ASER 2022 Assessment Tasks

ASER is a 'floor test' focusing on basic reading and arithmetic, rather than grade-level competencies. The testing process is designed to record the highest level that each child can comfortably achieve.

Testing is conducted at home, rather than in schools, so as to include out of school children and children attending different types of schools. All children in the 5-16 age group in a sampled household are tested using the same tools, irrespective of age, grade, or schooling status. In ASER 2022, children were assessed on basic English reading and comprehension in addition to basic reading and simple arithmetic.

ASER's testing process incorporates various measures to ensure that it captures the best that each child can do. Volunteers are trained to build rapport with children to create a relaxed and encouraging environment. Children are given the time they need to do each task on the assessment. The testing process is adaptive to the child's ability so that she does not have to attempt all levels. Thus, at the core of this test design is the child's comfort and a commitment to accurately record the highest level the child can achieve.

This section outlines the ASER testing process used to assess each child on reading, arithmetic and English.

Reading tasks:

All children are assessed using a simple reading tool. The reading test has 4 tasks:

- **Letters:** Set of commonly used letters.
- Words: Common, familiar words with 2 letters and 1 or 2 matras.
- **Std I level text:** Set of 4 simple linked sentences, each having no more than 6 words. These words (or their equivalent) are in the Std I textbooks of the states.
- **Std II level text:** A 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 II textbooks used in all states.

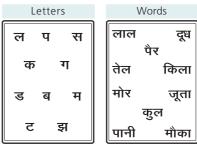
While developing the reading tool in each regional language, care is taken to ensure:

- Comparability with previous years' tools with respect to word count, sentence count, type of words and conjoint letters
 in words.
- Compatibility with the vocabulary and sentence construction used in Std I and Std II language textbooks of the states.
- Familiarity of words and context, established through extensive field piloting.

Sample: Reading test (Hindi)*

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

बगीचे में एक पेड़ है। पेड़ पर एक तोता रहता है। तोते का रंग हरा है। वह लाल टमाटर खाता है।



^{*}This is a sample. It has been shortened to a more concise layout for purposes of this report. However, the four components or 'levels' of the tool remain the same in the full version. Assessments in reading are conducted in 19 languages across the country.

How to test reading?

Std I level text (Paragraph)



Ask the child to read either of the 2 paragraphs.

Let the child choose the paragraph herself. If she 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 paragraph like a string of words, rather than sentences.
- Reads the paragraph haltingly and stops very often.
- Reads the paragraph fluently but with more than3 mistakes.

The child is at 'Paragraph Level' if the child:

- Reads the paragraph like she is reading sentences, rather than a string of words.
- Reads the paragraph fluently and with ease, even if she is reading slowly.
- Reads the full paragraph with 3 or less than 3 mistakes.

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

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

Words

Ask the child to read any 5 words from the list of words.

Let the child choose the words herself. If the child does not choose, then point out any 5 words one by one for her to read.

The child is at 'Word Level' if she reads at least 4 out of the 5 words correctly.

Std II level text (Story)

Ask the child to read the story.

The child is at 'Story Level' if the child:

- Reads the story like she is reading sentences, rather than a string of words.
- Reads the story fluently and with ease, even if she is reading slowly.
- Reads the story with **3 or less than 3 mistakes**.

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

If she can correctly and comfortably read at least 4 out of 5 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 recognise any 5 letters from the list of letters.

Let the child choose the letters herself. If she does not choose, then point out any 5 letters one by one for her to read.

The child is at 'Letter Level' if the child correctly recognises at least 4 out of 5 letters correctly.

If the child is at **'Letter Level'**, then ask her to try to read the same words again and follow the instructions for word level testing. If she can recognise at least 4 out of 5 letters but cannot read words, then mark the child at **'Letter Level'**. If the child is not at **'Letter Level'** (cannot recognise at least 4 out of 5 letters chosen), then mark the child at **'Beginner Level'**.

In the Household Survey Sheet, mark the child at the highest level she can read.

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Arithmetic tasks:

All children are assessed using a simple arithmetic tool. The arithmetic test has 4 tasks:

- Number recognition 1 to 9
- Number recognition 11 to 99
- **Subtraction:** 2-digit numerical subtraction problems with borrowing.
- **Division:** 3-digit by 1-digit numerical division problems with remainder.

While developing the arithmetic tool for the ASER age group, care is taken to ensure compatibility with the learning outcomes defined for number recognition, subtraction (with borrowing), division (3-digits by 1- digit) in state textbooks for Std I, II and III/IV, respectively.

Sample: Arithmetic test

Number recognition 1-9	Number recognition 11-99	Subtraction	Division
1 4	51 83	46 63 _ 29 _ 39	7)879
7 3	37 65	47 - 28 - 17	6)824(
6 9	55 26	92 84 - 76 - 57	8) 985 (
5 2	91 43 36 27	52 66 _ 14 _ 48	4) 517(
Ask the child to recognize any 5 numbers. At least 4 must be correct.	Ask the child to recognize any 5 numbers. At least 4 must be correct.	Ask the child to do any 2 subtraction problems. Both must be correct.	Ask the child to do any 1 division problem. It must be correct.





How to test arithmetic?

Subtraction (2-digits with borrowing)



The child is required to solve 2 subtraction problems. Show her the subtraction problems. First ask her to choose a problem. If she does not choose, then pick a problem.

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

If she is able to identify the numbers and the sign, then ask her to write and solve the problem at the back of the Household Survey Sheet. Check if the answer is correct.

Even if the first subtraction problem is answered incorrectly, ask the child to solve the second problem following the process explained above. If the second problem is correct, ask her to try solving the first problem again.

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



If the child **cannot do both** subtraction problems correctly, then ask her to recognise numbers from 11-99.

Even if she does just one subtraction problem incorrectly, give her the number recognition (11-99) task.





Number Recognition (11-99)

Ask the child to identify any 5 numbers from the list. Let her choose the numbers herself. If she does not choose, then point out any 5 numbers one by one for her to read.

If she can correctly recognise at least 4 out of 5 numbers, then mark her at 'Number Recognition (11-99) Level'.

Division (3-digits by 1-digit)

The child is required to solve 1 division problem. Show the child the division problem and ask her to choose one. If she does not choose, then pick one for her. 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 not at 'Number Recognition (11-99) Level' (cannot correctly recognise at least 4 out of 5 numbers chosen), then ask her to recognise numbers from 1-9.

If the child is unable to solve the division problem correctly, then mark her at **'Subtraction Level'**.



Number Recognition (1-9)

Ask the child to identify any 5 numbers from the list. Let her choose the numbers herself. If she does not choose, then point out any 5 numbers one by one for her to read.

If she can correctly recognise 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 recognise at least 4 out of 5 numbers chosen), then mark her at 'Beginner Level'.

The child must solve the numerical arithmetic problems at the back of Household Survey Sheet.

In the Household Survey Sheet, mark the child at the highest level she can reach.

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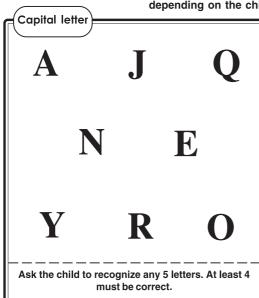
English tasks:

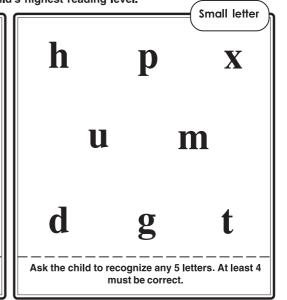
All children are assessed in English reading and comprehension using a simple tool. The test has 4 tasks:

- 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 for meaning of the words in her 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 introductory English textbooks of the states. After reading, the child is asked to say the meaning of the sentences in her local language.

Sample: English test

Give this test to <u>ALL</u> children. Record the highest reading level. Note the ability of the child to tell the meaning of words <u>OR</u> sentences depending on the child's highest reading level.





cat red

sun

new fan

bus

Ask the child to read any 5 words. At least 4 must

Ask the child to read any 5 words. At least 4 must be correct.

If the highest level that the child has reached in reading English is the 'Word Level', then ask the child to say the meaning of those words she has just read. She can say the word meaning in the local language. The meaning of at least 4 out of 5 words must be correct.

What is the time?

This is a large house.

Sentence

I <u>like</u> to <u>read</u>.

She has many books.

Ask the child to read all sentences. At least 2 must be correct.

If the highest level that the child has reached in reading English is the 'Sentence Level', then ask the child to say the meaning of those sentences she has just read. She can say the meaning in the local language. The meaning of at least 2 out 4 sentences must be correct.

How to test English?

There are 2 parts to the English tool: Reading and Meaning.

- First, administer the reading section and mark the highest level that the child can read.
- Then administer the meaning section. This part must be asked only to children who are at word or sentence level in the English reading section.

Part 1: Reading

Capital letters



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

The child is not at **'Capital Letter Level'** if she cannot recognise at least **4 out of the 5** letters.

The child is at **'Capital Letter Level'** if she can recognise at least **4 out of the 5** letters.

If the child is not at 'Capital Letter Level' (cannot recognise at least 4 out of the 5 letters chosen), then mark her at 'Beginner Level'.

If the child is at **'Capital Letter Level'**, then ask her to recognise small letters.

Small letters

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

The child is not at **'Small Letter Level'** if she cannot recognise at least **4 out of the 5** letters.

The child is at **'Small Letter Level'** if she can recognise at least **4 out of the 5** letters.

If the child is not at **'Small Letter Level'** (cannot recognise at least **4 out of 5** letters chosen), then mark her at **'Capital Letter Level'**.

If the child is at **'Small Letter Level'**, then ask her to read the words.

Simple words

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

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

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

If the child is not at 'Word Level' (cannot read at least 4 out of the 5 words chosen), then mark her at 'Small Letter Level'.

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

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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 at least 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.

If the child is not at **'Sentence Level'**, then mark her at **'Word Level'**AND

Ask the child to tell you the meaning of the words she has read correctly.

If the child is at **'Sentence Level'**, then mark her at **'Sentence Level'**AND

Ask the child to tell you the meaning of the sentences she has read correctly.

On the Household Survey Sheet, mark the child at the highest level she can reach.

Part 2: Meaning

For 'Word Level' child

Word Meanings

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

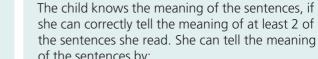
The child knows the meaning of the words, if she can correctly tell the meaning of at least 4 of the words she read. She can tell the meaning of the words by:

- Saying the correct meaning in her local language
 OR
- Pointing to an object, which explains the meaning of the word. For e.g., pointing to her father while explaining the meaning of 'man'; pointing to something red to explain the meaning of 'red', etc.

For 'Sentence Level' child

Sentence Meanings

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



of the sentences by:
■ Saying the correct meaning in her local language
OR

■ Explaining the meaning of at least the main underlined words in the sentence. For e.g., for a sentence like 'What is the time?' the child should at least be able to say 'kya/ kitna' and 'samay/ waqt'.

Note: Do not ask the meaning of the main underlined words by pointing at them one by one



If the child can correctly tell the meaning of **at least 4** of the words, then mark the child as **'Can say'** in the word meaning column.

If the child cannot correctly tell the meaning of **at least 4** of the words, then mark the child as **'Cannot say'** in the word meaning column.

If the child can correctly tell the meaning of **at least 2** of the sentences, then mark the child as **'Can say'** under the sentence meaning column.

If the child cannot tell the meaning of **at least 2** of the sentences, then mark the child as **'Cannot say'** under the sentence meaning column.

Note: If the child is marked at 'Word Level', then ask only word meaning. If the child is marked at 'Sentence Level', then ask only sentence meaning.