

STARS tool

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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: _____

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	At least 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? ನಿನ್ನ ಹೆಸರೇನು?						
	What is your age? ನಿನ್ನ ವಯಸ್ಸು ಎಷ್ಟು?						
	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? ನೀವು ಈ ಪದವನ್ನು ಓದುತ್ತೀರಾ? (Show word 'pin'; Q1 1B. Appendix) <i>Child must read the word correctly</i>						
2	Which is the biggest number? ಇದರಲ್ಲಿ ದೊಡ್ಡ ನಂಬರು ಯಾವದು (Show biggest number visual; Q2 1B. Appendix)						
3	Can you give me 12 sticks (or chalks)? ನೀನು ನನಗೆ 12 sticks ಕೊಡು? (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? ನಾನು ನಿಮಗೆ ಒಂದು ಫೋಟೋ ತೋರಿಸುತ್ತೇನೆ. ಫೋಟೋದಲ್ಲಿ ಏನಾಗುತ್ತಿದೆ ಎಂದು ನೀವು ಇಂಗ್ಲಿಷ್ನಲ್ಲಿ ಹೇಳಬಲ್ಲೀರಾ? (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) ನಿಮಗೆ ತಿಳಿದಿರುವ ಎಲ್ಲಾ Animals ಹೆಸರುಗಳನ್ನು ಹೇಳಿ? (ಇನ್ನೇನಾದರೂ ಒಮ್ಮೆ ಮಾತ್ರ ಕೇಳಿ) <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? ಈ photo ಮಾಡಲು ಈ pieces ಒಟ್ಟಿಗೆ ಇರಿಸಿ? (Show the cow puzzle; Q6 1B. Appendix. <i>Children must solve entire puzzle correctly in less than 2 minutes to get a tick</i>						

7	<p>There are 3 apples. If I put 2 more, how many will I have?</p> <p>ಇಲ್ಲಿ 3 ಅಪ್ಪಲೆಗಳು / Applegalu ಇವೆ. ನಾನು ಇನ್ನೂ 2 ಅನ್ನು ಹಾಕಿದರೆ ಇಲ್ಲಿ ಎಷ್ಟು ಇರುತ್ತದೆ</p> <p>(Show the apples visual Q7 1B. Appendix. <u>Do not indicate numbers with fingers</u>)</p>						
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>ಈ ಹುಡುಗಿ ಅಳುತ್ತಿದ್ದಾಳೆ. ಅವಳನ್ನು ಸಮಾಧಾನಪಡಿಸಲು ನೀವು ಏನು ಮಾಡುತ್ತೀರಿ?</p> <p>Wait for the child to respond and if answer is unclear ask,</p> <p>"How/why does this make her feel better?"</p> <p>ಅದು ಅವಳನ್ನು ಹೇಗೆ ಸಮಾಧಾನಗೊಳಿಸುತ್ತದೆ?</p> <p>Children must say 1 relevant answer* to get a tick</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>ಬೇರೆ ಯಾವುದನ್ನಾದರೂ ನೀವು ಮಾಡಬಹುದು</p> <p>Wait for the child to respond and if answer is unclear ask,</p> <p>"How/why does this make her feel better?"</p> <p>ಅದು ಅವಳನ್ನು ಹೇಗೆ ಸಮಾಧಾನಗೊಳಿಸುತ್ತದೆ?</p> <p>Children must say 1 more relevant answer* to get a tick</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>ನೀವು ಇಷ್ಟಪಡುವ ಗೊಂಬೆಯೊಂದಿಗೆ ಆಡುತ್ತಿದೀಯೆ ಅಂದುಕೊಳ್ಳಿ. ಈಗ ಮತ್ತೊಂದು ಮಗು ಅದೇ ಗೊಂಬೆಯೊಂದಿಗೆ ಆಟವಾಡಲು ಬಯಸುತ್ತದೆ. ಆದರೆ ಒಂದೇ ಗೊಂಬೆ ಇದೆ. ನೀವು ಈಗ ಏನು ಮಾಡುತ್ತೀರಿ?</p> <p>Children must give a response on how to solve conflict to get tick</p>						
11	<p>[Contd.]</p> <p>Prompt ONCE by asking, "Is there anything else you would do?"</p> <p>ನೀವು ಇನ್ನೇನಾದರೂ ಮಾಡಬಹುದು?</p> <p>Children must give one more response on how to solve conflict to get tick</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.”

“ಇದು ಮತ್ತೊಂದು ಆಟ. ನಾನು ನಂಬರ್‌ಗಳ List ಯನ್ನು ಹೇಳಲಿದ್ದೇನೆ. ನೀವು Numbers ಕೇಳಿದ ನಂತರ. ನೀವು ಅದೇ ರೀತಿಯಲ್ಲಿ ಅವುಗಳನ್ನು ನನಗೆ Repeat ಮಾಡು. ನೀವು ಅವುಗಳನ್ನು Repeat ಮಾಡಲು ಮುಂಚೆ, ನಾನು ಎಲ್ಲ numbers ನಿನ್ನೆಗೆ ಹೇಳಲು ಕಾಯಿರಿ. Please, listen carefully. ಕೆಲವು times ಅಭ್ಯಾಸ ಮಾಡೋಣ”

[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.”

“ಈಗ ನಾವು game ಸ್ವಲ್ಪ different ಆಡಲಿದ್ದೇವೆ. ನಾನು ಏನೇ ಹೇಳಿದರೂ ಅದನ್ನು ನೀನು 'ಉಲ್ಟಾ' /Backwards ಹೇಳಬೇಕು. ಹಾಗಾಗಿ ನಾನು 1, 2 ಹೇಳಿದರೆ, (ಉಲ್ಟಾ) backwards ಅದು 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.”

“ಈಗ, ನಾನು numbers ಹೇಳಿದಾಗ, ನೀವು ಅವುಗಳನ್ನು ಉಲ್ಟಾ /backwards ಹೇಳಬೇಕು. 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.”

"Numbersu: 1,2. ನಾನು ಅವುಗಳನ್ನು ಉಲ್ಟಾ / backwards ಹೇಳಿದಾಗ ಅವು 2, 1"

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

ಇನ್ನೊಂದನ್ನು ಮಾಡೋಣ. ಮತ್ತೆ, ನಾನು numbers ಹೇಳಿದಾಗ, ನೀವು ಅವುಗಳನ್ನು ಉಲ್ಟಾ /backwards ಹೇಳಬೇಕು: 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.”

"Numbersu: 4,9,3. ನಾನು ಅವುಗಳನ್ನು ಉಲ್ಟಾ / backwards ಹೇಳಿದಾಗ ಅವು 3,9,4"

“That was fun! Let’s do more.”

ಅದು ಮಜಾವಾಗಿತ್ತು! ಹೆಚ್ಚಿನದನ್ನು ಮಾಡೋಣ.

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

12	<p>Whatever I say, you should say it backwards.</p> <p>ನಾನು ಏನು ಹೇಳಿದರೂ ಅದನ್ನು ನೀವು ಉಲಾಟ /backwards ಹೇಳಬೇಕು</p> <p>So now I say 4-1, you say? - ಈಗ ನಾನು ಹೇಳುತ್ತೇನೆ 4 -1, ನೀ ಹೇಳು?</p> <p><i>Children must say 1-4 to get a tick</i></p>						
13	<p>Whatever I say, you should say it backwards.</p> <p>ನಾನು ಏನು ಹೇಳಿದರೂ ಅದನ್ನು ನೀವು ಉಲಾಟ /backwards ಹೇಳಬೇಕು</p> <p>So now I say 3-5-6, you say? ಈಗ ನಾನು ಹೇಳುತ್ತೇನೆ 3-5-6, ನೀ ಹೇಳು?</p> <p><i>Children must say 6-5-3 to get a tick</i></p>						
14	<p>Whatever I say, you should say it backwards.</p> <p>ನಾನು ಏನು ಹೇಳಿದರೂ ಅದನ್ನು ನೀವು ಉಲಾಟ /backwards ಹೇಳಬೇಕು</p> <p>So now I say 4-9-2-7, you say?</p> <p><i>ಈಗ ನಾನು ಹೇಳುತ್ತೇನೆ 4-9-2-7, ನೀ ಹೇಳು?</i></p> <p><i>Children must say 7-2-9-4 to get a tick</i></p>						
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 - ಎಲ್ಲಾ ಪದಗಳನ್ನು ಓದಿ (Refer to Q1 in 1C-A Appendix) <i>Children must read 5 or more words correctly to get a tick</i>					
2	If Q1 is answered incorrectly, skip to Q5 (Refer to Q2 in 1C-A Appendix) <i>Children must make 3 or less errors to get a tick</i>					
3	If Q2 is answered incorrectly, ask Q3 and skip Q4 What does the monkey like? ಕೋತಿ ಏನು ಇಷ್ಟಪಡುತ್ತದೆ? (Refer to Q3 in 1C-A Appendix)					
4	Ask child to read out the story - story ಓದಲು ಮಗುವನ್ನು ಕೇಳಿ (Refer to Q4 in 1C-A Appendix) <i>Children must read full story fluently with 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” ಈಗ ನಾನು ನಿಮಗೆ ಒಂದು ಸಣ್ಣ ಕಥೆಯನ್ನು ಓದುತ್ತೇನೆ. ನಂತರ ನಾನು ನಿಮಗೆ ಕೆಲವು Questions ಕೇಳುತ್ತೇನೆ. 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? - ಯಾಕೆ Rani ಬೇಜಾರು ಆಗಿದ್ದಾಳೆ?					
6	[Contd.] Ask the child: Who helps Rani? - ರಾಣಿಗೆ ಯಾರು ಸಹಾಯ ಮಾಡಿದರು					

7	[Contd.] Ask the child: Why is Rani happy now? - ರಾಣಿ ಈಗ ಏಕೆ ಖುಷಿ ಆಗಿದ್ದಾಳೆ?					
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 - clearyaagi ಬರೆಯಿರಿ 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 any 2 subtraction problems. ಯಾವುದೇ 2 subtraction ಮಾಡಿ (Refer to Q1 in 1C-B Appendix)					
2	Ask the child to do any 2 subtraction problems. ಯಾವುದೇ 2 subtraction ಮಾಡಿ (Refer to Q2 in 1C-B Appendix)					
3	Ask child to solve any two simple addition problems ಯಾವುದೇ ಎರಡು ಸರಳ addition ಮಾಡಿ (Refer to Q3 in 1C-B Appendix)					
4	Ask child to solve any two addition problems ಯಾವುದೇ ಎರಡು ಸರಳ addition ಮಾಡಿ (Refer to Q4 in 1C-B Appendix)					
5	How much is 9 and 4 altogether? - 9 ಮತ್ತು 4 ಒಟ್ಟಿಗೆ ಎಷ್ಟು?					
6	If I take away 5 from 9, what is left? - ನಾನು 9 ರಿಂದ 5 ಅನ್ನು ತೆಗೆದುಕೊಂಡರೆ, ಏನು ಉಳಿದಿದೆ?					

7	<p>Samara had 4 chocolates. Her father gave her 7 more chocolates. How many chocolates does Samara have altogether?</p> <p>ಸಮಾರಾ ಗೆ 4 chocolates ಇದೆ. ಅವಳ ತಂದೆ ಅವಳಿಗೆ ಇನ್ನು 7 chocolates ಕೊಟ್ಟರು. ಅವಳ ತೀರ ಈಗ ಒಟ್ಟಿಗೆ ಎಷ್ಟು chocolates ಇದೆ?</p>					
8	<p>Raju had 12 chocolates. He gave 5 chocolates to Pooja. How many chocolates does he have left?</p> <p>ರಾಜುಗೆ 12 ಚಾಕೋಲೆಟ್‌ಗಳಿವೆ. ಅವನು Pooja ಗೆ 5 chocolates ಅನ್ನು ಕೊಟ್ಟನು. ಅವನೊಂದಿಗೆ ಎಷ್ಟು chocolates ಉಳಿದಿದೆ?</p>					
9	<p>Can you show me the biggest number? - ಇದರಲ್ಲಿ ದೊಡ್ಡ number ತೋರಿಸಬಹುದೇ?</p> <p>(Refer to Q9 in 1C-B Appendix)</p>					
10	<p>Can you please fill the missing number? ಯಾವ ನೆಂಬರ್ ಇಲ್ಲಿಗೆ ಬರಬೇಕು</p> <p>(Refer to Q10 in 1C-B Appendix)</p> <p><i>Children must get both patterns right to get a tick</i></p>					
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	<p>How does a good teacher know if a child is learning Math?</p> <p>ಮಗು Math ಕಲಿಯುತ್ತಿದ್ದರೆ ಒಳ್ಳೆ Teacher ge ಹೇಗೆ ಗೊತ್ತು?</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>ಮಗು English ಕಲಿಯುತ್ತಿದ್ದರೆ ಒಳ್ಳೆ Teacher ge ಹೇಗೆ ಗೊತ್ತು?</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 <input type="checkbox"/> Phonics <input type="checkbox"/> Blending of sounds
<p>[Transition] Moving to parents, what kinds of jobs do the parents who send their children to your school do? - ಈಗ, ಪೆರೆಂಟು ಬಗ್ಗೆ . ಮಕ್ಕಳ Parents ella ಏನು ಕೆಲಸ ಮಾಡುತ್ತಾರೆ</p>				

#	Question	A	B	C
3	<p>What do you tell parents about how they can help their child learn Math at home?</p> <p>ಮನೆಯಲ್ಲಿ math ಕಲಿಯಲು ತಮ್ಮ ಮಗುವಿಗೆ ಹೇಗೆ help ಮಾಡಬಹುದು ಎಂಬುದರ ಕುರಿತು ನೀವು Parents ಏನು ಹೇಳುತ್ತೀರಿ?</p> <p><i>(Prompt “any more” once)</i></p> <p><i>(Prompt “Give examples of homework” if the response is “Ensure homework is completed”)</i></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>ಮನೆಯಲ್ಲಿ English ಕಲಿಯಲು ತಮ್ಮ ಮಗುವಿಗೆ ಹೇಗೆ help ಮಾಡಬಹುದು ಎಂಬುದರ ಕುರಿತು ನೀವು Parents ಏನು ಹೇಳುತ್ತೀರಿ?</p> <p><i>(Prompt “any more” once)</i></p> <p><i>(Prompt “Give examples of homework” if the response is “Ensure homework is completed”)</i></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 <input type="checkbox"/> Follow simple instructions (e.g. “Go carefully”)

#	Question	A	B	C
5	Which book publisher or programme is used in your Sr. KG classroom? ನಿಮ್ಮ UKG class ಯಾವುದು Book Publisher/Program ಅನ್ನು use ಮಾಡುತ್ತಾರೆ ?		<i>Enter name of programme below</i> _____	
6	Are you going to renew that book publisher / programme for the upcoming year? ನೀವು ಅದೇ Book Publisher/Program ಅನ್ನು ತಿರುಗ ಮುಂದಿನ ವರ್ಷ Renew/use ಮಾಡಕ್ಕೆ ಯೋಚನೆ ಇದಿಯ?		<input type="checkbox"/> Yes	<input type="checkbox"/> No / Unsure
7	What is the annual fees for Sr.KG? Including uniform, books and readmission fees? Full ವಾರ್ಷಿಕ Sr.KG Fees ಎಷ್ಟು? uniform, books and readmission fees ಶುಲ್ಕ ಸೇರಿದಂತೆ?		<i>Enter in INR below</i> _____	

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? ನಿಮ್ಮ Books / Curriculum ಬಗ್ಗೆ ನೀವು ಎಷ್ಟು satisfied	<i>[Show the below picture to the Teacher and ask]</i>	



Very unhappy



Unhappy



Happy



Very happy

2	Have parents shared any complaints about the curriculum / books being followed? Parents Books / Curriculum ಬಗ್ಗೆ Complaints ಮಾಡಿದರಾ?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3	Has it been easy for you to address their complaints? ಅವರ ಸಮಸ್ಯೆಗಳನ್ನು Solve ಮಾಡಕ್ಕೆ ನಿಮಗೆ Easy ನ?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4	Have you spent money to buy teaching learning material? How much? Teaching materials ಖರೀದಿಸಲು own ಹಣವನ್ನು ಖರ್ಚು ಮಾಡಿದ್ದೀರಾ? ಎಷ್ಟು?	<i>Enter amt. in Rupees (write 0 in case of no money spent)</i> Rs. _____	
5	In the past 1-2 months, has the principal / owner given you feedback on your teaching? ಕಳೆದ 1-2 ತಿಂಗಳುಗಳಲ್ಲಿ, ನಿಮ್ಮ Teaching ಕುರಿತು Principal / Owner ನಿಮಗೆ feedback ನೀಡಿದ್ದಾರೆಯೇ?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

6	<p>If you join a new school, will you ask the principal / owner to buy the current books/ curriculum?</p> <p>ಕಲ್ಪಿಸಿಕೊಳ್ಳಿ, ನೀವು ಹೊಸ ಶಾಲೆಗೆ ಸೇರಿದರೆ, ಪ್ರಸ್ತುತ Book/curriculum ಖರೀದಿಸಲು ನೀವು Principal/ Owner ಕೇಳುತ್ತೀರಾ?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7	<p>How many days of teacher training have you attended this Academic Year from someone from within the school?</p> <p>ಶಾಲೆಯೊಳಗಿನ ಯಾರೊಬ್ಬರಿಂದ ನೀವು ಎಷ್ಟು ದಿನಗಳ ಶಿಕ್ಷಕರ ತರಬೇತಿಗೆ ಹಾಜರಾಗಿದ್ದೀರಿ?</p>	<p><i>Enter number of days only</i></p> <p>_____</p>	
8	<p>How many days of teacher training have you attended this Academic Year from someone outside the school?</p> <p>ಶಾಲೆಯ ಹೊರಗಿನ ಯಾರೊಬ್ಬರಿಂದ ನೀವು ಈ ಎಷ್ಟು ದಿನಗಳ ಶಿಕ್ಷಕರ ತರಬೇತಿಗೆ ಹಾಜರಾಗಿದ್ದೀರಿ?</p>	<p><i>Enter number of days only</i></p> <p>_____</p>	
9	<p>How many total days of teacher training have you attended this Academic Year?</p> <p>ಈ ವರ್ಷ ನೀವು ಎಷ್ಟು ದಿನಗಳ ಶಿಕ್ಷಕರ ತರಬೇತಿಗೆ ಹಾಜರಾಗಿದ್ದೀರಿ?</p>	<p><i>Enter number of days only</i></p> <p>_____</p>	

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						<input type="checkbox"/> Write number names (numbers ki naam ki spellings likhna)						<input type="checkbox"/> Count items (fruits/vegetables)	
												<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"/> Recite numbers	<input type="checkbox"/> Transact with money
												<input type="checkbox"/> Recite tables	<input type="checkbox"/> Add/ subtract/ divide
												<input type="checkbox"/> Check homework	<input type="checkbox"/> Identify shapes
												<input type="checkbox"/> Unsure / other	<input type="checkbox"/> Play games involving cards/ dice
	<input type="checkbox"/>	<input type="checkbox"/> Identify missing number before/ after											
		<input type="checkbox"/> 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?"						<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
	UKG ಕೊನೆಯಲ್ಲಿ ನಿಮ್ಮ ಮಗುವಿಗೆ English ಏನು ತಿಳಿಯಬೇಕು? PROMPT once, "ಇನ್ನೇನಾದರೂ UKG ಕೊನೆಯಲ್ಲಿ ನಿಮ್ಮ ಮಗುವಿಗೆ English ಏನು ತಿಳಿಯಬೇಕು?"						<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

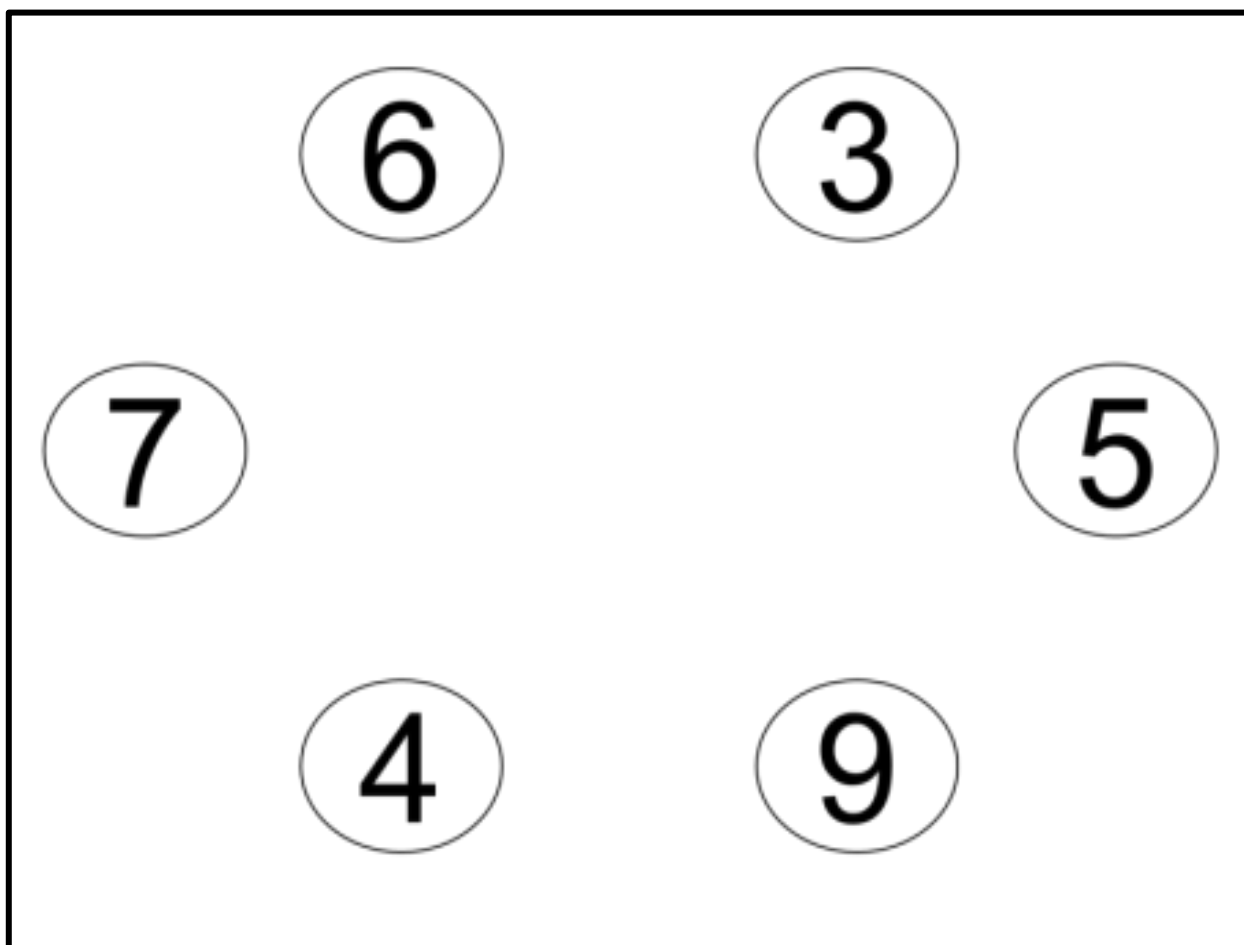
		P1		P2		P3		P4		P5	
3	Which company's textbooks are used in your child's school? ನಿಮ್ಮ ಮಗುವಿನ ಶಾಲೆಯಲ್ಲಿ ಯಾವ Company Books ಬಳಸಲಾಗುತ್ತದೆ?										
4	Are you satisfied with this company's books? ಈ Company books ನಿಮಗೆ ತೃಪ್ತಿ ಇದ ?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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? ಈ ಸ್ಕೂಲ್‌ನಿಂದ ನೀವು ತೃಪ್ತರಾಗಿದ್ದೀರಾ?	<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? ನೀವು ಸ್ಕೂಲ್ ಅನ್ನು ಬೇರೆ ಯಾವುದೇ ಪೆರಿಂಟ್‌ಗಳಿಗೆ ಶಿಫಾರಸು ಮಾಡುತ್ತೀರಾ?	<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

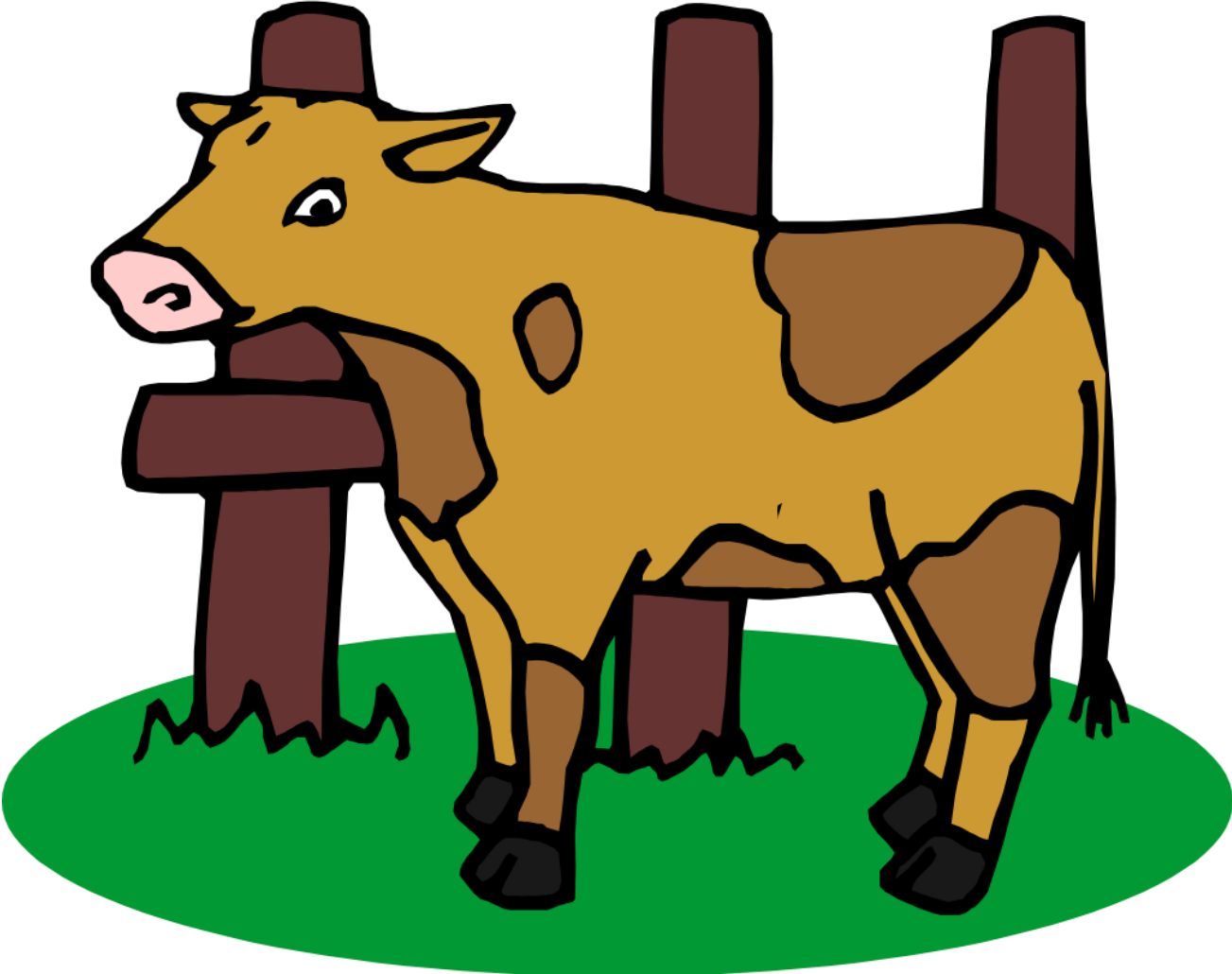
Question 2: Which is the biggest number?



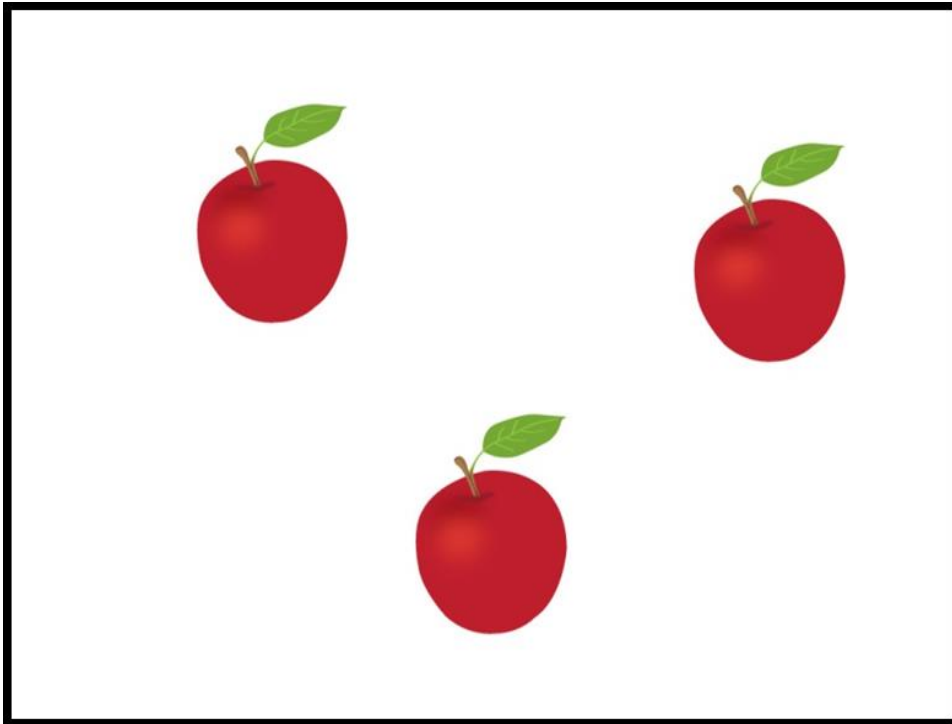
Question 4: Can you tell me what is happening in this picture in English?



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 any 2 subtraction problems. Both must be correct.

SETA 9 7
 -5 -2
_____ _____
_____ _____

SETB 4 7
 -3 -6
_____ _____
_____ _____

SETC 5 4
 -2 -1
_____ _____
_____ _____

SETD 3 8
 -1 -4
_____ _____
_____ _____

SETE 5 4
 -3 -2
_____ _____
_____ _____

Q2. Ask the child to do any 2 subtraction problems. Both must be correct.

SETA 51 67
 -35 -48
_____ _____
_____ _____

SETB 84 73
 -49 -36
_____ _____
_____ _____

SETC 56 31
 -37 -13
_____ _____
_____ _____

SETD 45 43
 -18 -24
_____ _____
_____ _____

SETE 25 56
 -19 -39
_____ _____
_____ _____

Q3. Ask child to solve any two addition problems. Both must be correct.

SETA 13 37
 +35 +40
_____ _____
_____ _____

SETB 44 43
 +21 +36
_____ _____
_____ _____

SETC 41 13
 +37 +12
_____ _____
_____ _____

SETD 45 43
 +12 +24
_____ _____
_____ _____

SETE 13 56
 +12 +31
_____ _____
_____ _____

Date: _____

School name: _____

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

72

65

38

47

11

23

Date: _____

School name: _____

Ask the Grade 2 child to complete the below questions

Q10.

[Say to the child]

SET A

“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 B

“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 C

“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

Date: _____

School name: _____

Grade 2

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]