



# ASSESSMENT MODULES

[VOLUME - 2]



# INTRODUCTION

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This manual has been prepared by Pragya ([www.pragya.org](http://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?

Pragya 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

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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**

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# 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”

Mark as below:

- Correct response
- Incorrect response
- No response

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A	Z	Q	N	O	T	P
W	E	V	X	M	J	F
L	H	G	R	B	C	I
U	n	q	e	s	p	y
d	o	g	t	r	m	l
c	v	a	w	k	z	i
f						

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## 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.)

- |        |         |
|--------|---------|
| 1. SUN | 6. BOY  |
| 2. KID | 7. DOG  |
| 3. CAR | 8. FAN  |
| 4. LEG | 9. BAT  |
| 5. POT | 10. TOP |

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## 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**

CUP	CAT
EAR	PIG
TOP	BAT
EGG	BED
FOX	EAR
PEN	SUN

FAN	SIX
JAM	BAG
DOG	EYE
BOX	HUT

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#### 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

ANT	CUT
HAM	DIG
HAT	FLY
KEY	DIP
BUG	BIN
ICE	BEG
NET	LAY
OWL	PAW
ACT	LID
YAK	PET

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### 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

3	7	4	10	9
5	1	8	2	6

### Test 3: Quantity discrimination

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

3-7	9-5	2-6	7-8	6-0
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### 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. 0, \_\_, 2    b. 6, \_\_, 8    c. 4, \_\_, 6    d. 8, \_\_, 10    e. 1, \_\_, 3

## 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

Time: 15 minutes

### Test 1: Remembering

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

N C P U H O L D Q A

### Test 2: Understanding

Q2. Show 3 pictures showing different numbered objects and ask the students to determine the number of objects in each picture. For example; 5 balloons, 3 balls, 7 cups etc.

a. How many pens can you see below?



b. How many books 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.

Mary had a little lamb, little lamb, little lamb....

### 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.

John is going to two cities. One is Mumbai and the other is Delhi.

## 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

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# LITERACY SKILLS

## Test 1. *Phonemic awareness*

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

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

1. HOT	-	POT
2. BOY	-	TOY
3. CAN	-	MAN
4. SIT	-	HIT
5. CAP	-	TAP

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- 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:

SONG	BABY
GOOD	BALL
HAND	DEER
TREE	WALK
FISH	FROG
MILK	STAR
HAIR	FACE
CROW	DRAW
SHOE	HILL
JUMP	PLAY

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- 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).

CART	DARK
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PEEL	SOFT
WASH	SEAT
BARK	HORN
FIRE	BULL
COIN	EXAM
MEET	MAPS
FOOT	WORM
GOLD	NEST
LAMB	GRAY

- 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.

There are two birds in the tree.

- 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:

ANT	BAG
TAP	KEY
JAM	DOG
SUN	PIG
BAT	PIN

- 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

*Tom goes to school in a bus.*

*He plays with his friends after school.*

*His favorite subject is Maths.*

*He is good in drawing.*

Q1. Where does Tom go?

Q2. How does he go to school?

Q3. What does he do after school?

Q4. What is his favorite subject?

Q5. What is he good in?

- 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.

39	61	12	93	46
33	9	85	28	17

### 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. 28, 29, \_\_\_\_, 31
- b. 97, \_\_\_\_, 99, 100
- c. \_\_\_\_, 52, 53, 54
- d. 67, 68, 69, \_\_\_\_
- e. 40, 41, \_\_\_\_, 43

### Test 3: Addition

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

- a.  $5+8=$  \_\_\_
- b.  $12+7=$  \_\_\_
- c.  $6+6=$  \_\_\_
- d.  $2+15=$  \_\_\_
- e.  $13+7=$  \_\_\_

### Test 4: Subtraction

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

- a.  $17-13=$  \_\_\_
- b.  $12-10=$  \_\_\_
- c.  $7-2=$  \_\_\_
- d.  $11-9=$  \_\_\_
- e.  $8-8=$  \_\_\_

### 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

Time: 15 minutes

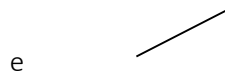
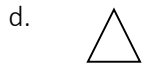
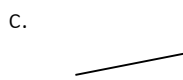
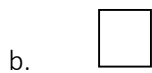
## Test 1: Remembering

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

HAT                  DOG                  SIT

## Test 2: Understanding

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



## Test 3: Applying

Q3. Jim has 6 candies with him. His father gives him 6 more. How many candies does Jim have now?



+

=



## Test 4: Analyzing

Task: Ask 3 questions to determine the missing numbers.

Q4. Fill in the blank with the right numbers

a. \_\_\_\_\_ + \_\_\_\_\_ = 15



b. \_\_\_\_\_ - \_\_\_\_\_ = 7

c.  $8 + \underline{\hspace{2cm}} = 13$

## 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

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# LITERACY SKILLS

Time: 15 minutes

## Test 1: Phonemic awareness

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

NAIL	TAIL
CAKE	LAKE
GAME	NAME
GATE	LATE
CLAY	PLAY

- 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).

Familiar word reading

FRUIT	SNAKE
HORSE	BLACK
SPOON	SHEEP
CHAIR	SMALL
THUMB	STARS
DANCE	STONE
GRASS	PAPER
ONION	GREEN
SHIRT	WATER
HOUSE	APPLE

- 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).

BLAME	CLEAR
CATCH	FRONT
ROUGH	MATCH

SHORT	MONEY
CHALK	CAMEL
STICK	WEAVE
CLOWN	THICK
PLATE	SPEAK
WHALE	BUILD
PEACH	MANGO

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- 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.

RINCHEN IS SWIMMING IN THE POOL.

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- 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).

FOX	KEY
OWL	AIR
NET	TOP
WEB	PIN
JAM	KEY

- 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

### Sea Animals

Seagulls live on the beach. They eat small fish, bread, and seaweed. Seagulls run quickly on the sand and fly quickly in the sky. Seagulls will run or fly away if you try to catch them.

There are many seagulls on the beach. Crabs also live on the beach. They eat shrimp, ocean plants, and small fish. Crabs crawl quickly on the sand and in the ocean.

Questions:

1. *Where do seagulls?*
2. *What do seagulls eat?*
3. *Where do crabs live?*
4. *What do crabs eat?*
5. *What will happen if you try to catch seagulls?*

- 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

67      84      12      76      43      51      98      35      100      25

### Test 2: Number discrimination

Q2. Identify the place value

- a. 69: identify the place value of 6 and 9
- b. 78: identify the place value of 7 and 8
- c. 32: identify the place value of 3 and 2
- d. 14: identify the place value of 1 and 4
- e. 7: identify the place value of 7

### Test 3: Addition

Q3. Solve the following

- a.  $13+29=$  \_\_\_\_
- b.  $32+26=$  \_\_\_\_
- c.  $56+24=$  \_\_\_\_
- d.  $91+7=$  \_\_\_\_
- e.  $63+28=$  \_\_\_\_

### Test 4: Subtraction

Q4. Solve the following.

- a.  $58-16=$  \_\_\_\_
- b.  $79-43=$  \_\_\_\_

- c.  $88-30=$  \_\_\_\_  
d.  $95-74=$  \_\_\_\_  
e.  $22-2=$  \_\_\_\_

#### 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.  $6-4=$  \_\_\_\_                      b.  $8-5=$  \_\_\_\_                      c.  $3+1=$  \_\_\_\_  
d.  $9-7=$  \_\_\_\_                      e.  $7+3=$  \_\_\_\_

### 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

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

67      84      12      76      43      51      98      35      100      25

### Test 2: Number discrimination

**Q2.** Identify the place value

- 69: identify the place value of 6 and 9
- 78: identify the place value of 7 and 8
- 32: identify the place value of 3 and 2
- 14: identify the place value of 1 and 4
- 7: identify the place value of 7

### Test 3: Addition

**Q3.** Solve the following

- $13+29=$  \_\_\_\_
- $32+26=$  \_\_\_\_
- $56+24=$  \_\_\_\_
- $91+7=$  \_\_\_\_
- $63+28=$  \_\_\_\_

### Test 4: Subtraction

**Q4.** Solve the following.

- $58-16=$  \_\_\_\_
- $79-43=$  \_\_\_\_
- $88-30=$  \_\_\_\_
- $95-74=$  \_\_\_\_
- $22-2=$  \_\_\_\_

### 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

- $6-4=$  \_\_\_\_
- $8-5=$  \_\_\_\_
- $3+1=$  \_\_\_\_
- $9-7=$  \_\_\_\_
- $7+3=$  \_\_\_\_

## 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.



# **STUDENT DEVELOPMENT ASSESSMENT**

## **GRADE 4**

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**Time: 15 minutes**

**Test 1: Oral reading fluency**

Task: Read a paragraph of four to five sentences.

Caterpillar

The little caterpillar creeps,  
Through my garden like a soft sculpture.  
Nibbling here, nibbling there,  
Munching on leaves everywhere,  
Eating and growing.

---

- 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.

**Potter**

The potter sits at his potter's stool  
And the wheel turns round on its stand,  
Upon it he throws a lump of clay  
Which wobbles and bumps in his hand.  
Slowly and surely he centers the clay  
Till it's steady and ready to form:  
Only by finding a centre still  
Can a pot of clay be born.

- Q1. Where does the potter sit?
- Q2. What does he throw on the wheel?
- Q3. What happens to the clay at first?
- Q4. How does the potter center the clay?
- Q5. Where can a pot of clay be born?

- 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.

## Holi

In India, people celebrate the festival of Holi in March. This festival occurs after the wheat harvest. Wheat is used to make many important foods in India. Holi celebrates the triumph of good over evil. Holi is a very bright celebration. People light bonfires, tell stories and cover each other in a variety of colored powders. These powders are called gulal. People are then sprayed with water. The custom of coloring people comes from a legend about a trickster who loved to trick his friends by pouring colored water on them.

Questions:

- Q1. In which month does the festival of Holi occur?
- Q2. The festival is celebrated after the harvest of which crop?
- Q3. What does Holi celebrate?
- Q4. What do people do on Holi?
- Q5. Where does the custom of coloring come from?

- 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.

Is it peaceful or dangerous in that country?  
I was hoping we would be studying living things.

---

- 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: 15 minutes

### Test 1: Oral reading fluency

Task: Read a paragraph of four to five sentences.

#### Caterpillar

The little caterpillar creeps,  
Through my garden like a soft sculpture.  
Nibbling here, nibbling there,  
Munching on leaves everywhere,

Eating and growing.

---

- 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.

#### Potter

The potter sits at his potter's stool  
And the wheel turns round on its stand,  
Upon it he throws a lump of clay  
Which wobbles and bumps in his hand.  
Slowly and surely he centers the clay  
Till it's steady and ready to form:  
Only by finding a centre still  
Can a pot of clay be born.

- Q1. Where does the potter sit?
- Q2. What does he throw on the wheel?
- Q3. What happens to the clay at first?
- Q4. How does the potter center the clay?
- Q5. Where can a pot of clay be born?

- 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.

#### Holi

In India, people celebrate the festival of Holi in March. This festival occurs after the wheat harvest. Wheat is used to make many important foods in India. Holi celebrates the triumph of good over evil. Holi is a very bright celebration. People light bonfires, tell stories and cover each other in a variety of colored powders. These powders are called gulal. People are then sprayed with water. The custom of coloring people comes from a legend about a trickster who loved to trick his friends by pouring colored water on them.

Questions:

- Q1. In which month does the festival of Holi occur?
- Q2. The festival is celebrated after the harvest of which crop?

- Q3. What does Holi celebrate?  
Q4. What do people do on Holi?  
Q5. Where does the custom of coloring come from?

- 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.

Is it peaceful or dangerous in that country?  
I was hoping we would be studying living things.

---

- 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

## COGNITIVE SKILLS

Time: 30 minutes

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

178	423	885	786	205
660	534	398	927	438

**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. 8, 5, 7
- b. 12, 6, 2
- c. 200, 78, 21
- d. 32, 7, 59
- e. 4, 20, 1

**Q3.** Solve the following word problems:

- a. Connie has Rs. 387. She wants to buy a watch that costs Rs. 500. How much more does she need?
- b. Jim has 58 pieces of candy and Tim has 67 pieces of candy. How many pieces of candy do they have

altogether?

c. A shopkeeper has 326 pencils. He sells 128 pencils. How many pencils are left?

d. There are 649 students in a school out of which 296 are boys. How many girls are there in the school?

e. My mom gives me Rs.897 out of which I spend Rs.423 on a football. How much money am I left with?

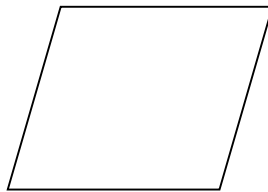
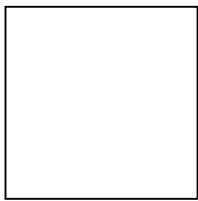
**Q4.** Multiply the following

a.  $6 \times 3 = \underline{\quad}$       b.  $5 \times 4 = \underline{\quad}$

c.  $8 \times 7 = \underline{\quad}$       d.  $9 \times 2 = \underline{\quad}$

e.  $4 \times 3 = \underline{\quad}$

**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.



**Q6.**Teacher asks 5 problems orally.

a.  $65 - 15 = \underline{\quad}$

b.  $78 + 13 = \underline{\quad}$

c.  $32 - 29 = \underline{\quad}$

d.  $87 - 58 = \underline{\quad}$

e.  $41 + 17 = \underline{\quad}$

**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.

# **STUDENT DEVELOPMENT ASSESSMENT**

## **GRADE 5**

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# LITERACY SKILLS

Time: 15 minutes

## Test 1: Oral reading fluency

### The Fox and the Monkey

Monkey once danced in front of many animals and all were so pleased by his performance that they elected him their king. A fox who envied him, having discovered a piece of meat lying in a trap, led the monkey there and said: "Look! I have found this store, but have not used it. It is not right for me to claim the treasure. The king himself should take it." The monkey approached carelessly and was caught in the trap, after which he blamed the fox of purposely leading him to the trap. The fox replied, "How can it be that you, with such a simple mind, could rule over the animals?"

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- 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

Two friends were travelling on the same road together when they came face to face with a bear. One in great fear, and without thinking of his friend, climbed into a tree and hid.

The other, seeing that there was no way he could fight the bear alone, threw himself on the ground and acted dead, as he had heard that a bear will not touch a dead body.

The bear approached him, sniffing at his nose and ears, but the man, with great courage, held his breath and kept still, and after a long time the bear, thinking him to be dead, walked slowly away. When the bear was gone the first traveller came down from the tree and asked his friend what it was that the bear had said to him. "As," said he, "I observed that he put his mouth very close to your ear."

"Well," replied the other, "it was no great secret. He only advised me not to be friends with those who, when they get into difficulty, leave their friends alone."

### Questions:

1. What did the two friends see when they were travelling?
  2. What did the first friend do after seeing the bear?
  3. What did the second friend do after seeing the bear?
  4. What did the bear do to the second man?
  5. What did the first friend reply to the second friend?
- 

- 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 the enumerator reads to them.

One day a Brahmin by the name of Sevaram asked Birbal for help. He said that his forefathers were great Sanskrit scholars and that people used to respectfully refer to them as Panditji. He said that he had no money nor need for wealth, he was content living a simple life. But he had just one wish. He wished people would refer to him as Panditji too. He asked Birbal how he could achieve this.

Birbal said that the task was fairly simple. If the Brahmin followed his advice word for word, this task could be achieved. Birbal advised the Brahmin to shout at anyone who would call him Panditji from now on.

Now the children who lived on the same street as the Brahmin did not like him since he scolded them often. They were just waiting for an opportunity to get back at him. Birbal told the children that the Brahmin would get really irritated if they would start calling him Panditji. The children started calling him Panditji and the Brahmin as advised by Birbal started shouting at them. The children spread the word to all the other children in the neighborhood that Sevaram hated being called Panditji, so they in turn all started calling him Panditji. After a while, Sevaram got tired of scolding them but everyone already was used to calling him Panditji. Hence the game was over but the name stuck.

#### Questions:

1. Who were Sevaram?
  2. Who were Sevaram's forefathers?
  3. What was Sevaram's wish?
  4. What advice did Birbal give to Sevaram?
  5. What did Birbal tell the children?
- 

#### Listening Comprehension

- 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.

A food chain is a series of organisms each dependent on the next as a source of food

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- 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.  $23 \times 14 =$
- b.  $37 \times 20 =$
- c.  $56 \times 39 =$
- d.  $76 \times 45 =$
- e.  $65 \times 82 =$
- f.  $836 \times 291 =$
- g.  $463 \times 297 =$
- h.  $786 \times 518 =$
- i.  $392 \times 654 =$
- j.  $961 \times 158 =$

**Test 2: Division****Q2.** Solve the following:

- a.  $360 \div 18 =$
- b.  $720 \div 12 =$
- c.  $702 \div 78 =$
- d.  $294 \div 49 =$
- e.  $612 \div 9 =$
- f.  $259 \div 37 =$
- g.  $504 \div 56 =$
- h.  $332 \div 83 =$
- i.  $485 \div 97 =$
- j.  $216 \div 27 =$

**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.  $\frac{1}{2}$  of 754
- b.  $\frac{1}{4}$  of 96
- c.  $\frac{3}{4}$  of 328

**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 diameter 7 cm.
- b. Circle with diameter 6 cm.
- c. Circle with radius 4.5 cm

**Test 5: Mental arithmetic****Q5.** Teacher asks the students to solve 5 problems orally.

- a.  $30 + 40 =$
- b.  $80 - 70 =$
- c.  $6 \times 6 =$
- d.  $7 \times 4 =$
- e.  $9 \times 7 =$

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

**Q6.** Ask the student to perform these 3 tasks:

- a) Convert 400 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

Time: 15 minutes

### Test 1: Remembering

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

### Test 2: Understanding

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

### Test 3: Applying

**Task:** Give a word problem for addition or show it pictorially; For example, 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

**Task:** Give a problem pertaining to money and the units of it. For example: Give any 3 combinations of notes and coins to make 50 Rupees.

Answer: 5 notes of 10 Rupees, 10 coins of 5 Rupees, 50 coins of 1 Rupee etc.

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

A R N K S

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

*Sam's father gifted him a guitar which he likes to play very much. His guitar has six strings. He goes to his guitar classes every Thursday with Jim and Tim.*

1. *What does Sam like to do? Who gifted him the guitar?*
2. *How many strings does his guitar have?*
3. *When and with whom does he go to guitar classes?*

Q3. A box has 5 balls. How many balls are there in 8 such boxes?

Q4. Tom needs Rs. 60/- to buy a bat. Give 3 combinations of notes and coins he can give to the shopkeeper.

## 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**  
Behavioural Development

**ALL GRADES**

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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	

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**

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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?**

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

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

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

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

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

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

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

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

<b>Assessment</b>	<b>Score</b>
My teacher does not use any illustrations or real world models in our lessons due to which they tend to get boring	<b>1</b>
My teacher sometimes uses limited creative methods in the lessons like images and interesting illustrations	<b>2</b>

My teacher most of times uses figures and illustrations, field trips etc. to make the lessons more interesting	<b>3</b>
My teacher always uses interesting images, activities, field trips, projects etc. to make the class more interesting and fun	<b>4</b>

### 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.	<b>1</b>
My classroom sometimes has the basic learning aids like blackboard, globes, books etc.	<b>2</b>
My classroom mostly has most of the teaching aids like blackboards, globes, books, science models etc.	<b>3</b>
My classroom always has blackboard, chalk/marker, flipcharts, science models, maps and globes, books and other learning aids	<b>4</b>

### 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	<b>1</b>
My teacher sometimes uses language, behavior and examples which are sensitive and appropriate and which can hurt my religious, cultural, gender or social background	<b>2</b>
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	<b>3</b>
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	<b>4</b>

### 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	<b>1</b>
My teacher sometimes sets basic rules on how to behave in class and tries to follow it	<b>2</b>
My teacher most of the times follows the rules he/she has set on appropriate classroom behavior	<b>3</b>
My teacher always follows the rules and guidelines that he/she has set on appropriate classroom behavior	<b>4</b>

### 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	<b>1</b>
My teacher sometimes asks us questions that make us think in class such that we come up with any original thoughts	<b>2</b>
My teacher most of the times asks us questions that make us think in class such that we come up with any original thoughts	<b>3</b>
My teacher always asks us questions that make us think in class such that we come up with any original thoughts	<b>4</b>

## 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	<b>1</b>

My teacher has some knowledge of the subject. He/she sometimes gives wrong information and makes mistakes during class	<b>2</b>
My teacher has good knowledge of the subject. He/she rarely gives any wrong information and makes mistakes during class	<b>3</b>
My teacher has excellent knowledge of the subject. He/she never gives any wrong information or makes any mistakes during class	<b>4</b>

### 2.2. How well do you understand your teacher?

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

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

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

## 3. INSTRUCTIONAL CLARITY

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

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

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

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

### 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 lesson as he/she gives us assignments or ask relevant questions	<b>3</b>
My teacher always knows when we have not understood him/her during a lesson as he/she gives us assignments or ask relevant questions	<b>4</b>

#### 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	<b>1</b>
My teacher sometimes gives me a feedback on my homework and assignments on how to improve my work and understanding of the subject	<b>2</b>
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	<b>3</b>
My teacher always gives me a feedback on my homework and assignments on how to improve my work and understanding of the subject	<b>4</b>

#### 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.	<b>1</b>
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.	<b>2</b>
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.	<b>3</b>
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.	<b>4</b>

#### 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	<b>1</b>
My teacher sometimes keeps a proper record of all my assignments, tests, and classroom interactions and occasionally gives me a feedback	<b>2</b>
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	<b>3</b>
My teacher always keeps a proper record of all my assignments, tests, and classroom interactions and gives me feedback on a regular basis	<b>4</b>

### 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	<b>1</b>
My teacher occasionally maintains a basic record of my tests/ assessments/ progress reports	<b>2</b>
My teacher mostly maintains a detailed an accurate record of my tests/ assessments/ progress reports	<b>3</b>
My teacher always maintains a detailed an accurate record of my tests/ assessments/ progress reports	<b>4</b>



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

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

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

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

# **SCHOOL OPERATIONS ASSESSMENT**

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## 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.) present. It is used regularly	10
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	
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### 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 inadequate number. They are used regularly	5
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
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#### 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	10
		b. Once in 6 months	5
		c. Never happened	0
5.2	Frequency of general body meetings	a. Once in 3 months	10
		b. Once in 6 months	5
		c. Never happened	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?	