

## Assessment Task 2 – Children become involved learners and connect with their immediate environment-IL

### Question-1

<b>LEARNING OUTCOME</b>	<b>Numbers -IL01:</b> Counts, reads, writes and compares numbers up to 999
<b>MATERIALS REQUIRED</b>	Number grid



**Field Investigator Script:** Let's do a number activity.

Here are some numbers. I want you to point to each number and tell me what the number is.

Are you ready? Okay. Start from here.

**Prompt A:** What number is this?

*(Note: If a child pause and stops on a number for 5-10 Seconds, then point to the next number and say- what number is this?)*



**Stop, if a child is unable to read 4 numbers in continuation or reads them incorrectly.**

- For each incorrect number word, mark (/) through the number.
- For each self-corrected response, mark (Ø) through the number.
- Mark any unread number/no response with an underline ( \_\_\_\_ )

### Number grid

Row 1	2	9	12	23
Row 2	54	75	92	64
Row 3	111	217	650	915
Row 4	452	868	970	690

**Expected Response:** The child reads aloud the number as per number name convention in language of instruction or home language.

### Assessment Instruction

**Number of correct responses:** \_\_\_\_\_/16

**Time taken to complete the task:** \_\_\_\_\_ seconds

**Assessment Rubric**

<b>Criteria</b>	<b>Points</b>
Reads numbers up to 999 (Reads the numbers in all the rows with at least 12 correct responses)	<b>3</b>
Reads numbers up to 99 (Reads the numbers in Row 1 and Row 2 with 8 correct responses)	<b>2</b>
Reads numbers up to 9 (Reads the numbers in only Row 1 with 4 correct responses)	<b>1</b>
Does not respond or does not understand the question	<b>0</b>

**Question-2**

<b>LEARNING OUTCOME</b>	<b>Numbers -IL01:</b> Counts, reads, writes and compares numbers up to 999
<b>MATERIALS REQUIRED</b>	Number discrimination grid

**Field Investigator Script:**

Let's do one more activity. In this activity also, I will show you some numbers. Are you ready? Okay. Let's start.

I want you to tell which number is bigger. ***(Write the numbers on a sheet and show the numbers to the child)***

3      9

That's correct, 9 is bigger. Let's continue.

Now, look at these numbers. Tell me which number is bigger. ***(Write the numbers on a sheet and show the numbers to the child)***

23      16

That's correct, 23 is bigger. Let's continue.

**Prompt B:**

Now, look at these numbers. Tell me which number is bigger. ***(Show the numbers to the child)***

***(Note: If a child pause and stops on a pair of number for 5-10 Seconds, then point to the next number combination and say- which number is bigger?)***



**Stop, if a child does not give answer for first 4 pairs of numbers or answers incorrectly.**

- For each incorrect number, mark (/) through the number.
- For each self-corrected response, mark (Ø) through the number.
- Mark no response with an underline ( \_\_\_\_ )

**Number discrimination grid**

Row 1	1	4	7	3
Row 2	15	23	34	39
Row 3	42	24	78	77
Row 4	254	123	390	155
Row 5	436	356	880	965

**Expected Response:** The child reads aloud the bigger number as per number name convention in language of instruction or home language.

Row 1	4	7
Row 2	23	39
Row 3	42	78
Row 4	254	390
Row 5	436	965

** Assessment Instruction**

**Number of correct responses:** \_\_\_\_\_/10

**Time taken to complete the task:** \_\_\_\_\_ seconds

**Assessment Rubric**

<b>Criteria</b>	<b>Points</b>
Discriminates numbers up to 999	<b>3</b>
Discriminates numbers up to 99	<b>2</b>
Discriminates numbers up to 9	<b>1</b>
Does not respond or does not understand the question	<b>0</b>

**Question-3**

<b>LEARNING OUTCOME</b>	<b>Number operations-IL02:</b> Solves daily life problems involving two or more operations of numbers (using addition, subtraction, multiplication, division) with numbers not exceeding 999
<b>MATERIALS REQUIRED</b>	Addition and subtraction fact grid

**Field Investigator's Script:**

I am going to ask you some addition and subtraction problems.

▷ (**Note: FI glides hand from top to bottom.**)

I want you to point to each problem and tell me the answer. If you don't know any answer, move to the next problem.

▷ (**Note: FI points to the first problem]**

Start from here. Are you ready? . . . Let's Start.

**Prompt:** What is the answer to this problem? You can write the numbers on paper and solve the problem, if you want. You can also calculate it in your head.

▷ (**Note: If a child pause and stops on any problem for more than 15 Seconds, then point to the next problem.**)

**Addition and subtraction fact grid**

S. No.	Addition and subtraction fact grid
1.	$6 - 5 =$
2.	$11 + 9 =$
3.	$78 - 47 =$
4.	$100 + 60 =$
5.	$768 - 127 =$
6.	$673 + 58 =$
7.	$6 + 9 =$
8.	$11 - 10 =$

**Expected Response:**

S. No.	Addition and subtraction fact grid
1.	$6 - 5 = 1$
2.	$11 + 9 = 20$
3.	$78 - 47 = 31$
4.	$100 + 60 = 160$
5.	$768 - 127 = 641$
6.	$673 + 58 = 731$
7.	$6 + 9 = 15$
8.	$11 - 10 = 1$

**Strategy used to solve the question (More than one option can be chosen):**

1. Finger/tick marks
2. Paper and pencil
3. Mental calculation

** Assessment Instruction**

Number of correct responses: \_\_\_\_\_/8

Time taken to complete the task: \_\_\_\_\_ seconds

**Assessment Rubric**

Criteria	Points
Add and subtract numbers upto 999 (Solves 7-8 problems)	3
Add and/or subtract numbers upto 999 (Solves 4-6 problems)	2
Add and/or subtract numbers upto 999 (Solves 1-3 problems)	1
Does not respond or does not understand the question	0

**Question-4**

<b>LEARNING OUTCOME</b>	<b>Number operations-IL02:</b> Solves daily life problems involving two or more operations of numbers (using addition, subtraction, multiplication, division) with numbers not exceeding 999
<b>MATERIALS REQUIRED</b>	Word problem sheet-I



**Field Investigator's Script:** Next, I am going to ask you a few questions. You can write the numbers on paper and solve the problem, if you want. You can also solve it in your head.

↳ **(Note: Read each problem twice. Do not ask the child to read the problem himself/herself.)**

↳ **(Note: If a child pauses and stops on first problem for more than 15 Seconds, then read the next problem.)**

**Word problem sheet**

**Word Problems (Read each problem twice)**

1. Rita has 3 pens. Sumit borrows 1 from Rita. How many pens does Rita have now?
2. There is a packet of 100 toffees. Rehan eats 10 toffees. How many toffees are left in the packet?
3. Alice had 36 pigeons, 17 pigeons flew away. How many pigeons does Alice have now?
4. 46 children were playing in the garden. 12 more children joined them. How many children are now playing in the garden?
5. Nipun had 98 notebooks. Raman Gifted 10 more notebooks to Nipun. How many notebooks does Nipun have now?
6. There were 39 birds in a flock. 78 new birds joined the flock. How many birds are there in the flock now?

**Expected Answer:**

1. 2
2. 90
3. 19
4. 58
5. 108
6. 117

**Strategy used to solve the question (More than one option can be chosen):**

1. Finger/tick marks
2. Paper and pencil
3. Mental calculation

** Assessment Instruction****Number of correct responses: \_\_\_\_\_/6****Time taken to complete the task: \_\_\_\_\_ seconds****Assessment Rubric**

<b>Criteria</b>	<b>Points</b>
Identifies the application of number operations in real life situations and provides the correct answers for all the questions	<b>3</b>
Identifies the application of number operations in real life situations and provides the correct answer for 3-5 questions	<b>2</b>
Identifies the application of number operation in real life situations and provides the correct answer for 1-2 questions	<b>1</b>
Does not respond or does not understand the question.	<b>0</b>

**Question-5**

<b>LEARNING OUTCOME</b>	<b>Multiplication and division facts-IL03:</b> Constructs and uses multiplication facts (tables) of numbers 2 to 10 and uses division facts
<b>MATERIALS REQUIRED</b>	Part A: Multiplication grid printed on paper Part B: 100 paper straws, 20 rubber bands

**Part-5A**

**Field Investigator Script:** Let's do one activity. Are you ready?

Okay. Let's start.

Now, I will ask a few questions, listen carefully and answer.

**Multiplication grid**

x	1	2	3
5	5	10	
6	6	12	
7	7	14	
8	8	16	

**Prompt:**

If I multiply number 1 by 5, the answer is 5, then if I multiply 1 by 6 the answer is 6.

⤷ **(Note: FI completes column 2.)**

Next, if I multiply number 2 by 5, the answer is 10, then if I multiply 2 by 6 the answer is 12.

⤷ **(Note: FI completes column 3.)**

Can you now complete it for 3?

⤷ **(Note: Answer can be obtained either in writing or verbally).**

⤷ **(Note: If a child pause and stops on any multiplication fact for more than 5 Seconds, then ask the child to move to the next fact.)**

**Expected Answer:**

**Multiplication grid**

x	1	2	3
5	5	10	15
6	6	12	18
7	7	14	21
8	8	16	24

 **Assessment Instruction (5A)****Number of correct responses:** \_\_\_\_\_/4**Time taken to complete the task:** \_\_\_\_\_ seconds**Assessment Rubric**

<b>Criteria</b>	<b>Points</b>
Provides all multiplication facts correctly	<b>3</b>
Provides 2-3 multiplication facts correctly	<b>2</b>
Provides 1 multiplication fact correctly	<b>1</b>
Does not respond or does not understand the question	<b>0</b>

**Part-5B**

**Field Investigator Script:** Let's do one activity. Are you ready?

Okay. Let's start. Here are some bundles of straws. **(Show the bundles and straws to the child.)**

I want you to make these into small bundles. Let's do one example.

**Example:** This is a bundle of 20 straws. If I make it into bundles of 4 straws, then how many such bundles are formed?

Alright! (If the child says correct answer)

(If the child doesn't give correct answer) Make the bundles of 4 straws. So the answer is 5.

I want you to find it for these bundles.


**(Note: If a child pause and stops on any problem for more than 15 Seconds (calculating mentally), then move to the next problem.)**

**Prompt:** How many bundles are formed? Think and tell me. You may use the straws if you want.

1. Bundle of 25 straws divided in to bundles with 5 straws.
2. Bundle of 45 straws divided in to bundles with 9 straws.
3. Bundle of 60 straws divided in to bundles with 10 straws.
4. Bundle of 16 straws divided in to bundles with 4 straws.

**Expected answer:**

1. 5 (Five)
2. 5 (Five)
3. 6 (six)
4. 4 (four)

 **Assessment Instruction (5B)**

Number of correct responses: \_\_\_\_\_/4

**Time taken to complete the task:** \_\_\_\_\_seconds

**Assessment Rubric**

Criteria	Points
Finds the answer correctly for all the items directly by division.	3
Finds the answer correctly for 2-3 questions by applying different strategies - mental calculation and placing sticks into bundles.	2
Finds the answer correctly for 1 question by placing sticks into bundles.	1
Does not respond or does not understand the question	0

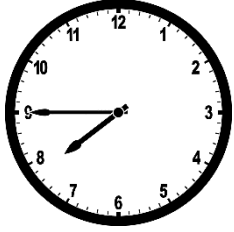


**Question-6**

<b>LEARNING OUTCOME</b>	<b>Measurement-IL04:</b> Estimates and measures length/ distance, weight, capacity using non-standard units like hand span and standard units like m, km, g, kg, litre, etc. and identifies a particular date and corresponding day on a calendar; reads time on a clock in hours and half-hours
<b>MATERIALS REQUIRED</b>	Part A- Flash card of clock/Worksheet with the images of clocks as given. Part B- Measurement Sheet

**Part 6 (A)**

**Field Investigator Script:** Let's do an activity. Are you ready? Okay, let's get started. Look at the clock. (*Show the pictures of the clock to the child one by one.*)

**Prompt:** Tell me the time shown on the clock. (Point towards each clock as per the sequence and ask the child the time shown on the clock.)

1.	
2.	
3.	

**Hint:** What does the short hand indicate and what does the long hand indicate in a clock?

**Expected answer:**

1. 8:45
2. 9:30
3. 4:00

** Assessment Instruction (6A)****Number of correct responses:** \_\_\_\_\_/3**Time taken to complete the task:** \_\_\_\_\_ seconds**Assessment Rubric**

Criteria	Points
Tells the time correctly in all three given clocks	3
Tells the time correctly with the help of hint in 2 given clocks	2
Tells the time correctly with the help of hint in any one clock	1
Does not respond or does not understand the question	0

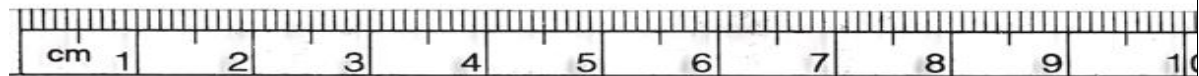
**Part 6 (B)**

**Field Investigator's Script:** I am showing you one sheet. In this sheet you can see a scale and a pencil. Can you tell the length of each of the pencils?

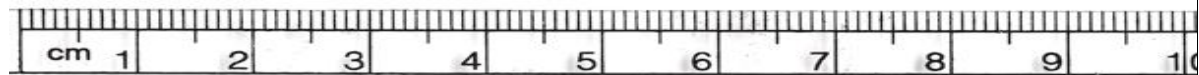
**(Note-Answer can be obtained either in writing or verbally).**

**Measurement Sheet**

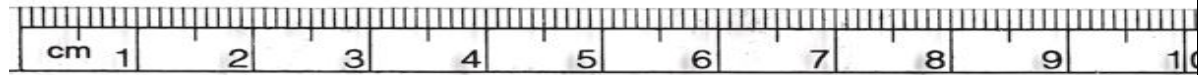
**Activity sheet – How long is the pencil?**



1. \_\_\_\_\_ cm long



2. \_\_\_\_\_ cm long



3. \_\_\_\_\_ cm long

**Expected Response:**

<b>1.</b>	<b>2.</b>	<b>3.</b>
<b>10 cm</b>	<b>3 cm</b>	<b>2 cm</b>

**Assessment Instruction (6B)**

Number of correct responses: \_\_\_\_\_/3

Time taken to complete the task: \_\_\_\_\_ seconds

**Assessment Rubric**

<b>Criteria</b>	<b>Points</b>
Applies the understanding of measurement of length and calculates the length of the object (all answers are correct)	<b>3</b>
Applies the understanding of measurement of length but miscalculates the length of the object when the object is not aligned with the 0 of the scale (answer 1 and answer 3 are correct, answer 2 is incorrect)	<b>2</b>
Is not able to calculate the length of the object	<b>1</b>
Does not respond or does not understand the question	<b>0</b>

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**Question-7**

<b>LEARNING OUTCOME</b>	<b>Fractions-IL05:</b> Identifies half, one-fourth, three-fourth of a whole and in a collection of up to 12 represented as objects/ pictures.
<b>MATERIALS REQUIRED</b>	Figures printed on paper, Pencil

**Field Investigator Script:**

I will give you few pictures, you have to colour/shade them.

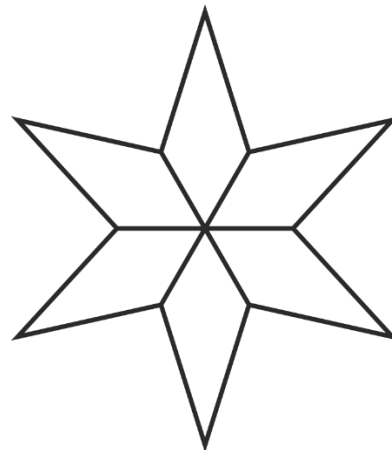
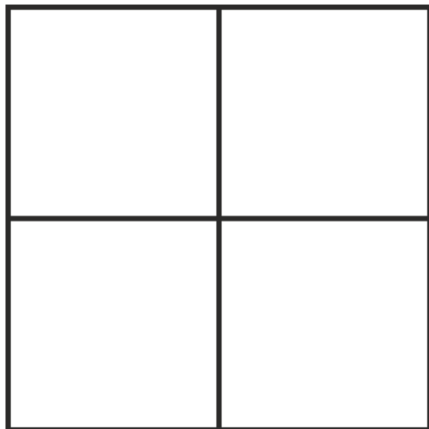
Look at the pictures in the sheet.

*(Note: Give the picture sheet to the child.)*

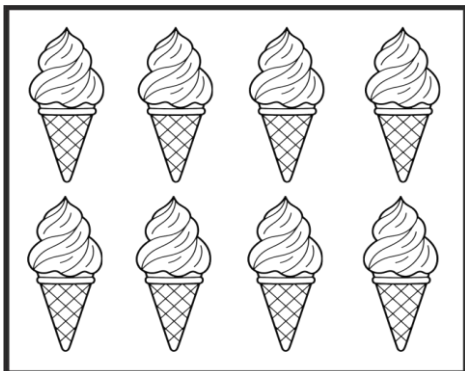
⤷ *(Note: If a child pauses and stops on any problem for 30 Seconds, then ask him/her to go to the next problem.)*

**Prompt 1:** Shade the part with pencil as mentioned on the sheet.

- Figure A – **Shade 1 parts out of the 4**
- Figure B – **Shade 3 parts out of the 6**



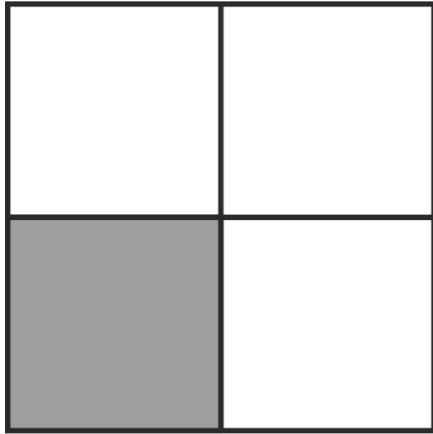
- Figure C – **Shade 4 parts out of the 8**



**Expected Answer:**

*(For Answer A, B and C- There could be other possible ways of representing the specific part. The given answers are one of the ways of representing the part.)*

Figure A – 1 part out of 4 is shaded

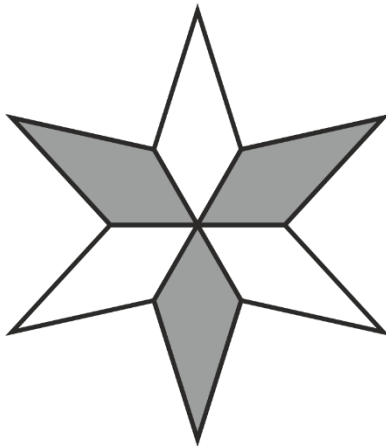


or

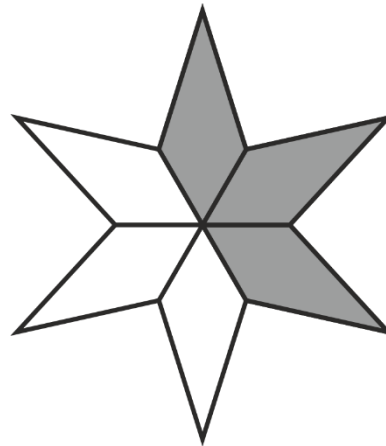


etc.

Figure B – 3 parts out of 6 are shaded

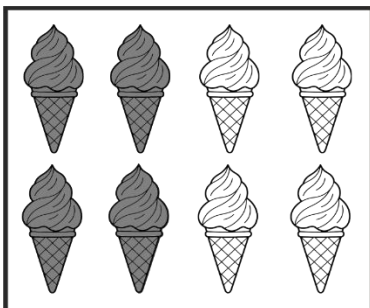


or

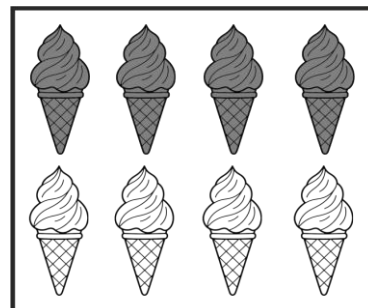


etc.

Figure C – 4 parts out of the 8 are shaded



or



etc.



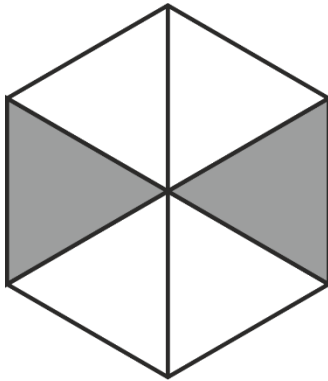
**Field Investigator Script:** Now, I will show you some more figures.

**(Note: Give the figures sheet to the child.)**

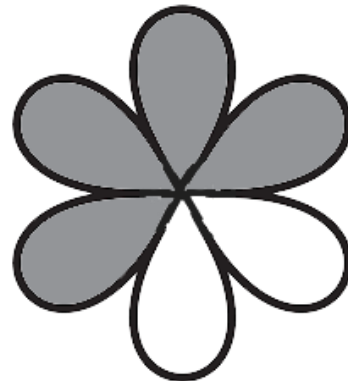
Look at the figures in the sheet.

**Prompt 2:** Identify the part of the shaded portion in these figures.

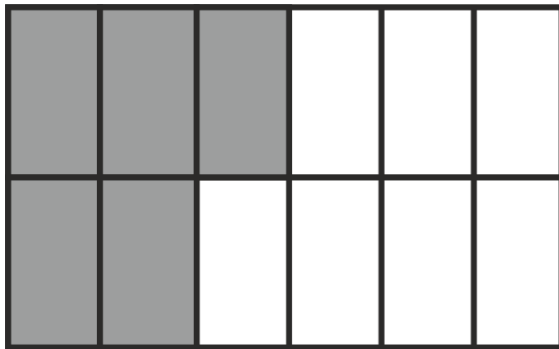
4. Figure D



5. Figure E



6. Figure F



**Expected Answer:**

**(For Answer D, E and F- There could be other possible ways of representing the specific part. The given answers are one of the ways of representing the part.)**

1. Figure D – 2 parts out of 6 is shaded
2. Figure E – 4 parts out of 6 are shaded
3. Figure F – 5 parts out of 12 are shaded

**Assessment Instruction**

Number of correct responses: \_\_\_\_\_/6

Time taken to complete the task: \_\_\_\_\_ seconds

**Assessment Rubric**

<b>Criteria</b>	<b>Points</b>
Identifies and represents the parts correctly (5-6 correct responses)	<b>3</b>
Identifies and/or represents the parts correctly (3-4 correct responses)	<b>2</b>
Identifies and/or represents the parts correctly (1- 2 correct responses)	<b>1</b>
Does not respond or does not understand the question	<b>0</b>

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**Question-8**

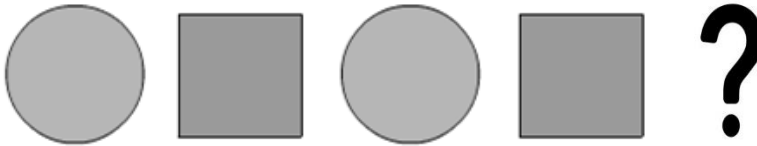
<b>LEARNING OUTCOME</b>	<b>Patterns-IL06:</b> Identifies, extends and communicates rules for simple patterns on numbers, events and shapes (e.g. skip count forward by 10).
<b>MATERIALS REQUIRED</b>	Pattern printed on paper, Pencil



**Field Investigator Script:** Let's do one activity. I will show you some pattern with shapes and some pattern with numbers. Let us see an example.

**Example**

Few shapes are given here. Please tell which shape should come in the end-



*(If the child answers correctly)* This is correct,  will come here in the blank.

*(If the child does not answer correctly)*  will come here in the blank.

Let's look at one more pattern.

**Example:**

Here are some numbers – 6, 7, and 9, what number goes here?

6	7		9
---	---	--	---

*(Note: Point to the item from left to right while reading the above statement.)*





*(If the child responds correctly)* That's correct, 8. Let's do one more.

*(If the child does not respond correctly)* The number 8 goes here. Say the numbers with me. [**Pointing to each number**] 6, 7, 8, 9. 8 goes here.

⤷ *(Note: If a child pause and stops on a pattern for 30 Seconds, then ask him/her to go to the next pattern.)*

**Prompt:** Few patterns are given here. You have to tell me how to complete these patterns.

(Answers have to be obtained in writing.)

S. No.	Pattern	
1.		
2.		
3.		
4.		



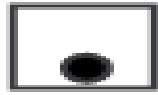
**Field Investigator Script:** Please complete these patterns also.

5.	18	19	20	
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6.	34	35	36	
----	----	----	----	--

7.	75		95	105
----	----	--	----	-----

8.	500	600		800
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**Expected Answer**

1. 21

2. 37

3. 85

4. 700

**Assessment Instruction**

Number of correct responses: \_\_\_\_\_/8

Time taken to complete the task: \_\_\_\_\_ seconds

**Assessment Rubric**

Criteria	Points
Completes 7-8 patterns	3
Completes 4-6 patterns	2
Completes 1-3 patterns	1
Does not respond or does not understand the question	0

**Question-9**

<b>LEARNING OUTCOME</b>	<b>Data Handling-IL07:</b> Solve problems involving data displays (i.e., tally charts, bar graphs, or pictographs) with single unit scales and up to four categories of data
<b>MATERIALS REQUIRED</b>	Pictograph

**Field Investigator Script:**

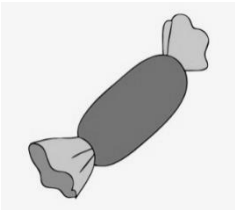







Let's do an activity.

Now I will show you a picture. Let's start.

**(Show the pictograph to the child.)**

**(Point to the picture.)** Look at the picture carefully and answer the questions.

**Pictograph**

<p>Toffee</p> 	
<p>Chocolate</p> 	
<p>Ice cream</p> 	
<p>Cake</p> 	

**(Points to the picture.)** This picture shows the children's choice of food.

**Prompt:**

1. The number of children who like chocolates is \_\_\_\_\_.
2. Most of the children like \_\_\_\_\_.
3. The number of children who like cake is \_\_\_\_\_.
4. The number of girls who like chocolate is \_\_\_\_\_.
5. The number of boys who like cake is \_\_\_\_\_.
6. The number of girls who like toffee is \_\_\_\_\_.

**Expected Answer:** 1. Four, 2. Toffee, 3. Five, 4. Two, 5. Two, 6. Three

 **Assessment Instruction**

**Number of correct responses:** \_\_\_\_\_/6

**Time taken to complete the task:** \_\_\_\_\_ seconds

**Assessment Rubric**

Criteria	Points
Answers 5-6 questions correctly	3
Answers 3-4 questions correctly	2
Answers 1-2 questions	1
Does not respond or does not understand the question	0