

Learning Assessment Tools

Child 1-to-1 Sheet

LA2: ASER Reading Tool (p. 2-4)

LA3: ASER Math Tool (p. 5-6)

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

LA5a & 5b: Pictorial Five Point Scale for
Child Peer Relations and Self (p. 10)

Appendix 1:

Instructions for ASER Reading Tool
(p. 10)

Appendix 2:

Instructions for ASER Math Tool (p. 11)

बगीचे में एक पेड़ है।

पेड़ पर एक तोता रहता है।

तोते का रंग हरा है।

वह लाल टमाटर खाता है।

सावन का महीना था। आसमान में बहुत काले-काले बादल छाए थे। ठंडी-ठंडी हवा चल रही थी। मुझे झूला झूलने का मन किया। बड़े भैया एक मोटी सी रस्सी लेकर बाहर आए। भैया ने रस्सी को पेड़ से लटकाकर झूला बनाया। सब ने मिलकर खूब झूला झूला। बाकी बच्चे भी आकर मजे से झूलने लगे। झूलते-झूलते रात हो गई।

लाल दूध
पैर
तेल किला
मोर
जूता मौका

ल प स
क ग
ड ब म
ट झ

घटाव

भाग

62

42

–44

–15

8 $\overline{) 987}$

91

72

–48

–37

6 $\overline{) 829}$

44

33

–26

–18

7 $\overline{) 982}$

42

47

–29

–28

4 $\overline{) 517}$

अंक पहचान

1-9

संख्या पहचान

10-99

7

6

73

21

4

2

97

85

9

1

24

76

3

5

39

60

58

12

24

12

2626

425

8521

31

3148

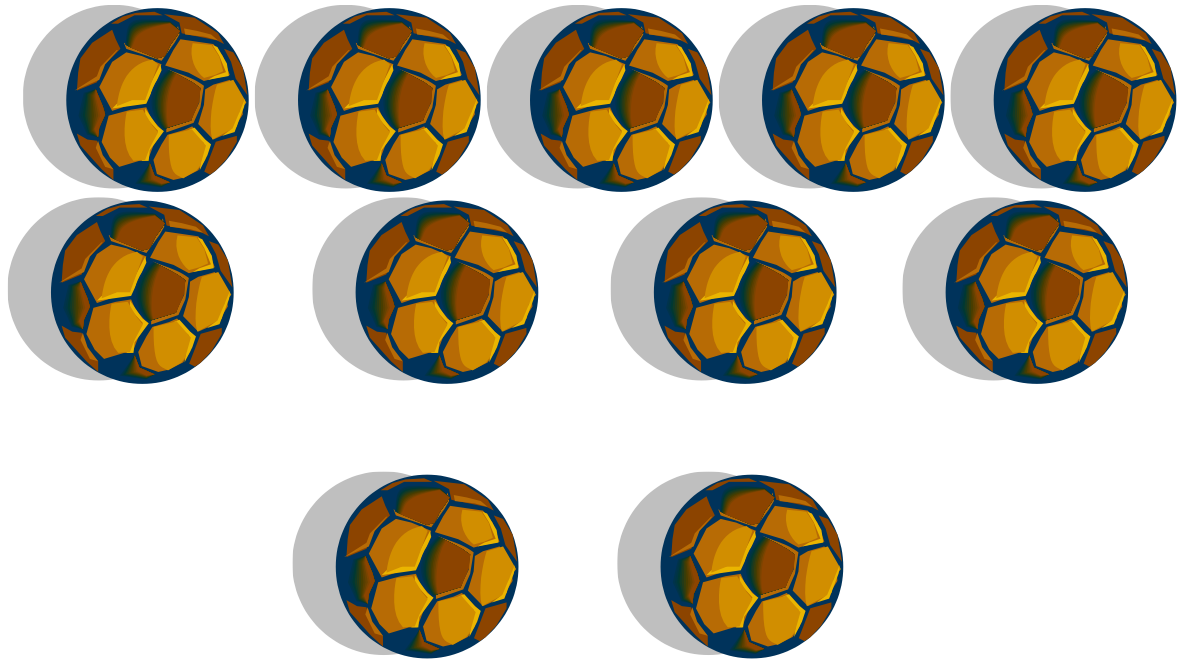
6342

213

Identifying

1. a double digit number
2. a three digit number
3. a four digit number

[Type text]



4. Count the balls.

5. Fill in the blanks.

14, 16, _____, 20

6. Fill in the blanks.

20, 17, _____, 11

[Type text]



7. Lata has 2 apples. If she is given 4 more, how many will she have?



8. Seenu has Rs 20. If she buys an ice cream with Rs 5, how many rupees does she have left?

9. What is two times three?

$$2 \times 3 = \underline{\hspace{2cm}}$$

[Type text]

01=Strongly disagree

02=Disagree

03=Neither agree nor disagree

04=Agree

05=Strongly agree



[Type text]

2. Literacy – ASER's reading tool

Instructions for the enumerator with regard to how the test is to be administered are given in boxes.

Sentences in bold give details of how to code the child's responses.

Ask the child to read 4 simple sentences on p. 2 of the Learning Assessment Tools booklet. Listen carefully to how she reads.

The child is at 'Sentence level' – Code 2 if the child:

- **reads the text like she is reading sentences, rather than a string of words.**
- **reads the text fluently and with ease, even if she is reading slowly.**
- **reads the text with 4 or less than 4 mistakes.**

The child is not at 'Sentence level – Code 2' if the child:

- **reads the text like a string of words, rather than a sentence.**
- **stops very often while reading**
- **has difficulty with more than 4 words in the sentence**

If the child can read the sentences fluently and with ease, then ask the child to read the story on p. 3 of the Learning Assessment Tools.

The child is at 'Story Level' – Code 1, if the child: reads the text fluently and with ease.

If the child is unable to read the story fluently and stops a lot, mark him/her as a child who is at sentence level – Code 2.

If the child is not at 'Sentence Level' then ask the child to read words --p. 4 of the Learning Assessment Tools. Ask the child to read any 5 words from the word list. Let the child choose the words herself/himself. If the child does not choose, then point out any 5 words to her/him.

The child is at 'Word Level' – Code 3 if the child reads at least 4 out of the 5 words with ease.

If the child is not at 'Word Level' (cannot correctly read at least 4 out of the 5 words chosen), then show her/him the list of letters – p. 5 of the Learning Assessment Tools. Ask the child to recognize any 5 letters from the letter list. Let the child choose the letters herself. If the child does not choose, then point out any 5 letters to her/him.

The child is at 'Letter Level' – Code 4 if the child correctly recognizes at least 4 out of 5 letters with ease.

If the child cannot recognize at least 4 out of 5 letters chosen, then mark the child at 'Cannot read letters' – Code 5.

[Type text]

5. Numeracy – ASER Math tool

Subtraction: Show the child the subtraction problems on p. 9 of the Learning Assessment Tool. First ask the child to choose a problem, if not then you can pick one. Ask the child to write and solve the problem. Observe if the answer is correct. Even if the first subtraction problem is answered incorrectly, ask the child to solve a second subtraction. If the second problem is correct, ask the child to try and do the first problem again. If the child makes a careless mistake, then give the child another chance with the same question.

If the child cannot do both subtraction problems correctly, then ask the child to recognize numbers from 10-99 on p. 10 of Learning Assessment Tool . Even if the child does just one subtraction problem wrong, give her the number recognition (10-99) task.

Number Recognition (10-99): Ask the child to identify any 5 numbers from the list. Let the child choose the numbers herself. If she does not choose, then point out any 5 numbers to her.

If she can correctly recognize at least 4 out of 5 numbers, then mark her at ‘Number Recognition (10-99) Level’.

If the child is not at ‘Number Recognition (10-99) Level’ (cannot correctly recognize at least 4 out of 5 numbers chosen), then ask her to recognize numbers from 1-9.

Number Recognition (1-9): Ask the child to identify any 5 numbers from the list. Let the child choose the numbers herself. If she does not choose, then point out any 5 numbers to her.

If she can correctly recognize at least 4 out of 5 numbers, then mark her at ‘Number Recognition (1-9) Level’.

If the child is not at ‘Number Recognition (1-9) Level’ (Cannot recognize at least 4 out of 5 numbers chosen), then mark her at ‘Cannot recognize numbers 1-9 – Code 5’.

If the child does both the subtraction problems correctly, ask her to do a division problem from p. 9 of the Learning Assessment Tool.

Division 3 digits by 1 digit: Ask the child to choose any one problem. If she does not want to, then pick one. Ask her to write and solve the problem. If she is able to correctly solve the problem, then mark the child at ‘Division Level’. Note: The quotient and the remainder both have to be correct. If the child makes a careless mistake, then give the child another chance with the same question.

If the child is unable to solve a division problem correctly, mark the child at ‘Subtraction Level’