

Handout 8.1: ASSESSOR OBSERVATION CHECKLIST
Session 8: Data Collector Assessment and Selection

Supervisors should complete the form below for each assessor on their team. The first observation should take place **within the first 2 days of data collection**, to ensure that data collectors are performing well. The second observation should take place during week two of data collection, to verify that assessors continue to follow protocols. After the observation, supervisors should share this checklist with assessors and provide feedback.

Date: _____ **Supervisor:** _____ **Assessor:** _____

Instrument administered during observation: _____

PRIOR TO TEST ADMINISTRATION	Yes	No	Remarks
1. Assessor prepares the assessment space appropriately (no materials on the table/desk except the pupil stimuli) and all materials are ready when the child sits down. Switches off mobile.			
2. Assessor is relaxed, makes the child feel comfortable and establishes a good rapport.			
3. Assessor reads the consent verbatim. In the case where the child does not wish to participate, the assessor thanks the child and gives him/her the small gift.			
ADMINISTRATION OF SPECIFIC SUB-TASKS	Yes	No	Remarks
Sub-task 1: Letter Sounds			
• Assessor turns to correct page in the stimulus book and places it before the child before beginning to read the directions.			
• If the learner hesitates for 3 seconds before attempting the next item, assessor says “please go on” and points to the next letter.			
• If learner gives letter name, assessor says “tell me the sound of the letter”. Prompt IS given only once.			
• Assessor discontinues the sub-task if the child’s responses to the first 10 letters (first line) are incorrect.			
Sub-task 2: Non-word Reading			
• Assessor turns to correct page in the stimulus book and places it before the child before beginning to read the directions.			
• If the learner hesitates for 3 seconds before attempting the next item, assessor says “please go on” and points to the next word.			
• Assessor stops task if no words correct in first line/first 5 words.			
Sub-task 3a: Oral Reading Fluency			
• Assessor turns to correct page in the stimulus book and places it before the child before beginning to read the directions.			
• If the learner hesitates for 3 seconds before attempting the next item, assessor says “please go on” and points to the next word.			
Sub-task 3b: Reading Comprehension			
• Assessor removes the pupil stimuli before posing comprehension questions.			
• Assessor reads questions in a clear, loud voice, at a good pace, and without making mistakes.			
• Assessor allows child to respond in any language.			
Sub-task 4: Listening Comprehension			
• Assessor reads the story once, in a clear, loud voice, at a good pace, and without making mistakes.			

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<ul style="list-style-type: none"> Assessor poses all questions to the child without making any mistakes. 			
Pupil Questionnaire			
<ul style="list-style-type: none"> Assessor reads the questions clearly and accurately. 			
<ul style="list-style-type: none"> Assessor quickly and accurately marks the child's responses and moves to the next item. 			
<ul style="list-style-type: none"> Assessor does not read response options to the child, unless indicated. 			
GENERAL ADMINISTRATION PROCEDURES & TABLET USE	Yes	No	Remarks
1. Posture: Assessor holds the tablet in a way that allows for efficient marking and so that the child cannot see the screen.			
2. Instructions: Assessor reads instructions to the child verbatim, for every sub-task, without adding or skipping words. Assessor ensures the child's finger is placed at the first item of relevant sub-tasks.			
3. Pupil Stimulus: Assessor places the pupil stimulus in front of the child so the child can easily read it and turns the pages quickly and correctly between sub-tasks.			
4. Timer: Assessor starts the tablet timer at the moment when the child says the first item on a sub-task (not before or after) and stops it only if a child has read all of the items BEFORE the allowed time is up.			
5. Marking of responses: Assessor records pupil responses quickly, accurately, and using the appropriate markings and protocol.			
6. Pace: If a child hesitates for 3 seconds on a given item, the assessor tells the child to "go on" and does not provide any answers.			
7. Auto-stop: Assessor respects the auto-stop rules for relevant sub-tasks, and appropriately marks the tablet or paper.			
8. Last item attempted: For timed sub-tasks, assessor accurately marks the last item attempted without delay, and without needing to change his/her mark.			
9. Transition: At the end of each sub-task, the assessor thanks the child and quickly continues to the next sub-task, without making comments to the child.			
TABLET USE	Yes	No	Remarks
1. Orientation: Assessor changes the orientation of the tablet from vertical to horizontal depending on which is best for a given sub-task.			
2. Data input: Assessor quickly and accurately selects information from drop-down menus and selects other data and information.			
3. Stylus: Assessor uses the stylus with ease and is able to scroll down a screen at the same pace as the child.			
4. Resuming an assessment: Assessor knows how to resume an assessment if it is interrupted or if the assessor accidentally exits the assessment.			
5. Saving an assessment: Assessor knows how to save assessments and write comments if necessary.			
6. Tablet care: Assessor is careful and prudent with the device, including gentle use and is responsible with charging the battery (if applicable).			

OTHER COMMENTS: