



**Government of Maharashtra
School Education and Sports Department**

State Council of Educational Research and Training, Maharashtra, Pune

NIPUN BHARAT: Learning Survey Tool

Std. 4

Subject: English (LL)

Introduction:-

National Education Policy, 2020 expects that attaining foundational literacy and numeracy (FLN) for all children must become an immediate national mission. In the light of the recommendations, NIPUN Bharat mission was launched by the Ministry of Education, GoI on 5 July 2021 which was adopted by the state government with a resolution dated 27 October 2021. With reference to bridge the learning gap, the state government is implementing various initiatives. Keeping in mind to bridge the learning gap, the **NIPUN BHARAT: Learning Survey** is devised to support teachers to assess and determine the learning level of the students with reference to the LOs specified in the NIPUN Bharat document.

The FLN mission has started in order to attain LOs up to grade 3 and will be extended to grade 5 by 2026- 27. This tool is specifically designed to analyse individual responses according to the LOs mentioned in NIPUN Bharat. It is a supporting tool for teachers to understand the learning levels of their learners mentioned in NIPUN Bharat as ***Beginners, Progressive, Proficient, and Advanced***. If s/he understood the progress of entire class and classification of their students, s/he may prepare ***Action Plan or develop strategies*** to reach towards NIPUN BHARAT targets. Similarly, teacher may develop his or her own tools and monitor students' shift from one level to another. This NIPUN BHARAT: Learning Survey Tool will help the teacher to fulfil the achievement of LOs.

Each item in the tool has the rating scale from 0 to 3 where:

'0' stands for beginners:

A learner who is at the initial stages of learning and needs more attention.

'1' stands for progressive:

A learner who is gaining up and has started learning and requires support.

'2' stands for proficient:

A learner who has achieved the age-appropriate knowledge and skills.

'3' stands for advanced:

A learner who has mastered the age appropriate knowledge and skills and needs more challenging tasks.

Guidelines for the Teachers:-

1. Conduct this test individually for each student.

2. Ensure that the child is seated in a comfortable place at the time of the survey.
 3. Sit with the child, maintain eye contact, be polite and exhibit a positive body language.
 4. Encourage the child to participate and give responses.
 5. Do allow the child to drink water or use the washroom amidst/before/after the task if needed be.
 6. Keep the booklet and material ready before administering the tool. A stopwatch or timer is needed throughout the duration of the administering the tool.
 7. All the tasks given in the booklet are compulsory.
 8. For a few assessment tasks material is required and for few others, the material is not required. Follow the instructions given for each of the assessment task.
 9. Judicious use of Mother Tongue is suggested.
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Q.1 ECL2 6.4 Participates in role play/skit in English/bilingually with appropriate expressions.

(Observe the following picture and complete the dialogue.)



Meena: Hi! Sachin.

Sachin: _____

Meena: How are you?

Sachin: _____

Meena: Where are you going?

Sachin: _____

Meena: May I come with you?

Sachin: _____

Suggested Answers:

- (1) Hello./Hello Meena. (Any reasonable response)
- (2) Fine .Thank you. (Any reasonable response)
- (3) _____ / I am going to _____ (Accept single word answer)
- (4) Yes/ No. (Accept single word answer)

Rating Scale

Criteria	Rating
4 correct responses	3
2-3 correct responses	2
1 correct response.	1
No response./ All incorrect responses.	0

Q.2ECL2 6.6 Reads print in the classroom/school environment: poems, posters, charts, etc.

ECL2 6.7 Reads small texts in English.

(Encourage student to read the following para. Use a stopwatch to keep the track of the time. Mark after the last word read by the student at the end of one minute.)

Once, two frogs played near a pot of cream. They decided to look into the pot and fell into it. They couldn't get out of the pot. So they swam round and round in the cream. One of them got afraid and stopped swimming and sank. But the second frog was brave and clever. He swam and swam and beat the cream with its little feet. The cream became a ball of butter. The frog jumped on the ball of butter and got out of the pot.

Suggested Answers: (Any reasonable response; consider the words attempted by the students as read. e.g. instead of looked, if the student reads look... consider it as a read word)

Rating Scale

Criteria	Rating
60-70 words in a minute	3
20-45 words in a minute	2
1-20 words in a minute	1
No response.	0

Q.3 ECL2 6.3 Talks about his/her favourite character.

(Ask student the following questions based on the previous paragraph.Keep the paragraph in front of the student.)

1. Where did the frogs play?
2. What did they decide?
3. Write two qualities of the second frog.
4. How did the second frog get out of the pot?
5. Why did the first frog sink?

Suggested Answers:

1. Near a pot of cream
2. To look into the pot
3. Brave and clever
4. The frog jumped on the ball of the butter.
5. It stopped swimming.

Rating Scale

Criteria	Rating
4-5 correct responses	3
2-3 correct responses	2
1 correct response.	1
No response./ All incorrect responses.	0

Q.4 ECL2 6.1b Develops vocabulary from their classroom and social environment.

(Ask student to carry his/her notebook. Read the following words for the students and ask them to write the words.)

Listen and write.

Mango Apple Table Book Potato

Suggested Answers: (Teacher should see the correct spellings of the words.)

Rating Scale

Criteria	Rating
4-5 correct responses	3
2-3 correct responses	2
1 correct response.	1
No response./ All incorrect responses.	0

Q.5 ECL2 6.5 Writes words/sentences to express his/her feelings. Draws about the same as well.

(Ask student to carry his/her notebook. Ask student to respond with his/her emotions, feelings and thoughts for the following situations.)

Write words/sentences to express your feeling or draw about the same.

1. Your friend gives you a gift.
2. When your mother scolds you.
3. When you lost your pen.
4. When you run for a long time.
5. When you win the competition.
6. When you listen to a horror story.

Suggested Answers: (Any reasonable response; accept invented words and pictures to show the emotions , thoughts and feelings)

Rating Scale

Criteria	Rating
5-6 correct responses	3
3-4 correct responses	2
1-2 correct responses.	1
No response./ All incorrect responses.	0

Q.6 ECL2 6.11 Writes sentences using the familiar words.

(Ask student to carry his/her notebook. Show student the words and ask him/her to construct a sentence using the given words.)

I We like eat a mango an apple.

Suggested Answers: I like an apple.

We like to eat an apple.

I eat a mango.

We eat a mango. (Accept any reasonable and appropriate constructions.)

Rating Scale

Criteria	Rating
3-4 correct responses	3
2 correct responses	2
1 correct response.	1
No response./ All incorrect responses.	0

Q.7 ECL2 6.13 a Writes small sentences using full stops and question marks.

(Ask student to carry his/her notebook. Ask student to write following sentences using full stop and question mark.)

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|-----------------------|--------------------------|
| 1. What is your name? | 2. I like football. |
| 3. This is my house. | 4. He is my friend. |
| 5. Can you dance? | 6. My mother cooks food. |
| 7. How old are you? | 8. When do you get up? |

Suggested Answers: (Accept correct punctuations like full stop and question mark)

Rating Scale

Criteria	Rating
5-6 correct responses	3
3-4 correct responses	2
1-2 correct responses.	1
No response./ All incorrect responses.	0