



ASSESSMENT MODULES

[VOLUME - 6]



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"

Mark as below:

- Correct response
- Incorrect response
- No response

B	A	R	O	P	U	Q
X	F	W	Y	N	K	G
M	I	H	S	C	D	J
V	o	r	f	t	q	z
e	p	h	u	s	n	m
d	w	b	x	l	a	j
g						

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. LID | 7. EAR |
| 3. CAR | 8. FAN |
| 4. LEG | 9. BAT |
| 5. POT | 10. TOP |

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

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
TAN	FLY
KEY	DIP
RUG	SIP
ICE	BEG
SET	SAW
OWL	RAW
ACT	LID
FOG	GET

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

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

4	6	3	10	2
5	1	8	9	7

Test 3: Quantity discrimination

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

4-7	8-5	1-6	7-9	6-3
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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. 1, __, 3 b. 5, __, 7 c. 4, __, 6 d. 8, __, 10 e. 2, __, 4

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

X Q J F A N P R D L

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 Apples can you see below?



b. How many cycles can you see below?



c. How many Parrots 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.

Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall...

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.

Riya lives in Mumbai. She has two younger brothers. Their names are Jai and Hari.

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*

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. DOT	-	POT
2. SIX	-	MIX
3. TEN	-	BEN
4. SIT	-	HIT
5. LAP	-	MAP

- 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	DEER
GOOD	BALL
HAND	HAIR
TREE	TALK
FISH	FROG
MILK	STAR
NAIL	CHIN
CROW	DRAW
SHOE	HILL
JUMP	WOOL

- 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
PEEL	MEAL
GATE	SEAT
BARK	HORN
FIRE	BULL

JOIN	WAVE
BAKE	WAIT
FOOT	WORM
GOLD	BEST
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 four small 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:

ART	BAG
ZIP	SEA
WAG	DOG
SUN	FIG
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

Tia goes to “Little Angel” school.
She goes to school in a bus, with her mother.
Her favorite subject is Maths.

Tia also likes to draw and colour pictures.

- Q1. What is the name of Tia's school?
- Q2. How does she go to school?
- Q3. With whom does Tia go in the bus?
- Q4. What is her favorite subject?
- Q5. What does Tia like 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.

NUMERACY SKILLS

Test 1: Number recognition (1-100)

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

69	61	32	43	76
53	19	85	28	7

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. 27, 28, ____, 30
- b. 95, ____, 97, 98
- c. ____, 52, 53, 54
- d. 66, 67, 68, ____
- 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. $2+8 = \underline{\quad}$
- b. $12+4 = \underline{\quad}$
- c. $6+8 = \underline{\quad}$
- d. $2+13 = \underline{\quad}$

e. $1+17 = \underline{\quad}$

Test 4: Subtraction

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

a. $12-2 = \underline{\quad}$

b. $10-5 = \underline{\quad}$

c. $7-2 = \underline{\quad}$

d. $11-9 = \underline{\quad}$

e. $6-3 = \underline{\quad}$

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.



a

b.



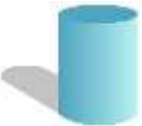
b

c.



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.

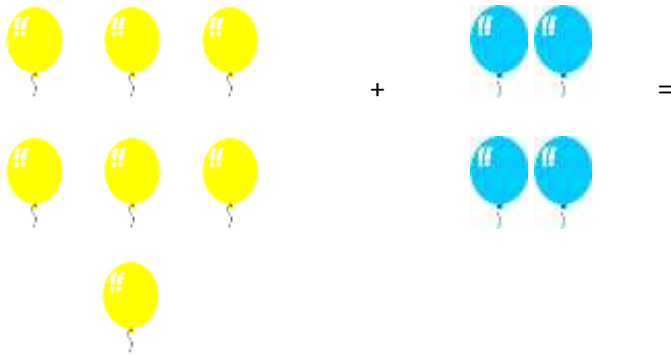
TOP PIN BAT

Test 2: Understanding

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



Q3. Sana has 6 balls. Rohit gives her 5 more balls. How many balls does Sana have now?



Q4. Fill in the blank with the right numbers

a. _____ + _____ = 20

b. _____ + _____ = 19

c. _____ + 9 = 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

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).

COMB	WEAR
NECK	FACE
BONE	NOSE
DATE	GATE
KNEE	HAND

- 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).

ELBOW	GREEN
CATCH	MATCH
HORSE	YATCH
CHAIR	TABLE
THUMB	SPEAK
DANCE	STONE
CLEAN	PAPER
ONION	FIELD
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).

SKIRT	MOULD
BURST	CENTER
CARRY	STALE
FRESH	FRONT
ROUGH	LABEL
SHORT	MONEY

LUNGS	CAMEL
STICK	WEAVE
SHAKE	THICK
PEACH	BLOOM
WHALE	BUILD
TOUGH	MANGO

- 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.

CRICKET IS AN OUTDOOR GAME.

- 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).

MUD	KEY
SKY	AIR
NET	TOP
BUY	PIN
WET	FLY

- 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

Wild Animals - Cheetah

Cheetah is the world's fastest land animal. Cheetahs have good hearing and sense of smell. However, it's their great eyesight that they use for hunting. The cheetah hunts most often during daylight, including early morning or late afternoon. When it spots prey it moves in closer under the cover of tall grass. The cat's yellow-tan, black spotted coat provides camouflage in the grass. The cheetah will get as close as possible to the prey, and then attack it. Cheetahs hunt small animals such as hares, birds and smaller antelopes. They also hunt larger animals like the deer and zebra.

Questions:

1. Which is the world's fastest land animal?
2. Which are the senses the Cheetah uses to hunt?
3. When/What time do Cheetahs hunt?
4. Which small animals do Cheetahs hunt?
5. Which large animals do Cheetahs hunt?

- 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

47 84 22 56 73 31 98 15 100 5

Test 2: Number discrimination

Q2. Identify the place value

- a. 19: identify the place value of 1 and 9
- b. 75: identify the place value of 7 and 5
- c. 32: identify the place value of 3 and 2
- d. 54: identify the place value of 5 and 4
- e. 2: identify the place value of 2

Test 3: Addition

Q3. Solve the following

- a. $23+9=$ ____
- b. $42+16=$ ____
- c. $36+4=$ ____
- d. $91+9=$ ____
- e. $73+18=$ ____

Test 4: Subtraction

Q4. Solve the following.

- a. $58-46=$ ____
- b. $69-43=$ ____
- c. $48-30=$ ____

d. $95-75=$ ____

e. $22-12 =$ ____

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. $16-4=$ ____

b. $8+5=$ ____

c. $4+1=$ ____

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

Test 1: Remembering

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

N D F J I

Test 2: Understanding

Q2. Sofie likes to talk to her grandmother. She is very old. Sofie tells her about her school, studies and friends. Her grandmother tells her stories. Sofie loves to listen to stories about fairies.

1. What does Sofie talk about to her grandmother?
2. What does Sofie's grandmother tell Sofie?
3. What kind of stories does Sofie like?

Test 3: Applying

Q3. A box has 3 bats. How many bats are there in 6 such boxes?

Test 4: Analyzing

Q4. Arun has to give 40 rupees to the shopkeeper. 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

GRADE 4

LITERACY SKILLS

Test 1: Oral reading fluency

Task: Read a paragraph of four to five sentences.

Task: Read a paragraph of four to five sentences.

THE PARK

The park is very vast and green
And full of many things unseen
Swings that come swinging
Fountains splashing water
And lots of children playing in sand
And sometimes there's even a musical band!

- 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.

A woodpecker is a kind of a bird. Woodpeckers are found all over the world except in the north and south poles, Australia and New Zealand. There are over 200 different kinds of woodpeckers. The two largest woodpeckers, The Imperial woodpecker and the Ivory – billed woodpecker are most likely extinct. Animals that are extinct are those that are no longer found on the earth.

- Q1. A woodpecker is an animal or bird?
Q2. Woodpeckers are not found in which places?
Q3. How many kinds of woodpeckers are there?
Q4. Mention the two largest types of woodpeckers.
Q5. What are the extinct animals?

- 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.

Raju is a little boy. He is 5 years old.
Raju likes to play with his truck and toy cars.
When Raju plays with his cars he makes a sound of ...“Vroom, vroom, vroom.”
Raju has a sister. Her name is Sonu and she is 4 years old.
Sonu has a doll. The name of Sonu’s doll is Tina.
Sonu likes to dress Tina in pretty clothes.

- Q1. How old is Raju?
- Q2. Raju likes to play with which two toys?
- Q3. How old is Sonu?
- Q4. What does Sonu like to play with?
- Q5. What is the name of Sonu’s doll?

- 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.

In China, there is a very long wall.
One day in the forest, a fox chased a rabbit.

- 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 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.

889	564	123	356	900
477	610	206	714	191

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. 5, 2, 7
- b. 16, 9, 4

- c. 280, 56, 49
- d. 95, 3, 11
- e. 6, 73, 1

Test 3: Addition and subtraction (word problems)

Q3. Solve the following word problems:

- a. Henry gets Rs. 586 as pocket money. John gets Rs. 398. How much more money does Henry get than John?
- b. A maths book has 473 pages. A history book has 691 pages. By how many pages does the history book exceed the maths book?
- c. A town recycles 799 cans in week 1 and 912 cans in week 2. How much more does it recycle in week 2 as compared to week 1?
- d. A shopkeeper earns Rs. 735 by selling mangoes and Rs.469 by selling oranges. How much does he earn altogether?
- e. The math club solved 728 problems in October. They solved 115 more problems than that in November. How many problems did they solve in November?

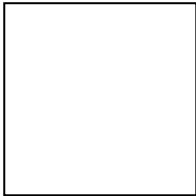
Test 4: Multiplication

Q4. Multiply the following

- a. $2 \times 5 = \underline{\quad}$
- b. $3 \times 10 = \underline{\quad}$
- c. $4 \times 4 = \underline{\quad}$
- d. $8 \times 6 = \underline{\quad}$
- e. $9 \times 3 = \underline{\quad}$

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. $24 - 10 = \underline{\quad}$
- b. $54 + 17 = \underline{\quad}$
- c. $29 - 12 = \underline{\quad}$
- d. $34 - 26 = \underline{\quad}$
- e. $47 + 39 = \underline{\quad}$

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.

COGNITIVE SKILLS

Test 1: Remembering

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

Reena has two pet dogs that stay in a kennel; one is named Rambo and another is named Pinto

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

595 456 599 480 488

Test 3: Applying

Q3. Sona has to pay 50 Rupees to the shopkeeper but he only has 2 rupees coins. How many coins will she have to give the shopkeeper?

Test 4: Analyzing

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

- a. 220, 235, _____, 265, 280, 295, _____
- b. 470, 530, _____, 650, _____, 770, 830
- c. 45, _____, 135, 180, _____, 270, 315

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.

Dolphins are regarded as the friendliest creatures in the sea and stories of them helping drowning sailors have been very common. Dolphins look after other dolphins when they are ill, care for pregnant mothers and protect the weakest in the community. Some scientists have suggested that dolphins have a language but it is much more probable that they communicate with each other without needing words.

- 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.

Paul's wife knows Paul loves to read cookbooks. She decides to get him one for his birthday. Paul tells her he will try to make a new recipe for three days in a row. On Monday, Paul makes apple cake for breakfast. He gets the apples from the farmers' market and likes his apple cake very much. On Tuesday, Paul makes corn soup for dinner. He puts in corn and onions to make the soup. The soup also requires cream, but Paul does not like cream. He uses water instead. On Wednesday, Paul makes a tomato salad with cucumbers and onions. He picks the cucumbers and tomatoes from his garden. It was the easiest dish for him to make.

- Q1. What does Paul say he will do with the cookbook?
- Q2. Where does Paul get cucumbers and tomatoes?
- Q3. Which dish does Paul like the best?
- Q4. Why doesn't Paul use cream in the soup?
- Q5. Which was the easiest dish for Paul to make?

- 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.

There are many kinds of boats.

One kind of boat is called a sailboat. A sailboat uses the wind to move. Wind makes a sailboat move in the water. The wind pushes the sailboat. Wind fills the sails. The sailboat moves when the wind blows.

One kind of boat is called a motorboat. A motorboat uses a motor to move. The motor gives power to the boat. The motorboat moves when the motor is running. The motorboat makes a loud noise.

One kind of boat is called a rowboat. A rowboat needs people to move it. People make a rowboat move in the water. People use oars to move a rowboat. Oars are long and flat. Oars go into the water. A rowboat moves when people use the oars.

- Q1. Which boat uses the wind to move?
- Q2. Which boat makes a loud noise?
- Q3. What is used to move a rowboat?
- Q4. What are oars?
- Q5. What is the passage all about?

- 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.

Today is a special day for Dorjee. It is his birthday and he is getting ready for a dinner celebration.

- 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. $13 \times 14 =$
- b. $37 \times 22 =$
- c. $66 \times 39 =$
- d. $75 \times 40 =$
- e. $61 \times 81 =$
- f. $835 \times 290 =$

g. $363 \times 197 =$

h. $486 \times 218 =$

i. $392 \times 354 =$

j. $961 \times 150 =$

Test 2: Division

Q2. Solve the following:

a. $360 \div 90 =$

b. $720 \div 8 =$

c. $702 \div 78 =$

d. $294 \div 49 =$

e. $612 \div 6 =$

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 354

b. $\frac{1}{4}$ of 196

c. $\frac{3}{4}$ of 128

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. $40 + 40 =$

b. $90 - 50 =$

c. $9 \times 9 =$

d. $7 \times 3 =$

e. $4 \times 7 =$

Test 6: Measurement (length, weight, volume)

Q6. Ask the student to perform these 3 tasks:

a) Convert 100 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 radius of a circle? Define radius.

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.

What do three hearts, eight arms, and one huge brain add up to? An octopus, a creature that can do amazing things.

Octopuses are extremely intelligent. They can learn new things just like humans. Octopuses don't have teeth or sharp claws to defend themselves. Instead, they use more clever ways to fool their

attackers. Octopuses like to hide themselves in the sand on the bottom of the ocean floor. The octopus is like a chameleon because it can change the color of its skin to match the sand. Another way an octopus can hide is by shooting ink. An octopus uses a part of its body called a siphon to shoot ink into the water. The ink forms a cloud that hides the octopus. By the time the ink clears and the predator can see again, the octopus has swum away or hidden. If an octopus is in trouble, it can break off one of its arms. The arm will then change colors and move around in the water to distract the predator while the octopus swims away to safety. The octopus's broken arm will grow back.

Questions:

- A. How many hearts and arms does an Octopus have?
- B. How are an octopus and a chameleon alike?
- C. What happens to an Octopus if it loses one of its eight arms?

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. Sam has a bowl of carrot soup. He gave two-fifth of the soup to his sister and one-fifth of the soup to his brother. How much soup is left in the bowl?

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	
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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	2

interesting illustrations	
My teacher most of times uses figures and illustrations, field trips etc. to make the lessons more interesting	3
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 information and makes mistakes during class	2
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 lesson as he/she gives us assignments or ask relevant questions	3
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.) 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	

2.5 Grievance redress mechanism

Sl. No.	Assessment question	Scoring (Yes=5; No=0)
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		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

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?	