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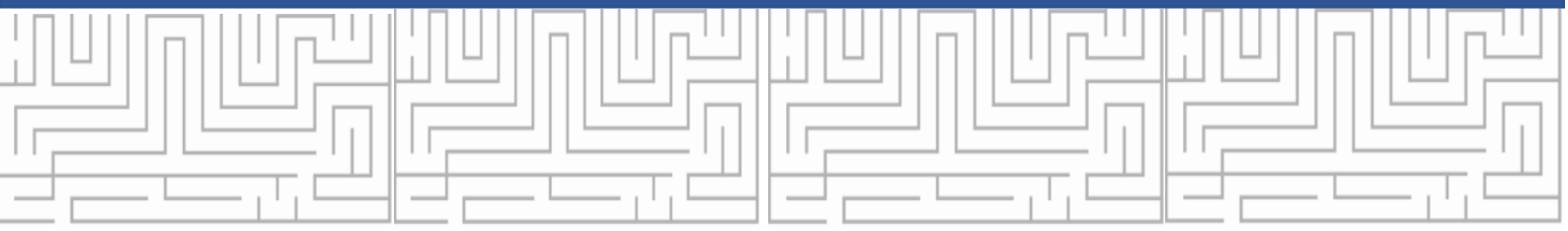
Government of Puducherry

DIRECTORATE OF SCHOOL EDUCATION PUDUCHERRY



PAS 2022-23 Puducherry Achievement Survey

State Report Puducherry





Government of Puducherry

Puducherry Achievement Survey

2022-2023

**DIRECTORATE OF SCHOOL EDUCATION
SAMAGRA SHIKSHA
PUDUCHERRY**

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PAS 2022 - 2023

AN OVERVIEW

16590

STUDENTS



305

SCHOOLS



270

TEACHERS



6

**EDUCATIONAL
INSTITUTIONS**



723

ASSESSORS



2

NGOS



PUDUCHERRY ACHIEVEMENT SURVEY (PAS) 2022-23

Puducherry, renowned for its progressive approach to education, has wholeheartedly embraced the NIPUN Bharat mission with enthusiasm and determination. The education department has taken proactive measures to strengthen the foundational literacy and numeracy skills of primary school children. Various strategies, such as innovative teaching methodologies, teacher capacity building, and the integration of technology, have been employed to ensure the effective implementation of these initiatives. Furthermore, partnerships with NGOs and community involvement have played a pivotal role in fostering a conducive learning environment. The implementation of the NIPUN Bharat Mission in Puducherry has yielded positive outcomes, marked by notable improvements in student performance and increased engagement in learning activities. The concerted efforts of all stakeholders have been instrumental in driving educational excellence in the region and nurturing confident and well-rounded learners. In conjunction with this initiative, interventions like DEAL and CRAWL have been seamlessly integrated to support the literary and numeracy progress of students.

The Puducherry Achievement Survey (PAS) is a state-level large-scale assessment conducted by Samagra Shiksha, Directorate of School Education – Puducherry. This survey aims to gather information about the foundational literacy and numeracy achievement of students in classes 3, 4, and 5 studying in government schools. The assessment focuses on competency-based evaluations, aligning with the principles advocated by the NIPUN Bharat mission. The PAS report serves as a valuable tool in diagnosing learning gaps and identifying necessary interventions in education policies, teaching practices, and student learning. It also provides a comprehensive synthesis of results at the state level, serving as a rich repository of evidence for informing and designing future action plans.

Objectives:

- To report the performance of students in different subjects and classes on specific learning outcomes focused the Foundational Literacy and Numeracy.
- To create a competency-based assessment culture in the classrooms
- To support the teacher in understanding the student's learning level
- To compare the average performance of the following group of children:
 - Girls and Boys
 - Students belonging to different social categories i.e. General, Scheduled Caste, Scheduled Tribes and Other Backward Classes
- To identify key learning gaps in the achievement of learning outcomes
- To identify institutional and contextual factors that affect the learning achievement of students.

Some of the important steps in the implementation of PAS were:

- Sensitization of the officials and the stakeholders in the State and its Districts.
- Development of an assessment framework and the tools for assessing the learning levels and competencies of the students and the background information.
- Communicating the roles and responsibilities of the different personnel involved at the district levels.
- Development of guidelines and protocol for the administration of the survey in the schools.
- Development of various templates/formats for data capturing.
- Administration of tools in the schools with the help of a trained cadre of field investigators.
- Monitoring the administration of the tools at the School, Block, and District levels.
- Collation of the data collected from the Schools at the District level.
- Following the protocol for data capturing, storing and analysis.
- Analysis of the data at the district level and State level to understand the learning gaps and preparation of reports.

Preparatory meeting with the key educational functionaries:

The preparatory meeting was organized by the Samagra Shiksha, Puducherry in which all key functionaries like JD, SPD, CEO, DDWE, OSD – DIET, all inspecting officers and representatives from B.Ed colleges of Puducherry participated. The idea of PAS and its objectives was briefed by the State Project Director – Samagra Shiksha. Following deliberation on the assessment methodologies, formats and data capturing was carried out by the Azim Premji Foundation team. The suggestions and feedback were given by the participants during the meeting discussion. The functionaries of the Karaikal, Mahe, and Yanam were oriented in online mode.



Orientation for Assessors

Primary school teachers, DIET student teachers and B.Ed student teachers were involved in the assessment processes as Assessors. A half a day orientation was given to the all-student teachers and primary school teachers by the Samagra Shiksha and Azim Premji Foundation. In this orientation, the following pointers were discussed in detail.

1. Purpose and process of the study.
2. Common instructions to follow.
3. Student Tool Overview.
4. Assessor Instruction and Rubrics.
5. Formats for Data Entry.

In this regard, **270** Primary school teachers and **723** student teachers were oriented.



Assessment tool preparation – Assessment Framework

Considering the learning loss caused by the pandemic and the current learning levels of the children, the assessment framework was developed. The tools were created concerning the National Assessment Survey and Foundational Learning Survey.



The assessment framework for Language (Tamil, Malayalam & Telugu) and Mathematics for Classes 3, 4, and 5 was developed by members of the Samagra Shiksha and Azim Premji Foundation. The literacy areas focused on listening to comprehension, reading comprehension, speaking, and writing. Similarly, the numeracy areas focused on include number sense, addition, subtraction, multiplication, and division. The framework comprises several documents:

- List of selected competencies & Blueprint.
- Language Student tool for Class 3, 4, and 5.
- Language Assessor copy for Class 3, 4, and 5, along with the Rubrics.
- Mathematics Student tool for Class 3, 4, and 5.
- Mathematics Assessor copy for Class 3, 4, and 5, along with the Rubrics.
- Common Instructions for the Assessor.
- Data Entry sheet.
- Sample tool copy for orientation.

Only FLN competencies of NIPUN Bharat mission were considered for the assessment framework.

The question schema is as follows:

	No. of Questions (Language)	No. of Questions (Maths)
Class 3	5 (1 written & 4 oral)	12 (10 written & 2 oral)
Class 4	5 (1 written & 4 oral)	12 (10 written & 2 oral)
Class 5	5 (1 written & 4 oral)	12 (10 written & 2 oral)



Assessment day



The circular was issued by Samagra Shiksha to the schools regarding the PAS. The schools were assigned to the assessors and communicated to the respective colleges before the assessment day. On the assessment day, the assessors arrived at the allocated schools promptly. The office of inspecting officers distributed student copies and assessor copies to the schools.

The assessment was scheduled for two days, with one day dedicated to mathematics and another day for language. The assessment framework included both oral and written components, which were administered to the students as a whole group and individually. Approximately 16,500 students participated in the assessment on that day.

Data Entry

After completion of the assessment, the assessors did manual coding for each question in the answer sheet as instructed. After finishing the individual coding for the questions all the codes were entered in the data entry consolidated sheet. The finished sheets were submitted to the principal of the educational institutes. The data entry sheets were converted into Excel sheets by the Samagra Shiksha members.



Data Analysis & Report Making

After the data entry was completed, data was shared with the Azim Premji Foundation for Analysis. The foundation then carried out several tasks related to data processing and analysis.

Data cleaning: This step involves identifying and rectifying any errors, inconsistencies, or outliers in the collected data. The team likely performed various techniques to clean the data, such as removing duplicate entries, correcting typographical errors, handling missing values, and standardizing the format.

Data segregation: Once the data was cleaned, it needed to be organized or segregated based on relevant criteria. This step helps in grouping the data into meaningful categories or subsets i.e., district wise, IO wise, making it easier for further analysis. The team likely categorized the data based on specific variables or factors of interest to facilitate subsequent analysis.

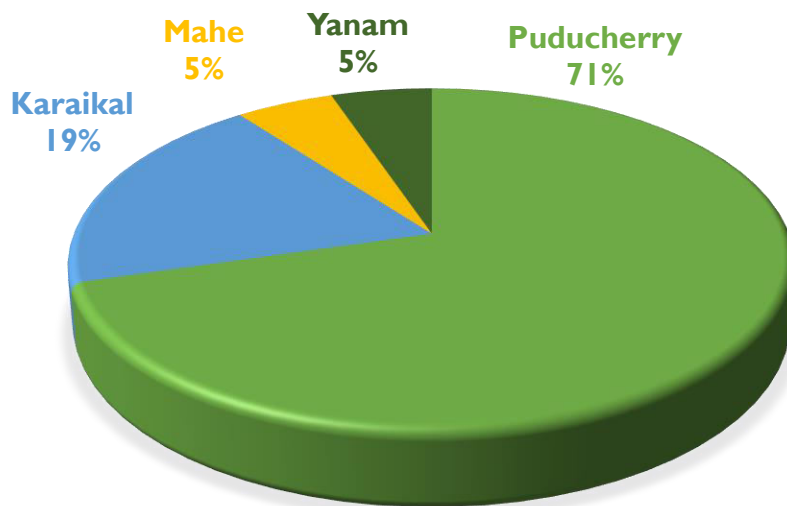
Data analysis: In this step, the Azim Premji Foundation team utilized various statistical or computational techniques to extract insights and draw meaningful conclusions from the data. This could involve applying descriptive statistics to summarize the data, performing exploratory data analysis to identify patterns or trends, or using inferential statistics to make inferences about the larger population based on the collected sample.

Inferences: After conducting the data analysis, the team drew inferences or conclusions based on the patterns and insights discovered. These inferences could include identifying correlations between variables, uncovering significant findings, or providing recommendations based on the data analysis results.

STATE ANALYSIS

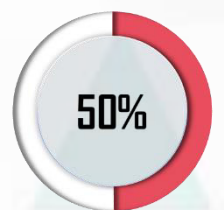
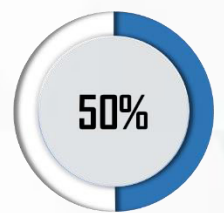
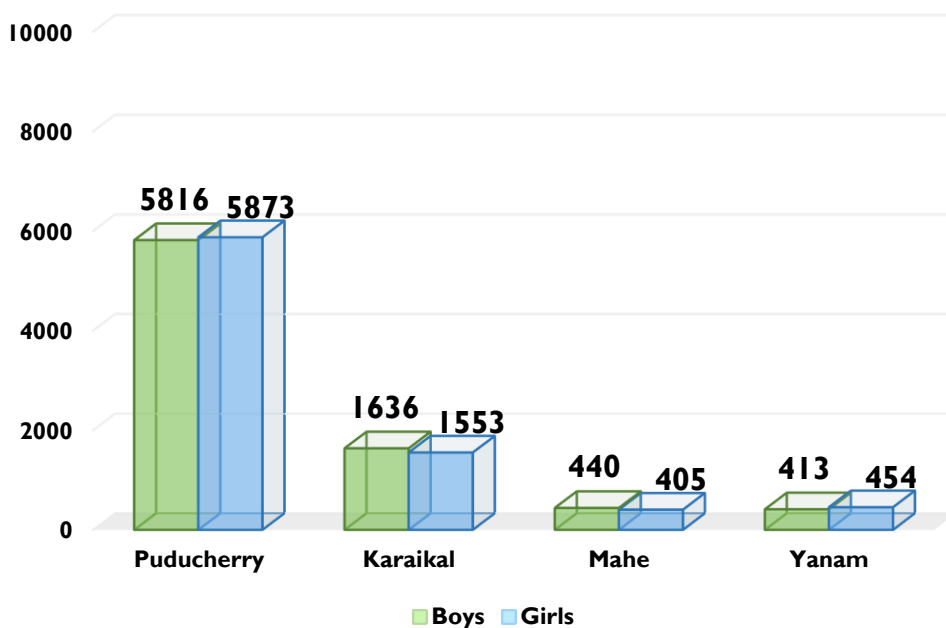


PARTICIPATION BY DISTRICTS

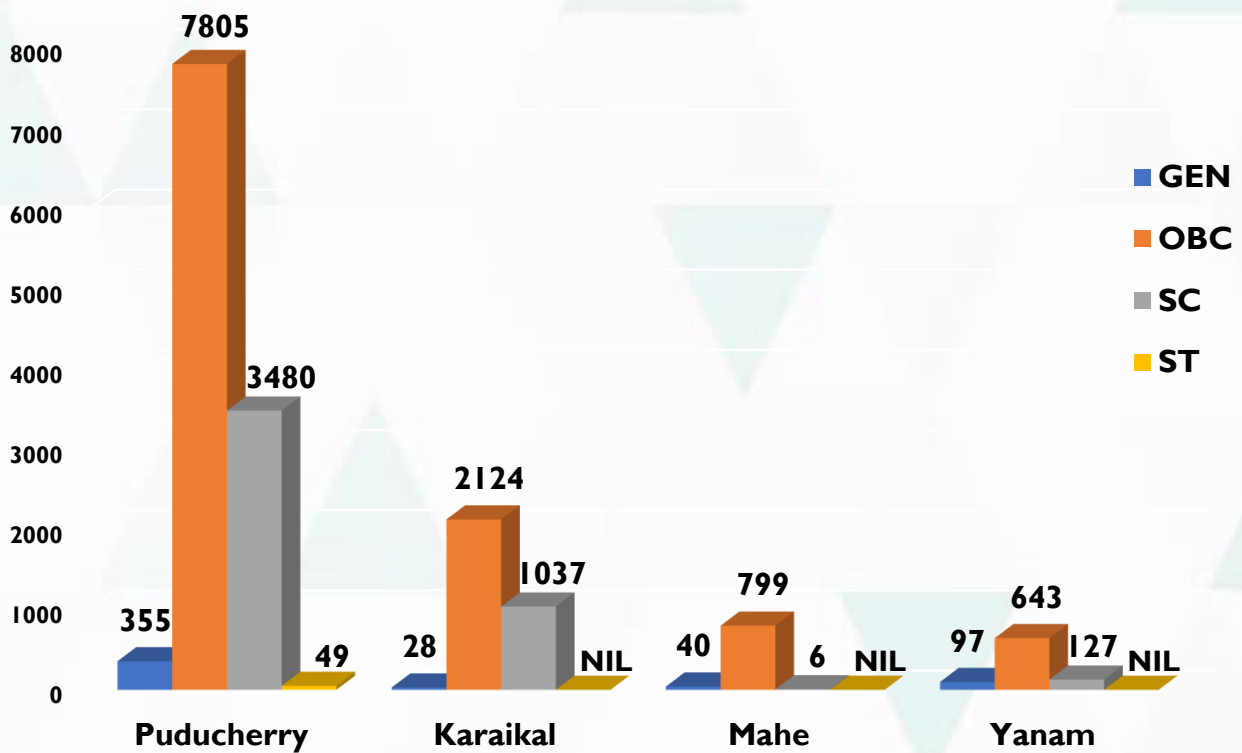
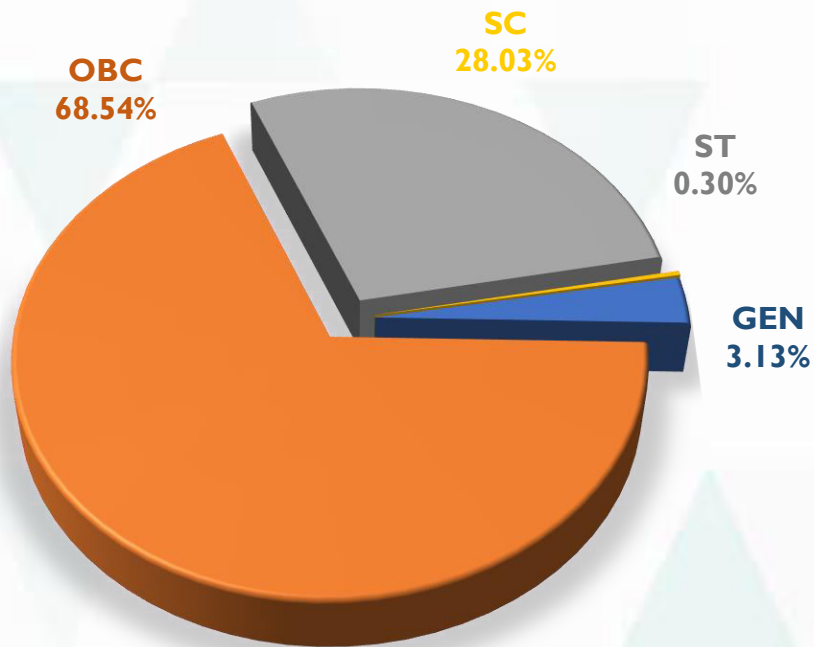


District	Present
Puducherry	11689
Karaikal	3189
Mahe	845
Yanam	867
Total	16590

PARTICIPATION BY GENDER



PARTICIPATION BY SOCIAL CATEGORY



SUBJECT WISE – STUDENT’S LEVEL

Subject	Std	Below Basic L1 (%)	Basic L2 (%)	Proficient L3 (%)	Advanced L4 (%)
Language	Class 3	12%	22%	22%	44%
	Class 4	10%	18%	23%	48%
	Class 5	7%	14%	21%	59%
Mathematics	Class 3	15%	10%	14%	59%
	Class 4	19%	10%	15%	54%
	Class 5	19%	8%	15%	56%

***Note:** The achievement percentage given only depicts Level 4 (L4)

Below Basic L1 (%)

Learners at this level have not attained the competencies of Foundational Literacy and Numeracy.

Basic L2 (%)

Learners at this level struggle with competencies of Foundational Literacy and Numeracy.

Proficient L3 (%)

Learners at this level are able to demonstrate the competencies of Foundational Literacy and Numeracy but not to a complete extent.

Advanced L4 (%)

Learners at this level display exceptional mastery of the Foundational Literacy and Numeracy competencies.

Performance in achieving Competencies:

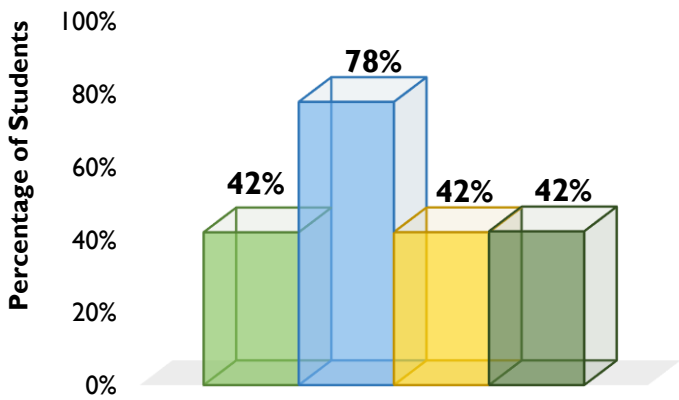
***Note: The achievement percentage given only depicts Level 4 (L4)**

Overall Achievement Percentage						
Code	Language – Competencies	UT	PDY	KAR	MAH	YAN
Grade 3 – Language						
C1	Picture based Writing	28%	28%	20%	61%	27%
C2	Oral Fluency	47%	45%	49%	83%	42%
C3	Listening comprehension (Story)	54%	50%	57%	89%	59%
C4	Reading Fluency (Song)	37%	37%	35%	68%	27%
C5	Listening Comprehension (Song)	53%	51%	49%	87%	56%
Grade 4 – Language						
C1	Picture based Writing	35%	32%	35%	80%	30%
C2	Oral Fluency	52%	49%	56%	87%	50%
C3	Reading Fluency (Story)	38%	35%	37%	83%	46%
C4	Listening Comprehension (song)	56%	53%	58%	88%	61%
C5	Reading comprehension (story)	60%	58%	58%	85%	67%
Grade 5 – Language						
C1	Picture based Writing	44%	44%	39%	77%	32%
C2	Reading Comprehension (Comic)	61%	60%	60%	92%	63%
C3	Reading Comprehension (Story)	77%	76%	77%	93%	73%
C4	Reading fluency (song)	49%	49%	44%	75%	34%
C5	Oral Fluency (Poem)	64%	62%	66%	88%	56%

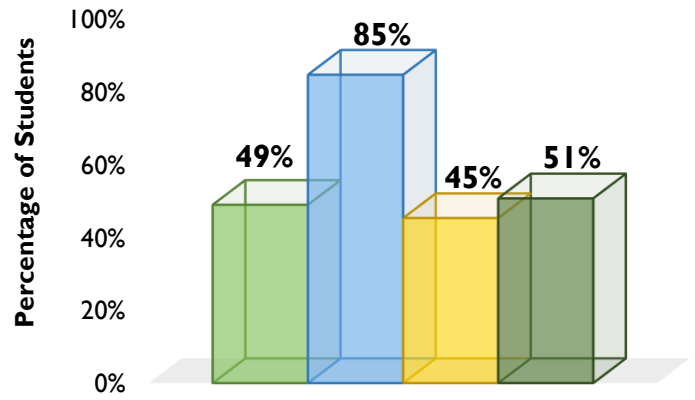
Overall Achievement Percentage						
Code	Mathematics – Competencies	UT	PDY	KAR	MAH	YAN
Grade 3 – Mathematics						
C1	Number Identification	71%	73%	61%	97%	76%
C2	Number Discrimination	75%	76%	70%	99%	77%
C3	Writing numbers	62%	64%	51%	93%	65%
C4	Number operation – Addition (Without regrouping)	69%	70%	66%	94%	72%
C5	Number operation – Addition (With regrouping)	49%	49%	44%	85%	51%
C6	Number operation – Subtraction (Without regrouping)	58%	58%	54%	92%	65%
C7	Number operation – Subtraction (With regrouping)	32%	31%	29%	71%	32%
C8	Number operation - Multiplication	76%	76%	75%	98%	82%
C9	Number operation - Division	68%	68%	65%	98%	71%
C10	Word Problems - Addition	61%	63%	51%	96%	54%
C11	Word Problems - Subtraction	45%	46%	41%	78%	41%
C12	Word Problems - Addition and Subtraction	42%	42%	37%	80%	41%
Grade 4 – Mathematics						
C1	Number Identification	61%	63%	52%	90%	62%
C2	Number Discrimination	67%	67%	63%	94%	82%
C3	Writing numbers	46%	46%	40%	81%	54%
C4	Number operation – Addition (Without regrouping)	73%	75%	70%	95%	76%
C5	Number operation – Addition (With regrouping)	57%	59%	51%	80%	61%
C6	Number operation – Subtraction (Without regrouping)	62%	63%	58%	87%	65%
C7	Number operation – Subtraction (With regrouping)	33%	34%	27%	62%	38%
C8	Number operation - Multiplication	34%	34%	26%	68%	44%
C9	Number operation - Division	37%	36%	32%	68%	46%
C10	Word Problems - Addition	72%	73%	72%	91%	63%
C11	Word Problems - Subtraction	42%	41%	42%	75%	41%
C12	Word Problems - Addition and Subtraction	66%	66%	67%	88%	61%
Grade 5 – Mathematics						
C1	Number Identification	59%	62%	46%	85%	61%
C2	Number Discrimination	73%	76%	66%	94%	77%
C3	Writing numbers	44%	44%	39%	80%	41%
C4	Expansion of numbers	45%	45%	38%	84%	55%
C5	Number operation – Addition (Without regrouping)	78%	79%	77%	96%	87%
C6	Number operation – Addition (With regrouping)	63%	64%	62%	86%	66%
C7	Number operation – Subtraction (Without regrouping)	72%	74%	67%	93%	78%
C8	Number operation – Subtraction (With regrouping)	34%	34%	32%	63%	37%
C9	Number operation - Multiplication	48%	49%	42%	63%	55%
C10	Number operation - Division	36%	37%	30%	68%	39%
C11	Word Problems - Addition	69%	70%	69%	96%	67%
C12	Word Problems - Subtraction	47%	46%	47%	89%	47%

Student's Performance Level – Subject-wise and Class wise

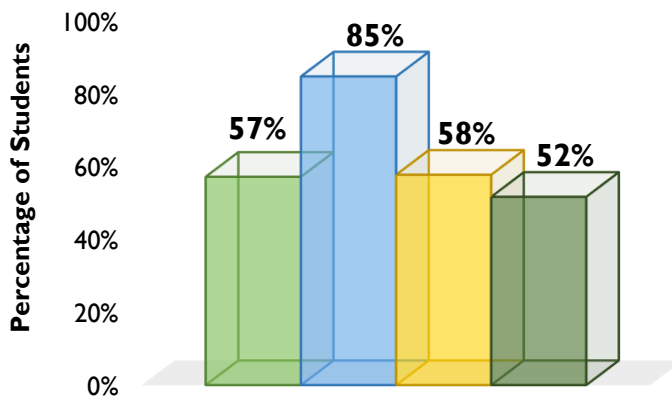
Class 3 - Language



Class 4 - Language



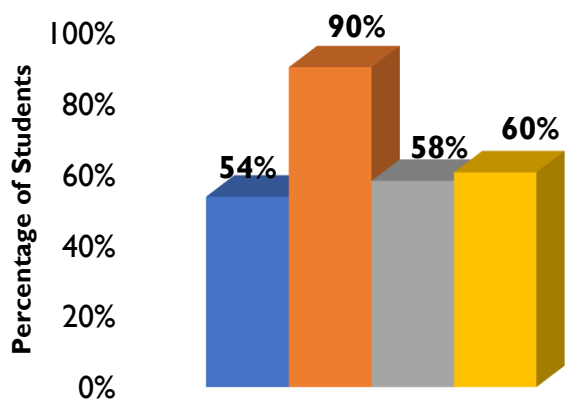
Class 5 - Language



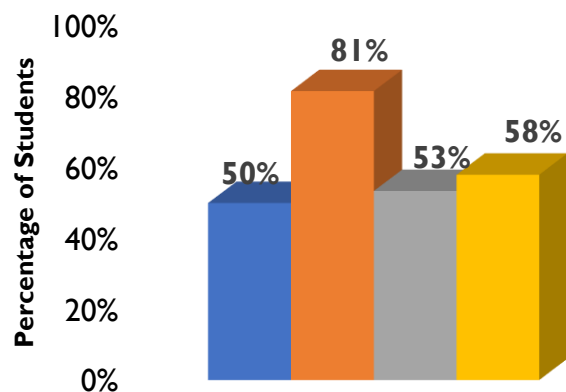
***Note: The achievement percentage given only depicts Level 4 (L4)**

Student's Performance Level – Subject wise and Class wise

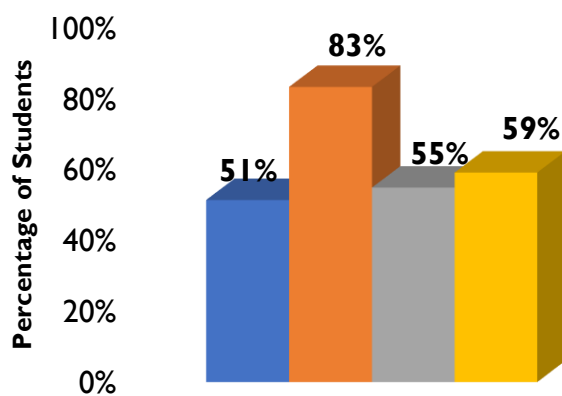
Class 3 - Mathematics



Class 4 - Mathematics

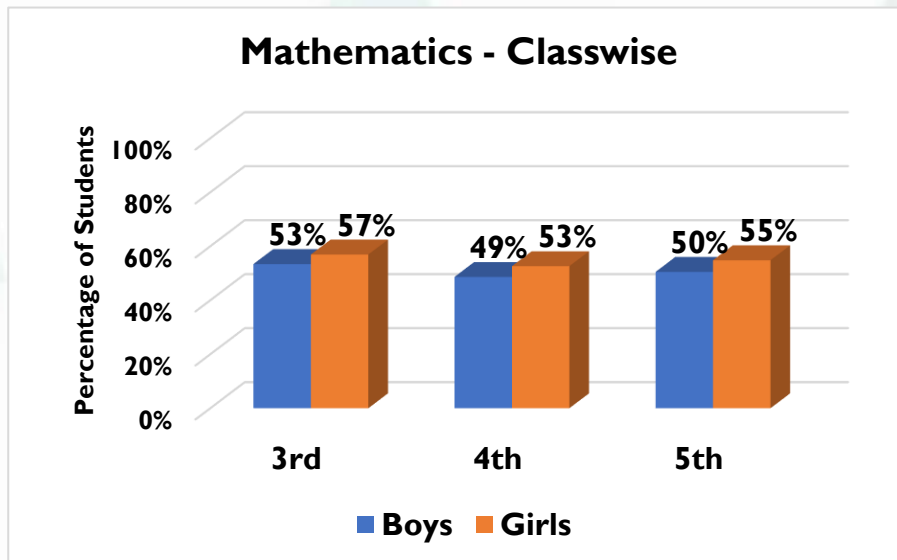
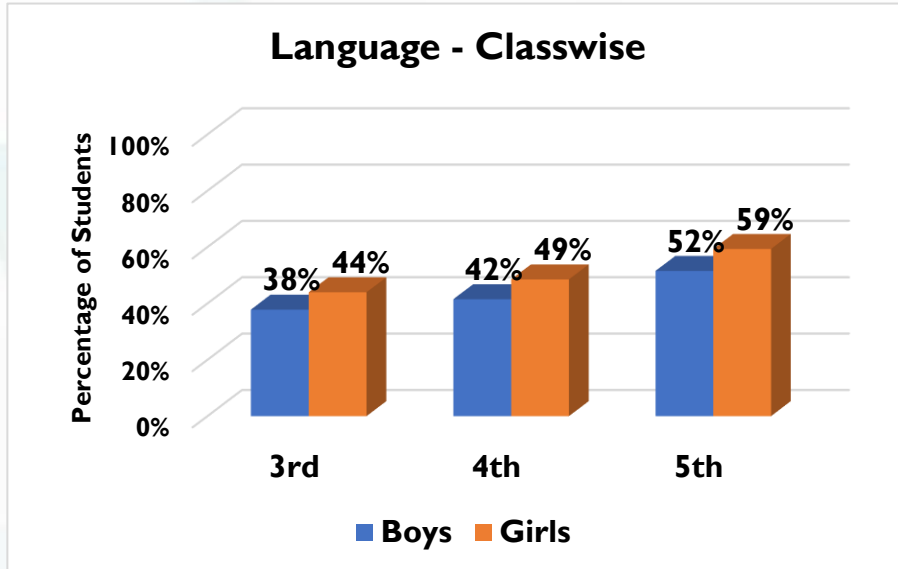


Class 5 - Mathematics



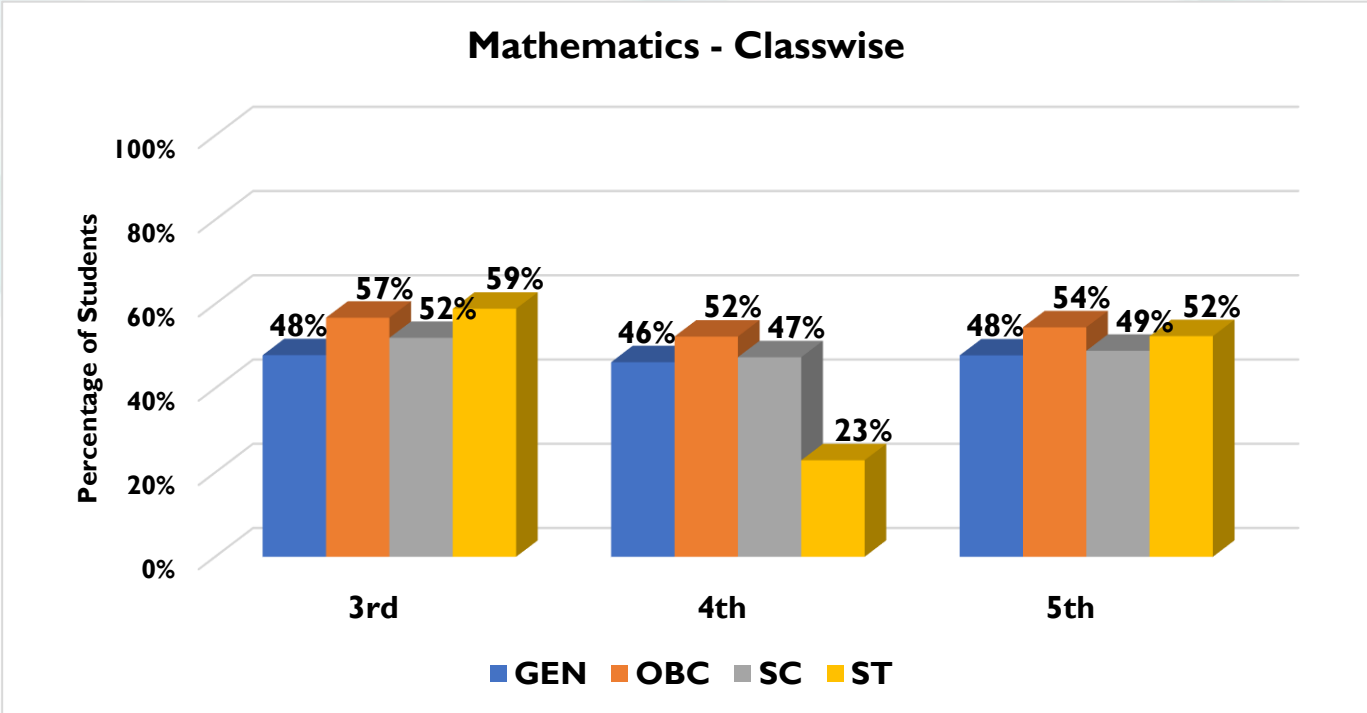
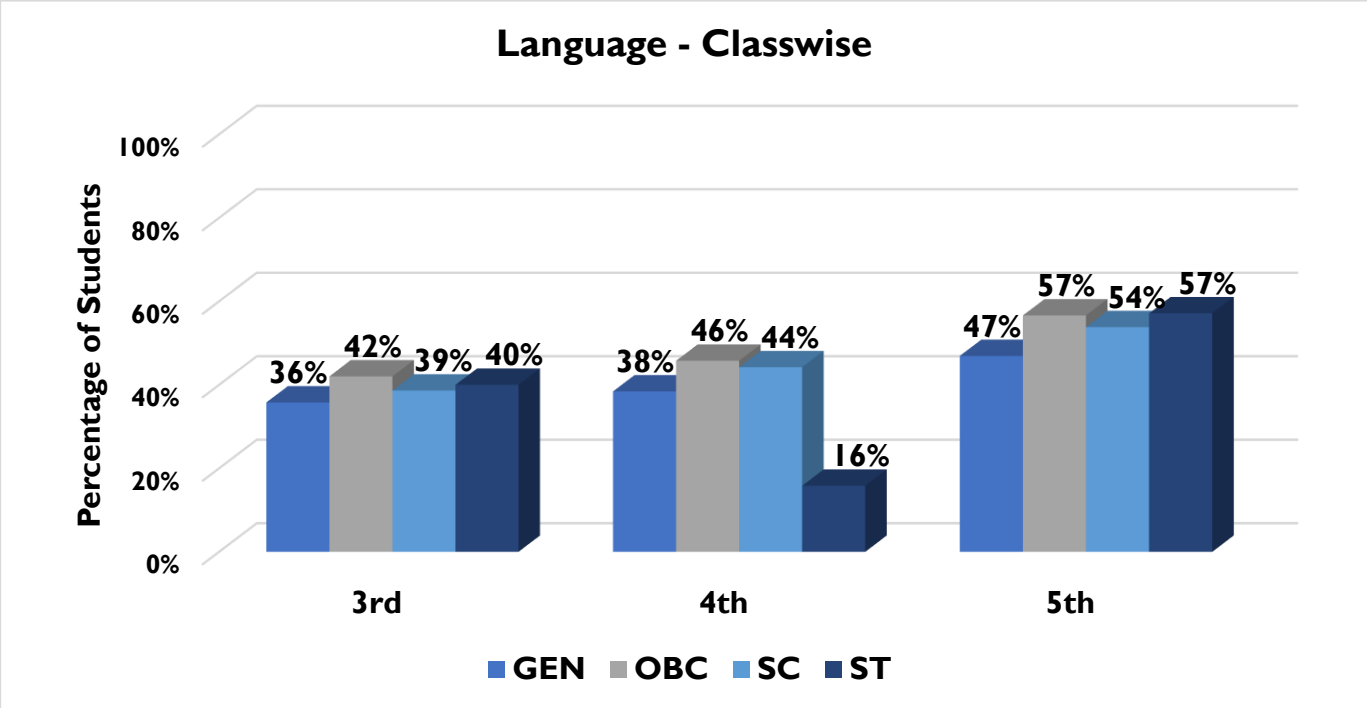
***Note: The achievement percentage given only depicts Level 4 (L4)**

Gender wise Performance



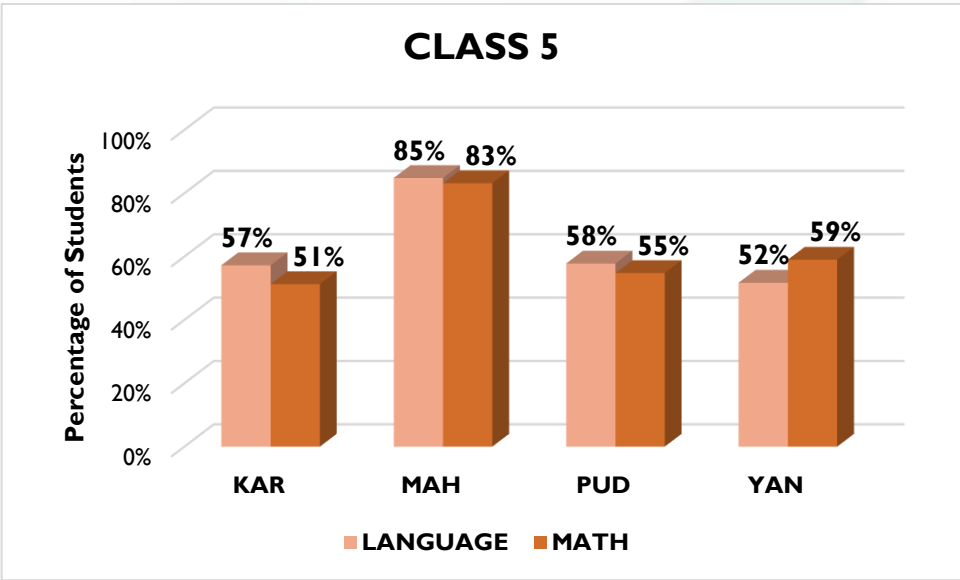
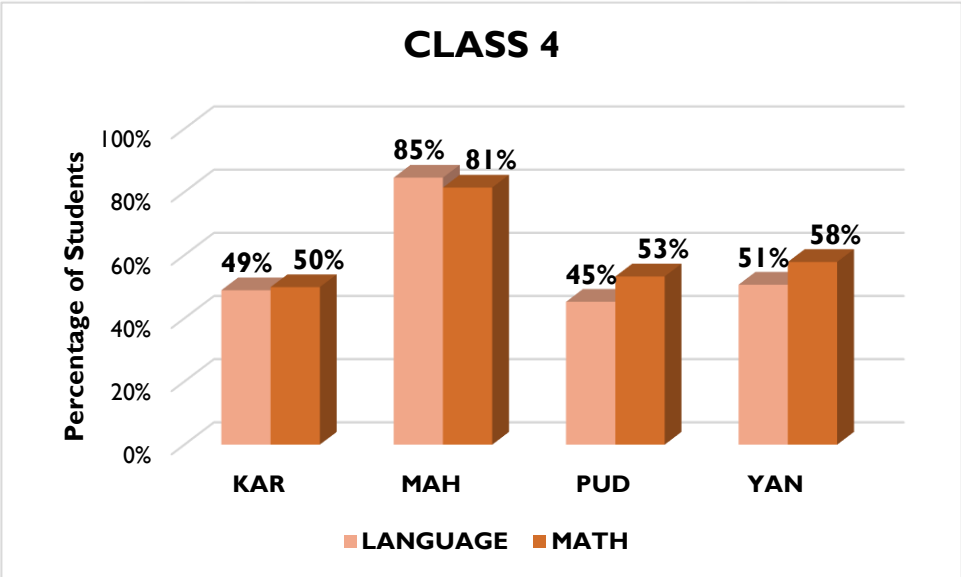
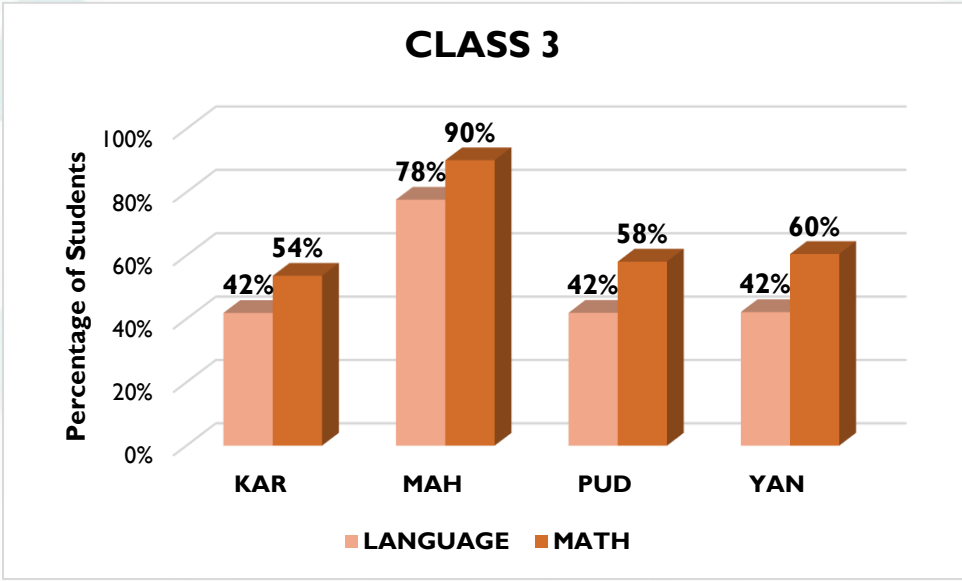
***Note: The achievement percentage given only depicts Level 4 (L4)**

Social Category wise Performance



***Note: The achievement percentage given only depicts Level 4 (L4)**

Language Vs Mathematics



***Note: The achievement percentage given only depicts Level 4 (L4)**



DISTRICT ANALYSIS

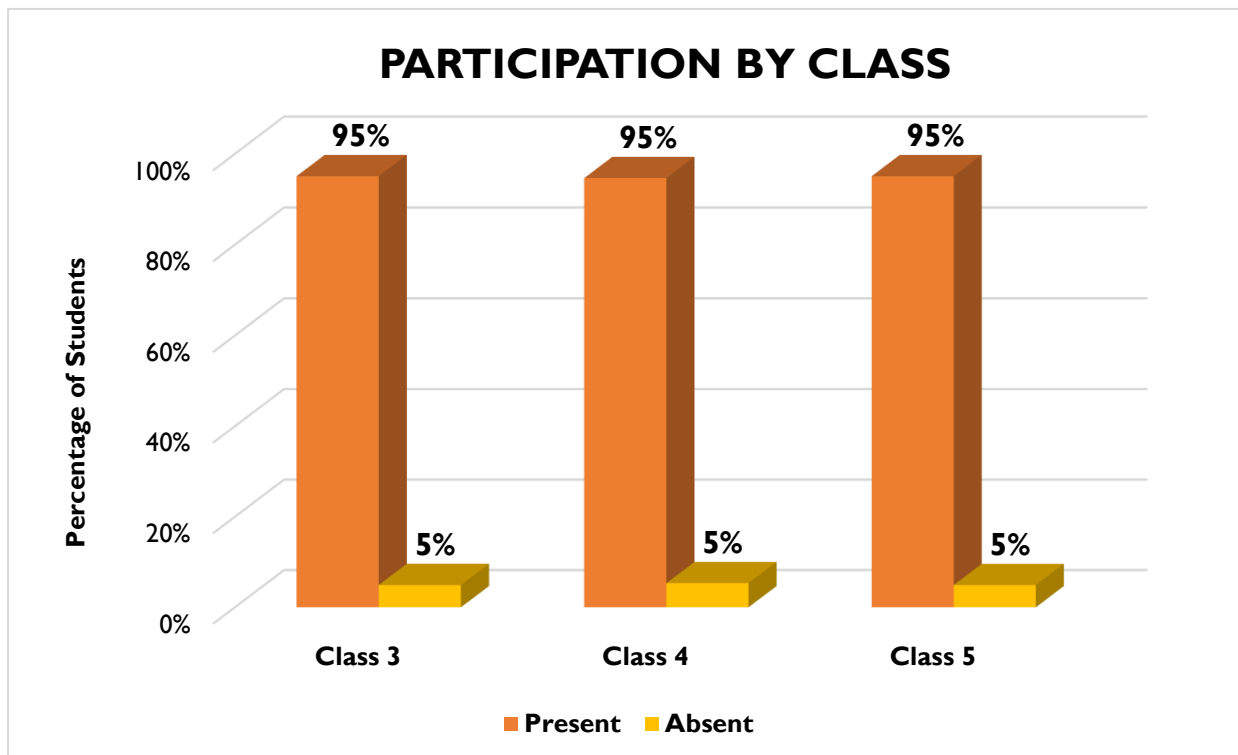
PONDICHERRY



PARTICIPATION DATA

CLASS WISE BREAKUP

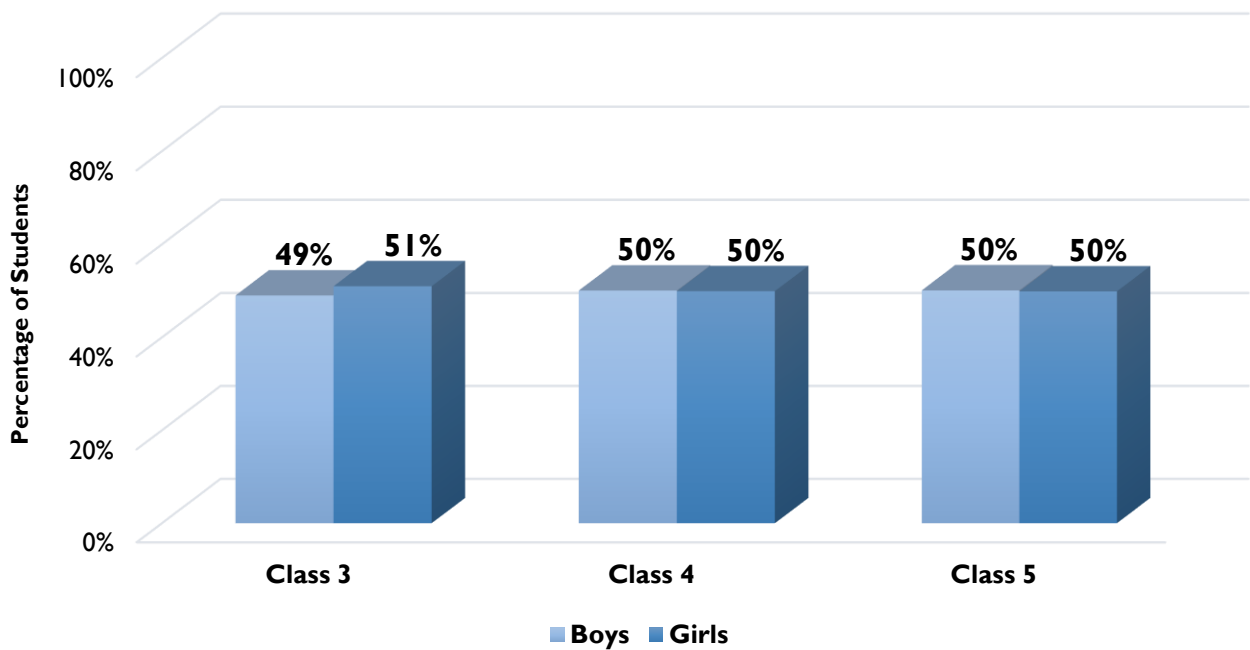
	Class 3	Class 4	Class 5	Total
No. of Students Appeared	3575	3993	4121	11689
No. of Students Absent	185	225	213	623
Total	3760	4218	4334	12312



GENDER WISE BREAK UP

STD	BOYS	GIRLS	Total
Class 3	1752	1823	3575
Class 4	1999	1994	3993
Class 5	2065	2056	4121
Total	5816	5873	11689

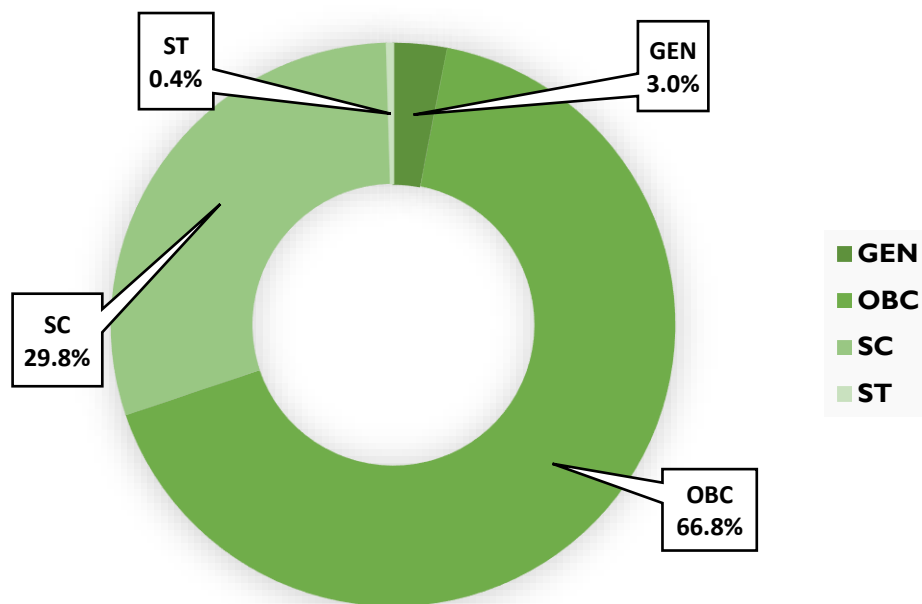
PARTICIPATION BY GENDER



SOCIAL CATEGORY WISE BREAK UP

	GEN	OBC	SC	ST	Grand Total
Class 3	84	2414	1063	14	3575
Class 4	127	2651	1194	21	3993
Class 5	144	2740	1223	14	4121
Total	355	7805	3480	49	11689

PARTICIPATION BY SOCIAL CATEGORY



PERFORMANCE DATA

SUBJECT WISE – STUDENT'S LEVEL

Subject	Std	Below Basic L1 (%)	Basic L2 (%)	Proficient L3 (%)	Advanced L4 (%)
Language	Class 3	13%	23%	22%	42%
	Class 4	10%	19%	25%	46%
	Class 5	6%	14%	21%	58%
Mathematics	Class 3	15%	10%	15%	60%
	Class 4	19%	10%	16%	55%
	Class 5	19%	9%	16%	57%

Below Basic L1 %

Learners at this level have not attained the competencies of Foundational Literacy and Numeracy.

Basic L2 %

Learners at this level struggle with competencies of Foundational Literacy and Numeracy.

Proficient L3 %

Learners at this level are able to demonstrate the competencies of Foundational Literacy and Numeracy but not to a complete extent.

Advanced L4 %

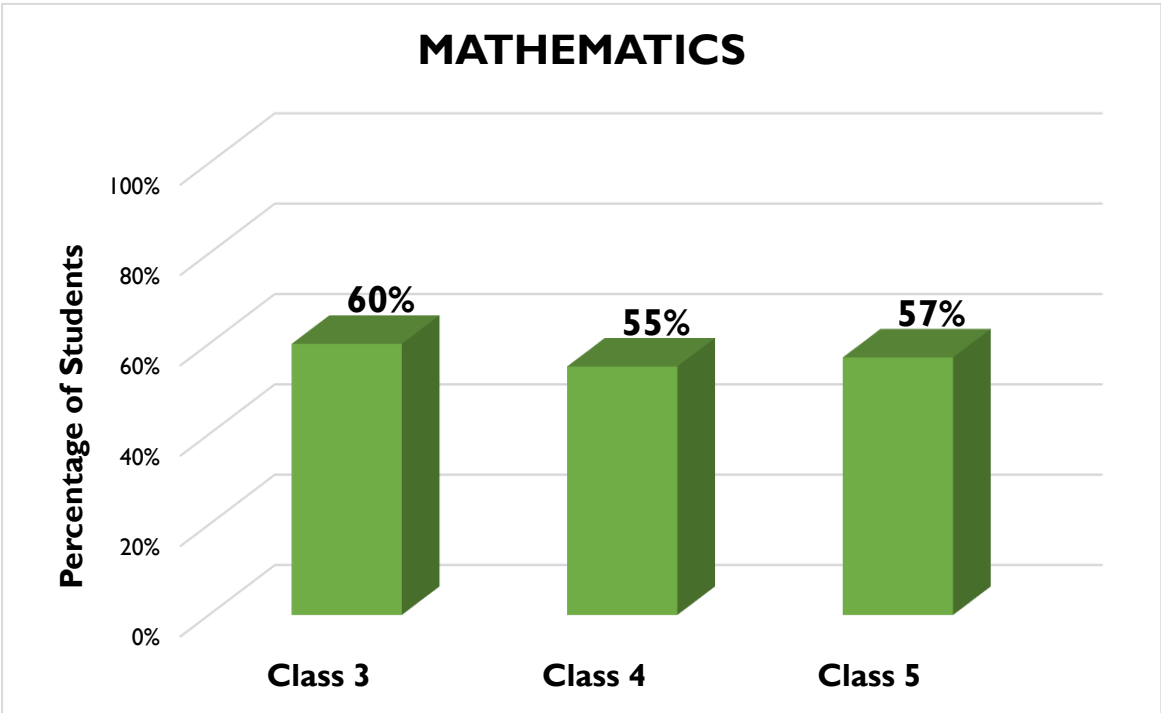
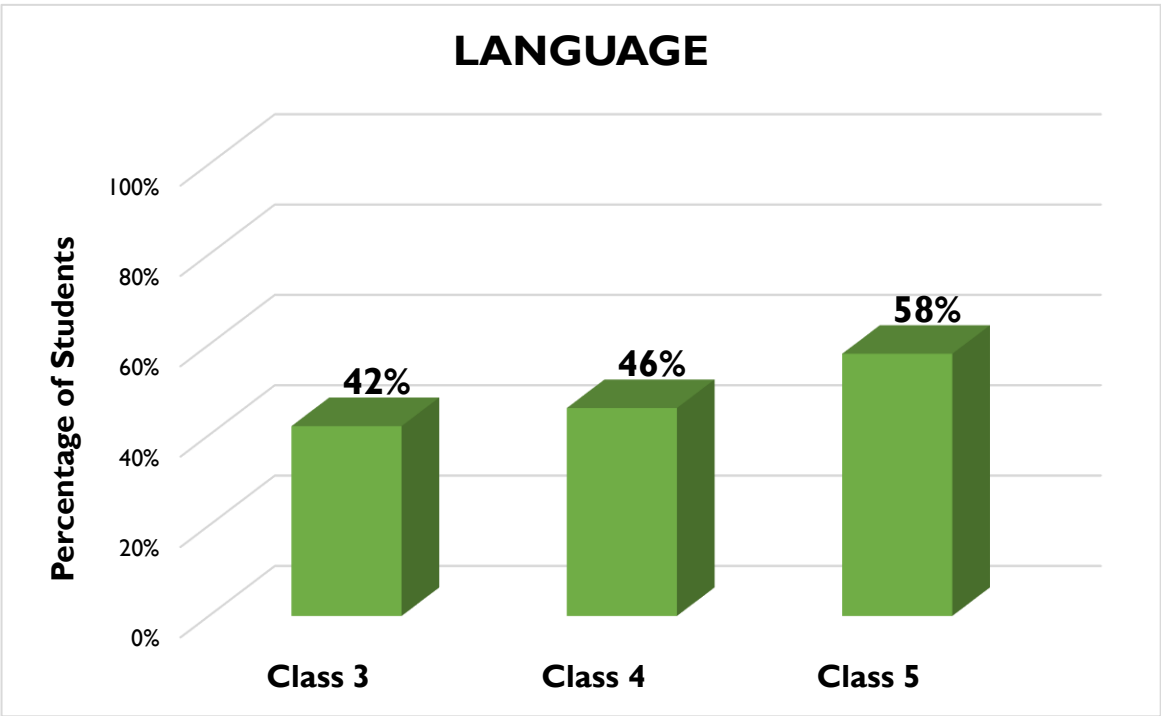
Learners at this level display exceptional mastery of the Foundational Literacy and Numeracy competencies.

Performance in achieving Competencies:

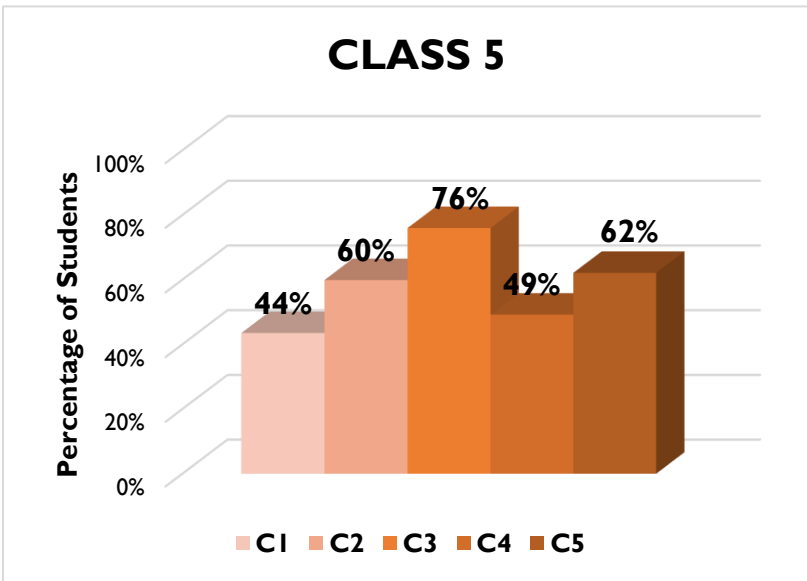
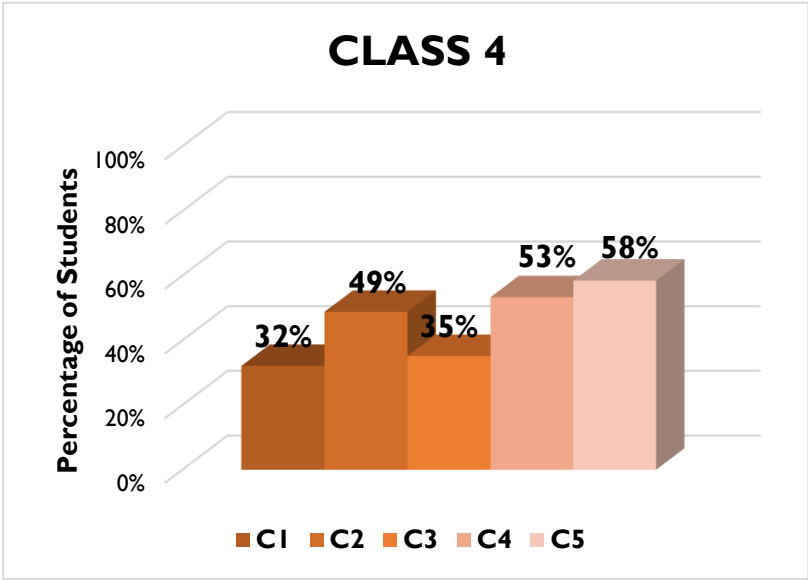
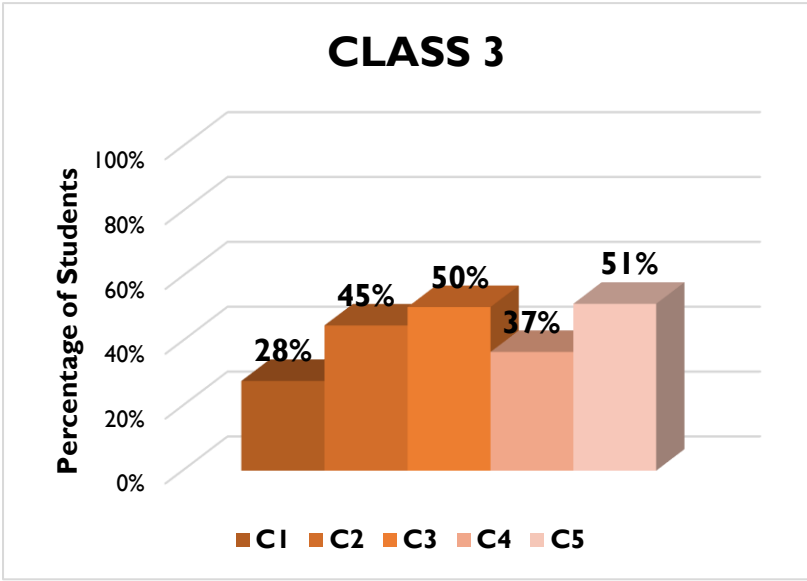
Overall Achievement Percentage					
Code	Language – Competencies	L1	L2	L3	L4
Grade 3 – Language					
C1	Picture based Writing	20%	28%	24%	28%
C2	Oral Fluency	6%	20%	29%	45%
C3	Listening comprehension (Story)	8%	24%	17%	50%
C4	Reading Fluency (Song)	21%	19%	23%	37%
C5	Listening Comprehension (Song)	9%	23%	17%	51%
Grade 4 – Language					
C1	Picture based Writing	17%	25%	26%	32%
C2	Oral Fluency	7%	14%	30%	49%
C3	Reading Fluency (Story)	12%	24%	29%	35%
C4	Listening Comprehension (song)	9%	18%	20%	53%
C5	Reading comprehension (story)	7%	15%	20%	58%
Grade 5 – Language					
C1	Picture based Writing	12%	19%	26%	44%
C2	Reading Comprehension (Comic)	6%	17%	18%	60%
C3	Reading Comprehension (Story)	5%	9%	10%	76%
C4	Reading fluency (song)	8%	17%	25%	49%
C5	Oral Fluency (Poem)	2%	8%	27%	62%

Overall Achievement Percentage					
Code	Mathematics – Competencies	L1	L2	L3	L4
Grade 3 – Mathematics					
C1	Number Identification	2%	7%	18%	73%
C2	Number Discrimination	3%	6%	14%	76%
C3	Writing numbers	6%	9%	21%	64%
C4	Number operation – Addition (Without regrouping)	6%	10%	13%	70%
C5	Number operation – Addition (With regrouping)	17%	17%	17%	49%
C6	Number operation – Subtraction (Without regrouping)	18%	10%	13%	58%
C7	Number operation – Subtraction (With regrouping)	27%	22%	20%	31%
C8	Number operation - Multiplication	8%	5%	10%	76%
C9	Number operation - Division	12%	8%	12%	68%
C10	Word Problems - Addition	19%	8%	10%	63%
C11	Word Problems - Subtraction	30%	7%	18%	46%
C12	Word Problems - Addition and Subtraction	33%	11%	13%	42%
Grade 4 – Mathematics					
C1	Number Identification	8%	9%	20%	63%
C2	Number Discrimination	6%	11%	15%	67%
C3	Writing numbers	13%	15%	26%	46%
C4	Number operation – Addition (Without regrouping)	9%	8%	9%	75%
C5	Number operation – Addition (With regrouping)	16%	8%	17%	59%
C6	Number operation – Subtraction (Without regrouping)	17%	6%	14%	63%
C7	Number operation – Subtraction (With regrouping)	32%	15%	20%	34%
C8	Number operation - Multiplication	27%	16%	23%	34%
C9	Number operation - Division	34%	12%	18%	36%
C10	Word Problems - Addition	14%	6%	7%	73%
C11	Word Problems - Subtraction	37%	8%	13%	41%
C12	Word Problems - Addition and Subtraction	21%	6%	7%	66%
Grade 5 – Mathematics					
C1	Number Identification	9%	11%	19%	62%
C2	Number Discrimination	7%	6%	11%	76%
C3	Writing numbers	15%	9%	32%	44%
C4	Expansion of numbers	24%	8%	22%	45%
C5	Number operation – Addition (Without regrouping)	8%	4%	9%	79%
C6	Number operation – Addition (With regrouping)	15%	8%	14%	64%
C7	Number operation – Subtraction (Without regrouping)	10%	5%	11%	74%
C8	Number operation – Subtraction (With regrouping)	37%	14%	15%	34%
C9	Number operation - Multiplication	23%	12%	16%	49%
C10	Number operation - Division	31%	13%	20%	37%
C11	Word Problems - Addition	16%	5%	9%	70%
C12	Word Problems - Subtraction	32%	8%	15%	46%

OVERALL ACHIEVEMENT PERCENTAGE

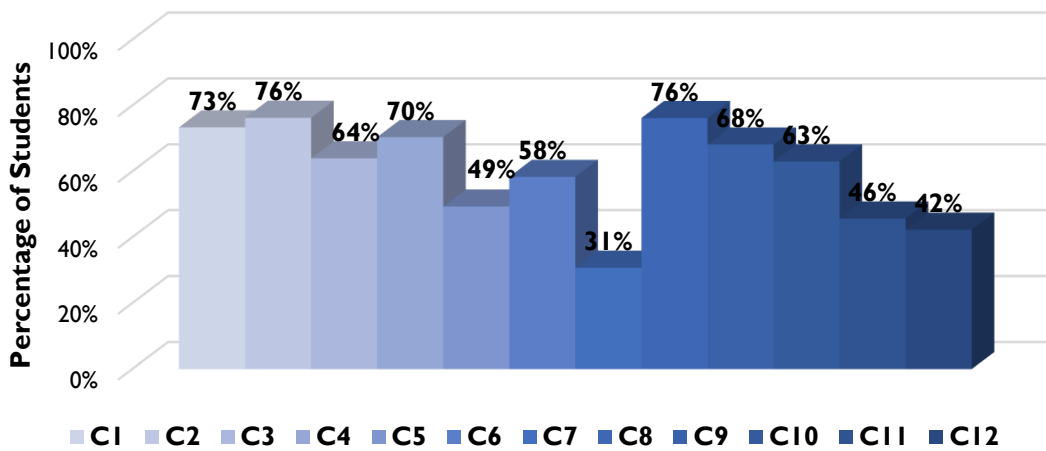


***Note: The achievement percentage given only depicts Level 4 (L4)**

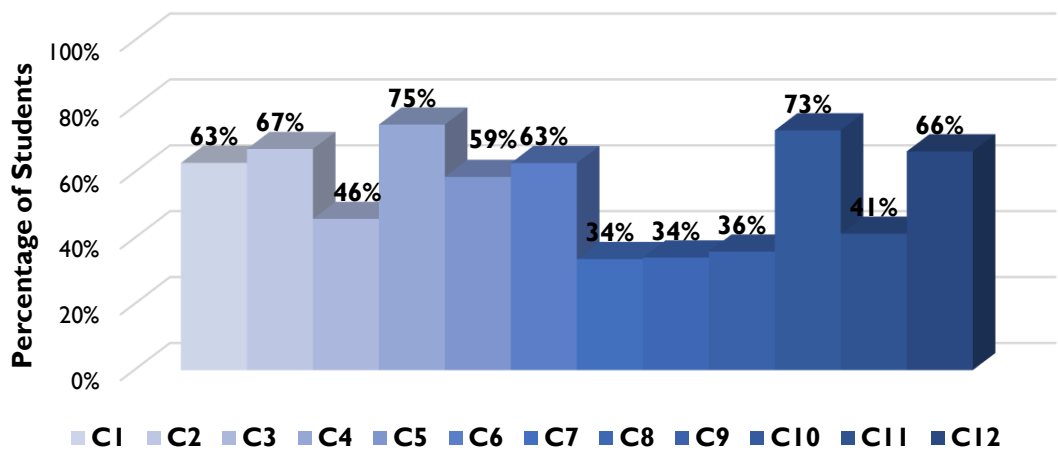


*Note: The achievement percentage given only depicts Level 4 (L4)

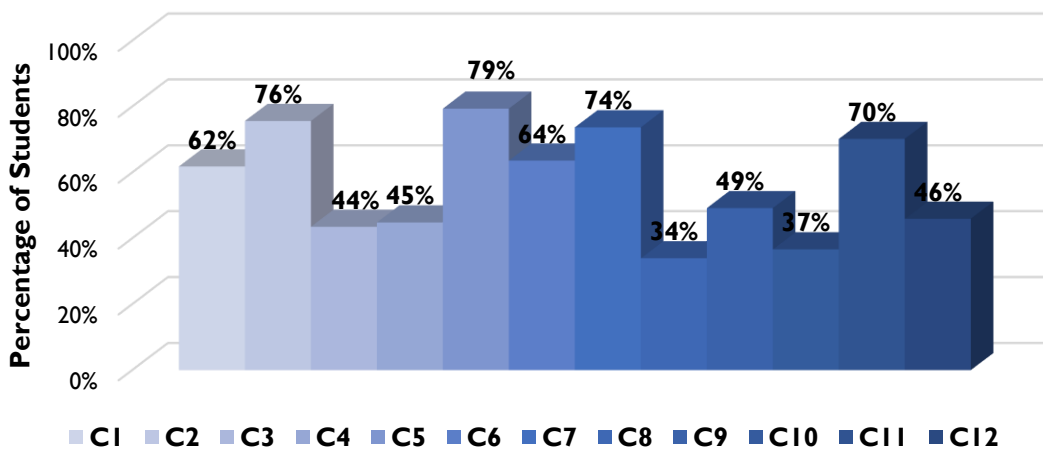
CLASS 3 - MATHEMATICS



CLASS 4 - MATHEMATICS

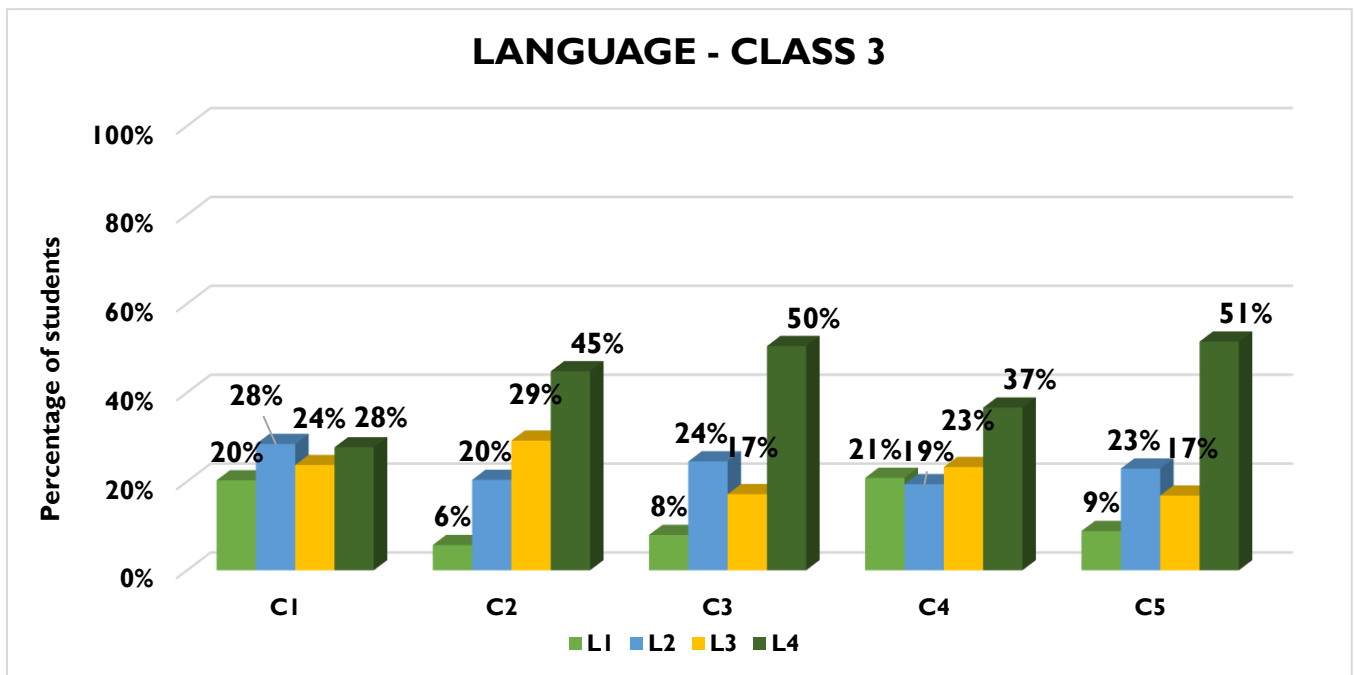


CLASS 5 - MATHEMATICS



*Note: The achievement percentage given only depicts Level 4 (L4)

STUDENT'S PERFORMANCE LEVEL – SUBJECT WISE AND CLASS WISE



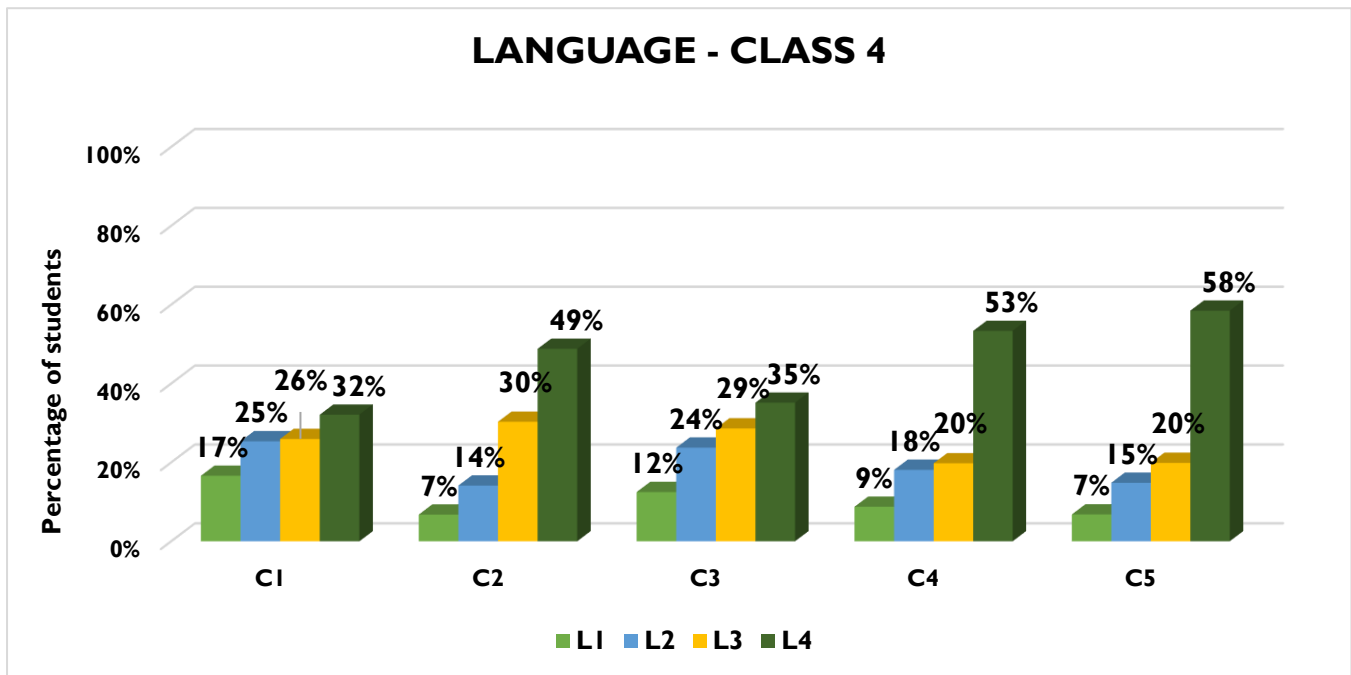
Key Insights from Grade 3 Language:

42% of the students in grade 3 are at the advanced level in language competencies.

- **Performance in listening and speaking competencies:**
 - 49% of students in grade 3 are at the advanced level in oral skills (C2, C3 & C5) – listening comprehension of story and song and speaking about their surroundings.
 - 8% (L1/L2) of the students are unable to speak a few words about the given picture and comprehend and respond to questions on the story and song.
 - 22% of the students can speak a few words and respond to direct comprehension questions from songs and stories.
 - 29% can speak a few relevant sentences about the picture and only 17% can respond to inferential questions on the story and song.
- **Performance in reading and writing competencies:**
 - 37% of the students can read a given text (song) with adequate fluency whereas 21% of the students are not able to read at all.
 - 23% of the students can read only a few familiar words fluently and unfamiliar words by decoding while 19% of the students can read all words in the song by decoding only.
 - 28% of the students can write two or more sentences to describe a picture. 20% of the students are not able to write anything related to the picture.
 - 28% can write only words related to the picture and 24% can write phrases or one sentence about the picture.

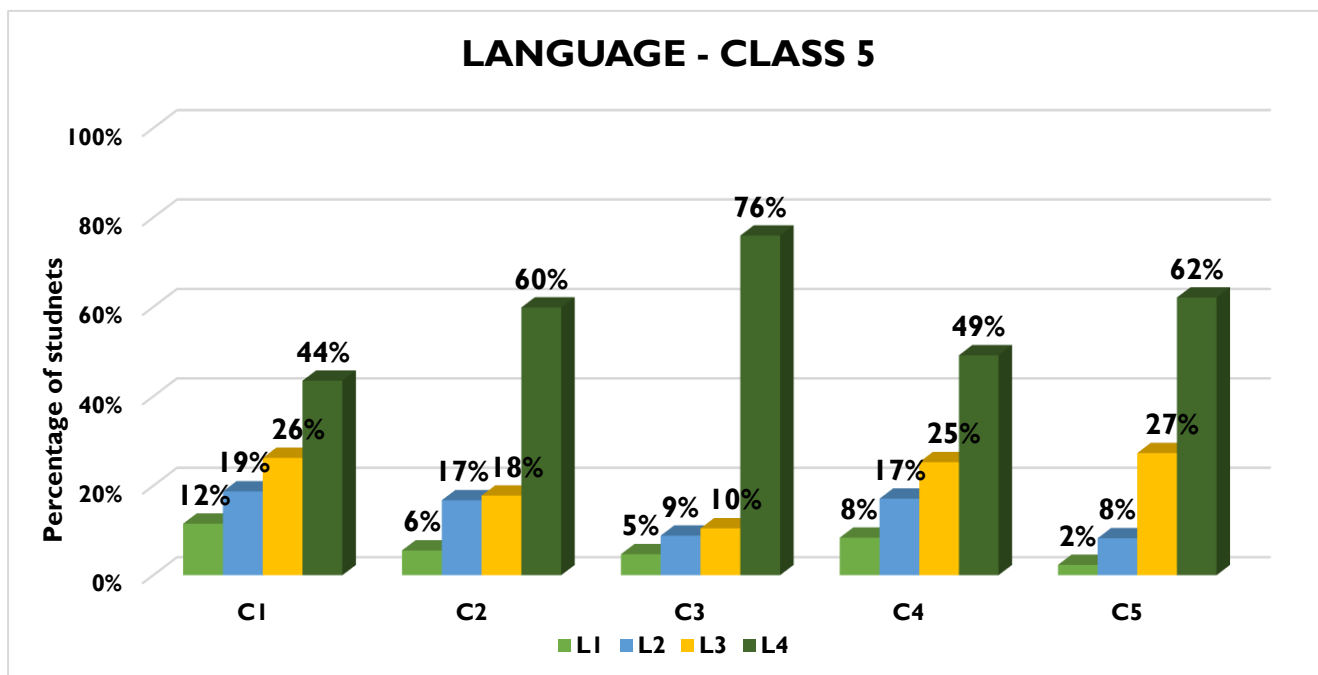
- **Way forward:**

Students studying in grade 3 of the Puducherry district, need strong support in language competencies starting with oral skills and progressing to reading and writing, demonstrating the relationship between oral and written expression, helping students understand sentence structure and apply it while writing.



Key Insights from Grade 4 Language:

- 45% of the students in grade 4 are at the advanced level in language competencies.
- **Performance in listening and speaking competencies:**
 - a. 51% of students of grade 4 are at the advanced level in oral skills (C2, C4) – listening comprehension of story and song and narrating a story in their own words.
 - b. 8% (1 in 12) of the students are unable to comprehend and respond to questions on the story and narrate a story in their own words.
 - c. 16% of the students can speak a few words related to the story and respond to direct comprehension questions from the story.
 - d. 30% can narrate a few events from the story and only 20% can respond to inferential questions on the story and song.
- **Performance in reading and writing competencies:**
 - a. 47% of the students can read a given text (story) with adequate fluency whereas 10% of the students are not able to read at all.
 - b. 29% of the students can read a few familiar words fluently and unfamiliar words by decoding while 24% of the students can read all words in the story by decoding only.
 - c. 32% of the students can write three or more sentences to describe a picture. 17% of the students are not able to write anything related to the picture.
 - d. 25% can write only words related to the picture and 26% can write phrases or one sentence about the picture.
- **Way forward:**
Students studying in grade 4 of the Puducherry district need strong support in language competencies starting with oral skills and progressing to reading and writing.

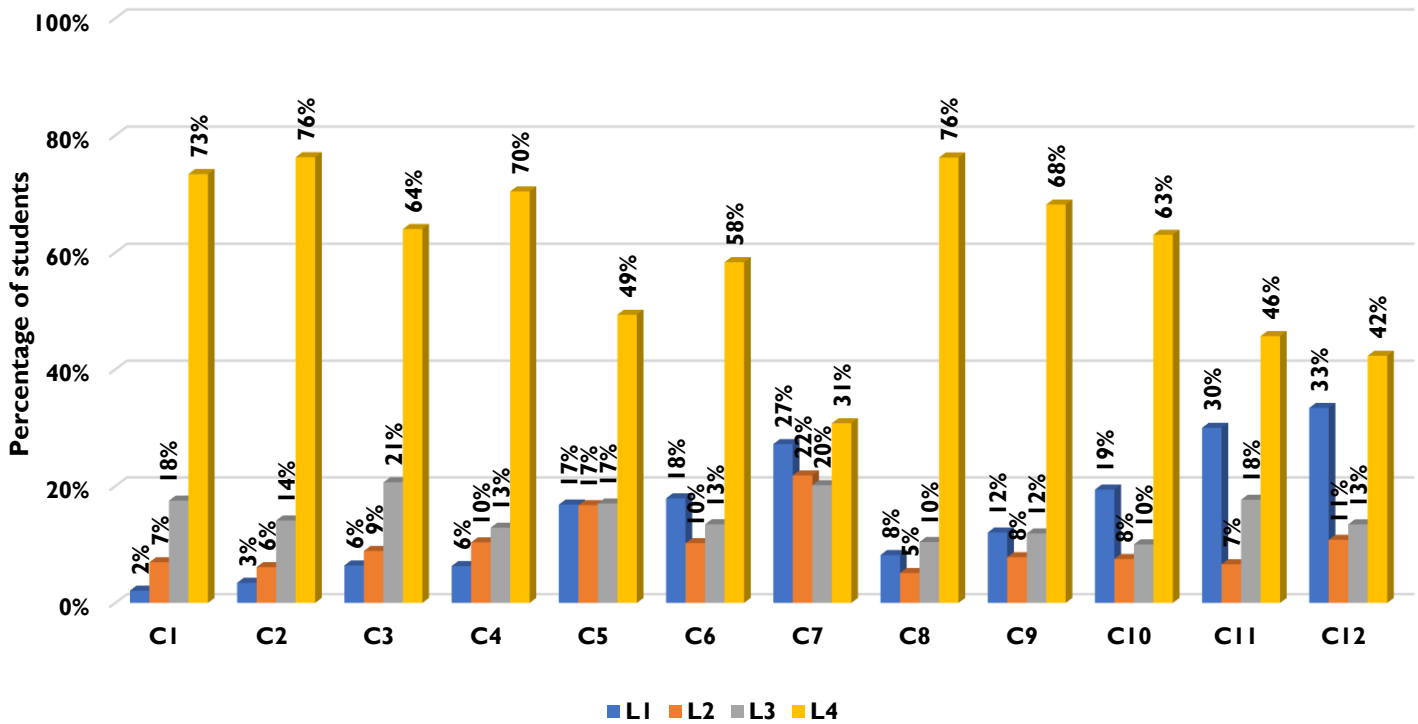


Key Insights from Grade 5 Language:

- 58% of the students in grade 5 are at the advanced level in language competencies.
- **Performance in listening and speaking competencies:**
 - a. 62% of students in grade 5 are at the advanced level in oral skills (C5) – can speak a few sentences about their likes relating to their experience in their own words.
 - b. 27% were able to speak a few words and phrases about their likes.
 - c. 8% can speak words unrelated to their likes and 2% are not able to speak a few words.
- **Performance in reading and writing competencies:**
 - a. 62% of students of grade 5 in Puducherry are at the advanced level in reading skills (C2,3&4) – can read a conversation or story, comprehend, and respond to direct and inferential questions from them and read a song fluently.
 - b. 6% are unable to read a few words of the song and cannot respond to any of the comprehension questions.
 - c. 44 % of the students can write 5 or more meaningful sentences while 12% cannot write anything related to the picture.
 - d. 19% of the students can write only a few words, whereas 26% of them can write around 3 meaningful sentences.
- Students have performed better in speaking and comprehending stories followed by conversation. More opportunities are required to develop reading a poem fluently and describing something in their own words.

There is a small yet steady progress from grade 3 to 5 across listening, speaking, reading, and writing competencies. Yet the overall achievement percentage is only around 50% which indicates that nearly half of the students are yet to develop the desired competencies appropriate to the grades. Developing these competencies in an organic way - demonstrating the relationship between oral and written expression, helping students understand the letter sound correspondence, sentence structure, and apply it while reading and writing.

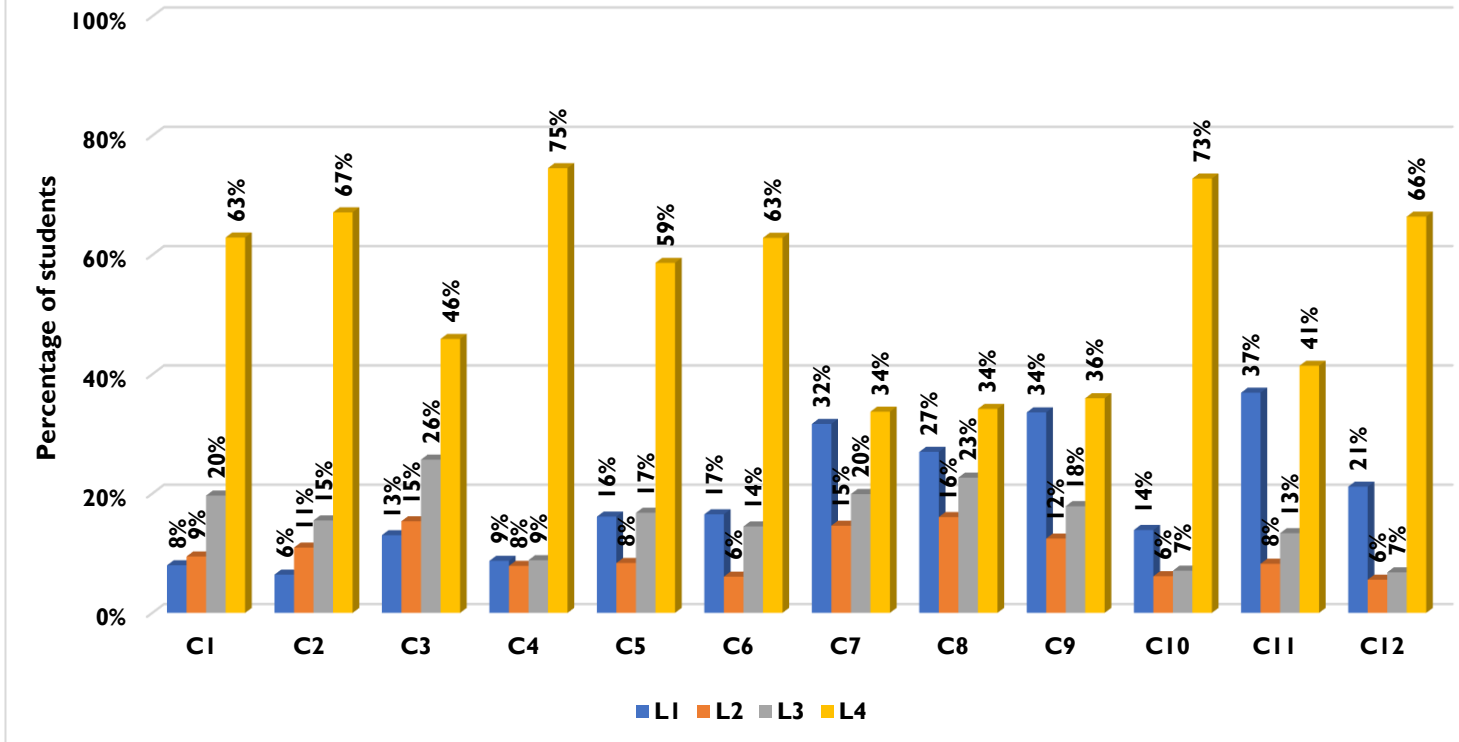
MATHEMATICS - CLASS 3



Key Insights from Grade 3 Mathematics

- More than 70% of the students of grade 3 in the Puducherry district are at the advanced level in major competencies such as number sense (number identification and comparison) orally, addition without regrouping and multiplication.
- More than 60% of the students are at an advanced level in writing numerals for number names, division, and addition in word problems.
- Around 50% of the students (C10, C11, & C12) could read the word problems, identify the operations, and solve them.
- While 70% of the students could do addition without regrouping algorithmically, only 49% could do the same with regrouping which clearly indicates the significance of place value, estimation, etc.
- Students struggle to subtract with regrouping in which the score is the least i.e. 31%. ‘Regrouping’ is one of the challenging competencies for nearly 70% of students, which includes place value, estimation, etc.
- The struggle to solve word problems and the ability to add and subtract with regrouping emphasizes the need for understanding the language and place value respectively.

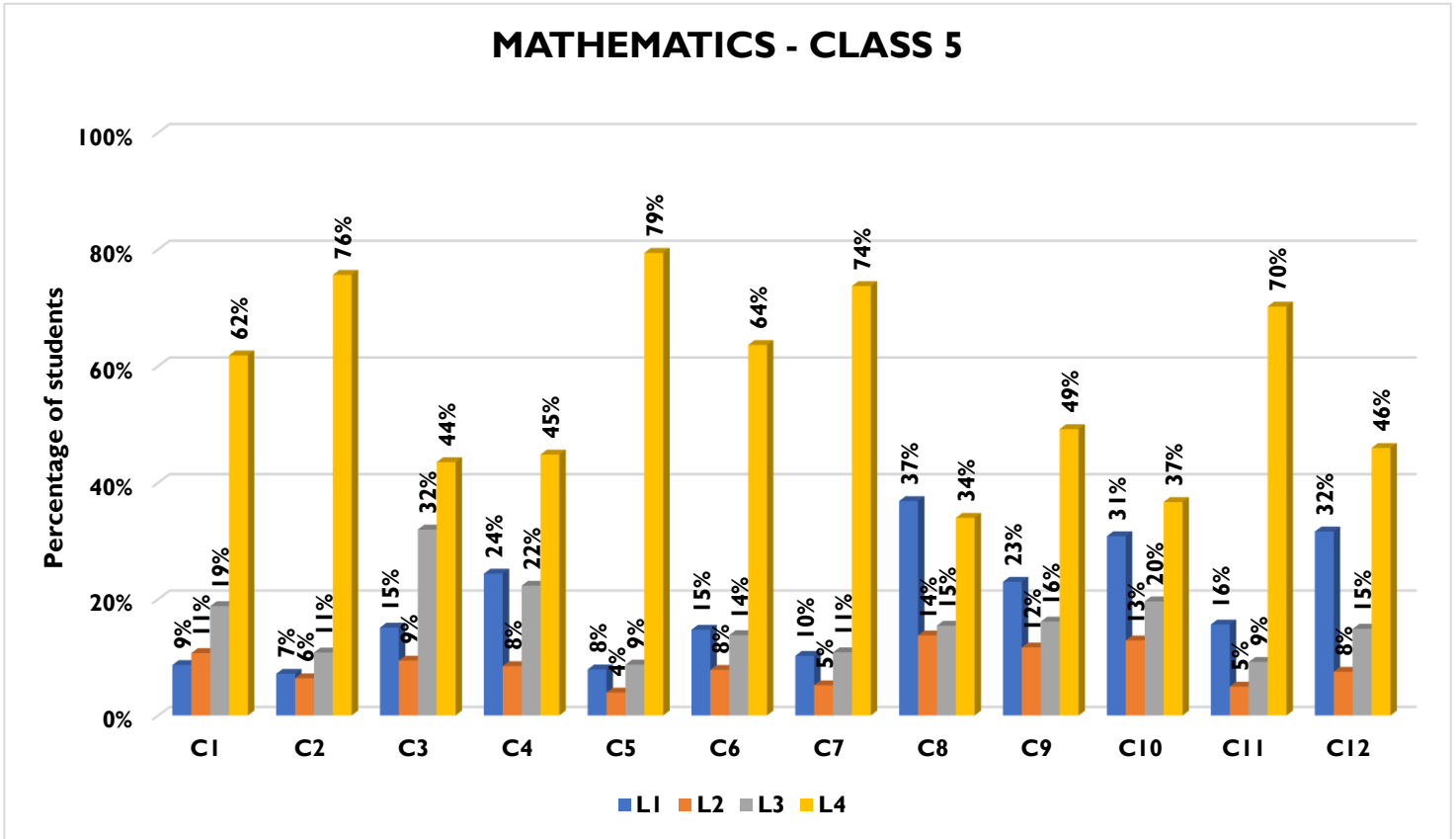
MATHEMATICS - CLASS 4



Key Insights from Grade 4 Mathematics

- More than 70% of the students of grade 4 in the Puducherry district are at the advanced level in adding numbers without regrouping and in word problems.
- More than 60% of the students are at an advanced level in number identification, comparison, addition, and subtraction in word problems.
- Around 60% of the students (C10, C11, & C12) could read the word problems, identify the operations, and solve them indicating the ability of grade 4 students in understanding the language.
- On an average of 70% of the students could do addition and subtraction without regrouping respectively, whereas 47% could do the same with regrouping which clearly indicates the significance of place value, estimation, etc.
- Nearly 70% of students struggle to solve multiplication, division, and subtraction with regrouping. In addition 54% (1 in 2) cannot write numerals for number names.

MATHEMATICS - CLASS 5



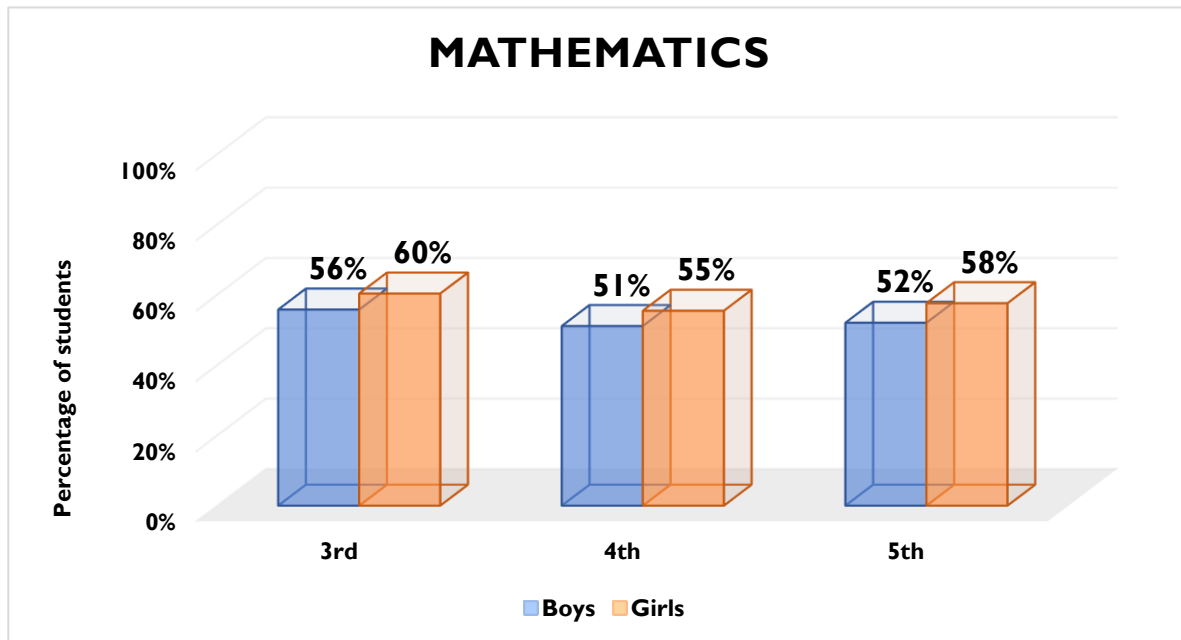
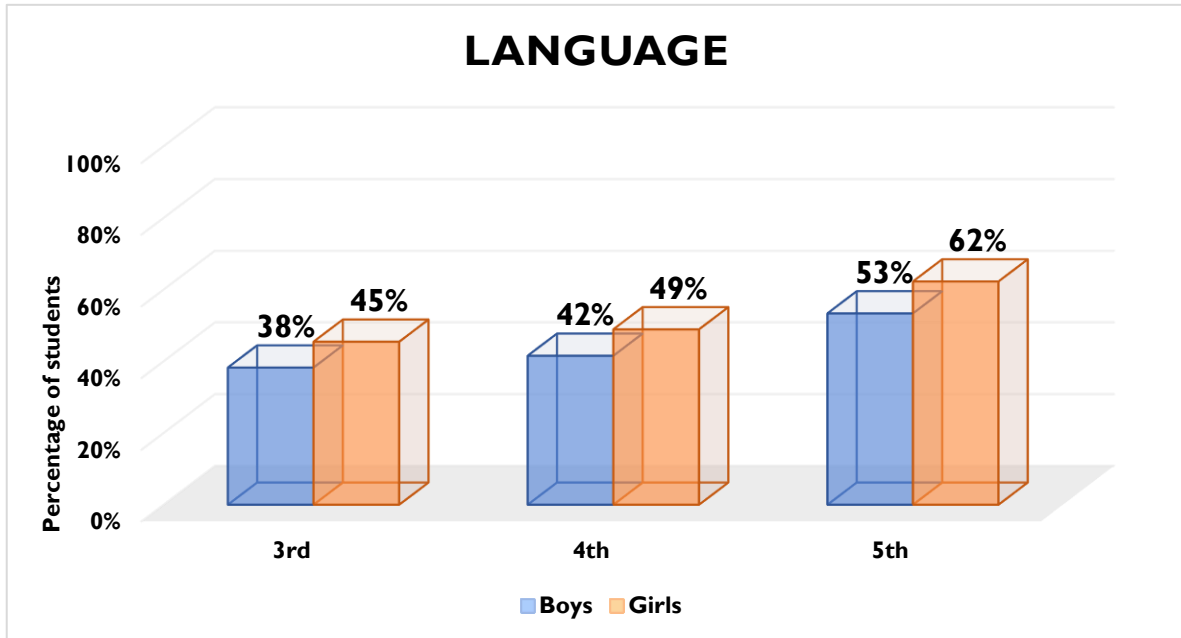
Key Insights from Grade 5 Mathematics

- More than 70% of the students of grade 5 in the Puducherry district are at the advanced level in number comparison orally, addition in word problems and subtraction without regrouping.
- More than 60% of the students are at an advanced level in number identification orally and addition with regrouping.
- Around 50% of the students (C10, C11, & C12) could read the word problems, identify the operations, and solve them.
- While 79% and 74% of the students could do addition and subtraction without regrouping respectively, only 64% and 34% of the students could do the same with regrouping which clearly indicates the significance of place value, estimation, etc.
- Around 65% of students struggle to solve division and subtraction with regrouping. More than 50% (1 in 2) cannot write numerals for number names, write numerals in expanded form, and multiply.

Writing numerals for number names has seen a decreasing trend from grade 3 to 5. The concept of regrouping is an area of struggle for students in all 3 grades.

More focus should be given to the ‘place value concept.’

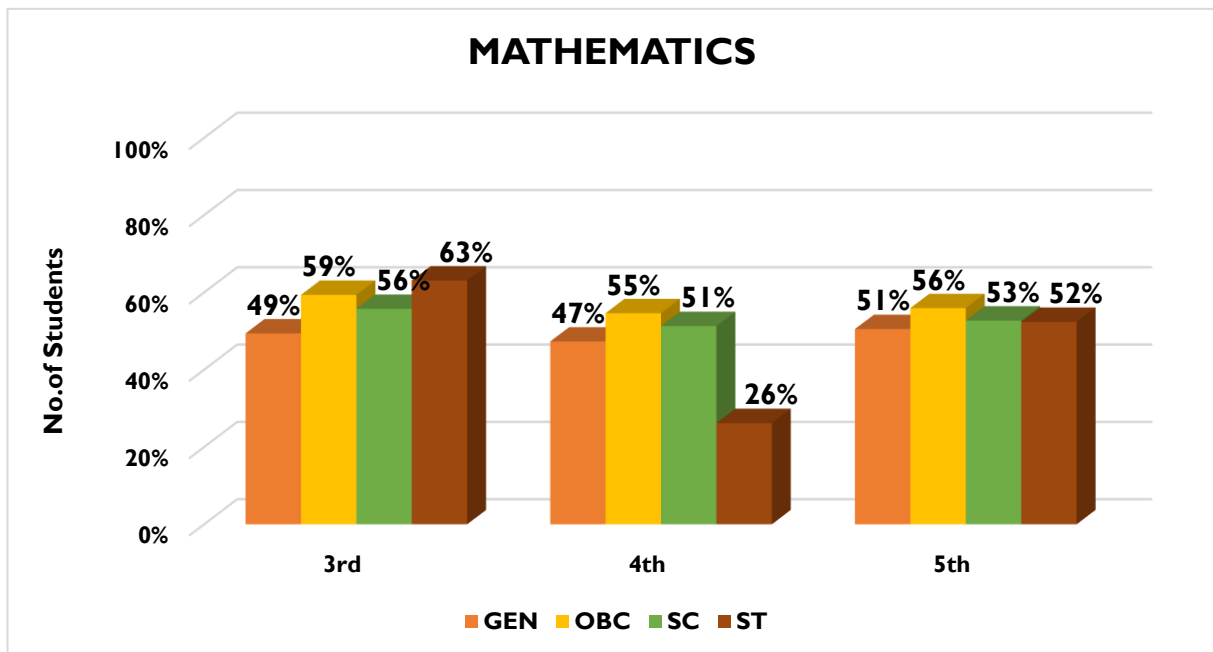
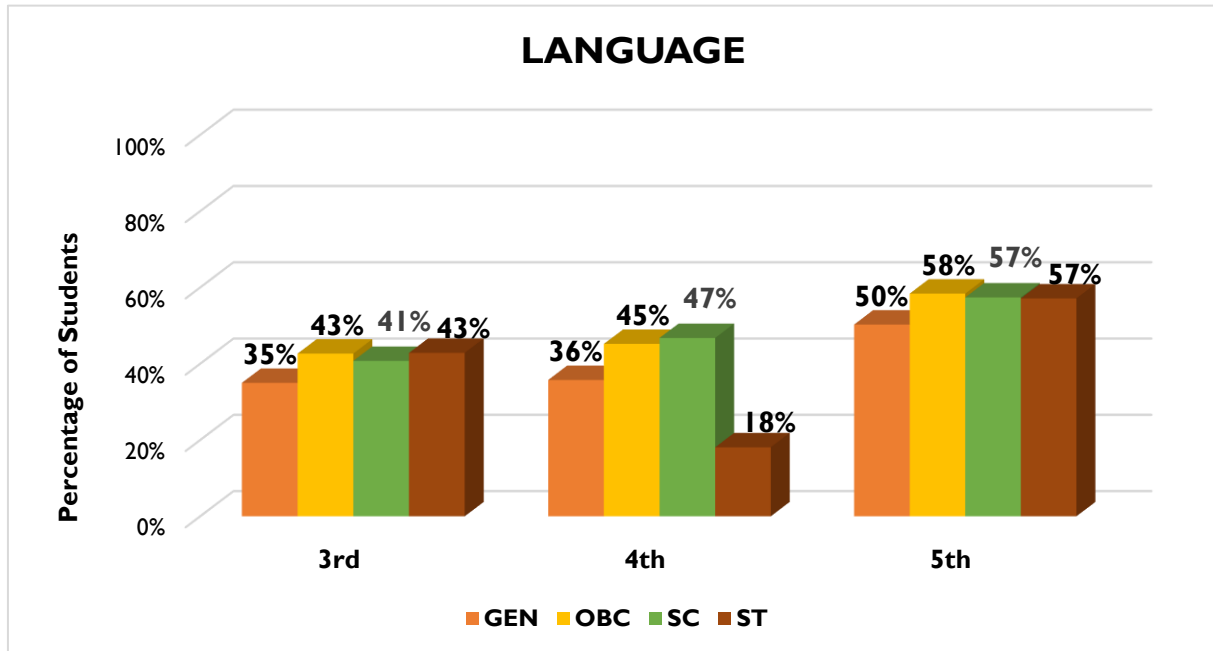
GENDER WISE PERFORMANCE



Key Insights on Gender-wise Performance

- Girls' performance is higher in all 3 grades in both language and Math.
- In language, the difference is minor 7-9% and in language, the girl's performance is 4 – 6%.
- In language and Math, a higher (9% and 6%) difference is observed in grade 5.

SOCIAL CATEGORY WISE PERFORMANCE



Key insights on social category-wise performance

- The analysis is done among 4 categories of students – General, OBC, SC & ST.
- In language the OBC and the ST have performed better than others in grade 3.
- The students of the ST category have performed in grades 3 and 5 and scored the least in grade 4 with a significant difference from other categories (18%-29%).
- Students of the General category scored the least in grades 3 & 5.
- However, there isn't much difference observed in the performance among these 3 categories (5%-11%), except grade 4.



DISTRICT ANALYSIS

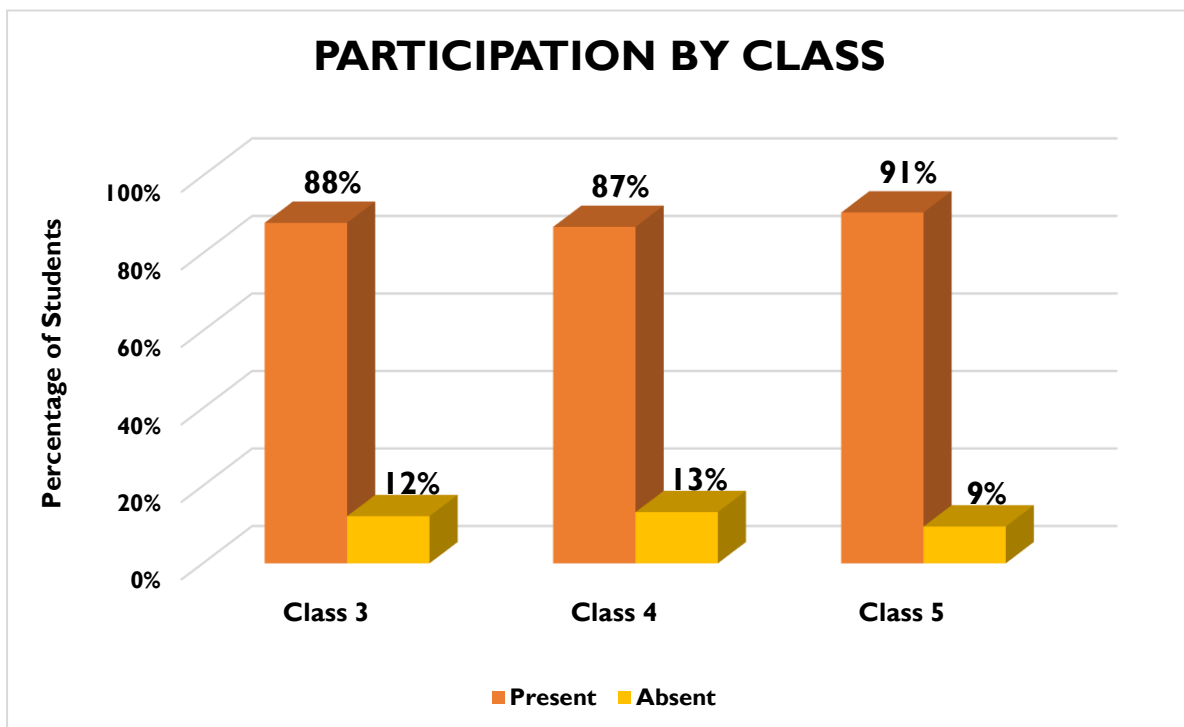
KARAIKAL



PARTICIPATION DATA

CLASS WISE BREAKUP

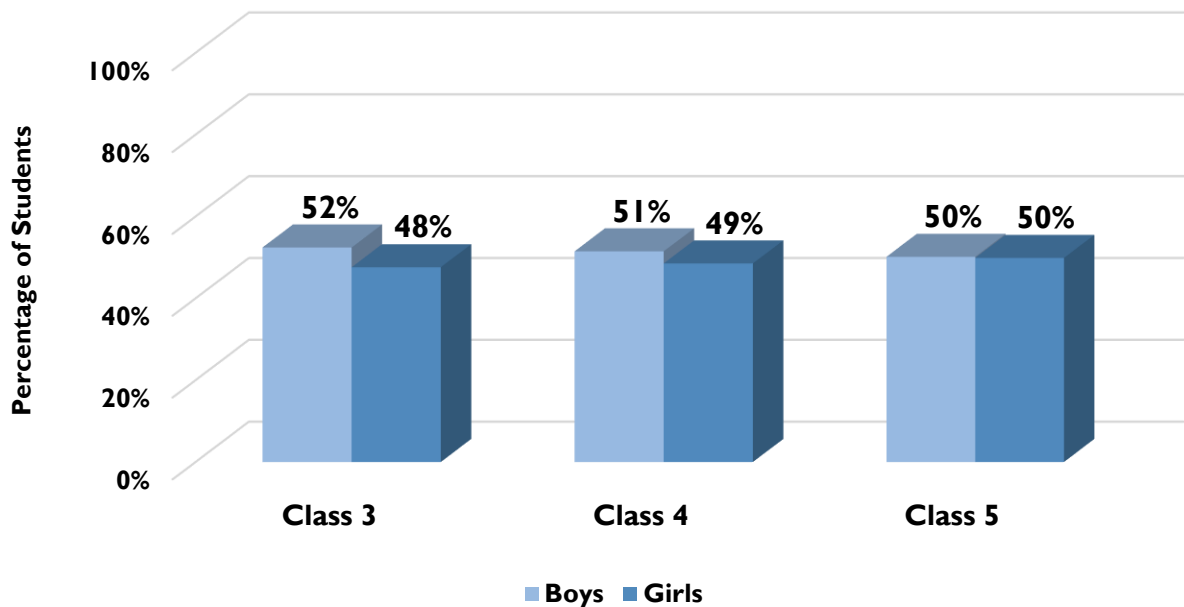
	Class 3	Class 4	Class 5	Total
No. of Students Appeared	975	1117	1097	3189
No. of Students Absent	135	170	115	420
Total	1110	1287	1212	3609



GENDER WISE BREAK UP

STD	BOYS	GIRLS	Total
Class 3	511	464	975
Class 4	575	542	1117
Class 5	550	547	1097
Total	1636	1553	3189

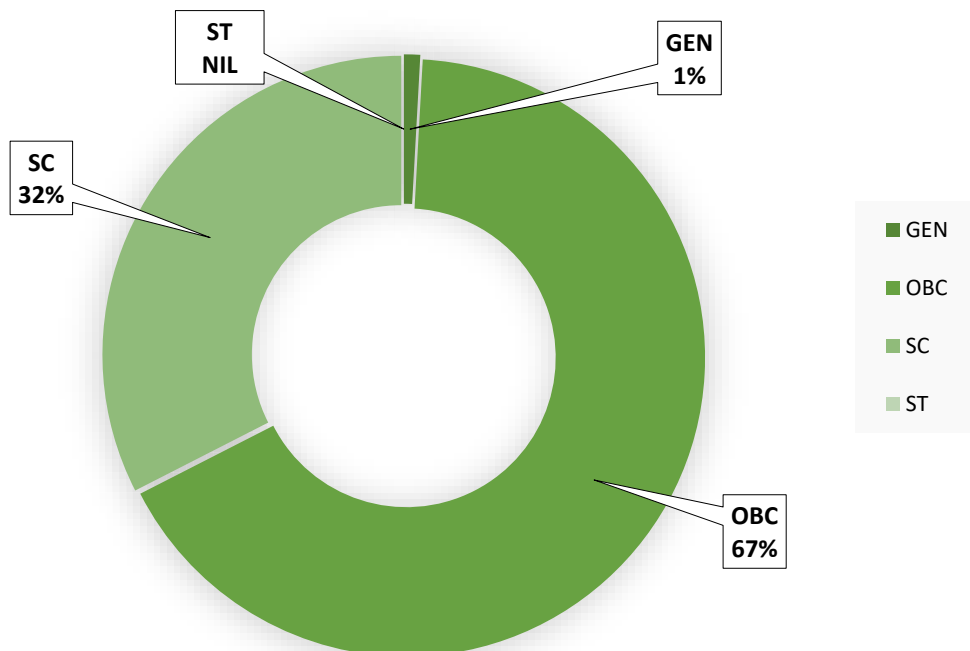
PARTICIPATION BY GENDER



SOCIAL CATEGORY BREAK UP

	GEN	OBC	SC	ST	Total
Class 3	6	641	328	NIL	975
Class 4	1	751	365	NIL	1117
Class 5	21	732	344	NIL	1097
Total	28	2124	1037	NIL	3189

PARTICIPATION BY SOCIAL CATEGORY



PERFORMANCE DATA

SUBJECT WISE – STUDENT’S LEVEL

Subject	Std	Below Basic L1 (%)	Basic L2 (%)	Proficient L3 (%)	Advanced L4 (%)
Language	Class 3	13%	21%	24%	42%
	Class 4	10%	19%	22%	49%
	Class 5	8%	15%	20%	57%
Mathematics	Class 3	19%	12%	15%	54%
	Class 4	24%	11%	15%	50%
	Class 5	26%	10%	13%	51%

Below Basic L1 %

Learners at this level have not attained the competencies of Foundational Literacy and Numeracy.

Basic L2 %

Learners at this level struggle with competencies of Foundational Literacy and Numeracy.

Proficient L3 %

Learners at this level are able to demonstrate the competencies of Foundational Literacy and Numeracy but not to a complete extent.

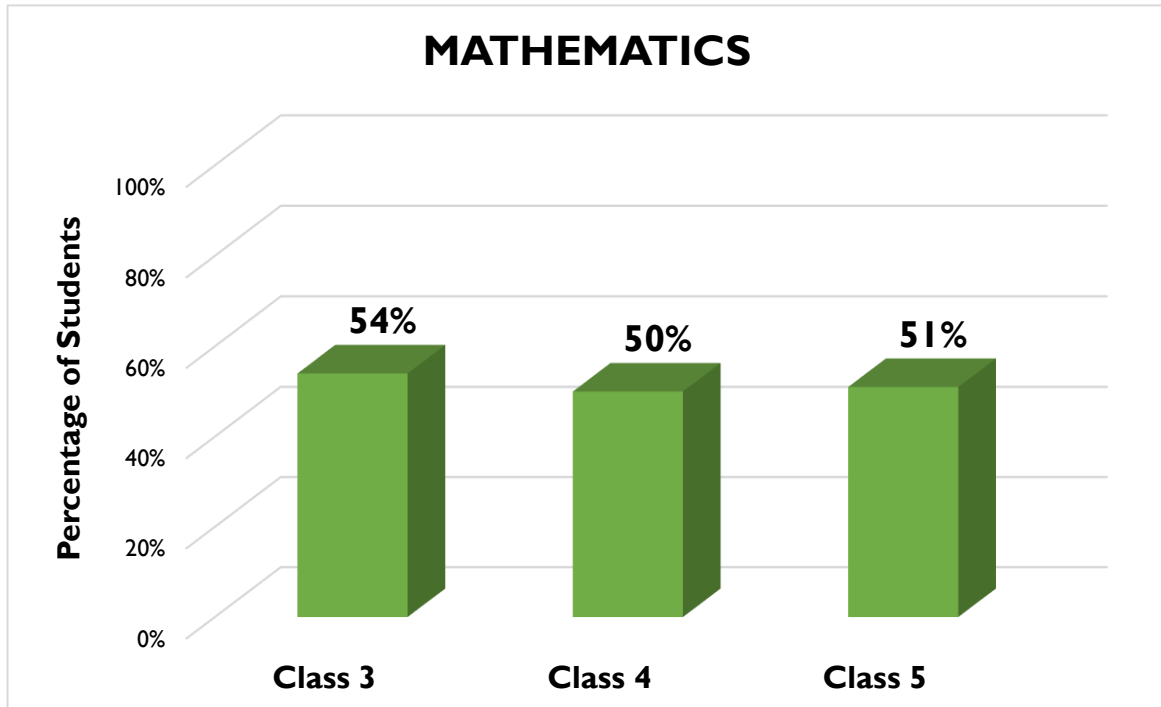
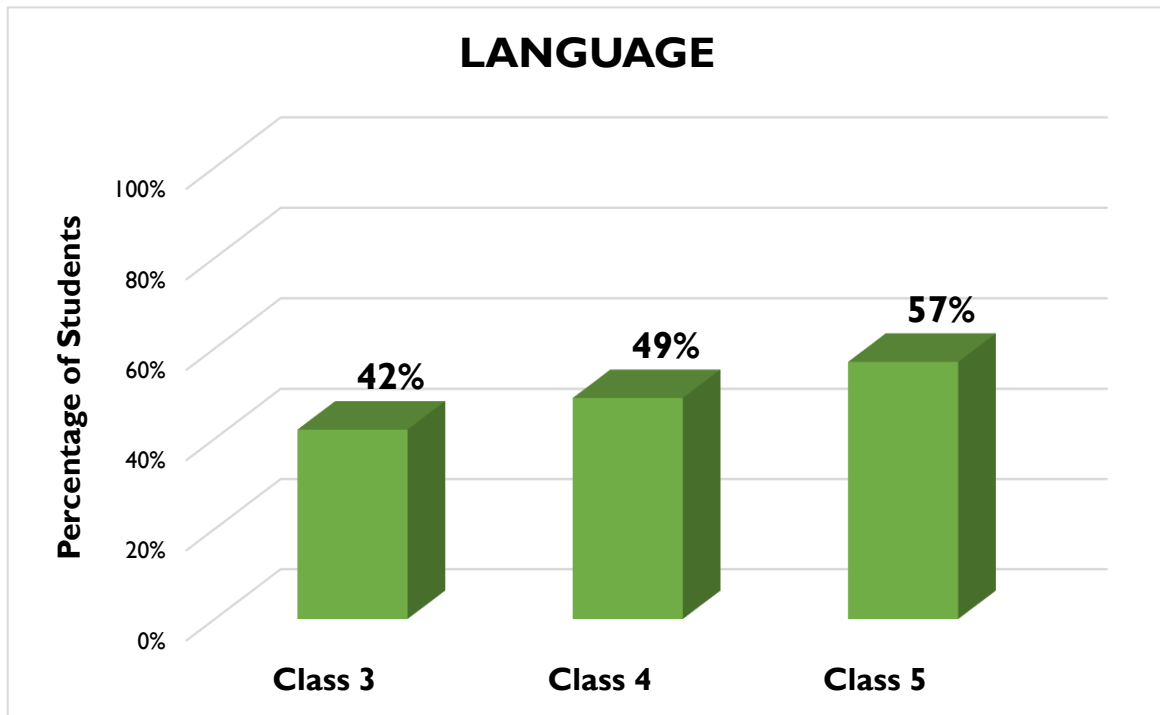
Advanced L4 %

Learners at this level display exceptional mastery of the Foundational Literacy and Numeracy competencies.

Performance in achieving Competencies:

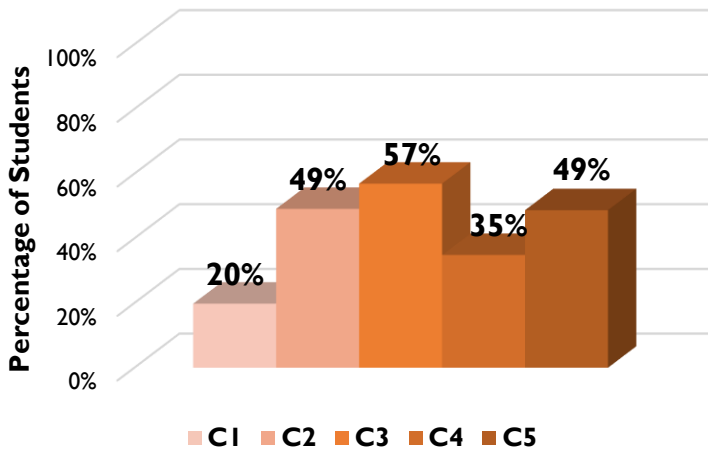
Overall Achievement Percentage					
Code	Language – Competencies	L1	L2	L3	L4
Grade 3 – Language					
C1	Picture based Writing	24%	31%	25%	20%
C2	Oral Fluency	5%	16%	30%	49%
C3	Listening comprehension (Story)	7%	15%	21%	57%
C4	Reading Fluency (Song)	19%	22%	24%	35%
C5	Listening Comprehension (Song)	11%	22%	19%	49%
Grade 4 – Language					
C1	Picture based Writing	14%	29%	22%	35%
C2	Oral Fluency	5%	13%	26%	56%
C3	Reading Fluency (Story)	14%	24%	25%	37%
C4	Listening Comprehension (song)	10%	16%	16%	58%
C5	Reading comprehension (story)	10%	14%	18%	58%
Grade 5 – Language					
C1	Picture based Writing	14%	22%	25%	39%
C2	Reading Comprehension (Comic)	7%	17%	16%	60%
C3	Reading Comprehension (Story)	5%	10%	8%	77%
C4	Reading fluency (song)	10%	20%	26%	44%
C5	Oral Fluency (Poem)	1%	6%	27%	66%

Overall Achievement Percentage					
Code	Mathematics – Competencies	L1	L2	L3	L4
Grade 3 – Mathematics					
C1	Number Identification	4%	10%	25%	61%
C2	Number Discrimination	6%	9%	15%	70%
C3	Writing numbers	9%	14%	26%	51%
C4	Number operation – Addition (Without regrouping)	8%	14%	13%	66%
C5	Number operation – Addition (With regrouping)	19%	21%	15%	44%
C6	Number operation – Subtraction (Without regrouping)	21%	13%	12%	54%
C7	Number operation – Subtraction (With regrouping)	33%	23%	16%	29%
C8	Number operation - Multiplication	12%	5%	8%	75%
C9	Number operation - Division	17%	7%	11%	65%
C10	Word Problems - Addition	27%	11%	10%	51%
C11	Word Problems - Subtraction	35%	8%	16%	41%
C12	Word Problems - Addition and Subtraction	41%	11%	12%	37%
Grade 4 – Mathematics					
C1	Number Identification	10%	14%	25%	52%
C2	Number Discrimination	7%	15%	15%	63%
C3	Writing numbers	19%	18%	24%	40%
C4	Number operation – Addition (Without regrouping)	11%	11%	8%	70%
C5	Number operation – Addition (With regrouping)	22%	11%	15%	51%
C6	Number operation – Subtraction (Without regrouping)	21%	6%	15%	58%
C7	Number operation – Subtraction (With regrouping)	43%	16%	15%	27%
C8	Number operation - Multiplication	33%	19%	22%	26%
C9	Number operation - Division	39%	14%	16%	32%
C10	Word Problems - Addition	17%	4%	8%	72%
C11	Word Problems - Subtraction	39%	7%	13%	42%
C12	Word Problems - Addition and Subtraction	23%	4%	7%	67%
Grade 5 – Mathematics					
C1	Number Identification	16%	18%	20%	46%
C2	Number Discrimination	10%	10%	13%	66%
C3	Writing numbers	27%	11%	22%	39%
C4	Expansion of numbers	37%	8%	16%	38%
C5	Number operation – Addition (Without regrouping)	11%	6%	6%	77%
C6	Number operation – Addition (With regrouping)	20%	6%	12%	62%
C7	Number operation – Subtraction (Without regrouping)	15%	7%	11%	67%
C8	Number operation – Subtraction (With regrouping)	45%	10%	13%	32%
C9	Number operation - Multiplication	30%	14%	13%	42%
C10	Number operation - Division	37%	16%	17%	30%
C11	Word Problems - Addition	22%	3%	6%	69%
C12	Word Problems - Subtraction	36%	7%	10%	47%

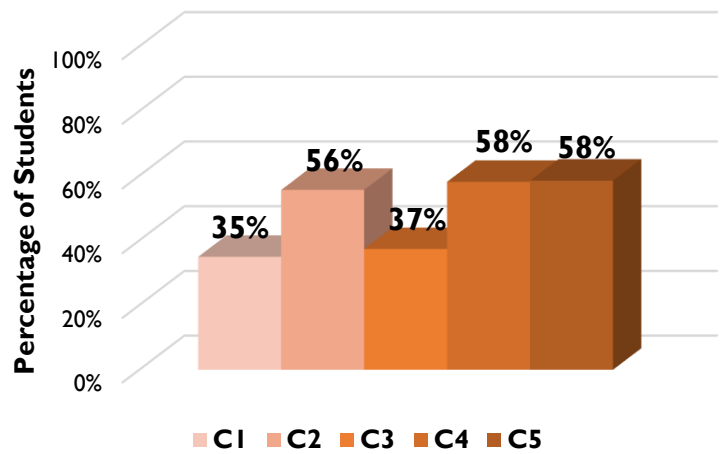
OVERALL ACHIEVEMENT PERCENTAGE

***Note: The achievement percentage given only depicts Level 4 (L4)**

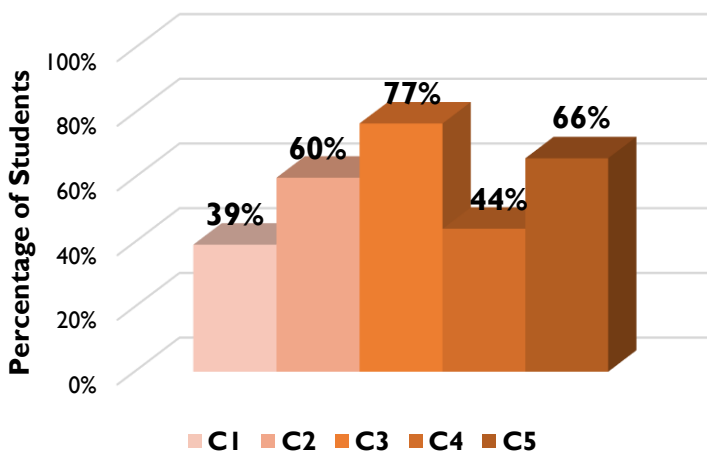
CLASS 3



CLASS 4

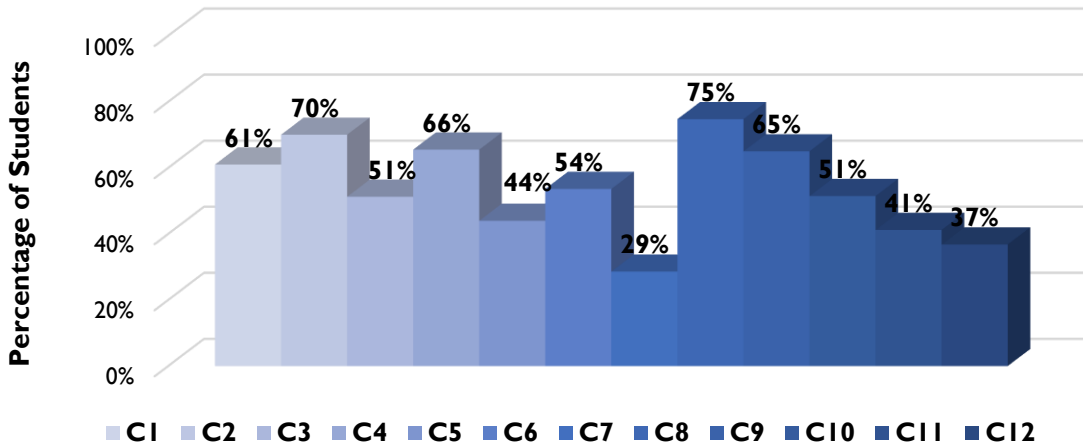


CLASS 5

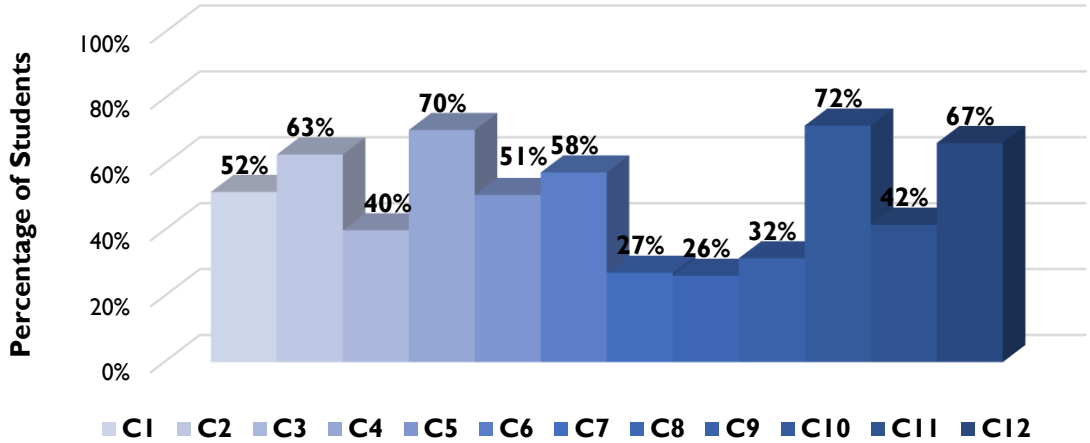


***Note: The achievement percentage given only depicts Level 4 (L4)**

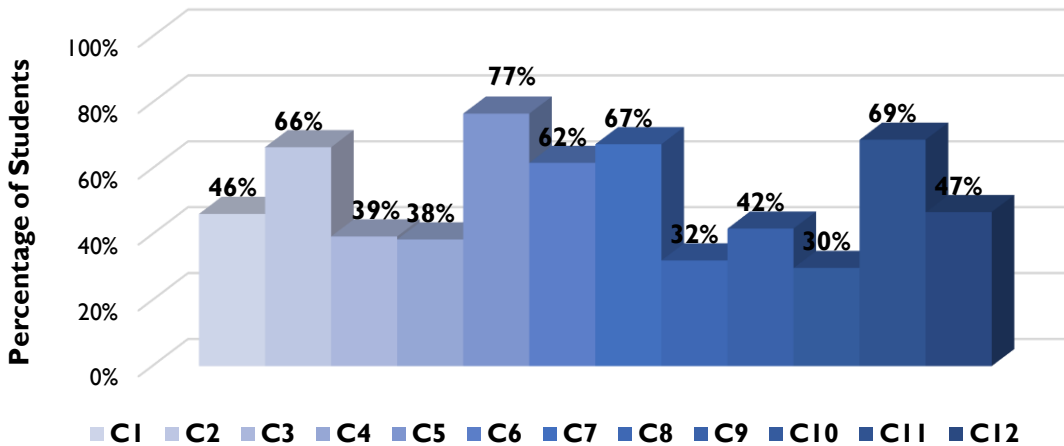
CLASS 3 - MATHEMATICS



CLASS 4 - MATHEMATICS

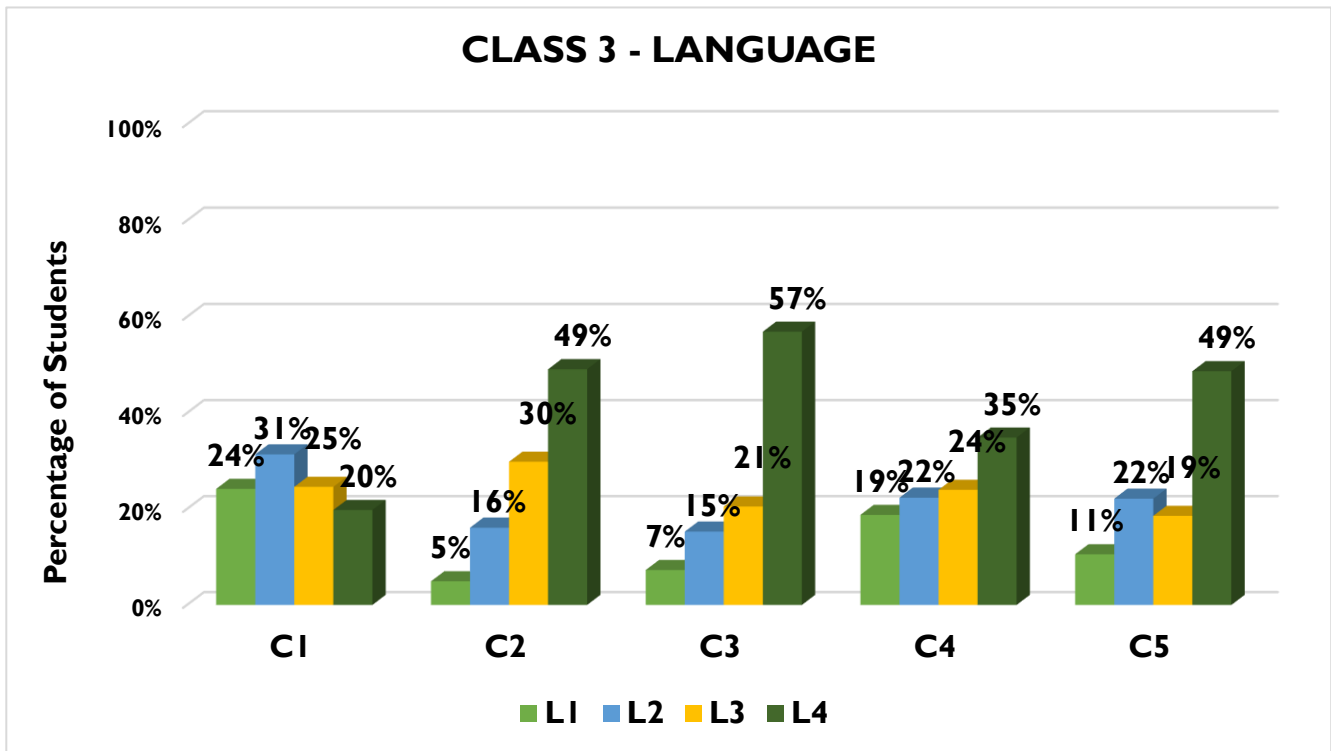


CLASS 5 - MATHEMATICS



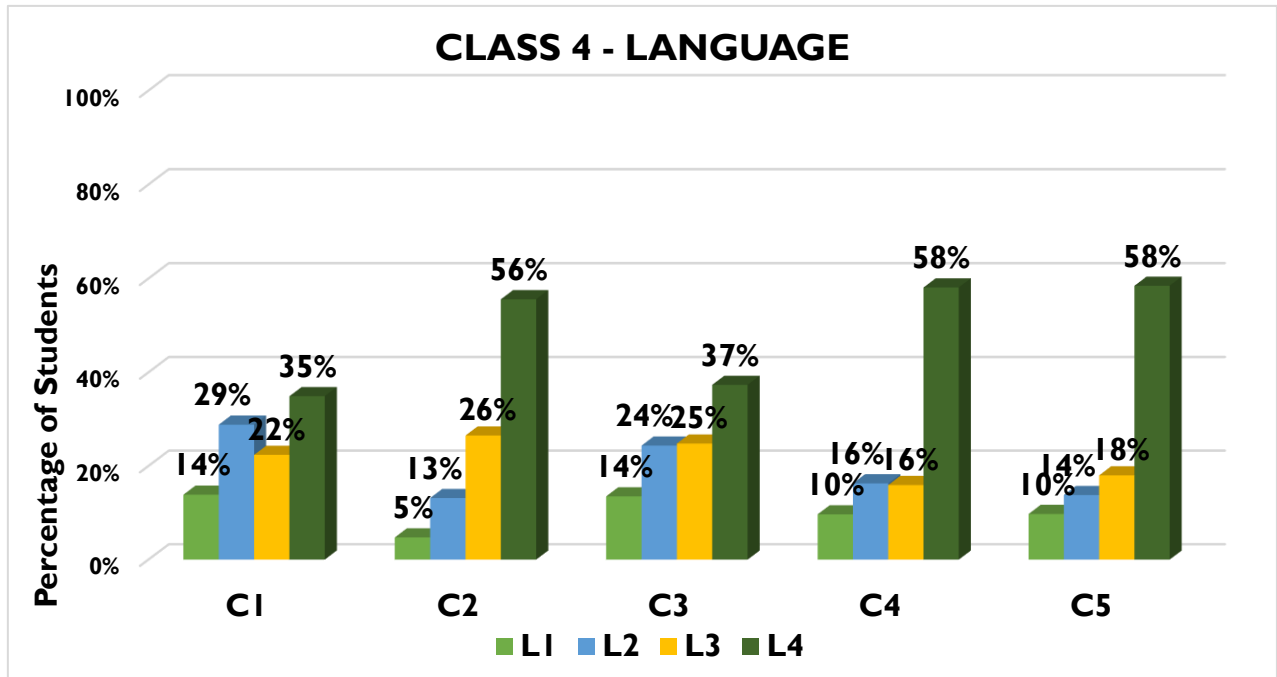
***Note: The achievement percentage given only depicts Level 4 (L4)**

STUDENT'S PERFORMANCE LEVEL – SUBJECT WISE AND CLASS WISE



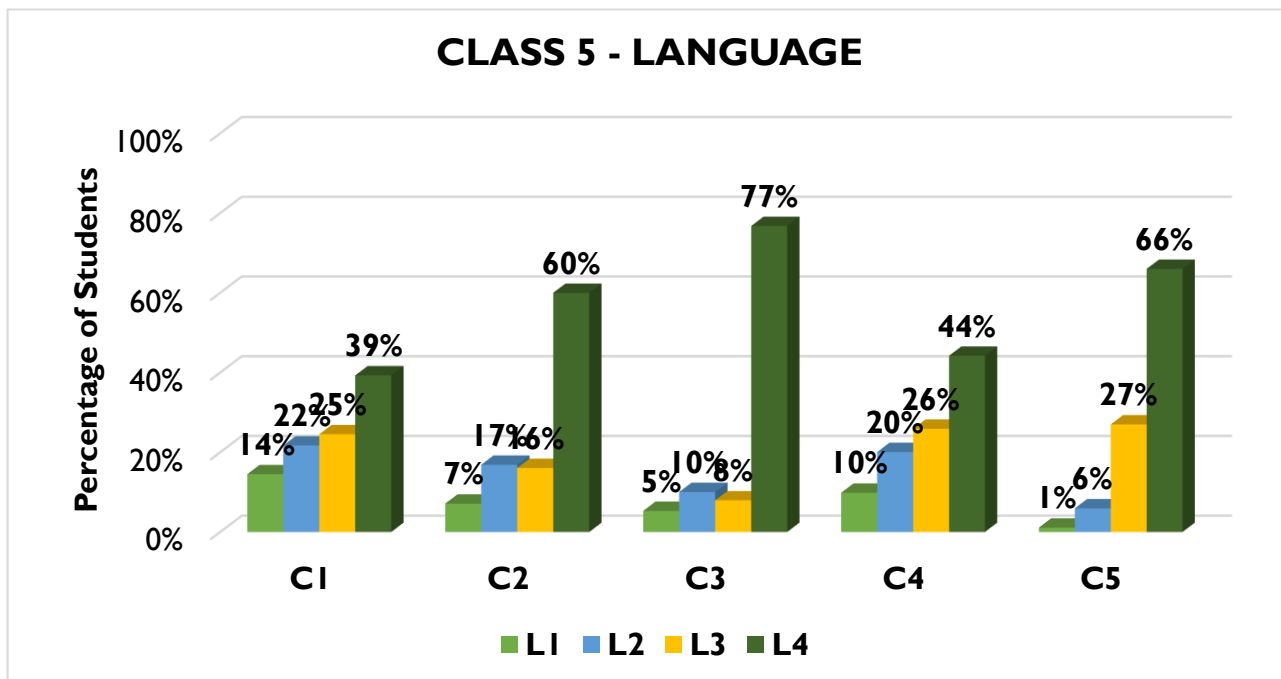
Key Insights from Grade 3 Language:

- 42% of the students in grade 3 are at the advanced level in language competencies.
- **Performance in listening and speaking competencies:**
 - a. 52% of students of grade 3 are at an advanced level in oral skills (C2, C3 & C5) – listening comprehension of story and song and speaking about their surroundings.
 - b. 8% of the students are unable to speak a few words about the given picture and comprehend and respond orally to comprehension questions on the given story and song.
 - c. 18% of the students can speak a few words and respond to direct comprehension questions from songs and stories.
 - d. 30% can speak a few relevant sentences about the picture and 20% can respond to inferential questions on story and song.
- **Performance in reading and writing competencies:**
 - a. 35% of the students can read a given text (song) with adequate fluency whereas 19% of the students are not able to read at all.
 - b. 24% of the students can read only a few familiar words fluently and unfamiliar words by decoding while 22% of the students can read all words in the song by decoding only.
 - c. 20% of the students can write two or more sentences to describe a picture. 24% of the students are not able to write anything related to the picture.
 - d. 31% can write only words related to the picture and 25% can write phrases or one sentence about the picture.
- **Way forward:** Students studying in grade 3 of Karaikal district need strong support in language competencies starting with oral skills and progressing to reading and writing.



Key Insights from Grade 4 Language:

- 48% of the students of grade 4 are at the advanced level in language competencies.
- **Performance in listening and speaking competencies:**
 - a. 57% of students of grade 4 are at an advanced level in oral skills (C2, C4) – listening comprehension of story and song and narrating a story in their own words.
 - b. 8% (1 in 12) of the students are unable to comprehend and respond to questions on the story and narrate a story in their own words.
 - c. 15% of the students can speak a few words related to the story and respond to direct comprehension questions from the story.
 - d. 26% can narrate a few events from the story and only 16% can respond to inferential questions on the story and song.
- **Performance in reading and writing competencies:**
 - a. 57% of the students can read the given text (story) with adequate fluency whereas 12% of the students are not able to read at all.
 - b. 25% of the students can read a few familiar words fluently and unfamiliar words by decoding while 24% of the students can read all words in the story by decoding only.
 - c. 35% of the students can write three or more sentences to describe a picture. 14% of the students are not able to write anything related to the picture.
 - d. 29% can write only words related to the picture and 22% can write phrases or one sentence about the picture.
- **Way Forward:** Students studying in grade 4 of Karaikal district, need strong support in language competencies starting with oral skills and progressing to reading and writing.



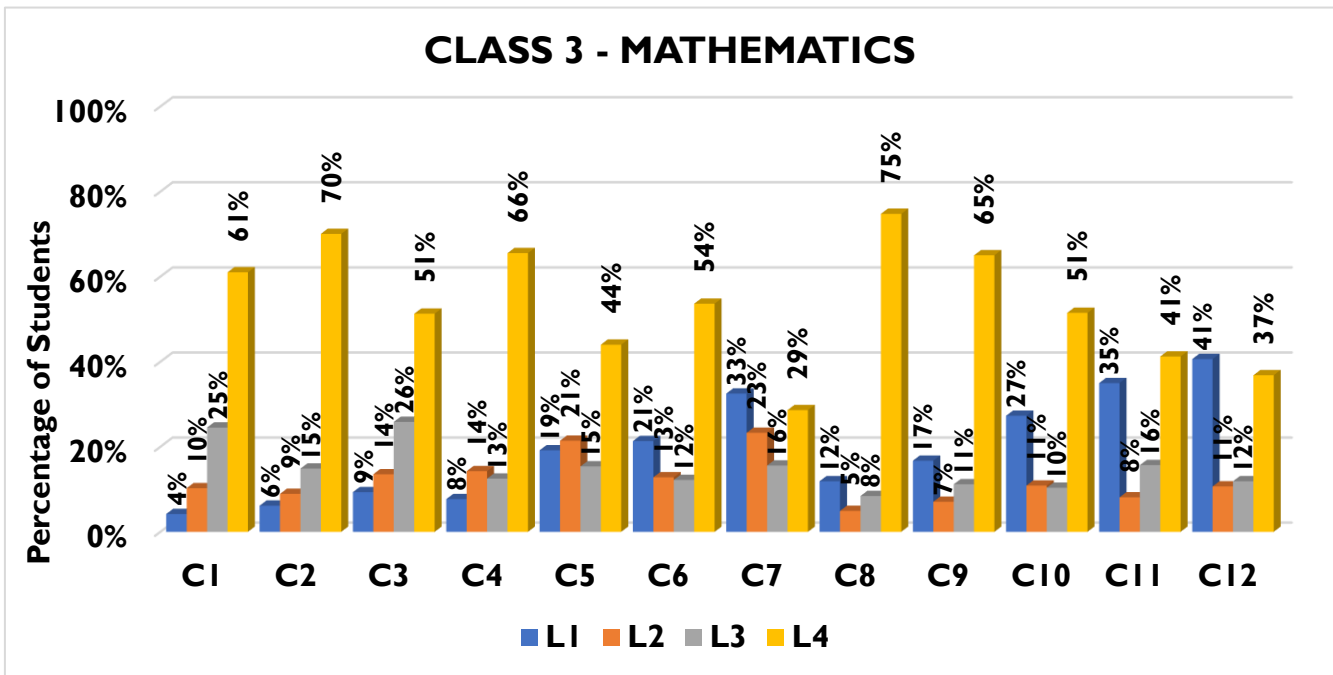
Key Insights from Grade 5 Language:

- 57% of the students in grade 5 are at the advanced level in language competencies.
- **Performance in listening and speaking competencies:**
 - a. 66% of students of grade 5 are at an advanced level in oral skills (C5) – can speak a few sentences about their likes relating to their experience in their own words.
 - b. 27% were able to speak a few words and phrases about their likes.
 - c. 6% can speak words unrelated to their likes and 1% are not able to speak a few words.
- **Performance in reading and writing competencies:**
 - a. 60% of students of grade 5 in Karaikal are at an advanced level in reading skills (C2,3&4) – can read a conversation, or story, comprehend and respond to direct and inferential questions from them and read a song fluently.
 - b. 7% are unable to read a few words of the song and cannot respond to any of the comprehension questions.
 - c. 39% of the students can write 5 or more meaningful sentences while 14% cannot write anything related to the picture.
 - d. 22% of the students can write only a few words whereas 25% of them can write around 3 meaningful sentences.

Students have performed better in speaking and comprehending stories followed by conversation. More opportunities are required to develop reading a poem fluently and describing something in their own words.

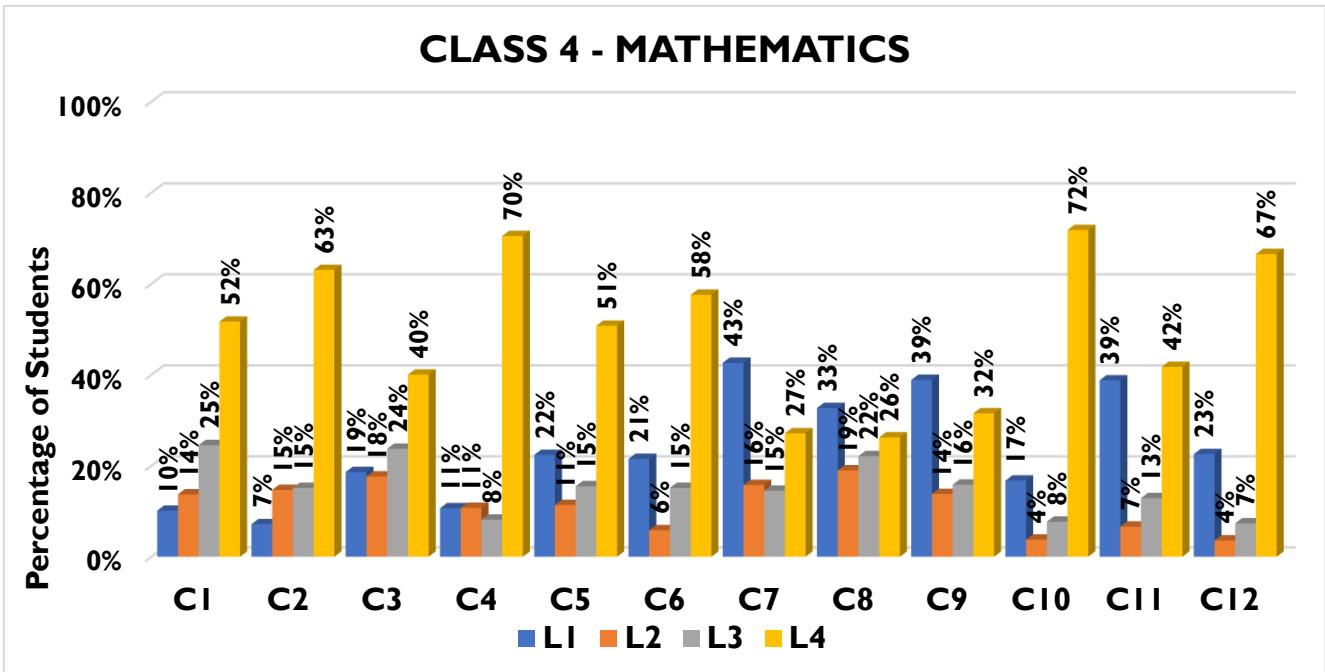
There is a small yet steady progress from grade 3 to 5 across listening, speaking, reading, and writing competencies. Yet the overall achievement percentage is only around 50% which indicates that nearly half of the students are yet to develop the desired competencies appropriate to the grades. Developing these competencies in an organic way - demonstrating the relationship between oral

and written expression, helping students understand the letter-sound correspondence, and sentence structure, and apply it while reading and writing.



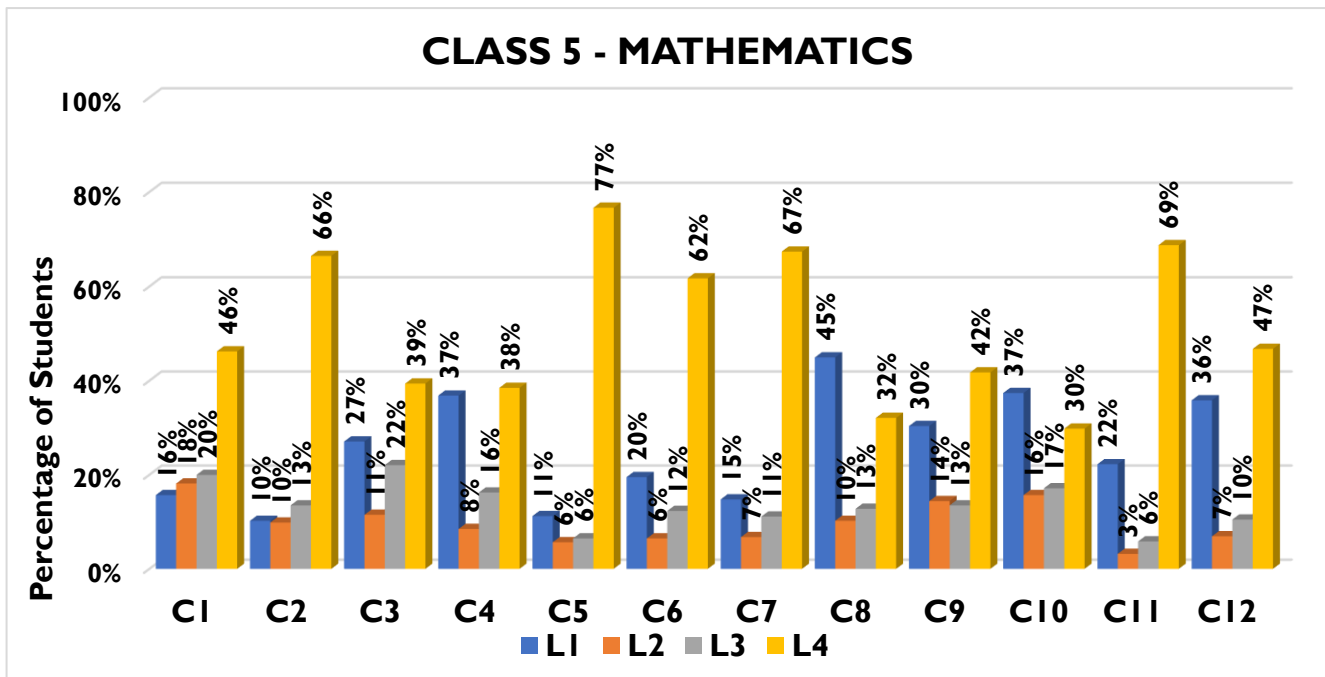
Key Insights from Grade 3 Mathematics

- More than 70% of the students of grade 3 in Karaikal district are at the advanced level in competencies related to number comparison orally, addition without regrouping and multiplication.
- More than 60% of the students are at an advanced level in number identification, division, and addition without regrouping.
- In contrast only 50% of the students can write numerals for number names
- An average of 43% of the students (C10, C11, & C12) could read the word problems, identify the operations, and solve them.
- Students struggle to subtract with regrouping in which the score is the least i.e. 29%. 'Regrouping' is one of the challenging competencies for more than 70% of students, which includes place value, estimation, etc.
- While 66% of the students could do addition without regrouping algorithmically, only 44% of the students could do the same with regrouping which clearly indicates the significance of place value, estimation, etc.
- The struggle to solve word problems and the ability to add and subtract with regrouping emphasizes the need for understanding the language and place value respectively.



Key Insights from Grade 4 Mathematics

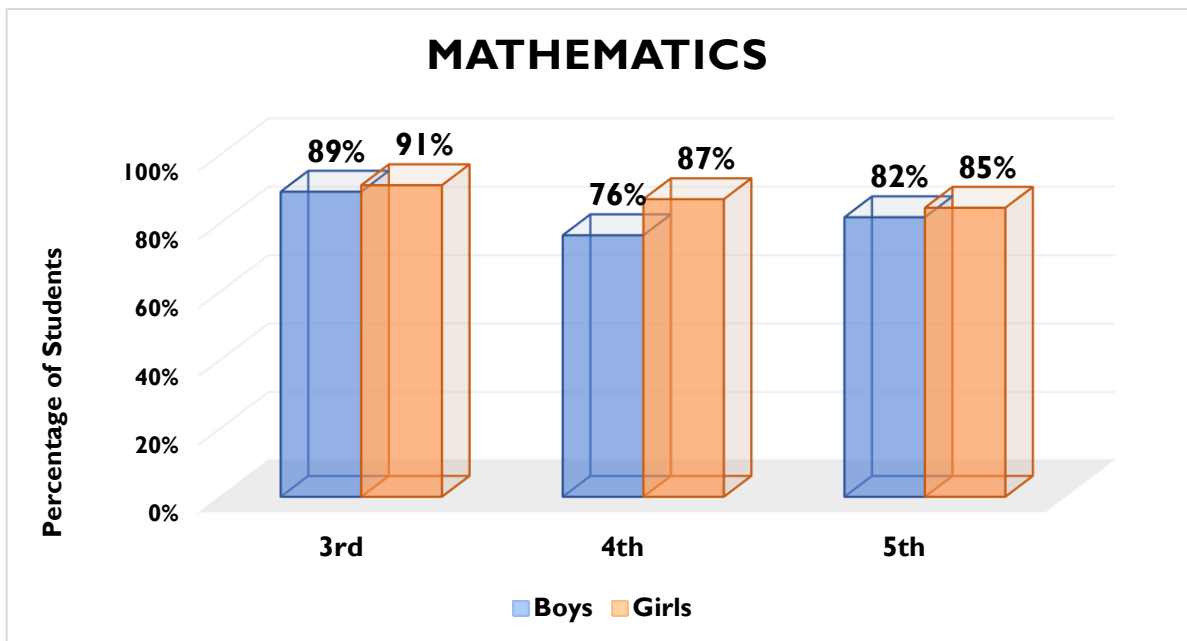
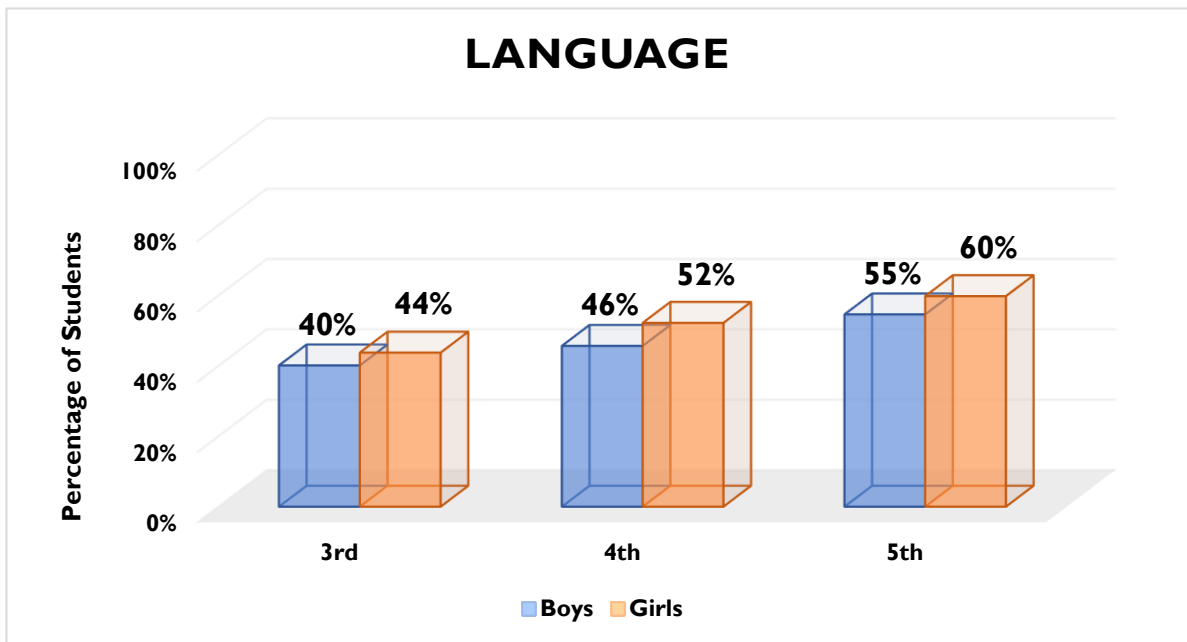
- More than 70% of the students of grade 4 in Karaikal district are at the advanced level in adding numbers without regrouping and in word problems.
- More than 60% of the students are at an advanced level in number comparison, addition, and subtraction in word problems.
- An average of 60% of the students (C10, C11, & C12) could read the word problems, identify the operations, and solve them indicating the ability of grade 4 students in understanding the language.
- While 70% and 58% of the students could do addition and subtraction without regrouping respectively, only 51% and 27% of the students could do the same with regrouping which clearly indicates the significance of place value, estimation, etc.
- More than 70% of students struggle to solve multiplication, division, and subtraction with regrouping. 60% (almost 2 in 3) cannot write numerals for number names.



Key Insights from Grade 5 Mathematics

- 77% of the students of grade 5 in Karaikal district are at the advanced level in addition without regrouping. More than 60% are at an advanced level in addition to regrouping and in word problems.
- More than 65% of the students are at an advanced level in number comparison orally and subtraction with regrouping.
- Around 50% of the students (CI10, CI11, & CI12) could read the word problems, identify the operations, and solve them.
- While 77% and 67% of the students could do addition and subtraction without regrouping respectively, only 62% and 32% of the students could do the same with regrouping which clearly indicates the significance of place value, estimation, etc.
- Around 60% of students struggle to identify numbers, write numerals for number names, write numerals in expanded form, and multiply. solve division and subtract with regrouping. Nearly 70% (2 in 3) cannot subtract or divide with regrouping emphasizing the need to understand division as repeated subtraction.

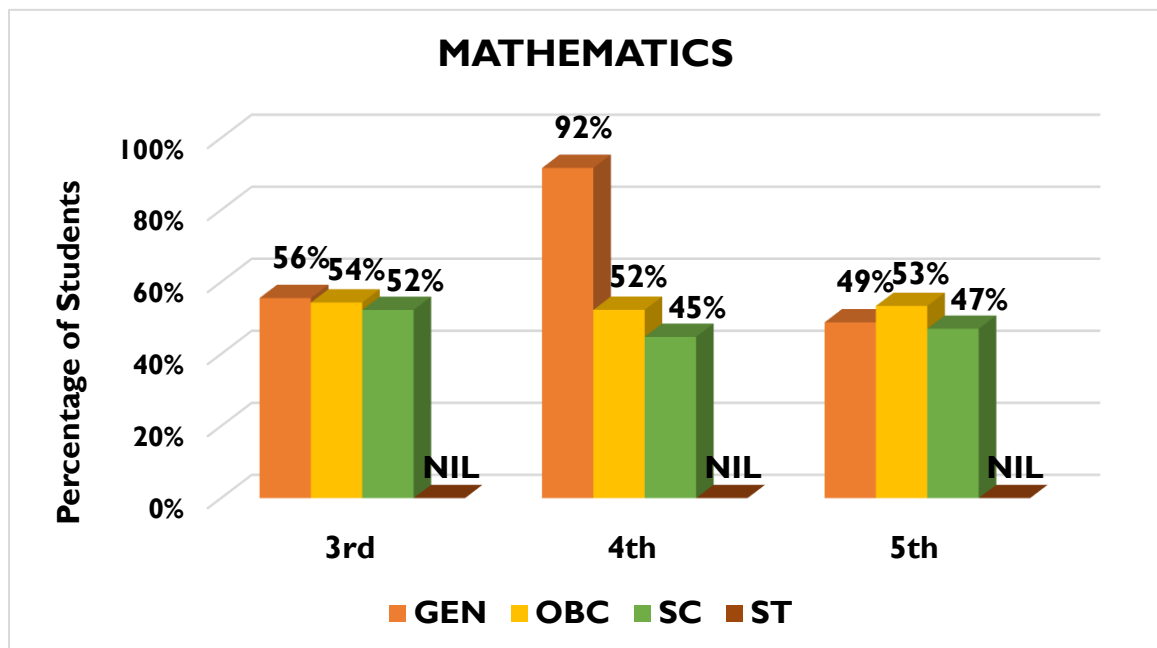
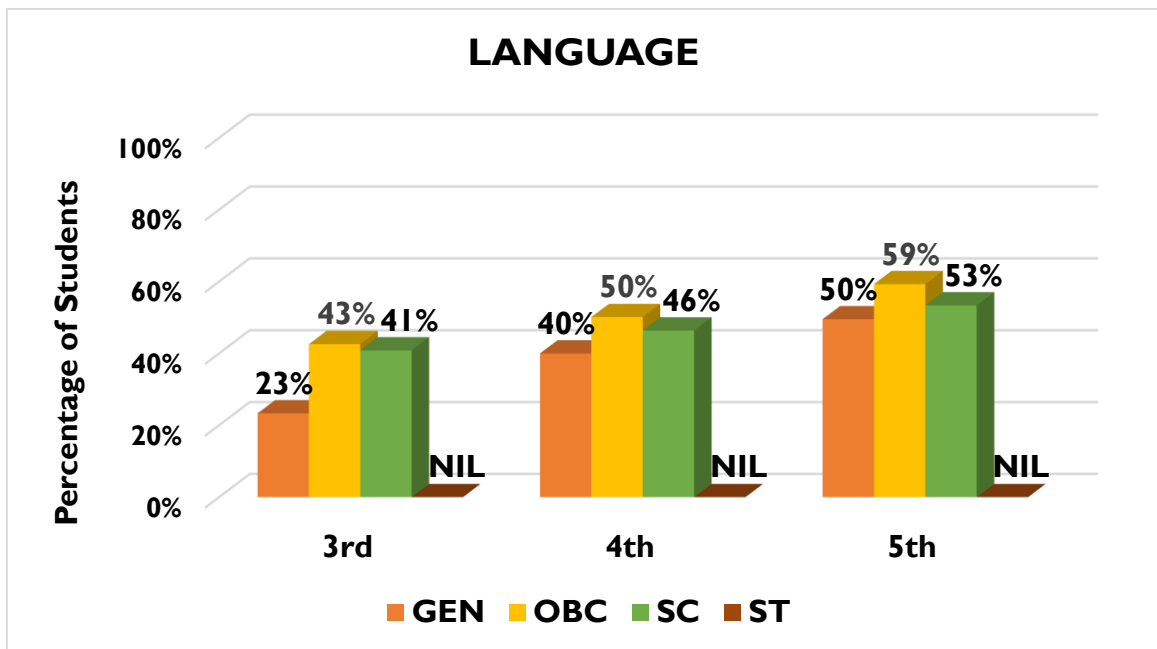
GENDER WISE PERFORMANCE



Key Insights on Gender-wise Performance

- Girls' performance is higher in all 3 grades in both language and Math.
- In language, the difference is minor 5-6%
- In Math, much difference is observed in grade 4 (11%) and negligible difference (2% & 3%) in grades 3 and 5.

SOCIAL CATEGORY WISE PERFORMANCE



Key insights on social category-wise performance

- The analysis is done in 3 categories of students – General, OBC & SC. There are no ST category students in all 3 grades.
- In language OBC have performed slightly better (2% - 6%) than the SC who performed better (3% - 18%) than students in the general category.
- In math students in the general category have performed better in grades 3 & 4 and OBC have performed better in grades.
- However, there isn't much difference observed in the performance among these 3 categories, except grade 4 Math.



DISTRICT ANALYSIS

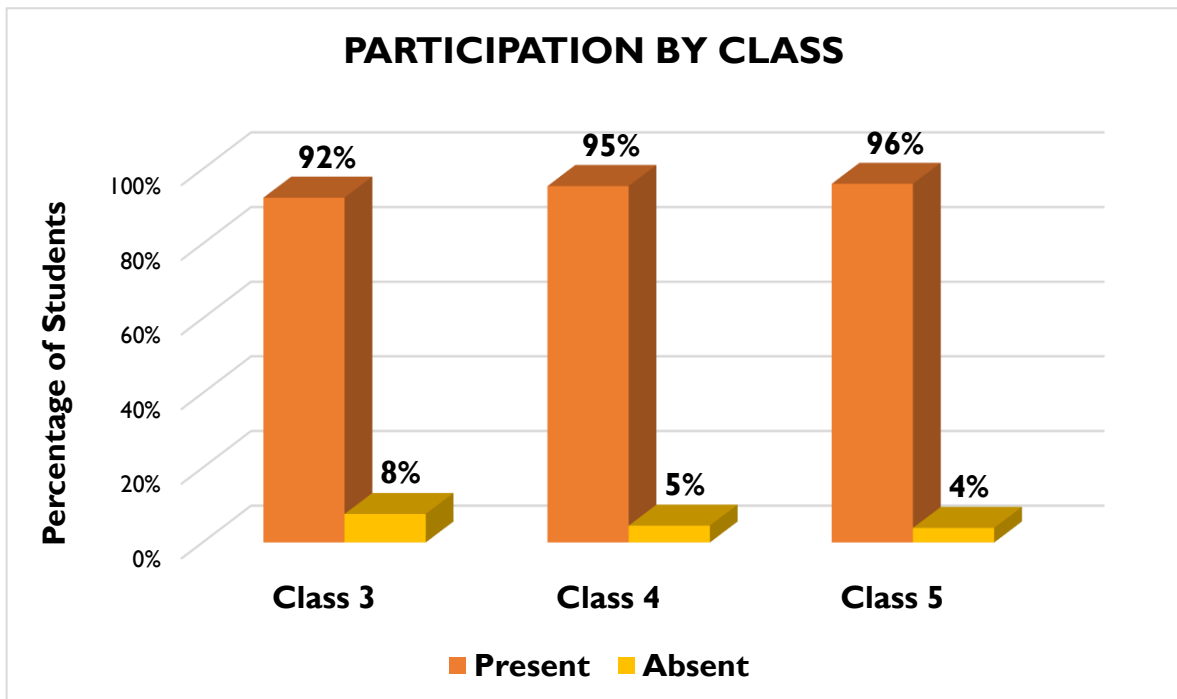
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PARTICIPATION DATA

CLASS-WISE BREAKUP

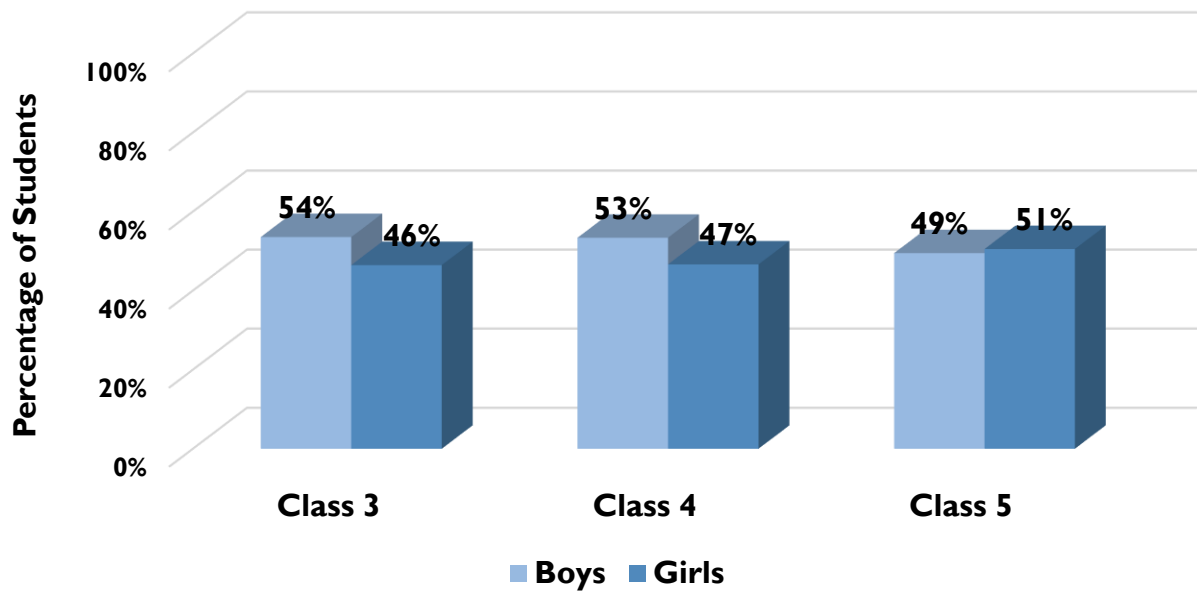
	Class 3	Class 4	Class 5	Total
No. of Students Appeared	254	296	295	845
No. of Students Absent	21	14	12	47
Total	275	310	307	892



GENDER WISE BREAK UP

STD	BOYS	GIRLS	Total
Class 3	136	118	254
Class 4	158	138	296
Class 5	146	149	295
Total	440	405	845

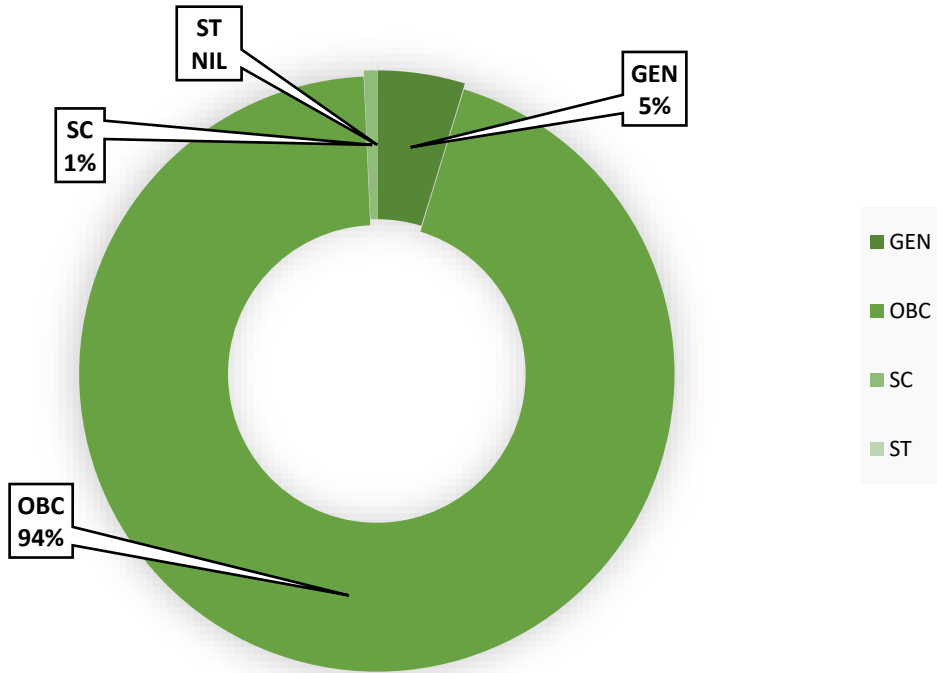
PARTICIPATION BY GENDER



SOCIAL CATEGORY BREAK UP

	GEN	OBC	SC	ST	Grand Total
Class 3	13	241	NIL	NIL	254
Class 4	11	284	1	NIL	296
Class 5	16	274	5	NIL	295
Total	40	799	6	NIL	845

PARTICIPATION BY SOCIAL CATEGORY



PERFORMANCE DATA

SUBJECT WISE – STUDENT’S LEVEL

Subject	Std	Below Basic L1 (%)	Basic L2 (%)	Proficient L3 (%)	Advanced L4 (%)
Language	Class 3	1%	7%	14%	78%
	Class 4	0%	4%	11%	85%
	Class 5	1%	5%	10%	85%
Mathematics	Class 3	2%	2%	6%	90%
	Class 4	2%	5%	11%	81%
	Class 5	4%	4%	9%	83%

Below Basic L1 %

Learners at this level have not attained the competencies of Foundational Literacy and Numeracy.

Basic L2 %

Learners at this level struggle with competencies of Foundational Literacy and Numeracy.

Proficient L3 %

Learners at this level are able to demonstrate the competencies of Foundational Literacy and Numeracy but not to a complete extent.

Advanced L4 %

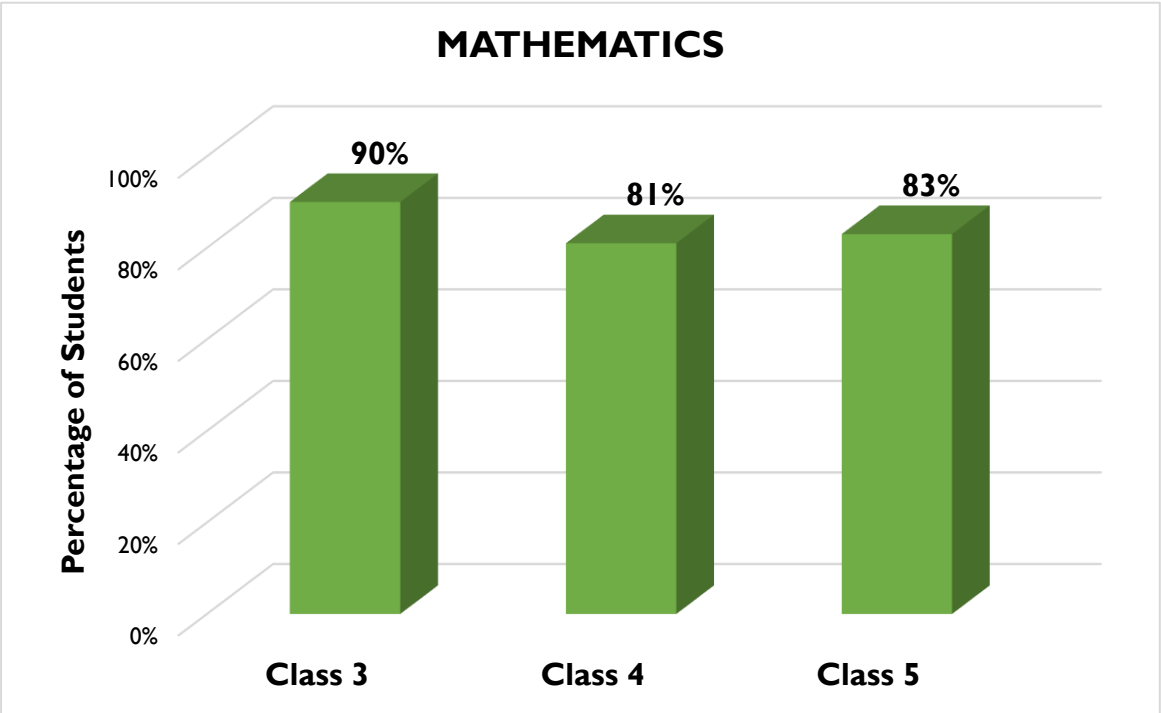
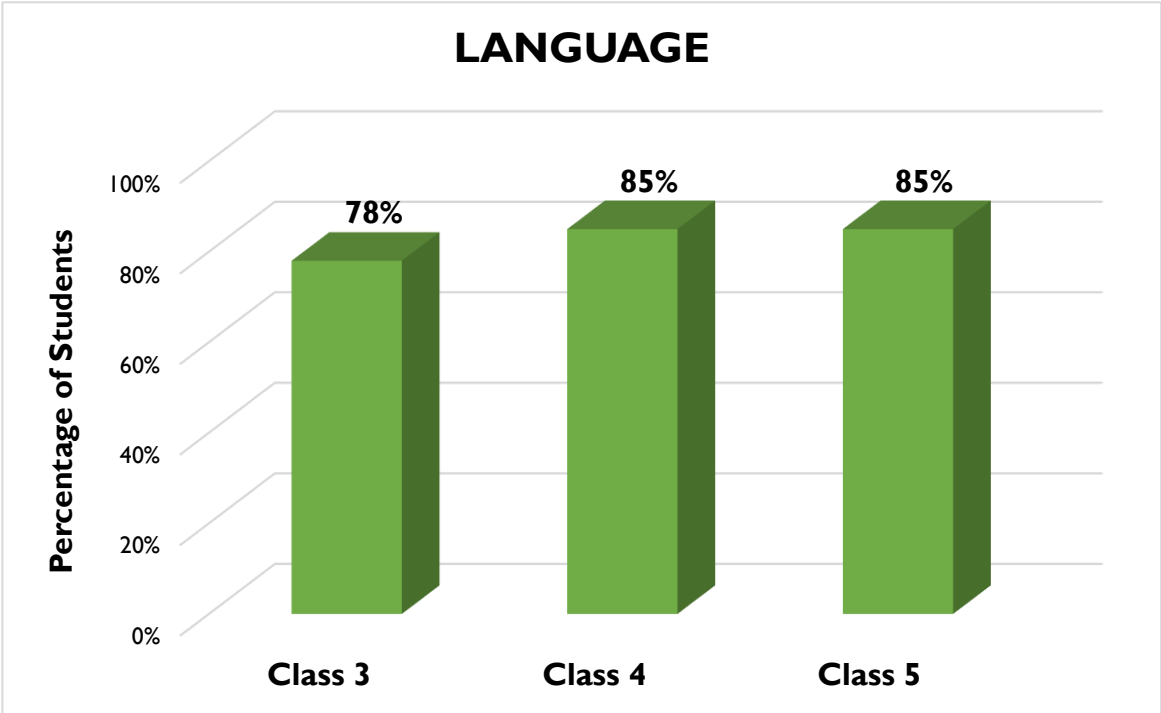
Learners at this level display exceptional mastery of the Foundational Literacy and Numeracy competencies.

Performance in achieving Competencies:

Overall Achievement Percentage					
Code	Language – Competencies	L1	L2	L3	L4
Grade 3 – Language					
C1	Picture based Writing	2%	15%	22%	61%
C2	Oral Fluency	1%	2%	13%	83%
C3	Listening comprehension (Story)	0%	4%	8%	89%
C4	Reading Fluency (Song)	3%	10%	19%	68%
C5	Listening Comprehension (Song)	0%	6%	8%	87%
Grade 4 – Language					
C1	Picture based Writing	0%	4%	15%	80%
C2	Oral Fluency	0%	2%	11%	87%
C3	Reading Fluency (Story)	0%	4%	13%	83%
C4	Listening Comprehension (song)	0%	5%	7%	88%
C5	Reading comprehension (story)	0%	6%	9%	85%
Grade 5 – Language					
C1	Picture based Writing	2%	6%	14%	77%
C2	Reading Comprehension (Comic)	0%	4%	3%	92%
C3	Reading Comprehension (Story)	1%	4%	3%	93%
C4	Reading fluency (song)	1%	5%	20%	75%
C5	Oral Fluency (Poem)	0%	3%	9%	88%

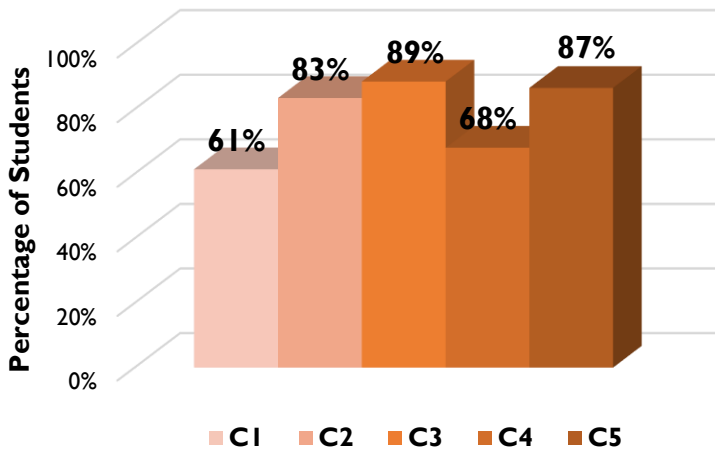
Overall Achievement Percentage					
Code	Mathematics – Competencies	L1	L2	L3	L4
Grade 3 – Mathematics					
C1	Number Identification	0%	0%	3%	97%
C2	Number Discrimination	0%	0%	1%	99%
C3	Writing numbers	1%	0%	7%	93%
C4	Number operation – Addition (Without regrouping)	0%	0%	5%	94%
C5	Number operation – Addition (With regrouping)	2%	3%	10%	85%
C6	Number operation – Subtraction (Without regrouping)	1%	1%	6%	92%
C7	Number operation – Subtraction (With regrouping)	6%	7%	16%	71%
C8	Number operation - Multiplication	1%	1%	0%	98%
C9	Number operation - Division	1%	1%	0%	98%
C10	Word Problems - Addition	1%	1%	2%	96%
C11	Word Problems - Subtraction	8%	3%	11%	78%
C12	Word Problems - Addition and Subtraction	6%	7%	8%	80%
Grade 4 – Mathematics					
C1	Number Identification	0%	2%	7%	90%
C2	Number Discrimination	1%	1%	4%	94%
C3	Writing numbers	1%	3%	14%	81%
C4	Number operation – Addition (Without regrouping)	0%	1%	4%	95%
C5	Number operation – Addition (With regrouping)	2%	4%	14%	80%
C6	Number operation – Subtraction (Without regrouping)	1%	1%	11%	87%
C7	Number operation – Subtraction (With regrouping)	4%	14%	21%	62%
C8	Number operation - Multiplication	3%	7%	22%	68%
C9	Number operation - Division	3%	7%	22%	68%
C10	Word Problems - Addition	2%	5%	3%	91%
C11	Word Problems - Subtraction	8%	8%	9%	75%
C12	Word Problems - Addition and Subtraction	4%	6%	2%	88%
Grade 5 – Mathematics					
C1	Number Identification	1%	4%	10%	85%
C2	Number Discrimination	1%	1%	3%	94%
C3	Writing numbers	2%	2%	16%	80%
C4	Expansion of numbers	3%	5%	8%	84%
C5	Number operation – Addition (Without regrouping)	1%	1%	2%	96%
C6	Number operation – Addition (With regrouping)	3%	2%	9%	86%
C7	Number operation – Subtraction (Without regrouping)	1%	1%	4%	93%
C8	Number operation – Subtraction (With regrouping)	13%	9%	15%	63%
C9	Number operation - Multiplication	13%	9%	15%	63%
C10	Number operation - Division	5%	5%	21%	68%
C11	Word Problems - Addition	1%	1%	2%	96%
C12	Word Problems - Subtraction	2%	3%	6%	89%

OVERALL ACHIEVEMENT PERCENTAGE

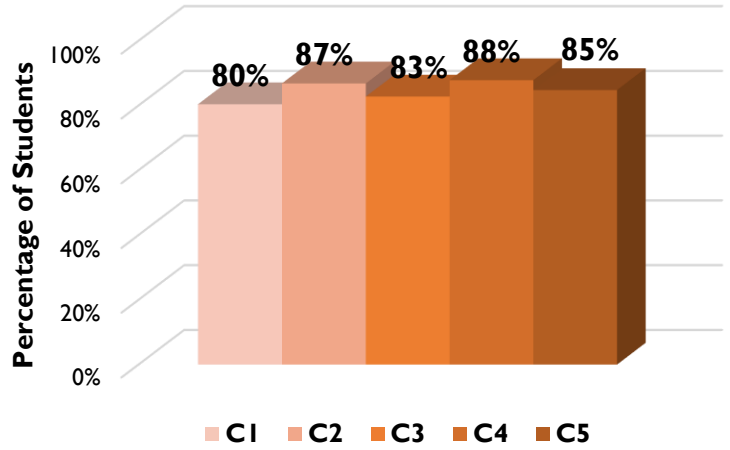


***Note: The achievement percentage given only depicts Level 4 (L4)**

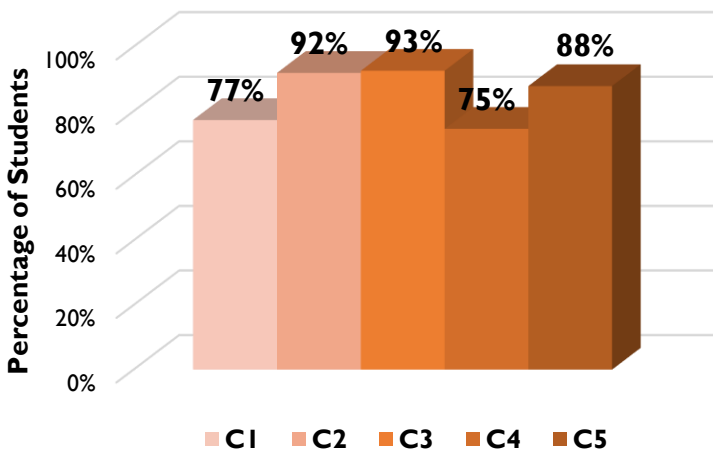
CLASS 3 - LANGUAGE



CLASS 4 - LANGUAGE

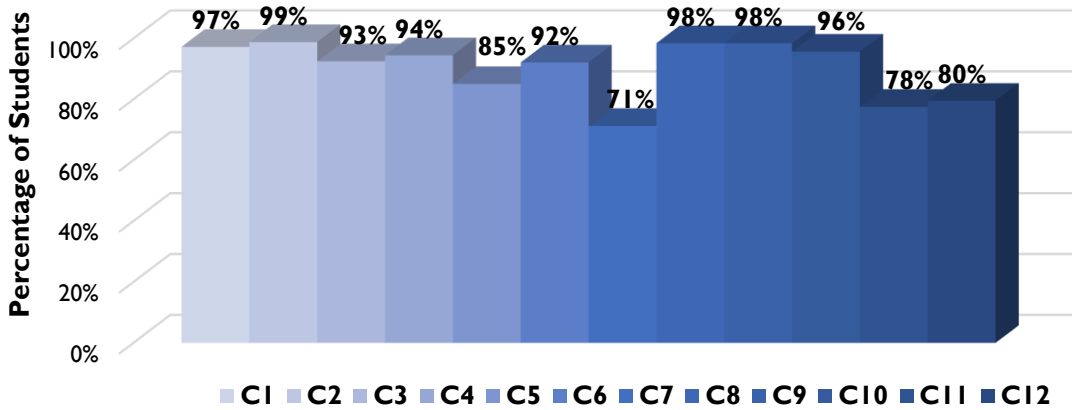


CLASS 5 - LANGUAGE

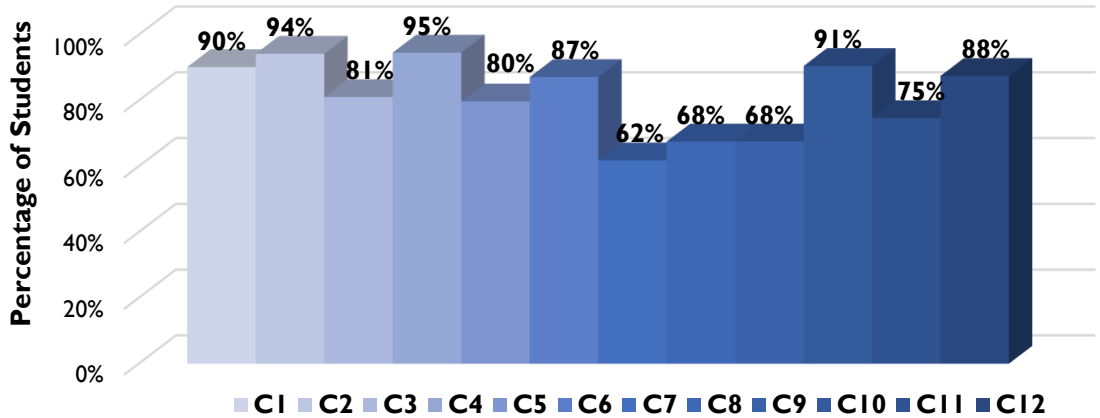


***Note: The achievement percentage given only depicts Level 4 (L4)**

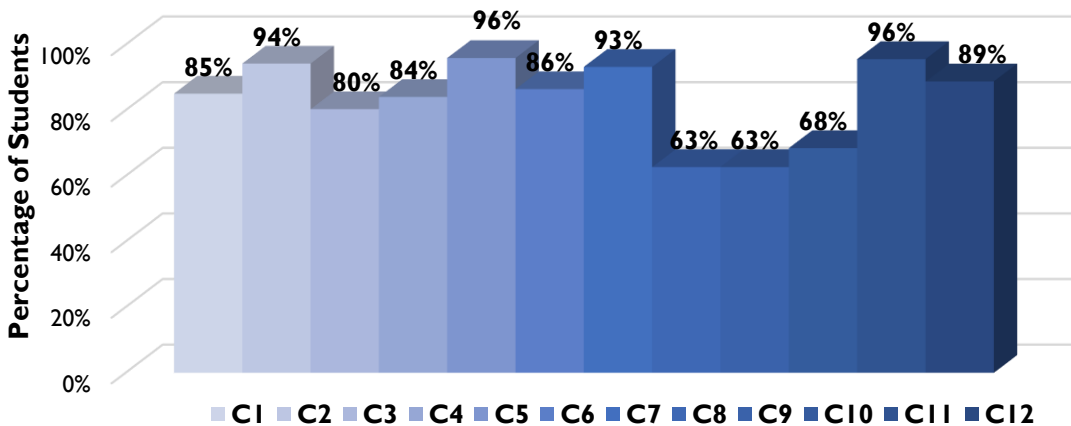
CLASS 3 - MATHEMATICS



CLASS 4 - MATHEMATICS



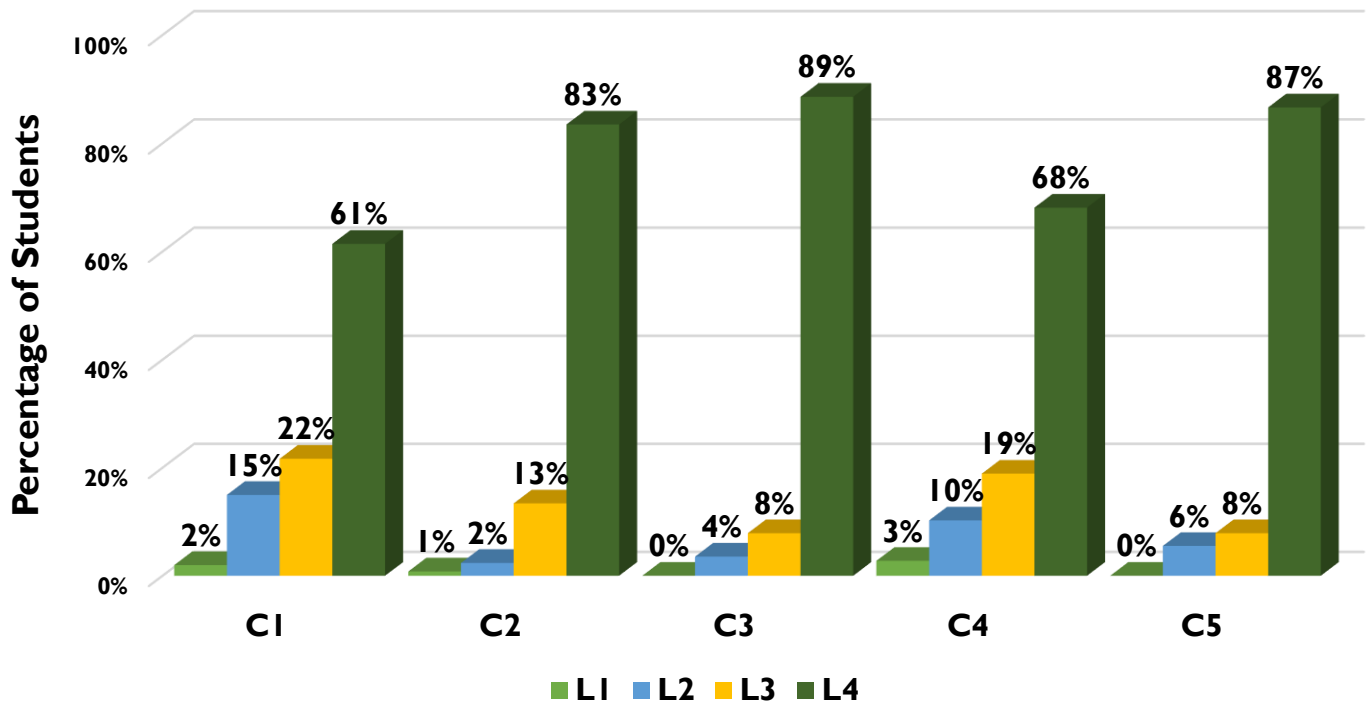
CLASS 5 - MATHEMATICS



***Note: The achievement percentage given only depicts Level 4 (L4)**

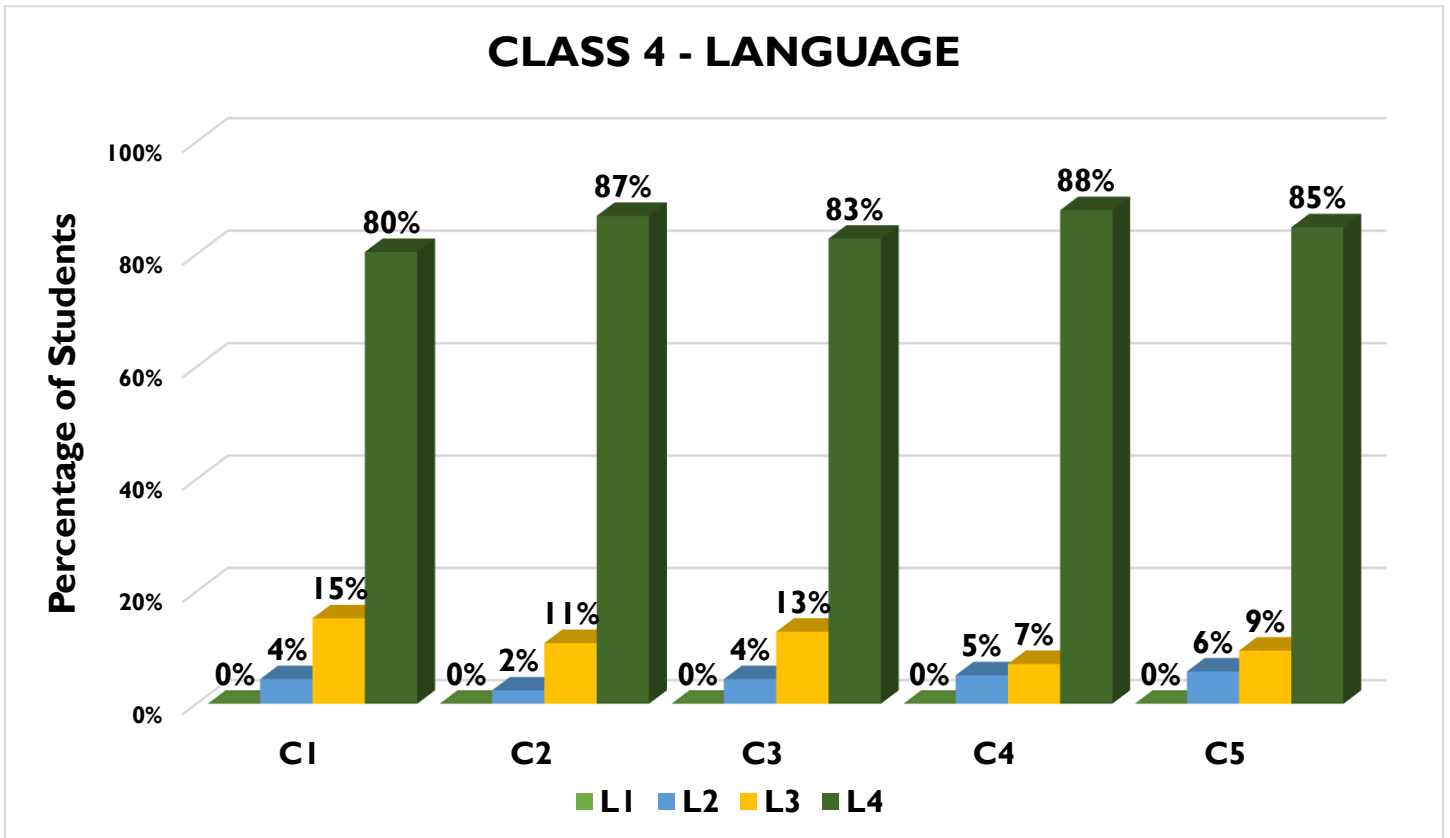
STUDENT'S PERFORMANCE LEVEL – SUBJECT WISE AND CLASS WISE

CLASS 3 - LANGUAGE



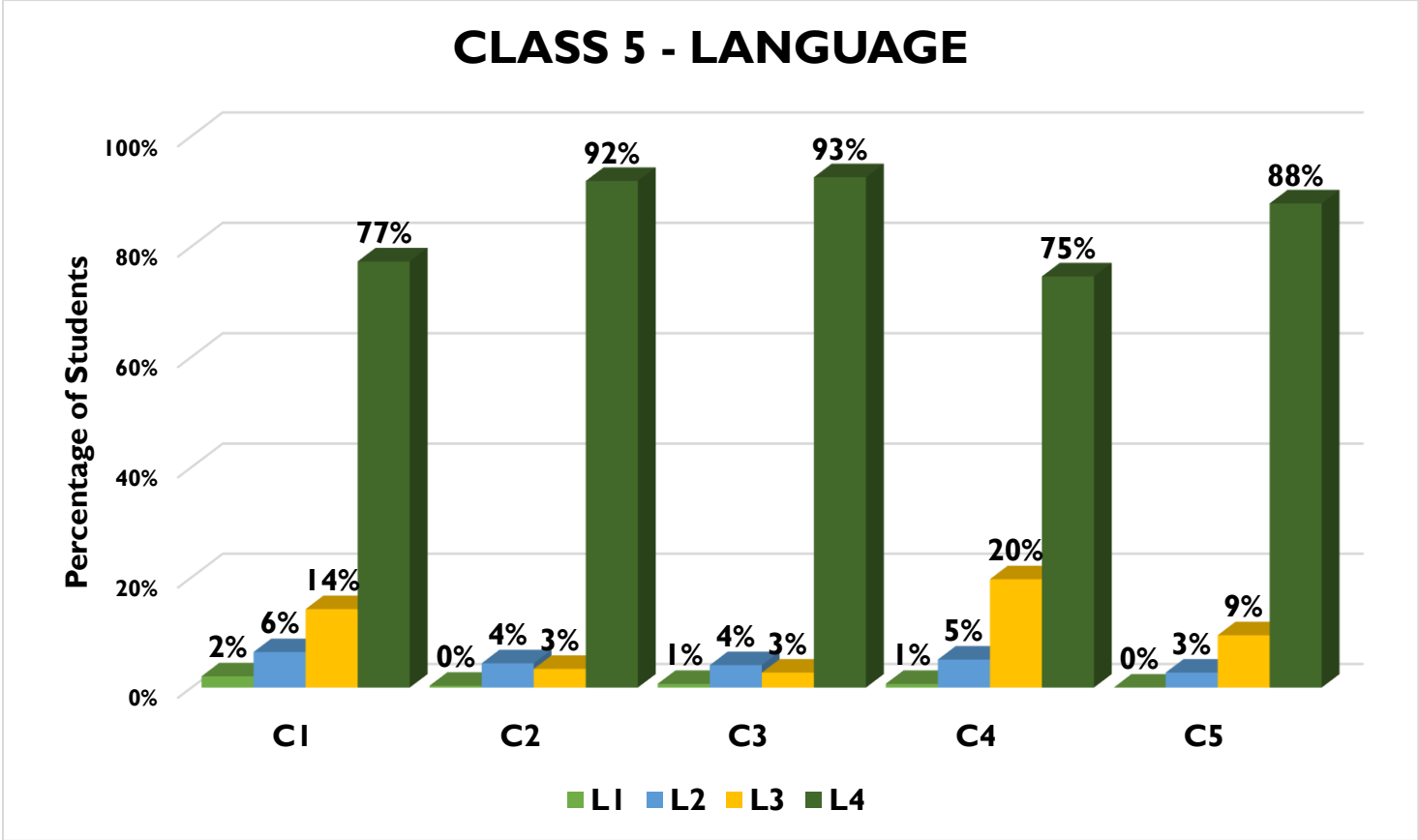
Key Insights from Grade 3

- According to the assessment, approximately 77% of students have demonstrated the expected competencies.
- Based on the graph, the average of C2, C3, and C5 indicates that about 86% of students are proficient in listening comprehension and speaking, which includes their ability to converse about their surroundings, comprehend stories and songs, and answer questions orally.
- However, 13% of students are encountering difficulties in reading text from the previous grade level, while 19% are only able to read familiar words. The remaining 68% of students can read the assigned text, indicating the need for more emphasis on developing reading skills, including decoding, for third-grade students.
- Another aspect that requires attention is writing skills, with 17% of students struggling to write even one or two words after seeing a picture, and 22% lacking knowledge of sentence structure. Despite ignoring language errors while coding, only 61% of students were able to write two sentences about an image.
- In summary, there is a need to prioritize the development of reading and writing skills while utilizing students' listening and speaking abilities.



Key Insights from Grade 4

- According to the assessment, over 84% of students have achieved the expected competencies. It is encouraging to note that 83% of students were able to read text from the previous grade, and 80% of students were capable of writing four sentences about an image.
- However, 13% of students could only read familiar words, and 15% were unaware of sentence structure.
- The graph above depicts a comprehensive development of all four language skills (listening, speaking, reading, and writing) in the assessed competencies.
- Around 4-5% of students are at a basic level and require significant support in learning the language.
 - The lesson plan should include activities that demonstrate the relationship between oral and written expression, helping students understand sentence structure and apply it while writing.
- Students should be given ample opportunities to read with comprehension rather than just decoding. This gap can lead to students being able to decode letters but not being able to comprehend what they read.



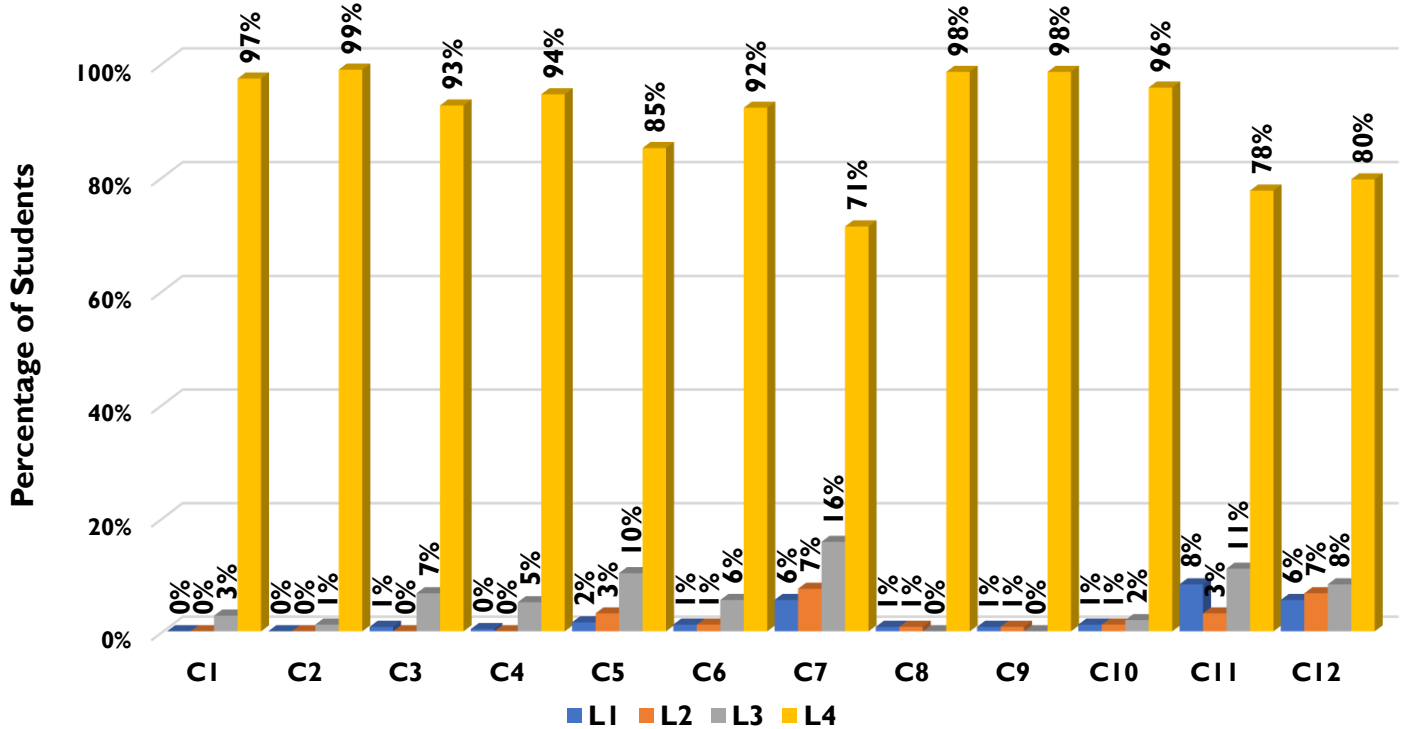
Key Insights from Grade 5

- The assessment indicates that 85% of students have achieved the expected competencies.
- The graph above illustrates that more than 92% of students were able to read and comprehend the provided stories, answering knowledge-based and inferential questions.
- However, 6% of students are facing difficulties in reading text from the previous grade level, while 20% can only read familiar words. The remaining 74% of students can read the assigned text, indicating the need for more emphasis on developing reading skills for fifth-grade students.
- Similarly, when it comes to writing, approximately 8% of students are struggling to write even one or two words after seeing an image, while 14% lack knowledge of sentence structure. Even when language errors are not considered while coding, only 71% of students were able to write five sentences about a picture.
- Comparatively, the performance of fifth-grade students in "decoding simple text and writing five sentences" is lower than their performance in reading comprehension.

General observations:

- The trend in reading comprehension performance shows an increase from grade 4 to grade 5 (85% to 93%).
- In contrast to the above point, only 75% of students could read 'simple previous grade text,' and only 88% of students could talk about themselves, while more than 92% of students show proficiency in reading comprehension in grade 5.
 - The achievement in reading fluency improved from grade 3 to grade 4 (68% to 83%); however, it decreased to 75% in grade 5.
- In grade 4, only 83% of students could decode the text that the assessor had read out for the previous question. However, 85% of students could read a new story on their own and comprehend it.
- In writing, there is a significant improvement seen from grade 3 to grade 4 (61% to 80%), whereas it decreases in grade 5 to 77%, where grade 4 students should write 4 sentences and grade 5 students should write 5 sentences based on a picture.

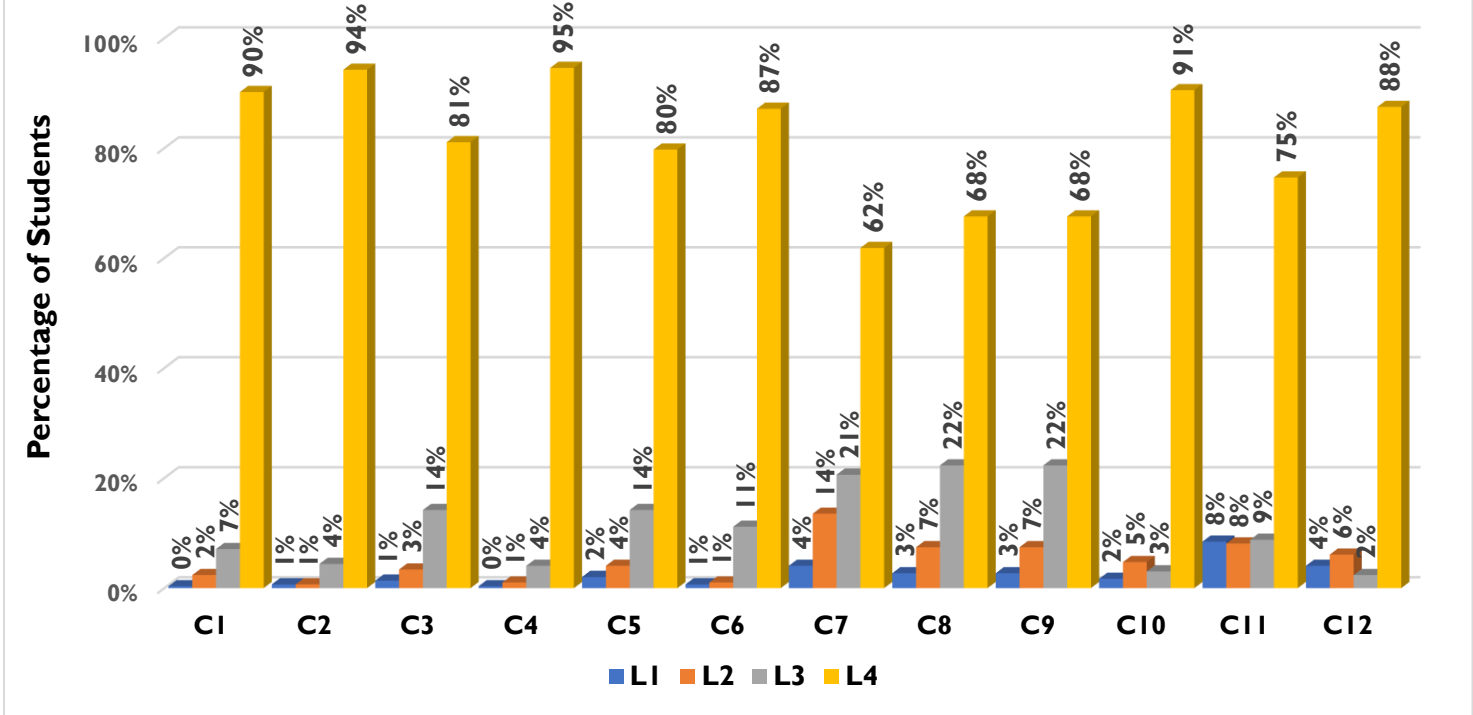
CLASS 3 - MATHEMATICS



Key Insights from Grade 3

- Based on the graph above, it can be inferred that over 90% of the students have attained the fundamental competencies in mathematics, specifically in Number sense and Basic operations through oral assessment.
- However, around 30% of the students are facing difficulties with the concept of 'regrouping', which includes place value, estimation, and related topics. It is essential to concentrate on these areas during classroom instruction. These issues are also visible in solving word problems, particularly in subtraction.
- Some word problems with two operations might have caused confusion in choosing the appropriate operation for solving. Although 94% of the students can perform addition and subtraction without regrouping, only 80% of the students were able to solve a word problem that involved both operations.

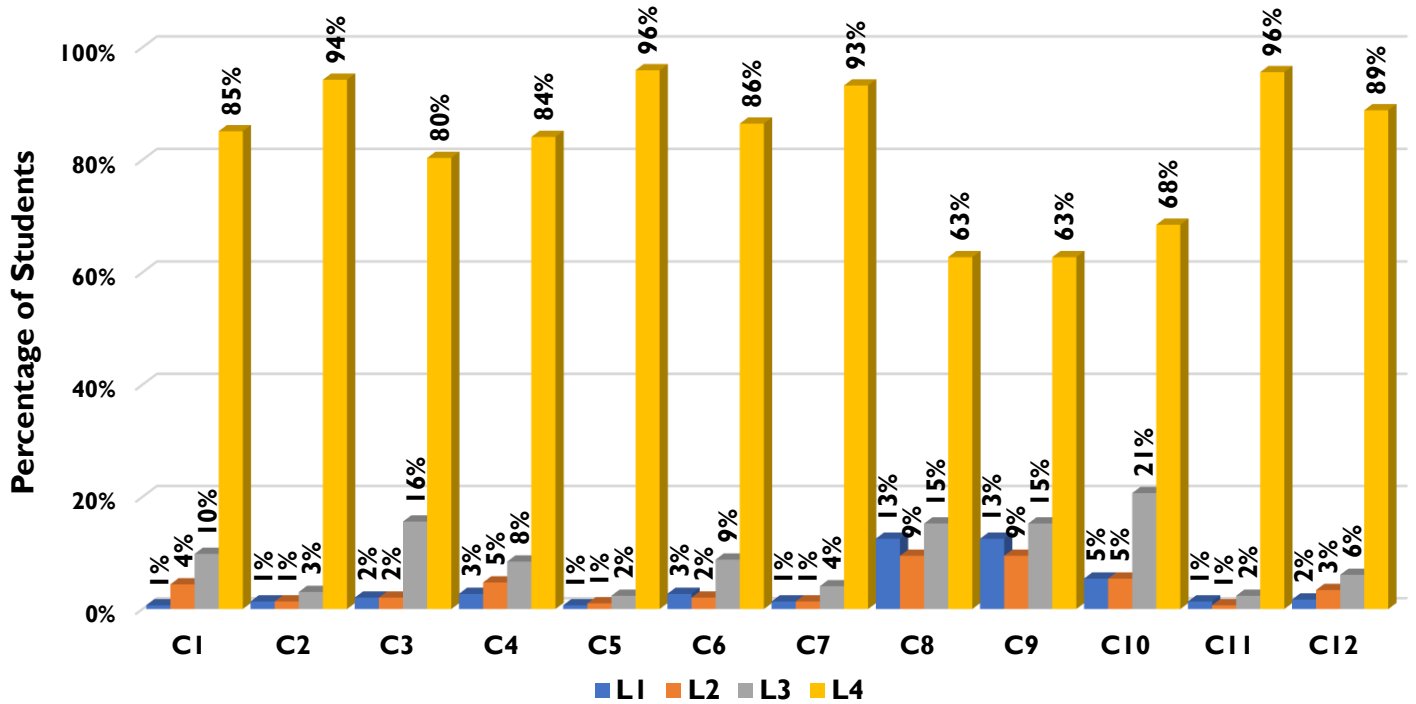
CLASS 4 - MATHEMATICS



Key Insights from Grade 4

- Majority of students, ranging from 90% to 95%, have demonstrated proficiency in number sense, including number identification and comparison. Furthermore, 81% of students were able to write numerals for number names with up to four digits, as dictated by the assessor.
- Over 90% of students have achieved competency in addition of up to four-digit numbers without regrouping, in both algorithmic and word problem formats. Within this group, only 3-4% of students encountered difficulties when adding three four-digit numbers without regrouping.
- For subtraction with regrouping up to four digits, only 62% of students were able to solve the problem, whereas up to three digits, only 21% of students succeeded, and the remaining 18% require additional support.
- Approximately 32% of students are encountering difficulties with two-digit multiplication in the form of repeated addition and division in the form of grouping.
- Only 75% of students were able to solve problems that involve more than one operation, indicating room for improvement in these areas.

CLASS 5 - MATHEMATICS



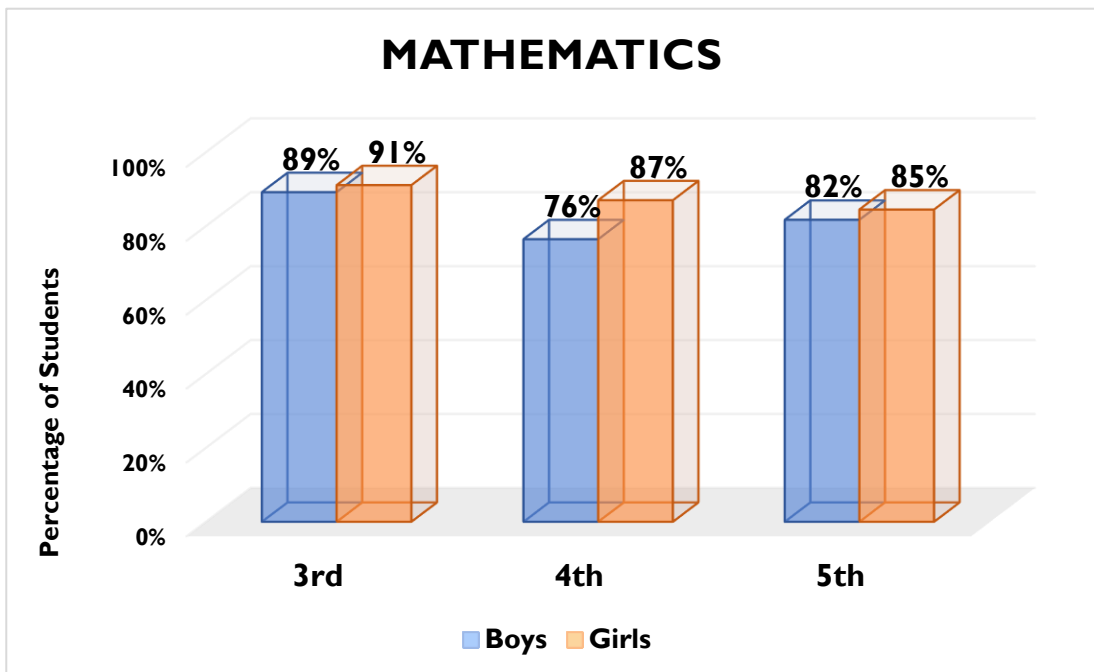
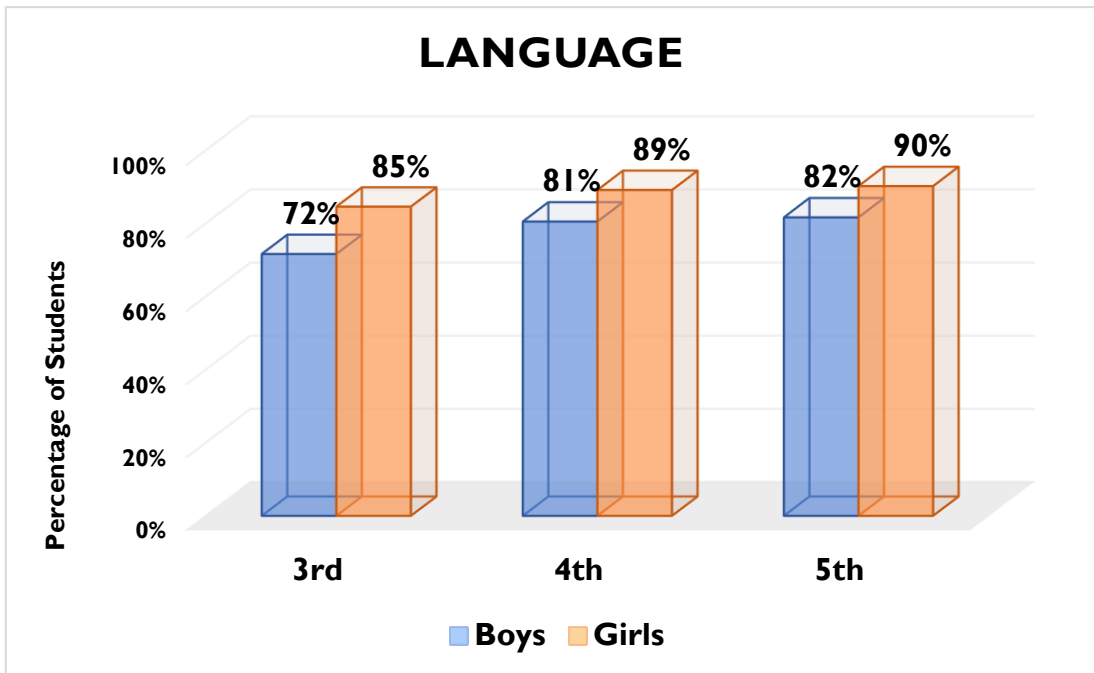
Key Insights from Grade 5

- Number sense (number identification, comparison) and addition & subtraction without regrouping are exhibited proficiently by 95% of the students.
- Writing numerals for number names up to 5 digits, expanding numbers, and adding 4-digit numbers with regrouping are achievable for approximately 83% of the students.
- When it comes to solving word problems involving more than one operation with regrouping, 89% of the students show competence.
- However, more than 15% of the students struggle with 4-digit subtraction with regrouping, as well as 3-digit multiplication and division by a single digit.
- For subtraction with regrouping and multiplication up to 3 digits by a single digit, 13% of the students either did not attend or gave incorrect answers.

General observations:

- The ability to write numerals for number names showed a decreasing trend from grade 3 to grade 5.
- Regrouping was found to be a challenging concept for all three grades, indicating the need for more focus on understanding place value.
- Performance on word problems was lower compared to other types of questions, except for grade 5.
- There was a higher level of achievement in number identification and comparison across all three grades.

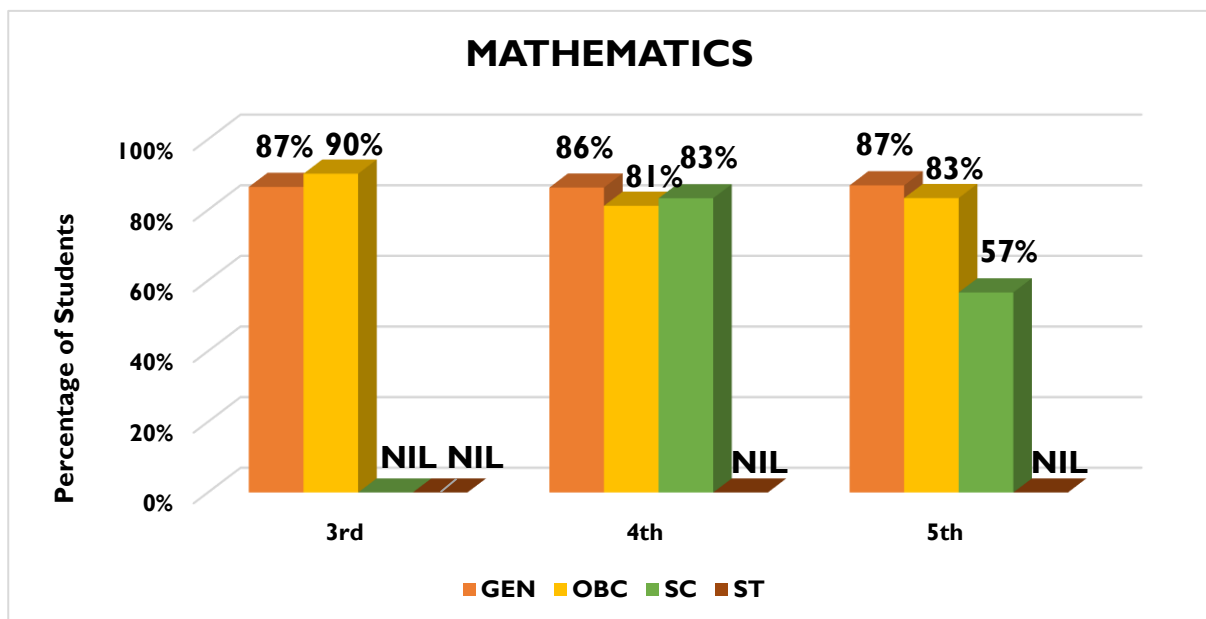
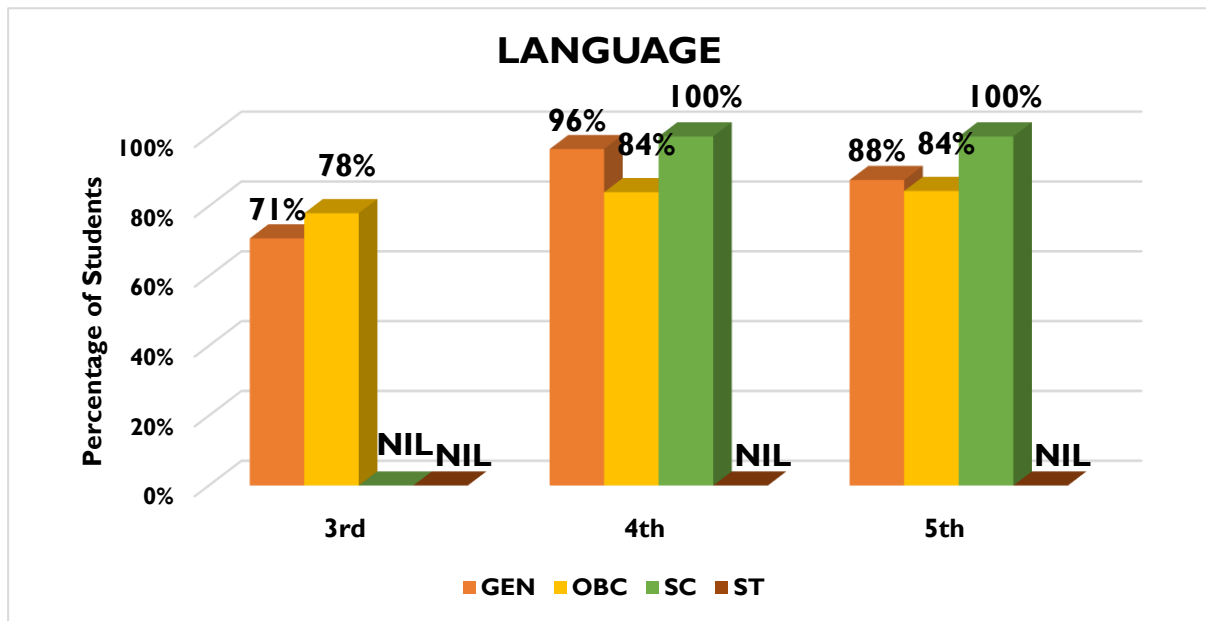
GENDER WISE PERFORMANCE



Key Insights on Gender-wise Performance

- Girls' performance is higher in all 3 grades in both language and math.
- In language, the difference is 13% in grade 3 and reduced to 8% in grades 4 & 5.
- In Math, much difference is observed in grade 4 (11%) and negligible difference (2% & 3%) in grades 3 and 5.

SOCIAL CATEGORY WISE PERFORMANCE



Key insights on social category-wise performance

- There are no ST category students in all three grades and no SC category students in grade 3, as per the data.
- In grade 3, in both subjects, OBC performance is a little higher than general category students – 7% in Language and 3% in Math.
- In grade 4, in both subjects OBC performance is the least when compared with the other 2 categories of students.
- In Language, SC category students showed 100% achievement in grades 4 & 5.
- In grade 5, the SC category students exhibit the highest (100%) performance in language. They performed the least (57%) while General and OBC showed 87% & 83% respectively. The difference between the highest (87%) and the least (57%) is 30%.



DISTRICT ANALYSIS

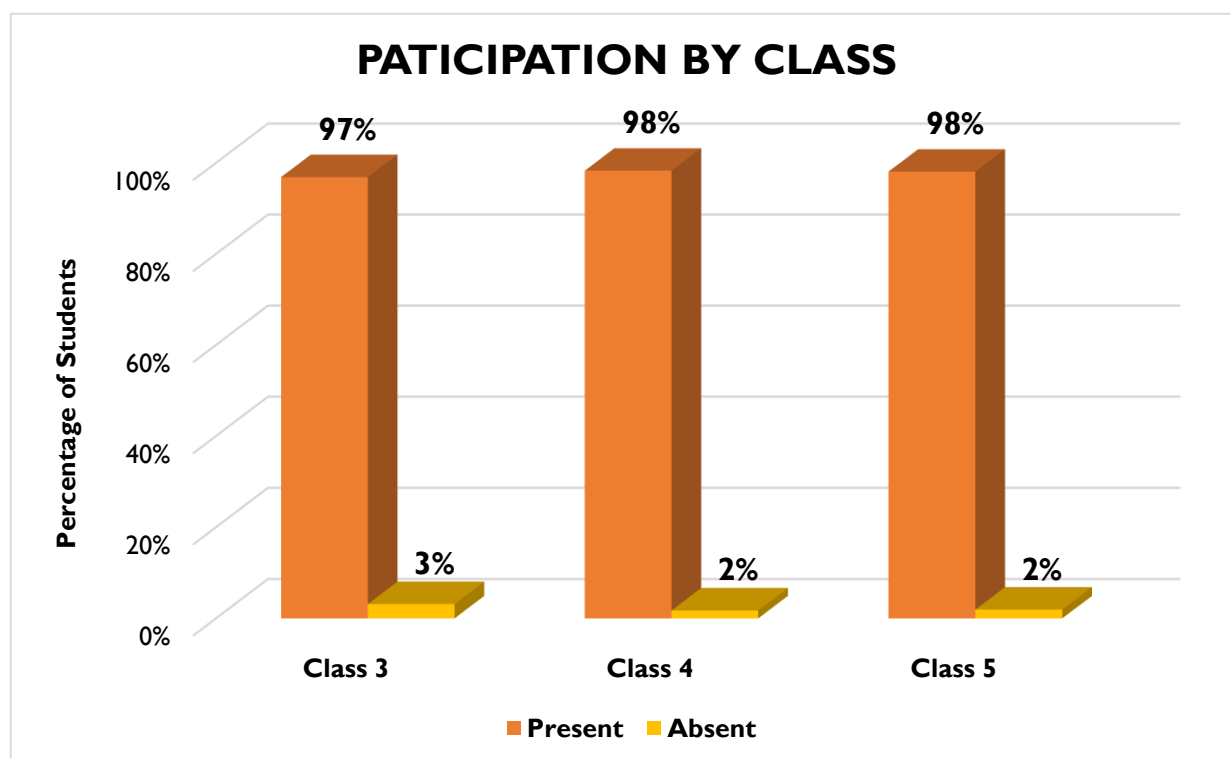
YANAM



PARTICIPATION DATA

CLASS WISE BREAKUP

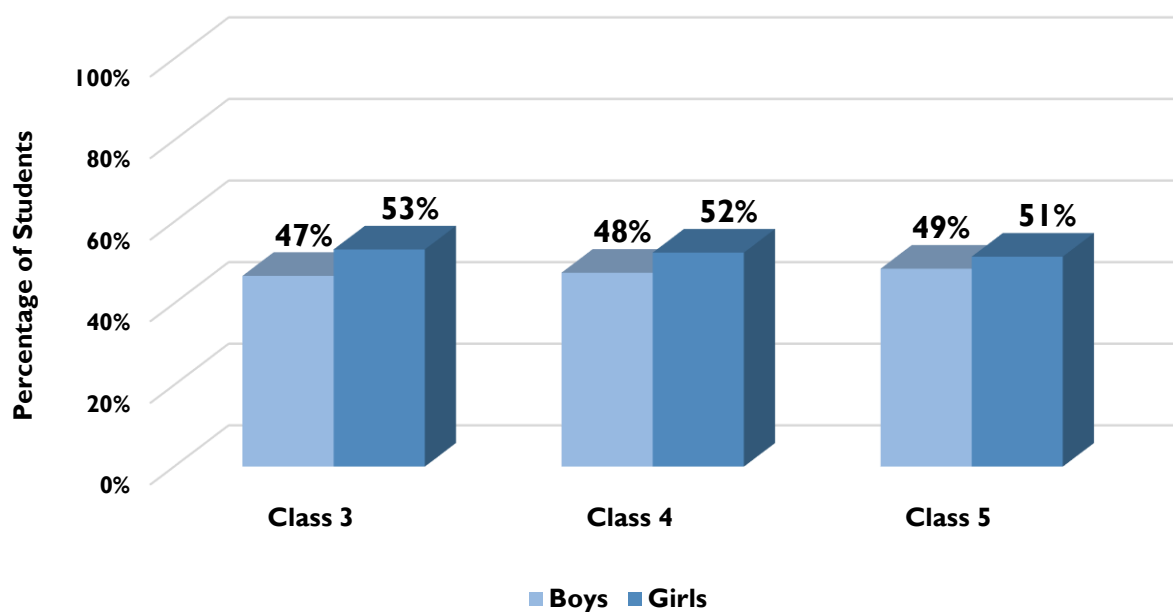
	Class 3	Class 4	Class 5	Total
No. of Students Appeared	278	284	305	867
No. of Students Absent	9	5	6	20
Total	287	289	311	887



GENDER WISE BREAK UP

STD	BOYS	GIRLS	Total
Class 3	130	148	278
Class 4	135	149	284
Class 5	148	157	305
Total	413	454	867

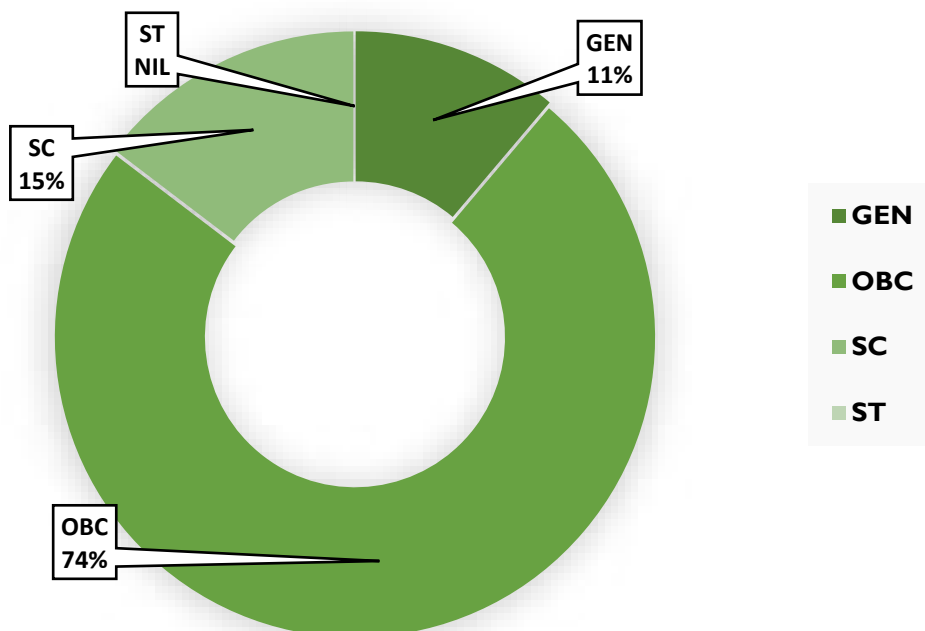
PARTICIPATION BY GENDER



SOCIAL CATEGORY WISE BREAK UP

	GEN	OBC	SC	ST	Total
Class 3	24	210	44	NIL	278
Class 4	37	209	38	NIL	284
Class 5	36	224	45	NIL	305
Total	97	643	127	NIL	867

PARTICIPATION BY SOCIAL CATEGORY



PERFORMANCE DATA

SUBJECT WISE – STUDENT’S LEVEL

Subject	Std	Below Basic L1 (%)	Basic L2 (%)	Proficient L3 (%)	Advanced L4 (%)
Language	Class 3	17%	23%	18%	42%
	Class 4	7%	17%	25%	51%
	Class 5	9%	19%	21%	52%
Mathematics	Class 3	18%	10%	12%	59%
	Class 4	15%	11%	16%	58%
	Class 5	17%	9%	14%	59%

Below Basic L1 %

Learners at this level have not attained the competencies of Foundational Literacy and Numeracy.

Basic L2 %

Learners at this level struggle with competencies of Foundational Literacy and Numeracy.

Proficient L3 %

Learners at this level are able to demonstrate the competencies of Foundational Literacy and Numeracy but not to a complete extent.

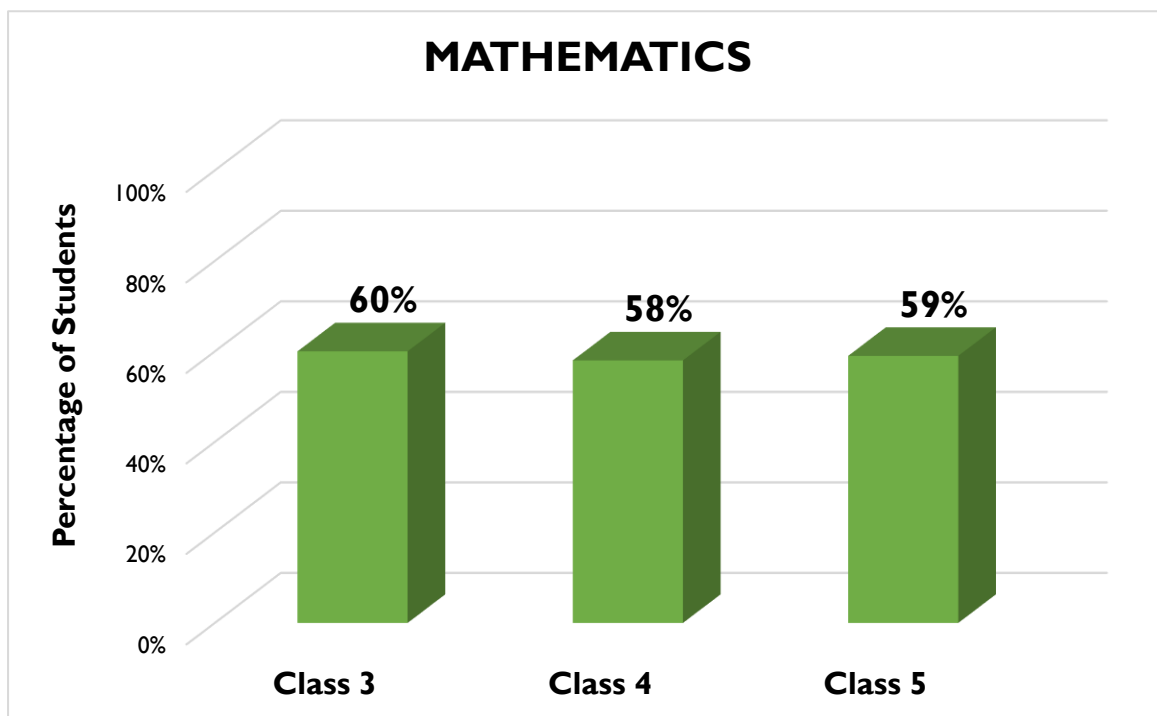
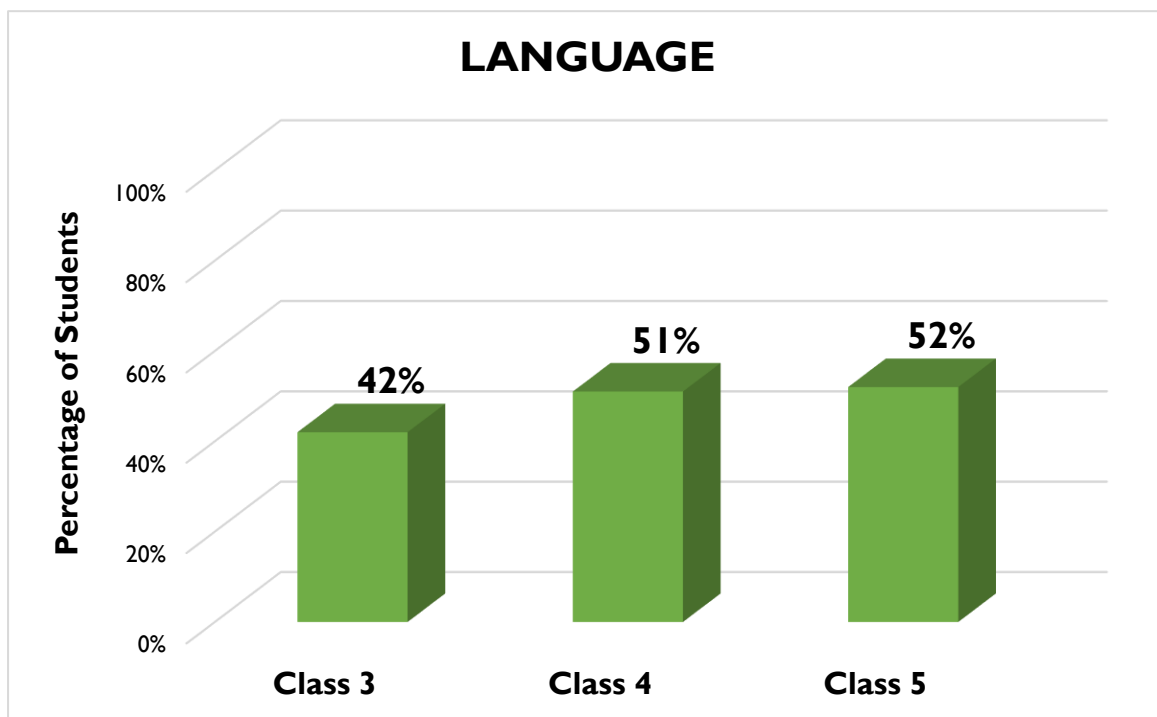
Advanced L4 %

Learners at this level display exceptional mastery of the Foundational Literacy and Numeracy competencies.

Performance in achieving Competencies:

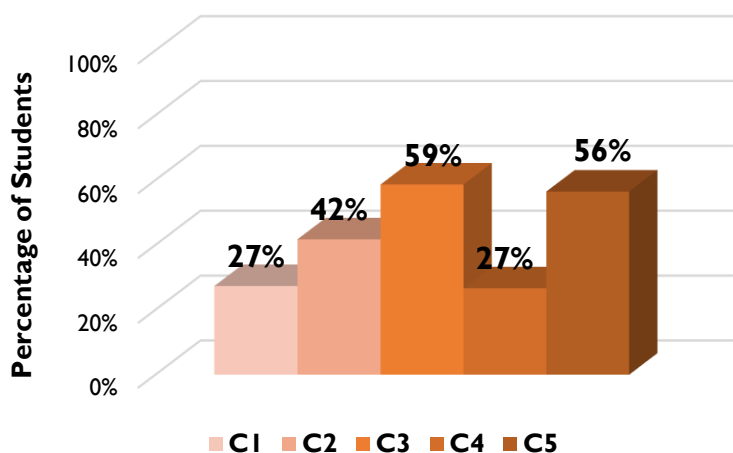
Overall Achievement Percentage					
Code	Language – Competencies	L1	L2	L3	L4
Grade 3 – Language					
C1	Picture based Writing	31%	21%	21%	27%
C2	Oral Fluency	7%	19%	32%	42%
C3	Listening comprehension (Story)	8%	25%	8%	59%
C4	Reading Fluency (Song)	33%	22%	18%	27%
C5	Listening Comprehension (Song)	5%	29%	10%	56%
Grade 4 – Language					
C1	Picture based Writing	17%	30%	23%	30%
C2	Oral Fluency	3%	8%	39%	50%
C3	Reading Fluency (Story)	13%	20%	22%	46%
C4	Listening Comprehension (song)	2%	16%	20%	61%
C5	Reading comprehension (story)	2%	11%	21%	67%
Grade 5 – Language					
C1	Picture based Writing	14%	26%	28%	32%
C2	Reading Comprehension (Comic)	6%	25%	7%	63%
C3	Reading Comprehension (Story)	8%	14%	5%	73%
C4	Reading fluency (song)	16%	19%	31%	34%
C5	Oral Fluency (Poem)	1%	8%	34%	56%

Overall Achievement Percentage					
Code	Mathematics – Competencies	L1	L2	L3	L4
Grade 3 – Mathematics					
C1	Number Identification	2%	11%	12%	76%
C2	Number Discrimination	2%	7%	14%	77%
C3	Writing numbers	7%	11%	17%	65%
C4	Number operation – Addition (Without regrouping)	6%	12%	10%	72%
C5	Number operation – Addition (With regrouping)	18%	18%	12%	51%
C6	Number operation – Subtraction (Without regrouping)	15%	13%	8%	65%
C7	Number operation – Subtraction (With regrouping)	23%	20%	25%	32%
C8	Number operation - Multiplication	8%	2%	9%	82%
C9	Number operation - Division	17%	3%	8%	71%
C10	Word Problems - Addition	29%	5%	12%	54%
C11	Word Problems - Subtraction	36%	9%	14%	41%
C12	Word Problems - Addition and Subtraction	47%	6%	6%	41%
Grade 4 – Mathematics					
C1	Number Identification	2%	13%	22%	62%
C2	Number Discrimination	2%	4%	12%	82%
C3	Writing numbers	9%	14%	23%	54%
C4	Number operation – Addition (Without regrouping)	4%	8%	12%	76%
C5	Number operation – Addition (With regrouping)	18%	8%	12%	61%
C6	Number operation – Subtraction (Without regrouping)	15%	6%	14%	65%
C7	Number operation – Subtraction (With regrouping)	28%	17%	17%	38%
C8	Number operation - Multiplication	15%	14%	27%	44%
C9	Number operation - Division	19%	17%	19%	46%
C10	Word Problems - Addition	15%	10%	11%	63%
C11	Word Problems - Subtraction	32%	14%	13%	41%
C12	Word Problems - Addition and Subtraction	19%	12%	7%	61%
Grade 5 – Mathematics					
C1	Number Identification	5%	17%	18%	61%
C2	Number Discrimination	4%	9%	10%	77%
C3	Writing numbers	13%	12%	34%	41%
C4	Expansion of numbers	14%	11%	21%	55%
C5	Number operation – Addition (Without regrouping)	4%	5%	4%	87%
C6	Number operation – Addition (With regrouping)	19%	7%	8%	66%
C7	Number operation – Subtraction (Without regrouping)	8%	5%	10%	78%
C8	Number operation – Subtraction (With regrouping)	36%	11%	16%	37%
C9	Number operation - Multiplication	23%	13%	9%	55%
C10	Number operation - Division	22%	14%	25%	39%
C11	Word Problems - Addition	21%	3%	10%	67%
C12	Word Problems - Subtraction	39%	7%	7%	47%

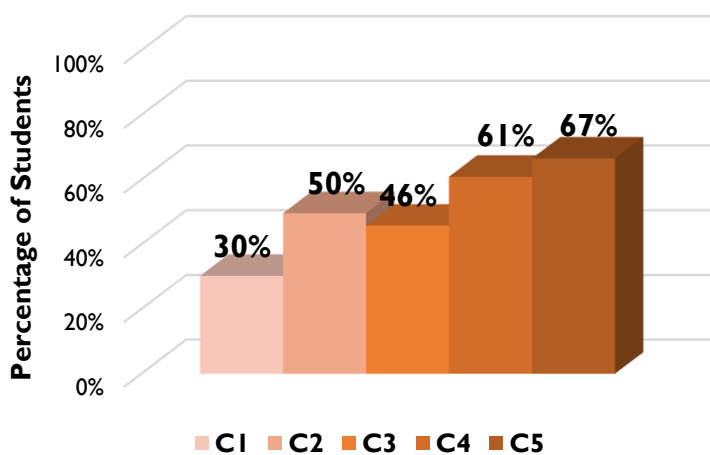
OVERALL ACHIEVEMENT PERCENTAGE

***Note: The achievement percentage given only depicts Level 4 (L4)**

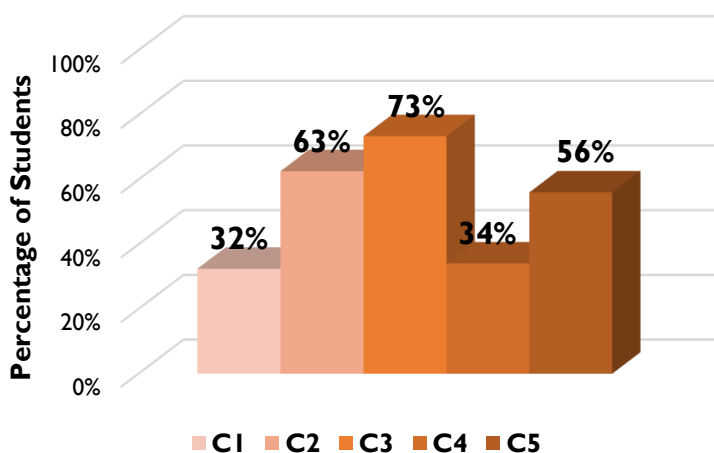
CLASS 3



CLASS 4

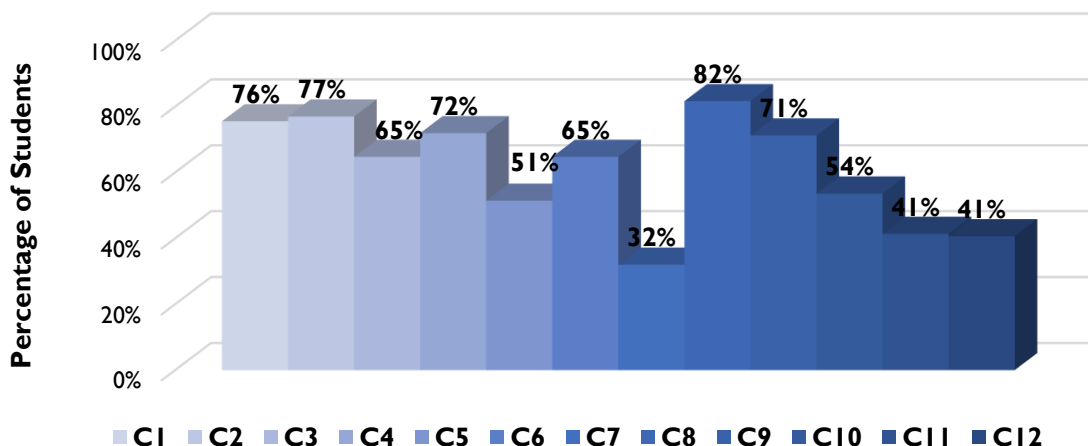


CLASS 5

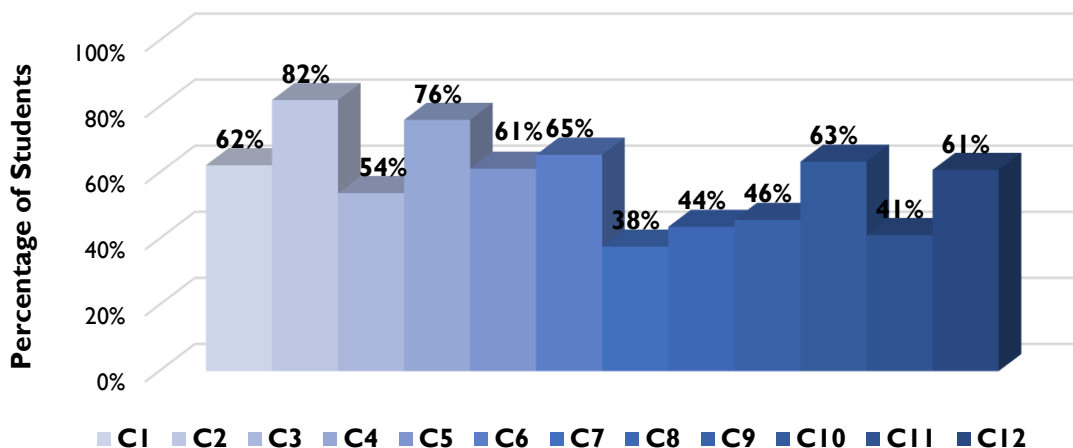


***Note: The achievement percentage given only depicts Level 4 (L4)**

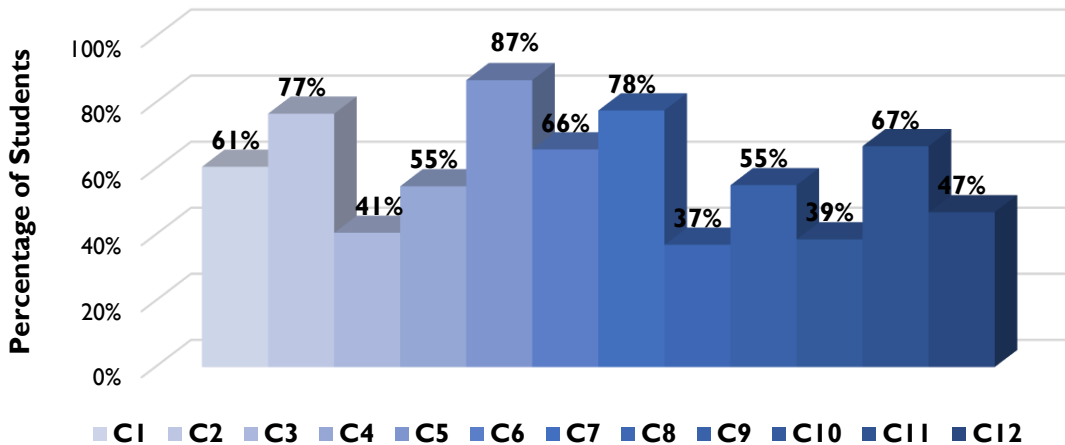
CLASS 3 - MATHEMATICS



CLASS 4 - MATHEMATICS

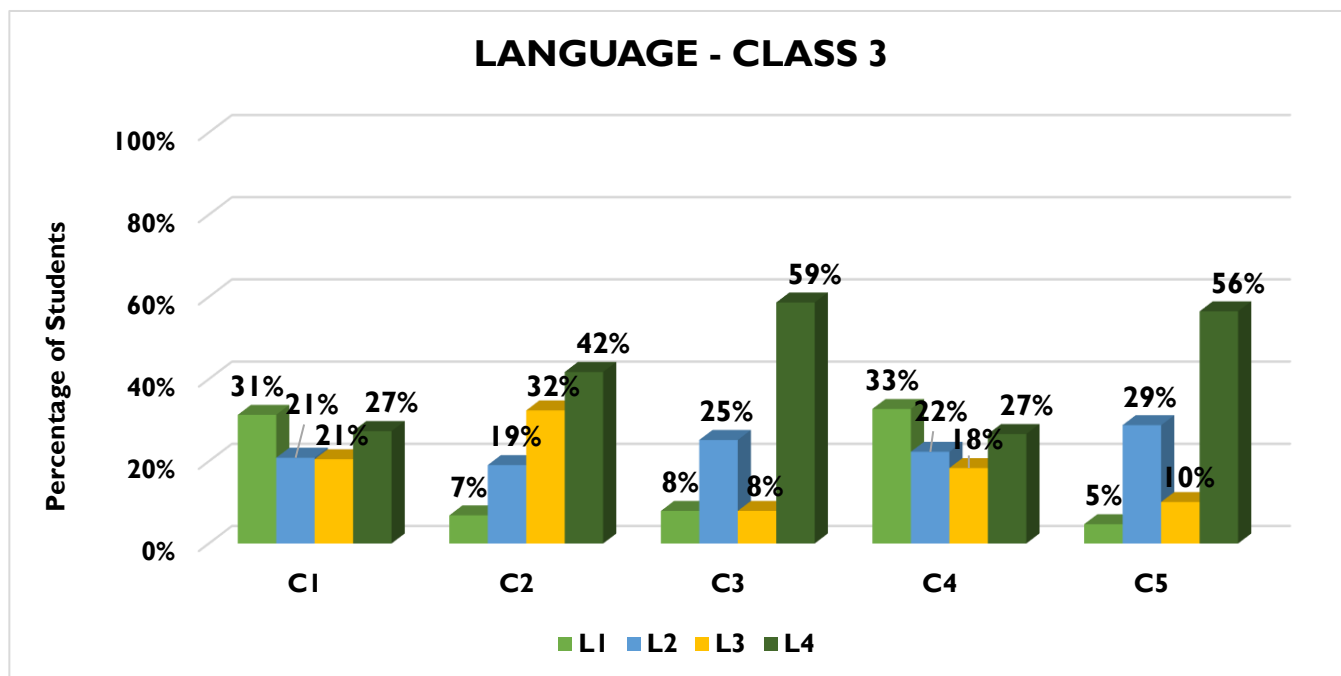


CLASS 5 - MATHEMATICS



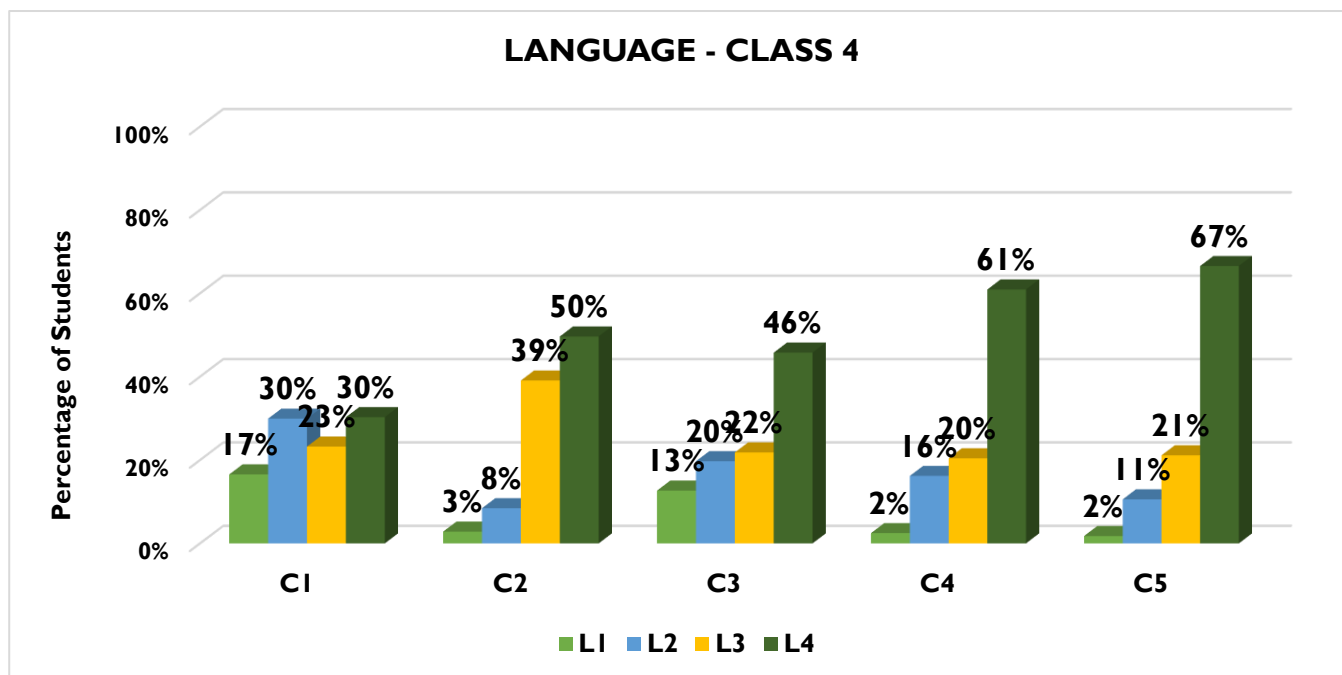
*Note: The achievement percentage given only depicts Level 4 (L4)

STUDENT'S PERFORMANCE LEVEL – SUBJECT WISE AND CLASS-WISE



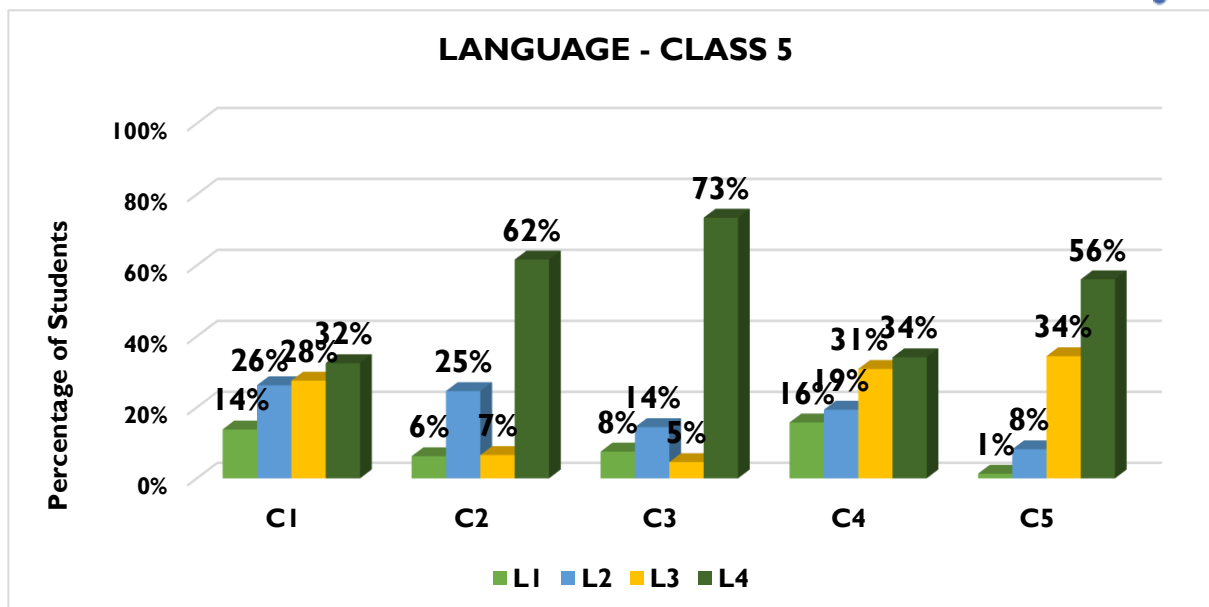
Key Insights from Grade 3 Language:

- Around 42% of the students have achieved the expected competencies that are assessed.
- The above graph shows the highest achievement in listening comprehension which is 57% (average of C3 and C5). It is inferred that around 50% of the students could listen to stories & songs and respond to questions asked. It is to be noted that 1/3rd of the students in grade 3 could not listen, comprehend, and respond to a simple story/song.
- 42% of the students could speak 5 lines on a simple contextual topic like a market. Another 32% of the students have spoken about the picture and haven't included their experiences. The remaining 26% of the students could not speak on a topic seeing a picture, in their local dialect. These students are to be supported with lots of learning opportunities to develop this skill.
- Only 27% of the students could decode 'simple previous grade level' text and write 2 sentences, seeing a picture. While 20% of the students show progression in decoding and writing, more than 50% of the students are struggling in this area.
- It is universally accepted that children enter the schooling system with acquired language skills, i.e. listening and speaking. The schools will help them learn other language skills using the above-said acquired skills. The data clearly says that the students are struggling in listening & speaking and this might have affected in developing reading & writing skills.



Key Insights from Grade 4

- Around 51% of the students have achieved the expected competencies that are assessed.
- More than 60% of the students (average of C4 & C5 is 64%) could comprehend what they hear/read and respond to related questions. While 20% of students show progression, the remaining 16% of the students need support.
- While 50% of the students could speak about a familiar topic, 39% of the students struggled to speak with coherence. This skill needs to be focused since it is very important for meaning making. The remaining 11% of the students could not even talk in their own dialect.
- 46% of the students could decode 'simple previous grade level' text and the remaining 54% of the students struggled.
- Only 30% of the students could write 3 sentences about a given picture and the remaining 70% of the students struggles. Around 50% of grade 4 students could write a few words from the picture, which communicates that they are unaware of sentence structure or have fewer opportunities for writing in their own words.
- It is to be noted that, 67% of the students could read a simple story, comprehend, and respond to questions, while only 46% of the students could DECODE the simple text.



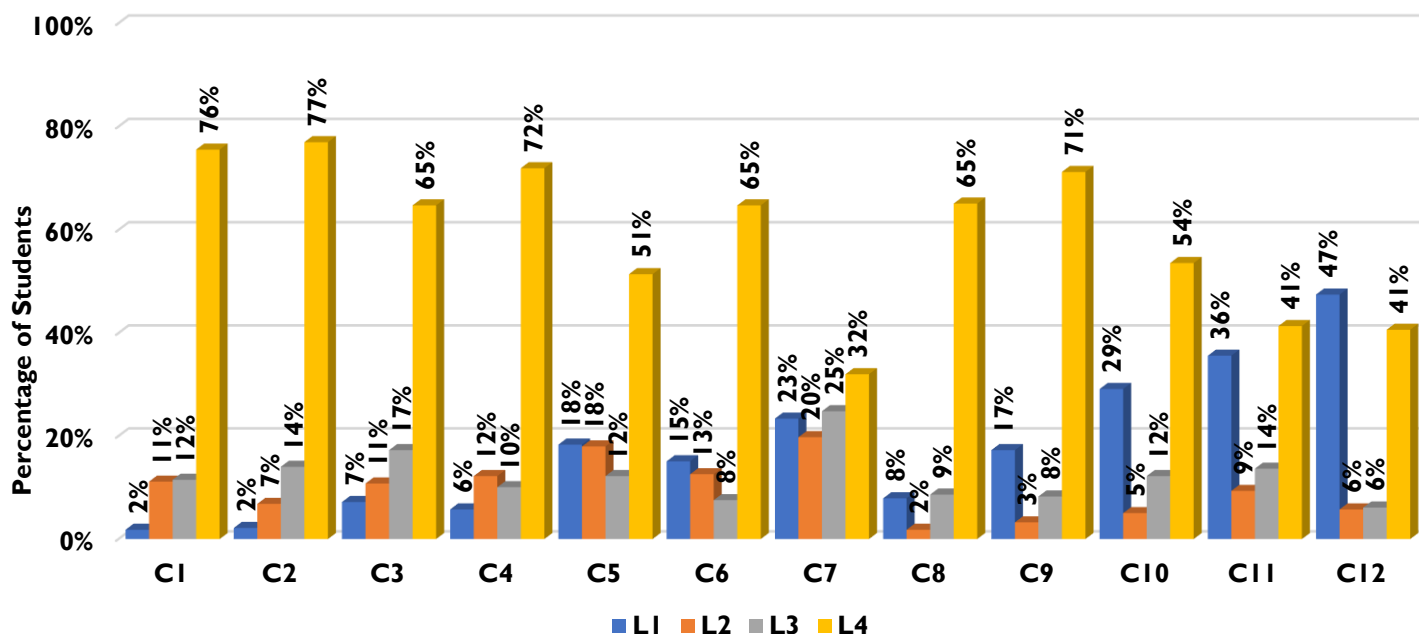
Key insights from grade 5

- Around 51% of the students have achieved the expected competencies that are assessed.
- The above graph shows that 73% of students could read and comprehend the given story and answer both knowledge-based and inferential questions. Another 14% of the students could answer only knowledge level question and 5% of the students could answer only inferential question. It could be inferred that 92% of the students could read stories with comprehension.
- 62% of students could read and comprehend a comic story and answer both retrieval and application-level questions. Another 25% of the students could answer only retrieval question and 7% of the students could answer only inferential question. It could be inferred that 94% of the students could read comic stories with comprehension.
- 90% of the students could state their wish, in which only 56% of the students could explain the reason behind their wish. The remaining 10% of the students could not even state what they like or dislike in grade 5. Around 33% of the students could decode 'simple previous grade level' text and write 5 sentences about a topic with picture clue. Around 30% of the students shows progress and the remaining 35-40% of the students need support in developing skills in reading and writing.
- 28% of the students could write 1-2 sentences about a picture and 26% of the students could write words from the picture and not able to write in sentences.

General observations:

- The performance in listening comprehension has improved 4% from grade 3 to grade 4.
- The performance in speaking skills shows increasing trend from grade 3 to 5 – 42%, 50% & 56% respectively.
- The performance in reading comprehension also shows increasing trend from grade 4 to grade 5 (67% to 73%).
- Performance in decoding the text has increased from grade 3 to grade 4 (27% to 46%) and decreased in grade 5 (34%)
- Achievement in writing shows an increasing trend from grade 3 to 5 (27%, 30% & 32%). In grade 3, around 50% of the students couldn't listen to stories & songs and respond to questions asked. This lacuna impacted in reading writing also. If listening and speaking skills are strengthened, learning to read and write will be comparatively easier. This would be due to the less exposure to language due to school closure during Covid. These children had missed the learning opportunity of previous 2 grades. The impact is high in grade 3 when comparing to grade 4 and 5, because the grade 3 students had missed the beginning steps of the ladder.

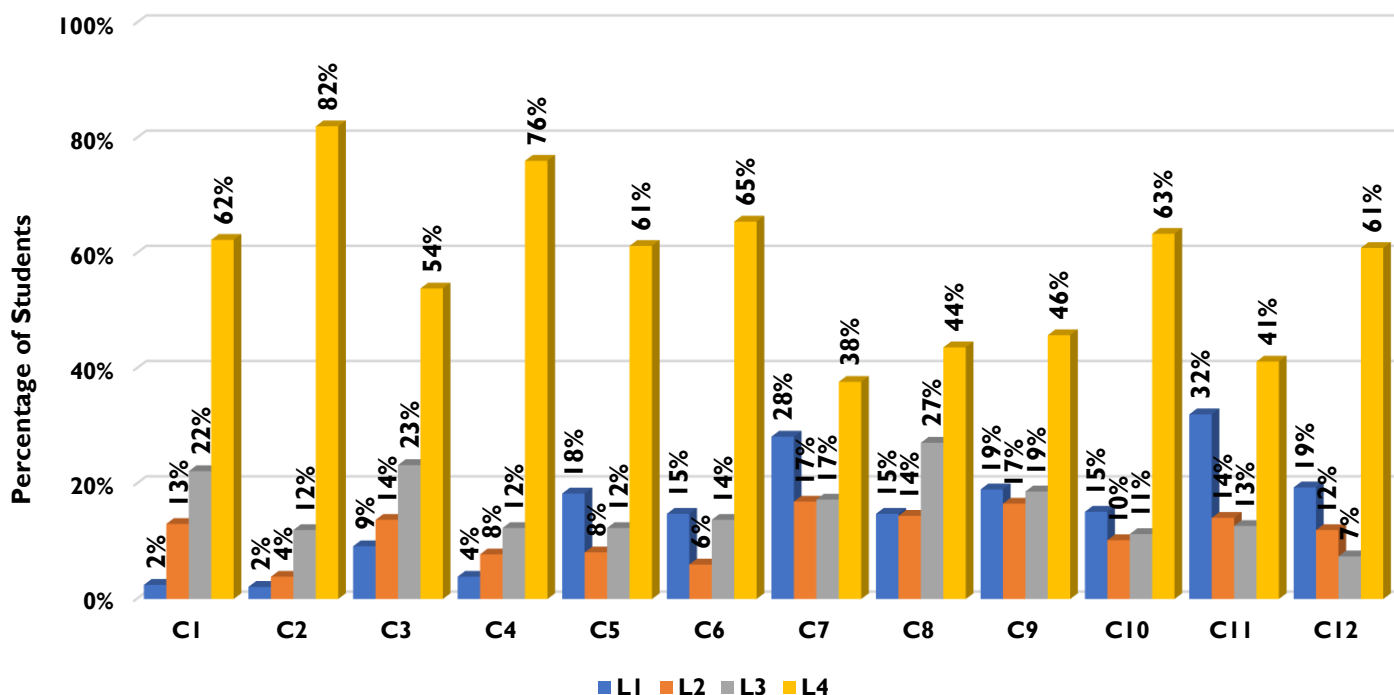
MATHEMATICS - CLASS 3



Key insights from grade 3

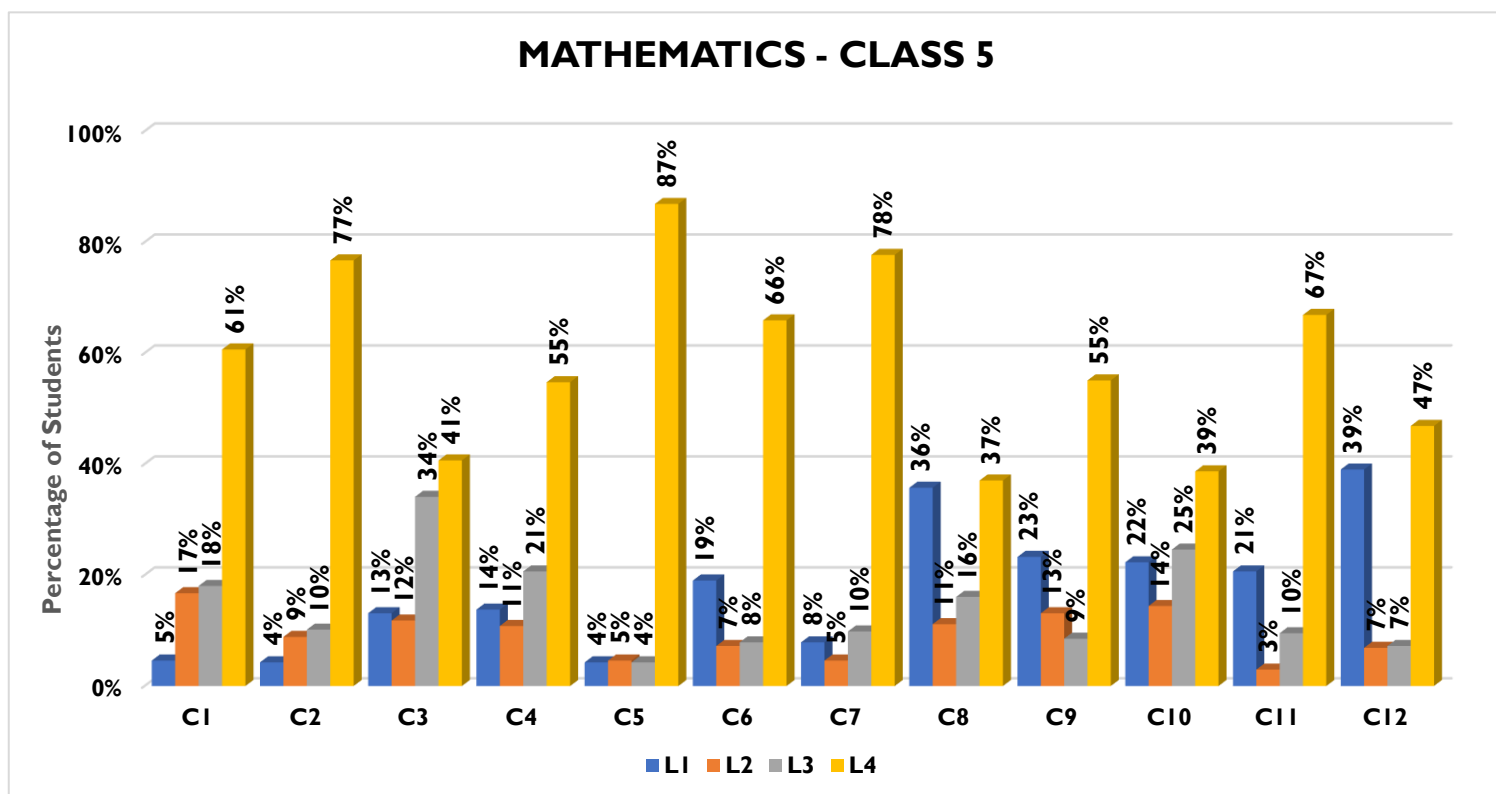
- More than 70% of the students have achieved the competencies in number sense (number identification and comparison) orally, addition without regrouping and group (division).
- 65% of the students have achieved the competencies in writing numerals for number names, subtraction without regrouping and repeated addition (multiplication)
- An average of 45% of the students (C10, C11, & C12) could read the word problems, identify the operations, and solve them.
- Students struggle to do subtraction with regrouping which scored the least i.e., 32%. 'Regrouping' is one of the challenging competencies for more than 60% of students, which includes place value, estimation, etc.
- While 72% of the students could do addition without regrouping logarithmically, only 54% of the students could do the same in word problem which clearly indicates the significance of language in math classroom.
- In contrast, while only 32% of the students could do subtraction with regrouping logarithmically, 41% of the students could do subtraction with regrouping in word problem.

MATHEMATICS - CLASS 4



Key insights from grade 4

- From the table above it is inferred that 82% of the students could compare 4-digit numbers and say orally, which is bigger.
- 76% of the students could do addition of 4-digit numbers without regrouping.
- Around 45 % of the students could do multiplication and division of 2-digit numbers.
- Students struggle to do subtraction with regrouping which scored the least i.e. 33%.
- More than 60% of the students could solve word problems without regrouping, while 59% of the students were struggling to solve word problems with regrouping.
- Writing numerals for number names continued to be difficult for students (only 54% achievement)



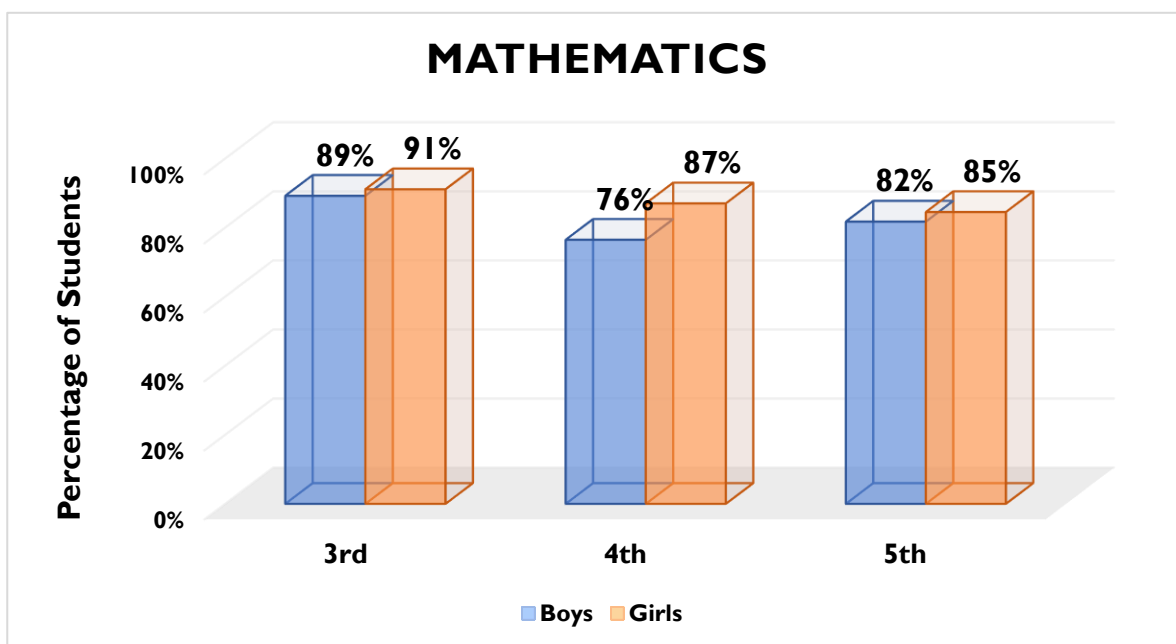
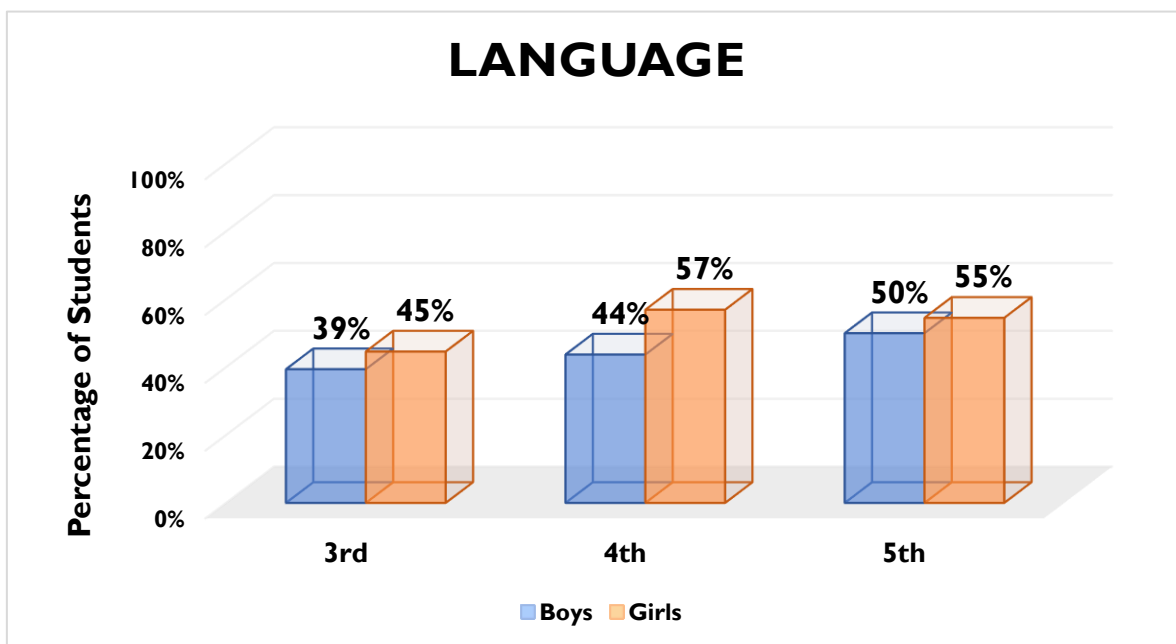
Key insights from grade 5

- 87% of the students can exhibit proficiency in addition & 78% in subtraction, without regrouping.
- Similarly, 66% of the students can exhibit proficiency in addition & 37% in subtraction, with regrouping.
- In number sense, 61% of the students could identify numbers and 77% of the students could compare numbers, orally.
- Only 41% of the students could expand 5-digit number, while others struggle.
- 67% of the students could do addition and only 47% of the students could do subtraction in word problems with regrouping.
- More than 60% of the students struggle to do 4-digit subtraction with regrouping & division by single digit, while 45% struggle in 3-digit multiplication.
- More than 40% of the students haven't attended or given wrong answer for subtraction with regrouping both in algorithm and word problem.

General observations:

- Writing numerals for number names seen decreasing trend from grade 3 to 5, as the number digits increases
- 'Concept of regrouping' found to be challenging for all 3 grades. More focus should be given in 'place value concept.'
- Higher achievement in number comparison in all 3 grades

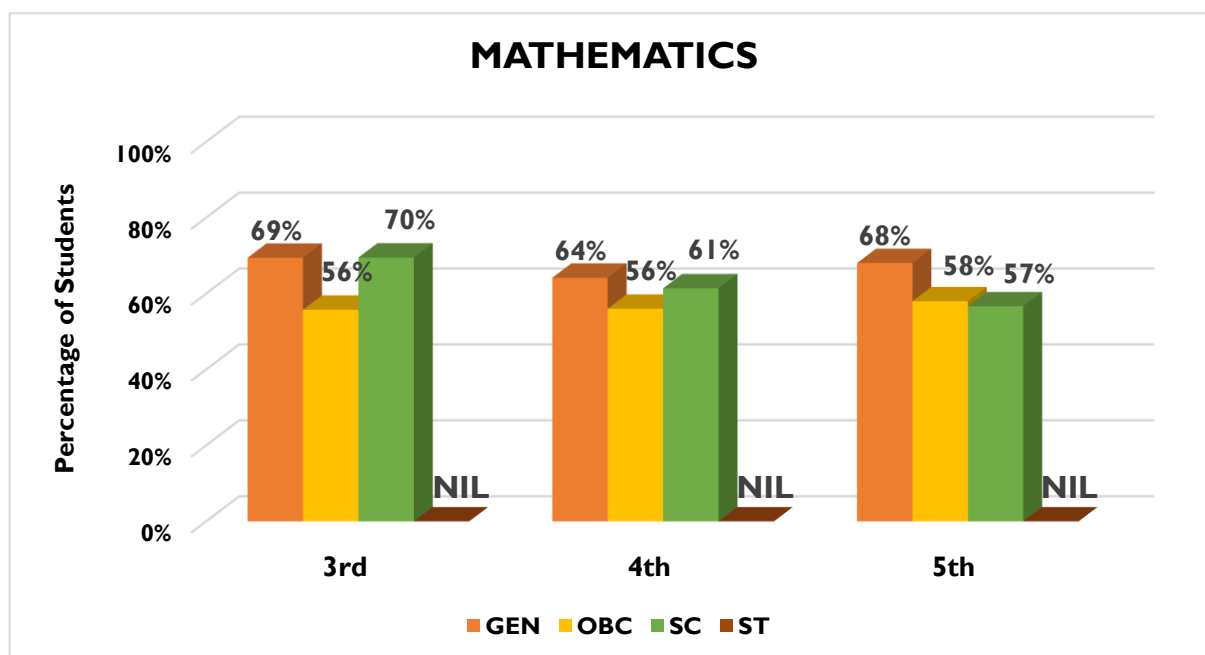
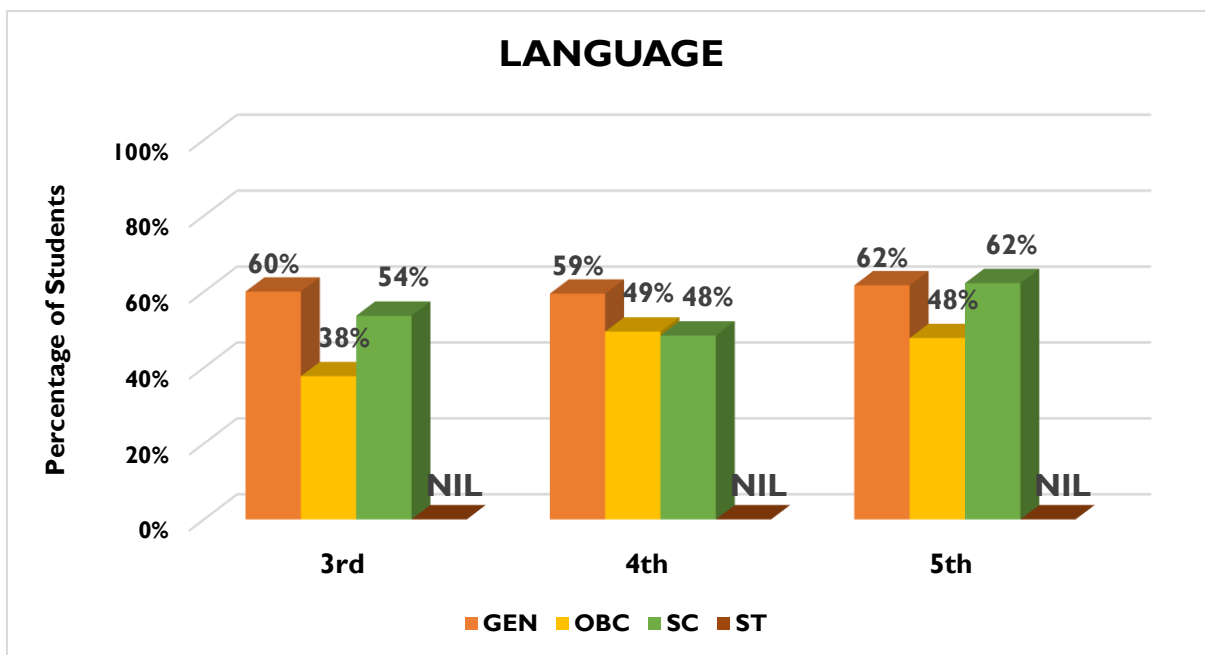
GENDER WISE PERFORMANCE



Key insights on Gender-wise performance

- Girls' performance is higher in all 3 grades in both language and Math.
- In language, the difference is 13% in grade 4 and minor difference in grade 4 & 5, which is 5-6%
- Similarly, in Math, much difference is observed in grade 4 (11%) and negligible difference (2% & 3%) in grade 3 and 5.

SOCIAL CATEGORY WISE PERFORMANCE



Key insights on social category-wise performance

- The analysis is done in 3 categories of students – General, OBC & SC. There are no ST category students in all 3 grades.
- In grade 3 & 4, the performance in math is higher than in language. The performance of general category students is higher in language while SC category students' performance is higher in Math. OBC category students performed the least in both subjects, except in grade 4 language (just 1% difference)
- in grade 5 language, both general & SC category students' performance is same and higher than OBC category students. Whereas, in grade 5 math, it is showing decreasing trend from general, OBC and SC category students – 68%, 58% & 57% respectively.
- However, there isn't much difference observed in the performance among these 3 categories, except grade 3 language.

•

ANNEXURES

CIRCULAR

**GOVERNMENT OF PUDUCHERRY
DIRECTORATE OF SCHOOL EDUCATION
SAMAGRA SHIKSHA**

No.1161/SS/ PAS/2022-23

Puducherry dt. 22/03/2023

CIRCULAR

Sub: Samagra Shiksha - To conduct **Puducherry Achievement Survey (PAS)** - Reg.

The Directorate of School Education, Samagra Shiksha, has planned to conduct the Puducherry Achievement Survey (PAS) for **Puducherry and Karaikal March 30th and 31st**, for **Mahe region 23rd and 30th of March, 2023** and for **Yanam region 24th and 25th of March, 2023** as part of the **NIPUN Bharat mission**.

Around 750 Student-Teachers from five colleges will be involved in this massive exercise to conduct the survey in all Government schools in Puducherry and Karaikal.

The printed Assessment Tools were delivered to all Inspecting Officers' office. The Inspecting Officers are requested to make arrangements for the distribution of Question Papers to all the Govt. schools having classes 3, 4 & 5 under your control as per the enrollment.

The student-teachers will report the assigned school **on 30th and 31st of March, 2023 at 9.00 AM** to conduct FLN assessment for the classes **3, 4, & 5** for the subjects **Tamil and Mathematics**.

The schools listed in the **Annexure-1**, PAS will be conducted by the teachers themselves as per the guidelines given in the training.

Your co-operation is highly solicited in this regard.

//By Order//



(N.DINAKAR)

STATE PROJECT DIRECTOR

INSTRUCTION SHEET

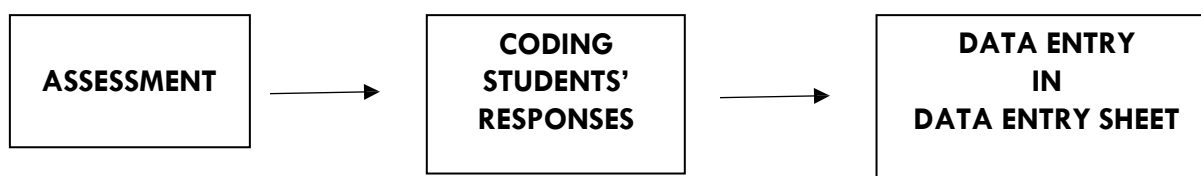
FOUNDATIONAL LITERACY & NUMERACY ASSESSMENT 2022-23

COMMON INSTRUCTIONS FOR ASSESSORS

ASSESSMENT KIT FOR EACH CLASS INCLUDES

- Student Copies – Language & Maths
- Assessor Copies including Rubrics – Language & Maths
- Data Entry Sheet
- **Stationary for Assessors (Pen & folders to pack tools)**

PROCESS INVOLVED



BEFORE ASSESSMENT

- Assessors will be given **student copies** (as per the class strength) & **assessor copies** for each subject.
- Check the number of copies against class strength & whether all pages are printed properly.
- Read the instructions given in the assessor copy carefully before roll-out.
- Understand the oral questions & written questions in each subject and plan accordingly.
- Fill in the particulars in the Data Entry Sheet with the help of class teacher on the day of the assessment.
- Write the name of the student in the student copy before distribution. (Other details can be filled after the assessment.)
- Write all particulars in English (CAPITAL letters) using a blue/black ball point pen.

(All particulars need to be filled by the assessor only)	
NAME OF THE STUDENT	
GENDER	BOY/GIRL
SOCIAL CATEGORY	GEN/OBC/SC/ST
NAME OF THE SCHOOL	
DISTRICT	PDY/KKL/YAN/MAHE

ASSESSMENT SCHEDULE

DAY 1	LANGUAGE (TAMIL, TELUGU, MALAYALAM)
DAY 2	MATHS

DURING ASSESSMENT

General Instructions:

- Ask students to keep all their materials on one side of the classroom, except stationary needed for the assessment.
- Ensure that the child is seated in a comfortable place at the time of the assessment.
- If a child is not responding to any question, encourage the child to attempt.
- You can allow the child to drink water or use the washroom during the assessment, if need be.
- There are **no optional** questions. All questions need to be attempted by all students

	No. of Questions (Language)	No. of Questions (Maths)
Class 3	5 (1 written & 4 oral)	12 (10 written & 2 oral)
Class 4	5 (1 written & 4 oral)	12 (10 written & 2 oral)
Class 5	5 (1 written & 4 oral)	12 (10 written & 2 oral)

Instructions for Written test:

- Seat maximum of 3 students on a bench.
- Give instructions for each written question as mentioned in the Assessor copy.

Instructions for Oral test:

- Sit at the level of the child, maintain eye contact, be polite and exhibit a positive body language.
- Students' levels need to be captured in the student copy by referring to the rubrics.

AFTER ASSESSMENT

- Code the students' responses for written questions (L1, L2, L3, L4) in each student copy based on the rubrics.
- Enter the codes for all the students in the **data entry sheet**.
- Take the class teacher's support, if needed during coding / data entry.
- Finally, submit the student copies, Assessor copies and filled data entry sheet to the HM of the respective school.

FOUNDATIONAL LITERACY & NUMERACY ASSESSMENT 2022-23 SARASWATI SHIKSHA, PUDUCHERRY																				
PARTICULARS TO BE FILLED BY THE ASSESSOR																				
NAME OF THE SCHOOL: _____		DISTRICT: _____		BLOCK CODE: _____		CLASS: _____		CLASS STRENGTH: _____		NO. OF STUDENTS ASSESSED - LANG: _____		MATHS: _____								
S. No.	NAME OF THE STUDENT	SEX	SOCIAL CATEGORY (GENEROSECT)	LANGUAGE					MATHEMATICS											
				Q1	Q2	Q3	Q4	Q5	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				

**SAMPLE QUESTION PAPER
&
ASSESSOR COPY**



Government of Puducherry

**DIRECTORATE OF SCHOOL EDUCATION
SAMAGRA SHIKSHA – PUDUCHERRY**



**FOUNDATIONAL LITERACY & NUMERACY
ASSESSMENT**

2022-23

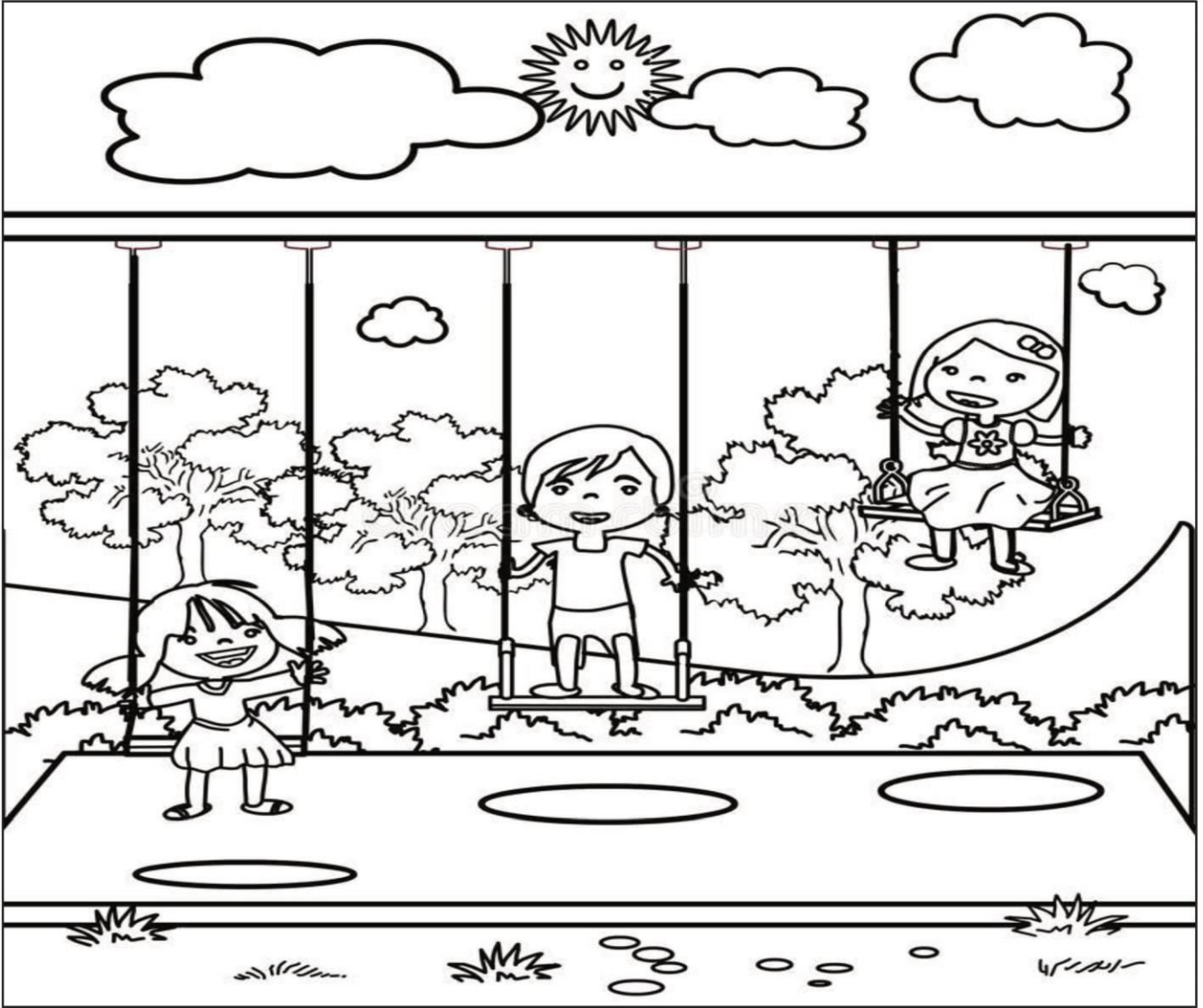
CLASS 3 – LANGUAGE (தமிழ்)

வினாத்தாள்

(All particulars need to be filled by the assessor only)

NAME OF THE STUDENT	
GENDER	BOY/GIRL
SOCIAL CATEGORY	GEN/OBC/SC/ST
NAME OF THE SCHOOL	
DISTRICT	PDY/KKL/YAN/MAHE

1. கீழே உள்ள படத்தைப் பற்றி 2 சொற்றொடர்கள் எழுதவும்.



2. படத்தில் காட்டப்பட்டுள்ள இடம் எது? இந்த இடத்தைப் பற்றி உனது அனுபவத்தை இணைத்து 5 சொற்றொடர்கள் பேசவும்.



L 1	L 2	L 3	L 4
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3. கதையைக் கேட்ட பிறகு அதிலிருந்து கேட்கப்படும் கேள்விகளுக்கு வாய்மொழியாகப் பதில் அளிக்கவும்.

மீனாவும் ரீனாவும் தோழிகள். இருவரும் தினமும் சேர்ந்து விளையாடுவார்கள். ஒரு நாள் விளையாடுவதற்காக மைதானத்திற்குச் சென்றனர். அங்கு சலீம், ராம், ஜான், பாரதி எல்லோரும் கபடி விளையாடிக் கொண்டிருந்தனர். “எங்களையும் கபடியில் சேர்த்துக் கொள்ளுங்கள்.” என்றாள் மீனா. “எங்கள் குழுவுக்கு ரீனா.” என்று கத்தினான் ராம். பாரதியின் அணிக்குச் சென்றாள் மீனா. அனைவரும் சேர்ந்து கபடி விளையாடினர்.

- மீனாவும் ரீனாவும் எங்குச் சென்றனர்?
- “எங்கள் குழுவுக்கு ரீனா” என்று ராம் எதற்காகக் கத்தினான்?

L 1	L 2	L 3	L 4
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4. பின்வரும் பாடலைப் படித்துக் காட்டவும்.

தரையின் மேலே தொட்டி பார்
தொட்டி மேலே செடியைப் பார்

செடியின் மேலே பூவைப் பார்
பூவின் மேலே வண்டைப் பார்

வண்டின் மேலே பளபளக்கும்
வண்ணம் உண்டு அதையும் பார்

L 1	L 2	L 3	L 4
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5. கீழே கொடுக்கப்பட்டுள்ள பாடலைக் கேட்டுப் பின்வரும் கேள்விகளுக்கு வாய்மொழியாகப் பதில் அளிக்கவும்.

டிரிங்ட்ரிங் டிரிங்ட்ரிங் வண்டி வருது
சீனு ஓட்டும் சைக்கிள் வருது

பாம்பாம் பாம்பாம் வண்டி வருது
பாய்ந்து போகும் மோட்டார் வருது

குப்குப் குப்குப் ரயில் வருது
கூவெனக் கத்திக் கொண்டு ஓடிப்போகுது

i. ரயில் ஓடும் சத்தம் பாடலில் எப்படிக் கொடுக்கப்பட்டுள்ளது?

ii. "பாய்ந்து போகும்" - என்றால் என்ன?

L 1	L 2	L 3	L 4
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Government of Puducherry

DIRECTORATE OF SCHOOL EDUCATION SAMAGRA SHIKSHA – PUDUCHERRY



FOUNDATIONAL LITERACY & NUMERACY ASSESSMENT

2022-23

CLASS 3 – LANGUAGE (தமிழ்)

மதிப்பீட்டாளர் கையேடு

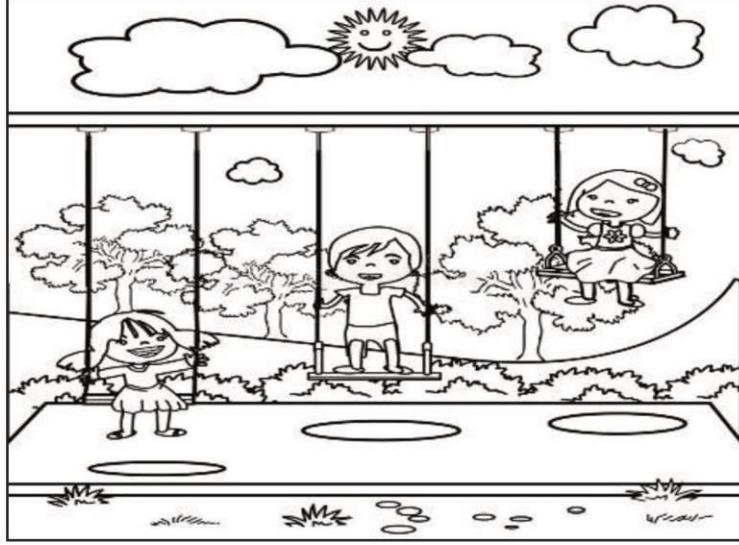
மதிப்பீட்டிற்கான வழிகாட்டுதல்கள்

- இந்த வினாத்தாளில் மொத்தம் 5 வினாக்கள் உள்ளன.
- மதிப்பீட்டாளர், ஒவ்வொரு வினாவையும் இரண்டு முறை வாசிக்க வேண்டும்.
- வினா 1க்கு மாணவர்கள் எழுதி விடையளிப்பார்கள். அனைத்து மாணவர்களையும் ஒரே நேரத்தில் எழுத வைக்கவும். இதற்கு 10 நிமிடங்கள் எடுத்துக் கொள்ளலாம்
- 2 முதல் 5 வரை உள்ளவை வாய்வழி வினாக்கள். அனைத்து மாணவர்களையும் ஒருவர் பின் ஒருவராக மதிப்பிட வேண்டும். 4 வினாக்களையும் முடிக்க, ஒவ்வொரு மாணவருக்கும் 20 நிமிடங்கள் தேவைப்படும்.
- ஒவ்வொரு வினாவை முடிக்கும் போது, மாணவரின் கற்றல் நிலையை (Level) டிக் செய்ய வேண்டும்.

வினா 1 (Written)

எழுதுதல் திறன்: மாணவர்களைப் படத்தைப் பார்க்கச் சொல்லவும். சிறிது நேரம் கழித்துக் கொடுக்கப்பட்டுள்ள கேள்வியைப் படித்துக் காட்டவும். கோடிட்ட இடங்களில் பதிலை எழுதச் சொல்லவும்.

கீழே உள்ள படத்தைப் பற்றி 2 சொற்றொடர்கள் எழுதவும்.



வினா 2 (Oral)

வாய்வழி வெளிப்படுத்துதல்: மாணவர்களிடம் படத்தைக் கொடுத்து விட்டு, அதை உற்றுக் கவனிக்க சிறிது நேரம் அளிக்கவும். பின்னர் கேள்வியைப் படித்துக்காட்டி 5 சொற்றொடர்கள் பேச அவர்களை ஊக்குவிக்கவும். படத்தைப் பற்றி அல்ல; இடத்தைப் பற்றி அவர்களின் அனுபவத்தை இணைத்துப் பேசவேண்டும் என்பதை இன்னும் ஒருமுறை தெளிவு படுத்தவும்.

படத்தில் காட்டப்பட்டுள்ள இடம் எது? இந்த இடத்தைப் பற்றி உனது அனுபவத்தை இணைத்து 5 சொற்றொடர்கள் பேசவும்.



L 1

L 2

L 3

L 4

வினா 3 (Oral)

கேட்டுப் புரிதல்: மாணவர்களுக்குக் கதையைப் படித்துக் காட்டவும். பின்னர் கேள்விகளைக் கேட்டு வாய்மொழியாகப் பதில் அளிக்கச் சொல்லுங்கள்.

கதையைக் கேட்ட பிறகு அதிலிருந்து கேட்கப்படும் கேள்விகளுக்கு வாய்மொழியாகப் பதில் அளிக்கவும்.

மீனாவும் ரீனாவும் தோழிகள். இருவரும் தினமும் சேர்ந்து விளையாடுவார்கள். ஒரு நாள் விளையாடுவதற்காக மைதானத்திற்குச் சென்றனர். அங்கு சலீம், ராம், ஜான், பாரதி எல்லோரும் கபடி விளையாடிக் கொண்டிருந்தனர். “எங்களையும் கபடியில் சேர்த்துக் கொள்ளுங்கள்.” என்றாள் மீனா. “எங்கள் குழுவுக்கு ரீனா” என்று கத்தினான் ராம். பாரதியின் அணிக்குச் சென்றாள் மீனா. அனைவரும் சேர்ந்து கபடி விளையாடினர்.

- மீனாவும் ரீனாவும் எங்கு சென்றனர்?
- “எங்கள் குழுவுக்கு ரீனா” என்று எதற்காகக் கத்தினான் ராம்? சிந்தித்துப் பதில் கூறுங்கள்.

L 1	L 2	L 3	L 4
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வினா 4 (Oral)

சரளமாக வாசித்தல்: மதிப்பீட்டுத்தாளை மாணவரிடம் கொடுத்துப் பாடலை ஓசை நயத்துடன் படிக்கச் சொல்லுங்கள். அவர்களாகவே படிக்க வேண்டும்.
மதிப்பீட்டாளர் படித்துக் காட்டவோ அல்லது மாணவர்கள் படிப்பதற்கு உதவவோ கூடாது.

பின்வரும் பாடலைப் படித்துக் காட்டவும்.

தரையின் மேலே தொட்டி பார்
தொட்டி மேலே செடியைப் பார்

செடியின் மேலே பூவைப் பார்
பூவின் மேலே வண்டைப் பார்

வண்டின் மேலே பளபளக்கும்
வண்ணம் உண்டு அதையும் பார்

L 1	L 2	L 3	L 4
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வினா 5 (Oral)

கேட்டுப் புரிதல்: பாடலை இருமுறை மாணவர்களுக்குப் படித்துக் காட்டவும். பின்னர் கேள்விகள் i & ii யைப் படித்துக் காட்டவும். மாணவர்களை வாய்மொழியாகப் பதில் அளிக்கச் சொல்லவும்.

கீழே கொடுக்கப்பட்டுள்ள பாடலைக் கேட்டுப் பின்வரும் கேள்விகளுக்குப் பதில் அளிக்கவும்.

டிரிங்ட்ரிங் டிரிங்ட்ரிங் வண்டி வருது
சீனு ஓட்டும் சைக்கிள் வருது
பாம்பாம் பாம்பாம் வண்டி வருது
பாய்ந்து போகும் மோட்டார் வருது
குக்குப் குக்குப் ரயில் வருது
கூவெனக் கத்திக்கொண்டு ஓடிப்போகுது

- i. ரயில் ஓடும் சத்தம் பாடலில் எப்படிக் கொடுக்கப்பட்டுள்ளது?
- ii. "பாய்ந்து போகும்" – என்றால் என்ன?

L 1	L 2	L 3	L 4
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தமிழ் – வகுப்பு 3

மதிப்பீட்டுக் கூறுகளை அடிப்படையாகக் கொண்டு மாணவர்களின் நிலையை மதிப்பிடுக.

வினா 1 (குறிப்பு: எழுத்துப் பிழைகளைக் கருத்தில் கொள்ள வேண்டாம்; ஆயினும், மாணவர்கள் எழுதி இருப்பது புரிந்து கொள்ளும் வகையில் இருக்க வேண்டும். பேச்சு வழக்கிலும் எழுதி இருக்கலாம்.)

மதிப்பீட்டுக் கூறுகள்	நிலை
படத்தைப் பற்றி 2 சொற்றொடர்களைச் சரியாக எழுதி இருத்தல். (எ.கா. சிறுவர்கள் ஊஞ்சலில் ஆடுகிறார்கள். பாப்பா தம்பி எல்லாம் பார்க்கில் விளையாடுகிறார்கள்... போன்றவாறு படத்திற்குத் தொடர்புடைய சொற்றொடர்களை எழுதி இருத்தல்)	4
2 முழுமையடையாத சொற்றொடர்களை (எ.கா. விளையாட்டு இருந்தது. பையன் மரத்தடி, ஊஞ்சல் ஆட்டம்... என்றவாறு) எழுதி இருத்தல். (அல்லது) படத்தைப் பற்றி 1 சொற்றொடரைச் சரியாக எழுதி இருத்தல் (அல்லது) 1 சரியான சொற்றொடரும், 1 முழுமையடையாத சொற்றொடரையும் எழுதி இருத்தல்	3
படத்தைப் பற்றிச், சொற்றொடராக இல்லாமல் தனித்தனி வார்த்தைகளாக (எ.கா. பாப்பா, பையன், விளையாட்டு, ஊஞ்சல், மரம், சூரியன்,... என்றவாறு) எழுதி இருத்தல்.	2
எதையும் எழுதவில்லை (அல்லது) படத்திற்குத் தொடர்பின்றி எழுதி இருத்தல்	1

வினா 2 (குறிப்பு: மாணவர்கள் பதில் அளிக்கும் போது, பேச்சு வழக்கிலோ அல்லது வட்டார மொழியிலோ பேசலாம்)

மதிப்பீட்டுக் கூறுகள்	நிலை
5 தொடர்கள் பேச வேண்டும். குறைந்த பட்சம், 3 சொற்றொடர்களில் தன் அனுபவங்களை இணைத்துப் பேச வேண்டும். (எ.கா. அது காய்கறி கடை. அங்க நிறைய கடைக்காரங்க காய்கறி விக்கிறாங்க. அப்பாவும் நானும் போய் வாங்குவோம். வெங்காயம், தக்காளி, கத்திரிக்காய்... எல்லாம் வங்குவோம். எனக்குக் கடைக்குப் போகப் பிடிக்கும்... போன்றவாறு படத்திற்குத் தொடர்புடையவற்றைப் பேசுதல்)	4
கடையினைப் பற்றி/ தலைப்பு சார்ந்து, தனது அனுபவங்களை இணைக்காமல் பேசுதல். (எ.கா. நிறைய கடை இருக்கு. காய்கறி வாங்குறாங்க. பை வச்சிருக்காங்க... போன்றவை)	3
தலைப்பு சார்ந்து சில பெயர்கள்/ பொருட்களை வார்த்தைகளாகச் (எ.கா. கடை, காய்கறி, தராசு, காசு... போன்றவை) சொல்லுதல்.	2
வாய்மொழியாக எதையும் பேசவில்லை. (அல்லது) கொடுக்கப்பட்டுள்ள தலைப்புக்குத் தொடர்பு இல்லாது பேசுதல்	1

வினா 3 (குறிப்பு: மாணவர்கள் பதில் அளிக்கும் போது, பேச்சு வழக்கிலோ அல்லது வட்டார மொழியிலோ பேசலாம்)

பதில் 1: ரீனாவும் மீனாவும் மைதானத்திற்குச் சென்றனர் / மைதானத்திற்கு / கிரவுண்டுக்கு / விளையாடுற இடத்துக்கு – போன்றவை

பதில் 2: ரீனா நன்றாக ஓடுவாள்/ விளையாடுவாள்/ ரீனாவிற்குக் கபடி ரூல்ஸ் தெரியும்/ ரீனா ராமுவோட ஃப்ரண்டு – போன்றவை

மதிப்பீட்டுக் கூறுகள்	நிலை
2 கேள்விகளுக்கும் சரியான பதிலளித்தல்.	4
இரண்டாம் கேள்விக்கு மட்டும் பதிலளித்தல்.	3
முதல் கேள்விக்கு மட்டும் பதிலளித்தல்.	2
2 கேள்விகளுக்கும் பதிலளிக்க முடியவில்லை / தவறான பதில் தருதல்	1

வினா 4

மதிப்பீட்டுக் கூறுகள்	நிலை
பாடலிலுள்ள அனைத்து வார்த்தைகளையும் சரியாகவும் சரளமாகவும் ஓசை நயத்துடனோ (அ) இல்லாமலோ படித்தல். ஒரே வார்த்தைகளைத் தடுமாற்றத்துடன் படிப்பதை ஏற்கலாம்.	4
பாடலிலுள்ள தெரிந்த வார்த்தைகளைச் சரளமாகவும் தெரியாத வார்த்தைகளை எழுத்துக் கூட்டியும் படித்தல்.	3
பாடலிலுள்ள வார்த்தைகளை எழுத்துக் கூட்டிப் படித்தல்.	2
பாடலைப் படிக்க முடியவில்லை.	1

வினா 5 (குறிப்பு: மாணவர்கள் பதில் அளிக்கும் போது, பேச்சு வழக்கிலோ அல்லது வட்டார மொழியிலோ பேசலாம்)

பதில் 1: குப்குப்து ரயில் வருது / ரயில் குப்குப்து கத்திக்கிட்டு ஓடுச்சி / குப் குப்துப்து - போன்றவை

பதில் 2: வேகமா வருது / ஸ்பீடா வந்துச்சி / ரொம்ப வேகமா வந்துச்சி – போன்றவை

மதிப்பீட்டுக் கூறுகள்	நிலை
2 கேள்விகளுக்கும் சரியான பதிலளித்தல்.	4
இரண்டாம் கேள்விக்கு மட்டும் பதிலளித்தல்.	3
முதல் கேள்விக்கு மட்டும் பதிலளித்தல்.	2
2 கேள்விகளுக்கும் பதிலளிக்க முடியவில்லை / தவறான பதில் தருதல்	1



Government of Puducherry

**DIRECTORATE OF SCHOOL EDUCATION
SAMAGRA SHIKSHA – PUDUCHERRY**



**FOUNDATIONAL LITERACY & NUMERACY
ASSESSMENT**

2022-23

**CLASS 3 – MATHEMATICS
STUDENT COPY**

(All particulars need to be filled by the assessor only)

NAME OF THE STUDENT	
GENDER	BOY/GIRL
SOCIAL CATEGORY	GEN/OBC/SC/ST
NAME OF THE SCHOOL	
DISTRICT	PDY/KKL/YAN/MAHE

Q1. **Read** the given numbers.

a) 5

b) 79

c) 284

Q2. Look at the numbers and tell which number is **bigger**

a)	6	8
b)	24	42
c)	560	241

Q3. Write the following numbers in their **numerical form**.

a)	Seven = _____
b)	Forty-one = _____
c)	Eight hundred and eight = _____

Q4. **Add** the following numbers.

a)

$$\begin{array}{r} 4 \\ + 1 \\ \hline \\ \hline \end{array}$$

b)

$$\begin{array}{r} 48 \\ + 20 \\ \hline \\ \hline \end{array}$$

c)

$$\begin{array}{r} 147 \\ + 231 \\ \hline \\ \hline \end{array}$$

Q5. **Add** the following numbers.

a)

$$\begin{array}{r} 9 \\ + 6 \\ \hline \\ \hline \end{array}$$

b)

$$\begin{array}{r} 28 \\ + 53 \\ \hline \\ \hline \end{array}$$

c)

$$\begin{array}{r} 293 \\ + 327 \\ \hline \\ \hline \end{array}$$

Q6. **Subtract** the following numbers.

a)

$$\begin{array}{r} 5 \\ - 3 \\ \hline \\ \hline \end{array}$$

b)

$$\begin{array}{r} 76 \\ - 35 \\ \hline \\ \hline \end{array}$$

c)

$$\begin{array}{r} 549 \\ - 329 \\ \hline \\ \hline \end{array}$$

Q7. **Subtract** the following numbers.

a)

$$\begin{array}{r} 12 \\ - 3 \\ \hline \\ \hline \end{array}$$

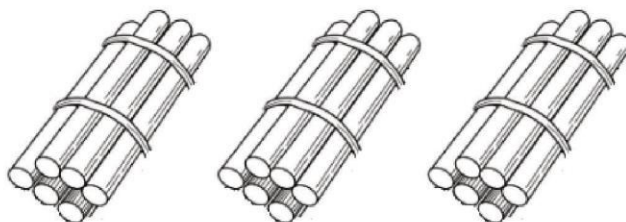
b)

$$\begin{array}{r} 97 \\ - 79 \\ \hline \\ \hline \end{array}$$

c)

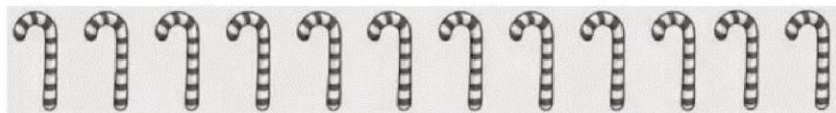
$$\begin{array}{r} 809 \\ - 799 \\ \hline \\ \hline \end{array}$$

Q8. There are 6 sticks in a bundle. How many sticks will be there in 3 such bundles?



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

Q9. Ayisha has 12 sticks. She wants to make a bundle of 3 sticks. How many such bundles can Ayisha make?



Q10. Joseph has 40 story books and Reena has 15 story books. How many story books they have **together**?

Q11. Abhi bought 135 chocolates on his birthday, and he gave 75 chocolates to his friends. How many **remaining** chocolates does Abhi have now?

Q12. Shanthi had 25 toys. His sister gave her 10 more toys. Shanthi gave 15 toys to her younger brother. How many toys are **left with** Shanthi?



Government of Puducherry

DIRECTORATE OF SCHOOL EDUCATION SAMAGRA SHIKSHA – PUDUCHERRY



FOUNDATIONAL LITERACY & NUMERACY ASSESSMENT 2022-23

CLASS 3 – MATHEMATICS ASSESSOR COPY

INSTRUCTIONS

- The question paper has **12 questions** with 2 oral and 10 written questions.
- Assessor will read each question to the student as per the instruction given.
- Questions 1 and 2 will be administered one by one giving **10 min per student**.
- Questions 3 to 12 will be administered in the whole group. Duration is **1 hour**.
- For the Questions 3 to 12, student will use the space provided to write their answer.

Question 1 (ORAL)

- Ask the students to read the given numbers.
- The students can read the number name in his/her own language (school/home).

Read the given numbers:

a) 5

b) 79

c) 284

Question 2 (ORAL)

- Read the question and do not read the numbers.
- The students can read the number name in his/her own language (school/home).

Look at the numbers and tell which number is **bigger**

a)	6	8
b)	24	42
c)	560	241

Question 3

- Read the question once and ask them to write in the space given.
- Assessor can read the number name once in **English**.

Write the following numbers in their **numerical form**.

a)	Seven = _____
b)	Forty-one = _____
c)	Eight hundred and eight = _____

Question 4

- Read the question once and ask them to write in the space given.
- Do not read the number.

Add the following numbers.

a)

$$\begin{array}{r} 4 \\ + 1 \\ \hline \\ \hline \end{array}$$

b)

$$\begin{array}{r} 48 \\ + 20 \\ \hline \\ \hline \end{array}$$

c)

$$\begin{array}{r} 147 \\ + 231 \\ \hline \\ \hline \end{array}$$

Question 5

- Read the question once and ask them to write in the space given.
- Do not read the numbers.

Add the following numbers.

a)

$$\begin{array}{r} 9 \\ + 6 \\ \hline \\ \hline \end{array}$$

b)

$$\begin{array}{r} 28 \\ + 53 \\ \hline \\ \hline \end{array}$$

c)

$$\begin{array}{r} 293 \\ + 327 \\ \hline \\ \hline \end{array}$$

Question 6

- Read the question once and ask them to write in the space given.
- Do not read the numbers.

Subtract the following numbers

a)

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

b)

$$\begin{array}{r} 76 \\ - 35 \\ \hline \end{array}$$

c)

$$\begin{array}{r} 549 \\ - 329 \\ \hline \end{array}$$

Question 7

- Read the question once and ask them to write in the space given.
- Do not read the numbers.

Subtract the following numbers

a)

$$\begin{array}{r} 12 \\ - 3 \\ \hline \end{array}$$

b)

$$\begin{array}{r} 97 \\ - 79 \\ \hline \end{array}$$

c)

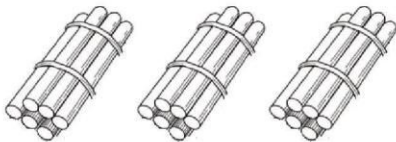
$$\begin{array}{r} 809 \\ - 799 \\ \hline \end{array}$$

Question 8

- Read the question twice and **do not Explain**.
- Ask them to write the answers in the space provided.
- Write the below example on the board and explain the question to understand the question better. **Example: There are 2 chocolates with one student. How many chocolates will be there with 2 students: $2+2=4$**

Note: Assessor can draw supporting picture for the example question

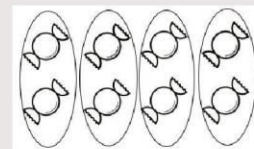
There are 6 sticks in a bundle. How many sticks will be there in 3 such bundles?



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

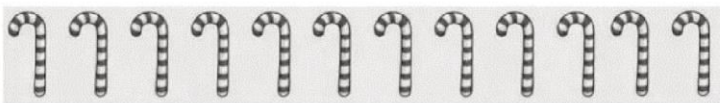
Question 9

- Read the question twice and **do not Explain**.
- Ask them to write the answers in the space provided.
- Write the below example on the board and explain the question to understand the question better. **Example: Balu has 8 chocolates he can fill 2 chocolates in a box. How many such boxes he can fill?**



Note: Assessor can draw supporting picture for the example question

Ayisha has 12 sticks. She wants to make 'bundles of 3 sticks'. How many such bundles can Ayisha make?



Question 10

- Read the question twice and **do not Explain**.
- Ask them to write the answers in the space provided.
- Assessor must inform the student to write the mathematical expression

Joseph has 40 story books and Reena has 15 story books. How many story books they have together?

Question 11

- Read the question once or twice and **do not explain**.
- Ask them to write the answers in the space provided.
- Assessor must inform the student to write the mathematical expression

Abhi bought 135 chocolates on his birthday and he gave 75 chocolates to his friends. How many remaining chocolates does Abhi have now?

Question 12

- Read the question once or twice and **do not explain**.
- Ask them to write the answers in the space provided.
- Assessor must inform the student to write the mathematical expression

Shanthi had 25 toys. His sister gave her 10 more toys. Shanthi gave 15 toys to her younger brother. How many toys are left with Shanthi?

Assessment Rubrics- Class 3

Q1. Reading Numbers

Criteria	Levels
All correct answers	4
Only (a) and (b) correct	3
Only (a) correct	2
<ul style="list-style-type: none"> • No Answer • Incorrect Answer • Any one or two correct answer except (a) 	1

Q2. Comparing Numbers

Correct Answers:

a) 8 b) 42 c) 560

Criteria	Levels
All correct answers	4
Only (a) and (b) correct	3
Only (a) correct	2
<ul style="list-style-type: none"> • No Answer • Incorrect Answer • Any one or two correct answer except (a) 	1

Q3. Writing Numerals

Correct Answers:

a) 7 b) 41 c) 808

Criteria	Levels
All correct answers	4
Only (a) and (b) correct	3
<ul style="list-style-type: none"> • Only (a) correct 	2
<ul style="list-style-type: none"> • No Answer • Incorrect Answer • Any one or two correct answer except (a) 	1

Q4. Adding Numerals (without carry over)

Correct Answers:

a) 5 b) 68 c) 378

Criteria	Levels
All correct answers	4
Only (a) and (b) correct	3
<ul style="list-style-type: none"> • Only (a) correct 	2
<ul style="list-style-type: none"> • No Answer • Incorrect Answer • Any one or two correct answer except (a) 	1

Q5. Adding Numerals (with carry-over)**Correct Answers:**

a) 15 b) 81 c) 620

Criteria	Levels
All correct answers	4
Only (a) and (b) correct	3
Only (a) correct	2
<ul style="list-style-type: none"> • No Answer • Incorrect Answer • Any one or two correct answer except (a) 	1

Q6. Subtracting Numbers (without borrowing)**Correct Answers:**

a) 2 b) 41 c) 220

Criteria	Levels
All correct answers	4
Only (a) and (b) correct	3
Only (a) correct	2
<ul style="list-style-type: none"> • No Answer • Incorrect Answer • Any one or two correct answer except (a) 	1

Q7. Subtracting Numbers (with borrowing)**Correct Answers:**

a) 9 b) 18 c) 10

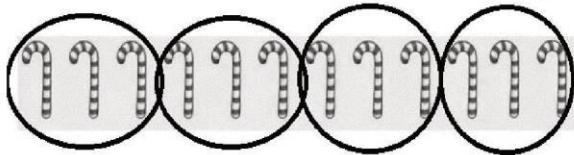
Criteria	Levels
All correct answers	4
Only (a) and (b) correct	3
Only (a) correct	2
<ul style="list-style-type: none"> • No Answer • Incorrect Answer • Any one or two correct answer except (a) 	1

Q8. Multiplication as repeated addition**Correct Answer:** $6+6+6=18$

Criteria	Levels
Groups correctly and gives correct answer	4
Groups correctly and gives incorrect answer eg., $6+6+6=20$	3
Groups incorrectly and writes correct (or) wrong answer eg., $3+3+6=18$, $3+3+3=6$...	2
Does not provide any answer	1

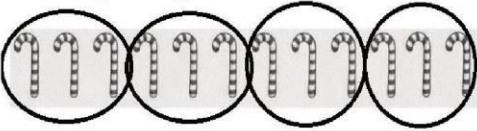
Q9 Division

Correct Answer: 4 and represents the groups either in picture or in numbers.



or



Criteria	Levels
Groups correctly and gives correct answer.	4
Groups correctly and gives incorrect answer. Eg.  = 9	3
Does not group and gives correct answer eg. 4	2
Does not provide any answer/Incorrect grouping	1

Q10. Word Problem- Addition

Joseph has 40 story books and Reena has 15 story books. How many story books they have together?

Correct Answer: $40 + 15 = 55$ (or)

$$\begin{array}{r} 40 \\ + 15 \\ \hline 55 \end{array}$$

Criteria	Levels
Writes correct steps and gives correct answer	4
Writes correct steps and gives incorrect answer eg., $40 + 15 = 64$	3
Writes correct answer without steps eg., writes only 55	2
Not Attended / Incorrect answer	1

Q11. Word Problem - Subtraction

Abhi bought 135 chocolates on his birthday and he gave 75 chocolates to his friends. How many remaining chocolates does Abhi have now?

Correct Answer: $135 - 75 = 60$ (or)

$$\begin{array}{r} 135 \\ - 75 \\ \hline 60 \end{array}$$

Criteria	Levels
Writes correct steps and gives correct answer	4
Writes correct steps and gives incorrect answer eg., $135 - 75 = 80$	3
Writes correct answer without steps eg., writes only 60	2
Not Attended/ Incorrect answer	1

Q12. Word Problem – Addition and Subtraction

Shanthi had 25 toys with him. His sister gave her 10 more toys. Shanthi then gave 15 toys to her younger brother. How many toys are is left with Shanthi ?

Correct Answer: $25+10-15 = 20$ (or) $(25+10)-15 = 20$ (or)

$$\begin{array}{r} 25 \\ + 10 \\ \hline 35 \end{array} \quad \begin{array}{r} 35 \\ - 15 \\ \hline 20 \end{array}$$

Criteria	Levels
Writes correct steps and gives correct answer: $25+10-15 = 20$ (or) $(25+10)-15 = 20$	4
Writes correct steps and gives incorrect answer eg., $25+10-15 = 35$	3
Writes correct answer without steps eg., writes only 20	2
Not Attended/ Incorrect answer	1

PAS TEAM



सत्यमेव जयते

Government of Puducherry

DIRECTORATE OF SCHOOL EDUCATION SAMAGRA SHIKSHA - PUDUCHERRY

&

EDUCATIONAL INSTITUTIONS

- District Institute of Education and Training – DIET, Puducherry
- Pope John Paul II College of Education, Puducherry
- Cooperative College of Education, Puducherry
- Vivekananda College of Education, Puducherry
- Senthil College of Education, Puducherry
- Perunthalaivar Kamarajar College of Education, Karaikal

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