

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

October 2017

Nigeria TDP Endline Survey 2017. Teacher Development Needs Assessment instrument.

Your name													
Your telephone number	<table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>												
Name of school													
Address of school													
LGA													
State	Jigawa <input type="checkbox"/> Katsina <input type="checkbox"/> Zamfara <input type="checkbox"/>												

Dear Teacher,

We are conducting a survey to enable the Teacher Development Programme to determine progress and identify areas of improvement for more effective implementation.

We hope that the study will contribute to the improvement of the conditions of teaching and learning in the state and in particular, we shall be looking at what help can be provided to teachers to improve their professional knowledge.

Your help in completing the following four exercises is therefore very important. Individual results will not be published and your information will be kept confidential.


Thank you for your cooperation.

Teacher Development Programme

This test is expected to last 2 hours in total. It is made up of 4 exercises:

Exercise 1

In this exercise you will be asked to mark a Mathematics test paper that was taken by a student in Primary 4.

You will need to mark the answers correct  or incorrect **X**

For every answer that is marked incorrect **X** you are asked to fill in the correct answer in the space provided.

Exercise 2

In this exercise you will be asked to prepare an answer sheet to a reading comprehension test that will be given to a Grade 6 class. You will need to read two news reports about road accidents and traffic conditions in Africa and in Nigeria and answer the questions that follow.

Exercise 3

In this exercise you will be asked to attempt a number of classroom management tasks that you will come across in your own school every day. These are simple problems, requiring you to work out results that children achieve on class tests, to assess the standard of work produced by students, and to identify the kinds of learning support that a student might be given.

Exercise 4

In this exercise we will ask you to prepare worksheets for students in primary grade 4 on a number of topics in Basic Science and Technology.

Exercise 1

Mark the Primary 4 Mathematics paper that follows.

Please mark the answers using a ✓ for those answers that are correct and a ✗ for those answers that are not correct (see the example below).

For those answers that you mark ✗, you **should write the correct answer** in the space provided (see the example below).

If you do not write the correct answer, your response will be marked wrong.

Please allow 50 minutes for this task. You will be told when 50 minutes is up. It is suggested you then go onto the next task.

Example


		Mark correct or incorrect	Provide the correct answer	For research use only
1	<p>(6x5) - <input type="text" value="7"/> = 13</p>	✗	17	
2	<p>Complete the sequence below:</p> <p>50 <input type="text" value="75"/> 100 125 <input type="text" value="150"/> 175 200</p>	✓		

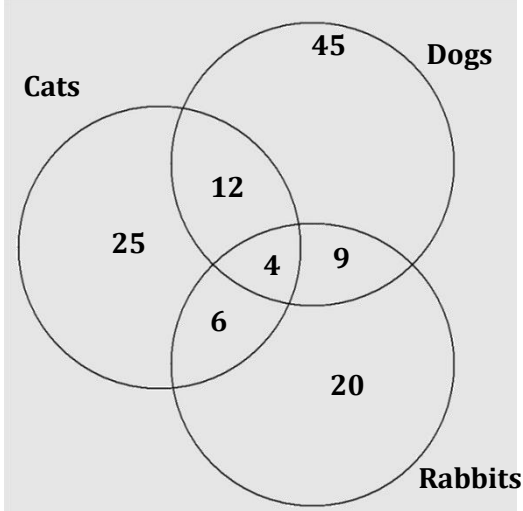
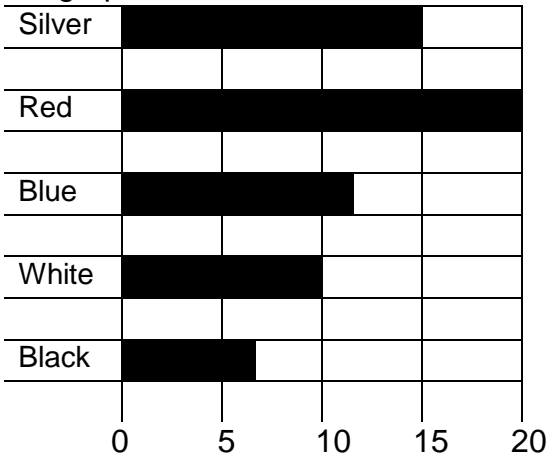
In Example 1, you mark the pupil incorrect and provide the answer '17' because the pupil was asked to fill in blank box to complete the computation but he/she provided the wrong answer '7'.

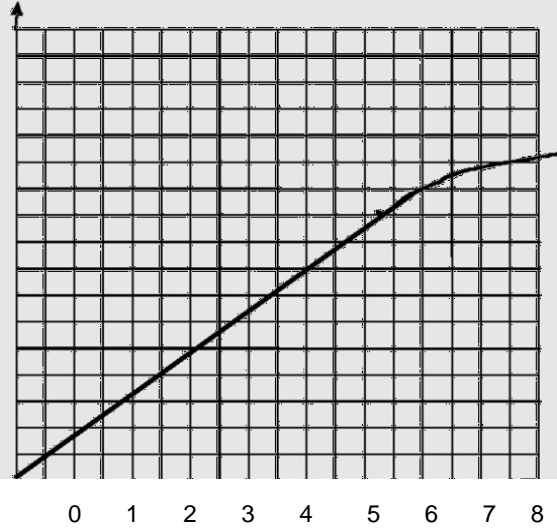
In Example 2, you mark the pupil correct because the pupil has filled in both of the blank boxes correct and completed the sequence.

		Mark correct or incorrect	Provide the correct answer	For research use only
1.	What is $532 - 167$? Ans: <input type="text" value="365"/>			[TW1]
2.	What is $5.7 - 2.157$? Ans: <input type="text" value="3.657"/>			[TW2]
3.	What is $1245 - 351$? Ans: <input type="text" value="994"/>			[TW3]
4.	What is $9.23 - 8.94$? Ans: <input type="text" value="1.29"/>			[TW4]
5.	What is $12.15 - 11.84$? Ans: <input type="text" value="0.31"/>			[TW5]
6.	Write the missing number in the boxes below : $6.3 \times \text{ } \boxed{100} \text{ } = 6300$			[TW6]
7.	Write the missing number in the boxes below : $1040 + 100 = \text{ } \boxed{2040}$			[TW7]
8.	Write the missing number in the boxes below : $7 \times \text{ } \boxed{50} \text{ } = 350$			[TW8]
9.	Look at the number sequence below. Write in the boxes the next two numbers. 15 45 75 105 <input type="text" value="125"/> <input type="text" value="145"/>			[TW9]
10.	Which of the following has the same value as 342? a) $3000 + 400 + 2$ b) $300 + 40 + 2$ c) $30 + 40 + 2$ <input checked="" type="radio"/> d) $3 + 4 + 2$			[TW10]

		Mark correct or incorrect	Provide the correct answer	For research use only
11.	Find the average of 56, 75, 82, 44 and 63 <input checked="" type="radio"/> a) 64 b) 44 c) 40 d) 34			[TW11]
12.	$\sqrt{16} =$ <input checked="" type="radio"/> a) 2 b) 8 c) 4 d) 5			[TW12]
13.	Which two numbers add up to make 0.81? <input checked="" type="radio"/> 0.24 0.9 0.09 0.51 <input checked="" type="radio"/> 0.57 0.17			[TW13]
14.	Divide 600 eggs equally among 30 pupils. a) 10 b) 15 <input checked="" type="radio"/> c) 20 d) 25			[TW14]
15.	What is the value of 11^2 ? a) 9 b) 22 <input checked="" type="radio"/> c) 112 d) 121			[TW15]
16.	2 exercise books cost N14. What is the cost of 15 exercise books? a) N1005 b) N125 <input checked="" type="radio"/> c) N115 d) N105			[TW16]

		Mark correct or incorrect	Provide the correct answer	For research use only																				
17.	<p>Change 7.29m to cm.</p> <p>a) 729cm b) 720cm c) 7290cm d) 72900cm</p>			[TW17]																				
18.	<p>Which of the following fractions is equivalent to 1/3:</p> <p>a) 5/15 b) 3/15 c) 3/12 d) 6/12</p>			[TW18]																				
19.	<p>This table shows the height of four children. Complete the table.</p> <table><tr><td></td><td>cm</td><td>m</td></tr><tr><td>Sam</td><td>150</td><td>15</td></tr><tr><td>Ann</td><td>139</td><td>13.9</td></tr><tr><td>Alice</td><td>151</td><td>1.15</td></tr></table>		cm	m	Sam	150	15	Ann	139	13.9	Alice	151	1.15		<table><tr><td>cm</td><td>m</td></tr><tr><td>150</td><td></td></tr><tr><td>139</td><td></td></tr><tr><td></td><td>1.15</td></tr></table>	cm	m	150		139			1.15	[TW19]
	cm	m																						
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cm	m																							
150																								
139																								
	1.15																							
20.	<p>This is the time Musa starts to walk to his sister’s house.</p> <p>The walk takes 45 minutes.</p> <div></div> <p>What time did Musa arrive?</p> <div><div>7.20</div></div>			[TW20]																				

		Mark correct or incorrect	Provide the correct answer	For research use only
21	<p>Children in Primary 5 did a survey of how many animals people kept.</p> <p>They drew this Venn</p>  <p>a) How many cats did people have?</p> <p><input type="text" value="41"/></p> <p>b) Which animal was the least popular?</p> <p>Cats Rabbits <u>Dogs</u></p>			<p>[TW21]</p> <p>[TW22]</p>
22	<p>Some children at school did a survey on the colour of their parent's cars.</p> <p>The results of the survey are shown in the graph below:</p>  <p>How many silver cars were counted by the children?</p> <p><input type="text" value="19"/></p>			<p>[TW23]</p>

		Mark correct or incorrect	Provide the correct answer	For research use only
23	<p>Joe took part in a sponsored cycle ride. This graph shows how far he rode and how long it took him.</p> <div><p>Distance (km)</p><p>Time in hours</p></div> <p>a) Look at the graph. How far has Joe ridden after 7 hours?</p> <div><div></div> km</div> <p>b) Joe started at riding at 8.30 in the morning. How far had he gone at 12.00pm?</p> <div><div></div> km</div>			<div>[TW24]</div> <div>[TW25]</div>

Exercise 2

There is a lot of evidence that many students in Nigeria do not read well. One of the concerns is that teachers do not teach students how to read. In this exercise we will ask you to fill in the missing information in order to prepare an answer sheet to a reading test aimed at Grade 6 and 7 students. The test is on a topic of general interest in Nigeria. You have been provided with two newspaper reports on the topics - *Why Road Accidents Happen* and *On the Bus in Lagos*. You will be guided through the steps.

Please allow 20 minutes for this task. You will be told when your 20 minutes is up. It is suggested you then go onto the next task.

A) Reading for factual information

Students will be given two newspaper reports to read and a number of questions to answer. Read the newspaper report '*Why Road Accidents Happen*' and fill in the missing information in the answer sheet below.

		For research use only
1)	How many people die in every ten-thousand (10,000) vehicle accidents in: Kenya Zimbabwe	 [TW26] [TW27]
2)	Which country records the highest proportion of road fatalities per 10,000 vehicle accidents? 	 [TW28]
3)	According to the bar chart, which African country has the lowest proportion of deaths from road accidents per 10,000 vehicle accident? 	 [TW29]

		For research use only
4)	Which group of road users suffer the most injuries or deaths? 	[TW30]
5)	What does the phrase 'the price is not just measured in human terms' mean? 	[TW31]

(B) Interpreting words, phrases of sentences

Read the newspaper report '*On the buses in Lagos*'. Prepare the answer sheet below:

		For research use only
1)	What does the phrase ' suffering and smiling ' mean? Write a few short sentences to explain.	[TW32]

		For research use only
2)	What does the Danfo driver Ismaila Ojo mean when he says ' If you don't hurry up the money will leave you behind '? Write a few short sentences to explain.	[TW33]
3)	Why does the lawyer Gabriel Odefe say ' They may have their potential dangers but my day won't be complete if I don't travel in one '? Write a few short sentences to explain.	[TW34]

		For research use only
5)	'44 sitting, 99 standing; suffering and smiling ... sang Fela, as he lambasted the Lagos authorities for the lack of a proper transport policy' . What is the singer trying to do with his song? Write a few short sentences to explain.	[TW36]
6)	The author writes: 'Despite their dangers and discomfort, the busses have one compensation – their entertainment value' . What are two experiences on the buses that the writer sees as entertaining?	[TW37]

Exercise 3

We are interested to know how teachers identify poor students and good students; how these students can be supported; and how their progress is monitored. Please allow 15 minutes for this task. You will be told when your 15 minutes is up. It is suggested you then go onto the next task.

In this task, we will give you some information about how girls and boys in Nigerian schools read and write. We will ask you to identify those pupils who do well and those who show promise and ask you to write your suggestions about how they might improve as students.

(A)

		For research use only																																																															
	<p>Students in a Primary 3 class in Nigeria were given 100 words to read. The table below shows the results.</p> <table border="1"> <thead> <tr> <th>Name</th><th>Sex</th><th>Number of words read correctly out of 100</th></tr> </thead> <tbody> <tr><td>Bolaji</td><td>M</td><td>0</td></tr> <tr><td>Yusuf</td><td>M</td><td>0</td></tr> <tr><td>Fagbemi</td><td>M</td><td>0</td></tr> <tr><td>Ahmed</td><td>M</td><td>6</td></tr> <tr><td>Afolabi</td><td>M</td><td>5</td></tr> <tr><td>Olu</td><td>M</td><td>13</td></tr> <tr><td>Mustafa</td><td>M</td><td>0</td></tr> <tr><td>Raufu</td><td>M</td><td>26</td></tr> <tr><td>James</td><td>M</td><td>21</td></tr> <tr><td>Omar</td><td>M</td><td>52</td></tr> <tr><td>Mary</td><td>F</td><td>13</td></tr> <tr><td>Janet</td><td>F</td><td>0</td></tr> <tr><td>Aisha</td><td>F</td><td>53</td></tr> <tr><td>Lami</td><td>F</td><td>0</td></tr> <tr><td>Amina</td><td>F</td><td>23</td></tr> <tr><td>Linda</td><td>F</td><td>44</td></tr> <tr><td>Agnes</td><td>F</td><td>0</td></tr> <tr><td>Laraba</td><td>F</td><td>0</td></tr> <tr><td>Saratu</td><td>F</td><td>22</td></tr> <tr><td>Maria</td><td>F</td><td>0</td></tr> </tbody> </table>	Name	Sex	Number of words read correctly out of 100	Bolaji	M	0	Yusuf	M	0	Fagbemi	M	0	Ahmed	M	6	Afolabi	M	5	Olu	M	13	Mustafa	M	0	Raufu	M	26	James	M	21	Omar	M	52	Mary	F	13	Janet	F	0	Aisha	F	53	Lami	F	0	Amina	F	23	Linda	F	44	Agnes	F	0	Laraba	F	0	Saratu	F	22	Maria	F	0	
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		For research use only															
1)	Use the information in the table above to complete the following table:																
	<table><tr><td></td><td>Reading 0</td><td>Reading 1-21 words</td><td>Reading 22-42 words</td><td>Reading more than 42 words</td></tr><tr><td>Boys</td><td></td><td></td><td>1</td><td></td></tr><tr><td>Girls</td><td>5</td><td></td><td></td><td></td></tr></table>		Reading 0	Reading 1-21 words	Reading 22-42 words	Reading more than 42 words	Boys			1		Girls	5				[TW38]
	Reading 0	Reading 1-21 words	Reading 22-42 words	Reading more than 42 words													
Boys			1														
Girls	5																

(B)

		For research use only												
<p>The table below shows the average results over three school terms (1 year) of a reading assessment for 20 primary 3 students in a school in Nigeria. Students were given 100 words to read.</p>														
	<table><tr><td></td><td>Term 1</td><td>Term 2</td><td>Term 3</td></tr><tr><td>Boys</td><td>12.3</td><td>35.0</td><td>42.1</td></tr><tr><td>Girls</td><td>6.4</td><td>39.1</td><td>57.9</td></tr></table>		Term 1	Term 2	Term 3	Boys	12.3	35.0	42.1	Girls	6.4	39.1	57.9	
	Term 1	Term 2	Term 3											
Boys	12.3	35.0	42.1											
Girls	6.4	39.1	57.9											

		For research use only
1)	<p>Using the scores in the table, draw a line graph that shows the average number of words read, of girls and boys for the school year.</p> <div><div><div>----- Boy</div><div>———— Girl</div></div><p>Number of words read</p><p>Term 1 Term 2 Term 3</p></div>	[TW39]
2)	<p>Remark on the progress that girls have made over the year, compared to that of boys. Please write 4-5 sentences.</p>	[TW40]

(C)

		For research use only
	<p>Students in a primary 4 class are learning how to write a friendly letter. They were asked to write a letter to a friend to tell them about their school. Below are three examples of students' work.</p> <p>Look at each example and write a short assessment, pointing out the strengths and weaknesses in each letter. Comment on the following: purpose, organisation, grammar, spelling and punctuation. Please write your assessment in full sentences (as you would if you were sharing these assessments with parents or the head teacher).</p>	
1)	<p>Dear Kelvin</p> <p>My friend's name is called Kelvin He Live in Machakos town I Love himHellow Kelvin pLease I have party come When you come we will eat my party very niceLy and happiLy I have very nice cakes fruts at home an very nice juice and many thing that we can eat at party I Love you my friend Kelvin. HeLLo Kelvin my name is Kelvin. My sister have birthday party pLease come we celebrate his party I have very good party.</p> <p>Kelvin</p> <p>Write your assessment of Kelvin's letter here. Please write 5-6 full sentences.</p>	

[TW41]

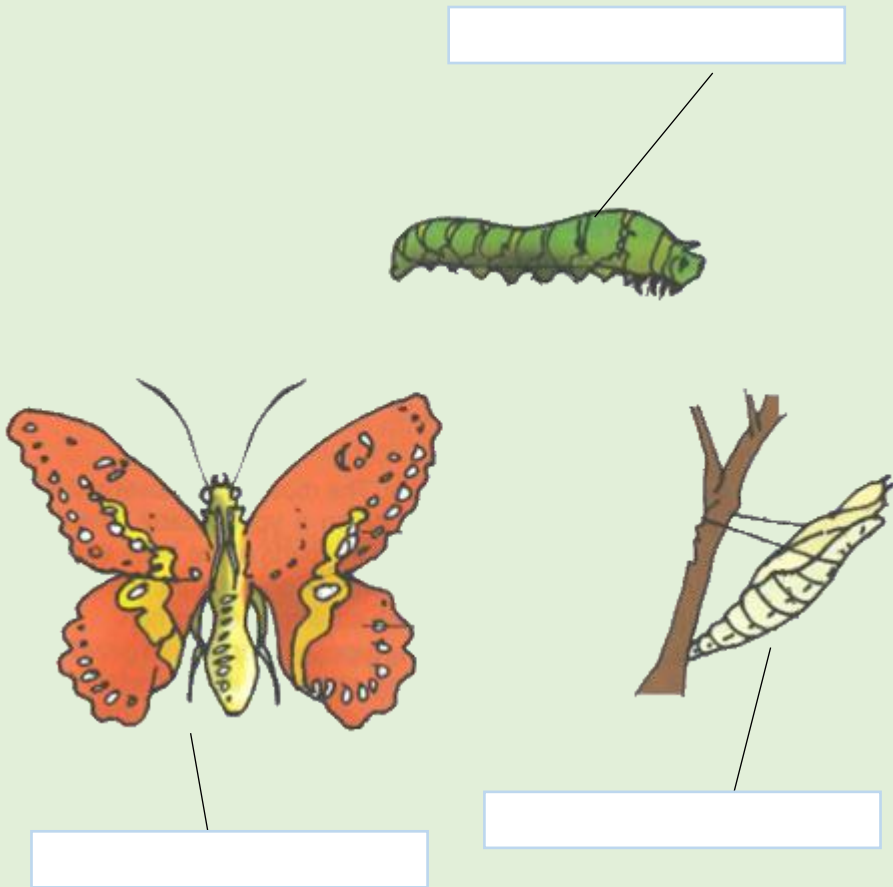
2)	<p>Dear Topister</p> <p>I hope you are fine where you are now. I want to tell you about our school. Our school is very clean. It has four offices. I want you to know our headteacher. The first office is for the headteacher Mr. Njoroge. He is a very nice man. The second office is for Mrs. Joyce. Mrs Joyce is the deputy head teacher.</p> <p>The third office is for the Senoir teacher. Our Senoir teacher is Mrs Kilui. Mrs Kilui is very nice and kind. We enJoy Leaning in our school, And our school has a secretary. Our secretary is Mrs Nekesa. She types letters. I think you will be happy to know about our school.</p> <p>Yours faithfuLLy From your Loving Friend Susan</p>	[TW42]
	<p>Write your assessment of Susan's letter here. Please write 5-6 full sentences.</p>	
3)	<p>Dear Mohammed</p> <p>I hope you are fine. Where you are I want to tell that our school is very clean, everyday we sweep class. It has Trees flowers Offices Classes and flag. We have a Headmaster. Our Headmaster is called Mr Mwangala. We plant flower everday. We have a Deputy head teacher is Gladdys. We have desks. Senior teacher has her office. Head master has Office.</p> <p>Your friend John</p>	[TW43]
	<p>Write your assessment of John's letter here. Please write 5-6 full sentences.</p>	

		For research use only
4)	<p>Now write a model letter of your own that you can use to demonstrate to the students how to avoid the weaknesses that you have noticed and how to build on the strengths that you have seen in their work. Write your model letter here:</p>	<p>[TW44]</p>

Exercise 4

In this exercise we will ask you to prepare worksheets for students in primary grade 4 on a number of topics in Basic Science and Technology. Please allow 35 minutes for this task. You will be told when your 33 minutes is up. It is suggested you then go onto the next task.

		For research use only
1.	<p>You will use the worksheet below to teach about changes in insects. The pictures below show the life cycle of a butterfly. Label the illustrations and show:</p> <p>a) larva b) pupa c) adult</p>	
2.	<p>Now label the following parts on the adult:</p> <p>a) antenna b) forewing c) hindwing</p>	

Changes in animals		For research use only
		1a) [TW45]
		1b) [TW46]
		1c) [TW47]
		2a) [TW48]
		2b) [TW49]
		2c) [TW50]

3. The worksheet below is for teaching about **weather**. The four pictures tell you something about weather conditions. Label the pictures to describe the weather conditions. The first one has been done for you.

Changes to the weather

(a) The sun is shining. The weather is hot.

(b)



(c)

(d)



For
research
use only

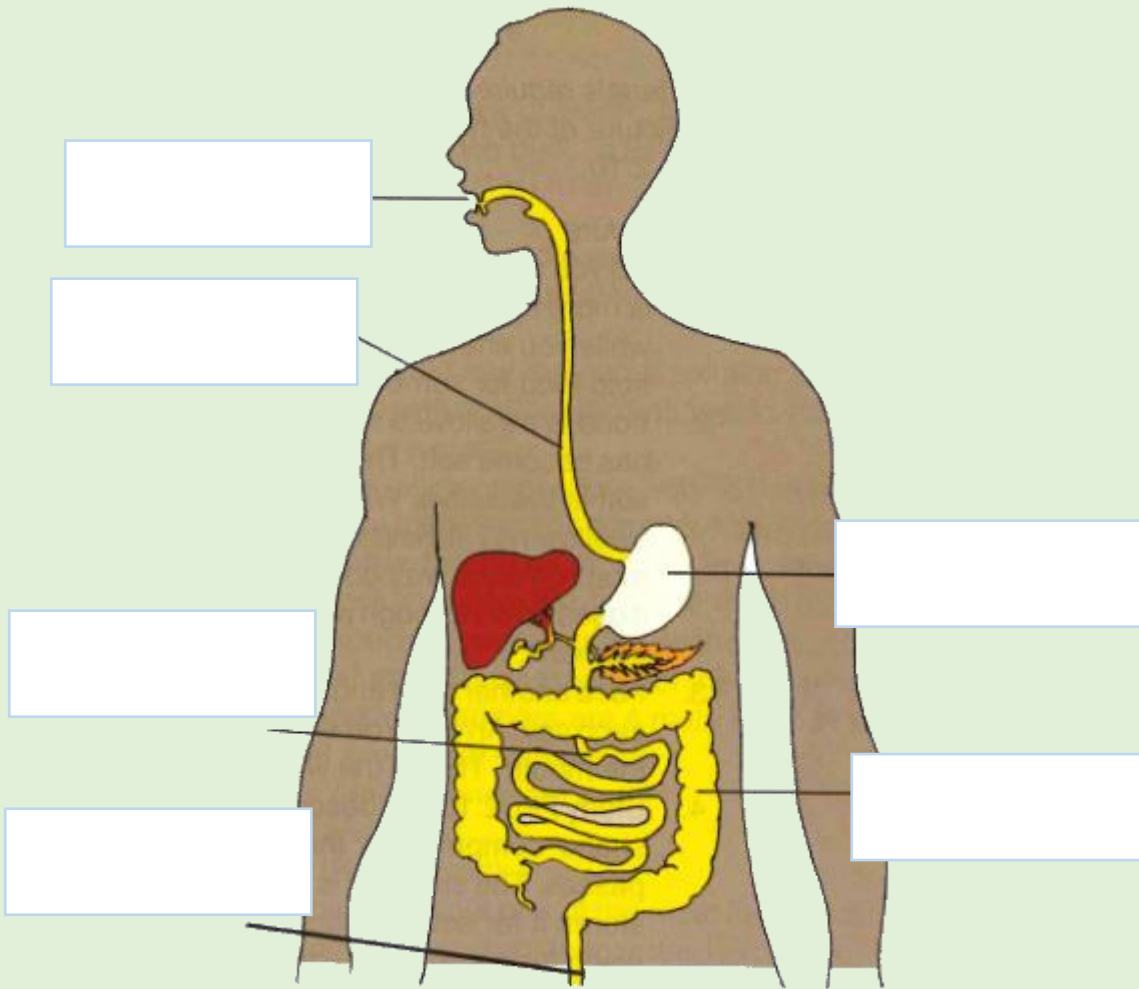
3b)
[TW51]

3c)
[TW52]

3d)
[TW53]

4. The worksheet below is for teaching about the **human digestive system**. Label each part of the picture that has a line pointing to it.

5. In the space below, **explain what happens to food when you eat it**.

What happens to food when you eat it?		For Research Use only
	4a) [TW54]	
	4b) [TW55]	
	4c) [TW56]	
	4d) [TW57]	
	4e) [TW58]	
4f) [TW59]		
<p>When we eat food, _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>5) [TW60]</p>

6. A **rain gauge** can be used to measure rainfall. The worksheet below will explain how to make a rain gauge and use it to measure rainfall. Complete the instructions.

How to measure rainfall

For
Research
Use only

We can measure rainfall with a **rain gauge**. To make a rain gauge,

6a)

[TW61]



When it rains,

6b)

[TW62]

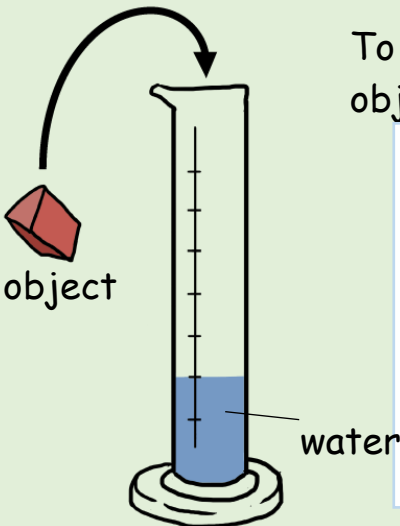
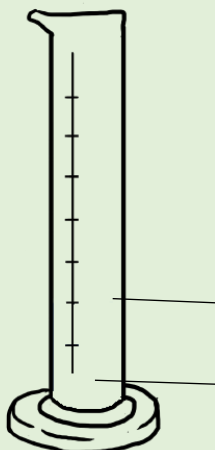
After it has rained, we can measure the rainfall by

6c)

[TW63]



7. The worksheet below explains how we can **measure the volume of an object by placing it in water**. Complete diagram (b) and label it.

8. Fill in the blanks to explain the experiment.

Measuring volume with water		For Research Use only
<p>(a)</p>  <p>object</p> <p>water</p>	<p>To measure the volume of an object,</p> <div style="border: 1px solid black; height: 150px; width: 300px;"></div>	<p>8a) [TW64]</p>
	<p>The water level will</p> <div style="border: 1px solid black; height: 30px; width: 300px;"></div>	<p>8b) [TW65]</p>
<p>(b)</p> 	<p>because</p> <div style="border: 1px solid black; height: 100px; width: 300px;"></div>	<p>8c) [TW66]</p>
		<p>7) [TW67]</p>

9. The pictures in the worksheet below are designed to show **evaporation**. Write an explanation of what evaporation is.

10. Use the pictures to explain different rates of evaporation.

Evaporation		For Research Use only
Evaporation is	<div></div>	9) [TW68]
(a) 	Different rates of evaporation: <div></div>	10a) [TW69]
(b) 		10b) [TW70]

11. The worksheet below has a table with 7 different forms of **energy** and the sources of that energy. Complete the table.

Energy		For Research Use only
Form of energy	Source of energy	11a) [TW71]
Heat	Sun, fire	11b) [TW72]
	Food	11c) [TW73]
Sound		11d) [TW74]
		11e) [TW75]
		11f) [TW76]
		11g) [TW77]
Solar	Sun	11h) [TW78]