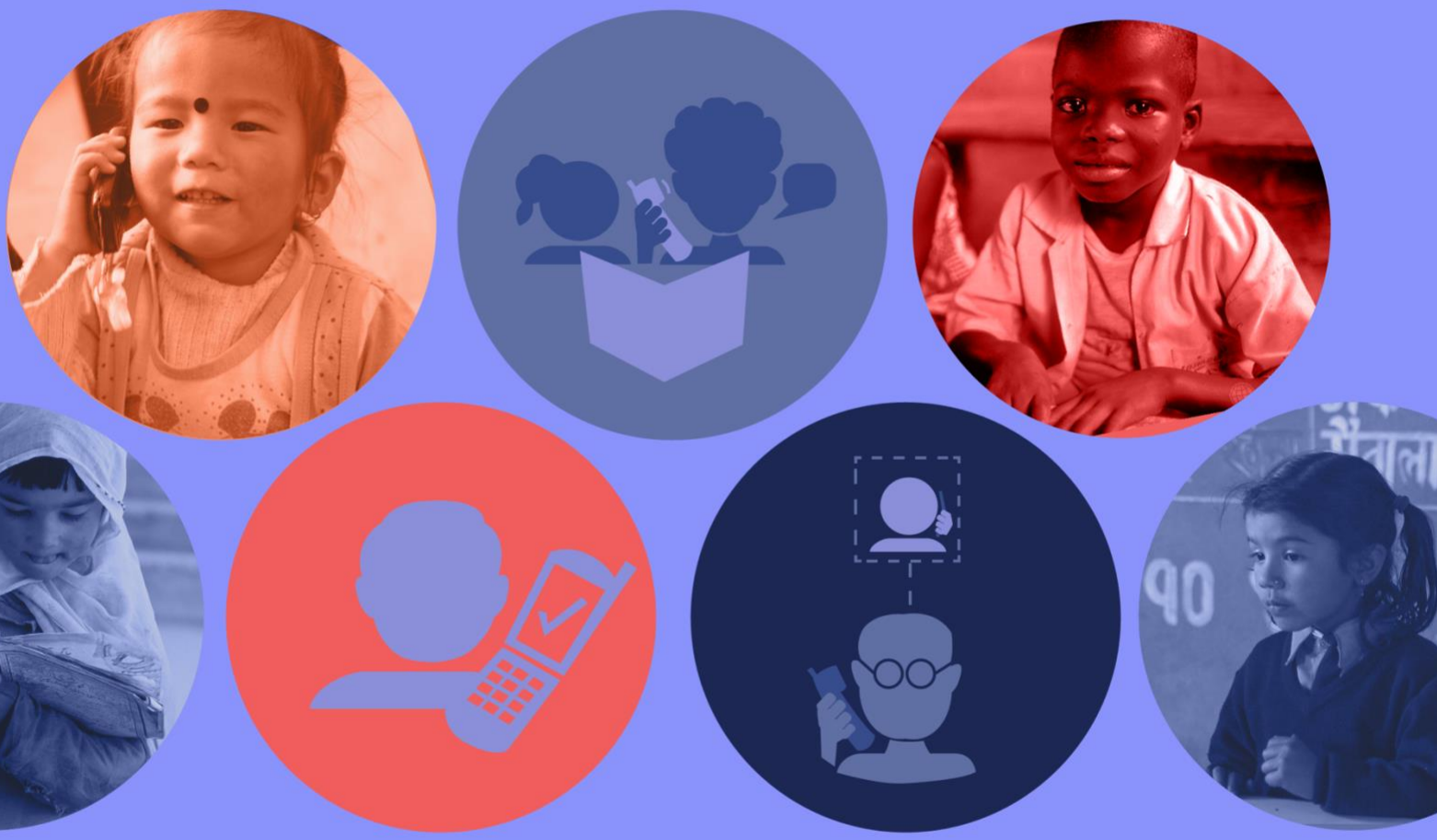
Global Package of Remote Formative Assessment Tools Using Basic Mobile Technologies Piloted in Ghana, Nepal, and Pakistan



WORLD BANK GROUP

LeAP
Learning Assessment Platform

Photo credits

Cover top row left: © Matt Zimmerman "Girl on cell phone in Ghorepani, Nepal" (CC BY 2.0),
right: © Curt Carnemark / World Bank "Young children in school. Ghana" (CC BY-NC-ND 2.0)

Cover bottom row left: © Curt Carnemark / World Bank "Two Girls Reading" (CC BY-NC-ND 2.0),
right: © Simone D. McCourtie / World Bank "Student at Shreeshitalacom Lower Secondary School" (CC BY-NC-ND 2.0)

Illustration credits: Danielle Willis, Washington, D.C., USA

Global Package of Remote Formative Assessment Tools Using Basic Mobile Technologies Piloted in Ghana, Nepal, and Pakistan

Table of Contents

Note: The assessment tools developed in Ghana are available in English, Ashante Twi, Dagbaani, Ewe, and Ga. The tools from Nepal are available in Nepali. The tools from Pakistan are available in English, Urdu, Punjabi, Sindhi, and Pashto.

Youth Impact provided valuable inputs during the content development of the assessments in Ghana and Nepal. For more information on their remote phone-based learning assessment activities during the pandemic, see:

- Angrist, N., Bergman, P., & Matsheng, M. (2020). *School's out: Experimental evidence on limiting learning loss using "low-tech" in a pandemic* (No. w28205). National Bureau of Economic Research.
- Angrist, N., Bergman, P., Evans, D. K., Hares, S., Jukes, M. C., & Letsomo, T. (2020). Practical lessons for phone-based assessments of learning. *BMJ Global Health*, *5*(7), e003030."

Note: These tools can be relevant for other countries and contexts, but each country team will need to work along with policymakers and local assessment experts in the content translation and adaptation to the local context.

1. Ghana

1.1 Assessment tasks overview

The numeracy assessment was designed to be aligned to learning standards for grades 2 to 5. The assessment measures students' knowledge of place value tasks in tasks with an increasing number of digits. In Ghana, the assessment was delivered using SMS, IVR, and phone calls, separately. This tool is available in English, Ashante Twi, Dagbaani, Ewe, and Ga.

Grades	Content/Subject area	Technology used in pilot	Language of assessment
2 to 5 (B2-B5)	• Foundational math knowledge (place value tasks)	• SMS • IVR • phone calls	• English • Ashante Twi • Dagbaani • Ewe • Ga

1.2 Assessment instrument

Grade 2

ASANTE TWI

B2 WEEK 1 Schedule: ASANTE TWI

Date	Agenda
	✓ N/A
	✓ Facilitator refresher training ✓ Receive Airtime ✓ Receive assigned contacts ✓ *Weekly SMS sent to parents*
	✓ Facilitator phone calls (first batch)
	✓ Facilitator phone calls (second batch)
	✓ Facilitator phone calls (third batch) ✓ Accountability survey ✓ Renew Airtime

WEEK 1 SMS ( ):

Welcome to Week 1

PLACE VALUE:

288 = 2(hundreds) 8(tens) 8(ones)

308 = ?(hundreds) ?(tens) ?(ones)

552 = ???

John has 589 oranges in a basket. Which digits of the number of oranges in the basket represents Hundreds, Tens and Ones?

Feedback: Great! Thanks so much for your response. You will receive feedback from us soon. For next week, make sure you have your child with you. We will be reviewing a few more of these problems.

WEEK 1 Phone Guide:

Nnianimu (Introduction):

- ✓ **Me din de___**
- ✓ My name is _
- ✓ I am calling to take your ward through lessons on Place Value (Expansion of numbers) in Mathematics. Do feel at ease to ask questions when you have one.

Yɛ ɔyɛkyerɛ fa ɔhaw/ dwumadie no ho (Demonstrate a Problem/ Activity):

288 = ? (Hundreds) ?(Tens) ? (Ones)

- ✓ **Fa saa dwumadie yi kyerɛ awofoɔ kwan a wɔbɛfa so de Place Value Pono no adi dwuma** (Use this problem to demonstrate to parents how to use a **Place Value Table):**
- ✓ **Yɛ nsanee firi benkum kɔ nifa (Twa horizontal line) wɔ krataa so. Yɛ nsanee mmienu firi soro ba fam (Twa vertical line mmienu) ma no mmɛbea mu mmienu. Wei ne Place Value Pono no** (Draw a **horizontal line** on a piece of paper. Draw two vertical lines to intersect it. This is a Place Value Table).
- ✓ **Twerɛ 'O' fa gyina hɔ ma Baako wɔ soro nifa fam so pɛɛ (**In the top right-most section, write 'O' for Ones).
- ✓ **Twerɛ 'T' fa gyina hɔ ma Du wɔ soro mfimfini fam (**In the top centre section write 'T' for Tens).
- ✓ **Twerɛ 'H' fa gyina hɔ ma Ɔha wɔ soro benkum fam so pɛɛ** (In the top left-most section write 'H' for Hundreds).
- ✓ **Botaeɛ no ne sɛ ɛbɛboa abɔfra no ama no atumi akyerɛ nɔma a ɛwɔ 288 no mu a ɛgyina hɔ ma Ɔha, Du ne Baako** (The goal will be for the child to identify which values in 288 belong with Hundreds, Tens and Ones).
- ✓ **Twerɛ wo mmuaeɛ no gu Place Value Pono ne fa a ɛwɔ fam no.** (Write your responses in the bottom half of your Place Value Table).

- ✓ **Sɛ abɔfra no te Place Value a ɛkura nɔma gyinabea-3 ase a, hyɛ awofoɔ no nkuran ma wɔnyɛ dumadie pii** (If the child understands Place Value with 3-digit numbers, encourage parents to practice more).

Ma awofoɔ no akwankyerɛ ma wɔnkyerɛ wɔn mma (Offer a tip for parents to give their children):

- ✓ **Da biara Baako bɛwɔ nsa nifa so pɛɛ, da biara yɛhu Du wɔ nsa benkum so pɛɛ wɔ Baako no nkyɛn, yɛhu Ɔha no da biara wɔ benkum so wɔ Du no nkyɛn. Kyerɛ awofoɔ kwan a wɔbɛfa so de saa mmara yi ayɛ wɔn ankasa dwumadie pii afa Place Value ho.** (Ones will always be the right-most digit, **Tens** are always found to the **immediate left** of the Ones, Hundreds are always found to the **left** of **Tens**. Show parents how they can use this principle to make more Place Value problems of their own).

Now proceed to solve this problem:

308 = ?(hundreds) ?(tens) ?(ones)

552 = ???

John has 589 oranges in a basket. Which digits of the number of oranges in the basket represents Hundreds, Tens and Ones?

Facilitator: Give feedback based on the response from the child. Clarify where necessary.

Awieeɛ (Conclusion):

- ✓ **Mo! Yɛ dwumadie 1 anaa 2 a ɛtwa toɔ ma me** (Great! Do 1 or 2 final questions for me).
- ✓ **Hwɛ sɛ wo ba no ka wo ho wɔ nnawɔtwe a ɛreba yi. Yɛbɛsane afa saa dwumadie yi pii mu** (For next week, make sure you have your child with you. We'll be reviewing a few more of these problems).
- ✓ **Yɛbɛtumi afrɛ wo nnawɔtwe a ɛda yɛn anim yi ama wo nkyerɛmu pii. Meda wo ase sɛ ɛnnɛ nso woanya berɛ ne me akasa na woaboa wɔ wo ba no adesua mu nso. Mɛbɔ mmɔden afrɛ wo bio nnawɔtwe a ɛreba yi!** (We will be able to call you next week with more details. Thanks again for taking the time to speak with me today and for assisting with your child's learning. I'll be looking forward to calling you again next week!).

B2 WEEK 2 Schedule: ASANTE TWI

Date	Agenda
	✓ N/A
	✓ Facilitator refresher training ✓ Receive Airtime ✓ Receive assigned contacts ✓ *Weekly SMS sent to parents*
	✓ Facilitator phone calls (first batch)
	✓ Facilitator phone calls (second batch)
	✓ Facilitator phone calls (third batch) ✓ Accountability survey ✓ Renew Airtime

WEEK 2 SMS ( ):

Welcome to Week 2.

Here are some problems you can try with your children: PLACE VALUE:

978 = Nine Hundred and Seventy-Eight

505 = ?

990 = ?

Kuma has 856 Ghana Cedis in his pocket. How many groups of HUNDREDS, TENS, and ONES are there?

Feedback: Great! Thanks so much for your response. You will receive feedback from us soon.

For next week, make sure you have your child with you. We will be reviewing a few more of these problems.

WEEK 2 Phone Guide:

Nnianimu (Introduction):

- ✓ **Me din de** (My name is) _____
- ✓ I am calling to take your ward through lessons on Place Value (Expansion of numbers) in Mathematics. Do feel at ease to ask questions when you have one.

Yɛ ɔyɛkyerɛ fa dwumadie no ho (Demonstrate a Problem/ Activity):

978= Nine Hundred and Seventy-Eight

- ✓ **Fa saa dwumadie yi kyerɛ awofoɔ kwan a wɔbɛfa so de Place Value Pono no adi dwuma (**Use this problem to demonstrate to parents how to expand a given number using Place Value Structure).
- ✓ **Twerɛ 'Baako' wɔ soro nifa fam so pɛɛ** (In the right-most section, write the 'Ones')
- ✓ **Twerɛ 'Du' wɔ soro mfinimfini fam so** (In the top centre section, write the 'Tens')**.**
- ✓ **Twerɛ 'Ɔha' wɔ soro nifa fam so pɛɛ** (In the top left-most section write the 'Hundreds').
- ✓ **Botaeɛ no ne sɛ abɔfra no bɛtumi atwerɛ 978 wɔ nsɛmfua mu ɔde Ɔha, Du ne Baako atrɛ mu.** (The goal will be for the child to write 978 in words and expand using the Hundreds, Tens and Ones).
- ✓ **Twerɛ wo mmuaeɛ no gu wo krataa ne fa a ɛwɔ fam no** (Write your responses in the bottom half of your paper)**.**
- ✓ **Sɛ abɔfra no te Place Value a ɛkura nɔma gyinabea-3 ase a, hyɛ awofoɔ no nkuran ma wɔnyɛ dumadie pii** (If the child understands Place Value with 3-digit numbers, encourage parents to practice more)**.**

Ma awofoɔ no akwankyerɛ ma wɔnkyerɛ wɛn mma (Offer a tip for parents to give their children):

- ✓ **Da biara Baako bɛwɔ nsa nifa so pɛɛ, da biara yɛhu Du wɔ nsa benkum so pɛɛ wɔ Baako no nkyɛn, yɛhu Ɔha no da biara wɔ benkum so wɔ Du no nkyɛn. Kyerɛ awofoɔ kwan a wɔbɛfa so de saa mmara yi ayɛ wɔn ankasa dwumadie pii afa Place Value ho (**Ones will always be the right-most digit, **Tens** are always found to the **immediate left** of the Ones, Hundreds are always found to the **left** of **Tens**. Show parents how they can use this principle to expand more numbers of their own using the place value structure).

Now proceed to solve this problem:

505 =?

990 =?

Kuma has 856 Ghana Cedis in his pocket. How many groups of HUNDREDS, TENS, and ONES are there?

Facilitator: Give feedback based on the response from the child. Clarify where necessary.

Awieeɛ (Conclusion):

- ✓ **Mo! Yɛ dwumadie 1 anaa 2 a ɛtwa toɔ ma me** (Great! Do 1 or 2 final questions for me).
- ✓ **Hwɛ sɛ wo ba no ka wo ho wɔ nnawɔtwe a ɛreba yi. Yɛbɛsane afa saa dwumadie yi pii mu (**For next week, make sure you have your child with you. We'll be reviewing a few more of these problems).
- ✓ **Yɛbɛtumi afrɛ wo nnawɔtwe a ɛda yɛn anim yi ama wo nkyerɛmu pii. Meda wo ase sɛ ɛnnɛ nso woanya berɛ ne me akasa na woaboa wɔ wo ba no adesua mu nso. Mɛbɔ mmɔden afrɛ wo bio nnawɔtwe a ɛreba yi!** (We will be able to call you next week with more details. Thanks again for taking the time to speak with me today and for assisting with your child's learning. I'll be looking forward to calling you again next week!).

DAGBAANI

B2 WEEK 1 Schedule: DAGBAANI

Date	Agenda
	✓ N/A
	✓ Facilitator refresher training ✓ Receive Airtime ✓ Receive assigned contacts ✓ *Weekly SMS sent to parents*
	✓ Facilitator phone calls (first batch)
	✓ Facilitator phone calls (second batch)
	✓ Facilitator phone calls (third batch) ✓ Accountability survey ✓ Renew Airtime

WEEK 1 SMS ( ):

Welcome to Week 1

PLACE VALUE:

288 = 2(hundreds) 8(tens) 8(ones)

308 = ?(hundreds) ?(tens) ?(ones)

552 = ???

John has 589 oranges in a basket. Which digits of the number of oranges in the basket represents Hundreds, Tens and Ones?

Feedback: Great! Thanks so much for your response. You will receive feedback from us soon

For next week, make sure you have your child with you. We will be reviewing a few more of these problems.

WEEK 1 Phone Guide:

Piligu (Introduction):

- ✓ N yuli m-booni (My name is) _____
- ✓ I am calling to take your ward through lessons on Place Value (Expansion of numbers) in Mathematics. Do feel at ease to ask questions when you have one.

Buɣisimi tuuni (Demonstrate a Problem/Activity):

288 = ? (Hundreds) ?(Tens) ? (Ones)

- ✓ **Zaŋmi tuuni ŋɔ buɣisi wuhi bihilaamba kalinli dariza yili zaŋ tum tuma** (Use this problem to demonstrate to parents how to use a Place Value Table):
- ✓ **Boomi booli Takara zuɣu. boomi booli diba ayi yi zuɣusaa n anti tu li. Dina n-nyɛ kalinli dariza yili** (Draw a horizontal line on a piece of paper. Draw two vertical lines to intersect it. This is a Place Value Table).
- ✓ **Zuɣusaa bahigu nudirigu polo, sabimi 'O' n-zali Ones zaa ni** (In the top right-most section, write 'O' for Ones).
- ✓ **Zuɣusaa sunsuuni yaɣili ni, sabimi 'T' n-zali Tens zaa ni** (In the top centre section write 'T' for Tens).
- ✓ **Zuɣusaa nuzaa bahigu yaɣili ni, sabimi 'H' n-zali Hundreds zaa ni** (In the top left-most section write 'H' for Hundreds).
- ✓ **Di nia yɛn nyɛla ni bia maa baŋ dariza shɛŋa ŋan be 288 ni dini n-za Hundreds, Tens, ni Ones zaa ni** (The goal will be for the child to identify which values in 288 belong with Hundreds, Tens and Ones).
- ✓ **Sabimi a labisibu niŋ kalinli dariza yili maa gbunni yaɣa la ni** (Write your responses in the bottom half of your Place Value Table).
- ✓ **Bia maa yi gbaai kalinli dariza din mali kalinli biɛlima ata, nyin kpaŋsimi bihilaam ba ka bɛ bɔhim pahi** (If the child understands Place Value with 3-digit numbers, encourage parents to practice more).

Timi sɔŋsim ka bihilaamba zaŋ ti bɛ bihi (Offer a tip for parents to give their children):

Ones kuli yɛn bela nudirigu bahigu saha kam. Tens kuli yɛn bela Ones nuzaa zuɣu saha kam. Hundreds gba kuli bela Tens nuzaa zuɣu. wuhimi bihilaamba bɛ ni yɛn zaŋ lala zaligu ŋɔ nam kalinli darza tuma n-ti bɛ bihi. (Ones will always be the right-most digit, Tens are always found to the immediate left of the Ones, Hundreds are always found to the left of Tens. Show parents how they can use this principle to make more Place Value problems of their own).

Now proceed to solve this problem:

308 = ?(hundreds) ?(tens) ?(ones)

552 = ???

John has 589 oranges in a basket. Which digits of the number of oranges in the basket represents Hundreds, Tens and Ones?

Facilitator: Give feedback based on the response from the child. Clarify where necessary.

Kolivaai (Conclusion):

- ✓ **Taali! Tummi bɔhigu 1 bee 2 n-ti ma** (Great! Do 1 or 2 final questions for me).
- ✓ **Dakulo din kanna, kpaŋmi a maŋa ka a bia be a sani. Ti daa ni labi lihi tuma ŋɔ shɛŋa** (For next week, make sure you have your child with you. We'll be reviewing a few more of these problems).
- ✓ **Ti daa ni boli a dakulo din kanna n-wum lahibali din beni. Ti lahi puhiri a pam ni a ni ku saha ka m mini a di alizama din ni sɔŋ a bia bɔhimbu ŋɔ. N daa ni boli a dakulo din kanna** (We will be able to call you next week with more details. Thanks again for taking the time to speak with me today and for assisting with your child's learning. I'll be looking forward to calling you again next week!).

B2 WEEK 2 Schedule: DAGBAANI

Date	Agenda
	✓ N/A
	✓ Facilitator refresher training ✓ Receive Airtime ✓ Receive assigned contacts ✓ *Weekly SMS sent to parents*
	✓ Facilitator phone calls (first batch)
	✓ Facilitator phone calls (second batch)
	✓ Facilitator phone calls (third batch) ✓ Accountability survey ✓ Renew Airtime

WEEK 2 SMS ( ):

Welcome to Week 2.
Here are some problems you can try with your children:

PLACE VALUE:
978 = Nine Hundred and Seventy-Eight
505 = ?
990 = ?
Kuma has 856 Ghana Cedis in his pocket. How many groups of HUNDREDS, TENS, and ONES are there?

Feedback: Great! Thanks so much for your response. You will receive feedback from us soon
For next week, make sure you have your child with you. We will be reviewing a few more of these problems.

WEEK 1 Phone Guide:

Piligu (Introduction):

- ✓ N yuli m-booni (My name is) _____
- ✓ I am calling to take your ward through lessons on Place Value (Expansion of numbers) in Mathematics. Do feel at ease to ask questions when you have one.

Buɣisimi tuuni (Demonstrate a Problem/Activity):

978 = Nine Hundred and Seventy-Eight

- ✓ **Zaŋmi tuuni ŋɔ buɣisi wuhi bihilaamba bɛ ni zaŋdi kalinli dariza yɛligiri kalinli shɛli shɛm** (Use this problem to demonstrate to parents how to expand a given number using Place Value Structure).
- ✓ **Nudirigu bahigu maa ni, sabimi 'Ones'** (In the right-most section, write the 'Ones').
- ✓ **Zuɣusaa sunsuuni maa ni, sabimi 'Tens'** (In the top centre section, write the 'Tens').
- ✓ **Zuɣusaa nuzaa bahigu maa ni, sabimi 'Hundreds'** (In the top left-most section write the 'Hundreds').
- ✓ **Di nia yɛn nyɛla ni bia maa baŋ dariza shɛŋa ŋan be 978 ni dini n-za Hundreds, Tens, ni Ones zaa ni** (The goal will be for the child to write 978 in words and expand using the Hundreds, Tens and Ones).
- ✓ **Sabimi a labisibu niŋ takara maa gbunni yaɣili maa ni** (Write your responses in the bottom half of your paper).
- ✓ **Bia maa yi gbaai kalinli dariza din mali kalinli biɛlima ata, nyin kpaŋsimi bihilaamba ka bɛ bɔhim pahi** (If the child understands Place Value with 3-digit numbers, encourage parents to practice more).

Timi sɔŋsim ka bihilaamba zaŋ ti bɛ bihi (Offer a tip for parents to give their children):

- ✓ **Ones kuli yɛn bela nudirigu bahigu saha kam. Tens kuli yɛn bela Ones nuzaa zuɣu saha kam. Hundreds gba kuli bela Tens nuzaa zuɣu.Wuhimi bihilaamba bɛ ni yɛn zaŋ lala zaligu ŋɔ nam kalinli darza tuma n-ti bɛ bihi** (Ones will always be the right-most digit, Tens are always found to the immediate left of the Ones, Hundreds are always found to the left of Tens. Show parents how they can use this principle to expand more numbers of their own using the place value structure).

Now proceed to solve this problem:

505 = ?

990 = ?

Kuma has 856 Ghana Cedis in his pocket. How many groups of HUNDREDS, TENS, and ONES are there?

Facilitator: Give feedback based on the response from the child. Clarify where necessary.

Kolivaai (Conclusion):

- ✓ **Taali! Tummi bɔhigu 1 bee 2 n-ti ma.** Great! Do 1 or 2 final questions for me.
- ✓ **Dakulo din kanna, kpaŋmi a maŋa ka a bia be a sani. Ti daa ni labi lihi tuma ŋɔ shɛŋa.** For next week, make sure you have your child with you. We'll be reviewing a few more of these problems.
- ✓ **Ti daa ni boli a dakulo din kanna n-wum lahibali din beni. Ti lahi puhiri a pam ni a ni ku saha ka m mini a di alizama din ni sɔŋ a bia bɔhimbu ŋɔ. N daa ni boli a dakulo din kanna.** We will be able to call you next week with more details. Thanks again for taking the time to speak with me today and for assisting with your child's learning. I'll be looking forward to calling you again next week!

EWE

B2 WEEK 1 Schedule: EWE

Date	Agenda
	✓ N/A
	✓ Facilitator refresher training ✓ Receive Airtime ✓ Receive assigned contacts ✓ *Weekly SMS sent to parents*
	✓ Facilitator phone calls (first batch)
	✓ Facilitator phone calls (second batch)
	✓ Facilitator phone calls (third batch) ✓ Accountability survey ✓ Renew Airtime

WEEK 1 SMS ( ):

Welcome to Week 1

PLACE VALUE:

288 = 2(hundreds) 8(tens) 8(ones)

308 = ?(hundreds) ?(tens) ?(ones)

552 = ???

John has 589 oranges in a basket. Which digits of the number of oranges in the basket represents Hundreds, Tens and Ones?

Feedback: Great! Thanks so much for your response. You will receive feedback from us soon

For next week, make sure you have your child with you. We will be reviewing a few more of these problems.

WEEK 1 Phone Guide:

Nuʊuʊu (Introduction):

Ŋkɔnyee nye (My name is) _____.

(I am calling to take your ward through lessons on Place Value (Expansion of numbers) in Mathematics. Do feel at ease to ask questions when you have one.)

Nuwɔwɔ/Nuwɔna aɖe ɖeɖefia (Demonstrate a Problem/Activity):

288 = ? (Alafawo) ?(Ewowo) ? (Đekawo)

Zã biabia sia tsɔ fia dzilawo ale si woawɔ xexlẽɖoƒe ŋuti dɔe le kpɔtɔtɔ me (Use this problem to demonstrate to parents how to use a Place Value Table)

- ✓ **Te fli legbee tso miame yi ɖusime aɖe ɖe agbalẽa dzi. Te fli eve bubu tso dzi va anyi be woatso ga gbãtɔ me** (Draw a horizontal line on a piece of paper. Draw two vertical lines to intersect it).
- ✓ **Esia nye xexlẽɖoƒe ƒe kpɔtɔtɔ** (This is a Place Value Table).
- ✓ **Le ɖusi dzigbe gome la, ŋlɔ 'Đ' na Đekawo** (At the top right-most section, write 'O' for Ones).
- ✓ **Le titina dzigbe gome la, ŋlɔ 'E' na Ewowo** (In the top centre section, write 'T' for Tens).
- ✓ **Le miakpadzi la, ŋlɔ 'A' na Alafawo** (In the top left-most section, write 'H' for Hundreds).
- ✓ **Taɖodzinuae nye be ɖevia ate ŋu ade dzesi xexlẽdzesi si le 288 me siwo le Alafawo, Ewowo kple Đekawo teƒe** (The goal will be for the child to identify which values in 288 belong with Hundreds, Tens and Ones).
- ✓ **Ŋlɔ wò ŋuɖoɖoawo ɖe xexlẽɖoƒe ƒe tata la te** (Write your responses in the bottom half of your Place Value Table).
- ✓ **Ne ɖevia te ŋu se xexlẽɖoƒe xexlẽdzesi etɔtɔwo ŋuti dɔwɔwɔ gɔme ko la, do ŋusẽ dzilawo be woawɔ eƒe kpɔɖeŋu vovowo** (If the child understands Place Value with 3-digit numbers, encour age parents to practice more).

Fia nuwɔmɔnu dzilawo be woatsɔ fia wo viwo (Offer a tip for parents to give their children):

- ✓ **Đekawo nyea ɖusime xexlẽdzesi mamletɔ ɖaa. Ewowo kplɔa ɖekawo ɖo kplikplikpli le miame, Alafawo nɔa Ewoawo ƒe miame ɖaa. Fia dzilawo ale si woate ŋu atu xexlẽɖoƒe ŋuti nunya ɖaŋu la ɖe dzi le wo ɖokuiwo si to afɔɖoƒe sia ŋuti dɔwɔwɔ me** (Ones will always be the right-most digit, Tens are always found to the immediate left of the Ones, Hundreds are always found to the left of Tens. Show parents how they can use this principle to make more Place Value problems of their own).

Now proceed to solve this problem:

308 = ?(hundreds) ?(tens) ?(ones)

552 = ???

John has 589 oranges in a basket. Which digits of the number of oranges in the basket represents Hundreds, Tens and Ones?

856 Ghana Cedis in his pocket. How many groups of HUNDREDS, TENS, and ONES are there?

Facilitator: Give feedback based on the response from the child. Clarify where necessary.

Nuwuwu (Conclusion):

- ✓ **Enyo! Ðo biabia 1 alo 2 aɖewo ŋu nam míatsɔ wu nue** (Great! Do 1 or 2 final questions for me).
- ✓ **Le kɔsiɖa si gbɔna me la, dze agbagba ne viwò nanɔ gbɔwò. Míagato nu ʋee aɖewo me tso nusɔsrɔ sia ŋu** (For next week, make sure you have your child with you. We'll be reviewing a few more of these problems).
- ✓ **Míagayɔ wò le kɔsiɖa si gbɔna la me hena numeɖeɖe deto nana. Akpe wò ɖe ɣeyiɣi si nèzã le dzeɖoɖo kplim egbea la ta kple ɖe ale si nèkpe ɖe viwòa ŋu le nusɔsrɔa me. Mɔkpɔkpɔ li be míagaɖo dze le kɔsiɖa si gbɔna la me** (We will be able to call you next week with more details. Thanks again for taking the time to speak with me today and for assisting with your child's learning. I'll be looking forward to calling you again next week!).

B2 WEEK 2 Schedule: EWE

Date	Agenda
	✓ *Weekly SMS sent to parents* ✓ Facilitator updates
	✓ Facilitator phone calls (first batch)
	✓ Facilitator phone calls (second batch)
	✓ Facilitator phone calls (third batch) ✓ Accountability survey ✓ Renew Airtime

WEEK 2 SMS ():

Welcome to Week 2.

Here are some problems you can try with your children:

PLACE VALUE:

978 = Nine Hundred and Seventy-Eight

505 = ?

990 = ?

Kuma has 856 Ghana Cedis in his pocket. How many groups of HUNDREDS, TENS, and ONES are there?

Feedback: Great! Thanks so much for your response. You will receive feedback from us soon

For next week, make sure you have your child with you. We will be reviewing a few more of these problems.

WEEK 2 Phone Guide:

Nuʊuʊu (Introduction):

- ✓ **Ŋkɔnyee nye** (My name is)_____.
- ✓ I am calling to take your ward through lessons on Place Value (Expansion of numbers) in Mathematics. Do feel at ease to ask questions when you have one

Nuwɔna Đeɖefia (Demonstrate a Problem/Activity):

978 = Alafa Asieke bladre vɔ enyi (Nine Hundred and Seventy-Eight)

Zã dɔdeasi sia tsɔ wɔ ɖeɖefiae na dzilawo tso ale si wokakaa ŋɔŋlɔdzesiwo me ɖe xexlẽɖoƒe nue la (Use this problem to demonstrate to parents how to expand a given number using Place Value Structure).

- ✓ **Le ɖusi dzigbe gome la, ŋlɔ 'Đekawo ɖi** (In the right-most section, write the 'Ones').
- ✓ **Le titian dzigbegome la, ŋlɔ Ewowo** (In the top centre section, write the 'Tens').
- ✓ **Le miakpadzi dzigbegome la, ŋlɔ Alafawo** (In the top left-most section write the 'Hundreds').
- ✓ **Taɖodzinu la anye be ne ɖevia nate ŋu aŋlɔ 978 ɖe nya me eye wòakaka eme hã ɖe Alafawo, Ewowo kple Đekawo nu** (The goal will be for the child to write 978 in words and expand using the Hundreds, Tens and Ones).
- ✓ **Ŋlɔ wò ŋuɖoɖo la ɖe ete** (Write your responses in the bottom half of your paper).
- ✓ **Ne ɖevia se Xexlẽɖoƒe ŋɔŋlɔdzesi etɔtɔwo me la, do ŋuseẽ dzilawo be woayi edzi anɔ eƒe kpɔɖeŋu vovovowo me tom kple ɖevia** (If the child understands Place Value with 3-digit numbers, encourage parents to practice more).

Fia nuwɔmɔnu dzilawo be woatsɔ fia wo viwo (Offer a tip for parents to give their children):

- ✓ **Đekawo nɔa lɔluea nu le ɖusikpadzi, eye ɣe sia ɣi la, Ewoawo nɔa miakpadzi kplikplikpli na Đekawo, ke Alafawo nɔa mikapdzi na Ewoawo. Fia dzilawo ale si woawɔ ɖoɖo sia ŋuti dɔ atsɔ dzi woƒe nunya ɖe dzi le Xexlẽɖoƒe nusɔsrɔa ŋu to ŋɔŋlɔdzesi vovovowo zazã me.** Ones will always be the right-most digit, Tens are always found to the immediate left of the Ones, Hundreds are always found to the left of Tens. Show parents how they can use this principle to expand more numbers of their own using the place value structure.

Now proceed to solve this problem:

505 = ?

990 = ?

Kuma has 856 Ghana Cedis in his pocket. How many groups of HUNDREDS, TENS, and ONES are there?

Facilitator: Give feedback based on the response from the child. Clarify where necessary.

Nuwuwu (Conclusion):

- ✓ **Enyo! Biabia aɖe le asiwò nam ma?** (Great! Do you have any questions for me).
- ✓ **Le kɔsiɖa si gbɔna me la, dze agbagba ne viwòa nanɔ gbɔwò. Míagato nu ʋee aɖewo me tso nusɔsrɔ sia ŋu** (For next week, make sure you have your child with you. We'll be reviewing a few more of these problems).

GA

B2 WEEK 1 Schedule: GA

Date	Agenda
	✓ N/A
	✓ Facilitator refresher training ✓ Receive Airtime ✓ Receive assigned contacts ✓ *Weekly SMS sent to parents*
	✓ Facilitator phone calls (first batch)
	✓ Facilitator phone calls (second batch)
	✓ Facilitator phone calls (third batch) ✓ Accountability survey ✓ Renew Airtime

WEEK 1 SMS ( ):

Welcome to Week 1

PLACE VALUE:

288 = 2(hundreds) 8(tens) 8(ones)

308 = ?(hundreds) ?(tens) ?(ones)

552 = ???

John has 589 oranges in a basket. Which digits of the number of oranges in the basket represents Hundreds, Tens and Ones?

Feedback: Great! Thanks so much for your response. You will receive feedback from us soon

For next week, make sure you have your child with you. We will be reviewing a few more of these problems.

WEEK 1 Phone Guide:

Hiɛgbelemɔ (Introduction):

- ✓ **Atsɔɔ mi** (My name is) _____
- ✓ I am calling to take your ward through lessons on Place Value (Expansion of numbers) in Mathematics. Do feel at ease to ask questions when you have one.

Gbalamɔ sanebimɔ lɛ mli (Demonstrate a Problem/ Activity):

288 = ? (Hundreds) ?(Tens) ? (Ones)

Kɛ sanebimɔ nɛɛ atsɔɔ fɔlɔi bɔ ni akɛ Yibɔi Anaatoo Adeka ni ji 'Place Value Table' tsuɔ nii (Use this problem to demonstrate to parents how to use a Place Value Table).

- ✓ **Tɛŋmɔ hɔrizonta lain yɛ wolo nɔ. Tɛŋmɔ vɛ tika lain enyɔ ni amɛtsa hɔrizonta nɔ lɛ. Enɛ ji yibɔi anaatoo adeka lɛ** (Draw a horizontal line on a piece of paper. Draw two vertical lines to intersect it. This is a Place Value Table).
- ✓ **Yɛ ninejurɔgbɛ ni yɔɔ ŋwɛi ŋmaa '0' kɛdamɔ shi aha ekome yibɔi 'Ones'** (In the top right-most section, write 'O' for Ones).
- ✓ **Yɛ ŋwɛi teŋgbɛ lɛ, ŋmaa 'T' kɛdamɔ shi aha yibɔ nyɔŋma ni ji 'Tens'** (In the top centre section, write 'T' for Tens).
- ✓ **Yɛ abɛku masɛi lɛ nɔŋŋ ŋwɛigbɛ ŋmaa 'H' kɛdamɔ shi oha oha yibɔi lɛ ni ji 'Hundreds'** (In the top left-most section write 'H' for Hundreds).
- ✓ **Yiŋtoo lɛ ji gbekɛ lɛ baale yibɔi lɛ (288) ateŋ nɔ ni ji Hundreds, Tens kɛ Ones** (The goal will be for the child to identify which values in 288 belong with Hundreds, Tens and Ones).
- ✓ **ŋmaa ohetoi lɛ Yibɔi Anaatoo adeka ni ji 'Place Value Table' mli yɛ teŋ gbɛ** (Write your responses in the bottom half of your Place Value Table).
- ✓ **Kɛji gbekɛ lɛ nu Place Value ni hiɛ yibɔi etɛ lɛ shishi lɛ, wo fɔlɔi lɛ ekaa ni amɛka ekrokomɛi hu** (If the child understands Place Value with 3-digit numbers, encourage parents to practice more).

Kɛ enɛ aye abua fɔlɔi ni amɛkɛtsɔɔ amɛbii lɛ anii (Offer a tip for parents to give their children):

- ✓ **Ones ji yibɔ ni hiɛɔ ninejurɔgbɛ daa, Tens ji yibɔ ni baa yɛ Ones abɛkugbɛ kpaakpa lɛ daa, Hundreds ji yibɔ ni baa yɛ Tens abɛkugbɛ daa. Thousands ji yibɔ ni baa daa yɛ Hundred abɛkugbɛ. Tsɔɔmɔ fɔlɔi bɔ ni amɛbaanyɛ amɛkɛ enɛ atsu nii ni amɛsɔ sanebimɔi krokomɛi yɛ Place Value he** (Ones will always be the right-most digit, Tens are always found to the immediate left of the Ones, Hundreds are always found to the left of Tens. Show parents how they can use this principle to make more Place Value problems of their own).

Now proceed to solve this problem:

308 = ?(hundreds) ?(tens) ?(ones)

552 = ???

John has 589 oranges in a basket. Which digits of the number of oranges in the basket represents Hundreds, Tens and Ones?

Facilitator: Give feedback based on the response from the child. Clarify where necessary.

Naamuu (Conclusion):

- ✓ **Mo! Feemɔ sanebimɔi ekome loo enyɔ oha mi** (Great! Do 1 or 2 final questions for me).
- ✓ **Wɔsɛɛ otsi ha ni obi lɛ ahi omasɛi. Wɔbaayaa sanebimɔi ekomɛi amli ekoŋŋ** (For next week, make sure you have your child with you. We'll be reviewing a few more of these problems).
- ✓ **Wɔbaatswa bo ekoŋŋ wɔsɛɛ otsi ni wɔgbala nibii amli fitsofitso** (We will be able to callyou next week with more details).
- ✓ **Oyiwaladɔŋŋ akɛ oha mi bei ni mikɛ bo ewie ŋmɛnɛ, ni oye obua kɛha obi lɛ nikasemɔ. Mishwee ji matswabo ekoŋŋ wɔsɛɛ otsi!** (Thanks again for taking the time to speak with me today and for assisting with your child's learning. I'll be looking forward to calling you again next week!).

B2 WEEK 2 Schedule: GA

Date	Agenda
	✓ *Weekly SMS sent to parents* ✓ Facilitator updates
	✓ Facilitator phone calls (first batch)
	✓ Facilitator phone calls (second batch)
	✓ Facilitator phone calls (third batch) ✓ Accountability survey ✓ Renew Airtime

WEEK 2 SMS:

Welcome to Week 2.

Here are some problems you can try with your children:

PLACE VALUE:

978 = Nine Hundred and Seventy-Eight

505 = ?

990 = ?

Kuma has 856 Ghana Cedis in his pocket. How many groups of HUNDREDS, TENS, and ONES are there?

Feedback: Great! Thanks so much for your response. You will receive feedback from us soon.

For next week, make sure you have your child with you. We will be reviewing a few more of these problems.

WEEK 2 Phone Guide:

Hiɛgbelemɔ (Introduction):

- ✓ **Atsɔɔ mi** (My name is) _____
- ✓ I am calling to take your ward through lessons on Place Value (Expansion of numbers) in Mathematics. Do feel at ease to ask questions when you have one.

Gbalamɔ sanebimɔ lɛ mli (Demonstrate a Problem/ Activity):

978 = Nine Hundred and Seventy-Eight

Kɛ sanebimɔ nɛɛ atsɔɔ fɔlɔi bɔ ni akɛ Yibɔi Anaatoo Adeka ni ji 'Place Value Table' tsuɔ nii (Use this problem to demonstrate to parents how to use a Place Value Table).

- ✓ **Tɛŋmɔ hɔrizonta lain yɛ wolo nɔ. Tɛŋmɔ vɛ tika lain enyɔ ni amɛtsa hɔrizonta nɔ lɛ. Enɛ ji yibɔi anaatoo adeka lɛ** (Draw a horizontal line on a piece of paper. Draw two vertical lines to intersect it. This is a Place Value Table).
- ✓ **Yɛ ninejurɔgbɛ ni yɔɔ ŋwɛi ŋmaa '0' kɛdamɔ shi aha ekome yibɔi 'Ones'** (In the top right-most section, write 'O' for Ones).
- ✓ **Yɛ ŋwɛi teŋgbɛ lɛ, ŋmaa 'T' kɛdamɔ shi aha yibɔ nyɔŋma ni ji 'Tens'** (In the top centre section, write 'T' for Tens).
- ✓ **Yɛ abɛku masɛi lɛ nɔŋŋ ŋwɛigbɛ ŋmaa 'H' kɛdamɔ shi oha oha yibɔi lɛ ni ji 'Hundreds'** (In the top left-most section write 'H' for Hundreds).
- ✓ **Yiŋtoo lɛ ji gbekɛ lɛ baale yibɔi lɛ (978) ateŋ nɔ ni ji Hundreds, Tens kɛ Ones** (The goal will be for the child to identify which values in 978 belong with Hundreds, Tens and Ones).
- ✓ **ŋmaa ohetoi lɛ Yibɔi Anaatoo adeka ni ji 'Place Value Table' mli yɛ teŋ gbɛ** (Write your responses in the bottom half of your Place Value Table).
- ✓ **Kɛji gbekɛ lɛ nu Place Value ni hiɛ yibɔi etɛ lɛ shishi lɛ, wo fɔlɔi lɛ ekaa ni amɛka ekrokomɛi hu** (If the child understands Place Value with 3-digit numbers, encourage parents to practice more).

Kɛ enɛ aye abua fɔlɔi ni amɛkɛtsɔɔ amɛbii lɛ anii (Offer a tip for parents to give their children):

- ✓ **Ones ji yibɔ ni hiɛɔ ninejurɔgbɛ daa, Tens ji yibɔ ni baa yɛ Ones abɛkugbɛ kpaakpa lɛ daa, Hundreds ji yibɔ ni baa yɛ Tens abɛkugbɛ daa. Thousands ji yibɔ ni baa daa yɛ Hundred abɛkugbɛ. Tsɔɔmɔ fɔlɔi bɔ ni amɛbaanyɛ amɛkɛ enɛ atsu nii ni amɛsɔ sanebimɔi krokomɛi yɛ Place Value he** (Ones will always be the right-most digit, Tens are always found to the immediate left of the Ones, Hundreds are always found to the left of Tens. Show parents how they can use this principle to make more Place Value problems of their own).

Now proceed to solve this problem:

505=?

990=?

Kuma has 856 Ghana Cedis in his pocket. How many groups of HUNDREDS, TENS, and ONES are there?

Facilitator: Give feedback based on the response from the child. Clarify where necessary.

Naamuu (Conclusion):

- ✓ **Mo! Feemɔ sanebimɔi ekome loo enyɔ oha mi** (Great! Do 1 or 2 final questions for me).
- ✓ **Wɔsɛɛ otsi ha ni obi lɛ ahi omasɛi. Wɔbaayaa sanebimɔi ekomɛi amli ekoŋŋ** (For next week, make sure you have your child with you. We'll be reviewing a few more of these problems).
- ✓ **Wɔbaatswa bo ekoŋŋ wɔsɛɛ otsi ni wɔgbala nibii amli fitsofitso** (We will be able to callyou next week with more details).
- ✓ **Oyiwaladɔŋŋ akɛ oha mi bei ni mikɛ bo ewie ŋmɛnɛ, ni oye obua kɛha obi lɛ nikasemɔ. Mishwee ji matswa bo ekoŋŋ wɔsɛɛ otsi!** (Thanks again for taking the time to speak with me today and for assisting with your child's learning. I'll be looking forward to calling you again next week!).

Grade 3

ASANTE TWI

B3 WEEK 1 Schedule: ASANTE TWI

Date	Agenda
	✓ N/A
	✓ Facilitator refresher training ✓ Receive Airtime ✓ Receive assigned contacts ✓ *Weekly SMS sent to parents*
	✓ Facilitator phone calls (first batch)
	✓ Facilitator phone calls (second batch)
	✓ Facilitator phone calls (third batch) ✓ Accountability survey ✓ Renew Airtime

WEEK 1 SMS ( ):

Welcome to Week 1

PLACE VALUE:

3988 = 3(Thousand) 9(hundreds) 8(tens) 8(ones)

9808 = 9(Thousand)?(hundreds) ?(tens)?(ones)

9999 = ???

John has 8589 oranges in a basket. Which digits of the number of oranges in the basket represents Hundreds, Tens and Ones.

Feedback: Great! Thanks so much for your response. You will receive feedback from us soon

For next week, make sure you have your child with you. We will be reviewing a few more of these problems.

WEEK 1 Phone Guide:

Nnianimu (Introduction):

- ✓ Me din de (My name is) _____
- ✓ I am calling to take your ward through lessons on Place Value (Expansion of numbers) in Mathematics. Do feel at ease to ask questions when you have one.

Fa dwumadie anaa ɔhaw no yɛ ɔyɛkyerɛ - Demonstrate a Problem/ Activity:

3,988 = ?(Thousand) ?(hundreds) ?(tens) ?(ones) -

Fa saa haw yi yɛ ɔyɛkyerɛ ma awofoɔ nhunu sɛdeɛ yɛde aba gyniaberɛ pono no di dwuma (Use this problem to demonstrate to parents how to use a Place Value Table).

- ✓ **Yɛ nsensaneɛ tɛtrɛ (mmeabeamu) wɔ krataa bi so. Yɛ nsensaneɛ a ɛgyinagyina hɔ hwɛ soro twitware tɛtrɛ no mu. Wei ne aba gyinaberɛ (Place Value) pono no** (Draw a horizontal line on a piece of paper. Draw three vertical lines to intersect it. This is a Place Value Table).
- ✓ **Wo nifa so pa ara wɔ ɛpono no so no , fa "0" gyina hɔ ma baako** (In the top right-most section, write 'O' for Ones).
- ✓ **Ne benkum so pɛɛ no fa ' T' hyɛ edu anan** (To the immediate left of the Ones, write 'T' for Tens).
- ✓ **Toa so fa 'H' hyɛ ɔha anan mu** (To the immediate left of the Tens, write 'H' for Hundreds).
- ✓ **Afei toa so fa 'TH' hyɛ apem anan mu** (To the immediate left of the Hundreds, write 'TH' for Thousands).
- ✓ **Afei abɔfra no deɛ ne sɛ ɔbɛkyerɛ mma no mu deɛ ɛsɛ sɛ ɛhyɛ apem, ɔha, edu, ne baako anan mu** (The goal will be for the child to identify which values in 3,988 belong with Thousands, Hundreds, Tens and Ones).
- ✓ **Fa wo mmuaeɛ no hyɛ ɛpono no ase fa hɔ** (Write your responses in the bottom half of your Place Value Table).
- ✓ **Sɛ abɔfra no te aba biara gyinaberɛ ase de kɔsi nnan a hyɛ awofoɔ nkuran ma wɔntoa so nyɛ** (If the child understands Place Value with 4-digit numbers, encourage parents to practice).

Ma awofoɔ no akwankyerɛ ma wɔnkyerɛ wɔn mma (Offer a tip for parents to give their children):

- ✓ **Da biara Baako bɛwɔ nsa nifa so pɛɛ, da biara yɛhu Du wɔ nsa benkum so pɛɛ wɔ Baako no nkyɛn, yɛhu Ɔha no da biara wɔ benkum so wɔ Du no nkyɛn. Kyerɛ awofoɔ kwan a wɔbɛfa so de saa mmara yi ayɛ wɔn ankasa dwumadie pii afa Place Value ho** (Ones will always be the right-most digit, Tens are always found to the immediate left of the Ones, Hundreds are always found to the left of Tens. Thousands are always found to the left of Hundreds. Show parents how they can use this principle to make more Place Value problems of their own).

Now proceed to solve this problem:

9808 = 9(Thousand)?(hundreds) ?(tens)?(ones)

9999 = ???

John has 8589 oranges in a basket. Which digits of the number of oranges in the basket represents Hundreds, Tens and Ones.

Facilitator: Give feedback based on the response from the child. Clarify where necessary.

Awieeɛ (Conclusion):

- ✓ **Mo! Yɛ dwumadie 1 anaa 2 a ɛtwa toɔ ma me** (Great! Do 1 or 2 final questions for me).
- ✓ **Hwɛ sɛ wo ba no ka wo ho wɔ nnawɔtwe a ɛreba yi. Yɛbɛsane afa saa dwumadie yi pii mu** (For next week, make sure you have your child with you. We'll be reviewing a few more of these problems).
- ✓ **Yɛbɛtumi afrɛ wo nnawɔtwe a ɛda yɛn anim yi ama wo nkyerɛmu pii. Meda wo ase sɛ ɛnnɛ nso woanya berɛ ne me akasa na woaboa wɔ wo ba no adesua mu nso. Mɛbɔ mmɔden afrɛ wo bio nnawɔtwe a ɛreba yi!**
- ✓ (We will be able to call you next week with more details).Thanks again for taking the time to speak with me today and for assisting with your child's learning. I'll be looking forward to calling you again next week!).

B3 WEEK 2 Schedule: ASANTE TWI

Date	Agenda
	✓ *Weekly SMS sent to parents* ✓ Facilitator updates
	✓ Facilitator phone calls (first batch)
	✓ Facilitator phone calls (second batch)
	✓ Facilitator phone calls (third batch) ✓ Accountability survey ✓ Renew Airtime

WEEK 2 SMS ():

Welcome to Week 2! Here are some problems you can try with your children:

PLACE VALUE:

9978 = Nine Thousand, Nine Hundred and Seventy-Eight

5505 = ?

9090 = ?

Kuma has 7856 Ghana Cedis in his pocket. How many groups of HUNDREDS, TENS, and ONES are there?

Feedback: Great! Thanks so much for your response. You will receive feedback from us soon

For next week, make sure you have your child with you. We will be reviewing a few more of these problems.

WEEK 2 Phone Guide:

Nnianimu (Introduction):

- ✓ Me din de (My name is) _____
- ✓ I am calling to take your ward through lessons on Place Value (Expansion of numbers) in Mathematics. Do feel at ease to ask questions when you have one.

Fa dwumadie anaa ɔhaw no yɛ ɔyɛkyerɛ - Demonstrate a Problem/ Activity:

9978= Nine Thousand, Nine Hundred and Seventy-Eight

Fa saa haw yi yɛ ɔyɛkyerɛ ma awofoɔ nhunu sɛdeɛ yɛde aba gyniaberɛ pono no di dwuma (Use this problem to demonstrate to parents how to use a Place Value Table).

- ✓ **Yɛ nsensaneɛ tɛtrɛ (mmeabeamu) wɔ krataa bi so. Yɛ nsensaneɛ a ɛgyinagyina hɔ hwɛ soro twitware tɛtrɛ no mu. Wei ne aba gyinaberɛ (Place Value) pono no** (Draw a horizontal line on a piece of paper. Draw three vertical lines to intersect it. This is a Place Value Table).
- ✓ **Wo nifa so pa ara wɔ ɛpono no so no , fa "0" gyina hɔ ma baako** (In the top right-most section, write 'O' for Ones).
- ✓ **Ne benkum so pɛɛ no fa ' T' hyɛ edu anan** (To the immediate left of the Ones, write 'T' for Tens).
- ✓ **Toa so fa 'H' hyɛ ɔha anan mu** (To the immediate left of the Tens, write 'H' for Hundreds).
- ✓ **Afei toa so fa 'TH' hyɛ apem anan mu** (To the immediate left of the Hundreds, write 'TH' for Thousands).
- ✓ **Afei abɔfra no deɛ ne sɛ ɔbɛkyerɛ mma no mu deɛ ɛsɛ sɛ ɛhyɛ apem, ɔha, edu, ne baako anan mu** (The goal will be for the child to identify which values in 9,978 belong with Thousands, Hundreds, Tens and Ones).
- ✓ **Fa wo mmuaeɛ no hyɛ ɛpono no ase fa hɔ** (Write your responses in the bottom half of your Place Value Table).
- • **Sɛ abɔfra no te aba biara gyinaberɛ ase de kɔsi nnan a hyɛ awofoɔ nkuran ma wɔntoa so nyɛ** (If the child understands Place Value with 4-digit numbers, encourage parents to practice).

Ma awofoɔ no akwankyerɛ ma wɔnkyerɛ wɔn mma (Offer a tip for parents to give their children):

- ✓ **Da biara Baako bɛwɔ nsa nifa so pɛɛ, da biara yɛhu Du wɔ nsa benkum so pɛɛ wɔ Baako no nkyɛn, yɛhu Ɔha no da biara wɔ benkum so wɔ Du no nkyɛn. Kyerɛ awofoɔ kwan a wɔbɛfa so de saa mmara yi ayɛ wɔn ankasa dwumadie pii afa Place Value ho** (Ones will always be the right-most digit, Tens are always found to the immediate left of the Ones, Hundreds are always found to the left of Tens. Thousands are always found to the left of Hundreds. Show parents how they can use this principle to make more Place Value problems of their own).

Now proceed to solve this problem:

5505=?

9090=?

Kuma has 7856 Ghana Cedis in his pocket. How many groups of HUNDREDS, TENS, and ONES are there?

Facilitator: Give feedback based on the response from the child. Clarify where necessary.

Awieeɛ (Conclusion):

- ✓ **Mo! Yɛ dwumadie 1 anaa 2 a ɛtwa toɔ ma me** (Great! Do 1 or 2 final questions for me).
- ✓ **Hwɛ sɛ wo ba no ka wo ho wɔ nnawɔtwe a ɛreba yi. Yɛbɛsane afa saa dwumadie yi pii mu** (For next week, make sure you have your child with you. We'll be reviewing a few more of these problems).

DAGBAANI

B3 WEEK 1 Schedule: DAGBAANI

Date	Agenda
	✓ N/A
	✓ Facilitator refresher training ✓ Receive Airtime ✓ Receive assigned contacts ✓ *Weekly SMS sent to parents*
	✓ Facilitator phone calls (first batch)
	✓ Facilitator phone calls (second batch)
	✓ Facilitator phone calls (third batch) ✓ Accountability survey ✓ Renew Airtime

WEEK 1 SMS ( ):

Welcome to Week 1

PLACE VALUE:

3988 = 3 (Thousand) 9 (hundreds) 8 (tens) 8 (ones)

9808 = 9 (Thousand) ? (hundreds) ? (tens) ? (ones)

9999 = ???

John has 8589 oranges in a basket. Which digits of the number of oranges in the basket represents Hundreds, Tens and Ones?

Feedback: Great! Thanks so much for your response. You will receive feedback from us soon

For next week, make sure you have your child with you. We will be reviewing a few more of these problems.

WEEK 1 Phone Guide:

Piligu (Introduction):

- ✓ N yuli m-booni (My name is) _____
- ✓ I am calling to take your ward through lessons on Place Value (Expansion of numbers) in Mathematics. Do feel at ease to ask questions when you have one.

Buɣisimi tuuni (Demonstrate a Problem/Activity):

3,988 = ?(Thousand) ?(hundreds) ?(tens) ?(ones)

Zaŋmi tuuni ŋɔ buɣisi wuhi bihilaamba bɛ ni zaŋdi kalinli dariza yɛligiri kalinli shɛli shɛm. (Use this problem to demonstrate to parents how to use a Place Value Table).

- ✓ **Yɛ nsensaneɛ tɛtrɛ (mmeabeamu) wɔ krataa bi so. Yɛ nsensaneɛ a ɛgyinagyina hɔ hwɛ soro twitware tɛtrɛ no mu. Wei ne aba gyinaberɛ (Place Value) pono no** (Draw a horizontal line on a piece of paper. Draw three vertical lines to intersect it. This is a Place Value Table).
- ✓ **Zuɣusaa bahigu nudirigu polo, sabimi 'O' n-zali Ones zaa ni** (In the top right-most section, write 'O' for Ones).
- ✓ **Ones nuzaa zuɣu, sabimi 'T' n-zali Tens zaa ni** (To the immediate left of the Ones, write 'T' for Tens).
- ✓ **Tens nuzaa zuɣu sabimi 'H' n-zali Hundreds zaa ni** (To the immediate left of the Tens, write 'H' for Hundreds).
- ✓ **Hundreds nuzaa zuɣu, sabimi TH zali Thousands zaa ni** (To the immediate left of the Hundreds, write 'TH' for Thousands).
- ✓ **Di nia yɛn nyɛla ni bia maa baŋ dariza shɛŋa ŋan be 3,988 ni dini n-za Thou- sands, Hundreds, Tens, ni Ones zaa ni** (The goal will be for the child to identify which values in 3,988 belong with Thousands, Hundreds, Tens and Ones).
- ✓ **Bia maa yi gbaai kalinli dariza din mali kalinli biɛlima anahi, nyin kpaŋsimi bihilaamba ka bɛ bɔhim pahi** (If the child understands Place Value with 4-digit numbers, encourage parents to practice).

Timi sɔŋsimi ka bihilaamba zaŋ ti bɛ bihi (Offer a tip for parents to give their children):

- ✓ **Ones kuli yɛn bela nudirigu bahigu saha kam. Tens kuli yɛn bela Ones nuzaa zuɣu saha kam. Hundreds gba kuli bela Tens nuzaa zuɣu. Thousands kuli bela Hundreds nuzaa zuɣu. Wuhimi bihilaamba bɛ ni yɛn zaŋ lala zaligu ŋɔ nam kalinli darza tuma n-ti bɛ bihi** (Ones will always be the right-most digit, Tens are always found to the immediate left of the Ones, Hundreds are always found to the left of Tens. Thousands are always found to the left of Hundreds. Show parents how they can use this principle to make more Place Value problems of their own).

Now proceed to solve this problem:

9808 = 9 (Thousand) ? (hundreds) ? (tens) ? (ones)

9999 = ???

John has 8589 oranges in a basket. Which digits of the number of oranges in the basket represents Hundreds, Tens and Ones?

Facilitator: Give feedback based on the response from the child. Clarify where necessary.

Kolivaai (Conclusion):

- ✓ **Taali! Tummi bɔhigu 1 bee 2 n-ti ma** (Great! Do 1 or 2 final questions for me).
- ✓ **Dakulo din kanna, kpaŋmi a maŋa ka a bia be a sani. Ti daa ni labi lihi tuma ŋɔ shɛŋa** (For next week, make sure you have your child with you. We'll be reviewing a few more of these problems).
- ✓ **Ti daa ni boli a dakulo din kanna n-wum lahibali din beni. Ti lahi puhiri a pam ni a ni ku saha ka m mini a di alizama din ni sɔŋ a bia bɔhimbu ŋɔ. N daa ni boli a dakulo din kanna (**We will be able to call you next week with more details. Thanks again for taking the time to speak with me today and for assisting with your child's learning. I'll be looking forward to calling you again next week!).

B3 WEEK 2 Schedule: DAGBAANI

Date	Agenda
	✓ *Weekly SMS sent to parents* ✓ Facilitator updates
	✓ Facilitator phone calls (first batch)
	✓ Facilitator phone calls (second batch)
	✓ Facilitator phone calls (third batch) ✓ Accountability survey ✓ Renew Airtime

WEEK 2 SMS ():

Welcome to Week 2! Here are some problems you can try with your children:

PLACE VALUE:

9978 = Nine Thousand, Nine Hundred and Seventy-Eight

5505 = ?

9090 = ?

Kuma has 7856 Ghana Cedis in his pocket. How many groups of HUNDREDS, TENS, and ONES are there?

Feedback: Great! Thanks so much for your response. You will receive feedback from us soon

For next week, make sure you have your child with you. We will be reviewing a few more of these problems.

WEEK 2 Phone Guide:

Piligu (Introduction):

- ✓ N yuli m-booni (My name is) _____
- ✓ I am calling to take your ward through lessons on Place Value (Expansion of numbers) in Mathematics. Do feel at ease to ask questions when you have one.

Buɣisimi tuuni (Demonstrate a Problem/Activity):

9978= Nine Thousand, Nine Hundred and Seventy-Eight

Zaŋmi tuuni ŋɔ buɣisi wuhi bihilaamba bɛ ni zaŋdi kalinli dariza yɛligiri kalinli shɛli shɛm. (Use this problem to demonstrate to parents how to use a Place Value Table).

- ✓ **Yɛ nsensaneɛ tɛtrɛ (mmeabeamu) wɔ krataa bi so. Yɛ nsensaneɛ a ɛgyinagyina hɔ hwɛ soro twitware tɛtrɛ no mu. Wei ne aba gyinaberɛ (Place Value) pono no** (Draw a horizontal line on a piece of paper. Draw three vertical lines to intersect it. This is a Place Value Table).
- ✓ **Zuɣusaa bahigu nudirigu polo, sabimi 'O' n-zali Ones zaa ni** (In the top right-most section, write 'O' for Ones).
- ✓ **Ones nuzaa zuɣu, sabimi 'T' n-zali Tens zaa ni** (To the immediate left of the Ones, write 'T' for Tens).
- ✓ **Tens nuzaa zuɣu sabimi 'H' n-zali Hundreds zaa ni** (To the immediate left of the Tens, write 'H' for Hundreds).
- ✓ **Hundreds nuzaa zuɣu, sabimi 'TH' zali Thousands zaa ni** (To the immediate left of the Hundreds, write 'TH' for Thousands).
- ✓ **Di nia yɛn nyɛla ni bia maa baŋ dariza shɛŋa ŋan be 9978 ni dini n-za Thou- sands, Hundreds, Tens, ni Ones zaa ni** (The goal will be for the child to identify which values in 9978 belong with Thousands, Hundreds, Tens and Ones).

Bia maa yi gbaai kalinli dariza din mali kalinli biɛlima anahi, nyin kpaŋsimi bihilaamba ka bɛ bɔhim pahi (If the child understands Place Value with 4-digit numbers, encourage parents to practice).

Timi sɔŋsimi ka bihilaamba zaŋ ti bɛ bihi (Offer a tip for parents to give their children):

- ✓ **Ones kuli yɛn bela nudirigu bahigu saha kam. Tens kuli yɛn bela Ones nuzaa zuɣu saha kam. Hundreds gba kuli bela Tens nuzaa zuɣu. Thousands kuli bela Hundreds nuzaa zuɣu. Wuhimi bihilaamba bɛ ni yɛn zaŋ lala zaligu ŋɔ nam kalinli darza tuma n-ti bɛ bihi** (Ones will always be the right-most digit, Tens are always found to the immediate left of the Ones, Hundreds are always found to the left of Tens. Thousands are always found to the left of Hundreds. Show parents how they can use this principle to make more Place Value problems of their own).

Now proceed to solve this problem:

5505=?

9090=?

Kuma has 7856 Ghana Cedis in his pocket. How many groups of HUNDREDS, TENS, and ONES are there?

Facilitator: Give feedback based on the response from the child. Clarify where necessary.

Kolivaai (Conclusion):

- ✓ **Taali! Tummi bɔhigu 1 bee 2 n-ti ma** (Great! Do 1 or 2 final questions for me).
- ✓ **Dakulo din kanna, kpaŋmi a maŋa ka a bia be a sani. Ti daa ni labi lihi tuma ŋɔ shɛŋa.** (For next week, make sure you have your child with you. We'll be reviewing a few more of these problems).

EWE

B3 WEEK 1 Schedule: EWE

Date	Agenda
	✓ N/A
	✓ Facilitator refresher training ✓ Receive Airtime ✓ Receive assigned contacts ✓ *Weekly SMS sent to parents*
	✓ Facilitator phone calls (first batch)
	✓ Facilitator phone calls (second batch)
	✓ Facilitator phone calls (third batch) ✓ Accountability survey ✓ Renew Airtime

WEEK 1 SMS:

Welcome to Week 1

PLACE VALUE:

3988 = 3(Thousand) 9(hundreds) 8(tens) 8(ones)

9808 = 9(Thousand) ?(hundreds) ?(tens) ?(ones)

9999 = ???

John has 8589 oranges in a basket. Which digits of the number of oranges in the basket represents Hundreds, Tens and Ones?

Feedback: Great! Thanks so much for your response. You will receive feedback from us soon.

For next week, make sure you have your child with you. We will be reviewing a few more of these problems.

WEEK 1 Phone Guide:

Nuʊuʊu (Introduction):

- ✓ **Ŋkɔnyee nye** (My name is)_____.
- ✓ I am calling to take your ward through lessons on Place Value (Expansion of numbers) in Mathematics. Do feel at ease to ask questions when you have one.

Buɣisimi tuuni (Demonstrate a Problem/Activity):

3,988 = ?(Akpe) ?(Alafawo) ?(Ewowo) ?(Đekawo)

3,988 = ?(Thousand) ?(hundreds) ?(tens) ?(ones)

Zã dɔdeasi sia tsɔ fia dzilawo ale si woawɔ Xexlèɖoƒe tata la ŋuti dɔe (Use this problem to demonstrate to parents how to use a Place Value Table).

- ✓ **Te fli legbe to tso miame yi ɖusime ɖe agbalè dzi. Te fli bubu etɔ tso dzime va anyime ne wotso gbãtɔwo me. Esia fia Xexlèɖoƒe tata la** (Draw a horizontal line on a piece of paper. Draw three vertical lines to intersect it. This is a Place Value Table).
- ✓ **Le ɖusi dzigbe gome la, ŋlɔ 'Đ' na Đekawo** (In the top right-most section, write 'O' for Ones).
- ✓ **Le Đekawo ƒe miame tutu la, ŋlɔ 'E' na Ewowo** (To the immediate left of the Ones, write 'T' for Tens).
- ✓ **Le Ewowo ƒe miame la, ŋlɔ 'A' na Alafawo** (To the immediate left of the Tens, write 'H' for Hundreds).
- ✓ **Hundreds nuzaa zuɣu, sabimi 'TH' zali Thousands zaa ni** (To the immediate left of the Hundreds, write 'TH' for Thousands).
- ✓ **Taɖodzinuae nye be ɖevia ate ŋu ade dzesi xexlẽdzesi siwo le 3,988 me siwo le Akpewo, Alafawo, Ewowo kple Đekawo teƒe** (The goal will be for the child to identify which values in 3,988 belong with Thousands, Hundreds, Tens and Ones).
- ✓ **Ŋlɔ wò ŋuɖoɖoawo ɖe xexlẽɖoƒe ƒe tata la te** (Write your responses in the bottom half of your Place Value Table).

Ne ɖevia se xeɔxlẽɖoƒe xexlẽdzesi enetɔwo ŋuti dɔwɔwɔ gɔme ko la, do ŋusẽ dzilawo be woawɔ eƒe kpɔɖeŋuwo vovowo (If the child understands Place Value with 4-digit numbers, encourage parents to practice).

Fia nuwɔmɔnu dzilawo be woatsɔ fia wo viwo (Offer a tip for parents to give their children):

- ✓ **Đekawo nyea ɖusime xexlẽdzesi mamletɔ ɖaa. Ewowo kplɔa ɖekawo ɖo kplikplikpli le miame, Alafawo nɔa Ewowo ƒe miame ɖaa. Akpewo nɔa Alafawo ƒe miame. Fia dzilawo ale si woate ŋu azã xexlẽɖoƒe ŋuti se atsɔ ɖo dɔdeasiwoe le wo ɖokuiwo si** (Ones will always be the right-most digit, Tens are always found to the immediate left of the Ones, Hundreds are always found to the left of Tens. Thousands are always found to the left of Hundreds. Show parents how they can use this principle to make more Place Value problems of their own).

Now proceed to solve this problem:

9808 = 9 (Thousand) ? (hundreds) ? (tens) ? (ones)

9999 = ???

John has 8589 oranges in a basket. Which digits of the number of oranges in the basket represents Hundreds, Tens and Ones?

Facilitator: Give feedback based on the response from the child. Clarify where necessary.

Nuwuwu (Conclusion):

- ✓ **Enyo! Đo biabia 1 alo 2 aɖewo ŋu nam míatsɔ wu nue** (Great! Do 1 or 2 final questions for me).
- ✓ **Le kɔsiɖa si gbɔna me la, dze agbagba ne viwò nanɔ gbɔwò. Míagato nu ʋee aɖewo me tso nusɔsrɔ sia ŋu** (For next week, make sure you have your child with you. We'll be reviewing a few more of these problems).
- ✓ **Míagayɔ wò le kɔsiɖa si gbɔna la me hena numeɖeɖe deto nana. Akpe wò ɖe ɣeyiɣi si nèzã le dzeɖoɖo kplim egbea la ta kple ɖe ale si nèkpe ɖe viwòa ŋu le nusɔsrɔa me. Mɔkpɔkpɔ li be míagaɖo dze le kɔsiɖa si gbɔna la me** (We will be able to call you next week with more details. Thanks again for taking the time to speak with me today and for assisting with your child's learning. I'll be looking forward to calling you again next week!).

B3 WEEK 2 Schedule: EWE

Date	Agenda
	✓ *Weekly SMS sent to parents* ✓ Facilitator updates
	✓ Facilitator phone calls (first batch)
	✓ Facilitator phone calls (second batch)
	✓ Facilitator phone calls (third batch) ✓ Accountability survey ✓ Renew Airtime

WEEK 2 SMS ():

Welcome to Week 2! Here are some problems you can try with your children:

PLACE VALUE:

9978 = Nine Thousand, Nine Hundred and Seventy-Eight

5505 = ?

9090 = ?

Kuma has 7856 Ghana Cedis in his pocket. How many groups of HUNDREDS, TENS, and ONES are there?

Feedback: Great! Thanks so much for your response. You will receive feedback from us soon.
For next week, make sure you have your child with you. We will be reviewing a few more of these problems.

WEEK 2 Phone Guide:

Nuʊuʊu (Introduction):

- ✓ **Ŋkɔnyee nye** (My name is)_____.
- ✓ I am calling to take your ward through lessons on Place Value (Expansion of numbers) in Mathematics. Do feel at ease to ask questions when you have one.

Buɣisimi tuuni (Demonstrate a Problem/Activity):

9978 = Akpe Asieke, Alafa Asieke Bladre vɔ Enyi

9978 = Nine Thousand, Nine Hundred and Seventy-Eight

Zã dɔdeasi sia tsɔ fia dzilawo ale si woawɔ Xexlèɖoƒe tata la ŋuti dɔe (Use this problem to demonstrate to parents how to use a Place Value Table).

- ✓ **Te fli legbe to tso miame yi ɖusime ɖe agbalè dzi. Te fli bubu etɔ tso dzime va anyime ne wotso gbãtɔwo me. Esia fia Xexlèɖoƒe tata la** (Draw a horizontal line on a piece of paper. Draw three vertical lines to intersect it. This is a Place Value Table).
- ✓ **Le ɖusi dzigbe gome la, ŋlɔ 'Ð' na Ðekawo** (In the top right-most section, write 'O' for Ones).
- ✓ **Le Ðekawo ƒe miame tutu la, ŋlɔ 'E' na Ewowo** (To the immediate left of the Ones, write 'T' for Tens).
- ✓ **Le Ewowo ƒe miame la, ŋlɔ 'A' na Alafawo** (To the immediate left of the Tens, write 'H' for Hundreds).
- ✓ **Hundreds nuzaa zuɣu, sabimi 'TH' zali Thousands zaa ni** (To the immediate left of the Hundreds, write 'TH' for Thousands).
- ✓ **Taɖodzinuae nye be ɖevia ate ŋu ade dzesi xexlẽdzesi siwo le** 9978 **me siwo le Akpewo, Alafawo, Ewowo kple Ðekawo teƒe** (The goal will be for the child to identify which values in 9978 belong with Thousands, Hundreds, Tens and Ones).
- ✓ **Ŋlɔ wò ŋuɖoɖoawo ɖe xexlẽɖoƒe ƒe tata la te** (Write your responses in the bottom half of your Place Value Table).

Ne ɖevia se xeɔxlẽɖoƒe xexlẽdzesi enetɔwo ŋuti dɔwɔwɔ gɔme ko la, do ŋusẽ dzilawo be woawɔ eƒe kpɔɖeŋuwo vovowo (If the child understands Place Value with 4-digit numbers, encourage parents to practice).

Fia nuwɔmɔnu dzilawo be woatsɔ fia wo viwo. (Offer a tip for parents to give their children):

- ✓ **Ðekawo nyea ɖusime xexlẽdzesi mamletɔ ɖaa. Ewowo kplɔa ɖekawo ɖo kplikplikpli le miame, Alafawo nɔa Ewowo ƒe miame ɖaa. Akpewo nɔa Alafawo ƒe miame. Fia dzilawo ale si woate ŋu azã xexlẽɖoƒe ŋuti se atsɔ ɖo dɔdeasiwoe le wo ɖokuiwo si** (Ones will always be the right-most digit, Tens are always found to the immediate left of the Ones, Hundreds are always found to the left of Tens. Thousands are always found to the left of Hundreds. Show parents how they can use this principle to make more Place Value problems of their own).

Now proceed to solve this problem:

5505 = ?

9090 = ?

Kuma has 7856 Ghana Cedis in his pocket. How many groups of HUNDREDS, TENS, and ONES are there?

Facilitator: Give feedback based on the response from the child. Clarify where necessary.

Nuwuwu (Conclusion):

- ✓ **Enyo! Ðo biabia 1 alo 2 aɖewo ŋu nam míatsɔ wu nue** (Great! Do 1 or 2 final questions for me).
- ✓ **Le kɔsiɖa si gbɔna me la, dze agbagba ne viwò nanɔ gbɔwò. Míagato nu ʋee aɖewo me tso nusɔsrɔ sia ŋu** (For next week, make sure you have your child with you. We'll be reviewing a few more of these problems).

GA

B3 WEEK 1 Schedule: GA

Date	Agenda
	✓ N/A
	✓ Facilitator refresher training ✓ Receive Airtime ✓ Receive assigned contacts ✓ *Weekly SMS sent to parents*
	✓ Facilitator phone calls (first batch)
	✓ Facilitator phone calls (second batch)
	✓ Facilitator phone calls (third batch) ✓ Accountability survey ✓ Renew Airtime

WEEK 1 SMS ( ):

Welcome to Week 1

PLACE VALUE:

3988 = 3(Thousand) 9(hundreds) 8(tens) 8(ones)

9808 = 9(Thousand) ?(hundreds) ?(tens) ?(ones)

9999 = ???

John has 8589 oranges in a basket. Which digits of the number of oranges in the basket represents Hundreds, Tens and Ones?

Feedback: Great! Thanks so much for your response. You will receive feedback from us soon

For next week, make sure you have your child with you. We will be reviewing a few more of these problems.

WEEK 1 Phone Guide:

Hiɛgbelemɔ (Introduction):

- ✓ **Atsɔɔ mi** (My name is)_____.
- ✓ I am calling to take your ward through lessons on Place Value (Expansion of numbers) in Mathematics. Do feel at ease to ask questions when you have one.

Buɣisimi tuuni (Demonstrate a Problem/Activity):

3,988 = ?(Thousand) ?(hundreds) ?(tens) ?(ones)

Kɛ sanebimɔ nɛɛ atsɔɔ fɔlɔi bɔ ni atoo yibɔi naa ahaa yɛ Yibɔi Anaatoo Adeka mli ni ji 'Place Value Table' (Use this problem to demonstrate to parents how to use a Place Value Table).

- ✓ **Tɛŋmɔ hɔrizonta lain yɛ wolo nɔ. Tɛŋmɔ vɛtika lain etɛ ni amɛtsa hɔrizonta nɔ lɛ. Enɛ ji yibɔi anaatoo adeka lɛ** (Draw a horizontal line on a piece of paper. Draw three vertical lines to intersect it. This is a Place Value Table).
- ✓ **Yɛ ninejurɔgbɛ ni yɔɔ ŋwɛi ŋmaa '0' kɛdamɔ shi aha ekome yibɔi ni ji 'Ones'** (In the top right-most section, write 'O' for Ones).
- ✓ **Yɛ ekome yibɔ abɛku masɛi nɔŋŋ ŋmaa 'T' kɛdamɔ shi oha nyɔŋma yibɔi lɛ ni ji 'Tens'** (To the immediate left of the Ones, write 'T' for Tens).
- ✓ **Yɛ nyɔŋma yibɔi abɛku masɛi lɛ nɔŋŋ ŋmaa 'H' kɛdamɔ shi oha oha yibɔi lɛ ni ji 'Hundreds'** (To the immediate left of the Tens, write 'H' for Hundreds).
- ✓ **Yɛ oha yibɔi abɛku lɛ masɛi ŋmaa 'TH' kɛdamɔ shi aha akpe yibɔi ni ji 'Thousands'** (To the immediate left of the Hundreds, write 'TH' for Thousands).
- ✓ **Oti ji akɛ gbekɛ lɛ atsɔɔ akpe, oha, nyɔŋma kɛ ekome yibɔi ni yɔɔ 3988 mli** (The goal will be for the child to identify which values in **3988** belong with Thousands, Hundreds, Tens and Ones).
- ✓ **ŋmaa ohetoi lɛ Yibɔi Anaatoo adeka ni ji 'Place Value Table' mli yɛ teŋ gbɛ** (Write your responses in the bottom half of your Place Value Table).

Kɛji gbekɛ lɛ nuɔ 'Place Value' ni hi hiɛ yibɔi ejwɛ shishi, wo efɔlɔi ahewale ni amɛfee pii afata he (If the child understands Place Value with 4-digit numbers, encourage parents to practice).

Kɛ enɛ aye abua fɔlɔi ni amɛkɛtsɔɔ amɛbii lɛ anii (Offer a tip for parents to give their children):

- ✓ **Ones ji yibɔ ni hiɛɔ ninejurɔgbɛ daa, Tens ji yibɔ ni baa yɛ Ones abɛkugbɛ kpaakpa lɛ daa, Hundreds ji yibɔ ni baa yɛ Tens abɛkugbɛ daa. Thousands ji yibɔ ni baa daa yɛ Hundred abɛkugbɛ. Tsɔɔmɔ fɔlɔi bɔ ni amɛbaanyɛ amɛkɛ enɛ atsu nii ni amɛsɔ sanebimɔi krokomɛi yɛ Place Value he** (Ones will always be the right-most digit, Tens are always found to the immediate left of the Ones, Hundreds are always found to the left of Tens. Thousands are always found to the left of Hundreds. Show parents how they can use this principle to make more Place Value problems of their own).

Now proceed to solve this problem:

9808 = 9(Thousand)?(hundreds) ?(tens)?(ones)

9999 = ???

John has 8589 oranges in a basket. Which digits of the number of oranges in the basket represents Hundreds, Tens and Ones?

Facilitator: Give feedback based on the response from the child. Clarify where necessary.

Naamuu (Conclusion):

- ✓ **Mo! Feemɔ sanebimɔi ekome loo enyɔ oha mi** (Great! Do 1 or 2 final questions for me).
- ✓ **Wɔsɛɛ otsi ha ni obi lɛ ahi omasɛi. Wɔbaayaa sanebimɔi ekomɛi amli ekoŋŋ** (For next week, make sure you have your child with you. We'll be reviewing a few more of these problems).
- ✓ **Wɔbaatswa bo ekoŋŋ wɔsɛɛ otsi ni wɔgbala nibii amli fitsofitso** (We will be able to call you next week with more details).
- ✓ **Oyiwaladɔŋŋ akɛ oha mi bei ni mikɛ bo ewie ŋmɛnɛ, ni oye obua kɛha obi lɛ nikasemɔ. Mishwee ji matswa bo ekoŋŋ wɔsɛɛ otsi!** (Thanks again for taking the time to speak with me today and for assisting with your child's learning. I'll be looking forward to calling you again next week!).

B3 WEEK 2 Schedule: GA

Date	Agenda
	✓ *Weekly SMS sent to parents* ✓ Facilitator updates
	✓ Facilitator phone calls (first batch)
	✓ Facilitator phone calls (second batch)
	✓ Facilitator phone calls (third batch) ✓ Accountability survey ✓ Renew Airtime

WEEK 2 SMS ():

Welcome to Week 2! Here are some problems you can try with your children:

PLACE VALUE:

9978 = Nine Thousand, Nine Hundred and Seventy-Eight

5505 = ?

9090 = ?

Kuma has 7856 Ghana Cedis in his pocket. How many groups of HUNDREDS, TENS, and ONES are there?

Feedback: Great! Thanks so much for your response. You will receive feedback from us soon.

For next week, make sure you have your child with you. We will be reviewing a few more of these problems.

WEEK 2 Phone Guide:

Hiɛgbelemɔ (Introduction):

- ✓ **Atsɔɔ mi** (My name is)_____.
- ✓ I am calling to take your ward through lessons on Place Value (Expansion of numbers) in Mathematics. Do feel at ease to ask questions when you have one.

Buɣisimi tuuni (Demonstrate a Problem/Activity):

9978 = Nine Thousand, Nine Hundred and Seventy-Eight

9978 = 9000+900+70+ 8

Kɛ sanebimɔ nɛɛ atsɔɔ fɔlɔi bɔ ni atoo yibɔi naa ahaa yɛ Yibɔi Anaatoo Adeka mli ni ji 'Place Value Table' (Use this problem to demonstrate to parents how to use a Place Value Table).

- ✓ **Tɛŋmɔ hɔrizonta lain yɛ wolo nɔ. Tɛŋmɔ vɛtika lain etɛ ni amɛtsa hɔrizonta nɔ lɛ. Enɛ ji yibɔi anaatoo adeka lɛ** (Draw a horizontal line on a piece of paper. Draw three vertical lines to intersect it. This is a Place Value Table).
- ✓ **Yɛ ninejurɔgbɛ ni yɔɔ ŋwɛi ŋmaa '0' kɛdamɔ shi aha ekome yibɔi ni ji 'Ones'** (In the top right-most section, write 'O' for Ones).
- ✓ **Yɛ ekome yibɔ abɛku masɛi nɔŋŋ ŋmaa 'T' kɛdamɔ shi oha nyɔŋma yibɔi lɛ ni ji 'Tens'** (To the immediate left of the Ones, write 'T' for Tens).
- ✓ **Yɛ nyɔŋma yibɔi abɛku masɛi lɛ nɔŋŋ ŋmaa 'H' kɛdamɔ shi oha oha yibɔi lɛ ni ji 'Hundreds'** (To the immediate left of the Tens, write 'H' for Hundreds).
- ✓ **Yɛ oha yibɔi abɛku lɛ masɛi ŋmaa 'TH' kɛdamɔ shi aha akpe yibɔi ni ji 'Thousands'** (To the immediate left of the Hundreds, write 'TH' for Thousands).
- ✓ **Oti ji akɛ gbekɛ lɛ atsɔɔ akpe, oha, nyɔŋma kɛ ekome yibɔi ni yɔɔ 9,978 mli** (The goal will be for the child to identify which values in 9,978 belong with Thousands, Hundreds, Tens and Ones).
- ✓ **ŋmaa ohetoi lɛ Yibɔi Anaatoo adeka ni ji 'Place Value Table' mli yɛ teŋ gbɛ** (Write your responses in the bottom half of your Place Value Table).

Kɛji gbekɛ lɛ nuɔ 'Place Value' ni hi hiɛ yibɔi ejwɛ shishi, wo efɔlɔi ahewale ni amɛfee pii afata he (If the child understands Place Value with 4-digit numbers, encourage parents to practice).

Kɛ enɛ aye abua fɔlɔi ni amɛkɛtsɔɔ amɛbii lɛ anii (Offer a tip for parents to give their children):

- ✓ **Ones ji yibɔ ni hiɛɔ ninejurɔgbɛ daa, Tens ji yibɔ ni baa yɛ Ones abɛkugbɛ kpaakpa lɛ daa, Hundreds ji yibɔ ni baa yɛ Tens abɛkugbɛ daa. Thousands ji yibɔ ni baa daa yɛ Hundred abɛkugbɛ. Tsɔɔmɔ fɔlɔi bɔ ni amɛbaanyɛ amɛkɛ enɛ atsu nii ni amɛsɔ sanebimɔi krokomɛi yɛ Place Value he** (Ones will always be the right-most digit, Tens are always found to the immediate left of the Ones, Hundreds are always found to the left of Tens. Thousands are always found to the left of Hundreds. Show parents how they can use this principle to make more Place Value problems of their own).

Now proceed to solve this problem:

5505=?

9090=?

Kuma has 7856 Ghana Cedis in his pocket. How many groups of HUNDREDS, TENS, and ONES are there??

Facilitator: Give feedback based on the response from the child. Clarify where necessary.

Naamuu (Conclusion):

- ✓ **Mo! Ani yɛ sanebimɔ ko kɛ ha mi?** (Great! Do you have any questions for me?).
- ✓ **Wɔsɛɛ otsi ha ni obi lɛ ahi omasɛi. Wɔbaayaa sanebimɔi ekomɛi amli ekoŋŋ** (For next week, make sure you have your child with you. We'll be reviewing a few more of these problems).

Grade 4

Low-tech Education: WEEK1

WEEK 1 Schedule:

Date	Agenda
	✓ N/A
	✓ Facilitator refresher training ✓ Receive Airtime ✓ Receive assigned contacts ✓ *Weekly SMS sent to parents*
	✓ Facilitator phone calls (first batch)
	✓ Facilitator phone calls (second batch)
	✓ Facilitator phone calls (third batch) ✓ Accountability survey ✓ Renew Airtime

WEEK 1 SMS:

Welcome to Week 1.

PLACE VALUE:

Identify the value of each digit in the numbers using the example given below

5897 = 5(Thousands) 8 (hundreds) 9(tens) 7(ones)

3987 = ?(Thousands) ?(hundreds) ?(tens) ?(ones)

9805 = ?(Thousands) ?(hundreds) ?(tens)?(ones)

9146 = ???

Alex has 8,549 oranges on his farm. Which digits of the number of oranges on his farm represent Thousands, Hundreds, Tens, and Ones?

Feedback: Great! Thanks so much for your response. For next week, make sure you have your child with you. We will be reviewing a few more of these problems.

WEEK 1 Phone Guide:

Introduction:

- ✓ My name is _____
- ✓ I am calling to take your ward through lessons on Place Value (Expansion of numbers) in Mathematics. Do feel at ease to ask questions when you have one.

Demonstrate a Problem/Activity:

- ✓ Now let us take our time to go through today's lesson.

  5,897 = ⋯ + ⋯ + ⋯ + ⋯ + ⋯
- ✓ Use this problem to demonstrate to parents how to expand a given number using Place Value Structure.
  - In the right-most section, write the 'Ones',
  - To immediate left of the Ones is 'Tens',
  - To immediate left of the 'Tens' is 'Hundreds',
  - To immediate left of the 'Hundreds' is 'Thousands',
  - The goal will be for the child to expand 5,897 using the Ones, Tens, Hundreds, Thousands structure.
  - Write your responses in the bottom half of your paper.
- ✓ If the child understands Place Value expansion to the ten-thousands with digits, encourage parents to move on to hundred-thousands.

Offer a tip for parents to give their children:

- ✓ Ones will always be the right-most digit, Tens are always found to the left of the Ones, Hundreds are always found to the left of Tens and Thousands are always found to the left ofthe Hundreds. Show parents how they can use this principle to expand more numbers of theirown using the place value structure.

Now proceed to solve this problem:

3987 = ?(Thousands) ?(hundreds) ?(tens) ?(ones)

9805 = ?(Thousands) ?(hundreds) ?(tens)?(ones)

9146 = ???

Alex has 8,549 oranges on his farm. Which digits of the number of oranges on his farm represent Thousands, Hundreds, Tens, and Ones?

Facilitator: Give feedback based on the response from the child. Clarify where necessary.

Conclusion:

- ✓ Great! Do you have any questions for me?
- ✓ For next week, make sure you have your child with you. We will be reviewing a few more of theseproblems.
- ✓ We will be able to call you next week with more details. Thanks again for taking the time to speak with me today and for assisting with your child's learning. I will be looking forward to calling you again next week.

Low-tech Education: WEEK2

WEEK 2 Schedule:

Date	Agenda
	✓ *Weekly SMS sent to parents* ✓ Facilitator updates
	✓ Facilitator phone calls (first batch)
	✓ Facilitator phone calls (second batch)
	✓ Facilitator phone calls (third batch) ✓ Accountability survey ✓ Renew Airtime

WEEK 2 SMS ():

Welcome to Week 2

Here are some problems you can try with your children:

PLACE VALUE:

Identify the value of each digit in the numbers using the example given below

98,531-= Ninety-eight Thousand, Five Hundred and Thirty-One

98,531= 98,000+ 500 + 30 + 1

79,468=?

65,402=?

19,830=?

Kwei has 70,856 Ghana Cedis in his bag. How many groups of THOUSANDS, HUNDREDS, TENS, and ONES are there?

Feedback: Great! Thanks so much for your response.

For next week, make sure you have your child with you. We will be reviewing a few more of these problems.

WEEK 2 Phone Guide:

Introduction:

- ✓ My name is_____.
- ✓ I am calling to take your ward through lessons on Place Value (Expansion of numbers) in Mathematics. Dofeel at ease to ask questions when you have one.

Demonstrate a Problem / Activity:

98,531= Ninety-eight Thousand, Five Hundred and Thirty-One

$\mathbf{98,531 = 98,000 + 500 + 30 + 1}$

Use this problem to demonstrate to parents how to expand a given number using Place Value Structure**.**

- ✓ In the top right-most section, write 'O' for Ones,
- ✓ To the immediate left of the Ones, write 'T' for Tens,
- ✓ To the immediate left of the Tens, write 'H' for Hundreds,
- ✓ To the immediate left of the Hundreds, write 'TH' for Thousands.
- ✓ The goal will be for the child to identify which values in 98,531 belong with Thousands, Hundreds, Tens and Ones.
- ✓ Write your responses in the bottom half of your paper.

Offer a tip for parents to give their children:

- ✓ Ones will always be the right-most digit, Tens are always found to the immediate left of the Ones, Hundreds are always found to the left of Tens. Thousands are always found to the left of Hundreds. Show parents how they can use this principle to make more Place Value problems of their own.

Now proceed to solve this problem:

79,468=?

65,402=?

19,830=?

Kwei has 70,856 Ghana Cedis in his bag. How many groups of THOUSANDS, HUNDREDS, TENS, and ONES are there?

Facilitator: Give feedback based on the response from the child. Clarify where necessary.

Conclusion:

- ✓ Great! Do you have any questions for me?
- ✓ For next week, make sure you have your child with you. We'll be reviewing a few more of these problems.
- ✓ We will be able to call you next week with more details. Thanks again for taking the time to speakwith me today and for assisting with your child's learning. I will be looking forward to calling you again next week!

Grade 5

Low-tech Education: WEEK1

WEEK 1 Schedule:

Date	Agenda
	✓ N/A
	✓ Facilitator refresher training ✓ Receive Airtime ✓ Receive assigned contacts ✓ *Weekly SMS sent to parents*
	✓ Facilitator phone calls (first batch)
	✓ Facilitator phone calls (second batch)
	✓ Facilitator phone calls (third batch) ✓ Accountability survey ✓ Renew Airtime

WEEK 1 SMS ( ):

Welcome to Week 1!

PLACE VALUE:

Identify the value of each digit in the numbers using the example given below

953,861 = 9(Hundred Thousands) 5(Ten Thousands) 3(Thousand) 8(Hundreds) 6(Tens) 1(Ones)

784,365 = ?(Hundred Thousands) ?(Ten Thousands)? (Thousands) ?(Hundreds) ?(Tens) ?(Ones)

734,802 = ?(Hundred Thousands) ?(Ten Thousands)? (Thousands) ?(Hundreds) ?(Tens) ?(Ones)

762,905 = ?(Hundred Thousands) ?(Ten Thousands)? (Thousands) ?(Hundreds) ?(Tens) ?(Ones)

Amadu harvested 475,893 mangoes from his farm into a basket. Which digits of the number of mangoes in the basket represents Hundred Thousands, Ten Thousands, Thousands, Hundreds, Tens and Ones?

Feedback: Great! Thanks so much for your response. You will receive feedback from us soon

For next week, make sure you have your child with you. We will be reviewing a few more of these problems.

WEEK 1 Phone Guide:

Introduction:

- ✓ My name is _____
- ✓ I am calling to take your ward through lessons on Place Value (Expansion of numbers) in Mathematics. Do feel at ease to ask questions when you have one.

Demonstrate a Problem/ Activity:

953,861 == ⋯ + ⋯ + ⋯ + ⋯ + ⋯

Use this problem to demonstrate to parents how to expand a given number using Place Value Structure.

- ✓ In the right-most section, write the 'Ones'
- ✓ To the immediate left of the Ones is 'Tens'
- ✓ To the immediate left of the 'Tens' is 'Hundreds'
- ✓ To the immediate left of the 'Hundreds' is 'Thousands'
- ✓ To the immediate left of the 'Thousands' is 'Ten Thousands'
- ✓ To the immediate left of the ''Ten Thousands' is 'Hundred Thousands'
- ✓ The goal will be for the child to expand 953,869 =using the Ones, Tens, Hundreds,Thousands, Ten-Thousands, Hundred-Thousand structure
- ✓ Write your responses in the bottom half of your paper.

If the child understands Place Value expansion to the ten-thousands with digits, encourageparents to move on to hundred-thousands, etc.

Offer a tip for parents to give their children:

- ✓ Ones will always be the right-most digit, Tens are always found to the left of the Ones, Hundreds are always found to the left of Tens and Thousands are always found to the left ofthe Hundreds etc. Show parents how they can use this principle to expand more numbers oftheir own using the place value structure

Now proceed to solve this problem:

784,365 = ?(Hundred Thousands) ?(Ten Thousands)? (Thousands) ?(Hundreds) ?(Tens) ?(Ones)

734,802 = ?(Hundred Thousands) ?(Ten Thousands)? (Thousands) ?(Hundreds) ?(Tens) ?(Ones)

762,905 = ?(Hundred Thousands) ?(Ten Thousands)? (Thousands) ?(Hundreds) ?(Tens) ?(Ones)

Amadu harvested 475,893 mangoes from his farm into a basket. Which digits of the number of mangoes in the basket represents Hundred Thousands, Ten Thousands, Thousands, Hundreds, Tens and Ones?

Facilitator: Give feedback based on the response from the child. Clarify where necessary.

Conclusion:

- ✓ Great! Do you have any questions for me?
- ✓ For next week, make sure you have your child with you. We'll be reviewing a few more of these problems.
- ✓ We will be able to call you next week with more details. Thanks again for taking the time to speak with me today and for assisting with your child's learning. I'll be looking forward to calling you again next week!

Low-tech Education: WEEK2

WEEK 2 Schedule:

Date	Agenda
	✓ *Weekly SMS sent to parents* ✓ Facilitator updates
	✓ Facilitator phone calls (first batch)
	✓ Facilitator phone calls (second batch)
	✓ Facilitator phone calls (third batch) ✓ Accountability survey ✓ Renew Airtime

WEEK 2 SMS ():

Welcome to Week 2

Here are some problems you can try with your children:

PLACE VALUE: Identify the value of each digit in the numbers using the example given below

897,356 = Eight-hundred and Ninety-Seven Thousand, Three Hundred and Fifty -Six 897,356= 800,000 + 90,000 +7,000+ 300 + 50 + 6

748,236=?

897,345=?

901,258=?

Maame has 567,912 Ghana Cedis in his bank account. How many groups of HUNDRED THOUSANDS, TEN THOUSANDS , THOUSANDS ,HUNDREDS, TENS, and ONES are there?

Feedback: Great! Thanks so much for your response. You will receive feedback from us soon

For next week, make sure you have your child with you. We will be reviewing a few more of these problems.

WEEK 2 Phone Guide:

Introduction:

- ✓ My name is_____
- ✓ I am calling to take your ward through lessons on Place Value (Expansion of numbers) in Mathematics. Dofeel at ease to ask questions when you have one.

Demonstrate a Problem Activity:

97,356 = Eight Hundred and Ninety- Seven Thousand, Three- Hundred and Fifty - Six

$\mathbf{897,356 = 800,000 + 90,000 + 7,000 + 300 + 50 + 6}$

- ✓ Use this problem to demonstrate to parents how to expand a given number using Place ValueStructure.
  - In the top right-most section, write 'O' for Ones
  - To the immediate left of the Ones, write 'T' for Tens
  - To the immediate left of the Tens, write 'H' for Hundreds.
  - To the immediate left of the Hundreds, write 'TH' for Thousands.
  - To the immediate left of the Thousands write 'TTH' for Ten Thousands
  - To the immediate left of the Ten Thousands write 'HTH' for Hundred Thousands
- ✓ The goal will be for the child to identify which values in 897,356 belong with Thousands, Hundreds, Tens and Ones.
- ✓ Write your responses in the bottom half of your paper.

Offer a tip for parents to give their children:

- ✓ Ones will always be the right-most digit, Tens are always found to the immediate left of the Ones, Hundredsare always found to the left of Tens. Thousands are always found to the left of Hundreds etc. Show parentshow they can use this principle to make more Place Value problems of their own.

Now proceed to solve this problem:

748,236=?

897,345=?

901,258=?

Maame has 567,912 Ghana Cedis in his bank account. How many groups of HUNDRED THOUSANDS, TEN- THOUSANDS , THOUSANDS ,HUNDREDS, TENS, and ONES are there?

Facilitator: Give feedback based on the response from the child. Clarify where necessary.

Conclusion:

- ✓ Great! Do you have any questions for me?
- ✓ For next week, make sure you have your child with you. We'll be reviewing a few more of these problems.

2. Nepal

2.1 Assessment tasks overview

The numeracy and literacy assessments were designed to be aligned to learning standards for grades 4 to 5. The assessments measures students' knowledge of foundational math and reading concepts and skills. In Nepal, the assessment was delivered using phone calls for math, and phone calls and SMS text messages for reading. These tools are available in Nepali.

Grades	Content/Subject area	Technology used in pilot	Language of assessment
4 to 5	• Foundational math • Foundational literacy	• Math - phone calls • Literacy - Phone call (+ SMS)	• Nepali[1]

2.2 Assessment instrument

Assessment Questionnaire for Baseline Study_NDRI

Maths Assessment

1. The student was to solve: 56 + 27

DO NOT READ ALOUD: Answer: 83

Did the student get the addition question correct?

A. The child got the question correct
B. The child got the question incorrect
C. The child gives the correct answer but is not able to convincingly explain how they got their answer/ I don't believe they answered it themselves
D. The parent was answering for the child/not letting the child answer, or child used a calculator
E. The Child refused to solve the problem

2. The student was to solve: 32 – 16

DO NOT READ ALOUD: Answer: 16

Did the student get the subtraction question correct?

A. The child got the question correct
B. The child got the question incorrect
C. The child gives the correct answer but is not able to convincingly explain how they got their answer/ I don't believe they answered it themselves
D. The parent was answering for the child/not letting the child answer, or child used a calculator
E. The Child refused to solve the problem

[1] For numeracy, flexibility was provided to students to use English digits if they preferred to do so but the language of communication over phone was Nepali.

Multiplication, division, and fraction questions were asked only if the child answered the addition or subtraction question correctly]

3. The student was to solve: 23*6 (23 Multiply by 6)

DO NOT READ ALOUD: Answer: 138

Did the student get the multiplication question correct?

A. The child got the question correct
B. The child got the question incorrect
C. The child gives the correct answer but is not able to convincingly explain how they got their answer/ I don't believe they answered it themselves.
D. The parent was answering for the child/not letting the child answer, or child used a calculator
E. The Child refused to solve the problem

4. The student was to solve: 47/5 (47 divided by 5)

DO NOT READ ALOUD: Answer: Answer: 9 remainder 2

Did the student get the division question correct?

A. The child got the question correct
B. The child got the question incorrect
C. The child gives the correct answer but is not able to convincingly explain how they got their answer/ I don't believe they answered it themselves
D. The parent was answering for the child/not letting the child answer, or child used a calculator
E. The Child refused to solve the problem

5. A man buys 56 copies. Then he buys another 28 copies. How many copies did he buy in total?

DO NOT READ ALOUD: Answer: 84 copies

Did the student get the addition word problem correct?

A. The child got the question correct
B. The child got the question incorrect
C. The child gives the correct answer but is not able to convincingly explain how they got their answer/ I don't believe they answered it themselves
D. The parent was answering for the child/not letting the child answer, or child used a calculator
E. The Child refused to solve the problem

6. Ram's mother bought 32 oranges from the market. Ram and his sister eat 14 oranges. How many oranges are left now?

A. The child got the question correct
B. The child got the question incorrect
C. The child gives the correct answer but is not able to convincingly explain how they got their answer/ I don't believe they answered it themselves
D. The parent was answering for the child/not letting the child answer, or child used a calculator
E. The Child refused to solve the problem

7. The student was to solve (fraction): 1/6 + 4/6 (1 by 6 plus 4 by 6)
DO NOT READ ALOUD: Answer: 5/6

Did the student get the fraction question correct?

A. The child got the question correct
B. The child got the question incorrect
C. The child gives the correct answer but is not able to convincingly explain how they got their answer/ I don't believe they answered it themselves
D. The parent was answering for the child/not letting the child answer, or child used a calculator
E. The Child refused to solve the problem

Nepali Assessment (Literacy)

1. **(Surveyor: Read the following [Nepali] letters carefully / aloud. (I have just sent a message to your phone. Please open the message and see what is written in it. Can you read it to me clearly / loudly?)**
   Write the marks obtained by the child in the space given below
   Ka, Tha, Ma, Sa, Ksha

Note: If the child cannot read at least 2 of the given five letters correctly, do not ask him/her another question in Nepali.
Score obtained by the child (full mark: 5): _____

2. **(Surveyor: Read the following [Nepali] words carefully / loudly. (I have sent another message to your phone. Open the message and see what is written in it. Can you read it to me clearly / loudly?)**
   Write the marks obtained by the child in the space given below
   Work, light, noise, faith, laughter

Note: If the child cannot read at least 2 of the given words correctly, do not ask him another question in Nepali.
Score obtained by the child (full mark: 5):_____

3. **(Surveyor: Please read the following [Nepali] paragraph carefully/ aloud. (I have sent another message to your phone. Open the message and see what is written in it. Can you read it to me clearly / aloud?)**
   Write the marks obtained by the child in the space given below
   There is a well in Niraj's village.
   One day he was bathing in the well with his father.
   In the meantime Kamal came to fetch the water.

Note: If the child makes more than 5 mistakes while reading the given paragraph, do not ask him another question in Nepali. Count the number of words the child can pronounce correctly.
Score obtained by the child (full mark: 16) :_____

4. (Surveyor: Read the following [Nepali] story carefully/ aloud. (I have sent another message to your phone. Open the message and see what is written in it. Can you read it to me clearly / loudly?)

Write the marks obtained by the child in the space given below

The home where the bees live is called a hive.

Bees love the nectar of flowers.

They accumulate nectar in their hives.

They travel long distances to collect nectar.

They work hard to make honey.

Honey is also used as a medicine.

Note: Count the number of words the child can pronounce correctly

Score obtained by the child (full mark: 35) :_____

After reading the story, ask the child the following questions.

5. Where do bees live?

6. Why do bees travel so far?

Student-Caregiver Survey

1. **Did they provide consent to participate in the study?**
   A. Yes
   B. No (end the interview)

१. के उनीहरुले अध्ययनमा भाग लिनको लागि सहमति प्रदान गरे?
अ. गरे
आ. गरेनन् (अन्तर्वार्ता अन्त्य गर्नुहोस्)

1a. Respondent's name _____
१क. उत्तरदाताको नाम _____

1b. Relationship of the respondent with the child in the sample

1. Father
2. Mother
3. Elder Sister
4. Elder Brother
5. Grandfather/mother
6. Other relative

१ख. उत्तरदाताको स्याम्पलमा भएका बच्चासँगको नाता

१. बुवा
२. आमा
३. दिदी
४. दाजु
५. हजुर बुवा/ हजुर आमा
६. अन्य नातेदार

2. Is the child currently studying in school?

1. Yes
2. No (end the interview)

२. के यी बच्चा हाल विद्यालयमा पढिरहेका छन् ?

१. छन्
२. छैनन् (अन्तर्वार्ता अन्त्य गर्नुहोस्)

3. Grade the child currently in:

1. Grade 4
2. Grade 5
3. Other grades

३. अहिले यी बच्चा कुन कक्षामा पढ्छन्?

१. कक्षा ४
२. कक्षा ५
३. अन्य कक्षा

4. What is the child's study situation in school?

1. Goes to school every day to study
2. Goes to school every alternate day to study
3. Goes to school 1-2 days a week to study
4. Doesn't go to school, but is connected to school virtually (online)
5. School is not physically open, but teachers call the child at least once a week
6. Others (please specify _____)

४. विद्यालयमा बच्चाको अध्ययन स्थिति कस्तो छ?

१. हरेक दिन पढ्नको लागि स्कूल जान्छन्।
२. पढ्नको लागि एक दिन बिराएर स्कूल जान्छन्।
३. पढ्नको लागि हप्ताको १-२ दिन स्कूल जान्छन्।
४. स्कूलमा पढ्न जाँदैनन्, तर स्कूलले अनलाइन कक्षा सञ्चालन गरेको छ।
५. स्कूल भौतिक रुपमा खुलेको छैन, तर शिक्षकहरूले बच्चालाई हप्तामा कम्तिमा एक पटक फोन गर्नुहुन्छ।
६. अन्य (कृपया खुलाउनुहोस् _____)

5. What is the student's caste?

1. Brahmin
2. Chhetri
3. Tibeto-Burman
4. Newar
5. Madhesi
6. Dalit
7. Does not want to answer

५. बच्चा कुन जातीय समुदाय अन्तर्गत पर्छ?

१. बाहुन
२. क्षेत्री
३. जनजाति
४. नेवार
५. मधेशी
६. दलित
७. जवाफ दिन अस्वीकार

6. What is the language spoken at home?

1. Nepali
2. Maithili
3. Bhojpuri
4. Tharu
5. Tamang
6. Nepal Bhasa (Newari)
7. Bajjika
8. Magar
9. Dotyali/Doteli
10. Urdu
11. Hindi
12. English
13. Other

६. तपाईँहरु घरमा कुन कुन भाषा बोल्नुहुन्छ ?

क. नेपाली
ख. मैथिली
ग. भोजपुरी
घ. थारू
ङ. तामाङ
च. नेपाल भाषा (नेवारी)
छ. बज्जिका
ज. मगर
झ. डोट्याली/डोटेली
ञ. उर्दु
ट. हिन्दी
ठ. अङ्ग्रेजी
ड. अन्य, खुलाउनुहोस्

7. Gender of [given student]

1. Male
2. Female
3. Others

७.[उल्लेखित विद्यार्थी] को लिङ्ग के हो?

१. पुरुष
२. महिला
३. अन्य

8. What is the highest level of education this child's father has attended?

1. None
2. Primary (Grades 1 to 5)
3. Lower Secondary (Grades 6 to 8)
4. Secondary (Grades 9 and 10)
5. Higher Secondary (Grades 11 and 12)
6. More than Higher Secondary
7. Don't know

८. बच्चाको बुबाले प्राप्त गरेको उच्चतम् शैक्षिक योग्यता कति हो?

१. कत्ति पनि पढ्नु भएको छैन
२. प्राथमिक तह (कक्षा १ देखि ५)
३. निम्न माध्यमिक तह (कक्षा ६ देखि ८)
४. माध्यमिक तह (कक्षा ९ र १०)
५. उच्च माध्यमिक तह (कक्षा ११ र १२)
६. उच्च माध्यमिक तह भन्दा माथि
७. थाहा छैन

9. What is the highest level of education this child's mother has attended?

1. None
2. Primary (Grades 1 to 5)
3. Lower Secondary (Grades 6 to 8)
4. Secondary (Grades 9 and 10)
5. Higher Secondary (Grades 11 and 12)
6. More than Higher Secondary
7. Don't know

९. यस बच्चाको आमाले प्राप्त गरेको उच्चतम् शैक्षिक योग्यता कति हो?

१. कत्ति पनि पढ्नु भएको छैन

२. प्राथमिक तह (कक्षा १ देखि ५)

३. निम्न माध्यमिक तह (कक्षा ६ देखि ८)

४. माध्यमिक तह (कक्षा ९ र १०)

५. उच्च माध्यमिक तह (कक्षा ११ र १२)

६. उच्च माध्यमिक तह भन्दा माथि

७. थाहा छैन

10. What is the highest math operation that you think the child can easily perform?

A. The child would have significant difficulty performing any operation

B. Addition

C. Subtraction

D. Multiplication

E. Division

F. Respondent refused to answer

G. Don't Know

१०. तपाईंको विचारमा बच्चाले जोड, घटाउ, गुणन, भाग मध्ये कुन कुन समस्या समाधान गर्न सक्छन्?

क. बच्चालाई गणितसँग सम्बन्धित कुनैपनि समस्या समाधान गर्न धेरै गाह्रो छ जस्तो लाग्छ।

ख. जोड

ग. घटाउ

घ. गुणन

ङ. भाग

च. उत्तरदाताले जवाफ दिन अस्वीकार गरे

छ. थाहा छैन

11. What is the highest Nepali operation that you think the child can easily perform?

A. The child would have significant difficulty performing any Nepali operation
B. Letter
C. Word
D. Sentence/paragraph
E. Story
F. Don't know

११. तपाईंको विचारमा बच्चाले अक्षर, शब्द, वाक्य/अनुच्छेद र कथामध्ये कुन कुन राम्रोसँग पढ्न सक्छन्?

क. बच्चालाई नेपाली विषयसँग सम्बन्धित माथि बताइएका कुनैपनि समस्या समाधान गर्न धेरै गाह्रो छ जस्तो लाग्छ।
ख. अक्षर
ग. शब्द
घ. वाक्य/अनुच्छेद
ङ. कथा
च. थाहा छैन

12. In the period school was physically closed after the second wave of COVID-19 (to specify date), did the child used any remote learning services? Which ones? (Please read aloud; Select all that apply)

1. TV
2. Radio
3. Learning Portal
4. Temporary learning center
5. Phone-based teaching by teachers, including messages or group messages
6. Online class run by school
7. Mobile education/ Ghumti Shiksha
8. Others
9. Don't know
10. None of these

१२. कोभिड-१९ को दोस्रो लहरपछि विद्यालय भौतिक रुपमा बन्द हुँदा, के तपाईंको बच्चाले कुनै बैकल्पिक शिक्षा सेवाहरु प्रयोग गरेका थिए? यदि गरेका थिए भने के के प्रयोग गरेका थिए? (लागु हुने सबैमा चिन्ह लगाउनुहोस्)

क. टि.भी

ख. रेडियो

ग. सिकाई पोर्टल

घ. अस्थायी सिकाई केन्द्र

ङ. व्यक्तिगत वा सामुहिक सन्देशहरु सहित शिक्षकद्वारा फोनमा आधारित शिक्षण

च. विद्यालयद्वारा संचालित अनलाइन कक्षा

छ. मोबाइल शिक्षा/ घुम्ती शिक्षा

ज. थाहा छैन

झ. माथिको कुनै पनि होइन

13. What type of mobile phone do your household members have? (Multiple options allowed)

1. Smart phone/i-phone/android phone with internet
2. Normal phone/feature phone without internet
3. None

१३. तपाईं र तपाईंका घरका अन्य सदस्यहरुसँग कस्ता कस्ता प्रकारका मोबाइल फोन छन्?

(बहुउत्तर छान्नु सक्नुहुन्छ)

१. स्मार्ट फोन\आइफोन\ इन्टरनेटको सुविधासहितको एन्ड्रोइड फोन

२. सामान्य फोन\इन्टरनेट नचल्ने खालको फोन

३. कुनैपनि छैन

14. Do you know how to see the message on your mobile?

1. Yes
2. No

१४. के तपाईंलाई आफ्नो मोबाइलमा आएको म्यासेज हेर्न आउँछ ?

१. आउँछ

२. आउँदैन

Core Learning Module

We have talked with your parents earlier, and you can ask them more about this phone call. Essentially, we are working for a research company helping researchers learn more about how to help children to learn math and Nepali. We are going to ask you a few maths and Nepali questions. These questions are not a test and there is nothing that will happen if you find them difficult or get them wrong. No one will see your answers besides the research team. They are not shared with your school or anyone else, so you can feel relaxed.

So, shall we talk with you further/ are you ready to talk with us?

हामीले तपाईंको आमा बुबा/अभिभावकसँग पहिले नै कुरा गरिसकेका छौं, र तपाईं उनीहरूलाई यो फोन कलको बारेमा अझ बढी सोध्न सक्नुहुन्छ। मूल रूपमा, हामी फोनमा गणित र नेपाली विषय सिक्नको लागि बच्चाहरूलाई कसरी मद्दत गर्ने भन्ने बारे अझ बढी बुझ्न एक शोध कम्पनीका लागि काम गरिरहेका छौं। हामी तपाईंलाई केही गणित र नेपाली विषयका प्रश्नहरू सोध्ने छौं। यी प्रश्नहरू जाँच होइन र तपाईंले ती प्रश्नहरु गाह्रो पाउनभयो वा गल्ती गर्नुभयो भने पनि केही फरक पर्दैन। अनुसन्धान टोली बाहेक कसैले तपाईंको उत्तरहरू देख्नेछैनन्। तपाईंको विद्यालय र अभिभावकले पनि थाहा पाउनुहुन्न, त्यसैले तपाईं सहज महसुस गर्न सक्नुहुन्छ।

अब के तपाईं हामीसँग थप कुरा गर्न तयार हुनुहुन्छ?

क. छु
ख. छैन (अन्तर्वार्ता अन्त्य गर्नुहोस्)

15. In which language Math is taught in school?

A. Nepali
B. English
C. Both
D. Other

१५. विध्यालयमा गणित कुन भाषामा पढाई हुने गर्छ?

क. नेपाली
ख. अंग्रेजी
ग. दुवै
घ. अन्य

Maths Assessment

16. The student was to solve: 56 + 27

DO NOT READ ALOUD: Answer: 83

Did the student get the addition question correct?

A. The child got the question correct
B. The child got the question incorrect
C. The child gives the correct answer but is not able to convincingly explain how they got their answer/ I don't believe they answered it themselves.
D. The parent was answering for the child/not letting the child answer, or child used a calculator
E. The Child refused to solve the problem
F. The child said they cannot solve the problem.

१६. विद्यार्थीले समाधान गर्नु पर्ने: ५६ +२७

ठूलो स्वरमा नपढ्नुहोस्: उत्तरः ८३

(नोटः तपाईंले आरामसँग गर्नुहोस्, तपाईंसँग दुई मिनेटको समय छ।)

के विद्यार्थीले जोड सम्बन्धी प्रश्नको उत्तर सही निकाले?

क. बच्चाले सही उत्तर निकाले

ख. बच्चाले गलत उत्तर निकाले

ग. बच्चाले सहि उत्तर दिए तर उत्तर कसरी निकाले भन्न सकेनन्/ बच्चाले आफै उत्तर दिए भन्ने कुरामा म विश्वास गर्दिन

घ. बच्चाको साटो अभिभावकले उत्तर दिए / बच्चालाई उत्तर दिन लगाइएन वा बच्चाले क्यालकुलेटरको प्रयोग गरेर उत्तर दिए

ङ. बालबालिकाले समस्याको समाधान गर्न मानेन ।

च. बालबालिकाले समस्याको समाधान गर्न आउँदैन भन्ने जवाफ दिए ।

17. The student was to solve: 32 – 16

DO NOT READ ALOUD: Answer: 16

Did the student get the subtraction question correct?

A. The child got the question correct
B. The child got the question incorrect
C. The child gives the correct answer but is not able to convincingly explain how they got their answer/ I don't believe they answered it themselves.
D. The parent was answering for the child/not letting the child answer, or child used a calculator
E. The Child refused to solve the problem
F. The child said they cannot solve the problem.

१७. विद्यार्थीले समाधान गर्नु पर्ने: ३२-१६

ठूलो स्वरमा नपढ्नुहोस्ः उत्तरः १६

(नोटः तपाईंले आरामसँग गर्नुहोस्, तपाईंसँग दुई मिनेटको समय छ।)

के विद्यार्थीले घटाउको सही उत्तर निकाले?

क. बच्चाले सही उत्तर निकाले

ख. बच्चाले गलत उत्तर निकाले

ग. बच्चाले सहि उत्तर दिए तर उत्तर कसरी निकाले भन्न सकेनन्/ बच्चाले आफै उत्तर दिए भन्ने कुरामा म विश्वास गर्दिन

घ. बच्चाको साटो अभिभावकले उत्तर दिए / बच्चालाई उत्तर दिन लगाइएन वा बच्चाले क्यालकुलेटरको प्रयोग गरेर उत्तर दिए

ङ. बालबालिकाले समस्याको समाधान गर्न मानेन ।

च. बालबालिकाले समस्याको समाधान गर्न आउँदैन भन्ने जवाफ दिए ।

18. The student was to solve: 23*6 (23 Multiply by 6)

DO NOT READ ALOUD: Answer: 138

Did the student get the multiplication question correct?

A. The child got the question correct
B. The child got the question incorrect
C. The child gives the correct answer but is not able to convincingly explain how they got their answer/ I don't believe they answered it themselves.
D. The parent was answering for the child/not letting the child answer, or child used a calculator
E. The Child refused to solve the problem
F. The child said they cannot solve the problem.

१८. विद्यार्थीले समाधान गर्नु पर्ने: २३*६ (२३ लाई ६ ले गुणन गर्ने)

(नोटः तपाईंले आरामसँग गर्नुहोस्, तपाईंसँग दुई मिनेटको समय छ।)

ठूलो स्वरमा नपढ्नुहोस्ः उत्तरः १३८

के विद्यार्थीले गुणनको सही उत्तर निकाले?

क. बच्चाले सही उत्तर निकाले

ख. बच्चाले गलत उत्तर निकाले

ग. बच्चाले सहि उत्तर दिए तर उत्तर कसरी निकाले भन्न सकेनन्/ बच्चाले आफै उत्तर दिए भन्ने कुरामा म विश्वास गर्दिन

घ. बच्चाको साटो अभिभावकले उत्तर दिए / बच्चालाई उत्तर दिन लगाइएन वा बच्चाले क्यालकुलेटरको प्रयोग गरेर उत्तर दिए

ङ. बालबालिकाले समस्याको समाधान गर्न मानेन ।

च. बालबालिकाले समस्याको समाधान गर्न आउँदैन भन्ने जवाफ दिए ।

19. The student was to solve: 47/5 (47 divided by 5)

DO NOT READ ALOUD: Answer: Answer: 9 remainder 2

Did the student get the division question correct?

A. The child got the question correct
B. The child got the question incorrect
C. The child gives the correct answer but is not able to convincingly explain how they got their answer/ I don't believe they answered it themselves.
D. The parent was answering for the child/not letting the child answer, or child used a calculator
E. The Child refused to solve the problem
F. The child said they cannot solve the problem.

१९. विद्यार्थीले समाधान गर्नु पर्ने: ४७/५ (४७ लाई ५ ले भाग गर्ने)

(नोटः तपाईंले आरामसँग गर्नुहोस्, तपाईंसँग दुई मिनेटको समय छ।)

के विद्यार्थीले भाग सही उत्तर निकाले?

ठूलो स्वरमा नपढ्नुहोस्ः उत्तरः ९ शेष २

क. बच्चाले सही उत्तर निकाले

ख. बच्चाले गलत उत्तर निकाले

ग. बच्चाले सहि उत्तर दिए तर उत्तर कसरी निकाले भन्न सकेनन्/ बच्चाले आफै उत्तर दिए भन्ने कुरामा म विश्वास गर्दिन

घ. बच्चाको साटो अभिभावकले उत्तर दिए / बच्चालाई उत्तर दिन लगाइएन वा बच्चाले क्यालकुलेटरको प्रयोग गरेर उत्तर दिए

ङ. बालबालिकाले समस्याको समाधान गर्न मानेन ।

च. बालबालिकाले समस्याको समाधान गर्न आउँदैन भन्ने जवाफ दिए ।

20. A man buys 56 copies. Then he buys another 28 copies. How many copies did he buy in total?

DO NOT READ ALOUD: Answer: 84 copies

Did the student get the addition word problem correct?

A. The child got the question correct
B. The child got the question incorrect
C. The child gives the correct answer but is not able to convincingly explain how they got their answer/ I don't believe they answered it themselves.
D. The parent was answering for the child/not letting the child answer, or child used a calculator
E. The Child refused to solve the problem
F. The child said they cannot solve the problem.

२०. एकजना मान्छेले ५६ वटा कापी किन्छ। त्यसपछि थप २८ वटा कापी किन्छ। उसले जम्मा कतिवटा कापी किन्यो?

(नोटः तपाईंले आरामसँग गर्नुहोस्, तपाईंसँग दुई मिनेटको समय छ।)

ठूलो स्वरमा नपढ्नुहोस्ः उत्तरः ८४ कापीहरु

के विद्यार्थीले शाब्दिक समस्या सम्बन्धी प्रश्नको सही उत्तर निकाले?

क. बच्चाले सही उत्तर निकाले

ख. बच्चाले गलत उत्तर निकाले

ग. बच्चाले सहि उत्तर दिए तर उत्तर कसरी निकाले भन्न सकेनन्/ बच्चाले आफै उत्तर दिए भन्ने कुरामा म विश्वास गर्दिन

घ. बच्चाको साटो अभिभावकले उत्तर दिए / बच्चालाई उत्तर दिन लगाइएन वा बच्चाले क्यालकुलेटरको प्रयोग गरेर उत्तर दिए

ङ. बालबालिकाले समस्याको समाधान गर्न मानेन ।

च. बालबालिकाले समस्याको समाधान गर्न आउँदैन भन्ने जवाफ दिए ।

21. Ram's mother bought 32 oranges from the market. Ram and his sister eat 14 oranges. How many oranges are left now?

A. The child got the question correct
B. The child got the question incorrect
C. The child gives the correct answer but is not able to convincingly explain how they got their answer/ I don't believe they answered it themselves.
D. The parent was answering for the child/not letting the child answer, or child used a calculator
E. The Child refused to solve the problem
F. The child said they cannot solve the problem.

२१. रामको आमाले बजारबाट ३२ वटा सुन्तला किनेर ल्याउनुभयो। राम र उसको दिदीले १४ वटा सुन्तला खाए। अब कतिवटा सुन्तला बाँकी छन् ?

(नोटः तपाईंले आरामसँग गर्नुहोस्, तपाईंसँग दुई मिनेटको समय छ।)

ठूलो स्वरमा नपढ्नुहोस्ः उत्तरः १८

क. बच्चाले सही उत्तर निकाले

ख. बच्चाले गलत उत्तर निकाले

ग. बच्चाले सहि उत्तर दिए तर उत्तर कसरी निकाले भन्न सकेनन्/ बच्चाले आफै उत्तर दिए भन्ने कुरामा म विश्वास गर्दिन

घ. बच्चाको साटो अभिभावकले उत्तर दिए / बच्चालाई उत्तर दिन लगाइएन वा बच्चाले क्यालकुलेटरको प्रयोग गरेर उत्तर दिए

ङ. बालबालिकाले समस्याको समाधान गर्न मानेन ।

च. बालबालिकाले समस्याको समाधान गर्न आउँदैन भन्ने जवाफ दिए ।

22. The student was to solve (fraction): 1/6 + 4/6 (1 by 6 plus 4 by 6)
DO NOT READ ALOUD: Answer: 5/6

Did the student get the fraction question correct?

A. The child got the question correct
B. The child got the question incorrect
C. The child gives the correct answer but is not able to convincingly explain how they got their answer/ I don't believe they answered it themselves.
D. The parent was answering for the child/not letting the child answer, or child used a calculator
E. The Child refused to solve the problem
F. The child said they cannot solve the problem.

२२. विद्यार्थीले समाधान गर्नु पर्ने भिन्न (fraction): १/६ + ४/६ (१ को मुनि ६ + ४ को मुनि ६)
(नोटः तपाईंले आरामसँग गर्नुहोस्, तपाईंसँग दुई मिनेटको समय छ।)
ठूलो स्वरमा नपढ्नुहोस्ः उत्तरः ५/६

के विद्यार्थीले भिन्नको जोड सम्बन्धी प्रश्नको सही उत्तर निकाले?

क. बच्चाले सही उत्तर निकाले
ख. बच्चाले गलत उत्तर निकाले
ग. बच्चाले सहि उत्तर दिए तर उत्तर कसरी निकाले भन्न सकेनन्/ बच्चाले आफै उत्तर दिए भन्ने कुरामा म विश्वास गर्दिन
घ. बच्चाको साटो अभिभावकले उत्तर दिए / बच्चालाई उत्तर दिन लगाइएन वा बच्चाले क्यालकुलेटरको प्रयोग गरेर उत्तर दिए
ङ. बालबालिकाले समस्याको समाधान गर्न मानेन ।
च. बालबालिकाले समस्याको समाधान गर्न आउँदैन भन्ने जवाफ दिए ।

Nepali Assessment

नेपाली मूल्याङ्कन प्रश्नावली

[After sending the first Nepali assessment item, ask]

(पहिलो नेपालीको मूल्याङ्कन सम्बन्धी प्रश्न पठाइसकेपछि बच्चालाई सोध्नुहोस्)

1. Did the child have problem reading the Unicode font in his/her mobile?

1. Yes
2. No (continue with the assessment)

१. के बच्चालाई आफ्नो मोबाइलमा पठाइएको प्रश्न युनिकोड फन्टमा पढ्न समस्या भयो?

क. भयो

ख. भएन (मूल्याङ्कन सम्बन्धी अर्को प्रश्न सोध्नुहोस्)

(If the child had problem reading Unicode font),

2. Do other household members have a phone (e.g. smart phone) where this problem is unlikely to occur?

1. Yes
2. No

If no, please end the interview

If yes, please get the other phone number and make arrangements to take the Nepali assessment using that phone number.

(यदि बच्चालाई आफ्नो मोबाइलमा युनिकोड फन्टमा पढ्न समस्या भयो भने),

२. घरका अन्य सदस्यहरूसँग अर्को फोन (जस्तै स्मार्ट फोन) छ जुनमा युनिकोड फन्टमा लेखिएको अक्षरहरू राम्रोसँग पढ्न मिल्छ?

क. छ

ख. छैन

यदि छैन भने अन्तर्वार्तालाई अन्त्य गर्नुहोस्।

यदि छ भने अर्को फोन नम्बर लिनुहोस् र उक्त फोन नम्बरको माध्यमबाट नेपाली विषयको मूल्याङ्कन गर्ने व्यवस्था मिलाउनुहोस्।

३. तलका अक्षरहरू प्रष्टसँग/ठूलो स्वरमा पढेर सुनाउनुहोस्। (तपाईंको फोनमा मैले भर्खरै मेसेज पठाएको छु। एकपटक मेसेज खोलेर हेर्नुहोस् र त्यसमा के लेखिएको छ मलाई प्रष्टसँग/ठूलो स्वरमा पढेर सुनाउन सक्नुहुन्छ?)

बच्चाले प्राप्त गरेको अङ्क तल दिइएको खाली ठाउँमा लेख्नुहोस

क, ठ, म, स, क्ष

नोटः बच्चाले दिइएका अक्षरहरू मध्ये २ वटा पनि अक्षरहरू राम्रोसँग पढ्न सकेनन् भने उनलाई नेपालीको अर्को प्रश्न नसोध्ने, बच्चाले जति वटा अक्षरहरु शुद्धसँग उच्चारण गर्न सक्छन् त्यसको आधारमा गनेर अंक दिने

बच्चाले प्राप्त अङ्कः _____

४. तलका शब्दहरू प्रष्टसँग/ठूलो स्वरमा पढेर सुनाउनुहोस्।(तपाईंको फोनमा मैले अर्को मेसेज पठाएको छु। एकपटक मेसेज खोलेर हेर्नुहोस् र त्यसमा के लेखिएको छ मलाई प्रष्टसँग/ठूलो स्वरमा पढेर सुनाउन सक्नुहुन्छ?)

बच्चाले प्राप्त गरेको अङ्क तल दिइएको खाली ठाउँमा लेख्नुहोस

काम, प्रकाश, हल्ला, आस्था, हाँसो,

नोटः बच्चाले दिइएका शब्दहरू मध्ये २ वटा पनि शब्दहरू राम्रोसँग पढ्न सकेनन् भने उनलाई नेपालीको अर्को प्रश्न नसोध्ने। बच्चाले जति वटा शब्दहरु शुद्धसँग उच्चारण गर्न सक्छन् त्यसको आधारमा गनेर अंक दिने

बच्चाले प्राप्त अङ्कः _____

५. **सर्भेक्षणकर्ताः** तलको अनुच्छेद प्रष्टसँग/ठूलो स्वरमा पढेर सुनाउनुहोस्।(तपाईंको फोनमा मैले फेरी अर्को मेसेज पठाएको छु। एकपटक मेसेज खोलेर हेर्नुहोस् र त्यसमा के लेखिएको छ मलाई प्रष्टसँग/ठूलो स्वरमा पढेर सुनाउन सक्नुहुन्छ?)

बच्चाले प्राप्त गरेको अङ्क तल दिइएको खाली ठाउँमा लेख्नुहोस

निरजको गाउँमा एउटा कुवा छ ।
एकदिन उनी बाबासँग कुवामा नुहाउँदै थिए ।

त्यसैबेला कमल पानी लिन आए ।

नोटः यदि बच्चाले दिइएको अनुच्छेद पढ्दा ५ वटा भन्दा बढी त्रुटी गरे भने उसलाई नेपालीको अर्को प्रश्न नसोध्ने । बच्चाले जति वटा शब्दहरु शुद्धसँग उच्चारण गर्न सक्छन् त्यसको आधारमा गनेर अंक दिने।

बच्चाले प्राप्त अङ्कः (पूर्णाङ्क १६) _____

६. **सर्भेक्षणकर्ताः** तलको कथा प्रष्टसँग/ठूलो स्वरमा पढेर सुनाउनुहोस्। (तपाईंको फोनमा फेरी अर्को मेसेज पठाएको छु। एकपटक मेसेज खोलेर हेर्नुहोस् र त्यसमा के लेखिएको छ मलाई प्रष्टसँग/ठूलो स्वरमा पढेर सुनाउन सक्नुहुन्छ?)

बच्चाले प्राप्त गरेको अङ्क तल दिइएको खाली ठाउँमा लेख्नुहोस

मौरी बस्ने ठाउँलाई घार भनिन्छ ।
मौरीहरु फूलको रस मन पराउँछन् ।

यिनीहरुले आफ्नो चाकामा रस जम्मा पारेका हुन्छन् ।
रस बटुल्न यिनीहरु टाढाटाढा पुग्छन् ।

मह बनाउन उनीहरुले धेरै मिहिनेत गरेका हुन्छन् ।
महलाई औषधीको रुपमा पनि प्रयोग गरिन्छ ।

बच्चाले प्राप्त अङ्कः (पूर्णाङ्क ३5) _____

बच्चाले जति वटा शब्दहरु शुद्धसँग उच्चारण गर्न सक्छन् त्यसको आधारमा गनेर अंक दिने

कथा पढी सकेपछि उक्त बच्चालाई तलका प्रश्नहरू सोध्ने ।

७. मौरी कहाँ बस्छन्?

८. मौरीहरू किन टाढाटाढा पुग्छन्?

9. What type of phone did the child use while answering Nepali items?

1. Smart phone/i-phone/android phone with internet
2. Normal phone/feature phone without internet

९. नेपालीका प्रश्नहरुको उत्तर दिँदा बच्चाले कस्तो खालको फोन प्रयोग गरेका थिए?

१. स्मार्ट फोन\आइफोन\ इन्टरनेटको सुविधासहितको एन्ड्रोइड फोन
२. सामान्य फोन\इन्टरनेट नचल्ने खालको फोन

Do you have anything else that you wanted to talk about, ask or share?
तपाईंलाई कुरा गर्न, सोध्न वा भन्न मन लागेको अरु केहि कुरा छ?

3. Pakistan

3.1 Assessment tasks overview

The literacy assessment was designed to be aligned to learning standards for grades 3 to 5. The assessment measures students' knowledge of foundational literacy skills. In Pakistan, the assessment was delivered using SMS alone or in combination with phone calls. This tool is available in English, Urdu, Punjabi, Sindhi, and Pashto.

Grades	Content/Subject area	Technology used in pilot	Language of assessment
3 to 5	• Foundational literacy skills	• SMS • phone calls (+ SMS)	• English • Urdu • Punjabi • Sindhi • Pashto

3.2 Assessment instrument

Grade 3

Grade 3 Assessment: IVR

IVRs can be designed to run on the push and pull model:

Push: An outbound dialer is used to call a user (parent/caregiver/student) from a pre-designated number. Upon answering the call, the user can directly land a specific assessment or the main IVR options menu to choose their options.

Pull: User (parent/caregiver/student) dials a pre-designated number and follows the options tree to reach an assessment

Question 1:

Please listen to the sound of the alphabet letter and choose the option that correctly identifies the alphabet.

Sound played: Faa

Please press the number option for submitting your answer:

One (1) for F

Two (2) for P

Three (3) for R

Question 2:

Please listen to the sound of the alphabet letter and choose the option that correctly identifies the alphabet.

Sound played: Da

Please press the number option for submitting your answer:

One (1) for G

Two (2) for D

Three (3) for P

Question 3:

Please listen to the sound of the alphabet letter and choose the option that correctly identifies the alphabet.

Sound played: Cuh

Please press the number option for submitting your answer:

One (1) for C

Two (2) for K

Three (3) for P

Marking Instructions
Record the response category against each alphabet letter as follows: Mark alphabets that are rec correctly as correct – Score 1 Mark alphabets that are read incorrectly as incorrect – Score 0

Question 4:

You will hear a word. Please listen to it carefully and identify which alphabet letter does it start with.

Please press the number option for submitting your answer.

IVR Prompt: The word “Book” starts with:

One (1) for B

Two (2) for G

One (3) for M

Question 5:

You will hear a word. Please listen to it carefully and identify which alphabet letter does it start with.

Please press the number option for submitting your answer.

IVR Prompt: The word “Stool” starts with:

One (1) for S

Two (2) for C

One (3) for H

Question 6:

You will hear a word. Please listen to it carefully and identify which alphabet letter does it start with.

Please press the number option for submitting your answer.

IVR Prompt: The word "Hill" starts with:

One (1) for O

Two (2) for N

One (3) for H

Marking Instructions
Record the response category against each word as follows: Mark words that are read correctly as correct – Score 1 Mark words that are read incorrectly as incorrect – Score 0

Question 7:

Please press the number option to answer question.

IVR Prompt: What will Saad use to play with his bat?

One (1) for Ball

Two (2) for Bill

Three (3) for Bowl

Question 8:

Please press the number option to answer question.

IVR Prompt: What swims in the lake?

One (1) for Fish

Two (2) for Fesh

Three (3) for Fosh

You will hear a short story. Please try to answer the questions that follow the story:

IVR Prompt: Hassan is a student in class four. He loves cats. He plays with the cats in his lane. He likes to feed the cats. We should be kind to animals.

Question 9:

Please press the number option for submitting your answer.

Which class is Hassan in?

One (1): Hassan is in class two

Two (2): Hassan is in class three

Three (3): Hassan is in class four

Question 10:
Please press the number option for submitting your answer.
What does Hassan love?
One (1): Hassan loves food.
Two (2): Hassan loves his class.
Three (3): Hassan loves cats.

Question 11:
Try to choose the correct word by pressing the number option for submitting your answer.

IVR Prompt: Bilal has turned on the fan because it is so _____

One (1): Hot
Two (2): Cold
Three (3): Fast

Question 12:
Try to choose the correct word by pressing the number option for submitting your answer.

IVR Prompt: The cook is washing the dishes because they are _____
One (1): clean
Two (2) happy
Three (3): **dirty**

Grade 3 Assessment: Live Calls

Assumptions:

The enumerator would have an excel sheet marking book available when conducting the learning Question in each round.

Note for enumerator:

Instruction to student:

Questions Part of the SMS:

Question 1:

Identify as many letters as you can

F	A	C
D	R	L
T	B	M

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received an SMS containing 9 alphabet letters. Please try to read these letters aloud, one by one.	Ask the child to read each alphabet letter one by one Try to support the child in choosing the order sent in SMS. If the child cannot read an alphabet letter, then ask them to move on to the next one.	Record the response category against each alphabet letter as follows: Mark alphabets that are read correctly as correct – Score 1 Mark alphabets that are read incorrectly as incorrect – Score 0

Question 2:

Please try to read these words aloud, one by one.

Farmer	Floor	Car
Horse	Soft	Mother
Book	Chair	Hot

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received an SMS containing 9 words. Please try to read these words aloud, one by one.	Ask the child to read each word one by one Try to support the child in choosing the order sent in SMS. If the child cannot read a word, then ask them to move on to the next one.	Record the response category against each word as follows: Mark words that are read correctly as correct – Score 1 Mark words that are read incorrectly as incorrect – Score 0

Question 3:

Please try to read the sentence aloud.

	Sentences	Correct	Incorrect	Not read
Q3.	Sarah has a doll.			

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received an SMS containing a sentence. Please try to read each sentence aloud.	Ask the child to read the sentence received by the child via SMS Each sentence is going to be received by the child in a separate SMS Each sentence should have a time gap of 3 mins from SMS (sentence) sent to student and response received from the student.	If full sentence is read correctly – Score 1 Any errors or sentence unread – Score 0

Question 4:

Please try to read the sentence aloud.

	Sentences	Correct	Incorrect	Not read
Q4.	The doll has black hair and brown eyes.			

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received an SMS containing a sentence. Please try to read each sentence aloud.	Ask the child to read a sentence received by the child via SMS Each sentence is going to be received by the child in a separate SMS Each sentence should have a time gap of 3 mins from SMS (sentence) sent to student and response received from the student.	If full sentence is read correctly – Score 1 Any errors or sentence unread – Score 0

Question 5:

Please try to read the sentence aloud.

	Sentences	Correct	Incorrect	Not read
Q5.	Sarah got the doll on her birthday.			

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received an SMS containing a sentence. Please try to read each sentence aloud.	Ask the child to read a sentence received by the child via SMS Each sentence is going to be received by the child in a separate SMS Each sentence should have a time gap of 3 mins from SMS (sentence) sent to student and response received from the student.	If full sentence is read correctly – Score 1 Any errors or sentence unread – Score 0

Question 6:

Please try to read the sentence aloud

	Sentences	Correct	Incorrect	Not read
Q6.	Sarah loves to play with her doll.			

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received an SMS containing a sentence. Please try to read each sentence aloud.	Ask the child to read a sentence received by the child via SMS Each sentence is going to be received by the child in a separate SMS Each sentence should have a time gap of 3 mins from SMS (sentence) sent to student and response received from the student.	If full sentence is read correctly – Score 1 Any errors or sentence unread – Score 0

Question 7:

Please try to read this story aloud.

Story: Hassan is a student in class four. He loves cats. He plays with the cats in his lane. He likes to feed the cats. We should be kind to animals.

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received an SMS containing a short story. Please try to read this story aloud.	Follow along and clearly note any incorrect words. Stay quiet. If the child hesitates for 5 seconds, say "please go on". Early stop rule: If you have marked incorrect all of the words on the first line.	Each sentence in story needs to be marked individually. If full sentence is read correctly – Score "1" Any errors or sentence unread – Score "0" Say "Thank you", and discontinue the exercise – Score 0

Question 8

Question about the story he/she has just read

	Questions	Answer	Correct	Incorrect
Q8.	Which class is Hassan in?	Class 4		

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
Ask the child questions about the story they have just read in Q7	Mark incorrect and correct responses The answer does not need to be exactly worded	Correct response (Can be phrased differently from the text) – Score 1 Incorrect or no response– Score 0

Question 9

Ask the child the following question about the story he/she has just read

	Questions	Answer	Correct	Incorrect
Q9.	What does Hassan love?	Cats		

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
Ask the child questions about the story they have just read in Q7	Mark incorrect and correct responses The answer does not need to be exactly worded	Correct response (Can be phrased differently from the text) – Score 1 Incorrect or no response– Score 0

Question 10:

Fill-in-the-blank. Please try to choose the correct word from the options given.

Question #	Sentences	Correct	Incorrect
Q10.	Sana does not like to do_____ homework (her, to, be).	Her	

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received one or two SMS containing a short sentence with a fill-in-the-blank.	Ask the child to read the text and select the right word for each blank Please try to choose the correct word from the options given.	Correct response – Score 1 Incorrect or no response – Score 0

Question 11:

Fill-in-the blank. Please try to choose the correct word from the options given.

Question #	Sentences	Correct	Incorrect
Q11.	When Sana gets home from school _____ (to, she, do) only wants to play.	She	

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received one or two SMS containing a short sentence with a fill-in-the-blank.	Ask the child to read the text and select the right word for each blank Please try to choose the correct word from the options given.	Correct response – Score 1 Incorrect or no response – Score 0

Question 12:

Fill in the blank. Please try to choose the correct word from the options given.

Question #	Sentences	Correct	Incorrect
Q12.	Her _____ (she, to, mother) tells Sana she needs to do her homework before playing.	Mother	

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received one or two SMS containing a short sentence with a fill-in-the-blank.	Ask the child to read the text and select the right word for each blank Please try to choose the correct word from the options given.	Correct response – Score 1 Incorrect or no response – Score 0

Grade 3 Assessment: SMS

Assumption:

The response of each child would be compared with the correct answer database and marked accordingly

Question 1:

Q1. Which word begins with a different letter sound?

کون سا لفظ ایک مختلف آواز سے شروع ہوتا ہے

Q	1. Car	2. Cat	**3. Pat**
Q	1. Book	**2. Tree**	3. Bike
Q	1. Room	2. Rat	**3. Kite**

Pre-question instructions given to child by enumerator before SMS assessment begins	Marking Instructions
You will receive an SMS containing the question Please try to read them and select the correct option.	Correct response – Score 1 Incorrect or no response – Score 0

Question 2:

Q2. Send any word that begins with the following letter:

اس حرف کی آواز سے شروع ہونے والا کوئی بھی لفظ بھیجیں:

1. A (ا)
2. J (ج)
3. B (ب)

Pre-question instructions given to child by enumerator before SMS assessment begins	Marking Instructions
You will receive an SMS containing the question Please try to read them and select the correct option.	Correct response – Score 1 Incorrect or no response – Score 0

Question 3:

Please select the correct word to complete the sentence.

Q3. Saad hit the ____ with his bat

1. **Ball**
2. Bull
3. Bill

Pre-question instructions given to child by enumerator before SMS assessment begins	Marking Instructions
You will receive an SMS containing the question Please try to read them and select the correct option.	Correct response – Score 1 Incorrect or no response – Score 0

Question 4:

There is a full _____ in the sky

1. Man
2. **Moon**
3. Mool

Pre-question instructions given to child by enumerator before SMS assessment begins	Marking Instructions
You will receive an SMS containing the question Please try to read them and select the correct option.	Correct response – Score 1 Incorrect or no response – Score 0

Question 5:

The lake has many _____

1. **Fish**
2. Fesh
3. Fosh

Pre-question instructions given to child by enumerator before SMS assessment begins	Marking Instructions
You will receive an SMS containing the question Please try to read them and select the correct option.	Correct response – Score 1 Incorrect or no response – Score 0

Question 6:

Story: Hassan is a Class four student. He loves cats. He plays with the cats in his lane. He likes to feed the cats. We should be kind to animals.

	Questions	Answer
	Which class is Hassan in? 1. Class 3 2. Class 4 3. Class 5 4. Class 2	**2**
	What does Hassan love? 1. House 2. School 3. Cats 4. Toys	**3**

	What does he do with the cats? 1. Feeds them 2. Takes them to school 3. Gives them toys 4. Talks to them	**1**

This mark sheet below is applicable for all the sections of Q6.

Pre-question instructions given to child by enumerator before SMS assessment begins	Marking Instructions
You will receive an SMS containing the question Please try to read them and select the correct option.	Correct response – Score 1 Incorrect or no response – Score 0

Question 7:

Sana does not like to do _____ homework.

1. **her**
2. to
3. be

Pre-question instructions given to child by enumerator before SMS assessment begins	Marking Instructions
You will receive an SMS containing the question Please try to read them and select the correct option.	Correct response – Score 1 Incorrect or no response – Score 0

Question 8:

When she gets home from school _____only wants to play.

1. cat
2. **she**
3. fly

Pre-question instructions given to child by enumerator before SMS assessment begins	Marking Instructions
You will receive an SMS containing the question Please try to read them and select the correct option.	Correct response – Score 1 Incorrect or no response – Score 0

Question 9:

Her _____tells Sana she needs to do her homework before playing.

1. hen
2. to
3. **mother**

Pre-question instructions given to child by enumerator before SMS assessment begins	Marking Instructions
You will receive an SMS containing the question Please try to read them and select the correct option.	Correct response – Score 1 Incorrect or no response – Score 0

Question 10:

Choose the correct word to complete the sentence:

Bilal has turned on the fan because it is so _____

1. **Hot**
2. Cold
3. windy
4. fast

Pre-question instructions given to child by enumerator before SMS assessment begins	Marking Instructions
You will receive an SMS containing the question Please try to read them and select the correct option.	Correct response – Score 1 Incorrect or no response – Score 0

Question 11:

The cook is washing the dishes because they are _____

1. clean
2. happy
3. upset
4. **dirty**

Pre-question instructions given to child by enumerator before SMS assessment begins	Marking Instructions
You will receive an SMS containing the question Please try to read them and select the correct option.	Correct response – Score 1 Incorrect or no response – Score 0

Question 12:

We eat dinner at 8pm but today we ate at 9pm. We ate dinner _____

1. early
2. **late**
3. never
4. tomorrow

Pre-question instructions given to child by enumerator before SMS assessment begins	Marking Instructions
You will receive an SMS containing the question Please try to read them and select the correct option.	Correct response – Score 1 Incorrect or no response – Score 0

Grade 4

Grade 4 Assessment: IVR

IVRs can be designed to run on the push and pull model:

Push: An outbound dialer is used to call a user (parent/caregiver/student) from a pre-designated number. Upon answering the call, the user can directly land a specific assessment or the main IVR options menu to choose their options.

Pull: User (parent/caregiver/student) dials a pre-designated number and follows the options tree to reach an assessment

Question 1:

Please listen to the sound of the alphabet letter and choose the option that correctly identifies the alphabet.

Sound played: Fuh

Please press the number option for submitting your answer:

One (1) for F

Two (2) for P

Three (3) for R

Question 2:

Please listen to the sound of the alphabet letter and choose the option that correctly identifies the alphabet.

Sound played: Da

Please press the number option for submitting your answer:

One (1) for G

Two (2) for D

Three (3) for P

Question 3:

Please listen to the sound of the alphabet letter and choose the option that correctly identifies the alphabet.

Sound played: Nuh

Please press the number option for submitting your answer:

One (1) for N

Two (2) for M

Three (3) for P

Marking Instructions
Record the response category against each alphabet letter as follows: Mark alphabets that are rec correctly as correct – Score 1 Mark alphabets that are read incorrectly as incorrect – Score 0

Question 4:
You will hear a word. Please listen to it carefully and identify which alphabet letter does it start with.
Please press the number option for submitting your answer.
IVR Prompt: The word “Fruit” starts with:
One (1) for J
Two (2) for F
One (3) for G

Question 5:
You will hear a word. Please listen to it carefully and identify which alphabet letter does it start with.
Please press the number option for submitting your answer.
IVR Prompt: The word “Happy” starts with:
One (1) for L
Two (2) for A
One (3) for H

Question 6:
You will hear a word. Please listen to it carefully and identify which alphabet letter does it start with.
Please press the number option for submitting your answer.
IVR Prompt: The word “Moon” starts with:
One (1) for N
Two (2) for O
One (3) for M

Marking Instructions
Record the response category against each word as follows: Mark words that are read correctly as correct – Score 1 Mark words that are read incorrectly as incorrect – Score 0

You will hear a short story. Please try to answer the questions that follow the story:
IVR Prompt: Adil is sad. He lost his grandfather’s watch. He cannot find it. His sister found the watch under the bed. Adil is smiling now.

Question 7:
Please press the number option for submitting your answer.
Who did the watch belong to?
One (1): Adil
Two (2): Adil's father
Three (3): Adil's grandfather

Question 8:
Please press the number option for submitting your answer.
Where was the watch found?
One (1): On the sofa
Two (2): on the table
Three (3): under the bed

Question 9:
Please press the number option for submitting your answer.
Why is Adil smiling now?
One (1): The watch was found
Two (2): He will go to school tomorrow
Three (3): His sister helped him

Question 10:
Try to choose the correct word by pressing the number option for submitting your answer.

IVR Prompt: It is a dark night with a full
One (1): Moon
Two (2): Sun
Three (3): Cloud

Question 11:
Try to choose the correct word by pressing the number option for submitting your answer.

IVR Prompt: Bilal will buy milk and bread from the _____
One (1) for Park
Two (2) for Doctor
Three (3) for Market

Question 12:
Please press the number option to answer question.
IVR Prompt: Amjad told a joke and his friends _____
One (1) for laughed
Two (2) for cried
Three (3) for snored

Grade 4 Assessment: Live Calls

Assumptions:

The enumerator would have an excel sheet marking book available when conducting the learning Question in each round.

Note for enumerator:

Instruction to student:

Questions Part of the SMS:

Question 1:

Identify as many letters as you can

D	E	P
K	F	N
T	L	J

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received an SMS containing 9 alphabet letters. Please try to read these letters aloud, one by one.	Ask the child to read each alphabet letter one by one Try to support the child in choosing the order sent in SMS. If the child cannot read an alphabet letter, then ask them to move on to the next one.	Record the response category against each alphabet letter as follows: Mark alphabets that are read correctly as correct – Score 1 Mark alphabets that are read incorrectly as incorrect – Score 0

Question 2:

Please try to read these words aloud, one by one.

Fruit	Pen	Food
Cow	Tough	Sky
Sun	Happy	Door

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received an SMS containing 9 words.	Ask the child to read each word one by one	Record the response category against each word as follows:

Please try to read these words aloud, one by one.	Try to support the child in choosing the order sent in SMS. If the child cannot read a word, then ask them to move on to the next one.	Mark words that are read correctly as correct – Score 1 Mark words that are read incorrectly as incorrect – Score 0

Question 3:

Please try to read the sentence aloud.

Sentences	Correct	Incorrect	Not read
Sarah has a beautiful doll.			

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received an SMS containing a sentence. Please try to read each sentence aloud.	Ask the child to read the sentence received by the child via SMS Each sentence is going to be received by the child in a separate SMS Each sentence should have a time gap of 3 mins from SMS (sentence) sent to student and response received from the student.	If full sentence is read correctly – Score 1 Any errors or sentence unread – Score 0

Question 4:

Please try to read the sentence aloud.

Sentences	Correct	Incorrect	Not read
The doll has black hair and brown eyes.			

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received an SMS containing a sentence. Please try to read each sentence aloud.	Ask the child to read a sentence received by the child via SMS Each sentence is going to be received by the child in a separate SMS Each sentence should have a time gap of 3 mins from SMS (sentence) sent to student and response received from the student.	If full sentence is read correctly – Score 1 Any errors or sentence unread – Score 0

Question 5:

Please try to read the sentence aloud.

Sentences	Correct	Incorrect	Not read
Sarah got the doll on her third birthday.			

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received an SMS containing a sentence. Please try to read each sentence aloud.	Ask the child to read a sentence received by the child via SMS Each sentence is going to be received by the child in a separate SMS Each sentence should have a time gap of 3 mins from SMS (sentence) sent to student and response received from the student.	If full sentence is read correctly – Score 1 Any errors or sentence unread – Score 0

Question 6:

Please try to read the sentence aloud.

Sentences	Correct	Incorrect	Not read
Sarah loves to play with her doll.			

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received an SMS containing a sentence. Please try to read each sentence aloud.	Ask the child to read a sentence received by the child via SMS Each sentence is going to be received by the child in a separate SMS Each sentence should have a time gap of 3 mins from SMS (sentence) sent to student and response received from the student.	If full sentence is read correctly – Score 1 Any errors or sentence unread – Score 0

Question 7:

Please try to read this story aloud.

Story: Adil is sad. He lost his grandfather's watch. He cannot find it. His sister found the watch under the bed. Adil is smiling now.

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received an SMS containing a short story. Please try to read this story aloud.	Follow along and clearly note any incorrect words. Stay quiet. If the child hesitates for 5 seconds, say "please go on". Early stop rule: If you have marked incorrect all of the words on the first line.	Each sentence in story needs to be marked individually. If full sentence is read correctly – Score "1" Any errors or sentence unread – Score "0" Say "Thank you", and discontinue the exercise – Score 0

Question 8:

Question about the story he/she has just read

	Questions	Answer	Correct	Incorrect
Q8.	Who did the watch belong to?	His grandfather		

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
Ask the child questions about the story they have just read in Q7	Mark incorrect and correct responses The answer does not need to be exactly worded	Correct response (Can be phrased differently from the text) – Score 1 Incorrect or no response– Score 0

Question 9:

Ask the child the following question about the story he/she has just read.

	Questions	Answer	Correct	Incorrect
Q9.	Where was the watch found?	Under the bed		

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
Ask the child questions about the story they have just read in Q7	Mark incorrect and correct responses The answer does not need to be exactly worded	Correct response (Can be phrased differently from the text) – Score 1 Incorrect or no response– Score 0

Question 10:

Ask the child the following question about the story he/she has just read

	Questions	Answer	Correct	Incorrect
Q10.	Who found the watch?	His sister		

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
Ask the child questions about the story they have just read in Q7	Mark incorrect and correct responses The answer does not need to be exactly worded	Correct response (Can be phrased differently from the text) – Score 1 Incorrect or no response– Score 0

Question 11:

Ask the child the following question about the story he/she has just read

	Questions	Answer	Correct	Incorrect
Q11	Why is Adil smiling now?	Because the watch was found		

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
Ask the child questions about the story they have just read in Q7	Mark incorrect and correct responses The answer does not need to be exactly worded	Correct response (Can be phrased differently from the text) – Score 1 Incorrect or no response– Score 0

Question 12:

Fill-in-the-blank. Please try to choose the correct word from the options given.

Question #	Sentences	Correct	Incorrect
Q12.	Bushra is at _____ (her, to, be) cousin's house.		

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received one or two SMS containing a short sentence with a fill-in-the-blank.	Ask the child to read the text and select the right word for each blank Please try to choose the correct word from the options given.	Correct response – Score 1 Incorrect or no response – Score 0

Question 13:

Fill-in-the-blank. Please try to choose the correct word from the options given.

Question #	Sentences	Correct	Incorrect
Q13.	Bushra and her cousin are playing. _____ (they, her, to) will eat dinner soon.		

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received one or two SMS containing a short sentence with a fill-in-the-blank.	Ask the child to read the text and select the right word for each blank Please try to choose the correct word from the options given.	Correct response – Score 1 Incorrect or no response – Score 0

Question 14:

Fill-in-the-blank. Please try to choose the correct word from the options given.

Question #	Sentences	Correct	Incorrect
Q14.	Her _____ (she, to, mother) will come to take her home.		

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received one or two SMS containing a short sentence with a fill-in-the-blank.	Ask the child to read the text and select the right word for each blank Please try to choose the correct word from the options given.	Correct response – Score 1 Incorrect or no response – Score 0

Grade 4 Assessment: SMS

Q1. Which word begins with a different sound?

کون سا لفظ ایک مختلف آواز سے شروع ہوتا ہے

	4. Car	5. Chat	6. Bat
	4. Hair	5. Hand	6. Dog
	4. Park	5. Year	6. Pat

Question 2:

Q2. Send any word that begins with the following letter sound:

اس حرف کی آواز سے شروع ہونے والا کوئی بھی لفظ بھیجیں:

4. D (د)
5. L (ل)
6. Sh (ش)

Question 3:

Please select the correct word to complete the sentence.

جملہ مکمل کرنے کے لیے صحیح لفظ منتخب کریں۔

Q3. Before school, Anam's mother brushes her _____

4. **Hair**
5. Heer
6. Hail

Q4. The water is very _____

4. Buel
5. **Blue**
6. Bale

Q5. The table has four _____.

4. **Chairs**
5. Chays
6. Chirs

Question 2:

Story: My name is Jameel, and I live with my mother, father, and sister, Hina. My parents are potters. I love to watch my parents shape pots on the wheel. After the pot is complete, my sister and I help to put the pots into the sun to dry.

	Questions	Answer
Q6.	What is Jameel's sister's name?	**Hina**
Q7.	What do Jameel's parents do?	**They are potters**
Q8.	Why do they put pots in the sun?	**For them to dry**

Question 3:

Q9. Bushra is at _____ cousin's house.

7. **her**
8. to
9. be

Q10. Bushra and her cousin are playing. _____ will eat dinner soon.

4. they
5. **her**
6. to

Q11. Her _____ will come to take her home.

4. She
5. to
6. **mother**

Question 4:

Choose the appropriate word to complete the sentence:

Q12. Bilal has gone to the _____ to buy milk and bread.

5. Park
6. **Store**
7. School
8. Doctor

Q13. Amjad told a joke and his friends _____

a. **Laughed**
b. Cried
c. Shouted
d. Jumped

Q.14. My mother told me to clean my room because it is very _____

5. busy
6. hot
7. kitchen
8. **dirty**

Grade 5

Grade 5 Assessment: IVR

IVRs can be designed to run on the push and pull model:

Push: An outbound dialer is used to call a user (parent/caregiver/student) from a pre-designated number. Upon answering the call, the user can directly land a specific assessment or the main IVR options menu to choose their options.

Pull: User (parent/caregiver/student) dials a pre-designated number and follows the options tree to reach an assessment

Question 1:

Please listen to the sound of the alphabet letter and choose the option that correctly identifies the alphabet.

Sound played: Tah

Please press the number option for submitting your answer:

One (1) for T

Two (2) for F

Three (3) for D

Question 2:

Please listen to the sound of the alphabet letter and choose the option that correctly identifies the alphabet.

Sound played: Waw

Please press the number option for submitting your answer:

One (1) for E

Two (2) for W

Three (3) for O

Question 3:

Please listen to the sound of the alphabet letter and choose the option that correctly identifies the alphabet.

Sound played: Kuh

Please press the number option for submitting your answer:

One (1) for C

Two (2) for K

Three (3) for P

Marking Instructions
Record the response category against each alphabet letter as follows: Mark alphabets that are rec correctly as correct – Score 1 Mark alphabets that are read incorrectly as incorrect – Score 0

Question 4:

You will hear a word. Please listen to it carefully and identify which alphabet letter does it start with.
Please press the number option for submitting your answer.
IVR Prompt: The word "River" starts with:
One (1) for R
Two (2) for G
One (3) for V

Question 5:

You will hear a word. Please listen to it carefully and identify which alphabet letter does it start with.
Please press the number option for submitting your answer.
IVR Prompt: The word "Pencil" starts with:
One (1) for P
Two (2) for B
One (3) for E

Question 6:

You will hear a word. Please listen to it carefully and identify which alphabet letter does it start with.
Please press the number option for submitting your answer.
IVR Prompt: The word "Summer" starts with:
One (1) for S
Two (2) for C
One (3) for M

Marking Instructions
Record the response category against each word as follows: Mark words that are read correctly as correct – Score 1 Mark words that are read incorrectly as incorrect – Score 0

You will hear a short story. Please try to answer the questions that follow the story:
IVR Prompt: Adil is sad. He lost his grandfather's watch! He cannot find it. His father and sister search with him. Finally, his sister finds it under the bed. Adil is relieved.

Question 7:

Please press the number option to answer question.
IVR Prompt: Why is Adil sad?
One (1) for he lost his grandfather's watch
Two (2) for he has to go to school tomorrow
Three (3) for his father and sister are helping him

Question 8:

Please press the number option for submitting your answer.
Who did the watch belong to?
One (1) for Adil
Two (2) for Adil's father
Three (3) for Adil's grandfather

Question 9:

Please press the number option for submitting your answer.
Who helped him search for the watch??
One (1) for Adil's sister
Two (2) for Adil's grandfather
Three (3) for Adil's mother

Question 10:

Please press the number option to answer question.
IVR Prompt: I will be picked by my _____
One (1) for Mother
Two (2) for Car
Three (3) for Road

Question 11:

Try to choose the correct word by pressing the number option for submitting your answer.

IVR Prompt: Father isn't feeling well so he has gone to the _____
One (1) for Tailor
Two (2) for Doctor
Three (3) for Butcher

Question 12:

Please press the number option to answer question.
IVR Prompt: I like eating the food my mother cooks because it is
One (1) for tasty
Two (2) for kitchen
Three (3) for fridge

Grade 5 Assessment: Live Calls

Assumptions:

The enumerator would have an excel sheet marking book available when conducting the learning Question in each round.

Note for enumerator:

Instruction to student:

Questions Part of the SMS:

Question 1:

Identify as many letters as you can.

S	K	O
W	J	N
P	D	T

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received an SMS containing 9 alphabet letters. Please try to read these letters aloud, one by one.	Ask the child to read each alphabet letter one by one Try to support the child in choosing the order sent in SMS. If the child cannot read an alphabet letter, then ask them to move on to the next one.	Record the response category against each alphabet letter as follows: Mark alphabets that are read correctly as correct – Score 1 Mark alphabets that are read incorrectly as incorrect – Score 0

Question 2:

Please try to read these words aloud, one by one.

River	Pencil	Moon
Apple	Hard	Slipper
Summer	Angry	Hand

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received an SMS containing 9 words. Please try to read these words aloud, one by one.	Ask the child to read each word one by one Try to support the child in choosing the order sent in SMS. If the child cannot read a word, then ask them to move on to the next one.	Record the response category against each word as follows: Mark words that are read correctly as correct – Score 1 Mark words that are read incorrectly as incorrect – Score 0

Question 3:

Please try to read the sentence aloud.

Sentences	**Correct**	**Incorrect**	**Not read**
Sarah has a beautiful doll.			

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received an SMS containing a sentence. Please try to read each sentence aloud.	Ask the child to read the sentence received by the child via SMS Each sentence is going to be received by the child in a separate SMS Each sentence should have a time gap of 3 mins from SMS (sentence) sent to student and response received from the student.	If full sentence is read correctly – Score 1 Any errors or sentence unread – Score 0

Question 4:

Please try to read the sentence aloud.

	Sentences	**Correct**	**Incorrect**	**Not read**
Q4.	The doll has colourful clothes and black hair.			

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received an SMS containing a sentence. Please try to read each sentence aloud.	Ask the child to read a sentence received by the child via SMS Each sentence is going to be received by the child in a separate SMS Each sentence should have a time gap of 3 mins from SMS (sentence) sent to student and response received from the student.	If full sentence is read correctly – Score 1 Any errors or sentence unread – Score 0

Question 5:

Please try to read the sentence aloud.

	Sentences	Correct	Incorrect	Not read
Q5.	Sarah got the doll on her third birthday.			

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received an SMS containing a sentence. Please try to read each sentence aloud.	Ask the child to read a sentence received by the child via SMS Each sentence is going to be received by the child in a separate SMS Each sentence should have a time gap of 3 mins from SMS (sentence) sent to student and response received from the student.	If full sentence is read correctly – Score 1 Any errors or sentence unread – Score 0

Question 6:

Please try to read the sentence aloud

	Sentences	Correct	Incorrect	Not read
Q6.	Sometimes Sarah takes her doll to school.			

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received an SMS containing a sentence. Please try to read each sentence aloud.	Ask the child to read a sentence received by the child via SMS Each sentence is going to be received by the child in a separate SMS Each sentence should have a time gap of 3 mins from SMS (sentence) sent to student and response received from the student.	If full sentence is read correctly – Score 1 Any errors or sentence unread – Score 0

Question 7:

Please try to read this story aloud.

Story: Adil is sad. He lost his grandfather's watch! He cannot find it. His father and sister search with him. Finally, his sister finds it under the bed. Adil is relieved

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received an SMS containing a short story. Please try to read this story aloud.	Follow along and clearly note any incorrect words. Stay quiet. If the child hesitates for 5 seconds, say "please go on". Early stop rule: If you have marked incorrect all of the words on the first line.	Each sentence in story needs to be marked individually. If full sentence is read correctly – Score "1" Any errors or sentence unread – Score "0" Say "Thank you", and discontinue the exercise – Score 0

Question 8:

Question about the story he/she has just read

	Questions	Answer	Correct	Incorrect
Q1.	Who did the watch belong to?	His grandfather		

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
Ask the child questions about the story they have just read in Q7	Mark incorrect and correct responses The answer does not need to be exactly worded	Correct response (Can be phrased differently from the text) – Score 1 Incorrect or no response– Score 0

Question 9:

Ask the child the following question about the story he/she has just read

	Questions	Answer	Correct	Incorrect
Q9.	Where was the watch found?	Under the bed		

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
Ask the child questions about the story they have just read in Q7	Mark incorrect and correct responses The answer does not need to be exactly worded	Correct response (Can be phrased differently from the text) – Score 1 Incorrect or no response– Score 0

Question 10:

Ask the child the following question about the story he/she has just read

	Questions	Answer	Correct	Incorrect
Q10.	Who helped him search for the watch?	His father and sister		

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
Ask the child questions about the story they have just read in Q7	Mark incorrect and correct responses The answer does not need to be exactly worded	Correct response (Can be phrased differently from the text) – Score 1 Incorrect or no response– Score 0

Question 11:

Ask the child the following question about the story he/she has just read

	Questions	Answer	Correct	Incorrect
Q11.	Why is Adil relieved?	Because the watch was found		

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
Ask the child questions about the story they have just read in Q7	Mark incorrect and correct responses The answer does not need to be exactly worded	Correct response (Can be phrased differently from the text) – Score 1 Incorrect or no response– Score 0

Question 12:

Fill-in-the-blank. Please try to choose the correct word from the options given.

	Questions	Correct	Incorrect
Q12.	Bushra is at _____ (her, to, be) cousin's house.		

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received one or two SMS containing a short sentence with a fill-in-the-blank.	Ask the child to read the text and select the right word for each blank Please try to choose the correct word from the options given.	Correct response – Score 1 Incorrect or no response – Score 0

Question 13:

Please read the text and select the right word for the blank

	Sentences	Correct	Incorrect
Q13.	Bushra and her cousin are playing. _____ (They, her, to) will eat dinner soon.		

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received one or two SMS containing a short sentence with a fill-in-the-blank.	Ask the child to read the text and select the right word for each blank Please try to choose the correct word from the options given.	Correct response – Score 1 Incorrect or no response – Score 0

Question 14:

Please read the text and select the right word for the blank

	Sentences	**Correct**	**Incorrect**
Q14.	Her _____ (she, to, mother) will come to take her home.		

Instructions for enumerators		
Pre-question instructions to child	On conducting the Assessment	Marking Instructions
You should have received one or two SMS containing a short sentence with a fill-in-the-blank.	Ask the child to read the text and select the right word for each blank Please try to choose the correct word from the options given.	Correct response – Score 1 Incorrect or no response – Score 0

Grade 5 Assessment: SMS

Q1. Which word begins with a different sound?

کون سا لفظ ایک مختلف آواز سے شروع ہوتا ہے

	7. Boat	8. Pale	9. Bat
	7. Water	8. Wall	9. Yell
	7. Dream	8. Zoo	9. Doll

Q2. Send any word that begins with the following letter sound:

اس حرف کی آواز سے شروع ہونے والا کوئی بھی لفظ بھیجیں:

7. M (م)
8. Kh (خ)
9. F (ف)

Q3. Please select the correct word to complete the sentence.

جملہ مکمل کرنے کے لیے صحیح لفظ منتخب کریں۔

Q4. The _____ is in the farm

10. **Cow**
11. Cew
12. Caw

Q5. Sea water has a lot of _____

7. Salt
8. Sawl
9. Soar

Q6. Father has gone to _____.

7. Week
8. Work
9. Wark

کہانی پڑھیں:

Story: My name is Jameel, and I live with my mother, father, and sister, Hina. My parents are potters. One day I was playing cricket and my ball hit some of the pots that were put out to dry. The pots broke. I felt very sad.

اب مندرجہ ذیل سوالات کا جواب دیں۔

	Questions	Answer
Q7.	What is Jameel's sisters name?	Hina
Q8.	What was Jameel playing?	Cricket
Q9.	How did the pots break?	The ball hit it

جملہ مکمل کرنے کے لیے مناسب لفظ منتخب کریں:

Q10. Bushra is at _____ cousin's house.

13. **her**
14. to
15. be

Q11. Bushra and her cousin are playing. _____ will eat dinner soon.

7. they
8. her
9. to

Q12. Father isn't feeling well so he has gone to the _____.

9. Doctor
10. Park
11. Teacher
12. Bank

Q13. Amjad told a joke and his friends _____

e. Laughed
f. Cried
g. Shouted
h. Jumped

Q. 14. My mother makes _____ food. I love to eat the food she cooks.

9. Tasty
10. Oily
11. kitchen
12. dirty

SUPPORTED WITH FUNDING FROM THE
GLOBAL PARTNERSHIP FOR EDUCATION

GPE Transforming Education

WORLD BANK GROUP

LeAP
Learning Assessment Platform