

SERVICE DELIVERY INDICATORS
EDUCATION SURVEY
KENYA
2012

INTRODUCTION

Hello. My name is _____. I am working with Kimetrica with authorization from the Ministry of Education. We are conducting a survey about education all over Kenya. The information we collect will help the government to plan for better education services. This school was selected for the survey. I would like to collect some information about the school, the teaching staff and the pupils. We will collect this information in a way that minimizes disturbance to the school. On each day, the survey usually takes about four hours. All of the answers you give will be confidential and will not be shared with anyone other than members of our survey team. All individuals interviewed will remain anonymous.

Do you have any questions?

May I begin the interview now?

20a. Did the respondent agree to be interviewed	<i>yes = 1, no = 2</i>	____
20b. If refused, reason for refusal?		

School Facility Questionnaire

Cover Sheet

Final – 21st May 2012

		Name(s)		Code	
1.	First Visit Enumerator (s)			_____	_____
2.	Second Visit Enumerator (s)			_____	_____
3.	Province			_____	
4.	District			_____	
5.	County			_____	
6.	Division			_____	
7.	School			_____	
8.	School KNEC Code (new)			_____	
9.	School KNEC Code (old)			_____	
10.	School TSC Code (public)			_____	
11.	School MoE Code			_____	
12.	GPS Coordinates	Circle one: N / S _____° _____' _____"		E _____° _____' _____"	
13.	Date of first visit	Day/Month/Year (e.g. 15 04 12)		____/____/____	
14.	Date of second visit	Day/Month/Year (e.g. 15 04 12)		____/____/____	
Supervision		Result	Signature	Date	
15.	Questionnaire Verification	Team leader	_____	_____	<u>Survey results codes</u> Questionnaire completed = 1 Incomplete questionnaire = 2 School closed = 3 Refused = 4
		Supervisor	_____	_____	
Visit		Time			
First Visit		16. At what time did you arrive at the school?		Time in 24 hr. format (e.g. 07 30)	____:____
		17. At what time did you leave the school?		Time in 24 hr. format (e.g. 13 30)	____:____
Second Visit		18. At what time did you arrive at the school?		Time in 24 hr. format (e.g. 07 30)	____:____
		19. At what time did you leave the school?		Time in 24 hr. format (e.g. 13 30)	____:____

Module 1: School Information

Please allow me to ask a few questions about this school

	Question	Unit	Response
1	Can I please ask your name?	Official first, middle and last names	
2	Which position do you occupy in this facility?	Owner/ Director = 1 Head teacher/ principal = 2 Deputy head teacher = 3 Senior teacher = 4 Teacher (government) = 5 Teacher (paid contract) = 6 Teacher (volunteer) = 7 Other (specify) = 8	
3	Please, can we have your mobile phone number?	Number	
4	What is this school's ownership type?	Public = 1 Private not for profit (NGO/ Faith based) = 2 Private for profit = 3 Other (specify) = 4	
5	Is the school rural, urban or semi-urban/ rural?	Urban = 1 Rural = 2 Don't know = 99	
6	What is the school type?	Day school = 1 Boarding school = 2 Both = 3 Special needs education school = 4 Other (specify) = 5	
7	What is the school category?	Boys school = 1 Girls school = 2 Mixed gender school = 3	
8	When did this school begin operating?	Year (Don't Know= 9999)	

School governance

9a	Does the school have a Parent Teacher Association?	Yes = 1 No =2 If No, → question 10	
9b	How many times did the Parent Teacher Association meet in 2011?	Number	
9c	Enumerator note: have you seen the minutes of the PTA meetings?	Yes = 1 No =2	
10a	Does the school have a School Management Committee or Board of Governance?	Yes = 1 No =2 If No, → question 11	

10b	How many times did the School Management Committee (SMC) or Board of Governors (BOG) meet in 2011?	Number	
10c	Enumerator note: have you seen the minutes of the SMC/BOG meetings?	Yes = 1 No =2	
11a	How many times did the school receive a visit from an official quality assurance officer or inspector (from the ministry of education or the district education office) in 2011?	Number If 0, → question 12	
11b	When was the last visit of the official government quality assurance officer or inspector?	Day, Month, Year DD/ MM/ YY	/ /

Sanitation

12a	Does the school have toilets for pupils?	Yes = 1; No =2 If No, → next page (observational)	
12b	Are the toilets designated for boys and girls?	Yes = 1; No =2 If No, → next page (observational)	
12c	How many boys' toilets does the school have?	Number	
12d	How many girls' toilets does the school have?	Number	
12e	Are the toilets clean?	Yes = 1; No =2 (observational)	
12f	Are the toilets private (have doors or separating entryway wall)?	Yes = 1; No =2 (observational)	
12g	Are the toilets accessible (unlocked, not overflowing, etc.)?	Yes = 1; No =2 (observational)	

Could you please tell us more about the number of pupils in this school?

(Current enrollment numbers based on the most recent school register in 2012)

Class/ Standard	13. How many streams are there per standard?	14. What is the total number of pupils currently enrolled in each standard?		
		a. Boys	b. Girls	c. Total
Pre-primary	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Special Needs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total				<input type="text"/>
15.	a. Are there any multi-grade classes in your school? (Yes = 1, No = 2) (if no → go to question 16)			<input type="text"/>
	b. If yes, which grades are grouped together? Grades = 1-8 Baby class = 9 Nursery = 10 Pre-unit = 11			First grouping: <input type="text"/>
				Second grouping: <input type="text"/>
				Third grouping: <input type="text"/>

Could you please tell us more about the number of teaching hours per day?

16.	How many shifts does the school have? (number)								<input type="text"/>
17.	What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for standards 3, 4, and 5?								
Standard	<u>1st shift</u>				<u>2nd shift (if applicable)</u>				
	a.	b.	c.	d.	e.	f.	g.	h.	
	Starting time (e.g. 08: 00)	Ending time (e.g. 13: 00)	Total number of minutes of break	Total teaching time in minutes (calculate)	Starting time (e.g. 13: 00)	Ending time (e.g. 17 :00)	Total number of minutes of break	Total teaching time in minutes (calculate)	
Std 3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Std 4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Std 5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
18.	What was the actual number of days during which school was in session in 2011?								<input type="text"/>

Instructions: Record the schedule of the day of the visit in the event that it differs from the usual school schedule.

Module 1 Comments:

Module 2A: Teacher Roster for the current school year (2012)

Please allow me to ask few questions about the teachers who are working in this school (inc. pre-school and special needs) starting with you if you teach. Could you give me the name of all the teachers currently teaching including government, contract and volunteer teachers? Teachers ONLY

1. How many <u>teachers</u> work in this school? (Including the head teacher if he/ she teaches)(Note: paid and non paid teachers)					<div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;"> <div style="width: 10px; height: 10px; border: 1px solid black;"></div> <div style="width: 10px; height: 10px; border: 1px solid black;"></div> </div>
	2.	3.	4.	5.	6.
	First and last names	Gender	Position in the school	Full time/ Part time	Sampled for module 2B
		Male = 1; Female = 2	Owner/ Director = 1 Head teacher/ principal = 2 Deputy head teacher = 3 Senior teacher = 4 Teacher (government) = 5 Teacher (paid contract) = 6 Teacher (volunteer) = 7 Other (specify) = 8	Full-time = 1; Part-time = 2	Yes = 1; No = 2
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

	2.	3.	4.	5.	6.
	First and last names	Gender	Position in the school	Full time/ Part time	Sampled for module 2B
		Male = 1; Female = 2	Owner/ Director = 1 Head teacher/ principal = 2 Deputy head teacher = 3 Senior teacher = 4 Teacher (government) = 5 Teacher (paid contract) = 6 Teacher (volunteer) = 7 Other (specify) = 8	Full-time = 1; Part-time = 2	Yes = 1; No = 2
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					

	2.	3.	4.	5.	6.
	First and last names	Gender	Position in the school	Full time/ Part time	Sampled for module 2B
		Male = 1; Female = 2	Owner/ Director = 1 Head teacher/ principal = 2 Deputy head teacher = 3 Senior teacher = 4 Teacher (government) = 5 Teacher (paid contract) = 6 Teacher (volunteer) = 7 Other (specify) = 8	Full-time = 1; Part-time = 2	Yes = 1; No = 2
34					
35					
36					
37					
38					
39					
40					
41					
42					
43					
44					
45					
46					
47					
48					
49					
50					

Instructions: If there are more than 50 teachers working at the school, the first 50 should be listed in the table above. Select 10 teachers randomly among all teaching staff listed above using the random numbers table, or all if less than 10 teaching staff are employed (except volunteer & part-time teachers).

Module 2A Comments:

Module 2B: Teacher Roster

Please note that this module MUST NOT be completed during any of the school break times or lunch time

	1. First and last names	2. Row number in module 2A	3. Gender (Fill without asking the question)	4. What was the teacher doing when you located him/ her on the <u>first visit?</u> Direct Observation	5. Reason for absence from school in <u>first visit?</u> Ask head teacher	6. What was the teacher doing when you located him/ her <u>second visit?</u> Direct Observation	7. Reason for absence from school in <u>second visit?</u> Ask head teacher
	(Sampled teachers from module 2A) Enter teachers' names in the same order as in the table of the Staff Roster list of Module 2A	Number	Male = 1; Female = 2	<i>In classroom - teaching = 1 In classroom - not teaching = 2 In school - not in classroom = 3 In school- teaching outdoors = 4 Absent from school = 5 If 5 → go to question 5</i>	<i>Not his/her shift = 1 Sick = 2 Maternity leave = 3 In training = 4 Field trip = 5 Funeral = 6 Other approved absence = 7 Gone to retrieve salary = 8 On strike = 9 Not approved Absence = 10 Other (to specify) = 11 Don't know = 99</i>	<i>In classroom - teaching = 1 In classroom - not teaching = 2 In school - not in classroom = 3 In school- teaching outdoors = 4 Absent from school = 5 If 5 → go to question 7</i>	<i>Not his/her shift = 1 Sick = 2 Maternity = 3 In training = 4 Other approved absence = 5 Gone to retrieve salary = 6 On strike = 7 Not approved Absence = 8 Other (to specify) = 9 Don't know = 99</i>
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Module 2B: Teacher Roster (continued...)

	8.	9.	10.	11.	12.	13.	14.	15.	16.
	Position in the school	At which standard level(s) do you teach?	Do you teach maths and/ or English?	What is the highest level of education that you have completed?	What is the highest level of teacher training that you have completed?	Since what year have you been teaching?	Were you born in this district?	Age	Was this information collected directly from the teacher?
	Owner/ Director = 1 Head teacher/ principal = 2 Deputy head teacher = 3 Senior teacher = 4 Teacher (government) = 5 Teacher (paid contract) = 6 Teacher (volunteer) = 7 Other (specify) = 8	Number (1-8) Pre-school = 9 Special needs = 10	Yes = 1; No = 2	Primary complete = 1 Secondary complete = 2 Diploma/ Certificate = 3 University degree bachelor = 4 University degree = master = 5 None = 8	ECD Certificate = 1 Primary 1 Certificate = 2 Primary 2 Certificate = 3 Diploma in teaching = 4 Degree/Bachelor of Education = 5 Special needs ed. = 6 Other = 7 (specify) None = 8 (ECD = early childhood development)	Year (e.g. 1990)	Yes = 1; No = 2	Number	Yes = 1; No = 2
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

Classroom Count (second visit)

(To be completed in the second visit at the same time as questions 6 and 7 in the teacher roster. Please note that this module MUST NOT be completed during any of the school break times or lunch time)

17	How many classrooms does the school have?	Number	_____
18	How many classrooms contained pupils?	Number	_____
19	Of those classrooms, how many classrooms had pupils but no teacher present?	Number	_____

Module 2B Comments:

Module 3: Public Expenditure Tracking Survey (PETS)
Questionnaire for Head Teacher of Primary School
May 2012

Instructions: This questionnaire is to be administered to the Head Teacher of every primary school which is visited for the PETS Survey. Only in exceptional cases should a substitute be interviewed instead of the head teacher (e.g., if the head teacher is on extended leave, then the acting head teacher may be interviewed).

If the respondent is the same one who was interviewed for the SDI Modules 1 and 2, then please start from Section 2 of this Module and fill in Section 1 after the interview.

Section 1: Cover Sheet Information	
1. School Name	
2. School Code (should be same as the one listed on the school facility questionnaire)	
3. Is the respondent the same as the one for the school facility questionnaire? (1= Yes, 2= No, 3= Same respondent with someone else)	
3a. If an additional respondent or a different respondent, please ask the following: a) Respondent Name b) Tel/ Mobile Number c) Gender of Respondent (M/F) d) Position at School e) Number of years in current position	a) b) c) d) e)
4. Name of Interviewer	
5. Date of Interview (Day/ Month/ Year)	

Section 2: School Financing																																																											
No.	Question		Response Code(s)	Response																																																							
201	In the 2011 academic year, did this school receive a Free Primary Education (FPE) grant from the Ministry of Education (MOE)?		1) Yes 2) No [skip to 213]																																																								
202	For the 2011 academic year, was the FPE grant split into general purpose funds and instructional materials funds?		1) Yes 2) No 99= Don't Know																																																								
203	In the 2011 academic year, how many separate FPE transfers were received?		[Number of times in 2011] 99= Don't Know																																																								
204	Do you have a list of FPE transfers received from MOE HQ?		1) Yes 2) No [skip to 207] 99= Don't Know																																																								
205	<p>For the 2011 academic year, could you list the FPE grant transfers actually received from MOE? Include transfers that arrived in any form (check, direct deposit, etc.).</p> <p>Instruction to Enumerator: Check that the number of transfers in the table matches the number of transfers reported in Q203. If the school received more than 10 transfers, list the remaining transfers on a separate page.</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Date (D/M/Y)</th> <th>Amt. Received (Ksh) Enter "999" if Don't Know</th> <th>Purpose (1) General Purpose (2) Instruction Materials (3) Not specified (4) Other (specify)</th> <th>Was this transfer on time? 1= Yes 2= No 99= Don't Know</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td><td></td></tr> <tr><td>8'</td><td></td><td></td><td></td><td></td></tr> <tr><td>9</td><td></td><td></td><td></td><td></td></tr> <tr><td>10</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>				No.	Date (D/M/Y)	Amt. Received (Ksh) Enter "999" if Don't Know	Purpose (1) General Purpose (2) Instruction Materials (3) Not specified (4) Other (specify)	Was this transfer on time? 1= Yes 2= No 99= Don't Know	1					2					3					4					5					6					7					8'					9					10				
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206	<p>For the 2012 academic year, has this school received any FPE grant transfers? If so, kindly fill in the following table to list the transfers received.</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Date (D/M/Y)</th> <th>Amt. Received (Ksh) Enter "999" if Don't Know</th> <th>Purpose (1) General Purpose (2) Instruction Materials (3) Not specified (4) Other (specify)</th> <th>Was this transfer on time? 1= Yes 2= No 99= Don't Know</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>				No.	Date (D/M/Y)	Amt. Received (Ksh) Enter "999" if Don't Know	Purpose (1) General Purpose (2) Instruction Materials (3) Not specified (4) Other (specify)	Was this transfer on time? 1= Yes 2= No 99= Don't Know	1					2					3					4																																		
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207	How much money is this school <u>entitled</u> to receive per pupil per year in the FPE grant?	[KSh] Enter "999" if Don't Know	
208	Of the total amount, how much money is this school <u>entitled</u> to receive per pupil per year in the FPE instructional materials grant?	[KSh] Enter "999" if Don't Know	
208a	Of the total amount, how much money is this school <u>entitled</u> to receive per pupil per year in the FPE General Purposes grant?	[KSh] Enter "999" if Don't Know	
209	For the 2011 academic year, was the amount of money received in the FPE General Purposes grant based on the number of pupils in 2011, or the number of pupils in 2010?	1) 2011 2) 2010 3) Other year 4) Amount not tied to number of pupils	
210	Are the general purpose FPE funds received by this school earmarked by MOE for particular purposes?	1) Yes 2) No 99= Don't Know	
211	Is the school instructed by MOE which materials to purchased with the instructional materials FPE funds received by this school?	1) Yes 2) No 99= Don't Know	
212	For the 2011 academic year, was anyone informed about the total amount of funds received by this school? In particular, was this information: a) Provided to the SMC? b) Provided to the PTA? c) Available to community members upon request? d) Posted in a public place? e) Presented in a format such that community members can understand?	1) Yes 2) No 98= N/A 99= Don't Know	a)
			b)
			b)
			d)
			e)
213	Does this school charge any fees?	1) Yes 2) No [skip to 216] 99= Don't Know	
214	If so, what is the total fee paid per pupil per term for the 2012 academic year? <i>Instruction to enumerator: Exclude fees for pre-primary classes. If different primary pupils pay different amounts, please indicate the average amount paid per pupil per term.</i>	[Ksh] Write "999" for Don't Know.	
215	Who gives the final approval for the level of school fees?	List only one response: 1) SMC, including Principal 2) SMC, not including Principal 3) Head teacher/ Principal alone 4) Parent-Teacher Association 5) District Education Board (DEB) 6) MOE 7) City or Municipal Education Department 8) Other (specify)	
216	Does this school charge any levies (e.g., contribution to feeding program).?	1) Yes 2) No [skip to 217] 99= Don't Know	
216a	If so, what is the total amount of all levies paid per pupil per term for the 2012 academic year? <i>Instruction to enumerator: Exclude levies for pre-primary classes. If different primary pupils pay different amounts, please indicate the average amount paid per pupil per term.</i>	[Ksh] Write "999" for Don't Know.	

217	<p>From which of the following <u>governmental</u> and <u>non-governmental</u> sources did this school receive <u>financial</u> support (in cash) in the last academic year (2011)? Please provide the exact amounts, or provide an estimate of the amount if exact figures are not available. Do include any program-specific funds (e.g., Most Vulnerable Children grant) or unanticipated funds. Please do <u>not</u> include FPE grant.</p> <p>Instruction to Enumerator: <i>If there are more than 2 "other" sources, continue the list on a blank page). If money was received more than once from the same source during the 2011 academic year, please list the total amount received over the whole year.</i></p>		
	<p>a. Did this school receive any financial support in the 2011 academic year?</p> <p>1) Yes 2) No -> next source 99= Don't Know -> next source</p>	<p>b. Amount</p> <p>[Ksh]</p>	<p>c. Were these funds earmarked for particular purposes?</p> <p>1) Yes 2) No 99= Don't Know</p>
Governmental Sources:			
1) MoE HQ- (not including FPE grant)			
2) Constituency Development Fund			
3) Local authorities			
4) Other GoK (incl. districts)			
Non-Governmental Sources:			
5) Private donors (Kenyan) (incl. private companies, individuals, religious groups NGOs, and charities)			
6) Private donors (international) (incl. private companies, individuals, religious groups NGOs, and charities)			
7) PTA			
8) Tuition fees and/or levies <i>(Enumerator: cross-check with Q213 and Q216)</i>			
9) Other funds from parents (not including PTA or fees)			
10) Fundraising (Harambee)			
11) Other- 1 (specify)			
12) Other- 2 (specify)			
218	<p>For the 2011 academic year, what was the total amount of discretionary or unearmarked funds available to the school (that is, funds that were not tied to any specific line item in the budget by an external source)?</p>	<p>[Ksh]</p>	
219	<p>Do you regularly encounter delays in receiving funds from MOE?</p>	<p>1) Yes 2) No 98=N/A (do not receive funds from MOE)</p>	

220	Do you regularly encounter any other challenges in receiving funds from MOE?	1) Yes 2) No [skip to 222] 98= N/A [skip to 222]			
221	If yes, what challenges have you encountered in the past 12 months?	<i>List all that apply:</i> 1) Received less than expected 2) Received more than expected 3) Earmarking / Constraints on how funds are spent 4) Problem withdrawing/ accessing funds 5) Received funds too late to be able to spend them before end of academic year 6) Other (specify)			
222	In-kind/ Non-cash donations: For each item listed below, please indicate whether and from whom the school received these items in the 2011 academic year:				
	Item	a. Did you receive this item from any source in the 2011 academic year? 1) Yes 2) No-> <i>next item</i> 99) Don't know-> <i>next item</i>	b. If so, what source(s) (list up to 3) [see codes below]	c. Quantity Received [number]	d. Estimated value of all of these items [Ksh]
	1) Desks				
	2) Books				
	3) Paper/ Notebooks				
	4) Pens/Pencils/ Writing implements				
	5) Chalk				
	6) Sponges				
	7) Blackboards or chalkboards				
	8) Electronic equipment of any kind				
	9) Sports equipment				
	10) Instructional kits or materials (e.g., science kit)				
	11) Maps/ posters/ instructional materials for walls				
	12) Uniforms				
	13) Food (for student meals)			N/A	
	14) Food (for students to take home)			N/A	
	15) Sanitary Towels				
	16) Other (specify)				
	Source Codes: 1) MoE 2) CDF 3) Local authorities 4) Other GoK		5) Private donors(Kenyan) 6) Private donors (international inc. UN) 7) Donated by PTA 8) Donated by parent(s) 9) Other (specify)		

Section 3: School Expenditures			
No.	Question	Response Code(s)	Response
301	What was the total annual planned budget for the 2011 academic year?	[Ksh] If school does not have a planned annual budget, write "998" and skip to 305. <i>Write "999" if Respondent doesn't know</i>	
302	Who has the primary responsibility for developing the operating budget of the school?	<i>List only one response:</i> 1) SMC, including head teacher 2) SMC, not including head teacher 3) Head teacher alone 4) Parent-Teacher Association 5) Other (specify)	
303	Who gives the final approval for the annual operating budget of the school?	<i>List only one response:</i> 1) SMC, including Principal 2) SMC, not including Principal 3) Head teacher/ Principal alone 4) Parent-Teacher Association 5) Other (specify)	
304	In the 2011 academic year, was the operating budget: a) Provided to the SMC? b) Provided to the PTA? c) Available to community members upon request? d) Posted in a public place? e) Presented in a format such that community members can understand?	1) Yes 2) No 98= N/A 99= Don't Know	a)
			b)
			c)
			d)
			e)
305	In 2011, Who gave the final approval in deciding how to allocate discretionary funds? By discretionary, I mean funds that were not tied to any line item in the budget by an external source. Enumerator: Cross-check response with that of Q218.	<i>List only one response:</i> 1) School does not have any discretionary funds 2) SMC, including Principal 3) SMC, not including Principal 4) Head teacher/ Principal alone 5) Parent-Teacher Association 6) Other (specify)	

306	<p>In the 2011 academic year, which of the following expenses were paid for by this school?</p> <p>Instructions to Enumerator: Include only the amount spent <u>by the school</u> on the item. Write "0" in Column (a) if no money was spent on an item and move on to the next item. Write "999" for don't know and move onto next item.</p>		
Item	<p>a) Amount spent</p> <p>[Ksh]</p> <p>If zero, skip to next item.</p> <p>If Don't Know, write "999" and skip to next item</p>	<p>b) Was the amount spent on this item more or less than the amount that was allocated for this item in the school budget?</p> <p>1) More 2) Less 3) Exactly the same 4) Item was not in the budget 5) Don't know (or no budget)</p>	<p>c) Enumerator: Did you see the record, or was this amount estimated by the respondent?</p> <p>1) Reviewed records 2) Estimated by Respondent 3) Other (Specify)</p>
Teacher Salaries (TSC)			
Teacher Salaries (non-TSC)			
Other expenditures on teachers (e.g., training, allowances, bonuses)			
Instructional materials, including books, writing paper and implements, chalk, etc.			
Desks and furniture			
Construction, Maintenance & repairs (including cleaning, gardening, school grounds)			
School lunch for pupils			
Non-teaching staff (incl. Janitorial and Security services)			
Other 1			
Other 2			
307	<p>Who has responsibility for purchasing instructional materials (including books) for the school?</p>	<p>List one response only:</p> <p>1) Head teacher alone 2) SMC alone 3) SMC with head teacher 4) SMC, head teacher, teacher(s) 5) SMC, head teacher, teacher(s), parents 6) Other (specify)</p>	
308	<p>When purchasing instructional materials (including books), is the school required to obtain quotes from more than 1 supplier?</p>	<p>1) Yes 2) No 99= Don't Know</p>	
309	<p>When purchasing instructional materials (including books), is the total amount spent:</p> <p>a) Provided to the SMC? b) Provided to the PTA? c) Available to community members? d) Posted in a public place? e) Presented in a format such that community members can understand?</p>	<p>1) Yes 2) No 98=N/A 99= Don't Know</p>	a)
			b)
			c)
			d)
			e)

310	Who pays non-TSC teachers' salaries?	<i>List all that apply:</i> 1) School 2) MOE 3) TSC 4) PTA and/or parents 5) Other (specify) 98=If no non-TSC teachers at this school	
311	If TSC remits salary payment to the school, what was the total amount received from TSC in the 2011 academic year?	[Ksh] Write "998" if TSC does not remit salary payment to the school. Write "999" if respondent doesn't know	
312	What is your basic gross monthly salary, as the head teacher at this school? Note to enumerator: <i>If someone other than the head teacher is being interviewed, ask about the salary of the head teacher.</i>	[Ksh] Write "999" if respondent doesn't know.	
313	What is the total amount of monthly allowances received by you, as the head teacher at this school (incl. housing allowance, free meals, etc.)? [Include the value of any in-kind payments] Note to enumerator: <i>If someone other than the head teacher is being interviewed, ask about the salary of the head teacher.</i>	[Ksh]	
314	Do you and/or other teachers regularly encounter delays in receiving your salary or monthly allowances?	1) Yes, almost every time 2) Frequently, but not always 3) Infrequently 4) Never 99= Don't Know	
315	Was there any unused balance in the school bank account(s) left over from the 2011 academic year?	1) Yes 2) No [skip to Section 4] 99) Don't Know [skip to Section 4]	
316	What happened to the unused balance?	1) Remained with school for use in subsequent year 2) Sent back to MOE HQ 3) Spent on other uses 4) Other (specify)	

Section 4: Accessibility and School Facilities

No.	Question	Response Code(s)	Response
401	Is this school located next to a tarmac road?	1= Yes [Skip to 403] 2= No	
402	Is this school accessible by foot only?	1= Yes 2= No	
403	How do the pupils eat lunch? (list all that apply)	1) Free lunch provided by school 2) Free lunch provided by donor or other source 3) Lunch is included in pupils' fees 4) Pupils bring their own food and eat at school or pay for lunch 5) Pupils are sent home for lunch and then come back 6) School day ends before lunch time 7) Other (specify)	
404	If free lunch is provided, is it for all pupils?	1) No free lunch provided 2) Yes, free lunch for all pupils 3) No, free lunch only for targeted pupils	

Section 5: Monitoring and Reporting			
No.	Question	Response Code(s)	Response
501	Who is responsible for monitoring the school's use of funds?	<i>List all that apply:</i> 1) MOE HQ 2) PDE 3) DEO 4) SMC and/or head teacher 5) No monitoring done 6) Other (specify)	
502	For each of the following, please indicate whether you regularly report on this data to the DEO and/or MOE. By regularly, I mean at least once per year. If so, please indicate how frequently this information is reported to the DEO and/or MOE.		a)
	a. Number of pupils enrolled	<i>List one response only:</i> 1) Information not reported 2) Information submitted once per month 3) Information submitted once per term 4) Information once per academic year 5) Information submitted less than once per academic year 6) Information is reported, but do not know how often it is submitted 7) Don't know whether or not information is reported to DEO or MOE	b)
	b. Number of boy and girl pupils enrolled		c)
	c. Number of pupils who drop out		d)
	d. Number of pupils from poor families		e)
	e. Number of pupils completing primary school each year		f)
	f. Number of pupils going on to secondary school each year		
503	At the end of the 2011 academic year, how many pupils successfully completed Standard 8?	[Number of pupils] Write "99" if Don't Know	
504	In 2011, how many official visits did this school have from the following outside officials or organizations:	[Number of visits] 99= Don't Know	a)
	a. DEO		b)
	b. PDE		c)
	c. MoE HQ		d)
	d. Auditors (on behalf of GoK)		e)
	e. MP		f)
	f. Other GoK officials		g)
505	Through which of the following mechanisms does the school receive complaints and/or feedback from parents, stakeholders, teachers, community members, or any other source?	1) Yes 2) No 98=N/A 99= Don't Know	a)
	a. Word of mouth (directly)		b)
	b. Word of mouth (via MP or CDF)		c)
	c. Word of mouth (via DEO or MOE)		d)
	d. Word of mouth (via PTA or SMC)		e)
	e. Word of mouth (via other source)		f)
	f. Direct letters from stakeholders		g)
	g. Public forums, barazas, and meetings		h)
	h. SMC meetings (open to public)		i)
	i. PTA meetings (open to public)		j)
	j. Other (specify)		

506	From which of the following sources did you receive complaints and/or feedback during the 2011 academic year? a. Primary school pupils and/or their parents b. PTA c. SMC members d. Teachers, principals, school personnel e. Community members f. GoK or local officials (e.g. MP, chief) g. MoE officials (DEO, PDE, etc.) h. NGOs, CBOs, other community organizations i. CDF Board j. Other (specify)	1) Yes 2) No 98= N/A 99= Don't Know	a)
			b)
			c)
			d)
			e)
			f)
			g)
			h)
			i)
			j)
507	What were the 3 most common complaints received during the 2011 academic year?	1) No complaints received in 2011 <i>Or, List up to 3:</i> 2) Use of school funds 3) Level of school fees 4) Lack of materials/ poor infrastructure 5) Teacher attendance 6) Quality of instruction 7) Content of curriculum 8) KCPE exam results 9) Discipline of children 10) Other (specify)	

Section 6. Quality of Records

(To be completed by enumerator after the rest of the interview has been conducted.)

601	Were you able to confirm that the school keeps detailed records of funds received from MOE?	1=Yes 2=No	
602	Were you able to confirm that the school keeps detailed records of funds received from other sources?	1=Yes 2=No	
603	Were you able to confirm that the school keeps keep detailed records or receipts from its spending?	1=Yes 2=No	
604a	Did the records kept at this school enable you to answer the questions in Section 2 (School Financing) confidently and accurately?	1=Completely confidently and accurately 2=Figures may be approximate, but generally I am quite confident 3=There may be some holes in the records which compromise the figures' accuracy 4=Not confident of the accuracy of figures: specify problems with providing the requested data in the space below	
604b	If you answered "4" to question 604, specify problems with records:		
605	Please rate the level of cooperation received from the respondent in responding to questions about school finances and expenditures.	1= Very cooperative 2= Moderately cooperative 3= Somewhat uncooperative 4= Very uncooperative	

Module 4: Classroom Observations

Class and teacher information

		Name(s)	Code		
1.	Enumerator		_ _ _		
2.	Province		_ _ _		
3.	District		_ _ _		
4.	County		_ _ _		
5.	Division		_ _ _		
6.	School		_ _ _		
7.	Grade		_		
8.	Subject	Mathematics = 1; English = 2	_		
9.	Shift	1 st shift = 1; 2 nd shift = 2	_		
10.	Scheduled class time	Time in 24 hr. format (e.g. 1130 to 1215)	_ _ : _ _ to _ _ : _ _		
11.	Date	Day/Month/Year (e.g. 15 04 12)	_ _ / _ _ / _ _		
12.	Teacher Name	Official first, middle and last names	_____		
13.	Teacher ID	(row number from 2A)	_ _		
14.	Supervision	Result	Signature	Date Day/Month/Year (e.g. 15 04 12)	Result codes
	Verification	Team leader	_		_ _ / _ _ / _ _
		Supervisor	_		
Module completed = 1 Module incomplete = 2					

Module 4A: Time on Task

I am researcher. We are conducting a survey to learn about education in Kenya. I would like to observe the activities in the class for a few minutes if you don't mind. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence.

If enumerator arrived late, how many minutes late?			(ask teacher when the lesson started if you arrive late – start recording the same number of minutes afterwards)
--	--	--	--

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

Teacher's Activity (minutes)	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	Count
(1) Teacher in class - teaching																															
(1a) Teacher interacts with all children as a group																															
(1b) Teacher interacts with a small group of children																															
(1c) Teacher interacts with children one on one																															
(1d) Teacher reads or lectures to the pupils (pupils only listen)																															
(1e) Teacher supervises pupil(s) writing on the board																															
(1f) Teacher leads kinesthetic group learning activity																															
(1g) Teacher writing on blackboard																															
(1h) Teacher listening to pupils recite/ read																															
(1i) Teacher waiting for pupils to complete task																															
(1j) Teacher testing students in class																															
(1k) Teacher maintaining discipline in class																															
(1l) Teacher doing paperwork																															
(2) Teacher in class - not teaching																															
(3) Teacher not in class – learning activity ongoing																															
(4) Teacher not in class – no learning activity ongoing																															
(5) Break																															
Number of pupils off task (every 5 mins)																															
(6) Class ended																															

Comments:

Module 4A: Time on Task (continued)

Note: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip the all questions in Module 4C because they are not applicable.

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

Teacher's Activity (minutes)	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	Count
(1) Teacher in class - teaching																															
(1a) Teacher interacts w ith all children as a group																															
(1b) Teacher interacts w ith a small group of children																															
(1c) Teacher interacts w ith children one on one																															
(1d) Teacher reads or lectures to the pupils (pupils only listen)																															
(1e) Teacher supervises pupil(s) w riting on the board																															
(1f) Teacher leads kinesthetic group learning activity																															
(1g) Teacher w riting on blackboard																															
(1h) Teacher listening to pupils recite/ read																															
(1i) Teacher w aiting for pupils to complete task																															
(1j) Teacher testing students in class																															
(1k) Teacher maintaining discipline in class																															
(1l) Teacher doing paperw ork																															
(2) Teacher in class - not teaching																															
(3) Teacher not in class – learning activity ongoing																															
(4) Teacher not in class – no learning activity ongoing																															
(5) Break																															
Number of pupils off task (every 5 mins)																															
(6) Class ended																															

Comments:

Module 4B: Classroom Environment

1.	How many pupils are in the room?	Number	<input type="text"/>
2.	How many boys? <i>(N/A if girls school)</i>	Number	<input type="text"/>
3.	How many girls? <i>(N/A if boys school)</i>	Number	<input type="text"/>
4.	Is there a "corner library" in the class or additional available books for pupils?	Yes = 1; No = 2	<input type="text"/>
5.	Is there a blackboard and/or whiteboard in the class?	Yes = 1; No = 2	<input type="text"/>
6.	Is there chalk/marker to write on the blackboard available during the lesson?	Yes = 1; No = 2	<input type="text"/>
7.	Does the classroom have a working electricity connection (e.g. electric light)?	Yes = 1; No = 2	<input type="text"/>
8.	Was children's work displayed on the walls?	Yes = 1; No = 2	<input type="text"/>
9.	Other than children's work, were there other materials like charts displayed on the walls?	Yes = 1; No = 2	<input type="text"/>
10.	How would you classify the hygiene in the classroom?	1 = Extremely clean and well maintained 2 = Reasonably clean and maintained 3 = Not very clean or maintained	<input type="text"/>
11.	Does the blackboard have sufficient contrast for reading what is written on the board? <i>(read chalk writing on the board from the back of the classroom)</i>	Yes = 1; No = 2	<input type="text"/>
12.	Is there sufficient light for reading text from the front of the classroom? <i>(place printed text on the blackboard to assess visibility)</i>	High = 1; Low = 2	<input type="text"/>
13.	Is there sufficient light for reading text from the back of the classroom? <i>(place printed text on the blackboard to assess visibility)</i>	High = 1; Low = 2	<input type="text"/>
14.	Lux measure at the chalkboard.	Number	<input type="text"/>
15.	How many pupils in the class have Math textbooks (if observing a Maths lesson) (N/A if an English Lesson)	Number (ask pupils to hold books up)	<input type="text"/>
16.	How many pupils in the class have English textbooks (if observing an English lesson) (N/A is a Maths Lesson)	Number (ask pupils to hold books up)	<input type="text"/>
17.	How many pupils in the class have a pencil or pen	Number (ask pupils to hold pencils up)	<input type="text"/>
18.	How many pupils in the class have a exercise book	Number (ask pupils to hold exercise books up)	<input type="text"/>

Module 4C: Teaching

Using of teaching aids during the lesson			
19.	The text book was used by the teacher	Yes = 1; No = 2	<input type="text"/>
20.	How many children used a text book? <i>(include children that share)</i>	Number	<input type="text"/> <input type="text"/> <input type="text"/>
21.	The black board was written on by the teacher?	Yes = 1; No = 2	<input type="text"/>
22.	The black board was written on by the children?	Yes = 1; No = 2 <i>(If NO, → to 38)</i>	<input type="text"/>
23.	If YES to 36, how many children wrote on the blackboard?	Number	<input type="text"/> <input type="text"/> <input type="text"/>
24.	How many children used paper (or exercise book) and pencil?	Number	<input type="text"/> <input type="text"/> <input type="text"/>
25.	The teacher used local information to make learning relevant.	Yes = 1; No = 2	<input type="text"/>
Teacher demeanor: What did the teacher do?			
26.	Teacher sitting or standing in front of the class?	Yes = 1; No = 2	<input type="text"/>
27.	Teacher going to individual children?	Yes = 1; No = 2 <i>(If NO, → to 43)</i>	<input type="text"/>
28.	If YES to 41, how many children did the teacher visit individually?	Number	<input type="text"/> <input type="text"/> <input type="text"/>
29.	Teacher calling children by name while teaching?	Yes = 1; No = 2 <i>(If NO, → to 45)</i>	<input type="text"/>
30.	If YES to 43, how many children did the teacher call by name?	Number	<input type="text"/> <input type="text"/> <input type="text"/>
31.	Teacher smiling, laughing or joking with children?	Yes = 1; No = 2	<input type="text"/>
32.	Teacher hitting, pinching or slapping a child?	Yes = 1; No = 2	<input type="text"/>
Teacher asking questions			
33.	The teacher asked questions that required learners to recall information.	Yes = 1; No = 2	<input type="text"/>
34.	The teacher asked learners to carry out a task which allowed them to demonstrate their understanding of what they had learned during the lesson.	Yes = 1; No = 2	<input type="text"/>
35.	The teacher asked questions that required learners to apply information to new topics	Yes = 1; No = 2	<input type="text"/>
36.	Did the teacher ask questions which required learners to use their creativity and imagination?	Yes = 1; No = 2	<input type="text"/>

Feedback			
37.	Teacher gave feedback of praise, moral strengthening and/or encouragement	Circle one: 1. <u>NEVER</u> 2. <u>ONCE</u> 3. <u>MORE THAN ONCE</u>	
38.	Teacher gave feedback that was correcting a mistake	Circle one: 1. <u>NEVER</u> 2. <u>ONCE</u> 3. <u>MORE THAN ONCE</u>	
39.	Teacher gave feedback that was scolding at a mistake	Circle one: 1. <u>NEVER</u> 2. <u>ONCE</u> 3. <u>MORE THAN ONCE</u>	
Introducing and summarizing the lesson			
40.	Did the teacher introduce the lesson at the start of the class?	Yes = 1; No = 2; Don't know = 3	<input type="text"/>
41.	Did the teacher summarize the lesson at the end of the class?	Yes = 1; No = 2 Don't know = 3	<input type="text"/>
Homework			
42.	Did the teacher assign homework to the class?	Yes = 1; No = 2 Don't know = 3	<input type="text"/>
43.	Did the teacher review or collect homework from the class?	Yes = 1; No = 2 Don't know = 3	<input type="text"/>
Language			
44.	Did the teacher use the local language of instruction? (language other than English)	Yes = 1; No = 2	<input type="text"/>

Module 4D: Questions for Teacher

Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Question			
45.	Did you keep official attendance records? (select yes only if observed)	Yes = 1; No = 2	<input type="text"/>
46.	How many pupils are registered in this class currently? (refer to attendance record if available)	Number;	<input type="text"/>
47.	How many students are absent from this class? (refer to attendance record if available)	Number;	<input type="text"/>
48.	Do you have the schemes of work for the month or term? (select yes only if observed)	Yes = 1; No = 2	<input type="text"/>
49.	Do you have a lesson plan for this lesson? (select yes only if observed)	Yes = 1; No = 2	<input type="text"/>
50.	Enumerator note: Did the lesson seem planned? (e.g. use of materials prepared previously or pre-planned activity)	Yes = 1; No = 2; Don't know = 3	<input type="text"/>
51.	Do you have a record of the pupils' achievement records? (select yes only if observed)	Yes = 1; No = 2	<input type="text"/>

Teacher characteristics			
52.	Age	Number	<input type="text"/>
53.	Gender	Male = 1; Female =2	<input type="text"/>
54.	Position in the school	Owner/ Director = 1 Head teacher/ principal = 2 Deputy head teacher = 3 Senior teacher = 4 Teacher (government) = 5 Teacher (paid contract) = 6 Teacher (volunteer) = 7 Other (specify) = 8	<input type="text"/>
55.	Since what year have you been teaching?	Year (e.g. 1990)	<input type="text"/>
56.	Highest level of education completed?	Primary complete = 1 Secondary complete = 2 Diploma/ Certificate = 3 University degree bachelor = 4 University degree = master = 5 None = 8	<input type="text"/>
57.	Highest level of teacher training?	Early Childhood Development Certificate = 1 Primary 1 Certificate = 2 Primary 2 Certificate = 3 Diploma in teaching = 4 Degree/ Bachelor of Education=5 Special needs education = 6 Other = 7 (specify) None = 8	<input type="text"/>

Module 4 Comments:

Masked content follows.

The Tanzania 2014 questionnaire, which is the reference is presented here to show the example content.

Information masquée suit.

Le questionnaire Tanzanie 2014, qui est la référence est présenté ci-après pour donner un aperçu du contenu.



TANZANIA SERVICE DELIVERY INDICATORS EDUCATION SURVEY

2014

Module 5a – Pupil Assessment- Enumerator Booklet MASKED QUESTIONS

In order to preserve the confidentiality of the test items, this version of the questionnaire masks specific letters/words/numbers that would reveal the content of the questions.

(Each letter/number has been replaced with a ?)

Pupil Assessment-Enumerator Booklet Cover Sheet Information

QUESTIONS 1 – 4 TO BE COMPLETED BEFORE INTERVIEW

ENUMERATOR NOTE: PLEASE WRITE ALL RESPONSES CLEARLY USING CAPITAL LETTERS ONLY!

		Name(s)		Code	
1.	Enumerator			_ _ _ _ _ _ _	
3.	School Name & Survey Code			_ _ _ _ _ _ _	
4.	School EMIS Code/Registration Number	<i>Official code used by MoE</i>		_ _ _ _ _ _ _	
5.	Date	<i>Day/Month/Year (e.g. 15/04/13)</i>		_ _ _ _ _ _ _	
6.	Number of Pupils Assessed in English	<i>Number</i>		_ _ _ _ _ _ _	
6a	Number of Pupils Assessed in Kiswahili	<i>Number</i>		_ _ _ _ _ _ _	
7.	Were the pupils assessed selected from the classroom observed in Module 4?	<i>1 = Yes, All</i> <i>2 = Yes, Some</i> <i>3 = No</i>		_ _ _ _ _ _ _	
8.	Teacher Name & ID (row number from Module 2A)			_ _ _ _ _ _ _	
9.	Supervision	Result	Signature	Date <i>Day/Month/Year (e.g. 15/04/12)</i>	Result codes
	Verification	Team Leader	_ _ _ _ _ _ _	_ _ _ _ _ _ _	1 = Module completed 2 = Module incomplete
		Supervisor	_ _ _ _ _ _ _	_ _ _ _ _ _ _	
		Data Entrant	_ _ _ _ _ _ _	_ _ _ _ _ _ _	

Module 5: Pupil Assessment

Pupil Assessment

Please note pupil's details below:

CODE	Pupil's First Name ONLY	Age	Sex 1= Boy 2=Girl	What is your mother tongue? (i.e., <i>what language do you speak at home?</i>) Code Lang. 01 = English 02 = Kiswahili 03 = Kinyakyusa 04 = Kichaga 05 = Kihaya 06 = Kingoni 07 = Kimakonde 08 = Kipare 09 = Klhehe 10 = Kinyamwezi 11 = Kimasai 12 = Kisukuma 13 = Kiluguru 14 = Kigogo 15 = Kikurya 99 = Other(<i>specify in comments</i>)	Did you have breakfast this morning? 1= Yes, At Home 2 = Yes, At School 3 = No → Q8a	If yes, what did you have for breakfast this morning? (<i>respond to each choice</i>) 1= Yes 2= No										
						Bread, pancake, cake or doughnut (e.g. chapati, mandazi)	Ugali	Rice	Cassava, sweet potato or yams	Beans	Fruit/vegetable	Eggs	Meat, chicken, or fish	Milk, yogurt, porridge	Tea, coffee, or chocolate	Other (specify)
1	2	3	4	5	6	7a	7b	7c	7d	7e	7f	7g	7h	7i	7j	7k
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please note the pupil's details below:

P U P I L C O D E	What is the name of your English/ Kiswahili teacher THIS YEAR? (Official first, middle and last name)		What is the name of your Math teacher of THIS YEAR? (Official first, middle and last name)		Were you in this school last year?
	NAME	CODE from Module 2A	NAME	CODE from Module 2A	1 = Yes 2 = No→13
1	8a	8b	9a	9b	10

Please note the pupil's details below:

P U P I L C O D E	What is the name of your <u>English/Kiswahili</u> teacher LAST YEAR? (Official first, middle and last name)		What was the name of your <u>Math</u> teacher of LAST YEAR? (Official first, middle and last name)		Do you agree to participate in this exercise?	Enumerator: <i>Please record here the time the pupil started the test</i>	Enumerator: <i>Please record here the time the pupil finished the test</i>
	NAME 11a	CODE from Module 2A 11b	NAME 12a	CODE from Module 2A 12b	1 = Yes 2 = No 13	HH:MM 14	HH:MM 15
1							
_ _		_ _		_ _	_	_ _ : _ _	_ _ : _ _
_ _		_ _		_ _	_	_ _ : _ _	_ _ : _ _
_ _		_ _		_ _	_	_ _ : _ _	_ _ : _ _
_ _		_ _		_ _	_	_ _ : _ _	_ _ : _ _
_ _		_ _		_ _	_	_ _ : _ _	_ _ : _ _
_ _		_ _		_ _	_	_ _ : _ _	_ _ : _ _
_ _		_ _		_ _	_	_ _ : _ _	_ _ : _ _
_ _		_ _		_ _	_	_ _ : _ _	_ _ : _ _
_ _		_ _		_ _	_	_ _ : _ _	_ _ : _ _
_ _		_ _		_ _	_	_ _ : _ _	_ _ : _ _
_ _		_ _		_ _	_	_ _ : _ _	_ _ : _ _
_ _		_ _		_ _	_	_ _ : _ _	_ _ : _ _

INSTRUCTIONS FOR ENUMERATOR:

You will administer the assessment verbally to the pupils one at a time. You should read the INSTRUCTIONS PRINTED IN BOLD to the pupil, but DO NOT HELP THEM to answer the question. You should read from this assessment sheet. The pupil will either give their answers orally or write their answers in their pupil booklet.

There are three sections: **ENGLISH/KISWAHILI, MATHEMATICS** and **NON-VERBAL REASONING**. The pupil has twenty-five (**25**) minutes to complete the assessment: **10 minutes** for the English/Kiswahili section, **10 minutes** for the Mathematics section, and **5 minutes** for the Non-verbal Reasoning section.

If the pupil hasn't completed the English/Kiswahili section after 10 minutes, then move on to the Mathematics section. Similarly, if the pupil hasn't completed the Mathematics section after 10 minutes, then move on to the Non-Verbal Reasoning section. For the written component of the Mathematics section, inform the pupil that he/she can answer questions in any order they want.

You should speak in the language most easily understood by the pupil. The pupil has to speak **in English** in the **ENGLISH** section of the assessment but can speak in any language in the other parts of the assessment.

Before you begin the assessment, explain to the pupil what is about to happen. Please read the following introduction:

"HELLO MY NAME IS _____. WHAT'S YOUR NAME? I'M HERE TO FIND OUT ABOUT THE THINGS YOU ARE LEARNING AT SCHOOL, SO THANK YOU VERY MUCH FOR HELPING ME WITH THAT. WE'LL SPEND 25 MINUTES TRYING TO FIGURE OUT THE ANSWERS TO SOME QUESTIONS TOGETHER. THERE ARE A FEW QUESTIONS IN ENGLISH. FOR MOST OF THE QUESTIONS YOU CAN JUST TELL ME THE ANSWERS IN ENGLISH. FOR SOME QUESTIONS, I'LL ASK YOU TO WRITE DOWN THE ANSWER ON THIS ANSWER SHEET HERE. THERE ARE ALSO A FEW QUESTIONS IN MATHEMATICS AND A PICTURE PUZZLE. YOU CAN ANSWER THESE QUESTIONS IN ANY LANGUAGE YOU LIKE. FOR MOST OF THEM I'LL ASK YOU TO WRITE DOWN THE NUMBERS ON YOUR PUPIL BOOKLET HERE. CAN WE BEGIN?"

Please note the pupils' answers below:

P U P I L C O D E	Has this pupil been selected to take the English or Kiswahili assessment?	<i>Instruction: Ask the pupil to identify three letters correctly. For example, ask:</i> "Can you show me the letter '?', please?"	<i>Instruction: Ask the pupil to identify three words correctly. For example, ask:</i> "Can you show me the word '?????', please?"	<i>Instruction: Point at the first picture and ask the pupil:</i> "What is this?"	<i>Instructions: Ask the pupil:</i> "Please read this sentence."	<i>Instructions: Ask the pupil:</i> "Read the passage out loud and then answer the questions below it"	
	1= English 2 = Kiswahili If 2 → Kiswahili Assessment (Enumerator Note: Verify in Module 4E)	Repeat this three (3) times picking 1 capital letter and 2 lower case letters from the square. Record the number of letters correctly identified in the box.	Repeat this three (3) times picking different words from the square. Record the number of words correctly identified in the box.	Repeat for all the other pictures. Record the number of pictures correctly named.	Count how many words read correctly, add them up and record the total in the box below. (Enumerator Note: See last page for tally chart)	Make a tick under each word read correctly, add them up and record the total in the box below. (Enumerator Note: See last page for tally chart)	Note how long it took the pupil to read the passage by using a watch or stop-clock
ID	0	1	2	3	4	5a	5b
							__minutes __seconds
							__minutes __seconds
							__minutes __seconds
							__minutes __seconds
							__minutes __seconds
							__minutes __seconds
							__minutes __seconds
							__minutes __seconds
							__minutes __seconds
							__minutes __seconds
							__minutes __seconds

P U P I L C O D E	Instructions: Ask the pupil: "Please read these questions and write the answers in the spaces provided" The children should read the instructions themselves and answer the questions in writing. (You should NOT read the questions for him/her.) You should record the scores for this part of the assessment after the pupils have completed the assessment. 1 = Correct 0 = Incorrect -4 = Did not attempt			A1. KISWAHILI	Instruction: Ask the pupil to identify three letters correctly. For example, ask: "Can you show me the letter '?', please?" Repeat this three (3) times picking <u>1 capital letter and 2 lower case letters</u> from the square. Record the number of letters correctly identified in the box.	Instruction: Ask the pupil to identify three words correctly. For example, ask: "Can you show me the word '?????', please?" Repeat this three (3) times picking different words from the square. Record the number of words correctly identified in the box.	Instruction: Point at the first picture and ask the pupil: "What is this?" Repeat for all the other pictures. Record the number of pictures correctly named.	Instructions: Ask the pupil: "Please read this sentence." Count how many words read correctly, add them up and record the total in the box below. (See last page for tally chart)	
	ID	6a	6b		6c	1	2	3	4
		<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

P U P I L C O D E	Instructions: Ask the pupil: "Read the passage out loud and then answer the questions below it" Time how long it takes the pupil to read the passage.		Instructions: Ask the pupil: "Please read these questions and write the answers in the spaces provided" The children should read the instructions themselves and answer the questions in writing. (You should NOT read the questions for him/her.) You should record the scores for this part of the assessment after the pupils have completed the assessment. 1 = Correct 0 = Incorrect -4 = Did not attempt			B. MATHEMATICS	Instruction: Ask the pupil to identify three numbers correctly. For example, ask: "Can you show me the number '??', please?" Repeat this three (3) times picking 1 one-digit number and 2 two-digit numbers from the square. Record the number of digits correctly identified in the box.	Instruction: Ask the pupil: "Write down the numbers in this list in order from smallest to largest." 1 = Correct 0 = Incorrect -4 = Did not attempt
	Make a tick under each word read correctly, add them up and record the total in the box below. (See last page for tally chart)	Note how long it took the pupil to read the passage by using a watch or stop-clock						
ID	5a	5b	6a	6b	6c		1	2
	<input type="text"/>	__minutes __seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>
	<input type="text"/>	__minutes __seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>
	<input type="text"/>	__minutes __seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>
	<input type="text"/>	__minutes __seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>
	<input type="text"/>	__minutes __seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>
	<input type="text"/>	__minutes __seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>
	<input type="text"/>	__minutes __seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>
	<input type="text"/>	__minutes __seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>
	<input type="text"/>	__minutes __seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>
	<input type="text"/>	__minutes __seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>
	<input type="text"/>	__minutes __seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>
	<input type="text"/>	__minutes __seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>
	<input type="text"/>	__minutes __seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>

Please note the pupils' answers below:

P U P I L C O D E	<u>Instruction:</u> Ask the pupil: "Work out the answer for each of these problems and write it on your booklet. You do not have to follow the order of the questions as shown. You are free to answer the questions in any order you like and to skip any question you are unable to answer." 1 = Correct 0 = Incorrect -4 = Did not attempt										<u>Instruction:</u> Ask the pupil: "Which of these would give the smallest answer? Circle the correct response." 1 = Correct 0 = Incorrect -4 = Did not attempt	<u>Instruction:</u> Ask the pupil: "A box holds ?? oranges. How many oranges are there in ?? boxes?" 1 = Correct 0 = Incorrect -4 = Did not attempt	<u>Instruction:</u> Ask the pupil: "What is the next number?" 1 = Correct 0 = Incorrect -4 = Did not attempt
	ID	3a	3b	3c	3d	3e	3f	3g	3h	3i	3j	4	5
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please note the pupils' answers below:

P U P I L C O D E	C. NON-VERBAL REASONING	<i>Instruction: Practice puzzles</i> "Here is a pattern with a piece missing, Below are six pieces. Circle the piece that completes the pattern. The first two patterns are examples for practice."								
		<i>Instruction: Assessment puzzles</i> "Now for this pattern, there is a piece missing. Below are six pieces. Circle the piece that completes the pattern." (Enumerator Note: Repeat for all four questions)								
		Record the response selected by the pupil (1 – 6)				1 = Correct 0 = Incorrect -4 = Did not attempt				
		ID	1a	2a	3a	4a	1b	2b	3b	4b
			<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		

ENUMERATOR NOTE: PLEASE ENTER END TIME OF PUPIL'S ASSESSMENT

English Correct Responses								
Eng:Q4		Pupil Codes						
TEXT		1	2	3	4	5	6	7
a.	????							
b.	?							
c.	????							
d.	??							
e.	?							
f.	????							
g.	??							
h.	??							
i.	?							
j.	??????							
k.	Total							

Eng:Q5(1)		Pupil codes									
Text											
l	??????										
m	??????										
n	????										
o	?										
p	????.										
q	??										
r	???										
s	????										
t	????										
u	??										
v	??????										
w	?										
x	???										
y	???										
z	????????										
aa	????										
ab	??										
ac	??r????										
ad	????.										
ae	"????										
af	????										
ag	???										
ah	?????"										
ai	?????										
aj	??????										
ak	"??"										
al	??????										
am	????????.										

Eng:Q5(2)						Pupil codes									
Text															
an	?														
ao	???														
ap	???????														
aq	?????														
ar	???														
as	???														
at	????														
au	??														
av	???														
aw	???														
ax	???????														
ay	???														
ax	"??														
ab	??														
bb	???"														
bc	?????														
bd	??????														
be	"???														
bf	????														
bg	????														
bh	???														
bi	???????														
bj	?????"														
bk	"???														
bl	??????														
bm	???														
bn	??														
bo	??!"														
bp	???????														
bq	??????														

<u>Kiswahili Correct Responses</u>							
Eng:Q4		Pupil Codes					
TEXT							
a.	??????						
b.	??????						
c.	??????						
d.	????						
e.	????????						

Kiswa:Q5(1)		Pupil codes			
Text					
l	??????				
m	????????				
n	??????.				
o	????????				
p	????????				
q	???				
r	??????.				
s	????				
t	????????				
u	????????				
v	??????				
w	??				
x	?????				
y	??				
z	??????.				
aa	'??				
ab	????				
ac	????				
ad	????????'				
ae	?????????				
af	??????.				
ag	'?????,"				
ah	????????				
ai	??????.				
aj	????????				
ak	????????				
al	????????				
am	????				

Kiswa:Q5(2)		Pupil codes			
Text					
an	????????				
ao	??				
ap	?????				
aq	????				
ar	??				
as	??????.				
at	'??,				
au	????				
av	?????'				
aw	??????				
ax	??????.				
ay	'????????				
ax	????				
ab	????				
bb	?????.'				
bc	'??????				
bd	????				
be	??				
bf	????				
bg	?????,'				
bh	????????				
bi	??????.				

Correct answers

English	
1	
2	
3	
4	
5	
6a	
6b	
6c	
Kiswahili	
1	
2	
3	
4	
5	
6a	
6b	
6c	
Mathematics	
1	
2	
3a	
3b	
3c	
3d	
3e	
3f	
3g	
3h	
3i	
3j	
4	
5	
6	
Non-verbal reasoning	
1	
2	
3	
4	



TANZANIA SERVICE DELIVERY INDICATORS EDUCATION SURVEY

2014

Module 5b – Pupil Assessment – Pupil Booklet

MASKED CONTENT

In order to preserve the confidentiality of the test items, this version of the questionnaire masks specific letters/words/numbers that would reveal the content of the questions.

(Each letter/number has been replaced with a ?)

Pupil Assessment Questionnaire

Cover Sheet

QUESTIONS 1 – 5 TO BE COMPLETED BEFORE INTERVIEW

Enumerator Note: *Please write all responses clearly using CAPITAL LETTERS ONLY!*

		Name(s)		Code		
1.	First Visit Enumerator			_ _ _ _ _		
2.	Second Visit Enumerator			_ _ _ _ _		
4.	School Name & Survey Code			_ _ _ _		
5.	School EMIS Code/Registration Number	Official code used by MoEVT				
6.	Date	Day/Month/Year (e.g. 15/04/13)		_ _ _ / _ _ _ / _ _ _		
Supervision		Result		Date		
		1.		2.		
7.	Questionnaire Verification	Team Leader	a.	_ _	_ _ _ _ _ / _ _ _ / _ _ _	<u>Survey results codes</u> 1 = Completed Questionnaire 2 = Incomplete Questionnaire
		Supervisor	b.	_ _	_ _ _ _ _ / _ _ _ / _ _ _	

Pupil's Name: _____

Time Started: __ : __

A. ENGLISH

1.

?	?	?
?	?	?
?	?	?

2.

?????	????????	?????
????????	?????	?????
?????	????????	????????

3.



4. ???? ? ????? ??, ? ????? ?? ?? ? ????????.

5. ?????? ?????? ????? ? ?????. ?? ??? ?????? ????? ?? ????????. ? ??? ??? ?????????? ????

?? ????????'? ???. '???? ????? ?? ? ??????' ?????? ???????. '??,' ??????? ??????????. ?

??? ?????????? ?????? ??? ??? ????? ?? ??? ????????'? ???. '??, ?? ????' ??????

??????. '??? ????? ????? ?? ? ??????'? ?????.' '??? ??????'? ??? ?? ???,' ?????????

??????.

(6a) Where did ????? and ????? meet?

(6b) What _____ was sleeping next to _____ ?

(6c) Circle the correct response to the question below.

Why was ????? surprised that ??? ??? ??? him?

- (i) Because ??? ??? ??? ?????????.
- (ii) Because ?????? ????? ??? ????? ??? ??? ????? ??? ?????.
- (iii) Because ?????? ?????'? ??? ??? ???.

A1. SWAHILI

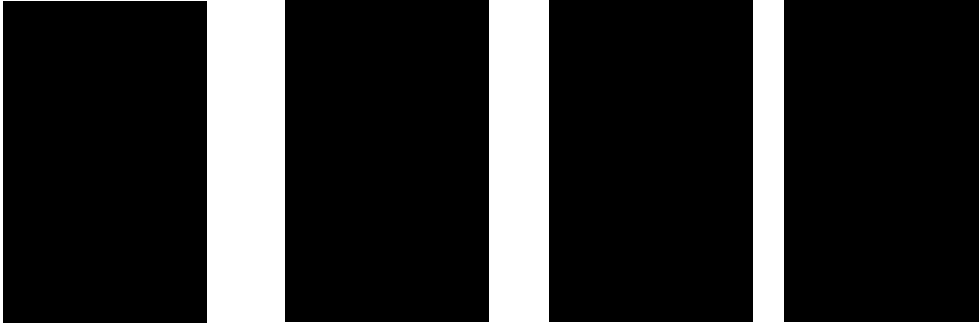
6.

?	?	?
?	?	?
?	?	?

7.

?????	????????	????????
?????	????????	????????
?????	????	???

8.



9. ?????? ??????, ?????? ??? ?????.

10. ?????? ?????????? ??????. ?????????? ?????????? ??? ??????. ??? ?????????? ?????????? ?????????? ?? ?????? ?? ??????. '?? ??? ???? ??????????' ?????????z? ??????. '??????,' ?????????? ??????. ?????????? ?????????? ?????? ?????????? ?? ?????? ?????? ?? ??????. '??, ????? ??????!' ?????????? ??????. '????????? ?????? ?????? ??????' '????????? ?????? ?? ?????? ??????', ?????????? ??????????.

(6a) ?? ?????????? ?? ?????????? ?????????????????? ??????

(6b) ?? ?? ?????????? ?????? ?????????? ?????????? ?????????? ?? ??????????

(6c) Zungushia jibu sahihi la swali lifuatalo.

Je kwa nini ?????? ???????????? ????? ?????????? ?

- (i) Kwa sababu ?????? ?????????? ??????????.
- (ii) Kwa sababu ???????? ?????????????? ?????? ?????? ??????.
- (iii) Kwa sababu ???????? ?????????? ???????????? ??????.

B. MATHEMATICS

1.

??	?	??
?	??	?
??	??	?

2.

??? ??? ?? ? ?? ???

3.

a)

$$\begin{array}{r} ? \\ + ? \\ \hline \end{array}$$

b)

$$\begin{array}{r} ?? \\ + ?? \\ \hline \end{array}$$

c)

$$\begin{array}{r} ??? \\ + ??? \\ \hline \end{array}$$

d)

$$\begin{array}{r} ? \\ - ? \\ \hline \end{array}$$

e)

$$\begin{array}{r} ?? \\ - ?? \\ \hline \end{array}$$

f)

$$\begin{array}{r} ? \\ \times ? \\ \hline \end{array}$$

g)

$$\begin{array}{r} ?? \\ \times ?? \\ \hline \end{array}$$

h)
$$\begin{array}{r} ??? \\ \times ??? \\ \hline \end{array}$$

i) $?? \div ?$

j) $?? \div ?$

4. Which one gives the smallest answer?

a) $?? \div ?$

b) $?? \div ?$

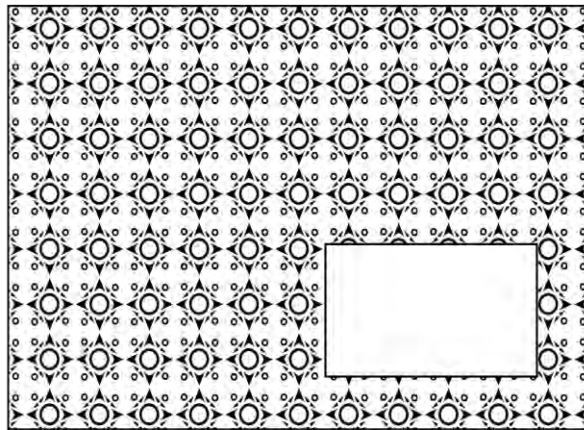
c) $?? \div ?$

5. A box contains ?? oranges. How many oranges are contained in ?? boxes?

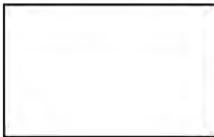
6. $?? \rightarrow ?? \rightarrow ?? \rightarrow ? \rightarrow \underline{\hspace{2cm}}$

C. Non-verbal reasoning

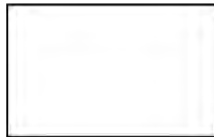
Practice A



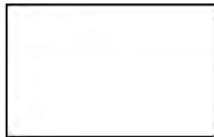
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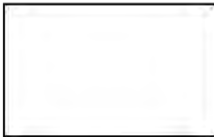
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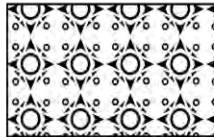
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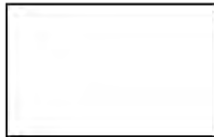
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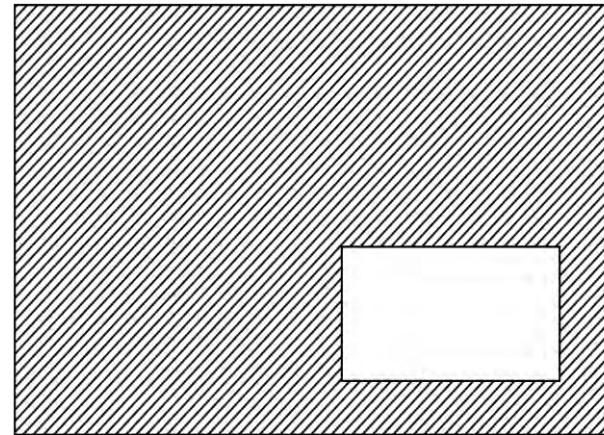
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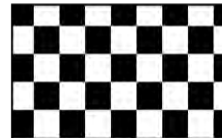
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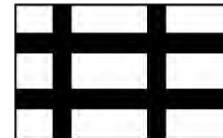
Practice B



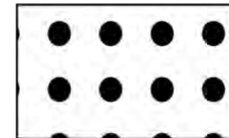
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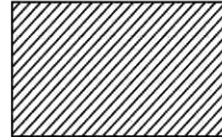
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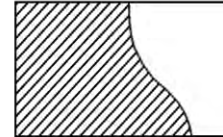
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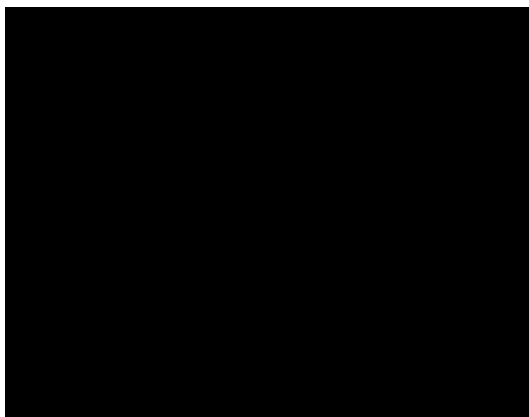
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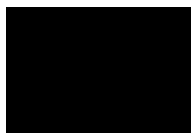
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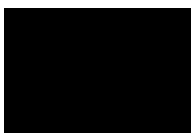
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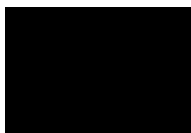
1



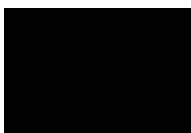
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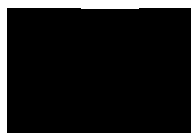
2



5



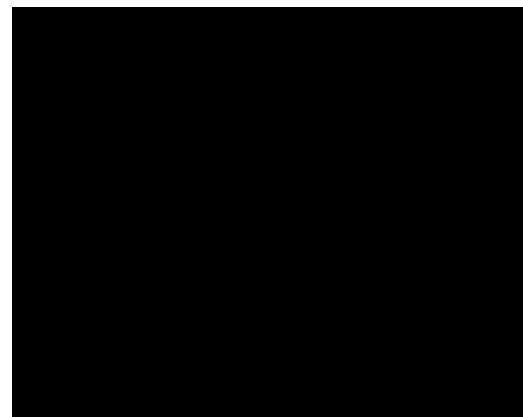
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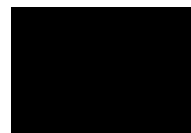
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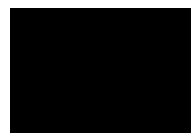
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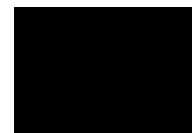
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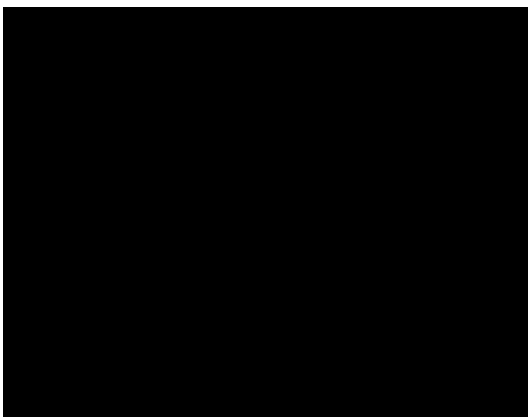
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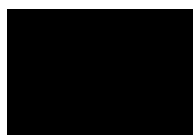
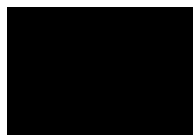
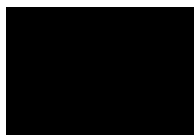
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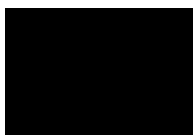
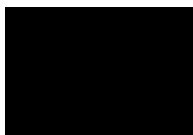
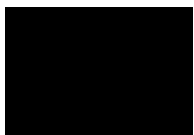
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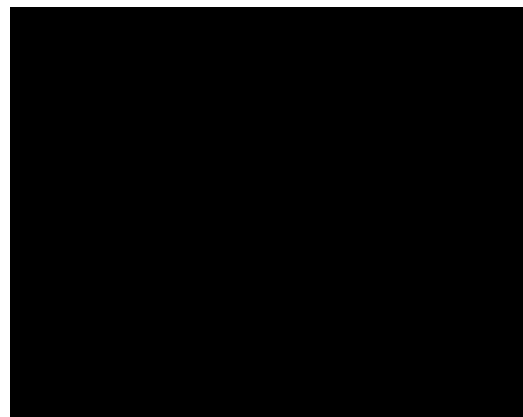
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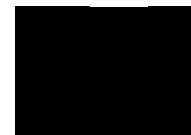
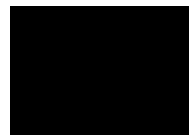
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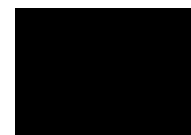
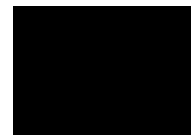
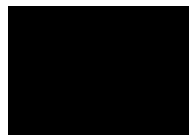
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Time Ended: __: __

Module 6: Teacher Assessment



TANZANIA SERVICE DELIVERY INDICATORS

EDUCATION SURVEY

2014

Modules 6 – Teacher Assessment

In order to preserve the confidentiality of the test items, this version of the questionnaire masks specific letters/words/numbers that would reveal the content of the questions.

(Each letter/number has been replaced with a ?)

QUESTIONS 1 – 4 TO BE COMPLETED BEFORE INTERVIEW

		Name(s)			Code
1.	Enumerator				_ _ _ _
3.	School Name and Survey Code				_ _ _ _
4.	School EMIS Code/Registration Number				
5.	Date	Day/Month/Year (e.g. 15/04/12)			_ _ _ /_ _ _ /_ _ _
Supervision		Result	Signature	Date	
				Day/Month/Year (e.g. 15/04/12)	
6.	Questionnaire Review	Team Leader	_ _		_ _ _ /_ _ _ /_ _ _
7.		Supervisor	_ _		_ _ _ /_ _ _ /_ _ _
7a.		Data Entrant	_ _		_ _ _ /_ _ _ /_ _ _
<p>Codes 1 = Questionnaire complete 2 = Questionnaire incomplete 3 = School closed 4 = Refused</p>					

Module 6 Comments:

Teachers: Please provide information about yourself beginning in Question 9:

8.	Teacher Code	From Module 2A	____ ____ ____
8a	Teacher Name		
8.	Age	Number	____ ____
9.	Sex	1= Male 2= Female	____
10.	What standards do you normally teach <u>this</u> academic year (2014)?	Number (1-7) 8 = Pre-Primary 1 or 2 9 = Special needs	ENTER UP TO THREE Standard ____ Standard ____ Standard ____
11.	What standards did you mostly teach <u>last</u> academic year (2013)?	Number (1-7) 8 = Pre-Primary 1 or 2 9 = Special needs	ENTER UP TO THREE Standard ____ Standard ____ Standard ____
12.	What subject(s) do you normally teach?	1 = English 2 = Math 3 = Both 9 = Other (Specify)	____ _____
13.	In what year did you begin teaching?	Year (e.g. 1990)	____ ____ ____ ____
14.	What is the highest level of education you have completed?	1 = Primary complete 2 = Secondary- O Level 3 = Secondary – A Level 4 = Diploma/ Certificate 5 = Postgraduate Diploma 6 = University degree (bachelor) 7 = University degree (master) 8 = University degree (doctoral) 9 = Other (specify) 0 = None	____ _____
15.	What is the highest level of teacher training you received?	1 = Certificate 2 = Grade A 3 = Diploma 4 = Bachelors in Education 5 = Masters in Education 6 = Doctorate in Education 9 = Other (specify) 0 = None	____ _____
16.	When did you complete your highest level of teacher training?	Year (e.g. 1990)	____ ____ ____ ____
17.	Did you teach in this school last year?	1 = Yes 2 = No	____

Part A: (35 minutes)

We thank you very much for participating in this exercise!

Please read and follow the instructions below carefully:

- DO NOT turn over this page before you are told. The enumerator will tell you when to turn this page to begin the questions.

- First, the enumerator will spend about 5 minutes reviewing some sample questions to give you some practice before beginning the actual assessment. While working on the sample question, DO NOT move on to the actual assessment until the enumerator tells you to do so.

- You have 35 minutes to complete all the questions.

- Answer all the questions. For each question, put your answer in this booklet in the space provided.

- DO NOT use a calculator or any electronic object during the period of the test.

- Please ask if you have any questions.

Sample Questions**Task A – Assess pupils’ literacy**

Section 1 – Below is a test paper by a primary school pupil. Please mark the answers using a ✓ for those answers that are correct and a ✗ for those answers that are not correct. For those answers that you mark ✗, you must write the correct answer in the space provided. **For example:**

Examples: Complete the sentences with the correct words from the brackets

(a) <u>Where</u> (Does, Where, How long) does it take to walk to this school?	(a) ✗	(a) How long
b) <u>When</u> (Where, When, What) is your sister doing?	(b) ✗	(b) What
c) Before it started to rain, Musa <u>heard</u> (hears, was hearing, heard) thunder in the distance.	(c) ✓	(c)

Section 2 – Below is a letter written by a child in Standard Four. Correct the letter for grammar, punctuation (between sentences and within sentences), spelling, syntax, and salutation. **For example:**

Examples: Correct the letter below to show the mistakes in each line

A Write a letter to your friend telling her about your family.

Dear Neema,

How are you? I am fine. I want to tell about my family There is six people in my family.

_____ you my family. There are people _____

I want you to know my father Baraka. He loves us very much and likes laugh with us evry day.

_____ father, Baraka. _____ likes to laugh _____ every _____

Yours faithfully

_____ faithfully, _____

~~From your Friend~~ Rehema

~~From your Friend~~ _____

Sample Questions (continued)

Task B – Assess pupil's numeracy

Below is a test paper by a primary school pupil. Please mark the answers using a ✓ for those answers that are correct and a ✗ for those answers that are not correct. For those answers that you mark ✗, you must write the correct answer in the space provided.

For example:

<p>(a) There are <u>a. 90</u> degrees in a circle.</p> <p>a. 90 b. 360 c. 180 d. 450</p>	(a) ✗	(a) b. 360
<p>b) If 5 loaves of bread cost 3,000 shillings, how much does 1 loaf cost?</p> <p>Answer: <u>d. 600 shillings</u></p> <p>a. 1,000 shillings b. 500 shillings c. 400 shillings d. 600 shillings</p>	(b) ✓	(b)
<p>c) Which fractions are equal to $\frac{3}{4}$? <u>d. 6/12</u></p> <p>a. $\frac{3}{2}$ b. $\frac{9}{16}$ c. $\frac{18}{24}$ d. $\frac{6}{12}$</p>	(c) ✗	(c) c. 18/24

DO NOT TURN THE PAGE!

PLEASE WAIT FOR INSTRUCTIONS FROM THE ENUMERATOR

Section 1: Below is a test paper by a primary school pupil. Please mark the answers using a ✓ for those answers that are correct and a ✗ for those answers that are not correct. For those answers that you mark ✗, you must write the correct answer in the space provided.

7


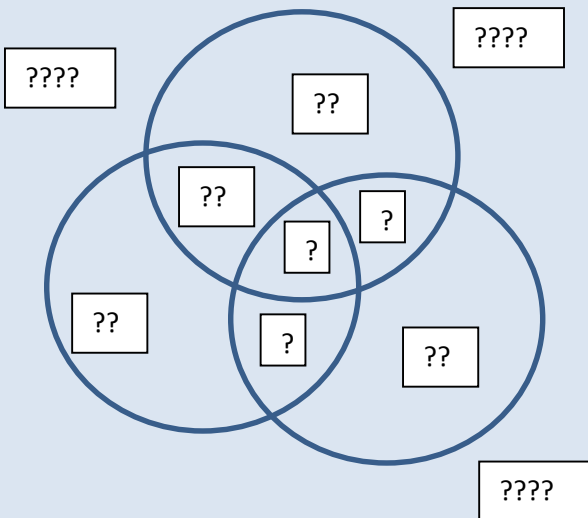
Section 2: Below is a letter written by a child in Standard Four. Correct the letter below for grammar, punctuation (between sentences and within sentences), spelling, syntax, and salutation by circling the mistakes and writing the correction on the line provided.

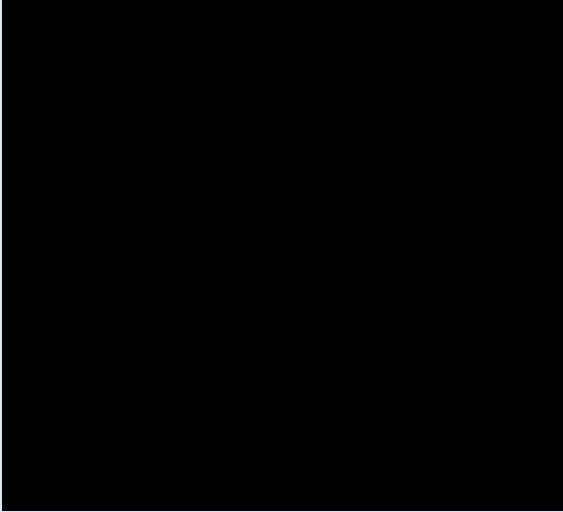
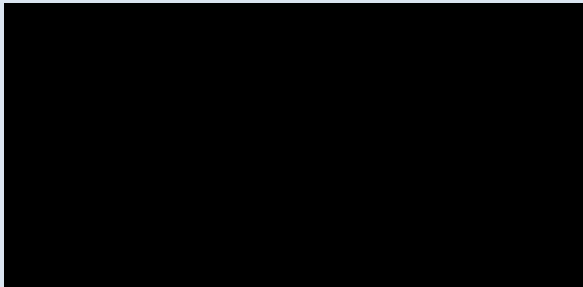
4.	Write a letter to your sister telling her about your new school.
	<p>???? ??????</p> <hr/>
	<p>??? ?? ????? ??? ????? ?? ????? ??? ??? ?????????? ????? ????? ? ????? ???</p> <hr/>
	<p>????? ???????? ? ????? ?? ????? ??? ????? ?? ??? ?????? ?? ?????? ??? ?????? ?</p> <hr/>
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	<p>??? ?? ?????? ?????????? ??????????</p> <hr/>
	<p>???? ???</p> <hr/>
	<p>???? ?????? ????</p> <hr/>

Task 2 – Assess pupils' numeracy

Below is a test paper by a primary school pupil. Please mark the answers using a ✓ for those answers that are correct and a ✗ for those answers that are not correct. For those answers that you mark ✗, you must write the correct answer in the space provided.

		(A) Mark the pupil's answer correct or incorrect here	(B) Write the correct answers here
1	Write the missing numbers in the box below (a) $?? + ?? = \square ??$ (b) $?? - ?? = \square ??$ (c) $??? + ??? + 127 = \square ???$ (d) $?? \div ? = \square ?$ (e) $?? \times ?? = \square ????$	(a) (b) (c) (d) (e)	(a) (b) (c) (d) (e)
2	Which two numbers add up to make 0.81 <u>0.??</u> 0.0? 0.? 0.?? 0.?? <u>0.??</u>		
3	Circle the one that gives the smallest answer? <u>(a) $?? \div ?$</u> (b) $?? \div ?$ (a) $?? \div ?$		
4	Complete these fractions so that they are equivalent (a) $\frac{?}{?} = \frac{?}{??}$ (b) $\frac{?}{?} = \frac{?}{??}$	(a) (b)	(a) (b)
5	? exercise books cost ?,??? Shillings. What is the cost of ?? exercise books? (a) ??,??? Shillings (b) ??,??? Shillings <u>(c) ??,??? Shillings</u> (d) ??,??? Shillings		
6	How many ????? does a ????? have? (a) ? <u>(b) ?</u> (c) ? (d) ?		
7	????? that ?????? are <u> </u> ?????? (a) ?????????? (b) ????????? <u>(c) ???????</u> (d) ?????????		

8	<p>This is the time Juma starts to walk to his sister's house. The walk takes 45 minutes.</p>  <p>What time did Juma arrive? ?:??</p>		
9	<p>Children in Primary 5 did a survey of how many people have various pets. They drew this Venn diagram.</p>  <p>a) How many people ??? ???? ? ??</p> <p>b) Which animal ??? ??? ?????? ??????? ? ????</p>	<p>(a)</p> <p>(b)</p>	<p>(a)</p> <p>(b)</p>

10	<p>Baraka took part in a sponsored cycle ride. This graph shows how far he rode and how long it took him.</p>  <p>a) Look at the graph. How far ??? ??? ?????? ????? ? ????? ?? ?? km</p> <p>b) Joe started riding at ?::? in the morning. How far had he gone at ??:??? ?? km</p>	(a)	(a)
11	<p>Write the answer in the box provided</p> <p>(a) $\sqrt{???} = ??$</p> <p>(b) $??\cdot?? - ??\cdot?? = ?\cdot??$</p> <p>(c) $\frac{?}{?} \div \frac{?}{?} = ??/??$</p>	(a)	(a)
		(b)	(b)
		(c)	(c)
12	<p>What is n?</p> $??n - ?? - ?n = ??$ $n = ?$		
13	<p>What are the perimeter and the area of the shaded rectangle in the middle?</p>  <p>(a) Perimeter: ?? cm</p> <p>(b) Area: ?? cm²</p>	(a)	(a)
		(b)	(b)

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Part B: (35 minutes)

School Name	
School Survey Code	_ _ _ _ _ _ _
School EMIS Code/Registration Number	
Teacher ID (<i>From Module 2A</i>)	_ _ _
Teacher Name	

Please read and follow the instructions below carefully:

- DO NOT turn over this page before you are told. The enumerator will tell you when to turn this page to begin the questions.
- You have 35 minutes to complete all the questions:
- Answer all the questions. For each question, put your answer in this booklet in the space provided.
- DO NOT use a calculator or any electronic object during the period of the assessment.
- Please ask if you have any questions.

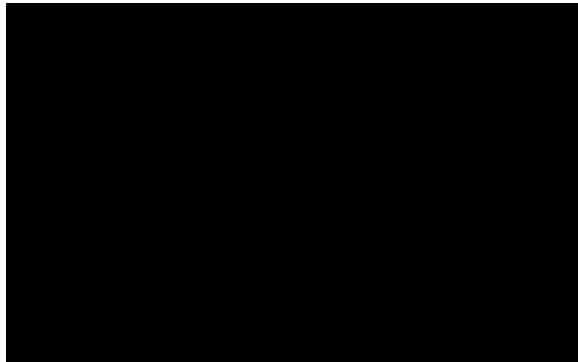
Part B: (35 minutes)

Task 3: Preparing to teach

Imagine that you come to school one morning and are called to the head teacher's office. There, you and other teachers are told that there has been an increase in road accidents near the school. The head teacher gives you a recent newspaper report and tells all the teachers that they must prepare a lesson to make pupils aware of the reasons road accidents happen, and the consequences. You are told that you have to immediately prepare this lesson and to use the newspaper article as your main source of reference.

Read the article below:

??? ???? ?????????? ??????



??????? ???, ?????? ?????????? ??? ?????????? - ??? ???? ?? ???z????.

? ????? ??????? ???? ?? ???????' ? ?????????? ???? ??????? ???? ???? ??????? ???? ??????????? ????????????.
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3b) ??? ???????? ????????? ????????? ?? ??? ???? ??? ?????? ?? ??????? (???? ?
 ????????? ?????????)

i.

ii.

3c) i. ????? ???? ?????? ???? ??? ???? ??? ?????? ?? ?????????? ??????? ????? ????? ?
 ????? ??????????????? ?? ??? ??????.

3c) ii. Write one question in which you will ask pupils to make an inference about the information presented in the lesson.

3d) ????? ? ???????? ???? ???? ???? ???? ???? ???? ???? ???? ???? ???? ???? ????
 ???? ???? ???????? ?? ???????? ??????????.

Group Activities: You will be asking the pupils to debate what governments should do about road accidents (one group) and why this is difficult (another group). ???? ? ???? ?? ?????? ??? ????? ??????? ?????? based on the article:

3e) ????? ??? ?? ?????? ??? ?????????? ?? ?????? ???? ????????????? (???? ? ??????)

i)	
ii)	
iii)	
3f) ??? ?? ?? ?????????? ?? ??????? ??? ??????? ?? ????? ?????????? ? (???? ? ?????)	
i)	
ii)	
iii)	

Task 4 – Assessing differences in children’s abilities as learners

In this task, you are asked to make a judgment about the quality of pupil writing. Two pieces of writing from pupils in a primary school are given below. The pupils were asked to write a letter to a friend about their school. Please look at each piece of writing and analyze the letter to assess the pupil’s ability to write simple letters, use sentence

Questions:

[Note: Please do not comment on the pupils' handwriting as these letters were computer generated.]

4a) Write a short assessment of Susan's letter (List 3 strengths and 3 weaknesses)

Strengths:

i)

ii)

iii)

Weaknesses:

i)

ii)

iii)

4b) Write a short assessment of Mohammed's letter (List 3 strengths and 3 weaknesses)

Strengths:

i)

ii)

iii)

Weaknesses:

i)

ii)

iii)

Task 5 – Evaluating the learning achievements and progress of students

The table below shows the test results in English, Mathematics and Social Studies for pupils in a Grade 4 class. Each test is out of 20 marks.

	NAME	SEX	TESTS		
			English	Math	Social Studies
1	Nikhil	M	??	??	??
2	Yusuf	M	?	??	??
3	Gorinda	M	??	??	??
4	Ahmed	M	??	??	??
5	Suresh	M	??	?	??
6	Gladys	F	?	??	??
7	Anne	F	??	??	??
8	Elizabeth	F	??	??	??
9	Mary	F	??	?	??
10	Janet	F	?	?	??

5a) What is the class average for English?

5b) ????? ? ??? ?????? ????? ?????? ??? ?v????? ????? ?????????? ?? ?????????????? ???
 ?????? ??? ??? ?v????? ????? ?????????? ?? ?????????????? ??? ?????? ??? ?? ??? ????? ??
 ??? ? ?????? ?? ?????????? ???????????. ????? ? ?????? ????? ?????????? ????? ??.

5c) Suresh and Mary have similar learning profiles. Janet has a different learning profile but has something in common with them. Make at least 3 comments on these learners.

