

Assessment Task 1 – Children Become Effective Communicators-EC

Question-1

LEARNING OUTCOME	EC01: Oral Language Comprehension
MATERIAL REQUIRED	Picture Set Worksheet

**Field Investigator Script:**





I have a few pictures here. Look at these pictures carefully. I will speak one sentence/ more than one sentence. Please listen to what I speak and try to understand it. You will have to place your finger at the picture which matches with what I am speaking.



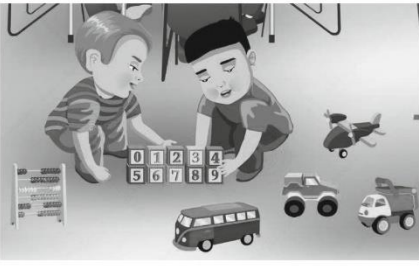
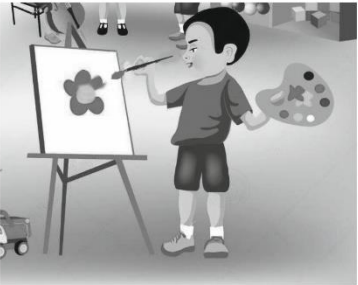
☞ (**Note:** Show only the pictures to the child. Each picture has a number. Speak each description twice as written in each picture set.)

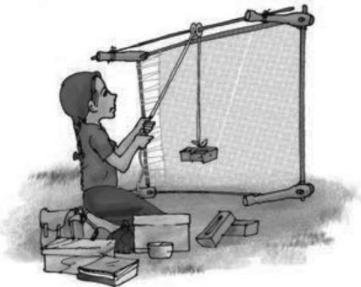



☞ (**Note:** Give maximum **1 minute** time to the child to match the picture with the sentence being read aloud to him/her.)





☞ (**Note:** If the child does not respond to any picture-sentence matching set for **1 minute**, move to the next picture-sentence matching set.)


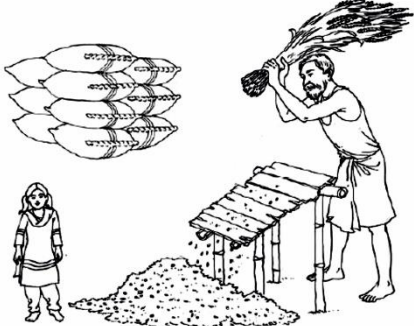


Worksheet

Sentence -1	The child is eating a banana.	
Related Image	1. 	2. 
	3. 	4. 

Sentence -2	Some children are playing music.	
Related Image	<p>1.</p> 	<p>2.</p> 
	<p>3.</p> 	<p>4.</p> 

Sentence- 3	We get water from the well. Rehan is drawing water from the well using a pulley.	
Related Image	<p>1.</p> 	<p>2.</p> 
	<p>3.</p> 	<p>4.</p> 

<p>Sentence -4</p>	<p>Everyone should follow the traffic rules. Three friends are crossing the road by holding hands.</p>	
<p>Related Image</p>	<p>1.</p> 	<p>2.</p> 
	<p>3.</p> 	<p>4.</p> 

<p>Sentence -5</p>	<p>A farmer works in the field. Every member of the family helps him. Children are helping by filling grains in a sack.</p>	
<p>Related Image</p>	<p>1.</p> 	<p>2.</p> 
	<p>3.</p> 	<p>4.</p> 

Expected Response:

1. Sentence 1: Picture Number 2
2. Sentence 2: Picture Number 2
3. Sentence 3: Picture Number 2
4. Sentence 4: Picture Number 3
5. Sentence 5: Picture Number 4

 Assessment Instruction

Number of correct answer given by child: _____/5

Time taken to complete the task: _____ seconds

Assessment Rubric

Matches 4-5 sentences with the correct pictures.	3
Matches 2-3 sentences with the correct pictures.	2
Matches 1 sentence with the correct picture.	1
Is not able to match any of the sentences correctly.	0

Question-2**LEARNING
OUTCOME****Phonological Awareness–EC02:** Identifies different sounds in given words

Field Investigator Script: I am going to speak a few words to you, listen carefully. You have to tell me the sounds that you hear in different words.


Example 1- Let us see what is the first sound in the word 'Mat'. In the word 'Mat', the first sound is /m/

Now you tell, what is the first sound in the word 'Roam'?

[If the child gave the correct answer]: Very good, in the word Roam the first sound is /Ro/.

[If the child does not answer correctly then say, listen once again to the word 'Roam', the first sound in Roam is /Ro/].

☞ (Note: Pronounce each word twice clearly. If the child stops at the same word for five seconds go to the next word.)

 Now, I will tell you few words. You tell me the <u>first sound</u> in that word.		
S. No.	Word	Initial sound
1.	Cut	[k]
2.	Roll	[r]
3.	Cheer	[ch]
4.	Let	[l]
5.	Miss	[m]
6.	Clean	[k]

Example 2- This time we will see what is the last sound in a word. So, what is the last sound in the word 'Mat'. In the word 'Mat', the last sound is /t/

Now you tell, what is the last sound in the 'Roam'?

[If the child gave the correct answer]: Very good, in the word 'Roam' the last sound is /m/.

[If the child does not answer correctly then say, listen once again to the word 'Roam', the last sound in Roam is /m/].



Now, I will tell you few words. You tell me the last sound in that word.

S. No.	Word	last sound
7.	Fit	[t]
8.	Fill	[l]
9.	Cheek	[k]
10.	File	[l]
11.	Stem	[m]
12.	Flood	[d]



Assessment Instruction

The Number of correct answer given: ____/12

Time taken to complete the task: _____ Seconds

Assessment Rubric

Identifies initial sound and final sound in all the given words (Gives 10-12 correct answers)	3
Identifies initial sound and final sound in the given words (Gives 6-9 correct answers)	2
Identifies initial sound and/or final sound in the given words (Gives 1-5 correct answers)	1
Not able to identify the initial sound and/or final sound in any of the given words	0

Question-3

LEARNING OUTCOME	Decoding-EC03: Identifies symbol-sound correspondence (including syllable reading).
MATERIAL REQUIRED	Large sized letters printed on a worksheet



Field Investigator Script: This page is filled with letters. Try to read these letters carefully. You will start from here and move ahead.

☞ (Note: Indicate towards the left of the worksheet and instruct them to read from left to right by placing the finger.)

When I say 'start' you have to read the letters and words as correctly as possible. Ok? Keep your finger on each letter and word and read it. If you do not know any letter or word, then move to the next.

Did you understand? Let's begin.

Now, Start

☞ (Note: If a child reads the two letter word as separate letters, ask them to read the letters together as word. For example – the word 'he' will not be read as 'h' and 'e'. If the letters are read separately, it will be marked as incorrect.)

Worksheet

A	N	Y	L	K	L	M	o	j	e
Z	co	T	O	op	k	n	go	z	T
K	On	Up	j	a	p	ad	s	q	h
l	p	n	s	k	g	O	b	r	P
f	go	it	o	at	lt	g	to	at	W
B	U	me	N	H	D	p	E	as	l
P	Y	f	U	k	Y	n	a	M	C
op	A	h	G	w	l	c	D	t	O
ot	In	y	U	S	am	it	l	it	k
am	n	K	y	t	m	F	o	p	o



Stop, if a child is unable to read 10 letters in continuation or reads incorrectly.

↳ (Note: If a child takes more than 5 seconds to read a letter, ask the child to move on to the next letter.)

Instructions:

- Mark any incorrectly read letter with a slash (/).
- Count self-correction as the correct letter. Mark self-corrected letter with (Ø).
- Mark any unread word/no response letter with an underline (_____)

 **Assessment Instruction**

Number of letters read correctly by the child: _____/100

Time taken to complete the task: _____ Seconds

Assessment Rubric

Reads 80-100 letters correctly and fluently	3
Reads 50-79 letters correctly/read some letters with self-correction	2
Reads 10-49 letters correctly/hesitantly with self-correction	1
Reads less than 10 letters correctly/hesitantly with self-correction	0

Question-4

LEARNING OUTCOME	Decoding-EC04: Accurately decodes common, isolated grade 3-level words
MATERIAL REQUIRED	Large sized words printed on a paper



Field Investigator Script: This is a page full of words. Try to read these words carefully. You will start from here and then move ahead.

☞ (Note: Put your finger on the first word of the worksheet and ask them to read from left to right.)

When I say 'start' you have to read the words as correctly as possible. Ok?

Keep your finger on each word and read. If you do not know any word, then move to the next word.

Worksheet

two	out	cap	Fly	Saw
Moon	hat	mill	dog	for
miss	Drain	Hit	Bad	people
Her	Copy	Test	him	that
pet	Tomato	fish	child	Flower
Bird	same	this	ask	moth
light	Seen	friend	life	nest
Fill	second	carrot	Small	film
father	fit	pin	First	Mat
Meet	Friend	put	his	ate



Stop, if a child is unable to read 5 words in continuation or reads them incorrectly.

☞ (Note: If a child is taking 5 seconds or more for reading a word, ask him or her to move to the next word)

Instructions:

- Mark any incorrectly read word with a slash (/)
- Count self-corrected word as correct. Mark self-corrected word with a (Ø)
- Mark any unread word/no response with an underline (_____)

 **Assessment Instruction**

Number of words read correctly by the child: _____/50

Time taken to complete the task: _____ seconds

Assessment Rubric

Reads 40-50 words correctly and fluently	3
Reads 25-39 words correctly/read some letters with self-correction	2
Reads 5-24 words correctly/hesitantly with self-correction	1
Reads less than 5 words correctly/hesitantly with self-correction	0

Question-5

LEARNING OUTCOME	Decoding-EC05: Accurately decodes “nonsense words” or nonwords
MATERIAL REQUIRED	Large sized non-words printed on a worksheet

**Field Investigator Script: (Show the child the sheet of nonwords and say)**

This is a page full of words. Try to read these words carefully, do not spell the words, but read them. You will start from here and then move ahead.

☞ (Note: Put your finger on the first word of the worksheet and ask them to read from left to right.)

When I say 'start' you have to read the words as clearly as possible. Ok?

Keep your finger on each word and read. If you do not know any word then moves to the next word.

Worksheet

lik	zep	jib	zet	til
zom	bef	nif	taf	dep
mig	eki	nek	pik	Mov
Gig	jil	lin	kii	lul
eil	loa	nik	biq	fid
lek	ser	dop	uab	gei
zun	jed	bej	feg	Pek
Rek	dem	fij	hul	wer
ful	Zeo	jel	Weg	gop
vom	ira	llk	Rep	Jil



Stop, if a child is unable to read 5 words in continuation or reads them incorrectly.

↻ (Note: If a child is taking 5 seconds or more for reading a word, ask him or her to move to the next word)

Instructions:

- Mark any incorrectly read word with a slash (/)
- Count self-corrected word as correct. Mark self-corrected word with a (Ø)
- Mark any unread word/no response with an underline (_____)



Assessment Instruction

Number of words read correctly by the child: _____/50

Time taken to complete the task: _____ seconds

Assessment Rubric

Reads 40-50 words correctly and fluently	3
Reads 25-39 words correctly/read some letters with self-correction	2
Reads 5-24 words correctly/hesitantly with self-correction	1
Reads less than 5 words correctly/hesitantly with self-correction	0

Question-6

LEARNING OUTCOME	EC06- Reading Comprehension
MATERIAL REQUIRED	Sentence-Picture Matching Worksheet



Field Investigator Script: You are being given a few sentences and a different set of pictures with each sentence. You have to read the sentences and match them to the picture they are related with.

Look at these pictures carefully. (The F.I. shows the pictures to the child. Each picture has a number.)

A sentence is also written along with the pictures. (The F.I. points at the sentence)



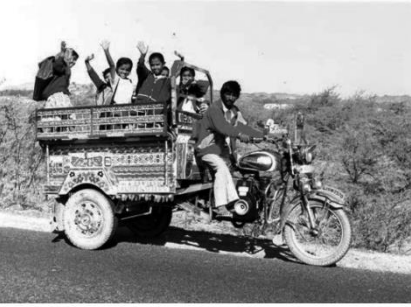

Read and understand this sentence. You have to place your finger at the pictures which describes this sentence.

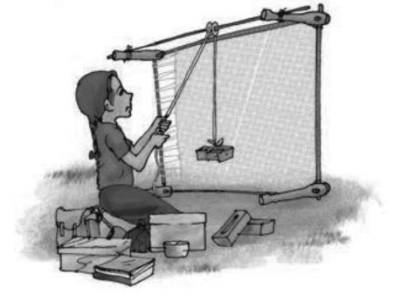

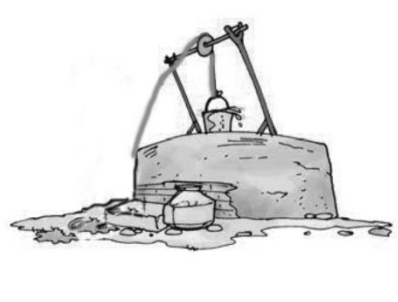

☞ (**Note:** Give maximum one minute time to the child to match the picture with the sentence.)


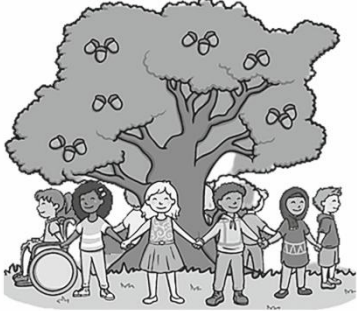

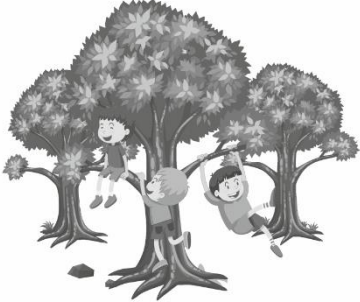
☞ (**Note:** If the child does not respond to a sentence for **1 minute**, ask her/him to move to the next sentence.)




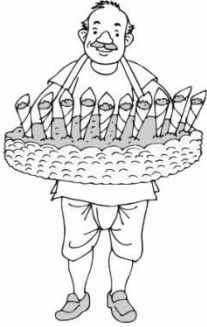
Worksheet

Sentence-1	The teacher is teaching in the classroom.	
Related Image	<p>1.</p>	<p>2.</p>
	<p>3.</p>	<p>4.</p>

Sentence-2	Children are going to school by bullock cart.	
Related Image	1. 	2. 
	3. 	4. 

Sentence-3	Alia is playing with the rope tied to the cot.	
Related Image	1. 	2. 
	3. 	4. 

<p>Sentence-4</p>	<p>Many trees are in the park. Children are climbing on the trees.</p>	
<p>Related Image</p>	<p>1.</p> 	<p>2.</p> 
	<p>3.</p> 	<p>4.</p> 

<p>Sentence-5</p>	<p>Everyone does some work. They get money in exchange for working. The potter is selling pottery to earn money.</p>	
<p>Related Image</p>	<p>1.</p> 	<p>2.</p> 
	<p>3.</p> 	<p>4.</p> 

Expected Response:

1. Sentence 1: Picture Number 2
2. Sentence 2: Picture Number 2
3. Sentence 3: Picture Number 1
4. Sentence 4: Picture Number 4
5. Sentence 5: Picture Number 1

 Assessment Instruction

Number of correct answer given by child: _____/5

Time taken to complete the task: _____ seconds

Assessment Rubric

Matches 4-5 sentences with the correct pictures.	3
Matches 2-3 sentences with the correct pictures.	2
Matches 1 sentence with the correct picture.	1
Is not able to match any of the sentences correctly.	0

Question-7

LEARNING OUTCOME	Oral Reading Fluency & Comprehension-EC06: Reads the text correctly with accuracy (correct pronunciation), speed (automaticity) & expression and comprehends the text
MATERIAL REQUIRED	Worksheet: A story printed on a paper in large size letters and a timer/watch

Part-7A

Field Investigator Script: A story is given here. You have to read this story aloud. You will start from here and move ahead.

☞ (Note: Instruct to read from left to right by placing finger on the first sentence of the worksheet.)

When I say start, then you start reading the story, is it okay?
Place your finger on each sentence and read it. If you do not know any word, move ahead and continue reading the next word.

Let's begin the task.

(Note:  When the child reads the first word, start the timer/clock.)

☞ (Note: Allotted time is **60 seconds**, if any child takes more time to complete the story, allow him/her.)

☞ (Note: If a child takes more than 5 seconds to read a word, ask the child to move to the next word.)



Stop, if a child cannot read any word of the first sentence or reads incorrectly.

Worksheet**Story**

Raman and Rohit are at the playground. Raman loves swinging on monkey bar. Raman's hands slip from the swing. He falls to the ground. Rohit helps him to get up and takes him home. The next morning Rohit comes to meet Raman. Raman's mother tells him that Raman has fractured his leg. Rohit spends time with Raman and promises to come and meet Raman daily. Rohit is a caring boy.

Based on the reading of the child (timed for 60 seconds), mark the story in the following manner.

Marking Symbols -

- Mark any incorrectly read word with a slash (/).
- Count self-correction as the correct word. Mark the self-corrected word with (Ø).
- Mark any unread word/no response with an underline (_____)
- Put (j) sign after the last read word (at the end of/before 60 seconds).
-

Assessment Instruction (7A)

Number of words read incorrectly/unread words in one minute	
Number of words read correctly after self-correction	
Total number of words read correctly by the child in one minute	
Total time taken	_____ seconds
Total number of words in the text	70

Assessment Rubric

Reads with clear pronunciation and fluency while understanding the punctuation within stipulated time.	3
Reads with clear pronunciation while self-correcting and adding the words together to form sentences within stipulated time.	2
Reads non-fluently by breaking words into letters taking more than the stipulated time.	1
Not able to read any word correctly /stays quiet.	0

Part-7B

☞ (Note: When the child stops reading the story, even then do not remove the story. Ask the following questions based on the story one by one. If the child is not able to answer in 15 seconds, mark it as 'No Response' for that question and move ahead. Do not ask the question more than twice. If the child says 'I do not know', mark the option as 'No Response'.)

**Field Investigator Script:**

I am going to ask you a few questions about the story you just read, try to answer them.

Question	Correct Answer	Mark the child's response in the student's response sheet		
1. Who were the two friends?	Raman and Rohit	<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect	<input type="checkbox"/> No Response
2. What does Raman love to do?	Raman loves swinging on monkey bar	<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect	<input type="checkbox"/> No Response
3. What happened to Raman?	Raman fell on the ground and fractured his leg.	<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect	<input type="checkbox"/> No Response
4. Who helps Raman?	Rohit	<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect	<input type="checkbox"/> No Response
5. How does Rohit take care of Raman?	Rohit helps him to get up, takes him home and comes to meet Raman.	<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect	<input type="checkbox"/> No Response

👉 Assessment Instruction (7B)

Number of correct answer given by child: _____/5

Time taken to complete the task: _____ seconds

Assessment Rubric

After reading the story, gives correct and complete responses to all retrieval and inference based questions	3
After reading the story, gives correct and complete responses to 3-4 retrieval and inference based questions	2
After reading the story, gives correct and complete responses to only 1-2 retrieval and/or inference based questions	1
Hesitates while responding and is unable to respond to any question correctly	0

Question-8

LEARNING OUTCOME	Oral Reading Fluency & Comprehension-EC06: Reads the text correctly with accuracy (correct pronunciation), speed (automaticity) & expression and comprehends the text
MATERIAL REQUIRED	Worksheet: A story printed on a paper in large size letters and a timer/watch

Part-8A

Field Investigator Script: A story is given here. You have to read this story aloud.


You will start from here and move ahead.

☞ (Note: Instruct to read from left to right by placing finger on the first sentence of the worksheet.)

When I say start, then you start reading the story, is it okay?

Place your finger on each sentence and read it. If you do not know any word, move ahead and continue reading the next word.

Let's begin the task.

(Note:  **When the child reads the first word, start the timer/clock.**)

☞ (Note: Allotted time is **60 seconds**, if any child takes more time to complete the story, allow him/her.)

☞ (Note: If a child takes more than 5 seconds to read a word, ask the child to move to the next word.)



Stop, if a child cannot read any word of the first sentence or reads incorrectly.

Worksheet**Story**

Talkative rat was talking to the goat. The goat was irritated with his chatter. Goat said, “Have you heard the latest news? A cat lives near the pond. Nobody can win her in talking”. Talkative rat heard the news and started walking towards the pond. Talkative rat moved towards the cat. What a scene? He stopped talking as soon as he faced the cat.

Based on the reading of the child (timed for 60 seconds), mark the story in the following manner.

Marking Symbols -

- Mark any incorrectly read word with a slash (/).
- Count self-correction as the correct word. Mark the self-corrected word with (Ø).
- Mark any unread word/no response with an underline (_____)
- Put (j) sign after the last read word (at the end of/before 60 seconds).

Assessment Instruction (8A)

Number of words read incorrectly/unread words in one minute	
Number of words read correctly after self-correction	
Total number of words read correctly by the child in one minute	
Total time taken	_____ seconds
Total number of words in the text	64

Assessment Rubric

Reads with clear pronunciation and fluency while understanding the punctuation within stipulated time.	3
Reads with clear pronunciation while self-correcting and adding the words together to form sentences within stipulated time.	2
Reads non fluently by breaking words into letters taking more than the stipulated time.	1
Not able to read any word correctly/stays quiet.	0

Part-8B

☞ (Note: When the child stops reading the story, even then do not remove the story. Ask the following questions based on the story one by one. If the child is not able to answer in 15 seconds, mark it as 'No Response' for that question and move ahead. Do not ask the question more than twice. If the child says 'I do not know', mark the option as 'No Response'.)

**Field Investigator Script**

I am going to ask you a few questions about the story you just read, try to answer them.

Question	Correct answer	Mark the Child's Response in the student's response sheet		
1. By whose talking was the goat irritated?	Rat	<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect	<input type="checkbox"/> No response
2. Who lives near the pond	Cat	<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect	<input type="checkbox"/> No response
3. What was the latest news as per the goat?	Nobody could win the cat in talking.	<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect	<input type="checkbox"/> No response
4. Why did talkative rat go towards the pond?	To meet the Cat.	<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect	<input type="checkbox"/> No response
5. Why did the rat stopped talking on facing the cat?	The Rat might have been frightened	<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect	<input type="checkbox"/> No response

**Assessment Instruction (8B)**

Number of correct answer given by child: ____/5

Time taken to complete the task: _____ seconds

Assessment Rubric:

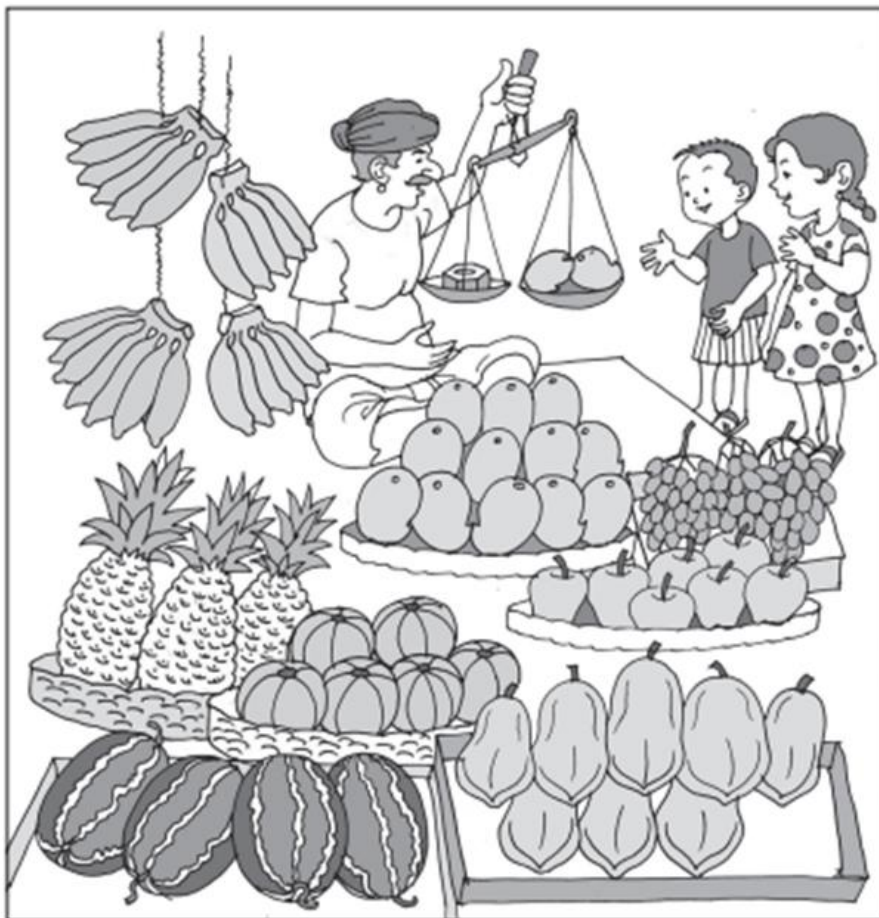
After reading the story, gives correct and complete responses to all retrieval and inference based questions	3
After reading the story, gives correct and complete responses to 3-4 retrieval and inference based questions	2
After reading the story, gives correct and complete responses to only 1-2 retrieval and/or inference based questions	1
Hesitates while responding and is unable to respond to any question correctly	0

Question-9

(LEARNING OUTCOME)	(Writing-EC06: Uses action words, naming words and punctuation marks for writing.)
Required Materials	Flash cards Pencil



Field Investigator Script: Now I am going to show you a picture. Look at the picture carefully. Write three sentences about what you see in the picture.


 **Sentence Writing**

1. -----
2. -----
3. -----

 Assessment Instruction**Number of sentences written by the child: ____ / 3****Time taken to complete the task: ____ seconds****Assessment Rubric:**

Writes complete sentences using nouns, verbs and punctuation correctly as per the picture.	3
Writes sentences, but makes mistakes in using nouns, verbs or punctuation according to the picture.	2
Can write words but is unable to form meaningful sentences.	1
Is unable to write words/letters.	0