

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:

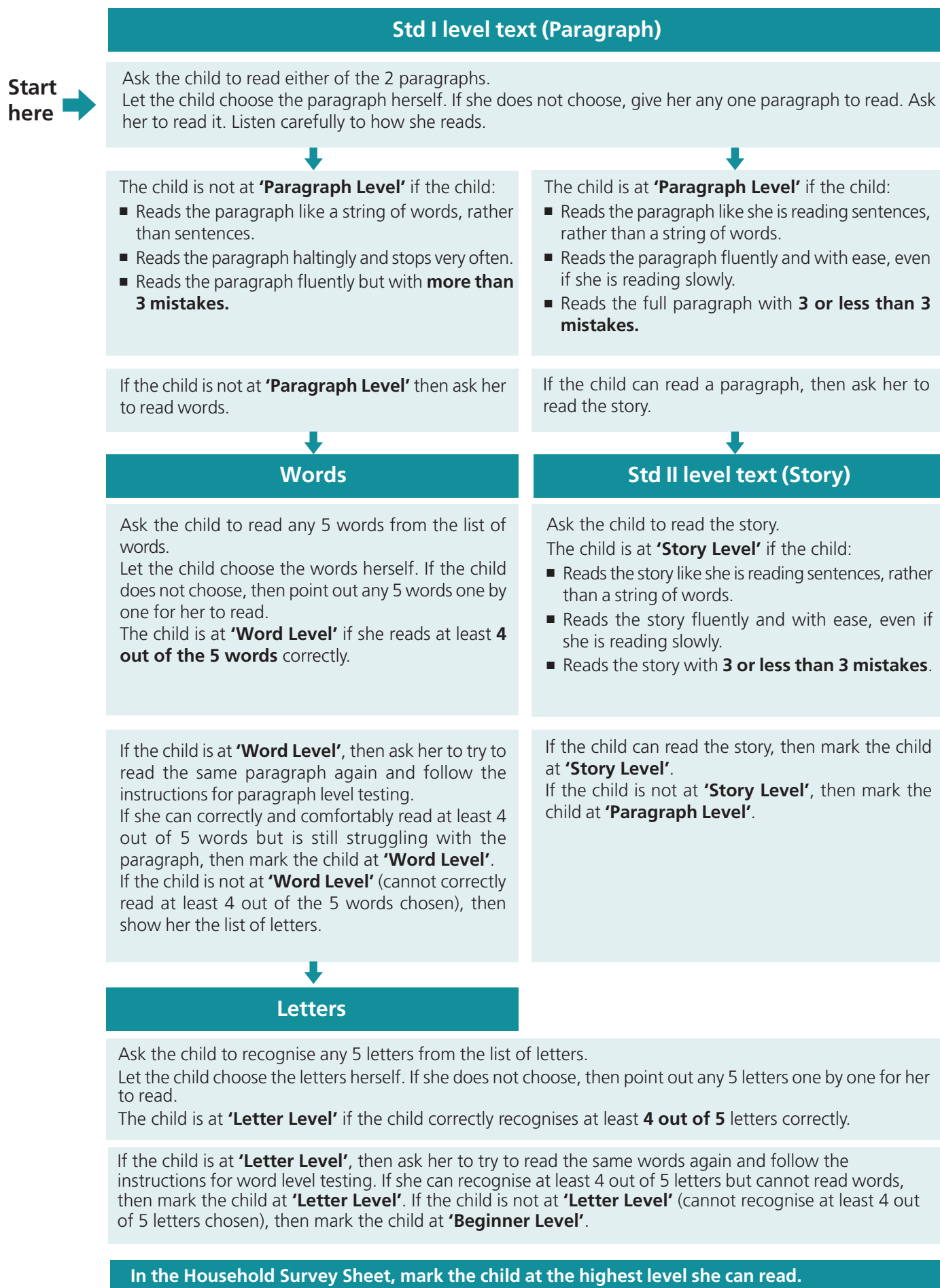
- Comparability with previous years' tools with respect to word count, sentence count, type of words and conjoint letters in words.
- Compatibility with the vocabulary and sentence construction used in Std I and Std II language textbooks of the states.
- Familiarity of words and context, established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

Sample: Reading test (Hindi)*

Std II level text	Std I level text														
सावन का महीना था। आसमान में बहुत काले-काले बादल छाए थे। ठंडी-ठंडी हवा चल रही थी। मुझे झूला झूलने का मन किया। बड़े भैया एक मोटी सी रस्सी लेकर बाहर आए। भैया ने रस्सी को पेड़ से लटकाकर झूला बनाया। सब ने मिलकर खूब झूला झूला। बाकी बच्चे भी आकर मजे से झूलने लगे। झूलते-झूलते रात हो गई।	बगीचे में एक पेड़ है। पेड़ पर एक तोता रहता है। तोते का रंग हरा है। वह लाल टमाटर खाता है।														
	<table border="1"><thead><tr><th>Letters</th><th>Words</th></tr></thead><tbody><tr><td>ल प स</td><td>लाल दूध</td></tr><tr><td>क ग</td><td>पैर</td></tr><tr><td>ड ब म</td><td>तेल किला</td></tr><tr><td>ट झ</td><td>मोर जूता</td></tr><tr><td></td><td>कुल</td></tr><tr><td></td><td>पानी मौका</td></tr></tbody></table>	Letters	Words	ल प स	लाल दूध	क ग	पैर	ड ब म	तेल किला	ट झ	मोर जूता		कुल		पानी मौका
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*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?



Arithmetic tasks:

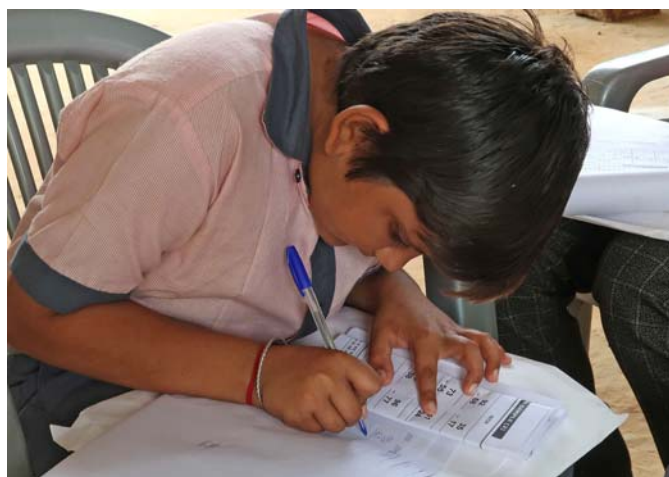
All children are assessed using a simple arithmetic tool. The arithmetic test has 4 tasks:

- **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.

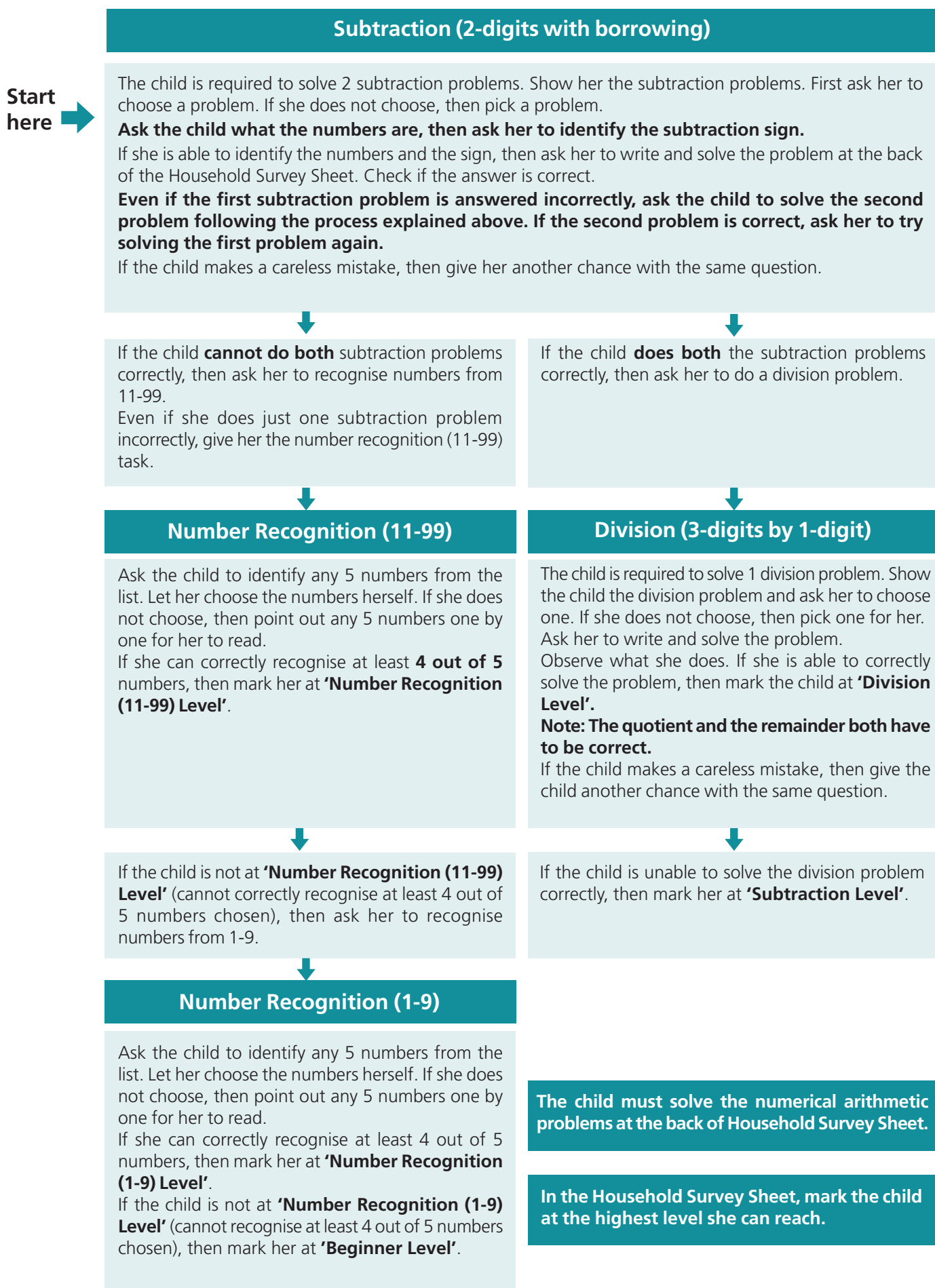
While developing the arithmetic tool for the ASER age group, care is taken to ensure compatibility with the learning outcomes defined for number recognition, subtraction (with borrowing), division (3-digits by 1- digit) in state textbooks for Std I, II and III/IV, respectively.

Sample: Arithmetic test

Number recognition 1–9	Number recognition 11–99	Subtraction	Division
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">1</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">4</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 60px; text-align: center;">51</div> <div style="border: 1px solid black; padding: 5px; width: 60px; text-align: center;">83</div> </div>	$\begin{array}{r} 46 \\ - 29 \\ \hline \end{array}$	$\begin{array}{r} 63 \\ - 39 \\ \hline \end{array}$
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">7</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">3</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 60px; text-align: center;">37</div> <div style="border: 1px solid black; padding: 5px; width: 60px; text-align: center;">65</div> </div>	$\begin{array}{r} 47 \\ - 28 \\ \hline \end{array}$	$\begin{array}{r} 45 \\ - 17 \\ \hline \end{array}$
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">6</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">9</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 60px; text-align: center;">55</div> <div style="border: 1px solid black; padding: 5px; width: 60px; text-align: center;">26</div> </div>	$\begin{array}{r} 92 \\ - 76 \\ \hline \end{array}$	$\begin{array}{r} 84 \\ - 57 \\ \hline \end{array}$
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">5</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">2</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 60px; text-align: center;">91</div> <div style="border: 1px solid black; padding: 5px; width: 60px; text-align: center;">43</div> </div>	$\begin{array}{r} 52 \\ - 14 \\ \hline \end{array}$	$\begin{array}{r} 66 \\ - 48 \\ \hline \end{array}$
	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 60px; text-align: center;">36</div> <div style="border: 1px solid black; padding: 5px; width: 60px; text-align: center;">27</div> </div>	$\begin{array}{r} 46 \\ - 29 \\ \hline \end{array}$	$\begin{array}{r} 63 \\ - 39 \\ \hline \end{array}$
		$\begin{array}{r} 47 \\ - 28 \\ \hline \end{array}$	$\begin{array}{r} 45 \\ - 17 \\ \hline \end{array}$
		$\begin{array}{r} 92 \\ - 76 \\ \hline \end{array}$	$\begin{array}{r} 84 \\ - 57 \\ \hline \end{array}$
		$\begin{array}{r} 52 \\ - 14 \\ \hline \end{array}$	$\begin{array}{r} 66 \\ - 48 \\ \hline \end{array}$
			$7 \overline{) 879}$
			$6 \overline{) 824}$
			$8 \overline{) 985}$
			$4 \overline{) 517}$
<p>Ask the child to recognize any 5 numbers. At least 4 must be correct.</p>	<p>Ask the child to recognize any 5 numbers. At least 4 must be correct.</p>	<p>Ask the child to do any 2 subtraction problems. Both must be correct.</p>	<p>Ask the child to do any 1 division problem. It must be correct.</p>



How to test arithmetic?



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

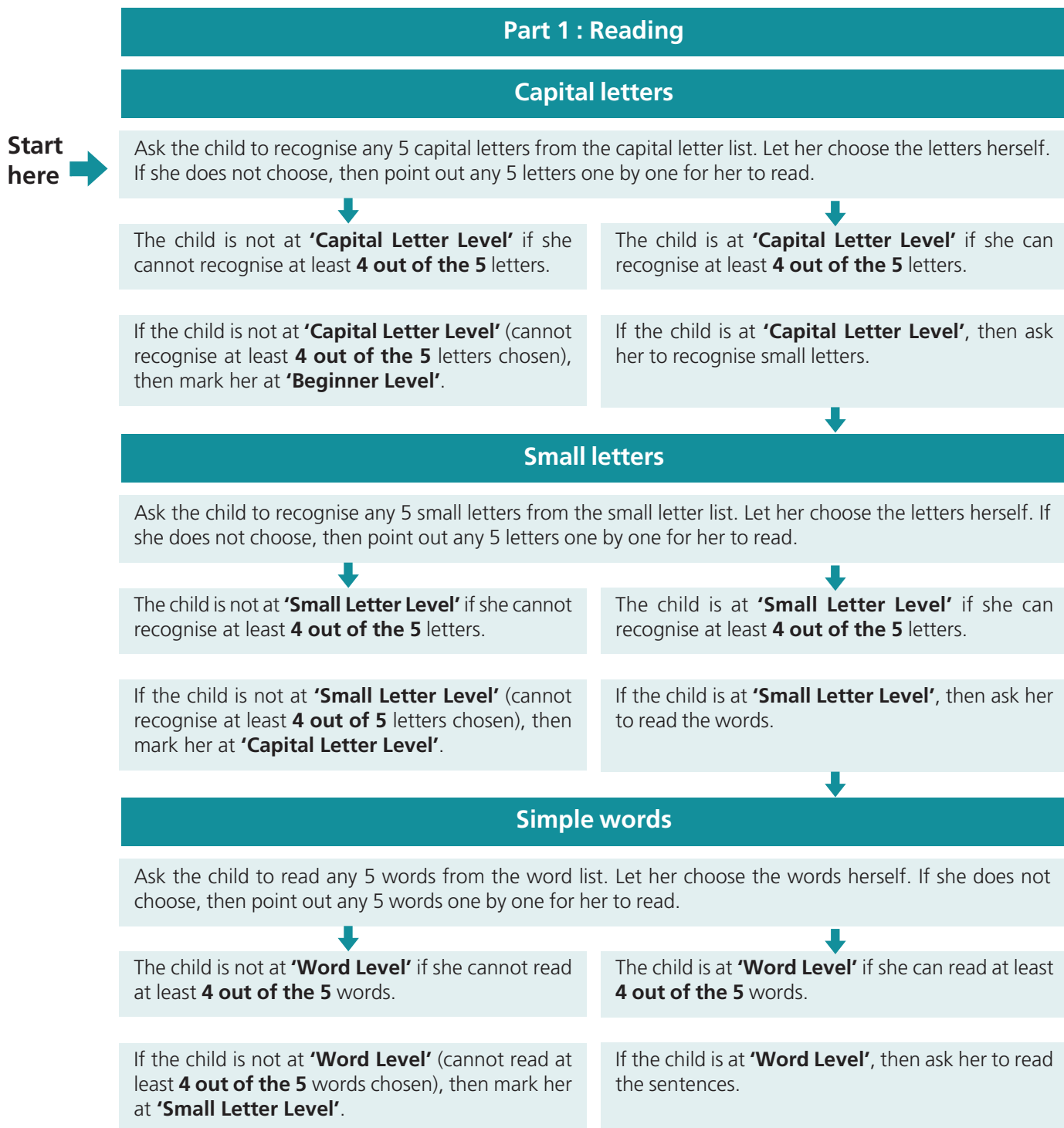
Give this test to ALL children.
Record the highest reading level.
Note the ability of the child to tell the meaning of words OR sentences
depending on the child's highest reading level.

<p>Capital letter</p> <p>A J Q</p> <p>N E</p> <p>Y R O</p> <p>Ask the child to recognize any 5 letters. At least 4 must be correct.</p>	<p>Small letter</p> <p>h p x</p> <p>u m</p> <p>d g t</p> <p>Ask the child to recognize any 5 letters. At least 4 must be correct.</p>
<p>Word</p> <p>cat red</p> <p>sun</p> <p>new fan</p> <p>bus</p> <p>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 <u>those words</u> 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.</p>	<p>Sentence</p> <p><u>What is the time?</u></p> <p><u>This is a large house.</u></p> <p><u>I like to read.</u></p> <p><u>She has many books.</u></p> <p>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 <u>those sentences</u> she has just read. She can say the meaning in the local language. The meaning of at least 2 out of 4 sentences must be correct.</p>

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.**



Continued on the next page...

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.

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.

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 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.

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.

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**.

The child knows the meaning of the sentences, if she can correctly tell the meaning of at least 2 of the sentences she read. She can tell the meaning 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 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.