

$$\frac{2}{3} + \frac{4}{3} = \frac{2+4}{3} = \frac{6}{3}$$

$$\frac{4}{5} + \frac{1}{5} = \frac{4+1}{5}$$

unlike Fractions
Unlike Fractions with different deno
eg. $\frac{2}{3} + \frac{4}{5}$



Learner Eligibility, Assessment, and Certification Guidelines for Accelerated Learning Programs

*Alternative Education Policy
Implementation Guidance*



USAID
FROM THE AMERICAN PEOPLE

This document was produced for review by the United States Agency for International Development. It was prepared by Education Development Center, Inc. (EDC) for USAID/Liberia Accelerated Quality Education for Liberian Children.

This policy was produced by the Policy Sub-Committee of the Alternative Education (AE) Technical Working Group. The sub-committee is composed of representatives of the Department of Instruction; the Department of Administration; and the Department of Planning, Policy, and Research, appointed by their respective deputy and assistant ministers.

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USAID Accelerated Quality Education for Liberian Children

Table of Contents

Acronyms	4
1.0 Foreword	5
2.0 Definitions	6
3.0 Purpose of This Policy	8
4.0 Implementation Responsibility.....	8
5.0 Scope	8
6.0 Eligibility Requirements per Level, Including Age, Assessment Methods, and Scores	9
7.0 Inclusive Recruitment and Selection Steps to Promote Quality Provision in ALP Practices	9
8.0 Enrollment Process and Standard Enrollment Forms that Provide EMIS-Required Information	11
9.0 Process of Certification of Successful Level Completion	11
10.0 Description of Transition Networks for Each Age and Level of ALP	12
11.0 Procedures for Learners, Parents/Guardians, Teachers, and School Administrators to Ensure a Smooth Transition into and out of ALP	16
Annexes.....	18
Annex 1: Learner Intake Form	18
Annex 2: Learner Report Card	18
Annex 3: DEO Certification Steps.....	18
Annex 4: Conditional Pass – Summer School	18
Annex 5: Transition Steps.....	18

Acronyms

ABE	Alternative Basic Education
AE	Alternative Education/Adult Education
AES	Alternative Education Supervisor
ALP	Accelerated Learning Program
CBO	Community-Based Organization
CEO	County Education Officer
DEO	District Education Officer
EMIS	Education Management Information System
EO	Education Officer
GBV	Gender-Based Violence
GOL	Government of Liberia
MOE	Ministry of Education
OOSC	Out-of-School Children
OOSY	Out-of-School Youth
PQS	Program Quality Standards
PTA	Parent–Teacher Association
RERA	Rapid Education Risk Assessment
SFCG	Search for Common Ground
SLE	Safe Learning Environment
SRGBV	School-Related Gender-Based Violence

I.0 Foreword

This Learner Eligibility Policy Guidelines represents the detailed description of implementation purpose, methods and strategies for the Harmonized Policy for Alternative Education. The guidelines were developed to fulfill the Government of Liberia's constitutional mandate for enabling "equal access to educational opportunities and facilities for all citizens and residents to the extent of available resources" and for ensuring that "emphasis shall be placed on the mass education of the Liberian people and the elimination of illiteracy" (Constitution of Liberia, 1986, Article 6)

This commitment has been reiterated in more recent legislation and policies.

The Education Reform Act of 2011 mandates that the GoL will "develop and sustain an education system that allows all students to realize their talents and capabilities irrespective of gender, race, religion, social or economic status or background" (MFA, 2011, p6)

The National Girls Education Policy of 2013 "envisages a society free from gender disparities in all sectors and an education system in which all children (girls and boys) have equal access to affordable and quality education." (MOE, 2013)

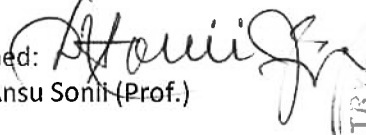
The most recent Education Sector Plan (2017-2021) includes as one of its major strategies "quality alternative and accelerated education pathways for overage and out-of-school children and young people" (MOE, 2016, p19)

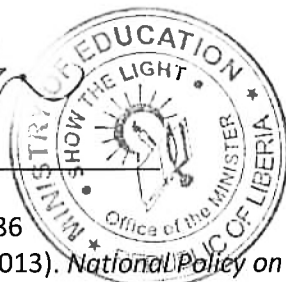
These principles and programs are delineated in the Harmonized Policy for Alternative Education launched by the MoE in December 2017.

This policy guidelines were developed by the Policy Sub-Committee of the Alternative Education (AE) Technical Working Group of the Ministry of Education. The sub-committee is comprised of representatives of the Department of Instruction, the Department of Administration, and the Department of Planning, Policy and Research, appointed by their respective Deputy and Assistant Ministers.

The Ministry of Education wishes to acknowledge the inputs of USAID Accelerated Quality Education for Liberian Children Activity that have contributed to the development of the policy guidelines through working sessions, sharing implementation lessons and a review of the final product.

The provision of alternative education programs will require continued partnership as Liberia seeks to develop its citizenry, communities and the nation. At the heart of this development, lies the importance of learner inclusive access to quality education in a one school approach of conventional and accelerated education provision.

Signed: 
D. Ansu Sonii (Prof.)



References

- The Constitution of Liberia, 1986
- Ministry of Education (MoE) (2013). *National Policy on Girls Education*. Monrovia: MoE.
- Ministry of Education (MOE) (2015). *Getting to Best Education Sector Plan 2017-2021*. Monrovia. MOE.
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- Ministry for Foreign Affairs (MFA) (2011) *Education Reform Act of 2011*, Monrovia, MFA

2.0 Definitions

2.1 Alternative education provides nontraditional pathways to quality education that address the needs of various categories of learners. It supports lifelong learning geared toward learners' skills and contributes to Liberia's overall development. The Accelerated Learning Program, Alternative Basic Education, and adult education classes all fall under the umbrella of alternative education.

2.2. The Accelerated Learning Program (ALP) provides an accelerated lower basic curriculum (Grades 1–6) for out of school and overage children ages 8 to 15. The curriculum is organized into 3 levels that emphasize a strong foundation of literacy and numeracy while approximating the learning outcomes of 2 grades per level. Successful completion of Level 1 is equivalent to completion of Grade 2; completion of Level 2 is equivalent to completion of Grade 4; and completion of Level 3 is equivalent to completion of Grade 6. The current ALP approach is designed for 3 levels in 3 years with level completion assessments offered at the end of each year. The MOE anticipates that new models may emerge that meet curriculum standards and completion certification requirements for learners in order to facilitate their transition within or out of the ALP.

2.3 Alternative Basic Education (ABE) offers re-entry or introduction to learning, livelihoods, leadership, and life skills for out-of-school youth between the ages of 15 and 35. ABE provides a curriculum that integrates livelihoods, leadership, and life skills in a 3-year program, which also includes the ALP model of 3 levels to complete Grades 1 through 6 of the national curriculum over a 3-year period.

2.4 Adult education includes all learning programs and activities available to learners age 18 and above that have a specific educational or skills focus. This includes night schools, which are open to learners of all ages, Grades 1 through 12. Night schools are intended for learners who cannot attend day schools. The curriculum is the standard curriculum for Grades 1 through 12 and is not delivered in a compressed timeframe, as are ABE and ALP. Other adult education programs that are offered by NGOs and private service providers and focus on the provision of fundamental literacy and numeracy skills are nonformal. Nonformal education programs for adults shall be encouraged to include basic elements of small business development and management skills, and partners shall be sought to provide graduates of these programs with microcredit loans.

2.5 Overage: A learner is considered to be overage if she or he is 2 or more years older than the appropriate age for the class in accordance with the Education Reform Act of 2011. A learner in the formal school who is overage may be taken out and placed in the appropriate level in the ALP.

- 2.6 Out of school:** A learner is out of school if she or he is not currently in school or has never been to school. This category will include those who have dropped from school as well as those who are otherwise out of school.
- 2.7 Drop-out:** Two types of drop-out are referred to by this policy guideline:
- A. The ALP target group of young people age 8 to 15 years who were in school and dropped out, thus becoming out-of-school as defined above. These young people are usually those who dropped from the formal school system for 1 or more years.
 - B. ALP students who have enrolled with the program, begun classes, are a part of the teacher's roster, and are considered an ALP learner at a particular site, but have not attended classes for any full unit of the ALP curriculum. These learners are not expected to pass the summative assessment, since they have not attended a full unit of the curriculum or prescribed ALP education.
- 2.8 At-risk children:** These are children who have the highest likelihood of little or no access to basic education due to failing, dropping out, or not being able to attend school.
- 2.9 Learner certification:** This is the act of a learner being certified for transition within or out of the ALP. A learner may move to another level in the program or transition into the formal system or to another alternative program as a result of age appropriateness or completion of Level 3 with the desire to further his or her education within the formal system in Grade 7.
- 2.10 Safe Learning Environment (SLE):** A place where structured learning happens that is free from environmental, internal, and external risks to learners' and education personnel's safety and well-being. A safe learning environment involves every aspect of creating a positive learning experience for students. The physical space is one important element, but equally important are the relationships between students, teachers, and the learning community as a whole. Environmental risks can include, but are not limited to, natural disasters and public health risks. Internal risks can include, but are not limited to, school-related gender-based violence (which includes rape, unwanted—including both physical and sexual—touching, unwanted sexual comments and abuse, corporal punishment, bullying, and verbal harassment) and gang activity/recruitment within a school. External risks can include, but are not limited to, attacks on the way to/from school, ideological attacks on learning environments, armed/violent attacks on learning environments, and occupation of learning environment infrastructure by armed or other violent groups.
- 2.11 Students with Disabilities:** Students with disabilities are students with some physical or mental impairment that substantially limits one or more major life activities.

3.0 Purpose of This Policy

The policy provides all ALP providers with guidelines for learner eligibility for their programs, including entrance, performance assessment, completion assessment, and certification requirements to transition between ALP sites and out of the ALP to formal or other appropriate alternative programs. It includes age, placement, and completion processes as well as certification procedures for level completion and transition guidelines within ALP and to formal education and/or work.

4.0 Implementation Responsibility

All ALP service providers, government entities, and nongovernment organizations are intended to comply with this policy guidance. The Bureau for Basic and Secondary Education, through its Alternative Education Division, will ensure that the guidelines are shared with county education officers (CEOs), district education officers (DEOs), alternative education supervisors (AESs), and district alternative education coordinators (DAECs). DEOs will in turn ensure that government, government-aided and other registered service providers have copies of the guidance and related forms. DEOs, AESs, and DAECs will monitor compliance and report noncompliance to the CEO.

5.0 Scope

Specifically, the guidance provides

1. Eligibility requirements per level, including age, assessment methods, and scores.
2. Recruitment and selection steps to promote inclusive practices, including gender- and adolescent-sensitive practices.
3. Enrollment process description and standard enrollment forms that provide information required by the MOE's Education Management Information System (EMIS).
4. Certification process description and standard certification tools for successful level completion, including standard process for delivery of recognized certificates for each level; recommended schedule and locations for testing; roles, responsibilities, and internal controls.
5. Procedures for learners, parents, and school administrators to ensure smooth transition into and out of ALP.

6.0 Eligibility Requirements per Level, Including Age, Assessment Methods, and Scores

ALP is designed for learners who are 2 or more years over the standard age for their grade due to starting late, dropping out, or never having enrolled. For that reason, learners who are of the appropriate age for their grade are not eligible for ALP and will be referred for enrollment in formal schools.

The standard age for Grade 1 is 6 years. Learners age 8 to 15 may enroll in Level 1 ALP if they have never been to school or are returning to school. The standard age for Grade 3 is 8 years. Therefore, pending results of a placement test, learners age 10 to 15 may enroll in Level 2. Learners age 12 to 15 may enroll in Level 3. All learners will take a placement test to ensure that they are placed in the right level. In keeping with Liberia's standard grading system (www.classbase.com/countries/Liberia/Grading-System), learners must pass at least 60% of the placement test to be eligible for the level they are applying for.

Level	Age	Placement Requirements
Level 1	8–15	Completion of intake form; no placement test
Level 2	10–15	Completion of intake form plus DEO-certified Level 1 completion test at designated pass mark and/or report card from accredited program certifying completion of Grade 2.
Level 3	12–15	Completion of intake form plus DEO-certified Level 2 completion test at designated pass mark and/or report from accredited program certifying completion of Grade 4.

Note: Learners who report having completed some grades in school will be placed according to their placement results. This may result in placement in a lower or higher level than that applied for.

7.0 Inclusive Recruitment and Selection Steps to Promote Quality Provision in ALP Practices

ALPs are designed to increase equitable access for overage learners. Equitable access is inclusive as well as gender and adolescent sensitive, and hence the recruitment and selection of learners should reflect these standards. Further, girls are often a lower priority for education in resource-constrained families and frequently drop out due to early marriage or pregnancy. ALP is a chance for learners age 8 to 15 to begin or return to school, and therefore recruitment and selection practices must encourage and embrace these learners and reduce the stigma that might affect their enrollment, performance, retention, and completion.

Principals and teachers are expected to identify and address their own biases with respect to nontraditional, overage, and/or disabled learners, especially female learners. Teachers and principals set the tone for psychological safety at school and beyond and must therefore provide support for all learners.

Additionally, education officers, principals, and teachers will ensure that service providers, community structures (including traditional and religious leaders), parent–teacher associations (PTAs), school management committees (SMCs), community-based organizations (CBOs), and other stakeholders are aware of and promote recruitment and selection for equitable access of all eligible learners. These key stakeholders will be informed of ALP’s purpose, value, and implementation procedures for all learners.

CEOs, DEOs, and other educators will also reach out to school boards, child welfare committees, district advisory boards, and other interministerial structures to ensure that recruitment and selection practices promote equity and access.

All ALP providers, public and private, will participate in national campaigns targeting underserved populations, including but not limited to girls and learners with disabilities. By disabilities, this guideline refers to learners that are physically or mentally challenged (e.g., lame, one-eyed, amputee, low memory, etc.).

The National Girls’ Education Policy, 2013, Chapter 3 provides additional guidance to educators in several areas, including among others:

- Consideration of ways to minimize the costs of girls’ education to families.
- Addressing community norms that favor boys’ education over that of girls.
- Elimination of all barriers that impede the schooling of pregnant adolescents.
- Releasing girls from responsibilities to care for siblings.

The policy further encourages schools to:

- Provide counseling, awareness, and sensitization for girls in communities.
- Implement school and community health programs, including family planning and sex education.
- Establish girls’ reading clubs, periodic motivation sessions, field learning, and sharing sessions.
- Encourage adult and family engagement in learning to promote literacy for all females.
- Provide information to women and girls on the availability and benefits of vocational training, training programs in science and technology, and programs of continuing education.

The Ministry of Gender and Development’s National Gender Policy of 2009 seeks to ensure access to appropriate education and skill training for children with disabilities, especially female children.

8.0 Enrollment Process and Standard Enrollment Forms that Provide EMIS-Required Information

Prior to enrollment, the administrator of the ALP will work with the DEO, DAEC, AE supervisor and CEO's office to disseminate information about the availability of ALPs at the school. Eligibility requirements and registration dates will be publicized through community networks, churches, radio, and announcements posted at schools, health facilities, and other public places. Learners and parents will be advised to bring any school records they may have no matter when or why the learner stopped going to school.

At the school, each learner, supported by his or her parent/guardian or a PTA member, will be expected to:

1. Fill in the student intake form to provide information on individual demographics and the factors that will support and challenge his or her performance in the ALP.
2. Respond to interview questions on reasons for enrollment in ALP
3. Be present for and take the appropriate placement test if applying for Level 2 or 3.
4. Return at the announced time to receive placement results and class assignment.

The enrollment form will collect information about the school and the learner, including basic demographics and placement level. The interview will explore information that enables teachers and administrators to better understand why the learner is out of school and what might affect the learner's motivation, retention, participation, and performance.

Level 1 learners will all be placed in the same class. For this level, the academic year will begin with a 6-week period of catch-up lessons to allow both the learners with prior schooling and those with no prior schooling to be brought up to the same level as beginners. Teachers will be specifically trained to teach classes with mixed-ability learners. Some teachers will be specifically trained to handle different types of disabilities. The Ministry of Education plans to train and designate specific teachers/facilitators for its ALP classes.

9.0 Process of Certification of Successful Level Completion

The goal of ALP is to provide a lower primary education to overage learners age 8 to 15 to enable them to transition as quickly as possible to the formal system, including technical and vocational education and training (TVET), other alternative education programs, or the world of work. It is therefore imperative that learners completing each level have the competencies required for the comparable grade level as defined by the national curriculum.

To promote consistency across programs and ensure learner readiness, all schools implementing the ALP will use a standardized level-completion assessment approved by the Ministry of Education. Level summative assessments will be completed at the end of Levels

1, 2, and 3. The assessments will be administered by a trained teacher and monitored by the school principal, and results will be certified by the DEO. The signed level-completion certificate entitles Level 1 and 2 learners to move to the next level or, if age appropriate, to the equivalent grade in the formal school system. The Level 3 learners' certificate must be issued by the ALP director in the case of private programs or the school administrator in the case of government programs. The certificate entitles learners to apply to and enroll in formal school at Grade 7. The certification is the approved MOE report card for ALP.¹ It is the intention of the MOE to link this certification process to the program accreditation process.

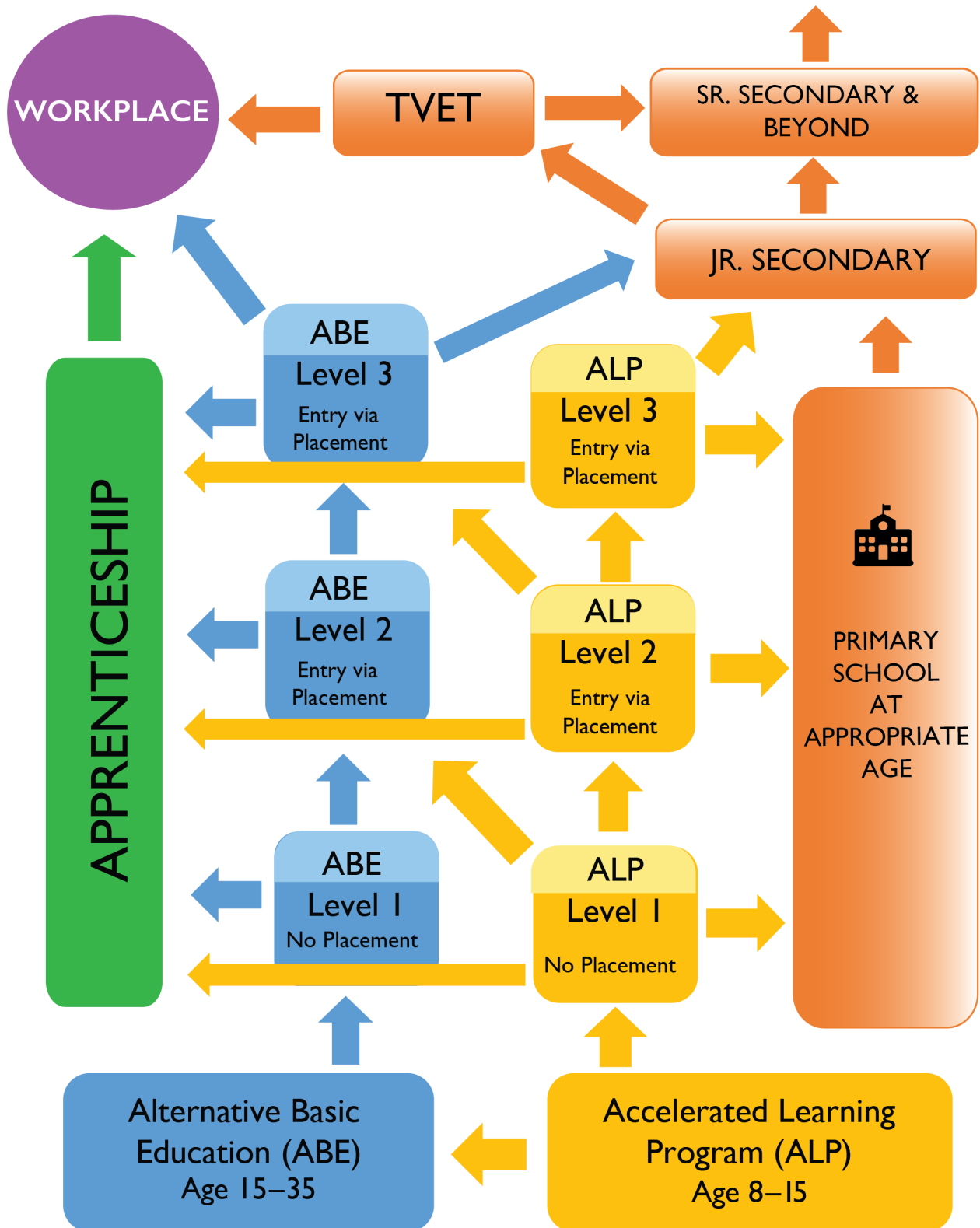
10.0 Description of Transition Networks for Each Age and Level of ALP

Entry to the ALP system is determined by age and placement assessments as appropriate, described in Section 8.0. Completion of an ALP level, based on the MOE-approved level summative assessment, will result in a DEO-approved list of learners and a signed report card from the school. At the end of each level, the choice of next steps is determined by learner age and completion results. An ALP learner shall be considered a dropout if he or she does not attend school for one complete curriculum unit.

Transition Pathways

- A.** ALP learners who have met the national curriculum standards by passing annual summative assessments and are less than 2 years overage for the next grade level will be expected to transition to the formal school.
- B.** Learners who do not pass the annual summative assessment may be required to repeat the level.
- C.** Older ALP learners who are successful on annual summative assessments and who are not eligible for age-appropriate entry to formal school may, because of their age, be referred to an ABE program or continue in ALP where there is no ABE program.
- D.** Learners completing Levels 1 or 2 over the age of 15 should be referred to an ABE program if available. The principal has the discretion to retain such learners in the ALP to enable them to complete Level 3.
- E.** Learners completing Level 3 may also be eligible for entry to alternative programs for upper basic education (e.g., night school and/or livelihood skills, TVET, or workplace).

¹ The Ministry may introduce national assessments for Grades 3, 6, and 9, which may require the addition of the West African Senior School Certificate Examination (WASSCE) examination for Grade 3 (Level 2) and Grade 6 (Level 3) to the report card for successful ALP level completion.



Transition Requirements: Transition within or out of the ALP is based on level- and program-completion requirements.

- A. Level-Completion Requirement:** Completion of a level will require a learner to earn a composite average of 70%,² composed of the results of a summative end-of-year assessment (50% of the total score) and the results of end-of-unit formative assessments (50% of the total score).

The DEO will certify all summative assessment results for level completion. Routine reporting of learner progress will be done via standard reporting processes. At the end of each year, learners will receive a report on their performance on summative and classroom-based assessments. This performance report will be reflected in the MOE's approved report card for ALP.

- B. Program Completion.** The school administrator or principal shall sign the report cards presented to learners completing Level 3. Report cards proving transition qualification between levels and into the formal system shall be signed by the teacher and approved by the school principal or administrator. The certification is the approved MOE report card for ALP.
- C. Transition within ALP:** The periodic progress report card shall be the transition requirement between levels within ALP and into the formal system before completing Level 3. For transition within ALP in a given school or school system, a learner may use the report card to move between levels as well as to move up to the junior secondary school (JSS) in the same school or same school system. However, a learner moving from one ALP to another—not within the same school or program—may be required to pass a placement assessment. The class sponsor or lead facilitator will sign the report card, and the administrator or principal will approve.
- D. Transition from ALP to formal school:** Level 3 completion certificates from an accredited ALP institution will be the entry requirement for Grade 7 or other alternative programs. In the case where the Government of Liberia is administering the West Africa Examination to certify learners for transition to JSS, Level 3 transition will require a report card accompanied by the passing result of the West African Examination Council (WAEC) exams.

² Current MOE regulations, subject to alteration.

Completion and Transition Table

ALP			Formal Schools	
Level	Age	Level Completion Requirements	Grades	Age
Level 4 +	15–35	AE/ TVET Certificate/ Workplace	Grade 7	12–13
Level 3	12–15	Certificate <ul style="list-style-type: none"> • 70% passing grade • Summative end-of-year assessment (50% of score) • Formative end-of-unit assessments (50% of score) 	Grade 6	11–12
			Grade 5	10–11
Level 2	10–15	Report Card <ul style="list-style-type: none"> • 70% passing grade • Summative end-of-year assessment (50% of score) • Formative end-of-unit assessments (50% of score) 	Grade 4	9–10
			Grade 3	8–9
Level 1	8–15	Report Card <ul style="list-style-type: none"> • 70% passing grade • Summative end-of-year assessment (50% of score) • Formative end-of-unit assessments (50% of score) 	Grade 2	7–8
			Grade 1	6–7

11.0 Procedures for Learners, Parents/Guardians, Teachers, and School Administrators to Ensure a Smooth Transition into and out of ALP

In order to take advantage of the ALP process and move on to further education, training, or employment, each stakeholder must play their role as follows:

- Learners
 - Must be between 8 and 15 years of age.
 - Must not currently be in school or must never have been to school and must be 2 or more years older than the appropriate age for the class.
 - Must complete an initial interview and placement test unless they have never been to school, in which case they will begin at Level 1.
 - Must attend classes regularly.
 - Must participate fully in class and out-of-class assignments.
 - Must be free to share any concerns about the program or their experience with teachers, parents, administrators, or other trusted adults.

- Parents or Guardians
 - Enroll children as soon as possible and ensure that they are enrolled in the program or class that is appropriate for their age.
 - Support learners by ensuring enrollment, monitoring attendance and performance, providing food and reducing household chores (including child care) so that learners can study and participate in school activities.
 - Promote completion by reminding learners of the importance of education, encouraging completion of each level and all levels.
 - Participate actively in the PTA or other community school structures.
 - Be aware of the rights of learners and the responsibilities of teachers and administrators, including the Code of Conduct for Teachers and School Administrators in Liberia.
 - Advocate for learners within the school and community and among traditional and elected leaders as needed.

- School Administrators
 - Ensure timely and age-appropriate enrollment.
 - Ensure friendly environment for all learners.
 - Respect the rights and responsibilities of learners, parents, and teachers.
 - Welcome and involve parents and other community members in teaching and learning activities.
 - Model and enforce the Code of Conduct for Teachers and School Administrators in Liberia.
 - Monitor attendance of students and teachers.

- Monitor teaching and learning activities.
 - Monitor assessment of students.
 - Issue report cards and other relevant documents to students passing each level.
 - Maintain accurate documentation of enrollment to completion (e.g., age, formal schooling completed if any, special needs, annual performance, level assessment results).
- Teachers
 - Ensure safe and friendly learning environment for all learners.
 - Respect the rights and responsibilities of learners and their parents.
 - Model and enforce the Code of Conduct for Teachers and School Administrators in Liberia, including compliance in the areas of attendance, preparation, quality curriculum delivery, and promotion of a safe learning environment.
 - Monitor and encourage student attendance.
 - Monitor teaching and learning activities.
 - Monitor assessment and progress of students.
 - Issue report cards and other relevant documents to students passing each level.
 - Maintain accurate class documentation.

Annexes

Annex 1: Learner Intake Form

See Pages 20 and 21.

Annex 2: Learner Report Card

See Pages 22 and 23.

Annex 3: DEO Certification Steps

1. Learners sit and pass the summative assessment.
2. Lead facilitator/class sponsor averages grades and submits them on the master grade sheet to the principal/administrator.
3. Administrator compiles the list by level and signs with his or her signature.
4. Administrator submits list plus master grade sheet to DEO.
5. DEO reviews list against the master grade sheet.
6. DEO approves the list by signature and returns to administrator. If the DEO is not satisfied or has a question or comment, he or she comments or asks questions and receives a response before approving the list.

Annex 4: Conditional Pass – Summer School

The passing grade average for ALP learners is in line with the MOE national standard of 70% average across all subjects. The MOE mandates that learners pass all 4 of the major subjects (science, math, language arts, and social studies). If the learner passes 3 of the major subjects, he or she is considered “passed under condition.”

To pass under condition means that the learner is required to attend a summer school to make up the grade level for the failed subject to at least 70%. If the learner fails to attend the summer school or attends the summer school and yet fails the subject, she or he is considered to have failed the level.

In cases where the MOE has no summer school at this time, students passing under condition are considered to have passed, but students failing more than one of the major subjects are said to have failed the class and level.

Annex 5: Transition Steps

ALP learners may transition under the following conditions:

1. A transitioning learner must pass the annual summative assessment.
2. The transitioning learner’s name must be on the DEO-approved list for transition.
3. For Levels 1 and 2:
 - a. Learner receives his or her report card, signed by the class sponsor and approved by the administrator.
 - b. Learner’s end-of-year status must be “passed.”
 - c. If within the same ALP site, learner does not have to present the report card to transition to the next level since it is the same school that passed the learner.

- d. If passed learner moves on to another site, she or he must present the report card as a part of the admission requirement along with filling in the intake form.
 - e. If passed learner is less than 2 years overage for the next grade level, he or she will be expected to transition to the formal school.
4. For Level 3:
- a. Without the national exam, learner presents his or her report card and sits a placement test for admission into a different school.
 - b. If Level 3 learner transitions to Grade 7 in the same school where he or she completed the ALP, he or she does not need to present a report card or take a placement assessment.
 - c. A Level 3 graduate may move directly into junior secondary school (JSS) or into apprenticeship for work since he or she is 15 or older.
 - d. A Level 3 graduate may also move on to the adult education program in the night school for continuation, presenting his or her report card for a school other than the one from which he or she graduated.
 - e. ALP learners who have met the national curriculum standards by passing annual summative tests and are less than 2 years overage for the next grade level will be expected to transition to the formal school.
 - f. Learners who do not pass annual summative assessments may be required to repeat the level.
 - g. Older ALP learners who are successful on annual summative assessments and who are not eligible for age-appropriate entry to formal school may, because of their age, be referred to an ABE program or continue in ALP where there is no ABE program.
 - h. Learners completing Levels 1 or 2 over the age of 15 years should be referred to an ABE program if available. The principal has the discretion to retain such learners in the ALP to enable them to complete Level 3.
 - i. Learners completing Level 3 may also be eligible for entry to alternative programs for upper basic, e.g., night school and/or livelihood skills, technical and vocational education and training (TVET), or the workplace.

10. Do you have any reading materials at home? For example, newspapers, textbooks, or story books?

YES NO I DON'T KNOW

11. Do you have any books or stories that are on a phone or another device?

YES NO I DON'T KNOW

12. Does anyone read stories out loud to you at home?

YES NO I DON'T KNOW

13. Do you practice reading stories out loud to someone at home?

YES NO I DON'T KNOW

14. Do you ever watch educational programs on TV?

YES NO I DON'T KNOW

15. Do you listen to radio programs at home?

YES NO I DON'T KNOW

16. Have you ever worked on a computer?

YES NO I DON'T KNOW

The next questions ask about hard times you may have doing certain activities because of a health problem.

17. Do you have difficulty seeing (even if wearing glasses)?

NO HARD TIME YES, SOME HARD TIME TOO MUCH HARD TIME CANNOT DO AT ALL

18. Do you have difficulty hearing (even if using a hearing aid)?

NO HARD TIME YES, SOME HARD TIME TOO MUCH HARD TIME CANNOT DO AT ALL

19. Do you have difficulty walking or climbing steps?

NO HARD TIME YES, SOME HARD TIME TOO MUCH HARD TIME CANNOT DO AT ALL

20. Do you have a hard time focusing on something you like doing?

NO HARD TIME YES, SOME HARD TIME TOO MUCH HARD TIME CANNOT DO AT ALL

21. Do you have problem taking care of yourself, for example with bathing, feeding or dressing yourself?

NO HARD TIME YES, SOME HARD TIME TOO MUCH HARD TIME CANNOT DO AT ALL

22. Do you have a problem understanding people when they talk to you?

NO HARD TIME YES, SOME HARD TIME TOO MUCH HARD TIME CANNOT DO AT ALL

23. Do people have a hard time understanding you when you talk to them?

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LEVELS	Assessment Unit One	Assessment Unit Two	Assessment Unit Three	Average	Assessment Unit Four	Assessment Unit Five	Assessment Unit Six	Average	Unit Assessment Average	Completion Assessment Average	Final Average
	Level 1										
Literacy											
Numeracy											
Learning Together/Life Skills											
Level 2											
Language Arts											
Mathematics											
Science											
Social Studies											
Level 3											
Language Arts											
Mathematics											
Science											
Social Studies											
Average											
No. in Class											
Rank in Class											
Time Tardy											
Days Absent											
GRADING SYSTEM	Excellent: 90 – 100 Very good: 80 – 89 Good: 70 – 79 Fair: 60 – 69 Poor: 50 – 59										

CONDUCT						
<p>There is a need for constant evaluation of learner's behavior and attitude to be able to give them the necessary counselling needs. The conduct of learner is graded using the following grades: A: very good B: good C: fair D: poor F: very poor</p> <p>There is a need for urgent consultation with the principal and parent if the learner receives C, D, or F in this area of assessment.</p>						
UNITS	1	2	3	4	5	6
1. RELATIONSHIP WITH OTHERS						
Is courteous						
Is considerate						
Willingly helps others						
Is a good listener						
Respects the opinion of others						
Respects authority						
Sensitive to the needs of others						
2. ATTITUDE TOWARD STUDIES						
Contributes actively in class						
Does assignment well						
Is working well at grade level						
Follows directions clearly						
Is anxious to learn						
Is creative						
3. HEALTHY HABITS						
Obeys rules and regulations						
Is open to correction						

REPORT CARD

For the school year _____

CERTIFICATE OF PROMOTION

This is to certify that

_____ has/has not satisfactorily completed the course study required for Level _____ of the Accelerated Learning Program (ALP) and is therefore

1. Promoted to Level _____
2. Promoted to Grade _____
3. Required to attend vacation school in the subject of _____
4. Retained in Level _____

This _____ day of _____

Teacher

School's stamp

Principal

Coordinator/ALP

THE ACCELERATED LEARNING PROGRAM

Ministry of Education



REPORT CARD

Name: _____

School: _____

Accelerated Learning Program Level _____

The Accelerated Learning Program (ALP), is a program designed for over-aged and out-of-school students between ages 8 – 15. It has as its goals the reintegration of school drop-out from primary level into the formal school system.

This program seeks to accelerate their learning at the primary level by facilitating completion of a 6-year curriculum in three years, representing levels instead of grades.

- i. Level 1 – grades 1 and 2
- ii. Level 2 – grades 3 and 4
- iii. Level 3 – grades 5 and 6

A student successfully completing a level is promoted to the next level or to the primary grade of the next level depending on the student's age.

