**Training Guidelines: Learning Assessment Tools (LAT)**

These tests will assess the children’s level of literacy and numeracy as well as how they socially conceive of themselves. When you go into the field, you will have two types of documents that you will use to administer these tests. One is a scoring sheet, and the other is a set of tests. Among the set of tests, there is one set which will be conducted orally – these are the laminated cards. The second set of the tests has worksheets which are to be given to the child one at a time. On the scoring sheet you will code the responses given during the oral tests only.

In literacy and numeracy tests the children are required to speak and write, while in the peer assessment test they will only have to listen and respond through a card with a visual representation of a five-point scale (the visual representation of the scale is in the form of faces expressing different emotions).

There is a fixed order in which these tests have to be administered, which must be strictly followed. The order is as follows:

1. LA2: ASER Reading Tool
2. LA3: ASER Maths Tool
3. LA4: Young Lives Numeracy Tool (8 year old)
4. LA5a & b: Child Peer Relations and Self
5. LA7 set A, set b: Young Lives Literacy Tool
6. LA8 & LA9: Young Lives Numeracy Tool (12)

Administering the Tests:

After completing the first 2 sections of the household questionnaire, the team of two will split further – one team member will continue with the household questionnaire (**preferably the female investigator**) while the other investigator (male or female) will administer the LAT in the abovementioned order to the children. If there is more than one child between the ages of 8-12 in the household, the LATs will be administered to all the children **one at a time**.

How to introduce yourself to children:

This task needs to be done in a thoughtful and sensitive way. It is important to build a rapport with the child before you begin to administer the test, so as to put them at ease. In this rapport building process you can introduce yourself to the child and have the child introduce themselves to you.

You can build rapport by asking them questions like – how their day was, did they play today, did they go to school, etc.It is important to maintain this rapport throughout the process testing.

After rapport has been built, explain the tests briefly to the child. This means that you must simply and clearly explain the objective of the testing to the child (briefly tell them that in the process of testing they will have to write as well as speak). Tell the child that the tests are very simple and small tests. It is important to communicate to the child that they do not need to be tense about answering all the questions. Tell the child that some of the questions in the test may not have been taught to them in schools. Therefore, they must not worry about answering all the questions, and should only answer those questions that they can.

Note: When you are with the child for administering tests, it is very likely that other children in the house or the mother/father (or anyone) come and try to be part of the process by prompting or encouraging the child, or by hovering over the child. The presence of other people can be very distracting for the child and can greatly affect the test results, therefore it is important for you to try and keep the child away from other people while they are doing the tests (or to keep other people away from the child). Give clear instructions to everyone who is around the child to leave the child alone for the duration of the tests. You must also reassure the primary caregiver, by letting her know that the test is about collecting data rather than about the performance of her child in particular.

**How to administer the tests?**

Before you begin, you must fill the first page of Section 10 (scoring sheet). You can refer to the household roster for most of the information which is to be provided here. Bear in mind that the filling of the score sheet and the administration of the tests will have to be done simultaneously. This means that after every test is completed, you must code the responses of the child immediately. **Do not** wait to fill the score sheet after you have left the household as this may lead errors. Only **one** code can be filled for every question in the scoresheet. Do not fill multiple codes as responses since there is no scope as this would be **invalid.**

For example – in LA2, if the child is able to read the story (which implies that she can read the letters, words, and sentences), the child’s response will be coded as only “**1**” (कहानी पढ़ पाना/कहानी स्तर) instead of “1”, “2” (वाक्य पढ़ पाना/वाकया स्तर), and “3” (शब्द पढ़ पाना).

LA2-LA5: General Instructions

You will begin the tests with the set of laminated cards. The first page of the set of cards gives details about the order of the test. The cards themselves are also arranged in chronological order.

**Important**: **Do not** prompt the child while you are administering the tests. You may encourage her if she seems shy or uncomfortable, but it is important that you **do not help them** answer the questions. Also ensure that no onlookers help the child.

Try to avoid showing the cards to any other onlookers. Keep in mind that the same cards will be used in all the households, and onlookers may be part of our sample group. As far as possible, try to reduce children’s prior familiarity with the text, since this may affect their responses.

1. LA2: ASER Literacy Test (pg 2-4)

Begin by showing the child the card on page 2. The guidelines of administering this test are given on Appendix 1 (pg 11) of the laminated cards. It is important to follow the pattern of administration **exactly** as written in the Appendix.

There is no time limit on this test.

1. LA3: ASER Math Test (pg 5-6)

Begin by showing the child the card on page 6. The guidelines of administering this test are given on Appendix 2 (pg 12) of the laminated cards. It is important to follow the pattern of administration **exactly** as written in the Appendix. The instructions for this test are the same as the instructions for LA2.

**Note**: For this section, you must give the child the scoring sheet – where space has been provided for the child to write and solve the sums they have chosen from the cards.

1. LA4: Young Lives Numeracy Tool (pg 7-9)

Here the child is not required to read or write. You will show the child different sums and ask the question orally. In the scoring sheet with you, mark their responses as per instructions given.

* Show the card on page 7 to the child. You will have to ask the child to point out three numbers. Do this one by one, beginning with the smallest number as shown on the card. The numbers are fixed – these are 21, 312, 3126.

For coding the child’s responses, follow the instructions as provided on the scoresheet. If the child answers a question wrong, then **leave the coding space blank**. Do NOT write anything in that place.

* Show the card on page 8. Ask the child to answer all three questions (q4, 5, 6) orally. For coding, follow the instructions as provided above.
* Show the card on page 9. Follow the same instructions as that of page 8.

1. LA5a & b: Child Peer Relations and Self (pg 10)

Show the card to the child. The card will have the pictorial depiction of the five point scale, from “strongly disagree” to “strongly agree”. Explain to the child that you will be asking them a few questions or making statements about them, and the child has to match their response for these to the face that most closely expresses their response. Make sure that the child expresses their response by pointing to the corresponding faces.

Allow the child to look at the faces carefully. You **must** explain the meaning of each of these faces, and what they signify, to the child. Break down the meaning of every point of the scale in terms that are simple to understand for the child. You may use a sample statement to explain the process of this test.

For example, you may say to the child “I like spending time with my friends. Do you agree or disagree with the statement?” If the child answers that they agree, then point to the faces and say “how much do you agree?” In this way you can explain the five-point scale to the child.

The child may answer the first few questions orally. In this case, you must encourage the child to respond through the pictorial scale by asking them to point out the face which matches their response best.

The questions which you will ask the child are provided in the scoresheet. These questions are to be asked orally.

NOTE: It is very easy to influence the child’s responses during this test. As far as possible you **must not** influence them. Please pay very close attention to how you explain the test to the child, and how you are asking the questions. Your tone and body language **should not** communicate approval or disapproval of the child’s responses.

LA7-LA9: General Instructions

The tests following these are written tests which will be given to the children as worksheets (LA7-LA9). These tests will be administered to the child on the basis of their responses to the previous tests – LA2 and LA3.

Like the previous tests, there is a specific order to be followed for the administration of LA7-LA9. As mentioned earlier in the manual, the child will be given one worksheet at a time. These tests are timed tests, with varying time limits.

Before starting these tests, please ensure that you fill the first sheet of LA7 with all the child’s details. For every test, before giving the child the sheet, fill in the necessary details at the top of the first page. Give a pencil-eraser test to the child. If the child does not have a flat surface to write on, lend your clip board.

1. LA7: Child Test 1

This test will be administered to the child even if they are at code “**4**”, letter level in LA3. If the child is code “**5**”, that is cannot read letters, skip to LA8, Child Test 3

Give the sheet to the child and explain that they have to read the instructions themselves and complete the test within **5 minutes**. If the child completes the test before 5 minutes take the sheet from her and give her the next set. If the child does not complete the test in 5 minutes, you need to take the sheet from her and give her the next set. Observe if the child has understood what is required of them. If the child seems like they have not understood, you may ask them to look at the given example and complete the test accordingly. While doing so, it is important that you**do not** explain the test to the child.

1. LA7: Child test 2

LA7 will only be administered to the child if they are at least code “3” (शब्द पढ़ पाना) in LA2 (ASER literacy test).

The whole set is to be completed in **20 minutes**. Explain that there are four exercises for them to do, and they are free to do it in any order that they wish. Follow the instructions provided above for starting the test. The child may return the test before 20 minutes (whether they are answered or not).

1. LA8, Child Test-3:

This test will be administered to the child even if they are at code “**4**”, अंक पहचान in LA3. If the child is code “**5**”, अंक (1-9) पहचान नहीं, you may finish the administration of the tests at LA7.

Give the sheet to the child. Explain the test to the child according to the instructions given on the sheet. Also explain that they have to complete the test within **15 minutes**. As earlier, ensure that the child is not tense, or worried about answering all the questions. Explain that they must only answer those questions that they understand.

1. LA9, Child Test-4:

This test will be administered  **only**to children that are at code “1” (भाग कर पाना) or “2” (घटा कर पाना) in LA3.

Give the sheet to the child. Explain the test to the child according to the instructions given on the sheet. Also explain that they have to complete the test within **20 minutes**.

Concluding the Tests

Once all the tests have been completed, it is very important that you conclude the session on a positive note. Be sure to thank the children for their time and patience. It is important that you **do not** let the child feel that they are being assessed by you, so do not make any comments about how well or badly they performed during the test as you are leaving. Collect all 4 parts of the written test and staple or tag them together.