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)

- A rating of 0 must be given if any indicator under 0 is scored “Yes”
- A rating of 1 is given when all indicators under 0 are scored “No” and all indicators under 1 are scored “Yes”
- A rating of 2 is given when all indicators under 0 are scored “No”, and all indicators under 1 and 2 are scored “Yes”
- 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

<table>
<thead>
<tr>
<th>#</th>
<th>Topic</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[Ask teacher for a lesson plan for today and take a photo of the plan]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Lesson planning</td>
<td>No plan available (or) Time table available</td>
<td>Plan available without detailed steps and/or materials required (e.g. “phonics for A-E”, “counting 11-15”)</td>
<td>Plan available with -Steps to follow -Materials required (and) Teacher follows plan</td>
<td>Teacher articulates learning objectives (or) Teacher checks for learning outcomes in at least one way</td>
</tr>
<tr>
<td>2</td>
<td>Room arrangement</td>
<td>Most of the classroom area is so crowded that learning activities cannot be conducted (and) There are no alternate spaces available to conduct activities</td>
<td>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)</td>
<td>The class/alternate space is organized such that two or more learning activities can be conducted (and) The teacher can supervise most children</td>
<td>Children are observed using the space for more than one activity</td>
</tr>
<tr>
<td>3</td>
<td>Displays</td>
<td>There are no relevant displays (e.g. alphabets, numbers, weather charts, shapes, posters about transport, my body) on the classroom walls</td>
<td>Atleast 2 relevant materials are displayed on the classroom wall</td>
<td>Relevant materials are displayed on the classroom wall and referred to at least twice (by teacher or children)</td>
<td>Children’s artwork displayed on the wall</td>
</tr>
<tr>
<td>4</td>
<td>Expand vocabulary</td>
<td>Teacher may use new words but does not introduce them with an explanation</td>
<td>Teacher introduces 1-2 new words with minimal explanation (e.g. for the word “nib”; the teacher states “the pen has a nib”)</td>
<td>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)</td>
<td>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</td>
</tr>
<tr>
<td>5</td>
<td>Encourage use of language</td>
<td>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</td>
<td>Staff asks at least two open-ended questions during the observation (e.g. questions that begin with how, what if, why, tell me about)</td>
<td>Staff responds positively to children’s communication and encourages them to talk more</td>
<td>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)</td>
</tr>
<tr>
<td>6</td>
<td>Materials and activities</td>
<td>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)</td>
<td>At least one material is appropriately used by teachers to teach a concept</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>#</td>
<td>Topic</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>
| 7 | Staff-child interaction | Staff* is unresponsive or interacts negatively with children     | 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                | 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)  
   *Transition: A period of time when children are moving from one activity/lesson to the next | 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                                                               |
# 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

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Child</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2</td>
</tr>
<tr>
<td></td>
<td>What is your name?</td>
<td>3 4</td>
</tr>
<tr>
<td></td>
<td>What is your age?</td>
<td>5 6</td>
</tr>
</tbody>
</table>
| 1   | Ask the child: **Can you count from 1-10?**  
     | [Warm up question – Do NOT score]                                                                 |       |
|     | Fill in gender of child: M for Male and F for Female                                             |       |
| 1   | **Can you read this word?**  
     | (Show word ‘pin’; Q1 1B. Appendix)                                                                |       |
|     | *Child must read the word correctly*                                                              |       |
| 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)                                                           |       |
|     | *Child must construct a simple sentence consisting of one noun and one verb (e.g. “child playing” “girl jumping”)* |       |
| 5   | **Name as many animals as you know (Prompt “any more” only once)**                               |       |
|     | *Child must provide at least 6 names; names of animals in the local language are acceptable responses* |       |
| 6   | **Can you put these pieces together to make this picture?**                                      |       |
|     | (Show the cow puzzle; Q6 1B. Appendix.  
     | *Children must solve entire puzzle correctly in less than 2 minutes to get a tick*               |       |
| 7   | **There are 3 apples. If I put 2 more, how many will I have?**                                   |       |
|     | (Show the apples visual Q7 1B. Appendix.  
     | *Do not indicate numbers with fingers*                                                            |       |
8 (Show the girl crying picture; Q8 1B. Appendix) 
Say: "This girl is crying. What would you do to make her feel better?"
Wait for the child to respond and if answer is unclear ask, 
“How/why does this make her feel better?”
Children must say 1 relevant answer* to get a tick

9 [Contd.] (Show crying girl picture; Q9 1B. Appendix) 
Prompt ONCE by asking, “Is there anything else you would do to make her feel better?”
Wait for the child to respond and if answer is unclear ask, “How/why does this make her feel better?”
Children must say 1 more relevant answer* to get a tick

10 “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?”
Children must give a response on how to solve conflict to get tick

11 [Contd.] 
Prompt ONCE by asking, ”Is there anything else you would do?”
Children must give one more response on how to solve conflict to get tick

“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?”
Children must say 1-4 to get a tick

13 “Whatever I say, you should say it backwards.
So now I say 3-5-6, you say?”
Children must say 6-5-3 to get a tick

14 “Whatever I say, you should say it backwards.
So now I say 4-9-2-7, you say?”
Children must say 7-2-9-4 to get a tick

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

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Child</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>What is your name? (Fill in name of child)</td>
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<td>What is your age? (Fill in age of child)</td>
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<td></td>
<td>(Fill in gender of child: M for Male and F for Female)</td>
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<tr>
<td>1</td>
<td><strong>Ask child to read out all the words</strong></td>
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<td></td>
<td>(Refer to Q1 in 1C-A Appendix)</td>
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<td></td>
<td><em>Children must read 5 or more words correctly to get a tick</em></td>
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<td></td>
<td>If Q1 is answered incorrectly, skip to Q5</td>
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<td>2</td>
<td><strong>Ask child to read a paragraph</strong></td>
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<td>(Refer to Q2 in 1C-A Appendix)</td>
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<td></td>
<td><em>Children must make 3 or less errors to get a tick</em></td>
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<td>If Q2 is answered incorrectly, ask Q3 and skip Q4</td>
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<td>3</td>
<td>[After child reads paragraph] - Ask the child:</td>
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<td></td>
<td>What does the monkey like?</td>
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<td></td>
<td>(Refer to Q3 in 1C-A Appendix)</td>
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<td>4</td>
<td>Ask child to read out the story - story</td>
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<td>(Refer to Q4 in 1C-A Appendix)</td>
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<td><em>Children must read full story fluently with three or less than three errors to get a tick</em></td>
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<tr>
<td>5</td>
<td>“Now I will read you a small story. Then I will ask you some questions. Listen carefully”</td>
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<td></td>
<td>[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.”</td>
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<tr>
<td></td>
<td>Ask the child: Why is Rani sad?</td>
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<td>6</td>
<td>[Contd.] Ask the child: Who helps Rani?</td>
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<td>7</td>
<td>[Contd.] Ask the child: Why is Rani happy now?</td>
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</tbody>
</table>
8
Ask child to read
leb nom fut gax diz ral tob hig
(Refer to Q8 in 1C-A Appendix)
Children must read 5 words or more to get a tick

9
Ask child to write legibly
jot mud ship tram goat best spray fight
Children must write 5 or more spellings correctly to get a tick

Total score (1 tick = 1) (Max score = 9)

1C-B : MATH

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ask the child to do both problems from any set</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Ask the child to do both problems from any set</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ask the child to do both problems from any set</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Ask the child to do both problems from any set</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>How much is 9 and 4 altogether?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>If I take away 5 from 9, what is left?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Samara had 4 chocolates. Her father gave her 7 more chocolates. How many chocolates does Samara have altogether?</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Raju had 12 chocolates. He gave 5 chocolates to Pooja. How many chocolates does he have left?</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Can you show me the biggest number?</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Can you please say the missing number?</td>
<td></td>
</tr>
</tbody>
</table>

Children must get both patterns right to get a tick

Total score (1 tick = 1) (Max score = 10)
2A. Administrator questions

Name:________________________________________
Role: [ ] Owner | [ ] Principal | [ ] Pre-primary principal | [ ] Others________________________________________

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
</table>
| 1 | How does a good teacher know if a child is learning Math?  
(Prompt “Can you suggest more ways to check” once) | Ask child to:  
- Recite 1-100  
- Write numbers  
- Write number names  
- Check test scores/report card  
- Recite tables  
- Unaware  
- Other | Ask child to:  
- Identify numbers at random  
- Identify shapes  
- Count using objects (e.g. beads, fruits, vegetables)  
- Add or subtract | Ask child to:  
- Fill missing numbers  
- Identify ‘before-after’ numbers  
- Compare quantities/ numbers (e.g. bigger/smaller, less/more than, largest/smallest) |
| 2 | How does a good teacher know if a child is learning English?  
(Prompt “Can you suggest more ways to check” once) | Ask child to:  
- Recite A-Z  
- Recite rhymes  
- Repeat after teacher  
- Write alphabets  
- Check test scores/report card  
- Read familiar words taught in class (cat, bat, apple)  
- Unsure/unaware  
- Other | Ask child to:  
- Identify letters at random  
- Match sounds with letters  
- Write dictated alphabets/ words/spellings  
- Respond to simple questions (e.g. “What is your name?”)  
- Use every day phrases like “good morning,” “please,” “thank you”  
- Follow instructions in English | Ask child to:  
- Describe a picture in English/ Narrate a story/ event  
- Read new words (e.g. in newspaper, story book, billboard)  
- Match the word to the picture  
- Name objects starting with a letter  
- Speak in English (Have simple conversations in English)  
- Phonics  
- Blending of sounds |

[Transition] Moving to parents, what kinds of jobs do the parents who send their children to your school do?
<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>What do you tell parents about how they can help their child learn Math at home?</td>
<td>Ask child to:</td>
<td>Ask child to:</td>
<td>Ask child to:</td>
</tr>
<tr>
<td></td>
<td>(Prompt “any more” once)</td>
<td>□ Recite numbers</td>
<td>□ Count objects</td>
<td>□ Arrange currency in order of value</td>
</tr>
<tr>
<td></td>
<td>(Prompt “Give examples of homework” if the response is “Ensure homework is completed”)</td>
<td>□ Copy numbers</td>
<td>□ Identify shapes</td>
<td>□ Solve word problems for addition/ subtraction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Check report cards</td>
<td>□ Add or subtract</td>
<td>□ Play simple games (e.g. snakes and ladders)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Send to tuitions</td>
<td></td>
<td>□ Sort (e.g. shapes, size, colour)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Ensure homework is completed</td>
<td></td>
<td>□ Transact using real money</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Revise lesson taught at school</td>
<td></td>
<td>□ Read numbers at random (e.g. mobile and bus numbers)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Do nothing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>What do you tell parents about how they can help their child learn English at home?</td>
<td>Ask child to:</td>
<td>Ask child to:</td>
<td>Ask child to:</td>
</tr>
<tr>
<td></td>
<td>(Prompt “any more” once)</td>
<td>□ Recite poems</td>
<td>□ Read words taught in school</td>
<td>□ Read “new” words</td>
</tr>
<tr>
<td></td>
<td>(Prompt “Give examples of homework” if the response is “Ensure homework is completed”)</td>
<td>□ Recite A-Z</td>
<td>□ Identify letters at random</td>
<td>□ Describe their routine/ picture/ event/ TV show etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Send to tuitions</td>
<td>□ Identify colours/ animals/ vehicles</td>
<td>□ Identify sounds/ phonics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Check exam results</td>
<td>□ Practice writing alphabets</td>
<td>□ Tell/ Read stories together in English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Attend PTM</td>
<td>□ Name objects starting with a letter</td>
<td>□ Show English stories/ cartoons on YouTube, TV (or similar media)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Ensure homework is completed</td>
<td>□ Encourage conversations in English</td>
<td>□ Speak with parent in English (Make simple conversation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Do nothing</td>
<td></td>
<td>□ Follow simple instructions (e.g. “Go carefully”)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Which book publisher or programme is used in your Sr. KG classroom?</td>
<td></td>
<td></td>
<td>Enter name of programme below</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Are you going to renew that book publisher / programme for the upcoming year?</td>
<td>□ Yes</td>
<td></td>
<td>□ No / Unsure</td>
</tr>
<tr>
<td>7</td>
<td>What is the annual fees for Sr.KG? Including uniform, books and readmission fees?</td>
<td></td>
<td></td>
<td>Enter in INR below</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2B. Sr. KG Teacher questions

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How satisfied are you with the current books/curriculum?</td>
<td>[Show the below picture to the Teacher and ask]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[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?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Have parents shared any complaints about the curriculum/books being followed?</td>
<td>□ Yes</td>
<td>□ No</td>
</tr>
<tr>
<td>3</td>
<td>Has it been easy for you to address their complaints?</td>
<td>□ Yes</td>
<td>□ No</td>
</tr>
<tr>
<td>4</td>
<td>Have you spent money to buy teaching learning material this Academic Year?</td>
<td>Enter amt. in Rupees (write 0 in case of no money spent)</td>
<td>Rs. ________________</td>
</tr>
<tr>
<td>5</td>
<td>In the past 1-2 months, has the principal/owner given you feedback on your teaching?</td>
<td>□ Yes</td>
<td>□ No</td>
</tr>
<tr>
<td>6</td>
<td>If you join a new school, will you ask the principal/owner to buy the current books/curriculum?</td>
<td>□ Yes</td>
<td>□ No</td>
</tr>
<tr>
<td>7</td>
<td>How many days of teacher training have you attended this Academic Year from someone from within the school?</td>
<td>Enter number of days only</td>
<td>________________</td>
</tr>
<tr>
<td>8</td>
<td>How many days of teacher training have you attended this Academic Year from someone outside the school?</td>
<td>Enter number of days only</td>
<td>________________</td>
</tr>
<tr>
<td>9</td>
<td>How many total days of teacher training have you attended this Academic Year?</td>
<td>Enter number of days only</td>
<td>________________</td>
</tr>
</tbody>
</table>
2C. Sr. KG Parent questions
Please tick (✓) all responses that you hear from the interviewee. Score this section on 2C. Appendix – Stakeholder scoring form.

<table>
<thead>
<tr>
<th>S no</th>
<th>Name of parent</th>
<th>Name of child</th>
<th>Relationship (e.g. mother, father, grandmother)</th>
<th>Age of child</th>
<th>Gender of child</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td></td>
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<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

S no | Question | A | B |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[Warm up] What is your child’s name?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[Warm up] What class does your child study in?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We wanted to talk a little about what all you do with your child at home</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
At the end of Sr. KG/this grade what should your child know in Math?

**PROMPT once, “Is there anything else your child should know in math at the end of Sr. KG?”**

<table>
<thead>
<tr>
<th>1</th>
<th>At the end of Sr. KG/this grade what should your child know in Math?</th>
<th>☐ Write number names (numbers ki naam ki spellings likhna)</th>
<th>☐ Count items (fruits/vegetables)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>☐ Write numbers (Numbers likhna)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Recite rhymes on numbers (Numbers pe rhymes bolna)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Identify numbers at random</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>☐ Identify currency value</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>☐ Transact with money</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Recite numbers</td>
<td>☐ Add/ subtract/ divide</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Recite tables</td>
<td>☐ Identify shapes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Check homework</td>
<td>☐ Play games involving cards/ dice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Identify greater than / less than numbers</td>
<td></td>
</tr>
</tbody>
</table>

*Write notes below*

Parent 1

Parent 2

Parent 3

Parent 4

Parent 5
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?”*

<table>
<thead>
<tr>
<th></th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
<th>P5</th>
<th></th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
<th>P5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Recite nursery rhymes
- Ability to complete homework
- Practice cursive writing
- Recite A-Z
- Unsure / other
- Ability to complete homework
- Read words/ alphabets in school/ tuition book
- Read new words
- Match sounds and letters
- Identify sounds/ phonics
- Have simple conversations in English
- Follow simple instructions given in English
- Read simple stories
- Match words and picture of the word

Write notes below

Parent 1

Parent 2

Parent 3

Parent 4

Parent 5
<table>
<thead>
<tr>
<th></th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
<th>P5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Which company's textbooks are used in your child's school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Are you satisfied with this company's books?</td>
<td>☐ Yes</td>
<td>☐ No</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>5</td>
<td>Are you satisfied with this school?</td>
<td>☐ Yes</td>
<td>☐ No</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>6</td>
<td>Would you recommend the school to any other parent?</td>
<td>☐ Yes</td>
<td>☐ No</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>both</th>
<th>cup</th>
<th>step</th>
</tr>
</thead>
<tbody>
<tr>
<td>out</td>
<td>dog</td>
<td>rope</td>
</tr>
<tr>
<td>hat</td>
<td>key</td>
<td></td>
</tr>
</tbody>
</table>

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  gax  ral
nom  diz  tob
fut  hig
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
9 - 5
7 - 2

SET B
4 - 3
7 - 6

SET C
5 - 2
4 - 1

SET D
3 - 1
8 - 4

SET E
5 - 3
4 - 2

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

SET A
51 - 35
67 - 48

SET B
84 - 49
73 - 36

SET C
56 - 37
31 - 13

SET D
45 - 18
43 - 24

SET E
25 - 19
56 - 39

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

SET A
13 + 35
37 + 40

SET B
44 + 21
43 + 36

SET C
41 + 37
13 + 12

SET D
45 + 12
43 + 24

SET E
13 + 12
56 + 31
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 + 35 + 44

SET B
24 + 29 + 39

SET C
28 + 37 + 12

SET D
18 + 27 + 19

SET E
13 + 19 + 31

Q9. Ask to child to identify the biggest number below

65
72
47
23
11

Q10. [Say to the child] “Can you say the missing number below?”

10 15 ____ 25

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.

THIS TOOL WAS PUBLISHED IN OCTOBER 2019

ACKNOWLEDGEMENTS

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 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.

We are grateful to Dhun Davar of UBS Optimus Foundation, S Krishnan of Central Square Foundation, Ganesh Subramanian, Balasubrahmanian S and Shalini Florence J of Chrysalis, Mridula S of Kreedo India, Chitra Rao and Sarah Misra of Hippocampus Learning Centers, Anil Meena and Manoj Prasad of Vikalp India for their time and invaluable feedback in finalizing the tool.

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