

Assessment Task 1 – Children Become Effective Communicators-EC

Question-1

LEARNING OUTCOME	EC01: Oral Language Comprehension
MATERIAL REQUIRED	Picture Set Worksheet



Field Investigator Script:

I have a few pictures here. Look at these pictures carefully. I will speak one sentence/ more than one sentence. Please listen to what I speak and try to understand it. You will have to place your finger at the picture which matches with what I am speaking.

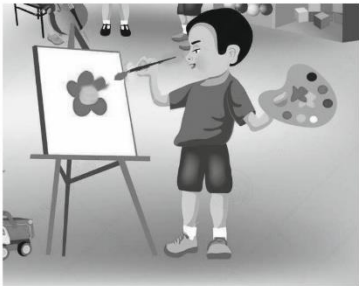
☞ **(Note:** Show only the pictures to the child. Each picture has a number. Speak each description twice as written in each picture set.)

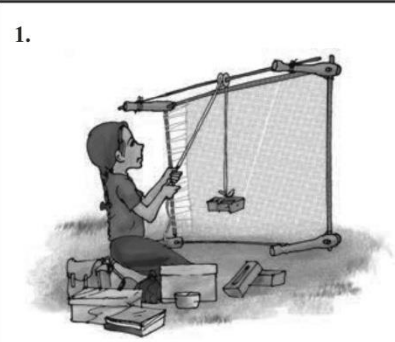
☞ **(Note:** Give maximum **1 minute** time to the child to match the picture with the sentence being read aloud to him/her.)

☞ **(Note:** If the child does not respond to any picture-sentence matching set for **1 minute**, move to the next picture-sentence matching set.)

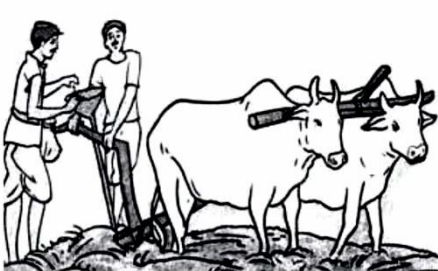
Worksheet

Sentence -1	The child is eating a banana.					
Related Image	1.			2.		
	3.			4.		

Sentence -2	Some children are playing music.	
Related Image	1. 	2. 
	3. 	4. 

Sentence- 3	We get water from the well. Rehan is drawing water from the well using a pulley.	
Related Image	1. 	2. 
	3. 	4. 

Sentence -4	Everyone should follow the traffic rules. Three friends are crossing the road by holding hands.	
Related Image	1. 	2. 
	3. 	4. 

Sentence -5	A farmer works in the field. Every member of the family helps him. Children are helping by filling grains in a sack.	
Related Image	1. 	2. 
	3. 	4. 

Expected Response:

1. Sentence 1: Picture Number 2
2. Sentence 2: Picture Number 2
3. Sentence 3: Picture Number 2
4. Sentence 4: Picture Number 3
5. Sentence 5: Picture Number 4

** Assessment Instruction**

Number of correct answer given by child: _____/5

Time taken to complete the task: _____ seconds

Assessment Rubric

Matches 4-5 sentences with the correct pictures.	3
Matches 2-3 sentences with the correct pictures.	2
Matches 1 sentence with the correct picture.	1
Is not able to match any of the sentences correctly.	0

Question-2**LEARNING
OUTCOME****Phonological Awareness–EC02:** Identifies different sounds in given words

Field Investigator Script: I am going to speak a few words to you, listen carefully. You have to tell me the sounds that you hear in different words.

Example 1- Let us see what is the first sound in the word 'Mat'. In the word 'Mat', the first sound is /m/

Now you tell, what is the first sound in the word 'Roam'?

[If the child gave the correct answer]: Very good, in the word Roam the first sound is /Ro/.

[If the child does not answer correctly then say, listen once again to the word 'Roam', the first sound in Roam is /Ro/].

☞ (Note: Pronounce each word twice clearly. If the child stops at the same word for five seconds go to the next word.)

 Now, I will tell you few words. You tell me the <u>first sound</u> in that word.		
S. No.	Word	Initial sound
1.	Cut	[k]
2.	Roll	[r]
3.	Cheer	[ch]
4.	Let	[l]
5.	Miss	[m]
6.	Clean	[k]

Example 2- This time we will see what is the last sound in a word. So, what is the last sound in the word 'Mat'. In the word 'Mat', the last sound is /t/

Now you tell, what is the last sound in the 'Roam'?

[If the child gave the correct answer]: Very good, in the word 'Roam' the last sound is /m/.

[If the child does not answer correctly then say, listen once again to the word 'Roam', the last sound in Roam is /m/].



Now, I will tell you few words. You tell me the last sound in that word.

S. No.	Word	last sound
7.	Fit	[t]
8.	Fill	[l]
9.	Cheek	[k]
10.	File	[l]
11.	Stem	[m]
12.	Flood	[d]



Assessment Instruction

The Number of correct answer given: ____/12

Time taken to complete the task: _____ Seconds

Assessment Rubric

Identifies initial sound and final sound in all the given words (Gives 10-12 correct answers)	3
Identifies initial sound and final sound in the given words (Gives 6-9 correct answers)	2
Identifies initial sound and/or final sound in the given words (Gives 1-5 correct answers)	1
Not able to identify the initial sound and/or final sound in any of the given words	0

Question-3

LEARNING OUTCOME	Decoding-EC03: Identifies symbol-sound correspondence (including syllable reading).
MATERIAL REQUIRED	Large sized letters printed on a worksheet



Field Investigator Script: This page is filled with letters. Try to read these letters carefully. You will start from here and move ahead.

☞ (Note: Indicate towards the left of the worksheet and instruct them to read from left to right by placing the finger.)

When I say 'start' you have to read the letters and words as correctly as possible. Ok?
Keep your finger on each letter and word and read it. If you do not know any letter or word, then move to the next.

Did you understand? Let's begin.

Now, Start

☞ (Note: If a child reads the two letter word as separate letters, ask them to read the letters together as word. For example – the word 'he' will not be read as 'h' and 'e'. If the letters are read separately, it will be marked as incorrect.)

Worksheet

A	N	Y	L	K	L	M	o	j	e
Z	co	T	O	op	k	n	go	z	T
K	On	Up	j	a	p	ad	s	q	h
l	p	n	s	k	g	O	b	r	P
f	go	it	o	at	It	g	to	at	W
B	U	me	N	H	D	p	E	as	l
P	Y	f	U	k	Y	n	a	M	C
op	A	h	G	w	l	c	D	t	O
ot	In	y	U	S	am	it	l	it	k
am	n	K	y	t	m	F	o	p	o



Stop, if a child is unable to read 10 letters in continuation or reads incorrectly.

☞ (Note: If a child takes more than 5 seconds to read a letter, ask the child to move on to the next letter.)

Instructions:

- Mark any incorrectly read letter with a slash (/).
- Count self-correction as the correct letter. Mark self-corrected letter with (Ø).
- Mark any unread word/no response letter with an underline (_____)



Assessment Instruction

Number of letters read correctly by the child: _____/100

Time taken to complete the task: _____ Seconds

Assessment Rubric

Reads 80-100 letters correctly and fluently	3
Reads 50-79 letters correctly/read some letters with self-correction	2
Reads 10-49 letters correctly/hesitantly with self-correction	1
Reads less than 10 letters correctly/hesitantly with self-correction	0

Question-4

LEARNING OUTCOME	Decoding-EC04: Accurately decodes common, isolated grade 3-level words
MATERIAL REQUIRED	Large sized words printed on a paper



Field Investigator Script: This is a page full of words. Try to read these words carefully. You will start from here and then move ahead.

☞ (Note: Put your finger on the first word of the worksheet and ask them to read from left to right.)

When I say 'start' you have to read the words as correctly as possible. Ok?

Keep your finger on each word and read. If you do not know any word, then move to the next word.

Worksheet

two	out	cap	Fly	Saw
Moon	hat	mill	dog	for
miss	Drain	Hit	Bad	people
Her	Copy	Test	him	that
pet	Tomato	fish	child	Flower
Bird	same	this	ask	moth
light	Seen	friend	life	nest
Fill	second	carrot	Small	film
father	fit	pin	First	Mat
Meet	Friend	put	his	ate



Stop, if a child is unable to read 5 words in continuation or reads them incorrectly.

☞ (Note: If a child is taking 5 seconds or more for reading a word, ask him or her to move to the next word)

Instructions:

- Mark any incorrectly read word with a slash (/)
- Count self-corrected word as correct. Mark self-corrected word with a (Ø)
- Mark any unread word/no response with an underline (_____)

**Assessment Instruction****Number of words read correctly by the child: _____/50****Time taken to complete the task: _____ seconds****Assessment Rubric**

Reads 40-50 words correctly and fluently	3
Reads 25-39 words correctly/read some letters with self-correction	2
Reads 5-24 words correctly/hesitantly with self-correction	1
Reads less than 5 words correctly/hesitantly with self-correction	0

Question-5

LEARNING OUTCOME	Decoding-EC05: Accurately decodes “nonsense words” or nonwords
MATERIAL REQUIRED	Large sized non-words printed on a worksheet

**Field Investigator Script: (Show the child the sheet of nonwords and say)**

This is a page full of words. Try to read these words carefully, do not spell the words, but read them. You will start from here and then move ahead.

☞ (Note: Put your finger on the first word of the worksheet and ask them to read from left to right.)

When I say ‘start’ you have to read the words as clearly as possible. Ok?

Keep your finger on each word and read. If you do not know any word then move to the next word.

Worksheet

lik	zep	jib	zet	til
zom	bef	nif	taf	dep
mig	eki	nek	pik	Mov
Gig	jil	lin	kii	lul
eil	loa	nik	biq	fid
lek	ser	dop	uab	gei
zun	jed	bej	feg	Pek
Rek	dem	fij	hul	wer
ful	Zeo	jel	Weg	gop
vom	ira	llk	Rep	Jil



Stop, if a child is unable to read 5 words in continuation or reads them incorrectly.

➤ (Note: If a child is taking 5 seconds or more for reading a word, ask him or her to move to the next word)

Instructions:

- Mark any incorrectly read word with a slash (/)
- Count self-corrected word as correct. Mark self-corrected word with a (Ø)
- Mark any unread word/no response with an underline (_____)



Assessment Instruction

Number of words read correctly by the child: _____/50

Time taken to complete the task: _____ seconds

Assessment Rubric

Reads 40-50 words correctly and fluently	3
Reads 25-39 words correctly/read some letters with self-correction	2
Reads 5-24 words correctly/hesitantly with self-correction	1
Reads less than 5 words correctly/hesitantly with self-correction	0

Question-6

LEARNING OUTCOME	EC06- Reading Comprehension
MATERIAL REQUIRED	Sentence-Picture Matching Worksheet



Field Investigator Script: You are being given a few sentences and a different set of pictures with each sentence. You have to read the sentences and match them to the picture they are related with.

Look at these pictures carefully. (The F.I. shows the pictures to the child. Each picture has a number.)

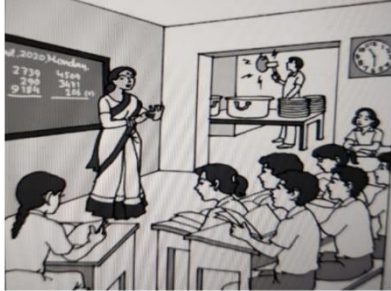
A sentence is also written along with the pictures. (The F.I. points at the sentence)

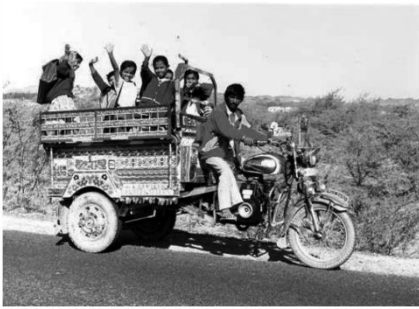
Read and understand this sentence. You have to place your finger at the pictures which describes this sentence.

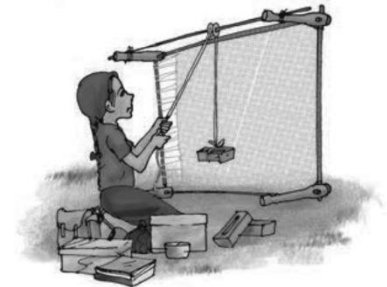
☞ **(Note:** Give maximum one minute time to the child to match the picture with the sentence.)

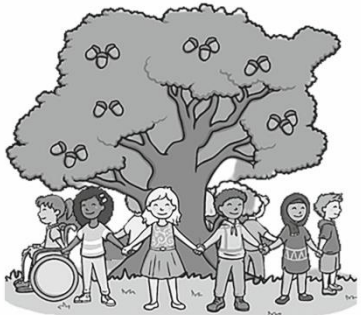
☞ **(Note:** If the child does not respond to a sentence for **1 minute**, ask her/him to move to the next sentence.)

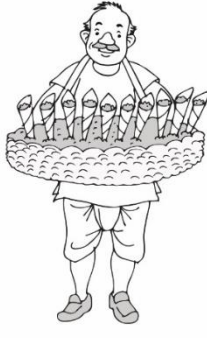
Worksheet

Sentence-1	The teacher is teaching in the classroom.	
Related Image	1. 	2. 
	3. 	4. 

Sentence-2	Children are going to school by bullock cart.			
Related Image	1. 	2. 		
	3. 	4. 		

Sentence-3	Alia is playing with the rope tied to the cot.			
Related Image	1. 	2. 		
	3. 	4. 		

Sentence-4	Many trees are in the park. Children are climbing on the trees.	
Related Image	1. 	2. 
	3. 	4. 

Sentence-5	Everyone does some work. They get money in exchange for working. The potter is selling pottery to earn money.	
Related Image	1. 	2. 
	3. 	4. 

Expected Response:

1. Sentence 1: Picture Number 2
2. Sentence 2: Picture Number 2
3. Sentence 3: Picture Number 1
4. Sentence 4: Picture Number 4
5. Sentence 5: Picture Number 1

 Assessment Instruction

Number of correct answer given by child: ____/5

Time taken to complete the task: _____ seconds

Assessment Rubric

Matches 4-5 sentences with the correct pictures.	3
Matches 2-3 sentences with the correct pictures.	2
Matches 1 sentence with the correct picture.	1
Is not able to match any of the sentences correctly.	0

Question-7

LEARNING OUTCOME	Oral Reading Fluency & Comprehension-EC06: Reads the text correctly with accuracy (correct pronunciation), speed (automaticity) & expression and comprehends the text
MATERIAL REQUIRED	Worksheet: A story printed on a paper in large size letters and a timer/watch

Part-7A

Field Investigator Script: A story is given here. You have to read this story aloud. You will start from here and move ahead.

☞ (Note: Instruct to read from left to right by placing finger on the first sentence of the worksheet.)

When I say start, then you start reading the story, is it okay?

Place your finger on each sentence and read it. If you do not know any word, move ahead and continue reading the next word.

Let's begin the task.



(Note: When the child reads the first word, start the timer/clock.)

☞ (Note: Allotted time is 60 seconds, if any child takes more time to complete the story, allow him/her.)

☞ (Note: If a child takes more than 5 seconds to read a word, ask the child to move to the next word.)



Stop, if a child cannot read any word of the first sentence or reads incorrectly.

Worksheet

Story

Raman and Rohit are at the playground. Raman loves swinging on monkey bar. Raman's hands slip from the swing. He falls to the ground. Rohit helps him to get up and takes him home. The next morning Rohit comes to meet Raman. Raman's mother tells him that Raman has fractured his leg. Rohit spends time with Raman and promises to come and meet Raman daily. Rohit is a caring boy.

Based on the reading of the child (timed for 60 seconds), mark the story in the following manner.

Marking Symbols -

- Mark any incorrectly read word with a slash (/).
- Count self-correction as the correct word. Mark the self-corrected word with (Ø).
- Mark any unread word/no response with an underline (_____)
- Put (j) sign after the last read word (at the end of/before 60 seconds).
-

Assessment Instruction (7A)

Number of words read incorrectly/unread words in one minute	
Number of words read correctly after self-correction	
Total number of words read correctly by the child in one minute	
Total time taken	_____ seconds
Total number of words in the text	70

Assessment Rubric

Reads with clear pronunciation and fluency while understanding the punctuation within stipulated time.	3
Reads with clear pronunciation while self-correcting and adding the words together to form sentences within stipulated time.	2
Reads non-fluently by breaking words into letters taking more than the stipulated time.	1
Not able to read any word correctly /stays quiet.	0

Part-7B

☞ (Note: When the child stops reading the story, even then do not remove the story. Ask the following questions based on the story one by one. If the child is not able to answer in 15 seconds, mark it as 'No Response' for that question and move ahead. Do not ask the question more than twice. If the child says 'I do not know', mark the option as 'No Response'.)

**Field Investigator Script:**

I am going to ask you a few questions about the story you just read, try to answer them.

Question	Correct Answer	Mark the child's response in the student's response sheet		
1. Who were the two friends?	Raman and Rohit	☐ Correct	☐ Incorrect	☐ No Response
2. What does Raman love to do?	Raman loves swinging on monkey bar	☐ Correct	☐ Incorrect	☐ No Response
3. What happened to Raman?	Raman fell on the ground and fractured his leg.	☐ Correct	☐ Incorrect	☐ No Response
4. Who helps Raman?	Rohit	☐ Correct	☐ Incorrect	☐ No Response
5. How does Rohit take care of Raman?	Rohit helps him to get up, takes him home and comes to meet Raman.	☐ Correct	☐ Incorrect	☐ No Response

👉 Assessment Instruction (7B)

Number of correct answer given by child: ____/5

Time taken to complete the task: _____ seconds

Assessment Rubric

After reading the story, gives correct and complete responses to all retrieval and inference based questions	3
After reading the story, gives correct and complete responses to 3-4 retrieval and inference based questions	2
After reading the story, gives correct and complete responses to only 1-2 retrieval and/or inference based questions	1
Hesitates while responding and is unable to respond to any question correctly	0

Question-8

LEARNING OUTCOME	Oral Reading Fluency & Comprehension-EC06: Reads the text correctly with accuracy (correct pronunciation), speed (automaticity) & expression and comprehends the text
MATERIAL REQUIRED	Worksheet: A story printed on a paper in large size letters and a timer/watch

Part-8A

Field Investigator Script: A story is given here. You have to read this story aloud.

You will start from here and move ahead.

☞ (Note: Instruct to read from left to right by placing finger on the first sentence of the worksheet.)

When I say start, then you start reading the story, is it okay?

Place your finger on each sentence and read it. If you do not know any word, move ahead and continue reading the next word.

Let's begin the task.

(Note:  **When the child reads the first word, start the timer/clock.**)

☞ (Note: Allotted time is **60 seconds**, if any child takes more time to complete the story, allow him/her.)

☞ (Note: If a child takes more than 5 seconds to read a word, ask the child to move to the next word.)



Stop, if a child cannot read any word of the first sentence or reads incorrectly.

Worksheet**Story**

Talkative rat was talking to the goat. The goat was irritated with his chatter. Goat said, “Have you heard the latest news? A cat lives near the pond. Nobody can win her in talking”. Talkative rat heard the news and started walking towards the pond. Talkative rat moved towards the cat. What a scene? He stopped talking as soon as he faced the cat.

Based on the reading of the child (timed for 60 seconds), mark the story in the following manner.

Marking Symbols -

- Mark any incorrectly read word with a slash (/).
- Count self-correction as the correct word. Mark the self-corrected word with (Ø).
- Mark any unread word/no response with an underline (_____)
- Put (j) sign after the last read word (at the end of/before 60 seconds).

Assessment Instruction (8A)

Number of words read incorrectly/unread words in one minute	
Number of words read correctly after self-correction	
Total number of words read correctly by the child in one minute	
Total time taken	_____ seconds
Total number of words in the text	64

Assessment Rubric

Reads with clear pronunciation and fluency while understanding the punctuation within stipulated time.	3
Reads with clear pronunciation while self-correcting and adding the words together to form sentences within stipulated time.	2
Reads non fluently by breaking words into letters taking more than the stipulated time.	1
Not able to read any word correctly/stays quiet.	0

Part-8B

🔄 (Note: When the child stops reading the story, even then do not remove the story. Ask the following questions based on the story one by one. If the child is not able to answer in 15 seconds, mark it as 'No Response' for that question and move ahead. Do not ask the question more than twice. If the child says 'I do not know', mark the option as 'No Response'.)

**Field Investigator Script**

I am going to ask you a few questions about the story you just read, try to answer them.

Question	Correct answer	Mark the Child's Response in the student's response sheet		
1. By whose talking was the goat irritated?	Rat	☐ Correct	☐ Incorrect	☐ No response
2. Who lives near the pond	Cat	☐ Correct	☐ Incorrect	☐ No response
3. What was the latest news as per the goat?	Nobody could win the cat in talking.	☐ Correct	☐ Incorrect	☐ No response
4. Why did talkative rat go towards the pond?	To meet the Cat.	☐ Correct	☐ Incorrect	☐ No response
5. Why did the rat stopped talking on facing the cat?	The Rat might have been frightened	☐ Correct	☐ Incorrect	☐ No response

**Assessment Instruction (8B)**

Number of correct answer given by child: ____/5

Time taken to complete the task: _____ seconds

Assessment Rubric:

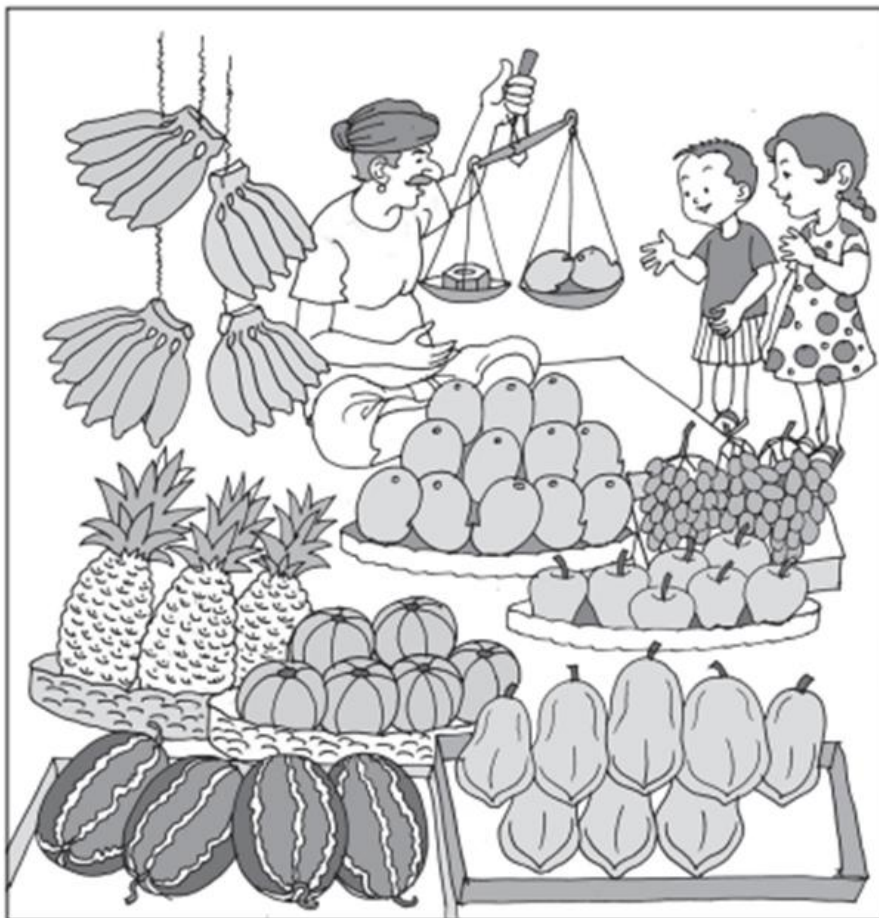
After reading the story, gives correct and complete responses to all retrieval and inference based questions	3
After reading the story, gives correct and complete responses to 3-4 retrieval and inference based questions	2
After reading the story, gives correct and complete responses to only 1-2 retrieval and/or inference based questions	1
Hesitates while responding and is unable to respond to any question correctly	0

Question-9

(LEARNING OUTCOME)	(Writing-EC06: Uses action words, naming words and punctuation marks for writing.)
Required Materials	Flash cards Pencil



Field Investigator Script: Now I am going to show you a picture. Look at the picture carefully. Write three sentences about what you see in the picture.


 Sentence Writing

1. -----
2. -----
3. -----

 Assessment Instruction

Number of sentences written by the child: ____ / 3

Time taken to complete the task: ____ seconds

Assessment Rubric:

Writes complete sentences using nouns, verbs and punctuation correctly as per the picture.	3
Writes sentences, but makes mistakes in using nouns, verbs or punctuation according to the picture.	2
Can write words but is unable to form meaningful sentences.	1
Is unable to write words/letters.	0

Assessment Task 2 – Children become involved learners and connect with their immediate environment-IL

Question-1

LEARNING OUTCOME	Numbers -IL01: Counts, reads, writes and compares numbers up to 999
MATERIALS REQUIRED	Number grid



Field Investigator Script: Let's do a number activity.

Here are some numbers. I want you to point to each number and tell me what the number is.

Are you ready? Okay. Start from here.

Prompt A: What number is this?

(Note: If a child pause and stops on a number for 5-10 Seconds, then point to the next number and say- what number is this?)



Stop, if a child is unable to read 4 numbers in continuation or reads them incorrectly.

- For each incorrect number word, mark (/) through the number.
- For each self-corrected response, mark (Ø) through the number.
- Mark any unread number/no response with an underline (____)

Number grid

Row 1	2	9	12	23
Row 2	54	75	92	64
Row 3	111	217	650	915
Row 4	452	868	970	690

Expected Response: The child reads aloud the number as per number name convention in language of instruction or home language.

Assessment Instruction

Number of correct responses: _____ /16

Time taken to complete the task: _____ seconds

Assessment Rubric

Criteria	Points
Reads numbers up to 999 (Reads the numbers in all the rows with at least 12 correct responses)	3
Reads numbers up to 99 (Reads the numbers in Row 1 and Row 2 with 8 correct responses)	2
Reads numbers up to 9 (Reads the numbers in only Row 1 with 4 correct responses)	1
Does not respond or does not understand the question	0

Question-2

LEARNING OUTCOME	Numbers -IL01: Counts, reads, writes and compares numbers up to 999
MATERIALS REQUIRED	Number discrimination grid

**Field Investigator Script:**

Let's do one more activity. In this activity also, I will show you some numbers. Are you ready? Okay. Let's start.

I want you to tell which number is bigger. ***(Write the numbers on a sheet and show the numbers to the child)***

3 9

That's correct, 9 is bigger. Let's continue.

Now, look at these numbers. Tell me which number is bigger. ***(Write the numbers on a sheet and show the numbers to the child)***

23 16

That's correct, 23 is bigger. Let's continue.

Prompt B:

Now, look at these numbers. Tell me which number is bigger. ***(Show the numbers to the child)***

(Note: If a child pause and stops on a pair of number for 5-10 Seconds, then point to the next number combination and say- which number is bigger?)



Stop, if a child does not give answer for first 4 pairs of numbers or answers incorrectly.

- For each incorrect number, mark (/) through the number.
- For each self-corrected response, mark (Ø) through the number.
- Mark no response with an underline (____)

Number discrimination grid

Row 1	1 4	7 3
Row 2	15 23	34 39
Row 3	42 24	78 77
Row 4	254 123	390 155
Row 5	436 356	880 965

Expected Response: The child reads aloud the bigger number as per number name convention in language of instruction or home language.

Row 1	4	7
Row 2	23	39
Row 3	42	78
Row 4	254	390
Row 5	436	965

 Assessment Instruction

Number of correct responses: _____/10

Time taken to complete the task: _____ seconds

Assessment Rubric

Criteria	Points
Discriminates numbers up to 999	3
Discriminates numbers up to 99	2
Discriminates numbers up to 9	1
Does not respond or does not understand the question	0

Question-3

LEARNING OUTCOME	Number operations-IL02: Solves daily life problems involving two or more operations of numbers (using addition, subtraction, multiplication, division) with numbers not exceeding 999
MATERIALS REQUIRED	Addition and subtraction fact grid

**Field Investigator's Script:**

I am going to ask you some addition and subtraction problems.

☞ **(Note: FI glides hand from top to bottom.)**

I want you to point to each problem and tell me the answer. If you don't know any answer, move to the next problem.

☞ **(Note: FI points to the first problem]**

Start from here. Are you ready? . . . Let's Start.

Prompt: What is the answer to this problem? You can write the numbers on paper and solve the problem, if you want. You can also calculate it in your head.

☞ **(Note: If a child pause and stops on any problem for more than 15 Seconds, then point to the next problem.)**

Addition and subtraction fact grid

S. No.	Addition and subtraction fact grid
1.	$6 - 5 =$
2.	$11 + 9 =$
3.	$78 - 47 =$
4.	$100 + 60 =$
5.	$768 - 127 =$
6.	$673 + 58 =$
7.	$6 + 9 =$
8.	$11 - 10 =$

Expected Response:

S. No.	Addition and subtraction fact grid
1.	$6 - 5 = 1$
2.	$11 + 9 = 20$
3.	$78 - 47 = 31$
4.	$100 + 60 = 160$
5.	$768 - 127 = 641$
6.	$673 + 58 = 731$
7.	$6 + 9 = 15$
8.	$11 - 10 = 1$

Strategy used to solve the question (More than one option can be chosen):

1. Finger/tick marks
2. Paper and pencil
3. Mental calculation

**Assessment Instruction**

Number of correct responses: _____/8

Time taken to complete the task: _____ seconds

Assessment Rubric

Criteria	Points
Add and subtract numbers upto 999 (Solves 7-8 problems)	3
Add and/or subtract numbers upto 999 (Solves 4-6 problems)	2
Add and/or subtract numbers upto 999 (Solves 1-3 problems)	1
Does not respond or does not understand the question	0

Question-4

LEARNING OUTCOME	Number operations-IL02: Solves daily life problems involving two or more operations of numbers (using addition, subtraction, multiplication, division) with numbers not exceeding 999
MATERIALS REQUIRED	Word problem sheet-I



Field Investigator's Script: Next, I am going to ask you a few questions. You can write the numbers on paper and solve the problem, if you want. You can also solve it in your head.

☞ **(Note: Read each problem twice. Do not ask the child to read the problem himself/herself.)**

☞ **(Note: If a child pauses and stops on first problem for more than 15 Seconds, then read the next problem.)**

Word problem sheet

Word Problems (Read each problem twice)

1. Rita has 3 pens. Sumit borrows 1 from Rita. How many pens does Rita have now?
2. There is a packet of 100 toffees. Rehan eats 10 toffees. How many toffees are left in the packet?
3. Alice had 36 pigeons, 17 pigeons flew away. How many pigeons does Alice have now?
4. 46 children were playing in the garden. 12 more children joined them. How many children are now playing in the garden?
5. Nipun had 98 notebooks. Raman Gifted 10 more notebooks to Nimpun. How many notebooks does Nipun have now?
6. There were 39 birds in a flock. 78 new birds joined the flock. How many birds are there in the flock now?

Expected Answer:

1. 2
2. 90
3. 19
4. 58
5. 108
6. 117

Strategy used to solve the question (More than one option can be chosen):

1. Finger/tick marks
2. Paper and pencil
3. Mental calculation

 Assessment Instruction

Number of correct responses: _____/6

Time taken to complete the task: _____ seconds

Assessment Rubric

Criteria	Points
Identifies the application of number operations in real life situations and provides the correct answers for all the questions	3
Identifies the application of number operations in real life situations and provides the correct answer for 3-5 questions	2
Identifies the application of number operation in real life situations and provides the correct answer for 1-2 questions	1
Does not respond or does not understand the question.	0

Question-5

LEARNING OUTCOME	Multiplication and division facts-IL03: Constructs and uses multiplication facts (tables) of numbers 2 to 10 and uses division facts
MATERIALS REQUIRED	Part A: Multiplication grid printed on paper Part B: 100 paper straws, 20 rubber bands

Part-5A

Field Investigator Script: Let's do one activity. Are you ready?

Okay. Let's start.

Now, I will ask a few questions, listen carefully and answer.

Multiplication grid

×	1	2	3
5	5	10	
6	6	12	
7	7	14	
8	8	16	

Prompt:

If I multiply number 1 by 5, the answer is 5, then if I multiply 1 by 6 the answer is 6.

↳ (Note: FI completes column 2.)

Next, if I multiply number 2 by 5, the answer is 10, then if I multiply 2 by 6 the answer is 12.

↳ (Note: FI completes column 3.)

Can you now complete it for 3?

↳ (Note: Answer can be obtained either in writing or verbally).

↳ (Note: If a child pauses and stops on any multiplication fact for more than 5 Seconds, then ask the child to move to the next fact.)

Expected Answer:

Multiplication grid

×	1	2	3
5	5	10	15
6	6	12	18
7	7	14	21
8	8	16	24

**Assessment Instruction (5A)****Number of correct responses:** _____/4**Time taken to complete the task:** _____ seconds**Assessment Rubric**

Criteria	Points
Provides all multiplication facts correctly	3
Provides 2-3 multiplication facts correctly	2
Provides 1 multiplication fact correctly	1
Does not respond or does not understand the question	0

Part-5B

Field Investigator Script: Let's do one activity. Are you ready?

Okay. Let's start. Here are some bundles of straws. **(Show the bundles and straws to the child.)**

I want you to make these into small bundles. Let's do one example.

Example: This is a bundle of 20 straws. If I make it into bundles of 4 straws, then how many such bundles are formed?

Alright! (If the child says correct answer)

(If the child doesn't give correct answer) Make the bundles of 4 straws. So the answer is 5.

I want you to find it for these bundles.

(Note: If a child pause and stops on any problem for more than 15 Seconds (calculating mentally), then move to the next problem.)

Prompt: How many bundles are formed? Think and tell me. You may use the straws if you want.

1. Bundle of 25 straws divided in to bundles with 5 straws.
2. Bundle of 45 straws divided in to bundles with 9 straws.
3. Bundle of 60 straws divided in to bundles with 10 straws.
4. Bundle of 16 straws divided in to bundles with 4 straws.

Expected answer:

1. 5 (Five)
2. 5 (Five)
3. 6 (six)
4. 4 (four)



Assessment Instruction (5B)

Number of correct responses: _____/4

Time taken to complete the task: _____seconds

Assessment Rubric

Criteria	Points
Finds the answer correctly for all the items directly by division.	3
Finds the answer correctly for 2-3 questions by applying different strategies - mental calculation and placing straws into bundles.	2
Finds the answer correctly for 1 question by placing straws into bundles.	1
Does not respond or does not understand the question	0

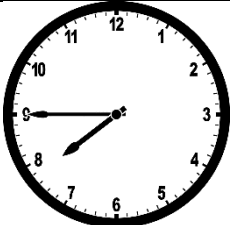
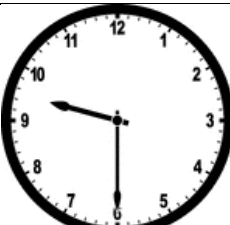
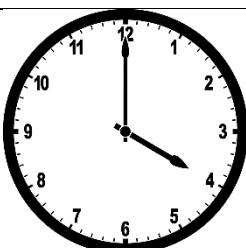
Question-6

LEARNING OUTCOME	Measurement-IL04: Estimates and measures length/ distance, weight, capacity using non-standard units like hand span and standard units like m, km, g, kg, litre, etc. and identifies a particular date and corresponding day on a calendar; reads time on a clock in hours and half-hours
MATERIALS REQUIRED	Part A- Flash card of clock/Worksheet with the images of clocks as given. Part B- Measurement Sheet

Part 6 (A)

Field Investigator Script: Let's do an activity. Are you ready? Okay, let's get started. Look at the clock. **(Show the pictures of the clock to the child one by one.)**

Prompt: Tell me the time shown on the clock. (Point towards each clock as per the sequence and ask the child the time shown on the clock.)

1.	
2.	
3.	

Hint: What does the short hand indicate and what does the long hand indicate in a clock?

Expected answer:

1. 7:45
2. 9:30
3. 4:00

 Assessment Instruction (6A)

Number of correct responses: _____/3

Time taken to complete the task: _____ seconds

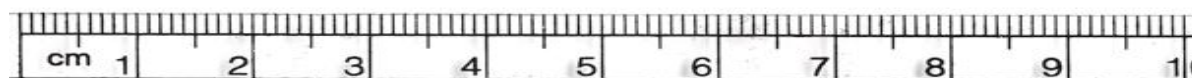
Assessment Rubric

Criteria	Points
Tells the time correctly in all three given clocks	3
Tells the time correctly with the help of hint in 2 given clocks	2
Tells the time correctly with the help of hint in any one clock	1
Does not respond or does not understand the question	0

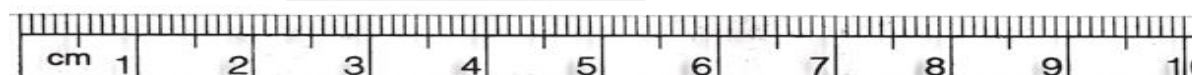
Part 6 (B)

Field Investigator's Script: I am showing you one sheet. In this sheet you can see a scale and a pencil. Can you tell the length of each of the pencils?

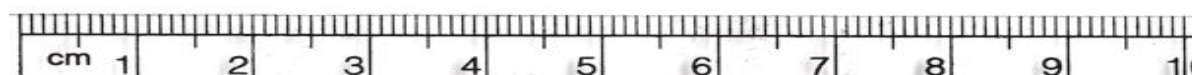
(Note-Answer can be obtained either in writing or verbally).

Measurement Sheet**Activity sheet – How long is the pencil?**

1. _____ cm long



2. _____ cm long



3. _____ cm long

Expected Response:

1.	2.	3.
10 cm	3 cm	2 cm

Assessment Instruction (6B)

Number of correct responses: _____/3

Time taken to complete the task: _____ seconds

Assessment Rubric

Criteria	Points
Applies the understanding of measurement of length and calculates the length of the object (all answers are correct)	3
Applies the understanding of measurement of length but miscalculates the length of the object when the object is not aligned with the 0 of the scale (answer 1 and answer 3 are correct, answer 2 is incorrect)	2
Is not able to calculate the length of the object	1
Does not respond or does not understand the question	0

Question-7

LEARNING OUTCOME	Fractions-IL05: Identifies half, one-fourth, three-fourth of a whole and in a collection of up to 12 represented as objects/ pictures.
MATERIALS REQUIRED	Figures printed on paper, Pencil

**Field Investigator Script:**

I will give you few pictures, you have to colour/shade them.

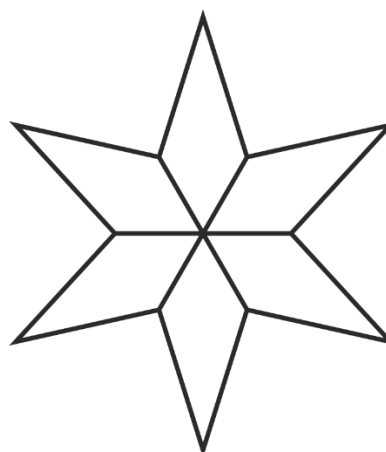
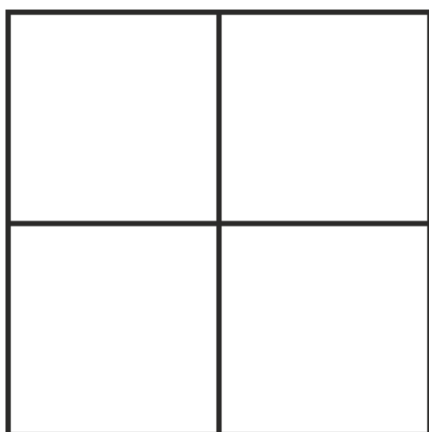
Look at the pictures in the sheet.

(Note: Give the picture sheet to the child.)

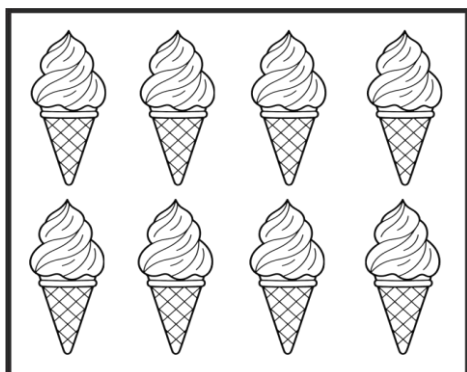
⤵ **(Note: If a child pauses and stops on any problem for 30 Seconds, then ask him/her to go to the next problem.)**

Prompt 1: Shade the part with pencil as mentioned on the sheet.

1. Figure A – **Shade 1 parts out of the 4**
2. Figure B – **Shade 3 parts out of the 6**



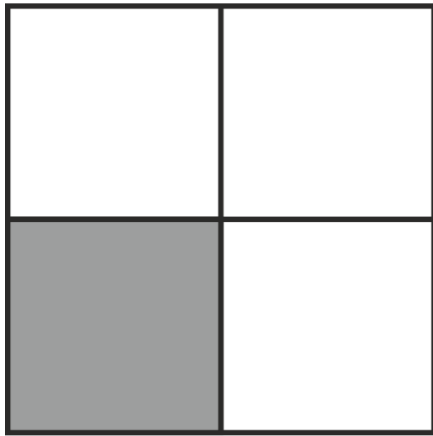
3. Figure C – **Shade 4 parts out of the 8**



Expected Answer:

(For Answer A, B and C- There could be other possible ways of representing the specific part. The given answers are one of the ways of representing the part.)

Figure A – 1 part out of 4 is shaded

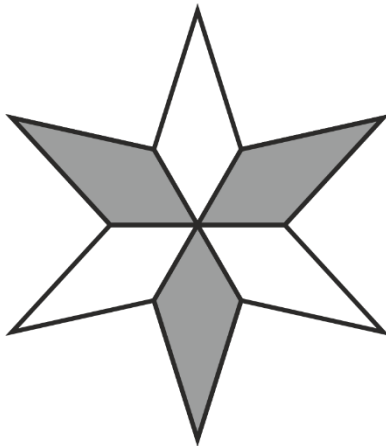


or

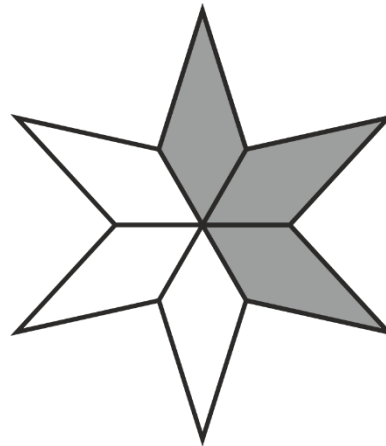


etc.

Figure B – 3 parts out of 6 are shaded

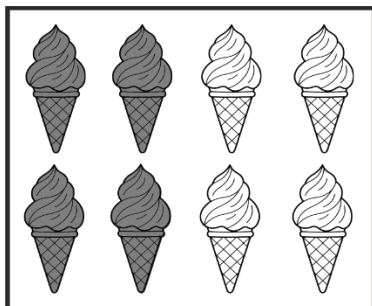


or

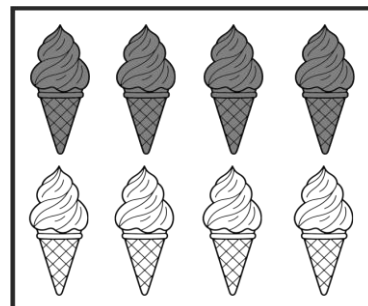


etc.

Figure C – 4 parts out of the 8 are shaded



or



etc.



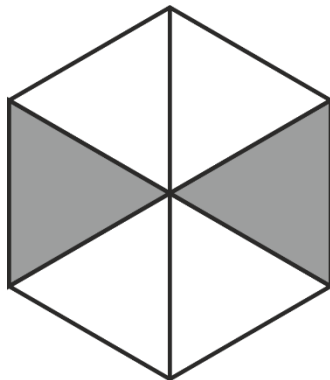
Field Investigator Script: Now, I will show you some more figures.

(Note: Give the figures sheet to the child.)

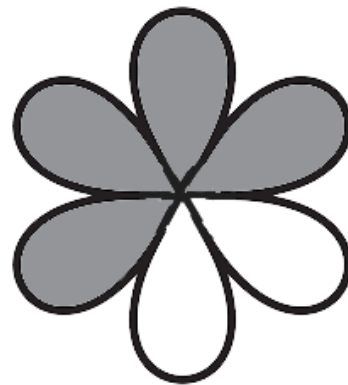
Look at the figures in the sheet.

Prompt 2: Identify the part of the shaded portion in these figures.

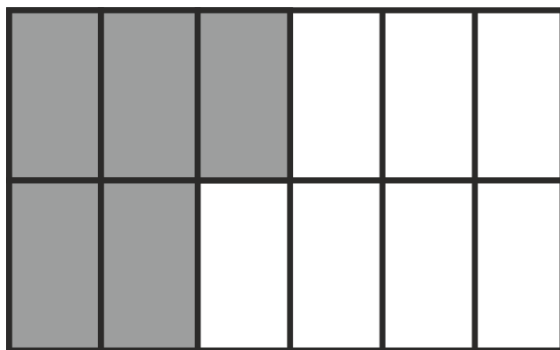
4. Figure D



5. Figure E



6. Figure F



Expected Answer:

(For Answer D, E and F- There could be other possible ways of representing the specific part. The given answers are one of the ways of representing the part.)

1. Figure D – 2 parts out of 6 is shaded
2. Figure E – 4 parts out of 6 are shaded
3. Figure F – 5 parts out of 12 are shaded



Assessment Instruction

Number of correct responses: _____/6

Time taken to complete the task: _____ seconds

Assessment Rubric

Criteria	Points
Identifies and represents the parts correctly (5-6 correct responses)	3
Identifies and/or represents the parts correctly (3-4 correct responses)	2
Identifies and/or represents the parts correctly (1- 2 correct responses)	1
Does not respond or does not understand the question	0

Question-8

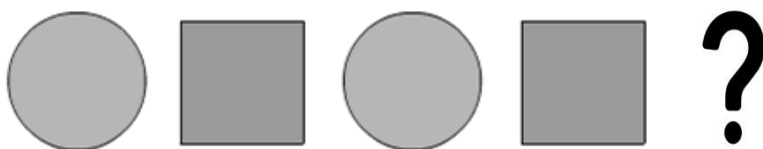
LEARNING OUTCOME	Patterns-IL06: Identifies, extends and communicates rules for simple patterns on numbers, events and shapes (e.g. skip count forward by 10).
MATERIALS REQUIRED	Pattern printed on paper, Pencil



Field Investigator Script: Let's do one activity. I will show you some pattern with shapes and some pattern with numbers. Let us see an example.

Example

Few shapes are given here. Please tell which shape should come in the end-



(If the child answers correctly) This is correct,  will come here in the blank.

(If the child does not answer correctly)  will come here in the blank.

Let's look at one more pattern.

Example:

Here are some numbers – 6, 7, and 9, what number goes here?

6	7		9
---	---	--	---

(Note: Point to the item from left to right while reading the above statement.)

(If the child responds correctly) That's correct, 8. Let's do one more.

(If the child does not respond correctly) The number 8 goes here. Say the numbers with me. [Pointing to each number] 6, 7, 8, 9. 8 goes here.

⤵ *(Note: If a child pause and stops on a pattern for 30 Seconds, then ask him/her to go to the next pattern.)*

Prompt: Few patterns are given here. You have to tell me how to complete these patterns.

(Answers have to be obtained in writing.)

S. No.	Pattern	
1.		
2.		
3.		
4.		



Field Investigator Script: Please complete these patterns also.

5.	18	19	20	
----	----	----	----	--

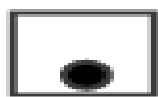
6.	34	35	36	
----	----	----	----	--

7.	75		95	105
----	----	--	----	-----

8.	500	600		800
----	-----	-----	--	-----

Expected Answer

1.



2.



3.



4.

1. 21

2. 37

3. 85

4. 700

** Assessment Instruction**

Number of correct responses: _____/8

Time taken to complete the task: _____ seconds

Assessment Rubric

Criteria	Points
Completes 7-8 patterns	3
Completes 4-6 patterns	2
Completes 1-3 patterns	1
Does not respond or does not understand the question	0

Question-9

LEARNING OUTCOME	Data Handling-IL07: Solve problems involving data displays (i.e., tally charts, bar graphs, or pictographs) with single unit scales and up to four categories of data
MATERIALS REQUIRED	Pictograph

**Field Investigator Script:**

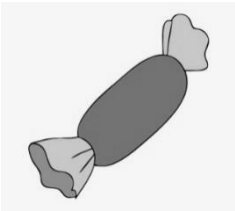
Let's do an activity.

Now I will show you a picture. Let's start.

(Show the pictograph to the child.)

(Point to the picture.) Look at the picture carefully and answer the questions.

Pictograph

Toffee 	
Chocolate 	
Ice cream 	
Cake 	

(Points to the picture.) This picture shows the children's choice of snacks.

Prompt:

1. The number of children who like chocolates is _____.
2. Most of the children like _____.
3. The number of children who like cake is _____.
4. The number of girls who like chocolate is _____.
5. The number of boys who like cake is _____.
6. The number of girls who like toffee is _____.

Expected Answer: 1. Four, 2. Toffee, 3. Five, 4. Two, 5. Two, 6. Three



Assessment Instruction

Number of correct responses: _____/6

Time taken to complete the task: _____ seconds

Assessment Rubric

Criteria	Points
Answers 5-6 questions correctly	3
Answers 3-4 questions correctly	2
Answers 1-2 questions	1
Does not respond or does not understand the question	0