show where it is but you cannot point at the parts of the shape to show where they have to colour.

You may prompt the pupil after a few seconds, by repeating the question. After 1 minute mark the question as Not attempted.

See
Box 2.

Box 2. Colouring in fractions of shapes

When you ask the pupil to colour in three-quarters of the shape, show the shape to the learner and indicate you are referring to the whole shape (not one section of it). You can mark the answer as correct if they colour about three-quarters of the area, even if they pay no attention to the lines. The following examples are **correct**:

**M16. Addition and subtraction 3-digit >>> 3 MINS <<<**

Here are two addition problems and two subtraction problems. Please do the sums and write your answers in the pupil book.

Time: 3 minutes

Start ○



The timer will start when you advance to the next screen. It will vibrate if the time runs out before you have marked all the sums.

M16a. Addition and subtraction 3-digit: 214 + 161

Correct: 375

M16b. Addition and subtraction 3-digit: 364 + 163

Mark the answer to 364 + 163 = 527

Correct: 527

M16c. Addition and subtraction 3-digit: *Removed*

Correct: *Removed*

M16d. Addition and subtraction 3-digit: *Removed*

Correct: *Removed*

M17. Multiplication: introduction >>> 1 MIN <<<

Here are two multiplication problems. Please do the problems and write your answers in the pupil book.

Time: 1 minute

Start ○



The timer will start when you advance to the next screen. It will vibrate if the time runs out before you have marked all the sums.

M17a. Multiplication: 28 x 4

Mark the answer to 28 x 4 = 112

Correct: 112

M17b. Multiplication: *Removed*

Correct: *Removed*

M18. Division: introduction >>> 1 MIN <<<

Here are two division problems. Please do the problems and write your answers in the pupil book.

Time: 1 minute

Start ○



The timer will start when you advance to the next screen. It will vibrate if the time runs out before you have marked all the sums.

M18a. Division: *Removed*

Correct: *Removed*

M18b. Division: *Removed*

Correct: *Removed*

M19. Money sum: *Removed*

Correct: *Removed*

This question uses the pupil book for reading a money problem and for the pupil to write the answer, but you will also read the passage out loud.

You can translate and explain to the pupil in the local language. Explain only the question and do not try to create scenarios outside the question.

If the pupil does not respond by writing or trying to work answers out after a few seconds, check with the pupil that they understand the task. If necessary, repeat the instructions again. If the pupil says the answer instead of writing it, ask them to write down their answer.

It does not matter if the Naira sign is missing.

4 Science and technology

This section is designed to test pupils' knowledge and understanding of science and technology, focusing particularly on a number of topic areas that should have been covered by the end of grade 5.

Speak to the pupil in the **local language** wherever possible. If you do not speak the local language and if the pupil speaks English, administer the questionnaire in English. If the pupil does not speak English and you need an interpreter to help you, make sure it is not a teacher. Ask a colleague data collector for help if available.

However, some questions involve the pupil reading words in English. Any words for you to read in English are shown in **orange**. Do not translate or explain this information.

Some of the questions involve looking at pictures and describing or explaining what is happening. The pupil may require some prompting to understand what information you are looking for. You can prompt the pupil in the following ways:

- What else does the picture show?
- What is the person using to do [activity]?
- What makes that happen? Why does that happen?

Do not point to particular parts of the picture or give the pupil clues.

Science introduction

Thank you very much! We're in the last part of the test now. We're going to talk about science.

Okay ☐

S1: Comparing length: introduction

[Turn to page S1 in the pupil book.](#)

Look at the objects here.

Okay ☐








S1a: Comparing length: *Removed*






Correct: ticks or points to the correct drawing

S1b: Comparing length: *Removed*

Incorrect: points anywhere else or says something irrelevant

Not attempted: does not indicate any shape or say anything

<p>S2. Taste: introduction <i>Turn to page S2 in the pupil book.</i> Look at these pictures. They show a <i>text removed</i>. <i>Point to the pictures. Do not give special attention to any of them.</i> Okay <input type="radio"/></p>	
<p>S2a: Taste: <i>Removed</i></p>	<p>Correct: <i>Removed</i></p> <p>Incorrect: <i>Removed</i></p> <p>Not attempted: does not say anything</p>
<p>S2b: Taste: <i>Removed</i></p>	<p>Correct: <i>Removed</i></p>
<p>S3. Materials: introduction Look at these pictures. They are all showing different materials. Okay <input type="radio"/></p>	
<p>S3a: Materials: <i>Removed</i></p>	<p>Correct: <i>Removed</i></p>
<p>S3b: Materials: <i>Removed</i></p>	<p>Correct: <i>Removed</i></p>
<p>S4: Materials: <i>Removed</i></p>	<p>Correct: <i>Removed</i></p>
<p> S5: Astronomy: introduction I am now going to ask you two questions about the Earth, Sun and Moon, and you will tell me your answers. Okay <input type="radio"/></p>	<p>Read each question and give the pupil time to think before repeating it. Accept answers in English or the local language.</p>
<p> S5a. Astronomy: <i>Removed</i></p>	<p>Correct: <i>Removed</i></p>
<p> S5b. Astronomy: <i>Removed</i></p>	<p>Correct: <i>Removed</i></p>
<p> S6. The human body: introduction I am now going to ask you two questions about the human body and you will tell me your answers. Okay <input type="radio"/></p>	<p>Read each question and give the pupil time to think before repeating it. Accept answers in English or the local language.</p>
<p> S6a: The human body: <i>Removed</i></p>	<p>Correct: <i>Removed</i></p>
<p> S6b: The human body: <i>Removed</i></p>	<p>Correct: <i>Removed</i></p>
<p>S7. Animals: introduction <i>Keep the pupil book closed or covered.</i> I am now going to ask you 5 questions on animals, and you will tell me your answers.</p>	<p>The first parts of this question are oral. Parts d and e have pictures to look at in the pupil book.</p>
<p> S7a: Animals What do you call animals that have feathers and can fly?</p>	<p>Correct: Bird, Birds</p>

	Read each question and give the pupil time to think before repeating it. Accept answers in English or the local language.
 S7b: Animals: Removed	Correct: Removed
 S7c: Animals: Removed	Correct: Removed
S7d: Animals: Removed	Correct: Removed
S7e: Animals: Removed	Correct: Removed
S8a: Magnets Now I want to ask you two questions about magnets. Point to the picture of two bar magnets. What happens when the South poles of two magnets are brought close together?	Correct: They repel each other, They move away from each other, They turn away from each other
S8b: Magnets: Removed	Correct: Removed
 S9. Substances: introduction The next two questions are about substances you know well. Okay <input type="radio"/>	
 S9a: Substances: Removed	Correct: Removed
 S9b: Substances: Removed	Correct: Removed
S10. Air: introduction Turn to page S10 in the pupil book. Look at these pictures. Okay <input type="radio"/>	This question has 4 parts. You will show the pupil pictures of things and describe them, then ask the pupil to answer what is happening and, in each case, why.
S10a: Air: newspaper falling outside Point to picture 1. In this picture, the girl has torn up a sheet of newspaper into very small pieces. Can you see that? She drops the pieces out of the window. Will they fall quickly or slowly?	Correct: slowly
S10b: Air: newspaper close to house Will they fall very close to the house?	Correct: no
S10c: Air: bubbles Point to picture 2. Now look at the second picture. The boy has mixed soap into water. He dips a straw into the mixture and blows. This makes bubbles. Can you see that? Will the bubbles fall to the floor or stay in the air?	Correct: stay in the air / stay in the air for a while, then fall down slowly.
S10d: Air: floating What would we call it when something stays in the air for some time: fall, float, or sink?	Correct: float

S11: Floating in water: introduction Look at these pictures. Okay <input type="radio"/>	This question has 3 parts. You will show the pupil pictures of things and describe them, then ask the pupil to answer what is happening and why.
S11a. Floating in water: Removed	Correct: Removed
S11b. Floating in water: Removed	Correct: Removed
S11c. Floating in water: Removed	Correct: Removed
S12: Pulling up concrete: introduction Look at the pictures below. They show ways that we can use to make our work easier. Okay <input type="radio"/>	You will ask the pupil to describe what is happening in the pictures. If the pupil does not recognise that the objects shown in the picture are concrete blocks, then you can tell them this.
S12a: Pulling up concrete: Removed	Correct: Removed
S12b: Pulling up concrete: Removed	Correct: Removed
S12c: Pulling up concrete: Removed	Correct: Removed
S12d: Pulling up concrete: Removed	Correct: Removed
S12e: Pulling up concrete: Removed	Correct: Removed
S12f: Pulling up concrete: Removed	Correct: Removed
S13: Height: Removed	Correct: Removed
S14: Time: Removed	Correct: Removed
S15: Sport: Removed	Correct: Removed
S16. Movement: Removed	<input checked="" type="checkbox"/> Tick what the learner has done correctly. If the pupil does not draw any lines correctly, tick 'None correct'.
S17. Plants Look at this plant. I want you to label the parts of the plant. The labels are written here for you. Can you finish these arrows to connect the labels to the parts of the plant? <i>Tick all lines that the pupil draws correctly.</i>	<input checked="" type="checkbox"/> Tick what the learner has done correctly. Do not translate the labels.

<p>A. Stem – 2nd arrow <input type="checkbox"/></p> <p>B. Roots – bottom arrow <input type="checkbox"/></p> <p>C. Leaves – 3rd arrow <input type="checkbox"/></p> <p>D. Flower – top arrow <input type="checkbox"/></p> <p>None correct <input type="checkbox"/></p>	<p>If the pupil does not draw any lines correctly, tick 'None correct'.</p>
<p>S18. Senses: introduction</p> <p>Human beings use senses to find out about their environment. Look at these five groups of things from the world around us.</p> <p><i>Point to the groups of pictures.</i></p> <p>Draw a line from the group to the sense. The first one has been done for you. There is a line from Smell to these things that you can smell.</p> <p><i>Trace the line from Smell to the group of pictures with your finger.</i></p> <p>Okay <input type="radio"/></p>	
<p>S18a. Senses: Removed</p>	<p>The line should be from the pictures to the word. Be careful not to give the answer away (sight).</p> <p>Correct: <i>Removed</i></p>
<p>S18b. Senses: Removed</p>	<p>Correct: <i>Removed</i></p>
<p>S18c. Senses: Removed</p>	<p>Correct: <i>Removed</i></p>
<p>S18d. Senses: Removed</p>	<p>Correct: <i>Removed</i></p>

5 Background questions

At the end of the test, we ask a set of background questions. This is to learn more about the kind of home and family the pupil comes from.

B1. Introduction

We're now finished with the maths, English and science questions. Before we end, I would like to ask you some questions about your house and the people that live with you.

Okay ☐

B2. Number of people

How many people are there in your family?

Explain: The people in your family are those that you normally share food with and who treat the same person as their head of household.

The child should include him/herself. If the child is unsure, ask him/her to list all the people and help him/her count.

If the child does not know, or refuses to answer, select the option "Do not know" from the drop down menu.

Range 1 to 50

Refuses / don't know → B4

B3. Number of children under 15

How many of those family members are younger than 15 years old?

Range 1 up to answer given to B2.

If you enter the same number in B2 and B3, a warning will be shown asking if there are no adults in the house.

B4. Electricity

Do you have electricity in your home, at least some of the time?

Yes / sometimes ☐

No ☐

Don't know / refused to answer ☐

Includes electricity from a generator.

B5. Books

Do you have any books in your home?

Yes ☐

No ☐

Don't know / refused to answer ☐

No / don't know → B7

B6. Books

How many books do you have in your home?

1 or 2 ☐

A few (3-10) ☐

Many (more than 10) ☐

Don't know / refused to answer ☐

If the pupil is not sure exactly, choose the option that best fits their response.

B7. Homework

Do you ever get help at home with your school work?

If yes: How often?

- Never ☐
- Occasionally (less than once a month) ☐
- Sometimes ☐
- Often (more than once a week) ☐
- Don't know / refused to answer ☐

'Sometimes' can mean from once a week to once a month. If the pupil is not sure exactly, choose the option that best fits their response.

B8. Breakfast

Do you normally have something to eat before coming to school in the morning?

If it is an afternoon school, still ask about whether they had something to eat in the morning.

- Yes ☐
- No ☐
- Don't know / refused ☐

B9. Breakfast

Do you normally have something to eat during the long morning break?

If it is an afternoon school, ask whether they had something to eat during the main break.

- Yes ☐
- No ☐
- Don't know / refused ☐

B10. Toilet*Point to the picture*

Does your house use a flush toilet?

Yes → B12

B11. Toilet type

What do you use for a toilet?

Bush / field → B13

- Pit latrine ☐
- Bush / field ☐
- Other ☐
- Don't know / refused ☐

B12. Toilet shared

Is this toilet shared with members of other households?

*Members of other households are those that the child does not usually share food with and who do not treat the same person as their head of household.***B13. Domestic animals**

Does your family have any of these animals?

Show the pictures

If the pupil says their family does not keep any of these animals, tick 'None of these'

- Cows ☐
- Rabbits ☐
- Goats ☐
- Sheep ☐
- Chickens ☐
- None of these ☐
- Don't know / refused ☐

B14a. Domestic animals: cows

How many cows do you own?

Enter a number from 1 to 9000.

	<p>If the pupil is not sure, ask them approximately how many. If they do not know at all, enter 9998.</p> <p>This question is skipped if Cows not ticked in B13</p>
B14b. Domestic animals: rabbits How many rabbits do you own?	<p>This question is skipped if Rabbits not ticked in B13</p>
B14c. Domestic animals: goats How many goats do you own?	<p>This question is skipped if Goats not ticked in B13</p>
B14d. Domestic animals: sheep How many sheep do you own?	<p>This question is skipped if Sheep not ticked in B13</p>
B14e. Domestic animals: chickens How many chickens do you own?	<p>This question is skipped if Chickens not ticked in B13</p>
B15. Number of rooms How many rooms do you have in your house? <i>Explain: These are the rooms that are used by the N people in your family.</i>	<p>'N' will be displayed as the number of people in the family given in B2.</p> <p>Enter a number from one to 20.</p>
B16. People you live with I'll now ask you a couple of questions about the people you live with. Okay <input type="radio"/>	
B17. Mother live at home Does your mother live in the same house as you? Yes <input type="radio"/> No <input type="radio"/> Some of the time <input type="radio"/> Don't know / refused <input type="radio"/>	<p>Yes / Some of the time → B19</p>
B18. Mother live elsewhere Where does your mother live? My mother lives in another house <input type="radio"/> My mother is not alive <input type="radio"/> Don't know / refused <input type="radio"/>	<p>Then → B23</p>
B19. Mother school Did your mother go to school?	<p>No → B21a</p>
B20. Mother primary school Did your mother complete Primary school?	
B21a. Mother writes Do you ever see your mother write something down?	
B21b. Mother reads Do you ever see your mother read a book or newspaper?	
B22. Mother work What does your mother do? Does she have any job or work outside the home? <i>Probe the response to understand the mother's main work. If the mother works to maintain the household and care for the family but does not work in the farm or any other job, select 'Household work only'.</i>	<p>Main work means the work that the mother spends most of her time doing except for maintaining the household and caring for the family.</p>

Collects water, wood or grass for others	<input type="radio"/>	See Box 3 for information on the categories. If they belong in more than one category, use the category that comes first (higher up) on the list.
Miner	<input type="radio"/>	
Own / family farm	<input type="radio"/>	
Someone else's farm	<input type="radio"/>	
Fishing	<input type="radio"/>	
Animal-rearing	<input type="radio"/>	
Education or health	<input type="radio"/>	
Police or military	<input type="radio"/>	
Office	<input type="radio"/>	
Own shop or trade	<input type="radio"/>	
Driving and delivery	<input type="radio"/>	
Construction	<input type="radio"/>	
Food-seller	<input type="radio"/>	
Artisan (handicraft, carpenter, tailor, etc.)	<input type="radio"/>	
Factory, restaurant, garage, salon, shop, or workshop	<input type="radio"/>	
Security	<input type="radio"/>	
Household work only	<input type="radio"/>	
Other	<input type="radio"/>	
B23. Father live at home Does your father live in the same house as you?		Yes / sometimes → B25
Yes	<input type="radio"/>	
No	<input type="radio"/>	
Some of the time	<input type="radio"/>	
Don't know / refused	<input type="radio"/>	
B24. Father live elsewhere Where does your father live?		Then → B29
My father lives in another house	<input type="radio"/>	
My father is not alive	<input type="radio"/>	
Don't know / refused	<input type="radio"/>	
B25. Father school Did your father go to school?		No → B27a
B26. Father primary school		
Did your father complete Primary school?		
B27a. Father writes		
Do you ever see your father write something down?		
B27b. Father reads		
Do you ever see your father read a book or newspaper?		
B28. Father occupation What does your father do? Does he have any job or work outside the home? <i>Probe the response to understand the father's main work. If the father works in the home to maintain the household and care for the family but does not work in the farm or any other job, select 'Household work only'.</i>		Main work means the work that the father spends most of his time doing except for maintaining the household and caring for the family. See Box 3.
Collects water, wood or grass for others	<input type="radio"/>	
Miner	<input type="radio"/>	
Own / family farm	<input type="radio"/>	
Someone else's farm	<input type="radio"/>	
Fishing	<input type="radio"/>	
Animal-rearing	<input type="radio"/>	
Education or health	<input type="radio"/>	
Police or military	<input type="radio"/>	
Office	<input type="radio"/>	

Own shop or trade	<input type="radio"/>
Driving and delivery	<input type="radio"/>
Construction	<input type="radio"/>
Food-seller	<input type="radio"/>
Artisan (handicraft, carpenter, tailor, etc.)	<input type="radio"/>
Factory, restaurant, garage, salon, shop, or workshop	<input type="radio"/>
Security	<input type="radio"/>
Household work only	<input type="radio"/>
Other	<input type="radio"/>
B29. Guardian name	
What is the name of the person who looks after you?	
B30. Guardian school	
Did [insert guardian's name] go to school?	
B31. Guardian primary school	
Did [insert guardian's name] complete Primary school?	
B31a. Guardian writes	
Do you ever see [insert guardian's name] write something down?	
B31b. Guardian reads	
Do you ever see [insert guardian's name] read a book or newspaper?	
B32. Guardian occupation	
What does [insert guardian's name] do? Does he/she have any job or work outside the home?	
<i>Probe the response to understand the guardian's main work. If he/she works in the home to maintain the household and care for the family but does not work in the farm or any other job, select 'Household work only'.</i>	
Collects water, wood or grass for others	<input type="radio"/>
Miner	<input type="radio"/>
Own / family farm	<input type="radio"/>
Someone else's farm	<input type="radio"/>
Fishing	<input type="radio"/>
Animal-rearing	<input type="radio"/>
Education or health	<input type="radio"/>
Police or military	<input type="radio"/>
Office	<input type="radio"/>
Own shop or trade	<input type="radio"/>
Driving and delivery	<input type="radio"/>
Construction	<input type="radio"/>
Food-seller	<input type="radio"/>
Artisan (handicraft, carpenter, tailor, etc.)	<input type="radio"/>
Factory, restaurant, garage, salon, shop, or workshop	<input type="radio"/>
Security	<input type="radio"/>
Household work only	<input type="radio"/>
Other	<input type="radio"/>
End	
<i>This is the end of the test. Thank the learner and take them back to their class. Give them the biscuit and drink if you haven't already.</i>	

Enter the name that the child uses for the person who looks after them.

Questions about the guardian will only be asked if the pupil does not have a mother or father who lives at home with them.

No → B31a

Main work means the work that the guardian spends most of his/her time doing except for maintaining the household and caring for the family.

Box 3. Asking about parents' work

You will ask the child about their mother's (B22), father's (B28), or guardian's work (B32). Check the following table if you are not sure which category to put them in.

If the person has multiple jobs, ask the respondent which one they spend the most time doing, and select that one. If they belong in more than one category then tick the **higher** category. E.g. If they work in the office of a hospital, tick Education or health, as that category is higher up in the list.

Table 1. Work categories

Category	Description
Collects water, wood or grass for others	'Marginal' occupation, collecting naturally occurring materials in return for money from others but not farming
Miner	Works in a mine (coal, iron, etc.)
Own / family farm	The family has its own land and farms it. Also tick this category if they work on both others' land and their own.
Someone else's farm	Works on someone else's farm.
Fishing	Catches fish or works on a fishing boat
Animal-rearing	Breeds and rears animals for own food or to sell, and does not belong in the above categories.
Education or health	Works in a school, hospital, health centre, private doctor's office, college, university, or any other private or public education or health facility. Includes teacher, doctor, nurse, mallams who teach and traditional healers.
Police or military	Works in the police, army or other military organisations
Office	Work that is based in an office most of the time, e.g. administrator, secretary, accountancy, office manager, local government officer, lawyer.
Own shop or trade	Owns a shop or stall, or runs a small business buying and selling things that they do not make themselves
Driving and delivery	Drives motorcycle, taxi, van or bus; or delivers goods on foot or by vehicle
Construction	Brick-layer, builder
Food-seller	Prepares food or drink and sells it, self-employed or in a small business
Artisan (handicrafts, carpenter, tailor etc.)	Skilled trade that involves making things by hand. Makes things and sells them, or repairs things, whether self-employed or employed by a small business. Includes bakers, iron-benders, shoe-makers, cobblers, mechanic, electrician, photographer, musician.
Factory, restaurant, garage, salon, shop or workshop	Does not fit in any of the above categories and works in a factory, restaurant, garage, salon, shop or workshop. Includes barber, hair-dresser, print shop worker, dry cleaner
Security	Security guard
Household work	Only works in the family's own household – caring for other family members, cooking, cleaning, buying food.
Other	Does not fit in any of the above categories