

TaRL Assessment Tools

Reading

The **reading assessment tool** usually consists of a set of letters, a set of words, a paragraph, and a short story. The tool should be adapted for each new context and the stories and paragraphs should be contextually appropriate.

Story	Paragraph	
<p>A big tree stood in a garden. It was alone and lonely. One day a bird came and sat on it. The bird held a seed in its beak. It dropped the seed near the tree. A small plant grew there. Soon there was another tree. The big tree was happy.</p>	<p>Rani likes her school. Her class is in a big room. Rani has a bag and a book. She also has a pen.</p>	
	Letters	Words
	<p>e d w</p> <p>s c</p> <p>g h z</p> <p>i q</p>	<p>hand star</p> <p>bus</p> <p>cat book</p> <p>day few</p> <p>old</p> <p>sing bold</p>

Letters/Syllables

Depending on what the most meaningful unit in the relevant language is, a set of letters/syllables that are commonly-used and familiar to the children are chosen. Letters/ Syllables with ambiguous regional pronunciations are excluded.

Words

A set of simple (both easy to sound out and understand) words with common sounds, which are frequently used by 5- to 7-year-old children.

Paragraph

These short paragraphs are based on grade 1 level text. Paragraphs consist of four sentences, each with four to five words. These sentences should be connected in meaning to form a coherent paragraph. Each sentence is written on a different line. No compound words are included, where possible. Words from this paragraph are commonly found in grade 1 textbooks. The words are all fairly familiar to grade 1 children, with a maximum of one difficult word. (Note: this particular assessment tool used grade 1 level text as a guide for the simple paragraph. Implementers should consider what is appropriate for their own contexts.)

Activity

Write a 4-sentence paragraph. Each sentence should have no more than four words and each word should have no more than three sounds.

Tough huh?

Story

The story contains seven to ten sentences, with a total of approximately 60 words. This story involves humans as characters, and not animals, to make sure it's not too childish for older children. Words in this story are commonly found in a grade 2 textbook, and commonly used by grade 2 children. Context of the story should be familiar to the children for which the tool is made. The story should have a clear beginning, middle, and end.

In some TaRL programs, two to three questions are included to assess children's comprehension. The first question should be a direct fact retrieval question, and the others should be indirect fact retrieval questions. It should be ensured that the questions are from different parts of the story.

Mathematics

Mathematics tools focus on assessing children's number recognition and basic operation skills.

Number recognition 1 & 9	Number recognition 10 & 99	Subtraction		Division
<input type="text" value="1"/> <input type="text" value="4"/>	<input type="text" value="51"/> <input type="text" value="83"/>	$\begin{array}{r} 46 \\ - 29 \\ \hline \end{array}$	$\begin{array}{r} 63 \\ - 39 \\ \hline \end{array}$	$7 \overline{)879}$
<input type="text" value="7"/> <input type="text" value="3"/>	<input type="text" value="37"/> <input type="text" value="65"/>	$\begin{array}{r} 47 \\ - 28 \\ \hline \end{array}$	$\begin{array}{r} 45 \\ - 17 \\ \hline \end{array}$	$6 \overline{)824}$
<input type="text" value="6"/> <input type="text" value="9"/>	<input type="text" value="55"/> <input type="text" value="26"/>	$\begin{array}{r} 92 \\ - 76 \\ \hline \end{array}$	$\begin{array}{r} 84 \\ - 57 \\ \hline \end{array}$	$8 \overline{)985}$
<input type="text" value="5"/> <input type="text" value="2"/>	<input type="text" value="91"/> <input type="text" value="43"/>	$\begin{array}{r} 52 \\ - 14 \\ \hline \end{array}$	$\begin{array}{r} 66 \\ - 48 \\ \hline \end{array}$	$4 \overline{)517}$
	<input type="text" value="36"/> <input type="text" value="27"/>			

Number recognition

Sets of any 5-10 one-digit, two-digit, three-digit, and four-digit numbers.

Implementers decide on the appropriate upper-limit, depending on the goals set for the intervention. Some tools only go up to three-digit numbers.

Basic operations

To save time, implementers in some contexts only include subtraction and division sums, while others choose to include all four operations.

Subtraction:

Each subtraction sum involves subtracting two two-digit numbers, using borrowing.

Addition:

Each addition sum asks the child to add two two-digit numbers, using carry-over.

Division:

Each division sum divides a two-digit number by a one-digit number, with remainder.

Multiplication:

A set of two-digit by one-digit multiplication sums, with carry-over.

Assessment tools differ across contexts based on the learning goals that have been set.