



**Afghanistan SABER SERVICE DELIVERY
EDUCATION SURVEY
2017**

Module 6A – Teacher Assessment

Teacher Background Information



Part A

Teacher Background Information

QUESTIONS 1 – 4 TO BE COMPLETED BEFORE INTERVIEW

Enumerator Note: ALL teachers from Module 2A must be given this assessment

		Name(s)	Code
1.	Enumerator		_ _ _ _
2.	School Name and Survey Code		_ _ _ _ _ _ _ _ _ _ _ _ _ _
3.	School EMIS Code/Registration Number		_ _ _ _ _ _ _ _ _ _ _ _ _ _
4.	Date	<i>Day/Month/Year (e.g. 15/04/16)</i>	_ _ _ / _ _ _ / _ _ _

Supervision			Code	Response	Signature	Date
				1.		2.
5.	Questionnaire Review	a. Enumerator	<u>Survey results codes:</u> Questionnaire completed = 1 Incomplete questionnaire = 2 School closed = 3 Refused = 4	_ _		_ _ _ / _ _ _ / _ _ _
		b. Supervisor		_ _		_ _ _ / _ _ _ / _ _ _
		c. Data Entrant		_ _		_ _ _ / _ _ _ / _ _ _

Module 6 Comments:

Teachers: Please provide information about yourself beginning with Question 7:

6.	Teacher Code	From Module 2A	_ _ _ _ _ _
7.	Teacher Name		
8.	Age	Number	_ _ _ _
9.	Sex	1= Male <input type="checkbox"/> 2= Female <input type="checkbox"/>	_ _
10.	What grades do you normally teach <u>this academic year (2016)</u> ?	Number (1-9) 98 = Pre-Primary 1 or 2 99 = Special needs	ENTER UP TO THREE Grade _ _ Grade _ _ Grade _ _
11.	What Grades did you mostly teach in the last school year?	Number (1-9) 8 = Pre-Primary 9 = Special needs	ENTER UP TO THREE Grade _ _ Grade _ _ Grade _ _
12.	What subject(s) do you normally teach?	1 = Dari <input type="checkbox"/> 2 = Pashto <input type="checkbox"/> 3 = Mathematics <input type="checkbox"/> 99 = Other (Specify)	_ _ _ _ _ _ _____
13.	In what year did you begin teaching?	Year (e.g. 1990)	_ _ _ _ _ _ _ _
14.	What is the highest level of education you have completed?	1 = Grade 6 complete <input type="checkbox"/> 2 = Grade 9 complete <input type="checkbox"/> 3 = Grade 12 complete <input type="checkbox"/> 4 = Grade 14 complete <input type="checkbox"/> (teacher training) 5 = University degree(bachelor) <input type="checkbox"/> 6 = University degree (master) <input type="checkbox"/> 7 = University degree (doctoral) <input type="checkbox"/> 99 = Other (specify)	_ _ _____
15.	Have you completed teacher training college?	1 = Yes <input type="checkbox"/> 2 = No <input type="checkbox"/>	_ _
16.	What subject did you complete your teacher training in?	1 = Language – Dari <input type="checkbox"/> 2 = Language – Pashtu <input type="checkbox"/> 3 = Language – Uzbeki <input type="checkbox"/> 4 = Mathematics <input type="checkbox"/> 5 = Science <input type="checkbox"/> 6 = Social science <input type="checkbox"/> 7 = Islamic Studies <input type="checkbox"/> 8 = Natural Science <input type="checkbox"/> 9 = History <input type="checkbox"/> 10 = Geography <input type="checkbox"/> 11 = foreign language (English) <input type="checkbox"/> 99 = Other (specify)	_ _ _____
17.	When did you complete your highest level of teacher training?	Year (e.g. 1990)	_ _ _ _ _ _ _ _
18.	Did you teach in this school in the last school year?	1 = Yes <input type="checkbox"/> 2 = No <input type="checkbox"/>	_ _



**Afghanistan SABER SERVICE DELIVERY
EDUCATION SURVEY
2017**

Module 6B – Teacher Assessment

Language (Dari/Pashto)



Background Information

QUESTIONS 1 – 4 TO BE COMPLETED BEFORE INTERVIEW

Enumerator Note: ALL teachers from Module 2A must be given this assessment

		Name(s)	Code
1.	Enumerator		_ _ _ _
2.	School Name and Survey Code		_ _ _ _ _ _ _ _ _ _ _ _ _ _
3.	School EMIS Code/Registration Number		_ _ _ _ _ _ _ _ _ _ _ _ _ _
4.	Date	Day/Month/Year (e.g. 15/04/16)	_ _ _ / _ _ _ / _ _ _

Supervision			Code	Response	Signature	Date
				1.		Day/Month/Year (e.g. 15/04/12)
						2.
5.	Questionnaire Review	a. Enumerator	<u>Survey results codes:</u> Questionnaire completed = 1 Incomplete questionnaire = 2 School closed = 3 Refused = 4	_ _		_ _ _ / _ _ _ / _ _ _
		b. Supervisor		_ _		_ _ _ / _ _ _ / _ _ _
		c. Data Entrant		_ _		_ _ _ / _ _ _ / _ _ _

Module 6 Comments:

Part B: (30 minutes)

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

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- **You have 30 minutes to complete all the questions.**

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

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

- **Please ask if you have any questions.**

Sample Questions**Task A – Assess students' literacy**

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

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

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

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

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

A	<p>Write a letter to your friend telling her about your family.</p> <p>Dear Nima,</p> <p>How are you? I am fine. I want to tell about my family There is six people in my family.</p> <p>_____ you my family. There are people _____</p> <p>I want you to know my father He loves us very much and likes laugh with us evry day.</p> <p>_____ father. _____ likes to laugh _____ every _____</p> <p>Yours faithfully</p> <p>_____ faithfully _____</p> <p>From your Friend Hamed</p> <p>From your Friend _____</p>
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DO NOT TURN THE PAGE!
PLEASE WAIT FOR INSTRUCTIONS FROM THE ENUMERATOR

Task 1– Assess students’ literacy


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

		(A) Mark the child's answer correct or incorrect here	(B) Write the correct answers here
1	Complete the sentences with the correct words from the brackets		
	(a) <u>Does</u> (Does, Where, How many) is the hospital?	(a)	(a)
	(b) <u>When</u> (That, When, Because) I wake up, I brush my teeth.	(b)	(b)
	(c) I like sugar <u>which</u> (or, because, which) it is sweet	(c)	(c)
	(d) <u>How many</u> (Who, How much, How many) money do you have?	(d)	(d)
2	Complete the sentences with the correct words from the brackets		
	(a) <u>If</u> (Unless, If, Perhaps, Although) you tidy up your room, you won't get candy.	(a)	(a)
	(b) <u>Because</u> (When, If, Because, Although) I was telling the truth, my mother didn't believe me.	(b)	(b)
	(c) A person <u>who</u> (which, who, when, may) flies an airplane is a pilot.	(c)	(c)
	(d) My sister likes to read, <u>so</u> (so, although, perhaps, when) I have bought her a book.	(d)	(d)
	(e) If I were a doctor, I <u>shall</u> (will, would, shall, am able to) work in a hospital.	(e)	(e)
	(f) The accident <u>had seen</u> (see, saw, had seen, was seen) by three people.	(f)	(f)
3	Read the passage below and fill the blanks with the most suitable word to complete the story		
	Father: Javid, it is (a) <u>half</u> past seven.	(a)	(a)
	Get (b) _____.	(b)	(b)
	Today there is a (c) <u>big</u> football match at school.	(c)	(c)
	Juma: Father, I (d) <u>want</u> not go to school.	(d)	(d)
	I am (e) _____ scared to go.	(e)	(e)
	Everyone (f) <u>hates</u> me.	(f)	(f)
	The players want to beat (g) _____.	(g)	(g)
	(h) <u>where</u> do I have to go to school?	(h)	(h)
	Father: You are going and that is final. I will give you two (i) _____ why you	(i)	(i)
	have to go to school today. First, you are 40 (j) <u>years</u> old.	(j)	(j)
	Second, (k) <u>because</u> you are the football coach.	(k)	(k)

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

4.	<p>Write a letter to your sister telling her about your new school.</p> <p><i>Dear Fereshta</i></p> <hr/> <p><i>How is Mama and Baba at home how are everybody over there I wish you</i></p> <hr/> <p><i>happy holiday I went to tell you that my new school is better the old one I</i></p> <hr/> <p><i>have a lot of thing to tell you about my new school in Kabul. I want to tell you</i></p> <hr/> <p><i>that I like my new school the reason why is that in the village they use to used our</i></p> <hr/> <p><i>language to teach us so I do not understand how to speak correct Dari/Pashtu. I</i></p> <hr/> <p><i>use to speak broking Dari/Pashtu.</i></p> <hr/> <p><i>Good Bye</i></p> <hr/> <p><i>Your friend Lida</i></p> <hr/>

Section 3: Below is a passage given to a student in Grade Four. Please mark the answers using a ✓ for those answers that are correct and a ✗ for those answers that are not correct. For those answers that you mark ✗, you must write the correct answer in the space provided.

		(A) Mark the child's answer correct or incorrect here	(B) Write the correct answers here
5	<p>The Lonely Giraffe</p> <p>The jungle animals were a friendly bunch. Everyone took their turn to speak, but no one listened to the giraffe. After a while, the lonely giraffe stopped trying to speak to anyone. This went on for the rest of the long dry summer.</p>  <p>Then the rainy season came. The rain poured down for days. The animals huddled together beneath the bushes. Then the leopard heard a distant roar. But nobody could think what it was.</p> <p>The giraffe looked over the heads of the animals on the ground. His big eyes widened like saucers and he slowly bent down until the worried animals could hear him. "The river is flooding," said the giraffe. "A wall of water is racing down the valley and will soon be here."</p> <p>"What can we do?" asked the gazelle. "It's too late to run away."</p>		
	<p>a. Why did the animals huddle together beneath the bushes?</p> <p><input type="checkbox"/> A. It was raining <input checked="" type="checkbox"/> B. They were scared of the giraffe</p> <p><input type="checkbox"/> C. They heard a roar <input type="checkbox"/> D. It was hard to climb the trees</p>	(a)	(a)
	<p>b. "His big eyes widened like saucers." What do these words from the story tell you about the giraffe?</p> <p><input type="checkbox"/> A. He was glad <input checked="" type="checkbox"/> B. He was shocked</p> <p><input type="checkbox"/> C. He was angry <input type="checkbox"/> D. He was excited</p>	(b)	(b)
	<p>c. What made the roaring sound in the distance?</p> <p><input checked="" type="checkbox"/> A. A leopard <input type="checkbox"/> B. A flood <input type="checkbox"/> C. A monkey <input type="checkbox"/> D. A tree falling</p>	(c)	(c)



**Afghanistan SABER SERVICE DELIVERY
EDUCATION SURVEY
2017**

Module 6C – Teacher Assessment
Mathematics



Background Information

QUESTIONS 1 – 4 TO BE COMPLETED BEFORE INTERVIEW

Enumerator Note 1: ALL teachers from Module 2A must be given this assessment

		Name(s)	Code
1.	Enumerator		_ _ _
2.	School Name and Survey Code		_ _ _ _ _ _ _
3.	School EMIS Code/Registration Number		_ _ _ _ _ _ _ _ _ _ _ _
4.	Date	<i>Day/Month/Year (e.g. 15/04/16)</i>	_ _ _ / _ _ _ / _ _ _

Supervision			Code	Response	Signature	Date
				1.		2.
5.	Questionnaire Review	a. Enumerator	<u>Survey results codes:</u> <i>Questionnaire completed = 1</i> <i>Incomplete questionnaire = 2</i> <i>School closed = 3</i> <i>Refused = 4</i>	_ _		_ _ _ / _ _ _ / _ _ _
		b. Supervisor		_ _		_ _ _ / _ _ _ / _ _ _
		c. Data Entrant		_ _		_ _ _ / _ _ _ / _ _ _

Module 6 Comments:

Part C: (20 minutes)

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

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- You have 30 minutes to complete all the questions.
- Answer all the questions. For each question, put your answer in this booklet in the space provided.
- DO NOT use a calculator or any electronic object during the period of the test.
- Please ask if you have any questions.

Sample Questions**Task B – Assess student's numeracy**

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

For example:





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

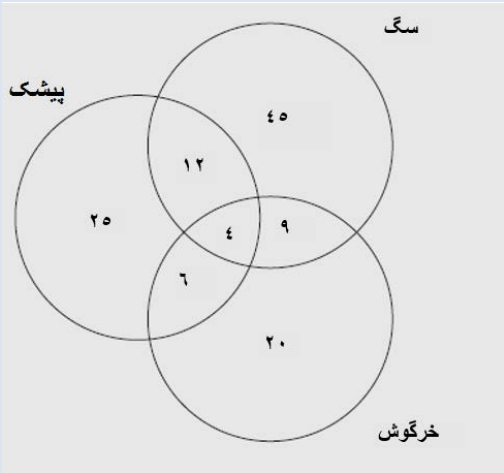
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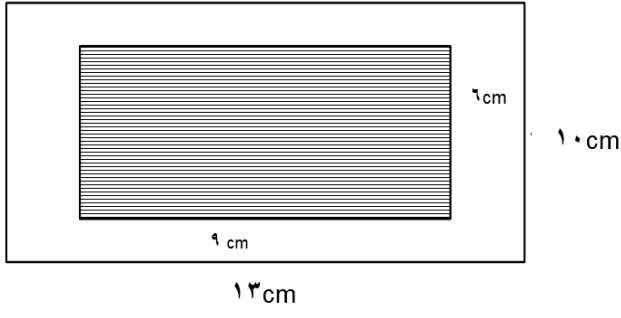
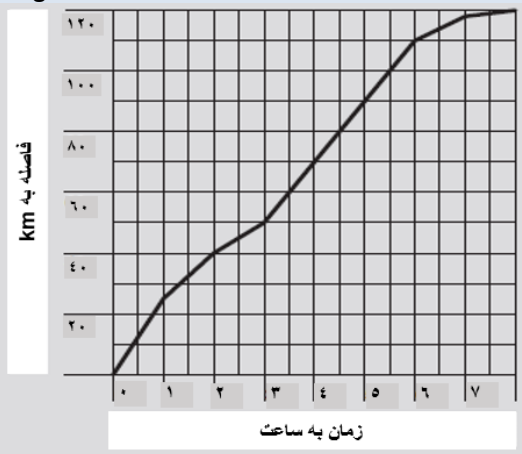
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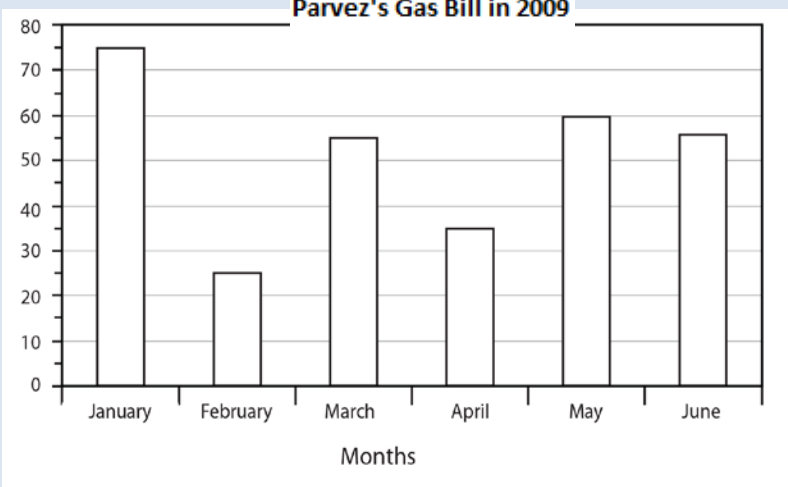

Task 2 – Assess students' numeracy

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

		(A) Mark the student's answer correct or incorrect here	(B) Write the correct answers here
1	<p>Write the missing numbers in the box below</p> <p>(a) $8 + 7 =$ 15</p> <p>(b) $28 + 27 =$ 45</p> <p>(c) $345 + 145 =$ 685</p> <p>(d) $8 - 5 =$ 3</p> <p>(e) $57 - 49 =$ 8</p> <p>(f) $443 - 122 =$ 331</p> <p>(g) $37 \times 40 =$ 3710</p> <p>(h) $214 \times 104 =$ 33011</p> <p>(i) $75 \div 5 =$ 15</p> <p>(j) $369 \div 3 =$ 110</p>	<p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p> <p>(e)</p> <p>(f)</p> <p>(g)</p> <p>(h)</p> <p>(i)</p> <p>(j)</p>	<p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p> <p>(e)</p> <p>(f)</p> <p>(g)</p> <p>(h)</p> <p>(i)</p> <p>(j)</p>
2	<p>Which rectangle is $\frac{1}{3}$ shaded?</p> <p>(a). </p> <p>(b). </p> <p>(c). </p> <p>(d). </p>		
3	<p>Ali had 16 apples. He gave away 4 apples. Then Ali divided the remaining apples equally between two baskets.</p> <p>How many apples did Ali put in each basket?</p> <p>(a) 6</p> <p>(b) 8</p> <p>(c) 10</p> <p>(d) 12</p>		

		(A) Mark the student's answer correct or incorrect here	(B) Write the correct answers here
4	<p>Hanif started to write a number pattern</p> <p>6, 13, 20, 27, ...</p> <p>He adds the same number each time to get the next number.</p> <p>What is the next number he should write in the pattern?</p> <p><u>Answer:</u> 34</p>		
5	<p>Children in Grade 5 did a survey of how many people have various pets. They drew this Venn diagram.</p>  <p>a) How many people had cats?</p> <p>41</p> <p>b) Which animal was the least popular?</p> <p>Dogs</p>	<p>(a)</p> <p>(b)</p>	<p>(a)</p> <p>(b)</p>
6	<p>What is n?</p> $13n - 20 - 5n = 12$ $n = 2$		

		(A) Mark the student's answer correct or incorrect here	(B) Write the correct answers here
7	<p>What are the perimeter and the area of the shaded rectangle in the middle?</p>  <p>(a) Perimeter: 36 cm</p> <p>(b) Area: 90 cm²</p>	<p>(a)</p> <p>(b)</p>	<p>(a)</p> <p>(b)</p>
8	<p>Nasim took part in a sponsored cycle ride. This graph shows how far he rode and how long it took him.</p>  <p>a) Look at the graph. How far has Nasim ridden after 6 hours? 80 km</p> <p>b) Nasim started riding at 8.30 in the morning. How far had he gone at 12.00pm? 70 km</p>	<p>(a)</p> <p>(b)</p>	<p>(a)</p> <p>(b)</p>

		(A) Mark the student's answer correct or incorrect here	(B) Write the correct answers here														
9	<p>In 2008, Parvez paid the following amounts in the first six months for his gas bill.</p> <table><tr><td>Month</td><td>January</td><td>February</td><td>March</td><td>April</td><td>May</td><td>June</td></tr><tr><td>Cost (Afghani)</td><td>65</td><td>20</td><td>60</td><td>40</td><td>60</td><td>45</td></tr></table> <p>In 2009, Parvez paid the following amounts in the first six months for his gas bill.</p> <p>Parvez's Gas Bill in 2009</p>  <p>In some months, Parvez paid less for his gas bill in 2009 than in 2008. In which months?</p> <p>Answer: <u>March, June</u></p>	Month	January	February	March	April	May	June	Cost (Afghani)	65	20	60	40	60	45		
Month	January	February	March	April	May	June											
Cost (Afghani)	65	20	60	40	60	45											
10	<p>Bakari bought 5 notebooks, each notebook costs 250 Afghani, how much did he pay in total?</p> <p>(a) 1,050 Afghani (b) 2,900 Afghani (c) 1,250 Afghani (d) 2,100 Afghani</p>																
11	<p>This is the time Boktash starts to walk to his sister's house. The walk takes 45 minutes. What time did Boktash arrive?</p>  <p>Answer: <u>7:20</u></p>																



**Afghanistan SABER SERVICE DELIVERY
EDUCATION SURVEY
2017**

Module 6D – Teacher Assessment
Pedagogy



Part D: (35 minutes)

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

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- **You have 35 minutes to complete all the questions:**
- **Answer all the questions.** For each question, put your answer in this booklet in the space provided.
- **DO NOT** use a calculator or any electronic object during the period of the assessment.
- **Please ask if you have any questions.**

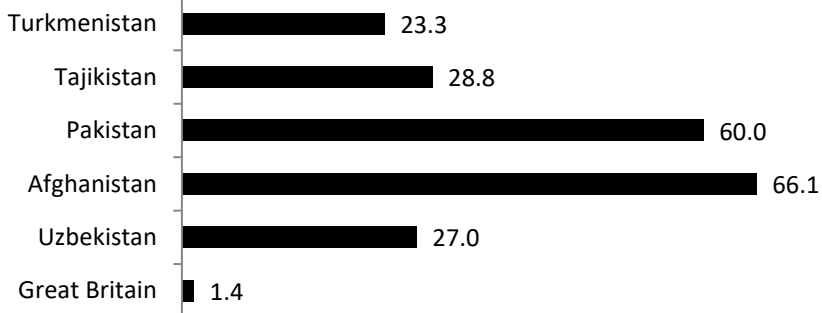
Part D: (35 minutes)**Task 3: Preparing to teach**

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

Read the article below:

Why road accidents happen

Another week, another horrific road accident - this time in Afghanistan.

Fatalities per 10,000 motor vehicles (1995)

SOURCE: The World Bank

A look through any of Asia's newspapers will reveal that they happen with depressing regularity. Despite public outrage at the time, little seems to happen to ensure safety on the roads. Governments frequently lack the political will or the funds to improve the situation.

In Pakistan in 1995 there were over 60 deaths for every 10,000 vehicles on the road. The figure for the United Kingdom for the same year was 1.4. The biggest group of victims is pedestrians followed by passengers in public service vehicles.

Who's to blame?

It is easy to lay the blame for this at the feet of individual reckless drivers. Last November, it was reported in the Afghanistan Times Daily newspapers that a mini-bus taxi caught up in morning traffic decided to drive into the opposing lane to face on-coming vehicles. It ran headlong into an articulated lorry, was flung into the Lagos lagoon, and everyone in the bus drowned.

Eyewitnesses of Sunday's crash in Afghanistan are saying that the two bus drivers were racing each other down the road.

Many stories of terrifying journeys involve a driver that is either drunk or on drugs. For their part, drivers of public service vehicles blame impatient passengers and also talk about the pressure to make money.

Government's role

Drawing from European experience, however, road safety experts say that national and local authorities must take action to curb traffic accidents. They could do this not only by overseeing a well maintained and clearly sign-posted road network, but also in ensuring that drivers and vehicles are properly licensed.

Anecdotal evidence suggests how easy it is to get a license through bribery or forgery. A BBC correspondent in Kabul described how the driving school that he joined made sure of a 100% pass rate by paying the examiners. Government attempts to crack down on unroadworthy vehicles are often short lived and difficult to monitor.

Traffic rules are in place but the police lack vehicles and equipment to enforce them.

Finance, of course, is one of the biggest problems. Many governments will strive to build a decent road network but there is little money left over to fund road safety projects.

Protest

Furthermore, if governments hope to raise money to improve the situation on the road, the motorist and public transport passengers will have to pay. Therefore, political opposition is likely. Politicians have to make a calculation about whether it can face off this opposition. Without a vocal road safety lobby this is unlikely.

Most Asian countries do not have the funds and road safety is not enough of a priority for the situation to change in the short term.

Answer the following questions based on the article above:

3a) Tell the students what the aims of the lesson are. (List 2 aims)

i.

ii.

3b) What specific learning outcomes do you want the students to achieve? (List 2 learning outcomes)

i.

ii.

3c) i. Write one question that you will ask students to determine whether they have a basic understanding of the lesson.

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

3d) Write a question that you will ask students to verify that they can apply what they have learned to another situation.

Group Activities: You will be asking the students to debate what governments should do about road accidents (one group) and why this is difficult (another group). Make a list of points for both groups based on the article:

3e) What can or should the government do about road accidents? (List 3 points)

i)

ii)

iii)

3f) Why is it difficult to address the problem of road accidents? (List 3 points)

i)

ii)

iii)

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

In this task, you are asked to make a judgment about the quality of student writing. Two pieces of writing from students in a primary school are given below. The students were asked to write a letter to a friend about their school. Please look at each piece of writing and analyze the letter to assess the student’s ability to write simple letters, use sentence structures correctly including past and present tenses, use a range of vocabulary, and use both within and between sentence punctuation. Then answer the questions that follow:

Susan’s letter:

Dear Sadaf

I hope you are fine and healthy where you are now. I want to tell you about our primary school our school is very clean it has four offices. I want you to know our headteacher the biggest office is for the headteacher Ms. Afsaneh. She is a very nice woman who dresses smartly The second office is for Mrs. Jane. Mrs Sahar is the deputy head teacher sometimes she has to run errands for the school when she is requested.

The third office is for the Senior teacher our Senior teacher is Mrs Manije. Mrs Manije is very nice and kind and tells us interesting stories. We enJoy learning in our school, And our school has a secretary She is Mrs Nakisa. She types letters She also keeps records. I think you will be pleased to know about our school.

Yours faithfuLLy

From your Loving Frend Susan

Mohammed’s letter:

Dear Sam,

name is Mohammed Rahim. I am wirting abaut my school. my school is called Community pramaruy school. my school have many puple. my school have Many teacher bat puple are many them teacher. my school have Seven classes and I am Stamdard frar. My school have flag of afghanistan. it have four coloce. my school have Flowers and tree and grass. My school have a gat and fens. my school is very clean. my school have a garden. my school have a vary big fild. my school have so very clean teacher and puple.

good beay my frend see you next time

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

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

Strengths:

i)

ii)

iii)

Weaknesses:

i)

ii)

iii)

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

Strengths:

i)

ii)

iii)

Weaknesses:

i)

ii)

iii)

Task 5 – Evaluating the learning achievements and progress of students

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

	NAME	SEX	TESTS		
			Language	Math	Social Studies
1	Navid	M	15	20	20
2	Yusuf	M	8	18	19
3	Mehran	M	12	12	14
4	Ahmed	M	11	14	10
5	Farid	M	17	6	17
6	Lida	F	8	13	19
7	Yasmin	F	12	11	14
8	Samira	F	11	12	18
9	Maryam	F	19	5	20
10	Donya	F	7	4	18

5a) What is the class average for language?

5b) Draw a bar graph that shows the average test results in mathematics for girls and the average test results in mathematics for boys. You do not need to use a ruler or measure precisely. Just a rough hand drawing will do.

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



**Afghanistan SABER SERVICE DELIVERY
EDUCATION SURVEY
2017**

Module 6E – Teacher Assessment



Part E: (20 minutes)

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

We thank you very much for participating in this exercise!

Please read and follow the instructions next page carefully

Enumerator note: Please collect up to 5 completed questionnaires for this exercise; to be given to 5 or 7 teachers randomly

Teachers: Please take 20 minutes in total to read each of the following statements and indicate whether you agree, disagree, or are neutral (mark only one column)

		Disagree	Neutral	Agree
1.	It is difficult to pay equal attention to all students in a large classroom			
2a.	Students deserve more of my attention if they are motivated to learn			
2b.	Students deserve more of my attention if they attend school regularly			
2c.	Students deserve more of my attention if they come to school with the material necessary to do school work (e.g. textbooks, papers, pencils...)			
2d.	Students deserve more of my attention if they have the necessary concepts and foundations from previous classes			
2e.	Students deserve more of my attention if their parents are involved in the education of their child			
2f.	Students deserve more of my attention if parents are willing to invest the necessary financial resources in their child's education			
2g.	Students deserve more of my attention if they are lagging behind in classwork/homework			
2h.	Students deserve more of my attention if they are performing well in my class			
3.	The main factor used to assess my performance as a teacher should be my students' test scores			
4.	Teachers are held responsible for student learning, even though learning is affected by many factors beyond the control of a teacher			
5a.	There is little I can do to help a student's learning if the student comes unprepared from previous grades			
5b.	There is little I can do to help a student's learning if students come to school unprepared to do school work (e.g. don't have textbooks, papers, pencils; haven't completed homework...)			
5c.	There is little I can do to help a student's learning if parents do not seek feedback from the teacher on student performance			
5d.	There is little I can do to help a student's learning if parents do not have the necessary education to help their child be more successful at school			
5e.	There is little I can do to help a student's learning if parents have too many personal/financial problems to be concerned with their child's performance at school			
6.	Teachers whose students perform well on official exams should receive additional bonuses for their hard work			
7.	Good teachers are able to help even the lowest performing students learn			
8a.	I am confident that I can motivate students to learn regardless of their financial status			
8b.	I am confident that I can compensate for the poor preparation some of my students received in the classes before mine			
8c.	I am confident that I can overcome the influences of a student's home environment on their performance			
9.	My promotion or transfer should partly be dependent on my student's performance on tests			
	Teachers are often required to be absent from school			
10a.	I think it is acceptable for me to be absent as long as I complete my assigned curriculum			
10b.	I think it is acceptable for me to be absent as long as I leave my students with work to do in my absence			
10c.	I think it is acceptable for me to be absent as long as I am doing something useful for the community			



**Afghanistan SABER SERVICE DELIVERY
EDUCATION SURVEY
2017
Module 6 – Scoring Sheet**



SABER SD Teacher Assessment Scoring Sheet

(Staple this scoring sheet to the front of the teacher assessment after completing)

School name		School Code	
Teacher name			
Marker name		Marker Code	

Module 6B: Language: Dari ☐Pashto ☐

Task 1: Section 1	Response Given? (A) 1= yes -4 = no response	Evaluation (A) 1= Correct 0= Incorrect	Response Given? (B) 1= yes -4 = no response	Evaluation (B) 1= Correct 0= Incorrect	Score (Evaluation A + B)
1a					
1b					
1c					
1d					
2a					
2b					
2c					
2d					
2e					
2f					
3a					
3b					
3c					
3d					
3e					
3f					
3g					
3h					
3i					
3j					
3k					

Task 1: Section 2	Response Given? <i>1= yes -4 = no response</i>	Score <i>1= Correct 0= Incorrect</i>	Task 1: Q4 (cont'd)	Response Given? <i>1= yes -4 = no response</i>	Score <i>1= Correct 0= Incorrect</i>
4a			4m		
4b			4n		
4c			4o		
4d			4p		
4e			4q		
4f			4r		
4g			4s		
4h			4t		
4i			4u		
4j			4v		
4k			4w		
4l					

Task 1: Section 3	Response Given? (A) <i>1= yes -4 = no response</i>	Evaluation (A) <i>1= Correct 0= Incorrect</i>	Response Given? (B) <i>1= yes -4 = no response</i>	Evaluation (B) <i>1= Correct 0= Incorrect</i>	Score (Evaluation A + B)
5a					
5b					
5c					

Module 6D:

Task 3	Response Given? <i>1= yes -4 = no response</i>	Score <i>1= Correct 0= Incorrect</i>
3a		
3b		
3c(i)		
3c(ii)		
3d		
3e		
3f		
Task 4		
4a		
4b		
Task 5		
5		
5b		
5c		