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

1. Ghana ................................................................................................................................. 1
   1.1 Assessment tasks overview ......................................................................................... 1
   1.2 Assessment instrument
      Grade 2 .......................................................................................................................... 1
      Grade 3 ............................................................................................................................ 25
      Grade 4 ........................................................................................................................... 49
      Grade 5 ............................................................................................................................ 53

2. Nepal .................................................................................................................................. 57
   2.1 Assessment tasks overview ......................................................................................... 57
   2.2 Assessment instrument
      Assessment Questionnaire ............................................................................................... 57
      Student-Caregiver Survey ................................................................................................. 61
      Core Learning Module ....................................................................................................... 68
      Maths Assessment ............................................................................................................. 69
      Nepali Assessment ............................................................................................................ 74

3. Pakistan ............................................................................................................................... 77
   3.1 Assessment tasks overview ......................................................................................... 77
   3.2 Assessment instrument
      Grade 3 .......................................................................................................................... 77
      Grade 4 ........................................................................................................................... 91
      Grade 5 ........................................................................................................................... 102

**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:

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.

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<th>Content/Subject area</th>
<th>Technology used in pilot</th>
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<td>• English</td>
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1.2 Assessment instrument

Grade 2

ASANTE TWI

**B2 WEEK 1 Schedule: ASANTE TWI**

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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.
**WEEK 1 SMS ( ):**
Welcome to Week 1

**PLACE VALUE:**

- \(288 = 2(\text{hundreds}) \ 8(\text{tens}) \ 8(\text{ones})\)
- \(308 = ?(\text{hundreds}) \ ?(\text{tens}) \ ?(\text{ones})\)
- \(552 = ???\)

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.

**Ye yɛɛkyere fa ɔhaw/ dwumadie no ho (Demonstrate a Problem/ Activity):**

- \(288 = ?(\text{Hundreds}) \ ?(\text{Tens}) \ ?(\text{Ones})\)
- ✓ Fa saa dwumadie yi kyere awofo 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):
- ✓ Ye nsanee firi benkum ko nifa (Twa horizontal line) wo krataa so. Ye 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 ho ma Baako wo soro nifa fam so pɛɛ (In the top right-most section, write ‘O’ for Ones).
- ✓ Twerɛ ‘T’ fa gyina ho ma Du wo soro mfimfini fam (In the top centre section write ‘T’ for Tens).
- ✓ Twerɛ ‘H’ fa gyina ho ma Ɔha wo soro benkum fam so pɛɛ (In the top left-most section write ‘H’ for Hundreds).
- ✓ Botaɛ no ne se ɛbɛboa abɔfra no ama no atumi akyere nɔma a ɛwɔ 288 no mu a ɛgyina ho 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 mmuaɛ no gu Place Value Pono ne fa a ɛwɔ fam no. (Write your responses in the bottom half of your Place Value Table).
✓ Se abɔfra no te Place Value a ɛkura nɔma gyinabea-3 ase a, ɛyɛ awofoɔ no nkuran ma ɛwɔnɛ dumadie pii (If the child understands Place Value with 3-digit numbers, encourage parents to practice more).

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

✓ Da biara Baako bɛwɔ nɔsa nifakro po ɛɛɛ, ɛda biara yɛho Du wɔ nɔsa benkum po ɛɛɛɛ wɔ Baako no nkyeɛ, yɛho Cha no da biara wɔ benkum so wɔ Du no nkyeɛ. Kyere awofoɔ kwan a wɔbefa so de ɛsaa mmara yi aye won ankasa dumadie 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.

Awieee (Conclusion):

✓ Mo! Yɛ dwumadie 1 anaa 2 a ɛtwɔ toɔ ma me (Great! Do 1 or 2 final questions for me).

✓ Hwɛ se ɔwɔ na ko wo ho wo ɔnnaawɔtwɛ a ɛreba yi. Yebeɛane afa ɛsaa 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).

✓ Yebeɛumi afrɛ wo ɔnnaawɔtwɛ a ɛda yɛn anim yi ama wo nkyerɛmu pii. Meda wo ase se ennɛ nɛwoɔnyɛ bere ne me akasa na woɔboɔ wo wo ba no adesua mu nɛso. Mebɔ mmoɖen afrɛ wo bio ɔnnaawɔtwɛ 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**

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<td>Renew Airtime</td>
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**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.

Ye ɔyɛkyerɛ fa dwumadie no ho (Demonstrate a Problem/ Activity):
978= Nine Hundred and Seventy-Eight
✓ Fa saa dwumadie yi kyere awofɔ 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).
✓ Twere ‘Baako’ wɔ soro nifa fam so pɛɛ (In the right-most section, write the ‘Ones’).
✓ Twere ‘Du’ wɔ soro mfinimfini fam so (In the top centre section, write the ‘Tens’).
✓ Twere ‘ɔha’ wɔ soro nifa fam so pɛɛ (In the top left-most section write the ‘Hundreds’).
✓ Botaeɛ no ne a纵向so bɛtumi atwɛre 978 wɔ nsemfua mu ɔde Cha, Du ne Baako atra mu. (The goal will be for the child to write 978 in words and expand using the Hundreds, Tens and Ones).
✓ Twere wo mmuaeɛ no gu wo krataa ne fa a ɛwɔ fam no (Write your responses in the bottom half of your paper).
✓ Se a纵向so no te Place Value a ɛkura nɔma gyinabɛa-3 ase a, hye awofɔ no nkuran ma wonye dumadie pii (If the child understands Place Value with 3-digit numbers, encourage parents to practice more).

Ma awofɔ no akwankyerɛ ma wonkyerɛ wɛn mma (Offer a tip for parents to give their children):
✓ Da biara Baako bɛwo nɔma nifa so pɛɛ, da biara yehu Du wɔ nɔsa benkum so pɛɛ wo Baako no ɔnyen, yehu Cha no da biara wo benkum so wo Du no ɔnyen. Kyere awofɔ kwan a wɔbɛfa so de saa mmara yi aye 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.
Awieɛ (Conclusion):

✓ **Mo! Ye dwumadie 1 anaa 2 a etwa too ma me** (Great! Do 1 or 2 final questions for me).

✓ **Hwe se wo ba no ka wo ho wo nnawɔtwe a erreba yi. Yebe}sane afa saa dwumadie yi pi μu** (For next week, make sure you have your child with you. We’ll be reviewing a few more of these problems).

✓ **Yebe{sumi afrɛ wo nnawɔtwe a eda yen anim yi ama wo nkyɛmu pi μu. Meda wo ase se ennɛ nso woanɔ ya bere ne me akasɔ na woaboɔ wo bo no adesua μu nso. Mebo mmɔden afrɛ wo biɔ nnawɔtwe a erreba yil** (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

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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.

Buyisimi tuuni (Demonstrate a Problem/Activity):
288 = ? (Hundreds) ?(Tens) ?(Ones)
✓ Zaŋmi tuuni nga buyisi wuhi bihilaamba kalinli dariza yili zaŋ tum tuma (Use this problem to demonstrate to parents how to use a Place Value Table):
✓ Boomibooli Takara zuyu. boomi booli dibai yi yi zuyusa n anti tu li. Dina n-nye 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).
✓ Zuyusaa bahigu nudirigu polo, sabimi ‘O’ n-zali Ones zaa ni (In the top right-most section, write ‘O’ for Ones).
✓ Zuyusaa sunsuuni yawii ni, sabimi ‘T’ n-zali Tens zaa ni (In the top centre section write ‘T’ for Tens).
✓ Zuyusaa nuzaa bahigu yawii ni, sabimi ‘H’ n-zali Hundreds zaa ni (In the top left-most section write ‘H’ for Hundreds).
✓ Di nia yen nyela ni bia maa baŋ dariza sheŋa 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 yaya la ni (Write your responses in the bottom half of your Place Value Table).
✓ Bia maa yi gbaai kalinli dariza din mali kalinli bielima ata, nyin kpanṣimi bihilaam ba ka be 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 yen bela nudirigu bahigu saha kam. Tens kuli yen bela Ones nuzaa zuyu saha kam. Hundreds gba kuli bela Tens nuzaa zuyu. wuhiimi bihilaamba be ni yen zaŋ lala zaligu ŋo nam kalinli darza tuma n-ti be 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?
Kolivaa (Conclusion):

✓ Taali! Tummi bɔhigu 1 bee 2 n-ti ma (Great! Do 1 or 2 final questions for me).

✓ Dakulo din kanna, kpraŋmi 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!).

Facilitator: Give feedback based on the response from the child. Clarify where necessary.
## B2 WEEK 2 Schedule: DAGBAANI

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## 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.

**Buyisimi tuuni (Demonstrate a Problem/Activity):**

978 = Nine Hundred and Seventy-Eight
- Zaŋmi tuuni ṅa buyisi wuhi bihilaamba bẹ nì zaŋđi kalinli dariza yeligiri kalinli sheli shem (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’).
- Zuyusaa sunsuuni maa ni, sabimi ‘Tens’ (In the top centre section, write the ‘Tens’).
- Zuyusaa nuzaa bahigu maa ni, sabimi ‘Hundreds’ (In the top left-most section write the ‘Hundreds’).
- Di nia yen nyèla ni bia maa baŋ dariza shèŋa ṅan 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 yayili maa ni (Write your responses in the bottom half of your paper).
- Bia maa yi gbai kalinli dariza din mali kalinli bielima ata, nyin kpaŋsimi bihilaamba ka bẹ bòhim pahi (If the child understands Place Value with 3-digit numbers, encourage parents to practice more).

**Timi sɔŋsim ka bihilaamba zaŋ ti bẹ bihi (Offer a tip for parents to give their children):**
- Ones kuli yen bela nudirigu bahigu saha kam. Tens kuli yen bela Ones nuzaa zuyu saha kam. Hundreds gba kuli bela Tens nuzaa zuyu. Wuhimi bihilaamba be ni yen zaŋ lala zaligu ṅa nam kalinli darza tuma n-ti bẹ 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 sheŋa.** 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

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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:**

**Nuʋuʋu (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.)

**Nuʋɔwɔ/Nuʋɔna aɖe ðeфеia (Demonstrate a Problem/Activity):**

288 = ? (Alafawo) ?(Ewowo) ? (Đekawo)

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

- Te fli legbee tso miame yi Ʌuɾsi meɗe qe aɡbaɅe dɔi. Te fli eve bubu tso dɔi va anyi be woatso ga gbâtɔ me (Draw a horizontal line on a piece of paper. Draw two vertical lines to intersect it).
- Esia nye xexƚèɖoʃe fe kɔtɔtsɔ (This is a Place Value Table).
- Le Ʌuɾsi diziɡbe gome la, ɲɔ̀ ‘D’ na Đekawo (At the top right-most section, write ‘O’ for Ones).
- Le titina diziɡbe gome la, ɲɔ̀ ‘E’ na Ewowo (In the top centre section, write ‘T’ for Tens).
- Le miakpadzi la, ɲɔ̀ ‘A’ na Alafawo (In the top left-most section, write ‘H’ for Hundreds).
- Taqɔɗizinua ye be Ʌuɾsi te invite atu ade dzeni xexƚèɖezi si le 288 me siwo le Alafawo, Ewowo kplɛ Đekawo tefe (The goal will be for the child to identify which values in 288 belong with Hundreds, Tens and Ones).
- Ʌɔ̀ wɔ̀ ɲudɔɅaɅo Ʌe xexƚèɖoʃe fe tata la te (Write your responses in the bottom half of your Place Value Table).
- Ne Ʌuɾsi te Ʌe xexƚèɖoʃe xexƚèɖezi etɔtɔwo ɲuti dɔwowɔ gome ko la, do ɲusɛ dzilawo be woawɔ efe kɔtɔtɔŋu vovowɔ (If the child understands Place Value with 3-digit numbers, encourage age parents to practice more).

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

- Dekawo nyea Ʌuɾsi xexƚèɖezi mamleto daa. Ewowo kplɛ Ʌeɗekawo ɗo kplikplikli le miame, Alafawo ɗa Ewowo fe miame daa. Fia dzilawo ale si woate Ʌuɾsi atu xexƚèɖoʃe ɲuti nunya daŋu la Ʌe dɔi le wo Ʌeɗɔkuwa si to aʃɗoʃe sia ɲuti dɔwowɔ 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?
Nuwuwu (Conclusion):

✓ Enyo! Do biapia 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 viwɔ nanɔ gbɔwɔ. Miagato nu uee 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).

✓ Mìagayɔ wɔ le kɔsiɖa si gbɔna la me hena numeɖeɖe deto nana. Akpe wɔ de yeyiyi si nɛzã le dzedɔdo kplim egbea la ta kple dɛ ale si nɛkpe dɛ viwɔa ŋu le nusɔsrɔ la me. Mɔkpokpo li be miagadɔ 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!).

Facilitator: Give feedback based on the response from the child. Clarify where necessary.
**B2 WEEK 2 Schedule: EWE**

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**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:

Nuuʋuʋu (Introduction):
✓ Nŋɔnyee 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 Deɖefia (Demonstrate a Problem/Activity):
978 = Alafa Asieke bladre vɔ enyi (Nine Hundred and Seventy-Eight)
Zã dɔdeasi sia tsɔ wo ɖeɖɛfiae na ɖzilawo tso ale si wokakaa ɳɔŋbɔdzesiwo me ðe xexlɛdɔfe nue la (Use this problem to demonstrate to parents how to expand a given number using Place Value Structure).
✓ Le ɖuşi dzigbe gome la, ɳɔ ‘Dekawo ṭi’ (In the right-most section, write the ‘Ones’).
✓ Le titian dzigbegome la, ɳɔ Ewowo (In the top centre section, write the ‘Tens’).
✓ Le miakpadzi dzigbegome la, ɳɔ Alafawo (In the top left-most section write the ‘Hundreds’).
✓ Taɖɔdzinu la anye be ne ɖevia nate ɳu anjɔ 978 ɖe nya me eye wɔkaka eme hâ ðe Alafawo, Ewowo kple Dekawo nu (The goal will be for the child to write 978 in words and expand using the Hundreds, Tens and Ones).
✓ ɭb wɔ ɳuɖqɔdo la ðe ete (Write your responses in the bottom half of your paper).
✓ Ne ɖevia se Xexlɛdɔfe ɳɔŋbɔdzesi etɛtwɔ me la, do ɳuṣɛ ɖzilawo be woayi edzi anɔ ɛfe kpoɖenju 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):
✓ Dekawo ɲɔɔ lɔluɛa nu le ɖuṣikpadzi, eye ye sia yi la, Ewoawo ɲɔɔ miakpadzi kplikplikpli na Dekawo, ke Alafawo ɲɔɔ miakpadzi na Ewoawo. Fia dzilawo ale si woawɔ ɖoɖo sia ɲuṭi do atɔ ɖzi woфе nuny ɖe ɖzi le Xexlɛdɔfe nusɔrɔ ɲu to ɳɔŋbɔdzesi vovovowo zazâ 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 aṣe le asiwò nam ma? (Great! Do you have any questions for me).
✓ Le kosiṣa sì gbọna me la, dze agbagba ne viwọ̀ na nṣọ gbọwọ̀. Miagato nu uye aṣewo me tso nụ ssọ sìa ụn (For next week, make sure you have your child with you. We’ll be reviewing a few more of these problems).
# B2 WEEK 1 Schedule: GA

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## 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:

**Hiegblemɔ (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 le mli (Demonstrate a Problem/ Activity):**

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

Ke sanebimɔ cɔnɛ atsɔɔ fɔmbɔ ni ake Yibɔi Anaatoo Adeka ni ji ‘Place Value Table’ tsuɔɔ nii (Use this problem to demonstrate to parents how to use a Place Value Table).

- ✓ Tenɔɔ hɔrizonta lain ye wolo nɔ. Tenɔɔ ve tika lain enyɔ ni ametsa hɔrizonta nɔ le. Enε ji yibɔi anaatoo adeka le (Draw a horizontal line on a piece of paper. Draw two vertical lines to intersect it. This is a Place Value Table).
- ✓ Ye ninejurɔɔgbε ni yɔɔ cεe yɛmaa ‘0’ kedamɔ shi aha ekome yibɔi ‘Ones’ (In the top right-most section, write ‘0’ for Ones).
- ✓ Ye nεwεi tengbe le, yɛmaa ‘T’ kedamɔ shi aha yibɔi nεwɛmamɔ nji ‘Tens’ (In the top centre section, write ‘T’ for Tens).
- ✓ Ye abεku masei le nɔɔ yεwεi gbɛɛ yɛmaa ‘H’ kedamɔ shi oha oha yibɔi le nji ‘Hundreds’ (In the top left-most section write ‘H’ for Hundreds).
- ✓ Yiŋtoo le ji gbeke le baale yibɔi le (288) atem nɔ ni ji Hundreds, Tens ke Ones (The goal will be for the child to identify which values in 288 belong with Hundreds, Tens and Ones).
- ✓ Ymamɔ ohetoi le Yibɔi Anaatoo adeka ni ji ‘Place Value Table’ mli ye ten gbe (Write your responses in the bottom half of your Place Value Table).
- ✓ Keji gbeke le nu Place Value ni hie yibɔi ete le shishi le, wo fɔmbɔ le ekaa ni amɛeka ekrokomɔi hu (If the child understands Place Value with 3-digit numbers, encourage parents to practice more).

Ke enε aye abua fɔmbɔ ni amekɛtsɔɔ amɛbii le anii (Offer a tip for parents to give their children):

- ✓ Ones ji yibɔi ni hieɛ ninejurɔɔgbɛ daa, Tens ji yibɔi ni baa ye Ones abekugbe kpaaŋpa le daa, Hundreds ji yibɔi ni baa ye Tens abekugbe daa. Thousands ji yibɔi ni baa daa ye Hundred abekugbe. Tsɔɔɔ cɔnɛ nɔɔ ni amebaanyɛ amɛke ene atsu nii ni ametsa sanebimɔi krokomɔi ye 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 sanebimɔ ekome loo enyo oha mi (Great! Do 1 or 2 final questions for me).

✓ Wọse otsi ha ni obi le ahi omasei. Wọbaaya sanebimɔ ekomei amli ekoŋ (For next week, make sure you have your child with you. We’ll be reviewing a few more of these problems).

✓ Wọbaatswa bo ekoŋ wọse otsi ni wọgbala nibii amli fitsofitso (We will be able to call you next week with more details).

✓ Oyiwaladŋŋ ake oha mi be ni mие bo ewie ṣẹmẹ, ni oye obua keha obi le nikame. Mishwee ji matswabo ekoŋ wọse 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

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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:

Hiegbilem (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 le mli (Demonstrate a Problem/ Activity):

978 = Nine Hundred and Seventy-Eight

Ke sanebimɔ ce atsɔɔ fɔlɔi ni akɔ yibɔi Anaatoo Adeka ni ji ‘Place Value Table’ tsuɔɔ nii (Use this problem to demonstrate to parents how to use a Place Value Table).
✓ Tɛŋmɔ hɔrimonɔtɔ lain ye wolo no. Tɛŋmɔ vε tika lain enyɔ ni ametsa hɔrimonɔtɔ no le. Ene ji yibɔi anaatoo adeka le (Draw a horizontal line on a piece of paper. Draw two vertical lines to intersect it. This is a Place Value Table).
✓ Ye ninejurɔgbɛ ni yɔɔlɛ ye hɔmɔmɔ ‘0’ keɗamɔ shi aha ekɔmε yibɔi ‘Ones’ (In the top right-most section, write ‘O’ for Ones).
✓ Ye ɛnwe tengbɛ le, hɔmɔmɔ ‘T’ keɗamɔ shi aha yibɔi ɛnwehɔmɔ ni ji ‘Tens’ (In the top centre section, write ‘T’ for Tens).
✓ Ye abɛku masei le nɔŋŋ ɔnweighbɛ hɔmɔmɔ ‘H’ keɗamɔ shi oha oha yibɔi le ni ji ‘Hundreds’ (In the top left-most section write ‘H’ for Hundreds).
✓ Yiŋtɔo le jε gbeke le baale yibɔi le (978) aten ɔɔ ni ji Hundreds, Tens ke Ones (The goal will be for the child to identify which values in 978 belong with Hundreds, Tens and Ones).
✓ Hɔmɔmɔ ohetɔi le Yibɔi Anaatoo adeka ni ji ‘Place Value Table’ mli ye ten gbe (Write your responses in the bottom half of your Place Value Table).
✓ Keji gbeke le nu Place Value ni hε yibɔi ete le shiʃi le, wo folɔi le ekaa ni amɛka ekrokomεi hu (If the child understands Place Value with 3-digit numbers, encourage parents to practice more).

Ke ene aye abua fɔlɔi ni ameketsɔɔ amɛbii le anii (Offer a tip for parents to give their children):
✓ Ones ji yibɔ ni hieɔ ninejurɔgbɛ daa, Tens ji yibɔ ni baa ye Ones abɛkugbe kpaakpa le daa, Hundreds ji yibɔ ni baa ye Ones abɛkugbe daa. Thousands ji yibɔ ni baa daa ye Hundred abɛkugbe. Tsɔɔ hɔmɔmɔ ɛnwehɔmɔ ni amebanayε yemε enu nii ni amesɔ sanεbimɔi krokomεi ye 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.
Naamu (Conclusion):

✓ Mo! Feemɔ sanɛbimɔi ekɔme loo enyo oha mi (Great! Do 1 or 2 final questions for me).

✓ Wɔsee ɔtsi ha ni obi le ahi omasei. Wɔbaayaa sanɛbimɔi ekɔmei 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 wɔsee ɔtsi ni wɔgbala nibii amli fitsofitso (We will be able to call you next week with more details).

✓ Oyiwaladŋŋ akɛ oha mi bei ni miki bo ewie ɛmɛne, ni oye obua keha obi le nikasemɔ. Mishwee ji matswa bo ekoŋŋ wɔsee ɔtsi! (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

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### 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 shaw no ye gyekyere - Demonstrate a Problem/ Activity:
3,988 = ?(Thousand) ?(hundreds) ?(tens) ?(ones) -

Fa saa haw yi ye gyekyere ma awofoc nhunu sede ye de abagyiber pono no di dwuma (Use this problem to demonstrate to parents how to use a Place Value Table).
✓ Ye nsensane tetre (mmeabeamu) wo krataa bi so. Ye nsensanee a edynagyina ho hwe soro twitware tetre no mu. Wei ne abagyiber (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 wo epone no so no, fa “0” gyina ho ma baako (In the top right-most section, write ‘0’ for Ones).
✓ Ne benkum so pee no fa ‘T’ hye edu anan (To the immediate left of the Ones, write ‘T’ for Tens).
✓ Toa so fa ‘H’ hye oha anan mu (To the immediate left of the Tens, write ‘H’ for Hundreds).
✓ Afei toa so fa ‘TH’ hye apem anan mu (To the immediate left of the Hundreds, write ‘TH’ for Thousands).
✓ Afei abofra no dee ne se obekeyere mma no mu dee ese se eye apem, oha, 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 mmuace no hye epone no ase fa ho (Write your responses in the bottom half of your Place Value Table).
✓ Se abofra no te abia biara gyiber pono no de kosi nnan a hye awofoc nkuran ma wona so nje (If the child understands Place Value with 4-digit numbers, encourage parents to practice).

Ma awofoc no akwankyeré ma wonkyere won mma (Offer a tip for parents to give their children):
✓ Da biara Baako beone nsa nifa so pe, da biara ye so Du wo nsa benkum so pe wo Baako no nkyen, ye so oha no da biara wo benkum so wo Du no nkyen. Kyere awofoc wunan wa fe so de saa mmaro yi aye won anchasa dwumadie piri 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.

Awieɛ (Conclusion):

 ✓ Mo! Ye dwumadie 1 anaa 2 a etwa too ma me (Great! Do 1 or 2 final questions for me).
 ✓ Hwe se wo ba no ka wo ho wo nnawɔtwɛ a eɛbea yî. Yebe sne afa saa dwumadie yî pii mu (For next week, make sure you have your child with you. We’ll be reviewing a few more of these problems).
 ✓ Yebe tumi afrɛ wɔ nnawɔtwɛ a ɛda yɛn anim yî ama wo nkyeremu pii. Meda wo ase se ɛnne nso wo anya bere ne me akasa na woabo wo wo ba no adesua mu nso. Mɛbɔ mmɔdɛn afrɛ wɔ bio nnawɔtwɛ a eɛbea yî!
 ✓ (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

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**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 shaw no ye gyekyere - Demonstrate a Problem/ Activity:

<table>
<thead>
<tr>
<th>Place Value Table</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>9978= Nine Thousand, Nine Hundred and Seventy-Eight</strong></td>
<td></td>
</tr>
<tr>
<td>✓ Ye nsensanee tetre (mmemaleamu) wɔ krataa bi so. Ye nsensanee a eginyaginya ho hwe soro twitware tetre no mu. Wei ne aba gyniaberɛ (Place Value) pono no</td>
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<tr>
<td>✓ Wo nifa so pa ara wo epono no so no , fa “0” gyina ho ma baako</td>
<td></td>
</tr>
<tr>
<td>✓ Ne benkum so peɛ no fa ‘T’ hyɛ edu anan</td>
<td></td>
</tr>
<tr>
<td>✓ Toa so fa ‘H’ hyɛ cha anan mu</td>
<td></td>
</tr>
<tr>
<td>✓ Afei toa so fa ‘TH’ hyɛ apem anan mu</td>
<td></td>
</tr>
<tr>
<td>✓ Afei abfra no deɛ ne se ṣebekeere mma no mu deɛ ese se ṣebe apem, ɔha, edu, ne baako anan mu</td>
<td></td>
</tr>
<tr>
<td>✓ Fa wo mmuaee no hyɛ epono no ase fa ho</td>
<td></td>
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</table>

**Ma awofɔɔ no akwankyerɛ ma wɔnkyere wɔn mma (Offer a tip for parents to give their children):**
- ✓ Da biara Baako bɛwo nsa nifa so peɛ, da biara yɛhu Du wo nsa benkum so peɛ wo Baako no ɔkyɛn, yɛhu ɔha no da biara wo benkum so wo Du no ɔkyɛn. Kyɛɛ awofɔɔ kwan a wɔbɛfa so de saa mmara yi aye wo 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.
Awieee (Conclusion):

✓ Mo! Ye dwumadie 1 anaa 2 a etwa toɔ ma me (Great! Do 1 or 2 final questions for me).

✓ Hwɛ se wo ba no ka wo ho wo nnawɔtwɛ a ereba yi. Yebsane afa saa dwumadie yi pji 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**

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**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.

Buyisimi tuuni (Demonstrate a Problem/Activity):

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

Zaŋmi tuuni ŋo buyisi wuhi bihilaamba be ni zaŋdi kalini dariza yelegiri kalini sheli shem. (Use this problem to demonstrate to parents how to use a Place Value Table).
- ✓ Ye nsensanee tetɛ (mmeabeamu) wo krate bi so. Ye nsensenee a egyinayina ho hwe soro twitware tetɛ no mu. Wei ne aba gyinabere (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).
- ✓ Zuyusaa bahigu nudirigu polo, sabimi ‘O’ n-zali Ones zaa ni (In the top right-most section, write ‘O’ for Ones).
- ✓ Ones nuzaa zuyu, sabimi ‘T’ n-zali Tens zaa ni (To the immediate left of the Ones, write ‘T’ for Tens).
- ✓ Tens nuzaa zuyu sabimi ‘H’ n-zali Hundreds zaa ni (To the immediate left of the Tens, write ‘H’ for Hundreds).
- ✓ Hundreds nuzaa zuyu, sabimi TH zali Thousands zaa ni (To the immediate left of the Hundreds, write ‘TH’ for Thousands).
- ✓ Di nia yen nyela ni bia maa baŋ dariza sheŋa 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 gbai kalini dariza din mali kalini bielima anahi, nyin kpaŋsimi bihilaamba ka bɛ bahim 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 yen bela nudirigu bahigu saha kam. Tens kuli yen bela Ones nuzaa zuyu saha kam. Hundreds gba kuli bela Tens nuzaa zuyu. Thousands kuli bela Hundreds nuzaa zuyu. Wuhimi bihilaamba be ni yen zaŋ lala zaligu ŋo nam kalini 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 tumaŋ sheŋa (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 søŋ a bia bɔhimbuŋ. 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

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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):**
- ✓ Nyuli 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.

**Buyisimi tuuni (Demonstrate a Problem/Activity):**

9978= Nine Thousand, Nine Hundred and Seventy-Eight

**Zaŋmi tuuni ḃuyisi wuhi bihilaamba be ni zaŋdi kalini dariza yeligiri kalini sheli shen.** (Use this problem to demonstrate to parents how to use a Place Value Table).
- ✓ Ye nsensane twitware tetr (mmebeamamu) wɔ krataa bi so. Ye nsensane a egyinagyina ho hwe soro twitware tetr no mu. Wei ne aba gyinabere (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).
- ✓ Zuusu baiŋi nudirigu polo, sabimi 'O' n-zali Ones zaa ni (In the top right-most section, write ‘O’ for Ones).
- ✓ Ones nuzaa zuyu, sabimi ‘T’ n-zali Tens zaa ni (To the immediate left of the Ones, write ‘T’ for Tens).
- ✓ Tens nuzaa zuyu sabimi ‘H’ n-zali Hundreds zaa ni (To the immediate left of the Tens, write ‘H’ for Hundreds).
- ✓ Hundreds nuzaa zuyu, sabimi ‘TH’ zali Thousands zaa ni (To the immediate left of the Hundreds, write ‘TH’ for Thousands).
- ✓ Di nia yen nyala ni bia maa baŋ dariza sheŋa ṉan 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 gbai kalini dariza din mali kalini bielima 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 yen bela nudirigu bahigu saha kam. Tens kuli yen bela Ones nuzaa zuyu saha kam. Hundreds gba kuli bela Tens nuzaa zuyu. Thousands kuli bela Hundreds nuzaa zuyu. Wuhimi bihilaamba be ni yen zaŋ lala zaligu ṉɔ nam kalini 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):

✓ Taal! 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 ṭɔ shɛŋa. (For next week, make sure you have your child with you. We’ll be reviewing a few more of these problems).
B3 WEEK 1 Schedule: EWE

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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:

Nuʋuʋu (Introduction):
✓ Njɔnyee 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.

Buyisimi tuuni (Demonstrate a Problem/Activity):

3,988 = ?(Akpe) ?(Alafawo) ?(Ewowo) ?(Dekawo)
3,988 = ?(Thousand) ?(hundreds) ?(tens) ?(ones)

Za dɔdewasi sia tso fia dzilawo ale si woawo Xexlɛɗoɓe tata la ɲut i dɔe (Use this problem to demonstrate to parents how to use a Place Value Table).
✓ Te fli legbe to tso miame yi ɭu sime dɛ aɡbaɭe d zi. Te fli bубu etɔ tso dzimɛ va anyime ne wotso gbɛtɔwo me. Esia fia Xexlɛɗoɓe 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 ɖu sime gome la, ɲlo ‘D’ na Dekawo (In the top right-most section, write ‘O’ for Ones).
✓ Le Dekawo fe miame tutu la, ɲlo ‘E’ na Ewowo (To the immediate left of the Ones, write ‘T’ for Tens).
✓ Le Ewowo fe miame la, ɲlo ‘A’ na Alafawo (To the immediate left of the Tens, write ‘H’ for Hundreds).
✓ Hundreds nузaa zуyu, sabimи ‘TH’ зali Thousands зaa ni (To the immediate left of the Hundreds, write ‘TH’ for Thousands).
✓ Taɖoɭdiziua ye бe ɖevia aте ɲu аde dzesi xexlɛɗeɭzeSi siwo le 3,988 me siwo le Akpewo, Alafawo, Ewowo kplе Dekawo tefɛ (The goal will be for the child to identify which values in 3,988 belong with Thousands, Hundreds, Tens and Ones).
✓ ɲlo wɔ ɲuɖoɭoawo dɛ xeɭlɛɗoɓe fe tata la te (Write your responses in the bottom half of your Place Value Table).

Ne ɖevia se xexlɛɗoɓe xexlɛɗeɭzeSi enetɭwo ɲut i dɔwɔmɔ gome ko la, do ɲusɛ dzilawo be woawo efe kpɔɖeɭuwo 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):
✓ Dekawo nyɛa ɭu sime xexlɛɗeɭzeSi maɭeɭ ɡɔa. Ewowo kplа Dekawo ɡo kplikplikpi li miame, Alafawo nɛɛ Ewowo fe miame ɡɔa. Akpewo nɛɛ Alafawo fe miame. Fia dzilawo ale si woate ɲu aɭa xexlɛɗoɓe ɲut i se atɔ ɡo dɔdewasiwo 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! Do biabia 1 alo 2 aŋewo ɔŋ nam miatsɔ wu nue** (Great! Do 1 or 2 final questions for me).
- ✓ **Le ƙɔsiłə si gbɔna me la, dze agbagba ne viwɔ nana ɔgbɔwɔ. Miągato nu uee aŋewo me tso nusssra sia ŋu** (For next week, make sure you have your child with you. We’ll be reviewing a few more of these problems).
- ✓ **Miągayɔ wɔ le ƙɔsiłə si gbɔna la me hena númerọe deto nana. Akpe wɔ ɗe yeyi ɗi nèzã le dze dọọọ kplim egbea la ta kple ɗe ale si nèkepe ɗe viwɔ ŋu le nusssra ɔŋ. Ṃọ̣ḳp̣ḳọ le be miągə ɗe le ƙɔsiłə 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**

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**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:

Nuʋuʋu (Introduction):

✓ ԏkonyee 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.

Buyisimi tuuni (Demonstrate a Problem/Activity):

9978 = Akpe Asieke, Alafa Asieke Bladre vɔ Enyi
9978 = Nine Thousand, Nine Hundred and Seventy-Eight

Zã ḋọdẹsì șia tsɔ fia dzilaw ọ și woawọ Xexlɛdofe tata la Ṽutị də (Use this problem to demonstrate to parents how to use a Place Value Table).

✓ Te fli legbe to tso miame yi ḋuṣime ḋe agbaƚe dzì. Te fli bbaru etɔ tso dzimẹ va anyime ne wọtọ gbàtɔwo me. Esia fia Xexlɛdofe 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 ḋuṣi dzigbe gome la, nọ ‘D’ na Dekawo (In the top right-most section, write ‘O’ for Ones).
✓ Le Dekawo fe miame tutu la, nọ ‘E’ na Ewowo (To the immediate left of the Ones, write ‘T’ for Tens).
✓ Le Ewowo fe miame la, nọ ‘A’ na Alafawo (To the immediate left of the Tens, write ‘H’ for Hundreds).
✓ Hundreds nụzaa zụyu, sabimi ‘TH’ zali Thousands zaa ni (To the immediate left of the Hundreds, write ‘TH’ for Thousands).
✓ Taqodzinuae nye be ḋevia atu nụ ade dzezi xexlɛdɛzɛ siwo le 9978 me siwo le Akpewo, Alafawo, Ewowo kpe Dekawo tefe (The goal will be for the child to identify which values in 9978 belong with Thousands, Hundreds, Tens and Ones).
✓ Ṽịb wo nqọqọaawo ḋe xexlɛdofe fe tata la te (Write your responses in the bottom half of your Place Value Table).

Ne ḋevia se xexlɛdofe xexlɛdɛzɛ enetowu nụtị dawowo gome ko la, do ụsusę dzilaw o și woawọ efe kpọdẹguowo vovowo (If the child understands Place Value with 4-digit numbers, encourage parents to practice).

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

✓ Dekawo nyea ḋuṣime xexlɛdɛzɛ mamletɛ ɗaa. Ewowo kpọa ɗekawo ɗo kplikplikpli le miame, Alafawo ɗọa Ewowo fe miame ɗaa. Akpewo ɗọa Alafawo fe miame. Fia dzilaw o ale si woawọ nụ azà xexlɛdofe nụtị se atɔ ɗo ḋọdẹasiwoe le wo qokuwo 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! Do biabia 1 alo 2 aɖewo ƞu nam míatsɔ wu nue (Great! Do 1 or 2 final questions for me).
✓ Le kɔsiɖa si gbɔna me la, dze agbagba ne viwɔ nana gbowɔ. Miagato ƞu vee aɖewo me tso nusɔsɔ sia ƞu (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

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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:

**Hiεgbelemↄ (Introduction):**

✓ **Atsↄↄ 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.

**Buyisimi tuuni (Demonstrate a Problem/Activity):**

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

Ke sanebimↄ nεε aτςↄↄ f siz bc ni atoo yibɔi nɑa ahɑa yε Yibɔi Anaatoo Adeka mli ni ji ‘Place Value Table’ (Use this problem to demonstrate to parents how to use a Place Value Table).

✓ **Tεŋmↄ horizonta lain ye wolo nɔ. Tεŋmↄ vetika lain ete ni amɛsɔa horizonta nɔ ɛl. Ene ji yibɔi anaatoo adeka le** (Draw a horizontal line on a piece of paper. Draw three vertical lines to intersect it. This is a Place Value Table).

✓ Ye ninejurɔgbε ni yɔɔ nyɛɛ ɛmɔa ‘0’ kedɛmɔ shi aha ekome yibɔi ni ji ‘Ones’ (In the top right-most section, write ‘O’ for Ones).

✓ Ye ekome yibɔ abeku masei ɛnuɔ nyɛɛ ɛmɔa ‘T’ kedɛmɔ shi oha nyɛɛ yibɔi le ni ji ‘Tens’ (To the immediate left of the Ones, write ‘T’ for Tens).

✓ Ye nyɛɛ yibɔ abeku masei le nyɛɛ ɛmɔa ‘H’ kedɛmɔ shi oha oha yibɔi le ni ji ‘Hundreds’ (To the immediate left of the Tens, write ‘H’ for Hundreds).

✓ Ye oha yibɔ abeku le masei ɛmɔa ‘TH’ kedɛmɔ shi aha akpe yibɔi ni ji ‘Thousands’ (To the immediate left of the Hundreds, write ‘TH’ for Thousands).

✓ Oti ji ake gbeke le atςↄↄ akpe, oha, nyɛɛmɔa ke 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).

✓ ɛmɔa ohetoi le Yibɔi Anaatoo adeka ni ji ‘Place Value Table’ mli ye ten ɔgbε (Write your responses in the bottom half of your Place Value Table).

Keji gbeke le nɔɔ ‘Place Value’ ni hi hiε yibɔi ejwε shishi, wo efbɔi ahewale ni amɛfe ɛli afata he (If the child understands Place Value with 4-digit numbers, encourage parents to practice).

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

✓ Ones ji yibɔ ni hie nεninejurɔgbε daa, Tens ji yibɔ ni baa ye Ones abekugbe kpaakpa le daa, Hundreds ji yibɔ ni baa ye Tens abekugbe daa. Thousands ji yibɔ ni baa daa ye Hundred abekugbe. Tςↄↄɔɔ fɔlɔ ni amɛbaaŋε amɛke ene atsu nii ni amɛsɔ sanɛbimɔi krokomɛi ye 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 enɡɔ oha mi (Great! Do 1 or 2 final questions for me).
- ✓ Wɔsɛ otɔi ha ni obi le ahi omasei. Wɔbaaya sanebimɔi ekomei amli ekɔŋŋ (For next week, make sure you have your child with you. We’ll be reviewing a few more of these problems).
- ✓ Wɔbaatswa bo ekɔŋŋ wɔsɛ otɔi ni wɔgbala nibii amli fitsofitso (We will be able to call you next week with more details).
- ✓ Oyiwaladɔŋŋ ake oha mi bei ni mike bo ewie ɛmpɛ, ni oye obua keha obi le nikasemɔ. Mishwee ji matswa bo ekɔŋŋ wɔsɛ otɔi! (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

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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:**

**Hiεgbelem恽 (Introduction):**
- ✓ **Atsↄↄ 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.

**Buyisimi tuuni (Demonstrate a Problem/Activity):**

9978 = Nine Thousand, Nine Hundred and Seventy-Eight

9978 = 9000+900+70+ 8

Ke sanebimↄ nε nε atsↄↄ fↄlↄi bↄ ni atoo yibↄi nɑa ahaa yε Yibↄi Anaatoo Adeka mli ni ji ‘Place Value Table’ (Use this problem to demonstrate to parents how to use a Place Value Table).

- ✓ Teŋɬŋa horizonta lain yε wolo nɑ. Teŋɬŋa vetika lain etε ni amɛtsa horizonta nɑ le. Enε ji yibↄi anaatoo adeka le (Draw a horizontal line on a piece of paper. Draw three vertical lines to intersect it. This is a Place Value Table).
- ✓ Ye ninejurŋgбе ni yɛwεŋŋɛɛ ‘0’ kεdamↄ shi aha ekome yibↄi ni ji ‘Ones’ (In the top right-most section, write ‘O’ for Ones).
- ✓ Ye ekome yibↄ cɛbe masei mliŋŋɛɛ ‘T’ kεdamↄ shi oha nyɛŋɛŋɛɛ yibↄi le ni ji ‘Tens’ (To the immediate left of the Ones, write ‘T’ for Tens).
- ✓ Ye nyɛŋɛŋɛɛ yibↄ cɛbe masei le ni yɛwεŋŋɛɛ ‘H’ kεdamↄ shi oha oha yibↄi le ni ji ‘Hundreds’ (To the immediate left of the Tens, write ‘H’ for Hundreds).
- ✓ Ye oha yibↄ cɛbe masei mliŋŋɛɛ ‘TH’ kεdamↄ shi aha akpe yibↄi ni ji ‘Thousands’ (To the immediate left of the Hundreds, write ‘TH’ for Thousands).
- ✓ Oti ji akε gbeke le atsↄↄ akpe, oha, nyɛŋɛŋɛɛ ke ekome yibↄi ni yɛwεŋŋɛɛ 9,978 mli (The goal will be for the child to identify which values in 9,978 belong with Thousands, Tens and Ones).
- ✓ ɣmaa ohetoi le Yibↄi Anaatoo adeka ni ji ‘Place Value Table’ mli ye teŋ gbe (Write your responses in the bottom half of your Place Value Table).

Keji gbeke le nɑa ‘Place Value’ ni hi hiε yibↄi ejwε shishi, wo efↄlↄi ahewale ni amεfee pii afata he (If the child understands Place Value with 4-digit numbers, encourage parents to practice).

Ke ene aye abua fɔlɔi ni amεkɛtsɔɔ amɛbii lɛ anii (Offer a tip for parents to give their children):

- ✓ Ones ji yibↄ ni hiε ninejurŋgбе daa, Tens ji yibↄ ni baa ye Ones abekugbe kpaakpa le daa, Hundreds ji yibↄ ni baa ye Tens abekugbe daa. Thousands ji yibↄ ni baa daa ye Hundred abekugbe. Teŋɬŋa fɔlɔi bɔ ni amɛbaanye amεkε ene atsↄↄ ni ni amɛkε sanεbimↄ krokomɛ eyɛ 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 ye sanebimɔ ko ke ha mi? (Great! Do you have any questions for me?).

✓ Wɔsse otsi ha ni obi le ahí omassë. Wɔbaayaa sanebimɔi ekomɛi amli ekɔŋŋ (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:

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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 of the Hundreds. 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:
   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 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 will be looking forward to calling you again next week.
Low-tech Education: WEEK2

WEEK 2 Schedule:

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WEEK 2 SMS (来访):

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. Do feel at ease to ask questions when you have one.

**Demonstrate a Problem / Activity:**
98,531= Ninety-eight Thousand, Five Hundred and Thirty-One

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 speak with 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:

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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, encourage parents 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 of the Hundreds etc. 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:**

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:

<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ Weekly SMS sent to parents</td>
</tr>
<tr>
<td></td>
<td>✓ Facilitator updates</td>
</tr>
<tr>
<td></td>
<td>✓ Facilitator phone calls (first batch)</td>
</tr>
<tr>
<td></td>
<td>✓ Facilitator phone calls (second batch)</td>
</tr>
<tr>
<td></td>
<td>✓ Facilitator phone calls (third batch)</td>
</tr>
<tr>
<td></td>
<td>✓ Accountability survey</td>
</tr>
<tr>
<td></td>
<td>✓ Renew Airtime</td>
</tr>
</tbody>
</table>

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. Do feel 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

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 Value Structure.
  - o In the top right-most section, write ‘O’ for Ones
  - o To the immediate left of the Ones, write ‘T’ for Tens
  - o To the immediate left of the Tens, write ‘H’ for Hundreds.
  - o To the immediate left of the Hundreds, write ‘TH’ for Thousands.
  - o To the immediate left of the Thousands, write ‘TTH’ for Ten Thousands
  - o 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, Hundreds are always found to the left of Tens. Thousands are always found to the left of Hundreds etc. Show parents how 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.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Content/Subject area</th>
<th>Technology used in pilot</th>
<th>Language of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 to 5</td>
<td>• Foundational math</td>
<td>• Math - phone calls</td>
<td>• Nepali¹</td>
</tr>
<tr>
<td></td>
<td>• Foundational literacy</td>
<td>• Literacy - Phone call (+ SMS)</td>
<td></td>
</tr>
</tbody>
</table>

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: $23 \times 6$ (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)

1. के उनीहरुले अध्ययनमा भाग लिनको लागि सहमति प्रदान गरे?
   अ. गरे
   आ. गरेनु (अन्तर्वर्ती अन्य गरेनुहोस)

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

1ख. उत्तरदाताको स्याम्पलमा भएका बचासँगको नाता

   १. बुवा
   २. आमा
   ३. ददी
   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)

2. के थी बच्चा हाल विद्यालयमा पहिलेदेखि छन्?
   १. छन्
   २. छैनन् (अन्तर्वर्ती अन्य गरेनुहोस)
3. Grade the child currently in:
   1. Grade 4
   2. Grade 5
   3. Other grades

3. अहिले यी बच्चा कुन कक्षामा पढछन्?
   1. कक्षा ४
   2. कक्षा ५
   3. 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 _______)

4. विद्यालयमा बालको अध्ययन स्थिति कस्ता छ?
   १. हरेक दिन पढनको लागि स्कूल जान्छन्।
   २. पढनको लागि एक दिन बिराम स्कूल जान्छन्।
   ३. पढनको लागि हराको १-२ दिन स्कूल जान्छन्।
   ४. स्कूलमा पढन जादिनन, तर स्कूलले अनलाईन कक्षा सञ्चालन गरेको छ।
   ५. स्कूल भौतिक रूपमा खुलेको छैन, तर शिक्षकहरुले बालकाई हप्तामा कम्सिमा 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
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
7. Gender of [given student]
   1. Male
   2. Female
   3. Others

7. [उल्लेखित विद्यार्थी] को लिङ्क के हो?
   1. पुरुष
   2. महिला
   3. 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

8. बच्चाको बुबाले प्राप्त गरेको उच्चतम शैक्षिक योग्यता कति हो?
   1. कति पनि पद्धती भएको छैन
   2. प्राथमिक तह (कक्षा १ देखि ५)
   3. निम्न माध्यमिक तह (कक्षा ६ देखि ८)
   4. माध्यमिक तह (कक्षा ९ र १०)
   5. उच्च माध्यमिक तह (कक्षा ११ र १२)
   6. उच्च माध्यमिक तह भन्दा माथि
   7. धाहा 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 उच्चतम शैक्षिक योग्यता कति हो?
 १. कति पनि पढनु भएको छैन
 २. प्राथमिक तह (कक्षा १ देखि ५)
 ३. निम्न माध्यमिक तह (कक्षा ६ देखि ६)
 ४. माध्यमिक तह (कक्षा ६, र १०)
 ५. उच्च माध्यमिक तह (कक्षा ११ र १२)
 ६. उच्च माध्यमिक तह भन्दा माधि
 ७. ताहा 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. बचालाई गणितसँग समबन्धित कुनैपनि समस्या समाधान गर्न धेरै गाडो छ जस्तो लाग्छ।
    ख. जोड
    ग. घटाउ
    घ. गुणन
    ङ. भाग
    च. उत्तरदाताले जवाब दिन अस्वीकार गरे
    छ. ताहा 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

11.  तपाईंको विचारमा बच्चाले अक्षर, शब्द, वाक्य/अनुच्छेद र कथामध्ये कुन कुन राम्रो सङ्ग पढेन सक्छन्?
     क. बच्चालाई नेपाली विषयसँग सम्बन्धित माथि बताइएका कुनैपनि समस्या समाधान गर्न थिए गाथो छ जस्तो लाग्छ।
     ख. अक्षर
     ग. शब्द
     घ. वाक्य/अनुच्छेद
     झ. 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
12. कोभिड-१९ को दोस्रो लहरपछि विद्यालय भोतिक रूपमा बन्द हुँदा, के तपाईको बचावे कुनै बैकल्पिक शिक्षा सेवाहरु प्रयोग गरेका थिए? यदि गरेका थिए भने के के प्रयोग गरेका थिए? (लागु हुने सबैमा चिन्ह लगाउनुहोस्)
   क. टिभी
   ख. रेडियो
   १. सिकाइ पोर्टल
   घ. अत्याधुनिक सिकाइ केन्द्र
   २. व्यक्तिगत वा सामूहिक सन्देशहरू सहित शिक्षकद्वारा फोनमा आधारित शिक्षण
   ३. विद्यालयद्वारा संचालित अनलाइन कक्षा
   ४. मोबाइल शिक्षा/ प्रमुख शिक्षा
   ५. थाहा छैन
   ६. 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

14. तपाई र तपाईका घरका अन्य सदस्यहरूसेंग कस्ता कस्ता प्रकारका मोबाइल फोन छन्?
(बहुउत्तर छानौ सक्नुहुन्छ)
   १. स्मार्ट फोन/आइफोन/इन्टरनेटको सुविधासहितको एन्ड्रॉइड फोन
   २. सामान्य फोन/इन्टरनेट नबले खालको फोन
   ३. कुनैपनि छैन

14. Do you know how to see the message on your mobile?
   1. Yes
   2. No

15. के तपाईलाई आफ्नो मोबाइलमा आएको म्यासेज हेँ 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?

15. In which language Math is taught in school?
   A. Nepali
   B. English
   C. Both
   D. Other

15. विद्यालयमा गणित कृपा 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.

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.
17. 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.

18. The student was to solve: 23*6 (23 Multiply by 6)
(नोट: तपाईंले आरामसेंग गन्नोहोल्, तपाईंसेंग दुई मिनेटको समय छ।)

18. लिद्याङ्ले समाधान गनुग पने: २३*६ (२३ लाई ६ ले गुणन गरने)
(नोट: तपाईंले आरामसेंग गन्नोहोल्, तपाईंसेंग दुई मिनेटको समय छ।)

18. विद्यार्थीले समाधान गर्न पने: २३*६ (२३ लाई ६ ले गुणन गर्न)
(नोट: तपाईंले आरामसेंग गन्नोहोल्, तपाईंसेंग दुई मिनेटको समय छ।)
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.

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.
20. A box has 56 apples. The loss is 28. How many apples are left now?
(Note: If the child gets the question correct, the child explains how they got their answer. If the child gets the question incorrect, the child gives the correct answer but is not able to convincingly explain how they got their answer. If the child used a calculator, the parent was answering for the child/not letting the child answer. If the child refused to solve the problem, the child said they cannot solve the problem.)

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
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.

22. 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
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.
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.

2२. विद्यार्थीले समाधान गर्नु पर्ने भित्र (fraction): १/६ + ४/६ (१ को मुनि ६ + ४ को मुनि ६)
(नोट: तपाईले आरामसँग गरि, तपाईसँग दुई मिनेटको समय छ।)
द्वारा स्वर्णा नपढ्नुहोस्: उत्तर: ५/६
के विद्यार्थीले भित्रको जोड सम्बन्धी प्रश्नको सही उत्तर निकाले?
क. बचाले सही उत्तर निकाले
ख. बचाले गलत उत्तर निकाले
ग. बचाले सही उत्तर दिए तर उत्तर कस्री निकाले भन्न सकेन/ बचाले आफे उत्तर दिए
भने कुरामा म विश्वास गर्दिन
घ. बचालको साटो अभिभावकले उत्तर दिए / बचालाई उत्तर दिन लगाइएन वा बचाले
क्यालकुलेटरको प्रयोग गर्ने उत्तर दिए
ड. बालबालिकाले समस्याको समाधान गर्न मानेन ।
ढ. बालबालिकाले समस्याको समाधान गर्न आउँदै भने जवाब दिए ।
Nepali Assessment
नेपाली मूल्याङ्कन प्रश्नावली

[After sending the first Nepali assessment item, ask]
(पहिलो नेपालीको मूल्याङ्कन सम्बंधी प्रश्न पठाउँदै बच्चालाई सोध्नुहोस)

1. Did the child have problem reading the Unicode font in his/her mobile?
   1. Yes
   2. No (continue with the assessment)

2. के सर्वालाई आफनो मोबाइलमा पठाउएको प्रश्न युनिकोड फन्टमा पढन समस्या भयो?
   क. भयो
   ख. भएन (मूल्याङ्कन सम्बंधी अर्को प्रश्न सोध्नुहोस)

   (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.
(यदद बच्चालाई आफनो मोबाइलमा युनिकोड फन्टमा पढन समस्या भयो भने)

3. घरका अन्त्य सदस्यहरूसँग अर्को फोन (जस्तै स्मार्ट फोन) छ जुनमा युनिकोड फन्टमा लेखिएको अक्षरहरू राम्रो सँग पढन मिल्छ?
   क. छ
   ख. छैन

   यद छैन भने अन्तर्वार्तालाई अन्त्य गनौछ।
   यद छ भने अर्को फोन नबर लिनुहुन्छ र उक्त फोन नबरको माध्यमबाट नेपाली विषयको मूल्याङ्कन गर्ने व्यवस्था मिलाउनुहोसै।

3. तलका अक्षरहरू प्रश्नसँग /दूलो स्वरमा पढेको सुनाउनुहोसै। (तपाईंको फोनमा मैले भिकी मेसेज पठाउएको छु। एकपटक मेसेज खोले हेरुहोसै र त्यसमा के लेखिएको छ मलाई प्रश्नसँग /दूलो स्वरमा पढेको सुनाउन सकौनुहै?

बचाले प्राप्त गरेको अङ्क तल दिइएको खाली ठाउँमा लेखिएको छ
क. ठ, म, स, क्ष

नोट: बचाले दिइएका अक्षरहरू मध्ये २ वटा पनि अक्षरहरू राम्रो सँग पढन सकेनन भने उनलाई नेपालीको अर्को प्रश्न नसो, बचाले जति वटा अक्षरहरू शुद्धसँग उच्चारण गर्न सक्छन् तस्को आधारमा गनेका अंक दिने
बचाले प्राप्त अङ्कः __________

४. तबका शब्दहरू प्रश्नसँग/दूलो स्वरमा पढेक सुनाउनुहोस्।(तपाईंको फोनमा मैले अर्को मेसेज पठाएको छ। एकपटक मेसेज खोले हेनुहोस् र लसमा के लेखिएको छ मलाई प्रश्नसँग/दूलो स्वरमा पढेक सुनाउन सक्नुहुन्छ?)

बचाले प्राप्त गरेको अङ्कः तल दिइएको खाली ठाउँमा लेख्नुहोस्

काम, प्रकाश, हल्ला, आस्था, हाँ, नोट:
बचाले दिइएका शब्दहरू मध्ये २ वटा पनि शब्दहरू रामोसँग पढन सकेनु भने उसलाई नेपालीको अर्को प्रश्न नसोड्रे। बचाले जति वटा शब्दहरू शुद्धसँग उच्चारण गर्न सक्नु त्यसको आधारमा गनेर अंक दिने

बचाले प्राप्त अङ्कः __________

५. सर्वेक्षणकार्यः तलको अनुक्षेत्र प्रश्नसँग/दूलो स्वरमा पढेक सुनाउनुहोस्।(तपाईंको फोनमा मैले फेरी अर्को मेसेज पठाएको छ। एकपटक मेसेज खोले हेनुहोस् र लसमा के लेखिएको छ मलाई प्रश्नसँग/दूलो स्वरमा पढेक सुनाउन सक्नुहुन्छ?)

बचाले प्राप्त गरेको अङ्कः तल दिइएको खाली ठाउँमा लेख्नुहोस्

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

त्यसैले कमल पानी लिन आए।

नोटः यदि बचाले दिइएको अनुक्षेत्र पढदा ५ वटा भन्दा बढी तृटी गरे भने उसलाई नेपालीको अर्को प्रश्न नसोड्रे। बचाले जति वटा शब्दहरू शुद्धसँग उच्चारण गर्न सक्नु त्यसको आधारमा गनेर अंक दिने।

बचाले प्राप्त अङ्कः (पूर्णाङ्कः १६) __________

६. सर्वेक्षणकार्यः तलको कथा प्रश्नसँग/दूलो स्वरमा पढेक सुनाउनुहोस्। (तपाईंको फोनमा फेरी अर्को मेसेज पठाएको छ। एकपटक मेसेज खोले हेनुहोस् र लसमा के लेखिएको छ मलाई प्रश्नसँग/दूलो स्वरमा पढेक सुनाउन सक्नुहुन्छ?)

बचाले प्राप्त गरेको अङ्कः तल दिइएको खाली ठाउँमा लेख्नुहोस्

मौरी बसे ठाउँलाई घार भनिन्छ।
मौरीहरू फूलको रस मन पराछन्।
Nepal: Nepali Assessment Low-tech Education: WEEK2

बिनीहरुले आफ्नो चाकामा रस जम्मा गरेका छन्। रस बटलन बिनीहरु टाढाटाढा पुछन्।

मह बनाउन उनीहरुले धेरै सिहिनेत गरेका हुन्छ। महलाई औषधीको रुपमा पनि प्रयोग गरिन्छ।

बचाले प्राप्त अङ्कः (पूर्णाङ्क 35) __________
बचाले जति वटा शब्दहुँ शुद्धीसँग उच्चारण गर्न सक्छन् त्यसको आधारमा गने अन्त दिने।

क्यो यसै सकेप्त उद्यु बचालाई तलका प्रश्नहरु सोखे।

१. मौरी कहाँ बस्न।
२. मौरीहरू किन टाढाटाढा पुछन।

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 दिदा बचाले कस्तो खालको फोन प्रयोग गरेका थिए?
   1. स्मार्ट फोन/आइफोन/इन्टरनेटको सुविधासहितको एन्ड्रॉइड फोन
   2. सामान्य फोन/इन्टरनेट नसले खालको फोन

Do you have anything else that you wanted to talk about, ask or share?
तपाईलाई कुरा गर्न, सोढ वा भन्न मन लागेको अरू 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.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Content/Subject area</th>
<th>Technology used in pilot</th>
<th>Language of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 to 5</td>
<td>• Foundational literacy skills</td>
<td>• SMS</td>
<td>• English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• phone calls (+ SMS)</td>
<td>• Urdu</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Punjabi</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Sindhi</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Pashto</td>
</tr>
</tbody>
</table>

3.2 Assessment instrument

Grade 3

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
**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

<table>
<thead>
<tr>
<th>F</th>
<th>A</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>R</td>
<td>L</td>
</tr>
<tr>
<td>T</td>
<td>B</td>
<td>M</td>
</tr>
</tbody>
</table>

**Instructions for enumerators**

<table>
<thead>
<tr>
<th>Pre-question instructions to child</th>
<th>On conducting the Assessment</th>
<th>Marking Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>You should have received an SMS containing 9 alphabet letters. Please try to read these letters aloud, one by one.</td>
<td>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.</td>
<td>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</td>
</tr>
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</table>

**Question 2:**
Please try to read these words aloud, one by one.

<table>
<thead>
<tr>
<th>Farmer</th>
<th>Floor</th>
<th>Car</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horse</td>
<td>Soft</td>
<td>Mother</td>
</tr>
<tr>
<td>Book</td>
<td>Chair</td>
<td>Hot</td>
</tr>
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</table>

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<td>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.</td>
<td>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</td>
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</table>
Question 3:
Please try to read the sentence aloud.

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Not read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q3. Sarah has a doll.</td>
<td></td>
<td></td>
<td></td>
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</table>

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</thead>
<tbody>
<tr>
<td>You should have received an SMS containing a sentence.</td>
<td>Ask the child to read the sentence received by the child via SMS</td>
<td>If full sentence is read correctly – Score 1</td>
</tr>
<tr>
<td>Please try to read each sentence aloud.</td>
<td>Each sentence is going to be received by the child in a separate SMS</td>
<td>Any errors or sentence unread – Score 0</td>
</tr>
<tr>
<td></td>
<td>Each sentence should have a time gap of 3 mins from SMS (sentence) sent to student and response received from the student.</td>
<td></td>
</tr>
</tbody>
</table>

Question 4:
Please try to read the sentence aloud.

<table>
<thead>
<tr>
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<th>Incorrect</th>
<th>Not read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q4. The doll has black hair and brown eyes.</td>
<td></td>
<td></td>
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</table>

Instructions for enumerators

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Question 5:
Please try to read the sentence aloud.

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<tr>
<th>Sentences</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Not read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5. Sarah got the doll on her birthday.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructions for enumerators

<table>
<thead>
<tr>
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</table>

Question 6:
Please try to read the sentence aloud

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<tr>
<th>Sentences</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Not read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q6. Sarah loves to play with her doll.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<td>If full sentence is read correctly – Score 1. Any errors or sentence unread – Score 0.</td>
</tr>
</tbody>
</table>

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

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#### Question 8

**Question about the story he/she has just read**

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<tr>
<th>Questions</th>
<th>Answer</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q8. Which class is Hassan in?</td>
<td>Class 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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#### Question 9

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

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answer</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q9. What does Hassan love?</td>
<td>Cats</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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</tr>
</tbody>
</table>
**Question 10:**
Fill-in-the-blank. Please try to choose the correct word from the options given.

<table>
<thead>
<tr>
<th>Question #</th>
<th>Sentences</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q10.</td>
<td>Sana does not like to do__________ homework (her, to, be).</td>
<td>Her</td>
<td></td>
</tr>
</tbody>
</table>
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?

| Q | 1. Car | 2. Cat | 3. Pat |

Pre-question instructions given to child by enumerator before SMS assessment begins: 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:

| 1. A (ا) |
| 2. J (ج) |
| 3. ب (ب) |

Pre-question instructions given to child by enumerator before SMS assessment begins: 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 |
Question 4:
There is a full _________ in the sky
1. Man
2. Moon
3. Mool

Question 5:
The lake has many _________
1. Fish
2. Fesh
3. Fosh

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.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which class is Hassan in?</td>
<td>2</td>
</tr>
<tr>
<td>1. Class 3</td>
<td></td>
</tr>
<tr>
<td>2. Class 4</td>
<td></td>
</tr>
<tr>
<td>3. Class 5</td>
<td></td>
</tr>
<tr>
<td>4. Class 2</td>
<td></td>
</tr>
<tr>
<td>What does Hassan love?</td>
<td>3</td>
</tr>
<tr>
<td>1. House</td>
<td></td>
</tr>
<tr>
<td>2. School</td>
<td></td>
</tr>
<tr>
<td>3. Cats</td>
<td></td>
</tr>
<tr>
<td>4. Toys</td>
<td></td>
</tr>
</tbody>
</table>
What does he do with the cats?
1. Feeds them
2. Takes them to school
3. Gives them toys
4. Talks to them

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

<table>
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</thead>
<tbody>
<tr>
<td>You will receive an SMS containing the question</td>
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</tr>
<tr>
<td>Please try to read them and select the correct option.</td>
<td>Incorrect or no response – Score 0</td>
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**Question 7:**
Sana does not like to do ____________ homework.

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

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<td>Please try to read them and select the correct option.</td>
<td>Incorrect or no response – Score 0</td>
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**Question 8:**
When she gets home from school ___________ only wants to play.

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

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<td>Incorrect or no response – Score 0</td>
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**Question 9:**
Her ________________ tells Sana she needs to do her homework before playing.

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

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<tr>
<td>Please try to read them and select the correct option.</td>
<td>Incorrect or no response – Score 0</td>
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**Question 11:**
The cook is washing the dishes because they are ______________

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

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<tr>
<td>Please try to read them and select the correct option.</td>
<td>Incorrect or no response – Score 0</td>
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</table>

**Question 12:**
We eat dinner at 8pm but today we ate at 9pm. We ate dinner ______________

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

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<td>Please try to read them and select the correct option.</td>
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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 read 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

<table>
<thead>
<tr>
<th>Record the response category against each word as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark words that are read correctly as correct – Score 1</td>
</tr>
<tr>
<td>Mark words that are read incorrectly as incorrect – Score 0</td>
</tr>
</tbody>
</table>

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
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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td>D</td>
<td>E</td>
<td>P</td>
</tr>
<tr>
<td>K</td>
<td>F</td>
<td>N</td>
</tr>
<tr>
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<td>You should have received an SMS containing 9 alphabet letters. Please try to read these letters aloud, one by one.</td>
<td>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.</td>
<td>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</td>
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**Question 2:**
Please try to read these words aloud, one by one.

<p>| | | |</p>
<table>
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<th></th>
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<tbody>
<tr>
<td>Fruit</td>
<td>Pen</td>
<td>Food</td>
</tr>
<tr>
<td>Cow</td>
<td>Tough</td>
<td>Sky</td>
</tr>
<tr>
<td>Sun</td>
<td>Happy</td>
<td>Door</td>
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<tr>
<td>You should have received an SMS containing 9 words.</td>
<td>Ask the child to read each word one by one</td>
<td>Record the response category against each word as follows:</td>
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</tbody>
</table>
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.

<table>
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<tr>
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<th>Incorrect</th>
<th>Not read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah has a beautiful doll.</td>
<td></td>
<td></td>
<td></td>
</tr>
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**Instructions for enumerators**

- **Pre-question instructions to child:**
  - You should have received an SMS containing a sentence.
  - Ask the child to read each sentence aloud.

- **On conducting the Assessment:**
  - 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.

- **Marking Instructions:**
  - If full sentence is read correctly – Score 1
  - Any errors or sentence unread – Score 0

**Question 4:**
Please try to read the sentence aloud.

<table>
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<th>Incorrect</th>
<th>Not read</th>
</tr>
</thead>
<tbody>
<tr>
<td>The doll has black hair and brown eyes.</td>
<td></td>
<td></td>
<td></td>
</tr>
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**Instructions for enumerators**

- **Pre-question instructions to child:**
  - You should have received an SMS containing a sentence.
  - Ask the child to read each sentence aloud.

- **On conducting the Assessment:**
  - 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.

- **Marking Instructions:**
  - If full sentence is read correctly – Score 1
  - Any errors or sentence unread – Score 0
Question 5:
Please try to read the sentence aloud.

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<th>Not read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah got the doll on her third birthday.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<td>If full sentence is read correctly – Score 1</td>
</tr>
<tr>
<td>Please try to read each sentence aloud.</td>
<td>Each sentence is going to be received by the child in a separate SMS</td>
<td>Any errors or sentence unread – Score 0</td>
</tr>
<tr>
<td></td>
<td>Each sentence should have a time gap of 3 mins from SMS (sentence) sent to student and response received from the student.</td>
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Question 6:
Please try to read the sentence aloud.

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<tr>
<th>Sentences</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Not read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah loves to play with her doll.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>Each sentence should have a time gap of 3 mins from SMS (sentence) sent to student and response received from the student.</td>
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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

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<td></td>
<td>Stay quiet. If the child hesitates for 5 seconds, say “please go on”.</td>
<td>If full sentence is read correctly – Score “1”</td>
</tr>
<tr>
<td></td>
<td>Early stop rule: If you have marked incorrect all of the words on the first line.</td>
<td>Any errors or sentence unread – Score “0”</td>
</tr>
<tr>
<td></td>
<td>Say “Thank you”, and discontinue the exercise – Score 0</td>
<td></td>
</tr>
</tbody>
</table>

### Question 8:

**Question about the story he/she has just read**

<table>
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<tr>
<th>Questions</th>
<th>Answer</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q8. Who did the watch belong to?</td>
<td>His grandfather</td>
<td></td>
<td></td>
</tr>
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<td></td>
<td>The answer does not need to be exactly worded</td>
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### Question 9:

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

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</thead>
<tbody>
<tr>
<td>Q9. Where was the watch found?</td>
<td>Under the bed</td>
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<th>Correct</th>
<th>Incorrect</th>
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</thead>
<tbody>
<tr>
<td>Q10.</td>
<td>Who found the watch?</td>
<td>His sister</td>
<td></td>
</tr>
</tbody>
</table>

Instructions for enumerators

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<td>Q11</td>
<td>Why is Adil smiling now?</td>
<td>Because the watch was found</td>
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Question 14:
Fill-in-the-blank. Please try to choose the correct word from the options given.

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<td>Her __________ (she, to, mother) will come to take her home.</td>
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Q1. Which word begins with a different sound?

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<tr>
<td>4. Park</td>
<td>5. Year</td>
<td>6. Pat</td>
</tr>
</tbody>
</table>

**Question 2:**
Q2. Send any word that begins with the following letter sound:

| 4. D (د) | 5. L (ل) | 6. Sh (ش) |

**Question 3:**
Please select the correct word to complete the sentence.

Q3. Before school, Anam’s mother brushes her ________


Q4. The water is very ________


Q5. The table has four ________

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.

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</thead>
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<tr>
<td>Q6. What is Jameel’s sister’s name?</td>
<td>Hina</td>
</tr>
<tr>
<td>Q7. What do Jameel’s parents do?</td>
<td>They are potters</td>
</tr>
<tr>
<td>Q8. Why do they put pots in the sun?</td>
<td>For them to dry</td>
</tr>
</tbody>
</table>

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

Q14. My mother told me to clean my room because it is very ________________
    5. busy
    6. hot
    7. kitchen
    8. **dirty**
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

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<td>Record the response category against each alphabet letter as follows:</td>
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<td>Mark alphabets that are read correctly as correct – Score 1</td>
</tr>
<tr>
<td>Mark alphabets that are read incorrectly as incorrect – Score 0</td>
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</tbody>
</table>
**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
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.

Instructions for enumerators

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<td>You should have received an SMS containing 9 alphabet letters. Please try to read these letters aloud, one by one.</td>
<td>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.</td>
<td>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</td>
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Question 2:
Please try to read these words aloud, one by one.
**Question 3:**
Please try to read the sentence aloud.

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<tr>
<td>Sarah has a beautiful doll.</td>
<td></td>
<td></td>
<td></td>
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**Instructions for enumerators**

**Pre-question instructions to child**
You should have received an SMS containing a sentence.
Please try to read each sentence aloud.

**On conducting the Assessment**
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.

**Marking Instructions**
If full sentence is read correctly – Score 1
Any errors or sentence unread – Score 0

---

**Question 4:**
Please try to read the sentence aloud.

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<tr>
<td>Q4. The doll has colourful clothes and black hair.</td>
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**Instructions for enumerators**

**Pre-question instructions to child**
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**Marking Instructions**
If full sentence is read correctly – Score 1
Any errors or sentence unread – Score 0
Question 5:
Please try to read the sentence aloud.

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<tr>
<td>Q5. Sarah got the doll on her third birthday.</td>
<td></td>
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Please try to read the sentence aloud.

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<td>Q6. Sometimes Sarah takes her doll to school.</td>
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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
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<td>You should have received an SMS containing a short story. Please try to read this story aloud.</td>
<td>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.</td>
<td>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</td>
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### Question 8:

**Question about the story he/she has just read**

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<td>Q1. Who did the watch belong to?</td>
<td>His grandfather</td>
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### Question 9:

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

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<td>Q9. Where was the watch found?</td>
<td>Under the bed</td>
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Question 13:
Please read the text and select the right word for the blank

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### Question 14: 
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Q1. Which word begins with a different sound?

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<tr>
<th></th>
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Q2. Send any word that begins with the following letter sound:

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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

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Q5. Sea water has a lot of __________

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Q6. Father has gone to __________.

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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.

Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>Q7. What is Jameel’s sisters name?</td>
<td>Hina</td>
</tr>
<tr>
<td>Q8. What was Jameel playing?</td>
<td>Cricket</td>
</tr>
<tr>
<td>Q9. How did the pots break?</td>
<td>The ball hit it</td>
</tr>
</tbody>
</table>

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
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