The 2021 FLN Academy
Introductions

While we wait to get started, please introduce yourself in the Chat.
Optimizing our experience

• The session is being recorded.

• **Interpretation is available** – select the English, French or Spanish channel using the interpretation icon at the bottom of your screen. When you speak, use only the language of the channel you have selected.

• Check to ensure your **audio settings** are set to the desired outputs.

• Please use the **Q&A tab for questions and comments**. Send to everyone, not only presenters.

• There is a **Jamboard** with guiding questions and space for you to share ideas – see link in the chat. You may **post on the Jamboard at any time** (before, during and **after the sessions**).

• Your microphones and cameras will be muted – please keep them muted unless you are speaking.
ROADMAP OF TODAY’S SESSION

• Brief Reflection on Module 1 and Framing of Module 2

• Introduction to Pratham

• Setting the stage: understand the FLN learning crisis and appropriate assessments that are needed for improving FLN

• Key design features of appropriate assessment tools

• Pratham’s FLN assessments: overview of the assessment tools, and how they can be adapted and are administered with children

• Formative Assessment Support: what resources are being created as public goods and support in your journey to implementing FLN assessments for action

• Q&A/ Discussion
Journey through the Academy

Module 1: Foundations of FLN
- The basics of "what works" in FLN
- June 24, 2021

Module 2: Assessment
- Why formative assessments are important and how to design and use them
- July 1, 2021

Module 3: Remedial Education
- How can education systems support children to catch up?
- July 8, 2021

Module 4: Language of Instruction
- Effective approaches to planning mother-tongue-based multilingual education
- July 22, 2021

Module 5: Teaching at the Right Level (TaRL)
- Everything you ever wanted to know about TaRL... and then some
- July 29, 2021

Module 6: Implementation
- Planning for and delivering literacy and numeracy programs at scale
- August 5, 2021
Reflection on Module 1,
Framing Module 2

Manuel Cardoso, Education Specialist, UNICEF
INTRODUCTION TO PRATHAM
Pratham means *first or primary* in several Indian languages. Established in 1995 to provide education to children in the slums of Mumbai, Pratham has grown in both scope and scale across the country.

Pratham facilitates India’s well-known nation wide Annual Status of Education Report (ASER) in every rural district in India since 2005. Sample of over half a million children in each survey.

For the past two decades and more, Pratham has developed high-impact, low-cost interventions that help children acquire foundational skills like reading and arithmetic.

Pratham's Teaching at the Right Level (TaRL) approach has demonstrated proven impact on children's learning outcomes and is now being adapted to contexts outside India as well.

In recent years, Pratham has also started vocational skilling programs to enable young people to get a good start in their working life.

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**Team of ~6000 each full-time & part-time staff**

**Identification of gaps & creation of local solutions**

**Measurement & evidence core to approach**

**Presence in 20+ major states of India**

**Impacting millions**
SETTING THE STAGE

What kind of assessments are appropriate for understanding FLN needs?

How can assessment for action be designed?
Are any assessments related to basic reading and math currently conducted in your context?

a) Yes
b) No
c) Don’t know

Des évaluations liées à la lecture et aux maths sont-elles actuellement menées dans votre contexte?

a) Oui
b) Non
c) On ne sait pas

¿Se realizan actualmente evaluaciones relacionadas con la lectura y las matemáticas básicas en su contexto?

a) Sí
b) No
c) No se
What is the format of these assessments?

a) Pen and paper  
b) Oral  
c) Mixed  

Quelle est la structure de ces évaluations?

a) Du papier et crayon  
b) Orale  
c) Mixtes  

¿Cuál es el formato de estas evaluaciones?

a) Escrito  
b) Oral  
c) Mezclado
How are these assessments done with children?

a) Children tested in a group (Papers distributed to children together in class)
b) One on one with every child
c) Both
d) Other

Comment ces évaluations sont-elles menées?

a) Enfants sont évalués en groupes (épreuves sont distribués aux enfants en même temps dans la classe)
b) Individuellement avec chaque élève.
c) Les deux
d) Autres

¿Cómo se realizan estas evaluaciones con los niños?

a) Niños evaluados en grupo (Papeles distribuidos a los niños en una clase)
b) Uno a uno con cada niño
c) Ambos de los anteriores
d) Otro
How frequently are these assessments done?

a) Daily
b) Weekly
c) Monthly
d) Termly
e) Yearly
f) Other

A quelle fréquence ces évaluations sont-elles menées?

a) Tous les jours
b) Hebdomadaire
c) Mensuellement
d) Chaque semestre
e) Annuellement
f) Autre

¿Con qué frecuencia se realizan estas evaluaciones?

a) Diario
b) Semanal
c) Mensual
d) Trimestralmente
e) Anual
f) Otro
**POLL Q5**

Where are these assessments done?
- a) School
- b) Community
- c) Both
- d) Neither

Où se déroulent ces évaluations?
- a) A l’école
- b) Dans les communautés
- c) Les deux
- d) Ni à l’école, ni dans les communautés

¿Dónde se realizan estas evaluaciones?
- a) Colegio
- b) Comunidad
- c) Ambos de los anteriores
- d) Ninguno de los dos
### POLL Q6

**What proportion of children in your context in Grade 3 in government schools are at grade level?**

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Less than 10%</td>
</tr>
<tr>
<td>b)</td>
<td>10-20%</td>
</tr>
<tr>
<td>c)</td>
<td>20-40%</td>
</tr>
<tr>
<td>d)</td>
<td>40-60%</td>
</tr>
<tr>
<td>e)</td>
<td>60-80%</td>
</tr>
<tr>
<td>f)</td>
<td>Above 80%</td>
</tr>
</tbody>
</table>

**Dans votre contexte, quelle proportion d’enfants, en 3e année dans les écoles publiques sont au niveau scolaire?**

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Moins de 10%</td>
</tr>
<tr>
<td>b)</td>
<td>10-20%</td>
</tr>
<tr>
<td>c)</td>
<td>20-40%</td>
</tr>
<tr>
<td>d)</td>
<td>40-60%</td>
</tr>
<tr>
<td>e)</td>
<td>60-80%</td>
</tr>
<tr>
<td>f)</td>
<td>Plus de 80%</td>
</tr>
</tbody>
</table>

**¿Qué proporción de niños en su contexto en el tercer grado en las escuelas públicas están al nivel de su grado?**

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Menos de 10%</td>
</tr>
<tr>
<td>b)</td>
<td>10-20%</td>
</tr>
<tr>
<td>c)</td>
<td>20-40%</td>
</tr>
<tr>
<td>d)</td>
<td>40-60%</td>
</tr>
<tr>
<td>e)</td>
<td>60-80%</td>
</tr>
<tr>
<td>f)</td>
<td>Por encima del 80%</td>
</tr>
</tbody>
</table>
Are the assessment results discussed with parents?

a) Yes
b) No
c) Sometimes

Est-ce que ces résultats sont discutés avec des parents?

a) Oui
b) Non
c) Parfois

¿Se discuten los resultados de la evaluación con los padres?

a) Sí
b) No
c) A veces
Historically, primary focus of education systems has been to ensure access and provision. Years in school was thought to automatically lead to learning.
CHILDREN ARE IN SCHOOL... BUT MANY ARE NOT LEARNING EVEN THE BASICS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Cannot recognize letters as yet</th>
<th>Can recog. letters but not read words</th>
<th>Can read words but not sentences</th>
<th>Can read sentences at Grade I level</th>
<th>Can read text at Grade II level or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>12.1</td>
<td>22.6</td>
<td>20.8</td>
<td>17.3</td>
<td>27.2</td>
</tr>
<tr>
<td>IV</td>
<td>7.6</td>
<td>15.9</td>
<td>16.6</td>
<td>19.3</td>
<td>40.7</td>
</tr>
<tr>
<td>V</td>
<td>5.9</td>
<td>11.7</td>
<td>13.0</td>
<td>19.1</td>
<td>50.3</td>
</tr>
</tbody>
</table>

But the reality was something else.

Example: Look at the challenge that a Grade V teacher in India faces. The overall reading level is low and the tail of the distribution is long and varied.

Who should she teach? What should she teach?

Note: The ASER approach is currently used in 14 countries in Asia, Africa & Latin America and recognized globally as an innovative approach to assessment for understanding basic issues in children’s learning.
THERE IS VARIATION IN LEARNING EVEN WITHIN COUNTRIES

- Similar situation in many countries.

% Children in Grade 3 who can do subtraction problems correctly.

<table>
<thead>
<tr>
<th>State</th>
<th>% Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>KeR</td>
<td>44.7</td>
</tr>
<tr>
<td>HP</td>
<td>52 - 24</td>
</tr>
<tr>
<td>PN</td>
<td>76 - 47</td>
</tr>
<tr>
<td>WB</td>
<td>48 - 29</td>
</tr>
<tr>
<td>AP</td>
<td>75 - 37</td>
</tr>
<tr>
<td>HR</td>
<td></td>
</tr>
<tr>
<td>TG</td>
<td></td>
</tr>
<tr>
<td>OD</td>
<td></td>
</tr>
<tr>
<td>MH</td>
<td></td>
</tr>
<tr>
<td>TN</td>
<td></td>
</tr>
<tr>
<td>KaR</td>
<td></td>
</tr>
<tr>
<td>AS</td>
<td></td>
</tr>
<tr>
<td>GJ</td>
<td></td>
</tr>
<tr>
<td>All India</td>
<td>20.9</td>
</tr>
</tbody>
</table>
Out of school children are visible. But this problem of children not learning is much less visible. Our experience suggested that both parents & teachers overestimated what children could do.

Usual assessments like report cards and scores are difficult for parents to understand. Unless family members understand the problem (inability of children to read basic text etc) it is difficult for them to help.

GROUND REALITIES influenced the purpose and therefore the design of Pratham’s assessment tools and methods. Existing assessment tools were not helping to understand the basic problem of poor foundational skills.
| WHERE should children be assessed? | • Daily attendance in school may be variable  
• Many may attend unrecognized private schools or other kinds of schools  
• All children may not be enrolled in school (after COVID this may be the case even more) | Assessment has to be done in where children are – can be govt schools, other schools and also in the community or in the household if we want to find all children and help them. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT should be assessed?</td>
<td>• Usually children are only assessed as per the curriculum but learning levels for large proportions of children may be far below grade level</td>
<td>Foundational skills like reading &amp; arithmetic, which are essential for children to move ahead, need to be assessed.</td>
</tr>
</tbody>
</table>
| HOW should children be assessed? | • Even after several years of schooling, many children may not have acquired foundational skills like reading  
• If children cannot read, they cannot be given pen-paper tests | One-on-one assessment (oral) is needed for understanding children’s current level of reading. |
| HOW should the assessment be? | • In order for evidence to lend itself to action, it needs to be easily understood by those who need to act – especially teachers, instructors or parents. | Assessment needs to be simple, straightforward easy to administer and to understand if people have to act on it. |
Pratham started conducting an annual nation wide survey in 2005 (ASER), aimed at making the “learning crisis” visible to everyone. Several important features:

- Estimates of children’s schooling status and basic learning levels for each state and rural district in India,
- Simple one on one reading and arithmetic tools were popularized and used widely across the country,
- Debate and discussion about foundational learning began at local and higher levels as a result of these ASER surveys

Each year 25,000+ local volunteers are trained to conduct these assessments in ~350,000 households with ~550,000 children of age 5 to 16. In each district a local organization carries out this exercise. Many of these organizations are teacher training colleges.

Globally, people heard about ASER and came to see. Countries from East and West Africa visited India and started doing similar assessments. (Uwezo etc, ASER Pakistan). Multiple organizations part of the PAL Network now conduct such surveys in 14 countries; many more use similar tools for improving children’s FLN
• Pratham’s assessments have also been used in large-scale education programs and efforts aimed at improving children’s FLN skills.

• In the school systems, the main purpose of these assessments is to enable teachers to understand where their children are in terms of literacy and numeracy, and use that information to plan action for improvement.

• A baseline is done by the teachers to gauge initial learning levels. Then as the process of teaching-learning begins, periodic assessments are done with comparable tools to track children’s progress.

• Groups of teachers in the immediate vicinity often are supported by academic support staff who can provide help to those schools and teachers need help the most. The baseline and midline data helps in organizing support.
**ENABLING SCHOOL SYSTEMS: CASE STUDY FROM INDIA**

- The **Graded Learning Program** was initiated in August 2018 by the **Department of Basic Education, Uttar Pradesh, India** in collaboration with **Pratham**.

- **Over 220,000 teachers were trained** on conducting assessments and using the data for planning instruction.

- Assessment and data collection process:
  - One-to-one assessment done by **government school teacher** for all children in her class
  - Data entered on the **Learning Progress Sheet – child-wise**
  - **Grade-wise school level data compiled** and entered on an app or web-based portal by **teacher or mentor**

- A Baseline assessment was conducted before the start of the intervention; Midline was conducted during the intervention (March’19); Endline Assessment was conducted after the end of the academic year. (April-May’19)

- Endline Data was received for **~105,000 SCHOOLS and OVER 3MN CHILDREN** in grades 3-4

- Comparing Baseline and Endline data we see:
  - 22% pt. **INCREASE** in students who **CAN READ AT LEAST A STD 1 LEVEL TEXT**
  - 23% pt. **INCREASE** in students who **CAN SOLVE A BASIC SUBTRACTION PROBLEM**
• Since the purpose is to assess how much the children can read, pen and paper tools are not useful. Face-to-face one on one interactions are best. Tools are be **oral**.

• These assessments should be done **one on one** as this helps the teacher to understand what each child can comfortably do and where s/he is getting stuck.

• The assessment process should be **quick** as the teacher needs to assess every child in the class.

• The tools should be **easy to use**. The data that is generated should be **simple to record** and **straightforward to use** by the teacher, parents, and everyone in the system.
Reminders

Your Participation matters: post question in the Q & A function

A Language You Understand: Interpretation is available. Choose the channel of your preferred language (English, French or Spanish)

Share ideas using JamBoard
PRATHAM’S FLN ASSESSMENTS

Overview of the assessment tools, and how they can be adapted and are administered with children
Videos to be embedded

<table>
<thead>
<tr>
<th>#</th>
<th>Topic</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Reading Assessment</td>
<td>VIDEO</td>
</tr>
<tr>
<td>2</td>
<td>Creating a comfortable environment for children</td>
<td>VIDEO</td>
</tr>
</tbody>
</table>
FOUNDATIONAL READING ASSESSMENT

Tasks

- Recognize letters/ symbols
- Read common everyday words
- Read a simple paragraph (comparable to Grade 1 level)
- Read a short text/ story (comparable to Grade 2 level)
- Comprehension questions based on the story:
  - Factual
  - Indirect fact retrieval
  - Inference-based (optional)

- Progressive and adaptive tool
- Highest reading level of the child is recorded
Videos to be embedded

<table>
<thead>
<tr>
<th>#</th>
<th>Topic</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>How to assess reading</td>
<td>VIDEO</td>
</tr>
</tbody>
</table>
• The recording of ‘levels’ as opposed to ‘scores’ makes it clear exactly what a child is and is not able to do. Also the communication of results to parents and others is straightforward and meaningful.

• The assessment tool not only helps the teachers understand where children are at, it also helps understand where learner need to be (to clearly define goals).

• This is a floor test. The objective is to assess if all children are able to achieve at least this much.
Videos to be embedded

<table>
<thead>
<tr>
<th>#</th>
<th>Topic</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Putting results together</td>
<td>VIDEO</td>
</tr>
<tr>
<td>Task</td>
<td>Examples of items</td>
<td>Guidelines</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Recognizing letters/ syllables/ symbols</td>
<td>English [image]</td>
<td>• The smallest orthographic unit of any language is used as items</td>
</tr>
<tr>
<td></td>
<td>Kiswahili [image]</td>
<td>• The 8-10 letters/ syllables/ symbols in the samples should be commonly used</td>
</tr>
<tr>
<td></td>
<td>Hindi [image]</td>
<td></td>
</tr>
<tr>
<td>Reading common everyday words</td>
<td>English [image]</td>
<td>• This task assesses a child’s ability to decode symbol strings</td>
</tr>
<tr>
<td></td>
<td>Kiswahili [image]</td>
<td>• The words should be commonly used by young children in early grades</td>
</tr>
<tr>
<td></td>
<td>Hindi [image]</td>
<td>• Use 2-3 syllable words</td>
</tr>
</tbody>
</table>
# FOUNDATIONAL READING ASSESSMENT: TOOL ADAPTATION

<table>
<thead>
<tr>
<th>Task</th>
<th>Examples of items</th>
<th>Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading a simple paragraph</strong></td>
<td><strong>English</strong></td>
<td>• 4 sentences, 4-5 words per sentence</td>
</tr>
<tr>
<td></td>
<td><strong>Kiswahili</strong></td>
<td>• Words used should be very commonly found in grade 1 textbooks and commonly used by a grade 1 child.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The context of paragraph should be familiar to the children living in different areas</td>
</tr>
<tr>
<td><strong>Reading a short story</strong></td>
<td></td>
<td>• 7-10 sentences, approximately 60 words in total</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Words used should be very commonly found in grade 2 textbooks and commonly used by a grade 2 child</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• This story should have a familiar context and should have a proper narration - beginning, middle and end</td>
</tr>
</tbody>
</table>
FOUNDATIONAL READING ASSESSMENT: TOOL ADAPTATION

- Involve people who understand the language and the education context
  - Teachers, Teacher training college faculty, etc.

- Conduct language analysis
  - Analyze words and sentence structures in early grade (grades 1 and 2) textbooks

- Create and review items for each competency

- Field pilot items
  - Make qualitative observations about the instrument functioning: Time taken to read a story, difficulties faced by a child to read certain words, engagement of the child while reading the story (Is the story interesting?, does it make logical sense?)
  - Have at least 3 samples. Ideal to have as many samples as the number of assessment cycles.
  - Each sample of the tool should be consistent and should give the same results

- Revise and finalize
<table>
<thead>
<tr>
<th>Level</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up (optional)</td>
<td>Counting with pictures</td>
</tr>
<tr>
<td>1 digit Number Knowledge</td>
<td>Number identification and comparison</td>
</tr>
<tr>
<td>2 digit Number Knowledge</td>
<td>Number identification and comparison</td>
</tr>
<tr>
<td>Addition Number Problem</td>
<td>2 by 2 with carryover</td>
</tr>
<tr>
<td>Subtraction Number Problem</td>
<td>2 by 2 with borrowing</td>
</tr>
<tr>
<td>Subtraction Word Problem</td>
<td>2 by 2 indirect word problem</td>
</tr>
<tr>
<td>Bonus (optional)</td>
<td>Example: Applying higher-order operations with currency</td>
</tr>
</tbody>
</table>
• Warm up tasks are to help the child and the teacher relax and settle down. The instructor can chat about the activity (without having to worry about collecting accurate data) and at the same time s/he gets to know whether the child can easily do the task (and if the child cannot do it then why not).

• Then do the main tasks:
If the child can do the one-digit number tasks easily, then ask the child to do similar tasks with two-digit numbers.

If the child can, then ask the child to solve both addition problems.

If both are correct, ask the subtraction questions.

Then move to the word problem. Read aloud the word problem to the child and also allow her to read.

Use contextually-appropriate question formats and word problems.

Post the Word Problem level, additional Bonus tasks can be added as needed. Such tasks are to see:

- Are there some children who like to try tougher things?
- Are these children the ones who have higher performance in other tasks? Or are there children who are mathematically more adventurous? The following things can be noted:
  - (a) whether child attempts* (motivation, challenge)
  - (b) what the child chooses to do (choice)
  - (c) whether child can do it (strategy)

*In data that we have collected before, as we move from baseline to end line we see that children attempt more tasks and also get more tasks correct. Under-confidence is also a behaviour associated with “fear” of maths or not being able to do maths.
REFLECTING ON FOUNDATIONAL READING ASSESSMENT
PRATHAM’S PACKAGE OF SUPPORT

What resources are being created as public goods and how Pratham can support in your journey to implementing FLN assessments for action
• Documents on guidelines for tools adaptation

• Videos and documents for training teachers/ practitioners on the assessment and data recording process

• Quiz to gauge understanding of the teachers/ practitioners

• Ready-to use toolkits to get started: assessment tools in multiple languages, data recording sheets
• Initial conversations to understand your need with regards to formative assessments

• Workshops and trainings on assessment design and implementation

• Periodic review and capacity building sessions
Thank you and next steps

• A recording and slides from this module will be shared after the session.

• A link to a brief survey will also be shared for your feedback.

• If you have not yet completed registration, please do so. Ensure your email address is entered correctly.

• The next module will focus on Remedial Education and will take place at the same time on July 8, 2021.
Thank you!