



MINISTRY OF  
**EDUCATION**  
GOVERNMENT OF INDIA



# FOUNDATIONAL LEARNING STUDY 2025-26



## ASSESSMENT FRAMEWORK



**FOUNDATIONAL LEARNING  
STUDY (2025-26)**

**ASSESSMENT FRAMEWORK**



# Forward

The National Council of Educational Research and Training (NCERT) as the apex body for school education in India, has consistently strived to strengthen the quality, equity and relevance of education in alignment with the vision of the National Education Policy (NEP) 2020. Foundational learning, encompassing early literacy and numeracy, forms the bedrock upon which all future learning is built. It is therefore imperative that robust, evidence-based mechanisms are in place to assess and support learning at this critical stage. The Foundational Learning Study (FLS) is a significant step in this direction. The first cycle of FLS conducted in 2022 provided invaluable national-level insights into the learning achievements of young learners and established a benchmark for tracking progress under the NIPUN Bharat Mission. The forthcoming cycle of FLS 2025-26, to be implemented by the National Assessment Centre PARAKH, represents an important evolution in large-scale assessments. By integrating technology-enabled tools, enhancing assessment design and maintaining continuity with previous cycles, the study ensures both innovation and comparability.

What distinguishes FLS is its comprehensive and inclusive approach. The emphasis on multilingual assessments, contextualised tools and competency-based evaluation reflects NCERT's commitment to equitable and child-centric education. The findings from this study will not only inform policy decisions at the national and state levels but will also guide teachers, administrators and other stakeholders in designing targeted interventions to improve learning outcomes.

I am confident that the insights generated through FLS 2025-26 will contribute significantly to achieving the goals of NIPUN Bharat and advancing India's journey towards universal foundational literacy and numeracy. I commend the efforts of PARAKH, States and Union Territories, field investigators and all stakeholders involved in this important endeavour.

Let us continue to work collectively to ensure that every child in the country acquires the foundational skills necessary to learn, grow and succeed in life.

Prof. Dinesh Prasad Saklani  
Director, NCERT



# Preface

Education is the foundation of a nation’s progress and prosperity. It equips individuals to realize their full potential and contribute meaningfully to society. Acknowledging its transformative role, the Government of India launched the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) in July 2021. This visionary programme seeks to ensure that all children acquire foundational skills by 2026-27, reaffirming our collective commitment to quality education for every child, irrespective of background or circumstance.

Central to this mission is the Foundational Learning Study (FLS), conducted by the National Council of Educational Research and Training (NCERT). The first round, held in March 2022, provided crucial insights into the learning levels of Grade 3 students across India. Building on this foundation, the upcoming Foundational Learning Study 2025-26 will be undertaken by the National Assessment Centre, PARAKH. This cycle introduces technology-enabled applications and writing tasks, while retaining the focus on comparability with earlier studies. The study aims to provide a clear picture of students’ competencies at the foundational stage, with particular emphasis on two core goals: effective communication and informed learning. By assessing literacy and numeracy skills through well-structured tasks, it seeks to highlight both strengths and gaps, guiding targeted interventions and policy reforms. A distinctive feature of the FLS is its inclusivity. Assessments are conducted in over 20 languages, ensuring accessibility, representation, and cultural relevance. This multilingual approach embodies our conviction that learning in the child’s own language fosters deeper understanding and equity in education.

As we move forward on this journey towards educational equity and excellence, we must remain resolute in our commitment to empower every child with the skills to thrive. Together, we can shape a future where education is not a privilege, but a fundamental right for all.

Prof. Indrani Bhaduri  
CEO & Head PARAKH



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# INTRODUCTION

## Importance of the Foundational Years

The foundational years of a child's life are universally recognized as the most critical stage for achieving developmental milestones across cognitive, linguistic, socio-emotional, and physical domains. The period between birth and the age of eight or nine provides a unique window of opportunity, as the brain's plasticity and adaptability decline significantly after the age of seven. Early stimulation and structured learning experiences during this period have long-term impacts, consistently linked with educational attainment, employment opportunities, income levels, health outcomes, civic participation, social engagement, and overall wellbeing.

At the heart of these early developmental outcomes lie Foundational Literacy and Numeracy (FLN) skills, which serve as the building blocks for all future learning. The ability to read with comprehension, express thoughts meaningfully, and grasp basic mathematical concepts is indispensable for lifelong learning. Without these skills, children are at risk of falling behind academically and the gap tends to widen as they progress through higher grades.

## Policy Recognition under NEP 2020

The National Education Policy (NEP) 2020 has rightly placed FLN at the core of India's education reform agenda. Paragraph 2 of NEP 2020 explicitly recognizes FLN as an *urgent and necessary prerequisite to learning*. Section 2.2 emphasizes:

*“Attaining foundational literacy and numeracy for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3). The highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025.”*

This articulation establishes FLN not merely as one of several goals but as the highest priority of India's education system. It recognizes that without these basic capabilities, the promise of equitable and meaningful education for all cannot be realized.

## NIPUN Bharat Mission

In alignment with the NEP 2020 mandate, the Ministry of Education launched the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) in

July 2021. Implemented in mission mode, NIPUN Bharat sets the target of ensuring universal achievement of FLN goals for all children by 2026-27.

The NIPUN Bharat framework is built around three developmental goals for the foundational stage:

- Ensuring children's health and wellbeing, creating the conditions for effective learning,
- Enabling children to become effective communicators, through the development of language, literacy, and self-expression, and
- Helping children to become involved learners, who actively connect with and explore their immediate environment.

These developmental goals provide the conceptual basis for assessment frameworks used in the Foundational Learning Studies (FLS).

### The Rationale for Foundational Learning Study (FLS)

The Foundational Learning Study (FLS) 2022 was conceived as India's first large-scale benchmarking of FLN outcomes among Grade 3 students. Its objectives were threefold:

1. Generate evidence-based insights into the actual learning levels of children at the foundational stage.
2. Identify gaps and strengths in literacy and numeracy to guide targeted interventions.
3. Establish national benchmarks for reading and numeracy proficiency that could also be linked to global frameworks.

Another important rationale lies in India's commitment to the Sustainable Development Goals (SDGs), particularly SDG 4.1, which requires that all children achieve minimum proficiency in reading and mathematics by the end of primary and lower secondary education. A persistent challenge in tracking this goal globally is that different countries use different assessment tools, which makes comparability difficult.

To address this issue, UNESCO and the UNESCO Institute for Statistics (UIS) developed two complementary methodologies:

- **Policy Linking:** This enables countries to align their national assessments with the Global Proficiency Framework (GPF) by matching items with internationally defined descriptors of proficiency.

- **Assessments for Minimum Proficiency Levels (AMPLs):** Specialized instruments developed by UIS to directly measure whether students have acquired the minimum expected proficiency in reading and mathematics.

By aligning with these frameworks, India's FLS 2022 became a landmark study, ensuring both national relevance and global comparability of learning outcomes.

### Structure of FLS 2022

The FLS 2022 tested children's foundational literacy and numeracy through carefully designed tasks and subtasks:

#### **Literacy components included:**

- Oral language comprehension (listening comprehension),
- Phonological awareness,
- Decoding of letters, words, and non-words,
- Reading comprehension, and
- Oral Reading Fluency (ORF) with comprehension.

#### **Numeracy components included:**

- Number identification,
- Number discrimination,
- Number operations (addition, subtraction, multiplication, and division),
- Word problems (addition and subtraction),
- Measurements,
- Fractions,
- Patterns, and
- Data handling.

This framework not only established a robust baseline for foundational skills in India but also allowed benchmarking with international standards.

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## Key Features of FLS 2022

The study was distinguished by several notable features:

- **One-on-One Format of Assessment:** FLS 2022 was conducted orally and individually, making it developmentally appropriate for young learners still acquiring early literacy and numeracy.
  - **Child-Centric Design:** It was designed for children at the foundational stage, many of whom are not yet comfortable with written tests. The interactive approach ensured a stress-free, engaging experience.
  - **Global Benchmarking with Local Relevance:** The study drew upon internationally recognized frameworks such as EGRA (Early Grade Reading Assessment) and EGMA (Early Grade Mathematics Assessment), contextualized to Indian realities.
  - **Benchmarks for Indian Languages:** For the first time, proficiency benchmarks were established for fluency and comprehension across 20 Indian languages.
  - **Granular Diagnosis:** The study went beyond surface-level proficiency to capture actual learning levels, providing rich, diagnostic data for policymakers and educators.
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## TRANSITION FROM FLS 2022 TO FLS 2025-26

While the FLS 2022 was a significant achievement, it was conducted using OMR-based formats, where field investigators manually recorded student responses. Although effective, this approach required extensive manual processing, which led to delays in data consolidation and reporting.

To overcome these challenges and to further strengthen the robustness of assessments, the Foundational Learning Study 2025-26 introduces key innovations:

- **Technology-enabled assessments:** Implementation of secure tablet-based applications for real-time recording and faster data processing.
- **Inclusion of writing tasks:** Piloted in 2022 but not implemented, these tasks will now be incorporated to capture a more holistic picture of children's literacy.
- **Comparability with FLS 2022:** Ensuring results can be benchmarked against the 2022 baseline for measuring progress.

### OBJECTIVES OF FLS 2025–26

The Foundational Learning Study (FLS) 2025-26 is designed to generate reliable, valid, and comparable data on children's achievement of Foundational Literacy and Numeracy (FLN) goals. It serves as an important tool aligned with the National Education Policy (NEP) 2020, which recognizes FLN as an urgent prerequisite to learning and sets the national mission of ensuring that every child attains foundational literacy and numeracy by Grade 3. The key objectives are:

1. **Assess Foundational Skills:** To evaluate literacy and numeracy skills of children at the foundational stage through developmentally appropriate, one-on-one oral assessments, capturing true learning levels beyond surface-level proficiency.
2. **Identify Learning Gaps:** To provide granular diagnostic insights into reading and numeracy, enabling targeted interventions for teachers, schools and education administrators.

3. **Monitor Progress Over Time:** To benchmark results against the FLS 2022 baseline, track improvements in FLN outcomes, and measure the effectiveness of initiatives and teaching practices in achieving NEP 2020 goals.
  4. **Child-Centric and Developmentally Appropriate Assessment:** To provide a non-threatening, interactive assessment experience suitable for young learners, reducing cognitive and reading load while reflecting actual learning levels.
  5. **Global Benchmarking with Local Relevance:** To align with international frameworks like EGRA and EGMA, contextualized for Indian classrooms and to support comparability with global proficiency standards such as Global Proficiency Framework for Reading/Mathematics and UNESCO's AMPL framework.
  6. **Support Policy and Planning:** To generate actionable evidence for policy formulation, resource allocation, teacher training, curriculum development, and early-grade interventions.
  7. **Complement PARAKH Rashtriya Sarvekshan:** To focus specifically on foundational skills in early grades, complementing the system-level, end-of-stage assessments provided by PARAKH Rashtriya Sarvekshan, and enabling a holistic understanding of student progress and systemic effectiveness.
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# ASSESSMENT FRAMEWORK FOR FOUNDATIONAL LEARNING STUDY 2025-26

An assessment framework is a guiding document that articulates the purpose, design, and administration protocols of an assessment. At its core, it identifies the learning areas to be measured, the rationale behind their selection, and the interpretation of results. It also specifies grade-specific learning outcomes or *lakshyas* that are developmentally appropriate and measurable, thereby linking assessment with meaningful targets for learners.

For the Foundational Learning Study (FLS) 2025-26, the framework builds upon the baseline established in 2022 while introducing refinements that align with the evolving priorities of India's education system. The framework:

- Provides a conceptual map of the key developmental goals at the foundational stage with a focus on literacy and numeracy.
- Outlines the design of assessment tasks, including the newly added writing component, piloted earlier but formally integrated for the first time in 2025–26.
- Describes the sequencing of domains across task booklets, ensuring balance between oral, written, and performance-based items.
- Details the shift from paper-based OMR recording to technology-enabled data collection through secure tablet-based applications, allowing real-time recording and quicker data consolidation.
- Ensures comparability with FLS 2022 results, thus enabling the measurement of progress over time.

The framework is not a static blueprint but a dynamic, evolving guide that remains responsive to changes in pedagogy, technology, and policy. It ensures that assessment remains relevant, inclusive, and aligned with the learning goals envisioned under NEP 2020 and the NIPUN Bharat Mission.

# FLS 2025-26 ASSESSMENT DESIGN

The FLS 2025-26 assessment design builds upon the foundational literacy and numeracy skills assessed in FLS 2022, with the addition of a writing task to capture a more comprehensive picture of students' foundational literacy. The assessment is structured as follows:

## 1. Foundational Literacy Skills:

- Oral language comprehension
- Phonological awareness
- Decoding
- Reading comprehension
- Oral reading fluency (ORF) with comprehension
- Writing

## 2. Foundational Numeracy Skills:

- Number identification and comparison
- Number operations (addition, subtraction, multiplication, and division)
- Multiplication and division facts
- Measurement
- Fractions
- Patterns
- Data handling

### Subtasks/Subtests:

The subtasks in FLS 2025-26 will follow the framework established in FLS 2022 for assessing each of the above-mentioned FLN skills, with the inclusion of the writing task as an additional subtest to provide a holistic measure of literacy development.

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*a) Subtasks to assess foundational Literacy skills*

<b>FL Subtasks</b>	<b>Description</b>
1. Oral Language Comprehension	<ul style="list-style-type: none"> <li>Listening to 5 different texts (Comprising 1 sentence, 2 sentences and 3 sentences) and matching the content of each of the texts with the given pictures</li> </ul>
2. Phonological Awareness	<ul style="list-style-type: none"> <li>The task was based on identifying the initial and final sounds in 12 grade level words</li> </ul>
3. Decoding Letters	<ul style="list-style-type: none"> <li>Reading aloud 100 individual (but repeated) letters and syllables of a particular language presented in the form of a grid</li> </ul>
4. Decoding Words	<ul style="list-style-type: none"> <li>Reading aloud 50 distinct grade level words</li> </ul>
5. Decoding Non-words	<ul style="list-style-type: none"> <li>Reading aloud 50 distinct grade level words</li> </ul>
6. Picture Matching	<ul style="list-style-type: none"> <li>Reading 5 different texts (Comprising 1 sentence, 2 sentences and 3 sentences) and matching the content of each of the texts with the given pictures</li> </ul>
7. Oral Reading Fluency (ORF) and comprehension	<ul style="list-style-type: none"> <li>Reading aloud two grade appropriate short stories and answering questions related to retrieval and inferences.</li> </ul>
8. Writing with visual prompt	<ul style="list-style-type: none"> <li>Picture based task, framing simple sentences on the basis of the given picture</li> </ul>

*b) Subtasks to assess foundational Numeracy skills*

<b>FN Subtasks</b>	<b>Description</b>
1. Number identification	<ul style="list-style-type: none"> <li>Identifying and reading aloud 16 distinct numbers presented in the form of a grid (up to 999)</li> </ul>
2. Number discrimination	<ul style="list-style-type: none"> <li>Comparing 10 pairs of numbers to identify the bigger number</li> </ul>
3. Number operation (addition and subtraction)	<ul style="list-style-type: none"> <li>Completing 4 Addition and 4 Subtraction facts</li> </ul>
4. Word problems (addition and subtraction)	<ul style="list-style-type: none"> <li>Solving 6-word problems based on the operation of addition and subtraction</li> </ul>
5. Number operations (Division and Multiplication)	<ul style="list-style-type: none"> <li>Constructing and using 4 multiplication facts (tables) of numbers 2 to 10 and using 4 division fact.</li> </ul>
6. Measurement	<ul style="list-style-type: none"> <li>Solving 6 problems based on measurement and estimation of volume, length, time using standard and non-standard units</li> </ul>
7. Fractions	<ul style="list-style-type: none"> <li>Answering 6 problems based on identification and representation of fraction values of half, one-fourth, three-fourth of a whole and of a collection of 12 objects.</li> </ul>
8. Patterns	<ul style="list-style-type: none"> <li>Identifying and extending &amp; patterns comprising of numbers and shapes</li> </ul>
9. Data Handling	<ul style="list-style-type: none"> <li>Reading simple display of data and answering 6 questions based on the data display.</li> </ul>

## Test Booklet Design for FLS 2025-26

In the upcoming **Foundational Learning Study (FLS) 2025-26**, four test booklets will be used to assess the foundational literacy and numeracy (FLN) skills of Grade 3 students. These booklets are labelled **31, 32, 33 and 34** following the convention from FLS 2022:

- The first digit '3' indicates the class being assessed (Grade 3).
- The last one digits (1, 2, 3, 4) indicate the specific booklet number.

### Composition of Booklets

Each booklet in FLS 2025-26 will include both literacy and numeracy subtasks, as well as the newly added writing task, providing a holistic assessment of FLN skills. A sufficient number of items/questions will be included for each subtask to ensure comprehensive coverage of learning outcomes.

### Sequencing of Subtasks

To minimize the effect of student fatigue and ensure balanced measurement of both domains, the **sequence of subtasks** has been designed strategically:

- **Booklets 31 and 32:** Literacy subtasks (including oral comprehension, phonological awareness, decoding, reading comprehension, oral reading fluency, and writing) will be administered first, followed by numeracy subtasks.
- **Booklets 33 and 34:** Numeracy subtasks (including number identification & comparison, operations, multiplication & division facts, measurement, fractions, patterns, and data handling) will be administered first, followed by literacy subtasks.

This rotation ensures that potential decline in attention or motivation towards the end of the test does not disproportionately affect either literacy or numeracy outcomes.

### Anchor Items

Certain items from the subtasks will be included across multiple booklets as anchor items. These anchor items serve multiple purposes:

- Enable comparability and linking of student performance across different booklets.
  - Enhance reliability of assessment scores.
  - Ensure balanced coverage of all learning outcomes across booklets.
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## Subtask Distribution Across Booklets

The subtasks and items for each domain are **distributed across the four booklets** to ensure:

- Complete coverage of all learning outcomes in both literacy and numeracy.
- Balanced assessment load for students.
- Reliable and interpretable scores for individual and system-level analyses.

FL Literacy Subtasks and Item Distribution across Booklets:

FL Subtasks	No. of Items Per Booklet	Items Distribution across Four Booklets
1. Oral Language comprehension	<ul style="list-style-type: none"> <li>• 5 questions with 4 pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Each booklet includes 3 anchor questions (questions which are same across the 4 booklets) and 2 unique questions (questions which are different across the 4 booklets)</li> </ul>
2. Phonological Awareness	<ul style="list-style-type: none"> <li>• 12 questions</li> </ul>	<ul style="list-style-type: none"> <li>• 12 questions are same across all the 4 booklets (6 questions are on first sound deletion + 6 questions are on last sound deletion)</li> </ul>
3. Decoding Letters	<ul style="list-style-type: none"> <li>• 100 symbols/letters (symbol clusters) grid</li> </ul>	<ul style="list-style-type: none"> <li>• 100 symbols/letters (symbol clusters) grid is same across all the 4 booklets</li> </ul>
4. Decoding Words	<ul style="list-style-type: none"> <li>• 50 individual familiar, real and grade level/ appropriate words</li> </ul>	<ul style="list-style-type: none"> <li>• 50 individual familiar, real and grade level/ appropriate word grid is same across all the 4 booklets</li> </ul>
5. Decoding Non-Words	<ul style="list-style-type: none"> <li>• 50 individual non words</li> </ul>	<ul style="list-style-type: none"> <li>• 50 individual non words grid is same across all the 4 booklets</li> </ul>
6. Picture Matching	<ul style="list-style-type: none"> <li>• 5 questions with 4 pictures each</li> </ul>	<ul style="list-style-type: none"> <li>• 3 questions are same across the 4 booklets</li> <li>• 2 questions are unique/ different in each of the 4 booklets</li> </ul>
7. ORF	<ul style="list-style-type: none"> <li>• Short story/passages developed using ~ 60-70 grade level/ appropriate words</li> </ul>	<ul style="list-style-type: none"> <li>• Overall, 4 passages are used across booklets e.g., passage A, B, C and D</li> <li>• Each booklet includes 2 passages</li> <li>• Booklet 31 includes passages A and B</li> <li>• Booklet 32 includes passages B and C</li> <li>• Booklet 33 includes passages C and D</li> <li>• Booklet 34 includes passages D and A</li> </ul>
8. ORF with Comprehension	<ul style="list-style-type: none"> <li>• Short story/passages developed using 60-70 grade level/ appropriate words</li> <li>• Each passage is followed by 5 questions</li> <li>• Two passages and 5 questions are included in each booklet. Students are expected to (a) read out the</li> </ul>	<ul style="list-style-type: none"> <li>• Overall, 4 passages are used across booklets e.g., passage A, B, C and D</li> <li>• Each booklet includes 2 passages</li> <li>• Booklet 31 includes passages A and B</li> <li>• Booklet 32 includes passages B and C</li> <li>• Booklet 33 includes passages C and D</li> <li>• Booklet 34 includes passages D and A</li> </ul>

	passage in 60 seconds and subsequently (b) answer questions on the passage	
9. Writing	<ul style="list-style-type: none"> <li>Framing simple sentences based on the given picture.</li> <li>Three-sentence writing with a visual prompt.</li> </ul>	<ul style="list-style-type: none"> <li>Each booklet contains a unique picture across the 4 booklets.</li> </ul>

### FL Numeracy Subtasks and Item Distribution across Booklets

FN Subtasks	No. of Items Per Booklet	Items Distribution across Four Booklets
1. Number Identification	<ul style="list-style-type: none"> <li>16 numbers included per booklet</li> </ul>	<ul style="list-style-type: none"> <li>16 numbers are same across all 4 the booklets</li> </ul>
2. Number Discrimination	<ul style="list-style-type: none"> <li>10 number pairs included per booklet</li> </ul>	<ul style="list-style-type: none"> <li>10 number pairs are same across all 4 the booklets</li> </ul>
3. Numbers Operations (addition and subtraction)	<ul style="list-style-type: none"> <li>8 overall questions related to addition and subtraction facts included per booklet</li> </ul>	<ul style="list-style-type: none"> <li>8 questions remain the same across all the 4 booklets</li> </ul>
4. Word problems (addition and subtraction)	<ul style="list-style-type: none"> <li>6-word problems/questions (addition and subtraction) included per booklet</li> </ul>	<ul style="list-style-type: none"> <li>2 questions on addition are common (anchors) across all the 4 booklets</li> <li>2 questions on subtraction are common (anchors) across all the 4 booklets</li> <li>2 questions are unique (different) in each booklet – one on addition and one on subtraction</li> </ul>
5. Numbers Operations (Multiplication and Division)	<ul style="list-style-type: none"> <li>4 multiplication questions included per booklet</li> <li>4 division questions included per booklet</li> </ul>	<ul style="list-style-type: none"> <li>4 multiplication questions are same across all the 4 booklets</li> <li>4 division questions are same across all the 4 booklets</li> </ul>
6. Measurement <ul style="list-style-type: none"> <li>Length</li> <li>Volume</li> <li>Times</li> </ul>	<ul style="list-style-type: none"> <li>6 questions related to measurement included per booklet</li> </ul>	<ul style="list-style-type: none"> <li>Booklet 31 includes 3 questions on measurement of reading the calendar and 3 questions on measurement of volume</li> <li>Booklet 32 includes 3 questions on measurement of volume and 3 questions on measurement of time</li> <li>Booklet 33 includes 3 questions on measurement of time and 3 questions on measurement of length</li> <li>Booklet 34 includes 3 questions on measurement of length and 3 questions on measurement of reading the calendar</li> <li>Question on measurement of reading the calendar are same in booklets 1 and 4</li> <li>Questions on measurement of volume are same in booklets 31 and 32</li> <li>Questions on measurement of time are</li> </ul>

		<p>same in booklets 32 and 33</p> <ul style="list-style-type: none"> <li>• Questions on measurement of length are same in booklets 33 and 34</li> </ul>
7. Fractions	<ul style="list-style-type: none"> <li>• 6 questions included per booklet</li> </ul>	<ul style="list-style-type: none"> <li>• 6 questions are same across all the 4 booklets</li> </ul>
8. Patterns	<ul style="list-style-type: none"> <li>• 8 questions included per booklet (4 questions for object patterns + 4 questions for number patterns)</li> </ul>	<ul style="list-style-type: none"> <li>• 8 questions are same across all the 4 booklets</li> </ul>
9. Data Handling	<ul style="list-style-type: none"> <li>• 6 questions included per booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Out of 6 questions, 4 questions are anchors or common across all the 4 booklets</li> <li>• Remaining 2 questions are different in each booklet</li> </ul>

## HOW FLS 2025-26 DIFFERS FROM PARAKH RASHTRIYA SARVEKSHAN 2024

Both the Foundational Learning Study (FLS) and the PARAKH Rashtriya Sarvekshan serve complementary purposes in strengthening India's learning assessment system. While the Rashtriya Sarvekshan (formerly NAS) offers a broad system-level snapshot of student achievement across Grades 3, 6, and 9, the FLS provides a deeper diagnostic lens into Grade 3 children's foundational literacy and numeracy skills.

### Key Differences Between PARAKH Rashtriya Sarvekshan 2024 and Foundational Learning Study 2025-26

Aspect	PARAKH Rashtriya Sarvekshan 2024 (Grade 3)	Foundational Learning Study 2025-26 (Grade 3)
<b>Purpose</b>	Provides a broad system-level snapshot of learning outcomes at the end of Grades 3, 6 and 9; informs macro-level policy and benchmarking.	Provides diagnostic insights into foundational literacy and numeracy skills at Grade 3; monitors progress towards NEP 2020 & NIPUN Bharat goals.
<b>Focus of Assessment</b>	Reading comprehension (small texts) and mathematics outcomes.	Foundational literacy and numeracy skills aligned with NIPUN Bharat <i>lakshyas</i> .
<b>Skills Assessed- Literacy</b>	Reading comprehension (main idea, details, sequencing, conclusions).	Listening comprehension, phonological awareness, decoding (letters, words, non-words), oral reading fluency, progressive comprehension, and writing tasks.
<b>Skills Assessed- Numeracy</b>	Basic mathematics suitable for MCQ format (computation, problem-solving).	Foundational numeracy skills through multiple subtasks: number recognition, number discrimination, operations (addition, subtraction, multiplication, division), word problems, fractions, measurement, patterns, data handling.

<b>Mode of Assessment</b>	Group-administered written test (MCQ-based).	One-on-one, school-based oral, performance, and writing tasks conducted by trained Field Investigators.
<b>Mode of Recording</b>	Paper-based OMR sheets.	Tablet-based secure applications for real-time digital recording and faster data consolidation.
<b>Benchmarking</b>	Provides aggregate subject-level scores; no subskill benchmarks or language-specific norms.	Establishes benchmarks for Oral Reading Fluency (ORF), comprehension, numeracy, and writing across 20+ Indian languages; first-of-its-kind in India.
<b>Diagnostic Value</b>	Identifies overall performance but not subskill-level gaps.	Provides granular subtask-level insights (e.g., decoding, ORF, number discrimination, writing proficiency) for targeted interventions.
<b>Age/Grade Focus</b>	Grades 3, 6 and 9 (end-of-stage assessments).	Grade 3 only (critical transition year for achieving FLN goals).
<b>Policy Role</b>	Monitors end-of-stage system-level learning outcomes.	Tracks midline progress since FLS 2022 baseline; critical tool for achieving NEP 2020 target of FLN by 2026–27.

## WHY CONDUCT FOUNDATIONAL LEARNING STUDY (FLS) IN ADDITION TO PARAKH RASHTRIYA SARVEKSHAN?

The Foundational Learning Study (FLS) and the PARAKH Rashtriya Sarvekshan, formerly known as National Achievement Survey (NAS), serve distinct but complementary roles in India's education system. While PARAKH Rashtriya Sarvekshan provides a broad, system-level snapshot of student learning at the end of foundational, preparatory and middle stages i.e. across Grades 3, 6, and 9; Foundational Learning Study focuses exclusively on assessing foundational literacy and numeracy skills in alignment with the goals of NEP 2020.

Foundational Learning Study uses specialized diagnostic tools adapted from global frameworks like EGRA and EGMA to identify specific learning gaps in reading and numeracy, enabling targeted interventions and teacher support. In contrast, PARAKH Rashtriya Sarvekshan assesses end-of-stage competencies and is used for macro-level policy planning and benchmarking performance across states and districts. Conducting Foundational Learning Study alongside PARAKH Rashtriya Sarvekshan ensures that the education system captures both early foundational learning outcomes and broader subject-level achievements, enabling a more holistic understanding of student progress and systemic effectiveness.

1. The purpose of PARAKH Rashtriya Sarvekshan is to monitor system-level learning outcomes based on end-of-stage competencies, whereas Foundational Learning Study focuses specifically on foundational literacy and numeracy (FLN) skills, assessed progressively to reflect early-grade learning trajectories.
2. The Foundational Learning Study (FLS) 2026 is a critical tool aligned with NEP 2020 to assess whether children have acquired literacy and numeracy skills by Grade 3. Since FLS 2022 served as the baseline ( <https://ncert.nic.in/pdf/FLS/FLS-Report-8-4-2024.pdf>), a midline/endline assessment will prove to be vital to check progress.
3. While PARAKH Rashtriya Sarvekshan does not have policy benchmarks for different languages, Foundational Learning Study enables the benchmarking of Oral Reading Fluency (ORF) and comprehension in 20 Indian languages, making it the first study of its kind in the country. This approach provided granular data across diverse linguistic contexts, offering a

more nuanced and culturally relevant insight into how children acquire foundational language skills. Given India's linguistic diversity, such benchmarking is essential to inform language-appropriate teaching strategies, material development, and early grade interventions.

4. While PARAKH Rashtriya Sarvekshan provides a system-level diagnostic at the end of the foundational stage; FLS will be able to capture the true extent of its impact and will also be able to identify the gaps that still exist.
  5. In terms of diagnostic use, PARAKH Rashtriya Sarvekshan identifies only those gaps that can be identified through MCQ-based formats. Foundational Learning Study, on the other hand, provides deeper diagnostic insights through oral and reading tasks, capturing a broader and more nuanced spectrum of foundational skills.
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# Sample Booklet English

## Guidelines for the Field Investigator (FI)

1. Ensure that the child is seated in a comfortable place at the time of the survey.
  2. Sit at the level of the child, maintain eye contact, be polite and exhibit a positive body language.
  3. Encourage the child to participate and give responses.
  4. Do allow the child to drink water or use the washroom amidst/before/after the task if need be.
  5. Keep the booklet and material ready before administering the survey. A stopwatch or timer is needed throughout the duration of the survey as the time taken for the completion of each of the tasks is to be marked on the OMR sheet.
  6. The maximum time allowed for the survey of an individual child is 35-40 minutes.
  7. All the tasks given in the booklet are compulsory.
  8. Fill in the details on the cover page of the booklet and the 'OMR sheet' with a blue/black ball point pen completely and legibly. (Don't use a gel pen.)
  9. Retain the individual 'student response sheets' of all the children. The same will be submitted back along with the filled OMR sheets and Question booklets after the survey.
  10. For a few assessment tasks material is required and for a few others the material is not required. Follow the instructions given for each of the assessment task.
  11. All entries are mandatory and should be in English only. Write all codes in international numerals, i.e., 1, 2, 3 . . .
  12. If the child shows curiosity towards you/material/ any other aspect of the survey activity, politely ask the child to wait till the end of the activity. Do respond to his/her questions in the end.
-

## Introduction and Context Setting



### Field Investigator's Script

Namaste!

My name is \_\_\_\_\_. I have come here to play a few games with you and with your friends. Today we will play and learn something new. Are you ready for it?

***(Note- If the child says “yes”, the FI responds “Okay, then let’s begin.” FI asks the name of the child. If the child is hesitant and says “no”, FI initiates a conversation to make the child feel comfortable and interested in the activity. The FI may ask the child a few questions such as the ones suggested below for rapport building.)***

- What is your name?
- What did you eat for breakfast today?
- What is your favourite colour?
- What do you like to do the most?
- Which games do you like the most?
- Can you tell me about your friend/friends?

***(Note- After the introduction, the FI will begin with the Assessment task)***

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## Assessment Task 1 – Children Become Effective Communicators-EC

Question-1

<b>LEARNING OUTCOME</b>	<b>EC01: Oral Language Comprehension</b>
<b>MATERIAL REQUIRED</b>	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.




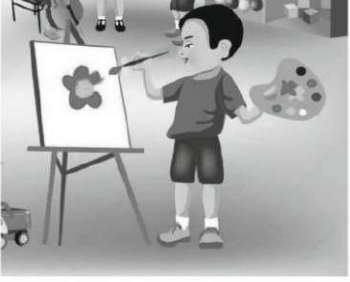
☞ (Note: Show only the pictures to the child. Each picture has a number. Speak each description twice as written in each picture set.)

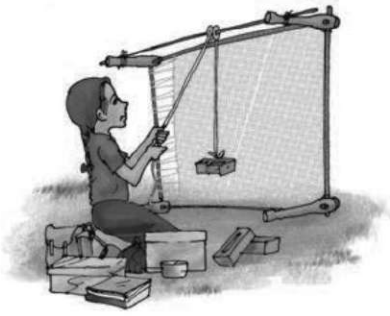



☞ (Note: Give maximum **1 minute** time to the child to match the picture with the sentence being read aloud to him/her.)





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

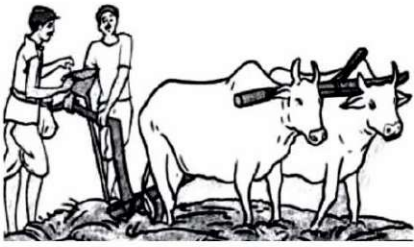
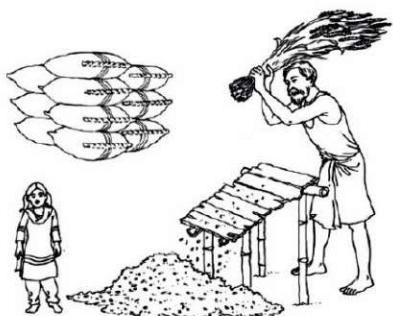


**Worksheet**

<b>Sentence-1</b>	<b>The child is eating a banana.</b>	
<b>Related Image</b>	1. 	2. 
	3. 	4. 

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

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

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

Sentence-5	A farmer works in the field. Every member of the family helps him. Children are helping by filling grains in a sack.	
Related Image	<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.	<b>3</b>
Matches 2-3 sentences with the correct pictures.	<b>2</b>
Matches 1 sentence with the correct picture.	<b>1</b>
Is not able to match any of the sentences correctly.	<b>0</b>

**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 first sound 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)	<b>3</b>
Identifies initial sound and final sound in the given words (Gives 6-9 correct answers)	<b>2</b>
Identifies initial sound and/or final sound in the given words (Gives 1-5 correct answers)	<b>1</b>
Not able to identify the initial sound and/or final sound in any of the given words	<b>0</b>

**Question-3**

<b>LEARNING OUTCOME</b>	<b>Decoding-EC03:</b> Identifies symbol-sound correspondence (including syllable reading).
<b>MATERIAL REQUIRED</b>	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	<b>3</b>
Reads 50-79 letters correctly/read some letters with self-correction	<b>2</b>
Reads 10-49 letters correctly/hesitantly with self-correction	<b>1</b>
Reads less than 10 letters correctly/hesitantly with self-correction	<b>0</b>

**Question-4**

<b>LEARNING OUTCOME</b>	<b>Decoding-EC04:</b> Accurately decodes common, isolated grade 3-level words
<b>MATERIAL REQUIRED</b>	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	<b>3</b>
Reads 25-39 words correctly/read some letters with self-correction	<b>2</b>
Reads 5-24 words correctly/hesitantly with self-correction	<b>1</b>
Reads less than 5 words correctly/hesitantly with self-correction	<b>0</b>

**Question-5**

<b>LEARNING OUTCOME</b>	<b>Decoding-EC05:</b> Accurately decodes “nonsense words” or nonwords
<b>MATERIAL REQUIRED</b>	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	<b>3</b>
Reads 25-39 words correctly/read some letters with self-correction	<b>2</b>
Reads 5-24 words correctly/hesitantly with self-correction	<b>1</b>
Reads less than 5 words correctly/hesitantly with self-correction	<b>0</b>

**Question-6**

<b>LEARNING OUTCOME</b>	<b>EC06- Reading Comprehension</b>
<b>MATERIAL REQUIRED</b>	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.)


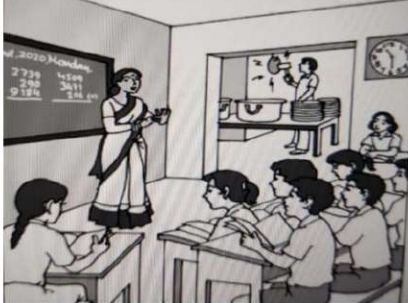


A sentence is also written along with the pictures. (The F.I. points at the sentence)



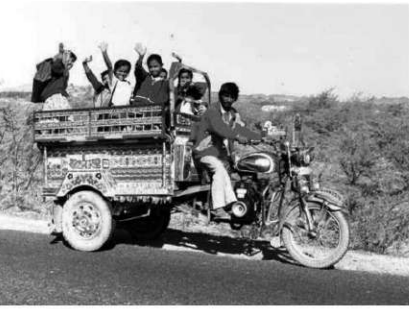

Read and understand this sentence. You have to place your finger at the pictures which describes this sentence.



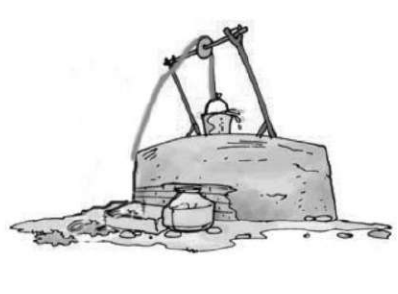

⌋ (Note: Give maximum one minute time to the child to match the picture with the sentence.)


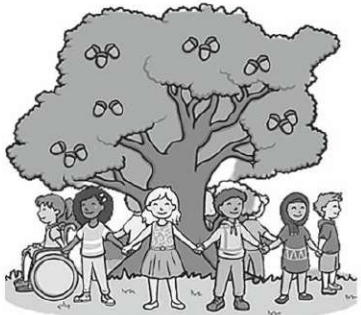


⌋ (Note: If the child does not respond to a sentence for **1 minute**, ask her/him to move to the next sentence.)




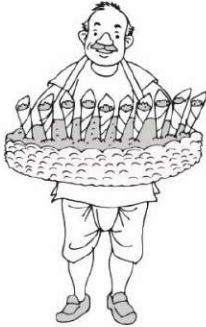
**Worksheet**

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

<p><b>Sentence-2</b></p>	<p><b>Children are going to school by bullock cart.</b></p>	
<p><b>Related Image</b></p>	<p>1.</p> 	<p>2.</p> 
	<p>3.</p> 	<p>4.</p> 

<p><b>Sentence-3</b></p>	<p><b>Alia is playing with the rope tied to the cot.</b></p>	
<p><b>Related Image</b></p>	<p>1.</p> 	<p>2.</p> 
	<p>3.</p> 	<p>4.</p> 

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

<b>Sentence-5</b>	<b>Everyone does some work. They get money in exchange for working. The potter is selling pottery to earn money.</b>	
<b>Related Image</b>	<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.	<b>3</b>
Matches 2-3 sentences with the correct pictures.	<b>2</b>
Matches 1 sentence with the correct picture.	<b>1</b>
Is not able to match any of the sentences correctly.	<b>0</b>

**Question-7**

<b>LEARNING OUTCOME</b>	<b>Oral Reading Fluency &amp; Comprehension-EC06:</b> Reads the text correctly with accuracy (correct pronunciation), speed (automaticity) & expression and comprehends the text
<b>MATERIAL REQUIRED</b>	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.	<b>3</b>
Reads with clear pronunciation while self-correcting and adding the words together to form sentences within stipulated time.	<b>2</b>
Reads non-fluently by breaking words into letters taking more than the stipulated time.	<b>1</b>
Not able to read any word correctly /stays quiet.	<b>0</b>

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

**Question-8**

<b>LEARNING OUTCOME</b>	<b>Oral Reading Fluency &amp; Comprehension-EC06:</b> Reads the text correctly with accuracy (correct pronunciation), speed (automaticity) & expression and comprehends the text
<b>MATERIAL REQUIRED</b>	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.	<b>3</b>
Reads with clear pronunciation while self-correcting and adding the words together to form sentences within stipulated time.	<b>2</b>
Reads non fluently by breaking words into letters taking more than the stipulated time.	<b>1</b>
Not able to read any word correctly/stays quiet.	<b>0</b>

**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:**

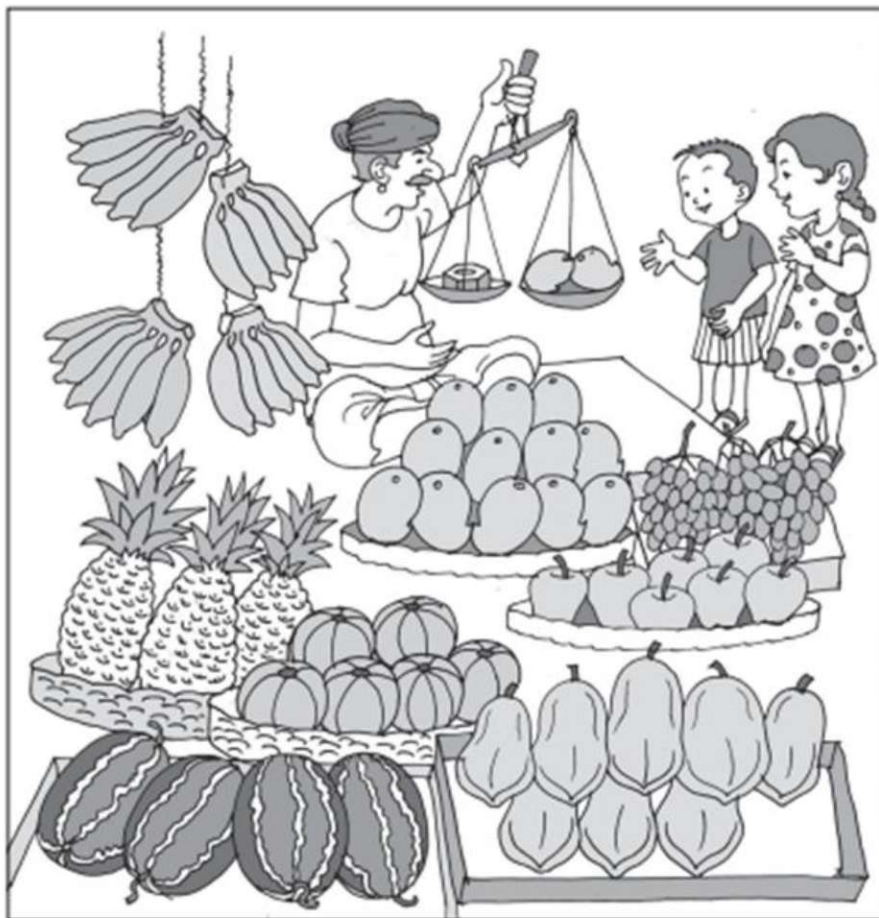
After reading the story, gives correct and complete responses to all retrieval and inference based questions	3
After reading the story, gives correct and complete responses to 3-4 retrieval and inference based questions	2
After reading the story, gives correct and complete responses to only 1-2 retrieval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

**Question-9**

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



**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

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

### 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**

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

**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 Nimpun. 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**

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

**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**

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

**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


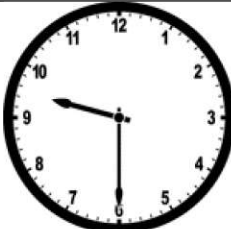
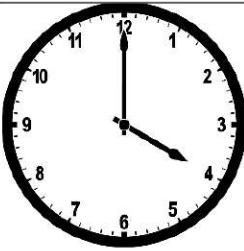
**Question-6**

<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

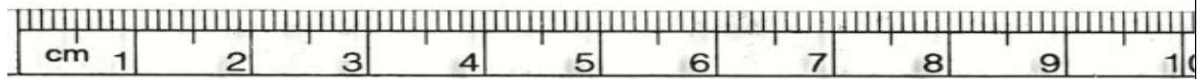
**Part 6 (B)**

**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**

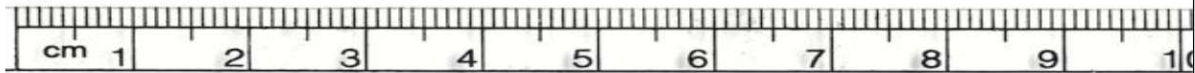
**Activity sheet – How long is the pencil?**



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



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



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

**Expected Response:**

1.	2.	3.
10 cm	3 cm	2 cm

**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>
Initiated, but does not give the correct answer	<b>1</b>
Does not respond or does not understand the question	<b>0</b>

**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.

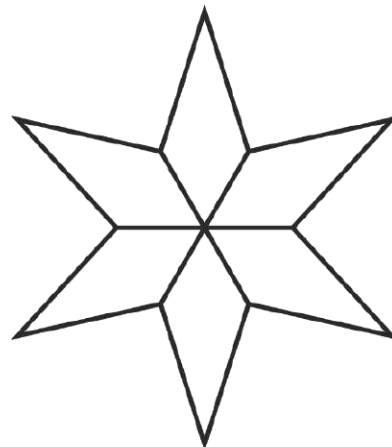
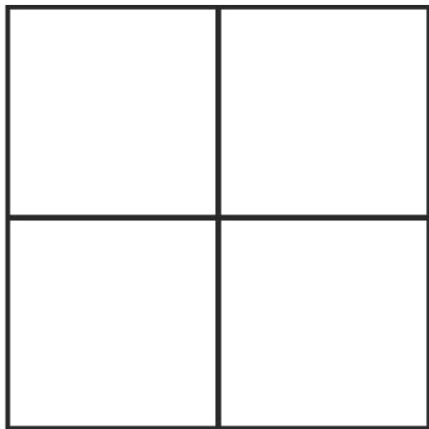
Look at the pictures in the sheet.

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

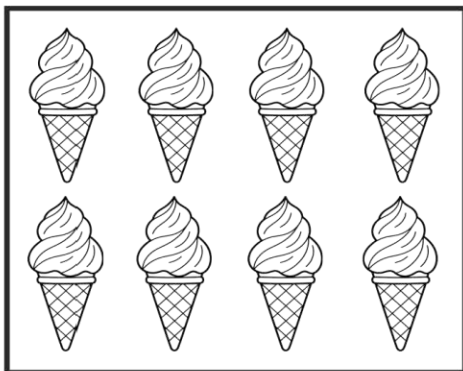
⊃ *(Note: If a child pauses and stops on any problem for 30 Seconds, then ask him/her to go to the next problem.)*

**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



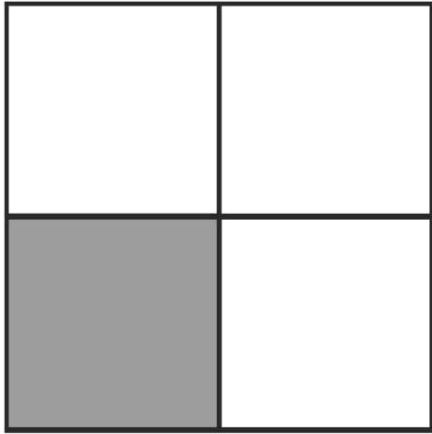
- Figure C – Shade 4 parts out of the 8



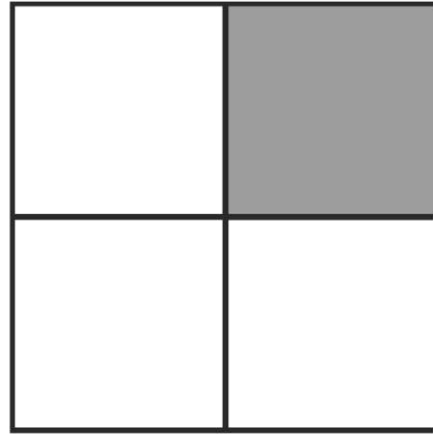
**Expected Answer:**

*(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**

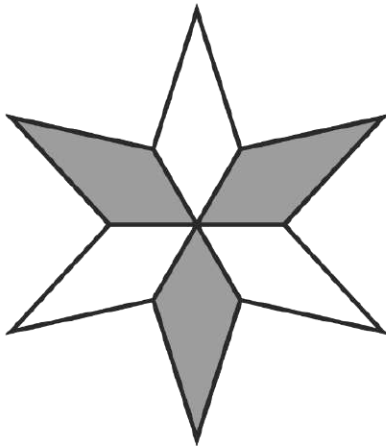


or

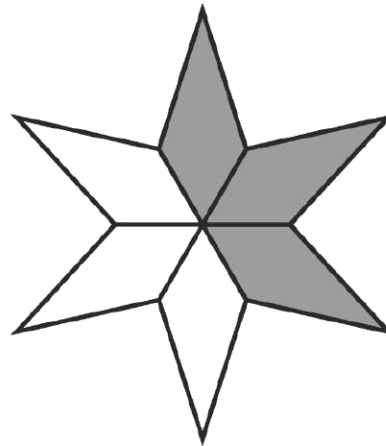


etc.

**Figure B – 3 parts out of 6 are shaded**

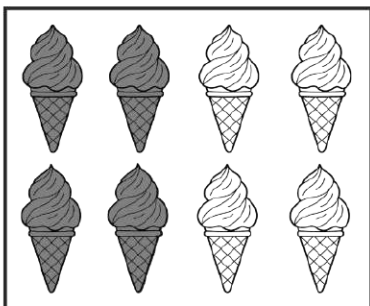


or

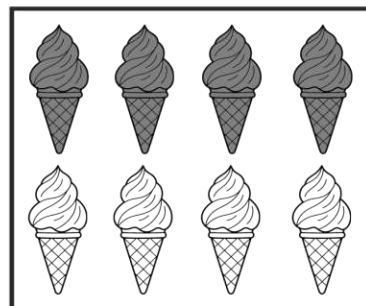


etc.

**Figure C – 4 parts out of the 8 are shaded**



or



etc.



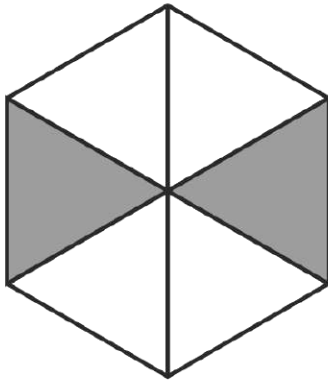
**Field Investigator Script:** Now, I will show you some more figures.

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

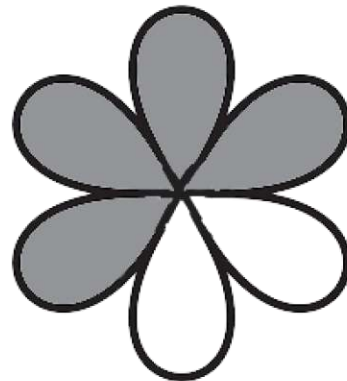
Look at the figures in the sheet.

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

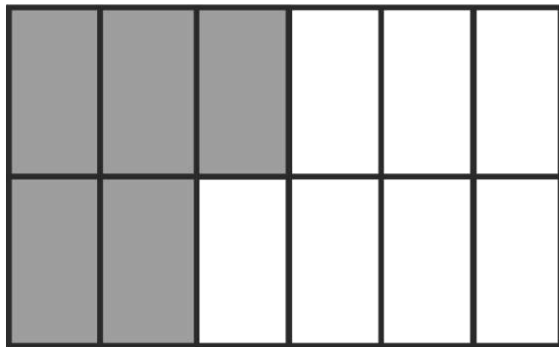
4. Figure D



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.)**

4. Figure D – 2 parts out of 6 is shaded
5. Figure E – 4 parts out of 6 are shaded
6. 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>

**Question-8**

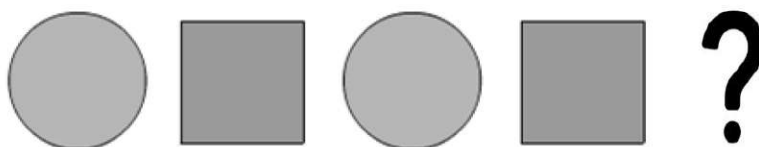
<b>LEARNING OUTCOME</b>	<b>Patterns-IL06:</b> Identifies, extends and communicates rules for simple patterns on numbers, events and shapes (e.g. skip count forward by 10).
<b>MATERIALS REQUIRED</b>	Pattern printed on paper, Pencil



**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	
----	----	----	----	--

6.	34	35	36	
----	----	----	----	--

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

8.	500	600		800
----	-----	-----	--	-----

**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:**

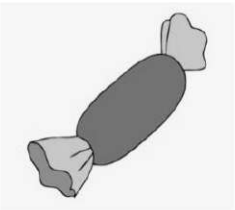







Let's do an activity.

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 correctly	1
Does not respond or does not understand the question	0

