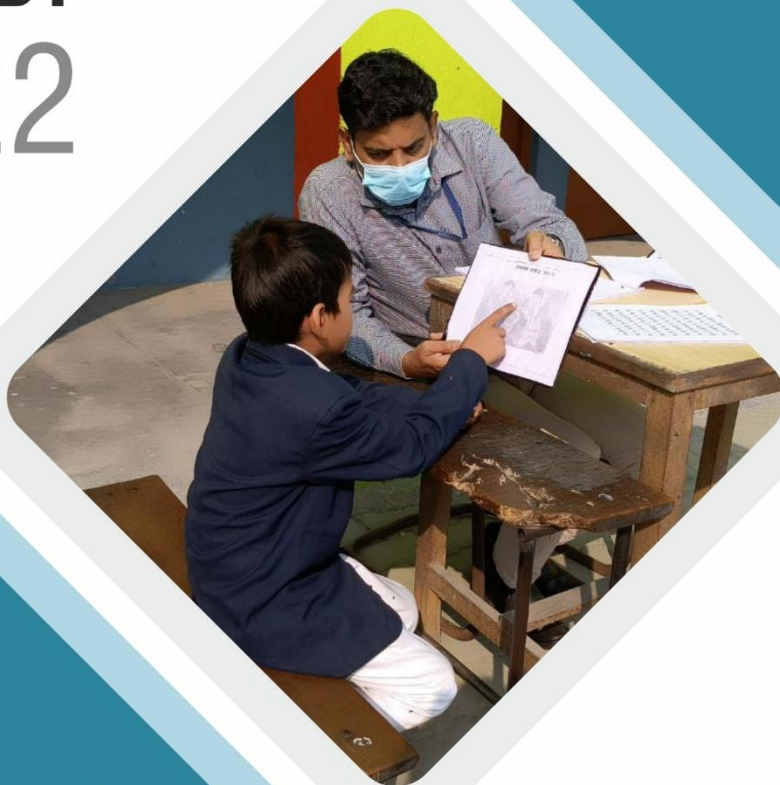




Ministry of Education
Government of India



FOUNDATIONAL LEARNING STUDY **FLS** 2022



Item Development
and Translation/
Adaptation of the
items for Foundational
Learning Study

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Item Development and Translation/Adaptation of the items for Foundational Learning Study

Preface

Education is the cornerstone of progress and prosperity for any nation. It is through education that we empower individuals to unlock their full potential and contribute meaningfully to society. Recognizing the transformative power of education, the Government of India launched the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat in July 2021. This visionary initiative, aimed at ensuring that all children attain foundational skills by the academic year 2026-2027, underscores our commitment to providing quality education for every child, regardless of their background or circumstances.

At the heart of the NIPUN Bharat initiative lies the Foundational Learning Study (FLS), a comprehensive assessment conducted by National Council of Educational Research and Training (NCERT) across India. The Foundational Learning Study, undertaken in March 2022, represents a crucial step towards understanding and addressing the learning needs of Grade 3 students across India.

The primary aim of the Foundational Learning Study was to draw a first-hand understanding of students' learning levels at the foundational stage, with a specific focus on two key goals: effective communication and informed learning. Through a series of tasks designed to assess foundational literacy and numeracy, the study sought to identify areas of strength and areas for improvement, thereby informing targeted interventions and policy reforms.

One of the defining features of the Foundational Learning Study was its inclusive approach, with assessments conducted in 20 languages to ensure representation and accessibility for all learners. This commitment to linguistic diversity reflects our belief in the importance of providing education in the language of the learner, thus fostering greater inclusivity and cultural relevance.

Following the administration of the study, a comprehensive benchmarking exercise was undertaken to contextualize students' performance levels and set language-specific benchmarks for oral language fluency and reading comprehension. These benchmarks, informed by empirical data and best practices, serve as essential reference points for educators, policymakers, and researchers as they work towards improving educational outcomes.

The dissemination of the Foundational Learning Study findings at both the National and State levels mark the beginning of a new phase in our educational journey. This report offers detailed insights into the nuances of foundational learning, providing a roadmap for targeted interventions and policy reforms.

This prodigious task could not have been achieved without the active partnership and association from all the SCERTs, SIEs and the SPDs office of the different States and UTs. The completion of this astounding work also entailed a dynamic technical collaboration with UNICEF, India. I would like to express my gratefulness to Mr. Terry Durnnian, Chief, Education, Mr. Ramchandra Rao Begur, Education Specialist, Mr. Ganesh Kumar Nigam, Education Specialist and Ms. Sunisha Ahuja, Education Specialist.

As we embark on the next leg of our journey towards educational equity and excellence, let us remain steadfast in our commitment to providing every child with the opportunity to realize their full potential. Together, we can build a future where education is not just a privilege but a fundamental right for all

Prof. Indrani Bhaduri
Head ESD, NCERT

Item Development and Translation/Adaptation of the items for Foundational Learning Study 4th - 8th October, 2021

The assessment of Oral language Comprehension and ORF is not explicitly based on education curriculum but compatible with curriculum as it measures key components of reading skill acquisition.

Development of Assessment Tasks

The Assessment task for Listening Comprehension requires a grade appropriate passage/text which is read aloud to the child followed by comprehension questions.

The Assessment task for ORF requires a grade appropriate passage/text which the student is asked to read aloud, followed by comprehension questions.

1. In order to develop the passages for Listening Comprehension and ORF, and the related comprehension items (questions), Item writers review one-paragraph stories from age appropriate reading materials. They are instructed to avoid taking any content directly from the school textbooks.
2. The passage is a narrative story that has a beginning section that introduces characters, a middle section containing some dilemma, and an ending section with an action resolving the dilemma. It is not a list of loosely connected sentences.
3. Character names from the school textbook are avoided as students may give automated responses based on the stories with which they are familiar. Names and places reflect the local context and culture. Texts contain some complex vocabulary (inflected forms, derivations, etc.) and sentence structures.
4. Large, clear, familiar print and good spacing between lines are used to facilitate student reading. No pictures are included (for ORF Task)

Roles and responsibilities of participants

- **NAS Coordinators-** NAS coordinators will be responsible for managing the translation/adaptation workshop in the state. They will review the work simultaneously and will ensure that all the guidelines are being followed during the process and that the translated version is correct in all respects.

- **Domain Experts-** Experts from each domain will work in close coordination with the translator(s) and will ensure that the items are being translated and adapted as per the translation and adaptation guidelines provided by NCERT. Items should be conceptually correct and suitably modified as per the specific context of the place.
- **Translator(s)-** Translator will work in close coordination with the domain experts and will ensure that the meaning of the questions as construed by the experts is well reflected in the translated/adapted items. They will follow the translation and adaptation guidelines provided by NCERT.
- **DTP(s)-** DTP will ensure that the translated versions align with the technical requirements as mentioned in the guidelines.

General Guidelines

1. The purpose of the working group sessions is to translate/adapt the items from source language to the languages identified by the state for the foundational learning study.
2. The items pertain to three goals/domains (as specified in NIPUN Bharat guidelines.)
 - Children Become Effective Communicators
 - Children become involved learners and connect with their immediate environment.
 - Children Maintain Good Health and Wellbeing
3. At the end of the workshop, the following documents should be submitted by the NAS coordinators latest by 18th October, 2021.
 - Completely filled in **registration form** for each of the participants of the workshop
 - Completely filled in **confidentiality certificates** for each of the participants of the workshop
 - **Attendance sheet** for all five days of the workshop
 - Completely filled in **honorarium and RTGS proformas** for each of the participants of the workshop

Technical Requirements (for DTP)

1. DTP should be using the Unicode software and the format of the final translated copy should be the same as the original.
2. The translated versions should be made in A4 page format with margins of 0.75 on top, bottom, left and right.
3. The font size may vary (around 11- 16) depending on the font of the language.
4. Language should be mentioned on the cover page of the booklet.
5. Ensure that titles/subtitles, numbering of lines/paragraphs/items are the same in the source and the target items.

6. Sizeable/significant differences in the number of pages between the source and the target language tests should be avoided.
7. As much as possible, try to place one question on one page. Each question needs to start from a new page.
8. Include page numbers in the document.
9. The final print-ready soft copy of the file should be submitted in both word and pdf format along with the file of the fonts in which the items will be translated. The translated version should be made only in Ms-word. Please don't use in-design, pagemaker or coreldraw to create translated versions.

General Translation/Adaptation Guidelines-

1. Avoid complicating/simplifying the items while translating the items in the target language.
2. For translating terms that are uncommon in the target language, translators may use the term which best describes the term in the target language along with the term in English, in brackets for the FI to refer to.
3. Nouns and verbs in a sentence should be translated in entirety.
4. Ensure that translations do not convert an active phrase in the source document to a passive one in the target document, or vice versa.
5. The format and the logic of the item should be given the priority. Semantics means the logic, the way item sentences are separated or like each sentence sustains the content accordingly the translation should be done.
6. Maintain consistency across items for the frequently repeated phrases/words such as Field Investigator's script, expected answer etc.
7. When translating multiple choice questionnaire items, make sure the proposed answers are syntactically 'aligned' with the stem of the question.
8. Initial Field Investigator's script for the introduction and context setting needs to be translated in the specific language too.

Specific Guidelines for Domain- Children Become Effective Communicators (Learning Outcome wise Adaptation Guidelines)

To make the tasks appropriate for the learners, each item needs to be adapted as per the language and context of the region. The adaptation guidelines for the items for each learning outcome are as follows. The FI script, notes and rubric needs to be translated from the source to the target language.

Learning Outcomes

EC01- Engages in conversation to ask questions, narrate experiences, listens to others, and respond.

EC02- Responds to and answers a variety of questions (retrieval and inference based questions) based on a story/poem after listening to a short text

EC03- Identifies the initial/final phoneme in words presented verbally

EC04- Identifies symbol-sound correspondence (including syllable reading).

EC05- Accurately say or sign common, isolated grade 3-level words

EC06- Reads at least 60 words per minute correctly with accuracy (correct pronunciation), speed (automaticity) & expression.

EC07- Answers a variety of questions (retrieval and inference based questions) based on a story/paragraph

EC08- Writes new words from the letters of a given word.

EC09- Uses action words, naming words and punctuation marks for writing

| Learning Outcome | Adaptation Guidelines |
|---|--|
| EC01- Engages in conversation to ask questions, narrate experiences, listens to others, and respond. | <p>For this Learning Outcome a picture has been given and simple questions have been asked to <u>engage the child in conversation</u>, you can translate it in your regional language like this with the given picture.</p> <p>If you think the given picture is not appropriate according to your local environment then you can change it. Picture should not be void copyright.</p> |

| | |
|--|--|
| <p>EC02- Responds to and answers a variety of questions (retrieval and inference based questions) based on a story/poem after listening to a short text</p> | <p>Under this Learning Outcome, questions will be asked to assess <u>listening comprehension</u>. A poem/text will be selected as per the milieu and context of the particular region. Retrieval and inference based questions will be developed on the basis of the poem/text.</p> <ul style="list-style-type: none"> ● Poem/text length depends on the level and first language of the children being assessed, although most poem/text need to be approximately 30 words in length in order to provide enough text to develop material for three to five comprehension questions. ● The poem/text narrates a locally adapted activity or event that will be familiar to the children. ● The questions must be similar to the questions asked in the reading comprehension task. ● Most questions will be literal ones that can be answered directly from the poem/text. ● One or two questions are inferential, requiring students to use their own knowledge as well as the poem/text to answer the question. |
| <p>EC03- Identifies the initial/final phoneme in words presented verbally</p> | <p>The task focuses on <u>awareness of phonemes</u> in spoken language. The task should be adapted by selecting the grade level appropriate words in the target language by focusing on the phonemes of the words. The FI instructions as given in the source booklets should be translated carefully by replacing the examples of given words with the words in the target language.</p> |

EC04- Identifies symbol-sound correspondence (including syllable reading).

This task focuses on symbol-sound correspondence and syllable reading. It captures early grapheme to phoneme awareness and basic knowledge of syllable construction. The experts need to create letter frequency list for this item following the procedure as mentioned below-

The procedure to prepare Letters frequency list –

1. Initially, we need a sample of at least 5,000 words from grade 3, grade 2 and grade 1 language textbooks. The content should be randomly selected and typed in a word document. Please ensure that the punctuation (periods, commas, etc.), exercise numbers, or page numbers should not be there in the sample. You need only the words and letters.
2. Simultaneously, create a list of the letters of the alphabet in Excel with two columns; one for all the letters and the other for their frequencies.
3. Now, use the **Find** command for identifying the letter you want to count, such as A. Put that letter in the **Find and Replace** tab underneath the **Find** tab.
4. After following the previous step click on **Reading Highlight** and click **Highlight All**. This command will not only highlight the list of letters, but also tell you the number of that letter that existed in your document
5. Now, type that number corresponding to the letter in the Excel file which has already been prepared.
6. Do this for the entire list of the letters.
7. By using the **Sort & Filter** tab you may sort by the **most frequent letter** in the list. Also, you may remove the duplicates from the list by using the **Remove Duplicates** command.
9. Calculate the % of frequency of all the letters.
10. These letters as per their percentage in the text will be included in the grid. The frequency of the letter will determine the number of times the letter will be repeated in the letter grid. If a letter appears more than 15% of the time, we need to reduce the number of times the letter appears on the grid. Percentages need to be adjusted so that all letters of the language can be tested. Letters that do not appear in the frequency list will not be included in the grid.

11. A randomised grid of 100 letters and frequently occurring syllables will be created following this process. The high frequency syllables will be taken from the word frequency table as mentioned in the next LO.

EC05- Accurately say or sign common, isolated grade 3-level words

This task focuses on reading simple and common grade level words. The experts need to create word frequency list for this item following the procedure as mentioned below-

The procedure to prepare words frequency list –

1. Initially, we need a sample of at least 5,000 words from grade 3, grade 2 and grade 1 language textbooks. The same text as taken for the letter frequency list can be taken to create a word frequency list.
2. First you need to place each word on its own line. To do this, go to Find and Replace, and click on More on the bottom left of the box.
3. After clicking on More you will get so many options there. You have to click on Special.
4. Here, for Find, you have to click on White Space and for Replace, you have to click on Manual Line Break.
5. Now click on Replace All.
6. After following the previous step you will get the list of words with only one word per line.
7. Now, you will have to delete punctuation marks manually or you may use the Find and Replace commands to delete them.
8. Once you will get all words in one column in your Word document, Cut and Paste the list of words into a column in a separate Excel sheet.
9. After that you may sort the words from A to Z by using the Sort & Filter tab.
10. Now you have to count how many times each word appears in your text sample with the help of COUNTIF command in excel. For e.g. –

| A | B |
|-------|-------------------------------|
| 1 the | =COUNTIF(\$A\$1:\$A\$4629,A1) |
11. Again use the Sort & Filter tab and sort by the most frequent words on the list. Also, you may remove the duplicates from the list by using the Remove Duplicates tab.
12. Now you have a list of the most commonly appearing words of your sampled word document.
13. From this list the frequently occurring syllables will be included in the letter grid being created in the previous question. The most frequent 50 words will be extracted from the frequency table on the basis of the frequency of the words. Unlike the letter and syllable

| | |
|---|---|
| | recognition grid, the words in the familiar word grid appear only once. |
| EC06- Reads at least 60 words per minute correctly with accuracy (correct pronunciation), speed (automaticity) & expression. | A <u>short story of around 60 grade-level appropriate words</u> will be developed for assessing the Oral Reading Fluency. The story should be appropriate for the children in terms of context and events. It should have a definite beginning, obstacle/problem and a resolution. It should not be taken directly from the textbook of the children or a familiar/famous story. The story should have short sentences and the vocabulary should be appropriate to the region. There should not be many characters in the story. Also, the first sentence of the story should be very easy. The words in the story should not have letters/accents that are not common or have many silent letters. The content should be such that it allows for a variety of questions. |
| EC07- Answers a variety of questions (retrieval, inference and reflection based questions) based on a story/paragraph | The item is based on <u>comprehension of the story</u> read by the child in the Oral Reading Fluency item. 4-5 comprehension questions will be framed. The questions will be of the following types- <ol style="list-style-type: none"> 1. 2-3 questions should be such that require the child to locate the answer in a specific part of the story. The answers require locating distinct pieces of information in the story. These questions are generally "who," "what," "when," or "where" questions.(GPF) 2. 1-2 questions will be simple inference based questions. The answers to these questions will not be directly stated in the story as discrete information but will be deduced by the student on the basis of explicit information. The questions should not require a great deal of interpretation to understand. |
| EC08- Writes new words from the letters of a given word. | For this item, a meaningful word has been given on the basis of which the student will frame atleast 3 new words using vowels/matras. |

EC09- Uses action words, naming words and punctuation marks for writing

For this item, a picture has been given on the basis of which the student will frame sentences. The same picture can be used or a more contextual picture can be used in place of the picture given in the source booklet.