

MAIN STUDY 2000 (Mauritius)

<u>ID</u>		
Country		
Region		District
School		
Teacher		
Instrument	2	
Office Use		

SACMEQ II
 The Southern Africa Consortium for
 Monitoring Educational Quality
 and
 The International Institute for
 Educational Planning

Standard 6 Study of English and Mathematics

Teacher Booklet

NOTE: This booklet is in three parts: A) Questionnaire, B) Reading Test, and C) Mathematics Test. Part A is divided into three sections: 1) General, 2) English, and 3) Mathematics. If you teach English, please complete Sections 1 and 2 of Part A and Part B. If you teach Mathematics, please complete Sections 1 and 3 of Part A and Part C. If you teach both English and Mathematics, please complete all the sections in Part A, Part B, and Part C.

PART A: QUESTIONNAIRE SECTION 1: GENERAL

NOTE: If your school does not use 6A, 6B, 6C, etc. as class names, please speak to the Data Collector before you complete this question.

1. In the table below, indicate which Standard 6 classes you take for English and/or for Mathematics and the number of pupils in those classes.
 (Please tick the appropriate box for each Standard 6 class for each subject. For the classes you take, please write the number of pupils in the boxes on the same line.)

1.1 English class				1.2 Mathematics class			
	No	Yes	Class size		No	Yes	Class size
6A	(1)	(2)		6A	(1)	(2)	
6B	(1)	(2)		6B	(1)	(2)	
6C	(1)	(2)		6C	(1)	(2)	
6D	(1)	(2)		6D	(1)	(2)	

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1.1 English class				1.2 Mathematics class			
	No	Yes	Class size		No	Yes	Class size
6E	(1)	(2)		6E	(1)	(2)	
6F	(1)	(2)		6F	(1)	(2)	
6G	(1)	(2)		6G	(1)	(2)	
6H	(1)	(2)		6H	(1)	(2)	
6I	(1)	(2)		6I	(1)	(2)	
6J	(1)	(2)		6J	(1)	(2)	
6K	(1)	(2)		6K	(1)	(2)	
6L	(1)	(2)		6L	(1)	(2)	
6M	(1)	(2)		6M	(1)	(2)	
6N	(1)	(2)		6N	(1)	(2)	
6O	(1)	(2)		6O	(1)	(2)	
6P	(1)	(2)		6P	(1)	(2)	
6Q	(1)	(2)		6Q	(1)	(2)	
6R	(1)	(2)		6R	(1)	(2)	
6S	(1)	(2)		6S	(1)	(2)	
6T	(1)	(2)		6T	(1)	(2)	
6U	(1)	(2)		6U	(1)	(2)	
6V	(1)	(2)		6V	(1)	(2)	
6W	(1)	(2)		6W	(1)	(2)	
6X	(1)	(2)		6X	(1)	(2)	

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SOME QUESTIONS ABOUT YOU

2. What is your sex?

☐

(1) Male

☐

(2) Female

3. What is your age?

(Please write the number in the boxes below.)

years old

4. What is the highest level of **academic education** you have attained?
(Please tick only one box.)

☐

(1) Primary education or equivalent

☐

(2) Junior secondary education or equivalent

☐

(3) Senior secondary education or equivalent

☐

(4) A-level or some further study, but not a first degree

☐

(5) Tertiary education (at least a first degree)

5. How many years of **teacher training** have you received altogether?
(Please tick only one box.)

☐

(1) I did not receive any teacher training.

☐

(2) I have had (a) short course(s) of less than one-year duration in total.

☐

(3) I have had a total equivalent of one year of teacher training.

☐

(4) I have had a total equivalent of two years of teacher training.

☐

(5) I have had a total equivalent of three years of teacher training.

☐

(6) I have had a total equivalent of more than three years of teacher training.

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6. How many years altogether have you been in teaching?
(Please write the number in the boxes below. Please round to '1' if it is less than one year.)

--	--

 years

7. After having completed your initial teacher training, how many short in-service courses have you attended during the past three years?
(Please write the number in the boxes below. Please write '0' if you have attended no courses.)

--	--

 courses

8. After having completed your initial teacher training, what is the total number of days altogether that you spent attending these courses during the past three years?
(Please write the number in the boxes below. Please write '0' if you have attended no courses.)

--	--	--

 days

9. Generally, do you think that these in-service courses were effective in terms of improving your teaching?
(Please tick only one box.)

(1)

 I did not attend any in-service course.

(2)

 Not effective

(3)

 Reasonably effective

(4)

 Effective

(3)

 Very effective

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SOME QUESTIONS ABOUT YOUR STANDARD 6 CLASSROOM

NOTE: If you teach in more than one classroom, please answer Questions 10, 11, 12 and 13 for the classroom you teach Standard 6 in most frequently.

10. How many books do you have in your classroom library or book corner?
(Please write the number in the boxes below. Please do not count magazines or newspapers. Please write '0' if there is no classroom library, book corner or book box.)

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Books

11. How many of the following do you have in your classroom or teaching area?
(Please write the number in the boxes below. Please write '0' if you do not have any.)

11.1 Sitting places for pupils (on chairs or benches)

--	--

11.2 Writing places for pupils (on desks or tables)

--	--

12. Which of the following are available in your classroom or teaching area?
(Please tick the appropriate box for each resource.)

12.1 A usable writing board (black, white, green)

No	Yes
☐ (1)	☐ (2)

12.2 Chalk (or other markers)

☐
(1)☐
(2)

12.3 A wall chart of any kind

☐
(1)☐
(2)

12.4 A cupboard or locker

☐
(1)☐
(2)

12.5 One or more bookshelves

☐
(1)☐
(2)

12.6 A classroom library, book corner or book box

☐
(1)☐
(2)

12.7 A teacher table

☐
(1)☐
(2)

12.8 A teacher chair

☐
(1)☐
(2)

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13. Which of the following do you have access to in your school?

(Please tick the appropriate box for each resource.)

	No	Yes
13.1 A map	☐ (1)	☐ (2)
13.2 An English dictionary	☐ (1)	☐ (2)
13.3 Geometrical instruments (compass, protractor, etc.) for use on writing board	☐ (1)	☐ (2)
13.4 Teacher's guide (English)	☐ (1)	☐ (2)
13.5 Teacher's guide (Mathematics)	☐ (1)	☐ (2)

SOME QUESTIONS ABOUT YOUR TEACHING

14. How many periods/lessons of actual teaching do you have in a typical school week at this school?

(Please include all subjects and grades together.)

(Please write the number in the boxes below.)

periods/lessons per week

15. How long are these periods?

(Please write the number in the boxes below.)

minutes per period/lesson

16. How many **hours**, on average, do you spend in a typical school week working on **lesson preparation and marking** for this school?

(Please write the number in the boxes below.)

hours per week

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17. How often do you usually meet with the parents or guardians of the pupils in your class to discuss pupil performance or related matters?
(Please tick only one box.)

☐
(1)

Never

☐
(2)

Once a year

☐
(3)

Once a term

☐
(4)

Once or more a month

18. On average, what percentage of pupils have parents or guardians usually meeting with you in a year?
(Please write the number in the boxes below.)

--	--	--

percent

SOME QUESTIONS ABOUT YOUR SCHOOL

NOTE: This questionnaire is used in different countries with different systems. The following paragraph describes how to interpret "Inspector" and "Advisor" in questions 19 through 21 under different circumstances.

In this questionnaire, "Inspector" means the officer visiting the school head and/or classroom teacher for professional purposes. This person might be called Inspector, Education Officer (EO), or District Education Officer (DEO), etc. in your country. In countries where there are also "Advisors", "Advisory Teachers" or "Subject Advisors" who visit teachers to advise them in general or on specific aspects of their teaching, questions 19.2 and 21 should be filled in with reference to such advisors. Questions 19.1 and 20 should still be filled in with reference to the Inspectors.

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19. On how many occasions did an Inspector or Advisor (see NOTE above) visit you in **your classroom** in this school?

(Please write the number in the boxes for each category for each year. Write '0' if there was no visit by the Inspector or Advisor. If you were not teaching in this school for one or more of the years given, please write 'NA' for not applicable in the appropriate space.)

19.1 Inspector, EO or DEO	19.2 Advisor
1998 occasions	1998 occasions
1999 occasions	1999 occasions
2000 occasions	2000 occasions

20. What does the Inspector, EO or DEO actually do when visiting?
(Please tick the appropriate box for each statement.)

The Inspector or (District) Education Officer actually does the following:

	No	Yes
20.01 advises me	 (1)	 (2)
20.02 criticises me	 (1)	 (2)
20.03 suggests new ideas	 (1)	 (2)
20.04 clarifies educational objectives	 (1)	 (2)
20.05 explains curriculum content	 (1)	 (2)
20.06 recommends new teaching materials	 (1)	 (2)
20.07 provides information for self-development	 (1)	 (2)
20.08 contributes very little to my classroom teaching	 (1)	 (2)
20.09 makes suggestions on improving teaching methods	 (1)	 (2)
20.10 encourages professional contacts with teachers in other schools	 (1)	 (2)
20.11 provides in-service training to teachers	 (1)	 (2)

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	No	Yes
20.12 finds faults and reports them to my employer	<input style="width: 30px; height: 20px;" type="checkbox"/> (1)	<input style="width: 30px; height: 20px;" type="checkbox"/> (2)
21. What does the <u>Advisor</u> actually do when visiting? (Please tick the appropriate box for <u>each</u> statement.)		
The <u>Advisor</u> actually does the following:		
	No	Yes
21.01 advises me	<input style="width: 30px; height: 20px;" type="checkbox"/> (1)	<input style="width: 30px; height: 20px;" type="checkbox"/> (2)
21.02 criticises me	<input style="width: 30px; height: 20px;" type="checkbox"/> (1)	<input style="width: 30px; height: 20px;" type="checkbox"/> (2)
21.03 suggests new ideas	<input style="width: 30px; height: 20px;" type="checkbox"/> (1)	<input style="width: 30px; height: 20px;" type="checkbox"/> (2)
21.04 clarifies educational objectives	<input style="width: 30px; height: 20px;" type="checkbox"/> (1)	<input style="width: 30px; height: 20px;" type="checkbox"/> (2)
21.05 explains curriculum content	<input style="width: 30px; height: 20px;" type="checkbox"/> (1)	<input style="width: 30px; height: 20px;" type="checkbox"/> (2)
21.06 recommends new teaching materials	<input style="width: 30px; height: 20px;" type="checkbox"/> (1)	<input style="width: 30px; height: 20px;" type="checkbox"/> (2)
21.07 provides information for self-development	<input style="width: 30px; height: 20px;" type="checkbox"/> (1)	<input style="width: 30px; height: 20px;" type="checkbox"/> (2)
21.08 contributes very little to my classroom teaching	<input style="width: 30px; height: 20px;" type="checkbox"/> (1)	<input style="width: 30px; height: 20px;" type="checkbox"/> (2)
21.09 makes suggestions on improving teaching methods	<input style="width: 30px; height: 20px;" type="checkbox"/> (1)	<input style="width: 30px; height: 20px;" type="checkbox"/> (2)
21.10 encourages professional contacts with teachers in other schools	<input style="width: 30px; height: 20px;" type="checkbox"/> (1)	<input style="width: 30px; height: 20px;" type="checkbox"/> (2)
21.11 provides in-service training to teachers	<input style="width: 30px; height: 20px;" type="checkbox"/> (1)	<input style="width: 30px; height: 20px;" type="checkbox"/> (2)
21.12 finds faults and reports them to my employer	<input style="width: 30px; height: 20px;" type="checkbox"/> (1)	<input style="width: 30px; height: 20px;" type="checkbox"/> (2)
22. How often does your School Head advise you on your teaching? (Please tick <u>only one</u> box.)		
<input style="width: 30px; height: 20px;" type="checkbox"/> (1)	Never	
<input style="width: 30px; height: 20px;" type="checkbox"/> (2)	Once a year	
<input style="width: 30px; height: 20px;" type="checkbox"/> (3)	Once a term	
<input style="width: 30px; height: 20px;" type="checkbox"/> (4)	Once or more a month	

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☐

I am the School Head.

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SOME QUESTIONS ABOUT EDUCATION RESOURCE CENTRES (SOMETIMES CALLED EDUCATION CENTRES OR TEACHER RESOURCE CENTRES).

NOTE: An education resource centre (or education centre or teacher resource centre) is a place where teachers from different schools in the surrounding area can go to borrow teaching materials and/or produce teaching materials (such as books, wall charts, games, equipment, etc.) or seek the advice of the staff of the resource centre concerning some aspect of classroom lessons.

23. Is there an education resource centre which serves your school?
(Please tick only one box.)

☐ (1) No

☐ (2) Yes

24. What exactly have you used the education resource centre for during this academic year?

(Please tick only one box in the first part. If you have used the centre, please answer the second part, ticking the appropriate box for each statement.)

☐ (1) There is no education resource centre.

☐ (2) I have not visited the centre during this academic year.

☐ (3) I have used the centre in order to:

24.1 Borrow teaching/learning materials

No
☐ (1)

Yes
☐ (2)

24.2 Make teaching/learning materials

☐ (1)

☐ (2)

24.3 Attend training courses

☐ (1)

☐ (2)

24.4 Exchange ideas with teachers from other schools

☐ (1)

☐ (2)

24.5 Seek advice from the staff of the resource centre

☐ (1)

☐ (2)

24.6 Other

☐ (1)

☐ (2)

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SOME QUESTIONS ABOUT YOUR JOB AND LIVING ACCOMMODATION

25. There are many things that improve teachers' satisfaction with their work. How important do you think each of the following is?
(Please tick the appropriate box for each statement.)

	Not important	Of some importance	Very important
25.01 Your travel distance to school	☐ (1)	☐ (2)	☐ (3)
25.02 Location of school	☐ (1)	☐ (2)	☐ (3)
25.03 Quality of the school buildings	☐ (1)	☐ (2)	☐ (3)
25.04 Availability of teacher housing	☐ (1)	☐ (2)	☐ (3)
25.05 Quality of teacher housing	☐ (1)	☐ (2)	☐ (3)
25.06 Availability of classroom furniture	☐ (1)	☐ (2)	☐ (3)
25.07 Quality of classroom furniture	☐ (1)	☐ (2)	☐ (3)
25.08 Level of teacher salary	☐ (1)	☐ (2)	☐ (3)
25.09 Timely payment of salaries	☐ (1)	☐ (2)	☐ (3)
25.10 Seeing my pupils learn	☐ (1)	☐ (2)	☐ (3)
25.11 Availability of classroom supplies (e.g., books, paper, pens, etc.)	☐ (1)	☐ (2)	☐ (3)
25.12 Quality of school management and administration	☐ (1)	☐ (2)	☐ (3)
25.13 Amicable working relationships with other staff members	☐ (1)	☐ (2)	☐ (3)
25.14 Good relationships with the local community	☐ (1)	☐ (2)	☐ (3)
25.15 Expanded opportunities for promotion	☐ (1)	☐ (2)	☐ (3)
25.16 Opportunities for professional development through further study and/or training	☐ (1)	☐ (2)	☐ (3)

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26. Of the fifteen reasons listed in the above question, rank the three that you consider to be the most important ones in order of importance.
(Please write the numbers of the reasons above, 25.__, in the boxes below.)

25. Most important reason
25. Second most important reason
25. Third most important reason

27. Which of the following items do you have at home?
(Please tick the appropriate box for each item.)

	No	Yes
27.01 Daily newspaper	☐ (1)	☐ (2)
27.02 Weekly or monthly magazine	☐ (1)	☐ (2)
27.03 Radio	☐ (1)	☐ (2)
27.04 TV set	☐ (1)	☐ (2)
27.05 Video cassette recorder (VCR)	☐ (1)	☐ (2)
27.06 Cassette player	☐ (1)	☐ (2)
27.07 Telephone	☐ (1)	☐ (2)
27.08 Refrigerator/freezer	☐ (1)	☐ (2)
27.09 Car	☐ (1)	☐ (2)
27.10 Motorcycle	☐ (1)	☐ (2)
27.11 Bicycle	☐ (1)	☐ (2)
27.12 Piped water	☐ (1)	☐ (2)
27.13 Electricity (mains, generator, solar)	☐ (1)	☐ (2)
27.14 Table to write on	☐ (1)	☐ (2)

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28. Approximately how many of the following livestock do you own?
(Please write the number in the boxes for each item.)

28.1	Cattle				
28.2	Sheep				
28.3	Goats				
28.4	Horses				
28.5	Donkeys				
28.6	Pigs				
28.7	Chickens				
28.8	Other stock				

29. What is the main source of lighting you have at home?
(Please tick only one box.)

☐	Candle
☐	Paraffin or oil lamp
☐	Gas lamp
☐	Electric lighting

30. Which of the following reflects most accurately the condition of your living accommodation?
(Please tick only one box.)

☐	Generally in a poor state
☐	Some parts require major repairs
☐	Some parts require minor repairs
☐	Generally in good condition

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SECTION 2: ENGLISH

NOTE: This section is to be completed only by teachers teaching English in Standard 6. Teachers (also) teaching Mathematics are to complete Section 3 (too).

31. Does the school report for each pupil include a specific section for comment on English?

(Please tick only one box.)

☐

(1)

No

☐

(2)

Yes

32. How important do you consider the following pupil activities to be in the teaching of Reading?

(Please tick the appropriate box for each statement.)

	Not important	Of some importance	Very important
32.01 Listening to someone reading aloud	☐ (1)	☐ (2)	☐ (3)
32.02 Silent reading	☐ (1)	☐ (2)	☐ (3)
32.03 Learning new vocabulary from a text	☐ (1)	☐ (2)	☐ (3)
32.04 Pronouncing or sounding words	☐ (1)	☐ (2)	☐ (3)
32.05 Reading for comprehension	☐ (1)	☐ (2)	☐ (3)
32.06 Taking books home to read	☐ (1)	☐ (2)	☐ (3)
32.07 Reading materials in the home	☐ (1)	☐ (2)	☐ (3)
32.08 Reading aloud in class	☐ (1)	☐ (2)	☐ (3)

33. Of the eight activities listed in the above question, select the one that you consider to be the most important.

(Please write its number in the box below.)

32.

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34. Do you ask parents or guardians to sign that pupils have completed their home Reading assignments?
(Please tick only one box.)

☐ (1) No

☐ (2) Yes

35. How important do you view each of the following goals of Reading to be?
(Please tick the appropriate box for each statement.)

	Not important	Of some importance	Very important
35.1 Making reading enjoyable	☐ (1)	☐ (2)	☐ (3)
35.2 Extending students' vocabulary	☐ (1)	☐ (2)	☐ (3)
35.3 Improving word attack skills	☐ (1)	☐ (2)	☐ (3)
35.4 Improving students' reading comprehension	☐ (1)	☐ (2)	☐ (3)
35.5 Developing a lasting interest in reading	☐ (1)	☐ (2)	☐ (3)
35.6 Opening up career opportunities	☐ (1)	☐ (2)	☐ (3)
35.7 Development of life skills	☐ (1)	☐ (2)	☐ (3)

36. Of the seven goals listed in the above question, select the one that you consider to be the most important.
(Please write its number in the box below.)

35.

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37. How often do you use the following approaches when teaching Reading?
(Please tick the appropriate box for each statement.)

	Never or Rarely	Sometimes	Often
37.1 Introducing the background of a passage before reading it	☐ (1)	☐ (2)	☐ (3)
37.2 Asking questions to assess text comprehension	☐ (1)	☐ (2)	☐ (3)
37.3 Asking questions to deepen understanding	☐ (1)	☐ (2)	☐ (3)
37.4 Using materials you have created yourself	☐ (1)	☐ (2)	☐ (3)
37.5 Reading aloud to the class	☐ (1)	☐ (2)	☐ (3)
37.6 Giving positive feedback	☐ (1)	☐ (2)	☐ (3)

38. How often do you give your pupils a written test in Reading comprehension?
(Please tick only one box.)

- ☐
(1) I do not test the pupils.
- ☐
(2) Once per year
- ☐
(3) Once per term
- ☐
(4) Two or three times per term
- ☐
(5) Two or three times per month
- ☐
(6) Once or more per week

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SECTION 3: MATHEMATICS

NOTE: This section is to be completed only by Standard 6 Mathematics teachers.

39. Does the school report for each pupil include a specific section for comment on Mathematics?

(Please tick only one box.)

☐

(1) No

☐

(2) Yes

40. How important do you consider the following pupil activities to be in the teaching of Mathematics?

(Please tick the appropriate box for each statement.)

	Not important	Of some importance	Very important
40.01 Working in pairs or groups to solve mathematical problems.	☐ (1)	☐ (2)	☐ (3)
40.02 Working alone on problems.	☐ (1)	☐ (2)	☐ (3)
40.03 Preparing projects or posters to be shown to the class.	☐ (1)	☐ (2)	☐ (3)
40.04 Using practical equipment, e.g., scales, calculators, rulers, tape measures, etc.	☐ (1)	☐ (2)	☐ (3)
40.05 Homework assignments	☐ (1)	☐ (2)	☐ (3)
40.06 Studying and interpreting graphs from magazines, newspapers, etc.	☐ (1)	☐ (2)	☐ (3)
40.07 Reciting tables, formulae, etc.	☐ (1)	☐ (2)	☐ (3)
40.08 Quizzes, tests, examinations, etc.	☐ (1)	☐ (2)	☐ (3)

41. Of the eight activities listed in the above question, select the one that you consider to be the most important.

(Please write its number in the box below.)

40.

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42. Do you ask parents or guardians to sign that pupils have completed their Mathematics home assignments?
(Please tick only one box.)

☐ (1) No

☐ (2) Yes

43. How important do you view each of the following goals of Mathematics to be for students?
(Please tick the appropriate box for each statement.)

	Not important	Of some importance	Very important
43.1 Basic numeracy skills	☐ (1)	☐ (2)	☐ (3)
43.2 Problem solving (transfer of skills to everyday life and applying knowledge)	☐ (1)	☐ (2)	☐ (3)
43.3 Thinking skills including different ways of thinking in solving mathematical problems	☐ (1)	☐ (2)	☐ (3)
43.4 Confidence in solving Mathematics problems	☐ (1)	☐ (2)	☐ (3)
43.5 Satisfaction from doing Mathematics	☐ (1)	☐ (2)	☐ (3)
43.6 Opening up career opportunities	☐ (1)	☐ (2)	☐ (3)
43.7 Development of life skills	☐ (1)	☐ (2)	☐ (3)

44. Of the seven goals listed in the above question, select the one that you consider to be the most important.
(Please write its number in the box below.)

43.

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45. How often do you use the following approaches when teaching Mathematics?
(Please tick the appropriate box for each statement.)

	Never or Rarely	Sometimes	Often
45.01 Using everyday problems (verbally, written or worksheets)	☐ (1)	☐ (2)	☐ (3)
45.02 Teaching the whole class as a group	☐ (1)	☐ (2)	☐ (3)
45.03 Teaching in a small group	☐ (1)	☐ (2)	☐ (3)
45.04 Teaching individually	☐ (1)	☐ (2)	☐ (3)
45.05 Teaching through question and answer techniques	☐ (1)	☐ (2)	☐ (3)
45.06 Giving positive feedback	☐ (1)	☐ (2)	☐ (3)
45.07 Relating to everyday life situations as much as possible	☐ (1)	☐ (2)	☐ (3)
45.08 Basic skills training	☐ (1)	☐ (2)	☐ (3)
45.09 Explaining mathematical processes	☐ (1)	☐ (2)	☐ (3)
45.10 Using available local materials (for example, for measuring area or volume)	☐ (1)	☐ (2)	☐ (3)

46. How often do you give your pupils a **written test** in Mathematics?
(Please tick *only one* box.)

- ☐
(1) I do not test the pupils.
- ☐
(2) Once per year
- ☐
(3) Once per term
- ☐
(4) Two or three times per term
- ☐
(5) Two or three times per month
- ☐
(6) Once or more per week

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE. NOW PLEASE TURN THE PAGE AND COMPLETE THE READING TEST.

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