

**Indicator: # of students who demonstrate mastery of content in an English course (ED\_TEFL\_045)**

EDUCATION SECTOR



PROJECT AREA: TEFL

Type: Outcome

Unit of Measure: Student

Disaggregation: Sex: Male, Female;  
Age: 5–9, 10–14, 15–24, 25+**Outcome Measured:** Students increase achievement in English skills**Precise definitions**

A student's **mastery of English course content** will be determined by attaining the minimum threshold score or higher on the final assessment for the course.

**Grading period** refers to a standard interval of instruction, such as a quarter, semester, or term. The standard grading period will be determined by the national education system.

**Data collection**

**Tool:** Peace Corps headquarters has not provided a standardized tool because of the wide variation in what Volunteers might be teaching. If the host country or school has an appropriate assessment tool, Volunteers should use that tool. If no appropriate tool is available, Volunteers will need to develop a tool that aligns with their course content. Refer to "Guidelines for Developing a TEFL Student Assessment Tool." It will be the responsibility of each Volunteer and her/his counterpart to establish what the minimum threshold score will be; one simple guideline is to align this threshold with the "passing" score in the education system.

**Frequency of data collection and tracking:**

**Time 1 (T1)—End of grading period.** At the end of the grading period, PCVs will administer the assessment tool to each student who meets the minimum requirements described below. Record the student's level of achievement in the tracking sheet.

**Who to measure:** Volunteers should only include students for this outcome measurement they have worked with regularly during the grading period in the following activities focused on increasing English skills:

1. Teach or co-teach English to students in a school setting (e.g., direct classroom teaching, pull-out groups, 1:1 tutoring)
2. Organize and facilitate events/recreational activities to create opportunities for practicing and improving English language skills (e.g., language contests, games, theater, and music)
3. Organize and facilitate extracurricular English clubs, tutoring sessions, and/or camps to support English proficiency



## Reporting

**Measuring progress toward the outcome, by sex and by age:** A student will be considered to have demonstrated mastery of content of her/his STEM course if the student achieves a score equal to or greater than the threshold score on the assessment tool.

- For all students that attain the threshold score or higher place a Y in the cell that corresponds to the student's sex and age category.
- For all students who do *not* attain the threshold score place an N in the cell that corresponds to the student's sex and age category.
- Record the sum of all Ys + Ns for each sex and age category in the row titled "TOTAL REACHED." Report each column total in the VRF.
- Record the sum of Ys only for each sex and age category in the row title "TOTAL ACHIEVED." Report each column total in the VRF.

**Note:** This indicator allows individual students to be counted at the end of each grading period. However, if a student does not attain the minimum threshold score and the Volunteer works with that student during a subsequent grading period, the student may be assessed again.

