

Main Study

Manual for Data Collectors

SACMEQ III
The Southern and Eastern
Africa Consortium
for Monitoring Educational
Quality

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1. Introduction

1.1 The SACMEQ III project

The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) is a group of Sub-Saharan African Education Ministries co-operating in educational research that is aimed at improving the quality of education in the participating countries. SACMEQ's third research project aims at collecting data that can be used by SACMEQ Ministries of Education to make informed decisions about planning the quality of education. The main SACMEQ III survey will be conducted in September 2007, and will entail Grade¹ / Standard / Primary 6 Reading, Mathematics and Health Knowledge tests, together with questionnaires and teacher tests that will provide background information on schools, teachers and pupils.

1.2 Overview

This document is intended as a guideline for conducting the data collection for the main survey. The participation in a national and international project requires the data collection to be done in exactly the same way, in all participating schools. It is for this reason that this manual attends to specific details of the data collection process, and that all Data Collectors are requested to work strictly according to the instructions.

The manual has been arranged broadly in sequential order, starting with the preparations to make before visiting a school, specifying step by step what to do at the school, and ending with what to do after having returned from the school.

A checklist has been attached as Appendix A, which should be consulted throughout the process. Each activity, which has been completed, should be ticked off on the list. The testing program at the school is very tight. It is important that nothing is omitted throughout the process.

Special instructions on data quality checks at the school are attached as Appendix B. These instructions should be read carefully and consulted throughout the process.

¹ Some SACMEQ countries use Standard 6 or Primary 6 instead of Grade 6. However, in this manual Grade 6 is used throughout.

2. Preparation for school visit

2.1 School(s) to visit

The schools where the main survey will be conducted should have been informed well in advance about your intended visit. Your National Research Co-ordinator (NRC) will provide you with all the necessary details regarding the school(s) you are to visit. You may have to obtain maps or precise directions to the school(s) from a regional or district office. Please ensure that you are positively sure of the following regarding each school you are going to visit:

- ◆ Date and time at which you must go to the school;
- ◆ Location of the school and how to get there (it has been known for some Data Collectors in some countries to set off without being fully sure of the way to the school);
- ◆ Completed School Form received;
- ◆ Completed School Information Booklet received;
- ◆ Number and names of teachers (if available) who teach English (reading), mathematics and Health/Life Skills Education in Grade 6 in that school;
- ◆ The identification numbers for the country, region and school that must be filled in on each form and booklet;
- ◆ Letter from the Permanent Secretary/Director of Education authorizing the study;

2.2 Data collection materials for each school

For each school to be visited, you should have received the following:

- ◆ 28 Pupil Booklets (includes Part A - Reading Test, Part B – Health Knowledge Test, Part C – Mathematic Tests, Part D - Pupil Homework Form, Part E – Pupil Questionnaire);
- ◆ 28 Pupil Homework Forms;
- ◆ A maximum of 10 Teacher Booklets depending upon advice from your NRC. (The Teacher Booklet includes Part A - Reading Test, Part B – Health Knowledge Test, Part C – Mathematics Test, and Part D – Teacher Questionnaire);
- ◆ 2 School Information Booklets (the School Head should have completed this before you arrive at the school);
- ◆ 2 School Head Booklets;
- ◆ 2 School Forms (one completed form and a blank one) (see Appendix D);
- ◆ 2 Pupil Name Forms (see Appendix E);
- ◆ 1 separate sheet with the right answers on it for the Health Knowledge Test;
- ◆ 3 Copies of the “Data Collector’s Versions” of Pupil Booklet, Pupil Homework Form, Teacher Booklet, School Information Booklet, and School Head Booklet (these were given to you during your training program);
- ◆ 3 Manuals for Data Collectors;
- ◆ 3 Timetables for Data Collection in Schools;
- ◆ 1 notebook (for Data Collector to write field notes);
- ◆ 28 blank sheets of paper (A4);

- ◆ 4 sheets of 24 **yellow** “DO NOT OPEN” stickers;
- ◆ 4 sheets of 24 **orange** “DO NOT OPEN” stickers;
- ◆ 40 pencils (HB);
- ◆ 30 erasers;
- ◆ 4 pencil sharpeners;
- ◆ 4 metres of string to tie completed instruments;
- ◆ 1 watch (your own);
- ◆ 1 separate soft pencil (2B) for the Data Collector to write on the class registers;
- ◆ 2 Examples Booklet (explaining teachers selection and completion of School Forms and Pupil Name Forms); and
- ◆ A copy of “*What is SACMEQ III Project?*” document.

A checklist of the things you will receive from your NRC for each school you will visit has been attached as Appendix C.

IMPORTANT

The booklets are confidential documents. If any part of them were to fall into unauthorised hands they would lose their validity.

Make sure that the number of booklets returned from the school(s) matches the number taken to the school(s), as stated in the above list.

Please return all copies of the booklets (including the separate sheet with the right answers on it for the Health Knowledge Test), completed or uncompleted, to the National Research Co-ordinator after your visit to the school(s). Under no circumstances must any copy be left behind at a school or with a teacher.

Do **NOT** allow anybody to copy any material from the booklets.

You should carry a copy of the letter that was sent to the School Head informing him or her about the purpose of your visit and stating that you have been appropriately authorised and the relevant regional director has been notified.

2.3 Checking the instruments

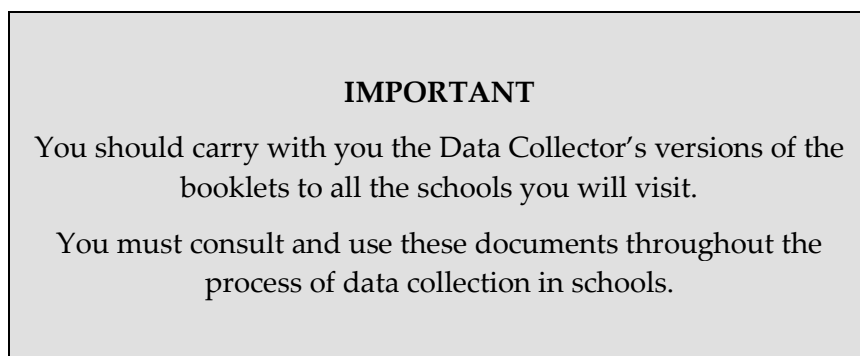
Ensure that you have with you all of the aforementioned forms and booklets. It is essential that there are no missing pages in any test or questionnaire. Take each copy of the booklets and go through them, checking that each page has been printed. If a page is missing or if there are pages that are unreadable because of smudging, make sure you get another good booklet to replace it.

2.4 Data collector's versions of the instruments

As part of your training, you received "Data Collector's versions" of the following five instruments:

- ♦ Pupil Booklet;
- ♦ Pupil Homework Form;
- ♦ Teacher Booklet;
- ♦ School Information Booklet; and
- ♦ School Head Booklet.

These documents have important instructions and comments (see example shown in Figure 1 below) on them that will assist you with test and questionnaire administration in schools. The instructions and comments have been printed in the right hand margin. **It is very important that you carry with you these five documents to all the schools you will visit. You must consult and use these documents throughout the process of data collection in schools.**



4. How many of the teachers in your school have completed the following **teacher training**?
(Please write the number in the box below for each category.
Please include yourself if you teach at all.
Write '0' for a particular category if there are no teachers in it.
Make sure that the total number of teachers in Question 2.5 agrees with the total number in Question 4.7.)

4.1	No teacher training	<input type="text"/>	teachers
4.2	Short course(s) of less than one-year duration	<input type="text"/>	teachers
4.3	A total <u>equivalent</u> of one year of teacher training	<input type="text"/>	teachers
4.4	A total <u>equivalent</u> of two years of teacher training	<input type="text"/>	teachers
4.5	A total <u>equivalent</u> of three years of teacher training	<input type="text"/>	teachers
4.6	A total <u>equivalent</u> of more than three years of teacher training	<input type="text"/>	teachers
4.7	Total number of <u>all</u> teachers	<input type="text"/>	teachers

Comment [ms8]: Check that all the boxes are filled in.

Comment [ms9]: Check that this total is the same as the total in the School Form for 2007.

Figure 1: Example of comments on the Data Collector's version of the School Information Booklet

2.5 Identification numbers

Each booklet, School Form and Pupil Name Form has on the top left corner of its front page a block for identification numbers and codes. These are needed to link pupils to their teachers and schools, teachers and School Heads to their schools, and schools to regions or districts. It is essential that you ensure that these identification codes and numbers are correct.

Before visiting a school, fill in the following identification numbers:

- (a) The **country, region, district and school** identification numbers will have been provided to you by your NRC and are to be filled in on all the instruments for the school. (Some countries may decide not to use district codes).
- (b) **Pupil number:** Allocated each pupil a two-digit identification number as follows:
 - 01 = Pupil number 1 on the Pupil Name Form
 - 02 = Pupil number 2 on the Pupil Name Form
 - 03 = Pupil number 3 on the Pupil Name Form
 - :
 - 24 = Pupil number 24 on the Pupil Name Form
 - 25 = Pupil number 25 on the Pupil Name Form

For example, for the second pupil in a school that has the identification number 56789, these numbers are filled in as follows on the Pupil Booklet:

The diagram illustrates the process of filling in identification numbers. It shows a 'Pupil Booklet' form and a 'Pupil Name Form' table. An arrow points from the '02' in the Pupil Name Form table to the '02' in the Pupil Booklet form, indicating that the pupil number from the name form is used to identify the pupil in the booklet.

← ID Box in the Pupil Booklet

Country	ID								
Region				District					
School					5	6	7	8	9
Pupil	0	2							

Pupil ID No.	Name of Pupil	
	Surname	First name(s)
Col. 1	Col. 2	Col. 3
01	Muntu	Tamasha
02	Tampo	Kenneth
03	Wako	Elizabeth

← Pupil Name Form

Figure 2: How to fill in School and Pupil IDs on the Pupil Booklets

There are four ID boxes in each Pupil Booklet. They can be found on pages 5, 41, 53 and 79 of the Pupil Booklet.

- (c) **Teacher** number: The teachers will be numbered in a similar fashion as the pupils: that is, 01, 02, etc. for the first teacher, second teacher and so on. You can only allocate the teacher identification numbers at the school after you have checked and updated, or filled in, the School Form and the Pupil Name Form. After the selection of pupils, you will use the School Form to select the teachers. Details regarding the selection of teachers are provided under 7.1 below (page 12).

There are four ID boxes in each Teacher Booklet. This can be found on pages 5, 47, 59 and 81 of the Teacher Booklet.

2.6 Filling in the months for days absent

Please note that question 21 in Part D of the Pupil Booklet (located on page 90) is currently incomplete because **the month** of the 'days absent' has been left blank (see below).

21. On how many school days were you absent (that is, not present at school) during the month of _____?

(Please write the number in the box below.

Please write '0' if you were not absent.)

days

Thus, before arriving at the school you should fill in the month in the above question on each of the 25 Pupil Booklets. The information about which month to fill in will be provided by your NRC.

2.7 Sealing of Parts A, B and C of the Pupil Booklets

Before going to the school you should also seal Part A (pages 7-40), Part B (pages 41-52) and Part C (pages 53-78) of the Pupil Booklets with the **yellow** "DO NOT OPEN" stickers. Each of these parts should be sealed separately. There are boxes included in the Pupil Booklet showing where the stickers should be placed for each of these parts.

3. On arriving at the school

3.1 On arrival

The School Head should have been informed of your intended visit in advance (at least four weeks earlier). Due to poor communication channels or other reasons, this may sometimes not have been possible. If not, explain the purpose of the visit to the School Head (see *“What is SACMEQ III Project?”* document) and hand over the letter from the ministry to the School Head indicating that you have been authorised to undertake the survey.

3.2 Giving an overview

Explain to the School Head that the data collection is confidential, and that no pupil, teacher, or School Head will be identified as part of the data collection.

Give the School Head an overview of what you require from the school:

- (a) All Grade 6 class registers for all shifts / sessions;
- (b) Twenty-five Grade 6 pupils, whom you will select from the registers, who will complete a booklet;
- (c) A testing room with 25 well-spaced sitting and writing places. The School Heads should have been warned well in advance that a testing room is required;
- (d) Teachers should not be tested in the same room as the pupils. The School Head should therefore be asked to identify a separate testing room for the teachers;
- (e) The School Head to complete the School Head Booklet;
- (f) The proposed timetable for data collection.

More details have been provided under 4 below.

4. First preparations at the school

4.1 School Form and School Information Booklet

At least four weeks before data collection, the School Head should have been provided with the School Information Booklet together with the School Form and the letter informing him/her that his/her school was selected for participation in the study.

Ensure that you have a completed School Form and a completed School Information Booklet for the school that you visit. Check them. Otherwise take a blank School Form and a blank School Information Booklet to the school, and request the School Head to complete them. Go through the completed School Form and School Information Booklet checking that there are no missing data and no inconsistent data. You will need to consult the special instructions on data quality check provided in Appendix B.

4.2 Required preparations

Request the School Head to ask somebody to do the following for you:

- (a) Provide you with all Grade 6 class registers for all shifts / sessions;
- (b) Inform all Grade 6 teachers that some of their pupils will be randomly selected to participate in the study and that an alternative activity should be arranged (away from the testing room) for pupils who will not be selected;
- (c) Inform the Grade 6 teachers that some of them will be asked to participate in the study;
- (d) If you don't speak the local language, ask a teacher (whom the School Head should identify) to assist you as translator to guide the pupils through their questionnaire section (Parts D and E) of their booklets only;
- (e) Prepare the testing room for pupils. If this has not been done already, organise it immediately, according to the 'Seating plan' (see Section 8.3; page 17); and
- (f) Prepare a separate testing room for the Grade 6 teachers.

5. School Head Booklet

Request the School Head to fill in the School Head Booklet while you are busy with the other preparations and you are administering the Pupil Booklet. If this is impossible for the School Head, or if he or she is absent, the deputy head or another senior staff member should fill in the booklet for the School Head. **However**, where personal particulars are asked (e.g. age, gender and qualification), fill in those of the School Head. You should go through this booklet quickly together with the School Head or the staff member completing the booklet and provide explanations as required.

After the School Head has completed the School Head Booklet, check each page for missing data and inconsistencies. (Please consult the Data Collector's version of the instrument and Appendix B). An example of an inconsistency would be if the School Head states that the school has no library in question 19 and then later indicates that pupils are allowed to borrow books from the library in question 20. Also check that the data entered are valid. For the data to be valid, they have to be within the range of the digits as specified in small writing in the box. For example, see question 5 in the School Head Booklet:

5. What is your age?
(Please write the number in the box below.)

(2D) years old

The '2D' in the box specifies that the age of the School Head has to be a two digit number to be valid.

By now the Grade 6 registers should be with you. You may want to take the registers to another room to draw the sample so as not to further disturb the School Head.

6. Preparations for the Pupil Booklets

6.1 Class-naming convention

In a school using a naming system of classes different from 6A, 6B, etc., the Data Collector needs to create a list of which class will be indicated in the booklets as 6A, which one as 6B, etc. For example, some schools use colour codes for naming their classes. The classes could be named '6 red', '6 yellow' and '6 green'.

If it has not already been done by the School Head, write the names the school is calling the classes in the margin next to 6A, 6B, etc. on the School Form. You will require the School Head's assistance to identify which line on the School Form relates to which class. In our example, the 'red' Grade 6 could be 6A, the 'yellow' one 6B, and the 'green' one 6C.

It is essential that teachers and pupils use the same class-naming convention when filling in their questionnaires, and that you use it on the School Form and Pupil Name Form. Copies of the naming convention should be given to the teachers, and you should copy it on the chalkboard in the testing room for pupils. In the analysis of the data you are collecting, teachers are linked to their pupils according to the classes, and it is for this reason that you must make absolutely sure that everybody uses the same system in all questionnaires and forms.

6.2 Selecting pupils using random number tables

a) Obtain Grade 6 class registers

You already requested to have all Grade 6 registers (see 4.2(a) on page 8). Check that you have the **Grade 6** class registers, and not those of another grade. Make sure that you receive **all** the Grade 6 registers by comparing what you receive with what is indicated on the School Form. In schools with multiple shifts / sessions, you should have the registers for **all** shifts / sessions. Make sure that the registers have been filled in completely and that they are up-to-date. Pupils who have left the school permanently should have been deleted from the register.

In a school with 25 or fewer Grade 6 pupils, all pupils are selected. The following procedure is used in all other schools to determine the 25 pupils who will fill in the questionnaire and take the test.

b) Assign sequential numbers to the pupils

Use a soft pencil to write a sequential number (1, 2, 3, . . .) beside the name of each Grade 6 pupil in the class register so that the numbers can be erased later. All pupils on the registers you are working with must be numbered consecutively, continuing with the next number when starting with a subsequent register. The number written beside the last pupil in the last register must equal the total number of pupils enrolled in Grade 6.

Example: Consider a school with a total of 71 pupils in Grade 6 in two classes (33 in 6A and 38 in 6B). Commence by placing the number '1' beside the first pupil on the 6A register, '2' next to the second pupil on the register, etc. The last pupil on the 6A register should have the number '33'. Then take the Grade 6B register and write the

next number, '34', beside the first pupil on the 6B register, '35' beside the second one, ending with '71' beside the last pupil on the register.

c) Locate the appropriate set of selection numbers

In Appendix F, sets of 'selection numbers' have been listed for different school sizes. A separate column is given for each possible total number of Grade 6 pupils from 26 to 825. These tables list which pupils, according to the numbers you entered beside the names in the registers, are selected for the survey. The table for a specific enrolment is listed under 'R' followed by the total number of Grade 6 pupils.

Example: The school used as an example under b) above had 71 Grade 6 pupils. In this case, you would locate the selection numbers listed under 'R71'.

d) Selection of the pupils

After locating the appropriate set of selection numbers, use the numbers to select the sample of pupils. The first selection number identifies the first Grade 6 pupil in the sample. Locate the pupil with the same sequential number on the register(s). Use the second selection number to locate the second Grade 6 pupil, that is, the one with the same sequential number on the register(s). Continue with this process until the full sample of 25 pupils has been established. The pupils you selected in this way are those that should be called to fill in the questionnaires and write the test. An absent pupil must **not** be replaced with another one.

Example: In the example under 6.2(b) above, the first number in column R71 is '1'. The first pupil selected is thus the one with a '1' beside his or her name in the register. The second number in the list is '4', the third '7', and so on. The pupils to be called are thus those with the numbers '1', '4', '7', etc. beside their names in the registers.

Pupil	R71	R72
1	1	1
2	4	3
3	7	6
4	10	9
5	13	12
6	16	15
7	18	18
8	21	21
9	24	24
10	27	27
11	30	29
12	33	32
13	35	35
14	38	38
15	41	41
16	44	44
17	47	47
18	50	50
19	52	52
20	55	55
21	58	58
22	61	61
23	64	64
24	67	67
25	70	70

e) Copying information from the register to the Pupil Name Form

Copy the names of the 25 selected pupils (see d) above) onto the Pupil Name Form. The first pupil's name (in our example the one with sequential number '1') should be entered in the first line with the ID number 01. For each of these 25 pupils, copy all other relevant information available from the register on to the form: class, session or shift, date of birth, sex and days absent during the last month of schooling.

You will require the School Head's assistance at a later stage provide information in the Pupil Name Form (columns 16 and 17) concerning whether a pupil's biological parents have died.

7. Teacher Booklets

7.1 Selecting teachers

Using information from the School Form you will need to select the teachers to complete the Teacher Booklet. Those teachers who teach the three largest classes should be selected to complete the Teacher Booklet. For example, if classes 6A, 6C and 6D have the largest number of pupils in Grade 6, **all** the teachers who teach these three classes (as listed in the School Form) are selected.

In some countries (such as Botswana) only a maximum of three teachers will be included for most schools, because the same teachers usually teach all three subjects (i.e. reading, mathematics and Health Education). In other countries (such as Kenya) up to nine teachers could be involved, because different teachers could be teaching each subject.

Please also see the information booklet *Examples Booklet* for examples on how to select teachers in different types of schools.

Please note the following:

- (a) If the selected teacher is present and still teaching Grade 6 in the specific subject, you should **not** make a different selection.
- (b) If one of the selected teachers is absent, select other teachers from the next largest class on the School Form to complete the Teacher Booklet. Keep a note (in the notebook) of all replacements that you make, and of the reasons for having to replace a teacher.
- (c) It is **not** acceptable for the School Head to nominate any teacher because it would only be natural for him or her to nominate the best teachers.

7.2 Teacher identification numbers

Use the School Form to allocate identification numbers to all teachers as follows:

- (a) Each teacher must have only **one** identification number. If a teacher's name appears in several locations (i.e. for different subjects and classes) on the School Form, he or she must each time be given the same identification number in each location. Different teachers must have a different identification number.
- (b) The identification number consists of two digits as follows:
 - 01 = Teacher number 1 on the School Form
 - 02 = Teacher number 2 on the School Form
 - 03 = Teacher number 3 on the School Form
 - :
 - 50 = Teacher number 50 on the School Form
 - etc.

In other words, allocate the first teacher the code '01' on the form and write this number in the column 'ID No.' to the right of his or her name on the form. This same number is filled in wherever the same name appears in a different location on the School Form. The second teacher is given code '02' and this number is again filled in wherever the same name appears. Repeat this process with codes '03', '04', etc. until all the teachers appearing on the form have been allocated codes.

These codes are also recorded in the Pupil Name Form.

Please refer to the *Examples Booklet* to see how the School Form and the Pupil Name Form should be filled in.

For each of the teachers selected, take a Teacher Booklet as applicable, and enter the appropriate identification information in the ID boxes on pages 5, 47, 59 and 81 of each Teacher Booklet. It is again very important that the right instruments are given to the right teacher.

7.3 Introducing teachers to their tasks

Request the School Head to have the selected teachers called now.

- (a) Explain the purpose of the project. Also explain that the information provided by teachers, and the outcomes of the tests will be treated absolutely confidentially. The purpose of the testing is to obtain summary statistical information across the whole school system and not to obtain information about individuals. Asking teachers to answer a test will provide valuable information about future needs for teachers in-service training programmes.
- (b) Explain that the tests, especially the Mathematics Test, cover a very wide range of subject knowledge. The teachers should 'tolerate' very easy questions, and not be concerned if they find some questions difficult.
- (c) Emphasize that all information provided by teachers, students, and the School Head will be treated as strictly confidential.
- (d) Briefly introduce the selected teachers to their booklet. Please read the following to the teachers and make sure that the teachers understand their tasks.

- ALL selected teachers should complete Parts B and D;
- Reading teachers should ALSO complete Part A;
- Mathematics teachers ALSO complete Part C;

- (e) Emphasize the point that in the questionnaire items, they must answer all questions and not leave any blank. Explain the importance of answering '0' where appropriate (for example, see questions 7, 8, 11, 13, 38 in the Teacher Booklet Part D).
- (f) Have each teacher complete his or her booklet independently. It is important that the teachers do not copy or cheat on these tests. Explain to the teachers that they should work on their own and that they should not discuss any of the test and questionnaires items.

- (g) After the teachers have completed the Teacher Booklet, check each page to ensure there are no missing data and/or inconsistencies. For example, if the teacher states that there is no resource centre in question 23 and then he/she should not indicate that he/she uses the resource centre in question 24.

Also check that the data entered are within the range of the digits as specified in the small text written inside each answer box.

Indicate whether a teacher is male or female by ticking in the appropriate box in the ID box for Part B (Health Knowledge Test) in each Teacher Booklet. The ID box for Part D is located on page 81 in the Teacher Booklet.

IMPORTANT

Before commencing on the Teacher Booklet, please ensure that each teacher ticks the correct grade/subject combination boxes on the identification page of the Teacher Booklet

8. Getting ready for the Pupil Booklets

8.1 Checking the testing room

Check that the testing room has been prepared as required and is ready for the testing.

8.2 Calling the pupils

Use the registers and the Pupil Name Form to call out selected pupils from each class and request them to move to the front as you call out their names. Take the children to the identified room and proceed to the next class to call out other children.

8.3 Procedure for seating pupils for EVERY session

Please follow the procedure described below to seat pupils in EVERY session.

(a) BEFORE PUPILS ENTER THE TESTING ROOM

- Step 1:** Check that the desks in the room are arranged according to the “Seating plan” shown below (see Figure 3).
- Step 2:** Use a piece of chalk (or small pieces of paper) to place a number from 1 to 25 on each desk as shown in the “seating plan.”
- Step 3:** Check that you have all 25 Pupil Booklets in a single pile in the correct order from 01 to 25. Pupil Booklet 01 should be at the top of the pile, and so on, down to Pupil Booklet 25 at the bottom of the pile.
- Step 4:** Check that you have a copy of the Pupil Name Form – which lists all 25 pupils in the order from pupil 01 to pupil 25.
- Step 5:** Check that the pupils are lined up quietly just outside the door of the testing room.

(b) ALLOWING PUPILS TO ENTER THE ROOM ONE-BY-ONE

- Step 6:** You then say the following:
- (i) “Please listen carefully to me.”
 - (ii) “You are going to enter the room one-by-one as I call out your name.”
 - (iii) “The first pupil to enter will sit at Desk Number 1.” The second pupil to enter will sit at Desk Number 2, And so on, until the 25th pupil to enter will sit at Desk Number 25.”
 - (iv) “When you hear me call out your name please come forward.”
 - (v) “I will then tell you your Desk Number and show you where to sit.”
 - (vi) “You must remember your Desk Number and you must sit at this same Desk Number for all of our sessions together.”
 - (vii) “*Demus Makuwa (name of pupil)*, please come forward. *Demus* – you will sit at Desk Number 1, which is here (indicate). Please remember your Desk Number for the next session”.
 - (viii) “*Saul Murimba* please come forward. *Saul* – you will sit at Desk number 2, which is here (indicate). Please remember your Desk Number for the next session.”

- (ix) And so on (for the other pupils)
- (x) (Finally) “*Juliana Nzomo* please come forward. *Juliana* – you will sit at Desk Number 25. Please remember your Desk Number for the next sessions.”

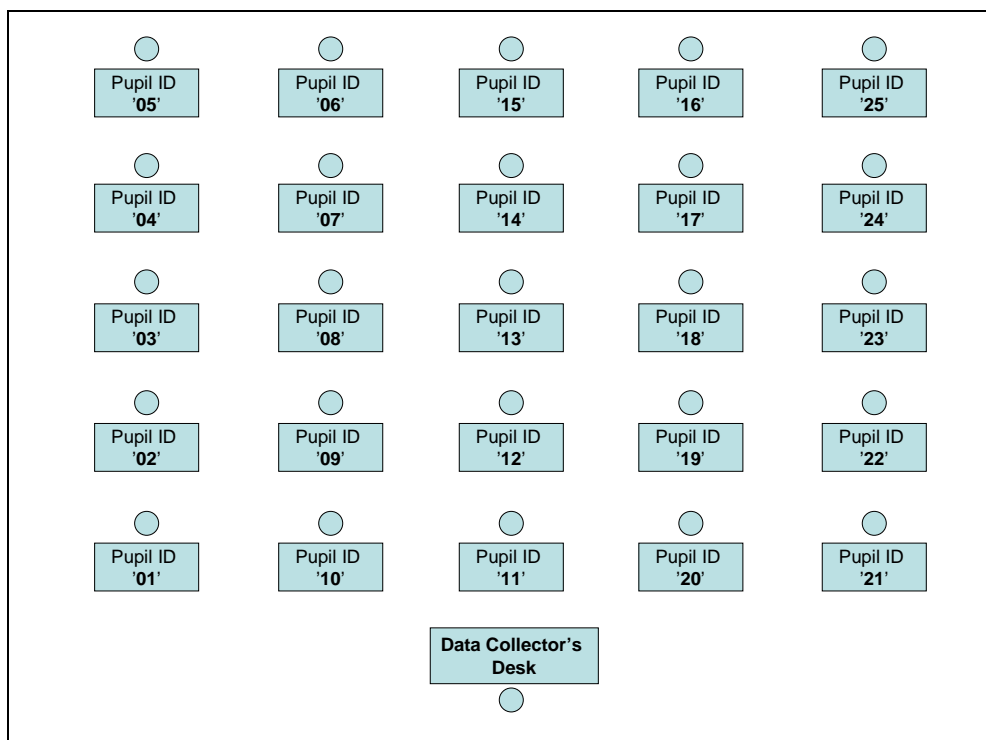


Figure 3: Seating plan

(c) WHEN ALL PUPILS ARE SEATED

Step 7: Check that all pupils are present and seated. If a pupil is absent then note this on the Pupil Name Form AND on the Identification Box at the front of the relevant section of his/her Booklet

Step 8: You then say the following:

- (i) “The Booklets that you are going to work with have the same number as your Desk Number. Please check this now.”
- (ii) “Each time you return to this room we will follow the same seating procedure so that you are all sitting at your correct Desk Number, and that you have your correct Booklet.”
- (iii) “Please remember your Desk Number for the next sessions.”

IMPORTANT

It is absolutely essential that each pupil sits at the correct desk so that they have the correct Booklet for **all** of the sessions.

8.4 Giving an overview of the activities

At the first session explain to the pupils that there will be two sessions that morning, and two sessions the following day. Tell them that the information you will be collecting from them is very important because it will be used to improve the quality of education for them and their younger brothers and sisters. The first session will consist of completing a Reading Test. The second session will consist of answering questions on a Health Knowledge Test regarding HIV and AIDS. The third session will consist of answering a Mathematics Test and the final session will be completing a Pupil Questionnaire. Hand out sharpened pencils and erasers to all pupils.

8.5 Absent pupils and pupils who cannot read and/or write

Indicate any pupils who cannot fill in the questionnaire and/or answer the tests on the Pupil Name Form:

- (a) If a pupil is absent, indicate this by writing 'N' on the Pupil Name Form in the columns 'Read', 'Health', 'Maths' or 'Quest' (that is, Col. 12 to Col. 15) and writing 'Absent' in the Remarks-column. Do **not** replace an absent pupil with another one.
- (b) Find out if there are pupils who cannot read at all or who cannot answer the test. (Check claims that a pupil cannot read at all with a teacher.) Write an appropriate comment in the 'Remarks' column, and do **not** replace such pupils with others:
 - (i) If a pupil is unable to read at all (in any language), write the comment "cannot read";
 - (ii) If a pupil has never learned the language of the test, write "does not know language";
 - (iii) If a pupil has an injury or disability that makes it impossible for him or her to mark answers on the test, write "unable to write".
- (c) A pupil who can not read and/or write should still complete the Pupil Questionnaire (that is, Parts D and E of the Pupil Booklet) with the assistance of the Data Collector.

At the end of each part (session), indicate whether a pupil was present or absent during that part by ticking in the appropriate box in the ID boxes for that part in each of the 25 Pupil Booklets. For the Health Knowledge Test, you will also indicate the gender of pupil on the ID box for Part B on each of 25 Pupil Booklets.

The ID boxes for the various parts of the Pupil Booklet are in the following pages:

	ID box is located on page
Part A (Reading Test)	5
Part B (Health Knowledge Test)	41
Part C (Mathematics Test)	53
Part D (Pupil Homework Form)	79

IMPORTANT

Absent pupils and pupils who cannot read or write **must not** be replaced by other children.

Do not permit teachers to give you pupils of their preference or to replace absent ones or to add to the randomly selected pupils.

Request the teachers of absent pupils or of pupils who cannot read or write at all due to temporary injury or any other reason to explain the circumstances to you. Indicate this under the “remarks” column of the Pupil Name Form.

Pupils who can not read or write **should** still complete the Pupil Questionnaire (that is, Parts D and E of the Booklet).

Remember, if the pupil is absent:

On the **Pupil Name Form**

- Write ‘N’ in the columns ‘Read’, ‘Health’, ‘Maths’ or ‘Quest’ (that is, Col. 12 to Col. 15); and
- Write ‘Absent’ in the Remarks-column (that is col. 18).

On the **Pupil Booklet**

- Write ‘Absent’ in large letters on the front cover of the Pupil Booklet;
- Tick absent in the appropriate ID box(es).

During the test/questionnaire

- Do not replace the absent pupil; and
- Place booklet of the absent on the correct desk.

After the test/questionnaire

- Make a note in your notebook; and
- Ensure that this Pupil Booklet is also returned to the NRC.

9. Part A of the Pupil Booklet: The Reading Test

9.1 Handing out the booklets

The Pupil Booklet must be filled in four different sessions.

Show the pupils one booklet and draw their attention to the yellow seals on the booklet. Explain to the pupils that it is important that they should **not** break any of the seals until you personally instruct them to do so.

Hand out the booklets according to the Pupil Name Form. Ensure that the identification number on the booklet agrees with the one next to each pupil's name on the Pupil Name Form.

Remember to write 'absent' on the front cover of the Pupil Booklet of pupils who are absent. Also remember to indicate this by ticking in the box next to 'Absent' in the ID box in the Pupil Booklet. Do **not** replace this pupil with another one. The 'empty' booklet is to be returned to the NRC together with the other questionnaires. In a similar manner, booklets of pupils who cannot read or write (see 8.5(b) on page 18) should be marked accordingly.

9.2 General explanation to pupils

Explain that there will be five main parts to the Pupil Booklet: a Reading Test, a Health Knowledge Test regarding HIV and AIDS, a Mathematics Test, a Pupil Homework Form and Pupil Questionnaire. Explain that later in the day you will be issuing them Pupil Homework Forms. These forms have questions that pupils will need to discuss with their parents or guardians.

- (a) Explain what it means to 'tick a box' () ALSO show them how to do it. You may need to draw a box on the chalkboard and put a tick in it.
- (b) In a school using a naming system of classes different from 6A, 6B, etc., write the system you are using (see 6.1 on page 10) on the chalkboard. Remember it is essential that the pupils use the class-naming system you used on the School Form and Pupil Name Form when filling in their booklets.
- (c) Remind the pupils that they should not break the seals on their booklets until you tell them to do so.

Pupils should not be assisted during the reading and mathematics parts of the booklet – except during the completion of the practice questions when pupils should be encouraged to ask questions. This means that the reading and mathematics questions for the main tests should **not** be read out to the pupils. However, all pupils should understand what they are expected to do **before** starting with the actual test items. If a pupil asks a question about the meaning of a phrase, word or symbol, say something like, *'I am sorry, but I cannot help you with that now. Do the best you can to work it out for yourself.'* Similarly, you should not interpret item instructions or assist in locating information needed for an answer. Helping students to work out their answers is, of course, not permitted.

Keep in mind that the pupil would not benefit from your assistance because the result will not be made known to anybody. You would, though, harm the research project with any inappropriate help given to pupils.

9.3 Indicating pupil's Grade 6 class

Now say:

Turn to page 5 of your booklet.

Please tick in the box below the Grade 6 class you are in this term. Use the system I have written on the chalkboard.

Move around the room and check that each pupil has ticked the correct box as per the class-naming system you are using. For example, in a school using colours to name classes, the system could be: 'red' class can be 6A, 'yellow' class can be 6B, 'green' class can be 6C, and so on.

9.4 Doing the practice questions

Now say:

Turn to page 7 of your booklet, Part A.

You will answer some reading questions in this session.

Demonstrate the proper way of breaking a seal with a pencil to avoid tearing the pages, then say:

Now break the seal on page 7 with your pencil as I have showed you, please do not break any other seal on the booklet. Please do not turn the page until I say so.

Quickly move around the room and ensure that no pupil has broken the seals to Parts B and C of the booklet. In case some pupils break the wrong seals, you will need to re-seal them.

Now say:

Please turn the page now.

Before you start the answering the test questions, we will complete some practice exercises to show what you are expected to do.

Look at the first row of pictures on page 9. There is a word and four pictures below the word. The word is 'book', and the second picture, the one besides the letter B, shows a book. The other pictures show other items. The correct picture has been indicated by a 'tick' in the small box. This is how you must indicate the correct answers in the test.

Let us now do a second example: . . .

Continue in a similar fashion with the next three items. The practice exercises PE1 and PE3 have been answered already. The pupils should tell you the correct answers for PE2 and PE4, and tick the appropriate boxes. Go through the room and check that all pupils have ticked the correct boxes.

Then say:

Now turn the page. In other questions you will read a short story, or look at a table of information, or read some other written material. After this you will be asked some questions on what you have read. Look at the table 'Magazine Prices', which is on page 10 of your booklet.

The practice question PE5 is 'How much does Adventure Stories cost?' If you look at the table, you will see the price 2.50 beside 'Adventure Stories'. 2.50 is the correct answer, and the second box 'B' next to 2.50 has been ticked.

Now look at practice exercise PE6 and PE7.

Do practice questions PE6 and PE7 with the pupils and check their answers. Ask them **not** to turn over the page until you tell them to do so.

Ask the pupils whether they understand what to do and invite them to ask you if they are not sure **before** starting with the test.

9.5 Starting with the test

When the pupils are ready to start with the test, read to them the instructions in the box located after the practice questions on the top of page 11 of the Pupil Booklet and ensure that they understand what to do. Ask the pupils to attempt all questions, and to tick the answer they consider to be the best one, even if they are not sure. The test is a reading comprehension test. You must, therefore, **not** provide any assistance to the pupils that might give them a hint. If a teacher translating into the local language assisted you with the practice questions, you should politely ask him or her to leave, thanking them for their assistance.

Move around the room and ensure that the pupils are answering **all** the questions.

9.6 Ending the test

There is no prescribed time for the test, and pupils should have as much time to finish as they require.

In practice, the test cannot continue forever because the pupils will get tired. After about two hours only very few pupils should still be busy with their tests. Two hours is generous enough for the Reading Test.

Please make a note (on the Pupil Name Form, remarks column) of those pupils who were still busy when you ended the testing session, and report their identification numbers to the NRC. Also note the time the test ended, and the total testing time. This must also be reported to the NRC.

If one or more pupils finish the test very early, ask them to go back to the beginning of the test to check and make sure that they have answered all questions. After this they should sit quietly and wait for the others to finish. You should move around the room to check that pupils who finish early have completed all the questions.

After two hours and if it seems that the remaining pupils don't make any meaningful progress any more, say:

Stop now. Put your pencils down. Close the booklet. I shall now collect the booklets.

Move around the room to collect the booklets. Before you collect a booklet, make sure that all the questions are completed. Sometimes a pupil may accidentally skip a whole page of the booklet. If any question has not been completed ask the pupil to complete it.

Place the 25 Pupil Booklets in a pile in the sequential order of the pupil numbers, from 01 at the top to 25 at the bottom. Even a pupil was absent for the test, place his/her booklet in the right position in the pile. Make sure that all booklets have been collected and you have all the 25 booklets.

Now say:

Go take a break for 30 minutes and then come back. Please make sure you come back on time.

During the break, check and re-seal Part A of each Pupil Booklet with the orange “DO NOT OPEN” stickers. Remember to indicate whether a pupil was present or absent during this session by ticking in the appropriate box in the ID box for Part A (located on page 5) in each Pupil Booklet.

IMPORTANT

Before you collect the Pupil Booklets at the end of each session, you **MUST** make sure that all questions are completed.

If any question has not been completed ask the pupil to complete it.

10. Part B of the Pupil Booklet: The Health Knowledge Test

10.1 A general note

Follow the instruction in Section 8.3 to ensure that each pupil is seated in the correct seat and has the correct booklet. Please check this by calling out the names of the pupils, one at a time. Check this until you are sure that all is OK before continuing.

Remind the pupils that they should not break any of the seals on the booklets unless instructed.

Give each pupil a blank sheet of paper (A4). Then explain to them that this paper will be used to line-up each question with the 'True' and 'False' tick boxes and to reveal only one question at a time. Tell them how to do this with the practice questions.

10.2 Doing the practice questions

Now say:

Turn to Part B of your booklet, page 41.

You will answer some Health Knowledge questions in this session.

Now break the seal on page 41 with your pencil, please do not break any other seal on the booklet and please do not turn the page until I say so.

Quickly move around the room and ensure that no pupil has broken the wrong seal. In case some pupils break the wrong seals, you should re-seal them before continuing.

Then say:

Now turn to page 43.

Use the blank sheet of paper I gave you to cover up everything below practice question PE1. This means that only practice question PE1 should be left uncovered on this page. This also means that you have lined up practice question PE1 with the first set of 'True' and 'False' tick boxes.

You will need to move around the room checking that the pupils have covered up correctly.

You may need to demonstrate to the pupils how to use the blank sheet of paper to line-up each question with the 'True' and 'False' tick boxes AND to reveal only one question at a time. Tell them that it is very important that they move at the same pace during this session and that they should always wait for your instructions before moving to the next question in the test.

Make sure that all the pupils have understood the above instructions and they know how to use the blank sheet of paper before continuing.

Now say:

You will be given some statements in this session and asked to say if the statements are true or false.

What does 'True' mean and what does 'False' mean?

(Wait for the pupils responses and discuss before continuing).

Before you start on these questions, we will complete some practice questions to show what you are expected to do.

Look at practice question PE1. There is a statement given followed by two boxes. The heading on top of the first box is 'True' and the heading on top of the second box is 'False'.

For practice question PE1, The statement is 'The sun rises from the south in Africa'. This statement is false because the sun always rises in the east. This has been shown by a tick in the box under the heading 'False'.

Let us now do a second example.

Now slide down the blank sheet of paper so as to reveal practice question PE2. Do not reveal any of the questions below PE2.

Move around the room and check that all the pupils have used the blank sheet of paper correctly.

Then say:

For practice question PE2, The statement is 'There are 31 days in January.'

Is this statement true or false?

(Wait for the pupils responses and discuss before continuing).

This statement is true. You can see that there is a tick in the box under the heading 'True'. This is how you must indicate the true statements in this session. You should **not** shout out your answers.

Let us now move to PE3...

Continue in a similar fashion with the next four items. Clearly explain that if the statement is true, the pupils should indicate this by ticking the box under the heading 'True'. Go through the room and check that all pupils have ticked the correct boxes for practice questions PE3 to PE6.

Make sure to stress that only one box should be ticked for each question, no multiple responses are allowed.

If the pupils wish to change the answers they should use an eraser and then tick the box they wish to choose.

After the practice questions, ask the pupils whether they understand what to do and invite them to ask you if they are not sure **before** starting with the test.

10.3 Starting with the test

If a teacher translating into the local language assisted you with the practice questions, you should politely ask him or her to leave, thanking them for their assistance.

The test administration should then proceed as follows:

- (a) Read the first statement to the pupils - after making sure they have lined-up their pieces of blank papers.
- (b) Then re-read the statement and invite the pupil to tick either 'True' or 'False'.
- (c) Allow sufficient time for the pupils to tick one box.
- (d) Now read the second statement to the pupils – after again checking that they have correctly lined-up their pieces of blank papers.
- (e) Then re-read the second statement and invite the pupil to tick either 'True' or 'False'.

- (f) Allow sufficient time for the pupils to tick one box.
- (g) And so on until all the 86 statements have been covered.

Read out each item clearly and slowly to the pupils. Do **not** explain the meaning of any item.

During the testing, move around the classroom and check that all pupils are answering all questions and not leaving any items without response. Also make sure that the pupils are ticking only one box for each statement.

Take particular care with the first four or so statements to ensure that pupils understand how to use the blank sheet of paper to line-up the statement with the tick boxes and to reveal one statement at a time. Remind the pupils that they should not shout out their answers.

It should take the pupils about 45 to 60 minutes to finish the Health Knowledge Test.

IMPORTANT

Do **NOT** explain the meaning of any items in the Health Knowledge Test during the administration of the test.

10.4 Ending the test

After you have read the last statement to the pupils allow them sufficient time to write down their response to the question.

Then say:

Close the booklet. I shall now collect the booklets.

Before you collect a booklet, check to make sure that all the questions have been completed and there are no multiple responses. If any question has not been completed (or has multiple response) ask the pupil to complete it (or fix it).

Place the booklets in a pile in the sequential order of the pupil numbers, from 01 at the top to 25 at the bottom. If pupils were absent for the test, place their booklets in the right position in the pile. Make sure that all booklets have been collected; therefore, no identification number between 01 and 25 is missing.

Remember to collect the pencils, erasers and sharpeners; you will need them for tomorrow's sessions.

10.5 Giving correct answers to the Health Knowledge Test

After ending the test and **after you have collected the booklets**, it is crucial that you go through the test again with the pupils, this time giving them the correct responses. This is important to correct any misconceptions the pupils might gather from the questions.

During the corrections, read out each statement and tell the pupils the correct answers. If the pupils wish to discuss a question or an answer, please take time to do this.

IMPORTANT

Do **NOT** give copies of the Health Knowledge Test or the key to ANY PERSON.

This test is SACMEQ property.

10.6 Giving out Pupil Homework Forms

After the corrections you will hand out Pupil Homework Forms.

Please ensure that each pupil has a copy of the Pupil Homework Form (Part D) which contains 35 questions. This document must be taken home by the pupils so that they can be completed with the assistance of the family. If the pupils attend a boarding school, ask them to complete the form with the assistance of a supervising teacher.

Say:

*Now before you leave I am going to hand out some homework forms. The forms have questions on them that you have to ask your parents or guardians about the answers at home. You or your parents should write the answers at home and then come with the Homework Form tomorrow. Make sure you answer **all** questions. It is very important that you bring the completed Homework Form with you so PLEASE do not forget it.*

Before the pupils leave the room, please read the questions in the Pupil Homework Form one by one to the pupils in order to check that they understand the questions (a teacher may assist you by translating the questions in the local language). Please use the Data Collector's version of the Pupil Booklet and note all the comments when going through the questions.

Demonstrate to the pupils how to use the blank sheet of paper to line-up the questions in the Pupil Homework Form (same as was done during the Health Knowledge Test, see Section 10.2 on page 24). Explain how the different types of questions should be answered, in particular those with complicated layouts (questions 13, 24, 27, 31, and 34) and those with "branching" (questions 21, and 36).

Make sure that you remind the pupils that they should bring the completed Pupil Homework Form and the blank sheet of paper with them to school tomorrow. It is very important that they bring this completed form to school because it will be used to transcribe answers for the first part of the Pupil Questionnaire.

Say:

We have finished for today. You will do Parts C, D and E tomorrow.

Thank you and see you tomorrow.

Indicate whether a pupil was present or absent during this session by ticking in the appropriate box in the ID box for Part B (located on page 41) in each of the 25 Pupil Booklets. Also indicate the pupil gender in the ID box for this part.

Re-seal Part B of each Pupil Booklet with the orange “DO NOT OPEN” stickers.

IMPORTANT

After the first day in school Data Collectors should take **all booklets** with them and return with them the following day.

It is essential that you go through the completed parts of the booklets **that afternoon** to identify any missing information or incorrect information so that it can be completed on the next day. Please consult the special instructions on data quality check provided in Appendix B.

11. Part C of the Pupil Booklet: Mathematics Test

11.1 Preparations at the beginning of the second day

Follow the instruction in Section 8.3 to ensure that each pupil is seated in the correct seat and has the correct booklet.

Make sure that the seals on each Pupil Booklet are still on before continuing i.e. Parts A and B with orange stickers and Part C with yellow sticker.

Remind the pupils that they must **not** break any of the seals on the booklets until instructed to do so.

Ensure that the pupils are in their right places and have the correct booklet. If any pupil is absent, note this absence in the remarks column on the Pupil Name Form and in the ID section of the Pupil Booklet. Do **NOT** replace the pupil.

Take the Pupil Name Form and go around the room again and check that each pupil has his/her correct Pupil Booklet.

11.2 Taking the Mathematics Test

Demonstrate the proper way of breaking a seal with a pencil to avoid tearing the pages.

Now say:

Turn to Part C, on page 53.

Now break the yellow seal on page 53 with your pencil, please do not break any other seal on the booklet and please do not turn the page until I say so.

Quickly move around the room and ensure that no pupil has broken the wrong seal. In case a pupil breaks the wrong seal, you should re-seal it before continuing.

Now say:

Turn to page 55.

You will answer some mathematics questions in this session.

Before you start the answering the mathematics questions, we will complete some practice exercises to show what you are expected to do.

Look at the front page of the test in front of you and look at practice exercise PE1: 'Which is the number 5?' Four different answers have been given below the question. Only one of the answers is correct, and this is the second answer opposite box B. The other answers are wrong. The correct answer has been indicated by a 'tick' in the small box next to this answer. This is how you must indicate the correct answers in the test.

Let us now do a second example: . . .

While the practice exercise PE1 has been answered already, the pupils should tell you the correct answers for PE2, and tick the appropriate box. Go through the room and check that all pupils have ticked the correct box.

Ask the pupils whether they understand what to do and invite them to ask you if they are not sure before starting with the test.

11.3 Starting with the test

When the pupils are ready to start with the test, read the instructions in the box on the bottom of page 55 of the Pupil Booklet to them and ensure that they understand what to do. Ask the pupils to attempt all questions, and to tick what they consider to be the best answer, even if they are not sure. Tell the pupils that if they wish to carry out some calculations they can do so on the booklet.

Remember you must **not** read out the mathematics questions to the pupils. In addition, you must **not** provide any assistance to the pupils during this test that might give them a hint. If a teacher translating into the local language assisted you, ask him or her now (politely) to leave, after thanking him or her for the assistance.

During the testing, move around the classroom and check that all pupils are answering all questions and not leaving any items without response.

11.4 Ending the test

There is no prescribed time for the test, and pupils should have as much time to finish as they require. However, after about two hours most pupils should have finished. Please make a note of those pupils who were still busy when you ended the testing session, and report their identification numbers to the NRC.

If one or more pupils finish the test very early, ask them to go back to the beginning of the test and check that they have answered every question. After this they should sit quietly and wait for the others to finish. You should move around the room to check that pupils who finish early have completed all the questions.

When all the pupils have completed their test (or after about two hours) say:

Stop now. Put your pencils down. Close the booklet. I shall now collect the booklets.

Move around the room to collect the booklets. Before you collect a booklet, make sure that all questions are completed. Remember that sometimes a pupil may accidentally skip an entire page of the booklet. If any question has not been completed ask the pupil to complete it.

Place the booklets in a pile in the sequential order of the pupil numbers, from 01 at the top to 25 at the bottom. If a pupil was absent for the test, place his/her booklet in the right position in the pile. Make sure that all booklets have been collected; therefore, no identification number between 01 and 25 is missing.

After this, tell them they have a 30 minute break. Tell them to return after 30 minutes. Explain that the last part will mean completing the Pupil Questionnaire and that this will be good fun.

During the break, check and re-seal Part C of each Pupil Booklet with the orange "DO NOT OPEN" stickers. Also remember to indicate whether a pupil was present or absent during this session by ticking in the appropriate box in the ID box for Part C (located on page 53) in the Pupil Booklets.

12. Parts D and E of the Pupil Booklet: Pupil Homework Form and Pupil Questionnaire

12.1 General notes on the questionnaire

Follow the instruction in Section 8.3 to ensure that each pupil is seated in the correct seat and has the correct booklet.

Make sure that the seals on each Pupil Booklet are still on before continuing i.e. Parts A, B and C sealed with orange “DO NOT OPEN” stickers. Tell the pupils that they should not break any of the seals on the booklets in this session.

Ensure that the pupils are in their right places and have the correct booklets. If any pupil is absent, note this absence in the remarks column on the Pupil Name Form and in the Pupil Booklet ID box for Part D. Do **NOT** replace the pupil.

Using the Pupil Name Form go around the room again and check that each Pupil Booklet is with the correct pupil.

Please note the following:

- (a) The aim of the administration of the Pupil Booklet is to have as few missing data as possible;
- (b) It is expected that although the questionnaire is in English (or Kiswahili or Portuguese), the questions can also be read aloud in the local language. Where the Data Collector does not speak the local language, a teacher from the school who speaks English and the local language must assist him or her with the questionnaire administration. It is essential for the Data Collector to ensure that the assisting teacher understands what is asked in each question. The teacher must be absolutely neutral in the translation when translating the **attitude questions** (e.g. questions 46 and 48, and questions 59 to 62);
- (c) The Data Collector should encourage pupils to ask whenever they are not sure about what is meant with a question. The Data Collector should also go round the room at very regular intervals to ensure that each child is completing each question. In some schools it will be necessary to go around the class after each question.

12.2 Introducing pupils to the questionnaire section

- (a) Explain that pupils should ask for explanations when they do not understand a question, and that they should answer all questions in the questionnaire.
- (b) Remind the pupils what it means to ‘tick a box’ (). (They have to tick the right box throughout the questionnaire, making it important for them to fully understand this procedure.)
- (c) Remind the pupils **NOT** to break any of the seals on their booklets.

Before taking the pupil through the questionnaire, ensure that each pupil has a sheet of blank paper. Explain to the pupil that this sheet will be used to ensure that statements and answers are aligned.

12.3 Working through the questionnaire section

Remind the pupils that they had some homework (Pupil Homework Form) and that they should have brought it back to school with them. Ask them to get it out and check that all pupils have completed it. Pupils should keep the Pupil Homework Form and the Pupil Booklet side by side. Read (aloud) one question at a time and ask the pupil to copy the answers from the Pupil Homework Form to the Pupil Booklet. This will take them down to question 35 of the Pupil Questionnaire.

Ensure that the answers are copied correctly and help where required. If any pupils have failed to bring back the Pupil Homework Form then ask them to fill in the questions to the best of their knowledge.

Enter into the Remarks Column on the Pupil Name Form when a pupil has not brought his or her Pupil Homework Form back.

When this has been finished, ask the pupils to turn to page 97 of their booklet. Read the questions starting at question 36. (Please use the Data Collector's version of the Pupil Booklet and follow the comments for each question). Ensure that all pupils understand it and fill in the answer. Take particular care with the first four or so questions to ensure that pupils understand how to tick the correct box.

Note that question 36 is a "branching" question – so if pupils answer "No" then they do **not** answer questions 37 to 48. These pupils should sit quietly while you take the other pupils through these questions.

Work through the whole questionnaire as explained for the first question, reading each question, explaining where there are queries, and checking that each pupil has answered the question. (It has been observed that some pupils erase the answers they ticked earlier on when answering a questionnaire. Be on the lookout for this and ask pupils to give the correct answer where they have erased one.)

12.4 End of the questionnaire

Move around the room to collect the booklets. Before you collect a booklet, remember to check that all the questions are completed. If any question has not been completed ask the pupil to complete it.

Place the booklets in a pile in the sequential order of the pupil numbers, from 01 at the top to 25 at the bottom. If pupils were absent for the test, place their booklets in the right position in the pile. Make sure that all booklets have been collected; therefore, no identification number between 01 and 25 is missing.

Thank the pupils for having answered the whole booklet and send them back to their classes.

Remember to indicate whether a pupil was present or absent during this session by ticking in the appropriate box in the ID box for Part D (located on page 79) in the Pupil Booklets.

13. Collecting and checking all instruments

13.1 A general note

Before you return all the instruments to your NRC, please check to ensure that there are no missing pieces of data or inconsistencies. Please consult the special instructions on data quality checking provided in [Appendix B](#).

You must collect and return the following instruments to your NRC:

- 28 Pupil Booklets
- 28 Pupil Homework Forms
- 10 Teacher Booklets
- 2 School Information Booklets
- 2 School Head Booklets
- 2 School Forms
- 2 Pupil Name Forms
- 1 separate sheet with the right answers on it for the Health Knowledge Test
- 1 notebook (with Data Collectors' field notes)

You must **ALSO** return to your NRC the following "Data Collector's versions" of the instruments that were given to you as part of your training.

- 1 Pupil Booklet
- 1 Pupil Homework Form
- 1 Teacher Booklet
- 1 School Information Booklet
- 1 School Head Booklet

Please ensure that you return **all** instruments: it is essential that there are no missing instruments in the analysis of the data you collected. **Please do NOT leave any tests behind. That is, ensure that you have all used, unused and spare tests with you when you leave.** It would be disastrous for the SACMEQ study if any school or any teacher had tests to study. Do not allow any copies of the booklets to be made.

13.2 Pupil Booklets

All Pupil Booklets should have been collected, checked for missing data, checked for invalid data (i.e. out of range), checked for inconsistent answers and sorted.

Please check that pupils wrote numbers in questions 1, 7, 12, 21, 28, 42, 44, 58 and 65 of the Pupil Questionnaire. It has been observed in the past that some pupils tick boxes even in questions asking them to write numbers.

You may need to call the pupils who have missing or invalid data on some questions and have them provide you with their responses to those questions.

13.3 Pupil Name Form

Check that you have fully completed the Pupil Name Form and that you have entered all required remarks. Please ensure that you return the form to the NRC together with all other instruments.

13.4 Teacher Booklets

Collect the Teacher Booklets from the teachers who participated in the study. Check all booklets to ensure that all questions have been answered and that there are no inconsistencies or missing or invalid data.

For example check that there is actually a classroom library where the teacher claims that pupils are allowed to borrow books from the classroom library.

Ask each teacher what problems he or she may have encountered in filling in the booklet. Note the comments which should be conveyed to your NRC.

13.5 School Information and School Head Booklets

Quickly go over the School Information Booklet and the School Head Booklet together with the School Head, again noting any problems he or she may have experienced, explaining where necessary, and ensuring that all questions have been answered. Also look for unlikely and inconsistent answers.

Check that you have the School Form and that it has been properly completed. Ensure that all questions on the School Information Booklet and all questions on the School Head Booklet are answered and that there are no missing data and that there are no invalid data.

IMPORTANT

Before leaving the school, make sure that you have gone through each Pupil Booklet, each Teacher Booklet, the School Information Booklet and School Head Booklet and thoroughly checked that there are no missing data or inconsistent responses (consult Appendix B).

You may need to see the pupils (or the teachers) who have missing data on some questions and have them provide you with their responses to those questions.

13.6 Last actions at the school

Erase the numbers you wrote in pencil in the class registers.

Make a final check that you have collected **all booklets**, forms and any spares you had.

Thank the School Head for all the assistance that he or she and the teachers provided. Assure him or her again that their contributions, including the teaching time which was lost that day, was an important contribution towards improving education in your country.

14. After the school visit

14.1 Returning the instruments

Take all instruments and other materials back to the place and person designated by the NRC at the time and place previously agreed. Do **not** deviate from the arrangements. The completed instruments are very valuable, they can for obvious reasons not be re-created (the pupils and teachers in the school have now seen the tests!), and the confidentiality of the materials requires that they do not land in the wrong hands.

Check that you deliver **all** instruments **and** any spare copies that were issued to you to the NRC. Somebody may otherwise have to go back to the school to search for any missing materials!

14.2 Report to the NRC

Report all problems you experienced to the NRC. Point out all problems the School Head, teachers and pupils had with filling in the questionnaires and report the comments they made. Inform the NRC about the time the two sessions took, and provide him or her with a list of pupils who were still busy with their tests when the time ended for the test.

Thank you for your contribution and good work.

You have certainly made an important contribution towards the project, which will ultimately help your country and all other SACMEQ countries to improve the education of our children.

Appendix A
Checklist for Data Collectors

Checklist for Data Collectors

Name _____ Region _____
(Team Leader)



	<u>School Name</u>	<u>School ID</u>
School 1	<input style="width: 95%;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
School 2	<input style="width: 95%;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
School 3	<input style="width: 95%;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
School 4	<input style="width: 95%;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>

PHASE 1: BEFORE VISITING THE SCHOOL		School 1	School 2	School 3	School 4
Actions to be taken	Ref	(Tick)	(Tick)	(Tick)	(Tick)
You have been informed about:	2.1				
(a) On which date to visit the school		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) The location of the school		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Completed School Form		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) The identification numbers for country, region and school		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Whether the School Head has been informed about your visit		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have received all instruments as listed under 2.2 on page 2	2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have checked that all the booklets have no missing pages	2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have a copy of the letter to the School Head informing him or her about your visit	2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have spare pencils, a soft pencil to write in the registers, erasers, a pencil sharpener, string, a watch, and blank sheets of paper	2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have copies of "Data Collector's versions" of the instruments	2.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have entered the country, region, (district), and school identification numbers on all instruments of the school	2.5(a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PHASE 1: BEFORE VISITING THE SCHOOL		School 1	School 2	School 3	School 4
Actions to be taken	Ref	(Tick)	(Tick)	(Tick)	(Tick)
You have completed the four ID boxes inside each of the 25 Pupil Booklets	2.5(b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have filled in the month in question 21 in Part D of the Pupil Booklet	2.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have sealed Part A (pages 7-40), Part B (pages 41-52) and Part C (pages 53-78) of the Pupil Booklet with yellow "DO NOT OPEN" stickers	2.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PHASE 2: AT THE SCHOOL – DAY 1		School 1	School 2	School 3	School 4
Actions to be taken	Ref	(Tick)	(Tick)	(Tick)	(Tick)
You have taken precautions to ensure that the booklets are kept confidential and nobody is allowed to copy any material from the booklets	2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have introduced yourself to the School Head and explained the purpose of the visit and what you require from the School Head and his/her staff	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have filled in (or updated) the School Form	4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have checked that the School Information Booklet has been completed and has no missing, inconsistent or invalid data	4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have requested the School Head to provide you with all you need for your tasks from the school	4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have introduced the School Head to the School Head Booklet	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The School Head Booklet has been completed and has no missing, inconsistent or invalid data		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If the school has a notation for its classes other than 6A, 6B, etc., you have prepared a class-naming convention and:					
a) made a copy for the teachers	6.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) written the convention on the blackboard for pupils to follow	6.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PHASE 2: AT THE SCHOOL – DAY 1		School 1	School 2	School 3	School 4
Actions to be taken	Ref	(Tick)	(Tick)	(Tick)	(Tick)
You have selected the 25 pupils using the random number tables	6.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have entered the names of the 25 pupils and copied available information from the registers to the Pupil Name Form	6.2(e)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have selected the teachers who will fill in questionnaires and sit for the test(s)	7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have entered teacher identification numbers on the School Form and in the four ID boxes on each Teacher Booklet	7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have introduced the teachers to their booklet	7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have ensured that the teachers do not cheat in the tests	7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have indicated in each Teacher Booklet ID box for Part D (Health Knowledge Test) whether a teacher is a man or a woman	7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have checked the testing room and asked for the 25 pupils to be called	8.1 8.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have followed the procedure for seating pupils	8.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have recorded in the Pupil Name Form whether any pupils were absent, and pupils who could not write the test despite being present, if any	8.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have introduced the pupils to what they are going to do	8.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PHASE 2: AT THE SCHOOL – DAY 1		School 1	School 2	School 3	School 4
Actions to be taken	Ref	(Tick)	(Tick)	(Tick)	(Tick)
At the beginning of each session, you have given each pupil the booklet corresponding to his or her identification number:					
Part A - Reading Test	9.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part B - Health Knowledge Test	10.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At the beginning of the Health Knowledge Test, you have give each pupil a blank sheet of paper to align the statements with the answers	10.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have given the pupils the correct answers to the Health Knowledge Test <u>after</u> collecting the booklets	10.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At the end of each session, you have indicated in each Pupil Booklet whether the pupil was present or absent during that session:					
Part A - Reading Test	9.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part B - Health Knowledge Test	10.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have given out Pupil Homework Forms, read out all of the questions and explained how they should be filled in	10.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have indicated in the ID box for Part B (Health Knowledge Test) in each of the 25 Pupil Booklets whether the pupil is a boy or a girl	10.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At the end of each sessions, you have re-sealed each Pupil Booklet with orange “DO NOT OPEN” stickers:					
Part A - Reading Test	9.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part B - Health Knowledge Test	10.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have made a check for missing data, invalid data and inconsistencies in the completed Teacher Booklets	13.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have made a check for missing data, invalid data and inconsistencies in the completed School Information Booklet	13.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PHASE 2: AT THE SCHOOL – DAY 1		School 1	School 2	School 3	School 4
Actions to be taken	Ref	(Tick)	(Tick)	(Tick)	(Tick)
You have made a check for missing data, invalid data and inconsistencies in the completed School Head Booklet	13.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PHASE 2: AT THE SCHOOL – DAY 2		School 1	School 2	School 3	School 4
Actions to be taken	Ref	(Tick)	(Tick)	(Tick)	(Tick)
At the beginning of the second day, you have made sure that the seals on each Pupil Booklet are still on before continuing	11.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At the beginning of each session, you have introduced the pupils to their tasks:					
Part C - Mathematics Test	11.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part D - Pupil Questionnaire	12.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At the beginning of each session, you have given each pupil the booklet corresponding to his or her identification number:					
Part C - Mathematics Test	11.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part D - Pupil Questionnaire	12.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have checked that each pupil completed the Pupil Homework Form and that each pupil has a blank sheet of paper to align the statements with the answers	12.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have ensured that each pupil copied the answers from the Pupil Homework Form to the Pupil Booklet correctly	12.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At the end of each session, you have indicated in each Pupil Booklet whether the pupil was present or absent during that session.					
Part C - Mathematics Test	11.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part D – Pupil Questionnaire	12.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PHASE 2: AT THE SCHOOL – DAY 2		School 1	School 2	School 3	School 4
Actions to be taken	Ref	(Tick)	(Tick)	(Tick)	(Tick)
At the end of the mathematics sessions, you have re-sealed Part C of each Pupil Booklet with orange “DO NOT OPEN” stickers	11.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have made a final check for missing data, invalid data and inconsistencies in the completed Pupil Booklets before leaving the school	13.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have made a final check for missing data, invalid data and inconsistencies in the completed Teacher Booklets before leaving the school	13.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have made a final check for missing data, invalid data and inconsistencies in the completed School Information Booklet before leaving the school	13.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have made a final check for missing data, invalid data and inconsistencies in the completed School Head Booklet before leaving the school	13.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have erased the numbers you entered in the school’s registers	13.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have made a final check that you have repacked all instruments (including the unused ones)	13.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PHASE 3: AFTER THE SCHOOL VISIT		School 1	School 2	School 3	School 4
Actions to be taken	Ref	(Tick)	(Tick)	(Tick)	(Tick)
You have submitted all forms and all booklets to the NRC or his/her representative as arranged	14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have reported all your observations, problems, comments that were made, questions that were asked, and times the sessions took to the NRC	14.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Checked by NRC _____ Date _____

Remarks _____

Appendix B

Special Instructions on Data Quality Checks at the School

The Data Collectors must do their best to check that questionnaires were completed properly at the school. If some of them are incomplete and/or some have missing data, it may be impossible or very difficult to correct questionnaires after the initial data collection has been completed.

This is even more important for SACMEQ III than any other previous SACMEQ studies because a lot more data are being gathered – from Pupils, Teachers, School Heads, and Pupils’ Parents (or Care-takers). We are also collecting the test data on achievement in Reading, Mathematics, and Health Knowledge from pupils and teachers.

This will require the Data Collectors to check that: (a) all questions in the instruments have actually been answered, AND ALSO (b) the answers are CONSISTENT between different questions.

The Data Collectors MUST take the time to do these checks. The more effort that they put in BEFORE leaving the school, the fewer headaches NRCs will have in the data cleaning phase. Remember that the Data Collectors’ observations are the best tools for data verification.

Also the Data Collectors MUST convince the School Heads and Teachers that the study is an important one for your country and that they should therefore take the task seriously and complete the questionnaires and tests CAREFULLY.

The Data Collectors should sit with the Teachers and the School Heads if there are any problems and make sure that all tasks and checks have been completed carefully and well - BEFORE the Data Collectors leave the school.

Since there are two days of data collection, the Data Collectors should check the Teacher Booklet, School Head Booklet, and School Information Booklet during the first evening and have them fill in the missing and/or contradictory questions on the next day. For the Pupil Booklets, the Data Collectors should organize themselves so that the pupils do not

leave the classroom until the Data Collectors have checked everything in the questionnaire (the second day).

CHECKS WITHIN AND ACROSS QUESTIONNAIRES

Pupil Booklet

1. Make sure that the answers given by the pupils on the following questions are consistent with the data filled in the Pupil Name Form: (a) **Pupil class** (page 5), (b) Date of birth (**PB#1**), and (c) Gender (**PB#2**). Also check that the ID boxes on **page 5, 41, 53 and 79** of the Pupil Booklet are correctly filled in.

Within Pupil Booklet checks: (Parts D and E, p.79-109)

2. If the pupil responds “No” or “Do not know” for both **PB#5** and **PB#6** (mother/father alive) then “No” should be ticked for **PB#8.1** (stays with biological parents).
3. If the pupil ticks that he / she lives with brother(s) and / or sister (s) (“Yes” is ticked for **PB#8.4**), then at least one brother (**PB#7.1**) OR one sister (**PB#7.2**) must be given.
4. If the pupil responds he / she lives in a home with family / relatives (option 1 of **PB#9**) then “yes” must be ticked for at least one of the items between **PB#8.1** and **PB#8.5**.

If the pupil responds he / she lives in a home with other people who are not members of my family (option 2 of **PB#9**) then “no” must be ticked for all the items between **PB#8.1** and **PB#8.5**.

If the pupil responds he / she lives in an orphanage or children’s home (option 4 of **PB#9**) then “no” must be ticked for all the items between **PB#8.1** and **PB#8.5** and “Yes” for **PB#8.7**.

5. Make sure that the answer to the electricity item (**PB#14.14**) is consistent with those appliances requiring electricity such as refrigerator/freezer, air conditioner, electric fan, washing machine, vacuum cleaner, computer, internet, etc. in **PB#14** as well as the electric lighting (option 5 of **PB#17**). If the majority of these items requiring electricity

have ticks in “Yes”, then the pupil must have electricity at home (“Yes” for **PB#14.14**). If “No” is ticked for **PB#14.14**, then ask the pupil what the ‘power’ situation is in his or her home.

6. If the pupil has ticked “Yes” for Washing machine (**PB#14.18**) and “No” for Piped Water (**PB#14.04**), check with the pupil if he/she really has a Washing machine at home. If this is the case, then “Yes” should be ticked for Piped water (**PB#14.04**).
7. If the pupil has ticked “Yes” for Internet (**PB#14.21**) and “No” for Computer (**PB#14.20**), check with the pupil if he/she really has Internet. Ask if Internet is through a Computer (**PB#14.20**) or through Mobile (Cell) Phone (**PB#14.31**), and make sure that “Yes” is ticked for the correct one.
8. If the pupil has ticked “No” for Computer (**PB#14.20**), then “Never” should be ticked for using a computer at home (**PB#31.2**).
9. If the pupil responds that he / she does not have a mother or female guardian (option 12 of **PB#15**) and does not have not have a father or male guardian (option 12 of **PB#16**), then “No” should be ticked for **PB#8.1** and **PB#8.2**.
10. For the lighting question (**PB#17**) and the questions on the construction materials used in the living place (**PB#18**, **PB#19**, and **PB#20**), there should be only one answer. If two or more answers are given, then you should ask the pupils which is the correct answer. Emphasize that question **PB#17** asks for the main source of lighting, and **PB#18-PB#20** refer to construction materials mostly made of.
11. If the pupil has never repeated (first option in **PB#23**), this means that he/she is not repeating Grade 6 (**PB#24**). And **PB#24.1** through **PB#24.4** should be skipped. If he/she is repeating Grade 6 now, this means he/she has repeated at least once (option 2, 3, or 4 in **PB#23**). And there must be at least one “Yes” for the reasons in **PB#24.1** through **PB#24.4**. Do they agree? Ask the pupils if the answers do not agree.
12. If the pupil ticked “No” for **PB#27**, make sure that **PB#27.1** to **27.3** are blank.
13. If the pupil ticked “No” for **PB#31**, make sure that **PB#31.1** to **31.6** are blank.
14. If the pupils receive meals from school, (**PB#35**), this means that the answer to the frequency of lunch (**PB#34.2**) should be either “3 or 4 days per week” or “every day of the week”.

15. If the pupil takes extra lessons (“Yes” in **PB#36**), then there should be at least one “Yes” ticked in each of the following questions: **PB#37**, **PB#38**, **PB#39**, **PB#40**, **PB#43**, **PB#47**.
16. If the pupil claims that he/she does not get any homework (**PB#49**), then he/she should answer likewise for the question about the help that he/she gets on homework (**PB#50**), teacher correcting (**PB#51**), and teacher explaining (**PB#52**). The answer to the homework question is likely to be consistent within class. Walk around and see if there are discrepancies.
17. Check that the pupil ticked “Yes” in **PB#57** for the item indicated in **PB#58** (best source of HIV and AIDS information).
18. If the pupil ticked “No” in **PB#63**, check that the pupil left **PB#64** and **PB#65** blank.

Compare Pupil Booklet with Pupil Name Form:

19. If the biological mother of the pupil is alive then (a) “N” (**col.17**) must be filled in **PNF**, and (b) “Yes” of **PB#5** must be ticked. If the biological mother of the pupil died then (a) “Y” (**col.17**) must be filled in **PNF**, and (b) “No” of **PB#5** must be ticked. If the pupil doesn’t know whether the biological mother is alive then (a) “U” (**col.17**) must be filled in **PNF**, and (b) “I do not know” of **PB#5** must be ticked.
20. If the biological father of the pupil is alive then (a) “N” (**col.16**) must be filled in **PNF**, and (b) “Yes” of **PB#6** must be ticked. If the biological father of the pupil died then (a) “Y” (**col.16**) must be filled in **PNF**, and (b) “No” of **PB#6** must be ticked. If the pupil doesn’t know whether the biological father is alive then (a) “U” (**col.18**) must be filled in **PNF**, and (b) “I do not know” of **PB#6** must be ticked.
21. If the pupil responds that both parents died, follow the instructions above and check that the pupil ticked “No” for staying with the biological parents (tick “No” for **PB#8.1**).
22. If the pupil responded that he/she was not absent in the previous month (**PB#21**), make sure that this information is consistent with Pupil Name Form. Also make sure that all of the reasons in **PB#22** have “No” as answers.

If the pupil was absent, at least one of the reasons in **PB#22** should be ticked “Yes”.

Compare Pupil Booklet with Teacher Booklet:

23. What do pupils say about the classroom library (**PB#25**)? This information should be consistent with the response from the Teacher Booklet (**TB#10**, **TB#11**, and **TB#12.7**).
24. Look around to see where pupils sit and write. Does it make sense with what they respond about the place of sitting and writing (**PB#29** and **PB#30**)? Does it make sense in regard to what Teachers say about the availability of the furniture in their classrooms (**TB#13.1** and **TB#13.2**)?

Compare Pupil Booklet with School Head Booklet & School Information Booklet:

25. What do pupils say about the school library (**PB#26**)? This information should be consistent for all the pupils and also with the response given in the School Head Booklet (**SHB#19.01**, **SHB#20**) and the School Information Booklet (**SIB#20**).
26. Has the pupil used a computer at school (**PB#31.1**)? If this is so, then there must be at least one computer available to pupils in the school (**SIB#19.2**).
27. Do the pupils receive free meals supplied by the school? ("Yes" ticked for **PB#35**)? This should be consistent for all the pupils and also with the response given in the School Information Booklet (**SIB#15**).
28. Has the pupil attended classes /lessons on HIV and AIDS (**PB#63**)? If this is so, then these lessons must be indicated in the School Head Booklet (**SHB#37**).

Teacher Booklet

Within Teacher Booklet checks: (Part D, p. 81-98)

1. How many years has he/she been teaching (**TB#6**)? Does this make sense in respect to his/her age (**TB#2**).
2. What are the responses to the questions on in-service training? If a Teacher wrote 0 for the number of courses (**TB#7**) and days spent (**TB#8**) for in-service training, then he/she should also select "I did not attend any in-service course" for **TB#9**.
3. Is there a class library/classroom book corner (**TB#10**)? If the answer was "Yes", then **TB#11** must have a valid number of books, and **TB#12.7** must be "Yes".

4. What kind of classroom furniture and teaching materials do you see around? Does your impression agree with what the Teacher claims regarding the number of sitting and writing places (**TB#13**) and the items available in the classroom (**TB#14**)?
5. If the teacher ticked “Yes” for Internet (**TB#14.17**), check that “Yes” is also ticked for Computer (**TB#14.16**).
6. Do you know if there is an education resource centre (and if not, ask the school head) which serves this school? Check the answers on **TB#23** and **TB#24**.
7. Check that the teacher ticked “Yes” in **TB#34** for the item indicated in **TB#35** (best source of HIV and AIDS information).
8. If the teacher entered “0” days in **TB#38**, check that **TB#39** and **TB#40** are blank.
9. Check that the teacher ticked “Yes” in **TB#39** for the item indicated in **TB#40** (best HIV and AIDS activity).

Compare Teacher Booklet with School Form:

10. What is the size of the English or Maths or Health class that the Teacher is teaching (**TB, page 5**, Identification page)? Does it match with the information in the School Form?

Compare Teacher Booklet with School Head Booklet and School Information Booklet:

11. Check that the items the teacher has access to in the school (items for which “Yes” is ticked in **TB#14**) matches with the items available in the school (**SHB#19**). Also check that **TB#14.16** (computer) matches with **SIBK#19.3** – computers available to staff.
12. For the question on the length of each period (**TB#16**), make sure that this corresponds with the same question in the School Head Booklet (**SHB#13**).
13. Count the number of days the teacher was absent because of bad weather (**TB#21.07**), security reasons (**TB#21.10**) and strikes (**TB#21.11**). The sum of these three items should be the same, or very similar, to the number of official school days lost in the School Information Booklet (**SIB#16**).

School Information Booklet

1. Observe the environment in which the school is located. You should be able to see if the responses regarding the distances from school to different facilities make sense. If the school is located on an island, give the direct distance to **SIB#1.1 to #1.8**. Otherwise, give the exact distance required to reach each place. For example, 60km by car to west plus walk 10 km to south would become 70km although the direct distance would be shorter.
2. Look at the number of teachers given in **SIB#2, SIB#3, SIB#4** and **SIB#5**. Do the sub-components in each question add up to their respective totals? Do all the totals agree with each other?
3. Compare the total enrolment (the sum of **SIB#9.1** and **SIB#9.2**) with the number of teachers claimed above, for example in **SIB#2**. Do the two sets of numbers correspond to make a reasonable proportion?
4. Compare enrolment (**SIB#9, SIB#10** and **SIB#12**), number of classes (**SIB#11** and **SIB#12**) with the information on the School Form.
5. Take a look at the responses on the school inspection. If the last school inspection (**SIB#13**) was before 2006 (options 1 to 5), then the answer to **SIB#14** must be 0. If the last inspection was in 2006 or 2007 (options 6 or 7), then the answer to **SIB#14** must be higher than zero.
6. Have a close look at the number of classrooms (**SIB#17**). Do the answers make sense? You can do a rough check by “stepping out” the dimensions of the school and then making your own approximate calculation.
7. How many toilets are there (**SIB#18**) in the school? The answers to this question should agree with what was observed by one of the Data Collectors.

School Head Booklet

1. How many years has he/she been the School Head (**SHB#9**)? How many years has he/she been teaching (**SHB#8**)? Check the answers against his/her age (**SHB#5**). Do the answers make sense? If the School Head responded using a half year, it should be rounded upwards. For example 2½ years becomes 3 years.

2. How did the School Head respond to the questions on specialized training (**SHB#10** and **#11**)? If the School Head ticked “No” (option 1) in **SHB#10** or **SHB#11**, then they should have left the box for days blank. If they ticked “Yes” (option 2) in **SHB#10** or **SHB#11**, then make sure that the box for days is filled in.
3. If the School Head does not teach, then both **SHB#12** and **SHB#13** should be 00. If they teach, but left **SHB#13** blank or put 0, then obtain the information of the length of a period from the Teacher Booklet (**TB#16**) and fill them in.
4. How did the School Head answer the ranking of activities (**SHB#14**)? Does the ranking follow the numbers 1 through 6?
5. The “wealth” and the condition of the school can be seen by looking around. Does your impression agree with the list of school resources (**SHB#19**) and the question about school buildings (**SHB#18**)?
6. If the School Head claims that he/she has a school library (**SHB#19.01**), then check that this is consistent with **SHB#20** on the borrowing policy of the school library and the number of books in the school library in the School Information Booklet (**SIB#20**).
7. Check that the School Head ticked “Yes” in **SHB#28** for the item indicated in **SHB#29** (best source of HIV and AIDS information).
8. Check that the School Head ticked “Yes” in **SHB#33** for the item indicated in **SHB#34** (best HIV and AIDS activity).

School Form and Pupil Name Form

1. Check that **Class** and **Session** (Shift) in the School Form match with **Class** and **Session** (Shift) in the Pupil Name Form. For example, if class 6B is in Session (Shift) 2 in the School Form, it should also be in Session (Shift) 2 in the Pupil Name Form.

Appendix C
Checklist of Things to Pack and Return



Checklist of Things to Pack and Return

(To be Completed and Retained by the NRC)

School Name

School ID

--	--	--	--	--	--	--	--	--	--

	Suggested Number	Actual Number Packed	Returned to NRC (Tick)
Booklets/Forms			
Pupil Booklet	28	_____	<input type="checkbox"/>
Pupil Homework Form	28	_____	<input type="checkbox"/>
Teacher Booklet	10	_____	<input type="checkbox"/>
School Information Booklet	2	_____	<input type="checkbox"/>
School Head Booklet	2	_____	<input type="checkbox"/>
School Form	2	_____	<input type="checkbox"/>
Pupil Name Form	2	_____	<input type="checkbox"/>
Health Knowledge Test Answers	1	_____	<input type="checkbox"/>
Working/Information Documents			
Data Collectors' versions (PBK, PHF, TBK, SIBK, SHBK) *	15	_____	<input type="checkbox"/>
Manual for Data Collector*	3	_____	<input type="checkbox"/>
Timetable for Data Collection in School*	3	_____	<input type="checkbox"/>
Examples Booklet	2	_____	<input type="checkbox"/>
Leaflet – What is SACMEQ III Project	2	_____	N/A
Working Materials			
Notebook	1	_____	<input type="checkbox"/>
Blank sheet of paper (A4)	28	_____	N/A
Sheets of yellow "DO NOT OPEN" stickers	4	_____	N/A
Sheets of orange "DO NOT OPEN" stickers	4	_____	N/A
Pencil (HB)	40	_____	<input type="checkbox"/>
Eraser	30	_____	<input type="checkbox"/>
Pencil sharpener	4	_____	<input type="checkbox"/>
4 metres of string	1	_____	N/A
Watch	1	Your own	N/A
Soft pencil (2B)	1	_____	<input type="checkbox"/>

Data Collector	<input type="text"/>	Received	<input type="text"/>	Date	<input type="text"/>
<small>(Team Leader Full Name)</small>		<small>(Team Leader's Signature)</small>			
NRC	<input type="text"/>	Returned	<input type="text"/>	Date	<input type="text"/>
<small>(NRC's Initials)</small>		<small>(NRC's Signature)</small>			

* NRC – Please Provide One set of these Documents for Every Four Schools

Appendix D
School Form

<u>ID</u>	
Country	<input type="text"/> <input type="text"/> <input type="text"/>
Region	<input type="text"/> <input type="text"/> <input type="text"/> District <input type="text"/> <input type="text"/> <input type="text"/>
School	<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"/>
Instrument	<input type="text" value="4"/>

SACMEQ III
The Southern and Eastern Africa Consortium
for Monitoring Educational Quality

Grade 6 Study

School Form

Information about your school:

Name of school: _____
 Name of School Head: _____
 Postal address: _____
 Telephone: _____

No. of classes in your **school** (include all sessions/shifts): _____

No. of <u>pupils</u> in your school (include all sessions/shifts):	Boys	Girls	Total No. of pupils
2005			
2006			
2007			

No. of <u>teachers</u> in your school (include all sessions/shifts):	Male teachers	Female teachers	Total No. of teachers
2005			
2006			
2007			

Information about your Grade 6 classes in 2007:

1. Total enrolment in **Grade 6** (include all sessions/shifts): _____
2. Total number of **Grade 6 classes** (class groups): _____
3. Total number of **Grade 6 English (Reading)** teachers: _____
4. Total number of **Grade 6 Mathematics** teachers: _____
5. Total number of **Grade 6 Health/Life Skills** teachers: _____

Class ¹	Session/ shift (1, 2, etc.)	No. of pupils	ENGLISH (READING) teachers		MATHS teachers		HEALTH/LIFE SKILLS teachers	
			Name	ID No.	Name	ID No.	Name	ID No.
6A								
6B								
6C								
6D								
6E								
6F								
6G								
6H								
6I								
6J								
6K								
6L								
6M								
6N								

¹ If the school uses a different system for naming its classes, write the school's class names in the margin on the left-hand side of the page.

Class	Session/ shift (1, 2, etc.)	No. of pupils	ENGLISH (READING) teachers		MATHS teachers		HEALTH/LIFE SKILLS teachers	
			Name	ID No.	Name	ID No.	Name	ID No.
6O								
6P								
6Q								
6R								
6S								
6T								
6U								
6V								
6W								
6X								
6Y								
6Z								
6AA								
6BB								
6CC								
6DD								
6EE								
6FF								
6GG								
6HH								
6II								
6JJ								
6KK								
6LL								
6MM								
6NN								
6OO								
6PP								
6QQ								
6RR								
6SS								
6TT								
6UU								
6VV								
6WW								
6XX								
6YY								
6ZZ								
6AAA								
6BBB								
6CCC								
6DDD								

Appendix E
Pupil Name Form

ID

Country

Region District

School

Instrument

SACMEQ III
The Southern and Eastern Africa Consortium
for Monitoring Educational Quality

Grade 6 Study

Pupil Name Form

Name of School: _____ To be filled in by the Data Collector(s) with assistance from the School Head

Pupil ID No. Col.1	Name of Pupil		Class (6A,6B,etc.) Col.4	Teacher ID			Session/shift (1,2,3,etc.) Col.8	Date of birth (D/M/Y) Col.9	Sex (B/G) Col.10	Days absent Lst.mth Col.11	Booklets Administered (Y/N)				Biological parents died (Y/N/U)		Remarks Col.18
	Surname Col.2	First name(s) Col.3		English Col.5	Maths Col.6	Health/LS Col.7					Read Col.12	Health Col.13	Maths Col.14	Quest Col.15	Father Col.16	Mother Col.17	
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
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22																	
23																	
24																	
25																	

Appendix F

Random Number Tables for the Selection of 25 Grade 6 Pupils within Each Selected School

Pupil	R26	R27	R28	R29	R30	Pupil	R31	R32	R33	R34	R35	Pupil	R36	R37	R38	R39	R40	Pupil	R41	R42	R43	R44	R45	Pupil	R46	R47	R48	R49	R50
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	2	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	3	2	3	3	3	2	3	2	3	3	3	2	3	2	3	3	3
3	3	3	3	3	3	3	4	4	4	4	4	3	4	4	4	4	4	3	4	4	4	5	5	3	5	4	5	5	5
4	4	4	4	4	5	5	5	5	5	5	5	4	6	5	6	6	6	4	6	6	6	7	7	4	7	6	7	7	7
5	5	5	5	6	6	6	6	6	6	6	6	5	7	7	7	7	8	5	8	7	8	8	9	5	9	8	9	9	9
6	6	6	7	7	7	7	7	7	8	8	8	6	9	8	9	9	9	6	9	9	10	10	11	6	11	10	11	11	11
7	7	7	8	8	8	8	7	9	9	9	9	7	10	10	10	11	11	7	11	11	11	12	12	7	13	12	13	13	13
8	8	8	9	9	9	9	8	10	10	10	10	8	11	11	12	12	12	8	13	12	13	14	14	8	14	14	15	15	15
9	9	9	10	10	11	11	9	11	11	12	12	9	13	12	13	14	14	9	14	14	15	15	16	9	16	16	17	17	17
10	10	10	11	12	12	12	10	12	13	13	13	10	14	14	15	15	16	10	16	16	16	17	18	10	18	17	19	19	19
11	11	11	12	13	13	13	11	13	14	14	14	11	16	15	16	17	17	11	18	17	18	19	20	11	20	19	21	21	21
12	12	12	13	14	14	14	12	15	15	15	16	12	17	17	18	18	19	12	19	19	20	21	21	12	22	21	22	23	23
13	13	14	14	15	15	15	13	16	16	17	17	13	19	18	19	20	20	13	21	21	22	22	23	13	24	23	24	25	25
14	15	15	16	16	17	17	14	17	18	18	18	14	20	20	21	21	22	14	22	22	23	24	25	14	25	25	26	27	27
15	16	16	17	17	18	18	15	18	19	19	20	15	22	21	22	23	24	15	24	24	25	26	27	15	27	27	28	29	29
16	17	17	18	19	19	19	16	20	20	21	21	16	23	23	24	25	25	16	26	26	27	28	29	16	29	29	30	31	31
17	18	18	19	20	20	20	17	21	21	22	23	17	24	24	25	26	27	17	27	27	29	29	30	17	31	31	32	33	33
18	19	19	20	21	21	21	18	22	23	23	24	18	26	26	27	28	28	18	29	29	30	31	32	18	33	33	34	34	35
19	20	20	21	22	23	23	19	23	24	25	25	19	27	27	28	29	30	19	31	31	32	33	34	19	35	34	36	36	37
20	21	21	22	23	24	24	20	25	25	26	27	20	29	29	30	31	32	20	32	33	34	35	36	20	36	36	38	38	39
21	22	22	23	24	25	25	21	26	27	27	28	21	30	30	31	32	33	21	34	34	35	36	38	21	38	38	40	40	41
22	23	23	25	26	26	26	22	27	28	29	29	22	32	32	33	34	35	22	36	36	37	38	39	22	40	40	42	42	43
23	24	24	26	27	27	27	23	28	29	30	31	23	33	33	34	35	36	23	37	38	39	40	41	23	42	42	44	44	45
24	25	25	27	28	29	29	24	30	30	31	32	24	34	35	36	37	38	24	39	39	41	42	43	24	44	44	45	46	47
25	26	27	28	29	30	30	25	31	32	33	33	25	36	36	37	39	40	25	41	41	42	44	45	25	46	46	47	48	49

Pupil	R51	R52	R53	R54	R55	Pupil	R56	R57	R58	R59	R60	Pupil	R61	R62	R63	R64	R65	Pupil	R66	R67	R68	R69	R70	Pupil	R71	R72	R73	R74	R75
1	1	1	1	2	1	1	1	1	1	2	1	1	1	2	2	2	1	1	2	2	1	2	1	1	1	1	1	2	2
2	3	3	3	4	3	2	3	3	4	4	4	2	4	5	5	5	4	2	4	5	4	5	4	2	4	3	4	5	5
3	5	5	5	6	6	3	5	5	6	6	6	3	6	7	7	7	6	3	7	8	7	7	6	3	7	6	7	8	8
4	7	7	7	8	8	4	8	8	8	9	8	4	8	10	10	10	9	4	10	10	10	10	9	4	10	9	10	11	11
5	9	9	10	10	10	5	10	10	11	11	11	5	11	12	12	12	11	5	12	13	12	13	12	5	13	12	13	14	14
6	11	11	12	12	12	6	12	12	13	13	13	6	13	15	15	15	14	6	15	16	15	16	15	6	16	15	16	17	17
7	13	13	14	15	14	7	14	14	15	16	16	7	16	17	17	17	17	7	18	18	18	18	18	7	18	18	19	20	20
8	15	16	16	17	17	8	17	17	17	18	18	8	18	20	20	20	19	8	20	21	20	21	20	8	21	21	22	23	23
9	17	18	18	19	19	9	19	19	20	20	20	9	21	22	22	23	22	9	23	24	23	24	23	9	24	24	25	26	26
10	19	20	20	21	21	10	21	21	22	23	23	10	23	25	25	25	24	10	25	26	26	27	26	10	27	27	28	29	29
11	21	22	22	23	23	11	23	24	24	25	25	11	25	27	27	28	27	11	28	29	29	29	29	11	30	29	30	32	32
12	23	24	24	25	25	12	26	26	27	28	28	12	28	30	30	30	30	12	31	32	31	32	32	12	33	32	33	35	35
13	25	26	27	27	28	13	28	28	29	30	30	13	30	32	32	33	32	13	33	34	34	35	34	13	35	35	36	38	38
14	28	28	29	30	30	14	30	30	31	32	32	14	33	35	35	35	35	14	36	37	37	38	37	14	38	38	39	40	41
15	30	30	31	32	32	15	32	33	34	35	35	15	35	37	37	38	37	15	39	40	39	40	40	15	41	41	42	43	44
16	32	32	33	34	34	16	35	35	36	37	37	16	38	40	40	40	40	16	41	43	42	43	43	16	44	44	45	46	47
17	34	34	35	36	36	17	37	37	38	39	40	17	40	42	42	43	43	17	44	45	45	46	46	17	47	47	48	49	50
18	36	36	37	38	39	18	39	40	41	42	42	18	43	45	45	46	45	18	47	48	48	49	48	18	50	50	51	52	53
19	38	38	39	40	41	19	41	42	43	44	44	19	45	47	48	48	48	19	49	51	50	51	51	19	52	52	54	55	56
20	40	41	41	43	43	20	44	44	45	46	47	20	47	50	50	51	50	20	52	53	53	54	54	20	55	55	57	58	59
21	42	43	43	45	45	21	46	46	48	49	49	21	50	52	53	53	53	21	54	56	56	57	57	21	58	58	60	61	62
22	44	45	46	47	47	22	48	49	50	51	52	22	52	55	55	56	56	22	57	59	58	60	60	22	61	61	63	64	65
23	46	47	48	49	50	23	50	51	52	54	54	23	55	57	58	58	58	23	60	61	61	62	62	23	64	64	66	67	68
24	48	49	50	51	52	24	53	53	55	56	56	24	57	59	60	61	61	24	62	64	64	65	65	24	67	67	68	70	71
25	50	51	52	53	54	25	55	55	57	58	59	25	60	62	63	63	63	25	65	67	67	68	68	25	70	70	71	73	74

Pupil	R76	R77	R78	R79	R80	Pupil	R81	R82	R83	R84	R85	Pupil	R86	R87	R88	R89	R90	Pupil	R91	R92	R93	R94	R95	Pupil	R96	R97	R98	R99	R100
1	1	2	1	1	1	1	1	1	1	1	2	1	1	3	1	3	3	1	1	1	2	3	1	1	1	3	1	1	1
2	4	5	5	4	4	2	5	4	4	4	5	2	4	7	5	7	7	2	4	5	6	6	5	2	5	7	5	5	5
3	7	8	8	7	7	3	8	8	8	7	8	3	8	10	8	10	11	3	8	8	10	10	9	3	8	11	9	9	9
4	10	11	11	10	10	4	11	11	11	11	12	4	11	14	12	14	14	4	12	12	14	14	13	4	12	15	13	13	13
5	13	14	14	14	14	5	14	14	14	14	15	5	15	17	15	17	18	5	15	16	17	18	16	5	16	19	17	17	17
6	16	17	17	17	17	6	17	17	17	17	19	6	18	21	19	21	21	6	19	19	21	21	20	6	20	22	21	21	21
7	19	20	20	20	20	7	21	21	21	21	22	7	21	24	22	24	25	7	22	23	25	25	24	7	24	26	25	25	25
8	22	23	23	23	23	8	24	24	24	24	25	8	25	27	26	28	29	8	26	27	29	29	28	8	28	30	28	29	29
9	25	26	26	26	26	9	27	27	27	28	29	9	28	31	29	31	32	9	30	30	32	33	32	9	31	34	32	33	33
10	28	30	30	29	30	10	30	31	31	31	32	10	32	34	33	35	36	10	33	34	36	36	35	10	35	38	36	37	37
11	31	33	33	33	33	11	34	34	34	34	36	11	35	38	36	39	39	11	37	38	40	40	39	11	39	42	40	41	41
12	35	36	36	36	36	12	37	37	37	38	39	12	39	41	40	42	43	12	41	41	43	44	43	12	43	46	44	45	45
13	38	39	39	39	39	13	40	40	41	41	42	13	42	45	43	46	47	13	44	45	47	48	47	13	47	50	48	49	49
14	41	42	42	42	42	14	43	44	44	44	46	14	45	48	47	49	50	14	48	49	51	51	51	14	51	54	52	53	53
15	44	45	45	45	46	15	47	47	47	48	49	15	49	52	50	53	54	15	52	53	55	55	54	15	54	57	56	57	57
16	47	48	48	48	49	16	50	50	51	51	53	16	52	55	54	56	57	16	55	56	58	59	58	16	58	61	60	61	61
17	50	51	51	52	52	17	53	53	54	54	56	17	56	59	57	60	61	17	59	60	62	63	62	17	62	65	64	65	65
18	53	54	55	55	55	18	56	57	57	58	59	18	59	62	61	64	65	18	62	64	66	66	66	18	66	69	68	69	69
19	56	57	58	58	58	19	60	60	61	61	63	19	63	66	64	67	68	19	66	67	69	70	70	19	70	73	72	73	73
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Pupil	R101	R102	R103	R104	R105	Pupil	R106	R107	R108	R109	R110	Pupil	R111	R112	R113	R114	R115	Pupil	R116	R117	R118	R119	R120	Pupil	R121	R122	R123	R124	R125
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Pupil	R126	R127	R128	R129	R130	Pupil	R131	R132	R133	R134	R135	Pupil	R136	R137	R138	R139	R140	Pupil	R141	R142	R143	R144	R145	Pupil	R146	R147	R148	R149	R150
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Pupil	R151	R152	R153	R154	R155	Pupil	R156	R157	R158	R159	R160	Pupil	R161	R162	R163	R164	R165	Pupil	R166	R167	R168	R169	R170	Pupil	R171	R172	R173	R174	R175	
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Pupil	R176	R177	R178	R179	R180	Pupil	R181	R182	R183	R184	R185	Pupil	R186	R187	R188	R189	R190	Pupil	R191	R192	R193	R194	R195	Pupil	R196	R197	R198	R199	R200
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Pupil	R201	R202	R203	R204	R205	Pupil	R206	R207	R208	R209	R210	Pupil	R211	R212	R213	R214	R215	Pupil	R216	R217	R218	R219	R220	Pupil	R221	R222	R223	R224	R225
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Pupil	R226	R227	R228	R229	R230	Pupil	R231	R232	R233	R234	R235	Pupil	R236	R237	R238	R239	R240	Pupil	R241	R242	R243	R244	R245	Pupil	R246	R247	R248	R249	R250
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Pupil	R251	R252	R253	R254	R255	Pupil	R256	R257	R258	R259	R260	Pupil	R261	R262	R263	R264	R265	Pupil	R266	R267	R268	R269	R270	Pupil	R271	R272	R273	R274	R275
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Pupil	R276	R277	R278	R279	R280	Pupil	R281	R282	R283	R284	R285	Pupil	R286	R287	R288	R289	R290	Pupil	R291	R292	R293	R294	R295	Pupil	R296	R297	R298	R299	R300	
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Pupil	R301	R302	R303	R304	R305	Pupil	R306	R307	R308	R309	R310	Pupil	R311	R312	R313	R314	R315	Pupil	R316	R317	R318	R319	R320	Pupil	R321	R322	R323	R324	R325	
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Pupil	R326	R327	R328	R329	R330	Pupil	R331	R332	R333	R334	R335	Pupil	R336	R337	R338	R339	R340	Pupil	R341	R342	R343	R344	R345	Pupil	R346	R347	R348	R349	R350
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Pupil	R351	R352	R353	R354	R355	Pupil	R356	R357	R358	R359	R360	Pupil	R361	R362	R363	R364	R365	Pupil	R366	R367	R368	R369	R370	Pupil	R371	R372	R373	R374	R375
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Pupil	R376	R377	R378	R379	R380	Pupil	R381	R382	R383	R384	R385	Pupil	R386	R387	R388	R389	R390	Pupil	R391	R392	R393	R394	R395	Pupil	R396	R397	R398	R399	R400
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Pupil	R401	R402	R403	R404	R405	Pupil	R406	R407	R408	R409	R410	Pupil	R411	R412	R413	R414	R415	Pupil	R416	R417	R418	R419	R420	Pupil	R421	R422	R423	R424	R425
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Pupil	R426	R427	R428	R429	R430	Pupil	R431	R432	R433	R434	R435	Pupil	R436	R437	R438	R439	R440	Pupil	R441	R442	R443	R444	R445	Pupil	R446	R447	R448	R449	R450
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Pupil	R451	R452	R453	R454	R455	Pupil	R456	R457	R458	R459	R460	Pupil	R461	R462	R463	R464	R465	Pupil	R466	R467	R468	R469	R470	Pupil	R471	R472	R473	R474	R475
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Pupil	R476	R477	R478	R479	R480	Pupil	R481	R482	R483	R484	R485	Pupil	R486	R487	R488	R489	R490	Pupil	R491	R492	R493	R494	R495	Pupil	R496	R497	R498	R499	R500
1	5	19	6	19	3	1	8	11	4	16	18	1	4	7	12	1	11	1	16	5	11	14	5	1	6	14	18	10	6
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Pupil	R501	R502	R503	R504	R505	Pupil	R506	R507	R508	R509	R510	Pupil	R511	R512	R513	R514	R515	Pupil	R516	R517	R518	R519	R520	Pupil	R521	R522	R523	R524	R525
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Pupil	R526	R527	R528	R529	R530	Pupil	R531	R532	R533	R534	R535	Pupil	R536	R537	R538	R539	R540	Pupil	R541	R542	R543	R544	R545	Pupil	R546	R547	R548	R549	R550
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Pupil	R551	R552	R553	R554	R555	Pupil	R556	R557	R558	R559	R560	Pupil	R561	R562	R563	R564	R565	Pupil	R566	R567	R568	R569	R570	Pupil	R571	R572	R573	R574	R575
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Pupil	R576	R577	R578	R579	R580	Pupil	R581	R582	R583	R584	R585	Pupil	R586	R587	R588	R589	R590	Pupil	R591	R592	R593	R594	R595	Pupil	R596	R597	R598	R599	R600
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25	576	561	567	579	575	25	567	573	581	574	583	25	568	566	571	575	586	25	576	580	582	574	586	25	583	580	589	582	597

Pupil	R601	R602	R603	R604	R605	Pupil	R606	R607	R608	R609	R610	Pupil	R611	R612	R613	R614	R615	Pupil	R616	R617	R618	R619	R620	Pupil	R621	R622	R623	R624	R625
1	15	10	7	3	18	1	6	1	5	13	4	1	24	22	23	6	9	1	5	2	6	8	5	1	16	11	13	14	8
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Pupil	R626	R627	R628	R629	R630	Pupil	R631	R632	R633	R634	R635	Pupil	R636	R637	R638	R639	R640	Pupil	R641	R642	R643	R644	R645	Pupil	R646	R647	R648	R649	R650
1	20	14	16	17	19	1	21	4	14	17	3	1	2	23	6	12	9	1	15	11	12	22	22	1	10	11	13	2	1
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3	70	64	66	67	70	3	72	55	65	68	54	3	53	74	57	63	60	3	66	62	63	74	73	3	62	62	64	53	53
4	95	89	91	92	95	4	97	80	90	93	79	4	78	99	83	89	86	4	92	88	89	99	99	4	87	88	90	79	79
5	120	114	116	118	120	5	122	106	115	119	105	5	104	125	108	114	111	5	118	114	115	125	125	5	113	114	116	105	105
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Pupil	R651	R652	R653	R654	R655	Pupil	R656	R657	R658	R659	R660	Pupil	R661	R662	R663	R664	R665	Pupil	R666	R667	R668	R669	R670	Pupil	R671	R672	R673	R674	R675
1	26	1	22	19	24	1	15	10	24	25	10	1	25	7	5	1	24	1	18	14	11	14	19	1	22	3	24	8	9
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3	78	54	74	72	77	3	67	62	76	78	63	3	78	60	58	54	77	3	71	68	65	68	72	3	76	57	78	62	63
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11	286	262	283	281	286	11	277	273	287	289	274	11	290	272	270	267	290	11	284	281	279	282	287	11	291	272	294	277	279
12	312	288	309	307	312	12	303	299	313	315	301	12	316	298	297	293	317	12	311	308	305	308	314	12	318	299	321	304	306
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21	547	523	544	543	548	21	539	535	550	552	538	21	554	536	535	532	556	21	551	548	546	549	555	21	559	541	563	547	549
22	573	549	570	569	574	22	566	562	576	579	565	22	580	563	562	559	583	22	577	575	573	576	582	22	586	567	590	574	576
23	599	575	596	595	601	23	592	588	603	605	591	23	607	589	588	585	609	23	604	601	599	603	608	23	613	594	617	601	603
24	625	601	622	621	627	24	618	614	629	631	617	24	633	616	615	612	636	24	631	628	626	630	635	24	640	621	644	628	630
25	651	627	648	647	653	25	644	640	655	658	644	25	660	642	641	638	663	25	657	655	653	656	662	25	667	648	670	655	657

Pupil	R676	R677	R678	R679	R680	Pupil	R681	R682	R683	R684	R685	Pupil	R686	R687	R688	R689	R690	Pupil	R691	R692	R693	R694	R695	Pupil	R696	R697	R698	R699	R700
1	20	23	7	6	26	1	5	1	26	2	14	1	14	17	1	12	28	1	8	14	6	2	18	1	6	18	7	14	2
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5	128	131	115	115	135	5	114	110	135	111	123	5	124	127	111	122	138	5	118	125	117	113	129	5	117	130	118	126	114
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11	290	294	278	278	298	11	277	274	299	275	288	11	288	292	276	288	304	11	284	291	283	280	296	11	284	297	286	293	282
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14	371	375	359	359	380	14	359	356	381	357	370	14	370	375	359	371	386	14	367	374	366	363	379	14	368	381	370	377	366
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23	614	619	604	604	625	23	604	601	627	603	617	23	617	622	607	619	635	23	616	623	616	613	630	23	619	632	621	629	618
24	641	646	631	631	652	24	631	628	654	631	644	24	645	649	634	646	662	24	643	651	643	640	657	24	646	659	649	657	646
25	669	673	658	658	679	25	658	656	681	658	671	25	672	677	662	674	690	25	671	678	671	668	685	25	674	687	677	685	674

Pupil	R701	R702	R703	R704	R705	Pupil	R706	R707	R708	R709	R710	Pupil	R711	R712	R713	R714	R715	Pupil	R716	R717	R718	R719	R720	Pupil	R721	R722	R723	R724	R725
1	23	10	23	13	17	1	3	2	12	5	8	1	22	8	22	12	24	1	10	1	25	25	19	1	28	9	17	21	26
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9	247	234	248	238	243	9	229	228	239	232	236	9	250	236	251	240	253	9	239	230	255	255	249	9	259	240	248	252	258
10	275	262	276	266	271	10	257	256	267	261	264	10	278	264	279	269	282	10	268	259	284	284	278	10	287	269	277	281	287
11	303	290	304	294	299	11	286	284	296	289	292	11	307	293	308	297	310	11	297	288	313	312	307	11	316	298	306	310	316
12	331	318	332	323	327	12	314	313	324	317	321	12	335	321	336	326	339	12	325	316	341	341	336	12	345	327	335	339	345
13	359	346	360	351	356	13	342	341	352	346	349	13	364	350	365	354	367	13	354	345	370	370	365	13	374	356	364	368	374
14	387	375	388	379	384	14	370	369	381	374	378	14	392	378	393	383	396	14	383	374	399	399	393	14	403	385	393	397	403
15	415	403	416	407	412	15	399	398	409	402	406	15	421	407	422	411	425	15	411	402	428	427	422	15	432	413	422	426	432
16	444	431	444	435	440	16	427	426	437	431	434	16	449	435	450	440	453	16	440	431	456	456	451	16	460	442	451	455	461
17	472	459	473	463	468	17	455	454	466	459	463	17	477	464	479	468	482	17	468	460	485	485	480	17	489	471	480	484	490
18	500	487	501	492	497	18	483	482	494	487	491	18	506	492	507	497	510	18	497	488	514	514	509	18	518	500	508	513	519
19	528	515	529	520	525	19	512	511	522	516	520	19	534	521	536	526	539	19	526	517	542	543	537	19	547	529	537	542	548
20	556	543	557	548	553	20	540	539	551	544	548	20	563	549	564	554	568	20	554	546	571	571	566	20	576	558	566	571	577
21	584	571	585	576	581	21	568	567	579	573	576	21	591	578	593	583	596	21	583	575	600	600	595	21	605	587	595	600	606
22	612	599	613	604	609	22	596	596	607	601	605	22	620	606	621	611	625	22	612	603	629	629	624	22	634	616	624	629	635
23	640	627	641	632	638	23	625	624	636	629	633	23	648	635	650	640	653	23	640	632	657	658	653	23	662	644	653	658	664
24	668	655	669	660	666	24	653	652	664	658	662	24	677	663	678	668	682	24	669	661	686	686	681	24	691	673	682	687	693
25	696	683	698	689	694	25	681	680	692	686	690	25	705	692	707	697	711	25	698	689	715	715	710	25	720	702	711	716	722

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Pupil	R726	R727	R728	R729	R730	Pupil	R731	R732	R733	R734	R735	Pupil	R736	R737	R738	R739	R740	Pupil	R741	R742	R743	R744	R745	Pupil	R746	R747	R748	R749	R750
1	9	13	4	2	3	1	24	1	28	6	19	1	7	25	24	10	18	1	14	24	18	2	9	1	28	3	23	12	20
2	38	42	33	31	33	2	53	30	57	35	48	2	37	55	54	40	47	2	44	53	48	32	39	2	58	33	53	42	50
3	67	71	62	61	62	3	82	60	87	64	78	3	66	84	83	69	77	3	73	83	78	61	69	3	88	63	83	72	80
4	96	100	92	90	91	4	111	89	116	94	107	4	95	114	113	99	106	4	103	113	107	91	98	4	118	93	113	102	110
5	125	129	121	119	120	5	140	118	145	123	136	5	125	143	142	129	136	5	133	143	137	121	128	5	147	122	143	132	140
6	154	158	150	148	149	6	170	147	175	153	166	6	154	173	172	158	166	6	162	172	167	151	158	6	177	152	173	162	170
7	183	187	179	177	179	7	199	177	204	182	195	7	184	202	201	188	195	7	192	202	197	181	188	7	207	182	203	192	200
8	212	216	208	206	208	8	228	206	233	211	225	8	213	232	231	217	225	8	221	232	226	210	218	8	237	212	233	222	230
9	241	245	237	235	237	9	257	235	263	241	254	9	243	261	260	247	254	9	251	261	256	240	247	9	267	242	262	252	260
10	270	274	266	265	266	10	287	264	292	270	283	10	272	291	290	276	284	10	281	291	286	270	277	10	297	272	292	282	290
11	299	304	295	294	295	11	316	294	321	299	313	11	302	320	319	306	314	11	310	321	316	300	307	11	326	302	322	311	320
12	328	333	324	323	325	12	345	323	351	329	342	12	331	350	349	335	343	12	340	350	345	329	337	12	356	332	352	341	350
13	357	362	354	352	354	13	374	352	380	358	372	13	360	379	379	365	373	13	370	380	375	359	367	13	386	361	382	371	380
14	386	391	383	381	383	14	404	382	409	387	401	14	390	408	408	395	402	14	399	410	405	389	396	14	416	391	412	401	410
15	415	420	412	410	412	15	433	411	439	417	430	15	419	438	438	424	432	15	429	439	434	419	426	15	446	421	442	431	440
16	444	449	441	440	441	16	462	440	468	446	460	16	449	467	467	454	462	16	459	469	464	448	456	16	476	451	472	461	470
17	473	478	470	469	471	17	491	469	497	475	489	17	478	497	497	483	491	17	488	499	494	478	486	17	506	481	502	491	500
18	502	507	499	498	500	18	521	499	526	505	519	18	508	526	526	513	521	18	518	528	524	508	516	18	535	511	532	521	530
19	531	536	528	527	529	19	550	528	556	534	548	19	537	556	556	542	550	19	547	558	553	538	545	19	565	541	562	551	560
20	560	565	557	556	558	20	579	557	585	564	577	20	567	585	585	572	580	20	577	588	583	567	575	20	595	571	592	581	590
21	589	594	587	585	587	21	608	587	614	593	607	21	596	615	615	601	610	21	607	617	613	597	605	21	625	600	621	611	620
22	619	623	616	615	617	22	638	616	644	622	636	22	625	644	644	631	639	22	636	647	642	627	635	22	655	630	651	641	650
23	648	653	645	644	646	23	667	645	673	652	666	23	655	674	674	661	669	23	666	677	672	657	665	23	685	660	681	671	680
24	677	682	674	673	675	24	696	674	702	681	695	24	684	703	703	690	698	24	696	706	702	686	694	24	714	690	711	701	710
25	706	711	703	702	704	25	725	704	732	710	724	25	714	733	733	720	728	25	725	736	732	716	724	25	744	720	741	731	740

Pupil	R751	R752	R753	R754	R755	Pupil	R756	R757	R758	R759	R760	Pupil	R761	R762	R763	R764	R765	Pupil	R766	R767	R768	R769	R770	Pupil	R771	R772	R773	R774	R775
1	23	17	20	19	2	1	28	12	15	7	23	1	10	15	16	5	29	1	11	26	29	12	12	1	3	2	18	27	31
2	53	47	50	49	32	2	58	42	45	37	54	2	40	46	47	35	59	2	41	56	59	43	43	2	34	33	49	58	62
3	83	77	80	79	62	3	89	73	76	68	84	3	71	76	77	66	90	3	72	87	90	74	73	3	65	64	80	89	93
4	113	107	110	109	92	4	119	103	106	98	115	4	101	107	108	96	121	4	103	118	121	105	104	4	95	95	111	120	124
5	143	137	140	140	122	5	149	133	136	128	145	5	131	137	138	127	151	5	133	148	152	136	135	5	126	126	142	151	155
6	174	167	170	170	153	6	179	163	166	159	175	6	162	168	169	158	182	6	164	179	182	166	166	6	157	156	173	182	186
7	204	197	200	200	183	7	210	194	197	189	206	7	192	198	199	188	212	7	195	210	213	197	197	7	188	187	204	213	217
8	234	227	231	230	213	8	240	224	227	219	236	8	223	229	230	219	243	8	225	241	244	228	227	8	219	218	235	244	248
9	264	257	261	260	243	9	270	254	257	250	267	9	253	259	260	249	274	9	256	271	274	259	258	9	250	249	266	275	279
10	294	287	291	290	273	10	300	284	288	280	297	10	284	290	291	280	304	10	287	302	305	289	289	10	280	280	297	306	310
11	324	317	321	321	304	11	331	315	318	310	327	11	314	320	321	310	335	11	317	333	336	320	320	11	311	311	327	337	341
12	354	347	351	351	334	12	361	345	348	341	358	12	345	351	352	341	365	12	348	363	367	351	351	12	342	342	358	368	372
13	384	378	381	381	364	13	391	375	379	371	388	13	375	381	382	371	396	13	378	394	397	382	381	13	373	373	389	399	403
14	414	408	411	411	394	14	421	406	409	402	419	14	405	411	413	402	427	14	409	425	428	412	412	14	404	403	420	430	434
15	444	438	441	441	424	15	452	436	439	432	449	15	436	442	444	433	457	15	440	455	459	443	443	15	435	434	451	461	465
16	474	468	471	471	455	16	482	466	470	462	479	16	466	472	474	463	488	16	470	486	490	474	474	16	465	465	482	492	496
17	504	498	502	501	485	17	512	496	500	493	510	17	497	503	505	494	518	17	501	517	520	505	505	17	496	496	513	523	527
18	534	528	532	532	515	18	542	527	530	523	540	18	527	533	535	524	549	18	532	547	551	535	535	18	527	527	544	554	558
19	564	558	562	562	545	19	573	557	561	553	571	19	558	564	566	555	580	19	562	578	582	566	566	19	558	558	575	585	589
20	594	588	592	592	575	20	603	587	591	584	601	20	588	594	596	585	610	20	593	609	612	597	597	20	589	589	606	616	620
21	624	618	622	622	606	21	633	618	621	614	631	21	619	625	627	616	641	21	624	639	643	628	628	21	620	620	637	647	651
22	654	648	652	652	636	22	663	648	652	644	662	22	649	655	657	646	671	22	654	670	674	658	659	22	651	650	668	678	682
23	684	678	682	682	666	23	694	678	682	675	692	23	679	686	688	677	702	23	685	701	705	689	689	23	681	681	698	709	713
24	714	708	712	713	696	24	724	708	712	705	723	24	710	716	718	708	733	24	715	731	735	720	720	24	712	712	729	740	744
25	744	739	743	743	726	25	754	739	743	736	753	25	740	747	749	738	763	25	746	762	766	751	751	25	743	743	760	770	775

Pupil	R776	R777	R778	R779	R780	Pupil	R781	R782	R783	R784	R785	Pupil	R786	R787	R788	R789	R790	Pupil	R791	R792	R793	R794	R795	Pupil	R796	R797	R798	R799	R800
1	22	30	9	10	24	1	19	25	20	15	1	1	4	11	28	25	14	1	9	19	31	10	31	1	11	6	24	9	16
2	53	61	41	42	55	2	50	56	52	46	32	2	36	42	59	56	45	2	41	51	63	41	63	2	43	38	56	41	48
3	85	92	72	73	86	3	81	88	83	78	64	3	67	74	91	88	77	3	72	83	95	73	94	3	75	70	88	73	80
4	116	123	103	104	118	4	112	119	114	109	95	4	99	105	122	119	108	4	104	114	127	105	126	4	107	102	120	105	112
5	147	154	134	135	149	5	144	150	145	141	127	5	130	137	154	151	140	5	136	146	158	137	158	5	138	134	152	137	144
6	178	185	165	166	180	6	175	182	177	172	158	6	162	168	185	183	172	6	167	178	190	168	190	6	170	166	184	169	176
7	209	216	196	197	211	7	206	213	208	203	189	7	193	200	217	214	203	7	199	209	222	200	222	7	202	198	216	200	208
8	240	247	227	229	242	8	237	244	239	235	221	8	224	231	248	246	235	8	230	241	254	232	253	8	234	229	248	232	240
9	271	278	258	260	274	9	269	275	271	266	252	9	256	263	280	277	266	9	262	273	285	264	285	9	266	261	280	264	272
10	302	309	290	291	305	10	300	307	302	297	284	10	287	294	311	309	298	10	294	304	317	295	317	10	298	293	312	296	304
11	333	340	321	322	336	11	331	338	333	329	315	11	319	326	343	340	330	11	325	336	349	327	349	11	330	325	344	328	336
12	364	372	352	353	367	12	362	369	365	360	346	12	350	357	374	372	361	12	357	368	380	359	381	12	361	357	376	360	368
13	395	403	383	384	398	13	394	401	396	391	378	13	382	388	406	403	393	13	389	399	412	391	412	13	393	389	407	392	400
14	426	434	414	416	430	14	425	432	427	423	409	14	413	420	437	435	424	14	420	431	444	422	444	14	425	421	439	424	432
15	457	465	445	447	461	15	456	463	459	454	441	15	445	451	469	467	456	15	452	463	476	454	476	15	457	453	471	456	464
16	488	496	476	478	492	16	487	494	490	485	472	16	476	483	500	498	488	16	484	495	507	486	508	16	489	484	503	488	496
17	519	527	507	509	523	17	519	526	521	517	503	17	507	514	532	530	519	17	515	526	539	518	540	17	521	516	535	520	528
18	550	558	538	540	554	18	550	557	553	548	535	18	539	546	564	561	551	18	547	558	571	549	571	18	552	548	567	552	560
19	581	589	570	571	586	19	581	588	584	580	566	19	570	577	595	593	582	19	579	590	602	581	603	19	584	580	599	584	592
20	612	620	601	603	617	20	612	619	615	611	598	20	602	609	627	624	614	20	610	621	634	613	635	20	616	612	631	616	624
21	643	651	632	634	648	21	644	651	647	642	629	21	633	640	658	656	646	21	642	653	666	645	667	21	648	644	663	648	656
22	674	682	663	665	679	22	675	682	678	674	660	22	665	672	690	688	677	22	673	685	698	676	699	22	680	676	695	680	688
23	705	713	694	696	710	23	706	713	709	705	692	23	696	703	721	719	709	23	705	716	729	708	730	23	712	708	727	712	720
24	736	745	725	727	742	24	737	745	741	736	723	24	728	735	753	751	740	24	737	748	761	740	762	24	743	739	759	744	752
25	767	776	756	758	773	25	768	776	772	768	755	25	759	766	784	782	772	25	768	780	793	772	794	25	775	771	790	776	784

Pupil	R801	R802	R803	R804	R805	Pupil	R806	R807	R808	R809	R810	Pupil	R811	R812	R813	R814	R815	Pupil	R816	R817	R818	R819	R820	Pupil	R821	R822	R823	R824	R825
1	27	21	5	2	11	1	21	2	3	32	5	1	23	16	15	18	32	1	24	30	18	4	12	1	26	27	26	7	2
2	59	53	37	34	44	2	53	34	35	64	37	2	56	48	47	51	65	2	57	63	51	37	44	2	58	60	59	40	35
3	91	85	69	66	76	3	86	67	68	96	70	3	88	81	80	83	97	3	90	96	83	69	77	3	91	93	92	73	68
4	123	117	101	98	108	4	118	99	100	129	102	4	120	113	112	116	130	4	122	128	116	102	110	4	124	126	125	106	101
5	155	149	133	130	140	5	150	131	132	161	134	5	153	146	145	148	162	5	155	161	149	135	143	5	157	159	158	139	134
6	187	181	166	163	172	6	182	163	165	193	167	6	185	178	177	181	195	6	188	194	181	168	176	6	190	192	191	172	167
7	219	213	198	195	205	7	215	196	197	226	199	7	218	211	210	214	228	7	220	226	214	201	208	7	223	225	224	205	200
8	251	245	230	227	237	8	247	228	229	258	232	8	250	243	242	246	260	8	253	259	247	233	241	8	255	258	257	238	233
9	283	277	262	259	269	9	279	260	262	290	264	9	283	276	275	279	293	9	286	292	280	266	274	9	288	290	290	271	266
10	315	310	294	291	301	10	311	293	294	323	296	10	315	308	308	311	325	10	318	324	312	299	307	10	321	323	322	304	299
11	347	342	326	323	333	11	344	325	326	355	329	11	348	341	340	344	358	11	351	357	345	332	340	11	354	356	355	337	332
12	379	374	358	356	366	12	376	357	359	388	361	12	380	373	373	376	391	12	383	390	378	364	372	12	387	389	388	370	365
13	411	406	390	388	398	13	408	389	391	420	394	13	412	406	405	409	423	13	416	422	410	397	405	13	420	422	421	403	398
14	443	438	423	420	430	14	440	422	423	452	426	14	445	438	438	441	456	14	449	455	443	430	438	14	453	455	454	435	431
15	476	470	455	452	462	15	472	454	456	485	458	15	477	470	470	474	488	15	481	488	476	463	471	15	485	488	487	468	464
16	508	502	487	484	494	16	505	486	488	517	491	16	510	503	503	507	521	16	514	521	509	495	504	16	518	521	520	501	497
17	540	534	519	516	527	17	537	518	520	549	523	17	542	535	535	539	554	17	547	553	541	528	536	17	551	553	553	534	530
18	572	566	551	549	559	18	569	551	553	582	556	18	575	568	568	572	586	18	579	586	574	561	569	18	584	586	586	567	563
19	604	598	583	581	591	19	601	583	585	614	588	19	607	600	600	604	619	19	612	619	607	594	602	19	617	619	619	600	596
20	636	630	615	613	623	20	634	615	617	646	620	20	639	633	633	637	651	20	645	651	639	626	635	20	650	652	652	633	629
21	668	662	647	645	655	21	666	648	650	679	653	21	672	665	665	669	684	21	677	684	672	659	668	21	682	685	685	666	662
22	700	694	680	677	688	22	698	680	682	711	685	22	704	698	698	702	717	22	710	717	705	692	700	22	715	718	718	699	695
23	732	727	712	709	720	23	730	712	714	744	718	23	737	730	730	734	749	23	742	749	738	725	733	23	748	751	750	732	728
24	764	759	744	742	752	24	763	744	746	776	750	24	769	763	763	767	782	24	775	782	770	757	766	24	781	784	783	765	761
25	796	791	776	774	784	25	795	777	779	808	782	25	802	795	795	800	814	25	808	815	803	790	799	25	814	817	816	798	7

IF THERE ARE MORE THAN 825 PUPILS IN A SCHOOL

The tables above cover all cases from 26 to 825 Grade 6 pupils in a school. However, there are one or two SACMEQ countries where it is possible that the enrolments at Grade 6 level could exceed 825. **In this case follow the steps given in the example below to generate 25 numbers for selecting pupils.**

Example: Consider a school with 935 Grade 6 pupils.

First: Divide the total number of grade 6 pupils by 25 to obtain the “interval”.

That is $935/25 = 37.4$.

Second: Choose a number about half way between 1 and 37.4 as the “starting number”.

For example let us choose 18.

Third 3: To the starting number” add the “interval” 24 times – then round to obtain the pupil selection numbers.

Step	Add Increments of 37.4	Total	Selection Number
1	starting number =	18.0	18
2	plus 37.4 =	55.4	55
3	plus 37.4 =	92.8	93
4	"	130.2	130
5	"	167.6	168
6	"	205.0	205
7	"	242.4	242
8	"	279.8	280
9	"	317.2	317
10	"	354.6	355
11	"	392.0	392
12	"	429.4	429
13	"	466.8	467
14	"	504.2	504
15	"	541.6	542
16	"	579.0	579
17	"	616.4	616
18	"	653.8	654
19	"	691.2	691
20	"	728.6	729
21	"	766.0	766
22	"	803.4	803
23	"	840.8	841
24	plus 37.4 =	878.2	878
25	plus 37.4 =	915.6	916