

Preschool Assessment Tool

Description of the tool

- **Objectives**

- **Track impact** of activity based learning (ABL) by measuring quality of classroom environment and child learning outcomes
- **Track sustainability** of ABL by measuring owner, teacher and parent engagement

- **Design of the tool**

This tool contains a total of 34 questions within two sections and four sub-sections

1. Impact of activity based learning – (a) Classroom environment (b) Child learning outcomes
2. Sustainability of the impact of activity based learning – (a) Parent interview (b) Owner and teacher interview

Planning your visit to a school to use the tool (*recommended plan only, can be modified*)

- A. Plan for half a day (~4 hours) for the purposes of using the tool
 - Total time required to complete this tool is ~3 hours
 - An additional hour may be required to account for unforeseen delays
- B. Visit the school one hour before the lunch break
 - Observe a classroom for at least one hour prior to the lunch break
 - Speak with the owner during the lunch break
 - Interview the teachers at the end of the lunch break
 - Assess 5 children after the lunch break
 - Interview parents towards the end of the day
- C. Confirm your visit with the school one week prior to visit. Share the following agenda:
 - Interview the owner for 30 minutes
 - Interview 1 senior KG teacher for 15 minutes
 - Observe 1 senior KG classroom for 60 minutes
 - Interview 5 parents of 5 senior KG children
 - Conduct a 5 minute assessment of 5 children from the senior KG class
- D. Re-confirm your visit and agenda with the school one day prior to the scheduled date
- E. Print the tool before your visit should you like to visit more classrooms (the performance of the school, however, will be evaluated based on only one senior KG class)
- F. Read the tool at least once before scheduled visit date to familiarize yourself with the questions
- G. You may change the order of assessing the sections, however, ensure all questions are addressed

Instructions for completing the tool

1. Impact of Activity based learning

Completing the sub-section - Classroom environment – 60 minutes

- Spend 1 hour in a Sr KG classroom, irrespective of the subject being taught
- In case there are more than 1 adult inside the class being observed, please mark observations that account for both adults (e.g. if the owner of the APS is in the class with the teacher and is harsh with kids, account for the owners behavior)
- Move to the following column only if all criteria's are met in each column (beginning from column 0 on the left hand side)
 - o A rating of 0 must be given if any indicator under 0 is scored "Yes"
 - o A rating of 1 is given when all indicators under 0 are scored "No" and all indicators under "1" are scored "Yes"
 - o A rating of 2 is given when all indicators under 0 are scored "No", all indicators under "1" are scored "Yes", and all indicators under "2" are scored Yes
 - o A rating of 3 is given when all indicators under 0 are scored "No", all indicators under "1" are scored "Yes", all indicators under "2" are scored Yes, and all indicators under "3" are scored Yes
- Record what you observe - do not make inferences or assumptions.
- Fill in the score at the end of the session

Completing the sub-section – Child learning outcomes – 40 minutes

- Select 5 kids, randomly, from the attendance register (e.g. pick every third kid. If there are less than 15 children, pick every second kid) – don't ask teachers to select kids
- Follow the question specific instructions
- Ask each child all 5 questions identified in the section and note down the response
- Fill in the score at the end of the section after interviewing all 5 children.
- In case less than 5 children are assessed, please leave the respective column blank

2. Sustainability of impact of activity based learning

Completing the sub-section – Owner and teacher interview – 30 minutes

- Meet the owner and ask questions 1 – 7 mentioned in this section
- Interview the Sr KG teachers on questions 8 -14 mentioned in this section (interview the same teacher observed in the classroom)
- Fill in the score at the end of the section

Completing the sub-section - Supportive home environment – 30 minutes

- Interview 5 parents – in case less than 5 parents are interviewed, please leave the respective column blank
- Ask them all the questions mentioned in this section
- Tick if the response was aligned to the stated description

1A. Impact of activity based learning (ABL): Classroom environment

#	Topic	0	1	2	3
1	Room arrangement	Most of the classroom area is so crowded that learning activities cannot be conducted (and) There are no alternate spaces available to conduct activities	The class/ alternate space is crowded but at least one area has been organized for some learning activities to be conducted (e.g., benches moved slightly to make room in the front)	The class/ alternate space has been arranged such that most learning activities being conducted can take place and the teacher can supervise most children	Items in 2 + Children are able to access material easily
2	Displays	There are no relevant displays (e.g. alphabets, numbers, weather charts, shapes etc.) on the classroom walls	Relevant materials are displayed on the classroom wall but not referred to	Relevant materials are displayed on the classroom wall and referred to at least once	Items in 2 + Children's artwork displayed on the wall
3	Expand vocabulary	Teacher may use new words but does not introduce them with an explanation	Teacher introduces 1-2 new words with minimal explanation (for e.g. for a CVC word "nib"; the teacher states "the pen has a nib")	Teacher introduces 1-2 new words and correctly explains their meanings (for e.g. for a CVC word "nib", the teacher (i) shows a pen, (ii) points to the nib; (iii) provides explanation about the object)	Items in 2 + S/he uses a wide range of words (through descriptions, adjectives) to expose children to more language (e.g. using words describing people, things)
4	Encourage use of language	Majority of questions are rote based (i.e. have specific one or two word responses) or yes/no answers (and) Talking among children or with staff not encouraged	Staff asks at least 2 open ended question during the observation (e.g. what is happening in this picture?)	Items in 1+ Staff respond positively to children's communication with staff and among children	Staff consistently asks open ended questions. (and) Staff help children communicate verbally with one another ?
5	Materials and activities	No appropriate materials (e.g. flashcards) are used by teacher /students (or) Teacher uses materials / conducts activities incorrectly (e.g. adopts rote based approach when using flash-card)	At least one appropriate material is correctly used by the teacher for a whole class demonstration	At least 1 material is appropriately used by teachers and students (individually, in pairs or small/large groups) to learn a concept	More than 1 appropriate material is correctly used by teachers and students (and) Staff ask children questions to test understanding or stimulate reasoning about that material/ activity

#	Topic	0	1	2	3
6	Staff-child interaction	Staff mostly interacts with the whole group, rather than with individual children or small groups. (and) Staff are unresponsive or respond negatively to children	Staff interacts positively with the whole group (and) No negative physical contact/interaction is observed.	Items in 1 + Staff interacts positively with some individual children	Items in 2 + Staff gives a message of warmth through positive interactions and appropriate physical contact. (and) Staff* are respectful to children and guide them positively <i>*staff refers to all adults observed in classroom</i>
7	Peer interaction	There is no planned peer interaction for students	Staff plan time for at least 1 peer interaction (teacher pairs/groups children)	Peer interaction is observed at least 2 times for a total of at least 10 min	Items in 2 + Peer interaction is evident during at least a third of the observation (and) There is staff guidance on positive interaction among children (e.g. set tone – share materials, encourage use of social cues - say please, thank you) [#]
8	Discipline	Class is poorly managed with no norms, routines or expectations made visible or used. (and) Severe forms of discipline is used (shouting, threatening)	Teachers use appropriate rules to manage class (and) Staff do not hurt or intimidate children (and) One use of a norm/routine is observed.	Item 1 + Children appear to be aware of class rules and expectations. (e.g., children clean up after activity is done) (and) Expectations are reinforced gently and positively. (and) 2 different norms/ routines are observed.	Item 2 + Staff tries to involve children in solving their conflicts and problems.
9	Student engagement	Half the students are disengaged for 50% or more time. (and) Students are only participating in rote or whole group recitation/repetition	At least 75% of the students are on task for most of the time	Most students are interested and paying attention to the teacher. (and) Teacher observes when children are disengaged and attempts to bring them back on task	Almost all students are interested, paying attention to the teacher and each other and participating in large group as well as small group activities.

#	Topic	0	1	2	3
10	Transitions	Transitions (e.g. between periods and activities) are chaotic (staff not prepared, materials not ready, children required to wait) (and) Transitions are abrupt and unplanned	Has a plan but takes more than 5 minutes to organize (and) Staff child interactions are not negative	Transition takes less than 5 minutes (and) Staff-child interactions are not negative (and) Most children are engaged	Transitions are smooth (and) Staff-child interactions are positive (and) Teachers actively engage students during transitions
Total (max 30)^		* 0	* 1	* 2	* 3

if staff guidance is not observed, however, peer interaction is positive, give credit for this item | ^For example, if an assessor identified three questions under 0, three under 1, three under 2 and one under 3, the score would be $(3*0)+(3*1)+(3*2)+(1*3)$ or 12

1B. Impact of activity based learning (ABL): Child learning outcomes

Please tick (✓) when a child responds correctly to the stated question or cross (x) when a child responds incorrectly to the stated question

#	Question	Child				
		1	2	3	4	5
1	Can you read "SAT"?^ (Write SAT on a piece of paper and ask the child to read)					
2	Which is the largest number? ^ (Show 6 numbers up to 20 in jumbled order)					
3	Can you give me 12 sticks? (Give 20 sticks. Don't close your palm till child completes the activity) – alternatively, ask the school office for 15 chalk pieces or pencils/pens					
4	Write your name? (if legible then tick)					
5	Name as many animals as you can? (provides > 6 names; prompt "more" only once)					
Total score (1 tick = 1, max 25) =						

^Refer Annexure 1 for supporting material

2A. Sustainability of impact of ABL: Parent interview

Please tick (✓) when a parent responds correctly to the stated question or cross (x) when a parent responds incorrectly to the stated question

#	Question	Desired response	Parent			
			1	2	3	4
1	Out of the following 5 options, which of the 2 are most important for your child to learn in Math (Instructions: Share the 5 options and ask parents to pick any 2 options.) a. Say #'s from 1-50 in correct	1 of the 2 options selected by the parents should be: b. Count and give 8 objects				

#	Question	Desired response	Parent			
			1	2	3	4
	order b. Count and give 8 objects c. Write numbers d. Learn spelling of number names e. Recite tables					
2	Out of the following 5 options, which of the 2 are most important for your child to learn in English <i>(Instructions: Share the 5 options and ask parents to pick any 2 options.)</i> a. Recite poems b. Practice cursive writing c. Read new 3 letter words d. Learn words by heart e. Recites A to Z	<i>1 of the 2 options selected by the parents should be:</i> <i>c. Read 3 letter words (e.g., in books, newspaper)</i>				
3	What would you ask your child to check if they are actually learning in Math?	<ul style="list-style-type: none"> • <i>Parents should mention at least 1 on these markers or their variants</i> <ul style="list-style-type: none"> – Counting items - ask the child to hand 13 beans from a bowl – Identifying largest number - ask child which is the largest number among 2,5,9,6 and 4 – Abstract addition - ask the child if I had 2 apples in a bowl and I added 2 more how many apples would I have in total 				
4	What would you ask your child to check if they are actually learning in English?	<ul style="list-style-type: none"> • <i>Parents should mention at least 1 on these markers or their variants</i> <ul style="list-style-type: none"> – Matching initial sound – ask the child to identify, among car, tiger and banana which words starts with 'ba' – Reading new words – ask the child to read these simple words jug, map and net – Speaking – ask the child to describe their favorite cartoon/ daily morning routine before and after school – Speaking in English – ask the child to look at a photo of a park and describe what is happening in English 				

#	Question	Desired response	Parent			
			1	2	3	4
5	Are you aware of any new approaches the school is using to teach English and Math?	<ul style="list-style-type: none"> Parent should answer one of the following <ul style="list-style-type: none"> Names an activity Names the service provider Identifies benefits of ABL over traditional approach (e.g. my child reads new words using phonics) 				
Total score (1 tick = 1, max 20) =						

2B. Sustainability of impact of ABL: Owner and teacher interview

#	Question	0	1	2
0	[Warm up] How have you been doing?			
0	[Warm up] How has your experience with the partner been so far?			
1	Can you describe benefits of learning through an activity based or play based approach?	Can't say	1 mention	1+ mention
2	What would you ask your child to check if they are actually learning in Math? <i>(Should mention the following or their variants)</i> <ul style="list-style-type: none"> Counting items - ask the child to hand 13 beans from a bowl; Identifying largest number - ask child which is the largest number among 2,5,9,6 and 4; Abstract addition - ask the child if I had 2 apples in a bowl and I added 2 more how many apples would I have in total 	0	1 mention	1+ mention
3	Ask owner What would you ask your child to check if they are actually learning in English? <i>(Should mention the following or their variants)-</i> <ul style="list-style-type: none"> Matching initial sound – ask the child to identify, among car, tiger and banana which words starts with 'ba'; Reading new words – ask the child to read these simple words jug, map and ne; Speaking – ask the child to describe their favorite cartoon/ daily morning routine before and after school; Speaking in English – ask the child to look at a photo of a park and describe what is happening in English) 	0	1 mention	1+ mention
4	Have you shared the benefits of learning through play/activities with parents? How many times?	0	Only 1 by Jan	1 by Sept. 2 by Jan
5	How have you been ensuring teachers are implementing ABL? <i>(E.g. gave access to materials, provided planning time, provided a helper to assist teacher, forced teachers to implement etc.)</i>	Can't say	1 mention	1+ mention
6	Are you planning to start /continue using ABL?	No	Yes	
7	In future, do you plan to introduce ABL in more grades? <i>(Score 0</i>	No	Yes	

#		Question	0	1	2
		<i>if response to question 6 is No, score 1 if APS already has ABL in primary grades)</i>			
8	Ask teacher	What would you ask your child to check if they are actually learning in Math? <i>(Should mention the following or their variants)</i> <ul style="list-style-type: none">Counting items - ask the child to hand 13 beans from a bowl;Identifying largest number - ask child which is the largest number among 2,5,9,6 and 4;Abstract addition - ask the child if I had 2 apples in a bowl and I added 2 more how many apples would I have in total	0	1 mention	1+ mention
9		What would you ask your child to check if they are actually learning in English? <i>(Should mention the following or their variants)-</i> <ul style="list-style-type: none">Matching initial sound – ask the child to identify, among car, tiger and banana which words starts with ‘ba’;Reading new words – ask the child to read these simple words jug, map and ne;Speaking – ask the child to describe their favorite cartoon/ daily morning routine before and after school;Speaking in English – ask the child to look at a photo of a park and describe what is happening in English)	0	1 mention	1+ mention
10		Other than art, can you name and describe activities done in the Sr. KG class to improve learning? <i>(If the teacher names activities, prompt him/her to describe how they conducted the activity in their class. If they are unable to describe, rate them ‘1’)</i>	No/ Can’t say	Names 1 or more activities	Names and describes 1+ activity
11		How many training sessions have you attended since the start of the program (including previous AY, if applicable)?	0	Only 1 by Jan	1 by Sept. 2 by Jan
12		How many in-class demo sessions / monitoring sessions have been completed by the service provider?	None	Only 1 by Jan	1 by Sept. 2 by Jan
13		Do you have a daily plan or a weekly timetable? (ask for a copy, if the teacher says “yes”)	None	Shows 1 evidence	
14		Have you been able to see the benefits of activity based learning - for you or your children? - <i>if teacher responds ‘yes’ ask them to name the benefits</i>	No	1 benefit	1+ benefits
Total score (max 25)* =			* 0	* 1	* 2

3. Total score

Impact of ABL
(1A+1B)

	55
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Sustainability
of impact of
ABL (2A+2B)

	45
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About FSG Mumbai

FSG is a mission-driven nonprofit supporting leaders in creating large-scale, lasting social change. Through strategy, evaluation, research, and field work we help many types of actors—individually and collectively—make progress against the world’s toughest problems.

We also run our own initiatives and programs to drive long-term change. The Inclusive Markets team based in Mumbai works on market-based solutions that address development challenges central to the lives of low-income families.

We provide thought leadership and support action across sectors including affordable housing, education, healthcare, and sanitation.

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ACKNOWLEDGEMENTS

We have selected adapted and modified specific sections from the Early Childhood Environment Rating Scale-Revised (ECERS R) tool to create the classroom observation component of the Preschool Assessment Tool. While the scale used is different from the ECERS-R, the approach to scoring is also based on ECERS.

We have used a couple of questions based on the International Development & Early Learning Assessment (IDELA) to measure child outcomes along with additional questions based on FSG’s addendum to the IDELA created for the baseline study conducted in 2016. You can learn how FSG adapted the IDELA to assess early learning [here](#) and how FGS used the adapted IDELA to assess assessed 480 students entering Grade 1 [here](#).

These adaptations and modifications have been made taking the context as well as the objectives of the tool in mind.

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Annexure 1: Assessor sheet for “Child learning outcome” section

1. Prompt: Can you read this word for me?

sat

2. Can you point to the largest/biggest number here?

6 3 8

4 9 5