PACIFIC ISLANDS LITERACY AND NUMERACY ASSESSMENT

PILNA 2018

IMPLEMENTATION MANUAL

NATIONAL COORDINATOR

EQAP
Educational Quality and Assessment Programme

PACIFIC ISLANDS LITERACY AND NUMERACY ASSESSMENT

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IMPLEMENTATION MANUAL

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NATIONAL COORDINATOR

Pacific Community, Suva, Fiji, 2018

Contents

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.

The 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 fourteen 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 the 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[1] 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 follow the correct procedures so that valuable and reliable data can be collected.

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[1] 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) outlines the roles and responsibilities of three important groups of personnel in the PILNA assessment: national coordinators, school coordinators and test supervisors. Clarifying their specific roles and responsibilities is essential to ensure that the data collection process is appropriately carried out and valid and reliable information is captured. Each group has an important function and works in coordination with the others.

The **National Coordinator** coordinates the PILNA processes in the country, in collaboration with a sampling officer for certain activities, the school coordinator and EQAP.

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

The **Test Supervisor**, who is either a teacher in Year 4 or Year 6, ensures that that PILNA tests are conducted and administered properly in the test room during the test sessions over two days.

Figure 1 shows how EQAP interacts with the three groups of personnel in each country in the overall PILNA implementation.

EQAP	National Coordinator	School Coordinator	Test Supervisor
Overseeing PILNA implementation at **Regional Level**	Overseeing PILNA implementation at **Country Level**	Overseeing PILNA implementation at **School Level**	Overseeing PILNA implementation at **Classroom Level**
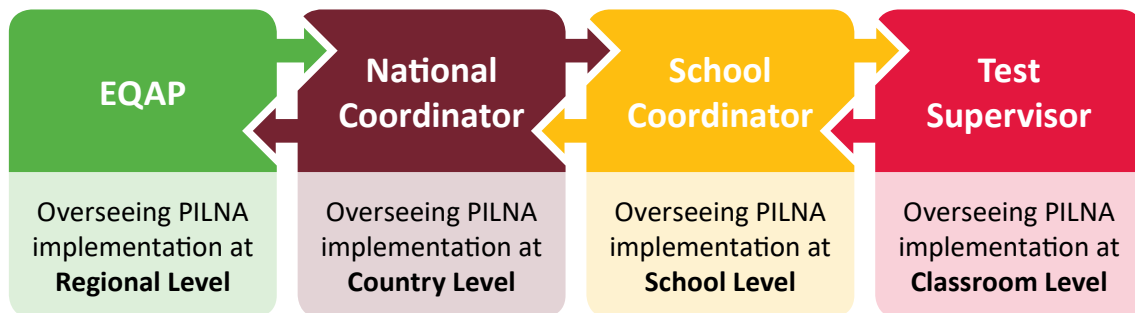
Figure 1: PILNA implementation at various levels

This manual discusses the roles and responsibilities of the national coordinator. The roles of the school coordinator and test supervisors are discussed in separate booklets. The appendix presents samples of the PILNA forms that all personnel will use to document their roles in the PILNA.

1.4   Distribution and return of PILNA materials

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

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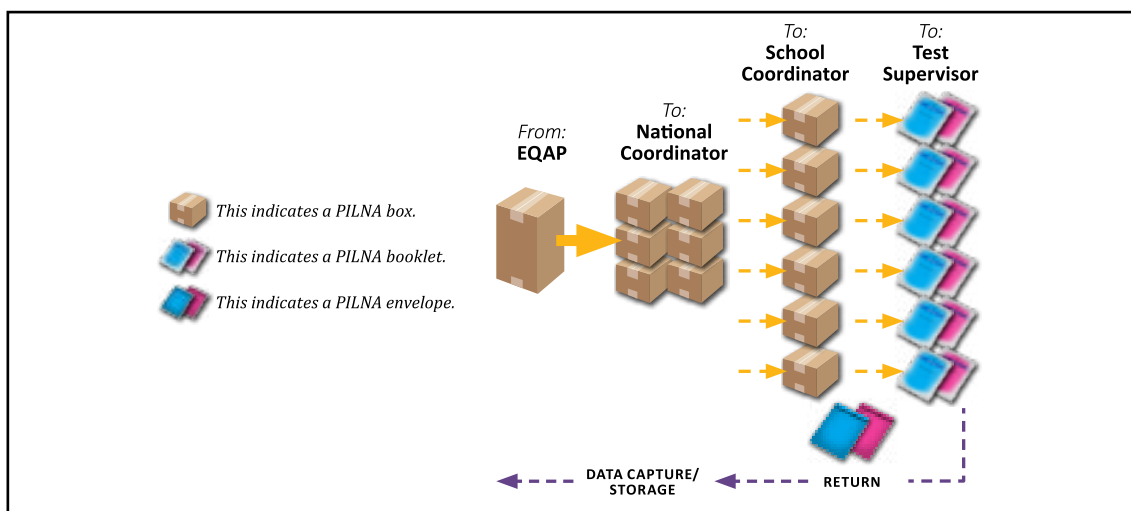
Figure 2 : PILNA test material distribution

1.5   Test Booklets

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 during the test.

1.6   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 test is administered in two sessions, the writing test in session 1 and the reading test in session 2. The numeracy test is administered in session 3, and the final session is for filling in the pupils' questionnaire (session 4). Tables 2 and 3 show the allocation of times for each test administration 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: • preparation of students, • distributing test booklets, • checking and completing required information on the front of the booklet, and • reading aloud the instructions.	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: • preparation of students, and • reading aloud the instructions (including practice questions).	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: • preparation of students, • distributing test booklets, • checking and completing required information on the front of the booklet, and • reading aloud the instructions.	10 minutes (approximately)
		Completing the Numeracy tasks	**60 minutes**
		Extra time if needed by students	**15 minutes**
		Break before returning for the Questionnaire session	15 minutes (approximately)
	Session 4 - Questionnaire	Preparation for the Questionnaire, including: • preparation of students • reading aloud the instructions and the Questionnaire	5 minutes (approximately)

DAY/SESSION		ACTIVITY	TIME
DAY 2	**Session 4 - Questionnaire**	**Completing the Questionnaire**	**30 minutes (approximately)**
		Collect the materials and end the session	15 minutes (approximately)
		Total DAY 2 administration	**2 hours 30 minutes (approximately)**

1.7 PILNA Materials

EQAP sends the PILNA materials to participating schools to ensure that the 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 national coordinator, school coordinator and test supervisor will receive prior to the PILNA test days.

Table 4: PILNA Test Materials

	PILNA materials	*When to receive*
National coordinator	• Class enrolment lists – templates	April/May 2018
	• Large PILNA boxes that contain smaller boxes of test packages for each participating school.	Four weeks prior to the test administration date
School coordinator	• Copies of this implementation manual for the school coordinators and test supervisors • Copies of teacher questionnaires for Years 4 & 6 teachers and head teachers/principals • Copies of Confidentiality Agreement form for each teacher • For each class sitting the test, the relevant test booklets, test instructions, the class attendance list and forms to complete	Two days prior to the test administration date
Test supervisor	• Class enrolment lists – to fill in with the required details	April/May 2018
	• A copy of the PILNA Implementation manual from the school coordinator a few days before the PILNA test • Teacher questionnaires to complete prior to test administration day	One week before the test administration days
	• 1 packet of literacy test booklets • 1 packet of numeracy test and questionnaire booklets • The test instruction booklet that has the instructions for the literacy and numeracy tests and how to fill in the questionnaires • The class attendance list from EQAP • 1 packet containing the supervision report forms • 'Return envelopes', tapes and marking pens for repackaging	The morning of the relevant test administration day

Section 2 | Responsibilities of the National Coordinator

2.1 National Coordinator's Role

The national coordinator coordinates the PILNA processes in the country at the national level in collaboration with EQAP, the school coordinators and the sampling officer for certain activities.

2.2 National Coordinator's Tasks

The national coordinators's main responsibilities are to:

- act as a liaison and contact person between EQAP, the national level education authorities and the participating schools;
- provide information about the purpose of the PILNA in the country;
- select and train school coordinators and test supervisors in test administration in the county; and
- provide support to school coordinators on the assessment days, if needed.

The above responsibilities of national coordinators can be broken down into a number of tasks. Table 5 lists those tasks by assessment stage: before 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 National Coordinator's Key Tasks

STAGE	DATE/TIMEFRAME	TASKS	TICK (✓) WHEN DONE
I. BEFORE THE ADMINISTATION	March 2018	Compile and send the country-specific information and sampling details to EQAP	
	March 2018	Send a country budget to EQAP	
	19–21 March 2018	Attend PILNA training for main study administration	
	At the training	Sign the Confidentiality Agreement (see Appendix 8)	
	At the training	Confirm administration dates with EQAP	
	After the training	Familiarise yourself with the PIM for school coordinators and test supervisors, and with administration procedures	
	After the training	Notify relevant authorities of the PILNA administration dates	
	After the training	Inform participating schools or relevant authorities	
	April/May	Send the **class enrolment list** for the participating schools to EQAP	

STAGE	DATE/TIMEFRAME	TASKS	TICK (✓) WHEN DONE
	Four weeks before the administration	Arrange a secure room for storage of PILNA test materials before and after the administration	
	Four weeks before the administration	Organise a briefing of school coordinators on administration in education districts.	
	Four weeks before the administration	Fill in the National Coordinator's Tracking Form Part A.	
	Three weeks before the administration	Send electronic copies of the *PIM* for school coordinators and *PIM* for test supervisors to school coordinators in the participating schools before the briefing.	
	Three weeks before the administration	Advise the school coordinators to share a copy of the *PIM* for test supervisors with the test supervisors.	
	At least two weeks before the administration	Receive, check and secure the packages of test materials from EQAP.	
	Three weeks before the administration	Arrange secure distribution of packages with the test materials in the country.	
II. AFTER THE ADMINISTRATION	Soon after the administration	Fill in the National Coordinator's Tracking Form Part B (transfer details from the back of each returned envelope from schools). Receive, check and secure packages of test materials from participating schools. Check that all test booklets and questionnaires are returned, as well as class enrolment lists, class attendance lists and test supervisors' report forms.	
	One-two weeks after the administration	Follow up on any missing test materials with school coordinators.	
	Soon after coding	Compile an overall report on PILNA administration.	
	PREPARATION FOR CODING AND DATA CAPTURE		
	August/September	Identify PILNA panel leaders. Appoint suitable PILNA coders (panel members) and data entry officers.	
	One month before coding	Secure a venue for coding.	
	Two days before coding	Identify and photocopy guinea-pig scripts for pre-coding.	
	Has to be discussed first with EQAP	Send test materials to EQAP if coding/data capture is not done in-country.	
	Four weeks after the administration	Organise coding, based on a schedule.	

2.3 Before the PILNA Test Administration

2.3.1 Set a Test Administration Date

One of the national coordinator's responsibilities is to set a date for the actual PILNA administration: **two successive days,** preferably within the 'test window' period of **October 15–19** or **October 22–26**. If two days are not possible within this window period for a country, then specific reasons and alternative dates are to be selected in communication with EQAP. After confirming the dates with EQAP, notify relevant authorities in your country of the PILNA administration dates.

2.3.2 Provide Required Information to EQAP

You will need to provide the following information to EQAP.

1. A budget for in-country costs that may occur before and after the administration of PILNA.
2. The relevant country information required for PILNA sampling in March 2018.
3. **The class enrolment lists**:

    a) Once these blank class enrolment lists (APPENDIX 3) are received from EQAP, you send them to the school coordinators and ask them to fill in the required information.
    b) The sampling officer may be consulted to assist in getting this information from all participating schools.
    c) Ensure that school coordinators understand that all information must be captured electronically and submitted to you by a set deadline.
    d) You may be required to make alternative arrangements to accurately capture any handwritten information from schools into the electronic class enrolment lists before sending them to EQAP.
    e) **Only** the electronic copies of the class enrolment list are to be sent to EQAP. Avoid sending to EQAP any scanned or handwritten class enrolment lists.
    f) Return to EQAP the completed electronic class enrolment lists by **May 2018**.

2.3.3 Receive PILNA Materials From EQAP

EQAP will send you packages with the test material in large boxes. After receiving the packages you should:

• open the large PILNA boxes and find small boxes of materials allocated for each PILNA school;
• distribute the small school boxes to the relevant school coordinator of PILNA schools, such that the boxes reach the schools **one week before the PILNA test administration date**; in some cases district/provincial/private education authorities (or officers) might be required to assist in the logistical arrangements;
• complete the National Coordinator's Tracking Form (APPENDIX 1).

2.3.4 Brief School Coordinators and Test Supervisors

A month before the test administration date, national coordinators need to organise a briefing with the school coordinators, and if possible with the test supervisors, to ensure that they are familiar with their roles and the correct administration procedures. You will be required to do the following tasks.

1. Facilitate a briefing of school coordinators and test supervisors in education districts.

2. Send the school coordinators an electronic copy of the PIM for school coordinators that details the roles and responsibilities of the school coordinators and the test supervisors.
3. Advise the school coordinators to share e-copies of the manual with the test supervisors.

An electronic file containing a training video accompanies this manual for the briefing. You will need to make it available to the trainees and answer queries about the video presentation.

In case the video is not available, you may discuss the following:

a) the purpose of PILNA;
b) the fact that results are not going to be used to judge teachers' or individual pupils' 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) their appointment as school coordinator for the PILNA administration in their schools,
e) the appointment of Year 4 and Year 6 teachers as test supervisors in their schools;
f) the security and confidentiality agreement;
g) the confirmed test administration days;
h) the standardised test administration procedures – the number of days for the tests, which session is first;
i) how to record attendance;
j) word-to-word reading of test instructions;
k) the timing of the test administration sessions and breaks between the two sessions.

It is advisable to hold briefings in clusters so that each one can involve a number of school coordinators. The training video should be sent to isolated schools or those schools that cannot attend briefing.

The national coordinator may distribute the PILNA test materials to school coordinators during this briefing for convenience.

2.4   After the PILNA Test Administration

The national coordinator's responsibilities immediately after the PILNA test administration include the following.

1. Receive and open the test box or boxes when they are returned from a PILNA school.
2. Transfer on to the National Coordinator's Tracking Form (APPENDIX 1) the details on the back of each return envelope received.
3. Collect the **class attendance lists**, the **school coordinator's report** and the test supervisor's report for each class that participated in the test.
4. Submit these to the EQAP officer during the coding sessions.
5. Ensure that the test boxes are kept in a secure place ready for the coding process. The PILNA Coding Training Manual will provide more information about the coding process. This manual will be provided before the coding.

2.4.1   Pre-coding preparation

The national coordinator is in charge of the overall PILNA coding exercise and needs to attend to the following pre-coding preparations.

1. Identify the appropriate week and the dates for the coding process in collaboration with the literacy and numeracy panel leaders and inform EQAP accordingly.
    *   The coding should be held soon after the PILNA tests, preferably when all boxes have been received from participating schools.
    *   The coding exercise is expected to be completed in three to five working days.
2. Facilitate the coding process in collaboration with the panel leaders and an EQAP officer who will travel to the country.
    *   The coding process will be preceded by an intense training of coders.

2.4.2   Selection of coders and data entry officers

The national coordinator is responsible for the selection and appointment of coders from the literacy and numeracy panel leaders and their members, and for selection of the data entry officers. Important guidelines are listed below.

1. **Coders** are officers who have had some experience in the marking of national assessments, are trustworthy, and willing to adopt and cooperate with the coding procedures. The expected number of coders is based on the ratio of about one scorer to 80 scripts per day over three to five days.
2. **Data entry officers** are responsible for transferring data from each student's script to the appropriate capture form. The number of data entry officers will depend on the number of scripts, using a ratio of about **one data entry officer to 200 scripts.**
3. Coders and data entry officers are expected to be engaged in coding and data entry on a **full-time basis** within the **three to five days.**
4. Relevant authorities must be asked to consent to the official release of coders and data entry officers for the full duration of three to five days, as agreed on with EQAP.

2.4.3 Coding

The national coordinator is responsible for the tasks listed below.

1. Organise a centralised coding venue where all coders and data entry officers can easily converge to conduct the coding exercise.
2. Select guinea-pig scripts for pre-coding exercises.
    a) The identified scripts should represent a wide range of student responses.
    b) The scripts should include two low level response scripts, two medium level response scripts and two high level response scripts.
    c) Each guinea-pig script identified should be photocopied – one copy for each scorer.
3. Organise transport of the scripts to the coding venue and back to the storage room during the coding week.

2.4.4 Report

The national coordinator must complete and submit to EQAP the PILNA Overall Report Form (Appendix 6).

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

Samples of the various forms are provided in the appendices.

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: National Coordinator's Tracking Form

PILNA: NATIONAL COORDINATOR'S TRACKING FORM

#	School Name	PILNA TEST PACKAGE/MATERIAL		PILNA TEST PACKAGE/MATERIAL							
		A. SENT TO SCHOOL		B. RETURNED FROM SCHOOL							
		Qty (from EQAP)	Date (sent to school)	Date (received from school)	Literacy count		Numeracy count		Questionnaire		Class List
					# used	# unused	# used	# unused	Teacher	Head Teacher	#
	Example Primary School	1	1/10/17	2/10/17	24	1	25	0	2	1	2
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											

Appendix 2 | PILNA Receipt of Packages

Country Name: _____

No	DISTRICT	School Code	School Name	Number of boxes received			Comments
				Small	Medium	Large	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							

Please check that you have received all of the above.

SIGNED: _____   DATED: _____
NATIONAL COORDINATOR'S NAME: _____

Appendix 3 | 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	DATEww 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 4 | Class Attendance List/Sample

Country: _____

Grade: _____ **Stream:** _____ **School Name:** _____ **Class Teacher's Name:** _____

CLASS ATTENDANCE LIST

STUDENT ID	#	FIRST NAME (in alphabetical order: A - Z)	LAST NAME	GENDER: B or G	DATE OF BIRTH: dd/mm/yyyy	LITERACY WRITING	LITERACY READING	NUMERACY	QUESTIONNAIRE
						Place a tick (✓) if student is present; a cross (✗) if absent; a dot (•) if student had left school and write NU if script is not used in that session.			
	1								
	2								
	3								
	4								
	5								
	6								
	7								
	8								
	9								
	10								
	11								
	12								
	13								
	14								
	15								

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 5 | 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 COORDINATORS_____

Specific Comments. This form is to be filled by the PILNA School Coordinator to highlight his/her experiences with the SC roles across the entire PILNA process, from the provision of school data for PILNA registration to sending back to the National Coordinator boxes of test scripts. Please reflect on the various responsibilities of the SC and highlight the things that worked well, the difficulties faced and any suggestions you have for improvement.

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

Appendix 6 | PILNA Overall Report Form By National Coordinator

COUNTRY: _____ NUMBER OF PARTICIPATING SCHOOLS: _____ TEST DATES: _____
SCORING DATES: _____

Specific Comments.

This form is to be filled by the PILNA National Coordinator to highlight his/her experiences with the NC roles across the entire PILNA process, from the provision of school data for schools that participated in PILNA to the end of the scoring, coding and data entry processes. Please reflect on the various responsibilities of the NC and highlight the things that worked well, the difficulties faced and any suggestions you have for improvement.

SPECIFIC COMMENTS			
	WHAT WORKED WELL	DIFFICULTIES FACED	SUGGESTIONS FOR IMPROVEMENT
Communications with EQAP / schools			
Provision of data to EQAP			
Receipt of boxes from EQAP			
Dispatch of boxes to schools			
Receipt and storage of boxes from schools			
Extraction of class lists from returned boxes			
Sending class lists to EQAP			
Selection of Literacy and Numeracy Panels			
Preparation for scoring – dates, venues, logistics, refreshments, staff release, contracts			
Guinea Pig selection			
Training for scoring			
Distribution and tracking system for papers during scoring			
Quality control of scoring and data capture			
PILNA Documentation – Implementation Manual			
PILNA Documentation –Training Manual			
GENERAL COMMENTS. Please also include any other comments on the overall coordination of PILNA .			

Name: _____ Signature: _____
_____ Date: _____

Appendix 7 | PILNA Supervision Report Form

Fill this form for all the four sessions
Name of Test Supervisor: _____ School name: _____
Country name: _____Year/Grade level: _____

1. 1.   *Fill in the date and time of each Test Session:*

Sessions	Date	Start time	End time
Literacy Writing			
Literacy Reading			
Numeracy			
Questionnaire			

Fill in the tables below
Place a tick (✓) in the bracket beside No or Yes. Provide details if you tick (✓) Yes

2. **Did any special or unusual events occur during the session?**	
Literacy Writing	No ( ) Yes ( ) Please describe:
Literacy Reading	No ( ) Yes ( ) Please describe:
Numeracy	No ( ) Yes ( ) Please describe:
Questionnaire	No ( ) Yes ( ) Please describe:

3. **Did students have any particular problems with the questions (for e.g., too difficult, not enough time, language problems, tiring, instructions not clear, etc.)?**	
Literacy Writing	No ( ) Yes ( ) Please describe:
Literacy Reading	No ( ) Yes ( ) Please describe:

3. Did students have any particular problems with the questions (for e.g., too difficult, not enough time, language problems, tiring, instructions not clear, etc.)?	
Numeracy [For **Numeracy**, please indicate the number of students that use the extra 15 minutes]	No ( ) Yes ( ) Number of students: _____ Please describe:
Questionnaire	No ( ) Yes ( ) Please describe:

4. Were there any problems with the test materials (for e.g., errors, blank pages, inappropriate language, inadequate numbers of test papers or questionnaires, etc.)?	
Literacy Writing	No ( ) Yes ( ) Please describe:
Literacy Reading	No ( ) Yes ( ) Please describe:
Numeracy	No ( ) Yes ( ) Please describe:
Questionnaire	No ( ) Yes ( ) Please describe:

5. Other comments:

_____
_____
_____
_____
_____

Test Supervisor's Signature: _____   Date: _____

Appendix 8 | 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: _____