ASER, UWEZO, AND BEEKUNGO TEST ITEMS

EPDC compiled sample test items to inform learning outcomes data for the ASER-India, ASER-Pakistan, UWEZO, and Beekungo learning assessments. These assessments all test basic reading and math skills in similar ways, but the exact content, difficulty of questions, and criteria for passing a level vary by country and sometimes by year. The samples in this document provide a sense of these differences and are taken directly from the reports cited. The catalog includes items from the assessments that EPDC offers data for, and users should consult the assessment websites for additional years of reports as well as more detailed information about the assessments.
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Math Assessments – Sample Test Items

ASER: India 2005

Arithmetic tasks for Rani

Make sure children are relaxed. Chat with them: ask them ~ who is their best friend, what is their favourite game ... Playing simple games may also help. When the child seems relaxed then you can introduce the testing tasks. Give children time to become familiar with the tool and the task. Each tester has several sample tests. Let the child practice for a few minutes with one sample paper. For actual testing use a different one. If the child makes a mistake, let her have another chance. Show her a different problem. If she is struggling with subtraction, take her to number recognition and then come back to subtraction. Work with the child, until you are sure of what the child is able to do comfortably and confidently.

Math Test: Sample 1

<table>
<thead>
<tr>
<th>Number</th>
<th>Subtraction</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>64</td>
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<td>63</td>
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<td>94</td>
</tr>
<tr>
<td>84</td>
<td>68</td>
<td>84</td>
</tr>
</tbody>
</table>

Ask any 1. Of 5, 4 must be correct
Ask any 2. Both must be correct
Ask any 1, it must be correct
SUBTRACTION: 2 DIGIT WITH BORROWING

START HERE WITH SUBTRACTION

56
- 38

Point to any one of the subtraction sums. Ask the child what the numbers are. For example: 56. If the child says 5 and 6, ask her again to say what the number is when the numbers are together. Point to the minus sign and ask "what do you have to do?"

Once you have established that the child correctly recognizes the numbers you are showing her, ask her to write and solve the problem. Give her or let her choose another similar problem from the sums on the page. Observe the child as she solves the sum.

If she cannot correctly do the subtraction problems, then give her the number recognition task.

If she does both the subtraction problems correctly, give her a division problem.

NEXT, DO NUMBER RECOGNITION

Point one by one to at least 5 numbers.
Ask her to identify numbers.
If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can "recognize numbers."
If not, mark her as a child who "cannot even

NEXT, DO DIVISION

Show the child the division problems. She can choose one to try.
Ask her to tell you what the problem is and what she has to do.
Ask her to write and solve the problem.
Observe what she does. if she is able to correctly solve the problem, then mark her as a "division child."
If she is unable to do one problem, give her another problem from the sheet.
If she is unable to solve any division problem correctly, mark her as a child who can do "subtraction."

Can Rani recognize numbers? Can Rani subtract? Can Rani divide?

Arithmetic tasks for Rani...

Like Rani, all children were assessed using a simple arithmetic tool. The arithmetic test has 3 categories:

- Number recognition: randomly chosen numbers from 11 to 99
- Subtraction: 2 digit numerical problems with carryover
- Division: 3 digit by 1 digit numerical problems.

```
<table>
<thead>
<tr>
<th>Number</th>
<th>Subtraction</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample: Arithmetic test
Similar tests developed in all languages
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5
How to test arithmetic? Can Rani do Arithmetic?

**SUBTRACTION: 2 DIGIT WITH BORROWING**

- Point to any one of the subtraction sums. Ask the child what the numbers are. For example: 56. If the child says 5 and 6, ask her again to say what the number is when the numbers are together. Point to the minus sign and ask "what do you have to do?"

- Once you have established that the child correctly recognizes the 2 digit numbers you are showing her, ask her to write and solve the problem. Give her or let her choose another similar problem from the sums on the page. Observe the child as she solves the sum.

If she cannot correctly do the subtraction problems, then give her the number recognition task.

If she does both the subtraction problems correctly, give her a division problem.

**NEXT, DO NUMBER RECOGNITION**

- Point one by one to at least 5 numbers.
- Ask her to identify numbers.
- If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can "recognize numbers."
- If not, mark her as a child who "cannot even recognize numbers."

**NEXT, DO DIVISION**

- Show the child the division problems. She can choose one to try. Ask her to tell you what the problem is and what she has to do.
- Ask her to write and solve the problem.
- Observe what she does. If she is able to correctly solve the problem, then mark her as a child who can do "division."
- If she is unable to do one problem, give her another problem from the sheet.
- If she is unable to solve any division problem correctly, mark her as a child who can do "subtraction."

All children were assessed using a simple arithmetic tool. The arithmetic test has 3 categories:

- Number recognition 1 to 9: randomly chosen numbers from 1 to 9
- Number recognition 11 to 99: randomly chosen numbers from 11 to 99
- Subtraction: 2 digit numerical problems with borrowing
- Division: 3 digit by 1 digit numerical problems
HOW TO TEST ARITHMETIC?

SUBTRACTION: 2 DIGIT WITH BORROWING

START HERE

Show the child the subtraction problems. She can choose, if not you can point.
Ask the child what the numbers are. She should be able to correctly identify the 2 digit numbers and the subtraction symbol.
Now ask her to write and solve the problem. Observe to see if she does it in the correct written numerical form.
Ask her to do a second one.

If she cannot correctly do the subtraction problems, then give her the number recognition (11-100) task.

If she does both the subtraction problems correctly, ask her to do a division problem.

NUMBER RECOGNITION (11-100)

Point one by one to at least 5 numbers. Child can also choose.
Ask her to identify numbers.
If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can “recognize numbers from 11-100.”

If she cannot recognize numbers from 11-99, then give her the number recognition (1-9) task.

DIVISION 3 DIGIT BY 1 DIGIT

Show the child the division problems. She can choose one to try. If not, then you pick one. Ask her to tell you what the problem is and what she has to do.
Ask her to write and solve the problem.
Observe what she does. If she is able to correctly solve the problem, then mark her as a child who can do “division”
If she is unable to do one problem, give her another problem from the sheet.
If she is unable to solve any division problem correctly, mark her as a child who can do “subtraction”.

NUMBER RECOGNITION (1-9)

Point one by one to at least 5 numbers. Child can also choose.
Ask her to identify numbers.
If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can “recognize numbers from 1-9.”
If not, mark her as a child who “cannot recognize numbers” or “nothing”.

Tasks related to daily life:

How well can children do tasks related to daily life?

At home or in school, several times a day people look at a clock or watch. In most states, maths textbooks teach children how to tell time from Std III onwards.

There were two tasks for telling time

Clock One had telling time in 15 minute intervals; for example: on the hour, 15 mins past the hour, 30 mins past the hour or 45 mins past the hour.

Clock Two had telling time in 5 minute intervals.

Children were marked for each of these tasks. The findings reported in the report are for children who could tell time correctly in both clocks.
**ASER 2008: Currency Tasks**

Tasks related to daily life:

Children are familiar with money. From a young age, they observe and they participate in money transactions. In many states, textbooks have currency related tasks from Std 3 onwards.

Apart from the usual arithmetic questions that are asked each year, in 2008, children were asked to do two currency related tasks that are described below.

All children were assessed using a simple arithmetic tool. The arithmetic test has 3 categories:
- Number recognition 1 to 9: randomly chosen numbers from 1 to 9
- Number recognition 11 to 99: randomly chosen numbers from 11 to 99
- Subtraction: 2 digit numerical problems with borrowing
- Division: 3 digit by 1 digit numerical problems.
**How to Test Arithmetic?**

**Subtraction: 2 Digit with Borrowing**

Start Here

Show the child the subtraction problems. She can choose, if not you can point.
Ask the child what the numbers are.
Now ask her to write and solve the problem. Observe to see if she does it in the correct written numerical form.
Ask her to do a second one.

If she cannot do both subtraction problems, then give her the number recognition (1-100) task.

If she does both the subtraction problems correctly, ask her to do a division problem.

**Number Recognition (11-100)**

Point one by one to at least 5 numbers. Child can also choose.
Ask her to identify the numbers.
If she can correctly identify at least 4 out of 5 numbers, then mark her as a child who can “recognize numbers from 11-100.”

If she cannot recognize numbers from 11-99, then give her the number recognition (1-9) task.

**Division 3 Digit by 1 Digit**

Show the child the division problems. She can choose one to try. If not, then you pick one. Ask her to tell you what the problem is and what she has to do.
Ask her to write and solve the problem.
Observe what she does. If she is able to correctly solve the problem, then mark her as a child who can do “division.”
If she is unable to do one problem, give her another problem from the sheet.
If she is unable to solve a division problem correctly, mark her as a child who can do “subtraction.”

**Number Recognition (1-9)**

Point one by one to at least 5 numbers. Child can also choose.
Ask her to identify numbers.
If she can correctly identify at least 4 out of 5 numbers, then mark her as a child who can “recognize numbers from 1-9.”
If not, mark her as a child who “cannot recognize numbers” or “nothing.”
ASER 2010: Arithmetic Tasks

All children were assessed using a simple arithmetic tool. The arithmetic test has 4 categories:

- Number recognition 1 to 9: randomly chosen numbers between 1 to 9
- Number recognition 11 to 99: randomly chosen numbers between 11 to 99
- Subtraction: 2 digit numerical problems with borrowing
- Division: 3 digit by 1 digit numerical problems.

### Math Test/Sample (1)

<table>
<thead>
<tr>
<th>Number</th>
<th>Number</th>
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<th>Number</th>
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<td>5</td>
<td>2</td>
<td>56</td>
<td>87</td>
<td>65</td>
</tr>
</tbody>
</table>

**Sample:** Arithmetic test

**Similar tests developed in all languages**
How to test arithmetic?

Subtraction: 2 digit with borrowing

START HERE
Show the child the subtraction problems. She can choose a problem, if not you can point. Ask the child what the numbers are and then ask her to identify the subtraction sign. If the child is able to identify the numbers and the sign, ask her to write and solve the problem. Observe to see if the answer is correct.
Even if the first subtraction problem is answered wrong, still ask the child to solve the second question. Follow the same steps.
If the child makes a careless mistake, then give her another chance with the same question.

If she cannot do both subtraction problems correctly, then give her the number recognition (11-99) task.

Number Recognition
(11-99)
Point one by one to 5 numbers. Child can also choose. Ask her to identify the numbers.
If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can “recognize numbers from 11-99.”

If she cannot recognize numbers from 11-99, then give her the number recognition (1-9) task.

Division 3 digit by 1 digit
Show the child the division problems. She can choose one to try. If not, then you pick one. Ask her to write and solve the problem. Observe what she does. If she is able to correctly solve the problem, then mark her as a child who can do “division.”
Note: Both the quotient and the remainder 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 her as a child who can do “subtraction.”
All children in Std 5 and above were assessed on simple application based everyday Math problems. The task had 4 categories:

- **Money task**: Solving money related word problems based on prices given on a menu card.
- **Calendar task**: Finding dates and days in a calendar.
- **Area**: Calculating the area of a field.
- **Estimation**: Estimating the volume of a given figure.
HOW TO TEST EVERYDAY MATH TASKS?

Target age group for the Bonus Tool
- If currently enrolled in school- Std 5 and above.
- If currently out of school- 10 to 16 years of age.

Administer the tool to all such children even if you think she or he will not be able to solve any of the questions.

Process for Administration of the Tool
1. The bonus tool will be administered after the ASER basic tools. It is administered for each child (one on one testing). The order of testing should ALWAYS be: first Language, then Math and then the bonus tool.
2. Read each question clearly to the child. Do not read the questions more than twice to the child. Repeat the question once if necessary. The child can solve the questions on a separate piece of paper or orally.
3. Be patient and give enough time to solve each question. Administering this tool may take 15-20 minutes or even longer for each child.
4. If you think the child is making a careless mistake then ask her to look carefully and solve the question again.
5. Do not alter/change the question to make it easier for the child. Please stick to the question in the tool.
6. Do not teach the child the mathematical concept of the question. You are there to test the child, not teach her.
7. Q1-Q2: Show the child the picture of the menu card. Tell her that it is a menu card and that you are going to ask questions based on the menu card. DO NOT READ THE MENU OUT TO THE CHILD.
   Only give the example that is given in the Menu Card.
8. Q3-Q4: Show the picture of the calendar to the child and tell her that it’s a calendar. Also that you are going to ask questions based on this calendar. Do not tell the child that August comes after July.
9. Q5-Q6: If the child does not answer Q5 (the area question) correctly, then skip Q6 and go to Q7.
   The child does not need to answer the question with the unit of measurement i.e. if the child says 250 without saying 250 Rs, it should be marked correct.
10. Q7-Q8: Tell the child that these two questions are multiple choice questions, and that she needs to choose the correct answer.

NOTE: All surveyors should solve all the questions of the bonus tool individually during the training.

ASER 2011: Arithmetic tasks

All children were assessed using a simple arithmetic tool. The arithmetic test has 4 categories:

- Number recognition 1 to 9: randomly chosen numbers between 1 to 9
- Number recognition 11 to 99: randomly chosen numbers between 11 to 99
- Subtraction: 2 digit numerical problems with borrowing
- Division: 3 digit by 1 digit numerical problems

Sample: Arithmetic test

Similar tests developed in all languages
How to test arithmetic?

**SUBTRACTION: 2 DIGIT WITH BORROWING**

**START HERE:**

Show the child the subtraction problems. She can choose a problem, if not you can point. Ask the child what the numbers are and then ask her to identify the subtraction sign. If the child is able to identify the numbers and the sign, ask her to write and solve the problem. Observe to see if the answer is correct. Even if the first subtraction problem is answered wrong, still ask the child to solve the second question with the same method.

If the child makes a careless mistake, then give her another chance with the same question.

If she cannot do both subtraction problems correctly, then give her the number recognition (11-99) task. Even if the child can do one subtraction problem correctly, give her the number recognition (11-99) task.

If she does both the subtraction problems correctly, ask her to do a division problem.

**NUMBER RECOGNITION (11-99)**

Point one by one to 5 numbers. Child can also choose. Ask her to identify the numbers. If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can “recognize numbers from 11-99.”

If she cannot recognize numbers from 11-99, then give her the number recognition (1-9) task.

**DIVISION 3 digit by 1 digit**

Show the child the division problems. She can choose one to try. If not, then you pick one. Ask her to write and solve the problem. Observe what she does. If she is able to correctly solve the problem, then mark her as a child who can do “division”. Note: The quotient and the remainder both have to be correct.

If the child makes a careless mistake, then give her another chance with the same question.

If the child is unable to solve a division problem correctly, mark her as a child who can do “subtraction”.

**NUMBER RECOGNITION (1-9)**

Point one by one to 5 numbers. Child can also choose. Ask her to identify numbers. If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can “recognize numbers from 1-9.”

If not, mark her as a child who “cannot recognize numbers” or “nothing”.

All children were assessed using a simple arithmetic tool. The arithmetic test has 4 categories:

- Number recognition 1 to 9: randomly chosen numbers between 1 to 9.
- Number recognition 11 to 99: randomly chosen numbers between 11 to 99.
- Subtraction: 2 digit numerical problems with borrowing.
- Division: 3 digit by 1 digit numerical problems.
**How to test arithmetic?**

**SUBTRACTION 2 digit with borrowing**

**START HERE:**

Show the child the subtraction problems. Ask her to solve any two problems, one at a time. She can choose a problem, if not you can point.

Ask the child what the numbers are and then ask the child to identify the subtraction sign.

If the child is able to identify the numbers and the sign, ask her to write and solve the problem. Observe to see if the answer is correct.

Even if the first subtraction problem is answered wrong, still ask the child to solve the second question with the same method. 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 recognise numbers from 10-99.

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 5 numbers to her.

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

If the child cannot recognize numbers from 10-99, then ask the child to recognise numbers from 1-9.

**DIVISION 3 digit by 1 digit**

Show the child the division problems. She can choose one problem. If not, then you pick one.

Ask her to write and solve the problem.

Observe what she does. 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’.

**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 5 numbers to her.

If she can correctly identify 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 numbers 1-9) mark her at ‘Beginner Level’.

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## ASER: Pakistan 2008

### Arithmetic Tools:

There are four categories used in arithmetic tool as same as in reading tool, for assessing arithmetic skills of children which are as following:

1. **Number recognition 1 to 9**: randomly chosen numbers from 1 to 9.
2. **Number recognition 11 to 99**: randomly chosen numbers from 11 to 99.
3. **Subtraction**:
   - 2 digits subtraction problems which must have borrowing.
   - Not put any number that have zero in the unit place.
4. **Division**:
   - 3 digits by 1 digit division problems
   - Keep the number "divisors"
   - Between 4 and 8 not include digit 5.

### STEPS FOR ASSESSING BASIC ARITHMETIC SKILLS

<table>
<thead>
<tr>
<th>Child's Arithmetic level</th>
<th>How to test and what criteria to use for categorizing children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division: 3 digits by 1 digit</td>
<td>Show the child the division problems. She can choose one to try. If not, then you can pick one. Ask her to tell you what the problem is and what she has to do. Then write the problem on a piece of paper and ask her to solve it. Watch what she does. If she is able to follow the right method and come to the right answer, then mark her as a &quot;division&quot; child. If she is unable to do one problem, give her another problem from the sheet. If she is unable to do either, mark her as a &quot;subtraction child&quot;.</td>
</tr>
<tr>
<td>Subtraction: 2 digits borrowing</td>
<td>Show the child the subtraction problems. She can choose one. If not, then you can pick one. Show the child the number on the top row of any problem and ask what that is (e.g. 56). If the child says 5 and 6, ask her again to say what the number is when the numbers are together. Probe to see if she can recognize and identify 2 digit numbers. Show her the number on the next line and do the same. Point to the minus sign and ask &quot;what do you have to do&quot;. Once you have established that the child knows the numbers and knows what to do, then write down the sum on a piece of paper yourself or ask the child to copy it on a piece of paper and ask her to solve it. Watch while she solves it. See if she correctly moves from the units column to the tens column and solves the problem. Give her another similar problem from the sums on the page. If she correctly does both then show her the division problem. If she does not want to attempt the division problem or is unable to do it, then mark the child as a &quot;subtraction&quot; child. If she cannot correctly do the subtraction problems then give her the number recognition task described below.</td>
</tr>
<tr>
<td>Number recognition: 11-99</td>
<td>Point one by one to at least 5 numbers. Child can also choose them. Ask her to identify the numbers. If she can correctly identify at least 4 out of 5 numbers, then mark her &quot;Number Recognize 11-99&quot; child. If not then give her the number recognition 1 to 9 task.</td>
</tr>
</tbody>
</table>
| Number recognition: 1 to 9 | • Point one by one to at least 5 numbers. Child can also choose them.  
|                           | • Ask her to identify the numbers.  
|                           | • If she can correctly identify at least 4 out of 5 numbers then mark her  
| Beginner / Nothing        | "Number Recognize 1-9" child.  
|                           | • Child cannot recognize any numbers.  

### Basic Math

Tick the Relevant Box, the highest level of learning/numeracy (e.g. Nothing, Number Recognition 1-9, Number Recognition 11-99, Subtraction, and Division), the child achieves during the arithmetic ability Test. REMEMBER TO USE BOTH SAMPLES OF TOOLS GIVEN to you. For Arithmetic Test Process see following Table.

**STEPS FOR ASSESSING BASIC MATHS**

<table>
<thead>
<tr>
<th>Child's math level</th>
<th>How to test and what criteria to use for categorizing children</th>
</tr>
</thead>
</table>
| Division: 3 digit by 1 digit | • Show the child the division problems. She can choose one to try. If not, then you can pick one. Ask her to tell you what the problem is and what she has to do.  
• Then write the problem on a piece of paper and ask her to solve it.  
• Watch what she does  
• If she is able to follow the right method and come to the right answer, then mark her as a “division child.”  
• If she is unable to do one problem, give her another problem from the sheet.  
• If she is unable to do either, mark her as a “subtraction child.” |
| Subtraction: 2 digit borrowing | • Show the child the subtraction problems. She can choose one. If not, then you can pick one.  
• Show the child the number on the top row of any problem and ask what that is (e.g. 56). If the child says 5 and 6, ask her again to say what the number is when the numbers are together. Probe to see if she can recognize and identify 2 digit numbers. Show her the number on the next line and do the same. Point to the minus sign and ask “what do you have to do”. It is not necessary that she should use the term MINUS or SUBTRACT, consider it correct if she conveys the meaning in her local language (e.g. nika hui hai is used for minus in Urdu).  
• Once you have established that the child knows the numbers and knows what to do, then write down the sum on a piece of paper yourself or ask the child to copy it on a piece of paper and ask her to solve it. Watch while she solves it. See if she correctly moves from the units column to the tens column and solves the problem.  
• Give her another similar problem from the sums on the page.  
• If she correctly does both then show her the division problem.  
• If she does not want to attempt the division problem or is unable to do it, then mark the child as a “subtraction” child.  
• If she cannot correctly do the subtraction problems then give her the number recognition task described below. |
| Number recognition: 11-99 | • Point one by one to at least 5 numbers. Child can also choose them.  
• Ask her to identify the numbers.  
• If she can correctly identify at least 4 out of 5 numbers, then mark her “Number Recog. 11-99” child. If not then give her the number recognition 1 to 9 task. |
| Number recognition: 1 to 9 | • Point one by one to at least 5 numbers. Child can also choose them.  
• Ask her to identify the numbers.  
• If she can correctly identify at least 4 out of 5 numbers then mark her “Number Recog. 1-9” child. |
| Beginner | • Child cannot even recognize 4 out of 5 numbers from the 1 to 9 number recognition list. |

**How To Test Arithmetic?**

**Subtraction**
- **Start Here**
  - Show the child the subtraction problems. She can choose, if not you can point.
  - Ask her to write and solve the problems. Observe to see if she does it in the correct written numerical form.
  - Ask her to do a second one.

- If she cannot do both subtraction problems, then give her the number recognition (11-100) task.
- If she does both the subtraction problems correctly, ask her to do a division problem.

**Number Recognition (11-100)**
- Point one by one to at least 5 numbers. Child can also choose.
- Ask her to identify the numbers.
- If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can ‘recognize numbers from 11-100’
- If she cannot recognize 4 out of 5 numbers from 11-100, then give her the number recognition 1-9 task.

**Division (3 digit by 1 digit)**
- Show the child the division problems. She can choose one out of the rest.
- Ask her to write and solve the problem.
- Observe and see if she is able to correctly solve the problem, then mark her as a child who can do ‘division’.
- If she is unable to solve a division problem correctly, mark her as a child who can do ‘subtraction’.

**Number Recognition (1-9)**
- Point one by one to at least 5 numbers. Child can also choose.
- Ask her to identify numbers.
- If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can ‘recognize numbers from 1-9’
- If not then mark her at the level ‘nothing’.
How to test Arithmetic?

**Subtraction**
- Start Here
- Show the child the subtraction problems. She can choose, if not you can point.
- Ask her/him to write and solve the problems. Observe to see if she does it in the correct written numerical form.
- Ask her to do a second one.

If she cannot do both subtraction problems, then give her the number recognition (11-100) task.

If she does both the subtraction problems correctly, ask her to do a division problem.

**Number Recognition (10-100)**
- Point one by one to at least 5 numbers. Child can also choose.
- Ask her to identify the numbers.
- If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can ‘recognize numbers from 11-100’

If she cannot recognize 4 out of 5 numbers from 11-100, then give her the number recognition 1-9 task.

**Division (3 digit by 1 digit)**
- Show the child the division problems. She can choose one out of the rest.
- Ask her to write and solve the problem.
- Observe and see if she is able to correctly solve the problem, then mark her as a child who can do ‘division’.
- If she is unable to solve a division problem correctly, mark her as a child who can do ‘subtraction’.

If she is able to do Subtraction / Division correctly, then ask him/her to solve bonus Questions.

**Number Recognition (1-9)**
- Point one by one to at least 5 numbers. Child can also choose.
- Ask her to identify numbers.
- If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can ‘recognize numbers from 1-9’
- If not then mark her at the level ‘nothing’.
### Math Tools

#### Sample 1

<table>
<thead>
<tr>
<th>Number Recognition 1-9</th>
<th>Number Recognition 11-99</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>37</td>
</tr>
<tr>
<td>4</td>
<td>49</td>
</tr>
<tr>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>77</td>
</tr>
<tr>
<td>7</td>
<td>61</td>
</tr>
<tr>
<td>9</td>
<td>82</td>
</tr>
<tr>
<td>3</td>
<td>57</td>
</tr>
<tr>
<td>5</td>
<td>68</td>
</tr>
</tbody>
</table>

#### Subtraction

| 37 | 18 |
| 92 | 55 |
| 27 | 81 |

#### Division

| 348 ÷ 4 |
| 844 ÷ 7 |
| 210 ÷ 6 |

#### BONUS TOOL

- 50 paise: Tennis ball
- 80 paise: Cup
- 15 paise: Biscuit
- 95 paise: Book

How to test Arithmetic?

Subtraction

Start Here

- Show the child the subtraction problems. S/he can choose, if not you can point.
- Ask her/him to write and solve the problems. Observe to see if s/he does it in the correct written numerical form.
- Ask her/him to do a second one.

If s/he cannot do both subtraction problems, then give her/him the number recognition (11-99) task.

Number Recognition (11-99)

- Point one by one to at least 5 numbers. Child can also choose.
- Ask her/him to identify the numbers.
- If s/he can correctly identify at least 4 out of 5 numbers then mark her/him as a child who can ‘recognize numbers from 11-99.

If s/he cannot recognize 4 out of 5 numbers from 11-99, then give her/him the number recognition 1-9 task.

Division (2 digit by 1 digit)

- Show the child the division problems. S/he can choose one out of the rest.
- Ask her/him to write and solve the problem.
- Observe and see if s/he is able to correctly solve the problem, and then mark her/him as a child who can do ‘division’.
- If s/he is unable to solve a division problem correctly, mark her/him as a child who can do ‘subtraction’.

Number Recognition (1-9)

- Point one by one to at least 5 numbers. Child can also choose.
- Ask her/him to identify numbers.
- If s/he can correctly identify at least 4 out of 5 numbers then mark her/him as a child who can ‘recognize numbers from 1-9’.
- If not then mark her/him at the level ‘nothing’.

Arithmetic

For Question 1: Ask the child to identify the time of the clock present in the box. If s/he answers any one correctly, then mark her/him Yes, otherwise No.

For Question 2: Ask the child to solve two questions about addition. Mark her/him accordingly. If both are correct, mark Yes for both and vice versa.

These questions should only be asked from children who are currently enrolled in Class 1 and above. Those who are not enrolled, these should be asked from children who are of age 10 and above.
Math Tool

![Math Tool Image]

General Knowledge Tool

![General Knowledge Tool Image]

Beekungo: Mali 2013

Evaluation en Calcul: le niveau de l’enfant est évalué selon la démarche qui suit:

Etape 1 : Item « Rangement des chiffres de 0 à 9 »

L’enfant choisit librement cinq (05) chiffres parmi les dix (10) de l’item. Il les range dans l’ordre croissant et dans l’ordre décroissant. S’il les range correctement dans les deux sens, il est performant et il passe à l’item « Rangement des nombres de 10 à 99 ». Sinon, son niveau correspondant est « RIEN » et le relais marque 0 dans la colonne Mathématiques.

Etape 2 : Item « Rangement des nombres de 10 à 99 »

L’enfant choisit librement cinq (05) nombres parmi les dix (10) de l’item. Il les range dans l’ordre croissant et dans l’ordre décroissant. S’il les range correctement dans les deux sens, il est performant et il passe à l’item « Addition ». Sinon, son niveau est correspondant est « Rangement des nombres de 10 à 99 », le relais marque 2 dans la colonne Mathématiques et l’évaluation en calcul s’arrête à ce niveau.

Etape 3 : Item « Addition »

L’enfant choisit librement et effectue, quatre (04) opérations parmi les huit (08) de l’item. Il est performant s’il réussit trois (03) opérations sur les quatre (04) choisies. Il passe à l’item « Soustraction ». Sinon, son niveau correspondant est « Rangement des nombres de 10 à 99 », le relais marque 2 dans la colonne Mathématiques et l’évaluation en calcul s’arrête à ce niveau.

Etape 4 : Item « Soustraction »

L’enfant choisit librement et effectue, quatre (04) opérations parmi les huit (08) de l’item. S’il en réussit trois (03) il passe à l’item « résolution de problème ». Sinon, son niveau correspondant est « Addition », le relais marque 3 dans la colonne Mathématiques et l’évaluation en calcul s’arrête à ce niveau.

Etape 5 : Item « résolution de problème »

Problème 1 : Moussa a 8 mangues. Son père lui donne 7 mangues. Moussa a combien de mangues en tout ?

Problème 2 : Ali a 15 francs. Il achète une orange à 5 francs. Ali a combien maintenant ?

L’enfant doit résoudre les deux problèmes posés. S’il les réussit, son niveau est résolution de problème et il est performant pour l’ensemble du test. Sinon il est au niveau « Soustraction », le relais marque 4 dans la colonne Mathématiques et l’évaluation en calcul s’arrête à ce niveau.

II. Numeracy

A. Numeracy tests

The numeracy test had six incremental levels: number recognition 1-9, number recognition 10-99, addition, subtraction, multiplication and division.

B. The Bonus Test (The Ethno Mathematics)

Each child was given a bonus test, based on day to day and functional tasks using the language the child preferred.

Sample numeracy and ethno mathematics tests

<table>
<thead>
<tr>
<th>ADDITION</th>
<th>ETHNO MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>Price List</td>
</tr>
<tr>
<td>68</td>
<td>Sugar sh 50</td>
</tr>
<tr>
<td>32</td>
<td>Milk sh 20</td>
</tr>
<tr>
<td>76</td>
<td>Rice sh 40</td>
</tr>
<tr>
<td>14</td>
<td></td>
</tr>
<tr>
<td>+23</td>
<td>(i) Sugar and milk?</td>
</tr>
<tr>
<td>+11</td>
<td>(ii) Rice and sugar?</td>
</tr>
<tr>
<td>+22</td>
<td></td>
</tr>
<tr>
<td>+22</td>
<td>Q2. You have sh 90. How much will you be left with after buying:</td>
</tr>
<tr>
<td>+33</td>
<td>(i) Sugar?</td>
</tr>
<tr>
<td></td>
<td>(ii) Rice?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>SUBTRACTION</td>
<td></td>
</tr>
<tr>
<td>87</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td></td>
</tr>
<tr>
<td>-41</td>
<td></td>
</tr>
<tr>
<td>-24</td>
<td></td>
</tr>
<tr>
<td>-50</td>
<td></td>
</tr>
<tr>
<td>-13</td>
<td></td>
</tr>
<tr>
<td>-34</td>
<td></td>
</tr>
</tbody>
</table>

For the next four years, Uwezo’s sampling and testing frameworks will remain constant to allow for valid comparisons across the years.

UWEZO: Kenya 2011

Testing numeracy

The Numeracy test has 7 distinct levels of difficulty which are: count and match, Greater than, recognition of numbers 10-99, addition, subtraction, multiplication and division. Testing starts at the subtraction level, and moves downwards to addition (for children who cannot subtract), or upwards to multiplication and division (for children who can subtract).

**START FROM HERE**

- Show the child the subtraction tasks.
- Point to the minus sign and ask “what do you have to do?” If the child knows what to do, ask her/him to write and solve the task. He/she can choose. If not, you can point. Watch while s/he solves it.

**SUBTRACTION**

If the child does not know what to do, DO NOT EXPLAIN TO THEM WHAT TO DO. Take them to the addition sums.

- If s/he correctly does two out of three tasks then show him/her the multiplication task

**ADDITION**

- Show the child the addition sign and ask “what do you have to do?” If the child knows what to do, ask him/her to write and solve the task. He/she can choose. If not, you can point.
- Watch while s/he solves it.
- If s/he correctly does two out of three sums mark him/her as an addition child.
- If the child does not know what to do, DO NOT EXPLAIN TO THEM WHAT TO DO. Take them to the greater than sums.

**MULTIPLICATION**

- Show the child the multiplication task.
- Point to the multiplication sign and ask “what do you have to do?” If s/he does not want to attempt the multiplication task or is unable to do it, then show him/her the division task.
- If the child knows what to do, ask him/her to write and solve the task. He/she can choose. If not, you can point.
- Watch while s/he solves it.
- If s/he correctly does two out of three tasks then show him/her the division task.

**GREATER THAN**

- Show the child the pair of numbers.
- Ask the child to identify which number is greater. He/she can choose. If not, you can point.
- If s/he can correctly identify the number that is greater than in at least 4 out of 5 pairs, then mark him/her as a “greater than” child.
- If s/he cannot correctly identify the number that is greater than in 4 out of 5 pairs, then give him/her number recognition (11-99) task.

**DIVISION**

- Show the child the division tasks.
- Point to the division sign and ask “what do you have to do?”
- If s/he does not want to attempt the division task or is unable to do it, then mark the child as a “division child”.
- If the child knows what to do, ask him/her to write and solve the task. He/she can choose. If not, you can point.
- Watch while s/he solves it.
- If s/he correctly does two out of three tasks then mark the child as a “division child”.

**NUMBER RECOGNITION (11-99)**

- Show the child the numbers 11-99.
- Ask the child to identify the numbers. He/she can choose. If not, you can point.
- If s/he can correctly identify 4 out of 5 numbers mark him/her as a ‘number recognition 11-99’ child.
- If s/he cannot correctly identify 4 out of 5 numbers, then give him/her the ‘count and match’ task.

**COUNT AND MATCH**

- Show the child the balls and numbers 1-5.
- Ask the child to count any of the balls and match them with the corresponding number.
- If s/he can correctly count and match 4 out of 5 balls mark him/her as a ‘count and match’ child.
- If s/he cannot correctly count and match 4 out of 5 sets of balls, then mark them as a ‘nothing’ child.
The Bonus Test

After testing numeracy, each child was given a bonus test. In 2011, knowledge on the parts of the body was tested. The child was expected to look, identify and name two body parts in a language of their choice. It is important to note that volunteers were expected to adhere to the ethical standards by not touching or pointing to any part of the body as required by the legal provisions. One key feature of the bonus test is that it was given to all the children; whether in school or out of school.

Assessing numeracy levels
Children were provided with note books and pencils to do the sums. The maths test had five sections – number recognition, addition, subtraction, multiplication, and adding money.

- **Number recognition**: Volunteers were to point to any number and ask the child what number that was. If a child knew three or four numbers and was recognising them with certainty, then the child moved to the next stage.

- **Addition**: The child was shown an addition sum and asked to do that in the exercise book. If the child was able to do five sums correctly then he/she moved to the next stage.

- **Subtraction**: Children were given two types of subtraction questions, where they did not have to borrow and where they had to borrow.

- **Multiplication**: Children were asked to multiply 2 digit numbers by a number not greater than 6.

- **Adding money**: Children in Tanzania do not do problem solving at Standard 2 level. To test their knowledge of ethno maths, children were given simple questions that required adding money.

Mathematics Test

# Numeracy - Set 1 of 4

## Counting

<table>
<thead>
<tr>
<th>Counting</th>
<th>Number Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="symbol.png" alt="Counting Symbols" /></td>
<td>19, 75, 69, 56</td>
</tr>
<tr>
<td><img src="symbol.png" alt="Counting Symbols" /></td>
<td>35, 87, 23, 40</td>
</tr>
</tbody>
</table>

The child should choose (6) and answer at least four (4) correctly.

## Number Recognition

<table>
<thead>
<tr>
<th>Which Number is Bigger</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 or 29</td>
</tr>
<tr>
<td>10 or 13</td>
</tr>
<tr>
<td>82 or 42</td>
</tr>
<tr>
<td>23 or 11</td>
</tr>
</tbody>
</table>

The child should choose (6) and answer at least four (4) correctly.

## Addition

<table>
<thead>
<tr>
<th>Addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 + 54</td>
</tr>
<tr>
<td>39 + 29</td>
</tr>
<tr>
<td>14 + 17</td>
</tr>
<tr>
<td>56 + 25</td>
</tr>
</tbody>
</table>

The child should choose (6) and answer at least four (4) correctly.

## Multiplication

<table>
<thead>
<tr>
<th>Multiplication</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 × 6</td>
</tr>
<tr>
<td>3 × 2</td>
</tr>
<tr>
<td>9 × 6</td>
</tr>
<tr>
<td>7 × 5</td>
</tr>
</tbody>
</table>

The child should choose (6) and answer at least four (4) correctly.

## Subtraction

<table>
<thead>
<tr>
<th>Subtraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>67 - 38</td>
</tr>
<tr>
<td>92 - 74</td>
</tr>
<tr>
<td>34 - 17</td>
</tr>
<tr>
<td>53 - 24</td>
</tr>
</tbody>
</table>

The child should choose (6) and answer at least four (4) correctly.

## Everyday Mathematics

<table>
<thead>
<tr>
<th>Everyday Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>300 Shillings + 50 Shillings</td>
</tr>
<tr>
<td>250 Shillings + 100 Shillings</td>
</tr>
<tr>
<td>350 Shillings - 150 Shillings</td>
</tr>
</tbody>
</table>

The child should choose (6) and answer at least four (4) correctly.
The Uwezo bonus test aimed at something beyond literacy and numeracy: recognition of Tanzania’s leaders. Overall, President Jakaya Kikwete was the most well-known of the three pictures above; Prime Minister Mizenge Pinda was the least known. One in four children was able to identify all three; of children whose family owns a TV, the number rises to over half.

UWEZO: Uganda 2010

The numeracy tests were developed with six levels; recognition of numbers 1-9, recognition of numbers 11-99, addition, subtraction, multiplication and lastly division. Similarly in administration of the numeracy tests children were first made to attempt the subtraction level and were then taken a level lower or higher depending on their ability in order to determine their numeracy skills. This greatly helped in saving time. Determining the child’s ability to recognize numbers 1-9 and 11-99 was based on ability to recognize four out of five numbers in these levels and were one could not recognize the lowest level they were assessed at nothing level. Determining levels of the children in the levels of addition, subtraction, multiplication and division depended on the ability to accurately solve two out of three problems at that particular level.

Sample of Mathematics test

<table>
<thead>
<tr>
<th>Number recognition:</th>
<th>Addition</th>
<th>Subtraction</th>
<th>Multiplication</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 5 1 3</td>
<td>1 4 +1 2</td>
<td>8 8 +1 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 7 8 6</td>
<td>1 5 +1 3</td>
<td>1 3 +1 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 91 47 72</td>
<td>7 7 +1 1</td>
<td>6 9 +1 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69 33 16 58</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ethno mathematics

1. If a ball costs 50 shillings, how many coins of 50 shillings do you need to buy one ball?
2. If your father gives you 200 shillings and your mother gives you 150 shillings, how much money will you have all together?
3. Jane wants a rope which costs 250 shillings. John gives Jane 300 shillings. How much money will Jane remain with after buying the rope?
4. Isa had 900 shillings. He bought a loaf of bread which cost 500 shillings. How much money did he get back?

A bonus test (ethno mathematics was also given to all categories of children within the age group regardless of having attended school or not in order to gauge their cognitive ability. Volunteers were tasked to test whether the children had any skills of addition and subtraction with money. In administration of this test volunteers were allowed to translate in local languages for easier understanding.

Numeracy test

The numeracy tests were developed with eight levels and with a bonus test; counting of numbers 1-9, recognition of numbers 10-99, recognition of numbers 100-999, recognition of place values, and operation of whole numbers. Similarly in administration of the numeracy tests children were first made to attempt the counting level and were then taken higher depending on their ability in order to determine their numeracy skills.

Sample of Mathematics test

Counting:
How many members are there in each set?
(Should attempt any 5, atleast 4 must be correct)

Number Recognition 10 – 99 : (Should attempt any 5, atleast 4 must be correct)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>47</td>
<td>25</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>94</td>
<td>36</td>
<td>51</td>
<td></td>
</tr>
</tbody>
</table>

Number Recognition 100 – 999: (Should attempt any 5, atleast 4 must be correct)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>104</td>
<td>129</td>
<td>200</td>
<td>476</td>
<td></td>
</tr>
<tr>
<td>374</td>
<td>234</td>
<td>581</td>
<td>943</td>
<td></td>
</tr>
</tbody>
</table>

Place value: (The child to place the lined number in its right place value)

<table>
<thead>
<tr>
<th>Number</th>
<th>H</th>
<th>T</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>263</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>453</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>578</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tell the time: (Should attempt any 3, at least 2 must be correct - for half and full hour)

Reading tasks for Rani

Children are assessed as being in one of the following five categories: Level 2 (story), Level 1 (easy paragraph), Word, Letter, Not able to recognize letters.
How to test reading. Can Rani read?

EASY PARAGRAPH - LEVEL 1

START HERE:
Point to one of the easy paragraphs. Ask the child to read the easy paragraph.

The child may read slowly. She may stop frequently; she may make 3 or 4 mistakes in not reading words correctly. But as long as the child reads the text like she is reading a sentence, she should be categorized as a child who can read easy paragraphs. This level is also called LEVEL 1.

While reading the paragraph, if the child stops very often, has difficulty with more than 3 or 4 words and reads like she is reading a string of words not a sentence, then show her the list of words.

If the child reads the paragraph fluently with ease, then ask her to read the story or LEVEL 2 text.

Ask the child to read any 5 words from the word list. Let the child choose the words herself.

If she can correctly read at least 4 out of the 5 words with ease, then ask her to try to read the easy para again.

Mark her as a "word" category child if she can correctly and comfortably read words but is still struggling with the easy para.

If she cannot correctly read at least 4 out of the 5 words she chooses, then show her the list of letters.

NEXT, DO WORDS

LEVEL 2

Show the child the story. If she can read fluently with ease and reads like she is reading a long text, then she is marked as a "story" child. This child can read LEVEL 2 text.

If she is unable to read the story fluently and stops a lot, mark her as a "paragraph child". This child can read LEVEL 1 text.

NEXT, DO STORY

NEXT, DO LETTERS

Ask the child to read any 5 letters from the letters list. Let the child choose the letters herself. If she can correctly recognize at least 4 out of 5 letters with ease, then show her the list of words again.

She will be marked as a "letter" child if he can read 4 out of 5 letters but cannot read words.

If not, then mark her as a child who cannot even recognize letters.

**Reading tasks for Rani ...**

Like Rani, all children were assessed using a simple reading tool. The reading test has 4 categories:

- Letters: Common letters
- Words: Common familiar words with 2 letters and 1 or 2 matras
- Level 1 (Std 1) text: Set of simple 4 linked sentences. Each no more than 4-5 words. These words or their equivalent are in the Std 1 textbook of the state.
- Level 2 (Std 2) text: "Short" story with 7-10 sentences. Sentence construction is straightforward, words are commonly used and context is familiar. These words (or their equivalent) are in the Std 2 textbook of the state.

Adult women were given the easy paragraph (Level 1) text to read.

**पढ़ने का टेस्ट**

मैं और मेरी बहन छत पर खेल रहे थे। अचानक आसमान में बादल गरजने लगे, बिजली कड़कने लगी। बड़ी-बड़ी बूंटे पड़ने लगीं। हम जल्दी से भागकर नीचे आ गए। तभी भैया गरम-गरम समोसे और पकौड़े ले आया। हमने खिड़की के पास बैठकर समोसे-पकौड़े खाये और बारिश का मजा लिया।

**Sample:**
Hindi basic reading test

Women were asked to read only the easy para (Level 1-Std 1) text
**How to test reading?**

**EASY PARAGRAPH - LEVEL 1**

**START HERE:** Point to one of the easy paragraphs. Ask the child to read the easy paragraph.

The child may read slowly. She may stop frequently; she may make 3 or 4 mistakes in not reading words correctly. But as long as the child reads the text like she is reading a sentence, she should be categorized as a child who can read easy paragraphs. This level is also called LEVEL 1.

While reading the paragraph, if the child stops very often, has difficulty with more than 3 or 4 words and reads like she is reading a string of words not a sentence, then show her the list of words.

If the child reads the paragraph fluently with ease, then ask her to read the story or LEVEL 2 text.

**NEXT, DO WORDS**

Ask the child to read any 5 words from the word list. Let the child choose the words herself. If she can correctly read at least 4 out of the 5 words with ease, then ask her to try to read the easy para again. Mark her as a "word" category child if she can correctly and comfortably read words but is still struggling with the easy para.

If she cannot correctly read at least 4 out of the 5 words she chooses, then show her the list of letters.

**LEVEL 2**

Show the child the story. If she can read fluently with ease and reads like she is reading a long text, then she is marked as a "story" child. This child can read LEVEL 2 text.

If she is unable to read the story fluently and stops a lot, mark her as a "paragraph child". This child can read LEVEL 1 text.

**NEXT, DO LETTERS**

Ask the child to read any 5 letters from the letters list. Let the child choose the letters herself. If she can correctly recognize at least 4 out of 5 letters with ease, then show her the list of words again. She will be marked as a "letter" child if he can read 4 out of 5 letters but cannot read words. If not, then mark her as a child who cannot even recognize letters.
Can Rani read, understand and answer?
Can Rani read and solve?

Comprehension tasks for Rani ...

Like Rani, all children who are capable of reading stories were assessed using a simple comprehension tool.

The text has 150-200 words. Sentence construction, vocabulary and grammar at Std 2 level of difficulty.

Only fluent readers (those who could read Level 2 – Std 2 text) are to be given the comprehension test.

Children were asked to read and answer 2 questions based on the text. Both questions required retrieving information directly from the text.

There were 2 additional arithmetic word problems that a child had to read, understand and solve.

The comprehension and computation questions are like those in the Std 2 and Std 3 textbooks of each state. The same set of comprehension tests were translated into all languages.

हिंदी 1

आज रात पिछली है। आज रात बाहर सूरा है। उसके सिक्के यही में लिखा लेने लगा वह। रात्री का काम भरने भी उनके साथ जा रहा है। रात्री ने अपने भाई को बताया और में लिखा के लिए देखा किया। रात्री को अच्छा साइफिल पत्र में लिखा लेने लगा। रात्री का पत्र में जाना पसंद है। वह हर साल में लिखा लेने है।

रात्री अपनी पत्रिया के साथ दोहरा में में लिखा पाश्चिमी। रात्री जल्द जल्द हाथवाली है। में बिन्दु में लिखा माहबूब ने लिखा लेने जा रही है। मिसाली ने रात्री के लिए बुक कराया। में लिखा के साथ काफिला वीरेन्द्र देखा। रात्री को अच्छी वीरेन्द्र कहने से लगा। रात्री में उन्होंने एक जोकर देखा।

जोकर के साथ पर जाने आनन्दी बदला।

उन्होंने एक भाई और एक बंदर भी देखा। रात्री और में लिखा साइफिल अच्छा लगा। साइफिल को बाद उन्होंने धारा लेने के लिए देखा कहनी। रात्री में लिखा और उनकी वीरेन्द्र शायद देखे।

1 रात्री कहता जा रही है?
2 साइफिल में उन्होंने क्या कहा देखा?
3 रात्री वीरेन्द्र में वाचन करने के लिए 82 कालें तौर पर। उन्होंने बाद में लिखा 85 कालें तौर पर किया। कालें रात्री का पत्र कुछ किया करने लगे थे?
4 रात्री ने 145 उपात्मक कहनी। उन्होंने जाने अपने 6 कोटी में बांधा। रात्री कहता है - एक दोष के हिसाब में बिन्दु उपात्मक कहनी?

हिंदी और संस्कृति:
- बड़े दोस्त के साथ कहने के लिए रहें।
- बड़े दोस्त के साथ कहने के लिए रहें।
- बड़े दोस्त के साथ कहने के लिए रहें।
- बड़े दोस्त के साथ कहने के लिए रहें।
How to test comprehension?

Tasks:
Children had to do several tasks. They had to read the text, understand it and answer / solve the questions below the text.
There were,
- 2 questions (comprehension) based on the text.
- 2 arithmetic word problems.

GENERAL INSTRUCTIONS

- Children who are able to read at Level 2 (story level) in the basic test should be given the advanced test.
- Give the test paper to the child and say “Read this carefully. There are some questions you have to answer on this after you finish reading.”
- Allow the child time to read the passage.

QUESTIONS BASED ON THE PASSAGE:

- Once the child has finished reading, point to Question 1: ask the child to read the question aloud. Ask the child what the answer is. If you feel the child needs to read the passage again, ask him or her to do so. The child can re-read the passage up to about 3-4 times.
- The child may tell you the answer in one word, or phrase or sentence. As long as he or she tells you most of the main point, you should mark a tick in the format denoting that the child can read, understand and answer.
- Sometimes children go back and read the passage aloud in order to get the answer to the question asked. If the child begins to read the passage aloud again and stops at the sentence which contains the answer the question asked then mark the child as “can read-comprehend”. If the child continues to read beyond the sentence(s) where the answer is located, then mark as “cannot read”.

WORD PROBLEMS:
- Ask the child to read each problem. He or she can read it aloud to you if needed. Ask them to solve the problem. DO NOT tell the child what needs to be done.
- Ask the child to write down how they are solving the problem numerically. Mark as correct if the child solves the problem correctly.

All children were assessed using a simple reading tool. The reading test has 4 categories:

- Alphabets: Set of common alphabets
- Words: Common familiar words with 2 letters and 1 or 2 matras
- Level 1 (Std 1) text: Set of simple 4 linked sentences. Each no more than 4-5 words. These words or their equivalent are in the Std 1 textbook of the state.
- Level 2 (Std 2) text: "Short" story with 7-10 sentences. Sentence construction is straightforward, words are common and the context is familiar. These words (or their equivalent) are in the Std 2 textbook of the state.

In developing these tools, in each state language, care is taken to ensure

- comparability with the previous years' tool with respect to word count, sentence count, type of word and conjoint letters in words
- compatibility with the vocabulary and sentence construction used in Std 1 and Std 2 language textbooks of the state
- familiarity with words and context through extensive field piloting
How to test reading?

**LEVEL 1 (Std. 1 Text)**

Present the easy paragraph to the child. Ask her to read it. Listen carefully to show she reads.

The child may read slowly. She may read haltingly; she may make 3 or 4 mistakes in not reading words correctly.

However, as long as the child reads the text like she is reading a sentence, rather than a string of words, mark her as a child who “can read LEVEL 1 text”.

While reading the paragraph, if the child stops very often, has difficulty with more than 3 or 4 words and reads like she is reading a string of words not a sentence, then show her the list of words.

If the child reads the paragraph fluently and with ease, then ask her to read the long text. This is also called LEVEL 2 text.

**WORDS**

Ask the child to read any 5 words from the word list. Let the child choose the words herself. If she does not choose, then point out words to her.

If she can correctly read at least 4 out of the 5 words with ease, then ask her to try to read the Level 1 text again.

If she can correctly and comfortably read words but is still struggling with the Level 1 text, then mark her as a “word” level child.

If she cannot correctly read at least 4 out of the 5 words she chooses, then show her the list of letters.

**LEVEL 2 (Std. 2 Text)**

Show the child the story. If she can read fluently with ease, then mark her as a child who “can read LEVEL 2 text”.

If she is unable to read the long text fluently and stops a lot, mark her as a child who “can read LEVEL 1 text”.

**LETTERS**

Ask the child to read any 5 letters from the letters list. Let the child choose the letters herself. If she does not choose, then point out letters to her.

If she can correctly recognize at least 4 out of 5 letters with ease, then show her the list of words again.

If she can read 4 out of 5 letters but cannot read words, then mark her as a child who “can read letters”.

If she cannot read 4 out of 5 letters correctly, then mark her as a child who “cannot even recognize letters” or as “nothing”.

ASER 2009: Reading Tasks

All children were assessed using a simple reading tool. The reading test has 4 categories:

- Letters: Set of common letters.
- Words: Common familiar words with 2 letters and 1 or 2 matras.
- Level 1 (Std 1) text: Set of 4 simple linked sentences. Each no more than 4-5 words. These words or their equivalent are in the Std 1 text book of the state.
- Level 2 (Std 2) text: “Short” story with 7-10 sentences. Sentence construction is straightforward, words are common and the context is familiar. These words (or their equivalent) are in the Std 2 textbook of the state.

In developing these tools, in each state language, care is taken to ENSURE:

- comparability with the previous years’ tool with respect to word count, sentence count, type of word and conjoint letters in words
- compatibility with the vocabulary and sentence construction used in Std 1 and Std 2 language textbooks of the state
- familiarity with words and context through extensive field piloting

Sample: Hindi basic reading test

Similar tests developed in all languages

Child can choose the language in which she wants to read.
HOW TO TEST READING?

START HERE:

LEVEL 1 (Std. 1 Text)

Present the easy paragraph to the child. Ask her to read it. Listen carefully to how she reads.

The child may read slowly. She may read haltingly; she may make 3 or 4 mistakes in not reading words correctly.

However, as long as the child reads the text like she is reading a sentence, rather than a string of words, mark her as a child who “can read LEVEL 1 text”.

While reading the paragraph, if the child stops very often, has difficulty with more than 3 or 4 words and reads like she is reading a string of words not a sentence, then show her the list of words.

If the child reads the paragraph fluently and with ease, then ask her to read the long text. This is also called LEVEL 2 text.

LEVEL 2 (Std. 2 Text)

Show the child the story. If she can read fluently with ease, then mark her as a child who “can read LEVEL 2 text”.

If she is unable to read the long text fluently and stops a lot, mark her as a child who “can read LEVEL 1 text”.

WORDS

Ask the child to read any 5 words from the word list. Let the child choose the words herself. If she does not choose, then point out words to her.

If she can correctly read at least 4 out of the 5 words with ease, then ask her to try to read the Level 1 text again.

If she can correctly and comfortably read words but is still struggling with the Level 1 text, then mark her as a “word” level child.

If she cannot correctly read at least 4 out of the 5 words she chooses, then show her the list of letters.

LETTERS

Ask the child to read any 5 letters from the letters list. Let the child choose the letters herself. If she does not choose, then point out letters to her.

If she can correctly recognize at least 4 out of 5 letters with ease, then show her the list of words again.

If she can read 4 out of 5 letters but cannot read words, then mark her as a child who “can read letters”.

If she cannot read 4 out of 5 letters correctly, then mark her as a child who “cannot even recognize letters” or as “nothing”.

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All children are given reading tasks in their own language (or the language of their choice). All children are also given a set of simple tasks to do in English.

The English test includes reading and simple comprehension activities.

Children were asked to read:

Capital letters

Small letters

Words: These are common 3 letter words, familiar to children from their daily life. After reading the word, the child is asked what the word means. The child can reply in her own language. Words are chosen with care. Not only is the word easy to read in English, it is also a simple and familiar word in the child’s own language.

Sentences: These are sentences with common words and simple syntax. Each sentence has no more than 5 words. After reading the sentence, the child is asked the meaning of the sentence in her own language.

The child is marked at the highest level that she can read comfortably. If the child can read a word, then she is asked the meaning of the word. If the child can read sentences, then she is asked the meaning of the sentence.
How to Test English?

**Capital Letters**
Point one by one to at least 5 letters.
Ask her to identify the letters.

- If she correctly recognizes 4 out of 5 letters, then show her the list of small letters. If she reads capital letters butis struggling with identifying small letters, then mark her as a child who can read “capital letters.”
- If she is unable to recognize 4 out of 5 capital letters from the list, then mark her as a child who “cannot even recognize capital letters” or as “nothing.”

**Small Letters**
Point one by one to at least 5 letters.
Ask her to identify the letters.

- If she correctly recognizes 4 out of 5 small letters with ease, then show her the list of words.
- If she reads small letters but is struggling with reading words, then mark her as a child who can read “small letters.”

**Simple Words**
Point one by one to at least 5 words.
Ask her to read the words.

- If she correctly reads 4 out of 5 words, then show her the list of sentences.
- If she reads words but is struggling with reading sentences, then mark her as “word” level child.

**Easy Sentences**
Ask her to read the 4 sentences. If she reads at least 2 out of the 4 sentences fluently (does not stop frequently or read like she is reading a string of words), then mark her as “sentence level” child.

Meaning of Words and Sentences in Local Language.

**Word meanings**: If a child is able to read words, ask her the meaning of the words in her own language. Meaning of words can be the literal meaning or it can be a close associated word. If she correctly says the meaning of at least 4 words, mark her as a child who “can say meanings”; else mark her as a child who “cannot say meanings”.

**Sentence meanings**: If a child is able to read sentences, ask her the meaning of the sentences in her own language. She should, at least, be able to say the meaning of the underlined words in the sentence. If she can correctly tell the meaning of at least 2 sentences, mark her as a child who “can say meanings”; else mark her as a child who “cannot say meanings”.

ASER 2010: Reading Tasks

All children were assessed using a simple reading tool. The reading test has 4 categories:

- **Letters**: Set of commonly used letters.
- **Words**: Common familiar words with 2 letters and 1 or 2 matras.
- **Level 1 (Std 1) text**: Set of 4 simple linked sentences, each having no more than 4-5 words. These words or their equivalent are in the Std 1 textbook of the state.
- **Level 2 (Std 2) text**: "Short" story with 7-10 sentences. Sentence construction is straightforward, words are common and the context is familiar to children. These words (or their equivalent) are in the Std 2 textbook of the state.

In developing these tools, in each state language, care is taken to ensure:

- comparability with the previous years' tool with respect to word count, sentence count, type of word and conjoint letters in words
- compatibility with the vocabulary and sentence construction used in Std 1 and Std 2 language textbooks of the state
- familiarity with words and context through extensive field piloting
**How to Test Reading?**

**Paragraph**
- **Start Here:** Ask the child to read either of the 2 paragraphs. Let the child choose the paragraph herself. If the child does not choose give her any one paragraph to read. Ask her to read it. Listen carefully to how she reads.

  - The child is **not at 'Paragraph Level'** if she:
    - Reads the text like a string of words, rather than a sentence.
    - Reads the text haltingly and stops very often.
    - Reads the text fluently but with more than 3 mistakes.

  - If the child is not at 'Paragraph Level' then ask her to read words.

  - The child is **at 'Paragraph Level'** if she:
    - Reads the text like she is reading a sentence, rather than a string of words.
    - Reads the text fluently and with ease, even if she is reading slowly.
    - Reads the text with no more than 3 mistakes.

  - If the child is at 'Paragraph Level' then ask her to read the story.

**Words**
- Ask the child to read any 5 words from the word list. Let the child choose the words herself. If she does not choose, then point out words to her.

  - The child is **at 'Word Level'** if the child:
    - Reads at least 4 out of the 5 words with ease.

  - If the child is at 'Word Level', ask her to try to read the paragraph again and then follow the instructions for paragraph level testing.

  - If she can correctly and comfortably read words but is still struggling with the paragraph, then mark the child at 'Word Level'.

  - If the child is not at word level (cannot correctly read at least 4 out of the 5 words chosen), then show her the list of letters.

**Story**
- Ask the child to read the story.

  - The child is **at 'Story Level'** if the child:
    - Reads the text like she is reading a sentence, rather than a string of words.
    - Reads the text fluently and with ease. The child may read slowly.
    - Reads the text with no more than 3 mistakes.

  - If the child is at 'Story Level' then mark her at story level.

**Letters**
- Ask the child to read any 5 letters from the letters list.

  - The child is **at 'Letter Level'** if she:
    - Correctly recognizes at least 4 out of 5 letters with ease.

  - If the child is at letter level, ask her to try reading the words again and then follow the instructions for word level testing.

  - If she can read 4 out of 5 letters but cannot comfortably read words, then mark the child at 'Letter Level'.

  - If the child is not at letter level (cannot recognize 4 out of 5 letters chosen), then mark her at 'Nothing Level'.

**IN THE SURVEY SHEET, MARK THE CHILD AT THE HIGHEST LEVEL SHE CAN REACH.**

All children were assessed using a simple reading tool. The reading test has 4 categories:

- Letters: Set of commonly used letters.
- Words: Common familiar words with 2 letters and 1 or 2 matras.
- Level 1 (Std 1) text: Set of 4 simple linked sentences, each having no more than 4-5 words. These words or their equivalent are in the Std 1 textbook of the state.
- Level 2 (Std 2) text: "Short" story with 7-10 sentences. Sentence construction is straightforward, words are common and the context is familiar to children. These words or their equivalent are in the Std 2 textbook of the state.

Sample: Hindi basic reading test

Similar tests developed in all languages

Child can choose the language in which she wants to read.

In developing these tools in each state language, care is taken to ensure:

- Comparability with the previous years’ tools with respect to word count, sentence count, type of word and conjoint letters in words
- Compatibility with the vocabulary and sentence construction used in Std 1 and Std 2 language textbooks of the state
- Familiarity with words and context through extensive field piloting
How to test reading?

<table>
<thead>
<tr>
<th>PARAGRAPH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>START HERE:</strong> Ask the child to read either of the 2 paragraphs. Let the child choose the paragraph herself. If the child does not choose give her any one paragraph to read. Ask her to read it. Listen carefully to how she reads.</td>
</tr>
<tr>
<td>The child is <strong>not at ‘Paragraph Level’</strong> if she:</td>
</tr>
<tr>
<td>• Reads the text like a string of words rather than a sentence.</td>
</tr>
<tr>
<td>• Reads the text haltingly and stops very often. OR</td>
</tr>
<tr>
<td>• Reads the text fluently but with <strong>more than 3 mistakes</strong>.</td>
</tr>
<tr>
<td>The child can read a paragraph, if she:</td>
</tr>
<tr>
<td>• Reads the text like she is reading a sentence, rather than a string of words.</td>
</tr>
<tr>
<td>• Reads the text fluently and with ease even if she is reading slowly.</td>
</tr>
<tr>
<td>• Reads the text with <strong>not more than 3 mistakes</strong>.</td>
</tr>
<tr>
<td><strong>If the child is not at ‘Paragraph Level’ then ask the child to read words.</strong></td>
</tr>
<tr>
<td><strong>If the child can read a paragraph, then ask the child to read the story.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the child to read any 5 words from the word list. Let the child choose the words herself. If she does not choose, then point out words to her. The child can read words, if she:</td>
</tr>
<tr>
<td>• Reads at least <strong>4 out of 5</strong> words with ease.</td>
</tr>
<tr>
<td><strong>If the child is at ‘Word Level’ then ask her to try to read the paragraph again and then follow the instructions for paragraph level testing.</strong></td>
</tr>
<tr>
<td>If she can correctly and comfortably read words but is still struggling with the paragraph, then mark the child at ‘Word Level’.</td>
</tr>
<tr>
<td><strong>If the child is not at word level (cannot correctly read at least 4 out of the 5 words chosen), then show her the list of letters.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the child to read the story. The child is at ‘Story Level’ if she:</td>
</tr>
<tr>
<td>• Reads the text like she is reading a sentence, rather than a string of words.</td>
</tr>
<tr>
<td>• Reads the text fluently and with ease. The child may read slowly.</td>
</tr>
<tr>
<td>• Reads the text with <strong>not more than 3 mistakes</strong>.</td>
</tr>
<tr>
<td><strong>If the child is at ‘Story Level’ then mark the child at story level.</strong></td>
</tr>
<tr>
<td><strong>If the child is not at ‘Story Level’, then mark the child at ‘Paragraph Level’.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LETTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the child to read any 5 letters from the letters list. Let the child choose the letters herself. If she does not choose, then point out letters to her. The child can read letters, if she:</td>
</tr>
<tr>
<td>• Correctly recognizes at least <strong>4 out of 5</strong> letters with ease.</td>
</tr>
<tr>
<td><strong>If the child can read letters, then ask her to try reading the words again and then follow the instructions for word level testing.</strong></td>
</tr>
<tr>
<td>If she can read <strong>4 out of 5</strong> letters but cannot comfortably read words, then mark the child at ‘Letter Level’.</td>
</tr>
<tr>
<td><strong>If the child is not at letter level (cannot recognize 4 out of 5 letters chosen), then mark the child at ‘Nothing Level’.</strong></td>
</tr>
</tbody>
</table>

ASER 2012: Reading tasks

All children were assessed using a simple reading tool. The reading test has 4 categories:

- **Letters**: Set of commonly used letters.
- **Words**: Common familiar words with 2 letters and 1 or 2 matras.
- **Level 1 (Std 1) text**: Set of 4 simple linked sentences, each having no more than 4-5 words. These words or their equivalent are in the Std 1 textbook of the states.
- **Level 2 (Std 2) text**: “Short” story with 7-10 sentences. Sentence construction is straightforward, words are common and the context is familiar to children. These words (or their equivalent) are in the Std 2 textbook of the states.

Sample:

Hindi basic reading test*

Similar tests developed in all languages

Child can choose the language in which she wants to read.

In developing these tools, in each state language, care is taken to ENSURE:

- Comparability with the previous year’s tools with respect to word count, sentence count, type of word and conjoint letters in words.
- Compatibility with the vocabulary and sentence construction used in Std 1 and Std 2 language textbooks of the states.
- Familiarity with words and context through extensive field piloting.
How to test reading?

**PARAGRAPH**

**START HERE:**

Ask the child to read either of the 2 paragraphs. Let the child choose the paragraph herself. If the child does not choose, give her any one paragraph to read. Ask her to read it. Listen carefully to how she reads.

The child is not at ‘Paragraph Level’ if the child:
- Reads the text like a string of words, rather than a sentence.
- Reads the text haltingly and stutters very often.
- Reads the text fluently but with more than 3 mistakes.

The child can read a paragraph, 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 3 or less than 3 mistakes.

If the child is not at ‘Paragraph Level’, then ask the child to read words.

If the child can read a paragraph, then ask the child to read the story.

**WORDS**

Ask the child to read any 5 words from the word list. Let the child choose the words herself. If she does not choose, then point out 5 words to her. The child is at ‘Word Level’ if the child:
- Reads at least 4 out of the 5 words with ease.

The child is at ‘Story Level’ if the child:
- Reads the text like she is reading sentences, rather than a string of words.
- Reads the text fluently and with ease. The child may read slowly.
- Reads the text with 3 or less than 3 mistakes.

If the child is at ‘Word Level’, then ask her to try to read the paragraph again and then follow the instructions for paragraph level testing. If she can correctly and comfortably read words but is still struggling with the paragraph, then mark the child at ‘Word Level’. If the child is not at word level (cannot correctly read at least 4 out of the 5 words chosen), then show her the list of letters.

If the child can read the story, then mark the child at ‘Story Level’. If the child is not at ‘Story Level’, then mark the child at ‘Paragraph Level’.

**LETTERS**

Ask the child to read any 5 letters from the letters list. Let the child choose the letters herself. If she does not choose, then point out letters to her. The child is at ‘Letter Level’ if the child:
- Correctly recognizes at least 4 out of 5 letters with ease.

If the child can read letters, then ask her to try reading the words again and then follow the instructions for word level testing. If she can read 4 out of 5 letters but cannot comfortably read words, then mark the child at ‘Letter Level’. If the child is not at letter level (cannot recognize 4 out of 5 letters chosen), then mark the child at ‘Beginner Level’.
All children were assessed in English reading and comprehension using a simple tool. The test has 4 categories:

- **Capital letters**: Set of commonly used capital letters.
- **Small letters**: Set of commonly used small letters.
- **Words**: Common familiar 3 letter words. After reading, the child is asked to say the meaning of the read words in the child’s local language.
- **Simple sentences**: Set of 4 simple sentences, each having no more than 4-5 words. These words or their equivalent are in the textbooks of the class English is introduced in the states. After reading, the child is asked to say the meaning of the read sentence in the child’s local language.

**Sample:**

English test

**This test was administered in all states.**

In developing these tools in English, care is taken to ENSURE:

- Comparability with the previous years’ tools with respect to word count, sentence count and type of word.
- Compatibility with the vocabulary and sentence construction used in the introductory English textbooks of the states.
- Familiarity with words and context through extensive field piloting.
- Meanings of the words are easy in all regional languages.
How to test English?

There are 2 sections in the test: Reading and Comprehension.
- First administer the reading section and mark the highest reading level of the child.
- Then administer the comprehension section.

**PART 1: READING**

**CAPITAL LETTERS**

**START HERE:** Ask the child to read any 5 capital letters from the capital letter list. Let the child choose the letters herself. If she does not choose, then point out any 5 letters to her.

The child is not at 'Capital Letters Level' if the child cannot read 4 out of the 5 letters.

The child is at 'Capital Letters Level' if the child can read at least 4 out of the 5 letters with ease.

If the child is not at 'Capital Letters Level', mark the child at 'Nothing Level'.

If the child is at 'Capital Letters Level', then ask the child to read the small letters.

**SMALL LETTERS**

Ask the child to read any 5 small letters from the small letter list. Let the child choose the letters herself. If she does not choose, then point out any 5 letters to her.

The child is not at 'Small Letters Level' if the child cannot read 4 out of the 5 letters.

The child is at 'Small Letters Level' if the child can read at least 4 out of the 5 letters.

If the child is not at 'Small Letters Level', mark the child at 'Capital Letters Level'.

If the child is at 'Small Letters Level', then ask the child to read the words.

**SIMPLE WORDS**

Ask the child to read any 5 words from the word list. Let the child choose the words herself. If she does not choose, then point out any 5 words to her.

The child is not at 'Word Level' if the child cannot read 4 out of the 5 words.

The child is at 'Word Level' if the child can read at least 4 out of the 5 words.

If the child is not at 'Word Level', mark the child at 'Small Letters Level'.

If the child is at 'Word Level', then ask the child to read the sentences.

**EASY SENTENCES**

Ask the child to read all four of the given sentences.

The child is not at 'Sentence Level' if the child:
- Cannot read even 2 out of the 4 sentences fluently
- Reads the sentences like a string of words, rather than a sentence
- Reads the sentences haltingly or stops very often

The child is at 'Sentence Level' if the child:
- Reads at least 2 out of the 4 sentences fluently
- Reads the sentence like a sentence, and not a string of words
- Reads the sentence fluently and with ease, even if she is reading slowly
PART 2: COMPREHENSION

For WORD LEVEL CHILD

WORD MEANINGS

Ask the child to tell the meaning of the words she has read, in her local language.

The child knows the meaning of the words, if the child can tell the meaning of at least 4 of the read words. She can tell the meanings of the words by:
- Saying the correct meaning in her local language
- Pointing to an object, which explains the meaning of a word. For eg. pointing to her father while explaining the meaning of ‘man’; pointing to something red to explain the meaning of ‘red’.

If the child can correctly tell the meaning of at least 4 of the words, then mark the child as 'can say'.

If the child cannot, then mark the child as 'cannot say'.

NOTE: IF THE CHILD IS MARKED AT WORD LEVEL THEN ASK ONLY WORD MEANINGS.

For SENTENCE LEVEL CHILD

SENTENCE MEANING

Ask the child to tell you the meaning of the sentences she has read, in her local language.

The child knows the meaning of the sentences, if the child can tell the meaning of at least 2 of the read sentences. She can tell the meanings of the sentences by:
- Saying the correct meaning in her local language
- Pointing to an object, which explains the meaning of a word. For eg. pointing to her father while explaining the meaning of ‘man’; pointing to something red to explain the meaning of ‘red’.

If the child can correctly tell the meaning of at least 2 of the sentences, then mark the child as 'can say'.

If the child cannot, then mark the child as 'cannot say'.

NOTE: IF THE CHILD IS MARKED AT SENTENCE LEVEL THEN ASK ONLY SENTENCE MEANINGS.

Assessment Tools & their focus:

Reading Tools:
Reading tools are developed in three languages for ASER. Children can choose language of their own choice for learning test. Therefore, the ASER team has a set of tools in any basic language that the child is likely to know. ASER tools were developed in following languages:

- Urdu
- English
- Sindhi

There are four levels used in tools for assessing reading which are as following:

1. **Alphabets**
This includes a set of 10 different commonly used alphabets.

2. **Simple Words**
This includes a list of 10 different words (nouns and verbs). All words have 2 consonant and one or two vowels. All the words in word list are checked off against our grade 1 text books to make sure that these words are similar to those words found in textbooks and commonly used.

3. **Easy Paragraph**
This is a set of 4 sentences with 4-5 words in each sentence: 2 easy paragraphs in each sample. Care is taken to ensure that sentences are connected to each other. The words and sentence structure used in reading tools are similar to those in the grade 1 text books of the country. The words used in paragraphs are easy and common in daily usage.

4. **Simple Story**
These are 8-10 sentence long stories (approx. 60-65 words) with simple Vocabulary and sentence structure. Words and sentences used in story are comparable to grade 2 level textbooks of the state.
# STEPS FOR ASSESSING READING

<table>
<thead>
<tr>
<th>Child’s reading level</th>
<th>• How to test and what criteria to use for categorizing children.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Story reading</strong></td>
<td>• If the child reads the story fluently, with ease and speed, mark her as a &quot;story level&quot; child (or a child who can read Std 2 level text).</td>
</tr>
<tr>
<td>(Std 2 level text)</td>
<td></td>
</tr>
<tr>
<td><strong>Easy paragraph</strong></td>
<td>• Ask the child to read any easy paragraph.</td>
</tr>
<tr>
<td>(Std 1 level text)</td>
<td>• Listen carefully when the child reads.</td>
</tr>
<tr>
<td></td>
<td>• The child may read slowly. She may stop frequently. But as long as she is reading the text like she is reading a sentence rather than a STRING OF WORDS, categorize her as a &quot;para level&quot; child (or a child who can read Std 1 level text).</td>
</tr>
<tr>
<td></td>
<td>• Once you have decided that this child is a &quot;para&quot; level child, ask the child to read the story.</td>
</tr>
<tr>
<td></td>
<td>• If a child is reading very slowly and stops between words for a long time, or if she is reading the text like it is one word after another, and therefore not reading the text like she is reading a sentence, then she is not a &quot;para level&quot; child. Then you should take the child one level lower and ask her to read words.</td>
</tr>
<tr>
<td><strong>Words</strong></td>
<td>• Ask the child to read any 5 words from the word list. Let the child choose the words herself. If she does not choose, then point out the words to her. If she can correctly read at least 4 out of the 5 words with ease, then ask her to try to read the easy paragraph again. She will be marked as a &quot;word level&quot; child if she can correctly read words but is still struggling with the easy paragraph.</td>
</tr>
<tr>
<td>(Set of easy words)</td>
<td>• If she cannot correctly read at least 4 out of 5 words she chooses, then show her the list of letters.</td>
</tr>
<tr>
<td><strong>Letter</strong></td>
<td>• Ask the child to read any 5 letters from the letters list. Let the child choose the letters herself. If she does not choose, then point out letters to her. If she can correctly recognize at least 4 out of 5 letters with ease, then show her the list of words again. She will be marked as a &quot;letter level&quot; child if she can read 4 out of 5 letters but cannot read words.</td>
</tr>
<tr>
<td>(Set of common letters)</td>
<td></td>
</tr>
<tr>
<td><strong>Beginner / Nothing</strong></td>
<td>• Child cannot recognize even 4 out of 5 common letters from the letters list.</td>
</tr>
</tbody>
</table>

Note: Children who took basic reading test in English, need not to be tested in Urdu and vice versa.

## Basic Learning Levels

Tick the Relevant Box, the highest level of learning (e.g. Nothing, Letter, Words, Sentences, Story), the child achieves during the reading Test. REMEMBER TO USE BOTH SAMPLES OF TOOLS GIVEN to you.

For Reading Test Process see following Table

### STEPS FOR ASSESSING READING

<table>
<thead>
<tr>
<th>Child's reading level</th>
<th>How to test and what criteria to use for categorizing children</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Story reading</strong> (Class 2 level text)</td>
<td>If the child reads the story fluently, with ease and speed, mark her as a “story level” child (or a child who can read Std 2 level text).</td>
</tr>
</tbody>
</table>
| **Easy Sentences** (Class 1 level text) | Ask the child to read any easy Sentences.  
Listen carefully when the child reads.  
The child may read slowly. She may stop frequently. But as long as she is reading the text like she is reading a sentence rather than a STRING OF WORDS, categorize her as a “Sentence level” child (or a child who can read Std 1 level text).  
Once you have decided that this child is a “sentence” level child, ask the child to read the story.  
If a child is reading very slowly and stops between words for a long time, or if she is reading the text like it is one word after another, and therefore not reading the text like she is reading a sentence, then she is not a “Sentence level” child. Then you should take the child one level lower and ask her to read words. |
| **Words** (Set of easy words) | Ask the child to read any 5 words from the word list. Let the child choose the words herself. If she does not choose, then point out the words to her. If she can correctly read at least 4 out of the 5 words with ease, then ask her to try to read the easy paragraph again. She will be marked as a “word level” child if she can correctly read words but is still struggling with the easy paragraph.  
If she cannot correctly read at least 4 out of 5 words she chooses, then show her the list of letters.  
Don’t let the child read MORE than FIVE words because it will be difficult for you to select which 4 or 5 words are to be marked correct. |
| **Letter** (Set of common letters) | Ask the child to read any 5 letters from the letters list. Let the child choose the letters herself. If she does not choose, then point out letters to her. If she can correctly recognize at least 4 out of 5 letters with ease, then show her the list of words again. She will be marked as a “letter level” child if she can read 4 out of 5 letters but cannot read words.  
ONLY ask the child to READ ANY FIVE. Please remember that choice should be given to child. |
| **Nothing** | Child cannot recognize even 4 out of 5 common letters from the letters list. |
English Competency Assessment

Tick the Relevant Box, the highest level of learning (e.g. Nothing, Capital Alphabets, Small Alphabets, Words, Sentences), the child achieves during the reading Test. REMEMBER TO USE BOTH SAMPLES OF TOOLS GIVEN to you. For Basic English Competency Assessment Test Process see following Table.

### STEPS FOR ASSESSING BASIC ENGLISH

**READING:** mark the highest reading level that the child is able to read comfortably.

**MEANINGS:** for word meanings & sentence meanings, separately note child’s ability to do each.

<table>
<thead>
<tr>
<th>English level</th>
<th>How to test and what criteria to use for categorizing children’s ability in English</th>
</tr>
</thead>
</table>
| Capital alphabets | - Ask the child to read any 5 capital alphabets from the letters list. Let the child choose the letters herself. If the child cannot choose, then point to 5 randomly chosen alphabets on the sheet. If she can correctly recognize at least 4 out of 5 letters with ease, then show her the list of small alphabets.  
  - If the child can read capital alphabets but is struggling with identifying small alphabets, then mark her as “capital letter” level child.  
  - Child cannot recognize even 4 out of 5 capital alphabets from the letters list, then mark her as a “nothing” child.  
  - Remember to ask ONLY five alphabets so you are able to assess correctly. |
| Small alphabets | - Ask the child to read any 5 small alphabets from the letters list. Let the child choose the letters herself. If the child cannot choose, then point to 5 randomly chosen alphabets on the sheet. If she can correctly recognize at least 4 out of 5 letters with ease, then show her the list of words.  
  - If the child can read small alphabets but is struggling with reading words, then mark her as “small letter” level child.  
  - Remember to ask ONLY five alphabets so you are able to assess correctly. |
| Simple words | **Reading words:**  
  - From the list of 6 words ask the child to read any 5.  
  - If she can correctly read at least 4 out of the 5 words, then show the child the list of sentences.  
  - If the child does not want to read the sentences, or is unable to do so, mark her as “Word” child.  
  **Meaning of words:** (after the child has been marked at “word” level)  
  - For the same words the child has just read, ask her to tell you the meaning of the words in her local language.  
  - Meaning of words can either be the literal meaning or can be an associated word. E.g. Instead of saying “red” means “lal”, the child may point to an object around her that is red in color. Similarly, instead of saying that “man” means “admi” the child may point to her father or to a man standing besides her. Similarly, for a word like “cup”, the child says “Piyali”. All these responses are acceptable.  
  - If the child can correctly tell the meaning of at least 4 words, then mark her as “can say”; if not, mark “cannot say”. |
| Easy sentences | **Reading sentences:**  
  - Ask the child to read the 4 sentences given. If the child can read at least 2 out of the 4 sentences as a complete sentence (does not stop frequently or does not read the sentence as a string of words), then mark her as “sentence” child.  
  **Meaning of sentences:** (after the child has been marked at “sentence” level)  
  - For the same sentences the child has just read, ask her to tell you the meaning of each sentence in her local language.  
  - The child should be able to at least tell the meaning of the main underlined words in the sentence but do not point out these words to the child. E.g. for a sentence like “what is your name?” the child should at least say ‘what’ means ‘kya’ and ‘name’ means ‘naam’. It is acceptable as long as the child is able to say the meaning of the main words.  
  - If the child can correctly tell the meaning of at least 2 sentences, then mark her as “can say” else “cannot say”.  
  - If the child cannot say the meaning of the sentences then ask the child meaning of the 5 words she read and mark accordingly. |

ASER: Pakistan 2011

HOW TO TEST READING?

Sentences

Start Here

Present the paragraph in the tools to the child. Ask her to read it and listen carefully as to how she reads.

She may read slowly, haltingly or even make 3 to 4 mistakes in reading the sentences correctly.

However, as long as the child reads the text like a sentence and not like a string of words, mark her on the ‘sentence’ level in the household sheet.

If the child stops very often while reading the sentence or has difficulty with more than 3 to 4 words in the sentence or reads it as a string of words then show her the list of words.

If the child reads the sentences fluently and with ease, then ask her to read the story. This is the level 2 text.

Words

Ask the child to read any 5 words from the word list. Let the child choose the words herself. If she does not choose, then point out words to her.

If she can correctly read at least 4 out of 5 words with ease, then ask her to try to read the sentences again.

If she can correctly and comfortably read words but is still struggling with the sentences, then mark her at the ‘words’ level.

If she cannot correctly read at least 4 out of 5 words she chooses, then show her the list of letters.

Story

Show the child the story. If she can read fluently and with ease, then mark her as a child who can read a story.

If she is unable to read the story fluently and stops a lot, mark her as a child who is at the sentence level.

Letters

Ask the child to read any 5 letters from the list. Let her choose the letters herself. If she does not choose then point out letters to her.

If she can correctly recognize at least 4 out of 5 letters with ease, then show her the list of words again.

If she can read 4 out of 5 letters but cannot read words, then mark her as a child who ‘can read letters’

If she cannot read 4 out of 5 letters correctly, then mark her as a child as a ‘beginner’.
HOW TO TEST ENGLISH?

**Capital Letters**
Point one by one to at least 5 letters. Ask her to identify the letters.

- If she correctly recognizes 4 out of 5 letters then show her the list of small letters. If she reads capital letters but is struggling with identifying small letters, then mark her as a child who can read ‘capital letters’.
- If she is unable to recognize 4 out of 5 capital letters from the list, then mark her under the category ‘nothing’.

**Small Letters**
Point one by one to at least 5 letters. Ask her to identify the letters.

- If she can recognize 4 out of 5 small letters with ease, then show her the list of words.
- If she reads small letters but is struggling with words, then mark her as a child who can read ‘small letters’.

**Words**
Point one by one to at least 5 words. Ask her to identify numbers.

- If she correctly reads 4 out of 5 words, then show her the list of sentences.
- If she reads words but is struggling with reading sentences, then mark her as ‘word’ level child.

**Sentences**
Ask her to read the 4 sentences. If she reads at least 2 out of the 4 fluently, then mark her at the ‘sentence level’.

---

**Meaning of Words and Sentences in Local Language**

**Word Meanings:** If a child is able to read words, ask her their meaning in her own language. Meaning can be literal or even a closely associated word. If she correctly says the meaning of the 4 words, mark her as a child who ‘can say meanings’, otherwise mark her as a child who ‘cannot say meanings’.

**Sentence Meanings:** If a child is able to read sentences, ask her the meaning of the underlined sentences in her own language. If she correctly says the meaning of at least 2 sentences, mark her as a child who ‘can say meanings’, otherwise mark her as a child who ‘cannot say meanings’.
**English Tools**

- **Capital Letters**
  - T S M
  - Z L
  - K P W
  - A U

- **Small Letters**
  - m e b
  - n f
  - v o p
  - k h

**Words**
- Girl Pot Sky
- Book Blue
- Fat Dog Fan
- Play Go

**Sentence**
- My name is Hina.
- I live in a small village.
- There is a garden.
- We play in the evening.

- I am a boy.
- I like red color.
- The sky is blue.
- I have a big kite.
How to test Reading?

**Sentences**
- Ask the child to read any paragraph. Listen carefully as to how s/he reads.
- S/he may read slowly.
- However, as long as the child reads the text like a sentence and not like a string of words, mark her/him as a ‘sentence’ level child.

If the child stops very often while reading the sentence or has difficulty with more than 4 words in the sentence or reads it as a string of words than show her/him the list of words.

If the child reads the sentences fluently and with ease, then ask her to read the story. This is the level 2 text.

**Words**
- Ask the child to read any 5 words from the word list. Let the child choose the words themselves. If s/he does not choose, then point out words to her/him.
- If s/he can correctly read at least 4 out of 5 words with ease, then ask her/him to try to read the paragraph again.
- S/he will be marked at the ‘words’ level if s/he can correctly read words but is still struggling with the paragraph.

If she cannot correctly read at least 4 out of 5 words she chooses, then show her the list of letters.

**Letters**
- Ask the child to read any 5 letters from the list. Let her/him choose the letters herself. If s/he does not choose then point out letters to her/him.
- If s/he can correctly recognize at least 4 out of 5 letters with ease, then show her/him the list of words again.
- If s/he can read 4 out of 5 letters but cannot read words, then mark her as a child who ‘can read letters’
- If she cannot read 4 out of 5 letters correctly, then mark her as a child as a ‘beginner’.
**How to test English?**

**Capital Letters**
Point one by one to at least 5 letters. Ask her to identify the letters.
- If s/he correctly recognizes 4 out of 5 letters then show her/him the list of small letters.
- If s/he reads capital letters but is struggling with identifying small letters, then mark her/him as a child who can read ‘capital letters’.
- If s/he is unable to recognize 4 out of 5 capital letters from the list, then mark her/him under the category ‘nothing’.

**Small Letters**
Point one by one to at least 5 letters. Ask her to identify the letters.
- If she can recognize 4 out of 5 small letters with ease, then show her the list of words.
- If she reads small letters but is struggling with words, then mark her as a child who can read ‘small letters’.

**Words**
Point one by one to at least 5 words. Ask her to read them.
- If she correctly reads 4 out of 5 words, then show her the list of sentences.
- If she reads words but is struggling with reading sentences, then mark her as ‘word’ level child.

**Meaning of words:** (after the child has been marked at “word” level)
- For the same words the child has just read, ask her to tell you the meaning of the words in her local language.
- Meaning of words can either be the literal meaning or can be an associated word. E.g. Instead of saying ‘red’ means ‘taal’ the child may point out to an object around her that is red in color. Similarly, instead of saying that ‘man’ means ‘aadam’ the child may point to her father or to a man standing beside her. Similarly, for a word like ‘cup’, the child says ‘Piyali’. All these responses are acceptable.
- If the child can correctly tell the meaning of at least 4 words, then mark her as “can say”. If not, mark “cannot say”.

**Sentences**
Ask her to read the 4 sentences. If she reads at least 2 out of the 4 fluently, then mark her at the ‘sentence level’.

**Meaning of sentences:** (after the child has been marked at “sentence” level)
- For the same sentences the child has just read, ask her to tell you the meaning of each sentence in her local language.
- The child should be able to at least tell the meaning of the main underlined words in the sentence but do not point out these words to the child. E.g. for a sentence like ‘what is your name?’ the child should at least say ‘what’ means ‘kaa’ and ‘name’ means ‘nanaam’. It is acceptable as long as the child is able to say the meaning of the main words.
- If the child can correctly tell the meaning of at least 2 sentences, then mark her as “can say” else “cannot say”.
- If the child cannot say the meaning of the sentences then ask the child meaning of the 5 words she read and mark accordingly.
**English Tools**

**Start Here**

**Capital Letters**

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

**Sample 1**

**Small Letters**

a b c d e f g h i j k l m n o p q r s t u v w x y z

**Sample 1**

**Words**

Boy Ink Leg

Hand Table

Mat Cup Van

Play Toy

**Sample 1**

**Sentence**

I go to school.
My uniform is white.
My shoes are black.
I love to read books.

**Sample 1**

**Sentence**

This is my bag.
It is a small bag.
It has two pockets.
I keep books in it.

**Sample 1**
بے میرے کتاب ہے۔
اس کو کہاں ہے بی۔
بھی اسے پہچاننے ہوں ہے۔
کو سے کتاب پانے ہے۔

کسان اسی اگاہ ہے۔
کیہوں کو چپلی دیتا ہے۔
اس مزمن کیم کہانی ہے۔
سے اسی اگاہ ہیں۔

بONUS QUESTIONS

1. کتاب کے چرے پاس کیا ہے؟
2. کتاب کو کہاں نکھڑیں کہیں؟

Child should read loudly bravely.
Ask the question and note answer.

Sample 2
Story

Sample 2
Words

Sample 1
Words

Sample 1
Letters

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HOW TO TEST READING?

- **Sentences**
  - Ask the child to read any paragraph. Listen carefully as to how s/he reads.
  - S/he may read slowly.
  - However, as long as the child reads the text like a sentence and not like a string of words, mark her/him as a ‘sentence’ level child.

If the child stops very often while reading the sentence or has difficulty with more than 4 words in the sentence or reads it as a string of words than show her/him the list of words.

If the child reads the sentences fluently and with ease, then ask her/him to read the story.

- **Words**
  - Ask the child to read any 5 words from the word list. Let the child choose the words themselves. If s/he does not choose, then point out words to her/him.
  - If s/he can correctly read at least 4 out of 5 words with ease, then ask her/him to try to read the paragraph again.
  - S/he will be marked at the ‘words’ level if s/he can correctly read words but is still struggling with the paragraph.

If s/he cannot correctly read at least 4 out of 5 words she chooses, then show her/him the list of letters.

- **Letters**
  - Ask the child to read any 5 letters from the list. Let her/him choose the letters. If s/he does not choose then point out letters to her/him.
  - If s/he can correctly recognize at least 4 out of 5 letters with ease, then show her/him the list of words again.
  - If s/he can read 4 out of 5 letters but cannot read words, then mark her/him as a child who ‘can read letters’.
  - If s/he cannot read 4 out of 5 letters correctly, then mark her as a child as a ‘beginner’.

How to test General Knowledge?

- **Urdu/Sindhi/Pashto**
  These questions should only be asked from children who have been marked at story level. The child who has been able to read a story, should be asked two questions about the story and be marked accordingly.

- **English**
  Ask the child to identify and tell names (in English) of any three pictures present in the box. If s/he answers any two correctly, then mark her/him Yes, otherwise No.
How to test English?

**Capital Letters**

Point one by one to at least 5 letters. Ask the child to identify the letters.

- If s/he correctly recognizes 4 out of 5 capital letters then show her/him the list of small letters.
- If s/he reads capital letters but is struggling with identifying small letters, then mark her/him as a child who can read ‘capital letters’.

**Small Letters**

Point one by one to at least 5 letters. Ask her/him to identify the letters.

- If s/he can recognize 4 out of 5 small letters with ease, then show her/him the list of words.
- If s/he reads small letters but is struggling with words, then mark her/him as a child who can read ‘small letters’.

**Words**

Point one by one to at least 5 words. Ask her/him to identify words.

- If s/he correctly reads 4 out of 5 words, then show her/him the list of sentences.
- If s/he reads words but is struggling with reading sentences, then mark her/him as ‘word’ level child.

**Sentences**

Ask her/him to read the 4 sentences. If s/he reads all 4 correctly, then mark her/him at the ‘sentence level’.
English Tools

Cup  Water
Bed  Cat  Down
Glass  Walk
Nose  Five  Run

I have a new story book.
Show me please.
Can I read it?
Yes, you can.

This is my house.
It has three rooms.
I live with my parents.
I have one sister.
Note: Children are administered reading tests in French and in a national language.

**Egalement en lecture**

Il y a deux tests de lecture : le test de lecture en français et le test de lecture en langue nationale.

**Étage 1 : Item « lettres »**

L’enfant choisit librement et lit cinq (05) lettres sur les dix (10) de l’item. S’il lit correctement quatre (04) lettres sur les cinq (05) choisies, il est performant et il passe à l’item « Mots ». Sinon, son niveau est “RIEN”, le relais marque 0 dans la colonne lecture et l’évaluation en lecture s’arrête à ce niveau.

**Étage 2 : Item « Mot »**

L’enfant choisit librement et lit cinq (05) mots parmi les dix (10) de l’item. Il est jugé performant s’il lit correctement quatre (04) mots sur les cinq (05) choisis. Le cas échéant, il passe à l’item « Paragraphe ». Au cas contraire, son niveau est lecture des « Lettres », le relais marque 1 dans la colonne lecture et l’évaluation en lecture s’arrête à ce niveau.

**Étage 3 : Item « Paragraphe »**

Kalifa est le frère de Sata. 
Tous les jours, ils vont à l’école.
Le dimanche, Sata lave les habits.
Kalifa va au champ avec son père.

Le père de Mamadou va à la chasse.
Hier, il a tué un gros lapin.
Maman Sitan a préparé la viande.
Mamadou a bien mangé.

L’enfant choisit librement et lit un des deux paragraphes. S’il le lit bien, il passe à l’item « Texte ». Sinon, son niveau est lecture des « Mots », le relais marque 2 dans la colonne lecture et l’évaluation en lecture s’arrête à ce niveau.

**Étage 4 : Item « Texte »**

Le lundi 3 Octobre, c’est la rentrée des classes. Le matin de bonne heure, Alou s’est lavé et a porté ses habits neufs. Après le petit déjeuner, il est allé à l’école. Partout, c’est des pleurs et des cris de joie. Tout à coup, la cloche sonne. Tous les élèves rentrent en s’arrêtent à ce niveau.
NB : L’exemple donné ici traite de l’évaluation de l’enfant en français. Cependant, la démarche d’application des tests est la même que l’on soit en train d’évaluer en français ou en langue nationale. Pour évaluer un enfant d’une classe à curriculum, la liberté lui est donnée de choisir la langue dans laquelle il souhaite être évalué (français ou langue nationale). Il n’y a pas d’interdépendance entre le test de lecture et le test de calcul. Quel que soit le niveau de l’enfant dans l’un, il est également testé dans l’autre.

I. Literacy

A. Reading Tests

All children between the ages 6-16 years were given the reading test first in English then in Kiswahili. Their reading skills were evaluated using an incremental method that had four levels - letter, word, paragraph and story - with each stage serving as the pre-requisite for the next.

Sample reading tests in English and Kiswahili

PARAGRAPH
Atieno is my sister.
She is in class four.
She has a blue skirt.
She likes it very much.

AYA
Anna huamka asubuhi.
Yeye hunawa uso wake.
Kisha huvaa sare yake.
Alafu huenda shuleni.

B. Comprehension tests

Only children that completed the reading test at story (hadithi) level were given the comprehension test.

Testing English and Kiswahili Reading  - Amos Kaburu

Using the assessment tools (Standard 2 level texts), reading of English and Kiswahili are assessed at four distinct levels of difficulty. Levels: letter (silabi), words (maneno), paragraph (aya) and story (hadithi). Test administrators (Volunteers) always begin at the paragraph (aya) level, and then move up to the story level (hadithi) or down to the words (maneno) depending on the competence of the child. The child is first assessed in English, and then Kiswahili. There are four test samples for variability in households with more than one child to be tested. Both reading for fluency and for comprehension are assessed at the first 3 and last level respectively.

Table 4. How to assess reading and what criteria to use to categorize children

<table>
<thead>
<tr>
<th>PARAGRAPH (AYA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask the child to read any paragraph. Listen carefully when the child reads.</td>
</tr>
<tr>
<td>• The child may read slowly.</td>
</tr>
<tr>
<td>• But as long as s/he is reading the text like s/he is reading a sentence rather than a string of words, categorize her/him as a &quot;para level&quot; child.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SET OF WORDS (MANENO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask the child to read any 5 words from the word list. Let the child choose the words for themselves. If s/he does not choose, then point out the words to her/him.</td>
</tr>
<tr>
<td>• If s/he can correctly read at least 4 out of the 5 words with ease, then ask him/her to try to read the paragraph again.</td>
</tr>
<tr>
<td>• s/he will be marked as a &quot;word level&quot; child if she can correctly read words but is still struggling with the paragraph.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LETTERS / SILABI</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask the child to read any 5 letters from the letters list. Let the child choose the letters for themselves. If he/she does not choose, then point out letters to him/her.</td>
</tr>
<tr>
<td>• If s/he can correctly recognize at least 4 out of 5 letters with ease, then show her/him the list of words again.</td>
</tr>
<tr>
<td>• s/he will be marked as a &quot;letter level&quot; child if s/he can read 4 out of 5 letters but cannot read words.</td>
</tr>
<tr>
<td>• If the child cannot recognize 4 out of 5 common letters from the letters list, mark her/him at a 'nothing' level child.</td>
</tr>
</tbody>
</table>

Once you have decided that this child is a "para" level child, ask the child to read the story.

If a child is reading very slowly and stops between words for a long time, if s/he is reading the text like it is one word after another and therefore not reading the text like s/he is reading a sentence, then s/he is not a "para level" child. Then you should take the child one level lower and ask her/him to read words.
Assessing literacy levels

In both literacy and numeracy tests, the aim of the assessment was to find the highest level reached by the child. The highest level reached was recorded in the data book. Both the English and Kiswahili tests had five sections. These are:

- **Letter recognition.** Every letter represents a particular sound. These sounds are important to that particular language. Therefore different languages have different alphabets. When assessing, volunteers were to point to an alphabet and say “What letter is that?” If the child was able to identify five alphabets correctly, he/she moved to the next level.

- **Word recognition.** In both English and Kiswahili tests, there were ten words for a child to read. A person doing the assessment picks the words randomly and asks the child to read the word. If a child was able to read six words correctly then the volunteer moved to the next level. For a child to be judged to have the ability to read the words, he/she should be able to read words accurately and automatically decode them.

- **Sentence and Story Reading Levels.** The next level measured was the ability to read a sentence and read a story. These will be assessed as a combined skill as they require the same ability. We have kept the sentences short. Story level is where sentences are read as a string rather than each sentence separately. The act of reading includes decoding written words and letters, transforming them into recognisable language, and understanding their meaning. When assessing a child’s reading ability, the following were to be considered:
1. **Accuracy**: words are read correctly, without mispronunciations or omissions. Accuracy also in terms of stress, pitch variations, intonation, rate, phrasing and pausing.

2. **Fluency**: A child who reads word by word in a monotonous way has not achieved necessary fluency levels. A child who has achieved fluency reads smoothly, pauses shortly after a comma, pauses a bit longer at the period mark, and uses the right intonation and stress when a sentence ends with a question mark or exclamation mark.

- **Comprehension**: Those children who had reached story level were asked questions to find out if they understood what they read.

---

**Kiswahili Test**

<table>
<thead>
<tr>
<th>SITADI</th>
<th>KUSOMA MANENO</th>
<th>AYA</th>
</tr>
</thead>
<tbody>
<tr>
<td>le chi ngu za ja nda</td>
<td>vuta mazawa</td>
<td></td>
</tr>
<tr>
<td>babu panda</td>
<td>mama kaka</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sukari gari</td>
<td></td>
</tr>
</tbody>
</table>

**English Test**

<table>
<thead>
<tr>
<th>LETTERS</th>
<th>WORDS</th>
<th>PARAGRAPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>c n d</td>
<td>boy tall good</td>
<td>This is my cat.</td>
</tr>
<tr>
<td>u w i</td>
<td>best come sing</td>
<td>That dog is big.</td>
</tr>
<tr>
<td>y v j</td>
<td>take five work gave</td>
<td>I like my school.</td>
</tr>
<tr>
<td>q</td>
<td></td>
<td>My home is small.</td>
</tr>
</tbody>
</table>

**HADITHI**


Mwakilishi:
1. Hapo zamani samaki waliishi wapi?
2. Zamani samaki waliwakao wadudu gani?
3. Hadi hili rinapatikana nini?

---

**STORY**

Juma is living in a small village. He gets a letter once a month. The letter is from his son Musa. Musa lives in Dodoma. Juma cannot read the letters. He asks Sara to read the letters for him.

Questions:

- a. Where does Juma live?
- b. What does Sara read?
- c. What is the name of Juma's son?
English - Set 1 of 4

<table>
<thead>
<tr>
<th>LETTERS / SOUNDS</th>
<th>PARAGRAPH (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>v</td>
<td>Our school is good.</td>
</tr>
<tr>
<td>c</td>
<td>Boys play at school.</td>
</tr>
<tr>
<td>e</td>
<td>We sing good songs.</td>
</tr>
<tr>
<td>h</td>
<td>Then we go home.</td>
</tr>
<tr>
<td>s</td>
<td></td>
</tr>
</tbody>
</table>

The child should choose any 5 letters and correctly name at least 4.

<table>
<thead>
<tr>
<th>WORDS</th>
<th>PARAGRAPH (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>Sara likes to read.</td>
</tr>
<tr>
<td>three</td>
<td>She writes in books.</td>
</tr>
<tr>
<td>girl</td>
<td>She is my sister.</td>
</tr>
<tr>
<td>cat</td>
<td>I like to play.</td>
</tr>
<tr>
<td>milk</td>
<td></td>
</tr>
</tbody>
</table>

The child should choose any 5 words and correctly read atleast 4.

The child should choose either group and read at least 3 sentences correctly.

STORY

Musa is a good teacher. He teaches us well. He comes to class in the morning. He does not like lazy pupils. All the pupils at my school love him. I love him too.

QUESTIONS:
1. Who is a good teacher?
2. Which pupils does Musa not like?
Kiswahili - Seti 1 ya 4

**SILABI**

<table>
<thead>
<tr>
<th>Sili</th>
<th>Aya</th>
</tr>
</thead>
<tbody>
<tr>
<td>wa</td>
<td>du</td>
</tr>
<tr>
<td>nywe</td>
<td>mo</td>
</tr>
<tr>
<td>kwa</td>
<td>bi</td>
</tr>
<tr>
<td>ji</td>
<td>te</td>
</tr>
<tr>
<td>fya</td>
<td>cha</td>
</tr>
</tbody>
</table>

Mtoto asome silabi inne kali ya zoze tano atakazochagua.

**AYA (1)**

Mimi ni mwanafunzi.
Ninasoma darasa la pili.
Mwalimu wetu anafundisha vizuri.
Ninajua kusoma na kuandika.

**MANENO**

<table>
<thead>
<tr>
<th>Maneno</th>
<th>Aya</th>
</tr>
</thead>
<tbody>
<tr>
<td>bata</td>
<td>paa</td>
</tr>
<tr>
<td>kwetu</td>
<td>chura</td>
</tr>
<tr>
<td>kuku</td>
<td>ndoo</td>
</tr>
<tr>
<td>taa</td>
<td>fyeka</td>
</tr>
<tr>
<td>duka</td>
<td>gari</td>
</tr>
</tbody>
</table>

Mtoto asome maneno manne kali ya yoyote matano atakashoachagua.

Mtoto asome aya yoyote atakayochagua.

**HADITHI**


**MASWALI:**

1. Hapo zamani nani alikuwa na macho?
2. Hadithi hili inatufundisha nini?
UWEZO: Uganda 2010

Administering the test in English (Reading) and in Arithmetic

The four developed sets of tests in English were produced at letter, words, paragraph and story levels. During the administration of tests, volunteers started with the paragraph level and would then move a level higher or lower depending on the child’s ability. Ability to fluently read words was gauged on ease, speed and accuracy. At paragraph and story level fluency was gauged on ability to read sentences accurately rather than as a string of words. Comprehension ability was gauged on accuracy of the child to read the given story and correctly answer one of the two questions given orally.

Sample of Literacy Test

Letter Identification, Word Level, Paragraph/Sentence Level, Story level, Questions:

<table>
<thead>
<tr>
<th>Letter Identification</th>
<th>Paragraph/Sentence Level</th>
<th>Story Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>i o w y s</td>
<td>This is our goat. She has two kids. She likes her kids. She feeds them well. An eagle is a bird. It flies high. It eats small birds. It has a long beak. It lays eggs. Tom is our best football player. He stays far away from school. One day we had a big match. Tom had not come to school that day. The teacher went to look for Tom. The teacher found Tom wearing cassava. The teacher called Tom into the garden. All pupils were happy when Tom came. Our School won the match. We danced the whole day.</td>
<td></td>
</tr>
<tr>
<td>h a c b u</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>leg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cup</td>
<td></td>
<td></td>
</tr>
<tr>
<td>milk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>boy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Administering the test in English (Reading) and in numeracy

English reading test

The four developed sets of tests in English were produced at letter, words, paragraph and story levels. During the administration of tests, volunteers started with the letter level and would then progress a level higher depending on the child’s ability. Ability to fluently read words was gauged on ease and accuracy. At paragraph and story level fluency was gauged on ability to read sentences accurately rather than as a string of words. Comprehension ability was gauged on accuracy of the child to read the given story and correctly answer the questions given orally.

Sample of reading test

Letter Identification, Word Level, Paragraph/Sentence Level, Story level, Questions:

<table>
<thead>
<tr>
<th>Letter Identification (Should attempt any 5, at least 4 must be correct)</th>
<th>Word level (Should attempt any 5, at least 4 must be correct)</th>
<th>Paragraph/sentence Level (Should attempt any of the 2 paragraphs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>id ep a</td>
<td>dig nose good leg foot</td>
<td>Mr. Opio is my uncle. He is a good man. He gave me a pen. I like my pen.</td>
</tr>
<tr>
<td>nscf g</td>
<td>play sick ball body cold</td>
<td>My name is Amina. I have a big ball. It is in my bag. Mary gave it to me.</td>
</tr>
</tbody>
</table>

Story Level: (Should attempt both questions)

Sarah and Jane are good friends. They are pupils of Gulu Primary School. Sarah plays netball at school. Jane likes singing. Their teacher likes them. He took them to the zoo. They saw many animals. They were happy.

Questions
Who is Sarah’s friend? What does Jane like?