

HOLISTIC ASSESSMENT for LEARNING

قطاع
التعليم
لكل سوريا

Whole of Syria
Education
Sector



Teacher Guide



TABLE OF CONTENTS

INTRODUCTION	4
How to use this teacher guide	4
How to act when conducting the assessment	6
Before you begin	7
1. ASSESSMENT OF READING SKILLS.....	7
1.1 Metalinguistic awareness.....	7
1.2 Letter sounds.....	8
1.3 Familiar words	9
1.4 Reading passage.....	10
1.5 Listening comprehension (OPTIONAL).....	11
1.6 Vocabulary	12
2. ASSESSMENT OF SOCIAL AND EMOTIONAL SKILLS.....	12
2.1 Empathy	13
2.2 Perseverance	16
2.3 Self-Concept.....	17
3. ASSESSMENT OF MATH SKILLS.....	19
3.1 Number Identification.....	19
3.2 Number Discrimination	20
3.3 Missing Number.....	20
3.5 Word Problems.....	22
ANALYZING DATA AND SELECTING ACTIVITIES	22
How to use the student tracking sheets	22
How to select appropriate activities for students	23
STUDENT TRACKING SHEETS	24
Instructions and sample.....	24
CLASSROOM ACTIVITIES	31
1. ACTIVITIES THAT STRENGTHEN READING SKILLS.....	31
1.1 Metalinguistic awareness.....	31
1.2 Letter sounds.....	31
1.3 Familiar words	32
1.4 Reading passage.....	35
1.5 Listening comprehension	36
1.6 Vocabulary	36
2. ACTIVITIES THAT STRENGTHEN SOCIAL AND EMOTIONAL SKILLS.....	37



2.1 Empathy	37
2.2 Perseverance	38
2.3 Self-concept/future orientation	39
3. ACTIVITIES THAT STRENGTHEN MATH SKILLS	39
3.1 Number identification	39
3.2 Number discrimination	40
3.3 Missing numbers	40
3.4 Addition and subtraction	41
3.5 Math word problems	41

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INTRODUCTION

What is the Holistic Assessment for Learning?

The Holistic Assessment for Learning is a tool for measuring early grade learners' literacy, numeracy, and social and emotional skills. The tool is based on the Syrian curriculum for grades two and three. Between late 2018 and early 2019, the Holistic Learning Assessment was used to assess the learning skills of more than 1,500 Syrian children in grades two and three. Results from this initial assessment have been used to refine and strengthen the tool, as well as adapt it for use by classroom teachers. The objective of the Holistic Assessment for Learning is to provide teachers with a rigorous formative assessment tool that they can use to monitor the progress of students in their early grade classrooms and improve the relevance of instruction to address the literacy, numeracy and social and emotional learning gaps that they identify. This formative assessment tool would need to be adapted in consultation with curriculum and linguistic experts and further tested if intended for use outside of Syria.

What is included in this teacher guide?

This Teacher Guide includes two main sections: 1) guidance for administering to students the Holistic Assessment for Learning to track progress and identify areas of weakness, and 2) suggested activities to strengthen students' skills in identified areas of weakness. The assessment tool and the corresponding activities are structured into three domains, and 14 subskills:

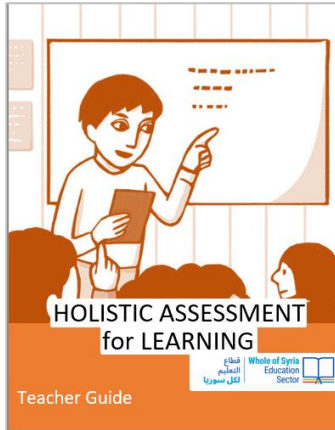
1. Reading
 - Metalinguistic awareness (identifying the difference between *fusha* and *ammiya* in Arabic)
 - Letter sounds
 - Familiar words
 - Reading passage
 - Listening comprehension
 - Vocabulary
2. Social and Emotional Skills
 - Empathy
 - Perseverance
 - Self-concept/future orientation
3. Math
 - Number identification
 - Number discrimination (identifying the larger number between two numbers)
 - Missing numbers
 - Addition and subtraction
 - Math word problems

Assessing students across multiple skill areas can feel like a very heavy task. However, gathering information on the specific skill areas where students are making progress (or not) will help make a class more effective by allowing the teacher to better target support to students' needs. In order to track progress over time, we recommend that the tool be used to assess students two to three times per school year. Teachers do not need to assess all children on one day – it will likely be more feasible to select 5-7 students to assess each day during a one to two week period.

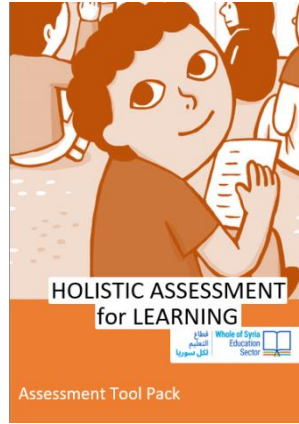


How to use this teacher guide

This guide is meant to be used together with two other documents: the Assessment Tool Pack, and laminated reusable Teacher Notation Sheets:



Teacher Guide
[this document]



Assessment Tool Pack

1.1 Writing Skills Assessment	
1. I can pronounce that in Arabic there is a Qaf and Waw .	Answer's yes
2. If you can give me the advantage of what you see, Qaf and Waw are Waw .	to write for you
3. If you can give me the advantage of what you see, Qaf and Waw are Waw .	to write for you
4. If you can give me the advantage of what you see, Qaf and Waw are Waw .	to write for you

1.2 Letter Scores									
10	9	8	7	6	5	4	3	2	1
رو	ز	أ	ذ	و	ي	خ	ن	ت	ث
10	9	8	7	6	5	4	3	2	1
ري	زا	نو	خ	ن	ت	ث	ش	س	ي
20	19	18	17	16	15	14	13	12	11
30	29	28	27	26	25	24	23	22	21
40	39	38	37	36	35	34	33	32	31

Teacher Notation Sheets

All three documents are used to administer the assessment to children, but only the Teacher Guide is needed to implement classroom activities to strengthen specific skill areas. The broad steps for a teacher to use these resources are:

1. Administer the Holistic Assessment for Learning to children
 - a. Follow the guidance in the **Teacher Guide**
 - b. Use the **Assessment Tool Pack** to show children specific pages during the assessment, as instructed in the administration guidance. Note: do not allow children to write anything in the **Assessment Tool Pack**
 - c. Use the laminated **Teacher Notation Sheets** to track children's answers during the assessment
 - d. After each child is assessed, register their summary scores in the tracking sheet located in the **Teacher Guide**, and erase the **Teacher Notation Sheet** so that it is ready for the next assessment.
2. Review the summary scores to identify which skill areas need the most support.
3. Select and implement targeted activities for improving those skill areas by following the activity instructions in the **Teacher Guide**. Activities can be implemented with the whole class, or with small groups based on students' specific needs.

The administration guidance included in the Teacher Guide follows the same format for each assessment sub-skill. A table summarizes key information about how to conduct the sub-test, as well as how to score the subsection before marking it in the tracking sheet located in this guide.



Note that while the Teacher Notation Sheets will generate a wide range of scores (34/50, 2/4, 5/8, etc.), the tracking sheet in this guide uses only three possible summary scores:

- +** Student has met this subskill competency (*ongoing practice required*)
- Student has partially met this subskill competency (*some additional support required*)
- 0** Student has not met this subskill competency at all (*significant support required*)

Sample administration table for subskill area:

Show the child:	[nothing]
Say to the child:	I will now ask you a few questions about your understanding of the Arabic language.
Assessment procedure:	Ask the child three questions: 1. Do you know that in Arabic there is a <i>fusha</i> and <i>ammiya</i> ? 2. Can you give me an example of when you use <i>fusha</i> and when you use <i>ammiya</i> ? 3. Do you at time feel it is hard for you to understand <i>fusha</i> ?
How to score	<div> <div>+</div> Mark + if the child demonstrates very good understanding of the difference between <i>fusha</i> and <i>ammiya</i> (answers yes to question 1, is able to give an example for question 2, and answers no to question 3) </div> <div> <div>-</div> Mark - if the child is able to demonstrate a good understanding of the difference between <i>fusha</i> and <i>ammiya</i> on 1-2 of the questions </div> <div> <div>0</div> Mark 0 if the child is not able to demonstrate any knowledge about the difference between <i>fusha</i> and <i>ammiya</i> </div>

Show – if any pages from the Assessment Tool Pack are required for the subtest, they are highlighted here.

Say – what you should say to introduce the subtest to the child. Specific phrases you should say are listed in **bold**

Do – steps to follow to administer the subtest. Specific phrases you should say are listed in **bold**

Score – how to convert the child's performance into a summary score for the tracking sheet

How to act when conducting the assessment

Many children get nervous during assessments, which can make it harder for them to demonstrate their knowledge. Try to maintain an environment that is as calm and non-threatening to the child as possible. After asking each question, be patient for the child's response and don't rush into further explanations. Children need time to concentrate and think before responding. Wait at least 5 seconds for a child to respond before repeating a question.

It is also important to keep encouraging the child during the assessment without giving away any of the correct answers or letting the child know how he/she scored. Do not give hints to questions or make facial expressions while the child is completing tasks. The best strategy is to use the same tone of voice and the same encouragement throughout—regardless of whether the child offers correct or incorrect responses. Offer consistent, neutral encouragement by saying things like “You are working very hard. Keep it up!” Give encouragement in between questions, rather than in the middle of questions.

Lastly, make sure you are following along with the child using the Teacher Notation Sheet, and that you mark the child's summary scores immediately after completing each assessment.



ASSESSMENT COMPONENTS

Before you begin

Make sure that your materials are prepared and easily accessible so that you are ready to focus on the child once you start the assessment.

Try to keep the environment where you administer the assessment calm and quiet. This is not always possible, but try to limit the amount of distractions that could disturb the child being assessed. Set an individual or group task for other students in the class who are not being assessed, so that instructional time is not lost while you are administering assessments.

Make sure that other students cannot see or hear when you are administering the assessment to a student (this is important for privacy and self-confidence of the student being assessed, as well as for ensuring that other students don't become familiar with the assessment in advance).

Explain to the child that you are conducting a check-in on their learning. Ask them to do their best to answer each question, but not to worry if some of the questions are too hard to answer. Reassure them that the results of the assessment are not going to affect their class grade. For example, you might say: *"Today I would like to check in with you to see how you are learning – this will help me make the class time more helpful for you. I will ask you some questions about reading, emotions, and math – don't worry if any of the questions are too hard to answer. The point of this check in is not for you to answer every question perfectly, but for me to get a better idea of where you are in your learning. This check in will not affect your grade at all."*

1. ASSESSMENT OF READING SKILLS

1.1 Metalinguistic awareness

This sub-task explores the child's understanding of the Arabic language. By asking the child his/her understanding of the existence of Modern Standard Arabic (*fusha*) and local dialect (*ammiya*), we can identify whether they need to develop more foundational understanding of Arabic prior to building reading skills.

Show the child:	[nothing]	
Say to the child:	I will now ask you a few questions about your understanding of the Arabic language.	
Assessment procedure:	Ask the child three questions, and score their answers on the Teacher Notation Sheet: 1. Do you know that in Arabic there is a <i>fusha</i> and <i>ammiya</i>? a. If yes, can you give me an example of when you use <i>fusha</i> and when you use <i>ammiya</i>? 2. Do you at times feel it is hard for you to understand <i>fusha</i>?	
How to score	+	3 points correct
	–	1-2 points correct
	0	0 points correct

Continue to section 1.2



1.2 Letter sounds

This sub-task explores the child's ability to identify letter sounds in increasing order of difficulty.

Show the child:	<p>Letter Sound Card</p>	
Say to the child:	Let's look at some letters	
Assessment procedure:	<p>Point to the first letter on the Letter Sound Card, and ask the child to tell you what each of the letters are, moving from right to left. A letter is correct if it is pronounced correctly in <i>fusha</i>, if the child can demonstrate the sound it makes, or name a word that begins with the letter. If a child is unable to identify a letter, do not give any hints or try to help the child answer. Mark the letters as correct or incorrect on the Teacher Notation Sheet as the child reads.</p> <p>If the student is struggling and hesitates at any letter for five seconds, ask follow-up questions: “Do you know its name?” “What sound does it make?” “Do you know a word that starts with this letter?” If the student still hesitates for five seconds, ask: “Can you tell me any of these letters?” If the student still hesitates for five seconds, then stop and thank him/her for trying his/her best. Consider any letters that the student did not identify or did not attempt as incorrect. Then, continue to the next section.</p>	
How to score	+	30+ letters correct
	–	6-29 letters correct
	0	0-5 letters correct

If the child scores **0** skip directly to section 1.5

If the child scores **+** or **–** continue to section 1.3



1.3 Familiar words

This sub-task allows us to understand the child's ability to identify high-frequency words in increasing order of difficulty. The words are selected based on highest frequency in the Syrian Grade 2 and Grade 3 Arabic language textbooks.

Show the child:	Familiar Words Card (note that there is a different version for Grade 2 and Grade 3)									
	<small>GRADE 2 FAMILIAR WORDS CARD</small>					<small>GRADE 3 FAMILIAR WORDS CARD</small>				
	أفهم	أرسم	عمال	مصنع	رأس	فراشَتَيْن	زُملاء	أفراح	سباحة	رمال
	عندما	أنشودة	أشجار	حَقِيبَتُهَا	سَاعَدَ	حِذَائُهَا	منقار	بستان	مِذْبَاح	خرايط
	أُسْرَتِي	جديد	سادس	أمامه	يستمعون	لأنني	أتعاون	أيهما	بماذا	مُلَوَّنة
	دقيقتين	بعض	مَنْ	أجمل	تحت	مذيعتان	يَتَأَمَّلُون	سَيِّدَوَق	أثناء	هواياتي
	مُرَاعِيا	وَفِي	لماذا	ليس	or	شَفَهِيًا	الَّذِينَ	فِعْلًا	قَابِلًا	أَوْجُهُ
Say to the child:	I would like you to read some Arabic words for me. They are words from your textbook.									
Assessment procedure:	<p>Show the child the appropriate Word Card Chart (Grade 2 or Grade 3), and point to the first word. Ask the child to tell you what each of the words are while moving from right to left.</p> <p>A word is correct if it is pronounced correctly in <i>fusha</i>. Mark the words correct or incorrect on the Teacher Notation Sheet as the child reads. If the child read the words out of order, then remember to bring their attention to the ones they might have skipped.</p> <p>If the student is struggling and hesitates at any word for five seconds, ask follow-up questions: “Are there any words on the list that you know?”</p> <p>“Point to and say the words that you know.”</p> <p>If the student still hesitates for five seconds, then stop and thank him/her for trying his/her best. Mark any words that the student did not identify or did not attempt as incorrect.</p>									
How to score	+	20+ words correct								
	–	4-19 words correct								
	0	0-3 words correct								

If the child scores 0 skip directly to section 1.5

If the child scores + or – continue to section 1.4



1.4 Reading passage

This sub-task explores the child's ability to read and understand text.

<p>Show the child:</p>	<p>Reading Passage Card (note that there is a different version for Grade 2 and Grade 3)</p> <p><small>GRADE 2 READING PASSAGE CARD</small></p> <p>ساره بنت مؤننه تعيش سعيده مع ابويها، وهي تحب النظافه والترتيب وتحافظ على ذروبيها. في يوم شاهدت ساره بائعا متجولا يبيع المأكولات على مقربة من المدرسه، ففكرت ان تأكل ملة. رجعت إلى البيت وحين دخلت إلى المطبخ، صاحت ووضعت يدها على بطنها. استرعت بها أمها إلى المركز الصحي، وأخبرت ساره الطبيب عما أكلت من البائع المتجول. أجرى الطبيب فحوصاته ووصف لها الدواء، نصحتها بعدم تناول الأطعمة المكشوفة لأنها ملوثة وغير صحية. قالت ساره: "لن أكرر هذا الفعل أبداً".</p> <p><small>GRADE 3 READING PASSAGE CARD</small></p> <p>خرجت ساره من بيت أهلها حزينة لمرض أبيها الذي لم تعرف له دواء. وصلت إلى مشرف الغابة المتجولة وكانت الشمس قد غابت المغيبت. وجدت حطت أمامها سقينة فضائية غريبة غريبة، نزل منها مخلوقان غريبان الشكل، متشابهان في الطول والزمان. الطول لا يتجاوز المتر والزمان خفية من الشعر لثامنا، شعرت بالخوف وأرادت أن تهرب. خاطبها المخلوق الغريب: "عزيزنا بتسليبا!" ارتجفت ساره من الخوف، ولكنها صمدت وقالت بشجاعة: "اسمي ساره، وعمرى تسعة أعوام، ولكن من أنتما؟" رد المخلوق الغريب: "اسمي T8 وزريقي T9، نحن من كوكب البعرة. جئنا بهذه السقينة كي ننقل بين الكواكب بسرعة المشاويخ. ولكن لماذا أنت خائفة يا ساره؟" قالت ساره: "أنا والدي مريضان. هل تستطيعان مساعدتنا؟" قال T9: "بالفكر نستطيع." قالت ساره: "الصحح ما تقول؟" أجاب: "ولكن بشرط أن نعلمنا الخبث والفرح لأبائنا مبهتان في الحياة".</p>
<p>Say to the child:</p>	<p>I would like you to read an Arabic story for me. When I say 'begin,' start reading aloud from the first word on this page from right to left. Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to try to do your best.</p>
<p>Assessment procedure:</p>	<p>This subtest has two parts. Note that each part will be scored separately:</p> <p>Part 1: When the child begins reading, follow along on the Teacher Notation Sheet, and cross out any word that is incorrect. A word is correct if pronounced correctly in <i>fusha</i>. If the student pronounces a word incorrectly but keeps reading, do not correct him or her, but mark the word as incorrect. If the child hesitates for 5 seconds on a word, tell the student the word, mark it incorrect, and continue. If the student is unable to read at least 5 words correctly after approximately 30 seconds, thank the child for trying and move on to section 1.5. Mark the child's score for Part 1 before continuing to Part 2.</p> <p>Part 2: If the child was able to read through the whole story, tell the child that you have some questions about the story. Ask the child the six comprehension questions that match the story she/he read (Grade 2 or Grade 3) and mark their answers as correct or incorrect on the Teacher Notation Sheet.</p> <p>Grade 2 Comprehension Questions:</p> <ol style="list-style-type: none"> 1. What did Sara see near the school? 2. Who does Sara live with? 3. What did Sara do when she got back home? 4. What did the doctor advise Sara? 5. Why did Sara get sick? 6. Why did Sara decide not to buy food from the peddler? <p>Grade 3 Comprehension Questions:</p> <ol style="list-style-type: none"> 1. What landed in front of Salem at the forest? 2. How many creatures got off the space ship? 3. What did Salem say when the creature talked to him? 4. What are the names of the two creatures? 5. Why could the creatures heal Salem's dad? 6. Why did Salem leave the home? <p>Mark the child's score for Part 2 separately from Part 1</p>



How to score [note that students will receive two scores for this section – one for Part 1 and one for Part 2]	+	Part 1: 63+ (grade 2) or 102+ (grade 3) words correct Part 2: 5+ questions correct
	-	Part 1: 17-62 (grade 2) or 26-102 (grade 3) words correct Part 2: 2-4 questions correct
	0	Part 1: 0-16 (grade 2) or 0-26 (grade 3) words correct Part 2: 0-1 questions correct

Continue to section 1.5

1.5 Listening comprehension (OPTIONAL)

This sub-task allows us to understand the child's ability to answer questions related to a standard listening passage. This subtask is optional and can be administered if there is time and this skill is of particular interest for the teacher.

Show the child:	[nothing]		
Say to the child:	I would like you to listen to an Arabic story for me. I ask that you please listen carefully.		
Assessment procedure:	<p>Play or read the following story:</p> <p>عِنْدَنَا بَقْرَةٌ تَعِيشُ فِي الْحَظِيرَةِ. كُلَّ صَبَاحٍ تُحَضِّرُ أُمِّي لَنَا الْفُطُورَ وَالْحَالِيبَ الطَّازِجَ. ذَاتَ يَوْمٍ لَمْ تَجِدْ أُمِّي الْبَقْرَةَ فِي الْحَظِيرَةِ. اسْتَيْقَظْتُ فَلَمْ أَرِ فُطُورًا عَلَى الطَّاوِلَةِ. كَانَتْ أُمِّي قَدْ خَرَجَتْ لِلْبَحْثِ عَنْهَا عِنْدَ الْجِيرَانِ، وَفِي الْحَقْلِ، وَقَرَبَ النَّهْرِ، غَيْرَ أَنَّهَا لَمْ تَعَثُرْ عَلَيْهَا. فَبَكَتُ حُزْنًا لِأَنَّهَا لَمْ تَعَثُرْ عَلَيْهَا. فَلَمَّا عَادَتْ، سَمِعْتُ ضَجِيجًا فِي الْمَطْبَخِ. إِنَّهَا الْبَقْرَةُ تَأْكُلُ جَزْرًا مِنْ سَلَّةِ الْخُضَارِ!</p> <p>When the story has finished, ask the child the following six questions, and mark their answers as correct or incorrect on the Teacher Notation Sheet:</p> <ol style="list-style-type: none"> 1. What does the mother do every morning? 2. What happened to the mother in the barn? 3. Why did the child not find milk on the table? 4. Where did the mother search for the cow? 5. Why did the mother cry? 6. What caused the noise in the kitchen? 		
How to score	<table> <tr> <td>+</td> <td>5+ questions correct</td> </tr> </table>	+	5+ questions correct
+	5+ questions correct		



	–	3-4 questions correct
	0	0-2 questions correct

Continue to section 1.6

1.6 Vocabulary

This sub-task allows us to understand the child's understanding of the meaning of vocabulary words.

<i>Show the child:</i>	Vocabulary Card <small>POSSIBLE ANSWERS</small> ١ سعيدة ٢ طبيب ٣ عدم تناول الأطعمة ٤ النظافة ٥ بائعا متجولا ٦ ملوث	
<i>Say to the child:</i>	I would like you to listen to me ask you a series of questions about the meaning of different words.	
<i>Assessment procedure:</i>	Ask the child the six questions below and mark their answers as correct or incorrect on the Teacher Notation Sheet. 1. What does <i>happy</i> mean to you? 2. When do you go to the <i>doctor</i>? 3. What does it mean when someone advises you <i>not to eat food</i>? 4. What does it mean when someone loves <i>cleanliness</i>? 5. What is a <i>peddler</i>? 6. What does it mean when the food is <i>tainted</i>?	
<i>How to score</i>	+	5+ questions correct
	–	3-4 questions correct
	0	0-2 questions correct

Continue to section 2.1

2.







2. ASSESSMENT OF SOCIAL AND EMOTIONAL SKILLS

Note: Before talking to children about emotions, it is important to remember that the purpose of these activities is to: a) help children better identify their own emotions, b) help children better identify the emotions of others, and c) help children understand how to respond to their own emotions or the emotions of others. The goal is NOT to force children to feel a certain way, or to teach them that some emotions are wrong. When children feel negative emotions, like sadness or anger, that is okay. The emotions that they feel are valid; we can help them think about ways to make themselves or others feel better, but we should not tell them to stop feeling a specific way. Please note that there is also no one correct way to express an emotion – everyone is different. In the games below, we talk about common expressions of emotions (such as frowning when you are sad), but different people express emotions differently.

2.1 Empathy

This sub-task allows us to understand the ability of children to understand the emotions of others in their community and react appropriately to these emotions. Empathy is the awareness and understanding of the emotions and expectations of other individuals. More specifically, it refers to the ability to take the perspective of other individuals, understand their emotional reactions, and coordinate that into socially desirable interactions.

<p><i>Show the child:</i></p>	<p>Picture Cards 1, 2, 3, and 4 (one at a time following instructions below)</p> <div style="display: flex; justify-content: space-around; align-items: center;">  and  and  and </div> 
<p><i>Say to the child:</i></p>	<p>I am going to show you four pictures and ask you some questions about what you think is happening.</p>
<p><i>Assessment procedure:</i></p>	<p>This subtask has four parts. For the first three parts, you will show the child a picture, ask three questions, then tell the child a story about the picture, and ask two more questions. For the fourth part, you will only show the child a picture and ask one question.</p> <p><u>Part 1:</u> Show the child the Picture Card 1 (crying boy). Ask the child the three questions below and mark their answers as correct or incorrect on the Teacher Notation Sheet.</p> <p>1. How do you think this child is feeling right now?</p>



2. **What would you do to help him feel better?** (wait for the child to respond, and if the answer is unclear ask “**how does this make him feel better?**”)
3. **Is there anything else you would do to make him feel better?** (wait for the child to respond, and if the answer is unclear ask “**how does this make him feel better?**”)

After the three questions, say: “**Now I will tell you a story about this boy and why he is crying. One day the teacher told all the students in his class to make a line so that they can go out to play. As they were making the line the boy was pushed by another child. He fell down and hurt his knee. This is why he is crying in this picture.**”

Continue with the two questions below and mark their answers as correct or incorrect on the Teacher Notation Sheet:

4. **Why do you think that the other child pushed the boy while making a line?**
5. **How do you think the other child felt after the boy started crying?**

Part 2: Show the child the Picture Card 2 (angry boy). Ask the child the three questions below and mark their answers as correct or incorrect on the Teacher Notation Sheet.

1. **How do you think this child is feeling right now?**
2. **What would you do to help him feel better?** (wait for the child to respond, and if the answer is unclear ask “**how does this make him feel better?**”)
3. **Is there anything else you would do to make him feel better?** (wait for the child to respond, and if the answer is unclear ask “**how does this make him feel better?**”)

After the first three questions, say: “**Now I will tell you a story about this boy and why he is angry. He has just finished a beautiful drawing for school. He worked on it for a long time and he was really proud of it. Another child came over to look at the drawing. The child was holding a juice box. The boy turned away for a minute and when he looked back, the child had spilled juice all over his art project.**”

Continue with the two questions below and mark their answers as correct or incorrect on the Teacher Notation Sheet:

4. **Why do you think that the other child spilled the juice all over the boy’s art project?**
5. **How do you think the other child felt after the boy showed that he was angry?**

Part 3: Show the child the Picture Card 3 (worried/anxious/afraid/nervous girl). Ask the child the three questions below and mark their answers as correct or incorrect on the Teacher Notation Sheet.

1. **How do you think this child is feeling right now?**
2. **What would you do to help her feel better?** (wait for the child to respond, and if the answer is unclear ask “**how does this make her feel better?**”)



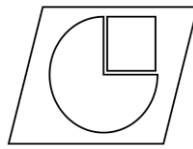
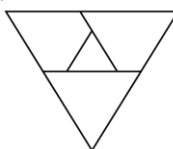

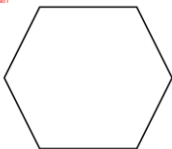
	<p>3. Is there anything else you would do to make her feel better? (wait for the child to respond, and if the answer is unclear ask “how does this make her feel better?”)</p> <p>After the first three questions, say: “Now I will tell you a story about this girl and why she is worried. One day the teacher was handing out new pencils to the class that all the students wanted. The teacher was not sure if she had enough pencils for everyone today but promised that all the students would get a new pencil eventually. The girl got a good spot near the front of the line. Then another student just came in and stood in front of her, taking her place in line.”</p> <p>Continue with the two questions below and mark their answers as correct or incorrect on the Teacher Notation Sheet:</p> <p>4. Why do you think that the other child stood in front of the girl in line?</p> <p>5. How do you think the other child felt after the girl became worried/afraid/anxious/nervous?</p> <p>Part 4: Show the child the Picture Card 4 (happy girl). Ask the child the one question below and mark their answer as correct or incorrect on the Teacher Notation Sheet.</p> <p>1. How do you think this child is feeling right now?</p>						
<i>How to score</i>	<table border="1"> <tr> <td data-bbox="315 974 370 1037">+</td><td data-bbox="370 974 1328 1037">Parts 1-3: 12+ points correct across three pictures Part 4: 1 point correct</td></tr> <tr> <td data-bbox="315 1037 370 1108">-</td><td data-bbox="370 1037 1328 1108">Parts 1-3: 4-11 points correct across three pictures Part 4: 0 points correct</td></tr> <tr> <td data-bbox="315 1108 370 1180">0</td><td data-bbox="370 1108 1328 1180">Parts 1-3: 0-3 points correct across three pictures Part 4: 0 points correct</td></tr> </table>	+	Parts 1-3: 12+ points correct across three pictures Part 4: 1 point correct	-	Parts 1-3: 4-11 points correct across three pictures Part 4: 0 points correct	0	Parts 1-3: 0-3 points correct across three pictures Part 4: 0 points correct
+	Parts 1-3: 12+ points correct across three pictures Part 4: 1 point correct						
-	Parts 1-3: 4-11 points correct across three pictures Part 4: 0 points correct						
0	Parts 1-3: 0-3 points correct across three pictures Part 4: 0 points correct						

Continue to section 2.2



2.2 Perseverance

This sub-task allows us to identify children's perseverance through the use of a difficult drawing activity. Perseverance refers to a child's ability to stay on task despite the task being difficult, and delays in achieving success. Perseverance influences the child's ability to motivate themselves to continue engaging in hard and complex social relationships.

<div>Show the child:</div>	<div>Shape Cards 1, 2, 3, and 4 (one at a time, following instructions below) Note: provide the child with scrap paper for this sub-task</div> <div></div>	
<div>Say to the child:</div>	<div>We will now play a game. I am going to show you a picture and I want you to try to draw the picture, but you have to use the hand that you do not usually write with. You can use your other hand to hold the paper but all of the drawing must be done with the hand you do not write with.</div> <div>If you get frustrated or you feel like you cannot do the drawing please let me know. We can then move to the next activity.</div>	
<div>Assessment procedure:</div>	<div>Make sure the child is using their non-dominant hand. For example, if they use their right hand to write their name, they should use their left hand in the game. If they use their left hand to write their name, they should use their right hand in the game.</div> <div>Show the child the first shape card, and give the child approximately one minute to draw the picture on a piece of scrap paper. If the child finishes the drawing or is still drawing at the end of one minute, score 1 point for the item on the Teacher Notation Sheet. If the child gives up before the end of one minute, mark zero for the item on the Teacher Notation Sheet.</div> <div>Repeat the game with each of the four shape cards. Each time, give the child approximately one minute to draw the shape using their non-dominant hand, and mark their score as 1 if they do not give up before the end of the minute.</div>	
<div>How to score</div>	<div><div>+</div><div>–</div><div>0</div></div>	<div>4 points correct</div> <div>2-3 points correct</div> <div>0-1 points correct</div>

Continue to section 2.3



2.3 Self-Concept

This sub-task uses an imagination activity to better understand whether the child is able to imagine a hopeful future and identify realistic supports and barriers to reaching this hopeful future. Self-concept refers to the understanding of and ability to express personal preferences, feelings, thoughts, and abilities. It also refers to a child's growing capacity for independence and confidence in a range of routine activities.

Show the child:	[nothing]
Say to the child:	I want you to think about something you hope will happen in your life in the future. It can be anything and at any time in the future—1 year, 5 years, 10 years, any time in the future.
Assessment procedure:	<p>Once the child has had a chance to think, explain that you are going to ask a few questions about what the child is imagining. Ask the child the five questions below and mark their answers as correct or incorrect on the Teacher Notation Sheet.</p> <ol style="list-style-type: none"> 1. Can you tell me one thing that you would like to be doing in the future? <p>If the child cannot name one thing that he/she would like to do then mark the question with a 0 on the Teacher Notation Sheet and move on the next subtest. If the child is able to name something he/she hopes to do in the future, continue with the following questions and score the answers on the Teacher Notation Sheet:</p> <ol style="list-style-type: none"> 2. Can you tell me one thing that could happen that would stop you from doing this? (Wait for the child to respond and if answer is unclear ask, “Can you tell me why/how that would stop you from doing this?”) 3. Can you tell me who or what will help support you in doing this activity? (Wait for the child to respond and if answer is unclear ask, “Can you tell if there is someone or something that will help you prepare to do this activity?”) 4. Can you tell me one more thing that you would like to be doing in the future? (Wait for the child to respond and if answer is unclear ask, “Can you describe that activity to me in more detail?”) <p>If the child cannot name one more thing that he/she would like to do then mark the question with a 0 on the Teacher Notation Sheet and move on the next subtest. If the child is able to name something he/she hopes to do in the future, continue with the following questions and score the answers on the Teacher Notation Sheet:</p> <ol style="list-style-type: none"> 1. Can you tell me one thing that could happen that would stop you from doing this? (Wait for the child to respond and if answer is unclear ask, “Can you tell me why/how that would stop you from doing this?”) 2. Can you tell me who or what will help support you in doing this activity? (Wait for the child to respond and if answer is unclear ask, “Can you tell if there is someone or something that will help you prepare to do this activity?”)



<i>How to score</i>	+	5+ points correct
	-	2-4 points correct
	0	0-1 points correct

Continue to section 3.1



3. ASSESSMENT OF MATH SKILLS

3.1 Number Identification

This sub-task explores children's understanding of numbers.

Show the child:	Math Card 1 <table><tr><td>٣٠</td><td>١٢</td><td>٠</td><td>٩</td><td>٢</td></tr><tr><td>٤٨</td><td>٢٣</td><td>٣٩</td><td>٤٥</td><td>٢٢</td></tr><tr><td>٧٣١</td><td>٥٨٧</td><td>٢٥٤</td><td>١٠٨</td><td>٩١</td></tr><tr><td>٨٧٨٩</td><td>٢٠١٩</td><td>١٤٠٠</td><td>١٢٥٧</td><td>٩٨٩</td></tr></table>					٣٠	١٢	٠	٩	٢	٤٨	٢٣	٣٩	٤٥	٢٢	٧٣١	٥٨٧	٢٥٤	١٠٨	٩١	٨٧٨٩	٢٠١٩	١٤٠٠	١٢٥٧	٩٨٩
٣٠	١٢	٠	٩	٢																					
٤٨	٢٣	٣٩	٤٥	٢٢																					
٧٣١	٥٨٧	٢٥٤	١٠٨	٩١																					
٨٧٨٩	٢٠١٩	١٤٠٠	١٢٥٧	٩٨٩																					
Say to the child:	Now we are going to look at some numbers. I want you to point to each number and tell me what the number is. You can skip any numbers you don't know, but try to go in order.																								
Assessment procedure:	<p>Point to the first letter on Math Card 1, and ask the child to tell you what each of the numbers are, moving from right to left. If a child is unable to identify a number, do not give any hints or try to help the child answer. Numbers pronounced correctly in either <i>fusha</i> or <i>ammiya</i> are accepted. Mark the numbers as correct or incorrect on the Teacher Notation Sheet as the child reads.</p> <p>If the child hesitates for 10 seconds at any point, tell him/her that he/she does not need to go in order. Ask him/her if he/she knows any of the numbers on the paper. If the child hesitates for 10 more seconds, mark as incorrect all of the numbers the child did not read, and move on to the next section.</p>																								
How to score	+	16+ numbers correct																							
	-	5-15 numbers correct																							
	0	0-4 numbers correct																							

Continue to section 3.2



3.2 Number Discrimination

This sub-task explores children's ability to compare numbers.

Show the child:	Math Card 2 	
Say to the child:	Now let's look at some different numbers. I want you to look at these 2 numbers and tell me which one is the smaller and which one is bigger. Let's start at the top – can you tell me which is the greatest?	
Assessment procedure:	Point to the first row on the Math Card 2. Mark the answers as correct or incorrect on the Teacher Notation Sheet as the child reads. Numbers pronounced correctly in either <i>fusha</i> or <i>ammiya</i> are accepted. If the child is not able to respond, score 0 points for the question and ask the child to try the next row.	
How to score	+	8+ questions correct
	–	4-7 questions correct
	0	0-3 questions correct

Continue to section 3.3

3.3 Missing Number

This sub-task identifies children's ability to recognize patterns.

Show the child:	Math Card 3 	
Say to the child:	Now we are going to try to figure out what number is missing. For example, here are some numbers: 2, 3, 4, blank. Can you tell me what comes next after 4?	
Assessment procedure:	Point to the first row of the card. If the child is able to identify that 5 comes next, say “that’s right, 5 comes next. Let’s try another one.” If the child	



	<p>does not respond or answers incorrectly, say “The number 5 goes here. Let’s try another one.”</p> <p>Point to the first row on Math Card 3. Mark the answers as correct or incorrect on the Teacher Notation Sheet as the child responds. If the child is not able to respond, score 0 points for the question and ask the child to try the next row.</p>	
<i>How to score</i>	+	8+ questions correct
	–	3-7 questions correct
	0	0-2 questions correct

Continue to section 3.4

3.4 Addition and Subtraction

This sub-task identifies children’s ability to add and subtract.

Show the child:	Math Card 4 (note that there is a different version for Grade 2 and Grade 3) NOTE: Provide the child with scrap paper for this sub-task																												
	<div><div>MATH CARD 4 - GRADE 2 ADDITION & SUBTRACTION</div><table><tr><td>$= 0 + 11$</td><td>$= 2 + 6$</td></tr><tr><td>$\begin{array}{r} 23 \\ 21 + \\ \hline \end{array}$</td><td>$= 12 + 7$</td></tr><tr><td>$\begin{array}{r} 19 \\ 09 + \\ \hline \end{array}$</td><td>$\begin{array}{r} 40 \\ 37 + \\ \hline \end{array}$</td></tr><tr><td>$= 3 - 7$</td><td>$\begin{array}{r} 132 \\ 081 + \\ \hline \end{array}$</td></tr><tr><td>$\begin{array}{r} 16 \\ 9 - \\ \hline \end{array}$</td><td>$= 4 - 17$</td></tr><tr><td>$\begin{array}{r} 27 \\ 13 - \\ \hline \end{array}$</td><td>$\begin{array}{r} 27 \\ 13 - \\ \hline \end{array}$</td></tr><tr><td></td><td>$\begin{array}{r} 38 \\ 19 - \\ \hline \end{array}$</td></tr></table></div> <div><div>MATH CARD 4 - GRADE 3 ADDITION & SUBTRACTION</div><table><tr><td>$= 12 + 07$</td><td>$= 0 + 11$</td></tr><tr><td>$\begin{array}{r} 19 \\ 09 + \\ \hline \end{array}$</td><td>$\begin{array}{r} 23 \\ 21 + \\ \hline \end{array}$</td></tr><tr><td>$\begin{array}{r} 19 \\ 31 + \\ \hline \end{array}$</td><td>$\begin{array}{r} 132 \\ 081 + \\ \hline \end{array}$</td></tr><tr><td>$= 4 - 17$</td><td>$= 3 - 7$</td></tr><tr><td>$\begin{array}{r} 27 \\ 13 - \\ \hline \end{array}$</td><td>$\begin{array}{r} 16 \\ 9 - \\ \hline \end{array}$</td></tr><tr><td>$\begin{array}{r} 383 \\ 190 - \\ \hline \end{array}$</td><td>$\begin{array}{r} 36 \\ 19 - \\ \hline \end{array}$</td></tr><tr><td></td><td>$\square + 7 = 13$</td></tr></table></div> <div>or</div>	$= 0 + 11$	$= 2 + 6$	$\begin{array}{r} 23 \\ 21 + \\ \hline \end{array}$	$= 12 + 7$	$\begin{array}{r} 19 \\ 09 + \\ \hline \end{array}$	$\begin{array}{r} 40 \\ 37 + \\ \hline \end{array}$	$= 3 - 7$	$\begin{array}{r} 132 \\ 081 + \\ \hline \end{array}$	$\begin{array}{r} 16 \\ 9 - \\ \hline \end{array}$	$= 4 - 17$	$\begin{array}{r} 27 \\ 13 - \\ \hline \end{array}$	$\begin{array}{r} 27 \\ 13 - \\ \hline \end{array}$		$\begin{array}{r} 38 \\ 19 - \\ \hline \end{array}$	$= 12 + 07$	$= 0 + 11$	$\begin{array}{r} 19 \\ 09 + \\ \hline \end{array}$	$\begin{array}{r} 23 \\ 21 + \\ \hline \end{array}$	$\begin{array}{r} 19 \\ 31 + \\ \hline \end{array}$	$\begin{array}{r} 132 \\ 081 + \\ \hline \end{array}$	$= 4 - 17$	$= 3 - 7$	$\begin{array}{r} 27 \\ 13 - \\ \hline \end{array}$	$\begin{array}{r} 16 \\ 9 - \\ \hline \end{array}$	$\begin{array}{r} 383 \\ 190 - \\ \hline \end{array}$	$\begin{array}{r} 36 \\ 19 - \\ \hline \end{array}$		$\square + 7 = 13$
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$\begin{array}{r} 23 \\ 21 + \\ \hline \end{array}$	$= 12 + 7$																												
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$= 3 - 7$	$\begin{array}{r} 132 \\ 081 + \\ \hline \end{array}$																												
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$\begin{array}{r} 19 \\ 09 + \\ \hline \end{array}$	$\begin{array}{r} 23 \\ 21 + \\ \hline \end{array}$																												
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$= 4 - 17$	$= 3 - 7$																												
$\begin{array}{r} 27 \\ 13 - \\ \hline \end{array}$	$\begin{array}{r} 16 \\ 9 - \\ \hline \end{array}$																												
$\begin{array}{r} 383 \\ 190 - \\ \hline \end{array}$	$\begin{array}{r} 36 \\ 19 - \\ \hline \end{array}$																												
	$\square + 7 = 13$																												
Say to the child:	We are going to do some addition and subtraction problems. Start at the top and do as many as you can correctly, moving down the sheet. If you don't know an answer, move to the next problem. You can use your fingers or the paper and pencil to help you answer the questions, but you don't have to.																												
Assessment procedure:	Mark the answers as correct or incorrect on the Teacher Notation Sheet as the child responds. If the child is not able to respond, score 0 points for the question and ask the child to try the next row. If the child hesitates for 30 seconds at any point, thank them, mark ALL of the remaining items as incorrect and move on to the next task.																												
How to score	+	10+ questions correct																											
	-	4-9 questions correct																											
	0	0-3 questions correct																											



Continue to section 3.5

3.5 Word Problems

This sub-task identifies children's ability to calculate math in context.

<p>Show the child:</p>	<p>Math Card 5 (note that there is a different version for Grade 2 and Grade 3)</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>MATH CARD 5 – GRADE 2 WORD PROBLEMS</p> <ol style="list-style-type: none"> مع فراس ٧ نقاعات. أعطته أخته ٥ نقاعات. كم أصبح عدد النقاعات الموجود مع فراس؟ هناك ١٢ قلمًا على الطاولة. ٥ أقلام منهم سقطوا على الأرض. كم بقي من الأقلام على الطاولة؟ هناك شجرة بها بعض النقاعات. سقطت منهم ٤ نقاعات. بقي ١٢ نقاعة بالشجرة. كم كان عدد النقاعات الموجود بالشجرة؟ أخذت مريم بعض النقاعات إلى جارتها في نهاية الأسبوع. كان معها ٧ نقاعات، ومن ثم أعطتها لختها مريم ٥ نقاعات. ١. كم عدد النقاعات التي أعطتها مريم؟ ٢. تسع ستة جار مريم ل. ١٠ نقاعات. هل بإمكان الجار وضع كل هذا النقاعات في سلة؟ ٣. طفلان كانوا في الحافلة. ٢٣ منهم غادروا. ١. لتي تحسب عدد الأطفال الذين بقوا في الباص، هل علينا أن نجمع العددين ٢٣ و ٣؟ أم علينا أن نطرح ٣ من ٢٣؟ ٢. كم هو عدد الأطفال الذي بقوا في الباص؟ هناك ٩ أطفال في الحافلة. ٤ أطفال آخرين ركبوا في الحافلة. بعد ساعة، غادر بعض الأطفال الحافلة. بقي ٦ أطفال في الحافلة. ١. لتي تحسب عدد الأطفال الذين غادروا، هل علينا أن نستخدم عملية الجمع وحدها؟ أم عملية الطرح وحدها؟ أم علينا الجمع والطرح معًا؟ ٢. كم هو عدد الأطفال الذين غادروا؟ </div> <div style="width: 48%;"> <p>MATH CARD 5 – GRADE 3 WORD PROBLEMS</p> <ol style="list-style-type: none"> ٤ أطفال يتقاسمون ٢٠ قلمًا بالتساوي. كم قلمًا لدى كل طفل؟ سعر دراجة هوائية جديدة هو ١٢٥ جنيهه السوري. يملك فراس ٦٢ جنيهه السوري. كم يلزمه أيضًا من الدولارات ليشتري الدراجة الهوائية؟ سجلت مريم ١٥ نقطة في كل لعبة. كم هو عدد النقاط التي سجلتها في ٥ ألعاب؟ يوم الإثنين، قام ١٣٥ طفلًا بزيارة المتحف، يوم الثلاثاء ٨٧ طفلًا، ويوم الأربعاء ٢٠ طفلًا. ١. في أي يوم قام أكبر عدد من الأطفال بزيارة المتحف؟ ٢. كم هو عدد الأطفال الذين زاروا المتحف يومي الثلاثاء والأربعاء؟ هناك ٨ أطفال في غرفة الصف. كل طفل لديه علبتان، وفي كل عتبة يوجد ٣ أقلام. ١. هل يوجد في غرفة الصف ١٦ طفلًا أم ١٦ عتبة؟ ٢. هل يوجد في غرفة الصف أكثر من ٥٠ قلمًا أم أقل؟ سياسفر رامي في الطائرة لمدة ٢٣٠ دقيقة. أمضى في الطائرة ١٦٥ دقيقة حتى الآن. ١. لتي تحسب عدد الدقائق التي بقيت لرحلته، هل علينا أن نجمع العددين ٢٣٠ و ١٦٥؟ أم علينا أن نطرح ١٦٥ من ٢٣٠؟ ٢. كم هو عدد الدقائق التي بقيت لرحلته؟ </div> </div> <p style="text-align: center;">or</p>						
<p>Say to the child:</p>	<p>Now I am going to read a series of word problems to you, and I want you to try to solve them for me. Listen very carefully. If you need, I will repeat the problem for you. If you want, you can use the scratch paper and pencil to help you solve the problem.</p>						
<p>Assessment procedure:</p>	<p>Mark the answers as correct or incorrect on the Teacher Notation Sheet as the child responds. If the child is not able to respond, score 0 points for the question and ask the child to try the next row. If the child hesitates for 30 seconds at any point, thank them, mark ALL of the remaining items as incorrect and move on to the next task.</p>						
<p>How to score</p>	<table border="1"> <tr> <td style="text-align: center;">+</td><td>10+ questions correct</td></tr> <tr> <td style="text-align: center;">–</td><td>4-9 questions correct</td></tr> <tr> <td style="text-align: center;">0</td><td>0-3 questions correct</td></tr> </table>	+	10+ questions correct	–	4-9 questions correct	0	0-3 questions correct
+	10+ questions correct						
–	4-9 questions correct						
0	0-3 questions correct						

End of assessment – thank the child for participating!

ANALYZING DATA AND SELECTING ACTIVITIES

How to use the student tracking sheets

Each assessment that is completed with an individual child generates a large amount of data – this includes the raw scores for each of the sub-tasks (which are erased after each assessment), as well as the summary scores of +, –, or 0. In order for this data to be useful, it must be documented and tracked in a way that makes



it easy to identify trends and gaps. This is why scores are converted from the raw number to a summary score – it makes it easier to quickly get a sense of how a child is progressing, as well as how the class overall is managing with specific subtasks. The tracking sheets on the following pages provide a space for each summary score to be documented and easily compared to scores that the child generates during repeated implementation of the assessment. See the completed example on the next page for more detailed instructions on how to complete the form.

How to select appropriate activities for students

The menu of classroom activities that follow the pages of student tracking sheets provide many options for simple fun activities that can help children strengthen specific skill areas. There are two ways to select which activities to use:

- 1. If more than half of the class is scoring in the 0 or – range for a subskill**

Implement activities that target that subskill with the entire class (either in a large group, smaller group, or pairs, as appropriate).

- 2. If less than half of the class is scoring in the 0 or – range for a subskill**

Divide children into smaller groups based on the subskill on which they need more support, and assign a different activity to each group. For example, if some students need more support with letter sounds, while others are struggling with vocabulary, and others still are struggling with comprehension, students can be grouped by their ability level and assigned an activity to target that specific skill. However, make sure the groupings are not permanent, and that children have the opportunity to work with other peers from one week to the next – children are very perceptive, and if they feel that there is a “stupid group” and a “smart group” that can lead to stigma, teasing, and low motivation.



STUDENT TRACKING SHEETS

Instructions and sample

Date – for each student there are three lines to insert summary scores for three separate assessments during the school year. Fill out one line each time an assessment is conducted

Name – in each of the large boxes in the second column insert one student's name.

#	Student Name	Date	Reading						Social/Emotional			Math					
			1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	3.1	3.2	3.3	3.4	3.5	
			Fusha/Ammiya	Letters	Words	Passage	Comprehension	Listening	Vocabulary	Empathy	Perseverance	Future Orientation	Identification	Discrimination	Missing Numbers	Addition/Subtraction	Word Problems
1	Sara	Sept	+	+	+	-	0	+	+	-	-	-	+	-	-	-	0
		Jan	+	+	+	+	-	+	+	+	+	+	+	-	-	-	-
2	Salam	Sept	-	-	0	0	0	-	0	+	+	+	-	-	0	0	0
		Jan	+	+	-	-	-	+	-	+	+	+	-	-	-	-	-
3	Mona	Sept	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Jan	-	-	0	0	0	0	0	-	-	-	-	0	0	0	0

Subtask – there is a separate column for each of the subtasks completed in the assessment (although note that the reading passage has two columns, to account for the two scores – each of the small boxes are a space to register the summary score for the student on the specific subtask. Refer to the administration guidance to identify how to generate a summary score for each subtask.

Note that compiling this information into one table makes it possible to identify trends across subskills, students, and time. For example, in this sample we can see that Sara is stronger in reading than in social/emotional skills and in math, and is making progress over time in all areas other than math. Salam is also improving over time, while Mona needs more intensive support, since she hasn't improved much from one assessment to the next. We can also identify trends across the class – for example, reading comprehension and math seem to be a gap area for nearly everyone. With this information, we can select reading comprehension and math activities for the whole class, and also more targeted activities to support Salam and Mona in reading and math (and Mona in social and

#	Student Name	Date	Reading								Social/Emotional			Math				
			1.1	1.2	1.3	1.4		1.5	1.6	2.1	2.2	2.3	3.1	3.2	3.3	3.4	3.5	
			Fusha/Ammiya	Letters	Words	Passage	Comprehension	Listening	Vocabulary	Empathy	Perseverance	Future Orientation	Identification	Discrimination	Missing Numbers	Addition/Subtraction	Word Problems	
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CLASSROOM ACTIVITIES

1. ACTIVITIES THAT STRENGTHEN READING SKILLS

1.1 Metalinguistic awareness

Fusha or Ammiya?

1. Ask students to stand in the middle of the room.
2. Designate one side of the room as “Fusha” and the other side as “Ammiya.”
3. Read out a short sentence (in either Fusha or Ammiya), and ask students to identify whether the sentence is Fusha or Ammiya by moving to stand on the appropriate side of the room.
4. Ask students who moved to the correct side of the room to identify the equivalent of the sentence in Fusha (if the sentence was spoken in Ammiya) or Ammiya (if the sentence was spoken in Fusha)
5. Repeat with additional words.

[NOTE: if there is not enough space for children to move through the classroom, this activity can be adapted to ask children to raise their right hand to signify Fusha or left hand to signify Ammiya]

Language Mirrors

1. Ask for two students to volunteer at the front of the classroom.
2. Explain that they are going to pretend that their partner is their own reflection in the mirror.
3. Ask one student to say a phrase into the “mirror” in Ammiya, which their “reflection” will then repeat back in Fusha, while copying any body movements or expressions made by the first student.
4. After the volunteers at the front have demonstrated a few phrases through their “mirror,” ask all other students to pair up and practice with their own “mirrors”
5. After a few minutes, ask pairs to switch roles so that everyone has had a chance to be on either side of the mirror.

1.2 Letter sounds

Touch the Letter

1. Ask 2-4 volunteers to come and stand by the board
2. Write 5 different letters on the board, in large print and spaced far apart.
3. Say a letter - either the letter name or the sound that the letter makes.
4. Participants (or children) race to be first to touch the letter.

Bingo

1. Write 6-8 alphabet letters on the chalkboard.
2. Learners choose 3 or 4 (or more) letters from the list and write them as a list in their notebooks or on paper.



3. Teacher calls out one of the letters - either the letter name or the letter sound. Learners who have chosen the letter that is called, or the letter corresponding to the sound, put a line through it.
4. When a learner has put a line through all of their letters, they call 'BINGO!' This learner is the winner.
5. Continue until several learners have 'BINGO!' or until all the letters on the board have been called

Count the Letter

1. Ask everyone to turn to the same page in the textbook, and to look at the same paragraph.
2. Tell everyone that they are going to have a race to see how many times a certain letter appears in the paragraph.
3. Name a letter that appears at least five times in the paragraph.
4. Verify that the students found the correct number of times the letter appears.
5. Try the game again, but this time ask them to find the number of times a sound appears [since some letters make the same sound, the answer may be different than counting the letters].

Letter Stretching

1. Make sure everyone is standing (ideally in a circle) and they have some space around them.
2. Start off with the usual slow deep breathing routine, breathing in through your nose and out through your mouth. Repeat a number of times.
3. Next, as we continue to breathe deeply, we are going to stretch forming different letters with our bodies. [This will be done in English now, but you can try it in the language of instruction with your students].
4. Let us practice some letters now. Continue to breathe slowly and deeply.
5. As the teacher/leader, you choose a letter and stretch. The students will copy you by stretching.

Letter Buzzing

1. Pick 3 letters in the alphabet that will be "buzz letters," and announce them to the class.
2. Ask children to sit in a circle, each child will say one letter of the alphabet in order, but when they get to one of the "buzz letters" the child should say "BUZZ!" instead of the letter (for example, if the buzz letters are E, J and O then the children should say "A, B, C, D, Buzz, F, G, H, I, Buzz...")
3. If a child forgets to buzz, go back to start of the alphabet.

1.3 Familiar words

Touch the Word

1. Ask 2-4 volunteers to come and stand by the board
2. Write 5 different common words on the board, in large print and spaced far apart.
3. Say a word.
4. Participants (or children) race to be first to touch the word.



Find the Word

1. Ask everyone to turn to the same page in the textbook, and to look at the same paragraph.
2. Name a word that only appears once in the paragraph, and ask students to race to be the first to find the word.
3. Verify that the students found the word in the correct location.
4. As an alternative, you can ask children to do this activity in pairs.

Count the Word

1. Ask everyone to turn to the same page in the textbook, and to look at the same paragraph.
2. Choose a word that occurs several times in the text.
3. Ask students to race to see who can be the first to count how many times the word appears in the text.
4. Verify that the children have counted correctly.

Rhyming Words

1. On the black board, write two sets of rhyming words, mixed up [for example: cat, top, sat, hat, hop, mop]
2. Ask students to work in groups of 4-5 to sort the words into rhyming sets [for example: cat-sat-hat and top-hop-mop]
3. Next, ask students to try adding additional rhyming words to each set [for example: mat-fat and pop-cop]
4. Ask each group to write a sentence using as many of the words as possible. Encourage them to make sentences that are funny but have meaning.
5. Allow groups to read their sentences out loud to the group.

Clapping Syllables

1. On the blackboard, write words with different numbers of syllables [example: dog, water, computer, mathematics, organization, etc.].
2. Ask students to clap their hands for each syllable as you speak them out loud.
3. Pick one of the words and clap the syllables without saying the word out loud – ask the students to identify the word from the syllables.

Making Short Words from a Long Word

1. Write a word of at least two syllables on the board [ex. WATER]
2. Students work in groups of 3-5.
3. One student in each group copies the word onto a piece of paper.
4. Then, each child copies one of the letters in the word on a small card or slip of paper (a different letter for each child).
5. Children then re-arrange the letters on the small cards to make other words [ex. from WATER: eat, rat, wet, tear, are, art, wart, rate, etc.].
6. One person in the group should keep a list of the words that the group finds.
7. The group with the most words is the winner.

Scrambled Sentences



1. Write a sentence on the board with the words in a mixed-up order [Example: on ten shelf there books are the].
2. Students work in groups of 2-3 to write the words in the correct order.
3. The first group to complete the sentence reads it out loud [Note: There may be more than one correct answer, ex: "There are ten books on the shelf." or "On the shelf there are ten books"].
4. The teacher writes the sentence on the board.
5. All students copy the correct sentence.

Cloze Exercise

1. Identify a short text that children have not seen before.
2. Delete several words in the text that children should be able to guess from the context.
3. Leave a blank where the deleted word is supposed to go.
4. Decide whether to give additional hints, such as leaving the first or last letter from the deleted word, or a list of the deleted words at the end of the texts.
5. Ask children to work individually or in groups to complete the spaces with the missing words.
6. Discuss the proposed and correct answers for each blank – if children selected a word that is incorrect but still makes sense in the sentence, explain to them that there was more than one correct answer.
7. Ask children to explain why they chose the words they did.

Guided Writing

1. Write a table of key information on the black board (if possible, connected to one of the subjects the class is currently studying). For example:

Animal	Food it eats
<i>cows</i>	<i>grass</i>
<i>donkeys</i>	<i>grass</i>
<i>dogs</i>	<i>meat</i>
<i>goats</i>	<i>leaves</i>
<i>tigers</i>	<i>meat</i>

2. Give an example of simple sentences that can be created from the information on the table.
[Ex: *Cows eat grass. Dogs do not eat grass.*]
3. Students work in groups of 3-4 to generate additional examples of simple sentences.
4. Give an example of a more complex sentence [Ex: *Cows eat grass, but they do not eat meat.*]
5. Students work together in groups of 3-4 to try to create the longest sentence using the words in the table.
6. The group that creates the longest sentence wins.



1.4 Reading passage

Drop Everything And Read (D.E.A.R.)

1. Set aside 15-20 minutes each day for children to stop doing anything else and pick up something to read.
2. Children should read an item of their own choice, which is at an appropriate reading level for them.
3. Children can read on their own, in pairs, or in small groups.
4. Pair non-readers with children who can read.
5. Allow children to read independently, while monitoring them to see if they need help.

Silent Reading with Pre-Questions

1. Write 1-2 simple questions about a passage from the textbook on the board.
2. Check that all students have understood the question.
3. Tell the students the page number where the text appears.
4. Ask all students to open their books to the correct page and find the answer to the question(s) at the same time.
5. Students' should raise their hand or write down the answer when they find it.
6. This activity can be done individually, or by children working in pairs.

Reading in Pairs

1. Students practice reading a text in pairs.
2. They take turns to read the text to each other.
3. Struggling readers can be paired with children who are slightly stronger.
4. The teacher focuses their attention on the weakest readers in the class.
5. This activity is typically done with texts that have already been practiced by the class chorally.

Find the Mistake

1. The teacher reads the text out loud to students, with students following along silently.
2. The teacher deliberately misreads one of the words.
3. Students clap when they notice a mistake.

Choral Reading

1. Teacher reads aloud (with expression), students follow with their finger.
2. Teacher and students read aloud together (2-3 times).
3. Teacher lowers voice to allow children to fill in missing words.
4. And/or teacher plays "Find the Mistake".
5. Students practice in small groups.



1.5 Listening comprehension

Story Time

1. Set aside 15-20 minutes to read or tell students a story that is not from their textbook (should be something interesting).
2. Introduce the story by telling children what it is about, and asking them questions about what they think might happen.
3. Read/tell the story fluently, and with clear expression.
4. Change voices when different characters are speaking.
5. Pause every 3-4 sentences to make eye contact with the children.
6. If something surprising or funny happens in the story, look at the children and make a facial expression based on what is in the story (for example, a surprised face or laughing).
7. If there are pictures in the book, show the pictures to the children.
8. Ask children what they think about different characters and their actions or decisions in the story.

1.6 Vocabulary

Look, Cover, Write, Check

1. First, the teacher says the new word. The students repeat it.
2. Do this 2-3 times.
3. LOOK: The teacher then writes the word on the board, or on a sheet of paper. The students look carefully at the word and say it aloud.
4. COVER: The teacher covers (or hides) the word, so the children cannot see it.
5. WRITE: The children try to write the word, from memory.
6. CHECK: The teacher shows the word again. The children check their own spelling and make any necessary corrections.

Making Lists

1. Select a topic that children will be familiar with (for example, types of animals, colors, shapes, foods, feelings, or words that begin with a specific sound).
2. Ask students to suggest items for the list.
3. Write each item on the chalk board.
4. Ask students to copy the items into their own list.
5. Ask students to illustrate their lists.
6. If possible, post students' writing and artwork around the classroom.

Labeling a Drawing

1. Draw a simple scene on the black board.
2. Ask students to name different objects in the drawing.
3. Write each object named in a list next to the drawing.
4. Ask children to copy the picture in their notebooks, and use the word list to label each item in the picture.
5. If possible, ask children to write simple sentences about what they see in the picture [Ex. "The house is near the road."]



6. Post students' work around the classroom. This will help to motivate children and also contribute to making the classroom a more print-rich environment.

2. ACTIVITIES THAT STRENGTHEN SOCIAL AND EMOTIONAL SKILLS

2.1 Empathy

Feelings Dictionary

1. Introduce a feeling (such as sadness) to your students using an explanation and an example.
2. Ask the students (in groups/pairs) to talk about their experiences with that feeling/emotion.
3. If you have time, ask them to do role plays about the feeling.
4. Add the word to a flip chart that is clearly posted on the wall.
5. Each time you discuss a new emotion add it to the list.
6. Refer to the flipchart when discussing different emotions in other activities or lessons.

Body Language

1. Explain to students that body language can express an emotion, like sadness, surprise, disgust, or fear.
2. Ask children to stand in a line all facing the same direction each looking at the back of the person in front of them.
3. Demonstrate an emotion through body language to the child at the end of the line (so no one else can see it).
4. That child then taps the shoulder of the next child in line, who turns around.
5. The first child demonstrates the same emotion through body language.
6. Children continue demonstrating the emotion to the person in front of them until everyone has had a chance to see it.
7. The final child demonstrates the emotion to the entire group, and the facilitator leads a discussion about what the emotion is.
8. The game can be played multiple times with different emotions.

The Tone Game

1. Explain how tone (the sound of our voice when we express emotion) can make someone feel better or worse.
2. Demonstrate by saying, 'you are the best students ever!' using a happy voice, then a tired voice, then an angry voice.
3. Ask the students to identify the best tone of the emotion to match the statement and explain why it is the best tone.
4. Children then take turns practicing saying a short statement (for example "I love to eat food," "please give me the book," "you are so kind," or "I believe in myself") using 3-5 different emotions.
5. Ask children to identify which emotion would make someone feel better and why.
6. Encourage children to practice with different emotions, such as happy, sad, angry, surprised, confused, fear, excited, tired, embarrassed, shy, loving, silly, jealous, and hurt.

Emotional expression



1. Using facial expressions, model 4 different feelings for children: happy, sad, angry, and scared.
2. Ask children to model the 4 expressions back to you.
3. Divide children into groups and ask one child in each group to model different emotions while the others guess which emotion they are expressing.
4. Each time a group guesses an emotion, they should discuss a scenario where they would expect to see that reaction from a friend.
5. The activity can continue with different members of the group modelling different emotions.

2.2 Perseverance

The Humming Game (from www2.peacefirst.org)

1. In this game, one person will be asked to perform a simple task. The challenge is that they will not know the task – and they need to determine the task by the volume of the group's humming.
2. Ask a volunteer to step out of the room, and while they are outside, ask the group to make two decisions: 1) What task the volunteer will perform and 2) What song everyone else will hum (they should pick a song that everyone knows).
3. The task can be anything, provided it is appropriate and involves an object in the room (such as putting a chair on the table, writing their name on the board, or moving a piece of paper). After the group has decided on a song and a task, invite the volunteer to stand in the center of the room while the rest of the students hum the song at a medium volume. As the volunteer starts to walk around the room, hum louder if they get closer to the task and softer if they get farther away. It may take a while, especially during the first round, but the feeling of accomplishment when they finally complete the task is extremely exciting.

The Human Knot

1. 8-10 students stand in a circle facing each other (create multiple circles for larger groups).
2. Each student puts one hand in the circle, face up.
3. Then, each student uses their other hand to reach into the circle and take the hand of any of the other students, EXCEPT the students standing next to them on either side.
4. Without letting go, students must work together to untangle their human knot – they can turn around or step over or under each other as needed.
5. The game is completed when the knot is untangled.

Who is the Leader?

1. Ask one volunteer to leave the room and, while they are outside, ask the group to nominate a leader.
2. The leader will be responsible for choosing gestures that everyone else will copy (such as jumping up and down, clapping their hands, or patting their stomach).
3. Everyone who is not the leader must follow the leader without giving away who the leader is.
4. The volunteer is then brought back into the room and will ask "Who is the leader?" – everybody must answer, "I am the leader" while following the movement the leader is making.
5. The goal is for everyone to work together and copy the leader as soon as he/she switches to a new gesture.



6. The round is completed when the volunteer identifies the leader – then a new leader and volunteer can be selected.

2.3 Self-concept/future orientation

Passing Compliments

1. Tell players that they are going to play a game in which they will be sharing compliments. If needed, explain what a compliment is or give some examples: “I like the way you _____,” “Thank you for _____,” or “You are really good at _____.” Begin the game with players sitting in a circle.
2. The object is to pass compliments around the circle.
3. One person will give a compliment to the person sitting next to them, who will say, “Thank you,” and pass another compliment on to the next person, and so on. Remind players that compliments are sincere. Model a good compliment by starting the relay in a counter-clockwise direction.
4. The game ends when the relay has gone around the circle one time.
5. To play a second round, say, “I’m going to count to 10 and everyone needs to find a new seat in the circle.” Challenge the group by telling them that everyone must say a different compliment.

3. ACTIVITIES THAT STRENGTHEN MATH SKILLS

3.1 Number identification

Touch the Number

1. Ask 2-4 volunteers to come and stand by the board
2. Write 5 different numbers on the board, in large print and spaced far apart.
3. Say a number.
4. Participants (or children) race to be first to touch the number.

Bingo

1. Write 6-8 numbers on the chalkboard.
2. Learners choose 3 or 4 (or more) numbers from the list and write them as a list in their notebooks or on paper.
3. Teacher calls out one of the numbers. Learners who have chosen the number put a line through it.
4. When a learner has put a line through all of their numbers, they call ‘BINGO!’ This learner is the winner.

Oral Counting

1. In a large group, ask students to orally count numbers by ones and tens, while showing the amount with fingers. For example, the number 40 would require four students to open both



of their hands wide; for the number 34, three students would open both hands wide, and a fourth student only shows 4 fingers).

2. Divide students into small groups to practice showing different numbers together with their hands.

3.2 Number discrimination

Guess the Number

1. Assign each child a partner.
2. One partner thinks of a number between 1 and 10, and the other partner guesses a number.
3. Each time a number is guessed, the student thinking of the number must give a clue like “2 bigger” or “1 smaller”
4. When the number is guessed correctly, the students can switch roles and play again.
5. The activity can also be made more difficult by asking students to pick numbers between 1 and 20 or 1 and 50.

Which Pile is Bigger?

1. Divide students into 2-4 teams.
2. Ask each team to find as many small stones as they can.
3. Each team must count their stones and show them to the rest of the class.
4. Ask students which team has more stones, and how they know.

3.3 Missing numbers

Number Buzzing

1. Pick 3 numbers less than 100 that will be “buzz numbers,” and announce them to the class.
2. Ask children to sit in a circle, each child will say one number in order (starting from 1), but when they get to one of the “buzz numbers” the child should say “BUZZ!” instead of the letter (for example, if the buzz numbers are 28, 32 and 41 then the children should say “...26, 27, BUZZ, 29, 30, 31, BUZZ, 33, 34, 35, 36, 37, 38, 39, 40, BUZZ”)
3. If a child forgets to buzz, go back to start at 1.

Jump on Tens

1. Start in a large group with all children holding hands including the facilitator.
2. Tell the children that they will count to 100 out loud and on every number ending in 0, they will jump (10, 20, 30, 40, etc).
3. After you pass 20, ask the following questions:
 - a. What number will we jump on next?
 - b. Will we jump on 45? Why not?
 - c. Which number comes after 66? Will we jump on 67? Why not?
 - d. How long before we get to 100?
4. At the end of the game, ask children if anyone can name all of the numbers they jumped on? (10, 20, 30, etc. up to 100).
5. Repeat the game, but this time count to 50 and jump on numbers ending in 5 and 0 (5, 10, 15, 20, 25, etc.)
6. After 20, ask the following questions:



- a. What number is after 20? Will we jump on it? Why not?
 - b. How many more jumps until 50?
 - c. Will we jump on 50?
 - d. Did you notice a pattern?
7. The game can be repeated in small groups, and with different “jump on” numbers.

3.4 Addition and subtraction

How Many Steps?

1. Ask a volunteer to walk across the front of the room (from one wall to the other) while students count the number of steps it takes.
2. Once the total number of steps has been identified, ask students to pick a number that is smaller than the number of total steps it took to get across the room.
3. Ask students how far the volunteer would get if he/she only walked the smaller number of steps.
4. Once they answer, ask the volunteer to demonstrate so students can see if they were correct.
5. After the student arrives at the smaller number of steps, ask the students how many more steps would be needed to make it all the way across the room.
6. Repeat the exercise with different volunteers (each student will have a different number of steps to get across the room), and different midpoint numbers.

Guessing a Number

1. Place 10 small stones in front of the students so all can see.
2. Call one student to the front to count the stones out loud to make sure there are 10.
3. Bring a paper bag (or box, or container), put 3 of the objects in it, and close the container (so students cannot see inside).
4. Ask one student to come to the front and count the remaining objects outside of the bag.
5. Ask the group if they can guess how many objects are in the bag, and explain how they know.
6. This game can be played multiple times, and in small groups.

3.5 Math word problems

Math Role Play

1. Make up a short word problem for students (such as: Sara had three pencils. She met up with Mona, who had four pencils. How many pencils do they have together?)
2. Ask for volunteers to play the roles of the people in the word problem (in this example, Sara and Mona)
3. Lead the children through a role play to demonstrate what the problem looks like.
4. Ask students to identify the correct answer to the problem
5. Repeat the role play with different word problems and different student actors