



ASSESSMENT MODULES

[VOLUME - 1]



INTRODUCTION

This manual has been prepared by Pragma (www.pragya.org), a not-for-profit, development organization, working for the appropriate development of the vulnerable communities and sensitive ecosystems of the world.

The Tribal / Border / Hilly / Forested districts of India are characterized by remoteness, distance from administrative centres, weak infrastructure and often prove to be the toughest challenges towards achieving education goals in India. While most children are now attending schools, how many of them are empowered by the education they receive to take up more meaningful roles for the communities? The primary education that the children receive in their formative years, how appropriate is it and how student friendly are the modes of instructions?

Pragma has long experience of working in some of the remotest and most marginalized regions. It has come up with seeks an area-specific, cost-effective, community-based system of monitoring and generation of education data - DEISPI. The system generates data on 3 dimensions – student reading levels, instruction quality and school operations. Student Committees, Village Education Committees, Parent Teacher Associations and Barefoot Monitors (local youth) are trained to collect the data. This data is then analyzed and used to guide area-specific planning, as well as school/teacher/student-specific improvement actions.

DEISPI is being piloted across 330 schools in 11 districts in India. Education experts from 135 districts have helped in designing the system.

ASSESSMENT MODULES

This volume contains the complete set of assessment formats under DEISPI for:

- Student Development Assessment (Grade 1 to 5)
- Instructional Quality Assessment
- School Operations & Management

For more details, please refer to the USER MANUAL of DEISPI.

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STUDENT DEVELOPMENT ASSESSMENT

GRADE 1

LITERACY SKILLS

Test 1: Letter recognition Test

Task: Recognize at least 10 alphabets from 50 random alphabets (Mixture of small and capital letters).

1. Teacher points to a letter and say "tell me what this is"

B	M	K	L	T	U	I
P	R	S	G	Y	D	A
Q	W	E	R	C	P	O
V	h	q	x	j	k	F
z	o	u	t	d	f	s
b	p	l	i	y	t	r
w	e	a	d	c	n	m
b						

Test 2: Phonemic awareness

Task: Recognize the initial sounds of at least 5 words from the list of 10 words (three letter words).

Teacher: I am going to read some words for you. Tell me the sound you hear at the beginning of each word. Let's try one. Top (Student tells the sound (/t/)). If the student doesn't understand the concept, give other examples and then continue with the assessment.)

CAT	RAT	BAG	COW
DOG	CAR	BOY	
TAP	JAM	TOY	

Test 3: Familiar word reading

Task: student reads at least 5 words from the list of 20 words (three letter words).

Teachers asks the student to read out the words below

CAT	TOY	BOX	SUN
JAR	BED	VAN	RAT
BAD	CAR	EYE	BOY
BAG	CAP	DAD	BAT
DOG	LEG	JAM	

Test 4: Non-familiar word reading

Task: Read at least 5 non-familiar words from the list of 20 non-familiar words (three letter words).

Teacher asks the student to read the words below:

SHE	BAY	MAN	OLD
LET	FLY	JET	TUB
SET	SHY	FAR	MAP
LAY	RUN	CRY	GOD
MAY	ANT	BEG	BIN

SCORING

Test 1. Letter name knowledge

- Score 10: If correctly recognizes 10 alphabets from 50 random alphabets (mixture of small and capital forms of alphabets).
- Score 5: If correctly recognizes 5 alphabets from 50 random alphabets (mixture of small and capital forms of alphabets).
- Score 0: If unable to recognize any alphabet from 50 random alphabets (mixture of small and capital forms of alphabets).

Test 2. Phonemic awareness

- Score 10: If correctly recognizes the initial sounds of 5 words.
- Score 8: If correctly recognizes the initial sounds of 4 words.
- Score 6: If correctly recognizes the initial sounds of 3 words.
- Score 4: If correctly recognizes the initial sounds of 2 words.
- Score 0: If unable to recognize any initial sound of the 5 words.

Test 3. Familiar word reading

- Score 10: If correctly reads 5 words from the list of 20 words.
- Score 8: If correctly read 4 words from the list of 20 words.
- Score 6: If correctly read 3 words from the list of 20 words.
- Score 4: If correctly read 2 words from the list of 20 words.
- Score 0: If unable to read any words from the list of 20 words.

Test 4. Non-familiar word reading

- Score 10: If correctly reads 5 words from the list of 20 non-familiar words.
- Score 8: If correctly reads 4 words from the list of 20 non-familiar words.
- Score 6: If correctly reads 3 words from the list of 20 non-familiar words.
- Score 4: If correctly reads 2 words from the list of 20 non-familiar words.
- Score 0: If unable to read any words from the list of 20 non-familiar words.

NUMERACY SKILLS

Time: 15 minutes

Test 1. Oral counting

Q1. Ask the student to recite numbers from 1 to 10

Test 2. Number recognition

Q2. Ask the student to recognize the numbers from randomly arranged numbers ranging from 0 to 10

9	4	6	8	1
2	5	7	10	3

Test 3: Quantity discrimination

Q3. Give five pairs of numbers and ask students to identify the bigger number.

4-8	3-6	2-4	5-10	1-3
-----	-----	-----	------	-----

Test 4: Missing number

Q4: Give a list of 5 arithmetic series with 3 numbers each. Remove one of the numbers and ask the students to identify the missing number.

- a. 1, __, 3 b. 6, __, 8 c. 3, ____, 5 d. 8, __, 10 e. 7, __, 9

SCORING

Test 1. Oral counting (1-10)

- Score 10: If the student can recite all the numbers from 1-10 correctly.
- Score 5: If the student can recite up to the numbers 5 or 6 correctly.
- Score 0: If the student cannot recite the numbers at all.

Test 2. Number identification (0 – 10)

- Score 10: If the student can recognize all the 10 numbers shown.
- Score 8: If the student can recognize around 8 numbers shown.
- Score 6: If the student can recognize around 6 numbers shown.
- Score 4: If the student can recognize 2-4 numbers shown.
- Score 0: If the student recognizes just 1 number shown or no numbers at all.

Test 3. Quantity discrimination

- Score 10: If the student can identify the bigger number in the pair for all 5 pairs shown.
- Score 8: If the student can identify the bigger number in the pair for 4 pairs shown.
- Score 6: If the student can identify the bigger number in the pair for 3 pairs shown.
- Score 4: If the student can identify the bigger number in the pair for 2 pairs shown.
- Score 0: If the student can identify only 1 or none of the bigger number in the pair for all the pairs shown.

Test 4. Missing number

- Score 10: If the student can identify the missing numbers in all of the 5 series.
- Score 8: If the student can identify the missing numbers in 4 series.
- Score 6: If the student can identify the missing numbers in 3 series.
- Score 4: If the student can identify the missing numbers in 2 series.
- Score 0: If the student can identify the missing number in 1 series or in no series at all.

COGNITIVE SKILLS

Test 1: Remembering

Q1. Call out 10 random alphabets and ask students to write them down

V B J I O T R E W Z

Test 2: Understanding

Q2. Show 3 pictures showing different numbered objects and ask the students to determine the number of objects in each picture.

A. How many balls can you see below?



B. How many pencils can you see below?



C. How many boxes can you see below?



Test 3: Applying

Q3. Make the students hear one line of a song or a poem and ask them to identify the initial sound that that song/poem starts with.

Twinkle twinkle little star, How I wonder what you are.....

Test 4: Analyzing

Q4. Give a two-line sentence and ask the student to determine how many small forms and capital forms of the letters are present in that sentence.

There is a dog and a cat in the house. The name of the dog is Snowy, and the cat is named Mops.

SCORING

Test 1: Remembering

- Score 10: If the student correctly writes down all 10 alphabets called out.
- Score 8: If the student correctly writes down 8 alphabets called out.
- Score 6: If the student correctly writes down 5-6 alphabets called out.
- Score 4: If the student correctly writes down 2-4 alphabets called out.
- Score 0: If the student correctly writes down 1 alphabet or none of the alphabets called out.

Test 2: Understanding

- Score 10: If the student determines the correct number in all 3 pictures shown.
- Score 5: If the student determines the correct number in 2 pictures shown.
- Score 0: If the student determines 1 correct number or none of the numbers shown in the pictures.

Test 3: Applying

- Score 10: If the student gives the correct answer.
- Score 0: If the student gives an incorrect answer.

Test 4: Analyzing

- Score 10: If the student gives the correct answer.
- Score 0: If the student gives an incorrect answer.

STUDENT DEVELOPMENT ASSESSMENT

GRADE 2

LITERACY SKILLS

Test 1. Phonemic awareness

Teacher asks students to read the following rhyming pair of words, and asks them to recall the initial sounds of each word.

1. FAR CAR
2. CAN - MAN
3. PEN - HEN
4. SUN - BUN
5. MAY - SAY

- Score 10: If correctly recognizes the similar sounds of 5 words.
- Score 8: If correctly recognizes the similar sounds of 4 words.
- Score 6: If correctly recognizes the similar sounds of 3 words.
- Score 4: If correctly recognizes the similar sounds of 2 words.
- Score 0: If unable to recognize any similar sound of the 5 words.

Test 2: Familiar word reading

Task: Read at least 5 words from the list of 20 words (four letter words).

Teacher asks students to read the following words:

STAR	MOON	DUCK	FROG
FISH	BOOK	HAND	NINE
TREE	BIRD	BELL	RAIN
CAKE	LION	BEAR	PEAR
BALL	BABY	GAME	PLAY

- Score 10: If correctly reads 5 words from the list of 20 words.
- Score 8: If correctly read 4 words from the list of 20 words.
- Score 6: If correctly read 3 words from the list of 20 words.
- Score 4: If correctly read 2 words from the list of 20 words.
- Score 0: If unable to read any words from the list of 20 words.

Test 3: Non-familiar word reading

Task: Read at least 5 non-familiar words from the list of 20 non-familiar words (four letter words).

GRAY	BEAN	TREE	SING
GROW	DESK	NEST	WORK
PACK	STEP	DEER	GOAT
TAKE	LOOK	YEAR	WASH
READ	COLD	WHAT	WHEN

- Score 10: If correctly reads 5 words from the list of 20 non-familiar words.
- Score 8: If correctly reads 4 words from the list of 20 non-familiar words
- Score 6: If correctly reads 3 words from the list of 20 non-familiar words
- Score 4: If correctly reads 2 words from the list of 20 non-familiar words
- Score 0: If unable to read any words from the list of 20 non-familiar words

Test 4. Read sentences

Task: Read a simple sentence of 5 to 6 words.

I have two books in my bag.

- Score 10: If one reads the text like he or she is reading a sentence, rather than a string of words.
 - If one reads the text fluently and with ease, even, if he or she is reading slowly.
 - If one reads the text with not more than 3 mistakes.
- Score 7: If one reads the text like a string of words, rather than a sentence
 - If one reads the text haltingly and stops very often
 - If one read the text fluently but with more than 3 mistakes.
- Score 3: If one can recognize only few words in the text
- Score 0: If one cannot read the text or not responded to the test

Test 5. Dictation

Task: Write at least 5 words through a dictation exercise of 10 words (three letter words).
Teacher dictates the following words for the students:

TAP	CAP	BAT	VAN	RAT
TOY	PIG	DOG	COW	SUN

- Score 10: If correctly write at least 5 words from the list of 20 words.
- Score 8: If correctly writes 4 words from the list of 20 words.
- Score 6: If correctly writes 3 words from the list of 20 words.
- Score 4: If correctly reads 2 words from the list of 20 words.
- Score 0: If unable to read any words from the list of 20 words.

Test 6. Listening comprehension

Task: Ask 5 very simple questions from the text that enumerator reads to them, which will have one-word answers

*John goes to the park with his friends
He sees a black cat
He also sees children playing
He decides to play football with his friends*

- Q1. Where is John?
- Q2. Which animal does John see?
- Q3. What is the color of the cat?
- Q4. Who were playing in the park?
- Q5. What game does John play with his friends?

- Score 10: If one can answer all the 5 questions based on paragraph.
- Score 8: If one can answer 4 questions based on paragraph.
- Score 6: If one can answer 3 questions based on paragraph.
- Score 4: If one can answer 2 questions based on paragraph.
- Score 0: If one cannot answer any questions or all answers were incorrect.

NUMERACY SKILLS

Time: 20 minutes

Test 1: Number recognition (1-100)

Q1. Ask the student to recognize numbers from randomly arranged 10 numbers ranging from 1-100.

78	52	25	80	1
99	60	47	33	10

Test 2: Missing number

Q2. Give a list of 5 arithmetic series with 4 numbers each. Remove one of the numbers and ask the students to identify the missing number.

- | | |
|----------------------|----------------------|
| a. 33, 34, _____, 36 | b. 19, _____, 21, 22 |
| c. _____, 46, 47, 48 | d. 56, 57, 58, _____ |
| e. 25, 26, _____, 28 | |

Test 3: Addition

Q3. Give a list of 5 addition problems of 2 numbers each. The numbers range from 0 to 20.

- | | |
|---------------------|---------------------|
| a. $12 + 5 =$ _____ | b. $1 + 4 =$ _____ |
| c. $3 + 6 =$ _____ | d. $16 + 2 =$ _____ |
| e. $5 + 15 =$ _____ | |

Test 4: Subtraction

Q4. Give a list of 5 subtraction problems of 2 numbers each. The numbers range from 0 to 20.

- | | |
|---------------------|---------------------|
| a. $5 - 2 =$ _____ | b. $10 - 8 =$ _____ |
| c. $12 - 4 =$ _____ | d. $9 - 5 =$ _____ |
| e. $3 - 1 =$ _____ | |

Test 5: Discrimination of objects on shape and size

Q5. Show a list of objects such that the student can make 5 pairs of them based on their size and shapes like balls, boxes, cones, pipes, pebbles etc

a.



b.



c.



d.



e.



f.



g.



h.



i.



j.



SCORING

Test 1. Number recognition (1-100)

- Score 10: If the student can recognize all the 10 numbers shown.
- Score 8: If the student can recognize around 8 numbers shown.
- Score 6: If the student can recognize around 6 numbers shown.
- Score 4: If the student can recognize 2-4 numbers shown.
- Score 0: If the student recognizes just 1 number shown or no numbers at all.

Test 2: Missing number

- Score 10: If the student can identify the missing numbers in all of the 5 series.
- Score 8: If the student can identify the missing numbers in 4 series.
- Score 6: If the student can identify the missing numbers in 3 series.
- Score 4: If the student can identify the missing numbers in 2 series.
- Score 0: If the student can identify the missing number in 1 series or in no series at all.

Test 3: Addition

- Score 10: If the student does all the 5 addition problems correctly.
- Score 8: If the student does 4 addition problems correctly.
- Score 6: If the student does 3 addition problems correctly.
- Score 4: If the student does 2 addition problems correctly.
- Score 0: If the student does 1 or none of the addition problems correctly.

Test 4: Subtraction

- Score 10: If the student does all the 5 subtraction problems correctly.
- Score 8: If the student does 4 subtraction problems correctly.
- Score 6: If the student does 3 subtraction problems correctly.
- Score 4: If the student does 2 subtraction problems correctly.
- Score 0: If the student does 1 or none of the subtraction problems correctly.

Test 5: Discrimination of objects on shape and size

- Score 10: If the student makes 5 correct pairs of the objects.
- Score 8: If the student makes 4 correct pairs of the objects.
- Score 6: If the student makes 3 correct pairs of the objects.
- Score 4: If the student makes 2 correct pairs of the objects.
- Score 0: If the student makes 1 or none of the correct pairs of the objects.

COGNITIVE SKILLS

Test 1: Remembering

Q1. Call out 5 simple words that the students have learnt. Ask the students to write down the spelling of these words.











CAP

BOX

TOY

Test 2: Understanding

Q2. Make two columns of 5 mismatched different shapes in each. Ask the students to match them.

- | | | | |
|----|---|----|---|
| a. |  | a. |  |
| b. |  | b. |  |
| c. |  | c. |  |
| d. |  | e. |  |
| e. |  | f. |  |

Test 3: Applying

Q3. Eight fishes were taken out from the aquarium, after which only 8 fishes are left in the aquarium. How many fishes are there altogether?



Test 4: Analyzing

Q4. Fill in the blank with the right numbers

- a. $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 20$
 b. $\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = 12$
 c. $6 + \underline{\hspace{2cm}} = 15$

SCORING

Test 1: Remembering

- **Score 10:** If the student correctly spells all 5 words called out.
- **Score 8:** If the student correctly spells 4 words called out.
- **Score 6:** If the student correctly spells 3 words called out.
- **Score 4:** If the student correctly spells 2 words called out.
- **Score 0:** If the student correctly spells 1 word or none of the words called out.

Test 2: Understanding

- **Score 10:** If the student correctly matches all 5 shapes.
- **Score 8:** If the student correctly matches 4 shapes.
- **Score 6:** If the student correctly matches 3 shapes.
- **Score 4:** If the student correctly matches 2 shapes.
- **Score 0:** If the student correctly matches 1 or none of the shapes.

Test 3: Applying

- **Score 10:** If the student gives the correct answer.
- **Score 0:** If the student gives an incorrect answer.

Test 4: Analyzing

- **Score 10:** If the student gives all 3 correct answers.
- **Score 5:** If the student gives 2 correct answers.
- **Score 0:** If the student gives 1 or none of the correct answers.

STUDENT DEVELOPMENT ASSESSMENT

GRADE 3

LITERACY SKILLS

Test 1: Phonemic awareness

Task: Recognize the initial sounds of at least 5 words from the list of 10 words (four letter words).

PAIN	RAIN
KING	SING
BANK	RANK
SOON	MOON
BLUE	GLUE

- Score 10: If correctly recognizes the initial sounds of 5 words.
- Score 8: If correctly recognizes the initial sounds of 4 words.
- Score 6: If correctly recognizes the initial sounds of 3 words.
- Score 4: If correctly recognizes the initial sounds of 2 words.
- Score 0: If unable to recognize any initial sound of the 5 words.

Test 2: Familiar word reading

Task: Read at least 5 words from the list of 20 words (five letter words).

WATER	SMILE	FRUIT	HAPPY
SMALL	RIVER	MOUTH	CLOWN
SHORT	MOUSE	PAPER	MAGIC
SNAKE	FIELD	BROWN	SOUND
CLOUD	LIGHT	HOUSE	SNAIL
CLOCK	SLEEP		

- Score 10: If correctly reads 5 words from the list of 20 words.
- Score 8: If correctly read 4 words from the list of 20 words.
- Score 6: If correctly read 3 words from the list of 20 words.
- Score 4: If correctly read 2 words from the list of 20 words.
- Score 0: If unable to read any words from the list of 20 words.

Test 3: Non-familiar word reading

Task: Read at least 5 non-familiar words from the list of 20 non-familiar words (five letter words).

SKIRT	SCOLD	BUNCH	SHEET
STING	GRUNT	SHEEP	GLASS
QUEEN	WRITE	THINK	PASTE
DIRTY	LAUGH	STONE	GOOSE
CRAWL	SWING	THICK	THORN

- Score 10: If correctly reads 5 words from the list of 20 non-familiar words.
- Score 8: If correctly reads 4 words from the list of 20 non-familiar words.
- Score 6: If correctly reads 3 words from the list of 20 non-familiar words.
- Score 4: If correctly reads 2 words from the list of 20 non-familiar words.
- Score 0: If unable to read any words from the list of 20 non-familiar words.

Test 4: Read sentences

Task: Read a simple sentence of 5 to 6 words.

MEENA IS PLAYING WITH A DOLL.

- Score 10: If one reads the text like he or she is reading a sentence, rather than a string of words.
- If one reads the text fluently and with ease, even, if he or she is reading slowly.
- If one reads the text with not more than 3 mistakes.
- Score 7: If one reads the text like a string of words, rather than a sentence
- If one reads the text haltingly and stops very often
- If one read the text fluently but with more than 3 mistakes.
- Score 3: If one can recognize only few words in the text
- Score 0: If one cannot read the text or not responded to the test

Test 5: Dictation

Task: Write at least 5 words through a dictation exercise of 10 words (three letter words).

MAP	FAR	SEA	LAP
HOT	ROT	CRY	LEG
COT	HOP		

- Score 10: If correctly write at least 5 words from the list of 20 words.
- Score 8: If correctly writes 4 words from the list of 20 words.
- Score 6: If correctly writes 3 words from the list of 20 words.
- Score 4: If correctly reads 2 words from the list of 20 words.
- Score 0: If unable to read any words from the list of 20 words

Test 6: Listening comprehension

Task: Ask 5 very simple questions from the text that enumerator reads to them, which will have one-word answers

My holiday

In June we went to a village where my grandmother lives. She has a farm. On her farm there are many animals. There are two horses, a cat with its kittens, three dogs, and a cow. Every morning she feeds her animals with hay or milk. They drink water from a pond on the farm.

Questions:

1. *Where does the grandmother live?*
2. *Which animals are there in the farm?*
3. *How many horses are there in the farm?*
4. *What does the grandmother feed the animals each morning?*
5. *Where do the animals find water to drink?*

- Score 10: If one can answer all the 5 questions based on paragraph.
- Score 8: If one can answer 4 questions based on paragraph.
- Score 6: If one can answer 3 questions based on paragraph.
- Score 4: If one can answer 2 questions based on paragraph.
- Score 0: If one cannot answer any questions or all answers were incorrect.

NUMERACY SKILLS

Time: 25 minutes

Test 1: Number identification (0-99)

Q1. Call out a set of 10 random numbers. The student should write down that number in words and numerically

89 65 38 17 23 40 57 22 26 76

Test 2: Number discrimination

Q2. Identify the place value

- a. 94: Find the place value of 9 and 4
- b. 24: identify the place value of 2 and 4
- c. 4: identify the place value of 4
- d. 9: identify the place value of 9
- e. 10: identify the place value of 1 and 0

Test 3: Addition

Q3. Solve the following

- a. $24 + 30 =$ _____
- b. $42 + 28 =$ _____
- c. $86 + 4 =$ _____
- d. $65 + 0 =$ _____
- e. $28 + 32 =$ _____

Test 4: Subtraction

Q4. Solve the following.

- a. $100 - 10 =$ _____
- b. $65 - 21 =$ _____
- c. $35 - 13 =$ _____
- d. $56 - 0 =$ _____
- e. $70 - 35 =$ _____

Test 5: Identification of 2-dimensional shapes

Q5. Call out the names of the shapes: circle, square, rectangle, and triangle. The student will have to write the name and draw the shape.

Test 6: Mental arithmetic

Q6. Solve the following

- a. $2 + 5 =$
- b. $3 + 3 =$
- c. $4 - 1 =$
- d. $5 - 2 =$
- e. $6 - 3 =$

SCORING

Test 1: Number identification (0-99)

- Score 10: If the student correctly identifies and writes the name of all 10 numbers.
- Score 8: If the student correctly identifies and writes the name of 8 numbers.
- Score 6: If the student correctly identifies and writes the name of 6 numbers.
- Score 4: If the student correctly identifies and writes the name of 2-4 numbers.
- Score 0: If the student correctly identifies and writes the name of 1 or no numbers.

Test 2: Number discrimination

- Score 10: If the student correctly identifies the place values of all the 5 numbers.
- Score 8: If the student correctly identifies the place values of 4 numbers.
- Score 6: If the student correctly identifies the place values of 3 numbers.
- Score 4: If the student correctly identifies the place values of 2 numbers.
- Score 0: If the student correctly identifies the place values of 1 or none of the numbers.

Test 3: Addition

- Score 10: If the student does all the 5 addition problems correctly.
- Score 8: If the student does 4 addition problems correctly.
- Score 6: If the student does 3 addition problems correctly.
- Score 4: If the student does 2 addition problems correctly.
- Score 0: If the student does 1 or none of the addition problems correctly.

Test 4: Subtraction

- Score 10: If the student does all the 5 subtraction problems correctly.
- Score 8: If the student does 4 subtraction problems correctly.
- Score 6: If the student does 3 subtraction problems correctly.
- Score 4: If the student does 2 subtraction problems correctly.
- Score 0: If the student does 1 or none of the subtraction problems correctly.

Test 5: Identification of 2-dimensional shapes

- Score 10: If the student writes the name and draws the shape of all 4 shapes correctly.
- Score 8: If the student writes the name and draws the shape of 3 shapes correctly.
- Score 6: If the student writes the name and draws the shape of 2 shapes correctly.
- Score 4: If the student writes the name and draws the shape of 1 shape correctly.
- Score 0: If the student does not write the name and draw the shape of any of the 4 shapes correctly.

Test 6: Mental arithmetic

- Score 10: If the student gives the correct answer to all the 5 problems.
- Score 8: If the student gives the correct answer to 4 problems.
- Score 6: If the student gives the correct answer to 3 problems.
- Score 4: If the student gives the correct answer to 2 problems.
- Score 0: If the student gives the correct answer to 1 or none of the problems.

COGNITIVE SKILLS

Test 1: Remembering

Q1. Give 5 initial sounds and ask the students to write down any word starting from each of them.

T P B M H

Test 2: Understanding

Q2. Give a short paragraph consisting of 3 simple sentences. Ask any 3 questions based on it.

Sonam lives with her parents and her younger brother and sister. Her younger brother is 7 years old, and her younger sister is 4 years old. After school, the three of them play with their dog named snoopy.

1. Who does Sonam live with?
2. How old is Sonam's brother and sister?
3. Does Sonam have pets? What is the name of the pet?

Test 3: Applying

Q3. Govind collects sticks from the jungle. He uses 10 sticks to make 1 bundle. How many sticks will he have if he has 5 bundles?

Test 4: Analyzing

Q4. Rita has to give Rs. 100/- to the shopkeeper. Give any 3 combinations of notes and coins to make 100 Rupees.

SCORING

Test 1: Remembering

- Score 10: If the student correctly writes 5 words.
- Score 8: If the student correctly writes 4 words.
- Score 6: If the student correctly writes 3 words.
- Score 4: If the student correctly writes 2 words.
- Score 0: If the student correctly writes 1 word or no word at all.

Test 2: Understanding

- Score 10: If the student answers all 3 questions correctly.
- Score 5: If the student answers any 2 questions correctly.
- Score 0: If the student answers any 1 question or none of the questions correctly.

Test 3: Applying

- Score 10: If the student gives the correct answer.
- Score 0: If the student gives an incorrect answer.

Test 4: Analyzing

- Score 10: If the student gives all 3 correct answers.
- Score 5: If the student gives 2 correct answers.
- Score 0: If the student gives 1 or none of the correct answers.

STUDENT DEVELOPMENT ASSESSMENT

GRADE 4

LITERACY SKILLS

Test 1: Oral reading fluency

Task: Read a paragraph of four to five sentences.

Wake up!
Wake up! Wake up!
It's a lovely day.
Oh! Please get up
And come and play.
The birds are singing in the trees,
And you can hear the buzzing bees.

- Score 10: If one reads the text like he or she is reading a sentence, rather than a string of words.
If one reads the text fluently and with ease, even, if he or she is reading slowly.
If one reads the text with not more than 3 mistakes.
- Score 7: If one reads the text like a string of words, rather than a sentence
If one reads the text haltingly and stops very often
If one read the text fluently but with more than 3 mistakes.
- Score 3: If one can recognize only few words in the text
- Score 0: If one cannot read the text or not responded to the test

Test 2: Reading comprehension

Task: Ask five simple questions (literal and inferential) about the text they read.

What's in the Mailbox?

Most always, when the postman comes
With letters, two or three,
They're for my Mother or my Dad
But never one for me.
I'm going to *write* some letters, though,
That's what I'm going to do,
And then my friends will answer me
And *I'll* get letters too!

- Q1. What does the postman bring?
- Q2. Whom does the postman bring letters for?
- Q3. How many letters does the postman bring each time?
- Q4. Does the child ever get a letter?
- Q5. What does the child decide to do?

- Score 10: If one can answer all the 5 questions based on paragraph.
- Score 8: If one can answer 4 questions based on paragraph.
- Score 6: If one can answer 3 questions based on paragraph.
- Score 4: If one can answer 2 questions based on paragraph.
- Score 0: If one cannot answer any questions or all answers were incorrect

Test 3: Listening comprehension

Task: Ask five simple questions (literal and inferential) about the text the enumerator reads to them.

The Jackal King

Once a cunning jackal jumped into a big tub of blue dye. "I am your king," he said. All the animals, big and small believed him and bowed before him. The clever jackal smiled. Now he was the most powerful animal in the forest. He was proud to be a king.

Once, the jackal woke up in the middle of the night. The jackals in the forest were howling at the full moon in the sky. The blue jackal forgot he was a king. He, too, began to howl. "Hu...aah! Hu...aah!" he cried.

The animals ran out to see. "He is not a king. He is just a jackal!" they shouted. They rushed to attack him. "Stop, stop! I am sorry I tricked you. Please do not kill me!" said the blue jackal. The animals forgave him, but only after giving the jackal a good beating.

Questions:

1. Why did the animals think that the jackal was a king?
2. How did the jackal become blue?
3. What did the animals do when they saw the blue jackal?
4. What is the sound of a jackal (barking/howling/braying)?
5. How did the animals know that the king was just a jackal?

- Score 10: If one can answer all the 5 questions based on paragraph.
- Score 8: If one can answer 4 questions based on paragraph.
- Score 6: If one can answer 3 questions based on paragraph.
- Score 4: If one can answer 2 questions based on paragraph.
- Score 0: If one cannot answer any questions or all answers were incorrect

Test 4: Dictation

Task: Ask to write one sentence through a dictation exercise.

The sun appears during the day and the moon at night.

Cars ply on the road and aeroplane flies in the sky.

- Score 10: If one writes the sentence with correct spelling and grammar
- Score 8: If one writes the sentence correctly with correct grammar, but not more than 2 mistakes in spelling. If one writes the sentence correctly with correct spelling, but not correctly used the punctuation marks.
- Score 6: If one writes the sentences but more than 3 mistakes in spelling or grammar (punctuation).
- Score 3: If one writes only few words correctly
- Score 0: If one does not respond to the task

NUMERACY SKILLS

Time: 30 minutes

TEST FORMAT

Test 1: Number identification (0-1000)

Q1. Call out a set of 10 random numbers from 100-999. The student should write down that number in words and numerically.

200	550	120	455	729
950	501	328	624	800

Test 2: Number discrimination

Q2. Give 5 sets of 3 random digits. The students have to form the greatest number and the smallest number formed from the 3 digits for all the sets.

- a. 4, 1, 9
- b. 10, 3, 9
- c. 100, 35, 95
- d. 20, 3, 45
- e. 6, 30, 1

Test 3: Addition and subtraction (word problems)

Q3. Solve the following word problems:

- A. The teacher has 145 toffees/ sweets in her bag; she gives the 91 toffees/ sweets to the students. How many toffees are left with the teacher?
- B. Tashi’s mother gives her Rs. 535/- for her project, Tashi spent Rs. 147/- to buy stationery. How much money does Tashi have remaining?
- C. There are 35 students in Grade IV, and 42 in grade V. How many students are in Grade IV and V altogether?
- D. Sohan received Rs. 999/- as cash prize in a competition. He spends Rs. 412/- on buying a football for himself, how much money remains with Sohan after buying the football?
- E. There are 948 students in school A, out of which there are 496 girls. How many boys are in School A?

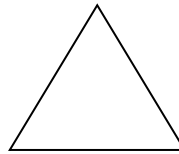
Test 4: Multiplication

Q4. Multiply the following

- a. $2 \times 5 =$
- b. $10 \times 3 =$
- c. $4 \times 4 =$
- d. $5 \times 8 =$
- e. $3 \times 9 =$

Test 5: Properties of 2-dimensional shapes

Q5. Give any two shapes and ask the students to compare the 2 in terms of number of sides, corners and diagonals such as a square and a triangle.



Test 6: Mental Arithmetic

Q6. Teacher asks 5 problems orally.

- a. $15 - 10 =$
- b. $80 - 10 =$
- c. $20 - 12 =$
- d. $90 + 10 =$
- e. $65 + 25 =$

Test 7: Measurement (length of objects)

Q7. Give the students any 3 objects and ask them to measure its length in centimeters with a ruler.

E.g . a pencil, eraser, text book

SCORING

Test 1: Number identification (0-1000)

- Score 10: If the student correctly identifies and writes the name of all 10 numbers.
- Score 8: If the student correctly identifies and writes the name of 8 numbers.
- Score 6: If the student correctly identifies and writes the name of 6 numbers.
- Score 4: If the student correctly identifies and writes the name of 2-4 numbers.
- Score 0: If the student correctly identifies and writes the name of 1 or no numbers.

Test 2: Number discrimination

- Score 10: If the student gives the correct greatest and smallest number of all 5 sets of digits.
- Score 8: If the student gives the correct greatest and smallest number of 4 sets of digits.
- Score 6: If the student gives the correct greatest and smallest number of 3 sets of digits.
Score 4: If the student gives the correct greatest and smallest number of 2 sets of digits.
- Score 0: If the student gives the correct answer for 1 set or for no set of digits at all.

Test 3: Addition and subtraction (word problems)

- Score 10: If the student correctly solves all 5 word problems.
- Score 8: If the student correctly solves 4 word problems.
- Score 6: If the student correctly solves 3 word problems.
Score 4: If the student correctly solves 2 word problems.
- Score 0: If the student correctly solves 1 word problem or none of the word problems.

Test 4: Multiplication

- Score 10: If the student correctly solves all 10 multiplication problems.
- Score 8: If the student correctly solves 8 multiplication problems.
- Score 6: If the student correctly solves 6 multiplication problems.
Score 4: If the student correctly solves 2-4 multiplication problems.
- Score 0: If the student correctly solves 1 problem or none of the multiplication problems.

Test 5: Properties of 2-dimensional shapes

- Score 10: If the student has compared all the 3 properties of the 2 shapes correctly.
- Score 5: If the student has compared 2 properties of the 2 shapes correctly.
- Score 0: If the student has compared only 1 property correctly or none of the properties correctly.

Test 6: Mental Arithmetic

- Score 10: If the student gives the correct answer to all the 5 problems.
- Score 8: If the student gives the correct answer to 4 problems.
- Score 6: If the student gives the correct answer to 3 problems.
Score 4: If the student gives the correct answer to 2 problems.
- Score 0: If the student gives the correct answer to 1 or none of the problems.

Test 7: Measurement (length of objects)

- Score 10: If the student measures the correct length of the 3 given objects.
- Score 5: If the student measures the correct length of 2 given objects.
- Score 0: If the student measures the correct length of only 1 object or of none of the objects.

COGNITIVE SKILLS

Test 1: Remembering

Q1. Dictate a long sentence of about 20 words. Ask the students to write it down.

A civilization is a group of people living in a certain area who have improved their way of life over a period of time.

Test 2: Understanding

Q2. Give a list of 5 higher numbers (up to 1000), which are close to each other. Ask the student to write down the biggest number and the smallest number from the list

Test 3: Applying

Q3. Padma has to pay 20 Rupees to the shopkeeper but he only has 50 paisa coins. How many coins will he have to give the shopkeeper?

Test 4: Analyzing

Q4. Give a list of numbers and ask the missing ones

- a. 350, 375, _____, 425, 450, 475, _____.
- b. 310, 380, _____, 520, _____, 660, 730.
- c. 125, _____, 225, 275, _____, 375, 425.

SCORING**Test 1: Remembering**

- Score 10: If the student correctly writes the whole sentence.
- Score 5: If the student correctly writes around 10 words in the sentence.
- Score 0: If the student writes less than 10 correct words in the sentence.

Test 2: Understanding

- Score 10: If the student gives both the numbers correctly.
- Score 5: If the student gives only 1 number correctly.
- Score 0: If the student gives both incorrect numbers.

Test 3: Applying

- Score 10: If the student gives the correct answer.
- Score 0: If the student gives an incorrect answer.

Test 4: Analyzing

- Score 10: If the student gives all 3 correct answers.
- Score 5: If the student gives 2 correct answers.
- Score 0: If the student gives 1 or none of the correct answers.

STUDENT DEVELOPMENT ASSESSMENT

GRADE 5

LITERACY SKILLS

Test 1: Oral reading fluency

Q1. Read a paragraph of six to seven sentences with accuracy.

The cause of a lawsuit between the owl and the kite

The Owl and the Kite once went to the court of law on these grounds. The Owl said that she was the oldest creature in the world, and that when the world was first made, she alone existed. The Kite objected. He said that he flew in the air and lived in the trees.

To prove which was right they went to the court, and the Owl pleaded that, since there were no trees at the beginning of the world, the Kite was wrong in saying that he had lived in trees. The judge therefore decided in favour of the Owl.

- Score 10: If one reads the text like he or she is reading a sentence, rather than a string of words.
If one reads the text fluently and with ease, even, if he or she is reading slowly.
If one reads the text with not more than 3 mistakes.
- Score 7: If one reads the text like a string of words, rather than a sentence
If one reads the text haltingly and stops very often
If one read the text fluently but with more than 3 mistakes.
- Score 3: If one can recognize only few words in the text
- Score 0: If one cannot read the text or not responded to the test

Test 2: Reading comprehension

Ask questions, including literal and inferential questions about the text below.

A learned Pundit once visited the courts of Akbar. He told the king and the courtiers that he had mastery over many different languages. The pundit could speak many languages fluently. He was so fluent that no one could find out what his mother tongue was. He challenged everybody at the court to name his mother tongue. When everyone failed, the challenge was taken up by Birbal. That night, Birbal went quietly to the Pundit's room when he was asleep. He whispered into the Pundit's ear and tickled it with a feather. The Pundit, half awake, cried out suddenly and shouted out words in his mother tongue.

Birbal came to the court the next day and told everyone that the Pundit's mother tongue was Telugu. The Pundit was surprised and accepted the truth. King Akbar then asked Birbal, "How did you find the truth?" Birbal answered, "In times of difficulty, a person speaks only in his mother tongue." He also told the King how he had gone to the Pundit's room at night to find out the truth.

Questions:

1. *Who came to Akbar's court?*
2. *What did he claim to know?*
3. *How did he challenge everybody?*
4. *What did Birbal do to find out the Pundit's mother tongue?*
5. *What was the mother tongue of the Pundit?*

- Score 10: If one can answer all the 5 questions based on paragraph.
- Score 8: If one can answer 4 questions based on paragraph.
- Score 6: f one can answer 3 questions based on paragraph.
- Score 4: If one can answer 2 questions based on paragraph.
- Score 0: If one cannot answer any questions or all answers were incorrect.

Test 3: Listening comprehension

Task: Ask five simple questions (literal and inferential) about the text after you read it out to them.

Once upon a time, an old carpenter bought a very queer piece of wood. As he used his plane on it, he heard a little laughing voice say, "Stop! You're tickling me." The old man was puzzled by the voice. He said, "This is a strange piece of wood. What shall I do with it? I think I'll make it into a puppet." He set to work, and as the puppet boy took shape, the old man said, "He must have a name. I will call him Pintu." As soon as he finished making the eyes, the carpenter was amazed to see them move. Before the mouth was made, it began to laugh. "Stop laughing!" the old man said. It did stop, but as soon as his back was turned, it put out its tongue. And its nose grew long. No sooner were its hands ready than it snatched off the carpenter's wig and put it on its own head. And then Pintu's nose grew longer. When its legs and feet were made, they were too stiff to use, so the carpenter showed Pintu how to use them. Now, the carpenter decided to send Pintu to school. But there, Pintu did nothing but look for fun. He often ran away from school. "Why don't you go to school?" asked the carpenter. Pintu told him a lie and his nose started growing longer and longer. Each time he was rude to someone or told a lie, his nose grew longer. Finally Pintu said, "I'm glad to be a real boy. I'll never lie again."

Questions:

1. *What did the carpenter buy?*
2. *What did he make out of it?*
3. *What did he call his puppet?*
4. *What did Pintu say in the end?*
5. *What happened to Pintu's nose each time he was rude or told a lie?*

- Score 10: If one can answer all the 5 questions based on paragraph.
- Score 8: If one can answer 4 questions based on paragraph.
- Score 6: If one can answer 3 questions based on paragraph.
- Score 4: If one can answer 2 questions based on paragraph.
- Score 0: If one cannot answer any questions or all answers were incorrect.

Test 4: Dictation

Task: Ask student to write one sentence through a dictation exercise.

An ecosystem is all the things that interact in a specific area, whether they are living or non-living.

- Score 10: If one writes the sentence with correct spelling and grammar
- Score 8: If one writes the sentence correctly with correct grammar, but not more than 2 mistakes in spelling. If one writes the sentence correctly with correct spelling, but not correctly used the punctuation marks.
- Score 6: If one writes the sentences but more than 3 mistakes in spelling or grammar (punctuation).
- Score 3: If one writes only few words correctly
- Score 0: If one does not respond to the task

NUMERACY SKILLS

Time: 25 minutes

Test 1: Multiplication

Q1. Solve the following:

a. $20 \times 10 =$

b. $35 \times 40 =$

c. $13 \times 39 =$

d. $44 \times 44 =$

e. $36 \times 22 =$

f. $120 \times 250 =$

g. $160 \times 135 =$

h. $550 \times 420 =$

i. $625 \times 290 =$

j. $740 \times 834 =$

Test 2: Division

Q2. Solve the following:

a. $100 \div 25 =$

b. $36 \div 12 =$

c. $450 \div 25 =$

d. $220 \div 10 =$

e. $420 \div 4 =$

f. $340 \div 12 =$

g. $350 \div 35 =$

h. $930 \div 15 =$

i. $725 \div 15 =$

j. $72 \div 4 =$

Test 3: Fractional numbers.

Q3. Give 3 two-digit or three-digit numbers. The student should be asked to write down half of the first number, one-fourth of the second number and three-fourths of the third number.

a. $1/2$ of 75 b. $1/4$ of 90 c. $3/4$ of 640

Test 4: Drawing of a measured 2-dimensional shape

Q4. Draw 3 circles using these measurements with the help of a compass.

a. Circle with radius: 3.5 cms

b. Circle with diameter: 5 cms

c. Circle with diameter: 4 cms

Test 5: Mental arithmetic

Q5. Teacher asks the students to solve 5 problems orally.

A. $40 + 20 =$

B. $100 - 30 =$

C. $9 \times 8 =$

D. $6 \times 3 =$

E. $7 \times 7 =$

Test 6: Measurement (length, weight, volume)

Q6. Ask the student to perform these 3 tasks:

a) Convert 200 meters into centimeters.

b) Weigh an object accurately using a balance.

c) Measure the volume of a given liquid using measured containers.

SCORING

Test 1: Multiplication

- Score 10: If the student correctly solves all 10 multiplication problems.
- Score 8: If the student correctly solves 8 multiplication problems.
- Score 6: If the student correctly solves 6 multiplication problems.
- Score 4: If the student correctly solves 2-4 multiplication problems.
- Score 0: If the student correctly solves 1 problem or none of the multiplication problems.

Test 2: Division

- Score 10: If the student correctly solves all 10 division problems.
- Score 8: If the student correctly solves 8 division problems.
- Score 6: If the student correctly solves 6 division problems.
- Score 4: If the student correctly solves 2-4 division problems.
- Score 0: If the student correctly solves 1 problem or none of the division problems.

- **Test 3: Fractional numbers**

- Score 10: If the student determines all 3 fractions correctly.
- Score 5: If the student determines 2 fractions correctly.
- Score 0: If the student determines only 1 or none of the fractions correctly.

- **Test 4: Drawing of a measured 2-dimensional shape**

- Score 10: If the student draws all the 3 circles correctly.
- Score 5: If the student draws 2 circles correctly.
- Score 0: If the student draws only 1 circle correctly or draws none of them correctly.

- **Test 5: Mental arithmetic**

- Score 10: If the student gives the correct answer to all the 5 problems.
- Score 8: If the student gives the correct answer to 4 problems.
- Score 6: If the student gives the correct answer to 3 problems.
- Score 4: If the student gives the correct answer to 2 problems.
- Score 0: If the student gives the correct answer to 1 or none of the problems.

- **Test 6: Measurement (length, weight, volume)**

- Score 10: If the student performs all 3 tasks correctly.
- Score 5: If the student performs any 2 tasks correctly.
- Score 0: If the student performs only 1 task correctly or none of the tasks correctly.

COGNITIVE SKILLS

Test 1: Remembering

Task: Ask the student a definition.

Q1. What is diameter of a circle? Define diameter.

Test 2: Understanding

Q2. Give the student a paragraph (10-15 sentences) for a reading comprehension. Ask 3 questions pertaining to the text read out.

The woodpecker is an interesting and amazing bird. It has a strong pointed beak that acts as a hammer to remove bark from trees and find insects to eat. It also has a very long tongue of five inches long. It is sticky on the tip for catching insects and worms.

Most birds have one toe pointing back and three toes pointing forward on each foot. Woodpeckers are a little different from other birds, as they have two sharp claws pointing backward and two sharp claws pointing forward on each foot as it helps them hold on to each side of a tree. The life span of a woodpecker is 4-11 years. Their favorite foods are insects, acorns, fruit and nut. These birds live in forests, hugely wooded areas with lots of trees. Woodpeckers are found in all parts of the world except in Australia.

Questions:

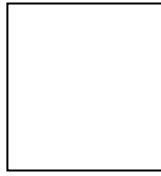
A. Why are woodpeckers considered to be different from other birds, especially in regards to their toes? How does it help them?

B. What special characteristics of the woodpecker enable it to catch insects?

C. What is the significance of the strong pointed beak for the bird?

Test 3: Applying

Q3. Show a picture of a square or a rectangle. Ask the student how it can be cut into 4 equal parts.

**Test 4: Analyzing**

Q4. Meena bought 1 bottle of milk. She gave one-third of the milk to her daughter, and two – third of the milk to her son to drink. How much milk is left in the bottle after that?

SCORING**Test 1: Remembering**

- Score 10: If the student writes the correct definition.
- Score 0: If the student writes an incorrect definition.

Test 2: Understanding

- Score 10: If the student answers all 3 questions correctly.
- Score 5: If the student answers 2 questions correctly.
- Score 0: If the student answers 1 question correctly or all the questions incorrectly.

Test 3: Applying

- Score 10: If the student gives the correct answer.
- Score 0: If the student gives an incorrect answer.

Test 4: Analyzing

- Score 10: If the student gives the correct answer.
- Score 0: If the student gives an incorrect answer.

STUDENT DEVELOPMENT ASSESSMENT

Behavioural Development

ALL GRADES

Carry out this assessment once in 3 months. Rate the student anywhere from 1 to 5 based on your observation of the student. A score of 1 is the lowest while a score of 5 is the highest. Take an average of all the scores for final grading.

Section A: Behavioural Development (Social and development skills)

1. General social competence

Sl. No.	Assessment indicator	Scoring (upon 5)
1	Plays and works cooperatively with other children at the level appropriate for his/her age	
2	Has a very friendly and cheerful disposition	
3	Shows a good measure of self confidence	

Average score: (Score of 1+ Score of 2 + Score of 3)/3 _____

2. Responsibility and respect

Sl No	Assessment indicator	Scoring (upon 5)
1	Able to show respect towards other children	
2	Able to show respect to the property of others	
3	Follows rules and regulations and shows self control	
4	Accepts responsibility for his/her own actions	

Average score: (Score of 1+ Score of 2 + Score of 3 + Score of 4)/4 _____

3. Attitude towards teachers

Sl No	Assessment indicator	Scoring (upon 5)
1	Shows decency and courtesy to teachers inside and outside the class	
2	Takes suggestions and criticism given by the teachers in the right spirit	
3	Is able to communicate his/her thoughts with the teachers	

Average score: (Score of 1+ Score of 2 + Score of 3)/3 _____

4. Attitude towards classmates

Sl No	Assessment indicator	Scoring (upon 5)
1	Treats peers from different social, religious and economic background without any discrimination	
2	Respects opposite gender and is comfortable in their company	
3	Expresses ideas and opinions freely in a group and is receptive to the ideas of others	

Average score: (Score of 1+ Score of 2 + Score of 3)/3 _____

5. Learning methods

Sl No	Assessment indicator	Scoring (upon 5)
1	Is able to follow class routines without any reminders	
2	Asks relevant and well thought out questions in class	
3	Has the ability to find creative and constructive solutions to problems and issues	

Average score: (Score of 1+ Score of 2 + Score of 3)/3 _____

6. Eagerness to explore new things

SI No	Assessment indicator	Scoring (upon 5)
1	Is curious about the world	
2	Is eager to play with a new toy or a new game	
3	Is eager to read a new book	

Average score: (Score of 1+ Score of 2 + Score of 3)/3 _____

Section B: Behavioural Development (Emotional Maturity)

7. Social and helpful behavior

SI No	Assessment indicator	Scoring (upon 5)
1	Offers to help other children who have difficulty with a task	
2	Will try to help someone who has been hurt or is feeling sick	
3	If there is a quarrel or dispute between others will try to stop it	
4	Spontaneously helps to pick up objects, which another child has dropped	

Average score: (Score of 1+ Score of 2 + Score of 3 + Score of 4)/4 _____

8. Hyperactivity and short attention span

SI No	Assessment indicator	Scoring (upon 5)
1	Can sit still and patiently, is not always restless	
2	Is not easily distractible, does not have trouble sticking to any activity for long	
3	Has no difficulty awaiting turn in games or in group activities	

Average score: (Score of 1+ Score of 2 + Score of 3)/3 _____

9. Anxiety and fear

SI No	Assessment indicator	Scoring (upon 5)
1	Does not tend to start to cry on small things	
2	Does not seem to be unhappy, sad or depressed at all times	
3	Does not appear to be fearful or anxious in general	

Average score: (Score of 1+ Score of 2 + Score of 3)/3 _____

10. Aggressive behavior

SI No	Assessment indicator	Scoring (upon 5)
1	Is obedient	
2	Has no temper tantrums	
3	Does not get in to physical fights with others	
4	Does not have a tendency to bully and be mean to others	

Average score: (Score of 1+ Score of 2 + Score of 3 + Score of 4)/4 _____

11. Effective communication

SI No	Assessment indicator	Scoring (upon 5)
1	Exhibits good listening skills	
2	Is able to make use of speech, action and expression while communicating	
3	Contributes frequently to group discussions	

Average score: (Score of 1+ Score of 2 + Score of 3)/3 _____

12. Management of emotions

SI No	Assessment indicator	Scoring (upon 5)
1	Is able to identify his/her emotions	
2	Shares his/her feelings with peer group, teachers and parents	
3	Remains cool and calm under adverse conditions without creating panic	

Average score: (Score of 1+ Score of 2 + Score of 3)/3 _____

INSTRUCTIONAL QUALITY ASSESSMENT

Given below are questions regarding your opinion about your teacher. Please indicate the number that is appropriate to your experience with the teacher. The rating stands for the following:

- 1 – Rarely (1-2 times in a year)
- 2 – Once in a while (1-2 times in a month)
- 3 – Sometimes (1-2 times in a week)
- 4 – Always (1-2 times in a day)

SECTION 1

1. POSITIVE LEARNING ENVIRONMENT

1.1. Does the teacher create a feeling of belongingness among children?

Assessment	Score
My teacher does not treat me well and shows that he/she does not care about me	1
My teacher sometimes treats me well and shows that he/she cares about me	2
My teacher most of the times treats me well and shows that he/she cares about me	3
My teacher always treats me well and shows that he/she cares about me	4

1.2. Does your classroom reflect an environment of respect and rapport?

Assessment	Score
My teacher does not make me feel safe in class and I am unable to speak up without fear	1
My teacher sometimes makes me feel safe in class and I am able to speak up with little fear	2
My teacher most of the times makes me feel safe in class and I am able to speak up without much fear	3
My teacher always makes me feel safe in class and I am able to speak up without any fear	4

1.3. Does your teacher see you as an active participant in class?

Assessment	Score
My teacher does not allot any time for interactions during her lecture. Only he/she is expected to speak in the class	1
My teacher delivers instructions and asks superficial questions once in a while. He/she does not entertain the views of the students	2
My teacher most of the times provides adequate information in class, with appropriate breaks such that students can ask questions and doubts	3
My teacher always involves the students in the class, asks good questions, clears doubts and entertains questions	4

1.4. How does your teacher manage his/her time in class?

Assessment	Score
My teacher is always late and wastes a lot of time in the class	1
My teacher sometimes comes on time and rarely uses time effectively	2
My teacher most of the times is on time and mostly keeps us busy and occupied	3
My teacher is always on time and always keeps us busy and occupied, through lessons or various activities	4

1.5. Do you learn about topics in any other interesting ways, apart from classroom lectures?

Assessment	Score
My teacher does not use any illustrations or real world models in our lessons due to which they tend to get boring	1
My teacher sometimes uses limited creative methods in the lessons like images and interesting illustrations	2
My teacher most of times uses figures and illustrations, field trips etc. to make the lessons	3

more interesting	
My teacher always uses interesting images, activities, field trips, projects etc. to make the class more interesting and fun	4

1.6. Are your classrooms well equipped with teaching aids?

Assessment	Score
My classroom does not have any learning aids like blackboard, maps, globes, books etc.	1
My classroom sometimes has the basic learning aids like blackboard, globes, books etc.	2
My classroom mostly has most of the teaching aids like blackboards, globes, books, science models etc.	3
My classroom always has blackboard, chalk/marker, flipcharts, science models, maps and globes, books and other learning aids	4

1.7. Is your teacher sensitive to the different culture, gender, intellectual and physical differences in classroom? Does he/she communicate accordingly?

Assessment	Score
My teacher does not use language, behavior and examples which are sensitive and appropriate and which can hurt my religious, cultural, gender or social background	1
My teacher sometimes uses language, behavior and examples which are sensitive and appropriate and which can hurt my religious, cultural, gender or social background	2
My teacher most of the times uses language, behavior and examples which are sensitive and appropriate and which do not hurt my religious, cultural, gender or social background	3
My teacher always uses language, behavior and examples which are sensitive and appropriate and which do not hurt my religious, cultural, gender or social background	4

1.8. Does your teacher make you follow rules on how to behave in class?

Assessment	Score
My teacher has not set any rules or standards in class as to how to behave	1
My teacher sometimes sets basic rules on how to behave in class and tries to follow it	2
My teacher most of the times follows the rules he/she has set on appropriate classroom behavior	3
My teacher always follows the rules and guidelines that he/she has set on appropriate classroom behavior	4

1.9. Does your teacher encourage/challenge you to think deeper?

Assessment	Score
My teacher does not ask us any questions that make us think in class such that we come up with any original thoughts	1
My teacher sometimes asks us questions that make us think in class such that we come up with any original thoughts	2
My teacher most of the times asks us questions that make us think in class such that we come up with any original thoughts	3
My teacher always asks us questions that make us think in class such that we come up with any original thoughts	4

2. CONTENT KNOWLEDGE

2.1. How well does your teacher know his/her subject?

Assessment	Score
My teacher does not know the subject properly. He/she gives wrong information and makes mistakes during class	1
My teacher has some knowledge of the subject. He/she sometimes gives wrong	2

information and makes mistakes during class	
My teacher has good knowledge of the subject. He/she rarely gives any wrong information and makes mistakes during class	3
My teacher has excellent knowledge of the subject. He/she never gives any wrong information or makes any mistakes during class	4

2.2. How well do you understand your teacher?

Assessment	Score
My teacher uses difficult terms and does not explain the lessons in a simple way which I can understand	1
My teacher sometimes uses difficult terms and does not explain the lessons in a simple way which I can understand	2
My teacher most of the times explains lessons in a simple and easy way, often connecting it to other relevant topics and with real life/world situations	3
My teacher always explains lessons in a simple and easy way, often connecting it to other relevant topics and with real life/world situations	4

2.3. Is your teacher able to engage students in the subject matter?

Assessment	Score
My teacher does not provide any opportunity to us to solve any problems in class	1
My teacher sometimes engages us in solving a few problems in class	2
My teacher most of the times engages all of us by providing multiple opportunities to solve problems in class	3
My teacher always engages us in active learning by giving multiple problems to solve in class	4

3. INSTRUCTIONAL CLARITY

3.1. Does your teacher communicate goals, tasks and lesson content clearly?

Assessment	Score
My teacher does not give any clear directions, guidelines and expectations for each assignment, each class or task	1
My teacher sometimes gives some directions, guidelines or expectations for some assignment, class or task	2
My teacher most of the times gives some directions, guidelines and expectations for each assignment, class or task	3
My teacher always gives clear directions, guidelines and expectations for each assignment, each class or task	4

3.2. How well do you understand your teacher, through his language and teaching styles

Assessment	Score
My teacher uses complicated language to teach lessons making the learning boring and difficult	1
My teacher mostly uses complicated language to teach lessons which makes learning boring and difficult	2
My teacher mostly uses very simple language, interesting examples, activities or jokes to convey his/her ideas	3
My teacher always uses very simple language, interesting examples, activities or jokes to convey his/her ideas	4

3.3. How does your teacher present information?

Assessment	Score
My teacher jumps from one topic to the other, not in an orderly manner which confuses me	1
My teacher sometimes teaches the lesson in an organized and orderly manner	2
My teacher mostly teaches us in a orderly manner without jumping between topics and by giving clear recaps and breaks at the end of each topic	3
My teacher always teaches us in a orderly manner without jumping between topics and by giving clear recaps and breaks at the end of each topic	4

3.4. Does your teacher adapt and modify his instructions by identifying and meeting the needs of every student?

Assessment	Score
My teacher is not flexible and does not give attention to my needs or the needs of my fellow classmates equally	1
My teacher sometimes teaches the lesson keeping in mind the needs of me and my classmates	2
My teacher mostly teaches the lesson keeping in mind the needs of me and my classmates	3
My teacher always teaches the lesson keeping in mind the needs of me and my classmates	4

3.5. Does your teacher paraphrase, revise and clarify doubts at the end of the class?

Assessment	Score
My teacher rarely revises the main points of the topic covered in class and does not clarify the student's doubts	1
My teacher sometimes revises the main points of the topic covered in class and clarifies the student's doubts	2
My teacher mostly revises the main points of the topic covered in class and clarifies the student's doubts	3
My teacher always revises the main points of the topic covered in class and clarifies the student's doubts	4

3.6. Does your teacher encourage and engage all students to actively participate in classroom activities and discussions?

Assessment	Score
My teacher rarely encourages us to speak up and actively take part in discussions, role-plays or exercises	1
My teacher sometimes encourages us to speak up and actively take part in discussions, role-plays or exercises	2
My teacher most of the times encourages us to speak up and actively take part in discussions, role-plays or exercises	3
My teacher always encourages us to speak up and actively take part in discussions, role-plays or exercises	4

4. USE OF STUDENT ASSESSMENT DATA TO MODIFY AND ANALYSE INSTRUCTION

4.1. Does your teacher use effective assessment methods to check if you are learning?

Assessment	Score
My teacher rarely knows when we have not understood him/her during a lesson as he/she does not give us assignments or ask relevant questions	1
My teacher sometimes knows when we have not understood him/her during a lesson as he/she gives us some assignments or ask relevant questions	2
My teacher most of the times knows when we have not understood him/her during a	3

lesson as he/she gives us assignments or ask relevant questions	
My teacher always knows when we have not understood him/her during a lesson as he/she gives us assignments or ask relevant questions	4

4.2. Does your teacher use the assessment reports to improve your learning?

Assessment	Score
My teacher rarely gives me a feedback on my homework and assignments on how to improve my work and understanding of the subject	1
My teacher sometimes gives me a feedback on my homework and assignments on how to improve my work and understanding of the subject	2
My teacher most of the times gives me a feedback on my homework and assignments on how to improve my work and understanding of the subject	3
My teacher always gives me a feedback on my homework and assignments on how to improve my work and understanding of the subject	4

4.3. Does your teacher have ways/ methods to check his instructions effectiveness on individual/class learning?

Assessment	Score
My teacher rarely checks on my/ our understanding of his/her teaching by giving us projects, tests on a related topic, observing our classroom interactions etc.	1
My teacher sometimes checks on my/ our understanding of his/her teaching by giving us projects, tests on a related topic, observing our classroom interactions etc.	2
My teacher most of the times checks on my/ our understanding of his/her teaching by giving us projects, tests on a related topic, observing our classroom interactions etc.	3
My teacher always checks on my/ our understanding of his/her teaching by giving us projects, tests on a related topic, observing our classroom interactions etc.	4

4.4. Does your teacher maintains your reports and communicates your progress to you?

Assessment	Score
My teacher rarely keeps a proper record of all my assignments, tests, and classroom interactions and rarely gives me a feedback	1
My teacher sometimes keeps a proper record of all my assignments, tests, and classroom interactions and occasionally gives me a feedback	2
My teacher most of the times keeps a proper record of all my assignments, tests, and classroom interactions and gives me feedback on a regular basis	3
My teacher always keeps a proper record of all my assignments, tests, and classroom interactions and gives me feedback on a regular basis	4

5. COLLABORATING AND COMMUNICATING WITH PARENTS AND COMMUNITY

5.1. Does your teacher maintain accurate records of his/her students?

Assessment	Score
My teacher rarely maintains a good record of all my tests/ assessments/ progress reports	1
My teacher occasionally maintains a basic record of my tests/ assessments/ progress reports	2
My teacher mostly maintains a detailed an accurate record of my tests/ assessments/ progress reports	3
My teacher always maintains a detailed an accurate record of my tests/ assessments/ progress reports	4

5.2. Does your teacher communicate within the school community about your growth?

Assessment	Score
My teacher rarely discusses my/our learning progress with my other teachers	1
My teacher occasionally discusses my/our learning progress with my other teachers	2
My teacher mostly discusses my/our learning progress with my other teachers	3
My teacher always discusses my/our learning progress with my other teachers. All my teachers are involved in my/our learning progress	4

5.3. Does your teacher communicate your progress and growth with your family?

Assessment	Score
My teacher rarely communicates with my parents or tries to involve them in my learning progress	1
My teacher occasionally communicates with my parents or tries to involve them in my learning progress	2
My teacher most of the times communicates with my parents and tries to involve them in my learning progress	3
My teacher always communicates with my parents and tries to involve them in my learning progress	4

SCHOOL OPERATIONS ASSESSMENT

1. Physical infrastructure

Basic infrastructure

1.1) Classroom

Parameter to be assessed	Score
It is available, in good condition with adequate furniture and in proportion to the number of students in the school. It is used regularly	10
It is available, in good condition with adequate furniture but not in proportion to the number of students in the school. It is used once in while	5
It is available, in poor condition without adequate furniture and not proportionate with number of students in the school. It is used regularly	5
It is available, in poor condition without any furniture and not proportionate with number of students in the school. It is hardly used.	2
It is not available in the school	0

1.2) Drinking facilities

Parameter to be assessed	Score
It is available with clean water, in adequate number, is easily accessible and is used regularly	10
It is available with clean water, in adequate number, is not easily accessible and is used once in a while	5
It is available with unclean water, not in adequate number, is easily accessible and is used regularly	5
It is available with unclean water, not in adequate number, is not easily accessible and is hardly used	2
It is not available in the school	0

1.3) Toilet facilities

Parameter to be assessed	Score
It is available, in adequate number with separate toilets for girls and boys. It is clean, hygienic with water supply and good drainage and used regularly	10
It is available, in adequate number with separate toilets for girls and boys. It is dirty, unhygienic with limited water supply and bad drainage and is used regularly	5
It is available, not in adequate number with no separate toilets for girls and boys. It is clean, hygienic with water supply and good drainage and is used once in a while	5
It is available, not in adequate number with no separate toilets for girls and boys. It is dirty, unhygienic with limited water supply and bad drainage and is used once in a while	2
It is not available in the school	0

1.4). Electricity connection

Parameter to be assessed	Score
It is available all working hours and is used regularly	10
It is available with a cut of few hours but is used once in a while	5
It is available with a cut up to 50% of the times and is used regularly	5
It is available for only an hour or two but is not used at all	2
It is not available in the school	0

Facilities

1.5) Medical room

Parameter to be assessed	Score
It is available, in a good clean condition with good facilities (ECG, X-ray, nebulizers etc.)	10

present. It is used regularly	
It is available, in average condition with some facilities (blood pressure machines, oxygen cylinders etc.) present. It is used once in a while	5
It is available, in poor condition with basic facilities (stethoscope, first aid box, bandages etc.). It is used regularly	5
It is available in poor condition, with hardly any facilities (expired medicines, incomplete first aid box etc.) present. It is hardly used	2
It is not available in the school	0

1.6) Library room

Parameter to be assessed	Score
It is available, in a good and neat condition and has sufficient number of books and staff. It is used regularly	10
It is available in an average condition and does not have sufficient number of books and staff. It is used regularly	5
It is available in an average condition and has sufficient number of books and staff. It is hardly ever used.	5
It is available in poor condition with insufficient number of books and staff. It is used once in a while	2
It is not available in the school	0

1.7) Laboratory (Computer/ Science)

Parameter to be assessed	Score
It is available, in a good and neat condition and has sufficient number of books, computers, equipment and staff. It is used regularly	10
It is available in an average condition and does not have sufficient number of books, computers, equipment and staff. It is used regularly	5
It is available in an average condition and has sufficient number of books, computers, equipment and staff. It is hardly ever used	5
It is available in poor condition with insufficient number of books, computers, equipment and staff. It is used once in a while	2
It is not available in the school	0

1.8) Kitchen/ Mid day meal

Parameter to be assessed	Score
It is available, clean and properly maintained. Mid day meal is served regularly	10
It is available, clean with basic maintenance. Mid day meal is served once in a while	5
It is available, unclean with basic maintenance. Mid day meal is served fairly regularly	5
It is available, unclean with poor maintenance. Mid day meal is hardly ever served	2
It is not available in the school	0

1.9) Staff room

Parameter to be assessed	Score
It is available, adequate in size, in good condition with all requirements. It is used regularly	10
It is available, adequate in size, in average condition with basic requirements. It is used regularly	5
It is available, inadequate in size, in average condition with basic requirements. It is used once in a while	5
It is available, inadequate in size, in poor condition with negligent requirements. It is hardly ever used	2
It is not available in the school	0

1.10) Auditorium/ Common/ Co-curricular/ Activity room

Parameter to be assessed	Score
It is available, adequate in size, in good condition with all requirements. It is used regularly	10
It is available, adequate in size, in average condition with basic requirements. It is used regularly	5
It is available, inadequate in size, in average condition with basic requirements. It is used once in a while	5
It is available, inadequate in size, in poor condition with hardly any requirements, It is hardly ever used	2
It is not available in the school	0

1.11) School ground

Parameter to be assessed	Score
It is available, adequate in size and in good condition. It is used regularly	10
It is available, adequate in size and in average condition. It is used regularly	5
It is available, inadequate in size and in average condition. It is used once in a while	5
It is available, inadequate in size and in poor condition. It is hardly ever used	2
It is not available in the school	0

2. Human Resource and Systems

Principal and teachers

Sl. No.	Parameter assessed	Scoring (upon 5)
2.1	The teachers create an environment of respect, rapport and learning managing student behavior effectively	
2.2	The Principal creates an environment of respect, rapport and learning managing student and staff behavior effectively	
2.3	Method of instruction uses discussions, questioning techniques, assessments and applied learning	

2.4 General and Administrative staff

Sl. No.	Parameter assessed	Scoring (Yes=5; No=0)
a.	All the staff members meet the minimum qualification criteria of SSA	
b.	The staff members are able to handle MIS and community mobilization activities	
c.	There are sufficient number of staff to handle technical problems	
d.	The staff get regular training to handle school administrative operations	
e.	There are sufficient numbers of teachers in proportion to the students present	
f.	The teaching staff are well qualified and trained	

2.5 Grievance redress mechanism

Sl. No.	Assessment question	Scoring (Yes=5; No=0)
a.	Is there any mechanism for grievance redress (mainly for small issues) at the school level?	
b.	Is the information regarding the grievances put on the school walls?	
c.	In case of sensitive issues, is the identity of complainant/child kept confidential?	

2.6 Psychological support

Sl. No.	Parameter assessed	Scoring (Yes=5; No=0)
I	Is there any provision of counseling for students?	
II	Is there any provision of counseling for teachers?	

2.7 Other parameters to assess the efficacy of school operations

Sl. No.	Parameter assessed	Scoring (Yes=5; No=0)
I	Does the school conduct advance planning of events?	
II	Does the school have good channels of communications (within the management)?	
III	Does the school maintain discipline and conduct regular staff meetings?	
IV	Does the school maintain school records? (E.g. complete and accurate records of students and staff, stock ledgers, registers etc.)	
V	Does the school maintain school accounts? (E.g. maintenance of expenditure, income, bills and receipts etc.)	

3. Teaching materials and aids

3.1) Mathematics and Science

Parameter to be assessed	Score
Materials like abacus, numerical charts, models etc. are available in good condition and adequate number. They are used regularly	10
Materials like abacus, numerical charts, models etc. are available in average condition and adequate number. They are used once in while	5
Materials like abacus, numerical charts, models etc. are available in average condition and are inadequate number. They are used regularly	5
Materials like abacus, numerical charts, models etc. are available in poor condition and are inadequate number. They are hardly ever used	2
Materials like abacus, numerical charts, models etc. are not available in the school	0

3.2) English/ Hindi/ Other official language

Parameter to be assessed	Score
Materials like flash cards, alphabetical charts, etc. are available in good condition and adequate number. They are used regularly	10
Materials like flash cards, alphabetical charts, etc. are available in average condition and adequate number. They are used once in while	5
Materials like flash cards, alphabetical charts, etc. are available in average condition and are inadequate number. They are used regularly	5
Materials like flash cards, alphabetical charts, etc. are available in poor condition and are inadequate number. They are hardly ever used	2
Materials like flash cards, alphabetical charts, etc. are not available in the school	0

3.3) Audio-visual equipment

Parameter to be assessed	Score
Materials like projector, recorder, etc. are available in good working condition and adequate number. They are used regularly	10
Materials like projector, recorder, etc. are available in average working condition and adequate number. They are used once in while	5
Materials like projector, recorder, etc. are available in average condition and are	5

inadequate number. They are used regularly	
Materials like projector, recorder, etc. are available in poor condition and are inadequate number. They are hardly ever used	2
Materials like projector, recorder, etc. are not available in the school	0

4. Extra – curricular activities

4.1) Music, Dance and Drama

Parameter to be assessed	Score
These activities are available in the school and are used once a week	10
These activities are available in the school and are used once in a month	6
These activities are available in the school and are used once in 4-5 months	4
These activities are available in the school and are used once in a year	2
These activities are not available in the school	0

4.2) Drawing, painting and craft

Parameter to be assessed	Score
These activities are available in the school and are used once a week	10
These activities are available in the school and are used once in a month	6
These activities are available in the school and are used once in 4-5 months	4
These activities are available in the school and are used once in a year	2
These activities are not available in the school	0

4.3) Debates and extempore

Parameter to be assessed	Score
These activities are available in the school and are used once a week	10
These activities are available in the school and are used once in a month	6
These activities are available in the school and are used once in 4-5 months	4
These activities are available in the school and are used once in a year	2
These activities are not available in the school	0

4.4) Poem and essay writing

Parameter to be assessed	Score
These activities are available in the school and are used once a week	10
These activities are available in the school and are used once in a month	6
These activities are available in the school and are used once in 4-5 months	4
These activities are available in the school and are used once in a year	2
These activities are not available in the school	0

4.5) Outdoor sports

Parameter to be assessed	Score
These activities are available in the school and are used once a week	10
These activities are available in the school and are used once in a month	6
These activities are available in the school and are used once in 4-5 months	4
These activities are available in the school and are used once in a year	2
These activities are not available in the school	0

4.6) Indoor games

Parameter to be assessed	Score
These activities are available in the school and are used once a week	10
These activities are available in the school and are used once in a month	6
These activities are available in the school and are used once in 4-5 months	4

These activities are available in the school and are used once in a year	2
These activities are not available in the school	0

5. Assessment of school management committee (SMC)

School management committee meetings

Sl. No.	Parameter assessed	Scoring	Score
5.1	Frequency of executive body meetings	a. Once in 3 months b. Once in 6 months c. Never happened	10 5 0
5.2	Frequency of general body meetings	a. Once in 3 months b. Once in 6 months c. Never happened	10 5 0

Level of participation and engagement of members

Sl. No.	Parameter assessed	Score
5.3	Members attend SMC meetings regularly (more than 75% attendance)	10
	Members do attend meetings regularly (less than 75% attendance)	5
	Members do not attend meetings at all	0
5.4	Members are involved in monitoring the school functioning	10
	Members are involved in managing the finances of the school	8
	Members give inputs and suggestions to improve the school functioning	6
	Members give their comments and observations regarding the school functioning	3
	Members are present but do not participate at all in the meetings	1

5.5 Composition, Powers and Accountability of SMC

Sl. No.	Parameter assessed	Score (Yes=1; No=0)
I	The SMC has minimum 2-5 members	
II	SMC consists of 75% parents or guardians	
III	SMC consists of at least 50% women	
IV	SMC has the minimum prescribed representation of SC/ST	
V	A certain section/ subgroup/ individual dominates the SMC meetings	
VI	SMC has complete financial power over teacher learning materials	
VII	SMC has complete financial power over school development grant	
VIII	SMC has complete financial power over school maintenance grant	
IX	SMC has some control over the infrastructure funds of the school	
X	SMC has some control over other grants sanctioned for the school	

5.6) Other assessment parameters

Sl. No.	Parameter assessed	Score (Yes=2; No=0)
I	School based induction and development training for newly recruited teachers/ staff	
II	Teacher performance evaluation	
III	Staff performance evaluation	
IV	Management and mobilization of school property through maintenance of records	
V	Accountability practices of each committee members	

6. Responsibility of school management towards Children With Special Needs (CWSN)

Sl. No.	Parameter assessed	Score (Yes=1; No=0)
A	Does the school have braille books, brail kits, low vision kits?	
B	Does the school have hearing aids?	
C	Does the school have braces, crutches, and wheel chair?	
D	Does the school have established networks with NGOs/ government schools for CWSN?	
E	Does the school have trained teachers on inclusive education and dealing with CWSN?	
F	Can the CWSN physically access school buildings, ground and classroom?	
G	Is there any kind of psychosocial support available to CWSN? Are these people properly trained Special training programs (pre-service, in-service and orientation), so that they have the capacity to address needs of students. It includes training on counseling as well)?	
H	Is there any kind of alternative arrangements available in the school for CWSN (e.g. evening primary schools, secondary schools through distance education, formal school programs in alternative settings like work places)?	
I	Is there any information provided on alternative arrangement available for CWSN.	
J	Does the school have a proper regular monitoring, evaluation and reporting of policies/programmes for CWSN?	