2021-2022 Teacher Assessment Summary

Goal of Training:
- All teachers to be at A2 or above on the CEFR proficiency scale.
- All teachers to have 75% mastery in Curriculum and Pedagogy.

Objective of Assessment:

1. Standardized process for establishing Baseline and Measuring Progress

2. Identify growth and development needs – both individually and collectively as a group

3. Continuously measure the impact of Training; and refine training and development plans – both individually and collectively

4. Tell the story of the long term Impact of Women's Livelihood and Skilling Program"

Executive Summary

1. Overall proficiency of the cohort has gone up.
   - 48% of the cohort is at or above the expected threshold of A2 level. 43% of the cohort is at A1 level.
   - Since the last assessment, 12 teachers have moved up a level.
   - 37 teachers scored 8% more on an average than last year.

2. The "Listening" skill level of the entire cohort rose almost 20% - meeting the key objective as defined on the basis of last year's assessment results.
   - As compared to Assessment 2021 - the teachers have demonstrated a growth in their Listening, Reading and Writing skills. However, there is a slight drop in Speaking and Grammar skills.

3. Performance of the new cohort of teachers hired in the last 12 months correlates with the rigour in selection process:
   - The newly hired cohort has performed on par with or better than the teachers with more than 3 years of experience with OBLF.
   - The foundational skill/ability of the new teachers plays a significant role in their ability to absorb the training, and, consequently, in the overall proficiency & impact of teaching.

4. It is a source of concern that there are teachers (5) who are below the minimum threshold of proficiency - despite being in training for 4+ years.

Difference in Teacher Assessment 2022 Vs 2021

1. More Comprehensive/Detailed Assessment [Due to our evolved understanding of the program]
2. More contextualized - based on our training needs
3. The criteria for % relation to CEFR level is more scientific.
   a. For the assessment set at A2 and A2 Key Level: 0-50%, A1; 50%-75%, A2; 75%-100%, A2 Key
   b. For the assessment set at Pre A1 and A1 Level: 0-50%, Pre A1; 50%-75%, A1; 75%-100%, A2
4. More detailed tools of evaluation- Example: Demo class rubric has more detailed descriptors vs just the absence or presence of an action

Impact of the difference in assessment process

1. We saw a reduction in CEFR level for some of the teachers
2. We will be considering this as baseline, however we won't be making any changes in training batch allocation this year based on this
3. We may not see a significant growth in LSRW skills for the cohort but that does not mean we have not learnt- What they are being assessed on now is much more detailed than before

At the time Teacher Assessments were conducted, OBLF had 60 active teachers (or the teachers who took the assessment.)

1. Number of years with OBLF
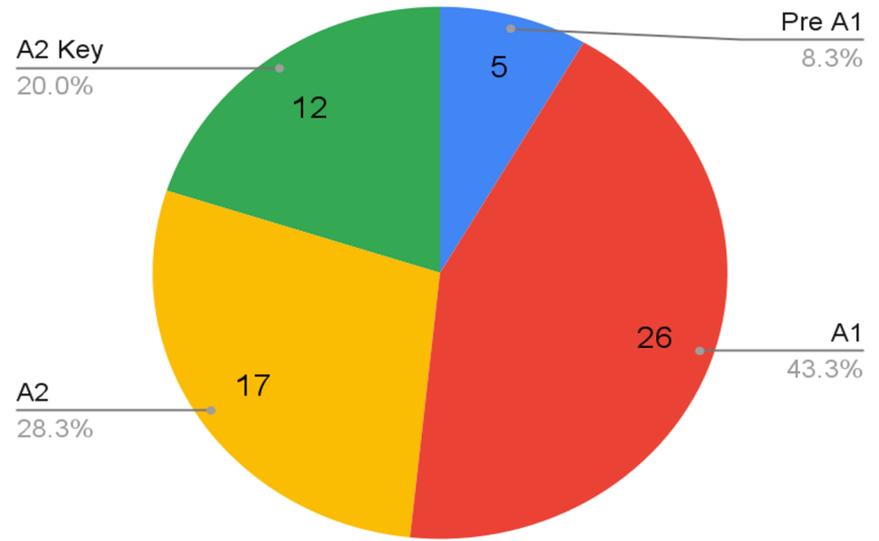
2. Overall Proficiency level

n=60
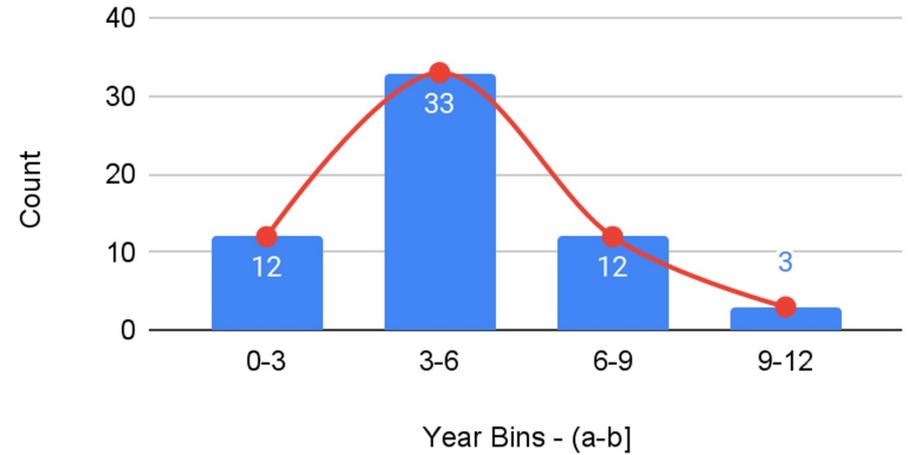
- 48% of the cohort is at or above the minimum threshold of A2 Level.
- 5 teachers are at Pre-A1 level - same as last assessment (but with some changes).
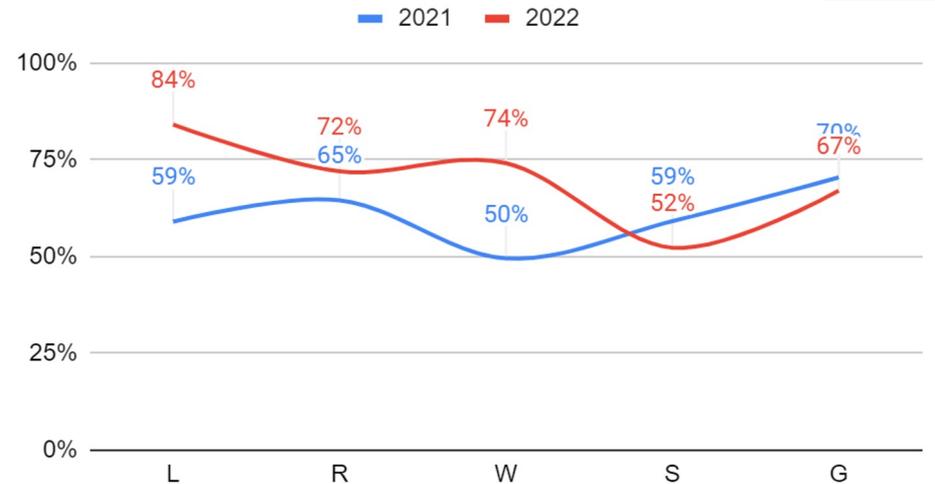
Pre A1
8.3%
5

A2 Key
20.0%
12

A1
43.3%
26

A2
28.3%
17

- On an average, each teacher has performed better in "Listening" skill. This is in line with the training objectives that were set for the year.

- "Speaking" - as a skill continues to be the lowest scoring.

- The teachers have demonstrated a growth in their Listening, Reading and Writing* skills. However, there is a slight drop in Speaking and Grammar skills.
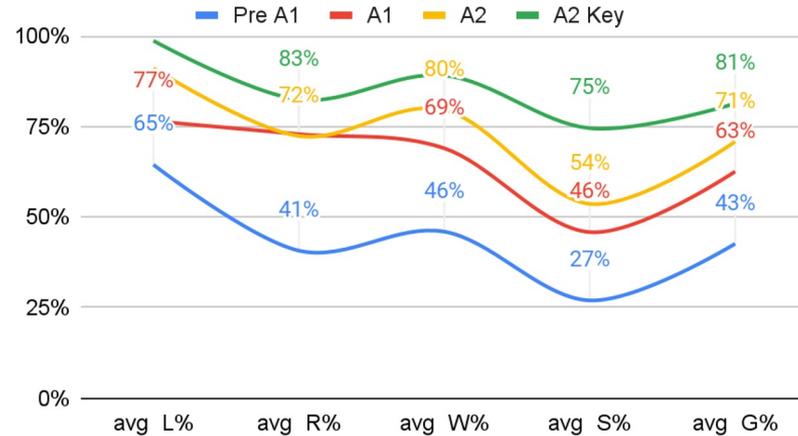
Literacy levels - LSRWG

n=60

Legend: 2021, 2022

	L	R	W	S	G
2022	84%	72%	74%	52%	67%
2021	59%	65%	50%	59%	70%

L - Listening   S - Speaking   R - Reading   W - Writing   G - Grammar

4. Level-wise literacy levels

n=60

Legend: Pre A1, A1, A2, A2 Key

2022

- 100%
- 77%
- 65%
- 83%
- 72%
- 80%
- 69%
- 75%
- 81%
- 71%
- 63%
- 41%
- 46%
- 54%
- 46%
- 43%
- 27%
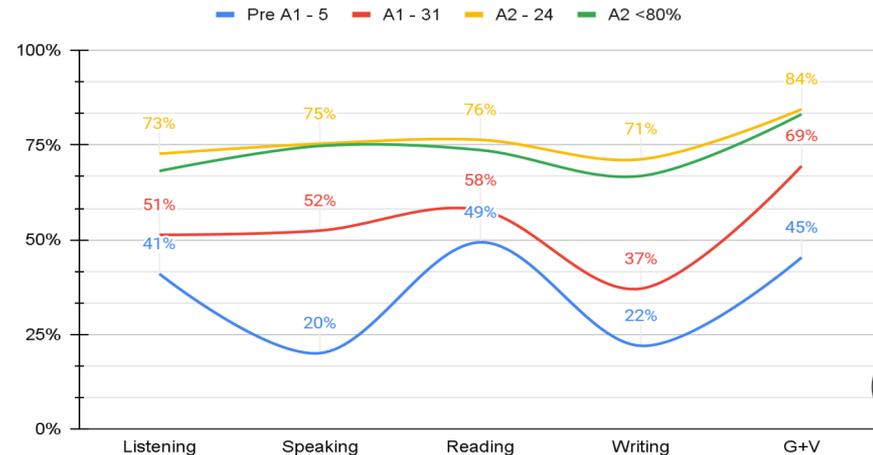
avg L%   avg R%   avg W%   avg S%   avg G%

- It can be observed that the score is quite consistent with the level ladder; That is:
  - Pre A1 teachers have scored the least in each skill.
  - A2 Key teachers have scored the highest in each skill.
- The skill gap between A1 and A2 teachers have reduced since the last year.

Legend: Pre A1 - 5, A1 - 31, A2 - 24, A2 <80%

2021

- 73%
- 75%
- 76%
- 71%
- 84%
- 69%
- 51%
- 52%
- 58%
- 49%
- 37%
- 45%
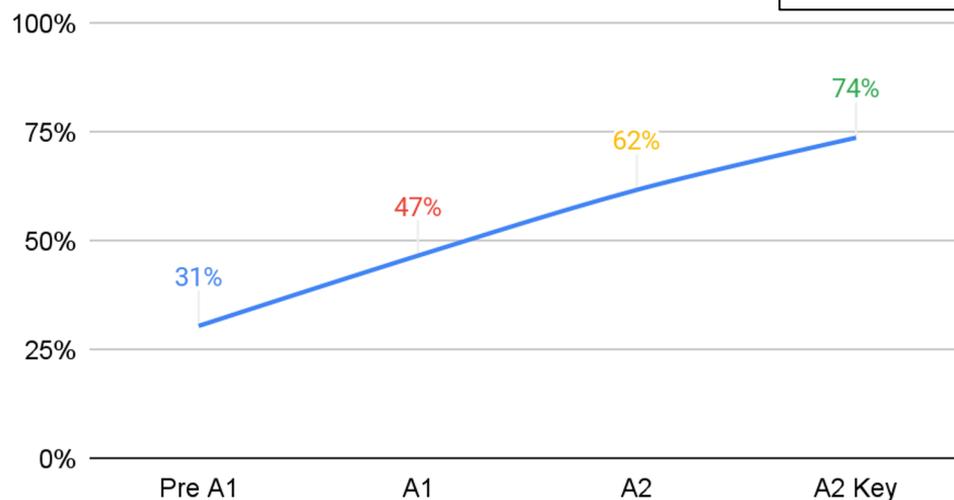- 41%
- 20%
- 22%

Listening   Speaking   Reading   Writing   G+V

- It can be observed that the score is quite consistent with the level ladder; That is:
  - Pre A1 teachers have the least Curriculum Mastery.
  - A2 Key teachers have the highest Curriculum Mastery.

Pre A1 = 5
A1 = 26
A2 = 17
A2 Key = 12

5. Average Curriculum Mastery

- It can be observed that the score is quite consistent with the level ladder; That is:
  - Pre A1 teachers have the least Pedagogy Mastery.
  - A2 Key teachers have the highest Pedagogy Mastery.

6. Average Pedagogy Mastery

Pre A1 = 5
A1 = 26
A2 = 17
A2 Key = 12
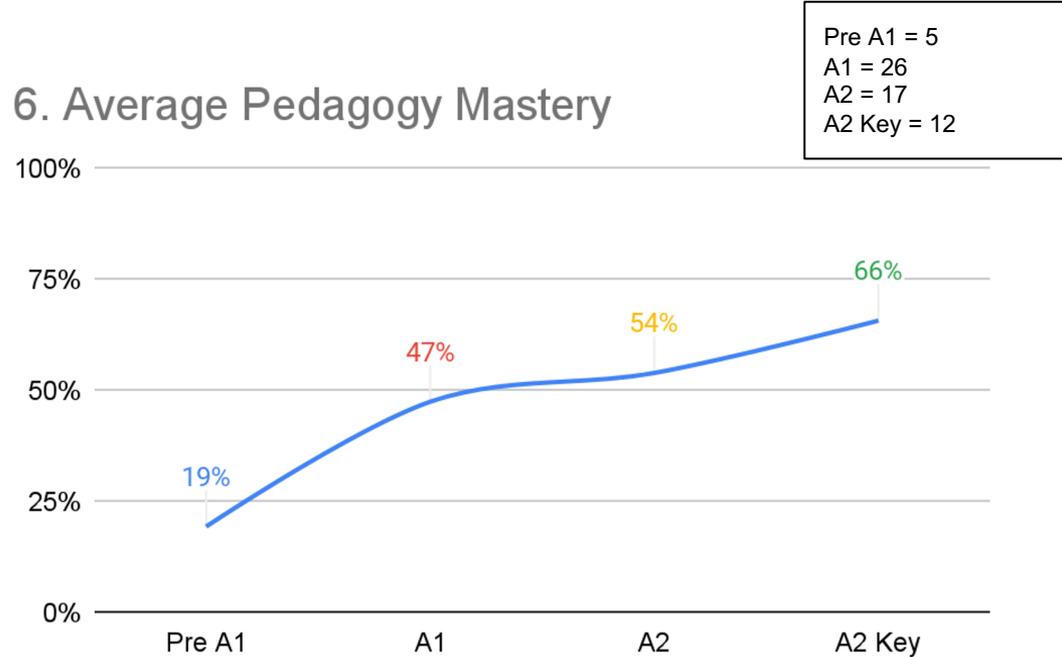
- The teachers who have been with OBLF for at least 6 years have the highest mastery in almost every skill.
- The teachers who have been with OBLF for 3 or less than 3 years have significantly higher mastery in each skill than other groups.
  - They are on par with the the teachers who have spent 6-9 years with OBLF.
  - On an average, they have also performed better or similarly with the other more experienced teacher groups.
  - This indicates that the hiring process has improved significantly, and thus, the quality of hiring.
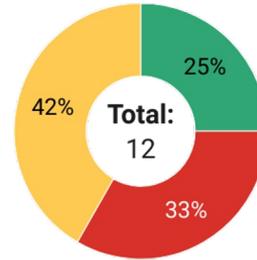
0-3 = 12
3-6 = 34
6-9 = 11
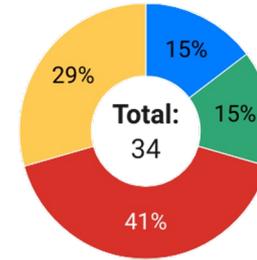9-12 = 3

7. Experience vs LSRW skills
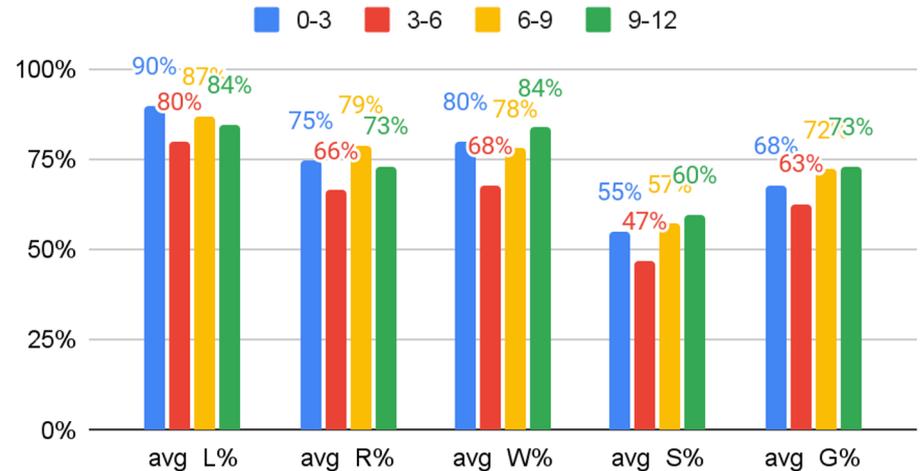
- All of the Pre A1 teachers have been with OBLF for more than 4 years.
- Majority of the A1 and A2 teachers have been working for at least 3 years and at most 6 years.
- Here again we can see that the teachers with 0-3 years of experience are on par with the teachers with 6-9 years of experience.
  - This indicates that the hiring process has improved significantly, and thus, the quality of hiring.
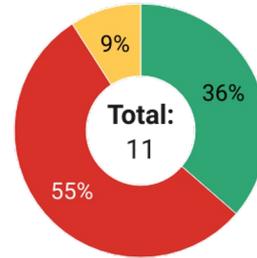
Experience vs Proficiency

Legend: Pre A1 | A2 Key | A1 | A2

0-3
Total: 12
25%
33%
42%

3-6
Total: 34
15%
15%
41%
29%

6-9
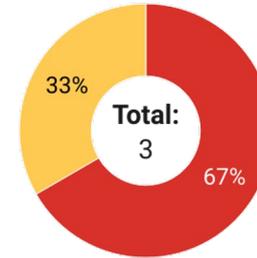Total: 11
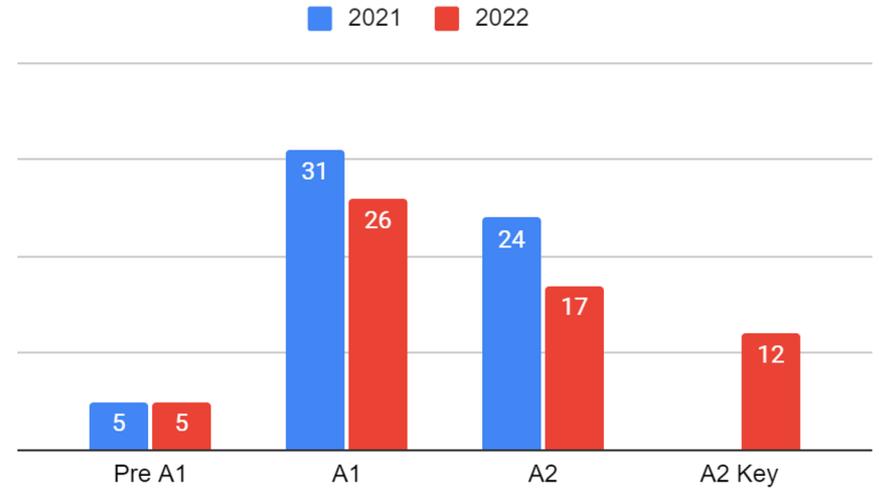36%
55%
9%

9-12
Total: 3
67%
33%

Created with Datawrapper

0-3 = 12
3-6 = 34
6-9 = 11
9-12 = 3

2022 vs 2021 Teacher Assessments

- 12 teachers have moved up a level, as a result, number of A1 and A2 teachers have dropped.
  - The drop in A1 has moved into A2 or A2 key except the three teachers who dropped into Pre A1.
  - The drop in A2 has moved into A2 key.

1. Literacy levels

- The training team focused on listening skill this past year, and as a result we can see a significant growth in listening for the entire cohort.
  - Since listening skill is a receptive skill, it can be speculated that it may have some contribution towards the growth in other receptive skill, i.e., Reading.
- The data shows that there is a significant growth in Writing skill, however during the 2022 written assessment, the teachers were not asked to produce the language on their own. It can not be concluded that there is growth in Writing skill.
- It can be observed that the Productive skills should be the next area of focus while keeping the already established focus on Listening skills. (Productive skills: Writing and Speaking)

3. LSRW skills of A1 Teachers - 2022 vs 2021
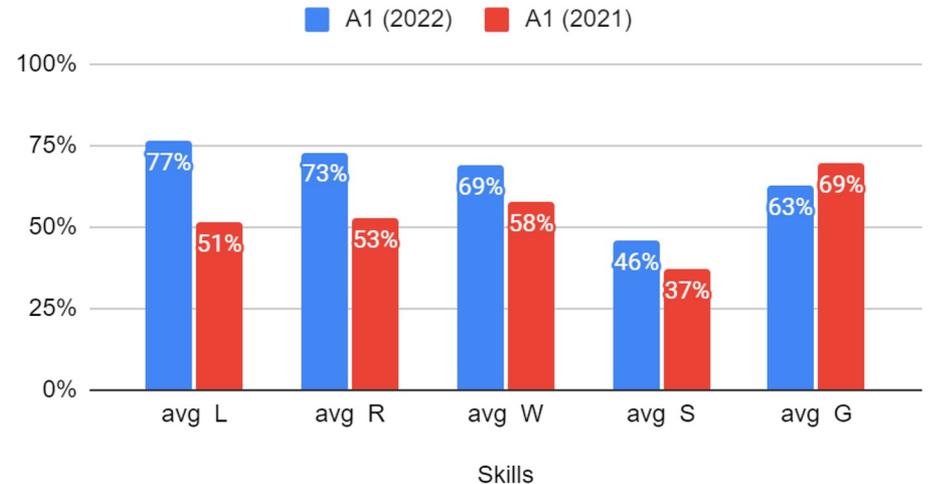
- English language proficiency of the entire cohort has increased by 5% on average.

4. ELP

Legend: 2021 (blue), 2022 (red)

	ELP
2021	61%
2022	66%
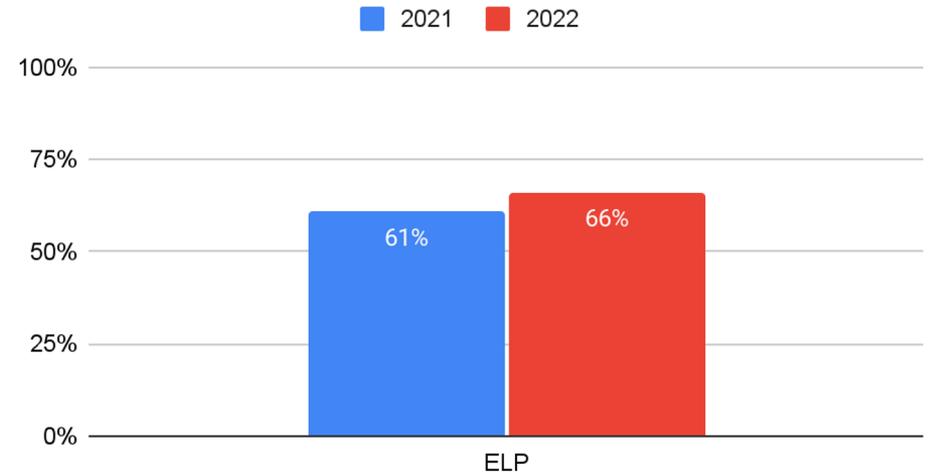
Short term Next Steps

- It can be observed that the Productive skills should be the next area of focus while keeping the already established focus on Listening skills. (Productive skills: Writing and Speaking)
- Grammar integration in ELP.
- The focus of Curriculum Training to be shifted from "Understanding the curriculum" to "Navigating through the curriculum resources."

Long Term Next steps:

- Shift from homogenous grouping for training batches to mixed ability batches to enable peer learning.
- Continued differentiated support to the 5 teachers in pre A1 to ensure they move to A1 level by AY 2023-24.
- Opt-in support space on Saturdays for Spoken English and Grammar