

Scoring Tool for Assessing Readiness at School

Description of the tool

- **Objectives**

- **Track impact** of good pedagogy (e.g. Activity Based Learning) in preschool by measuring change in the classroom environment and child learning outcomes
- **Track sustainability** of good pedagogy by measuring administrator, teacher and parent engagement

- **Design of the tool**

This tool contains two sections and six sub-sections

1. Impact of good pedagogy – (a) Classroom environment (b) Sr. KG child assessment (c) Grade 2 child assessment
2. Sustainability of the impact of good pedagogy – (a) Administrator Interview (b) Sr. KG teacher interview (c) Sr. KG parent interview

Planning your visit to a school to use the tool (this is only a recommendation and can be modified per convenience)

- A. Plan for half a day (~4 hours) for the purposes of using the tool: ~3.5 hours to complete the tool and ~30 minutes for unforeseen delays
- B. Visit the school one hour before the lunch break
 - Observe a Sr. KG classroom for **at least one hour** prior to the lunch break
 - Speak with the principal during the lunch break
 - Interview one Sr. KG teacher (ideally of the classroom observed) at the end of the lunch break
 - Assess 6 Sr. KG (end of Sr. KG) children after the lunch break
 - Assess 5 Grade 2 children (end of Grade 2) after the lunch break
 - Interview 5 parents of Sr. KG children towards the end of the day.
- C. Confirm your visit with the school administrator or coordinator at least 1 week before the planned visit. Share agenda of the visit:
 - Interview the principal 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 for 30 minutes in total
 - Conduct a 5-minute assessment, each, of 6 children from the senior KG class
 - Conduct a 5-minute assessment, each, of 5 children from the Grade 2 class
- D. Re-confirm your visit and agenda with the school one day prior to the scheduled date
- E. Print a few copies of the tool before your visit should you like to visit more classrooms (the performance of the school, however, will be evaluated based on assessment areas identified in **point B**)
- F. Read the tool at least once before scheduled visit date to familiarize yourself with the questions
- G. You may ask questions in whichever language interviewees are most comfortable with
- H. You may change the order of assessment; however, ensure all questions are completed with the recommended number of stakeholders

Instructions for completing the tool

1. **Impact of good pedagogy**

- 1A. **Classroom environment – 60 minutes**

- Spend an entire hour in the Sr. KG classroom
- Do not observe a Hindi or regional language class as part of the assessment
- Ask teacher for the lesson plan and take a picture of the plan for the day (or retain the plan if teacher doesn't require the plan)

- In case there is more than 1 adult inside the class being observed, please mark observations that account for both adults (e.g. if the administrator of the APS is in the class with the teacher and is harsh with children, account for the administrator's behavior)
- Move to the following column only if all criteria 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", and all indicators under 1 and 2 are scored "Yes"
 - o A rating of 3 is given when all indicators under 0 are scored "No", and all indicators under 1,2 and 3 are scored "Yes"
- Make notes of what you observe - do not make inferences or assumptions
- Circle the appropriate description of the classroom environment at the end of the hour
- Fill in the score at the end of the session

1B. Sr. KG child assessment questions – 40 minutes

- Select 6 Sr. KG children, randomly, from the attendance register (e.g. pick every third child. If there are less than 15 children, pick every second child) – don't ask teachers to select children
- Do not change the phrasing of the question. Repeat each question only once
- Ask each child all questions in the section and note down the response
- In case less than 6 children are assessed, leave the respective column blank

1C. Grade 2 child assessment questions – 40 minutes

- Select 5 Grade 2 children, randomly, from the attendance register (e.g. pick every third child. If there are less than 15 children, pick every second child) – don't ask teachers to select children
- Do not change the phrasing of the question. Repeat each question only once
- Ask each child both the questions and tick the highest level each child can reach
- In case less than 5 children are assessed, leave the respective column blank

2. Sustainability of impact of activity based learning

2A. Completing the sub-sections – Administrator interview – 10 minutes

- Meet the principal/ owner/ pre-primary head of the school and ask all the questions in the section
- Tick all responses heard in the check boxes provided on the Input form

2B. Completing the sub-sections – Sr. KG teacher interview – 10 minutes

- Meet the Sr. KG teacher (ideally of the classroom observed/ planned to observe) and ask all questions in the section
- Fill up responses as you go

2C. Completing the sub-section – Sr. KG parent interview – 20 minutes

- Interview 5 parents of 5 Sr. KG children – in case less than 5 parents are interviewed; please leave the respective column blank. Ask each parent all questions in this section
- Tick all responses heard in the check boxes provided on the Input form

Name of School: _____

Date: _____ / _____ /2020

School Code: _____

City: _____

Total number of boys present _____

Total number of girls present: _____

Total number of boys _____

Total number of girls: _____

1A. Classroom environment

#	Topic	0	1	2	3
[Ask teacher for a lesson plan for today and take a photo of the plan]					
1	Lesson planning	No plan available (or) Time table available	Plan available without detailed steps and/or materials required (e.g. "phonics for A-E", "counting 11-15")	Plan available with -Steps to follow -Materials required (and) Teacher follows plan	Teacher articulates learning objectives (or) Teacher checks for learning outcomes in at least one way
2	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 where at least one learning activity can be conducted (e.g. benches moved slightly to make room in the front)	The class/ alternate space is organized such that two or more learning activities can be conducted (and) The teacher can supervise most children	Children are observed using the space for more than one activity
3	Displays	There are no relevant displays (e.g. alphabets, numbers, weather charts, shapes, posters about transport, my body) on the classroom walls	Atleast 2 relevant materials are displayed on the classroom wall	Relevant materials are displayed on the classroom wall and referred to at least twice (by teacher or children)	Children's artwork displayed on the wall
4	Expand vocabulary	Teacher may use new words but does not introduce them with an explanation	Teacher introduces 1-2 new words with minimal explanation (e.g. for the word "nib"; the teacher states "the pen has a nib")	Teacher introduces 1-2 new words and correctly explains their meanings (e.g. for the word "nib", the teacher (i) shows a pen, (ii) points to the nib; (iii) provides explanation about the object)	Teacher exposes children to language by (any of the below): - Using adjectives or descriptions - Using multiple scenarios or examples to explain something - Telling stories/ anecdotes
5	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 is not encouraged	Staff asks at least two open-ended questions during the observation (e.g. questions that begin with how, what if, why, tell me about)	Staff responds positively to children's communication and encourages them to talk more	Staff child conversations go beyond classroom activities and materials (e.g. social talk about home and family life, activities in the community, feelings, other non-school topics)
6	Materials and activities	No appropriate materials (e.g. flashcards) are used by teacher/ children (or) Teacher uses materials/ conducts activities incorrectly (e.g. adopts rote approach when using flashcards)	At least one material is appropriately used by teachers to teach a concept	One material is appropriately used by children (individually, in pairs or small/large groups) to learn a concept (and) Staff asks children questions to test understanding or stimulate reasoning about that material/ activity/ concept	More than one material is appropriately used by children (individually, in pairs or small/large groups) to learn a concept (and) Staff asks children questions to test understanding or stimulate reasoning about more than one material/ activity/ concept

#	Topic	0	1	2	3
7	Staff-child interaction	Staff* is unresponsive or interacts negatively with children <i>*Staff refers to all adults observed in classroom</i>	Whole class interactions between staff and children are positive	Staff interacts positively with some children individually by providing positive feedback/ reinforcement	Staff gives a message of warmth through actions (any of the below): – appropriate physical contact – respectful tone showing sensitivity to children’s needs
8	Peer interaction	There is no planned peer interaction* for children <i>*Peer interaction refers to children engaging with each other in pairs and small/large groups</i>	Peer interaction is observed for less than 5 minutes	Peer interaction is observed for a total of at least 10 minutes	Peer interaction is observed for a total of at least 20 minutes (and) Staff guides children on positive interaction (e.g. sets tone like share materials, encourages use of social cues like say please, thank you) [#]
9	Discipline	Class is poorly managed with no norms, routines or expectations made visible or used (or) Severe forms of discipline are used (e.g. yelling, threatening)	Teachers use appropriate rules to manage class (e.g. Raise hands to ask or answer questions) (and) Staff does not hurt or intimidate children (and) One use of a norm/ routine is observed (e.g. Calling out “1-2-3” “Eyes on me”)	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	Staff tries to involve children in solving their conflicts and problems
10	Student engagement	Half the children are disengaged for most of the time (or) Children are only participating in rote or whole group recitation/ repetition	At least 75% of the children are on task and paying attention for most of the time	Children participate in small group (3-6 children) activities (and) Teacher observes when children are disengaged and attempts to bring them back on task	Some children ask questions in class
11	Transitions	Transitions* are chaotic or abrupt (e.g. staff not prepared, materials not ready, children required to wait) <i>*Transition: A period of time when children are moving from one activity/ lesson to the next</i>	Transitions involve a wind-down or closure of the previous activity (and) an introduction to the next activity (and) Teacher takes more than 3 minutes to organize	Transitions involve a wind-down or closure of the previous activity (and) an introduction to the next activity (and) Teacher takes less than 3 minutes to organize	Teachers actively engage children during transitions
Total (max 33)^		* 0	* 1	* 2	* 3

Total score = _____

1B. Sr. KG child assessment questions

1. Introduce yourself to the child
2. Ensure that the child is comfortable
3. Ask each child for CONSENT/ PERMISSION ('Do you want to play some games with me?') – Proceed after getting a CLEAR yes from the child

#	Question	Child					
		1	2	3	4	5	6
	What is your name?						
	What is your age?						
	Ask the child: Can you count from 1-10? <i>[Warm up question – Do NOT score]</i>						
	Fill in gender of child: M for Male and F for Female						
1	Can you read this word? (Show word 'pin'; Q1 1B. Appendix) <i>Child must read the word correctly</i>						
2	Which is the biggest number? (Show biggest number visual; Q2 1B. Appendix)						
3	Can you give me 12 sticks (or chalks)? (Place 20 sticks on the desk/ floor. Hold open your palm. Don't close your palm till child indicates s/he has completed counting)						
4	Now I will show you a picture. Can you tell me what is happening in the picture in English? (Show the park visual; Q4 1B. Appendix) <i>Child must construct a simple sentence consisting of one noun and one verb (e.g. "child playing" "girl jumping")</i>						
5	Name as many animals as you know (Prompt "any more" only once) <i>Child must provide at least 6 names; names of animals in the local language are acceptable responses</i>						
6	Can you put these pieces together to make this picture? (Show the cow puzzle; Q6 1B. Appendix. <i>Children must solve entire puzzle correctly <u>in less than 2 minutes</u> to get a tick</i>						
7	There are 3 apples. If I put 2 more, how many will I have? (Show the apples visual Q7 1B. Appendix. <u>Do not indicate numbers with fingers</u>)						

8	<p>(Show the girl crying picture; Q8 1B. Appendix)</p> <p>Say: "This girl is crying. What would you do to make her feel better?"</p> <p><i>Wait for the child to respond and if answer is unclear ask,</i></p> <p>"How/why does this make her feel better?"</p> <p><i>Children must say 1 relevant answer* to get a tick</i></p>						
9	<p>[Contd.] (Show crying girl picture; Q9 1B. Appendix)</p> <p>Prompt ONCE by asking, "Is there anything else you would do to make her feel better?"</p> <p><i>Wait for the child to respond and if answer is unclear ask,</i></p> <p>"How/why does this make her feel better?"</p> <p><i>Children must say 1 more relevant answer* to get a tick</i></p>						
10	<p>"Imagine that you are playing with a toy that you like. Now another child wants to play with that same toy, but there is only one toy. What would you do in this situation?"</p> <p><i>Children must give a response on how to solve conflict to get tick</i></p>						
11	<p>[Contd.]</p> <p>Prompt ONCE by asking, "Is there anything else you would do?"</p> <p><i>Children must give one more response on how to solve conflict to get tick</i></p>						

"This is another game. I am going to say a list of numbers, one after another. After you hear the numbers, I want you to repeat them to me in the same order. Wait for me to say all the numbers before you repeat them. Please listen carefully. Let's try a couple for practice."

[Pause for one second in between each number in the sequence. For example « 5 » [pause] « 2 ». If the child makes an error on the practice, supply the correct answer and repeat the instructions to ensure the child understands]

"5...2

6...1...3

"Now we are going to play the game a little differently. Whatever I say, I want you to say it backwards. So if the numbers are 1, 2, if I were to say them backwards, they are 2, 1."

Pause for one second in between each number in the sequence. For example « 1 » [pause] « 2 ».

"When I say numbers, you say them backwards. The numbers are 1, 2."

If the child responds correctly, say:

"Very good!"

If the child does not respond correctly, say:

"The numbers are: 1,2. When I say them backwards, they are 2,1."

Let's try another one. Again, when I say the numbers, you say them backwards: 4, 9, 3."

If the child responds correctly, say:

"Very good!"

If the child does not respond correctly, say:

"The numbers are: 4,9,3. When I say them backwards, they are 3,9,4."

"That was fun! Let's do more."

STOP Rule: End this assessment if the child gets BOTH trials wrong

12	"Whatever I say, you should say it backwards So now I say 4-1, you say?" <i>Children must say 1-4 to get a tick</i>						
13	"Whatever I say, you should say it backwards. So now I say 3-5-6, you say?" <i>Children must say 6-5-3 to get a tick</i>						
14	"Whatever I say, you should say it backwards. So now I say 4-9-2-7, you say?" <i>Children must say 7-2-9-4 to get a tick</i>						
	Total score (1 tick = 1) (Max 14) =						

1C. Grade 2 child assessment questions

IMPORTANT

Give child: Sharpened pencil and eraser
Keep rough sheets ready

1C-A: READING

#	Question	Child				
		1	2	3	4	5
	What is your name? (Fill in name of child)					
	What is your age? (Fill in age of child)					
	(Fill in gender of child: M for Male and F for Female)					
1	Ask child to read out all the words (Refer to Q1 in 1C-A Appendix) <i>Children must read 5 or more words correctly to get a tick</i> If Q1 is answered incorrectly, skip to Q5					
2	Ask child to read a paragraph (Refer to Q2 in 1C-A Appendix) <i>Children must make 3 or less errors to get a tick</i> If Q2 is answered incorrectly, ask Q3 and skip Q4					
3	[After child reads paragraph] - Ask the child: What does the monkey like? (Refer to Q3 in 1C-A Appendix)					
4	Ask child to read out the story - story (Refer to Q4 in 1C-A Appendix) <i>Children must read full story fluently with three or less than three errors to get a tick</i>					
5	"Now I will read you a small story. Then I will ask you some questions. Listen carefully" [Read aloud to the child] "Rani is feeling very sad. She dropped her new toy and it broke. Her mother comes home and sees the broken toy. She picks up the pieces and helps Rani fix the toy with glue. The toy looks fine now and Rani is happy once again." Read 2 times to child Ask the child: Why is Rani sad?					
6	[Contd.] Ask the child: Who helps Rani?					
7	[Contd.] Ask the child: Why is Rani happy now?					

8	Ask child to read leb nom fut gax diz ral tob hig (Refer to Q8 in 1C-A Appendix) <i>Children must read 5 words or more to get a tick</i>					
9	Ask child to write legibly jot mud ship tram goat best spray fight <i>Children must write 5 or more spellings correctly to get a tick</i>					
	Total score (1 tick = 1) (Max score = 9)					

1C-B : MATH

#	Question	Child				
		1	2	3	4	5
1	Ask the child to do both problems from any set (Refer to Q1 in 1C-B Appendix)					
2	Ask the child to do both problems from any set (Refer to Q2 in 1C-B Appendix)					
3	Ask the child to do both problems from any set (Refer to Q3 in 1C-B Appendix)					
4	Ask the child to do both problems from any set (Refer to Q4 in 1C-B Appendix)					
5	How much is 9 and 4 altogether?					
6	If I take away 5 from 9, what is left?					
7	Samara had 4 chocolates. Her father gave her 7 more chocolates. How many chocolates does Samara have altogether?					
8	Raju had 12 chocolates. He gave 5 chocolates to Pooja. How many chocolates does he have left?					
9	Can you show me the biggest number? (Refer to Q9 in 1C-B Appendix)					
10	Can you please say the missing number? (Refer to Q10 in 1C-B Appendix) <i>Children must get both patterns right to get a tick</i>					
	Total score (1 tick = 1) (Max score = 10)					

2A. Administrator questions

Name: _____

Role: ☐ Owner | ☐ Principal | ☐ Pre-primary principal | ☐ Others _____

#	Question	A	B	C
	[Warm up] How are you sir/maam?			
	[Warm up] How is the school doing?			
	[Warm up] We are interested in talking about Sr. KG			
1	<p>How does a good teacher know if a child is learning Math?</p> <p><i>(Prompt “Can you suggest more ways to check” once)</i></p>	<p>Ask child to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recite 1-100 <input type="checkbox"/> Write numbers <input type="checkbox"/> Write number names <input type="checkbox"/> Check test scores/report card <input type="checkbox"/> Recite tables <input type="checkbox"/> Unaware <input type="checkbox"/> Other 	<p>Ask child to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify numbers at random <input type="checkbox"/> Identify shapes <input type="checkbox"/> Count using objects (e.g. beads, fruits, vegetables) <input type="checkbox"/> Add or subtract 	<p>Ask child to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fill missing numbers <input type="checkbox"/> Identify 'before-after' numbers <input type="checkbox"/> Compare quantities/ numbers (e.g. bigger/ smaller, less/ more than, largest/ smallest)
2	<p>How does a good teacher know if a child is learning English?</p> <p><i>(Prompt “Can you suggest more ways to check” once)</i></p>	<p>Ask child to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recite A-Z <input type="checkbox"/> Recite rhymes <input type="checkbox"/> Repeat after teacher <input type="checkbox"/> Write alphabets <input type="checkbox"/> Check test scores/report card <input type="checkbox"/> Read familiar words taught in class (cat, bat, apple) <input type="checkbox"/> Unsure/ unaware <input type="checkbox"/> Other 	<p>Ask child to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify letters at random <input type="checkbox"/> Match sounds with letters <input type="checkbox"/> Write dictated alphabets/ words/ spellings <input type="checkbox"/> Respond to simple questions (e.g. “What is your name?”) <input type="checkbox"/> Use every day phrases like “good morning,” “please,” “thank you” <input type="checkbox"/> Follow instructions in English 	<p>Ask child to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe a picture in English/ Narrate a story/ event <input type="checkbox"/> Read new words (e.g. in newspaper, story book, billboard) <input type="checkbox"/> Match the word to the picture <input type="checkbox"/> Name objects starting with a letter <input type="checkbox"/> Speak in English (Have simple conversations in English) <input type="checkbox"/> Phonics <input type="checkbox"/> Blending of sounds
[Transition] Moving to parents, what kinds of jobs do the parents who send their children to your school do?				

#	Question	A	B	C
3	<p>What do you tell parents about how they can help their child learn Math at home?</p> <p>(Prompt “any more” once)</p> <p>(Prompt “Give examples of homework” if the response is “Ensure homework is completed”)</p>	<p>Ask child to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recite numbers <input type="checkbox"/> Copy numbers <input type="checkbox"/> Check report cards <input type="checkbox"/> Send to tuitions <input type="checkbox"/> Ensure homework is completed <input type="checkbox"/> Revise lesson taught at school <input type="checkbox"/> Do nothing <input type="checkbox"/> Other 	<p>Ask child to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Count objects <input type="checkbox"/> Identify shapes <input type="checkbox"/> Add or subtract 	<p>Ask child to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arrange currency in order of value <input type="checkbox"/> Solve word problems for addition/ subtraction <input type="checkbox"/> Play simple games (e.g. snakes and ladders) <input type="checkbox"/> Sort (e.g. shapes, size, colour) <input type="checkbox"/> Transact using real money <input type="checkbox"/> Read numbers at random (e.g. mobile and bus numbers)
4	<p>What do you tell parents about how they can help their child learn English at home?</p> <p>(Prompt “any more” once)</p> <p>(Prompt “Give examples of homework” if the response is “Ensure homework is completed”)</p>	<p>Ask child to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recite poems <input type="checkbox"/> Recite A-Z <input type="checkbox"/> Send to tuitions <input type="checkbox"/> Check exam results <input type="checkbox"/> Attend PTM <input type="checkbox"/> Ensure homework is completed <input type="checkbox"/> Do nothing <input type="checkbox"/> Other 	<p>Ask child to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read words taught in school <input type="checkbox"/> Identify letters at random <input type="checkbox"/> Identify colours/ animals/ vehicles <input type="checkbox"/> Practice writing alphabets <input type="checkbox"/> Name objects starting with a letter <input type="checkbox"/> Encourage conversations in English 	<p>Ask child to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read “new” words <input type="checkbox"/> Describe their routine/ picture/ event/ TV show etc. <input type="checkbox"/> Identify sounds/ phonics <input type="checkbox"/> Tell/ Read stories together in English <input type="checkbox"/> Show English stories/ cartoons on YouTube, TV (or similar media) <input type="checkbox"/> Speak with parent in English (Make simple conversation) <input type="checkbox"/> Follow simple instructions (e.g. “Go carefully”)
5	Which book publisher or programme is used in your Sr. KG classroom?	Enter name of programme below _____		
6	Are you going to renew that book publisher / programme for the upcoming year?	<input type="checkbox"/> Yes <input type="checkbox"/> No / Unsure		
7	What is the annual fees for Sr.KG? Including uniform, books and readmission fees?	Enter in INR below _____		

2B. Sr. KG Teacher questions

#	Question	A	B
[WARM UP] How are you? What classes do you teach? We are interested in talking about Sr. KG. Which books or curriculum do you use in your classroom?			
1	How satisfied are you with the current books/ curriculum?	[Show the below picture to the Teacher and ask]	



Very unhappy



Unhappy



Happy



Very happy

2	Have parents shared any complaints about the curriculum / books being followed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3	Has it been easy for you to address their complaints?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4	Have you spent money to buy teaching learning material this Academic Year? How much?	Enter amt. in Rupees (write 0 in case of no money spent) <u>Rs.</u> _____	
5	In the past 1-2 months, has the principal / owner given you feedback on your teaching?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6	If you join a new school, will you ask the principal / owner to buy the current books/ curriculum?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7	How many days of teacher training have you attended this Academic Year from someone from within the school?	Enter number of days only _____	
8	How many days of teacher training have you attended this Academic Year from someone outside the school?	Enter number of days only _____	
9	How many total days of teacher training have you attended this Academic Year?	Enter number of days only _____	

2C. Sr. KG Parent questions

Please tick (✓) all responses that you hear from the interviewee. Score this section on 2C. Appendix – Stakeholder scoring form.

Sl	Name of parent	Name of child	Relationship (e.g. mother, father, grandmother)	Age of child	Gender of child
1					
2					
3					
4					
5					

S no	Question	A	B
	[Warm up] What is your child's name?		
	[Warm up] What class does your child study in?		
	We wanted to talk a little about what all you do with your child at home		

		P1	P2	P3	P4	P5						P1	P2	P3	P4	P5
1	At the end of Sr. KG/ this grade what should your child know in Math?						<input type="checkbox"/> Write number names (numbers ki naam ki spellings likhna)									<input type="checkbox"/> Count items (fruits/vegetables)
	PROMPT once, “Is there anything else your child should know in math at the end of Sr. KG?”						<input type="checkbox"/> Write numbers (Numbers likhna)									<input type="checkbox"/> Identify numbers at random
							<input type="checkbox"/> Recite rhymes on numbers (Numbers pe rhymes bolna)									<input type="checkbox"/> Identify currency value
																<input type="checkbox"/> Transact with money
							<input type="checkbox"/> Recite numbers									<input type="checkbox"/> Add/ subtract/ divide
							<input type="checkbox"/> Recite tables									<input type="checkbox"/> Identify shapes
							<input type="checkbox"/> Check homework									<input type="checkbox"/> Play games involving cards/ dice
							<input type="checkbox"/> Unsure / other									<input type="checkbox"/> Identify missing number before/ after
					<input type="checkbox"/>									<input type="checkbox"/> Identify greater than / less than numbers		

Write notes below

Parent 1	Parent 2	Parent 3	Parent 4	Parent 5
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		P1	P2	P3	P4	P5		P1	P2	P3	P4	P5	
2	At the end of Sr. KG/ this grade what should your child know in English? PROMPT once, “Is there anything else your child should know in English at the end of Sr. KG?”						<input type="checkbox"/> Recite nursery rhymes						<input type="checkbox"/> Identify letters at random
							<input type="checkbox"/> Ability to complete homework						<input type="checkbox"/> Read words/ alphabets in school/ tuition book
							<input type="checkbox"/> Practice cursive writing						<input type="checkbox"/> Read new words
							<input type="checkbox"/> Recite A-Z						<input type="checkbox"/> Match sounds and letters
							<input type="checkbox"/> Unsure / other						<input type="checkbox"/> Identify sounds/ phonics
							<input type="checkbox"/>						<input type="checkbox"/> Have simple conversations in English
							<input type="checkbox"/>						<input type="checkbox"/> Follow simple instructions given in English
							<input type="checkbox"/>						<input type="checkbox"/> Read simple stories
							<input type="checkbox"/>						<input type="checkbox"/> Match words and picture of the word

Write notes below

Parent 1	Parent 2	Parent 3	Parent 4	Parent 5

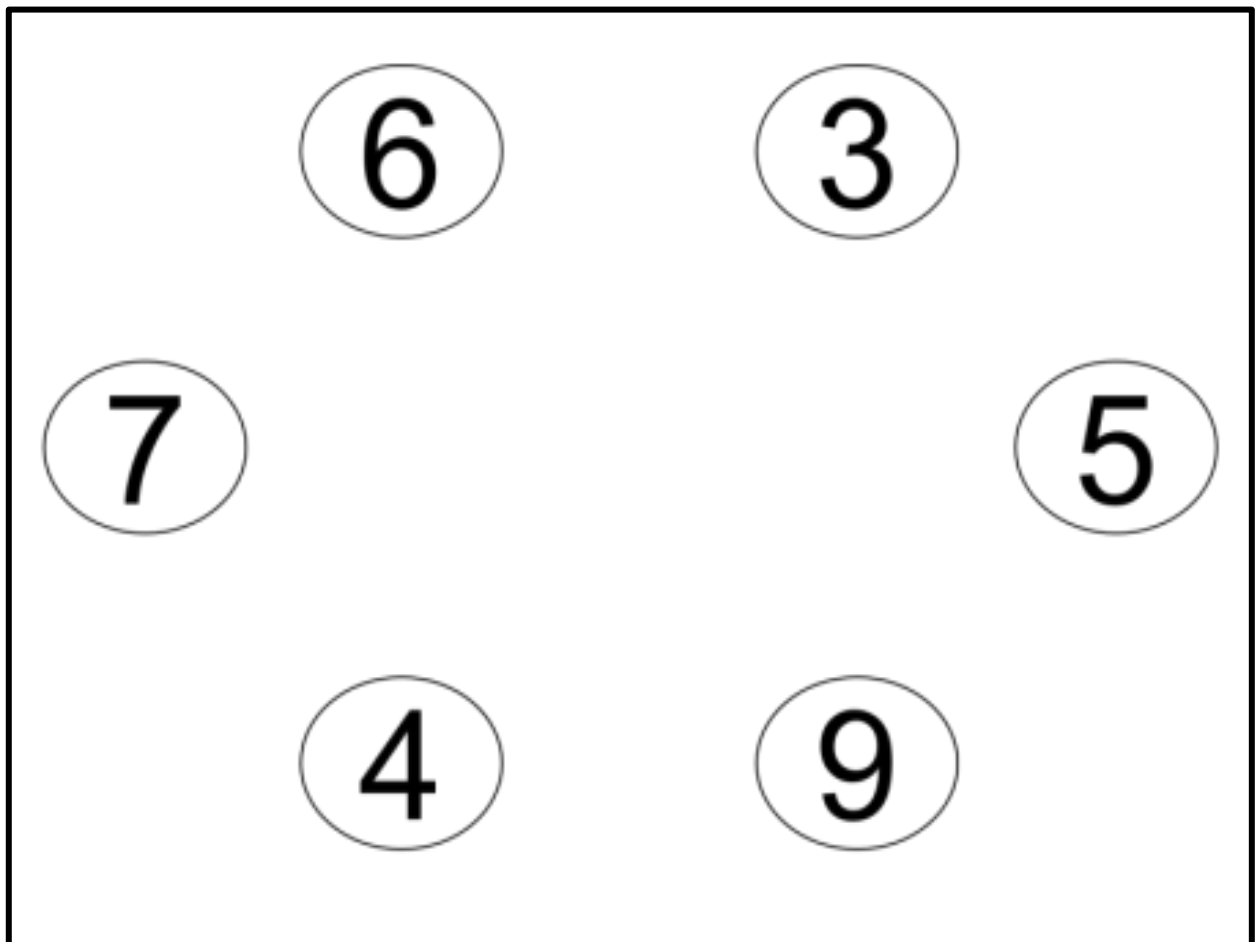
		P1		P2		P3		P4		P5	
3	Which company's textbooks are used in your child's school?										
4	Are you satisfied with this company's books?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5	Are you satisfied with this school?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6	Would you recommend the school to any other parent?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

1B. Appendix: Sr. KG child assessment questions

Question 1: Can you read this word?

pin

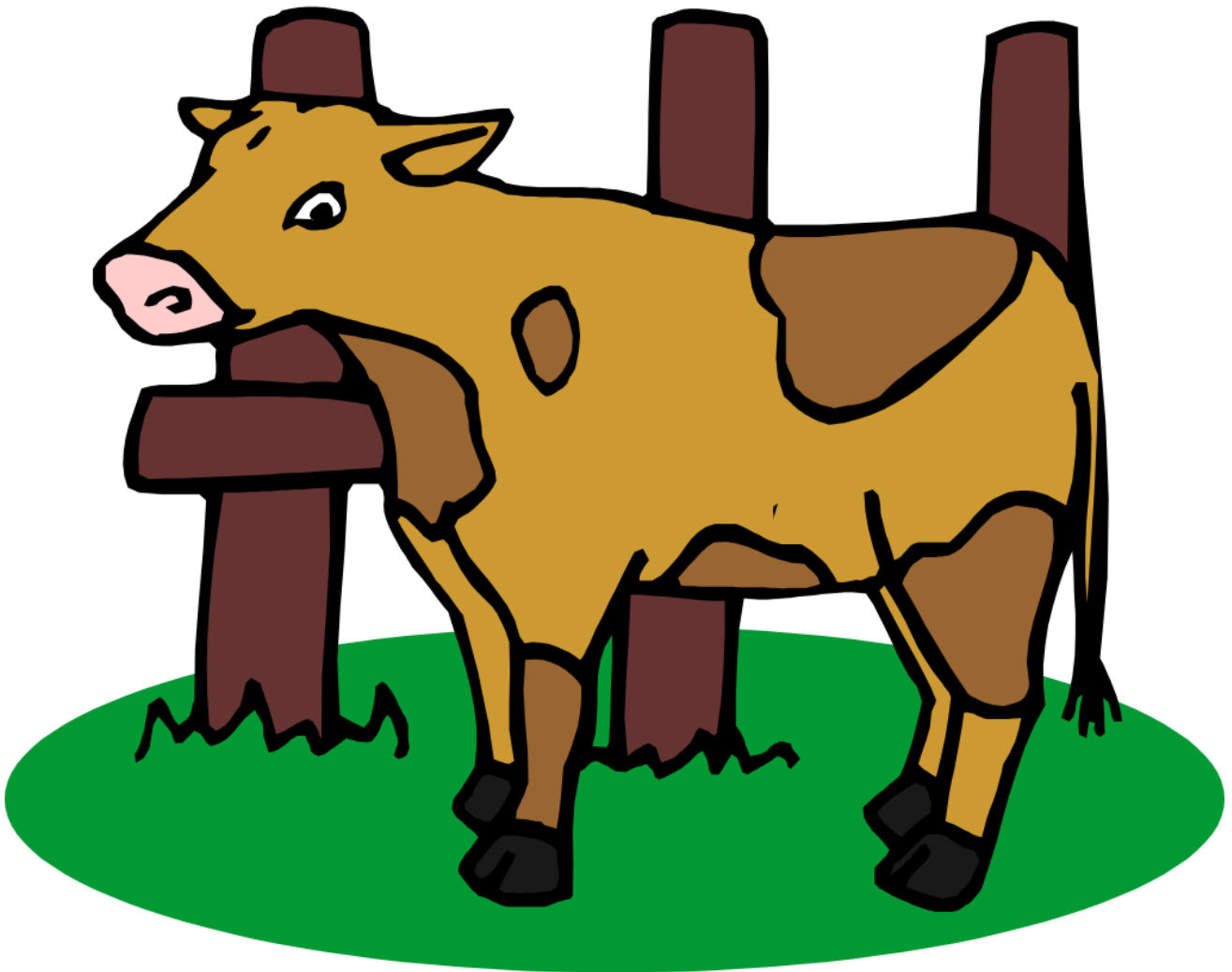
Question 2: Which is the biggest number?



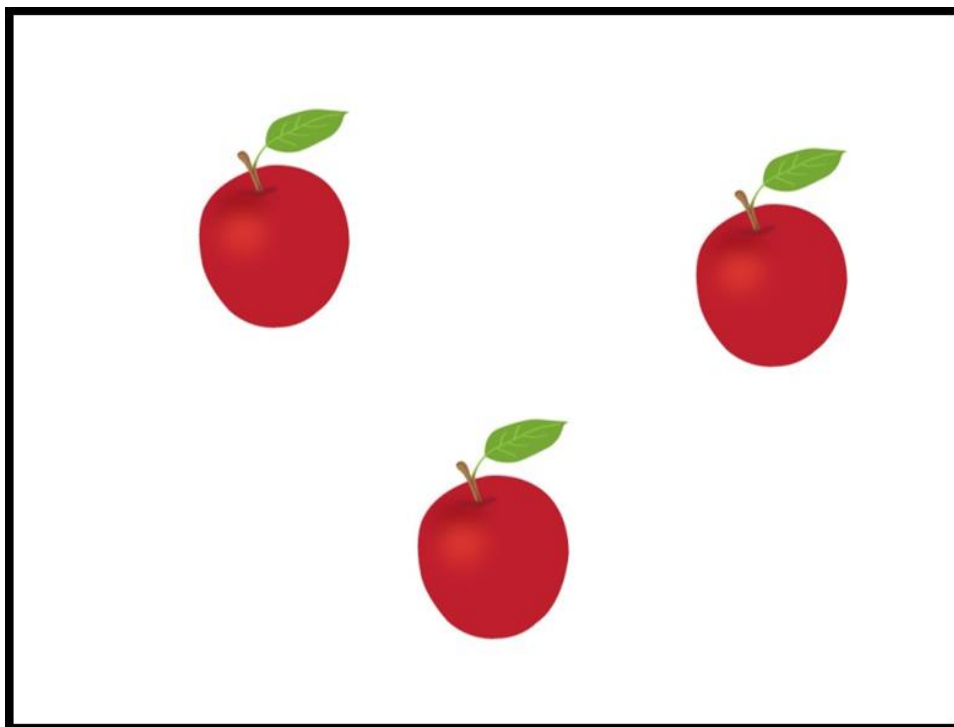
Question 4: Can you tell me what is happening in this picture in English?



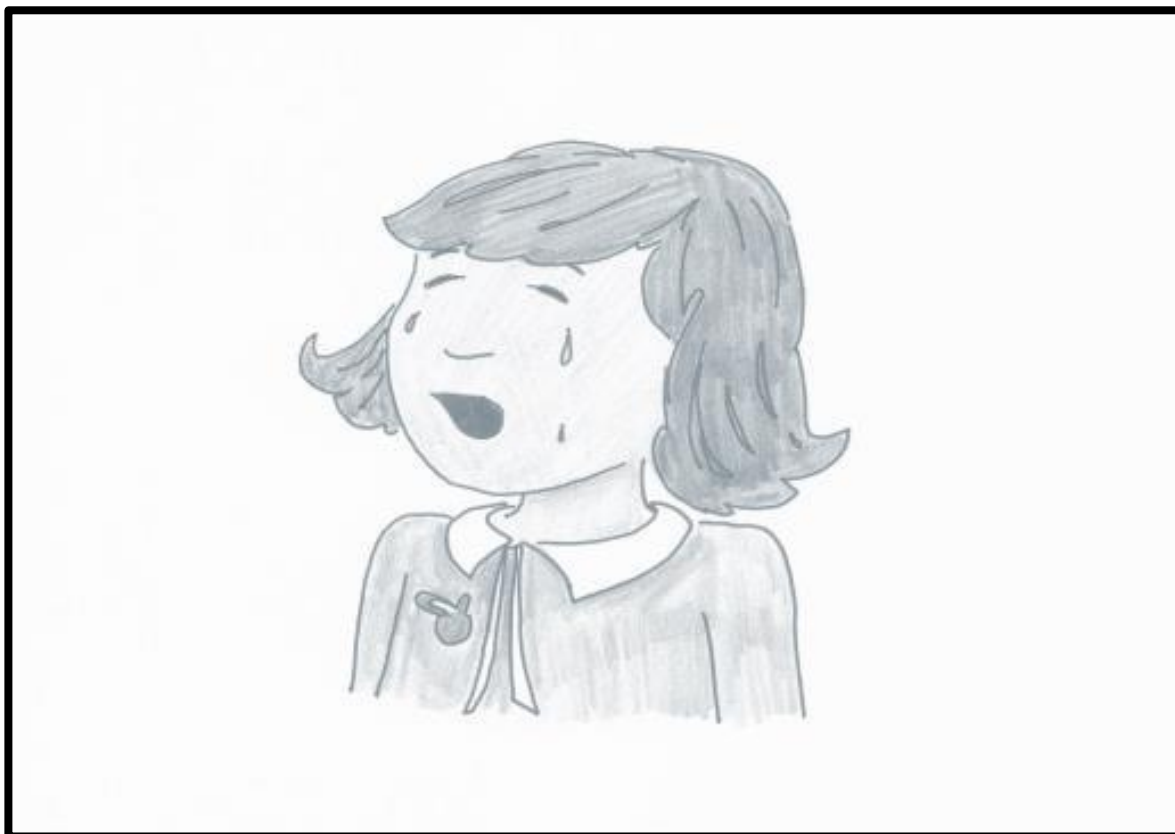
Question 6: Can you put these pieces together to make this picture?



Question 7: There are 3 apples. If I put 2 more how many will I have?



Question 8, 9: This girl is crying. What would you do to make her feel better?



1C Appendix: Grade 2 child assessment questions

1C-A (Reading)

Ask the child to read this tool. Mark the child at the highest level he/she can reach.

Q1. Ask child to read out all the words given in the box.

both step
 cup
out rope
 dog
hat key

Q2. Ask the child to read the paragraph given in the box. If child reads para correctly, then move Q3

There is a big monkey.
He lives on a tree.
He likes to jump.
He also likes bananas.

Q3. If child reads para in Q2 correctly, ask the child: **What does the monkey like?**

Q4. Ask the child to read the story in the given box. Child must read this story fluently and without mistakes.

A big tree stood in a garden.
It was alone and lonely. One
day a bird came and sat on it.
The bird held a seed in its
beak. It dropped the seed near
the tree. A small plant grew
there. Soon there were many
more trees. The big tree was
happy.

Q8. Ask child to read the following words

leb ral
 gax
nom tob
 diz
fut hig

Date: _____

School name: _____

Grade 2

1C-B (Math)

Ask the Grade 2 child to complete the below questions

Q1. Ask the child to do both 2 problems from any one set below. Both problems must be correct for a tick.

SET A	$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$
	$\begin{array}{r} \hline \hline \end{array}$	$\begin{array}{r} \hline \hline \end{array}$
SET B	$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$
	$\begin{array}{r} \hline \hline \end{array}$	$\begin{array}{r} \hline \hline \end{array}$
SET C	$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$
	$\begin{array}{r} \hline \hline \end{array}$	$\begin{array}{r} \hline \hline \end{array}$
SET D	$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$
	$\begin{array}{r} \hline \hline \end{array}$	$\begin{array}{r} \hline \hline \end{array}$
SET E	$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$
	$\begin{array}{r} \hline \hline \end{array}$	$\begin{array}{r} \hline \hline \end{array}$

Q2. Ask the child to do both 2 problems from any one set below. Both problems must be correct for a tick.

SET A	$\begin{array}{r} 51 \\ - 35 \\ \hline \end{array}$	$\begin{array}{r} 67 \\ - 48 \\ \hline \end{array}$
	$\begin{array}{r} \hline \hline \end{array}$	$\begin{array}{r} \hline \hline \end{array}$
SET B	$\begin{array}{r} 84 \\ - 49 \\ \hline \end{array}$	$\begin{array}{r} 73 \\ - 36 \\ \hline \end{array}$
	$\begin{array}{r} \hline \hline \end{array}$	$\begin{array}{r} \hline \hline \end{array}$
SET C	$\begin{array}{r} 56 \\ - 37 \\ \hline \end{array}$	$\begin{array}{r} 31 \\ - 13 \\ \hline \end{array}$
	$\begin{array}{r} \hline \hline \end{array}$	$\begin{array}{r} \hline \hline \end{array}$
SET D	$\begin{array}{r} 45 \\ - 18 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ - 24 \\ \hline \end{array}$
	$\begin{array}{r} \hline \hline \end{array}$	$\begin{array}{r} \hline \hline \end{array}$
SET E	$\begin{array}{r} 25 \\ - 19 \\ \hline \end{array}$	$\begin{array}{r} 56 \\ - 39 \\ \hline \end{array}$
	$\begin{array}{r} \hline \hline \end{array}$	$\begin{array}{r} \hline \hline \end{array}$

Q3. Ask the child to do both 2 problems from any one set below. Both problems must be correct for a tick.

SET A	$\begin{array}{r} 13 \\ + 35 \\ \hline \end{array}$	$\begin{array}{r} 37 \\ + 40 \\ \hline \end{array}$
	$\begin{array}{r} \hline \hline \end{array}$	$\begin{array}{r} \hline \hline \end{array}$
SET B	$\begin{array}{r} 44 \\ + 21 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ + 36 \\ \hline \end{array}$
	$\begin{array}{r} \hline \hline \end{array}$	$\begin{array}{r} \hline \hline \end{array}$
SET C	$\begin{array}{r} 41 \\ + 37 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ + 12 \\ \hline \end{array}$
	$\begin{array}{r} \hline \hline \end{array}$	$\begin{array}{r} \hline \hline \end{array}$
SET D	$\begin{array}{r} 45 \\ + 12 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ + 24 \\ \hline \end{array}$
	$\begin{array}{r} \hline \hline \end{array}$	$\begin{array}{r} \hline \hline \end{array}$
SET E	$\begin{array}{r} 13 \\ + 12 \\ \hline \end{array}$	$\begin{array}{r} 56 \\ + 31 \\ \hline \end{array}$
	$\begin{array}{r} \hline \hline \end{array}$	$\begin{array}{r} \hline \hline \end{array}$

Date: _____

School name: _____

Grade 2

Ask the Grade 2 child to complete the below questions

Q4. Ask the child to do both 2 problems from any one set below. Both problems must be correct for a tick.

SET A

18	37
+ 35	+ 44
_____	_____
_____	_____

SET B

24	43
+ 29	+ 39
_____	_____
_____	_____

SET C

28	49
+ 37	+ 12
_____	_____
_____	_____

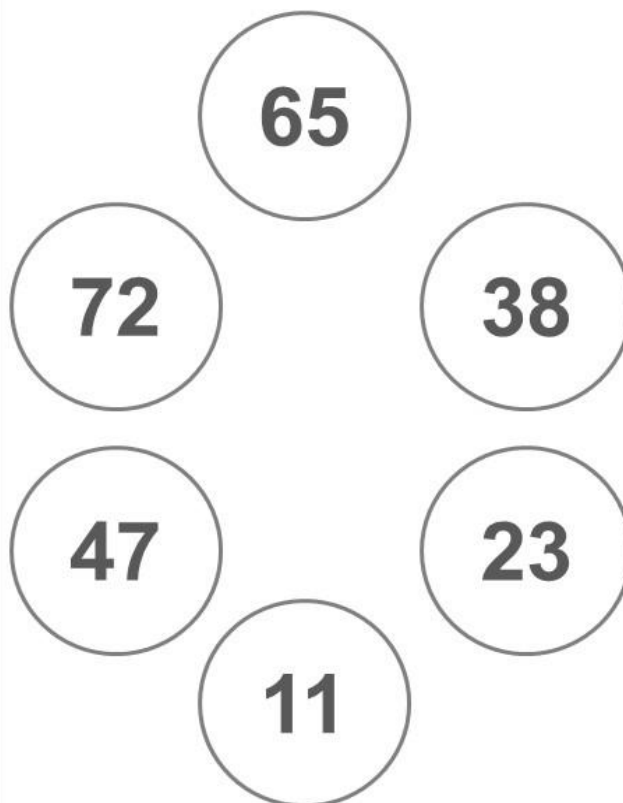
SET D

18	43
+ 27	+ 19
_____	_____
_____	_____

SET E

13	59
+ 19	+ 31
_____	_____
_____	_____

Q9. Ask to child to identify the biggest number below



Q10.

DO THIS QUESTION ORALLY

[Say to the child]
"Can you say the missing number below:"

10 15 _____ 25

[If correct, start with patterns below. If incorrect, give the correct answer and start with patterns below]
"Can you say the missing number below:"

300 400 500 _____

28 _____ 24 22

About FSG Mumbai

FSG is a mission-driven non-profit 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.

To learn more about our work please visit www.fsg.org.

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We have selected adapted and modified specific sections from the Early Childhood Environment Rating Scale 3 (ECERS 3) tool to create the classroom observation component of the Preschool Assessment Tool. While the scale used is different from the ECERS 3, the approach to scoring is also based on ECERS 3.

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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