STARS tool

Index

Mark when complete

☐ Sr.KG class observation for 1 hour

☐ 6 Sr.KG student assessments

☐ 5 Grade 2 student assessment

☐ 1 Sr.KG teacher interview

☐ 5 Sr.KG parent interview

☐ 1 Sr.KG owner / principal / coordinator interview

Checklist of Items in the Folder (Before & After School visit)

1. Laminated sheets
2. Ice cream sticks
3. 4 pieces of cow puzzle
4. STARS Scoring sheet
5. Stationery
   a. 2 Pencils
   b. Eraser
   c. Sharpener
   d. Rough sheets

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 *Staff refers to all adults observed in classroom*	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 refers to children engaging with each other in pairs and small/large groups*	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

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? आपका नाम क्या हैं?						
	What is your age? आप कितने साल के हैं?						
	Ask the child: **Can you count from 1-10?** *[Warm up question – Do NOT score]* क्या आप मुझे 0-10 काउंट कर के बता सकते हैं?						
	Fill in gender of child: M for Male and F for Female						
1	**Can you read this word?** क्या आप यह शब्द पढ़ सकते हैं? (Show word 'pin'; Q1 1B. Appendix) *Child must read the word correctly*						
2	**Which is the biggest number?** सबसे बड़ा नंबर कौन सा है? (Show biggest number visual; Q2 1B. Appendix)						
3	**Can you give me 12 sticks (or chalks)?** क्या आप मुझे 12 स्टिक्स (या चॉक) दे सकते हैं? (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?** अब मैं आपको एक पिचर दिखाऊँगा। क्या आप मुझे इंग्लिश मे बता सकते हैं कि पिचर मे क्या हो रहा हैं? (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)** आप जितने भी जानवरो के नाम जानते हो आप मुझे सभी बताओ *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?** क्या आप इन pieces को साथ लगाकर यह पिक्चर बना सकते हो? (Show the cow puzzle; Q6 1B. Appendix. *Children must solve entire puzzle correctly <u>in less than 2 minutes</u> to get a tick*						
7	**There are 3 apples. If I put 2 more, how many will I have?** यहाँ 3 एप्पल्स हैं। यदि मैं 2 और रखता हूँ मेरे पास कितने होंगे? (Show the apples visual Q7 1B. Appendix. <u>Do not indicate numbers with fingers</u>)						
8	(Show the girl crying picture; Q8 1B. Appendix) Say: "**This girl is crying. What would you do to make her feel better?** यह लड़की रो रही है। आप उसे हेल्प करने के लिए क्या कर सकते है जिससे उसे अच्छा लगे ? *Wait for the child to respond and if answer is unclear ask,* "**How/why does this make her feel better?**" "इसे उसे अच्छा कैसे लगेगा?" *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?**" एक बार दोबारा पूछकर प्रॉम्प्ट करे, "और क्या कर सकते है?" Wait for the child to respond and if answer is unclear ask, "**How/why does this make her feel better?**" "इसे उसे अच्छा कैसे लगेगा?" *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?**" सोचो कि आप एक टॉय से खेल रहे हो जो आपको पसंद है. एक दूसरा बच्चा भी उसी टॉय से खेलना चाहता है, लेकिन टॉय एक ही है. तो आप क्या करोगे? *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?**" "क्या कुछ और है जो आप करेंगे?" *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."

''यह दूसरा गेम है। मैं एक के बाद एक, नंबर्स की लिस्ट कहूँगा। आप नंबर्स सुनने के बाद, मैं चाहता हूँ आप उसे समान क्रम मे दोहराए। आप नंबर्स को दोहरने से पहले मेरे लिए सभी नंबर्स कहने के लिए रुके। कृपया ध्यानपूर्वक सुने। चाहिए थोड़ी प्रैक्टिस कर लेते हैं।''

[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]

[क्रम मे प्रत्येक नंबर के बीच एक सेकेंड के लिए रुके। उदाहरण के लिए <<5>> [रुके] <<2>>। यदि बच्चा प्रैक्टिस मे गलती करे, सही जवाब बताएं और बच्चे की समझ को सुनिश्चित करने के लिए निर्देशों को दोहराए]

"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."

अब हम थोड़ा अलग गेम खेलने जा रहे हैं। जो भी मैं कहता हूँ, मैं चाहता हूँ आप इसका उल्टा कहे। तो यदि नंबर्स 1, 2 हैं, यदि मुझे उन्हे उल्टा कहना हो, वह 2, 1 है।''

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

क्रम मे प्रत्येक नंबर के बीच एक सेकेंड के लिए रुके। उदाहरण के लिए <<1>> [रुके] <<2>>।

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

If the child responds correctly, say:	*If the child does not respond correctly, say:*
"Very good!"	**"The numbers are: 1,2. When I say them backwards, they are 2,1."**
"बहुत अच्छा!"	"नंबर्स हैं : 1, 2 जब मैं उल्टा कहता हूँ, वह हैं 2, 1"

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

चलिये एक और ट्राय करते हैं। जब मैं नंबर्स कहता हूँ, आप उन्हे उल्टा बोलेंगे: 4, 9, 3

If the child responds correctly, say:	*If the child does not respond correctly, say:* **"The numbers are: 4,9,3. When I say them backwards, they are 3,9,4."**
"Very good!"	"नंबर्स हैं : 4, 9, 3 जब मैं उल्टा कहता हूँ, वह हैं 3, 9, 4"
"बहुत अच्छा!"	

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

मज़ा आया? और खेलते हैं!

		STOP Rule: End this assessment if the child gets BOTH trials wrong						
12	**Whatever I say, you should say it backwards.** मैं जो भी बोलूंगा, आप उसे उल्टा बोलना **So now I say 4-1, you say?** तो अगर मैं कहता हूँ 4-1, आप कहेंगे? *Children must say 1-4 to get a tick*							
13	**Whatever I say, you should say it backwards.** मैं जो भी बोलूंगा, आप उसे उल्टा बोलना **So now I say 3-5-6, you say?** तो अगर मैं कहता हूँ 3-5-6, आप कहेंगे? *Children must say 6-5-3 to get a tick*							
14	**Whatever I say, you should say it backwards.** मैं जो भी बोलूंगा, आप उसे उल्टा बोलना **So now I say 4-9-2-7, you say?** तो अगर मैं कहता हूँ 4-9-2-7, आप कहेंगे? *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

#	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** बच्चे को सभी शब्दों को पढ़ने को कहे। (Refer to Q1 in 1C-A Appendix) *Children must read 5 or more words correctly to get a tick*					
2	If Q1 is answered incorrectly, skip to Q5 (Refer to Q2 in 1C-A Appendix) *Children must make 3 or less errors to get a tick*					
3	If Q2 is answered incorrectly, ask Q3 and skip Q4 [बच्चे के पैराग्राफ पढ़ने के बाद] Ask the child: **What does the monkey like?** (Refer to Q3 in 1C-A Appendix)					
4	Ask child to read out the story - story बच्चे को कहानी पढ़ने के लिए कहे (Refer to Q4 in 1C-A Appendix) *Children must read full story fluently with less than three errors to get a tick*					
5	"Now I will read you a small story. Then I will ask you some questions. Listen carefully" अब मैं एक छोटी कहानी पढ़ूंगा और फिर कुछ सवाल पूंछूंगा [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.**" Questions: **Read 2 times to child** - Why is Rani sad? - रानी दुखी क्यों है?					
6	[Contd.] Ask the child: **Who helps Rani?**					

#	Question	Child 1	Child 2	Child 3	Child 4	Child 5
	रानी कि मदद कौन करता है?					
7	[Contd.] Ask the child: **Why is Rani happy now?** रानी अब खुश क्यों है?					
8	Ask child to read बच्चे को पढ़ने के लिए कहे **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 बच्चे को लिखने के लिए कहे **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

#	Question	Child				
		1	**2**	**3**	**4**	**5**
1	**Ask the child to do any 2 subtraction problems** बच्चे से किसी दो घटा वाली प्रॉबलम सोल्व करने को कहे (Refer to Q1 in 1C-B Appendix)					
2	**Ask the child to do any 2 subtraction problems** बच्चे से किसी दो घटा वाली प्रॉबलम सोल्व करने को कहे (Refer to Q2 in 1C-B Appendix)					
3	**Ask child to solve any two simple addition problems** बच्चे से किसी दो सरल जमा वाली प्रॉबलम सोल्व करने को कहे (Refer to Q3 in 1C-B Appendix)					
4	**Ask child to solve any two addition problems** बच्चे से किसी दो जमा वाली प्रॉबलम सोल्व करने को कहे (Refer to Q4 in 1C-B Appendix)					
5	**How much is 9 and 4 altogether?** 9 और 4 साथ मे मिलाकर कितने होता है?					
6	**If I take away 5 from 9, what is left?** यदि मैं 9 से 5 निकाल लेता हूँ, तोह क्या बचता है?					

7	**Samara had 4 chocolates. Her father gave her 7 more chocolates. How many chocolates does Samara have altogether?** समारा के पास 4 चॉकलेट है। उसके पिताजी ने उसे 7 चॉकलेट और दे दी। समारा के पास अब कितनी चॉकलेट्स है?					
8	**Raju had 12 chocolates. He gave 5 chocolates to Pooja. How many chocolates does he have left?** राजू के पास 12 चॉकलेट्स थी। उसने 5 चॉकलेट्स पुजा को दे दी। उसके पास अब कितनी चॉकलेट्स बची हैं?					
9	**Can you show me the biggest number?** इसमें सबसे बड़ा नंबर कोनसा है? (Refer to Q9 in 1C-B Appendix)					
10	**Can you please fill the missing number?** क्या आप missing नंबर बता सकते हो?: (Refer to Q10 in 1C-B Appendix) *Children must get both patterns right to get a tick*					
	Total score (1 tick = 1) (Max score = 10)					

2A. Owner / Principal / Coordinator 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	How does a good teacher know if a child is learning Math? एक अच्छी टीचर कैसे चैक करेगी कि बच्चा मैथ सिख रहा है? *(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? एक अच्छी टीचर कैसे चैक करेगी कि बच्चा इंग्लिश सिख रहा है? *(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 ☐ Phonics ☐ Blending of sounds
	[Transition] Moving to parents, what kinds of jobs do the parents who send their children to your school do? [ट्रिसिशन] पेरेंट्स पर जाना, पेरेंट्स किस प्रकार के काम करते हैं जो उनके बच्चों को आपके स्कूल भेजते हैं?			

#	Question	A	B	C
3	What do you tell parents about how they can help their child learn Math at home? आप पेरेंट्स को क्या करने ले लिए बोलते है जैसेः वह बच्चो को मैथ्स सिखने में मदद कर सके? *(Prompt "any more" once)* *(Prompt "Give examples of homework" if the response is "Ensure homework is completed")*	Ask child to: ☐ Recite numbers ☐ Copy numbers ☐ Check report cards ☐ Send to tuitions ☐ Ensure homework is completed ☐ Revise lesson taught at school ☐ Do nothing ☐ Other	Ask child to: ☐ Count objects ☐ Identify shapes ☐ Add or subtract	Ask child to: ☐ Arrange currency in order of value ☐ Solve word problems for addition/ subtraction ☐ Play simple games (e.g. snakes and ladders) ☐ Sort (e.g. shapes, size, colour) ☐ Transact using real money ☐ Read numbers at random (e.g. mobile and bus numbers)
4	What do you tell parents about how they can help their child learn English at home? आप पेरेंट्स को क्या करने ले लिए बोलते है जैसेः वह बच्चो को इंग्लिश सिखने में मदद कर सके? *(Prompt "any more" once)* *(Prompt "Give examples of homework" if the response is "Ensure homework is completed")*	Ask child to: ☐ Recite poems ☐ Recite A-Z ☐ Send to tuitions ☐ Check exam results ☐ Attend PTM ☐ Ensure homework is completed ☐ Do nothing ☐ Other	Ask child to: ☐ Read words taught in school ☐ Identify letters at random ☐ Identify colours/ animals/ vehicles ☐ Practice writing alphabets ☐ Name objects starting with a letter ☐ Encourage conversations in English	Ask child to: ☐ Read "new" words ☐ Describe their routine/ picture/ event/ TV show etc. ☐ Identify sounds/ phonics ☐ Tell/ Read stories together in English ☐ Show English stories/ cartoons on YouTube, TV (or similar media) ☐ Speak with parent in English ☐ Follow simple instructions (e.g. "Go carefully")

#	Question	A	B	C
5	Which book publisher or programme is used in your Sr. KG classroom? आपके स्कूल मैं Sr.KG क्लास मैं कोनसा बूक पब्लिशर / programme use होता है?		*Enter name of book publisher / programme below* _____	
6	Are you going to renew that book publisher / programme for the upcoming year? क्या आप आने वाले वर्ष के लिए अपने बूक पब्लिशर / programme को continue करने वाले हैं?		☐ Yes	☐ No / Unsure
7	What is the annual fees for Sr.KG? Including uniform, books and readmission fees? आपके स्कूल मैं Sr.KG क्लास की सालाना फीस कितनी है? यूनिफार्म, किताबे एंड readmission की फीस सब जोड़कर कितनी होती है?		*Enter in INR below* _____	

2B. Teacher questions

#	Question	A	B
	[Warm up] How are you?		
	[Warm up] What classes do you teach?		
	[Warm up] We are interested in talking about Sr. KG		
1	How satisfied are you with the current books/ curriculum? आप इस साल के बुक्स/करिकूलम से कितने संतुष्ट हैं?	*[Show the below picture to the Teacher and ask]*	

Very unhappy   Unhappy   Happy   Very happy

#	Question	A	B
2	Have parents shared any complaints about the curriculum / books being followed? जो बुक्स / करिकुलम आप युस करते हो, क्या पेरेंट्स को उसके साथ कोई प्रॉब्लम है?	☐ Yes	☐ No
3	Has it been easy for you to address their complaints? क्या आप उनके यह प्रोब्लेम्स को आसानी से solve कर पाए है?	☐ Yes	☐ No
4	Have you spent money to buy teaching learning material? How much? क्या आपने कांसेप्ट पढ़ाने के लिए कोई मटेरियल क्रीड़ा है? कितने पैसे खर्च किये है?	*Enter amt. in Rupees (write 0 in case of no money spent)* *Rs. _____*	
5	In the past 1-2 months, has the principal / owner given you feedback on your teaching? पिछले 1-2 महीने मे, क्या प्रिंसिपल/ मालिक ने आपकी टीचिंग पर आपको फीडबैक दिया है?	☐ Yes	☐ No

6	If you join a new school, will you ask the principal / owner to buy the current books/ curriculum? यदि आप कोई नए स्कूल को ज्वाइन करते है, क्या आप प्रिंसिपल / ओनर से यह बुक्स / करिकुलम खरीदने के लिए कहेंगे?	☐ Yes	☐ No
7	How many days of teacher training have you attended this Academic Year from someone from within the school? आपने स्कूल मे किसी से इस अकेडमिक वर्ष मे कितने दिन की टीचर ट्रेनिंग अटेण्ड की है?	*Enter number of days only* ————————————————	
8	How many days of teacher training have you attended this Academic Year from someone outside the school? आपने स्कूल से बाहर किसी से इस अकेडमिक वर्ष मे कितने दिन की टीचर ट्रेनिंग अटेण्ड की है?	*Enter number of days only* ————————————————	
9	How many total days of teacher training have you attended this Academic Year? आपने इस अकेडमिक वर्ष मे कितने दिन की टीचर ट्रेनिंग अटेण्ड की है?	*Enter number of days only* ————————————————	

2C. Parent questions

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

SI	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? ***PROMPT once, "Is there anything else your child should know in math at the end of Sr. KG?"*** सीनियर केजी/ इस ग्रेड के एंड मे आपके बच्चे को मैथ मे क्या-क्या आना चाहिए?						☐ Write number names **(numbers ki naam ki spellings likhna)**						☐ Count items (fruits/vegetables)
							☐ Write numbers **(Numbers likhna)**						☐ Identify numbers at random
							☐ Recite rhymes on numbers **(Numbers pe rhymes bolna)**						☐ Identify currency value
													☐ Transact with money
							☐ Recite numbers						☐ Add/ subtract/ divide
							☐ Recite tables						☐ Identify shapes
							☐ Check homework						☐ Play games involving cards/ dice
							☐ Unsure / other						☐ Identify missing number before/ after
							☐						☐ Identify greater than / less than numbers

Write notes below

Parent 1	Parent 2	Parent 3	Parent 4	Parent 5

		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?"_** सीनियर केजी/ इस ग्रेड के एंड मे आपके बच्चे को इंग्लिश मे क्या-क्या आना चाहिए?						☐ Recite nursery rhymes						☐ Identify letters at random
							☐ Ability to complete homework						☐ Read words/ alphabets in school/ tuition book
							☐ Practice cursive writing						☐ Read new words
							☐ Recite A-Z						☐ Match sounds and letters
							☐ Unsure / other						☐ 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

|		P1		P2		P3		P4		P5	
3	Which company's textbooks are used in your child's school? आपके बच्चे के स्कूल मे किस कंपनी की बुक्स इस्तेमाल की जाती हैं?										
4	Are you satisfied with this company's books? क्या आप कंपनी की बुक्स से संतुष्ट हैं?	☐ Yes	☐ No	☐ Yes	☐ No	☐ Yes	☐ No	☐ Yes	☐ No	☐ Yes	☐ No
5	Are you satisfied with this school? क्या आप इस स्कूल से संतुष्ट हैं?	☐ Yes	☐ No	☐ Yes	☐ No	☐ Yes	☐ No	☐ Yes	☐ No	☐ Yes	☐ No
6	Would you recommend the school to any other parent? क्या आप इस स्कूल के बारे मैं अन्य माता-पिता को बताएंगे?	☐ Yes	☐ No	☐ Yes	☐ No	☐ Yes	☐ No	☐ Yes	☐ No	☐ Yes	☐ No

1B. Appendix: Sr. KG child assessment questions

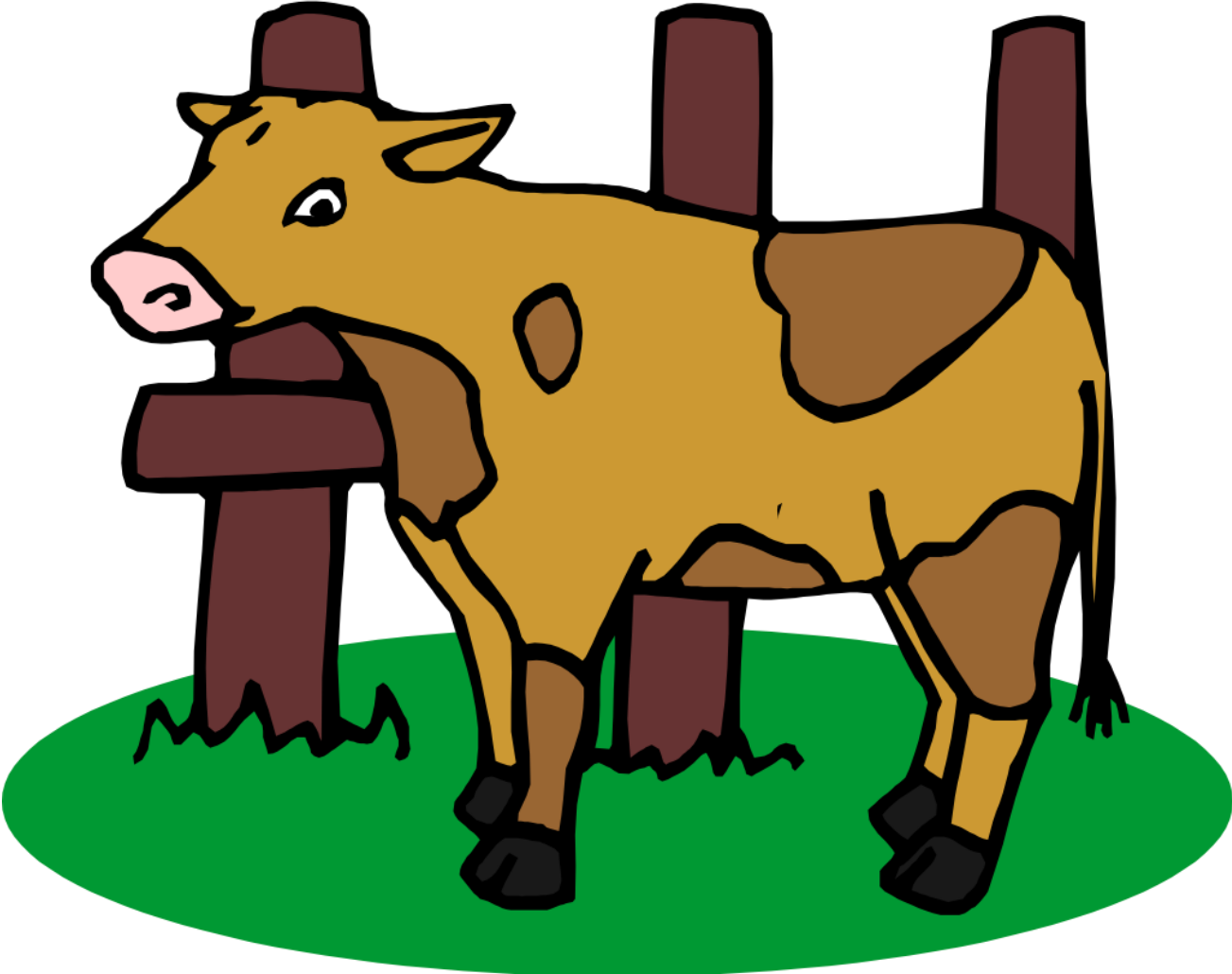*Question 1: Can you read this word?*

pin

Question 2: Which is the biggest number?
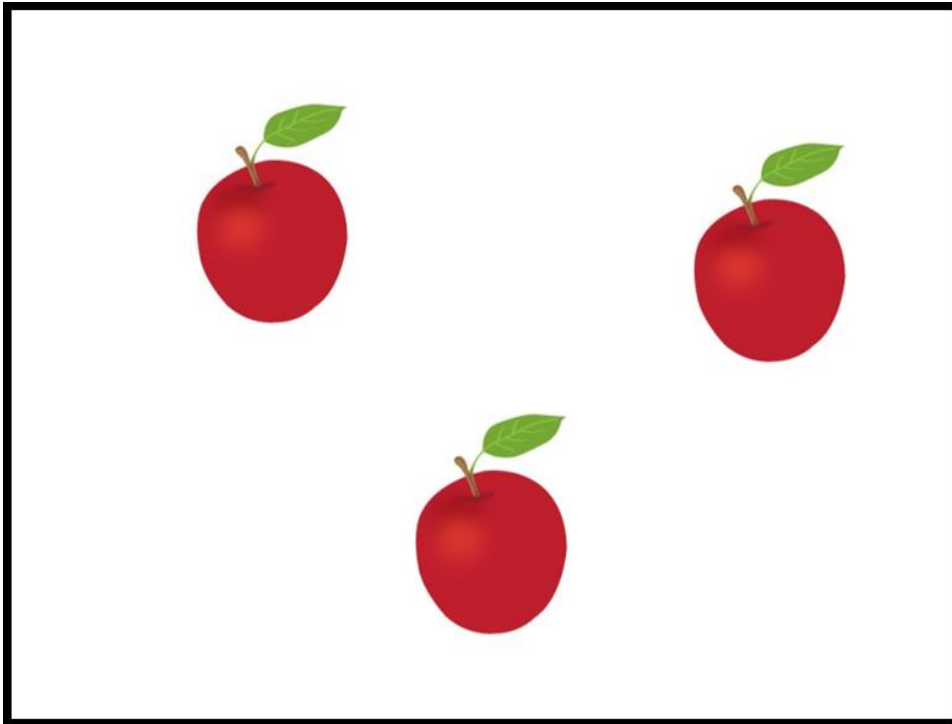
6   3

7   5

4   9
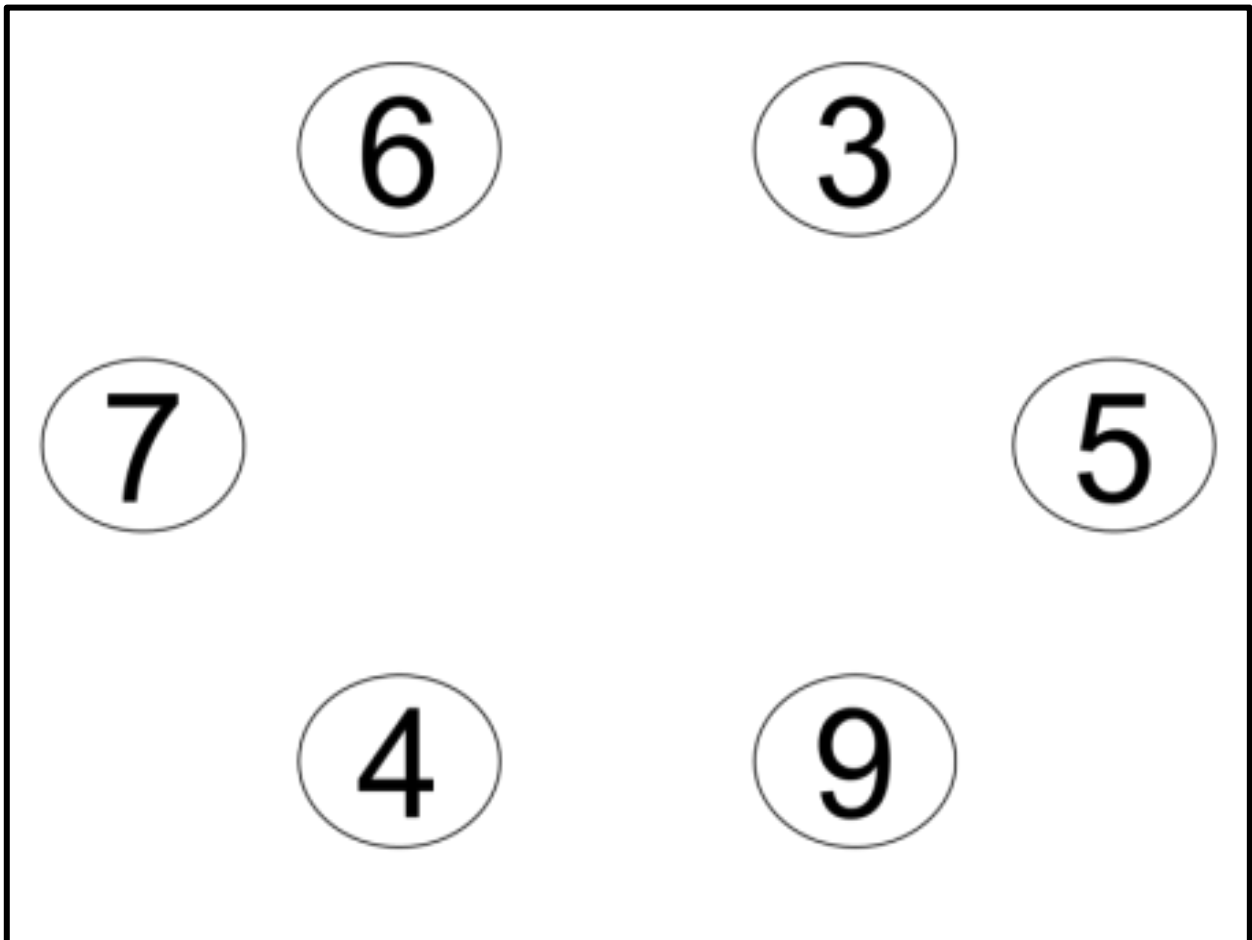
Question 4: Can you tell me what is happening in this picture in English?

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

1C-B (Math)

Ask the Grade 2 child to complete the below questions

Q1. Ask the child to do any 2 subtraction problems. Both must be correct.

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 any 2 subtraction problems. Both must be correct.

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 child to solve any two addition problems. Both must be correct.

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

26

Ask the Grade 2 child to complete the below questions

Q4. Ask child to solve any two addition problems. Both must be correct.

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

65

72   38

47   23

11

Ask the Grade 2 child to complete the below questions

Q10.

[Say to the child] SET A	[Say to the child] SET B	[Say to the child] SET C
"Can you fill in the missing number below:"	**"Can you fill in the missing number below:"**	**"Can you fill in the missing number below:"**
10 15 _____ 25	10 15 _____ 25	10 15 _____ 25
[If correct, start with patterns below. If incorrect, give the correct answer and start with patterns below] **"Can you fill in the missing number below:"**	[If correct, start with patterns below. If incorrect, give the correct answer and start with patterns below] **"Can you fill in the missing number below:"**	[If correct, start with patterns below. If incorrect, give the correct answer and start with patterns below] **"Can you fill in the missing number below:"**
300 400 500 _____	300 400 500 _____	300 400 500 _____
28 _____ 24 22	28 _____ 24 22	28 _____ 24 22

Ask the Grade 2 child to complete the below questions

Q10. (Contd.)

[Say to the child]   SET D
"Can you fill in 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 fill in the missing number below:"

300   400   500   _____

28   _____   24   22

[Say to the child]   SET E
"Can you fill in 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 fill in the missing number below:"

300   400   500   _____

28   _____   24   22

[Rough sheet]

[Rough sheet]

[Rough sheet]

[Rough sheet]