

PACIFIC ISLANDS LITERACY AND NUMERACY ASSESSMENT

**PILNA 2018**

**IMPLEMENTATION MANUAL**

---

SCHOOL COORDINATOR



EQAP

Educational Quality and Assessment Programme



PACIFIC ISLANDS LITERACY AND NUMERACY ASSESSMENT

# PILNA 2018

## IMPLEMENTATION MANUAL

---

SCHOOL COORDINATOR



Pacific  
Community  
Communauté  
du Pacifique

Pacific Community, Suva, Fiji, 2018

© Pacific Community (SPC) 2018

All rights for commercial/for profit reproduction or translation, in any form, reserved. SPC authorises the partial reproduction or translation of this material for scientific, educational or research purposes, provided that SPC and the source document are properly acknowledged. Permission to reproduce the document and/or translate in whole, in any form, whether for commercial/for profit or non-profit purposes, must be requested in writing. Original SPC artwork may not be altered or separately published without permission.

Original text: English

Pacific Community Cataloguing-in-publication data

Pacific Islands Literacy and Numeracy Assessment [PILNA] 2018 implementation manual: school coordinator / compiled by the Educational Quality and Assessment Programme, the Pacific Community

1. Literacy – Handbooks, manuals, etc. — Oceania.
2. Numeracy- Handbooks, manuals, etc. — Oceania.
3. Learning – Handbooks, manuals, etc. — Oceania.
4. Teacher educators – Handbooks, manuals, etc. — Oceania.
5. Literacy – Evaluation – Oceania.
6. Education, Primary – Evaluation – Oceania.

I. Title II. Pacific Community

372.2420995

AACR2

ISBN: 978-982-00-1131-1

For more information about PILNA, contact:

The Director

Educational Quality and Assessment Programme (EQAP)

3 Luke Street, Nabua, FIJI Islands

Email: EQAP@spc.int

Prepared for publication at SPC's Suva Regional Office, Private Mail Bag, Suva, Fiji, 2018

[www.spc.int](http://www.spc.int)

Printed by Printhouse Limited, Suva, Fiji, 2018

# Contents

---

<b>Section 1   Overview of PILNA 2018 .....</b>	<b>1</b>
1.1 Introduction .....	1
1.2 PILNA Assessment .....	1
1.3 The Purpose of PILNA Implementation Manual .....	2
1.4 Distribution and return of PILNA materials .....	2
1.5 Timing of PILNA .....	3
1.6 PILNA Materials .....	5
<b>Section 2   Responsibilities of the School Coordinator .....</b>	<b>7</b>
2.1 School coordinator’s role .....	7
2.2 School coordinator’s tasks .....	7
2.3 Before the PILNA test administration .....	9
2.3.1 Compile the class enrolment list .....	9
2.3.2 Identify and brief test supervisors .....	10
2.3.3 Organise suitable rooms for test administration sessions .....	10
2.3.4 Receive PILNA materials from the national coordinator .....	10
2.3.5 Distribute PIM to test supervisors .....	10
2.3.6 Verify the class attendance list .....	11
2.4 During the PILNA test administration .....	12
2.4.1 Consider important aspects of test administration .....	12
2.4.2 Complete the class attendance list .....	13
2.4.3 Shortage of test booklets .....	13
2.5 After the PILNA test administration .....	14
2.5.1 Prepare test materials for dispatch to the national coordinator .....	14
<b>Section 3   Conclusion and Appendices .....</b>	<b>15</b>
3.1 Conclusion .....	15
<b>Appendix 1   PILNA Class Enrolment List/Sample .....</b>	<b>16</b>
<b>Appendix 2   PILNA Class Attendance List/Sample .....</b>	<b>17</b>
<b>Appendix 3   PILNA SCHOOL COORDINATOR’S REPORT FORM .....</b>	<b>18</b>
<b>Appendix 4   Confidentiality Agreement .....</b>	<b>19</b>

# Section 1 | Overview of PILNA 2018

---

## 1.1 Introduction

The Pacific Islands Literacy and Numeracy Assessment (PILNA) enables the collection of evidence of how well children at Years 4 and 6 have achieved the learning outcomes in literacy and numeracy that are stipulated in the 2016 regional benchmarks.

PILNA was jointly implemented for the first time in 2012 by the Educational Quality and Assessment Programme, EQAP (formerly SPBEA) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) to collect data on the literacy and numeracy achievement of students in Years 4 and 6 in 14 Pacific Island countries.

The 2012 PILNA results revealed low levels of student achievement in literacy and numeracy across the region. This led the Forum Education Ministers Meeting to request a 2015 administration of PILNA with the focus of improving literacy and numeracy across the region. The PILNA 2015 report showed slight improvements in both literacy and numeracy compared to the 2012 results.

The PILNA represents a commitment by Pacific Island governments to monitor the outcomes of education systems by measuring student achievement on a regular basis and within an agreed common framework. It aims to provide a basis for policy dialogue and for collaboration in defining and implementing educational goals, in innovative ways that reflect judgments about the skills that are relevant to life.

## 1.2 PILNA Assessment

The PILNA assesses learning achievements of Year 4 and 6 primary school students in three domains:

- Literacy – Writing
- Literacy – Reading
- Numeracy.

In addition to collecting literacy and numeracy item statistics data, an essential part of the PILNA study is to gather contextual information on related factors likely to influence students' performance in literacy and numeracy from the following questionnaires:

- Pupil questionnaire
- Teacher questionnaire
- Head teacher /Principal questionnaire.

The PILNA this year will be administered in 15 countries<sup>1</sup> in 10 languages.

Managing a large-scale assessment such as PILNA involves many personnel. EQAP relies on these people to ensure a seamless administration of the assessment in the 15 countries. The PILNA Implementation Manual (PIM) ensures consistency in how all those involved in PILNA follow the correct procedures, so that valuable and reliable data can be collected.

---

<sup>1</sup> Cook Islands, Fiji, Federated States of Micronesia (FSM), Kiribati, Nauru, Niue, Palau, Papua New Guinea (PNG), Republic of the Marshall Islands (RMI), Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu.

### 1.3 The Purpose of PILNA Implementation Manual

The PILNA Implementation Manual (PIM) for the school coordinator outlines specific roles and responsibilities essential for ensuring that the data collection process is appropriately carried out at the school level so that valid and reliable information is captured.

The School Coordinator is the head teacher of the school that is selected to participate in PILNA and is responsible for the efficient and effective preparation of the PILNA administration at the school level.

Figure 1 shows how EQAP interacts with the three groups of PILNA personnel – national coordinators, school coordinators and test supervisors – in the overall PILNA implementation.

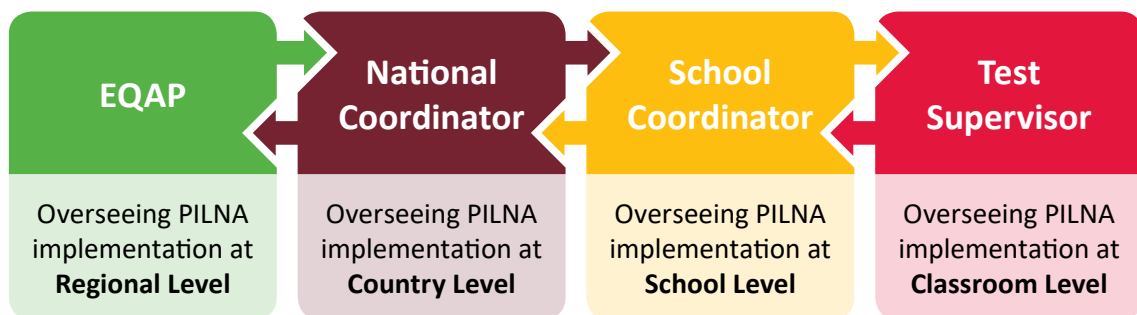


Figure 1: PILNA implementation at various levels

### 1.4 Distribution and return of PILNA materials

The distribution and return of PILNA materials are very important processes that require great attention to detail.

Figure 2 with the flow diagram shows the distribution of the PILNA materials from EQAP to the national coordinators then to school coordinators and test supervisors and back to EQAP.

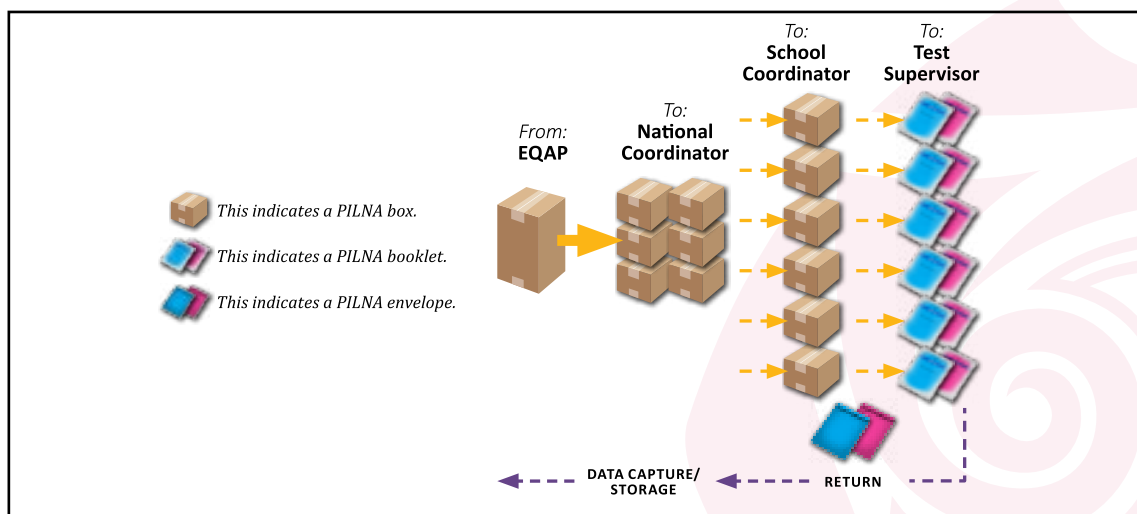


Figure 2 : PILNA test material distribution

The PILNA test booklets are:

- i) the **Literacy Booklet**, which has the **Writing Test** on side **A** and the **Reading Test** on side **B**;
- ii) the **Numeracy Booklet** with the **pupils' questionnaire** has the **numeracy test** on side **X** and the **questionnaire** on side **Y**; and
- iii) the **Test Instruction Booklet**, which contains the literacy, numeracy and questionnaire instructions.

## 1.5 Timing of PILNA

The PILNA tests are to be conducted over two successive days, preferably within the 'test window' period of October 15–19 or October 22–26.

There are four test sessions, as shown in the suggested timetable in Table 1.

*Table 1: PILNA Administration Timetable 2018*

PILNA TEST ADMINISTRATION TIMETABLE: Year 4 & Year 6		
DAY 1	SESSION 1	Literacy - Writing
	Break	15 minutes
	SESSION 2	Literacy - Reading
Day 2	SESSION 3	Numeracy
	Break	15 minutes
	SESSION 4	Pupils' Questionnaire

The literacy paper is administered in two sessions, the writing test in session 1 and the reading test in session 2. The numeracy paper is administered in Session 3, and session 4 is for filling in the pupils' questionnaire. Tables 2 and 3 show the allocation of times for each test session.

*Table 2: PILNA Test Administration Session Timing – Day 1*

DAY/SESSION		ACTIVITY	TIME
DAY 1	Session 1 Literacy Writing	Preparation for Writing test including: <ul style="list-style-type: none"> <li>• preparation of students,</li> <li>• distributing test booklets,</li> <li>• checking and completing required information on the front of the booklet, and</li> <li>• reading aloud the instructions.</li> </ul>	10 minutes (approximately)
		Completing the Writing tasks	60 minutes
		Break before returning for the Writing test session	15 minutes (approximately)
	Session 2 Literacy Reading	Preparation for Reading test including: <ul style="list-style-type: none"> <li>• preparation of students, and</li> <li>• reading aloud the instructions (including practice questions).</li> </ul>	5 minutes (approximately)
		Completing the Reading tasks	60 minutes
		Collect the materials and end the session	15 minutes (approximately)
Total Day 1 test administration			2 hours 45 minutes (approximately)



**Table 3: PILNA Test Administration Session Timing – Day 2**

DAY/SESSION		ACTIVITY	TIME
DAY 2	Session 3 Numeracy	Preparation for Numeracy test including: <ul style="list-style-type: none"> <li>• preparation of students,</li> <li>• distributing test booklets,</li> <li>• checking and completing required information on the front of the booklet, and</li> <li>• reading aloud the instructions.</li> </ul>	10 minutes (approximately)
		<b>Completing the Numeracy tasks</b>	<b>60 minutes</b>
		<b>Extra time if needed by students</b>	<b>15 minutes</b>
		Break before returning for the Questionnaire session	15 minutes (approximately)
	Session 4 Questionnaire	Preparation for the Questionnaire, including: <ul style="list-style-type: none"> <li>• preparation of students</li> <li>• reading aloud the instructions and the Questionnaire</li> </ul>	5 minutes (approximately)
		<b>Completing the Questionnaire</b>	<b>30 minutes (approximately)</b>
		Collect the materials and end the session	15 minutes (approximately)
		<b>Total DAY 2 administration</b>	<b>2 hours 30 minutes (approximately)</b>

## 1.6 PILNA Materials

EQAP sends the PILNA materials to participating schools to ensure that PILNA is correctly administered. These materials are to be returned to EQAP after the PILNA is carried out.

Table 4 is a list of PILNA test materials that the school coordinator will receive prior to the PILNA test administration days. You can use the list as a checklist.

**Table 4: PILNA Test Materials Checklist**

RECEIVED	When	Material	Quantity
<input type="checkbox"/>	Four weeks prior to the test day	<i>PILNA Administration Manual for the School Coordinator</i>	One copy
<input type="checkbox"/>	Four weeks prior to the test day	<i>PILNA Administration Manual for the Test Supervisor</i>	One copy for each test supervisor and school coordinator
<input type="checkbox"/>	Two weeks prior to the test day	Confidence agreement letter for the school coordinator (see Appendix 4)	One copy
<input type="checkbox"/>	Two weeks prior to the test day	Confidence agreement letter for the test supervisor	One copy for each test supervisor
<input type="checkbox"/>	Two weeks prior to the test day	Class attendance list (see Appendix 2)	One copy for each participating class
<input type="checkbox"/>	Two weeks prior to the test day	<b>PILNA Literacy Test Booklets</b> (containing the test material for reading and writing)  Each booklet has a label with the unique student identification and name of enrolled student.	One for each participating student
<input type="checkbox"/>	Two weeks prior to the test day	<b>PILNA Numeracy Test Booklets</b> (containing the test material for numeracy test and the pupils' questionnaire)  Each booklet has a label with the unique student identification and name of enrolled students.	One for each participating student
<input type="checkbox"/>	Two weeks prior to the test day	<b>Extra PILNA Literacy Test Booklets</b>  Each booklet has a label with a unique ID for additional students not listed in the class attendance list	Extra copies per class
<input type="checkbox"/>	Two weeks prior to the test day	<b>Extra PILNA Numeracy Test Booklets</b>  Each booklet has a label with a unique ID for additional students not listed in the class attendance list	Extra copies per class
<input type="checkbox"/>	Two weeks prior to the test day	<b>Test administration script with instructions</b> for filling in the literacy and numeracy test booklets and pupils' questionnaires (in your language)	One copy for each participating class.

RECEIVED	When	Material	Quantity
<input type="checkbox"/>	Two weeks prior to the test day	<b>School coordinator's report form</b> (see Appendix 3)	One copy for each school coordinator
<input type="checkbox"/>	Two weeks prior to the test day	<b>Test supervisor's report form</b>	1 copy for each test supervisor



# Section 2 | Responsibilities of the School Coordinator

## 2.1 School coordinator’s role

The school coordinator is the head teacher or principal of the school or his/her appointee if he/she is unable to carry out this important role. The national coordinator must be informed of any changes in the appointment.

## 2.2 School coordinator’s tasks

The school coordinator’s main responsibilities are to:

- act as a liaison and a contact person between the school and the national coordinator;
- inform the school community (teachers, students, parents, and other school staff) about the purpose of the PILNA;
- prepare test administration in your school (class enrolment/class attendance lists, suitable room, tracking forms, distribution and collection of questionnaires, etc.); and
- assist test supervisors on the test administration day.

The above responsibilities can be broken down into a number of tasks. Table 5 lists those tasks by assessment stage: before, during and after the assessment. You can use the table as a checklist to make sure you have completed each task on time. More details of each task are provided in the following sub-sections.

**Table 5: Checklist of School Coordinator’s Key Tasks**

STAGE	DATE/TIMEFRAME	TASKS	TICK (✓)
			WHEN DONE
<b>I. BEFORE THE ADMINISTRATION</b>	April 2018	Compile class enrolment lists for each class taking the PILNA test, with pupils’ names listed in alphabetical order of their first name, gender, and dates of birth, and send them to the national coordinator.	
	Four weeks before the administration	Identify test supervisors for Year 4 and Year 6 PILNA assessments.	
		Attend briefing of school coordinators on test administration.	
	At the briefing	Sign the confidentiality agreement.	
		Confirm administration dates with the national coordinator.	

STAGE	DATE/TIMEFRAME	TASKS	TICK (✓)
			WHEN DONE
<b>I. BEFORE THE ADMINISTRATION</b>	After the briefing	Read thoroughly the PILNA Implementation Manual for school coordinators and familiarise yourself with the class attendance form.	
		Organise suitable rooms for test administration sessions.	
	Eight weeks before the administration	Notify teachers, students and parents about the PILNA assessment.	
	Two weeks before the administration	Receive the PILNA test package and check the contents, by reading the labels on the plastic.	
		Give the PILNA Implementation Manual for Test Supervisors to nominated test supervisors to read.	
	One or two days before the administration	Discuss test administration procedures with test supervisors.	
		Update and verify class attendance list with test supervisors. (Fill in all relevant students' data if they are missing and not prefilled, e.g. students' IDs, names, DOB, etc.)	
	One day before the administration	Check whether the teachers' and school questionnaires were filled in by the relevant staff (Years 4 & 6 class teachers, head teacher).	
<b>II. DURING THE ADMINISTRATION DAYS</b>	Day of administration	Collect head teacher/principal, teachers and pupils' questionnaires, check whether they are completed and return them to the national coordinator with the test package.	
		Be present at school throughout the assessment to assist the test supervisors	
<b>III. AFTER THE ADMINISTRATION</b>	Soon after the day of administration	Make sure that all test booklets and pupil questionnaires (used and unused) are packed in return envelopes by the test supervisor.	
		Collect the test supervisors' report forms and class attendance lists for each level and check if they are completed.	
		Make sure that information required on the back of return envelopes is filled in by the test supervisors	
		Pack the test supervisors' session report forms and class attendance lists in the same envelope with the head teacher's and teachers' questionnaires. Also pack the Confidentiality Agreement forms in the envelope provided.	
		Pack all test materials (with envelopes) in the box/carton.	
		Make sure all test materials are packed and sealed securely, and returned/sent in the box to the PILNA national coordinator.	

## 2.3 Before the PILNA test administration

### 2.3.1 Compile the class enrolment list

The class teacher of each of the Year 4 and Year 6 PILNA classes was required to fill in the following data on the class enrolment list between March and May 2018 (see Figure 4 for a sample):

#### Class enrolment list headings:

- Class teacher's name (name and surname)
- Grade (for the class he/she teaches)
- Stream (for the class he/she teaches)

#### Class enrolment list columns:

- First name of a student (The students' names should be in alphabetical order of their first name.)
- Last name of a student
- Gender (B-boy, G-girl)
- Date of birth (in format dd/mm/yyyy, e.g. 04/12/2011)

The class teacher should compile and submit the completed Class Enrolment List electronically to the National Coordinator by the nominated date. The National Coordinator will advise on requirements in the CEL (Appendix 1).

CLASS ENROLMENT LIST				
Country: _____			School Name: _____	
Grade: _____		Stream: _____	Class Teacher's Name: _____	
No.	FIRST NAME (in alphabetical order: A - Z)	LAST NAME	GENDER: B or G	DATE OF BIRTH: dd/mm/yyyy
1				
2				
3				
4				
5				
6				
7				

*Figure 4: PILNA 2018 Class Enrolment List/Sample*

EQAP will then process these details to generate the class attendance list that test supervisors will use during each of the four test sessions.

### 2.3.2 Identify and brief test supervisors

School coordinators are required to do the following tasks to select test supervisors:

1. Identify test supervisors in your school. The test supervisor should NOT be the class teacher of the pupils sitting for the test. Preferably, the Year 4 teacher is to supervise the Year 6 class, and the Year 6 teacher is to supervise the Year 4 class.
2. Ensure that they are familiar with their roles and the correct test procedures before the tests are administered.
3. Include the following information in your briefing with the test supervisors:
  - a) the purpose of PILNA;
  - b) the assurance that results are not going to be used to judge teachers' or individual pupil's performance; the results will be used only for national purposes and will not identify the pupil or the school;
  - c) the selection of their school to participate in the PILNA;
  - d) the confirmed test administration dates;
  - e) the correct administration procedures – the number of days for the tests, test session order and session timing with breaks, reading of test instructions, etc.; and
  - f) how to record attendance and complete the class attendance list (see a sample in Appendix 2).

### 2.3.3 Organise suitable rooms for test administration sessions

1. Ensure that test rooms are available and desks/chairs are arranged appropriately.
2. Remove all print materials related to literacy and numeracy.

### 2.3.4 Receive PILNA materials from the national coordinator

Once the PILNA box or boxes of test packages have been received from the national coordinator, the school coordinator is to do the following.

1. Check the contents of the school box or boxes.
2. Ensure that the numbers and types of test packages tally with the number on the packing sheets provided for the school. EQAP has packed the relevant number of booklets to match the number of pupils provided by the national coordinator.
3. Remove the PILNA Implementation Manual for Test Supervisors for distribution to the test supervisors; one copy is for the school coordinator.
4. Remove the teacher and head teacher questionnaires for distribution to the relevant staff. Ensure that the questionnaires completed by the Year 4 & 6 teachers are returned to the national coordinator at the latest on Day 2 of the test administration, in the same package as the scripts.
5. Organise verification of the number of booklets against the class attendance list (see section 2.3.6).
6. Keep the box of test packages in a secured room until the PILNA administration day.

### 2.3.5 Distribute PIM to test supervisors

School coordinators have to ensure that test supervisors read the PILNA Implementation Manual (PIM) for Test Supervisors (hard or soft copies) in order to:

- know their roles and responsibilities; and
- understand how to conduct the test administration properly.

### 2.3.6 Verify the class attendance list

Once the PILNA materials are received, the SCHOOL COORDINATOR should organise verification of the number of booklets against the pre-filled class attendance list, preferably one or two days prior to the test administration days.

This verification is to be done by the Year 4 and Year 6 class teachers/test supervisors under strict supervision by the school coordinator. School coordinators need to ensure that anyone involved in the verification and administration signs a confidentiality agreement to ensure confidentiality of the PILNA test materials. The following checks need to be made.

- a) The names of all the students from Year 4 or Year 6 selected to sit the PILNA test in the prepopulated class attendance list are up-to-date;
- b) A sealed plastic package containing test booklets is received (**not to be opened** until the test administration day). The package contains literacy and numeracy booklets bearing the name of each student and some spare booklets. The number on the class attendance list is to be verified with the number on the plastic package.
- c) Each student has an allocated student ID number that is identical to the student ID number printed on the label on the test booklet covers;
- d) The name of any 'new' student (not included in the class attendance list) must be added to the list and a pre-filled student ID number must be allocated to such students;
- e) Students who had left the school are to have the code LS written next to their details (refer to Figure 5). Test supervisors must have the correct class attendance lists to record attendance during the test sessions.
- f) In case of blank class list, the class teacher has to fill the following information on the class list.
  - Stream
  - Class teacher name
  - List of students first name, last name, date of birth and gender.

A shortage of booklets has to be identified and taken care of before the actual test administration day.

The school coordinator and the test supervisors are required to check and review the following data on the class attendance list for the Year 4 and Year 6 students from PILNA classes (Figure 5 shows a sample of a filled in class attendance list):

#### **Class attendance list headings:**

- **Country** (name of the country/the Pacific Island participating in PILNA)
- **School name** (name of a school participating in PILNA)
- **Grade** (year of the class participating in PILNA)
- **Stream** (stream of the class participating in PILNA)
- **Class teacher's name** (the class teacher's name and surname of the relevant class)

#### **Class attendance list prefilled columns:**

- **Student ID** (a unique identification number of a student)
- **#** (order number)
- **First name** (the first name of a student in alphabetical order)
- **Last name** (the last name of a student)
- **Date of birth** (in format dd/mm/yyyy, e.g. 04/12/2011)
- **Gender** (B-boy, G-girl)



Test supervisors are to fill in class attendance list columns by entering relevant participation codes:

(✓ – present; AB – absent; LS – left school; and NU – spare script not used).

- Literacy – Writing
- Literacy – Reading
- Numeracy
- Pupils' questionnaire

### EDUCATIONAL QUALITY ASSESSMENT PROGRAMME (EQAP) CLASS ATTENDANCE LIST

Country: PACIFIC ISLANDS

School: Blue Sea

Grade: 6

Stream: 1

Class Teacher: White Sands

STUDENT ID	#	FIRST NAME	LAST NAME	DATE OF BIRTH dd/mm/yyyy	GENDER: B or G	LITERACY WRITING *	LITERACY READING *	NUMERACY *	QUESTIONNAIRE *
184010001601001	1	Blue Sea1	GS1	01/03/2008	B	✓	✓	✓	✓
184010001601002	2	Blue Sea2	GS2	02/03/2008	G	✓	✓	✓	✓
184010001601003	3	Blue Sea3	GS3	03/03/2008	G	✓	✓	✓	✓
184010001601004	4	Blue Sea4	GS4	04/03/2008	B	✓	AB	✓	✓
184010001601005	5	Blue Sea5	GS5	05/03/2008	B	✓	✓	✓	✓
184010001601006	6	Blue Sea6	GS6	06/03/2008	G	LS	LS	LS	LS
184010001601007	7	Blue Sea7	GS7	07/03/2008	B	✓	✓	✓	✓
184010001601008	8	Blue Sea8	GS8	08/03/2008	G	✓	✓	✓	✓
184010001601009	9	Blue Sea9	GS9	09/03/2008	B	AB	AB	AB	AB
184010001601010	10	Blue Sea10	GS10	10/03/2008	G	✓	✓	✓	✓
184010001601011	11	Blue Sea11	GS11	11/05/2008	G	✓	✓	✓	✓
184010001601012	12					NU	NU	NU	NU
184010001601013	13					NU	NU	NU	NU
184010001601014	14					NU	NU	NU	NU
184010001601015	15					NU	NU	NU	NU
Total number of scripts received:									
Total number of students sat:									

I certify that this assessment has been conducted in accordance with the timetable and instructions issued.

Signed:

Supervisor's Name:

Signed:

School Coordinator's Name:

*Figure 5: Filled in Class Attendance List/Sample*

## 2.4 During the PILNA test administration

### 2.4.1 Consider important aspects of test administration

School coordinators should be present at school throughout the assessment to assist the test supervisors to ensure the following.

1. The school programme accommodates the PILNA tests on the specified dates:
  - The PILNA tests are to be administered in two days. Refer to Table 1.
  - The school must administer the literacy test on the first day, then numeracy and pupils' questionnaire on the second day.

2. The PILNA test administration procedures and timing described in the PIM are followed properly.
3. In the event the test supervisor is unavailable on the scheduled date, you may be required to supervise the test administration in your school or organise a new test supervisor.
4. Confidentiality of the test materials is secured from the day they are received at the school to the day they are returned to the national coordinator.
5. The test materials are distributed to the test supervisors in the morning of the test administration day. Note that these are to be opened immediately before each session. Keep the box for returning the test materials to the national coordinator.
6. Ensure security and safe storage of the boxes before and after the test administration sessions.
7. Be available on the test day to respond to any request or queries from the test supervisors.

### 2.4.2 Complete the class attendance list

1. The test supervisor will need to review this form and complete it with additional information. Test supervisors will need to use the following participation codes for last four columns to record attendance during each of the four sessions (Writing, Reading, Numeracy, and Pupils' Questionnaire). A summary of student participation codes is shown in Table 7.

*Table 7: Students' Participation Codes.*

Code Symbol	Students' Participation
Place a <b>tick</b> (✓)	Student is <b>PRESENT</b>
Write <b>AB</b>	Student is <b>ABSENT</b>
Write <b>LS</b>	Student has <b>LEFT SCHOOL</b>
Write <b>NU</b>	Spare script is <b>NOT USED</b>

2. When the test is in progress, test supervisors should count the number of students and record the number under **Total number of students sat**, which is the last row of the **Class Attendance List**.
3. Ensure that the **class attendance lists** and **supervision report forms** are submitted to you by the test supervisors. They must be packed in the envelope containing the teachers' and head teacher's questionnaires.

### 2.4.3 Shortage of test booklets

1. If there are not enough booklets for all pupils in a class, it is left to the school coordinator to make the necessary arrangements with the test supervisors.
2. Test supervisors are to alert the school coordinator, who must decide or grant approval to photocopy **ONLY** the required number of extra booklets.
3. The school coordinator must record this in the School Coordinator's Report Form (Appendix 3) and inform the national coordinator immediately after the test session has ended. If no such report of photocopying test booklets is made, the photocopied scripts will not be scored.

## 2.5 After the PILNA test administration

### 2.5.1 Prepare test materials for dispatch to the national coordinator

School coordinators have to make sure that:

- test supervisors submit the packed return envelopes of scripts to you immediately after the tests;
- details required on the back of the return envelopes are filled in correctly;
- the packed return envelopes of scripts, the supervision report forms, the class attendance lists and the completed pupils', teachers' and head teacher's questionnaires are put into the box, sealed and sent to the national coordinator;
- the School Coordinator's Report Form (Appendix 3), a document on how PILNA was administered in your school, is completed and included in the box; and
- all used or unused PILNA materials are returned to the national coordinator at the earliest possible opportunity after the PILNA Day 2 test administration.



## Section 3 | Conclusion and Appendices

---

### 3.1 Conclusion

It is crucial that the procedures and instructions provided in this manual are strictly followed. This is to ensure a fair, reliable and valid assessment throughout the Pacific region.

It is important that the data gathered are reliable. School coordinators and test supervisors are urged to avoid any action that may lead to inaccurate data collection. Such action will provide unreliable information for formulating national policies and designing appropriate literacy and numeracy intervention programmes.

Checklists are provided in the PIM for national coordinators, school coordinators and test supervisors to monitor their own activities in implementing PILNA. The purpose of using checklists is to ensure that the administration of PILNA is well coordinated and done effectively.

If you have any queries or concerns, please contact EQAP by:

**Telephone:** (679) 3315600, (679) 7734 600

**Fax:** (679) 3378 599

**Email:** EQAP@spc.int

# Appendix 1 | PILNA Class Enrolment List/ Sample

CLASS ENROLMENT LIST				
Country: _____			School Name: _____	
Grade: _____		Stream: _____	Class Teacher's Name: _____	
No.	FIRST NAME (in alphabetical order: A - Z)	LAST NAME	GENDER: B or G	DATE <sup>ww</sup> OF BIRTH: dd/mm/yyyy
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

# Appendix 2 | PILNA Class Attendance List/ Sample

## EDUCATIONAL QUALITY ASSESSMENT PROGRAMME (EQAP)

**CLASS ATTENDANCE LIST**  
Country: Cook Islands

School: Apii Araura

Grade: 6 Stream: 1

Class Teacher: George Seas

Page 1 of 2

\* Place a tick if student is present, write **AB** if student has left school and write **NU** if spare script is not used.

STUDENT ID	#	FIRST NAME	LAST NAME	DATE OF BIRTH dd/mm/yyyy	GENDER: B or G	LITERACY – WRITING *	LITERACY – READING *	NUMERACY *	QUESTIONNAIRE *
184010016101	1	Araura1	GS1	01/03/2008	B				
184010016102	2	Araura2	GS2	02/03/2008	B				
184010016103	3	Araura3	GS3	03/03/2008	G				
184010016104	4	Araura4	GS4	04/03/2008	B				
184010016105	5	Araura5	GS5	05/03/2008	B				
184010016106	6	Araura6	GS6	06/03/2008	G				
184010016107	7	Araura7	GS7	07/03/2008	G				
184010016108	8	Araura8	GS8	08/03/2008	G				
184010016109	9	Araura9	GS9	09/03/2008	B				
184010016110	10	Araura10	GS10	10/03/2008	B				
184010016111	11	Araura11	GS11	11/03/2008	G				
184010016112	12	Araura12	GS12	12/03/2008	G				
184010016113	13	Araura13	GS13	13/03/2008	G				
184010016114	14	Araura14	GS14	14/03/2008	B				
184010016115	15	Araura15	GS15	15/03/2008	B				
184010016116	16	Araura16	GS16	16/03/2008	G				
184010016117	17	Araura17	GS17	17/03/2008	B				
184010016118	18	Araura18	GS18	18/03/2008	G				
184010016119	19	Araura19	GS19	19/03/2008	B				
				Total number of scripts received:					
				Total number of students sat:					

I certify that this assessment has been conducted in accordance with the timetable and instructions issued.

Signed: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

Signed: \_\_\_\_\_

School Coordinator's Name: \_\_\_\_\_

# Appendix 3 | PILNA SCHOOL COORDINATOR'S REPORT FORM

SCHOOL COORDINATOR'S REPORT FORM		
COUNTRY: _____	SCHOOL: _____	DATE _____
PILNA MATERIALS RECEIVED: _____		
DATE OF VERIFICATION OF TEST MATERIALS: _____ DATE PILNA MATERIALS RETURNED TO NATIONAL COORDINATOR _____		
<p>Specific comments</p> <p>This form is to be filled in by the PILNA school coordinator to highlight his/her experiences with the school coordinator role across the entire PILNA process, from the provision of school data for PILNA registration to sending boxes of test scripts back to the national coordinator. Please reflect on the various responsibilities of the school coordinator and highlight the things that worked well, the difficulties faced and any suggestions you have for improvement.</p>		

SPECIFIC COMMENTS			
	WHAT WORKED WELL	DIFFICULTIES FACED	SUGGESTIONS FOR IMPROVEMENT
Beginning of the test <i>(timeliness)</i>			
Test rooms <i>(conduciveness)</i>			
Supervision <i>(attendance/ experience/ trained / replacement)</i>			
Test instructions <i>(clarity, relevance)</i>			
Test material: test booklets, teacher/ head teacher questionnaire, masking tape etc) <i>( if not adequate, what did you do)</i>			
Community PILNA awareness			
Distribution and collection of filled questionnaires from teachers			
Irregularity in the administration <i>(that is not captured above)</i>			
GENERAL COMMENTS. Please also include any other comments on the overall administration of PILNA .			
Name: _____		Signature: _____	
Date: _____			

# Appendix 4 | Confidentiality Agreement

---

## **Important: read carefully**

THE DISCLOSURE TO YOU OF THESE SETS OF PILNA ITEMS AND ANY ACCOMPANYING PILNA MATERIALS IS SUBJECT TO THE TERMS AND CONDITIONS OF THE CONFIDENTIALITY AGREEMENT.

## **CONFIDENTIALITY AGREEMENT for the PILNA MAIN STUDY ITEMS**

This agreement between SPC/EQAP and you that sets forth the terms and conditions of your use of the PILNA materials.

You understand, acknowledge, and agree that:

- The questions and answers of the PILNA items are the exclusive and confidential property of SPC/EQAP;
- You will not disclose the items or answers or discuss any of the content of the PILNA instruments with any person;
- You will not make a copy or attempt to make copies of the PILNA instruments (written, electronic, photocopied or otherwise of any items);
- Violation of this agreement will lose the validity, reliability and credibility of the PILNA data collected and may cause harm to SPC/EQAP and the Region for which money has been invested on.

The terms and conditions of this Agreement are mutual and it is mandatory for each participant to fill the information below and sign in the space provided.

Name of Officer: \_\_\_\_\_ Signature: \_\_\_\_\_

Designation: \_\_\_\_\_ Date: \_\_\_\_\_

Country: \_\_\_\_\_









