

STARS tool

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| Grade 2 questions | 9 | Keep ready <ul style="list-style-type: none"> <input type="checkbox"/> Page 9 of tool <input type="checkbox"/> Relevant laminated sheets <input type="checkbox"/> Blank rough sheet <input type="checkbox"/> Pencil <input type="checkbox"/> Eraser <input type="checkbox"/> Sharpener |
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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? మీ వయస్సు ఎంత? | | | | | | |
| | What is your age? నీ పేరు ఏమిటి? | | | | | | |
| | 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? నువ్వు ఈ పదంను/word చదవ గలవా? (Show word 'pin'; Q1 1B. Appendix) <i>Child must read the word correctly</i> | | | | | | |
| 2 | Which is the biggest number? ఇందిలో పెద్ద/బిగ్గెస్ట్ నెంబర్ ఏదీ? (Show biggest number visual; Q2 1B. Appendix) | | | | | | |
| 3 | Can you give me 12 sticks (or chalks)? నువ్వు నాకు 12 స్టిక్స్ (లేక చాక్స్) ఇవ్వగలవా? (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? ఇప్పుడు నేను నీకు ఒక పిక్చర్/photo చూపిస్తాను. ఆ పిక్చర్లో ఏమి జరుగుతుందో ఇంగ్లీష్ లో చెప్పతావా? (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) నీకు తెలిసినవి జంతువుల/animals పేర్లను చెప్పు (Prompt only once: ఇంకా ఏవైనా తెలుసా) <i>Child must provide at least 6 names; names of animals in the local language are acceptable responses</i> | | | | | | |

| | | | | | | | |
|---|---|--|--|--|--|--|--|
| 6 | <p>Can you put these pieces together to make this picture?</p> <p>నువ్వు ఈ ముక్కలని కలిపి ఈ పిక్చర్ చేయగలవా?</p> <p>(Show the cow puzzle; Q6 1B. Appendix. Children must solve entire puzzle correctly <u>in less than 2 minutes</u> to get a tick</p> | | | | | | |
| 7 | <p>There are 3 apples. If I put 2 more, how many will I have?</p> <p>ఇక్కడ 3 ఆపిల్స్ ఉన్నాయి. ఒకవేళ నేను మరో 2 ఉంచితే, నా దగిర ఎన్ని ఉంటాయి?</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>“ఈ అమ్మాయి ఏడుస్తుంది, ఆమెకి మంచిగా/బాగా అనిపిస్తానని నువ్వు ఏమి చేస్తావు?”</p> <p>Wait for the child to respond and if answer is unclear ask, "How/why does this make her feel better?"</p> <p>“ఇది ఆమెకి ఎలా మంచిగా/బాగా అనిపించేలా చేస్తుంది?”</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>“ఆమెకి మంచిగా/బాగా అనిపించడానికి నువ్వు ఇంకా ఏమైనా చేస్తావా?”</p> <p>Wait for the child to respond and if answer is unclear ask, "How/why does this make her feel better?"</p> <p>“ఇది ఆమెకి ఎలా మంచిగా/బాగా అనిపించేలా చేస్తుంది? ”</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>“నువ్వు నీకు ఇష్టమైన బొమ్మతో ఆడుకుంటున్నావని ఊహించుకో.”</p> <p>ఇప్పుడు మరొక పాప/బాబు అదే బొమ్మతో ఆడుకోవాలి అనుకుంటే నాడు/నది, కాని అక్కడ ఒక బొమ్మ ఉన్నది.</p> <p>ఇప్పుడు నీవు ఏమి చేస్తావు?”</p> <p><i>Children must give a response on how to solve conflict to get tick</i></p> | | | | | | |
| 11 | <p>[Contd.]</p> <p>Prompt ONCE by asking, "Is there anything else you would do?"</p> <p>"నువ్వు ఇంకేమైనా చేస్తావా?"</p> <p><i>Children must give one more response on how to solve conflict to get tick</i></p> | | | | | | |

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

"ఇది ఇంకో గేమ్. నేను ఇప్పుడు కొన్ని సంఖ్యలు చెప్తాను నీకు. ఒకటి తర్వాత ఇంకోటి ఆ సంఖ్యలు విన్న తర్వాత నువ్వు ఆ సంఖ్యని అలాగే రిపీట్ చేయ. నేను అన్ని సంఖ్యలు చెప్పే వరకు వెయిట్ చేయ. ఆ సంఖ్యని రిపీట్ చేయ. ఇప్పుడు జాగ్రత్తగా విను. ఇప్పుడు మనం ప్రాక్టీస్ చేద్దాం"

[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."

"మనం ఇప్పుడు గేమ్ ని కొద్దిగా డిఫరెంట్ గా ఆడదాం. నేను నీకు ఏ సంఖ్యలు చెప్తాను ఆ సంఖ్యలు నువ్వు నాకు వెనకనుంచి ముందుకి చెప్పాలి. ఇప్పుడు సంఖ్యలు 1 2 ఐతే, దానికి వెనక నుంచి ముందుకు చెప్పే ఆ సంఖ్యలు 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."

"నేను ఇప్పుడు సంఖ్యలు చెప్తాను దానికి నువ్వు వెనకనుంచి ముందుకి చెప్పాలి. సంఖ్యలు 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."

" నంబర్స్ 1, 2. ఇప్పుడు దానికి నేను వెనక నుంచి ముందుకు చెప్పతే 2, 1"

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

అనూ ఇంకోటి ప్రై చేద్దాం. నేను ఇప్పుడు నంబర్ చెప్తాను దానికి నువ్వు వెనకనుంచ చెప్పాలి. నంబర్స్ : 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."

" నెంబర్లు : 4,9,3. నేను వాటిని వెనుక నుంచి చెప్పే అని 3 9 4 అనుకుంటు"

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

అది చాల fun గ ఉంది! మనం ఇంకా చేద్దాం..

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

| | | | | | | | |
|----|---|--|--|--|--|--|--|
| 12 | Whatever I say, you should say it backwards నేను ఏది చెప్పినా, నువ్వు దానిని వెనక నుంచి చెప్పాలి So now I say 4-1, you say? ఇప్పుడు నేను 4-1 అంటే, నువ్వు ఏమి చెప్పతావు? <i>Children must say 1-4 to get a tick</i> | | | | | | |
| 13 | Whatever I say, you should say it backwards నేను ఏది చెప్పినా, నువ్వు దానిని వెనక నుంచి చెప్పాలి So now I say 3-5-6, you say? ఇప్పుడు నేను 3-5-6 అంటే, నువ్వు ఏమి చెప్పతావు? <i>Children must say 6-5-3 to get a tick</i> | | | | | | |
| 14 | Whatever I say, you should say it backwards నేను ఏది చెప్పినా, నువ్వు దానిని వెనక నుంచి చెప్పాలి So now I say 4-9-2-7, you say? ఇప్పుడు నేను 4-9-2-7 అంటే, నువ్వు ఏమి చెప్పతావు? <i>Children must say 7-2-9-4 to get a tick</i> | | | | | | |
| | Total score (1 tick = 1) (Max 14) = | | | | | | |

1C. Grade 2 child assessment questions

IMPORTANT

Give child: Sharpened pencil and eraser

Keep rough sheets ready

1C-A: READING

| # | Question | Child | | | | |
|---|--|-------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| | What is your name? (Fill in name of child) | | | | | |
| | What is your age? (Fill in age of child) | | | | | |
| | (Fill in gender of child: M for Male and F for Female) | | | | | |
| 1 | Ask child to read out all the words - పాప/బాబుని అన్ని పదాలను చదవమని అడగండి (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 చదవమని అడగండి (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? కోతికి ఏమంటే ఇష్టం? (Refer to Q3 in 1C-A Appendix) | | | | | |
| 4 | Ask child to read out the story - story పాప/బాబు ని స్టోరీ చదవమని అడగండి (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” ఇప్పుడు నేను మీకు ఒక చిన్న కథ/స్టోరీ చదువుతాను. అప్పుడు నేను మీకు కొన్ని ప్రశ్నలు/క్యూస్టన్లను అడుగుతాను. జాగ్రత్తగా వినండి [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? - రాణి ఎందుచేత విచారంగా ఉంది? | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| 6 | [Contd.] Ask the child: Who helps Rani? రాణికి ఎవరు సహాయం చేసినారు? | | | | | |
| 7 | [Contd.] Ask the child: Why is Rani happy now? - రాణి ఇప్పుడు ఎందుకు సంతోషంగా/happyగా ఉంది? | | | | | |
| 8 | Ask child to read పాప/బాబుని చదవమని అడగండి 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 - పాప/బాబుని బాగా కనిపించేలా వ్రాయమనండి 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. ఏదైనా 2 subtraction ప్రోబ్లమ్స్ని చేయమని పాప/బాబుని అడగండి (Refer to Q1 in 1C-B Appendix) | | | | | |
| 2 | Ask the child to do any 2 subtraction problems. ఏదైనా 2 subtraction ప్రోబ్లమ్స్ని చేయమని పాప/బాబుని అడగండి (Refer to Q2 in 1C-B Appendix) | | | | | |
| 3 | Ask child to solve any two simple addition problems ఏదైనా 2 addition ప్రోబ్లమ్స్ని చేయమని పాప/బాబుని అడగండి (Refer to Q3 in 1C-B Appendix) | | | | | |
| 4 | Ask child to solve any two addition problems ఏదైనా 2 addition ప్రోబ్లమ్స్ని చేయమని పాప/బాబుని అడగండి (Refer to Q4 in 1C-B Appendix) | | | | | |
| 5 | How much is 9 and 4 altogether? - 9 మరియు 4 కలిపితే ఎంత అవుతుంది? | | | | | |
| 6 | If I take away 5 from 9, what is left? - నేను 9 నుండి 5 తీసేస్తే ఎంత మిగులుతుంది? | | | | | |

| | | | | | | |
|--|---|--|--|--|--|--|
| 7 | <p>Samara had 4 chocolates. Her father gave her 7 more chocolates. How many chocolates does Samara have altogether?</p> <p>సమర డగైర 4 chocolates ఉన్నాయి. ఆమె తండ్రి/father ఆమెకి మరో 7 chocolates ఇచ్చారు. సమర వద్ద మొత్తం ఎన్ని chocolates ఉంటాయి?</p> | | | | | |
| 8 | <p>Raju had 12 chocolates. He gave 5 chocolates to Pooja. How many chocolates does he have left?</p> <p>రాజు డగైర 12 chocolates ఉన్నాయి. అతను పూజకి 5 chocolates ఇచ్చారు. రాజు డగైర ఎన్ని chocolates మిగిలి ఉంటాయి?</p> | | | | | |
| 9 | <p>Can you show me the biggest number? - నువ్వు నాకు పెద్ద నెంబర్ ఏదో చెప్పగలవా?</p> <p>(Refer to Q9 in 1C-B Appendix)</p> | | | | | |
| 10 | <p>Can you please fill the missing number? పిల్లవాడిని మిస్సింగ్ నెంబర్ ఫిల్ చేయమని అడగండి?</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>ఒక పిల్ల(వాడు) మ్యాథ్స్ నేర్చుకుంటున్నాడని ఒక మంచి టీచర్ కి ఎలా తెలుస్తుంది?</p> <p>(Prompt “Can you suggest more ways to check” once)</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>ఒక పిల్ల(వాడు) ఇంగ్లీష్ నేర్చుకుంటున్నాడని ఒక మంచి టీచర్ కి ఎలా తెలుస్తుంది?</p> <p>(Prompt “Can you suggest more ways to check” once)</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? - తల్లిదండ్రుల విషయానికొస్తే, ఎలాంటి ఉద్యోగాలు/ పనులు చేసే తల్లిదండ్రులు తమ పిల్లలను మీ స్కూలుకి పంపిస్తుంటారు?</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>మీరు తల్లిదండ్రులతో ఇంటి వద్ద వారి పిల్లలు మ్యాథ్స్ నేర్చుకొనుటకు ఎలా సహాయపడవచ్చు అనేదాని గురించి వారితో ఏమి చెబుతారు?</p> <p>(Prompt “any more” once)</p> <p>(Prompt “Give examples of homework” if the response is “Ensure homework is completed”)</p> | <p>Ask child to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recite numbers <input type="checkbox"/> Copy numbers <input type="checkbox"/> Check report cards <input type="checkbox"/> Send to tuitions <input type="checkbox"/> Ensure homework is completed <input type="checkbox"/> Revise lesson taught at school <input type="checkbox"/> Do nothing <input type="checkbox"/> Other | <p>Ask child to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Count objects <input type="checkbox"/> Identify shapes <input type="checkbox"/> Add or subtract | <p>Ask child to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arrange currency in order of value <input type="checkbox"/> Solve word problems for addition/ subtraction <input type="checkbox"/> Play simple games (e.g. snakes and ladders) <input type="checkbox"/> Sort (e.g. shapes, size, colour) <input type="checkbox"/> Transact using real money <input type="checkbox"/> Read numbers at random (e.g. mobile and bus numbers) |
| 4 | <p>What do you tell parents about how they can help their child learn English at home?</p> <p>మీరు తల్లిదండ్రులతో ఇంటి వద్ద వారి పిల్లలు ఇంగ్లీష్ నేర్చుకొనుటకు ఎలా సహాయపడవచ్చు అనేదాని గురించి వారితో ఏమి చెబుతారు?</p> <p>(Prompt “any more” once)</p> <p>(Prompt “Give examples of homework” if the response is “Ensure homework is completed”)</p> | <p>Ask child to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recite poems <input type="checkbox"/> Recite A-Z <input type="checkbox"/> Send to tuitions <input type="checkbox"/> Check exam results <input type="checkbox"/> Attend PTM <input type="checkbox"/> Ensure homework is completed <input type="checkbox"/> Do nothing <input type="checkbox"/> Other | <p>Ask child to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read words taught in school <input type="checkbox"/> Identify letters at random <input type="checkbox"/> Identify colours/ animals/ vehicles <input type="checkbox"/> Practice writing alphabets <input type="checkbox"/> Name objects starting with a letter <input type="checkbox"/> Encourage conversations in English | <p>Ask child to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read “new” words <input type="checkbox"/> Describe their routine/ picture/ event/ TV show etc. <input type="checkbox"/> Identify sounds/ phonics <input type="checkbox"/> Tell/ Read stories together in English <input type="checkbox"/> Show English stories/ cartoons on YouTube, TV (or similar media) <input type="checkbox"/> Speak with parent in English <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? మీ Sr.KG/UKG classroom లో ఏ book publisher లేదా ప్రోగ్రామ్ ఉపయోగించబడుతుంది? | | Enter name of programme below _____ | |
| 6 | Are you going to renew that book publisher / programme for the upcoming year? రాబోయే సంవత్సరానికి మీ బుక్ పబ్లిషర్/programmer renew చేయబోతున్నారా? | | <input type="checkbox"/> Yes | <input type="checkbox"/> No / Unsure |
| 7 | What is the annual fees for Sr.KG? Including uniform, books and readmission fees? Sr.KG annual fees ఎంత? Uniforms, books and readmission fees సహా? | | 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? బుక్స్/ కరికలమ్తో మీరు ఎంతగా సంతృప్తి చెందినారు? | [Show the below picture to the Teacher and ask] | |



Very unhappy



Unhappy



Happy



Very happy

| | | | |
|---|---|--|-----------------------------|
| 2 | Have parents shared any complaints about the curriculum / books being followed? కరికులం / పుస్తకాలు గురించి తల్లిదండ్రులు కన్సర్న్ వ్యక్తం చేశారా? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3 | Has it been easy for you to address their complaints? వారి కన్సర్న్ solve చేయడానికి మీకు ఈజీ అయినదా? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4 | Have you spent money to buy teaching learning material? How much? కాన్సెప్టును టీచింగ్ చేయడానికి మెటీరియల్స్ కొనుటకు మీరు డబ్బు ఖర్చు చేసినారా? ఎంత? | Enter amt. in Rupees (write 0 in case of no money spent) <u>Rs.</u> _____ | |
| 5 | In the past 1-2 months, has the principal / owner given you feedback on your teaching? గడిచిన 1-2 నెలల్లో, మీరు పాఠాలు చెప్పటంపై ప్రిన్సిపాల్/ ఓనర్ మీకు ఫీడ్బ్యాక్ ఇచ్చినారా? | <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>మీరు ఒక కొత్త స్కూలులో చేరితే, ప్రస్తుత బుక్స్/ కరికలమ్ని కొనమని మీరు ప్రిన్సిపాల్/ ఓనర్ని అడుగుతారా?</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>మీరు ఈ విద్యా సంవత్సరంలో స్కూలులోనే వేరొకరి నుండి ఎన్ని రోజుల టీచర్ ట్రైనింగ్కి హాజరైనారు?</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>మీరు ఈ విద్యా సంవత్సరంలో స్కూలు బయట వేరొకరి నుండి ఎన్ని రోజుల టీచర్ ట్రైనింగ్కి హాజరైనారు?</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>ఈ విద్యా సంవత్సరంలో మీరు ఎన్ని రోజుల టీచర్ ట్రైనింగ్కి హాజరైనారు?</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 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?" Sr.KG/UKG చివరిలో Math లో మీ బిడ్డ ఇంకా ఏవైనా నేర్చుకో దానికి ఉందా? PROMPT once, "Sr.KG/UKG చివరిలో Math/గణితలో మీ బిడ్డ ఇంకా ఏవైనా నేర్చుకో దానికి ఉందా?" | | | | | | <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 |
| | Sr. KG/UKG చివరిలో English లో మీ బిడ్డ ఇంకా ఏవైనా నేర్చుకోవడానికి ఉందా? | | | | | | <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 |
| | PROMPT once, "Sr.KG/UKG చివరిలో English లో మీ బిడ్డ ఇంకా ఏవైనా నేర్చుకోవడానికి ఉందా?" | | | | | | <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? మీ పాప/వాబు స్కూలులో ఏ కంపెనీ బుక్స్ వాడినారు? | | | | | | | | | | |
| 4 | Are you satisfied with this company's books? మీరు ఈ సంస్థ/company పుస్తకాలతో సంతృప్తి చెందుతున్నారా? | <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? ఈ స్కూలుతో మీరు సంతృప్తి చెందినారా? | <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? మీరు ఎవరైనా వేరే తల్లిదండ్రులకు/parents స్కూలుని సిఫారసు చేస్తారా/చేసేరా? | <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

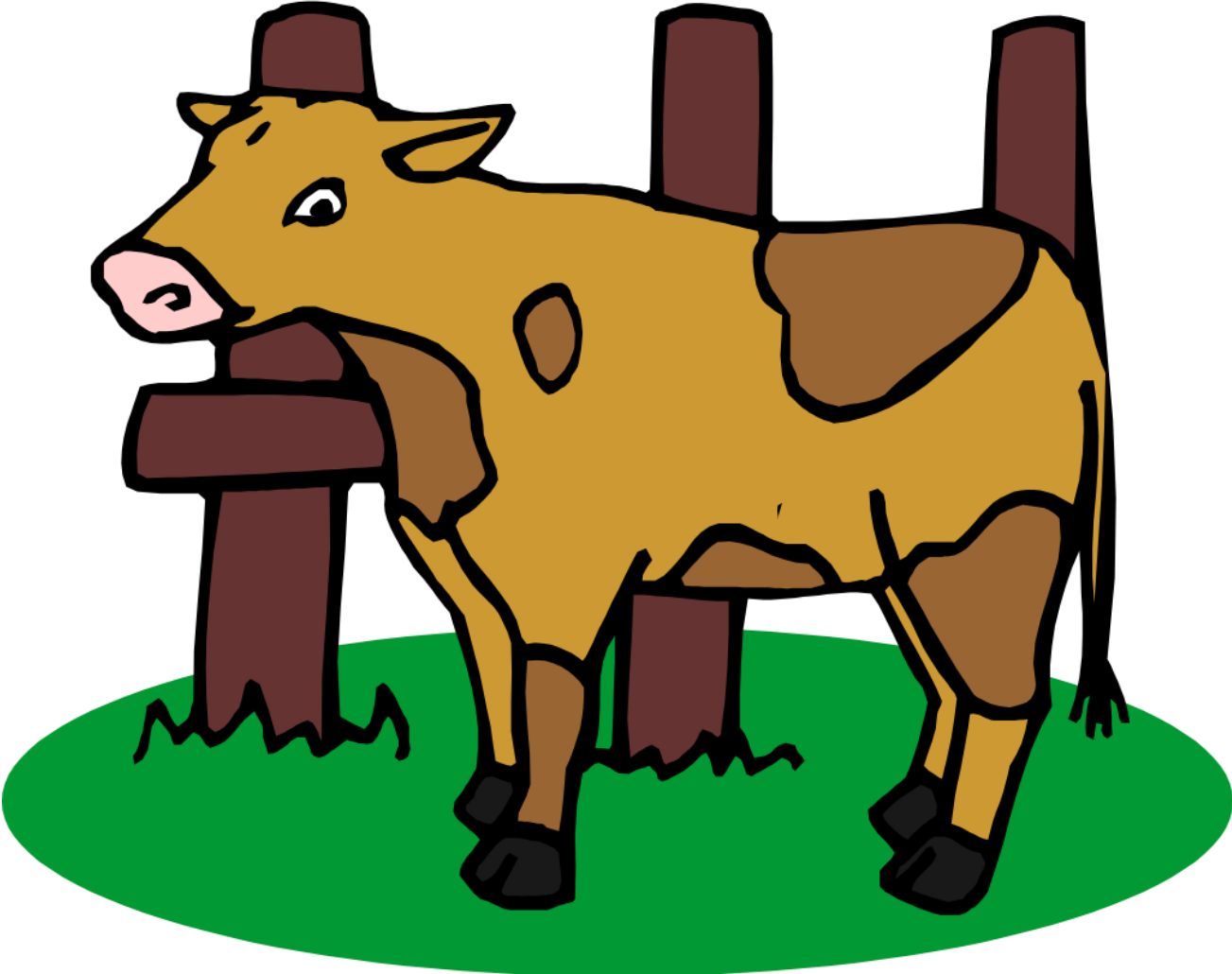
Question 2: Which is the biggest number?

A rectangular box containing six circles, each with a number inside. The numbers are arranged in three rows: the top row has 6 and 3; the middle row has 7 and 5; the bottom row has 4 and 9.

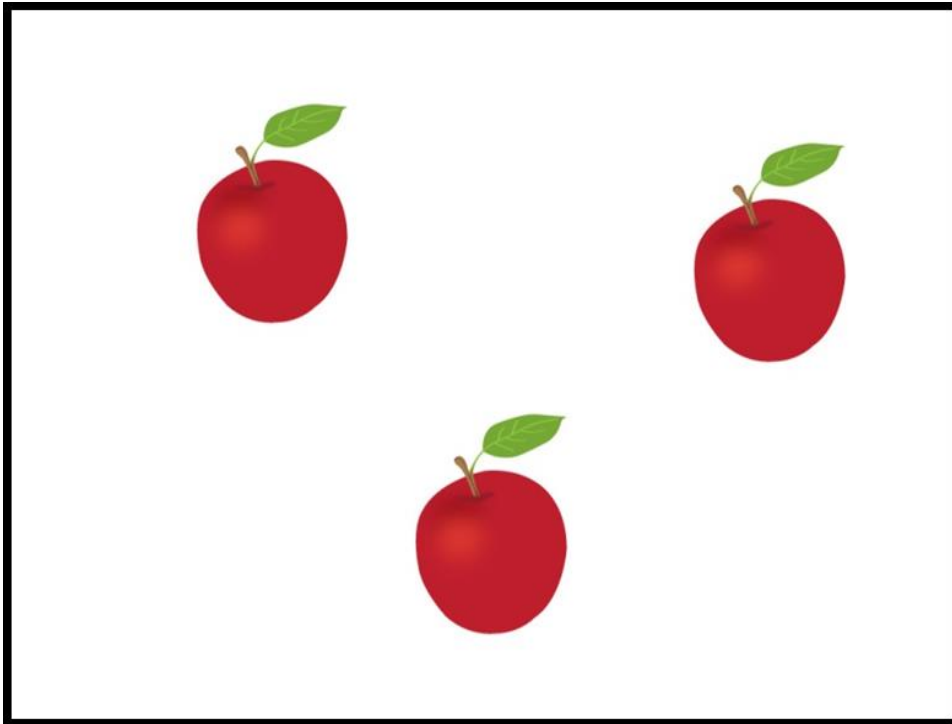
Question 4: Can you tell me what is happening in this picture in English?



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 | cup | step |
| out | dog | rope |
| 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 | gax | ral |
| nom | diz | tob |
| 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]